

tips

TEMPUS IV Fifth Call Project

Development of an International Model  
for Curriculum Reform in Multicultural Education  
and Cultural Diversity Training: DOIT

# Tips for Coordinating an International Curriculum Reform Program for Higher Educational Institutions

By: Rhonda Sofer, Coordinator of DOIT

international  
reform  
program

multicultural  
education



Development of International Model for Curricular Reform  
in Multicultural Education and Cultural Diversity Training

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## Introduction

This handbook presents tips for managing international projects, particularly those that aim to implement curriculum reform for higher educational institutions (HEI). These tips are based on our experiences in managing a TEMPUS IV Fifth Call European Commission selected programme called Development of an International Model for Curriculum Reform in Multicultural Education and Diversity Training (DOIT).

TEMPUS (Trans-European Mobility Scheme for University Studies) programmes support joint international projects initiated by HEIs. These programmes aim to contribute to the development of higher education in partner countries of the European Commission in Central Asia, North Africa and the Middle East (McCabe, Ruffio & Heinamaki 2011) according to the regional and national priorities that are defined each year by the European Commission. TEMPUS multinational projects require a coalition or consortium be formed that includes at least three academic institutions in the applicant country, two academic institutions in one partner country of the European Commission, and one academic institution in three different European member countries.

A multinational TEMPUS grant requires the participation of at least eight academic institutions in five different countries (EACEA 2010).

The TEMPUS IV programme of DOIT officially started on October 15, 2012 and ends on August 15, 2015. The aims of the project are to promote multicultural education, diversity training competencies, and children's rights in curriculum programmes aimed primarily at students of education but are also relevant for students from other disciplines. DOIT's multinational curriculum reform programme aims to benefit HEIs in two partner countries, Israel and Georgia. DOIT's partnership includes 16 HEIs, four NGOs and six student unions located in seven countries: Israel, Georgia, Austria, Estonia, Germany, the Netherlands and the United Kingdom. Most of DOIT's HEIs (11 of 16) specialize in education or have a department or faculty of education. Other HEI partners provide specialized skills that contribute to DOIT's programme. All of the NGOs are organizations involved in either promoting citizenship for democracy or inter-cultural relations. All of the student unions belong to DOIT's HEIs in Israel and in Georgia.

Managing and coordinating 26 organizations throughout seven countries in the development and implementation of an academic project aimed to promote educational curriculum reform includes challenging tasks. The purpose of this handbook is to share our experiences, present the good practices that we feel contributed to our success, as well as to present the challenges that occurred over the time period with suggestions, in retrospect, how to prevent certain challenges from occurring.

The handbook is divided into several sections. The first section provides a brief theoretical introduction relating to research examining the challenges and dynamics of international collaboration in general, and those that relate to designing, implementing and sustaining international collaboration for curriculum reform in HEIs in particular.

The second section describes DOIT's approach to management and coordination of the development, exploitation and implementation, and dissemination and sustainability stages of its programmes. Within this section, strategies and methods that contributed to the positive results of the programme are described, as well as analysis of several challenges and obstacles that arose. The final section provides a checklist of good practices that can be used in building international collaborations.

# Chapter 1

## Theoretical Introduction and Literature Survey on International Collaboration

International collaboration is challenging for many reasons, with several factors coming into play that can support or hinder the collaboration. For all international projects there are routine issues of communication and differing interpretations of aims and goals. In addition, there are challenges of designing a work plan that takes into consideration the cultural differences within the consortium, with regard to members' varying structural capacities, political-economic realities that govern their organizations, and differences in technological infrastructure that effect collaborative online work through virtual work sites and portals. Motivating members from different institutions and countries to commit to the project and work according to the established time line can also be challenging.

Researchers have analysed processes and conditions that contribute and hinder the success of international collaborations in general, and specifically for curriculum reform in HEIs. One process that is considered key in any international collaborative project is the importance of a shared common vision and long-term objectives among the partners. In particular, several studies emphasize the importance of key participants and key stakeholders accepting and actively promoting these objectives. When key stakeholders “buy into” the programme, this contributes significantly to the success of international collaborations (Aaltonen et al. 2008; Eskerod & Jepsen 2013; and Lavagnon et al. 2010). Several studies also suggest that when the key stakeholders are not committed to the programme's vision, these programmes have not succeeded (Lavagnon et al. 2012; Lim & Zain 1999; and Pinto & Slevin 1988). Diallo and Thuillier (2004) assert that key stakeholders should be involved through all stages from the conceptualization, development, implementation, assessment of impact, and sustainability. Moreover, these studies show that sustainability and the long-term success of a project are more likely to occur when the objectives or values of the programme are intertwined with moral values, and that the leaders or key stakeholders are committed to these values (Fuller 2007).

Competent leadership is another factor shown to have an important effect on the success of international collaboration. Briere and Proulx (2013) maintain that a key factor for success of curriculum reform programmes includes capable



management and communication skills of the project leader. Sofer also discusses in detail the importance of leadership, as well as the establishment of a structure of open communication among partners in implementing international initiatives of curriculum reform. She suggests that leaders who:

*are committed to the concept...and make decisions based on what is best for the programme as a whole; leaders who provide clear instructions for work and establish reasonable but exact deadlines; leaders who are visible and available to answer questions efficiently, quickly and through a variety of channels...and the establishment of a communication system that is open and transparent which enables the sharing of knowledge and ideas were shown to be crucial for successful international collaboration (2011, pp. 185-186).*

Other studies have also explained the importance of establishing effective structures and platforms for communication in contributing towards successful international collaboration. Freshwater, Sherwood and Drury (2006) in their research on international collaboration in the field of health, stress the importance of information technology and communication systems in the exchange of information and ideas among international partners in promoting productive joint work. They also stress the importance of developing personal relations among professionals. Through effective communication and the development of professional personal ties, mutual understanding is enhanced, which contributes towards unified standards of practice and strengthens the collaborative research.

Since international collaboration unites culturally diverse organizations and individuals, other studies suggest that diversity management processes may contribute towards the successful results of collaboration. Diversity management processes have been characterized by inclusion, transparency, equality, being open to diversity, mutual respect and fairness (European Commission 2012).

Sabharwa's (2014) study of diversity management processes in public administration suggests that enabling workers to be able to provide feedback on their work environment and procedures had a positive result in regard to the successful achievement of administrative objectives and defined outputs.

Inclusion is a central principle of multiculturalism, especially in implementing diversity management. For curriculum reform programmes, it has been shown that inclusion of faculty in decision making processes is important both for the

implementation as well as the sustainability of curriculum reform programmes (Sng 2008; Rowley et al. 1997 and Eckel 1999). In addition, the faculty members who are implementing the programme need to be provided with support and training for the programme to be successfully implemented and sustained (Penual, 2007).

The above research findings have also been supported by DeHarpe and Radloff's (2003) study that examined several curriculum reform programmes in Australia. They list a series of stages that are central for successful design, implementation and sustaining of curriculum reform programmes. The first stages include sharing the programme's vision with the faculty and enabling their feedback and input. They emphasize the importance of the active involvement of the educational institutions' key stakeholders, and mention the importance of training and continued support of the staff during the implementation stage. Moreover, assessment and evaluation of the programme, and feedback from the faculty involved are crucial for sustainability. They propose that ongoing communication to assess goals, progress, and outcomes based on the assessment and evaluation process is vital for the success of curriculum reform.

