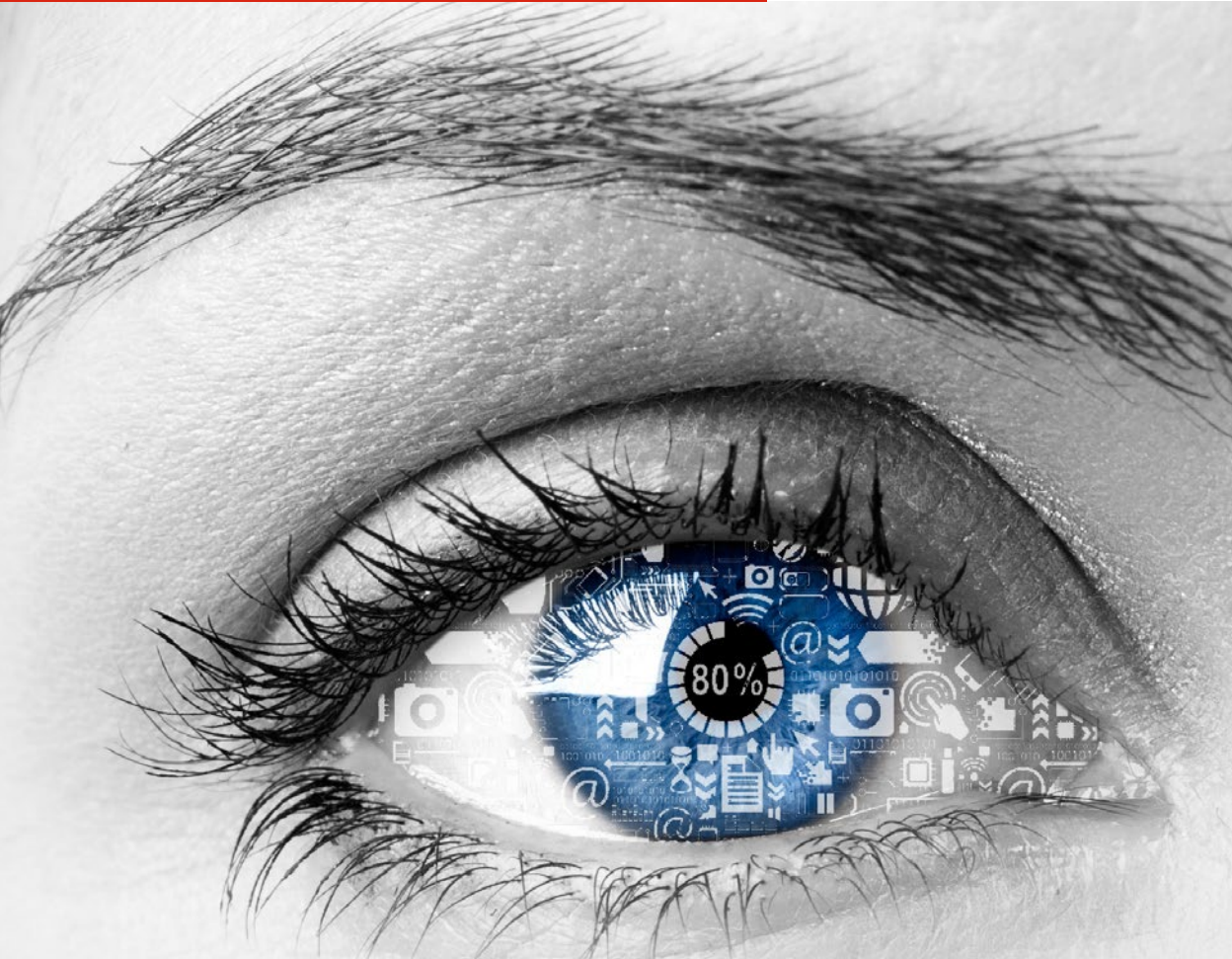


HED

Higher Education Discovery

International
journal

issue #2
10/2017



Key Trends

Accelerating Technology Adoption
in Higher Education



university

Industrial University
of Tyumen

The country needs engineers capable to achieve a new technological breakthrough and make the Russian economy a source of competitive advantage. The key university is capable to train highly qualified engineering personnel for the national industry. In close cooperation with the largest oil and gas and construction companies the University continuously improves its research and educational capacity, thus, attracting talented youth, qualified scientists, and technologically advanced businesses.

**38, Volodarskogo Street,
Tyumen, Russian Federation, 625000**
Phone: +7 345 228-36-60
Email: general@tyuiu.ru
www.tyuiu.ru

It is so pleasant to realize that your work produces some real benefits for other people. The relevance of the project we are implementing is confirmed by numerous applications submitted to our company from the universities worldwide requesting to help find business partners, colleagues for joint projects, for participation in conferences, and many other international events and cooperation within the higher education sphere.

Our goal is to become an international communication platform facilitating interuniversity dialogue...

And I have to confess, it is very satisfying when the contacts are being made.

“Thank you! We have found the ones we were looking for. We have another request—we are organizing a forum and searching for Russian universities...”

“Thank you for your help in a search for Chinese partners. We’d like to repeat information mailout. The desired outcome was achieved.”

Dear friends, you are welcome to register at the project website and post your information; it’s free of charge. If you would like to introduce your institution to potential partners, please apply to the international journal of *Higher Education Discovery*. You are reading its second issue.

I wish you good luck and lots of success in all your endeavors!



*Ekaterina Shigapova,
Editor-in-Chief*

5

Key Trends Accelerating Technology Adoption in Higher Education

Culture of innovation, measuring learning, redesigned learning spaces, digital learning platforms, and collaboration.



36

Strategies for Export of Russian Medical Education

What is an effective way to preserve and strengthen people's health; to develop healthcare systems in many countries?



24

Educational Itinerary of Cyprus

What makes Cypriot students highly mobile? Why many international students come here to pursue their degrees?



Processes of Quality Assurance in Higher Education: Moldova Case Study

Key milestones and figures, ANACIP's main features, outcomes and prospects.



Internationalization of Higher Education in Japan: Problems, Experience, Strategies

9

49

33

Rostov State University of Economics

RSUE helps young people to get higher education in a wide range of economic fields.



28

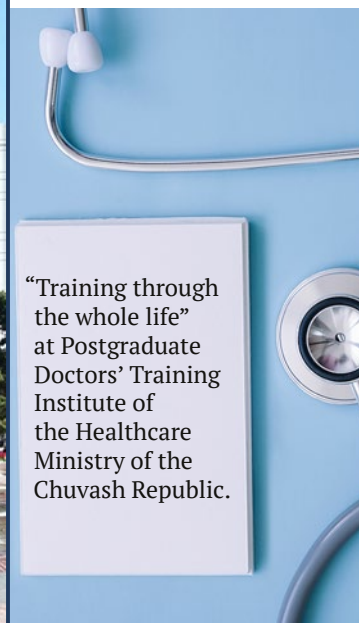
Beijing Institute of Technology

Why to study at BIT? History, achievements, cutting-edge technologies, international cooperation. Strategic partnership—Shenzhen MSU-BIT University.

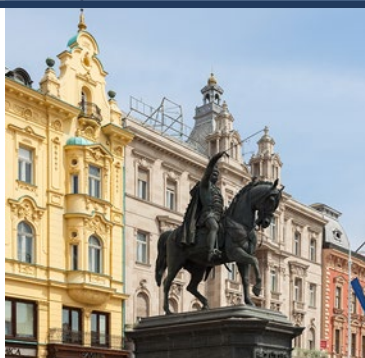


40

In Step with the Times



“Training through the whole life” at Postgraduate Doctors’ Training Institute of the Healthcare Ministry of the Chuvash Republic.



Agency for Science and Higher Education and QA System in Croatia

Promoting quality culture, observing European and international trends and improving the existing procedures.



On the Way to the Future

Orel State Agrarian University named after N.V. Parakhin is open to cooperation with partners in the agricultural sector.

Accreditation in Education Publishing House



Director

Ekaterina Shigapova

Editorial staff

Marina Bryliakova

Olga Grebneva

Natalia Gorlanova

Marat Gainutdinov

Andrei Egorov

Ekaterina Ivanova

Kristina Parulava

Aleksandra Riabinina

Irina Semenova

Ekaterina Sindeeva

Andrei Shumelev

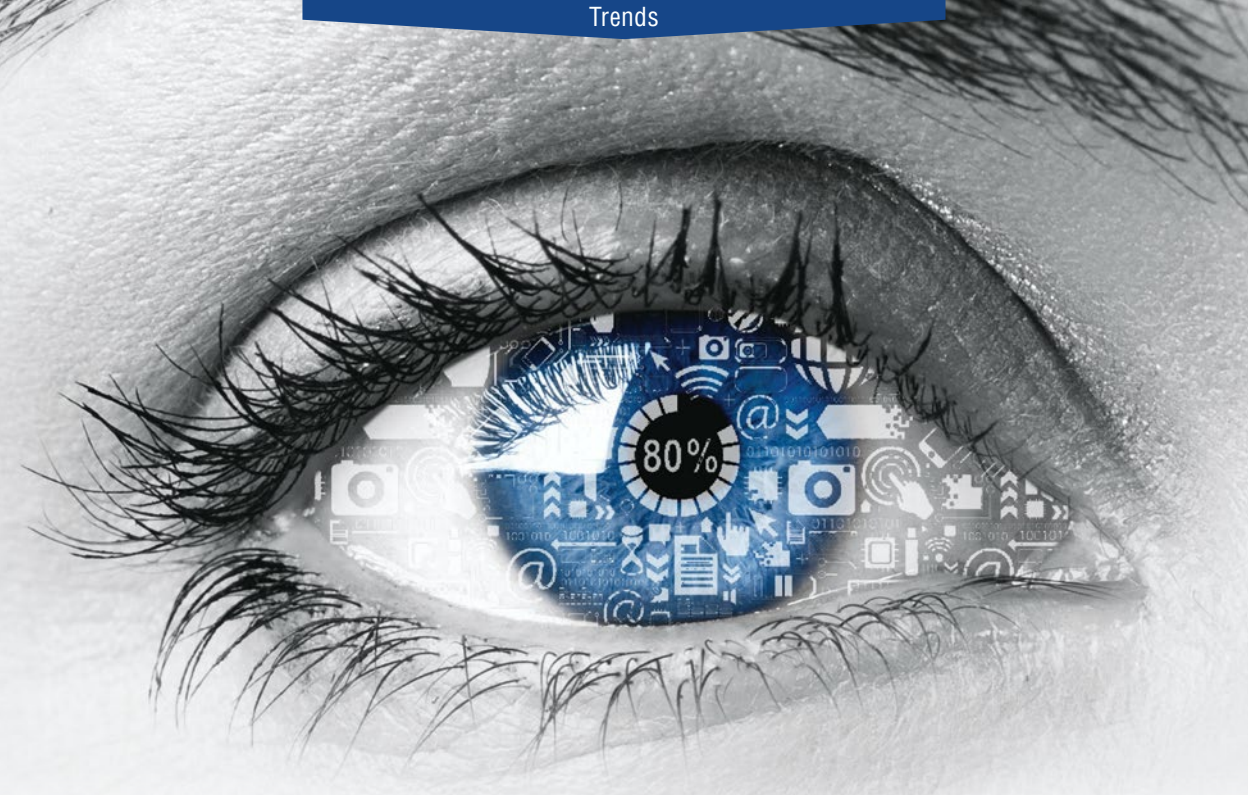
19

45

Contents

<u>Key Trends Accelerating Technology Adoption in Higher Education</u>	5
<u>Processes of Quality Assurance in Higher Education: Moldova Case Study</u> <i>Elena Petrov</i>	9
<u>Agency for Science and Higher Education and QA System in Croatia</u> <i>Agency for Science and Higher Education</i>	19
<u>Educational Itinerary of Cyprus</u> <i>Mary Ioannidou-Koutselini</i>	24
<u>Beijing Institute of Technology</u> <i>Jiapei Shen</i>	28
<u>The Spirit of Management and Economics</u> <i>Rostov State University of Economics</i>	33
<u>Strategies for Export of Russian Medical Education</u> <i>Kursk State Medical University</i>	36
<u>In Step with the Times</u> <i>Postgraduate Doctors' Training Institute of the Healthcare Ministry of the Chuvash Republic</i>	40
<u>On the Way to the Future</u> <i>Orel State Agrarian University</i>	45
<u>Internationalization of Higher Education in Japan: Problems, Experience, Strategies</u> <i>Kristina Parulava</i>	49
<u>IUNC Eurasia 2017</u>	54
<u>#EdCrunch-2017. Fourth International Conference on New Educational Technologies</u>	57





Key Trends Accelerating Technology Adoption in Higher Education

The six trends¹ described in the NMC Horizon Report were selected by the project's expert panel in a series of Delphi-based voting cycles, each accompanied by rounds of desktop research, discussions, and further refinements of the topics. These trends, which the members of the expert panel agreed are very likely to drive technology planning and decision-making over the next five years, are sorted into three movement-related categories—long-term trends that typically have already been affecting decision-making and will continue to be important for more than five years; mid-term trends that will likely continue to be a factor in decision-making for the next three to five years; and short-term trends that are driving educational technology adoption now, but will likely remain important for only one to two years, either becoming commonplace or fading away in that time.

While long-term trends have already been the

¹ <https://www.nmc.org/news/its-here-get-the-2017-nmc-horizon-report/>

topic of many education leaders' discussions and extensive research, short-term trends often do not have an abundance of concrete evidence pointing to their effectiveness and future directions. All of the trends listed here were explored for their implications for higher education in a series of online discussions that can be viewed at <http://horizon.wiki.nmc.org/Trends>.

The NMC Horizon Project model derived three metadimensions that were used to focus the discussions of each trend and challenge: policy, leadership, and practice. Policy, in this context, refers to the formal laws, regulations, rules, and guidelines that govern institutions; leadership is the product of experts' visions of the future of learning, based on research and deep consideration; and practice is where new ideas and pedagogies take action, in universities and colleges and related settings. Below are summaries of the six key trends that will be explored more in-depth in this section, with citations and resources included.



Long-Term Trends: Driving Ed Tech adoption in higher education for five or more years

The NMC Horizon Project is a global ongoing research initiative that explores the trends, challenges, and technology developments likely to have an impact on teaching, learning, and creative inquiry. Founded in 2002, it uniquely provides a cross-sector view of disruptors in higher education, K-12, academic & research libraries, and museums, with NMC Horizon Report editions that focus on each. Subsequent virtual events in the NMC Beyond the Horizon series delve deeper into the subject matter, offering opportunities for participants to collaborate on devising strategies that solve pressing challenges and create better experiences for learners.

Advancing Cultures of Innovation. As campuses have evolved into hotbeds for entrepreneurship and discovery, higher education has become widely regarded as a vehicle for driving innovation. The focus of this trend has shifted from understanding the value of fostering the exploration of new ideas to finding ways to replicate it across a span of diverse and unique learning institutions. Research has been conducted over the past year to better understand how institutions can nurture the types of culture that promotes experimentation. A significant element for progressing this movement is the call for higher education to alter its status quo to accept failure as an important part of the learning process. The act of integrating entrepreneurship into higher education further acknowledges that every big idea has to start somewhere, and students and faculty can be equipped with the tools needed to spark real progress. In order to keep pace, institutions must critically assess their curriculum and implement changes to their evaluation methods in order to remove barriers that limit the development of new ideas.

Deeper Learning Approaches. There is an ongoing emphasis in higher education on deeper learning approaches, defined by the William and Flora Hewlett Foundation² as the mastery of content that engages students in critical thinking, problem-solving, collaboration, and self-directed learning. To remain motivated, students need to be able to make clear connections between their coursework and the real world, and how the new knowledge and skills will impact them. Project-based learning, challenge-based learning, inquiry-based learning, and similar methods are fostering more active learning experiences. While deeper learning is proving to be effective for improving graduation rates in schools, its implementation in higher education settings is not as robust, pointing to the need for colleges and universities to make larger investments in quality teaching. As the enabling role of technologies for learning crystalizes, instructors are leveraging these tools to relate materials and assignments to real-life applications.

² <https://www.hewlett.org/>



Mid-Term Trends: Driving Ed Tech adoption in higher education for the next three to five years

Growing Focus on Measuring Learning. This trend describes an interest in assessment and the wide variety of methods and tools that educators use to evaluate, measure, and document academic readiness, learning progress, skill acquisition, and other educational needs of students. As societal and economic factors redefine what skills are necessary in today's workforce, colleges and universities must rethink how to define, measure, and demonstrate subject mastery and soft skills such as creativity and collaboration. The proliferation of data mining software and developments in online education, mobile learning, and learning management systems are coalescing toward learning environments that leverage analytics and visualization software to portray learning data in a multidimensional and portable manner. In online and blended courses, data can reveal how student actions contribute to their progress and specific learning gains.

