Overview of the Higher Education Systems in the Tempus Partner Countries

Eastern Europe

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This document has been produced within the framework of the European Union's Tempus programme, which is funded by the EuropeAid Development and Co-operation Directorate-General and the Directorate-General for Enlargement.

It has been prepared by the Education, Audiovisual and Culture Executive Agency (EACEA) on the basis of contributions from the Tempus Offices and the authorities concerned.

The approach and data collection have been implemented in collaboration with Eurydice, the network on education systems and policies in Europe.
Preface

The Tempus programme, launched in 1990, is one of the longest standing EU-funded programmes in the field of education. During more than 20 years of its existence, Tempus has supported the modernisation of higher education in the Partner Countries outside the European Union, namely in Eastern Europe, Central Asia, the Western Balkans and in the Southern Mediterranean.

In order to carry out Tempus projects with higher education institutions in the Tempus Partner Countries, the knowledge of the system in which the institutions operate is crucial for the success of project activities. The higher education systems of the Partners Countries operate in different contexts and have different historical backgrounds. For this reason, the definition of the needs and the objectives of the projects should be based on knowledge of the reality in the country concerned and should take into account the existing policies and legislative developments.

In 2010, the Education, Audiovisual and Culture Executive Agency (EACEA), which is responsible for the management of the Tempus programme, prepared a series of four regional publications, describing the higher education systems in all Tempus Partner Countries. These reports have proved to be a useful and valuable tool for all beneficiaries and future applicants, planning to submit Tempus project proposals.

Considering the fact that since 2010 many countries have faced numerous changes and reforms affecting the structure of their higher education systems, revised reports were deemed necessary. Therefore these new publications represent an update of the previous reports, providing the public with a description of the current reality of the higher education systems in the Tempus Partner Countries.

No particular change has been made to the structure of these descriptions. They contain a general presentation of the higher education system in each country, information on current challenges and trends, information on the implementation of the Bologna Process and on participation in the Tempus and Erasmus Mundus programmes until 2012.

This document forms therefore part of a series of four new regional publications. The descriptions have been drafted by the National Tempus Offices in the Partner Countries, in cooperation with the National Authorities and the EU Delegations. The collection of data on the implementation of the Bologna Process was carried out in close collaboration with Eurydice, the network on education systems and policies in Europe. The overall exercise was managed by the Tempus Unit of the Education, Audiovisual and Culture Executive Agency.

I am convinced that these new documents will continue to help current and future beneficiaries of Tempus projects to develop and carry out their activities and that they will also serve as an informative tool for any other actors, interested in higher education in the Tempus Partner Countries.

Brian Holmes
Acting Director
Education, Audiovisual and Culture Executive Agency, Brussels
Contents

Preface 3

Brief overview of the Tempus programme 7

Overviews of the higher education systems¹ in:

- Armenia 9
- Azerbaijan 25
- Belarus 41
- Georgia 55
- Moldova 73
- Russian Federation 87
- Ukraine 109

Overview of the Bologna Process 127

The Series "A Tempus Study" 135

Authors 137

¹ The individual overviews of the Higher Education systems of the Tempus Partner Countries are also available on the Tempus website: http://eacea.ec.europa.eu/tempus/tools/publications_en.php
Brief overview of the Tempus programme

Tempus is the EU's external cooperation programme that has been supporting the modernisation of higher education systems in the European Union's neighbouring countries for over 20 years. The number of Partner Countries involved has changed during this time. At present, the programme covers the 27 countries in the Western Balkans, Central Asia, Eastern Europe, Northern Africa and the Middle East.

Since its creation, Tempus has contributed to promoting cooperation between higher education institutions in the European Union and the Partner Countries, through various capacity building activities. It also promotes the voluntary convergence of higher education systems in these countries with EU policies and processes in higher education, including the Bologna Process. Indeed, the Bologna Process has become a reference for most of Tempus Partner Countries, by setting in motion a series of reforms, to modernise higher education systems and to make them more compatible and comparable.

Background

Initially covering countries in Central and Eastern Europe, the first phase of the programme was launched in 1990 and lasted until 1993. During this period, Tempus sought to contribute to socio-economic reforms, through cooperation in higher education. These countries were later to join the EU itself.

The second phase of the programme, Tempus II, covered the next six years (1994-2000). During this period, the programme was extended to certain countries in Eastern Europe and Central Asia. National priorities for the Programme, defined by national authorities were introduced for the first time.

The third phase of Tempus was implemented from 2000 to 2006. The concept of cooperation between different countries in the same region was introduced during this time. In the framework of the Euro-Mediterranean partnership, Tempus III was extended to North Africa and the Middle East, with a view to contributing to promoting socio-economic development of this region. The programme also aimed at promoting inter-cultural understanding as a means of sustainable growth, peace and reinforced the 'intocultural' and 'civil society' dimension of the EU's policies in these regions.

Since 2007, Tempus has entered its fourth phase, which runs until 2013. It puts emphasis on regional and cross-regional cooperation and reinforcing links between higher education and society. The programme currently covers 27 Partner Countries and territories. The programme is integrated into the European Union’s ‘Neighbourhood’, ‘Enlargement’ and ‘Development’ policies, which aim to promote prosperity, stability and security.

Tempus is funded by three financial instruments: the Instrument for Pre-accession Assistance (IPA), the Development Cooperation Instrument (DCI) and the European Neighbourhood and Partnership Instrument (ENPI).

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2 Tempus partners (2012): Albania, Algeria, Armenia, Azerbaijan, Belarus, Bosnia and Herzegovina, Egypt, Georgia, Israel, Jordan, Kazakhstan, Kyrgyzstan, Lebanon, Libya, Moldova, Montenegro, Morocco, the occupied Palestinian territory, Russia, Serbia, Syria, Tajikistan, Tunisia, Turkmenistan, Ukraine, Uzbekistan and Kosovo*.

* This designation is without prejudice to positions on status, and is in line with UNSCR 1244 and the ICJ Opinion on the Kosovo declaration of independence.
Main characteristics of Tempus

Tempus was designed to contribute to reforming and upgrading the higher education institutions and systems in the Tempus Partner Countries'. Through cooperation at higher education level, the programme also aims to strengthen civil society, promote democracy, as well as enhancing mutual understanding and intercultural dialogue between the EU and its partners. It promotes a "bottom-up" approach, since the content and methodology of the projects are left to project beneficiaries to define (within the priorities set by the Call). However, the Programme can also be described as "top-down", since the national and regional priorities are established by the national authorities in each Partner Country, to maximise the impact of the Programme on the higher education reform process.

Tempus IV supports three types of projects:

- **Joint Projects** target higher education institutions and fund multilateral partnerships between these EU and Partner Country institutions, to develop, modernise and disseminate new curricula, teaching methods and teaching materials. They also aim to enhance quality assurance mechanisms in institutions, modernise the governance and management of higher education institutions and strengthen their contribution to lifelong learning and the ‘knowledge triangle’ of ‘education-research-innovation’.

- **Structural Measures** aim to reform higher education systems in the Partner Countries and to enhance their quality and relevance to the world of work and society at large. They promote further convergence with EU developments in the field of higher education. They focus on issues linked to the reform of governance in higher education institutions (qualification systems, quality assurance mechanisms, autonomy of institutions…) and foster links between higher education, the world of work and other sectors of education. They can also include studies and research, the organisation of national, regional and thematic conferences and seminars, the provision of training, policy advice and the dissemination of information.

Both Joint Projects and Structural Measures are funded through Calls for Proposal. The grant awarded varies between 0.5 to 1.5 million EUR.

- **Accompanying Measures** are funded through Calls for Tender or Framework Contracts. They comprise of dissemination and information activities such as thematic conferences, studies and activities which aim to identify and highlight good practice or consultation of stakeholders. They are also used to fund the National Tempus Offices and the activities of the group of ‘Higher Education Reform Experts’ in the Tempus Partner Countries.

Management of Tempus

The Education, Audiovisual and Culture Executive Agency (EACEA) is responsible for both the management and the implementation of Tempus, under powers delegated by the European Commission. The Directorate-General for Development and Co-Operation - EuropeAid and the Directorate-General for Enlargement allocate funds directly to the Executive Agency to manage the Programme and thus have the formal responsibility for supervising its activities. The Directorate-General for Education and Culture brings its expertise and facilitates links with the European Union's internal higher education reform policies. The European External Action Service contributes to the strategic orientations of the Programme.

HIGHER EDUCATION IN ARMENIA

I. Overall description
II. Current challenges and needs
   – Trends and challenges
   – The Bologna Process
III. Participation in EU programmes
   – Tempus
   – Erasmus Mundus
IV. Bibliographical references and websites
The higher education system in Armenia

Overview of the Higher Education Systems in the Tempus Partner Countries: Eastern Europe

10
I. Overall description

1. Major characteristics of tertiary education

Legislation covering the field of tertiary education

The general principles governing the higher education sector are defined in the Law on Education (April 1999) and in the Law on Higher and Postgraduate Professional Education (Orenq bartsraguin ev hetbuhakan masnagitakan krutian veraberial) (2004). University or college status as organisational entities is regulated by the Law on State Non-Profit Entities (October 2001).

The other main documents regulating the sphere of higher education in the Republic of Armenia are: the Rules for Licensing and Certification of Higher Education Institutions, the General Rules for Awarding Scientific Degrees and Academic Titles and the Law on Scientific and Scientific-Technical Activities.

General requirements regarding the content of higher education are established by the Higher Education Standards, validated with a decree. The Higher Education Standards also regulate delivering of teaching licences and accreditation of the curricula of higher education institutions (HEI). The Higher Education Standards apply to all levels of higher education, irrespective of the legal status and form of ownership of the institution.

The establishment of branches of foreign education institutions and their performance is regulated by the Law on Education and inter-governmental agreements.

Types of tertiary education programmes and qualifications

A system based on two cycles, Bachelor/Master (Bachelor – four years; Master – two years), was introduced by the Law on Higher and Postgraduate Professional Education (2004) and by a government decree (2004) stating that all state universities should introduce undergraduate and graduate studies. Since 2005 all state and private universities have transferred their programmes to the two-cycle system.

The status of the previous specialist’s qualification (five years) was equalised to the Master qualification.

PhD programme is also implemented within the framework of higher education. The first level of PhD studies starts with the “researcher” programme which lasts for three years.

The main education programme preparing specialists with a Bachelor degree includes required courses and practice of general humanities and social-economics, mathematics, natural sciences and special professional disciplines, many of which contain elective and optional courses. To acquire the first degree, i.e. Bachelor degree, at the instructions of higher education, the applicant should have at least a (full) secondary general education graduation certificate. The duration of study is at least four years, while for medical specialisations it is five years. The programme ends with a summative assessment and final paper defence. The Bachelor qualification is awarded upon successful completion of the course. The awarded qualification gives the right to practice the specialisation (except medical) and progress into the next cycle – the Master degree. Master qualification is awarded to persons holding Bachelor or specialist diploma degree based on the test results of minimum one year of higher professional education programme. Graduates completing the Master programme are fundamentally prepared and have the knowledge, competence and skills necessary for scientific research, scientific-pedagogical activity, management and independent professional development. The degree provides access to post graduate doctoral studies, based on the results of the entry examinations of applicants. A PhD student (researcher) is a person holding a higher education qualification (Master or diploma specialist’s degree), who carries out doctoral research to expand his/her theoretical knowledge and to prepare scientific thesis for pursuing a PhD (Candidate of Science) degree. Upon completion of at least a 3-year postgraduate study and a successful defence of a thesis, the PhD student (researcher) is awarded with a PhD (Candidate of Science) degree.

Specialist diploma was the main educational programme in the past with the award of qualification of diploma specialist upon its successful completion. It has included courses of general humanities and social sciences, mathematics, natural sciences and special professional disciplines. The last graduates of this programme finalised their studies at HEIs in 2009/10 academic year.

Since the 1990s three Armenian universities, have started implementing a degree system of
Bachelor (bakalvreat) and Master (magistros) programmes trying to follow modern university management requirements.

Postgraduate education is conducted through two scientific degree systems: aspirantura (candidate of science) and doctorantura (doctor of science), three till five years for full-time and distant studies respectively.

In 2011, the Government of the Republic of Armenia (RA) ratified the "National Education Qualifications Framework of the RA" consisting of eight levels.

**Types of tertiary education institutions**

According to higher education legislation, the types of higher education programmes and institutions conducting those programmes are as follows:

- **Vocational education** is conducted in vocational education institutions more appropriately known as Middle Professional Education Institutions (Midjin masnagitakan usumnakan hastatutuinner) that include colleges (koledjner) and Craftsmanship colleges (arhestagortsakan usumnaranner). Persons having graduated from vocational education institutions are granted a qualification of a Middle Specialist (masnaget); two to three years of study.

- **Higher education**:
  - **University**: higher education institution providing higher, postgraduate and supplementary education in different branches of natural and sociological fields, science, technology and culture, as well as providing opportunities for scientific research and study.
  - **Institute**: higher education institution, conducting specialised and postgraduate academic programmes and scientific research in a number of scientific, economic and cultural branches.
  - **Academy** (education), the activity of which is aimed at the development of education, science, technology and culture in an individual sphere; it conducts programmes preparing and retraining qualified specialists in an individual field, as well as postgraduate academic programmes.
  - **Conservatory**: higher education institution preparing specialists in the field of music, providing qualification development and postgraduate academic programmes.

The higher education system in Armenia is overloaded by the number of higher education institutions, both state and private.

State higher education institutions operate under the responsibility of several ministries but most of them are under the supervision of the Ministry of Education and Science. In total, there are 26 state higher education institutions, of which 16 with their 14 branches belong to the system of the Ministry of Education and Science (MES); four HEIs founded by interstate agreements and state participation, and funded by the MES; two HEIs in the system of the Ministry of Defence; one higher education institution in the system of each of the following Ministry/Bodies: Police, Ministry of Emergency Situations, Civil Service Council, Mother See of Holy Etchimiadzin.

The number of private Universities is currently counted to be 41.

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<th>Number of students at HEI (academic year 2010/2011)</th>
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<th>Number of HEI</th>
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**2. Distribution of responsibilities**

The main external stakeholder that claims significant formal power and influence in the Armenian higher education sector is the Ministry of Education and Science which is the authorised state body for education and responsible for developing and implementing state policy/strategy and for legislation in higher education. The Ministry is also a source of funding and exercises an oversight and auditing function.

Higher education in Soviet Armenia was highly centralised and strictly controlled by the government. Nowadays, it is still a highly regulated sphere. However, the general tendency is to confine the state to general supervisory functions. At present, higher education institutions are autonomous in determining the main spheres of activity, adopting budgets and supervising their execution, introducing new majors and upgrading existing ones, adopting curricula.
and teaching methods. Rectors and deans are now elected by the academic community of each institution rather than being appointed by the Ministry as was the practice under the Soviet regime.

Higher education institutions and the State seem to share governance of the system but responsibilities seem tangled and sometimes unclear. The Government issues a state seats order for enrolment by specialty and by institutions as well as appropriate funding.

Higher education institutions can establish quotas for free and paying tuition. The division is based on the total quotas for academic admissions allocated by the Government providing unpaid education for at least 10% of admission figure for each major.

The Ministry defines state educational standards, issues licenses and state credentials; draws up the list of the specialties provided; develops the state order for colleges and universities; approves the admission rules for state and private accredited vocational and higher education institutions and supervises their implementation; conducts state accreditation according to the institutions and their specialties (with no regard to the organisational-juridical and ownership forms of the institutions).

The State Licensing and Accreditation Service was established by the Ministry and operating in the area of the central accreditation system.

The National Centre for Professional Education Quality Assurance Foundation (ANQA), established on 28 December 2008, is an independent foundation for promoting quality at higher education level.

The Council of Rectors of State Higher Education Institutions and the Council of Rectors of Private Higher Education Institutions are advisory bodies to the Ministry.

### 3. Governing bodies of the higher education institutions

The governing structures of higher education institutions are defined in the charters of the institutions. Their governing bodies are the Council of the Institution, the Academic Council and the rector. The Council of the Institution is a corporate governing body which is created in accordance with the charter of an institution and responsible for the overall management and organisation of the institution. Composition and membership of the Council are defined in accordance with the regulations issued by the government. The Academic Council is defined in accordance with the charter of an institution and deals mainly with academic and scientific issues. The power and operational regulations of the Academic Council are also defined by the charter. Day-to-day management of an institution is under the responsibility of its rector, who is selected by the Council of the Institution in an open competition/voting process defined in the charter and in Armenian legislation. The results of the election must be approved by the government.

In 2005, the Government Decree on the establishment and regulation of the councils of HESs was adopted. According to the document, the collegial body of governance in higher education institutions is the council, which functions for five years consecutively. The council includes the faculty members, students, representatives of the founder and the representative of the authorizing body, where each faction has 25% of the seats.

According to the Law, higher education institutions are answerable for their activities to students, the community and the state. Compliance of their activities with the goals assigned by their charters and legislation is controlled by the Ministry of Education. However, it should be noted that up to date there are no explicitly established regulations and procedures for the accountability of higher education institutions.

Higher education governance is quite centralized and mainly hierarchic. There are almost no horizontal links among various departments and divisions of the institutions. The structure itself is segmented. As a result, the managerial, organizational, professional and financial resources could be used more effectively, which further contributes to the fact that the system needs to centralize the management. Absence of initiatives at the departmental level ends in decision making processes that occur without prior consultation, which later leads to problems in the implementation stage. This situation impedes the emergence of an atmosphere of creativity and innovation, which is required for the modernization of higher education institutions.

Higher education institutions face the challenge of coming up with an effective system of governance, which will envisage restructuring and reinforcing of the departments making them part of bigger structures, as well as providing certain level of autonomy and authority, leaving only coordination to the central management.
4. Financing

State institutions receive state financing, which cover partially their expenses. Another part comes from fee-paying students.

Higher education institutions are almost autonomous financially. After the annual budget projections of the institutions are drawn up, by the end of each calendar year, they are discussed and agreed by the Council of the Institution and then forwarded to the Ministry. Institutions have the freedom to allocate and spend as required within the funds generated from non-state sources.

In practice, higher education institutions receive annual funding from the state which is largely determined by a formula. Traditionally, the formula is input oriented. Criteria like the number of students enrolled are used as the main input data. Public funds for teaching activities are provided to HEIs as a lump sum (block grant) for the whole set of university activities, except research. HEIs are therefore, within very broad and general limits, free to distribute these funds internally at their own discretion, as long as the funds are used for the purposes for which they have been provided. Institutions also have the freedom to retain and spend freely all sums earned from non-government sources, to carry forward underspending and to absorb any overspending from future funds within reasonable limits.

Although teaching activities (especially in graduate programmes) and some fundamental research activities are linked, the funding formula in Armenia does not include research elements. Thus, state appropriations only enable them to carry out teaching and related activities but not research.

Tuition fee levels for both domestic and international students can be set freely by the institutions and money is retained without affecting the budget allocation from the government. Today, non-state revenues prevail in the income structure of both state and private higher education institutions (over 80 % and 95 % correspondingly) and, probably, will continue to rise in the future. At the same time, the financial management system of higher institutions in Armenia does not comply with the requirements of the market economy.

Nowadays, private higher education institutions do not get any state financing which gives some advantages to state institutions and restricts the private institution’s competitiveness.

On 30 June 2011 the Government confirmed higher education financing strategy of RA. It adopted timeline of measures to ensure the enforcement of the strategy. The planned measures include reform of students’ financial assistance; reform of higher education management; integration of research and education; encouragement of private investment in higher education.

5. Students' contributions and financial support

Since the academic year 2006/2007 full or partial student grants have being awarded to first-year students of state HEIs, based on the criteria set by the admission requirements of the Republic of Armenia. Through the next years of studies tuition fees may be covered in the form of a grant, which is merit-based. Tuition fees are paid by all students in private institutions regardless of their social or financial status. To relieve somewhat the burden of low-income families in financing their children's HE a tuition fee compensation system is operated by state HEIs (private institutions usually do not have a discount system). The Law on Education mandates that state universities provide partial or full compensation of tuition fees to at least 10 % of tuition paying students, taking into account their social status and need, as well as academic achievements. Discounts are also made on the basis of disabled status. The amount to be discounted depends on the category type and varies from 20 % up to 80 %.

Armenia does not have yet a student loan system.

6. Licensing, quality assurance and accreditation of institutions and/or programmes

On 8 February 2012, the Law on Accreditation was adopted by the National Assembly, which defines the rules and regulations on the national accreditation system.

The National Centre for Professional Education Quality Assurance Foundation (ANQA) is an independent foundation for promoting quality education at higher education level, established on 28 December 2008. ANQA is founded and subsidised by the Armenian government and is projected to be financed through entrepreneurial initiatives. It is governed by a board of stakeholders and is independent of the MES and institutions at higher education level.

The objectives of the newly established centre are to:
- Accredit the quality of programmes and provide that decision to the MES for state accreditation;
- Conduct academic audits of HEIs, evaluate and accredit HEIs, provide those decisions to the MES for state accreditation of HEIs;
- Evaluate the quality assurance systems of HEIs and make recommendations etc.

7. Admission

The Law on Education and the Law on Higher and Postgraduate Professional Education envisaged some significant changes in the admission and selection procedures by introducing unified secondary school final examinations, which are held at “knowledge assessment centres” set up to replace centralised admission exams. It is expected that this system will ensure relatively fair and more transparent selection conditions.

8. Organisation of the academic year

The academic year is usually composed of two semesters, beginning in September and ending in May. There are mid-term exams scheduled in October and March of the respective semesters and a final exam at the end of each semester.

The formal weekly workload (contact hours) that students are expected to carry out depends on the type of programmes and differs considerably from institution to institution within the country but common practices are as follows: for Bachelor programmes, 28-32 hours per week (sometimes up to 36), for Master programmes, 16-18 hours and for postgraduate (Doctorate) programmes, four to eight hours.

Starting from 2008, all educational programmes in Armenia have been based on the ECTS. In 2011, most of the universities started to issue the Diploma Supplement to both Bachelor and Master degree programme students.

9. Curriculum content

The curriculum is defined at institutional level based on state standards. There are both compulsory and core subjects. Compulsory subjects comprise the following disciplines: Armenian, Foreign Languages, Armenian History and Civil Defence.

As for access to the third cycle (aspirantura) the procedure includes the following exams: a foreign language exam through international tests, a computer test and a core subject.

Upon the completion of aspirantura one receives the Degree of Candidate of Sciences (Gitutyunneri Teknatsu). However, in the State Engineering University of Armenia upon the completion of the Doctorate programmes students are awarded the degree qualification researcher in engineering. Upon completion of the Teknatsu Degree, a graduate may choose to continue studies in Doctorantura, leading to the Degree of Doctor of Sciences (Gitutyunneri doktor), which consists solely of individual research.

10. Assessment, progression, certification and degree

Assessment is based on a mid-term exam and an exam at the end of the semester, upon which the final mark is defined. The criterion for students to progress to the next semester/year of studies is the availability of at least a satisfactory final mark (8 out of 20). On completion of their studies students receive Bachelor/Master Degrees in different fields (e.g. Bachelor degree in economics, Master degree in political science). The access procedure to the second cycle of studies is based mainly on the marks earned during Bachelor studies and the necessary documentation to be provided to the Committee.

There is no defined path for the recognition and accreditation of prior experiential learning.

11. Academic staff

Staff, according to legislation, is divided into the following categories: professors, associate professors, candidates of sciences and doctors of sciences.

Staff is selected by open competition.

In addition, contract procedures exist at institutions giving working opportunities from one to five years. After the contract expiry date an additional contract can be signed with a staff member of from one to five years duration.

12. Research activities

After independence, science and technology (S&T) in Armenian HEIs was weakened considerably, and contact with colleagues from the former Soviet republics was interrupted. Universities, for the most part, have become teaching institutions with minor research capacities; teaching and research have been artificially separated. This is why the National Academy of Science (NAS) is favoured and provides better research conditions than universities. The various research institutes
coming under the NAS receive direct funding from the government, while higher education institutions receive their funding through the MES.

In Armenia, the central government continues to play an important role in financing research and development. Nevertheless, the state's contribution is not enough to cover all necessities of the system and international funding organisations play an appreciable role. It is important to note that there is little participation by business and the private sector in funding this kind of activity. At present, approximately 1% of GDP goes to research funding.

Research and development (R&D) within state HEIs is funded only through research projects (a project-based financing scheme) and rarely through programme-based financing, i.e. there is no institutional or core funding for HEIs. There is also minor funding for research training of postgraduate students (PhD programme) but this support is not intended for creating and maintaining the research infrastructure concerned. HEIs are lacking in modern technological infrastructure and strongly need an internal information network and a computerised library system with access to international data banks.

Special mechanisms for the assessment of research activities within the university system have not been established, there is no specified accounting system for measuring academic research workload in order to determine the amount and types of research activities in which the teaching staff is involved.

13. University-enterprise cooperation

Cooperation between HEIs, research institutes and private businesses or state enterprises in Armenia is still rare. The situation is due to the lack of a legal system regulating such cooperation activities and also the lack of specialists in HEIs (including fundraising specialists) trained to build these contacts. It is also linked to the lack of industrial demand for the services that research institutes can offer. Nevertheless, competition is driving domestic industry to innovate and apply new technologies, to develop new products or upgrade their quality to meet the requirements of customers or gain new market positions. Therefore, some enterprises are starting to collaborate with universities or to buy the services of individual researchers on a part-time basis. Some others are building up an in-house research capacity or turning to emerging players that offer knowledge-intensive services.

14. International cooperation

There is no explicit policy adopted to enhance student mobility from or to Armenia. There are limited possibilities to encourage student mobility.

Inter-University cooperation is driven mainly through international programmes and donors such as Tempus, Erasmus Mundus, the World Bank, the German Academic Exchange Service (DAAD), the Open Society Institute – Armenian Assistance, the British Council etc.

In 2009, the Luys Foundation was established with the aim at providing scholarship grants for undergraduate and graduate studies abroad at top level HEIs (ten in the list) for Armenian citizens. The mission of the Foundation is to increase the number of Armenian students in the world's leading universities. The goal is to ensure that Armenia will have an active participation in the world's global trends and economy.

Armenia has signed agreements with other countries in order to implement scholarships and provide financial assistance to foreign students.

Foreigners may study in Armenian HEIs:

- On a contract (fee) basis in accordance with the regulation "HEIs submitting regulation for foreigners" assigned by the Government,
- On a tuition free basis, in accordance with intergovernmental and interdepartmental agreements or
- On a tuition free basis for applicants from Diaspora (70 places) as determined by the government of the RA.

When determining the allocation of scholarships, preference will be given to Armenian Diaspora students pursuing Bachelor programmes in Armenian studies, pedagogy and art.
II. Current challenges and needs

1. Trends and challenges

Many structural, programmatic and organisational changes have taken place in higher education system of Armenia aimed at ensuring effective and full implementation of reforms. However, more activities are required to ensure further development of the sphere.

In particular, attention should be paid to:

- Lack of public funding for higher education reforms,
- Top to bottom management and the risk of turning into a bureaucratic process, which does not have any significant impact on higher education system,
- Inertness and insignificant engagement of main beneficiaries - students and professors, in the reform process,
- Formal nature and perfunctory implementation of reforms,
- Lack of long-term national strategy on Bologna reforms and not full compliance of existing legislation with European Higher Education Area (EHEA) criteria,
- Weak links between the society and the university, the university and the labour market,
- Continuous "erosion" and aging of scientific and pedagogical potential,
- Reconstruction of Armenian postgraduate education and its compliance with the emerging EHEA criteria. The progress in this direction is driven by the necessity of forming "education, research, innovation" triangle in higher education system. Provision of inter-disciplinary and inter-sectoral programmes,
- Allocation of credits to educational units and use of precise credit recognition mechanisms,
- Formation of long-term university policies and procedures on quality assurance (QA),
- Restructuring of universities’ information systems,
- Promotion of mobility.

Therefore the policy objectives at national level are the following:

- To achieve a complete and accurate application of ECTS in the development of educational programmes, in credit transfer and accumulation processes by observing ECTS system requirements and rules.
- To complete the development and comprehensive operation of quality assurance systems in Armenian HEIs until 2015, in accordance with ENQA standards and guidelines.
- To promote academic mobility of students and professors within the country and EHEA in compliance with the requirement defined by the Leuven Communiqué – to have at least 20% of students involved in interuniversity mobility programmes until 2020.
- To increase access to higher education, expand tuition-free education, tuition reimbursement and student loan opportunities.
- To strengthen the links with the labour market, develop career centres.
- Transition to student-centric learning, improvement of teaching quality of study programmes at three levels.
- Promotion of interwoven educational and research programmes, particularly, at the third level of higher education.
- Establishment of long-term strategy on public funding for reforms, financing foundation for mobility programmes, financial mechanisms to increase investments.
- The development and appreciation of newly established national qualifications framework and introduction of "tuning" methodology in the planning, designing and implementation stages of educational programmes.
2. The Bologna Process

General Information

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<td></td>
<td></td>
<td>Bologna Process being implemented by ad hoc groups under the supervision of the Ministry of Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No particular mechanism supporting the implementation of the Bologna Process</td>
</tr>
</tbody>
</table>

Bologna cycle structure

| Level of implementation of a three-cycle structure compliant with the Bologna Process | Bologna structure fully implemented in all or most fields of study |

Student workload/duration for the most common Bologna programmes

<table>
<thead>
<tr>
<th>Bachelor programmes</th>
<th>240 ECTS (4 academic years)</th>
<th>Master programmes</th>
<th>120 ECTS (2 academic years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor/Master cycle structure models most commonly implemented</td>
<td>240+120 ECTS (4+2 academic years)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

European Credit Transfer and Accumulation System (ECTS)

<table>
<thead>
<tr>
<th>Definition of the Learning Outcomes Concept</th>
<th>Learning outcomes are defined in national steering documents and implemented through guidelines and recommendations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of implementation of ECTS</td>
<td>More than 75% of institutions and programmes are using ECTS for both transfer and accumulation purposes. Allocation of ECTS is based on learning outcomes and student workload.</td>
</tr>
<tr>
<td>Indicative number of hours of student workload corresponding to one ECTS</td>
<td>1 ECTS = 20 – 30 hours</td>
</tr>
</tbody>
</table>

Bologna Diploma Supplement (DS)

<table>
<thead>
<tr>
<th>Level of implementation of the Bologna Diploma Supplement</th>
<th>Partial and gradual introduction of the Bologna DS (25%-75% of institutions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma Supplement issued</td>
<td>Bologna DS issued on request and free of charge</td>
</tr>
</tbody>
</table>

---


Overview of the Higher Education Systems in the Tempus Partner Countries: Eastern Europe

18
National Qualifications Framework (NQF)

<table>
<thead>
<tr>
<th>Stage towards establishing a National Qualification Framework</th>
<th>Not yet started formally/not foreseen.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1: Decision taken. Process just started.</td>
<td></td>
</tr>
<tr>
<td>Step 2: The purpose of the NQF has been agreed and the process is under way including discussions and consultations. Various committees have been established.</td>
<td></td>
</tr>
<tr>
<td>X Step 3: The NQF has been adopted formally and the implementation has started.</td>
<td></td>
</tr>
<tr>
<td>Step 4: Redesigning the study programmes is ongoing and the process is close to completion.</td>
<td></td>
</tr>
<tr>
<td>Step 5: Overall process fully completed including self-certified compatibility with the Framework for qualifications of the European Higher Education Area.</td>
<td></td>
</tr>
</tbody>
</table>

Quality Assurance Practices

<table>
<thead>
<tr>
<th>National Quality Assurance body</th>
<th>National Centre for Professional Education Quality Assurance Foundation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>A single or several independent national bodies for quality assurance have been established</td>
</tr>
<tr>
<td>Status</td>
<td>A single or several independent national bodies for quality assurance have been established</td>
</tr>
<tr>
<td>Year of establishment</td>
<td>2008</td>
</tr>
<tr>
<td>Main outcome of the review</td>
<td>A decision granting the reviewed institution/programme permission to operate</td>
</tr>
<tr>
<td></td>
<td>X Advice on how the reviewed institution/programme can improve quality</td>
</tr>
<tr>
<td></td>
<td>Both permission and advice</td>
</tr>
<tr>
<td></td>
<td>Not available</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Involvement in external quality assurance process</th>
<th>Decision-making role</th>
<th>Participation</th>
<th>No participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic staff</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Experts</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Cross Border Evaluation: Institutions are allowed to choose a foreign quality assurance agency

Recognition of foreign qualifications

<table>
<thead>
<tr>
<th>Ratification of the Lisbon Recognition Convention</th>
<th>X</th>
<th>2000 (signature), 2005 (ratification)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognition of Foreign Qualifications for academic study</td>
<td>Recognition for academic study by higher education institutions</td>
<td></td>
</tr>
<tr>
<td>Recognition of Foreign Qualifications for professional employment</td>
<td>No information available</td>
<td></td>
</tr>
</tbody>
</table>

Adoption of national laws/regulations required to implement the Lisbon Recognition Convention: Amendment of national regulations and laws is still underway.

Joint Degrees

| Establishment of joint degrees and programmes in higher education legislation | Joint programmes are allowed in the higher education legislation. Joint degrees are not foreseen in the legislation. |
III. Participation in EU programmes

1. Tempus

Armenia has participated in the Tempus programme since 1995.

