



Completed National Reports and National Strategies for the Social Dimension should be sent to the Bologna Secretariat by e-mail (secr@bologna2009benelux.org) no later than

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PART I

BOLOGNA PROCESS National Report for Germany, 2007-2009

Details

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1. Main developments since London 2007

Please describe the important developments relating to the Bologna Process, including legislative reforms and changes in institutional structures, since the London meeting in 2007.

Answer

Two-cycle structure of studies

Germany's Länder are aiming to make the transition to the two-cycle system by 2010. Bachelor's and master's degree programmes currently account for 75 % of all study programmes. The corresponding figure in 2007 was 45 %.

Quality assurance

In 2007, system accreditation was introduced, as a complement to existing programme accreditation. In each case, system accreditation focuses on a higher education institution's own internal quality assurance system.

The Accreditation Council, a national quality assurance institution, was evaluated.

For the first time, special criteria for consideration of the needs of students with handicaps were added to the catalogue of criteria for accreditation of study programmes.

Certification of the National Qualifications Framework for the higher education sector was completed in September 2008.

Germany is a member of the European Quality Assurance Register (EQAR).

Recognition of higher education qualifications and periods of study

On 1 October 2007, Germany ratified the "Convention on the Recognition of Qualifications concerning Higher Education in the European Region" (Lisbon Convention), which entered into force on 1 February 1999.

The "National Action Plan for Recognition" of 2007 has been implemented in co-operation with stakeholders.

Promotion of mobility

Promotion via the Federal Education and Training Assistance Act (BAföG) has been expanded for German students. Legal provisions pertaining to foreign students' stays and employment options have been made more flexible.

In EU Member States and Switzerland, for example, as of 1 January 2008, students are eligible for support throughout their entire courses of studies, including studies leading through to qualifications. Outside of the EU, up to one year of initial support, and a total of five semesters of support, can be provided for education and training.

On 19 August 2007, amendments in the Residence Act (Aufenthaltsgesetz) and Freedom of Movement Act / EU (Freizügigkeitsgesetz) entered into force.

For foreign students from non-EU countries who hold a residence permit for higher education students in an EU country, the residence regulations pertaining to studies in a different EU country have been relaxed.

Lifelong learning

In December 2007, the Federal Government and the Länder reached agreement on a joint qualification initiative that is aimed, inter alia, at increasing participation in education and at enhancing upward mobility achieved via education. The specific aims of the initiative include increasing the entry rate into tertiary education to 40%, enhancing mobility between vocational training and academic education, promoting further training and improving recognition of education qualifications acquired abroad.

In addition, intensive national debate about the German Qualifications Framework, which covers all education and training sectors, has been spurring discussion regarding lifelong learning and mobility between different areas of the education and training system.

Social dimension

In 2007, the "Social Dimension" working group, in which all stakeholders are represented, was commissioned to prepare a "Social Dimension" National Action Plan.

2. Partnership

Please describe the structure which oversees the implementation of the Bologna Process in your country.

The Federal Ministry of Education and Research (BMBF), and the Länder ministries of science, are responsible for implementing the process within the framework of their constitutionally defined responsibilities. Along with the German Rectors' Conference (HRK), the German Academic Exchange Service (DAAD), the Accreditation Council, Deutsches Studentenwerk (DSW; umbrella organisation of the Studentenwerke student services organisations) and freier Zusammenschluss von studentInnenenschaften (fzs; umbrella organisation of student unions) are involved in monitoring the results.

a) Does your country have a national working group for Bologna follow-up?¹

Yes No

b) Does your national Bologna follow-up group include representatives of

Ministry Yes No

Rectors' conference Yes No

Academic staff Yes No

Students Yes No

Staff trade unions Yes No

National Quality Assurance Agency Yes No

Employers Yes No

Other (please specify)

DAAD (German Academic Exchange Service)
DSW (Deutsches Studentenwerk)

c) Does your country have a Bologna promoters' group?²

Yes No

d) Does your national Bologna promoters' group include representatives of

Ministry Yes No

Rectors' conference Yes No

Academic staff Yes No

Students Yes No

Staff trade unions Yes No

¹ A group that develops policy proposals for implementing the Bologna Process

² A group that supports/advises HEIs on implementation of the Bologna Process

National Quality Assurance Agency

Yes No

Employers

Yes No

Other (please specify)

The group is co-ordinated by the DAAD
and supported by additional experts.

Please add any additional comments if necessary:

The team consists of a total of 18 German Bologna experts.

In addition, the Bologna Centre of the German Rectors' Conference (HRK), which is financed by the BMBF, currently assists a total of 324 Bologna Co-ordinators at German higher education institutions and supports their implementation-related activities. The co-ordinators, who are appointed by the higher education institutions' own administrations, include professors and lecturers, as well as experts from the higher education institutions' administrations.

DEGREE SYSTEM

3. Stage of implementation of the first and second cycle

a) Please describe the progress made towards introducing the first and second cycles.

As of the 2008/2009 winter semester, a total of 75 % of all study programmes have been converted to the two-cycle programme structure.

b) Please give the percentage of the total number of all³ students below doctoral level enrolled in the two cycle degree system in 2008/09.

Total number of all students below doctoral level	Number enrolled in the two cycle degree system in 2008/09 ⁴	% of all students enrolled in the two cycle degree system in 2008/09
1,941,405 (2007/2008)	600,579 (2007/2008)	30.9 (2007/2008)

c) Please add comments which accurately describe the current situation regarding implementation of the two cycle system in your country:

Conversion to the two-cycle structure has not yet been completed for state-regulated degree programmes. Considerable progress has been made in teacher training. For the area of law, conversion is being discussed by the Justice Ministers's conference; for the area of medicine, model programmes are now in place. Exceptions persist for the area of fine arts and for certain degree programmes in the area of theology.

4. Stage of implementation of the third cycle

Please describe the progress made towards implementing doctoral studies as the third Bologna cycle.

