QUALITY ASSURANCE IN HIGHER EDUCATION IN THE CENTRAL AND EAST-EUROPEAN COUNTRIES AFTER EU ENLARGEMENT (2004)

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The present analysis has been inspired by the book entitled *The Quality Assurance in Higher Education in the Central and East-European Countries – Agenda Ahead*, edited by Jan KOHOUTEK, UNESCO-CEPES, Studies on Higher Education, Bucharest, 2009, presenting the outcome of the Research Plan *Tertiary Education in the Knowledge Society* (identification code MSM0023775201) of the Centre for Higher Education Studies, Prague, Czech Republic, and the attempts to show the *Standards and Guidelines for Quality Assurance in the European Higher Education Area* (ESG) at the level of the quality assurance agencies in the countries of Central and Eastern Europe. At the same time, the volume on *Accreditation and Evaluation in the European Higher Education Area* edited by Stephanie Schwarz and Don F. Westerheijden and published in 2004, has allowed a more consistent pondering on the development of *Quality Assurance* in Central and Eastern European countries.

Analysing the precedents of the process of *Quality Assurance in the European Higher Education Area* in Central and Eastern Europe moulded by the post-communist experience of higher education quality and marked by the American model of assessment and accreditation, particularly in Hungary and Romania, as well as by the British model in the Baltic states, Jan Kohoutek sees the quality of answers provided by the process of implementing ESG in a natural continuity axis (J. Kohoutek, 2009). In Central and Eastern Europe, it starts from the pre-Bologna previous experience to assure quality considered as a first generation one, certain advantages in practising ESG implementation practice, and from a certain regional interoperability provided by the *Network of Central and Eastern European Quality Assurance Agencies in Higher Education* (CEEN), established in 2002, as well as practice diversity belonging to the process dynamics to assure the quality of higher education.