

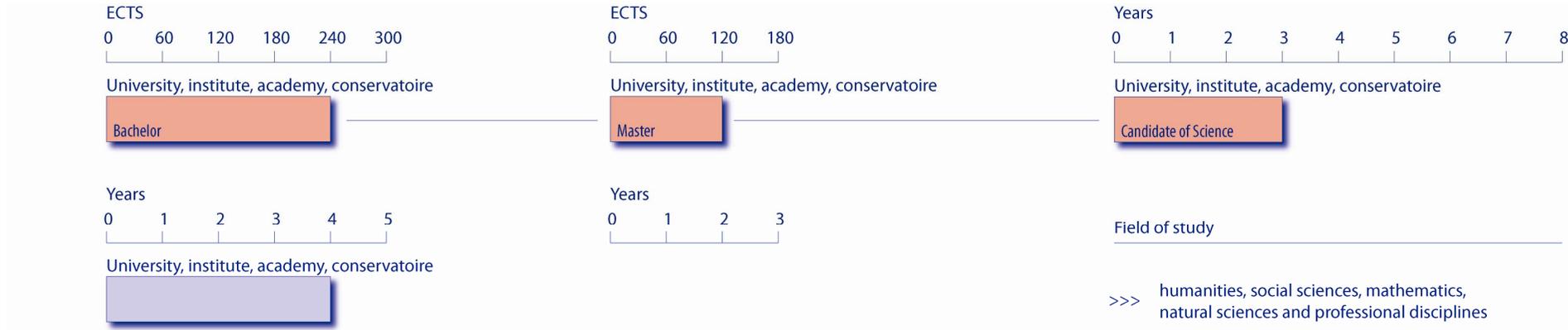


HIGHER EDUCATION IN ARMENIA



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

The higher education system in Armenia



- 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

Legislation covering the field of tertiary education

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

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

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

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

Types of tertiary education programmes and qualifications

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

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

PhD programme is also implemented within the framework of higher education. The first level

of PhD studies starts with the "researcher" programme which lasts for three years.

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

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

Since the 1990s three Armenian universities, have started implementing a degree system of Bachelor (*bakalavreat*) and Master (*magistros*)

programmes trying to follow modern university management requirements.

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

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

Types of tertiary education institutions

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

- Vocational education is conducted in vocational education institutions more appropriately known as Middle Professional Education Institutions (Midjin masnagitakan usumnakan hastatutiunner) that include colleges (koledjner) and Craftsmanship colleges (arhestagortsakan usumnaranner). Persons having graduated from vocational education institutions are granted a qualification of a Middle Specialist (masnaget); two to three years of study.
- Higher education: The following types of higher education institutions are operational in Armenia.
 - *University*: higher education institution providing higher, postgraduate and supplementary education in different branches of natural and sociological fields, science, technology and culture, as well as providing opportunities for scientific research and study.
 - *Institute*: higher education institution, conducting specialised and postgraduate academic programmes and scientific research in a number of scientific, economic and cultural branches.
 - *Academy* (education), the activity of which is aimed at the development of education, science, technology and culture in an individual sphere; it conducts programmes preparing and re-training qualified specialists in an individual field, as well as postgraduate academic programmes.
 - *Conservatory*: higher education institution preparing specialists in the field of music, providing qualification development and postgraduate academic programmes.

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

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

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

Number of students at HEI (academic year 2010/2011)	
111 003	
Public	Private
91 404	19 599

Number of HEI	
67	
Public	Private
26	41

2. Distribution of responsibilities

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

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

Higher education institutions and the State seem to share governance of the system but responsibilities seem tangled and sometimes

unclear. The Government issues a state seats order for enrolment by specialty and by institutions as well as appropriate funding.

