National Education Accreditation Centre
2007 Annual report

Contents

Introduction

Introduction

Quality in education means that higher, vocational and general educational institutions should teach people how to become active citizens, give them general and specific skills, ensure their personal development, make them competitive in a market-driven economy and prepare for life in a democratic society. To achieve these goals, the government and educational institutions must develop modern educational programs, create respective environment, work out efficient teaching methodologies, and set up adequate administrative and financial models.

The second year of the organisational development of the National Education Accreditation Centre (NEAC) was marked by successful cooperation with national and European higher educational institutions, which aimed at preparing foundations for the mission-based institutional and program accreditation. The current system of higher education accreditation relies on quantitative assessment of quality control and only partly reflects qualitative aspects of the educational process.

The new education accreditation system is based on the following responsibilities assumed by the government and national universities within the framework of the Bologna Process: diversification of the higher education system, i.e. creation of universities with different missions and a wide and transparent range of high quality courses, based on the principle of equality, capable of ensuring student mobility in the process of education, research and innovation development; enhancing institutional autonomy of universities in order to ensure timely and adequate response to the challenges of social development and labour markets; introduction of a new system of student mobility based on European credits and transfers; commitment to build an open and inclusive society; development of efficient services for students and professors /teachers; improved opportunities for employment and lifelong learning after graduation

The given annual report presents new projects of institutional and program accreditation created by NEAC Higher Education Accreditation Board and higher educational institutions and designed to lay the groundwork for the development of a new accreditation system in Georgia.

Besides, the 2007 report specifies activities that are vital for the institutional development of NEAC and the higher education accreditation process in the current year and describes new functions of the NEAC: recognition/verification of educational certificates and completed educational programs, preparation of reports on measures to promote mobility of students and professors/teachers.

We greatly appreciate active assistance and cooperation of Mr. Ves Conrad Sneider (USA), the director of the "Georgian Education Accreditation and Decentralisation" project (GEDA), Mrs. Emi Lezberg (USA), independent expert on accreditation issues, and all members of the accreditation team of the project in the implementation of NEAC 2006-07 programs. We are also grateful to all representatives of Georgian universities for their help and cooperation in working out the principles of a new education accreditation system in Georgia.

Georgia needs strong and well-developed educational institutions. Europe needs strong and developed Georgia.

Nino Chubinidze

Director
National Education Accreditation Centre

Chapter 1. Organisational development of the National Education Accreditation Centre

      1.1. Legal issues of the NEAC development

In 2007 the Georgian State Education Accreditation Service was renamed National Education Accreditation Centre (NEAC).

a) on the basis of amendments to the Law on Higher Education of Georgia the NEAC drafted amendments to and revisions of the legal acts based on the 2006 March 27 Order 222 "Regulations and Charter of the Georgian State Education Accreditation Service". The amendments and revisions were designed to regulate problems related to the recognition of educational documents. Since 2007, according to the amended regulations, the NEAC assumed the following functions:

- to determine the status of Georgian higher educational institutions and educational programs and their authority to issue nationally recognised qualification certificates
- to verify the compliance of the education process in public educational institutions with the national education concepts, national curriculum and the legal acts issued by the education ministry
- to verify the compliance of the education process in vocational educational institutions with the ministry's legal acts, vocational standards, and the national educational programs
- to facilitate mobility of students and academic personnel to increase their participation in teaching, study and research at home and abroad.

b) The NEAC also drafted amendments and made revisions of the Regulations of Higher Education Accreditation based on 2006 March 27 Order 223 issued by the Minister of Education and Science of Georgia and submitted them to the Ministry of Education and Science. The amendments and revisions were designed for the regulations of higher educational institutions accreditation, the institutional accreditation fees, Georgian higher educational institutions and their programs to meet the international standards and comply with the amended legislation.

- The 2006 institutional accreditation revealed that apart from other criteria, the educational programs and syllabi were important items for the assessment of the quality of education in higher educational institutions. According to the pre-amendment accreditation charter, higher educational institutions without fully fledged educational programs and syllabi could receive only conditional accreditation, while higher educational institutions without educational programs conforming with the European system of credit transfers were ineligible for institutional accreditation. Under the amended accreditation regulations, a full-fledged educational program is one of the main prerequisites for accreditation.

- Technical parameters of PCs employed in higher educational institutions were also revised. Namely, at least 30% of the PCs owned by a higher educational institution should have 450 MHz CPUs or higher. This amendment is designed to encourage the educational institutions to upgrade their computer equipment per year.

- The amendments have been also addressed to the quality of the information service of higher educational institutions. In particular, having a website became a key indicator, while earlier it was an additional one. It means that higher educational institutions must develop their own websites to provide the public with useful and significant information.

- The accreditation procedure has been amended to ensure transparency and opportunity for stakeholders to contribute to the decision-making. Particularly, the NEAC Higher Education Accreditation Board, a collegiate body is to decide the accreditation of educational institutions and the student quota. Earlier, these decisions were made by the NEAC director.

- The amendments enabled the accredited higher educational institutions to determine, within the officially approved the student quota, both the number of applicants seeking admission to academic and vocational education programs, and the number of vacancies for students from other institutions. The vacancies are registered by the NEAC.

c) The NEAC worked out a maintenance/management concept of the register of students and professors/teachers in relation to the respective draft order of the minister for education and sciences.

The register of students and teachers/professors should include full data about students and professors/teachers of an accredited educational institution, promote mobility of students and professors/teachers, and prevent illegal enrolment and forged educational documents, including diplomas.

The register must provide mechanisms for the rapid and unrestricted search and analysis of the information about academic degrees, educational programs, assignment of students and the upper limits for the number of students at the institution.

d) The NEAC drafted the regulations of the formal procedures to recognise/acknowledge foreign qualification certificates and establish the equivalence and authenticity of Georgian qualification certificates.

These regulations detail terms and formal procedures to recognise/acknowledge foreign qualification certificates and establish equivalence and authenticity of Georgian qualification certificates. The regulations also deal with the recognition/acknowledgement of the qualification certificates of IDPs and refugees.

1.2 NEAC strategic development and self-assessment

a) Strategic development

The NEAC launched its website – www.nea.ge – in 2007 to provide the public with information about its ongoing activities and available programs. Since then the NEAC has published a lot of significant and up-to-date information on its website, including the list of fully or conditionally accredited higher educational institutions, , in 2007-2008 academic year, higher educational institutions still in the accreditation process (i.e. applicant higher educational institutions that failed to get accreditation but were allowed to issue officially approved diplomas for the next two years, and non-accredited higher educational institutions; the student quota; NEAC contact information, etc. The website will be regularly updated.

In coordination with the Ministry of Education and Science of Georgia the NEAC actively participates in and contributes to the timely implementation of the obligations imposed on Georgia by its membership of Bologna Process. So far, the NEAC is actively involved in cooperation projects between European and Georgian universities, and regularly takes part in international conferences.

The 5th ministerial conference of the Bologna Process took place in London on May 16-18, 2007. The Georgian delegation was led by Alexander Lomaia, the minister for education and sciences, and included Archil Motsonelidze, the acting rector of the Georgian Technical University, Meri Rogava of the Student Self-government of Tbilisi State Medical University, Nino Chubinidze, the director of the National Education Accreditation Centre, and Lela Maisuradze, the head of the European integration Department of the Ministry of Education and Science of Georgia. The London ministerial, which looked into development prospects of the European higher education system, provided an opportunity for the Georgian government to review its achievements in the field of higher education concerning common goals, set priorities, and identify challenges and opportunities for the next two years. The European higher education system needs to be developed according to social, economic and global requirements. Georgia is ready to take part in the continuous development of the European higher education system and contribute to the creation of healthy competitive environment.

The workshop "Skills and Work: Regional Vocational Education and Training Project for South Eastern Europe" was held in Cyprus on November 19-20, 2007, under the auspices of the British Council. The Georgian delegation members were Nino Chubinidze, NEAC director, Maka Kordzadze, a coordinator of the NEAC Accreditation Office, and Otar Zumburidze, professor of the Georgian Technical University.

The objective of the workshop was to share the experience of the development of quality assurance mechanisms at the institutional and policy levels. The project was designed to increase international participation in the vocational education and training in South Eastern Europe and UK. Participants of the workshop examined the best practises and shared their experiences within the framework of the college partnership scheme. This will enable countries of South Eastern Europe to develop vocational working standards and curricula.

The international conference "Education Quality Assurance and International Models of Professional Development for Professors/Teachers – The Best Practices" was held in Moscow on December 5-7, 2007, at the initiative of the International Research and Exchanges Board (IREX). The conference was focused on measures to improve management processes in higher educational institutions. Maka Advadze, the head of the NEAC European Integration and Mobility division, was among the participants. The conference provided NEAC with useful information about different models of professional development for professors/teachers.

NEAC took part in a seminar on strategic planning, which was organised by the Ministry of Education and Science of Georgia for public servants on July 26-29, 2007. Participants of the seminar, among which were Nino Chubinidze, NEAC director, and Khatuna Mkheidze, the head of NEAC Accreditation Division, discussed various

aspects of the 2008 budgeting process and program planning of the Ministry of Education and Science of Georgia and other legal entities.

To increase efficiency of NEAC Legal Office and improve his professional qualification, Nodar Megrelishvili, the acting head of NEAC Legal Office, attended a one-month training course "Preparation of Legal Documents – Practical Civil Law" in the Georgian Judicial Training Centre for the period of October 16-November 16, 2007, and was awarded a certificate.

b) NEAC self-assessment

NEAC began preparing a self-assessment report for achieving membership of the European Association for Quality Assurance in Higher Education (ENQA). To assess NEAC activities and organisational development, a special questionnaire was developed and sent to accredited higher educational institutions of Georgia. The questionnaire consists of the following 14 questions:

1. What is, in your opinion, the mission of the National Education Accreditation Centre?
2. To what extent do activities of the National Education Accreditation Centre correspond to its mission? (prove your point)
3. Is the accreditation procedure of the National Education Accreditation Centre efficient? (prove your point)
4. Does the National Education Accreditation Centre abide by its accreditation procedure?
5. Is the accreditation process of the National Education Accreditation Centre transparent? (prove your point)
6. Do accreditation applicants have adequate access to all information about accreditation procedure and criteria? (prove your point)
7. How do you think the accreditation criteria of the National Education Accreditation Centre are justified? (prove your point)
8. To what extent are you involved in the development of the Georgian higher education accreditation system? Please, specify activities and areas.
9. Are the National Education Accreditation Centre and its Higher Education Accreditation Board able to make independent decisions? (prove your point)
10. Does the National Education Accreditation Centre have adequate human resources to implement its mission efficiently?
11. How can you assess activities of the experts of the National Education Accreditation Centre?
12. Have you read the annual report of the National Education Accreditation Centre?
13. Have you read the strategic development plan of the National Education Accreditation Centre?
14. What is your opinion about NEAC services (consultations, seminars, trainings, etc.)?

On the whole, 66 respondents (administrative staff) from 39 accredited Georgian higher educational institutions were polled during the survey at the end of 2007. Non-accredited higher educational institutions were not included in the poll. They will be interviewed in 2008 in order to make the survey more representative and ensure that the assessment of NEAC activities includes opinions of both accredited and non-accredited educational institutions. Results of the survey will help NEAC improve its management.

Table and diagram of the distribution of answers to the questionnaire (percentage)

	Quantitative assessment of NEAC activities by higher educational institutions			
	Questions	**Approve %**	**Disapprove %**	**Abstention %**
1	To what extent do activities of the National Education Accreditation Centre correspond with its mission?	92,4	0.0	7,6
2	Efficiency of the accreditation process	91.0	3.0	6.0
3	Does the National Education Accreditation Centre abide by its accreditation procedure?	94.0	0.0	6.0
4	Transparency of the accreditation process	83,4	6.0	10,6
5	Access to information on accreditation procedure and criteria	94.0	1,5	4,5
6	Do you regard the accreditation criteria of the National Education Accreditation Centre acceptable?	97.0	0.0	3.0
7	Involvement of higher educational institutions in the development of the accreditation system	75,6	24,4	0.0
8	Independence of the accreditation service and accreditation board	71,3	6.0	22,7
9	Does the National Education Accreditation Centre have adequate human resources to implement its mission successfully?	57,7	7,5	34,8
10	Assessment of the activities of the NEAC experts	81,2	3.0	15,1
11	Are you acquainted with the annual report of the National Education Accreditation Centre?	56,1	43,9	0.0
12	Are you acquainted with the strategic plan of the National Education Accreditation Centre?	51,6	48,4	0.0
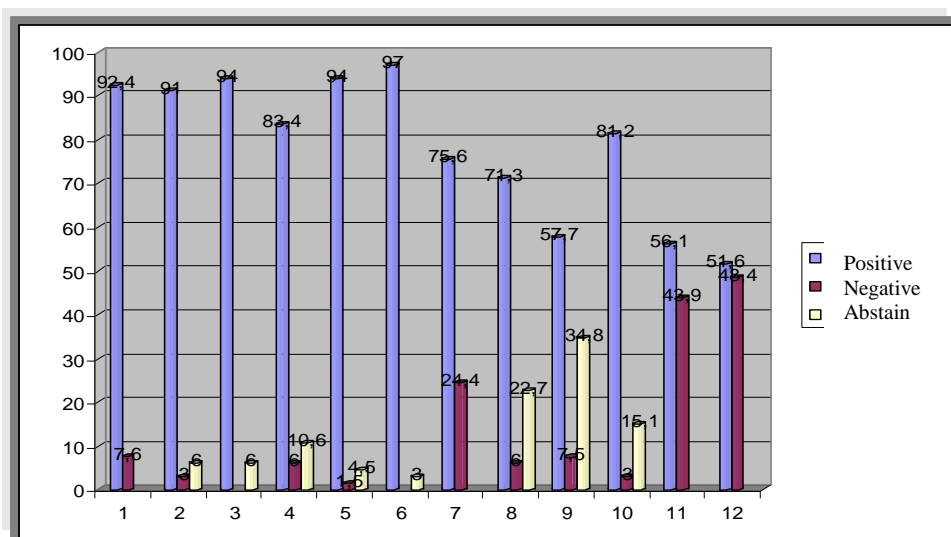
Qualitative assessment of NEAC activities by higher educational institutions

The following answers were given to the questions given below. The answers were distributed as follows (percentage):

1. What is, in your opinion, the mission of the National Education Accreditation Centre?

a) to bring the Georgian higher education system into line with international standards – 29.4%
b) to carry out institutional and program accreditation of higher, vocational and general educational institutions – 41.2%
c) to improve quality of higher education and perfect the education system of Georgia – 29.4%

2. Is the accreditation procedure of the National Education Accreditation Centre efficient enough? (prove your point)

a) the quality of higher education is gradually increasing, a new system of knowledge and skills assessment was introduced, educational programs were updated, and the material-technical base was upgraded – 43.9%

b) those Georgian higher educational institutions that failed to meet accreditation requirements, standards and criteria were suspended – 38.6%

c) the efficiency of the process can be assessed after the completion of the accreditation process– 17.5%

