



EUROPEAN
Higher Education Area

**National Report regarding
the Bologna Process
implementation
2012-2015**

Holy See

Data entry: (VIII QUESTIONNAIRE DETAILS)

For which country have you completed the questionnaire?

Holy See

Name(s) of the responsible BFUG member(s)

Fr.P.Friedrich BECHINA

Email address of the responsible BFUG member(s)

vati745@cec.va

Contributors to the report:

- Government representatives "Superiors and Staff of the CFC"

Contributors to the report:

- Employer representatives "national Bishops Conferences (ad limina visits and other consultations)"

Contributors to the report:

- Student representatives "Holy See's Students representation SUPR"

Contributors to the report:

- Academic and other staff representatives "CRUPR Rector's Conference"

Contributors to the report:

- Other representatives (please specify) "AVEPRO and other experts advisers"

Data entry: (I_Degrees_qualifications)

Welcome to the first part of the data collection for the Bologna Implementation report 2015 on degrees and qualifications. Please note that the reference year for this questionnaire is the academic year 2013/14. With regard to changes in legislation or higher education organisation and administration, the date of 30 April 2014 will be considered as the final cut-off point. Any changes that are planned to occur after this date will not be considered in the report. Please consult the guide to answering the questionnaire, as well as the glossary. If you have any questions, please send an email to data.collectors@ehea.info. In urgent cases you can also call Eurydice at +32 2 299 5024.

I.1. Do your higher education steering documents address demographic projections for your country?

Yes

I.1.1. How do these projections affect higher education policy planning?

not literally but in terms of a global planning of "vocations" and academic preparation. There is a strong shift of focus toward developing regions within the catholic Church (Africa, Latin America, Asia) in these contexts the question of demographic development is addressed and dealt with

I.2. Please indicate the types of higher education institutions that exist in your country.

- Universities
- Higher education institutions other than universities

I.2.1. Please specify

Ecclesiastical (Pontifical) Universities with at least four different Faculties, autonomous degree granting Faculties, Specialised Institutes (post graduate) and "schools" (under graduate) as well as the same types part of public, catholic or private Universities, incorporated, aggregated and affiliated Institutions awarding the degrees of recognised faculties (mainly in other countries)

I.3. Which of the following statements correspond to structural distinctions in your national higher education system?

- Higher education institutions are either academically or professionally oriented
- The profile of higher education programmes is either academic or professional
- Higher education institutions are either public or private
- Other distinction between higher education institutions or programmes (Please specify in the text field on the right!) see answer I.2.1
- None of the above

I.3.1. What is the number of institutions in the categories identified?

Ecclesiastical (Pontifical) Universities with at least four different Faculties (10)

autonomous degree granting Faculties, Specialised Institutes (post graduate) and "schools" (under graduate) as well as the same types part of public, catholic or private Universities, (all together 300) incorporated, aggregated and affiliated Institutions awarding the degrees of recognised faculties (mainly in other countries) (400)

I.4. Comments

the HEIs of the Holy See are operating in around 80 different countries in all continents therefore the above distinctions in reality are even more complex

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

180 ECTS "75"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

210 ECTS ""

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

240 ECTS "5"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

Other duration "20"

I.5.1. What other duration do bachelor programmes have, if it is not 180, 210 or 240 ECTS?

Theology is a composed study in the "first" cycle (which is indeed placed in the NQF and recognised in most countries as 2nd cycle = 5 years united cycle) of a 2 years (120 ECTS) short cycle Propedeutic and Philosophical study plus 3 years (180 ECTS) explicit study of Theology

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

180 ECTS "35"

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

210 ECTS ""

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

240 ECTS "5"

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

Other duration "60"

I.6.1. Please specify

Theology is a composed study in the "first" cycle (which is indeed placed in the NQF and recognised in most countries as 2nd cycle =5 years united cycle) of a 2 years (120ECTS) short cycle Propedeutic and Philosophical study plus 3 years (180ECTS) explicit study of Theology

in addition there are studies with specific Language requirements which would take 240 ECTS

I.7. Please note that short cycle programmes are treated in a separate section below.

I.8. Are there differences in the structure of programmes depending on whether they are academically or professionally oriented (or are located in HEIs that are academically or professionally oriented)?

No

I.9. Do degree programmes exist with more than 240 ECTS which are considered as first cycle programmes?

Yes

I.9.1. In which study fields do these study programmes exist?

Theology (philosophical-theological quinquennium)

I.9.2. What is the typical duration of these degree programmes outside the Bologna model?

5 years (300 ECTS)

I.9.3. What percentage of first cycle students is enrolled in these programmes?

60

I.10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

60-75 ECTS ""

I.10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

90 ECTS ""

I.10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

120 ECTS "90"

I.10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

Other duration "10"

I.10.1. What other duration do second cycle programmes have, if it is not 60-75, 90 or 120 ECTS?

Some specialised master studies require additional Language competences and therefore normally would have 180 ECTS (including the propedeutic study of languages)

I.11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

60-75 ECTS ""

I.11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

90 ECTS ""

I.11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

120 ECTS "80"

I.11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

Other duration "20"

I.11.1. Please specify

20 % of students are enrolled in specialised master studies which require additional Language competences and therefore normally would have 180 ECTS (including the propedeutic study of languages)

I.12. Do integrated/long programmes leading to a second cycle degree exist?

Yes

I.12.1. Is the duration of the above programmes calculated in...

ECTS credits (or other credits)

I.12.2. What is the typical duration of these degree programmes?

Theology is a composed study in the "first" cycle (which is indeed placed in the NQF and recognised in most countries as 2nd cycle =5 years united cycle) of a 2 years (120ECTS) short cycle Propedeutic and Philosophical study plus 3 years (180ECTS) explicit study of Theology

I.12.3. In which study fields do these study programmes exist?

Theology (philosophical-theological quinquennium)

I.12.4. What percentage of first cycle students is enrolled in these programmes?

60 %

I.13. Do second cycle degree programmes exist outside the typical Bologna model (i.e. other than 60-120 ECTS and/or calculated in years rather than credits)?

Yes

I.13.1. What is the typical duration of these second cycle programmes outside the Bologna model?

Some specialised master studies require additional Language competences and therefore normally would have 180 ECTS (including the propedeutic study of languages)

I.13.2. What percentage of second cycle students is enrolled in these programmes?

20 % of students are enrolled in specialised master studies which require additional Language competences and therefore normally would have 180 ECTS (including the propedeutic study of languages)

I.13.3. In which study fields do these study programmes exist?

canon law, biblical studies, archeology and other similar specialised studies with specific Language requirements

I.14. Is the minimum total duration of the Bachelor & Master programmes set nationally in your country?

Yes

I.14.1. What is the minimum duration of the Bachelor & Master together?

5 years 300ECTS

But on the basis of bilateral agreements and local practise in some countries also different durations are recognised (for ex. 1 year MA in the NL)

I.15. Comments

As the HEIs of the Holy See are operating in around 80 countries Worldwide and they often follow also national regulations, the above answers are not Always precise

I.16. What percentage of first cycle programmes give access to at least one second cycle study programme?

76-99%

I.16.1. Please provide a source for this information.

NQF of the Holy See
www.educatio.va

I.17. What percentage of first cycle graduates continue to study in a second cycle study programme (within one year)?

1-25%

if you count our "first cycle" in Theology as second cycle it would be more than 60 % (who study immediately the entire 5 years of Phil-theol studies)

I.17.1. Please provide a source for this information.

estimated on the basis of the internal Data Base of the CEC

I.18. What are the requirements for holders of a first cycle degree to access a second cycle programme?

I.18.1. All students...

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

I.18.2. If other requirements apply and/or requirements apply only in some cases, please specify:

I.18.3. Holders of a first cycle degree from a different study field...

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

I.18.4. If other requirements apply and/or requirements apply only in some cases, please specify:

this can be - for example - specific Language requirements
or an assessment of the Institution or the ENIC office

I.18.5. Holders of a first cycle degree from the same study field coming from a different higher education institution...

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

I.18.6. If other requirements apply and/or requirements apply only in some cases, please specify:

I.18.7. Holders of a professionally oriented first cycle degree seeking access to an academically oriented second cycle programme...

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

I.18.8. If other requirements apply and/or requirements apply only in some cases, please specify:

this can be - for example - specific Language requirements
or an assessment of the Institution or the ENIC office

I.19. What percentage of all second cycle programmes give access without further studies to third cycle studies?

76-99%

I.19.1. Please provide a source for this information.

NQF of the Holy See and internal Data base of the CEC (at least partially published on www.educatio.va)

I.20. What percentage of second cycle graduates eventually enter into a third cycle programme?

30.0000000000

I.20.1. Please provide a source for this information.

NQF of the Holy See and internal Data base of the CEC (at least partially published on www.educatio.va)

I.21. Is it possible for first cycle graduates to enter a third cycle programme without a second cycle degree?

Yes, for some graduates

I.21.1. Please specify the criteria

This is only in exceptional cases, i.e. in countries where by bilateral agreements this regulation is in place (Germany, Austria) if you count the "first cycle of Theology (300ECTS) as a second cycle degree than there are no such cases

I.21.2. What percentage of third cycle students enter without a second cycle qualification?

6-15%

I.22. If you would like to make any additional comments on the progression between cycles, please provide them here

some of the answers are problematic as the HEIs of the Holy See are operating in around 80 countries worldwide and they often follow also national regulations

I.23. Do higher education steering documents mention doctoral education/training?

Yes

I.23.1. Please provide a reference to the relevant steering document(s):

Apost Const Sapientia christiana (1979)

I.24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Traditional supervision-based doctoral education "90"

I.24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Structured doctoral programmes "10"

I.24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Professional doctoral programmes ""

I.24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Industrial doctoral programmes ""

I.24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Other ""

I.24.1. Please specify which other types of doctoral programmes exist

I.25. Do doctoral and/or graduate schools exist in your higher education system?

Yes

I.25.1. What are the main features of these schools and how many doctoral schools are there?

They are only in some countries where this model is usual, we have no precise information about the numbers the models follow those of the countries where they are operating (see other country reports)

I.25.2. Please provide an estimate of the share of doctoral candidates who study in doctoral/graduate schools

1-25%

I.26. What is the most common length of full-time third cycle (PhD) study programmes?

In theory / according to regulations: "3"

I.26. What is the most common length of full-time third cycle (PhD) study programmes?

In empirical reality: "2 - 5 (some shorter some longer)"

I.27. Are doctoral studies included in your country's qualifications framework?

Yes

I.28. Apart from doctoral degrees, are there other degrees/qualifications referenced to level 3 of the QF-EHEA (level 8 EQF) in your national qualifications framework?

No

I.28.1. Please specify

What are the names of such degrees? ""

I.28.1. Please specify

What is the typical duration of programmes leading to such degrees? ""

I.28.1. Please specify

What is the purpose/function of those degrees? ""

I.29. Are ECTS credits used in doctoral programmes?

Yes, for taught elements only

I.30. Comments

As the HEIs of the Holy See are operating in around 80 countries Worldwide and they often follow also national regulations, the above answers are not Always precise

I.31. In your system, do short cycle programmes linked to the first cycle of higher education exist?

Yes

I.31.1. Please specify the name(s) of the qualification(s) awarded at completion of short cycle programme(s)

Propedeutic Philosophy for the Study of Theology

I.32. How are short cycle HE programmes linked to the Bachelor-Master structure?

Holders of short cycle qualifications when continuing their studies in the same field towards a bachelor degree....

- gain full credit for their previous studies
- gain full credit, but only if there is agreement between the institution providing the short cycle programme and the institution where the bachelor programme is taught
- gain full credit for their previous studies but in professional bachelor programmes only
- gain substantial (>50%) credit for their previous studies
- gain some (<50%) credit for their previous studies
- gain little (<5%) or no credit for their previous studies

I.33. Are short cycle programmes legally considered to be an integral part of your higher education system?

Yes, part of higher education

I.34. Comments

As the HEIs of the Holy See are operating in around 80 countries Worldwide and they often follow also national regulations, the above answers are not Always precise

I.35. Do your steering documents mention the concept of student-centred learning?

