



Completed National Reports and National Strategies for the Social Dimension should be sent to the Bologna Secretariat by email (secr@bologna2009benelux.org) no later than

1 November 2008.

PART I

**BOLOGNA PROCESS
TEMPLATE FOR NATIONAL REPORTS: 2007-2009**

Notes:

BFUG members are strongly encouraged to consult other stakeholders about the contents of their National Report.

Please complete your National Report in English using this template (shaded areas) and return it to the Secretariat by email. Where appropriate, please include precise web references to legislation or other documentation. Please add comments as appropriate under each question to describe the current situation. Please try to keep text brief, while aiming to answer all questions comprehensively.

National Reports will be posted on the Bologna website in their original form.

Information from National Reports will form the basis of the Stocktaking Report to be presented to Ministers when they meet in April 2009.

Details

Country	Georgia
Date	14.01.2009
BFUG member (one name only) Position	Lela Maisuradze Head of Higher Education Harmonization and International Integration Division, Ministry of Education and Science of Georgia

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Contributors to the report	<p>Nino Svanadze - Senior Specialist of the Higher Education Harmonization and International Integration Division (MoES).</p> <p>Natia Andguladze- Head of Research Division (MoES)</p> <p>The Ministry commissioned Independent research for Stocktaking Report to The International Institute for Education Policy Planning and Management (EPPM) http://www.eppm.org.ge. The survey (questionnaires, interviews etc.) covered all accredited HEIs of Georgia as well as governmental representatives, students, independent experts etc.</p>

1. Main developments since London 2007

Please describe the important developments relating to the Bologna Process, including legislative reforms and changes in institutional structures, since the London meeting in 2007.

Since 2007 the following amendments had been introduced into the Law of Georgia on Higher Education:

-National Education Accreditation Centre became the official authority responsible for defining equivalence and authenticity of educational credentials. This function previously was carried out by the Ministry of Education and Science of Georgia. The Agency also serves as Georgian ENIC since 2008. Consequently, the information on HEIs, recognition and mobility issues, quality assurance and accreditation will be accumulated in one institution.

--Foreign citizens, persons without citizenship or Georgians living abroad for more than three years can now be admitted to the accredited HEIs without passing Unified National Admission Exams (previously a mandatory requirement).

- The term - Academic Higher Education Qualifications Framework was replaced by Higher Education Qualifications Framework which encompasses both academic and professional higher education qualifications.

-Accredited HEIs may design and implement joint bachelor, master and doctoral degree education programmes (including programs for certified medical doctor) with foreign HEIs. Previously, joint degrees were not mentioned in the Law.

- Higher professional education programmes had been regulated by the Law. Namely, the status of certified specialist, qualification acquired through professional education programs, admission to the higher professional educational programmes, obtaining state grants, credit accumulation process are addressed through the amendments.

- Students who have completed the first cycle of medical education will have a status of certified medical doctor instead of former status of certified specialist. Second stage of medical education called “rezidentura” was recognized as the second cycle. This process facilitates adaptation of Medical Education to Bologna requirements.

State financing within the students' social assistance programs for students enrolled in accredited HEIs was increased from 6% to 10 %.

-Social Worker's academic programmes became regulated academic programmes etc.

Institutional Developments

- In 2007-2008 institutional accreditation of HEIs, programme accreditation of higher professional education and teachers' professional development programmes had been conducted. Out of 172 HE professional programmes submitted 155 received accreditation.

- As a result of institutional accreditation conducted in 2007-2008 number of accredited HEIs decreased to 42. By the end of 2008 14 newly licensed HEIs were added to the list having the status of accredited HEIs.

- In cooperation with 43 HEIs a new model of accreditation so called mission-based accreditation was elaborated based on 8 standards and appropriate indicators.

- In 2007 in cooperation with the European and national universities a new model of program accreditation was elaborated based on 6 standards with appropriate indicators.

- In order to facilitate internal mobility of students and staff online registration software was elaborated and complete electronic data-base created. The base is updated online twice a year. Student internal mobility is organised 2 times a year. In 2007-2008 8000 students participated in the mobility schemes.

- Procedures for recognition of qualification of internally displaced persons who have lost their education certificates were elaborated. Councils in specific fields of education were created to assess competences and issue certificates.

- In 2008 European experts conducted the audit of The National Education Accreditation Centre. The Centre is preparing the self-assessment report for ENQA membership.

TWINING project - The Ministry of Education and Science of Georgia in cooperation with European Commission and EC experts elaborated the project fiche "Capacity Enhancement for Implementing the Bologna Action Lines in Georgia" (CEIBAL) in July 2008. The project is expected to start in 2009 and last for 2 years. The project aims to address an important dimension of Higher Education reform process in Georgia by reinforcing the institutional and professional capacities, and focusing additional support for certain Bologna process action lines, assisting with the validation of the framework for higher education qualifications and its integration in the quality assurance system through assistance to further develop the accreditation system and support to improve the recognition practice across HEIs in Georgia.

2. Partnership

Please describe the structure which oversees the implementation of the Bologna Process in your country.

The Ministry of Education and Science of Georgia oversees implementation of the Bologna Process in Georgia. In 2007-2008 within the Programmes Division a special program was elaborated that envisaged monitoring the implementation of the Bologna Process in the country. In 2008 as a result of structural changes a separate unit responsible for overseeing Bologna Process was established - Higher Education Harmonization and International Integration Division.

Within the framework of Tempus project Bologna experts group was established. The experts participated in various international conferences on the Bologna process and held information and training seminars in the capital and the regions of Georgia.

a) Does your country have a national working group for Bologna follow-up ¹

Yes No

b) Does your national Bologna follow-up group include representatives of

Ministry Yes No

Rectors' conference Yes No

Academic staff Yes No

Students Yes No

Staff trade unions Yes No

National Quality Assurance Agency Yes No

Employers Yes No

Other (please specify) Independent Experts

c) Does your country have a Bologna promoters' group²

Yes No

d) Does your national Bologna promoters' group include representatives of

Ministry Yes No

Rectors' conference Yes No

Academic staff Yes No

Students Yes No

Staff trade unions Yes No

National Quality Assurance Agency Yes No

Employers Yes No

Other (please specify) _____

Please add any additional comments if necessary:

¹ A group that develops policy proposals for implementing the Bologna Process

² A group that supports/advises HEIs on implementation of the Bologna Process

There is no Rectors Conference representing all HEIs established in Georgia so far. Instead, academic staff individually represent the HEIs in the Bologna Promoters Group.

DEGREE SYSTEM

3. Stage of implementation of the first and second cycle

a) Please describe the progress made towards introducing the first and second cycles.

Currently, all accredited higher education institutions (56) have fully shifted to the three cycle degree system. Exception is the medical education which exists in one cycle format. Besides 14 accredited HEIs along with the three cycle programs are still implementing "old" one cycle programs which will be completely eliminated by the end of 2010.

b) Please give the percentage of the total number of all³ students below doctoral level enrolled in the two cycle degree system in 2008/09.

Total number of all students below doctoral level	Number enrolled in the two cycle degree system in 2008/09 ⁴	% of all students enrolled in the two cycle degree system in 2008/09
82 313	22 388	27%

c) Please add comments which accurately describe the current situation regarding implementation of the two cycle system in your country:

Currently 60 % of HEIs have bachelors, masters and doctoral education programmes. 12 % implement solely first cycle programs, 84 % implement MA degree programs. In line with the current legislation bachelor degree programmes encompass 240 credits (ECTS), master's degree programs - 120 credits. For obtaining master's degree completing research thesis is mandatory.

4. Stage of implementation of the third cycle

Please describe the progress made towards implementing doctoral studies as the third Bologna cycle.

Please include:

- the percentage of doctoral candidates following structured doctoral programmes including both taught courses and independent research
- the normal length of full-time doctoral studies
- other elements⁵ apart from independent research that are included in doctoral study programmes
- the supervisory and assessment procedures for doctoral studies
- information on whether doctoral studies are included in your country's qualifications framework and linked to learning outcomes

³ "All" = all students who could be involved in 2-cycle system i.e. NOT those in doctoral programmes and NOT those in short HE programmes. *NB Students of ALL study fields are taken into account*

⁴ If countries have more recent data available after November 1, they can provide an update but no later than January 15, 2009

⁵ E.g. taught courses in the chosen discipline, other taught courses, teaching activities (if these are required as part of doctoral studies), etc.

- information on whether interdisciplinary training and the development of transferable skills are integrated in doctoral studies
- information on whether credit points are used in measuring workload in doctoral studies.
- Information on the status of the doctoral students (students, early stage researchers, both)

- Doctoral students constitute 2% of all students. All of them are enrolled in universities. In 2007-2008 940 students were admitted to doctoral programmes consisting 65% of total number of doctoral students.

- Length of doctoral program may not be shorter than three years, but legislation makes the main emphasis not on their duration, but the scope of the program. Length of doctoral studies ranges from 3 to 10 years. Normal length is 3 years.

- Apart from independent research which is the main component of all doctoral studies taught courses are included in certain programs (It is not mandatory in 10% of HEIs). The most spread components are teaching activities (85 %) and development of general (transferable) skills (75%). Both are mandatory in almost all cases.