1.1 Statistics

Number of projects in which one or several institutions in the country have been involved (as coordinator, contractor or partner)

<table>
<thead>
<tr>
<th></th>
<th>TEMPUS I and II</th>
<th>TEMPUS III</th>
<th>TEMPUS IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joint Projects</td>
<td>3</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>Compact Projects</td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Structural &amp; Complementary Measures (Tempus III)</td>
<td>0</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Structural Measures (Tempus IV)</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>15</td>
<td>4</td>
</tr>
</tbody>
</table>

Higher education institutions with highest TEMPUS participation under TEMPUS IV (2008-2012)

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Total</th>
<th>Number of projects</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>JP</td>
</tr>
<tr>
<td>YEREVAN STATE UNIVERSITY</td>
<td>13</td>
<td>10</td>
</tr>
<tr>
<td>STATE ENGINEERING UNIVERSITY OF ARMENIA (SEUA, YEREVAN)</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>GYUMRI STATE PEDAGOGICAL INSTITUTE</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>YEREVAN STATE ACADEMY OF FINE ARTS</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>YEREVAN STATE MEDICAL UNIVERSITY AFTER M. HERATSI (YEREVAN)</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>YEREVAN STATE UNIVERSITY OF ARCHITECTURE AND CONSTRUCTION</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

Higher education institutions coordinating TEMPUS IV projects (2008-2012)

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Total</th>
<th>Number of projects</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>JP</td>
</tr>
<tr>
<td>ARMENIAN STATE PEDAGOCICAL UNIVERSITY</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>ARMENIAN STATE UNIVERSITY OF ECONOMICS</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

1.2 Impact of the Tempus Programme

In the light of the Bologna Process and with Tempus support, Armenian universities have succeeded in improving their administrative and organisational structures and study programmes. Universities had an opportunity to join the international academic community approaching the European Higher Education Area.

They increased their capacities by creating working teams, establishing new contacts and changing their approach, focusing on the younger generation of academics. In particular, essential changes took place in development of social studies. Under three Tempus projects a system for training in social work and social policy and administration was developed and Bachelor and Master degrees have been set up at the Yerevan State University. As an outcome of these activities the Department of Sociology was transformed into Department of Social Sciences in 2006. A system of distance training started up, involving some regional education institutions.

Occupational therapy came into being as a new subject and methodology for those who work in medicine, psychology and social work. A new specialty including a whole package of 17 modules based on the ECTS has been successfully implemented. It was the largest Tempus III project in Armenia with the involvement of three local ministries and other EU and Georgian partners. Over three years with a one year extension (2003-2007) a Bachelor degree course was embedded at the
The Master course in Real Estate Economics and Management developed at the Yerevan State University of Architecture and Construction (YSUAC) traces its roots to seven Armenians who studied at the Royal Technical University (KTH, Sweden) several years ago. When they came back they worked partially in private organisations and the YSUAC but they soon appeared as a young prominent group of scholar-practitioners equipped with modern educational standards.

In the sphere of university governance two ECTS projects have been implemented. The Yerevan State University of Architecture and Construction has developed an ECTS strategy and the necessary materials for university staff. It designed a concept for new pedagogical activities based on ECTS approaches and methods.

The State Engineering University of Armenia together with the Yerevan State University developed an ECTS-compatible national credit framework including a legislation/regulatory and organisational/methodical basis. An ECTS information package, a format for the Diploma Supplement and an implementation plan for the ECTS have been introduced by teams from both universities.

Two projects covering quality assurance methodology, its development and implementation have been introduced: quality assurance in engineering at the State Engineering University of Armenia and an internal quality assurance system at two universities – the Yerevan State University and the State Engineering University of Armenia.

They provided an opportunity to develop a framework for QA procedures and to disseminate the methods, techniques and principles of QA. Two international conferences enabled Armenian universities to discuss and exchange practices. Permanent units, the QA centres, have been established at both universities responsible for QA development and implementation.

Quality Assurance for HEIs is a newly emerging and developing area of policy and procedural innovation in Armenia. All HEIs are subject to meeting the state required standards and QA requirements set out by the National Centre for Professional Quality Assurance Centre (ANQA). The academic community of the country has a long-term agenda which is devoted to obtaining accreditation by 2014 and its short-term activities are connected to do a self-assessment on institutional and academic levels (institutional audit and academic programme accreditation).

Two ongoing Tempus projects, DIUS and PICQA (realising at Armenian HE system) focus activities on internal and external quality assurance methodology. These “sister” projects on establishing a system of quality assurance involve many actors of Armenian academic community including ANQA as a leading body.

DIUS supports to elaborate mechanisms to ensure the design, approval, monitoring and evaluation of academic programmes at HEIs of Armenia. PICQA promotes a model for external quality assurance system acceptable and comparable regionally and on the European level.

Tempus current project MAPB has laid foundation for the Master’s degree programmes in Applied Bioscience at leading Armenian universities that specifically prepare students for scientific careers in industry or for professional careers in bioscience-based enterprises that delve into marketing, business development, technology transfer and many other fields. Rectors of Yerevan State University and Armenian State Agrarian University have signed an Agreement on Academic Cooperation and Credit Recognition. The students of both universities have the opportunity to consider professional practice and/or work on their dissertations at both universities research laboratories and partner companies corresponding best to their interest and profile. Master programme students with highest academic achievement are awarded with the opportunity to study one semester in European partner universities.

The Tempus project GIDEC directly supports sustainable development with qualified geographic information technology (GIT) specialists, trained on the basis of the needs of partner country societies and in accordance with the Bologna process. Three well-equipped GIS Laboratories have been set up at three participating Armenian universities in parallel to modernizing existing curricula and creating new GIT curricula for Master studies including development of new teaching materials.

Tempus also provides an opportunity for Armenian universities to start long-lasting cooperation and strengthen their strategy for the mobility of academic staff and students. There are some good examples of continuing cooperation in establishing inter-university agreements or inviting colleagues from the EU as visiting lecturers (for example, cooperation between Lund University and the State Engineering University of Armenia since 2001). Tempus III and IV also creates opportunities for cooperation on a local level. This is the case at two large universities, the Yerevan State University and the State Engineering University of Armenia.
2. Erasmus Mundus

The Erasmus Mundus programme's objective is to promote European higher education, to help improve and enhance the career prospects of students and to promote intercultural understanding through cooperation with third countries, in accordance with EU external policy objectives in order to contribute to the sustainable development of third countries in the field of higher education. It does this through three Actions:

Action 1 – Erasmus Mundus Joint Programmes (Master Courses and Joint Doctorates) - with scholarships

Erasmus Mundus Joint Programmes are operated by consortia of higher education institutions (HEIs) from the EU and (since 2009) elsewhere in the world. They provide an integrated course and joint or multiple diplomas following study or research at two or more HEIs. Master Courses and Joint Doctorates are selected each year following a Call for Proposals. There are currently 131 Masters and 34 Doctorates offering EU-funded scholarships or fellowships to students and scholars.

Action 2 – Erasmus Mundus Partnerships (former External Cooperation Window) – with scholarships

Under Action 2, Erasmus Mundus Partnerships bring together HEIs from Europe on the one hand and those from a particular region, or geographical “lot” on the other. Together the partnerships manage mobility flows between the two regions for a range of academic levels – Bachelor, Master, Doctorates, post-Doctorate and for academic staff.

Action 3 – Erasmus Mundus Attractiveness projects

This Action of the Programme funds projects to enhance the attractiveness, profile, image and visibility of European higher education worldwide. Action 3 provides support to activities related to the international dimension of all aspects of higher education, such as promotion, accessibility, quality assurance, credit recognition, mutual recognition of qualifications, curriculum development and mobility.

More information:

Number of students/staff participating in the programme

Erasmus Mundus – Joint Programmes (Action 1)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td></td>
<td>3</td>
<td>6</td>
<td>3</td>
<td>6</td>
<td>13</td>
<td>6</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>Scholars</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fellows</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

Nationals of the country participated in the programme for the first time in 2005 (students) and in 2006 (scholars).

Erasmus Mundus – Partnerships (External Cooperation Window, Action 2)

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate</th>
<th>Master</th>
<th>Doctorate</th>
<th>Post-doctorate</th>
<th>Staff</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>13</td>
<td>12</td>
<td>8</td>
<td>3</td>
<td>5</td>
<td>41</td>
</tr>
<tr>
<td>2008</td>
<td>10</td>
<td>9</td>
<td>6</td>
<td>4</td>
<td>5</td>
<td>34</td>
</tr>
<tr>
<td>2009</td>
<td>11</td>
<td>7</td>
<td>7</td>
<td>4</td>
<td>5</td>
<td>34</td>
</tr>
<tr>
<td>2010*</td>
<td>14</td>
<td>9</td>
<td>9</td>
<td>2</td>
<td>5</td>
<td>39</td>
</tr>
<tr>
<td>2011*</td>
<td>12</td>
<td>10</td>
<td>10</td>
<td>5</td>
<td>5</td>
<td>42</td>
</tr>
</tbody>
</table>
Institutions participating in the programme up to and including 2011

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Action 1 Joint Programmes</th>
<th>Action 2 Partnerships</th>
<th>Action 3 Attractiveness projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARMENIAN STATE AGRARIAN UNIVERSITY</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>ARMENIAN STATE UNIVERSITY OF ECONOMICS</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EURASIA INTERNATIONAL UNIVERSITY</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GAVAR STATE UNIVERSITY</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GYUMRI STATE PEDAGOGICAL INSTITUTE</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>YEREVAN STATE UNIVERSITY</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

IV. Bibliographical references and websites

- Order of Awarding Student Grant and State Scholarship in the HEIs of the RA http://www.edu.am/index.php?id=217&topMenu=-1&menu1=85&menu2=109&arch=0
- Higher Education in Armenia http://studyinarmenia.org/
Overview of the Higher Education Systems in the Tempus Partner Countries: Eastern Europe

This document reflects the views of the Tempus Office and the Authorities of the country concerned. The European Commission cannot be held responsible for any use which may be made of the information contained therein.

For further information:

- Education, Audiovisual and Culture Executive Agency (EACEA)
  Unit P10 - Tempus and Bilateral Cooperation with Industrialised Countries
  **Postal address:** Tempus Programme
  Avenue du Bourget 1 (BOUR 02/017) B-1140 Brussels, Belgium
  **Contact:** EACEA-Tempus-Info@ec.europa.eu

- National Tempus Office Armenia
  **Postal address:** 82 Sarmen Str., Yerevan 0019, Armenia
  **Contact:** ectemp@arminco.com;
  **Website:** [www.tempus.am](http://www.tempus.am)

Last update: July 2012

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4 Lana Karlova (NTO Armenia)
HIGHER EDUCATION IN
AZERBAIJAN

I. Overall description
II. Current challenges and needs
   – Trends and challenges
   – The Bologna Process
III. Participation in EU programmes
   – Tempus
   – Erasmus Mundus
IV. Bibliographical references and websites
The higher education system in Azerbaijan

Overview of the Higher Education Systems in the Tempus Partner Countries: Eastern Europe
I. Overall description

1. Major characteristics of tertiary education in the country

Legislation covering the field of tertiary education

The principle goal of the system of higher education in Azerbaijan is to educate and train highly-skilled specialists, as well as scientific and pedagogic staff in line with the demands of the community and labour market. The system is regulated by the Constitution of the Republic of Azerbaijan, the Law on Education, other normative and legal acts on education, as well as international agreements co-signed by the Republic of Azerbaijan. In 1993, the higher education system became a two-tier higher education system consisting of undergraduate education (bakalavr təhsil səviyyəsi) and postgraduate education (magistr təhsil səviyyəsi). Since then, significant reforms have been carried out in the higher education system, as the existing regulations were improved and a credit system was adopted by the higher education institutions (HEI). After the first Bachelor degree alumni graduated in 1997, a total of 32 higher education institutions (both public and private) started providing postgraduate education in the second tier of higher education.

In order to advance quality and ensure equity in education by providing fair and valid entrance examinations and centralised students admission for higher education institutions, the State Commission for Student Admission (Tələbə Qabulu üzrə Dövlət Komissiyası - TQDK) was set up in 1992. The SSAC developed an open system which integrates the following main stages: development of examination content, reception of applications, exam administration, creation of databases and information processing. Since 2005, the State Commission has been responsible for the enrolment of students to postgraduate courses. Although in the 1990s some considerable attempts to carry out reforms in the higher education system of Azerbaijan were made, the lack of relevant mechanisms hindered the implementation of these reforms systematically. The situation changed only after approval of the Reforms Programme for Education of the Republic of Azerbaijan in 1999. Within the framework of this programme the higher education system underwent structural modifications, the network system of higher education institutions was improved and the institutions were granted autonomy.

Types of tertiary education programmes and qualifications

The new Law on Education adopted in June 2009 introduced a three-cycle higher education system. Since then the higher education system of Azerbaijan is comprised of the following levels:

1) Undergraduate (with the exception of medical studies): bakalavr;  
2) Post-graduate (with the exception of medical studies): magistr;  
3) Doctorate: doktorantur;

Undergraduate courses generally take four years (five years for part-time programmes) and cover a wide range of domains. Their content and organizational standards are defined by the relevant executive body. Undergraduate courses provide students with the possibility of employment in certain specialized jobs after graduation. Upon completion of undergraduate courses, students are awarded the academic title “bakalavr” (Bachelor degree), within a specific field and they can work in various fields except in scientific and pedagogical areas at scientific research institutes and higher education institutions.

Postgraduate courses typically last for two years (two and a half years for part-time programmes), provide students with training in a certain field of study from scientific research or professional viewpoints and enable them to engage in professional activity, scientific research and pedagogical activity. Upon completion of graduate courses, students are awarded the academic title “magistr” (Master degree). The content and organizational standards, as well as the requirements for awarding a Master degree are defined by the relevant executive body.

Medical education includes basic education courses and postgraduate studies based on education programmes and state education standards. Upon completion of medical education the graduates are awarded the academic title of doctor.
Doctoral education is the highest level of the higher education system and is carried out at higher education institutions and academic departments (*doktorantura*) of scientific organizations (the equivalent department in military education institutions is called *adyunktura*). Upon completion of doctoral studies, students are awarded the academic title of Doctor of Philosophy – PhD. (Falsafa elmləri doktoru) or Doctor of Science – D.Sc. (Elmlər doktoru) specifying the relevant field of study. Scientific degrees are awarded upon application by the Thesis Board (Dissertasiya Şurası) of higher education institutions and scientific organizations in accordance with the legislation.

In 2009, the Cabinet of Ministers of the Republic of Azerbaijan approved the following list of undergraduate programmes (qualifications):

- Education,
- humanities and social sciences,
- culture and art,
- economy and management,
- natural sciences,
- technological sciences,
- agricultural sciences,
- healthcare, welfare and services.

### Types of tertiary education institutions

The system of higher education institutions includes mainly universities (*universitet*), academies (*akademiya*) and institutes (*institut*).

There are 51 higher education institutions in Azerbaijan. 36 of these institutions are public (*dövlət ali təhsil müəssisəsi*), while the other 15 are private (*özəl ali təhsil müəssisəsi*) institutions.

During the academic year 2011/2012, 141 697 students study at higher education institutions in Azerbaijan (estimated number for the academic year 2012/2013: 143 146).

In Azerbaijan, vocational education is part of postsecondary education. Vocational education is provided by vocational schools and culminates in the receipt of a professional diploma. College type institutions provide education leading to a pre-Bachelor diploma (*subbakałavr*).
Public higher education institutions are led by a rector appointed by the President of the Republic of Azerbaijan. The "Scientific" Board (Elmi Şura) is the senior governing body of a public higher education institution. The rules of establishment and responsibilities of the Scientific Board are defined in the statutes approved by the Cabinet of Ministers and in the internal regulations of the higher education institutions concerned.

Private higher education institutions are led by a rector appointed by the Board of Founders (Təsisçilər Şurası) the members of which may include the founders, trustees etc. of the institution.

The vice-rector, faculty deans and heads of departments also participate in the governance of the higher education institutions.

With the exception of the bodies responsible for education management, other public or private organisations are excluded from intervening in issues related to the governance of any higher education institution.

4. Financing

Public higher education institutions are financed by the Cabinet of Ministers applying state budgetary resources.

The state budget is the basis for financing public higher education institutions. However, there are a number of other resources which can be used for financing:

- tuition fees;
- scientific grants allocated by the government on a competitive basis;
- special-purpose programme and/or project resources financed by the government;
- legal revenues obtained as a result of sale of outdated property (vehicles, equipment etc.) belonging to a higher education institution;
- international grants and financial resources;
- grants, allowances and financial assistance legally provided by legal and/or physical entities, non-residents and/or stateless persons, foreign legal entities etc.

Subsidisation of private higher education institutions is primarily tuition-based. Such institutions are also financed by resources provided by their trustees (founders), various grants, credits, allowances etc.

5. Students' contributions and financial support

Higher education institutions offer tuition-free and/or fee-paying programmes. These programmes may include both full and part-time courses. Students who enrol on fee-paying programmes have to pay the relevant tuition fee, the amount of which is determined by the higher education institutions themselves.

Although students are not directly provided with full financial support, the government offers certain scholarships including individual scholarships, so as to stimulate educational development. Moreover, students with high entrance scores are granted a presidential scholarship. All students are provided with free socio-psychological, methodological, medical and informational assistance services at higher education institutions.

The current legislation does not include direct financial assistance to the families (parents) of students. However, students belonging to IDP (Internally Displaced Persons, the population of Azerbaijan which was driven out of their native lands in Karabakh by Armenian armed forces) and/or martyr's families are exempt from tuition fees if they enrol on fee-paying courses.

6. Licensing, quality assurance and accreditation of institutions and/or programmes

According to the legislation, each education institution has to obtain from the relevant executive authority an appropriate licence to carry out their educational activities. Public higher education institutions are provided with a permanent licence by the Cabinet of Ministers, while the licence granted to certain private and municipal education institutions founded by legal or physical entity of the Republic of Azerbaijan is issued by the Ministry of Education and is valid for five years. The validity of the temporary licence granted to non-residents and stateless persons for establishment of education institutions is three years.

The licence granted to a foreign legal entity, its branches and representations, as well as to non-residents and stateless persons is recognized by the Government of Azerbaijan according to bilateral agreements co-signed by the Republic of Azerbaijan.

Quality assurance and accreditation of higher education institutions and programmes are implemented by the Accreditation Commission (Akkreditasiya Komissiyası) under the Ministry of Education. The Commission may be
Higher education institutions are accredited so as to ensure the quality of education. Accreditation attests the compliance of the educational process, materials and technical bases of education institutions, education programmes, financial resources and education infrastructure with the approved state standards and legal requirements.

As regards the programmes, the Ministry of Education defines the accreditation and attestation requirements and criteria in accordance with the state education standards and a certificate valid for five years is issued upon accreditation.

7. Admission

All those who have obtained a Secondary Education Certificate have the right to apply for admission to higher education institutions.

No privileges are given to students for admission to higher education institutions (with the exception of the winners of international Olympiads and other such high-level contests).

Graduates of secondary and/or vocational schools or colleges who have been awarded the relevant diploma of completion (or Certificate of Secondary Education - Orta Təhsil Haqqında Şəhədatname) may apply for admission to universities (for Bachelor studies). Admission is carried out on the basis of central examinations set by the State Student Admission Commission of the Republic of Azerbaijan (Təhsil Problemləri İstitutu), as well the representatives of the relevant ministries and organisations cooperating with higher education institutions.

The admission plan is drawn up by the Ministry of Education. However, the relevant procedures and requirements for admission are developed by the State Student Admission Commission. This Commission also sets out the admission procedures and structure and implements the admission of Azerbaijani students to the different levels of higher education based on their results at the centralized entrance exams. It also makes a decision on the admission regulations and rules for entrance examinations, monitors application procedures, submits regular reports on admission to the President of the Republic of Azerbaijan, carries out and issues statistical data on the admission results etc.

8. Organisation of the academic year

The Ministry of Education is responsible for determining the length/beginning/end and organisation of the academic year.

The academic year usually begins on 15 September and ends in early July. It includes two semesters (autumn and spring). Moreover, summer sessions (not exceeding six weeks) may be offered to students. The duration of the academic year is 40 weeks, each semester being 20 weeks. Examination sessions last for five weeks, while vacations are between 8-12 weeks (the duration of winter vacations should not be less than two weeks). An academic hour at higher education institutions is 45 minutes long and each lesson consists of 90 minutes (two academic hours).

9. Curriculum content

The curriculum in Azerbaijan is defined at national level. Curricula include compulsory and optional subjects. Optional subjects are defined by the higher education institutions concerned. They include academic disciplines, scientific methodologies and techniques. There are also a number of international curricula implemented upon the approval of the Ministry of Education.

Academic programmes of Bachelor studies include the following disciplinary categories:

- humanities (15-20 %),
- core subjects (80-85 %).

Academic programmes for postgraduate studies are divided between taught modules and scientific–research. 45-50 % of contact hours are spent on disciplines falling under taught modules which includes both humanities (20-25 %) and core subjects (75-80 %). The other 50-55 % falls under scientific research.

Contact hours for optional subjects account for 25-30 % of the total contact-hours within both undergraduate and postgraduate academic programmes. Consequently, compulsory subjects consist of the remaining 70-75 % of the total contact hours of the programmes.
10. Assessment, progression, certification and degree

In Azerbaijan, undergraduate and postgraduate students are assessed by separate systems and mechanisms.

A multi-score system is used for assessing the educational progress of undergraduate students. The maximum score within this system is 100 points for each discipline, 50 points of which are accumulated during the semester and the other 50 points during the examination session.

The points accumulated within the multi-score system indicate the followings:

- less than 51 points – unsatisfactory,
- 51-60 points – fair,
- 61-70 points – satisfactory,
- 71-80 points – good,
- 81-90 points – very good,
- 91-100 points – excellent.

Postgraduate students are assessed according to a 5-score system, i.e. unsatisfactory, fair, good, very good, and excellent. Graduates of higher education institutions may apply to further (additional) studies if the field of study corresponds to their prior qualification or current work area. The criteria for judging the adequacy of the applicant to the studies are defined by the Commission (Müsabiqə Komissiyası) set up at the higher education institution concerned.

Undergraduate students have to sit final state exams or defend a thesis in order to be awarded a Bachelor degree and a final grade. Upon completion of undergraduate courses and by the decision of the State Attestation Commission, students are awarded a Bachelor degree which enables them to apply for a Master degree programme.

To be awarded a Master degree and final grade, postgraduate students must defend a thesis. A special Board (İxtisaslaşdırilmiş Müdafiə Şurası) comprised of the chairman appointed by the Ministry of Education is set up for this purpose.

A Master degree and the relevant final grade gives a student an opportunity to access doctoral programmes and work in any field relevant to his/her profile, as well as to teach at higher education institutions.

11. Academic staff

Academic staff of higher education institutions consists of the following categories:

a) teaching personnel (research and educational staff), which includes professors, associate professors, senior lecturers, lecturers and assistant lecturers
b) tutors, methodologists, scholars, concertmasters and trainers
c) academic assistants

Faculty members are employed on a competitive basis and on the basis of a five year contract.

The requirements for the position as a senior lecturer are the following:

- candidates for science posts with at least three years work experience in a scientific and educational domain;
- highly qualified specialists with at least five years work experience and published scientific and methodological work and,
- holders of a Master degree with at least three years work experience in the relevant domain.

The requirements for the position of a lecturer are the following:

- candidates for science posts;
- highly qualified specialists with at least five years work experience and published scientific and methodological work and,
- holders of a Master degree with good educational progress (graduation points should exceed 81 points) and at least one year work experience.

Students successfully completing full-time postgraduate education, as well as holders of a Master degree with honours may be appointed to a teacher position for a maximum of three years under assignment by the relevant institution.

12. Research activities

Scientific research within the education system is carried out by scientific research institutes (elmi-tədqiqat institutlari) in cooperation with the governance bodies in education, as well as by higher education institutions, including scientific research institutes, scientific centres, departments, laboratories etc.
The Law on Education refers to higher education institutions not only as educational entities but also as significant research providers. Higher education institutions take part in the elaboration and implementation of various research programmes and projects. Scientific research carried out within the higher education system includes fundamental and applied research work and is funded by state budgetary sources, various grants, financial support from different funds, such as the Azerbaijan National Scientific Foundation, US Civilian Research and Development Foundation (CRDF), INTAS (International Association for the promotion of co-operation with scientists from the New Independent States of the former Soviet Union) etc., as well as the extra budgetary resources of education institutions.

13. University-enterprise cooperation

Cooperation between universities and enterprises is carried out independently and institutions themselves may arrange internships and training for their students. However, there are no studies on the impact and quality of such arrangements.

14. International cooperation

The Ministry of Education closely collaborates with major international organizations (the Council of Europe, UNESCO, World Bank, UNICEF, UNDP, ETF, ISESCO, EU), as well as with international nongovernmental organizations (Education Law and Policy, Open Society Institute, American Council for Collaboration in Education and Language Study (ACCELS), International Research and Exchange Board (IREX), German Academic Exchange Service (DAAD)). Cooperation includes policy dialogue, convening joint conferences, seminars and workshops on issues related to the implementation of Bologna process requirements, exchange of students, faculty members and researchers, improvement of the content of education, participation in joint projects etc.

Cooperation between Azerbaijan and the EU is carried out within the framework of Tempus/TACIS, Erasmus Mundus, Twinning/TAIEX and Sigma programmes.

Policy dialogues with partners from other regions of the world are held during visits of Ministry officials and exchanges with official delegations at the Ministry of Education and higher education institutions. During recent years such dialogue has expanded to a number of countries including the USA, Canada, France, Germany, the UK, South Korea, Egypt, Israel etc. Protocols and agreements on mutual recognition of degrees have been signed with the Russian Federation, Ukraine, Turkey and Austria.

Student mobility is regulated by international agreements and contracts signed between different countries. Azerbaijani students are granted scholarships from the Government of Azerbaijan, which gives them an opportunity to study at various prestigious universities of the world. The “State Scholarship Programme for Education of Azerbaijani Youth Abroad (2007-2015)” is financed by the State Oil Fund (Dövlət Neft Fondu) and aims at educating a total of 5 000 Azerbaijani students abroad.

There are also foreign students studying in Azerbaijan within the framework of bilateral cooperation with overseas countries in the field of higher education. While some of the foreign students study in Azerbaijan in accordance with intergovernmental agreements, most of them are offered fee-paying courses in accordance with the agreements of higher education institutions concerned. Currently, there are 6 813 foreign students in Azerbaijan from about 50 different countries of the world.
II. Current challenges and needs

1. Trends and challenges

The Ministry of Education is responsible for monitoring the implementation of the requirements of the Bologna Declaration in Azerbaijan. Although some considerable achievements were made within the framework of this process, there are still a number of challenges and needs in the implementation. These challenges could be summarized as follows:

- Activities on the elaboration of training and methodological literature, exemplary curriculum and textbooks in conformity with the standards of national education should be expanded; necessary measures should be taken to allocate finances for this purpose.
- Democratic principles should be applied in the governance of higher education institutions to a larger extent.
- Participation of students should be ensured and the role of the public should be increased. The attention of the public should focus on the problems and needs of education. Democratic principles should be widely applied to the education process.
- All normative documents on education (decrees, regulations etc) should be revised and the existing gaps should be removed.
- The process of attestation and accreditation of higher education institutions should be sped up.
- Necessary measures should be taken for the recognition of degrees conferred by higher education institutions of Azerbaijan in countries involved in the Bologna process.
- Recognition of the quality assurance mechanism of the Republic of Azerbaijan should be ensured in the countries involved in the Bologna process.
- A database should be created to allow the Azerbaijani experts take part in the international commissions on quality assurance in education.
- The present legislation for ensuring the academic mobility of academic staff and students should be improved and new legislative acts should be developed.
- A grant system should be created for ensuring the mobility of academic staff and students.

At present, the main goal of the reforms carried out in the higher education system of Azerbaijan is to adapt to the Bologna principles, to guarantee its attractiveness and competitiveness, to satisfy the demands for qualified citizens needed for developing the economy and building an effective higher education system.


The principal goals of the reforms are:

- to improve the educational content and teaching technologies ensuring the compatibility of higher education qualifications with the demands of the local market and the Framework for Qualifications of the European Higher Education Area;
- to introduce new academic plans/programmes, scientific and methodological guidelines on modern training and information techniques;
- to modernize the structure and governance system of HEIs;
- to involve international experts in the accreditation process with a view to promoting the quality of the higher education;
- to encourage close collaboration between higher education and research institutes;
- to supply HEIs with cutting-edge facilities and equipment;
- to establish university campuses and e-libraries;
- to introduce new mechanisms to define budget support for HEIs.

The Board for Scientific Coordination (Elmi Koordinasiya Şurası) was established with the aim of implementing the measures set forth in the Action Plan.

According to the principles of the Bologna Declaration, the education progress of students...
is estimated on the basis of a multi-score system. A credit system is being applied to the teaching process. All teaching programmes have been adapted to the requirements of the credit system; students are provided with "tutor services" (academic advisory services) in order to provide them with pedagogical assistance. Summer sessions are organized for those who failed their exams during regular sessions.

The Diploma Supplement has been devised, approved and sent to all higher education institutions. Qualifications granted in foreign countries are recognized by the Permanent Commission (Daimi Kommissiya).

The accreditation and licensing procedures of higher education institutions are implemented with a view to establishing a quality assurance system. In order to ensure the quality of the higher education system and improve its competitiveness, new mechanisms to define budget support for the institutions (per capita funding) have been introduced.

## 2. The Bologna Process

### General Information

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bologna Process officially embedded in the education system</td>
<td>Bologna Process being implemented by ad hoc groups under the supervision of the Ministry of Education</td>
<td>No particular mechanism supporting the implementation of the Bologna Process</td>
</tr>
</tbody>
</table>

### Bologna cycle structure

| Level of implementation of a three-cycle structure compliant with the Bologna Process | Extensive but gradual introduction of Bologna structure/ongoing adaptations or enlargement |

### Student workload/duration for the most common Bologna programmes

<table>
<thead>
<tr>
<th>Bachelor programmes</th>
<th>240 ECTS (4 academic years)</th>
<th>Master programmes</th>
<th>120 ECTS (2 academic years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor/Master cycle structure models most commonly implemented</td>
<td>240+120 ECTS (4+2 academic years)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### European Credit Transfer and Accumulation System (ECTS)

<table>
<thead>
<tr>
<th>Definition of the Learning Outcomes Concept</th>
<th>Learning outcomes are defined in national steering documents and implemented through guidelines and recommendations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of implementation of ECTS</td>
<td>More than 75% of institutions and programmes are using ECTS for both transfer and accumulation purposes. Allocation of ECTS is based on learning outcomes and student workload.</td>
</tr>
</tbody>
</table>

| Indicative number of hours of student workload corresponding to one ECTS | Another credit system or student workload not in use to define ECTS |

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*Overview of the Higher Education Systems in the Tempus Partner Countries: Eastern Europe*
Bologna Diploma Supplement (DS)

| Level of implementation of the Bologna Diploma Supplement | Bologna DS is issued to students in more than 75% of institutions and study programmes. |
| Diploma Supplement issued | Bologna DS issued on request and free of charge | Bologna DS issued in the language of instruction and/or English |

National Qualifications Framework (NQF)

| Stage towards establishing a National Qualification Framework | Not yet started formally/not foreseen. |
| X | Step 1: Decision taken. Process just started. |
| X | Step 2: The purpose of the NQF has been agreed and the process is under way including discussions and consultations. Various committees have been established. |
| X | Step 3: The NQF has been adopted formally and the implementation has started. |
| X | Step 4: Redesigning the study programmes is ongoing and the process is close to completion. |
| X | Step 5: Overall process fully completed including self-certified compatibility with the Framework for qualifications of the European Higher Education Area. |

Quality Assurance Practices

| National Quality Assurance body | Department for Accreditation under the Ministry of Education |
| Status | A Government-dependent body or Ministry has responsibility for quality assurance. |
| Year of establishment | 2010 |
| Involvement in external quality assurance process | Decision-making role | Participation | No participation |
| Academic staff | X | X | X |
| Students | | |
| International Experts | | |

Cross Border Evaluation: Institutions are allowed to choose a foreign quality assurance agency

Recognition of foreign qualifications

| Ratification of the Lisbon Recognition Convention | X | 1997 (signature), 1998 (ratification) |
| Recognition of Foreign Qualifications for academic study | Recognition for academic study by central or regional governmental authorities |
| Recognition of Foreign Qualifications for professional employment | No information available |

Joint Degrees

| Establishment of joint degrees and programmes in higher education legislation | Joint programmes are allowed in the higher education legislation. Joint degrees are not foreseen in the legislation. |
III. Participation in EU programmes

1. Tempus

Azerbaijan has participated in the Tempus programme since 1995.

1.1 Statistics

Number of projects in which one or several institutions in the country have been involved (as coordinator, contractor or partner)

<table>
<thead>
<tr>
<th></th>
<th>TEMPUS I and II</th>
<th>TEMPUS III</th>
<th>TEMPUS IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joint Projects</td>
<td>2</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>Compact Projects</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Structural &amp; Complementary Measures (Tempus III)</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Structural Measures (Tempus IV)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>14</td>
<td>3</td>
</tr>
</tbody>
</table>

Higher education institutions with highest TEMPUS participation during TEMPUS IV (2008-2012)

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Total</th>
<th>Number of projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>QAFQAZ UNIVERSITY</td>
<td>7</td>
<td>JP 6 SM 1</td>
</tr>
<tr>
<td>KHAZAR UNIVERSITY</td>
<td>6</td>
<td>JP 5 SM 1</td>
</tr>
<tr>
<td>NAKCHIVAN STATE UNIVERSITY</td>
<td>5</td>
<td>JP 5 SM 0</td>
</tr>
<tr>
<td>BAKU STATE UNIVERSITY</td>
<td>5</td>
<td>JP 4 SM 1</td>
</tr>
<tr>
<td>AZERBAIJAN MEDICAL UNIVERSITY</td>
<td>4</td>
<td>JP 3 SM 1</td>
</tr>
<tr>
<td>AZERBAIJAN STATE AGRARIAN UNIVERSITY (GANJA)</td>
<td>3</td>
<td>JP 3 SM 0</td>
</tr>
<tr>
<td>AZERBAIJAN STATE OIL ACADEMY (BAKU)</td>
<td>3</td>
<td>JP 2 SM 1</td>
</tr>
<tr>
<td>SUMQAYIT STATE UNIVERSITY</td>
<td>3</td>
<td>JP 3 SM 0</td>
</tr>
<tr>
<td>AZERBAIJAN UNIVERSITY OF LANGUAGES (BAKU)</td>
<td>3</td>
<td>JP 3 SM 0</td>
</tr>
<tr>
<td>ODLAR YURDU UNIVERSITY</td>
<td>2</td>
<td>JP 1 SM 1</td>
</tr>
</tbody>
</table>

Higher education institutions coordinating TEMPUS IV projects (2008-2012)

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Total</th>
<th>Number of projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>AZERBAIJAN UNIVERSITY OF LANGUAGES (BAKU)</td>
<td>1</td>
<td>JP 1 SM 0</td>
</tr>
<tr>
<td>KHAZAR UNIVERSITY</td>
<td>1</td>
<td>JP 1 SM 0</td>
</tr>
<tr>
<td>QAFQAZ UNIVERSITY</td>
<td>1</td>
<td>JP 1 SM 0</td>
</tr>
</tbody>
</table>

1.2 Impact of the Tempus Programme

Tempus projects that were implemented in the country, initiated the modernization process at HEIs and these projects have been in the majority of cases, the only instrument available for implementation of the Bologna principles.

