

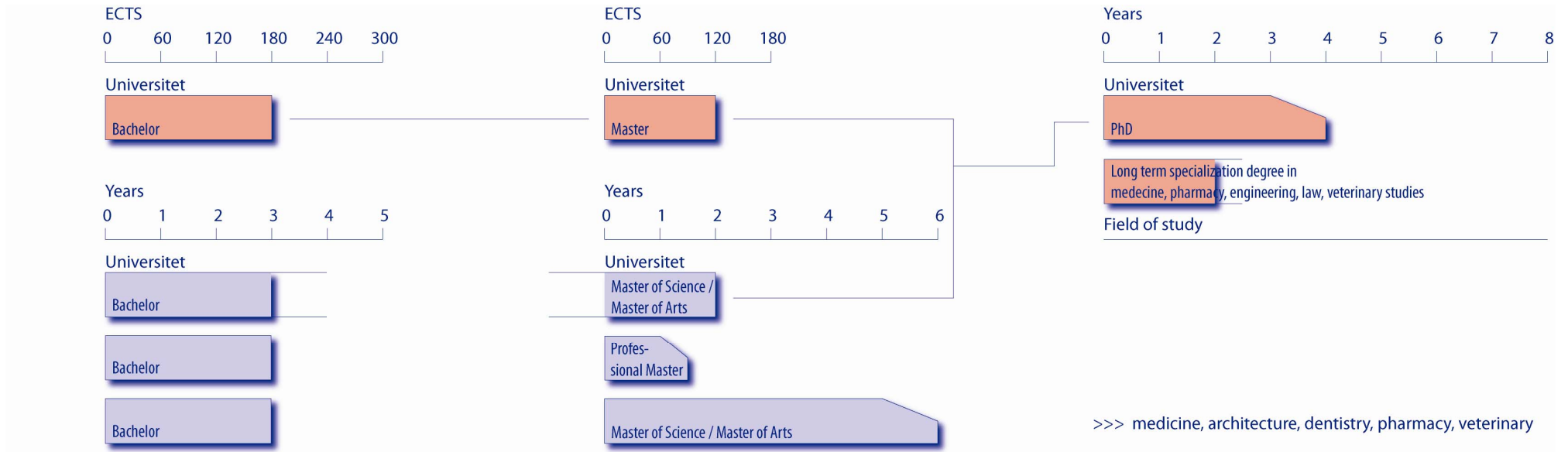


# HIGHER EDUCATION IN ALBANIA



- 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

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

# I. Overall description

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

### Legislation covering the field of tertiary education

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

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

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

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

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

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

The main principles of the Law are:

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

- assurance of quality and efficiency of studies,
- participation of students in governance and decision-making, in particular in matters relating to teaching quality assurance,
- harmonisation of teaching and scientific research and/or artistic work.

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

### Types of tertiary education programmes and qualifications

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

The following study cycles are included in the Albanian system:

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

For these study programmes the following degrees are given:

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

programmes of the second cycle: 5 or 6 years, 300 - 360 ECTS (mainly in medicine, dentistry, pharmacy, veterinary studies and architecture). Before the award of the Master degree, the students must pass an internationally recognised English test,

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

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

### Types of tertiary education institutions

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

In the academic year 2010/2011, a total of 86 345 full-time students (excluding Ph.D. students) and 19 084 part-time and distance learning students were enrolled in public higher education institutions and 26 784 students in private institutions, with a full-time teaching staff of 4 053 persons and part-time teaching staff of 5 727.

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

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

## 2. Distribution of responsibilities

Governing bodies in higher education are:

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

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

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

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

## 3. Governing bodies of the higher education institutions

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

Usually the universities have a separate "decision making body", a Council, but the students are not represented there. External stakeholders (e.g. representatives of

employers, trade unions, local/regional authorities, other educational institutions, distinguished members of the public) are usually represented there, but they do not constitute 50% or more of the membership. In addition to the two bodies referred to above, the universities do not usually have other advisory/supervisory bodies.

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

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

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

#### **4. Financing**

State-funded higher education institutions are autonomous. Autonomy might be described as freedom for higher education institutions to run their own affairs, in particular in relation to staff, students, curricula (teaching and examining), governance, finance and administration. Their budget is funded by the state budget and by incomes gathered from students' fees and third missions for the society. The developing of third mission activities is fully based on the "National Strategy for Higher Education 2008-2013" which defines (article 58), "measures to enable and encourage HEIs in making use of all legal opportunities for generation of revenues". Third mission activities are services that the universities offer to businesses or societies, in order to obtain additional financial resources. Moreover, through third mission services, the universities get tuned into the social and economic development of the country and better serve the community. The following

issues are relevant in the allocation of funding to higher education institutions:

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

Performance indicators play a role in funding allocations.

