



# **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

This document is published by the Eurydice European Unit with the financial support of the European Commission (Directorate-General for Education and Culture).

Available in English (Focus on the Structure of Higher Education in Europe 2004/05. National Trends in the Bologna Process), French (*Focus sur les structures de l'enseignement supérieur en Europe 2004/2005. Évolutions nationales dans le cadre du Processus de Bologne*) and German (*Im Blickpunkt: Strukturen des Hochschulbereichs in Europa 2004/05. Nationale Entwicklungen im Rahmen des Bologna-Prozesses*).

ISBN 92-894-9256-2

This document is also available on the Internet (<http://www.eurydice.org>).

Text completed in April 2005.

© Eurydice, 2005

The contents of this publication may be reproduced in part, except for commercial purposes, provided that the extract is preceded by a complete reference to 'Eurydice, the information network on education in Europe', followed by the date of publication of the document.

Requests for permission to reproduce the entire document must be made to the European Unit.

Cover photograph: © Zefa visual media, Brussels, Belgium

EURYDICE  
European Unit  
Avenue Louise 240  
B-1050 Brussels  
Tel. +32 2 600 53 53  
Fax +32 2 600 53 63  
E-mail: [info@eurydice.org](mailto:info@eurydice.org)  
Internet: <http://www.eurydice.org>

*Printed in Belgium*

## PREFACE



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.

A handwritten signature in blue ink, reading 'Ján Figel'.

Ján Figel'

Commissioner responsible for  
Education, Training, Culture and Multilingualism



## FOREWORD

---

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

## INTRODUCTION

---

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 <sup>(1)</sup> 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.

---

<sup>(1)</sup> See the definition in the glossary at the end of the publication.

## FROM THE SORBONNE DECLARATION TO THE BERGEN CONFERENCE – A DYNAMIC PROCESS

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) <sup>(1)</sup>.

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.

<sup>(1)</sup> 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.

## GUIDE TO READING THE DIAGRAMS

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 <sup>(1)</sup>. 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.

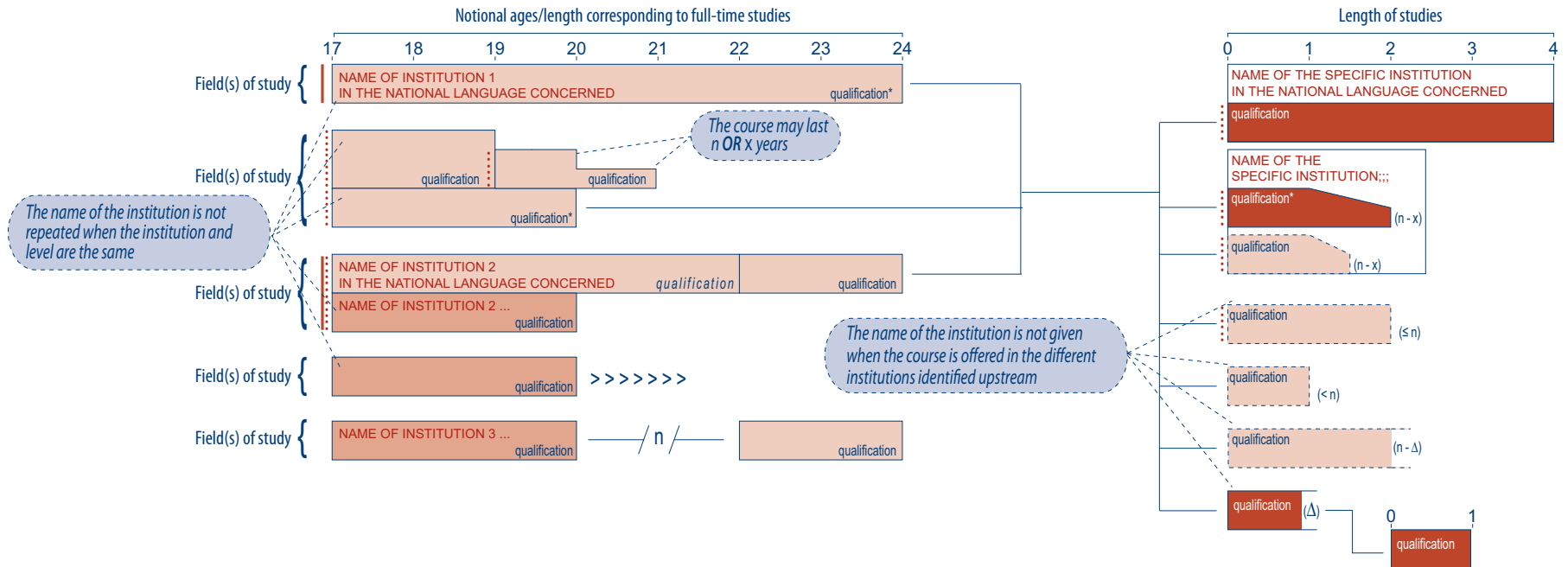
Only links leading from one programme to another at a further level (i.e. between the first/second cycles and the third cycle) are illustrated. Consequently, the diagrams do not indicate any opportunities that may exist for students to undertake several programmes at the same level simultaneously, to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