Redesigning Learning Spaces. As universities engage with strategies that incorporate digital elements and accommodate more active learning in the physical classroom, they are rearranging physical environments to promote these pedagogical shifts. Educational settings are increasingly designed to support project-based interactions with attention to greater mobility, flexibility, and multiple device usage. To improve remote communication, institutions are upgrading wireless bandwidth and installing large displays that allow for more natural collaboration on digital projects. Further, universities are exploring how mixed reality technologies can blend 3D holographic content into physical spaces for simulations like experiencing Mars by controlling rover vehicles, or to enable multifaceted interaction with objects, such as the human body in anatomy labs, with detailed visuals. As higher education continues to move away from traditional, lecture-based lessons toward more hands-on activities, classrooms are starting to resemble real-world work and social environments that foster organic interactions and cross-disciplinary problem-solving.



Short-Term Trends: Driving Ed Tech adoption in higher education for the next one to two years

Blended Learning Designs. Over the past several years, perceptions of online learning have been shifting in its favor as more learners and educators see it as a viable alternative to some forms of face-to-face learning. Drawing from best practices in both online and face-to-face methods, blended learning is on the rise at colleges and universities as the number of digital learning platforms and ways to leverage them for educational purposes continues to expand. The affordances blended learning offers are now well understood, and its flexibility, ease of access, and the integration of sophisticated multimedia and technologies are high among the list of appeals. The current focus of this trend has shifted to understanding how applications of digital modes of teaching are impacting students. Many findings showcase an increase in creative thinking, independent study, and the ability for the student to tailor learning experiences to meet their individual needs.

Collaborative Learning. Collaborative learning, which refers to students or educators working together in peer-to-peer or group activities, is based on the perspective that learning is a social construct. The approach involves activities generally focused around four principles: placing the learner at the center, emphasizing interaction, working in groups, and developing solutions to real challenges. In addition to improving student engagement and achievement, a key benefit of collaborative learning is bolstering openness to diversity, exposing students to people from different demographics. Educators also engage in collaborative learning through online communities of practice where ideas and insights are regularly exchanged. While this trend is rooted in pedagogy, technology plays an important role in the implementation; cloud-based services, apps, and other digital tools promote persistent connectivity, enabling students and educators to access and contribute to shared workspaces, anytime. Further, through adaptive learning and student advising platforms, data can be shared across an institution to illuminate student performance in order to inform improved instructional design and student advising.

Processes of Quality Assurance in Higher Education: *Moldova Case Study*



Source: Ministry of Education,
Culture and Research, Moldova

For the past 26 years after the Declaration of Independence was endorsed on 27th August, 1991, the system of higher education in Moldova has significantly transformed. The reforms were implemented in incremental phases in compliance with the priorities essential for every phase. A new law on education came into force in 1995, which represented the legal basis for the reforms.

A new impetus for the reforms was given in 2003, after the Ministry of Education, Culture and Research declared joining the Bologna process. This was followed by two-year intensive actions and transformations in the system of higher education on the national level, mainly aimed at elaboration of the legal framework, introduction of structural reforms, communicating with teachers, students and the community.

In this respect, the main objective of reforms was to make national higher education competitive and attractive by harmonizing it with the European systems of higher education within the European Higher Education Area (EHEA), and the growing academic mobility. In 2005 the ministers responsible for higher education met in Bergen. That's when and where Moldova endorsed the Bologna Declaration, thus, becoming a full member and an active partner of the Bologna Process.¹

In the next decade special actions were taken for gradual alignment of the Moldovan standards in the sphere of higher education with those of EU member-countries in order to bring the former in compliance with the objectives of the Bologna process.



Elena PETROV,
PhD, Associate Professor,
Vice-President of ANACIP

¹ www.ehea.info

Key milestones of the reforms 2005-2017



- The newly implemented structure of higher education is based on three cycles:
 - The process was initiated in 2005 when the first students were enrolled in Licentiate (Cycle I).
 - In 2008 the implementation of the Master's program started (Cycle II).
 - Beginning from 2015 PhD programs have been implemented (Cycle III).
 - Moldova HEIs train specialists in about 200 majors in Cycle I. About 350 programs for Cycle II were authorised for implementation by the Ministry of Education, Culture and Research. The programs for Cycle III were comprised within 45 PhD schools.
 - Beginning from 2006 the European Credit Transfer and Accumulation System (ECTS) has been implemented with the functions of both accumulation and transfer. An ECTS implementation guide has been drawn up to assist HEIs.
 - In order to ensure qualification and degree transparency all university graduates get European Diploma Supplement in English and in the national language. The document is granted free of charge. The Supplement is maximally personalized in order to give a better idea of its holder to the prospective employer. The Supplement also contains information on the national system of higher education.
 - The relevant Ministry in cooperation with other stakeholders are elaborating the National Qualifications Framework (NQF) for different levels of professional education. The National Qualifications Framework for higher education² is compatible with the European Qualifications Framework for Lifelong Learning (EQF) and describes the national levels of higher education and their interconnection with the levels of the International Standard Classification of Education (ISCED). Since 2006 there have been developed a few versions of NQF in every major included in the list of professional training programs and majors for student training at higher education institutions, Cycle I.³
 - Particular attention on the national level is given to the social orientation of higher education including (1) making higher education more accessible, (2) financial and material student support, (3) ongoing consultancy rendered to students during training, assessment, etc.
 - The state-financed grants are distributed among the best students based on the results of annual competition. Students educated on a contractual basis are also apt to compete for the state-funded grants. Students may get state-funded scholarships including personal scholarships (Scholarship of the Republic, Scholarship of the President, Scholarship of the Government).
- Throughout this period there have been continuous improvements, amendments, specification of the legal framework regulating the sector of higher education. Numerous provisions and guidance notes including laws and government decrees regulating different aspects of HEIs' operation have been designed, approved and endorsed. The Education Development Strategy "Education 2020" for the period 2014-2020 was also designed and approved (2012). In the context of adapting

The National Qualifications Framework for higher education is compatible with the European Qualifications Framework for Lifelong Learning and describes the national levels of higher education and their interconnection with the levels of the International Standard Classification of Education.

² Cadrul Național al Calificărilor. <http://bit.ly/HED2Md6>

³ The list of majors for professional training at higher education institutions, Cycle I, Law No.142 of July 7, 2005; The list of majors for professional training in higher education, Government Decree No.482 of June 28, 2017. <http://bit.ly/HED2Md10>

Ongoing dialogue and social partnership complement all the reforms in the sphere of higher education. The Ministry of Education, Culture and Research involves all the stakeholders in the processes of reform design and enacting.

the legislation applicable to higher education to European norms a new Code of Education was enacted (2014), which includes a number of statutory provisions aimed at modernisation of higher education in the Republic of Moldova based on the principles of quality openness and transparency.

It is important to note that ongoing dialogue and social partnership follow all the reforms in the sphere of higher education. In order to provide this the Ministry of Education, Culture and Research involves all the stakeholders in the processes of design and enacting of all the reforms. The stakeholders include the Collegium of the Ministry, Rectors' Council, representatives of students' associations and trade unions, representatives of the business and economic community.

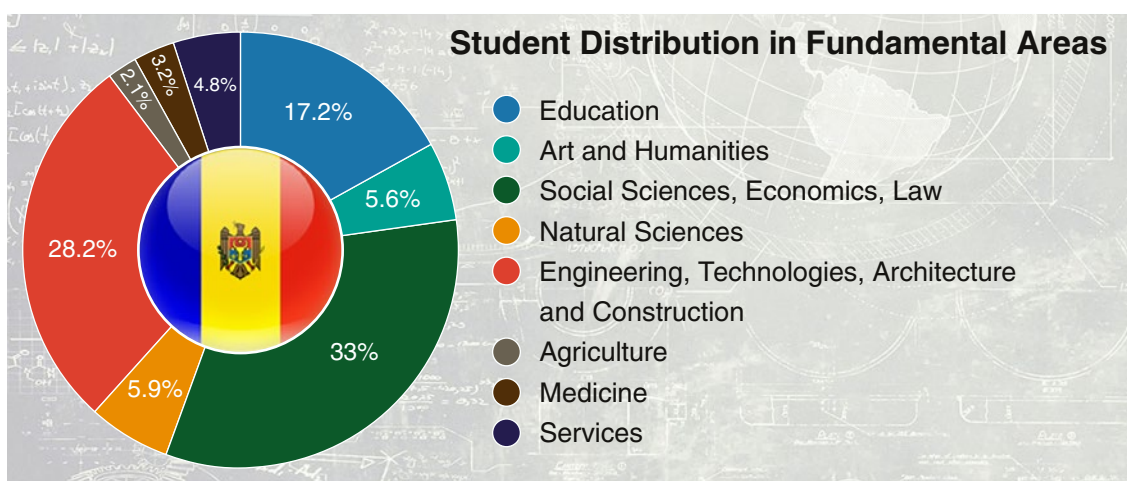
National higher education in figures⁴

Higher education institutions

- Thirty higher education institutions including 19 public and 11 private.
- Eleven state institutions subordinated to the Ministry of Education, Culture and Research and six specialized HEIs subordinated to other ministries.
- Twenty-six HEIs located in the Moldova capital, Chisinau, and four regional HEIs located in Balti, Comrat, Cahul and Taraclia.

Students

- The number of students as of October 1, 2016: 74,726.
- Student distribution in cycles:
 - Cycle I of higher education—Licentiate—56,570 students;
 - Cycle II—Master's degree—13,639 students;
 - integrated academic programs—763 students;
 - Medicine and Pharmacy programs—3,754 students.
- About 83% of the total number of students are enrolled in state institutions.
- The number of international students is 3,700 including about 54.5% from Israel, 28.9% from Romania, 3.5% from Turkey, 3.2% from Ukraine, 2.8% from India. Over recent years the number of international students increased by 55%.



⁴ Statistical data are synthesized from the National Statistics Bureau. The activity of higher education institutions in the 2016/2017 academic year; Education in Moldova 2008/2009, 2015/2016. www.statistica.md

In the context of university autonomy the Ministry of Education, Culture and Research designed and passed over to the universities a list of recommendations meant to assess students' academic progress. On the university level this list has transformed into university regulations.

Teaching staff

- In the 2016/17 academic year the full-time university staff comprised 5,000 people including 2,600 holders of scientific degrees with 400 holders of the Doctor Habilitat degree among them.
- The proportion of women in the total teaching staff is 54,3%.

Cycle III—Doctoral degree⁵

- In 2016 training for the Doctor's degree was carried out at 45 doctoral schools established at universities, consortiums, in the framework of national and international partnerships.
- The total number of doctoral students was 1,718 (excluding international doctoral students), which is 1.9% less from the year earlier period. Almost three thirds of the total doctoral students are enrolled in the extramural form of studies. In 2016 the number of doctoral students decreased in both the intramural (by 3.3%), and extramural (by 1.4%) forms of studies.
- The total number of international doctoral students amounted to 246, including 194 (78.9%) from Romania and 21 (8.5%) from Israel.

Quality assurance in higher education in the Republic of Moldova

A significant step towards the improvement of higher education is ensuring its quality, both internal and external.

In the context of university autonomy, in order to stimulate internal quality, the Ministry has designed and passed over to the universities a list of recommendations meant to assess students' academic activity. On the university level this list has transformed into university regulations.⁶

In recent years higher education institutions continue developing and implementing the mechanisms of the internal quality control as well as their own systems of quality assurance.

Over the past 25 years the process of external quality assurance in the sphere of higher education has gone through a number of ambiguous phases and reforms including the following:

1994	The Concept of Educational Development in the Republic of Moldova was approved.
1995	The law on education was adopted.
1997	The law on the evaluation and accreditation of higher education institutions in the Republic of Moldova was adopted.
1999	The law on approving the regulation on the evaluation and accreditation of educational institutions was adopted.
2000-2002	The National Council for Academic Assessment and Accreditation of the Republic of Moldova was established by the Government.
2002-2008	Evaluation and accreditation of higher education institutions of all levels and types of ownership are the responsibility of the Ministry of Education, Culture and Research and are carried out by the Department of Assessment and Accreditation of educational institutions.
2008	The Department of Assessment and Accreditation of educational institutions was dissolved. The process of evaluation and accreditation of higher education institutions was suspended.

⁵ Statistical data from the National Statistics Bureau. Doctoral studies in 2016. [Online]. Free access: <http://bit.ly/HED2Md02>

⁶ www.edu.gov.md

2013	The effective law on education was amended, the responsibility for quality assurance in professional education was delegated to the new institution—the National Agency for Quality Assurance in Professional Education.
2014	The new Code of Education was adopted and enacted (No.152).
2014	Government Decree No.652 of August 13, 2014 “On establishing the National Agency for Quality Assurance in Professional Education” was adopted; the members of the Interim Governing Board selected on a competitive basis were approved
2015	The regulation on the organization and operation of the National Agency for Quality Assurance in Professional Education was approved (Government Decree No.191 of April 22, 2015).
May-July 2015	The competition for the selection of the Governing Board members was organized and carried out with the participation of the international jury.
August 2015	The Governing Board of the Agency was elected.
2016	The methodology of external quality evaluation for provisional authorization and accreditation of vocational education and training, higher education and lifelong learning study programs and institutions was approved.

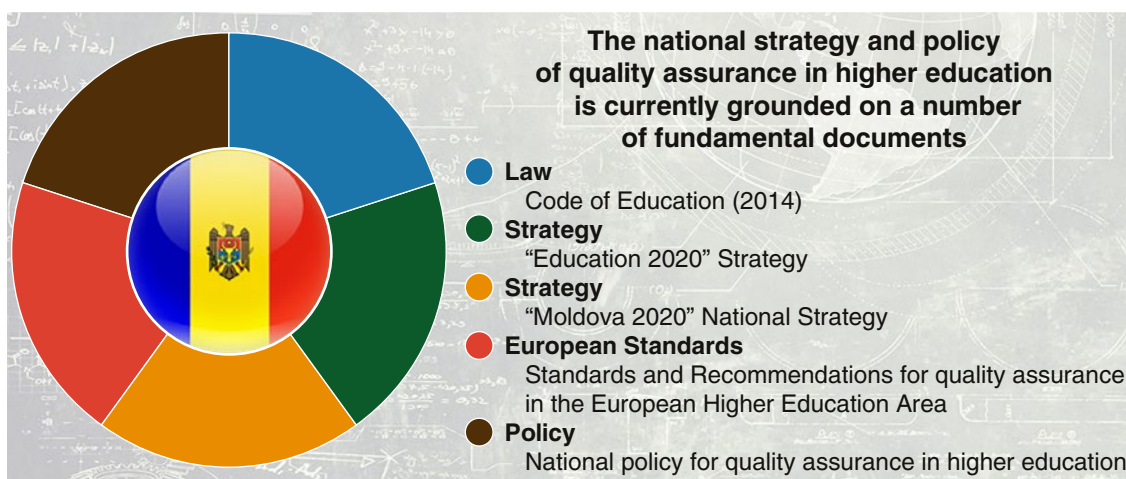
National strategy and policy for quality assurance

In accordance with the Code of Education, quality assurance in higher education should be carried out through a set of actions focused at building institutional capacity to develop, plan, and implement the study programs, which would set up and strengthen the confidence of the beneficiaries that the institution providing education meets and improves the quality standards in line with the assumed mission.⁷

The quality management in higher education is ensured at two levels: (1) at the national level—by the Ministry of Education, Culture and Research and the National Agency for Quality Assurance in Professional Education; (2) at the institutional level—by internal structures for quality assurance.

Traditionally a fully operational quality assurance system implies two successive stages:

- The first stage includes *provisional authorization*, which grants the right to establish the institution, to carry out the educational process and to organize the admission to education;



⁷ Code of Education No.152, 2014, Article 112. [Online]. Free access: <http://bit.ly/HED2Md5>



Everyday work at the Agency.

• The second stage includes *accreditation*, which grants the right to organize the graduation exam, as well as the right to issue diplomas, certificates, and other qualification documents recognized by the Ministry of Education, Culture and Research.

The external evaluation of quality in the higher education is performed by the National Agency for Quality Assurance in Professional Education. At the same time the current legislation enables HEIs to apply for external evaluation to any quality assurance agency abroad, provided that it is listed in the European Quality Assurance Register for Higher Education (EQAR).

External quality evaluation in higher education includes a multi-criteria examination of the extent in which the institution providing training and its programs meets the national standards of reference. In order to gain this the quality evaluation in higher education encompasses the following aspects:

- a) the institutional capacity;
- b) the educational efficiency including academic outputs;
- c) the quality of initial and continuous professional training programs;
- d) the institutional management of quality;
- e) the results of scientific research and/or artistic creation;
- f) the compliance between the internal assessment and real situation.

According to the current legislation, any legal entity interested in delivering higher education programs, is subject to the external evaluation for provisional authorization before starting to function. The provisional authorization for higher education programs expires after the first cohort of graduates.

Every program leading to a distinct university qualification should be accredited. The higher education institutions will obtain the provisional authorization or accreditation for the Master's degree and doctoral programs (Cycles II and III), provided that the Licentiate programs (Cycle I) in the same area are accredited.

