Focus on the Structure of Higher Education in Europe 2004/05

National Trends in the Bologna Process

EURYDICE
The information network on education in Europe
The aim of the Bologna process is to create greater consistency and compatibility within European higher education and enhance its international transparency and attractiveness. Building on the intellectual, cultural, social and technological strengths of Europe, the Bologna Process is entirely consistent with and contributes to the achievement of the Lisbon strategy. This strategy was recently refocused on creating jobs and growth, where higher education clearly has a central role to play. Universities should therefore also consider what should be their contribution to this broader strategy. In order to stimulate this reflection, the Commission adopted on 20 April a Communication addressing the strategic issues of attractiveness, governance and funding of higher education.

Central to the Bologna reforms are the three intermediate priorities emphasised by the Ministers responsible for higher education at the Berlin Conference on 18-19 September 2003, namely the introduction of study programmes based on three main cycles, more effective recognition of degrees and periods of study, and the promotion of effective quality assurance systems. Implementation of these policy objectives is crucial. From this standpoint, the present Eurydice report represents an essential contribution to the mid-term stocktaking of the Bologna process, which the Ministers also called for in Berlin.

While this report makes clear the considerable progress already made in achieving more compatible and readily comparable higher education systems, it also highlights the need for further development of the Bologna process so that universities can contribute fully to ‘the Europe of knowledge’. The three-cycle structure is now being introduced in most signatory countries, while implementation of the European Credit Transfer and Accumulation System (ECTS) and Diploma Supplement has begun in a majority. The development of quality assurance measures is also well under way. Yet it remains vital to extend these measures to all higher education institutions and programmes on a regular systematic basis and to reinforce them with additional measures such as effective quality assurance systems recognised outside national borders.

At the request of the European Commission, the present report is not limited to Eurydice network member countries but covers all 40 signatory countries to the Bologna Declaration. This is symbolic of our determination that the whole of Europe should be involved in the Bologna process and I am therefore especially pleased that so many countries have adopted its principles.

I am grateful to the European Unit and National Units of Eurydice for having worked together so well to produce this fully authoritative 2005 edition of Focus on the Structure of Higher Education in Europe. As in previous editions, the publication also contains clear diagrams and explanatory notes to represent the structure of higher education systems at the present stage of the Bologna reforms.

I hope that this Eurydice booklet will make a contribution to our efforts to achieve a fully integrated and coherent European Area of Higher Education by 2010, working for the benefit of Europe, its students and citizens.

Ján Figel’  
Commissioner responsible for Education, Training, Culture and Multilingualism
The European Commission has requested from the Eurydice Network a review of current changes in the structure of higher education in Europe. The main trends in the Bologna process have determined the subjects that should lie at the heart of the analysis, namely the three-cycle structure, the European credit system (ECTS), the Diploma Supplement and quality evaluation. A fresh survey following the one prepared by Eurydice for the Berlin conference of ministers responsible for higher education on 18-19 September 2003 has thus been produced for circulation at the Bergen conference (Norway) on 19-20 May 2005.

The Eurydice assignment has been conducted in close consultation with the Bologna Follow-up Group which was asked by the ministers responsible for higher education for a thorough evaluation report on implementation of the Bologna process for their Bergen meeting. Information gathered by the Eurydice National Units has thus provided input for two complementary exercises, namely the Bologna Follow-up Group evaluation report, for which it was one of the main sources, and the present Focus publication prepared by the Eurydice Network itself, which describes how the relevant measures are progressing and the current structure of higher education. Each stage, from the preparation of the questionnaire for gathering information from national sources to completion of the comparative overview, has been carried out in consultation with the Bologna Follow-up Group and, more particularly, its own Working Group responsible for the evaluation report. The aim of this was to avoid any duplication of effort and ensure that the data contained in the two reports were all the more complementary and consistent. Yet the purpose of each is different, namely the evaluation of implementation and recommendations in the case of the Bologna Follow-up Group report, and descriptive analysis of the wide variety of national circumstances and their common features in the case of the Focus published by Eurydice.

Although 31 countries are represented within Eurydice, the European Commission was concerned that the survey prepared by the Network should cover the 40 countries now signatory to the Bologna Declaration. An information gathering questionnaire was sent to all national representatives, including those in the nine additional countries. The information was gathered in all countries between July and December 2004. In the case of the 31 Network countries, Eurydice followed its customary procedures for checking and official approval of data. With assistance from the Bologna Follow-up Group secretariat, material from national sources in the nine additional countries and the way it was interpreted was also checked. However, information on education systems in countries considered here by Eurydice for the first time and with little prior knowledge of them should be treated with some caution.

The central institutional location of the Eurydice Network in its member countries, in most cases actually within their education ministries, means that the Network mainly makes use of official information of an administrative nature (legislation, regulations, recommendations, etc.). Consequently, the resultant analytical work provides data on the intentions of policy-makers and not necessarily on the practical circumstances governing their realisation or on their effect. This needs to be especially emphasised in the case of the present report dealing both with processes whose implementation is invariably well under way and with a level of education characterised by considerable autonomy of its institutions, on which factual information is in practice difficult to centralise.
We hope that this descriptive analysis will provide greater insight into the structural changes that are currently occurring within higher education in Europe. We should like to express our warm gratitude to the Eurydice National Units, as well as to the representatives of the nine additional countries with whom we have worked closely, for providing essential information and making every effort to comply with a tight timetable. We also wish to thank the members of the working group formed from the Bologna Follow-up Group, as well as its secretariat, for the transparency and quality of the discussions that have typified this, our first experience of cooperating together.

Patricia Wastiau-Schlüter
Head of the Eurydice European Unit
In this publication, the structure of higher education in Europe is illustrated in a succession of detailed diagrams. For each country in turn, they represent the courses and qualifications most commonly offered by universities or other higher education institutions. The names of institutions and intermediate and final qualifications are indicated in their language of origin. The main fields of study, the national, regional or institutional selection procedures adopted at the point of entry and the length of courses are also shown. Furthermore, by using the ISCED 1997 (1) system of classification (ISCED levels 5A, 5B and 6), the diagrams illustrate clearly whether or not there is a structure based on two main cycles as encouraged in the Bologna Process.

Each country diagram is accompanied by a brief account of the current situation regarding the reforms or arrangements associated with the Bologna Process that have been introduced since 1999. Such measures are primarily concerned with the existence or otherwise of the model based on two main cycles, development of the third cycle (in terms of length, access and training in research methodology), adoption or general implementation of the European Credit Transfer and Accumulation System (ECTS), the introduction of the Diploma Supplement and the development of measures for quality evaluation.

In appropriate cases, there is also reference to other especially significant reforms introduced independently of measures linked to the Bologna Process or as a means of reinforcing it. They include changes in selection procedures or in the status of higher education institutions.

Where no reform has yet been implemented, the date of the most recent reform or the focus of any ongoing national debate is indicated.

Country diagrams along with their explanatory texts are arranged in the alphabetical order of the EU protocol country codes. This has been done to ensure uniformity of presentation in all language versions of the publication.