---

<sup>(1)</sup> 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](http://www.uis.unesco.org/ev_en.php?ID=5069_201&ID2=DO_TOPIC).

## LEGEND



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

>>> Study abroad

## **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 <sup>(1)</sup> 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

---

<sup>(1)</sup> <http://unesco.stat.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		
<b>AEA</b>	<i>Attestation d'Études Approfondies</i>	FR
<b>AK</b>	<i>Akademineau</i>	DK
<b>AHU</b>	<i>Année Hospitalo-Universitaire</i>	FR
<b>Architecte DPLG</b>	<i>Architecte Diplômé Par Le Gouvernement</i>	FR
<b>BA</b>	<i>BA-gráđa/Bachelor of Arts</i>	IS
<b>B.A.</b>	<i>Bachelor of Arts</i>	DK
<b>BA</b>	<i>Berufsakademie</i>	DE
<b>B.A.</b>	<i>Diploma akademskih osnovnih studija</i>	CS-mon
<b>B.Appl.</b>	<i>Diploma primijenjenih osnovnih studija</i>	CS-mon
<b>BBA</b>	<i>Bachelor of Business Administration</i>	LI
<b>Bc.</b>	<i>Bakalář</i>	CZ
<b>BcA.</b>	<i>Bakalář umění</i>	CZ
<b>BEEd</b>	<i>BEEd-gráđa/Bachelor of Education</i>	IS
<b>BFA</b>	<i>BFA-gráđa/Bachelor of Fine Arts</i>	IS
<b>BMus</b>	<i>BMus-gráđa/Bachelor of Music</i>	IS
<b>BS</b>	<i>BS-gráđa/Bachelor of Science</i>	IS
<b>BSc</b>	<i>Bachelor of Science</i>	DK, LI
<b>B.Sci.</b>	<i>Diploma akademskih osnovnih studija</i>	CS-mon
<b>BScBIS</b>	<i>Bachelor of Science in Business Information Systems</i>	LI
<b>B.Sci.med.</b>	<i>Diplomirani ljekar - Diploma akademskih osnovnih studija</i>	CS-mon
<b>BTS</b>	<i>Brevet de Technicien Supérieur</i>	FR
<b>Cand.</b>	<i>Candidatus</i>	DK
<b>Cand. juris</b>	<i>Candidatus juris</i>	IS
<b>Cand. med.</b>	<i>Candidatus medicinae</i>	DK, IS

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

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

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

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

<b>Mag. juris</b>	<i>Magister juris</i>	IS
<b>MAS</b>	<i>Master of Advanced Studies</i>	CH
<b>MBA</b>	<i>Master of Business Administration</i>	IS, LI, HR
<b>MEd</b>	<i>Master of Education</i>	IS
<b>MgA.</b>	<i>Magistr umění</i>	CZ
<b>Mgr.</b>	<i>Magistr</i>	CZ
<b>Mgr inž.</b>	<i>Magister inżynier</i>	PL
<b>Mgr inž. architekt</b>	<i>Magister inżynier architekt</i>	PL
<b>Mgr pielęgn.</b>	<i>Magister pielęgniarstwa</i>	PL
<b>Mgr położnictwa</b>	<i>Magister położnictwa</i>	PL
<b>M.L.</b>	<i>Master of Law</i>	IS
<b>MLIS</b>	<i>Master of Library and Information Science</i>	IS
<b>MPA</b>	<i>Master of Public Administration</i>	IS
<b>MPaed.</b>	<i>Magister Paedagogiae</i>	IS
<b>Mr.</b>	<i>Magister</i>	HR
<b>Mr.sc</b>	<i>Magister scientiarum</i>	HR
<b>MS</b>	<i>Master of Science/Magister Scientiarum</i>	IS
<b>MSA</b>	<i>Master specialise artistique</i>	BE fr
<b>MSc</b>	<i>Master of Science</i>	LI
<b>M. Sci.</b>	<i>Magistar nauka</i>	CS-mon
<b>MSW</b>	<i>Master of Social Works</i>	IS
<b>MUDr.</b>	<i>Doktor medicíny</i>	CZ, SK
<b>MVDr</b>	<i>Doktor veterinárskej medicíny</i>	SK
<b>MVDr.</b>	<i>Doktor veterinární medicíny</i>	CZ
<b>P.G. CERT.</b>	<i>Postgraduate Certificate</i>	IE, UK