-The supervisory and assessment procedures for doctoral studies exist in 90 % of HEIs. Three main components of assessment are:

1. Preliminary assessment of level of doctoral students which is conducted through selection procedures (testing of candidates, interview, exam in foreign language) (Exists in 1/5 of HEIs).
2. Quality of teaching and research is assessed through (i) mid-term and final exam, (ii) evaluation of seminar participants in 60 % of HEIs, (iii) supervision of doctoral programs and (iv) validity of syllabus structure.
3. Content of Doctoral thesis and quality is one of the main indicators for assessment of doctoral degree programs. Besides, majority of HEIs consider scientific articles published in international peer-reviewed journals as an important indicator.

- Doctoral Degree Programs are implemented in 31 accredited HEIs. Solely in 2 of them ECTS is not used for defining the workload of doctoral students (According to the law "on higher education" doctoral programs must consist of no less than 180 credits).

- Generally, doctoral students have a status of a student in Georgia, although according to the current legislation doctoral student can also be elected on the position of assistant -professor. According to HEIs the status of doctoral students varies. Majority consider them as students (71%), fewer HEIs consider doctoral students as researchers (17%) and assistant professors (10%).

5. Relationship between higher education and research

a) Please describe the main trends in the role of higher education institutions in research in your country.

In Georgia research activities in HEIs should be consistent with their mission - master's and doctoral degree programs must include the research component. master's and doctoral degree programs are implemented in 84% of HEIs thus research play an important role in HEIs of Georgia.

Despite the requirements of the law, in fact presently research component in Georgian HEIs is still underdeveloped. e.g. only 8,8% of accredited HEIs participate in scientific grants competitions announced by the Georgia National Science Foundation. As for private HEIs, they mainly focus on study fields most demanded on the labour market - such as Business Administration and Law, whilst fundamental sciences are almost ignored. Private HEIs benefit from national research funds two times less than public HEIs.

b) Please outline any measures to improve co-operation between higher education institutions and other private and public institutions that undertake research. Please include:

- percentage of GDP spent on research
 - from public funds
 - from private funds
- total annual national research expenditure (expressed in national currency)
 - from public funds
 - from private funds
- percentage of research carried out in higher education institutions (in terms of funding)
- details of the funding mechanisms for doctoral students in your country

Percentage of GDP spent on research in Georgia is:

- From public funds - 0,18% (this includes: direct state funding of scientific research institutes, grants provided by state foundations, research funding within universities etc.)

- No specific data is available on financing research from private sources. Although there are concrete cases of business sector financing specific research projects or stimulating research development within HEIs.

In total national expenditure on research constitutes:

a) Public funds

- 66 scientific research institutes received 14 mln GEL in 2008

Georgian National Science Foundation (www.gnsf.ge) - 10,5 mln GEL

Rustaveli Foundation (Foundation for Georgian studies, Humanities and Social Sciences) (www.rustaveli.org.ge) - 2,9 mln GEL

b) Private funds

- In 2007 from donor organizations 14-16 mln GEL was raised for funding research in scientific research institutes as well as HEIs and organizations (non-governmental).

Details of the funding mechanism for doctoral students:

According to the Law of Georgia on Higher Education (Article 88) Ministry of Education and Science of Georgia should elaborate new rules and conditions for financing master's and doctoral programmes. Presently, the process is underway. However, financing doctoral students through scholarships is envisaged in the budget of 2009. Namely, 720 000 GEL will be allocated for students with higher academic excellence. Scholarship will at least partially cover the tuition fee. Candidates for scholarship will be presented by the universities.

Currently, majority of doctoral students (90%) self-finance their studies, in 30% of HEIs doctoral studies are free of charge. Other sources of financing are research grants, sponsorship etc.

c) Is there any tracking system to follow the further career of doctoral graduates?

Yes

No

If Yes, please specify:

6. Access⁶ and admission to the next cycle

Describe the arrangements for access between the first and second cycles and between the second and third cycles.

6.1 Access and admission between the first and second cycles

Please indicate:

a) the percentage of first cycle qualifications that give access to the second cycle

Bachelor degree holder and certified specialist (having equal status to BA) may advance to master's level. Additional conditions for access may be set by the HEIs themselves.

According to the decision of the Ministry of Education and Science of Georgia Unified Master's Exams have become mandatory, but is not the only procedure for admission at the second cycle. The first Unified Master's Exams are planned to be held in 2009. The exams will become obligatory for admission at masters degree programs in all HEIs. In Georgia, normally 50 % of graduates having bachelor's degree advance to the second cycle.

b) any first cycle qualifications that do not give access to the second cycle (please specify)

According to the Law of Georgia on Higher Education all HE qualifications give access to the second cycle in Georgia. There are no field restrictions for access between cycles. HEIs may establish additional requirements but until now such

⁶ Access as defined in the Lisbon Recognition Convention: "Access: the right of qualified candidates to apply and be considered for admission to higher education."

cases could not be detected. The second cycle can be considered as an instrument to change the field of study as well.

c) any special requirements for access to a second cycle programme in the same field of studies: *please tick whether graduates must:*

sit entrance exam	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	In some cases <input type="checkbox"/>
complete additional courses	Yes <input type="checkbox"/>	No <input type="checkbox"/>	In some cases <input checked="" type="checkbox"/>
have work experience	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	In some cases <input type="checkbox"/>

If the answer to the last point is yes, please specify what type of work experience is required:

d) any further special requirements for access to a second cycle programme in the same field of studies

There is no special requirement at national level. Certain requirements can be set independently by HEIs such as writing essays, presenting recommendations, holding additional testing (in specific subject, computer skills, interview)

e) to which students the above special requirements apply (*please tick*):

all students	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
holders of particular first cycle qualifications	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
students of the same field coming from other HEIs	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

f) which of the requirements apply to students coming from other fields of studies (*please tick*):

entrance exam	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	In some cases <input type="checkbox"/>
additional courses	Yes <input type="checkbox"/>	No <input type="checkbox"/>	In some cases <input checked="" type="checkbox"/>
work experience	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	In some cases <input type="checkbox"/>

6.2 Access and admission between the second and third cycles

Please indicate:

a) the percentage of second cycle qualifications that give access to the third cycle

According to the Law of Georgia on Higher Education a person holding master's or equal degree may take a doctoral program.

b) any second cycle qualifications that do not give access to the third cycle (please specify)

According to law of Georgia on higher education no such qualification exists.

c) any measures planned to remove obstacles between cycles

Lack of financial resources is considered as the main obstacle. Scholarship program for successful students in 2009 is considered as one of the main measures for removing the obstacle.

7. Employability of graduates/ cooperation with employers

a) What measures are being taken to enhance the employability of graduates with bachelor qualifications? Please include the most recent statistical data on the employment status of graduates of all cycles.

If your higher education institutions also provide professional bachelor programmes, please provide employability data for both types of bachelors separately

85 % of HEIs are taking various measures to enhance the employability of graduates such as cooperation agreements with private business for employing and providing internship for the graduates, organizing informational meetings with the potential employers. 27 % of HEIs organize informational meetings, 10 % has dialogues with employers on curriculum design, 9-11 % conduct labor market research.

Higher professional educational programmes had been introduced in Georgia in 2007. So far there are no graduates from professional programs since the first cohort of students admitted at higher professional programmes have not completed their studies yet. The data on employability of professional higher education students will not be available before 2010-2011 academic year.

b) To what extent there is a dialogue in your country between higher education institutions and employers on:

- curriculum design, work placements and international experience
Significant Some A little None
- accreditation/quality assurance
Significant Some A little None
- university governance
Significant Some A little None

c) Are first cycle graduates able to pursue careers in the public service on an equal footing with other graduates?

Yes No In some cases

d) Have you aligned recruitment procedures and career structures in the public service to take account of the Bologna changes?

Yes No In some cases

If no, or in some cases only, please explain the current situation:

Recruitment procedures in public sector are defined by the labour code. State recognizes only diplomas issued by the accredited HEIs. Respectively, only holders of accredited HEIs have a right to pursue careers in public service.

In general employers do not have clearly formulated expectations towards their future employees. Often there is no detailed job description. With this regard more intensive dialogue between representatives of education and business sector is needed.

8. Implementation of national qualifications framework

Please answer the questions below. Please add comments which accurately describe the current situation in your country.

a) Has the national qualifications framework been prepared⁷?

Yes No

Comment The general overview of the National Qualifications Framework was elaborated in Autumn 2007. The draft was posted on the official website (<http://mes.gov.ge/upload/editor/file/Boloniis%20Procesi/NQF-%20GE%20-%202005.pdf>) of the Ministry of Education and Science of Georgia.

b) Does the framework or proposed framework include generic descriptors for each cycle based on learning outcomes and competences?

Yes No

Comment Dublin descriptors were taken as a basis for generic descriptors.

c) Does it include ECTS credit ranges for the first and second cycle?

Yes No

Comment

d) Has the NQF been nationally discussed with all stakeholders?

Yes No

Comment The draft was sent to the academic councils of all accredited HEIs. Special working group representing various stakeholders meet regularly to finalise the draft. Representatives of the HEIs, the Ministry of Education and Science of Georgia, National Education Accreditation Centre and NGOs participated in the elaboration of NQF.

If the answer to d) is No, please answer question e):

e) has a timetable been agreed for consultations with all stakeholders?

Yes No

Comment

If the answer to d) is Yes, please answer the following questions:

f) Are all formal arrangements/decisions for implementing the framework in place and have the necessary formal decisions for establishing the framework been taken?

