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Overview of the Higher Education Systems in the Tempus Partner Countries

Western Balkans

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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.

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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

² 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.

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 East³.

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 'intercultural' 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).

³ 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.

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.

Additional information on the Tempus programme: <http://eacea.ec.europa.eu/tempus>

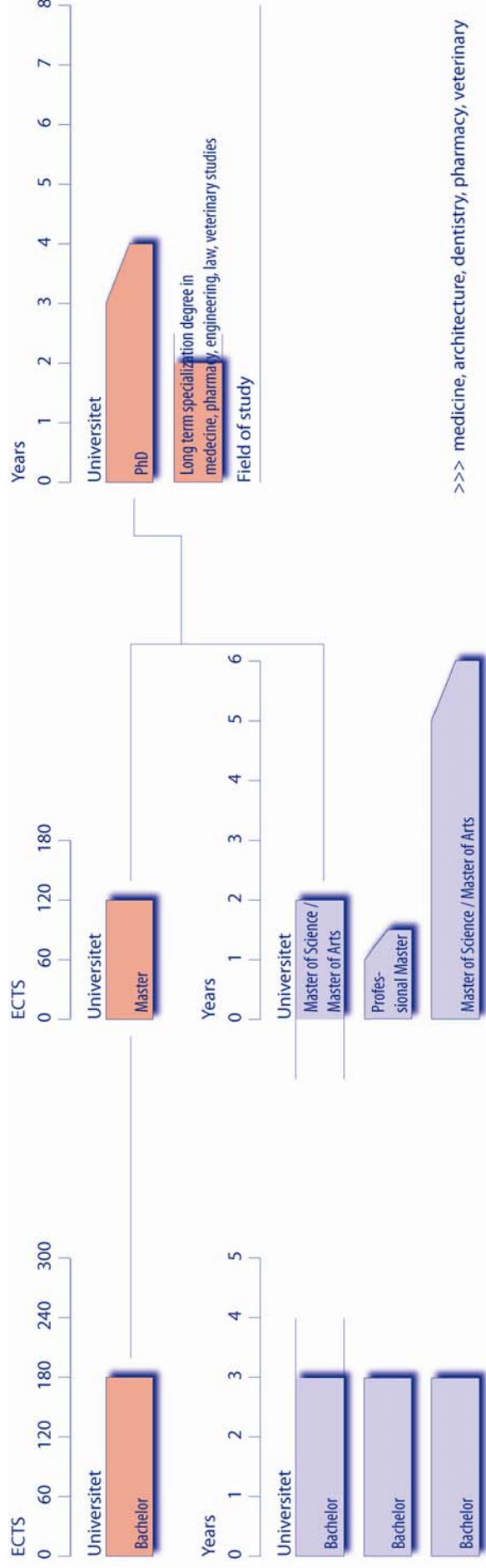


HIGHER EDUCATION IN ALBANIA



- I. Overall description**
- II. Current challenges and needs**
 - Trends and challenges
 - The Bologna Process
- III. Participation in EU programmes**
 - Tempus
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The higher education system in Albania



ECTS		ECTS	
Most common length of a Bologna cycle	Credits according to the European Credit Transfer and Accumulation System	ALL programmes have admission requirements	regulated at national level
Other length of a Bologna cycle		SOME	decided at institutional level
Programme outside the typical Bologna model			
Professional programme			

I. Overall description

1. Major characteristics of tertiary education in the country

Legislation covering the field of tertiary education

According to the Constitution, the Government and Parliamentary Bodies determine educational policy for tertiary education. They formulate and pass laws and other regulations and execute other activities in the field of tertiary education envisaged by law. The Ministry of Education and Science and local or municipal authorities ensure that citizens' requirements in the field of education are met.

The State Administration's activities in tertiary education at national level are executed by the Ministry of Education and Science.

The competences of the Ministry of Education and Science include the following:

- Implementation of laws and other regulations approved by the Parliament and the Government;
- Decisions on legal matters,
- Management and professional supervision,
- Passing of statutes, and other provisions.

Along with the Ministry of Education and Science, the Government executes the tasks of the State Administration. They decide on the establishment of post-secondary schools and universities and other higher education institutions, make the budget for higher education and orchestrate development issues in the field of education.

The Law on Higher Education No 9741, of 21 May 2007 and its amendments regulate the activities of universities and faculties, the establishment and work of the governing bodies and methods of recruiting teaching staff, etc. The role of the university, its scope of work and basic work conditions and objectives are regulated by laws, while the overall organisation and activities are more closely defined by their statute.

The main principles of the Law are:

- harmonisation with the European higher education system and promotion of academic mobility of teaching staff and students,

- assurance of quality and efficiency of studies,

- participation of students in governance and decision-making, in particular in matters relating to teaching quality assurance,

- harmonisation of teaching and scientific research and/or artistic work.

The Ministry of Education and Science issues regulations on the structure of institutional governance. It requires higher education institutions to develop a strategic plan and approves it. A strategic plan must be submitted every five years. The Ministry requires an annual report from the higher education institutions.

Types of tertiary education programmes and qualifications

The Law on Higher Education was amended by a new law no. 10 307, dated 22.07.2010, which regulates the types of tertiary education programmes and qualifications. The forms of study in HEIs are: full-time studies, part-time studies and distance learning.

The following study cycles are included in the Albanian system:

- a) Bachelor study programmes of the first cycle (*Bachelor*),
- b) Master of Science/Arts study programmes of the second cycle,
- c) Professional Master programmes (*Master profesional*),
- d) Integrated study programmes of the second cycle,
- e) Doctorate study programmes and long term specializations.

For these study programmes the following degrees are given:

- Bachelor degree (*Bachelor*): 3 years, 180 ECTS,
- Master of Science degree: 2 years, 120 ECTS
- Master of Arts degree: 2 years, 120 ECTS,
- Professional Master degree: 1,5 years, 60-90 ECTS,

- Master of Science or Master of Arts degree in integrated study programmes of the second cycle: 5 or 6 years, 300 - 360 ECTS (mainly in medicine, dentistry, pharmacy, veterinary studies and architecture). Before the award of the Master degree, the students must pass an internationally recognised English test,
- Ph.D degree: Ph.D doctoral studies are based on scientific research and independent activities, including 60 ECTS of organised theoretical studies with duration of at least 3 academic years. Before the award of the Ph.D degree, the students must pass an internationally recognised English test,
- Long term specialization degree. Long term specialization studies are part of the third cycle. They are programmes of professional qualification that offer advanced studies in fields such as medicine, dentistry, pharmacy, engineering, law, veterinary studies, etc. They consist of at least 120 ECTS and have duration of a minimum of 2 years. An internationally recognized English test is required for the award of a long term specialization degree.

Higher education institutions also offer two-year programmes of non-university professional studies consisting of at least 120 ECTS and with duration of minimum 2 years. At the end, the students receive a professional diploma and the credits can be transferred into other first cycle university programmes.

Types of tertiary education institutions

Higher education is offered by 13 public universities, the most recent ones being the University of Durrës (*Universiteti "Aleksandër Moisiu" i Durrësit*), which was opened in September 2006, the University of Sports in Tirana (*Universiteti i Sporteve i Tiranës*) formerly the Academy of Physical Training and Sports, from 2010, and the University of Arts formerly Academy of Fine Arts (*Akademia e Arteve*) from 2011. In addition there are 46 private universities and faculties operating in Albania. All universities have several faculties. The so called "non-university schools" offer higher education programmes of two years.

In the academic year 2010/2011, a total of 86 345 full-time students (excluding Ph.D students) and 19 084 part-time and distance learning students were enrolled in public higher education institutions and 26 784 students in private institutions, with a full-time

teaching staff of 4 053 persons and part-time teaching staff of 5 727.

Number of Universities (in academic year 2010/2011)	
59	
Public	Private
13	46

Number of students (in academic year 2010/2011)
132 218

2. Distribution of responsibilities

Governing bodies in higher education are:

The Ministry of Education and Science (MoES), is responsible for preparing strategies and policies for the development of higher education with specific goals, which are achievable, measurable and strategic for the further improvement of curricula and their quality, based on the legislation and standards in line with the Bologna Process. It is responsible for the promotion of different scientific research programs under the umbrella of the EU, as well as for maintaining continuous links with the basic units that cover these programs at universities.

The Council of Higher Education and Science, an advising council for the Minister of Education, is in charge of ensuring educational policies of higher education, as well as the development and promotion of quality higher education.

The Conference of Rectors takes care of the coordination of work, formulation of common policies, realisation of shared interests and carrying out of tasks defined by the law.

An important element of the new Law is the inclusion of student representatives in the work of the decision-making bodies and the officialising of the creation of student parliaments.

3. Governing bodies of the higher education institutions

The higher education institutions have managing and professional bodies. The university rector manages the university, while the top managing body of the university is the University Senate, consisting of the representatives of associated members' and founders' representatives.

Usually the universities have a separate "decision making body", a Council, but the students are not represented there. External stakeholders (e.g. representatives of employers, trade unions, local/regional authorities, other educational institutions, distinguished members of the public) are usually represented there, but they do not constitute 50% or more of the membership. In addition to the two bodies referred to above, the universities do not usually have other advisory/supervisory bodies.

Rectors / Presidents / Heads of Universities are not appointed by the Government. There is an election procedure at the level of the higher education institution, which is open also for external candidates. There are no nominations from the Ministry of Education and Science or any other institutions concerned, but the result of the election needs to be approved by the President of the Republic. All Rectors have a written job description and the format of this job description is agreed by the Ministry of Education and Science. The Rectors have a fixed term of office, the duration is four years and the term of office can be renewed. There is a limit of two mandates to the term of office.

The Deans are not appointed. They are elected too and can be re-elected. There is a fixed term of office for them. The same goes for the Heads of Department.

Students play an important role in the higher education institutions. The Student Council of the university promotes the student participation and election of the student representatives in the ruling structures of higher education institutions, in the teaching and services structures. The Council gives opinions about general issues regarding the institutions, about study programmes, curricula, regulations, the right to study, quality of services and about different cultural, artistic, sports activities, etc.

4. Financing

State-funded higher education institutions are autonomous. Autonomy might be described as freedom for higher education institutions to run their own affairs, in particular in relation to staff, students, curricula (teaching and examining), governance, finance and administration. Their budget is funded by the state budget and by incomes gathered from students' fees and third missions for the society. The developing of third mission activities is fully based on the "National Strategy for Higher Education 2008-2013" which defines (article 58), "measures to enable and encourage HEIs in making use of all legal opportunities for generation of revenues". Third mission activities are services that the

universities offer to businesses or societies, in order to obtain additional financial resources. Moreover, through third mission services, the universities get tuned into the social and economic development of the country and better serve the community. The following issues are relevant in the allocation of funding to higher education institutions:

- Negotiation on the basis of an estimate from the institution;
- Fixed on the basis of past costs;
- Formula funding;
- Performance contract, Funding for research projects on a competitive basis.

Performance indicators play a role in funding allocations.

The following accountability measures apply and they are mandatory:

- External financial audit;
- Internal financial audit;
- Fulfilment of institutional strategic plans;
- And achievement of performance indicators.

Institutions are able to carry forward unused funding from one year to the next.

Institutions are free to make investments. Higher education institutions charge tuition fees, which are fixed by the government. Universities are not restricted as to how they can use the tuition fees. Tuition fees constitute a significant (15% or more) element of the funding of higher education institutions. Universities are also encouraged to seek private funding. The university is required to report on the amount and use of this private funding.

Research is financed within the formula of general financing. Meanwhile, the newly established Agency for Research and Technology may receive additional funding through applying in projects according to the national field of priorities.

5. Students' contributions and financial support

Annual Bachelor student fees are between EUR 115- 230 for the public universities in Tirana and EUR 580 for students in the branch of film-making at the University of Arts. For the students of regional universities outside Tirana, the fees are between EUR 90-125 per

year. For professional Master students the annual fees are between EUR 460-540, for Master of Sciences students the fees are EUR 1.150 and for Doctoral students EUR 1.540. For students with financial difficulties the universities provide scholarships of between EUR 30-70 per month, on the basis of a proof of the financial situation of their family. There is no other financial assistance to parents.

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

All public or private higher education institutions and their education programs are subject to initial accreditation prior to issuance of diplomas. Institutions of higher education which have been granted the first accreditation are entitled to issue diplomas recognized in the Republic of Albania.

The Public Agency for Accreditation of Higher Education (PAAHE), is an independent body, responsible for the process of external evaluation of programs and public and private institutions of higher education in Albania prior to their opening / licensing, as well as during their existence.

The Accreditation Council is a collegial body, which, relying on the evaluation of quality carried out by the APPAL, recommends the accreditation of the education programs in public or private higher education institutions. It functions independently.

The quality assurance and accreditation is based on the national standards of quality. The standards are defined in the regulations issued by the Ministry of Education and Science. The proposal for national standards of quality is made by the Council of Higher Education and Science, in cooperation with the Public Agency for Accreditation of Higher Education, based on the Quality Assurance principles defined within the area of higher education in the EU. Institutions of higher education, which need to undergo the external evaluation process for their first accreditation, apply for the start of this process to the Public Accreditation Agency for Higher Education and to the Accreditation Council, at least one year before the start of studies. A private HEI can start its activity only after being granted the licence. The licensing of a private higher education institution takes place after meeting the state criteria and the requirements as defined by the Council of Ministers, on the proposals from the Ministry of Education and Science.

Accreditation is public recognition that an Albanian HEI or programme meets the standards of quality set forth by the

accrediting agency. In achieving recognition by the accrediting agency, the HEI / programme commits to a process of self-assessment and external peer review, not just to meet standards but to continuously seek ways in which to enhance the quality of education and training provided.

The purpose of the accreditation system of Albanian higher education institutions is to:

1. Use standards of evaluation to ensure quality education;
2. Encourage institutions to improve the quality of education;
3. Ensure the accountability of educational institutions;
4. Ensure public confidence in educational institutions.

Institutions of higher education are responsible for the internal quality assurance. They establish the responsible unit for the quality assurance, with a student representative and an external expert as members. They periodically evaluate their education, research, artistic activities and performance and efficiency, as well as the administrative and financial activity of the institution. The quality assurance unit has operational autonomy and access to all data about the institution.

7. Admission

The admission of students to a first cycle study programme and second cycle integrated study programme is based on one of the following criteria: the students must have finished successfully the state Matura or must have received a similar qualification for study abroad equivalent to Matura or a degree from a higher education institution. Through State Matura, Albania has established a so-called Merit and Preference system.

For admission to a second cycle study programme: the students must have a first cycle degree or another equivalent degree for study abroad.

For admission to a Doctoral study programme: students must have a second cycle degree or a second cycle integrated degree or another equivalent degree for study abroad. For admission to a study programme of long-term specialization: students must have a second cycle degree, an integrated degree or another equivalent degree for study abroad.

Admission of students to a non-university professional study programme: students must have finished successfully the state Matura,

have another qualification for study abroad equivalent to Matura and comply with the requirements of academic standards for admission to a higher education institution.

Recognition of study titles from abroad is performed in the ENIC unit in the Ministry of Education and Science for professional purposes. The recognition for academic purposes, in order to study in different second or third study cycles, is completed by the higher education institutions in accordance with legislation and international agreements.

8. Organisation of the academic year

Full-time study programmes:

Each academic year is organised in two semesters. Each semester usually lasts 15 weeks. The first semester starts in October and the second semester in March. In between there are winter exams, national and religious holidays and spring and autumn exams.

Each study programme comprises of the following years of study (each year consists of 60 ECTS):

- The first cycle of studies lasts three years;
- The second cycle of studies usually lasts 1-2 years (after the first cycle) ;
- Integrated studies of the second cycle last a minimum of five years;
- Integrated studies of the second cycle last a minimum of five years;
- Doctorate studies last three years or more, after the second cycle or integrated studies of second cycle;
- Long-term specialisation studies last two years or more, after the second cycle or integrated studies of second cycle;
- Non-university studies/ professional studies last two years.

For different continuing education studies, the higher education institution decides on the duration.

For part-time studies and distance education, the Ministry of Education and Science decides on the duration in accordance with the regulations.

9. Curriculum content

Curriculum content is formulated by the department of the institution and its specialists.

The person responsible for the subject/module defines the number of hours to be devoted to lectures, seminars, exercises, laboratory work, on the basis of the number of ECTS.

Each curriculum is based on state national standards, which have defined objectives, determined by the set of knowledge and competences a student must have by the end of a study programme. The general objectives for knowledge and competences are the same for similar study programmes offered by different higher education institutions. Specific objectives are defined by the institutions themselves.

There are optional topics chosen by students and activities organized by some departments around interdisciplinary subjects (knowledge on law, economics, foreign languages, IT, telematic).

According to the regulations for a study programme, the following should be defined:

- a) a teaching programme, divided into modules and other activities;
- b) specific objectives of each programme or activity;
- c) curricula;
- d) how the assessment and exams are organised;
- e) credits per curriculum;
- f) modalities for student mobility and student transfer.

10. Assessment, progression, certification and degree

All topics are organised into modules. Exams for the first and second cycle of studies are organised at the end of each semester. There are oral and written exams.

- To obtain a Bachelor degree, the student must accumulate 180 credits.
- To obtain a Master of Science or Master of Arts degree, the student must accumulate 120 credits.
- To obtain a Professional Master degree, the student must accumulate 60-90 credits.

- To obtain a second level integrated degree (Master of Science or Master of Arts), the student must accumulate 300 credits.
- To obtain a degree for non-university studies, the student must accumulate at least 120 credits.
- To obtain a certificate for continuing studies, the student must accumulate the necessary credits the institution requires.

11. Academic staff

University Rectors are elected and legally constituted by the President of the Republic. There is an election procedure for rectors, deans and heads of departments. The rector must have a Professor or Associate Professor title. The Dean must have at least a Ph.D, as must a Head of Department. A lecturer must have a Doctorate or a Master of Science/Arts degree.

Members of academic staff are not classed as civil servants. There are national criteria for the selection and recruitment of academic staff. The recruitment is made on the basis of a competitive examination.

Academic staff activities are: teaching activities, research and development activities and other activities supporting the mission of the institution.

Teaching hours per academic year for the academic staff are as follows:

- a) Professor:
 - with academic title 'Professor', 200 teaching hours (One teaching hour is 60 minutes)
 - with academic title 'Associate Professor', 220 teaching hours
- b) Docent:
 - with academic title 'Docent' 300 teaching hours
 - with scientific degree 'Doctor' 260 teaching hours
- c) Lecturer: 260 teaching hours

All lecturers are selected through a competition in the university departments. One-year contracts are signed with full-time lecturers unless they obtain a Ph.D degree and with all part-time lecturers.

12. Research activities

Higher education institutions provide scientific research, studies, development projects and other innovative activities, according to their statutes and their specific objectives. The research activities aim to ensure the integration of the teaching and research

processes. The objectives, themes and deadlines of research are defined by the HE institutions themselves, based on the country's need for development, on the programmes of scientific collaboration and the financial resources available.

The HE institutions carry out research activities also with external stakeholders. Such activities may represent an additional source of income for the institutions concerned.

An annual report for the research activity is produced by the institutions. Research activities can also be linked with study programmes in the third or even second cycles. Public universities receive a separate budget for research activities from the Ministry of Education and Science.

13. University-enterprise cooperation

Cooperation between universities and enterprises has started only recently. Many universities use this cooperation for student work practice in enterprises, especially for students of engineering, medicine and agriculture. Some universities organise training courses to update the knowledge of enterprise employees such as teacher training, nursing training, economics training etc. Some of that training is organised within Tempus projects.

14. International cooperation

International cooperation in Albanian HE institutions is managed by the International Relations Offices (IROs). These offices are set up in all public higher education institutions, but not in most private higher education institutions.

These offices cooperate closely with foreign higher education institutions in the recognition of international student mobility and degrees, legalisation of documents, study transfers and mutual agreements. They assist their students participating in international mobilities, in mutual activities with foreign students in summer schools, etc.

The International Relations Offices cover the implementation of bilateral and multilateral agreements and the implementation of international projects, in which the institution participates. The IROs cooperate closely with the Albanian Tempus Office through activities such as the organisation of the Tempus Information days, HEREs workshops, site information sessions about EU programmes, etc. They are responsible for the promotion of the university abroad and for the preparation of the brochures and information leaflets of the institution in foreign languages.

The international cooperation in Albanian universities is mostly based in several bilateral and multilateral agreements that HEIs establish in the framework of their own autonomy.

