

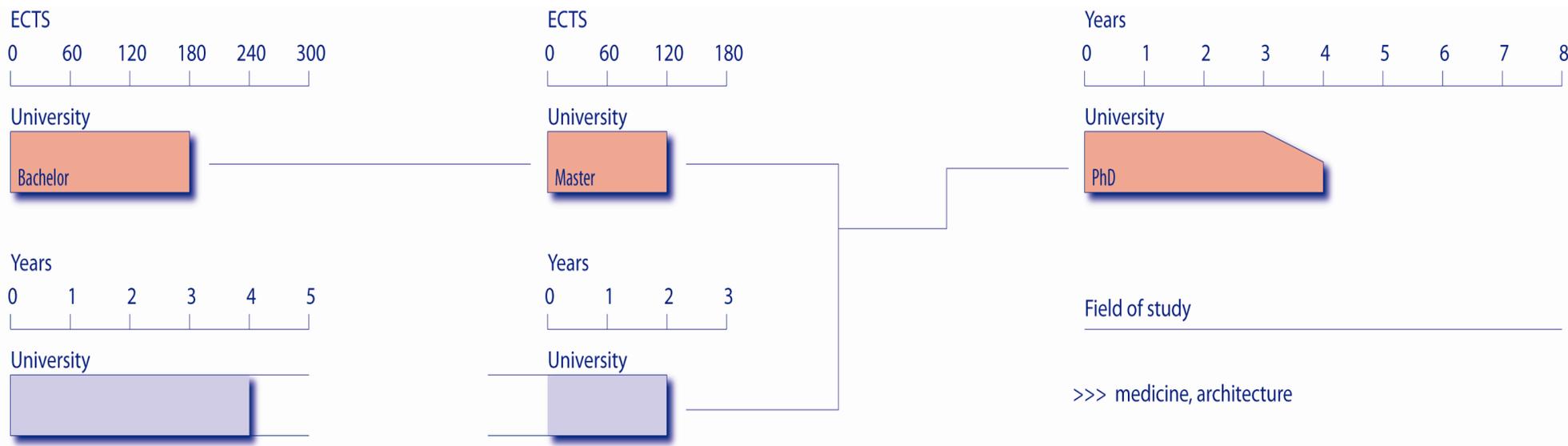


# **HIGHER EDUCATION IN ALBANIA**



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## The higher education system in Albania



- Most common length of a Bologna cycle
- Other length of a Bologna cycle
- Programme outside the typical Bologna model
- Professional programme

**ECTS**  
Credits according to the European Credit Transfer and Accumulation System

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

Source: "Focus on Higher Education in Europe 2010 - The impact of the Bologna Process" (Eurydice, 2010).

# I. Overall description

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

### Legislation covering the field of tertiary education

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

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

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

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

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

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

The main principles of the Law are:

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

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

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

### Types of tertiary education programmes and qualifications

The Law on Higher Education was amended by a new law no. 10 307, dated 22.07.2010, which regulates the types of tertiary education programmes and qualifications. The following study cycles are included in the Albanian system:

- a) Bachelor study programmes of the first cycle (*Bachelor*)
- b) Master study programmes of the second cycle (*Master*)
- c) Professional Master programmes (*Master profesional*)
- d) Integrated study programmes of the second cycle (*Program i Integruar i Ciklit të Dytë*)
- e) Doctorate study programmes and long term specializations (*Doktoratura*)

For these study programmes the following degrees are given:

- a) Bachelor degree (*Bachelor*) (3 years, 180 ECTS)
- b) Master of Science degree (*Master i Shkencave*) (2 years, 120 ECTS) or Master of Arts degree (*Master I Arteve te Bukura*) (2 years, 120 ECTS)
- c) Professional Master (*Master profesional*) (1,5 years, 60-90 ECTS)
- d) Master of Science or Master of Arts in integrated study programmes of the second cycle (*Master i shkencave ose Master i Arteve te Bukura, cikel i integruar*) (5 or 6 years, 300 ECTS, mainly in medicine, dentistry, pharmacy, veterinary studies and architecture). Before the award of the

Master degree, the students must pass an internationally recognised English test.