The process of the external evaluation for provisional authorization or accreditation should be launched and carried out according to the methodologies,⁸ developed by the National Agency for Quality Assurance in Professional Education and approved by the Government.

⁸ Methodology of external quality evaluation for provisional authorization and accreditation of vocational education and training, higher education and lifelong learning study programs in the Republic of Moldova, Government Decree No.616 of May 18, 2016. [Online]. Free access: <http://bit.ly/HED2MdZ>

The current legislation enables HEIs to apply for external quality evaluation to any quality assurance agency abroad, provided that it is listed in the European Quality Assurance Register for Higher Education (EQAR).



ANACIP's experts are visiting a higher education institution.

After undergoing the accreditation, the study programs and the higher education institutions is subject to periodical external evaluation for reaccreditation, at least once in five years.

The possible solution in the case of external evaluation for provisional authorisation are the following:

- the decision on the authorisation for provisional functioning,
- non-authorisation for provisional functioning.

Upon the external evaluation in the framework of accreditation one of the following decisions is possible:

- accreditation for the period of five years,
- provisional accreditation for the period of three years,
- suspension of external evaluation process for one year,
- non-accreditation.

The decisions by the results of external quality evaluation is the responsibility of the Government. Such decisions are made by the Government and on the proposal of the Ministry of Education, Culture and Research based on the results of evaluation carried out by the National Agency for Quality Assurance in Professional Education.

In case of negative results of external evaluation, the Ministry of Education, Culture and Research may suggest the Government to withdraw the license of the institutions or study programs, and the students have to be distributed to similar programs in other educational institutions until all the reasons caused the negative results are eliminated.

National Agency for Quality Assurance in Professional Education (ANACIP): main features

Legal status

The legal status of the National Agency for Quality Assurance in Professional Education (ANACIP) is governed by the Regulation on the organization and operation of the National Agency for Quality Assurance in Professional Education approved by the government.⁹

In accordance with the Regulation, ANACIP is an administrative authority, a legal entity, autonomous from the Government, independent in decision making and organization, financed from the state budget and own revenues.

⁹ Regulation on the organization and operation of the National Agency for Quality Assurance in Professional Education, Government Decree No.191 of April 22, 2015. [Online]. Free access: <http://bit.ly/HED2Md11>

ANACIP is an administrative authority, a legal entity, autonomous from the Government, independent in decision making and organization, financed from the state-budget and own revenues.

Mission

The Agency's mission is to develop and promote the quality culture in vocational education, higher and continuing education contributing to greater economic competitiveness and social cohesion in the Republic of Moldova.

Aim

The aim of the Agency is to ensure an integrated, reliable, objective and transparent system of external evaluation and accreditation of institutions and study programs in vocational education, higher and continuing education in the Republic of Moldova.

Strategic objectives

The Agency has the following strategic objectives:¹⁰

- to contribute to the development and promotion of the quality culture in vocational education, higher and continuing education;
- to evaluate study programs and the capacity of organizations providing vocational education, higher and continuing education in order to achieve the quality standards;
- to ensure the application of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) in vocational education, higher and continuing education in the Republic of Moldova;
- to ensure access to public information about the quality of vocational education, higher and continuing education in the Republic of Moldova;
- to propose strategies and policies to partners in order to ensure and develop quality in vocational education, higher and continuing education;
- to promote professionalism and competitiveness of vocational education, higher and continuing education in the Republic of Moldova;
- to obtain international recognition of the Agency.

Duties and responsibilities

In accordance with the current Regulation (Article 8) the Agency fulfils a number of duties and responsibilities including the following:

- performs state policies on quality assurance in vocational education, higher and continuing education;
- develops and periodically reviews accreditation standards, national basic standards and efficiency indicators used when evaluating and assuring quality in professional, higher and continuing education in accordance with good European and international practices;
- performs, on a contractual basis, the quality evaluation of institutions delivering professional training programs and rendering educational services, as well as their programs authorize for provisional authorization, accreditation, and re-accreditation in vocational education, higher and continuing education;
- ensures objectivity and validity of the results obtained in the process of external evaluation of institutions providing educational services and their programs;
- ensures transparency in the external evaluation process including the publication of evaluation results;
- prepares and publishes papers on evaluation and accreditation of educational institutions, institutions rendering educational services and their programs;

¹⁰ Ibid.

ANACIP's mission is to develop and promote the quality culture in education, thus enhancing economic competitiveness of the Republic of Moldova on the global arena and building its social cohesion.

- cooperates with similar agencies in other countries in order to develop and implement effective measures for improving the quality of professional training programs.¹¹

Key results of the external evaluation of quality in higher education

Within a short period of its operation the Agency has implemented a number of missions of external evaluation of programs in higher education.

Thus, in September 2015, in the framework of the doctorate degree initiation in the format of the third cycle of higher education, upon the request from the Ministry of Education, Culture and Research the Agency performed external evaluation of quality for provisional authorization of 46 doctorate schools and their study programs. In autumn 2016 one hundred and eight programs of higher education in the field of pedagogy, four programs in tourism and five programs in catering and engineering underwent external evaluation for accreditation. The decisions of the Governing Board on these programs were submitted to the Ministry of Education, Culture and Research. Seven programs of higher education underwent external evaluation for provisional authorization.

In the first half of 2017 the total of 62 programs in economics were prepared for and underwent external evaluation. The results of the evaluation are subjects for discussion at the meeting of the Governing Board planned for September.

International cooperation

In December 2015 the National Agency for Quality Assurance in Professional Education was granted the associate membership status of the European Association for Quality Assurance in Higher Education (ENQA).

Over the period from 2015 to 2017 the Agency endorsed agreements on cooperation with different interested institutions on both the national and international levels. The active partners of ANACIP are the National Institute of Standardization (March 9, 2016), the German Agency for Quality Assurance (AQAS, March 9, 2016), the National Accreditation Agency of the Russian Federation (NAA, September 27, 2016), the Estonian Higher Education Quality Agency (EKKA, November 16, 2016), the Romanian Agency for Quality Assurance in Higher Education (ARACIS, April 17, 2017). The agency is currently negotiating cooperation with the European Quality Assurance Register for Higher Education (EQAR) of Kazakhstan.

Future prospects

It is evident that the reforms in the sphere of higher education represent a long-term and ongoing process. Structural changes and particularly quantitative reforms should be supplemented with the quality contents. This requires ongoing cooperative and well-coordinated actions. For this purpose the Agency is planning a number of actions, namely:

- create and disseminate quality culture in all higher education institutions and within the society in general;
- improve/amend the regulatory framework in order to improve the quality of the organized processes;

¹¹ Ibid.

In December 2015 the National Agency for Quality Assurance in Professional Education was granted the associate membership status of the European Association for Quality Assurance in Higher Education (ENQA).

ANACIP promotes European values and good practices in the sphere of higher education and particularly quality assurance in higher education on the national level.

- organize and carry out external evaluation in strict compliance with the legislative and regulatory framework;
- consolidate the ANACIP's Expert Register; capacity building of ANACIP's external experts by their involvement and participation in external reviews carried out by international quality assurance agencies;
- identify financial resources in order to attract/involve international experts into organized missions of external evaluation of quality of higher education institutions in Moldova and/or their programs;
- hold training seminars and workshops for the university management responsible for the quality assurance, national and external experts of ANACIP on a regular basis;
- promote European values and good practices in the sphere of higher education and particularly quality assurance in higher education on the national level;
- constantly develop and raise awareness and enhancement of public relations;
- ensure maximum transparency and correctness of the processes of external quality evaluation;
- extend the ANACIP's international cooperation;
- enhance an international aspect of the ANACIP's activity by membership in the specialized organizations of the regional, European and international levels and participation in their events.

Contacts:

National Agency for Quality Assurance in Professional Education (ANACIP)
38A. Hîncești Street, Chișinău, MD-2028, Republic of Moldova
Tel.: +373 22545411, E-mail: anacip@anacip.md

REFERENCES

1. Higher education in the 2016/17 academic year. [Online]. Free access: <http://bit.ly/HED2Md01>
2. Doctoral studies in 2016. [Online]. Free access: <http://bit.ly/HED2Md02>
3. Education in Moldova 2008/2009. [PDF]. Free access: <http://bit.ly/HED2Md03>
4. Education in Moldova 2015/2016. [PDF]. Free access: <http://bit.ly/HED2Md04>
5. Code of Education No.152, 2014, Article 112. [Online]. Free access: <http://bit.ly/HED2Md5>
6. Cadrul Național al Calificărilor. [Online]. Free access: <http://bit.ly/HED2Md6>
7. Methodology of external quality evaluation for provisional authorization and accreditation of vocational education and training, higher education and lifelong learning study programs in the Republic of Moldova, Government Decree No.616 of May 18, 2016. [Online]. Free access: <http://bit.ly/HED2Md7>
8. Moldova 2020. National Development Strategy. [PDF]. Free access: <http://bit.ly/HED2Md8>
9. The list of majors for professional training at higher education institutions, Cycle I, Law No.142 of July 7, 2005. [Online]. Free access: <http://bit.ly/HED2Md9>
10. The list of majors for professional training in higher education, Government Decree No.482 of June 28, 2017. [Online]. Free access: <http://bit.ly/HED2Md10>
11. Regulation on the organization and operation of the National Agency for Quality Assurance in Professional Education, Government Decree No.191 of April 22, 2015. [Online]. Free access: <http://bit.ly/HED2Md11>
12. Standards and Guidelines for Quality Assurance in the European Higher Education Area – ESG, 2015, Brussels, Belgium. [PDF]. Free access: <http://bit.ly/HED2Md12>
13. Strategy “Education 2020,” Government Decree No.944 of November 14, 2014. [Online]. Free access: <http://bit.ly/HED2Md13>
14. Development strategy of vocational education for 2013-2020, www.edu.gov.md
15. www.anacip.md
16. www.edu.gov.md
17. www.ehea.info

Agency for Science and Higher Education and QA System in Croatia

The quality assurance system in higher education and science is a relatively new concept in Croatia. It presupposes the existence of national laws and regulations as well as bodies responsible for carrying out procedures of external evaluation and professionals who conduct them, while promoting the importance of developing quality culture, observing European and international trends and improving the existing procedures. As a national agency for the implementation of external evaluation the Agency for Science and Higher Education (ASHE) faces the challenge of laying the foundation, creating and strengthening this process as well as building capacity of ASHE employees.

About ASHE

ASHE was founded in 2005 by the Decision of the Government of the Republic of Croatia according to Recommendation of the European Parliament and the Council on further European cooperation in quality assurance in higher education (2006/143/EC) and the European model of agencies for quality assurance in higher education, with the aim of conducting procedures of external evaluation and improving the quality of science and higher education in Croatia.

The Act on Quality Assurance in Science and Higher Education, which was adopted in 2009, enabled the Agency to achieve its full independence and bring its QA activities into compliance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). In accordance with this Act the Agency became the only national body responsible for carrying out external QA activities in higher education and science.

QA procedures

According to the Act on Quality Assurance in Science and Higher Education, ASHE performs part of the procedure of initial accreditation, procedures of re-accreditation, thematic evaluation of scientific organisations, higher education institutions and study programs as well as external audit of higher education institutions' quality assurance systems.

Each of these procedures has its own characteristics and a pre-defined process of implementation. What they have in common is quality assurance and improvement of each evaluated institution, study program or activity, and the resulting advancement of the overall system of science and higher education.

- **Initial accreditation**

The initial accreditation is an evaluation procedure carried out for new HEIs and new study programs. This process is aimed at controlling the fulfilment of necessary accreditation criteria.

- **Thematic evaluation**

The thematic evaluation in higher education is carried out either according to the annual plan of the Agency, or following a request from the minister, a higher education institution, or a student council of a higher education institution. Upon completion of the procedure a panel of experts drafts a report indicating the level of compliance with the subject of evaluation.

- **QA audit**

The QA audit of a higher education institution is a systematic, periodic procedure which ascertains whether activities and results of the activities that make up the system of quality assurance of a higher education institution are efficient and in compliance with the national standards and ESG. The audit also focuses on evaluating contribution to continuous improvement of the quality culture and culture of education of a HEI.



The ENQA expert group is visiting ASHE (Zagreb, September 2016).



Presentation of the analysis of the five-year re-accreditation cycle (Zagreb, July 2017).

• Re-accreditation

The re-accreditation is an evaluation procedure carried out every five years at all public and private higher education institutions in Croatia. The purpose of this process is to assure quality and also to improve the quality of HEIs, their study programs and scientific organisations.

Following the re-accreditation procedure and with the previous opinion of the Accreditation Council (an expert body of the ASHE consisting of representatives of the system of higher education and science, business community and an associate member, a representative of organizations of civil society) the Agency makes an accreditation decision recommending the minister responsible for higher education to:

- issue accreditation for continuing HEI's activity or part of activity;
- refuse to issue accreditation for HEI's activity or part of activity;
- issue a letter of expectation with the deadline for resolving deficiencies up to three years.

The re-accreditation decision sent to the minister also contains a quality grade of a higher education institution or scientific organisation and includes recommendations for quality improvement. The final report with the quality grade and the final report summary are made public.

The first re-accreditation cycle

The first re-accreditation cycle began in 2010 and was completed in the first half of 2016. This is the first time a comprehensive evaluation of the entire

system of higher education in Croatia (131 institutions) was carried out in accordance with a single methodology and criteria, in compliance with the ESG and examples of good international practice.

As we come to an end of the first five-year cycle of external evaluation, we can conclude that the initial goal has been achieved. Higher education institutions, other stakeholders and the general public recognise the importance of quality assurance, with many positive changes having taken place at the level of institutions, programs and the system as a whole. ASHE noted a positive attitude of the heads of institutions towards the evaluation procedures and the results and outcomes thereof. These changes encourage higher education institutions to improve their activities, and ASHE to continue its work.

Development of the new re-accreditation cycle

Although the ASHE analyses have shown that the first cycle of re-accreditation was successful and fit for purpose, during the implementation of the first cycle and based on the information gathered from stakeholders and their self-assessment, the need was identified to modify and improve the existing re-accreditation model. This primarily refers to the need for further alignment with the amended ESG, which were adopted by the ministers of the European Higher Education Area in 2015. Likewise, certain improvements refer to the changes in the number and ambiguousness of the quality criteria, an excessive emphasis on inputs and processes, and an insufficient emphasis on outputs, in the minimum quantitative data, which are underrepresented in the

quality score. It should be taken into account that the current model of re-accreditation involved the combined institutional and program evaluation, which was justified by the demand for cost-effectiveness during the first cycle of external evaluation.

ASHE made a proposal for the new re-accreditation model that primarily includes the modified standards for the assessment of quality of universities and university components as well as polytechnics and colleges. In accordance with the new model, the goal of the next re-accreditation cycle is to encourage improvements in line with the recommendations for quality improvement resulting from the first cycle of the re-accreditation of higher education institutions. In this context, a higher education institution is viewed as a whole, and the quality of an institution includes the assessment of all its activities. The modified re-accreditation model makes it possible to verify key, generally accepted standards and quality score based on the report of the expert panel that has been fully aligned with the ESG.

Other activities

ASHE's scope of work also combines activities related to:

- Applying and meeting the conditions for enrollment into higher education institutions (the Central Applications Office—CAO);
- Professional recognition of foreign higher education qualifications and providing information on the national and foreign education systems (National ENIC/NARIC Office);
- ASHE provides professional and administrative support to the National Council for Science, Higher

Education and Technological Development, the Council of Polytechnics and Colleges, 23 Scientific Field Committees for all scientific fields and areas in Croatia (the Office for Scientific Field Committees), seven Scientific Area Councils and seven Field Committees for Appointment to Scientific-Teaching and Teaching Grades at Polytechnics and Colleges.

ASHE is actively working on the inclusion into the international system of quality assurance in higher education and science, already being its recognised and active member. Among other organisations, ASHE is a full member of the European Association for Quality Assurance in Higher Education (ENQA), a European umbrella quality assurance association, and is listed in the European Quality Assurance Register for Higher Education (EQAR). Consequently, ASHE has the right to conduct quality assurance procedures not only in Croatia, but in the entire European Higher Education Area (EHEA). It is also a member of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE), a world-wide association of nearly 300 organisations active in quality assurance in higher education, and the Council for Higher Education Accreditation (CHEA), an association of 3,000 degree-granting colleges and universities that recognizes 60 institutional and program accrediting organizations.

Croatian higher education system

Higher education institutions in Croatia are universities (and their constituents—faculties and academies of arts), polytechnics and colleges. They can be public or private. All higher education insti-



The representatives of Meiji University, Japan, are on a visit to the Agency of Science and Higher Education, Croatia.

“For more than a decade the Agency for Science and Higher Education (ASHE) has actively contributed to the promotion of higher education and science in Croatia through its activities.

The work of ASHE has been recognized by higher education institutions, scientific organisations, a wider academic community, and students, which is especially important to us.

