

A photograph of a man and a woman looking at a book together. The man is on the left, wearing a dark blue shirt, and the woman is on the right, wearing a green top. They are both smiling and looking at the book. The background is blurred, showing other people in a public space.

# A TEMPUS STUDY

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## Overview of the Higher Education Systems in the Tempus Partner Countries Western Balkans



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## **Overview of the Higher Education Systems in the Tempus Partner Countries:**

### **Western Balkans**

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 main aim of the Tempus programme is to support the modernisation of higher education in Partner Countries outside the European Union. The targeted regions include Eastern Europe, Central Asia, Western Balkans and the Southern Mediterranean, with a total of 29 Partner Countries participating in the programme. In the field of cooperation in education, Tempus is one of the first programmes launched by the EU and it celebrated its 20 years of existence in 2010.

The higher education systems of the Tempus Partner Countries operate in different realities and are based on a variety of historical traditions. Some similarities can be found between the higher education systems in certain regions, but each country has its own features and ambitions.

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

The attached descriptions of higher education systems in the Tempus Partner Countries provide a tool for those who are either planning or already carrying out projects within Tempus. This document forms part of a series of four publications which have been produced for each of the regions covered by Tempus. 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.

The descriptions consist of 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 the participation in the Tempus and Erasmus Mundus programmes. They provide a snapshot of the situation in 2010, but it should be kept in mind that reality evolves at a high speed and that the constant developments in higher education cannot be reflected in these documents.

I am convinced that these descriptions will help current and future beneficiaries of Tempus projects in the development and realisation of 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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<sup>1</sup> 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](http://eacea.ec.europa.eu/tempus/tools/publications_en.php)



## Brief overview of the Tempus programme

Tempus is the EU's external cooperation programme that has been supporting the modernisation of higher education systems in the European Union's neighbouring countries for 20 years. The Partner Countries have changed throughout the years; currently the programme covers countries of the Western Balkans, Central Asia, Eastern Europe, Northern Africa and the Middle East<sup>2</sup>. Since the beginning, Tempus has been contributing to the promotion of cooperation between higher education institutions of the European Union and the Partner Countries, in particular via various capacity building activities. It is also promoting the voluntary convergence of higher education systems in these countries with EU developments in higher education, including the Bologna Process. Indeed, the Bologna Process has become a reference point for most 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 Central and Eastern European Countries, the first phase of the programme was launched in 1990 and lasted until 1993. In those years, Tempus sought to contribute to socio-economic reform through cooperation in higher education. At the beginning, the focus was put on higher education systems in countries that later joined the European Union.

The second phase of the programme, Tempus II, covered the period of 1994-2000. During that time, the programme was extended to new eligible countries in Eastern Europe and Central Asia. National priorities defined by national authorities were introduced.

The third phase of Tempus was implemented from 2000 to 2006. The concept of regional cooperation was introduced during that programme period. 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 their socio-economic development. Besides, the programme aimed at promoting inter-cultural understanding as a means to secure sustainable growth, peace and stability in the region and reinforce the intercultural and civil society dimension of the programme.

Since 2007, Tempus has entered its fourth phase, which will be running until 2013. It puts emphasis on regional and cross-regional cooperation and on the reinforcement of links between higher education and society. The programme currently covers 29 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 in the targeted regions. Tempus is funded by three specific EU financial instruments: the Instrument for Pre-accession Assistance (IPA), the Development Cooperation Instrument (DCI), and the European Neighbourhood and Partnership Instrument (ENPI).

### ***Main characteristics of Tempus***

Tempus was primarily designed to contribute to the reform and upgrading of Partner Countries' higher education institutions and systems. Through cooperation at higher education level, the programme also aims at reinforcing civil society, promoting democracy, as well as enhancing mutual understanding and intercultural dialogue between the EU and its partners. It combines a bottom-up approach – supporting initiatives by higher education

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<sup>2</sup> Tempus Partner Countries (2011): Albania, Algeria, Armenia, Azerbaijan, Belarus, Bosnia and Herzegovina, Croatia, Egypt, the former Yugoslav Republic of Macedonia, Georgia, Israel, Jordan, Kazakhstan, Kosovo under UNSCR 1244/1999, Kyrgyzstan, Lebanon, Libya, Moldova, Montenegro, Morocco, the Occupied Palestinian Territories, Russia, Serbia, Syria, Tajikistan, Tunisia, Turkmenistan, Ukraine and Uzbekistan.

institutions – and a top-down approach in so far as national authorities of Partner Countries establish national and regional priorities with a view to maximise the impact of the programme on higher education reform processes.

To achieve its objectives, Tempus IV supports three types of projects.

- *Joint Projects* are specifically designed for individual higher education institutions and fund multilateral partnerships between EU and Partner Country institutions. They notably aim at developing, modernising and disseminating new curricula, teaching methods and teaching materials, enhancing quality assurance mechanisms in institutions, modernising the governance and management of higher education institutions, strengthening their role in society and their contribution to the development of lifelong learning and reinforcing the 'knowledge triangle' of 'education-research-innovation'.

- *Structural Measures* directly contribute to the development and reform of higher education systems in Partner Countries, to enhance their quality and relevance to the world of work and society at large, and promote further convergence with EU developments in the area of higher education. They can focus on issues linked to the reform of governance in higher education institutions (qualification systems, quality assurance mechanisms, autonomy of institutions etc.), or foster links between higher education, the world of work and other sectors of education. They can 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 proposals. Yearly, approximately 70 projects are funded. The financial support varies from 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, for example. 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 EuropeAid Development and Co-operation Directorate-General and the Directorate-General for Enlargement allocate funds directly to the Executive Agency for the management of the programme and thus have the formal responsibility for supervising its activities. In line with their mandate, the European External Action Service contributes to the strategic orientations of the programme whereas the Directorate-General for Education and Culture brings in its sectoral expertise and facilitates links between the programme and the European Union's internal higher education reform policies.

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

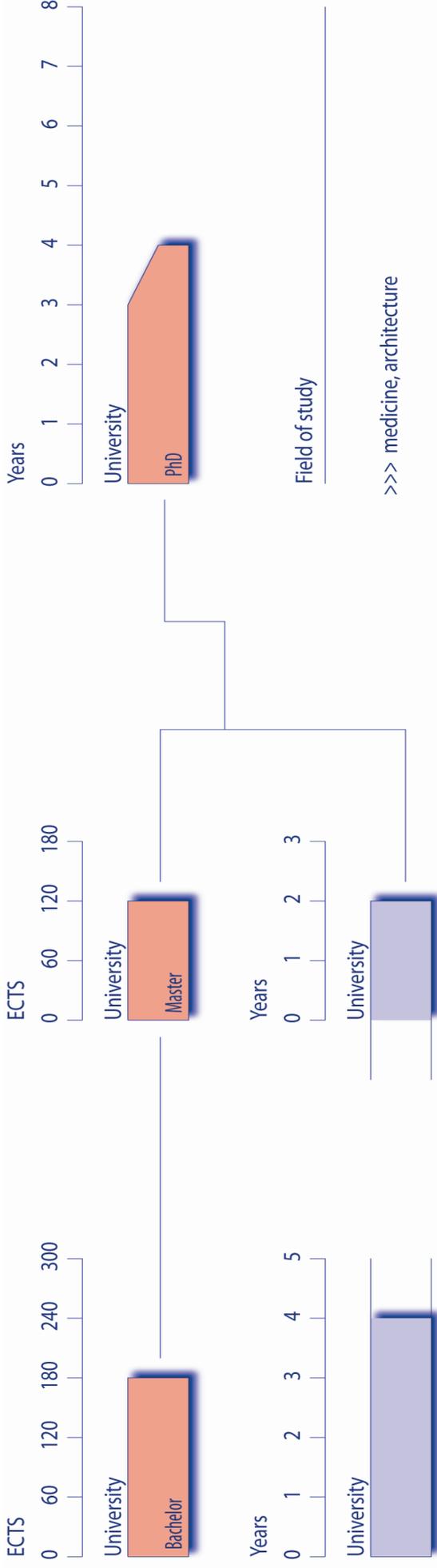


# HIGHER EDUCATION IN ALBANIA



- I. Overall description**
- II. Current challenges and needs**
  - Trends and challenges
  - The Bologna Process
- III. Participation in EU programmes**
  - Tempus
  - Erasmus Mundus
- IV. Bibliographical references and websites**

# The higher education system in Albania



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

**ECTS**  
Credits according to the European Credit Transfer and Accumulation System

ALL programmes have admission requirements	regulated at national level	decided at institutional level
SOME requirements	▼	▲
	▽	△

Source: "Focus on Higher Education in Europe 2010 - The impact of the Bologna Process" (Eurydice, 2010).

# 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 new Law on Higher Education No 9741, of 21 May 2007 and its amendments regulates 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 approve it. A strategic plan must be submitted every five years. The Ministry requires an annual report from the higher education institutions.

There is a national database on higher education activities. Such a database provides comprehensive data on all aspects of higher education, such as information on students, staff, funding and a range of other performance data.

### Types of tertiary education programmes and qualifications

In the Minister's Directive of 4 April 2008 "On the organization of studies in the higher education institutions", the following study cycles are included:

- a) Bachelor study programmes of the first cycle (*Bachelor*)
- b) Master study programmes of the second cycle (*Master*)
- c) integrated study programmes of the second cycle (*Diplomë e Integruar e Ciklit të Dytë*)
- d) Doctorate study programmes (*Doktoratura*)

For these study programmes the following degrees are given:

- a) Bachelor degree (First Level Degree) (*Diplomë e Nivelit të Pare, DNP*)
- b) Master degree (Second Level Degree) (*Diplomë e Nivelit të Dytë DND*)
- c) Master of Science (Second Level Integrated Degree) (*Diplomë e Integruar e Nivelit të Dytë DIND*)
- d) Doctorate (PhD). (*Doktor Dr*)

Recently new amendments were drafted in the Law on Higher Education. They are still under discussion and will be approved by the Council of Ministers and after that by the Parliament.

According to the new draft of amendments the following degrees will be given:

- a) Bachelor degree (*Bachelor*) (3 years, 180 ECTS)
- b) Master of Science degree (*Master i Shkencave*) (2 years, 120 ECTS)
- c) Integrated Master of Science (Second Level Degree) (5 or 6 years) (*Diplomë e Integruar e Nivelit të Dytë DIND*) (*Master i Shkencave*)
- d) Ph.D. (*Doktor Dr*)

These degrees are conferred after the conclusion of the study programmes in the institutions of higher education. There are no university titles given after the first and second years of study. Integrated study programmes refer only to those defined and added by the Ministry of Education.

Doctorate studies are based on scientific research and independent activities, including 60 ECTS for organized studies.

Higher education institutions can also confer the following integrated degrees:

- a) Master Degree (*Master i Nivelit të Parë MNP*) after completing the Master of a first degree study programme, as a part of the second cycle studies.
- b) Master Degree (*Master i Nivelit të Dytë MND*) after completing the Master of second degree study programme, as a part of the third cycle studies.
- c) Specialist Degree (*Specialist*) in medical sciences or "Magister" (*Magjistër*) for political, legal and social sciences after completing the long-term specialization as a part of the third cycle studies.

Following the new amendments to the law on higher education there will be a short and long version of the Master degree:

- a) Master after completing the First Degree will be called "Master's" (*Master*) (1.5 years, 90 ECTS)
- b) Master after completing the Second Degree will be called "Master of Science" (*Master i Shkencave*) (leading to Doctorate) (2 years, 120 ECTS)

Before writing a thesis for the degrees of "Master of Science" and "Ph.D.", according to the new amendments, the students must pass

an international English test, to ensure they have attained a certain level of English.

Higher education institutions offer an additional programme of continued learning in short-term specialisations, as well as in-depth programmes, advanced research programmes, summer courses and summer schools, etc. At the end of these studies the students receive a diploma.

Higher education institutions also offer two-year programmes of non-university professional studies. At the end the students receive a certificate.

Higher education institutions can offer these study programmes in collaboration with other higher education institutions, in which case the degree or certificate is awarded jointly by both institutions.

## Types of tertiary education institutions

Higher education is offered by 10 public universities (the most recent being the University of Durrës (*Universiteti "Aleksandër Moisiu" i Durrësit*) which was opened in September 2006) and the University of Sports in Tirana (*Universiteti i Sporteve i Tiranës*) formerly the Academy of Physical Training and Sports, from 2010), the Academy of Fine Arts (*Akademia e Arteve*), and 33 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.

A total of 61 832 full-time students (excluding Ph.D. students) and 91 231 part-time students were enrolled in public higher education institutions and 12 214 students in private institutions in the academic year 2008/2009, with a full-time teaching staff of 2 393 people and part-time teaching staff of 2 771.

## 2. Distribution of responsibilities

Governing bodies in higher education are:

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

Accreditation and Quality Evaluation Agency decides on the accreditation of higher education institutions and their external quality. Internal quality control mechanisms are developed at each institution.

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.

Normally 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) normally are represented there, but they do not constitute 50% or more of the membership. In addition to the two bodies referred to above, the Universities normally does not have other advisory/supervisory body.

Rectors / Presidents / Heads of Universities are not appointed by the Government. There is a selection procedure for them, the selection is open and not restricted (there are not nominations from the Ministry of Education and Science, or other institutions concerned). If the process is 'open' the post is advertised only within the Higher Education Institutions. 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 4 years and the term of office can be renewed. There is an absolute limit to the term of office. The Deans are not appointed they are elected too. They can be re-elected. There 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.

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. Research is funded separately.

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, these are fixed by the government. Universities are not restricted as to how they can use the incoming tuition fees. Tuition fees constitute a significant (15% or more) element of the funding of higher education institutions. Universities are encouraged to seek private funding. The University is required to report on the amount and use of this private funding.

## **5. Students' contributions and financial support**

Annual Bachelor student fees for the public universities of Tirana are between EUR 115- 230 and they are EUR 615 for students of film director studies at the Academy of Arts. For the students of local universities the fees are between EUR 90-125 per year. For Master students the annual fees are between EUR 460-540, for Master of Sciences students the fees are EUR 1150 and for Doctoral students EUR 1540.

For students with financial difficulties the universities provide scholarships, following attestation of the financial situation of their family, of between EUR 30-70 per month. There is no other financial assistance to parents.

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

HE institutions are accredited by the Public HE Accreditation Agency, which is a part of the Ministry of Education and Science. Accreditation is public recognition that an Albanian HE institution or programme meets the standards of quality set forth by the accrediting agency. In achieving recognition by the accrediting agency, the HE institution or 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 HE institutions is to:

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

The university or other institution seeking accreditation status must complete several primary steps in the accreditation process. The university or other institution must first prepare materials that demonstrate the institution's accomplishments and exhibit the level of quality of the areas of operation that are under scrutiny. Next, the institution undergoes a peer review of the prepared materials. Finally, action is taken by the accreditation organization to determine whether the accreditation will be granted to 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: 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.

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 degree for study abroad equivalent to it. For admission to a study programme Master of First Level (MNP): students must have a first cycle degree and comply with academic standards for the study programme of the higher education institution.

Admission of students to a Master of Second Level (MND) study programme: students must have a second cycle degree or have finished an integrated study programme and comply with academic standards for the study programme of the higher education institution.

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 in order to study in different second and third study cycles is completed by higher education institutions in accordance with legislation and international agreements.

## **8. Organisation of the academic year**

Full-time study programme:

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

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

- The first cycle of studies usually lasts for three years
- The second cycle of studies usually lasts for two years (after the first cycle)
- Integrated studies of the second cycle last for a minimum of five years

- Doctorate studies last for three years or more, after the second cycle or integrated studies of second cycle.
- Long-term specialisation studies last for two years or more, after the second cycle or integrated studies of second cycle
- Non-university studies last for 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 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 curriculum defines the number of hours to be devoted to lectures, seminars, exercises, laboratory work, on the basis of the number of ECTS credits.

Each curriculum has 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 may hold at different institutions; they are defined by the institutions themselves. There are topics chosen by students, activities organized by some departments about knowledge from interdisciplinary programmes (knowledge on law, economics, foreign languages, IT, telematic).

By the end of a study programme students receive an average grade.

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, exams are organised;
- e) credits per curriculum;
- f) modalities on student mobility and student transfer.

## 10. Assessment, progression, certification and degree

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

- To obtain a first level degree (DNP), the student must accumulate 180 credits.
- To obtain a second level degree (DND), the student must accumulate 120 credits.
- To obtain a second level integrated degree (DIND), the student must accumulate 300 credits.
- To obtain a first level Master (MNP) degree, the student must accumulate 60 credits.
- To obtain a second level (MND) Master degree, the student must accumulate 60 credits.
- To obtain a degree for non-university studies, the student must accumulate 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 formally appointed by the Government. There is a selection 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 degree.

Members of academic staff are formally 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, development activities, technology transfer 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
  - 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

One teaching hour is 60 minutes.

All lecturers are selected through a competition in the university departments. One-year contracts are signed by 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 institution objectives. The research activities aim to assure 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 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 required 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

Only recently cooperation has commenced between universities and enterprises. Many universities use this cooperation for student work practice in the 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 a Tempus JP.

## 14. International cooperation

International cooperation in Albanian HE institutions is managed by the International Relations offices. These offices are set-up in all public HE institutions, but not in most private HE institutions.

These offices closely cooperate with foreign HE institutions in the recognition of international student mobility and degrees, legalisation of documents, study transfers and mutual agreements. They assist their students in contacts with foreign students, with student mobility and in mutual activities, summer schools, etc. The International Relations offices of HE institutions are in close cooperation with the National Tempus Office in Albania with regard to common activities and help in different activities such as, for instance, the Tempus Information days, Ministry of Education workshops on higher education, HERE activities, etc.

# 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 which regulates the activities of universities and faculties, the establishment of governance bodies and their functioning, and 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 by 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 Process

### *The Bologna cycle structure*

Level of implementation of a three-cycle structure compliant with the Bologna Process	Extensive but gradual introduction/ ongoing adaptations or extensions		
<b>Student workload/duration for the most common Bologna programmes</b>			
<b>Bachelor programmes</b>	Various combinations	<b>Master programmes</b>	Various combinations
Bachelor/master cycle structure models most commonly implemented	Various combinations		

### *European Credit Transfer System (ECTS)*

Legislation on ECTS	Legislation governing the arrangements for implementing ECTS has been introduced.		
Level of implementation of ECTS	Over 75% of institutions and programmes use ECTS for both transfer and accumulation purposes. Allocation of ECTS is based on learning outcomes and student workload.		

### *Diploma Supplement (DS)*

Implementation of the Diploma Supplement	DS issued in the vast majority of study programmes		
Diploma Supplement issued	Automatic and free of charge	In the language of instruction and/or more official languages	

### *National Qualification Framework (NQF)*

Stage towards establishing a National Qualification Framework		Not yet started formally.
		<u>Step 1</u> : Decision taken. Process just started.
	x	<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.
		<u>Step 3</u> : The NQF has been adopted formally and the implementation has started.
		<u>Step 4</u> : Redesigning the study programmes is on-going 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.

## National Quality Assurance System

National Body for Quality Assurance	
Name	Public Agency for Accreditation of Higher Education
Year of establishment	1999
Status	Government-dependent body or Ministry
Principal "object" of the evaluations	Institutions plus programmes
Body responsible for	Both public and private higher education institutions
Main outcome of the review	x A decision granting the reviewed institution/programme permission to operate/teach at certain levels/undertake research, etc.
	Advice on how the reviewed institution/programme can improve quality in specific areas

## Recognition of qualifications

Ratification of the Lisbon Recognition Convention	YES	2002
Adoption of national laws/regulations required to implement the Lisbon Recognition Convention	YES	2007
Institution responsible for recognising foreign qualifications for the purpose of academic study in the country	Ministry of Education and Science - "ad hoc" department	
Institution responsible for recognising foreign qualifications for the purpose of work in the country	Ministry of Education and Science - "ad hoc" department	

## III. Participation in EU programmes

### 1. Tempus

Albania has participated in the Tempus programme since 1992.

#### 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
Joint European Projects	50	40	7	3	4
Structural & Complementary Measures (Tempus III) Structural Measures (Tempus IV)	21	7	0	0	1
Total	71	47	7	3	0

## Higher education institutions with highest TEMPUS participation during TEMPUS I to III (1990-2006)

Institutions	Total	Number of projects	
		JEP	SCM
UNIVERSITY OF TIRANA	45	43	2
POLYTECHNICAL UNIVERSITY OF TIRANA	28	25	3
AGRICULTURAL UNIVERSITY OF TIRANA	27	26	1
UNIVERSITY LUIGJ GURAKUQI OF SHKODREE	17	17	0
UNIVERSITY FAN NOLI OF KORCEE	16	15	1
UNIVERSITY ALEKSANDER XHUVANI OF ELBASANI	14	13	1
UNIVERSITY EQEREM CABEJ OF GJIROKASTRE	10	10	0
TECHNOLOGIC UNIVERSITY ISMAIL QEMAL OF VLORA	9	9	0

## 2. Impact of the TEMPUS Programme

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

From 1992 to 2010, Tempus played a vital role in bringing the academic community into the European network of higher education institutions, mainly by supporting retraining and upgrading for academic staff (70%-80% of academic staff have retrained abroad through Tempus). Tempus has also been instrumental in supporting the reform of 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 agricultural, the environmental sciences, geology, engineering, the 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.

Actually, under IPA, Tempus is developing having mainly 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 HE institutions, the development of unified curricula, stating that all their curricula comply with the Bologna criteria. Curriculum development projects also supported the development and introduction of ECTS and 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 and 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 the 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 EU institutions. Some Tempus projects were on master and doctoral degrees as well.

Students perceive as very positive the work being done with the support of Tempus 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 through Tempus, but more importantly, at the national level.

## 2. Erasmus Mundus

Erasmus Mundus (2009-2013) is a cooperation and mobility programme in the field of higher education with a strong international focus. It operates through three actions:

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

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 123 Master and 24 Doctorate programmes offering EU-funded scholarships or fellowships to students and scholars from all over the world.