The following accountability measures apply and they are mandatory:

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

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

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

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

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

Annual Bachelor student fees are between EUR 115- 230 for the public universities in Tirana and EUR 580 for students in the branch of film-making at the University of Arts. For the students of regional universities outside Tirana, the fees are between EUR 90-125 per year. For professional Master students the annual fees are between EUR 460-540, for Master of Sciences students the fees are EUR 1.150 and for Doctoral students EUR 1.540. For students with financial difficulties the universities provide scholarships of between EUR 30-70 per month, on the basis of a proof of the financial situation of their

family. There is no other financial assistance to parents.

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

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

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

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

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

Accreditation is public recognition that an Albanian HEI or programme meets the standards of quality set forth by the accrediting agency. In achieving recognition by the accrediting agency, the HEI / programme commits to a process of self-assessment and external peer review, not just to meet standards but to continuously seek ways in which to enhance the quality of education and training provided.

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

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

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

## **7. Admission**

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

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

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

Admission of students to a non-university professional study programme: students must have finished successfully the state Matura, have another qualification for study abroad equivalent to Matura and comply with the requirements of academic standards for admission to a higher education institution.

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

## 8. Organisation of the academic year

Full-time study programmes:

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

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

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

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

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

## 9. Curriculum content

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

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

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

objectives are defined by the institutions themselves.

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

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

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

## 10. Assessment, progression, certification and degree

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

- To obtain a Bachelor degree, the student must accumulate 180 credits.
- To obtain a Master of Science or Master of Arts degree, the student must accumulate 120 credits.
- To obtain a Professional Master degree, the student must accumulate 60-90 credits.
- To obtain a second level integrated degree (Master of Science or Master of Arts), the student must accumulate 300 credits.
- To obtain a degree for non-university studies, the student must accumulate at least 120 credits.
- To obtain a certificate for continuing studies, the student must accumulate the necessary credits the institution requires.

## 11. Academic staff

University Rectors are elected and legally constituted by the President of the Republic. There is an election procedure for rectors, deans and heads of departments. The rector must have a Professor or Associate Professor title. The Dean must have at least a Ph.D., as

must a Head of Department. A lecturer must have a Doctorate or a Master of Science/Arts degree.

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

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

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

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

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

## **12. Research activities**

Higher education institutions provide scientific research, studies, development projects and other innovative activities, according to their statutes and their specific objectives. The research activities aim to ensure the integration of the teaching and research processes. The objectives, themes and deadlines of research are defined by the HE institutions themselves, based on the country's need for development, on the programmes of scientific collaboration and the financial resources available.

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

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

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

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

## **14. International cooperation**

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

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

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

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

Most of the Albanian HEIs take part in several Networks for Higher Education such as UNSHP (Network of Albanian-speaking universities), UNICA (Network of the Universities from the Capitals of Europe), EUA (The Association of European Universities), AUF (Agence Universitaire de la Francophonie), CMU (the Community of Mediterranean Universities), BSUN (The Network of Black Sea Universities), ASECU (Association of Economic Universities of South and Eastern Europe and the Black Sea Region), etc. Some of them are member of CEEPUS "Central European Exchange programme for University Studies" and consists in university networks operating joint



programs leading to Joint Degrees and covering mobility grants for students and professors. The University of Tirana and the University of Elbasan are also partners in three Erasmus Mundus Partnerships; ERAWEB, Join EU-SEE and EUROWEB.

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

## **II. Current challenges and needs**

### **1. Trends and challenges**

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

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

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

academic standards, teaching loads and student admissions.

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

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

## 2. The Bologna Process<sup>1</sup>

### General Information

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

### Bologna cycle structure

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

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

<b>Bachelor/Master cycle structure models most commonly implemented</b>	180+120 ECTS (3+2 academic years)
---	-----------------------------------

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

<b>Definition of the Learning Outcomes Concept</b>	Learning outcomes are defined in national steering documents and implemented through guidelines and recommendations
--	---

<b>Level of implementation of ECTS</b>	More than 75% of institutions and programmes are using ECTS for both transfer and accumulation purposes. Allocation of ECTS is based on contact hours or a combination of contact hours and student workload.
--	---

<b>Indicative number of hours of student workload corresponding to one ECTS</b>	1 ECTS = 20 – 30 hours
---	------------------------

### Bologna Diploma Supplement (DS)

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

<b>Diploma Supplement issued</b>	Bologna DS issued automatically and free of charge	Bologna DS issued in the language of instruction and /or English
----------------------------------	--	--

<sup>1</sup> Source: Education, Audiovisual and Culture Executive Agency. 'State of Play of the Bologna Process in the Tempus Partner Countries (2012)', A Tempus Study, No 9, April 2012, EACEA, Brussels.