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

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

**International abbreviations**

<b>ECTS</b>	European Credit Transfer System
<b>EHEA</b>	European Higher Education Area
<b>ENIC</b>	European Network of Information Centres
<b>ENQA</b>	European Association for Quality Assurance in Higher Education
<b>EUA</b>	European University Association
<b>ISCED</b>	International Standard Classification for Education
<b>NARIC</b>	National Academic Recognition Information Centres



Initiated in 1999, adjustments to the higher education system in accordance with the principles of the Bologna Process have been accompanied by a series of regulations published in April 2002. Among the most noteworthy is a decree to adapt the higher education system to development of the EHEA for the purpose of implementing the *licence-master-doctorat* (LMD, or Bachelor's-Master's-Doctorate) reform.

The existing structure is based on the **three main cycles** of the LMD model. The Master's degree and professional Bachelor's degree, in accordance with the principles of the European plan for professional first-level studies, were introduced in 1999. The conditions for obtaining a Master's degree were defined in the decree of 25 April 2002. For the first time, with the Master's degree, the structure of higher education is applicable to both universities and *grandes écoles* (higher education institutes).

The (professional or research) Master's was introduced in the 2002/03 academic year and requires 120 ECTS credits after the Bachelor's degree, i.e. 300 credits after the *baccalauréat* (secondary school diploma), thus marking the 'Bac + 5' level of studies.

**Doctoral studies** were also restructured in April 2002. They are organised at doctoral schools in two phases. The first, lasting one year, leads to a research Master's degree or a *diplôme d'études approfondies* (DEA, or pre-doctorate post-graduate degree). The second, lasting three years, leads to a doctorate after the defence of a thesis. The first phase of doctoral studies aims at initiating students to research and confirming their aptitudes in this respect. The doctorate is awarded by universities, *écoles normales supérieures* (*grandes écoles* for the training of teachers) and authorised public higher education institutions (HEIs) alone or jointly, according to the decree issued by ministers in charge of higher education and university research. The possibility to prepare a doctorate within the framework of 'international thesis co-supervision' has been widened since the decree of 6 January 2005. In the same respect, following an agreement of principle between the ministry for national education and the three HEI conferences concerned, the awarding of joint or double degrees in international partnerships will soon be applied to all other degree levels.