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

Erasmus Mundus Partnerships bring together HEIs from Europe on the one hand and from a particular region in the world 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. The programme is focused on geographical "lots" of countries or regions covered by the EU's financial instruments for cooperation. These lots include most Tempus countries. New partnerships are selected each year through Calls for Proposals.

### 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. HEIs (and other key players in the HE sector) may apply.

More information: [http://eacea.ec.europa.eu/erasmus\\_mundus](http://eacea.ec.europa.eu/erasmus_mundus)

## Number of students/staff participating in the programme

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

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
<b>Students</b>	2	4	4	26	19	19	17
<b>Scholars</b>	-	-	1	-	2	-	N/A

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)

Year of Grant Allocation	2007	2008	2009
<b>Undergraduate</b>	-	3	9
<b>Master</b>	-	17	12
<b>Doctorate</b>	-	2	2
<b>Post-doctorate</b>	-	0	1
<b>Academic staff</b>	-	14	6
<b>Total</b>	-	63	30

## Institutions participating in the programme up to and including 2010

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	

## 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](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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Last update: October 2010.

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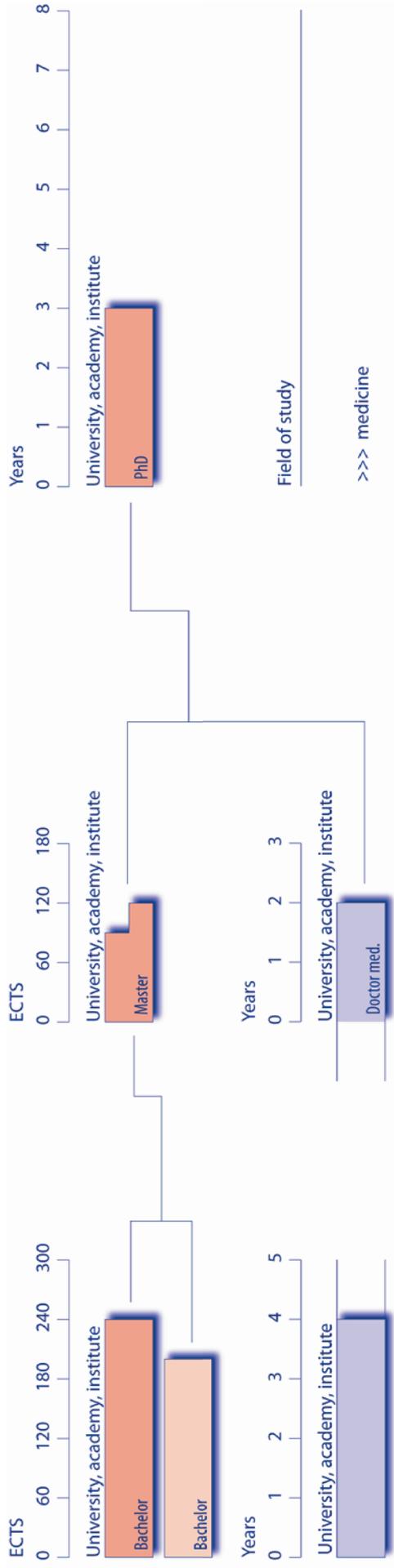


# HIGHER EDUCATION IN BOSNIA AND HERZEGOVINA



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



ECTS		Credits according to the European Credit Transfer and Accumulation System	
ALL programmes have admission requirements	regulated at national level	decided at institutional level	
SOME	▼	▲	
	▽		△

Source: "Focus on Higher Education in Europe 2010 - The impact of the Bologna Process" (Eurydice, 2010).

# 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 law 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 (PhD 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 area<sup>4</sup>.

### Higher education statistics

In the winter semester of the 2008/2009 academic year there were 105 358 students enrolled in 39 higher education institutions in Bosnia and Herzegovina, including 20 universities, 15 colleges (*visoka skola*), and 4 religious faculties<sup>5</sup>. In this period, there were 140 faculties and 10 academies (*an academy is defined as an organizational unit of a university offering teaching, art and research activities in one or more similar, mutually related art disciplines*). 99 098 students were enrolled in universities, 5 083 in colleges (*visoka skola*), and 1 177 in religious faculties. About 79.9% of these students were full-time and 20.1% part-time students. In the same period there were 5 204 professors and assistants in higher education institutions, including 3 936 full time and 1268 part-time. In 2008, there were 15 013 undergraduate students (*Bachelor level or equivalent*), 576 Master of Science and specialist students, and 178 Doctor of science students<sup>6</sup>.

The *Law* on Higher Education treats private and public higher education institutions

<sup>4</sup> Framework Law on Higher Education in Bosnia and Herzegovina, Article 10

<sup>5</sup> Agency for Statistics of BiH, Educational Statistics, First Release, No 1, July 20, 2009

<sup>6</sup> Agency for Statistics of BiH, Educational Statistics, First Release, No 1, July 20, 2009

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

## 2. Distribution of responsibilities

The higher education system in Bosnia and Herzegovina closely reflects the constitutional complexities of the country. The Constitution<sup>7</sup> 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 Herzegovina<sup>8</sup>. 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.

<sup>7</sup> Article 3 of the Constitution of BiH

<sup>8</sup> Article 1 of the Statute of Brcko District BiH, Official Gazette of Brcko District BiH, No 17-08

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 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 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 set 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) licensing of HE institution and study programmes,
- 7) setting quality standards and quality analysis,
- 8) providing recommendations on student fees, and
- 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 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*<sup>9</sup> 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

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<sup>9</sup> Law on Change and Amendments to the Framework Law on Higher Education in BiH, Official Gazette BiH 59/09

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 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 status<sup>10</sup>. 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.

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<sup>10</sup> Article 7 of the Framework Law on Higher Education in BiH

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.

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. They are to be issued on request, free of charge, in English and the local language.

The new "*Guide on the Form and Content of Diplomas and Diploma Supplements Issued by Accredited Higher Education Institutions*"<sup>11</sup>, 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

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<sup>11</sup> 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

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.

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. Universities should award the following scientific-teaching and artistic titles: full professor, associate professor, assistant professor, lector, senior assistant, and assistant. Colleges (*visoka skola*) 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 are 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 are 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

BiH invests around 0.1 % of GDP in R&D. About 80% of it comes from public funds and 20% from private funds. The aim is to return to the pre-war level of R&D investment (1.5 % of GDP). Total annual national research expenditure is around BAM 21 million (EUR 10.7 million). Research activities are financed mainly from the entity and cantonal budgets. The majority of research activities (around 90%) are carried out at HEIs<sup>12</sup>.

However, this 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.

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<sup>12</sup> National Report 2007-2009, Bologna process in BiH

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.

One of the important reforms currently under way is the development of the capacity of the national *Agency for Development of Higher Education and Quality Assurance (hereafter referred to as the Agency)* to undertake some of the accreditation and licensing tasks from higher education institutions. Under the existing system, the accreditation process came under the jurisdiction of cantonal ministries of education in FBiH and the Ministry of Education and Culture in RS. The new *Law* (hereafter referred to as the *Law*) assigns

some accreditation and licensing tasks to the newly established Agency.

Currently, the Agency is in the process of preparing a call for tender for experts to participate in the accreditation process, including quality assessment, audit and providing recommendations on accreditation. All higher education institutions are expected to undergo an accreditation process in the coming years.

## 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. The European Commission is investing EUR 3 million in reforming higher education in BiH under the financial Instrument for Pre-

Accession 2007 and 2008. 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 Process

### *The Bologna cycle structure*

Level of implementation of a three-cycle structure compliant with the Bologna Process	Extensive but gradual introduction/on-going adaptations or extensions		
Student workload/duration for the most common Bologna programmes			
Bachelor programmes	Various combinations	Master programmes	Various combinations
Bachelor/Master cycle structure models most commonly implemented	Various combinations		

### *European Credit Transfer System (ECTS)*

Legislation on ECTS	Legislation governing the arrangements for implementing ECTS has been introduced.
Level of implementation of ECTS	Over 75% of institutions and programmes use ECTS for both transfer and accumulation purposes. Allocation of ECTS is based on learning outcomes and student workload.

### *Diploma Supplement (DS)*

Implementation of the Diploma Supplement	DS issued in the vast majority of study programmes	
Diploma Supplement issued	Automatically and free of charge	In the language of instruction and/or English

### *National Qualification Framework (NQF)*

Stage towards establishing a National Qualification Framework		Not yet started formally.
		<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 on-going 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.

## National Quality Assurance System

National Body for Quality Assurance		
Name	Agency for Development of Higher Education and Quality Assurance	
Year of establishment	2008	
Status	Independent national body	
Principal "object" of the evaluations	Institutions plus programmes	
Body responsible for	Both public and private higher education institutions	
Main outcome of the review	X	A decision granting the reviewed institution/programme permission to operate/teach at certain levels/undertake research, etc.
	X	Advice on how the reviewed institution/programme can improve quality in specific areas

## Recognition of qualifications

Ratification of the Lisbon Recognition Convention	YES	2003
Adoption of national laws/regulations required to implement the Lisbon Recognition Convention	YES	2007
Institution responsible for recognising foreign qualifications for the purpose of academic study in the country	Centre for Information and Recognition of Documents in the Area of Higher Education, universities	
Institution responsible for recognising foreign qualifications for the purpose of work in the country	Centre for Information and Recognition of Documents in the Area of Higher Education, ministries and universities	

## III. Participation in EU programmes

### 1. Tempus

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

#### 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
Joint European Projects (JEP)	18	54	6	4	3
Structural & Complementary Measures (Tempus III)	7	22	3	3	3
Structural Measures (Tempus IV)					
<b>Total</b>	<b>25</b>	<b>76</b>	<b>9</b>	<b>7</b>	<b>6</b>

Higher education institutions with highest TEMPUS participation during TEMPUS I to III (1990-2006)

Institutions	Total	Number of projects	
		JEP	SCM
UNIVERSITY OF SARAJEVO	77	58	19
UNIVERSITY OF BANJA LUKA	56	43	13

UNIVERSITY OF TUZLA	50	38	12
UNIVERSITY OF MOSTAR	36	23	13
DZEMAL BIJEDIC' UNIVERSITY OF MOSTAR	30	22	8
UNIVERSITY OF EAST SARAJEVO	16	11	5
UNIVERSITY OF BIHAC	9	8	1
UNIVERSITY OF ZENICA	6	3	3

## 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 process and compatibility 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 the mobility programme, 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.

## 2. Erasmus Mundus

*Erasmus Mundus (2009-2013) is a cooperation and mobility programme in the field of higher education with a strong international focus. It operates through three actions:*

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

*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 123 Master and 24 Doctorate programmes offering EU-funded scholarships or fellowships to students and scholars from all over the world.*

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

*Erasmus Mundus Partnerships bring together HEIs from Europe on the one hand and from a particular region in the world on the other. Together the partnerships manage mobility flows between the two regions for a range of academic levels – bachelors, masters, doctorate, post-doctorate – and for academic staff. The programme is focused on geographical "lots" of countries or regions covered by the EU's financial instruments for cooperation. These lots include most Tempus countries. New partnerships are selected each year through Calls for Proposals.*

### 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. HEIs (and other key players in the HE sector) may apply.

More information: [http://eacea.ec.europa.eu/erasmus\\_mundus](http://eacea.ec.europa.eu/erasmus_mundus)

## Number of students/staff participating in the programme

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

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
<b>Students</b>	-	-	1	7	7	10	11
<b>Scholars</b>	-	-	-	1	1	-	n/a

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)

Year of the Grant Allocation	2007	2007	2009
<b>Undergraduate</b>	-	2	25
<b>Master</b>	-	4	34
<b>Doctorate</b>	-	7	4
<b>Post-Doctorate</b>	-	-	1
<b>Academic staff</b>	-	8	14
<b>Total</b>	-	21	78

## Institutions participating in the programme up to and including 2010

Institutions	Action 1 Joint Programmes	Action 2 Partnerships	Action 3 Attractiveness projects
<b>STUDENTS INFORMATION CENTER</b>			X
<b>UNIVERSITY OF SARAJEVO</b>		X	
<b>UNIVERSITY OF MOSTAR</b>		X	
<b>UNIVERSITY OF TUZLA</b>		X	

## IV. Bibliographical references and websites

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- National Report 2007-2009, Bologna process in BiH
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[http://www.ccbh.ba/public/down/USTAV\\_BOSNE\\_I\\_HERCEGOVINE\\_engl.pdf](http://www.ccbh.ba/public/down/USTAV_BOSNE_I_HERCEGOVINE_engl.pdf)
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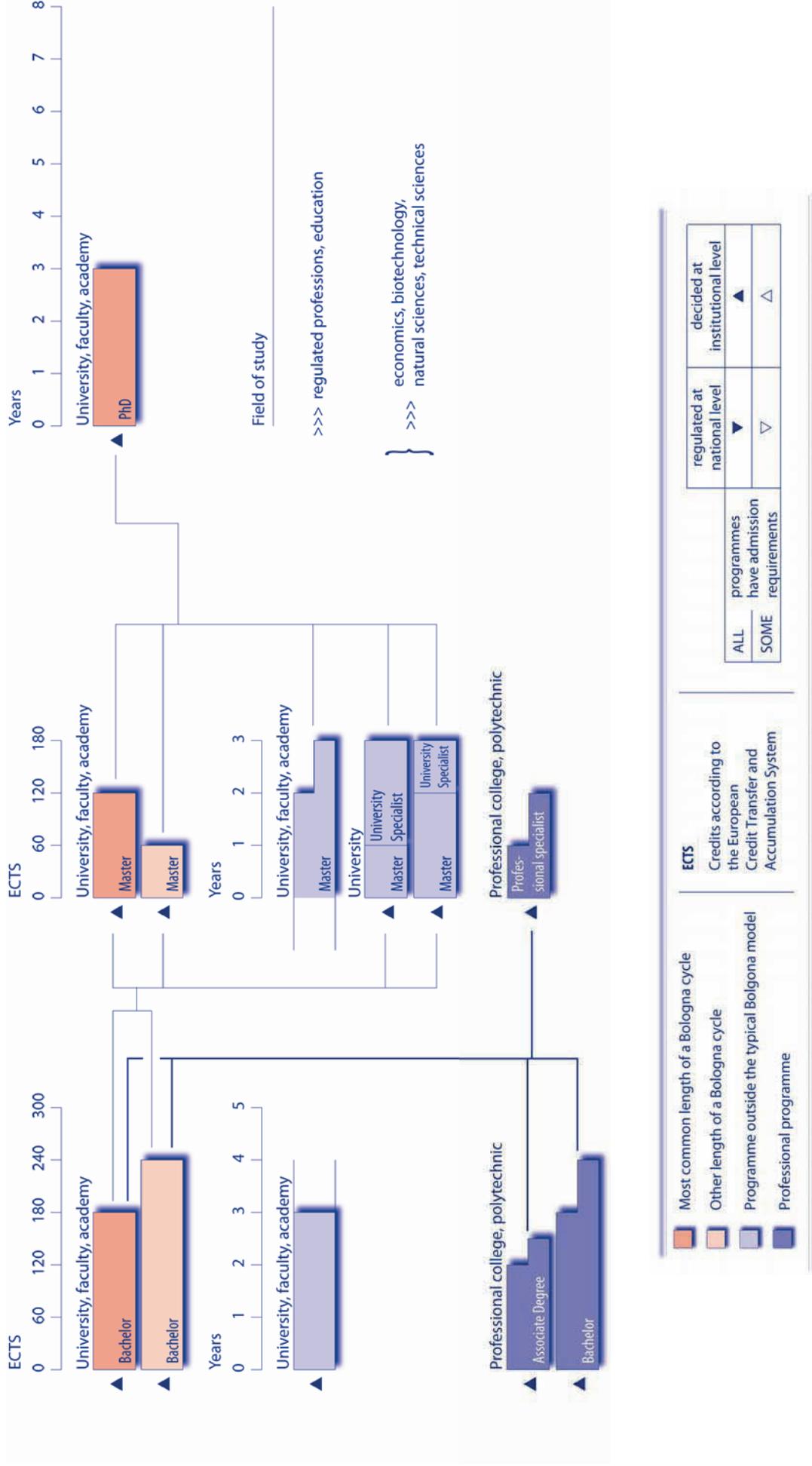


# HIGHER EDUCATION IN CROATIA



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# The higher education system in Croatia



Source: "Focus on Higher Education in Europe 2010 - The impact of the Bologna Process" (Eurydice, 2010).

Overview of the Higher Education Systems in the Tempus Partner Countries: Western Balkans

# I. Overall description

## 1. Major characteristics of tertiary education in the country

### Legislation covering the field of tertiary education

Croatian higher education is primarily regulated by the Act on Scientific Activity and Higher Education which came into force in August 2003 and established a binary system which supports the professional education offered in polytechnics (*veleučilišta*), schools of professional higher education (or colleges) (*visoke škole*) and, exceptionally, universities (*sveučilišta*) on the one hand, and academic education which is conducted solely in universities, on the other. The main differences between these two types of higher education institutions are that universities, unlike institutions which provide only professional education, are obliged to engage in research; their teachers must have appropriate ranking in the scientific community and apply their scientific knowledge and research in the educational process; universities are allowed to independently perform initial accreditation of their study programmes (public universities only), and establish constituent units such as faculties and academies, which are legally independent entities. Both types of higher education institutions can organise and conduct professional study programmes and issue first and second cycle degrees (universities – academic and professional, other higher education institutions – only professional), but only universities can implement third cycle education.

The Act treats private and public higher education institutions equally.

### Types of tertiary education institutions

Croatian higher education used to be concentrated at the major universities, but in the past years new public universities have been established (Dubrovnik, Zadar and Pula). In addition to this, the incentive for polycentric development of higher education has continued in Croatia since 2007, with the Ministry of Science, Education and Sports and the Development and Employment Fund of the Republic of Croatia investing EUR 8 million to support the establishment and development of professional study programmes outside of traditional higher education centres.

Public higher education institutions are those

established by the state. Private universities, polytechnics and schools of professional higher education can be established by the founders in the manner prescribed by the law and regulations relating to the establishment of institutions. Counties, towns and municipalities can establish schools of professional higher education by decisions of their representative bodies. All higher education institutions in Croatia are non-profit institutions and perform their duties as a public service. According to the database of the Agency for Science and Higher Education there are 119 recognised higher education institutions in Croatia; 10 are universities (*sveučilišta*), 15 are polytechnics (*veleučilišta*) and 27 are schools of professional higher education/ colleges (*visoke škole*). In addition to this, there are 67 faculties and academies which are parts of universities, but legally recognised as separate and independent legal entities.

While most higher education institutions are publicly owned, of the total number of institutions 3 universities, 2 polytechnics and 24 schools of professional higher education are private. Traditional universities (Zagreb, Split, Osijek, Rijeka) are not functionally integrated, but the recently founded ones are (Zadar, Dubrovnik and Pula).

### Types of tertiary education programmes and qualifications

The Act on Academic and Professional Titles and Academic Degree was passed in September 2007 and established an overarching system of titles for students graduating from Bologna study programmes, as well as a framework for comparison of pre-Bologna and Bologna titles.

Academic degree courses are organised according to the system of transferable ECTS credits and have three cycles: undergraduate, graduate and postgraduate. Professional degree courses also award ECTS credits but are organised in two cycles. According to the database of the Agency for Science and Higher Education, Croatian higher education institutions offered more than 1200 study programmes in 2009/10.

According to the Central Bureau of Statistics, in the academic year 2009/10 there were 141 487 students who followed regular courses in Croatia in the first and second cycles, and an additional 30 476 students who have taken all their courses but have not yet passed all their programme examinations. In 2009/10, 22 034 were enrolled in polytechnics, 9 027 in schools

of professional higher education, and 114 202 in universities. Of these, 110 835 students are in the two-cycle degree system, while the remainder are those who have started their studies before the introduction of the three cycles (the so-called 'pre-Bologna' or 'old system' students). In 2009, a total of 444 students graduated at the doctoral level, and 965 at the Master level. Of all students graduating at the Master level, 595 were in social sciences, 88 in natural sciences and 86 in technical sciences.

The EU/CoE/UNESCO format of the diploma supplement was established in Croatia through the Ordinance on the Content of Diplomas and Diploma Supplements in January 2005. Amendments to this Ordinance that came into force in April 2007 ensure that all students graduating from the reformed Bologna study programmes at Croatian higher education institutions receive their diploma supplements automatically and free of charge in Croatian and English and in the EU/CoE/UNESCO format.

The activities relating to the development of the Croatian Qualifications Framework (CROQF) commenced in March 2006 when the Ministry of Science, Education and Sports formed the relevant committee. Following consultations with numerous partners, at the beginning of 2007, The Ministry sent the Baseline of the Croatian Qualifications Framework to the Government for adoption. In July 2007, the Government adopted the Baseline of the CROQF and the Committee for the Development of the CROQF was established. The Baseline introduces basic concepts, outlines the CROQF aims and development principles (which follow the guidelines in the proposals and discussions for the Framework for Qualifications of the EHEA and the European Qualifications Framework), and sets out the qualification reference levels with credit ranges. The National Committee for CROQF development includes all relevant stakeholders (among others, representatives of the academia, employers and trade unions).

The Committee adopted a five-year Plan of Activities in March 2008. Pursuant to the Committee's decision, in April 2008 the Ministry of Science, Education and Sports (MSES) established the Operational Team in support of the Committee. In December 2009, the Report from the Committee with all related documents on the CROQF development was adopted by the Government. Pursuant to the Committee's proposal, a new National Committee for the CROQF implementation with a more focused Expert Team was established in May 2010.

## 2. Distribution of responsibilities

The distribution of responsibilities is regulated by the Act on Scientific Activity and Higher Education and does not vary with regard to the level, although public universities do have a somewhat wider scope of responsibilities than other higher education institutions regarding research and quality assurance.

The Ministry of Science, Education and Sports (MSES) is the administrative body responsible for planning, funding and monitoring the overall education system. MSES performs administrative and other activities relating to: the higher education system, securing financial and material conditions for work, professional education and permanent education of teachers, accommodation, food and other issues relating to student welfare, and legal supervision of higher education institutions.