3. Is the accreditation process of the National Education Accreditation Centre transparent? (prove your point)

a) yes, it is transparent , since all accreditation-related information is available on the NEAC website and is published in special bulletins; major problems are covered by printed media and TV – 70.6%

b) yes, it is transparent, as accreditation applicants are able to get acquainted with accreditation criteria, self-assessment questionnaire, and the expert list in advance. They also have free access to assessment of the expert list before the accreditation board meeting, and to the decisions of the accreditation board – 19.6%

c) more transparency is needed – 9.8%

4. Do accreditation applicants have adequate access to all information about the accreditation procedure and criteria? (prove your point)

a) yes, they have adequate access, as all kind of information about NEAC activities, accreditation procedure and criteria is available on the NEAC website – 78.6%

b) applicants are acquainted with the expert list prior to and the decision of experts after the accreditation visit; accreditation criteria are published in advance and higher educational institutions participate in elaboration of them; thus, access to information is accessible – 19%

c) consultations at NEAC are available at any time and there are no restrictions on visits to NEAC – 2.4%

5. What is your opinion about NEAC services (consultations, seminars, trainings, etc.)?

a) the staff and foreign experts regularly carry out quite informative training workshops – 51.6%

b) no answer, as there was no need to use these services – 25.8%

c) NEAC should carry out more training workshops – 22.6%
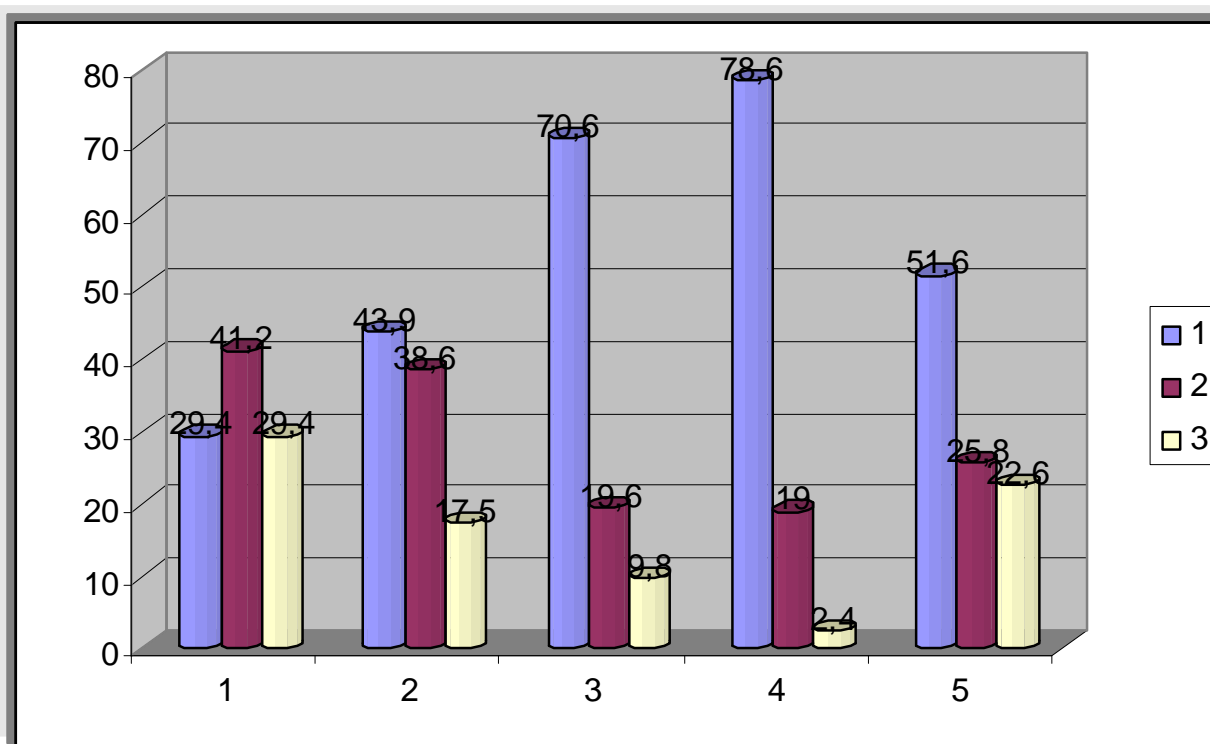
General analysis of the survey

More than 90% of the respondents were aware of the NEAC mission and almost the same number of respondents thought that NEAC activities corresponded to its mission. In the opinion of 94% of the respondents, NEAC fully follows its accreditation procedure. More than 90% of those polled considered the NEAC accreditation process transparent, and said that all information about accreditation procedure and criteria was freely available and relevant. More than 80% of the respondents positively assessed NEAC activities; more than 70% said that NEAC Accreditation Board's decisions were independent and fair; 75% considers that higher educational institutions were adequately involved in the development of the higher education accreditation system; more than 50% believed that NEAC had enough resources to fulfil its mission successfully; even though the NEAC strategic development plan and its annual report are available on the NEAC website and have been printed and distributed among both accredited and non-accredited higher educational institutions, almost 50% of the respondents knew little, if anything, about both the strategic plan and annual report.

The respondents' answers suggest that NEAC activities fully comply with its strategic development plan. At the same time, involvement of higher educational institutions in the development of the higher accreditation system remains insufficient. It is necessary to develop special forms and ask the higher educational institutions to identify and specify major stumbling-blocks to their development.

As to the availability of information about NEAC activities, it still needs improvement – it is necessary to deepen involvement of stakeholders in NEAC activities and give them free access to all information about past and future NEAC projects.

NEAC should also expand its consulting services for higher educational institutions and arrange regular working meetings to discuss its ongoing and future programs.

1.3. Preparation for a new system of higher education accreditation

The education accreditation process began in Georgia in 2004. In 2004-2007 it was based on several quality assessment criteria. In order to develop an internationally recognised education accreditation system, NEAC came up with a new, mission-based accreditation model. Under this model higher educational institutions should ensure quality of education on the basis of international education accreditation standards, which are designed to streamline implementation of a higher educational institution's mission. In 2007, in cooperation with higher educational institutions, leading foreign universities and independent foreign experts, NEAC drafted a new model of education accreditation.

In this process NEAC cooperated with USAID, the working group of the "Georgian Education Accreditation and Decentralisation" project (GEDA), and Mrs. Amy Kirle Lezberg, an expert of the New England Accreditation Service.

During Mrs. Amy Kirle Lezberg's visit to Georgia NEAC arranged several meetings in higher educational institutions of Tbilisi and other regions. At these meetings experts of the accreditation service and Mrs. Amy Kirle Lezberg held talks with academic staff and administrations of these institutions. On the whole, 46 participants attended these meetings.

The main objective of the meetings was involvement of the higher educational institutions in the development of a new higher education accreditation system. Institutional accreditation standards, indicators and criteria were drafted and sent to all involved higher educational institutions. To make them public, they were also published on NEAC website.

In 2007 NEAC continued participation in TEMPUS TACIS (TACIS SCM 2005 Structural Measures) project "The Development of the Georgian University Accreditation System", which aimed to work out a national accreditation strategy and a program accreditation concept on the basis of respective European standards. NEAC organised one conference and two enlarged workshops, with participation of local, German and Austrian experts, in Tbilisi and Kvariati.

Within the framework of the project, seminars were held in Bokus University (Vienna, Austria) and Bauhaus-University Weimar (Germany) on October 23-28, 2007. The NEAC director was among the participants of the seminars.

Having set up the institutional and program accreditation standards, NEAC sponsored and organised a workshop in the Bazaleti Health Resort for representatives of the quality management services of several accredited higher educational institutions, namely Ivane Javakhishvili Tbilisi State University, Tbilisi State Medical University, and Shota Rustaveli Theatre and Film University. The workshop's aim was to draft, discuss and review amendments to the higher education accreditation regulations and the instruction on calculating accreditation fees.

Seminars were held in Marneuli, Gardabani, Akhaltsikhe, and Akhalkalaki in October and November 2007, in cooperation with NEAC, within the framework of the project "Supporting Ethnic Minorities for Democratic Political Participation" of the Caucasus Institute for Peace, Democracy and Development. The main objective of the seminars was assessment of the readiness of the local public schools for the coming accreditation process. Besides, the seminars provided ethnic minorities of Georgia with detailed information about the essence, mechanisms and procedures of the education accreditation process.

A joint seminar of the NEAC and NEAC Accreditation Board took place in Gudauri on December 8-9, 2007. Participants of the seminar – experts of NEAC and the Board – discussed and summarised results of the 2007 accreditation process. They also debated and agreed with the institutional accreditation standards and drafted guidebooks on the assessment and self-assessment of higher educational institutions.

The first annual conference to summarise results of the accreditation development program (TEMPUS TACIS) and the 2007 accreditation process took place on December 14, 2007, in Sheraton Metekhi Palace Hotel of Tbilisi. It was attended by representatives of NEAC and universities involved in the project, foreign experts, and rectors of higher educational institutions accredited in 2006-2007. The accreditation certificates were awarded at the conference.

1.4 The development of the NEAC resources

a) To ensure proper registration of higher educational institutions, students and professors/ teachers, provide tools for systematisation and statistical analysis of their data, and facilitate student mobility, NEAC worked out a project to set up a full, integrated and interactive database of the Georgian students.

The project was fully funded by NEAC. IT Development Centre Ltd provided software service for the project. Within the framework of the project, representatives of 185 higher educational institutions of Georgia received training in basic management and record-keeping principles of the students' database. Representatives of the educational institutions added information to the database by themselves. In 2007-08, after the first stage of the project during which all information was added to the database, NEAC began to upgrade the database. Namely, having analysed the information stored in the database, NEAC improved the existing interfaces and developed a

new one – student mobility interface – and   completed the report services. The interactive database was incorporated into NEAC website – www.nea.ge

Labour market research

Objectives, methods, results, analysis, recommendations

On January 25, 2007, NEAC director issued Order 01 on approval of the project "Higher Education Strategic Planning in Accordance with Labour Market Requirements", that was worked out on the basis of the agreement N220107/BC/QA (January 23, 2007) "Grant Assistance for the Project 'Higher Education Strategic Planning in Accordance with Labour Market Requirements" between NEAC and the Georgian office of the British Council.

A questionnaire-based survey was carried out in Tbilisi, Kutaisi, Batumi, Zugdidi, Akhaltsikhe, Gori, and Telavi. In total, 1800 respondents filled the questionnaire. The respondents included school graduates (university entrants), 1998 school graduates, 2002-2003 graduates from regulated professions (law, medicine and pedagogy), rectors of accredited higher educational institutions, quality assurance services staff, and representatives of employer organisations. Schools, the 11th form pupils and the 1998 school graduates were selected randomly. As to the 2002-2003 graduates in regulated professions (law, medicine, pedagogy), their data was taken from Ivane Javakhishvili Tbilisi State University, Tbilisi State Medical University, and Ilia Chavchavadze State University. Afterwards they were interviewed on phone randomly.

The project helped identify the most in-demand skills and qualifications in the Georgian labour market and outlined how the system of higher and vocational education should train respective students. As a result, competitiveness of the graduates in the labour market will increase and their employment opportunities will improve, for the benefit of the country's development.

Chapter 2. Higher education accreditation

In 2007 NEAC implemented institutional accreditation of higher educational institutions and laid the groundwork for program accreditation and accreditation of general educational institutions.

2.1. Higher institutional and vocational program accreditation

a) Institutional accreditation

NEAC began accepting institutional accreditation applications on August 29, 2007, and ended the process on October 15. On the whole, 41 educational institutions applied for higher institutional and higher vocational program accreditation. Seven higher educational institutions (17.1%), including Georgian Technical University, were granted institutional accreditation; 29 higher educational institutions (70.7%) were denied accreditation, two applications (4.9%) were rejected as irrelevant, while three higher educational institutions (7.3%) withdrew their applications.
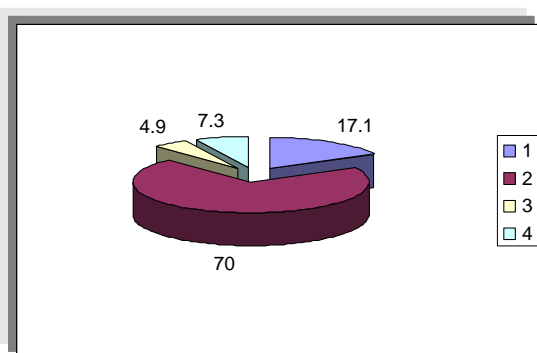
Higher Education Accreditation Board granted accreditation to two higher educational institutions that were accredited conditionally in 2006. Six accredited higher educational institutions, two of which were legal entities of public law, submitted applications for the student quota, i.e. they requested to increase the quota of enrolling

students. The Board decided on the quota of three licensed higher educational institutions and set the quota of enrolling students for five newly founded higher educational institutions (see Appendix 1).

b) Higher vocational program accreditation

In 2007 the deadline for higher vocational program accreditation applications was set twice: 12 higher educational institutions applied for accreditation at the first admission and 7 higher educational institutions submitted their applications at the second admission. The applications covered 150 programs. Finally, 132 higher vocational programs were granted accreditation (see Appendix 2).

2.2 Legal disputes of 2007

a) Administrative legal cases

In 2007 NEAC was involved in administrative legal cases due to accreditation denial by the Accreditation Board. In total, 13 such cases were discussed by General Inspectorate of the Ministry of Education and Science of Georgia. Seven cases were examined in 2007 and the following decisions were made:

№	Plaintiff	Year	Dispute outcome
1	Quality Management University, Ltd	2007	not satisfied
2	Caucasus Academic Centre, Ltd (CAC)	2007	not satisfied
3	European University, Ltd	2007	withdrew the complaint
4	Ilia Chavchavadze Tbilisi University, Ltd	2007	not satisfied
5	Automobile-Road Institute, Ltd	2007	not satisfied
6	T. Mamistvalov-Kezerashvili Georgian-Israel Interbusiness Dental Institute, Ltd	2007	not satisfied
7	Banking-Financial Institute, Ltd	2007	not satisfied

Complaints of these seven educational institutions were rejected and respective decisions of the Accreditation Board were upheld.

b) Accreditation-related appeals

NEAC was involved in 2005 accreditation-related appeals that lasted throughout 2007. It concerned the following three higher educational institutions: Khashuri Independent University Ltd, Multi-Faculty Institute of Batumi Professional Scientific Centre Ltd, Kutaisi National Institute "Gelati" Ltd.

c) Other legal disputes

NEAC also participated in two administrative legal disputes and one lawsuit connected with other activities of NEAC in 2007.