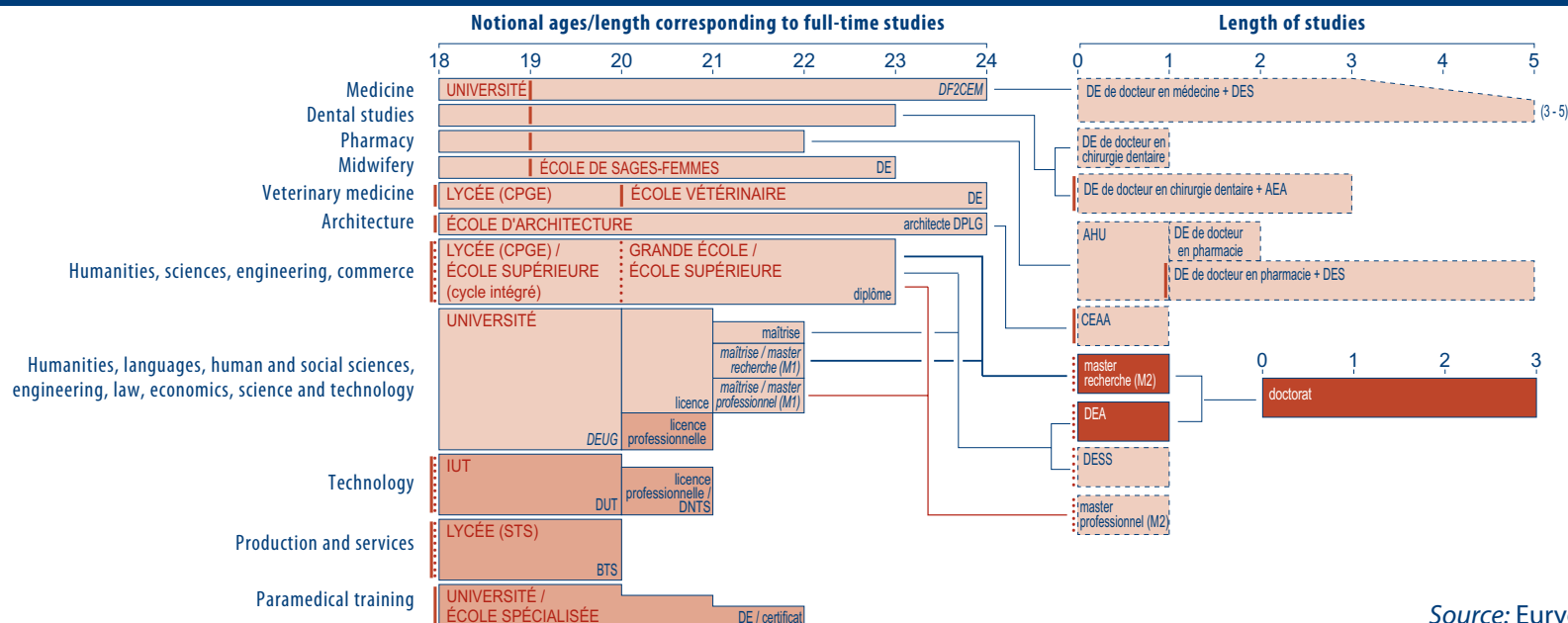
Considering the schedule for the negotiation of four-year contracts between universities and the state, the implementation of the LMD

reform has been effective since the beginning of the 2004/05 academic year for three-quarters of universities. It will become effective for all universities by 2007 at the latest and by 2010 for all HEIs, with the direct application of the Bologna Process principles in the health sector (including paramedical studies) and the field of architecture.

Institutions have begun an overhaul of programmes offered in **ECTS** credits since the 2002/03 academic year, and of the organisation of modular programmes allowing more flexibility and better gradual orientation of students. The ECTS system is used for transfer and accumulation and will be fully implemented by 2007.

Within the framework of the LMD reform, the **Diploma Supplement** is being implemented progressively by all higher education institutions. By 2007, it will be issued automatically by all institutions free of charge, in French and in another language chosen by the institution.

With regard to **quality assessment**, the general principle established by regulations in 2002 is that of regular internal and external evaluation of HEIs as well as programmes and certification measures. The regulation is based on periodic evaluation, which is mandatory so



Source: Eurydice.

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

AEA	Attestation d'Études Approfondies	DE	Diplôme d'État	DNTS	Diplôme National de Technologie Spécialisée
AHU	Année Hospitalo-Universitaire	DEA	Diplôme d'Études Approfondies	DUT	Diplôme Universitaire de Technologie
Architecte DPLG	Architecte Diplômé Par Le Gouvernement	DES	Diplôme d'Études Spécialisées	IUT	Institut Universitaire de Technologie
BTS	Brevet de Technicien Supérieur	DESS	Diplôme d'Études Supérieures Spécialisées	STS	Section de Techniciens Supérieurs
CEAA	Certificat d'Études Approfondies en Architecture	DEUG	Diplôme d'Études Universitaires Générales		
CPGE	Classes Préparatoires aux Grandes Écoles	DF2CEM	Diplôme de fin de deuxième cycle des études médicales		

The *classes préparatoires aux grandes écoles* (CPGE) are of a literary, commercial or scientific nature. Highly selective, they prepare students for the competitive entrance examinations for the *grandes écoles*. In the case of students who are unsuccessful, the classes are generally recognised by universities, which regard them as equivalent to the DEUG in some subjects. The most prominent of the *grandes écoles* are the *écoles normales supérieures* (ENS), the *écoles de commerce et de gestion*, the *écoles d'ingénieurs* and the *instituts d'études politiques* (which involve just one year of preparation in a fully integrated course). By 'fully integrated course' is meant any form of preparation offered within the institution itself. The *écoles* and *instituts* providing vocational education after a competitive examination generally open to holders of a higher education qualification obtained after three years of study, or to state-remunerated public-sector trainees, are not included in this diagram. The institutions most particularly concerned are the *École Nationale d'Administration* (ENA), the *Instituts Régionaux d'Administration* (IRA), the *École Nationale de la Magistrature* (ENM), the *École Nationale de la Santé Publique* (ENSP) and the *Instituts Universitaires de Formation des Maîtres* (IUFM).

