



Leonardo da Vinci

# Chapter 8

## EDUCATION & MOBILITY

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*The chapter is based on the work of all project Partners*

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## 8.1 Introduction

... she also understood that the idea to move abroad to study could bring a lot of new things, experiences and knowledge she never imagined before (see chapter 1, an introductory case). The need of guidance to support mobility is a good example of complex situations, in which guidance practitioners are nowadays (ibid.)

The mobility for education is accompanying the mankind since Homo Erectus appeared on the Earth. The folks followed Moses who picked up to the top of Mount Sinai to receive the Ten Commandments from God. Later they followed Jesus Christ, the master teacher all over the time and space.

The people went behind the Master and created the centres of masters, called universities. The others, called students, started mobility and visited these centres to get education in various cultures and countries (Annex A). The sense of it is awarding the academic degrees for advanced students, following the modern definition of a university, what was historically a European custom. The oldest institutions of higher learning that have always satisfied the modern definition of a university was in Europe.

Ancient institutions outside Europe did not originally grant degrees, thus even they are elder higher learning organizations than European ones and are the oldest in the world may not be classified as universities (Annex B).

The educational qualifications are extremely important in determining the class positions that individuals of contradictory class backgrounds ultimately achieve. From one side class positions in the context of labour market research determine to large extent the earnings considered in lifetime perspective. From the other side the knowledge-based economy might lead one to take the importance of qualifications in mediating class mobility between generations, which seems to be greater now than previously. Hence, education is valued highly in modern societies for the role it plays in relation to social mobility and its contribution to social reproduction.

The community program SOCRATES (Annex C) aims at developing the European aspect of education. It enables students to make the best of the exchanges that are provided within the ERASMUS<sup>1</sup> program. Moreover, all who work in school education can participate in co-operations between school institutions (COMENIUS<sup>1</sup> and LINGUA<sup>1</sup>) as well as in exchanges related to foreign languages' learning and teaching (LINGUA). The GRUNDTVIG<sup>1</sup> action covers the mobility matters within the framework of adult education. Other Action MINERVA<sup>1</sup> seeks to promote European co-operation in the field of ICT and Open and Distance Learning in education.

In addition, the SOCRATES - ACTION 6 OBSERVATION AND INNOVATION aims at promoting European co-operation in educational policies in order to improve the quality and transparency of education systems, and to further the process of educational innovation in Europe through the exchange of information and experience, the identification of good practice, the comparative analysis of systems and

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<sup>1</sup> Link in section *Literature and Links*

policies in this field, and the discussion and analysis of matters of common educational policy interest to be determined by the Council. The programme comprises EURYDICE<sup>1</sup> - the information network on education in Europe; ARION<sup>1</sup> - an action plan providing study visits of educational affairs experts and people responsible for taking decisions related to educational issues, and NARIC<sup>1</sup> - the Community network of National Academic Recognition Information Centres.

### **A new EU Action programme in the field of lifelong learning 2007-2013**

The Commission has adopted a proposal for the next generation of an EU programme in the field of lifelong learning. The new Integrated Action Programme in the field of lifelong learning comprises sectoral programmes on school education (Comenius), higher education (Erasmus), vocational training (Leonardo da Vinci) and adult education (Grundtvig), and is completed by transversal measures and an additional Jean Monnet programme focusing on European integration. The aim of the new programme is to contribute through lifelong learning to the development of the Community as an advanced knowledge society, with sustainable economic development, more and better jobs and greater social cohesion. It aims to foster interaction, cooperation and mobility between education and training systems within the Community, so that they become a world quality reference.

As regards the four sectoral programmes, quantified targets have been set in order to ensure a significant, identifiable and measurable impact for the programme. These targets are as follows:

**For Comenius:** To involve at least one pupil in twenty in joint educational activities, for the period of the programme;

**For Erasmus:** To contribute to the achievement by 2011 of three million individual participants in student mobility under the present programme and its predecessors;

**For Leonardo da Vinci:** To increase placements in enterprises to 150,000 per year by the end of the programme;

**For Grundtvig:** To support the mobility of 25,000 individuals involved in adult education per year, by 2013.

## **8.2 Information on the Bologna process - *Towards the European Higher Education Area***

*Mobility by enhancing the efficiency of investment in education ...* (Resolution of the Council of European Education Ministers, 2004; Chapter 1).

*The European process has very recently moved some extremely important steps ahead. Relevant as they are, they should not make one forget that Europe is not only that of the Euro, of the banks and the economy: it must be a Europe of knowledge as well. We must*

*strengthen and build upon the intellectual, cultural, social and technical dimensions of our continent. These have to a large extent been shaped by its universities, which continue to play a pivotal role for their development (Sorbonne Joint Declaration, Paris, the Sorbonne, May 25 1998).*

*A Europe of Knowledge is now widely recognised as an irreplaceable factor for social and human growth and as an indispensable component to consolidate and enrich the European citizenship, capable of giving its citizens the necessary competences to face the challenges of the new millennium, together with an awareness of shared values and belonging to a common social and cultural space (The Bologna Declaration of 19 June 1999).*

*As the Bologna Declaration sets out, Ministers asserted that building the European Higher Education Area is a condition for enhancing the attractiveness and competitiveness of higher education institutions in Europe (Towards the European higher education area Communiqué of the meeting of European Ministers in charge of Higher Education in Prague on May 19th 2001).*

*Ministers recognise the fundamental role in the development of the European Higher Education Area played by Higher Education Institutions and student organisations. They take note of the message from the European University Association (EUA) arising from the Graz Convention of Higher Education Institutions, the contributions from the European Association of Institutions in Higher Education (EURASHE) and the communications from ESIB – The National Unions of Students in Europe. (Realising the European Higher Education Area Communiqué of the conference of Ministers responsible for Higher Education in Berlin on 19 September 2003).*

*We recognise that mobility of students and staff among all participating countries remains one of the key objectives of the Bologna Process. Aware of the many remaining challenges to be overcome, we reconfirm our commitment to facilitate the portability of grants and loans where appropriate through joint action, with a view to making mobility within the EHEA a reality. We shall intensify our efforts to lift obstacles to mobility by facilitating the delivery of visa and work permits and by encouraging participation in mobility programmes. We urge institutions and students to make full use of mobility programmes, advocating full recognition of study periods abroad within such programmes (The European Higher Education Area - Achieving the Goals Communiqué of the Conference of European Ministers Responsible for Higher Education, Bergen, 19-20 May 2005).*

### 8.2.1. Bologna process in France

For institutions under the competence of the ministry of National education, Higher education and Research (MENESR), the ¾ of these latter ones adopted this scheme to-day and the whole of universities will have implemented this so-called “L.M.D” (*Licence/Master/Doctorat*) reform in the academic year 2006 likely, and in 2007 at the latest ([www.onisep.fr](http://www.onisep.fr) in the section “venir étudier en France”, available in French, English and Spanish).