Studies suggest that successful curriculum reform on the international level is closely tied to applying the principles of diversity management in coordinating the consortium. Sofer (2011), as well as other research (e.g., Bell & Berry 2007; Shin & Park 2013; Rosado 2006; and Richards et al. 2004) argue that diversity management can contribute to the overall success of building a culture of trust and collaboration in preparing the ground work for successful international collaboration. From these studies, the following diversity management processes were found to contribute to successful international collaborations:

- facilitating transparent, continuous and effective communication between the manager and the partners;
- promoting equal participation among the different groups;
- establishing an inclusive structure that enables feedback and ideas from the partners;
- receiving support from the manager on issues that can benefit from his or her intervention, both within the different organizations of the partnership as well as between;
- enabling flexibility in programme development, thus enabling different partners to benefit from aspects of the programme relevant to them;
- and, creating opportunities for joint learning and the sharing of knowledge.

In summary, successful curriculum reform is determined by multifaceted processes related to different stages of the programme. In all stages, involved support of key stakeholders, good leadership, and communication are crucial. In the conception stage, it is important to ensure that the vision and goals of curriculum reform are shared with all important members of the HEIs, including the faculty. In the process of programme development of the programme, open communication, inclusive participation, and flexibility are keys to success in the development of a culture of trust and collaboration among the partners and faculty. Diversity management principles that include good leadership, transparency, inclusion, and communication in the planning, training and support of the faculty are the key factors that enable the curriculum to be implemented and successfully sustained.

## Chapter 2

### **Introducing DOIT's Objectives, Consortium, Programmes and Results**

#### **Objectives**

DOIT's multi-faceted three year programme aims to enhance the quality of educational programmes that promote multicultural education, human and children's rights and cultural diversity through curriculum reform in HEIs in Israel and Georgia. DOIT's programme includes the design and piloting of courses for BA and MA students and in-service teachers, workshops for faculty, a programme of student activities (aimed to promote positive inter-cultural relations), and a portal that facilitates joint work and dissemination.

#### **The Consortium Membership**

DOIT's partners include academic colleges of education, university faculties and departments of education, cultural studies, international relations, technology and engineering, and quality assessment. In addition, four NGOs and six student unions participate in the programme, of which only one student union (SUIDC) is an independent association and an official member of the consortium. The other five student unions are not independent bodies. These five student unions are not official members of the consortium but are listed below as their activities are special to DOIT's programmes. The two major beneficiaries of this project are Israeli and Georgian institutions, but DOIT's European partners in Germany, Austria, and the Netherlands are benefiting from our programmes and courses.

## Israeli Partners

1. **Gordon Academic College of Education (GCE)** is the coordinator and initiator of DOIT. GCE is an academic college of higher learning established in 1953 and accredited to bestow B.Ed. and M.Ed. degrees. Located in Israel's largest northern city of Haifa, GCE serves Israel's northern peripheral areas.
2. **Sakhnin Academic College (SAC)** is an Israeli-Arab Academic College of education located in the peripheral Galilee region of northern Israel. It offers a wide range of educational specialization programmes in B.Ed. and M.Ed. degrees to Israel's Arabic speaking population.
3. **Kaye College (KC)** is an academic college established in 1954 and accredited to bestow B.Ed. and M. Ed. degrees. Located in Israel's largest southern city of Beer Sheva, it serves Israel's southern peripheral areas.
4. **The Interdisciplinary Center of Herzliya (IDC)** is Israel's first privately funded fully accredited institution of higher education, with a broad range of undergraduate and graduate programmes.
5. **Sapir Academic College of Education (SAP)** is located in Israel's south and is responsible for DOIT's portal and website.
6. **Ben Gurion University of the Negev (BGU)**, Israel's youngest and fastest growing research university, is located in the Negev and is responsible for the assessment of DOIT's programmes.
7. **Inter-faith Encounters Association (IEA)** is an Israeli NGO that works to promote dialogue between different religious groups in Israel.
8. **Student Union at IDC (SUIDC)** is an independent association at IDC that aspires to be a social community and a driving force that generates change in the fabric of the IDC's social, cultural, and academic life and in Israeli society.
9. **Student Union at GCE** is not an independent association but an organized student group that aims to promote student rights and events, and to deal with emerging issues involving GCE students.
10. **Student Union at SAC** is not an independent association but an organized student group that aims to promote student rights and events, and to deal with emerging issues involving SAC students.

## Georgian Partners

11. **Ilia Chavchavadze State University (ISU)**, located in Tbilisi Georgia, is a higher education institution in Georgia that promotes the principles of liberal education and offers degrees on the three cycle degree system.
12. **Ivane Javakhishvili Tbilisi State University (TSU)** is the first and largest university located in Tbilisi Georgia, and offers degrees for all three cycles.
13. **Sokhumi State University (SSU)** was relocated in Tbilisi Georgia as a result of hostilities with Russia in 1992–93 and the expulsion of Georgians from Sokhumi. SSU offers degrees for all three cycles.
14. **Iakob Gogebashvili Telavi State University (TEASU)**, established in 1939, is one of the first HEIs located in the Kakheti Region of eastern Georgia, and offers numerous programmes for all three cycles.
15. **Samtske–Javakheti State University (SJSU)** is the union of Akhaltsikhe State Educational University and Akhalkalaki Higher Educational Institution College. Both campuses are situated in the multi-ethnic and multi-cultural region of Samtskhe–Javakheti, and offer programmes on the three cycle system.
16. **Centre for Civil Integration and Inter Ethnic Relations (CCIIR)** is an NGO located in Tbilisi Georgia that is involved in issues of ethnic minority education, intercultural and bilingual education.
17. **Civic Development Institute (CDI)** is an NGO located in Tbilisi Georgia, whose aim is to raise the civic awareness of each citizen, with a special emphasis on youth and the promotion of cultural diversity education in Georgia.
18. **Student Union at ISU** is not an independent association but an organized student group that aims to promote student rights and events, and to deal with emerging issues involving students
19. **Student Union at TEASU** is not an independent association but an organized student group that aims to promote student rights and events, and to deal with emerging issues involving TEASU students.
20. **Student Union at SJSU** is not an independent association but an organized student group that aims to promote student rights and events, and to deal with emerging issues involving SJSU students.

## European Union Partners

21. **University of Koblenz–Landau (UKL)** is located in Landau Germany, and has been engaged in teacher training for more than 50 years. In 1969 it was granted university status and offers degrees for all three cycles.
22. **Institute of Education (IOE)** is located in London UK, and is one of the world’s leading schools for education and social sciences. It is actively involved in education research within UK universities and is also the second highest recipient of research funding for social sciences among higher education institutions in the UK. It offers degrees for all three cycles.
23. **Birkbeck University London (BBK)** is a world–class research and teaching institution, and London’s only specialist provider of evening higher education. It offers degrees for all three cycles.
24. **University of Education of Upper Austria (PHOO)**, located in Linz Austria, focuses on teacher education in the fields of Pre–School Education, Vocational Education and Continuous Professional Education. It offers degrees for all three cycles.
25. **Han University of Applied Sciences (HAN)**, located in the Netherlands, offers different types of professional courses including specialization in education. It offers degrees for all three cycles.
26. **Jaani Tonisson Institute (JTI)** is an Estonian NGO working in the fields of civic education, law education, and human rights education.