## National Qualifications Framework (NQF)

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

## Quality Assurance Practices

National Quality Assurance body				
<b>Name</b>	Public Agency for Accreditation of Higher Education			
<b>Status</b>	A single or several independent national bodies for quality assurance have been established.			
<b>Year of establishment</b>	1999			
<b>Main outcome of the review</b>		A decision granting the reviewed institution/programme permission to operate		
		Advice on how the reviewed institution/programme can improve quality		
	X	Both permission and advice		
		Not available		
<b>Involvement in external quality assurance process</b>		Decision-making role	Participation	No participation
	Academic staff	X		
	Students	X		
	International Experts	X		
Cross Border Evaluation: Institutions are allowed to choose a foreign quality assurance agency.				

## Recognition of foreign qualifications

<b>Ratification of the Lisbon Recognition Convention</b>	X	1999 (signature), 2002 (ratification)
<b>Recognition of Foreign Qualifications for academic study</b>	Recognition for academic study by central or regional governmental authorities	
<b>Recognition of Foreign Qualifications for professional employment</b>	No information available	

## Joint Degrees

<b>Establishment of joint degrees and programmes in higher education legislation</b>	Joint programmes and joint degrees are allowed in the higher education legislation.
--	---

## 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	2011	2012
<b>Joint European Projects</b>	50	40	7	3	4	5	2
<b>Structural &amp; Complementary Measures (Tempus III)</b>	21	7	0	0	1	0	1
<b>Structural Measures (Tempus IV)</b>							
<b>Total</b>	<b>71</b>	<b>47</b>	<b>7</b>	<b>3</b>	<b>5</b>	<b>5</b>	<b>3</b>

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

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

#### 2. Impact of the TEMPUS Programme

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

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

Study programmes covering the fields of agriculture, environmental sciences, geology, engineering, natural sciences, nursing, tourism and leisure and cultural heritage

have been updated since 2000. Lifelong

learning courses have been developed in the

fields of civil society, environmental policy, transport policy, public administration reform, public health, justice and teacher training. Information management systems, institutional evaluation, continuing education and the development of university strategic plans have also been supported through Tempus.

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

Tempus has contributed to the harmonisation of higher education in terms of introducing the three cycles of studies in all Albanian higher education institutions and the development of unified curricula that comply with the Bologna criteria. Curriculum development projects have also supported the development and introduction of ECTS and the Diploma Supplement in all Albanian higher education institutions. Teaching methods are changing within faculties, particularly through projects that focus on capacity building. Tempus has provided opportunities to improve soft skills and to acquire knowledge on new or different

processes. Work is now also focussing on student assessment methods. Tempus is considered an important instrument from a staff motivation perspective; it has also greatly influenced the application of quality assurance in teaching.

All 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 higher education institutions in the EU.

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

## 2. Erasmus Mundus

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

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

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

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

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

### Action 3 – Erasmus Mundus Attractiveness projects

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

More information:

[http://eacea.ec.europa.eu/erasmus\\_mundus/results\\_compendia/selected\\_projects\\_en.php](http://eacea.ec.europa.eu/erasmus_mundus/results_compendia/selected_projects_en.php)

## Number of students/staff participating in the programme

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

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

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

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

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

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

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

THIS DOCUMENT HAS BEEN PRODUCED BY THE EDUCATION, AUDIOVISUAL AND CULTURE EXECUTIVE AGENCY (EACEA) ON THE BASIS OF CONTRIBUTIONS FROM THE TEMPUS OFFICE AND THE AUTHORITIES OF THE COUNTRY CONCERNED<sup>2</sup>, INCLUDING THE REPRESENTATIVES OF THE BOLOGNA FOLLOW-UP GROUP (BFUG). THE APPROACH AND DATA COLLECTION HAVE BEEN IMPLEMENTED IN CLOSE COOPERATION WITH EURYDICE, THE NETWORK ON EDUCATION SYSTEMS AND POLICIES IN EUROPE. THE EXECUTIVE AGENCY WORKS UNDER THE SUPERVISION OF THE COMMISSION DIRECTORATES GENERAL. FUNDS OF THE TEMPUS PROGRAMME ARE DELEGATED TO THE AGENCY BY THE EUROPEAID DEVELOPMENT AND CO-OPERATION DIRECTORATE-GENERAL AND THE DIRECTORATE GENERAL FOR ENLARGEMENT

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

For further information:

- **Education, Audiovisual and Culture Executive Agency (EACEA)**

**Unit P10 - Tempus and Bilateral Cooperation with Industrialised Countries**

**Postal address:** Tempus Programme

Avenue du Bourget 1 (BOUR 02/017) B-1140 Brussels, Belgium

**Contact:** EACEA-Tempus-Info@ec.europa.eu

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

- **National Tempus Office Albania**

**Postal address:** Rr. Luigj Gurakuqi, Nd. 35, H. 9, Ap.2,

Njesia bashkiake Nr. 2, Kodi postar,1017 Tirana, Albania

**Contact:** [edibra@tempusalbania.edu.al](mailto:edibra@tempusalbania.edu.al)

**Webside:** <http://www.tempusalbania.edu.al>

Last update: July 2012

---

<sup>2</sup> Edit Dibra (NTO Albania)