Currently, France started an in-depth work over 3 fields, which were given a top priority:

1. The reorganization of doctoral studies for which a decree (on January 6th 2005) changing the ways international co-supervision of theses (*'co-tutelles internationales de thèses'*) work out;
2. The redefinition of the methods to evaluate and/or accreditate the quality of institutions, study and research programmes and of teachers-researchers (*'enseignants-chercheurs'*) and researchers, taking into account both the historic role of the State in this field in France and European developments;
3. The clarification of our higher education system by getting actual universities, *'grandes écoles'* and research institutions closer to each other. Such a clarification is made necessary notably to ensure the international readability of the national system.

The main obstacle to student mobility is more structural than financial, even if difficulties from the extra cost of a study period abroad can be real for some students. The cultural and linguistic obstacle is by no means insignificant either for some students who are less willing to go abroad in Europe. Nevertheless, the creation of a National Council for the development of the student international mobility (*'Conseil national pour le développement de la mobilité internationale des étudiants'*) and its work going on in the framework of the plan for France's attractiveness set up by the Prime Minister did stir a sharp awareness of its difficulties and already trigger off a number of incentive measures aimed to remove these obstacles.

There is in France quite a number of incentive schemes for mobility. These schemes are implemented by grants and various individual support financed on public funds, whatever grants are concerned, either State-funded grants (notably *'Erasmus top-up grants'* – *'compléments Erasmus'* - or *'mobility grants'* – *'bourses de mobilité'* - of the MENESR, which are provided to student grant-holders on the basis of social criteria, or grants financed by local authorities (*'Conseils régionaux'*). The cumulative logic for disadvantaged students which rules over the grant system resulting from various existing schemes enables to better favour the access to mobility of young people from modest backgrounds and thus contributes to make student mobility more democratic. The portability of these grants, as far as the French legislation is concerned, enables to increase the interest of mobility abroad for a period of study among students.

### 8.2.2. Bologna process in Germany

Currently, Bachelors and Masters courses constitute some 26.3 per cent of available degree programmes in Germany. The *Länder* (states) aim to switch to the two-cycle system by 2009/2010. At the summer semester 2005, there were 2,934 Bachelors and Masters courses offered in Germany, about 27% of the overall range of available studies. The German Rectors' Conference is setting up a Bologna Competence Centre to support the universities in introducing the new study system (<http://www.bmbf.de/de/3336.php>, in German; <http://www.bmbf.de/en/3336.php>, in English).

In Germany, both academic study up to the point the first professional qualification is achieved and studies in a consecutive degree programme leading to a

second professional qualification are currently exempt from tuition fees. However, some Länder charge fees for second studies. DAAD promotes mobility through the award of individual scholarships and mobility grants, through structural and partnership programmes at higher education institutions in Germany, by supplying comprehensive information on study and research locations in Germany, providing funding to universities and colleges to support foreign students (STIBET), and promoting local student initiatives under the ERASMUS programme. Conditions will be further improved in 2006 with the introduction of the PROFIS programme (*Programm zur Förderung der Internationalisierungsstrukturen an den deutschen Hochschule*) – a scheme to promote internationalisation structures in higher education institutions in Germany.

### 8.2.3. Bologna process in Italy

Ministerial Decree of April 30th 2004, provides the operational rules for the National Register of Students and Graduates and the official model for the diploma supplement (which Universities are required to issue as of 2005). Ministerial Decree 270 of 22 October 2004 updates and revises the Ministerial Decree 509/1999 concerning the reform of the Higher Education system. Ministerial Decree 146 of 28 July 2004 foresees a new model for the allocation of the Ministry funds for Universities, based on QA criteria.

Recently many national rules and financial initiatives have been issued to promote the internationalization of the Italian University system, (e.g. Decree 5 of August 2004 n. 262 – art. 23, Three-year development plan for the Italian University system 2004-2006; Decree of April 2001 regarding student welfare; Law of July 2003 n. 170).

The aims of these initiatives are: Enhancement of quality and of international competitiveness of Italian University system; contribution to the harmonization of European University systems; increase of international mobility of undergraduate and postgraduate students, Phd students and professors; and the financial support provided by these decrees implements effective actions to improve international mobility and enhance inter-University cooperation. In particular the Law 11 July 2003 n. 170 established a new source of financing for international student mobility, the “Fund to support youth and foster student mobility”. It supports study grants additional to the EU ones. Moreover, the fund finances phd courses that are integrated into national and international University networks.

Furthermore, Act 14 November 2000 n. 338 - Provisions on University student lodgings and residence halls – provides financial support to restore and construct buildings to be used as University non-resident student lodgings. The support is provided for the following bodies: regional administrations, local autonomous administrations of Trento and Bolzano, Institutions in charge of student welfare, University residence halls, and other non profit associations and bodies supporting student welfare. This action is aimed at increasing bed availability in Italian Universities and University residence halls and at supplying larger complementary services related to learning assistance (libraries, study halls, etc.) and to cultural and recreational

activities of University students. It is expected that this Act will also have positive effects on the Italian accommodation capacity for foreign incoming students. Finally, it is important to underline that, in the last years, not only Universities, but also non-University Institutions - such as Fine Arts Academies, Music Conservatories, National Academies, etc. – are provided with financial support aimed to implement international student mobility by the Ministry for Higher Education.

## 8.2.4 Bologna process in Poland

Fundamental principles and postulates of the regulations adopted in the Higher Education Law are as follows: respecting the diversity of higher education institutions contributes to achieving the constitutional aims, i.e. a universal and equal access to education and the right to study; three-cycle study system; possibilities of transferring and accumulating achievements in the study process followed at various higher education institutions, in accordance with the ECTS standards; the issuance of the Diploma Supplement; introduces mechanisms that assure the educational quality at HE institutions based on the generally binding educational standards, laid down by the minister, and the measures taken by the State Accreditation Committee.

The structure of the higher education system has been completed including universities, technical universities, medical universities, academies, etc. the Conference of Rectors of Academic Schools in Poland and the

The National Conferences of Rectors in Poland and the Students' Parliament of the Republic of Poland are the institutions that provide advice and opinions to the public authorities.

A principle has been adopted, which provides for the coexistence of state and non-state higher education and creation, by the state, of development opportunities for the two sectors, on condition that the higher education institutions comply with the quality requirements.