## Description of DOIT's Programmes

DOIT's project is multifaceted and includes the development of five courses, faculty training workshops, and student activities. Three courses were developed by international teams, while two courses that are specific to Israel and to Georgia were developed by multi–institutional teams from each country. The faculty training was developed by the teams that developed the courses. Six student unions were coached and guided either by staff from DOIT's NGO's and/or faculty from their universities in the development of student programmes that are being implemented in six campuses.

DOIT's courses aim to promote multicultural education, diversity and children's rights, which are more than just academic topics as they are tied closely to important values, behaviours, and social action. Since studies have shown that academic courses are not enough to make a long-term impact on values and behaviours, DOIT's programmes also include student activities aimed to promote these values and behaviours.

The following section describes the management processes that structured the design, development, implementation, and sustainability of the programmes that required international collaboration. Processes contributing to the good practices that added to our achievements as well as lessons learned will also be discussed.

## Chapter 3

### **Tips for Successfully Managing International Curriculum Reform Programmes: Good Practices and Overcoming Challenges Based on the Case Study of DOIT**

Successful curriculum reform is multifaceted and complex, and involves several different but inter-connected processes and stages, including: design and development of courses and programmes; implementation and exploitation of programmes within participating HEIs; assessment and evaluation through development and implementation; dissemination and sustainability of the programme and project management.

#### **I. Tips for building a consortium and establishing a culture of trust and collaboration among members**

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TEMPUS programmes were designed for international collaboration and require the formation of a consortium. The obligation of the coordinating institute is to build a consortium of HEIs who have an interest in working together in order to develop, implement, and sustain a programme that contributes to the regional priorities. DOIT's programme aims at curriculum reform in multicultural education and promoting children's rights, two important priorities for both the Israeli and Georgian regions. DOIT's coordinator is an anthropologist with over 30 years of experience in

the field of promoting multicultural education. She decided that a programme aiming to promote diversity and multicultural education needed to structure the consortium and the professional relationships within according to diversity management principles based on multicultural values and principles that include transparency, inclusion and equality. The coordinator felt that through “practicing what we are preaching,” namely being a model of what the consortium intends to promote, that the programme would be most successful in achieving its aims and objectives.

### **Tips for nurturing collaboration in the beginning stages**

#### **Strategy for building a consortium and gaining support from within the applicant institution and with the partners.**

Developing a consortium that will promote the objectives and aims of the programme is a crucial stage in any international project. It requires a coordinator to lead the programme and organize the recruitment of members, as well as the involvement of the key stakeholders of the applicant HEI. Gaining support of other key faculty members from within the applicant HEI is central to the development of institutional commitment at different levels.

The GCE’s coordinator of DOIT is also the head of the college’s Centre for Multicultural Education. As such, she is responsible for developing programmes and sourcing funding for them. In a meeting with the president of GCE, she proposed the idea of applying for a TEMPUS grant for a project that promotes diversity. The president agreed to the idea and suggested key GCE faculty who would form the internal team (GCE DOIT team) contributing towards different aspects of the application programme development. In addition, he recommended Israeli academic teaching colleges that serve different populations in Israel that could be part of the consortium. He called several rectors and provided contact names for the coordinator to approach. The involvement of GCE’s president from the very conventionalization of the programme laid the groundwork for his ongoing support.

The GCE team met and developed a concise concept note of the programme, which would be used to recruit partners to the initiative. Since the project promotes multicultural education, diversity and children’s



rights, this committee decided it was essential to have a consortium that represented diversity. Thus in Israel, institutions serving peripheral populations (Arab-Israel in the north and the diverse populations of Israel's south) were asked to join.

In addition, the GCE team decided it would be best to create a consortium in which the partners would consist of "hands on" academic institutions involved in teaching training, and whose faculty are experienced in developing community programmes that relate to issues of diversity and children's rights within their societies. Thus, HEIs that specialized in education, and multicultural education were to be the main members of DOIT's consortium. In addition, the GCE DOIT team decided that two additional Israeli HEIs would be integrated into the consortium in order to contribute specific and necessary skills to the programme, namely technological (e.g., designing, developing and maintaining the project portal) and quality assurance (assessment and evaluation processes).

Partners from Europe were recruited through GCE's professional networking structures, which included membership of the UNESCO Schools as well as an existing student-exchange programme with Switzerland. In addition, the GCE coordinator consulted with representatives from the Israeli National Tempus Office (INTO) that facilitates national and international networking for Israeli HEIs through a Partner Search Tool (PST). Professional contact with the Georgian National Tempus (GNT) representative occurred during an INTO information day, which she attended in order to promote joint projects between Israel and Georgia. The GNT representative acted as a liaison between GCE and potential Georgian HEIs that she felt would benefit from a programme promoting multicultural education. Through the initial contact with Georgian HEIs in Tbilisi, other Georgian HEIs that were located in different regions were also invited to join the consortium, thus contributing to the multicultural character of DOIT's consortium within each of the partner countries.

Other members of the DOIT team were recruited through recommendations of existing partners, GCE's own international network, and the National Tempus Offices in Israel and Georgia. Using this strategy, a strong and committed consortium was established.

It would be recommended that unfamiliar institutions that no one in the consortium has experience in working with, should be investigated very carefully.

One more strategy was implemented in the forming of the consortium. The number of HEIs recruited in DOIT's consortium was at least one more than the minimum required by TEMPUS guidelines. This was to ensure the stability of the partnership and to insure against the possibility of an institution withdrawing or being defined as illegible according to the TEMPUS guidelines. Although adding extra members to the consortium stretches the budget among more members, it creates a stronger partnership that cannot be destabilized by the exit of any one partner.

Using existing ties and recommendations of partners who had positive experiences working with other institutions helped contribute towards developing a consortium that was based on tested professional–personal relations.

The concept note, developed by the coordinator and GCE's DOIT team, emphasized the programme's objectives of promoting multicultural education and children's rights. This concept note became the main channel through which other academic institutions were invited to join the GCE initiative. Each potential partner was invited to provide feedback on the initial concept note so that it would also represent the priorities of their institution as well as their country. With each new partner that joined the consortium, the concept note evolved and over the first few months of recruiting partners, the one page concept note developed into a document of ten pages, which became the essence of the programme.

Any institution could join the consortium as long as it agreed to be actively involved in some aspect of cultural diversity training for at least one specific group (students of education, in–service teachers, faculty who are teacher educators, etc.). In other words, each member of the consortium had to express commitment to the applied aspects of the programme, which were defined clearly in the concept note and which required direct involvement with cultural diversity training at some level.

Two academic institutions did express interest in the project but did not join because they were unwilling to accept these minimum criteria. One group of professionals from a university in England was interested in researching the narratives and attitudes towards diversity of the professional participants of the consortium (a narrative research study). The professionals from this university were unwilling to implement any of the tools of cultural diversity training for any group within their university. Another teaching college in Israel was only interested in providing a historical course for their own

students, without including applied aspects of cultural diversity training to their teacher-training programme.

Thus, although considerable flexibility was built into the programme to enable any partner to focus on aspects of cultural diversity training that they defined as their priority, there was a definite structure and defined mandate for membership. This mandate required each member to be committed to implementing a concrete "hands on" programme relating to multicultural education and cultural diversity training within the field of teacher training and education.

The structure that guided the relationships between GCE and all other members was that each institution appointed one contact person who would then be responsible for official inter-institutional communications. Each contact person provided DOIT's coordinator with a list of email addresses of members of their own team whom they wished to be included in any announcements that were relevant to the application process. In this way, each professional who was connected to the project was included in all correspondence and work that was being shared within the group. This inclusive approach benefited the development of the application which is later described below, since all members (not only the contact persons) could contribute important ideas which influenced the direction in which the project was developing.