Please include:

- the percentage of doctoral candidates following structured doctoral programmes including both taught courses and independent research
- the normal length of full-time doctoral studies
- other elements⁵ apart from independent research that are included in doctoral study programmes
- the supervisory and assessment procedures for doctoral studies
- information on whether doctoral studies are included in your country's qualifications framework and linked to learning outcomes
- information on whether interdisciplinary training and the development of transferable skills are integrated in doctoral studies

³ "All" = all students who could be involved in 2-cycle system i.e. NOT those in doctoral programmes and NOT those in short HE programmes. *NB Students of ALL study fields are taken into account*

⁴ If countries have more recent data available after November 1, they can provide an update but no later than January 15, 2009

⁵ E.g. taught courses in the chosen discipline, other taught courses, teaching activities (if these are required as part of doctoral studies), etc.

- information on whether credit points are used in measuring workload in doctoral studies.
- Information on the status of the doctoral students (students, early stage researchers, both)

In Germany, many different pathways lead to doctoral degrees, and this diversity is desirable and is to be maintained. Doctoral programmes in which students have individual responsibility, and receive individualised advising and support, predominate in Germany, however. Statistics are gathered for only those doctoral degree programmes that are successfully completed. In 2005, a total of 25,952 doctoral degrees were completed. The percentage of doctoral candidates in structured doctoral programmes amounts to about 15%. Doctoral programmes are carried out at universities. About one-third are conducted in co-operation with non-university research institutions.

In structured programmes, students normally require three to four years to complete their doctoral degrees. Otherwise, while doctoral studies vary widely in duration, no statistics on such duration are collected.

Doctoral candidates' status depends on relevant contractual terms (grants, employment at a university or research institution). In Germany, the third cycle is normally seen as the first phase of a scientific career. It is customary for doctoral candidates to work as research assistants, in part-time employment at a university. In 2005, a total of 74.8% of all successful doctoral candidates were so employed. As a rule, such part-time employment includes teaching duties, research work within the relevant department and administrative tasks. Non-university research institutions use both term-limited contracts and grants for such purposes. Students normally complete their doctoral studies by writing and submitting a dissertation and by taking an examination.

No information is collected with regard to the structure and interdisciplinarity of the various doctoral programmes. Structured doctoral programmes frequently provide for teaching of key competencies.

In the qualification framework for German higher education qualifications, the doctoral phase is included as a third cycle, and is described in terms of learning outcomes. While the qualification framework for this cycle does not include credit points, in some cases credit points are awarded, especially for key competencies.

5. Relationship between higher education and research

a) Please describe the main trends in the role of higher education institutions in research in your country.

The characteristic features of Germany's higher education system include adherence to the principle of the unity of research and teaching. Germany's universities, which pursue a thematically and methodologically broad spectrum of research, and which play a key role in training young scientists and researchers, traditionally have been the backbone of the German research system. Universities cover a broad spectrum of research activities, including basic research, applied research and development.

Characteristic trends in the current situation include universities' efforts to set themselves apart from other universities, to develop special profiles and to establish research clusters.

Via the Initiative for Excellence, through 2011 the Federal Government and the Länder will provide a total of € 1.9 billion for purposes of enhancing higher education institutions' co-operation capabilities, supporting such institutions' profile formation and promoting such institutions' competitiveness. Under their Higher Education Pact 2020, the Federal Government and the Länder have reached agreement on a programme for accepting additional new enrolments in higher education, as well as on increasing financing of programme overhead for DFG-funded research projects (with such overhead financing amounting to 20 % of project funding awards). Through 2010, the Federal Government plans to provide some € 703 million for this purpose. This step is expected to make research funding less dependent on higher education institutions' basic financing.

b) Please outline any measures to improve co-operation between higher education institutions and other private and public institutions that undertake research. Please include:

- percentage of GDP spent on research
 - from public funds
 - from private funds
- total annual national research expenditure (expressed in national currency)
 - from public funds
 - from private funds
- percentage of research carried out in higher education institutions (in terms of funding)
- details of the funding mechanisms for doctoral students in your country

- Percentage of GDP that goes to research efforts: 2.54 % (2006)	
from public funds:	0.71 %
from private funds:	1.73 %
- Total expenditure on research:	€ 59.1 billion
from public funds:	€ 16.6 billion
from private funds:	€ 40.1 billion
- Total expenditure on research	100 % (€ 59.1 billion)
Expenditure on R&D at higher education institutions	16.6 % (€ 9.8 billion)

Third-party funding	6.6 % (€ 3.9 billion)
Basic financing	10.0 % (€ 5.9 billion)

- Doctoral students

Some doctoral candidates support their doctoral studies via related employment. Others receive grants, and still others finance their doctoral studies from their own funds.

Grants and funding programmes are offered by the Federal Government; the Länder; research and funding organisations; associations for the promotion of the gifted; and political foundations. The amounts of such grants and support vary.

In structured doctoral programmes, they average about € 1,000 €, along with an expense allowance of about € 100, per month.

c) Is there any tracking system to follow the further career of doctoral graduates?

Yes No If yes, please specify:

Relevant efforts are being pursued in connection with expansion of alumni-related efforts.

Currently, the Institute for Research Information and Quality Assurance (IFQ), Bonn, working with support from the Federal Government, is establishing a nationwide panel on doctoral programmes. This panel is expected to provide a basis for representative conclusions regarding a) conditions for doctoral studies and b) career progressions.

6. Access⁶ and admission to the next cycle

Describe the arrangements for access between the first and second cycles and between the second and third cycles.

