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Bangkok

Third Session of the Regional Committee for
Application of the Regional Convention on the Recognition of Studies,
Diplomas and Degrees in Higher Education in Asia and the Pacific

Bangkok, 14 - 16 December 1994

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Third Session of the Regional Committee for
Application of the Regional Convention on the Recognition of Studies,
Diplomas and Degrees in Higher Education in Asia and the Pacific

Bangkok, 14 - 16 December 1994

WORKING DOCUMENT

I. Introduction

The second session of the Regional Committee responsible for promoting the application of the Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Asia and the Pacific was held at UNESCO Headquarters, Paris, on 4 November 1992, in accordance with Article II.I of the convention.

The session discussed the ways and means to renew its efforts to encourage the remaining UNESCO Member States to ratify and to promote the application of the Convention.

The Third Session of the Regional Committee will take place, 14-16 December 1994, Bangkok, to consider questions concerning progress made in ratification and application of the Convention, review of problems and issues faced since last session as well as new strategies for future action.

The Secretariat of the Regional Committee for Asia and the Pacific considers that the following questions need further discussion and consideration by the Committee.

II. Progress

II.1 Ratification

As of 1 December 1994, the following states have signed the Convention: Australia, Bhutan, China, Democratic People's Republic of Korea, India, Indonesia, Lao People's Democratic Republic, Nepal, Philippines, Sri Lanka, Thailand, Turkey, USSR (now Russian Federation) and Vietnam.

The states which has ratified the Convention are: Armenia, Australia, China, Democratic People's Republic of Korea, Maldives, Mongolia, Nepal, Republic of Korea, Russian Federation, Sri Lanka, Tajikistan and Turkey. In spite of continued efforts to accelerate the process of signature and ratification of the Regional Convention, Armenia become the only state added to the list of ratified states of the Convention since the Second Session of the Regional Committee.

The Azerbaijan Republic and the Holy See have submitted formal requests to accede to this Regional Convention. The Secretariat submitted the above two applications to the committee members of the Regional Committee in advance for consideration by an ad hoc Committee at this session.

II.2 Promotion of exchange of information

In accordance with the Joint Working Document of six Regional Committee adopted in 1992 and the International Recommendation on the Recognition of Studies and Qualifications in Higher Education adopted by the General Conference at its twenty-seventh session, Paris, 13 November 1993, and as requested by the Committee at its second session for promotion of exchange of information, action was taken immediately afterwards by the Secretariat to circulate draft lists of national information bodies and higher education institutions to Member States for updated information. So far, the secretariat has received eight updated replies from Australia, Fiji, Indonesia, Pakistan, New Zealand, Sri Lanka, Tonga, Russian Federation on national information bodies, five updated replies from Australia, Indonesia, Pakistan, New Zealand and Sri Lanka on higher education institutions, which made it possible for the secretariat to submit to this session a revised edition of the list of National Information Centres for Academic Recognition and Mobility in Asia and the Pacific and also revised edition of the Directory of Institutions of Higher Education in Asia and the Pacific.

II.3 Cooperation with other Regional Committees, IGO's and NGO's

As requested by the Committee at its second session for strengthening cooperation with other regional committees, IGO's and NGO's working in the field of higher education, in order to promote exchange of information and application process, the following steps have been taken by the secretariat:

Inviting the European Regional Committee to attend this session to brief on progress and experiences in application of the European Convention. Due to budgetary reason, the European Committee is not able to send a representative to attend this meeting. However, the secretariat of the European Committee sent us a very important document on the recognition of European Qualifications in the U.S.A. an outcome of a study carried out by a working group composed of researchers from both Europe and the U.S.A. The secretariat of the European Regional Committee also promised to cooperate and help to solve practical problems, if any, in recognition of studies, diplomas and degrees in exchange of students and scholars from this region with European countries.

The secretariat established contact with UMAP (University Mobility in Asia and the Pacific), a multi-national practical movement aiming at increasing exchange of students, teachers and researchers among universities in Asia and the Pacific. 24 countries from the region participated in UMAP activities. The coordinator of UMAP is invited to attend and brief this session on the progress made and possibilities of cooperation for promotion of university mobility and on the role of the Convention in Asia and the Pacific between UMAP and the Regional Committee.

The secretariat established close working relations with the Regional Institute for Higher Education and Development (RIHED), an inter-governmental organization, which covers six Asian countries and Cambodia, Lao PDR, Myanmar and Vietnam, since its restoration from August 1993. Preliminary agreement has been reached between the secretariat and RIHED for cooperation in collection of information and compiling of a handbook on higher education diplomas in Asia and the Pacific. A joint study on problems and issues in recognition of studies, diplomas and degrees in higher education in university mobility within this region and between this region and others, mainly Western Europe and North-America, could also be possible, if financial resources is available.

The secretariat actively involved in cooperation with UN ESCAP to co-sponsor the preparatory meeting, 27 May 1994, Beijing, China, for the establishment of the Association of Universities of Asia and the Pacific (AUAP). As a result of the above meeting, a steering committee has been set up for preparation of AUAP founding conference in 1995. It is expected that AUAP will play important role in promotion of university mobility and application of the Convention in the region.

III. Strategies for future action

III.1 Cooperation with other IGO's and NGO's as a strategy for promotion of ratification and application of the Convention

Although the process of ratification and application of the Convention in the region has been slow, due to various reasons including the great diversity in economical, political, social conditions and historical, cultural and geographical backgrounds, the prospect seems bright. The region has achieved the most rapid economic growth and the greatest increase in the number of students studying abroad in the World. The formulation of the APEC and the emergence of UMAP in the last few years marked the accelerating pace of economic integration and university mobility in this region. There is the possibility that UMAP become an important component in APEC's HRD Programme. Proceeding from this new development in the region, the secretariat considers that the Regional Committee may wish to discuss and formulate new strategies and priorities for future action.

Since the fundamental goal of the Convention is to ensure greater mobility of teachers, students, research workers and members of the profession in higher education, serving as a prerequisite for accelerating the development of the region, this meeting may wish to consider

this point and discuss the ways and means of cooperation and coordination with organizations like UMAP and RIHED for promotion of the process of ratification and application of the Convention through its practical exchange Programme;

III.2 Collection and exchange of Information

One of the reasons for slow pace of ratification of the Convention in the region may be lack of information and mutual understanding on higher education systems, characteristics of diplomas, admission systems, grading systems, accreditation of institutions, sequence and duration of courses etc. in other countries. As pointed by the Second session of the Regional Committee, A directory with a list of institutions along is not enough to be meaningful for this purpose. Therefore, effort has been made by the secretariat to cooperate with RIHED, in order to collect information and compile a comprehensive handbook on studies, diplomas and degrees in higher education in Asia and the Pacific. According to experiences gained by other regional committees, it takes some time and requires collective effort and efficient cooperation between the Secretariat and Member States in the region. The Regional Committee is invited to consider and discuss the ways and means of improving cooperation in this effort between the secretariat and Member States.

III.3 National Bodies

The Convention invited the Contracting States to establish national bodies responsible for following up on issues related to the application of the Convention. Among other responsibilities, these bodies must prepare the periodic reports to be submitted to the Secretariat of the Committee, and establish an information basis concerning national systems of higher education. In many cases, Member States have not yet designated a single national body dealing with matters related to the Convention. In other cases, various national bodies exist in a Contracting State, all of them dealing with questions related to the equivalence and recognition of studies, diplomas and degrees in higher education. This situation led to the fact that the Secretariat rarely receive the periodic report from the Contracting States within the stipulated time frame and in many cases, the Secretariat was unable to prepare a comprehensive working document, based on national periodic reports for submission to the Committee. The Committee may wish to discuss the issue of establishing national bodies and the ways and means of improving their efficiency in dealing with matters related to the application of the Convention.

III.4 Ratification of the Convention

The situation in ratification in the region places this Committee far from the targeted global ratification which is so important for the application of the Convention. It has been always emphasized by previous sessions of the Committee that more intensive efforts need to be exerted by UNESCO Secretariat and the Committee itself. The Secretariat would like to have the opinion of the members of the Committee as to strategies and ways and means by which Member States could be encouraged to ratify the Convention and the role UNESCO should play in this effort.

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CEPES - UNESCO

**3RD MEETING OF THE WORKING GROUP ON THE RECOGNITION
OF EUROPEAN QUALIFICATIONS IN THE USA**

(Heidelberg, 6-8 April 1994)

REPORT OF THE WORKING GROUP

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1. INTRODUCTION

1.1. Terms of reference

According to statistical overviews, the percentage of students from Europe in the United States has increased in the past few years, reaching the figure of 53,720 (OPEN DOORS, 1991/1992). According to the same source, these figures are constantly on the rise and Europe is becoming the home region of the second largest group of foreign students in the United States.

On the other side, students from the U.S.A. constitute a high percentage of foreign students in Europe, representing the largest foreign student population in the United Kingdom, for instance.

This is the reason why problems concerning the mutual recognition of studies or parts of studies between European countries and the U.S.A. have gained in significance and awareness about them has risen within various international and regional organizations.

Thus, the delegation of Austria raised the issue at the 14th session of the Council of Europe's Standing Conference on University Problems - CC-PU - in Berlin (March 1991). In the note presented, dissatisfaction was expressed with the level of access to higher education institutions in the USA granted to holders of secondary school leaving certificates from Austria. The delegation of Austria informed that similar problems were faced by holders of Intermediate and Final Degrees from Austria wishing to pursue their (post) graduate studies in the U.S.A. Concluding that this was an all-European problem of wider coverage than Austria alone, the note invited the Council of Europe to help finding solutions to it, together with the competent central authorities in the U.S.A. and with the assistance of other European states sharing similar problems.

Following the Council of Europe CC-PU session in Berlin, as a pan-European problem, the issue was passed on to UNESCO as the USA is part of the Europe Region according to the UN distinction. Although the USA is no longer a member of UNESCO, professional links have been kept between UNESCO and institutions in the USA. Furthermore, the USA has adopted (although not ratified) the UNESCO European Convention on the Recognition of Studies, Diplomas and Degrees concerning Higher Education and co-operation activities have been carried out with UNESCO's European Centre for Higher Education, CEPES, as the Secretariat of the Convention.

After the issue had been passed on to UNESCO, CEPES addressed the different organizations and associations in the USA it had kept professional links with such as the College Board, NAFSA, AACRAO, the American Council on Education, and other institutions and

individuals, presenting the problems and seeking their collaboration in finding solutions.

As a response to these solicitations, the National Council on the Evaluation of Foreign Educational Credentials (also called "the Council") addressed CEPES, in its capacity as the only interassociational body in the United States specifically organized to provide guidance on foreign education credentials for U.S. institutions, giving a common framework in the highly decentralized system of education of the country. It offered its assistance and co-operation in a very pragmatic approach to concrete recognition issues with different European states.

As the rising interest in promoting inter-university links between Europe and the USA has also had an echo in the activities of the European Community - namely in launching the 1993/1994 Exploratory Phase of the European Community - United States Cooperation in Higher Education - the Commission of the European Community has also been invited to join the efforts in solving the problem, in the framework of the good co-operation links between the NIB, NEIC and NARIC networks.

A subsequent meeting, the First Joint Meeting of the NARIC, NEIC and NIB networks (Lisbon, May 1992), more thoroughly addressed the issue. Ms. Caroline Aldrich-Langen, the then Chair of the National American Council, was invited to the meeting, representing the Council. She presented a paper on "Europe/USA: Recognition of European Qualifications in the USA" and distributed the "Guide to Placement Recommendations". With a wealth of concrete examples, both documents gave a detailed description of the US system of education as well as of the procedures in which foreign qualifications were evaluated in the United States and Placement Recommendations were made. On the basis of the discussion that ensued, the conclusion was reached that a Working Group could analyze the problem further, taking as a starting point the two documents presented and comments to be made to them by the NIB - NEIC - NARICs.

1.2. Members of the Working Group

The Regional Committee, an intergovernmental body under the auspices of UNESCO, in charge of the application of the UNESCO Convention on the Recognition of Studies, Diplomas and Degrees concerning Higher Education in the countries belonging to the Europe Region, at its 6th session held in Paris (4 November 1992), officially proposed the establishment of the Working Group, and nominated its members, later confirmed or/and amended by the respective national ministries/competent authorities in the Member States. The criteria for the selection of the Group members were based on the interest expressed by states faced with specific problems and the competence of the experts concerned in proposing solutions to the problems. Due attention was also paid to have

different sub-regions of Europe represented, while at the same time trying to keep the group limited enough to allow for efficient work. This resulted in the following composition of the Group:

Ms. Solange de Serre (France) - Chair
 Ms. Dorothea Steiner (Austria)
 Ms. Silvia Capucci (Italy)
 Ms. Marianne Hildebrand (Sweden)
 Mr. Tibor Gyula Nagy (Hungary)
 Ms. Nizam Mohammed (UK)
 Ms. Caroline Aldrich-Langen (USA)

As it was decided that this Group was a joint group of UNESCO - the Council of Europe and the Commission of the European Union, the representatives of these two organizations participated in the work of the Group:

Mr. Sjur Bergan (Council of Europe)
 Ms. Constance Meldrum (TFHR, E.C. Commission)

The Secretariat of the Group was assured by CEPES/UNESCO (Stamenka Uvalic-Trumbic, Programme Specialist).