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

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

### **Types of tertiary education institutions**

Higher education is offered by 13 public universities (the most recent being the University of Durres (*Universiteti "Aleksandër Moisiu" i Durrësit*) which was opened in September 2006) and the University of Sports in Tirana (*Universiteti i Sporteve i Tiranës*) formerly the Academy of Physical Training and Sports, from 2010), the Academy of Fine Arts (*Akademia e Arteve*), and 38 private universities and faculties operating in Albania. All universities have several faculties. The so called "non-university schools" offer higher education programmes of two years.

A total of 61 832 full-time students (excluding Ph.D. students) and 91 231 part-time students were enrolled in public higher education institutions and 12 214 students in private institutions in the academic year 2008/2009, with a full-time teaching staff of 2 393 persons and part-time teaching staff of 2 771.

## **2. Distribution of responsibilities**

Governing bodies in higher education are:

Council of Higher Education and Science, an advising council for the Minister of Education,

that is in charge of ensuring educational policies of higher education, development and promotion of quality higher education.

Accreditation and Quality Evaluation Agency decides on the accreditation of higher education institutions and their external quality. Internal quality control mechanisms are developed at each institution.

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

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

## **3. Governing bodies of the Higher Education Institutions**

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

Normally the universities have a separate "decision making body", a Council, but the students are not represented there. External stakeholders (e.g. representatives of employers, trade unions, local/regional authorities, other educational institutions, distinguished members of the public) normally are represented there, but they do not constitute 50% or more of the membership. In addition to the two bodies referred to above, the Universities normally does not have other advisory/supervisory body.

Rectors / Presidents / Heads of Universities are not appointed by the Government. There is a selection procedure for them, the selection is open and not restricted (there are not nominations from the Ministry of Education and Science, or other institutions concerned). If the process is 'open' the post is advertised only within the Higher Education Institutions. All Rectors have a written job description and the format of this job description is agreed by the Ministry of Education and Science. The Rectors have a fixed term of office, the duration is 4 years and the term of office can be renewed. There is an absolute limit to the term of office. The Deans are not appointed they are elected too. They can be re-elected. There a fixed term of office for them. The same goes for the Heads of Department.

Students play an important role in the higher education institutions. The Student Council of the University promotes the student

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

## 4. Financing

State-funded Higher Education Institutions are autonomous. Autonomy might be described as freedom for higher education institutions to run their own affairs, in particular in relation to staff, students, curricula (teaching and examining), governance, finance and administration.

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

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

Performance indicators play a role in funding allocations. Research is funded separately.

The following accountability measures apply and they are mandatory:

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

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

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

## 5. Students' contributions and financial support

Annual Bachelor student fees for the public universities of Tirana are between EUR 115- 230 and they are EUR 615 for students of film director studies at the Academy of Arts. For the students of local universities the fees are between EUR 90-125 per year. For Master students the annual fees are between EUR 460-540, for Master of Sciences students the fees are EUR 1150 and for Doctoral students EUR 1540.

For students with financial difficulties the universities provide scholarships, following attestation of the financial situation of their family, of between EUR 30-70 per month. There is no other financial assistance to parents.

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

HE institutions are accredited by the Public HE Accreditation Agency, which is a part of the Ministry of Education and Science. Accreditation is public recognition that an Albanian HE institution or programme meets the standards of quality set forth by the accrediting agency. In achieving recognition by the accrediting agency, the HE institution or programme commits to a process of self-assessment and external peer review not just to meet standards but to continuously seek ways in which to enhance the quality of education and training provided.

The purpose of the accreditation system of Albanian HE institutions is to:

1. Use standards of evaluation to ensure quality education;
2. Encourage institutions to improve education quality;
3. Ensure the accountability of educational institutions;
4. Provide public confidence in educational institutions.