More than 70% of the Tempus projects in Azerbaijan have been implemented in the field of curriculum development and university management. Currently, 12 universities (public and private) are involved in Tempus projects in different priority areas. Three of the six provincial universities have already benefited from Tempus projects in areas such as management, engineering and rural subjects. From 1995 until 2008, a total number of 21 Tempus projects have been carried out in Azerbaijan. During Tempus IV (from 2008 to 2011) the number was increased by 12 projects to 33 projects in total. Currently, several projects involve a number of universities from different regions of Azerbaijan. The main curriculum development priority areas that were covered through Tempus have been: engineering (in particular,
oil and gas), environmental sciences, economics, telecommunications, information technology and EU studies. University management projects have focused on quality assurance, self-evaluation systems, and the establishment of international relations offices. In the framework of institution building, training has been provided in the field of public administration management. As regards Structural and Complementary Measure projects, the design of quality assurance and evaluation systems remains a national priority. In 2011, one project concerning quality assurance systems and accreditation and licensing issues was selected.

Most successful curriculum development programmes supported by Tempus are in the field of engineering (mainly oil and gas and also biomedical). For instance, the project "Masterstudium für Energiemanagement in Aserbaidschan" (2004) has been followed by a second Tempus project "Masterstudium in Energiemanagement für Erdöl/Chemieindustrie" (2006) thus introducing an Energy Management programme at Master level at the Azerbaijan State Oil Academy and Sumgayit State University. The Master programme is highly-equipped with state-of-the-art computer and technical labs. In 2011, a project "Anpassung des Lehrbetriebes an den Bologna-Prozess im Ingenieurstudium für Aserbaidschan" has been awarded which builds on existing Tempus projects experience in above-mentioned universities and brings engineering studies in Azerbaijan into convergence with Bologna process.

The introduction of quality assurance (QA) is a key element in the Bologna process both at national and institutional levels. Several projects have been implemented in the field of quality assurance so far. Two joint projects supported the development of institutional QA mechanisms: "Designing Quality Assurance Systems in Azerbaijani Universities" (2006) and "Quality Assurance Tools for the Management of Internationalization". In particular, these projects aim at assisting universities to strengthen their strategy of internationalization policy in compliance with a Quality Assurance Strategy (2008). The project "Establishing Modern Master-level Studies in Industrial Ecology" increases capacity in the area of Industrial Ecology, modern teaching methods as well as quality assurance mechanisms at partner universities through training at EU Universities (2011). One Structural Measure project (SM) "State Accreditation and Licensing Agencies and Procedures in Azerbaijan" provided the leading Azerbaijani professionals in accreditation and licensing with knowledge of European standards and best practices, through an in-depth training session on the European best practices in accreditation and licensing systems. The intensive training on best practices in quality assurance and accreditation was realised with the participation of European experts from Belgium and the Netherlands.

In 2010, a first project coordinated by a higher education institution in Azerbaijan was selected. This project is coordinated by Azerbaijan Languages University and its objective is to bring Interpreting and Translation studies in Azerbaijan into conformity with Bologna requirements, to improve its quality to international standards, and to facilitate convergence of relevant study programmes in Azerbaijan with the European Higher Education Area (EHEA).

It should be noted that the interest in Tempus projects from the regional universities in Azerbaijan is increasing all the time. Several universities that never participated in Tempus before are now starting to work together on Tempus projects with bigger universities in the capital, thus building strong national and regional networks of higher education institutions.
2. Erasmus Mundus

The Erasmus Mundus programme's objective is to promote European higher education, to help improve and enhance the career prospects of students and to promote intercultural understanding through cooperation with third countries, in accordance with EU external policy objectives in order to contribute to the sustainable development of third countries in the field of higher education. It does this through three Actions:

Action 1 – Erasmus Mundus Joint Programmes (Master Courses and Joint Doctorates) - with scholarships

Erasmus Mundus Joint Programmes are operated by consortia of higher education institutions (HEIs) from the EU and (since 2009) elsewhere in the world. They provide an integrated course and joint or multiple diplomas following study or research at two or more HEIs. Master Courses and Joint Doctorates are selected each year following a Call for Proposals. There are currently 131 Masters and 34 Doctorates offering offer EU-funded scholarships or fellowships to students and scholars.

Action 2 – Erasmus Mundus Partnerships (former External Cooperation Window) – with scholarships

Under Action 2, Erasmus Mundus Partnerships bring together HEIs from Europe on the one hand and those from a particular region, or geographical “lot” on the other. Together the partnerships manage mobility flows between the two regions for a range of academic levels – Bachelor, Master, Doctorate, post-Doctorate and for academic staff.

Action 3 – Erasmus Mundus Attractiveness projects

This Action of the Programme funds projects to enhance the attractiveness, profile, image and visibility of European higher education worldwide. Action 3 provides support to activities related to the international dimension of all aspects of higher education, such as promotion, accessibility, quality assurance, credit recognition, mutual recognition of qualifications, curriculum development and mobility.


Number of students/staff participating in the programme

Erasmus Mundus – Joint degrees (Action1)

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
<td>Students</td>
<td>2</td>
<td>-</td>
<td>1</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Scholars</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

Nationals of the country participated in the programme for the first time in 2005-2006 (students) and in 2008-2009 (scholars).

Erasmus Mundus– Partnerships (External Cooperation Window, Action 2)

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate</th>
<th>Master</th>
<th>Doctorate</th>
<th>Post-Doctorate</th>
<th>Staff</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>15</td>
<td>12</td>
<td>8</td>
<td>2</td>
<td>3</td>
<td>40</td>
</tr>
<tr>
<td>2008</td>
<td>10</td>
<td>9</td>
<td>7</td>
<td>5</td>
<td>3</td>
<td>34</td>
</tr>
<tr>
<td>2009</td>
<td>10</td>
<td>8</td>
<td>7</td>
<td>5</td>
<td>3</td>
<td>33</td>
</tr>
<tr>
<td>2010*</td>
<td>14</td>
<td>9</td>
<td>9</td>
<td>2</td>
<td>3</td>
<td>37</td>
</tr>
<tr>
<td>2011*</td>
<td>12</td>
<td>10</td>
<td>10</td>
<td>5</td>
<td>5</td>
<td>42</td>
</tr>
<tr>
<td>TOTAL</td>
<td>61</td>
<td>48</td>
<td>41</td>
<td>19</td>
<td>17</td>
<td>186</td>
</tr>
</tbody>
</table>

Institutions participating in the programme up to and including 2011

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Action 1 Joint Programmes</th>
<th>Action 2 Partnerships</th>
<th>Action 3 Attractiveness projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>AZERBAIJAN TOURISM INSTITUTE</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AZERBAIJAN UNIVERSITY OF LANGUAGES</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BAKU STATE UNIVERSITY</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GANJA STATE UNIVERSITY</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KHAZAR UNIVERSITY</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>QAFQAZ STATE UNIVERSITY</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>XEZER UNIVERSITY TGT/ KHAZAR UNIVERSITY SOA</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Overview of the Higher Education Systems in the Tempus Partner Countries: Eastern Europe
IV. Bibliographical references and websites

- The State Statistical Committee of the Republic of Azerbaijan
- http://ncu.gov.az – National Coordinating Unit for the EU Technical Assistance to Azerbaijan
- http://tqdk.gov.az – State Committee for Students Admission
- http://www.euroeducation.net/prof/azerco.htm - The European Education Directory

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This document reflects the views of the Tempus Office and the Authorities of the country concerned. The European Commission cannot be held responsible for any use which may be made of the information contained therein. For further information:

- Education, Audiovisual and Culture Executive Agency (EACEA)
  Unit P10 - Tempus and Bilateral Cooperation with Industrialised Countries
  Postal address: Tempus Programme
  Avenue du Bourget 1 (BOUR 02/017) B-1140 Brussels, Belgium
  Contact: EACEA-Tempus-Info@ec.europa.eu
  Website: http://eacea.ec.europa.eu/tempus/

- National Tempus Office Azerbaijan
  Postal address: Icheri Sheher Vagif Mustafazade str. 6-10 Baku AZ 1110
  Contact: pbagirov@gmail.com; parviz.bagirov@tempus-az.org
  Website: www.tempus-az.org

Last update: July 2012

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6 Parviz Bagirov (NTO Azerbaijan)

Overview of the Higher Education Systems in the Tempus Partner Countries: Eastern Europe
Overview of the Higher Education Systems in the Tempus Partner Countries: Eastern Europe
I. Overall description
II. Current challenges and needs
   – Trends and challenges
   – The Bologna Process
III. Participation in EU programmes
    – Tempus
    – Erasmus Mundus
IV. Bibliographical references and websites
The higher education system in Belarus

*Starting from 1 September 2013 most common length for 1 cycle will be 4 years, 5 years for medicine, dentistry, surgery and pharmaceutics.

Overview of the Higher Education Systems in the Tempus Partner Countries: Eastern Europe
I. Overall description

1. Major characteristics of tertiary education in the country

The state policy of the Republic of Belarus in the field of higher education is based on three priorities: available education, its quality and the financial efficiency of the activities of higher education institutions (HEI).

Ever since it declared its sovereignty, higher education in Belarus has experienced considerable growth. The number of undergraduates has increased from 180 to 475 people per ten thousand citizens. The statistics data of 1 October 2011 state that 445,576 students currently study at 55 higher education institutions. The correlation of teaching and scientific staff to the number of students does not exceed 1:10.

New higher education standards (piloted since 1 September 2008) are based on a competence approach and contain the ECTS-compatible system of educational credits as a necessary tool to support student mobility.

Legislation covering the field of tertiary education

The Belarusian state policy for higher education mainly draws on the Constitution of Belarus, the Code of the Republic of Belarus On education of 13 January 2011, as well as other decrees and regulations of the President and the Council of Ministers of the Republic of Belarus.

The state programme adopted in 2005 defined the order and terms of transition in the various stages of professional training at undergraduate level (4, 4.5 and 5 years).

The President’s Decree of 28 February 2006 set out the rules governing the granting of discounts and the transfer to tuition-free (budget financed) education.

The Code of the Republic of Belarus On education of 13 January 2011 regulates the professional training of Belarusian citizens and sets out the legal, organisational and financial basis for the national higher education system.

Regulation No 981 of the Council of Ministers of 21 July 2011 approves the rules for recognition of foreign qualifications.

Types of tertiary education programmes and qualifications

Tertiary education includes two stages:

First stage: higher education providing training in areas of expertise and specialisation, confirmed by the corresponding qualification and specialist’s diploma (Diplomirovannya) Specialist 4, 4.5 or 5-year curriculum). Second stage is realized in two types of programmes: research and professionally oriented Master programmes, confirmed by Master diploma (Magistr, 1 or 2-year curriculum).

Graduates of higher education institutions also have the possibility of receiving postgraduate education, Candidate of Science comparable to a PhD; postgraduate courses-aspiratura, adjunktura (military), assistentura (probation period)) and Doctor of Science (doktorantura).

Institutions providing postgraduate education include higher education institutions (regardless of the type of ownership), scientific and other organisations entitled to engage in postgraduate education in accordance with established procedure.

Higher education is broken down as follows:

15 educational profiles, 387 areas of expertise at the first stage of higher education, 179 areas of expertise at the second stage of higher education and more than 1,000 specialisations.

Three forms of learning are available at Belarusian higher education institutions: full-time, evening and by correspondence. Full-time learning is the most widespread and in the greatest demand and accounts for 2/3 of students. Less than 1 % of students take up evening classes and over 35 % of students learn by correspondence.

Types of tertiary education institutions

There are four types of tertiary education institutions in Belarus:

- Classical University (Universitet)
- Profile University (Academy, Akademia)
- Institute (Institut)
- Higher College (Vysshyj collerdg)
Classical University provides a two-level system of training in different profiles and fields of education, postgraduate training, retraining and refresher training on the basis of higher education in some areas of expertise. Classical University carries out fundamental and applied research and functions as a research and methodological multisectoral centre.

Profile University provides a two-level system of training in one or two profiles, postgraduate training, retraining and refresher training on the basis of higher education in some areas of expertise. Profile University carries out fundamental and applied research and functions as a research and methodological centre.

Institutes provide a two-level system of training in one or two areas of expertise and they carry out fundamental and applied research in these areas of expertise.

Higher College provides training on the first level in areas of expertise that are combined with specialised secondary education.

In total, there are 55 higher education institutions (HEI) (45 state institutions, 10 private institutions), which are under the jurisdiction of 12 ministries and state bodies.

<table>
<thead>
<tr>
<th>Number of students</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>387 172</td>
</tr>
<tr>
<td>Private</td>
<td>58 404</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of HEI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
</tr>
<tr>
<td>Private</td>
</tr>
</tbody>
</table>

2. Distribution of responsibilities

The state regulation of higher education is provided by the President of the Republic of Belarus, Government, state bodies (Ministries) and regional authorities.

The Ministry of Education controls and coordinates the field of higher education and is responsible for strategic planning. It participates in the development of state policy with regard to standards and quality of education, it forecasts national needs for specialists at all levels and fields of training, it initiates international co-operation and organises the licensing and accreditation of higher education institutions. The Ministry also approves the statutory documents of all higher education institutions (public as well as private) and monitors the implementation of state policy nationwide.

The Republic’s Council of HEI Rectors is a self-governing public body that manages and coordinates education and research activities at institutional level. The decision to organise the Republic’s Council rests with the President of the Republic of Belarus. The Rectors’ Council may adopt recommendations within its area of competence.

3. Governing bodies of the higher education institutions

HEI are managed on the basis of combining the principles of a single undivided authority with a collective approach. The HEI is headed and governed by the Rector/Director appointed under the state regulation. The highest collective body of HEI management is the Council headed by the Rector.

Higher education institutions have certain rights relating to self organisation. Each higher education institution, as a community of scientists, teaching staff and students, accepts corporate responsibility for the activities of its administration and governance. Higher education institutions may also establish their own organisational forms of instruction and research, both within the institution as a whole and in the subordinate structures (institutes, centres, departments etc.).

4. Financing

The funding of higher education institutions complies with the laws on the state budget of Belarus for each given year. Additional funds derived from external resources include tuition fees, income from research and business activities, founders and sponsors.

The Ministry of Finance and profile Ministries are responsible for financing public HEI. Private HEIs are financed by founders and sponsors and receive no state budget subsidies. Financing depends on the field of study and number of students.

Each higher education institution establishes its tuition fees in the national or foreign (for overseas students) currency and submits this to the Ministry of Education for approval. Every contract between a higher education institution and a fee-paying student must indicate the full amount of tuition fees paid for the course of studies or additional educational services. The sample contract developed at each institution needs the approval of the Government of the Republic. Fees paid to higher education

Overview of the Higher Education Systems in the Tempus Partner Countries: Eastern Europe
institutions are exempt from taxation and are at the full disposal of those institutions.

5. Students' contributions and financial support

The fees depend on the area of expertise and form of learning.

In public HEI, full-time students with good grades receive a monthly scholarship. The amount depends on the type of higher education institution, the area of expertise and the student's academic success. Some groups of students are granted social allowances and gifted students are awarded special scholarships. Scholarships are exempt from taxation.

Students who finance their own studies may receive the state tax credit with reduction of interest, scholarship or charity donations from commercial and non-commercial organisations, funds or individuals, contributed specially for study. In addition, successful students are entitled to a discount or to a transfer to tuition-free (budget financed) education.

Parents of students who study on a paid basis have tax remissions.

6. Licensing, quality assurance and accreditation of institutions and/or programmes

Education institutions in Belarus are subject to state accreditation, a procedure that certifies the compliance of the content and quality of education provided by these institutions, and the level of education attained by their graduates, with education standards and entitles these institutions to issue diplomas and certificates of education. The decision to grant, deny or withdraw accreditation is based on attestation results, a procedure that establishes institutional compliance with the relevant laws and legislation. Regardless of type of ownership and departmental affiliation all higher education institutions are accountable to the Ministry of Education of the Republic of Belarus.

Accreditation of higher education institutions and every area of expertise of training are subject to approval at national level. Accreditation of Belarusian HEI is the responsibility of the Ministry of Education and this procedure is defined by the Government of Belarus. Accreditation of higher education institutions is carried out every five years and consists of the following stages: self-evaluation organised by the accredited institution; external peer review of the accredited institution’s activities; examination by the state expert commission; adoption of the commission decision and its approval from the Ministry of Education.

The Certificate of State Accreditation is the official confirmation of state accreditation.

Belarus strives to ensure the quality of its education and to develop the correlated criteria and methodology of education quality assessment. It is planned to implement and certify the systems of higher education quality assurance (internal quality assurance control) based on ISO 9001 standards at all HEIs by the end of 2012.

7. Admission

Government executive bodies define the national demand for trained specialists, with particular attention paid to economic, educational and social policy perspectives. The existing admission system at the universities of the country allows the most gifted applicants to be selected on a competitive basis.

The quota of students enrolled at higher education institutions on a tuition-free basis (budget-financed) is defined by the Ministry of Education and profile Ministries and depends on the state budget allocations. The quota of students studying on a self-paying basis is defined by law.

All Belarusian citizens and citizens of Russia, Kazakhstan, Tajikistan and Kyrgyzstan are guaranteed competitive, merit-based access to education, without paying a tuition fee (rather budget-financed) in state-owned institutions. Enrolment for the first level of higher education (Specialists’ Diploma) is on a competitive basis and depends on the results of the entrance exams (in the form of centralised testing) and grade average of the school leaving certificate. Those applicants who were unsuccessful in their application for budget-financed tuition can apply for the tuition fee on a competitive basis using their available results. The tuition fee depends on the area of expertise and institution. The lowest is USD 1 000 per year and the highest is EUR 3 000 per year.

The enrolment for the second level of higher education (Master degree) is on a competitive basis and depends on the results of the entrance exams.

Graduates from both state and private universities are granted state diplomas of higher education.

8. Organisation of the academic year

The academic year runs from 1 September to the end of June and is divided into two semesters (17 weeks). Examination periods are normally in January and June, while the
vacation periods are two weeks in February and two months in the summer.

9. Curriculum content

The model curriculum is defined and confirmed by the Ministry of Education with the consultation of all stakeholders. Higher education institutions define curricula in areas of expertise on the basis of the model curricula.

The first level curriculum has the following structure:

- humanities and social sciences: 12 %
- general science and general professional disciplines: 35-45 %
- special disciplines: 35-40 %
- disciplines of specialisation: 10-15 %

The curriculum also includes periods of practical work and independent study. Periods of practical work aim at teaching students how to apply the acquired knowledge in the chosen profession.

According to the current curricula, first and second year students have 30-36 academic hours per week, third and fourth year students have 24-30 academic hours per week and fifth and sixth year students have 18-24 academic hours per week.

10. Assessment, progression, certification and degree

Academic success of students is assessed at the end of each semester in the form of oral and/or written tests (on a 'pass' or 'fail' basis) and examinations (marks according to a 10 point grading scale). Senior students have to carry out yearly projects in their area of expertise and carry out work experience in order to be able to move on to the next year of study.

Master degree holders may continue their studies with special doctoral level courses (Aspirantura, similar to the PhD programmes). Admission to such courses depends on the results of a competitive entrance examination. As for PhD programmes, such courses, designed for three years of study, are based on a combination of study and research and require students to prepare a public defence of their research thesis (dissertation). If successful, the defence leads to the award of Candidate of Science degree (awarded by the Higher Attestation Commission of Belarus upon the request of the corresponding council for the defence of the dissertation). Applicants for Doktorantura must hold a Candidate of Science degree and offer proof of research productivity and publications in their field of activity.

Higher education institutions specialising in the Arts offer assistant probation courses as the main form of training for researchers, teachers and performers in artistic disciplines.

Candidates and Doctors of Science train in higher education institutions or in research institutes and their branches.

11. Academic staff

The main positions in teaching and research staff are teachers, senior teachers, head of the cycle (subject area), department chair, deputy director and director, assistant, lecturer, tutor, professor, library director, library researcher, department dean, vice-rector and rector.

HEIs determine the total number of their employees and the structure of their staff within the limits of the allocated budget.

Employed by the rector (director) of a higher education institution, teaching staff members undergo a professional examination (attestation) every five years. The filling of positions of professors and chief research workers shall be done on a competitive basis. Professors and teachers of the HEI and its scientists, after being appointed to their positions, undergo annual performance appraisals, which may be the basis for a salary increase.

Persons who have not reached the established retirement age (women 55, men 60 years of age) are eligible to be employed as academic staff. Upon reaching retirement age, persons holding these positions may be transferred to teaching, research or other work within the HEI under the conditions of the contracts to be concluded with them.

Academic staff members have a series of rights, such as the protection of professional status and dignity, free choice of methods and means of teaching, the right to conduct research activities, participate in public governance and associations, eligibility for financial assistance and research funding.

12. Research activities

Research is an integral part of the work of Belarusian higher education institutions. Academics employed in higher education institutions, as well as in the research institutions under the Belarusian Academy of Sciences, take an active part in fundamental and applied research in all fields. Research is especially important, not only for the modernisation of the education system, but also for the overall social and economic development of the Republic.
The State Committee on Science and Technologies and profile ministries are responsible for implementing state policy in the fields of research and scientific innovation.

In its scientific activities, the Belarusian HEIs make research and experimental work a priority in order to meet the requirements established by society and the state's economy. To accomplish this goal, HEIs carry out innovative and industrial work dealing with the most pressing problems in the sphere of science and technology. The HEIs' research and experimental work is financed by the state budget, business customers, international projects and funds, own assets and endowments.

The Belarusian government supports fundamental and applied research via the State Foundation of Fundamental Research and State Scientific and Technical Programmes.

13. University-enterprise cooperation

All Belarusian HEIs are actively involved in cooperation with public organisations and enterprises for providing students with internships and diploma opportunities through the framework of joint projects.

In addition to teaching activities and research, in terms of knowledge and technology transfer, the HEIs take steps towards linking science and education with practice. The majority of HEIs have direct ownership of industrial enterprises in the field of pharmaceutical production, precious metals extraction, environmental technology etc. HEI production activity concerns mostly the domestic market, though several joint enterprises involve foreign companies.

14. International cooperation

In the context of globalisation, Belarus promotes the integration of Belarusian Higher Education into the European Higher Education and Research Areas (EHEA and ERA) and fosters international cooperation. Cooperation between the Belarusian HEI and various international organisations – such as UNESCO, UNICEF, the European Union, the Council of Europe etc. – is increasing. The main types of Belarusian international cooperation in the field of education and science include joint research, cooperation with foundations, organisation of scientific conferences, seminars and symposia, educational and scientific exchange and research publications.

The development of student and lecturer mobility is encouraged. Graduates of higher education institutions who hold Belarusian diplomas work in 112 countries around the world. Higher education institutions have opportunities to develop and implement student and teaching staff exchange and internship programmes with higher educational institutions around the world.

Accession of the Republic of Belarus to the 1997 Lisbon Convention in 2002 confirmed the legal basis of recognition and equivalence of foreign educational documents/qualifications procedures; this is carried out in the country free of charge.

The Republic of Belarus is actively cooperating with the Commonwealth of Independent States and the Eurasian Economic Community. Strong collaboration has been developed in particular with Russia, Ukraine, Moldova, Armenia, Georgia and Azerbaijan.

The EU initiative ‘Eastern Partnership’ is also contributing considerably to the process of accession of the Republic of Belarus to the European Higher Education Area.
II. Current challenges and needs

1. Trends and challenges

Modernisation of the Belarusian higher education system began in 2005. The core of such modernisation consists of the cross sector development of European and national higher education. The major trends in Belarusian higher education reform correspond to the ideas set out in the Bologna Declaration.

The country's higher education now corresponds to the formal criteria of the Bologna process but is guided by national interests. The changes in the higher education system emphasises the use of innovative principles and approaches to teaching and learning, strengthening resource and methodological support of education, upgrading and improving the technical base, proper balance between free education and education provided on a fee-paying basis, provision of a variety of education programmes and use of information technologies.

New standards of higher education (introduced on 1 September 2008) are based on the competence approach and allow the ECTS system of educational credits to be implemented as a necessary tool to support student mobility.

The two stages system of higher education was officially introduced in the Republic of Belarus in 2007. Classical and profile universities, as well as institutes, are classified as higher education institutions and provide a two stages system of higher education with Master academic and professional degrees.

The new needs and demands of modern society, the labour market and the new generation question the quality of higher education institutions and programmes and, in general, the capacity of higher education to answer to these new challenges.

According to the decision of the Ministry of Education the Belarusian Higher Educational Institutions (HEI) began to draw up and implement the Systems of Quality Assurance Management (SQAM) in 2009.

In consideration of the increasing internationalisation of higher education, the Belarusian HEIs have developed mobility schemes, which in turn are often related to the internationalisation of the curricula. The HEIs find new sources of funding through the commercialisation of research and institutional facilities, developing new partnerships and networking.

Internal and external stakeholders’ needs for more flexible forms of education are taken into account and distance learning, part-time courses and module based curricula, continuing education and non-degree courses are being developed.
2. The Bologna Process

**General Information**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bologna Process officially embedded in the education system</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bologna Process being implemented by ad hoc groups under the supervision of the Ministry of Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No particular mechanism supporting the implementation of the Bologna Process</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Bologna cycle structure**

<table>
<thead>
<tr>
<th>Level of implementation of a three-cycle structure compliant with the Bologna Process</th>
<th>Partial/limited introduction of Bologna structure</th>
</tr>
</thead>
</table>

**Student workload/duration for the most common Bologna programmes**

<table>
<thead>
<tr>
<th>Bachelor programmes</th>
<th>Various combinations</th>
<th>Master programmes</th>
<th>Various combinations</th>
</tr>
</thead>
</table>

**European Credit Transfer and Accumulation System (ECTS)**

<table>
<thead>
<tr>
<th>Definition of the Learning Outcomes Concept</th>
<th>Learning outcomes are defined in national steering documents and implemented through laws and regulations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of implementation of ECTS</td>
<td>Another credit system</td>
</tr>
<tr>
<td>Indicative number of hours of student workload corresponding to one ECTS</td>
<td>Another credit system or student workload not in use to define ECTS</td>
</tr>
</tbody>
</table>

**Bologna Diploma Supplement (DS)**

<table>
<thead>
<tr>
<th>Level of implementation of the Bologna Diploma Supplement</th>
<th>Another type of Diploma Supplement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma Supplement issued</td>
<td>Another type of Diploma Supplement</td>
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</tbody>
</table>

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Overview of the Higher Education Systems in the Tempus Partner Countries: Eastern Europe
### National Qualifications Framework (NQF)

<table>
<thead>
<tr>
<th>Stage towards establishing a National Qualification Framework</th>
<th>Not yet started formally/not foreseen.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Step 1: Decision taken. Process just started.</td>
</tr>
<tr>
<td>X</td>
<td>Step 2: The purpose of the NQF has been agreed and the process is under way including discussions and consultations. Various committees have been established.</td>
</tr>
<tr>
<td></td>
<td>Step 3: The NQF has been adopted formally and the implementation has started.</td>
</tr>
<tr>
<td></td>
<td>Step 4: Redesigning the study programmes is ongoing and the process is close to completion.</td>
</tr>
<tr>
<td></td>
<td>Step 5: Overall process fully completed including self-certified compatibility with the Framework for qualifications of the European Higher Education Area.</td>
</tr>
</tbody>
</table>

### Quality Assurance Practices

<table>
<thead>
<tr>
<th>National Quality Assurance body</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Department of the Ministry of Education</td>
</tr>
<tr>
<td>Status</td>
<td>A Government-dependent body or Ministry has responsibility for quality assurance.</td>
</tr>
<tr>
<td>Year of establishment</td>
<td>2001</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Involvement in external quality assurance process</th>
<th>Decision-making role</th>
<th>Participation</th>
<th>No participation</th>
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</thead>
<tbody>
<tr>
<td>Academic staff</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>International Experts</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

### Recognition of foreign qualifications

<table>
<thead>
<tr>
<th>Ratification of the Lisbon Recognition Convention</th>
<th>X</th>
<th>2002 (signature and ratification)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognition of Foreign Qualifications for academic study</td>
<td>Recognition for academic study by central or regional governmental authorities</td>
<td></td>
</tr>
<tr>
<td>Recognition of Foreign Qualifications for professional employment</td>
<td>Recognition for professional employment by central or regional governmental authorities</td>
<td></td>
</tr>
</tbody>
</table>

### Joint Degrees

| Establishment of joint degrees and programmes in higher education legislation | Joint programmes are allowed in the higher education legislation. Joint degrees are not foreseen in the legislation. |
III. Participation in EU programmes

1. Tempus

Belarus has participated in the Tempus Programme since 1993.

1.1 Statistics

Number of projects in which one or several institutions in the country have been involved (as coordinator, contractor or partner)

<table>
<thead>
<tr>
<th>Institutions</th>
<th>TEMPUS I and II</th>
<th>TEMPUS III</th>
<th>TEMPUS IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joint Projects</td>
<td>11 15</td>
<td>4 3 2 2 6</td>
<td></td>
</tr>
<tr>
<td>Compact Projects</td>
<td>7 0</td>
<td>0 0 0 0 0</td>
<td></td>
</tr>
<tr>
<td>Structural &amp; Complementary Measures (Tempus III)</td>
<td>0 4</td>
<td>0 1 0 1 2</td>
<td></td>
</tr>
<tr>
<td>Structural Measures (Tempus IV)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>18 19</td>
<td>4 4 2 3 8</td>
<td></td>
</tr>
</tbody>
</table>

Higher education institutions with highest TEMPUS participation during TEMPUS IV (2008-2012)

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Total</th>
<th>Number of projects</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>JP</td>
</tr>
<tr>
<td>BELARUS NATIONAL TECHNICAL UNIVERSITY (MINSK)</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>BELARUSIAN STATE UNIVERSITY</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>BELARUS STATE ECONOMIC UNIVERSITY (MINSK)</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>GRODNO STATE UNIVERSITY</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>VITEBSK STATE UNIVERSITY</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>BREST STATE UNIVERSITY</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>BELARUS STATE UNIVERSITY OF PHYSICAL CULTURE (MINSK)</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

1.2 Impact of the Tempus programme

The Tempus projects have had a beneficial impact on the Belarusian higher education system. The Tempus projects were implemented by the Belarusian HEIs with positive results and still have tangible and intangible outcomes and output in the work of HEIs and the Belarusian System of Higher Education as a whole.

The participation of Belarus in the Tempus project allows a situation in the field of European education to be studied and considered. The country’s higher education corresponds now to the formal criteria of the Bologna process but is guided by national interests. The changes in the higher education system emphasize the use of innovative principles and approaches to teaching and learning, and such changes are due, to a huge extent, to the realisation of the Tempus projects in Belarus.

The application and dissemination of the Tempus project results promote the reorganisation and optimisation of the structure and governance of HEIs. The Dutch language department was created at Minsk State Linguistic University. The new services on administration, strategic and functional planning, quality assurance and researches were opened at Gomel State University named after F. Skorina, Grodno State University named after Y. Kupala, International Radioecology Institute named after A.D. Sakharov. The Student Centre of the Polotsk State University signified a turn from authoritative university management and teaching towards the engagement of students in the process of study and governance. In 2007, a separate clause in the Republic of Belarus’ Higher Education Act declared the right of students to participate in the administration of HEIs. The role of students in the governance of HEIs has increased year after year.

The results of the Tempus projects obtained by the Belarusian State University and Brest State University, named after A.S. Pushkin, on implementation of the ECTS compatible system.
of credits were used for the educational standards, curricula and syllabuses of the new generation since 1 September 2008. They are based on the competence approach and interdisciplinary synthesis of knowledge in the educational process and allow the ECTS system to be implemented.

Due to the successful realisation of the Tempus projects a number of the new areas of expertise, courses and curricula were introduced in Belarus. The study materials prepared are widely used by staff and students. New educational approaches and technologies are employed in teaching and learning, thus varying the forms of study and facilitating the implementation of the Bologna principles in the Belarusian national education system. In most newly created courses a system of credits is used. All those courses are of a modular type and fit well into the two cycle system of training professionals in modern European languages, information and communication, European studies, international relations, economic law, economics, real estate studies, social pedagogy and work, GIS and ecology. Moreover, the impact of the Tempus projects implemented was aimed at stakeholders from outside the HEIs and this proved to be successful. The introduction of a Master level in economics was extended to national level and similar Master programmes started up in Minsk and the other university cities around Belarus.

Professionals trained in the areas of real estate studies, social pedagogy and work, GIS and ecology work at a number of organisations, institutions, industrial enterprises and businesses across the country. Through the project in social pedagogy and work, an effective liaison with the regional institutions was established that provides social care to the population, schools and other educational institutions. Within the scope of the project on ecology for Belarusian universities, ten new/revised courses have been developed together with associated course materials. These new courses have been introduced in the development of the current curriculum and became the basis for a Master programme for academic studies at Belarusian universities, in line with the Bologna process. All ten courses have been designed and have been incorporated into the exiting curricula.