Several experts from the National Information Centres for Academic Recognition and Mobility in the Europe Region (the NIBs) or the respective ministries contributed to different stages of the Group's work (Dr G. Reuhl, German NIB; Mr Jean Nesland Olsen, Norwegian NIB; Mr Kees Kouwenaar, NUFFIC, the Netherlands NIB; Ms Alice Nissen, Danish Ministry of Education and Research). Some universities also expressed their interest in the Group's work and contributed to its contents. Thus, the Universities of Salzburg and Heidelberg hosted the 2nd and 3rd meetings of the Working Group, respectively, through the kind assistance of Professors Dorothea Steiner, member of the Group, from the University of Salzburg and Dr. Diether Raff, Director of the International Studies Centre of Heidelberg University. Dr. Cees Bolle, from the Groningen Centre for Comparative Education of the University of Groningen, the Netherlands, participated in the 2nd meeting of the Group by presenting a project proposal on "The Entry Level in Higher Education: An Outline for a Research Proposal", as an information input to the work of the Group on a related topic.

This chapter would not be complete without mentioning some twenty individual NIBs without the assistance of which the work of this Group would not have been possible. The valuable information that they have provided is reflected in this Report (Annex 1: List of Members of the Working Group).

1.3. Definition of key-terms

Once the Group was formed and its first meeting organized, it became evident that as a starting point, the definition of some key-terms was essential for the further pursuance of its work. In order to facilitate the deliberations on the mutual recognition of higher education qualifications in European countries and the U.S.A, key-terms such as baccalaureate, high school, high school diploma; under-graduate, graduate and post-graduate studies; university, secondary, tertiary education; first degree, second degree, third degree; first level, second level, third level; needed to be defined. These terms often have different connotations not only between Europe and the U.S.A. but also between the European countries themselves.

In order to facilitate the understanding of the contents of this report an attempt was made to make a glossary of key-terms. The following terms are, thus, taken in their following connotations:

Baccalauréat: French secondary school examination taken at 17 and 18 years as a matriculation examination for university entrance. It includes a wide range of compulsory subjects.

School-leaving certificate: A credential or diploma denoting successful completion of secondary education. Also, **high school diploma; secondary school diploma/certificate.**

(Academic) Degree: A title conferred by a college or university on an individual as official recognition that a programme of studies has been completed or the competence equal to that gained by these studies attained. The degree may be a **first degree, first professional degree, master's degree, doctoral or equivalent degree.**

First Degree: The initial degree conferred by a post-secondary institution, generally after three to six years of study. It may be a **general or academic degree** (e.g. the bachelor's) or a **first professional degree** or title. Also, **first-level degree.**

Advanced Degree: A degree such as a master's or a doctorate, awarded following successful completion of a programme of study beyond the **first degree.** Also **graduate degree; higher degree; post-graduate degree; second-level degree.**

Undergraduate education: The programmes of study and courses that comprise the curricula leading to an **associate degree** or to a **bachelor's degree (US).**

(Post)-Graduate education: Education extending beyond the first university degree.

A more detailed **Glossary** is provided as [Annex 2] to this Report. The main sources for the terms presented were the Reviewed *International Standard Classification of Education (ISCED)* of UNESCO (Paris, 1993) and the *CEPES Multilingual Lexicon of Higher Education*, Vol. I (München, London, Paris, 1993). Also Dictionaries of education and/or higher education have been used.

A list of **Acronyms** used in this Report is given as part B of Annex 2, to facilitate their understanding by the reader not familiar with their meanings (NARIC, NEIC, NIBs; CC-PU; AP, CLEP; AACRAO, NAFSA etc.).

1.4. Meetings

The Group has held three formal meetings, in Bucharest, 4-5 March 1993, in Salzburg, 17-19 October 1993 and Heidelberg, 6-8 April 1994 (Budapest, 17 June 1994) and several informal encounters between European and American experts in the field (Stockholm, May 1993; NAFSA, San Francisco, June 1993; EAIE, the Hague, December 1993).

1.5. Ways and methods of the Group's work

In addition to meetings, the Group's work consisted in consultations with the National Information Centres. The national centres were asked to give comments to C. Aldrich-Langen's paper, "Europe/USA: Recognition of European Qualifications in the U.S.A". Comments were provided by Austria, Germany, the Netherlands (NUFFIC), Norway, Italy (CIMEA), Spain, France, Belgium (Dutch-speaking community), Denmark, the Czech Republic, the Slovak Republic, Poland, Romania, and were distributed to the participants of the first meeting of the Group (Bucharest, 4-5 March 1993).

Following the meeting in Bucharest, as an additional tool for information gathering, a Questionnaire on problems encountered by European Member States in

- access to higher education institutions in the USA;
- recognition given (placement recommendations) in the USA to Intermediate and Final Degrees

was elaborated and distributed to the European countries (national information centres on recognition and mobility) and the USA (the National Council on the Evaluation of Foreign Educational Credentials).

Replies to this questionnaire were received from 25 countries (Albania, Australia, Austria, Belgium/Dutch Community, Bulgaria, Cyprus, Czech Republic, Denmark, France, Germany, Greece, Holy See,

Hungary, Iceland, Ireland, Italy, Malta, Netherlands, Poland, Portugal, Russia, Slovak Republic, Sweden, Switzerland, USA) and contributed to formulating the problems from the European perspective.

Following the meeting in Salzburg, it was felt that an additional round of consultations with the NIBs was necessary in order to assess how U.S. qualifications were evaluated in different European countries. Thus, the answers provided by U.S.A. to the CEPES questionnaire, in which the dissatisfaction of the US side was voiced relating to the level given to some of the qualifications of American students wishing to study in Europe, were distributed. The purpose was to discover whether some of these procedures could be changed and/or improved in order to provide more satisfactory solutions. To facilitate a more systematic analysis, members of the Group were asked to act as coordinators for different sub-groups of countries. Answers were received from a fewer number of countries.

A comparative survey was made of the answers provided to the CEPES questionnaire in order to facilitate the analysis (Annex 3).

A Bibliography of indispensable literature for credential evaluators, published by the Swedish National Agency for Higher Education, was provided by a member of the Group, Ms. Marianne Hildebrand (Annex 4).

2. UNDERSTANDING EACH OTHER (THE FRAMEWORK)

2.1. The importance of understanding each other's systems of (higher) education

Contributing to international understanding is one of the basic principles set out in UNESCO's constitution, and the promotion of the mobility of teachers, researchers and students is one of the ways of attaining this objective. It is in this spirit that the six regional conventions on the recognition of studies in higher education have been adopted by UNESCO, in the late seventies, as a means to promote mobility, and in the framework of its ultimate goal: a universal convention on the recognition of studies.

It is in the same spirit that the CEPES-UNESCO Working Group has been set up: as a means to promote understanding between the European Member States and the USA, by getting an insight into each other's systems of education, in order to acknowledge the differences while at the same time proposing means for overcoming them.

The entire activity is part of the overall tendency towards the internationalization of higher education, one of the

determining features of higher education throughout the world today. The promotion of the recognition of higher education degrees is a natural consequence of this process.

Thus, in the area of academic recognition, in this strong process of the internationalization of higher education, even the concepts have evolved. Shifting from the notions of "equivalence", promoted in the fifties in the Equivalence Conventions of the Council of Europe, moving to the term of "recognition" introduced by the UNESCO Conventions in the late seventies, to reach the overriding concept in the nineties, that of "acceptance".

It is through a constant dialogue, and an exchange of information that an adequate acceptance of degrees can be promoted, also between the European countries and the United States, in order to meet the realities of increased exchanges of students, teachers, and researchers.

The problems of having degrees adequately recognized or accepted are mutual. As expressed by Austria (note mentioned), and shared by a number of European countries, it is felt that European diplomas are underevaluated by institutions in the U.S.A.

The US institutions on the other hand feel that it is the qualifications from U.S. secondary and higher education institutions that are underevaluated in Europe and that there is a lack of accurate information on both sides not only on the (higher) education systems but also on the evaluation of these different qualifications and diplomas.

However, the major problem seems to reside in differences in the general philosophy of education. While, on the one side, priority is given to breadth studies or general education at university level (USA), the other one is in favour of specialization at university level (Europe). Neither necessarily imply a difference of quality, although there is a tendency for such interpretation.

Another major difference is in the admission procedures to higher education systems, i.e. "individualistic" (USA) vs. "collective" placement methods. This difference also contributes to a great extent to the problems arising in exchanges.

Furthermore, when speaking of higher education in the U.S.A. one should realize that one is dealing with a highly decentralized system of over 3,000 institutions. The differences between these institutions are enormous.

To establish a dialogue between the two sides and to try to understand each other are prerequisites for trying to overcome the differences.

The first prerequisite however is to accept the differences, to admit that they exist and to abolish the qualitative denominators linked to them. It is also very important to start thinking in terms of recognition and acceptance rather than equivalence and see how to proceed further.

The establishment of the CEPES Working Group is intended as a contribution to this process of dialogue and as complementary to other initiatives (i.e. the Joint EAIE/NAFSA Working Group on Cooperation in Study of Foreign Educational Systems, Credential Evaluation and Credit Transfer; the PIER studies and symposia like the one that was held on the educational systems of Denmark, Norway and Sweden and the USA).

2.2. A brief overview of the U.S. system of education

Many features distinguish the U.S. education system from those in European countries. Perhaps the greatest difference lies in the extent of its decentralized character and the great variety and multitude of institutions it offers. This makes comparability even more difficult.

Formal Education begins with Kindergarten (see Figure 1. Educational System of the United States of America). Although it is optional in most states, in practice, most children attend kindergarten for at least one year. From age 6 through age 18, children attend 12 years of elementary and secondary education, concluding at the end year 12 with the high school diploma.

In secondary school - "high school" - students may choose to follow one of several secondary programmes: general academic, vocational or technical, university preparatory and honors are examples of programmes offered. Commercial, home economics and agriculture are examples of vocational programmes. The International Baccalaureate and Advanced Placement programme fall under the category of "honors" programmes. Students who are planning to attend a higher educational institution select a general academic, university preparatory or honors programme - depending on the degree of selectivity of the college or university they plan to attend. Approximately 20% of the high school students prepare rigorously for admission to selective and highly selective colleges and universities by taking either a combination of university preparatory and honors courses, or a programme consisting entirely of advanced and honors courses. Regardless of the programme followed, all students who successfully complete secondary school earn the high school diploma.

Following the conclusion of secondary studies, the qualified student may continue in higher education - at junior or community colleges in two-year programmes leading to the Associate Degree; or at colleges or universities in four-year programs leading to Bachelor's Degree. (Generally, universities are comprehensive

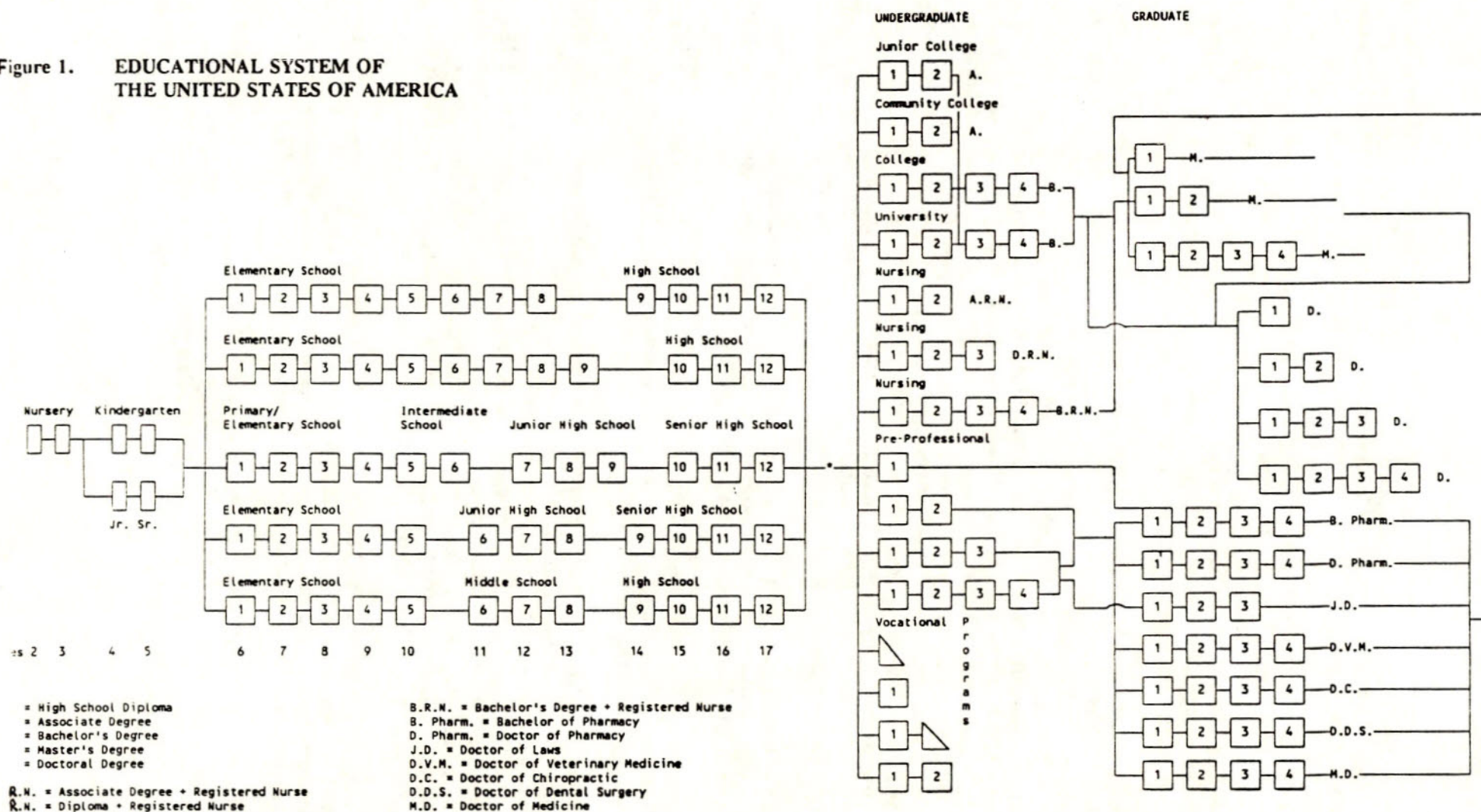
institutions, offering graduate and sometimes professional programs, as well as first degree instruction.) Secondary school graduates who attend a junior or community college generally do so for any one or a combination of the following reasons:

1. **Cost.** Community colleges provide courses and programs at a low cost to residents of the area.
2. **Accessibility.** Because they are established for local, commuting populations, they are easily reached on foot, by car, or public transportation.
3. **Programs offered.** These provide academic preparation and courses that are designed to transfer and yield credit at four-year colleges and comprehensive universities. Usually there are established agreements ("articulation" agreements) with nearby or related senior institutions to ensure that transferring students will be guaranteed full recognition of their community or junior college studies. Terminal vocational programs are also offered for students who do not plan to continue into the advanced stages of higher education. Two-year colleges provide a suitable alternative for the secondary school graduate who is committed to higher education, but who is unsure at the time of high school graduation regarding the academic or career path to follow.
4. **Admissions requirements.** They are more flexible at the two-year colleges which means that students with varied educational backgrounds may enroll.

Secondary school graduates who instead elect to attend a four-year college or comprehensive university generally do so for one or more of the following reasons:

1. **Funds available to them.** They are usually able to afford the higher costs associated with these institutions, especially the privately-established ones where fees to study, eat, and live can exceed \$12,000 a year. (As an example, in 1990-1991, at 11% of private four-year institutions, tuition alone was \$12,000 or higher.) Or, their academic background (grades, subjects, test scores) and/or talents (music, art, athletic) are good enough to ensure scholarships.
2. **Mobility.** They are able to leave home to travel the distance to attend an institution of their preference. In the U.S., it is not unusual for a high school graduate in Massachusetts to pursue higher education in Virginia, Illinois, or California.
3. **Programs offered.** Programs offered lead to the bachelor's degree. Students who enroll at the institution do not have to worry about transferring units/credits. They elect courses within an easily understood framework from the beginning. Some

Figure 1. EDUCATIONAL SYSTEM OF THE UNITED STATES OF AMERICA



colleges and comprehensive universities are renowned for their specialized programs (theater, arts, technology, allied health fields). Student so inclined will apply to these universities' special programs.

4. **Admissions requirements.** Most four-year colleges and comprehensive universities have specific admissions requirements that involve consideration of grades and/or high school rank in class, test scores, subjects completed, and--sometimes--letters of recommendation. Secondary school graduates will apply to colleges where their qualifications match the admissions profile of past years' successful candidates.
5. **Plans for post-graduate study.** High school graduates who are sure of their academic career--that they plan to continue for master's and/or doctoral study, or for entrance to professional schools such as law or medicine--will usually enroll initially at a four-year college or comprehensive university.
6. **Reputation.** Selection may be based on the overall reputation - deserved or not - of the institution, or on the advice of friends. Sometimes a family "tradition" to attend a particular university affects choice.

Returning to our discussion of Figure 1, at universities offering graduate study, also called "postgraduate study", qualified students may pursue one- to four-year programs leading to the Master's Degree; or one- to four-year programs leading to the Doctorate. A "qualified" student is one who at minimum has earned a first academic degree called the bachelor's degree in the U.S. In many cases, but not always, completion of a Master's program is required for admission to a Doctoral program. (Note that not all postsecondary degrees offered by U.S. higher education institutions are indicated on Figure 1.)

With no centralized authority at the national level, responsibility for the administration of education at the primary and secondary levels lies with the various states, which traditionally have delegated this authority to local school districts. Postsecondary colleges and universities are authorized to operate and grant degrees by the state in which they are located. They are, with very few exceptions, autonomous, with decisions made by their individual board of trustees. Academic policies are established independently by each institution's faculty, including those policies relative to undergraduate and postgraduate admissions, the transfer of academic credit, and course requirements for approved academic programs.

(excerpts from C. Aldrich's paper: Europe/USA: Recognition of European Qualifications in the USA, Paris, November 1992)

2.3. A brief overview of the European system (s) of education

2.3.1. New developments in Europe

It is certainly difficult to speak of a European system of education. In a region that has at present over fifty independent states, according to the U.N. distinction, with almost as many languages, cultures and traditions, the diversity of the educational systems is a logical consequence. In addition, following the ideological and economic changes after 1989, most educational systems and particularly higher education systems in Central and Eastern Europe, are in a process of reform. On the other hand, the great diversification of higher education institutions in Western Europe is greatly changing the pattern of higher education in Europe in general. These on-going processes render difficult the standardization and the evaluation of diplomas between European countries themselves and even more so between them and the U.S.A.

One can however underline some distinguishing features of the systems of (higher) education in Europe, designed at pointing to the existing differences and possible levels of comparability with the U.S. system of education.

2.3.2. Distinguishing features of the secondary school systems in Europe

In Europe, there are basically **three types of secondary schools**, if one looks at the overall objectives of their curricula: a) **general or academic secondary schools** preparing for university studies (the Gymnasium model); b) **technical secondary schools**, preparing for employment but allowing for access to a specific higher education institution; c) **vocational secondary schools** granting terminal qualifications usually not permitting access to higher education studies.

The **length of study** of pre-school education in Europe can vary from 10 to 13 years. In the majority of European systems of education it is 12 years. However, this is not true for all the countries and for all types of secondary education institutions.

In Russia, for example, the present situation varies between 10, 11 and 12 years of studies, according to new models being introduced.

In Germany, there are two types of secondary schools: the Gymnasium, which grants the ABITUR after 13 years of study as a secondary school leaving certificate, and the technical college, which grants the FACHHOCHSCHULREIFE after 12 years of study. The Abitur gives access to universities but also to the Fachhochschulen but the Fachhochschulreife gives access only to the non-university sector of higher education.

In the Netherlands, secondary education varies between 11 and 13 years ; in Italy 13 years or 12 years depending on the upper-secondary school attended. In Poland pre-university education lasts 12 or 13 years, depending on the type of upper-secondary school attended (see Annex 3: Survey).

2.3.3. Admission policies to higher education institutions in Europe

Furthermore, there are great differences in **admission procedures** across Europe, ranging from selective to more open access policies, with variations. In most countries, a qualified diploma of secondary education forms the main basic requirement for entry to higher education. However, a large majority of European States have systems for restricting the numbers of students admitted by imposing quotas (*numerus clausus*). Thus, the United Kingdom lies at one extreme as a highly selective admissions system with a *numerus clausus* for every subject and different levels of additional selection procedures. Sweden also has extended the policy of establishing fixed limits on admission to the entire system of higher education.

At the other extreme are countries in which the secondary school leaving certificate guarantees admission to universities. These countries are Austria, Belgium, France, Germany, Italy, the Netherlands. France has highly selective institutions - the *Grandes écoles* - which admit students only on the basis of highly competitive entrance exams.

In between, countries such as Greece, Spain and the former socialist republics of Eastern and Central Europe, where in addition to the secondary school leaving certificate, students must also take either a national entrance examination or examinations conducted by individual universities.

2.3.4. Higher Education Institutions

At the level of higher education institutions, there is a great variety in the type of higher education offered. Parallel to the university sector, in a great number of European countries, a large non-university sector offers more professionally oriented courses.

As for universities in Europe, it is certain that they have common roots in the classical and humanistic legacy what gave birth to the medieval Liberal Arts education model, having as an aim to produce the cultivated, well-rounded individual.

Some researchers, (P. Altbach, 1991), claim that there is only one common academic model worldwide and that is the **European University Model**; a more common typology distinguishes three basic university models in Europe: a) the **Humboldtian** or **German academic**

model, promoting the research university with the integration of research and study from the very beginning of university studies; b) the **Anglo-Saxon model**, with a strong interest in the personality development of the student; c) the **French** or "**Napoleonic**" model, with its strict hierarchical state subordination, its elitist approach characterized by the "Grandes écoles", one in which research is often conducted outside the university.

The medieval model of the Liberal Arts first found its two basic and differing manifestations in the Liberal Arts College of the Anglo-Saxon world and the European Gymnasium. The Humboldtian concept has been the model of the European university and academic training, while in the U.S.A. it brought forth the Graduate School model (firstly, at the John Hopkins University, the first research university, around 1870) and new research paradigms were developed.

The Anglo-Saxon and the Continental European systems each developed its own structures with respect to the segmentation of general and specialized education, contributing by this segmentation to the major discrepancies with the US system of education.

In Central and Eastern European Countries higher education systems were largely adapted to the Humboldtian concept (Czechoslovakia, Hungary and Poland) and the Napoleonic model of state serving elite academic institutions (Romania and Russia), to be later transformed into higher education systems characterized by mono-disciplinary universities, the separation of the teaching and research functions of the university functions, domination of ideological doctrines (Marxist-Leninist). At present, this group of countries does not represent a monolithic bloc as there is a tendency to believe. While some of them try to revive the Humboldtian model, in others there are tendencies to overestimate the Anglo-Saxon model of higher education. Some countries (Hungary, for instance) are introducing the modular system. In many, there is a tendency to unite again the teaching and research function at the universities (Sadlak, 1990).

2.4. Some fundamental differences

2.4.1. The role of the state/federal authorities

The major distinguishing feature of American higher education in comparison with European systems (Rhoades, 1987) is the fact that it is market-driven and open (based on student demand). Neither the Federal nor the state governments attempt to control higher education in detail; operations are strongly steered through the consumer's financial choices, rather than the politician's political priorities. No central legislation or organization is in charge of American higher education.

Although, it is true that an analysis of reform trends (Burton R. Clark) demonstrates that the most important change in the general structure of American higher education has been the strengthening of the superstructure of control ('federal supervision'), higher education in the United States still remains both the most extended and the most decentralized post-secondary education in the world.

2.4.2. The diversity of the systems

In the **United States**, according to statistical data, in 1990, higher education consisted of nearly 3,400 degree-granting institutions, enrolled nearly 14 million degree-seeking students, nearly 8 million full-time and just over 6 million part-time students. A total of approximately \$ 120 billion dollars were consumed in the same year for higher education. In a decentralized system like the one in the U.S.A., where there is neither Federal nor state control over the curriculum, over standards for student admission, or for the awarding of a degree, the diversity of the system is characterized by the figures presented with a strong institutional autonomy of each individual higher education institution.

In **Europe**, the great diversification of higher education structures, both internal and external, has characterized the main developments in the last two decades. This external diversification manifests itself by the development, alongside the traditional academic studies, of more profession-oriented studies at institutions such as the Fachhochschulen, Polytechnics, the Grandes Ecoles or IUTs, the TEI, the Hogescholen, the Scuola Diretta a Fini Speciali, Ensino Polytecnico, Scuelas Universitarias - all a testimony of a new balance being sought between traditional (university) programmes and newer (polytechnic) programmes.

The emergence of private universities, especially in Eastern European countries (in Romania alone some sixty such institutions have been established after 1989), contributes further to this diversification, closely linking it to the concept of quality control and institutional accreditation.

2.4.3. Specialized vs. general education

The American University is described by some researchers (T. Husen, 1991) as the "Chicago model", developed by Hutchins, with a programme having a strong liberal arts orientation, falling in the purview of the liberal arts tradition of Europe. Greater emphasis is laid on developing skills to find and sift new knowledge in an era of information explosion than to specialize in a given discipline.

The four-year American Bachelor's curriculum is considerably less specialized than equivalent curricula elsewhere, with

typically only a little more than a third of the courses being within the major, and those concentrated in the third and fourth years. Much of the first two years, and about one-third to one-half of the total courses, will be in what is termed as 'general education'.

The three major functions of the leading American universities today seem to correspond to a threefold structural segmentation: the function of liberal education, in many ways similar to the British counterpart, is almost exclusively reserved for the undergraduate level; the function of professional training is placed in specialized professional graduate schools; and the research function is exercised mainly within the graduate schools of arts and science (Gellert, 1988).

