Appendix B – Structure of Tertiary Education Systems

AUSTRALIA

		Number of Institutions	Size (share of the student population)	Growth trends	Level of programmes offered	Fields of study covered	Other distinctive features
Public and State	Universities	37[1]	954,595 (*m*)[2]	14% between 2001 and 2006[3]	ISCED 5A-5B-6	Education/ Humanities and arts/ Social Sciences, Business and Law/ Services/ Engineering, Manufacturing and Construction/ Agriculture/ Health and Welfare/ Life Sciences/ Physical Sciences/ Mathematics and Statistics/ Computing[4]	Aims and objectives: Australia's higher education system aims to achieve quality, diversity and equity of access, to contribute to the development of cultural and intellectual life in Australia, and to meet Australia's social and economic needs for a highly educated and skilled population. Governance: Universities are established or recognised under State or Territory legislation. Public universities are subject to a wide range of State and Territory legislation in addition to their enabling legislation. Australia's universities have a reasonably high level of autonomy. The governing board is the Council, Senate or Board of Governors, presided over by a Chancellor elected by the members of the governing body. Members come from government, industry, the community, academic staff, graduates and students. The chief executive authority rests with the Vice-Chancellor. Programmes and qualifications: Australian universities are comprehensive institutions that offer a wide range of programmes to students, including undergraduate and postgraduate awards and sub-degree qualifications such as Associate Degrees. Higher education qualifications are accredited through the Australian Qualifications Framework (AQF). Internationalisation: Over the last decade, Australian universities have built a successful higher education export industry and overseas students now represent a substantial percentage of the student body in many institutions. Between 1992 and 2005, the overseas student load as a percentage of total student load increased from 7% to 26%. In 2002, Australia had the highest such percentage of all OECD countries.
	Technical and Further Education (TAFE) Institutes	69	1,325,072	1.6% between 2001 and 2006[3]	ISCED 2C-3C-4C-5B	Arts Entertainment Sport and Recreation/ Automotive, Building and Construction/ Community Services Health and Education/ Finance Banking and Insurance/ Food Processing/ Textile, Clothing, Footware and Furnishings/ Engineering and Mining/ Primary Industry, Process Manufacturing, Sales and Personal Services/Tourism and Hospitality/ Transport and Storage/ Utilities, Business and Clerical/ Computing, Science Technical and Training/ General Education and Training	Technical and Further Education (TAFE) institutions are state and territory government institutions and are a key part of the National Training System for the delivery of Vocational Education and Training. Aims and objectives: Vocational education and training aims to provide skills and knowledge for work, enhance employability and assist learning throughout life. VET delivers high quality nationally consistent training outcomes for industry, employers and individuals. Governance: The Australian, state and territory Ministers work collaboratively to support the National Governance and Accountability Framework which establishes the decision making processes and bodies responsible for training, as well as planning and performance monitoring arrangements for the system. Features: A flexible system offering a range of training from short term non accredited courses to nationally recognised qualifications leading to employment or further education. The National Skills Framework sets out the system's requirements for quality and national consistency in terms of qualifications and the delivery of training. Accredited courses are part of the Australian Qualifications Framework (AQF). Quality assurance is provided through the Australian Quality Training Framework (AQTF). Consultation with Industry is a strong feature. Industry Skills Councils (ISCs) provide an accurate industry perspective and support the continuous development of quality nationally recognised training products and services. Training Packages based on competency standards are developed by ISCs.
	Self-accrediting higher education institutions	3[1]	2,034 (*m*)[2]	-29.4% between 2001 and 2006[3]	ISCED 5A-5B-6	Education/ Humanities and arts/ Social Sciences, Business and Law/ Engineering, Manufacturing and Construction[4]	Public self-accrediting higher education institutions in Australia comprise: the Australian Film, Television and Radio School; Australian Maritime College (which will amalgamate into the University of Tasmania, effective 1 January 2008); and Batchelor Institute of Indigenous Tertiary Education.
Private	Universities	2[1]	*m*[5]	*m*[5]	ISCED 5A-5B-6	Education/ Humanities and arts/ Social Sciences, Business and Law/ Services/ Health and Welfare/ Life Sciences/ Physical Sciences/ Computing[4]	There are two private universities in Australia: Bond University and the University of Notre Dame.
	Self-accrediting higher education institutions	1[1]	*m*[5]	*m*[5]	ISCED 5A-5B-6	Humanities and arts[4]	There is one private self-accrediting higher education institution in Australia: the Melbourne College of Divinity.
	Non-self accrediting higher education providers	More than 150 (including public providers)[1]	*m*[5]	*m*[5]	ISCED 5A-5B	Education/ Humanities and arts/ Social Sciences, Business and Law/ Services/ Engineering, Manufacturing and construction/ Agriculture/ Health and Welfare/ Life Sciences/ Physical Sciences/ Mathematics and Statistics/ Computing[4]	Governance: Many private providers are established under corporations' law. Many of the private providers are accredited as both higher education providers and registered training organisations. There are a small number of public non-self accrediting higher education providers. Private providers must have a legally constituted governing body as stipulated under the National Protocols for Higher Education Approval Processes and accompanying Guidelines. The Guidelines make clear that the governing body must ensure all the institution's operations, including its governance, are systematically reviewed and that strategies are implemented to improve institutional performance. The governing body must also have access to the range of expertise required for effective governance of the institution, including financial expertise, through its membership and/or through external advisers.
	Private VET providers	Approx. 4,200	*m*[5]	*m*[5]	ISCED 2C-3C-4C-5B	Arts Entertainment Sport and Recreation/ Automotive, Building and Construction/ Community Services Health and Education/ Finance Banking and Insurance/ Food Processing, Textile, Clothing, Footware and Furnishings/ Engineering and Mining/ Primary Industry, Process Manufacturing, Sales and Personal Services/ Tourism and Hospitality/ Transport and Storage/ Utilities, Business and Clerical/ Computing, Science Technical and Training/ General Education and Training	Private VET providers are an important part of the National Training System for the delivery of Vocational Education and Training. They often complement the TAFE systems and have the ability to move flexibly to meet the changing demands of industry and employers. Aims and objectives: Vocational education and training aims to provide skills and knowledge for work, enhance employability and assist learning throughout life. VET delivers high quality nationally consistent training outcomes for industry, employers and individuals. Governance: The Australian, state and territory Ministers work collaboratively to support the National Governance and Accountability Framework which establishes the decision making processes and bodies responsible for training, as well as planning and performance monitoring arrangements for the system. Features: Private providers must be registered as part of the national training system to deliver national qualifications. The National Skills Framework sets out the system's requirements for quality and national consistency in terms of qualifications and the delivery of training. Accredited courses are part of the Australian Qualifications Framework (AQF). Quality assurance is provided through the Australian Quality Training Framework (AQTF). Consultation with Industry is a strong feature. Industry Skills Councils (ISCs) provide an accurate industry perspective and support the continuous development of quality nationally recognised training products and services. Training Packages based on competency standards are developed by ISCs.
Other	Australian branch of an overseas university	1[1]	*m*[5]	*m*[5]	ISCED 5A-5B	Humanities and arts/ Social Sciences, Business and Law[4]	There is one Australian branch of an overseas university: Carnegie Mellon University.

Notes: *m*: Information not available; TAFE: Technical and Further Education

1. Lists of all Australian universities and other self-accrediting higher education institutions, as well as lists of all private providers registered in States/Territories, are available at the Australian Qualifications Framework (AQF) website: www.aqf.edu.au
2. Year of reference, 2006. Department of Education, Employment and Workplace Relations, Higher Education Student Collection, from www.dest.gov.au.
3. Department of Education, Employment and Workplace Relations, Higher Education Student Collection, from www.dest.gov.au.
4. Higher education categories listed in OECD (2004), *Education at a Glance 2004, Table A4.1*, Paris, OECD.
5. There is no comprehensive data collection that captures all private higher education providers.

Source: References and information supplied by countries participating in the project.

BELGIUM (FLEMISH COMMUNITY)

	Number of Institutions	Size (share of the student population)	Growth trends	Level of programmes offered	Fields of study covered	Other distinctive features
Universities	6	36%	*m*	ISCED 5A-6	Health and Welfare/ Education/Humanities and Arts/ Engineering, Manufacturing, and Construction/ Social Sciences, Business and Law/ Life Sciences/ Physical Sciences/ Mathematics and Statistics/ Computing/ Services/ Agriculture	Aims and objectives: a university is an institution that is active in the field of academic education, research and scientific services. Governance: Organic autonomy recognises the right of institutions of higher education to determine their own academic organisation, but the subjects offered by universities are often confined to the areas of study for which they have obtained validation, recognition or accreditation. Programmes' emphasis: Universities carry on research programmes. Their programmes are more theoretically oriented. 'Doctor' (PhD) is the highest level of specialisation in research. This degree is only awarded by universities. Research emphasis: they are the major actors in the Flemish scientific research system. They provide about 85% of the total Flemish scientific papers output. Cooperation: Co-operation between a university and one or more *hogescholen* known as 'association' exist within the system. Its purpose is to evolve into co-operating entities on education and research, and the development of fine arts. Other actions are to harmonise the fields of study as well as to create bridges between bachelor's and master's studies.
University Colleges (*Hogescholen*)	22	64%	*m*	ISCED 5A-5B	Health and Welfare/ Education/Humanities and Arts/ Engineering, Manufacturing, and Construction/ Social Sciences, Business and Law/ Services/ Agriculture/ Computing	Programmes' emphasis: *Hogescholen* provide a 'more professionally-orientated education'. Courses are therefore practice-oriented and include periods of work placement. Education at *hogescholen* has two forms: a short and a long one. One-cycle programs have been converted to the level of bachelor's degree. Professional bachelor's degrees give access to some master's programmes after a 'bridging course'. Since 1991, *hogescholen* provide academic bachelor's and master's courses in association with universities. The *hogescholen* / university board stipulates which master's degrees give access to these specialised and advanced master's programmes. Governance: The legislator establishes the general legal framework for *hogescholen*, which is stricter than for universities. There are three legal types of 'hogescholen'. One type is composed of former State *hogescholen*, which are now called autonomous hogescholen. The second are the provincial institutes, and the third type is composed of independent subsidised institutes, practically all of which are run by boards belonging to a catholic network. The structure of the State institutions is still fixed by decree, in contrast with that of the subsidised institutions, for which only the democratic representation of the students and the staff is regulated by decree. The non governmental tertiary education institutions have their own bye-laws, and their own requirements of commitment to a particular ethic when recruiting staff. The Flemish Ministry subsidises and recognises establishments set up by private interests or by local authorities (provinces), and assigns grants to the organising networks which have met the necessary prior conditions as set down in law. Such grants are for equipment, to offset running costs or in support of staff salaries. The higher education legislation of the early 1990s shaped a policy based on the principles of deregulation, autonomy, and accountability. Research emphasis: Hogescholen carry out applied scientific research.

Notes: *m*: Information not available

Source: Derived from the Country Background Report for Belgium (Flemish Community), which was prepared in 2006, and other documents providing country-specific information (*e.g.* Eurydice, 2005, *Focus on the Structure of Higher Education in Europe 2004/2005*).