The Law offers new possibilities of co-operation between academic and research institutions, and of institutional consolidation. Relying on the constitutional principle of providing autonomy to HE institutions, the role of HE institution statutes as the source of law in higher education has been increased, moving to these statutes regulations that concern an institution's structure as well as rules and procedures for employing academic teachers, while ensuring compliance with the statutory regulations common to public and private HE institutions.

The gross higher education enrolment rate has gone up from 12% in the 90s to the current level of 47%. Out of the total of 1,845,400 of students, 71.6% (i.e. 1,320,800) are studying at the state HE institutions, whereas 28.4% (i.e. 524,600) at the private ones. More than 47% students (i.e. 873,200) attend full-time HE courses and approx. 53% (i.e. 972,200) pursues part-time, evening or extramural studies. The total number of students has risen by nearly 60,000 (or 3.1%) compared to the previous year.

On the one hand, mobility to Poland has been encouraged by the popularity of doctoral studies. Mobility from Poland is very popular because employers often appreciate experience gained internationally. However, the number of departures is

limited by financial factors. The growth of mobility follows the implementation of the Bologna Process assumptions, i.e. the use of ECTS, Diploma Supplements, etc.

Mobility is encouraged through numerous seminars organised by the National Agency for coordinators of the Socrates-Erasmus programme. HE institutions promote also themselves different possibility of study for the benefit of students. The Ministry of National Education and the Ministry of Science and Higher Education and National Agency make an effort to promote Poland and its higher education internationally.

Poland fits in the general tendency of a growing student and academic teacher mobility.

## 8.2.5 Bologna process in the United Kingdom England, Wales and Northern Ireland

The basic structure of UK degrees already conforms to the Bologna model of three main cycles of Bachelors, Masters and Doctoral degrees. Foundation degrees, designed to create intermediate awards strongly oriented towards specific employment opportunities, were introduced in 2001 and are available in England, Wales and Northern Ireland. Over 24,000 students were studying for Foundation Degrees in 2003/04, compared with 12,400 for the previous year, which demonstrates their increasing popularity. In terms of the Bologna Process they are intermediate qualifications within the first cycle.

Higher education institutions are beginning to implement the Diploma Supplement in the UK. With UK stakeholders' approval, the UK HE Europe Unit has produced a generic general description and diagram of higher education in England, Wales and Northern Ireland for inclusion in the Diploma Supplement. This is available on the UK NARIC website (see [www.naric.org.uk/ds.asp](http://www.naric.org.uk/ds.asp)). Scotland is producing its own national description, which will be available shortly. The introduction of the Diploma Supplement has been further encouraged by higher education institution conferences and other events offered in collaboration between the UK Socrates-Erasmus Council, the UK NARIC and the Europe Unit. The UK's Bologna Promoters also assist institutions issuing the Diploma Supplement.

There are 132 publicly funded higher education institutions in England, 4 in Northern Ireland and 12 in Wales. There is one privately funded higher education institution in the UK, which offers British degrees, the University of Buckingham (in England). There are a number of foreign institutions with establishments in the UK, which offer non-British degrees. The institutions are purely self-financing and receive no public support; they do not award British degrees. However, the institutions offering these qualifications are subject to the same legislation as British institutions i.e. the 1988 Education Reform Act and the 1985 Business Names Act.

The UK takes a global view towards mobility. There are increasing opportunities for young people to work or study abroad on formal programmes during their 'Gap Year' between school and university. The UK participate in the European Commission's Socrates Erasmus Programme and attempt to be a popular destination choice for students from the rest of Europe. The DfES, together with the UK Socrates-Erasmus Council, the national agency responsible for Erasmus, is actively encouraging as many

UK higher education students as possible to take part. Measures taken recently include allowing students going abroad for a full year not to have to pay any tuition fees for that year; the amendment of the student support regulations to allow Erasmus students a higher rate of student loan; and increased promotional activity.

The Prime Minister's Initiative (PMI), which seeks to increase the numbers of overseas students at institutions across the UK, has been running since 1999. The initiative is coordinated by the DfES and co-financed by DfES, UK Trade and Investment, MOD, the Scottish, Welsh and Northern Irish administrations, and the British Council. The British Council has also developed the EducationUK website to provide clear and practical advice for potential users and extend the UK's outreach to prospective students.

### **Scotland**

The basic structure of Scottish degrees already conforms to the Bologna model of three main cycles of Bachelors, Masters and Doctoral degrees. There exists also a comprehensive national credit and qualifications framework - the Scottish Credit and Qualifications Framework (SCQF) - and a robust quality assurance process in the Quality Enhancement Framework.

Drawing on its experience of developing SCQF, Scottish HE sector representatives have made a significant contribution to the BFUG Working Group developing the Framework for Qualifications of the European Higher Education Area. This reflects the increasing engagement of the Scottish HE sector with the Bologna process. This is also evidenced by the sector's lead role in the the UK Bologna seminar on using learning outcomes. Taking place in Edinburgh and organised by the Scottish Bologna Stakeholders Group, the seminar was successful in increasing understanding of the term "learning outcomes" and identifying their role in student-centred learning, curriculum design and assessment, qualifications frameworks and quality assurance.

Scotland has a long history of participation in the European Commission's Socrates Erasmus Programme and continues to be a popular destination choice for students from the rest of Europe. The UK Socrates Erasmus Council is actively encouraging as many HE students as possible to take part.

There are concerns that the number of Scottish students taking part in the Erasmus programme has been declining. This led to a number of UK stakeholder bodies contributing to a research study to identify the reasons for this. The study found that the main barriers to participating in the Erasmus programme were concerns about finance and linguistic ability.

Consideration is currently being given to the report's recommendations on actions to increase outward mobility.

Students, who undertake short-term study abroad will have their fees paid, will receive student loans and will be eligible for support with additional travel costs and medical insurance. A higher rate of loan is available for students studying in "high cost" or "higher cost" countries. Students taking voluntary full-time study abroad can apply for the same package of loans and supplementary grants with tuition fees paid at the private rate, provided that this does not extend the minimum period needed to complete the course in the UK.

The Scottish Executive participates in the UK-wide Prime Minister’s Initiative (PMI), which seeks to increase the numbers of overseas students at institutions across the UK, and has been running since 1999. Steps taken to attract overseas students include: more Chevening Scholarships; a more user-friendly visa service; eased procedures for students and their dependants for working while studying; and more information for students.

### 8.3. System of education and admission conditions for each level of education in European countries in general and in France, Germany, Italy, Poland and United Kingdom in particular.

Table 8.3.1. System of education in European countries.