Most of the Albanian HEIs take part in several Networks for Higher Education such as UNSHP (Network of Albanian- speaking universities), UNICA (Network of the Universities from the Capitals of Europe), EUA (The Association of European Universities), AUF (Agence Universitaire de la Francophonie), CMU (the Community of Mediterranean Universities), BSUN (The Network of Black Sea Universities), ASECU (Association of Economic Universities of

South and Eastern Europe and the Black Sea Region), etc. Some of them are member of CEEPUS "Central European Exchange programme for University Studies" and consists in university networks operating joint programs leading to Joint Degrees and covering mobility grants for students and professors. The University of Tirana and the University of Elbasan are also partners in three Erasmus Mundus Partnerships; ERAWEB, Join EU-SEE and EUROWEB.

The international mobilities in Albania are mainly targetting outgoing students and professors then incoming.

II. Current challenges and needs

1. Trends and challenges

Higher education institutions in Albania are governed by the Law for Higher Education approved by Parliament in May 2007 (and amended in July 2010) which regulates the activities of universities and faculties, the establishment of governance bodies and their functioning and the teaching staff recruitment procedures. Their organisation and activities are covered by the statutes of the individual universities.

The debate on the autonomy in higher education is linked to problems of funding higher education and the choice of financial management systems. The main source of funding is the government, with a small proportion of revenues raised via tuition fees. Separate tuition fee systems exist for full-time and part-time students and tuition fees vary from faculty to faculty. Since 2005, universities have had more freedom to use funds generated by tuition fees.

On 18 September 2003, Albania officially joined the Bologna process. Since then, higher education legislation has been updated with a view to supporting the Bologna process reforms and responding to national needs. The reform process has addressed issues such as

study cycles, the introduction of ECTS, Diploma Supplements, financing of higher education, academic standards, teaching loads and student admissions.

The main reforms underway in higher education focus on the following issues:

- Consolidation of the three cycle system of studies,
- Consolidation of the financial autonomy of HE institutions,
- Adoption of student cards,
- Improvement of the process of the recognition of academic qualifications,
- Setting-up performance standards,
- External and internal quality assessment,
- Approval of a national qualification framework,
- Student mobility within the country and abroad,
- Improvement of student enrolment in HE institutions.

2. The Bologna Process⁴

General Information

Level of integration in the Bologna Process	X	Bologna-Signatory Country (in 2003)
		Non Bologna-Signatory Country
		Bologna Process officially embedded in the education system
		Bologna Process being implemented by ad hoc groups under the supervision of the Ministry of Education
		No particular mechanism supporting the implementation of the Bologna Process

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			
Bachelor programmes	180 ECTS (3 academic years)	Master programmes	120 ECTS (2 academic years)
Bachelor/Master cycle structure models most commonly implemented	180+120 ECTS (3+2 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 contact hours or a combination of contact hours and student workload.
Indicative number of hours of student workload corresponding to one ECTS	1 ECTS = 20 – 30 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

⁴ Source: Education, Audiovisual and Culture Executive Agency. 'State of Play of the Bologna Process in the Tempus Partner Countries (2012)', A Tempus Study, No 9, April 2012, EACEA, Brussels.

National Qualifications Framework (NQF)

Stage towards establishing a National Qualification Framework		Not yet started formally/not foreseen.
		<u>Step 1</u> : Decision taken. Process just started.
		<u>Step 2</u> : The purpose of the NQF has been agreed and the process is under way including discussions and consultations. Various committees have been established.
	X	<u>Step 3</u> : The NQF has been adopted formally and the implementation has started.
		<u>Step 4</u> : Redesigning the study programmes is ongoing and the process is close to completion.
		<u>Step 5</u> : 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	Public Agency for Accreditation of Higher Education			
Status	A single or several independent national bodies for quality assurance have been established.			
Year of establishment	1999			
Main outcome of the review		A decision granting the reviewed institution/programme permission to operate		
		Advice on how the reviewed institution/programme can improve quality		
	X	Both permission and advice		
		Not available		
Involvement in external quality assurance process		Decision-making role	Participation	No participation
	Academic staff	X		
	Students	X		
	International Experts	X		
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), 2002 (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 allowed in the higher education legislation.
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III. Participation in EU programmes

1. Tempus

Albania has participated in the Tempus programme since 1992.

1.1 Statistics

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

	TEMPUS I and II	TEMPUS III	TEMPUS IV				
	1990-1999	2000-2006	2008	2009	2010	2011	2012
Joint European Projects	50	40	7	3	4	5	2
Structural & Complementary Measures (Tempus III)	21	7	0	0	1	0	1
Structural Measures (Tempus IV)							
Total	71	47	7	3	5	5	3

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

Institutions	Total	Number of projects	
		JEP	SCM
UNIVERSITY OF TIRANA	11	10	1
AGRICULTURAL UNIVERSITY OF TIRANA	7	7	0
POLYTECHNICAL UNIVERSITY OF TIRANA	6	5	1
UNIVERSITY FAN NOLI OF KORCEE	6	5	1
UNIVERSITY LUIGJ GURAKUQI OF SHKODREE	5	4	1
UNIVERSITY ALEKSANDER MOISIU OF DURRES	3	1	2
UNIVERSITY ALEKSANDER XHUVANI OF ELBASANI	2	2	0

1.2 Impact of the Tempus Programme

All Albanian public universities and some private universities participate in Tempus.

From 1992 to 2012, Tempus has played a vital role in bringing the academic community into the European network of higher education institutions, mainly by supporting retraining and upgrading of academic staff (70%-80% of academic staff have retrained abroad through Tempus). Tempus has also been instrumental in supporting the reform of the Bologna process and the development of the capacity of universities to upgrade institutional management. Two overall long-term processes, the Stabilisation and Association Agreement and the building of the EHEA, have shaped Tempus cooperation in Albania since 2000 and the dynamics of both have led to the updating of cooperation priorities on a yearly basis.

Study programmes covering the fields of agriculture, environmental sciences, geology, engineering, natural sciences, nursing, tourism and leisure and cultural heritage have been updated since 2000. Lifelong learning courses have been developed in the fields of civil society, environmental policy, transport policy, public administration reform, public health, justice and teacher training. Information management systems, institutional evaluation, continuing education and the development of university strategic plans have also been supported through Tempus.

Under Tempus IV the trend has been mainly towards regional projects in different fields, such as curricular reform, university governance and university and society.

Tempus has contributed to the harmonisation of higher education in terms of introducing the three cycles of studies in all Albanian higher education institutions and the development of unified curricula that comply with the Bologna criteria. Curriculum

development projects have also supported the development and introduction of ECTS and the Diploma Supplement in all Albanian higher education institutions. Teaching methods are changing within faculties, particularly through projects that focus on capacity building. Tempus has provided opportunities to improve soft skills and to acquire knowledge on new or different processes. Work is now also focussing on student assessment methods. Tempus is considered an important instrument from a staff motivation perspective; it has also greatly influenced the application of quality assurance in teaching.

All Tempus projects have led to partnership agreements and as a follow-up to cooperation within Tempus, joint degrees are being prepared between Albanian universities and higher education institutions in the EU.

Students perceive the work being done with the support of Tempus as very positive and have noted an improvement in teaching quality. Tempus has also been highly effective in developing human resources and building capacity in public administration, civil society and NGOs. It has, moreover, generally led to greater cooperation, not just in Tempus projects, but also at the national level.

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.

More information:

http://eacea.ec.europa.eu/erasmus_mundus/results_compendia/selected_projects_en.php

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)

	2004	2005	2006	2007	2008	2009	2010	2011	2012
Students	2	4	4	26	19	19	17	18	13
Scholars	-	-	1	-	2	-	NA	NA	NA
Fellows	NA	NA	NA	NA	NA	NA	0	1	4

Nationals of the country participated in the programme for the first time in 2005 (students) and in 2007 (scholars).

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

	Undergraduate	Master	Doctorate	Post-Doctorate	Staff	Total
2008	3	17	2	0	15	37
2009	9	11	2	3	6	31
2010*	19	14	7	3	33	76
2011*	46	18	7	5	8	84
TOTAL	77	60	18	11	62	228

Institutions participating in the programme up to and including 2011

Institutions	Action 1 Joint Programmes	Action 2 Partnerships	Action 3 Attractiveness projects
UNIVERSITY OF KORÇE, "FAN S. NOLI"		X	
UNIVERSITY OF SHKODER, "LUIGJ GURAKUQI"		X	
UNIVERSITY OF TIRANA		X	
UNIVERSITY OF ELBASAN "ALEKSANDËR XHUVANI"		X	
OPEN SOCIETY FOUNDATION FOR ALBANIA			X

IV. Bibliographical references and websites

- Eurydice. *Eurybase: Database on education systems in Europe* (Chapter 6 on Higher education): http://www.eurydice.org/Eurybase/frameset_eurybase.html
- *European Glossary on education*. Volume 1: Examinations, Qualifications and Titles.
- Financial support for students in higher education in Europe. Trends and debates, *Key topics in education*, Volume I, European Commission, Office for Official Publications of the European Communities, Luxembourg, 1999, 260 p., ISBN 92-828-5163-X.
- <http://www.mash.gov.al>

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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.

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⁵ Edit Dibra (NTO Albania)

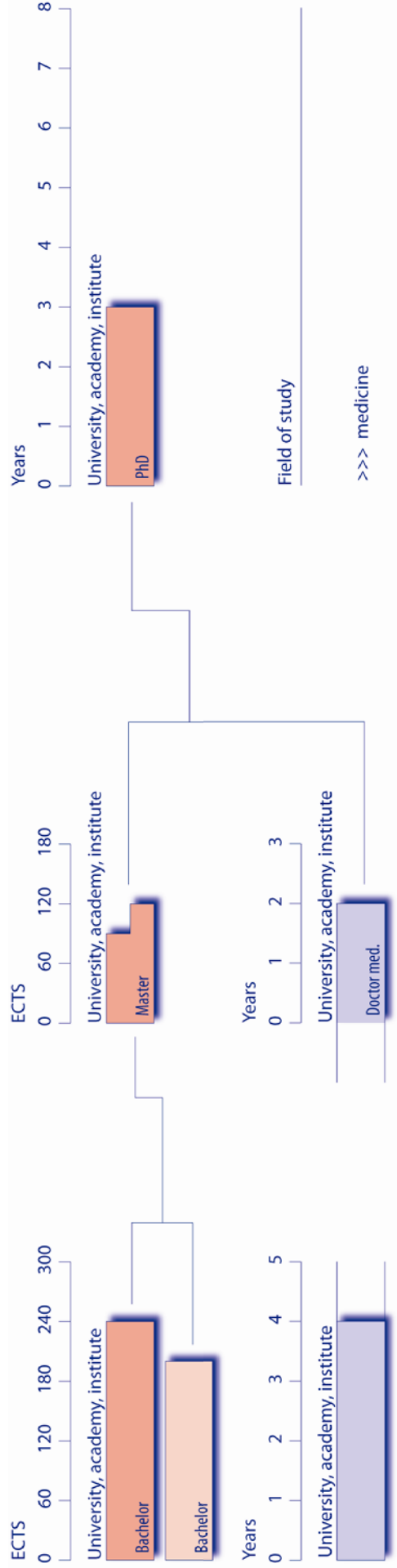


HIGHER EDUCATION IN BOSNIA AND HERZEGOVINA



- I. Overall description**
- II. Current challenges and needs**
 - Trends and challenges
 - The Bologna Process
- III. Participation in EU programmes**
 - Tempus
 - Erasmus Mundus
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The higher education system in Bosnia and Herzegovina



ECTS		ECTS	
Most common length of a Bologna cycle	Credits according to the European Credit Transfer and Accumulation System	regulated at national level	decided at institutional level
Other length of a Bologna cycle		ALL programmes have admission requirements	
Programme outside the typical Bologna model		SOME	
Professional programme			

I. Overall description

1. Major characteristics of tertiary education in the country

Legislation covering the field of tertiary education

Higher education in Bosnia and Herzegovina is regulated by the *Framework Law on Higher Education in Bosnia and Herzegovina* (hereinafter referred to as the *Law*), which was adopted in July 2007. The *Law* sets the basic standards and principles for the area of higher education.

In addition to the state level *Law*, the Republika Srpska (RS) entity and the ten cantons in the Federation of Bosnia and Herzegovina (FBiH) entity, as well as Brčko District (BD), have their own laws and regulations in the area of higher education. However, these laws have to be harmonized with the state *Law*. The harmonization process is currently underway. All other issues in the area of higher education that are not regulated by the *Law* are governed by entity law in RS and cantonal laws in FBiH.

Types of tertiary education programmes and qualifications

Under the *Law*, higher education in Bosnia and Herzegovina is organized in the following three cycles:

- *The first cycle* - leading to an undergraduate degree (*Bakalaureat ili ekvivalent*) - can be obtained after 3 or 4 years of full-time study, after a high school certificate has been obtained. It carries between 180 and 240 ECTS. The exceptions are studies in medical sciences, which can comprise up to 360 ECTS.
- *The second cycle* - leading to a Master degree (*Magistar ili ekvivalent*) or equivalent - lasts 1 or 2 years and can be obtained after completing undergraduate studies. It comprises between 60 and 120 ECTS. The first two cycles together account for 300 ECTS.
- *The third cycle* - leading to a doctoral degree (Ph.D or equivalent - *Doktor nauka*) lasts 3 years and comprises 180 ECTS.

One semester comprises 30 ECTS in each cycle. Universities can offer postgraduate specialist courses in certain specialized fields,

such as medicine. These courses last for one to two years and lead to a title in a specialized field.

Types of tertiary education institutions

Higher education institutions in Bosnia and Herzegovina include universities (*Univerzitet*) and 'colleges' (*visoka skola*).

- *University* is defined as a higher education institution offering academic degrees in all three cycles, and studies in at least five different subject groups in at least three scientific areas, including: natural sciences, technical sciences, biomedicine and health, biotechnical sciences, social sciences, and humanities.
- *College (visoka skola)* is defined as a higher education institution offering diplomas and degrees of the first cycle in at least one subject group in one scientific area⁶.

Higher education statistics

In the winter semester of the 2009/2010 academic year there were 105 137 students⁷ enrolled in 43 higher education institutions in Bosnia and Herzegovina, including 24 universities (8 public and 16 private), 17 colleges (*visoka skola*), and 2 private faculties⁸. 99 218 students were enrolled in universities, 4 773 in colleges (*visoka skola*), and 1 146 in religious faculties⁹. In that period (2009/2010), there were 8 439 professors and assistants, out of which 5 822 in FBiH and 2 617 in RS¹⁰. In year 2010 there were 18 177 graduate student in BiH¹¹.

The *Law* on Higher Education treats private and public higher education institutions equally. There are some differences among public universities in terms of size, measured by number of students, as well as governance structure. Some universities, such as the University of Sarajevo are highly decentralized, e.g. its faculties are treated as financially

⁶ Framework Law on Higher Education in Bosnia and Herzegovina, Article 10

⁷ Agency for Statistics BiH "BiH in numbers 2010"

⁸ Agency for Development of Higher Education and Quality Assurance BiH (HEA)

⁹ See source 2

¹⁰ Higher Education in FBiH 2009/2010 school year and Statistical Yearbook of RS, 2011

¹¹ Agency for Statistics BiH, "BiH in Numbers 2011"

independent legal entities, while others, such as the University of Tuzla, are centralized.

Number of HEIs (in academic year 2009/2010)		
43		
University	College	Faculty
8 (public) 16 (private)	17	2 (private)

Number of students (in academic year 2009/2010)
105 137

2. Distribution of responsibilities

The higher education system in Bosnia and Herzegovina closely reflects the constitutional complexities of the country. The Constitution¹² defines Bosnia and Herzegovina as an independent state consisting of two entities: the Federation of Bosnia and Herzegovina (FBiH) and Republika Srpska (RS). Brčko District (BD) has been established as a separate administrative unit under the sovereignty of Bosnia and Herzegovina¹³. The Federation of BiH is made up of ten cantons. There are 14 governments in the country -1 national, 2 entity-level, 10 cantonal and Brčko District. This means that there are 14 different ministries/departments dealing with education in the country, including: the state-level Ministry of Civil Affairs of BiH, two entity level ministries of education (Federal Ministry of Education and Science and Ministry of Education and Culture RS), 10 cantonal ministries of education, and an education department within the Government of Brčko District.

At national level, education policies are coordinated by the *Ministry of Civil Affairs of Bosnia and Herzegovina* in consultation with other relevant ministries. This Ministry is also responsible for international cooperation in areas of higher education at the state level, including promoting links between BiH and foreign higher education institutions and promoting the mobility of students and staff within the field of higher education in Europe and internationally.

In FBiH, the main function of the *Federal Ministry of Education and Science* is to coordinate activities among the ten cantonal ministries of education. It does not have constitutional authority to create and implement higher education policies. In Republika Srpska, the *Ministry of Education and Culture RS* has full authority to develop and implement higher education policies in this entity.

It is therefore difficult to speak of one higher education system in Bosnia and Herzegovina. It is probably more realistic to speak of 12 different higher education "systems" that exist in the country, that is to say 10 in FBiH, 1 in RS, and 1 in Brčko District. There is some degree of cooperation between these "systems", encouraged mainly by the above-mentioned institutions and laws. However, this cooperation is not sufficient to respond effectively to the challenges posed by the Bologna process and Lisbon agenda.

3. Governing bodies of the higher education institutions

The basic act of any higher education institution in BiH is its statute. The statute is adopted by the Senate of the higher education institution, having previously obtained the opinion of the governing board of the HE institution. The statute must be harmonized with the Framework Law on Higher Education in Bosnia and Herzegovina. University governing bodies include: 1) Governing Board, 2) Senate, and 3) Rector, while college (*visoka skola*) governing bodies include: 1) Governing Board, 2) Senate, and 3) Director.

The Governing Board performs tasks laid down by the Law and the statute, and is responsible for the functioning of the higher education institution. It gives opinions on the statute, adopts general acts, financial and development plans, annual plans and reports, guides, monitors and assesses the work of the rector in areas of financial affairs, etc. The Board has between seven and eleven members, of whom at least one third is appointed by the founder and the others by the Senate for a four year period.

The Senate is the highest academic body of the higher education institution. It comprises representatives of academic staff and students (at least 15%). The Senate decides about all academic issues, especially issues related to teaching and scientific and artistic activities, adopts curricula, elects rectors and vice-rectors and academic staff, and performs other important tasks. University Senates adopt general acts proposed by units of the university. However, prior to their adoption these acts need to be agreed upon by the units

¹² Article 3 of the Constitution of BiH

¹³ Article 1 of the Statute of Brčko District BiH, Official Gazette of Brčko District BiH, No 17-08

and the opinion of the relevant ministry has to be obtained. These acts regulate issues such as the course name, the course schedule by semester, the number of courses by week for all courses, and other important issues.

The Rector - is responsible for university management and is accountable to the Senate in relation to academic issues and to the Governing Board regarding business issues. The Rector represents and acts on behalf of the HE institution, organizes and manages the work, adopts individual acts, proposes general acts and development plans, develops and submits financial reports, participates in the work of the Rectors' Conference and performs other tasks and duties in accordance with the Law. The Rector is elected by the Senate for a period of four years, with the possibility of re-election. Universities may have organizational units, such as faculties, academies, colleges, or scientific institutes, that engage in teaching, scientific research or artistic work in one or more areas of education and science.

4. Financing

Higher education institutions in Bosnia and Herzegovina are financed either from the entity budget in the RS entity or cantonal budgets in the FBiH entity. Brčko District has its own budget for education. There is no state level funding for higher education and there are 13 independent higher education budgets in this country (10 cantonal, 2 entity, and 1 district). The *Ministry of Education and Culture RS* is responsible for financing higher education institutions in this entity, while cantonal ministries of education and culture in FBiH are responsible for financing higher education institutions in their cantons.

Another important issue regarding financing is the lack of a midterm financing strategy and effective evaluation mechanisms that would ensure a results-based allocation of funds. Budgets for higher education institutions mainly cover their operating costs. In this situation, it is difficult to implement reforms without having a clear strategy and sufficient funds for implementation. Under the existing system, higher education institutions receive funds based on the number of students enrolled. Higher education institutions do not have a legal obligation to justify effective use of funds, which can negatively affect the quality of education.

