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Bologna with student's yes

Armenian students perception of Bologna

Focus on Recognition

Lana Karlova, National Erasmus+ Office

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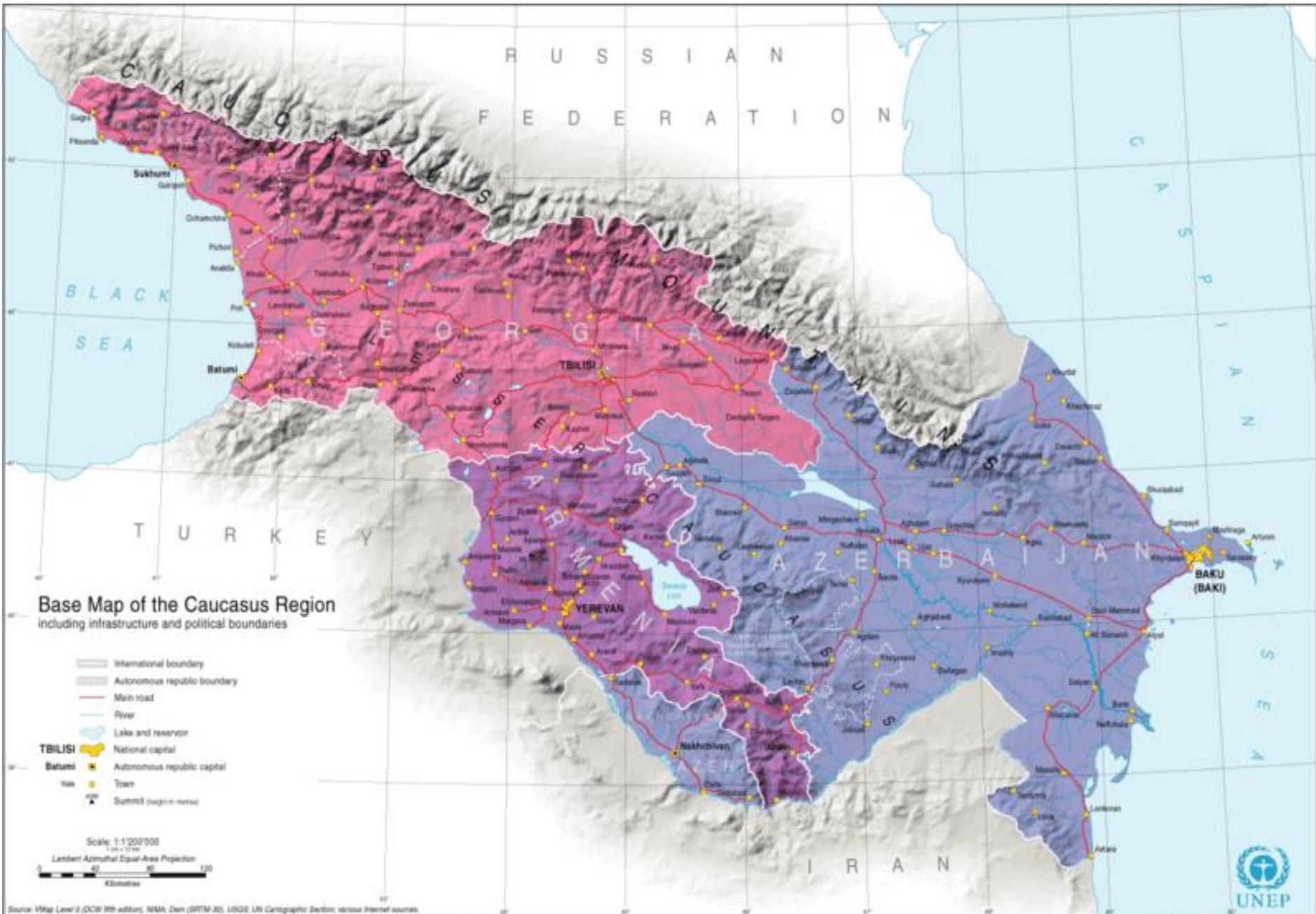
Arevik Ohanyan, Eurasia International University

PLA on Credit recognition in mobility

27-28 November 2018

Budapest

South Caucasus, ENPI EAST



Source: VMAP Level 0 (DCM 8th edition), NIMA, Dem (SRTM 30), USGS, UN Cartographic Section, various internet sources.

The boundaries and names shown and the designations used on this map do not imply official endorsement or acceptance by the United Nations.



some facts

- 2004: Armenia signed the Lisbon Convention
- 2005: Armenia joined Bologna
- 2005: ARMENIC, National information center for academic recognition and mobility
- Since 2007 Armenian version of the Diploma transcript was developed and applied
- 2008: National Centre for Professional Education Quality Assurance Foundation (ANQA) / member of ENQA
- Integration of laws _ expected in 2019: Law on higher education and the Law on scientific research