Topic	Links	Comments
Educational systems in Europe	<a href="http://www.eurydice.org">www.eurydice.org</a>	The education systems in each of 31 countries, from pre-primary level to higher education. Regularly updated, it also provides information on ongoing reforms and debate in the field of education. I. Description of education system 1. Education population and language of instruction; 2. Administrative control and extent of public-sector funded education; 3. Pre-primary education; 4. Compulsory education; 5. Upper secondary and post-secondary education; 6. Higher education; 7. Special needs; 8. Teachers. II. Ongoing reforms and topics of debate in education It can be accessed in English or each country’s native language.
	<a href="http://europa.eu.int/ploteus/">http://europa.eu.int/ploteus/</a>	The European portal on learning and education opportunities. It aims to offer information on studying and lifelong learning in Europe.
	<a href="http://www.eurochoice.org.uk">www.eurochoice.org.uk</a>	It helps school pupils and university students plan a period of study in Europe.
	<a href="http://www.eurodesk.org.uk">www.eurodesk.org.uk</a>	It is a Europe wide network of organisations giving young people access to opportunities for studying abroad.
	<a href="http://www.unesco.org/iau/onlinedatabases/in">http://www.unesco.org/iau/onlinedatabases/in</a>	The International Association of Universities

<a href="#">dex.html</a>	IAU online databases on the Unesco portal, higher educational system from 180 countries Education systems in Europe,
<a href="http://www.cedefop.eu.int">http://www.cedefop.eu.int</a>	
<a href="http://www.auf.org/rubrique1.html">http://www.auf.org/rubrique1.html</a>	Association of French language universities in the world and in Europe
<a href="http://www.daad.de/en/index.html">www.daad.de/en/index.html</a> (in English) <a href="http://www.daad.de/de/index.html">www.daad.de/de/index.html</a> (in German)	German Academic Exchange Service for educational systems in Europe and worldwide
<a href="http://www.europaserviceba.de">www.europaserviceba.de</a> (in German)	Educational systems of all countries of the European Economic Area

Table 8.3.2. System of education in France.

Topic	Links	Comments
Educational system	<a href="http://www.edufrance.fr">www.edufrance.fr</a>	The national agency to promote French higher educational system abroad (presentation, main characteristics, database)
	<a href="http://www.egide.asso.fr">www.egide.asso.fr</a>	The oldest non-profit organization promoting international mobility, Égide works with any kind of public or private organization involved in financing incoming and outgoing international mobility operations: visits to France by foreign students, businesspeople and special guests; visits abroad by French experts and students; research personnel exchanges between French and foreign laboratories; etc
	► <a href="#">International mobility programmes</a>	
	<a href="http://www.onisep.fr">www.onisep.fr</a>	Description of the French educational system as well as the database of learning opportunities The first national agency dedicated to information on the French Educational system and job description. A section of the site is dedicated to “studying in France”
<a href="http://www.etudiant.gouv.fr">www.etudiant.gouv.fr</a>	The new portal of the Ministry of Education for students’ information	

Table 8.3.3. Admission conditions for each level of education in France

Topic	Links	Comments
Requirements to foreigners	<a href="http://www.education.gouv.fr/int/venir.htm">http://www.education.gouv.fr/int/venir.htm</a>	There is no difference in the treatment of the applications for all students from the E E A and Switzerland. They are treated as home students.
	<a href="http://www.education.gouv.fr/systeme_education/academie/default.htm">http://www.education.gouv.fr/systeme_education/academie/default.htm</a>	For each level of education the parents or youngsters have to contact the “Académie” of the area where they plan to settle or go on the site of the DRONISEP tit means the regional office of the ONISEP. Go to the site of ONISEP and click on “En régions”
	<a href="http://www.onisep.fr">http://www.onisep.fr</a>	

Table 8.3.4. System of education in Germany.

Topic	Links	Comments
Educational system in the country	<a href="http://www.studienwahl.de">www.studienwahl.de</a> (in German) <a href="http://www-en.studienwahl.de">www-en.studienwahl.de</a> (in English)	Online service with comprehensive information in order to prepare for studying at a college or university in Germany.
	<a href="http://www.bildungsserver.de/start_e.html">www.bildungsserver.de/start_e.html</a> (in German and English)	German Education server (Eduserver): the gateway to the German education system, information on internet resources concerning all aspects of education.
	<a href="http://www.bmbf.de/pub/bildung_in_deutschland.pdf">www.bmbf.de/pub/bildung_in_deutschland.pdf</a> (in German and English).	Federal Ministry for Education and Research: General overview of the German education system
	<a href="http://www.kmk.org/doku/diagr.htm">www.kmk.org/doku/diagr.htm</a> (English and German version)	Standing Conference of the Ministers of Education and Cultural Affairs of the German <i>Länder</i> : Basic Structure of the Educational System in the Federal Republic of Germany.

Table 8.3.5. Admission conditions for each level of education in Germany.

Topic	Links	Comments
requirements to foreigners	<a href="http://www.eurydice.org/Eurybase/frameset_eurybase.html">www.eurydice.org/Eurybase/frameset_eurybase.html</a>	The database of Eurydice with extensive information on educational system and requirements for each level of education (in English and the respective national language).

Table 8.3.6. System of education in Italy.

Topic	Links	Comments
Educational system in the country	<a href="http://www.indire.it/eurydice/content/index.php">www.indire.it/eurydice/content/index.php</a>	System of education in Italy

Table 8.3.7. Admission conditions for each level of education in Italy.

Topic	Links	Comments
requirements to foreigners	<a href="http://www.indire.it/lucabas/lkmw_file/eurydice//Strutture_Italia_EN.pdf">http://www.indire.it/lucabas/lkmw_file/eurydice//Strutture_Italia_EN.pdf</a>	Structure of education including admission conditions for each level of education.

Table 8.3.8. System of education in Poland.

Topic	Links	Comments
Educational system in the country	<a href="http://www.men.waw.pl/sio/wykaz_szkol/wykaz_szkol.php">http://www.men.waw.pl/sio/wykaz_szkol/wykaz_szkol.php</a> (in Polish)	System of educational information (for all levels pre-university schools)
	<a href="http://www.eurydice.org/Eurybase/Application/frameset.asp?country=PL&amp;language=EN">http://www.eurydice.org/Eurybase/Application/frameset.asp?country=PL&amp;language=EN</a>	The education system (for all levels pre-university schools)
	<a href="http://www.men.waw.pl/menis_en/education/new_system.php">http://www.men.waw.pl/menis_en/education/new_system.php</a>	New education system (for all levels pre-university schools)
	<a href="http://www.men.waw.pl/menis_en/education/">http://www.men.waw.pl/menis_en/education/</a>	Structure of vocational education

	<a href="#">vocational_education.php</a> <a href="http://meinen.mnii.gov.pl/meinen/index.jsp?pl ace=Menu01&amp;news_cat_id=-1&amp;layout=0">http://meinen.mnii.gov.pl/meinen/index.jsp?pl ace=Menu01&amp;news_cat_id=-1&amp;layout=0</a>	System of higher education – the university level
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Table 8.3.9. Admission conditions for each level of education in Poland.