6.1 Access and admission between the first and second cycles

Please indicate:

a) the percentage of first cycle qualifications that give access to the second cycle

100 %

All bachelor's degrees provide access, within the meaning of formal access qualifications, to master's degree studies.

b) any first cycle qualifications that do not give access to the second cycle (please specify) None

c) any special requirements for access to a second cycle programme in the same field of studies: *please tick whether graduates must:*

sit entrance exam	Yes <input type="checkbox"/>	No <input type="checkbox"/>	In some cases <input checked="" type="checkbox"/>
complete additional courses	Yes <input type="checkbox"/>	No <input type="checkbox"/>	In some cases <input checked="" type="checkbox"/>
have work experience	Yes <input type="checkbox"/>	No <input type="checkbox"/>	In some cases <input checked="" type="checkbox"/>

If the answer to the last point is yes, please specify what type of work experience is required:

All bachelor's degrees provide formal access to master's degree studies. Pursuant to provisions of Länder laws pertaining to higher education, however, access to master's degree studies is to be tied to fulfillment of additional, special prerequisites. The various higher education institutions define such prerequisites, under their own responsibility. Such prerequisites consist primarily of requirements pertaining to subject-relevant qualifications. In some cases, they also include requirements pertaining to minimum grade averages, aptitude tests, demonstrated language skills and/or work experience. Accreditation of master's degree programmes covers the subject of access prerequisites. No quotas are planned. Where practical work experience is required, the experience in question consists of certified relevant work experience or relevant practical internships or vocational training.

d) any further special requirements for access to a second cycle programme in the same field of studies

Cf. c)

e) to which students the above special requirements apply (*please tick*):

all students	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
holders of particular first cycle qualifications	Yes <input type="checkbox"/>	No <input type="checkbox"/>

⁶ Access as defined in the Lisbon Recognition Convention: "Access: the right of qualified candidates to apply and be considered for admission to higher education."

students of the same field coming from other HEIs Yes No

f) which of the requirements apply to students coming from other fields of studies (please tick):

entrance exam	Yes <input type="checkbox"/>	No <input type="checkbox"/>	In some cases <input checked="" type="checkbox"/>
additional courses	Yes <input type="checkbox"/>	No <input type="checkbox"/>	In some cases <input checked="" type="checkbox"/>
work experience	Yes <input type="checkbox"/>	No <input type="checkbox"/>	In some cases <input checked="" type="checkbox"/>

Cf. c)

6.2 Access and admission between the second and third cycles

Please indicate:

a) the percentage of second cycle qualifications that give access to the third cycle

100 %

In general, all master's degrees earned at German universities and other higher education institutions of similar status, as well as at universities of applied sciences (Fachhochschulen), provide access to doctoral studies. Holders of bachelor's degrees who do not earn an additional degree may be admitted directly to doctoral studies by undergoing a qualification-certification procedure.

In their regulations pertaining to doctoral programmes, universities define the details of access to doctoral studies and the details of such qualification-certification procedures.

b) any second cycle qualifications that do not give access to the third cycle (please specify)

None

c) any measures planned to remove obstacles between cycles

Not applicable

7. Employability of graduates/ cooperation with employers

a) What measures are being taken to enhance the employability of graduates with bachelor qualifications? Please include the most recent statistical data on the employment status of graduates of all cycles.

If your higher education institutions also provide professional bachelor programmes, please provide employability data for both types of bachelors separately.

Bachelor's degree programmes, which qualify for employment, impart scientific competencies; methodological skills; career-related qualifications; key qualifications, such as social skills, presentation skills and other non-subject-specific skills; and language skills. Competencies and learning goals are defined with a view to the requirements of the employment market and are reviewed within the framework of accreditation. No official statistics are available on the employment rates for graduates of the various individual cycles. On the whole, higher education graduates have a low risk of becoming unemployed. For years, the unemployment rate for that group has been considerably below the general average. In 2005, it averaged 4.1 % nation-wide. With regard to persons who graduated in 2000/2001, the Higher Education Information System (HIS) found that only 2 % of persons who graduated from universities of applied sciences, and only 3 % of university graduates, were unemployed five years after having graduated.

In a study, the German Academic Exchange Service (DAAD) found the following at German companies:

Up to one-fourth of all companies surveyed have already gained experience with graduates of the new degree programmes. The vocational / occupational requirements such companies apply to employees are met by both graduates with bachelor's degrees ('yes', 59%; and 'probably yes', 40%) and graduates with master's degrees ('yes', 45%; and 'probably yes', 55%). From the perspective of the companies surveyed, measures that promote employability include the following:

- Involvement, by relevant career representatives and institutions, in the Accreditation Council, in accreditation agencies and accreditation commissions, with the aims of assuring the quality of teaching and studies, and of ensuring that all levels of studies take account of workplace-relevant skills;
- Involvement, by company representatives, in higher education / university councils and in programme advisory boards: advising relative to university strategies and to the general orientation of study programmes;
- Close co-operation between companies and higher education institutions, also in connection with necessary substantial curricular reforms;
- Emphasis of key competencies in curricula of study programmes; integration of such competencies within curricula;
- Expansion of practical-course / internship phases in curricula of study programmes;

- Increasing transparency – for example, via employability rating carried out by Arbeitskreis Personalmarketing (dapm, an interest group for HR Marketing) / Centre for Higher Education Development (CHE);
- Counseling provided by career centres;

In 2004 and 2006, management board members, with responsibility for human resources, of leading companies in Germany issued the declarations "Bachelor Welcome" and "More Bachelors and Masters Welcome". With these declarations, the managers came out in favour of the transition to the two-cycle system in Germany, formulated support for the design of the two-cycle system and committed themselves to offering graduates with bachelor's degrees attractive workplace-entry options and career perspectives. The declaration of June 2008 focused especially on higher education graduates in "MINT" subjects (mathematics, informatics, natural sciences, technology).

The political, higher education and business sectors agree that maximally close, ongoing co-operation between higher education institutions and workplace representatives and institutions will be required if the Bologna Process is to be successfully implemented.

b) To what extent there is a dialogue in your country between higher education institutions and employers on:

- curriculum design, work placements and international experience
Significant Some A little None
- accreditation/quality assurance
Significant Some A little None
- university governance
Significant Some A little None

c) Are first cycle graduates able to pursue careers in the public service on an equal footing with other graduates?

Yes No In some cases

d) Have you aligned recruitment procedures and career structures in the public service to take account of the Bologna changes?