The university or other institution seeking accreditation status must complete several primary steps in the accreditation process. The university or other institution must first prepare materials that demonstrate the institution's accomplishments and exhibit the level of quality of the areas of operation that are under scrutiny. Next, the institution undergoes a peer review of the prepared materials. Finally, action is taken by the accreditation organization to determine

whether the accreditation will be granted to the institution.

## 7. Admission

The admission of students to a first cycle study programme and second cycle integrated study programme is based on one of the following: the students must have finished successfully the state Matura or must have received a similar qualification for study abroad equivalent to Matura, or a degree from a higher education institution.

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

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

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

Recognition of study titles from abroad in order to study in different second and third study cycles is completed by higher education institutions in accordance with legislation and international agreements.

## 8. Organisation of the academic year

Full-time study programme:

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

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

- The first cycle of studies usually lasts for three years
- The second cycle of studies usually lasts for two years (after the first cycle)
- Integrated studies of the second cycle last for a minimum of five years

- Doctorate studies last for three years or more, after the second cycle or integrated studies of second cycle.
- Long-term specialisation studies last for two years or more, after the second cycle or integrated studies of second cycle
- Non-university studies last for two years

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

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

## 9. Curriculum content

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

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

Each curriculum has defined objectives, determined by the set of knowledge and competences a student must have by the end of a study programme. The general objectives for knowledge and competences are the same for similar study programmes, offered by different higher education institutions. Specific objectives may hold at different institutions; they are defined by the institutions themselves. There are topics chosen by students, activities organized by some departments about knowledge from interdisciplinary programmes (knowledge on law, economics, foreign languages, IT, telematic).

By the end of a study programme students receive an average grade.

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

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

## 10. Assessment, progression, certification and degree

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

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

## 11. Academic staff

University Rectors are formally appointed by the Government. There is a selection procedure for rectors, deans and heads of departments. The rector must have a Professor or Associate Professor title. The Dean must have at least a Ph.D., as must a head of department. A lecturer must have a Doctorate or a Master degree.

Members of academic staff are formally classed as civil servants. There are national criteria for the selection and recruitment of academic staff. The recruitment is made on the basis of a competitive examination.

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

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

- a) «Professor»;
  - with academic title «Professor» 200 teaching hours
  - with academic title «Associate Professor» 220 teaching hours
- b) «Docent»;
  - with academic title «Docent» 300 teaching hours
  - with scientific degree «Doctor» 260 teaching hours
- c) «Lecturer» 260 teaching hours

One teaching hour is 60 minutes.

All lecturers are selected through a competition in the university departments. One-year contracts are signed by all part-time lecturers.

## 12. Research activities

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

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

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

## 13. University-enterprise cooperation

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

## 14. International cooperation

International cooperation in Albanian HE institutions is managed by the International Relations offices. These offices are set-up in all public HE institutions, but not in most private HE institutions.

These offices closely cooperate with foreign HE institutions in the recognition of international student mobility and degrees, legalisation of documents, study transfers and mutual agreements. They assist their students in contacts with foreign students, with student mobility and in mutual activities, summer schools, etc. The International Relations offices of HE institutions are in close cooperation with the National Tempus Office in Albania with regard to common activities and help in

different activities such as, for instance, the Tempus Information days, Ministry of

Education workshops on higher education, HERE activities, etc.

## II. Current challenges and needs

### 1. Trends and challenges

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

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

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

academic standards, teaching loads, and student admissions.