The first part of the publication contains a brief review of the main trends apparent from a study of these diagrams and their summaries. This comparative overview is preceded by a short account of the background to the Bologna Process. A glossary of codes and national abbreviations, as well as definitions of frequently used terms, are also included. Finally, an annex containing national statistics provides some insight into the level at which the various measures have been implemented.

(1) See the definition in the glossary at the end of the publication.
The Bologna Process may be regarded both as the product and continuation of a series of European conferences and a certain number of policy decisions aimed at establishing a European Higher Education Area by 2010.

The five main stages mapping out the Bologna Process so far are those of **Paris-La Sorbonne** (25 May 1998), **Bologna** (19 June 1999), **Prague** (19 May 2001), **Berlin** (18-19 September 2003) and **Bergen** (19-20 May) (').

The premises of the Bologna Process are to be found in the Declaration of Paris-la Sorbonne on **Harmonisation of the Architecture of the European Higher Education System** signed in May 1998 by the education ministers of four States: France, Germany, Italy and the United Kingdom.

**The 3 principles underlying Paris-La Sorbonne:**

- Facilitating the mobility of students in the European area and their integration into the European labour market, as well as the mobility of teachers;
- Improving the international transparency of courses and the recognition of qualifications by means of gradual convergence towards a common framework of qualifications and cycles of study;
- Encouraging a return to studies or their continuation in the same or another institution, in a school or within arrangements for European mobility.

A year later (in June 1999), the Bologna Declaration on the **European Higher Education Area**, which was largely inspired by the Sorbonne Declaration, was signed. Besides aspects of its content, one of its novel features lay in a broadening of the debate, which then had 29 States signatories (the 15 EU Member States, 3 EFTA countries – Iceland, Norway and Switzerland – and 11 candidate countries) and included institutions such as the European Commission, the Council of Europe and associations of universities, rectors or European students.

**The six principles of the Bologna Declaration:**

- Facilitating the readability and comparability of qualifications;
- Implementing a system based essentially on two main cycles;
- Establishing a system of credits, such as ECTS;
- Developing arrangements to support the mobility of students, teachers and researchers;
- Promoting European cooperation in quality assurance;
- Promoting the European dimension in higher education (in terms of curricular development and inter-institutional cooperation).

In May 2001, a conference was held in Prague, which included the same categories of participant, with 33 States signatories (the newcomers were Croatia, Cyprus, Liechtenstein and Turkey). The purpose of this conference was to assess the progress already accomplished (particularly on the basis of national reports) and identify the main principles that should drive the Bologna Process in the years ahead.

(’) See references at the end of the publication.
While the Prague conference confirmed the need to pursue the aims set out in the Bologna Declaration, it nevertheless attached importance to three points in particular.

**Three specific points emphasised by the Prague Conference:**

- Lifelong learning;
- The involvement of higher education institutions and students as active partners;
- The need to enhance the attractiveness of the European Higher Education Area.

In September 2003, the Berlin Conference was an all-important stage in following up the Bologna process. With the inclusion of seven new States signatories (Albania, Andorra, Bosnia and Herzegovina, the Former Yugoslav Republic of Macedonia, the Holy See, Montenegro, Russia and Serbia), 40 countries are now involved in it. Furthermore, the process gained in momentum by setting itself the intermediate priorities specified in the Communiqué signed on 19 September 2003.

**The 3 intermediate priorities established by the Berlin Conference (which should be achieved by 2005):**

- Having started the implementation of the two-cycle system;
- Automatic provision of the Diploma Supplement for all graduates free of charge in a widely spoken European language;
- Establishment of a national quality assurance system.

With a view to the Bergen Conference (19-20 May 2005), the ministers present in Berlin asked the Bologna Follow-up Group to prepare detailed reports on the progress and implementation of the priority aims contained in the Communiqué.

As this latest stage gets under way, 5 States (Armenia, Azerbaijan, Georgia, Moldova and Ukraine) may become the next States signatories in the process.

To make the European Higher Education Area and European Research Area more tangible, the Berlin Communiqué also included the establishment of the doctoral cycle in the Bologna reforms.
The diagrams illustrate the main possible paths through higher education. Each of these paths should be studied horizontally across the page. Each diagram consists of as many graphical units (illustrations) as the number of possible paths. The length of the boxes indicates the notional length/ages corresponding to full-time studies, even though the programme concerned may also be offered on a part-time basis.

A different colour shading is used to distinguish between study programmes at ISCED levels 5A, 5B and 6 (1). Within a given ISCED level, fields of study are placed together in a single illustration when they have the following characteristics in common:

- entry to their courses is in accordance with similar procedures (with or without selection),
- they are offered by the same institution(s),
- their courses are of the same duration,
- their courses lead to the same type of qualification (with the same title).

Where the same institution or institutions offer different fields of study whose course characteristics vary in relation to one or more of the above-mentioned criteria, the name of the institution concerned is not repeated for each separate graphical unit. However, when these one or more institutions offer programmes at different ISCED levels (ISCED 5A and 5B), their names are repeated in the illustration for each level.

A selection procedure at the point of entry to a programme is shown by either a vertical bold or dotted line depending on whether selection is administered by the institution or by a higher (national or regional) authority. At this latter level, the selection procedure may be concerned with limiting the number of places. Bold and dotted lines are combined wherever both ‘higher’ and institutional levels are involved.

Where first-cycle (ISCED level 5A or 5B) qualifications obtained on the completion of courses whose characteristics differ (for example in terms of differences in selection procedure and/or duration), provide admission to one or more identical second-cycle (ISCED level 5A or 5B) courses, the latter are duplicated in each graphical unit concerned.

Where it is possible, on completion of the first qualifying programme, to continue with (ISCED 5A or 5B) second-cycle studies or enter the employment market, the second-cycle cell is reduced in height. However, horizontal lines extending from first-cycle or second-cycle ISCED 5A and 5B programme cells indicate that it is also possible to continue with higher studies at ISCED level 5 and/or 6.

Only links leading from one programme to another at a further level (i.e. between the first/second cycles and the third cycle) are illustrated. Consequently, the diagrams do not indicate any opportunities that may exist for students to undertake several programmes at the same level simultaneously, to embark on fresh first/second-cycle studies after obtaining a first/second qualification or to transfer between programmes each leading to a first qualification.

Where access to doctoral studies depends on the possession of a (complementary, supplementary or specialised) ISCED 5A qualification or an ISCED 6 qualification, this requirement is indicated by a line connecting the two programmes concerned.

(1) See the definition of ISCED levels 5A, 5B and 6 on the following website: http://www.uis.unesco.org/ev_en.php?ID=5069_201&ID2=DO_TOPIC.
The name of the institution is not given when the course is offered in the different institutions identified upstream.

The name of the institution is not repeated when the institution and level are the same.

The course may last \( n \) OR \( x \) years.

The name of the institution is given when the course is offered in the different institutions identified upstream.