CHILE

	Number of Institutions	Size (share of the student population)	Growth trends	Level of programmes offered	Fields of study covered	Other distinctive features
State universities (part of the University Rectors' Council)	16	*m*	*m*	ISCED 5-6	Social Sciences, Business, and Law/ Engineering, Manufacturing and Construction/ Humanities and Arts/ Computing/ Services/ Health and Welfare/ Agriculture/ Sciences	Programmes' emphasis: Universities which can grant any kind of professional or technical qualification; they are the only institutions that can grant academic degrees and teach those professions regulated by law (for example, Medicine, Teacher training, Law, Engineering) with the prior requirement of an academic degree (*Licenciatura*). Although there is no difference between both types of university in terms of professions and programmes, universities that are part of the University Rectors' Council concentrate on research and post-graduate work.
Traditional private universities (part of the University Rectors' Council)	9	*m*	*m*	ISCED 5-6	Social Sciences, Business, and Law/ Engineering, Manufacturing and Construction/ Humanities and Arts/ Computing/ Services/ Health and Welfare/ Agriculture/ Sciences	Programmes' emphasis: Universities which can grant any kind of professional or technical qualification; they are the only institutions that can grant academic degrees and teach those professions regulated by law (for example, Medicine, Teacher training, Law, Engineering) with the prior requirement of an academic degree (*Licenciatura*). Although there is no difference between both types of university in terms of professions and programmes, universities that are part of the University Rectors' Council concentrate on research and postgraduate work.
Private universities	36	23%	*m*	ISCED 5-6	Social Sciences, Business, and Law/ Engineering, Manufacturing and Construction/ Humanities and Arts/ Computing/ Services/ Health and Welfare/ Agriculture/ Sciences	Programmes' emphasis: Although there is no difference between both types of university in terms of professions and programmes, private universities concentrate almost exclusively on under-graduate degrees. Funding: Private universities created after 1980 do not receive base funding from the State and are not eligible for some instruments such as the public student loan system and some scholarship programmes.
Professional institutes	42	17%	*m*	ISCED 5	Social Sciences, Business, and Law/ Engineering, Manufacturing and Construction/ Humanities and Arts/ Computing/ Services/ Health and Welfare/ Agriculture/ Sciences	Programmes' emphasis: Professional institutes unlike universities, cannot grant academic degrees. Typically the professional institutes offer four-year professional programmes at the 5A level; there are an important number of 5B programmes in these institutions. Funding: All are private, self financed and not-for-profit.
Technical training centres	105	12%	*m*	ISCED 5B	Social Sciences, Business, and Law/ Engineering, Manufacturing and Construction/ Humanities and Arts/ Computing/ Services/ Health and Welfare/ Agriculture/ Sciences	Programmes' emphasis: Technical training centres can only offer technical programmes (ISCED 5B) with a typical study duration of between 2 and 2.5 years. Funding: They are private institutions and can be for-profit or not-for-profit.

Notes: *m*: Information not available

Source: Derived from the Country Background Report for Chile, which was prepared in 2007, and other documents providing country-specific information (*e.g.* OECD (2004), *Reviews of national policies for education: Chile*, Paris, OECD).

CHINA

			Number of Institutions	Size (share of the student population)	Growth trends	Level of programmes offered	Fields of study covered	Other distinctive features
Public and State	Publicly-run institutions	Regular Tertiary Education Institutions other than tertiary vocational - technical colleges (mostly universities)	886	18,493,100 (including tertiary vocational - technical colleges)	*m*	ISCED 5-6	Education/ Humanities and Arts/ Social Sciences, Business and Law/ Services/ Engineering, Manufacturing and Construction/ Agriculture/ Health and Welfare/ Life Sciences/ Physical Sciences/ Mathematics and Statistics/ Computing	Aims and objectives: colleges and universities place emphasis on research, and general formal education.
		Adult tertiary education institutions	444	5,248,800	*m*	ISCED 5	Education/ Humanities and Arts/ Social Sciences, Business and Law/ Services/ Engineering, Manufacturing and Construction/ Agriculture/ Health and Welfare/ Life Sciences/ Physical Sciences/ Mathematics and Statistics/ Computing	Aims and objectives: their role is to offer skill training and community service.
		Tertiary vocational - technical colleges	981	*m*	*m*	ISCED 5	Education/ Humanities and Arts/ Social Sciences, Business and Law/ Services/ Engineering, Manufacturing and Construction/ Agriculture/ Health and Welfare/ Life Sciences/ Physical Sciences/ Mathematics and Statistics/ Computing	Aims and objectives: their objectives are to teach and serve regional economic development.
		Research institutes	317	*m*	*m*	ISCED 6	Education/ Humanities and Arts/ Social Sciences, Business and Law/ Services/ Engineering, Manufacturing and Construction/ Agriculture/ Health and Welfare/ Life Sciences/ Physical Sciences/ Mathematics and Statistics/ Computing	*m*
	Privately-run institutions	Independently-established *minban* TEIs	278	1,337,900	*m*	ISCED 5-6	Education/ Humanities and Arts/ Social Sciences, Business and Law/ Services/ Engineering, Manufacturing and Construction/ Agriculture/ Health and Welfare/ Life Sciences/ Physical Sciences/ Mathematics and Statistics/ Computing	Governance: they are funded and operated by social forces. They consist of *minban* regular TEIs and two *minban* adult TEIs. 24 institutions are offering bachelor-degree granting programmes. Some *minban* universities have flexible management approaches which allow them to respond quickly to the changing demands of the socio-economic environment.
		Independent colleges	318	1,467,000	*m*	ISCED 5	Education/ Humanities and Arts/ Social Sciences, Business and Law/ Services/ Engineering, Manufacturing and Construction/ Agriculture/ Health and Welfare/ Life Sciences/ Physical Sciences/ Mathematics and Statistics/ Computing	Governance: they offer under-graduate education with the co-operation between public regular TEIs and social sectors. Without governmental financing, the funding is provided by co-operative partners or by collective forces. The tuition fees for independent colleges are set with reference to the related state regulations. The independent colleges, are well-known for their degree of autonomy (independent: legal entity; infrastructure and campus; teaching organisation and management; admission and degree-granting, financing and accounting).
		Non-state/private TEIs	994	939,000	*m*	ISCED 5	Economics/ Law/ Literature/ Engineering/ Agronomy/ Management	*m*
		Tertiary education agencies for self-taught learners	*m*	*m*	*m*	ISCED 5	Education/ Humanities and Arts/ Social Sciences, Business and Law/ Services/ Engineering, Manufacturing and Construction/ Agriculture/ Health and Welfare/ Life Sciences/ Physical Sciences/ Mathematics and Statistics/ Computing	Governance: *minban* TEIs for self-taught learners are approved by educational authorities, funded by various social forces, reviewed by and registered at self-taught examination organisations. Aims and objectives: they aim at providing relevant professional courses for self-taught individuals.

Notes: *m:* Information not available; TEI: Tertiary education institution

Source: Derived from the Country Background Report for China, which was prepared in 2007, and other documents providing country-specific information.

CROATIA

		Number of Institutions[1]	Size (share of the student population)[2]	Growth trends[3]	Level of programmes offered	Fields of study covered	Other distinctive features
Public and State	Universities	7	116,065 (82,91%)	43% between 2001/02 and 2006/07[4]	ISCED 5A-5B-6	Education/ Humanities and Arts/ Social Sciences, business and law/ Services/ Engineering, manufacturing and Construction/ Agriculture/ Health and Welfare/ Life Sciences/ Physical Sciences/ Mathematics and Statistics/ Computing/ Other	Universities (*sveučilišta*) are higher education institutions which deliver university study programmes in at least two scientific and/or arts areas in a great number of fields. Exceptionally, universities may also deliver professional study programmes. Universities may have constituted higher education institutions which are legal entities and are called faculties (*fakulteti*) or arts academies (*umjetničke akademije*). Universities and their constituents deliver study programmes and conduct scientific research and other professional and arts activities. Public universities are established by a law.
	Polytechnics and Schools of professional higher education	15	17,507 (12.51%)	-36% between 2001/02 and 2006/07[4]	ISCED 5B	Social Sciences, business and law/ Services/ Engineering, manufacturing and Construction/ Agriculture/ Health and Welfare/Computing/ Other[5]	Polytechnics (*veleučilišta*) and schools of professional higher education (SPHE, *visoke škole*) are higher education institutions which deliver professional study programmes. The two institutions differ in scope: polytechnics are those schools of professional higher education which deliver professional study programmes in three or more scientific fields. Their mission is to offer application-oriented programmes which are professional in character, and which often include practical work experience in the general area of study. Polytechnics and SPHEs are expected to offer high-level professional education, and artistic and professional training according to the needs of their local communities. Public polytechnics and SPHEs are established by a decree of the Croatian Government.
Private	Polytechnics and Schools of professional higher education	20	6,424 (4.58%)	246% between 2001/02 and 2006/07	ISCED 5B	Humanities/ Social Sciences and business/ Services/ Engineering, manufacturing and Construction/Computing/ Other[5]	Private polytechnics and schools of professional higher education do not differ in character or mission from the equivalent public higher education institutions. Governance: Private universities, polytechnics and schools of professional higher education can be established by the founders in the manner prescribed by the provisions of the law and regulations relating to the establishment of institutions.

Notes: *m*: Information not available; SPHE: School of professional higher education

1. Year of reference, 2007. Ministry of Science, Education and Sports, 2007.
2. Year of reference, academic year 2006/2007. Central Bureau of Statistics, from www.dzs.hr.
3. Central Bureau of Statistics, from www.dzs.hr.
4. Over that period, the Polytechnic of Split was absorbed into the neighbouring university, while the Polytechnic of Dubrovnik was redesignated as a university. Several schools of professional higher education dedicated to teacher education were integrated into universities. Excluding these cases, public polytechnics and schools of professional higher education grew by 9% between 2001/02 and 2006/07 according to the Central Bureau of Statistics.
5. The information provided in this column describes the current offer of programmes at polytechnics and SPHEs. Apart from the necessary professional focus of the programmes, there is no legal limit on the areas that may be covered in the programmes offered by polytechnics and SPHEs.

Source: Derived from the Country Background Report for Croatia, which was prepared in 2006, and other sources as indicated above.