5. Students' contributions and financial support

The Ministry of Education and Culture in RS and the cantonal ministries of education in FBiH provide scholarships for students who qualify for government scholarships. The main selection criteria are the results achieved in entry exams. This does not take into account the social status of students or any other criteria. The government sets quotas that limit the number of "full-time" students. Students are ranked on the basis of the results achieved in the exams, which are administrated by the higher education institutions. Those students who score within the quota limits are considered as "full-time" students, and are eligible for scholarships financed by the government; other students who pass the entry exam but do not score within the quota limits, are allowed to attend studies either as part-time or full-time students but they can only participate on a self-financing basis.

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

Quality assurance, licensing and accreditation of higher education institutions and/or programmes in Bosnia and Herzegovina are governed by the *Law*. The *Agency for Development of Higher Education and Quality Assurance* was established under the Law, and became operational in December 2008.

The Agency is responsible, among other things, for:

- 1) defining criteria for the accreditation of higher education institutions;
- 2) setting norms for minimum standards in the field of higher education;
- 3) defining criteria for the selection of local and international experts in charge of appraisal, quality review and recommendations;
- 4) providing recommendations to relevant ministries on criteria and standards for the establishment and closure of HE institutions;
- 5) restructuring of study programmes;
- 6) providing recommendations on criteria for licensing of HE institution and study programmes;
- 7) setting quality standards and quality analysis;

- 8) providing recommendations on student fees;
- 9) representing the country in international organizations dealing with Quality Assurance in higher education.

The deadline for accreditation of HE institutions in BiH was defined by the *Law*, which stipulates that accreditation should be completed within two years of adoption of the *Law* (i.e. by July 2009). However, this deadline could not be achieved because the Agency became operational only in December 2008 and did not adopt any act regarding accreditation.

In July 2009, the *Law on Change and Amendments to the Framework Law on Higher Education in BiH*¹⁴ was passed by both Houses of Parliament of BiH. This Law extended the deadline for two additional years (i.e. until July 2011). The law specifies that the Council of Ministers, on the proposal of the Ministry of Civil Affairs, should be responsible for developing guidelines for using and acquiring academic and expert titles. The deadline for accreditation defined by the new Law expired on August 14, 2011. Since then, no new accreditation has been issued to any HEI in BiH. So, currently there is no accredited HEI in the country, in accordance with the Framework Law, but 5 HEIs are currently in the process of accreditation. All HEIs operate in accordance to the licences (permission to work) issued by responsible ministries of education.

In addition to the state level Agency for Development of Higher Education and Quality Assurance (HEA), the entity level *Higher Education Agency of Republika Srpska* was established in July 2011 as a public institution. The main task of this Agency is the organization and implementation of external quality evaluation process and accreditation of HEIs and applied study programmes.

The establishment of the *Centre for Information and Recognition of Documents* is governed by Article 44 of the Law, which defines this institution as an autonomous unit in charge of information and other tasks related to recognition in the area of higher education in compliance with the Lisbon Convention. The Centre is in charge of international exchanges of academic staff and students and programmes in the area of higher education. It represents BiH in international projects, provides information to HE institutions in relation to foreign HE institutions and programmes, provides information and opinions on foreign degrees and diplomas, and

gives recommendations to relevant ministries on the recognition of foreign diplomas.

7. Admission

All persons who have completed four years of high school and who pass the entry exam should have access to higher education. Access should not be restricted, directly or indirectly, on any actual or presumed grounds, such as sex, race, sexual orientation, physical, or other impairment, marital status, language, religion, political or other opinion, national, ethnic, or social origin, association with the national community, property, birth, age, or other status¹⁵. The Law specifies that the statutes of higher education institutions should regulate study methods, including full-time, part-time or distance learning, or combinations of these methods.

The entry exam is the usual admission practice at all public universities. Universities or their faculties are responsible for the development and implementation of these exams. Students are ranked according to the results they achieve in these exams.

8. Organisation of the academic year

Universities organize undergraduate and graduate studies in accordance with the relevant laws. Studies can be organized in two semesters, e.g. fall and winter semester, and by the year of studies. Curricula for postgraduate studies are developed by universities or their units, and include general and joint courses that are offered in the first and second year of studies.

Higher education institutions are required to develop and update the register of all study programmes offered in the academic year, as well as to provide the names of teachers responsible for teaching selected courses.

Higher education institutions have teaching service units in charge of monitoring the implementation of the teaching process.

9. Curriculum content

The Senates of HE institutions are responsible for curricula development. They decide on important academic issues, including curricula development for undergraduate, postgraduate and doctoral studies. Universities may organize their curricula according to their needs.

¹⁴ Law on Change and Amendments to the Framework Law on Higher Education in BiH, Official Gazette BiH 59/09

¹⁵ Article 7 of the Framework Law on Higher Education in BiH

The Diploma Supplement (DS) is an obligation regulated by the Law, and other laws in RS, FBiH and Brčko District. Most universities and faculties have already prepared drafts of these documents. The first Diploma Supplements were issued in the 2005-2006 academic year.

The "Guide on the Form and Content of Diplomas and Diploma Supplements Issued by Accredited Higher Education Institutions"¹⁶, which was adopted by the Agency for Development of Higher Education and Quality Assurance on 6 October 2009, regulates the form and content of higher education diplomas and diploma supplements issued by HE institutions in BiH. This document is an obligatory reference point, and all ministries in charge of higher education in BiH need to respect it when developing acts in this field.

10. Assessment, progression, certification and degree

All accredited higher education institutions in BiH are allowed to award the degrees and diplomas specified in their accreditation certificate. Rules and regulations regarding awards of degrees and diplomas are regulated by the statute of the higher education institution, and should ensure compliance with ECTS. Higher education institutions enjoy freedom to organize their curricula, as well as the assessment and examination schemes, by means of rules which are transparent, fair and readily accessible to students. The first cycle degree and diploma courses offered by public higher education institutions have to be flexibly constructed so as to allow entry and exit at appropriate points with the award of credits and/or qualifications depending on the progress made by individual students.

Article 54 of the Law stipulates that only those degrees and diplomas awarded by accredited higher education institutions are to be recognized by the competent state bodies, other organs and institutions in the country for the purpose of employment or holding public office. The same Article stipulates that the accredited higher education institutions must issue Diplomas and Diploma Supplements, certified by the seal of the higher education institution, to all persons who have been awarded an academic degree or diploma.

Once awarded, a degree or diploma may be revoked only in special circumstances specified in the statute of the higher education institutions and subject to appeal in the relevant court.

¹⁶ Uputstvo o formi i sadržaju diplome i dodatka diplome koju izdaju akreditirane visokoskolske ustanove No 01-50-624-2/09, Banja Luka, October 6, 2009

Upon completion of courses, most higher education institutions organize graduation ceremonies to award the degrees or diplomas to the successful students.

11. Academic staff

Academic titles are regulated by Article 27 of the Law. The Law lays down that higher education institutions are responsible for awarding academic titles, which may be teaching, scientific-teaching or artistic titles. Universities should award the following scientific-teaching and artistic titles: full professor, associate professor, assistant professor, lector, senior assistant, and assistant. Colleges (*visoka škola*) should award the following teaching and artistic titles: college professor, college lecturer, and assistant. The Law also defines the minimum requirements for academic staff in higher education institutions. However, the new Law on Amendments to the Framework Law on Higher Education in BiH that was passed in July 2009 stipulates that the Council of Minister of BiH should be responsible for developing guidelines for using academic titles and for acquiring academic and expert titles.

Academic staff is appointed through public competition, in accordance with the Law, the statutes of the higher education institution, and generally accepted professional standards.

Academic staff at universities is appointed in accordance with the following criteria:

- Assistant: appointed for 4 years with no possibility of re-appointment
- Senior assistant: appointed for 5 years, with possibility of re-appointment only if he/she attains a third cycle degree.
- Lector: appointed for a 5 year period, with no possibility of re-appointment
- Assistant professor: appointed for a 5 year period with possibility of re-appointment
- Associate professor: appointed for a 6 year period with possibility of re-appointment
- Full-time professor: appointed indefinitely

Academic staffs at colleges are appointed in accordance with the following criteria:

- Assistant: appointed for a 4 year period, without possibility of re-appointment
- College lecturer: appointed for a 5 year period, with possibility of re-appointment
- College professor: appointed indefinitely

12. Research activities

The level of investment in research and development (R&D) activities is not sufficient to cover the needs of research, and it is low according to most international standards. Investment in R&D is an important element of the modernization of the higher education system of any country. Bosnia and Herzegovina needs to increase its investment in research and development if it wants to achieve the desired level of development.

13. University-enterprise cooperation

Higher education institutions in BiH are involved in cooperation with enterprises and research institutions. This cooperation is encouraged by Tempus and other programmes designed to support the establishment of links between companies and higher education institutions.

University-enterprise cooperation is further encouraged by internship agreements between universities and companies. Universities are becoming more aware of labour market needs. Some universities are more active in promoting this type of cooperation. However, the current extent of university-cooperation is not sufficient to bridge the growing gap between the skills and competences provided by higher education institutions and those demanded by the market. The best indicator of this mismatch is the high rate of unemployment.

14. International cooperation

The Ministry of Civil Affairs in BiH is responsible for international cooperation in the area of higher education at state level, including the

promoting of links between BiH and foreign higher education institutions and promoting the mobility of students and staff within the field of higher education in Europe and internationally. This Ministry is also responsible for the co-ordination and development of higher education within the country, in consultation with other relevant ministries.

Public universities and some private universities participate in international projects intended to support the modernization of higher education, such as Tempus and Erasmus Mundus programmes. International cooperation at institutional level is supported by International Relations Offices. These offices provide information to students about international programmes, student exchanges, international events, networking, and other important issues.

The most important EU programmes supporting the modernization of higher education in Bosnia and Herzegovina are Tempus and Erasmus Mundus.

BiH has been a member of the Central European Exchange Program for University Studies (CEEPUS) since 2007. The main activity of CEEPUS II is the creation of university networks operating joint programmes, ideally leading to joint degrees. CEEPUS II covers mobility grants for students and teachers within this framework. The main objective of CEEPUS II is to develop academic cooperation in and with Central and Eastern Europe and South Eastern Europe, to contribute to building Europe and the European Higher Education Area, and to use regional academic mobility as a strategic tool to implement Bologna objectives.

II. Current challenges and needs

1. Trends and challenges

The reforms of higher education in BiH have been implemented pursuant to the Bologna objectives. They include the development of quality assurance mechanisms, modifying the rules on diplomas and diploma supplements, improving the mobility of students, recognition of study periods and results from abroad, promotion of European cooperation in quality assurance, modernization of curricula, teaching and learning material, promoting equal access to education, development of linkages between education and labour markets, and other reforms.

Currently, the main challenge with regards to accreditation in BiH is to define an appropriate model for financing of accreditation process, because this issue is not covered by any law. The second challenge is dividing tasks and responsibilities between main stakeholders, including relevant ministries, HEIs, and QA agencies, which is currently not clearly defined.

2. Overall situation

The Agency and the Standing Conference of Ministers at state level are the institutions contributing to the coherence of higher

education reform activities in the country. At state level and in the Federation of BiH there are no ministries of education with overall responsibility for the education sector. Moreover, the Rectors Conference is not active enough and it does not contribute sufficiently to the harmonization of reform activities in the country. The main challenges in these areas therefore still remain the same as in the past: to harmonize reform activities between BiH universities so as to increase the internal mobility of students.

The implementation of the Law is slow. Harmonisation of higher education legislation between cantons has not been completed yet. From 2007 the European Commission has invested EUR 6.2 million in reforming higher education in BiH under the financial Instrument for Pre-Accession (IPA). The assistance will support implementation of the Law by strengthening the capacities of the Agencies and institutional development of public universities. However, this support is not sufficient since there is no political will in the country to treat the reform of higher education as one of the country's priorities.

2. The Bologna Process¹⁷

General Information

Level of integration in the Bologna Process	X	Bologna-Signatory Country (in 2003)
		Non Bologna-Signatory Country
		Bologna Process officially embedded in the education system
		Bologna Process being implemented by ad hoc groups under the supervision of the Ministry of Education
		No particular mechanism supporting the implementation of the Bologna Process

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	Various combinations	Master programmes	Various combinations
Bachelor/Maste cycle structure models most commonly implemented	Various combinations		

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 contact hours, or a combination of contact hours and student workload.
Indicative number of hours of student workload corresponding to one ECTS	1 ECTS = 20 – 30 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 in return for payment	Bologna DS issued in the language of instruction and /or English

¹⁷ Source: Education, Audiovisual and Culture Executive Agency. 'State of Play of the Bologna Process in the Tempus Partner Countries (2012)', A Tempus Study, No 9, April 2012, EACEA, Brussels.

National Qualifications Framework (NQF)

Stage towards establishing a National Qualification Framework		Not yet started formally/not foreseen.
		Step 1: Decision taken. Process just started.
		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.
		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	Agency for Development of Higher Education and Quality Assurance (to be confirmed by NTO)			
Status	A single or several independent national bodies for quality assurance have been established.			
Year of establishment	2008 (to be confirmed by NTO)			
Main outcome of the review		A decision granting the reviewed institution/programme permission to operate		
		Advice on how the reviewed institution/programme can improve quality		
		Both permission and advice		
	X	Not available		
Involvement in external quality assurance process		Decision-making role	Participation	No participation
	Academic staff	X		
	Students	X		
	International Experts		X	
Cross Border Evaluation: Institutions are allowed to choose a foreign quality assurance agency.				

Recognition of foreign qualifications

Ratification of the Lisbon Recognition Convention	X	2003 (signature), 2004 (ratification)
Recognition of Foreign Qualifications for academic study	Recognition for academic study by higher education institutions	
Recognition of Foreign Qualifications for professional employment	Recognition for professional employment by central or regional governmental authorities	
The relevant laws and regulations have not been adopted in all parts of the country and the Convention is therefore implemented in different ways within the same country.		

Joint Degrees

Establishment of joint degrees and programmes in higher education legislation	Joint programmes and joint degrees are allowed in the higher education legislation.
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III. Participation in EU programmes

1. Tempus

Bosnia and Herzegovina has participated in the Tempus Programme since 1996.

1.1 Statistics

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

	TEMPUS I and II	TEMPUS III	TEMPUS IV				
	1990-1999	2000-2006	2008	2009	2010	2011	2012
Joint Projects (JEP)	18	54	6	4	3	6	12
Structural & Complementary Measures (Tempus III)	7	22	3	3	3	2	1
Structural Measures (Tempus IV)							
Total	25	76	9	7	6	8	13

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

Institutions	Total	Number of projects	
		JP	SM
UNIVERSITY OF BANJA LUKA	27	17	10
UNIVERSITY OF SARAJEVO	25	17	8
UNIVERSITY OF TUZLA	19	11	8
UNIVERSITY OF MOSTAR	18	8	10
UNIVERSITY OF EAST SARAJEVO	12	5	7
UNIVERSITY OF ZENICA	11	3	8
DZEMAL BIJEDIC' UNIVERSITY OF MOSTAR	10	3	7
UNIVERSITY OF BIHAC	8	2	6

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

Institutions	Total	Number of projects	
		JP	SM
UNIVERSITY OF SARAJEVO	4	3	1
UNIVERSITY OF ZENICA	1	0	1

1.2 Impact of the Tempus Programme

Tempus has contributed to a large extent to the modernization of the higher education system in BiH. Tempus projects have supported, *inter alia*, cooperation between higher education institutions, ministries, companies, NGOs, and other stakeholders. They have promoted *understanding* and better cooperation among stakeholders, transparent and consistent application of the Bologna process within the country, improvements in curricula and harmonization of education policies. The same advantages accrue to projects addressing university management systems and other reforms taking place within the framework of the Bologna process.

Tempus has supported the development of

laws and regulation in the field of higher education, including the *Framework Law on Higher Education in BiH*, which was adopted in July 2007. The programme has also supported capacity building at the *Agency for Development of Higher Education and Quality Assurance* and other important higher education institutions, such as the *Centre for Information and Recognition of Documents* and the *Rectors Conference*.

Teaching methods are being updated and Tempus has worked on capacity building, by providing opportunities to improve soft skills and to acquire knowledge of new or different processes. Work has now also commenced on student assessment methods. Student success rates have improved slightly. Evaluations of the teaching process, which are generally a

direct consequence of the Tempus projects, are particularly appreciated by students. Systems for continuous networking and team working between faculties and universities have been established. The professional benefits of participation in mobility and in Tempus projects in general, are already evident.

Tempus has contributed to the development of human resources by developing the capacity of universities to design and implement projects and activities effectively in close cooperation with other stakeholders. It encourages knowledge sharing and dissemination of good practices through networking among universities, society, and industry. It has improved the mobility of students and staff and supported interaction between universities and the business sector. Tempus has also influenced universities in terms of governance,

international relations, library and student services, and the modernization of curricula.

Considering that since 1996 the HE institutions from BiH participated in 131 projects, Tempus has provided a great opportunity for academics, administrative staff and students to acquire new knowledge and to become more familiar with good practice in use at the European universities. Under Tempus IV the number of regional projects has increased, strengthening the collaboration among institutions in the Western Balkan region. Moreover, projects funded under Tempus IV have supported further the implementation of the Bologna process in BiH, including the promotion of the EU standards in the accreditation of academic programs as well as the organization of doctoral studies.

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.

More information:

http://eacea.ec.europa.eu/erasmus_mundus/results_compendia/selected_projects_en.php

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.

Number of students/staff participating in the programme

Erasmus Mundus – Joint degrees (Action 1)

	2004	2005	2006	2007	2008	2009	2010	2011	2012
Students	-	-	1	7	7	10	11	7	7
Scholars	-	-	-	1	1	-	NA	NA	NA
Fellows	NA	NA	NA	NA	NA	NA	0	1	2

Nationals of the country participated in the programme for the first time in 2006-2007 (students) and in 2007-2008 (scholars).