Unlike the majority of European systems of education, specialization can begin at a later stage, at the level of the Master's course, thus after four years of university studies, and can be in a field that is totally unrelated to the previous studies. This sometimes creates problems with evaluating U.S. degrees in Europe.

2.4.4. Methods of admission

There are two types of admissions practices in the United States: "open door" and "selective" (moderately selective, selective, or highly selective). "Open door" admissions practices are easily understood: all high schools graduates are admitted without consideration of grades, test scores and subjects studied.

Selective admissions policies are established by the institutions themselves and attempt to be fairly and reasonably consistent with the educational mission of the institution. Therefore, admissions policies vary from one institution to the next, and even among faculties within the same institution. However, most selective policies involve, at minimum, consideration of:

- a) Grades - the high school grade point average/GPA - as indicators of academic performance;
- b) The nature of the secondary programme followed - rigorous, general, or vocational;
- c) Scores on nationally standardized tests - the Scholastic Aptitude Test/SAT or the American College Test/ACT.

Highly selective, competitive institutions usually have many more qualified applicants than the number of places available. Therefore, their admissions requirements will usually be stated in terms of very strong GPAs and test scores, and rigorous academic programmes of study, as well as other factors like letters of

recommendation and extracurricular achievements. After all of these factors are considered for each applicant, a certain percentage out of the entire pool of candidates will be admitted. In this system, some well-qualified applicants will be denied admission.

Moderately selective, less competitive institutions usually enroll many well-qualified students, as well as some that are not as well-qualified. Academic performance, subjects studied, and test scores are still the factors that are considered (C. Aldrich, 1992).

The great difference between admission to higher education institutions in USA and Europe lies in the fact that anyone with a high school diploma can obtain a place somewhere and consequently there is a large number of young people (50%) in higher education. However, only 10% get admitted to top-ranking universities.

3. RECOGNITION PROBLEMS: ACCESS TO HIGHER EDUCATION

3.1. The recognition of European secondary school diplomas in the USA

3.1.1. The problem

Both the earlier comments and the replies to the questionnaire demonstrated that the country answers could be classified into five groups, according to the level of problems encountered. This classification is most evident in the domain of access to higher education institutions, but has also been applied with regard to Intermediate and Final Degrees.

Although these groups are not always homogeneous and certain overlapping is evident between groups 2, 3 and 4, in some areas and approaches, for the sake of simplifying and facilitating the analysis, they have been classified in the following manner:

1. Anglophone countries (U.K., Ireland, Malta, Australia): low level of problems; common language, common traditions, examples of good practice; pragmatic way of dealing with problems.
2. Nordic countries (Denmark, Iceland, Norway, Sweden): problems exist, this is not an entirely homogeneous group but in some countries and in specific areas of studies, due to the long tradition in exchanges with the USA, some solutions arising from good practice have been worked out.
3. Central and Eastern European Countries (including Russia) - although this is not a homogeneous group either, their common denominator is the relatively low number of

exchanges and the lack of information on placement procedures and recommendations in the U.S.A.

4. Countries with specific problems: Austria, Belgium/Dutch speaking, Germany, the Netherlands, Switzerland; France, Italy, Greece, Portugal.
5. Specific problems of students from the U.S.A. who wish to study in Europe with regard to access to higher education institutions and the recognition of their Intermediate and Final Degrees.

Through the replies received from the **Anglophone countries** (Australia, Ireland, Malta) there are either no significant problems in access to undergraduate studies for holders of secondary school leaving diplomas (Malta) or insufficient information about the respective placement recommendations (Australia, Ireland).

The comments/replies received from the **Nordic countries** (Denmark, Iceland, Norway, Sweden) demonstrate that the solutions obtained through good practice have generally proven to be satisfactory. Thus, the secondary school certificate from all four countries is given recognition as a High School Diploma in the United States and in many cases given advanced standing up to one year and sometimes more than one year.

The replies to the Questionnaire received from a number of **Central and Eastern European** countries (Albania, Bulgaria, Czech Republic, Hungary, Slovak Republic, Russia) clearly demonstrate the existing interest in promoting exchanges with the US but at the same time a lack of information on already established placement recommendations. The majority of the replies recommend establishing bilateral agreements with the US as well as a mutual exchange of information. As part of the Group's work, placement recommendations for the former Czechoslovakia, Hungary and Poland have been sent to CEPES and included in the Survey. Some countries - Hungary - are satisfied with the level of access given, while others need more information and experience in the field.

The replies received from the **specific problem countries** (Austria, Germany, the Netherlands, Switzerland, France, Italy) mainly demonstrate a similar type of dissatisfaction with the access level to undergraduate studies. With the exception of Germany, which has achieved, through a bilateral agreement in 1990, a minimum of 1 year of advanced standing on a bachelor's degree course, for Abitur holders, the other countries are dissatisfied with recognition given to the Austrian Matura, the Dutch VWO, the Swiss Federal Maturity Certificate/Cantonal Maturity Certificate/Cantonal Teacher Patents as well as the French Baccalauréat. These countries believe that equivalence of a high school diploma given to a secondary school leaving certificate is

not satisfactory. The majority of the countries mentioned would like their students to be given at least one year transfer credit - access to the Sophomore Year (Germany, Italy, France have, in some cases, achieved that) while others would prefer two-year advanced credit - access to Junior Year (Austria, Switzerland).

In this respect, Greece and Poland are exceptions: both countries are satisfied with a high school diploma equivalence granted to their respective secondary school leaving certificates.

(See Annex 3.1: Access)

3.1.2. Possible solutions

As seen from the previous paragraphs, problems arise with the access of European students to university studies in the U.S.A. It is true that holders of secondary school leaving certificates from European countries are granted access to the Freshman year of university studies in the U.S.A. Europeans, nevertheless, find a great deal of inconsistency in the placement recommendations of the Council in this respect as the same placement is given regardless of the years of study (to the Dutch 12 year secondary school certificate same as to the Dutch 13 year secondary school leaving certificate, or the Baccalaureate 12 year certificate, etc.) It is not the access itself that is erroneous, but the credit given for access (the "benchmark"). All the secondary school leaving certificate holders from Europe are accepted for access to higher education institutions. The problem arises with the level of the credit given.

One of the possible solutions is the model used by the University of Oslo: using the Advanced Placement Programme or the College Level Examination Program (CLEP) to test the access level of Norwegian students. Although this is a pragmatic and practical way of determining the access level of European students to university studies in the USA, there was not unanimous acceptance of this model among the Group members. Some countries consider this as an unnecessary "double testing" for their students who had already given proof of their maturity by taking secondary school finishing exams such as the French Baccalauréat or the German Abitur, for instance.

The American National Council provides for the revision of Placement Recommendations, as semi-official documents. A solution could reside in proposing such a revision in cases in which new documentation and/or argumentation can be provided to support changes proposed.

3.1.3. Recommendation of the Working Group

Having analyzed the problems, the Group has proposed the following recommendation regarding the access of European students

to higher education institutions in the U.S.A:

- a) Holders of secondary school leaving certificates, obtained after at least 12 years of schooling, from Europe, that would satisfy the access level in their own country, may be granted not only access to the Freshman year of college/university but also considered for advanced standing at least up to one year. This placement recommendation should take into account the courses taken, the grades obtained and differentiate between a secondary school certificate and an entrance examination exam.
- b) In cases when Placement Recommendations are being reviewed or established, representatives of the concerned country should be invited to comment on the final text proposed, which has not been the case in the past.
- c) In cases compatible with the national practices, uses of the APs or/and CLEP testing systems are encouraged as a pragmatic way of dealing with the problem.

3.2. The recognition of U.S. high school diplomas in Europe

3.2.1. The problem

Most Western European countries do not recognize the high school leaving diploma at the level it represents. In addition to the high school diploma, they require up to two years of college/university level work for university entrance.

As far as the access to higher education institutions of holders of high school diplomas is concerned, the experience is that the approaches differ from country to country in Europe.

Thus, practices vary, from the Netherlands in which 5 APs are required to grant access to university studies, through Germany requiring 4 APs, to UK in the institutions of which 2 APs are sufficient to grant access to higher education studies.

In order to assess the problem with greater accuracy, more information was needed on the practices and procedures in evaluating American qualifications in European countries. With the help of regional co-ordinators, CEPES tried to collect descriptions of procedures for evaluating American credentials in European countries by consulting the NIB network. By the time of the conclusion of this report, replies from seven countries reached CEPES (Australia, Czech Republic, Ireland, the Netherlands, Poland, Romania, Switzerland).

Their contents demonstrated a variety of procedures and differing criteria. While in the cases of Australia and Ireland,

equivalences are given at the level which is satisfactory to the U.S.A. in the other countries, practices vary.

3.2.2. Possible solutions

A proposal was put forward by the Group to adopt 3 APs as an average requirement for the majority of universities in Europe. This proposal was left open for further discussion as some members of the Group, taking into account different practices in European countries, could not commit themselves in this respect.

The members of the Group, in addition, acknowledged the fact that all American students did not have the same standards and that provisions should be made for those who followed rigorous programmes in the university preparatory high schools to have easier conditions of access to higher education institutions in Europe.

The concluding remark was that there was not sufficient knowledge in Europe about the enormous differences in quality existing between the numerous secondary schools in the U.S.A. Difficulties existed in interpreting High School Transcripts and a clear need for training existed.

3.2.3. Recommendation of the Working Group

The Group felt that a **revision of procedures** for evaluating high school diplomas from USA should be carried out, especially taking account of the great variety of levels between high schools in the U.S.A. In this respect, the transcript of records was an essential tool for assisting credential evaluators.

In addition, **training courses** should be organized for credential evaluators in Europe to facilitate the interpretation of student transcripts. This would help in demonstrating which requirements for admission to higher education institutions in Europe were met by individual students from the U.S.A.

4. **RECOGNITION PROBLEMS: INTERMEDIATE DEGREES**

4.1. The recognition of European intermediate degrees in the USA

4.1.1. The problem

The **Anglophone countries** that have replied do not have intermediate degrees, so this part of the Questionnaire was not applicable.

The **Nordic countries** differ from one another in this respect. Some do not have intermediate degrees (Sweden). In cases when they

do have them they are either satisfied with the equivalence given (Iceland) or suggest more advanced placement (Denmark), i.e. access to (post) graduate studies.

Some of the **Central and Eastern European countries** have intermediate degrees - Bulgaria, Czech Republic, Slovak Republic - but have no information about the recognition given in the USA. The placement recommendations provided by the USA, though, demonstrate that such recommendations exist but are not known in the home countries of the students. This points to the existing problem of the dissemination of information in this field.

As for the **specific problem countries**, all countries having replied to the questionnaire, with the exception of Italy, Greece and Portugal, have intermediate degrees: Austria (Diplomprüfung-Vordiplom) Germany (Zeugnis über die Diplomvorprüfung or Zwischenprüfung), the Netherlands (Propedeuse), Switzerland (Vordiplom, Cand.iur. 1/4 Licence, Demi-Licence and 3/4-Licence) France (DEUG).

With the exception of Switzerland which stated that it does not have information on recognition given in the USA, all the countries mentioned are dissatisfied (Austria) or partly satisfied (Germany, France, the Netherlands).

Austria is not satisfied with the fact that Austrian students with an intermediate qualification are granted only 2 years' credit towards undergraduate education. Austria suggests that holders of intermediary degrees from Austria should be granted access to US graduate degree studies.

France is partly satisfied: practical evaluations done by the universities which have exchange agreements demonstrate better results in practice than the ones suggested by placement recommendations.

Germany is partly satisfied (only when holders of IM degrees are granted access to graduate studies) while the **Netherlands** is satisfied with the recognition of the HBO Propedeuse but dissatisfied with the university Propedeuse recognition which should grant exemption from 2 years of a US bachelor's degree programme.

(see Annex 3.2: Intermediate Degrees)

4.1.2. Possible solutions

Diplomas such as Vordiplom, Propedeuse, DEUG etc. take a minimum of two years to be acquired in the respective higher education system. After completing theses two years, if a student wants to go to the U.S. to take (post)graduate courses, he is not permitted to attend Master's degree courses.

Discussions in the Group suggested that European students with Intermediate Qualifications may be granted access to an M.A. course, in cases when these courses are attended for acquiring credits only, for a thesis to be defended in the home country. There does not seem to be a substantial difficulty in granting this right. The difficulty arises when the student wants to take an additional course to get a Master's degree. The problem arises because he does not have the necessary admission requirement.

4.1.3. Recommendation of the Working Group

The Group considered that students with an Intermediate Degree from a European University may be considered for admission to individual courses at Master's level with the aim of having transfer credits in their own universities in Europe. If this brings about subsequent developments - i.e. an individual student having achieved exceptional results being offered the possibility to obtain his Master's Degree - the respective university should deal with each individual case.

4.2. The recognition of US Intermediate Degrees in European countries

4.2.1. The problem

Associate degree studies constitute the first stage of higher education in the United States. However, some European studies have determined that associate degree studies are at the secondary level. This is difficult to accept from the U.S. perspective. It is emphasized that studies at this level are tertiary studies.