CZECH REPUBLIC

		Number of Institutions[1]	Size (share of the student population)[1]	Growth trends[2]	Level of programmes offered	Fields of study covered	Other distinctive features
Public and State	Higher education institutions: universities	26 (24-public 2-state)	295,127 (82.99%)	39% between 1995/96 and 2000/01; 42.4% between 2001/02 and 2006/07	ISCED 5A-6	Education/ Humanities and Arts/ Social Sciences, Business and Law/ Services/ Engineering, Manufacturing and Construction/ Agriculture/ Health and Welfare/ Life Sciences/ Physical Sciences/ Mathematics and Statistics/ Computing/ Others	Aims and objectives: their aim is to foster scientific, research, development, artistic, or other creative activities. Research emphasis: Basic research predominates over applied research. Programmes' emphasis: university-type institutions offer all types of programmes (at least up to and including the master's level). Practical training is part of a large number of programmes. It predominates in programmes at bachelor's level. Governance: Public HEIs of university type are established by law, and are legal persons. They are highly autonomous, they decide about the number of students (numbers of students are limited only by public sources, in practice the numbers are negotiated jointly by the Ministry and institutions themselves). Students of public and state institutions do not pay tuition fees (the exception is the "penalty" fee for prolonged studies comparing the settled duration of a particular degree programme and studies in foreign languages). State HEIs are also established by law, and they are subordinated to the Ministry of Defence or the Ministry of the Interior.
	Higher education institutions: other than universities	2	1,104 (0.31%)	*m*[3]	ISCED 5A	Business/ Services/ Engineering, Manufacturing and Construction/ Computing	Research emphasis: it conducts more applied oriented research activities. Programmes' emphasis: non-university type institutions offer mostly bachelor's degree programmes, they can offer master's degree programmes but they are not allowed to offer doctoral degree programmes. Governance: the same as in the case of public HEIs of university type.
	Tertiary professional schools	126 (113-regional 12-church 1-state)	19,463 (5.47%)	-7.6% between 1995/96 and 2000/01; 3.6% between 2001/02 and 2006/07	ISCED 5B	Humanities and Art/ Social Sciences, Business, and Law/ Services/ Engineering, Manufacturing and construction/ Agriculture/ Health and Welfare/ Computing/ Others	Research emphasis: Public TPSs carry out very limited research activities. Programmes' emphasis: they offer vocational education programmes that do not lead to an academic degree. The practice-oriented studies they offer require more intensive cooperation with local communities.
Private	Higher education institutions: universities	2	6,579 (1.85%)	*m*[4]	ISCED 5A	Education/Social Sciences, Business and Law	Research emphasis: Private HEIs are expected to carry out research activities similar to those carried out by public HEIs of university type. Currently they conduct research only in limited areas in accordance with the degree programmes they offer. Programmes' emphasis: Similar to those offered by public HEIs of university type; the range of study areas is not as broad as in the case of public HEIs due to the short time of their existence (both established in the last two years). Governance: The possibility of establishing a private HEI was only introduced with the Act of 1998. They are established by a private entity following the State approval which is granted on the expert view of the Accreditation Commission which has the power to decide about the type of a HEI (university or non-university type). Internal governance depends on the type of the particular private entity, it is not stipulated by the Act on higher education institutions.
	Higher education institutions: other than universities	41	25,176 (7.08%)	-7.6% between 2001/02 and 2006/07	ISCED 5A	*m*	Research emphasis: Private HEIs carry out very limited research activities. Programmes' emphasis: Private HEIs are expected to meet the demand for study areas underprovided by the public sector. Governance: The possibility of establishing a private HEI was only introduced with the Act of 1998. They are established by a private entity following the State approval which is granted by the Ministry on the expert view of the Accreditation Commission. The term "private HEI" is currently practically synonymous with the term "HEI of the non-university type", since newly opened private HEIs were not able to show sufficient experience in the area of research and development, which is a necessary prerequisite for the accreditation of master's programmes. As a result, they mostly submitted bachelor's programmes for accreditation, and thus were classified as non-university type HEIs. At this point, private HEIs will be able to apply for a change in their status to that of a university-type institution and seek approval by the Accreditation Commission.
	Tertiary professional schools	48	8,184 (2.3%)	9.18% between 2001/02 and 2006/07	ISCED 5B	Humanities and Art/ Social Sciences, Business, and Law/ Services/ Engineering, Manufacturing and construction/ Agriculture/ Health and Welfare/ Computing/ Others	Research emphasis: Private HEIs carry out very limited research activities.

Notes: *m*: Information not available; HEI: Higher education institution; TPS: Tertiary professional school
1. Year of reference, 2006. Institute for Information on Education - IUV (2007), Statistical Yearbook on Education 2006-2007.
2. Institute for Information on Education - IUV (2007), Statistical Yearbook on Education 2006-2007.
3. Only established in 2004 and 2006.
4. Redesignated as universities in 2005 and 2006.

Source: Derived from the Country Background Report for the Czech Republic, which was prepared in 2006, and other sources as indicated above.

ESTONIA

		Number of Institutions	Size (share of the student population)	Growth trends	Level of programmes offered	Fields of study covered	Other distinctive features
Public and State	Universities	6	63%	*m*	ISCED 5A-5B-6	Education/ Humanities and Arts/ Social Sciences, Business and Law/ Services/ Engineering, Manufacturing and Construction/ Agriculture/ Health and Welfare/ Life Sciences/ Physical Sciences/ Mathematics and Statistics/ Computing	Research emphasis: higher education and R&D activities are concentrated, with a few exceptions, in four public universities and related institutions. Aims and objectives: Universities are defined as institutions of research, development, study and culture with higher education levels in several fields of study. Governance: Universities are granted a broad institutional autonomy regarding the academic and economic/ financial policies that have to be in accordance with their missions and teaching and research goals. Each university has developed its own approach towards the regions, some of them have established a proactive regional policy. For accountability purposes and linking the university and society there is a special body created, called *kuratoorium* with limited powers. Universities are accountable to the State Audit Office for their financial matters.
	State professional higher education institutions	10	14%	*m*	ISCED 5B, in a few cases 5A	Education/ Humanities and Arts/Social Science/ Natural Sciences/ Services/ Engineering, Manufacturing and Construction/ Agriculture/ Health	Aims and objectives: the main objective of institutions of professional higher education is teaching. Performing applied research is secondary. Research emphasis: these institutions conduct applied research activities. Programmes' emphasis: State professional higher education institutions (PHEIs) are highly specialised. They offer professional higher education programmes with a length of 4 years. For graduates it is possible to continue their studies at the master's level in the university sector. During the last few years some of them have been authorised to provide master's programmes (in co-operation with universities). Governance: State PHEIs depend to some extent on the Ministry of Education and Research on their academic policies (*i.e.* their statutes are established and development plans are approved by the Minister). On financial matters, also, they are accountable towards the Ministry of Education and Research.
	State VET schools providing higher education	2	1.5%	*m*	ISCED 5B	Social Sciences, Business and Law/Engineering, Manufacturing and Construction/ Computing	Based on the Higher Education Strategy for 2006-2015 higher education provision in Estonia is mostly limited to universities and PHEIs. Almost all VET schools that provided tertiary education programmes have been - following accreditation procedures - upgraded to PHEIs (during 2004-2007). Based on strategy documents there is an expectation that tertiary provision in VET schools will remain very limited in its size and only available in regions.
Private	Universities	5	9%	*m*	ISCED 5A-5B-6	Humanities and Arts/ Social Sciences, Business and Law/ Services, Computing	Aims and objectives: their main priority is to provide study at a specialist-level. The extent of doctoral study and R&D is very limited. Governance: Private higher education institutions have the right to award the State diploma only to the graduates who have completed an accredited study programme. They may have some of their study places subsidised by the State in fields of national priority. In addition, the institutions may accept students who pay for their own education. In that case, the tuition fee is fixed by the institutions with no limits imposed by the State. They must have an education licence that grants them the right to provide instruction. An education licence issued for a specified term is issued and revoked by a directive of the Minister of Education and Research.
	Private professional higher education institutions	11	12%	*m*	ISCED 5B, in few cases 5A	Humanities and Arts/ Social Sciences, Business and Law/ Services/Computing	Research emphasis: These institutions conduct applied research activities. Most of the private PHEIs have strong links with the employer community. Programmes are mostly of a length of three years. Governance: See above for Private universities.
	Private VET schools providing higher education	1	0.5%	*m*	ISCED 5B	Services	Programmes' emphasis: There is one private VET school offering professional higher education programmes, the Estonian School of Hotel and Tourism Management. Programmes are mostly of a length of three years. Governance: See above for Private universities.

Notes: *m*: Information not available; VET: Vocational education and training; PHEI: Professional higher education institution

Source: Derived from the Country Background Report for Estonia, which was prepared in 2006, and other documents providing country-specific information.

FINLAND

		Number of Institutions	Size (share of the student population)	Growth trends	Level of programmes offered	Fields of study covered	Other distinctive features
Public and State	Universities	20	152,000 (54%)[1]	28% between 1996 and 2006	ISCED 5A-6	Health and Welfare/ Agriculture/ Humanities and Arts/ Engineering, manufacturing and construction/ Social Sciences, business and law/ Services/ Education/ Life sciences/ Physical Sciences/ Mathematics and statistics/ Computing[2]	Aims and objectives: Universities have four missions assigned by the Universities Act (1997): to promote free research; to promote scientific and artistic education; to provide higher education based on research; to educate students to serve their country and humanity, and to promote regional cooperation. The supply of programmes: In 2005 an act amending the Universities Act (556/2005) was passed. It defines the normative duration for lower (bachelor's) degree 180 ECTS credits/3 years and for the higher (master's) degree 120 ECTS credits/2 years. The development of the third-cycle degrees (doctoral education) is in process. Research emphasis: they conduct most of the theoretically oriented research activities, but they also work closely with business in research activities. Levels of autonomy: Universities are part of the State legal personality (State budgetary system). Amendment of the Universities Act which is currently under preparation will increase universities' financial and administrative autonomy. As of 2010, universities will form a new type of legal person under public law, which means their legal separation from the State legal personality and the endowment of a separate legal personality to universities. Links to regions and local communities: The societal service mission of universities alongside education and research was clarified in an amendment of the Universities Act (715/2004) which came into force on 1.8.2005. Universities' third function is to interact with society and promote the social impact of scientific and cultural activity. This new provision was taken into account by means such as determining different forms of interaction with society as part of strategic development/plans. Universities have also defined their priorities which, in regional terms, is evident in terms of targeting their R&D projects to their strong knowledge areas. Another new provision makes it compulsory to have at least one and at most one third of the board members who are not members of the university body *e.g.* representatives from business and industry.
Public or private	Polytechnics	26	130,000 (46%)[3]	193% between 1996 and 2006[4]	ISCED 5A- 5B	Humanities and Arts/ Social Sciences, Business, and Law (Journalism and Information, Business and Administration)/Science (Computing)/ Engineering, Manufacturing and Construction/ Agriculture (Agriculture, Forestry and Fishery)/ Health and Welfare/ Services	Aims and objectives: their mission is to provide education closely connected to the labour market, and to conduct applied research activities and to support regional development. The supply of programmes: Polytechnic bachelor's degree 210-240 ECTS credits/ 3,5-4 years full-time study, Polytechnic master's degree 60-90 ECTS credits/ 1,5-2 years. Polytechnics also offer professional specialisation and other adult education. Programmes' emphasis: All the bachelor's degree programmes include obligatory work practice. Research emphasis: The role of polytechnic R&D is to serve education and its development, as well as local business and industry and its development. The governance and levels of autonomy: Polytechnics are municipal or private institutions. The maintaining organisation decides on strategic development of the polytechnic and adopts the action and economic plan and the budget. Polytechnics have autonomy in their internal affairs. The internal administration of polytechnics is managed by the board and the rector. Institutional funding: The government and local authorities share the cost of polytechnic core funding.

Notes: *m:* Information not available
1. Year of reference 2006. Ministry of Education of Finland, KOTA-database.
2. OECD (2004), Education at a Glance 2004, Table A4.1, Paris, OECD.
3. Year of reference 2006. Ministry of Education of Finland, Amkota database.
4. Polytechnics only started to operate in 1991-1992.

Source: Derived from the Country Background Report for Finland, which was prepared in 2005, and other sources as indicated above.