Our work has also been acknowledged by the European Association for Quality Assurance in Higher Education (ENQA), and after the demanding procedure of international accreditation which took place last year the ASHE membership in ENQA has been renewed. Aslo, following a decision of the Register Committee that decides upon applications for inclusion on the European Quality Assurance Register for Higher Education (EQAR) or renewal of registration, ASHE’s membership in the Register been renewed. The expert panel reviewing ASHE especially commended the quality and commitment of our staff as well as their knowledge of national and international quality assurance practices.

The panel also stressed the collaboration of ASHE with different stakeholders and involvement of international experts into different procedures.

The membership in ENQA and EQAR is a proof of ASHE’s work being recognised as well as the proof of credibility of qualifications issued by Croatian higher education institutions.”

Professor Jasmina Havranek, PhD



tutions are under the supervision of the Ministry of Science and Education.

Universities are institutions that organise and implement university studies in at least two scientific and/or art areas, in several fields, including interdisciplinary studies. Universities can also organise professional studies. University constituents are faculties, art academies and departments. University studies are performed at three levels: a bachelor level (typically takes up three years and exceptionally four years), a master level (typically takes up two years and exceptionally one year) and a PhD study.

Polytechnics and schools of professional higher education are institutions that organise and implement professional studies at two levels (a professional bachelor level and a professional specialist level). They cannot organise university studies or PhD studies. Polytechnics deliver at least three different studies in at least three fields.

Croatian Higher Education System

QA in Croatian HE system—the responsibility of a single public agency—ASHE

- ten universities (eight public and two private)
- 15 polytechnics (11 public and four private)
- 24 colleges (three public and 21 private)
- about 180,000 students

There are currently 1,396 accredited study programs in the Republic of Croatia.

Type of study program

Professional study programs	249
University study programs	1,147
Total	1,396

Educational Itinerary of Cyprus

Mediterranean outpost of the European Union

The Republic of Cyprus is the third largest (9,251 km²) and most populous (over 866 thousand people) island in the Mediterranean. It is located at the crossroad of the sea routes linking three parts of the world—Europe, Asia and Africa. The Republic of Cyprus joined the European Union in 2004, thus, becoming a southeastern outpost of the EU. The Cypriot government adopted the euro as the national currency in 2008.

Well-educated country

Tertiary education is highly demanded among Cypriots: the country is characterized by the rapid increase in the number of students. For the period from 1995 to 2012 the number of students enrolled in Cyprus universities almost tripled from 7,763 students in the 1995-1996 academic year to 23,232 students in 2011-2012. The body of Cypriot students is highly mobile, in the same year over 19 thousand students entered educational institutions outside Cyprus. This positive dynamics in pursuing degree studies made Cyprus one of the countries with the highest percentage of citizens of working age who have higher-level education. For reference: 39.2% citizens aged from 25 to 64 are highly educated specialists with a Higher Education Diploma and the knowledge of several foreign languages.



**Mary Ioannidou-Koutselini,
Chairperson of the Cyprus Agency of
Quality Assurance and Accreditation in
Higher Education (DI.P.A.E.).**

PhD, Professor of Curriculum and Instruction at the Department of Education of the University of Cyprus, the Chair holder of the UNESCO Chair in Gender Equality and Women's Empowerment of the University of Cyprus. Coordinator of 15 international European and national research programs within the area of expertise; a member of national, European and international academic associations and scientific editorial boards. Expert of the working groups of the European Committee and advisory global European and national councils and networks. Worked as a member of the external review panel of universities, research and teaching staff in Cyprus and abroad.

Author of 15 books and over 150 research publications.

From across the globe

In fact, English proficiency is one of the competitive advantages of the Republic of Cyprus. It is one of the reasons why many international students come here to pursue their degrees.

Another advantage of higher education in Cyprus is its affordability along with high quality according to expert estimates. Moreover, higher education diplomas granted by Cyprus universities and colleges (both offer tertiary education), and PhDs are recognized all over the world.

As a result, Cyprus universities and colleges attract a large number of international students with a sustainable growing tendency: from 1995-1996 to 2011-2012 academic years the number of international students in Cyprus increased more than fivefold from 1,511 to 8,540 people. The Mediterranean island republic welcomes students from the EU countries as well as from India, China, Nepal, Sri Lanka, Nigeria, Egypt, Cameroon, Zimbabwe, Ukraine, Russia, and many others.

The strategic goal is set—Cyprus should become a regional center of quality higher education and research.

Focus on quality

Cyprus is a full member of the Bologna Process since 2001. Therefore, the higher education here is compatible with the principles of the Bologna Declaration, and organization and operation of the educational process is based on standards and recommendations adopted by the European Higher Education Area. The Cyprus Ministry of Education and Culture and other national authorities responsible for policy and quality in education have set the following strategic goal—Cyprus should become a regional center of quality higher education and research.

Adoption of the new national legislation aimed at the development of higher education in Cyprus has become a significant event on the way to this goal. Thus, Article 20 of the National Constitution has become the core humanitarian and legal reference of this document. The Article states that every citizen of Cyprus has the right to receive education of the relevant standard and quality. In compliance with the new law a new body was established in 2015 meant to ensure the quality of higher education in Cyprus—Cyprus Agency of Quality Assurance and Accreditation in Higher Education, DI.P.A.E.

Proficiency in English is one of the competitive advantages of the Republic of Cyprus.

Institutional coordinator

The new agency assumed the responsibilities of the Council of Educational Evaluation-Accreditation (CEEAA), the Advisory Committee for Tertiary Education (ACTE), and the Evaluation Committee of Private Universities (ECPU), which used to fulfil these functions. In addition to the responsibilities that the above mentioned bodies had, the Agency, as a full member of INQAAHE, is responsible for the following:

- institutional, departmental and programmatic evaluation and accreditation of higher education;
- quality assurance in higher education on the basis of the European Standards and Guidelines (ESG);
- the Evaluation and Accreditation of cross-border forms of education, offered by local institutions in member states or third countries;
- assessment of the conditions for the provision of cross-border education from foreign institutions in Cyprus;
- assessment of inter-institutional cooperation of higher education institutions;
- the provision of information of Quality Assurance in higher education.

Most importantly, the legislation provides for the Agency's independence and autonomy. According to one of the Articles of the Law, the Agency shall be independent to the extent required to do its work autonomously and to exercise independently its functions so that its conclusions and recommendations contained in the evaluation reports shall not be influenced by third parties such as higher education institutions, ministries or others.



Common goal

All the organizations involved in and responsible for the development and implementation of the national educational policy take part in meeting the strategic goal of making Cyprus a regional center of quality higher education.

Beside Cyprus Ministry of Education and Culture and the Cyprus Agency of Quality Assurance and Accreditation in Higher Education mentioned above, it is worthwhile mentioning the Council of Recognition of Higher Qualifications (KYSATS) established over 20 years ago. KYSATS is the competent authority of the Republic of Cyprus for the recognition of higher education qualifications. It also acts as the National Education and Information Center. KYSATS is a member of the NARIC (National Academic Recognition Information Centers), ENIC (European Network of National Information Centers on academic recognition and mobility) and MERIC (Mediterranean Recognition Information Centers) networks.

The “core actors” of the contemporary higher education are higher educational institutions committed to develop the internal quality culture.



Cyprus is classified as one of the countries with the most rapidly growing amount of research expenditures.

Rapidly growing sector

Nowadays Cyprus is classified as one of the countries with the most rapidly growing research expenditures. There is an obvious reason for that: at present Cyprus universities are focusing on the development of the university science, one of the pillars of quality education. Cyprus universities aim to become the centers of research excellence within the framework of their academic activity. For this reason they establish an extensive cooperative network between research centers and educational institutions in Cyprus and abroad in order to improve and enhance the university community, the country and the whole European area.

Main goals and objectives of higher education in Cyprus

- Quality improvement of higher education due to Bologna Process support.
- Active involvement in the Bologna Process and implementation of its principles.
- Active participation in Cyprus development as a regional center of education and research.
- Increase in the number of students enrolled in science, technology and communication programs.
- Promoting the principle of the knowledge triad (education, research and innovations), thus, achieving top positions in the field of research, technologies and innovations in higher education.
- Making Cyprus more attractive and accessible for international students.
- Increased efficiency of management and financing of educational institutions.
- Promoting academic mobility of students and staff.

Contacts

Cyprus Agency of Quality Assurance and Accreditation in Higher Education (DI.P.A.E.)

Kimonos and Thoukydidou Corner, Lefkosia, 1434

Tel.: + 357 22806304, + 357 22800986

Fax.: + 357 22800645

E-mail: info@dipae.ac.cy



北京理工大学
BEIJING INSTITUTE OF TECHNOLOGY



Jiapei SHEN currently works in the Office of International Students, Beijing Institute of Technology (BIT). She got her Master degree in Psychology of Education in the University of Manchester in 2012. She is in charge of international cooperation, international students' administration and students' cross culture training in BIT.

Beijing Institute of Technology (BIT) was established in 1940 and began to recruit foreign students in 1995. Beijing Institute of Technology is a public university with a traditional focus on science and technology, but developing into other areas such as management and humanities. The Institute emphasizes ethics in scholarship, discovery of truth, and contribution to mankind through profound academic accomplishments. Presently BIT has over 2,100 foreign students from more than one hundred different countries, like South Korea, Germany, Pakistan, Indonesia, Poland, and Mexico. The students are distributed in various programs such as Mechanical Engineering, Computer Science and Technology, Control Science and Electrical Engineering, Automation Engineering, Information and Communication Engineering, Aeronautics & Space Science and Technology, Design and Arts, and other major engineering fields.



Prof. Hu Haiyan has served as President of Beijing Institute of Technology (BIT) since 2007. Before his current appointment at BIT, he worked as President of Nanjing University of Aeronautics and Astronautics (NUAA) from 2001 to 2007, and Vice President of NUAA from 1998 to 2001. He was Humboldt Research Fellow at University of Stuttgart, Germany, and Visiting Professor at Duke University, USA, in the early 1990's.

Prof. Hu is a world renowned scientist in the fields of computational and nonlinear dynamics, with a great variety of applications to the autonomous assembly, deployment and thermal dynamics of space structures, the active flutter suppression of aircraft structures, dynamics and control of tethered satellites.

Prof. Hu holds a number of academic positions that mainly include: Member of Presidium of the Chinese Academy of Sciences, Member of the General Assembly of the International Union of Theoretical and Applied Mechanics, Associate Editor of the *ASME Journal of Computational and Nonlinear Dynamics* and of the *International Journal of Nonlinear Dynamics and Control*, Member of the Editorial Board of six international journals, including the *International Journal of Non-Linear Mechanics*, and the *Journal of Sound and Vibration*.

BIT's Mission

Vision—A university with distinctive programs and global influence.

Mission—BIT is dedicated to developing lofty ideals and sound scholarship, a strong body and a quiet heart; evolving a pragmatic and humble spirit, and creating a culture of excellence; improving research capabilities, and achieving distinction in defense technology.

Brief history

BIT was founded in 1940 in Yan'an, Shaanxi Province and was relocated to Beijing in 1949. The following year, the main campus and the Departments of Maths, Physics and Chemistry of the Institut Franco-Chinois were merged with BIT.

BIT has always formulated its strategies in the light of national strategic needs and global developments in science and technology and education, and in accordance with its own strengths and missions. These strategies include consolidating its strengths in mechanical and vehicle engineering and automation; leveraging its advantages and distinctive programs

in IT-related disciplines; and developing new strengths in aerospace engineering. BIT will build its strengths in both science and engineering, and simultaneously develop disciplines in management and humanities.

Technological achievements

BIT's success story of technological advances started in 1958, when a number of projects and products developed by the Institute were launched. All of them were novel for China of that time. They are the first in China low-angle height finding radar,

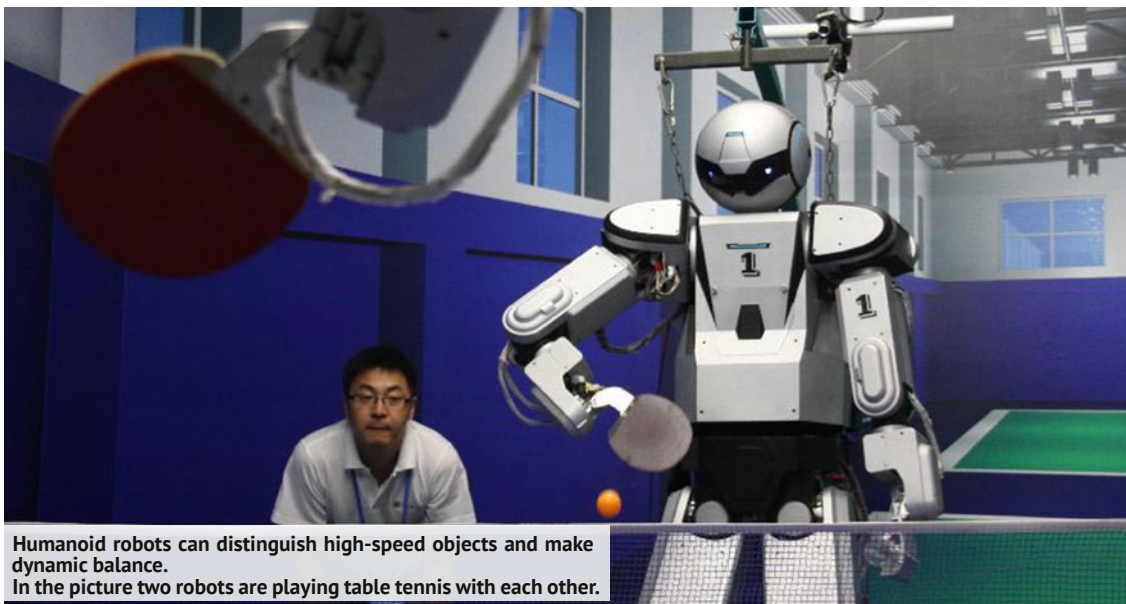
sounding rocket, planetarium, and TV system.

The latest BIT's projects are associated with major national events. Pure electric buses, firework technology and software simulation technology contributed to the success of the 2008 Beijing Olympics, the 2010 Shanghai Expo and the 2010 Guangzhou Asian Games.

Another record page of BIT's achievements is astronomical. It concerns deployment simulation of the communication antenna for Lunar Orbiter Chang'e I and a dynamic analysis of a satellite



Pure electric buses (2008).



Humanoid robots can distinguish high-speed objects and make dynamic balance. In the picture two robots are playing table tennis with each other.

dual-axis antenna. BIT researchers designed the signal processing system for unmanned docking of the Shenzhou VIII spacecraft with the Tiangong I space module. BIT Lab of Space Biology studies microfluidic chips to explore traces of life in space via space biological and biomedical experiments. The Shenzhou VIII spacecraft has taken a life science research device designed by BIT to carry out experiments in space.

BIT researchers and designers work in different spheres contributing to the development of cutting-edge technologies. The BIT Laser Micro/Nano-Fabrication Laboratory developed the fs/ps laser 3D micro/nano-fabrication system, ultra-long lifetime ultra-high energy-density batteries and novel high-sensitivity fiber sensors. The first wireless humanoid robot designed by BIT can walk and perform tai chi. The latest robots can play ping-pong against humans. Aiming to improve the energy density, power density, safety problems of secondary batteries, as well as the green recycling of used batteries, BIT researchers have made systematic research into power batteries:

Ni-H (>1250W/kg) and lithium (>1800W/kg). The batteries have been applied to hybrid-electric vehicles produced by major Chinese automotive manufacturers. The virtual reality technology developed by BIT enables people to see the “real” Yuan-Ming Park destroyed in several wars.

Beijing Institute of Technology today

BIT has four faculties—the Faculty of Mechanical and Transportation Engineering, the Faculty of Information and Electronics, the Faculty of Natural Sciences and Materials, the Faculty of Humanities and Social Sciences—with 20 colleges, as well as the Institute of Educational Research, School of Liberal Arts, School of Continuing Education, School of International Education and Higher Vocational and Technical College, and numerous advanced science research centers.

BIT comprises more than 3,500 faculty members and more than 28,000 full-time students. Over 14,000 are undergraduate students, nearly 8,000 are graduate students and over 3,000 are doctoral students.

Engineering, materials science, chemistry, physics and mathematics are the five disciplines in BIT that are ranked among the top 1% in the Essential Science Indicators (ESI) global ranking. Over the years, BIT is devoted to improving its research capabilities. High-level achievements have been made in navigation control, injury prevention and safety, mechanical and vehicle engineering, materials science, and information systems and warfare. It has developed a clear edge in technologies relating to intelligent and bionic robotics, space adaptive optics, green energy, modern communications and industrial process control.

International cooperation

By taking a global approach to education, BIT is increasingly becoming an internationally reputable and influential institution. Currently, it has established inter-university collaboration with more than 240 renowned universities in 71 countries and regions on six continents; it was the lead founder of the Sino-Spanish University Consortium and the Sino-Russian-Belarussian University Consortium and the



co-founder of two Confucius Institutes: Confucius Institute of University of Lagos in Nigeria and Confucius Institute of University of Saskatchewan in Canada. BIT is building an international university, and has created a global network for exchange and cooperation.