MSES is working closely with other responsible bodies, such as the National Council for Science, the National Council for Higher Education, the Science and Higher Education Funding Council, the Rectors' Conference, the Council of Polytechnics and Schools of Professional Higher Education and the National Committee for Ethics. In addition, MSES closely cooperates with other independent institutions such as the Agency for Science and Higher Education, the Agency for Mobility and EU Programmes and the Agency for Vocational Education, as well as other partners such as the Ministry of Health and Social Welfare, the Ministry of Economy, Labour and Entrepreneurship, the Croatian Chamber of Economy, the Chamber of Crafts, the Croatian Employment Service and the Croatian Association of Employers. The National Council for Science is an expert and advisory body of the Croatian Parliament responsible for development and quality of science in the Republic of Croatia.

The National Council for Higher Education is an expert and advisory body of the Croatian Parliament responsible for the development and quality of higher education in the Republic of Croatia. The Croatian Parliament, at the recommendation of the Government, appoints members of both Councils. Ideally, members are representatives of all areas of science and arts, and, regarding the Council for Science, scientists employed in industry. The National Council for Science also has area councils which are divided according to the fields of study: natural sciences, technical sciences, biomedicine and health, biotechnology, social sciences, humanities and arts. The Science and Higher Education Funding Council is an expert body of the Councils. The Rectors' Conference

currently consists of all public university rectors. A representative of the Council of Polytechnics and Schools of Professional Higher Education participates in the work of the Conference, but has no voting rights. The Rectors' Conference decides on issues of common interest for the development of universities.

The Council of Polytechnics and Schools of Professional Higher Education consists of deans of all polytechnics and schools of professional higher education. The Council decides on issues of common interest for the development of polytechnics and schools of professional higher education.

The Committee for Ethics in Science and Higher Education promotes ethical principles and values in science and higher education, in business relations, in public relations, in the application of current technologies and in environmental protection.

The Agency for Science and Higher Education is an independent national body responsible for assessing scientific research and assuring quality in higher education, and recognizing diplomas and qualifications through the ENIC/NARIC. Furthermore, since 2009, the Agency is also responsible for collecting information on Croatian higher education and scientific developments, for providing support to the implementation of the state matura (national exams for graduates from secondary schools), and for administering the centralised applications and admissions to higher education. The Agency for Mobility and the EU Programmes provides support for ECTS coordinators at higher education institutions.

### **3. Governing bodies of the Higher Education Institutions**

On the basis of the Act on Scientific Activity and Higher Education and accompanying Rules and Procedures, higher education institutions organise their activities according to their statutes, and a number of acts regulating specific topics (i.e. Study Regulations, Ethical Codex, Regulation of Financial Issues, etc.). They appoint representatives to the Rectors' Conference, propose the criteria for the selection of academic staff, work closely with the Councils for Science and Higher Education and regulate other issues within the scope of responsibility of the academic institutions.

The Rector, the Senate and the University Advisory Board govern the university. This is the minimum standard required by law, but universities may create additional management and advisory bodies within the scope of the institutional autonomy. In addition, a university may entrust the management of its

business or part of it to a certain body (managing director, managing board or similar actors).

The decision-making body is the Senate. It is composed of teaching staff, which make up at least 60 % of the body, student representatives elected by the students (at least 15 % of the members) and representatives of other employees. The University Board has 6 or 12 members, with half of them appointed by the Senate (at least one is a student), and half of them appointed by the founder, local government bodies and the Chamber of Commerce. The Dean, an expert council (usually the Faculty Council) and other bodies, as stipulated by the university statute or other acts, govern the faculty and the academy of arts. It is expected that in 2010 a new law will be introduced which may change the current organisation of universities and their governing bodies.

The Dean, the Professional Council, the Governing Board and other professional and advisory bodies govern the polytechnics and schools of professional higher education. The Dean is elected by the Professional Council and approved by the Governing Board. The Professional Council of polytechnics and schools of professional higher education consists of teachers, associates and students (at least 15 % of its members are elected by students). The Governing Board has five members. The founder appoints three and the Professional Council elects two members. The Director, the Scientific Council, the Governing Board and other bodies, as stipulated by the statute or amendments based on the statute, govern the institutes. The Governing Board is composed of members appointed by the founder and members elected by the Scientific Council of the institute.

According to the 2007 Act on Student Council and other Student Organisations, the main body representing students is the Student Council. Student representatives are elected to the governing bodies of all institutions of higher education: university senates, councils of polytechnics, the Agency for Science and Higher Education Accreditation Council, etc. By law, all higher education institutions should have a student ombudsman who is appointed by the student representative body and is given the authority to discuss student complaints with the management of the institution, advise students on their statutory and legal rights and assist them in any disciplinary cases.

### **4. Financing**

The 2003 Act on Higher Education delegated establishment of admission quotas as well as

determination of tuition fee levels and schemes to the universities and introduced lump sum financing which allows higher education institutions to allocate received funds independently.

Sources of funding of Croatian higher education institutions are: founders' funds, state budget (via MSES), local authorities funding, National Science Foundation project-based funding, institutions' own funds, and donors. Between 2003 and 2007, an average of 70 % of higher education institutions' income was provided by the state budget, which in 2007 amounted to 0.86 % of the GDP directly. In the period from 2003 to 2007 both state funding and the institutions' own income doubled, but the participation in GDP decreased. Because of the lack of official methodology for data collection, these numbers are based on estimates by the Ministry of Finance, as collected by the Institute for Public Finances. The legal criteria for funding is the estimated amount of work required to implement the approved programmes, which correlates with the number of employees, the estimated workload of the employees according to the defined standards in higher education, and the assessed quality of the programmes. There is no differentiation according to the field of study. In practice, though, the amounts allocated are based on the amounts allocated in the previous years and there is no consistent mechanism based on the above-mentioned criteria. According to the legal framework, the allocation has to be made according to the lump-sum model where the institution itself is allowed to further allocate the amount received without consulting the Ministry. In practice, most of the money is already allocated for staff salaries through collective staff pay agreements and other indirect costs, which limits the funds available for free allocation. The financing model thus needs to be reformed. The remaining 30 % come mainly from institutions' own funds, primarily from students' fees (about 38 %), and research activities and publications (36 %).

The Law allows for public financing of private education under the same criteria that is valid for public institutions, and on the condition that the institution's activities cover a field of specific interest to the state which is not covered by public institutions. In practice, the state does not usually provide funding for private institutions, but their students do have subsidised meals, tax exemptions, health insurance and other student welfare benefits provided by the state.

## 5. Students' contributions and financial support

Every year, the universities autonomously determine the admission quotas. Within these quotas the universities normally assign a certain number of students who are exempt from paying tuition in full or in part. Since 2008, the Ministry has passed a decision to support second cycle students and has signed contracts with universities undertaking to reimburse tuition fees for full time students enrolled in second cycle programmes, therefore making second cycle education free of charge for these students. The same will be implemented for the first year of first-cycle students in 2010/11. According to MSES, until 2010 around 60 % of the first cycle full-time students paid no tuition fees at public higher education institutions in Croatia. Their costs of study were paid from the state budget through an indirect system of financial support. The remaining 40 % of the students paid tuition fees determined by higher education institutions, which on average amount to around a third of the actual costs of study. The exact percentage of the tuition fee they pay varies among higher education institutions and students, according to their overall success: their ranking on the admission examinations, grades and the number of ECTS credits a student has earned. Part-time students (non-traditional) and postgraduate students always pay tuition fees and do not receive any benefits provided by the national student welfare system. The annual tuition fees are between EUR 700 and 1 400 per year for first and second cycle students, and between EUR 1 400 and 3 000 for postgraduate students.

The MSES formed a Committee in 2009 to develop a new legal framework in higher education and to evaluate the current legislative framework that pertains to the funding of costs for studying in Croatia. The Government of the Republic of Croatia passed a decision in March 2010 to provide education in first cycle programmes free of charge. Contracts have been signed with the higher education institutions and the implementation of this decision will start in the academic year 2010/2011.

All students at private higher education institutions pay tuition fees, which range between EUR 1 500 – 15 000 annually. Private HEIs might provide tuition fee remission for some of their students, but this is not regulated at national level.

All full-time students in Croatia receive a food subsidy (the price of a full meal for students is EUR 0.8 and the rest is covered by the state),

health insurance, tax exemption on student employment, subsidy for private accommodation, tax relief on student parents' income. In addition, most full-time students in Croatia have full or substantial subsidies for local transportation costs (funded by the local communities). Students who live in student dormitories pay around EUR 30 per month for their lodging (prices vary in different dormitories and different cities). There is also a system of annual state grants for several categories of students: exceptional students, students of lower economic or social status, and students with disabilities. Since there is no official data on study costs or the access of all social groups to higher education, MSES and other stakeholders have joined the Tempus project *Towards Equitable and Transparent Access to HE*, which will be implemented by the end of 2012 with the goal of evaluating the current system of student support, providing data and producing guidelines for policy changes. The Republic of Croatia has also joined the EUROSTUDENT IV comparative study of student welfare.

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

Quality assurance in higher education and in science is regulated by the 2009 Act on Quality Assurance in Higher Education and Science. Internal quality assurance is provided by the institutions' internal QA systems in the form of internal checks. Study programmes delivered at public universities are self-accredited by university senates, while programmes delivered by private higher education institutions, polytechnics or schools of professional higher education are accredited by the Agency for Science and Higher Education (ASHE). ASHE is an independent public body responsible for external quality assurance in Croatia and implements regular audits, evaluations, accreditation of some professional study programmes and re-accreditations of all higher education institutions. Public HEIs other than universities (polytechnics and colleges), and all private HEIs need to submit proposals of their study programmes to ASHE which starts the accreditation procedure within eight days and arranges a peer review team to evaluate the proposed programme. Following the opinion of the peer review team, ASHE within 60 days recommends whether the education minister should issue a license or not (this is a formal arrangement and the MSES is obliged to accept the ASHE recommendations and decisions). These programmes are also subject to cyclical re-accreditation every five years.

In the case of accreditation of new institutions,

all such proposals must include an agreement with an already accredited HEI about the joint provision of an already accredited study programmes. After the period of two years, the new institution may apply for independent awarding of the qualifications. ASHE will appoint a peer review team to evaluate the proposal and submit its accreditation decision to the education minister. All higher education institutions are subject to cyclical re-accreditation every five years.

## **7. Admission**

Regulations governing admissions are, by law (the Act on Science and HE), set individually by each higher education institution. As such, higher education institutions individually decide how they will recognise prior learning as a part of the admissions procedure. They are also responsible for determining the admission quotas.

Starting from the academic year 2010/2011, admission procedures for enrolment at higher education institutions in Croatia are centralised and managed by the Central Application Office which is a part of the Agency for Science and Higher Education; the basis for admission ranking are secondary school grades and success at the newly introduced state *matura*, implemented at state level. Higher education institutions are autonomous in deciding on the weight given to the results of the state graduation examination.

Students who did not complete a relevant secondary school also have the right to enrol in undergraduate studies. The higher education institution determines the registration conditions for those applicants. It is expected that the development of the Croatian Qualifications Framework will create a non-binding framework which will facilitate the recognition of prior learning for the purposes of admissions processes.

## **8. Organisation of the academic year**

Duration of the academic year is defined by law (the Act on Science and HE): every year it begins on 1<sup>st</sup> of October and ends on 30<sup>th</sup> of September of the following year. By law, the structure of the academic year is defined by the HE institutions themselves, in semesters or trimesters. The most common structure is two semesters, with the winter semester ending in February. Examination periods are connected to academic breaks which usually take place in February, with the summer break from mid-July to the beginning of September. There are also numerous HEIs that apply obligatory continuous student evaluation during

semesters which usually reduce or even replace extra examination periods.

## 9. Curriculum content

The curriculum is defined at institutional level (as regulated by Article 79 of the Act on Science and Higher Education). All higher education institutions except public universities have to have their study programmes evaluated by the Agency for Science and Higher Education before approval (accreditation). The Act stipulates the curricula to be in line with the latest scientific achievements, national priorities, professional demands and comparable EU curricula. There are no compulsory or core subjects defined at the national or regional level, but most study programmes do have some core/compulsory subjects which are required in order to graduate.

## 10. Assessment, progression, certification and degree

The law does not define assessment methods, nor are there official studies in this field. Anecdotal evidence shows that assessment during examination periods is mostly conducted via oral and written exams. Many HEIs do not have examination periods, but assess their students continually according to different types of assessments which include monthly tests, short class tests, homework, project and team work etc. The final mark can, according to the Act on Science and Higher Education, be from 1 (fail) to 5 (excellent). Most assessments are criteria-based (absolute), but there are examples of relative assessment as well.

The requirement for final qualifications as prescribed by the Act on Science and HE is the completion of all exams, with a thesis and/or a final exam optional in professional degree courses and obligatory in academic study programmes at all levels.

All Croatian HE qualifications include a reference to the field of study (or a branch of science for third cycle programmes.) Upon completion of first cycle university programmes, students are awarded a document called *svjedodžba* and the academic title of University Baccalaureus – *sveučilišni prvostupnik* (exceptionally, students graduating from technical sciences are awarded the academic title University Baccalaureus Engineer – *sveučilišni prvostupnik inženjer*.)

On completion of second cycle university programmes, students are awarded a document called *diploma* and the academic

title of Master – *magistar* (or Master of Engineering – *magistar inženjer*.) On completion of integrated first and second cycle programmes in medicine, dental medicine or veterinary medicine students are awarded the academic title of Doctor (*doktor*). On completion of third cycle university programmes, students are awarded a document called *diploma* and the academic degree of Doctor of Science or Doctor of Arts (*doktor znanosti* or *doktor umjetnosti*).

On completion of postgraduate specialist programmes, students are awarded a document called *diploma* and the title of University Specialist (*sveučilišni specijalist*.) Students of postgraduate specialist programmes in medicine, dental medicine or veterinary medicine are awarded the title of University Master (*sveučilišni magistar*).

Short cycle professional programmes normally last for two or two-and-a-half years, in which students accumulate between 120 and 150 ECTS credits, respectively. On completion students are awarded a document called *svjedodžba* and the professional title *stručni pristupnik*, which is broadly equivalent to an associate degree.

On completion of the first cycle of professional programmes, students are awarded a document called *svjedodžba* and the professional title of Professional Baccalaureus – *stručni prvostupnik* (or Professional Baccalaureus Engineer – *stručni prvostupnik inženjer*.)

On completion of specialist graduate professional programmes, students are awarded a document called *diploma* and the professional title of Professional Specialist *stručni specijalist* (or Professional Specialist Engineer – *stručni specijalist inženjer*.) Students graduating in the fields of medicine, dental medicine or veterinary medicine are awarded a professional title of *diplomirani* with a reference to the field of study.

There are no first cycle qualifications that do not give access to the second cycle. There are no additional requirements during the university first cycle programme for continuing enrolment in a professional second cycle programme. However, the universities determine the conditions for admission to their second cycle programmes after the completion of a professional first cycle programme. Universities may set additional courses and different exams as requirements for students who are transferring from professional to university studies, and these courses usually focus on the development of research skills or theory-based knowledge.

All second cycle university qualifications give access to the third cycle, but holders of second cycle professional qualifications have to pass additional courses and examinations to prepare them for participation in a research study programme. The percentage of second cycle qualifications that give direct access to the third cycle is 85 % (data provided by the MSES).

Based on the 2007 Act on Adult Education, higher education institutions can use prior informal or non-formal learning in their internal regulations. These regulations can specify that prior learning can be used as a basis for the allocation of credits, in which case such allocation needs to be well documented and subject to external quality assurance. The recognition of prior learning at Croatian higher education institutions is in its early stages and an important step forward will be further work on the Croatian Qualifications Framework. This will set the non-binding standards upon which higher education institutions can rely when drafting their own regulations.

## 11. Academic staff

The categories of the academic staff are defined by the Act on Scientific Activity and Higher Education.

There are different selection criteria for different parts of the HE system.

Two types of grading are required for universities: first, an appropriate scientific grade, which is obtained upon meeting the requirements, set by the National Council for Science (NCS) at the national level; second, a scientific teaching grade, which relates to the teaching position at the university and is gained through an appointment procedure carried out autonomously by the university by means of a public competition. The method of verifying whether one meets these conditions and has the necessary psychological or physical characteristics is outlined in the university statute or other organisational documents. Research or teaching assistant titles are selected from the ranks of the most successful students that are appointed according to the statute of the higher education institution and the regulations provided by the MSES.

Corresponding rules apply at polytechnics and schools of professional higher education, except that these do not have positions corresponding to scientific teaching grades. However, teachers appointed to scientific/teaching or nominal grades at the university are able to conduct this type of instruction.

Persons appointed to teaching positions conclude a permanent employment contract, which includes an obligation to seek re-appointment or advancement every five years. The obligation to seek re-appointment ends with the person's second appointment to the position of a full professor or a teaching post of a college professor (permanent grade). The NCS defines minimal standards for promotion based on scientific achievements, primarily based on scientific publications. The NCHE approves the conditions of the Rectors' Conference and the Council of Polytechnics and Schools of Professional Higher Education for awarding scientific teaching, artistic teaching and education teaching positions. The Rectors' Conference, with the approval of the NCHE, determines the general scientific/teaching grades.

## 12. Research activities

As stated in the Act on Scientific Activity and Higher Education and the Science and Technology Policy of the Republic of Croatia for the period 2006-2010 (MSES, 2006), scientific activities are a main responsibility of universities (but not other HE institutions).

Research activities undertaken by higher education institutions are under the authority of the MSES, which carries out administrative and other tasks related to planning, financing, implementing and monitoring science and technology in the Republic of Croatia. The strategic and advisory body for developing and maintaining the quality of the overall scientific activity is the National Council for Science (NCS). It monitors and evaluates the quality of scientific organisations, proposes budgets for scientific activities, organises the evaluation of scientific projects and programmes, and submits annual budget proposals for science and HE to the Croatian Government. In 2000, the Croatian Parliament passed an Act establishing the National Science Foundation (NZZ), the government agency responsible for funding scientific and developmental projects in addition to the MSES.

The largest part of research activities in terms of human resources and the number of R&D legal entities recorded by the Central Bureau of Statistics (CBS) rests within the HE sector. This sector makes up around 44 % of all the R&D institutions and employs between 50 %-60 % of all researchers. The majority of state-funded research projects, over 70 %, are implemented by universities, while the remaining are implemented by public institutes, private institutes and other research units. The commercialisation of science through scientific cooperation (e.g. contract research) or spin-off companies is still a new practice in the Croatian academic community. The share of HE

expenditures on R&D financed by the private business enterprises or industry makes up around 10 % of such spending, while the majority of HERD is financed by the central Government, at more than 70 %. In April 2007 the Croatian Parliament passed Amendments to the Act on Scientific Activity and Higher Education which introduced a system of tax reductions for scientific research in order to facilitate the commercialisation of scientific research and the entry of private funding into higher education. Croatian scientists also participate in international, mostly EU-funded, R&D projects such as FP7, COST, ESF, Eureka etc.

### 13. University-enterprise cooperation

According to the Act on Scientific Activity and Higher Education, the definition of curricula is at the discretion of HE institutions, and employers are legally regulated only with regard to the election of members to NCSHE. University-enterprise cooperation is neither regulated nor analysed at national level and is a component of Croatian higher education that needs to be strengthened in the future. In practice, most higher-education institutions do require some on-the-job training from their students before graduation, and often the institutions themselves make agreements with employers and arrange internships and trainings. There are no studies, however, on the impact and quality of such arrangements.

There are some examples of good practice, especially within various Tempus projects, that have strengthened the links between higher education and entrepreneurs, included employers in the development of new study programmes and provided employers with opportunities for lifelong learning. In April 2009 the Service for Professional Orientation of Students was established at the University of Osijek. The service assists students in making and implementing decisions about future careers, as well as further education, with employers working to develop quality collaboration and thus achieve a better correlation of the University and the labour market. The activities of the Tempus JEP project of the European Commission ECAS – *Establishing Career Advising Services at Croatian Universities*, coordinated by the University of Dubrovnik, include the establishment of a service for the professional counselling of students at three Croatian universities (in Dubrovnik, Rijeka and Osijek). The purpose of the Service is to enable universities to better prepare their students for entry into the labour market.

Two Tempus projects are currently being

implemented with university-enterprise cooperation in view: FoSentHE (*Fostering Entrepreneurship in Higher Education*) and OPUS (*Opening University towards Society: Linking Education-Research-Innovation*).

### 14. International cooperation

International cooperation in higher education encompasses interuniversity cooperation, intergovernmental cooperation and cooperation on the basis of different mobility programmes, namely Erasmus (Lifelong Learning Programme), Erasmus Mundus, Marie Curie (FP7) and CEEPUS.

MSES funded over 500 months of scholarships per year for incoming student mobility on the basis of bilateral agreements and operational programmes of cooperation concluded between the Croatian Government and 44 other countries.

Moreover, MSES funds over 100 months of scholarships for the teaching staff in the framework of the CEEPUS programme.

On the basis of the Memorandum of Understanding between the Republic of Croatia and the European Union, Croatia expressed its wish and dedication to participate in the Lifelong Learning Programme (LLP) prior to its accession to the European Union. The conclusion of the Memorandum of Understanding envisages Croatia's full participation in the Programme by the end of 2010 and its full participation in the Programme from 2011 onwards.

In order to participate in the LLP, Croatia established, in 2007, the National Agency for the LLP, the Agency for Mobility and EU Programmes which became operational with support of the EU funds (IPA), and a state budget.

The National Agency is currently implementing Preparatory Measures with the purpose of fully equipping and training its staff, carrying out a comprehensive information campaign, and implementing pilot projects within the LLP. The amount of 97% of the overall yearly budget allocated for the pilot projects under the IPA Preparatory measures was contracted in 2009. MSES additionally supported outgoing mobility of students by having awarded ERASMUS grants to 100% of total applications received at the higher education institutions for outgoing mobility in the academic year 2009/2010.