4.2.2. Possible solutions

The Associate Degree from the United States is not the same as an Intermediate Degree in Europe. It is very difficult to find an adequate recognition. In theory, the transfer of credits should be sought but how to do that in practice remains to be solved. No concrete proposals were suggested.

4.2.3. Recommendation of the Working Group

Every individual student's record should be analyzed to determine which courses completed are applicable to meet certain requirements of a European tertiary education programme.

5. RECOGNITION PROBLEMS: FINAL DEGREES AND ACCESS TO DOCTORAL STUDIES

5.1. The recognition of European final degrees and access to doctoral studies in the USA

5.1.1. The problem

The **Anglophone countries** either have no problem in having their final degrees (BA, MA, PhD) recognized in the USA or have no information about respective placement recommendations (Australia). They also do not have problems in access to doctoral studies that are worth mentioning.

The **Nordic countries** differ as far as specific diplomas are concerned. Denmark does not voice any dissatisfaction with placement recommendations on its final degrees or problems encountered in the access to doctoral studies of Danish students in the USA. Iceland approves of the B.A., B.S. and B.Ed. degrees being given recognition as B.A. and B.S. in the United States. However, remarks are voiced for holders of the M.A., M.S. degrees and Kandidatsprof. degree from Iceland. Credits are not adequately transferred to the Ph.D. programme in the US which results in a loss of time for students doing their Ph.D. As for Sweden, dissatisfaction is voiced with placement recommendations given to: i. Filosofie Kandidatexamen ii. Ekonomexamen iii. Juris kandidatexamen iv. Civilingenjörsexamen v. Psykologexamen vi. Lakareexamen. In many cases, these degrees are recognized only on nominal length of study - as three years of undergraduate study in the U.S. What is suggested is that these degrees be recognized as the Bachelor's Degree, Master's Degree, title of Juris Doctor respectively (see Annex 3.3).

The **Central and Eastern European countries** have given in some cases detailed descriptions of their degrees awarded in the respective countries, with suggestions for placement recommendations in the U.S.A. The general remark was that they are unaware of how these degrees are recognized in the U.S.A. Russia expressed the opinion that some of the Russian degrees were underevaluated and that there is a general lack of consistency in evaluating the qualifications from Russia.

As for the **specific problem countries**, Austria is dissatisfied with equivalences given to the MAGISTER and DOKTOR as a B.A. and as a M.A. respectively and suggests rather M.A. and Ph.D. equivalences. It also underlines problems with access to doctoral studies and recommends recognition of a master's qualification as a prerequisite for the student to pursue more advanced work.

Germany is satisfied with a B.A. equivalence given to a Diplomgrad (Fachhochschule) but has objections to the same equivalence being given to the Diplomgrad from university which

should be given an M.A. equivalence and grant admission to a doctoral programme at the level of a master's degree. There is also dissatisfaction with the equivalence given to

- MAGISTERGRAD and the STAATS PRÜFUNG/ WISSENSCHAFTLICHE PRUFUNG; - no knowledge of what equivalence is given to the LIZENTIAT; - approval of a Ph.D. equivalence given to the DOKTORGRAD;

- no major problems in access to doctoral studies.

The Netherlands has comments concerning the recognition of the DOCTORAL in the United States. In most cases, the doctoral is granted bachelor's equivalence while it should be granted master's equivalence. The Netherlands also voiced its dissatisfaction with the access to doctoral studies: graduates from Dutch universities should be granted master's equivalence and be directly admitted to a Ph.D. programme without having to complete course work at the master's level.

Switzerland is dissatisfied with the assessment of the Lizenziat/Diplom as a Bachelor's Degree because the length of the studies and the comprehensiveness of the thesis qualify for the assessment as a Master's. This kind of equivalence would then solve also the problems encountered in the access to doctoral studies as in the present situation, Swiss students have to make up for the Master's Degree first.

France is dissatisfied with the equivalence given to the degrees of "Licence" and "Maîtrise". It is suggested that the "Licence" be recognized as a Bachelor's Degree and that the "Maîtrise" be recognized as a Bachelor's plus one year or as a Master's, depending on the subjects.

Italy is of the opinion that the Diploma DI LAUREA should be accepted as a MA or MS in the United States and the DIPLOMA DI SPECIALISTA and the DOTTORATO DI RICERCA as a 3rd level degree, comparable to US professional doctorates and PhD.

Greece and Portugal are generally satisfied with the placement recommendations given to their final degrees in the U.S.A. but Portugal recommends a regular updating of the existing information on courses and diplomas, both in Portugal and the U.S.A.

(see Annex 3.3: Final Degrees)

5.1.2. Possible solutions

For the holders of a certain number of final degrees from Europe, differing in length of studies from three to five years, admission to Ph.D. programmes in the United States is not normally recommended.

A certain number of European countries seem to disapprove of the placement recommendations given to holders of final degrees from their countries. A general opinion is that holders of final degrees, awarded by approved European universities, may be considered for doctoral studies.

5.1.3. Recommendation of the Working Group

It is suggested that holders of final degrees from the majority of European countries (the countries should be specified in the final text), obtained after a legally specified minimum period of studies of at least four years' duration, may be considered for admission to Ph.D. programmes in the United States.

5.2. The recognition of US final degrees and access to doctoral studies in Europe

5.2.1. The problem

Bachelor's Degree: recognition given to this degree varies among European nations. Generally, tertiary recognition is given only for the final two (out of four) years. This is not satisfactory from the US point of view: this degree should be recognized as a final qualification giving access to advanced study.

Access to Doctoral Studies: the Bachelor's Degree has not been recognized as an entry qualification for doctoral study in Europe. The United States suggests that European graduate admissions faculty should review the programme of studies previously completed by the US applicant to determine whether or not admissions requirements for doctoral study have been met (B.A. alone or B.A. and M.A.).

5.2.2. Possible solutions

The holders of a Bachelor's degree from the United States have completed a distinct programme of study at the second stage of higher education. Especially during the final two years, studies represent greater specialization as well as an introduction to research and analysis of complex problems. However, problems arise in certain countries (i.e. Austria, Germany) and holders of BAs need to take extra courses to get Diploma or Magister, in France to go to Maîtrise. There are problems in placing the students in countries which do not have the B.A.

5.2.3. Recommendation of the Working Group

An individual student's record should be thoroughly analyzed. Only on the basis of this analysis of what he has studied in order to acquire the B.A. in the United States should the placing of the student be determined. It is suggested by the United States that

the holder of a B.A. should be granted access to advanced (post-graduate) studies including doctoral studies.

6. MAIN POINTS ARISING FROM THE GROUP'S WORK

6.1. Information exchange: informing the student; training the evaluator

The discussions in the Working Group pointed to the fact that problems with unsatisfactory recognition given to students from Europe wishing to pursue their studies in the U.S.A. arose with the free movers. The same is true for American students wishing to study in a European country. The individual student is often unaware of the placement recommendation (equivalence/recognition) given to his degree in the respective host country.

On the other hand, problems arise when the evaluator of a foreign credential does not have sufficient, adequate or updated information on the particular education system of the student's home country.

One of the main outcomes of the Group's work should be the promotion of this information exchange, with a set of guidelines directed to international organizations:

- how to inform the European student wishing to study in the USA and the US student wishing to study in Europe;
- how to train the respective credential evaluator on both sides of the Atlantic for a better assessment of the respective student's qualifications.

7. RECOMMENDATIONS

TO THE AMERICAN NATIONAL COUNCIL

7.1. The recognition of European qualifications in the USA

7.1.1. General principle

The basic introductory recommendation of the Group is to look into the major problems in order to tackle them and promote mobility. In doing so, not to seek making equivalences which would represent a rather difficult task but rather to look at the qualifications in function of the student's progression into further studies and to think in terms of "acceptance" rather than "equivalence" or "recognition".

7.1.2. Greater participation in placement recommendation

Offer an opportunity to the home country to review the placement recommendation once it is elaborated, before it is implemented. Despite the fact that PIER projects include a thorough analysis of the respective country's education system, in collaboration with respective national authorities, the resulting placement recommendation is elaborated by the American National Council only and the home country specialists do not have an occasion to review it.

7.1.3. Specific recommendations on access, intermediate and final degrees and access to doctoral studies

a) Access:

Holders of secondary school leaving certificates, obtained after at least 12 years of schooling, from Europe, that would satisfy the access level in their own country, may be granted not only access to the Freshman year of college/university but also considered for advanced standing at least up to one year. This placement recommendation should take into account the courses taken, the grades obtained and differentiate between a secondary school certificate and an entrance examination.

In cases compatible with the national practices, uses of the APs or/and CLEP testing systems are encouraged as a pragmatic way of determining the access level of the student from Europe wishing to pursue his studies in the U.S.A.

b) Intermediate degrees:

Students with an intermediate degree from a European university may be considered for admission to individual courses at Master's level with the aim of having transfer credits in their own universities in Europe. If this brings about subsequent developments - i.e. an individual student having achieved exceptional results being offered the possibility to obtain his Master's Degree - the respective university should deal with each individual case.

c) Final degrees and access to doctoral studies:

Holders of final degrees from the majority of European countries (the countries should be specified in the final text), obtained after a legally specified minimum period of studies of at least four years duration, may be considered for admission to Ph.D. programmes in the United States.

7.1.4. Language proficiency

The members of the Group agreed that if a student can provide evidence of language proficiency, it does not seem reasonable for him to take the TOEFL test.

Students having taken English as a MAJOR or MINOR degree at University level should be exempted from taking the TOEFL.

In addition, it would be useful to undertake a study about performance of European students: average test scores at TOEFL (Austria, Scandinavian countries, Netherlands...) and according to the results provide for the waiving of the tests.

TO EUROPEAN CREDENTIAL EVALUATORS

7.2. The recognition of American qualifications in Europe

7.2.1 General

The Group recommended to review the procedures in the evaluation of American credentials in Europe, paying due attention to the existing differences in the philosophy of education which also includes using a **more appropriate terminology**, especially when making suggestions for placement recommendations in the United States ("MAY BE considered..." rather than "SHOULD BE considered..."etc.)

7.2.2. Specific

a) **Access**

The Group felt that a **revision of procedures** for evaluating high school diplomas from USA should be carried out, especially taking account of the great variety existing in the levels of high schools. In this respect, the transcript of records played a crucial role and is a good tool for assisting credential evaluators.

In addition, **training courses** should be organized for credential evaluators in Europe to facilitate the interpretation of student transcripts. This would assist in documenting how much of the requirements for admission to higher education institutions in Europe are satisfied.

b) **Intermediate - Associate Degree**

The associate degree from the United States is not the same as an intermediate degree in Europe. It is very difficult to find an adequate recognition. In theory, the transfer of credits should be sought but how to do that in practice?

Every individual student's record should be analyzed to determine which courses completed are applicable to meet certain requirements of a European tertiary education programme.

c) Final degrees and access to doctoral studies

An individual student's record should be thoroughly analyzed. Only on the basis of this analysis of what he has studied in order to acquire the B.A. in the United States, should the placing of the student be determined. It is suggested by the United States that the holder of a B.A. should be granted access to advanced (post-graduate) studies including doctoral studies.

TO INTERNATIONAL ORGANIZATIONS

7.3. Information exchange

Information exchange, collecting and dissemination, updating of existing information on courses and qualifications, both in Europe and the U.S.A. and dissemination of the information collected and updated, to the respective target group, seems to be one of the best ways to promote the mutual recognition of degrees between Europe and the USA. It should, therefore, constitute an important part of the activities programmes of related international organizations.

7.3.1. Informing the student

UNESCO (CEPES), the Council of Europe and the European Union, through their respective national information networks on academic recognition (ENIC, NARIC) should promote the dissemination of existing information on existing placement recommendations, on guidelines made by the CEPES "Transatlantic" Working Group, on other results being achieved by non-governmental organizations (i.e. EAIE). They should find ways in which this information could best reach the target groups -students from Europe wishing to pursue their studies in the U.S.A. and give priority to this issue in their joint activities programme.

UNESCO (CEPES), the Council of Europe and the European Union could periodically publish jointly a "Guide" for the European student wishing to study in the USA.

Furthermore, UNESCO (CEPES) should closely collaborate with the American Council in finding the best ways of disseminating the corresponding information about credit transfer for American students wishing to pursue their studies in a European country.

7.3.2. Training the evaluator

As misunderstandings or misinterpretations creating problems in the mutual recognition of qualifications of European students in the U.S.A. or of American students in Europe often arise due to a lack of updated and accurate information on the respective host country education system, training courses for credential evaluators on both sides of the Atlantic should be encouraged and organized with the assistance of the international organizations concerned.

UNESCO, the Council of Europe and the EU should include in the programme of the activities of the ENIC/NARIC networks, activities designed to:

- Train European Credential Evaluator in interpreting the Transcript of Records from the United States;
- Organize informative seminars on the American system of education, comparable to the PIER Symposium on Scandinavian countries (Autumn 1993) as an efficient way of getting a better insight into the courses and qualifications in the U.S.A.
- Organize training seminars on groups of European countries with comparable education systems jointly with American partners as a means of information sharing;
- Periodically publish updated bibliographies on publications indispensable for credential evaluators in Europe; in the U.S.A.
- Publish in the CEPES Monographs series an updated Monograph on Higher Education in the U.S.A.

