

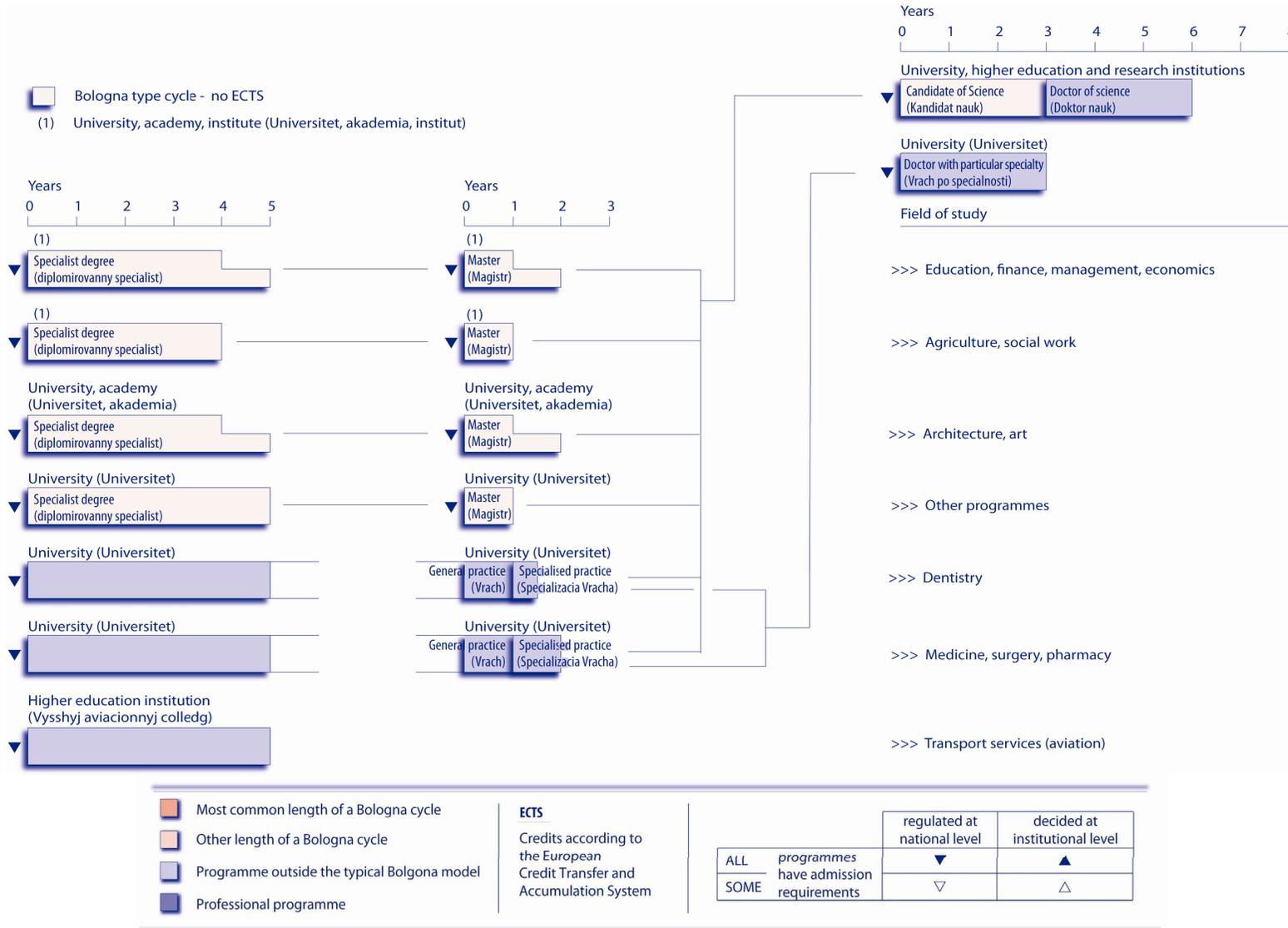


HIGHER EDUCATION IN BELARUS



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The higher education system in Belarus