FRANCE

		Number of Institutions	Size (share of the student population)[1]	Growth trends	Level of programmes offered	Fields of study covered	Other distinctive features
Public and State	Universities[2]	60	1,421,719	22.57% between 1990/91 and 2005/06	ISCED 5-6	Education/ Services/ Life Sciences/ Physical Sciences/ Mathematics/ Humanities and Arts/ Social Sciences, Business and Law/ Engineering, Manufacturing and construction/ Agriculture/ Computing/Health and Welfare/ Others	Conditions of admission: Multidisciplinary universities are the most numerous ones. To be admitted, one needs to obtain the *baccalauréat,* an equivalent diploma, or the university studies access diploma. However, to be admitted to a university institute of technology, the candidate must go through a selection based on the candidate's former school results and an interview. Governance: They are composed of training and research units, and include institutes and internal schools, among which institutes of technology and vocational institutes. In institutes of technology, the director is the person responsible for income and expenditure, and he has authority over the staff. Unlike with others institutions, the Education Ministry can directly allocate resources to university-type institutions.
	University institutes of teacher training	*m*	82,000	-0.51% between 1991/92 and 2005/06	ISCED 5-6	Education	Primary or secondary level teacher training is provided at the university institutes of teacher training, which are public administrative institutes attached to one or more universities.
	Ecoles and *Grands Etablissement*[2]	23	*m*	*m*	ISCED 5-6	Education/ Services/ Life Sciences/ Physical Sciences/ Mathematics/ Humanities and Arts/ Social Sciences, Business and Law/ Engineering, Manufacturing and construction/ Agriculture/ Computing/Health and Welfare/ Others	These institutions, offering a wide variety of programmes, include national higher engineering institutes, university institutes of technology, paramedic and social schools, and engineering schools. Paramedic and social schools are placed under the control of the Ministry of Health. Some engineering schools that are independent of universities, university institutes of technology and national polytechnical institutes, are placed under the control of the Ministry for National Education or other ministries. Some other engineering programmes are offered in schools or attached to a university. Higher institutes of artistic studies (*e.g.* architecture and fine arts) are placed under the control of the Ministry of Culture and Communication.
	Post-*baccalauréat* training in *lycées*	454 (including private institutions)	*m*	*m*	ISCED 5	Education/ Services/ Life Sciences/ Physical Sciences/ Mathematics/ Humanities and Arts/ Social Sciences, Business and Law/ Engineering, Manufacturing and construction/ Agriculture/ Computing/Health and Welfare/ Others	*Lycées* offer post-*baccalauréat* training lasting 2 years. According to the law on decentralisation, regions are mainly responsible for the premises and buildings, and the State funds teachers' salaries and school expenses. Post-*baccalauréat* training includes preparatory classes for the *Grandes Ecoles* and superior technician sections. Preparatory classes for the *Grandes Ecoles* aim at preparing students to sit a competitive exam to enter engineering schools, business and management schools, and *Ecole normale supérieure*. Superior technician sections lead to the award of a higher technician's diploma (*i.e. brevet de technicien supérieur*), which gives access to the labour market.
Private	*Ecoles* and *Grands Etablissements*	147	*m*	*m*	ISCED 5-6	Education/ Services/ Life Sciences/ Physical Sciences/ Mathematics/ Humanities and Arts/ Social Sciences, Business and Law/ Engineering, Manufacturing and construction/ Agriculture/ Computing/Health and Welfare/ Others	These institutions, offering a wide variety of programmes, include engineering schools, business and management schools, and higher institutes. Most business and management schools are private or depend on chambers of commerce and industry. Higher institutes offer professionally-oriented programmes in a range of specialised disciplines (*e.g.* hotel and catering, design, and fashion). Most have a private status, but are placed under the administrative control of the ministry to which they are attached.
	Post-*baccalauréat* training in *lycées*	454 (including public institutions)	*m*	*m*	*m*	Education/ Services/ Life Sciences/ Physical Sciences/ Mathematics/ Humanities and Arts/ Social Sciences, Business and Law/ Engineering, Manufacturing and construction/ Agriculture/ Computing/Health and Welfare/ Others	*Lycées* offer post-*baccalauréat* training lasting 2 years. According to the law on decentralisation, regions are mainly responsible for the premises and buildings, and the State funds teachers' salaries and school expenses. Post-*baccalauréat* training includes two types of institutions. Preparatory classes for the *Grandes Ecoles* aim at preparing students to sit a competitive exam to enter engineering schools, business and management schools, and *Ecole normale supérieure*. Superior technician sections lead to the award of a higher technician's diploma (*i.e. brevet de technicien supérieur*), which gives access to the labour market. Governance: The programmes provided by these institutions, as well as the diplomas they award, are accredited by the State. The accreditation allows institutions to receive public funds. Students can also benefit from publicly-based scholarships in accredited institutions. In exchange, institutions allow the State's authorities to control them, and the nomination of the director and staff has to receive State's agreement.

Notes: *m*: Information not available
1. Year of reference, 2005-2006.
2. Includes university institutes of technology (IUTs, *Instituts Universitaires de Technologie*) and professional university institutes (IUPs, *Instituts Universitaires Professionnalisés*).

Source: Derived from supporting materials prepared by countries participating in the project and other documents providing country-specific information (e.g. Eurydice, 2005, Focus on the Structure of Higher Education in Europe 2004/2005).

GREECE

		Number of Institutions	Size (share of the student population)[1]	Growth trends[2]	Level of programmes offered	Fields of study covered[3]	Other distinctive features
Public and State	Universities	23 [4]	408,872 (63%) (including Higher Schools)	-2.11% between 2004/05 and 2005/06	ISCED 5-6	Education/Humanities and Arts/ Social Sciences, Business and Law/ Mathematics and Statistics/ Life Sciences/ Physical Sciences/ Health and Welfare/ Agriculture/ Engineering, Manufacturing and construction/ Computing	Aims and objectives: The general aim of universities is to provide students with high level theoretical knowledge, and to prepare them to the ever-changing cultural, scientific and technological demands of community life. The mission of the International University of Greece is to provide higher education to foreigners interested in studying in Greece. Governance: The University sector includes universities, the Higher School of Fine Arts, the Hellenic Open University (EAP) and the Higher Military Education Institutes. These institutions are, according to article 16 of the Greek Constitution and Greek legislation in general, self-administered legal entities. They are supervised and financed by the State. Internal regulations in each university determine their internal structure, the organisation and operation of the universities' administrative, financial and technical services, the determination of the teaching and research policies of the different departments, the planning, the procedures and requirements to employ staff, and the allocation of funds.
	Technological Institutes	16	244,776 (includes 650 students at the ISCED level 6) (37%) (provisional data from National Statistical Service of Greece)	6.93% between 2004/05 and 2005/06	ISCED 5-6	Humanities and Arts/ Social Sciences, Business and Law/ Mathematics and Statistics/ Life Sciences/ Physical Sciences/ Health and Welfare/ Agriculture/ Engineering, Manufacturing and construction/ Computing/Services	Aims and objectives: the aim of the Technological sector is its participation in the overall development of scientific, applied and technological knowledge by educating students who will acquire the necessary skills to succeed in their professional life. Governance: The Technological sector of higher education includes Technological Education Institutes and the Higher School for Teachers of Technological Education. The Technological Education Institutes are governed by Public Law and are supervised by the Ministry of Education and Religious Affairs. They are self-administered legal entities. They are supervised and subsidised by the state. The internal regulations in each institution determine the internal structure, the organisation, the operation of the Institutes' administrative, financial and technical services as well as the procedures and requirements for employing staff. Emphasis of curricula: Studies have a practical focus. However, background theoretical courses are always included to enable students to adapt to the ever-changing conditions in the labour market and in society.
	Higher Schools	*m*	Approx. 6,860 (1.5%) (number included in university student population)	*m*	ISCED 5	Humanities and Arts/ Services	Governance: Higher Schools education sector includes Higher Ecclesiastical Schools, Merchant Naval Academies, Higher Schools of Dance and Drama, Higher Schools of Tourist Professions, Higher Non-Commissioned Officers Schools and Higher Police Academies. The length of studies in these schools should not exceed three years. These Schools, with the exception of the Higher Ecclesiastical Schools which is supervised by the Ministry of Education, are under the supervision of their relevant ministries.

Notes : *m*: Information not available

1. Year of reference 2005/06. Ministry of Education and Religious Affairs, UOE data collection on education statistics.
2. Ministry of Education and Religious Affairs, UOE data collection on education statistics.
3. OECD (2004), Education at a Glance 2004, Table A4.1, Paris, OECD.
4. Includes the Hellenic Open University.

Source: Derived from supporting materials prepared by countries participating in the project and the sources indicated above.

ICELAND

		Number of Institutions	Size (share of the student population)	Growth trends	Level of programmes offered	Fields of study covered	Other distinctive features
Public and State	Universities	5	86.50%	*m*	ISCED 5A-5B-6	Education/ Humanities and Arts/ Social Sciences, Business and Law/ Services/ Engineering, Manufacturing and Construction/ Agriculture/ Health and Welfare/ Life Sciences/ Physical Sciences/ Mathematics and statistics/ Computing	Aims and objectives: A university aims at educating students, pursuing research and helping society in general, by disseminating knowledge and providing society with the needed services. Research emphasis: Universities conduct basic as well as applied research activities. Programmes' emphasis: Only the University of Iceland offers under-graduate and post-graduate programmes as well as research activities in a wide area of disciplines. The other are more specialised and do not have as extensive research activities. There are seven institutions that provide distance learning programmes and courses.
Private	Reykjavík University	1	8.50%	*m*	ISCED 5A-5B-6	Education/ Humanities and Arts/ Social Sciences, Business and Law/ Services/ Engineering, Manufacturing and Construction/ Agriculture/ Health and Welfare/ Life Sciences/ Physical Sciences/ Mathematics and statistics/ Computing	Aims and objectives: Mainly focus on teaching. Governance: Private institutions charge students tuition fees, unlike public institutions. All institutions operate on a non-profit basis. The private institutions have more flexibility in recruiting academic staff. Privately-run institutions have representatives from the industrial sector on their board. Students are not represented on councils of private institutions.
	Bifröst School of Business/Iceland Academy of the Arts	2	5%	*m*	ISCED 5A-5B	Social Sciences, Business and Law/ Humanities and Arts	

Notes: *m*: Information not available

Source: Derived from the Country Background Report for Iceland, which was prepared in 2005, and other documents providing country-specific information (*e.g.* OECD, 2004, *Education at a Glance 2004*, Table A4.1, Paris, OECD and Eurydice, 2005, *Focus on the Structure of Higher Education in Europe 2004/2005*).