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

	Undergraduate	Master	Doctorate	Post-doctorate	Staff	Total
2008	4	5	7	0	8	24
2009	28	36	8	1	15	88
2010*	19	14	7	3	33	76
2011*	46	18	7	5	8	84
TOTAL	97	73	29	9	64	272

Institutions participating in the programme up to and including 2011

Institutions	Action 1 Joint Programmes	Action 2 Partnerships	Action 3 Attractiveness projects
STUDENTS INFORMATION CENTER			X
UNIVERSITY OF BANJA LUKA		X	
UNIVERSITY OF SARAJEVO		X	
UNIVERSITY OF MOSTAR		X	
UNIVERSITY OF TUZLA		X	

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- National Report 2007-2009, Bologna process in BiH
- International Relation Offices from all public universities in BiH
- Article III of the Constitution of BiH (link towards website/the document)
http://www.ccbh.ba/public/down/USTAV_BOSNE_I_HERCEGOVINE_engl.pdf
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- Higher Education in FBiH 2009/2010 school year and Statistical Yearbook of RS, 2011
- Agency for Development of Higher Education and Quality Assurance BiH (HEA):
www.heg.gov.ba

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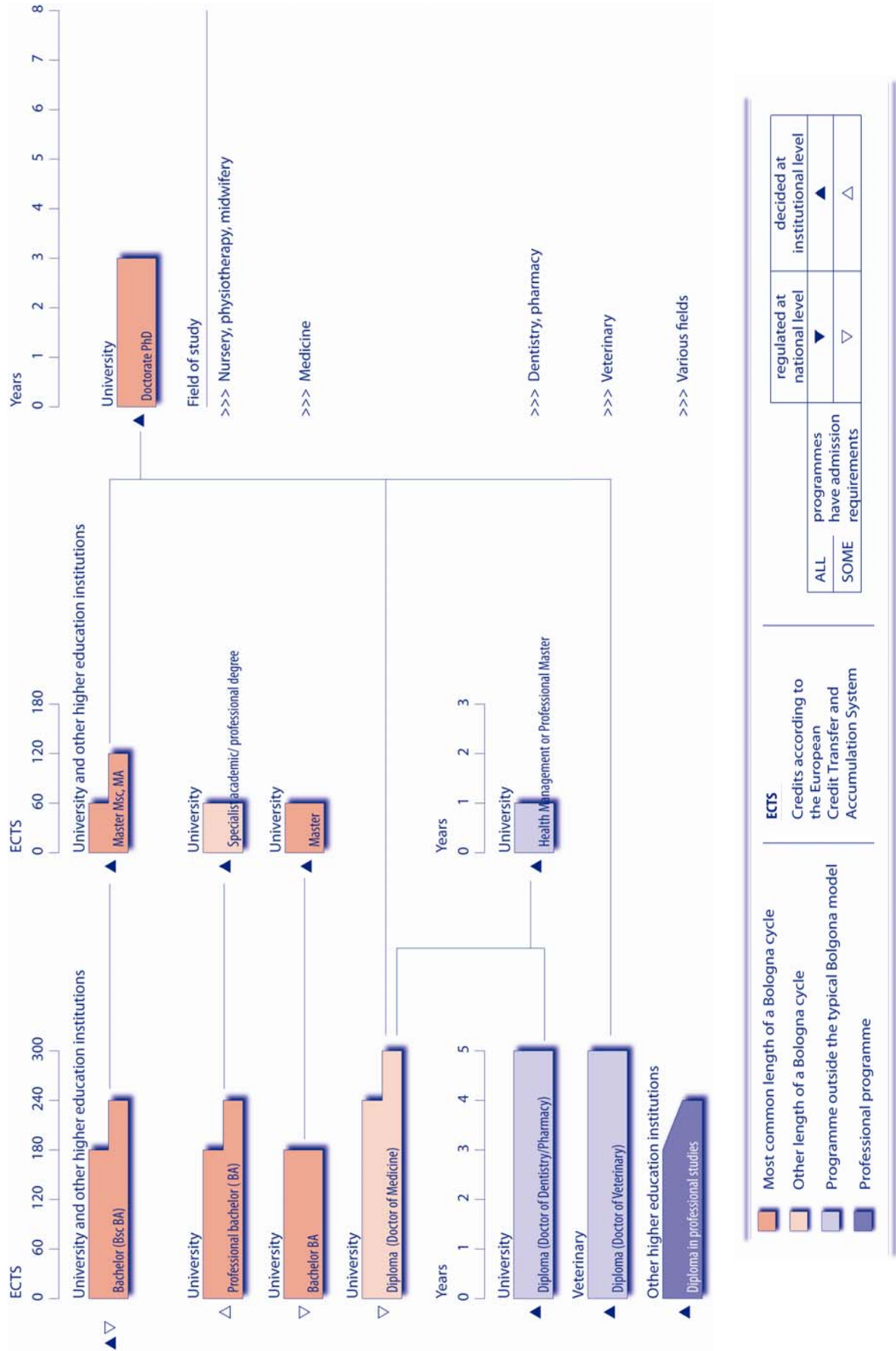


HIGHER EDUCATION IN KOSOVO¹⁹

- I. Overall description**
- II. Current challenges and needs**
 - Trends and challenges
 - The Bologna Process
- III. Participation in EU programmes**
 - Tempus
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¹⁹ 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.

The higher education system in Kosovo



I. Overall description

1. Major characteristics of tertiary education in Kosovo

The transformation of the higher education system in Kosovo is occurring in the context of the transition and capacity-building period.

Legislation covering the field of the tertiary education

The Strategy for the development of Higher Education 2005-2015 has entered a second phase of implementation (2010-2015) for which the priorities are the development of institutional and intellectual capacities. The six strategic objectives are in the process of implementation, such as the promotion of an all-inclusive education policy and the enhancement of a higher education quality assurance system. There is room for improvement in terms of efficient managing of financial resources and development of a complete functional infrastructure of the higher education system.

The Ministry of Education Science and Technology has already developed a single sector strategy for education with costed action plan to cover the period 2011-2016.

The organisation of higher education is based on the Law on Higher Education (Law No.04/L-037), adopted in August 2011. An extensive international support and expertise (in coordination with the Council of Europe and the European University Association) has served to further implement and make operational the Bologna Process objectives and principles and the modern European Standards regarding the autonomous operation of universities in terms of global budgeting, transparent operational processes and internal organisation, quality assurance and evaluation, modern management systems.

The development of a National Qualifications System and National Qualifications Framework in Kosovo was given a significant boost by the enactment of the Law on National Qualifications in November 2008. The Law regulates the National Qualifications System, based on a National Qualifications Framework (NQF) regulated by a National Qualifications Authority (NQA). The NQF encompasses all types and levels of qualifications and certifications within a structure of levels. The NQA's functions in relation to the NQF are: a) to design the NQF, by defining the levels of the Framework and the types and levels of certificates and diplomas to be included; b) to establish criteria and processes for the

approval of qualifications proposed for inclusion in the NQF.

The Constitution as well as the Law on Education in Municipalities (Law.03/L-049 and 03/L-048), promulgated in June 2008, gives to the Municipality of Mitrovica North, which is yet to be established, enhanced competencies in higher education. According to this law the University of Mitrovica is an autonomous public institution under the authority of the municipality. At present, this university continues to operate under Serbia's legal framework.

Types of tertiary education institutions

The higher education system operates through public universities and private higher education institutions (colleges, institutes, higher professional schools).

1. In the academic year 2011/2012 the University of Pristina (Universiteti i Prishtines) has 52 564 students (47 069 BA, 5 345 MA, 150 Ph.D). This university consists of 17 academic units located in the seven major towns of Kosovo: Prishtina/Pristina, Gjilan/Gnjilane, Ferizaj/Uroševac, Prizren, Gjakova/Djakovica, Peja/Pec and Mitrovicë/Mitrovica. Education is delivered in the following languages: Bosnian, Turkish, English, French and German.

2. The University of Mitrovica (Univerzitet u Mitrovici) where Serbian is the language of instruction comprises of 10 681 students (Academic year 2011/2012).

3. The University of Prizren (Universiteti i Prizrenit) started operating in October 2010. In 2011/2012 it has 2 784 students, 108 academic staff and 28 administrative staff.

4. The American University of Kosovo located in Pristina, where there are 185 students (academic year 2011/2012) and the language of instruction is English.

5. 22 private higher education institutions (colleges, institutes and higher professional schools) gathering 51 714 students.

6. Three professional higher education institutions where the language of instruction is Serbian: the Higher Technical Professional School, Zvečan - *Visoka Tehnicka Skola Strukovnih Studija* (270 students) - the Higher Economic Professional School, Leposavić - *Visoka Ekonomska Skola Strukovnih Studija* (2 500 students) and the Higher Technical

Professional School, Urosevac-Zvečan - *Visoka Tehnicka Skola Strukovnih Studija* (223 students). They also propose vocational degrees and second cycle one-year specialist vocational or academic degrees.

These various institutions cover a full range of higher education services from professional to purely academic programmes. Since 2006, Lifelong Learning Programmes have been under development. The Law on vocational education and training (2006/24) and the Law for Adult education and training (2005/43) are under revision.

Number of HEIs (in academic year 2011/2012)	
University	Other HEIs
3 (public)	23 (private)

Number of students (in academic year 2011/2012)
120 921

Types of tertiary education programmes and qualifications

The majority of the higher education institutions (except the American University) have now implemented the Bologna three-cycles structure.

Universities offer programmes at Bachelor, Master and Doctorate levels.

Bachelor programmes usually last between 3 and 4 years (180 - 240 ECTS), with some exceptions in medicine, veterinary science or in education.

Master programmes last 2 years (120 ECTS) or 1 year (60 credits) if the previous Bachelor programme lasted 4 years.

The other higher education institutions also offer 2 to 3-year long vocational diplomas.

2. Distribution of responsibilities

At central level, the main responsibilities for Higher Education lie with Ministry of Education, Science and Technology (MEST) and the Kosovo Accreditation Agency.

The new Law on Education in Municipalities promulgated in June 2008 gives to the Municipality of Mitrovicë/Mitrovica North enhanced competencies in Higher Education.

3. Governing bodies of the higher education institutions

Higher education institutions are governed by their councils and executive officers. The different councils are the University Boards and the Senates.

The University Governing Board is the principal governing body of a university pursuant to the Law on Higher Education (Law 2011/L-037). The Governing Boards have overall strategic responsibility for the efficient institutional operation of universities. They are in charge of all general decisions regarding resource issues (budget, staff, infrastructure), in order to provide appropriate conditions for the sustainable operation of their universities in accordance with their obligations. Governing Boards are accountable collectively to the Ministry for the proper and efficient use of funds allocated to universities by ministries or any other public source.

The executive officers are the Rectors (universities), or the heads (vocational institutions).

The Rector is elected by a Governing Board. The Senate of a University is the highest academic body of that university.

The Senate is responsible for:

- General strategic issues relating to research, scholarship, teaching and courses at a university, including: a. criteria for the admission of students; b. the appointment of teaching staff; c. policies and procedures for the assessment and examination of the academic performance of students; d. the general outline of study programmes; e. provisions for lifelong learning; f. academic standards and the validation and review of courses; g. quality assurance and evaluation; h. procedures for the award of qualifications and honorary academic titles; i. procedures for the exclusion of students for academic or other reasons;
- The development of strategies for the academic activities of a university and the resources needed to support them, and the provision of advice thereon to rectors and boards.
- The development of a policy for the protection of the intellectual property of a University and its commercial utilisation;

According to the statutes of each institution, additional bodies may be established to support and advise the existing councils and the Rector.

4. Financing

The financing of public higher education institutions is regulated in accordance with the Law on Higher Education in Kosovo.

Public higher education institutions may receive funding from the following sources: allocations made by MEST and the Council for Research; tuition and other fees paid by students; income from commercial and other services; donations, gifts and endowments; and contracts with local, international, public or private bodies involved in teaching, research and consultancy activities.

The University of Mitrovica as well as the three above mentioned professional higher education institutions can benefit from the Kosovo budget and international sources of funding as stated in the Law on Education in municipalities. This includes funding from the Government of Serbia which must be transparent and made public, in accordance with the laws of Kosovo.

The private higher education sector is mostly self-financed (mainly by student fees). Newly adopted Law on Higher Education foresees the possibility of funding the private sector from Kosovo budget.

5. Students' contributions and financial support

Students contribute financially through tuition and exams fees. For students with good results, the education institutions partly support their living expenses. Students receiving social assistance are exempted from food and housing fees.

The majority of students are self-financed.

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

The Kosovo Accreditation Agency (KAA) has become fully operational in March 2008, and started the accreditation process following the best European practices. During this period the Ministry has also established a National Academic Recognition and Information Centre (NARIC) and has appointed members of the National Commission for Recognition.

In principle, the MEST discharges licensing duties, whereas the KAA is primarily involved in evaluation of quality at institutional and programme levels. The KAA produced and made public all relevant documents, accreditation standards and procedures and carried out the process of accreditation of both public and private institutions.

The University of Prishtina/Pristina established a Quality Assurance Unit in 2007. The Quality Assurance Unit together with the ECTS Unit is part of the Office for Academic Development and involves coordinators at the level of each faculty.

In 2008, the Ministry obliged all private higher education institutions to establish Quality Assurance Offices and consolidate their internal quality assurance mechanisms. In 2009 all private Higher Education Institutions established quality assurance offices under the Tempus project SMGR 159051-2009 ("Supporting and Developing the Structures for Q&A at private Higher Education Institutions in Kosovo).

The University of Mitrovica was accredited by the UNMIK (UN Interim Administration Mission in Kosovo) in 2007.

7. Admission

A student wishing to enrol in higher education should possess the matura exam of secondary education.

At Bachelor and Master levels, a selection procedure is organised every year to enrol students in the first year of the programme.

For doctoral studies recruitment is based upon a competitive exam.

Faculties propose to the University Senate the number of students they can admit per study programme.

8. Organisation of the academic year

The academic year is usually organised on the basis of two semesters.

At the University of Prishtina/Pristina, each semester lasts 15 weeks and stands for 30 ECTS. According to the university statutes, exams should be organised on January, June and September.

At the University of Mitrovica, each academic year has two semesters, 6 examination periods as well as two academic breaks.

9. Curriculum content

At Bachelor and Master levels, reforms of the content and teaching methods are being undertaken to introduce the 3+2 or 4+1 Bachelor/Master programmes and to modernise and adapt the current programmes to the needs of the labour market.

The higher education institutions are continuously harmonising their programmes with relatively comparative (relevant) curricula of other European Universities in order to facilitate understanding and recognition of degrees at international level. The curricula include compulsory, core and elective subjects.

Doctoral studies are organised through research work and public presentation of a dissertation.

10. Assessment, progression, certification and degree

The most common forms of assessment of students are exams. Students' progress from one year to another only if they succeed with the exams required. At Bachelor level, when they have passed all regular exams, students have to prepare the certification exam (which consists of the composition of a thesis) and to defend it in front of a faculty commission. They can then apply for admittance to a Master programme.

11. Academic staff

The recruitment of staff is organised at university level. Faculties submit their requests and the vacancies are then advertised. An evaluation committee reviews applications, interviews candidates and reports to the Faculty Council. The Senate takes the final decision. Academic staff includes the following categories:

- Full professors
- Associate professors
- Assistant professors
- Lecturers
- Teaching assistants

In the academic year 2011/2012 the University of Pristina comprises 1 877 academics and 398 administrative staff, whereas at the University of Mitrovica there are 711 academics and 391 administrative staff.

Private higher education institutions use their own procedures for recruiting staff as stated in their statutes.

12. Research activities

The National Scientific Research Programme aims at identifying research priorities, establishing provisions for infrastructural investments, enhancing participation in international scientific research projects and working out a systematic education programme for researchers. The objective is to allocate up to 0.7% from the budget of Kosovo to fulfil the necessary conditions for scientific

research and to provide the means to undertake research. The current allocation (0.1% of GDP) is far below European average. The 5-year National Research Programme is expected to improve the situation in the field of research and its linkage to higher education.

The Ministry of Education, Science and Technology established a National Research Fund for Kosovo, aiming at increasing the internationalisation activities of researchers from Kosovo, in particular under the 7th European Research Framework Programme (FP7) and building up the capacity of research institutions to undertake research in sectors of importance such as the environment, health, food safety, social science, ICT and participating in collaborative regional and Europe-wide research activities. Several initiatives are being launched to strengthen the capacity for research to the benefit of economic and social development in Kosovo, to improve awareness of S&T policy and its international dimension, to increase international contacts and collaboration with research organisations, to enhance knowledge transfer in research fields targeted by the 7th European Research Framework Programme and to increase the participation of Kosovo research organisations in FP7 projects.

13. University-enterprise cooperation

Cooperation between the academic world and enterprises is very limited. Concrete steps to promote partnerships with businesses are being undertaken. The Business Start-Up Center of the University of Pristina was established through a Tempus project. The Business Start up Center Kosovo was launched with support from the Dutch Ministry of Foreign Affairs.

14. International cooperation

In 2008, the Centre for International Cooperation on HE, Science and Technology was established. It deals with activities such as the FP7 programme and the national coordination of CEEPUS, the Central European Exchange Programme for University Studies.

It provides various services including face-to-face consultancy, organisation of information workshops, on-line information services and distribution of information material.

International cooperation is a priority area for most higher education institutions which are currently developing strategy plans and launching numerous initiatives, in particular with the support of EU programmes, the OSCE and NGOs.

II. Current challenges and needs

1. Trends and challenges

Although Kosovo has not yet officially joined the Bologna Process, its implementation is the main trend in terms of higher education policy. The consolidation of the three-cycle system, including the Ph.D cycle is still a priority for the HE system of Kosovo. There is a growing trend of the higher education policy to respect the autonomy of HE institutions and to grant maximum academic freedom, as well as to fully respect student interests and to ensure their active participation in the HE reform processes.

The recent most important achievements are: the effective functionality of the Kosovo Accreditation Agency; the Center for the International Cooperation in HE, Science and Technology; the National Academic Recognition and Information Center; the implementation of the Higher Education Strategy 2005 – 2015; the drafting and approval of the Administrative Instructions for implementing the Higher Education Laws; setting the criteria and provisions for the financing of the higher education and consolidation of the private sector of higher education.

Nevertheless, some issues such as an effective quality assurance system as well as a national qualification framework are still a top priority on the agenda.

Young people form a large part of the total population in Kosovo (60%) but they face high unemployment rates. Therefore, there is a real challenge to provide young graduates with jobs and better connect higher education institutions with the private sector. The current priorities are: establishing a new university in Peja; identifying market and social needs in a number of fields in order to stimulate the development of attractive curricula; setting up new study programmes while at the same time improving their level of quality; providing more flexible and individualised study programmes by structuring them into modules and course units (to have a more learner-centred approach); developing study programmes determining relevant learning outcomes expressed in generic and subject specific competences for respective profiles.

The development of vocational education is also a way to further explore how to increase a young graduate's employability and to respond to the demands of the market. Establishing good conditions for practical work is important. Improving the professionalism of academic and supporting staff is another challenge for higher education.

In order to ensure equal access to education and to promote educational excellence at all Higher Education Institutions concrete actions should aim at:

- providing a challenging and supportive environment in which staff and students can realise their potential and develop the skills and flexibility needed in a rapidly changing world;
- improving access to Higher Education and stimulating research and teaching to the highest international standards in accordance with the Bologna Declaration;
- developing quality assurance systems;
- providing higher education through distance learning and lifelong learning;
- reinforcing the strategic management and the infrastructure of higher education institutions.

Recent challenges and developments in higher education are embedded in the new political, social and economic reality of Kosovo.

The political isolation of the previous decade has caused a delay to HE reforms.

However, Kosovo is strongly determined to accomplish all objectives of the Bologna process. Any other option would only undermine all commitment and engagement of the academic community and leadership in Kosovo during the last decade including their firm orientation towards the European Higher Education Area.

The Bologna Process²⁰

General Information

Level of integration in the Bologna Process		Bologna-Signatory Country
	X	Non Bologna-Signatory Country
	X	Bologna Process officially embedded in the education system
		Bologna Process being implemented by ad hoc groups under the supervision of the Ministry of Education
		No particular mechanism supporting the implementation of the Bologna Process

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
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Student workload/duration for the most common Bologna programmes			
Bachelor programmes	180 ECTS (3 academic years)	Master programmes	120 ECTS (2 academic years)

Bachelor/Master cycle structure models most commonly implemented	180+120 ECTS (3+2 academic years)
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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
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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.
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Indicative number of hours of student workload corresponding to one ECTS	1 ECTS = 20 – 30 hours
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Bologna Diploma Supplement (DS)

Level of implementation of the Bologna Diploma Supplement	Partial and gradual introduction of the Bologna DS (25%-75% of institutions)
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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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²⁰ Source: Education, Audiovisual and Culture Executive Agency. 'State of Play of the Bologna Process in the Tempus Partner Countries (2012)', A Tempus Study, No 9, April 2012, EACEA, Brussels.

National Qualifications Framework (NQF)

Stage towards establishing a National Qualification Framework		Not yet started formally/not foreseen.
		Step 1: Decision taken. Process just started.
		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.
		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	Kosovo Accreditation Agency			
Status	A single or several independent national bodies for quality assurance have been established.			
Year of establishment	2008			
Main outcome of the review	X	A decision granting the reviewed institution/programme permission to operate		
		Advice on how the reviewed institution/programme can improve quality		
		Both permission and advice		
		Not available		
Involvement in external quality assurance process		Decision-making role	Participation	No participation
	Academic staff	X		
	Students	X		
	International Experts	X		
Cross Border Evaluation: Institutions are allowed to choose a foreign quality assurance agency.				

Recognition of foreign qualifications

Ratification of the Lisbon Recognition Convention	NO	
Recognition of Foreign Qualifications for academic study	Major role played by national ENIC/NARIC institutions	
Recognition of Foreign Qualifications for professional employment	Major role played by national ENIC/NARIC networks	

Joint Degrees

Establishment of joint degrees and programmes in higher education legislation	Joint programmes and joint degrees are allowed in the higher education legislation.
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III. Participation in EU programmes

1. Tempus

Institutions located in present-day Kosovo* have participated in the Tempus Programme since 2001.

1.1 Statistics

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

	TEMPUS I and II	TEMPUS III	TEMPUS IV				
	1990-1999	2000-2006	2008	2009	2010	2011	2012
Joint Projects	-	19	4	5	5	5	6
Compact Projects	-	0	0	0	0	0	0
Structural & Complementary Measures (Tempus III) Structural Measures (Tempus IV)	-	10	2	1	0	0	0
Total	-	29	6	6	5	5	6

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

Institutions	Total	Number of projects	
		JP	SM
UNIVERSITY OF PRISTINA	15	13	2
UNIVERSITY OF MITROVICA	7	7	0
DARDANIA COLLEGE	4	3	1
AAB-RIINVEST	3	2	1
UNIVERSITY of PRIZREN	3	3	0

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

Institutions	Total	Number of projects	
		JP	SM
UNIVERSITY OF MITROVICA	2	2	0
UNIVERSITY OF PRISTINA	2	1	1

1.2 Impact of the Tempus programme

Tempus projects in Kosovo have concretely supported the implementation of the HE strategic objectives by establishing three-cycle study systems in compliance with the Bologna Process, by introducing experiences and procedures for the implementation of the ECTS and the provision of the Diploma Supplement, by strengthening the mobility of academics and students both within the Western Balkans Region and to EU countries, by making

distance learning methodologies functional, and by promoting interactive teaching and learning methods within the academic environment of Kosovo.