Yes

I.35.1. How do steering documents in your country define student-centred learning in higher education?

it is expressed by the concept of "academic community" and the importance of the human person within it

I.35.2. How important are the following elements of student-centred learning in your steering documents in a scale from 0 (not important) to 5 (very important)?

- Independent learning** 0 1 2 3 4 5 No answer
- Learning in small groups** 0 1 2 3 4 5 No answer
- Training in teaching for staff** 0 1 2 3 4 5 No answer
- Assessment based on learning outcomes** 0 1 2 3 4 5 No answer
- Recognition of prior learning** 0 1 2 3 4 5 No answer
- Learning outcomes** 0 1 2 3 4 5 No answer
- Student/staff ratio** 0 1 2 3 4 5 No answer
- Student evaluation of teaching** 0 1 2 3 4 5 No answer
- Other** 0 1 2 3 4 5 No answer

I.35.2b. Please evaluate the following elements of student-centred learning in a scale from 0 (not important) to 5 (very important)

- Independent learning** 0 1 2 3 4 5 No answer
- Learning in small groups** 0 1 2 3 4 5 No answer
- Training in teaching for staff** 0 1 2 3 4 5 No answer
- Assessment based on learning outcomes** 0 1 2 3 4 5 No answer
- Recognition of prior learning** 0 1 2 3 4 5 No answer
- Learning outcomes** 0 1 2 3 4 5 No answer

Student/staff ratio 0 1 2 3 4 5 No answer

Student evaluation of teaching 0 1 2 3 4 5 No answer

I.35.3. Please specify which other elements of student-centred learning are referred to in your steering documents.

the role of the academic community
and role of student pastoral on campus

I.35.4. Please provide a reference for your steering documents on student-centred learning

Apost Const.
Sapientia christiana (1979)
Ex corde Ecclesiae (1990)

I.36. Comments

the concept - without using the words - have been developed in our HEIs long before the Bologna Process

I.37. In your country, do you use...

ECTS

I.37.1. Please provide details of how your national credit system is linked to ECTS and describe its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes)

I.37.2. Please describe the main characteristics of your national credit system (e.g. how credits are calculated and whether the system is based on learning-outcomes)

I.38. In your country, what percentage of higher education institutions and programmes use ECTS for accumulation and transfer for all elements of study programmes?

Percentage of higher education institutions 100 % 76-99 % 51-75 % 1-50 % 0 % No answer

Percentage of programmes 100 % 76-99 % 51-75 % 1-50 % 0 % No answer

I.39. In the majority of higher education INSTITUTIONS in your country, what is the basis to award ECTS?

Combination of student workload and teacher-student contact hours

I.39.1. Please specify

I.40. In the majority of higher education PROGRAMMES in your country, what is the basis to award ECTS?

Combination of learning outcomes achieved and student workload: student has fulfilled the prescribed workload AND has achieved the expected learning outcomes

I.40.1. Please specify

I.41. If student workload is part of the award of ECTS credits, is there a standard measure of the number of hours per credit?

Yes

I.41.1. What is the number of hours per credit?

25-30

I.42. Are ECTS credits linked with learning outcomes in higher education programmes in your country? (This means that learning outcomes are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired.)

Yes, in some (5-49%) programmes

I.43. Does national policy steer and/or encourage the use of learning outcomes in developing curricula?

Yes, this is done through advisory measures (guidelines, recommendations etc)

I.43.1. Does your country take specific support measures on the national level?

information and sharing of good practise by the CFC

I.44. Does national policy steer student assessment procedures to focus on learning outcomes?

Yes, this is done through advisory measures (guidelines, recommendations etc)

I.45. Is there an offer of training programmes on topics such as student-centred learning and learning outcomes for academic staff?

Compulsory Yes, for all academic staff Yes, for some academic staff No No answer

Voluntary Yes, for all academic staff Yes, for some academic staff No No answer

I.45.1. Please indicate the approximate percentage that participate

10 % - the programs are still at their beginning

I.45.2. Please specify for which members of academic staff training programmes are offered

for Teachers and institutions specially interested

I.46. Is the use of learning outcomes in curricula development and student assessment monitored by Quality Assurance procedures?

No

I.46.1. Please explain how, and provide a reference to further information

I.47. If you would like to make any additional comments on ECTS and/or learning outcomes, please provide them here

As only around 65 % of our HEIs are in Europe, we have also other credit systems in place according to local and national customs and regulations. We try to find ways of "translation" between the different credit system used in the 80 countries in which our HEIs operate

I.48. Is the Diploma Supplement issued in higher education institutions and to BA/MA students in all fields of study?

The Diploma Supplement is issued...

- ...automatically to all students:by 100% of HEIs
- ...automatically to all students:by 76-99% of HEIs
- ...automatically to all students:by 51-75% of HEIs
- ...automatically to all students:by 26-50% of HEIs
- ...automatically to all students:by 1-25% of HEIs
- ...automatically to all students:by 0% of HEIs
- ...automatically to some students:by 100% of HEIs
- ...automatically to some students:by 76-99% of HEIs
- ...automatically to some students:by 51-75% of HEIs
- ...automatically to some students:by 26-50% of HEIs
- ...automatically to some students:by 1-25% of HEIs
- ...automatically to some students:by 0% of HEIs
- ...upon request:by 100% of HEIs
- ...upon request:by 76-99% of HEIs
- ...upon request:by 51-75% of HEIs
- ...upon request:by 26-50% of HEIs
- ...upon request:by 1-25% of HEIs
- ...upon request:by 0% of HEIs
- ...in certain fields of study:by 100% of HEIs
- ...in certain fields of study:by 76-99% of HEIs
- ...in certain fields of study:by 51-75% of HEIs
- ...in certain fields of study:by 26-50% of HEIs
- ...in certain fields of study:by 1-25% of HEIs
- ...in certain fields of study:by 0% of HEIs
- ...to no students :by 100% of HEIs
- ...to no students :by 76-99% of HEIs
- ...to no students :by 51-75% of HEIs
- ...to no students :by 26-50% of HEIs
- ...to no students :by 1-25% of HEIs
- ...to no students :by 0% of HEIs

I.48.1. Please specify to which students

I.48.2. Please identify the fields of study in which the Diploma Supplement is issued

I.49. Is the Diploma Supplement issued to graduates in the third cycle?

Yes, for some graduates of these programmes

I.49.1. Please specify

only if national regulations or customs force this (cf. other national reports)

I.50. Is there any monitoring of how employers use the Diploma Supplement?

No

I.50.1. Please provide the most recent results regarding the level of satisfaction of employers:

I.50.2. Please provide a reference to the source of this information:

I.51. Is there any monitoring of how higher education institutions use the Diploma Supplement?

No

I.51.1. Please provide the most recent results regarding the level of satisfaction of institutions:

I.52. In what language(s) is the Diploma Supplement issued?

in the Language of instruction + english (or another common Language)

I.53. The Diploma Supplement is issued...

free of charge

I.53.1. Please specify the categories of students

I.53.2. Please provide the amount and the reason for the fee

I.54. Comments

As the HEIs of the Holy See are operating in around 80 countries Worldwide and they often follow also national regulations, there are differences from regulations and the given answers

I.55. Do national higher education steering documents mention joint or double degrees?

Yes

I.55.1 Please provide a reference to the legislation and/or cite the relevant articles

circular letter of the Congregation for catholic Education on the use of joint and double degrees

I.56. Does higher education legislation explicitly allow:

- Establishing joint programmes Yes No Legislation not clear Legislation does not mention joint degrees No answer
- Awarding joint degrees Yes No Legislation not clear Legislation does not mention joint degrees No answer
- Recognition of QA decisions on joint degrees Yes No Legislation not clear Legislation does not mention joint degrees No answer

I.57. Please estimate the percentage of institutions in your country that award joint degrees / are involved in at least one joint programme.

- Award joint degrees 100 % 76-99 % 51-75 % 26-50 % 11-25 % 6-10 % 1-5 % 0 % No answer
- Participate in joint programmes 100 % 76-99 % 51-75 % 26-50 % 11-25 % 6-10 % 1-5 % 0 % No answer

I.58. Please estimate the percentage of students in your country that graduated in the academic year 2012/13...

- ...with a joint degree >10 % >7.5-10 % >5-7.5 % >2.5-5 % >0-2.5 % 0 % No answer
- ...from a joint programme >10 % >7.5-10 % >5-7.5 % >2.5-5 % >0-2.5 % 0 % No answer

I.59. Please estimate the share of joint programmes in the three cycles

First cycle (%) "5"

I.59. Please estimate the share of joint programmes in the three cycles

Second cycle (%) "30"

I.59. Please estimate the share of joint programmes in the three cycles

Third cycle (%) "65"

I.60. Do you have information about study fields in which joint programmes / joint degrees are most common?

No

I.60.1. Please explain briefly and mention/link to the source of this information

I.61. Comments

All degrees in our system are awarded by the Holy See (pontifical degrees) therefore we do not count as "joint degrees" degrees issued by different Institutions (in different countries) but belonging to our system, if we would count these degrees also as joint degrees (other countries would do so) we would probably have around 30-50% of joint degrees

I.62. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing an NQF. Please choose below the stage that best describes your national situation.

9: Qualifications have been included in the NQF

I.62.1. Please provide the date when the step was completed.

01-25-2014 ...

I.62.2. Is information on the development and/or revision of your NQF available through a national QF website?

Yes

I.62.3. Please provide the link to the website:

www.educatio.va

I.63. At what level of the European Qualifications Framework (EQF) do you place school leaving qualifications giving standard access to higher education?

Other (please specify)
school leaving certificates are not part of our NQF which is exclusively dealing with HE

I.64. Have you referenced your higher education qualifications against EQF levels?

Other (please specify)
EQF levels are only used in (some) european countries, but cannot be part of the global NQF of the Holy See which is the same for all 5 continents

I.64.1. Please provide a reference to official documents

I.65. Have you referenced your short-cycle higher education qualifications against EQF levels?

No: EQF levels are not considered
see answer above
in the above mentioned cases short cycle would be at level 5

I.65.1. Please provide a reference to official documents

I.66. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of ACADEMIC STUDY in your country?

Higher education institution whose decision is made based on ENIC/NARIC centre advice
students can appeal at the ENIC office which can make also binding decisions

I.67. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of PROFESSIONAL EMPLOYMENT in your country?

Other (please specify)
there are no regulations, if questions arise (very seldom) the ENIC office can give a binding recommendation

I.68. Which of the following statements is specified in national legislation?

- Applicant's right to fair assessment of qualification
- Recognition of qualification provided that no substantive differences can be proven
- Where recognition is not granted or is granted only partly, demonstration of substantial differences by the competent authority
- Where recognition is not granted or is granted only partly, the applicant has the right to appeal
- None of the above

I.68.1. Please provide a reference to the relevant legislation

Code of Canon law 1983
Lisbon Rec Convention ratified that means entered into force as "national legislation" and is binding for HEIs as well as the HE authorities

I.68.2. What measures exist to ensure that these legal statements are implemented in practice?

part of the activity of the ENIC office (sharing of good practise, etc)

I.69. How is a foreign qualification giving access to first cycle higher education in another country considered in an application for a first cycle higher education programme in your country?

The qualification is considered in the same way as the qualification in the national context

I.69.1. Please specify

I.70. How is a foreign qualification giving access to second cycle higher education in another country considered in an application for a second cycle higher education programme in your country?

The qualification is considered in the same way as the qualification in the national context

I.70.1. Please specify

I.71. How is a foreign qualification giving access to third cycle higher education in another country considered in an application for a third cycle higher education programme in your country?

The qualification is considered in the same way as the qualification in the national context

I.71.1. Please specify

I.72. Do higher education institutions typically:

make recognition decisions in faculties/departments and mainly by staff teaching in the particular programme

I.72.1. Please explain

I.72.2. If you wish, please comment on the (possibly several) practical procedures of recognition at institutional level

it is within the autonomy of institutions but the ENIC office tries to supervise good practise

I.73. What measures exist to ensure that higher education institutions have fair recognition procedures for study and training periods abroad?

it is within the autonomy of institutions but the ENIC office tries to supervise good practise
for us it does not make any difference in which country a qualification has been achieved or studies have been completed

I.74. Comments

The Whole question of recognition is seen in our case from a different angle, within our system we have mostly "automatic recognition" as all institutions award the same "pontifical degrees"

Data entry: (II_Quality_assurance)

II.1. Which situation applies in your country?