LEGEND

- **ISCED 5A** (1st or 2nd programme)
- **ISCED 5B** (1st or 2nd programme)
- **ISCED 6** (1st or 2nd programme)
- Selection procedure at point of entry (institutional level)
- Selection procedure /limitation of places (national/regional level)
- Intermediate diploma
- Qualifying degree
- Compulsory work experience + its duration
- From \( n \) year(s) minimum to \( x \) year(s) maximum
- Variable duration
- Study abroad

QUALIFICATION

QUALIFICATION

QUALIFICATION

QUALIFICATION

QUALIFICATION

QUALIFICATION

QUALIFICATION

QUALIFICATION

QUALIFICATION

QUALIFICATION

QUALIFICATION

QUALIFICATION

QUALIFICATION

QUALIFICATION

QUALIFICATION

QUALIFICATION

QUALIFICATION

QUALIFICATION

QUALIFICATION

QUALIFICATION

QUALIFICATION

QUALIFICATION

QUALIFICATION

QUALIFICATION

QUALIFICATION

QUALIFICATION

QUALIFICATION

QUALIFICATION
Classification used: International Standard Classification of Education (ISCED 1997)

The international standard classification of education (ISCED) is an instrument suitable for compiling statistics on education internationally. It covers two cross-classification variables, namely levels and fields of education with the complementary dimensions of general/vocational/pre-vocational orientation and educational/employment market destination. The current version, ISCED 97 (1) distinguishes seven levels of education: ISCED 0, pre-primary education; ISCED 1, primary education; ISCED 2, lower secondary education; ISCED 3, upper secondary education; ISCED 4, post-secondary non-tertiary education; ISCED 5, tertiary education (first stage); ISCED 6, tertiary education (second stage).

ISCED 97 levels covered by the publication

ISCED 5: Tertiary education (first stage)

Entry to these programmes normally requires the successful completion of ISCED levels 3 or 4. ISCED level 5 includes tertiary programmes with an academic orientation (type A) which are largely theoretically based, and tertiary programmes with an occupational orientation (type B) which are typically shorter than type A programmes and geared for entry to the employment market.

ISCED 6: Tertiary education (second stage)

This level relates solely to tertiary studies leading to an advanced research qualification (Ph.D. or doctorate).

Terminology and other definitions

Diploma Supplement

The European Commission, the Council of Europe and UNESCO/CEPES developed the Diploma Supplement in order to improve international transparency and facilitate academic and professional recognition of qualifications (diplomas, degrees, certificates, etc.). The Supplement – attached to a higher education diploma – describes in widely spoken European language the nature, level, context, content and status of the studies that were pursued and successfully completed. The Diploma Supplement provides additional information on the national higher education system, in order to fit the qualification into the relevant educational context.

European Credit Transfer and Accumulation System (ECTS)

ECTS is a student-centred system based on the student workload required to achieve the objectives of a programme – objectives increasingly specified in terms of learning outcomes and competencies to be acquired. ECTS was established initially for credit transfer. The system facilitated the recognition of periods of study abroad and thus enhanced the quality and scale of student mobility in Europe. Recently ECTS has been developing into an accumulation system to be implemented in all programmes at institutional, regional, national and

(1) http://unescostat.unesco.org/en/pub/pub0.htm
European levels. It can be used across a variety of programmes and modes of delivery. The key features of ECTS are:

- The convention that 60 credits measure the workload of a full-time student during one academic year. The student workload of a full-time study programme in Europe amounts in most cases to 36/40 weeks a year and, in such cases one credit corresponds to 24-30 working hours. Workload refers to the notional time in which an average learner might expect to complete the required learning outcomes.

- The link with learning outcomes, which are sets of competencies expressing what the student will know, understand or be able to do on completion of a process of learning, regardless of its length. Credits in ECTS can only be obtained on completion of the work required and appropriate assessment of the learning outcomes achieved.

- The allocation of ECTS credits is based on the official length of a study programme cycle. The total workload necessary to obtain a first-cycle degree lasting officially three or four years is expressed as 180 or 240 credits.

- Student workload in ECTS includes the time spent in attending lectures and seminars, carrying out independent study, and preparing and taking examinations, etc.

- Credits are allocated to all educational components of a study programme (such as modules, courses, placements, dissertation work, etc.) and reflect the quantity of work each component requires in relation to the total quantity of work necessary to complete a full year of study in the programme concerned.

Credit systems which are not based on student workload (but on contact hours for example) are not compatible with ECTS.

**European Association for Quality Assurance in Higher Education (ENQA)**

A European network created in 1998 to circulate information, experience, good practice and new developments in the field of quality assessment and assurance in higher education among interested parties, including public authorities, higher education institutions and quality assurance agencies.

**Final qualification**

Qualification obtained on completion of a full course (with or without a final examination) which provides access to the employment market.

**Intermediate qualification**

Formal proof of satisfactory completion of the first ‘cycle’ of a full course, which is necessary to embark on the second cycle of that course. It is itself therefore neither a final qualification, nor meant to provide access to the employment market.

**Selection procedure**

Any procedure or requirement over and above the possession of an upper secondary school leaving qualification, which is intended to limit the number of enrolments in higher education (e.g. an entrance examination, competitive examination, a *numerus clausus* or other type of selection arrangement). Applicants may be selected at national, regional or institutional level.
### National abbreviations with terms in their language of origin

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Term</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEA</td>
<td>Attestation d’Études Approfondies</td>
<td>FR</td>
</tr>
<tr>
<td>AK</td>
<td>Akademineuvel</td>
<td>DK</td>
</tr>
<tr>
<td>AHU</td>
<td>Année Hospitalo-Universitaire</td>
<td>FR</td>
</tr>
<tr>
<td>Architecte DPLG</td>
<td>Architecte Diplôme Par Le Gouvernement</td>
<td>FR</td>
</tr>
<tr>
<td>BA</td>
<td>BA-gráđa/Bachelor of Arts</td>
<td>IS</td>
</tr>
<tr>
<td>B.A.</td>
<td>Bachelor of Arts</td>
<td>DK</td>
</tr>
<tr>
<td>BA</td>
<td>Berufsakademie</td>
<td>DE</td>
</tr>
<tr>
<td>B.A.</td>
<td>Diploma akademskih osnovnih studija</td>
<td>CS-mon</td>
</tr>
<tr>
<td>B.Appl.</td>
<td>Diploma primijenjenih osnovnih studija</td>
<td>CS-mon</td>
</tr>
<tr>
<td>BBA</td>
<td>Bachelor of Business Administration</td>
<td>LI</td>
</tr>
<tr>
<td>Bc.</td>
<td>Bakalář</td>
<td>CZ</td>
</tr>
<tr>
<td>BcA.</td>
<td>Bakalář umění</td>
<td>CZ</td>
</tr>
<tr>
<td>BEd</td>
<td>BEd-gráđa/Bachelor of Education</td>
<td>IS</td>
</tr>
<tr>
<td>BFA</td>
<td>BFA-gráđa/Bachelor of Fine Arts</td>
<td>IS</td>
</tr>
<tr>
<td>BMus</td>
<td>BMus-gráđa/Bachelor of Music</td>
<td>IS</td>
</tr>
<tr>
<td>BS</td>
<td>BS-gráđa/Bachelor of Science</td>
<td>IS</td>
</tr>
<tr>
<td>BSc</td>
<td>Bachelor of Science</td>
<td>DK, LI</td>
</tr>
<tr>
<td>B.Sci.</td>
<td>Diploma akademskih osnovnih studija</td>
<td>CS-mon</td>
</tr>
<tr>
<td>BScBIS</td>
<td>Bachelor of Science in Business Information Systems</td>
<td>LI</td>
</tr>
<tr>
<td>B.Sci.med.</td>
<td>Diplomirani ljekar - Diploma akademskih osnovnih studija</td>
<td>CS-mon</td>
</tr>
<tr>
<td>BTS</td>
<td>Brevet de Technicien Supérieur</td>
<td>FR</td>
</tr>
<tr>
<td>Cand.</td>
<td>Candidatus</td>
<td>DK</td>
</tr>
<tr>
<td>Cand. juris</td>
<td>Candidatus juris</td>
<td>IS</td>
</tr>
<tr>
<td>Cand. med.</td>
<td>Candidatus medicinae</td>
<td>DK, IS</td>
</tr>
</tbody>
</table>