Armenia

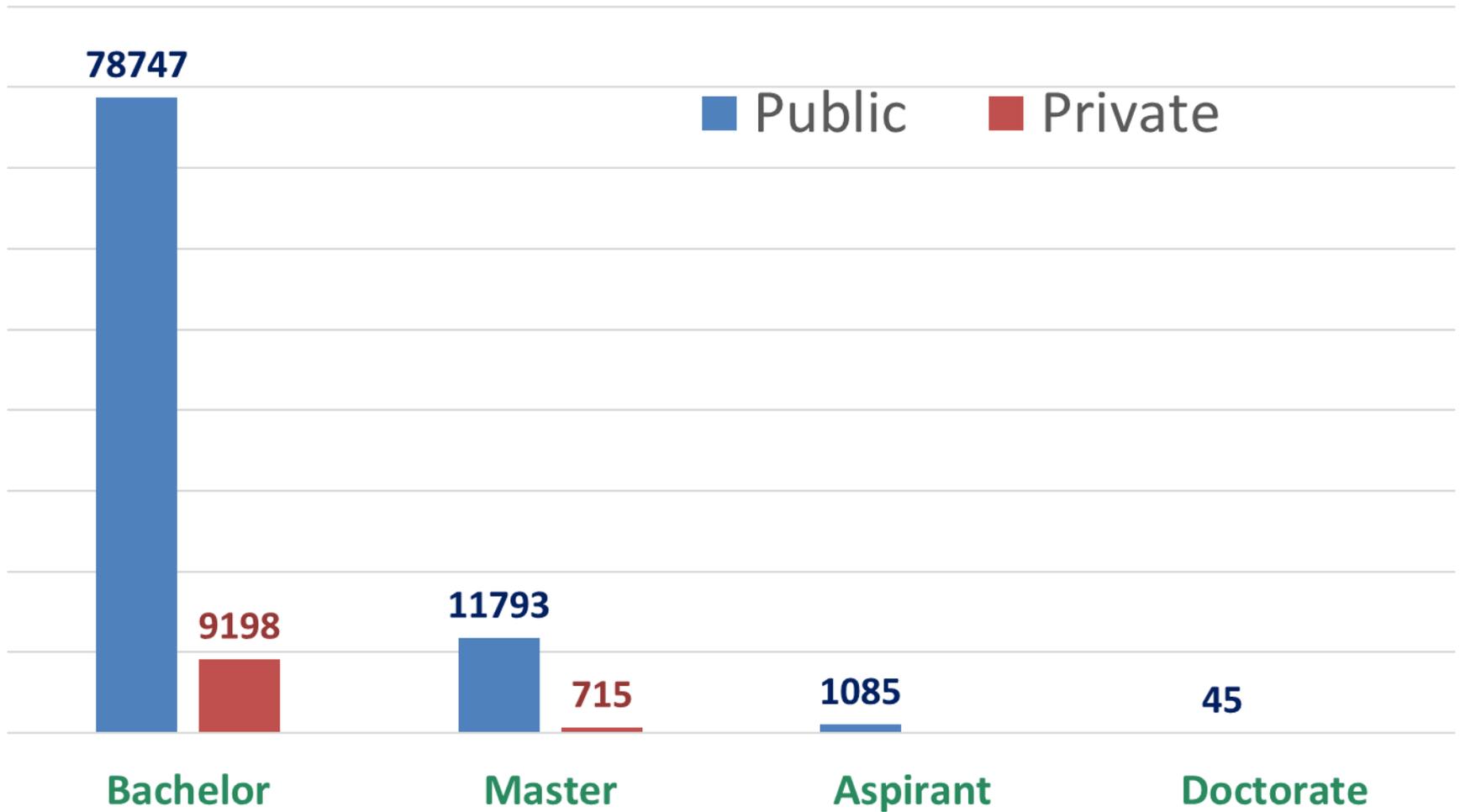
general information on tertiary education

Higher Education Institutions (61)

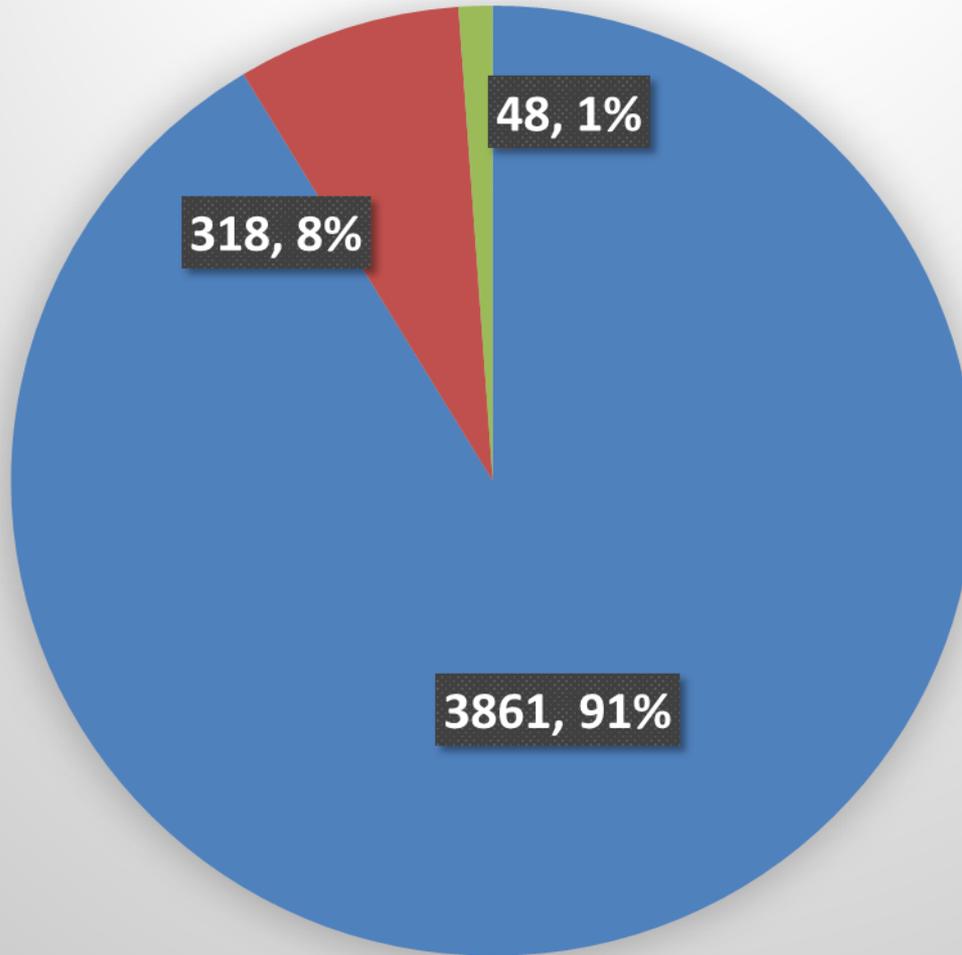
Public	23	12 branches
HEIs established by Intergovernmental agreement	4	
Private	33	