Yes No

Comment NQF is implemented through a special program of the Ministry of Education and Science of Georgia. National NQF correspondent was nominated by

⁷ A national framework of qualifications compatible with the overarching framework of qualifications of the EHEA

the Ministry in 2008. The timeline for all arrangements including the self-certification process is envisaged by the programme. By 2009-2010 the draft will be finalised, approved and self-certified. A special EC funded ENPI Twinning project called "Capacity Enhancement for Implementing Bologna Action Lines in Georgia (CEIBAL)" envisages finalizing the self-certification process together with Germany in 2010.

g) How far has the implementation of the national qualifications framework progressed (***please tick one***)

- The framework is fully implemented. All qualifications have been added to the NQF through a QA procedure (e.g. accreditation)
- There is significant progress on implementing the framework
- The work of describing all qualifications in terms of learning outcomes and competencies has been completed
- There is a timetable for implementation and the work has started
- Work on implementing the framework has not yet started but a timetable for implementation has been agreed
- Work on implementing the framework has not yet started and there is no timetable for implementation

Comment Although NQF is not officially approved yet, the competences included in the framework are widely used by HEIs in the process of curriculum development.

h) What is the stage of progress on the self-certification of compatibility with the EHEA framework ?

Completed Started, but not yet completed Not yet started

Comment

i) Has the self-certification report been published?

Yes No

Comment

Please add any additional comments if necessary:

Comment On november 27-28, 2008 official Bologna Conference "Aligning National Against European Qualificatons Frameworks: the Principles of Self -certification was held' in Tbilisi in cooperation with the Council of Europe. Issues of self sertfication as well as other relevant topics had been discussed at the conference and relevant recommendations adopted. Georgian case was presented as a case study at the conference. Full information on the conference is posted on the Bologna official website www.bologna2009benelux.org/BolognaSeminars/Tbilisi2008.htm as well as on the website of the Ministry of Education and Science of Georgia.

http://mes.gov.ge/index.php?module=text&link_id=118&lang=eng

NATIONAL IMPLEMENTATION OF THE STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EHEA (ESG)⁸

9. Reviewing the QA system against the ESG⁹ and national support for implementation

a) Has your national QA system been reviewed against the ESG?

Yes No Not yet, but such a review is planned
(Please specify time) 25.11.08

b) If a review has been undertaken or is planned, please give further details of the review process.

National Education Accreditation Center operates in compliance with Standards and Guidelines for Quality Assurance in the European Higher Education Area. New mission-based statute of NEAC was submitted to the Ministry for consideration and approval. The National Education Accreditation Center's self assessment report is being prepared for membership to EQAR and ENQA. A German expert was invited to assist the Centre in preparing the self-assessment report.

c) If a review process has been undertaken, did it result in any of the following:

Stakeholder consultation on changes required to the national QA system?

Yes No

The introduction of specific financial or other incentives aimed at improving the internal quality assurance processes in institutions?

Yes No

If Yes, please give details of these incentives: The Ministry of Education and Science of Georgia in cooperation with the National Education Accreditation Centre implements a number of programmes and projects aiming at improving the internal QA system at HEIs. Such as University Curriculum Development Programme, Tuning project, CEIBAL, TEMPUS programmes etc.

• Other measures

Yes No

If Yes, please outline these measures The Law of Georgia on HE defines the status and responsibilities of QA services. According to the national legislation all state HEIs are obliged to establish and operate internal QA services (Art 25). Private HEIs are not obliged to have the service but it is the requirement for

⁸ <http://www.bologna2009benelux.org/documents/Standards-and-Guidelines-for-QA.pdf>

⁹ ESG - Standards and Guidelines for Quality Assurance in the European Higher Education Area

accreditation that self-assessment reports should be prepared by the services thus in all private HEIs the QA service is in place.

d) If incentives and/or other measures have been introduced with the aim of improving the internal quality assurance processes in institutions, has any evidence of the impact of these changes been gathered?

Yes No

If Yes, please give details of how evidence of the impact of the changes was gathered, and of the main outcomes that it demonstrates

In more than half of accredited HEIs the rules of elaborating study programmes and syllabi is developed, in 33% the unified forms for gathering student feedback is established, the rules for recognition of credits and mobility is still weakly regulated. In all HEIs the QA Services assist the academic staff in establishing the ECTS system, additional instructions had been developed in this direction. In some cases the information was not correctly interpreted by QA service representatives causing misleading of academic staff. According to the information provided by the focal points students regularly assess the programmes and study processes. In certain cases the evaluation results have become the reason for dismissal of academic staff.

According to HEIs in about 80% of HEIs the strategy for quality improvement do exist, however only half of them have posted the strategy on the web.

9.1. Internal quality assurance in higher education institutions

Describe the internal QA systems in place in your HEIs.

Quality assurance services at higher education institutions are established according to the law of Georgia on Higher Education with the purpose to ensure systematic evaluation of study and research activities of the higher education institution.

Functions of quality assurance services at public HEIs are clearly defined by the law on higher education. The same functions are carried out by the quality assurance services in private HEIs.

Number of QA service staff members range from 1-22. In 90% of HEIs quality assurance services have their statutes.

The main functions of quality assurance services at HEIs are: regulation of curriculum and syllabus design, elaboration of unified forms for conducting students surveys, credit recognition and mobility procedures, self assessment procedures for academic staff, ensuring favorable study environment. The QA Services provide assistance in establishing credit transfer and accumulation system through training programs or additional instructions.

Incentives for improving the quality of education and research exist in 70 % of HEIs, main emphasis is made on student rating- based bonus, less attention is paid to incentives for academic staff.

Please comment in particular on the following aspects, giving references to relevant websites:

a) How many HEIs have published a strategy for the continuous enhancement of quality?

All HEIs Most HEIs Some HEIs No HEIs

b) How many HEIs have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?

All HEIs Most HEIs Some HEIs No HEIs

Please describe what kind of arrangements are in place

62 % of HEIs have elaborated the following documents for overseeing study process: rules for approval of programmes and diplomas, monitoring, periodic review. Only four institutions do not have unified form of program design, two others don't have competence section, the rule for program approval does not exist only in one HEI.

c) How many HEIs have described their programmes in terms of learning outcomes?

All HEIs Most HEIs Some HEIs No HEIs

d) Are student assessments at HEIs designed to measure the achievement of the intended learning outcomes (based on published criteria) applied in a consistent way?

All HEIs Most HEIs Some HEIs No HEIs

Please describe how the above is achieved.

Establishment of ECTS system envisages measuring the achievement of students based on well-defined and widely accepted criteria. The syllabus must include student assessment criteria - as well as learning outcomes' section - this has been defined as the main criteria for obtaining institutional accreditation for HEIs. The main tools of measuring students workload and assessment are: students surveys (30%), analysis of achievement (13%), additional instructions elaborated (70%).

e) How many HEIs publish up to date, impartial and objective information about the programmes and awards offered?

All HEIs

Most HEIs

Some HEIs

No HEIs

Additional information if necessary Curricula and specific syllabi/program annotations should be published on the web-page of HEIs - this is the requirement for institutional accreditation. 84 % of HEIs have posted their programmes on their web-sites, though their scope differs according to the institutions. Besides, relevant information on results of research conducted by quality assurance services is published periodically on the web-sites of the universities. Recently National Education Accreditation Centre conducted evaluation of HEIs self assessment reports. It is mandatory to ensure publicity of the results.

10. Stage of development of external quality assurance system

Describe the external quality assurance system operating in your country.

Please include:

a) the stage of implementation of your external quality assurance system

National Education Accreditation Center is in charge of implementing external quality assurance system. As of november 2008 the following steps had been taken:

- Two stages of institutional accreditation of HEIs completed(2006-2007)
- Accreditation of all professional HE programmes held
- Analysis of annual self assesemt reports of HEIs underway. Results had been presented on the national congress of universities by the end of December, 2008.
- New criteria for institutional accreditation are elaborated
- Conditions for program accreditation of regulated professions are being prepared

b) does your external quality assurance system operate at a national level;

Yes No

If **No**, please specify:

c) does your external quality assurance system cover all higher education¹⁰

Yes No

If No, please specify which types of institutions or programmes are not covered by your external quality assurance system:

d) which of the following elements are included in your external quality assurance system:

- | | | |
|--------------------------|---|-----------------------------|
| - self-assessment report | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| - external review | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| - publication of results | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| - follow-up procedures | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |

e) has a peer review of the national agency(ies) according to the Standards and Guidelines for QA in the EHEA already taken place

Yes No

If **No** is there a date set for the review? Yes (please specify date 25.11.08) No

¹⁰ Higher education: all types of courses of study or sets of courses of study, training or training for research at the post secondary level which are recognised by the relevant authorities as belonging to a country's higher education system.

11. Level of student participation

From the following, please indicate all aspects of quality assurance in which students are involved:

- a) in governance of national agencies for QA. Yes No In some cases
- b) as full members in external review teams Yes No In some cases
- c) as observers in external review teams Yes No In some cases
- d) as part of the decision making process for external reviews Yes No In some cases
- e) in the consultation process during external reviews (eg arrangements for external reviewers to consult with students) Yes No In some cases
- f) in internal quality assurance (e.g. periodic review of programmes) Yes No In some cases
- g) in preparation of self-assessment reports. Yes No In some cases
- h) in follow-up procedures: Yes No In some cases

*Please add any additional comments, especially if students are **not** involved in any of the aspects:*

- a) The Council of National Education Accreditation Center includes the student representative
- c) Students are not involved as observers in external review as position of observers in external review is not envisaged by statute of National Education Accreditation Center.
- Students regularly participate in assessment of programs, study process and academic staff.