Opportunities for student and staff mobility are also available through TEMPUS (although, from 2010, Croatia participates in TEMPUS only on a self-financing basis) and Erasmus Mundus.

Foreign students and staff are accepted at the student dormitories of all universities in Croatia. The ongoing project of building university campuses in several cities includes expanding the capacity of student dormitories so as to increase quotas for foreign students and staff. Offices for International Relations at Croatian universities provide foreign students with information pertaining to their course obligations and the administrative regulations of their stay in Croatia. In cooperation with the Institute for Development of Education and the Agency for Mobility and ASHE, MSES started to build up a portal for foreign students. The portal "Study in Croatia" will contain all relevant information, including Croatian regulations and a complete list of available study programmes. The portal [www.studyincroatia.com](http://www.studyincroatia.com) is to become functional by the end of 2010.

There is, however, a need to strengthen further the number of courses being offered in foreign languages, as well as to encourage support for international students at polytechnics and schools of professional higher

education. In 2009 the MSES set up a Working Group with the objective of smoothing the progress of increasing international mobility in the education sector. The Working Group for removing obstacles to mobility in education is composed of representatives from various governmental and public institutions namely the MSES, the Ministry of Finance, the Ministry of Interior, the Agency for mobility and EU Programmes, the Agency for Science and Higher Education, higher education institutions, and the Institute for Development of Education and the students' representative. The main task of the Working Group is to prepare proposals for amendments to the existing legislation, to regulate the temporary residency of foreign pupils, students, teachers and non-teaching staff in Croatia, as well as to regulate the awarding of scholarships to pupils, students, teachers and non-teaching staff for study trips abroad. Although the Action Plan for removing obstacles to learning mobility is envisaged to be adopted by the Government in the last quarter of 2010, a number of results have already been achieved.

## II. Current challenges and needs

### 1. Trends and challenges

The major challenges facing the higher education system in Croatia in the near to mid-term are the structural reform of universities, the reform of the financing system for higher education, assurance of equitable access to higher education, and the continuation of curricular reforms alongside the implementation of the Croatian Qualifications Framework.

According to the data provided by the Central Bureau of Statistics, in the academic year 2006/2007, Croatian tertiary education institutions employed, on a full-time equivalent basis, 9 457 professors and associate lecturers, while in the academic year 2009/2010, there were 11 459 professors and associate lecturers. This data shows that, in only three years, the number of professors and associate lecturers in the Republic of Croatia increased by over 21 %. In addition to this, between 2005 and 2008 the budgetary provisions for higher education increased by 33 %. Since then, under the effects of the economic crisis, the available budgetary funds have decreased but the increase in available funds still surpasses significantly the comparable increase

in the number of students (3 %).

The increased public funding and increased human resources have resulted in some positive changes in the higher education sector: new student services have started developing and there has been an overall improvement in the teacher/student ratio. The capacity of higher education institutions to use the new resources efficiently, however, is limited by weak governance structures. By historic tradition, the four largest public universities in Croatia (Rijeka, Zagreb, Osijek and Split), are loose associations of independent institutions – faculties, and account for over 70 % of all students in Croatia. According to OECD (2007) and World Bank (2009) reports, this governance model hampers the progress of system reforms and decreases the overall responsiveness of the university system to the needs of Croatian society. The legal independence of faculties lowers the universities' capacity to function as single entities, which negatively affects their strategic development, their use of resources and the overall quality of teaching and research.

The draft Act of Universities, currently under discussion, plans to reform the governance model and the financing system for higher education in Croatia. Croatia is planning several EU projects to support the institutional changes planned by this new legislation.

The planned reform of the system in place for tuition fees and student welfare aims to remove obstacles to the HE system. A concrete proposal of the new student support system in Croatia, which can be translated into concrete amendments of laws and regulations, is to be developed with the help of the Tempus project *Towards Equitable and Transparent Access to Higher Education in Croatia*, the implementation of which began in February 2010.

Another major task in Croatia is the curriculum reform, including the correct implementation and linking of the expected learning outcomes with the student workload (and, thus, the allocation of ECTS credits) and qualification. This is a task which overlaps with the development of the Croatian Qualifications Framework, a process to be finished by 2012. In order to enhance the implementation of learning outcomes in higher education, six projects have been financed by the National Science Foundation, implemented at different universities and dealing with learning outcomes in teacher education, interdisciplinary fields,

student evaluation in the first and second cycle, etc. Activities of HERE experts, funded by the EU via the Tempus office since 2007, also contributed to the promotion of the curricular reform.

The role of students in the reform processes at all institutional levels is to be continuously strengthened through implementation of the 2007 Act on Student Council and other Student Organizations.

The new Act regulating the status and the remits of the quality assurance agency (ASHE - Agency for Science and Higher Education) was adopted in 2009 and is being implemented, especially with regard to the role of universities in the accreditation of study programmes and internal QA, adaption of the Agency to European standards and preparation for full ENQA membership. By developing a strong higher education information and statistics system (which currently does not meet the needs of MSES and ASHE), quality assurance will be significantly improved and the role of the Agency strengthened.

Finally, Croatia is to join the Erasmus programme in 2011; this should improve academic mobility significantly – one of the primary aims of the Bologna process. With this aim, the MSES has established a working group for removing the remaining obstacles to academic mobility.

## 2. The Bologna Process

### *The Bologna Cycle Structure*

<b>Level of implementation of a three-cycle structure compliant with the Bologna Process</b>	Bologna structure fully implemented in all or most study fields		
<b>Student workload/duration for the most common Bologna programmes</b>			
<b>Bachelor programmes</b>	180 ECTS (3 years)	<b>Master programmes</b>	120 ECTS (2 years)
<b>Bachelor/Master cycle structure models most commonly implemented</b>	180 + 120 ECTS credits (3+2 academic years)		

### *European Credit Transfer System (ECTS)*

<b>Legislation on ECTS</b>	Legislation governing the arrangements for implementing ECTS has been introduced.
<b>Level of implementation of ECTS</b>	Over 75 % of institutions and programmes use ECTS for both transfer and accumulation purposes. Allocation of ECTS is based on contact hours, or a combination of contact hours and student workload.

## Diploma Supplement (DS)

<b>Implementation of the Diploma Supplement</b>	DS issued in the vast majority of study programmes.	
<b>Diploma Supplement issued</b>	Automatically and free of charge	In the language of instruction and/or more official languages

## National Qualification Framework (NQF)

<b>Stage towards establishing a National Qualification Framework</b>		Not yet started formally.
		<u>Step 1</u> : Decision taken. Process just started.
	X	<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.
		<u>Step 3</u> : The NQF has been adopted formally and the implementation has started.
		<u>Step 4</u> : Redesigning the study programmes is on-going 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.

## National Quality Assurance System

<b>National Body for Quality Assurance</b>		
<b>Name</b>	Agency for Science and Higher Education	
<b>Year of establishment</b>	2004	
<b>Status</b>	Independent national body	
<b>Principal "object" of the evaluations</b>	Institutions plus programmes	
<b>Body responsible for</b>	Both public and private higher education institutions	
<b>Main outcome of the review</b>		A decision granting the reviewed institution/programme permission to operate/teach at certain levels/undertake research, etc.
	X	Advice on how the reviewed institution/programme can improve quality in specific areas

## Recognition of qualifications

<b>Ratification of the Lisbon Recognition Convention</b>	Yes	2002
<b>Adoption of national laws/regulations required to implement the Lisbon Recognition Convention</b>	Yes	2004
<b>Institution responsible for recognising foreign qualifications for the purpose of academic study in the country</b>	Higher education institutions	
<b>Institution responsible for recognising foreign qualifications for the purpose of work in the country</b>	Agency for Science and Higher Education (Croatian ENIC office)	

# III. Participation in EU programmes

## 1. Tempus

Croatia has participated in the Tempus Programme since 2000.

### 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
Joint European Projects	-	68	8	5	0
Structural & Complementary Measures (Tempus III) Structural Measures (Tempus IV)	-	17	1	1	0
<b>Total</b>	-	<b>85</b>	<b>9</b>	<b>6</b>	<b>0</b>

Higher education institutions with highest TEMPUS participation during TEMPUS I to III (1990-2006)

Institutions	Total	Number of projects	
		JEP	SCM
UNIVERSITY OF ZAGREB	72	60	12
UNIVERSITY OF SPLIT	39	27	12
UNIVERSITY OF RIJEKA	37	28	9
JOSIP JURAJ STROSSMAYER UNIVERSITY OF OSIJEK	16	10	6
UNIVERSITY OF ZADAR	16	9	7
UNIVERSITY OF OSIJEK	14	12	2
UNIVERSITY OF DUBROVNIK	13	6	7

### 2. Impact of the TEMPUS Programme

The Tempus programme has contributed significantly to the development of existing curricula and the establishment of new ones in Croatia. For example, the first curriculum in the field of underwater science has been established in the region under the project *Underwater Science and Technologies*, and the project *Geographic Information Science and Technology in Croatian Higher Education* has revised the existing curriculum, both according to the Bologna principles and with a view to giving Croatia a stronger position in the European Higher Education Area.

What has to be emphasised in particular is a revision of ECTS credits, as well as the improvement of teaching methodologies and the further development of quality assurance at Croatian higher education institutions. The project *Palliative and Pain Medicine Project* has introduced new courses and strengthened the position of Croatian medical experts in palliative care in the region, and the Faculty of Agronomy at the University of Zagreb has introduced quality assurance standards under

the project *Support Network for Improvement of the Strategic Planning* project. Quality assurance has also been a crucial element of numerous other Tempus projects in Croatia.

The involvement of students has also played an important part in the implementation of Tempus in Croatia. Student representatives have been involved in the project and benefitted from the above-mentioned introduction of new curricula, as well as from collaboration with European partner institutions and institution building. Collaboration with foreign partners has been further developed on all levels, with academic, administrative and managerial staff at Croatian higher education institutions benefitting from this, primarily through numerous training courses and mobility, which took place under a vast number of Tempus projects financed in Croatia.

Institution building has also played an important role in the implementation of Tempus in Croatia. For example, career advice centres have been founded at three Croatian

universities under the project *Establishment of Career Advice Centres at Croatian Universities* and new research offices have been founded in six Croatian universities under the project *Capacity Building for Research in Croatia*. Furthermore, within the framework of the project *Enhancing Absorption Capacity of EU programs in Croatia*, four educational modules in international project management were developed, an accompanying handbook was published and the Centre for international project management was founded. New research strategies have also been developed under the latter project. The project *Opening University towards Society: Linking Education – Research – Innovation* has had an impact on the definition of structural and legal measures at institutional, national and regional level relating to research, doctoral studies and technology transfer, in order to create new strategic documents.

Finally, it is worth mentioning that there is a stronger link between the academic and

business community, which can be seen in various Tempus projects in Croatia. Links with industry have been strengthened under the recently funded project *Virtual Manufacturing Network – Fostering an Integration of Knowledge Triangle*, as well as under projects such as *Electricity Market Simulations and Analysis Curricula for Engineering Education*, *Numerical and Experimental Engineering Dynamics* and *Kollaborative Internatonalisierung des Software Engineerings in Kroatien*. The latest project also involves strong collaborative internationalisation of the higher education system, and it has an impact on the establishment of regional and national networks at academic and business level for technology transfer in the field of programme engineering.

All Croatian universities have been participating in Tempus programmes and there is a generally accepted positive attitude towards its impact on the Croatian higher education system.

## 2. Erasmus Mundus

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

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

	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
Students	-	2	-	-	10	13	20
Scholars	-	-	-	-	-	-	N/A

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

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

Year of Grant Allocation	2007	2008	2009
Undergraduate	-	6	9
Master	-	2	19
Doctorate	-	1	8
Post-doctorate	-	1	1
Academic staff	-	28	8
<b>Total</b>	-	<b>38</b>	<b>45</b>

### Institutions participating in the programme up to and until 2010

Institutions	Action 1 Joint Programmes	Action 2 Partnerships	Action 3 Attractiveness projects
JOSIP JURAJ STROSSMAYER UNIVERSITY		X	
UNIVERSITY OF ZAGREB		X	X
UNIVERSITY OF ZADAR		X	

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- The World Bank's Croatia EU Convergence Report: Reaching and Sustaining Higher Rates of Economic Growth, web-site of the World Bank: <http://go.worldbank.org/SIIL1SMUN0>
- Bajo, Ante, Institute for Public Finances Zagreb, May 2008: Presentations from the research project on financing of higher education institutions (in Croatian), web-site of Institute for Public Finances: [www.ijf.hr/Pdf/bajo-znanost.ppt](http://www.ijf.hr/Pdf/bajo-znanost.ppt)
- Hunjak, Tihomir, Financing of Higher Education Institutions, Institute for Public Finances Zagreb, May 2008

### Useful websites:

- Ministry of Science, Education and Sports <http://public.mzos.hr/Default.aspx>
- Agency for Science and Higher Education <http://www.azvo.hr/Default.aspx>
- Agency for Mobility and Programmes of the European Union <http://www.mobilnost.hr/>
- Institute for the Development of Education <http://www.iro.hr/en/>

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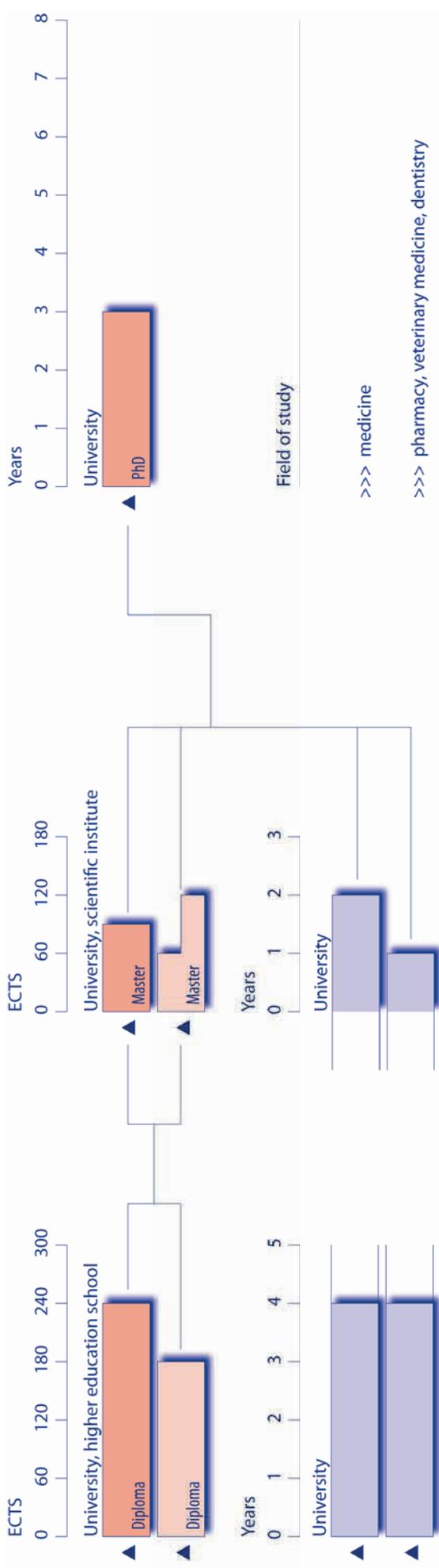


# HIGHER EDUCATION IN THE FORMER YUGOSLAV REPUBLIC OF MACEDONIA



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# The higher education system the Former Yugoslav Republic of Macedonia



ECTS		Credits according to the European Credit Transfer and Accumulation System	
ALL programmes have admission requirements	regulated at national level	decided at institutional level	
SOME requirements			

Source: "Focus on Higher Education in Europe 2010 - The impact of the Bologna Process" (Eurydice, 2010).

# I. Overall description

## 1. Major characteristics of tertiary education in the country

### Legislation covering the field of tertiary education

With the signing of the Bologna Declaration in 2003, the national authorities of the former Yugoslav Republic of Macedonia (fYROM) committed themselves to a successful implementation of the Bologna principles and objectives.

After the long debates and preparation process, the Parliament of the former Yugoslav Republic of Macedonia adopted a new Law on Higher Education in 2008.

The main areas covered by the Law are:

### Quality Assurance:

- Strengthening the role of the Higher Education Accreditation Board and the Agency for Evaluation of Higher Education into one national body for quality assurance in higher education;
- Introduction of student participation as well as participation of employers' representatives in decision-making bodies of the universities and the quality assurance process (from both the private and the public sector);
- Introduction of international cooperation in the quality assurance process (peer reviewers, other quality assurance agencies and/or relevant associations);
- Membership of the national bodies for quality assurance in the European Association for Quality Assurance in Higher Education (ENQA).
- the need for the national quality assurance system to comply with the Standards and Guidelines for Quality Assurance in European Higher Education.

### Three-cycle based higher education system:

- The first and second cycles are described using ECTS and generic descriptors based on learning outcomes and competences;
- Doctoral level qualifications are aligned with the EHEA overarching framework for qualifications using the outcomes-based approach;

- The Law addresses the regulated professions;
- A legal basis for joint degrees is established;
- Development of a national qualifications framework in compliance with the EHEA overarching framework for qualifications, as well as with the European qualification framework for lifelong learning.

### Types of tertiary programmes and qualifications

The study programmes of the two-cycle system were reformed in line with the Bologna Process. Thus, the traditional 5+2 model was transformed into a 4+1 or 4+1.5 model for academic studies and 3+2 for vocational studies. Some studies with duration shorter than three years were introduced as "short cycle" studies in the framework of the first study cycle. Experience shows that the state higher education institutions have the greatest difficulty in accepting the 3+2 model for three-year undergraduate studies whereas it is frequently accepted by the private higher education institutions. The majority of faculties at the state universities have maintained the four year duration of the first-cycle studies, and in some cases even five or six years, as it is in the field of regulated professions.

The first study cycle amounts to 180 to 240 credits, which is the equivalent of study programmes lasting 3 to 4 years. The name of the qualification in the national language is *diplomiran* + profile or in English Bachelor + profile.

Postgraduate Studies (Master Degree) amount to 60 to 120 credits, i.e. duration of 1 to 2 years, depending on the profile. The name of the qualification in the national language is *magister* + profile or in English Master + profile.

The Law on Higher Education provides for full-time third cycle study programmes in accordance with Bologna. The Law provides a legal framework for implementation of the third cycle according to the Bologna principles, including both taught courses and independent research. Under the Law universities are obliged to design structured study programmes which last at least three years full time and are awarded 180 ECTS.

The name of the qualification in the national language is *doktor* + profile or in English Doctor of Philosophy + profile.

In the framework of Tempus, a Tempus Structural Measures project entitled "Developing Doctoral Studies (as third cycle) Social Sciences in the former Yugoslav Republic of Macedonia in accordance with the Bologna agreement (DOCSTUD)" created and implemented a model for Doctoral Studies in social sciences in the former Yugoslav Republic of Macedonia which was proposed to the universities in the country.

In compliance with the provisions of the new Law, the higher education institutions are given recommendations and encouragement to work on the development of integrated study programmes and joint degrees in the first, second and third cycles.

### **Types of tertiary education institutions**

The Law on Higher Education provided for:

Change of the structure of a university from a loose association of legal entities into an integrated university. Taking into consideration the complexity of this demanding task, a transitional period for the transformation of the University "Ss. Cyril and Methodius" – Skopje and the University "St. Kliment of Ohrid" – Bitola into integrated universities was set lasting until January 2009. During the preparatory period new Statutes of both universities were created and adopted by the Parliament. The Statutes provide for:

- Broader activities for the Senate and Rectors;
- Setting up of a University Council comprising the representatives of students, employers' associations, local government etc.

In addition to the state universities (the "Ss. Cyril and Methodius" University in Skopje, the "St. Kliment Ohridski" University in Bitola, the State University in Tetovo, founded in 2004, the "Goce Delcev" University in Shtip, founded in 2007, and the University of Information Sciences and Technologies "St. Apostle Pavle" in Ohrid, founded in 2009), a significant number of private higher education institutions were opened in the country: the FON University (2002), the European University – Republic of Macedonia, the American College University and are private higher education institutions with representative numbers of students.

A new type of public-private non-profitable higher education institution has been introduced. Currently there is only one university of this type, the South-East European University established in Tetovo in 2001 with financial contributions from

numerous international donors and foreign higher education institutions.

The most significant reform in the HE system is the implementation of the country's strategy for opening HE units of dispersed studies in almost every town in the country. The ultimate aim, with the opening of these dispersed study programmes in the towns outside the headquarters of the Universities, is to increase the number of graduates in the country and bring the universities closer to the rural areas.

The increase in the number of universities and other higher education institutions has resulted in a significant increase in the number of students in the country.

## **2. Distribution of responsibilities**

The role of the universities is strengthened by the new forms of their organization and management. The public universities are organized under the auspices of the Rectors' Conference of public universities and private universities are organized under the auspices of the Rectors' Conference of private universities. Issues of mutual interest come under the responsibility of the Inter-University Conference.

Universities integrate the functions of their units (functional integration) and through those units ensure across-the-board synchronisation of:

- strategic development,
- adoption of standards,
- norms and rules for the organization and implementation of higher education and scientific and research work;
- ECTS;
- applied and expert work;
- adjusted financial operation;
- investments and development plans;
- promotion of scientific research;
- criteria for selection and promotion in educational, scientific-educational, scientific or support staff careers;
- cooperation with universities at home and abroad;
- policy on student, teacher, support staff and administrative staff mobility;
- rules for rational utilization of human and material resources;
- development and organization of studies;
- quality assurance and control system;
- educational standards;
- information system;

- library system;
- publishing work;
- issuing diplomas;
- organization of symposiums and seminars;
- allocation of funds to the university units and university organizations for cultural and sports activities;
- provision of forms and other documentation necessary for students;
- professional or administrative and technical services;
- university documentation;
- care and promotion of students' and employees' standards;
- programme for exchange of scientific and vocational services and products with domestic and international natural persons and legal entities;
- insurance of university property and university units' property by performing other work as laid down in the Law on HE and the Statute of the University.