Most of the projects have addressed curriculum development needs in a variety of fields, such as Agriculture, Economy and Business, Law, Medicine, Mechatronics, Psychology, Translation and Interpretation, Education and Sports, whereas some of them have initiated interdisciplinary curricula such as Computer

* 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

Science, European Studies, and Biotechnology. Some projects have introduced a strong component of cooperation with industry, such as Mechanical Engineering, or have stimulated cooperation with the non-academic sector, such as the Master in Civil Society and Local Development, or Entrepreneurship and Local Economic Development.

Some projects have addressed University Management, and one has addressed the LLL process such as Teacher Training. It is of great importance that two projects have been launched in the field of Quality Culture,

covering the public and private HE sector, a very important issue in the HE scene of Kosovo. As the situation for research is not very favourable, one Tempus project is addressing Research and Development Capacities and Education-Economy cooperation.

In the future, strengthening the quality assurance system, the cooperation of higher education institutions with the labour market, as well as the development of lifelong learning will remain a priority for Tempus projects.

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.

More information:

http://eacea.ec.europa.eu/erasmus_mundus/results_compendia/selected_projects_en.

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)

	2005	2006	2007	2008	2009	2010	2011	2012
Students	1	3	7	8	3	2	1	3
Scholars	0	0	0	0	1	NA	NA	NA
Fellows	-	-	-	-	-	0	0	0

Individuals participated in the programme for the first time in 2005-2006 (students) and in 2009-2010 (scholars)

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

	Undergraduate	Master	Doctorate	Post-Doctorate	Staff	TOTAL
2008	11	12	6	0	1	30
2009	21	17	2	1	4	45
2010*	19	18	7	3	30	77
2011*	13	6	2	1	2	24

Institutions participating in the programme up to and including 2011

Institutions	Action 1 Joint Programmes	Action 2 Partnerships	Action 3 Attractiveness projects
UNIVERSITY OF PRISTINA		X	
UNIVERSITY FOR BUSINESS AND TECHNOLOGY		X	

IV. Bibliographical references and websites

- Kosovo Ministry of Education, Science and Technology webpage: <http://www.masht-gov.net/>
- University of Pristina website: <http://www.uni-pr.edu/>
- University of Mitrovica website: <http://www.pr.ac.rs>
- University of Prizren website: <http://www.uni-prizren.com>
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- Dr. Angele Attard - A Study on the Implementation of the Bologna Process at the University of Prishtinë/Priština- OSCE, Department of Democratisation, Higher Education Section, March 2009
- Law of Higher Education Nr. 04/L-037
- KESP- Kosovo Education Strategic Plan 2012

THIS DOCUMENT HAS BEEN PRODUCED BY THE EDUCATION, AUDIOVISUAL AND CULTURE EXECUTIVE AGENCY (EACEA) ON THE BASIS OF CONTRIBUTIONS FROM THE TEMPUS OFFICE AND THE AUTHORITIES CONCERNED²¹. THE APPROACH AND DATA COLLECTION HAVE BEEN IMPLEMENTED IN CLOSE COOPERATION WITH EURYDICE, THE NETWORK ON EDUCATION SYSTEMS AND POLICIES IN EUROPE. THE EXECUTIVE AGENCY WORKS UNDER THE SUPERVISION OF THE COMMISSION DIRECTORATES GENERAL. FUNDS OF THE TEMPUS PROGRAMME ARE DELAGATED TO THE AGENCY BY THE EUROPEAID DEVELOPMENT AND CO-OPERATION DIRECTORATE-GENERAL AND THE DIRECTORATE-GENERAL FOR ENLARGEMENT.

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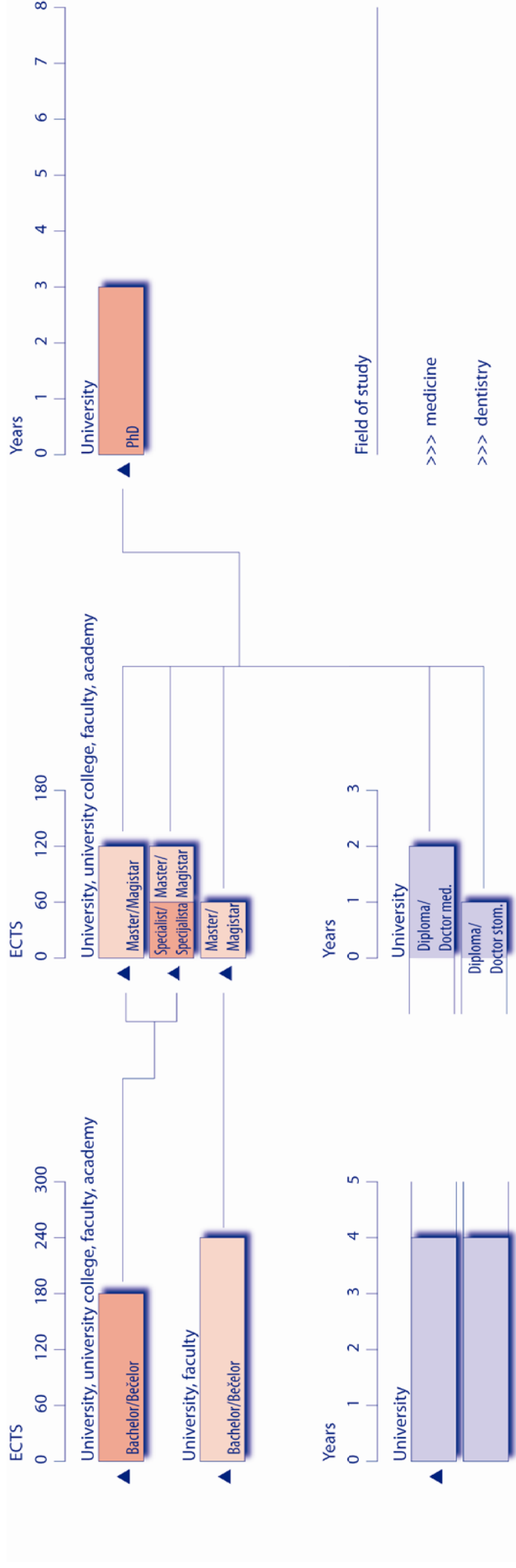
HIGHER EDUCATION IN MONTENEGRO



- I. Overall description**
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The higher education system in Montenegro



ECTS		regulated at national level		decided at institutional level
Most common length of a Bologna cycle	60	ALL programmes have admission requirements	regulated at national level	decided at institutional level
Other length of a Bologna cycle	120	SOME	regulated at national level	decided at institutional level
Programme outside the typical Bologna model	180		regulated at national level	decided at institutional level
Professional programme	240		regulated at national level	decided at institutional level

I. Overall description

1. Major characteristics of tertiary education in the country

Legislation covering the field of tertiary education

The Montenegrin Law on Higher Education was adopted in October 2003, in the same year that Montenegro officially became a Bologna signatory country. The changes and amendments of the Law on Higher Education were adopted by the Parliament of Montenegro on 27 July 2010.

The major novelties introduced by the Law on Higher Education in 2003 were as follows:

- An integrated university system;
- A three-cycle system;
- The European Credit Transfer and Accumulation System (ECTS);
- The Diploma Supplement;
- A Council of Higher Education;
- Quality Assurance (internal and external).

Apart from the above mentioned, an additional amendment to the Law on Higher Education was made in September 2011, with respect to the students that started their studies before the introduction of the Bologna process. Namely, they were given the possibility to continue their studies in accordance with the rules which were valid before the introduction of the Bologna system. The deadline for finishing their studies was fixed for the end of the academic year 2012/2013.

Types of tertiary education programmes and qualifications

At the time of the creation and adoption of the Law on Higher Education in 2003 there was only one public higher education institution (HEI) operating in Montenegro: the University of Montenegro (Univerzitet Crne Gore). Nonetheless, the Law on Higher Education of 2003 provided for the possibility of having also private higher education institutions (HEIs).

The University of Montenegro comprises 20 faculties including three academies, three autonomous study programmes and three scientific-research institutes. These 20 faculties offer 79 study programmes. Higher education in Montenegro is structured as a three-cycle system and includes:

- Bachelor studies (*osnovne studije*)
- Master studies (*magistarske studije*)
- Doctoral studies (*doktorske studije*)

In 2003/2004, a pilot project was used to test the introduction of the Bologna Process requirements in some study programmes. The following year, the first generation of students enrolled in higher education programmes according to the Higher Education Law of 2003. Most faculties started to offer Bachelor study programmes (*osnovne studije*) lasting three years. Higher education institutions started offering Master study programmes, of one or two years duration (depending on the length of the undergraduate study programme and the concept of the organization of postgraduate studies). The number of students enrolled in undergraduate and postgraduate study programmes doubled in 2005/2006. The pass rate of students studying under the Bologna principles has substantially increased. This marks a significant improvement and is one of the more positive outcomes of the implementation of the Bologna principles in the country. In 2006/2007 the first Bachelor students studying under the Bologna principles were awarded with their diplomas.

Since September 2004, the principles of ECTS - as an accumulation and transfer system for undergraduate, postgraduate (*specialist - specijalističke studije*), Master studies (*magistarske studije*) and doctoral studies (*doktorske studije*) - are compulsory for all universities and higher education institutions in Montenegro. Courses are limited to one term and each course carries credits in accordance with ECTS. A Diploma Supplement (DS) based on the official European model is issued to graduates. As of 2006/07, the DS was made mandatory for all degree programmes and it is free of charge. The content of the DS is bilingual (Montenegrin and English). If the student studies in one of the minority languages, then a diploma supplement is also issued in the minority language.

Bachelor study programmes are organised as three year courses, corresponding to 180 ECTS in most of the study programmes. After one additional year, the student may be awarded a specialist diploma amounting to 60 ECTS (the first stage of postgraduate studies), and after a further year (also 60 ECTS), he or she may be awarded a Master degree.

Access to higher education is based exclusively on the academic performance of students during high school, with the exception of the faculty of architecture, faculty of sport and various academies (academy of fine arts, music academy, faculty of drama, etc.). There is no differentiation with regard to the admission procedure for students who are older than typical tertiary education students (generally aged 18-19).

The second cycle of academic study programmes gives direct access to the third cycle. In order to gain entry to doctoral studies, for most study programmes students must have accumulated at least 300 credits (360 credits for medical sciences). Within the doctoral programmes, students must earn a minimum of 180 credits to obtain the degree. Doctoral programmes include obligatory course work and individual research. The doctoral dissertation is the final part of the study programme, except in arts, which is an artistic programme. Accomplished scientific contributions are graded according to the number of the scientific publications.

Study programmes in Montenegro can be divided into two streams:

- Academic study programmes (*akademske studije*)
- Applied study programmes (*primijenjene studije*)

Only academic study programmes can lead to the doctoral studies, while applied study programmes can lead to the Master level.

Currently (in the academic year 2011/2012), there are around 21 000 students studying at the public University of Montenegro, while approximately 5 200 students are studying at private HEIs.

Types of tertiary education institutions

The University of Montenegro is the only public higher education institution in Montenegro.

The first private university, the Mediterranean University (Univerzitet Mediteran), started to operate in 2006. The Mediterranean University comprises six faculties, with 11 study programmes. Around 2 000 students are currently studying there.

In April 2010, the second private university, the University of Donja Gorica (Univerzitet Donja Gorica) has been awarded a licence. The new university comprises five faculties.

Apart from the private universities, there are also seven individual private faculties in Montenegro, at which around 2 400 students are studying. As prescribed by the Law on Higher Education of 2003, it is possible to create independent study programmes founded as a part of university, and not of the faculty. In accordance with the Law on Higher Education, amended in 2010, in order to use the name 'university', the institution needs to have at least five study programmes, from three different scientific areas at undergraduate level. Out of these five, at least one study programme must have undergraduate, postgraduate and doctoral studies.

Number of HEIs (in academic year 2011/2012)	
9	
University	Faculty
1 (public) 2 (private)	6 (private)

Number of students (in academic year 2011/2012)
26 200

2. Distribution of responsibilities

The Ministry of Education and Sport of Montenegro (MES) is the highest authority responsible for the overall education policy in the country.

Apart from the Ministry, the Law on Higher Education of 2003 also established the Council of Higher Education. This Council functions, among other things, as an accreditation body and conducts external evaluations through its commissions.

The amendments of the Law on Higher Education in 2010 brought certain changes with respect to the composition of the Council of Higher Education. The Council is now composed of 13 members, including the President. The Council is appointed by the Government for a period of four years. In compliance with the Act on Appointment of the Council, its members are selected from among eminent experts (in the area of higher education, science, technology, arts, economy, social activities and other relevant areas) and from among students. A maximum of half of the Council members can be elected for one more consecutive term of office. The Government can dismiss a Council member before his/her term of office expires when it deems that there are reasons for this or due to a personal request of a Council member.

3. Governing bodies of the Higher Education Institutions

The governing body of the University of Montenegro is the Governing Board (*Upravni odbor*). Its main roles are defined by the Statute of the University; in particular it is responsible for the following tasks:

- establishing educational, research, scientific and policy development;
- applying the Statute of the University;
- considering and defining the university budget;
- setting tuition fees, with the approval of the Ministry of Education and Sports;
- adopting the rulebook on the allocation of the state budget;
- appointing and dismissing rectors, vice-rectors, deans and directors of organisational units of the university.

The Governing Board consists of 13 members – seven academic staff representatives, three external members, two students' representatives and one non-academic representative (Statute of the University of Montenegro).

The Rector is responsible for managing the University.

The Senate is composed of the Rector, Vice-Rectors, representatives of all faculties, academies, institutes, higher applied schools such as the higher medical school (*visoka stručna škola*) and students. Students represent 15 % of the whole Senate and it is prescribed that they should be undergraduate, postgraduate and doctoral students.

As the supreme academic body, the Senate has the following functions:

- it defines general questions related to research, scientific and artistic work and teaching at the university;
- it settles the strategy for the development of the academic activities of the university, including the establishment of new study programmes, stopping existing study programmes, separating or linking some already existing study programmes;
- it awards academic titles;
- it adopts the structure and contents of study programmes and courses;
- it makes decisions as part of the procedure for awarding the academic title of Ph.D (*doktor nauka*);
-

- it draws up the proposal of candidates for the post of rector;
- it proposes the number of students to be enrolled and also defines criteria and procedures for enrolment, in accordance with the Law on Higher Education;
- it defines policy and procedures for evaluation of the academic success of students;
- it is responsible for implementing life-long learning (LLL);
- it provides for the application of academic standards and defines study rules;
- it defines and implements the procedure for evaluating the quality of teaching;
- it awards emeritus titles;
- it applies the code of academic ethics;
- it makes decisions on expelling students from the university;
- it considers the strategy for the protection of intellectual property rights.

The Senate is chaired by the Rector and has three permanent professional councils (*strukovna vijeća*): the council for social sciences (*Vijeće za društvene nauke*), the council for the arts (*Vijeće za umjetnost*) and the council for natural and technical sciences (*Vijeće za prirodne i tehničke nauke*).

The powers, composition, duration of mandates, manner of work and decision-making of the Senate are closely defined by the Statute of the University.

The professional body of a faculty is the Council (*Vijeće fakulteta*). The professional Council is composed of the Dean, Vice-Deans, professors and students' representatives (not less than 15 % of the overall number of members).

Professional councils are responsible for:

- the monitoring of students' work at the faculty or academy;
- making proposals to the Senate related to changes in the structure and contents of study programmes and subjects;
- appointing members of the Senate and Senate Councils (*Vijeće Senata*).

The Dean manages the faculty. A faculty may have up to three Vice-Deans.

According to the Law on Higher Education, students are represented on the University Governing Board, Senate and faculty bodies; at least 15 % of each decision-making body consists of student representatives (it is

planned to include student representatives on the Council of Higher Education).

Concerning the private HEIs, they do not have the same structure of governing bodies as the public university, since they are not founded by the Government. Private HEIs have their own statutes, and they are independent to decide on the governing model of their HEI.

4. Financing

The current model of funding higher education is based only on real costs, i.e. the costs of the permanently employed teachers, administrative staff and material costs. Basic funding comes from the state budget, at state level or the level of local community, and from tuition fees.

The University of Montenegro is financed from the State budget. The Ministry of Education and Sports defines a funding proposal. The Government, taking into account the opinion of the Council of Higher Education, adopts measures for the funding of higher education and prescribes the methodology for the allocation of the funds. Accordingly, the Government decides on the number of students to be financed from the State budget (approximately 40 % of students, the remaining 60 % being self-financed), following the number prescribed in the applicable public institution licence and recommendations from the Ministry of Education and Sport. At the public HEIs, tuition fees cannot cover all costs of studying, but only the very basic activities such as lectures and exams. Contrary to this, at certain private HEIs tuition fees can provide students with the books as well, but tuition fees are much higher at the private HEIs. The tuition fees at private HEIs vary from EUR 1 350 to 2 500, while in most faculties of public HEIs the tuition fee is EUR 500, with the exception of some faculties, such as architecture, faculty of arts and programmes organised exclusively as self-funding.

For the University of Montenegro, the amount of tuition fee is proposed by the Governing Board of the University of Montenegro, with the consent of the Ministry of Education and Sport.

In accordance with the Law on Higher Education as amended in 2010, both public and private HEIs can be financed from the state budget. Students of private HEIs can also apply for student loans and places in the student dorms..

The Government, with the consultation of the Council, determines the number of students and the amount of funds available for those who study at private institutions in certain

areas that are of public interest. The State can fund a certain number of places for students at private HEIs, only if those programmes are of public interest.

The Government also determines the number of students to be enrolled at public HEI, at the proposal of public HEI.

A Strategy on Development and Financing of Higher Education (2011-2020) was adopted in March 2011 and lists the following goals:

- Quality improvement and quality assurance in higher education;
- Linking higher education with the labour market and upgrading the entrepreneurial and innovative character of education;
- 40 % participation of the population aged between 30-34 years old in higher education by 2020;
- Establish a system of lifelong-learning based on good international practice;
- Research-oriented higher education;
- Internationalisation of higher education.

The Strategy of Development and Funding of HEI foresees that in the future the total allocations for higher education should be as follows: 50% from the State budget and 50% from the remaining resources, which now is not the case, since the funds are mainly from the State budget. The strategy aims at increasing the overall allocation for higher education (budget plus private resources) which should be up to 2.5% of the GDP. It is also foreseen in the Strategy that the deadline for achieving this should be 2020, in a way that the allocations from the State budget will be gradually reduced.

The Regulation on Norms and Standards for Funding Public Higher Education Institutions and Funding Students at HEIs was adopted on 8 July 2011.

5. Student contributions and financial support

In accordance with the Law on Higher Education as amended in 2010, there is no differentiation between students of public and private higher education institutions. Both have the right to:

- accommodation and food in student dorms;
- student loans;
- scholarships for talented students;
- local and inter-city public transportation expenses (for students);
- professional training;
- health care.

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

The process of accreditation, which is the first step towards the establishment of study programmes in Montenegro, begins with an external evaluation review. If the institution passes the review, certification for the right to award degrees in education is awarded. Foreign experts may be appointed as members of the external evaluation commissions.

The Ministry of Education and Sport has the power to issue an operating licence to an institution, as well as to change or revoke the licence.

Each higher education institution in Montenegro, whether it is newly founded or already in operation, is required to have an operating licence. The licence determines the institution type, its accredited study programmes, the maximum number of students it may enrol, as well as the degrees and diplomas it may award.

Before the official start of the study programme, an institution should submit a request for accreditation of a study programme to the Council, at least six months prior to the date for which the accreditation is requested.

During study programme accreditation the quality of the study programme and its harmonisation with the professional needs and adopted standards is assessed.