In summary, when building a consortium, it is important to make certain that:

- The key stakeholders of the institutions are committed to the programme.
- Other people within the faculty of the coordinating institution are involved in different aspects of the programme.
- The member institutions are recommended by key stakeholders or through already established professional networks.  
The concept note clearly states the objectives and guidelines of the programme, and members commit to the concept note.
- Each member appoints a contact person who represents the programme to the HEI and vice versa.
- Open and transparent communication is established with all partners.
- The consortium is able to maintain its eligibility if one member withdraws.

## **Establishing the culture and structure of collaboration during the application stage: Building trust and strengthening principles of inclusion and collaboration**

Working in collaboration is a process and should start at the very beginning of the programme's design and development. Establishing a virtual online site for joint collaboration during the application stage can contribute to the development of collaboration and strengthen commitment to the final programme. Since DOIT's consortium is very large and the application for TEMPUS is very complex, an online work station (using the MOODLE platform) was established on GCE's website, allowing each member to be included in the process of developing the application and programme. The MOODLE work station was organized according to the different sections of the application. The coordinator and her GCE DOIT team would work on the different sections and upload them for the partners to review and provide feedback.

Creating an online work station at the beginning of the process aided the establishment of open relations based on transparency and trust. In addition, it enabled members to contribute to the application development, which created a shared sense of ownership among all members.

This process supports diversity management principles. Moreover, it ensured that DOIT, as a project relating to multicultural education and cultural diversity training of teachers, would structure the interaction and relationship within the consortium according to the principles of cultural diversity values and management models. This created a forum for open, transparent and direct communication, and joint work.

All partners had access to the blank application forms and the complete guidelines for TEMPUS programmes. By uploading these documents for all members to reference, everyone shared in the responsibility of understanding the application requirements and in developing an eligible programme according to TEMPUS guidelines. This sharing of responsibility provided the coordinator, who was filling out the forms and integrating everyone's work within the application, with a structure of quality control in making certain that each criteria for the TEMPUS application was being met. There were several mistakes that were brought to the attention of the whole consortium through a partner. Some of these mistakes, if not caught before submission, would have been reasons for disqualification.

The application has different sections in which each institution and participant needed to provide information and materials. Collecting and coordinating the process was done according to basic Quality Management for Project Implementation: setting goals; defining stages of work and tasks needed to be done in order to achieve the goals; delegating tasks, and most importantly, establishing deadlines for each task etc. (Bowman 2009).

The main application is a six-sectioned PDF form. Some sections relate to basic information about the institutions in the partnership (parts A and B). In order to create consistency and continuity within each section, the coordinator provided an example of how she filled in these sections to the whole consortium, and partners were then asked to write their description in a similar manner. Editing was done by the GCE team and then returned to the partners for approval. The policy was established that if feedback was not received by the deadline date, the GCE team would assume that the changes were acceptable to the partners, and integrate that material into the application.

The coordinator took an active role in presenting a model to be used for all sections, thus enabling the professionals in each institution to make suggestions for changes and alterations. Again the process of receiving feedback was based on a deadline, with an understanding that no feedback infers approval of the section presented. Thus, each participant and member of the group had the opportunity to make changes and actively participate in the process of programme development.

While drafts of certain parts of the application were first written up by the DOIT coordinator, other sections were delegated to partners who were taking leadership roles in specific working packages. Each leader of the working package sent their draft to the GCE team, who would review the material then return it for final approval. Once approved, the materials were sent to the whole consortium through the online site.

Questions or differences in opinions were often discussed through SKYPE meetings, and understandings were reached through these discussions. Freshwater, Sherwood and Drury (2006) stress the importance of information technology and communication systems in the exchange of information and ideas among international partners, and in the building of personal relations, which strengthens the collaborative research. The ability to communicate with the DOIT coordinator whenever her SKYPE was on,

facilitated quick answers to specific questions and enabled an efficient manner of working. The SKYPE meetings also contributed to transforming professional ties to more personal ones, which is also an important process in the development of relations and the building of trust within the whole consortium.

In preparing and writing the application, there were many challenges and discussions relating to the programme itself, as well as the interpretation of the guidelines, which had a direct effect on the programme as well as budget development and eligible and illegible costs or activities. Differences in approaches were openly discussed and decisions explained. The partners were able to accept decisions as they were either included in the decision-making processes or received explanations on how these decisions were made in the best interest of the consortium as a whole. Moreover, enacting a system of group responsibility and quality control in the application process was an empowering and equalizing process among the professionals in the consortium, and contributed to the establishment of the culture of collaboration, leadership and trust.

The complete application was finished around 10 days before the deadline. Each member of the consortium received a copy of the application for final review and comments. Although each member was requested to read the whole application, each institution was given the responsibility for being the main quality control for a specific section, being instructed to review it carefully for errors of content or editing. This work was completed and the application was submitted several days before the deadline.

In conclusion, the culture of collaboration, professional trust and empowerment of participants within the consortium of DOIT was established during the process of building the consortium and preparing the application. Through putting into practice selected processes of diversity management, DOIT's consortium already kicked off their culture of collaboration before the programme was selected by TEMPUS. The successful process of working together during the application stage created a feeling of identification and commitment to the programme and consortium. One partner expressed how she felt about this process and the development of professional ties even before we were notified on the selection of the programme:

*During the preparation process new ideas and approaches emerged from online meetings, emails ,etc. ...these processes have enriched not only the initial sketch of the project but the participants' attitudes towards the whole concept of multicultural education... I think that the most valuable outcome of this project is the partnership that (I believe) will last in spite of everything, even the project itself*  
(DOIT member from ISU).

In summary, by promoting the processes of diversity management during the application stage of the programme, a culture of professional collaboration based on trust and mutual respect was established and carried over into the culture of DOIT's professional work that was accomplished once the programme was selected.

The following sections present the challenges of managing the development, implementation and sustainability of programmes of curriculum reform.

## **II. Implementing the programme: Good practices in the design and development stages of curriculum reform programmes**

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DOIT's programmes are aimed to promote curriculum reform that promotes multicultural education, diversity and children's rights in HEIs in general, and for teacher-training programmes in particular, primarily through the development of innovative courses and student activities. Fourteen different working teams were established in order to achieve these aims. This section presents the strategies and practices that promoted effective working teams.

**A. Designing and developing a portal to facilitate group work and communication:** The structure of open communication that was established during the application stage was further developed once the programme was selected. An HEI experienced in designing, developing and maintaining portals for TEMPUS programmes, Sapir Academic College of Education (SAP) in Israel, is DOIT's web server developer and maintainer. Over the first months of the programme,

their team worked together with members of DOIT's academic teams from different HEIs designing and developing DOIT's portal so that it will facilitate joint work, project management, quality assurance, exploitation, dissemination within and beyond consortium, and the sustainability of the programme. Also through collaborating with DOIT's partners, they created a project logo that served as visual identification with the project, designed to be used on all project materials. The portal was launched at the second consortium meeting in the fourth month from the programme start date:

<http://tempus-doit.sapir.ac.il>

During this meeting there were training sessions which were aimed to provide consortium members with the basic tools to use the portal to its potential. In addition, a dedicated and enthusiastic technical team made themselves available over the five days to provide individualized coaching. It is important to mention that this meeting was important as it also established personal relations between the members of the technical team and the consortium members, so that if future coaching was needed, that it could be provided online and also through SKYPE and phone conference meetings.