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

I. Overall description

1. Major characteristics of tertiary education in the country

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

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

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

Legislation covering the field of tertiary education

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

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

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

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

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

Types of tertiary education programmes and qualifications

Tertiary education includes two stages:

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

Graduates of higher education institutions also have the possibility of receiving postgraduate education, Candidate of Science comparable to a PhD; postgraduate courses-*aspirantura*, *adjunktura* (military), *assistentura* (probation period)) and Doctor of Science (*doktorantura*). Institutions providing postgraduate education include higher education institutions (regardless of the type of ownership), scientific and other organisations entitled to engage in postgraduate education in accordance with established procedure.

Higher education is broken down as follows:

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

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

Types of tertiary education institutions

There are four types of tertiary education institutions in Belarus:

- Classical University (Universitet)
- Profile University (Academy, Akademia)
- Institute (Institut)
- Higher College (Vysshij colledg)

Classical University provides a two-level system of training in different profiles and

fields of education, postgraduate training, retraining and refresher training on the basis of higher education in some areas of expertise. Classical University carries out fundamental and applied research and functions as a research and methodological multisectoral centre.

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

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

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

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

Number of students	
445 576	
Public	Private
387 172	58 404

Number of HEI	
55	
Public	Private
45	10

2. Distribution of responsibilities

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

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

education institutions (public as well as private) and monitors the implementation of state policy nationwide.

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

3. Governing bodies of the higher education institutions

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

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

4. Financing

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

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

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

5. Students' contributions and financial support

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

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

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

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

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

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

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

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

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

7. Admission

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

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

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

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

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

8. Organisation of the academic year

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

9. Curriculum content

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

The first level curriculum has the following structure:

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

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

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

10. Assessment, progression, certification and degree

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

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

Higher education institutions specialising in the Arts offer assistant probation courses as the

main form of training for researchers, teachers and performers in artistic disciplines.

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

11. Academic staff

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

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

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

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

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

12. Research activities

Research is an integral part of the work of Belarusian higher education institutions. Academics employed in higher education institutions, as well as in the research institutions under the Belarusian Academy of Sciences, take an active part in fundamental and applied research in all fields. Research is especially important, not only for the modernisation of the education system, but also for the overall social and economic development of the Republic.

The State Committee on Science and Technologies and profile ministries are responsible for implementing state policy in the fields of research and scientific innovation.

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

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

13. University-enterprise cooperation

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

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

14. International cooperation

In the context of globalisation, Belarus promotes the integration of Belarusian Higher

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

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

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

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

The EU initiative 'Eastern Partnership' is also contributing considerably to the process of accession of the Republic of Belarus to the European Higher Education Area.

II. Current challenges and needs

1. Trends and challenges

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

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

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

The two stages system of higher education was officially introduced in the Republic of Belarus in 2007. Classical and profile universities, as well as institutes, are classified as higher

education institutions and provide a two stages system of higher education with Master academic and professional degrees.

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

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

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

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

2. The Bologna Process¹

General Information

Level of integration in the Bologna Process		Bologna-Signatory Country
	X	Non Bologna-Signatory Country
		Bologna Process officially embedded in the education system
	X	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	Partial/limited introduction of Bologna structure
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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 and Accumulation System (ECTS)

Definition of the Learning Outcomes Concept	Learning outcomes are defined in national steering documents and implemented through laws and regulations
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Level of implementation of ECTS	Another credit system
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Indicative number of hours of student workload corresponding to one ECTS	Another credit system or student workload not in use to define ECTS
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Bologna Diploma Supplement (DS)

Level of implementation of the Bologna Diploma Supplement	Another type of Diploma Supplement
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Diploma Supplement issued	Another type of Diploma Supplement
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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.
		<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 ongoing and the process is close to completion.
	<u>Step 5</u> : Overall process fully completed including self-certified compatibility with the Framework for qualifications of the European Higher Education Area.	