BIT pays special consideration to the growth of each student and promote the development

and improvement of the educational system for international students. At present, all the courses taught in Chinese are eligible to recruit foreign students. Presently BIT offers six undergraduate and 11 graduate programs in English. The PhD studies are completely conducted in the English language. The educational system of Beijing Institute of Technology

holds a special advantage, not only nationally but internationally, due to its long and historic background in engineering and long-term overseas educational collaborations. At the same time, the Institute have also initiated numerous short-term programs, like overseas exchange programs, language and cultural exchange programs, short-term technical exchange student programs, etc.



The International Culture Festival.

Undergraduate Programs in English:

- Computer Science and Technology,
- Mechanical Engineering,
- Electronic Science and Technology,
- Electrical Engineering,
- Mechatronics Engineering,
- International Economics and Trade

Master Programs in English:

- Aeronautics & Space Science and Technology,
- Chemistry,
- Chemical Engineering and Technology,
- Computer Science and Technology,
- Control Science and Engineering,
- Electronics Science and Technology,
- Information and Communication Engineering,
- Law,
- Mechanical Engineering,
- Software Engineering,
- MBA

**All PhD programs can be taught in English.*

Recent News

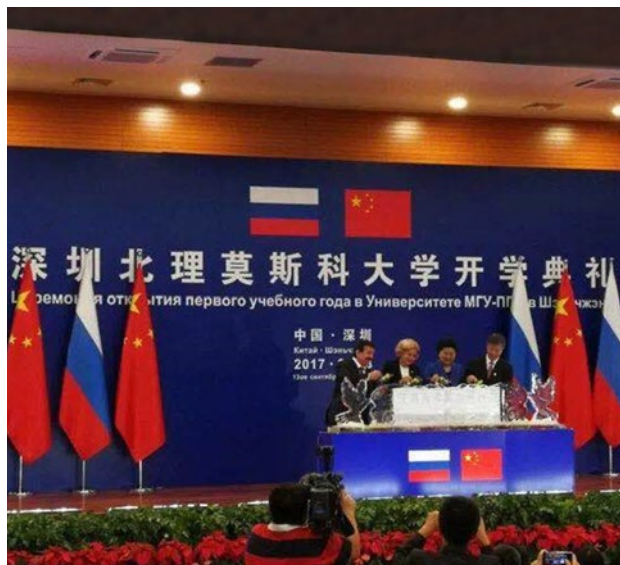


Xi Jinping and Vladimir Putin sent messages of congratulation for the opening ceremony of Shenzhen MSU-BIT University

In his congratulations, Xi Jinping pointed out that education is an important driving force for national development and progress and an important link for promoting exchanges and cooperation between people of all countries. In recent years, the Sino-Russian educational cooperation has been developing in depth, and the exchanges between the two countries have become more closely. All this has played a positive role in enhancing mutual understanding and friendship between the two countries and promoting the high level of China-Russia comprehensive strategic cooperative partnership. Sino-Russian co-founded Shenzhen MSU-BIT University is an important consensus reached by the leaders of the nations and also an important achievement of the in-depth development of humanitarian cooperation between the two countries, and it will have demonstrative value.

Xi Jinping hoped that Chinese and Russian education authorities and educators can take their respective advantages, increase the potential for cooperation to speed up the improvement of Shenzhen MSU-BIT University, and strive to build high-level universities and train high-quality talents to make contributions to development of educational cooperation and promotion of friendship between the two peoples.

Vladimir Putin said in his congratulations that educational cooperation has been an important



part of Russia-China strategic partnership. The direct exchange of universities between the two countries has been expanding year by year, and the exchange practice of foreign students is becoming increasingly perfect. At the same time, middle school students have become the norm in each other's national health camps. He believes that the Russian-Chinese University founded on the basis of two well-known universities will further enhance friendship and mutual understanding between the two peoples; and graduates from Shenzhen MSU-BIT University will be welcomed not only in Russia and China, but also worldwide.



The RF Minister of Education and Science on a visit in Beijing Institute of Technology

On May 15, 2017, Doctor Olga Vasileva, Minister of Education and Science of the Russian Federation, and her delegation visited Beijing Institute of Technology. During the visit they were accompanied by Li Hai, Deputy Director of the Department of International Cooperation and Exchange of the Ministry of Education of the People's Republic of China. The Russian delegation included Kirill Chistiakov, Assistant of the RF Minister of Education and Science; Igor Pozdniakov, First Secretary of the Russian Embassy in China; and the Chinese representative of the Russian Ministry of Education and Science. Chairman of the BIT Council Zhao Changlu and Vice-President of BIT Mei Hong held a meeting with the guest delegation.



The Spirit of Management and Economics



Adam U. ALBEKOV,
Rector of Rostov State University
of Economics, Doctor of
Economic Sciences, Professor,
Holder of the title of Honored
Scientist of the RF, Member of
the Presidential Council of the
Russian Federation on intereth-
nic relations

Rostov State [University](#) of Economics was established in 1931; it is a modern university with strong traditions. The university is located in the south of Russia, in Rostov-on-Don city, which is informally regarded as Russia's southern capital. Historically the city was and still remains one of Russia's most multinational cities offering a friendly and safe urban environment.

For a long time RSUE belonged to a special system of applied research universities of the Soviet Union; it was a system of institutes of national economy. Only 14 universities of the former Soviet Union were included into this system and they supplied the whole country of about 300 million people with highly-qualified specialists in economics and management.

Today's RSUE is a classical university delivering 150 educational programs; it still enjoys the status of one of the most reputable higher education institutions in the country, especially in economics and management.

Nowadays RSUE is completely integrated into the European Higher Education Area; its educational process is conducted in full compliance with the principles of the Bologna process; the diploma of the university is recognized and highly valued at the national and international levels. RSUE offers seven Bachelor's and five Master's double degree programs developed in network cooperation with strategic international partner universities worldwide.



The university maintains academic cooperation agreements with 20 leading universities abroad. It is continually developing inter-university partnerships and international academic mobility programs. Due to the well-established bilateral relationships the RSUE educators and students regularly go through training courses and internships in Bulgaria, Germany, Greece, Spain, Italy, China, Serbia, the USA, France, and South Korea. The geography of cooperation is constantly expanding: in 2016 the agreement between Rostov State University of Economics and Université Lumière Lyon 2 (France) was extended; in addition, RSUE signed agreements on cooperation with Kobe Gakuin University (Japan), the University of National and World Economy (Bulgaria), and the Aristotle University of Thessaloniki (Greece).

RSUE has full membership in five international associations, including the Association of Economic Universities of South and Eastern Europe and the Black Sea Region ([ASECU](#)) and ASECU Youth; Visegrad University Association ([VUA](#)) and VUA Youth; the Eurasian Economic University Association. The university was among the initiators of establishing the Black Sea and Eastern Mediterranean Academic Network, which starts its activities this year.

Rostov State University of Economics maintains well-established cooperation with higher education institutions from the countries of the Black Sea and the Eastern Mediterranean region. Close contacts within the region were made, first of all, through the membership in the Association of Economic Universities of South and Eastern Europe and the Black Sea Region (ASECU), which includes about 50 member universities.

International cooperation within ASECU was further advanced in 2011 by RSUE's initiative to establish the Students' Association of Economic Universities of South and Eastern Europe and the Black Sea Region. In 2016 RSUE hosted the Sixth ASECU Youth International Conference and Summer Economic School; the university became a venue of the annual student conference for the second time.

RSUE's educational and scientific activities are carried out within the paradigm of the European Higher Education Area. As a member

▲ *Signing of the Agreement of Understanding on Academic Cooperation between Rostov State University of Economics (Russia) and the Aristotle University of Thessaloniki (Greece).*

RSUE's educational and scientific activities are carried out within the paradigm of the European Higher Education Area; the university educational process embodies the principles of the Bologna process.



◀ *Signing of the Agreement on Cooperation between Rostov State University of Economics (Russia) and Université Lumière Lyon 2 (France).*

As a classical university RSUE delivers 150 educational programs, and still it has the status of one of the most reputable higher education institutions in Russia in economics and management.

RSUE has full membership in five international associations, including the Association of Economic Universities of South and Eastern Europe and the Black Sea Region (ASECU) and ASECU Youth; Visegrad University Association (VUA) and VUA Youth; the Eurasian Economic University Association.

of the consortium comprising nine universities from Germany, Kazakhstan, Russia, Sweden, and Estonia, RSUE successfully participated in the first round of the Erasmus+ program, an updated EU's program to support education and research. The project "Development and Implementation of the Master Programme—"Green Logistics Management": Advancing Trans-Eurasian Accessibility through Sustainable Logistics Management and ICT Competence" (LogOn-U) started in 2016 and will take three years; the project outcomes are expected to become a benchmark for all Russian universities and programs in logistics. The same year RSUE entered the databases of the two world's top ranking agencies, *Times Higher Education* and Quacquarelli Symonds.

Rostov State University of Economics has recruited international students since 1960s. Currently, 745 students from 30 foreign countries are enrolled in different university programs. They come from Asia, Africa, Europe, South America. The share of international students of the total number of student body is almost 5%. The university provides its international students with the opportunity to take further education programs during their undergraduate study course, including the parallel program of undergraduate study. Moreover, international students have free access to abundant hard-copy and e-library resources, take part in numerous international conferences in Russia and abroad, get additional scholarship allowances for special achievements in study, research, sports or participation in students' associations, take part in international exchange programs, and after graduation are awarded with the national diploma and a European Diploma Supplement.



Rostov State University of Economics



Established in 1931



Student body—over 20,000

Educational programs—150

International students—750 from 30 countries



69, B.Sadovaya Street,
Rostov-On-Don, 344002, Russia



Tel.: +7 863 263-30-80

Fax: +7 863 240-43-44

E-mail: rector@rsue.ru



Web: www.rsue.ru



Strategies for Export of Russian Medical Education



Viktor A. LAZARENKO,
Rector of Kursk State Medical University, Doctor of
Medical Sciences, Professor, Honoured Doctor of
the Russian Federation.



Irina G. KOMISSINSKAIA
Vice-Rector for Continuous Education and
International Cooperation of Kursk State Medical
University, Doctor of Pharmaceutical Sciences,
Professor.

Kursk State Medical University has a strong international reputation. KSMU has been handling an important state task of education export development for several decades. Since 1994 the University has been providing teaching to foreign students in English. For the moment the University has signed over 40 agreements with foreign higher education institutions including 12 European universities. About 30% of students are foreigners. The alumni from 61 countries take great pride in having graduated from Kursk State Medical University.



International students demonstrating their skills at the Surgery Olympiad.

INTEGRATION into the international educational system is one of the University's priorities that effectively facilitate preservation and strengthening of people health and development of healthcare systems in many countries on the ground of training highly qualified professionals using the best practices of the world medical science and education.

According to the priority program "Development of the Export Potential of the Russian Education System" approved by the presidium meeting of the Presidential Council for Strategic Development and Priority Projects on May 30, 2017, Russia is going to increase the number of international students by 3.5 times.¹ It should be noted that KSMU has successfully been working on it for a long time already. The University was in the Top-25 Russian universities for the overall number of international students, trainees, interns, medical residents, doctoral students, students of pre-university training departments in full-time education in the 2014-2015 academic year.²

The agreements signed by KSMU with foreign companies are related to the issues of educational service export, student and teaching staff academic mobility, cooperation in the fields of science, education and practical healthcare with foreign universities and health clinics, with international organizations, expert associations, medical councils and chambers of dozens of states, and also the issues of improving international cooperation and representative activities. The outlined interac-

¹ For more details please refer to government.ru/news/27862

² According to Arefev A., Sheregi F. Export of the Russian Educational Services: Statistical Digest. Vol.6, 2016.

tions are shaping organizational and methodical approaches to the KSMU desired model of educational export development.

Being aware of the importance of the educational service export for the country's development the university staff makes every effort to draw as many foreign students as possible. The Russian embassies abroad give great support to the University organizing necessary meetings with representatives of the national Ministries of Education and Healthcare.

Recently, in March, KSMU became the first Russian university to have set up a representative office in Malaysia. The official launching ceremony took place in Kuala Lumpur, the capital of Malaysia. Over 300 guests participated in the ceremony including VIPs, representatives of the Ministries of Education and Healthcare, and KSMU alumni. Over 1,000 Malaysians have already graduated from KSMU as medical doctors and are successfully employed in Malaysia both in public and private sectors.

The representative office in Malaysia is a significant achievement, but this is only the beginning of a long journey. Today the same tasks are addressed in the course of discussions with India and Sri Lanka.

Currently over 2,000 foreigners are studying various educational programs at KSMU.

Out of the total number of foreign students 41.4% are from the BRICS countries, 2.4% are students from the CIS, 28.3% are students from the SCO countries. Distribution of the total number of international students among the continents is as follows: 71.8% of all the students are from the countries of Eurasia, 15.2%—from North and South America, and 13%—from Africa.

ACCREDITATION of KSMU educational programs abroad is directly related to training of highly skilled healthcare personnel and a competitive growth of the University. Today the programs of the University are accredited in 14 countries: Malaysia, India, Sri Lanka, Morocco, Lebanon, Yemen, Sudan, Turkey, Nigeria, Cameroon, Jordan, Thailand, Namibia, and the RSA.

The academic exchange is actively developing by means of joint research projects. For example, international research programs link KSMU departments with the foreign colleagues: the Department of General and Clinical Psychology with the Institute of Further Education in Child and Adolescent Psychotherapy (Austria); the Department of Psychology of Health and Correctional Psychology with Veresies Clinic (Cyprus); the Philosophy Department with the Department of Archive Studies of the Institute of History of Maria Curie-Skłodowska University (Poland); the Department of Neurology and Neurosurgery with the Department of Neurology of Vitebsk State Medical University (Belarus); the Department of Pharmacology with the similar department of the Gomel State Medical University (Belarus) and Nicolae Testemițanu State University of Medicine and Pharmacy (Moldova).

As a member of the International Association of Universities, the Association of Sino-Russian Medical Universities and the Association for Dental Education in Europe, KSMU annually hosts international conferences, applied research and educa-

tional events. Educators of the University actively participate in scientific forums abroad and present their achievements at international exhibitions.

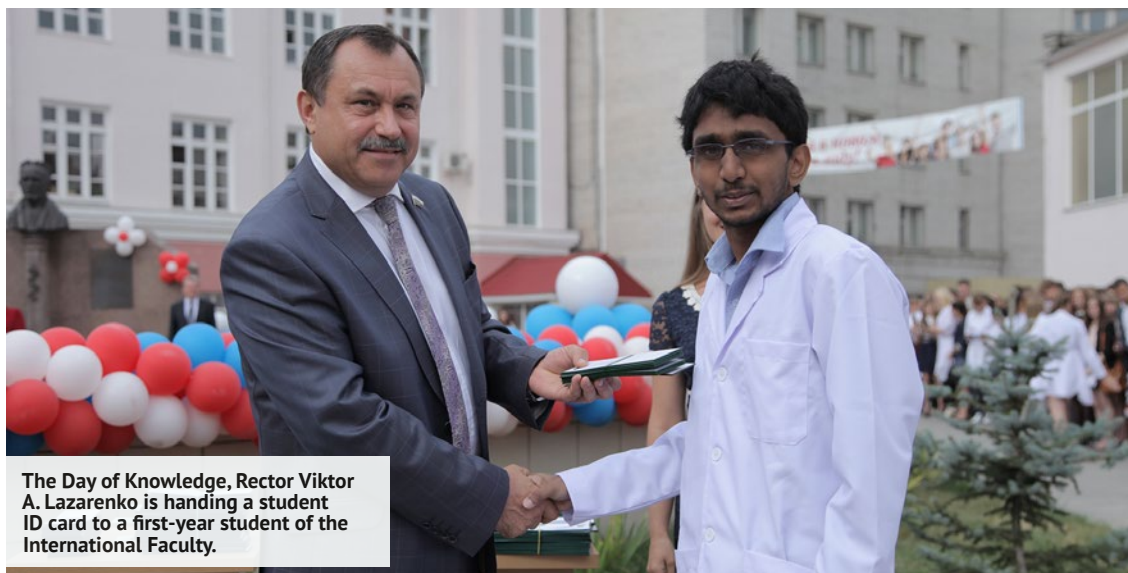
Over past six years the number of national and international grants won by the University has increased to 100, which includes 20 international grants and 36 student grants. The total sum of external income from grants amounts from two to ten million roubles per year. KSMU takes part in competitions of different programs and foundations, their number is constantly increasing: the Russian

Today the programs of the University are accredited in 14 countries: Malaysia, India, Sri Lanka, Morocco, Lebanon, Yemen, Sudan, Turkey, Nigeria, Cameroon, Jordan, Thailand, Namibia, and the RSA.