12. Level of international participation

In which of the following is there international participation in quality assurance

- a) the governance of national agencies for quality assurance Yes No In some cases
- b) the external evaluation of national quality assurance agencies Yes No In some cases
- c) teams for external review of institutions or programmes, either as members or observers Yes No In some cases
- d) membership of ENQA Yes No In some cases
- e) membership of any other international network Yes No If **Yes**, please specify:

Georgia became the governmental member of the European Quality Assurance Register (EQAR) in 2008

Please add any additional comments, especially if there is no international involvement in any of the aspects:

Participation of foreign experts is planned from 2009 through Twinning and USAID projects in 2009-2011. Membership of ENQA (the European Association for Quality Assurance in Higher Education) is planned by the end of 2009.

RECOGNITION OF DEGREES AND STUDY PERIODS

13. Stage of implementation of Diploma Supplement

Describe the stage of implementation of the Diploma Supplement in your country. Please include the percentage of all students graduating in 2009 who will receive a Diploma Supplement (if less than 100%, please explain)

According to current legislation it is mandatory for all HEIs to issue a diploma on completion of each education cycle together with a standard supplement. Respective Decree and sample of the diploma supplemented is posted on the official web-site of the ministry (www.mes.gov.ge) . Currently all HEIs issue diploma supplement free of charge. Some of them in terms of their autonomy do not issue diploma supplement automatically but upon request. No accurate statistical data is available about the percentage of graduates receiving DS in 2009. All students are entitled to acquire it, thus presumably 100% of graduates will receive it.

a) Is the Diploma Supplement issued to students graduating from:

- 1st cycle programmes Yes No
- 2nd cycle programmes Yes No
- 3rd cycle programmes Yes No
- remaining "old type" programmes Yes No Not applicable
- short higher education programmes Yes No Not applicable

b) which of the following apply to Diploma Supplements issued in your country:

- issued in a widely spoken European language Yes No
 - *please specify the language* English
- issued free of charge for a fee
- issued automatically on request
- corresponds to the EU/CoE/UNESCO Diploma Supplement format
- a national Diploma Supplement is used that is different from the EU/CoE/UNESCO Diploma Supplement format

13.1. Use of Diploma Supplement for recognition of qualifications

Please describe the way in which the Diploma Supplement is used for the recognition of foreign qualifications (or studies). Please comment in particular on the following aspects, giving references to any relevant websites and documents:

a) The Diploma Supplement is used as the reference document when admitting holders of foreign qualifications to the second and third cycles.

Yes No

Comment

b) Holders of foreign qualifications who present a Diploma Supplement in a widely spoken language do not have to provide official translations of their qualifications.

Yes No

Comment According to the Georgian Administrative Code official documents in public sector should be processed in state language. Therefore DS issued in foreign language must be presented with official translation.

c) Holders of foreign qualifications who present a Diploma Supplement in a widely spoken language do not need to prove through other documents the validity of the qualifications in the awarding country (for further studies or employment in the non-regulated part of the labour market).

Yes No

Comment

d) Specific action has been taken at a National and Institutional level to enhance the use of the Diploma Supplement as a communication tool towards the labour market

Yes No

Comment

14. National implementation of the principles of the Lisbon Recognition Convention

Describe the stage of implementation of the main principles and later supplementary documents¹¹ of the Lisbon Recognition Convention.

a) Does appropriate legislation comply with the Lisbon Convention?

Yes No

If Yes, please demonstrate how it is achieved: Recognition of education documents in Georgia is regulated by the Law of Georgia on Higher Education (Clause 1. Art. 50): The recognition of study programs taken in a foreign higher education institution and the results of academic achievement shall take place if the compatibility of such programmes with the Georgian HEIs study program is established.

b) Does appropriate legislation comply with the later Supplementary Documents:

i) Recommendation on the Criteria and Procedures for Recognition

Yes No

If Yes, please demonstrate how it is achieved: The Parliament of Georgia ratified LRC and its complementary documents in 1999. All HEIs in Georgia are obliged to follow the procedures as the international agreements stand above the national legislation in Georgia.

ii) Recommendation on the Recognition of Joint Degrees

Yes No

¹¹ Recommendation on the Criteria and Procedures for Recognition (2001); Recommendation on the Recognition of Joint Degrees (2004); Code of Good Practice in the Provision of Transnational Education (2001)

If Yes, please demonstrate how it is achieved: HEIs are autonomous and they can choose the procedures for recognition. Joint degrees had been regulated by law recently, presently there are no impeding obstacles for HEIs at National level to recognize joint degrees.

iii) Code of Good Practice in the Provision of Transnational Education

Yes No

If Yes, please demonstrate how it is achieved:

c) which of the following principles are applied in practice

i) applicants' right to fair assessment

Yes No

If Yes, please describe how it is ensured at national and institutional level
Ensured by the National legislation

ii) recognition if no substantial differences can be proven

Yes No

If Yes, please describe how it is ensured at national and institutional level

lii) demonstration of substantial differences, where recognition is not granted

Yes No

If Yes, please describe how it is ensured at national and institutional level

iv) provision of information about your country's HE programmes and institutions

Yes No

If Yes, please describe how it is done in practice The information is provided in the DS as well as by the Georgian ENIC. Majority of HEIs have the information about the programmes and institutions posted on the webpage.

v) do you have a fully operational ENIC

Yes No

If Yes, please describe the role of your ENIC in recognition and information provision a) nationally and b) internationally **National Education Accreditation Center which represents Georgian ENIC is responsible for assesment of equivalence and authenticity of education documents prior to their recognition by Higher Education Institutions.**

d) As additional information, please describe any actions to implement fully the Convention and the later Supplementary Documents.

The Twinning CEIBAL project envisages elaboration of practical manual for HEIs to ensure smooth implementation of LRC and its supplementary documents and to assist HEIs in recognition process.

15. Stage of implementation of ECTS¹²

Describe the implementation of ECTS in your country.

- a) Please include the percentage of the total number of higher education programmes¹³ in which all programme components are linked with ECTS credits
- 100% 75-99% 50-75% <50%

Decree of the minister #3 (05.01.2007) explains in detail the rules for establishing and using ECTS. Establishment of ECTS system is one of the main requirements for institutional accreditation in 2006. Presently in 100% of accredited HEIs the ECTS system is established.

- b) Are ECTS credits linked with learning outcomes¹⁴ in your country? Please tick one:

No In some programmes In the majority of programmes
In all programmes

- c) If you use credit system other than ECTS, please give details of your national credit system:

i) is it compatible with ECTS? Yes No

ii) what is the ratio between national and ECTS credits?

- d) Are you taking any action to improve understanding of learning outcomes?

Yes No

If Yes, please explain: The series of trainings to improve understanding of learning outcomes had been conducted within the framework of University Curriculum Development Program and Tuning project of the Ministry of Education and Science of Georgia. Also, non-governmental organizations in cooperation with international partners conducted trainings at HEIs independently with the assistance of internal QA services.

¹² Please refer to definitions in the ECTS User's guide,
http://ec.europa.eu/education/programmes/socrates/ects/guide_en.html

¹³ Except doctoral studies

¹⁴ Clarification: Learning outcomes in the form of knowledge, skills and competences are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired

e) Are you taking any actions to improve measurement and checking of student workload?

Yes No

If Yes, please explain: Measuring student workload and assessment process is achieved differently in different HEIs. e.g. 30% of HEIs consider student testing/examining as a major means for assessing and checking student workload; 13% identified analysis of academic success; in 7% additional definitions and instructions had been elaborated.

Majority of students and staff support multi-component checking system since it enables more impartial assessment process. However, in frequent cases such assessment causes problems with balancing different components and attaching different weight to different aspects, thus diminishing the motivation of students.

f) Are you taking any actions to assist HE staff or other stakeholders in applying ECTS.

Yes No

If Yes, please explain: In 2008 several training seminars had been held in accredited HEIs of Georgia about how to apply ECTS. Also Tuning project and curriculum development programme of the Ministry assist HEIs in understanding and applying ECTS.

LIFELONG LEARNING

16. Recognition of prior learning

Describe the measures in place to recognise prior learning (RPL), including non-formal and informal learning (for example learning gained in the workplace or in the community).

a) Do you have nationally established procedures in place to assess RPL as a basis for access to HE programmes?

Yes No

If Yes, please specify: Universities are free to assess the PRL. NEAC acts as an official institution at national level in charge of assessing PRL for access to HE programmes.

b) Do you have nationally established RPL procedures in place to allocate credits towards a qualification?

Yes No

If Yes, please specify: According to the Minister's Decree #120 (16.02.2007) "credits acquired by the person in terms of programmes of HEI which are accredited according to the current legislation, prior to his admission to the institution, can be recognized by the institution where person continues or starts studying."

c) Do you have nationally established RPL procedures in place to allocate credits for exemption from some programme requirements?

Yes No

If Yes, please specify:

Passing the Unified National Admission Exams is the only precondition for admission to higher education degree programmes. According to Decree N120 (16.02.2007) of the Minister of Education and Science of Georgia, credits accumulated by a person at an accredited HEI before being enrolled at another HEI may be recognised by the HEI where the person continues or starts studying. Mobility of students among universities is regulated by this rules. HEIs have their own procedures that define the compatibility of competences with concrete educational programmes and accordingly they may recognise or allocate credits.

d) To what extent are any such procedures applied in practice?