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

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

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

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

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

3. Governing bodies of the higher education institutions

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

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

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

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

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

4. Financing

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

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

In practice, higher education institutions receive annual funding from the state which is

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

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

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

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

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

5. Students' contributions and financial support

Since the academic year 2006/2007 full or partial student grants have been awarded to first-year students of state HEIs, based on the criteria set by the admission requirements of the Republic of Armenia. Through the next years of studies tuition fees may be covered in the form of a grant, which is merit-based. Tuition fees are paid by all students in private institutions regardless of their social or

financial status. To relieve somewhat the burden of low-income families in financing their children's HE a tuition fee compensation system is operated by state HEIs (private institutions usually do not have a discount system). The Law on Education mandates that state universities provide partial or full compensation of tuition fees to at least 10 % of tuition paying students, taking into account their social status and need, as well as academic achievements. Discounts are also made on the basis of disabled status. The amount to be discounted depends on the category type and varies from 20 % up to 80 %.

Armenia does not have yet a student loan system.

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

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

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

The objectives of the newly established centre are to:

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

7. Admission

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

8. Organisation of the academic year

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

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

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

9. Curriculum content

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

As for access to the third cycle (*aspirantura*) the procedure includes the following exams: a foreign language exam through international tests, a computer test and a core subject. Upon the completion of *aspirantura* one receives the Degree of Candidate of Sciences (*Gitutyunneri Teknatsu*). However, in the State Engineering University of Armenia upon the completion of the Doctorate programmes students are awarded the degree qualification researcher in engineering. Upon completion of the *Teknatsu* Degree, a graduate may choose to continue studies in *Doctorantura*, leading to the Degree of Doctor of Sciences (*Gitutyunneri doktor*), which consists solely of individual research.

10. Assessment, progression, certification and degree

Assessment is based on a mid-term exam and an exam at the end of the semester, upon which the final mark is defined. The criterion for students to progress to the next semester/year of studies is the availability of at least a satisfactory final mark (8 out of 20). On completion of their studies students receive Bachelor/Master Degrees in different fields (e.g. Bachelor degree in economics, Master

degree in political science). The access procedure to the second cycle of studies is based mainly on the marks earned during Bachelor studies and the necessary documentation to be provided to the Committee.

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

11. Academic staff

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

Staff is selected by open competition.

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

12. Research activities

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

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

Research and development (R&D) within state HEIs is funded only through research projects (a project-based financing scheme) and rarely through programme-based financing, i.e. there is no institutional or core funding for HEIs. There is also minor funding for research training of postgraduate students (PhD programme) but this support is not intended for creating and maintaining the research infrastructure concerned. HEIs are lacking in modern technological infrastructure and

strongly need an internal information network and a computerised library system with access to international data banks.

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

13. University-enterprise cooperation

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

14. International cooperation

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

limited possibilities to encourage student mobility.

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

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

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

Foreigners may study in Armenian HEIs:

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

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

II. Current challenges and needs

1. Trends and challenges

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

In particular, attention should be paid to:

- Lack of public funding for higher education reforms,
- Top to bottom management and the risk of turning into a bureaucratic process, which

does not have any significant impact on higher education system,

- Inertness and insignificant engagement of main beneficiaries - students and professors, in the reform process,
- Formal nature and perfunctory implementation of reforms,
- Lack of long-term national strategy on Bologna reforms and not full compliance of existing legislation with European Higher Education Area (EHEA) criteria,

- Weak links between the society and the university, the university and the labour market,
- Continuous "erosion" and aging of scientific and pedagogical potential,
- Reconstruction of Armenian postgraduate education and its compliance with the emerging EHEA criteria. The progress in this direction is driven by the necessity of forming "education, research, innovation" triangle in higher education system. Provision of inter-disciplinary and inter-sectoral programmes,
- Allocation of credits to educational units and use of precise credit recognition mechanisms,
- Formation of long-term university policies and procedures on quality assurance (QA),
- Restructuring of universities' information systems,
- Promotion of mobility.