№	Plaintiff	The body that heard the case	Ruling
1	Citizen Tamta Ghughunishvili	Georgian Ministry of Education and Science of Georgia	Not Satisfied
2	Association of private higher educational institutions	Georgian Ministry of Education and Science of Georgia	Not satisfied
3	Citizen Lamara Tabutsadze	Court	Case is pending

2.3. A new model of institutional accreditation

In 2008 the current accreditation system will be replaced with a new, mission-based one, which is adapted to the European quality assessment standards, procedures and criteria. European quality assurance standards are reflected in Berlin Communiqué of the member countries of Bologna Process (September 19, 2003). At the 2006 ministerial in Bergen the Georgian government expressed willingness and readiness to join the common European higher education environment and the European higher education policy. Under the new accreditation model every higher educational institution should have internal and external regulation mechanisms and procedures for quality assurance: documents to verify regular monitoring/revision of the programs and awards of academic degrees; a transparent assessment system of student; quality assurance mechanisms for teachers; educational-scientific resources, information systems and free access to information.

Higher educational institutions were able to participate in the development of the new accreditation model. Relevant indicators, together with explanations and the list of information sources, were drafted on the basis of eight institutional accreditation standards. The draft indicators and explanatory notes were sent to 43 accredited higher educational institutions and published on NEAC website in order to make them available to the broad public. NEAC received feedback from 22 higher educational institutions. There were the following questions and remarks:

1. How integrated are the higher educational institution's general strategic plan and those of its faculties?
2. What kind of documents should the higher educational institution provide to prove its compliance with the standards?
3. What criteria are used to assess material resources after shifting from the quantitative to qualitative criteria?

The relevant model for indicators and means of checking sources were worked out on the basis of feedback and eight institutional accreditation standards were submitted to the Ministry of Education and Science of Georgia for approval.

Institutional accreditation standards:

Standard 1 – mission, objectives, goals
Standard 2 – planning and management
Standard 3 – organisational structure and management
Standard 4 – educational programs
Standard 5 – academic personnel
Standard 6 – students and student service centres
Standard 7 – resources
Standard 8 – abidance to one's principles and honesty

2.4. The program accreditation model

As a member of the Bologna Process Georgia must adopt program accreditation in order to bring its national education system into line with European standards.

Below is a draft NEAC program accreditation rules and standards, which should be approved by the Ministry of Education and Science of Georgia.

Program accreditation principles

1. HEI program accreditation is based on the principle of mutual agreement – it means that program accreditation must be voluntary, while accreditation applicants are to agree on the accreditation experts.

2. Accreditation applicants must help accreditation experts to perform their functions and provide them with all necessary documents.

3. NEAC must ensure transparency of the program accreditation process and monitor accreditation visits at the applicant institution.

The accreditation application

1. To achieve program accreditation, a HEI must submit its application to NEAC together with the accreditation fee payment document.

2. The following documents must be submitted together with the program accreditation fee receipt:

a) a self-assessment report
b) A verified copy of the document prepared by the applicant HEI in accordance with the law. The document should demonstrate that the HEI is capable of carrying out the program.
c) CVs of HEI personnel who receive fixed salaries or are paid on a contract basis with the following information: names, titles, the sphere of activity, significant works published over the last five years, scientific plans reflected in HEI budget and strategic plan, alternative financial sources, and information about membership of national and foreign organisations, education and other significant data.

b) samples of diplomas and respective attachments
c) Main contracts and agreements with partner universities, employer organisations, and departments
d) Agreements signed by HEI within the framework of other programs
e) The program budget and economic plan reflected in HEI strategic plan and general budget
f) A copy of the institutional legal act on approval of program fee
g) A catalogue of the program modules that include:

- the title and the index of the module, and the name of the responsible person
- description of competencies (including key competencies)
- methods of teaching and program content
- the titles of compulsory, optional compulsory and optional educational programs
- the number of hours and credits for each module in a semester and ECTS progress credits gained (in accordance with contact hours/educational programs and hours for independent work)
- type of exam (oral, written, test, etc.)
- Relevance of the module in attaining key competences
- criteria of assessment
- duration of the module

3. NEAC director signs an individual administrative decree to endorse self-assessment questionnaire and collect information about academic personnel and teachers.

The status of an accreditation applicant

1. After a HEI submits its accreditation application NEAC has to verify whether the respective documents comply with the requirements of Chapter 9 of the regulations. Apart from the accreditation application, the accreditation fee receipt must be submitted with the application at the time of submission.

2. If a HEI fails to submit documents or other information in accordance with Article 2 of Chapter 9, which are necessary for decision making, NEAC defines a five-day period for submitting the required documents and information.

3. If a HEI submits additional documents or information within the terms stipulated by Article 2 of the Chapter 9 of the given regulations, provided this information satisfies requirements of Article 2 of the Chapter 9, NEAC director issues an individual administrative-legal order on HEI as a registered candidate.

4. If a HEI fails to submit a the accreditation fee receipt together with the accreditation application, and does not provide additional documents or other information in accordance with Article 2 of the Chapter 9 of the given regulations, NEAC director issues an individual administrative-legal order to withdraw the application.

5. A HEI must provide experts with copies of documents on CD in Microsoft Word or PDF format.

Formation of an accreditation expert group

1. After a HEI is accepted as a registered candidate NEAC provides the HEI with the list of experts (the group leader and members) .

2. HEI agrees on the expert visit at the institution. The HEI can twice withdraw the member of the experts' group (leader and/or members).

3. An applicant HEI should justify the fact of rejecting the chairman or a member of the accreditation expert's group. The reason for rejection may be based on irrelevance of the chairman or a member of the accreditation expert group with requirements of the given regulations and the code of ethics.

4. If an applicant HEI withdraws the chairman or a member of the accreditation expert group without justification, it will be regarded as a refusal to carry out accreditation procedures. In such cases NEAC director issues an individual legal act on withdrawal of HEI's registered candidacy.

5. If an agreement on experts' group with an applicant LEPL - HEI is not reached, NEAC director issues an order to approve the group establishment and appoint the visit.

6. If an agreement is reached with members/chairman of the accreditation expert panel NEAC director should issue an individual administrative-legal order to set up the expert group and carry out accreditation visits to the applicant HEI.

7. The duration of the accreditation visit is determined by NEAC in accordance with the program contents and specified in the individual administrative-legal order issued in line with Article 6 of the given regulations.

Membership of the accreditation expert group

1.The accreditation expert group can include both citizens of Georgia and other countries, residents without citizenship, representatives of scientific institutions or universities, students and people with relevant qualification.

2. A scientific-research institution, a public organisation, a professional association or an international/foreign organisation can nominate candidates as members of the accreditation expert group.

3. The accreditation expert group should consist of a chairman and at least two members. The number of the members of the accreditation expert group is determined by the respective program of an applicant organisation and reflected in the individual administrative-legal order based on Article 6 of Chapter 11 of the given regulations.

The status of an accreditation expert

1. An accreditation expert must be independent of the applicant HEI he/she has to assess. An accreditation expert should not be a public servant and former or current employee of the applicant HEI to be assessed.

2. An accreditation expert must know the criteria and the rules of the accreditation process and have adequate knowledge of the higher education system.

3. An accreditation expert must follow the Georgian laws and the code of ethics of the accreditation experts.

An accreditation expert's responsibility to follow the code of ethics

1. An accreditation expert must follow the Georgian legislation and expert judgement should be based on the principles of justice.

2. An accreditation expert must observe and respect the code of ethics when implementing an expert's responsibilities.

3. An accreditation expert is responsible to carry out fair and unbiased assessment of an applicant HEI.

4. An accreditation expert must be competent and have thorough knowledge of all aspects of the accreditation process and expert's responsibilities.

Rights and responsibilities of the leader and a member of the accreditation expert group

1. The leader and members of the accreditation expert group must follow the Georgian laws during their accreditation visits and implement orders of the NEAC director or other respective authority.

2. The chairman of the accreditation expert group must carry out an accreditation visit and divide functions and duties among members of the accreditation expert group. The leader is responsible for:

a) learning the self-assessment report of an applicant HEI and assessing/analysing the submitted documents prior to the accreditation visit
b) holding talks with an applicant HEI on the accreditation visit and carrying out the accreditation visit on the basis of an agreement between NEAC director and the applicant HEI
c) organising meetings with representatives of the applicant HEI
d) examining all aspects related to the final assessment report (recommendations and justification) of the accreditation expert panel and requesting all necessary documents

3. A member of the accreditation expert group must attend all sittings of the panel and take part in preparation of the final assessment report within the competences assigned to him/her by the leader. A group member is responsible for:

a) taking part in gathering the information and the discussion on the self-assessment report during an accreditation visit
b) interviewing students, academic and technical personnel, teachers and other employees
c) checking all aspects related to an accreditation expert's thematic assessment

Wages of accreditation experts

Wages of the NEAC accreditation experts and payments for their business trips are determined by NEAC.

An accreditation visit

1. The main objective of an accreditation visit is to assess the conceptual aspects of the programs and the applicant HEI's field of activity, equipment, existing conditions in the applicant HEI, and compliance of the HEI programs the self-assessment report and accreditation criteria.

2. Accreditation experts must check documents and interview students, employees and other personnel of an applicant HEI, and carry out on-the-spot inspection of its premises and equipment, which are necessary for its educational programs. Accreditation experts are authorised to gather and check all relevant data to establish whether an applicant HEI programs meet the accreditation criteria.

3. NEAC can monitor activities of its accreditation expert's group in order to ensure high-quality accreditation visits.

4. An applicant HEI must create adequate working conditions for accreditation experts during their accreditation visits and preparation of accreditation recommendations.

An accreditation expert's assessment and the final assessment report of the accreditation expert group

1. As a result of an accreditation visit each accreditation expert should draw up the assessment, while the accreditation expert's group prepares the summarizing assessment report.

2. An accreditation expert's assessment must describe whether the self-assessment report of an applicant HEI meets the criteria defined by the respective regulations. An accreditation expert draws up the assessment on the basis of inspection of an applicant HEI's specific condition(s).

3. The final assessment report should be prepared on the basis of thematic assessments and describe/analyse current conditions in an applicant HEI. The summarizing assessment report should specify whether conditions in an applicant HEI meet the accreditation criteria defined in the respective regulations. The summarizing assessment report is prepared by the chairman of the accreditation expert panel on the basis of accreditation experts' thematic assessments.

4. After an accreditation visit is over the accreditation expert panel should notify representatives of an applicant HEI of the thematic and summarizing assessment reports. To verify the notification, representatives of an applicant HEI and accreditation experts should sign thematic assessments, while members of the accreditation expert's group and representatives of an applicant HEI must endorse the final assessment report.

5. The form of an accreditation expert's thematic assessment and the final assessment report of the accreditation experts' group are defined in an individual administrative-legal order of NEAC director.

Accreditation decision making

1. On the basis of accreditation experts' thematic assessments and the final assessment report of the accreditation experts' group NEAC Higher Education Accreditation Board (Board hereafter) is to decide:

a) to grant program accreditation
b) to deny program accreditation
c) to cancel program accreditation

2. The Board must provide a valid justification of its decision if it does not agree with the final assessment report of the accreditation experts' group.

3. The Board may determine the date for the accreditation decision to come into force.

4. The state recognises educational documents of accredited educational institutions only if they are issued to graduates enrolled on the basis of national exams during the accreditation term or only if an educational program completed by a student is considered to be legally accredited.

5. If an unaccredited licensed educational institution is granted institutional accreditation, it is authorized to acknowledge the program passed by the students enrolled at their institution on the basis of national matriculation exams.

Self-assessment report

1. An accredited HEI must submit its self-assessment report every year, within terms defined by NEAC, to verify that its parameters meet the institutional accreditation criteria.

2. NEAC director should issue an individual administrative-legal order to endorse the self-assessment report.

2.5 Selection of accreditation experts on the basis of the new model

NEAC maintains a database of accreditation experts and candidates. To ensure mission-based accreditation, NEAC has developed the following criteria for the selection of accreditation experts:

a) higher education
b) professional experience: a candidate must prove that he/she held an academic or administrative position in an accredited HEI for three years prior to applying for the position of accreditation expert and/or that he/she has qualification of an expert in a respective field.
c) a candidate should not be a public servant
d) adequate knowledge of the accreditation rules and criteria, and the country's higher education system
e) high academic standing at home and/or abroad
f) respect for NEAC policy regarding the conflict of interest and the code of ethics of accreditation experts
g) high sense of responsibility, analytical and teamwork skills, ability to cope with crisis situations, fluency in Georgian, excellent writing skills.

On the basis of these criteria NEAC announced a selection of accreditation experts in November 2007. The selection process was carried out in three stages:

1) Stage 1 – Candidates submitted their applications and CVs that were reviewed in terms of selection criteria and required experience. In case of approval, a candidate was invited to the next stage of the selection.

2) Stage 2 – Interviews

3) Stage 3 – training workshops designed to assess the skills and competencies of the candidates selected at Stage 2 and preparation of recommendations for the selection of accreditation experts.

In total, 210 candidates submitted their applications. Only 79 of them reached Stage 2. And 65 candidates passed Stage 2 – interviews. Mrs. Amy Kirle Lezberg met them in December 2007 and explained them the basic principles of the mission-based accreditation, types of self assessment forms and trained them in writing accreditation reports. She also introduced the accreditation-related legal acts to them.

In the future NEAC plans to continue selecting/training candidates for the position of accreditation expert.

Chapter 3. Secondary education accreditation

3.1. Preliminary procedures for the accreditation of secondary educational institutions

The secondary education accreditation in Georgia has the following objectives:

- High-quality education in Georgia through the accreditation of secondary educational institutions on the common legal and structural-methodological basis.

- Successful implementation of the national matriculation exams

By implementing the accreditation system in General Education institutions the following results will be achieved:

- The education process in the country will be based on educational standards approved by the state.
- Both the state and commercial educational institutions will improve the quality of secondary education and bring it into line with international standards.
- Better education for teenagers
- Continuous improvement of the quality of the secondary educational institutions
- The reduction of the gap between the secondary and higher education standards, etc.

The stakeholders and their role in the accreditation process

The Georgian secondary education system includes secondary educational institutions and the following stakeholders: pupils, teachers, parents, administrators, directors and the broad public.

Since an applicant secondary educational institution must meet or even exceed respective quality standards, the academic and technical personnel of this institution and its resources should comply with these standards. Besides, the institution should remain in a permanent development process.

Participation of the stakeholders in the secondary education accreditation is undoubtedly very essential, since fundamental reforms and systemic changes are impossible without involvement of all stakeholders.

To lay the groundwork for the secondary education accreditation, the accreditation service held consultations in February-March 2007 with representatives of the GEDA group and the Ministry of Education and Science of Georgia.

Besides, the accreditation service arranged a working meeting on February 28, 2007, to discuss these problems. The meeting was attended by experts of the accreditation service, GEDA representatives, as well as Simon Janashia, the director of the national curricula and assessment centre, and Marina Zhvania, the director of the centre for teachers' professional development.

As a result of the consultations and the meeting, the NEAC accreditation service drafted secondary education accreditation standards. After the draft standards are examined by all offices of the accreditation service and revised/amended accordingly, the standards should be submitted to the above-described organisations and the GEDA group for consideration and approval.