### National abbreviations with terms in their language of origin

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Term</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cand. med. vet.</td>
<td>Candidatus medicinae veterinariae</td>
<td>DK</td>
</tr>
<tr>
<td>Cand. obst</td>
<td>Candidatus obstetriciorum</td>
<td>IS</td>
</tr>
<tr>
<td>Cand. odont</td>
<td>Candidatus odontologiae</td>
<td>IS</td>
</tr>
<tr>
<td>Cand. oecon</td>
<td>Candidatus oecon</td>
<td>IS</td>
</tr>
<tr>
<td>Cand. pharm.</td>
<td>Candidatus pharmaciae</td>
<td>IS</td>
</tr>
<tr>
<td>Cand. psych.</td>
<td>Candidatus psychologiae</td>
<td>IS</td>
</tr>
<tr>
<td>Cand. theol.</td>
<td>Candidatus theologiae</td>
<td>IS</td>
</tr>
<tr>
<td>CEAA</td>
<td>Certificat d’Études Approfondies en Architecture</td>
<td>FR</td>
</tr>
<tr>
<td>Cert HE</td>
<td>Certificate of Higher Education</td>
<td>UK</td>
</tr>
<tr>
<td>CNE</td>
<td>Commission nationale d’évaluation</td>
<td>FR</td>
</tr>
<tr>
<td>CPGE</td>
<td>Classes Préparatoires aux Grandes Écoles</td>
<td>FR</td>
</tr>
<tr>
<td>CVU</td>
<td>Center for Videregående Uddannelse</td>
<td>DK</td>
</tr>
<tr>
<td>DDF</td>
<td>Den Danske Filmskole</td>
<td>DK</td>
</tr>
<tr>
<td>DE</td>
<td>Diplôme d’État</td>
<td>FR</td>
</tr>
<tr>
<td>DEA</td>
<td>Diplôme d’Études Approfondies</td>
<td>FR, CH</td>
</tr>
<tr>
<td>DES</td>
<td>Diplôme d’Études Spécialisées</td>
<td>FR</td>
</tr>
<tr>
<td>DESS</td>
<td>Diplôme d’Études Supérieures Spécialisées</td>
<td>BE, FR, CH</td>
</tr>
<tr>
<td>DEUG</td>
<td>Diplôme d’Études Universitaires Générales</td>
<td>FR</td>
</tr>
<tr>
<td>DF2CEM</td>
<td>Diplôme de fin de deuxième cycle des études médicales</td>
<td>FR</td>
</tr>
<tr>
<td>Dip HE</td>
<td>Diploma of Higher Education</td>
<td>UK</td>
</tr>
<tr>
<td>Dipl.</td>
<td>Diploma</td>
<td>HR</td>
</tr>
<tr>
<td>Dipl. Ing.</td>
<td>Diplomirani inženjer</td>
<td>HR</td>
</tr>
<tr>
<td>Dipl. Spec.</td>
<td>Diploma specijalistickih studija</td>
<td>CS-mon</td>
</tr>
<tr>
<td>Dipl. Spec. A</td>
<td>Diploma specijalistickih studija</td>
<td>CS-mon</td>
</tr>
<tr>
<td>Dipl. Spec. Sci</td>
<td>Diploma specijalistickih studija</td>
<td>CS-mon</td>
</tr>
</tbody>
</table>
### National abbreviations with terms in their language of origin

<table>
<thead>
<tr>
<th>National</th>
<th>Abbreviation</th>
<th>Language of Origin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dis.</td>
<td>Diplomovaný specialista</td>
<td>CZ</td>
</tr>
<tr>
<td>DNTS</td>
<td>Diplôme National de Technologie Spécialisée</td>
<td>FR</td>
</tr>
<tr>
<td>DPA</td>
<td>Diploma Professional Avançat</td>
<td>AD</td>
</tr>
<tr>
<td>Dr.</td>
<td>Doctor</td>
<td>DK</td>
</tr>
<tr>
<td>Dr. odont</td>
<td>Doctor odontologie</td>
<td>IS</td>
</tr>
<tr>
<td>Dr. phil.</td>
<td>Doctor philosophiae</td>
<td>IS</td>
</tr>
<tr>
<td>Dr.sc</td>
<td>Doctor scientiarum</td>
<td>HR</td>
</tr>
<tr>
<td>Dr. Sci.</td>
<td>Doktor Nauka</td>
<td>CS-mon</td>
</tr>
<tr>
<td>DU-ig</td>
<td>Diploma Universitari en informàtica i gestió</td>
<td>AD</td>
</tr>
<tr>
<td>DUT</td>
<td>Diplôme Universitaire de Technologie</td>
<td>FR</td>
</tr>
<tr>
<td>FD</td>
<td>Foundation Degree</td>
<td>UK-ENG/WLS/NIR</td>
</tr>
<tr>
<td>FH</td>
<td>Fachhochschule</td>
<td>DE, AT</td>
</tr>
<tr>
<td>GRAD. CERT.</td>
<td>Graduate Certificate</td>
<td>UK</td>
</tr>
<tr>
<td>GRAD. DIP.</td>
<td>Graduate Diploma</td>
<td>UK</td>
</tr>
<tr>
<td>HNC</td>
<td>Higher National Certificate</td>
<td>UK</td>
</tr>
<tr>
<td>HND</td>
<td>Higher National Diploma</td>
<td>UK</td>
</tr>
<tr>
<td>IAP</td>
<td>Internationale Akademie of Philosophie</td>
<td>LI</td>
</tr>
<tr>
<td>Ing.</td>
<td>Inženjer</td>
<td>HR</td>
</tr>
<tr>
<td>Ing.</td>
<td>Inženýr</td>
<td>CZ</td>
</tr>
<tr>
<td>Ing. arch.</td>
<td>Inženýr architect</td>
<td>CZ</td>
</tr>
<tr>
<td>IUT</td>
<td>Institut Universitaire de Technologie</td>
<td>FR</td>
</tr>
<tr>
<td>JUDr.</td>
<td>Doktor práv</td>
<td>CZ</td>
</tr>
<tr>
<td>LLM</td>
<td>Master of Laws</td>
<td>IS</td>
</tr>
<tr>
<td>MA</td>
<td>Master of Arts/Magister artium</td>
<td>IS</td>
</tr>
<tr>
<td>M.A.</td>
<td>Magister umjetnosti</td>
<td>CS-mon</td>
</tr>
</tbody>
</table>