**Challenges with the effective use of the portal:** The portal was designed, theoretically, to take care of all of the academic, administrative and management needs of the programme. In reality, however, there were several challenges that inhibited the portal to reach its potential. First, there were different levels of technological competencies among the 100 members of DOIT. While some had experience in using online working sites, others had little experience and just did not feel comfortable using the site. In addition, although all working team leaders were provided with their own site page for their group work, some still preferred to work using platforms and programmes that they were familiar with: drop boxes, google docs, emails, etc.

Although the technical team was ready to add new features to the portal, the consortium was not ready or technically able to be receptive to many of these new features. In retrospect, perhaps regular meetings should have been scheduled between key members of the technical team, the coordinator, and leaders of the working teams. In this way, there would have been better feedback and communication between these members.



An additional problem which inhibited the use of the portal was the continuous turnover of the technical personnel responsible for maintenance and coaching of partners.

The recommendation based on this experience is that while a website is necessary for international projects in order to disseminate the programme and for general announcements and news, using a portal as a centre of collaborative work should be thought out very carefully. If the portal is to be used for group work, it must be made accessible and user friendly and the technical team needs to be structured as any other working team, with expectations of maintaining continuity of staff as well as open communication with other teams.

The portal is the centre of announcements and communication for the whole consortium. Members also used other technical platforms to work together and maintain relations. SKYPE and phone conference meetings, emails, clouds, drop boxes, and google docs are just some of the technical strategies that the DOIT team members utilized for collaborative work and development of professional and personal ties.

- B. Creating working teams for development:** The work process for developing courses was based on several structural considerations. There were five parallel working teams that developed DOIT's five courses. In addition, there were two quality academic assurance teams that guided the process of course development. One of these teams, the Curriculum Development team, worked on providing a template for the development of the syllabi so that the syllabi of each working team would be structured in a consistent manner, and according to the Bologna Process. The task of the second team, Academic Quality Assurance, was to ensure that the material being developed met with high academic standards. The coordinator worked closely with each quality assurance team to oversee the process and ensure that the developing course syllabi that would meet the structure of the Bologna Process and also be of sufficiently high quality to publish and share world-wide. In addition, there was an additional Quality Assurance Team that was responsible for monitoring the overall functioning of the consortium.

**C. Establishing guidelines for the structure of the working teams:**

Since the development of DOIT's courses was dependent upon the establishment of viable teams, there were guidelines that structured this process:

- Each team needed to be representative of the consortium, and include at least one Israeli, Georgian, and EU member.
- The establishment of working teams for the culturally specific courses needed to be comprised of members from different HEIs within Israel or Georgia who were experts on this topic.
- Each team chose a leader who was responsible for delegating tasks to their working team and presenting reports to the coordinator.
- Each team needed to develop a work schedule that would enable completion of the course development in time to be piloted in the next academic year.
- DOIT members were allowed to choose the course that they wished to work on, and could belong to more than one team.

**Choosing working team leaders:** Each development team chose a team leader. Since the curriculum reform was aimed at Georgia and Israel, the coordinator recommended having team leaders from these countries as they could best understand the cultural and regional needs for these courses in their own countries. The strategy of choosing leaders from Israel and Georgia to coordinate the development teams also was seen as an empowerment process of the HEIs who are benefiting from the programme. Of the five course development working teams, four had Israeli leaders and one had a Georgian leader. Since the coordinator was Israeli, it was very helpful to have Israeli team leaders as it facilitated communication and coordination. Four different institutions were represented in the leadership roles of course development.

**Delegation of tasks and leadership roles:** The importance choosing competent leaders of the working teams cannot be overemphasized. In addition, it is important to ensure that leadership roles are dispersed among members from different institutions of the consortium. This process of delegating leadership roles among competent members from different institutions contributes to the overall commitment to the programme. The working team leaders were responsible for periodic reporting (either written or verbal) to the

coordinator, presenting work updates, setting deadlines, and reporting on challenges that arose. Through maintaining communication with working team leaders, the coordinator could intervene when challenges developed and provide advice. DOIT had fourteen working teams throughout the different phases and parts of its programme. Although not all of these teams functioned through the whole programme, and occasionally tasks of some working teams were re-evaluated and re-delegated to others, almost all of these teams successfully fulfilled their tasks and contributed to the achievement of DOIT's objectives, including dissemination and sustainability. These teams included:

1. Management and Steering Committee (includes QA team),
2. Georgian Management Team,
3. European Management Team,
4. Curriculum Development,
5. Academic Quality Assurance,
6. Assessment and Evaluation,
7. Portal Development and Maintenance,
- 8–12. Five Course Development Teams (Children's Rights,
- 13–14. Pedagogical Approaches, Identity Formation, Multi-Ethnic Georgia and Multi-Ethnic Israel)
- Two Student Union Development Teams (Israeli and Georgian).

DOIT members from eleven different institutions were represented in leadership roles among these 14 working teams.

**The challenge of completing tasks according to the work schedule:** Working team leaders were responsible for coordinating the work of their team, delegating tasks and ensuring that material was ready for the academic year of the second year of the programme (September–October 2013). This second year marked the pilot stage, i.e., implementation and exploitation of DOIT's programmes. It was very important to meet the time schedule for developing the syllabi by the end of July to enable translation of the syllabi to be completed and ready for September 2013. The smaller development working teams as well as the teams comprising different institutions from the same country had better control of the time line and tasks of developing the courses and units of their syllabi. The largest course development team, which had more than 20 members representing 9 different institutions from 6 countries, had a

more challenging task of meeting the time schedule for the completion, and their course was ready for piloting during the second semester of the second year (rather than the first semester).

One of the recommendations for creating teams is to keep the working teams smaller and more manageable, and to ensure that members deliver the tasks they are responsible for according to the time schedule.

**Coordinator's role in overseeing the development process:** In large consortiums such as DOIT, the delegation of responsibility through working team leaders is an important process. Inclusion and empowerment of the members of the consortium contributes towards overall commitment to the programme and active involvement of the consortium team. One of the challenges of the coordinator is finding the balance in enabling empowerment of the working teams through supporting their approach to the work or getting involved and suggesting or imposing a different strategy that was decided upon by the group. DOIT's coordinator tended to trust the working team leaders and was open to modifications to the application in the development of courses, providing the modification was based on a consensus of the group and the academic quality assurance committee concurred that the modification contributed to the overall aims and objectives of the programme.

**Quality assurance of academic development:** Enabling the consortium to work together is one challenge. Just as important however, is establishing quality assurance for the development of the academic courses. There were two teams for DOIT's quality assurance for academic development. One team, the Curriculum Development Team, was responsible for making certain that each course was compatible and unified according to the ETCS syllabi requirements. The second team, Academic Quality Assurance, comprised two EU professors, who are experts on multicultural education and education for human rights. They reviewed all syllabi, participated in course development sessions for the different teams, and intervened to help resolve theoretical issues and approaches. These two teams ensured that the course development maintained a high academic level that would be appropriate for HEIs universally.