The project for Tourism in Belarus (MIBET) is aimed at promoting processes for reforming and integrating the Belarusian system of higher education into the European educational space. Within the scope of this project the contents and structure of educational courses in the existing areas of expertise of economics and tourism management have been modernised according to the requirements of national and international educational standards. Credit-modular plans on areas of expertise and specialisations relating to tourism have been developed. It allows new curricula to be introduced into the two level system of education. Implementing this project promotes the qualitative improvement of higher education in Belarus and its modernisation in accordance with international standards. Cooperation within the project helped to promote long term partnerships in the field of tourism education between Belarus and EU countries.

With the help of the EU partners in the Tempus projects the Belarusian HEIs began moving towards preparing and then introducing a sustainable strategy and procedures for Quality Assurance. These objectives were approved by the Ministry of Education’s decision of 24 December 2008 ‘On the development of education quality management system in HEIs’. Quality assurance of higher education in Belarus, compatible with the international procedures of education quality assessment (ISO 9001), was put in place in 2010.

2. Erasmus Mundus

The Erasmus Mundus programme’s objective is to promote European higher education, to help improve and enhance the career prospects of students and to promote intercultural understanding through cooperation with third countries, in accordance with EU external policy objectives in order to contribute to the sustainable development of third countries in the field of higher education. It does this through three Actions:

Action 1 – Erasmus Mundus Joint Programmes (Master Courses and Joint Doctorates) - with scholarships

Erasmus Mundus Joint Programmes are operated by consortia of higher education institutions (HEIs) from the EU and (since 2009) elsewhere in the world. They provide an integrated course and joint or multiple diplomas following study or research at two or more HEIs. Master Courses and Joint Doctorates are selected each year following a Call for Proposals. There are currently 131 Masters and 34 Doctorates offering offer EU-funded scholarships or fellowships to students and scholars.
Action 2 – Erasmus Mundus Partnerships (former External Cooperation Window) – with scholarships
Under Action 2, Erasmus Mundus Partnerships bring together HEIs from Europe on the one hand and those from a particular region, or geographical “lot” on the other. Together the partnerships manage mobility flows between the two regions for a range of academic levels – Bachelor, Master, Doctorates, post-Doctorate and for academic staff.

Action 3 – Erasmus Mundus Attractiveness projects
This Action of the Programme funds projects to enhance the attractiveness, profile, image and visibility of European higher education worldwide. Action 3 provides support to activities related to the international dimension of all aspects of higher education, such as promotion, accessibility, quality assurance, credit recognition, mutual recognition of qualifications, curriculum development and mobility.

More information:

Number of students/staff participating in the programme

Erasmus Mundus – Joint degrees (Action 1)

<table>
<thead>
<tr>
<th>Year</th>
<th>Students</th>
<th>Scholars</th>
<th>Fellows</th>
</tr>
</thead>
<tbody>
<tr>
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<td>3</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2005</td>
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<tr>
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<td>NA</td>
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<tr>
<td>TOTAL</td>
<td>37</td>
<td>7</td>
<td>2</td>
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</table>

Erasmus Mundus– Partnerships (External Cooperation Window, Action 2)

<table>
<thead>
<tr>
<th>Year</th>
<th>Undergraduate</th>
<th>Master</th>
<th>Doctorate</th>
<th>Post-doctorate</th>
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<td>6</td>
<td>8</td>
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<td>6</td>
<td>57</td>
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<tr>
<td>2008</td>
<td>39</td>
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<td>7</td>
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<td>5</td>
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<td>2009</td>
<td>55</td>
<td>6</td>
<td>8</td>
<td>4</td>
<td>3</td>
<td>76</td>
</tr>
<tr>
<td>2010*</td>
<td>32</td>
<td>15</td>
<td>10</td>
<td>4</td>
<td>4</td>
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<td>2011*</td>
<td>61</td>
<td>50</td>
<td>32</td>
<td>18</td>
<td>19</td>
<td>180</td>
</tr>
<tr>
<td>TOTAL</td>
<td>157</td>
<td>35</td>
<td>33</td>
<td>22</td>
<td>18</td>
<td>265</td>
</tr>
</tbody>
</table>

Institutions participating in the programme up to and including 2011

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Action 1 Joint Programmes</th>
<th>Action 2 Partnerships</th>
<th>Action 3 Attractiveness projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Center For Education And Research, Inc</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Belarus National Technical University</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Belarusian State University</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Brest State University named after A.S.PUSHKIN</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Educational Institution Belarus State Economic University</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Yanka Kupala State University of Grodno</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
IV. Bibliographical references and websites


- "Belarus higher education system development and European higher education space principles", accessed at http://edubelarus.info/index.php?newsid=369


- Other regulation developed after entry in force of the Code of the Republic of Belarus On education of 13 January, assessed at http://edubelarus.info/index.php?do=base&organ=%25&vid=%25&kateg=%ED%EE%E2%EE%E5+%EA+%CA%EE%E4%E5%EA%F1%F3&number=&actname=&date_year=%25&date_month=%25&date_day=%25&push=ok

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For further information:

- Education, Audiovisual and Culture Executive Agency (EACEA)
  Unit P10 - Tempus and Bilateral Cooperation with Industrialised Countries
  **Postal address:** Tempus Programme
  **Avenue du Bourget 1 (BOUR 02/017) B-1140 Brussels, Belgium**
  **Contact:** EACEA-Tempus-Info@ec.europa.eu

- National Tempus Office Belarus
  **Postal address:** Central Information and Analytical Centre of the Ministry of Education of Belarus 59, Zakharova Str., 220088 Minsk, Belarus
  **Contact:** listopad@unibel.by

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*Nikolai Listopad (NTO Belarus)*

*Overview of the Higher Education Systems in the Tempus Partner Countries: Western Balkans*
HIGHER EDUCATION IN

GEORGIA

I. Overall description
II. Current challenges and needs
   – Trends and challenges
   – The Bologna Process
III. Participation in EU programmes
   – Tempus
   – Erasmus Mundus
IV. Bibliographical references and websites
The higher education system in Georgia
I. Overall description

1. Major characteristics of tertiary education in the country

Legislation covering the field of tertiary education

The Law of Georgia on Higher Education, adopted in December 2004, created a legal basis for reforms, defining the roles and responsibilities of all players involved in higher education, the levels of higher education, rules for admission, licensing/authorisation and accreditation procedures, types of educational institutions, introduction of credits etc. Several changes and amendments to the law enacted in the last years, including changes in the legal status of public higher education institutions (HEI), reflect the dynamic process of reforms in the field of higher education. All of the main principles set out in the legislation have been implemented so far.

Types of tertiary education programmes and qualifications

The three-cycle higher education (HE) system has been implemented in Georgia. Bachelor, Master and doctoral programmes have already been introduced in all accredited higher education institutions. All students below doctoral level are enrolled in the two-cycle degree system (except for certain specific specialisations such as medicine).

Higher professional programmes (umaglesi profesiuli ganatleba, since September 2010 referred to as level IV and V of professional education) have been introduced as a short cycle within Bachelor studies for students who are interested in acquiring practical skills. Upon completion of this type of programme, they receive a qualification from a certified specialist. These programmes correspond to 120 to 180 ECTS. These credits can be recognised for Bachelor programmes if students continue their education.

Bachelor programmes (bakalavriati) cannot comprise less than 240 ECTS whereas Master programmes (magistratura) comprise 120 ECTS and doctoral programmes (doktorantura) 180 ECTS.

Types of tertiary education institutions

There are three types of higher education institutions in Georgia:

- research universities: authorised to award all three academic degrees (Bachelor, Master and PhD – bakalavriati, magistratura, doktorantura);
- teaching universities: without a notable research function, implementing first and second cycles of higher education;
- colleges: higher professional (umaglesi profesiuli ganatleba) and Bachelor programmes (bakalavriati)

Currently, there are 57 HEIs recognised by the state: 20 public and 37 private. 64 % of HEIs are located in the capital city, Tbilisi. The total number of students in all HEIs is 99 003 (as at April 2012). 62 % of students are enrolled in the five biggest public universities. The breakdown of students in the different higher education cycles is given below.

<table>
<thead>
<tr>
<th>Number of students at HEI (academic year 2011/2012)</th>
</tr>
</thead>
<tbody>
<tr>
<td>99 003</td>
</tr>
<tr>
<td>Bachelor</td>
</tr>
<tr>
<td>75 820</td>
</tr>
<tr>
<td>Higher Professional Education (IV and V levels)</td>
</tr>
<tr>
<td>4 525</td>
</tr>
<tr>
<td>Medical Education</td>
</tr>
<tr>
<td>7 398</td>
</tr>
<tr>
<td>Master cycle</td>
</tr>
<tr>
<td>8 452</td>
</tr>
<tr>
<td>PhD cycle</td>
</tr>
<tr>
<td>2 808</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of HEI</th>
</tr>
</thead>
<tbody>
<tr>
<td>57</td>
</tr>
<tr>
<td>Public</td>
</tr>
<tr>
<td>20</td>
</tr>
</tbody>
</table>
2. Distribution of responsibilities

The principle of autonomy of the higher educational institution is stipulated in the Law of Georgia on Higher Education as one of the leading principles of the national HE system. New amendments to the Law on Higher Education (2011) provide for different legal status of HEIs and responsibilities of state authorities differ respectively. There are three legal forms of HEIs: legal entity of public law, legal entity of private law and non-commercial non-profit legal entity (NNLE) (the last can be also established by the state). Law defines the functions and responsibilities of the state authorities.

The state authorities have certain powers in the field of higher education:

- Parliament of Georgia: defines the key guidelines of HE policy and management, and passes appropriate legislative acts.

- Government of Georgia: defines the amount of the state education grant and draws up social programmes and state programmes in the field of higher education; The Government can also establish an HEI as a legal entity of public law. The Prime Minister appoints directors of the National Centre for Educational Quality Enhancement and National Examination Centre.

- Ministry of Education and Science (MoES): implements a unified HE policy; develops basic documents reflecting HE system indicators; proposes the amount of state education grants.

- Ministry of Culture and Monument Protection and Ministry of Sport and Youth Affairs: decide the normative acts in the sphere of fine arts and sports higher education and finance fine arts and sports higher education.

HEIs having the status of legal entities of public law are subject to greater control by the Ministry of Education and Science: the MoES approves the charter of public HEIs upon the proposal of the Council of Representatives; the MoES exerts state control over them and is responsible for enforcing normative acts enacted in the field of HE. In case of non-commercial non-profit legal entity, founded by the state, governmental control is significantly reduced.

At the same time, HEIs, independently of their legal form, are free to develop and approve study, research and creative work policies, develop and approve rules for personnel recruitment, their internal regulations, elect their management bodies and officials and manage their finances and property.

The formal autonomy of HEIs granted by law is evolving into an effective autonomy. The establishment of a Council of Rectors of Public Higher Education Institutions and a Council of Rectors of Private Higher Education Institutions in 2009 is a clear sign of the growing self-confidence of HEIs.

3. Governing bodies of the higher education institutions

The law of Georgia on Higher Education (Chapter IV) defines the governing bodies of public higher education institutions as having the status of legal entity of public law. The new legislation defines faculty members, students and professors as chief agents in higher education. Rectors of HEIs are no longer appointed by the President but elected by the members of the Academic Council.

The governing functions are shared within public HEIs through new structures with elected members, including:

- The Academic Council, which takes decisions concerning education and research. Only professors may be elected as members of the Academic Council. The Academic Council elects the rector. The rector is the highest academic authority of an HEI and serves as a chair of the Academic Council, represents the HEI in national and international academic and research fields and is authorised to enter into agreements and negotiations on behalf of the HEI.

- The Council of Representatives, which deals with administrative and financial issues. Students comprise 30 % of the Council of Representatives. The Council also includes a representative from the HEI’s library/libraries and may also include alumni of the HEI and representatives of the public according to the rules and the percentage prescribed by the HEI’s charter. The Council of Representatives elects the head of administration (the chancellor). The chancellor is the highest administrative manager at an HEI in the field of financial issues, material and human resources and represents the institution in financial and economic matters.

- The students’ self-governing body and its branches in individual faculties ensure students’ involvement in the management of their HEI. It promotes the protection of students’ rights, makes recommendations on improving the management systems and quality of studies of the faculty/HEI
Overview of the Higher Education Systems in the Tempus Partner Countries: Eastern Europe

59

and presents them to the Faculty Council, Council of Representatives and Academic Council.

The Academic Council, Council of Representatives, and the students’ self-governing body are elected from within the HEI on the basis of general, direct and equal elections, by secret ballot, in accordance with the procedures prescribed by the HEI’s charter.

Faculty autonomy is also guaranteed within the structure of the HEI. The Faculty Council is the representative body of a faculty, consisting of the academic staff and representatives of the students’ self-governing body (not less than 25% of the Council’s members). The Faculty Council elects a dean.

A new structural unit at public HEIs defined by law is the Quality Assurance Service with subunits at faculty level, ensuring systematic evaluation of educational and research activities, as well as upgrading staff qualifications.

Private HEIs, as well as stately founded HEIs with the NNLE status, are free to structure their own governing bodies.

4. Financing

The majority of HEIs in Georgia are funded through tuition fees. For public HEIs, tuition fees account for 90% of total income, while the rest comes from state subsidies, paid indirectly through state-funded grants to students and directly as a lump sum payment (block grant) to the HEI. Infrastructure grants from the government are provided to public universities for infrastructure projects where necessary, from time to time. Private universities receive no direct funding from the government but receive indirect subsidies through state-funded grants to qualified students who enrol in these institutions.

The funding model of HEIs has changed substantially in the last years. The input-based lump sum financing model of education has been transformed into per capita financing. Consequently, vouchers and grants have been introduced. This shift is primarily aimed at increasing efficiency and transparency of financing.

The voucher scheme takes the form of a government grant to students. Different grants are given to the students according to their performance in a national admission exam at the end of secondary education and depending on the field of study. Students enrolled in engineering and natural sciences programmes, identified as priority by the state, receive different percentage of the maximum tuition fee at public HEIs (100 %, 70 %, 50 % and 30 %), while students of other programmes (such as law and business) get public grant only in case of highest scores.

The grants are used to finance tuition fees, at both public and private HEIs. Many private universities charge much higher tuition fees and voucher recipients may use vouchers to partially offset these higher fees.

A student loan system was introduced in Georgia in 2006 in cooperation with the leading commercial banks of Georgia. Students have so far been given loans with various coverage terms and interest rates. Further improvements to student loan schemes will be made to increase the number and availability of loans, as well as lending conditions.

Apart from state student grants, HEIs are entitled to receive funding from the following sources:

- funds received through private grants, contributions or a will,
- research grants awarded by the state on the basis of competitions,
- special state-budgetary programs designed to encourage the enrolment of students in HEI specialties which represent priorities for the state,
- programme financing allocated by the ministries of a relevant field,
- any other sources of income allowed by Georgian legislation, including revenue from economic activities.

In the absence of any objective allocation system (such as formula funding), lump sum payments received by HEIs are negotiated on an annual basis. The negotiating power of individual universities largely determines how much they receive. Thus the system works very much to the advantage of the larger universities in Tbilisi (accounting for some 10-12 % of total income). Lump sum payments (which in many university systems provide the bulk of government funding to universities) is clearly unsatisfactory. The amounts, when received, are limited to a small proportion of the overall funding and the process of allocation is rather arbitrary. Clearly, the present lump sum system needs to be reformed. Discussions are currently under way to decrease the lump sum funding from the state and to replace it by increasing the HEI voucher subsidy scheme. Ultimately, the lump sum funding system may be phased out.
5. Students' contributions and financial support

Up to 25% of students receive vouchers (at varying percentage levels), so most students (or their parents) will need to finance tuition fees, as well as living expenses, from their own resources. Many students take loans to top-up private funding and/or government grants for tuition. However, only few commercial banks provide loans to students and only students from three private HEIs are offered a "typical" student loan, with a grace period extending until six months following completion of studies or obtaining a job. All other students are eligible only for short-term consumer-type loans issued to their families – no grace period, immediate repayment and high interest – used to cover short-term cash flow constraints only.

Overall, the system does little to promote university access of disadvantaged groups, the less well-off and the rural poor. There are some programmes aimed at these groups, but apart from social grants, in the form of needs-based vouchers (a quota is set at 10% of all vouchers), these reach very few of the groups in need. The situation is slightly better for ethnic minority students graduating from Azeri or Armenian schools, where there are special scholarships available to them. There are no differences in fees required from "traditional" and "non-traditional" students.

6. Licensing, quality assurance and accreditation of institutions and/or programmes

Mechanisms of quality assurance, including authorization and accreditation, are defined by the adopted law "Development of Quality of Education" (July 2010).

Through the authorization mechanism an institution is granted the status of a higher education institution if it complies with defined standards in certain areas of performance. The standards for authorisation are in:

a) educational programmes,

b) material resources,

c) human resources.

The state recognizes diplomas, issued only by authorized HEIs. Authorization is granted for five years.

The accreditation process defines the status (the right to issue the certificate recognised by the state) of an existing HEI and/or educational programme. The aim of the accreditation mechanism is to enable systematic self-evaluations of higher educational institutions. The goal is to improve the quality of education by having educational programmes comply with the standards of accreditation and quality improvement mechanisms. Educational programmes of higher education institutions are funded only with a governmental education grant if the programmes successfully passed accreditation. Regulated programmes and PhD programmes can only be established if the HEI successfully passed accreditation.

Accreditation standards and processes are the same for public and private HEIs, whereas quality assurance processes on the institutional level can be different: the Law on Higher Education obliges public HEIs to establish and operate internal quality assurance services (Article 25), defining its status and responsibilities, while private HEIs are not obliged to do so. But since the self-assessment report is a main precondition for accreditation, private HEIs also establish internal structures and units responsible for quality assurance.

A special state authority – the National Centre for Educational Quality Enhancement (NCEQE) – has been established to ensure authorisation and accreditation processes. It operates in compliance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area, although there is still some room for improvement. This is essential for ENQA membership and registration in the European Quality Assurance Register (EQAR).

7. Admission

One of the main achievements of the reform of higher education in Georgia was the establishment of the system of Unified National Examinations. The old system contradicted the objectives of transparency and facilitated corruption and was, by definition, not meritocratic, favouring those with money. The state took responsibility for the admission of students to the first cycle of higher education through creating a centralised, objective system and ensuring the principles of equity and meritocracy. Corruption in entrance exams has been eliminated completely.

A special unit, the National Examination Centre (NCE), a legal entity of public law, has been established to implement the Unified National Examinations. The Examination Centre provides the education system with reliable and objective tools for assessing knowledge and abilities of students. Students compete for places at state or private HEIs determined by the National Accreditation Centre. Only students who have completed secondary education and passed the unified examinations may enrol at accredited HEIs. State grants are awarded to the highest achievers.

Overview of the Higher Education Systems in the Tempus Partner Countries: Eastern Europe

60
At the beginning of the academic year, each HEI must announce coefficients set by its faculties for examination results in each subject. The admission of students who have passed the examinations are conducted in accordance with the coefficients set by faculties for each examination subject at the beginning of the academic year. Four exams are compulsory for all entrants: Georgian language, foreign language, skills and aptitude test and a fourth exam chosen from mathematics, natural or social sciences, according to the profile of the programme. For higher professional programmes only one entrance exam in skills and aptitudes is obligatory. The National Examination Centre ranks the entrants who have taken the exams according to those coefficients that were published by the faculties at the beginning of the academic year and sends the lists to the relevant faculties.

There are no specific admission requirements for older students and those with professional qualifications. Students graduating from the higher professional programmes and wishing to continue their studies at Bachelor level must pass the rest of the unified national admission exams.

All Master candidates take Graduate Record Examination (GRE), organized and administered centrally by the National Examination Centre (NCE). Examination in the speciality is administered by universities.

8. Organisation of the academic year

HEIs are free to decide about the beginning and end of the academic year. Typically, the academic year starts in autumn (September/October) and ends in late spring/early summer (May/June). It is generally split into two semesters, although trimesters are used by a few HEIs. The time framework of the academic year is determined by Decree No 3 (5 January 2007) of the Ministry of Education and Science: minimum length – 38 weeks, maximum length – 45 weeks. Examination periods at the end of semester/trimester are typically up to four weeks. The length of academic breaks is set by the HEIs.

9. Curriculum content

Curriculum development is fully under the responsibility of the HEIs, according to the principle of academic freedom. New study programmes must be approved according to the internal procedures of the HEI. The structure of curricula and proportion of compulsory and elective subjects are defined by programme leaders at the HEI.

Most programmes have a modular and major/minor-based structure, except those for the regulatory professions (medicine, law and education). Currently, more than 90 % of HEIs have optional subjects in their curricula and approx. 60 % have optional modules.

Students can also take part in the development of individual study programmes (Law of Georgia on Higher Education, Article 43).

The recently introduced National Qualifications Framework (NQF) and subject benchmarks influenced the curriculum content. Programmes were updated in order to correspond to learning outcomes, defined by the NQF and minimum academic standards.

10. Assessment, progression, certification and degree

Each HEI is required to ensure a fair assessment of the student's knowledge, for which it must develop appropriate procedures. The introduction of ECTS will measure the student's achievements on the basis of clearly defined learning outcomes. Assessment criteria must be indicated in the syllabus.

The student’s workload and general assessment procedures are defined by Law and Decree No 3 (5 January 2007) of the Minister of Education and Science on "Rules for Calculating Higher Educational Programmes by Credits". A mid-term assessment is obligatory since the student’s achievements cannot be evaluated only on the basis of final exams. Both, written and oral exams are used for the student’s assessment, depending on the learning outcomes.

The National Centre for Educational Quality Enhancement acts as an official institution at national level, responsible for assessing recognition of prior learning (RPL) for access to HE programmes. HEIs are also free to assess the recognition of prior learning. They have their own procedures for defining the compatibility of competences of specific educational programmes and thus recognise credits accumulated. This procedure also ensures the student’s mobility. General provisions of credit recognition are defined by Decree No 120 (16 December 2007, some further amendments in 2010) of the Minister of Education and Science.

Recognition of prior non-formal learning at higher education level is not defined by legislation and, as a result, is not applied in practice. Conditions for the student's progress from one year of studies to the next are
determined by the HEIs according to the programme requirements.

Requirements for final qualification are defined by the HEIs and vary according to the programme. For regulated professions (medicine, including veterinary, medicine, law and education) students must pass a State Certification Test for practicing in addition to obtaining a relevant academic degree. There are no legal restrictions for accessibility to further levels of higher education: all Bachelor (or equivalent) can access Master programmes and all Master (or equivalent) can access doctoral programmes.

11. Academic staff

Categories of academic staff and qualifications needed to access these categories, as well as requirements for selection are stipulated by the Law on Higher Education (Chapter V).

An HEI has academic, administrative and support staff. The academic staffs consist of professors, associate professors and assistant professors.

The post of professor may be acquired only by a person holding a doctoral degree and having at least six years of experience in teaching and research. A professor leads the study process and supervises the research work of associate professors, assistant professors and students.

The post of associate professor may be acquired only by a person holding a doctoral degree. An associate professor takes part in the main study process and supervises the research of assistant professors and students.

The post of assistant professor may be acquired only by a person holding a doctoral degree. An associate professor takes part in the main study process and supervises the research of assistant professors and students.

The post of assistant professor may be acquired only by a person holding a doctoral degree or by a doctoral student; an assistant professor conducts seminars or laboratory or practical sessions. A professor’s teaching load is defined and approved by the HEI.

The rules for filling academic posts are the same for public and private HEIs. An academic post may be filled only on the basis of an open competition based on the principles of transparent, equal and fair competition.

The date and conditions of competition are made public in accordance with the procedures prescribed by Georgian legislation and the HEI’s charter, not later than one month prior to the registration and two months prior to the competition. Besides the rules set by law, the HEI may define additional conditions for the selection of academic staff.

Employment contracts for academic staff are concluded for the terms defined by labour legislation. Typically, contracts are signed for three years for professors and associate professors and for two years for assistant professors, although some universities use shorter term contracts.

The number of professors (all three categories) in state-recognized Georgian HEIs in 2012 was 5,977, of which 1,583 were professors, 3,002 associate professors and 1,392 assistant professors. Women comprise of 48% of academic staff. HEIs can invite lecturers from other universities or scientific institutions to teach and/or supervise students. In some HEIs invited professors exceed the core staff.

12. Research activities

The integration of education and research has become one of the top priorities in Georgia.

Research is clearly stipulated in the mission of universities as one of the main activities, compared to teaching universities, where it is restricted to the obligatory research component of Master programmes. Since Master and doctoral programmes are implemented in 89% of Georgian HEIs (the rest represented by colleges, offering only Bachelor and higher professional education programmes), research is an integral part of university life.

In 2010, the old system of research institutes under the Academy of Sciences has been abolished and vast majority of research organizations has been merged with different universities, thus increasing their research potential both in terms of infrastructure and human resources.

As a result, 85% of research projects funded by the Georgian National Science Foundation (GNSF) in 2011 are conducted by universities (compared to 40% in 2009). But only 19% of stately recognized HEIs have submitted project proposals for funding in 2011. Despite of considerable increase (compared to 8.8% in 2009), these numbers show that research component in HEIs is still underdeveloped. Public HEIs submit more research projects than private. The private HEIs mainly focus on study areas in greatest demand on the labour market, such as business management and law, while fundamental sciences are practically ignored. Private HEIs receive less than twice the amount of national research funds received by public HEIs.

At the same time, a growing number of research projects are being implemented jointly by HEIs and other research establishments. Collaboration within the framework of doctoral programmes is also quite common.
Funds for research activities in HEIs come from various sources. They are mainly a share of a lump sum from state funding, scholarships and grants from different donors, as well as tuition fees of doctoral students. Currently, the majority of doctoral students self-finance their studies. Only at one university (Ilia State University) doctoral studies are free of charge.

No specific data is available on financing research from private sources. There are concrete cases of business sector financing specific research projects or stimulating research development within HEIs.

In Georgia, research is underfunded. Thus only 0.18% of GDP was spent on research in 2008 and not more than 0.2% in 2009, without significant increase in following years.

13. University-enterprise cooperation

The dialogue between the academic world and enterprises in Georgia is fairly weak, although 80% of HEIs report that they have cooperation agreements with private business. The main cooperation area is employability of graduates and traineeships for students. For this purpose, HEIs organise informational meetings with enterprises and present their programmes. There is active cooperation in particular in the fields of business management, banking and law, as well as in sciences and humanities (although much rarer). Some universities (11%) also conduct labour market surveys in order to identify graduate demand.

Eight HEIs offer special training programmes for the business sector. This initiative was welcomed by enterprises and adult education programmes for specific target groups are quite popular.

Only 10% of universities cooperate with employers on curriculum design and only six universities (all private) cooperate in the field of university management, inviting business representatives in governing bodies (boards of trustees, boards of consultants).

14. International cooperation

There is no explicit policy to promote mobility of students from or to Georgia, although the number of incoming and outgoing students is steadily increasing. The vast majority of Georgian students study in the USA, Germany and the UK, followed by other EU countries.

The majority of incoming students are from Turkey, followed by India, Russia (students from Russia are mostly ethnic Georgians with Russian citizenship), Azerbaijan, Pakistan and Kazakhstan.

The main obstacle for attracting international students is the language of instruction – most study courses are in Georgian. Only ten Georgian universities offer programmes in EU languages (mostly English, followed by German and French).

At present, there is no database at national level to enable state authorities to track students pursuing their studies abroad. This is complicated by the fact that most students are self-financed and apply directly to foreign HEIs upon completion of their school or undergraduate studies. Nevertheless, available statistics on students leaving to study abroad in the framework of various programmes clearly show a substantial increase in the number of international students at Georgian HEIs.


Student and staff mobility is also enabled by bilateral agreements between Georgian and foreign universities. This reflects the fact that public universities have longer and more intensive international contacts. Nevertheless, internationalisation is a notable trend in leading private HEIs, too. Development of joint academic degree programmes is seen by the HEIs and the state as one of the most effective tools for programme quality enhancement and internationalisation of Georgian higher education.

One of the novelties of internationalisation is state financial support to public universities for invitation of foreign professors.
II. Current challenges and needs

1. Trends and challenges

As a result of reforms implemented since 2005, higher education in Georgia has moved decisively from a centrally-controlled, supply-driven, public-funded, state system to a more complex, increasingly market-oriented system, with considerable cost-sharing through student fees and a strongly emerging private university sector. The extent to which higher education has moved forward in these new directions and the swiftness of the pace with which it has done so, makes Georgia unique in relation to other countries in the region.

This trend also includes implementation of the objectives the Bologna Process, which is a top priority of the Ministry of Education and Science (MoES) of Georgia.

The reform package includes:

- Legal and normative regulations
  - Law of Georgia on Higher Education
  - Various ministerial decrees and orders

- Establishment of new institutes
  - National Centre for Educational Quality Enhancement
  - National Examination Centre

- Programmes and projects supporting reform implementation
  - Twinning – Capacity Enhancement for Implementing the Bologna Action Lines in Georgia (CEIBAL, Germany & France)
  - University Curriculum Development Programme
  - National Qualifications Framework (NQF) for the Higher Education Project
  - University Textbook Development Programme
  - University Infrastructure Development Programme
  - Higher Educational/Research Programme
  - Higher Educational/Research Institutions Supporting Programme
  - Scientific Grants and Awards Programme

The current policy objectives at national level include:

- Supporting of financial autonomy of HEIs via establishment of endowment funds
- Internationalisation of the accreditation process
- Establishment of joint programmes and joint research projects

Currently, the main problems and challenges are the following:

- Limited time to implement the reforms
- Lack of resources for implementation
- Low level of involvement of social partners and other stakeholders
- Shortage of educational managers and leaders at university level
- Insufficient recognition of the HE system of Georgia in other countries and consequently lack of trust in its performance
2. The Bologna Process\(^9\)

**General Information**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Non Bologna-Signatory Country</td>
<td></td>
<td>Bologna Process officially embedded in the education system</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bologna Process being implemented by ad hoc groups under the supervision of the Ministry of Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No particular mechanism supporting the implementation of the Bologna Process</td>
</tr>
</tbody>
</table>

**Bologna cycle structure**

| Level of implementation of a three-cycle structure compliant with the Bologna Process | Bologna structure fully implemented in all or most fields of study |

**Student workload/duration for the most common Bologna programmes**

<table>
<thead>
<tr>
<th>Bachelor programmes</th>
<th>240 ECTS (4 academic years)</th>
<th>Master programmes</th>
<th>120 ECTS (2 academic years)</th>
</tr>
</thead>
</table>

| Bachelor/Master cycle structure models most commonly implemented | 240+120 ECTS (4+2 academic years) |

**European Credit Transfer and Accumulation System (ECTS)**

<table>
<thead>
<tr>
<th>Definition of the Learning Outcomes Concept</th>
<th>Learning outcomes are defined in national steering documents and implemented through laws and regulations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of implementation of ECTS</td>
<td>More than 75% of institutions and programmes are using ECTS for both transfer and accumulation purposes. Allocation of ECTS is based on learning outcomes and student workload.</td>
</tr>
</tbody>
</table>

| Indicative number of hours of student workload corresponding to one ECTS | 1 ECTS = 20 – 30 hours |

**Bologna Diploma Supplement (DS)**

<table>
<thead>
<tr>
<th>Level of implementation of the Bologna Diploma Supplement</th>
<th>Bologna DS is issued to students in more than 75% of institutions and study programmes</th>
</tr>
</thead>
</table>

| Diploma Supplement issued | Bologna DS issued automatically and free of charge | Bologna DS issued in the language of instruction and/or English |

National Qualifications Framework (NQF)

<table>
<thead>
<tr>
<th>Stage towards establishing a National Qualification Framework</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Not yet started formally/not foreseen.</td>
<td></td>
</tr>
<tr>
<td>Step 1: Decision taken. Process just started.</td>
<td></td>
</tr>
<tr>
<td>Step 2: The purpose of the NQF has been agreed and the process is under way including discussions and consultations. Various committees have been established.</td>
<td></td>
</tr>
<tr>
<td>X Step 3: The NQF has been adopted formally and the implementation has started.</td>
<td></td>
</tr>
<tr>
<td>Step 4: Redesigning the study programmes is ongoing and the process is close to completion.</td>
<td></td>
</tr>
<tr>
<td>X Step 5: Overall process fully completed including self-certified compatibility with the Framework for qualifications of the European Higher Education Area.</td>
<td></td>
</tr>
</tbody>
</table>

Quality Assurance Practices

<table>
<thead>
<tr>
<th>National Quality Assurance body</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>National Centre for Education Quality Enhancement</td>
</tr>
<tr>
<td>Status</td>
<td>A Government-dependent body or Ministry has responsibility for quality assurance.</td>
</tr>
<tr>
<td>Year of establishment</td>
<td>2006</td>
</tr>
<tr>
<td>Involvement in external quality assurance process</td>
<td></td>
</tr>
<tr>
<td>Decision-making role</td>
<td>Participation</td>
</tr>
<tr>
<td>Academic staff</td>
<td>X</td>
</tr>
<tr>
<td>Students</td>
<td>X</td>
</tr>
<tr>
<td>International Experts</td>
<td></td>
</tr>
</tbody>
</table>

Recognition of foreign qualifications

<table>
<thead>
<tr>
<th>Ratification of the Lisbon Recognition Convention</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>X 1997 (signature), 1999 (ratification)</td>
<td></td>
</tr>
<tr>
<td>Recognition of Foreign Qualifications for academic study</td>
<td></td>
</tr>
<tr>
<td>Recognition for academic study by central or regional governmental authorities</td>
<td></td>
</tr>
<tr>
<td>Recognition of Foreign Qualifications for professional employment</td>
<td></td>
</tr>
<tr>
<td>Combination of central or regional governmental authorities / social partner organisations or individual employers</td>
<td></td>
</tr>
</tbody>
</table>

Joint Degrees

<table>
<thead>
<tr>
<th>Establishment of joint degrees and programmes in higher education legislation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Joint programmes and joint degrees are allowed in the higher education legislation.</td>
<td></td>
</tr>
</tbody>
</table>
III. Participation in EU programmes

1. Tempus

Georgia has participated in the Tempus Programme since 1995.