37 research institutes

STATISTICS



International students

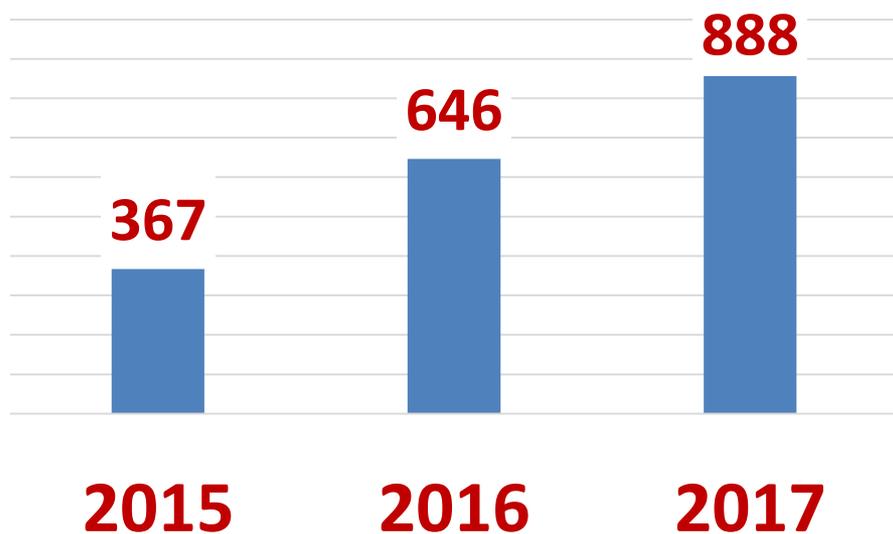


■ Bachelor ■ Master

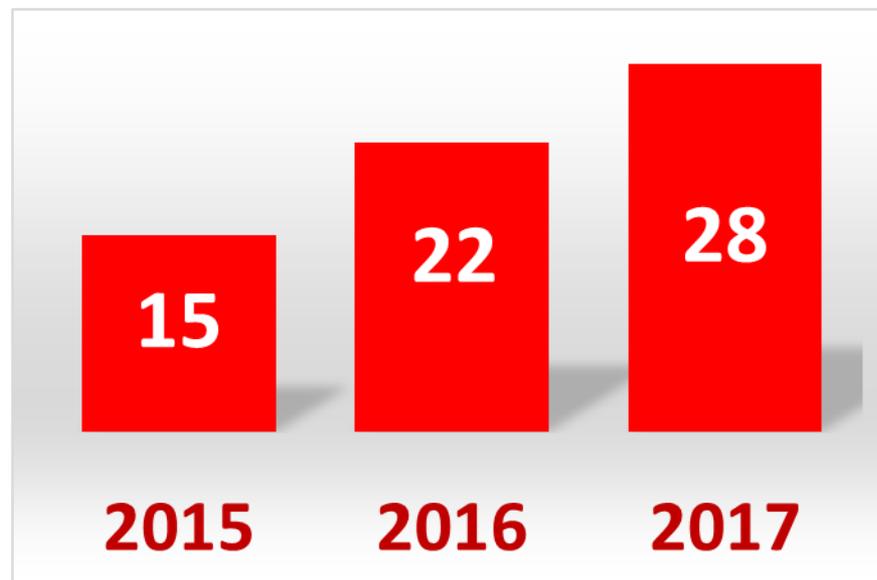
■ PhD

Statistics_Erasmus+ ICM

Number of mobilities

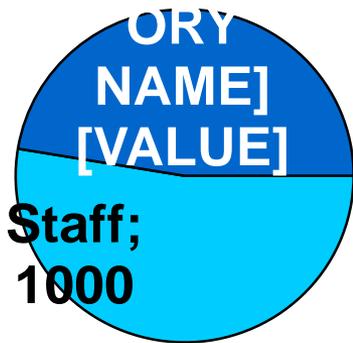
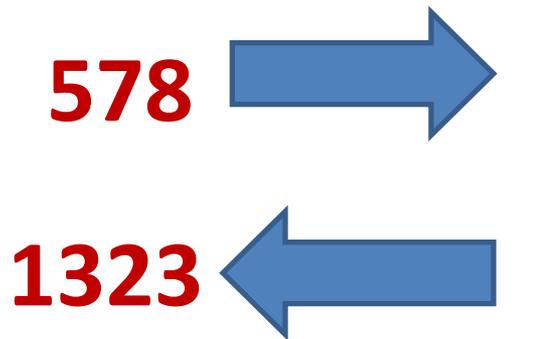


Number of universities



Eastern Partnership	Applications	Selected Projects	Success Rate	Grant Awarded (EUR)	Participants Awarded	Participants Incoming (to EU)	Participants Outgoing (from EU)
Armenia	307	211	69 %	6,677,000	1,901	1,323	578
Azerbaijan	312	Q152	49 %	4,259,000	1,327	876	451
Belarus	313	203	65 %	4,226,000	1,408	987	421
Georgia	672	407	61 %	13,255,000	3,770	2,497	1,273
Moldova	260	159	61 %	4,142,000	1,334	915	419