A single independent national agency for quality assurance has been established

II.1.1. Please specify

II.2. What is the main outcome of an external review?

Formative advice on strengthening and enhancing quality

II.2.1. For each of the agencies, what is the main outcome of an external review?

II.2.2. Please specify

II.3. Does the outcome of an external review normally have an impact on the funding of the institution or programme?

No

II.3.1. Please specify the normal impact of an external review

II.4. Does the agency cover:

All higher education institutions

It covers all HEIs under the authority of the Holy See, i.e. Institutions of catholic ecclesiastical Studies in all Continents of the world; therefore it is global, but at the same time "sectorial" only certain types of studies (but there are no Others in our HE system)

II.4.1. Considered together, do the agencies cover:

II.5. Do the agencies cover:

II.5.1. Please specify:

II.6. What is the main focus of the external evaluations undertaken?

Institutions and programmes

II.6.1. Are all institutions included?

Please choose.. ▾

II.6.2. Please specify

II.6.3. Are all programmes in all cycles included?

Please choose.. ▾

II.6.4. Please specify

II.6.5. Are all institutions and all programmes included?

Yes

II.7. Are the outcomes of Quality Assurance evaluations made available to the public?

All reports are publically available

They are published (eventually together with comments of the HEIs and the strategic plan on www.avepro.va)

II.8. Are the following issues typically included in external Quality Assurance Evaluations?

- | | | | | |
|--|--------------------------------------|--------------------------|--|---------------------------------|
| Teaching | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Research | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Student support services | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Lifelong learning provision | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> In some cases | <input type="radio"/> No answer |
| Admissions processes | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> In some cases | <input type="radio"/> No answer |
| Student progression, drop-out and completion | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Employability | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> In some cases | <input type="radio"/> No answer |
| Internal Quality Assurance / Management system | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Recognition policy and practice | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> In some cases | <input type="radio"/> No answer |

II.8.1. Please specify

II.8.2. For those issues that are typically included in external QA evaluation, please provide details on the criteria used. Please also provide the full reference to relevant documents

All the relevant instructions, guidelines etc are provided by the Agency of the Holy See "AVEPRO" (see www.avepro.va)

II.8.3. Additional comments

One has to take into account that AVEPRO in different countries has to work under very diverse legislations, cultures and approaches. In many countries AVEPRO therefore seeks the collaboration with national or local agencies, based on bilateral agreements.

II.9. Does your national Quality Assurance system or legislative framework explicitly allow higher education institutions to choose a Quality Assurance Agency from outside your country as part of the initial and/or periodic external QA review?

Yes, some institutions are able to choose

One has to take into account that AVEPRO in different countries has to work under very diverse legislations, cultures and approaches. In many countries AVEPRO therefore seeks the collaboration with national or local agencies, based on bilateral agreements. According to these regulations, it is possible to choose in some cases which also depend on national regulations in the host countries.

II.9.1. Please explain the differences

II.9.2. Please specify which institutions are able to choose

One has to take into account that AVEPRO in different countries has to work under very diverse legislations, cultures and approaches. In many countries AVEPRO therefore seeks the collaboration with national or local agencies, based on bilateral agreements. According to these regulations, it is possible to choose in some cases which also depend on national regulations in the host countries.

II.10. Which conditions apply to the choice of a Quality Assurance Agency for cross border review?

Other (e.g. the agency must be also a member of the European Association for Quality Assurance in Higher Education (ENQA))

One has to take into account that AVEPRO in different countries has to work under very diverse legislations, cultures and approaches. In many countries AVEPRO therefore seeks the collaboration with national or local agencies, based on bilateral agreements. According to these regulations, it is possible to choose in some cases which also depend on national regulations in the host countries.

II.10.1. How many higher education institutions have used this opportunity?

There is no exact data about this and still some negotiations with other countries on the way, but it could be 20-40 % (estimated)

II.11. In the case of international joint and double degree programmes, are quality assurance decisions of QA agencies registered abroad recognised in your country?

Other (e.g. the agency must be also a member of the European Association for Quality Assurance in Higher Education (ENQA)).

The answer is not totally correct, and the cases are still now nearly absent.

II.11.2. Please specify

The main point is an Agreement of collaboration between the other agencies and AVEPRO to assure that the necessary standards and peculiarities of the HEIs of the Holy See are respected.

II.12. Additional comments

collaboration between the other agencies and AVEPRO to assure that the necessary standards and peculiarities of the HEIs of the Holy See are respected.

II.13. Does your legislation or steering documents encourage your national QA agency(ies) to be:

- Listed in EQAR
- Member of ENQA from 19-II-2014
- There is no specification within the current legislation or steering documents
 - Yes, for an application to EQAR
 - Yes, for the purpose of ENQA membership 2013-2014 (positive decision 19-II-2014)
 - Yes, for other purposes
- An evaluation is planned before the 2015 Ministerial Meeting in Yerevan but has not yet taken place
 - No

II.15. Is there a formal requirement that students are involved

- In governance structures of national QA agencies** Yes, it is compulsory Yes, it is advised No In some cases No answer
- As full members in external review teams** Yes, it is compulsory Yes, it is advised No In some cases No answer
- As observers in external review teams** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In the preparation of self evaluation reports** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In the decision making process for external reviews** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In follow-up procedures** Yes, it is compulsory Yes, it is advised No In some cases No answer

II.15.1. Please specify

II.16. Is there a formal requirement that international peers/experts are involved?

- In governance structures of national QA agencies?** YES, it is compulsory YES, it is advised NO In some cases No answer
- As full members in external review teams** YES, it is compulsory YES, it is advised NO In some cases No answer
- As observers in external review teams** YES, it is compulsory YES, it is advised NO In some cases No answer
- In the decision making process for external reviews** YES, it is compulsory YES, it is advised NO In some cases No answer
- In follow-up procedures** YES, it is compulsory YES, it is advised NO In some cases No answer

II.16.1. Please specify

II.17. Is there a formal requirement that academic staff are involved

- In governance structures of national QA agencies?** Yes, it is compulsory Yes, it is advised No In some cases No answer
- As full members in external review teams** Yes, it is compulsory Yes, it is advised No In some cases No answer
- As observers in external review teams** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In the decision making process for external reviews** Yes, it is compulsory Yes, it is advised No In some cases No answer

In follow-up procedures Yes, it is compulsory Yes, it is advised No In some cases No answer

II.17.1. Please specify

II.18. Is there a formal requirement that employers are involved

- In governance structures of national QA agencies?** Yes, it is compulsory Yes, it is advised No In some cases No answer
- As full members in external review teams** Yes, it is compulsory Yes, it is advised No In some cases No answer
- As observers in external review teams** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In the decision making process for external reviews** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In follow-up procedures** Yes, it is compulsory Yes, it is advised No In some cases No answer

II.18.1. Please specify

II.20. Are there formal requirements for higher education institutions to develop internal quality assurance systems?

Yes

II.20.1. Please specify these requirements and the relevant source

All the requirements and the Circular letters with which they have been legally put into vigor are published on www.avepro.va

All HEIs have to create an office or/and appoint a responsible person for QA who should also be part of the HEI's leadership
There is a Handbook for Quality Culture of the Holy See (2012-2013) in Italian and English available, a Spanish translation is prepared

II.21. Who is primarily responsible for deciding the focus of internal quality assurance processes?

Higher education institutions
It is the competence of the HEIs within the limits of legislation and with orientative documents of AVEPRO
There is also a Handbook for Quality Culture of the Holy See (2012-2013) in Italian and English available, a Spanish translation is prepared

II.21.1. Please specify

II.22. Are there formal requirements for students to be involved in internal quality assurance systems?

Yes
AVEPRO guidelines for internal evaluation (www.avepro.va)

II.22.1. Please specify

II.23. Is there a requirement for students to be involved in the preparation of self-evaluation reports?

- Yes
 No
 In some cases

II.23.1. Please specify

II.24. Is there a requirement for students to be involved in decision-making as an outcome of evaluation?

Yes
AVEPRO guidelines for internal evaluation (www.avepro.va)

II.24.1. Please specify

II.25. How many higher education institutions have published a strategy/policy for the continuous enhancement of quality in the past 5 years?

1 – 24%
As the work of AVEPRO started only in 2007/2009 only a part of the HEIs of the Holy See had undergone the first round of evaluation (25%)

II.26. How many higher education institutions have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?

50 – 74%

II.26.1. Please describe what kind of arrangements are in place.

They are very diverse, following national regulations and customs in the countries where they are located, further guidelines you may find on www.avepro.va

II.27. How many higher education institutions publish up to date and objective information about the programmes and awards offered?

75 – 99%

II.28. How many higher education institutions publish critical and negative outcomes of Quality Assurance evaluations?

1 – 24%

II.29. Are higher education institutions' recognition policy and practice typically evaluated in Internal Quality Assurance processes within the institution?

Sometimes

II.29.1. Please explain

As the work of AVEPRO started only in 2007/2009 only a part of the HEIs of the Holy See had undergone the first round of evaluation (25%)
For many HEIs/institutions there are few recognition issues because recognition within the system of the Holy See is automatic (all award the same degrees) and there are very few critical cases between different HE systems. These cases are normally resolved between the ENIC offices as it requests bilateral (international) contacts and rules.

Data entry: (III_Social_dimension)

III. Policy background: In the framework of the Bologna Process, the ministers responsible for higher education agreed that the student body entering, participating in and completing higher education at all levels should reflect the diversity of the population living in the different European regions (London Communiqué, 18 May 2007).

III.1. How is the objective of widening participation reflected in steering documents of your country?

It is reflected through general policy statements but no concrete measures have been put in place there is traditionally a great sensitivity for social and individual situation for students; there are a lot of specialised institutions, foundations and other activities (especially among religious orders which run also schools and HEIs) to open access to academic studies especially for those with financial problems, handicaps etc. But this is - with the exception of some centralised bodies (Pont. council "Cor unum") mostly done on local level and according to national/local regulations and situations

III.1.1. Please indicate these measures in the form of bullet points:

III.2. Do steering documents of your country refer to any quantitative objectives to be reached regarding the population entering, participating in and/or completing higher education?

No, there are no specific quantitative objectives to be reached as the Institutions are n around 80 countries Worldwide it does not make sens to define common objectives

III.2.1. Please indicate which statement(s) best describe(s) your country-specific situation: The quantitative objectives are formulated in terms of...

- student population entering IIE
- student population participating in HE
- student population completing IIE
- graduates entering the labour market

III.2.2. Please specify the quantitative objectives and the period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

III.2.3. Please indicate which underrepresented groups are covered by the quantitative objectives, what they are and which period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

Students with disabilities:Objective set and period covered

Students with disabilities:Policy document (reference and link)

Adults/mature students:Objective set and period covered

Adults/mature students:Policy document (reference and link)

Students from lower socio-economic background/lower socio-economic group:Objective set and period covered

Students from lower socio-economic background/lower socio-economic group:Policy document (reference and link)

Male/female (gender groups):Objective set and period covered

Male/female (gender groups):Policy document (reference and link)

Ethnic, cultural, religious or linguistic minorities (please specify):Objective set and period covered

Ethnic, cultural, religious or linguistic minorities (please specify):Policy document (reference and link)

Students living in specific geographical areas (e.g. rural areas):Objective set and period covered

Students living in specific geographical areas (e.g. rural areas):Policy document (reference and link)

Migrants:Objective set and period covered

Migrants:Policy document (reference and link)

Migrants' children:Objective set and period covered

Migrants' children:Policy document (reference and link)

Other groups:Objective set and period covered

Other groups:Policy document (reference and link)

III.2.4. Comments

there is traditionally a great sensitivity for social and individual situation for students; there are a lot of specialised institutions, foundations and other activities (especially among religious orders which run also schools and HEIs) to open access to academic studies especially for those with financial problems, handicaps etc. But this is - with the exception of some centralised bodies (Pont. council "Cor unum") mostly done on local level and according to national/local regulations and situations

III.3. Are there any mechanisms in your country, which encourage or oblige higher education institutions to participate in a systematic monitoring of the composition of the student body?