A secondary education accreditation expert of New England's accreditation service Mrs. Pamela Grey-Bennet visited Georgia on April 8-26, 2007. She held several working meetings within the framework of the visit. A meeting on the preparation for the accreditation of the Georgian public schools (in accordance with international standards) took place in the Ministry of Education and Science on April 13 – it was attended by representatives of the Ministry of Education and Science of Georgia, NEAC and GEDA group.

The same theme was discussed at a meeting in the GEDA office on April 17 with participation of the representatives of NEAC, GEDA, and resource centres.

On April 25 Mrs. Pamela Grey-Bennet held a meeting in NEAC office to examine and debate secondary education accreditation standards and the creation of a respective accreditation system. As a result of the meeting, Mrs. Pamela Grey-Bennet proposed a draft structural model of the accreditation system and draft accreditation standards for secondary educational institutions. The draft structural model and the accreditation standards were discussed at a meeting in NEAC on July 16, 2007, together with GEDA experts. Recommendations and questions of the participants were sent to Mrs. Pamela Grey-Bennet.

Several working meetings were arranged in October-November 2007. The development of the secondary education accreditation standards, selection criteria for setting up the accreditation board and panel of experts, and the likely structural model of the secondary education accreditation system are under way at present.

3.2. The project of the secondary education accreditation standards

1. Mission

A secondary educational institution should have a mission reflecting its general, mutually accepted principles of learning/teaching and the institution's educational goals. It must also specify the results the pupils need to achieve and expectations of the civil sector and the broad public the institution assumes responsibility to come up to. These expectations and the goals provide a tool for a secondary educational institution to constantly assess efficiency of the learning/teaching process and all structural components of the institution should be focused on their implementation.

2. Culture

A secondary educational institution must create the atmosphere of security, mutual respect and support in order to promote the sense of dignity, responsibility and self-realisation among the pupils and in the institution in general. Cooperation among teachers is an important part of the professional culture of a secondary educational institution. A secondary educational institution should provide each pupil's parents with regular information about the pupil's achievements and the institution's activities, and offer them an opportunity to participate in the institution's life.

3. Curriculum

The educational process in a secondary educational institution is governed by its curriculum, which depends on its mission. Goals and respective activities of the institution must meet the pupils' requirements and give them enough opportunities to acquire skills and knowledge in accordance with the national curriculum and the institution's mission. The quality of a secondary educational institution's curriculum is an important factor which directly and indirectly affects the quality of education and the assessment of the pupils' achievements.

4. Resources

A secondary educational institution must have adequate human and financial resources and equipment for its educational programs. It should use these resources efficiently and purposefully in order to maintain and improve the quality of education and implement its mission and achieve its goals.

3.3 The structure and regulations of the secondary education accreditation

The accreditation board
NEAC

13 regional commissions   13 regional coordinators

150 accreditation experts   73 representatives of resource
                                                             centres for accreditation and
                                                             assessment issues

- Each regional commission is made up of a regional coordinator and seven members

- A regional coordinator has assistants – one representative from each regional resource centre – for accreditation and assessment issues

- 150 accreditation experts are selected from schoolteachers – two experts from each school of the resource centre. The experts are grouped as follows: a resource-centre's school is assessed by experts from other schools of the same resource centre. For instance, a school of the Tsalendjikha municipality will be assessed by experts from schools of the Senaki municipality, etc. (this practice is designed to reduce the cost of travel).

Each component's functions:

Functions of the secondary education accreditation board

The board is entitled to:

- examine recommendations of regional accreditation commissions on the accreditation of local schools and make the final decision
- approve and sanction accreditation standards for schools
- approve and sanction the content and the form of self-assessment reports and related materials
- approve and sanction the content and the form of assessment reports and related materials
- approve and sanction guiding principles of accreditation and judge whether all measures related to the process are justified

The secondary education accreditation board is made up of:

- The director or a representative of NEAC (without voting right)
- Directors or deputy directors of schools
- Teachers
- Prominent public figures
- Foreign education accreditation experts (as advisors, without voting right)

Note: the Board is supposed to have nine members.

Functions of NEAC in the accreditation process

Oversight and regulation of the accreditation process at the national level

Namely, the NEAC has to:

- develop accreditation standards, regularly review them and amend if necessary
- develop and improve the content and form of self-assessment reports and related materials
- develop and improve the content and form of assessment reports and related materials
- to govern regional accreditation commissions
- select assessment experts and compile their database (likely selection criteria: recommendation of the school's director with evaluation of the candidate's work in school; those school directors who are willing and ready to participate in the assessment process)

Functions of a regional commission

A regional commission has to:

- examine a school's self-assessment report
- prepare recommendations on the accreditation status and submit them to the accreditation board
- come up with recommendations on every report examined by the commission with the aim of improving the existing situation

Regional co-ordinator's functions

A regional coordinator must:

- arrange training for commission members
- organise training workshops on accreditation for the respective resource centres
- lead the decision making process on the basis of the commission's recommendations
- inform the secondary education accreditation board in writing about the results of the commission's assessment of every school

Functions of a resource centre's member (the co-ordinator's assistant for accreditation and assessment reports):

A resource centre's member must:
- prepare the timetable of accreditation visits to the region's schools and agree them with the schools
- select groups of assessment experts from the resource-centre's database (2-3 members in a group for 3-5-day visits)
- ensure self-assessment by schools and submit the assessment reports' to the regional coordinator

An expert's functions

An accreditation expert has to:

- analyse a secondary educational institution's self-assessment report and other related materials prior to the accreditation visit
- carry out the accreditation visit: to evaluate compliance of the secondary educational institution with the accreditation standards, take part in the gathering the necessary materials, interview teachers, board members, technical personnel, etc.
- monitor the education process
- take part in the preparation of the assessment report and recommendations regarding the given secondary educational institution

According to the NEAC's 2008 strategic plan of the secondary education accreditation, it is necessary to agree and approve secondary education accreditation standards and regulations, set up the accreditation structure and the accreditation board, to begin developing a self-assessment and assessment guidebooks, arrange training workshops for school personnel and select/train experts.

The secondary education accreditation is scheduled to begin in 2009.

Chapter 4. The basics of the vocational education accreditation

The aim of the Law on Vocational Education of Georgia is to develop a national vocational education system capable of meeting the ever-changing and dynamic requirements of the labour market. The law defines the terms and the rules of vocational education in Georgia, including the rules of accreditation.

Under the law NEAC is responsible to verify whether the ongoing education process in the country's vocational educational institutions complies with the Georgian national professional standards, the standard education program and norms established by the Ministry of Education and Science.

In this regard, NEAC is planning to carry out accreditation of vocational training centres in order to develop an efficient national system of the vocational education accreditation.

To this end, it is necessary to work out the regulations of the vocational education accreditation and submit them to the Ministry of Education and Science for approval.

In addition, NEAC should develop, in coordination with the teachers' professional development centre, accreditation criteria for vocational teacher/trainer education programs and submit them to the Ministry of Education and Science for approval.

Chapter 5. The student register and mobility

Student mobility in Georgia in 2007

The student mobility was carried out in the spring 2007, while the next process was announced at the end of the year. Special posters and flyers were printed and sent to higher educational institutions in order to ensure transparent and fair mobility. Information about the student mobility and available vacancies were posted on the websites of all accredited higher educational institutions and NEAC. To facilitate the process, NEAC prepared a TV and radio commercial and took part in three radio programmes (June, July, and August 2007). The commercial was broadcasted by the Georgian Public Broadcaster in June and July 2007. The commercial came on the air at the same

time. The *24 Saati* (24 Hours) newspaper published information about the student mobility. More than 500 individuals approached NEAC for consultation, either by phone or through personal visits. Information posted by higher educational institutions about the registered student mobility vacancies was published at NEAC website.

In order to ensure transparent and fair mobility process, transfer exams were carried out under supervision of the NEAC European Integration and Mobility Division. In the first semester of the 2007-2008 academic year 36 higher educational institutions registered mobility vacancies. In total 5641 students of higher educational institutions applied for mobility – 1920 of them have been transferred: 1620 students moved from accredited higher educational institutions to accredited higher educational institutions, and 300 students moved from non-accredited higher educational institutions to accredited ones.

The low rate of student mobility from non-accredited higher educational institutions to accredited ones can be explained by the following factors:

1. Under the law the students of non-accredited higher educational institutions admitted during the accreditation process are considered as accredited students for two years. Respectively, those universities that failed to get accreditation in the 2006-2007 academic year were entitled to issue recognized diplomas till the beginning of the 2007-2008 academic year. The regulation is flexible and doesn't force students to move to another institution at the year of graduation or the last two years.

2. Students of non-accredited higher educational institutions were unable to meet requirements and standards set by the accredited higher educational institutions. As a result, these students failed to pass the transfer exam. According to administrations of accredited higher educational institutions, educational programs of non-accredited higher educational institutions often contradicted programs passed by the students. As a result, the programs passed by the students were recognised only partially. That was the reason for accredited higher educational institutions' refusal of recognising credits gained by the students and, respectively, turned down their mobility appeal.

3. Education fees at the accredited private educational institutions that announced mobility vacancies were much higher than 1500 GEL and the fees imposed by non-accredited educational institutions. Some 70% of the students who complained to NEAC about the mobility-related problems emphasised that high fees was the main barrier to mobility in accredited educational institutions.

The reasons for mobility from one accredited higher educational institution to another one had the following reasons:

1. Students wanted to change educational programs because they failed to get enough points at the national matriculation exams to attend the program of their first choice.

2. Students from some commercial educational institutions could not passed exams. Respectively, the students were unhappy with fines for failed tests, as well as the terms and fees of the education program.

3. Program education fees in commercial educational institutions were twice and higher than in state educational institutions.

NEAC verified qualification documents of foreign citizens. In total, 257 foreign citizens and persons without citizenship were admitted to Georgian higher educational institutions.

5.2 Programs taught in foreign language and the respective number of students in accredited higher educational institutions of Georgia

There were 52 accredited and newly licensed institutions — higher educational institutions in Georgia in 2007. 26 of them had programs taught in foreign languages that were attended by 3,896 students. The programs were available in Russian, Turkish, Spanish, Hebrew, English, French and German. Distribution of students in terms of language of instruction was as follows:
- programs taught in English - 2,598 students
- programs in Russian - 1,171 students
- programs in French – 31
- programs in German – 19

In total, 92,200 students of accredited higher educational institutions were registered in NEAC's Student Register in 2007 – 4% of them attended programs taught in foreign languages.

Distribution of students attending programs in English by university:

- International Black Sea University, Ltd – 935 students
- Georgian-American University, Ltd – 367 students
- Georgian Technical University, Public Law Entity (PLE) – 305 students
- University of Georgia, Ltd – 277 students
- Caucasus International University, Ltd – 285 students
(see Table 1)

Table 1

N	Higher Educational Institution	Language	Number of students
1	Ivane Javakhishvili Tbilisi State University, PLE	Russian	95
		Turkish	1
2	Tbilisi State Medical University, PLE	English	94
3	Ilia Chavchavadze State University, PLE	English	1
		Russian	13
4	Akaki Tsereteli State University, PLE	English	1
5	Shota Rustaveli Batumi State University, PLE	Russian	44
6	Batumi State Maritime Academy, PLE	Russian	184
7	Georgian State Agriculture University, PLE	Russian	191
8	Jakob Gogebashvili Telavi State University, PLE	Russian	1
9	Tbilisi State University of Economic Relations, PLE	Russian	110
10	Petre Shotadze Tbilisi Medical Academy, Ltd	English	6
11	Grigol Robakize University, Ltd	English	1
12	International Black Sea University, Ltd	English	935
13	David Agmashenebeli University of Georgia, Ltd	English	1
14	Tbilisi National University "Metekhi", Ltd	Russian	32
		English	2
15	Union – Association for Georgia's Relations with Arab Countries – Tbilisi Institute of Asia and Africa	Farsi	5
		Hebrew	2
16	National Institute "Rvali", Ltd	English	2
17	Medical School "Aieti", Ltd	English	165
18	University of Georgia, Ltd	English	277
		Russian	1
19	Caucasus International University, Ltd	English	285

20	American University for Humanities – Tbilisi College, Ltd	English	131
21	Georgian-American University, Ltd	English	367
22	Georgian Aviation University, Ltd	Russian	18
23	Georgian Technical University, PLE	Russian	371
		English	305
		French	31
		German	19
		Other	70
24	Foundation – Public Relations Institute of Georgia	English	25
25	Tax-Customs Academy of Georgia, Ltd	Russian	32
26	Sukhumi University, PLE	Russian	78

Total: **3896**

5.3 Mobility of foreign citizens and residents without citizenship in Georgian higher educational institutions

Accredited higher educational institutions of Georgia admitted 275 students in 2007 under the regulations of mobility for foreign citizens and persons without citizenship within the quota of HEI.. Most of them came from India (79), Russia (78) and Turkey (54).

In the same year 1,853 foreign citizens and people without citizenship (or 2% of the total number of students) were enrolled in the accredited higher educational institutions of Georgia (see Table 2)

Table 2

Country	Number of students
India	79
Russia	78
Turkey	54
Azerbaijan	10
Iran	4
Mauritius	4
Ukraine	4
Nigeria	3
Kazakhstan	3
USA	2
Germany	2
Greece	2
Syria	2
Sri Lanka	2
Turkmenistan	1
Israel	1
Canada	1
Netherlands	1
France	1
Uzbekistan	1

Switzerland	1
China	1
Total	**257**

Table 3 shows that most of the foreign students and students without citizenship in Georgian higher educational institutions were from Azerbaijan (1,049), Turkey (281) and Russia (223).

Table 3

Azerbaijan	1049
Turkey	281
Russia	223
Other	52
India	51
Students with dual citizenship	41
Armenia	28
Pakistan	21
Turkmenistan	21
Ukraine	17
Kazakhstan	11
Iran	11
China	7
USA	6
Israel	5
Nepal	4
Japan	3
Kirgyzstan	3
Syria	3
Germany	3
France	2
Belarus	2
Tajikistan	2
Poland	2
Latvia	1
Lithuania	1
Moldova	1
Greece	1
Students without citizenship	1
Total:	**1853**

5.4 Mobility of Georgian citizens in foreign universities

NEAC received 1,600 applications in 2007 from Georgian citizens pursuing their studies in foreign universities. The applications demonstrated that most of the students preferred universities in the following countries: 60% of the applicants sought admission in Italian, Greek and German universities, 15% were eager to be enrolled in Russian and Austrian universities, while the rest 25% gave preference to Europe, the USA and other countries.

5.5 The student register of Georgian higher educational institutions

In order to register students and professors/teachers of Georgian higher educational institutions, managing and analysing the data, and facilitate student mobility, NEAC prepared a project to set up a complete and integrated interactive database of Georgian students.

The project was carried out by NEAC in cooperation with IT Development Centre Ltd, which provided respective software.

Some 450 representatives of 185 higher educational institutions of Georgia received training (in May-June 2007) in basic principles of interactive database interface. LEPL-Ilia Chavchavadze State University, and LEPL-Ivane Javakhishvili Tbilisi State University, , provided computer equipment and other assistance to help NEAC carry out the training efficiently and timely. More than 140,000 students were registered in accredited and non-accredited higher educational institutions. The database is to be updated twice a year on the basis of student mobility information and the results of the Unified National Exams.