Comprehensively Some A little None

Please describe the current situation: see above

17. Flexible learning paths

Describe legislative and other measures taken by your country to create opportunities for flexible learning paths in higher education, to encourage participation by under-represented groups.

According to the Law of Georgia on HE (article 43) student has a right to choose study program and take part in development of individual study program. Currently 10 % of HEIs have individual educational programs. More than 90 % have selective (optional) subjects, 60 % selective (optional) modules. With regard to curriculum design students can determine on their own the content and profile of their studies. This is facilitated by modular and major/minor-based structure of curricula.

Higher professional education programmes are short cycle of bachelor programs - and lead to the degree of a certified specialist (120-180 credits). Admission procedures to higher professional education programs are simpler - solely on the basis of General Aptitude Tests (Unified National Admission Exams). Transfer to respective level of bachelor program is possible after having passed the Unified National Admission Exams.

a) Are there specific measures in place to promote flexible learning paths within the national qualifications framework?

Yes No

Please add appropriate comments to describe the current situation

National Qualification framework envisage short cycles the so called higher professional education level that form the basis for flexible learning paths. See above.

b) Are there any measures to support HE staff in establishing flexible learning paths?

Yes No

Please add appropriate comments to describe the current situation

HEIS are autonomous in establishing flexible learning paths. They independently determine the measures to support the staff development. The Ministry assists HEIs through curriculum development and Tuning programmes. Also, Bologna promoters assist them through training seminars and individual consultations. Twinning CEIBAL project envisages comprehensive training of university staff and students since 2009. 12 HEIs already have the higher professional education programs - elaborated in cooperation with the ministry and NEAC.

c) Is there flexibility in entry requirements aimed at widening participation?

Yes No

Please add comments to describe the current situation and, where appropriate, differences between the three Bologna cycles

Tests of Unified National Admission Exams are also provided on the native languages of national minorities. In 2006-2007 a special preparatory courses for socially disadvantaged entrants was funded by the state. The programme is temporarily stopped by now.

d) Are there any flexible delivery methods to meet the needs of diverse groups of learners

Yes No

Please add comments to describe the current situation and, where appropriate, differences between different Bologna cycle

The following additional procedures exist for ensuring maximum participation of diverse groups of learners:

- At the level of access: Admission tests in languages of national minorities
- At the level of curriculum: Selective subjects (in 90% of HEIs), (selective) modules (in 60% of HEIs), major/minor degree structure, individual study programmes (in 10% of HEIs);
- At the level of financing: bank loans, state programs of social aid

e) Are there modular structures of programmes to facilitate greater participation?

Yes No

Please add comments to describe the current situation and, where appropriate, differences between different Bologna cycle See above

f) If possible, please provide any statistics on the results of measures taken to create opportunities for flexible learning paths in higher education, to encourage participation by under-represented groups,

National minorities are represented in 90 % of HEIs. They constitute 4,3 % of total number of students (exceed 10% in two HEIs "Gorgasali", "Akhalkalaki College") For socially unprotected students special aid programmes are implemented. Main sources are provided by MoES, local governments, banks, universities and students self-governance bodies. Total number of beneficiary students is about 1868 (9%). Besides social assistance program for under-represented groups of students exist based on the following criteria: students from conflict regions, internally displaced persons, students from higher mountainous regions, descendants of persons deported from Samtskhe-javakheti by communist regime etc.)

JOINT DEGREES

18. Establishment and recognition of joint degrees¹⁵

a) Describe the legislative position on joint degrees in your country.

Are joint degrees specifically mentioned in legislation?

Yes No

Does the legislation fully allow:

i) establishing joint programmes?

Yes No

If No please explain what are the obstacles

ii) awarding joint degrees?

Yes No

If No please explain what are the obstacles

b) Please give an estimate of the percentage of institutions in your country which are involved in

i) joint degrees

75-100% 50-75% 25-50% 1-25% 0%

ii) joint programmes

¹⁵ A *joint degree* is a single degree certificate awarded by two or more institutions, where the single degree certificate is valid without being supplemented by any additional national degree certificate.

75-100% 50-75% 25-50% 1-25% 0%

c) What is the level of joint degree/ programme cooperation in your country

In the first cycle?	None <input type="checkbox"/>	Little <input checked="" type="checkbox"/>	Widespread <input type="checkbox"/>
In the second cycle?	None <input type="checkbox"/>	Little <input checked="" type="checkbox"/>	Widespread <input type="checkbox"/>
In the third cycle?	None <input type="checkbox"/>	Little <input checked="" type="checkbox"/>	Widespread <input type="checkbox"/>

d) In which subject areas/disciplines is joint degree/programme co-operation most widespread (please list if possible)?

Business, Law, Pharmacy, Applied Biology, Medicine, European Studies, European research, American studies, Economics, German Studies, Industry, Romanist, Banking, Air trans exploitation, Social worker, Philosophy

e) Estimate the number of joint programmes in your country

Around 51 joint programmes

f) Describe any actions being taken to encourage or allow joint programmes.

According to recently introduced amendment to the law of Georgia on Higher Education HEIs , including the HEIs from abroad may implement BA, MA and doctoral joint degree programmes in all areas of study.

Universities take encouraging measures independently within their autonomy. The following types of encouraging measures exist:

Financial support (in 4% of HEIs)
Creating Technical Conditions (4%);
International Agreements (31%);
Exchange programs, conferences (17%);
External expertise of programmes (9%)

g) Are there any specific support systems for students to encourage joint degree cooperation?

See above.

MOBILITY

19. Removing obstacles to student and staff mobility

a) What measures have been taken by your country both at governmental and institutional level to enhance student and staff mobility and overcome main obstacles?

By the initiative of the Ministry of Education and Science of Georgia amendments had been introduced to the law of Georgia on higher education in 2008. According to these amendment, a citizen of foreign country alongside with persons without citizenship, also citizens of Georgia living abroad at least for 3 years who have obtained complete general education or equivalent to it or those who study in accredited HEIs abroad may enter HEIs in Georgia without passing

Unified National Admission Exams, but through the rules established by the Ministry of Education and Science of Georgia and NEAC. This amendment will significantly facilitate access to HE for citizens living abroad.

At institutional level HEIs establish bilateral or multilateral cooperation with foreign HEIs envisaging mobility schemes. 65 % of HEIs take measures to ensure mobility of students and academic staff. 60% of HEIs provide financial support to students and academic staff, 30% provide accommodation. Among other supporting measures, the HEIs outlined: providing information to students and staff on mobility opportunities, intensive foreign language courses, official agreements signed with partner universities and scientific-research centers, exchange programmes for students and academic staff, student's joint conferences, membership to international higher education networks.

b) Have arrangements for visas, residence and work permits been amended to enhance student and staff mobility?

Yes No

Please add appropriate comments to describe the current situation:

In Georgia there are no visa or other kind of obstacles for European students and staff . For EU citizens there is a visa-free regime.

As a result of intensive diplomatic effort between Georgia and the EU decision from the EU side was made to start negotiations on Visa Facilitation Agreement. The government of Georgia elaborated a list of categories to be included in the Visa Facilitation Agreement. The list include students, researchers and staff and it was sent in advance in November 2008.

c) Is there financial support for national and foreign mobile students and staff?

Yes No

Please add appropriate comments to describe the current situation:

The President of Georgia initiated a graduate student support scheme that is administered by the Development and Reforms Fund (www.drf.org.ge). The programme envisages financing MA studies at leading universities abroad. The programme was launched in 2005 and in 2007-2008 about 90-160 Georgian master students got the financing for studies abroad from 2 mln GEL earmarked for the programme. The programme mostly covers the following fields: Law, Business Administration, Economics, International Relations, Architecture, Urban Management, Media and Communications, Public Administration.

Since 2008 by the initiative of the government of Georgia, the Ministry of Education and Science of Georgia together with the 5 local private banks launched subsidized graduate student loan program to study abroad. The loan is given without loan security for 3 years grace period, for 10 years repayment period 9% interest rate annually. 60 students could continue studies at MA level at European and American HEIs mainly in Business Administration, Finances and Law. The annual budget for the programme is 6 mln GEL, half of which was allocated from the Budget of the Ministry of Education and Science of Georgia and the other half by the leading banks. After 6 months since the programme started up to 2,5,mln GEL was spent for 60 students. The government is planning to increase the program budget for the next 4 years by approximately 20% each year.

Since 2009 the US Embassy in Georgia launches 3 -year programme together with the Ministry of Education and Science of Georgia . One of the goals of the programme is to send post docs to the leading US universities with the purpose to pursue research activities. The government co-finances the programme with a total budget of 100 000\$.

International and donor organizations also play an important role in providing financial support to national and foreign students and staff through different mobility schemes and exchange programmes. They are:

- Junior Faculty Development Program (JFDP)
- Bureau of Educational and Cultural Affairs (ECA) of the U.S. Department of State
- WHO
- EC Erasmus Mundus and Erasmus Mundus External Cooperation Windows (LOT 5)
- Open Society Georgia Foundation
- Georgia “ FDF Programme
- Irish Aid
- TEMPUS
- DAAD

- Fullbright Programme
 - British Council
 - IREX
 - American Council
 - EC project(TACIS): „Institute of European Studies" International Education Centre
 - UN Development Fund
 - World Bank Project "International School of Economics"
 - USAID
- etc.

d) Are study periods taken abroad recognised?