1.1 Statistics

Number of projects in which one or several institutions in the country have been involved (as coordinator, contractor or partner)

<table>
<thead>
<tr>
<th></th>
<th>TEMPUS I and II</th>
<th>TEMPUS III</th>
<th>TEMPUS IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joint Projects</td>
<td>5</td>
<td>16</td>
<td>3</td>
</tr>
<tr>
<td>Compact Projects</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Structural &amp; Complementary Measures (Tempus III)</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Structural Measures (Tempus IV)</td>
<td>0</td>
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<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>19</td>
<td>3</td>
</tr>
</tbody>
</table>

Higher education institutions with highest TEMPUS participation during TEMPUS IV (2008-2012)

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Total</th>
<th>Number of projects</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>JP</td>
</tr>
<tr>
<td>IVANE JAVAKHISHVILI Tbilisi State University</td>
<td>13</td>
<td>10</td>
</tr>
<tr>
<td>Ilia State University (Tbilisi)</td>
<td>13</td>
<td>12</td>
</tr>
<tr>
<td>Shota Rustaveli State University (Batumi)</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>Akaki Tsereteli State University (Kutaisi)</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Iakob Gogebashvili Telavi State University (Telavi)</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Akhaltsikhe State Teaching University</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Georgian Technical University (Tbilisi)</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Kutaisi University</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

Higher education institutions coordinating TEMPUS IV projects (2008-2012)

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Total</th>
<th>Number of projects</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>JP</td>
</tr>
<tr>
<td>IVANE JAVAKHISHVILI Tbilisi State University</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Ilia State University (Tbilisi)</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

1.2 Impact of the TEMPUS programme

Tempus projects in Georgia, implemented since 1995, have created a solid basis for the successful implementation of the Bologna principles, while supporting curriculum development, the introduction of quality assurance mechanisms and lifelong learning.

In Georgia, more than 70% of Tempus projects have been implemented in the field of curriculum development and modernisation, covering the subject areas of medicine, biology, law, engineering, agriculture, environmental studies, European studies, economics, veterinary medicine, library and information sciences and social work. In the framework of Tempus, new programmes have been developed for Bachelor, Master and doctoral levels of higher education, using ECTS. Implementation of modern teaching, learning and assessment methods have led to the development of curricula compatible with European standards.
The most successful curriculum development programmes supported by Tempus (to name but a few) are in the field of biomedical education, library and information sciences and social work.

Consecutive funding of curriculum development projects in these fields ensures development of the full cycle programmes for all levels, as well as the introduction of short modules for qualification upgrading for specialists in the framework of lifelong learning. A collaborative method of curriculum development has been used, involving social partners – a practice relatively new to the academic world in Georgia. Implementation of these projects increased the numbers of students enrolling, as reported by the universities.

One of the most important points was the introduction of quality assurance mechanisms for programme evaluation; thus curriculum development projects served as models for piloting internal quality assurance mechanisms.

The introduction of quality assurance (QA) as a key element of the Bologna Process, at both national and institutional levels, has been supported by Tempus projects – five projects in the field of QA have been implemented so far (including one current project). Two joint projects supported development of institutional QA mechanisms: “The Establishment of Academic Quality Assurance Centres within Grigol Robakhidze University and Batumi State University” in 2000 (well before joining the Bologna Process); and “Developing an Internal Quality Assurance System at Telavi State University” (2006). Two structural measure projects “Development of an Accreditation System at Georgian Universities (2005)” and “Establishing Quality Assurance Services in the Georgian Higher Education Institutions (2006)” supported development and realisation of an accreditation scheme at five Georgian universities, according to the national Georgian accreditation strategy and EU standards in this field, thus leading to a reform of the existing academic system. A framework model for internal QA within HEIs has been elaborated. The Structural Measure project “Promoting internationalization and comparability of quality assurance in higher education” started in 2010, involves four Georgian HEIs from different cities, the Ministry of Education and National Centre for Educational Quality Enhancement (NCEQE) and aims aligning internal and external QA systems with European standards.

Tempus also supported the development of the National Qualifications Framework for higher education thanks to the project “Application of Tuning Approaches in the Georgian Higher Education System” (2006). Benchmarks in ten subject areas (nursing, business administration, civil engineering, history, mathematics, physics, chemistry, earth sciences, European studies and education) have been developed. Seven Georgian HEIs, both public and private, including regional universities, participated in this project. Already during project implementation and in parallel, the same methodology has been used to develop benchmarks in other areas, such as biology and psychology. Thus the project had a greater impact than planned, reaching beyond the initially envisaged objectives.

Considering the results achieved, the interest in Tempus projects is growing and an increasing number of Georgian HEIs, in particular in the regions, are applying to participate in Tempus projects, as coordinators, building national and regional networks of higher educational institutions.

Currently, two Georgian universities (Ilia State University and Tbilisi State University) successfully coordinate Tempus multi-country projects. Universities motivation to coordinate Tempus projects is strongly supported by local authorities, since it’s considered to be one of the best tools for capacity building of Georgian HEIs.

2. Erasmus Mundus

The Erasmus Mundus programme’s objective is to promote European higher education, to help improve and enhance the career prospects of students and to promote intercultural understanding through cooperation with third countries, in accordance with EU external policy objectives in order to contribute to the sustainable development of third countries in the field of higher education. It does this through three Actions:

Action 1 – Erasmus Mundus Joint Programmes (Master Courses and Joint Doctorates) - with scholarships

Erasmus Mundus Joint Programmes are operated by consortia of higher education institutions (HEIs) from the EU and (since 2009) elsewhere in the world. They provide an
integrated course and joint or multiple diplomas following study or research at two or more HEIs. Master Courses and Joint Doctorates are selected each year following a Call for Proposals. There are currently 131 Masters and 34 Doctorates offering offer EU-funded scholarships or fellowships to students and scholars.

**Action 2 – Erasmus Mundus Partnerships (former External Cooperation Window) – with scholarships**

Under Action 2, Erasmus Mundus Partnerships bring together HEIs from Europe on the one hand and those from a particular region, or geographical “lot” on the other. Together the partnerships manage mobility flows between the two regions for a range of academic levels – Bachelor, Master, Doctorate, post-Doctorate and for academic staff.

**Action 3 – Erasmus Mundus Attractiveness projects**

This Action of the Programme funds projects to enhance the attractiveness, profile, image and visibility of European higher education worldwide. Action 3 provides support to activities related to the international dimension of all aspects of higher education, such as promotion, accessibility, quality assurance, credit recognition, mutual recognition of qualifications, curriculum development and mobility.

More information:


### Number of students/staff participating in the programme

#### Erasmus Mundus – Joint degrees (Action 1)

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Students</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>10</td>
<td>9</td>
<td>7</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Scholars</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>2</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Fellows</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

Nationals of the country participated in the programme for the first time in 2004-2005.

#### Erasmus Mundus – Partnerships (External Cooperation Window, Action 2)

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate</th>
<th>Master</th>
<th>Doctorate</th>
<th>Post-Doctorate</th>
<th>Staff</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>16</td>
<td>14</td>
<td>11</td>
<td>5</td>
<td>3</td>
<td>49</td>
</tr>
<tr>
<td>2008</td>
<td>23</td>
<td>14</td>
<td>13</td>
<td>5</td>
<td>3</td>
<td>58</td>
</tr>
<tr>
<td>2009</td>
<td>22</td>
<td>17</td>
<td>12</td>
<td>5</td>
<td>3</td>
<td>59</td>
</tr>
<tr>
<td>2010*</td>
<td>18</td>
<td>15</td>
<td>10</td>
<td>3</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td>2011*</td>
<td>18</td>
<td>12</td>
<td>13</td>
<td>8</td>
<td>9</td>
<td>60</td>
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<tr>
<td>TOTAL</td>
<td>97</td>
<td>72</td>
<td>59</td>
<td>26</td>
<td>22</td>
<td>276</td>
</tr>
</tbody>
</table>

#### Institutions participating in the programme up to and including 2011

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Action 1 Joint Programmes</th>
<th>Action 2 Partnerships</th>
<th>Action 3 Attractiveness projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>AKAKI TSERETELI STATE UNIVERSITY</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>GEORGIAN TECHNICAL UNIVERSITY</td>
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<td>GORI UNIVERSITY</td>
<td>X</td>
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<td></td>
</tr>
<tr>
<td>IAKOB GOGEBASHVILI TELAVI STATE UNIVERSITY</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>ILIA STATE UNIVERSITY</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IVANE JAVAKHISHVILI Tbilisi State University</td>
<td>X</td>
<td></td>
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</tr>
<tr>
<td>SHOTA RUSTAVELI STATE UNIVERSITY</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TBILISI STATE MEDICAL UNIVERSITY</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
IV. Bibliographical references and websites

- www.naec.ge – National Examination Centre.
- www.ganatleba.ge – National Curriculum and Assessment Centre.
- www.tempus.ge – National Tempus Office Georgia.
- www.ucss.ge – Centre for Social Sciences.
- www.geostat.ge – Department of Statistics.
- www.cie.ge – Centre for International Education.
- http://mpra.ub.uni-muenchen.de/16400/ – Higher Education access policies and issues in Georgia before and after the introduction of Unified National Entrance Examinations in 2005.
HIGHER EDUCATION IN MOLDOVA

I. Overall description
II. Current challenges and needs
   – Trends and challenges
   – The Bologna Process
III. Participation in EU programmes
    – Tempus
    – Erasmus Mundus
IV. Bibliographical references and websites
The higher education system in Moldova

ECTS
- University, Institut, Academy
  - License
  - Master
  - PhD
- Years
  - 0 1 2 3 4 5 6
- Field of study
  - Medicine
  - Pharmacy, dentistry

Most common length of a Bologna cycle
Other length of a Bologna cycle
Programme outside the typical Bolgona model
Professional programme

Overview of the Higher Education Systems in the Tempus Partner Countries: Eastern Europe
I. Overall description

1. Major characteristics of tertiary education in the country

The changes in the economic, social and political life of Moldova demanded the development of a new educational policy and legislative framework. Soon after the Declaration of Independence a new concept of national education had been designed and endorsed. A new law on education (1995) and a new regulation came into force, which represented the legal basis for the reforms. The harmonization of the national higher education with the European one represented one of the main reform principles. After the adoption of the Law on Education in 1995 the main achievements have been certain qualitative and quantitative changes in structure and content.

The main objective in the area of higher education was declared to be the integration of the country into the European Higher Education Area. In 2005, the Law on Education was amended in order to incorporate the basic Bologna Principles; a two-cycle system of higher education has been introduced: the first cycle - the Licentiate (with a duration of studies of 3-4 years) and a second cycle – the Master (1-2 years). In May 2005, Moldova joined the Bologna Process. Since September 2005 the first cycle has been implemented in all national higher education institutions. In 2008, the implementation of the second cycle started. It should be mentioned that doctoral programmes have not yet been changed in the light of the Bologna process. Doctoral studies are still regulated by the Science and Innovation Code and the Law on Education.

By 2009 the reforms enacted in the area of higher education had led to the following results: a two-cycle system has been implemented; the first version of the National Qualification Framework was developed; the ECTS and Diploma Supplement have been implemented.

The number of students and specializations has increased considerably over the last decade.

At the beginning of the academic year 2011/12 the higher education system in Moldova comprised of 34 higher education institutions (HEIs), including 19 state institutions subordinated to the Ministry of Education and some other ministries and 15 private. The total number of students involved in higher education (HE) was 103 956 (excluding foreigners), 85 345 students in the first cycle, 14 438 in the second cycle and 4 173 in programmes outside the Bologna model. At the state institutions there are about 84 946 (81.7 %) students and at private institutions there are about 19 010 students (18.3 %).

The basic difference between public and private HEIs is in the source of financing: public HEIs are funded from the state budget while private ones are self-financing. For the rest, all HEIs must follow the national regulatory framework regardless the type of ownership.

State owned HEIs have an admission plan established by the government. For private HEIs the Ministry of Education sets some restrictions regarding the number of students enrolled per specialities.

Full-time students in the first cycle represent 71 % of the total, while part-time students make up 29 % of the total. The share of women in higher education is about 56.3 %.

Legislation covering the field of tertiary education

The current legislative framework of the education system is being updated.

In Moldova the draft Code of Education is undergoing public discussion. Some provisions of the draft Code of Education related to higher education are presented below:

Higher education performs two types of education – initial education and continuing training.

Initial HE is structured into three higher education cycles: first cycle - the Bachelor degree (Licența); second cycle – the Master degree; third cycle – the doctoral degree.

Continuing HE training is provided through: postdoctoral studies; b) specialisation; c) continuing training; d) qualification; e) re-qualification and f) conversion.

Bachelor and Master programmes are provided in the following forms: full-time attendance; part-time; distance learning and a mixed form.

Bachelor and Master programmes in psychology, clinical medicine and pharmacy, foreign languages can be organized only on a full-time attendance basis.
Doctoral programmes are organized in the following forms:
- full-time attendance;
- distance learning/part-time.

**Types of tertiary education programmes and qualifications**

In Moldova, according to the Law on Education, there are the following types of tertiary education programmes:

- Secondary and intermediary professional programmes (Învățământul secundar profesional și învățământul mediu de specialitate),
- Higher education (Învățământul superior),
- Post-university education (Învățământul postuniversitar).

At the level of higher education the following types of degrees are delivered:

For first cycle studies:
- Bachelor (Licență),
- Diploma in medicine/pharmaceutics.

For the second cycle:
- Academic/professional Master (Master).

Doctoral studies refer to post-university education and include the following degrees:
- PhD (Doctor),
- Doctor of Science (Doctor Habilitat).

**Types of tertiary education institutions**

Higher education in Moldova is carried out by the following types of institutions: universities, academies and institutes.

A university (Universitate) is a specialized higher education institution (HEI) that:
- performs studies commonly in a wide range of fields/specializations,
- provides initial and continuing education of specialists in various fields of social life,
- conducts fundamental and applied scientific research into a wide range of areas,
- ensures interconnection with the labour market.

An academy (Academie) is a HEI that performs studies in a general field of professional education like economics, law, arts etc.

An institute (Institut) is a HEI that performs studies in a given specific field.

Examples:
- State University of Moldova; Technical University of Moldova; Agrarian State University etc.
- Academy of Economic Studies; Academy of Public Administration; Academy of Transport, Informatics and Communications etc.
- Institute for Continuing Education; Armed Forces Military Institute etc.

<table>
<thead>
<tr>
<th>Number of students at HEI (academic year 2011/2012)</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="chart.png" alt="Table" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of HEI (academic year 2011/2012)</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="chart.png" alt="Table" /></td>
</tr>
</tbody>
</table>

2. **Distribution of responsibilities**

In Moldova higher education is under the responsibility of the Ministry of Education and other ministries of the central public authority (State Medical and Pharmaceutical University "N. Testemitianu", State Agrarian University of Moldova etc.). Due to the small size of the country, there is no delegation responsible for regional and local authorities in respect to higher education.

The competences of public authorities in establishing, reorganization and abolition of state higher educational institutions are explained below:

The Ministry of Education, all branch ministries and state departments have the right to make proposals regarding the establishment, reorganization and abolition of state higher educational institutions. Proposals are submitted to the Ministry of Education and
then the Ministry examines the proposals presented and submits a draft decision to the government. The government, after examination, submits the proposal to the president. The president of Moldova takes the final decision regarding the establishment or reorganization and abolition of the state higher educational institutions.

The basic responsibilities of the Ministry of Education, as the central public authority in the area of higher education, include the following:

- Higher education policy development;
- Regulatory framework development;
- Cooperation with other ministries in the area of higher education;
- Approval of annual admission plans;
- The share of higher education financing from the state budget;
- HEI evaluation and accreditation;
- Intergovernmental cooperation in the area of higher education and degrees recognition.

3. Governing bodies of higher education institutions

The main administrative and consultative bodies at institutional level are:

- the university senate,
- the senate bureau,
- the administrative university council,
- the faculty council.

The operation of HEIs is determined by the University Charter, adopted by the university senate.

Students are represented in the university senate, the administrative university council and the faculty council with a share of up to 25%.

HEI rectors are elected on a competitive basis by the university senate. The final assignment of rectors to their position is made by the government.

HEI operation is regulated by a University Charter, adopted by the university senate.

HEIs rectors in Moldova have established the Rectors’ Council as a consultative body.

University autonomy

State higher education institutions can receive the status of an autonomous university, in accordance with existing legislation.

University autonomy is related to the university governance, structure and functioning, teaching and research activities, administration and financing etc.

4. Financing

For state HEIs the main source of financing is the state budget. The HEIs benefit from other related sources, such as income from training, retraining and research activities as well as donations etc. Among other sources, the most significant income is from students’ fees.

Budget allocation depends on the number of students.

5. Students' contributions and financial support

About 34 % of the students involved in state HEIs study on a budget financing basis and 66 % on a fee paying basis (self-financed).

The total share of self-financed students in private and state institutions is 71 %.

Study fees are established by university senates; for the first cycle fees vary from Euro 250 to 1 300 per year, depending on the study programme and year of study.

Students' scholarships paid by the government vary from 30 to 50 Euros per month, depending on the year of study and academic performance. There is a social scholarship which amounts to Euros 18 per month. For orphaned students there is an allowance of monthly Euro 30 regardless of a student’s academic performance.

At national level there are about 32 300 students in need of housing, while dormitory accommodation was provided only to 18 700 (58 %). The cost of dormitory service ranges between Euro 45-130 per year.
6. Licensing, quality assurance and accreditation of institutions and/or programmes

Licenses for educational institutions are granted and withdrawn by the Licensing Board of the Ministry of Education. Any educational institution for which the license has been revoked may submit a new application for a license only after three years from the date of the license withdrawal decision.

State and private educational institutions are subject to mandatory accreditation which includes two steps:
- licensing: granting the right to organize and provisionally conduct the educational process;
- accreditation: granting all rights as foreseen by the law.

Accreditation of a higher education institution is requested after the first award of a given qualification degree.

The basic criteria for accreditation of private educational institutions refer to the teaching staff, content of study programmes and technical-material basis.

According to the national requirement for accreditation, a HEI has to have at least 60% full time employed teachers.

7. Admission

The Ministry of Education establishes the admission rules. Admission quotas by higher education professional fields are determined by a governmental decision.

Admission to the first cycle is being done on the basis of marks obtained at the secondary education final exams. Candidates can apply for admission to three specialties, finally choosing one. The existing admission regulation establishes quotas for each higher education institution according to the type of the study programme, residency (rural/urban) and study language. Admission regulation provides some facilities for certain categories of disadvantaged candidates (up to 15% of the total number of candidates in the budget financing admission plan).

Admission requirements for the second cycle are determined by the state and university admission regulations. Registration for admission is done for the same field of study as for the finalized first cycle. Where a candidate applies for a research Master programme in a field which is different from the one of their Bachelor degree, there is a prerequisite for admission; the candidate, on his own, must take compensatory courses for some core and specialized disciplines, established by the university, for a total amount of 30 credits.

The competitor should pass three admission exams: for a specialized discipline, a modern language and computer use.

Admission on a fee paid basis is pursuant to the same regulation, after the completion of admission of the budget-funded candidates.

Admission to vocational programmes in Moldova is being done on the basis of a gymnasium diploma, secondary education diploma or Bachelor degree, depending on the level of vocational education.

Students enrolment in the academic year 2011-2012 was 20 800 students at first cycle and 7 400 - at second cycle.

8. Organisation of the academic year

The main organization parameters of the academic year are determined by the Law on Education. The academic year starts on 1 of September. The duration of the HE study programmes varies according to the HE cycle (I or II) and the field of study: the first cycle comprises three-four academic years (6-8 semesters) and the second cycle from one to two years (2-4 semesters). Each semester lasts fifteen weeks. There are summer, Christmas and Easter holidays. At the end of each semester there is an exam session. Exams can be oral or written.

The Moldovan higher education system provides full-time, part-time and distance learning courses. The part-time and distance learning programmes can be provided only by higher education institutions that deliver full-time programmes. The part-time programmes last usually one academic year longer than the full-time programmes. An academic group does not exceed 25 students.

9. Curriculum content

The Ministry of Education developed and provided to HEIs curriculum frameworks for the first (2005) and second (2007) cycles’ study programmes. The national curriculum framework has been transposed into a wide variety of formats representing the specificities and orientation of each higher education institution, each field of professional education and each specialisation.
HEIs’ educational programmes include a set of courses (modules) which are divided by degree of their obligation and comprise of a choice of:

- compulsory courses;
- optional courses;
- elective courses.

For a programme with 240 ECTS, depending on the role of the discipline in professional formation, courses are divided into:

- fundamental (50-80 ECTS);
- general skills and abilities (up to 15 ECTS);
- socio-humanistic orientation (25-35 ECTS);
- specialization oriented (50-95 ECTS);
- orientated towards the second cycle (25 ECTS);

10. Assessment, progression, certification and degree

There are intermediary and final exam sessions. The final evaluation for a given discipline includes a series of components related to: intermediary evaluations, course assignment, labs and final exam mark.

Students pass from one year of studies to the next if they have accumulated at least 50 of 60 credits, on condition that during the next semester the difference of 10 credits will be recovered.

The first cycle of higher education ends with passing two state exams and defending a thesis. Graduates who have successfully passed these requirements are awarded the title of licensed specialist under the appropriate profile and speciality and a Bachelor (licență) degree. Graduates who did not pass the exams may receive a certificate upon request.

Master studies end with the defence of a graduation thesis. In case of successful defence, graduates are awarded the title of professional/science Master and a Master degree diploma is issued.

A Master diploma certifies that its holder has acquired knowledge, general and professional competences as well as specific cognitive abilities. A Master degree confers the right to hold teaching positions in higher education or research institutions and to apply for admission to a PhD.

11. Academic staff

The main categories of academic staff (teaching positions) in Moldovan HEIs are as follows:

- university assistant (asistent universitar),
- university lecturer (lector universitar),
- superior university lecturer (lector superior universitar),
- associate professor (conferentiar universitar) and
- university professor (professor universitar).

Every five years all teaching positions are declared vacant and must be occupied on a competitive basis. The prerequisite needed to access these positions are set out in the appropriate regulation (Regulamentul cu privire la ocuparea posturilor didactice).

Once a candidate has passed through the selection procedure he/she will sign a contract for a 5-year period.

The teaching staff involved in the higher education system in the academic year 2011/12 comprised 6 110 persons; 2 825 of them are holders of doctoral degrees (2 400 PhD and 425 habilitat doctors), 53 % were women. In addition, the auxiliary staff, including technicians, engineers and librarians, numbered 2 100 persons.

12. Research activities

Research and development in HEIs is conducted in the frame of departments and laboratories. In research activities, besides the teaching staff the students are involved. National policy in the area of research is developed and implemented by the Academy of Sciences.

Research is basically financed from the state budget. Involvement in the international research programmes is another source of financing.

13. University-enterprise cooperation

University-enterprise cooperation includes the following main components:

1. Student placements,

2. Enterprise support to HEIs in terms of defining curriculum content, enterprise specialists’ involvement in the teaching process, reinforcement of the technical and material basis.
3. Universities are carrying out studies and research upon enterprises request.

4. Universities are providing retraining of industrial professionals.

14. International cooperation

Moldovan citizens can study abroad on the basis of intergovernmental or inter-ministerial cooperation agreements, as well as on their own account.

Foreigners can study in Moldova on the same basis.

Fruitful cooperation with EU member states and neighbourhood countries has been established in the framework of the Tempus and Erasmus Mundus Programmes, which has led to a transfer of educational know-how and best practices to Moldova and the bilateral mobility of students and academic staff.

At the beginning of the academic year 2011/12 the total number of foreign students at Moldova’s HEIs amounted to 1 600 persons, with the following breakdown - from Israel (65.4 %), Ukraine (9.6 %), Turkey (3.5 %), Russia (6.9 %), Bulgaria (1.5 %), Romania (6.9 %) etc.

II. Current challenges and needs

1. Trends and challenges

The national higher education system priorities are fully in correspondence with Bologna values. In this regard, over the last years, several changes have been operated:

- reorganization of the higher education into a two-cycle system: a Bachelor cycle of 3–4 years and a Master cycle of 1-2 years from 1 September 2005;
- elaboration and implementation of the Curriculum Frameworks for the first and second cycles;
- the National Qualification Framework (for the First Cycle) was outlined;
- an ECTS implementation guide has been drawn up;
- diploma supplements (Bachelor programmes) have been drawn up and implemented;
- quality assurance bodies have been established in the framework of each higher education institution;
- a system of internal quality assessment has been developed and implemented.

Over the last years a Code of Education, establishing an updated legal framework for education, has been developed which is to pass through the Parliament.

According to experts, the methodology of developing a new Education Code requires consistency of the educational system, ensuring continuity and interconnection between the components, creating premises for development of the field, targeting towards European educational standards and general human and national values.

Another point of concern is the quality of the implemented reforms. There is a need for turning back and polishing the newly established schemes and mechanisms and building capacity at all levels of the educational system.
2. The Bologna Process

**General Information**

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Non Bologna-Signatory Country</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bologna Process officially embedded in the education system</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bologna Process being implemented by ad hoc groups under the supervision of the Ministry of Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No particular mechanism supporting the implementation of the Bologna Process</td>
</tr>
</tbody>
</table>

**Bologna cycle structure**

<table>
<thead>
<tr>
<th>Level of implementation of a three-cycle structure compliant with the Bologna Process</th>
<th>Extensive but gradual introduction of Bologna structure/ongoing adaptations or enlargement</th>
</tr>
</thead>
</table>

**Student workload/duration for the most common Bologna programmes**

<table>
<thead>
<tr>
<th>Bachelor programmes</th>
<th>Various combinations</th>
<th>Master programmes</th>
<th>Various combinations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor/Master cycle structure models most commonly implemented</td>
<td>Various combinations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**European Credit Transfer and Accumulation System (ECTS)**

| Definition of the Learning Outcomes Concept | Learning outcomes are defined in national steering documents and implemented through laws and regulations |
| Level of implementation of ECTS | More than 75% of institutions and programmes are using ECTS for both transfer and accumulation purposes. Allocation of ECTS is based on learning outcomes and student workload. |
| Indicative number of hours of student workload corresponding to one ECTS | 1 ECTS = 30 – 40 hours |

**Bologna Diploma Supplement (DS)**

| Level of implementation of the Bologna Diploma Supplement | Bologna DS is issued to students in more than 75% of institutions and study programmes |
| Diploma Supplement issued | Bologna DS issued automatically and free of charge | Bologna DS issued in the language of instruction and /or English |

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*Overview of the Higher Education Systems in the Tempus Partner Countries: Eastern Europe*
**National Qualifications Framework (NQF)**

<table>
<thead>
<tr>
<th>Stage towards establishing a National Qualification Framework</th>
<th>Not yet started formally/not foreseen.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1: Decision taken. Process just started.</td>
<td></td>
</tr>
<tr>
<td>Step 2: The purpose of the NQF has been agreed and the process is under way including discussions and consultations. Various committees have been established.</td>
<td></td>
</tr>
<tr>
<td>Step 3: The NQF has been adopted formally and the implementation has started.</td>
<td>X</td>
</tr>
<tr>
<td>Step 4: Redesigning the study programmes is ongoing and the process is close to completion.</td>
<td></td>
</tr>
<tr>
<td>Step 5: Overall process fully completed including self-certified compatibility with the Framework for qualifications of the European Higher Education Area.</td>
<td></td>
</tr>
</tbody>
</table>

**Quality Assurance Practices**

<table>
<thead>
<tr>
<th>National Quality Assurance body</th>
<th>Name</th>
<th>Status</th>
<th>Year of establishment</th>
<th>Involvement in external quality assurance process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality Assurance Agency</td>
<td></td>
<td>A Government-dependent body or Ministry has responsibility for quality assurance.</td>
<td>2008</td>
<td>Academic staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Students</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>International Experts</td>
</tr>
</tbody>
</table>

Cross Border Evaluation: Institutions are allowed to choose a foreign quality assurance agency.

**Recognition of foreign qualifications**

<table>
<thead>
<tr>
<th>Ratification of the Lisbon Recognition Convention</th>
<th>1997 (signature), 1999 (ratification)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognition of Foreign Qualifications for academic study</td>
<td>Recognition for academic study by central or regional governmental authorities</td>
</tr>
<tr>
<td>Recognition of Foreign Qualifications for professional employment</td>
<td>No information available</td>
</tr>
</tbody>
</table>

**Joint Degrees**

| Establishment of joint degrees and programmes in higher education legislation | Joint programmes and joint degrees are not mentioned in the higher education legislation whatsoever. |
III. Participation in EU programmes

1. Tempus

Moldova has participated in the Tempus Programme since 1994.

1.1 Statistics

Number of projects in which one or several institutions in the country have been involved (as coordinator, contractor or partner)

<table>
<thead>
<tr>
<th></th>
<th>TEMPUS I and II</th>
<th>TEMPUS III</th>
<th>TEMPUS IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joint Projects</td>
<td>4</td>
<td>18</td>
<td>9</td>
</tr>
<tr>
<td>Compact Projects</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Structural &amp; Complementary Measures (Tempus III)</td>
<td>0</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Structural Measures (Tempus IV)</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>28</td>
<td>9</td>
</tr>
</tbody>
</table>

Higher education institutions with highest TEMPUS participation during TEMPUS IV (2008-2012)

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Total</th>
<th>Number of projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>STATE UNIVERSITY OF MOLDOVA (CHISINAU)</td>
<td>13</td>
<td>JP: 10 SM: 3</td>
</tr>
<tr>
<td>BALTI STATE UNIVERSITY “ALECO RUSSO” (BALTI)</td>
<td>11</td>
<td>JP: 6 SM: 5</td>
</tr>
<tr>
<td>CAHUL STATE UNIVERSITY “B.P. HASDEU” (CAHUL)</td>
<td>8</td>
<td>JP: 4 SM: 4</td>
</tr>
<tr>
<td>ACADEMY OF ECONOMIC STUDIES OF MOLDOVA (CHISINAU)</td>
<td>8</td>
<td>JP: 6 SM: 2</td>
</tr>
<tr>
<td>TECHNICAL UNIVERSITY OF MOLDOVA (CHISINAU)</td>
<td>6</td>
<td>JP: 4 SM: 2</td>
</tr>
<tr>
<td>COMRAT STATE UNIVERSITY</td>
<td>6</td>
<td>JP: 4 SM: 2</td>
</tr>
</tbody>
</table>

1.2 Impact of the Tempus programme

The Tempus programme in Moldova has over years been the driving force for institutional and national reforms in the area of higher education. All Moldovan state universities have taken part in Tempus.

Tempus projects in Moldova have had a significant positive impact on staff development, course upgrades, teaching practices, teaching means used and university management practices. Bologna priorities such as the development of national qualification frameworks, quality assurance, ECTS etc. have also been the subjects of some projects successfully implemented in Moldova.

A series of successful Tempus projects have been carried out to implement new Master courses. These projects have had a positive impact on curriculum development, student mobility and staff development.

A very important contribution to university-enterprise cooperation development in Moldova has had the Tempus project "Développement de partenariats avec les entreprises en Moldavie", coordinated by the Agrocampus Rennes, France, involving seven Moldovan leading universities and five EU universities. In the frame of this project, a series of university institutional structures as interface for enterprise-university partnerships (continuing education depts, departments of students' practical training) have been created within each local university. The project impact on local higher education institutions is determined by:

- improving of study programmes and disciplines’ curricula based on the employers recommendations and their adaptation to local conditions;
- creation of a technological platform for meat and milk processing, designed for students practical work, carrying out research activities, professional training of personnel from the related industry and new technologies testing;

Overview of the Higher Education Systems in the Tempus Partner Countries: Eastern Europe
introducing of an entrepreneurial training module at partner universities for Bachelor and Master students;

- financial and material support gained by universities from enterprises;

- practical training of the teaching staff at the enterprises;

- The project has had an impact on business as well – the recruitment of graduates has been improved; enterprises got access to research and to information and consultancy experimental facilities and centres;

- Teachers gained in turn – they improved their practical, teaching and managerial skills as result of getting closed to enterprises. Finally, students have had to gain as well.

All created capacities related to university-enterprises cooperation (established university continuing education and internship departments, professional orientation of students) are nowadays operational, serve to successful professional formation process, thus assuring the project sustainability.

Another project with an outstanding impact on Moldovan society was related to promotion of inclusive education in the country ("Teacher training centre for Inclusive education in Moldova – MOLDINCLUD"). The MOLDINCLUD project has had two major objectives:

(a) creation of a Centre for Continuous Education in the Inclusive Education field and

(b) creation and launching of a nationwide network of promoters of the inclusive education, to support and implement the inclusive education in all regions of the country.

To achieve the first objective, the project’s consortium has developed curricula made out of three educational programs, each designed for a different target group: Inclusive Education Coordinator (1500 hours, 60 credits ECVET), Inclusive Education Manager (300 hours, 12 credits ECVET), and Inclusive Education Teacher (150 hours, 6 credits ECVET).

The MOLDINCLUD Center is an Inter-university Center which has laboratories in four universities. A number of 25 courses have been developed and published to meet the educational demand of the curriculum.

Two-years courses have been delivered (totally 1500 hours) for 65, so called, Inclusive Education Coordinators from all regions of the Republic of Moldova.

Totally, 55 managers and 1 852 teachers from the pilot schools, selected from all regions of Moldova, have graduated the relevant study programs. Learning materials and teaching methodology were highly appreciated by trainees.

In regard to the second objective, 67 Moldovan schools, after some preparation works, are creating the nationwide network of inclusive education promoters.

The implementation of MOLDINCLUD has an essential contribution to human resources development, foreseen by the National Strategy and Action Plan for the reform of the residential childcare system and by the National Inclusive Education Development Programme for the years 2011-2020.

Since 2007 a team of Higher Education Reforms Experts (HEREs) has been involved in HE policy development in the country. The selected experts are highly professional, actively playing a key role in the promotion of the Bologna Process priorities.