By 2007-08 academic year NEAC had upgraded the student register program. Namely, having analysed the information stored in the register, NEAC improved existing interfaces and created a new one – student mobility interface. Besides, the report services were completed. NEAC set the register development regulations and submitted them to the Ministry of Education and Science of Georgia for approval.

Chapter 6. Authenticity/recognition of educational documents

In order to create the legal basis for authenticity, NEAC set forth regulations for formal recognition/acknowledgement of foreign educational documents and the establishment of the equivalence and authenticity of Georgian qualification documents. NEAC has been in charge of performing this function since May 8, 2007. Earlier it was within the competence of the Ministry of Education and Science.

The document recognition procedure requires NEAC's cooperation with the Ministry of Foreign Affairs of Georgia and foreign accredited embassies in the country.

European Integration and Mobility Division of NEAC is responsible for verification of educational documents. Since May 8, 2007, the Centre has received 3765 applications from organisations and Georgian and foreign citizens for the verification of educational documents and recognition of educational programs passed. Most of the applications submitted by organisations consisted verification requests on multiple documents. Throughout 2007 NEAC received applications from administrative bodies of various ministries, foreign embassies in Georgia, and foreign universities.

In 2007 NEAC European Integration and Mobility Division verified approximately 3200 educational documents.

Chapter 7. Public relations

7.1. Paperwork/files management and access to information

NEAC has experienced different forms of public relations in 2007. The NEAC director and the members of the Divisions have provided consultation and advice to organisations and individuals about accreditation, higher educational program accreditation, student mobility, student register, recognition of educational documents and educational programs passed. More than 5000 individuals were provided consultation in 2007.

NEAC have received 3830 inquiries from organisations and 2107 from individuals, and have sent 5030 letters of response. Internal correspondence of NEAC has accounted 287 in 2007.

NEAC is to issue internal legal acts – director's orders. NEAC director has issued 347 orders in 2007 concerning regulation of accreditation, mobility, accreditation experts, program budgets and other issues.

Higher Education Accreditation Board operates at NEAC. It has prepared and issued 65 resolutions in 2007. There were no resolutions in 2006. The Board recommended that its resolutions be issued by NEAC director. Due to this fact Table 4, corresponding row (the Board's resolutions') in does not contain any data.

Throughout 2007 NEAC freely and openly published useful information about ongoing and future activities on its website – www.nea.ge – and bulletin boards.

In comparison with 2006, NEAC incoming correspondence increased eight times. In particular, correspondence from organisations has increased eight times, while that from individuals has grown nine times. NEAC outgoing correspondence also has increased eight times. NEAC internal correspondence has doubled compared with 2006. (see Table 4)

Table 4

	2006	**2007**	**Difference**
NEAC total incoming correspondence	708	5937	
Incoming correspondence from organisations	479	3830	
Incoming correspondence from individuals	229	2107	
NEAC outgoing correspondence	648	5030	
Orders implemented by the Legal Division	338	347	
Resolutions of the Higher Education Accreditation Board		65	
NEAC internal correspondence	126	290	
Consultations		4952	

The growth of correspondence can be justified by the fact that NEAC was assigned to carry out more functions, such as verification of educational documents and student mobility control. The above-mentioned figures cover the period from January 1 to December 28 of 2007.

7.2. Better transparency of the student mobility

In order to streamline the student mobility procedure and give the broad public free access to information about available vacancies in accredited higher educational institutions, the Ministry of Education and Science allocated special funds (6500 GEL) for the project "Facilitation of Student Mobility in Georgia". Within the framework of the program a 46-second information video clip was produced and broadcasted on TV for four months – in August-September and December 2007, and January 2008. Besides 5000 copies of flyers and 1000 posters were printed, press-releases were published, and several press briefings and "open door" days have been conducted.

At the beginning of the 2007-2008 academic year 24 out of the 32 accredited higher educational institutions released information about available vacancies for the first student mobility registration. At the second term of registration the data were changed. This information was published in the "*24 Saati*"(24 Hours) newspaper on May 31, 2007.

7.3. Facilitation of the higher education institutional accreditation and accreditation of higher vocational educational programs

NEAC director participated in the weekly radio programme "Pikis Saati" (Rush Hour), which focused on problems of the national higher education system.

A two-stage selection of experts was carried out in order to ensure efficient accreditation of higher education institutions and select qualified accreditation experts: stage 1 – candidates submitted their applications; stage 2 – the applications were processed and the applicants were interviewed.

Chapter 8. 2007 Financial Report

The Ministry of Education and Science launched the first higher education institutional accreditation process on October 28, 2004. Under the Law on Higher Education of Georgia, after the transitional period an independent

organisation was to carry out the accreditation process. So far, the Ministry of Education and Science issued Order 222 on March 27, 2006, to establish a new legal entity, the State Education Accreditation Service of Georgia (currently National Education Accreditation Centre – NEAC), authorised to carry out institutional and program accreditation of higher, vocational and secondary educational institutions of the country.

NEAC is an independent administrative body. Its activities are regulated on the basis of Constitution of Georgia, international agreements and conventions Georgia is a signatory to, and the respective national legislation: Law on Higher Education, Law on General Education, Law on Public Law Entities, other relevant legal acts, and internal regulations. It has the right to sign contracts, to acquire/purchase the titles and undertake liabilities, and be a plaintiff and respondent in lawsuits concerning third parties. It has its own independent balance sheet, a bank account, a coat of arms, the seal with small inscription of the national coat of arms, and other attributes of a legal entity.

According to Order 222 of March 27, 2006, on the establishment of a new legal entity – National Education Accreditation Centre – and its regulations, the financial sources of NEAC are as follows:

1. Targeted subsidies from the state budget
2. Revenues generated from education accreditation fees
3. Incomes from commercial contract-based services
4. Targeted grants
5. All other legal sources stipulated in the Georgian legislation

The 2007 NEAC program with the respective budget and expenditure was approved by the Georgian government's Decree No. 64 of March 28, 2007, and Order 43 of January 18, 2008 by the Minister of education and science of Georgia '. The 2007 NEAC budget totalled 276500 GEL. NEAC organisational structure and the total number of personnel – 14 employees – were agreed with the Ministry of Education and Science.

In total, NEAC has spent 276296.44 GEL of the state budgetary subsidies allocated in 2007, including:

1	**Wages and salaries**	**GEL 177999.51**
2	**Taxes paid by an employer**	**GEL35599.90**
3	**Business travel**	**GEL 8514.10**
4	**Other goods and services**	**GEL 50975.75**
5	**Capital costs**	**GEL 3207.18**

NEAC's raises non-budgetary incomes from accreditation and application fees paid by applicant higher educational institutions.

Accreditation and application fees paid by applicant higher educational institutions in 2007 in accordance with the Ministry of Education and Science's Order 223 of March 27, 2006, on the regulations of the higher education accreditation and the instruction to calculate institutional accreditation fees, totalled 171204 GEL.

NEAC spent 165125 GEL in 2008 on invited specialists and accreditation experts, covered business travel costs and other expenses, including:

1	**Wages and salaries**	**29 429 GEL**
2	**Taxes paid by an employer**	**5 885 GEL**
3	**Business travel**	**5 253 GEL**
4	**Other goods and services**	**124 558 GEL**
5	**Capital costs**	**00.00 GEL**

Appendices

Standards, indicators and sources of checking for institutional accreditation of HEI (Project)

Standard 1
Mission, objectives, tasks

A higher educational institution (HEI) has a clear mission, which reflects HEI's function in the national higher education system, meets the state's and society's present-day requirements, and determines the HEI's target audience and objectives. HEI activities are based on its mission, which must be shared by its governing body, administration, faculties, academic personnel and students.

******

- HEI mission is a basic standard, which determines whether the HEI conforms with other institutional accreditation standards.

- The mission statement must describe HEI's individual parameters (its size, geographic location, etc) and its directions, i.e. whether it is research, public service, etc.

- On the basis of the mission HEI defines its priorities (directions or disciplines, certain groups of students, etc), plans its future activities, and evaluates achieved results.

- HEI must be in permanent self-assessment and development process. It means that HEI mission should be regularly reviewed in order to ensure that it corresponds with the ever-changing environment and growing requirements.

- Apart from the mission, a successful HEI must have clear-cut objectives, which should show how HEI is going to implement its mission. Objectives should be realistic and consistent with HEI's material-technical, human and financial resources.

- On the basis of defined objectives HEI formulates its tasks, which determine specific milestones HEI can reach in a certain timespan (for instance, development of academic skills of the graduates, creation of new academic programs, etc).

- HEI faculties have their own objectives and tasks, which must correspond with HEI's general mission, objectives and tasks.

- All offices and departments of HEI should be involved in the development of its mission, objectives and tasks. Afterwards, the mission, objectives and tasks must be approved by the governing body. The mission, regulations and other legal documents of HEI must correspond with each other.

Key indicators	Sources of checking
HEI has the mission together with all its major components. (Standard 1)	• Strategic plan • Brochure, booklet • Website
Administration and representatives of faculties are involved in the development of HEI mission (objectives and tasks)	• There is a detailed procedure which specifies who (specific names) is entitled to take part in the mission development; how decisions are made (voting, etc), etc.

	• Approved minutes of the sittings.
HEI representatives – administration, academic personnel, students – are aware of its mission	• Disseminated brochures and booklets • HEI website with its mission statement
HEI mission complies with the national education policy and is supposed to facilitate the society's development.	• Official policy documents of the Ministry of Education and Science • Strategic plan
On the basis of the mission HEI defines its priorities (development of specific directions or disciplines, increased attention to certain groups of students, etc)	• Strategic plan
HEI planning and assessment processes are based on its mission.	• Strategic plan • Assessment report
HEI mission is reviewed every 3-5 years, while objectives are re-examined annually. Results of this process are communicated to all stakeholders.	• There is a detailed procedure which specifies who (specific names) is entitled to take part in the mission development; how often the mission is reviewed; how decisions are made (voting, etc), etc. • Approved minutes of these sittings • Revised strategic plan
HEI objectives specify how the HEI plans to implement its mission.	• Strategic plan
On the basis of defined objectives HEI formulates its tasks, which determine specific milestones HEI can reach in a certain timespan (for instance, development of academic skills of the graduates, creation of new academic programs, etc)	• Strategic plan
HEI faculties have their own objectives and tasks, which correspond with HEI's general mission, objectives and tasks	• Strategic plans of faculties • HEI strategic plan • Interviews with faculty deans and academic personnel

Standard 2
Planning and Assessment

HEI should plan its activities on the basis of its mission and create assessment mechanisms. Assessment results are useful for HEI institutional development. Implementation of HEI strategic plan, assessment of its efficiency and optimum allocation of available resources can help HEI to maintain and improve the quality of its programs.

******

Planning and Assessment is a systemic, interconnected process that shows how HEI plans to fulfil its mission by optimum allocation of available human, material-technical and financial resources. It also helps determine whether the planned results were achieved or not. Planning and Assessment contributes to HEI sustainability and development.

<u>Planning</u>

- The strategic plan and the level of its efficiency are indicative of the HEI institutional strength.

- Strategic planning is a coordinated and orderly process, during which HEI defines its objectives and tasks. Planning is a broad-based process, which involves representatives of respective HEI departments. The strategic plan is designed to facilitate implementation of HEI mission.

- Every HEI faces a task to balance the state's requirements and own strategic objectives and financial resources, and, at the same time, maintain flexibility and ability to rise to the challenges of the time. An efficient planning process enables HEI to achieve its objectives on the basis of available financial and other resources, take account of the state's requirements, and create preconditions for future development.

- Every faculty of HEI must have its own annual action plan, which is an integral part of the HEI general annual action plan.

<u>Assessment</u>

- Efficient planning goes hand in hand with monitoring and assessment, which determine how HEI plans to achieve its objectives and implement the tasks and whether available resources are properly used/appropriated.

- The assessment system creates a justified basis for HEI institutional development and improvement. The collected information is analysed and the analysis results help outline HEI development priorities.

Key indicators	**Sources of checking**

HEI has a 3-5-year strategic plan.	• The strategic plan includes:
	  - HEI mission
	  - 3-5-year priorities
	  - Objectives and tasks developed on the basis of priorities
	  - The first-year action plan
	  - Action plan budget
	  - Assessment mechanisms to evaluate planned activities

HEI has an annual action plan	• The annual action plan which includes:
	  - Objectives and respective tasks defined for the given year
	  - Tasks and corresponding activities
	  - Annual working schedule
	  - Action plan budget

Annual action plans of faculties are reflected in HEI general annual action plan	• There is a detailed procedure which specifies who (specific names) is entitled to take part in the process; how often the sittings are convened; how decisions are made (voting, etc), etc. • Approved minutes of the sittings • Annual action plans of faculties (which have the same components as the HEI annual action plan does)

	• HEI annual action plan
Representatives of HEI governing body, quality assurance service, administration, and faculties are involved in the strategic planning process.	• There is a detailed procedure which specifies who (specific names) is entitled to take part in the process; how often the sittings are convened; how decisions are made (voting, etc), etc. • Approved minutes of the sittings • Strategic plan

Assessment

HEI develops specific procedures and methodology to assess its planned activities (methods and tools – for instance, opinion polls among students, assessment of the HEI staffwork, etc)	• There is a detailed procedure which specifies who (specific names) is entitled to take part in the assessment process; how often the HEI activities should be assessed, how often the sittings of the working group are convened; how decisions are made (voting, etc), etc. • Strategic plan
HEI activities are regularly assessed and the HEI strategic plan is revised on the basis of the assessment results	• Approved minutes of the sittings • Revised strategic plan
Every year HEI assesses its work (in accordance with the action plan) and prepares an assessment report	• Approved minutes of the sittings of the action plan assessment working group • Assessment report
On the basis of the information gathered and analysed during the assessment process, HEI strategic and action plans are revised and amended. Besides, the information is useful for HEI development in general.	• There is a detailed procedure which specifies who (specific names) is entitled to take part in the process; how often the sittings of the working group are convened; how decisions are made (voting, etc), etc. • Assessment report, which includes recommendations for HEI future development

Standard 3
Organisational structure and Management

HEI should have a flexible organisational structure and a robust management system. Its prime objective is to ensure maximum efficiency and effectiveness during implementation of HEI tasks and mission.

*****

- HEI organisational structure and governing body should guarantee constant improvement of the quality of the teaching/learning process and/or scientific research (depending on HEI mission).

- HEI organisational structure should ensure fair elections, transparency, and open competition, as well as involvement of respective organisational components in the decision-making process.

- Relations between the governing body, administration, faculties and personnel and the division of competencies and responsibilities between them must be clearly defined. These relations should be written down in a HEI document (HEI management guide, etc) which is freely available to all stakeholders.

- With the help of respective administrative structures the governing body should allocate HEI financial and material-technical resources in accordance with defined objectives and tasks, and regularly assess effectiveness of the allocation of resources.