Yes No In some cases

If no, or in some cases only, please explain the current situation:

Since 2002, bachelor's degrees (universities + universities of applied sciences) are aligned with the higher level of civil service (gehobener Dienst), while master's degrees (universities + universities of applied sciences) are aligned with the senior level of civil service (höherer Dienst). With regard to the Federal Government sphere, a draft bill is currently undergoing the parliamentary process that would change the employment prerequisites for access to federal civil service (civil servant contracts) to the bachelor's/master's degree structure (draft Federal Civil Servants Act (Bundesbeamtengesetz) within the draft Act on the Reorganisation of Service Regulations (Dienstrechtsneuordnungsgesetz)). In the Länder, bachelor's/master's degree structures are being taken into account in revised state (Land) civil servants acts. In addition, possibilities for adding flexibility to civil service careers are currently being considered.

8. Implementation of national qualifications framework

Please answer the questions below. Please add comments which accurately describe the current situation in your country.

a) Has the national qualifications framework been prepared⁷?

Yes No

Comment

The "German Qualifications Framework for Higher Education" was developed with the participation of national stakeholders in the Bologna Process. It was approved on 21 April 2005.

b) Does the framework or proposed framework include generic descriptors for each cycle based on learning outcomes and competencies?

Yes No

Comment

c) Does it include ECTS credit ranges for the first and second cycle?

Yes No

Comment

d) Has the NQF been nationally discussed with all stakeholders?

Yes No

Comment

If the answer to d) is No, please answer question e):

e) has a timetable been agreed for consultations with all stakeholders?

Yes No

Comment

If the answer to d) is Yes, please answer the following questions:

f) Are all formal arrangements for implementing the framework in place and have the necessary formal decisions for establishing the framework been taken?

Yes No

Comment

g) How far has the implementation of the national qualifications framework progressed (***please tick one***)

- The framework is fully implemented. All qualifications have been added to the NQF through a QA procedure (e.g. accreditation)
- There is significant progress on implementing the framework

⁷ A national framework of qualifications compatible with the overarching framework of qualifications of the EHEA

- The work of describing all qualifications in terms of learning outcomes and competencies has been completed
- There is a timetable for implementation and the work has started
- Work on implementing the framework has not yet started but a timetable for implementation has been agreed
- Work on implementing the framework has not yet started and there is no timetable for implementation

Comment

Conformance to the Qualifications Framework is reviewed as part of the accreditation process and then confirmed upon actual accreditation. Accreditation is mandatory for all bachelor's/master's degree programmes. In the Qualifications Framework, all relevant qualifications have been described in terms of learning outcomes and competencies. Implementation has not been completed, however; specific study programmes remain to be described.

h) What is the stage of progress on the self-certification of compatibility with the EHEA framework?

Completed Started, but not yet completed Not yet started

Comment

Self-certification was completed in September 2008.

i) Has the self-certification report been published?

Yes No

Comment

The report is to be published on the Web sites of the BMBF, the Conference of Ministers of Education and Cultural Affairs (KMK) and ENIC/NARIC.

Please add any additional comments if necessary:

Comment

NATIONAL IMPLEMENTATION OF THE STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EHEA (ESG)⁸

9. Reviewing the QA system against the ESG⁹ and national support for implementation

a) Has your national QA system been reviewed against the ESG?

Yes No Not yet, but such a review is planned
(Please specify time) _____

b) If a review has been undertaken or is planned, please give further details of the review process.

The national quality assurance system has been reviewed twice in light of pertinent standards and guidelines (ESG): in 2005, the national Bologna Follow-up Group established a project group entitled "Further steps for national implementation of ENQA standards and guidelines" and commissioned that project group to analyse the German system for quality assurance at higher education institutions with regard to compatibility with the ESG, and to make proposals for pertinent recommendations for higher education institutions, lawmakers and quality assurance practitioners, with regard to ESG implementation in Germany. The experts' group includes representatives of all stakeholders. The group concluded that there is no need for adaptation of national laws to the ESG. Reason: via resolutions taken between December 2005 and June 2006, the Accreditation Council revised all relevant basic procedural regulations and accreditation criteria. In the process, it adopted the ESG. The accreditation agencies have been formally recognised by the Accreditation Council and, via relevant rules issued by the Accreditation Council, have been obligated to observe the ESG.

Furthermore, the Accreditation Council and the German accreditation system have been reviewed in keeping with the "Guidelines for National Reviews of ENQA Member Agencies". Such review takes account of the extent to which the relevant accreditation council fulfills tasks under national law. It also considers the manner in which, and the extent to which, criteria conform to ENQA membership requirements, especially with regard to application of standards and guidelines.

The review report was submitted in June 2008. The experts concluded that the Accreditation Council is largely implementing the ESG. The Accreditation Council submitted the report, along with its own response, to ENQA. ENQA then confirmed full membership.

A total of five of the six accreditation agencies were reviewed in keeping with the ESG and with national law. Review of the sixth agency is expected to be completed in spring 2009.

c) If a review process has been undertaken, did it result in any of the following?

⁸ <http://www.enqa.net/files/BergenReport210205.pdf>

⁹ ESG - Standards and Guidelines for Quality Assurance in the European Higher Education Area

Stakeholder consultation on changes required to the national QA system?

Yes No

The introduction of specific financial or other incentives aimed at improving the internal quality assurance processes in institutions?

Yes No

If Yes, please give details of these incentives:

No, but internal quality assurance is refined and promoted independently of the testing procedure. This occurs, for example, via goal agreements with higher education institutions, via promotion of excellence in teaching and via project funding.

- Other measures

Yes No

If Yes, please outline these measures.

The Accreditation Council was among those responding officially to the review referred to under b). In addition, the review and that response are being discussed with stakeholders.

d) If incentives and/or other measures have been introduced with the aim of improving the internal quality assurance processes in institutions, has any evidence of the impact of these changes been gathered?

Yes No

If Yes, please give details of how evidence of the impact of the changes was gathered, and of the main outcomes that it demonstrates.