Accreditation is issued for a maximum period of three years. Re-accreditation after these three years is based on the report of the external evaluation of the institution and its study programmes, in accordance with the standards and procedure stipulated by the Council. The certificate on re-accreditation is valid for five years. If an institution does not meet the standards for re-accreditation, it may continue to operate for a maximum of one year, but is not allowed to admit any new students during that period. If the institution is not able to achieve re-accreditation standards after the probation year, its licence is revoked. Once a licence has been revoked, it cannot be reinstated.

The Council performs accreditation and re-accreditation and issues a certificate thereon. Accreditation and re-accreditation are performed in compliance with the standards and according to the procedure prescribed by the Ministry, on the proposal of the Council. Re-accreditation of an institution or a study programme can be also performed by a foreign accreditation organisation authorised

to determine validity and quality of study programmes and harmonisation with the professional needs of the country.

A decision on engagement of a foreign accreditation organisation is made by the Ministry. The expenses of accreditation are borne by the institution. A licensed institution can make changes to undergraduate study programmes up to 30 credits without undergoing the accreditation procedure. If an institution makes changes to undergraduate study programmes which exceed 30 credits, it is obliged to re-initiate the accreditation and licencing procedure. An institution that obtains a form of accreditation from another state or agency must submit a certificate of that accreditation to the Council. The Council carries out its assessment of a non-state accreditation in accordance with its statutes.

The students are involved in the internal evaluation team in the process for re-accreditation and play an active role in QA by conducting opinion polls among students.

A private higher education institution is required to submit a guarantee by the founder of its financial standing covering a period of at least three years.

The operating licence for a private institution also includes a provision on the guarantee, in case it should fail. If the institution ceases its operations, it must provide financial support for all students already enrolled to continue their studies at another accredited higher education institution in Montenegro or in the region.

In 2007, the Guidelines on Re-accreditation of Higher Education Institutions and Study Programmes were adopted by the Council of Higher Education. Higher education institutions conduct internal evaluations. Internal evaluations are mainly carried out through students' opinion polls and teams established for this purpose. Such assessments are done in line with the provisions of the Guidelines on Re-accreditation of Institutions and Study Programmes. Internal evaluations are carried out in each university unit by nominated teams and a report is presented to the Governing Board of the university. The approved report is delivered to the Council of Higher Education for further processing. The Council of Higher Education submits it to the Commission for External Evaluation, which is appointed by the Council.

In accordance with the Guidelines, the University of Montenegro was re-accredited by the regularly appointed commission of EUA experts. The plan for the further development and improvement of the educational process, as well as the plan for the development of the

scientific and research capacities of the university as a whole, was adopted at the level of units, in accordance with the recommendations of Commission for External Evaluation. External evaluation covers a minimum period of five years.

In accordance with the above-mentioned guidelines, external quality assurance has been performed for two universities and three individual faculties.

In accordance with the Law on Higher Education, the Council is responsible for ensuring quality in higher education. Each faculty has a person responsible for quality assurance.

In terms of quality assurance, HEIs must conduct self-evaluations and evaluate and assess the quality of their study courses and work conditions. Self-evaluation is performed continuously, in accordance with the institutional statutes and must involve stakeholders from the institution's management, academic staff and students.

Self-evaluation methods are determined according to the curricula, teaching equipment, qualification of academic staff, teaching method, pass rate percentage, percentage of graduates and other necessary indicators of the work of the institution. National guidelines recommend implementing procedures for continuous enhancement. The internal evaluation report is a compulsory part of the accreditation and re-accreditation process. Students are involved in the self-evaluation procedure (at faculty level all students are involved; at university level participation is done via student representatives). Questionnaires are used as evaluation tools.

The process of internal self-evaluation is still relatively new. The current Law on Higher Education prescribes a certain standard which the evaluation procedure has to reach. One obstacle Montenegro has to overcome in this field is the current lack of trained professionals in the quality assurance field.

In order to improve the external quality assurance and increase the level of internationalisation, the Ministry of Education and Sports, on the basis of a public call, has set up a list of experts for seven scientific-research fields. The Council of Higher Education will appoint from this list the members of accreditation commissions/re-accreditation of HEIs and study programmes in Montenegro. It is important to highlight that this list will be updated regularly to include as many experts as possible.

The Quality Assurance Centre was established at the University of Montenegro in 2008, supported by the World University Service Austria (WSU) and the Instrument for Pre-Accession Assistance (IPA) 2007 funds.

7. Admission

As the supreme academic body, the Senate proposes the number of students to be enrolled in the academic year, as well as defining the general criteria and procedures for enrolment, in accordance with the Law on Higher Education. Each HEI draws up its own Rulebook on the conditions, criteria and procedures for enrolment in the first academic year. Student enrolment is based on the open public competition of the University for all study programmes. The public competition is published in daily newspapers and on the website of the University of Montenegro. The competition is announced in the second-half of June of the academic year, indicating the first enrolment deadline. If the number of qualified candidates is less than the prescribed number, a second or even third enrolment deadline may be introduced. The second deadline is announced in the second-half of July, while the third enrolment deadline is in the second-half of August.

Applicants who want to enrol for a particular study programme need to submit the following documents: original school leaving certificate, original diploma of passed '*matura*' or final examination, birth certificate and diploma '*Luca*' (the highest award issued to the best pupils based on the best marks gained throughout the whole secondary school study period). Prospective students must have finished secondary education to be able to enrol at a HEI. In accordance with the adopted changes and amendments to the Law on Higher Education, the matriculation or professional examination is worth at least 15 % of the total number of admission points.

The admission procedure and requirements are the same both for 'traditional' students, as well as for students who are older than a typical tertiary education student.

Enrolment is competitive, in accordance with the results achieved during secondary school and accordingly a ranking list is established.

For enrolment in certain study programmes, additional examinations may be required as additional conditions, as prescribed by the Rulebook.

Non-nationals may enrol under the same conditions as Montenegrin citizens, but they need to have their diplomas recognised. If the process of diploma recognition is not finished,

a non-national may enrol provisionally, provided that the process for diploma recognition had already been initiated. Non-national students have the status of self-financing students.

The paper on 'Enrolment Policy at the University of Montenegro' was adopted in Montenegro in March 2012. The objective of this policy paper is to better respond to the market needs and incentive the higher employability of graduates. Based on the enrolment policy, the number of future students on certain study programmes will be defined, by increasing the number of places for the fields needed in the market, and decreasing places for those which are not so relevant.

8. Organisation of the academic year

The university determines the study programmes, study rules and examination and evaluation procedures. This information needs to be transparent and available to students. The study year is organised in two semesters: winter and summer. The Governing Board, by special decision, determines when semesters begin. Semester study programmes last for 16 weeks. Examinations are held in the last week of the semester. After the end of the semester, the second examination deadline is organised. A one year study programme comprises 60 ECTS (or 30 ECTS per semester).

9. Curriculum content

The Senate defines the structure and content of the study programmes and courses.

The initiative for new study programmes comes from the faculty. The introduction of new study programmes involves certain procedures to justify the new programme. The procedure begins with the faculty council. The Senate, following the recommendation of the Rector, appoints a commission to work on a written proposal and carry out all other activities necessary for defining the new study programme. Once the paper is prepared, it is adopted by the Faculty Council, the Senate and Governing Board of the university. When the documentation has been completed in accordance with the Acts of the Council of Higher Education (initial Request for Accreditation of Study Programmes, Rulebook on Accreditation, Criteria and Standards for Accreditation), the documentation has to be accredited. The accreditation process is the responsibility of the Council of Higher Education, i.e. a commission appointed by the Council. If a study programme is to be changed by no more than 30 ECTS, it does not

need to be accredited. When changing the contents of a study programme, each university unit must submit its reasons for doing so to the university authorities.

10. Assessment, progression, certification and degree

The most common form of assessment for students is written examinations, but there are also oral examinations.

Students financed from the state budget who do not fulfil the criteria to continue their studies as budget-funded students may continue as self-financing students. Conversely, self-financing students who pass all exams may become budget-funded students if there are places available on their study programme. Those students are chosen on the basis of the number of ECTS they have obtained and their academic performance during their studies.

The final examination consists of an individual assignment on an issue in a field related to the study programme.

After graduating with a Bachelor degree, a student may apply for a specialist degree, and/or a Master degree, after which they may enrol for a doctoral programme. Students on undergraduate applied study programmes may progress to the level of Master.

11. Academic staff

Academic staff refers to teaching staff directly involved in the provision of study programmes. Academic titles are as follows: full professor (*redovni profesor*), associate professor (*vanredni profesor*), lecturer and at a higher vocational school (*profesor na visokoj stručnoj školi*), which is a university organisational unit.

Teaching assistants, senior lecturers, lecturers and laboratory assistants are all involved in the realisation of study programmes. They should be doctoral students (and have already a Master degree, with the exception of laboratory assistants), and have had an average grade of B during their studies.

All categories of academic staff, except that of full professor, are appointed by the Senate of the university for a period of five years, after a public competition. Full professors only are appointed for unlimited periods of time.

In accordance with the adopted changes and amendments to the Law on Higher Education, elections for the award of academic titles are held by the university.

In order to be appointed a full professor, the person must have a doctoral degree, a high level of knowledge in the particular field, which is confirmed by publications in national and international academic journals, books and monographs, as well as through participation in national and international events, congresses and conferences; the person must have also the pedagogical and organisational skills required for academic work.

For the post of lecturer, the requirements are to hold a doctoral degree, to have published in national and international academic journals, to show good results in classes, and to have a good knowledge of the field in question.

12. Research activities

There are various legal acts defining scientific research activities in Montenegro, such as the Act on Scientific Research Activities, the Act on the Montenegrin Academy of Science and Arts and the Strategy for the Development of Scientific and Research Activities. The Law on Higher Education also contains parts related to the field of science and research. Among the objectives of higher education, the Law mentions the following:

- the establishment, improvement and development of knowledge, science, arts and culture;
- the transfer of general, scientific and professional knowledge and skills through education and research.

Research policy in Montenegro is carried out:

- through the inclusion of research institutions and researchers in the European research area and international scientific programmes;
- through national and international research projects (basic, applied and developmental research);
- through using the necessary equipment for research;
- by qualifying staff for scientific work and training researchers;
- by making the results of scientific work accessible in the country and throughout the world, and
- through fostering programmes which contribute to raising overall standards among the population and help build a knowledge-based society.

Research activities are funded from the State budget, but mainly through various international programmes. One of the most important instruments is the EU's Seventh Framework Programme for Research (FP7).

13. University-enterprise cooperation

Employers are not directly involved in the definition of curricula. When starting each new study programme, the institution is obliged to draw up a needs analysis regarding the labour market, so as to justify the existence of the study programme; it must primarily take into account the labour market requirements and the opportunities for student employment.

Certain HEIs have established cooperation mechanisms with certain enterprises/companies through cooperation agreements. In order to recruit future personnel, some companies offer scholarships to students and awards to the best students and provide students with opportunities for practical placements and future employment.

14. International cooperation

The Tempus programme has, to a considerable extent, supported higher education reform in Montenegro since 2001, in curricula development and university governance. In addition to this, it also supported the Ministry of Education and Science (now Ministry of Education and Sport) with regard to the introduction of the new law or the recognition and assessment of educational certificates, so as to create a National Qualification Framework (NQF) for higher education.

As regards international cooperation apart from Tempus, the CEEPUS programme – Central European Exchange Programme for University Studies – has to be mentioned which started to operate in Montenegro in the academic year 2005/2006. It involves the development of central European university networks, made up of various individual networks, which promote academic mobility, mainly among students. Up to now, more than 200 students and academic staff have been able to take advantage of opportunities for mobility under the CEEPUS programme. In order to increase student and staff mobility, a number of measures have been taken at both the national and the institutional levels, so that universities participate in mobility programmes.

Montenegro was chair of the CEEPUS until March 2010. A Ministerial CEEPUS Conference was held in Becici, Montenegro, and the CEEPUS Agreement III (2011-2018) had been signed. Apart from various bilateral and cooperation agreements between the University of Montenegro and various universities worldwide, higher education institutions have successfully participated in two projects under Erasmus Mundus Action 2:

JoinEUSEE (University of Montenegro) and EUROWEB (University Mediterranean). In the JoinEUSEE project there were 73 students and academic staff involved in the mobility. In the Erasmus Mundus Action 2 BASILEUS project which ran from 2008-2011, 65 students

participated in mobility flows within this project. Periods of study are recognised once the student returns to his/her home institution. There are also certain scholarships offered to Montenegrin students by foreign governments.

II. Current challenges and needs

1. Trends and challenges

The higher education reforms that started in 2001 in Montenegro are still continuing. From the beginning, these reforms were intended to help achieve the Bologna objectives.

Under the 'Enrolment Policy Paper' (previously mentioned in this document), the University of Montenegro analyses the relationship between the existing study programmes and gaps in the labour market, in order to harmonise the two and increase the employability of higher education graduates. This will be a continuous process which needs close synergy and cooperation between various stakeholders from the field of education and the labour market.

The Law on the National Qualifications Framework was adopted on 22 December 2010. In accordance with this law, sectorial commissions were established. The work on these documents was supported by the Instrument for Pre-Accession Assistance (IPA). In accordance with the Law on the National Qualifications Framework a rulebook on the description of levels and sublevels of the qualification framework were adopted. The rulebook on procedures for the development of vocational qualifications for six to eight levels of the qualifications framework is under preparation.

The quality assurance centre was recently established at the University of Montenegro with the support of the World University Service Austria (WUS). A network of the

quality assurance offices that exist in each university unit has been established. Documents on the functioning of the quality assurance network and guidelines for internal quality assurance have been adopted. As part of the project IPA 2007, strategic documents on quality assurance (policy, strategy and plan) and informatics support (software and hardware) for the more efficient functioning of the quality assurance centre have been created. The creation of the NQF and the further development of quality assurance have been, from the very beginning, the greatest challenges in the field of higher education.

The Law on the Recognition of Foreign Qualifications for the Access to Regulated Professions was adopted on 17 March 2011. The list of regulated professions remains to be adopted by the Government and by-laws related to specific areas. This law will enter into force once Montenegro becomes a member of the European Union. A new Law on the Recognition of Foreign Educational Certificates and Equivalence of Qualifications was adopted on 8 December 2011. It was done with representatives of the Employment Bureau, the University of Montenegro and the University Mediterranean. It was supported by TAIEX (an instrument of the European Commission). An Estonian expert assisted in drafting the law and the Slovenian Ministry organised a study visit for representatives of the Montenegrin working group. The new law replaced the existing law on recognition.

2. The Bologna Process²²

General Information

Level of integration in the Bologna Process	X	Bologna-Signatory Country (in 2003)
		Non Bologna-Signatory Country
		Bologna Process officially embedded in the education system
		Bologna Process being implemented by ad hoc groups under the supervision of the Ministry of Education
		No particular mechanism supporting the implementation of the Bologna Process

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			
Bachelor programmes	180 ECTS (3 academic years)	Master programmes	Various combinations
Bachelor/Master cycle structure models most commonly implemented	180+120 ECTS (3+2 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. The 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 is issued automatically and free of charge	Bologna DS is issued in the language of instruction and /or English

²² Source: Education, Audiovisual and Culture Executive Agency. 'State of Play of the Bologna Process in the Tempus Partner Countries (2012)', A Tempus Study, No 9, April 2012, EACEA, Brussels.

National Qualifications Framework (NQF)

Stage towards establishing a National Qualification Framework		Not yet started formally/not foreseen.
		Step 1: Decision taken. Process just started.
		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.
		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	Council of Higher Education			
Status	A Government-dependent body or Ministry has responsibility for quality assurance.			
Year of establishment	2004			
Involvement in external quality assurance process		Decision-making role	Participation	No participation
	Academic staff	X		
	Students	X		
	International Experts		X	
Cross Border Evaluation: Institutions are allowed to choose a foreign quality assurance agency.				

Recognition of foreign qualifications

Ratification of the Lisbon Recognition Convention	X	2004 (signature and ratification)
Recognition of Foreign Qualifications for academic study	Recognition for academic study by higher education institutions	
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 allowed in the higher education legislation.
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III. Participation in EU programmes

1. Tempus

Institutions located in present-day Montenegro have participated in the Tempus Programme since 2001.

1.1 Statistics

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

	TEMPUS I and II	TEMPUS III	TEMPUS IV				
	1990-1999	2000-2006	2008	2009	2010	2011	2012
Joint Projects (JEP)	-	15	4	4	1	7	6
Structural & Complementary Measures (Tempus III) Structural Measures (Tempus IV)	-	10	3	0	3	0	2
Total	-	25	7	4	4	7	8

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

Institutions	Total	Number of projects	
		JP	SM
University of Montenegro	30	22	8

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

Institutions	Total	Number of projects	
		JP	SM
University of Montenegro	4	3	1

1.2 Impact of the Tempus Programme

The key factor that marked the beginning of TEMPUS III in Montenegro is the fact that the programme overlapped with the beginning of higher education reforms in Montenegro, additional interest in the Bologna process, and implementation of its principles. This came about because the European Commission geared Tempus III towards the Bologna process and support of HE reforms in accordance with the Bologna principles. The Ministry of Education and Sports decided to support this framework and this meant a step forward towards the harmonisation of HEI development policy in the EU and the national concept of HEI in Montenegro. Tempus priorities were set up jointly by the European Commission and the Ministry of Education and Science. By signing the Bologna Declaration in

September 2003 at the Ministerial Conference in Berlin, Montenegro officially then joined the pan-European initiative with the aim of creating a European Higher Education Area by 2010. The legal basis was created with the adoption of the new HEI Act in October 2003 and work on the implementation of the Bologna principles has started. This Act was also introduced with the support of the Tempus project 'Development of a Model of University Management at the University of Montenegro'.

The experience and support of foreign experts in this phase was of particular importance for higher education reform in Montenegro and it created a basis for further development of the HE system.

During the Tempus III phase, Joint European Projects have been supported, covering

different areas, such as economics and management, electrical engineering, information technology, medicine, natural sciences, law, education and teaching training, and multidisciplinary projects. Each of these curriculum development projects can serve as examples of good practice.

In spite of a very limited budget and very demanding application forms, Tempus managed to maintain a high rationale and a good response from the academic community.

As regards university management, projects have been focused on quality assurance in higher education, university management strategies, the development of strategic plans, international relations, etc. As far as Structural and Complementary Measures (SCMs) are concerned, the Ministry of Education and Sports was very involved, since it addressed some very specific issues of higher education through those measures, including the issue of recognition - achieving the objectives of the Lisbon Recognition Convention, NQF, a national team of Bologna promoters, international relations at the University of Montenegro, etc. As part of the project on recognition each Tempus curriculum reform project directly or indirectly contributed and is helping to improve the quality of education in each field, through upgrading teaching methodologies, capacity building of academic staff, student mobility and the recognition of periods spent abroad, development of teaching facilities, fostering cooperation with HEIs in the EU and its region.

Tempus IV is introducing innovative elements which enable HEIs to think more in regional terms and draw more attention to the establishment of stronger links between higher education and society as a whole. Reforms of curricula remain high on the priority list in Tempus IV too. Although significant improvement has been achieved during Tempus III in this respect, further effort is still needed so as to achieve the following: higher efficiency of study programmes, more thorough work on defining learning outcomes and how credits for study programmes should be allocated, the development of quality assurance systems and embedding a quality assurance culture at the HEIs, further improvements in accreditation processes and strengthening the capacity of the Council of Higher Education, which functions as an accreditation body in Montenegro.

The ongoing regional projects supported under Tempus IV focus on some of the most important aspects of higher education in Montenegro, such as establishing stronger university-enterprise cooperation, as well as stronger connections between higher education and research. The projects concerned are

entitled 'Opening University towards Society – Linking Education, Research and Innovation' and 'Creating Research and Development Capacities for Boosting Higher Education/Economy Cooperation'. The project 'Matching Competences in Higher Education and the Economy: from Competence Catalogue to Strategy and Curriculum Development' is intended to develop and advance methodologies and tools for assessing the match between skills and competences developed by institutions of higher education and those required by the labour market, and accordingly to develop recommendations for curricula adaptation. The Faculty of Tourism and Hotel Management is involved in this project, which is important because tourism represents one of the country's strategic orientations. The project 'Introduction and Implementation of an Academic Programme in Community Youth Work (CYW) through enhancing Interregional Cooperation in the Countries of Western Balkans', also concerns important topics which will boost collaboration between the civil sector and academia, overriding cultural, educational, ownership-based or ethnic barriers. Because they are regional projects, an additional value is attached to them as they allow for the possibility of addressing shared problems, and try to find shared solutions at a regional level.