No ▼

III.3.1. Please provide a short description of the mechanisms in place:

III.4. Please indicate the stages at which the composition of the student body is subject to systematic monitoring and the student characteristics which are taken into account at these stages. If there is no systematic monitoring at the given stage, please tick "not applicable".

Disability:At entry to IIE

Disability:During HE studies

Disability:At graduation

Disability:After graduation

Labour market status prior to the entry to HE:At entry to HE	0 ▼
Labour market status prior to the entry to HE:During HE studies	0 ▼
Labour market status prior to the entry to HE:At graduation	0 ▼
Labour market status prior to the entry to HE:After graduation	0 ▼
Age:At entry to HE	0 ▼
Age:During HE studies	0 ▼
Age:At graduation	0 ▼
Age:After graduation	0 ▼
Type and level of qualification achieved prior to entry to HE:At entry to HE	0 ▼
Type and level of qualification achieved prior to entry to HE:During HE studies	0 ▼
Type and level of qualification achieved prior to entry to HE:At graduation	0 ▼
Type and level of qualification achieved prior to entry to HE:After graduation	0 ▼
Socio-economic background:At entry to HE	0 ▼
Socio-economic background:During HE studies	0 ▼
Socio-economic background:At graduation	0 ▼
Socio-economic background:After graduation	0 ▼
Gender:At entry to HE	0 ▼
Gender:During HE studies	0 ▼
Gender:At graduation	0 ▼
Gender:After graduation	0 ▼
Ethnic, cultural, religious or linguistic minority status (please specify in comments):At entry to HE	0 ▼
Ethnic, cultural, religious or linguistic minority status (please specify in comments):During HE studies	0 ▼
Ethnic, cultural, religious or linguistic minority status (please specify in comments):At graduation	0 ▼
Ethnic, cultural, religious or linguistic minority status (please specify in comments):After graduation	0 ▼
Religion:At entry to HE	0 ▼
Religion:During HE studies	0 ▼
Religion:At graduation	0 ▼
Religion:After graduation	0 ▼
Migrant status (migrants or migrants' children):At entry to HE	0 ▼
Migrant status (migrants or migrants' children):During HE studies	0 ▼
Migrant status (migrants or migrants' children):At graduation	0 ▼
Migrant status (migrants or migrants' children):After graduation	0 ▼
Other characteristics:At entry to HE	0 ▼
Other characteristics:During HE studies	0 ▼
Other characteristics:At graduation	0 ▼
Other characteristics:After graduation	0 ▼
Not applicable (no systematic monitoring at the given stage):At entry to HE	1 ▼
Not applicable (no systematic monitoring at the given stage):During HE studies	1 ▼
Not applicable (no systematic monitoring at the given stage):At graduation	1 ▼
Not applicable (no systematic monitoring at the given stage):After graduation	1 ▼

III.4.1. Please specify how ethnic, cultural, religious or linguistic minority status is taken into account:

III.4.2. Please specify which other student characteristics are taken into account in the monitoring:

III.4.3. Comments

the question is not relevant as the HEIs of the Holy See are located in around 80 different countries with very different regulations and statistical data

III.5. Please specify who monitors the composition of the student body

HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE	0 ▼
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies	0 ▼
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation	0 ▼
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation	0 ▼
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE	0 ▼

- HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies
- HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation
- HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation
- Ministry/governmental body:At entry to HE
- Ministry/governmental body:During HE studies
- Ministry/governmental body:At graduation
- Ministry/governmental body:After graduation
- Independent bodies/agencies:At entry to HE
- Independent bodies/agencies:During HE studies
- Independent bodies/agencies:At graduation
- Independent bodies/agencies:After graduation
- Other:At entry to HE
- Other:During HE studies
- Other:At graduation
- Other:After graduation
- No systematic monitoring:At entry to HE
- No systematic monitoring:During HE studies
- No systematic monitoring:At graduation
- No systematic monitoring:After graduation

III.5.1. Please specify which other organisation monitors the composition of the student body

III.5.2. If at certain stages you chose several options, please explain the distribution of responsibilities between different parties involved:

III.5.3. Comments

the question is not relevant/possible to answer as the HEIs of the Holy See are located in around 80 different countries with very different regulations and statistical data

III.6. In your country, are there legal restrictions on collecting or publishing data on certain student characteristics (e.g. ethnic background of students)?

- ...collect data on certain student characteristics No legal restrictions apply to... Some legal restrictions apply to... No answer
- ...publish data on certain student characteristics No legal restrictions apply to... Some legal restrictions apply to... No answer

III.6.1. Please specify which data cannot be collected or published and why.

the answer depends not on the regulations of the Holy See but on those of the countries in which the HEIs of the Holy See operate. The Church - in these questions - normally just follows the national regulations of single countries, but many of these countries would have some restrictions

III.7. Are the results of monitoring activities related to different stages (i.e. at entry, during studies, at graduation, after graduation) publicly available?

III.7.1. How are these results published?

III.7.2. Please provide details on where the results of the monitoring activities can be consulted.

III.8. From the data collected in your monitoring system, what have been the main changes in the composition of the student body during the last ten years?

the question is not relevant/possible to answer as the HEIs of the Holy See are located in around 80 different countries with very different regulations and statistical data

III.9. Please choose the statement that best describes your country-specific situation:

Individuals that meet standard entry requirements have...

- a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:Universities
- a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities
- a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities
- a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than universities
- a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:Universities
- a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities
- a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities
- a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than

universities

no guaranteed right to higher education:Universities 0 ▼

no guaranteed right to higher education:HEIs other than universities 0 ▼

III.9.1. Please specify which fields are excluded:

III.9.2. Comments

there is no legal restriction for students who fulfil the access criteria for the single study programs. But the question is also not relevant/possible to answer as the HEIs of the Holy See are located in around 80 different countries with very different regulations and statistical data. IN addition as most of the studies of the Holy See have a "confessional character" it does not make too much sense for a student, not sharing these beliefs to enroll in such studies.

III.10. Please explain on what basis higher education institutions most commonly select students:

Level of achievement in standard entry requirements:Universities 0 ▼

Level of achievement in standard entry requirements:HEIs other than universities 0 ▼

Entry examinations for all programmes:Universities 0 ▼

Entry examinations for all programmes:HEIs other than universities 0 ▼

Entry examinations for some programmes, and level of achievement in standard entry requirements for others:Universities 0 ▼

Entry examinations for some programmes, and level of achievement in standard entry requirements for others:HEIs other than universities 0 ▼

Other:Universities 0 ▼

Other:HEIs other than universities 0 ▼

III.10.1. Please specify which other criteria apply:

III.10.2. Comments

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 1 "traditional way: school leaving certificate which enables to access University in a given country"

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 2 "extraordinary way for students without such a certificate"

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 3 ""

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 4 ""

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 5 ""

III.12. The different routes are opening access to...

{III_11_SQ001} all HEIs / HE programmes some HEIs / HE programmes No answer

{III_11_SQ002} all HEIs / HE programmes some HEIs / HE programmes No answer

{III_11_SQ003} all HEIs / HE programmes some HEIs / HE programmes No answer

{III_11_SQ004} all HEIs / HE programmes some HEIs / HE programmes No answer

{III_11_SQ005} all HEIs / HE programmes some HEIs / HE programmes No answer

III.12.1. For routes that only open access to some HEIs or programmes, please specify to which institutions/programmes they do open access and to which institutions/programmes they do not open access:

the extraordinary way normally does not apply for 2nd and 3rd cycle programmes. Some institutions are specialised to accept students coming in majority via the "extraordinary" way

III.13. Please provide the percentages of students entering through each access route. If you cannot provide the exact percentages, please provide at least approximate data (estimates). Please indicate in the appropriate text field whether the information is based on official data or an estimate.

{III_11_SQ001}:% of students entering HE through this access route

{III_11_SQ001}:Official data based on central level monitoring, including surveys

{III_11_SQ001}:Estimates

{III_11_SQ001}:Impossible to say (no official data and impossible to estimate) 100

{III_11_SQ002}:% of students entering HE through this access route

{III_11_SQ002}:Official data based on central level monitoring, including surveys

{III_11_SQ002}:Estimates 5

{III_11_SQ002}:Impossible to say (no official data and impossible to estimate)

{III_11_SQ003}:% of students entering HE through this access route

{III_11_SQ003}:Official data based on central level monitoring, including surveys

{III_11_SQ003}:Estimates

{III_11_SQ003}:Impossible to say (no official data and impossible to estimate)

{III_11_SQ004}:% of students entering HE through this access route

{III_11_SQ004}:Official data based on central level monitoring, including surveys

{III_11_SQ004}:Estimates

{III_11_SQ004}:Impossible to say (no official data and impossible to estimate)

{III_11_SQ005}:% of students entering HE through this access route

{III_11_SQ005}:Official data based on central level monitoring, including surveys

{III_11_SQ005}:Estimates

{III_11_SQ005}:Impossible to say (no official data and impossible to estimate)

III.13.1. Please indicate the source of the official data:

III.13.2. Comments

the question is not relevant/possible to answer as the IIEs of the Holy See are located in around 80 different countries with very different regulations and statistical data

III.14. Are there any incentives for higher education institutions to admit non-traditional students?

Yes

III.14.1. Please indicate which incentives exist and how they operate.

Do they apply to all HEIs or only to some HEIs? If they only apply to some HEIs, please indicate to which ones.

special funding for specialised institutions in that sense (in many local churches) for example "seminaries for adult vocations"

III.15. Comments

these questions are not possible to answer correctly as the HEIs of the Holy See are located in around 80 different countries with very different regulations and statistical data

III.16. In your country, are there any bridging programmes for HE candidates who do not possess standard qualification(s) opening access to higher education?

- Yes, such programmes exist and they are targeted at those who left school prior to the completion of any type of upper secondary education.
- Yes, such programmes exist and they are targeted at those who have completed an upper secondary programme which does not allow direct access to higher education.
- No, such programmes do not exist.

III.16.1. Please provide details on these programmes, the qualifications they lead to (e.g. standard upper secondary school leaving certificate, qualification/certificate that differs from the standard upper secondary school leaving certificate) and the number of participants completing the courses (latest available statistics):

these programmes are normally tailor-made for opening access to a defined type of studies in which the student wants to enroll (most frequently theology and philosophy)
no statistical data available (only in single countries - but this is not relevant for the Whole picture)

III.17. Comments

these questions are not possible to answer correctly as the HEIs of the Holy See are located in around 80 different countries with very different regulations and statistical data

III.18. Can higher education candidates without standard qualifications be admitted to higher education on the basis of the recognition of their prior non-formal and informal learning?

Yes, this is possible in some higher education institutions/programmes (please specify in comments).
see the comments above about extraordinary access and the specialised institutions for this purpose

III.18.1. Please indicate the steering documents on which admission to HE on the basis of recognition of prior non-formal and informal learning is based (if any):

depending on national, local or institutional regulation and practice

III.19. Please choose the statement that best applies to your country-specific situation:

HEIs can autonomously decide whether they will provide relevant procedures.
these questions are not possible to answer correctly as the HEIs of the Holy See are located in around 80 different countries with very different regulations and statistical data

III.20. In your country, do steering documents refer to any specific requirements for HE candidates who would like to gain access to HE based on the recognition of their non-formal and informal learning?

- Yes, steering documents refer to specific age requirements
- Yes, steering documents refer to requirements related to the duration of prior professional experience
- Yes, steering documents refer to other requirements
- No, there is no reference in steering documents to any requirements

III.20.1. If steering documents contain references to specific requirements, please provide the details on the exact formulation here:

III.20.2. Please also provide the full reference(s) to relevant document(s) here:

III.21. Based on official statistics or estimates please indicate the proportion of students entering higher education through the recognition of non-formal and informal learning (i.e. without standard HE entry qualifications):

6-10%

III.21.1. Please indicate the source of this information

Estimates

III.21.2. Please specify:

III.22. Comments

these questions are not possible to answer correctly as the HEIs of the Holy See are located in around 80 different countries with very different regulations and statistical data

III.23. Is student retention and/or completion defined as an objective in the steering documents in your country?