### 3. Governing bodies of the Higher Education Institutions

University Senates are the main governing bodies. The Senates have two members from each faculty and one from each institute, while 10% of the members are students.

The university has a management board (called the University Council in the new Law) with 11 members. Five of them are nominated by the University Senate while six are representatives of the wider external community, including nominees from the government, the chamber of commerce, the city, enterprises and students.

The Rector has an Executive Committee consisting of the rector, the vice-rectors and the Secretary General, which meets on a weekly basis. The Rector also has a Rector's Board which includes all deans, the heads of institutes and vice-rectors.

In accordance with the legal regulations, the statutes and other legal acts, students take part in all forms of university management. They are members of the managing bodies at university, faculty and department level. The students have one representative in each faculty/department commission on self-evaluation and three representatives in the university evaluation commission. Representatives of the Student Association participate in the Evaluation Agency. Students do not participate in the Accreditation Board.

## 4. Financing

The principal source for state HEIs' financing is the state Budget. The HEIs may acquire financing from other sources such as industry, research activities, applied research etc, which is treated as self-financing. They also acquire financing from donor programmes.

On the basis of projections from the higher education institutions, the Ministry of Education and Science prepares Proposal Calculations for the resources needed to finance higher education.

The distribution of financial resources for higher education financing is made after the official adoption of the Budget of the former Yugoslav Republic of Macedonia. Each public university has its own sub-programme budget line within the budget for higher education.

Higher education is financed in accordance with the Standards and Criteria.

Elements of the Standards and Criteria which influence the determination of the scope of higher education and thus also the amount of resources needed for higher education are:

- approved study programmes of the higher education institution;
- number of study groups, departments and courses;
- number of full-time students enrolled for the first time under the state quota in each academic year;
- qualification structure of employees;
- number of students who graduate;
- net usable premises of the higher education institutions; and
- the number of managerial personnel needed.

## 5. Students' contributions and financial support

From 2005, all students enrolled at state higher education institutions in the country pay student fee for their studies. The students admitted under what is known as the "state quota", determined by decision of the Government, pay 200 euro. Students admitted as part of the self-financing quota pay between 400 and 700 euro, depending on their chosen field of studies.

The Ministry of Education and Science awards academic scholarships for undergraduate, postgraduates and doctoral studies, both in the country and abroad, in accordance with the Book of Regulations for the Determination of

Conditions and Criteria for Financial Awards Aimed at Educating Scientific-Research Staff. The Ministry of Education and Science also awards loans for undergraduate students. The number of scholarship holders and the distribution by scientific discipline is determined by a special decision made by the Minister of Education and Science.

The Ministry of Education and Science also awards lump-sums for the technical preparation and defence of Master and doctoral thesis. This funding is designed to encourage young students and scientists and depend on the age of the student. Scholarship holders who have received one financial award for this purpose cannot reapply for another.

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

The Quality Assurance System (QAS) in higher education in the former Yugoslav Republic of Macedonia is based on the Law of Higher Education and the requirements of the Bologna Declaration. It includes the following:

- Approval, verification and recognition of the higher education institution, within the framework defined with the LHE, accomplished through the accreditation process;
- Quality assessment in the following areas:
  - Performance of the activities
  - Management
  - Financing
- Evaluation system for academic and other related activities
- Other activities and mechanisms that develop and maintain the quality of higher education as determined by the Law and the regulations of the bodies (agencies) that carry out the quality assessment of higher education.

The evaluation (Quality Assessment) of the HEIs is implemented through:

- External evaluation (external quality assessment);
- Self-evaluation (internal quality assessment);
- System of evaluation of the quality of the academic staff.

The external evaluation and the overall assessment of the academic staff at the universities and the other types of higher education institutions in the former Yugoslav Republic of Macedonia is carried out by the

Agency for Evaluation of Higher Education (Evaluation Agency, i.e. Quality Assurance Agency).

A review of the National QA system was undertaken in the framework of a Tempus project Structural Measure SCM-CO11B05. The project partners developed new methodology for external quality assurance in higher education, using the results from 2 reports published by project partners where analyses of the current situation in quality assurance in the EU and neighbouring countries were made, taking into consideration the local specifics of the beneficiary country.

Another project in the field of QA entitled "Quality Management at Universities in Macedonia" was undertaken in the framework of the Tempus programme. It produced a general QM Model and QM System for four universities and their Rectorates.

## **7. Admission**

Under the Law on Higher Education any person may have access to higher education. The Law also regulates the main conditions for enrolment in undergraduate, postgraduate and doctoral studies, stating that the citizens of the former Yugoslav Republic of Macedonia have equal rights to education at higher education institutions.

Enrolment in undergraduate studies takes place in accordance with the Announcement, which is published by the university. It contains the criteria and conditions for candidate enrolment, which are the same for all citizens of the former Yugoslav Republic of Macedonia; this is to ensure equal access to higher education.

The decision on the number of students to be enrolled at a state higher education institution whose education is to be financed from the state Budget is made by the Government, on the recommendation of the state university. The decision on the number of students to be enrolled at a state higher education institution over and above this agreed number is taken by the university under the conditions provided for in the Law.

The Law also ensures adequate and equitable access to higher education for citizens who belong to minority groups and for representatives of families whose members took part in the armed conflict of 2001. In order to ensure the right conditions and assumptions for the realization of this right, "positive discrimination" measures are applied. This gives students from minority ethnic groups the opportunity, under the already confirmed Announcement conditions, to enrol

as part of the *additional quota*, alongside other full-time, first-year students. The number of students in the additional quota is determined by the Government.

Foreign students also have access to higher education, but this requires the right to reciprocity i.e. the same conditions should be given to students from the former Yugoslav Republic of Macedonia in a foreign country. Individuals who do not have citizenship are allowed to access higher education under conditions laid down in the Law and international Acts ratified by the former Yugoslav Republic of Macedonia.

Especially talented individuals may enrol in studies in the field of the arts, even if they have not finished secondary education, on condition that they obtain the requisite secondary education qualification by the end of the second year of studies at a higher education institution, in accordance with the conditions provided for in the Statute of the faculty.

## 8. Organisation of the academic year

Students enrol following a public advertisement placed by the university or the independent higher education institution delivering the studies at least five months prior to the start of the academic year. The advertisement for enrolment contains the following: name of higher education institution and its address, name of study programme, description of delivery of study programme, duration of studies, requirements for enrolment, foreseen number of vacancies for enrolment, procedures and deadlines for application and enrolment.

The university defines the procedure for the selection of candidates for enrolment in a manner guaranteeing equality for all candidates irrespective of race, skin colour, gender, language, religion, political or other affiliation, ethnic, national or social background, property, birth, social status, disability, sexual orientation or age.

The public advertisement for a public higher education institution is published by the university in the manner stipulated in the Statute and following the prior consent of the Government of the former Yugoslav Republic of Macedonia.

The advertisement for a private higher education institution is published by the higher education institution in the manner stipulated in its Statute.

The academic year commences on 15 September and ends on 14 September the

following year; it is divided into two semesters, summer and winter, or into three trimesters, and the teaching process may be carried out in cycles. The start and the duration of the teaching process in semesters are regulated in the Statute of the university or the independent higher education institution.

## 9. Curriculum content

With the new Law on Higher Education, institutions in the country that provide higher education are encouraged and indeed obliged to develop and establish modules, courses and study programmes with European content, orientation and organisation.

There is evidence of a wider range of professional profiling, greater flexibility of programmes of study and concerted efforts directed at achieving compatibility with European programmes in similar fields.

Recently, there has been a trend for universities to stop introducing what is known as the flexible vocational profile. They are creating modularised study programmes in which the student, in accordance with his/her inclinations, can choose one or more narrow vocational profiles.

Study and subject programmes are developed to serve the graduating profile; they respect the criteria for grouping teaching disciplines according to whether they are compulsory, elective or optional and determining how they are related and whether they should be one-semester, two-semester or multiple-semester subjects, as well as the types and number of courses, studies and study groups, all in accordance with the standards for graduate profiles and for efficiency in completing the teaching programme with a flexible approach to courses, studies and study groups.

The majority of study programmes include ICT literacy. Some study programmes include application of information-communication technologies in the fields they are concerned with. Under the Law on Higher Education, EU directives govern the duration of studies for regulated professions,

Universities periodically review their programmes, in order to standardize them and create curricula in conformity with national requirements and the Bologna Process. Departments organize workshops to revise curricula according to clear guidelines. The universities invite representatives from industry and other higher education stakeholders to these workshops in order to discuss the needs of the labour market regarding the employability of graduates. As part of the periodic review of the study

programmes the universities always take into consideration the European dimension which should be present in their curricula so as to be more attractive to potential students. Substantial curriculum changes and new programmes are accredited externally by the Accreditation Board.

## 10. Assessment, progression, certification and degree

First-cycle studies are completed by taking all exams and drafting a final thesis or taking a final exam in accordance with the study programme.

Second-cycle studies are completed by taking all exams, preparing a postgraduate thesis and successfully presenting and defending it in public, in accordance with the study programme.

The procedure for application, assessment and successful public presentation and appraisal (defence) of a Master thesis is regulated by the Statute of the University.

Doctoral studies are considered to have been completed after passing all exams and following the preparation and successful public presentation and appraisal (defence) of the PhD dissertation.

The study programme for Doctorates in arts studies states that studies may conclude by the student passing all exams or passing a final exam before an examination commission and/or by preparation and performance of an artistic act.

The procedure for application, assessment and successful public presentation and appraisal (defence) of a PhD dissertation or the preparation and performance of an artistic act is laid down in the Statute of the University.

For the regulated professions, after successful completion of the study programme students have to pass a state exam in order to obtain their final qualification.

The assessment of a student's knowledge in teaching subjects is continuous throughout the teaching process and is expressed in points.

In order to meet all requirements for passing the exam (in segments or integrally) the student can earn 100 points at the most, or receive a positive grade expressed from 1 (one) to 10 (ten), the grade 5 (five) being insufficient and signifying a fail.

The assessment of knowledge in certain teaching subjects is conducted in a manner defined in the study programme and within a

deadline laid down in the Statute of the higher education institution.

## 11. Academic staff

The educational-scientific positions of the academic staff are lecturer (*docent*), associate professor and full professor.

In philology faculties and other higher education institutions providing language courses, the educational-scientific positions of academic staff are lector and senior lector.

Support staff positions are junior assistant, assistant and junior lector. In the arts, support staff positions are junior artistic associate and artistic associate.

The academic staff in educational-scientific positions is selected in educational-scientific fields, as defined in the Statute of the University.

A lecturer is a person with a scientific degree – Doctor of Sciences for the nominated scientific area – who has published scientific works and has achievements in the application of research outcomes and the ability to perform certain types of higher education work.

An associate professor is a person who has attained a scientific degree – Doctor of Sciences for the nominated scientific area – who has independently published scientific works as separate editions or as part of larger publications, has participated in scientific and research projects or had significant achievements in the application of scientific and research results, has made a contribution to the training of support staff and junior staff and has demonstrated the ability to perform various types of higher education work.

A full professor is a person who has attained a scientific degree – Doctor of Sciences for the nominated scientific area – and who has published significant scientific works separately or in scientific publications, has a major influence on the development of science and practice, has participated in or managed scientific and research projects or has had significant achievements in the application of scientific and research results, has contributed to the training of support staff and junior staff and who had demonstrated the ability to perform all types of higher education work.

## 12. Research activities

According to the Constitution, the state has an obligation to encourage and support the technological development of the country. The governmental body in charge of R&D policy in the former Yugoslav Republic of Macedonia is

the Ministry of Education and Science, which has a responsibility to organise, finance, develop and promote research, technological development, technical culture, informatics and information systems as well as international cooperation related to these issues. Research activities are performed and organised by a network of institutions comprising universities, a number of research institutes active in various fields and R&D units in industry. An important R&D organisation is the Macedonian Academy of Sciences and Arts. National technology transfer centres have been established at 5 faculties and there is one regional centre for South East Europe. The HE sector is involved in the EU Framework Programme FP7, COST and Information Society Development projects. R&D cooperation other than EU programmes: bilateral agreements with 15 countries from SEE, TACIS, EU Member States, as well as Japan, China, Turkey, Egypt, and Israel. Multilateral cooperation in the framework of: IAEA, NATO-Science for Peace and Security through Science, UNESCO and UNDP.

The revision and amendment of the Law on Science and Research and the Law on Technical Development in 2008 brought the national legislation closer to European regulations, linking the European Higher Education Area with the European Research Area. Despite the research activities of scientific institutions, these changes in the Laws make it possible to organise studies at second and third level. Both laws are intended to achieve better structuring of the organisation and management of national research funding and better linking of research with social and economic developments. As regards integration into the European Research Area, the country is part of the Euraxess Jobs Portal (formerly known as the Mobility Portal) and the Euraxess Service Network (formerly known as the ERA-MORE network) and is in the process of setting up a national Euraxess Portal and Network. Further action is expected to stimulate investment in research. Reorganisation of research activities is taking place, enabling support to be provided for a higher number of applied research projects. This encourages university-enterprise cooperation and contributes to the establishment of new R&D centres in companies. Ss. Cyril and Methodius University in Skopje participated in establishing the European Information & Innovation Centre in the former Yugoslav Republic of Macedonia (EIICM) in 2007, part of the Enterprise Europe Network and gateway to competitiveness and innovation. The Enterprise Europe Network is made up of close to 600 partner organisations in more than 40 countries, promoting competitiveness and innovation at the local level in Europe and beyond. EIICM services are

specifically designed for small and medium-sized enterprises (SMEs) but are also available to all businesses, research centres and universities. The EIICM was established to provide information on EU legislation, help in finding a business partner from any European country, help others benefit from innovation networks in the region and provide information on funding opportunities. In the first Call for Proposals within the framework of the Tempus IV phase, the following projects which promote research were selected for funding:

- "CREATING R&D Capacities and Instruments for boosting Higher Education-Economy Cooperation";
- "Opening University towards Society: Linking Education-Research-Innovation".

The implementation of these projects started in January 2009.

### **13. University-enterprise cooperation**

Each year, the universities, in cooperation with enterprises, organise career days and participate in the Education Fair, where they present their needs.

10% of the compulsory subjects and 10% of the elective ones from each study programme include lectures provided by outstanding professionals.

In each academic year of studies students have to take part in practical placements which should not be shorter than 30 days.

### **14. International cooperation**

Interuniversity cooperation is supported by opportunities for joint study programmes. The university programme for acquiring a joint diploma refers to study programme accepted and implemented by the university, or the relevant unit thereof, together with one or more universities or independent higher vocational institutions in the former Yugoslav Republic of Macedonia or abroad, accredited in the headquarters country. These kinds of joint study programmes are organised in the framework of the Tempus project and through the participation of the former Yugoslav Republic of Macedonia in the CEEPUS programme.

For the former Yugoslav Republic of Macedonia, the Erasmus Mundus External Cooperation Window was opened in December 2007 with a first Call for Proposals. The BASILEUS PROJECT provides funding for academic mobility from the Western Balkans to the EU and vice-versa. The Basileus

partnership consists of 8 EU universities and 12 universities in the Western Balkans region. The project is the first large-scale mobility project for this region. Students and staff members of all partnership universities, both from the Western Balkan countries and the EU, as well as other nationals of the participating Western Balkan countries, can apply for scholarships.

The EC Erasmus Mundus Western Balkan Window offers scholarships for MK students to study in the Erasmus Mundus Joint Master

Studies of EU Higher Education Institutions. Through CEEPUS, students are given the possibility of spending a study period abroad or teachers to undertake a teaching period at a partner university. These opportunities are designed to strengthen professional relationships among Central European scholars.

The participation of the universities in different academic networks provides further options for enhancing mobility.

## II. Current challenges and needs

### 1. Trends and challenges

The complexity of the Bologna Process requires continuous updating of the legal framework, with the aim of developing a mandatory regulatory context for higher education reforms. The adoption of the new Law on Higher Education in 2008 provided a legal framework for updating and changing bylaws and other legal instruments in the field of higher education as well as the legislation in the areas influencing its development (e.g. financial legislation, legislation covering labour and social security, intellectual property protection legislation, legislation on mobility and movement of citizens, etc.).

Following the overarching National Programme for the Development of Education 2005-2015, the objectives of the Bologna Declaration and the Law, the higher education institutions are working on reforming the higher education system and strengthening their capacities.

The following future challenges can be identified.

#### **Design and implementation of NQF**

Development of a national qualifications framework in compliance with the EHEA overarching framework for qualifications, as well as the emerging European qualification framework for lifelong learning represents the major challenge for the HEIs and the Ministry for Education and Science. With this in mind, a Tempus project "Designing and Implementing the NQF", approved in 2009, is to design and implement an NQF for higher education in the former Yugoslav Republic of Macedonia

#### **Strengthening of the QA System**

Taking into consideration the weak points of the national quality assurance system identified during the stocktaking process for the Conference of the European ministers responsible for higher education, the Law obliges the HEIs to introduce student participation, as well as participation of employers' representatives (from industry and from the public sector). With a view to improving quality assurance the HEIs are working intensively on the introduction of international cooperation in the quality assurance process (peer reviewers, other quality assurance agencies and/or relevant associations). They are also seeking membership of the European Association for Quality Assurance in Higher Education (ENQA) for the national bodies for quality assurance.

#### **Introduction of third cycle of studies in accordance with Bologna**

The design of the third cycle of studies-doctoral studies in accordance with Bologna also represents a challenge for the HEIs. Under the Law on HE, doctoral level qualifications are aligned with the EHEA overarching framework for qualifications using the outcomes-based approach and, considering the need for structured doctoral programmes and the need for transparent supervision and assessment, the normal workload of the third cycle would correspond to 3-4 years full time, including teaching and research activities. The legal provisions stipulate that the HEIs should begin to organize the third cycle of studies in accordance with Bologna at the beginning of 2010

## 2. The Bologna Process

### *The Bologna cycle structure*

Level of implementation of a three-cycle structure compliant with the Bologna Process	Extensive but gradual introducing/ ongoing adaptations or extensions
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Student workload/duration for the most common Bologna programmes			
Bachelor programmes	240 ECTS (4 years)	Master programmes	Various combinations

Bachelor/Master cycle structure models most commonly implemented	Various combinations
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### *European Credit Transfer System (ECTS)*

Legislation on ECTS	Legislation governing the arrangements for implementing ECTS has been introduced.
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Level of implementation of ECTS	75% or less institutions and/or 75% or less programmes are using ECTS for both transfer and accumulation purposes. Various references are used to define the credits.
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### *Diploma Supplement (DS)*

Implementation of the Diploma Supplement	DS issued in the vast majority of study programmes
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Diploma Supplement issued	Automatically and free of charge	In the language of instruction and/or more official languages
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### *National Qualification Framework (NQF)*

Stage towards establishing a National Qualification Framework		Not yet started formally.
		<u>Step 1</u> : Decision taken. Process just started.
	X	<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.
		<u>Step 3</u> : The NQF has been adopted formally and the implementation has started.
		<u>Step 4</u> : Redesigning the study programmes is on-going 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.

### *National Quality Assurance System*

National Body for Quality Assurance		
Name	Board of Accreditation	
Year of establishment	2001	
Status	Several independent national agencies	
Principal "object" of the evaluations undertaken	Institutions plus programmes	
Body responsible for	Both public and private higher education institutions	
Main outcome of the review	X	A decision granting the reviewed institution/programme permission to operate/teach at certain levels/undertake research, etc.

	X	Advice on how the reviewed institution/programme can improve quality in specified areas
<b>National Body for Quality Assurance</b>		
<b>Name</b>	Evaluation agency	
<b>Year of establishment</b>	2001	
<b>Status</b>	Independent national agency	
<b>Principal "object" of the evaluations</b>	Institutions plus programmes	
<b>Body responsible for</b>	Both public and private higher education institutions	
<b>Main outcome of the review</b>	X	A decision granting the reviewed institution/programme permission to operate/teach at certain levels/undertake research, etc.
	X	Advice on how the reviewed institution/programme can improve quality in specified areas

### ***Recognition of qualifications***

<b>Ratification of the Lisbon Recognition Convention</b>	yes	1997
<b>Adoption of national laws/regulations required to implement the Lisbon Recognition Convention</b>	yes	
<b>Institution responsible for recognising foreign qualifications for the purpose of academic study in the country</b>	Ministry of Education and Science	
<b>Institution responsible for recognising foreign qualifications for the purpose of work in the country</b>	Ministry of Education and Science and Ministry of Labour and Social Affairs	

## **III. Participation in EU programmes**

### **1. Tempus**

The former Yugoslav Republic of Macedonia has participated in the Tempus Programme since 1996.

#### **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
<b>Joint European Projects</b>	25	68	12	9	5
<b>Compact Projects</b>	0	0	0	0	0
<b>Structural &amp; Complementary Measures (Tempus III) Structural Measures (Tempus IV)</b>	11	26	4	1	2
<b>Total</b>	<b>36</b>	<b>94</b>	<b>16</b>	<b>10</b>	<b>7</b>

## Higher education institutions with highest TEMPUS participation during TEMPUS I to III (1990-2006)

Institutions	Total	Number of projects	
		JEP	SCM
UNIVERSITY 'STS. CYRIL AND METHODIUS' (SKOPJE)	115	86	29
UNIVERSITY 'ST. KLIMENT OHRID' (BITOLA)	48	29	19
SOUTH EAST EUROPEAN UNIVERSITY (TETOVO)	16	7	9
STATE UNIVERSITY OF TETOVO	12	2	10

### 2. Impact of the TEMPUS Programme

Tempus represents the largest input of projects after the Ministry and the programme has been a key instrument for supporting higher education reforms in the country since 1996. Only about 8 faculties/institutes have never participated in Tempus. The impact of Tempus is more measurable in state institutions since the participation of the private institutions to date has been quite marginal.

Tempus has had an impact not so much purely in the field of studies but it has also opened up the fields to the priorities that the higher education system faced as a whole in this period, such as the Stabilisation and Association Agreement and the Bologna Process. Tempus has also had a strong impact on regional cooperation between faculties and universities. Enormous progress has been made on the implementation of the Bologna process in the country and Tempus has been instrumental in supporting the faculties and universities in this process.