### National abbreviations with terms in their language of origin

<table>
<thead>
<tr>
<th>National</th>
<th>Abbreviation</th>
<th>Language of Origin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mag. juris</td>
<td>Magister juris</td>
<td>IS</td>
</tr>
<tr>
<td>MAS</td>
<td>Master of Advanced Studies</td>
<td>CH</td>
</tr>
<tr>
<td>MBA</td>
<td>Master of Business Administration</td>
<td>IS, LI, HR</td>
</tr>
<tr>
<td>MEd</td>
<td>Master of Education</td>
<td>IS</td>
</tr>
<tr>
<td>MgA.</td>
<td>Magistr umění</td>
<td>CZ</td>
</tr>
<tr>
<td>Mgr.</td>
<td>Magistr</td>
<td>CZ</td>
</tr>
<tr>
<td>Mgr inž.</td>
<td>Magister inžynier</td>
<td>PL</td>
</tr>
<tr>
<td>Mgr inž. architekt</td>
<td>Magister inžynier architekt</td>
<td>PL</td>
</tr>
<tr>
<td>Mgr pielęg.</td>
<td>Magister pielęgniarstwa</td>
<td>PL</td>
</tr>
<tr>
<td>Mgr położnictwa</td>
<td>Magister położnictwa</td>
<td>PL</td>
</tr>
<tr>
<td>M.L.</td>
<td>Master of Law</td>
<td>IS</td>
</tr>
<tr>
<td>MLIS</td>
<td>Master of Library and Information Science</td>
<td>IS</td>
</tr>
<tr>
<td>MPA</td>
<td>Master of Public Administration</td>
<td>IS</td>
</tr>
<tr>
<td>MPaed.</td>
<td>Magister Paedagogiae</td>
<td>IS</td>
</tr>
<tr>
<td>Mr.</td>
<td>Magister</td>
<td>HR</td>
</tr>
<tr>
<td>Mr.sc</td>
<td>Magister scientiarum</td>
<td>HR</td>
</tr>
<tr>
<td>MS</td>
<td>Master of Science/Magister Scientiarum</td>
<td>IS</td>
</tr>
<tr>
<td>MSA</td>
<td>Master specialise artistique</td>
<td>BE fr</td>
</tr>
<tr>
<td>MSc</td>
<td>Master of Science</td>
<td>LI</td>
</tr>
<tr>
<td>M. Sci.</td>
<td>Magistar nauka</td>
<td>CS-mon</td>
</tr>
<tr>
<td>MSW</td>
<td>Master of Social Works</td>
<td>IS</td>
</tr>
<tr>
<td>MUDr.</td>
<td>Doktor medicíny</td>
<td>CZ, SK</td>
</tr>
<tr>
<td>MVDr.</td>
<td>Doktor veterinárskej medicíny</td>
<td>SK</td>
</tr>
<tr>
<td>MVDr.</td>
<td>Doktor veterinární medicíny</td>
<td>CZ</td>
</tr>
<tr>
<td>P.G. CERT.</td>
<td>Postgraduate Certificate</td>
<td>IE, UK</td>
</tr>
</tbody>
</table>
## National abbreviations with terms in their language of origin

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Term</th>
<th>Countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>P.G. DIP.</td>
<td>Postgraduate Diploma</td>
<td>IE, UK, MT</td>
</tr>
<tr>
<td>PGCE</td>
<td>Postgraduate Certificate of Education</td>
<td>MT</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>Philosophiae Doctor/Doktor philosophiae</td>
<td>CZ, DK, MT, AT, IS, NO</td>
</tr>
<tr>
<td>PharmDr.</td>
<td>Doktor farmacie</td>
<td>CZ</td>
</tr>
<tr>
<td>PhDr.</td>
<td>Doktor filosofie</td>
<td>CZ</td>
</tr>
<tr>
<td>Pk</td>
<td>Profesiné kvalifikacija</td>
<td>LT</td>
</tr>
<tr>
<td>Prof.</td>
<td>Professor</td>
<td>HR</td>
</tr>
<tr>
<td>RNDr.</td>
<td>Doktor přírodních věd</td>
<td>CZ</td>
</tr>
<tr>
<td>SSIS</td>
<td>Scuola di Specializzazione per l’Insegnamento Secondario</td>
<td>IT</td>
</tr>
<tr>
<td>STS</td>
<td>Statens Teaterskole</td>
<td>DK</td>
</tr>
<tr>
<td>STS</td>
<td>Section de Techniciens Supérieurs</td>
<td>FR</td>
</tr>
<tr>
<td>TEI</td>
<td>Technologiko Ekpaideftiko Idryma</td>
<td>EL</td>
</tr>
<tr>
<td>Th.D./ ThDr.</td>
<td>Doktor teologie</td>
<td>CZ</td>
</tr>
<tr>
<td>ThLic.</td>
<td>Licenciat teologie</td>
<td>CZ</td>
</tr>
<tr>
<td>UfH</td>
<td>Universität für Humanwissenschaften</td>
<td>LI</td>
</tr>
</tbody>
</table>

## International abbreviations

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECTS</td>
<td>European Credit Transfer System</td>
</tr>
<tr>
<td>EHEA</td>
<td>European Higher Education Area</td>
</tr>
<tr>
<td>ENIC</td>
<td>European Network of Information Centres</td>
</tr>
<tr>
<td>ENQA</td>
<td>European Association for Quality Assurance in Higher Education</td>
</tr>
<tr>
<td>EUA</td>
<td>European University Association</td>
</tr>
<tr>
<td>ISCED</td>
<td>International Standard Classification for Education</td>
</tr>
<tr>
<td>NARIC</td>
<td>National Academic Recognition Information Centres</td>
</tr>
</tbody>
</table>

A degree structure based on two main cycles has operated on a trial basis since 1998 in the universities and the universities of applied sciences (Fachhochschulen) and has been mandatory since 2002. As part of the Bologna Process, the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany (Kultusministerkonferenz, or KMK) passed a resolution on 14 April 2000 on ‘Access to the doctorate for graduates of Master and Bachelor Study Courses’. A subject-specific test procedure was fixed as a condition for direct access by Bachelor graduates (with exceptionally good results) to the doctorate. Joint preparation of a university and Fachhochschule doctorate is possible according to their specific regulations.

The new graduation system also supports a Master-plus-programme, which makes it easier for foreign students with a first degree to enter the German higher education system, and an integrated double degree study programme. The transition from the old to the new system is to be achieved by 2010.