No ▾

III.23.1. Please specify how this objective is defined:

III.23.2. Please also provide the full reference(s) to all relevant document(s).

III.24. In your country, are targets set to measure progress regarding student retention and/or completion?

No ▾

III.24.1. Please describe the targets:

III.24.2. Please also provide the full reference(s) to all relevant document(s).

III.25. Are under-represented groups of students specifically targeted in your policies to increase completion rates?

Please choose

III.25.1. Please specify the groups of students that are targeted:

III.25.2. Please also provide the full reference(s) to all relevant document(s):

III.26. In your country, are there any specific measures to improve retention rates of first year students?

Yes ▾

III.26.1. Please describe the measures:

the fact that a great part of students live in colleges/seminaries and receive there help and follow up, is quite a strong help for completion; but all this is done just on local level; and therefore no exact data is available

III.26.2. Please also provide the full reference(s) to all relevant document(s):

no referencess possible as these questions are related to local/national regulations

III.27. Are there any incentives in your country encouraging students to complete their studies within a limited period of time (e.g. 3-4 years for a bachelor degree)?

Yes, there are non-financial incentives encouraging students to complete their studies within a limited period of time

III.27.1. Please provide details on the incentives that exist in your country:

the fact that a great part of students live in colleges/seminaries and receive there help and follow up, is quite a strong help for completion; but all this is done just on local level; and therefore no exact data is available

III.27.2. Please also provide the full reference(s) to all relevant document(s):

no referencess possible as these questions are related to local/national regulations

III.28. Does the improvement of completion/drop-out rates have an impact on HEIs' funding?

- Yes, within a funding formula
 Yes, as a performance-based mechanism
 No

III.28.1. Please provide details how:

III.28.2. Please also provide the full reference(s) to all relevant document(s):

III.29. Are there any other non-financial mechanisms/incentives in place to help HEIs improve student completion rates?

Yes ▾

III.29.1. Please provide details:

the fact that a great part of students live in colleges/seminaries and receive there help and follow up, is quite a strong help for completion; but all this is done just on local level; and therefore no exact data is available

III.29.2. Please also provide the full reference(s) to all relevant document(s).

no referencess possible as these questions are related to local/national regulations

III.30. Comments

these questions are not possible to answer correctly as the HEIs of the Holy See are located in around 80 different countries with very different regulations and statistical data

III.31. Are student completion rates systematically measured in your country?

- Yes, at the end of the 1st cycle
 Yes, at the end of the 2nd cycle
 No, completion rates are not measured

III.31.1. Please also provide the full reference(s) to relevant document(s):

III.31.2. Comments

these questions are not possible to answer correctly as the HEIs of the Holy See are located in around 80 different countries with very different regulations and statistical data

III.32. In your country, are completion rates calculated for underrepresented groups of students?

Please choose.. ▾

III.32.1. Please specify for which underrepresented groups data is calculated:

III.32.2. Please also provide the full reference(s) to relevant document(s):

III.33. Based on your official data, please provide the following information:

Completion rate of 1st cycle programmes, most recent available year:%
according to official data based on central level monitoring

Completion rate of 1st cycle programmes, most recent available year:Year

Completion rate of 1st cycle programmes, most recent available year:not
available

Completion rate of 1st cycle programmes 5 years earlier (than most recent
available year):% according to official data based on central level monitoring

Completion rate of 1st cycle programmes 5 years earlier (than most recent
available year):Year

Completion rate of 1st cycle programmes 5 years earlier (than most recent
available year):not available

Completion rate of 2nd cycle programmes, most recent available year:%
according to official data based on central level monitoring

Completion rate of 2nd cycle programmes, most recent available year:Year

Completion rate of 2nd cycle programmes, most recent available year:not
available

Completion rate of 2nd cycle programmes 5 years earlier:% according to official
data based on central level monitoring

Completion rate of 2nd cycle programmes 5 years earlier:Year

Completion rate of 2nd cycle programmes 5 years earlier:not available

Completion rate of programmes not divided into two cycles, most recent
available year:% according to official data based on central level monitoring

Completion rate of programmes not divided into two cycles, most recent
available year:Year

Completion rate of programmes not divided into two cycles, most recent
available year:not available

Completion rate of programmes not divided into two cycles 5 years earlier :%
according to official data based on central level monitoring

Completion rate of programmes not divided into two cycles 5 years earlier :Year

Completion rate of programmes not divided into two cycles 5 years earlier :not
available

III.34. Comments

III.35. Are student drop-out rates systematically measured in your country?

No, drop-out is not measured

this question is not possible to answer correctly as the HEIs of the Holy See are located in around 80 different countries with very different regulations and statistical data

III.35.1. Please also provide the full reference(s) to relevant document(s):

III.36. In your country, are drop-out rates calculated for underrepresented groups of students?

Please choose.. ▾

III.36.1. Please specify for which groups data is calculated:

III.36.2. Please also provide the full reference(s) to relevant document(s):

III.37. In your country, how are students who change study programme considered?

Other

this question is not possible to answer correctly as the HEIs of the Holy See are located in around 80 different countries with very different regulations and statistical data

III.37.1. Please specify

this question is not possible to answer correctly as the HEIs of the Holy See are located in around 80 different countries with very different regulations and statistical data

III.38. Are data on drop-out rates publicly available in your country?

No ▾

III.38.1. Please specify by which organisation and how frequently:

III.38.2. Please also provide the full reference(s) to relevant document(s) or websites:

III.39. Based on your official data, please provide the following information:

Drop-out in first year of 1st cycle programmes, most recent available year:%
according to official data based on central level monitoring

Drop-out in first year of 1st cycle programmes, most recent available year:Year

Drop-out in first year of 1st cycle programmes, most recent available year:not
available

Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent
available year):% according to official data based on central level monitoring

Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):Year

Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):not available

Drop-out in 1st cycle programmes, most recent available year:% according to official data based on central level monitoring

Drop-out in 1st cycle programmes, most recent available year:Year

Drop-out in 1st cycle programmes, most recent available year:not available

Drop-out in 1st cycle programmes 5 years earlier:% according to official data based on central level monitoring

Drop-out in 1st cycle programmes 5 years earlier:Year

Drop-out in 1st cycle programmes 5 years earlier:not available

Drop-out in 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring

Drop-out in 2nd cycle programmes, most recent available year:Year

Drop-out in 2nd cycle programmes, most recent available year:not available

Drop-out in 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring

Drop-out in 2nd cycle programmes 5 years earlier:Year

Drop-out in 2nd cycle programmes 5 years earlier:not available

Drop-out in programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring

Drop-out in programmes not divided into two cycles, most recent available year:Year

Drop-out in programmes not divided into two cycles, most recent available year:not available

Drop-out in programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring

Drop-out in programmes not divided into two cycles 5 years earlier :Year

Drop-out in programmes not divided into two cycles 5 years earlier :not available

III.40. Comments

this question is not possible to answer correctly as the HEIs of the Holy See are located in around 80 different countries with very different regulations and statistical data

III.41. Note: While higher education institutions offer multiple services, in the following questions the focus lies on academic guidance services, career guidance services and psychological guidance services.

III.42. What kind of student services are commonly provided by higher education institutions?

- Academic guidance services
 - Career guidance services
 - Psychological counselling services
 - Other
 - No services
- pastoral care

III.42.1. Please specify

normally every HEI of the Holy See has an office or a responsible person for student's pastoral which includes all the mentioned services but offers usually a lot more possibilities (like help to find lodging or offering places in colleges, various student activities etc).

III.43. In your country, can prospective higher education students receive professional advice about their further studies and careers?

Yes, advice is available to ALL prospective students

III.44. Information, advice and guidance services are provided to prospective HE students...

- by upper secondary schools:free of charge
- by upper secondary schools:for a fee
- by higher education institutions:free of charge
- by higher education institutions:for a fee
- by external services:free of charge
- by external services:for a fee
- by other service providers:free of charge
- by other service providers:for a fee

III.44.1. Please specify which other service providers offer information, advice and guidance services:

mostly local churches and religious orders, but also other Church related institutions

III.44.2. If steering documents refer to professional advice about further studies and careers for prospective students, please provide the details on the exact formulation here:

there are many relevant documents about "student pastoral" especially on local (Dioceses), national (Bishop's Conferences)but also on global level

III.44.3. Comments

these questions are not easily to answer correctly as the HEIs of the Holy See are located in around 80 different countries with very different regulations and statistical data

III.45. Do information, advice and guidance services specifically target certain categories of prospective higher education students? If yes, please provide details on the groups targeted and the services provided:

especially those with interest in ecclesiastical vocations (but this is also kind of a general description fo a student in an HEI of the Holy See

III.46. Are there any measures/incentives in your country encouraging HEIs to provide support for the transition of newly admitted students to higher education?

No ▼

III.46.1. There are measures/incentives encouraging HEIs to provide...

- introductory courses
- tutoring or mentoring programmes
- support to acquire learning skills and/or organisational skills
- other measures / incentives

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

introductory courses ""

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

tutoring or mentoring programmes ""

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

support to acquire learning skills and/or organisational skills ""

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

other measures / incentives ""

III.46.3. Comments

this question is not possible to answer correctly as the HEIs of the Holy See are located in around 80 different countries with very different regulations and statistical data

III.47. In your country, is public funding allocated to improve career guidance services in HEIs?

- Yes, to career guidance services for current students
- Yes, to career guidance services for graduates/alumni
- No

III.47.1. Please provide the details here:

III.47.2. Please also provide the full reference(s) to relevant document(s):

III.48. In your country, are there any career guidance services targeting underrepresented groups of students?

No ▼

III.48.1. Please provide the details on such services here:

III.48.2. Please also provide the full reference(s) to relevant document(s):

Data entry: (IV_Fees_support_portability)

IV. The focus of the questions is on all first and second cycle students and is not limited to full-time daytime students. Third cycle students are excluded except when explicitly mentioned. Similarly, the focus is on home students or equivalent. International students are only included when explicitly mentioned.

IV.1. In your country, does any higher education home student at a public higher education institution have to pay a fee of any kind? (Contributions to student unions are not included!)

No

IV.2. Which home students at public higher education institutions have to pay fees?

1st cycle All students Specific groups of students No students No answer
2nd cycle All students Specific groups of students No students No answer

IV.3. Which amount of fees do home students at public higher education institutions pay in the first and second cycle?

1st cycle:Most common amount

1st cycle:Minimum amount

1st cycle:Maximum amount

2nd cycle:Most common amount

2nd cycle:Minimum amount

2nd cycle:Maximum amount

IV.3.1. Which amount of fees do home students at public higher education institutions pay in the first cycle?

1st cycle:Most common amount

1st cycle:Minimum amount

1st cycle:Maximum amount

IV.3.2. Which amount of fees do home students at public higher education institutions pay in the second cycle?

2nd cycle:Most common amount

2nd cycle:Minimum amount

2nd cycle:Maximum amount

IV.4. Which of the following criteria determine whether a student has to pay fees?

- Need
 Merit
 Part-time/Full-time/Distance learning
 Field of study

IV.5. Concerning fees, are international students treated differently in your country from home students?

No

IV.6. Which amount of fees do international students pay in the first and second cycle?

1st cycle international students:Most common amount

1st cycle international students:Minimum amount

1st cycle international students:Maximum amount

2nd cycle international students:Most common amount

2nd cycle international students:Minimum amount

2nd cycle international students:Maximum amount

IV.7. Who defines the fee amounts?

1st cycle home students HEIs HEIs, within limits set by government Government Other No answer
2nd cycle home students HEIs HEIs, within limits set by government Government Other No answer
1st cycle international students HEIs HEIs, within limits set by government Government Other No answer
2nd cycle international students HEIs HEIs, within limits set by government Government Other No answer

IV.7.1. Please specify

IV.8. Comments

It is not possible to answer this question correctly as the HEIs of the Holy See are in different countries and follow normally the national regulations ...

IV.9. This section concerns only 1st and 2nd cycle studies. Only national support should be taken into account. Support from EU programmes or private initiatives are not within the scope of this section.

IV.10. Please shortly describe what kinds of student financial support are offered in your country.