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

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

### 2. The Bologna Process

#### *The Bologna cycle structure*

<b>Level of implementation of a three-cycle structure compliant with the Bologna Process</b>	Extensive but gradual introduction/ ongoing adaptations or extensions
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<b>Student workload/duration for the most common Bologna programmes</b>			
<b>Bachelor programmes</b>	Various combinations	<b>Master programmes</b>	Various combinations

<b>Bachelor/master cycle structure models most commonly implemented</b>	Various combinations
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## European Credit Transfer System (ECTS)

<b>Legislation on ECTS</b>	Legislation governing the arrangements for implementing ECTS has been introduced.
<b>Level of implementation of ECTS</b>	Over 75% of institutions and programmes use ECTS for both transfer and accumulation purposes. Allocation of ECTS is based on learning outcomes and student workload.

## Diploma Supplement (DS)

<b>Implementation of the Diploma Supplement</b>	DS issued in the vast majority of study programmes	
<b>Diploma Supplement issued</b>	Automatic and free of charge	In the language of instruction and/or more official languages

## National Qualification Framework (NQF)

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

## National Quality Assurance System

<b>National Body for Quality Assurance</b>	
<b>Name</b>	Public Agency for Accreditation of Higher Education
<b>Year of establishment</b>	1999
<b>Status</b>	Government-dependent body or Ministry
<b>Principal "object" of the evaluations</b>	Institutions plus programmes
<b>Body responsible for</b>	Both public and private higher education institutions
<b>Main outcome of the review</b>	x A decision granting the reviewed institution/programme permission to operate/teach at certain levels/undertake research, etc.
	Advice on how the reviewed institution/programme can improve quality in specific areas

## Recognition of qualifications

<b>Ratification of the Lisbon Recognition Convention</b>	YES	2002
<b>Adoption of national laws/regulations required to implement the Lisbon Recognition Convention</b>	YES	2007
<b>Institution responsible for recognising foreign qualifications for the purpose of academic study in the country</b>	Ministry of Education and Science - "ad hoc" department	
<b>Institution responsible for recognising foreign qualifications for the purpose of work in the country</b>	Ministry of Education and Science - "ad hoc" department	

## III. Participation in EU programmes

### 1. Tempus

Albania has participated in the Tempus programme since 1992.

#### 1. Statistics

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

	TEMPUS I and II	TEMPUS III	TEMPUS IV		
	1990-1999	2000-2006	2008	2009	2010
<b>Joint European Projects</b>	50	40	7	3	4
<b>Structural &amp; Complementary Measures (Tempus III) Structural Measures (Tempus IV)</b>	21	7	0	0	1
<b>Total</b>	<b>71</b>	<b>47</b>	<b>7</b>	<b>3</b>	<b>0</b>

**Higher education institutions with highest TEMPUS participation during TEMPUS I to III (1990-2006)**

Institutions	Total	Number of projects	
		JEP	SCM
<b>UNIVERSITY OF TIRANA</b>	<b>45</b>	43	2
<b>POLYTECHNICAL UNIVERSITY OF TIRANA</b>	<b>28</b>	25	3
<b>AGRICULTURAL UNIVERSITY OF TIRANA</b>	<b>27</b>	26	1
<b>UNIVERSITY LUIGJ GURAKUQI OF SHKODREE</b>	<b>17</b>	17	0
<b>UNIVERSITY FAN NOLI OF KORCEE</b>	<b>16</b>	15	1
<b>UNIVERSITY ALEKSANDER XHUVANI OF ELBASANI</b>	<b>14</b>	13	1
<b>UNIVERSITY EQEREM CABEJ OF GJIROKASTRE</b>	<b>10</b>	10	0
<b>TECHNOLOGIC UNIVERSITY ISMAIL QEMAL OF VLORA</b>	<b>9</b>	9	0

#### 2. Impact of the TEMPUS Programme

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

From 1992 to 2010, Tempus played a vital role in bringing the academic community into the European network of higher education institutions, mainly by supporting retraining and upgrading for academic staff (70%-80% of academic staff have retrained abroad through Tempus). Tempus has also been instrumental in supporting the reform of Bologna process and the development of the capacity of universities to upgrade institutional management. Two overall long-term processes—the Stabilisation and Association Agreement and the building of the EHEA—have shaped Tempus cooperation in Albania since 2000, and the dynamics of both have led to the updating of cooperation priorities on a yearly basis.