JAPAN

		Number of Institutions	Size (share of the student population)	Growth trends	Level of programmes offered	Fields of study covered	Other distinctive features
Public and State	Universities	160	15.40%	*m*	ISCED 5-6	Humanities and Arts/ Social Sciences, Business and Law/ Sciences/ Engineering, Manufacturing and Construction/ Agriculture/ Health and Welfare/ Education/ Others	Aims and objectives: They aim at conducting teaching and research in specialised academic subjects as well as at providing broad knowledge. Contribution to the local community is a fundamental mission for public universities. Links with the labour market: an internship programme between universities and the industrial sector has been created in 46.3% of universities to foster co-operation between these two actors. Co-operation with local industries has progressed in fields like research or internships. Research emphasis: 46.5% of the time of faculty members at universities was spent on research. The research at universities is almost entirely financed by public funds. Approximately 90% of national universities were engaged in non-inter-academic co-operative research or commissioned research.
	Graduate schools (universities with graduate schools)	149	5%	*m*	ISCED 5-6	Humanities and Arts/ Social Sciences, Business and Law/ Sciences/ Agriculture/ Engineering, Manufacturing and Construction/ Health and Welfare/ Education/ Others	*m*
	Junior colleges	31	0.40%	*m*	ISCED 5	Humanities and Arts/ Social Sciences, Business and Law/ Engineering, Manufacturing and Construction/ Agriculture/ Health and Welfare/ Services/ Education/ Others	Aims and objectives: They aim at conducting teaching and research in specialised academic subjects and at cultivating such abilities as required by practical life.
	Colleges of technology	60	0.60%	*m*	ISCED 5-6	Engineering, Manufacturing and Construction/ Others	Aims and objectives: Their aim is to teach specialised academic subjects and to cultivate the abilities required for certain vocations.
	Professional training colleges	207	0.80%	*m*	ISCED 5	Humanities and Arts/ Social Sciences, business and law/ Engineering, Manufacturing and Construction/ Agriculture/ Health and Welfare/ Education	Governance: The establishment of a professional training college is permitted under the authority of local governments, and has been covered by local governments' policies from the beginning. Professional training colleges are apt to concentrate in populated major cities. In order to establish public professional training colleges, certain establishment standards should be met and approval from the prefectural governor is required.
Private	Universities	556	52.60%	*m*	ISCED 5-6	Humanities and Arts/ Social Sciences, Business and Law/ Sciences/ Engineering, Manufacturing and Construction/ Agriculture/ Health and Welfare/ Education/ Others	Local contribution is not a fundamental requirement for private universities. Governance: The curricula offered at private tertiary institutions are decided by the entities that run them, with permission sought from MEXT to establish universities. The pillar of education for private institutions is the autonomy of each institution.
	Graduate schools (universities with graduate schools)	409	2.40%	*m*	ISCED 5A-6	Humanities and Arts/ Social Sciences, Business and Law/ Sciences/ Agriculture/ Engineering, Manufacturing and Construction/ Health and Welfare/ Education/ Others	Aims and objectives: the purpose of professional graduate schools is to teach and research scientific theory and applications, and cultivate the scholarship and skills needed for jobs requiring high levels of expertise. The new graduate school system was established in 2003 as a means of providing flexible and practical education matching the specific features of various professional fields. Governance: See above for private universities.
	Junior colleges	384	5.30%	*m*	ISCED 5	Humanities and Arts/ Social Sciences, Business and Law/ Engineering, Manufacturing and Construction/ Agriculture/ Health and Welfare/ Services/ Education/ Others	Governance: See above for private universities.
	Colleges of technology	3	0.03%	*m*	ISCED 5-6	Engineering, Manufacturing and Construction	Governance: See above for private universities.
	Professional training colleges	2766	18%	*m*	ISCED 5	Humanities and Arts/ Social Sciences, business and law/ Engineering, Manufacturing and Construction/ Agriculture/ Health and Welfare/ Education/ Services	Governance: In order to establish private professional training colleges, certain establishment standards should be met and approval from the prefectural governor is required. Governance: See above for private universities.

Notes: *m:* Information not available; MEXT: Ministry of Education, Culture, Sports, Science and Technology

Source: Derived from the Country Background Report for Japan, which was prepared in 2006, and other documents providing country-specific information (e.g. OECD, 2004, Education at a Glance 2004, Table A4.1, Paris, OECD).

KOREA

		Number of Institutions	Size (share of the student population)	Growth trends	Level of programmes offered	Fields of study covered	Other distinctive features
Public and State	University	26	*m*	*m*	ISCED 5A-5B-6	Education/ Humanities and Arts/ Social Sciences, Business and Law/ Services/ Engineering, Manufacturing and Construction/ Agriculture/ Health and Welfare/ Life Sciences/ Physical Sciences/ Mathematics and Statistics/ Computing	Governance: The government decides the goals of the public tertiary education institutions, the distribution of resources and the establishment and expansion of the institution. The institutions choose the contents of educational programmes, the curriculum planning, the priorities for research, the employment of faculty and working conditions, and the conditions for degree completion.
	Open University	1	290,728	*m*	ISCED 5A-5B-6	Same as for university	Aims and objectives: Avail opportunities for higher education to the public through various forms of media provision and open learning, and contribute to lifelong learning. Governance: See above for university.
	Education University	11	23,335	*m*	ISCED 5A-5B-6	Same as for university	Aims and Objectives: Educate teachers for primary education. Governance: See above for university.
	Industrial University	8	*m*	*m*	ISCED 5A-5B-6	Same as for university	Governance: See above for university.
	Junior College	15	*m*	*m*	ISCED 5	Same as for university	Aims and objectives: Provide students with specialised knowledge and skills to foster talents able to fulfil specialised positions in society. Governance: See above for university.
Private	University	145	m	*m*	ISCED 5A-5B-6	Same as for university	
	Other University	5	1,153	*m*	ISCED 5A-5B-6	Same as for university	
	Industrial University	10	m	*m*	ISCED 5A-5B-6	Same as for university	
	Cyber University	17	39,450	*m*	ISCED 5A-5B-6	Same as for university	Governance: The government structures of private institutions are diverse, and generally respond to their size and guidelines established by their patrons. The goals of the private institutions are partially defined by the private institutions, which also decide over the distribution of resources and the establishment and expansion of the institution.
	Corporate University	1	62	*m*	ISCED 5A-5B-6	Same as for university	
	Graduate School University	28	276,918	*m*	ISCED 5A-5B-6	Same as for university	
	Junior College	143	*m*	No change	ISCED 5	Same as for university	
	Technical university	1	196	*m*	ISCED 5	Same as for university	Aims and objectives: Foster a workforce with specialised knowledge and applicable skills by providing the opportunity to continually learn and practice specialised vocational knowledge and theories for the workplace. Governance: The government structures of private institutions are diverse, and generally respond to their size and guidelines established by their patrons. The goals of the private institutions are partially defined by the private institutions, which also decide over the distribution of resources and the establishment and expansion of the institution.

Notes: *m*: Information not available

Source: Derived from the Country Background Report for Korea, which was prepared in 2006, and other documents providing country-specific information (e.g. OECD, 2004, Education at a Glance 2004, Table A4.1, Paris, OECD).

MEXICO

		Number of Institutions	Size (share of the student population)	Growth trends	Level of programmes offered	Fields of study covered	Other distinctive features
Public and State	Federal public institutions	4 (including UNAM)	12.10%	*m*	ISCED 5A-6	Engineering, manufacturing and Construction/ Agriculture/ Health and Welfare/Sciences/ Social Sciences, manufacturing and Construction/ Education/ Humanities and Arts	Research emphasis: In addition to their teaching activities, these institutions develop a wide array of programmes and research projects aimed at generating and applying knowledge, and at expanding and promoting culture.
	State public universities	46	31%	*m*	ISCED 5A-5B-6	Engineering, manufacturing and Construction/ Agriculture/ Health and Welfare/Sciences/ Social Sciences, manufacturing and Construction/ Education/ Humanities and Arts	Governance: They are decentralised agencies of the government.
	Public technological institutes	211	12.80%	*m*	ISCED 5A-6	Engineering, manufacturing and Construction/ Agriculture/ Health and Welfare/Sciences/ Social Sciences, manufacturing and Construction/ Education/ Humanities and Arts	Research emphasis: In addition to teaching activities, they develop programmes and projects aimed at generating and applying knowledge, and at expanding and promoting culture.
	Public technological universities	60	2.50%	*m*	ISCED 5B	Engineering, manufacturing and Construction/ Agriculture/ Health and Welfare/Sciences/ Social Sciences, manufacturing and Construction/ Education/ Humanities and Arts	Programmes' emphasis: They offer exclusively 2-year study programmes leading to a certificate of university level technician. Their purpose is to ease the students' way into the labour market once they have concluded their studies; the academic programmes are based on 70% practical and 30% theoretical curriculum. Governance: These institutions are decentralised agencies of the state governments, which conduct teaching activities, carry out programmes and projects aimed at generating and applying knowledge, and at expanding and promoting technological services. Students' profile: 9 out of ten students represent the first generation in their families to have access to higher education.
	Public polytechnic universities	18	0.15%	*m*	ISCED 5A	Engineering, manufacturing and Construction/ Agriculture/ Health and Welfare/Sciences/ Social Sciences, manufacturing and Construction/ Education/ Humanities and Arts	Governance: They have been recently created. They are decentralised state government agencies. Programmes' emphasis: the study programmes are based upon professional skills and on a learner-centred approach.
	Intercultural public universities	4	0.05%	*m*	ISCED 5A	Engineering, manufacturing and Construction/ Agriculture/ Health and Welfare/Sciences/ Social Sciences, manufacturing and Construction/ Education/ Humanities and Arts	Governance: These universities are decentralised agencies of the state governments. They are located in regions with high densities of indigenous populations, albeit open to students of all origins. Programmes' emphasis: Under a cross-cultural concept, these institutions offer innovative higher education options aimed mainly at satisfying the needs and intensifying the development potential of the regions they serve. Knowledge generation activities focus on indigenous language and cultures, as well as on sustainable regional development.
	Public research centres	27	0.10%	*m*	ISCED 5A-6	Engineering, manufacturing and Construction/ Agriculture/ Health and Welfare/Sciences/ Social Sciences, manufacturing and Construction/ Education/ Humanities and Arts	Aims and objectives: Their aim is to generate and innovate application of knowledge in different areas. Governance: Coordination of these centres is under the responsibility of the National Council for Science and Technology.
	Other public institutions	94	4.90%	*m*	ISCED 5A-6	Engineering, manufacturing and Construction/ Agriculture/ Health and Welfare/Sciences/ Social Sciences, manufacturing and Construction/ Education/ Humanities and Arts	*m*
	Teacher education institutions	249	3.70%	No change	ISCED 5A-6	Education	Governance: They are de-concentrated agencies of the state governments.
Private	Teacher education institutions	184	2.10%	*m*	ISCED 5A-6	Education	*m*
	Private universities, institutes and centres	995	30.60%	*m*	ISCED 5A-5B-6	Health and Welfare/ Agriculture/ Sciences/ Social Sciences, Business and Law/ Education/ Humanities and Arts/ Engineering, Manufacturing and Construction	Programmes' emphasis: In most of these institutions, teaching is the primary activity. However, the most consolidated also carry out activities aimed at generating and applying knowledge, and at expanding and promoting culture.

Notes: *m:* Information not available; UNAM: *Universidad Nacional Autónoma de México*

Source: Derived from the Country Background Report for Mexico, which was prepared in 2006, and other documents providing country-specific information.

NETHERLANDS

		Number of Institutions (2007)	Size (share of the student population)	Growth trends	Level of programmes offered	Fields of study covered	Other distinctive features
Publicly-subsidised[1]	Universities (regular, 14 institutions)[2], Universities of Theology (6) and the Transnational University	21	30%	20% between 2000 and 2006, for the 14 "regular" universities	ISCED 5A-6	Health and Welfare/ Agriculture/ Social Sciences, Business and Law/ Education/ Humanities and Arts/ Services/ Engineering, manufacturing and Construction/ Life Sciences/ Physical Sciences/ Mathematics and Statistics/ Computing	Research emphasis: Research activities are traditionally conducted in universities. Doctoral students are hired by universities. In recent years, some networks and partnerships between universities and *hogescholen* were established. All researchers are trained by universities.
	Hogescholen (*Hoger Beroeps Onderwijs*) (Universities of Applied Science)	40	55%	17.2% between 2000 and 2006	ISCED 5A-5B	Education/ Social Sciences, Business and Law/ Services/ Engineering, Manufacturing and Construction/ Health and Welfare/ Computing/ Agriculture/ Humanities and Arts	Programmes' emphasis: They mainly provide professional higher education. *Hogescholen* focus on bachelor's degrees. In this sector, both the institutions and employers are concerned about the links between the content of the programmes and the demands of the labour market. *Hogescholen* students spend about 1/4 of their time in practical training. A new initiative is in favour of introducing short courses leading to associate degrees in h*ogescholen*. Research emphasis: There is a new trend for h*ogescholen* to conduct practice-based research. To this purpose, they have appointed *lectors*, whose main purpose is to create "knowledge circles" with relevant organisations like companies and organisations in the field.
	Academic medical centres	8	4%	Included in figure above for universities	ISCED 5A-6	Health and Welfare	Programmes' emphasis: They have the task of training a large number of doctors and specialists as well as renewing the system of higher education for health care.
Independent private	Universities	2	11% (including private *hogescholen*)	*m*	ISCED 5A-6	Business/Management/Economics	*m*
	Hogescholen (*Hoger Beroeps Onderwijs*) (Universities of Applied Science)	62	11% (including private universities)	*m*	ISCED 5A	Theology/Business/Management/Health and Welfare/Social Sciences/Education/Computing/Agriculture/Languages/Communication	*m*

Notes: *m:* Information not available
1. Privately or publicly governed.
2. Includes the Open University.