Therefore the policy objectives at national level are the following:

- To achieve a complete and accurate application of ECTS in the development of educational programmes, in credit transfer and accumulation processes by observing ECTS system requirements and rules.
- To complete the development and comprehensive operation of quality assurance systems in Armenian HEIs until 2015, in accordance with ENQA standards and guidelines.
- To promote academic mobility of students

and professors within the country and EHEA in compliance with the requirement defined by the Leuven Communiqué – to have at least 20 % of students involved in interuniversity mobility programmes until 2020.

- To increase access to higher education, expand tuition-free education, tuition reimbursement and student loan opportunities.
- To strengthen the links with the labour market, develop career centres.
- Approval and self-certification of National Qualifications Frameworks and introduction of short-cycle education, formation of national system on lifelong learning.
- Transition to student-centered learning, improvement of teaching quality of study programmes at three levels.
- Promotion of interwoven educational and research programmes, particularly, at the third level of higher education.
- Establishment of long-term strategy on public funding for reforms, financing foundation for mobility programmes, financial mechanisms to increase investments.
- The development and appreciation of newly established national qualifications framework and introduction of "tuning" methodology in the planning, designing and implementation stages of educational programmes.

2. The Bologna Process¹

General Information

Level of integration in the Bologna Process	X	Bologna-Signatory Country (in 2005)
		Non Bologna-Signatory Country
		Bologna Process officially embedded in the education system
		Bologna Process being implemented by ad hoc groups under the supervision of the Ministry of Education
		No particular mechanism supporting the implementation of the Bologna Process

Bologna cycle structure

Level of implementation of a three-cycle structure compliant with the Bologna Process	Bologna structure fully implemented in all or most fields of study
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Student workload/duration for the most common Bologna programmes			
Bachelor programmes	240 ECTS (4 academic years)	Master programmes	120 ECTS (2 academic years)
Bachelor/Master cycle structure models most commonly implemented	240+120 ECTS (4+2 academic years)		

European Credit Transfer and Accumulation System (ECTS)

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

Bologna Diploma Supplement (DS)

Level of implementation of the Bologna Diploma Supplement	Partial and gradual introduction of the Bologna DS (25%-75% of institutions)	
Diploma Supplement issued	Bologna DS issued on request and free of charge	Bologna DS issued in the language of instruction and/or English

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

National Qualifications Framework (NQF)

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

Quality Assurance Practices

National Quality Assurance body				
Name	National Centre for Professional Education Quality Assurance Foundation			
Status	A single or several independent national bodies for quality assurance have been established			
Year of establishment	2008			
Main outcome of the review		A decision granting the reviewed institution/programme permission to operate		
	X	Advice on how the reviewed institution/programme can improve quality		
		Both permission and advice		
		Not available		
Involvement in external quality assurance process		Decision-making role	Participation	No participation
	Academic staff	X		
	Students	X		
	International Experts	X		
Cross Border Evaluation: Institutions are allowed to choose a foreign quality assurance agency				

Recognition of foreign qualifications

Ratification of the Lisbon Recognition Convention	X	2000 (signature), 2005 (ratification)
Recognition of Foreign Qualifications for academic study	Recognition for academic study by higher education institutions	
Recognition of Foreign Qualifications for professional employment	No information available	
Adoption of national laws/regulations required to implement the Lisbon Recognition Convention: Amendment of national regulations and laws is still underway.		

Joint Degrees

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

1. Tempus

Armenia has participated in the Tempus programme since 1995.