Tempus has contributed to a harmonisation of higher education in terms of development of unified curricula and the promotion of staff mobility. Teaching methods have changed across the faculties and the programme has worked enormously on capacity building.

70% of institutions consider that their curricula are more than 50% in line with Bologna requirements and nearly half of the faculties targeted by Tempus since 2000 consider that more than half of those curricula are a direct result of Tempus. Tempus has had a strong impact on updating the content of existing courses of curricula and on programmes leading to previously non-existing degrees. There is already some evidence of joint degrees being prepared between universities in the country and institutions in the EU as a follow-up to cooperation in Tempus.

The relevance of curricula is nearly always checked against labour market needs in Tempus curriculum development projects. Tempus, alongside labour market trends, has had an influence on the increase of students applying to study in certain areas.

Tempus has influenced the gradual introduction of quality assurance to faculties. Half of the institutions now often evaluate teaching by having students provide feedback in questionnaires and more than 90% say that Tempus has influenced this process.

A vast majority of staff who have been exposed to Tempus (through mobility in particular) state that the visits had an impact on their work and teaching practices. Staff can contribute to reflexion, help colleagues and introduce new ideas after their visit abroad, even though there is still some resistance and hierarchy determines the state of change.

Tempus is contributing to the internationalisation of higher education and has led to strong cooperation between institutions in the country, their neighbours and the EU. As a cooperation instrument, Tempus is perceived as being more complete, more profitable (library, mobility and equipment), is more stable, provides more opportunities for promotion and tends to be seen more seriously by the faculty authorities.

Through Tempus staff have developed their management skills and improved their skills in international relations which, according to many, would not have been possible without Tempus. Practically all Tempus projects have led to continued cooperation through staff exchanges afterwards, provided for under the bilateral agreements signed during the Tempus project which are generally financed by the faculty and the partner university. They have also developed new research programmes and use the Tempus partners to finance doctoral studies. Faculties which have not benefited from Tempus tend to have more problems finding good partners for Tempus projects or for international cooperation generally speaking. Indeed, contacts tend to be between individuals and often there is no institutional basis to build up the cooperation. Tempus has supported the integration and structuring of international relations at university level.

Tempus is highly appreciated by students. They have access to laboratories, computers, and studies are compatible with the EU. Students perceive the work being done in the

faculties with the support of Tempus very positively and have noted an increased quality of teaching. The programme has helped them

improve their qualifications and in half of the cases, there has been an increased interest on the part of the labour market in hiring them.

## 2. Erasmus Mundus

*Erasmus Mundus (2009-2013) is a cooperation and mobility programme in the field of higher education with a strong international focus. It operates through three actions:*

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

*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 123 Master and 24 Doctorate programmes offering EU-funded scholarships or fellowships to students and scholars from all over the world.*

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

*Erasmus Mundus Partnerships bring together HEIs from Europe on the one hand and from a particular region in the world on the other. Together the partnerships manage mobility flows between the two regions for a range of academic levels – bachelors, masters, doctorate, post-doctorate – and for academic staff. The programme is focused on geographical "lots" of countries or regions covered by the EU's financial instruments for cooperation. These lots include most Tempus countries. New partnerships are selected each year through Calls for Proposals.*

### 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. HEIs (and other key players in the HE sector) may apply.*

More information: [http://eacea.ec.europa.eu/erasmus\\_mundus](http://eacea.ec.europa.eu/erasmus_mundus)

## Number of students/staff participating in the programme

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

	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
<b>Students</b>	5	4	-	5	8	13
<b>Scholars</b>	-	2	-	1	-	N/A

*Nationals of the country participated in the programme for the first time in 2005-2006 (students) and in 2006-2007 (scholars).*

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

Year of Grant Allocation	2007	2008	2009
<b>Undergraduate</b>	-	21	18
<b>Master</b>	-	30	31
<b>Doctorate</b>	-	4	8
<b>Post-Doctorate</b>	-	0	0
<b>Academic staff</b>	-	7	8
<b>Total</b>	-	62	65

## Institutions participating in the programme up to and including 2010

Institutions	Action 1 Joint Programmes	Action 2 Partnerships	Action 3 Attractiveness projects
South East European university		X	
SS. Cyril and Methodius university of Skopje		X	X
St. Clement of Ohrid university of Bitola		X	

## IV. Bibliographical references and websites

- National Programme for Development of Education in the Republic of Macedonia 2005-2015; Ministry of Education and Science, Skopje, 2006;
- Law on Higher Education (Official Gazette Nr 35/08 and 103/08), 2008;
- National Bologna Report 2009;
- Chapter 18 - Education, training and youth, Questionnaire of the European Commission for the candidate status of the former Yugoslav Republic of Macedonia into the EU, Skopje 2005;
- Impact of the Tempus programme in the FYR of Macedonia, Deirdre Lennan and Aleksandar Nospal.
- [www.ukim.edu.mk](http://www.ukim.edu.mk) – University Ss. Cyril and Methodius – Skopje
- [www.uklo.edu.mk](http://www.uklo.edu.mk) – University St. Kliment Ohridski – Bitola
- [www.seeu.edu.mk](http://www.seeu.edu.mk) – South East European University – Tetovo
- [www.unite.edu.mk](http://www.unite.edu.mk) – State University of Tetovo – Tetovo
- [www.ugd.edu.mk](http://www.ugd.edu.mk) – University Goce Delcev – Shtip
- [www.board.edu.mk](http://www.board.edu.mk) – Board of Accreditation
- [www.mon.gov.mk](http://www.mon.gov.mk) – Ministry of Education and Science of Republic of Macedonia

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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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**Web site:** <http://eacea.ec.europa.eu/tempus/>

- **National Tempus Office in the former Yugoslav Republic of Macedonia**

**Postal address:** Ministry of Education and Science – National Tempus Office, str. Mito Hadzivasilev Jasmin bb, 1000 Skopje, former Yugoslav Republic of Macedonia

**Contact:** [mkoffice@tempus.gov.mk](mailto:mkoffice@tempus.gov.mk)

**Website:** <http://www.tempus.gov.mk/>

Last update: October 2010.

<sup>15</sup> Snezana Bilic-Sotiroska, Marija Krakutovska (NTO FYROM).





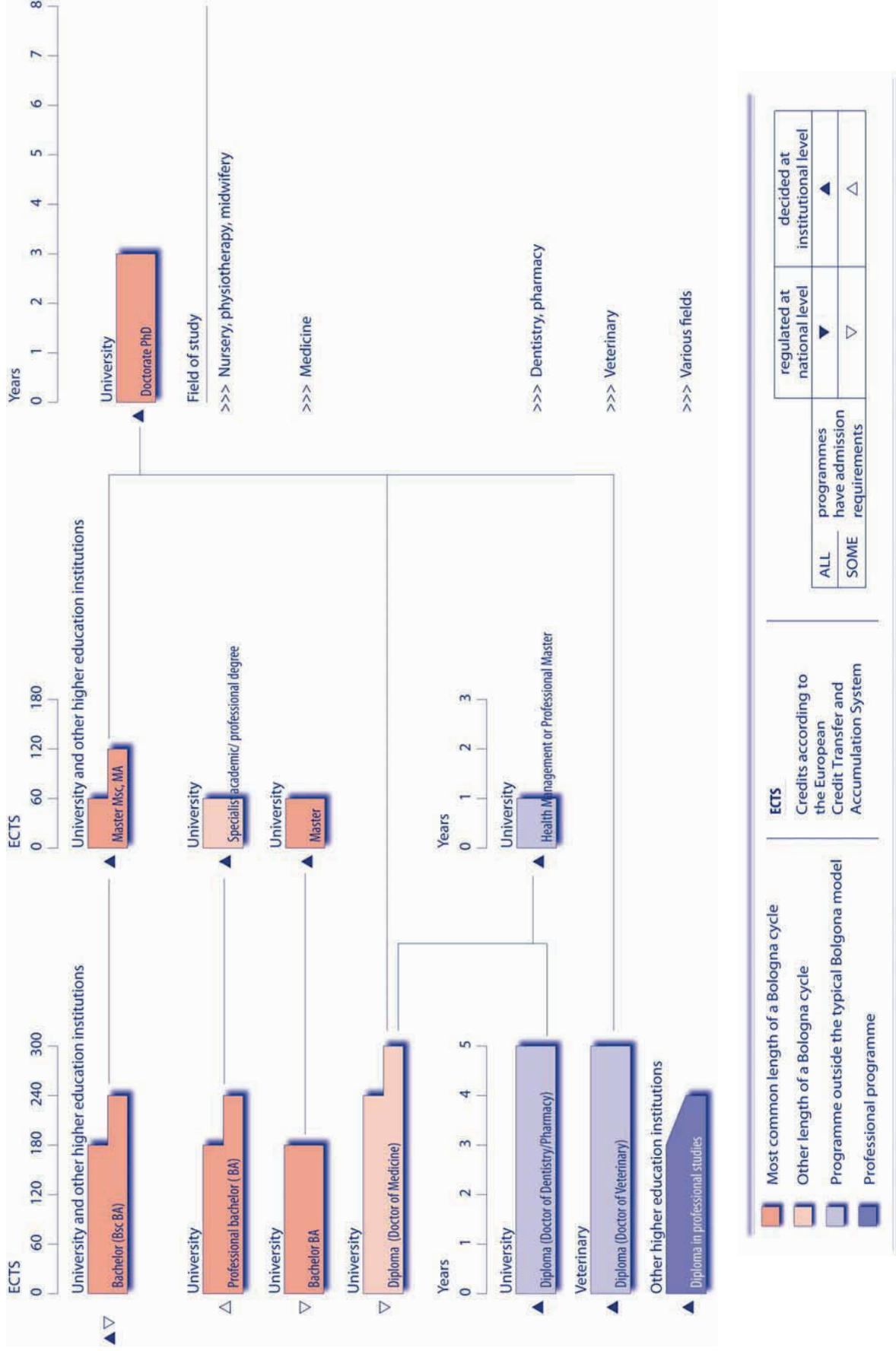
# HIGHER EDUCATION IN KOSOVO<sup>16</sup>

- I. Overall description**
- II. Current challenges and needs**
  - Trends and challenges
  - The Bologna Process
- III. Participation in EU programmes**
  - Tempus
  - Erasmus Mundus
- IV. Bibliographical references and websites**

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<sup>16</sup> Under UNSCR 1244/1999.

# 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 6 strategic objectives are in the process of implementation, such as the promotion of an all-inclusive education policy, the finalisation of the Higher Education law and the establishment 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 is now developing a single sector strategy for education with costed action plan to cover the period 2010-2015.

The organisation of higher education is based on the Law on Higher Education (Law 2003/14) (currently under revision) The Statute of the University of Pristina, drafted with 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 modern European Standards regarding the autonomous operation of universities such as 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 and private universities and other higher education institutions (colleges, institutes, higher professional schools).

1. The University of Prishtina (Universiteti i Prishtines) has 37902 students. This university consists of 17 academic units located in the seven major towns of Kosovo:

Prishtina/Pristina, Gjilan/Gnjilane, Ferizaj/Urosevac, Prizren, Gjakova/Djakovica, Peja/Pec and Mitrovica/Mitrovicë. 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 8732 students.

3. The University of Prizren (Universiteti i Prizrenit) which will start operating in October 2010.

4. The American University of Kosovo located in Pristina, where the language of instruction is English

5. 13 private higher education institutions (colleges, institutes and higher professional schools) gathering more than 20000 students.

6. Three professional higher education institutions where the language of instruction is Serbian: the Higher Technical Professional School, Zvecan - *Visoka Tehnicka Skola Strukovnih Studija* (270 students) - the Higher Economic Professional School, Leposavic - *Visoka Ekonomska Skola Strukovnih Studija* (2300 students) and the Higher Technical Professional School, Urosevac-Zvecan - *Visoka Tehnicka Skola Strukovnih Studija* (275 students).

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.

### **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 credits), with some exceptions in medicine, veterinary science or in education.

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

The University of Mitrovica also proposes vocational degrees and second cycle one-year specialist vocational or academic degrees.

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.

A University Board is the principal governing body of a University pursuant to the Law on Higher Education (Law 2003/14). Boards have overall strategic responsibility for the efficient institutional operation of universities. They are in charge of all general decisions regarding resources issues (budget, staff, infrastructure), in order to provide appropriate conditions for the sustainable operation of their universities in accordance with their obligations. 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).

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

A Senate is responsible for: 1. 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; 2. 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; 3. 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 the Ministry for Education and 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 (mostly by student fees).

## **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 has already started the accreditation process following best European practices. During this period the Ministry has also established a National Academic Recognition and Information Center (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 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 units.

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 enroll 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, each semester lasts 15 weeks and stands for 30 ECTS credits. 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. Student's progress from one year to another only if they succeed with the exams required. At Bachelor level, when they have passed all the 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

At the University of Pristina, the academic staff comprises 1169 and 363 administrative staff members whereas at the University of Mitrovica there are 688 professors and 354 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 plans to establish a National Research Fund for Kosovo, aiming at increasing the internationalisation activities of researchers from Kosovo, in particular under the 7<sup>th</sup> 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 7<sup>th</sup> 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 Higher Education, 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 PhD 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 drafting the new law for 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.

Youth 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 Prizren; 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: (i) 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; (ii) improving access to Higher Education and stimulating research and teaching to the highest international standards in accordance with the Bologna Declaration; (iii) developing quality assurance systems; (iv) providing higher education through distance learning and lifelong learning; (iv) reinforcing the strategic management and 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 the 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.

## 2. The Bologna Process

### *The Bologna cycle structure*

Level of implementation of a three-cycle structure compliant with the Bologna Process	Bologna structure fully implemented in all or most study fields
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Student workload/duration for the most common Bologna programmes			
Bachelor programmes	Various combinations	Master programmes	Various combinations

Bachelor/Master cycle structure models most commonly implemented	Various combinations
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### *European Credit Transfer System (ECTS)*

Legislation on ECTS	Legislation governing the arrangements for implementing ECTS has been introduced.
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Level of implementation of ECTS	Over 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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### *Diploma Supplement (DS)*

Implementation of the Diploma Supplement	Partial and gradual introduction of the Bologna DS
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Diploma Supplement issued	Various combinations	In the language of instruction and/or more official languages
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### *National Qualification Framework (NQF)*

Stage towards establishing a National Qualification Framework		Not yet started formally.
		<u>Step 1</u> : Decision taken. Process just started.
	X	<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.
		<u>Step 3</u> : The NQF has been adopted formally and the implementation has started.
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### *Quality Assurance System*

Name	Kosovo Accreditation Agency	
Year of establishment	2008	
Status	Independent agency	
Principal "object" of the evaluations	Institutions plus programmes	
Body responsible for	Both public and private higher education institutions	
Main outcome of the review	X	A decision granting the reviewed institution/programme permission to operate/teach at certain levels/undertake research, etc.
	X	Advice on how the reviewed institution/programme can improve quality in specified areas

## Recognition of qualifications

Ratification of the Lisbon Recognition Convention	NO	
Adoption of national laws/regulations required to implement the Lisbon Recognition Convention	NO	
Institution responsible for recognising foreign qualifications for the purpose of academic study	National Commission for Recognition (Ministry of Education)	
Institution responsible for recognising foreign qualifications for the purpose of work	National Commission for Recognition (Ministry of Education)	

## III. Participation in EU programmes

### 1. Tempus

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

#### 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
Joint European Projects	-	19	4	5	5
Compact Projects	-	0	0	0	0
Structural & Complementary Measures (Tempus III) Structural Measures (Tempus IV)	-	10	2	1	0
<b>Total</b>	-	<b>24</b>	<b>6</b>	<b>6</b>	<b>5</b>

Higher education institutions with highest TEMPUS participation during TEMPUS I to III (1990-2006)

Institutions	Total	Number of projects	
		JEP	SCM
UNIVERSITY OF PRISTINA	5	5	0

#### 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

\* Under UNSRC 1244/1999.

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 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

*Erasmus Mundus (2009-2013) is a cooperation and mobility programme in the field of higher education with a strong international focus. It operates through three actions:*

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

*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 123 Master and 24 Doctorate programmes offering EU-funded scholarships or fellowships to students and scholars from all over the world.*

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

*Erasmus Mundus Partnerships bring together HEIs from Europe on the one hand and from a particular region in the world on the other. Together the partnerships manage mobility flows between the two regions for a range of academic levels – bachelors, masters, doctorate, post-doctorate – and for academic staff. The programme is focused on geographical "lots" of countries or regions covered by the EU's financial instruments for cooperation. These lots include most Tempus countries. New partnerships are selected each year through Calls for Proposals.*

### 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. HEIs (and other key players in the HE sector) may apply.*

More information: [http://eacea.ec.europa.eu/erasmus\\_mundus](http://eacea.ec.europa.eu/erasmus_mundus)

## Number of students/staff participating in the programme

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

	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
Students	1	3	7	8	3	2
Scholars					1	n/a

*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)

Year of Grant Allocation	2007	2008	2009
Undergraduate	-	10	21
Master	-	12	15
Doctorate	-	6	2
Post-graduate	-	0	0
Academic staff	-	1	2
<b>Total</b>	-	<b>29</b>	<b>40</b>

## Institutions participating in the programme up to and including 2010

Institutions	Action 1 Joint Programmes	Action 2 Partnerships	Action 3 Attractiveness projects
UNIVERSITY OF PRISTINA		X	
SHERBIMET AKADEMIKE TE KOSOVES		X	

## IV. Bibliographical references and websites

1. Kosovo Ministry of Education, Science and Technology webpage: <http://www.masht-gov.net/>
2. University of Pristina web site: <http://web.uni-pr.edu/>
3. University Mitrovica web-site: [www.pr.ac.rs](http://www.pr.ac.rs)
4. Bologna Process National Report 2005-2007 KOSOVO/UNMIK, Authors: Avdullah Hoti, Dukagjin Pupovci, Xhavit Rexhaj, Besim Mustafa and Nexhmi Rudari
5. 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
6. Self Evaluation Report - University Mitrovica, 2008

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 CONCERNED<sup>17</sup>. 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. THIS PUBLICATION IS MADE WITHIN THE FRAMEWORK OF THE EUROPEAN UNION TEMPUS PROGRAMME WHICH IS FUNDED BY THE EUROPEAID CO-OPERATION OFFICE (EASTERN EUROPE, CENTRAL ASIA, MEDITERRANEAN REGION, MIDDLE EAST) AND THE DIRECTORATE-GENERAL FOR ENLARGEMENT (SOUTH EAST EUROPE).

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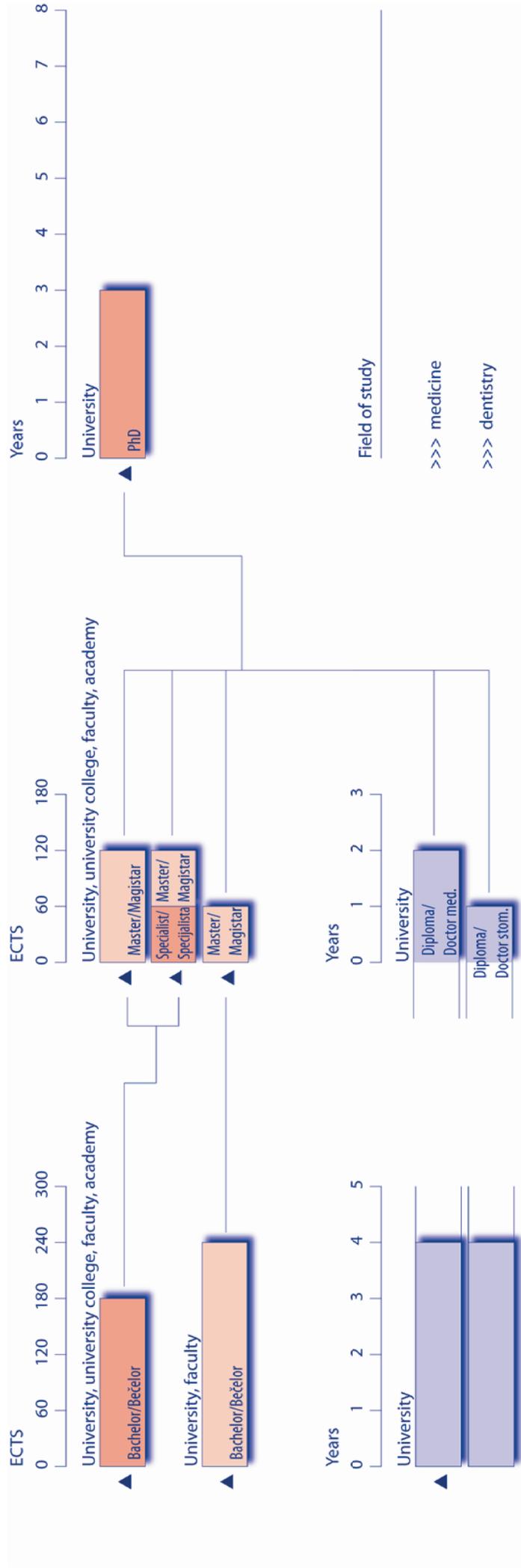


# HIGHER EDUCATION IN MONTENEGRO



- I. Overall description**
- II. Current challenges and needs**
  - Trends and challenges
  - The Bologna Process
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  - Erasmus Mundus
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# The higher education system in Montenegro



ECTS		regulated at national level		decided at institutional level	
ALL programmes have admission requirements	Some	regulated at national level	regulated at national level	decided at institutional level	decided at institutional level
		regulated at national level	regulated at national level	decided at institutional level	decided at institutional level

Source: "Focus on Higher Education in Europe 2010 - The impact of the Bologna Process" (Eurydice, 2010).

# I. Overall description

## 1. Major characteristics of tertiary education in the country

### Legislation covering the field of tertiary education

The Montenegrin Higher Education Act 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 in Parliament of Montenegro on 27 July 2010.