Yes No

Please add appropriate comments to describe the current situation: Study period spent abroad i.e. accumulated credits are recognized by all HEIs within their autonomy once the authenticity of educational credentials is attested by the Georgian ENIC/NEAC. Leading HEIs have already elaborated their internal procedures.

e) Is there accommodation for mobile students and staff?

Yes No

Please add appropriate comments to describe the current situation:
About 30% of HEIs provide accommodation for students and staff. In most cases international students and academic staff resolve accommodation issue individually. Some of the universities (Tbilisi State Medical University) have accommodations for students, but they are mainly used by internally displaced persons. Several private universities started building student dormitories. The state plans to build student and staff dormitories within the framework of the programme "Knowledge City". The programme starts in 2009.

f) Have any measures been taken to increase outward student and staff mobility?

Yes No

Please add appropriate comments to describe the current situation: See above p.32- 33.

20. Portability of loans and grants

a) Are portable grants available in your country?

Yes No

If No, describe any measures being taken to increase the portability of grants.

One reason for not having the portability grants in Georgia is timing. The country has joined the Bologna process in 2005. Therefore, there was very little time for policy makers to think over the pros and cons of the portability. Currently, the MoES is planning to revise its funding policy. One of the issues will be the grant and loan portability.

Another reason is equity concern. Currently, the amount of merit-based grant awarded to undergraduate students is limited to about USD 900, which is of little help for student enrolled at foreign universities. One possible solution could be increasing the grant amount for all students awarded merit-based scholarships. However, the government spending on education would not allow a very significant increase. Another way of addressing the issue could be offering larger merit-scholarships for those enrolled at foreign universities. However, students who typically get sits at foreign universities are from families in 10th percentile of income distribution. They go to expensive private schools where they are taught in English. Therefore, the government will need to think of more fair policy that would encourage students study abroad but would not negatively affect equity.

b) Are portable loans available in your country?

Yes No

If No, describe any measures being taken to increase the portability of loans. The Ministry of Education and Science of Georgia in cooperation with UNESCO and local higher educational institutions will carry out Georgian Higher Education Financing Policy Research. The overall goal of the research is to align the higher education financing policy with the country's national development goals. Specific objectives are: 1. Develop policy recommendations on state policy on merit-based and need-based scholarships; 2. Provide policy options for setting tuition ceilings and introducing program-linked fees; 3. Offer policy recommendations on the state role in providing undergraduate and graduate student loans; 4. Develop policy recommendations on financing master's and doctoral program students. Also, in 2009 the Ministry will conduct a separate comprehensive research on loan system in Georgia to identify concrete gaps and shortcomings of the system with the ultimate goal to improve the system and approximate with internationally recognised standards.

THE ATTRACTIVENESS OF THE EHEA AND COOPERATION WITH OTHER PARTS OF THE WORLD

21. Implementation of strategy

a) Describe any measures being taken by your country to implement the strategy "European Higher Education in a Global Setting"

The Ministry of Education and Science of Georgia cooperates with countries outside the Bologna Process through bilateral agreements and international projects. Georgia has cooperation programmes with the US, Japan, China, Israel,

Iran etc. In 2008 the Ministry planned to elaborate "The Strategy for International Cooperation" that would envisage all the main directions and recommendations of the strategy "European Higher Education in a Global Setting". Unfortunately, due to the August events in Georgia, the budget of the Ministry was curtailed and many activities could not be implemented including the strategy. Elaboration of the strategy was postponed for the year 2009.

b) What has your country done to:

i) improve information on the EHEA outside Europe?

Facilitating implementation of the Bologna Process requirements is a prerequisite for establishing the bilateral cooperation in higher education with countries outside Europe. In all agreements and negotiations promoting Bologna Process is a major topic for discussion.

ii) promote European higher education, enhance its world-wide attractiveness and competitiveness?

See above.

iii) strengthen cooperation based on partnership in higher education?

See above.

iv) intensify policy dialogue with partners from other world regions?

Georgia supports persistent interest of many countries outside the Bologna Process and assists them in obtaining the possibility to participate in the Process.

v) improve recognition of qualifications with other world regions?

Each case is first reviewed by Georgian ENIC/NEAC and then by higher education institutions individually. In Georgian universities the number of students from outside Bologna Process is quite high. Students arrive from India, Pakistan, South America etc.

c) What measures have been taken in your country to implement the *OECD/UNESCO Guidelines for Quality Provision in Cross-border Higher Education*? Please describe.

In 2006 independent National Education Accreditation Centre was established. The Centre actively cooperates with countries globally and acts as Georgian ENIC. The specialities in Georgia are adjusted to the UNESCO classifier and was approved by the Ministerial decree. The NQF to be adopted in 2009-2010 will incorporate all qualifications issued in Georgia.

d) Are the OECD/UNESCO Guidelines for Quality Provision in Cross-border Higher Education applied to

i) cross-border provision of your education programmes?

Yes No

If Yes please explain in what ways the guidelines are applied

ii) incoming higher education provision?

Yes No

If Yes please explain in what ways the guidelines are applied

FUTURE CHALLENGES

22. Main challenges for higher education

Give an indication of the main challenges ahead for higher education and the Bologna Process in your country in the short and long term.

The Challenges related to the implementation of the Bologna Process may be divided into several subgroups:

1. The limited time to implement the reforms and accordingly, very rapid pace of introducing the Bologna principles. Officially, Georgia became the part of the Bologna Process in May, 2005 (although basic requirements of the Bologna Process had been reflected in the Law of Georgia on Higher Education earlier in 2004). In comparison to other countries Georgia started implementing reforms at a later stage with harder starting conditions whilst the timeline for achieving the goals is the same for everyone;

2. Not all stakeholders have understood thoroughly the essence of the Bologna Process - even today many of them have very general information about implications of the Bologna Process. For example majority of university professors still do not fully realize the core essence and major goals of the Process although they possess the methodology, e.g. on how to introduce the ECTS system, but they do it in formal way. Many of them wrongly interlink implementation of the Bologna process with such sensitive issues as e.g. reducing the university staff. The information about the Bologna Process is still top-down while still much needs to be done at grassroots level;

3. Lack of resources - both financial and intellectual. Experts underline the lack of educational managers, who will undertake implementation of the Bologna reforms

at university level. Lack of financial resources provokes non-competitive environment - universities can hardly attract highly qualified specialists that is respectively reflected on the quality of teaching and research;

4. Lack of information about the higher education system of Georgia and consequently, lack of trust from European colleagues ;

4. Low level involvement of social partners: existing gap between academic and professional worlds; lack of horizontal links between universities;

Perspectives for implementing Bologna Process in Georgia

Clearly formulated priorities and implementation of well-defined action plan is a precondition for successful implementation of the Bologna Process in Georgia. Apart from sufficient financial resources, it is necessary to raise awareness of all stakeholders implying not only providing information but also fully understanding the process.

Respondents of the survey identified several action lines for successful implementation of the Bologna Process:

1. Elaboration of Higher Education Strategy and clearly defining vertical and horizontal links;

2. Intensive cooperation with the European counterparts: internationalization of processes, namely:

- Increasing the quality of involvement of foreign professors in educational processes;

- _ Elaborating joint programmes;

- Implementing joint research projects;

- Participation of international experts in quality assurance issues;

- Increasing mobility of students and staff in both directions;

- Implementing programme accreditation as a guarantee for quality higher education

Concluding Remarks

Alongside with the existing challenges and difficulties significant progress has already been achieved: the existing legislation creates solid basis for implementing all the action lines of the Bologna Process; 3-cycle degree system is introduced in all HEIs of Georgia; In all HEIs student workload is calculated in terms of ECTS at BA and MA levels and in majority of HEIs at doctoral level; Diploma Supplement is issued. It is necessary to elaborate detailed mechanisms for granting joint degrees and improve the procedures for recognition of learning periods.

Also, there are explicit problems in effective implementation of the Bologna principles: HEIs follow the requirements; introduce new mechanisms but there are very rare cases of comprehending thoroughly the necessity of these changes, at least majority of stakeholders could not explain why they are introducing these changes. The impression is created that Bologna principles are implemented by HEIs mostly because they are vital for institutional accreditation. External provisions and formal rules are kept but the process lacks essential comprehension and real quality control mechanisms.

Universities should become more autonomous in elaborating quality enhancement strategies and in implementing them. At this stage they still expect instructions from the Ministry. The process is not bottom-up yet. In the process of external quality assurance the involvement of social partners and other stakeholders should increase;

At this stage student self-governance is less effective, there are no rectors and professors associations, there is lack of dialogue between HEIs, peer review mechanism is still under-developed, horizontal contacts should become really effective and the process of involvement of all stakeholders should become transparent.

The study programmes mostly do not reflect the labour market requirements - partly because the dialogue with the professional side is less effective, partly because the professional side in its part can not clearly formulate its needs. The links between the academic and professional worlds should increase;

There is less work towards career planning and guidance - HEIs do not work with their potential students in this direction and entrants possess insufficient information about programmes and employment perspectives. Consequently, students concentrate in one or two field areas;

HEIs still do not have well-formulated missions and visions. The research potential at HEIs should be significantly improved.