The HEREs counsel and advise local higher education institutions with regard to the introduction and implementation of the national reform strategy. In particular, they provide assistance to local universities in the following Bologna areas: Quality Assurance, the three cycle system and recognition, researched based education, student support service, diversification of funding, university-enterprise cooperation, lifelong training etc.
2. Erasmus Mundus

The Erasmus Mundus programme’s objective is to promote European higher education, to help improve and enhance the career prospects of students and to promote intercultural understanding through cooperation with third countries, in accordance with EU external policy objectives in order to contribute to the sustainable development of third countries in the field of higher education. It does this through three Actions:

Action 1 – Erasmus Mundus Joint Programmes (Master Courses and Joint Doctorates) – with scholarships

Erasmus Mundus Joint Programmes are operated by consortia of higher education institutions (HEIs) from the EU and (since 2009) elsewhere in the world. They provide an integrated course and joint or multiple diplomas following study or research at two or more HEIs. Master Courses and Joint Doctorates are selected each year following a Call for Proposals. There are currently 131 Masters and 34 Doctorates offering EU-funded scholarships or fellowships to students and scholars.


Number of students/staff participating in the programme

Erasmus Mundus – Joint degrees (Action 1)

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>9</td>
<td>5</td>
<td>5</td>
<td>6</td>
<td>10</td>
<td>6</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>Scholars</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Fellows</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Erasmus Mundus– Partnerships (External Cooperation Window, Action 2)

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate</th>
<th>Master</th>
<th>Doctorate</th>
<th>Post-Doctorate</th>
<th>Staff</th>
<th>TOTAL</th>
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Institutions participating in the programme up to and until 2011

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<th>Institutions</th>
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Overview of the Higher Education Systems in the Tempus Partner Countries: Eastern Europe
IV. Bibliographical references and websites

- Regulation regarding the access to main categories of academic staff in the higher education institutions, GD 1265 of Nov. 16, 2004
- Curriculum framework for the first cycle (licentiate studies), The M.E.Y Regulation No. 202, July 01, 2005
- Organization of examination for completion of the Bachelor programme, Order nr. 84 of Feb. 15, 2008 of the Ministry of Education and Youth (M.E.Y.)
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I. Overall description
II. Current challenges and needs
   – Trends and challenges
   – The Bologna Process
III. Participation in EU programmes
   – Tempus
   – Erasmus Mundus
IV. Bibliographical references and websites
The higher education system in the Russian Federation

Overview of the Higher Education Systems in the Tempus Partner Countries: Eastern Europe
I. Overview of the Higher Education Systems in the Tempus Partner Countries: Eastern Europe

1. Major characteristics of tertiary education in the country

Legislation covering the field of tertiary education


Under Article 43 of the Constitution of the RF, citizens have the right to free secondary vocational education and training (VET) and higher professional education if it is being obtained for the first time.

Under Article 5 of the Law on Education, Russian citizens are entitled to education irrespective of gender, race, ethnicity, language, origin, residence, religion, convictions, membership of public organisations, age, health, social, material and employment status and previous conviction.

The secondary VET and the higher education system are legally regulated by constitutional, international, administrative, financial and labour legislation, as well as by legal acts of the executive authorities and by regional legislation. For example, in 1994 by order of the Government on the approval of the state education standards of higher professional education, Master programmes were introduced alongside traditional one-cycle programmes in order to train specialists (this was the first step towards the two Bologna cycles).

In October 2007, amendments to the current legislation introduced the two cycle system: the first cycle – Bachelor (duration of study of four years), the second cycle – Master (duration of study of two years building on the previous cycle). The one-cycle traditional system is also retained (duration of study no less than five years, for those professions where the two cycles have not been introduced). In line with these amendments, the Ministry of Education and Science has drawn up a new list of pedagogical areas and training for professions.

More amendments were adopted in December 2007 to introduce changes to the concept and structure of the State Education Standards for higher education (HE) to make them more outcome-oriented and to offer a greater degree of academic freedom, allowing higher education establishments to adapt curricula to regional labour market needs (50 % of the academic freedom for Bachelor programmes and 75 % for Master programmes).

The same changes apply in the secondary VET standards.

Other amendments were also adopted to ensure that employers have the right to participate in developing and implementing state policy in the sphere of vocational and professional education, thus increasing employers’ say in VET and in higher education.

Another relevant amendment concerns the enhancement of quality assurance in education and provides for integrating procedures of state certification (called ‘аттестация’ in Russian) and state accreditation to enhance academic recognition of foreign diplomas and periods of study.

Given the large number of amendments introduced since the adoption of these laws, a new edition of the Law on Education is in the pipeline.

In line with the current legislation, broader and specific goals, objectives and priorities for the system of education are set out in the National Doctrine of Education (equivalent to a “White Paper” in Europe). Specific steps on the modernisation of education are set out in the Federal Programme for Development of Education for 2010-2015 and in the programme of social and economic development until 2020.

Types of tertiary education programmes and qualifications

Tertiary education programmes and qualifications (diplomas/degrees) comprise of undergraduate and postgraduate programmes of higher professional education (International Standard Classification of Education/ISCED, levels 5A and 6A). These are delivered at higher education institutions (HEI) and in tertiary non-university programmes (ISCED level 5B) delivered at VET colleges or colleges affiliated to higher education establishments.

Tertiary non-university programmes (5B) lead to a secondary VET diploma at either basic or advanced level. The duration of the programmes is:
- three years and ten months, for those who have completed the compulsory secondary education, together with a vocational curriculum (basic level)
- two years and ten months, for those who enter the programmes with a certificate for completion of general secondary education (basic level)
- four years and ten months, for graduates of compulsory secondary education, who have a vocational qualification and have completed general secondary education (advanced level)
- three years and ten months, for those who have a certificate for completion of general secondary education (advanced level).

The qualifications awarded upon graduation are those of ‘technician’ (техник) for basic levels and ‘senior technician’ (старший техник) or ‘technician’ with further training in a certain area (e.g. management, economics, ICT etc.) for the advanced level.

Higher education establishments (at ISCED levels 5A and 6A) deliver Bachelor (бакалавр), postgraduate Master (магистр) and Doctoral programmes (кandidat наук) as well as traditional one-cycle higher education programmes (специалист), leading to Bachelor, Master, candidate of sciences degrees and specialist qualifications respectively. The duration of the programmes is: four years for Bachelor, two years for Master, three years for full-time postgraduate programmes (the postgraduate degree is known as the ‘candidate of sciences’ which is compatible with the Doctoral degree of Western education systems), five-six years for one-cycle traditional programmes, depending on the area of training. At postgraduate level there are programmes preparing candidates of sciences (кандидат наук) – аспирантура (compatible with the Doctoral level in international terminology), the type of postgraduate education may vary from full-time to individually-tailored programmes, the latter undertaken by individuals who are working in parallel to doing research.

Postgraduate programmes include both taught courses and independent research. These study programmes comprise teaching practice and participation in research, conferences, seminars and workshops. The supervision and assessment procedures for such studies consist of annual postgraduate assessment. Assessment committees are appointed by the leading higher education institutions (HEIs) themselves.

Leading higher education institutions have special dissertation boards in charge of awarding scientific degrees (both for candidates and doctors of sciences).

Currently the national classification of professional training is being updated due to the transition to the two-cycle structure of higher education. The content of all programmes and qualifications is also being updated for the same reason and thanks to the introduction of competence-based education standards and curricula aimed at ensuring international compatibility.

Any standard programme/course comprises lectures, seminars, independent work by students, laboratory work and industry placements (practical training periods).

The two-cycle system, compatible with the Bologna requirements, has been mandatory in 2011 with the exception of traditional specialist curricula.

**Types of tertiary education institutions**

There are both public and private higher education institutions (HEIs), many of which have branches and representative offices across the country and abroad (mainly in CIS countries).

Currently, there are five types of higher education institution:

- Federal university (Федеральный университет): a leading higher education institution and centre of research at federal level. Currently, there are nine federal universities that were established following the merger of a number of regional universities.

- National Research University (Национальный исследовательский университет): a recent addition to the system. A higher education institution integrating regional research activities. Currently, there are 29 such universities.

- University (Университет): a higher education institution offering a wide range of programmes in many disciplines.

- Academy (Академия): a higher education institution that delivers diverse programmes in a certain area (e.g. agriculture, health, arts etc.).
A new type of university emerged recently that is not stipulated in the Law on Higher and Postgraduate Education and came about as a result of the national priority project on education, namely that of an innovative university (Инновационный университет). This is a higher education institution which offers innovative programmes and courses and pursues a strong development and innovation agenda. Currently, there are 34 such universities.

Two universities were granted a special status by law in 2009, giving them a right to adopt own HE standards and award own diplomas and degrees. They are Moscow State and St. Petersburg State Universities.

All types of higher education institutions in RF provide full-time, part-time, correspondence and external tuition. Distance learning programmes are becoming increasingly widespread.

All tertiary education institutions must have a state licence for delivering programmes and to be entitled to award nationally recognised degrees/qualifications they must also be state accredited.

Every higher education institution has a charter and is an autonomous legal entity.

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2. Distribution of responsibilities

The Russian system of governance of higher education has retained certain features of the soviet system that followed a linear and highly centralised model.

The distribution of responsibilities is not contingent on the types of tertiary education institutions and/or programmes.

Most of the higher education institutions are affiliated and fall under the jurisdiction of 24 federal ministries that are the founders of state higher education institutions. These are: the RF Ministry of Education and Science (337 HEI), the Ministry of Agriculture (58 HEI), the Ministry of Health and Social Development (47), the Ministry of Culture and Mass Communications (44). Eight additional ministries are in charge of two higher education institutions each.

The Federal Law of 2004 delineated the responsibilities and the financing regulations in the system of education between different parties, such as the federal centre, regions and local autonomous governments/authorities. According to the amended legislation, the state higher education institutions were transferred to the federal level and are financed from the federal budget.

As for the regulation of secondary vocational education and training (SVET) colleges, currently all of them have been transferred to regional jurisdiction.

The federal authorities (the Ministry of Education and Science) are responsible for setting state education standards and for overall policy in education, including the financial policy and legal regulation of the system of higher professional and vocational education. The implementation of the policy is vested in the regional education administrations and education institutions that have significant autonomy. Regional education administrations (departments, Ministries or committees) can adopt their own regulations and regional parliaments can adopt education legislation appropriate to regional needs.

Within the structure of the Ministry, the Federal Inspection Service in the sphere of education and science and the Federal Service for Intellectual Property, Patents and Trade Marks have been established.
The Federal Inspection controls the implementation of legislation in the sphere of education, performs quality controls in education, in the licensing and accreditation of education establishments and in research organisations. It is responsible for regulating the recognition of degrees and qualifications in education.

The influence of the Ministry in the system of higher education is still very high, as it controls almost the entire budget (on average, every state higher education institution gets up to 70-80 % of its funding from the state budget).

Apart from state education establishments, there are higher education establishments founded and regulated by the RF regions and municipalities.

At regional level, higher education departments are established to coordinate all institutions of higher education in the region.

Since the mid-90s, the administrative, financial and academic autonomy of higher education institutions has grown considerably. Namely, they currently have the right to: independently from their structure, identify goals and objectives of academic and research activities, determine admission rules, set the level of tuition fees and raise them; develop courses and identify areas of training. They may also award qualifications at all levels of higher education, recruit teaching staff (on a competitive basis) and conclude contracts of employment with them, implement up-skilling programmes and engage in international cooperation.

The enhanced financial autonomy of higher education institutions (namely the right to develop their own medium-term budget plans) has created new job positions within the HEI structure, such as vice-rector for economic policy. About 1/3 of higher education institutions have started planning strategically and quite a few have formed committees for university management.

3. Governing bodies of the higher education institutions

The head of a higher education institution is the rector who is elected for five years and who has a number of deputy/vice-rectors responsible for specific activities and in charge of operational issues. Issues related to the development of the higher education institution are vested in the Academic Council that is elected for five years. The Academic Council comprises the rector (as chairperson), vice-rectors and may also include departmental deans.

The structure of higher education institutions is made up of faculties that comprise chairs/units. University and academy faculties may have the status of institutes. Key academic and research entities at higher education institutions are known as chairs.

4. Financing

The 1992 Law on Education provided the right to establish private higher education institutions and gave higher education establishments the right to raise funds and to offer paid tuition. As a consequence, the funding sources of higher education have been diversified.

The sources and mechanisms of financing state and private higher education institutions differ considerably. State higher education institutions regularly (on an annual basis) receive funding from the budget (mostly the federal budget). Moreover, the state provides higher education institutions under its jurisdiction with premises, hostels and other property free of charge.

Traditionally, private HEIs did not receive state funding. Their key source of income was tuition fees. The jurisdiction of the founders and the HEI administration allocated funds. However, recently, with the introduction of per capita funding, private universities are entitled to the same funding scheme as state universities.

State HEIs must comply with legal constraints relating to obtaining loans and credits and to making profit from the use of state property.

Currently, the following new financing mechanisms are being piloted: per capita funding, funding of development programmes of education institutions, state support through education loans etc.

Besides the basic financing, which state-owned higher education institutions and colleges receive based on the number of students, HEIs are entitled to raise funds from a number of sources. One of them is grants from various federal and regional programmes and projects. Both state and private education institutions are entitled to compete for participation in these programmes and projects. The key grant programmes are the federal programme for development of education and the priority regional projects on education.

13 Exceptions to this rule are: the rectors of Moscow and St. Petersburg State Universities as they are appointed by presidential decree for five years and the rectors of the federal universities as they are appointed by government decree also for five years.
Other sources of funding are: tuition fees, provision of supplementary services, provision of consultative services, state contracts for training and retraining certain target groups, such as civil servants, teaching staff at regional universities etc; state contracts for research: provision of services to the public sector; state grants for pure and applied research; income from using rights to intellectual property; income generated by renting out state property managed by HEIs.

The non-budgetary funds are managed by HEIs’ Academic Councils within the limits of the estimate of expenses and income that must be approved by the Federal Treasury.

Non-budgetary funds comprise, on average, one half of the state higher education institutions budget, sometimes they may represent up to 70 %.

Students themselves and their parents also contribute to funding their studies. Employer contributions are still insignificant.

The recent adoption of the Federal Law on Autonomous Institutions aims at granting more freedom to higher education institutions to allocate funds and at freeing them from close financial and administrative control, as well as at enhancing their responsibility for the rational management of resources.

5. Students' contributions and financial support

Where fees are required, young students are mostly dependent on their parents to cover tuition costs. The cost of tuition varies from HEI to HEI and in some cases it can be much higher than those of the most reputed HEIs in Europe and the USA.

At state HEIs, a certain share of the student cohort is financed by the state budget, while the other share, identified by the HEI itself, is financed by the students and their parents. This differentiation refers both to traditional young students and to non-traditional students from older age groups.

Tertiary education is provided on a fee basis when it is the student's second or third higher education programme.

Tuition costs may be covered by employers under contracts signed between students and enterprises. This is largely the case of Master degree programmes for staff already in employment.

Students who show good academic performance usually get grants which are still very low and cannot cover living costs. Thus, parents bear the brunt of their children’s living costs while they study. Also, even full-time students often have to work to support themselves and their education.

There are no family allowances or tax relief, with the exception of certain benefits for disabled persons and army veterans.

To ensure equality, social scholarships are provided for children/youth left without parental care and for disabled persons.

There are also a few special scholarships, like the residential scholarships and scholarships given by companies and foundations to support talented students.

6. Licensing, quality assurance and accreditation of institutions and/or programmes

Quality assurance mechanisms are the same for public and private HEIs, that award nationally recognised diplomas and degrees.

The system of higher education quality assurance was established by the Law on Education in 1992. In April 2007, amendments to the legislation were adopted to make the Russian system of quality assurance in higher education compatible with European systems. In line with these amendments, all quality assurance procedures have been brought in line with the European Standards and Guidelines of the European Association for Quality Assurance in Higher Education (ENQA) and now include two procedures - licensing (ex-ante) and accreditation (ex-post).

The amendments also introduced the concept of an "expert" as "a peer review team member", as well as a requirement for training and certification of experts. The formal involvement of students and employers in the quality assurance of education is mandatory and new internal quality assurance systems are being actively established (about 2 000HEIs and their branches have established internal quality assurance systems). There is a growing tendency towards the certification of quality assurance systems and accreditation of educational programmes with foreign accreditation agencies.

In 2006, the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) developed by the European Association for Quality Assurance in Higher Education (ENQA), were translated into Russian and recommended by the National Accreditation Agency to be used by HEIs in establishing their internal quality assurance systems.
To enhance the establishment of quality assurance systems at HEIs, an annual competition was initiated by the Federal Inspection Service for Education and Science (Rosobnadzor). The number of HEIs participating in this competition is growing.

As indicated above, currently the quality assurance system in education comprises of two procedures: licensing and accreditation.

**Licensing** means the assessment of compliance with standard requirements and conditions for carrying out education activities. These requirements relate to premises, laboratory equipment, teacher qualifications and textbooks etc. Hence, a licence is a document entitling education institutions to deliver instruction and benefit from certain tax benefits.

Licensing includes a review by authorised experts of a standard package of documents and an external assessment of the education institution by a group of experts in the format of a site visit. It is performed on an indefinite basis. Licensing is similar to the ex-ante procedure in European terms and is carried out by the State Federal Inspection. Licensing is mandatory for both state and private HEIs.

**Accreditation** aims at granting the education institution its status and type (institute, academy or university) and at approving the range of courses for which a nationally recognised degree is awarded. Accreditation is similar to the ex-post procedure at European Universities. Accreditation is mandatory for state HEIs. Private institutions seek accreditation only if they want to award nationally recognised diplomas/degrees.

The first accreditation procedure is carried out three years after licensing and after the first cohort of students has graduated.

The management of quality assurance in education is performed by the Federal Inspection in Education and Science. Within the Federal Inspection Service there is a Department of Licensing, Accreditation and Inspection. In June 2006, a guild of experts was established to develop methodological and regulatory materials, as well as to provide information and organisational support to experts.

Certain tasks and evaluation procedures are delegated to specialised state institutions:

- The National Accreditation Agency in the Sphere of Education that provides information and organisational support on quality assurance procedures and maintains and updates a data bank of accreditation results;
- The State Expert Centre for Evaluation of Education that provides experts to perform site visits to evaluate HEIs and validate self-evaluation reports;
- The Information and Methodological Centre for Evaluation of Education Institutions that assists HEIs in preparing for accreditation and reviews courses in terms of their compliance with the State higher education Standards.

Accreditation procedures and requirements are the same for all higher educational institutions.

Under the new Law of April 2007, students and employers are to be involved in the assessment of HEIs.

The decision on accreditation is made by a collective body named the Accreditation Board which comprises of representatives from education administrations, HEIs, professional associations, employers and the president of the National Union of Students.

The decision is based on:

- the outcomes of the analysis of the self-assessment of a HEI carried out in the year preceding the external assessment. It is mandatory that a HEI includes student survey results in the self-assessment report that is to be placed on the HEI’s web-site three months prior to the site visit;
- the outcomes of a five-day site visit to the HEI by a peer review panel;
- the analysis of the HEI’s compliance with performance indicators set down by the National Accreditation Agency (NAA).

Requirements for programmes offered at Russian HEIs and for qualifications awarded upon completion of these programmes are set out in the Federal State Educational Standards (FSES) which are mandatory for all HEIs. Specific requirements about the workload, procedures and criteria for ongoing and final assessment of students are set out in the normative and legislative documents of the Ministry of Education and Science. They are mandatory for all accredited HEIs in Russia.

The specific character of the Russian system of education, in particular its scope and geographical size, calls for a wide use of information technology in the state accreditation process. To this end, Internet exams (tests) in different subjects have been
introduced that are conducted twice-a-year (during winter and summer examination sessions). The participation of HEIs in this type of examination is voluntary. The exams are arranged by the Federal Testing Centre.

Quality assessment results are open to the general public on a website. Since 2005 a new Journal entitled "Accreditation in Education" is being published.

Education standards and requirements for student assessment are published on the website of the Ministry of Education and Science. Quality assurance measures are financed by the state budget, also education establishments pay for the provided services.

Apart from the state quality assurance bodies there are two major independent quality assurance bodies in Russia: The Accreditation Centre for Engineering Programmes and the Agency for Higher Education Quality Assurance and Career Development (AQA) which are prototypes of awarding bodies in European countries.

To foster the establishment of an independent quality assurance system in Russia, in July 2009, two Regulations were approved jointly by the Ministry of Education and Science and the Russian Union of Industrialists and Entrepreneurs. One was on the establishment of a system of independent quality assessment in vocational and professional education and the other dealt with the assessment and certification of qualifications of VET and HE graduates and other categories of citizen who have completed VET and HE in different formats.

In line with the Standards and Guidelines for Quality Assurance in the European Higher Education Area, Russia is represented in the European Association for Quality Assurance in Higher Education (ENQA). The National Accreditation Agency is a member of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) and Central and Eastern European Networking Association (CEENET).

As of 1 January 2008, over 81.4 % HEIs in Russia were accredited. Currently, over 920 HEIs have established an internal quality assurance system and for over 660 HEIs the internal quality assurance system covers the whole institution. About 280 HEIs have established an internal quality assurance system in individual subdivisions (departments) and over 600 institutions have developed quality assurance systems for individual processes (management, instruction and teaching and others).

The accreditation of colleges is the jurisdiction of the RF regions. Student participation in assessment procedures is often only peripheral.

7. Admission

Formally, access and equality are guaranteed by the Constitution. However, given the growing share of paid services offered by HEIs and the financial and social differentiation of the population, there is a risk of seriously limiting access to children from low income or disadvantaged families to higher education. To address this risk, a Uniform State Examination (USE, единый государственный экзамен, ЕГЭ)\(^{14}\) was introduced and is taken on completion of general secondary education. While previously enrolment at HEIs was based on entrance examinations, currently, it is based on the results of the USE (ЕГЭ). Each HEI sets its own requirements for the USE score obtained by general school-leavers.

HEIs and SVET institutions carry out additional selection procedures if applicants are required to have certain creative abilities or physical and/or psychological attributes that the USE cannot assess. The list of professional training which requires additional examinations is approved by the Ministry of Education and Science together with a list of subjects for these additional examinations. Only two universities (Moscow State University and St. Petersburg State University) have been granted the right to independently determine subjects for additional examination.

To broaden access to secondary vocational education and to higher professional education for those who have served in the Army for three years under a respective contract, amendments to the Law on Education have been adopted stipulating the right of these persons to free of charge participation in preparatory courses offered by federal state education institutions, with tuition costs paid by the state budget. The above-mentioned persons also have the right to be enrolled in state and municipal higher education institutions without competition and they are entitled to state scholarships if they are full-time students.

At state HEIs, enrolment figures are identified every year by the federal body of the executive power to which the HEI is affiliated. Every HEI can enrol students on a contractual basis (paying tuition fees) within the maximum enrolment figures indicated in its licence.

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14 The USE scores are established at the level of each individual faculty. Thus the minimum required score may be different in one and the same HEI.
8. Organisation of the academic year

The length and organisation of the academic year is determined by the Federal Ministry of Education and Science. The structure of the academic year may comprise of two or three semesters, the first traditionally beginning on 1 September. However, there are legal provisions allowing universities to change this date in certain circumstances. At the end of each semester, there is student assessment and/or examinations, the number, format and content of these are determined by the HEI. The maximum number of examinations during the academic year is eleven for full-time students. Academic breaks (student vacations) are determined by the Government.

9. Curriculum content

The curricula content is developed by HEIs themselves following the requirements of the State Standards of Vocational Education (for colleges) and State Standards for HE (for HEIs). The standards set out requirements for learning outcomes, structure of curricula and conditions of their implementation. Based on the standards, a framework curriculum is developed under the aegis of the Ministry of Education and Science by university/college associations which have the character of a recommendation. Education institutions are free to abide by the framework curriculum or develop detailed curricula on their own.

The new education standards allow a wide margin of academic freedom to ensure curricula content compliance with the regional and local labour market requirements.

10. Assessment, progression, certification and degree

The most common form of assessment of students is through traditional examinations and graduation projects. A holistic assessment of learning outcomes is not yet in place. Exams and graduation projects largely focus on knowledge assessment.

There are no possibilities to recognise or accredit prior experience or learning (e.g. work, community or volunteer experience). Formally, a HE student is exempt from part of a course if he/she has completed a course in a related area of training at an education institution of secondary vocational education; however this is done on an administrative but not on a competence basis. Students’ progress from one year/stage of studies to the next based on the successful results of exams and of practical training in an enterprise.

Final qualifications are awarded on the basis of exams and projects (traditional five year programmes); projects for Bachelor programmes and thesis for Master programmes and postgraduate studies.

Qualifications and degrees awarded to students:

- SVET – diploma of secondary VET (basic or advanced level) and qualification of technician, senior technician/junior engineer etc., respectively;
- traditional diploma of specialist with a higher education (name of qualification depending on the area of training as stipulated in the National List/Classification of the areas of training and occupations);
- Bachelor and Master degrees for two cycle programmes. (Степени бакалавров и магистров, присуждаемые после завершения программ двух циклов).

As for the rights attached to a final degree/qualification, Bachelor graduates and specialists (graduates from traditional one-cycle programmes) are entitled to continue on Master level programmes; graduates from one-cycle and Master programmes are entitled to go on to programmes leading to the qualification of a candidate of science; candidates of science are entitled to apply for a higher degree called doctor of science that is awarded upon completion of serious research at the forefront of a specific area of knowledge and social practice.

SVET graduates are entitled to go on to Bachelor programmes and traditional one-cycle HE programmes.

11. Academic staff

The main categories of staff at colleges are lecturers and teachers of practical training. Lecturers are required to have a higher education degree, including teacher training education. Teachers are required to have an occupational background and no requirements as to their higher education background are set.

At HEIs, the qualifications required are a higher education degree and a research degree (candidate or doctor of science).

Selection of staff is through open competitions. The duration of a teaching contract is five years.
12. Research activities

The role of HEIs in research has not been high enough in recent years, although the situation differs with every HEI. One of the reasons for this is that the bulk of state funding allocated to research is absorbed by the Russian Academy of Science. Until recently, the percentage of HEIs in research activities nationally was around 4%.

To remedy the situation, amendments were made to the federal legislation in the field of education and science to ensure the integration of higher education and research. The Priority National project on Education and the Federal Programmes on the "Development of a nano-industry infrastructure in the Russian Federation for 2008-2010" and "Research and education personnel for innovative Russia for 2009-2013" have highly contributed to enhancing research at HEIs. More funds are now allocated from the budget for financing HE research. The connection between HE research and state research organisations and employers (business structures) has strengthened. Thus, within the framework of Priority National Project (PNP), "Education" in 2008, the HEIs-participating in this project (40 HEIs) concluded about 3 407 contracts to undertake research for the amount of RUB 3.4 billion (about EUR 95 million) and received 615 patents for research outcomes.

- The Federal Programme "Research and education personnel for innovative Russia, for 2009-2013" aims at supporting postgraduate students;
- The strategy of fostering university research under the Strategy for Development of Science and Innovation for the period until year 2015 (adopted in 2006) envisages;
- support for establishing target departments (chairs) of leading HEIs at academic institutes, as well as of respective laboratories at HEIs, expansion of practical training of students;
- provision of resources (on the basis of tenders) for the purchase of research equipment for HEIs;
- support of HE teacher involvement in research activities and research schools;
- grants to young lecturers and researchers;
- support to young research teams and of student research lead by young scientists;
- training personnel in the management of innovations;
- further development of postgraduate studies.

13. University-enterprise cooperation

Recent amendments to the Federal Law on Education provide for the participation of associations of employers in the:

- development and implementation of the state policy in the sphere of vocational and professional education, including the development of federal state educational standards and of federal state requirements to programmes of further education;
- development of lists of areas and professional training in vocational and professional education;
- the state accreditation of education institutions of vocational and professional education.

The lead in enhancing university-enterprise cooperation has been taken by the Russian Union of Industrialists and Entrepreneurs and has resulted in signing a Cooperation Agreement with the Ministry of Education and Science and in the above-mentioned amendments to legislation. However, the links are still weak, given a lack of corporate culture at enterprises.

14. International cooperation

International cooperation is one of the top priorities of the Ministry of Education and Science. Student mobility is also an issue of special importance, given that both national and international mobility is still weak, mostly due to financial reasons and students and teaching staff lacking in foreign language competence.

The Ministry of Education and Science lays special emphasis both on the "export" of education and on attracting foreign students to HEIs. To this end, quality assurance procedures are being brought into line with European ones and the diploma supplement is being introduced. However, at present only few HEIs issue European Diploma Supplements and the number of applications for the Diploma Supplement are not significant.

Thanks to international programmes, such as Tempus, Erasmus Mundus, the mobility figures are improving. This is supported by the development of joint programmes with EU universities. Yet, the overall number of joint
Programmes is still very low – around 246, implemented at 78 universities (only 2% of the delivered programmes). They comprise of 20% Bachelor programmes, 65% Master programmes, 9% traditional one-cycle programmes and 6% Doctoral programmes. Joint degree programmes comprise of 45% in economics and management, 36% in engineering and ecology, 14% in humanities and 5% in natural sciences.

Leaders in international cooperation include Moscow State University, St. Petersburg State University, Tomsk Polytechnic University, Moscow State Technical Bauman University, Far-Eastern State university, Russian university named after Immanuel Kant, Nizhny Novgorod State University, to mention but a few.

As for joint degrees/diplomas, the situation is not favourable as there is no official regulation for awarding or recognising joint degrees/diplomas. The text of a degree/diploma issued is determined by law and has a unified format which precludes any additional entry for the award of a joint degree/diploma.

On the one hand, the regulation of joint programmes concerning their recognition is the competence of Russian HEIs. On the other, for a joint degree, all parts of a joint programme should go through quality assurance procedures and partner HEIs should be accredited in Russia which is not conducive to attracting foreign partners. Qualifications of transnational institutions are recognised on the basis of institutional or programme accreditation on Russian territory.

Establishing equivalence of a foreign degree/qualification in the Russian State education Standards is part of the recognition procedures and is aimed at establishing such equivalence or finding substantial differences. Experts prepare a substantiated conclusion about the compliance of a qualification received abroad with the Russian State Educational Standards and about possible ways of addressing the gaps of non-compliance. The National Information Centre on Academic Recognition and Mobility provides information about national systems of education and national qualifications, about the accreditation status of Russian and foreign HEIs, about the recognition procedures, possibilities for application and other recognition-related issues. The centre is a source of information on recognition issues for students and other interested parties, universities and other organisations. The centre actively assists in the recognition of Russian education documents abroad and takes an active part in the ENIC network.

The following measures are being taken to overcome obstacles in the development of mobility: introduction of instruments for ensuring compatibility of the structure and content of programmes, in particular the development, approval and introduction of state education standards of the third generation (these standards are developed on the basis of a competence approach and the credit transfer system); the ongoing efforts to implement an ECTS system (launched in 2002).

To promote academic mobility, the Russian Council for Academic Mobility (RCAM) has been set up and is a voluntary association of HEIs and other Russian organisations working in the field of education and science.

There is also an international centre for the promotion of international mobility of researchers, undergraduate and postgraduate students from Russia and the European Union.

The promotion of academic mobility among teaching staff has become a key element of the innovative programmes supported by the National Priority Project on Education.
II. Current challenges and needs

1. Trends and challenges

The system of higher education in Russia is under active modernisation and has yielded tangible results. In recent years, the financial support of higher education from the federal budget has nearly doubled. Contributions from other sources, including family budgets, have also grown.

For the first time in the last 20 years, a programme to support leading universities has been implemented under the Priority National Programme on Education. 57 HEIs received grants to the total amount of RUB 37 billion (~ Euro 925 million). For some of these HEIs the amount of the grant is comparable to their annual budget.

The two-cycle system of higher education has been adopted which is not only relevant in terms of the implementation of the Bologna Process but also in terms of the contemporary social and economic situation where people have to engage in lifelong learning. Now students will have real opportunities for choosing individual learning and development routes.

The implementation of new outcome-based higher education standards and curricula started country-wide in 2011.

The quality assessment system is moving towards compatibility with the European ones and independent quality assurance systems are emerging.

The reform processes have resulted in an enhanced openness of the system of education, in so far as employers and other civil society institutes are beginning to participate in the assessment and development of curricula, which is stipulated by the legislation.

Despite the above-mentioned positive developments, there is a dramatic shortage of qualified specialists in the country meeting the requirements of a knowledge-based economy and of growing labour market. This is largely due to the fact that the education system is still following outdated economic, social, scientific or technical concepts. Hence, the challenge for the future is to rethink the content, forms and formats of the provision and assessment of knowledge taking advantage of the potential of competence-based curricula and of opportunities offered by ICT.

The next challenge is to enhance the competitiveness of Russia’s higher education and namely the export of higher education services which is now only modest. This calls for measures to speed up the resolution of issues relating to mutual compatibility and recognition of degrees and qualifications.

In the future, the share of Russian HEIs on the international market of education has to increase to 10 %.

The strategic reforms relate to three areas: structural, institutional and content. The structural reform was launched by the 1992 Law on Education that stipulated the establishment of private HEIs and fund-raising by all types of HEIs. However, this process was not backed up by reform in the two other areas which has led to the current situation.

The innovative approach to the reform in education is based on the assumption that the system does not only adapt to the labour market but is a source and "incubator" of new ideas, innovative solutions and breakthrough technologies.

The structural reform envisages an enhancement of investments in research universities and establishment of eight to ten new research and education clusters that will implement world class education, research and technological programmes.

The institutional reform will allow for an enhanced autonomy of universities and their responsibility for results of their activities. To this end the pattern of financing will be changed and transition to per capita normative financing completed. This financial model requires a fine-tuned system of assessment of learning outcomes.