Ukraine	1,008	643	64 %	24,215,000	7,181	5,228	1,953
<i>Total Region</i>	1,597	1,063	67 %	56,774,000	16,921	11,826	5,095

ICM mobility, 2015-2017



BOLOGNA with STUDENT'S EYES 2018

The European Students' Union 

BOLOGNA WITH STUDENT EYES 2018 The Final Countdown



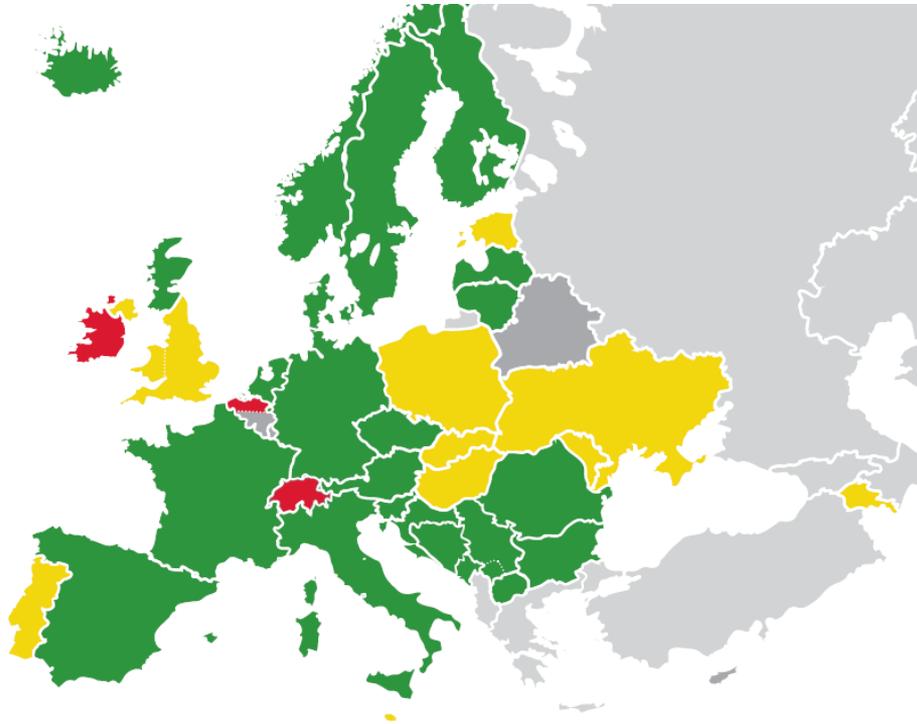
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Quality Assurance

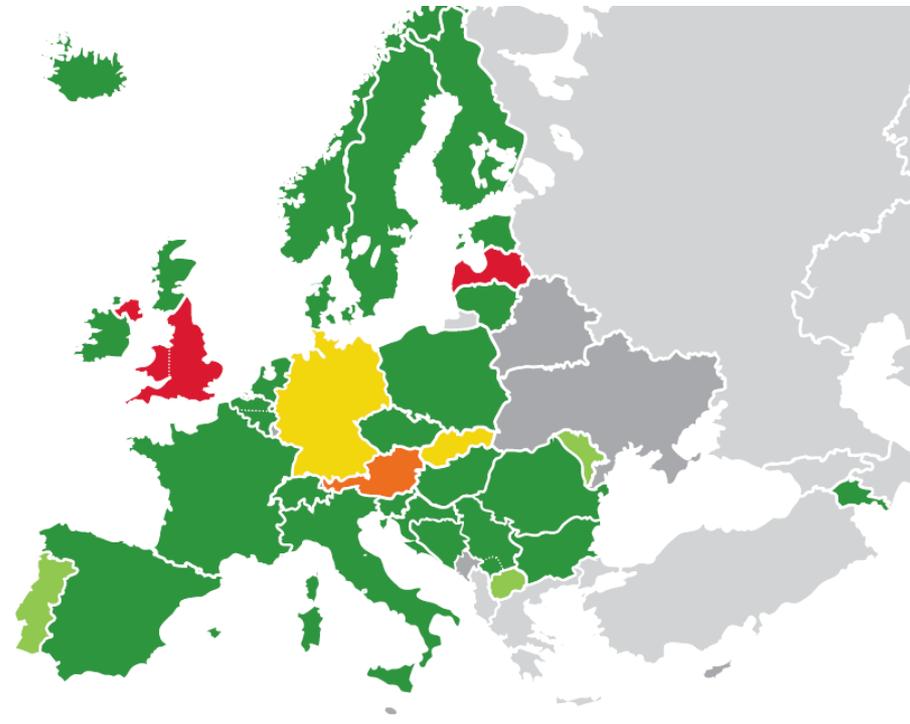
- based on Standards and Guidelines
- responding to diversity a necessary shift to be done
 - to student-centered approach,
 - flexible learning path,
 - recognise competences gained outside formal curricula
- **Accountability and Enhancement**
- **Shift from evaluation system to a tool for building trust between institutions and countries**