Topic	Links	Comments
requirements to foreigners	<a href="http://www.men.waw.pl/menis_en/i_c/european_schools.php">http://www.men.waw.pl/menis_en/i_c/european_schools.php</a> e.g. <a href="http://www.restena.lu/primaire/eeikirch/">http://www.restena.lu/primaire/eeikirch/</a> <a href="http://www.eeb1.org/">http://www.eeb1.org/</a> <a href="http://www.eursec.org/">http://www.eursec.org/</a>  <a href="http://meinen.mnii.gov.pl/meinen/index.jsp?pl ace=Menu08&amp;news_cat_id=104&amp;layout=2">http://meinen.mnii.gov.pl/meinen/index.jsp?pl ace=Menu08&amp;news_cat_id=104&amp;layout=2</a>	<p>The European Baccalaureate schools in Poland. Enrolments to European Schools take place directly in the schools. As for now there are 12 such schools. European Schools provide education from nursery level up to Baccalaureate. European Schools admit not only children of Community Institutions' staff and children of staff of Permanent Representations to the EU (Category I students). Children of other international institutions and embassy staff (Category II students) and children living permanently in a given city (Category III students) are also admitted. School fees are required from Category II and III students.</p> <p>Admission conditions for foreigners depend on the university. Citizens are admitted according to the number of points they obtained at the Matura Exam. No entrance examinations in general. Tuition fees depend on the HEI and the type of study. Day courses at public HEIs are with no payments.</p>

Table 8.3.10. System of education in United Kingdom.

Topic	Links	Comments
Educational system in the country	<a href="http://www.britishcouncil.org">www.britishcouncil.org</a>  <a href="http://www.educationuk.org">www.educationuk.org</a>	<p>The UK's international organisation for educational opportunities and cultural relations. It helps international citizens who wish to come to the UK to study.</p> <p>A dropdown menu allows you to select country and access information on studying in the UK in your own language.</p>

Table 8.3.11. Admission conditions for each level of education in United Kingdom.

Topic	Links	Comments
requirements to foreigners	<a href="http://www.ucas.com">www.ucas.com</a>	<p>It is the UK's university and college application service. Their website holds information on all the universities' entry requirements and how to undertake the application process.</p> <p>Each university has its own entry</p>

	<p>requirements for each course, which it offers. In the UK students do not apply directly to a university but through the central organisation of UCAS where you apply for up to 6 different institutions. EU qualifications are generally recognised by admissions officers and information on entry requirements often includes EU equivalents.</p>
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## 8.4. Mobility Strategy for the European Research Area

Table 8.4.1. EC portal on researchers' mobility

Link (portal, website, etc.)	Comments
<a href="http://www.dipf.de/perine">www.dipf.de/perine</a>	Pedagogical and Educational Research Information Network for Europe
<a href="http://europa.eu.int/eracareers/index_en.cfm?l1=4">http://europa.eu.int/eracareers/index_en.cfm?l1=4</a>	ERAMORE - European Network of Mobility Centres. These 200 centres in 32 countries assist in all matters relating to the professional and daily life of researchers, including information on legal issues, social security, health and taxes, everyday life as well as family support. Free access to a Europe wide customised assistance service for researchers.
<a href="http://europa.eu.int/eracareers/index_en.cfm">http://europa.eu.int/eracareers/index_en.cfm</a>	The European Researcher's Mobility Portal on career opportunities for researchers.
<a href="http://cordis.europa.eu/eralink/about_en.html">http://cordis.europa.eu/eralink/about_en.html</a>	The objective of ERA-Link is a flourishing network of European researchers, scientists and scholars in the US. The members of the network are informed about EU research policies and made aware of career opportunities in Europe as well as opportunities for collaboration with Europe.
<a href="http://cordis.europa.eu/fp7/ideas.htm">http://cordis.europa.eu/fp7/ideas.htm</a>	The Ideas programme will become a trans-European mechanism to support creative scientific research designed to generate completely new knowledge opening up new venues for technological progress and new solutions for social and environmental problems.
<a href="http://www.findapostdoc.com/firstmain.asp">http://www.findapostdoc.com/firstmain.asp</a>	Postdoctoral jobs worldwide

Table 8.4.2. The national portals in national languages

Link (portal, website, etc.)	Comments
F r a n c e	

<a href="http://www.eracareers.fr/">http://www.eracareers.fr/</a>	General information on fellowships and grants in France, from the EU portal's directory.
<a href="http://www.diplomatie.gouv.fr/fr/services-formulaires_831/espace-etudiants_12793/etudier-etranger_12796/financer-ses-etudes_12800/colleges-doctoraux_27125.html">http://www.diplomatie.gouv.fr/fr/services-formulaires_831/espace-etudiants_12793/etudier-etranger_12796/financer-ses-etudes_12800/colleges-doctoraux_27125.html</a>	International doctoral schools, exchange of PH D students
<b>G e r m a n y</b>	
<a href="http://www.dfg.de">www.dfg.de</a>	Deutsche Forschungsgemeinschaft / German Research Foundation (DFG)
<a href="http://www.daad.de/en/index.html">www.daad.de/en/index.html</a>	Deutscher Akademischer Austauschdienst / German Academic Exchange Service (DAAD)
<b>I t a l y</b>	
<a href="http://www.cartaeuropeadeiricercatori.it/">http://www.cartaeuropeadeiricercatori.it/</a>	The on line Observatory, a joint initiative of Italian Universities and public research organisations, represents a further step towards the actual implementation, at national level, of the Charter and the Code of Conduct for Researcher. It provides an interactive open platform for discussion aimed at national research organisations and a forum for researchers on issues related to their professional lives, such as career development, recruitment procedures, evaluation, mobility, gender equality, etc.
<b>P o l a n d</b>	
<a href="http://www.naukawpolsce.pap.pl/">http://www.naukawpolsce.pap.pl/</a>	National portal <i>Science in Poland</i> (in Polish)
<a href="http://www.eracareers-poland.gov.pl/">http://www.eracareers-poland.gov.pl/</a>	Polish web from the EU portal's directory (in English and in Polish)
<b>U n i t e d K i n g d o m</b>	
<a href="http://www.victoriacollis.com/forum/">http://www.victoriacollis.com/forum/</a>	Bringing together international researchers working in the UK