The reform of the content means radically changing the paradigm and methods of teaching and learning.
2. The Bologna Process

General Information

<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bologna Process officially embedded in the education system</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bologna Process being implemented by ad hoc groups under the supervision of the Ministry of Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No particular mechanism supporting the implementation of the Bologna Process</td>
<td></td>
</tr>
</tbody>
</table>

Bologna cycle structure

<table>
<thead>
<tr>
<th>Level of implementation of a three-cycle structure compliant with the Bologna Process</th>
<th>Bologna structure fully implemented in all or most fields of study</th>
</tr>
</thead>
</table>

Student workload/duration for the most common Bologna programmes

<table>
<thead>
<tr>
<th>Bachelor programmes</th>
<th>240 ECTS (4 academic years)</th>
<th>Master programmes</th>
<th>120 ECTS (2 academic years)</th>
</tr>
</thead>
</table>

Bachelor/Master cycle structure models most commonly implemented

240+120 ECTS (4+2 academic years)

European Credit Transfer and Accumulation System (ECTS)

<table>
<thead>
<tr>
<th>Definition of the Learning Outcomes Concept</th>
<th>Learning outcomes are defined in national steering documents and implemented through guidelines and recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of implementation of ECTS</td>
<td>More than 75% of institutions and programmes are using ECTS for both transfer and accumulation purposes. Allocation of ECTS is based on student workload.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicative number of hours of student workload corresponding to one ECTS</th>
<th>1 ECTS = 30 – 40 hours</th>
</tr>
</thead>
</table>

Bologna Diploma Supplement (DS)

<table>
<thead>
<tr>
<th>Level of implementation of the Bologna Diploma Supplement</th>
<th>Partial and gradual introduction of the Bologna DS (25%-75% of institutions)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Diploma Supplement issued</th>
<th>Bologna DS issued on request in return of payment</th>
<th>Bologna DS issued in the language of instruction and /or English</th>
</tr>
</thead>
</table>

**National Qualifications Framework (NQF)**

<table>
<thead>
<tr>
<th>Stage towards establishing a National Qualification Framework</th>
<th>Not yet started formally/not foreseen.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Step 1: Decision taken. Process just started.</td>
</tr>
<tr>
<td></td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Step 2: The purpose of the NQF has been agreed and the process is under way including discussions and consultations. Various committees have been established.</td>
</tr>
<tr>
<td></td>
<td>Step 3: The NQF has been adopted formally and the implementation has started.</td>
</tr>
<tr>
<td></td>
<td>Step 4: Redesigning the study programmes is ongoing and the process is close to completion.</td>
</tr>
<tr>
<td></td>
<td>Step 5: Overall process fully completed including self-certified compatibility with the Framework for qualifications of the European Higher Education Area.</td>
</tr>
</tbody>
</table>

### Quality Assurance Practices

<table>
<thead>
<tr>
<th>National Quality Assurance body</th>
<th>National Agency on Accreditation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>National Agency on Accreditation</td>
</tr>
<tr>
<td>Status</td>
<td>A Government-dependent body or Ministry has responsibility for quality assurance.</td>
</tr>
<tr>
<td>Year of establishment</td>
<td>1995</td>
</tr>
<tr>
<td>Involvement in external quality assurance process</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Decision-making role</td>
</tr>
<tr>
<td>Academic staff</td>
<td>X</td>
</tr>
<tr>
<td>Students</td>
<td></td>
</tr>
<tr>
<td>International Experts</td>
<td></td>
</tr>
</tbody>
</table>

Cross Border Evaluation: Institutions are allowed to choose a foreign quality assurance agency.

### Recognition of foreign qualifications

| Ratification of the Lisbon Recognition Convention | X | 1999 (signature), 2000 (ratification) |
| Recognition of Foreign Qualifications for academic study | Recognition for academic study by central or regional governmental authorities |
| Recognition of Foreign Qualifications for professional employment | No information available |

### Joint Degrees

| Establishment of joint degrees and programmes in higher education legislation | Joint programmes and joint degrees are not mentioned in the higher education legislation whatsoever. |
II. Participation in EU programmes

1. Tempus

The Russian Federation has participated in the Tempus programme since 1994.

1.1 Statistics

Number of projects in which one or several institutions in the country have been involved (as coordinator, contractor or partner)

<table>
<thead>
<tr>
<th></th>
<th>TEMPUS I and II</th>
<th>TEMPUS III</th>
<th>TEMPUS IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joint Projects</td>
<td>97</td>
<td>158</td>
<td>17</td>
</tr>
<tr>
<td>Compact Projects</td>
<td>35</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Structural &amp; Complementary Measures (Tempus III)</td>
<td>0</td>
<td>39</td>
<td>3</td>
</tr>
<tr>
<td>Structural Measures (Tempus IV)</td>
<td>4</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>132</td>
<td>197</td>
<td>20</td>
</tr>
</tbody>
</table>

Higher education institutions with highest TEMPUS participation during TEMPUS IV (2008-2012)

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Total</th>
<th>Number of projects</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>JP</td>
</tr>
<tr>
<td>KAZAN TUPOLEV STATE TECHNICAL UNIVERSITY</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>SOUTHERN FEDERAL UNIVERSITY</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>SAMARA STATE TECHNICAL UNIVERSITY</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>ST PETERSBURG STATE POLYTECHNICAL UNIVERSITY</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>MOSCOW M.V. LOMONOSOV STATE UNIVERSITY</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>TOMSK POLYTECHNICAL UNIVERSITY</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>ASTRAKHAN STATE UNIVERSITY</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>MOSCOW STATE UNIVERSITY OF RAILWAY ENGINEERING</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>MOSCOW STATE REGIONAL UNIVERSITY</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>OMSK STATE AGRARIAN UNIVERSITY</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>SARATOV STATE TECHNICAL UNIVERSITY</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>SIBERIAN FEDERAL UNIVERSITY</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>ALTAI STATE TECHNICAL UNIVERSITY</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>KHAKAS STATE UNIVERSITY. NAMED AFTER N. F. KATANOV</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>VOLGOGRAD STATE TECHNICAL UNIVERSITY</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>MOSCOW ACADEMY OF FINE CHEMICAL TECHNOLOGY</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>MOSCOW STATE TECHNICAL UNIVERSITY</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>ST PETERSBURG STATE ELECTROTECHNICAL UNIVERSITY “LETI”</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>NOVOSIBIRSK STATE TECHNICAL UNIVERSITY</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>IMMANUEL KANT STATE UNIVERSITY OF RUSSIA</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>ST PETERSBURG STATE UNIVERSITY</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>POVOLZSKYI STATE UNIVERSITY FOR TELECOMMUNICATION/IT</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>VORONEZH STATE UNIVERSITY</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>NOVGOROD STATE UNIVERSITY NAMED AFTER YAROSLAV MUDRIY</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>BURYAT STATE ACADEMY OF AGRICULTURE NAMED AFTER V.R. PHILIPPOV</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>SOUTH RUSSIAN STATE TECHNICAL UNIVERSITY</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>ST. PETERSBURG STATE ACADEMY OF ECONOMICS AND FINANCE</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
Higher education institutions coordinating TEMPUS IV projects (2008-2012)

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Total</th>
<th>Number of projects</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>JP</td>
</tr>
<tr>
<td>D. MENDELEYEV UNIVERSITY OF CHEMICAL TECHNOLOGY OF RUSSIA</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>MOSCOW STATE UNIVERSITY OF GEODESY AND CARTOGRAPHY</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>ST PETERSBURG STATE UNIVERSITY</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>SAINT PETERSBURG STATE UNIVERSITY OF AEROSPACE INSTRUMENTATION</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

1.2 Impact of the Tempus Programme

The Tempus projects implemented in Russia have had a strong impact on the modernisation of higher education in Russia and on the integration of Russian higher education institutions into the European Higher Education Area (EHEA).

The implemented projects have resulted in the:

- updating of old and developing of new curricula compatible with the curricula at European universities, including Bachelor and Master programmes in numerous fields;
- development and implementation of upskilling courses for the non-academic community;
- development and implementation of continuing training courses for university teachers;
- new models of governance at universities including establishment of networking mechanisms (e.g. regional lifelong training network in the sector of hospitality and tourism; inter-regional network to improve university management);
- new models of management of university intellectual property;
- quality assurance mechanisms established at universities;
- new models of international cooperation departments at universities;
- new models of strategic planning and financial management at universities;
- new models of career development;
- introduction of mechanisms of the Bologna Process;
- double-degree curricula (e.g. Master curricula in environmental management; regional and municipal administration; small and medium-sized enterprise(SME) management; human resources and regional management; applied economics; industrial management; Bachelor curriculum in finance). Unfortunately, projects aimed at developing double degrees are few which can be accounted for by a lack of foreign language skills of students and teachers, high mobility costs, unresolved issues relating to the recognition of double diplomas;
- establishment of networks and structures, like the Centre of Social Policy in Udmurtia; a Russian-Ukrainian network for promotion of pedagogical innovations; a Network of International and European Law at Volga universities; a network of assessors in higher education;
- continuous engineering training distance learning network established at Urals universities;
- distance learning programmes for municipal servants of Siberia and civil servants in Sverdlovsk Region;
- structure, responsibilities and activities of newly established university-enterprise cooperation departments.

Participation in the Tempus programme has enhanced prestige and standing of participating HEIs as sources of new knowledge and of new teaching and learning.

The programme has impacted on the improvement of content of curricula and has yielded new competence-based programmes. The latter contribute to the comparability and compatibility of Russian higher education and that of the EHEA.

Apart from that, curricula developed under Tempus offer new opportunities for professional and personal development of
students due to the methods used which contributes to enhancing the employability of graduates.

It can be concluded that the Tempus programme has considerably contributed to the adoption of the two-cycle higher education structure and to development of the Federal Standards of Higher Education of a new generation that are currently being put into practice.

The Tempus Programme has also impacted on the development of international cooperation creating conditions for multiple partnerships between Russian and European Universities.

At the same time, due to involvement in the Tempus Programme, Russian universities have become aware of the need for further decentralisation of university governance and for its flexibility and its labour market orientation to be improved.

Academic and student mobility envisaged in the projects allow students and teachers to familiarise themselves with methods and concepts of teaching and learning as well as of university governance, used in the European Union. A very graphic example is the project “Towards Research and Entrepreneurial University Models in the Russian, Ukrainian and Moldavian Higher Education” aimed at enhancing technology transfer and entrepreneurship support practices and private-public partnerships with industry.

In terms of the implementation of the Bologna Process, the Tempus Projects have contributed to all ten Bologna action lines.

2. Erasmus Mundus

The Erasmus Mundus programme’s objective is to promote European higher education, to help improve and enhance the career prospects of students and to promote intercultural understanding through cooperation with third countries, in accordance with EU external policy objectives in order to contribute to the sustainable development of third countries in the field of higher education. It does this through three Actions:

Action 1 – Erasmus Mundus Joint Programmes (Master Courses and Joint Doctorates) - with scholarships

Erasmus Mundus Joint Programmes are operated by consortia of higher education institutions (HEIs) from the EU and (since 2009) elsewhere in the world. They provide an integrated course and joint or multiple diplomas following study or research at two or more HEIs. Master Courses and Joint Doctorates are selected each year following a Call for Proposals. There are currently 131 Masters and 34 Doctorates offering offer EU-funded scholarships or fellowships to students and scholars.

Action 2 – Erasmus Mundus Partnerships (former External Cooperation Window) – with scholarships

Under Action 2, Erasmus Mundus Partnerships bring together HEIs from Europe on the one hand and those from a particular region, or geographical “lot” on the other. Together the partnerships manage mobility flows between the two regions for a range of academic levels – Bachelor, Master, Doctorate, post-Doctorate and for academic staff.

Action 3 – Erasmus Mundus Attractiveness projects

This Action of the Programme funds projects to enhance the attractiveness, profile, image and visibility of European higher education worldwide. Action 3 provides support to activities related to the international dimension of all aspects of higher education, such as promotion, accessibility, quality assurance, credit recognition, mutual recognition of qualifications, curriculum development and mobility.


Number of students/staff participating in the programme

Erasmus Mundus – Joint degrees (Action 1)

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>9</td>
<td>31</td>
<td>36</td>
<td>50</td>
<td>81</td>
<td>64</td>
<td>75</td>
<td>63</td>
<td>57</td>
</tr>
<tr>
<td>Scholars</td>
<td>3</td>
<td>9</td>
<td>13</td>
<td>16</td>
<td>18</td>
<td>21</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Fellows</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>6</td>
</tr>
</tbody>
</table>

Nationals of the country participated in the programme for the first time in 2004-2005.
Erasmus Mundus– Partnerships (External Cooperation Window, Action 2)

<table>
<thead>
<tr>
<th>Year</th>
<th>Undergraduate</th>
<th>Master</th>
<th>Doctorate</th>
<th>Post-Doctorate</th>
<th>Staff</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>84</td>
<td>52</td>
<td>33</td>
<td>26</td>
<td>25</td>
<td>220</td>
</tr>
<tr>
<td>2008</td>
<td>206</td>
<td>134</td>
<td>77</td>
<td>56</td>
<td>51</td>
<td>524</td>
</tr>
<tr>
<td>2009</td>
<td>139</td>
<td>108</td>
<td>70</td>
<td>40</td>
<td>41</td>
<td>398</td>
</tr>
<tr>
<td>2010*</td>
<td>182</td>
<td>154</td>
<td>131</td>
<td>54</td>
<td>60</td>
<td>581</td>
</tr>
<tr>
<td>2011*</td>
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Institutions participating in the programme up to and including 2011

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Overview of the Higher Education Systems in the Tempus Partner Countries: Eastern Europe
IV. Bibliographical references and websites

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- Strategy of Development of Science and Innovation in RF for the period up to year 2015, www.economy.gov.ru
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List of Useful Websites:
- Higher education in Russia: http://www.vovr.ru/
- Higher education today: http://www.hetoday.org/
- Quality of Education: http://www.platobraz.ru/
- Federal Institute of Education Development (http://www.firo.ru/ )
I. Overall description
II. Current challenges and needs
   – Trends and challenges
   – The Bologna Process
III. Participation in EU programmes
   – Tempus
   – Erasmus Mundus
IV. Bibliographical references and websites
The higher education system in Ukraine

Overview of the Higher Education Systems in the Tempus Partner Countries: Eastern Europe
I. Overall description

1. Major characteristics of tertiary education in the country

Legislation covering the field of tertiary education

The legal basis for higher education (HE) in Ukraine is set by the Constitution of Ukraine, the laws of Ukraine on education, higher education, science and technical activity, the state budget of Ukraine, the budget code of Ukraine, the labour code of Ukraine, the national doctrine for the development of education and other legal acts.

In addition, numerous by-laws regulate the functioning of the HE system as a whole, as well as the operation of its specific sectors and units. These include: the regulations by Verkhovna Rada of Ukraine (Ukraine’s parliament), orders by the President of Ukraine, regulations and orders issued by the Cabinet of Ministers of Ukraine and orders and letters by the Ministry of Education and Science, Youth and Sports of Ukraine.

Currently, the draft law of Ukraine on higher education is under review by the Cabinet of Ministries. The pending changes in the above law encompass the key developments of the Bologna Process: implementing a three-cycle system; granting greater autonomy to universities; granting more rights to students’ self-governance; supporting companies who employ graduates; improving the legal basis for independent external assessments and other issues.

Types of tertiary education programmes and qualifications

There are four qualification levels in HE: junior specialist, Bachelor, specialist and Master. They cover the 1st and 2nd cycles of higher education according to the Bologna Principles.

Junior Specialist (Molodshyi Spetsialist, short term 1st cycle) is an educational-proficiency level of higher education of a person who, on the basis of completion of secondary education (after 9th or 11th year/form at school), has attained incomplete (short-term) higher education, special skills and knowledge sufficient to cope with tasks and duties at a certain level of professional activity, stipulated for initial posts in a certain type of economic activity. The normative period of training is from two and a half to three years. Persons with basic (after 9th year/form at school) secondary education may study in the educational and professional programmes of junior specialist’s training, obtaining complete secondary education at the same time.

Bachelor (Bakalavr, 1st cycle) is an educational-proficiency level of higher education of a person who, on the basis of completion of secondary education, has attained basic higher education, fundamental and special skills and knowledge sufficient to cope with tasks and duties at a certain level of professional activity (in economy, science, engineering, culture, arts etc.). The normative period of training is four years (240 ECTS). The training of Bachelor specialists may be carried out according to the shortened programme of studies on the basis of the Junior Specialist level.

Specialist (Spetsialist, 2nd cycle) is an educational-proficiency level of higher education of a person who, on the basis of the Bachelor degree, has attained complete higher education, special skills and knowledge sufficient to cope with tasks and duties at a certain level of professional activity (in economy, science, engineering, culture, arts etc.). The normative period of training is one year (60 ECTS).

Master (Magistr, 2nd cycle) is an educational-proficiency level of higher education of a person who has attained complete higher education, special skills and knowledge sufficient to cope with professional tasks and duties of innovative character at a certain level of professional activity (in engineering, business management, pedagogic, arts etc.). The training of students at Master level may also be carried out on the basis of the Specialist level. The period of training is typically between one to one and a half years (60-90 ECTS). During the studies at the Master level, students are required to write their final thesis on a selected subject and present it, be able to collect, analyse, summarise and communicate study and practical material; often knowledge of a foreign language is also required.

Specialist and Master programmes in fields such as medicine, dentistry, veterinary medicine are carried out on the basis of complete secondary education within a period of five to six years (300-360 ECTS).
Higher education graduates are awarded qualifications of the appropriate educational-proficiency levels and are granted state diplomas. The diploma is the state-recognised document which serves as both an educational certificate and a professional licence, confirming the attainment of the appropriate higher educational level and qualification of a certain educational-proficiency level (an academic degree in a field of study and speciality). The law on higher education (2002) establishes the following types of documents that confirm higher education qualifications:

- Dyplom Molodshogo Spetsialista (diploma/qualification of junior specialist)
- Dyplom Bakalavra (diploma/qualification of Bachelor)
- Dyplom Spetsialista (diploma/qualification of Specialist)
- Dyplom Magistra (diploma/qualification of Master)

The statistics data for 1 September 2011 state that 2,312,000 students currently study at 846 higher education institutions (HEIs), including: 24% in the junior specialist programmes, 55% in the Bachelor programmes, 15% in the specialist programmes and 6% in the Master programmes.

At present National Qualifications Framework is developed according to EQF for Lifelong Learning (LLL) and approved by the Cabinet of Ministries of Ukraine in 2011.

Research programmes (assigned to third cycle) are implemented in a "non-Bologna" format, beyond the HE system:

- 1st stage: Aspirantura (postgraduate Doctorate programme), on completion, the degree of a Candidate of Sciences is granted (similar, but not equivalent to a PhD degree). 35,000 Aspirantura students are currently studying at 251 HEIs and 279 research institutions.

- 2nd stage: Doctorantura (post-Doctorate programme), on completion, the degree of a Doctor of Sciences is awarded. 1,600 Doctorantura students are currently studying at 164 HEIs and 99 research institutions.

Research programmes typically involve:

- conduct of original research, preparation and public defence of a dissertation;
- supervisory procedures (by higher education institution, research institutions) and assessment (by the Department of the Ministry);
- double status of research post-Doctorate programme students (students and early stage researchers).

Following implementation mechanisms for the third cycle are currently being introduced:

- Doctorate study programmes including both taught courses (lectures, seminars and practical work) and independent research;
- supervisory and assessment procedures for Doctorate studies;
- inclusion of Doctorate and post-Doctorate studies in the National Qualifications Framework and linking it to learning outcomes;
- interdisciplinary Doctorate studies that facilitate development of transferable skills. The principles of continuity and succession of training courses are implemented in the second and the third cycles;
- Doctorate students, who have the status of both students and early stage researchers.

Some research programmes have been modernised in line with the Bologna Process. For example, a pilot PhD programme is offered at the National University Kyiv Mohyla Academy.

The programmes at all levels, except post-Doctorate programmes, are full-time or part-time. Part-time programmes have various formats: evening classes, correspondence programmes, distance learning, e-learning, mixed programmes.

**Types of tertiary education institutions**

The law of Ukraine on higher education (2002) establishes four levels of accreditation of HEIs:

- 1st accreditation level HEIs train Junior specialists;
- 2nd accreditation level HEIs train Junior specialists and/or Bachelor;
- 3rd accreditation level HEIs train Bachelor, specialists and in certain professions (specialities) Master;
- 4th accreditation level HEIs train Bachelor, specialists, Master and offer postgraduate Doctorate (Aspirantura) and post-Doctorate (Doctorantura) programmes.
There are six types of higher education institutions (HEIs) in the Ukraine:

- Universities - Universytet (197 at present) have the 4th accreditation level. They may be multi-disciplinary institutions (follow a classical university model) or ‘branch’ institutions (focus on some particular professional field as technical, medical, agricultural, pedagogical, economics, law etc.). They act as leading research and methodological centres in both fundamental and applied research.

- Academies – Akademia (66 at present) have the 4th accreditation level. They are concentrated on a specific area of knowledge in which they also act as leading research and methodological centres in both fundamental and applied research.

- Institutes – Instytut (102 at present) have the 3rd accreditation level. They are concentrated on a specific area of knowledge in which they also conduct research and methodological research in both fundamental and applied fields. They may be independent or a sub-unit of a university or academy.

- Conservatoires – Konservatoria (one at present) have the 3rd accreditation level. They specialise in culture and arts, specifically music. They also conduct research and act as leading centres in the areas of their activity.

- Colleges – Koledg (238 at present) have the 2nd accreditation level. They provide training leading to the acquisition of specific HE qualifications. They may also constitute sub-units within HEIs with 3rd and 4th level accreditation.

- Technical and Vocational Schools – Technicum, Uchylische (242 at present) have the 1st level of accreditation. They provide education and training in several adjacent areas. They may also constitute sub-units within HEIs with 3rd and 4th level accreditation.

With respect to the ownership, Ukraine’s HEIs are divided into public (661) and private (185) HEIs. Public forms of ownership are: municipal and state owned.

State (public) higher education institutions (HEIs) of the 4th accreditation level can be granted the status of National HEI by the President of Ukraine which results in greater funding of an institution. There are now 96 National HEIs.

### 2. Distribution of responsibilities

The Ministry of Education and Science, Youth and Sports of Ukraine sets standards for higher education, develops qualifications, organises and conducts licensing and accreditation processes and monitors educational processes and governance of HEIs. It develops qualification requirements for the staff and determines recommendations for their workload. The Ministry of Education and Science, Youth and Sports of Ukraine approves the statutes and admission rules of HEIs, drafted according to the Ministry’s guidelines. In elections of heads of HEIs, it appoints and dismisses the nominees. It also awards academic status (Docent or Professor) to academic staff.

The general trend is towards decentralisation, with the aim of delegating a certain amount of authority and responsibilities to the HEIs. This will allow further deconcentration or deregulation of the HE system.

General responsibility for HE administration lies with the Ministry of Education and Science, Youth and Sports of Ukraine. HEIs that are subordinated to other Ministries or were founded by municipalities or regional communities follow the rules and instructions of the Ministry of Education and Science, Youth and Sports of Ukraine, too. Regional and local authorities support and assist the Ministry of Education and Science, Youth and Sports of Ukraine with the implementation of its HE policies.

A Collegium – Colegia (advisory-consultative body) operates under the Ministry of Education and Science, Youth and Sports of Ukraine. The Rectors’ Council (national level) and Rectors’ Regional Councils are self-governing consultative bodies.
The social partners, local community groups and employers’ associations are involved in the design of HE policy and reform of the HE sector.

### 3. Governing bodies of the higher education institutions

HEIs are governed by a head, advisory and operational bodies and self-governing bodies (including students’ self-governing bodies).

The head of an HEI (rector, president, director) is charged with a broad range of functions and responsibilities for strategies, management, finance, organisational structure and staff. The head represents the institution and reports on its operation externally.

The Academic Board of an HEI – the advisory (collegial) body – chaired by the head: approves the budget and financial report; submits the statute and amendments to it for the approval of the self-governing body; approves curricula and syllabuses; adopts research plans; and votes on the appointment of chairs, professors and other staff. The Academic Board consists of the deputy heads of the HEI, deans, the chief accountant, the chairs of the self-governing bodies, elected representatives (teachers, professors and academic chairs) and students’ representatives.

The Supervisory Board of an HEI – the advisory (collegial) body at national university level – is responsible for civil control and cooperation with civil society, the local community, employers, academia, politicians and the international community.

The operational bodies of an HEI include the rectorate, directorate, pedagogical council, admission board and others.

The self-governing bodies of an HEI include the employees’ conference, faculty councils and students’ parliament etc.

### 4. Financing

Public (state) HEIs are funded by the state budget via the Ministry of Education and Science, Youth and Sports of Ukraine. Public sectoral HEIs subordinate to line ministries are funded by the state budget via the relative ministry. Municipal HEIs are funded by municipal budgets. Private HEIs are funded by their owners (founders). The total education budget amounts to 6.5 % of GDP (6.2 % public and 0.3 % private), and 30.9 % of it is directed towards HE.

The Ministry of Education and Science, Youth and Sports of Ukraine, the Ministry of Economic Development and Trade and the Ministry of Labour and Social Policy identify demand (state order) for certain professions (qualifications) and allocate it among state-funded HEIs. The budget for a specific HEI is calculated on the basis of the state order in accordance with the norms set by the Ministry of Education and Science, Youth and Sports of Ukraine. Private HEIs do not receive public funding.

### 5. Students' contributions and financial support

Students who study under a state order do not pay fees. Additionally, full-time students who demonstrate good academic achievements receive a stipend (scholarship). There are various types of stipends: academic, social and special. The amount of an ordinary academic stipend is stipulated by the law of Ukraine on higher education. It depends on the qualification level programme and amounts to approx. 60 % to 70 % of the minimum living standard, which is fixed by the Regulation of the Cabinet of Ministers of Ukraine.

Students who do not study under a state order pay study fees on a contractual basis. Students, or their parents, may obtain a loan from a private commercial bank or a loan from the state to pay for their studies. Also, parents of students or working students may claim tax relief.

### 6. Licensing, quality assurance and accreditation of institutions and/or programmes

The national system of quality assurance (QA) is implemented by means of licensing and accreditation procedures carried out by the Department for Licensing and Accreditation of the Ministry of Education and Science, Youth and Sports through the State Accreditation Commission, a network of experts.

Thus, on the national level, quality assurance (QA) is applied to higher education as a whole and consists of external and internal assessment and publication of results. Some universities in Ukraine contact international accreditation agencies directly.

The law on higher education (2002) stipulates that all HEIs must be licensed before they can offer tertiary-level education programmes. To be granted a licence, an HEI must meet the required standards set by the Ministry of Education and Science, Youth and Sports of Ukraine, which relate to infrastructure, resources, staff and programmes.
The accreditation procedures include the accreditation of education programmes and the institutional accreditation of HEIs. In order to have an education programme accredited, an HEI must meet the requirements of the HE standards. An HEI receives institutional accreditation if at least two-thirds of its educational programmes have been accredited.

7. Admission

Admission policy is developed by the Ministry of Education and Science, Youth and Sports of Ukraine, prescribed by the order of the Ministry. HEIs develop their own rules of admission according to this order and submit them for the approval of the Ministry of Education and Science, Youth and Sports.

For Bachelor level, it is a compulsory prerequisite to pass the Independent External Assessment (IEA) conducted by the Ministry of Education and Science, Youth and Sports of Ukraine. The IEA result must be not less than the specified minimum. For specific specialities, additional exams are possible. Also admission policy takes into account an average mark of school certificate. For the next level (specialist, Master), students must pass admission exams.

The admission procedure is the same for all students. During the enrolment process the quotas for relief categories are taken into account.

The number of students admitted is regulated by the number of licences for educational programmes.

8. Organisation of the academic year

The length, beginning, end and organisation of the academic year are determined by the HEI and depend upon the type of the programme, the mode of its delivery, the year of studies and other factors. The official beginning of the academic year in Ukraine is 1 September, or the first weekday after 1 September if this date falls on a weekend. There is no common end of the academic year. The academic year usually consists of two terms (semesters) or occasionally three terms (trimesters), though a summer semester is not yet widespread. The length of a semester and academic breaks may vary among HEIs. The length of the examination period depends upon the programme and the mode of its delivery.

9. Curriculum content

For all qualifications levels, the curriculum is comprised of two components: I – normative component (determined by the state standard and compulsory); and II – optional component. The first component includes subjects list appropriate to speciality state standard (generally foreign language). The second component is divided into two parts: the first includes disciplines compulsory for all students and determined by the HEI; the second consists of elective disciplines.

10. Assessment, progression, certification and degree

For each discipline, the maximum number of points which students may receive is determined on the basis of progress assessments (home assignments, essays, projects etc.) and final assessment (exam, tests). The most widespread forms of assessment are tests, exams and projects. The transfer from one year to the next is only possible if students successfully complete the curriculum. Work practice is a compulsory component of a curriculum.

State attestation of students (award of a degree) generally involves an exam(s) and defence of a thesis or projects for 2nd cycle programmes. The types and forms of exams depend upon students’ specialisations and disciplines; requirements to defend a thesis or projects are set and approved by the HEIs.

On successful completion of a programme, students are awarded a degree (junior specialist, Bachelor, specialist or Master) and an appropriate qualification (e.g. psychologist). Access to the next level is possible once the previous level has been completed and relevant degrees and qualifications awarded.

11. Academic staff

Academic staff posts in HEIs include:

- within a chair (department): head of chair, professor, associate professor ("docent"), senior teacher (lecturer), teacher, assistant teacher;
- in research laboratories: head, lead researcher, senior researcher, junior researcher.

Appointment of academic staff is regulated by Ukrainian legislation and implemented through a number of steps:

- announcement of a contest for the post;
- admission and processing of applications;
- competition, election and recommendation of the Academic Board on the appropriate candidate;
- signing of the contract.
12. Research activities
Academic staff working for a chair (department) conducts research activities, including the writing and publication of academic papers, preparation of theses, supervision of students, consultancy etc. The fundamental research in HEIs is mainly conducted by research laboratories. In general, Ukraine allocates 0.7 % of its GDP to fund R&D.

HEIs are actively involved in various research programmes, both at the national and international level. The research work of young scientists is supported by the President grants, Cabinet of Ministries of Ukraine and other scholarships.

13. University-enterprise cooperation
As prescribed by the law of Ukraine on higher education, representatives of employers (as customers of educational services) are members of Academic Boards. To provide support to students in finding employment, some HEIs create careers centres in cooperation enterprises in order to provide placement programmes. The law of Ukraine on granting first jobs to young people with a HE degree, with provision of subsidies to employers, was adopted in 2004.

HEIs cooperate with branch and factory research. According to the State Agency of Statistics of Ukraine, Ukrainian enterprises spend 1.2 % of their total expenditure on research.

14. International cooperation
The importance of international cooperation is declared in several Ukrainian laws and by-laws. The latest order of the Ministry of Education and Science, Youth and Sports of Ukraine "on implementation of ECTS in Ukrainian HEIs" will ensure the diploma recognition procedure and will facilitate student mobility.

Ukrainian HEIs take actively part in international cooperation. The efficiency of such cooperation depends mainly on the capacity of an HEI and its staff (knowledge of foreign languages, expertise and experience, participation in international projects etc.). As a rule, international cooperation is based on partnership agreements signed by HEIs and is implemented according to an annual plan.

Cooperation activities and their funding vary from case to case. As a rule, HEIs organise joint events, students’ exchanges, participate in joint research projects, prepare joint publications etc. Various international educational programmes are open to Ukrainian HEIs; this ensures development of projects in line with HE strategy developments in cooperation with HEIs all over the world. HEIs participate in the following programmes: Tempus, Erasmus Mundus, Jean Monnet, 7th Framework Programme (FP 7), Tuning and others. Numerous scholarships and grants to study abroad and set up collaboration strengthen international collaboration between HEIs.

Currently, there are some joint programmes and educational services for foreign citizens. Some 42 980 foreign students are studying at Ukrainian HEIs. The majority of foreign students study at the Kharkiv and Kiev HEIs.

Ukraine has signed 22 intergovernmental international agreements on mutual recognition of educational documents, scientific degrees and academic titles. 32 drafts of such agreements are being amended.
II. Current challenges and needs

1. Trends and challenges

Ukraine joined the Bologna Process in 2005. Key developments since then include: approval of an action plan on QA in higher education; amendments to the law on HE, according to the Bologna principles and recommendations; inclusion of Ukraine as governmental member of the European Quality Assurance Register; further developed National Qualification Framework (NQF).

Significant progress has been achieved in three strategic areas of the Bologna Process: implementation of a two-cycle system; implementation of quality assurance in the field of higher education; recognition of diplomas and previous periods of study.

The transfer to the first and second cycles has been implemented; the preparation for the third cycle is under way. The pilot implementation of the European Credit Transfer and Accumulation System (ECTS) has been completed in the first and second cycles, and is now legally regulated by order of the Ministry of Education and Science, Youth and Sports on ECTS implementation in HEIs (2009).

The strategic objectives set by the Ministry of Education and Science, Youth and Sports of Ukraine for the HE sector includes:

- development of a contemporary strategy for HE development, focusing on quality assurance and its integration with European and global HE areas;
- development of a sound legal-regulatory basis for the HE sector and HE institutions;
- monitoring and ensuring law enforcement by Ukrainian HE institutions;
- improvement of access to HE and vocational training for the disabled, to assist their adaptation and increase their employability;
- alignment of HE legislation with the requirements of the Bologna Process, specifically by implementing the National Qualifications Framework;
- promotion of university autonomy, students’ self-governance and public involvement with university governance;
- implementation of programmes to promote talented youth, their academic development and career planning;
- development of a legal-regulatory basis and implementation of measures to increase the employability of university graduates.

As an active participant in the Bologna Process, Ukraine recognises the broad, updated mission of HE and the role it has to play in globalisation, the emergence of a knowledge economy, rapid technological developments and demographic crisis. Ukrainian HEIs are prepared to adjust to new challenges and act as drivers of innovation and change.