- Functions of the governing body:

> - to work out HEI mission
> - to outline HEI policy/strategy; to develop and regularly revise HEI action plan
> - to determine whether HEI activities correspond with its mission
> - to arrange working procedures, namely procedures to recruit new and dismiss old personnel; to outline

basic requirements of the educational programs; to admit/expel students and reduce the dropout rate; etc. The procedures should be written down in a HEI document (HEI management guide, etc), which is freely available to all stakeholders.

> - HEI financial sustainability – fundraising: to apply for governmental and foreign grants, to attract private

investors, etc.

> - accountability to interest groups and the broad public: to prepare annual reports, to organise/implement

"open-door" days, etc.

- HEI governing body should take into consideration students' views and decisions during debates over such issues that are directly linked to students' interests.

- HEI academic personnel must ensure quality of the educational programs and/or scientific research and their integration into HEI policy.

Key indicators	Sources of checking
HEI has its own regulations that conform with respective legislation (legal entity – the law on higher education; private – the law on manufacturing activities, the law on higher education)	• HEI regulations which include: - Organigram (a graphic diagram that shows the organisational structure of an institution) - Functions, competencies and responsibilities of HEI structural components (for instance, administration, board, faculties, etc) and accountability mechanisms.
HEI structural components have their own regulations each, that conform with respective legislation (the law on higher education)	• Regulations of HEI structural components which include: - Organigram - Functions, competencies and responsibilities of every specific office or position in a HEI structural component (for instance, administrator, dean, professor, etc) and accountability mechanisms. • There is a detailed procedure which specifies who (specific names) is entitled to take part in the development of the regulations and how decisions are made (voting, etc). • Approved minutes of the sittings • Statements of approval of the regulations • Working descriptions of every position
Everyday activities of HEI are governed by its respective official documents	• Document(s) specifying all procedures that guide HEI decision-making process and planning/implementation of its activities.

Information about selection, recruitment and dismissal procedures in HEI are fully transparent.	• The charter and/or the regulations of a particular structural component.
	• There is a detailed procedure which specifies who (specific names) is entitled to take part in the selection of new staff; what selection criteria are applied, and how decisions are reached (voting, etc).
	• Approved minutes of the sittings
	• Documents about announced contests (newspaper ads, announcement on the website)
	• Contract templates (forms) that specify terms of work and dismissal
	• Dismissal order(s)

Functions of governing structures are based on clear and properly documented principles and rules	• Respective document(s) that include:
	  - principles to admit students and reduce the dropout rate
	  - principles to recruit/dismiss staff members and reduce the dropout rate, etc.

	• Respective document(s) that regulate the following functions of governing structures:
	  - to develop HEI mission
	  - to elaborate HEI policy/strategy and action plan and review it on a regular basis
	  - to establish whether HEI activities correspond with its mission
	  - to ensure HEI financial sustainability – fundraising: to apply for governmental and foreign grants, to attract private investors, etc.
	  - accountability to interest groups and the broad public: to prepare annual reports, to organise/implement "open-door" days, etc.

Students have a voice in HEI governance (decision-making process)	• Interviews with representatives of HEI student self-government
	• Approved minutes of the sittings

Standard 4
Educational programs

HEI educational programs must conform with its mission and objectives, and streamline their implementation.

To fulfil its mission and achieve its objectives, HEI should carry out regular academic planning and assessment, which is an integral part of its education planning and assessment process. The academic planning must be realistic and consistent with HEI objectives and available resources.

*****

Each HEI educational program should have its own objectives and learning results. Every program must have a coherent structure, essence and volume, procedures to admit students and reduce the dropout rate, teaching methodology, criteria for student achievement assessment, etc.

- Learning result is a statement of what a student must know, understand and demonstrate at the end of the study. Learning results are set as competencies. Learning results consist of field and general competencies.[1]

- There must be a regular assessment system for every educational program.

- If an educational program is altered or cancelled, HEI should have respective mechanisms/procedures to ensure that students enrolled in this program continue their education.

- HEI must publish catalogues of its educational programs (hard copies or online versions available on the website) with full information about HEI objectives and its educational programs, learning results and other useful data.

- HEI information and communication technologies (ICT) are instrumental in and indispensable for education. HEI should help students learn and use them efficiently.

- Regulated educational programs should take account of those provisions of the standard that are relevant to their specifics.

Student achievement assessment

- HEI must have a multi-component student achievement assessment system with clear principles of student assessment. Students should have free access to all information about student assessment criteria.

- HEI requirements related to student learning must correspondent to HEI mission and standards of higher education and respective disciplines.

- HEI should gather information about student achievement assessment and adopt a practice of using this data for improvement of the teaching/learning process. Student achievement assessment is an integral element of HEI quality assessment.

******

- Competence is a dynamic combination of knowledge, perception, skills and capabilities. Development of competencies is one of the objectives of an educational program. There are two types of competence: departmental and general.

General competencies

- All academic fields have the same general competencies and their development is crucial for better preparation of students for their future civil participation, which in turn can improve their employment opportunities and chances of becoming full-fledged citizens (for instance analysis and synthesis skills). Higher education has three stages and general competence is an integral component of the each of them.[2]

HEI every educational program is designed to develop general competencies.[3]

Higher vocational education

- Higher vocational education programs should have clear objectives reflected in graduates' achievements and HEI respective documents. They should quickly teach students those competencies that meet the current labour market requirements and, at the same time, are compatible with a specific bachelor degree program.

- Students must be free to choose a HEI educational program. At the same time, HEI should provide all essential elements that can help a student to acquire general competencies at the given stage of education.

- The number, competencies and experience of academic personnel must be adequate for the implementation of HEI higher vocational education programs and consistent with objectives of HEI programs and its mission.

---

[1] Tuning Educational structures in Europe Phase 1 and 2; Dublin Descriptors
[2]
[3] Tuning Educational structures in Europe Phase 1; page and phase 2 page 32

- Higher vocational education programs should be reviewed systematically and amended if necessary in order to improve their quality.

- HEI must clearly define criteria and terms students must meet to get a respective higher vocational education diploma.

Bachelor degree program

- A bachelor degree program must have clear academic objectives reflected in graduates' achievements and HEI respective documents. Bachelor degree programs teach students general knowledge in a wide spectrum of disciplines, including theoretical foundations and research methods. At the same time, they are designed to provide students with advanced study in one specific discipline (or in inter-discipline field).

- HEI gives its students right to choose educational programs at will. At the same time, HEI requires students to fulfil compulsory components of a bachelor degree program that are designed to develop students' basic competence.

- The number, competence and experience of HEI academic personnel must be adequate to the requirements of HEI bachelor degree programs and correspond with objectives of the programs and HEI mission.

- Bachelor degree programs should be regularly reviewed and, if necessary, revised to improve their quality.

- HEI must clearly define criteria and terms students must meet to get a bachelor degree.

Master degree program

- A master degree program must have clear academic objectives reflected in graduates' achievements and HEI respective documents.

- A master degree program must always (except cases stipulated by the law) require students to study elements of scientific research (and/or practice) and provide favourable conditions to this end.

- HEI gives its students right to choose educational programs at will. At the same time, HEI requires students to fulfil compulsory components of a master degree program that are designed to develop students' basic competence.

- The number, competence and experience of HEI academic personnel must be adequate to the requirements of HEI master degree programs and correspond with objectives of the programs and HEI mission.

- Master degree programs should be regularly reviewed and, if necessary, revised to improve their quality.

- HEI must clearly define criteria and terms students must meet to get a master degree.

Ph.D degree program

- HEI Ph.D degree program must have clear academic objectives, which should be in line with HEI scientific-research programs and reflected in graduates' achievements and HEI respective documents. At this stage HEI defines two components of a program: academic component (i.e. a course of lectures a doctoral candidate must attend) and research component (a thesis, a research paper, etc).

- HEI gives its students right to choose educational programs at will. At the same time, HEI requires students to fulfil compulsory components of a Ph.D. degree program that are designed to develop students' basic competence.

- The number, competence and experience of HEI academic personnel must be adequate to the requirements of HEI Ph.D. degree programs and correspond with objectives of the programs and HEI mission.

- Ph.D. degree programs should be regularly reviewed and, if necessary, revised to improve their quality.

- HEI must clearly define criteria and terms students must meet to get a Ph.D. degree.

- HEI should have enough funds to ensure that the research components of Ph.D. degree programs remain viable.

Key indicators	**Sources of checking**

Educational programs

HEI has educational programs that conform with its mission

- Catalogues of educational programs that include:
  - program objectives, learning results, and teaching methodology
  - multi-component assessment mechanisms
  - a list of general competencies [4]
  - description of research components of the every stage of the educational program
  - brief annotations of subjects/modules (which are also published on the website)
  - the list of compulsory subjects for every academic degree
  - the total amount of credits
  - the number of hours for academic and independent studies specified in credits [5]
- Brief description of educational programs and short annotations of the subjects of every program are available on the website
- Written approval of an educational program by HEI respective office.

- When an educational program is altered or cancelled, HEI has respective mechanisms/procedures to ensure that students enrolled in this program continue their education.

- Procedure that demonstrates what mechanisms are used to ensure that students enrolled in a program continue their education.
- Charter and/or regulations

HEI regularly (once in every 1-3 years) assesses its educational programs and prepares an assessment report

- There is a detailed procedure which specifies who (specific names) is entitled to take part in the assessment process; how often the working group should convene and how decisions are made (voting, etc)
- Approved minutes of the sittings of the assessment working group
- Assessment report and related recommendations

There are enough academic and technical resources and adequate information technologies for HEI educational programs

- There is a procedure that specifies criteria the academic personnel involved in a program must meet
- Contracts with the academic personnel
- CVs of the staff
- Research papers and publications of the academic personnel
- The annual budget of a faculty, which shows how much funds are appropriated for every program

***

- Library registration journal
- The list of books/periodicals acquired in the last 10 years
- HEI has up-to-date PCs and other equipment

***

---

[4] *See Dublin descriptor*

[5] *See requirements of ECTS system*

- Interviews with HEI staff and students

Standard 5
Academic personnel

The number of HEI academic personnel and their qualification, academic and scientific activities must be adequate to HEI mission and objectives.

*****

- HEI should impose such requirements on its academic personnel that correspond with its mission, objectives and academic degrees: bachelor, master, and Ph.D. Qualification of HEI personnel must conform with their academic positions. HEI should develop and document the qualification criteria: academic degree(s), scientific-research activity, pedagogical skills, etc. HEI should have procedures in place to ensure fair and transparent selection, recruitment and dismissal of academic personnel.

- The number, competence and experience of HEI academic personnel must be adequate to the implementation of HEI programs and correspond with objectives of HEI educational programs and its mission. HEI should regularly evaluate efficiency of its academic personnel, i.e. establish how efficiently they perform their functions (for instance, teaching, student assessment).

- HEI academic personnel can develop educational programs and choose a teaching methodology and tools independently for each discipline. They should also ensure that the essence and methods of teaching comply with universally accepted academic and professional standards.

- HEI should facilitate professional development of its academic personnel – it should help its academic personnel to get constant updates on latest scientific achievements and methodologies in their sphere of activity, as well as on recent advances in pedagogy.

- Together with HEI administration, the academic personnel should create decent academic environment in which rights of both the personnel and the students are equally protected. Rights and responsibilities of the academic personnel should be defined in a respective HEI document.

- HEI should facilitate participation of its academic personnel and students in scientific-research activities to the extent that its mission provides for. HEI must have adequate technologies and physical or administrative resources for scientific-research activities. The academic personnel must be able to carry out their creative work and publish their scientific papers freely and independently, without any external interference.

Key indicators

Selection, recruitment, and dismissal of HEI academic personnel is carried out through a pre-determined procedure

Sources of checking

- List of HEI academic personnel (electronic version)
- Working description
- CVs of the academic personnel
- Contracts of the academic personnel
- Rector's order regarding the commission for selection of academic personnel
- There is a detailed procedure which specifies members (specific names) of the selection commission, selection criteria and procedure (voting, etc)
- Open publication(s) with announcements of

	vacancies
	• Approved minutes of the commission's sittings
	• Rector's order concerning results of the academic personnel selection contest
Academic personnel are assigned work on the basis of pre-determined rules	• There is a detailed procedure which specifies who (specific names) is entitled to take part in the process and how decisions are reached (voting, etc)
	• Approved minutes of the sittings
	• The maximum amount of work that can be assigned to each professor/lecturer
	• Documents that confirm the assignment of work to lecturers on the faculty level
	• Interviews with academic personnel

HEI evaluates its academic personnel at regular, pre-determined intervals	• There is a detailed procedure that specifies how often HEI academic personnel are evaluated:
	  - teaching methodology
	  - students assessment methodology
	  - scientific work

	• Academic personnel assessment questionnaires filled by students
	• Academic personnel assessment report

HEI has a guidebook for academic personnel	• A guidebook for academic personnel or another similar document which specifies:
	  - their rights and responsibilities
	  - HEI responsibilities in regard to its academic personnel
	  - HEI code of ethics

	• Interviews with the academic personnel
HEI has a policy to facilitate professional development of its academic personnel with emphasis on their scientific activity (capability)	• A guidebook for academic personnel or another similar document
	• Scientific papers published during the term of work in HEI
	• HEI library (which conforms with all necessary parameters, see St. 7), Internet
	• The list of HEI-level scientific activities (for instance, conferences)
	• Information about opportunities for professional development (seminars, training workshops, etc) published on the website or available from other sources
	• Contracts with scientific institutions and training centres
	• The list of scientific publications written jointly by students and professors
	• Adequately equipped scientific laboratories

Standard 6
Students and student assistance services

HEI should determine what contingent of students it expects to admit so that their interests, goals and capabilities correspond with HEI mission. HEI should create favourable conditions for students' intellectual and personal development, and work out criteria/procedures for fair student assessment.

****

- HEI must have a policy and procedures for admission of students, usage of credits/accumulation of knowledge and graduation.

- HEI information about educational programs, student achievements, financial assistance and scholarships, etc., must be correct and freely available, and should be published on the HEI website.

- HEI should have efficient student assistance services, designed to satisfy students' needs and conform with HEI mission, including but not limited to: access to information about submission of applications and financial assistance, "open-door" days, consultations, student self-government, etc.

- HEI should help set up student self-government. Activities of the student self-government should be transparent, correspond with HEI mission, and contribute to the implementation of the mission.

- HEI must create favourable conditions for disabled students to help them get adequate education. This aspect must be reflected in HEI policy.

- HEI should have a respective document to define students' rights and responsibilities.