Significant steps should be taken towards internationalization of quality improvement processes (both at institutional and national levels). At this stage it is crucial that NEAC becomes the member of EQAR and ENQA. Involvement of foreign experts in internal quality provision processes (at institutional level) will also significantly contribute to increasing transparency and trust towards higher education system of Georgia;

PART II

TEMPLATE for NATIONAL STRATEGIES on THE SOCIAL DIMENSION of THE BOLOGNA PROCESS

Practical instruction

The answers to this questionnaire will be included in the general national report on the implementation of the Bologna Process and reach the Bologna Secretariat (e-mail: secr@bologna2009benelux.org) by November 1, 2008. **Please do not exceed the length of 10 pages for the national strategy on social dimension.**

The questions in Annex C are not included in the questionnaire itself but are to be considered as reference material which could facilitate the drafting of the information on the national strategy.

I. Definition of the Social Dimension in the London Communiqué

“We strive for the societal goal that the student body entering, participating in and completing higher education should reflect the diversity of our populations. We therefore pledge to take action to widen participation at all levels on the basis of equal opportunity.”

II. AS IS SITUATION (Current state of affairs)

1. Which groups in society are still underrepresented in your national higher education system? What are the main obstacles to participative equity in terms of access and successful completion of studies?

In HE system of Georgia all groups of society are represented implying national composition, geographic and gender representation.

Introduction of Unified National Admission Exams (2005) in fact eradicated corruption that was the major obstacle for the access to HE. In 2005 formal free education was cancelled and the same year meritocratic and social grants programme was introduced. Both of them envisage full or partial payment of tuition fees. It should be noted that the grants are also issued to students willing to pursue studies at private HEIs. Since 2005 the meritocratic grants fully covered the tuition fees. Since 2006 the grants had been diversified into 100%, 70%, 50% and 30% grants that envisage covering by the state the percentage of tuition fee listed above. As a result of making the financing scheme more flexible, the number of grant holders doubled. If in 2005 the percentage of grant holders was 25%, in 2006 it increased to 42% and in 2007 to 51%.

Following groups are identified as underrepresented in national higher education system of Georgia and they receive state social grants:

1. Students from high mountainous regions and regions of ecological migration;
2. Students from conflict regions
3. Students representing ethnic minorities (Azeris, Armenians);
4. Children of the persons who died or were lost in the war for territorial integrity;

5. Descendents of person deported from Samtskhe-Javakheti region by communist regime;
6. Orphans and children from large families (with 4 or more children);
7. Students from families with socially unprotected status.

National minorities are represented in 90% of HEIs. From total student population they constitute about 4,3%. Only in one HEI the share of minorities is above 10%, the picture is the same in state and private HEIs.

Student financial arrears are described as least problematic by HEIs. Half of HEIs do not have expelled students for financial arrears. The total number of expelled students ranges up to 5% from the total student population, the average number is 3%. Only in one HEI the number of expelled students constitutes 26% of total student number .

Financial problem - In a number of cases entrants are obliged to choose less desirable HEI only because they can afford studying there. At the same time the bank loan system has developed in the state that ensures funding study periods.

2. Please describe what measures your Government is taking to increase the representation of the groups identified in the question above. Please refer to the possible actions listed in the Bologna Working Group report on the Social Dimension and Mobility (see Annexes A and B to this document).

In order to increase the representation of the groups mentioned above Government has taken the following steps:

- Unified National Admission Exams had been introduced from 2005 as a transparent and meritocratic procedure of students' admission to higher education institutions.
- The Unified National Admission Exams envisage the interests of national minorities - the exam tests are available in languages of national minorities living in Georgia - in Russian, Armenian, Azerbaijani, Ossetian and Abkhaz languages.
- State grants and new financing system "money follows student" model was introduced.
 - In order to achieve higher level of participation and social equity state grants were given to students based only on General Aptitude Test (GAT) results.
- Social Program for financial assistance of students enrolled in higher education institutions. The program is implemented since 2005 (in compliance with the Government Decree) and aims to support entrants representing various

social groups, who have passed unified exams successfully despite severe economic and social conditions, but have not obtained state grants or gained only partial state financing. Since 2005 390 000 GEL was allocated annually from the state budget for this initiative. In 2008 financing of the programme increased to 650 000 GEL, in order to include students of higher professional education programs. According to the terms of the programme students of HEIs studying at academic (bachelors) as well as professional education programs (three years) are eligible to apply for financing. Due to the events that took place in Georgia in August 2008 additionally 800 000 GEL was allocated for students from occupied territories.

- A Program “Preparing for the Unified National University Entrance Examinations” was implemented since 2005. According to the decision of the Ministry of Education and Science of Georgia in order to provide equal conditions for all the entrants of different social groups and regions certain special measures had been taken in advance. For some entrants the Ministry of Education and Science of Georgia implemented a special program called "Preparing for the Unified National Admission Exams". Preparatory courses had been conducted at accredited HEIs (Tbilisi State University, Tbilisi State Medical University, Shota Rustaveli State University (Batumi), Gori State University, Tskhinvali State University, Telavi State University). According to the terms of the program universities have obligation to provide appropriate teaching standards, qualified teachers and curriculum in order to enable students acquire knowledge of academic disciplines needed to pass unified national exams. These disciplines are: Georgian Language and Literature, Foreign Languages, General Aptitude Tests, History and Social Sciences, Natural Sciences, Mathematics.

- The new amendment to the law envisages recognition of education received on the territory occupied by russian armed forces and the possibility of financing higher education for citizens living on the occupied territories. Also, the possibilities of facilitating transferring Georgian citizens studying at HEIs of Russian Federation to accredited HEIs of Georgia.

3. Describe what measures are being taken by the Government to help students complete their studies without obstacles related to their social or economic

background. Again, please refer to the possible actions listed in the Bologna Working Group report on the Social Dimension and Mobility (see Annexes A and B to this document). Please indicate whether the measures apply to all students or only to certain levels or types of higher education institutions.

Socially disadvantaged students mostly receive financing at BA level, however for internally displaced persons and for those living in conflict regions the state assistance is given to all three levels. The major sources of assistance for social programmes are : The Ministry of Education and Science of Georgia, The City Hall, The Banks, Universities and student self-governance. The number of beneficiaries within social programmes is about 1868 (about 4% of total student population), although this number may be incorrect since one student may benefit from different social programmes.

Since 2006 as a result of intensive dialogue of the Ministry of Education and Science of Georgia with the local banks, student loans are being issued by the banks with 14%-18% interest rate. In 2007 five banks issued loans to 5500 students and the total amount of loans reached 6 million GEL.

In 2009 it was envisaged to increase state financing for all three cycles. The state financing for master's and doctoral level had to be introduced for the first time in 2009. For MA level 1,2 mln was already introduced in the budget. Unfortunately, due to the new urgent needs (mainly social assistance to IDPs) after the Russian intervention the state financing for MA and doctoral level was postponed for 2010.

Specific provisions in national legislation and programmes are aimed at helping students complete their studies.

Legislation

According to the law of Georgia on Higher Education (article 43. Clause 12) student's status can be terminated upon the completion of a relevant education programme or in any other cases envisaged by a higher education institutions charter.

According to the recent amendments to the Statute on Unified National Admission Exams the procedures for restoring students who have dropped out due to the non-payment of tuition fees was simplified (prior to amendments passing Unified National Admission Exams was mandatory).

Amendment to the Law on Higher Education was introduced facilitating transfer of students (citizens of Georgia) studying abroad and permitting them to be admitted to the accredited HEIs of Georgia without passing Unified National Admission Exams. This will be especially important for students studying in Russian Federation and willing to pursue their studies in Georgia.

Student Loan System

In order to increase access to higher education programs student loans system was introduced by the Ministry of Education and Science of Georgia in close cooperation with four leading Georgian banks .

"A Door to Knowledge" Program launched in 2008 is a joint venture of the Ministry of Education and Science of Georgia and leading Georgian banks. The program envisages providing students with loans to finance their Master studies abroad. Due to a financial contribution of Georgian government to the programme, the interest rate decreased and the grace period increased.

The loans are provided on the following conditions:

- 9% annual interest rate;
- Repayment of the loan over a ten year period;
- grace period of 3 years.

Students' accommodation

In order to help students complete their studies several HEIs provide accommodation at university campus for the special groups of students; due to the recent events that took place in Georgia preference is given to students from occupied territories.

4. Does your country have statistical and/or other research evidence at disposal to underpin the identification of underrepresented groups and the main obstacles to participative equity (see Q 1) ? If yes, please specify. Or are regular student survey organised with the aim to provide data concerning the social dimension?

At this stage only data on specific groups which have already received special assistance within social programs administered by the Ministry of Education and Science is available.

Namely, in 2005-2008 years within the framework of the program grants were allocated to students of the following categories:

Students from high mountainous regions and regions of ecological migration	514
Students from conflict regions	282
National minorities	54
Children of the person who died or were lost in war for territorial integrity	96
Descendents of persons deported from Samtskhe-Javakheti region by communist regime	7
Orphans and children from large families (with 4 or more children)	25

Students from socially and economically disadvantaged families (with unprotected status) 38

Total 1016

Also, a special survey for stocktaking report was conducted by the initiative of the Ministry of Education and Science of Georgia in Autumn 2008 that identified specific needs and achievements on social dimension in Georgia.