9.1. Internal quality assurance in higher education institutions

Describe the internal QA systems in place in your HEIs.

Some higher education institutions have a coherent system, covering the entire relevant institution, that links various different quality assurance procedures. Where internal quality assurance procedures are used, they conform largely to the ESG. Such internal procedures are designed individually, by the higher education institutions themselves, in keeping with applicable requirements.

What is more, the importance of internal quality assurance procedures has been growing in connection with the additional introduction of system accreditation. The aim is for all higher education institutions to have functioning internal quality assurance systems.

Please comment in particular on the following aspects, giving references to relevant Web sites:

a) How many HEIs have published a strategy for the continuous enhancement of quality?

All HEIs Most HEIs Some HEIs No HEIs

b) How many HEIs have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?

All HEIs Most HEIs Some HEIs No HEIs

Please describe what kind of arrangements are in place:

Internal committees, quality assurance departments

c) How many HEIs have described their programmes in terms of learning outcomes?

All HEIs Most HEIs Some HEIs No HEIs

d) Are student assessments at HEIs designed to measure the achievement of the intended learning outcomes (based on published criteria) applied in a consistent way?

All HEIs Most HEIs Some HEIs No HEIs

Please describe how the above is achieved:

Some higher education institutions conduct teacher evaluations at the end of each semester, using questionnaires. Such evaluations cover issues such as the quality of the relevant course, whether students feel the initially announced learning outcomes were achieved and whether the initially announced workload was realistic.

e) How many HEIs publish up to date, impartial and objective information about the programmes and awards offered?

All HEIs Most HEIs Some HEIs No HEIs

Additional information if necessary

All higher education institutions publish information about programmes and degree awarding. In addition, such information can be accessed via the Higher Education Compass (Hochschulkompass) of the German Rectors' Conference (HRK). Some higher education institutions publish the results of internal quality assurance measures.

10. Stage of development of external quality assurance system

Describe the external quality assurance system operating in your country.

Please include:

a) the stage of implementation of your external quality assurance system

External quality assurance in studies and teaching at Germany's higher education institutions is carried out primarily via external teacher-evaluation procedures, which have been carried out since 1995, and via accreditation of study programmes, which has been carried out since 1998.

Accreditation

In 1998, an accreditation procedure was introduced for study programmes within the two-cycle degree system. Accreditation is an external quality assurance procedure. It is based on the "peer review" principle. The participants in the procedure include scientists, students, representatives of social partners (employers' and employees' representatives) and international experts.

The Act for the creation of the "Foundation for Accreditation of Study Programmes" ("Gesetz zur Errichtung der Stiftung zur Akkreditierung von Studiengängen in Deutschland"), which was adopted on 15 February 2005, created a new legal basis for accreditation. The task of accreditation is to ensure that relevant subject-specific standards are met and upheld. In each case, this involves reviewing the concept for the relevant study programme, the manageability of the workload, the quality of the teaching, the relevance of the coursework to the workplace and the degree to which gender mainstreaming is practiced. As a rule, introduction and continuation of bachelor's and master's degree programmes are made contingent upon accreditation / reaccreditation.

In 2007, system accreditation was introduced, as a complement to existing programme accreditation. In each case, system accreditation focuses on a higher education institution's own internal quality assurance system. Positive system accreditation certifies that the relevant higher education institution's quality assurance system, for the areas of study and teaching, is able to ensure that required learning outcomes are achieved and that study programmes are of high quality. In each case, the ESG, the requirements imposed by the Conference of Ministers of Education and Cultural Affairs (KMK) and the criteria applied by the Accreditation Council are taken into account.

Germany's accreditation system includes a range of non-central agencies that carry out accreditation of study programmes. It also has a central accreditation institution, the Accreditation Council, which accredits and reaccredits the agencies and that, by defining the basic requirements for the relevant procedure, ensures that accreditation is carried out in accordance with reliable, transparent standards. In addition, the Accreditation Council ensures that the Länder community's concerns pertaining to the overall system are taken into account in the framework of accreditation. Accreditation procedures are not subject to the control of the state.

In addition, the Foundation for Accreditation of Study Programmes in Germany serves as a central repository for documents pertaining to accreditation, and it manages the database for study programmes accredited in Germany.

For non-state higher education institutions, the Science Council has introduced an institutional accreditation procedure. In each case, that procedure evaluates whether the relevant higher education institution is meeting requirements pertaining to scientific / academic teaching and research. Private higher education institutions should normally be accredited by the Science Council before they begin their normal operations and, in any case, must be accredited prior to their final state recognition via the Länder. On 16 July 2004, the Science Council approved basic principles for this procedure and pertinent criteria for institutional accreditation.

Evaluation

Since 1998, evaluation has been legally enshrined as a general task of higher education institutions. While no national co-ordinating institution for evaluations exists in Germany, an infrastructure of institutions has developed on various levels, including the Länder level (agencies) and the regional and supra-regional levels (networks and associations).

In their structure, the evaluation procedures conform largely to the Bologna Process requirements (internal evaluation; external peer review, often involving international participation; should incorporate student evaluations; and should publish results in some suitable form).

b) does your external quality assurance system operate at a national level?

Yes No

Accreditation is governed by state (Land) higher education acts in all Länder, while evaluation is governed by such acts in only some Länder.

c) does your external quality assurance system cover all higher education¹⁰?

Yes No

If No, please specify which types of institutions or programmes are not covered by your external quality assurance system:

Accreditation covers the entire two-cycle system of study programmes; evaluation all higher education.

d) which of the following elements are included in your external quality assurance system?

- | | | |
|--------------------------|---|-----------------------------|
| - self-assessment report | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| - external review | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| - publication of results | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| - follow-up procedures | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |

e) has a peer review of the national agency(ies) according to the Standards and Guidelines for QA in the EHEA already taken place?

¹⁰ Higher education: all types of courses of study or sets of courses of study, training or training for research at the post secondary level which are recognised by the relevant authorities as belonging to a country's higher education system.