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CEPES - UNESCO

**3RD MEETING OF THE WORKING GROUP ON THE RECOGNITION OF
EUROPEAN QUALIFICATIONS IN THE USA
(Heidelberg, 6-8 April 1994)**

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ANNEX II

WORKING GROUP

ON THE EVALUATION OF EUROPEAN QUALIFICATIONS IN THE USA

GLOSSARY OF KEY TERMS

1. **advanced degree** A degree such as a master's or a doctorate, awarded following successful completion of a programme of study beyond the **first degree**. Also, **graduate degree**; **higher degree**; **postgraduate degree**; **second-level degree**.
2. **associate degree** A credential or qualification awarded after a two-year programme in a junior college or technical institute but also awarded by some four-year institutions; thus, it may be a **terminal degree** as well as an **intermediate qualification**.
3. **baccalauréat** 1 French **secondary school** examination taken at 17 and 18 years as a **matriculation** examination for **university** entrance. It includes a wide range of compulsory subjects.
2 **First degree** or university qualification in French language universities of Canada, and in the Netherlands and US.
4. **certificate** (1) A document signifying satisfactory completion of a programme of undergraduate or postgraduate study (e.g. a certificate may be issued for at least one year of study beyond the master's degree; (2) a credential awarded for completion of a short-cycle programme, generally in technical institutions (US); (3) a secondary school-leaving qualification.
5. **credentials** **Certificates** or statements in the form of **degrees**, **certificates**, or **diplomas** giving evidence that a course or academic programme has been completed. Also, **qualifications**.
6. **credit** A unit for expressing quantitatively the amount of content of a course of instruction, especially with respect to the total requirements for a **degree**. For institutions which divide the year into semesters, studies are measured in terms of *credits*: one contact hour or two hours of practical work for fifteen weeks count as one credit, and each credit presupposes two hours' personal work per week (eg. candidates for a bachelor's degree are usually expected to obtain thirty credits per year).

7. **credit course** A post-secondary course that carries **credit** toward an **associate**, bachelor's or **higher degree**, whether in the given institution or by transfer to another institution (US).
8. **curriculum** (1) A systematic sequence of courses and materials of instruction that qualify a student for **graduation** or certification in a particular field; (2) the total course offerings of an institution.
9. **(academic) degree** A title conferred by a college or university on an individual as official recognition that a programme of studies has been completed or the competence equal to that gained by these studies has been attained. The **degree** may be a **first degree**, **first professional degree**, master's degree, doctoral or equivalent degree.
10. **degree requirements** The educational and other standards (established by faculties or appropriate authority) that a student must complete satisfactorily to be eligible to receive a **degree**. Also, **graduation requirements**.
11. **diploma** (1) A **credential** or **qualification** awarded upon successful completion of (a) secondary-level education (e.g. *diploma de maturità* (Italy), or **high school diploma** (US)); (b) post-secondary-level education, where diplomas may be awarded at below degree level, for instance a *higher national diploma*, the qualification awarded after three years of professional study in technological subjects (UK), or at degree level such as the *Diplom* (Austria and eastern European countries); or (c) **postgraduate education**, e.g. *diplôme d'études supérieures* (France). (2) The document signifying the award of a degree or other academic credential.
12. **evaluation** The study by institutional staff of academic records of transfer students from another institution to estimate whether courses completed by the students are comparable to those required at their new institution.
13. **first-level degree** See **first degree**.
14. **first professional degree** (US) A specialized degree in such fields as law, engineering, or medicine that often requires completion of a four-year general bachelor's degree before professional study. In other countries, such degrees are awarded to students who directly enter four to six years of professional study and graduate with a title (e.g. architect, agronomist, or engineer).

15. **first degree** The initial degree conferred by a post-secondary institution, generally after three to six years of study. It may be a **general or academic degree** (e.g. the bachelor's) or a **first professional degree** or title. Also, **first-level degree**.
16. **further education** (1) Full- and part-time education, other than **higher education**, for persons over compulsory school age (including vocational, social, physical and recreational training. It is mainly provided in colleges of further education, many of which also offer higher education courses (UK); (2) All **post-secondary education** below the academic level of higher education and leading to certificates, diplomas, or the **associate degree** (US).
17. **general degree** A university degree awarded for completion of a **curriculum** with a wide variety of courses and subjects. The opposite of a **special degree**.
18. **graduate degree** See **advanced degree**.
19. **graduate student** A student holding a **first degree** who is enrolled in a programme leading to a **graduate degree**, such as master's or doctoral degree (US). See also, **postgraduate student**.
20. **graduation** Formal recognition by an institution of a student's completion of a programme of study, usually in the form of a **certificate, diploma or degree**.
21. **graduation requirements** See **degree requirements**.
22. **higher degree** See **advanced degree**.
23. **higher education** Education above the level of secondary school, provided by **institutions of higher education**. See also, **further education**; **post-secondary education**; **tertiary education**.
24. **high school diploma** See **school-leaving certificate**.
25. **honours degree** A **first degree** usually requiring specialization in one main and in one subsidiary subject.
26. **institution of higher education** An institution specializing in offering **post-secondary education** programmes either below **first degree** level or at first degree and postgraduate degree levels. The designation of such institutions varies, including university, college, community or junior college, institute, academy, conservatory, and school of dramatic arts.

- 27. **intermediate qualification** See **short-cycle education**.
- 28. **international baccalaureate** Secondary school-leaving **qualification** based on a common **curriculum** and a uniform set of examinations; it was developed to meet the needs of students enrolled in international or multinational schools throughout the world, especially the needs of graduates planning to enter universities outside their host country.
- 29. **postgraduate degree** See **advanced degree**.
- 30. **postgraduate education** Education extending beyond the **first university degree**.
- 31. **post-secondary education** Any education subsequent to the completion of secondary education. See also, **further education**; **higher education**; **tertiary education**.
- 32. **postgraduate student** A student of an **institution of higher education** undertaking a course of study of a higher level than that of a **first degree**. See also **graduate student**.
- 33. **professional credit** (1) Credit earned toward a **professional degree** credential; (2) credit awarded for in-service training or postgraduate professional education (US).
- 34. **professional degree** Qualification of **higher education** entitling holders to practise a profession (law, medicine, accountancy, teaching, etc.).
- 35. **qualifications** See **qualifications**.
- 36. **school-leaving certificate** A credential or diploma denoting successful completion of secondary education. Also, **high school diploma**; **secondary school diploma/certificate**.
- 37. **secondary school diploma/certificate** See **school-leaving certificate**.
- 38. **second-level degree** See **advanced degree**.
- 39. **short-cycle education** Post-secondary study that offers career preparation for middle-level, semiprofessional or technical employment; usually comprises the initial two years of university and culminates in an **intermediate qualification**, such as the **associate degree** (US), the French *diplôme d'études universitaires générales* (DEUG).

40. **special degree** An **honours degree** requiring specialized in-depth study of a single subject.
41. **terminal degree** (1) The highest, most esteemed degree that can be obtained in a particular field, e.g. a PhD. Also, **terminal qualification** (2); (2) A first **graduate degree** which is awarded to a person who, while attempting to earn a **higher degree**, usually a doctorate, in a programme leading from the bachelor's degree directly to the doctorate, has proven to be academically deficient and is being gently dismissed from his/her graduate programme (e.g. terminal master's) (US).
42. **terminal qualification** (1) A qualification awarded on completion of terminal education, i.e. not meant to help gain further educational opportunities; (2) Also, **terminal degree**.
43. **tertiary education** Formal education at a higher level than that offered in secondary school. It includes **higher education**, **post-secondary education** and much of **further education**.
44. **undergraduate education** The programmes of study and courses that comprise the curricula leading to an **associate degree** or to a bachelor's degree (US).
45. **undergraduate student** Person following a course of study in an institution of **higher education** leading to a **first degree**.

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LIST OF ACRONYMS

| | | |
|--------|---|---|
| AACRAO | - | the American Association of Collegiate Registrars and Admission Officers; |
| ACT | - | American College Test |
| APT | - | Advanced Placement Tests (USA) |
| CB/ATP | - | College Board Admission Testing Programme (USA) |
| CC-PU | - | Conference permanente pour les problèmes universitaires/Standing Conference on University Problems (Council of Europe) |
| CEPES | - | Centre européen pour l'enseignement supérieur/European Centre for Higher Education (UNESCO) |
| CIMEA | - | Centro di Informazione sull Mobilità e le Equivalenze Accademiche/Information Centre on Mobility and Academic Equivalence (Italy) |
| CLEP | - | College Level Entrance Program |
| EAIE | - | European Association for International Education |
| EU | - | European Union |
| GPA | - | High School Great Point Average (USA) |
| NAFSA | - | Association of International Educators |
| NARIC | - | National Academic Recognition Centre (European Union network) |
| NEIC | - | National Equivalence Information Centres (Council of Europe Network) |
| NIB | - | National Information Bodies on Academic Recognition and Mobility in the Europe Region (CEPES-UNESCO network) |
| NUFFIC | - | the Netherlands Organization for International Cooperation in Higher Education |
| SAT | - | Scholastic Aptitude Tests |
| UNESCO | - | United Nations Educational Scientific and Cultural Organisation |
| TFHR | - | Task Force Human Resources, Education, Training and Youth (Commission of the European Union) |
| TOEFL | - | Test of English as a Foreign Language |

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Annex 3

CEPES - UNESCO

WORKING GROUP

ON THE EVALUATION OF EUROPEAN QUALIFICATIONS IN THE USA

REPLIES TO THE QUESTIONNAIRE

- A SURVEY -

A N N E X 3.1

I. A. ACCESS TO HIGHER EDUCATION INSTITUTIONS IN THE USA

| ANGLOPHONE COUNTRIES | DIPLOMA | PERIOD OF STUDY | PLACEMENT RECOMMENDATIONS GIVEN IN THE USA | SATISFACTORY | PLACEMENT RECOMMENDATION SUGGESTIONS |
|----------------------|--|-----------------|--|--------------|--------------------------------------|
| AUSTRALIA | Higher School Certificate (New South Wales) Victorian Certificate of Ed. (Victoria) Queensland Senior Certif (Queensland) Cert. of Second. Education (Western Australia) Tasmanian Certif. of Ed. (Tasmania) Northern Territory Senior Secondary Studies Certif. (Northern Territory) ACT Year 12 Certificate (Australian Capital Territory) | 12 years | | | request inf on recognition in USA |
| IRELAND | Leaving Certificate Examination | 14 years | not known | | |

| | | | | | |
|-------|---|----------|--|-----|--|
| MALTA | Malta Matriculation and Secondary Education Certif. | 13 years | local examination is modelled on the British system (enjoy the same recognition) | Yes | TOEFEL not necessary for students who obtained a pass in English at ordinary level |
|-------|---|----------|--|-----|--|

| NORDIC COUNTRIES | DIPLOMA | PERIOD OF STUDY | PLACEMENT RECOMMENDATION GIVEN IN THE USA | SATISFACTORY | PLACEMENT RECOMMENDATION SUGGESTED |
|------------------|--|-----------------|--|--------------|--|
| DENMARK | -Studentereksamensbevis (Upper Secondary School Leaving Certificate) Bevis for Hojere Forberedelseksamen (Certificate for the Higher Preparatory Examination) | 12 years | varies between equivalence to high school diploma and 1-2 years of college | No | they should be automatically considered as the 1st-2nd year of college |
| ICELAND | Studentsprof (Matriculation Certificate) | 13 years | students receive up to one year in transfer credits | Yes | |

| | | | | | |
|--------|---|-------------|--|--|--|
| SWEDEN | Studentexamen (until 1969) Avgangsbetyg (1969 onwards) | 11 years | High school diploma-in many cases giving advanced standing with up to one year(or even more)of univ.studies in USA | Yes if it gives adv. stand. up to one year or more | better information in the US on Swedish secondary education |
|--------|---|-------------|--|--|--|

| CENTRAL AND EASTERN EUROPEAN COUNTRIES | DIPLOMA | PERIOD OF STUDY | PLACEMENT RECOMMEN- DATION GIVEN IN THE USA | SATIS- FACTORY | PLACEMENT RECOMMENDATION SUGGESTED |
|---|---|-----------------------|---|-------------------|--|
| ALBANIA | diploma of maturity (deftese pjekurie) | 12 years | | | |
| BULGARIA | diploma za zavarcheno sredno obrazovanie /zrelostno svldetelstvo/ | | | | |
| CZECH REPUBLIC | maturity certificate of: (Vysvedceni maturitni zkouzce) -gymnasium -specialised sec. school -vocational sec. school - specialized post-maturity fields | 12-13 years | may be considered for freshmen admission | | |

| | | | | | |
|--------------------|---|----------------|--|-----|--|
| HUNGARY | Erettsegi Bizonyitvány Final Maturity Certificate | 4 years | may be considered for freshmen admission | Yes | |
| RUSSIA | attestat of a complete secondary education | 11 years | no official agreement | | - extension of adm. practice - elab. of legal basis regulating in a reciprocal mode the admission |
| SLOVAK REPUBLIC | Maturity certificate for... (see Czech Republic) (Vysvedcenie o maturitnej skuske) | 12-13 years | may be considered for freshman admission | | |