In September 2000, the KMK adopted general criteria (last amended in 2004) for the introduction of credit systems based on ECTS. The introduction of ECTS is now mandatory. One credit comprises a total of 30 hours of classroom and private study. ECTS applies to all degree programmes and is used for credit transfer and credit accumulation within one specific course of study.

The Diploma Supplement has been recommended by the KMK and the Association of Universities and other Higher Education Institutions (Hochschulrektorenkonferenz, or HRK) since 1999. Moves to introduce it in all programmes got under way in 2000 and are still continuing. To assist institutions in their initial administrative work, the HRK has made available fully compatible Diploma Supplement software known as the Diploma Supplement Deutschland (DSD). From 1 January 2005, all students automatically receive the Diploma Supplement in English at no charge.

Traditionally, quality assurance was ensured by the general framework for study regulations. With the introduction of the two-cycle degree structure, quality assurance is guaranteed by a combination of accreditation and evaluation.

Evaluation has been included in Germany’s Framework Act for Higher Education since 1998, and has since been incorporated into higher education legislation in each of the Länder. Evaluation is designed to highlight the strengths and weaknesses of institutions and degree programmes, and thus to assist universities and colleges in adopting systematic quality assurance and quality enhancement strategies.

No nationally coordinating evaluation body exists. However an institutional infrastructure was developed, comprising initiatives at Land level (agencies) and at regional and cross-regional level (networks and associations) to oversee quality assurance in higher education.

Higher education institutions are institutions of the Länder. According to paragraph 9 of the HRG, the Länder have to guarantee the equality of study courses and exams, of final examinations and the possibility of moving from one university to another. The aim of enhancing the efficiency of higher education institutions in terms of teaching is central to reform efforts. The scope and organisation of teaching is subject to supervision by the higher education supervisory authorities only in so far as the scope of teaching commitments is laid down in a teaching load ordinance. Examination regulations (Prüfungsordnungen) for state examinations (Staatsprüfungen) are
issued by the relevant ministries. The regulations for higher education examinations leading to the degrees of Diplom or Magister must be approved by the competent body in accordance with Land legislation. If these study regulations (Studienordnungen) do not guarantee that the course can be carried out and completed in the standard period of study (Regelstudienzeit), the competent body is entitled to demand their amendment. The competent body can also demand that the examination regulations of higher education institutions be adapted to the framework provisions for the regulations governing Magister and Diplom examinations approved by the KMK and HRK.

According to the regulations of the HRK, internal evaluation of higher education institutions is compulsory and is also the basis for external evaluation.

Evaluation procedures include in house review, external peer review - often with international participation, involvement of student reviewers and publication of the results in an appropriate form. According to HRK regulations, internal evaluation of higher education institutions is compulsory and also serves as a basis for external evaluation.

For the new Bachelor’s and Master’s study courses, as well as for future study courses leading to the degrees of Diplom or Magister in branches of study for which there are no framework regulations, the KMK has separated state approval and accreditation with regard to quality assurance. As with other study courses, state approval refers to guaranteeing finance for courses to be set up and their inclusion in the higher educational planning of the Land concerned, as well as the maintenance of structural guidelines. In contrast to this, the objectives of accreditation are to guarantee minimum standards in terms of academic content and to determine the vocational relevance of the degrees. Accreditation also seeks to increase the diversity of provision, ensure quality in international competition and create transparency for international collaboration. It is essentially performed via peer review and courses are periodically re-accredited.

For the accreditation of new Bachelor’s and Master’s study courses, the Standing Conference set up an independent cross-Länder Accreditation Council (Akkreditierungsrat) in 1998. The composition of the Council reflects both the ‘cross-societal’ scale of the reform process and the need for its acceptance among stakeholders. It comprises four representatives from higher education, four from the Länder, five practitioners from various professions, two students and two international members. A key role in the accreditation of degree courses is played by the expert teams who are responsible for assessing academic content and whose membership includes representatives from higher education institutions, professional people and students. According to the Resolution of the Standing Conference of 12 June 2003, Bachelor’s and Master’s study courses must be accredited. The accreditation involves a formal peer review process based on objective criteria, which is used to assess whether a course meets the required standards in terms of academic content and vocational relevance. The Statute for an Accreditation Procedure across the Länder and across higher education institutions of 15 October 2004 defines the council’s responsibilities. It has the power to accredit agencies, granting them for a fixed period the right to accredit courses of study. It monitors and periodically re-acredits agencies and defines minimum requirements for accreditation procedures.

The Accreditation Council also works to ensure fair competition among the accreditation agencies. It contributes in bringing German
According to a Standing Conference Resolution of 15 October 2004, accredited 5B programmes at Berufsakademien will give possible access to an ISCED 5A Master programme.
interests to bear on international quality assurance networks and accreditation institutions by promoting, amongst other things, communication and cooperation among the agencies. The German Accreditation Council – Germany’s central accrediting organisation – will be made a foundation under public law. Its work will thus be placed on a new legal footing. The Accreditation Council and the accreditation agencies are members of the European Association for Quality Assurance in Higher Education (ENQA).

In accordance with the principles for the future development of quality assurance for all Länder and institutions of higher education, also adopted by the KMK in 2004, the system of accreditation is to be extended to all courses of study in the long term.

**Legislative and/or official references**

<table>
<thead>
<tr>
<th>Date</th>
<th>Term in English</th>
<th>Term in the national language</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 December 1998</td>
<td>Introduction of an Accreditation Procedure for Bachelor-/Bakkalaureus- and Master-/Magister Study Courses (Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs)</td>
<td>Einführung eines Akkreditierungsverfahrens für Bachelor-/Bakkalaureus- und Master-/Magisterstudiengänge (Beschluss der Kultusministerkonferenz)</td>
</tr>
<tr>
<td>14 April 2000</td>
<td>Resolution on access to the doctorate for Graduates of Master- and Bachelor Study Courses (Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs)</td>
<td>Zugang zur Promotion für Master-/Magister- und Bachelor-/Bakkalaureusabsolventen (Beschluss der Kultusministerkonferenz)</td>
</tr>
<tr>
<td>12 June 2003</td>
<td>10 Thesis for the Bachelor- and Master Structure in Germany (Resolution of the Standing Conference)</td>
<td>„10 Thesen zur Bachelor- und Masterstruktur in Deutschland“ (Beschluss der Kultusministerkonferenz)</td>
</tr>
<tr>
<td>Date</td>
<td>Term in English</td>
<td>Term in the national language</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>10 October 2003</td>
<td>Common Structure Guidelines of the <em>Länder</em> according to paragraph 9.2 HRG for the Accreditation of Bachelor- and Master Study Courses (Resolution of the Standing Conference)</td>
<td>Ländergemeinsame Strukturvorgaben gemäß § 9 Abs. 2 HRG für die Akkreditierung von Bachelor- und Masterstudiengängen (Beschluss der Kultusministerkonferenz)</td>
</tr>
<tr>
<td>15 October 2004</td>
<td>Benchmarks for the Further Development of Accreditation (Resolution of the Standing Conference)</td>
<td>Eckpunkte für die Weiterentwicklung der Akkreditierung (Beschluss der Kultusministerkonferenz)</td>
</tr>
<tr>
<td>22 October 2004</td>
<td>General Framework for the Introduction of Credit Systems and the Modularisation of Degree Programmes (Resolution of the Standing Conference)</td>
<td>Rahmenvorgaben für die Einführung von Leistungspunkten und die Modularisierung von Studiengängen (Beschluss der Kultusministerkonferenz)</td>
</tr>
</tbody>
</table>