Foundation for Humanities, the Russian Foundation for Fundamental Research, the Foundation for Assistance to Small Innovative Enterprises in Science and Technology (the UMNİK program, the Russian abbreviation stands for: "Member of the Youth Research and Innovation Competition"), the Potanin Foundation, the Council for Grants of the President of the Russian Federation, the Fullbright program, and others. The criteria index of inter-

national activity effectiveness related to attracting funds for research from foreign citizens and entities is constantly rising. For example, an agreement for research into DNA for the amount of USD100,000 have recently been concluded by the Research Institute of Genetic and Molecular Epidemiology, an integral part of KSMU. The University and its foreign partners have started the creation of an endowment fund for the KSMU development.

The won grants allow the University staff members to participate in national and international projects



The Day of Knowledge, Rector Viktor A. Lazarenko is handing a student ID card to a first-year student of the International Faculty.

and programs as well as to receive training abroad. In turn, the foreign resident medical practitioners and postgraduate students work on and defend their Candidate theses at KSMU. Students from different countries have clinical practice at the University facilities, whereas the Russian students do their practical training at the university clinics abroad.

THE SCIENTIFIC schools of the University guarantee a high level of professional medical training. All academic staff of KSMU, highly qualified professors of 66 departments and four research institutes, are involved in implementation of research and development projects.

Research is an integral part of the University activities. It is aimed at training of medical, scientific and teaching staff in accordance with the concept of the continuous medical education, along with the fundamental and applied research into basic theoretical and clinical biomedical problems.

In 2016 KSMU became a member of three Scientific and Educational Medical Clusters of the Central Federal District, they are Western-European, Dentistry, and Pharmaceutical.

Following the world and Russian trends of medical education the University actively develops simulation training. The University has the Accreditation and Simulation Training Center, which includes 13 laboratories: Emergency Care Improvement, Surgical Skills Improvement, Obstetrics and Gynaecology, Propaedeutic Skills Improvement, Clinical Psychology, Physico-Chemical Test, Interactive Training, Social Assistance, Paediatrics, Nursing Care, Dentist, Hygienist, and General Practitioner.

It is significant that networking cooperation is widely used in the educational process. For example, medical education in Southeast Asian countries has certain special aspects, that's why professors from

Thailand and Malaysia give lectures on tropical medicine online.

Many times KSMU students became holders of the RF President's and RF Government's prizes, winners of national olympiads with international participation such as the Practical Training Olympiad "Gold MedSkill" among all medical higher education institutions of Russia, the Surgery Olympiad named after Academician M.I. Perelman, the General Medicine Olympiad named after N.S. Korotkov, the Pharmacology Olympiad among the higher education institutions of the Central Federal District, the scholarship program "TAKEDA—Gold Frame Medicine," the scholarship of the Kursk municipal administration. In 2016 the Student Research Association of KSMU was recognized the best in the country, representatives of the University became winners of the all-Russian applied science competition "University Science Race." Moreover, having presented the greatest number of young scientists' effective projects, KSMU becomes a launching platform for "University Science Race—2018."

The University graduates are readily employed by in medical institutions of Russia, including the capital city. The employment rate is 96.1%. KSMU diplomas are recognized in 38 countries of the world; everywhere else they are successfully validated, with nine out of ten graduates doing

The employability index is 96.1%. KSMU diplomas are recognized in 38 countries of the world; everywhere else they are successfully validated, with nine out of ten graduates doing so on the first try.

so on the first try.

As a top-ranked university, KSMU nowadays enrolls more and more prospective students. In 2016 the University was included in the National University Ranking. It took the first position among the universities of Kursk and the tenth position among the medical universities in Russia. A top ranking position is not the target priority for the university. The University puts a lot of effort into training responsible professionals, considerate practitioners, lifelong learners.



Kursk State Medical University



Established in 1935



Student body—about 8,000

Medical residency programs—35

Continuing medical education and further professional education programs—in 82 medical and pharmaceutical majors



3, K. Marx Street, Kursk,
305041, Russia



Tel.: +7 471 258-81-37,
Fax: +7 471 258-81-37




E-mail: kurskmed@mail.ru

Website: kurskmed.com



In Step with the Times



Postgraduate Doctors' Training Institute of the Healthcare Ministry of the Chuvash Republic offers 9 higher education programs (residency training and further professional education) according to the [*perennial license*](#) for educational activities (No. 2321 of August 05, 2016) issued by the Federal Service for Supervision in Education and Science.

In June 2017 the Institute obtained [*the State Accreditation*](#) for six years in main higher education study programs—training of top-qualification specialists in an enlarged group of degree programs, 31.00.00 Clinical Medicine.

Annually over 1,500 Russian and foreign specialists study here. Over the past decade 25,963 participants completed courses of continuing education and professional retraining, including medical residents from Yemen, Syria, Morocco, Angola, Iraq, Azerbaijan, Uzbekistan, and Turkmenistan.

Educational services

Priority areas of the Socio-Economic Development Strategy for the Chuvash Republic till 2020 are healthcare and education. The tasks set up in these areas include improvement in the service quality, development of the Further Professional Education system, and an increase of the percent of further education students. The tasks of the focus areas in the Institute activities are correlated: the high quality services provided for doctors have a direct impact on their professional activity and allow them to improve the quality of medical services.

The Institute offers training in degree programs (residency training in Obstetrics and Gynecology, Pediatrics, Dermatovenerology, Neurology, General Medicine, Endocrinology, Otorhinolaryngology, Ophthalmology, General Dentistry) and various further professional education programs.

Educational paths are quite flexible. The teaching process is adjusted to every group of learners in keeping with the analytics carried out by the Department of Educational Quality Management. The staff of this department together with the teachers of courses and programs of the Institute evaluate the volume and quality of students' knowledge, specific features of professional thinking as well as the performance quality of the academic teaching staff.



Lyudmila I. GERASIMOVA,
Rector of Postgraduate Doctors' Training
Institute of Healthcare Ministry of the Chuvash
Republic



The ceremony of conferring the title of the Honorary Professor of Postgraduate Doctors' Training Institute of the Healthcare Ministry of the Chuvash Republic on George Vithoukas, Professor of the International Academy of Classical Homeopathy (Greece), 2016.



The staff of the Chair of Obstetrics and Gynecology.

Classrooms are located in two buildings. Besides, there is a dormitory and several clinical sites: the Department of Obstetrics and Gynecology is situated in the Presidential Perinatal Center, the Department of Dermatovenereology is situated in the Republican Dermatovenereologic Dispensary, the Department of Endocrinology is in the Republican Clinical Hospital, and the Department of Pediatrics is in the Republican Children's Clinical Hospital.

There are opportunities for distance learning. Dozens of programs offered by the Institute are presented at the web portal for Continuous Medical and Pharmaceutical Education of the [Ministry of Healthcare of the Russian Federation](#).

The Institute works closely with the leading Russian educational institutions in the fields of teaching (off-site cycles are offered) and scientific activities. Networking cooperation is organized, for example, with Kazan State Medical Academy in the field of transplantology.

The Institute staff members improve their qualifications continuously: defend theses for degrees, publish monographs and textbooks, perform research work as part of international projects and grants, and participate in competitions, congresses, conferences, seminars. The Institute has been granted the certificates of recognition of the Russian Federation for computer software, certificates of innovation propositions, and dozens of patents.

International projects

Many years' experience in implementation of international projects is a key to further development of this area of the Institute activities. Among successfully accomplished projects are:

- the project "Introduction of the General Medical Practice in the Chuvash Republic," the Open Society Institute, the Soros Foundation (developing curricula, professional re-training programs, and study guides);
- the Tacis project "Support of Healthcare System Management" (problem-based learning for health-

care managers; distance learning based on computer and telecommunication technologies);

- the WHO project on tuberculosis in the Chuvash Republic (developing the program "Organizing early detection and early treatment of tuberculosis—2002-2004"; training courses for phthisiologists, laboratory doctors and laboratory assistants, seminars on infection control in antitubercular facilities, seminars for phthisiologists on cohort analysis and immediate decision-making;

- the International Bank for Reconstruction and Development project "Efficiency Enhancement of the Government Agencies Actions" (developing methods of functional analysis of executive agencies; developing and testing new methods of government agencies activity planning, a system of standards and criteria for assessment of government officials activity; describing the process of civil servants' performance of their official duties; developing official regulations on the basis of administrative regulations of the government agency; developing and implementing official contracts and regulations; developing standards of state services quality and availability);

- the Chuvash-Canadian project on the Healthcare Policy Reform, financed by the Canadian Agency for International Development, CIDA (organizing the regular study course "Healthcare Policy Reform" for the healthcare officials and economists engaged in the healthcare system; developing and implementing an in-service retraining and professional development system for general practitioners; developing and implementing a nurse practitioners training system; developing the Strategic Plan of Healthcare Reconstruction in the Chuvash Republic for 2003-2010;

- the European Commission project (developing and implementing a procedure of results-oriented budgeting at the executive agencies and a network of subordinate authorities);

- the European Union project for enhancement of the system of welfare services for socially vulnerable



Professor Elena G. Artemeva, Head of the Therapy Chair, is making her presentation at the research conference.

groups of the population III (elaborating five regional pilot projects aimed at creating an effective and efficient model for delivery of comprehensive medical and social, psychological, and legal assistance; developing and implementing a continuous comprehensive training process for Healthcare, Social Welfare and Education specialists, and non-governmental organizations dealing with the target groups of the project; building an anonymous registration system for delivery of social welfare services to the target groups of the project; carrying out information campaigns for increasing awareness about the problems of HIV/AIDS and drug addiction);

- the International Bank for Reconstruction and Development project “Technical Support for the Healthcare System Reform” (organizing training of primary care specialists in modern prevention, diagnostic, treatment and monitoring techniques in accordance with the international framework based on principles of evidence-based medicine and approved by the orders of the Ministry of Healthcare of the Russian Federation).

Strategic resources

Since 2004 the Institute has been publishing the medical research journal *Healthcare of Chuvashia* reviewed by the Supreme Attestation Commission of the Russian Federation. The journal offers articles on burning medical problems that are of practical interest to personnel of healthcare centers, to private medical practitioners and to anyone who is professionally engaged in medical services delivery.

Since 2007 the Internet portal www.giduv.com has been giving a media support to the Institute. In 2009 this web resource became a winner of the 10th Russian National Open Internet Competition “Golden Site” in the Volga Federal Region in the nomination “Healthcare”. The unique automated [Doctor Testing system](#) is the most popular with site visitors.

Since 2011 the Republican Medical Research Library has become a structural unit of the Institute.

The library now holds 126,000 volumes including five private collections of the prominent medicine workers of the Chuvash Republic. The collection of periodicals contains over 150 journals and newspapers. Visitors of the library are medical, education, academic and research workers. Main library processes have been automated: literature classification, information search, order of electronic copies of documents from other libraries. An electronic catalogue is available on the website of the [library](#).

In 2009 the Institute was among the first educational institutions of Chuvashia to implement a Quality Management System (QMS) in compliance with the requirements of the International Standard (IS) ISO 9001:2008. A certified QMS guarantees the quality of the educational process due to the highly effective management, the transparent organizational structure of the institution, and useful feedback from the education service consumers.

An internationally unified approach to recognizing of the QMS compliance to the International Standard ISO 9001 makes the Institute attractive to international students and foreign companies for cooperation in the Education and Healthcare sectors.

In 2013 the Institute was granted the IQNet Certificate to carry out further professional and postgraduate educational services, scientific research, and publishing in the field of healthcare. In 2016 the Institute underwent public accreditation according to the system for support of EQAVET in the countries of the CIS and Eastern Europe. In April 2017 the Institute received Certificate of Public and Professional Accreditation No.020/17 of the Medical League of Russia. Currently the Institute is going through the licensing of medical residency programs in such fields of study as anesthesiology and intensive care medicine, emergency medical care, dental therapy, dental surgery, dental prosthetics, pediatric dentistry, orthodontic therapy.

The staff members of the Institute successfully accomplish crucial tasks and keep improving and growing professionally in-step with the times.



Postgraduate Doctors' Training Institute of Healthcare Ministry of Chuvashia



Institute of further medical education



Established in 1999



Annually over 1,500 medical specialists are trained here in programs of professional retraining and advanced training



27, Sespelia Street, Cheboksary, 428003, Chuvash Republic, Russia



Phone/fax: +7 835 262-66-37



E-mail: giduv@giduv.com

Website: <https://en.giduv.com>



Russia

FIRST TIME IN RUSSIA!

INTERNATIONAL EXHIBITION OF TECHNOLOGIES
FOR EDUCATION AND PROFESSIONAL TRAINING
«WORLD DIDAC RUSSIA 2017»

1-3 NOVEMBER 2017
MOSCOW

International forum of the teachers of the year with the participation of the finalist of "Global Teacher Prize" and holders of the title "The Best Teacher of the Year" of Russia and other countries of the world.

Educational conference "Digital education is the first step towards the digital economy".

75 exhibitors and booths

14 participating countries

40 business program events

INTERNATIONAL EXHIBITION CENTRE "CROCUS EXPO", PAVILION II, HALL NO. 9
1 NOVEMBER 10:00-18:00 | 2 NOVEMBER 10:00-18:00 | 3 NOVEMBER 10:00-16:00

WWW.WORLDDIDAC-RUSSIA.COM



On the Way to the Future

Orel State Agrarian University named after N.V. Parakhin is one of the acknowledged leaders of the industry-based education of Russia.

Status and achievements

Today's Orel State Agrarian University (Orel SAU) is a large, fast-developing academic organization and a cultural center of the region.

The teaching staff of the University comprises members of the Russian Academy of Sciences, nationally recognized educators, scientists, agricultural workers, economists, distinguished workers of higher professional education, agriculture, science and technology, national youth policy makers, holding honorary titles for their professional achievements. Eighty-five percent of the teaching staff are academic degree holders, the average age is 42 years old.

Since 2011 Orel SAU has been a member of Visegrad University Association, a union of agrarian and natural science universities of Eastern Europe. In 2015 Orel State Agrarian University was the first among the agricultural universities to join the Eurasian University Association. EUA unites more than 130 universities of Azerbaijan, Armenia, Belarus, Georgia, Kazakhstan, Kyrgyzstan, Latvia, Moldova, Russia, Tadjikistan, Turkmenistan, Uzbekistan, and Ukraine. Orel SAU is a co-founder and an active member of the Association of Agrarian



Tatyana I. GULIAEVA,
Rector of Orel State Agrarian University named after N.V. Parakhin, Doctor of Economic Sciences, Professor



Universities of the Central Federal District of Russia. The University supervises the scientific activity of the Association.

In 2007 Orel State Agrarian University became a winner of the competition of the innovative educational programs within the National Priority Project *Education*, in 2012 the University received the Best Innovative University Award at the competition "100 Best Universities of Russia." In 2014 it took the 1st place among the universities of the Orel region and the 4th place among the agrarian universities of Russia in the National University Rating according to Interfax Information Services Group.

In 2015 the University was awarded with the honorary title "High Quality Standard" by the foundation of the All-Russian Prize "National Quality Mark."

According to the ranking of Russia's most in-demand universities in 2016 (compiled within the "Social Navigator" project by the Russia Today media group) the University takes the 6th place among the agricultural universities of the country. According to this ranking, 100% of the graduates get job placement, the proportion of proceeds from intellectual products commercialization is 13.9%.

Based on results of the universities performance monitoring held by the Ministry of Education and Science of the Russian Federation, Orel SAU took the 7th place among 54 agricultural universities in 2016, and become one of the leading universities of Russia.

Educational activities

Orel State Agrarian University is housed in 18 academic buildings and laboratory facilities. There is a large beautiful park with valuable species of trees and bushes on the premises of the main building. The University has five dormitories with a housing capacity of 1305 students, three gyms and a sports ground equipped with modern exercise machines.

The University offers 13 Bachelor's degree programs, one Specialist's degree program, 11 Master's degree programs, nine academic staff training programs of post-graduate study, two doctoral programs, eight programs for mid-career professionals, 28 further education programs, 12 professional retraining programs, 15 vocational education programs.

The Guild of Experts in the Sphere of Professional Education and the National Centre for Public Accreditation in the framework of the project *Best Educational Programs of Innovative Russia* recognized Orel State Agrarian University to be a leader in the following educational programs: Agricultural Engineering, Agronomy, Agrochemistry and Agricultural Soil Science, Zootechnology, Food Products of Animal Origin, Economics, and Veterinary Science.

The University consists of four faculties (the Faculty of Agricultural Business and Ecology, the Faculty of Bio-Technology and Veterinary Medicine, the Faculty of Agricultural Machinery and Power Supply, the Faculty of Economics), the

Engineering Construction Institute, the Institute of Continuing Professional Education, the Multidisciplinary College, a scientific library, an IT support center, distance learning laboratories, and a veterinary diagnostic center. The University has study rooms equipped with Russian and foreign-made technologically advanced agricultural machinery.