Source: Derived from the Country Background Report for the Netherlands, which was prepared in 2006, and other documents providing country-specific information. (*e.g.* OECD, 2004, *Education at a Glance 2004,* Table A4.1, Paris, OECD and Eurydice, 2005, *Focus on the Structure of Higher Education in Europe 2004/2005*). Complemented by information supplied by the Netherlands' Ministry of Education, Culture and Science.

NEW ZEALAND

		Number of Institutions	Size (share of the student population)[1]	Growth trends[2]	Level of programmes offered	Fields of study covered	Other distinctive features
Public and State	Universities	8	46%	37% between 1996 and 2006[3]	ISCED 5A 5B-6	Life Sciences/ Physical Sciences/ Mathematics and Statistics/ Computing/ Engineering, Manufacturing and Construction/ Humanities and Arts/ Agriculture/ Health and Welfare/ Education/ Social Sciences, Business and Law	Research emphasis: According to the Education Act 1989, universities have a major role as providers of research across a wide range of disciplines. They are responsible for about 63% of the country's output of research papers. In universities, the academic staff are expected to devote a much higher proportion of their time to research than at other tertiary education institutions.
	Institutes of technology and polytechnics (ITPs)	20	28%	13% between 1996 and 2006	ISCED 5B-6	Life Sciences/ Physical Sciences/ Mathematics and Statistics/ Computing/ Engineering, Manufacturing and Construction/ Humanities and Arts/ Agriculture/ Health and Welfare/ Education/ Social Sciences, Business and Law/ Services	Aims and objectives: The institutes of technology and polytechnics (ITPs) focus on regional and local needs, with an emphasis on vocational programmes. Research emphasis: The collective research activity and output of TEIs other than universities is very small. Research programmes primarily focus in the area of applied research.
	Colleges of education (CoEs)	2[4]	1%	-55% between 1996 and 2006[3]	ISCED 5A-5B	Social Sciences, Business and Law/ Education/ Humanities and Arts	Colleges of education are primarily (but not exclusively) focussed on education and on teacher training.
	Wānanga	3	9%	1200% between 1996 and 2006	ISCED 5A-5B-6	Physical Sciences/ Life Sciences/ Mathematics and Statistics/ Computing/ Engineering, Manufacturing and Construction/ Humanities and Arts/ Health and Welfare/ Education/ Services/ Agriculture	Students' profile: Wānanga were created to provide more opportunities for Maoris to pursue their education at the tertiary level. More of the programmes at wānanga are also pitched at older students.
Private	Private training establishments (PTEs)	Approx. 900	15%	101% between 1996 and 2006 (including OTEPs)	ISCED 5A-5B-6[5]	Computing/ Engineering, Manufacturing and Construction/ Humanities and Arts/ Agriculture/ Health and Welfare/ Education/ Social Sciences, Business and Law/ Humanities and Arts/ Physical Sciences/ Life Sciences/ Mathematics and Statistics/ Services	Aims and objectives: Private training establishments (PTEs) complement public provision and generally focus on niches not addressed by the public sector. Research emphasis: The collective research activity and output of TEIs other than universities is very small. Research programmes primarily focus in the area of applied research.
	Industry training organisations (ITOs)	41	*m*[6]	149% between 1996 and 2006[7]	ISCED 5B	m	*m*
	Other tertiary education providers (OTEPs)	16	1%	*m*[8]	ISCED 5B	Agriculture/ Education/ Humanities and Arts/ Social Sciences, Business, and Law	*m*

Notes: *m*: Information not available; ITP: Institute of technology and polytechnic; CoE: College of education; PTE: Private training establishment; ITO: Industry training organisation; OTEP: Other tertiary education provider; TEI: Tertiary education institution

1. Year of reference 2006. Size is measured on the basis of full-time equivalent students.
2. Size is measured on the basis of full-time equivalent students, except for industry training organisations.
3. Over that period, the universities absorbed two colleges of education and one polytechnic, while another polytechnic was redesignated as a university.
4. The two remaining colleges of education were absorbed into neighbouring universities from 1 January 2007.
5. In fields not covered by public institutions.
6. Industry trainees represent about 25 percent of all those participating in formal tertiary education on a head-count basis - but many are also enrolled at polytechnics or private training establishments. Nearly all industry trainees are studying on a part-time basis.
7. Growth figure is based on a snapshot of head-count data.
8. OTEP growth is absorbed into PTE growth data.

Source: Derived from the Country Background Report for New Zealand, which was prepared in 2006, and other documents providing country-specific information.

NORWAY

		Number of Institutions	Size (share of the student population)	Growth trends	Level of programmes offered	Fields of study covered	Other distinctive features
Public and State	Universities	7	40.0%	*m*	ISCED 5A-6	Humanities and Arts/ Sciences/ Social Sciences, Law/ Health and Welfare/ Education/Others	Governance: Universities can without external accreditation offer study programmes at all levels. Research emphasis: The universities are major actors in the Norwegian R&D system. There is close co-operation between universities and research centres and institutes in Norway. 50 % of academic staff's time at universities are to be spent on research activities. Governance: All higher education institutions are regulated by the 2005 Act on Higher Education.
	Specialised university institutions	5	2.6%	*m*	ISCED 5A-6	Business / Architecture/Physical Education and Sport/ Music/Veterinary Science	Governance: Since the 2002 amendment of the Universities and Colleges Act, specialised university institutions may apply to be accredited as universities. Research emphasis: Concentrated on their respective fields of responsibility. Governance: All higher education institutions are regulated by the 2005 Act on Higher Education.
	University colleges	24	44.0%	*m*	ISCED 5A-5B-6 (few)	Humanities and Arts/ Social Sciences, Business and Law/ Services/ Engineering, Manufacturing and Construction/ Health and Welfare/ Computing/Teacher education	Governance: University colleges must apply for external accreditation for study programmes at master's and doctoral levels. Since the 2002 amendment of the Universities and Colleges Act, university colleges may apply to be accredited as universities. Research emphasis: In the fields where they award doctoral degrees; in addition, all staff are expected to do some R&D work. Governance: All higher education institutions are regulated by the 2005 Act on Higher Education.
	National academies of the arts	2	0.4%	*m*	ISCED 5A	Arts and crafts / design / fine arts / performing arts	Research emphasis: On artistic development work. Governance: See university colleges
	Other colleges (military colleges, and the National Police Academy)	*m*	1.0%	*m*	ISCED 5A- 5B	Services	Governance: All Higher Education Institutions are regulated by the 2005 Act on Higher Education.
Private	Private colleges	25	12.6%	*m*	ISCED 5A- 5B-6	Health and Welfare/ Teacher education/ Business/ Engineering and Computing/ Others	Governance: All Higher Education Institutions are regulated by the 2005 Act on Higher Education.
	Norwegian Lutheran School of Theology	1	0.4%	*m*	ISCED 5A-6	Humanities and Arts	Research emphasis: The school conducts research in theology-related fields.

Notes: *m:* Information not available

Source: Derived from the Country Background Report for Norway, which was prepared in 2005, and other documents providing country-specific information (e.g. OECD, 2004, Education at a Glance 2004, Table A4.1, Paris, OECD and Eurydice, 2005, Focus on the Structure of Higher Education in Europe 2004/2005).

POLAND

			Number of Institutions	Size (share of the student population)[2]	Growth trends[3] (between 2002 and 2006)	Level of programmes offered	Fields of study covered	Other distinctive features
Public and State	University-type higher education institutions (HEIs)	Universities	17 [1]	530485 (27,3%)	4.10%	ISCED 5A-6	Humanities/ Social Sciences, Business and Law/ Sciences/ Education	Governance: A public university-type higher education institution shall be established and liquidated, change its name and merge with another public higher education institution by an Act of Parliament. A university-type institution is a higher education institution in which at least one organisational unit is authorised to confer the doctoral degree. The new Law of 2005 distinguishes universities, technical universities, academies and other types of TEIs based on the number of academic areas in which units are authorised to award the doctoral degree. The collective bodies of a public higher education institution shall be the senate and boards of basic organisational units. The single-person authorities of a higher education institution shall be the rector and heads of basic organisational units. Research's emphasis: Research efforts are mainly conducted by universities and university-type institutions. Funding: Public HEIs receive the government subsidy for teaching activities, financial support for students, research and specific purposes.
		Universities of technology	18 [1]	309799 (15,9%)	-7.30%	ISCED 5A-6	Social Sciences, Business and Law/ Science/ Engineering, Manufacturing and Construction/Services	
		Agricultural HEIs	8 [1]	90302 (4,6%)	-6.4%	ISCED 5A-6	Agriculture/Science	
		HEIs of economics	5 [1]	71773 (3,6%)	-5.50%	ISCED 5A-6	Social Sciences, Business and Law	
		Medical academies	9 [1a]	53060 (2,7%)	29.00%	ISCED 5A-6	Health and Welfare	
		HEIs for art studies	18 [1b]	14080 (0,7%)	8.40%	ISCED 5A-6	Humanities and Arts	
		Academies of theology	1 [1]	855 (0,04%)	-11.50%	ISCED 5A-6	Humanities	
		Academies of physical education	6 [1]	29048 (1,4%)	18.30%	ISCED 5A-6	Physical Education, Sport, Health, Services	
		Teacher education schools	5 [1]	77185 (3,9%)	-18.50%	ISCED 5A-6	Education/Social Sciences	
		Military HEIs	5 [2]	11665 (0,6%)	17%	ISCED 5A-6	Services/Engineering, Manufacturing and Construction/Education	
		Government service HEIs	2 [2]	2081 (0,1%)	11.30%	ISCED 5A-6	Services	
		HEIs for maritime studies	2 [2]	10500 (0,5%)	-15.30%	ISCED 5A-6	Services	
	Non-university HEIs	Higher vocational schools	35 [1]	100299 (5,1%)	37.50%	ISCED 5A	Humanities and Arts/ Social Sciences, Business and Law/ Science/ Engineering, Manufacturing and Construction/ Health and Welfare/ Education/ Services/ Agriculture	Governance: A non-university HEI can provide first- and second-cycle programmes, but none of its organisational units is authorised to award the doctoral degree. The state higher vocational schools are established and abolished by the Council of Ministers through a regulation upon a request by the relevant minister of higher education or a regional self-government upon the minister's approval. The request has to be evaluated by the State Accreditation Commission.
Non-public	University-type HEIs and non-university HEIs		321 [1]	640313 (32,9%)	20.60%	University-type HEIs: ISCED 5A-6 Non-university HEIs: ISCED 5A	University-type HEIs: Social Sciences, Business and Law/Science/Services/Education//Humanities and Arts/Health and Welfare/Physical Education Non-university HEIs: Social Sciences/ Business and Law, Services/ Humanities and Arts/Education/Engineering and Construction/Agriculture/Health and Welfare	Governance: The establishment of a non-public higher education institution and the authorisation to provide degree programmes in a given field and at a given level of study for that institution shall require a permit from the minister responsible for higher education. According to the 2005 Law on Higher Education, the collective bodies of a non-public higher education institution shall be specified in its statutes. The statutes of a non-public higher education institution may provide for another single-person authority in addition to the rector. To become the rector of a non-public TEI, the candidate should hold at least the doctoral degree. Statutes of non-public HEIs require ministerial approval. Funding: Non-public HEIs receive funding from private sources. They also have access to some public funding. They are allowed to obtain subsidies from the research section of the State-budget for their research activities and, as of 2001, for financial support for students.