Table 8.4.3. Resource centres for helping mobility for researchers

Link (portal, website, etc.)	Comments
<b>F r a n c e</b>	
<a href="http://www.cpu.fr/mobility">http://www.cpu.fr/mobility</a>	There are about 20 Mobility Centres in France, which assist 4,000 foreign researchers in coming to France every year (visas, taxes, health insurance, housing, daily life, etc.).
<a href="http://www.fnak.fr">www.fnak.fr</a>	The Kastler Foundation helps foreign scientists to visit research centres in France. The second principal goal of the Foundation is to facilitate the visits of foreign scientists to France, and to maintain contact with them following their return home. A guide for researchers is also available.
<b>G e r m a n y</b>	
<a href="http://www.eracareers-germany.de/portal/information_centres.html">www.eracareers-germany.de/portal/information_centres.html</a>	Deutsche Mobilitätszentren / German Mobility Centers
<b>I t a l y</b>	

<a href="mailto:mobility@fondazionecrucci.it">mailto:mobility@fondazionecrucci.it</a> e.g. <a href="http://www.apre.it/">http://www.apre.it/</a> <a href="http://www.cnr.it/">http://www.cnr.it/</a>	The Mobility Centres in Italy provide assistance to mobile researchers by supplying them with specific information and - if and where necessary – with direct assistance services related to entry, residence and working procedures in Italy. The information is provided by the production of information packages and vademecum for researchers, through the national mobility.
<b>P o l a n d</b>	
<a href="http://www.eracareers-poland.gov.pl/mapka_centra_en.html?kid=2046:2057">http://www.eracareers-poland.gov.pl/mapka_centra_en.html?kid=2046:2057</a> <a href="http://europa.eu.int/eracareers/index_en.cfm?11=4">http://europa.eu.int/eracareers/index_en.cfm?11=4</a>	The Polish Network of Mobility Information Centres is a part of the European ERA-MORE Network resulting from the initiative of the European Commission and the 33 participating countries, which aims at structuring the European Research Area through supporting the transnational mobility of researchers. In each of these countries, there have been set up centres helping incoming researchers with issues concerning visa and other entry formalities, as well as residence and working conditions.
<b>U n i t e d K i n g d o m</b>	
<a href="http://www.eracareers-uk.info/">http://www.eracareers-uk.info/</a>	There are lots of organisations, which provide information and support on a local, national and international level to mobile researchers. Here are links to some of them.

**Table 8.4.4. Specific help in each country for going abroad and for incoming researchers**

<b>Link</b> (portal, website, etc.)	<b>Comments</b> (two three sentences max)
<b>F r a n c e</b>	
<a href="http://www.cpu.fr/mobility/">http://www.cpu.fr/mobility/</a>	The objective of mobility centres is to help mobile researchers finding the appropriate service. The mobility centre corresponding to the city of planned visit is displaying by clicking on the map of France.
<b>G e r m a n y</b>	
<a href="http://www.eracareers-germany.de/en/index.htm">http://www.eracareers-germany.de/en/index.htm</a>	Information for researchers coming to Germany, leaving Germany for Europe, and for those who are returning to Germany after a long-term stay abroad.
<b>I t a l y</b>	
<a href="http://www.fondazionecrucci.it/eracareers/">http://www.fondazionecrucci.it/eracareers/</a>	Career opportunities and relevant information for assistance to researchers planning stay in Italy. Mobility centres in Italy.
<b>P o l a n d</b>	
<a href="http://www.eracareers-poland.gov.pl/">http://www.eracareers-poland.gov.pl/</a>	Polish mobility centers. The HELP-DESK provides information regarding the practical issues for foreign researchers coming to Poland. The intention is to provide general information and/or redirect the user to other organization or expert for direct help. Offers for Polish researchers going abroad.
<b>U n i t e d K i n g d o m</b>	

<p><a href="http://www.eracareers-uk.info/">http://www.eracareers-uk.info/</a></p> <p><a href="http://www.britishcouncil.org">www.britishcouncil.org</a></p>	<p>Portal for researchers planning to move to or from the UK. Up-to-date information and advice to help make the move an easier one.</p> <p>Can offer practical information and assistance to incoming and outgoing students and researchers.</p>
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## 8.5. Lifelong learning and adult education mobility

Lifelong learning develops people's employability and adaptability; it means "the guiding principle for the development of education and training policy". The Commission sees LLL as a core element of the Jobs and Growth strategy. Therefore, the EU seeks to offer learning opportunities to all citizens on an ongoing basis.

Respectable preparation, guidance during and reintegration after training stays abroad are the subject of a recommendation on the European Quality Charter for Mobility adopted by the Education and Culture Council. The Commission proposed, as part of the "Education and Training 2010" programme, a charter on the quality of displacements for training purposes in order to reach consistently high standards for people taking part in lifelong learning measures.

The charter contains proposals on the different phases of training measures, including preparation, the measure itself and wrap-up after the return of the person who has taken part in the training. As a rule it attributes clear commitments and responsibilities for the mobility. Ten guidelines refer to these different phases:

*Prior to departure:*

1. Ensure that participants have access to reliable sources of guidance and information on opportunities and conditions for mobility;
2. Draw up a learning plan;
3. Ensure a tuition of the participant, in particular linguistic preparation;
4. Ensure that the intended mobility experience contributes to personal and professional development;

*During the stay:*

5. Linguistic support;
6. Logistical and practical support;
7. Mentoring and integration;

*After the return:*

8. Ensure the recognition or certification of diplomas obtained or periods of studies/training carried out;
9. Assist participants to reintegrate back into their social, educational or professional environments;
10. evaluation of the outcomes of the mobility;

Relevant links:

- Council an Parliament: [Recommendation on mobility within the Community for students, persons undergoing training, volunteers, teachers and trainers \[FR\] \[DE\]](#) (10 July 2001);

- Council: [Proposal for a Recommendation on transnational mobility for education and training purposes - 'European Quality Charter for Mobility' \[FR\] \[DE\]](#) (10 May 2006);
- Austrian Presidency: [European Quality Charter for Mobility](#);
- Commission: [Proposal for a Recommendation: European Quality Charter for Mobility \[FR\] \[DE\]](#);
- Commission (PreLex): [Proposal for a recommendation on the European Quality Charter for Mobility \[FR\] \[DE\]](#);
- Parliament (OEIL): [Free movement of persons: European Quality Charter for Mobility in education and training \[FR\]](#);
- European Economic and Social Committee: [Opinion on the Proposal for a European Quality Charter for Mobility \[FR\] \[DE\]](#);
- Commission: [Education and Training 2010 \[FR\] \[DE\]](#).