Along the path of modernisation, internationalisation and integration with the European Higher Education Area (EHEA), the upcoming challenges for Ukraine's HE include:

- completion of a three-cycle system;
- alignment of university curricula with the Bologna structure;
- curricula reform with a view to employers’ needs;
- establishment of programmes for foreign students and further internationalisation of Ukraine's HE;
- creation of mechanisms for recognition of prior learning;
- implementation of a National Qualification Framework for Lifelong Learning;
- development of comprehensive guidelines for the implementation of ECTS and of the Diploma Supplement of the EU/CoE/UNESCO format;
- further development of the mechanism for equal access to HE;
- development of the National Quality Assurance system for HE, in compliance with the European Standards and Guidelines for Quality Assurance, its full membership of the European Association for Quality Assurance in Higher Education (ENQA) and inclusion in the European Quality Assurance Register (EQAR);
- introduction of an HEI ranking system;
- increasing the outward and inward mobility of students and academic and administrative staff of HEIs;
- assuring the portability of student grants and loans;
- professional development of research and educational staff according to modern requirements with a view to ensuring sustainable development of HE system;
- development and introduction of new educational standards (curricula reform) with a view to improving the quality of the content of education and in order to facilitate employability of graduates;
- development of academic and financial autonomy of HEIs;
- promotion of the development of Ukrainian and global cultural values, orientation towards the ideals of democratic ideas.

2. The Bologna Process\textsuperscript{17}

**General Information**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bologna Process officially embedded in the education system</td>
<td>Bologna Process being implemented by ad hoc groups under the supervision of the Ministry of Education</td>
</tr>
<tr>
<td></td>
<td>No particular mechanism supporting the implementation of the Bologna Process</td>
<td></td>
</tr>
</tbody>
</table>

**Bologna cycle structure**

| Level of implementation of a three-cycle structure compliant with the Bologna Process | Extensive but gradual introduction of Bologna structure/ongoing adaptations or enlargement |

**Student workload/duration for the most common Bologna programmes**

| Bachelor programmes | 240 ECTS (4 academic years) | Master programmes | 60 ECTS (1 academic year) |

| Bachelor/Master cycle structure models most commonly implemented | 240+60 ECTS (4+1 academic years) |

**European Credit Transfer and Accumulation System (ECTS)**

| Definition of the Learning Outcomes Concept | Learning outcomes are defined in national steering documents and implemented through guidelines and recommendations |
| Level of implementation of ECTS | More than 75% of institutions and programmes are using ECTS for both transfer and accumulation purposes. Allocation of ECTS is based on learning outcomes and student workload. |

### Indicative number of hours of student workload corresponding to one ECTS

| 1 ECTS = 30 – 40 hours |

### Bologna Diploma Supplement (DS)

| Level of implementation of the Bologna Diploma Supplement | Partial and gradual introduction of the Bologna DS (25%-75% of institutions) |
| Diploma Supplement issued | Bologna DS issued on request in return of payment | Bologna DS issued in the language of instruction and/or English |

### National Qualifications Framework (NQF)

| Stage towards establishing a National Qualification Framework | Not yet started formally/not foreseen. |
| | Step 1: Decision taken. Process just started. |
| | X Step 2: The purpose of the NQF has been agreed and the process is under way including discussions and consultations. Various committees have been established. |
| | Step 3: The NQF has been adopted formally and the implementation has started. |
| | Step 4: Redesigning the study programmes is ongoing and the process is close to completion. |
| | Step 5: Overall process fully completed including self-certified compatibility with the Framework for qualifications of the European Higher Education Area. |

### Quality Assurance Practices

| National Quality Assurance body |
| Name | Department for Licensing and Accreditation of the Ministry of Education and Science, Youth and Sports of Ukraine, State Accreditation Commission |
| Status | A Government-dependent body or Ministry has responsibility for quality assurance. |
| Year of establishment | 1996 |

| Involvement in external quality assurance process | Decision-making role | Participation | No participation |
| Academic staff | X | | |
| Students | | X | |
| International Experts | | | X |

### Recognition of foreign qualifications

| Ratification of the Lisbon Recognition Convention | X | 1997 (signature), 2000 (ratification) |
| Recognition of Foreign Qualifications for academic study | Recognition for academic study by central or regional governmental authorities |
| Recognition of Foreign Qualifications for professional employment | Recognition for professional employment by central or regional governmental authorities |

### Joint Degrees

| Establishment of joint degrees and programmes in higher education legislation | Joint programmes and joint degrees are not mentioned in the higher education legislation whatsoever. |
III. Participation in EU programmes

1. Tempus

Ukraine has participated in the Tempus Programme since 1993.

1.1 Statistics

Number of projects in which one or several institutions in the country have been involved (as coordinator, contractor or partner)

<table>
<thead>
<tr>
<th></th>
<th>TEMPUS I and II</th>
<th>TEMPUS III</th>
<th>TEMPUS IV</th>
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<tr>
<td>Compact Projects</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Structural &amp; Complementary Measures (Tempus III)</td>
<td>0</td>
<td>29</td>
<td>0</td>
</tr>
<tr>
<td>Structural Measures (Tempus IV)</td>
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<td></td>
<td></td>
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<tr>
<td>Total</td>
<td>49</td>
<td>109</td>
<td>12</td>
</tr>
</tbody>
</table>

Higher education institutions with highest TEMPUS participation during TEMPUS IV (2008-2012)

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Total Number of projects</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NATIONAL TECHNICAL UNIVERSITY &quot;KHARKIV POLYTECHNIC INSTITUTE&quot;</td>
<td>9</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>TARAS SHEVCHENKO NATIONAL UNIVERSITY OF KYIV</td>
<td>8</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>ZHUKOVSKY NATIONAL AEROSPACE UNIVERSITY &quot;KHARKIV AVIATION INSTITUTE&quot;</td>
<td>8</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>SUMY STATE UNIVERSITY</td>
<td>7</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>TAURIDA NATIONAL V.I.VERNADSKY UNIVERSITY</td>
<td>7</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>IVAN FRANKO NATIONAL UNIVERSITY, LVIV</td>
<td>6</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>LVIV NATIONAL POLITECNIC</td>
<td>6</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>KHMELNITSKIY NATIONAL UNIVERSITY</td>
<td>6</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>NATIONAL TECHNICAL UNIVERSITY OF UKRAINE &quot;KYIV POLYTECHNIC INSTITUTE&quot;</td>
<td>6</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>OLES GONCHAR DNIPROPETROVSK NATIONAL UNIVERSITY</td>
<td>5</td>
<td>5</td>
<td>0</td>
</tr>
</tbody>
</table>

1.2 Impact of the Tempus Programme

Ukraine joined Tempus in 1993. The projects carried out in Ukraine at that time focused on improvement of university governance and management, upgrading of old curricula and development of new courses and programmes and professional development of teachers, especially in disciplines such as economics, foreign languages, social science, European studies and law. Ukrainian HEIs carried out projects such as: Establishing Social Work and Social Policy as Higher Education Disciplines in the Ukraine (1994); 'AGFED' Agricultural & Food Economics Development in Ukraine (1997); Training of Marine Lawyers in European Law (1998); Establishment of a National Innovation Centre (1999); Development of a New Framework for M.Sc. Thesis Work (1999).

During the third phase of the TEMPUS Programme in 2000-2006 there was a shift to new national priorities for Ukraine and a focus on new disciplines. Ukraine's participation in the Tempus III programme coincided with its wish to join the European Higher Education Area in line with Bologna Process, which was reflected in the projects undertaken. The list of priority disciplines for that period included, in addition to economics and business management, agrarian science, ICT and environment, as reflected in accepted projects such as: Education development in environmentally safe energy (2000); Restructuring the B.Sc. in economics and management (2001); Electronic Media Resource Centre, Ukraine (2002); Master of Business Administration & Information
As from 2000, participation in the Tempus projects broadened beyond the scope of HEIs and was opened to companies, non-governmental and non-profit organisations and authorities. Accordingly, participants in Tempus projects in Ukraine included the Secretariat of the Cabinet of Ministers of Ukraine, the Ministries of Education and Science, of Environmental Protection and of Agricultural Policy, regional state administrations, municipalities, entrepreneurs’ associations and students’ unions, agricultural companies, seaports and research institutes.

As a consequence of Tempus projects, new courses and curricula were developed that meet the current requirements of the Ukrainian labour market. University teachers confirm that cooperation with European colleagues within the Tempus project enabled them to obtain new knowledge and Master new teaching skills and evaluation techniques which resulted in greater competitiveness of their universities and improved their status and standing. Many projects focused on use of ICT and involved purchase of equipment and software and implementation of courses in E-learning format. They contributed to the universities’ capacity building as well as to the establishment of a distance education culture in Ukraine. Such projects included: Elearning - The virtual law library and Law Consultancy Centre (2002); Accreditation and standardisation of distance education (2005); Adaptive Information and Communication Technologies for Education and Visually Impaired Students in Ukraine (2005); Practicum to Improve Ukrainian eLearning System (2006); ICT, media, libraries, e-learning (2008).

Since 1994 more than 120 Ukrainian universities have participated in Tempus.

On the whole, the Tempus programme facilitated the internationalization of Ukrainian universities, helped to establish long-term partnerships between them and their European counterparts and contributed to the initiation of new research projects or exchange programmes. On many occasions, Tempus projects helped to set up a dialogue between HEIs and the Ministry of Education and Science or its regional branches; between faculty and administration and between employers, teachers and students.

Not all Ukrainian universities have implemented the Bologna principles and transferred to a three-cycle education system. But those universities where changes have taken place and whose curricula fully meet the Bologna requirements link their progress and success to Tempus projects participation. Projects dealing with implementation of Bologna principles: ECTS-implementation at Ukrainian universities (2004); Workshops for the Introduction of Practical Approaches in Transforming Higher Education in Ukraine (2005); All-Ukrainian Network of ECTS regional consultants points (2005); Quality Assurance in Ukraine (2006); Accreditation and licensing in the Ukraine (2006); Training for the Implementation of the European Higher Education Area Third Cycle in Ukraine (2006); Development of strategy of UA students international mobility using the ECTS opportunities (2006); Training courses in Ukraine on Bologna process (2006).

A network of University ECTS Regional Consultation Centres was created thanks to Tempus project "All-Ukrainian Network of ECTS regional consultants points" (2005). Recognizing the important role of the centers, the mentioned experience has been studied by and disseminated to other Universities in Ukraine.

Tempus projects have helped to strengthen the cooperation between universities and enterprises, e.g. by establishing career development centres for students. Examples of such projects: University-Industry Centres: Model for Cooperation (2004); Establishing Mechanisms of cooperation and interaction between universities and employers (2006); Bridging the gap between University and Business (2004); Promoting Technology Transfer and Entrepreneurial Activities in Ukrainian Universities (2006); Career & Employability Centre: new service for graduates (2006); Establishment of mechanism of cooperation and interaction between universities and industry at the regional level as an element of development strategy of universities (2006).

Tempus project “Career and Employability Centre: New Service for Graduates” (2006) provided students with an opportunity to take part in study visits to European universities and training sessions focused on career support and job search techniques, thus enhancing their employability.

In the framework of the project Crisis Analysis and Decision-Making in Ukraine (2005), an EU-UA integrated Master course in crisis analysis and decision-making was developed and simultaneously introduced in four Ukrainian universities of various types. The course is based on advanced information technologies and existing European experience.
In the new Tempus IV (2007-2013) calls for proposals, Ukraine's national priorities have placed a strong emphasis on implementing the Bologna Principles.

Projects selected within four calls for proposals with participation of Ukrainian partners cover topics such as: the three-cycle system in social work education, a new Master curriculum for intellectual property law, curricular reform in space technology, engineering, automation/mechatronics, E-commerce, geographic information technology, tourism, railway transport, intellectual transport systems, education measurement, educational management, environmental management, industrial ecology, renewable energy and environmental technology, foodstuff expertise and quality control, medical education, social psychology, land governance etc.

The project Master "Interopérabilité / Sécurité / Certification" dans le domaine du Transport International Ferroviaire (2008) actively involved employers and created new solid Master programme on railway transport that incorporated latest development in the sphere of railway and helped to prepare specialists of international level.

The study "Knowledge triangle education-knowledge-innovation" undertaken within the project "Towards research and entrepreneurial university models" (2008), outlined the ways to effectively apply European experience in property rights protection. The project created departments of innovation in partner universities and contributed to reforms in the area of technology transfer.

While improving the image of Ukraine as a space power, the Tempus project "Curricula Reform in Space Technology" (2008) had extended the network of space ground stations from Brussels to Krasnoyarsk. It also established university labs of micro-satellites and regional coordination and technological bureaus that serve as a linkage between university and labour market in aerospace sphere.

The project "Quality Assurance tools for the Management of Internationalization" (2008) helped Ukrainian universities to reform the governance system by employing internationalization strategy.

Building upon developments in internationalization of higher education, another Tempus project "E-internationalization for Collaborative Learning" (2009) launched E-platform "International Clearing House" that enables knowledge sharing among professors from Ukraine and Europe, gives an opportunity to create joint international courses and enhance skills in international teambuilding.

In order to effectively market scientific inventions of universities, the project "Innovation cross-universities network for development of partnership with enterprises" (2009) trained representatives of partner universities to turn scientific products into business models.

Besides the ones mentioned, 38 projects of Tempus IV pursued with participation of Ukrainian higher education institutions, have generated variety of sustainable outcomes that led to creation of education centre network on modern technologies of local government, establishment of a West-East teacher education network, implementation of research and entrepreneurial university models in higher education, development of quality assurance system and others.

2. Erasmus Mundus

The Erasmus Mundus programme's objective is to promote European higher education, to help improve and enhance the career prospects of students and to promote intercultural understanding through cooperation with third countries, in accordance with EU external policy objectives in order to contribute to the sustainable development of third countries in the field of higher education. It does this through three Actions:

**Action 1 – Erasmus Mundus Joint Programmes (Master Courses and Joint Doctorates) - with scholarships**

Erasmus Mundus Joint Programmes are operated by consortia of higher education institutions (HEIs) from the EU and (since 2009) elsewhere in the world. They provide an integrated course and joint or multiple diplomas following study or research at two or more HEIs. Master Courses and Joint Doctorates are selected each year following a Call for Proposals. There are currently 131 Masters and 34 Doctorates offering offer EU-funded scholarships or fellowships to students and scholars.
Action 2 – Erasmus Mundus Partnerships (former External Cooperation Window) – with scholarships
Under Action 2, Erasmus Mundus Partnerships bring together HEIs from Europe on the one hand and those from a particular region, or geographical “lot” on the other. Together the partnerships manage mobility flows between the two regions for a range of academic levels – Bachelor, Master, Doctorate, post-Doctorate and for academic staff.

More information:

Number of students/staff participating in the programme

Erasmus Mundus – Joint degrees (Action 1)

<table>
<thead>
<tr>
<th></th>
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<tr>
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<td>24</td>
<td>34</td>
<td>29</td>
<td>30</td>
<td>28</td>
<td>52</td>
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<tr>
<td>Scholars</td>
<td>1</td>
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<td>5</td>
<td>2</td>
<td>9</td>
<td>8</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Fellows</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>

Nations of the country participated in the programme for the first time in 2004-2005 (students and scholars).

Erasmus Mundus– Partnerships (External Cooperation Window, Action 2)

<table>
<thead>
<tr>
<th>Year</th>
<th>Undergraduate</th>
<th>Master</th>
<th>Doctorate</th>
<th>Post-Doctorate</th>
<th>Staff</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>40</td>
<td>26</td>
<td>28</td>
<td>11</td>
<td>17</td>
<td>122</td>
</tr>
<tr>
<td>2008</td>
<td>47</td>
<td>29</td>
<td>28</td>
<td>11</td>
<td>10</td>
<td>125</td>
</tr>
<tr>
<td>2009</td>
<td>31</td>
<td>29</td>
<td>25</td>
<td>3</td>
<td>11</td>
<td>99</td>
</tr>
<tr>
<td>2010*</td>
<td>35</td>
<td>30</td>
<td>22</td>
<td>6</td>
<td>7</td>
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<tr>
<td>2011*</td>
<td>122</td>
<td>85</td>
<td>52</td>
<td>24</td>
<td>39</td>
<td>322</td>
</tr>
<tr>
<td>Total</td>
<td>153</td>
<td>114</td>
<td>103</td>
<td>31</td>
<td>45</td>
<td>446</td>
</tr>
</tbody>
</table>

Institutions participating in the programme up to and including 2011

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Action 1 Joint Programmes</th>
<th>Action 2 Partnerships</th>
<th>Action 3 Attractiveness projects</th>
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<tbody>
<tr>
<td>Dnipropetrovsk National University</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Donetsk National Technical University (DNTU)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dragomanov National Pedagogical University</td>
<td>X</td>
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<tr>
<td>International Education Advising Center</td>
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<td></td>
<td>X</td>
</tr>
<tr>
<td>Ivan Franko Lviv State University</td>
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<tr>
<td>Krok University Higher Education Institution</td>
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<td>Lviv Polytechnic National University</td>
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<tr>
<td>National Academy of Municipal Economy Kharkiv</td>
<td>X</td>
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IV. Bibliographical references and websites

- IAU, World Higher Education Database (WHED).
- Cabinet of Ministers of Ukraine: http://www.kmu.gov.ua
- President of Ukraine: http://www.president.gov.ua
- Verkhiova Rada (Parliament) of Ukraine: www.rada.gov.ua
- European Education Portal: http://www.eu-edu.org/
- Education in Ukraine (information resource): http://www.osvita.org.ua
This document reflects the views of the Tempus Office and the Authorities of the country concerned. The European Commission cannot be held responsible for any use which may be made of the information contained therein.

For further information:

- **Education, Audiovisual and Culture Executive Agency (EACEA)**  
  **Unit P10 - Tempus and Bilateral Cooperation with Industrialised Countries**  
  **Postal address:** Tempus Programme  
  Avenue du Bourget 1 (BOUR 02/017) B-1140 Brussels, Belgium  
  **Contact:** EACEA-Tempus-Info@ec.europa.eu  

- **National Tempus Office Ukraine**  
  **Postal address:** ILID – Institute for Leadership, Innovations and Development 9 Bastionna St. 01014 Kiev, Ukraine  
  **Contact:** tempus@ilid.org.ua  
  **Website:** [www.tempus.org.ua](http://www.tempus.org.ua)

Last update: July 2012

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18 Svitlana Shytikova (NTO Ukraine)
Overview of the Bologna Process

History of the Bologna Process

The Bologna Process is the product of a series of meetings of Ministers responsible for higher education at which policy decisions have been taken with the goal to establish a European Higher Education Area by 2010. The process also includes the European Commission as a full member. The Council of Europe and UNESCO – CEPES, along with a range of stakeholder organisations are also involved as consultative members. There is thus full and active partnership with higher education institutions, represented by the European University Association (EUA) and the European Association of Institutions in Higher Education (EURASHE), students, represented by the European Students' Union (ESU), academics represented by Education International (EI) as well as the European Association for Quality Assurance in Higher Education (ENQA) and Business Europe representing employer organisations.

Since 1998, nine ministerial conferences devoted to mapping out the Bologna Process have been held in different European cities, namely Paris (at the Sorbonne University), Bologna, Prague, Berlin, Bergen, London, Leuven/Louvain-la-Neuve, Budapest/Vienna and Bucharest.

Sorbonne Declaration (1998)

The basic precepts of the Bologna Process date back to the Sorbonne Joint Declaration on Harmonisation of the Architecture of the European Higher Education System, signed on 25 May 1998 by the education Ministers of four countries: France, Germany, Italy and United Kingdom.

The Sorbonne Declaration focused on:

- Improving the international transparency of programmes and the recognition of qualifications by means of **gradual convergence towards a common framework of qualifications and cycles of study**;
- Facilitating the **mobility of students and teachers** in the European area and their integration into the European labour market;
- Designing a **common degree level system** for undergraduates (Bachelor degree) and graduates (Master and Doctoral degrees).

Bologna Declaration (1999)

The Bologna Declaration on the European Higher Education Area, largely inspired by the Sorbonne Declaration, was signed in June 1999 by Ministers responsible for higher education in 29 European countries. This Declaration became the primary document used by the signatory countries to establish the general framework for the modernisation and reform of European higher education. The process of reform came to be called the Bologna Process.

In 1999, the signatory countries included the then 15 EU Member States, three EFTA countries (Iceland, Norway and Switzerland) and 11 EU candidate countries (Bulgaria, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Romania, Slovakia and Slovenia). International institutions such as the European Commission, the Council of Europe and associations of universities, rectors and European students also participated in drafting the Declaration.
The Bologna Declaration also formulates the objective of increasing the international competitiveness of the European system of higher education and stresses the need to ensure that this system attracts significant attention from around the world.

In the Bologna Declaration, Ministers affirmed their intention to:

- Adopt a system of **easily readable and comparable degrees**;
- Implement a system based essentially on **two main cycles**;
- Establish a **system of credits** (such as ECTS);
- Support the **mobility of students, teachers, researchers and administrative staff**;
- Promote **European cooperation in quality assurance**;
- Promote the **European dimensions in higher education** (in terms of curricular development and inter-institutional cooperation).

**Prague Communiqué (2001)**

In May 2001, the meeting in Prague was convened to assess the progress accomplished to date (particularly as indicated in the respective national reports) and identify the main priorities that should drive the Bologna Process in the years ahead. 33 countries participated, with Croatia, Cyprus and Turkey accepted as new members. Liechtenstein was also included, having committed to the Process between the Bologna and Prague conferences, and the European Commission also became a member.

The education Ministers also decided to establish a Bologna Follow-up Group (BFUG) responsible for the continuing development of the Process. The BFUG is composed of representatives of all signatory countries and the European Commission and is chaired by the rotating EU Presidency. The Council of Europe, the European University Association (EUA), the European Association of Institutions in Higher Education (EURASHE) and the National Unions of Students in Europe (ESIB), later renamed the European Students Union (ESU), take part as consultative members in the work of the BFUG.

The Prague Communiqué emphasised three elements of the Bologna Process:

- Development of **lifelong learning**;
- Involvement of **higher education institutions and students**;
- Promotion of the **attractiveness of the European Higher Education Area**.

Held in September 2003, the Berlin Conference was an important stage in the follow up to the Bologna Process. With the inclusion of seven new signatory countries (Albania, Andorra, Bosnia and Herzegovina, the former Yugoslav Republic of Macedonia, Holy See, Russia, Serbia and Montenegro), 40 countries were then involved.

In the Berlin Communiqué, Ministers charged the BFUG with preparing detailed reports on the progress and implementation of the intermediate priorities and organising a stocktaking process before the following ministerial conference in 2005. The Unesco European Centre for Higher Education (Unesco-CEPES) joined the work of the BFUG as a consultative member.

With the Berlin Communiqué, the Bologna Process gained additional momentum by setting certain priorities for the next two years:

- Development of quality assurance at institutional, national and European levels;
- Implementation of the two-cycle system;
- Recognition of degrees and periods of studies, including the provision of the Diploma Supplement automatically and free of charge for all graduates as of 2005;
- Elaboration of an overarching framework of qualifications for the European Higher Education Area;
- Inclusion of the doctoral level as the third cycle in the Process;
- Promotion of closer links between the European Higher Education Area and the European Research Area.

Bergen Communiqué (2005)

By May 2005, the Bologna Process extended to 45 signatory countries with the inclusion of Armenia, Azerbaijan, Georgia, Moldova and Ukraine. The Ministers responsible for higher education met in Bergen to discuss the mid-term achievements of the Bologna Process. The commissioned Stocktaking Report was submitted by the BFUG for the occasion. The Bergen Conference also marked the adoption of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), and the Framework of Qualifications for the European Higher Education Area (FQ-EHEA).

The European Association for Quality Assurance in Higher Education (ENQA), the Education International Pan-European Structure and the Union of Industrial and Employers’ Confederations of Europe (UNICE, later to become Business Europe) joined the BFUG as consultative members.

In the Bergen Communiqué, Ministers enlarged their priorities for 2007, which now also include:

- Reinforcing the social dimension and removing obstacles to mobility;
- Implementing the standards and guidelines for quality assurance as proposed in the ENQA report;
- Developing national frameworks of qualifications in compatibility with the adopted Framework of Qualifications for the European Higher Education Area;
- Creating opportunities for flexible learning paths in higher education, including procedures for recognition of prior learning.
London Communiqué (2007)

The London ministerial meeting, held on 17 and 18 May 2007, provided a landmark in establishing the first legal body to be created through the Bologna Process – the European Quality Assurance Register (EQAR). This is to become a register of quality assurance agencies that comply substantially with the standards and guidelines for quality assurance in the European Higher Education Area on the basis of external evaluation.

London also saw developments in two key areas – the social dimension, where Ministers agreed to develop national strategy and action plans, and the global dimension, where Ministers agreed on a strategy to develop the global dimension of European higher education.

The country membership expanded to 46 with the recognition of the Republic of Montenegro as an independent State in the European Higher Education Area.

In the London Communiqué, Ministers:
- Welcomed the creation of the European Quality Assurance Register (EQAR);
- Committed to completing national frameworks of qualifications in compatibility with the adopted Framework of Qualifications for the European Higher Education Area by 2010;
- Promised to report on national action to remove obstacles to the mobility of students and staff;
- Pledged to implement and report on national strategies for the social dimension, including action plans and measures to evaluate their effectiveness;
- Adopted a strategy for the European Higher Education Area in global setting.

Leuven/Louvain-la-Neuve Communiqué (2009)

The Leuven/Louvain-la-Neuve ministerial meeting, held on 28 and 29 April 2009, took stock of the achievements of the Bologna Process and laid out the priorities for the European Higher Education Area for the next decade.

Looking back to ten years of European higher education reform, Ministers emphasised the achievements of the Bologna Process, highlighting in particular the increased compatibility and comparability of European education systems through the implementation of structural changes and the use of ECTS and the Diploma Supplement. Acknowledging that the European Higher Education Area is not yet a reality, the Leuven/Louvain-la-Neuve communiqué also established the priorities for the decade until 2020.

The organisational structures of the Bologna Process were endorsed as being fit for purpose, and Ministers decided that in the future the Bologna Process would be co-chaired by the country holding the EU presidency and a non-EU country.

In the Leuven/Louvain-la-Neuve Communiqué, Ministers agreed that:
- Each country should set measurable targets for widening overall participation and increasing the participation of under-represented social groups in higher education by the end of the next decade.
- By 2020 at least 20% of those graduating in the EHEA should have had a study or training period abroad.
- Lifelong learning and employability are important missions of higher education.
- Student-centred learning should be the goal of ongoing curriculum reform.
Budapest/Vienna Communiqué (2010)

The Budapest/Vienna ministerial meeting held on 11 and 12 March 2010 launched officially the internationally competitive and attractive European Higher Education Area as envisaged in the Bologna Declaration of 1999, based on trust, cooperation and respect for diversity.

The Ministers committed to the full implementation of the agreed objectives and the agenda for the next decade set by in Leuven/Louvain-la-Neuve. They acknowledged that the Bologna action lines are implemented to varying degrees and that Bologna aims and reforms have not always been properly implemented and explained. Ministers emphasised the need to listen to the critical voices raised among staff and students and to work on improving and better communicating about the process.

In particular, Ministers fully support staff and student participation at decision-making structures (EU, national, institutional) and student-centred learning. Ministers recommitted to academic freedom as well as autonomy and accountability of higher education institutions.

They also reaffirmed that higher education is a public responsibility, and despite difficult economic times, are committed to ensure that higher education institutions have the necessary resources and can provide equal opportunities to quality education, paying particular attention to underrepresented groups.

The country membership expanded to 47 with the recognition of Kazakhstan as a new participating country.

In the Budapest/Vienna Communiqué, Ministers agreed:

- To ask the Bologna Follow-up Group to propose measures to facilitate the implementation of Bologna action lines, among others by developing additional working methods, such as peer learning, study visits and other information sharing activities.
- To intensify policy dialogue and cooperation with partners across the world.

Bucharest Communiqué (2012)

The Bucharest ministerial meeting was held on 26th and 27th April, 2012. It set out of the achievements of the Bologna process and agreed on further priorities of the European Higher Education Area for 2012-2015.

Ministers underlined how the Bologna reforms have helped to change higher education in Europe: higher education structures in Europe are now more compatible and comparable; quality assurance systems contribute to building trust; higher education qualifications are more recognisable across countries and students are more mobile and can benefit from different educational opportunities.

Nevertheless, as the report on the implementation of the Bologna Process shows, further efforts to consolidate this progress are deemed necessary. The Bologna countries underlined the need for more coherence, particularly in completing the transition to the three cycle system, the use of ECTS, the issuing of Diploma Supplements, the enhancement of quality assurance and the implementation of qualifications frameworks. The importance of international openness through joint programmes and degrees was also stressed as a key factor in making progress on higher education reforms.
Alongside the Communiqué, a new mobility strategy was adopted, defining in particular actions to enhance learning mobility, **enforcing** the 20 per cent mobility target set out in the Leuven/Louvain-la-Neuve Communiqué.

The Bucharest Communiqué focuses on:

- **Providing quality higher education for all** through **widening its access**, developing the **social dimension of higher education** by stepping up the efforts towards underrepresented groups, reiterating the commitment to promote **student-centred** learning in higher education. It acknowledges the importance of **quality assurance**, and the ministers confirm their commitment to maintaining public responsibility for higher education and acknowledge the need to open a dialogue on **funding and governance** of higher education.

- **Enhancing employability to serve Europe’s needs** by improving cooperation between employers, students and higher education institutions, as well as by underpinning the importance of the **link between research, teaching and learning** at all levels bridging the EHEA and the European Research Area (ERA). Furthermore, the ministers encourage the meaningful implementation of learning outcomes and specifically call on higher education institutions to further link study credits with both **learning outcomes** and student workload. The further development and implementation of qualifications frameworks is encouraged.

- **Strengthening mobility for better learning** by for instance reinforcing the portability of national grants and loans. The ministers also state the importance of removing obstacles hindering effective and proper **recognition** and are willing to work together towards the automatic recognition of comparable academic degrees, building on the tools of the Bologna framework, as a long-term goal of the EHEA. Reviewing national legislation to comply with the Lisbon Recognition Convention is a step in this direction.

- **Improvement of data collection and transparency to underpin political goals** by asking for more targeted data collection on higher education, encouraging a system of voluntary peer learning and reviewing of the implementation of the Bologna reforms, as well as by striving to make the education systems more transparent and hence, understandable to the public, in particular to students and employers.

**Beyond Europe, the Bologna Policy Forum**

In 2007, Ministers and European Union representatives decided to develop a strategy specific for the external dimension of the Bologna Process. Two years later, in 2009, the first Bologna Policy Forum was held to encourage closer cooperation with countries outside the process. This meeting immediately followed the ministerial meeting on 29 April 2009 and was attended by higher education Ministers or their representatives from 15 countries around the world, including the US, Canada, Mexico, Brazil, Australia, China and several Tempus countries (Egypt, Israel, Kazakhstan, Kyrgyzstan, Morocco and Tunisia).

The first Bologna Policy Forum, held in Louvain-la-Neuve on 29 April 2009, provided the opportunity to discuss how worldwide cooperation in higher education can be enhanced through the Bologna Process. The final Declaration highlighted the consensus that a more permanent and structured dialogue between "Bologna" and third countries would be of mutual interest. It stated that the recognition of studies and qualifications as well as the issue of quality assurance are key elements for promoting mobility that go much beyond the Bologna signatory countries. It also concluded that the Bologna Policy Forum should become a regular, institutionalised event.
The second Bologna Policy Forum took place in Vienna on 12 March 2010, right after the Bologna Ministerial Anniversary Conference. Debates focused on how higher education systems and institutions respond to growing demands, but also on mobility, including the challenges and opportunities of “brain circulation” and the balance between cooperation and competition in international higher education.

It was decided that each country will nominate a contact person who will function as liaison point for a better flow of information and joint activities, including the preparation of the next Bologna Policy Forum at ministerial level.

The third edition of the Bologna Policy Forum was held in Romania on 27 April 2012 coinciding with the Bucharest Ministerial Conference. The Ministers agreed on increasing the cooperation and policy dialogue among their countries.

The discussions focused on creating and connecting national, regional and global higher education areas. They also underlined the need to provide appropriate investment and public funding to sustain equitable higher education and the need to continue working towards reducing obstacles to mobility. The importance of quality assurance was also stated. They further underlined their willingness to enhance graduate employability by reforming higher education.

The Policy Forum will continue to promote dialogue and cooperation among higher education institutions, staff and students and other relevant stakeholders across the world. In this context, the need to foster global student dialogue is acknowledged.

Cooperation based on partnership between governments, higher education institutions, staff, students and other stakeholders is at the core of the European Higher Education Area. This partnership approach should also be reflected in the organisation of the next Bologna Policy Forum at ministerial level in Armenia in 2015.
"A TEMPUS STUDY"

"A Tempus Study" is a series of studies providing an in-depth overview about the management, achievements and impact of the Tempus programme:


These documents are available on the Tempus website:

http://eacea.ec.europa.eu/tempus
THIS DOCUMENT HAS BEEN PREPARED BY:

Philippe Ruffio
Antonella Giorgio
Juliane Gierach
Albert Sesé Ballart

EDUCATION, AUDIOVISUAL AND CULTURE EXECUTIVE AGENCY

UNIT P10 - Tempus and Bilateral Cooperation with Industrialised Countries
Avenue du Bourget, 1
B-1140 Brussels

(http://eacea.ec.europa.eu/tempus)

IN CLOSE COLLABORATION WITH THE FOLLOWING NATIONAL TEMPUS OFFICERS:

Armenia: Lana Karlova
Azerbaijan: Parviz Bagirov
Belarus: Nikolai Listopad
Georgia: Lika Glonti
Moldova: Valentin Arion
Russia: Olga Oleynikova
Ukraine: Svitlana Shytikova

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Overview of the Higher Education Systems in the Tempus Partner Countries: Eastern Europe

137
Education, Audiovisual & Culture Executive Agency
Tempus & Bilateral Cooperation with Industrialised Countries

Write to us:
Tempus Programme
Avenue du Bourget, 1 (BOUR 02/017)
1140 Brussels
Belgium

Visit us:
Rue Colonel Bourg, 135-139
1140 Brussels
Belgium

Phone: +(32 2) 299 6867
Fax: +(32 2) 299 4530

Website:
http://eacea.ec.europa.eu/tempus

General questions about the programme:
EACEA-Tempus-Info@ec.europa.eu

Questions about a specific Call for Proposals:
EACEA-Tempus-Calls@ec.europa.eu