It is not possible to answer this question precisely as the HEIs of the Holy See are in different countries and follow normally the national regulations ... in addition to national regulations there is a very extended system of student support within the Church based on the activities of local Churches, foundations, and other donors which guarantees to a large extent that students will not be excluded from their studies because of financial reasons.

IV.11. Please shortly describe what student financial support arrangements from your home country can students use if they study abroad.

if the student support is not linked to a special institutions, there are no general restrictions related to the place/country in which students are studying. IN the case of the Holy See probable most of the student support is granted for a study abroad (most frequently in Rome)

IV.12. Do at least some students receive public financial support in the form of grants/scholarships?

First cycle Yes No No answer
Second cycle Yes No No answer

IV.13. What is the proportion of students receiving grants/scholarships by cycle?

% of students receiving grants:First cycle 70
% of students receiving grants:Second cycle 70

IV.14. Can students use grants/scholarships for studying abroad?

Some grants are portable

IV.15. Are there any additional requirements for using the grant/scholarship abroad?

No

IV.16. Which additional requirements need to be met for using the grant/scholarship abroad? Please check any that apply.

- Citizenship:Grant 1
- Citizenship:Grant 2
- Citizenship:Grant 3
- Citizenship:Grant 4
- Residency:Grant 1
- Residency:Grant 2
- Residency:Grant 3
- Residency:Grant 4
- Recognised HEIs/programmes only:Grant 1
- Recognised HEIs/programmes only:Grant 2
- Recognised HEIs/programmes only:Grant 3
- Recognised HEIs/programmes only:Grant 4
- Course load (e.g. full-time):Grant 1
- Course load (e.g. full-time):Grant 2
- Course load (e.g. full-time):Grant 3
- Course load (e.g. full-time):Grant 4
- Only certain countries:Grant 1
- Only certain countries:Grant 2
- Only certain countries:Grant 3
- Only certain countries:Grant 4
- Only certain study programmes (e.g. where mobility is mandatory):Grant 1
- Only certain study programmes (e.g. where mobility is mandatory):Grant 2
- Only certain study programmes (e.g. where mobility is mandatory):Grant 3
- Only certain study programmes (e.g. where mobility is mandatory):Grant 4
- Equivalency condition:Grant 1
- Equivalency condition:Grant 2
- Equivalency condition:Grant 3
- Equivalency condition:Grant 4
- Programme not available in the national system:Grant 1
- Programme not available in the national system:Grant 2
- Programme not available in the national system:Grant 3
- Programme not available in the national system:Grant 4
- Other:Grant 1
- Other:Grant 2
- Other:Grant 3
- Other:Grant 4

IV.16.1. If there is more than one type of grant, please specify:

IV.16.2. Which other requirements exist?

IV.17. Can at least some students take publicly subsidised or guaranteed student loans to cover their expenses during their higher education studies?

First cycle Yes No No answer

Second cycle Yes No No answer

IV.18. What is the proportion of students who take out student loans? Please provide link(s) or full reference(s) to relevant document(s).

It is not possible to answer this question correctly as the HEIs of the Holy See are in different countries and follow normally the national regulations ... in addition most of the funding is done on local level, so that there is (with very few exceptions) no direct funding by the Holy See. The questions of this whole section do not really correspond to the Situation of the HEIs and the system of studies of the Holy See

IV.19. Can students use loans for studying abroad?

No portable loans

IV.20. Are there any additional requirements for using the loan abroad?

Please choose.. ▾

IV.21. Which additional requirements need to be met for using the loan abroad? Please check any that apply.

Citizenship:Loan 1

Citizenship:Loan 2

Citizenship:Loan 3

Citizenship:Loan 4

Residency:Loan 1

Residency:Loan 2

Residency:Loan 3

Residency:Loan 4

Recognised HEIs/programmes only:Loan 1

Recognised HEIs/programmes only:Loan 2

Recognised HEIs/programmes only:Loan 3

Recognised HEIs/programmes only:Loan 4

Course load (e.g. full-time):Loan 1

Course load (e.g. full-time):Loan 2

Course load (e.g. full-time):Loan 3

Course load (e.g. full-time):Loan 4

Only certain countries:Loan 1

Only certain countries:Loan 2

Only certain countries:Loan 3

Only certain countries:Loan 4

Only certain study programmes (e.g. where mobility is mandatory):Loan 1

Only certain study programmes (e.g. where mobility is mandatory):Loan 2

Only certain study programmes (e.g. where mobility is mandatory):Loan 3

Only certain study programmes (e.g. where mobility is mandatory):Loan 4

Equivalency condition:Loan 1

Equivalency condition:Loan 2

Equivalency condition:Loan 3

Equivalency condition:Loan 4

Programme not available in the national system:Loan 1

Programme not available in the national system:Loan 2

Programme not available in the national system:Loan 3

Programme not available in the national system:Loan 4

Other:Loan 1

Other:Loan 2

Other:Loan 3

Other:Loan 4

IV.21.1. If there is more than one type of loan, please specify:

IV.21.2. Which other requirements exist?

IV.22. Additional comments on public grants and loans

There is no system of student loans (which have to be paid back in some form). The most frequent form is that the student gets the tuition fees as well as the cost for living and can contribute (sometimes on a voluntary basis) as much as is for him/her affordable

IV.23. This section concerns only outbound mobility, namely the opportunities to take financial support from the home country for studies abroad. It includes only 1st and 2nd cycle studies, for which both credit mobility and degree mobility are considered. Only national support should be taken into account.

Additional support for studying abroad in this context means funding that is available from national sources in addition to regular student grants or loans that might be portable.

IV.24. Is there any additional public financial support for studying abroad?

No ▼

IV.25. What kinds of additional public financial support are available for studying abroad?

Grants/scholarships for...

- 1st cycle credit mobility:Study costs/ fees abroad (host institution)
- 1st cycle credit mobility:Travel costs
- 1st cycle credit mobility:Living cost difference
- 1st cycle credit mobility:Language courses
- 1st cycle credit mobility:Other
- 2nd cycle credit mobility:Study costs/ fees abroad (host institution)
- 2nd cycle credit mobility:Travel costs
- 2nd cycle credit mobility:Living cost difference
- 2nd cycle credit mobility:Language courses
- 2nd cycle credit mobility:Other
- 1st cycle degree mobility:Study costs/ fees abroad (host institution)
- 1st cycle degree mobility:Travel costs
- 1st cycle degree mobility:Living cost difference
- 1st cycle degree mobility:Language courses
- 1st cycle degree mobility:Other
- 2nd cycle degree mobility:Study costs/ fees abroad (host institution)
- 2nd cycle degree mobility:Travel costs
- 2nd cycle degree mobility:Living cost difference
- 2nd cycle degree mobility:Language courses
- 2nd cycle degree mobility:Other

IV.25.1. Please specify which other additional public grants/scholarships are available:

IV.26. Higher loans for...

- 1st cycle credit mobility:Study costs/ fees abroad (host institution)
- 1st cycle credit mobility:Travel costs
- 1st cycle credit mobility:Living cost difference
- 1st cycle credit mobility:Language courses
- 1st cycle credit mobility:Other
- 2nd cycle credit mobility:Study costs/ fees abroad (host institution)
- 2nd cycle credit mobility:Travel costs
- 2nd cycle credit mobility:Living cost difference
- 2nd cycle credit mobility:Language courses
- 2nd cycle credit mobility:Other
- 1st cycle degree mobility:Study costs/ fees abroad (host institution)
- 1st cycle degree mobility:Travel costs
- 1st cycle degree mobility:Living cost difference
- 1st cycle degree mobility:Language courses
- 1st cycle degree mobility:Other
- 2nd cycle degree mobility:Study costs/ fees abroad (host institution)
- 2nd cycle degree mobility:Travel costs
- 2nd cycle degree mobility:Living cost difference
- 2nd cycle degree mobility:Language courses
- 2nd cycle degree mobility:Other

IV.26.1. Please specify which other additional public loans are available for studying abroad:

IV.27. Additional comments

IV.28. Are there any specific eligibility criteria for receiving additional public financial support?

Please choose... ▼

IV.29. Please specify the eligibility criteria for receiving additional public financial support.

If there are more types of additional support, please add them in the text field below.

Need-based criteria:Grant/loan 1 ▼

Need-based criteria:Grant/loan 2 ▼

Need-based criteria:Grant/loan 3 ▼

Need-based criteria:Grant/loan 4 ▼

Merit-based criteria:Grant/loan 1 ▼

Merit-based criteria:Grant/loan 2 ▼

Merit-based criteria:Grant/loan 3 ▼

Merit-based criteria:Grant/loan 4 ▼

Course load (e.g. full time):Grant/loan 1 ▼

Course load (e.g. full time):Grant/loan 2 ▼

Course load (e.g. full time):Grant/loan 3 ▼

Course load (e.g. full time):Grant/loan 4 ▼

Criteria based on field of studies:Grant/loan 1 ▼

Criteria based on field of studies:Grant/loan 2 ▼

Criteria based on field of studies:Grant/loan 3 ▼

Criteria based on field of studies:Grant/loan 4 ▼

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 1 ▼

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 2 ▼

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 3 ▼

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 4 ▼

IV.29.1. If there is more than one type of grant or loan, please specify:

IV.29.2. If there are more than 4 types of additional support, please specify and provide details on the eligibility criteria here:

IV.30. Please provide links and/or full references to relevant documents related to public funding of grants and loans:

It is not possible to answer this question correctly as the HEIs of the Holy See are in different countries and follow normally the national regulations ... one cannot easily apply the concept of "public funding" to the funding of students studying in HEIs of the Holy See

IV.31. Additional comments

It is not possible to answer this question correctly as the HEIs of the Holy See are in different countries and follow normally the national regulations ... one cannot easily apply the concept of "public funding" to the funding of students studying in HEIs of the Holy See

IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

Other

IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

IV.33. What are the main funding sources for candidates preparing a third cycle (PhD) qualification?

It is not possible to answer this question correctly as the HEIs of the Holy See are in different countries and follow normally the national regulations ... but mostly/typically doctorate students are funded by the local Church

IV.34. Please explain any differences in the fees that third cycle candidates are required to pay, compared to your answers for first and second cycle students, as well as differences in grants, loans and other support that may be provided.

there is no regulation regarding this question and full autonomy for the Institutions and local Churches (within the national legal and academic frameworks of the countries in which they operate

IV.35. Additional comments on doctoral education

see above

Data entry: (V_Employability)

V.1. Do higher education steering documents focus on issues related to employability (e.g. higher education institutions' need to respond to labour market demands, involving employers, their responsibility in educating graduates who can find employment soon after graduation, etc.)?

Yes

V.1.1. Please provide the details on the exact formulation here, including references to the 1st or the 2nd cycle if necessary. Please also provide the full reference(s) to relevant document(s).

Apostolic Constitution Sapientia christiana (1979)

the Whole HE system of the Holy See is based on the need to prepared qualified people for work, ministry and vocation within the Church and Beyond.

V.1.2. Are there references made to under-represented groups of students in connection with employability issues in the steering documents?

No

V.1.3. Please define the under-represented groups of students mentioned in relation to the above issues and indicate the nature of the connection. Please also provide the full reference(s) to relevant document(s).

V.2. In your country, are there any initiatives in the area of labour market/skills forecasting?

Yes

V.2.1. Are there initiatives in labour market/skills forecasting on national level?

Yes

V.2.1.1. Is forecasting on national level done in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.2.1.2. Are there initiatives in labour market/skills forecasting on regional level?

Yes

V.2.1.3. Is forecasting on regional level done in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.2.1.4. Please provide the details here (institutional mechanisms, sectors included, regularity, scope of forecasting studies, etc.). Please also provide the full reference(s) to relevant document(s).

this is done on local or regional level (within the competence of the sinlge dioceses or national Bishops Conferences)

V.2.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?

Yes

V.2.2.1. Please specify which educational authorities use this kind of labour market information and indicate the mechanisms through which such information is used (e.g. through quantitative targets for study fields in the 1st or the 2nd cycle etc.). Please also provide the full reference(s) to relevant document(s).

this concerns mainly what we call "vovational pastoral" or better distribution of human resources within the Whole Church

V.3. In your country, are employers involved in higher education planning and management?