### 8.5.1. LLL & AE mobility in France

It is essential to understand that the and the development of lifelong learning are designed and made real within the same approach.

The L-M-D scheme, which follows the implementation of the Bologna Process in France, is set up to enable HEI to elaborate an offer of an integrated training which develops modular learning paths (ECTS), welcomes adults going back to get higher education degrees.

At present there is possible to award a degree fully with recognition of prior learning (the 1992 law of July 20<sup>th</sup>, and 2002 law of January 17<sup>th</sup> and the 2002 decree of April 24<sup>th</sup>). A particular jury makes recognition of prior learning specific to each degree, from the analysis of a file made by the candidate and after an additional interview.

Recognition of prior learning is a specific originality of France, which have important consequences from different respects in national education, notably concerning the five following points:

1. The setting up of new degrees, since this new way of awarding degrees must be fully integrated;
2. Ways to make juries and ways to make them deliberate, since these can award a degree only from a candidate's experience and without any examination test;
3. The methodology itself of exams which makes it possible to take into account other experiences than strictly vocational ones in the recognition process;
4. Tools and supports which provide candidates the possibility to present their own experiences (works done, analytical files, etc);
5. The practical organization and the implementation of the procedure, in so far as demand quickly has grown important.

### 8.5.2. LLL & AE mobility in Germany

Higher education institutions with the introduction of the two-cycle degree structure play a key role in Germany's LLL strategy and EE mobility (*Strategie für Lebenslanges Lernen in der Bundesrepublik Deutschland, Bund-Länder Commission for Educational Planning and Research Promotion on 05.07.2004*). The strategy promotes cooperation between higher education institutions and schools, businesses, industry

associations, job centres and further education and training institutions. under the BMBF's Learning Regions (*Lernende Regionen – Förderung von Netzwerken*), which provides support for Network programmes developing and testing innovative models for lifelong learning.

To facilitate the EE mobility and in particular the transition from technical and vocational education and training (TVET) to higher education, the BMBF ([www.bmbf.de/pub/bildung\\_in\\_deutschland.pdf](http://www.bmbf.de/pub/bildung_in_deutschland.pdf)), drew up in September 2003 together with KMK ([www.kmk.org/doku/diagr.htm](http://www.kmk.org/doku/diagr.htm)) and HRK a set of joint recommendations for HEI the award of credits for TVET and counting those credits towards a degree. In certain circumstances, knowledge and skills acquired outside the higher education system can be counted towards a degree by as much as 12 to 50 per cent. Applicants with vocational qualifications also have the opportunity to enter higher education without an entry qualification. The requirements and processes are administrated by the various *Länder*.

### 8.5.3. LLL & AE mobility in Italy

Universities may - in accordance with their General Academic regulations of the University - after first and second degree courses organise advanced scientific courses as well as higher continuing education courses (Ministerial Decrees 509/99 and 270/04). The Ministerial Decree of 17 April 2003 defines the criteria for the distance learning courses of *Open Universities* or *Virtual campuses*. The aim, among others, is to improve EE mobility and widen the access to higher education. It pays special attention to the employed adults who are interested in continuing education while working or at professional retraining and competency updating. There are also regulations facilitating the personalized pathways on modular degree courses.

The latest university legislation allows particular HEIs, on the basis of their autonomy, to make provisions for the accreditation of competences acquired through professional experience.

### 8.5.4. LLL & AE mobility in Poland

Lifelong Learning Development Strategy by the year 2010, which says that it is necessary to intensify efforts to guarantee a high level of education, increase learning accessibility, popularise secondary education and raise the proportion of people with higher education, was adopted in Poland by the Council of Ministers in mid-2003.

Priorities set in the Ministers' policy follow the Strategy taking into account the factors influencing scientific and technical progress as well as an increase in educational aspirations within the society. They stressed also a significant increase in the number of students, and among other things, the development of no state HEIs.

Another very important approach involved in the policy is a necessity to conduct scientific research that promotes the quality of lifelong learning. The policy concerning education of adults relates to possibilities to provide modular education and individual learning plans. Decisions in this respect however, are taken by governing bodies of a

particular HEI. In the context, development of adult education mobility and LLL seems to be good based on the part time and evening studies.

### 8.5.5. LLL & AE mobility in the United Kingdom

#### **England, Northern Ireland and Wales**

The LLL strategy is realized in the UK so that more people can fulfil their potential and operate effectively in a changing labour market, throughout their working lives. Higher education policies support the maximisation of participation in and attainment through learning.

The Government introduced Foundation Degrees in 2001 which offer a vocational route into higher education, allowing successfully complete the qualifications. Short Masters courses are an important means of providing and certifying continuing professional development.

The Government supports part-time study by making financial provisions for students in the form of a means-tested course grant and a statutory fee grant.

The Sector Skills Councils are in the process of developing Sector Skills Agreements and are specifically identifying how higher education can respond to their higher level skill needs. These include the development of flexible, progression routes into higher education from age 14 onwards and support for continuous professional development for their existing workforce. Guidelines on the accreditation of prior learning have been drawn up by the QAA.

The HE sector is looking at a range of possibilities for flexibility such as the ability to vary the pace of study; to stop and start HE at different times in their lives; to draw on work experience and prior experiential learning and to mix work based learning with academic study (following the 2003 White Paper *The Future of Higher Education*).

#### **Scotland**

The Scottish Executive's lifelong learning strategy indicates:

- SHEFC encourages institutions to develop part-time degree provision (since the volume of this provision is not capped);
- SCQF promotes credit recognition for small and episodic learning activities as well as degrees, and clarifies articulation and progression routes between institutions;
- The Scottish Executive's enterprise strategy Smart Successful Scotland emphasises skills development and need for retraining/Continuing Professional Development;
- Scotland's colleges of further education provide access to learning throughout life, accessible to those in work and out of work. About 28% of students in these colleges come from areas of high deprivation. Routes are then available for these students to articulate to first degree courses in HEIs through the SACCA project.

## 8.6. European Universities towards reaching the goals of the Lisbon strategy

The Commission stands ready to support the modernisation of EU universities through a process of identifying and sharing good practice, and through its funding programmes for education, research and innovation: the Lifelong Learning Programme, the Seventh Framework Programme for research and development, the Competitiveness and Innovation programme, and the Structural and Cohesion Funds.