The major novelties that the new Higher Education Act brought were:

- Integrated university;
- Three-cycle system;
- Introduction of ECTS;
- Introduction of Diploma Supplement;
- Council of Higher Education;
- Quality Assurance (internal and external)

### Types of tertiary education programmes and qualifications

At the time of the creation and adoption of the new Act there was only one public higher education institution operating in Montenegro, the University of Montenegro (Univerzitet Crne Gore). The Act nonetheless provided for the possibility of having private higher education institutions (HEIs).

The University of Montenegro comprises 19 faculties and 3 scientific-research institutes. Those 19 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 under the new 2003 Act. Most faculties offered Bachelor study programmes (*osnovne studije*) lasting 3 years. Higher education institutions started offering Master study programmes lasting one or two years (depending on the duration 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 2005/06. The pass rate for the students studying in accordance with the Bologna system has substantially increased. This is a substantial improvement and one of the most pronounced positive results of the implementation of the Bologna principles. In 2006/2007 the first Bachelor students studying in accordance with the Bologna principles were awarded their diplomas.

Since September 2004, the principles of ECTS as an accumulation and transfer system for undergraduate, postgraduate (*specialist – specijalističke studije*) and 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 is graded in accordance with ECTS points. 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, in both Montenegrin and English. If the student studies in one of minorities' languages, then a diploma and a diploma supplement is issued in the minority's language.

Bachelor study programmes are organised as three year courses – 180 ECTS for the majority of 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, academies (academy of fine arts, music academy, faculty of drama) and sport. There is no differentiation with regard to the admission procedure for students who are older than a typical tertiary education student (age 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 ECTS credits and at least 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 diploma of Doctoral studies, while applied study programmes can lead to the level of Master.

At the moment, there are around 21 000 students studying at the public University of Montenegro.

### **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 Montenegro in 2006. The Mediterranean University comprises 6 university units, with 11 study programmes. Around 2 000 students are currently studying there. Apart from the private university, there are also 7 individual private faculties in Montenegro, at which around 2 400 students are studying. Under the Higher Education Act, it is possible to create new study programmes, but in order to use the name university; the institution needs to have at least 5 study programmes, from three different scientific areas. In accordance with the adoption of new changes and amendments with the Law on Higher Education, an institution can have the status of a university, i.e. use the term « university » in its name, under the condition that it provides a minimum of five different study programmes at undergraduate level. Of these five different study programmes at least one study programme must have undergraduate, postgraduate and doctoral studies.

In April 2010, the second private university Donja Gorica (Univerzitet Donja Gorica) has been awarded a licence. The new university comprises 5 faculties.

## **2. Distribution of responsibilities**

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

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

The Council was appointed by the Government of Montenegro in 2004. It was composed of 11 members and is responsible for making its conclusions, recommendations and opinions accessible to the public. The new changes and amendments of the Law on Higher Education, the Council increased its membership to 13, including the President. The Council is appointed by the Government for a period of four years.

Council members are appointed from among eminent experts in the area of higher education, science, technology and arts and the area of economy, social activities and other relevant areas and from among students, in compliance with the act on appointment of the Council.

A maximum of one half of the Council members can be elected for one more consecutive term of office, in compliance with the act on Council appointment.

The Government can dismiss a Council member before his/her term of office expires when it assesses that there are reasons for this or at the personal request of a Council member.

The present Council will continue to work till the appointment of the new Council.

## **3. Governing bodies of the Higher Education Institutions**

The governing body of the University is the Governing Board (*Upravni odbor*), and its main roles are defined by the Statute of the University. 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 Science;

- 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 rector is responsible for managing the university.

The Governing Board consists of 13 members – 7 academic staff representatives, 3 external members, two students’ representatives and one non-academic representative (Statute of the University of Montenegro).

The Senate is composed of a 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. It is prescribed that there should be undergraduate, postgraduate and doctoral students in the Senate.

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 considers 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 PhD (*doktor nauka*),
- it defines 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 Act,
- it defines policy and procedures for evaluation of the academic success of students,
- it is responsible for facilitating life-long learning,
- 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 the expulsion of students from the university,
- it considers the strategy for the protection of intellectual property rights.

The Senate is chaired by the rector. It 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:

- 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 Higher Education Act, 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).

## 4. Financing

The University of Montenegro is financed from the state budget. The Ministry of Education and Science defines a proposal for financing. The Government, taking into account the opinion of the Council of Higher Education, adopts the measures for the financing of higher education and, also, prescribes the methodology for the funds’ allocation. 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-financings), following the number prescribed in the applicable public institution licence and

recommendations from the Ministry of Education and Science.

In accordance with the adopted changes and amendments of the Law on Higher Education, private higher education institutions (HEIs) can be financed from the state budget.

The Government, with the consultation of the Council, determines the number of students and the amount of funds to finance those students who study at private institutions certain areas that are of public interest.

## **5. Students' contributions and financial support**

There is no differentiation between fees payable by "traditional students" and "non-traditional" ones. Students studying at the public university have the right to apply for: student accommodation, student loans, scholarships (for the best students), and concessionary travel. In accordance with the adopted changes and amendments of the Law on Higher Education, there is no differentiation between students of public and private higher education institutions. Both have the right for:

- accommodation and food in students' dormitories,
- students' loans,
- scholarships for talented students,
- getting local and inter-city public transportation expenses (for students),
- professional training, and
- health care.

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

The process of accreditation 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 Science 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.

Accreditation is issued for a maximum period

of three years. Re-accreditation after those 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.

An institution that obtains a form of accreditation from another state or agency is obliged to 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 also 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 on 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 the region.

In 2007 the Guidelines on Re-accreditation of Higher Education Institutions and Study Programmes was adopted by the Council of Higher Education. Higher education institutions (HEIs) conduct internal evaluations. Internal evaluation is mainly carried out through students' opinion polls and teams established for this purpose. Internal evaluation is done in line with the provisions of the Guidelines on Re-accreditation of Institutions and Study Programmes. Internal evaluation is carried out in each university unit by nominated teams and their report is presented to the Governing Board of the University of Montenegro. 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 Higher Education Act, 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 via student representatives). Questionnaires are used as evaluation instruments.

The process of internal self-evaluation is still relatively new. The current Higher Education Act 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.

The Quality Assurance Centre was established at the University of Montenegro in 2008, supported by WUS Austria and IPA 2007 funds.

## **7. Admission**

As the supreme academic body, the University Senate proposes the number of students to be enrolled in the academic year, as well as defining the criteria and procedures for enrolment, in accordance with the Higher Education Act. Each HEI defines its own rulebook on 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 on passed "matura", or final examination, birth certificate and diploma "Luca" (the highest award issued to the best pupils based on all the best marks gained throughout the whole secondary school study period). Prospective students must have finished secondary education to be able to enrol at an HEI. In accordance with the adopted changes and amendments of the Law on Higher Education, the matriculation or professional exam is valued with at least 15% of the total number of points obtained at admission.

Admission procedure and admission 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.

Foreign citizen 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, foreign citizen may enrol provisionally, provided that the process for diploma recognition had already been initiated. Foreign students have the status as self-financing students.

## **8. Organisation of the academic year**

The University determines the study programmes, rules of studying and examination and evaluation procedures, and 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 16 weeks. Examinations are held in the last week of the semester. After the end of the semester, the second examination deadline is organised. The study programme for a year amounts to 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 elaborate the justification for the new programme. The procedure begins with the faculty council. The Senate, on the recommendation of the rector, appoints a commission to work on the elaboration paper and carry out all other activities necessary for defining the new study programme. Once the elaboration paper is prepared, the faculty council, Senate and Governing Board of the university adopt it. 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 up to 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 a budget-funded student 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 ECTS gained and academic performance during their studies.

The final examination is an individual elaboration of a particular issue in a field related to the study programme.

After completion of 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 are professors directly involved in the provision of study programmes. Academic titles are as follows: full professor (*redovni profesor*), associate professor (*vanredni profesor*), lecturer, and professor 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 need to be doctoral students (to already hold a Master degree, with the exception of laboratory assistants), and maintain an average grade of B during their studies.

All the categories of academic staff, except 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 of the Law on Higher Education, elections for the award of academic titles are performed by the university.

In order to be able to use the title of full professor, one needs to hold a doctoral degree, have 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; one also has to have the pedagogical and organisational skills required for academic work.

For the title of lecturer, one needs to hold a doctoral degree, have published in national and international academic journals, show good results in classes, and 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 Higher Education Act also contains parts related to the field of science and research. Among the objectives of higher education, the Act

mentions:

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

Research policy in Montenegro is carried out:

- through 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);
- in premises and 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 public 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 FP7 programme.

### **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 labour market requirements, and the opportunities for students' 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, providing support for curricula development and university governance and also providing support to the Ministry of Education and Science as regards

the introduction of the new law on the recognition and assessment of educational certificates, so as to create a NQF for higher education.

The major contribution of Tempus through curriculum development projects centred on the revision and modernisation of curricula and the introduction of new Bachelor and Master programmes.

University management projects have been of the utmost importance to the University of Montenegro, especially at the time the new Higher Education Act was to be adopted, as well as the Statute of the University. 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.

Tempus IV, as a continuation of the previous successful programme phase, focuses more on regional projects addressing civil society, making linkages with the labour market and the economy, although the focus still remains on curricula reform and university governance projects.

As regards international cooperation apart from Tempus, we should mention the CEEPUS programme – Central European Exchange Programme for University Studies - which started to operate in Montenegro in the 2005/2006 academic year. 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 till March 2010. A Ministerial CEEPUS Conference was held in Becici, Montenegro, and the CEEPUS Agreement III (2011-2018) has been signed. Apart from various bilateral and cooperation agreements between the University of Montenegro and various universities worldwide, the University of Montenegro successfully participates in two projects under the former Erasmus Mundus – External Cooperation Window, called Basileus and JoinEuSEE, and so far there have been 61 instances of student mobility. 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.

The legal framework created in 2003, as a basis for HE reforms and implementation of the Bologna principles, now needs to be changed and amended. At the moment, changes and amendments to the Higher Education Act are under way which will primarily focus on the financing of higher education, with special emphasis on the social dimension, including the provisions on private HEIs and the rights of students from private HEIs, the structure of the Council of Higher Education, stronger involvement of students in the Council of HE etc.

A Strategy for the Development of a National Qualification Framework was adopted by the Government of Montenegro in 2008, and a working group was established to work on the preparation of the National Qualification Framework Act, which will be a life-long learning NQF. Implementation of the IPA 2007 project "National Qualification Framework and Quality Assurance in Higher Education" has recently started, and the foreign experts have been appointed who are to assist Montenegro in working on the NQF. The second part of the project is related to quality assurance in Montenegro, and the quality assurance experts are working closely with the quality assurance centre recently established at the University of Montenegro with the support of WUS (World University Service) Austria. 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 have been adopted, and Guidelines for internal quality assurance are under preparation. As part of 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 are also being drawn up.

The creation of the NQF and the further development of quality assurance have, from the very beginning, been the greatest challenges in the field of higher education.

One of the biggest challenges is the creation of the Strategy for Higher Education Development. Under the Higher Education Act, the Council of Higher Education is to work on a proposal for strategy, and this will be supported by World Bank experts.

In 2007, the University of Montenegro underwent the process of re-accreditation, performed by experts from the European University Association (EUA). In the commission report, certain recommendations were made that can serve as guidelines for further development and the improvement of quality in higher education. One of the issues mentioned in this report is the establishment of better links with the world of work. One way of establishing stronger links is the creation of the LLL (Life-Long Learning) strategy. The idea of the LLL strategy is deeply rooted in all ministerial communiqués, EUA reports and EU overall education policy papers. One of the strategic orientations in the future period would therefore be to prepare the university LLL strategy.

The issue of regulated professions, the creation of a list of regulated professions, as well as the harmonisation of legislation with Directive EC/36/2005 thus remains a major challenge for Montenegro, especially because of the European integration process under way in Montenegro, and the need to harmonise Montenegrin legislation with existing EU legislation.

## 2. The Bologna Process

### *The Bologna cycle structure*

Level of implementation of a three-cycle structure compliant with the Bologna Process	Bologna structure fully implemented in all or most study fields		
<b>Student workload/duration for the most common Bologna programmes</b>			
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 System (ECTS)*

Legislation on ECTS	Legislation governing the arrangements for implementing ECTS has been introduced.
Level of implementation of ECTS	Over 75% of institutions and programmes use ECTS for both transfer and accumulation purposes. Allocation of ECTS is based on contact hours, or a combination of contact hours and student workload.

### *Diploma Supplement (DS)*

Implementation of the Diploma Supplement	DS issued in the vast majority of study programmes	
Diploma Supplement issued	Automatically and free of charge	In the language of instruction and/or English

### *National Qualification Framework (NQF)*

Stage towards establishing a National Qualification Framework		Not yet started formally.
		<u>Step 1</u> : Decision taken. Process just started.
	X	<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.
		<u>Step 3</u> : The NQF has been adopted formally and the implementation has started.
		<u>Step 4</u> : Redesigning the study programmes is on-going 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.

### *National Quality Assurance System*

<b>National body for Quality Assurance</b>		
Name	Council of Higher Education	
Year of establishment	2004	
Status	Government-dependent agency or ministry	
Principal "object" of the evaluations	Institutions plus programmes	
Body responsible for	Both public and private higher education institutions	
Main outcome of the review	X	A decision granting the reviewed institution/programme permission to operate/teach at certain levels/undertake research, etc.
		Advice on how the reviewed institution/programme can improve quality in specified areas

## Recognition of qualifications

Ratification of the Lisbon Recognition Convention	YES	2004
Adoption of national laws/regulations required to implement the Lisbon Recognition Convention	YES	2008
Institution responsible for recognising foreign qualifications for the purpose of academic study in the country	Higher education institutions	
Institution responsible for recognising foreign qualifications for the purpose of work in the country	ENIC centre, organisational unit in the Ministry of Education and Science	

## III. Participation in EU programmes

### 1. Tempus

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

#### 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
Joint European Projects (JEP)	-	15	4	4	1
Structural & Complementary Measures (Tempus III) Structural Measures (Tempus IV)	-	10	3	0	3
<b>Total</b>	-	<b>25</b>	<b>7</b>	<b>4</b>	<b>4</b>

Higher education institutions with highest TEMPUS participation during TEMPUS I to III (1990-2006)

Institutions	Total	Number of projects	
		JEP	SCM
University of Montenegro	23	15	8

#### 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 Science decided to support this framework and this meant a step

forward towards the harmonisation of HE development policy in the EU and the national concept of HE 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 HE 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". Tempus objectives were realised through Joint European Projects (which aimed at restructuring curricula and modernising study programmes, teaching methodologies etc.), structural complementary projects (which provided a framework for short-term responses to the particular needs of Montenegro) and individual mobility grants (which enabled professors and students to spend some periods in EU countries and exchange experience, make project proposals, and participate in specific events such as conference, congresses etc). 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 teacher training, and multidisciplinary projects. Among curriculum development projects, it is important to mention some of the major projects that made a contribution in this field: one project contributed to the revision and upgrading of undergraduate studies at the Faculty of Economics ("Upgrade Undergraduate Business Studies in FRY") and was the first to address the revision of all the courses at undergraduate level in one faculty; the project "Development of a BSc(Hons) Accounting and Finance Degree for the University of Montenegro" was intended to develop a new study programme in accounting and finance; the project "Revised and Updated Courses in Natural Sciences at the University of Montenegro" enabled the revision of curricula at the Faculty of Natural Sciences that encompasses mathematics, physics, biology and computer sciences. The Faculty of Electrical Engineering was successful in revising the programmes in the field of applied computer engineering through the project "Curriculum Development of Graduate Studies in Applied Computer Engineering and Internationalisation of FEE Graduate Studies"; and a new academic study programme was introduced through the project "Introduction of a new study programme in Applied Electronics". The Project "Reform of Curriculum

Content for Undergraduate Medical Education at the University of Montenegro" contributed significantly to the revision of studies in the Medical Faculty, enabling the capacity development of teaching staff, an upgrade of laboratories, students' exchanges, etc. 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 focused on quality assurance in higher education, university management, the development of strategic plans, international relations, etc. As far as Structural and Complementary Measures (SCMs) are concerned, the Ministry of Education and Science 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 ("Development of ENIC in Montenegro"), carried out in cooperation with partners from Slovenia and the Netherlands, the new Act on the Recognition and Assessment of Foreign Educational Certificates was created, and adopted in the Montenegrin Parliament in January 2008. As regards the NQF, the Tempus project carried out with partners from Germany and Latvia (CO41A06 - 2006 "Creation of a National Qualification Framework in Higher Education in Montenegro") helped Montenegro compare experiences of two countries and creates an NQF for HE. In 2008, the Government adopted the Strategy for the Establishment of an NQF in Montenegro. In accordance with the Strategy, a National Qualification Framework Act has to be created in 2010. The NQF will be based on the European Qualification Framework model, encompassing the whole of education, and creating possibilities for inclusion of life-long learning in the framework.

Each Tempus curriculum reform project directly or indirectly contributed/is helping improve the quality of education in the field concerned, 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 in the region, etc.

Tempus IV introduced innovative elements which enabled HEIs to think more in regional terms and drew 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 regional projects supported under Tempus IV and currently running 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 in general. 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, rendering cultural, educational, ownership-based or ethnic barriers obsolete. Because they are regional projects, an additional value is attached to them as they allow for the possibility of addressing common problems, and try to find common solutions at a regional level.

The EC 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 the universities will focus their attention and activities on the following HE reform related issues:

- Further fine-tuning of the three-cycle system: curricular reforms, National and European Qualification Frameworks;
- Further reinforcement of university-enterprise cooperation;
- Development of a Life-Long Learning strategy at HEIs;
- Quality Assurance (internal and external), including Accreditation;
- Recognition (ECTS, Diploma Supplement, Europass, Lisbon Recognition Convention).

## 2. Erasmus Mundus

*Erasmus Mundus (2009-2013) is a cooperation and mobility programme in the field of higher education with a strong international focus. It operates through three actions:*

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

*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 123 Master and 24 Doctorate programmes offering EU-funded scholarships or fellowships to students and scholars from all over the world.*

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

*Erasmus Mundus Partnerships bring together HEIs from Europe on the one hand and from a particular region in the world on the other. Together the partnerships manage mobility flows between the two*

regions for a range of academic levels – bachelors, masters, doctorate, post-doctorate – and for academic staff. The programme is focused on geographical "lots" of countries or regions covered by the EU's financial instruments for cooperation. These lots include most Tempus countries. New partnerships are selected each year through Calls for Proposals.

**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. HEIs (and other key players in the HE sector) may apply.

More information: [http://eacea.ec.europa.eu/erasmus\\_mundus](http://eacea.ec.europa.eu/erasmus_mundus)

## Number of students/staff participating in the programme

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

	2006/2007	2007/2008	2008/2009	2009/2010	2010/ 2011
<b>Students</b>	-	2	3	8	9
<b>Scholars</b>	2	-	-	-	N/A

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
<b>Undergraduate</b>	-	14	32
<b>Master</b>	-	5	9
<b>Doctorate</b>	-	1	5
<b>Post-doctorate</b>	-	0	0
<b>Academic staff</b>	-	1	8
<b>Total</b>	-	21	54

## Institutions participating in the programme up to and until 2010

Institutions	Action 1 Joint Programmes	Action 2 Partnerships	Action 3 Attractiveness projects
University of Montenegro		X	

## IV. Bibliographical references and websites

- [www.ucg.ac.me](http://www.ucg.ac.me) – Website of the University of Montenegro
- [www.cis.ac.me](http://www.cis.ac.me) – Website of the University Mediteran
- [www.qas.ac.me](http://www.qas.ac.me) - Web site of Center for Quality Assurance
- [www.udgedu.me/](http://www.udgedu.me/) – Website of the University Donia Gorica
- [www.cis.ac.me](http://www.cis.ac.me) - Web site of the Center of Information System at the University of Montenegro
- [www.mpin.gov.me/ministarstvo](http://www.mpin.gov.me/ministarstvo) - Web site of the Ministry of Education and Science of Montenegro
- [www.tempusmontenegro.ac.me](http://www.tempusmontenegro.ac.me) - Web site of National Tempus Office
- [www.eurydice.org](http://www.eurydice.org) – Web site of Information on Education Systems and Policies in Europe
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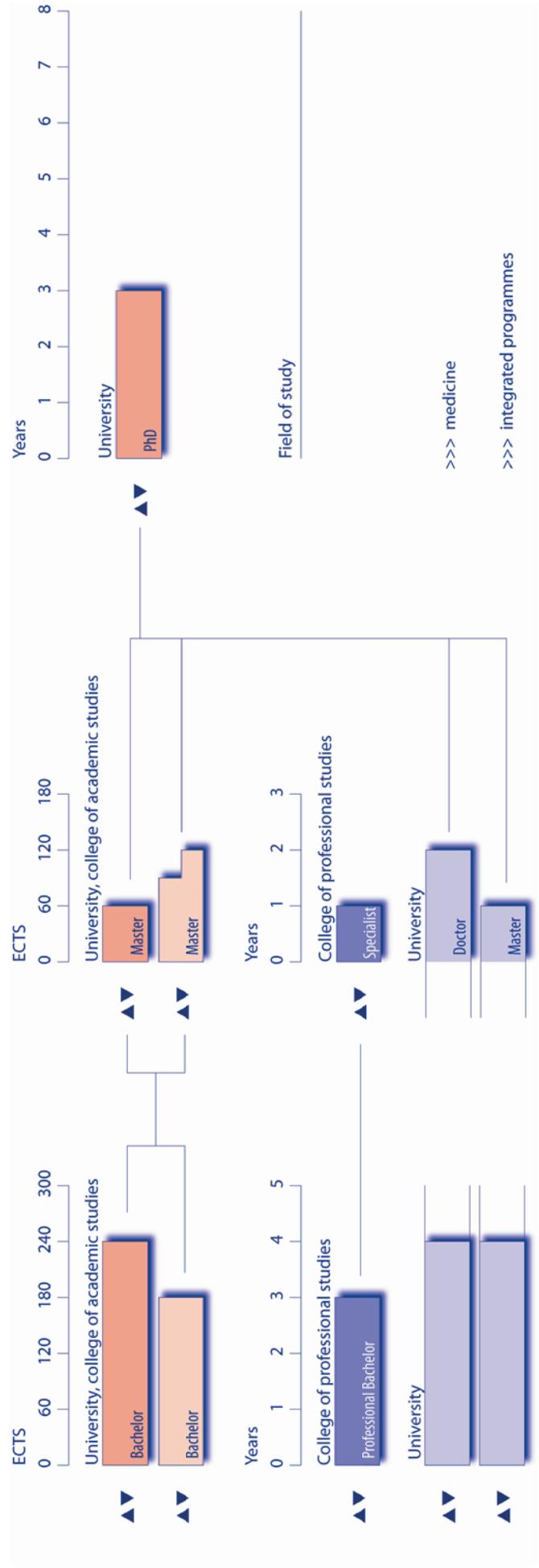


# HIGHER EDUCATION IN SERBIA



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



ECTS		regulated at	
Credits according to the European Credit Transfer and Accumulation System		national level	
ALL programmes have admission requirements	▲	▼	decided at institutional level ▲
SOME requirements	▲	▽	△

Source: "Focus on Higher Education in Europe 2010 - The impact of the Bologna Process" (Eurydice, 2010).