Yes No

If **No** is there a date set for the review?

Yes (please specify date _____) No

11. Level of student participation

From the following, please indicate all aspects of quality assurance in which students are involved:

- a) in governance of national agencies for QA
Yes No In some cases
- b) as full members in external review teams
Yes No In some cases
- c) as observers in external review teams
Yes No In some cases
(within the meaning of "not applicable")
- d) as part of the decision making process for external reviews
Yes No In some cases
- e) in the consultation process during external reviews (eg arrangements for external reviewers to consult with students)
Yes No In some cases
- f) in internal quality assurance (e.g. periodic review of programmes)
Yes No In some cases
- g) in preparation of self-assessment reports
Yes No In some cases
- h) in follow-up procedures:
Yes No In some cases

*Please add any additional comments, especially if students are **not** involved in any of the aspects:*

Comment:

Answers a)-h) refer to accreditation. The questions do not apply to evaluation.

Students are represented on all levels of the German accreditation system. For example, two students have been named to the Accreditation Council. As a rule, each of the accreditation agencies' bodies contains one student representative. In each case, one student should be involved in programme accreditation and one should be involved in system accreditation. In addition, the guidelines for system accreditation call for the student body of the relevant higher education institution to provide an opinion. At the same time, it is unclear what the consequences would be if a negative opinion were returned regarding the effectiveness of a quality assurance system, or the effectiveness of integration of students' evaluations.

The "Students' Accreditation Pool" ("Studentischer Akkreditierungspool"), which is supported by the Accreditation Council, and which has been established by students themselves, offers students the opportunity to participate in accreditation procedures. The Pool offers its members regular training.

The Accreditation Pool is not used extensively by all agencies; agencies are also able to draw on the assistance of students outside of the Pool.

In practice, in some cases no provision is made for student participation.

Special attention should be given to ensuring that students participate systematically in system accreditation.

12. Level of international participation

In which of the following is there international participation in quality assurance

a) the governance of national agencies for quality assurance

Yes No In some cases

b) the external evaluation of national quality assurance agencies

Yes No In some cases

c) teams for external review of institutions or programmes, either as members or observers

Yes No In some cases

d) membership of ENQA

Yes No In some cases

e) membership of any other international network

Yes No If **yes**, please specify:

INQA AHE, ECA, CEE network, EQAR

Please add any additional comments, especially if there is no international involvement in any of the aspects:

RECOGNITION OF DEGREES AND STUDY PERIODS

13. Stage of implementation of Diploma Supplement

Describe the stage of implementation of the Diploma Supplement in your country. Please include the percentage of all students graduating in 2009 who will receive a Diploma Supplement (if less than 100%, please explain).

A total of 89% of all higher education institutions report that they hand out the Diploma Supplement (DS) for bachelor's and master's degrees.¹¹

Relevant figures for 2008, and the percentages of graduates who will receive a DS in 2009, are not available.

Via its Web site, the Bologna Service Centre of the German Rectors' Conference (HRK) provides the DS, along with highly specific relevant examples and other work aids, as files for download, with the aim of ensuring all pertinent information is standardised.

a) Is the Diploma Supplement issued to students graduating from:

- 1st cycle programmes Yes No
- 2nd cycle programmes Yes No
- 3rd cycle programmes Yes No
- remaining "old type" programmes Yes No Not applicable
(not in a standardised way)
- short higher education programmes Yes No Not applicable

b) which of the following apply to Diploma Supplements issued in your country:

- issued in a widely spoken European language Yes No
 - *please specify the language* English, German
- issued free of charge for a fee
- issued automatically on request
- corresponds to the EU/CoE/UNESCO Diploma Supplement format
- a national Diploma Supplement is used that is different from the EU/CoE/UNESCO Diploma Supplement format

13.1. Use of Diploma Supplement for recognition of qualifications

Please describe the way in which the Diploma Supplement is used for the recognition of foreign qualifications (or studies). Please comment in particular on the following aspects, giving references to any relevant Web sites and documents:

a) The Diploma Supplement is used as the reference document when admitting holders of foreign qualifications to the second and third cycles.

Yes No

¹¹ Source: Stand der Einführung des DS an deutschen Hochschulen. Ergebnisse einer Umfrage und Arbeitshilfen. Daten zur Hochschulpolitik, Oktober 2008 [Status of DS introduction at German higher education institutions. Results of a survey, and work aids. Daten zur Hochschulpolitik, Oktober 2008]

Comment

b) Holders of foreign qualifications who present a Diploma Supplement in a widely spoken language do not have to provide official translations of their qualifications.

Yes No

Comment: cf. c)

c) Holders of foreign qualifications who present a Diploma Supplement in a widely spoken language do not need to prove through other documents the validity of the qualifications in the awarding country (for further studies or employment in the non-regulated part of the labour market)

Yes No

Comment

The Diploma Supplement is a supplementary document. There are no plans for the Diploma Supplement to replace the graduation documents awarded by higher education institutions.

d) Specific action has been taken at a National and Institutional level to enhance the use of the Diploma Supplement as a communication tool towards the labour market

Yes No

Comment

2004: Survey of the HRK's Bologna office regarding implementation of the DS at German higher education institutions

2005: Four nation-wide events at higher education institutions, relative to the DS, and a publication of the HRK's Bologna office that is available to the general public and that is mailed to all higher education institutions and interested parties

2007: Follow-up survey of the HRK's Bologna Service Centre regarding actual use of the DS at higher education institutions

2008: Presentation of the survey results at the annual conference of the HRK's Bologna Service Centre, and relevant publication.

14. National implementation of the principles of the Lisbon Recognition Convention

Describe the stage of implementation of the main principles and later supplementary documents¹² of the Lisbon Recognition Convention.

a) Does appropriate legislation comply with the Lisbon Convention?