### III. Challenges that arose during the development stages of the programme:

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A. **Formation of the working teams:** The freedom for individuals to choose the working team that they wanted to join had both advantages and disadvantages. The advantages were that the members of the groups identified with and were motivated to work on the topic of the course that they chose. The disadvantage was that there were not enough members for one course and too many in another. The team for the course *Children's Rights in and through Education* (CRE), initially did not have enough participants. The coordinator felt that this course was one of the key courses to the overall programme, so she decided to join the team and appoint more members. She encouraged NGOs (from Georgia and from Estonia) to join in the development of this course, as they had experience in promoting civil citizenship and human rights in their countries. This was a slight modification of the original tasks assigned, e.g., working with students, but it was considered an important change for this stage of work. EU members from the United Kingdom, Germany and Austria were also encouraged to join this CRE team, which was led by an Israeli member from GCE. Although this team had the smallest number of professionals working on the topic (9 members), it developed an excellent course which is being piloted in other universities outside of the consortium.

In contrast, another course had over 20 members, making it extremely difficult for the team leader to manage the group in some ways:

- Reaching consensus on theoretical approaches
- Enforcing the time-line to finish the task

B. **Belonging to more than one working team:** An additional challenge that several course development teams, especially the larger ones, encountered were that some of their members belonged to other working teams (e.g., curriculum development, management steering committee, etc.). Since there were parallel working sessions, it was difficult to ensure that there would always be the same people continuing the work that was created during a previous session. This created a situation where a consensus that was achieved in one session needed to be "renegotiated" in the next when other members attended

and were not pleased with the existing consensus. The lesson to be learned is to ensure that working teams are representative of all countries but small enough for constructive collaboration. In addition, sessions should not compete with each other, so that members on more than one team can attend all meetings.

## C. Maintaining quality control: strategies and challenges

### 1. Creating a uniform template for curriculum development:

The Curriculum Development Team (CDT) was a small team of around seven members representing Israel, Georgia and the EU. They were responsible for ensuring that the syllabi and course development were uniform in structure and in accordance with the Bologna Process. Once the template was prepared and given to all working groups, they sent a CDB member to present the template to the working teams. The working sessions for course development were intense, and for some groups, opposing theoretical views required focused work in order to reach a consensus. When the CDT team attended these sessions, the development team members felt frustrated that their work and discussions were being interrupted rather than facilitated by the CDT team. This created tensions and impeded the train of thought and work of the group. In retrospect, it would have been better to arrange one separate session of the CDT with the working team leaders to present the template, and then have the working team leader present the template to their group.

### 2. Different levels of English:

Another challenge was to unifying the quality of work from different members from the different institutions. Since all initial work was done in English, which was not the first language of most members of the consortium, the quality and uniformity of work provided in English differed. Some team leaders (all of whom were competent on the academic level of English) needed to invest more time in the editing of work than we initially anticipated.

### **3. Different levels of knowledge and approaches to multicultural education:**

Not only were there language differences among the members, but also the expertise differed and knowledge of topics varied. Although all members of DOIT are strongly committed to the programme, not all were aware of recent academic materials, for example, different theoretical approaches to multicultural education in teacher training. When disagreement prevented reaching a consensus in the theoretical approaches to multicultural education, the Academic Quality Assurance team from the UK were consulted and facilitated an acceptable approach.

## **IV. Tips for the exploitation and implementation stages of curriculum development programmes**

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Curriculum reform requires the key stakeholders of the HEIs are supportive of the curriculum being developed, and are willing to integrate courses within their relevant academic departments and courses of studies. Eight Israeli and Georgian HEIs were each obligated to implement 4 pilots (32 pilots in total), while three European and two Israel HEIs were obligated to implement two pilots (10 pilots). In total, DOIT's application predicted 42 pilots during the life of the programme. In reality, DOIT's results are very impressive with almost 100 pilots of our courses or units of our courses being piloted in our institutions.

These impressive results reflect the different ways in which courses were piloted throughout the project, and the documentation of DOIT's curriculum reform:

1. Real curriculum reform occurring with the new innovative curriculum being used to create new programmes that were approved by the Ministry of Education in Georgia (and being reviewed by Israel's Ministry of Education at this time).
2. Integrating the new courses within an existing curriculum making them either required or elective courses.
3. Using existing courses but integrating units from DOIT's courses within these courses.

## **Importance of meeting with key stakeholders: Rectors, Quality Assurance Academic Directors, Deans and Department Heads**

The importance of direct meetings between the coordinator and key stakeholders of member institutions cannot be overemphasized, even if the meeting is just a short formal meeting to present the programme, the institution's obligations, and to emphasize the long term-sustainable benefits of the programme. Often there are different levels of power within HEIs and the coordinator should make certain, through their team members from each HEI, that meetings include all important stakeholders whose approval is required for curriculum changes, and to ensure that the courses being developed will find their way into the HEI's curriculum. Changes in leadership within partner HEIs occurred, thus requiring meetings with new rectors or deans to ensure the sustainability of the programme. More than once, the coordinator had to present the programme again and to obtain guarantees of support. Members from those particular institutions considered these meetings to be crucial to the successful implementation and sustainability of the programme.

### **1. Importance of understanding the structure of the HEIs implementing the programme and being flexible in accepting different ways of exploitation.**

DOIT's HEIs vary from small to larger ones that have an established administrative protocol for implementing in academic curriculum changes. Realizing this, the courses were developed in a dynamic manner which enabled units to be taken out of courses and placed within existing courses in accepted academic programmes. This process enabled the successful implementation of DOIT's material and courses within these larger HEIs, which either added DOIT's courses to existing programmes or added units within existing courses. Smaller HEIs had greater flexibility in implementing formal curriculum change, as evidenced in two Georgian institutions that presented the Georgian Ministry of Education and their Academic Council for Higher Education with new programmes based on DOIT's courses.



## **2. Full commitment of the faculty in implementing the programme.**

There are numerous examples from DOIT's partners of faculty who are committed and worked hard in ensuring not only the exploitation and implementation of the programme, but also long-term sustainability. This is especially true of all of the partner HEIs in Georgia and most of the Israel HEIs that specialize in education. All of these programmes had enthusiastic faculty who were fully committed in implementing the programme as well as in working towards its sustainability. Real curriculum reform is possible with the full commitment of faculty, as evidenced by the creation of new curriculum programmes at SSU, or integrating our courses into an existing curriculum programme at TSU, or by creating a slot in the educational schedule for a whole department so that all students will benefit from DOIT's curriculum at GCE, or by proposing a new MA program in English for multicultural education, SAK. Lessons learned from a management point of view, is to investigate potential partners and the faculty they assign to work on the project, to make sure that they are committed to the main objectives and aims.

## **V. Good tips for assessment and evaluation**

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Assessment and evaluation are essential, and the responsibility of the consortium as a whole, and the coordinator in particular. Maintaining integrity as well as ensuring quality results is challenging, and needs to be set out from the very start of the programme. Choosing a competent team to be responsible for this process is the first criteria. For DOIT, this task was allocated to BGU's quality assurance (QA) team, which was responsible for monitoring the overall function of DOIT as a consortium. BGU was delegated this task of quality assurance and implementing the evaluation of academic courses for several reasons. First, BGU had experience in participating in TEMPUS programmes and in assessing projects. In addition, as BGU was not involved in the working teams developing courses or student activities, they could be objective in this process.

The BGU QA team worked closely with the coordinator and the curriculum development team in order to decide on the type of assessments to implement and the tool best suited for the process. Meetings were held in Israel, with Georgian and EU members updated in the process through SKYPE meetings or reports.