Orel SAU collaborates with business entities that help to provide the educational process with modern equipment. The University receives machinery and equipment for keeping in safe custody with a possibility to use them for educational purposes. The Electrical Equipment and Networks Testing Site has been created for training specialists in power supply. A simulated meat plant has been purchased and assembled; it is successfully used in the educational process of the program “Food Products of Animal Origin.” The Biotechnology and Molecular Examination Lab features the latest equipment for microbiological analysis.

Education and science integration

The research infrastructure of the University includes five multiuser centers, each dedicated to a particular field of activity; the Russia’s only nationwide research institute for social development of rural areas; four departments of the leading field-specific research institutes of the Russian Academy of Sciences, seven small innovative enterprises. There are two dissertations councils specializing in Economics and Management of National Economy;

Geoponics and Plant Science; Selection and Seed Breeding of Agricultural Plants.

The one-of-a-kind Innovational Research Testing Center featuring six laboratories assures a high level of biochemical, immunological, molecular genetic, cytogenetic, cytological, histological and other testing. The laboratory equipment makes it possible to perform an effective health diagnostics of animals, and to control the feeding quality and the quality of livestock products.

Research work is carried out in several perspectives of the scientific and technical development of the agricultural industry of Russia. It comprises the implementation of such projects as development of agricultural plant varieties with an advanced photosynthesis activity; development of methods for detection of genetically engineered transformations in agricultural products and their influence on product properties and quality; creation of feed additives and technology of biological protection of plants; development of organic bioactive food products for health-promoting and functional use; application of biotechnological methods in microclonal propagation of potatoes; research into improvement of qualitative composition and safety of meat and dairy products; and many others.

In 2001 the University established the *Academic Organization—Orel State Agrarian University Association*, which united the leading research institutions: the All-Russia Research Institute of Legumes and Groat Crops, the All-Russia Research Institute for Horticultural Plant Breeding, Shatilovo Agricultural





Experiment Station, the Orlovskoe Polesie National Park, and others. Time has proved this decision was right. Now the alliance of educational organizations with field-specific research institutes is considered to be one of the ways of agricultural education development in the region.

The University traditionally holds big scientific events of the international and national status. Participants of such events include not only the leading Russian and foreign scientists, but also representatives of the Ministry of Agriculture of the Russian Federation, the governor of the Orel region, heads of the leading agrarian enterprises and processing plants, and entrepreneurs.

The students' research works receive high grades at the competitions and olympiads of the regional, federal and international levels.

The University makes a considerable contribution to the innovative development of the region. In the 2015/16 academic year alone, it received 42 patents for invention, and was awarded with two large grants: in the contest of scientific projects significant for the

agricultural sector of Russia, held by the Ministry of Agriculture of the Russian Federation; and in the grant contest of the Russian Science Foundation within the project "Independent Research by Young Scientists" of the presidential program of research projects.

Within the regional project aimed at development of dairy cattle breeding a reference and analysis center for the monitoring and quality control of milk and dairy products has been established and is successfully functioning at Orel State Agrarian University.

International activities

Cooperation with the leading foreign universities, participation in international programs and grant projects, practical training of educators, students and post-graduate students abroad are an integral part of the Orel SAU activities.

The membership in Visegrad University Association (VUA) allows the University to participate in many international activities, including events held by FAO and UNESCO. The Association offers such opportunities as:

- International Visegrad Summer Schools for bachelor, master and post-graduate students;
- publication of *Journal on Bioeconomy and Sustainable Development*, an international scientific journal hosted on the Index Copernicus and DeGruyter platforms, as well as publication of monographs and study manuals;
- organization of international symposiums, seminars and conferences.

The VUA Youth project is one of the promising areas of cooperation. This project helps students of the member universities directly benefit from the wide international links established between the Eastern European universities. VUA Youth is aimed at initiating, creating and delivering various scientific, educational and cultural events.

Orel State Agrarian University named after N.V. Parakhin is a territory of great opportunities. It offers traditions multiplied by search, initiative and innovations. The University is open to cooperation with Russian and foreign partners who are focused on improvement in education quality, efficiency of scientific work, and enhancement of the business communication sphere.



**Orel State Agrarian University
named after N.V. Parakhin**



Established in 1975



Student body – 5,730



69, General Rodin Street, Orel,
302019, Russia



Phone/fax: +7 486 276-41-01

E-mail: rector@orelsau.ru



Website: www.orelsau.ru



Internationalization of Higher Education in Japan: *Problems, Experience, Strategies*

Adapted from References by Kristina PARULAVA.

IN TODAY'S CIRCUMSTANCES, internationalization plays an essential role in the development of higher education systems and institutions all over the world. For many countries, the problem of enticing students from abroad can be crucial for whatever reason. One of such countries is Japan, which regards higher education internationalization as a matter of great concern due to some social and cultural hurdles. What challenges in attracting foreign students have Japanese universities been facing over the past years? What efforts have they been making to overcome any obstacles getting in the way to successful internationalization and enhance the international student recruitment process?

Reasons and remedies

OVER the past twenty years, Japan has witnessed a considerable decrease in the population of eighteen-year-olds (i.e. young people moving on to tertiary education): from over two million to approximately 1.2 million. Over 40% of private universities find themselves unable to fill their quotas with only Japanese students and focus on recruiting more international students [3].

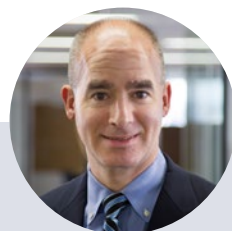
In 2008 the Ministry of Education, Culture, Sports, Science and Technology (MEXT), and other affiliated divisions of the Japanese government, announced a “300,000 Foreign Student Plan” aiming to increase the number of foreign students in Japan from 140,000 to 300,000 by the year 2020. But the situation was complicated due to Japanese universities’ reputation suffering a relative decline, leading to weakening Japan’s impact on international research, which is reflected in global university rankings [3]. In addition, Japan seemed to lag behind in terms of globalization, partly due to its complacent attitude towards foreign language learning which put the Japanese at a huge disadvantage on the global stage. Foreign students, realizing that the university campuses and students in Japan are not ready to handle global communication at an adequate level, could find it useless to devote their time and resources to such an environment. That is why the Global 30 Project was created to promote internationalization of Japanese higher education. Thirteen top universities participating in the project have been developing English-taught degree programs to encourage foreign students to study in Japan. Besides, Japanese students are supposed to develop their linguistic ability, flexibility, and creativity to be able to communicate and later to compete with foreign peers on an equal footing.

At the end of 2011, against the background of ongoing socioeconomic issues such as a dwindling number of children and a shrinking workforce, a round table dedicated to the problem of attracting international students to Japan was held [2]. The speakers were Kenji Honma, President of the Hokkaido University of Education, Yohei Otani, General Manager at NEC Soft, Nam-Kung Sung II, Executive Director at the Tokyo YMCA, Larry Greenberg, CEO of Urban Connections, and Keiko Iwata, President of Heart Connections. Throughout their discussion, the following education-related problems were elicited: the need to bring up truly global human resources to all national universities, Japanese students’ reluctance to study hard compared to the post-World War II period, sending foreign students back after their graduation without satisfying their true needs, too high tuition fees, lack of government, industry and private-sector collaboration in Japan, the Japanese people’s loss of liveliness and confidence in their own country, etc.

The round table participants proposed the following solutions and strategies to improve higher education internationalization:

- to bring over more outstanding students from overseas,
- to provide financial assistance to some brilliant students who cannot afford their education in Japan,
- to search for excellent staff abroad, consolidation of an official foreign student support system,
- to provide job opportunities to foreign graduates.

Mr. Greenberg also remarked that the Japanese should convey such fine characteristics of theirs like responsibility, common sense and consideration of other people’s feelings to the outside world to make Japan more attractive for foreigners [2].



Larry GREENBERG,

CEO of Urban Connections, a language, research and design solutions company based in Tokyo; Head of the affiliate company Digital Meme, which digitizes vintage film for preservation and promotion of Japanese cinema

By 2015 the number of foreign students in Japan had increased from 140,000 to 200,000. However, the majority of these students have come from China (45% in 2015), presenting a considerable imbalance.

As a result of efforts made by the Japanese government and universities to ensure effective implementation of the Global 30 Project, the number of foreign students in Japan had increased from 140,000 to 200,000 by 2015. However, the majority of these students have come from China (45% in 2015), presenting a considerable imbalance. In order to achieve true diversity of student population, which will contribute to improvement of Japanese universities' global competitive standing, it is necessary to pursue an active enrollment policy not only in other parts of Asia, but also worldwide.

Time to count chickens

Now, when the whole internationalization landscape has significantly improved, it is time to sum up what has been done already and to outline what still has to be done in the domain of international collaboration and overseas student recruitment policy. In 2017, the Research Institute for Higher Education at Japan's Hiroshima University implemented a national survey of 744 university leaders in charge of international activities to discover how they view internationalization. Below are the results from the survey summarized by Futao Huang, Co-Investigator on CGHE's global higher education engagement research program [1].

First of all, is it important to note that more than half of Japanese universities (58.6%) believe that internationalization is an important agenda at an institutional level.

The most frequently cited goals of internationalization include 'improving the quality and level of research' (34.3%), 'enhancing university prestige and reputation' (31.4%) and 'improving staff quality' (30.8%).

Survey figures demonstrate a sectoral stratification as to the importance of internationalization: leaders of national universities are more likely (93%) to identify it as integral to the university life than their public (43.4%) or private (43.1%) counterparts.

While both the national and local public sectors aim mostly at improving the quality of research (80.6% and 41.7% respectively), the primary goal of private universities is to enhance their prestige and reputation (21.4%).

National universities tend to focus on a broad range of these activities, while private universities, in contrast, prioritize the exchange of students and staff with their international partners, particularly attracting foreign students to their campuses.

The benefits of internationalization, in the leaders' opinion, include international perspectives for both students (95.9%) and staff (90.7%) and 'promotion of international collaboration and partnership' (89.5%).

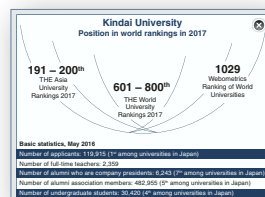
Although higher education internationalization is regarded as apparently beneficial by Japanese universities, they identify some risks related to this process.

As to the international status of Japan's universities, 54.1% of respondents believe that the research productivity of universities in Japan is in compliance with the international standards, but local public universities are not so sure about it (just 41.7%). According to less than half of respondents, educational activities have already achieved the international standards.

University leaders note that internationalization is beneficial for broadening the international perspectives of students and staff and establishing and developing international partnerships with foreign universities.



Huang FUTAO,
Co-Investigator on CGHE's
global higher education
engagement research program



**In 2015, out of the 779
four-year universities in
Japan, 604 were private.**

Furthermore, in contrast to countries such as Australia, the UK and the US, the internationalization of Japanese universities exhibits strong non-commercial characteristics. This is especially apparent in the case of national universities.

This research also demonstrates significant sectoral variation in attitudes and approaches to internationalization.

In general, the level of national universities' internationalization is higher than that of local public or private universities, especially in improving the quality of their academic work and research productivity. In contrast, private universities seem to place greater emphasis on broader educational activities and overseas student enrollment on a commercial basis.

The survey results suggest that increased academic competition worldwide has made Japanese universities realize the need to enhance their competitiveness on the global stage through internationalization, particularly in the field of teaching and research [1].

Understated but still efficient

ALTHOUGH the foregoing survey data somewhat understate the role of private universities in research development and teaching quality improvement, while stressing their commercial approach to internationalization, private institutions are an essential part of the modern higher education system in Japan making a substantial contribution to the development of international cooperation and partnership.

According to Prof. Hitoshi Shiozaki, President of Kindai University, in 2015, out of the 779 four-year universities in Japan, 604 were private, which demonstrates how important the role of private universities in Japan is. What is more, three quarters of Japanese university students (about 2.1 million) attend universities of this type. Some private educational institutions tend to feel more responsible for providing the high quality education and the social skills that graduates will need to succeed and function effectively in society [3]. Among these is Kindai University famous for its academic excellence and research accomplishments, particularly in medicine. Its research achievements are reflected in international rankings. In order to further improve its position in these rankings, keeping up with globalization, the university have, among other issues, to address foreign language learning programs, international student admissions, and student-faculty ratios; the problems which are common to many Japanese universities.

REFERENCES

1. Futao, Huang (August 18, 2017). How do university leaders view internationalization? Centre for Global Higher Education. [Online] Available URL: <http://bit.ly/HED2jp1> / [Accessed September 01, 2017]
2. Round table on attracting foreign students. Experts look at ways to entice overseas talent to study in Japan. The Japan Times. A guide to Japanese universities and colleges. [Online] Available URL: <http://bit.ly/HED2jp2> [Accessed September 01, 2017]
3. QS Asia (by Prof Hitoshi Shiozaki) (June 2017). The transition of the Japanese higher education market and the role of private universities. QS Wownews. [Online] Available URL: <http://bit.ly/HED2jp3> / [Accessed September 01, 2017]



Hitoshi SHIOZAKI,

President of Kindai University,
Professor

After obtaining his doctorate in medicine from Osaka University, Professor Shiozaki pursued research in pathology at Heidelberg University in Berlin. Upon returning to Japan, he served at Osaka University for 20 years as Instructor and Assistant Professor. In 2001 Professor Shiozaki accepted a position as Professor and later Director of Surgery at Kindai University Hospital, the Faculty of Medicine, specialising in upper gastrointestinal tract surgery. He has received worldwide recognition for developing new surgical methods that do not damage the vocal cords of esophageal cancer patients. With his research in pathology in Berlin, he made further research findings in the mechanisms of cancer metastasis, earning the Japan Medical Association's Medical Research Encouragement Prize. As Director of Kindai University Hospital, he has improved the working conditions of female staff by, among other things, creating a nursery in the hospital. Since 2012 he has served as President of Kindai University, Japan.

Учебная Техника

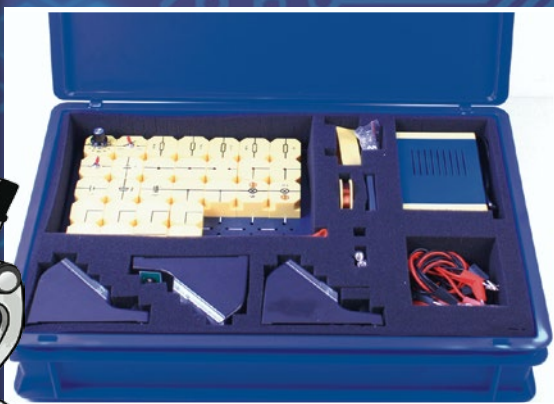
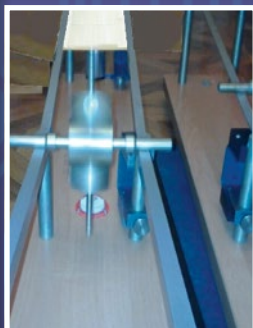
Laboratory equipment

The **Laboratory Equipment** company is seeking business partners.

We supply a full range of equipment for schools, special educational organizations, vocational and higher education institutions.

We offer a complete selection of goods required in the educational process:

- learning equipment;
- visual aids;
- media;
- laboratory equipment;
- equipment sets for unified state examinations;
- sports equipment.



Address: 22A, Orekhovyi Blvd, Moscow, Russian Federation

Tel./fax: +7 495 724-93-09, +7 499 707-10-73

Email: lab.texnika@ya.ru, vuzpribor@gmail.com

Web: www.учебнаятехника.рф

IUNC Eurasia 2017

May 15-18, 2017

Moscow, Russia



IUNC Eurasia 2017 – the Sixth Annual International Universities Networking Conference has become a memorable and significant event aiming to facilitate the university cooperation development and agency relation building. The conference gathered around 180 participants from the whole world. Universities and recruitment agencies from Russia, Belarus, Moldova, Kazakhstan, the Kyrgyz Republic, Georgia, the USA, the UK, Spain, France, Sweden, Switzerland, Holland, China, India, Nepal, Pakistan, Uganda, Brazil, Nigeria, Ecuador, Bolivia, Mexico, Paraguay, Portugal, Thailand, Indonesia, and other countries were represented at the event.

The participants were invited to the modern and fashionable Azimut Hotel Olympic Moscow as the conference venue with a view on the beautiful Ekaterininsky Park where they could spend their free time feeding ducks and enjoying the weather (except one rainy day).

All participants had a task to discuss many important topics. Conversations were related to such serious subject areas as education partnerships, promoting and creating university cooperation programs, student exchange, dual degrees, international student recruitment, and many others. The special focus of the event was cooperation with universities from Russia & the CIS. Each participant could find the session and topic according to their interests and get the overview of regional markets. All sessions got a positive feedback from attendees and initiated further dialogs during coffee-breaks. As usual for IUNC Eurasia conferences, one-to-one meetings took place afterwards. During these business appointments the representatives of universities and other organizations met potential partners, discussed possible ways of collaboration, found mutual interests and just met peers from different countries and discussed common problems.