Yes No

If Yes, please demonstrate how it is achieved:

In 2004, the Equivalency Commissioner of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany (KMK) presented a report on the need for legislative action with

¹² Recommendation on the Criteria and Procedures for Recognition (2001); Recommendation on the Recognition of Joint Degrees (2004); Code of Good Practice in the Provision of Transnational Education (2001)

regard to implementation of the Lisbon Convention following its entry into force. Pursuant to that report, the federal and Länder laws applying in the Federal Republic of Germany (Federal Framework Act on Higher Education (HRG); Land higher education acts; and higher education examination regulations) already conform to the legal status required by the Convention.

b) Does appropriate legislation comply with the later Supplementary Documents:

i) Recommendation on the Criteria and Procedures for Recognition

Yes No

If Yes, please demonstrate how it is achieved: Cf. answer to a)

ii) Recommendation on the Recognition of Joint Degrees

Yes No

If Yes, please demonstrate how it is achieved: Land (state) laws; rules for accreditation are being prepared.

iii) Code of Good Practice in the Provision of Transnational Education

Yes No

If Yes, please demonstrate how it is achieved:

c) which of the following principles are applied in practice

i) applicants' right to fair assessment

Yes No

If Yes, please describe how it is ensured at national and institutional level:

The legal foundations consist of the provisions in the relevant Land laws and/or in the statutes of higher education institutions. Efforts are being made to complete pertinent practical implementation. The sources of practical problems include inadequate information regarding recognition procedures and inadequate staffing and technical resources at higher education institutions.

ii) recognition if no substantial differences can be proven

Yes No

If Yes, please describe how it is ensured at national and institutional level:

Cf. c) i)

iii) demonstration of substantial differences, where recognition is not granted

Yes No

If Yes, please describe how it is ensured at national and institutional level:

Cf. c) i)

iv) provision of information about your country's HE programmes and institutions

Yes No

If Yes, please describe how it is done in practice:

www.hochschulkompass.de, ENIC Web sites

v) do you have a fully operational ENIC¹³?

Yes No

If Yes, please describe the role of your ENIC in recognition and information provision a) nationally and b) internationally

In the Central Office for Foreign Education (Zentralstelle für ausländisches Bildungswesen; ZAB), Germany has a highly experienced, competent and nationally/internationally connected information centre.

The ZAB is a joint institution of the Länder of the Federal Republic of Germany, and it is defined as an assessment office. In this function, it supports higher education institutions and agencies that have to make decisions in connection with evaluation and recognition of foreign educational certifications. The ZAB's activities cover the areas of both academic and vocational recognition, in equal measure and on all qualification levels.

Each year, the ZAB provides some 15,000 written opinions for higher education institutions and various agencies. Increasingly, it has also been providing such opinions directly to individual persons. Such activities for individual persons are largely the result of the Federal Government's naming of the ZAB as the information office for the European Union's general recognition guidelines.

The ZAB functions as the German NARIC within the NARIC network (Network of National Academic Recognition Information Centres in the European Union) and as the German ENIC within the ENIC network (recognition centres of the Council of Europe and of UNESCO).

In the national framework, the ZAB participates in general deliberations regarding equivalency, especially in connection with preparation of government agreements on equivalencies in the higher education sector, as well as in equivalency agreements of other types. In these areas, the ZAB works especially closely with the German Foreign Office, the German Rectors' Conference and the German Academic Exchange Service. As an expert agency, the ZAB supports participating German agencies in further development of the European Union's recognition directives.

Via resolution of the Conference of Ministers of Education and Cultural Affairs (KMK) of 20 September 2007, the Länder commissioned the ZAB to prepare assessments issued for no specific purpose ("zweckfreie Bewertungen") pursuant to Art. III.1 of the Convention. This has led to bottlenecks in processing.

d) As additional information, please describe any actions to implement fully the Convention and the later Supplementary Documents.

In discussions with stakeholders, specific practical problems related to recognition are identified, and relevant potential solutions are discussed. This occurs, for example, in the working group on "continuation of the Bologna Process". Furthermore, an information campaign for higher education institutions and stakeholders is currently in preparation.

¹³ European Network of National Information Centres on Academic Recognition and Mobility

15. Stage of implementation of ECTS¹⁴

Describe the implementation of ECTS in your country.

- a) Please include the percentage of the total number of higher education programmes¹⁵ in which all programme components are linked with ECTS credits.

100% 75-99% 50-75% <50%

Use of ECTS is planned for all two-cycle degree programmes. In the Erasmus programme, Learning Agreements must be filled out for all grantees. In practice (German Academic Exchange Service (DAAD) survey of students of summer 2007; DAAD survey of persons directing bachelor's and master's degree programmes in winter 07/08), many higher education institutions prepare Learning Agreements and transcripts of records only upon request or only for mobile students.

- b) Are ECTS credits linked with learning outcomes¹⁶ in your country? Please tick one:

No In some programmes In the majority of programmes
In all programmes

Credits are a quantitative measure of students' workloads. They cover instruction itself, the time required for preparation and follow-up, examinations and preparation for examinations, including final and other papers and, in some cases, internships.

- c) If you use a credit system other than ECTS, please give details of your national credit system:

i) Is it compatible with ECTS? Yes No

ii) What is the ratio between national and ECTS credits?

- d) Are you taking any action to improve understanding of learning outcomes?

Yes No

If Yes, please explain:

The persisting problems in implementation are being dealt with through a range of measures that include the following:

¹⁴ Please refer to definitions in the ECTS User's guide,
http://ec.europa.eu/education/programmes/socrates/ects/guide_en.html

¹⁵ Except doctoral studies

¹⁶ Clarification: Learning outcomes in the form of knowledge, skills and competences are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired

At its annual meeting for 2008, the HRK's Bologna Service Centre considered the issue of learning outcomes (inter alia) and the new requirements pertaining to teaching.

For example, each year the DAAD offers higher education institutions a range of ECTS conferences, covering specific topics, with the aim of promoting international co-operation and student mobility. The topics covered in 2007 included preparation and use of Learning Agreements and transcripts of records. In 2008, the focus will be on learning outcomes and modularisation.