| SPECIFIC PROBLEMS COUNTRIES | DIPLOMA | PERIOD OF STUDY | PLACEMENT RECOMMENDATION GIVEN IN THE USA | SATIS- FACTORY | PLACEMENT RECOMMENDATION SUGGESTED |
|-----------------------------------|--|-----------------------|--|-------------------|--|
| AUSTRIA | maturation diploma (reifeprufungszeugnis) | 12-13 years | high school diploma | No | Austrian Matura should be recognised as a Junior year |
| BELGIUM | Diploma van secundair onderwijs | 12-13 years | | | |

| | | | | | |
|---------|---|----------|--|-----|---|
| FRANCE | <p>Baccalauréat de l'enseignement du second degré (A,B,C,D,E) from 1995-Baccalauréat général</p> <p>Baccalaureat technologique (séries F,G,H) from 1987</p> <p>Baccalaureat professionnel</p> | 12 years | as equivalent to High School Diploma (in some univ. credits are granted up to one year of univ. studies) | No | the minimum required is one year university |
| GERMANY | Zeugnis der allgemeinen Hochschulreife Abiturzeugnis/ Reifezeugnis | 13 years | 1 year of advanced standing in a bachelor's degree course | Yes | |
| GREECE | Apolytirion of Lyceum | 12 years | equivalent to High School Diploma | | |

| | | | | | |
|-------------|--|--------------|--|------------------|------------------|
| ITALY | Diploma di Maturita (Certificate Diploma) | 13 years | Students admitted to MA or MSc courses (to be checked). The amount of credit depends on the specific type of Maturita and the kind of US/BSc to which the admission has been requested | satis factory | more information |
| NETHERLANDS | HAVO (for non-univ prof. education) | 7+5 years | - high school equivalence | yes | |
| | VWO (for university) | 7+6 years | - (college credit is granted for VWO subjects) | no | |
| PORTUGAL | Ficha Curricular | 12 years | admission to higher education without additional tests | yes | |

| | | | | | |
|-------------|--|---|--|----|--|
| SWITZERLAND | <ul style="list-style-type: none"> - Federal Maturity Certificate - Federal recognized, Cantonal Maturity Certificate - some other Certificates - Cantonal Teacher Patents | at least 12 years of which 3-4 at a upper sec. school | <p>not all US universities handle the cases the same way, depending on the selectivity of the US institution concerned. The achievement of the holders of the following qualifications is compared to the achievement US inst. expect of US high school graduates:</p> <ul style="list-style-type: none"> - completion of at least grade 12 of a maturity certificate programme. -Federal Maturity Certificate** -Cantonal Maturity Certificate | No | holders should always get advanced placement since in our opinion their level is comparable to the junior year of university |
|-------------|--|---|--|----|--|

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|--|--|--|--|
| | | <p>-Certificate of Proficiency *</p> <p>-Diploma from a general ed. continuation school *</p> <p>-Berufs mittelschul diplom/ Baccalaureat technique *</p> <p>(selective US inst would not admit students with qualifications marked with *; some US inst may allow advanced placement or credit for qualifications marked with **)</p> | |
|--|--|--|--|

I.B. ACCES TO HIGHER INSTITUTIONS IN EUROPE: PROBLEMS FACED BY STUDENTS FROM THE U.S.A.

| COUNTRY | DIPLOMA | PERIOD OF STUDY | RECOGNITION GIVEN IN EUROPE | SATIS- FACTORY | RECOGNITION SUGGESTED |
|---------|--------------------------|-----------------------|---|-------------------|--|
| USA | Higher school diploma | 12 years | most Western European countries do not recognize it at the level it represents. In addition they require up to 2 years of college university level work in the university | no | acceptance at the same level as European secondary leaving qualifications |

II.A. INTERMEDIATE QUALIFICATIONS IN EUROPE

| ANGLOPHONE COUNTRIES | NAME OF QUALIFICATIONS | PERIOD | PLACEMENT RECOMMENDATION GIVEN IN THE USA | SATISFACTORY | PLACEMENT RECOMMENDATIONS SUGGESTED |
|----------------------|--|---------|--|--------------|---|
| AUSTRALIA | - | - | | | |
| IRELAND | | | | | |
| MALTA | | | | | |
| NORDIC COUNTRIES | NAME OF QUALIFICATIONS | PERIOD | PLACEMENT RECOMMENDATION GIVEN IN THE USA | SATISFACTORY | PLACEMENT RECOMMENDATIONS SUGGESTED |
| DENMARK | D.A. or D.C. | 3 years | recognition of the Danish 3 year Bachelor s degree is seen in few places | No | the students are well prepared for graduate studies as are the US students with a 4 year degree |
| ICELAND | Certificate of completion of the programme | 2 years | as an Associate degree | Yes | |
| SWEDEN | - | | | | |

| CENTRAL AND EASTERN EUROPEAN COUNTRIES | NAME OF QUALIFICATIONS | PERIOD | PLACEMENT RECOMMEN- DATION GIVEN IN THE USA | SATIS- FACTORY | PLACEMENT RECOMMENDATIO NS SUGGESTED |
|---|------------------------|--------|--|-------------------|--|
| ALBANIA | | | | | |
| BULGARIA | | | | | |
| CZECH REPUBLIC | | | | | |
| HUNGARY | | | | | |
| RUSSIA | | | | | |

| | | | | | |
|--------------------|-----------------------|------------------------------------|--|--|--|
| SLOVAK REPUBLIC | Bakalar (Bachelor) | 2-4 years usually 3 years | <p>a) 2 years may be cons. for undergraduate admission with up to 2 years of transfer credit</p> <p>b) 3 years may be cons. for undergraduate admission with up to 3 years of transfer credit</p> <p>c) 4 years may be cons. for undergraduate admission with up to 4 years of transfer credit</p> | | |
|--------------------|-----------------------|------------------------------------|--|--|--|

| SPECIFIC PROBLEMS COUNTRIES | NAME OF QUALIFICATIONS | PERIOD | PLACEMENT RECOMMENDATION GIVEN IN THE USA | SATISFACTORY | PLACEMENT RECOMMENDATIONS SUGGESTED |
|-----------------------------|---|------------------|---|--------------|---|
| AUSTRIA | Vordiplom (Diplomprüfung) | 2 years at least | as first 2 years of undergraduate education | No | students who have completed the first under-graduate stage should be eligible for advanced work (graduate work) |
| BELGIUM | | | | | |
| FRANCE | Diplômes d'études universitaires générales (DEUG) | 2 years | as the first 2 years of undergr. studies | No | it should give access to the Junior (3rd) year of University |
| GERMANY | Zeugnis über die Diplomvorprüfung | 2-2,5 years | vary from 2 years of advanced standing towards bachelor's degree to immediate admission to graduate studies | partly | to grant access to graduate studies for holders of the Vordiplom+1 or 2 semesters of the Hauptstudium |
| GREECE | | | | | |
| ITALY | | | | | |

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|-------------|---|------------------------------|--|--|--|
| NETHERLANDS | Propedeuse: - HBO propedeuse - Univ. propedeuse | 1 year 1 year | no experience but presume it would grant exemption from approx. 1 year of a Bachelor's programme | Yes No Propedeuse should grant exemption from 2 years of a Bachelor's programme | |
| PORTUGAL | | | | | |
| SWITZERLAND | "Vordiplom" at the Fed. Tech. Inst. "Cand. iur" after 3-4 sem. of law study (only Swiss students) | 2-4 sem 3-4 sem | no exp. | | |

II.B. INTERMEDIATE QUALIFICATIONS IN THE USA

| COUNTRY | NAME OF QUALIFICATION | PERIOD | RECOGNITION GIVEN IN EUROPE | SATIS-FACTORY | RECOGNITION SUGGESTED |
|---------|-----------------------|-------------------------|---|---------------|--|
| USA | the Associate Degree | 2 years full time study | US students are required to complete 2 years of univ/college ed. in order to "make up" univ. entrance requirements. The associate's degree may be one credential that satisfies this requirement. | No | should be recognized as the first stage of higher ed. and not dismissed as "general secondary education". Each student's record should be analyzed to determine which courses completed are applicable to meet certain requirements of a European tertiary education program |

III.A. FINAL QUALIFICATIONS AND ACCESS TO DOCTORAL STUDIES IN EUROPE

a. Recognition of Higher Education Institutions Degrees

| ANGLOPHONE COUNTRIES | DIPLOMA/DEGREE | PERIOD OF STUDY | PLACEMENT RECOMMENDATION GIVEN IN THE USA | SATISFACTORY | PLACEMENT RECOMMENDATIONS SUGGESTED |
|----------------------|--|--------------------------------------|---|--------------|-------------------------------------|
| AUSTRALIA | Bachelor's degree | 3 years minimum 4-5 years | no information | | requests information |
| | postgraduate certif/ postgraduate diploma | 2 sem. full time or 4 sem. part time | no information | | requests information |
| | Master's degree | 2 years full time or more | no information | | requests information |
| | doctor of philosophy | 3 years full time or longer | no information | | requests information |

| | | | | | |
|---------|-----------------------------------|---|------------------|-----|--|
| IRELAND | Bachelor's degree | 3-4 y. | no problem | Yes | |
| | Masters | 1-3 y. | | | |
| | Ph.D. | six terms after Master's degree or primary degree | | | |
| MALTA | Bachelors | 3-4 years for gen. degree | full recognition | Yes | |
| | Masters | 1-2 years | full recognition | Yes | |
| | Professional doctorate (MD, LL.D) | 5-6 years | full recognition | Yes | |
| | Doctorate | 3-4 years | full recognition | Yes | |

| NORDIC COUNTRIES | DIPLOMA/DEGREE | PERIOD OF STUDY | PLACEMENT RECOMMENDATION GIVEN IN THE USA | SATISFACTORY | PLACEMENT RECOMMENDATIONS SUGGESTED |
|------------------|--|-----------------------------------|---|--------------|-------------------------------------|
| DENMARK | Candidatus: cand. med., cand polyt. (a specific prof) or cand. mag., cand. scient. (a more general academic nature) | 5-6 years including the BA or BS) | no problems | | |

| | | | | | |
|---------|---|---|---|-----|----------------------------------|
| ICELAND | B.A, B.S, B. Ed. degrees | 3-4,5 years | as B.A and B.S | Yes | opening up of credit transfer |
| | M.A, M.S degrees | 5-6 years | no experience. - The M.A replaced the cand. mag. degree few years ago. - Credit from the cand. mag. were usually not transferred to the PhD programme in USA | No | |
| | Kandidatsprof (canddidatus+field of study) | 4-6 years | differs according to field of study | No | see remarks for M.A, M.S |
| | Doktorsprof (Doctor Philosophicus) dr. phil-icelandic literature grammar, history | 9 years (3 after MA with I grade) | - | - | |

| | | | | | |
|--------|--|--|---|----|--|
| SWEDEN | until July 1, 1993 about 100 different degrees: | | From a) to d): 3 years of under-graduate studies up to the level of Bachelor's degree | No | Should be recognized as equivalent to at least Degree of Bachelor a), b) should be considered to hold the equivalent of Degree of Master c) should be recognized as equivalent to Juris Doctor d) should be considered equivalent to at least Master of ... |
| | a) Filosofie Kandidatexamen b) Ekonomexamen c) Juris Kandidatexamen d) Civilingenjörsexamen from autumn 1993 new degrees: e) Högskoleexamen f) Kandidatexamen g) Magisterexamen | 3-5 y. 3,5 y. 4,5 y. 5 y. 2 y. 3 y. 4 y. | | | |

| CENTRAL AND EASTERN EUROPEAN COUNTRIES | DIPLOMA/DEGREE | PERIOD OF STUDY | PLACEMENT RECOMMENDATION GIVEN IN THE USA | SATISFACTORY | PLACEMENT RECOMMENDATIONS SUGGESTED |
|--|-------------------|-----------------|---|--------------|-------------------------------------|
| ALBANIA | higher specialist | 3-6 years | | | |
| BULGARIA | | | | | |

| | | | | | |
|-------------------|--|-------------------------|---|--|---|
| CZECH REPUBLIC | -magistr., "Mgr" -bakalar. Bc. (Bachelor) | 4-5 y. 3-4 y. | -no inf -the first degree will be awarded in 1993 | | |
| | -Inzenyr., "Ing"(Diplom Ingenieur) | 5-5,5 years | -no exp. | | |
| | - doktor vsseobecne mediciny, "MUDr" (doctor in general medicine) | 6 y. | -no exp. | | |
| | -doktor veterinarni mediciny, "MVDr." | 5 y. | -no exp. | | |
| | -doktor, "Dr." -kandidat ved, "CSc." (candidate of science) | 3 y. 3-5 y. | -no exp. -as an earned US doctorate | | |
| | -doktor ved, "Dr.C" (Doctor of science) | not regle- mented | ? | | should represent recognition of published post- doctoral scholarly research |