Key indicators	Sources of checking
HEI has a properly documented policy for admission and mobility of students, completion of educational programs, accumulation of knowledge, and graduation at each education level, which correspond with HEI mission.	- Document(s) that specify: - principles of the redistribution of quota at the faculty/department level - procedures to regulate mobility for educational programs (in HEI and among HEI) - Documents/information available on HEI website - A guidebook for students with respective information
HEI has student assistance services and structures, and documents about their activities are freely available.	- Documents – regulations, etc, - on student self-government (provided it exists) and student assistance services. - A detailed foundation procedure specified in respective HEI documents - Strategic and annual action plans of student self-government (provided it exists) and student assistance services, which correspond with HEI mission and structure. - Documentary evidence of the activities of student self-government and student assistance services - Available information published on HEI website
Information about grants, scholarships, credits, etc., is freely available and regularly updated	- Information about grants, scholarships, credits, etc., published on HEI website - Student self-government - Interviews with students and representatives of student assistance services - A guidebook for students with respective information
HEI offers adequate conditions for disabled students	- Specific infrastructure, equipment, literature, etc, is available in HEI - A guidebook for students with respective information or other relevant document with respective information - Interviews with students
HEI has a guidebook for students with description of their rights and responsibilities, and HEI responsibilities with regard to students	

Standard 7
Resources

HEI must have adequate human, financial, physical, technical and information resources, which are indispensable for HEI mission and objectives. HEI should use these resources purposefully in order to maintain/improve quality of education.

*****

Human resources

- Qualification of HEI academic, administrative and technical personnel should correspond with HEI mission and objectives, and facilitate their implementation.

- HEI should work out procedures for selection, recruitment and dismissal of its personnel and create mechanisms to attract them, reduce the dropout rate and ensure their professional development.

Financial resources

- HEI should have enough financial resources for the implementation of its objectives and sustainable development. HEI must take steps to achieve financial stability.

- HEI should purposefully manage its financial resources. HEI must be able to cope with financial problems and demonstrate this ability.

- HEI finances must be transparent. To this end, HEI should have a robust financial policy, efficient budgeting process and procedures, regular financial accountability practices, and firmly established (financial) decision-making process(es).

- HEI must have a realistic multi-year financial plan based on HEI available resources and dependent on its financial sources. The financial plan is an integral part of HEI strategic plan. A respective body of HEI organisational structure should review and approve the multi-year financial plan, systematically assess efficiency of HEI financial policy and practice, and come up with respective recommendations.

- HEI finances should be regularly audited by a certified audit agency.

Physical and technical resources

- Physical and technical resources of HEI – lecture rooms, laboratories, Internet-network, equipment, premises, lands (if applicable), etc. – correspond with HEI mission and are used appropriately.

- Premises and laboratories comply with existing sanitary and security norms.

- HEI technical resources (equipment, etc) correspond with HEI mission, objectives of educational programs and learning results.

Library and electronic information resources

- HEI should have a plan and scheme to re-distribute library and electronic information resources in order to develop resources that correspond with HEI mission and educational programs. HEI should allocate funds to maintain/improve library and information resources.

- The library and electronic information resources must be easily accessible and conform with HEI educational programs and requirements of HEI academic personnel.

- Library and electronic information and communication technologies are an inseparable part of the student learning process that contributes to academic and scientific activities of HEI and helps improve its management.

Key indicators	Sources of checking
Human resources	
HEI has a detailed criteria for the selection, recruitment and dismissal of personnel	• There is a detailed procedure to select, recruit and dismiss personnel, which specifies who is entitled to take part in the process (specific names) and how decisions are made (voting, etc). • Approved reports of implemented contests • Contest results • Contracts with newly recruited personnel • Personnel CVs
HEI has a policy to ensure professional development of its personnel and reduce the dropout rate	• Documents that prove that HEI has a policy to ensure professional development of its personnel and reduce the dropout rate • Interviews with HEI personnel
Financial resources	
HEI has an annual academic budget for the current year	• HEI budget including the reserve funds • Faculty budgets • The budgeting procedure that specifies: who (specific names) is entitled to take part in the budgeting process (development, examination and approval) and how decisions are made (voting, etc) • Minutes of the budgeting sittings • Interviews with respective officials.
HEI prepares annual financial reports	• There is a detailed procedure that specifies: who (specific names) is entitled to take part in the process and how decisions are made (voting, etc). • Minutes of the assessment sittings (reports) • Financial report(s) • Strategic plan(s)
HEI has a multi-year financial plan, which corresponds with its strategic mission and is part of its strategic plan	
Assessment of financial components – part of a strategic plan assessment	• Strategic plan assessment reports
HEI has instrument(s) for proper appropriation of financial resources	• Financial policy documents • Budgeting procedure • HEI annual report • Financial audit report
HEI finances are regularly audited by a certified audit service	• Financial audit report
Physical and technical resources	
HEI technical and physical base conforms with the national standards	• The academic scheme that shows how audit and other services are used • Extracts from public register about ownership of buildings. • Sanitary hygienic statement • Statement about security norms • Statement about repair need • Inventory statement.
HEI is equipped in line with its mission and objectives	

Library and electronic information resources

HEI library resources and periodicals comply with the syllabi.

HEI regularly updates its library

HEI PCs are adequate to modern requirements and Internet connection is freely available.

All public information on this aspect is regularly updated, i.e. published on HEI official website.

- Library inventory book
- Library catalogue (electronic version)
- Contracts with magazines/newspapers and publishers
- The syllabi.
- The list of books/periodicals acquired in the last 10 years
- Contracts with publishers of newspapers/magazines
- Interviews with library and academic personnel
- Most modern PCs are connected to the Internet.
- Contracts with the internet providers; interviews with students and academic personnel.
- HEI website

Standard 8
Principled stance and honesty

Activities of HEI and its relations with students, academic and technical personnel, as well as external bodies, should be based on its code of ethics.

- HEI must satisfy institutional accreditation requirements and meet standards set forth by the NEAC, and should be ready for cooperation with NEAC.

- HEI personnel are required to carry out their duties responsibly and honestly and HEI must help them to do so. HEI should create favourable environment for principled and honest work.

- HEI relations with internal and external structures must be based on the principles of justice and transparency. HEI should try to avoid conflicts of interest and protect intellectual and individual property rights.

- HEI must ensure independence of the teaching/learning process, and provide the students and academic personnel with opportunities to carry out scientific work.

- HEI must create an environment of honesty and support for its students, regardless of their ethnic or religious background, while its employment, assessment and dismissal policies should be based on the equality principle.

- Education and other similar activities of HEI must be transparent and consistent with its objectives.

Key indicators

HEI has its own code of ethics, which is published and freely available

HEI and the NEAC cooperate on the basis of planned procedures

Contracts signed by HEI specify basic principles of work in HEI

Sources of checking

- Adequately approved HEI code of ethics
- Procedure for the code development
- Approved minutes of the sittings to prepare the code
- Upon request, HEI provides respective documents (for instance, assessment reports) within terms specified in the procedure
- HEI allocates a room for the panel of experts to work in
- HEI provides all necessary information for assessment
- HEI provides good working conditions for them
- Basic principles of work in HEI are reflected in HEI internal regulations
- HEI regulations define various forms of the conflicts of interest and mechanisms to avoid them
- A guidebook for academic personnel or other

	respective document that defines various forms of the conflict of interest and mechanisms to avoid them
HEI has a policy to help its academic personnel to improve their professional qualification	• A guidebook for academic personnel or other HEI internal document that define principles of academic independence
	• Contracts with scientific institutions and training centres
	• The list (electronic version) of scientific papers prepared jointly by students and academic personnel P
	• The list (electronic version) of scientific papers prepared and published by academic personnel during their work in HEI.
	• Adequately equipped laboratories
	• Interviews with the academic personnel
HEI activities are properly documented	• Planning documents for every activity that describe objectives of the respective activity, necessary resources, and expected results.
	• Documents about completed activities: photo materials, the schedule, presentation files, and the final report (if required by the format of the activity)

Appendix 2

Standards, indicators and sources of checking for program accreditation of HEI (Project)

Standard 1

Quality assurance strategies and procedures

Higher educational institutions should have a strategy and respective procedures to ensure standards and quality of their educational programs. It is the responsibility of a higher educational institution to develop and implement a constant quality assurance strategy. The strategy, policy and procedures should have an official status and must be open, while students and other stakeholders should have a voice in them.

Indicators	**Sources of checking**
There is a quality management (assurance) service	• Regulations of the quality assurance service, which define functions, competencies, responsibilities, and accountability mechanisms.
	• There is a detailed procedure that specifies who (specific names) is entitled to participate in the development of the regulations and how decisions are made (voting, etc).
	• Approved minutes of the sittings
	• The statements of approval of the regulations
	• Working description of positions
	• HEI charter
	• Website
Approved rules of assessment for educational and scientific-research programs	• Statement of approval
	• Website

Program preparation manual	• Brochures • Website
Program presentation manual	• Brochures • Website
Regular assessment of the quality of the personnel professional development and training programs	• There is a detailed procedure that specifies who is entitled to take part in the assessment • Assessment report with respective recommendations
Cooperation with foreign countries and respective services of their higher educational institutions with the aim of developing transparent quality control criteria and a methodology to ensure their implementation	•
Regulations of the quality assurance service define internal quality assessment mechanisms, designed to improve quality of education in higher education institutions, and ensure a well-organised and high-quality education process	• Regulations
The service ensures high quality of education through modern methods (modules, credit system, etc) of teaching, training and assessment.	• Consultations • Training • Specially prepared instructions • Brochures • Website
Cooperation with professional associations	•

Standard 2

Brief description, objectives and tasks of an educational program

A program must be built on clear principles and should be consistent with its objectives and tasks that must be selected in a convincing way. A program must provide an efficient teaching methodology and organisation, adequate assessment of the learning progress, potential for improvement of the quality of education, opportunities to realise personal potential, develop creative skills, and educate people in competencies that meet modern

requirements. It must also ensure competitiveness of the graduates in both domestic and foreign labour markets and offer interested individuals high-quality education in line with requirements of students and the broad public.

Indicators	**Sources of checking**

A program with compulsory structural elements	• Catalogues of educational programs that specify:
	  - Objectives and tasks of a program
	  - Teaching methodology and expected results
	  - Multi-component assessment mechanisms
	  - List of general competencies[6]
	  - Description of the research component
	  - Brief annotation of subjects (which is also available on the website)
	  - List of mandatory subjects for getting a specific academic degree
	• Brief description of educational programs and short annotation of subjects taught in each of the programs published on the website

There are education plans for every academic year	• The education plan that specifies:
	  - Total amount of credits
	  - Number of hours for academic and individual studies specified in credits[7].

When an educational program is altered or cancelled, HEI provides the students enrolled in the program with an opportunity to continue their education.	• Procedure that shows what mechanisms will be used to help students continue their education. • Charter and/or regulations
The quality assurance service regularly assesses educational programs and prepares assessment reports	• A detailed procedure that specifies: who (specific names) is entitled to take part in the assessment process, how often the working group should convene, and how decisions are reached (voting, etc). • Approved minutes of the sittings of the assessment working group • Assessment report with respective recommendations
There are sufficient academic and technical resources, and adequate information technologies for educational programs	• Procedure that specifies the criteria the academic personnel involved in specific programs must meet • Contracts with academic personnel • CVs of the personnel • Scientific papers and publications of the academic personnel. *** • The annual budget of a faculty, which specifies funds for every program *** • Library registration journal • List of books/periodicals acquired in the last 10 years • HEI computer base, with 3rd and 4th generation equipment *** • Interviews with personnel and students
Availability of international (student exchange) programs	•
Partner HEIs	•

---

[6] *See Dublin descriptor*

[7] *See ECTS requirements*

Standard 3

Academic personnel

The number and qualification of academic personnel, their involvement in academic and scientific-research projects should be adequate to the objectives of an educational program.

Indicators	Sources of checking
The academic personnel numbers	- List of the names of academic personnel - Working description - CVs of academic personnel - Rector's order on the results of the academic personnel selection contest. - Article 35, "Law on Education of Georgia" - Contracts with academic personnel - Rules of the academic personnel selection reflected in HEI internal regulations - A detailed procedure specifies who (specific names) is entitled to become a member of the selection commission, and how, by what criteria, decisions are reached (voting, etc.) - Faculty-level documents that specify mandatory qualification requirements for contestants - Orders on appointment of the members of a contest commission - Approved minutes of the commission's sittings - Public announcements of available vacancies.
HEI has clearly defined principles and criteria for selection, recruitment and dismissal of its personnel	- A detailed procedure for selection, recruitment and dismissal of HEI personnel, which specifies: who (specific names) is entitled to take part in the process, and how decisions are made (voting, etc.). It should also state that this information must be freely available to the public. - Approved contest reports - Contest results - Contracts with newly recruited personnel
HEI assesses its academic personnel in pre-determined intervals of time	- There is a detailed procedure that specifies how often HEI should assess its academic personnel and describes two assessment forms: by professionals and by students. - Respective documents: student assessment questionnaires, etc. - Assessment report
HEI has a guidebook for academic personnel	- A guidebook for academic personnel that specifies: - Their rights and responsibilities (for instance, the right for free vacations every 5 years) - HEI responsibilities with regard to its academic personnel - HEI code of ethics, etc. - Interviews with academic personnel
HEI has a policy to facilitate professional development of its academic personnel, with emphasis on the personnel's scientific activity (capability).	- A guidebook for academic personnel - Scientific publications prepared by academic personnel during their work in HEI - HEI library (which satisfies respective parameters, see Standard 7), Internet - The number of implemented university-level conferences

	• Information about opportunities for professional development (training workshops, seminar, etc) available on the website or from other sources. • Agreements with scientific institutions and training centres • List of scientific publications prepared jointly by students and professors • Adequately equipped laboratories, etc.

Standard 4

Students and student assistance services

The program should define the contingent of students whose interests, goals and capabilities correspond with objectives of the program. The program should provide favourable conditions for students' intellectual and personal development, and criteria/procedures for fair students' assessment.

Indicators	**Sources of checking**
The number of students enrolled in a program	• Student admission orders • Statistical analysis, including: a) the number of students in the given program in every academic year b) Relevance of the number of students to the market labour requirements.
Students are admitted, prevented from dropping out, promoted to the next year, and expelled on the basis of rules developed by the accreditation service and NEAC	• A procedure that specifies: who (specific names) is entitled to take part in the assessment process, how often the working group should convene, and how decisions are reached (voting, etc). • Detailed procedures that describe how students should be admitted, etc in accordance with the requirements set forth by the accreditation service and NEAC. • Students personal data.
HEI has student self-government and student assistance services	• Founding documents – regulations, etc – of student self-government and student assistance services • A detailed founding procedure specified in HEI internal regulations • Materials that confirm activities of student self-government and student assistance services
HEI regularly updates information about available grants, scholarships, and credits	• Information about available grants, scholarships, and credits is regularly published on the website • Student self-government • Interviews with students and personnel of student assistance services
HEI provides respective conditions for disabled students	• There is special infrastructure, respective equipment, literature, etc.
HEI has a guidebook for students, which defines their rights and responsibilities, and HEI responsibilities in regard to students	• A guidebook • Interviews with students.
There is a consultation centre for students	• Regulations of the centre
There is an employment service for graduates	• Regulations of the service • Agreements with employer organisations

Questionnaires filled by students in which they explain why they chose a particular program, what kind of information their decision was based on, what they expect from the program, whether the program met their anticipations and whether they are satisfied, and what is lacking in the program	- Materials of implemented research - Research results - Research analysis

Standard 5

Financial and material resources of a program

To fulfil its objectives, a program must have adequate financial, physical, technical and information resources. A program should use these resources efficiently and purposefully in order to maintain and improve quality of education.