Notes: *m:* Information not available; HEI: Higher education institution; TEI: Tertiary education institution
1. Ministry of Science and Higher Education: http://www.nauka.gov.pl/mn/index.jsp?place=Lead07&news_cat_id=948&news_id=3610&layout=2&page=text
1a. Ministry of Health: http://www.mz.gov.pl/wwwfiles/ma_struktura/docs/wykaz_kierunkow_w_uczelniach_medycznych.xls
1b Ministry of Culture and National Heritage: http://www.mkidn.gov.pl.
2. Publication of Central Statistical Office "Higher Education Institutions and their Finances in 2006".
3. Publication of the Ministry of National Education and Sport "Higher Education 2002" and Central Statistical Office "Higher Education Institutions and their Finances in 2006".

Source: Derived from the Country Background Report for Poland, which was prepared in 2006, and other sources as indicated above.

PORTUGAL

		Number of Institutions	Size (share of the student population) (2006-07)	Growth trends	Level of programmes offered	Fields of study covered	Other distinctive features
Public	Universities and non-integrated university establishment	19	46%	15% between 1997 and 2007	ISCED 5A-5B-6	Education/ Humanites and Arts/ Social Sciences, Business, and Law/ Science/ Engineering, Manufacturing and Construction/Agriculture and Veterinary/ Health and Welfare/ Other	Research emphasis: Most research activities are carried out by public universities. Governance: The new Legal Regime of Higher Education Institutions, approved by Law in September 2007, establishes the organisational principles of the higher education system, the autonomy and accountability of institutions, setting up governing Boards with external participation, diversity of organisation and legal status of public institutions (namely as public foundations), establishment of consortia, recognition of research centres as part of the university management framework. This law applies to all higher education institutions and to the system of higher education as a whole. Thus, public and private institutions, universities and polytechnics are all brought together under the same law.
	Polytechnics and non-integrated polytechnic establishment	25	29%	62% between 1997 and 2007	ISCED 5A-5B (from 2007-2008 these institutions offer Bologna 2nd cycle programmes)	Education/ Arts/ Business and administration/ Engineering, Manufacturing and Construction/Agriculture and Veterinary/ Health and Welfare/ Services/ Other	Research emphasis: They are supposed to develop applied research activities. Programme emphasis: Polytechnic study courses provide both vocational and professional activities to their students. Governance: Polytechnics are regulated by the New Legal Regime of Higher Education Institutions. This law also created the title of 'specialist' to be conferred by polytechnics upon professionals with proven experience and seniority, whose participation in the teaching body is encouraged. The new law also provides the framework for the institutional consolidation and integration of polytechnics, which will cease to operate as federations of separate autonomous schools.
Private	Universities and non-integrated university establishment	47	17%	- 37% between 1997 and 2007	ISCED 5A-5B-6	Education/ Humanites and Arts/ Social Sciences, Business, and Law/ Science/ Engineering, Manufacturing and Construction/ Health and Welfare/ Other	Governance: The new Legal Regime of Higher Education Institutions regulates private higher education institutions. This law also reinforces the guarantee concerning assets and financial matters, and increased transparency as regards the identity of the owners of private higher education institutions.
	Polytechnics and non-integrated polytechnic establishment	58	8%	22% between 1997 and 2007	ISCED 5A-5B (from 2007-2008 these institutions offer Bologna 2nd cycle programmes)	Education/ Arts/ Business and administration/ Engineering, Manufacturing and Construction/ Health and Welfare/ Services/ Other	Programme's emphasis: Most of them are specialised and do not have post- graduate degrees.

Source: Derived from the Country Background Report for Portugal, which was prepared in 2006, and other documents providing country-specific information (e.g. Eurydice, 2005, Focus on the Structure of Higher Education in Europe 2004/2005).

RUSSIAN FEDERATION[1]

		Number of Institutions[2]	Size (share of the student population)[3]	Growth trends[3] (between 2002 and 2007)	Level of programmes offered	Fields of study covered	Other distinctive features
Public and State	Universities	365	4,832,064 (64,4 %)	25%	ISCED 5A-6	Education/ Humanities and Arts/ Social Sciences, Business and Law/ Services/ Engineering, Manufacturing and Construction/ Agriculture/ Health and Welfare/ Life Sciences/ Physical Sciences/ Mathematics and statistics/ Computing/ Other	TEIs which offer higher and post-graduate education programmes (ISCED 5A-6) in a wide range of fields of study (specialties); implement training, re-training and (or) qualification enhancement programmes for highly qualified employees, research and academic employees; conduct basic and applied research in a wide range of sciences; and are considered as leading scientific and methodological centres in different fields.[4] In 2006 under the framework of Priority national project "Education" two large-scale universities (Siberian federal university and South federal university) were created through the mergers of several TEIs based in Siberian and South federal districts. This process was initiated to promote state-private partnership in tertiary education, to enhance the role of TEIs in regional development and to consolidate financial and human resources of several regional TEIs in order to provide high-quality education.[5]
	Academies	185	878,548 (11,7%)	-2%	ISCED 5A-6	Same as above	TEIs which offer higher and post-graduate education programmes (ISCED 5A-6); implement training, re-training and (or) qualification enhancement programmes for highly qualified employees for a specific field of research or teaching activity; conduct basic and applied research, predominantly in one of the fields of science or culture; and are considered as leading scientific and methodological centres in the field of their specialisation. [4] An academy has a narrower range of specialities than a university. It usually specialises in one particular field .
	Institutes	202	491,232 (6,5%)	-3%	ISCED 5A-6	Same as above	TEIs which offer higher education programmes (ISCED 5A) and usually post-graduate education programmes (ISCED 6); implement training, re-training and (or) qualification enhancement programmes for employees for a specific field of professional activity; and conduct basic and applied research. [4] Institutes can also be established as departments of existing universities or academies.
Private	Universities	14	175,694 (2,3%)	62%	ISCED 5A-6	Same as above	Non-state educational institutes can be established institutionally and legally in the forms stipulated by the Russian Federation Laws for non-profit organizations. Private institutions have to undergo the process of assessment and accreditation only if they want to issue state-recognised diplomas. 280 out of 431 private institutions hold state accreditation and licences. Students have to pay fees during the entire duration of their studies. The type of private TEIs (university, academy, institute) is determined during the accreditation process on the basis of the same criteria used for public TEIs: 1. The spectrum of main educational programmes offered and fields of study covered; 2. The offer of post-graduate and additional education programmes; 3. R&D activity; 4. Innovation activity; 5. Qualifications of academic staff and the existence of training, re-training and qualification enhancement programmes.[4]
	Academies	23	370,549 (4,9%)	348%	ISCED 5A-6	Same as above	
	Institutes	634	766,331 (10,2%)	25%	ISCED 5A-6	Same as above	

Notes: *m:* Information not available; TEI: Tertiary education institution

1. Definition of higher education in the Russian educational framework only covers ISCED 5A (*i.e.* it does not include ISCED levels 5B and 6).
2. Year of reference 2007. National Accreditation Agency of Russia, Central State Accreditation Database, from www.nica.ru. Only host TEIs without their branches.
3. Year of reference 2007. National Accreditation Agency of Russia, Central State Accreditation Database, from www.nica.ru. Data consider total number of students, not full-time equivalent students. TEIs include their branches. The negative growth trend for state academies and institutes is caused by changes of status (type) of some TEIs and not by a decrease in total number of students. The significant growth trend for private academies is due to the expansion of branches of some TEIs.
4. Law of the Russian Federation "On Higher and Postgraduate Professional Education" of August 22, 1996, No. 125-FZ; Decree of the RF Ministry of Education "On approval of the list of index of state accreditation and criteria parameters to determine the type of higher educational institution" of 29 June, 2000, № 1965, from www.nica.ru.
5. Priority national project "Education", from www.rost.ru.

Source: Derived from the Country Background Report for the Russian Federation, which was prepared in 2006, and other sources as indicated above.

SPAIN

		Number of Institutions[1]	Size (share of the student population)[1]	Growth trends (between 1999-2000 and 2006-07)	Level of programmes offered	Fields of study covered	Other distinctive features
Public and State	Universities	50	74.20%	-11.20%	ISCED 5-6	Education/ Humanities and Arts/ Social Sciences, Business, and Law/ Services/ Engineering, Manufacturing and Construction/ Agriculture/ Health and Welfare/ Computing/ Life Sciences/ Physical Sciences/ Mathematics and Statistics	Aims and objectives: Their activity focuses on scientific and technical research or artistic creation. Governance: University education is offered in university faculties, higher technical education centres and university centres for first-cycle studies. Public universities are created through an Act from the Legislative Assembly of the Autonomous Community, where the university is to be established, or through a Parliamentary Act in accordance with the Government Council of the corresponding Autonomous Community. Universities may have Research Institutes. Universities have a large autonomy as far as educational and training aspects are concerned. They have academic freedom, and autonomy to define any curricula leading to a degree.
	Higher Artistic Education Schools	833	1.50%	47.90%	ISCED 5	Humanities and Arts	Governance: All establishments providing Arts education must comply with a set of requirements concerning physical facilities and conditions, the potential enrolment of students and the number of specialities taught.
	Higher Vocational Education	4905	10.30%	53.50%	ISCED 5B	Education/ Humanities and Arts/ Social Sciences, Business, and Law/ Services/ Engineering, Manufacturing and Construction/ Agriculture/ Health and Welfare/ Computing	Governance: Higher Vocational Education can be offered in secondary schools, *Bachillerato* establishments or centres exclusively devoted to the provision of this type of education. Institutes of Advanced Specific Vocational Training are also established in some autonomous communities.
Private	Universities	23 [2]	10.90%	3.20%	ISCED 5-6	Education/ Humanities and Arts/ Social Sciences, Business, and Law/ Services/ Engineering, Manufacturing and Construction/ Agriculture/ Health and Welfare/ Computing/ Life Sciences/ Physical Sciences/ Mathematics and Statistics	Governance: Private universities are composed of secular universities and universities of the catholic Church. Universities may also have Research University Institutes. They focus on research or artistic creation. They may provide post-graduate courses, and award doctorates. Private universities abide by rules enacted by the State, the Autonomous Communities, by the law of their recognition and by their own rules of organisation and running, as well as by the rules corresponding to the type of legal entity taken. They have the liberty to establish their own organisation and running rules, like public universities. Students have to pay all the expenses of their studies. Enrolment and education fees are established by each university.
	Higher Artistic Education Schools	357	0.20%	119.80%	ISCED 5	Humanities and Arts	Governance: Private establishments for Arts studies may provide this type of education and award the corresponding official degrees, under the name of Authorised Establishments. They must comply with a set of requirements concerning facilities and conditions, concerning the potential enrolment of students and the number of specialities taught.
	Higher Vocational Education	751	2.90%	36.60%	ISCED 5B	Education/ Humanities and Arts/ Social Sciences, Business, and Law/ Services/ Engineering, Manufacturing and Construction/ Agriculture/ Health and Welfare/ Computing	Governance: Higher Vocational Education can be offered in secondary schools or centres exclusively devoted to the provision of this type of education. Private establishments may provide this type of education and award the corresponding official degrees, under the name of authorised establishments. They must comply with a set of requirements concerning facilities and conditions, concerning the potential enrolment of students and the number of specialities taught.