Good communication between the QA team and other teams contributed to the successful implementation of the assessment tools, which were developed by the curriculum development team. Two main tools were chosen, a post questionnaire that would be used for all of DOIT's courses. Selected institutions would run pre and post questionnaires. The consortium meetings presented a good forum for the QA team to present their assessment plans to the consortium as a whole, as well as to discuss any issues which partners may be facing with the process.

Once the questionnaires were prepared, the QA team was responsible for delegating the translation of the questionnaires, and providing guidelines for implementing the evaluation. SKYPE meetings and emails were the main means of communication between the QA team and the other institutions piloting the courses. Generally, considering the size of the consortium, the number of courses implemented, and the challenges of language and translation, the QA team did an excellent job in delegating tasks, gathering information, and providing data for the assessment of courses. In addition to the questionnaires, the QA team implemented some field visits to gather qualitative data relating to both the courses and student activities in Israel and Georgia. While the plan outlined in the application referred to the use of mainly quantitative tools to evaluate the programmes (questionnaires), it became increasingly clear to the QA team that the incorporation of a qualitative component was required. These one-on-one discussions with student participants of DOIT programmes, as well as DOIT faculty in various institutions, proved extremely valuable.

From a management point of view, the importance of choosing a competent QA team, and maintaining open communication with this team cannot be over emphasized.

## VI. Good tips for dissemination and sustainability

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Processes for successful dissemination and sustainability are closely tied to the commitment, motivation and the degree to which the consortium feels responsible for the programme and sees themselves as empowered to share it with others and work towards sustaining it within their universities. This commitment developed in DOIT's consortium among many members in Georgia and several institutions in Israel.

DOIT's programmes in Georgia, for example, have been successfully disseminated and will be sustained. This success can be explained through the delegation and sharing of leadership among two major universities that assisted with the academic and financial management processes. It is also due to the personal commitment of key stakeholders within the HEI teams, some who actually participated in the programme.

For example, a key stake holder at one of the Georgian HEIs, SSU, is also the dean of the Faculty of Education. From the application phase of the programme, she felt that DOIT's courses could benefit her HEI through the creation of new academic programmes. Through her dissemination of DOIT's programme within her HEI she and her SSU team were successful in developing new curricular programmes based on DOIT's courses that were approved by SSU's academic committee and rector, and then approved by the Georgian Ministry of Education and Council for Higher Education. Thus, for SSU, exploiting and sustaining DOIT's programme were already into place in the second year of the programme, something that was not expected until after the life of the programme. This process was completely initiated and implemented by DOIT's SSU team. The coordinator supported this empowering and ownership process of SSU, and as a result DOIT "became" theirs, and they successfully created reform, and became leaders in disseminating the programme in national and international conferences.

"Ownership" of the programme is also strengthened through empowering members of the consortium to disseminate the programme within and beyond their consortium. Presenting the programme to members of their department, faculty or the entire university is part of this process. In addition, participating in regional, national and international conferences was found to contribute to the members identification with and promotion

of the programme. This also encouraged joint research that went beyond the goals of the project, and the publication of academic articles both in proceedings as well as journals. All of DOIT's partner institutions were involved in this kind of dissemination and can be seen as "buying into" the programme. This is evidenced in the 78 presentations that the DOIT faculty made within their institutions; 45 presentations or workshops that the DOIT faculty presented in other institutions; 34 presentations in national conferences; and at least 72 presentations that will be made in international conferences before the project ends. These results reflect the strong commitment and identification that DOIT's faculty have to the programme, and how the programme contributed to their own professional development as well as their HEIs.

## Chapter 4

### **Tips for Financial Management of International Projects.**

The previous chapters discussed the process of coordinating a consortium for collaborative work. Also important is the management of finances of the project. This chapter presents tips for organizing, implementing and managing the budget of an international project.

- 1. Appointing a financial manager from the coordinating institution, and financial supervisors from each of the partner institutions.**
  - a. The position of financial manager of the coordinating institution requires skills and capabilities that include:
    - i. Language competence in the language of the grant guidelines, to ensure thorough understanding of all requirements.
    - ii. Language competence in the language used within the consortium, to facilitate good communication with all partners (usually English). Knowledge of basic accounting and financial management practices.
    - iii. Competence in basic computer skills, particularly in Excel and other basic accounting programs.
    - iv. Ability to work with the coordinating institution's accounting department and to create a system of accounting that complies with the grant guidelines.
    - v. Availability to liaise with the coordinator to ensure up-to-date modifications to the program's implementation and activities.

- b. The position of financial supervisor of each of the partner institutions requires the following skills:
  - i. Language competence in the language of the grant guidelines.
  - ii. Language competence to facilitate direct communication with the project's financial manager.
  - iii. Knowledge of basic accounting practices.
  - iv. Availability to liaise directly with the financial manager and coordinator of the project.

**2. Preparing the Consortium for good practices in financial management:**

- a. Each partner institution needs to appoint a financial supervisor and coordinator for the project, both of whom are responsible for reviewing the project's financial management guidelines.
- b. The financial supervisor of each partner institution needs to make sure that their institution establishes an accounting system as required by the guidelines for financial management.
- c. At the first consortium meeting, a member from each partner institution who will be responsible for overseeing the financial management of the program should be present. The first consortium meeting should include workshops that will cover the financial management protocol and guidelines for the project. The financial supervisors should be trained so they are able to fulfill all of their tasks for the project.
- d. All financial managers should be familiar with all the financial documents involved, including the auditing process at the end.
  - i. A list of all documents required for the auditing process at the end of the project should be drawn up at the beginning of the project.
  - ii. The financial manager should oversee the collection of all essential documents at the commencement of the project, in order to prevent problems later. For example, TEMPUS programs require that each individual who is participating in the project is an employee of the institution, with a written employment contract with that institution. Thus the process of collecting contracts early in the project prevented future problems, as each institution already ensured the eligibility of people working on the project.

- 3. The project should have a user-friendly portal or online working area** where financial documents can be uploaded. In addition, all basic information and documents regarding the financial management of the grant should be available via this online site (e.g., copy of guidelines, official exchange rates of currencies, important dates for financial reports, etc.).

**4. Periodic reporting**

- a. At the beginning of the project it is important to request a financial report after 6 months to ensure that financial management is being implemented in the correct way in all institutions. After the first report, period reporting should be established according to project requirements.
  - i. A financial report template should be prepared to facilitate reporting.
  - ii. Coaching sessions should be available to the partners' financial supervisors as required.
  - iii. Coaching should be provided to those institutions whose financial reports are not adequate.

**5. Transference of budget tranches to partners**

The financial manager is responsible for ensuring that the partner institutions have their assigned budget resources to implement the program activities as scheduled.

- a. Money should be transferred according to the specified activities to be performed during defined periods. It is important to ensure that none of the institutions build up large reserves of unspent money for the project.
- b. Institutions with reserves that were not spent according to the project work plan should be asked to explain their reserves and to update their work plan.
- c. The financial manager should discuss with the coordinator withholding the transfer of additional grant money to institutions that have a large reserve of unspent project funds.
- d. The financial manager should inform the financial supervisors of each of partner institutions of the date and amount of money that was transferred in the tranche, so they can confirm the receipt of funds.

## 6. Reallocating monies among partners.

It is the coordinating institution's responsibility to ensure that the project tasks are completed and that the budget is used according to the assigned tasks.