Yes

V.3.1. How are they involved?

Curriculum development in higher education

Employers have to be involved Employers can be involved Employers are not involved No answer

Teaching

Employers have to be involved Employers can be involved Employers are not involved No answer

Participation in sectoral/national/regional bodies that influence decision-making in higher education institutions

Employers have to be involved Employers can be involved Employers are not involved No answer

Participation in governing bodies of HEIs

Employers have to be involved Employers can be involved Employers are not involved No answer

V.3.2. Please provide the details and the source of evidence here.

Apost Const Sap chr. Tit X, Art 60 - 64
and local Church law in respective dioceses and national territories

V.3.3. If employers can be, or they have to be involved in other ways than described in the previous question, please provide the details and the source of evidence here.

in most cases the employers are "Bishops" with their full authority within their territory

V.3.4. In your country, is public funding allocated into cooperation projects between the higher education sector and business?

No

V.3.5. Please provide the details on how public funding aims to facilitate university-business cooperation projects. Please also provide the full reference(s) to relevant document(s).

V.3.6. In your country, are there any specific degree programmes that have been developed with the close involvement of employers?

Yes

V.3.7. Please describe these specific higher education degree programmes here. Please also provide the full reference(s) to relevant document(s).

all HEIs of the Holy See are developed in an ongoing dialogue with local bishops

V.4. Within the European Union, Directive 2013/55/EU on the recognition of professional qualifications regulates the insertion of practical training into certain, professionally oriented study programmes (these programmes lead to the following professions: doctor/specialised doctor, midwife, nurse responsible for general care, dental practitioner/specialised dental practitioner, veterinary surgeon, pharmacist and architect).

In your country, are there requirements on the inclusion of work placements/practical training in higher education programmes leading to other qualifications?

No, higher education institutions are autonomous beyond the scope of Directive 2005/36/EC (if this Directive applies)

V.4.1. Please provide the details on the regulatory framework here. Please also provide the full reference(s) to relevant document(s).

this is mostly in the regional and local competence of Bishops and Bishops Conferences which can significantly differ

V.4.2. Please provide the (approximate) proportion of students participating in work placements/practical training during their studies as part of the programme they are studying in for the latest available year.

1st cycle 0% 1-10% 11-30% 31-50% 51-70% 71-99% 100% Not available No answer
2nd cycle 0% 1-10% 11-30% 31-50% 51-70% 71-99% 100% Not available No answer
1st and 2nd cycle combined 0% 1-10% 11-30% 31-50% 51-70% 71-99% 100% Not available No answer

V.4.2.1. Please provide the source information here.

Data Base of the Congregation and (local) legal provision which usually foresees periods of work during the HE studies

V.4.3. In your country, are there any incentives given to higher education institutions to include work placements/practical training for students in the 1st or 2nd cycle or both in higher education programmes (e.g. through covering the costs of internships by public funding)?

No

V.4.3.1. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).

V.4.3.2. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).

V.5. Besides quality assurance (QA), are there any other mechanisms to evaluate the employability performance of higher education institutions/programmes?

No

V.5.1. Please provide the details on these mechanisms, their compulsory/optional nature and the consequences of evaluation (financial or other). Please also provide the full reference(s) to relevant document(s).

V.5.2. Do graduate employment rates have an impact on higher education institutions' funding?

- Yes, within a funding formula
 Yes, as a performance-based mechanism
 Yes, within a different funding mechanism (please specify)
 No

V.5.2.1. Please provide details how. Please also provide the full reference(s) to all relevant document(s).

V.6. In your country, is the labour market situation of recent graduates examined through graduate tracking/tracer studies?

No

V.6.1. Are there tracer studies conducted on national level?

Please choose..

V.6.1.1. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.6.1.2. Are there tracer studies conducted on regional level?

Please choose..

V.6.1.3. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.6.1.4. Are there tracer studies conducted on institutional level?

Please choose..

V.6.1.5. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.6.1.6. Please provide the details about tracer studies here. Please also provide the full reference(s) to relevant document(s), especially to results published.

V.6.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?

Please choose.. ▼

V.6.2.1. Please specify which educational authorities use information on the labour market situation of graduates and indicate the mechanisms through which such information is used (e.g. through performance evaluation/payment by results/Quality Assurance). Please also provide the full reference(s) to relevant document(s).

Data entry: (VI_Lifelong_learning)

VI.1. Do steering documents for higher education in your country contain a definition of lifelong learning?

No

VI.1.1. Please provide the details on the exact formulation here (including references to relevant steering documents):

VI.1.2. Please explain the common understanding of lifelong learning in higher education in your country:

Continued/ongoing formation to further develop (professional)capacity or for qualification for new tasks

VI.2. Is lifelong learning a recognised mission of higher education institutions?

Yes, all institutions

VI.2.1. Please indicate whether there are any legal requirements for higher education institutions to offer lifelong learning provision. Please also provide references to relevant steering documents:

not regulated

VI.2.2. Please provide details on the institutions for which it is/it is not a recognised mission:

VI.2.3. If necessary, please provide comments here:

VI.3. What are the main forms of lifelong learning in which higher education institutions are involved? For each form, please indicate approximate % of institutions involved.

- | | |
|---|---|
| Formal HE programmes provided under flexible arrangements | <input type="radio"/> 0% (no institution involved) <input checked="" type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input type="radio"/> % impossible to provide <input type="radio"/> No answer |
| Non-formal courses open to all (e.g. languages) | <input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input checked="" type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input type="radio"/> % impossible to provide <input type="radio"/> No answer |
| Preparatory courses for HE entrance examinations | <input type="radio"/> 0% (no institution involved) <input checked="" type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input type="radio"/> % impossible to provide <input type="radio"/> No answer |
| Professionally-oriented upgrading of already achieved qualifications | <input type="radio"/> 0% (no institution involved) <input checked="" type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input type="radio"/> % impossible to provide <input type="radio"/> No answer |
| Tailor-made provision for industry | <input checked="" type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input type="radio"/> % impossible to provide <input type="radio"/> No answer |

VI.3.1. Are there any other forms of lifelong learning in which higher education institutions are involved?

Yes

VI.3.2. Please specify which forms and provide % of HE institutions involved.

special provisions/institutions/programs for students without the necessary titels of access (secondary school)
(1-25 %)

VI.3.3. If you have any comments regarding different forms of lifelong learning in which HE institutions are involved, please provide them here.

VI.4. Are there legal restrictions or constraints for higher education institutions to offer lifelong learning provision?

No

VI.4.1. Please explain these restrictions.

VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

General public higher education budget (%) "0"

VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Special budget for lifelong learning (%) "0"

VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Private contributions from students (%) "0"

VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Private contributions from business and industry (%) "0"

VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Other (%) "100"

VI.5.1. If relevant, please specify the option "other" here. You can also use this space to provide any comments regarding the previous question.

HEIs of the Holy See follow - according to the countries in which they operate - very diverse funding schemes. IN some countries they are 100% state funded in others 100% depending on donations ... therefore there is no reliable data available

VI.5.2. If you have any further comments regarding this section, please provide them here:

As HEIs of the Holy See operate in around 80 countries Worldwide and to a certain extent follow the relative national legal systems and provisions, there can never be provided fully reliable data.

VI.6. In your higher education policy, is there a focus on promoting the flexible provision of higher education studies/programmes (e.g. changing the intensity of study programmes according to personal circumstances)?

Yes, HE policy focuses on promoting the flexible provision of HE studies/programmes

VI.6.1. Please provide a short description of specific policy measures that exist in your country.

In most countries in which HEIs of the Holy See operate exceptional paths to arrive to a certain profession/vocation of persons who are not fully qualified for entrance and completion of their requested academic studies are provided

VI.7. Which of the statements on student statuses best describes the situation in your country?

There are several student statuses (e.g. 'full-time', 'part-time', etc.)

VI.7.1. Please explain what student statuses exist in your country and how you define them.

this depends mostly from the countries in which single HEIs operate.
There are normally: ordinary, extraordinary, guest students, students just following single courses, students not following the ordinary structure of study etc.

VI.7.2. If there is only one student status without any further distinctions, please specify whether HE students in your country can change the pace of their studies (e.g. apply for a limited number of credits) and follow de facto part-time studies.

VI.7.3. Please indicate which fees apply to students studying part-time.

Students studying part-time pay (or are likely to pay) higher fees for the same volume of study (i.e. the same number of credits) than students following typical study arrangements
This is mostly true for HEIs in Rome but which are only a certain (under 20) percentage of HEIs of the Holy See

VI.7.4. Please indicate which fees apply to de facto part-time students.

VI.7.5. Please indicate the amount of financial support, to which are eligible students holding a formal alternative student status.

Students studying part-time are eligible for the same amount of financial support for the same volume of study (i.e. the same number of credits) as students following typical study arrangements this depends on national and local provisions and legislation - no valid overall data available

VI.7.6. Please indicate the amount of financial support, to which are eligible de facto part-time students.

VI.8. Are there any higher education programmes in your country designed as 'part-time' programmes?

Yes ▼

VI.8.1. Please provide details on these programmes (in particular, how they differ from conventional higher education programmes). Please also specify whether students following these programmes pay the same amount of fees (or higher/lower fees) and are eligible for the same amount of support (or higher/lower support) as students enrolled in conventional programmes.

these programs are mainly offered for "adult vocations", working people who want to prepare for other ministries in the Church. In some cases they fund these studies individually, in most cases the tuition is paid by the Church authority and the student may contribute (voluntarily) according to his/her economic possibilities

VI.9. Which of the following statements best describes the extent to which HE institutions offer part-time studies or other alternative forms of study?

Higher education institutions have autonomy to decide and only a limited number offers part-time studies or other alternative forms of study
There are also HEIs just for part time studies

VI.9.1. If you have any further comments regarding this section, please provide them here:

As HEIs of the Holy See operate in around 80 countries Worldwide and thereby have a strong local autonomy/flexibility - the provided data has to be used very cautiously and will not always be fully valid to all different situations

VI.10. In your country, can prior non-formal and informal learning be taken into account/accredited towards fulfilment of a higher education study programme?

Yes

VI.10.1. Please choose the statement that best applies to your country-specific situation.

HE institutions can autonomously decide whether they will provide relevant procedures

VI.10.2. Please specify whether the process can lead to a complete award of a higher education qualification or whether it can only lead to a limited number of credits.

Recognition of non-formal and informal learning can only lead to a limited number of credits (please use comments to specify the maximum amount of credits)
there is no defined percentage but a HE qualification cannot be granted without any formal enrolment/or regulary acquired competence

VI.10.2.1. Please specify whether this possibility applies to all higher education qualifications or only to some higher education qualifications.

Please also specify whether this possibility is commonly used in practice.

VI.10.3. If your answers to the three preceding questions were based on steering documents please specify the source (i.e. title of the document and link). If they are based on other sources (e.g. common practice of HE institutions), please specify it as well.

the legal regulations are rather flexible (Sapientia christiana, 1979) but there is a clear development towards a common good practice

VI.10.4. Do steering documents in your country refer to any specific requirements towards those HE candidates/students who would like to fulfil their higher education modules/programme through the recognition of non-formal and informal learning?

No

VI.10.4.1. Please specify these requirements.

Specific age requirements (please specify)

Requirements related to the duration of prior professional experience (please specify)

Other (please specify)

VI.10.5. Is it possible to provide data on the proportion of IIE institutions which commonly use the recognition of prior non-formal and informal learning as a means of progression in IIE studies (i.e. towards fulfilment of studies)?

There are no official data and it is impossible to provide estimates

VI.10.5.1. Please indicate the proportion of higher education institutions which use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies).

VI.10.5.2. Please indicate the source and the reference year.

VI.10.6. Is it possible to provide data on the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements?

There are no official data but it is possible to provide estimates

VI.10.6.1. Please indicate the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements.

we would estimate a rate under 10 %

VI.10.6.2. Please indicate the source and the reference year.

VI.10.7. Are there any plans to create such a possibility? If yes, please provide details on the on-going debates.