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

heritage have been updated since 2000. Lifelong learning courses have been developed in the fields of civil society, environmental policy, transport policy, public administration reform, public health, justice and teacher training. Information management systems, institutional evaluation, continuing education and the development of university strategic plans have also been supported through Tempus.

Actually, under IPA, Tempus is developing having mainly regional projects in different fields such as curricular reform, university governance and university and society.

Tempus has contributed to the harmonisation of higher education in terms of introducing the three cycles of studies in all Albanian HE institutions, the development of unified curricula, stating that all their curricula comply with the Bologna criteria. Curriculum development projects also supported the development and introduction of ECTS and Diploma Supplement in all Albanian higher education institutions. Teaching methods are

changing within faculties, particularly through projects that focus on capacity building. Tempus has provided opportunities to improve soft skills and to acquire knowledge on new or different processes and work is now also focussing on student assessment methods. Tempus is considered an important instrument from a staff motivation perspective; it has also greatly influenced the application of quality assurance in teaching.

All the Tempus projects have led to partnership agreements and, as a follow-up to cooperation within Tempus, joint degrees are being prepared between Albanian

universities and EU institutions. Some Tempus projects were on master and doctoral degrees as well.

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

## 2. Erasmus Mundus

*Erasmus Mundus (2009-2013) is a cooperation and mobility programme in the field of higher education with a strong international focus. It operates through three actions:*

### Action 1 – Erasmus Mundus Joint Programmes (Master Courses and Joint Doctorates)

*Erasmus Mundus Joint Programmes are operated by consortia of higher education institutions (HEIs) from the EU and (since 2009) elsewhere in the world. They provide an integrated course and joint or multiple diplomas following study or research at two or more HEIs. Master Courses and Joint Doctorates are selected each year following a Call for Proposals. There are currently 123 Master and 24 Doctorate programmes offering EU-funded scholarships or fellowships to students and scholars from all over the world.*

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

*Erasmus Mundus Partnerships bring together HEIs from Europe on the one hand and from a particular region in the world on the other. Together the partnerships manage mobility flows between the two regions for a range of academic levels – Bachelor, Master, Doctorate, post-doctorate – and for academic staff. The programme is focused on geographical "lots" of countries or regions covered by the EU's financial instruments for cooperation. These lots include most Tempus countries. New partnerships are selected each year through Calls for Proposals.*

### Action 3 – Erasmus Mundus Attractiveness projects

*This Action of the Programme funds projects to enhance the attractiveness, profile, image and visibility of European higher education worldwide. HEIs (and other key players in the HE sector) may apply.*

More information: [http://eacea.ec.europa.eu/erasmus\\_mundus](http://eacea.ec.europa.eu/erasmus_mundus)

## Number of students/staff participating in the programme

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

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
<b>Students</b>	2	4	4	26	19	19	17
<b>Scholars</b>	-	-	1	-	2	-	N/A

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

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

Year of Grant Allocation	2007	2008	2009
<b>Undergraduate</b>	-	3	9
<b>Master</b>	-	17	12
<b>Doctorate</b>	-	2	2
<b>Post-doctorate</b>	-	0	1
<b>Academic staff</b>	-	14	6
<b>Total</b>	-	<b>63</b>	<b>30</b>

## Institutions participating in the programme up to and including 2010

Institutions	Action 1 Joint Programmes	Action 2 Partnerships	Action 3 Attractiveness projects
University of Korçe, "Fan s. Noli"		X	
University of Shkoder, "Luigj Gurakuqi"		X	
University of Tirana		X	

## IV. Bibliographical references and websites

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- Financial support for students in higher education in Europe. Trends and debates, *Key topics in education*, Volume I, European Commission, Office for Official Publications of the European Communities, Luxembourg, 1999, 260 p., ISBN 92-828-5163-X.
- <http://www.mash.gov.al>

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