One of the most important part of the conference was the BRICS HigherEd Cooperation Forum. Its participants included university delegations from Russia, India, Brazil, South Africa, and China. All the Forum attendees got an excellent opportunity to meet a lot of BRICS institutions and discuss cooperation in this large special group along with the main program of the IUNC Eurasia 2017 conference.

This year IUNC Eurasia 2017 was marked with a great social event—the HigherEd Internationalization Award Ceremony & Gala Dinner. Internationalization of Higher Education Award 2017 was the first annual competition between Russian and CIS universities in the field of internationalization of higher education, thanks to which the best international projects of higher education institutions got recognition, and professionals got the opportunity to exchange experiences and get acquainted with the best practices. The Award Jury Members announced the names of the winners and gave the awards with the warm wishes. After the festive ceremony decorated with flowers and accompanied with champagne all participants had the opportunity to relax, communicate and have fun after

the long day during the Gala Dinner which was full of different contests with Russian traditional prizes: Matreshka-Dolls (famous Russian wooden dolls painted by hand), Gingerbread (Russian tasty honey cakes), and others.

Networking and social activities are an essential part of the conference, that is why the IUNC Organizing Committee does its best to arrange unique networking opportunities for all. In addition to 30 official business appointments and daily networking breaks, the IUNC Eurasia 2017 attendees enjoyed the famous Evening Moscow River Cruise with dinner on board. The Moscow River Cruise was another way to thank the IUNC Eurasia participants for their support and express Russian hospitality. The dinner at the boat was accompanied by gorgeous night views of Moscow. A very friendly and relaxed atmosphere on the boat gave attendees the chance to relax after the fruitful day and to socialize.

IUNC Eurasia 2017 has become a place where new HigherEd partnerships have been set up and current relations have been strengthened.

IUNC Eurasia 2018 is awaiting its participants and guests next May.



#EdCrunch-2017



Fourth International Conference on New Educational Technologies

#EdCrunch-2017, one of the largest European conferences on new educational technologies in secondary, higher and professional education, took place at the World Trade Center in Moscow on September 26-27, 2017. It brought together about 3,500 education, innovation and business professionals including the heads of global associations such as OECD, ISTE, United World Colleges, rectors of the world's top universities, advanced IT companies including Microsoft Worldwide Education, IBM, Google, and directors of the world's best innovative schools.

The conference was hosted by the National University of Science and Technology MISiS (NUST MISiS) and the Institute for Economic Development Acceleration—Rybakov Foundation with support from the Ministry of Education and Science of the Russian Federation and the EdX international Internet-based education platform offering free online courses. The opening ceremony was attended by Arkady Dvorkovich, Deputy Chairman of the Government of the Russian Federation; Andrei Fursenko, Assistant to the President of the Russian Federation, Head



Alevtina CHERNIKOVA,
Rector of NUST MISiS

—NUST MISiS is creating, in cooperation with top Russian higher education institutions, the integrated digital education space—the portal providing the best online courses in various disciplines. It will represent an integrated base of educational programs with a system of their rating according to the level of relevance and a modern learner-friendly interface design.

of the Interagency Working Group on the National Project *Education*; Lyudmila Ogorodova, Deputy Minister of Education and Science of the Russian Federation, and many other professionals.

The opening ceremony was followed by the press conference of keynote speakers of #EdCrunch, dedicated to the startup of the high priority project in the field of education—Modern Digital Educational Environment in the Russian Federation (MDEE).

The National Open Education Platform (NPOed) officially started up at the #EdCrunch Conference in 2015. It was founded by eight top universities of Russia—Lomonosov Moscow State University, Higher School of Economics, the National University of Science and Technology MISiS, Peter the Great St. Petersburg Polytechnic University, Moscow Institute of Physics and Technology, St. Petersburg State University, Ural Federal University, and ITMO University. Today the platform comprises 231 open online courses, with almost 400,000 attendees enrolled.

To successfully implement the MDEE project, it is necessary to create the content filtration and quality evaluation system, the conditions for positive personal identification in online learning, the system of convenient access to resources developed by various organizations, the conditions for exchanging true information on learning outcomes in electronic format between organizations; and also to assure compiling a digital portfolio for each learner throughout their life.

The first contest for participation in the MDEE project has already been conducted; the winners are the top Russian universities. Today they begin establishing 10 regional centers with a purpose to implement the high priority project at the local level. The winners include the teams which will develop standards, technologies, regulatory mechanisms, etc. The first indicators of the MDEE high priority project should be attained by the end of this year.

The #EdCrunch2017 Conference in Moscow included the final stages and award ceremonies of numerous educational events such as the i-Teacher nationwide contest aimed at finding and rewarding the best innovative teachers who are changing the contemporary education using IT technologies; the Educational Innovation Contest—KIVO for teachers, businessmen, students and anyone interested in education; EdTech Alley—the international exhibition of innovative educational projects and technological solutions for education; the third international competition of Open Online Courses—EdCrunch Award 2017; as well as the Mentoring Session of PHIL.

Rybakov foundation



RYBAKOV FOUNDATION is a non-profit organization established by Igor Rybakov and Ekaterina Rybakova in 2015. Rybakov Foundation is guided by the principle of proactive philanthropy, that is functional, targeted charity solving particular social tasks through implementation of target programs. Rybakov Foundation's activities cover three main directions: popularization of entrepreneurship in Russia and development of its infrastructure, modernization of education, support for social non-commercial initiatives and projects (the Third Sector Development program). These directions are closely interrelated and contribute to the performance of the Rybakov Foundation's mission – to tackle long-term tasks of the Russian society focusing on citizens' finest qualities.



FACT. Today the National Open Education Platform (NPOed) comprises 231 open online courses, with almost 400,000 attendees enrolled.



Lyudmila OGORODOVA,
Deputy Minister of Education and Science of the Russian Federation

– The Modern Digital Educational Environment project aims to solve socially important issues, to contribute to education accessibility using new learning formats and new educational technologies, and to promote lifelong learning. This can only be done when we have a sufficient number of learning modes and resources. This sufficiency of learning resources all over the world is achieved thanks to a variety of e-Learning modes. The MDEE high priority national project was created based on the already existing national open education platform. Today online courses are requested by 1.5 million citizens of Russia.

TECH Projects (PhilTech—technologies for philanthropy); the EdHack Ar/Vr hackathon for designing educational projects using augmented and virtual reality technologies; Project Intensive #Sociobizness-2017, a project session for developing education and acceleration programs for creating a class of social entrepreneurs in Russia.

#EdCrunch-2017 once again confirmed the status of the largest European conference in the field of education technologies bringing together heads of global associations. Leading experts, people who create not only the present but also the future of education in the world, shared their best practices and projects with the forum participants. Three hundred speakers from 70 countries participated in the conference. The keynote speakers included Andreas Schleicher, Special Adviser to the Secretary General on education policy at the Organization for Economic Cooperation and Development (OECD); Esben Staerk Jorgensen, President of LEGO Education; Mick Walker, Trustee and Fellow of the Chartered Institute of Educational Assessors; Michael King, Vice President and General Manager of Global Education Industry at IBM; Saku Tuominen, founder of the Finnish project HundrED; Eden Dahlstrom, Executive Director at the New Media Consortium (NMC.org); Colleen McLaughlin, Director of Educational Innovation at Cambridge University; Maurice de Hond, founder of Steve Jobs School; Aram Pakhchanian, Vice President of ABBYY, Director of Ayb School, and many others.



Vasilii TRETIAKOV,
Chairman of the Executive Board, NPOed;
Director of the Institute of Open Educational
Technologies, Ural Federal University

—We have a significant number of courses covering a wide range of basic disciplines of a Master's degree program and postgraduate training program. Most importantly, we learnt how to integrate these courses into our curricula in such a way that our students can really get new opportunities. At more than sixty Russian universities such learning mode has become standard practice, and 90% of students of these universities prefer e-Learning format despite its complexity.



Eden DAHLSTROM,
Executive Director at the New Media Consortium
(NMC.org)

—The market for educational technology, publishing, and harvesting data about learners is a tremendous draw to corporate entities. If hi-tech and publishing companies are not currently investing in the educational marketplace, they will likely be doing so in the near future. Google, Microsoft, and Apple all have educational units vying for market share, with Google for Education in the clear lead (at least in the U.S. market). Universities are in a position to influence publishers and vendors to develop new products and services for the education marketplace.



Colleen MCLAUGHLIN,
Director of Educational Innovation at Cambridge
University

—Cambridge is Europe's most successful technology cluster, having produced 14 companies valued at more than \$1 billion, and two (ARM and Autonomy) valued at more than \$10 billion. The vast majority of these companies are connected to the University in some way: they are either based directly on University research, are founded or staffed by University graduates, or work collaboratively with University researchers to find solutions to business problems.



11th Azerbaijan International

EDUCATION EXHIBITION

6-8 OCTOBER 2017

BAKU, AZERBAIJAN - BAKU EXPO CENTER

THE LARGEST EXHIBITION IN THE REGION:

• OVER 130 EXHIBITORS • 20 COUNTRIES • 15 000 VISITORS



Organiser


Tel. : +994 12 447 47 74

Fax : +994 12 447 85 58

E-mail: eduexpo@ceo.az

www.eduexpo.az

#EducationAzerbaijan

 www.fb.com/EducationAzerbaijan

Under the Patronage of



EduTraC Oman

Higher Education, Training & Career Expo

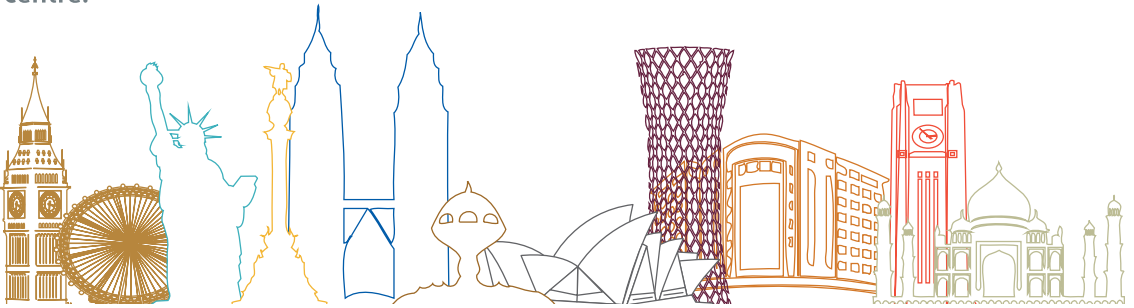


29 - 31 October 2017 Oman Convention & Exhibition Centre

After Compliments!

EduTraC Oman, the Sultanate's premier Higher Education, Training & Career Expo will be the perfect platform for your institution to meet students and parents seeking options to study abroad.

Supported by the Ministry of Higher Education and the Ministry of Manpower, the 4th edition will be held from 29 - 31 October, 2017 at the Oman Convention & Exhibition Centre.



150+ Participants

12000+ Visitors

15+ Countries

Supported by



Diamond Sponsor



UK & Irish Counselling Partner

Media Partners



For more information please contact:
Jenitha Martin, Project Director
+968 9404 1616 | info@alnimrexpoman.com
www.edutracomoman.com



Al Nimr International Exhibition Organizers LLC
PO Box 71, PC 117, Wadi Kabir, Sultanate of Oman
Tel: +968 24700656, Fax: +968 24799737



Learning & Teaching Expo 2017

學與教博覽 2017

FREE ADMISSION
For All Education Professionals

Asia's Leading Education Expo

13-15 Dec 2017 · Hong Kong Convention and Exhibition Centre



Main Stage Keynote Speakers



Professor Michael Fullan, OC
Professor Emeritus, Ontario
Institute for Studies in Education
(OISE), University of Toronto



Dr David Gleason
Clinical Psychologist



Professor Tsui Lap-chee, GBM, GBS, JP
Founding President, The Academy
of Sciences of Hong Kong



Dr Michael J. Jacobson
Professor;
Chair of Education,
The University of Sydney



Dr Chang Hua-hua
Professor, Educational Psychology,
Psychology and Statistics,
University of Illinois at
Urbana-Champaign



Professor Morris Jong Siu-yung
Director, Centre for Learning
Sciences and Technologies, The
Chinese University of Hong Kong



Mr Greg Hughes
Vice Principal, Learning
Technologies & Curriculum,
The de Ferrers Academy, UK



Dr Chang Hwei-cheng
Founder, Sharestart



Dr David Osher
Vice President;
Institute Fellow,
American Institutes for Research



Dr Ray Cheung Chak-chung
Associate Professor, Department
of Electronic Engineering,
City University of Hong Kong

Innovative resources
of STEM and Maker
Education



Cutting-edge
educational
technologies and
effective pedagogies

New trends and
solutions of Vocational
Education and Training
(VPET)



Visitor Online Registration
www.LTExpo.com.hk

Organised by

diversified
COMMUNICATIONS HONG KONG

Presented by

香港教育城
KedCity

Supported by

教育局
Education Bureau

Strategic Partner

VTC

Gold Sponsor

HKT Education

Early Childhood
Education Theatre
Furniture Sponsor

harvest

Innovation Classroom
Furniture Sponsor

spocell

Robotics Challenge Partners

Semia

Robotics Challenge
Uniform Sponsor

UNIFORM POW ER

Special Supporting
Organisation

Department for
International Trade

Overseas Supporting Organisations

Australian Government

Australia

besal
BUSINESS EDUCATION
SUPPORT ASSOCIATION

COBIS

hundredE

ISTE

nasen

Official News Release
Distribution Partner

PR Newswire

Startup Zone Supporting Partners

cocoon

WNO

WHub

VPET Theatre Supporters

EDUCATION GROUP

EDUCATION GROUP

EDUCATION GROUP

EARLY BIRD
before 27th NOV 2017

AISC

Asia-Pacific International Schools Conference
14th-15th DEC 2017 | Hong Kong Convention & Exhibition Centre

500+ School Leaders and Educators from Asia-Pacific



Professor Michael Fullan

Author, Speaker,
Educational Consultant, Canada

KEYNOTE SPEAKER



Dr. David Gleason

Education Innovator,
Author and Consulting Psychologist
of Concord Academy, USA

KEYNOTE SPEAKER



Barney Durrant
Principal Deputy Head
(Pastoral), Harrow
International School,
Hong Kong



Brian Cooklin
Principal,
Nord Anglia International
School Hong Kong



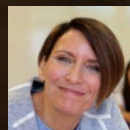
David Sheehan
Head of Pastoral Care,
Nord Anglia International
School, Hong Kong



**Elizabeth Anne
Mason**
Head Teacher,
Head Start International
School Phuket, Thailand



Hanif Kanjer
Dean,
Rustomjee Business School,
India



Helen Kelly
Lower School Principal,
Canadian International
School of Hong Kong



Jordan Ramsey
Dean of Middle School
Students; High School
Honors English Teacher
Big Heart Christian
School, South Korea



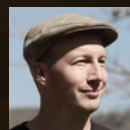
Nadine Bailey
Teacher Librarian,
Canadian International
School (Singapore)



Norbu Gyaltshen
Principal,
Ugyen Academy Higher
Secondary School,
Punakha Bhutan



**Peter Roderick
Morgan, P.D.S.M.**
Special Advisor to the
Hong Kong Police Crisis
Negotiation Unit;
Director of Crisis Avert Ltd.



Ross Parker
Technology Director &
Teacher of ICT,
International College
Hong Kong



Sala Sihombing
Director,
Conflict Change
Consulting Ltd.



Tassos Anastasiades
Director,
Ajman Academy,
UAE



Tee Yong Koh
Principal, Anglo
Singapore International
School, Thailand



Tim Conroy-Stockner
Head of Student Support,
English Schools Foundation

THEMES

- MENTAL HEALTH & WELLBEING
- EARLY YEARS PEDAGOGY
- TRANSFORMING LEARNING

www.aisc.com.hk

Organiser:

diversified
COMMUNICATIONS ■ HONG KONG

Strategic Partner:

ESF
英基

Group of Russian state universities **RACUS**

Established in **1991**

Activities: organization of foreign citizens' education at
Russian state universities –
members of RACUS group (20 universities)

STUDY IN RUSSIA

The organization has
representative offices in
61 countries and
11 cities of Russia

Every year RACUS holds over
500 educational advertising
and information events (exhibitions, seminars,
conferences) in foreign countries to promote
Russian higher education among foreign citizens

RACUS offers to choose from over
500 medical, engineering, technical,
economic and humanitarian **specialties**
(taught in Russian, English, French) to obtain
Bachelor's Degree, Master's Degree, PhD

We supervise and assist
students **during the entire**
period of studies at Russian state
universities (up to 7 years)



We invite to cooperation Ministries of Education, sponsoring and other organizations
that are interested in training highly qualified personnel for the labor market of their countries
at prestigious and internationally recognized Russian state universities.

Group of Russian state universities RACUS
197022, 13, Karpovka river emb., office 28
Saint-Petersburg, RUSSIA

☎ +7 (812) 245 6655 / 8 (800) 222 8095

E-mail: education@racus.ru

WWW.EDURUSSIA.RU

GROUP OF RUSSIAN STATE UNIVERSITIES RACUS