VI.10.6.3. If you have any further comments regarding this section, please provide them here:

As IIEs of the Holy See operate in around 80 countries worldwide and thereby have a strong local autonomy/flexibility - the provided data has to be used very cautiously and will not always be fully valid/relevant to all different situations

VI.11. Besides the approaches mentioned throughout the LLL section, are there any other approaches to enhancing lifelong learning and flexibility of higher education in your country?

Yes ▼

VI.11.1. Please specify what they are.

dissemination activities for good practise in diorect contacts between the HEIs and the Congregation for Catholic Education

Data entry: (VII_Internationalisation_mobility)

7.1. Do higher education steering documents refer to internationalisation of higher education?

Yes ▾

7.1.1. In your higher education steering documents, there are:

- Clear aims and objectives regarding internationalisation of higher education
- Concrete measures for implementing internationalisation of higher education

7.1.2. Please specify:

7.2. Which national level public institutions are involved in the internationalisation of higher education in your country?

- No designated institution
- Specific Department in the Ministry responsible for Higher Education
- Agency for the internationalisation of higher education
- Stakeholder organisations
- Other

7.2.1. Please specify the name and provide a link to its website (if available) and a brief description of its main activities:

7.3. Does your country have a formal national strategy for internationalisation of higher education?

No ▾

7.3.1. Please provide a reference and link to the document (if available, also in English):

7.3.2. Has the impact of the strategy been assessed?

Please choose.. ▾

7.3.2.1. Please specify by whom, and provide a reference/link:

7.3.3. What percentage of higher education institutions have adopted an internationalisation strategy?

51-75%

7.3.3.1. Please provide a source for this information:

There is no exact data about this available but the HE system of the Holy See is by nature and it's situation "international" and the Greater part of HEIs have to fulfil international purposes (mostly train personal for working oin other countries ... only a few are qorking strictly regional

7.3.4. What percentage of higher education institutions are engaged in internationalisation actions without having adopted a formal strategy?

76-99%

7.3.4.1. Please provide a source for this information:

There is no exact data about this available but the HE system of the Holy See is by nature and it's situation "international" and the greater part of HEIs have to fulfil international purposes (mostly train personal for working in other countries ... only a few are working strictly regional

7.4. Has your country defined targets for mobile students (if yes, please state the target)?

Credit mobility:Outgoing mobility

Credit mobility:Incoming mobility

Degree mobility:Outgoing mobility

Degree mobility:Incoming mobility

7.4.1. Has your country defined targets for incoming international students with a first degree obtained outside the EHEA?

No ▾

7.4.1.1. Please specify:

7.4.2. Has your country defined other targets related to the internationalisation of higher education (e.g. mobile academic staff, types of partnership in higher education and research etc.)?

No ▾

7.4.2.1. Please specify:

7.5. Is there a specific budget for funding internationalisation activities in higher education in your country?

Yes ▾

7.5.1. Please specify:

mainly on local level. Normally persons coming from poorer countries get suport from richer countries

7.6. Are there other incentives for higher education institutions to engage in internationalisation activities in your country?

Yes ▾

7.6.1. Please name and describe them:

a lot of church funds, foundations and other benefactors are contributing to a solid network for support within the Whole Worldwide Church

7.7. Does your country provide specific, additional funding to higher education institutions for the development and implementation of joint/double degree programmes?

No

7.7.1. Please explain this funding, and how it is allocated:

7.8. Is there a legal requirement for higher education institutions to publish vacancy notices for academic staff in media operating outside your country?

No, such practice is not required, but is nevertheless common

7.8.1. Please provide a reference:

7.9. Do any higher education institutions have campuses abroad?

Yes

7.9.1. How many campuses do your higher education institutions have abroad?

400.0000000000

7.9.2. In which countries do they have these campuses?

around 80 countries Worldwide (24 in Africa, 13 in Central and Latin America, 2 in North America, 3 in the middle East, 12 in Asia/Pacific, 20 European)

7.10. Do any higher education institutions (HEIs) in your country offer massive open online courses (MOOCs) in your country?

Yes

7.10.1. Please provide:

The percentage of HEIs offering MOOCs (%) "1"

7.10.1. Please provide:

The number of MOOCs currently offered (1,2,3 n) "2"

7.11. Does your country have main regions of operation for international student mobility?

Yes

7.11.1. Which are the main regions of operation for student mobility?

- FHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and southern Africa
- Australia, New Zealand
- Other

7.11.2. Please specify

7.11.3. Does your country have main regions of operation for joint/double degrees?

No

7.11.4. What are the main regions of operation for joint/double degree programmes?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.5. Please specify

7.11.6. Does your country have main regions of operation for campuses abroad?

Yes

7.11.7. What are the main regions of operation for campuses abroad?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia

- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.7.1. Please specify

7.11.8. Does your country have main regions of operation for international cooperation in research?

No

7.11.9. What are the main regions of operation for international cooperation in research?

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.9.1. Please specify

7.11.10. Does your country have main regions of operation for other forms of internationalisation (please specify the forms)?

No

7.11.11. What are the main regions of operation for other forms of internationalisation (please specify the form)?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.11.1. Please specify

7.12. Comments:

There is no exact data about this available but the IIE system of the Holy See is by nature and its situation "international" and the greater part of IIEs have to fulfil international purposes (the international activities follow generally the pattern of support of poorer and less developed countries by those which have better resources)

7.13.1. Please tick the three most important obstacles to incoming student mobility for your country.

- Funding
- Recognition
- Language
- Curriculum/Study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

7.13.1.1. Please specify:

the HEIs of the Holy See are located in other "host countries" which not allways grant the students of ecclesiastical HEIs the same rights as their "national students".

7.13.2. Please tick the three most important obstacles to outgoing student mobility for your country:

- Funding
- Recognition
- Language
- Curriculum/study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

7.13.2.1. Please specify:

7.14. Are at least some of the obstacles that you ranked above particularly important in / relevant for:

Specific study cycles Yes No No answer

Specific fields of studies Yes No No answer

Credit mobility Yes No No answer

Degree mobility Yes No No answer

7.14.1. Please specify:

7.15. What measures/programmes has your country implemented to tackle and remove the obstacles to student mobility that you mentioned?

The main measures are linked to bilateral, multilateral activities of the Holy See including bilateral agreements and diplomatic measures to facilitate the mobility of students, there is a lot of support activity /foundations, personal or institutions donors, associations and other Church funds to support poorer students in view of possible mobility (study abroad)

7.16. Has your country monitored the effects of these measures/programmes?

Yes

7.16.1. Please provide information on how this monitoring is undertaken:

Who is responsible (which institution(s)) "lokal Church"

7.16.1. Please provide information on how this monitoring is undertaken:

How regularly is monitoring conducted (annually, biannually, etc.) "no common approach"

7.16.1. Please provide information on how this monitoring is undertaken:

The most recent results (please specify) "help to use means more effectively"

7.17. Comments:

There is no exact data about this available because of the "internationality" of the HE system of the Holy See as such

7.18. Do you have a central website which provides information about all mobility schemes for national and international students?

Yes

7.18.1. Please provide a link to the website:

www.educatio.va
unfortunately this part of the web-site is only at it's start ...

7.18.2. Is the website linked to Bologna website?

Yes

7.19. Do your national institutions/agencies responsible for internationalisation:

Provide information on the EHEA, with links to other national systems and European programmes

7.19.1. Please provide a link to such information:

www.educatio.va
and follow the institutional links (search for a faculty)

7.20. Do higher education programmes taught in widely spoken, non-native languages fall under the same legal regime as programmes taught in official languages of the country?

Yes

7.20.1. Do students have to pay additional fees?

Please choose..

7.20.2. Are there any other differences? Please specify:

7.21. Comments:

7.22. Since 2012, has your higher education minister participated in:

- the 2012 Bologna Policy Forum
 - other bilateral and/or multilateral ministerial dialogues
 - international events other than ministerial meetings
- the international activity is a major task of our "Minister" (Prefect/Secretary)

7.22.1. Please specify with which countries:

This is an ongoing worldwide activity in nearly all countries of the globe

7.22.2. What were the main higher education issues addressed in these events?

the situation of ecclesiastical HEIs and catholic HEIs in these countries and possibilities of (institutional) collaboration

7.23. Comments:

There is no exact data about this available but the HE system of the Holy See is by nature and it's situation "international" and the HEIs are located in around 80 countries worldwide

7.25. Are there national policy goals regarding staff mobility in higher education?

No

7.25.1. Please specify and provide reference:

7.26. Are there any national mobility programmes for higher education staff?

- Researchers Yes No No answer
- Teaching staff Yes No No answer
- Doctoral candidates Yes No No answer
- Technical staff Yes No No answer
- Administrative staff Yes No No answer
- International officers Yes No No answer
- Guidance counsellors Yes No No answer
- Others Yes No No answer

7.26.1. Please provide details and a link for further information on relevant programmes

most of these activities take place in the context of capacity building and development which is a way to exchange and distribute resources of the Catholic Church on a Worldwide scale with the aim to help poorer regions supported by wealthier ones.

7.27.1. Does your country define quantitative targets for any incoming staff mobility?

- Researchers Yes No No answer
- Teaching staff Yes No No answer
- Doctoral candidates Yes No No answer
- Technical staff Yes No No answer
- Administrative staff Yes No No answer
- International officers Yes No No answer
- Guidance counsellors Yes No No answer
- Others Yes No No answer

7.27.1.1. Please specify any targets that exist:

there are no "specific" targets but the Whole issue is an important overall concern for the Holy See

7.27.2. Does your country define quantitative targets for any outgoing mobility?

- Researchers Yes No No answer
- Teaching staff Yes No No answer
- Doctoral candidates Yes No No answer
- Teaching staff Yes No No answer
- Administrative staff Yes No No answer
- International officers Yes No No answer
- Guidance counsellors Yes No No answer
- Others Yes No No answer

7.27.2.1. Please specify any targets that exist:

there are no "specific" targets but the Whole issue is an important overall concern for the Holy See

7.28. For each staff group, is information collected on participation rates in mobility?

- Researchers Yes No No answer
- Teaching staff Yes No No answer
- Doctoral candidates Yes No No answer
- Technical staff Yes No No answer
- Administrative staff Yes No No answer
- International officers Yes No No answer
- Guidance counsellors Yes No No answer
- Others Yes No No answer

7.28.1. Which organisation(s) collect this information? Please provide a link.

Data base of the Congregation of Catholic Education. This data (for the reason of different privacy regulations in different countries in which the Holy See operates are only partially published (www.educatio.va)

7.29. Are there any mechanisms to reward staff who participate in mobility?

- Career development advantages Yes No No answer
- Financial benefits Yes No No answer
- Non-financial benefits Yes No No answer

Other Yes No No answer

7.29.1. Please specify how staff who participate in mobility are rewarded:

there are many different advantages but this cannot be referred to law and regulations as they differ among the countries in which HEIs of the Holy See operate

7.30. Is there a website which provides information about all international mobility schemes for staff?

Yes ▾

7.30.1. Please provide a link:

www.educatio.va
(parts of the website are still under development)

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Immigration restrictions "1"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Recognition issues "8"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Language issues "7"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Lack of funding "6"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Administrative burden "5"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Lack of personal motivation and interest "2"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Incompatibility of pension and/or social security systems "4"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Legal issues "3"

7.31.1.1. Additional comments:

this ranking is only partially valid as situations in different countries can be very different

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Immigration restrictions "1"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Recognition issues "8"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Language issues "7"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Lack of funding "6"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Administrative burden "5"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Lack of personal motivation and interest "2"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Incompatibility of pension and/or social security systems "4"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Legal issues "3"

7.31.2.1. Additional comments:

this ranking is only partially valid as situations in different countries can be very different

7.32. What measures/programmes has your country implemented to tackle and remove the obstacles to staff mobility that you mentioned?

bilateral and diplomatic activities in relation to host countries

7.33. Has your country monitored the effects of these measures/programmes?

No ▾

7.33.1. Please provide information on how this monitoring is undertaken:

Who is responsible (which institution(s)) ""

7.33.1. Please provide information on how this monitoring is undertaken:

How regularly is monitoring conducted (annually, biannually, etc.) ""

7.33.1. Please provide information on how this monitoring is undertaken:

The most recent results (please specify) ""

7.34. Please provide any additional comments on internationalisation and mobility that should be taken into consideration:

see the comments above