III. PROCESS TOWARDS A MORE INCLUSIVE HIGHER EDUCATION SYSTEM (strategy for the future)

5. How do you plan to tackle the challenges identified under Q 1 in the near future (2008-2010)?

(a) Which concrete goals do you want to achieve?

a) Equal access to quality education for all is identified as one of the priorities by the Government of Georgia in 2009-2012 (Basic Data and Directions of the Government of Georgia). To achieve this goal the following measures will be taken:

- o Increased participation and civic integration of ethnic minorities in Georgian Education Area;
- o Increased possibilities for obtaining higher education for socially disadvantaged groups;
- o Widening access to Master's degree study programmes abroad

(b) What actions are planned for the different target group identified above to overcome the obstacles in access, participation and completion of studies by students? Please refer to Annex B and to the suggested approach outlined in the 2007 report from the Bologna Process Working Group on the Social Dimension and Mobility (Annex C to this document).

b) In accordance with the education priorities for 2009-2012, in order to ensure wider participation of the different social groups social grants programme for

representatives of national minorities and socially vulnerable groups will be maintained. In cooperation with partner banks programmes aimed at assisting Georgian students in obtaining Master's degree abroad (covering tuition and accommodation expenses of students) will be implemented (See details in National Report).

(c) is there a specific budget for these measures for underrepresented groups ? If yes, please provide details

Annual budget of the social assistance program is about 650 000 GEL (approx. EUR 291 000).

d) is there a timeline for action? If yes, please provide details.

The programme is updated annually. No specific timeline is identified.

6. What arrangements are planned for monitoring progress towards more equitable access, participation and success?

In order to identify main problems and assess the progress of the country towards more inclusive higher education system two main activities are planned in 2009:

1. Euro Student survey - Georgia will participate in the project aimed at studying socio-economic background and conditions of the students throughout Europe.
2. Operational policy research on higher education financing - within the framework of the UNESCO National Education Support Strategy document the Ministry of Education and Science of Georgia will implement the research in cooperation with UNESCO. Operational policy research into HE accessibility and financing in Georgia will look at HE financing schemes, issues of financial sustainability, private-public provision of services and equity in access, including among others existing forms of student aid. It will identify possible policy options to achieve a well balanced public-private, financially sustainable and equitable HE financing system in support of the reforms and integration of Georgia's HE system into the Bologna Process.

In 2006 the Ministry of Education and Science of Georgia in cooperation with the leading commercial banks of Georgia started a student loan program. 2,463 students in 2006 and 5542 students in 2007 have been provided loans with various coverage terms and interest rates (14%-18%). Further changes in student loan schemes are planned to improve their availability and lending conditions.

In 2005 higher education admission and financing policy was modified and the Government successfully introduced the first Unified National Admission Exams. At UNAE, students compete for studies at accredited HEIs and for receiving state grants. This grant can be redeemed as tuition waiver at any state institution or accredited private HEI. The allocation of scholarships is merit-based, and top-scorers at the examinations are entitled to receive the grant. In 2009 the amount of the grant will be doubled in line with the increased tuition fees.

IV. INFORMATION ON THE NATIONAL RESPONSIBILITY FOR THE PREPARATION, IMPLEMENTATION AND EVALUATION OF THE NATIONAL STRATEGIES

Please indicate which authority or other actor is responsible for the preparation, implementation and evaluation of the national strategy and describe the way in which the various stakeholders are involved. Did your country designate (a) contact point(s) for the national strategy? If so, please add the coordinates of the national contact point(s).

The Ministry of Education and Science is responsible for elaborating the strategy for social dimension. Concrete contact point is not designated yet since the strategy will be further developed and officially approved at a later stage. However, as a result of structural reorganization of the Ministry of Education and Science of Georgia in 2008 a special unit called "Students and Scientists Social Assistance Division " was created within the Ministry. The division annually updates its action plan and implements various programmes aiming at assisting students and researchers in accessing, participating and finalising their study/research activities. Presently, 8 employees work within the division. The total budget of the division for various social programmes in 2009 is more than 1 mln GEL (about EUR 500 000). The division is in charge of both preparation, implementation and evaluation of the social programmes in education.

ANNEX A

Actions mentioned by the Bologna countries in the 2007 national reports

Financial

- scholarships - means tested
- scholarships - merit based
- research grants
- grants for studying abroad
- grants or loans for (nearly) every student
- unspecified social support system
- free education (at least 1st cycle)
- reimbursement of tuition fees for certain groups
- financial assistance for certain groups/areas
- improved funding systems

Structural

- new /expanded routes of access
- broader teaching or learning strategies
- information and preparation at secondary schools
- increase student places
- indirect aid schemes (tax relief, family allowance)
- subsidised residences/meals/transport/books
- provision of student welfare services (health care, day care centres)
- counselling/guidance services

Certain groups

- measures for ethnic minorities (not financial)
- measures for disabled (not financial)
- measures for disadvantaged groups (not financial)
- allocation of study places to certain groups
- promote access from all national areas

Policy and practice

- explicit widening access policy (devoted funds/units/laws)
- carry out surveys (study & work, disabled students,...)
- evaluations/research of policies and practices
- monitoring access (and retention) by students

ANNEX B

Possible actions and tools identified by the 2007 Bologna Working Group on the Social Dimension and Mobility

Measures to promote equal opportunities for access, participation and completion

- Anti-discrimination legislation covering higher education
- Admission rules that are simple, fair and transparent

Measures to widen access to and participation in higher education

- Outreach programs for underrepresented groups as defined nationally
- Flexible delivery of higher education
- Flexible learning paths into and within higher education
- Transparency of qualifications and recognition of prior learning
- Incentives for higher education institutions to take action to widen access and participation

Study environment that enhances the quality of the student experience

A, Provision of academic services

- Guidance (academic and careers) and tutoring
- Retention measures (modification of curricula, flexibility of delivery, tracking academic success etc.)
- Working tools and environment (well functioning libraries, lecture halls and seminar rooms, internet access, access to scientific data bases etc.)

B, Provision of social services

- Counselling
- Targeted support for students with special needs and students with children
- Appropriate housing conditions for all students
- Provision of healthcare
- Provision of transportation, student canteens etc.

Student participation in the governance and organisation of higher education

- Legislation or other measures to ensure student participation in higher education governance
- Provisions for the existence of and exercise of influence by student organisations
- Student evaluations of courses, programmes and institutions, including action plans and follow-up of actions taken

Finances in order to start and complete studies

- Financial and legal advice for students
- Appropriate and coordinated national financial support systems that are transparent
- Targeted support for disadvantaged groups as defined nationally
- Support measures for students with children

ANNEX C

Suggested approach of the work on national strategies on the social dimension

In time for the next ministerial meeting in 2009 the Working Group suggests that the countries should report to the BFUG on their national strategies for the social dimension, including action plans and measures to show their impact. All stakeholders concerned should actively participate in and support this work at the national level.

The development of a strategy should be followed by a national action plan that includes monitoring mechanisms. Ideally, the strategy and action plan will be based on a national debate on the social dimension and the future priorities of that country depending on the current situation. In order to facilitate a national debate on the social dimension the Working Group proposes the following structure and topics for such a debate:

- Measures to promote equal opportunities

What obstacles are there to equal opportunities within higher education? What protection is there if a student is discriminated when applying for, being admitted to or carrying out studies? Is there a framework for appeal? What action would be the most effective to achieve equal opportunities in higher education?

- Measures to widen access to and participation in higher education for underrepresented groups (gender, ethnic origin, immigration, socio-economic status and background, disability, geography etc.)

What groups are under represented in your national higher education system today? Is there data to show access to higher education by gender, socio-economic background, disabilities, prior immigration, region etc? What obstacles to widened access and participation are there within your higher education system? At other education levels? What actions would be appropriate for the different groups to achieve widened access? Are targeted outreach activities needed?

- Study environment that enhances the quality of the student experience

A, Provision of academic services

B, Provision of social services

What kind of academic or career guidance is provided for the students in your country? What is the student – staff ratio? Are there retention measures adapted to different groups or individuals with different needs? Is the academic success of student tracked? What would be/has proven to be the most efficient retention measures? What kind of study environment is there at the higher education institutions? Do student have access to information, electronically or by other means? What is the condition of libraries, lecture halls and seminar rooms? How do students in your country live? Is housing available, of acceptable standard and affordable? Is targeted support provided or needed for specific student groups? Is counselling available if students run in to personal difficulties?

- Measures to increase formal and actual student influence on and participation in higher education governance and other higher education issues

Are there formal provisions for student influence and participation at all governance levels, in consultative as well as decision-making bodies? Are there formal provisions for student evaluation of the education? Are the formal regulations followed-up with actual practices? Are there informal ways of student influence and participation as well? Do students have an influence on all issues related to higher education? Are students aware of their rights? Do students have organisations that

can organise elections to fill elective posts? Is it possible to find enough candidates to fill the posts available? If not – how could this be improved?

- Finances in order to start and complete studies

What kind of information and guidance is provided for students regarding financial issues? How does the average student make his or her living during studies? What kind of state support is provided? Is it appropriate for all groups and individuals? Do certain groups run the risk of being excluded from, or not able to finish their studies, due to financial reasons? Which are these groups or individuals? What could be done to help them? Are students informed about possible employment possibilities after finishing their studies? How is the labour-market relevance of the studies secured? Are former graduates tracked to follow-up their employment rates?

- Monitoring: The participating countries should establish national measures to monitor and evaluate the impact of the national strategy and action plan.

What monitoring mechanisms would be the most appropriate? How could success in strengthening the social dimension be measured short-term and long-term? What quantitative and qualitative data are needed? How is the responsibility for monitoring and evaluation allocated and divided? Are there student surveys carried out to measure the impact of a social dimension strategy? How can student surveys be used in this work?

- Stakeholder involvement

Which stakeholders should be involved in the development of a strategy and an action plan? What should be the responsibility of the different stakeholders when carrying out the agreed strategy and plan?