It is positive to state that the interest of the academic community in the Tempus programme is not abating, especially when it comes to the projects being coordinated by Montenegrin HEIs. Indeed currently there are four projects in which the University of Montenegro is acting as a grant applicant institution.

It is also important to notice that there is a constant increase of non-academic partners participating in Tempus projects. All three universities are participating in the Tempus programme, which creates an ambience of positive and healthy competition among HEIs in Montenegro.

The EU budget for Tempus in Montenegro has been fully absorbed over the past years. The added value of the Tempus programme is that it creates a framework for the establishment of intensive cooperation with EU universities, the exchange of academic staff and students and harmonisation with the newest trends in HE. It has enabled Montenegrin HEIs to initiate new partnerships with EU universities and to re-establish and strengthen cooperation with those universities.

In the forthcoming period, national authorities and universities will focus their attention on the following HEI reform related issues:

- Further fine-tuning of the three-cycle system: curricular reforms, National and European Qualification Frameworks;
- Creation of curricula based on learning outcomes;
- Creation of Joint degrees, with a special emphasis on the regional programmes;
- Further reinforcement of university-enterprise cooperation;
- Implementation of Life-Long Learning strategy at HEIs;
- Quality Assurance (internal and external), including Accreditation;
- Recognition (ECTS, Diploma, Europass, Lisbon Recognition Convention)

2. Erasmus Mundus

The objective of the Erasmus Mundus programme 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.

More information:

http://eacea.ec.europa.eu/erasmus_mundus/results_compendia/selected_projects_en.php

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)

	2006	2007	2008	2009	2010	2011	2012
Students	-	2	3	8	9	6	6
Scholars	2	-	-	-	NA	2	1

Nationals of the country participated in the programme for the first time in 2006-2007.

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

Year of Grant Allocation	2007	2008	2009	2010	2011
Undergraduate	-	11	22	15	26
Master	-	6	13	15	11
Doctorate	-	1	13	4	4
Post-doctorate	-	0	1	2	2
Academic staff	-	1	6	14	4
Total	-	19	55	50	47

Institutions participating in the programme up to and until 2011

Institutions	Action 1 Joint Programmes	Action 2 Partnerships	Action 3 Attractiveness projects
UNIVERSITY OF MONTENEGRO		X	
UNIVERSITY MEDITERRANEAN PODGORICA		X	

IV. Bibliographical references and websites

- www.ucg.ac.me – Website of the University of Montenegro
- www.cis.ac.me – Website of the University Mediteran
- www.qas.ac.me - Website of Center for Quality Assurance
- www.udgedu.me/ – Website of the University Donia Gorica
- www.cis.ac.me - Website of the Center of Information System at the University of Montenegro
- www.mps.gov.me/ministarstvo - Website of the Ministry of Education and Sports of Montenegro
- www.tempusmontenegro.ac.me - Website of National Tempus Office
- www.eurydice.org – Website of Information on Education Systems and Policies in Europe
- Higher Education Act 'Official Gazette of Montenegro', No 60/03, 2003
- 'Documents' containing the Law on Higher Education, and all relevant by-laws and rulebooks such as: Statute of the University, Rulebook on conditions, criteria and procedure for the enrolment in the first academic year, Rulebook on Studying at Undergraduate studies, Rulebook on Studying at Postgraduate studies; Rulebook on Studying at Doctoral Studies, Criteria for the Appointment in Academic and Scientific Titles, Code of Academic Ethics, Rulebook on the Honor Court, Rulebook on the Equivalence of Acquired Knowledge, Rulebook on Education and Professional Development, Rulebook on the Publishing activities of the University of Montenegro, Rulebook on the Appointment of Professor Emeritus, Rulebook on the conditions and Criteria for the Title of Honorary Doctor of Science, Statute of the Students' Parliament etc.). Publisher: University of Montenegro, 2006
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- DIRECTIVE 2005/36/EC OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 7 September 2005, on the recognition of professional qualifications

THIS DOCUMENT HAS BEEN PRODUCED BY THE EDUCATION, AUDIOVISUAL AND CULTURE EXECUTIVE AGENCY (EACEA) ON THE BASIS OF CONTRIBUTIONS FROM THE TEMPUS OFFICE AND THE AUTHORITIES OF THE COUNTRY CONCERNED²³, INCLUDING THE REPRESENTATIVES OF THE BOLOGNA FOLLOW-UP GROUP (BFUG). THE APPROACH AND DATA COLLECTION HAVE BEEN IMPLEMENTED IN CLOSE COOPERATION WITH EURYDICE, THE NETWORK ON EDUCATION SYSTEMS AND POLICIES IN EUROPE. THE EXECUTIVE AGENCY WORKS UNDER THE SUPERVISION OF THE COMMISSION DIRECTORATES GENERAL. FUNDS OF THE TEMPUS PROGRAMME ARE DELEGATED TO THE AGENCY BY THE EUROPEAID DEVELOPMENT AND CO-OPERATION DIRECTORATE-GENERAL AND THE DIRECTORATE-GENERAL FOR ENLARGEMENT.

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.

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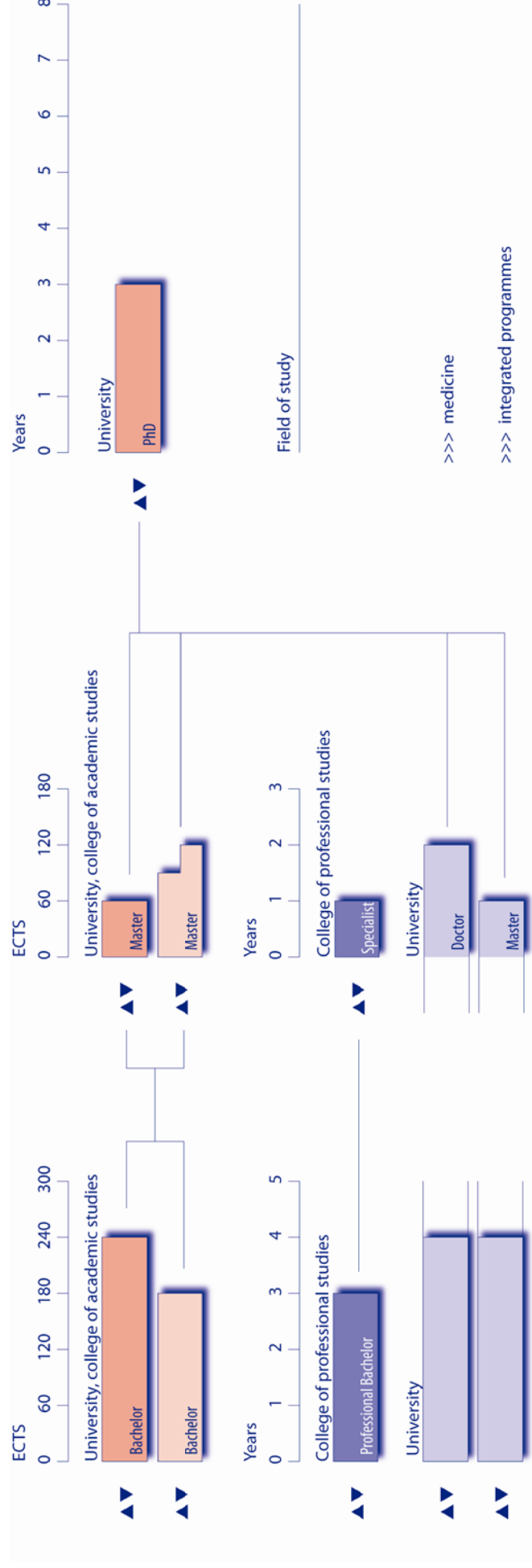


HIGHER EDUCATION IN SERBIA



- I. Overall description**
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The higher education system in Serbia



ECTS		ECTS	
Credits according to the European Credit Transfer and Accumulation System		Credits according to the European Credit Transfer and Accumulation System	
Most common length of a Bologna cycle	Other length of a Bologna cycle	Programme outside the typical Bologna model	Professional programme
regulated at national level	regulated at national level	regulated at national level	regulated at national level
ALL programmes have admission requirements	SOME programmes have admission requirements	ALL programmes have admission requirements	SOME programmes have admission requirements
decided at institutional level	decided at institutional level	decided at institutional level	decided at institutional level

I. Overall description

1. Major characteristics of tertiary education in the country

Legislation covering the field of tertiary education

The Law on Higher Education (LHE, 2005 and amendments in 2008, 2010 and 2012) provides a legal basis for full implementation of the Bologna Declaration and the Lisbon Convention.

The Lisbon Convention was ratified by the National Assembly in March 2004.

The National Strategy for the development of education, approved in October 2012, provides a great number of important innovations at all levels of education in Serbia. As far as higher education is concerned, the strategy sets up 2 important goals to be achieved by 2020:

- At least 40% of students who finish the 4 year vocational high schools and 95% of those who finish grammar school should enter the 3rd cycle of studies;
- At least 50% of students who finish Bachelor studies should enrol in a Master degree programme and at least 10% of Master students should get into a Ph.D programme.

Types of tertiary education programmes and qualifications

The three-cycle structure prescribed by the LHE has been instituted in all higher education institutions. The three-cycle structure based on the Bologna principles was formally implemented in the academic year 2006/2007. The percentage of the total number of all students below Doctorate level, enrolled in two-cycle degree systems in the academic year 2008/2009, was 89%. The second cycle of academic qualifications gives direct access to the third cycle. Third-cycle programmes (Ph.D) started in 2006/2007 in many universities.

In order to access the Doctorate level programmes, students must have accumulated at least 300 ECTS for most study programmes and at least 360 ECTS for medical sciences. Within the Doctorate programmes, students must earn a minimum of 180 credits to obtain the degree. Doctorate programmes include obligatory course work and individual research. The doctoral dissertation is the final part of the study programme at Doctorate level, except for doctors of arts, who follow an artistic programme. Completed scientific contributions

are graded according to the number of scientific publications, patents or technical innovations.

The titles acquired after the different cycles are translated as Bachelor, Bachelor (Honours) (240 ECTS), Bachelor (Appl.), Master and Ph.D.

A higher education institution may, within the scope of its activities, implement programmes of lifelong learning outside the framework of study programmes for which it has obtained accreditation and a work permit. A person admitted to this type of programme does not have the status of student.

A person who has mastered a programme within the lifelong learning framework is issued a certificate.

Types of tertiary education institutions

There are three types of higher education institutions in Serbia: universities (*univerzitet*), colleges of applied sciences (*visoka škola strukovnih studija*) and colleges of academic studies (*visoka škola akademskih studija*). Faculties usually have the status of a legal body, but they cannot exist independently as they need to be a constituent part of a university.

The law also allows colleges of applied sciences to come together and form universities of applied sciences, but until now such institutions practically do not exist. A Tempus project on "Establishing and capacity building of the Southern Serbian Academy and the National Conference for Vocational Higher Education" (project no. 517200-TEMPUS-2011-BE-SMGR), initiated recently, has started addressing the creation of one such academy in the Southern Serbian region.

Universities are the only teaching and research higher education institutions in the country and provide all three cycles of higher education as well as some forms of lifelong learning.

Colleges of applied sciences and colleges of academic studies, of which 72 have been accredited since October 2009, provide a first and some sort of second cycle of higher education. This second cycle is limited to 60 credits of applied specialisation which is not the same as a Master of Applied Sciences. Currently, there is an ongoing discussion related to this issue and the conclusions will be

included in the text of a new Law on Higher Education.

There are approximately 200 000 students in higher education.

Serbia has altogether 8 public and 9 private universities, 47 state-funded colleges of applied studies and 17 private colleges of applied studies. The number of colleges of academic studies is 8 in total: 3 are state funded and 5 are private.

Number of HEIs (in academic year 2011/2012)	
89	
University	College
8 (public)	47 + 3 (public)
9 (private)	17 + 5 (private)

Number of students (in academic year 2011/2012)
200 000

2. Distribution of responsibilities

At the central level, the main responsibilities lie with the Ministry of Education and Science and the National Council for Higher Education, which came into existence in 2005 and whose members are elected by the National Assembly.

The Ministry of Education and Science is the governmental authority in charge of higher education. It recommends policy to the Government, plans the admission policy for students, allocates the financial resources to higher education institutions, oversees the overall development of higher education and ensures the execution of decisions of importance.

The National Council of Higher Education, (NCHE) has overall responsibility for strategic planning and decisions about main issues relevant for the coherence of the HE system, such as setting standards for the internal assessment and quality evaluation of HE institutions and establishing standards for the issuance of work permits. The Council is an independent body, consisting mainly of academicians proposed by the Conference of Serbian Universities (CSU) and appointed by decision of the National Assembly.

- Governance of the higher education system in Serbia is not totally centralised. The autonomous province of Vojvodina has

significant jurisdiction over the higher education institutions located on its territory. Its main responsibilities are the following:

- Founding of higher education institutions in Vojvodina;
- Issuing work permits to higher education institutions located in Vojvodina;
- Carrying out administrative supervision of the higher education institutions located in Vojvodina;
- Allocating the financial resources provided through the budget of the province allocated for higher education institutions
- Monitoring the use of such financial resources;
- Defining the number of students that can be enrolled in the first year of study, in accordance with the proposals of the National Council for Higher Education;
- Nominating the members of councils of state colleges of applied sciences and of state universities located in Vojvodina.

Two groups also participate in the governing of higher education as consultative bodies. These are the Conference of Universities and the Student Conference.

3. Governing bodies of the higher education institutions

Universities have a dual governance structure comprising the Council and the Senate.

The Council is the administrative body of a higher education institution. The Council is responsible for long-term strategic decisions, such as deciding on statutes, strategic plans, election of the rector and vice-rectors, and budget allocation. The Council of the state higher education institutions comprises the representatives of the institution, students and the Government. Up to two-thirds of the total number of Council members are representatives of the higher education institution and one third of the total number of Council members are students and representatives of the Government.

Management staff from enterprises and officials from other organisations are very frequently founder representatives.

The Senate is the academic body of a university, and the professional body of a faculty and/or an academy of arts. The Senate is responsible for academic issues, such as the

curriculum, degrees and staff promotions. The Senate consists of internal members - professors (deans of faculties at the university, or academic staff at the faculty) and students. Twenty per cent of the members of the Senate (of the university or the faculty) are student representatives.

The executive officer of the university is the Rector, of the faculty it is the Dean and of the academy or college of applied sciences it is the Head. The executive officer is elected among the teachers of a higher education institution who are employed full-time and who have been elected for an indefinite period of time. The executive officer is elected for a period of three years with a possibility of being re-elected for another period of three years.

4. Financing

Higher education institutions may acquire funds from various sources. These are mainly: the founding body, students (tuition fees), donations, gifts and endowments, projects and contracts related to the carrying out of courses of study, research and consulting services;.

A higher education institution manages these funds independently.

State-founded and privately-funded universities are in a different position in relation to funding.

Generally speaking, a higher education institution founded by the state will receive funds for the implementation of approved and/or accredited study programmes on the basis of a contract concluded between the independent higher education institution and the Government. In practice, the funds are transferred directly from the state budget to the faculties and to the universities.

The funds that a higher education institution and/or a higher education unit (faculty, department) acquires, in addition to the funds provided by the Republic, make up that institution's own income. These funds include tuition fees, provision of services to third persons, gifts, donations, sponsorships and other sources of fund acquisition.

These funds are disposed of by a higher education institution and/or higher education unit which has the capacity of a legal entity, in accordance with the law and the general act of that higher education institution and/or higher education unit.

5. Student contributions and financial support

There are two categories of students with respect to funding: state-funded students, who study at state higher education institutions, and self-funded students, who exist in all types of higher education institutions.

All self-funded students at a particular higher education institution pay the same fee, regardless of age. Tuition fees are determined by the higher education institutions.

The criteria for determining fee levels are established by the general charter of a higher education institution.

Prior to announcing a competition for admission of new students, a higher education institution establishes the amounts of tuition fees for all study programmes in the following academic year.

The tuition fee determines the costs of studies for one academic year, i.e. for acquiring 60 ECTS.

The tuition fee includes compensations for regular services that a higher education institution provides to a student within the framework of the relevant study programme. Students who study at state higher education institutions can apply to use student halls of residence – they can live there under very advantageous conditions. Student canteens can be also used under the same conditions.

There are also other benefits that all students can use such as health insurance, use of summer or winter resorts for more favourable prices, leisure activities, sport clubs, etc.

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

Serbia operates an integrated national quality assurance system complying with the Standards and Guidelines for Quality Assurance (QA) in the European Higher Education Area.

The Commission for Accreditation and Quality Assessment (CAQA) is legally responsible for organising and monitoring the quality assurance scheme for all higher education institutions in Serbia. The CAQA was formed in June 2006 as an independent expert body of the NCHE. The CAQA designs standards, protocols and guidelines for the NCHE's approval and publication and helps institutions in creating their respective quality management systems. The CAQA carries out quality assurance processes in forms of

accreditation and external quality assurance of all higher education institutions and study programmes, in accordance with the LHE. During the development of the QA system, the European Standards and Guidelines (ESG) were used as the main source of information. Existing accreditation standards do include QA topics, and therefore fully comply with the ESG.

The CAQA has a policy for the assurance of its own quality. The Commission is subject to national and international peer reviews; internal quality assurance procedures for the Commission are publicly available on the website along with the mission statement and management and action plans. The CAQA regularly conducts (once a year) an internal evaluation and produces reports on its work and achievements for the NCHE. The CAQA is an associate member in the European Association for Quality Assurance in Higher Education.

Higher education institutions have a legal obligation to develop internal quality assurance systems. Implementation of the standards for internal quality assurance is in the first place the responsibility of the institutions. Internal quality assurance is one of the themes in the accreditation frameworks. An important element on the basis of which programmes are assessed for accreditation is whether there is a coherent system of internal quality assurance with clear goals and regular monitoring which leads to continuous improvement. The self-assessment report is an obligatory document in the accreditation file of any higher education institution. Students are involved in the preparation of self-assessment reports and in the follow-up procedures.

The external quality assurance system operates at national level; only accredited higher education institutions and study programmes are entitled to award Bachelor, Master and Doctoral degrees.

Accreditation and external quality assessment are a part of the work permit procedure performed by the Ministry of Education and Science. The accreditation process comprises accreditation of all higher education institutions (institutional accreditation) and of all their study programmes (programme accreditation). Eight public universities (around 85 faculties), eight universities established by non-state founders (around 40 faculties) and more than 80 colleges of applied sciences (under the primary domain of the CAQA) are subject to compulsory national accreditation. The accreditation of HEIs carried out by the CAQA started in 2007. Accreditation has been completed for colleges which previously had two-year programmes. Colleges of applied

sciences provide first-cycle (vocational-Bachelor) programmes and second-cycle (vocational-Master) programmes.

7. Admission

The main elements of admission policy are defined by the LHE. These rules apply to all who wish to enrol at a higher education institution.

First, an independent higher education institution announces an admission competition which contains the number of students to be admitted to an individual study programme, the admission conditions and the criteria for candidates' rating lists and the procedure for carrying out the competition.

The number of students is determined by the higher education institution. The number of students may not exceed the number set in the work permit.

For a state higher education institution, the Government decides the number of students to be enrolled in the first year of a study programme financed from the State budget. The decision is taken after receiving advice from higher education institutions and the NCHE not later than two months prior to the announcement of a competition.

8. Organisation of the academic year

Higher education institutions organise and implement study programmes within an academic year commencing, as a rule, on 1 October and lasting 12 calendar months.

An academic year may be divided into:

1. two semesters, each lasting 15 weeks;
2. three trimesters, each lasting 10 weeks;
3. blocks of an aggregate duration of 30 weeks, the individual duration of which is established by the general act of the higher education institution.

9. Curriculum content

The curriculum is defined at institutional level. However, it is the case that for certain professions (teachers who work in primary schools, doctors, pharmacists and similar occupations) some elements of the study programmes are broadly defined by other legislation (the Law on Education Foundations, the Law on Medical Protection and the Law on Medicines). The undergraduate curriculum for teachers' studies must include 30 ECTS for pedagogical and methodological subjects.

Study programmes consist of compulsory and elective subjects.