The proposals put forward by the Commission in June 2006 (MEMO/06/190) include 9 areas where changes should be made so that Europe's universities can contribute to the creation of a true knowledge economy:

1. Boost the proportion of graduates spending at least one semester abroad or in industry.
2. Allow students to make use of national loans and grants wherever in the EU they decide to study or do research
3. Bring procedures for the recognition of academic qualifications in line with those for professional qualifications and make European degrees more easily recognised outside Europe.
4. Introduce training in intellectual property management, communication, networking, entrepreneurship and team-working as part of a research career
5. Refocus courses to allow greater participation at later stages of the life-cycle , thereby addressing the skills needs of Europe's workforce, and ensuring that universities are able to adapt to Europe's ageing population.
6. Review national student fee and support schemes so that the best students can participate in higher education and further research careers whatever their background.
7. Review systems for funding universities , to be more focused on outputs and give universities more responsibility for their own long-term financial sustainability, particularly in research.
8. Allow universities greater autonomy and accountability , so that they can respond quickly to change. This could include revising curricula to adapt to new developments, building closer links between disciplines and focussing on overall research areas domains (e.g. renewable energy, nanotechnology) rather than disciplines.
9. Allow universities include more autonomy at individual institution level for choosing teaching and research staff.

Each HEI should find the balance of education, research and innovation which is best suited to its role in its region or country. This will necessarily mean a differentiated approach. The aim is to create a framework within which universities can become stronger players in the global knowledge society and economy. The primary goal must be to achieve excellence in the teaching and research functions of universities. For more information refer to:

[http://www.europa.eu.int/comm/education/policies/2010/lisbon\\_en.html](http://www.europa.eu.int/comm/education/policies/2010/lisbon_en.html)

[http://europa.eu.int/eracareers/index\\_en.cfm](http://europa.eu.int/eracareers/index_en.cfm)

## 8.7. Links to the mobility projects:

ARION, <http://europa.eu.int/comm/education/socrates/arion/index.html>  
 COMENIUS, <http://europa.eu.int/comm/education/socrates/comenius/index.html>  
 ERASMUS, <http://europa.eu.int/comm/education/erasmus.html>  
 EURYDICE, <http://oraprod.eurydice.org/index.shtml>  
 GRUNDTVIG,  
[http://ec.europa.eu/education/programmes/socrates/grundtvig/index\\_en.html](http://ec.europa.eu/education/programmes/socrates/grundtvig/index_en.html)  
 LINGUA, [http://ec.europa.eu/education/programmes/socrates/lingua/index\\_en.html](http://ec.europa.eu/education/programmes/socrates/lingua/index_en.html)  
 MINERVA, [http://ec.europa.eu/education/programmes/socrates/minerva/index\\_en.html](http://ec.europa.eu/education/programmes/socrates/minerva/index_en.html)  
 NARIC, [http://ec.europa.eu/education/programmes/socrates/agenar\\_en.html](http://ec.europa.eu/education/programmes/socrates/agenar_en.html)

## Annex A

A list of the oldest universities in the world:

[University of Bologna, Bologna, Italy, founded in 1088](#)  
[University of Paris, Paris, France, founded c. 1150 \(now split among several autonomous universities\)](#)  
[University of Oxford, Oxford, England, founded before 1167](#)  
[University of Modena, Modena, Italy, founded in 1175](#)  
[University of Cambridge, Cambridge, England, founded c. 1209](#)  
[University of Salamanca, Salamanca, Spain, founded in 1218](#)  
[University of Montpellier, Montpellier, France, founded in 1220](#)  
[University of Padua, Padua, Italy, founded in 1222](#)  
[University of Naples Federico II, Naples, Italy, founded in 1224](#)  
[University of Toulouse, Toulouse, France, founded in 1229](#)  
[University of Siena, Siena, Italy, founded in 1240](#)  
[University of Coimbra, Coimbra, Portugal, founded in 1290 in Lisbon](#)  
[Universidad Complutense de Madrid, Madrid, Spain, founded in 1293 in Alcalá de Henares](#)  
[University of Lleida, Lleida, Spain, founded in 1300](#)  
[University of Rome La Sapienza, Rome, Italy, founded in 1303](#)  
[University of Pisa, Pisa, Italy, founded in 1343](#)  
[Charles University of Prague, Prague, Czech Republic, founded in 1348](#)  
[University of Pavia, Pavia, Italy, founded in 1361](#)  
[Jagiellonian University, Kraków, Poland, founded in 1364](#)  
[University of Vienna, Vienna, Austria, founded in 1365](#)  
[University of Pécs, Pécs, Hungary, founded in 1367](#)  
[Ruprecht Karls University of Heidelberg, Heidelberg, Germany, founded in 1386](#)  
[University of Ferrara, Ferrara, Italy, founded in 1391](#)  
[University of Würzburg, Würzburg, Germany, founded in 1402](#)  
[University of Leipzig, Leipzig, Germany, founded in 1409](#)  
[University of St. Andrews, St. Andrews, Scotland, founded in 1412](#)  
[University of Rostock, Rostock, Germany, founded in 1419](#)  
[Catholic University of Leuven, Leuven, Belgium, founded in 1425, now split between the French-speaking Université catholique de Louvain, Louvain-la-Neuve and the Dutch-speaking Katholieke Universiteit Leuven, still at Leuven](#)

University of Poitiers, Poitiers, France, founded in 1431  
University of Glasgow, Glasgow, Scotland, founded in 1451  
University of Istanbul, Istanbul, Turkey, founded in 1453  
Ernst Moritz Arndt University of Greifswald, Greifswald, Germany, founded in 1456  
Albert Ludwigs University of Freiburg, Freiburg, Germany, founded in 1457  
Basel University, Basel, Switzerland, founded in 1460  
Uppsala University, Uppsala, Sweden, founded in 1477  
Eberhard Karls University of Tübingen, Tübingen, Germany, founded in 1477  
University of Copenhagen, Copenhagen, Denmark, founded in 1479  
University of Aberdeen, Aberdeen, Scotland, founded in 1494  
University of Santiago de Compostela, Galicia, Spain, founded in 1495

## Annex B

Some examples of the oldest non-university higher education institutions:

1. Shangyang (*Shang* means *high* and *Yang* means *school*) originated before 21st century BC in China,
2. The imperial Nanjing University founded in 258 as a result of the evolution of Shangyang and to be the first comprehensive institution combining education and research and consisted of five faculties in 470,
3. Nalanda University established by the 5th century BC in India,
4. Al-Azhar University founded in 988 in Egypt

## Annex C

The community program SOCRATES/Erasmus by number of students.