Quality Assurance

Internal QA



External QA



QA expert pool

Recognition of Qualifications and Diplomas

- **LISBON Recognition Convention 1997**

The Convention on the Recognition of Qualifications concerning Higher education in the European Region

Bologna process policies

Recognition of prior learning in the context of LLL

Automatic recognition

Recognition of prior learning

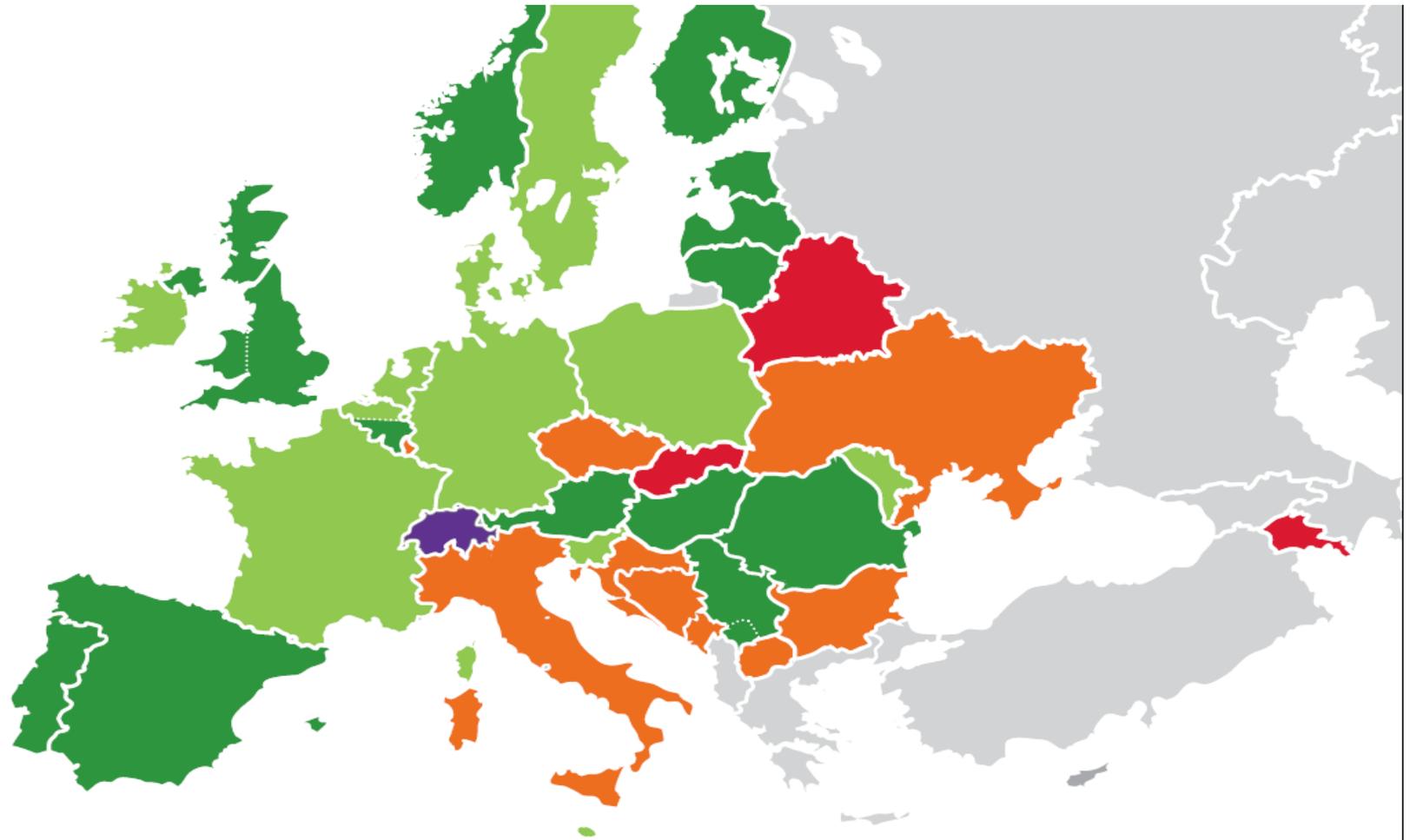
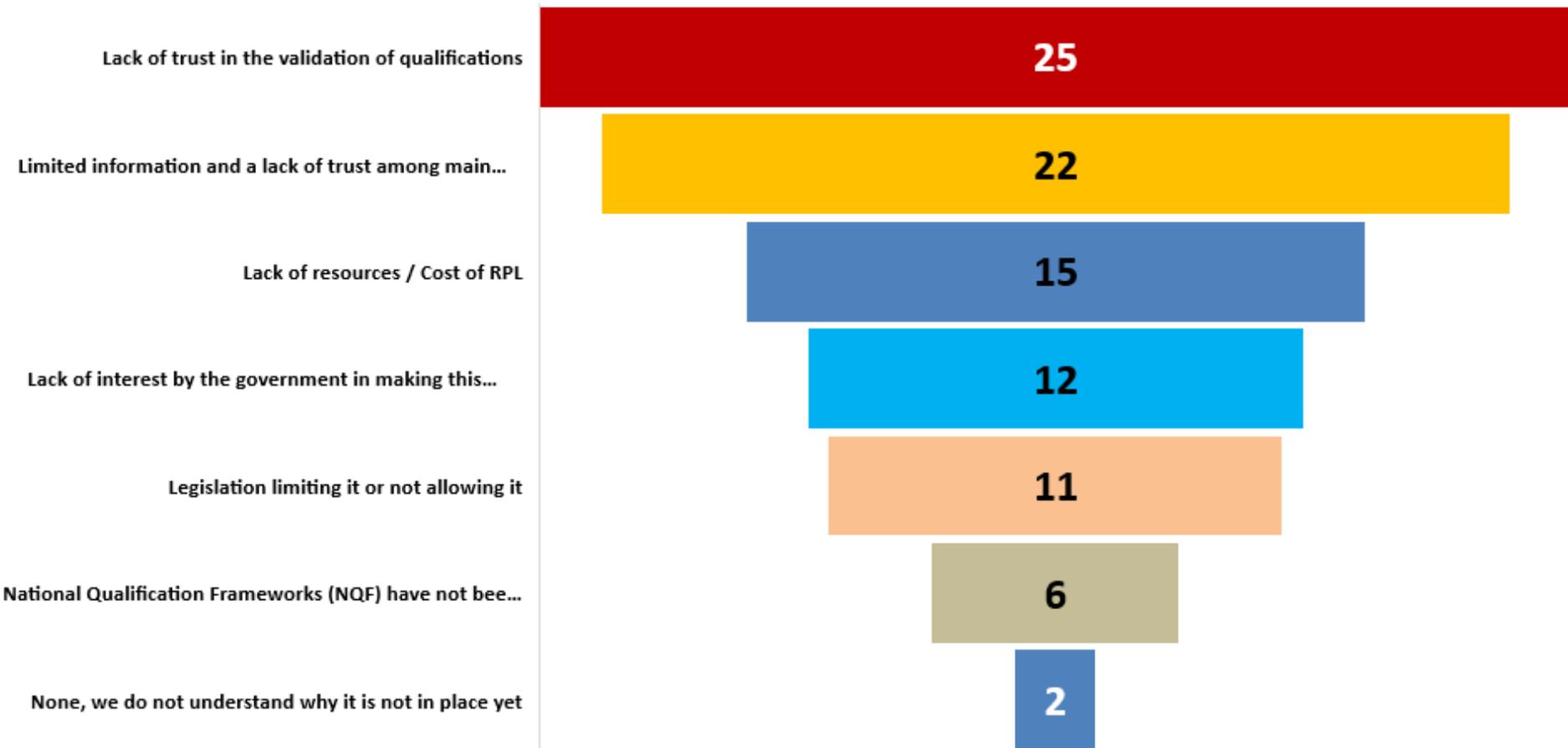


Fig. 7.2: Is Recognition of Prior Learning possible in your country?

- EHEA country with no ESU member
- Not applicable
- No, no work has been done in order to enable RPL
- No, not yet, but some initiatives are being developed
- Other
- Yes, there are some initiatives
- Yes, there are established systems

Main barriers to recognition of prior learning



Main barriers to automatic recognition

Not all EHEA countries have consistent implementation of Bologna tools/reforms	18
Lack of interest by the governments in making this happen	13
Some concerns regarding regulated professions	19
Lack of trust between EHEA countries	6
Lack of transparency and information within EHEA	5
Cultural differences	5
None, we do not understand why it is not in place yet	5

Recognition of Credits

- Most accessible while on mobility
- State of recognition of credits is disappointing
- Modification of Learning Agreements
- Studying programs are not flexible

Bologna tools for mobility and recognition



The main European tools that have been developed to help in the process of curriculum reform and recognition of learning outcomes are the:



European Credit Transfer and Accumulation System (ECTS),



The Diploma Supplement (DS),



Qualifications frameworks.