# 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 and 2010) provides a legal basis for full implementation of the Bologna Declaration and the Lisbon Convention. The Lisbon Convention was also ratified in the National Assembly.

### Types of tertiary education programmes and qualifications

The three-cycle structure prescribed by the LHE has been instituted in all university higher education institutions. The three-cycle structure based on the Bologna principles was formally put implemented beginning 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 (PhD) started in 2006/2007 in many university institutions.

In order to gain entry to the Doctorate level programmes, students must have accumulated at least 300 ECTS credits for most study programmes and at least 360 credits 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 doctors of arts, who follow an artistic programme. Completed scientific contributions are graded according to the number of scientific publications, patents or technical innovations.

In international communications and in the diploma issued in the English language, the titles acquired after the different cycles are translated as Bachelor, Bachelor with 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 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*). Faculties usually have the status of a legal body– but, they cannot exist independently i.e. 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.

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

Colleges of applied sciences, of which 69 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.

## 2. Distribution of responsibilities

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

The Ministry of Education 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, and 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 higher education system in Serbia is not totally centralised. The autonomous province Vojvodina has significant jurisdiction over the higher education institutions located on its territory:

- 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 and monitoring their use;
- Defining the number of students that can be enrolled into the first year of study, in accordance with the proposals of the National Council for Higher Education;
- Nominating the members of councils of state founded colleges of applied sciences and of state founded universities located in Vojvodina.

Two conferences also participate in the governing of higher education. These are Conference of Universities and Student Conference.

### **3. Governing bodies of the Higher Education Institutions**

Universities have a dual governance structure comprising a Council and 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, selection of the rector and vice-rectors, and budget allocation. The Council of the state founded higher education institution comprises the representatives of the institution, students and the Government. Up to two thirds of the total number of Council members are the representatives of the higher education institution and one third of the total number of Council members are students and

representatives of the founder.

Management staff from enterprises and officials from other organisations are very frequently representatives of the founders.

The Senate is the professional 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 a university, or academic staff at a faculty) and students. Twenty per cent of the members of Senate (at a university or faculty) are student representatives.

The executive officer of a university is the Rector; of a faculty, the Dean; of an academy or college of applied sciences, the Head. The executive officer is elected from 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 founder, 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-founded 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.

The funds that a higher education institution and/or a higher education unit acquires, other than 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 with 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. Students' contributions and financial support**

There are two categories of students with respect to funding: state-funded students who study at state-founded 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 act 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 credits.

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-founded higher education institutions can apply to use student halls of residence – they can live there under very beneficial conditions. Student restaurants can be also used under the same conditions.

There are also other benefits that all students can use.

## **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 National Council for Higher Education*). 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 educational institutions and study programmes in accordance with the LHE. During the development of the QA system, the European Standards and Guidelines (ESG) were utilised as the main source of information. Existing accreditation standards, which do include QA topics, 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) internal evaluation and continuously produces reports on its work and achievements to the NCHE. The CAQA has the associate membership in the European Association for Quality Assurance in Higher Education.

Higher education institutions (HEIs) 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 (HEI). 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 Doctorate - PhD degrees. Accreditation and external quality assessment are a part of the work permit procedure performed by the Ministry of Education. The accreditation process comprises accreditation of all higher education institutions (institutional accreditation) and of all their study programmes (programme accreditation). Seven public universities (85 faculties), 6 universities established by non-state founders (43 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 the first-cycle (vocational-Bachelor) programmes and second-cycle (vocational-Master) programmes. It is envisaged that the first cycle of accreditation of all existing higher education institutions (245) and study programmes will be finished by the end of 2010.

## 7. Admission

The main elements of admission policy are defined by the LHE. These rules apply to all who wish to enroll 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, 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 higher education institution whose founder is the Republic, the Government decides on the number of students to be enrolled in the freshman year of a study programme financed from the budget. The decision is taken after receiving advice from higher education institutions and the National Council not later than two months prior to the announcement of a competition.

## 8. Organisation of the academic year

A higher education institution organises and implements studies 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 curriculum for undergraduate studies for teachers needs to include 30 ECTS credits of pedagogical and methodological subjects.

Study programmes consist of compulsory and elective subjects.

The Law on Higher Education introduces 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 credits. ECTS credits are based on the workload students need in order 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 credits 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 credits. The number of ECTS credits necessary gained through exams is not the same for state-funded and self-funded students.

At the beginning of the academic year, a state-funded student needs to enrol on the number of courses that corresponds to 60 ECTS credits. A self-funded student can enrol on courses with a total value of 37 ECTS credits as a minimum.

Those who wish to work in certain professions (e.g., teachers, the medical professions, etc.) must work for one year after which they must 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 a higher education institution include: lecturer, professor of college of applied sciences, docent, associate professor and full professor.

To be selected as a teacher, a higher education institution will 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 of 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 linked to research through scientific projects granted by the Ministry of Science and Technological Development (<http://www.nauka.gov.rs>). In parallel with academic accreditation all faculties of universities have to obtain national accreditation for scientific research. The LHE also provides research as a necessary part of academic life. It always was and still is an obligatory task for all academic institutions and their teaching staff. It is not obligatory for higher education institutions for 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 Talents. This fund was set up by the government. It is run by the Ministry of Youth and Sport. Two 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. 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 Framework Programme and Erasmus Mundus, higher education institutions participate in the Campus Europae programmes and the Central European Exchange Programme for University Studies.

Almost all universities and many colleges in Serbia have established bilateral cooperation with the EU countries, the USA, Canada, Asia and other regions. This cooperation is focused mainly on the mobility of students who come to Serbia, research and some through delivery of teaching processes, 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, the exchange of lecturers and education experts, cooperation in research activities and the exchange of publications are the most common topics contained in these agreements.

# II. Current challenges and needs

## 1. Trends and challenges

Since the beginning of the reform of higher education system in Serbia, a lot has been done. However, this system is dynamic and 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 further harmonise the Law on Higher Education, which was adopted in 2005 and amended in 2008 and 2010 with present needs. Analysis of the

first round of institutional and study programmes accreditation process in the country (2007-2010) serves as the basis for amendments to the Law. It is being prepared by a working group which operates at national level. This process will be completed in 2010.

One of the main challenges for the whole education system, including higher education, is the creation of an overall education strategy for the next 5-10 years. Progress in this respect is expected during 2010. The strategy also needs to include trends related to lifelong learning as an orientation unifying all factors that shape the education system.

Reform of the financing of the higher education system, measures for improvement of student mobility and recognition, strengthening 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 unhindered progress into the next cycle of higher education. The quality of the learning process and study programme provision 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. Formal adoption of the general framework is expected in 2010. It is planned to implement concrete measures related to the self-certification of the Serbian NQF in 2011. Although some sort of a 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 redesign of study programmes and development of lifelong learning.

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 newly selected Tempus project 'Governance and

Management in Higher Education in Serbia' which started in January 2010. This project will also address another burning issue, the integration of universities in Serbia.

Along with the development and implementation of the sectoral qualification frameworks, it is expected that learning outcomes and ECTS credit allocation will be revised and tuned 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.

Proper implementation of the ECTS 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 coming period. The Commission for Accreditation and Quality Assurance also continually provides actions to assist higher education institution staff in applying the ECTS system.

#### **Quality assurance**

After the end of the first round of the institutional and study programmes accreditation process in the country (2007-2010), the Commission for Accreditation and Quality Assurance will apply for membership in the ENQA (European Association for Quality Assurance in Higher Education). In order to achieve this, the commission plans 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 of supporting initiatives which are based on innovation, creativity and diversity.

#### **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 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 Process

### *The Bologna cycle structure*

Level of implementation of a three-cycle structure compliant with the Bologna Process	Full implementation in all or most study fields		
<b>Student workload/duration for the most common Bologna programmes</b>			
Bachelor programmes	Various combinations	Master programmes	60 ECTS (1 year)
Bachelor/Master cycle structure models most commonly implemented	Various combinations		

### *European Credit Transfer System (ECTS)*

Legislation on ECTS	Legislation governing the arrangements for implementing ECTS has been introduced.		
Level of implementation of ECTS	Over 75% of institutions and programmes use ECTS for both transfer and accumulation purposes. Allocation of ECTS is based on learning outcomes and student workload.		

### *Diploma Supplement (DS)*

Implementation of the Diploma Supplement	DS issued in vast majority of study programmes		
Diploma Supplement issued	Automatically and free of charge	In the language of instruction and/or English	

### *National Qualification Framework (NQF)*

Stage towards establishing a National Qualification Framework		Not yet started formally.
		<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 on-going 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.

### *National Quality Assurance System*

<b>National Body for Quality Assurance</b>		
Name	Commission for Accreditation and Quality Assurance (CAQA)	
Year of establishment	2006	
Status	Independent national body	
Principal "object" of the evaluations	Institutions plus programmes	
Body responsible for	Both public and private higher education institutions	
Main outcome of the review	X	A decision granting the reviewed institution/programme permission to operate/teach at certain levels/undertake research, etc.
		Advice on how the reviewed institution/programme can improve quality in specific areas

## Recognition of qualifications

Ratification of the Lisbon Recognition Convention	yes	2003
Adoption of national laws/regulations required to implement the Lisbon Recognition Convention	yes	2005
Institution responsible for recognising foreign qualifications for the purpose of academic study in the country	Higher education institutions	
Institution responsible for recognising foreign qualifications for the purpose of work in the country	Ministry of Education, in cooperation with the Council of Europe, within the project "Strengthening Higher Education in Serbia", financed by the EU, is preparing a bylaw on the recognition of foreign qualifications for the purpose of work.	

## III. Participation in EU programmes

### 1. Tempus

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

#### 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
Joint European Projects	0	81	15	11	9
Structural & Complementary Measures (Tempus III) Structural Measures (Tempus IV)	0	22	2	2	3
<b>Total</b>	<b>0</b>	<b>103</b>	<b>17</b>	<b>13</b>	<b>12</b>

Higher education institutions with highest TEMPUS participation during TEMPUS I to III (1990-2006)

Institutions	Total	Number of projects	
		JEP	SCM
UNIVERSITY OF BELGRADE	53	41	12
UNIVERSITY OF NOVI SAD	53	35	18
UNIVERSITY OF NIS	38	27	11
UNIVERSITY OF KRAGUJEVAC	22	14	8
UNIVERSITY OF ARTS (BELGRADE)	7	2	5
UNIVERSITY KRAGUJEVAC	5	3	2

## 2. Impact of the TEMPUS Programme

The higher education reforms in Serbia initiated in 2000 put the focus on restructuring and modernisation of study programmes to be in line with the latest European trends. The need for support in updating curricula was common for all universities and all subject areas. Therefore, the Tempus programme, as the largest instrument for assisting universities in this regard, maintained broad priorities for curriculum development (CD) JEPs (Joint European Projects). Curriculum development projects made an impact on:

- reform of existing or creation of new undergraduate or postgraduate (Master) study programmes
- updating of content, creation of modular structure, introduction of the ECTS and new methodologies
- mobility of teachers and students and full recognition of study periods spent at partner institutions

Most of the Tempus III Joint European Projects in Serbia addressed the restructuring of the Bachelor and Master Programmes in line with the Bologna principles. This restructuring was not limited to the formal introduction of 3+2 or 4 + 1 Bologna formulae. The main outcomes of these projects were the introduction of new, updated content and the modernisation of their provision, including the use of modern information and communication technology, the promotion of interdisciplinary studies and introduction of quality control mechanisms.

In many projects, special activities were carried out aiming at the development of the ECTS. This includes the first attempts to define the learning outcomes of each module. Tempus projects were used for transferring EU partners' experience in this field. However, the opportunities for developing quality assurance mechanisms were not well exploited and this issue needs further attention.

Most of the JEPs were using the opportunities for organising appropriate teacher training efficiently. A large number of academics had a chance to spend a retraining period in partner institutions.

Given the limited possibilities for Serbian students to visit EU universities, the opportunities offered by CD JEPs are appreciated. Many JEP have developed student mobility, with initial attempts at developing appropriate recognition procedures.

Faculties from almost all subject areas participated in JEPs.

The JEPs used the opportunity for allocation of 30% of the total budget for the purchase of equipment and for improving the teaching facilities appropriately. The most significant result is an upgraded IT environment in the majority of faculties and the secured access for students to modern equipment and software. Some faculties have developed a basis and methodology for initiating distance learning.

### University Management Projects

University Management Projects in Serbia provided support to higher education institutions in proceeding with the overall reform and implementation of the HE law and institutional development and reform. The following areas have been targeted in particular:

- Optimisation of the faculty-university relationship - promotion of an integrated university of which faculties are constituent parts;
- Reform of university governance, management and finance;
- Introduction and strengthening of mechanisms of strategic management at higher education institutions
- Development of a coherent institutional approach to the restructuring of curricula and degrees in line with the Bologna Declaration,
- Introduction of the European Credit Transfer System and Diploma Supplement;
- Reinforcing the skills and capacities of the management and the administration of universities (international relations offices, management and library information systems, financial management, public relations and marketing);
- Strengthening of student associations and student services, including students career counselling; establishment of alumni associations;
- Development of quality assurance systems;
- Promotion of close links with the local and regional economy through technology and knowledge transfer.

All university libraries in Serbia are interconnected and included in an integrated library network thanks to the activities in two Tempus UM projects

- Building a Cooperative Academic Library Network in Serbia
- Web-Based Interuniversity Library Network

Some areas of Tempus University Management projects are also covered within the category of one-year Structural and Complementary

Measures projects.

### **Institution Building and Networking Project**

The Institution Building (IB) projects addressed the transfer of the experience of EU universities in, for example, the training of judges using distance learning (the European Area of Justice Tempus project). The projects developing capacity-building courses for non-university target groups in the creation of a Balkan Agri-Sector platform and the development of a training programme related to adapting EU environmental legislation and norms (the Balkan Agri-Sector Initiative for Capacity Building) addressed important objectives.

Two networking projects that are very close to the IB type encouraged the introduction of a new methodology in the training of teachers (e.g. the Continuous Education for Informatics Teachers in Elementary and Secondary Schools in Serbia project) and contributed to making university structures for supporting a small and medium enterprises network (the Small and Medium Enterprises Network in Serbia and Montenegro and BiH networking project), European Computer Driving Licence training (ECDL for Serbian Administration) and providing support for ecological training courses. Four IB projects were also realised.

Due to the specific circumstances there have not been many training courses for institution building in Serbia throughout Tempus III due to the prevailing necessity of CD and UM-oriented actions following a period of long isolation which almost no other programme during this period could support with such a wide scope and considerable funds. There is an understanding that IB projects can be strengthened in the next phase of Tempus development in Serbia together with developing a university-enterprise component in projects.

### **Structural and Complementary Measures**

Most SCMs in Serbia supported the

implementation of Bologna lines of action. They are aimed at introducing a university strategy for the implementation of the Bologna Process, implementation of the ECTS, new methods for student knowledge verification, establishment of National Teams of Bologna promoters and joining the Tuning Education Structures in Europe project, and also training for EU accession.

SCM projects made a contribution to regional cooperation and networking in the fields of architecture (the Recognition of Architectural Degrees in CARDS Countries based on Competences and Learning Outcomes Tempus project) and university international relations offices (the International Relations' Policy for Regional Integration Promotion and Establishing Central University Services projects) and they also addressed the development of cooperation with industry (projects for Mechatronics (*Restrukturierung Und Einführung der Mechatronik an den Universitäten in Serbien*), a river water monitoring system (Construction of Pilot Devices for an Advanced River Water Quality Monitoring Station) and medical informatics (Structuring and Complementing Continuous Education in Medical Informatics).

The first Tempus students' project is an SCM aimed at assisting and the establishment and proper functioning of student parliaments and student knowledge verification: The implementation of student parliaments in Serbia and Montenegro

### **Individual Mobility Grants**

As well as the mobility realised within institutional projects (JEPs and SCMs), the Tempus programme has provided a number of Individual Mobility Grants for the academic and administrative staff of higher education institutions in Serbia. These grants were usually used for re-training or a study period for collaboration on a specific academic subject or part of the curriculum leading to its redesign and up-dating.

## **2. Erasmus Mundus**

*Erasmus Mundus (2009-2013) is a cooperation and mobility programme in the field of higher education with a strong international focus. It operates through three actions:*

### ***Action 1 – Erasmus Mundus Joint Programmes (Master Courses and Joint Doctorates)***

*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 123 Master and 24 Doctorate programmes offering EU-funded scholarships or fellowships to students and scholars from all over the world.*

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

Erasmus Mundus Partnerships bring together HEIs from Europe on the one hand and from a particular region in the world on the other. Together the partnerships manage mobility flows between the two regions for a range of academic levels – bachelors, masters, doctorate, post-doctorate – and for academic staff. The programme is focused on geographical "lots" of countries or regions covered by the EU's financial instruments for cooperation. These lots include most Tempus countries. New partnerships are selected each year through Calls for Proposals.

### 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. HEIs (and other key players in the HE sector) may apply.

More information: [http://eacea.ec.europa.eu/erasmus\\_mundus](http://eacea.ec.europa.eu/erasmus_mundus)

## Number of students/staff participating in the programme

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

	2004/05	2005/06	2006/07	2007/08	2008/09	2009/20	2010/11
Students	1	6	3	30	46	65	61
Scholars	-	-	-	2	6	2	N/A

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)

Year of the Grant Allocation	2007	2008	2009
Undergraduate	-	22	122
Master	-	17	43
Doctorate	-	18	22
Post-Doctorate	-	1	5
Academic staff	-	18	37
Total	-	76	229

## Institutions participating in the programme up to and including 2010

Institutions	Action 1 Joint Programmes	Action 2 Partnerships	Action 3 Attractiveness projects
INSTITUTE FOR FOOD TECHNOLOGY			X
NOVOSADSKO UDUZENJE STUDENATA SA INVALIDITETOM		X	
UNIVERSITY OF BELGRADE	X	X	
UNIVERSITY OF KRAGUJYEVAC		X	
UNIVERSITY OF NIS	X	X	
UNIVERSITY OF NOVI SAD		X	X

## IV. Bibliographical references and websites

- Ministry of Education [www.mp.gov.rs](http://www.mp.gov.rs)
- Commission for Accreditation and Quality Assurance [www.kapk.org](http://www.kapk.org)
- Ministry of Youth and Sport [www.mos.gov.rs](http://www.mos.gov.rs)
- Ministry of Science and Technological Development [www.nauka.gov.rs](http://www.nauka.gov.rs)
- Stocktaking report submitted in 2008 available at the website of Bologna Follow-up Group
- National Tempus Office [www.tempus.ac.rs](http://www.tempus.ac.rs)
- National Council for Higher Education was consulted during the preparation of section 3.1

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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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## Overview of the Bologna Process

### *History of the Bologna Process*<sup>20</sup>

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

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<sup>20</sup> Eurydice (2010) – Focus on Higher Education in Europe 2010 – The impact of the Bologna Process

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**.

## ***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 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. More than 20 countries from all over the world were invited to attend and to join this open dialogue along with the European Higher

Education Area countries. 5 Tempus Partner Countries attended this event (Egypt, Israel, Jordan, Morocco and Tunisia).

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 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 2012.

## **"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:**

Reilly, John and Ard Jongsma, 'Changing Rules: A Review of Tempus Support to University Governance', A Tempus Study No 1, February 2010, EACEA, Brussels.

Education, Audiovisual and Culture Executive Agency. 'State of Play of the Bologna Process in the Tempus Countries (2009-2010)', A Tempus Study, No 2, March 2010, EACEA, Brussels.

Education, Audiovisual and Culture Executive Agency. 'State of Play of the Bologna Process in the Tempus Countries of the Southern Mediterranean, 2009-2010', A Tempus Study, No 3, April 2010, EACEA, Brussels.

Education, Audiovisual and Culture Executive Agency. 'Overview of the Higher Education Systems in the Tempus Partner Countries: Eastern Europe, A Tempus Study', No 4, March 2011, EACEA, Brussels.

Education, Audiovisual and Culture Executive Agency. 'Overview of the Higher Education Systems in the Tempus Partner Countries: Central Asia', A Tempus Study, No 5, March 2011, EACEA, Brussels.

Education, Audiovisual and Culture Executive Agency. 'Overview of the Higher Education Systems in the Tempus Partner Countries: Western Balkans', A Tempus Study, No 6, March 2011, EACEA, Brussels.

Education, Audiovisual and Culture Executive Agency. 'Overview of the Higher Education Systems in the Tempus Partner Countries: Southern Mediterranean', A Tempus Study, No 7, March 2011, EACEA, Brussels.

**These documents are available on the Tempus website:**

**<http://eacea.ec.europa.eu/tempus>**



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