For national statistics, see the Annexe at the end of the report.
ACKNOWLEDGEMENTS

A. EURYDICE EUROPEAN UNIT

Avenue Louise 240
B-1050 Brussels
(http://www.eurydice.org)

Managing editor
Arlette Delhaxhe

Authors
Arlette Delhaxhe, Renata Kosinska, Stéphanie Oberheidt

Layout and graphics
Patrice Brel

Production coordinator
Gisèle De Lel

Secretarial support
Fabian Colard, Helga Stammherr

B. EURYDICE NATIONAL UNITS

AUSTRIA
Eurydice-Informationsstelle
Bundesministerium für Bildung, Wissenschaft und Kultur – Abt. I/6b
Minoritenplatz 5
1014 Wien
Contribution of the Unit: Joint responsibility

BELGIUM (Flemish Community)
Vlaamse Eurydice-Eenheid
Ministerie van de Vlaamse Gemeenschap
Departement Onderwijs
Afdeling Beleidcoördinatie
Hendrik Consciencegebouw 5 C 11
Koning Albert II – laan 15
1210 Brussel
Contribution of the Unit: Erwin Malfroy (Higher Education Administration of the Education Department)

BELGIUM (French Community)
Unité francophone d’Eurydice
Ministère de la Communauté française
Direction des Relations internationales
Boulevard Léopold II, 44 – Bureau 6A/002
1080 Bruxelles
Contribution of the Unit: Joint responsibility of the Unit; C.Noiret (Director), Chantal Kaufmann (General Director a.i.)

BELGIUM (German-speaking Community)
Agentur Eurydice
Agentur für Europäische Bildungsprogramme
Ministerium der Deutschsprachigen Gemeinschaft
Gospertstraße 1
4700 Eupen
Contribution of the Unit: Leonhard Schiffers
FOCUS ON THE STRUCTURE OF HIGHER EDUCATION IN EUROPE – 2004/05

BULGARIA
Eurydice Unit
Equivalence and Information Centre
International Relations Department
Ministry of Education and Science
2A, Kniaz Dondukov Bld
1000 Sofia
Contribution of the Unit: Patrizia Georgieva (National Agency for Evaluation and Accreditation); Ministry of Education and Science, Policy in Higher Education Dept.: Irina Radevska, Angelina Paunova (Senior Experts), Svetomira Kaloyanova (State Expert); Bulgarian Eurydice Unit

CYPRUS
Eurydice Unit
Ministry of Education and Culture
Kimonos and Thoukydidou
1434 Nicosia
Contribution of the Unit: Ministry of Education and Culture, Department of Tertiary Education: Efstatios Michael (Senior Education Officer), Erato Ioannou (Administrative Officer); CY Eurydice Unit

CZECH REPUBLIC
Eurydice Unit
Institute for Information on Education
Senovážné nám. 26
P.O. Box č.1
110 06 Praha 06
Contribution of the Unit: Helena Pavliková, Stanislava Brožová; Věra Šťastná (Ministry of Education, Youth and Sports)

DENMARK
Eurydice’s Informationskontor i Danmark
CIRIUS
Fiolsstræde 44
1171 København K
Contribution of the Unit: Joint responsibility

ESTONIA
Eurydice Unit
Estonian Ministry of Education and Research
Tallinn Office
11 Tõnismagi St.
15192 Tallinn
Contribution of the Unit: Ministry of Education and Research: Heli Aru (Adviser), Annika Tina (Head of Department)

FINLAND
Eurydice Finland
National Board of Education
Hakaniemenkatu 2
00530 Helsinki
Contribution of the Unit: Joint responsibility (Eurydice Unit, the Ministry of Education and ENIC/NARIC)

FRANCE
Unité d’Eurydice
Ministère de l’Éducation nationale, de l’Enseignement supérieur et de la Recherche
Direction de l’évaluation et de la prospective
61-65, rue Dutot
75732 Paris Cedex 15
Contribution of the Unit: Thierry Damour with the support of the Directorate of Higher Education

GERMANY
Eurydice Unit of the Federal Ministry of Education and Research
EU - Bureau of the Federal Ministry of Education and Research
Königswinterer Straße 522-524
D - 53227 Bonn
Contribution of the Unit: Cornelia Schneider

Eurydice-Informationsstelle der Länder im Sekretariat der Kultusministerkonferenz
Lennéstrasse 6
53113 Bonn
Contribution of the Unit: Gerdi Jenen, Brigitte Lohmar
ACKNOWLEDGEMENTS

GREECE
Eurydice Unit
Ministry of National Education and Religious Affairs
Direction CEE / Section C
Mitropoleos 15
10185 Athens
Contribution of the Unit: Antigoni Faragoulitaki, Anastasia Liapi

HUNGARY
Eurydice Unit
Ministry of Education
Szalay u. 10-14
1055 Budapest
Contribution of the Unit: Andrea Erdei, József Sziúts

ICELAND
Eurydice Unit
Ministry of Education, Science and Culture
Division of Evaluation and Supervision
Sölvholsgata 4
150 Reykjavik
Contribution of the Unit: Ásgerður Kjartansdóttir, Valgerður Ágústsdóttir

IRELAND
Eurydice Unit
Department of Education and Science
International Section
Marlborough Street
Dublin 1
Contribution of the Unit: Joint responsibility

ITALY
Unità di Eurydice
Ministero dell’Istruzione, dell’Università e della Ricerca
C/o INDIRE
Via Buonarroti 10
50122 Firenze
Contribution of the Unit: Germana Verri (MIUR), CIMEA - Fondazione RUI

LATVIA
Eurydice Unit
Socrates National Agency – Academic Programmes Agency
Blaumaņa iela 28
1011 Riga
Contribution of the Unit: Zane Birzniece, Andrejs Rauhvargers (Latvian Rectors’ Council);
Jānis Čakste (Higher Education Department, Ministry of Education and Science)

LIECHTENSTEIN
Eurydice National Unit
Schulamt
Austrasse 79
9490 Vaduz
Contribution of the Unit: Corina Beck

LITHUANIA
Eurydice Unit
Ministry of Education and Science
A. Volano 2/7
2691 Vilnius
Contribution of the Unit: Tamošiūnas Darius, NARIC/ENIC (Lithuanian Centre for Quality Assessment in Higher Education)

LUXEMBOURG
Unité d’Eurydice
Ministère de l’Éducation nationale et de la Formation professionnelle (MENFP)
29, Rue Aldringen
2926 Luxembourg
Contribution of the Unit: Joint responsibility