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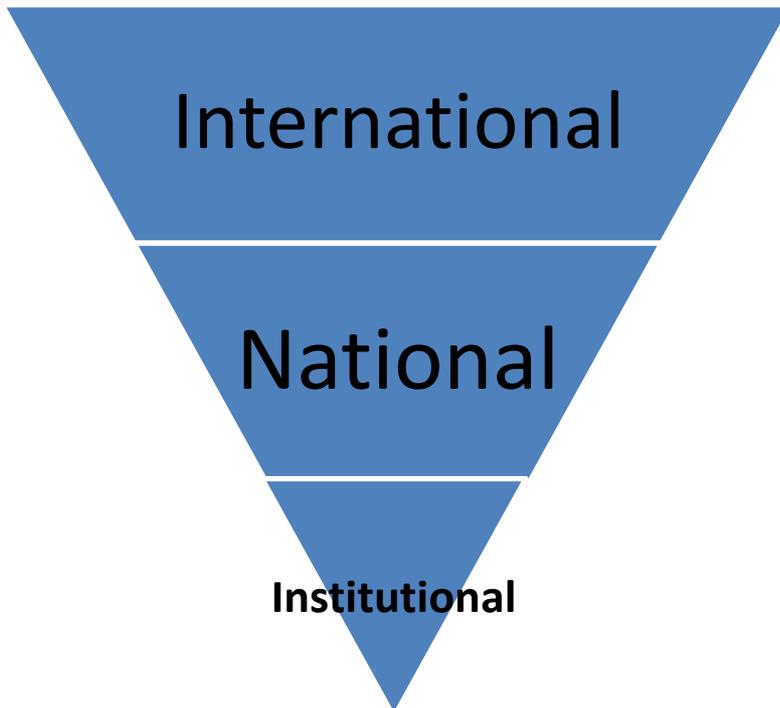
Erasmus+ CBHE HARMONY project

Development of approaches to harmonization of a comprehensive internationalization strategies in Higher education, research and innovation at EU and Partner countries

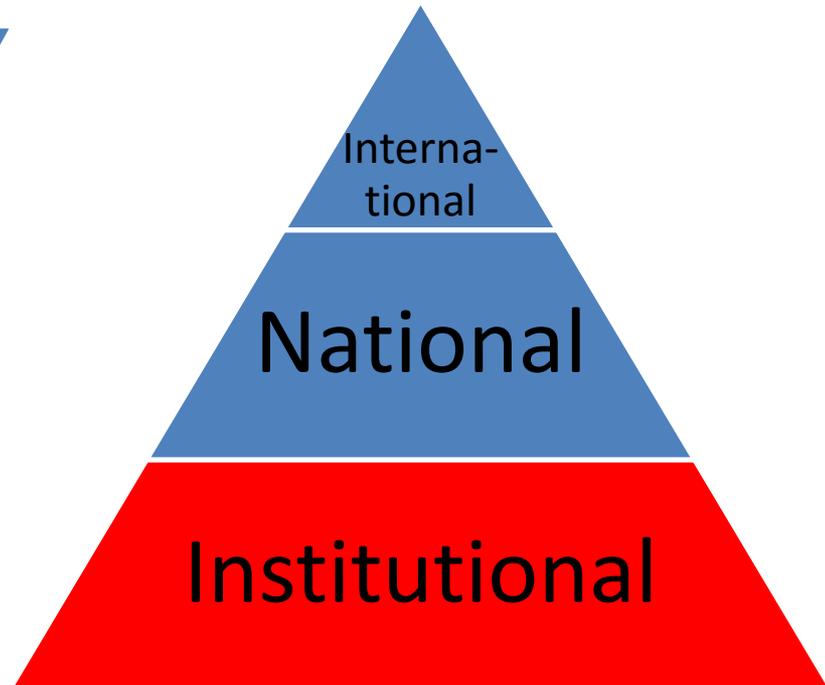
<http://harmonyproject.eu>

- **Full Credit Recognition Policy**

Reversed Pyramid of Opportunities



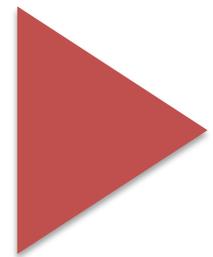
Pyramid of obstacles



HARMONY Erasmus+ CB project results:
Lack of internationalization strategy,
regulations and tools

Why Armenian students choose to study abroad? Which are the **push** factors?

The underdevelopment of study area: 66 %



The high perceived value of foreign degrees in Armenia: 57 %

DIPLOMA SUPPLEMENT

Միջազգային ծրագրի մասնակցած ուսանողի ղիպով հավելվածի օրինակ.pdf - Adobe Acrobat Reader DC