Quality Assurance Practices

National Quality Assurance body				
Name	Department of the Ministry of Education			
Status	A Government-dependent body or Ministry has responsibility for quality assurance.			
Year of establishment	2001			
Involvement in external quality assurance process		Decision-making role	Participation	No participation
	Academic staff	X		
	Students			X
	International Experts			X

Recognition of foreign qualifications

Ratification of the Lisbon Recognition Convention	X	2002 (signature and ratification)
Recognition of Foreign Qualifications for academic study	Recognition for academic study by central or regional governmental authorities	
Recognition of Foreign Qualifications for professional employment	Recognition for professional employment by central or regional governmental authorities	

Joint Degrees

Establishment of joint degrees and programmes in higher education legislation	Joint programmes 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

Belarus has participated in the Tempus Programme since 1993.

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	11	15	4	3	2	2	6
Compact Projects	7	0	0	0	0	0	0
Structural & Complementary Measures (Tempus III) Structural Measures (Tempus IV)	0	4	0	1	0	1	2
Total	18	19	4	4	2	3	8

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

Institutions	Total	Number of projects	
		JP	SM
BELARUS NATIONAL TECHNICAL UNIVERSITY (MINSK)	6	5	1
BELARUSIAN STATE UNIVERSITY	6	5	1
BELARUS STATE ECONOMIC UNIVERSITY (MINSK)	5	4	1
GRODNO STATE UNIVERSITY	5	5	0
VITEBSK STATE UNIVERSITY	5	4	1
BREST STATE UNIVERSITY	4	3	1
BELARUS STATE UNIVERSITY OF PHYSICAL CULTURE (MINSK)	3	3	0

2. Impact of the Tempus programme

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

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

The application and dissemination of the Tempus project results promote the reorganisation and optimisation of the structure and governance of HEIs. The Dutch

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

The results of the Tempus projects obtained by the Belarusian State University and Brest State University, named after A.S. Pushkin, on implementation of the ECTS compatible system of credits were used for the educational standards, curricula and syllabuses of the new generation since 1 September 2008. They are

based on the competence approach and interdisciplinary synthesis of knowledge in the educational process and allow the ECTS credit system to be implemented.

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

Professionals trained in the areas of real estate studies, social pedagogy and work, GIS and ecology work at a number of organisations, institutions, industrial enterprises and businesses across the country. Through the project in social pedagogy and work, an effective liaison with the regional institutions was established that provides social care to the population, schools and other educational institutions. Within the scope of the project on ecology for Belarusian universities, ten new/revised courses have been developed

together with associated course materials. These new courses have been introduced in the development of the current curriculum and became the basis for a Master programme for academic studies at Belarusian universities, in line with the Bologna process. All ten courses have been designed and have been incorporated into the exiting curricula.

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

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

2. Erasmus Mundus

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

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

	2004	2005	2006	2007	2008	2009	2010	2011	2012
Students	3	5	2	5	9	5	6	4	11
Scholars	-	-	-	-	2	2	NA	NA	NA
Fellows	-	-	-	-	-	-	0	0	2

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

	Undergraduate	Masters	Doctorate	Post-doctorate	Staff	TOTAL
2007	31	6	8	6	6	57
2008	39	8	7	8	5	67
2009	55	6	8	4	3	76
2010*	32	15	10	4	4	65
2011*	61	50	32	18	19	180
TOTAL	157	35	33	22	18	265

Institutions participating in the programme up to and including 2011

Institutions	Action 1 Joint Programmes	Action 2 Partnerships	Action 3 Attractiveness projects
American Center For Education And Research, Inc			X
Belarus National Technical University Belarusian State University		X	
Brest State University named after A.S.PUSHKIN		X	
Educational Institution Belarus State Economic University		X	
Yanka Kupala State University of Grodno		X	

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