| | | | | | |
|---------|--|--|---|------------|--|
| HUNGARY | <p>Allam-esjogtudományi, orvos-, forgóorvos-, állatorvos</p> <p>- law</p> <p>- medicine, dentistry, veterinary science)</p> <p>doktor, abr:dr.</p> <p>Okleveles (+field of studies/references to the college)</p> <p>Okleveles szak (field of studies with a reference to the university or college studies)</p> | <p>9 sem.</p> <p>10 sem.</p> <p>12 sem.</p> <p>9-10 sem.</p> <p>2-3 years post gr. course 1-2 years for post college courses</p> | indiv dually as Bachelor's Degree or Master's Degree | not always | |
| RUSSIA | diploma of an attested higher ed. inst. | 5-6 years (7 in medicine) | no agreement Bachelor's degree/ Master's degree | No | underestimate the level; lack of a positive and universal approach; does not provide the possessors with a clear perspective |

| | | | | | |
|--------------------|--|-----------|--------------------|--|--|
| SLOVAK REPUBLIC | Doctor | 3-5 years | should be Ph.D. | | |
| | Magister | 4-6 years | | | |
| | and... (see Czech Rep without "doctor of science") | | | | |

| SPECIFIC PROBLEMS COUNTRIES | DIPLOMA/DEGREE | PERIOD OF STUDY | PLACEMENT RECOMMENDATION GIVEN IN THE USA | SATIS- FACTORY | PLACEMENT RECOMMENDATIONS SUGGESTED |
|-----------------------------------|---------------------------------------|--------------------|--|-------------------|---|
| AUSTRIA | Magister (Mag. phil., theol., etc) | 4-5 years | Bachelor's degree | No | Magister degree should be considered at the Master's level |
| | Diplom-Ingenieur | 2-3 years | not a Ph.D., rather as Master's degree | No | idem |
| | Doktorat | | | No | should be equivalent with Ph.D. |

| | | | | | |
|--------|---|--------------|---|--------|--|
| FRANCE | Diplôme d'études universitaires générales DEUG | 2 years | as the first 2 years of undergrad. studies (now with bilateral convention of exchanges) | | should give access to the Junior (3rd) year of University |
| | Diplôme d'études universitaires scientifiques et technologiques DEUST | | | | |
| | Diplôme universitaires de technologie DUT | | | | |
| | Licence | 3 years | often 3 years of undergrad. studies. Recognized as a Bachelor when a convention exists | Partly | should be recognized at least as a Bachelor's degree and give access to graduate studies depending on the subjects |
| | Maitrise | 4 years | Bachelor or Bach.+1 year (sometimes as a Master) | Partly | should be recognized as a Bachelor's + 1 year or as a Master's depending on the subjects |
| | Diplôme d'études approfondies (DEA) | 5 years | | | |
| | Doctorat | 8 to 9 years | | | should be recognized at least at the Master's Level |

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|---------|---|---------------------|---|-----|--|
| GERMANY | diplomgrad (Fachhochschule) | 8 sem. | Bachelor's degree | Yes | |
| | diplomgrad (University) | 9-12 sem. | Bachelor's degree +some credits within a Master's programme | No | should grant admission to doctoral programme at the level of a Master's degree |
| | | 9-12 sem. | cf. diplom | | |
| | magistergrad (degree Magister Artium) | 9-12 sem. | cf. diplom Magister | No | idem |
| | Staatsprüfung Wissenschaftliche Prüfung (specific degree qualifying for academic careers in the public services) | 2-4 sem. 10 sem. | | No | idem |
| | Lizentiat ac. degree awarded: -as a second degree -as a first degree in theology | 2-4 years | no experience | | |
| | Doktorgrad (degree doktor der...) | | comparable to a Ph.D. | Yes | |

| | | | | | |
|--------|--|---------------------|--|-----|--|
| GREECE | "Ptychion" in: - Humanities - Sciences - Physical Education - Theology | 8 sem (4 years) | Bachelor degree | Yes | |
| | Ptychion in Agriculture | 10 sem | Bachelor degree+graduate credits | Yes | |
| | Ptychion in Medicine | 12 sem (6 years) | Doctor in Medicine | Yes | |
| | Ptychion in Dentistry | 10 sem | Doctor of Dental Surgery | Yes | |
| | Ptychion in Veterinary | 10 sem | Doctor of Veterinary Medicine | Yes | |
| | Diploma in Engineering | 10 sem | B.Sc+ M.Sc or B.Sc+Graduate credits | No | |
| | | | | | |

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|-------|---|----------------------------|--|--|---|
| ITALY | official qualif. awarded by State or legally recognized univ.: | | | | |
| | - Diploma Universitario DU | 3 y. full time | | | according to CIMEA: |
| | - Diploma delle Scuole Dirette a Fini Speciali SDAFS (1st level) | 2-3 y. full time | | | - the Diploma di Laurea should be accepted as correspondent to a US MA, MS degree, their holders should be granted admission to PhD studies |
| | - Diploma di Laurea (2nd level degree) | 4-6 y. full time | as a 1st degree compared to a US BA or BSc | | |
| | - Diploma di Specialista | 2-5 y. full time | not known so taken into account just for admission to US graduate studies | | - the Diploma di Specialista, Dottorato di Ricerca should be accepted as 3rd level degrees, comparable to US prof. doctorates and PhD. |
| | - Dottorato di Ricerca (3rd level) | 3-4 y. after the Laurea | | | |
| | official qualif. awarded by non-univ. higher ed. inst.: | | | | |
| | - Diploma di Academia | 4 years | | | |
| | - Diploma di Educazione Fizica | 3 years | | | |
| | - Diploma ISIA | 4 years | | | |

| | | | | | |
|-------------|---|---|---|--|--|
| HOLY SEE | <p>the Bacalaureate in: theology philosophy Canon law</p> <p>the Licentiate in: theology, philosophy, canon law</p> <p>the Doctorate</p> | <p>5 y. 2 y. 1 y.</p> <p>2 y. in a specialized branch</p> | <p>no formal agr.</p> <p>informally as equivalent to the Master's</p> <p>informally as a Ph.D</p> | | |
| NETHERLANDS | <p>HBO-degree (non- university degree):</p> <p>- baccalaureus (bc) - ingenieur (ing.)</p> <p>doctoraal degree (univ. degree):</p> <p>- meester (mr) Law - ingenieur (ir) - doctorandus (drs)</p> <p>doctor (dr)</p> | <p>4 y.</p> <p>4 y.</p> <p>4+4 y.</p> | <p>bachelor's degree or grants exemption from 3 y. of bachelor's</p> <p>bachelor's equivalence or master's equivalence</p> <p>no experience</p> | <p>Yes No</p> <p>No No Yes</p> | <p>see doctoral degree</p> <p>one should compare the purpose of the programme and the level at which one is prepared to perform prof. or academically not only the number of years</p> |

| | | | | | |
|-------------|--|---|---|-----------|---|
| PORTUGAL | <p>Degrees awarded by Polytechnical Institutions:</p> <ul style="list-style-type: none"> - "bacharel"; - "diploma de estudos superiores especializados" (DESE) <p>Degrees awarded by University institutions:</p> <ul style="list-style-type: none"> - "licenciado" - "mestre" - "doutor" | <p>3 y</p> <p>2 y + completion of bacharel</p> <p>4-6 y</p> <p>2 y</p> <p>5-6 y (humanities)</p> <p>3-4 y (technology and the exact sciences)</p> | <p>Recognition is given (further information should be requested from higher education institutions themselves)</p> | | <p>Information on courses and diplomas offered both by Portuguese and US higher education institutions should be regularly updated</p> |
| SWITZERLAND | <p>Lizenziat/Licence</p> <p>Diplom/Dipl</p> <p>Staatsexamen</p> <p>Doktorat/Doctorat</p> | <p>8 sem</p> <p>9 sem many pr.</p> <p>4-8 sem</p> | <p>equal to a Master's or to a Bachelor's Degree</p> | <p>No</p> | <p>the assessment of the Lizenziat/Diplom as a Bachelor is too low. The length of the studies and the comprehensive thesis demand a Master.</p> |

b. ACCESS TO DOCTORAL STUDIES

| ANGLOPHONE COUNTRIES | CONDITIONS FOR ACCESS | PROBLEMS IN USA | SUGGESTIONS |
|----------------------|--|-----------------|-------------|
| AUSTRALIA | excellent Honours Bachelor's Degree or a Master's Degree (some univ. ask for pre-doctoral course work) | ? | |
| IRELAND | | | |
| MALTA | Master degree+12 months full-time study | no problems | |

| NORDIC COUNTRIES | CONDITIONS FOR ACCESS | PROBLEMS IN USA | SUGGESTIONS |
|------------------|--|-----------------|-------------|
| DENMARK | a completed candidatus degree or its equivalence | no problems | |
| ICELAND | M.A with I grade | Yes and No | |
| SWEDEN | general+specific requirements for eligibility to doctoral studies general: at least 60 points (advanced courses, independent work and thesis) | no problems | |

| CENTRAL AND EASTERN EUROPEAN COUNTRIES | CONDITIONS FOR ACCESS | PROBLEMS IN USA | SUGGESTIONS |
|---|---|--------------------|-------------|
| ALBANIA | 2 levels: -for cand. of science (univ.+2,3 years experience in the field+3 exams+dissertation) -for doctor in science (all from above+exp. research, publishing activity) | | |
| BULGARIA | higher education diploma + exam | | |
| CZECH REPUBLIC | | | |
| HUNGARY | Egyetemi doktoratu- dr univ (doctoral thesis, seminars, learning language, research act., etc) Tudomány (ok) kandidatus (univ. diploma, preliminary advanced scientific act, entrance examination) | no regular inf | |
| RUSSIA | | | |
| SLOVAK REPUBLIC | Magister, MUDr., MVDr., etc.+interview (exam) | | |

| SPECIFIC PROBLEMS COUNTRIES | CONDITIONS FOR ACCESS | PROBLEMS IN USA | SUGGESTIONS |
|-----------------------------|--|--|---|
| AUSTRIA | successful completion of previous diploma studies, foreign Master's Degree | students admitted to compete to get into graduate school which means no more than to another Master's programme | -recognition of pre-requisite Master's qualification -no advantage to a person to hold both a Magister (Austria) and a M.A (USA) Students meet to specialize even more and have the challenge to do original work in USA. |
| FRANCE | selection process amongst students in possession of a maitrise or an engineering degree (the holder of the doctorat has completed a minimum of 8 years of univ. studies) | American univ. require -the completion of one year more of studies at the Master's level -or the possession of the DEA | better inf. on the french system of ed. OK |
| GERMANY | graduate studies with outstanding marks in final degree | no problems | |
| GREECE | holder of a ptychion or Diploma of a Greek University or of degree equivalent to this (law 2083/1992) | no problems | |

| | | | |
|-------------|---|---|--|
| ITALY | | | when trying to define a foreign qualification level one should pay attention not only to entrance req. and study length but to the type of teaching approach, complexity degree of study contents, proportion between theory and practical act., quality and quantity of research work |
| HOLY SEE | the appropriate Licentiate and the fulfilment of the general requisites for enrolling in an Ecclesiastical Faculty | no problems | |
| NETHERLANDS | holders of the doctoraal and HBO degrees can apply for a position as research-assistant (AIO)-formal material requirement | in most cases persons are required to complete course requirements for the Master's as well as the Ph.D | see (A) graduates should be granted master's equivalence by directly admitted into PhD programmes |

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|-------------|---|-------------|--|
| PORTUGAL | Access open to holders of: - a licenciado degree; - a legally equivalent qualification with a final mark of a least 16 along a scale of 0 to 20; - a degree of mestre. The degree of mestre gives exemption from all doctoral examinations (provas de doutoramento) except that of the presentation and defense of the doctoral thesis (tese de doutoramento) | no problems | |
| SWITZERLAND | general requirement special requirements: at least 60 points in the subject to be studied+ability for research studies | no problems | |

III.B. FINAL QUALIFICATIONS AND ACCESS TO DOCTORAL STUDIES IN USA

a. Recognition of Higher Education Institution Degrees

| COUNTRY | DIPLOMA/DEGREE | PERIOD | PLACEMENT RECOMMENDATIONS GIVEN IN EUROPE | SATIS- FACTORY | RECOGNITION SUGGESTED |
|---------|--|-----------|--|-------------------|---|
| USA | the Bachelor's Degree (B.A., B.S., B.Eng, etc) | 4-5 years | generally, tertiary recognition is given only for the final 2 or 4 years | No | holders are prepared for entry-level professional positions or for advanced study |

b. Access to Doctoral Studies

| COUNTRY | CONDITIONS FOR ACCESS | PROBLEMS IN EUROPE | SUGGESTIONS |
|---------|---|---|---|
| USA | the Master's Degree only in some institutions | the Bachelor's Degree and sometimes the Master's is not recognized as an entry qualification for doctoral study | a graduate admission faculty should review the programme of studies previously completed by a U.S. applicant to determine whether or not admissions requirements for doctoral study have been met (such studies may be the baccalaureat programme alone, or the Bachelor's plus the Master's Degree |