File Edit View Window Help

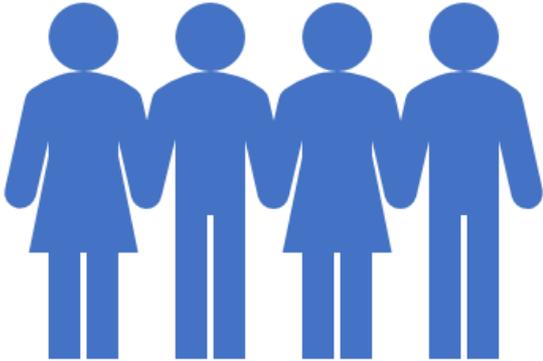
Home Tools Միջազգային ծրագր... x

Ընթացիկ	Միջազգային	Ընդամենը	Միջակայք	Գնահատական	Գրառություն	
5.	Օրգնագրային սնուցում/ international management	120	4	70	3.5	D+
6.	Հաշվապահական հաշվառումը համակարգչի միջոցով/ * Computer-based financial accounting	90	3	40	-	S
7.	Հարկային և մաքային գործ/ Tax and customs	90	3	85	3.7	A-
8.	Ինտերնետ և ինտերակտիվ մարքեթինգ/Internet and interactive marketing	90	3	96	4.0	A+
9.	Տնտեսական գործունեության վերլուծություն/Economic Activity Analysis	90	3	94	4.0	A
Միջազգային փոխանակման ծրագրեր/International Exchange Program						
10.	Բուեր, Պետությունը / Վարչակալի բնական գիտությունների համալսարան, Լեհաստան	University, Country/Warsaw University of Life Sciences-SGGW, Poland				
Դասընթացներ/ Subjects						
11.	Մարքեթինգային հետազոտություն/Research in Marketing	150	5	95	4.0	A+
12.	Բիզնեսի կազմակերպում / Business organization	150	5	95	4.0	A+
13.	Ձեռնարկատիրության կառավարում/Entrepreneurship (for management)	150	5	95	4.0	A+
14.	Ռազմավարական կառավարում/ Strategic Management*	150	5	95	4.0	A+
15.	Կորպորատիվ ֆինանսներ/ Corporate finances	150	5	95	4.0	A+
16.	Կազմակերպչական վարքագիծ/ Organizational behaviour	150	5	95	4.0	A+
17.	Լեհերեն/ Polish language	90	3	70	3.5	B+
18.	Օրագրի մշակում և կառավարում/ Project elaboration and management	150	5	95	4.0	A+
19.	Excel ծրագիրը կորպորատիվ ֆինանսների համար/ Excel applications for corporate finance	150	5	95	4.0	A+
20.	Բիզնեսի վիճակագրություն SPSS ծրագրով/ Business statistics with SPSS	150	5	95	4.0	A+
21.	Զբոսաշրջություն / Tourism transport	150	5	95	4.0	A+
22.	Որոշումների կայացման տեսություն/ Theory of decision-making	150	5	95	4.0	A+
23.	Կայուն գյուղական զարգացում/ Sustainable rural development	150	5	95	4.0	A+
Կուրսային աշխատանքներ (տախազներ), գնահատականներ						
Ընդամենը: 87/37 Ա						

**Increases the
Employability**



Student opinion

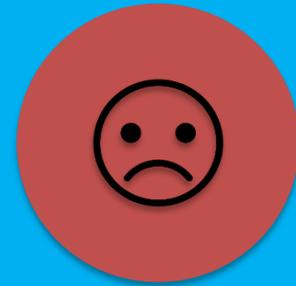


“Educational system in universities in Armenia lacks flexibility and you are unable to construct your own educational path. It is extremely difficult to switch between the degrees”.

Unveiling the factors of student mobility: The case study of Armenia, 2018



**EXPECTING
FLEXIBILITY
WITH RIGID
MECHANISMS?**



DEADLOCK

Eurasia International University: towards more flexible learning paths

PAST

“Choose a course that is EXISTS at
our curriculum”

PRESENT

“Choose a course, that is ABSENT
in our curriculum BUT fits the
learning outcomes of YOUR
educational programme”



EIU redesigned curriculum and programs: opportunity for students

- 18-20% (40-48 credit) optional courses on BA level
- 30% (36 credit) optional courses on MA level

ECTS Guide

- **Responsible person** in the sending institution: an academic who has the authority to approve the mobility programme of outbound students (Learning Agreements), to exceptionally amend them when it is needed, as well as to **guarantee full recognition** of such programmes on behalf of the responsible academic body.

GRADE CONVERSION



Towards automatic grading conversion: another example of how we can reduce our workload and better apply ECTS

<https://www.usos.edu.pl/system/files/en-egracons-stt-week.pdf>

Recommendations

- identify the semester or year when a period of study abroad would best fit into the programme (**mobility window**)
- schedule in that semester/year the educational components with learning outcomes that can be easily achieved abroad (e.g. **international or comparative courses, supplementary/elective courses, preparation of dissertation, language courses, work placements**)
- identify partner institutions, where compatible/complementary learning outcomes **could be achieved**
- do not stick to finding **complete similarities** and find the **complementary** aspects of different curricula
- try to find relevance with the educational programme learning outcomes **as apposed** to sticking to concrete and similar courses
- **international relations office: act as promoter** of credit recognition and stimulate change in the curriculum, as well as decision making processes
- **design clear procedures** and **have it ratified** to decrease the dependence from individuals and the once with “bigger hat”
- Advice the curriculum designers to Integrate credit mobility into programmes (**mobility window**), which will facilitates recognition

Internationalisation and Mobility

- National strategies on internationalization
- Imbalanced mobility
- Language issue
- Visa procedure
- Assessment of performance
- Deadlines offered by host universities



BOOST Erasmus+ Capacity Building HE

**BOOSTING ARMENIAN UNIVERSITIES
INTERNATIONALIZATION STRATEGY &
MARKETING**

<http://boost.aspu.am>



Yerevan

Yerevan





Tatev Monastery
Khor Virap
Garni Temple

Thank you)

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