Notes: *m*: Information not available
1. Year of reference, academic year 2006/07. For universities, information derived from the '*datos y cifras del sistema universitario*'.
2. Seven universities are owned by the Catholic Church.

Source: Derived from the Country Background Report for Spain, which was prepared in 2007, and other sources as indicated above.

SWEDEN

		Number of Institutions	Size (share of the student population)	Growth trends	Level of programmes offered	Fields of study covered	Other distinctive features
Public and State	Universities	14	66%	*m*	ISCED 5A-5B-6	Agriculture/ Health and Welfare/ Social Sciences, Business and Law/ Engineering, Manufacturing and Construction/ Education/ Humanities and Arts/ Others	Research emphasis: In 2003, 50% of the academic staff time at the oldest universities was devoted to research, whereas 30% of activities at new universities focused on research. Governance: Swedish State Higher Education Institutions are government agencies. There is a special regulatory framework for them embedded in the Higher Education Act and the Higher Education Ordinance. They have to submit reports every four years, as well as annual reports, in order to safeguard transparency and to balance autonomy. They also have to conduct an internal audit. In its education directives, the government lays down specific objectives and required results for each individual institution.
	University colleges	21	28%	*m*	ISCED 5A (except master's degrees with a major subject) ISCED 5B- ISCED 6 (in specific fields)	Humanities and Arts (Fine arts and Performing arts)	Research emphasis: Some university colleges conduct research activities in specific fields. Governance: See above for universities.
Private	Universities	3	5%	*m*	ISCED 5A- 5B-6	Agriculture/ Health and Welfare/ Social Sciences, Business and Law/ Engineering, Manufacturing and Construction/ Education/ Humanities and Arts/ Others	Research emphasis: Some private universities conduct fundamental research activities in specific fields. Governance: There is a separate Act and Ordinance for the private institutions. They have a large autonomy, but they have to follow the principles in the first chapter of the Higher Education Act. They also have to comply with the quality requirements in order to retain their entitlement to award recognised higher education degrees and to receive state funding for their programmes. These institutions are governed through contracts with the Government which cover a specific period of time. The contracts state that fees for individual students are not allowed. In addition, the contracts may set up targets for the award of certain specific degrees and contain certain goals.
	Small private institutions	21	1%	*m*	ISCED 5A (few) ISCED 5B	Humanities and Arts (Religion and Theology)/Psychotherapy	Governance: See above for private universities.

Notes: *m*: Information not available

Source: Derived from the Country Background Report for Sweden, which was prepared in 2006, and other documents providing country-specific information (e.g. Eurydice, 2005, Focus on the Structure of Higher Education in Europe 2004/2005).

SWITZERLAND

		Number of Institutions	Size (share of the student population)[1]	Growth trends[2]	Level of programmes offered	Fields of study covered[3]	Other distinctive features
Public Higher Education Institutions	Federal Institutes of Technology	2	19,271 (9.2%)	14.4% between 2000 and 2006	ISCED 5A-6	Engineering, manufacturing and Construction/ Agriculture/ Physical Sciences/ Mathematics and Statistics/ Computing/ Health and Welfare/ Life Sciences/ Social Sciences, Business and Law/ Services/ Humanities and Arts/ Others[3]	Aims and objectives: They are engaged in research and play an active role in the country's economic and social life by acting as an intermediary in transferring knowledge and technologies. Programmes' emphasis: They offer bachelor's (3 years), master's (1.5-2 years) and doctoral degrees. Governance: The authority responsible for the Federal Institutes of Technology is the Confederation.
	Universities	10	95,690 (45.8 %)	19.9% between 2001 and 2006	ISCED 5A-6	Humanities and Arts/ Social Sciences, Business and Law/ Services/ Engineering, manufacturing and Construction/ Agriculture/ Health and Welfare/ Life Sciences/ Physical Sciences/ Mathematics and Statistics/ Computing/ Others[3]	Research's emphasis: They conduct fundamental research. Programmes' emphasis: They offer bachelor's (3 years), master's (1.5-2 years) and doctoral degrees. Governance: Powers in the realm of higher education institutions are shared between the cantons and the Confederation. Under the Constitution, the Confederation plays a dual role in the administration of higher education institutions: first, it subsidies cantonal universities; and second, it is responsible for federal institutes of technology.
	Universities of Applied Sciences	7	40,172 (19.2%)	83.1% between 2000 and 2006	ISCED 5A	Engineering and IT/ Architecture, Building Engineering and Planning/ Chemistry and Life Sciences/ Agriculture and Forestry/ Business, Management and Services/ Design/ Health/ Social Work/ Music, Theatre and other arts/ Applied Psychology/ Applied Linguistics[4]	Aims and objectives: They conduct research and play an active role in the country's economic and social life by acting as an intermediary in transferring knowledge and technologies. Programmes' emphasis: They offer bachelor's (3 years) and master's (1.5-2 years) degrees. The scientific instruction they offer is closely tied with a corresponding profession and field of activity, enabling students to make a seamless transition to working life. Governance: see above for universities.
	Universities of Applied Sciences in Education	13	10,959 (5.3%)	881% between 2001 and 2006[5]	ISCED 5A	Teacher Education	Aims and objectives: Initial education of teachers for the pre-school, primary, lower secondary and partly upper secondary levels (*Matura* schools); applied research and development; services (counselling and other services). Programmes' emphasis: They offer 3-year degrees for pre-school and primary teaching (bachelor's degree) and five-year degrees for lower secondary level teaching (master's degree). The courses consist of academic training and practical training. Training for teachers at upper secondary level (*Matura* schools) represents a supplement to the master's degree the students acquire in their subjects of specialisation at a university or university of applied sciences. Governance: The universities of applied sciences in education are teaching institutes that are regulated and financed either by the cantons or inter-cantonally. For students from outside the respective cantons the fees are paid via the university agreements.
AVTS	Higher VET study programmes and courses	Approx. 150	42,383 (20.3%)	3.2% between 2000 and 2006	ISCED 5B	Engineering, Manufacturing and Construction/Hotel Management and Tourism/ Social Sciences, Business and Law/ Services/ Computing/ Agriculture and Forestry/ Health and Welfare	A good half of all tertiary level graduates in Switzerland undertake tertiary-type B programmes (ISCED 5B). Higher vocational education and training follows on directly from basic VET. Higher VET courses and study programmes lead to federal diplomas. To enter higher VET, students must have a secondary level II certificate (*i.e.* successful completion of secondary-level schooling) as well as practical professional experience and/or another tertiary education degree. Higher VET programmes and courses are steered by professional associations and therefore lead to labour market-oriented qualifications. The costs of higher VET study programmes are largely incurred by the students themselves and their employers. Nevertheless, such education investment offers outstanding returns for students and the State alike.
Private	Universities of Applied Sciences	1	486 (0.2%)	*m*	ISCED 5A	Business and Law/ Services/ Computing	Programmes' emphasis: It offers bachelor's (3 years) and master's (1.5-2 years) degrees in the fields of study covered. The scientific instruction offered is closely tied with a corresponding profession and field of activity, enabling students to make a seamless transition to working life.

Notes: *m*: Information not available; AVTS: Advanced Vocational Training School; VET: Vocational education training
1. Year of reference 2006. Federal Statistical Office.
2. Federal Statistical Office, 2006
3. OECD, 2004, *Handbook for Internationally Comparative Education Statistics 2004: Concepts, Standards, Definitions and Classifications*, OECD, Paris.
4. Decree of Universities of Applied Sciences
5. Universities of teachers education were only established in 2001.

Source: Derived from supporting materials prepared by countries participating in the project and other sources as indicated above.

UNITED KINGDOM

	Number of Institutions	Size (share of the student population)	Growth trends	Level of programmes offered	Fields of study covered	Other distinctive features
Universities and Higher Education colleges	116 universities 54 Higher Education colleges	92%[1]	29.4% between 1995/96 and 2005/06	ISCED 5A-5B- 6[2]	Health and Welfare/ Agriculture/ Education/ Humanities and Arts/ Social Sciences, Business, and Law/ Services/ Engineering, Manufacturing and Construction/ Life Sciences/ Physical Sciences/ Mathematics and Statistics/ Computing	Autonomy: All institutions have a high degree of autonomy over for example, institutional mission, appointments of staff, admission of students and curriculum offered. Mission: TEIs carry out the same core activities but to differing degrees. For example they may be research-intensive, or teaching-intensive. Research emphasis: Universities conduct fundamental as well as applied research activities. Higher education colleges may pursue applied research and consultancy.[3] Programmes' emphasis: One university, the Open University, is specialised in providing distance courses. Former polytechnics have retained a vocational emphasis in their academic programmes.[3] Governance: In 2005, the criteria have been changed to grant universities without research degrees awarding powers (except in Scotland and Northern Ireland).[3] Degrees and other qualifications offered by higher education colleges have to be validated by external bodies such as university or national accrediting body in most cases. Some of them have the power to award their own degrees and qualifications. These degree awarding powers are normally restricted to first degrees and taught (not research) master's degrees.[4]
Further education colleges	376 [5]	8%[3]	*m*	ISCED 3-4-5A-5B[4]	Social Sciences, Business, and Law/ Humanities and Arts/ Computing/ Education/ Engineering, Manufacturing and Construction, services [6]	Further education colleges have a high degree of autonomy over their missions, appointment of staff, the admission of students and for programmes at level 5B in the curriculum offered. Links with the labour market: Further education colleges offer a range of programmes some of which are short-cycle programmes, which enables them to have more flexibility and to respond better to labour market needs in the context of lifelong learning.[6] Students' profile: Further education colleges draw students from diverse backgrounds. Students are more likely to be over 25, and to come from areas with low participation in higher education than students in universities. 52% of them study part-time. They are also more likely to study foundation degrees, *HNCs* or *HNDs*.[6]
Non publicly-funded colleges	*m*	*m*	*m*	m	Mainly Health and Welfare/ Social Sciences, Business and Law/ Humanities and Arts (Theology)[3]	*m*

Notes: *m*: Information not available
1. Higher Education Statistics Agency.
2. Eurydice (2005), *Focus on the Structure of Higher Education in Europe 2004/2005*.
3. United Kingdom's Country Background Report.
4. Eurydice, Cedefop, European Training Foundation, 2003, *Structures of Education, Vocational Training and Adult Education Systems in Europe*.
5. Statutory or designated colleges under the Further and Higher Education Act 1992.
6. Higher Education Funding Council for England (HEFCE).

Source: Derived from the Country Background Report for the United Kingdom, which was prepared in 2006, and other sources as indicated above.

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