The Law on Higher Education introduced the ECTS as the mandatory credit system to be used by all higher education institutions in all degree programmes, for both credit transfer and accumulation. The ECTS system is fully implemented in all HEIs. Every study programme contains a precise description of the courses and the number of ECTS. This is based on the student workload required to achieve the expected learning outcomes.

10. Assessment, progression, certification and degree

The most common forms of assessment of students are written and/or oral exams.

Prior experiential learning is usually not recognised. There are some exceptional cases in which ECTS are awarded to students who volunteered for or participated in some non-teaching activities. The authorities are aware of this problem and this issue might become better regulated in the near future.

A student may continue studying in the next year after he or she has collected the appropriate number of ECTS. The number of ECTS necessary to access the next year of study gained through exams is not the same for state-funded and self-funded students.

At the beginning of each academic year, a state-funded student needs to enrol on the number of courses corresponding to 60 ECTS. A self-funded student can enrol on courses with a total value of at least 37 ECTS.

Those who wish to work in certain professions (e.g. teachers, the medical professions, etc.) have to work for one year after which they have to pass the state exam.

Those who have obtained their degrees at universities can enrol in the next cycle of higher education.

11. Academic staff

The main categories of teaching staff are teachers, researchers and associates.

The ranks of teachers in higher education institutions include: lecturers, professors in colleges of applied sciences, docents, associate professors and full professors.

To be selected as a teacher, higher education institutions take into consideration the following elements:

- an assessment of the results of scientific, research and/or artistic work;

- an assessment of involvement in the development of teaching methods and the development of other activities concerning a higher education institution;

- an assessment of the results of pedagogical work, as well as the assessment of the results achieved in coaching junior teachers of sciences and/or arts.

In assessing the results of the pedagogical work, the opinion of students is considered.

12. Research activities

Traditionally, all university institutions in Serbia have been involved in research through scientific projects granted by the Ministry of Science and Technological Development (<http://www.nauka.gov.rs>). In parallel with academic accreditation, all university faculties have to obtain national accreditation for scientific research. The LHE envisages research as a necessary part of academic life. It always has been and still is an obligatory task for all academic institutions and their teaching staff. It is not obligatory for the colleges of applied sciences.

13. University-enterprise cooperation

The involvement of employers in the definition of curricula is not precisely regulated at national level. It is preferable, but not obligatory, to consult these stakeholders during the redefinition of curricula. Employers are usually represented on higher education councils.

14. International cooperation

The outbound mobility of national students is promoted and funded through the Fund for Young Talent. This fund was set up by the Government. It is run by the Ministry of Youth and Sport. Four calls for applicants have been organised so far; scholarships to study in the EU were awarded to 97 students in 2008 and 155 students in 2009, 322 students in 2010 and 414 in 2011. The fund also supports talented students who study in the country.

Inter-university cooperation is promoted by the activities of the National Council for Higher Education.

Apart from Tempus, the Seventh Framework Programme (FP7) and Erasmus Mundus, higher education institutions participate in the Campus European programmes and the

Central European Exchange Programme for University Studies.

Almost all universities, and many colleges, in Serbia have established bilateral cooperation with universities in the EU countries, the USA, Canada, countries in Asia and other regions. This cooperation is aimed at increasing the number of students coming to Serbia, and focuses on research and delivery of some teaching programmes, sometimes as joint or double degrees.

The Republic of Serbia has also signed around 23 bilateral agreements related to higher education with countries from different regions, half of them members of the EU.

Issues of mutual interest, such as bilateral student exchanges (mostly at postgraduate level), exchange of lecturers and education experts, cooperation in research activities and the exchange of publications are the most common topics in these agreement.

II. Current challenges and needs

1. Trends and challenges

Since the beginning of the reform of the higher education system in Serbia, a lot has been done. Despite its dynamism, certain important issues (mentioned below) need to be addressed in the near future. The HE system would in this way be able to meet constant changes and harmonise its development with ongoing trends and its environment.

Amendments of the HE Law

At central level, there is a need to harmonise further the Law on Higher Education, which was adopted in 2005 and amended in 2008 and 2010. An analysis of the first round of institutional and study programmes accreditation process across the country (2007-2010) was the basis for the amendments to the Law. This work is being prepared by a working group which operates at national level.

One of the main challenges for the whole education system, including higher education, is the creation of an overall education strategy for the next five-ten years. Progress in this respect is expected during 2012 and 2013. The strategy also needs to include trends related to lifelong learning and all factors that shape the education system.

Reform of the funding of the higher education system, measures for improvement of student mobility and recognition, a strengthening of the links between science and teaching are the challenges for all stakeholders and therefore they need to be addressed in this document.

The strategy and harmonisation of the Law will take into account the need for achieving flexible learning paths between academic and vocational/applied studies in order to permit students to progress seamlessly to the next

cycle of higher education. The quality of the learning process and provision of study programmes at colleges of applied sciences, that have passed the first round of accreditation, needs to be further enhanced.

The National Qualification Framework

Development of the national qualification framework for HE has almost been completed by the National Council for Higher Education. Although some sort of dialogue with stakeholders exists, it needs to be further improved so that partners from industry are more systematically involved in decision-making procedures related to redesigning study programmes and the development of lifelong learning strategies.

A specific contribution to the practical implementation of the qualification framework and to the drafting of the comprehensive strategy related to the needs of the higher education system is expected from the Tempus project "Governance and Management in Higher Education in Serbia" which started in January 2010. This project also addresses another burning issue: the integration of universities in Serbia.

Along with the development and implementation of the sectorial qualification frameworks, it is expected that learning outcomes and ECTS allocation will be revised and adapted in cooperation with students, industry and other stakeholders. These changes will be very demanding because of the necessity for the involvement of almost all higher education institutions in the country.

The proper implementation of the ECTS is based on student workload and learning outcomes still remains a priority. Developing, describing and implementing learning

outcomes is one of the main tasks of HE institutions in the near future.

of supporting initiatives which are based on innovation, creativity and diversity.

Quality assurance

After the end of the first round of accreditation of the institutional and study programmes across the country (2007-2012), the Commission for Accreditation and Quality Assurance has applied for membership of the ENQA (European Association for Quality Assurance in Higher Education). In order to achieve this, the Commission has to undergo an external evaluation of its work. The standards for accreditation will be revised according to the experience acquired in the first round of accreditation, the need to sustain the spirit of a quality culture and the possibility

Improvement of student participation

Student participation in all aspects of Bologna Process implementation needs to be increased. Student representatives also need to be included in the accreditation process (with the right to participate in the decision-making process) and in the reassessment of student workload that will be performed.

Increasing the quality of student participation in these activities is significant and needs to be facilitated by the support of the relevant academic staff and representatives of former students.

2. The Bologna Process²⁴

General Information

Level of integration in the Bologna Process	X	Bologna-Signatory Country (in 2003)
		Non Bologna-Signatory Country
		Bologna Process officially embedded in the education system
		Bologna Process being implemented by ad hoc groups under the supervision of the Ministry of Education
		No particular mechanism supporting the implementation of the Bologna Process

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			
Bachelor programmes	Various combinations	Master programmes	60 ECTS (1 academic year)
Bachelor/Master cycle structure models most commonly implemented	Various combinations		

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.

²⁴ Source: Education, Audiovisual and Culture Executive Agency. 'State of Play of the Bologna Process in the Tempus Partner Countries (2012)', A Tempus Study, No 9, April 2012, EACEA, Brussels.

Indicative number of hours of student workload corresponding to one ECTS	1 ECTS = 30 – 40 hours
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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
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Diploma Supplement issued	Bologna DS is issued on request in return for payment	Bologna DS issued in the language of instruction and /or English
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National Qualifications Framework (NQF)

Stage towards establishing a National Qualification Framework		Not yet started formally/not foreseen.
		<u>Step 1</u> : Decision taken. Process just started.
		<u>Step 2</u> : The purpose of the NQF has been agreed and the process is under way including discussions and consultations. Various committees have been established.
	X	<u>Step 3</u> : The NQF has been adopted formally and the implementation has started.
		<u>Step 4</u> : Redesigning the study programmes is ongoing and the process is close to completion.
		<u>Step 5</u> : 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	Commission for Accreditation and Quality Assurance			
Status	A single or several independent national bodies for quality assurance have been established.			
Year of establishment	2006			
Main outcome of the review	X	A decision granting the reviewed institution/programme permission to operate		
		Advice on how the reviewed institution/programme can improve quality		
		Both permission and advice		
		Not available		
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	2004 (signature and ratification)
Recognition of Foreign Qualifications for academic study	Recognition of academic study by higher education institutions	
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 provided for by the higher education legislation.
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III. Participation in EU programmes

1. Tempus

Institutions located in present-day Serbia have participated in the Tempus programme since 2001.

1.1 Statistics

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

	TEMPUS I and II	TEMPUS III	TEMPUS IV				
	1990-1999	2000-2006	2008	2009	2010	2011	2012
Joint Projects	0	81	15	11	9	8	12
Structural & Complementary Measures (Tempus III) Structural Measures (Tempus IV)	0	22	2	2	3	3	1
Total	0	103	17	13	12	11	13

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

Institutions	Total	Number of projects	
		JP	SM
UNIVERSITY OF NOVI SAD	46	37	9
UNIVERSITY OF BELGRADE	42	34	8
UNIVERSITY OF KRAGUJEVAC	32	26	6
UNIVERSITY OF NIS	24	17	7
STATE UNIVERSITY OF NOVI PAZAR	11	7	4
UNIVERSITY SINGIDUNUM	8	5	3
UNIVERSITY OF ARTS (BELGRADE)	5	2	3

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

Institutions	Total	Number of projects	
		JP	SM
UNIVERSITY OF BELGRADE	11	8	3
UNIVERSITY OF NOVI SAD	8	7	1
UNIVERSITY OF KRAGUJEVAC	6	5	1
UNIVERSITY OF NIS	4	2	2
STATE UNIVERSITY OF NOVI PAZAR	1	1	0
UNIVERSITY OF ARTS (BELGRADE)	1	1	0
THE SCHOOL OF ELECTRICAL ENGINEERING AND COMPUTER SCIENCE (BELGRADE)	1	1	0
THE SCHOOL OF HIGHER TECHNICAL PROFESSIONAL EDUCATION (NOVI SAD)	1	1	0
COLLEGE OF AGRICULTURE AND FOOD TECHNOLOGY (PROKUPLJE)	1	1	0

1.2 Impact of the Tempus Programme

Serbian participation in Tempus III pretended to be a step forward in bringing together the European Union HE policy and the national concept of the HE. It facilitated the work on the implementation of the obligations undertaken by signing the Bologna declaration in 2003. Projects provided an optimal framework for the reestablishment of the cooperation with EU universities, exchange of academics and students.

Under Tempus IV the Programme has remained the largest instrument assisting higher education institutions in the ongoing modernisation and reform process. It keeps bringing Serbian higher education institutions more in line with the trends within the European Higher Education Area and opens the channels for cooperation with higher education institutions in the EU and other Tempus partner countries.

The increased budgets per individual project, compared to Tempus III phase, is reflected in a more demanding scope of activities to be covered under each project and in the involvement of a higher number of institutions (academic and non-academic). Among the two general types of projects selected under Tempus IV, Joint Projects make a more numerous group (55 projects) addressing the objectives relevant for the higher education institutions involved. A fairly good number of Structural Measures (11 projects) were funded, which target the challenges relevant for the whole system of higher education in the country.

Tempus projects have contributed to creating closer cooperation between academia, industry and the civil society. In all types of projects, a number of different institutions (enterprises, secondary and primary schools, public bodies, NGOs, etc.) take part in various activities. Thanks to this, the non-academic partners are starting to be involved in the design of continuous education courses and study programmes, and their opinions about the competences of graduate students for the labour market are often taken into consideration.

Links with other levels of education – primary and secondary, vocational education and teacher education, continued to be an important focus under Tempus IV in Serbia. The Programme, through several projects, highlighted the relevance of a more coordinated approach, as well as the activities that the higher education institutions need to take care of, bearing in mind the whole education system and the concept of lifelong learning.

Tempus IV in Serbia is significantly supporting the process of university integration, which is one of the main challenges that the Serbian HE system will need to face in the near future. The creation of interdisciplinary programmes at the level of university and the creation of various centres through Tempus projects highlighted integration as a crucial element for the sustainability of projects results.

The projects also supported the establishment, or improvement, of several important centres for the universities such as Centres for Lifelong Learning, Career Development, Transfer of innovations, etc. These centres have the potential to promote, at central level, the higher education institutions among the wider society. Moreover, they are potentially a good source of additional income for the institutions in the conditions of decreased public funding. Nevertheless, their sustainability and cost-efficiency remains a challenging issue.

The EC decision to allow partner country HEIs to act as coordinators in Tempus projects was well accepted in Serbia. HE institutions have shown plenty of interest in creating capacity in this respect and have acted as coordinators in almost half of the funded projects in Serbia. The funds are managed mostly at central level (university) and this has a positive impact on the involvement of the highest authorities (Rectorates), as they are responsible for the overall grant management. This is why the project activities increasingly involve staff from various faculties within one university. Hence, project results can be exploited more widely.

New staff have been trained in the universities to follow the Tempus & EC project management rules. However, it is often difficult for the institutions to keep, or give permanent contracts to the staff trained through the Tempus projects (e.g. IRO).

The number of multi-country projects has increased as it has been recognised that relevant issues for higher education systems can be addressed jointly by institutions in the region of the Western Balkans.

Curriculum Reform Joint Projects

The process of restructuring study programmes in line with the Bologna cycles was finalised during the previous Programme phase. However, the contribution of Tempus IV is still very useful for further modernisation, for updating existing courses and for introducing new ones.

Almost half of the projects belong to the curricula reform building block. In four cases

the projects encompassed the Bachelor programmes modernisation (public administration and management, foreign languages, primary school teacher education and automotive industry), while the focus in all other projects has been on Master level courses and programmes, many of them of multidisciplinary nature (even if the implementation of multidisciplinary programmes has often encountered obstacles due to the disintegrated nature of Serbia universities). Projects addressing Ph.D level are found at individual faculties only, e.g. doctoral programmes in Mathematics (University of Belgrade) and Public Administration (University Union).

Defining learning outcomes for study programmes and the appropriate allocation of ECTS are topics which require further attention as great differences among the same study programmes still exist in different higher education institutions in Serbia, in the region of the Western Balkans and when compared to the EU universities. It can be highlighted here the positive impact of the project which addressed postgraduate studies in Chemistry and Chemistry related fields which made efforts to adopt and implement the referential framework made within the 'Tuning education structures' project (*Euromaster* label in Chemistry).

Tempus projects have proved to be good platforms for mutual learning and building-up capacity among EU and Serbian partner universities. There were projects that encouraged institutions to create joint programmes with the issuance of a joint or double diploma (e.g. Master programmes in Community Youth Work, Interdisciplinary studies of Southeast Europe, Education Policies and European Studies). In some cases, instead of joint or double degrees, some partner institutions chose the mutual recognition of degrees within a project consortium as more feasible option. The mobility of teachers for the purpose of teacher re-training was well-received also. It is worth noticing that, due to the wider scope of projects, it was almost a rule that representatives of several faculties from the same university contributed to project activities.

In the meantime, the higher education institutions in Serbia improved significantly their IT equipment resources in line with the general trend towards greater use of the internet and ICT worldwide. This has no longer been a problematic issue as in the Tempus III phase. There is an adequate amount of computers, equipment for video-conferencing, video projects, etc. Nonetheless, the 30% project allocation for this budgetary line was well-received. In Tempus IV some more

sophisticated and more specific pieces of equipment or software have been purchased. Due to the lack of clear guidelines for the use of DL and e-learning in the national legislation (accreditation standards and guidelines), and a lack of appropriate training for teaching staff on how to use the e-learning methodology, the use of distance learning options in projects still needs to be improved.

Joint Projects and Structural Measures addressing Governance Reform

Joint Projects and Structural Measures in the building block of Governance Reform have been the most demanding and challenging type of projects under Tempus IV in Serbia.

The projects created a positive climate and raised the interest of a good number of teaching and administrative staff and management, involving the largest HE institutions and other stakeholders in the country. Student representative bodies are invited to participate in a number of governance reform projects as well.

The topics addressed are issues relevant for the HE system (and will be relevant in the future). These include internal and external quality assurance issues, functional integration of universities, students' role in governance and management at universities, career guidance services, student services supporting the social dimension in HE, creation of alumni associations and introduction of a graduate survey system, creation of a conference on vocational HE, upgrading and digitalisation of university library services and the revision of standards for the provision of distance learning education.

In many examples the formal arrangements for certain issues are in place, as a result of projects. However, it would seem that the real impact of reaching the majority of employees of HEIs needs to be further explored.

The attention and support of relevant national authorities (Ministry of Education and Science, the National Council for Higher Education, Conference of Serbian Universities, the National Commission for Accreditation and Quality Assurance) has usually been provided in the inception phases of a project. However, stronger support and participation in certain activities is needed in order to guarantee the sustainability of the project results. In all projects the optimisation of the faculty-university relationship and strategic management issues, as well as promotion of an integrated university, still remain the main challenges.

Joint Projects and Structural Measures addressing Higher Education and Society

Tempus projects in Serbia addressing Higher Education and Society have had a positive impact on intensifying university-enterprise cooperation in line with overall European trends and the Lisbon process. A range of relevant topics, not being present in Tempus III, are now covered.

Several projects developed training and capacity building courses for small and medium enterprises (e.g. Occupational safety and health - degree curricula and lifelong learning, Production and Profitability in Serbia Enterprises by Adopting Lean Thinking Philosophy). One project addressed the creation of special Master programmes – which were designed to be conversion courses for the unemployed or under-employed university graduates in Serbia.

The five largest public universities in Serbia developed in a Tempus project their lifelong learning strategies and LLL centres offering several new modules and courses. The Centres have the potential to encompass all continuing education courses and modules offered by the individual faculties in the future.

The effects of regional cooperation between universities and their surroundings were demonstrated in the examples of the project 'Virtual Manufacturing Network' where a large network of small and medium enterprises was

created in the central Serbian region of Sumadija involving the "regional" University of Kragujevac.

Structural Measures projects in this category addressed matching competences offered in HE centres and those needed by the labour market, improved student internships organisation and the work of knowledge transfer centres and the Knowledge Triangle in Serbia.

Support to Higher Education Reform Expert Team (HERE)

Even if Serbia is a Bologna Signatory country, there is still a need to promote further implementation of Bologna action lines, as the reform work in many areas has not been completed or has not been accomplished in the optimal way. The HERE team organised several training events and round tables covering issues of interest for HEI and society in the current period. Some of the topics for the events organised by HEREs included the participation of students in decision-making procedures, the cooperation between doctoral programmes and industry, the understanding of a better diploma supplement, the foster of a better career guidance and students' practical placement, etc.

2. Erasmus Mundus

The objective of the Erasmus Mundus programme 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, 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:

http://eacea.ec.europa.eu/erasmus_mundus/results_compendia/selected_projects_en.ph

Number of students/staff participating in the programme

Erasmus Mundus – Joint degrees (Action 1)

	2004	2005	2006	2007	2008	2009	2010	2011	2012
Students	1	6	3	30	46	65	61	55	42
Scholars	-	-	-	2	6	2	NA	NA	NA
Fellows	-	-	-	-	-	-	0	9	10

Nationals of the country participated in the programme for the first time in 2004/2005 (students) and in 2007-2008 (scholars).

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

	Undergraduate	Master	Doctorate	Post-doctorate	Staff	TOTAL
2008	29	18	17	1	17	82
2009	143	69	28	7	43	290
2010*	38	25	12	5	52	132
2011*	94	26	14	10	15	159

Institutions participating in the programme up to and including 2011

Institutions	Action 1 Joint Programmes	Action 2 Partnerships	Action 3 Attractiveness projects
INSTITUTE FOR FOOD TECHNOLOGY			X
UNIVERSITY OF BELGRADE	X	X	
UNIVERSITY OF KRAGUJEVAC		X	
UNIVERSITY OF NIS	X	X	
UNIVERSITY OF NOVI SAD		X	X

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- Ministry of Education and Science www.mpn.gov.rs
- Commission for Accreditation and Quality Assurance www.kapk.org
- Ministry of Youth and Sport www.mos.gov.rs
- The most recent Stocktaking report submitted to the Bologna Follow-up Group is available at the website www.ehea.info

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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, eight 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 and Budapest/ Vienna.

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**.

Berlin Communiqué (2003)

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:

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These documents are available on the Tempus website:

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