## FRANCE

FR

that state recognition (in the form of quality assurance guarantees, etc.) and financial support can be granted as appropriate.

National periodic external evaluation of research as well as programmes and degrees, in collaboration with the contractual policy with HEIs, is conducted by specialised national evaluation teams which set the evaluation criteria and make them public. Representatives from the professional world concerned with programme objectives are involved in the evaluation procedure. The results of external evaluation of all activities – scientific, teaching and management – are considered during negotiation of the four-year contract between a university or a HEI and the State. They are also taken into account when the State, as guarantor of the quality of degrees, takes decisions regarding the authorisation to award them.

In the case of engineering, business and management programmes, institutions must be evaluated by specific national commissions

in order to receive the authorisation to award national degrees.

The *Comité national d'évaluation* (CNE, or National Evaluation Committee) has existed since 1984, and is an independent administrative authority with the mission to evaluate public HEIs. Its objective is to conduct a global evaluation of institutions with a view to encouraging the development of autonomy and quality.

The evaluation of an institution by the Committee is based on an internal evaluation (self-evaluation) report provided by the institution. To help institutions conduct internal evaluations, a reference book was prepared by a workgroup from the CNE and the *Inspection générale de l'administration de l'éducation nationale et de la recherche* (General Inspectorate for National Education and Research), in collaboration with the *Conférence des présidents d'université* (CPU, or Conference of University Presidents), and was published in November 2003. Members of the CNE include

foreign academics. Academic and non-academic experts from France or abroad, as well as students, are asked to participate in evaluations.

Methods for the **internal evaluation** of programmes and courses offered at universities are set by the board of governors upon a proposal by the studies and student life council. Elected student representatives participate in the various councils which govern politics and life at universities.

The CNE has been a member of the European Association for Quality Assurance in Higher Education (ENQA) since 2000.

## FRANCE

### *Legislative and/or official references*

Date	Term in English	Term in the national language
8 April 2002	Decree No. 2002-481 related to university degrees and titles and national degrees Decree No. 2002-482 concerning adjustments to the French higher education system to develop the European Higher Education Area	Décret n° 2002-481 relatif aux grades et titres universitaires et aux diplômes nationaux Décret n° 2002-482 portant application au système français d'enseignement supérieur de la construction de l'Espace européen de l'enseignement supérieur
16 April 2002	Decree No. 2002-529 related to the validation of higher education studies completed in France or abroad	Décret n° 2002-529 relatif à la validation d'études supérieures accomplies en France ou à l'étranger
23 April 2002	Decree related to university studies leading to a Bachelor's degree	Arrêté relatif aux études universitaires conduisant au grade de licence
24 April 2002	Decree No. 2002-590 related to the validation of acquired experience by higher education institutions	Décret n° 2002-590 relatif à la validation des acquis de l'expérience par les établissements d'enseignement supérieur
25 April 2002	Decree related to the national Master's degree Decree related to doctoral studies	Arrêté relatif au diplôme national de master Arrêté relatif aux études doctorales
6 January 2005	Decree related to international thesis co-supervision'	Arrêté relatif à la cotutelle internationale de thèse

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 Beleidscoördinatie  
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

### 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: Patriza 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: Efstathios 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 Pavlíková, 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 Tõnismägi 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 Jonen, Brigitte Lohmar

**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 Szitás

**ICELAND**

Eurydice Unit  
 Ministry of Education, Science and Culture  
 Division of Evaluation and Supervision  
 Sölvholsgrata 4  
 150 Reykjavík  
 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)

### 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 – 2<sup>nd</sup> 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 Oraá 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 Bakanliklar-Kizilay / 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 Molí, 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 Tanovic (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. Dimitrie 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)

## **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 Beograd  
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 Muyswinkel, Brussels, Belgium

**Focus on the Structure of Higher Education in Europe – 2004/05:  
National Trends in the Bologna Process.**

Eurydice

Brussels: Eurydice

2005 - 236 p.

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