MALTA
Education Officer (Statistics)
Eurydice Unit
Department of Planning and Development
Education Division
Floriana CMR 02
Contribution of the Unit: Anthony De Giovanni, Margaret Ellul, John Preca (Ministry);
Veronica Grech (Deputy Registrar, University of Malta); Raymond Camilleri (Eurydice Unit responsible for co-ordinating)
FOCUS ON THE STRUCTURE OF HIGHER EDUCATION IN EUROPE – 2004/05

NETHERLANDS
Eurydice Nederland
Ministerie van Onderwijs, Cultuur en Wetenschappen
Directie Internationaal Beleid
IPC 2300 / Kamer 10.086
Postbus 16375
2500 BJ Den Haag
Contribution of the Unit: dr. Marlies Leegwater-Van de Lind, Ministry of OCW; Dutch Eurydice Unit

NORWAY
Eurydice Unit
Ministry of Education and Research
Department for Policy Analysis and International Affairs
Akersgaten 44
0032 Oslo
Contribution of the Unit: Joint responsibility

POLAND
Eurydice Unit
Foundation for the Development of the Education System
Socrates Agency
Mokotowska 43
00-551 Warsaw
Contribution of the Unit: Anna Smoczynska, Magdalena Gorowska-Fells, in cooperation with experts of the Ministry of National Education and Sport

PORTUGAL
Unidade de Eurydice
Ministério da Educação
Gabinete de Informação e Avaliação do Sistema Educativo (GIASE)
Av. 24 de Julho 134
1399-029 Lisboa
Contribution of the Unit: Joint responsibility between Eurydice and NARIC networks

ROMANIA
Eurydice Unit
Socrates National Agency
1 Schitu Magureanu – 2nd Floor
70626 Bucharest
Contribution of the Unit: Alexandru Modrescu, Tinca Modrescu

SLOVAKIA
Eurydice Unit
Slovak Academic Association for International Cooperation
Socrates National Agency
Staré grunty 52
842 44 Bratislava
Contribution of the Unit: Joint responsibility (Eurydice and Ministry of Education of the Slovak Republic)

SLOVENIA
Eurydice Unit
Ministry of Education, Science and Sport
Office Development of Education (ODE)
Kotnikova 38
1000 Ljubljana
Contribution of the Unit: Joint responsibility

SPAIN
Unidad Española de Eurydice
CIDE – Centro de Investigación y Documentación Educativa (MECD)
c/General Orazá 55
28006 Madrid
Contribution of the Unit: Javier Alfaya Hurtado, Elena Duque Sánchez, Jessica Gallego Entonado, Ana M. Martín Ramos

SWEDEN
Eurydice Unit
Ministry of Education and Science
10333 Stockholm
Contribution of the Unit: Magnus Jonsson
TURKEY

Eurydice Unit
Ministry of National Education
Board of Research, Planning and Coordination
06648 Bakanlıklar-Kızılay / ANKARA
Contribution of the Unit: Prof. Dr. Aybar Ertepinar, Vice-President, BFUG Representative of Turkey, Council of Higher education (YÖK); Deniz Ates, Dilek Batmaz, European Union Office, ENIC/NARIC Turkey, Council of Higher Education (YÖK)

UNITED KINGDOM

Eurydice Unit for England, Wales and Northern Ireland
National Foundation for Educational Research (NFER)
The Mere, Upton Park
Slough, Berkshire SL1 2DQ
Contribution of the Unit: Joint responsibility

Eurydice Unit Scotland
The Scottish Executive Education Department (SEED)
International Relations Unit
Information, Analysis & Communication Division
Area 1-B South / Mailpoint 25
Victoria Quay
Edinburgh EH6 6QQ
Contribution of the Unit: National Unit and policy colleagues, particularly Ann McVie and Gerard Madill

C. OTHER COUNTRIES

ALBANIA

Ministry of Education and Science
Rruga e Durrësit Nr 23
Tiranë
Contribution: Edlira Haxhiymeri (Deputy Minister), Agim Muçaj (Director of Higher Education Department)

ANDORRA

Ministeri d’Educació, Cultura, Joventut i Esports
Av. rocafort, 21-23
Edifici El Moli, 4ª planta
Sant Julià de Lòria
Contribution: Meritxell Gallo Yanes

BOSNIA AND HERZEGOVINA

University of Sarajevo
Zmaja od Bosne 33-35
71000 Sarajevo
Contribution: Lamija Tanović (Professor)

CROATIA

University of Zagreb
Trg Marsala Tita 14
10000 Zagreb
Contribution: Aleksa Bjeliš (Vice-Rector)

Ministry of Science, Education and Sports
Trg hrvatskih velikana 6
10000 Zagreb
Contribution: Mirjana Polić Bobić (Deputy Minister)

FORMER YUGOSLAV REPUBLIC OF MACEDONIA

Ministry of Education and Science
Ul. Dmitrie Cuposki br. 9
1000 Skopje
Contribution: Nadezda Uzelac (Head of Macedonian Network for Higher Education Information), Aspasija Hadzisce (Coordinator National Tempus Office)

HOLY SEE

Congregation for Catholic Education
Palazzo della Congregazioni
Piazza Pio XII
300193 Roma
Contribution: Franco Imoda SJ (Professor)
FOCUS ON THE STRUCTURE OF HIGHER EDUCATION IN EUROPE – 2004/05

MONTENEGRO
University of Montenegro
Cetinjski put bb
81 000 Podgorica
Contribution: Djordje Jovanovic (Professor)

RUSSIA
Ministry of Education
M.-Maklya St., 6
117198 Moscow
Contribution: Victor Chistokhvalov (Director of the Centre for Comparative Educational Policy)

SERBIA
Ministry of Education and Sports
22-26 Nemanjina St.
11000 Belgrade
Contribution: Miroslav Pilipovic (before 2005), Snezana Pantelic-Vujanic (from January 2005)

SWITZERLAND
State Secretariat for Education and Research
Hallwylstrasse 4
3003 Bern
Contribution: Silvia Studinger (Scientific Advisor)

D. OTHER
Peter van der Hijden
Deputy Head of Unit
European Commission – Directorate General for Education and Culture
Directorate A – Unit A2 – School Education and Higher Education
Rue Belliard 5/7
B-1049 Brussels

Sverre Rustad
Senior Advisor
Secretariat of the Bologna Follow-up Group
Ministry of Education and Research
Akersgaten 44
N-0032 Oslo

Production
Printing: Enschedé/Van Muyssewinkel, Brussels, Belgium

Eurydice

Brussels: Eurydice


ISBN 92-894-9256-2

Descriptors: Higher education, University studies, Curriculum, Certificate, University, Educational institution, Branch of study, Duration of studies, Entrance examination, Admission requirements, Educational reform, Albania, Andorra, Bosnia and Herzegovina, Bulgaria, Croatia, Former Yugoslav Republic of Macedonia, Holy See, Romania, Russian Federation, Serbia and Montenegro, Turkey, EFTA, European Union