- a. If a partner institution is not fulfilling the tasks that were budgeted in the application (either through their own decision or lack of institutional capacity), this budget should be reallocated to another partner institution that can perform the tasks required.
- b. In reallocating monies, it is important that the coordinator and financial manager communicate clearly with the partner institution in order to explain and process and gain their support.
- c. A document should be drawn up that explains the reallocation of monies, and it should be signed by the representatives of all involved institutions.

## Some Reflective Thoughts on Managing International Projects: Leading from Behind

The strategy of coordinating and managing DOIT was based on a simple belief of the coordinator that a project whose objectives aim to promote diversity and multicultural education, must attempt to structure its relationships according to these principles. By applying diversity management that was inclusive, transparent, and allowed feedback of its participants, DOIT's programme was able to achieve most of its objectives and aims.

In addition, one of the important achievements is the sustainability and dissemination of DOIT's programmes. For most of the partner HEIs in Georgia and Israel, DOIT is more than a project with a starting date and an end. Its goals and objectives of promoting diversity and children's rights aim to go beyond physical boundaries and the limitation of time.

Due to the involvement and commitment of DOIT's consortium members and the key stake holders of the partner HEIs, DOIT is considered a successful international programme. Its success is due to the fact that its members were empowered to take on active roles of leadership within the programme as well as within their HEIs.

In addition, although the coordinator was an active leader, she nurtured and encouraged other members of the consortium to take leadership roles. In this way DOIT's members, from the faculty to the students, identified and internalized the important aims and values of the programme. Through this process, they took on different initiatives in implementing DOIT's programmes in the way that best benefits their particular HEI.

The leadership strategy in this project is characteristic of a method described by Prof. Linda Hill, called "leading from behind." Hill was influenced by reading the autobiography of one of our great leaders of the 20th and 21st centuries, Nelson Mandela. Mandela refers to leaders as shepherds. Although the flock moves forward after the lead sheep or goat, it is the shepherd who is actually coaching and guiding the flock.

The shepherd however enables different sheep or goats to take the lead. Professor Hill talks about business and how the 21st century requires leaders who are not afraid to empower others to emerge, to innovate and to lead. They do not fear greatness in others, but rather nurture and encourage it. This concept of "leading from behind" contributes towards what Hill's calls "collective genius," that enables every member of a group to contribute and present their ideas and programmes of action.

As a result of DOIT's emerging collective genius:

1. new curriculum programmes based on DOIT's courses have been or will be implemented into our HEIs;
2. DOIT's courses have become required or electives in existing curriculum programmes;
3. and our students became leaders themselves, committed and active in promoting the objectives of the programme.

Officially, DOIT ends on August 15, 2015. However, not only will the programme be sustained in many of our institutions, but new international collaborative programmes have already been initiated by different members of our consortium.

It is our hope that this handbook will be helpful and will provide the reader with strategies that they can themselves use in leading international collaborative programmes. Below is a checklist of strategies that we feel contribute towards successful international collaboration:



## Check list for Managing International Programmes

Topics	✓
I. Developing support of an initiative from the applicant HEI, building a consortium, and establishing a culture of communication and collaboration during the application stage of the project.	
1. Support of key stakeholders within the applicant HEI of the project vision	
2. Vision that is tied to moral values	
3. Choosing a leader who is committed to the programme and is accessible	
4. Developing a strong coordinating leadership team within the applicant HEI	
5. Involving other faculty from within the coordinating institutions.	
6. Establishing structures of effective communication and a culture of acknowledging emails efficiently	
7. Developing a clear concept note with the main ideas of the programme, but open to accepting modifications and additions from other partners	
8. Having a clear idea of the type of members that could best contribute to the consortium	
9. Tapping into existing networks or networks of partners	
10. Sharing the concept with other partners and enabling them to provide feedback and modifications, which enhanced programme development and made the project relevant to the diverse HEIs participating	
11. Ensuring the support of key stakeholders in partner institutions	
12. Ensuring commitment to the main objectives of the concept note	
13. Establishing a structure of communication with each partner through a contact person, who would be professionally involved in and responsible for the project in his or her HEI	
14. Transparent, continuous and effective communication between the coordinator and the partners	
15. Promoting equal, inclusive participation among the different groups	

16. Choosing partners that would contribute expertise to the programme	
17. Choosing partners that are dependable, through existing proven ties or recommendations of other partners	
18. Including unfamiliar HEIs only after thorough careful investigation and research	
19. Creating a strong consortium whose eligibility would not be harmed by the withdrawal of any one institution	
20. Establishing a collaborative approach to application development and allowing feedback and input from partners	
II. Developing the programme: creating a culture of collaboration and identification, and support of the project among the partners	
1. Establishing an inclusive structure of communication which encourages feedback from partners through all stages of project development and implementation	
2. Encouraging dissemination of the project within each HEI so that the faculty know about and support the programme (sharing of the vision of the project within each HEI)	
3. Establishing heterogeneous work teams in order to encourage international collaboration, the sharing of knowledge, and the development of professional–personal ties	
4. Making sure that the working teams are the optimal size for the work required	
5. Delegating responsibility to working team leaders and establishing work schedule for each team	
6. Receiving periodic reports from the working team leader on his or her group’s progress	
7. Distributing leadership positions to different members and HEIs of the consortium	
8. Ensuring transparent and continuous communication among the consortium, particularly within each working team so that feedback is openly provided and that challenges that occur can be responded to quickly and effectively	
9. Designing and developing a website to serve defined needs of the programme	
10. Maintaining regular meetings (virtual/phone/face–to–face) to get updates on development	

III. Checklist for exploitation and implementation stages of the programme	
1. Meetings with key stakeholders at partner HEIs to ensure continued support during the implementation stages	
2. Faculty training and enabling feedback from faculty members	
3. Allowing for flexibility in programme implementation and exploitation that would enable all partners to benefit from the programme	
4. The coordinator should be available to support their consortium members with issues that can benefit from his or her intervention, both within the different HEIs of the partnership as well as between the HEIs	
IV. Assessment and evaluation checklist	
1. Choose a QA team that can objectively and professionally implement the assessment and describe and analyse the results	
2. Develop an evaluation tool through collaborating with the working team leaders responsible for the processes that are being evaluated	
3. Ensure the translation of the questionnaire and assessment tool	
4. Establish teams in partner countries who will translate the results and send them to the assessment team	
5. Use a combination of methods in order to get a fuller picture of the programme results (e.g., qualitative as well as quantitative methods)	
6. Make sure that the assessment team has enough time to analyse the results of assessment	
V. Dissemination and sustainability checklist	
1. Empowering the consortium to disseminate the programme within and beyond their HEI	
2. Empowering the consortium members to modify the programme so it best suits the needs of their HEI	
3. Encourage new programmes to develop that are spinoffs of this project	

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## Participating Institutions:

Israeli Partners	Georgian Partners	European Partners
 Gordon Academic College	 Ilia State University	 University Koblenz Landau
 Sapir College	 Ivane Javakhishvili Tbilisi State University	 University of London
 Kaye Academic College of Education	 Sokhumi State University	 Birkbeck University of London
 Sakhnin Academic College	 Telavi State University	 Pädagogische Hochschule Oberösterreich
 Interdisciplinary Center Herzliya	 Samtske Javakheti State University	 HAN-University
 Ben Gurion University	 Center for Civil Integration and Inter-Ethnic Relations	 Jaan Tonisson Institute
 Interfaith Encounter Association	 Civic Development Institute	
 IDC STUDENT UNION		