1. Statistics

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

	TEMPUS I and II	TEMPUS III	TEMPUS IV				
	1990-1999	2000-2006	2008	2009	2010	2011	2012
Joint Projects	3	11	4	2	2	2	5
Compact Projects	6	0	0	0	0	0	0
Structural & Complementary Measures (Tempus III) Structural Measures (Tempus IV)	0	4	0	1	2	0	4
Total	9	15	4	3	4	2	9

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

Institutions	Total	Number of projects	
		JP	SM
YEREVAN STATE UNIVERSITY	13	10	3
STATE ENGINEERING UNIVERSITY OF ARMENIA (SEUA, YEREVAN)	8	2	6
GYUMRI STATE PEDAGOGICAL INSTITUTE	5	1	4
YEREVAN STATE ACADEMY OF FINE ARTS	5	2	3
YEREVAN STATE MEDICAL UNIVERSITY AFTER M. HERATSI (YEREVAN)	4	2	2
YEREVAN STATE UNIVERSITY OF ARCHITECTURE AND CONSTRUCTION	3	1	2

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

Institutions	Total	Number of projects	
		JP	SM
ARMENIAN STATE PEDAGOGICAL UNIVERSITY	1	1	0
ARMENIAN STATE UNIVERSITY OF ECONOMICS	1	0	1

2. Impact of the Tempus Programme

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

They increased their capacities by creating working teams, establishing new contacts and changing their approach, focusing on the younger generation of academics. In particular, essential changes took place in development of social studies. Under three Tempus projects a system for training in social work and social policy and administration was developed and Bachelor and Master degrees have been set up at the Yerevan State University. As an outcome

of these activities the Department of Sociology was transformed into Department of Social Sciences in 2006. A system of distance training started up, involving some regional education institutions.

Occupational therapy came into being as a new subject and methodology for those who work in medicine, psychology and social work. A new specialty including a whole package of 17 modules based on the ECTS has been successfully implemented. It was the largest Tempus III project in Armenia with the involvement of three local ministries and other EU and Georgian partners. Over three years with a one year extension (2003-2007) a Bachelor degree course was embedded at the Armenian State Pedagogical Institute in 2005.

The Master course in Real Estate Economics

and Management developed at the Yerevan State University of Architecture and Construction (YSUAC) traces its roots to seven Armenians who studied at the Royal Technical University (KTH, Sweden) several years ago. When they came back they worked partially in private organisations and the YSUAC but they soon appeared as a young prominent group of scholar-practitioners equipped with modern educational standards.

In the sphere of university governance two ECTS projects have been implemented.

The Yerevan State University of Architecture and Construction has developed an ECTS strategy and the necessary materials for university staff. It designed a concept for new pedagogical activities based on ECTS approaches and methods.

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

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

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

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

Two ongoing Tempus projects, DIUS and PICQA (realising at Armenian HE system) focus

activities on internal and external quality assurance methodology. These "sister" projects on establishing a system of quality assurance involve many actors of Armenian academic community including ANQA as a leading body.

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

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

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

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

2. Erasmus Mundus

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

Action 1 – Erasmus Mundus Joint Programmes (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, Doctorates, post-Doctorate – and for academic staff.

Action 3 – Erasmus Mundus Attractiveness projects

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

More information:

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

Number of students/staff participating in the programme

Erasmus Mundus – Joint Programmes (Action 1)

	2004	2005	2006	2007	2008	2009	2010	2011	2012
Students	-	3	6	3	6	13	6	5	13
Scholars	-	-	-	1	2	1	NA	NA	NA
Fellows	NA	NA	NA	NA	NA	NA	0	2	2

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

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

	Undergraduate	Masters	Doctorate	Post-doctorate	Staff	TOTAL
2007	13	12	8	3	5	41
2008	10	9	6	4	5	34
2009	11	7	7	4	5	34
2010*	14	9	9	2	5	39
2011*	12	10	10	5	5	42

Institutions participating in the programme up to and including 2011

Institutions	Action 1 Joint Programmes	Action 2 Partnerships	Action 3 Attractiveness projects
ARMENIAN STATE AGRARIAN UNIVERSITY		X	X
ARMENIAN STATE UNIVERSITY OF ECONOMICS		X	
EURASIA INTERNATIONAL UNIVERSITY		X	
GAVAR STATE UNIVERSITY		X	
GYUMRI STATE PEDAGOGICAL INSTITUTE		X	
YEREVAN STATE UNIVERSITY		X	

IV. Bibliographical references and websites

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