Indicators	Sources of checking
Financial resources	
HEI has a budget for the current academic year	- HEI budget with respective reserve funds - Faculty budget - Budgeting procedure - Budgeting reports
Funds for every program are strictly determined	Faculty budget with funds for every program
HEI prepares annual financial reports	- A detailed procedure - Financial report
HEI has a multi-year financial plan consistent with its strategic plan	- The financial component of the strategic plan - Assessment of the financial component is an integral part of the strategic plan assessment report
Justification of financial resources	- Procedure for the financial problem solving - Budgeting procedure - Financial assessment procedure - Financial sustainability assessment report
Physical and technical resources	
HEI physical and technical resources meet national standards	- The use of lecture-rooms and other space is reflected in the academic timetable - Documents to regulate the use of halls and other premises for different activities - The extract from the public register regarding the ownership of the building - Sanitary-hygienic report - Statement of the compliance with security norms - Damage report
HEI is equipped in accordance with its specifics	Inventory report
Library and electronic information resources	
HEI library book fund and the stock of periodicals correspond with the syllabus	- Library book database - Library catalogue - Contracts with magazines-newspapers and publishers - The syllabi
HEI regularly updates its library	- List of books/periodicals acquired in the last 10 years. - Contracts with magazines-newspapers and publishers - Interviews with HEI library staff, students, and academic personnel.
HEI has modern computers and access to Internet	- The 3rd and 4th generation computers are connected to Internet. - Contracts with Internet-providers.

	• Interviews with students, academic personnel, and system administrators.
HEI records how often students use its material resources	• The resources usage journal (hard copy or an electronic version)

Standard 6

Principled stance and honesty

Activities of HEI and its relations with students, academic and technical personnel, as well as with governing, external bodies, and the broad public, are based on its code of ethics.

Major indicators	Sources of checking
HEI has developed and published its code of ethics	• Approved code of ethics shared by HEI personnel • Procedure of the development of HEI code of ethics • Approved report of the code development
Cooperation between HEI and NEAC	• HEI provides a separate room for the expert panel • HEI provides information necessary for assessment • HEI creates favourable working conditions for them
Contracts signed by HEI should specify its main working principles	• HEI contracts with its personnel that specify HEI basic working conditions and rights/responsibilities of both HEI and a employee: for instance, copyright, etc. • HEI charter that specifies different forms of the conflict of interest and formal mechanisms to avoid them • A guidebook for academic personnel that describes different forms of the conflict of interest and formal mechanisms to avoid them
HEI has a policy to facilitate the professional development of its academic personnel	• A guidebook for academic personnel, which defines principles of academic freedom • Contracts with scientific institutions and training centres • List of scientific publications prepared jointly by students and professors • List of articles published by academic personnel during their work in HEI • Adequately equipped laboratories, etc. • The student guidebook • Interviews with academic personnel and students
Documents that regulate HEI management and practical work comply with the country's constitution, international human rights conventions, and national education and labour legislation	• Contracts • The student guidebook • A guidebook for academic personnel • Admission, selection, and dismissal procedures • The student assessment system with clearly defined indicators of fair assessment
HEI activities are properly documented and comply with the law	• Activity/program planning document, which specifies objectives of the activity, necessary resources, and expected results. • Documents detailing completed activities: photo materials, agenda and timetable, presentation files, final report (if required by the format of an activity)

Appendix 3

The revised list of higher educational institutions accredited in 2007-2008 academic year

Higher educational institutions granted five-year accreditation in 2007-2008 academic year

Higher educational institution	Contact information
Ivane Javakhishvili Tbilisi State University, LEPL	Tbilisi, 0128, 1 Ilia Chavchavadze Av. Tel: 22-02-41 website: www.tsu.edu.ge E-mail: usc@tsu.edu.ge
Tbilisi State Medical University, LEPL -	Tbilisi, 0177, 33 Vazha-Pshavela Av, Tel: 39-54-32; 39-15-67 E-mail; iad@tsmu.edu Website: www.tsmu.edu
Ilia Chavchavadze State University, LEPL -	Tbilisi, 0179, 32 Ilia Chavchavadze Av. Tel: 22-35-81; 22-17-03 Website: www.iliauni.edu.ge E-mail: uni@iliauni.edu.ge
Akaki Tsereteli State University, LEPL -	Kutaisi, 4600, 59 Tamar Mepe Tel: (+995 331) 4-57-04 Website: www.atsu.edu.ge E-mail: atsu@atsu.edu.ge
Shota Rustaveli Theatre and Film University, LEPL -	Tbilisi, 0108, 19 Rustaveli Av. Tel: 99-94-41 Website: www.tafu.edu.ge E-mail: info@tafu.edu.ge
Shota Rustaveli Batumi State University, LEPL -	Batumi, 6010, 35 E. Ninoshvili St. Tel: 888 (222) 7-17-80, 7-17-73 Website: www.bsu.edu.ge E-mail: info@bsu.edu.ge
Batumi State Maritime Academy, LEPL -	Batumi, 6004, 53 Rustaveli Av. Tel: +995 222 75388 Website: www.bma.edu.ge E-mail: info@bma.edu.ge
Vano Sarajishvili Tbilisi State Conservatoire, LEPL -	Tbilisi, 0108, 8-10 Griboedov St. Tel: 99-91-44; 98-71-87 Website: www.conservatoire.edu.ge E-mail: info@conservatoire.edu.ge
Georgian State Agriculture University, LEPL -	Tbilisi, 0131, 13 Agmashenebeli Valley Tel: 53-38-06 Website: www.gsau.edu.ge E-mail: of_gsau@yahoo.com

State Subtropical Farming University of Georgia, LEPL -	Kutaisi, 4616, 21 Ilia Chavchavadze Av. Tel: 823 12-06-14 Website: www.ssmsu.edu.ge E-mail: ssmsu@sanetk.net.ge
Jakob Gogebashvili Telavi State University, LEPL -	Telavi, 2200, 1 Georgian University St Tel: (995 350) 7-24-01 Website: www.tesau.edu.ge E-mail: info@tesau.edu.ge
Apollon Kutateladze Tbilisi State Academy of Arts, LEPL -	Tbilisi 0108, 22 Griboedov St. Tel: 93-69-59; 99-93-57 Website: www.art.edu.ge
Tbilisi State University of Economic Relations, LEPL -	Tbilisi, 0144, 55 Ketevan Tsamebuli St. Tel: 94-28-83; 74-84-01 Website: www.teusu.edu.ge E-mail: teusu@internet.ge
Petre Shotadze Tbilisi Medical Academy, Ltd	Tbilisi 0179, 29 Ilia Chavchavadze Av. Tel: 91-24-84; 23-15-93 Website: www.tma.edu.ge E-mail: tmac@caucasus.net
Grigol Robakidze University, Ltd	Tbilisi, 0160, 6 Jano Bagrationi St. Tel: 38-44-06; 25-29-81 Website: www.gruni.edu.ge E-mail: info@gruni.edu.ge
International Black Sea University, Ltd	Tbilisi, 13 km 2 Agmashenebeli Valley Tel: 59-50-05; 59-50-06 Website: www.ibsu.edu.ge E-mail: ibsu@ibsu.edu.ge
David Agmashenebeli University of Georgia, Ltd	Tbilisi, 0179, 25 Ilia Chavchavadze Av. Tel: 98-94-45; 25-38-99 Website: www.sdasu.edu.ge E-mail: info@sdasu.ge
Gori Multi-Discipline "Small Academy", Ltd	Gori, 1400, 9 Tskhinvali Crossing Tel: 8270-7-28-08; 899-97-27-02 Website: www.sukhishvilebi.edu.ge E-mail: gori-mma@posta.ge
Tbilisi National University "Metekhi", Ltd	Tbilisi, 0144, 23 Bochorma St Tel: 74-85-95 Website: www.metekhi.edu.ge E-mail: mail@metekhi.edu.ge
Kutaisi University of Law and Economics, Ltd	Kutaisi, 4601, 13 Akaki Tsereteli St. Tel: (8231) 4-52-97; 4-23-73; 4-33-14 Website: www.kseu.edu.ge E-mail: kseu@kseu.edu.ge
Tbilisi University, Ltd	Tbilisi, 0186, 10 Jikia St. Tel: 45-08-26; 78-45-10; 78-33-53 Website: www.tbuniver.edu.ge E-mail: tbuniver@posta.ge

The Georgian-Britain University of International Law and Management, Ltd	Tbilisi, 32/34 A. Qazbegi Tel: 39-76-10, 899 24-24-66 Website: www.ssmu.edu.ge E-mail: info@ssmu.edu.ge
David Agmashenebeli Tbilisi University, Ltd	Tbilisi, 38a Saburtalo St. Tel: 98-78-78; 37-88-66 Website: www.tdasu.edu.ge E-mail: tdasu@inbox.ru
Zugdidi Independent University, Ltd	Zugdidi, 2100, 1 University St. Tel: 8215 5-20-11 Website: www.zdu.edu.ge E-mail: admin@zdu.edu.ge
Union – Association for Georgia's Relations with Arab Countries – Tbilisi Institute of Asia and Africa	Tbilisi, 3 Acad. G. Tsereteli St. Tel: 23-08-83, 23-18-73, 29-08-64 Website: www.tiaa.edu.ge E-mail: tiaa@tiaa.edu.ge
Georgian National Institute "Rvali"	Rustavi, 3 Machabeli Tel: (824) 17-80-54 Website: www.rvali.edu.ge E-mail: rvali@rvali.edu.ge
Tbilisi Medical Institute "Hippocrates", Ltd	Tbilisi, 8 Gogoli St. Tel: 23-35-85; 96-34-96, Website: www.hyppokrates.edu.ge E-mail: medicina@hyppokrates.edu.ge
Medical Institute "Kutaisi", Ltd	Kutaisi, 4601, 13 Dvalishvili St. Tel: (331) 4-89-89; 4-80-85 Website: www.ksi.edu.ge E-mail: ksi@geomail.ge
Tbilisi Free University, Ltd	Tbilisi, 0177, 40 Vazha-Pshavela Av. Tel: 31-21-00; 39-16-73 Website: www.freeuniversitytbilisi.edu.ge E-mail: info@freeuni.edu.ge
Medical School "Aieti", Ltd	Tbilisi, 0159, 2/6 Ljubljana St. Tel: 51-68-98 Website: www.aieti.edu.ge E-mail: aieti@access.sanet.ge
Georgian Technical University, LEPL -	Tbilisi, 0175, 77 Kostava St. Tel: 36-50-93 Website: www.gtu.edu.ge E-mail: info@gtu.edu.ge
Caucasus International University, Ltd	Tbilisi, 73 Chargali St. Tel: 61-74-94 Website: www.ciu.edu.ge E-mail: ciu@caucasus.net
Ilia Chavchavadze International Scientific-Cultural-Educational Union of Georgia "Knowledge Society"	Tbilisi, 47 Kostava St. Akhalkalaki, 47 Rustaveli St. Tel: 99-00-35; 99-70-98; 99-71-12

St. Grigol Perami Tbilisi University, Ltd	Tbilisi, 4 Jikia St. Tel: 30-71-07; 30-72-07
Tbilisi Independent University "Gorgasali", Ltd	Tbilisi, 64 Guramishvili St. Tel: 45-38-65; 899 51-82-09 Website: www.gorgasali.edu.ge E-mail: Gorgasali1@rambler.ru
Tbilisi University of International Relations, Ltd	Tbilisi, 4 Jikia, Administrative building – I, II, and V floors Tel: 31-66-71
Foundation – Georgian Institute of Public Relations	Tbilisi, 0108, 2 Mary Brosse St. Tel.: 93-14-66, 93-43-46 Website: www.gipa.edu.ge E-mail:
Tax-Customs Academy of Georgia, Ltd	Tbilisi, 0154, 2 Gaprindauli St. Tel.: 34-73-89 Website: www.tax-customs.edu.ge E-mail: tax_customs@yahoo.com
LtD University "Interpharm +"	Tbilisi, 0179, 4 Tarkhnishvili St. Tel: 29-41-40 Website: www.interpharm.edu.ge E-mail: correction@interpharm.edu.ge

Newly founded licensed higher educational institutions granted the same status as the accredited higher educational institutions (for five years beginning from 2005-06 academic year)

Higher educational institutions	Address
University of Georgia, Ltd	Tbilisi 0160, 77 Kostava St., Building V. Tel.: 36-46-65; 36-53-80 Website: www.ug.edu.ge E-mail: ug@ug.edu.ge
Caucasus University, Ltd	Tbilisi, 77 Kostava St. Tel.: 94-16-91; 31-32-25 Website: www.cu.edu.ge E-mail: info@cu.edu.ge
American University for Humanities – Tbilisi College, Ltd	Tbilisi, 0192, 2 T. Eristavi St. Tel: 66-00-91 E-mail: info@auhtc.edu Website: www.auhtc.edu
Institute of Medicine Management and Stomatology, Ltd	Tbilisi, 49a Ilia Chavchavadze Tel.: 29-37-89 E-mail: info@geosis.ge Website: www.geosis.ge
Georgian-American University, Ltd	Tbilisi, 22 Metekhi St. Tel: 77-11-35 E-mail: info@gau.edu.ge Website: www.gau.edu.ge

	Tbilisi, 16 Ketevan Tsamebuli Av.
Georgian Aviation University, Ltd	Tel.: 77-31-38 Website: www.tau.edu.ge E-mail: tau_tbilisi@hotmail.com
Georgian Economy and Law Institute, Ltd	Tbilisi, 44 Vazha-Pshavela Av. Tel: 39-18-03; 39-87-25. Website: www.sesi.edu.ge E-mail: ge.econlawinst@yahoo.com

Newly founded licensed higher educational institutions granted the same status as the accredited higher educational institutions (for five years beginning from 2007 academic year)

Higher educational institutions	Address
Zugdidi higher educational institution, LEPL -	Zugdidi, 14 Janashia St.
Akhaltsikhe Institute, LEPL -	Akhaltsikhe, 106 Rustaveli St. Tel.: 8(265) 2-19-90
Tsnori College, LEPL -	Tsnori, 32 University St. Tel: 8(255) 3-14-94; 4-31-31
Akhalkalaki higher educational institution – College, LEPL -	Akhalkalaki, 119 David Agmashenebeli St. Tel.: 899 58-84-61
Sukhumi University, LEPL -	Tbilisi, 0186, 9 Jikia St. Tel: 54-14-05; 54-14-17

Integrated higher educational institutions in the accreditation regime till 2009-2010 academic year

Gori University, LEPL -	Gori, 53 Chavchavadze St. Tel: 8270-7-24-13 Website: www.gu.edu.ge E-mail: universityg@gmail.com;

The table includes the data as by June 1, 2008.