Events and publications relative to learning outcomes are aimed at having learning outcomes be specified at the beginning of the curriculum-development and curriculum-reform processes.

e) Are you taking any actions to improve measurement and checking of student workload?

Yes No

If Yes, please explain:

Measurements and checks of student workloads are increasingly serving as a basis for curriculum design at German higher education institutions, especially in the context of reaccreditation. The importance of such measurements and regular checks is emphasised throughout a range of events and information, especially in the context of learning outcomes.

f) Are you taking any actions to assist HE staff or other stakeholders in applying ECTS?

Yes No

If Yes, please explain:

In 2007, the HRK issued a detailed Senate recommendation entitled "ECTS in context: aims, experience and areas of application" ("ECTS im Kontext: Erfahrungen und Anwendungsfelder") and had it distributed to all higher education institutions free of charge. In addition, co-ordinator conferences held by the HRK's Bologna Service Centre, working in workshops and fora, focus regularly on implementation issues relative to ECTS.

The DAAD offers German higher education institutions a wide range of national and international specialised ECTS conferences, as well as relevant printed and online information, such as basic documents and ECTS manuals. Furthermore, German higher education institutions have the option of applying to have ECTS experts make individual advising visits. Such visits are organised by the DAAD. The DAAD supports awarding of the ECTS and DS labels in the framework of the "Promoting Bologna" project.

LIFELONG LEARNING

16. Recognition of prior learning

Describe the measures in place to recognise prior learning (RPL), including non-formal and informal learning (for example learning gained in the workplace or in the community).

a) Do you have nationally established procedures in place to assess RPL as a basis for access to HE programmes?

Yes No

If Yes, please specify: Higher education entrance examinations, and comparable procedures, under Land law.

b) Do you have nationally established RPL procedures in place to allocate credits towards a qualification?

Yes No

If Yes, please specify:

While there is still a lack of nationally established procedures, model trials relative to the recognition of earlier learning achievements are being promoted (for example, in the framework of ANKOM).

c) Do you have nationally established RPL procedures in place to allocate credits for exemption from some programme requirements?

Yes No

If Yes, please specify:

Since 2002, it has been possible to credit knowledge and skills acquired outside of the higher education sector towards higher education studies, as long as the knowledge and skills to be credited are equivalent, in terms of content and level, with the part of studies that they are to replace. Such crediting can be applied to up to 50 % of a higher education study programme. Crediting can be carried out via individual case review, general crediting for entire groups of applicants or placement testing.

d) To what extent are any such procedures applied in practice?

Comprehensively Some A little None

Please describe the current situation:

In the 06/07 winter semester, people in occupations, and without formal higher education entrance qualifications, accounted for 1 % of all new students at universities and universities of applied sciences. Work within the framework of the Qualification Initiative of the Federal Government and the Länder increasingly has been including measures for enhancing transitions from vocational training to

higher education. Such measures include efforts to make procedures for recognition and crediting of previous learning achievements simpler and more transparent.

17. Flexible learning paths

Describe legislative and other measures taken by your country to create opportunities for flexible learning paths in higher education, to encourage participation by under-represented groups.

With regard to legislative and other measures, attention is called to No.16 and to the "Social Dimension" action plan (Part II of the report).

a) Are there specific measures in place to promote flexible learning paths within the national qualifications framework?

Yes No

Please add appropriate comments to describe the current situation

The qualifications framework is a reference system that promotes transparency and comparability in Europe. In keeping with this perspective, flexible learning paths are promoted not within the qualifications framework but within the education system. With regard to the relevant support measures, the reader's attention is called to the national "Social Dimension" action plan (Part II of the report).

b) Are there any measures to support HE staff in establishing flexible learning paths?

Yes No

Please add appropriate comments to describe the current situation

In individual cases, the Länder support higher education institutions financially in developing and introducing dual study programmes.

c) Is there flexibility in entry requirements aimed at widening participation?

Yes No

Please add comments to describe the current situation and, where appropriate, differences between the three Bologna cycles.

In all 16 Länder, vocationally qualified persons without formal higher education entrance qualifications can obtain access to higher education. Possibilities for such access are to be expanded.

Since 2002, it has been possible to credit knowledge and skills acquired outside of the higher education sector towards higher education studies. Such crediting can be used to replace up to 50 % of a higher education study programme.

d) Are there any flexible delivery methods to meet the needs of diverse groups of learners?

Yes No

Please add comments to describe the current situation and, where appropriate, differences between different Bologna cycles.

Higher education institutions seek to meet the learning needs of different groups by offering preliminary and "bridging" courses, distance-learning programmes, study programmes for working people and "blended learning". The main focus of such efforts is on master's degree programmes. Plans call for more and more continuing education programmes to be offered in that area. The areas in which additional action is needed include development of flexible learning methods that can take account of individual learning strategies and the special needs of various different groups.

e) Are there modular structures of programmes to facilitate greater participation?

Yes No

Please add comments to describe the current situation and, where appropriate, differences between different Bologna cycles.

Bachelor's and master's degree programmes are being modularised and assigned credit points.

f) If possible, please provide any statistics on the results of measures taken to create opportunities for flexible learning paths in higher education, to encourage participation by under-represented groups.

The reader's attention is called to Part II (the "Social Dimension" action plan).

JOINT DEGREES

18. Establishment and recognition of joint degrees¹⁷

a) Describe the legislative position on joint degrees in your country.

Are joint degrees specifically mentioned in legislation?

Yes No

Does the legislation fully allow:

i) establishing joint programmes? Yes No

If No please explain what are the obstacles.

ii) awarding joint degrees? Yes No

If No please explain what are the obstacles.

b) Please give an estimate of the percentage of institutions in your country which are involved in

i) joint degrees

75-100% 50-75% 25-50% 1-25% 0%

ii) joint programmes

75-100% 50-75% 25-50% 1-25% 0%

c) What is the level of joint degree/ programme cooperation in your country

In the first cycle? None Little Widespread

In the second cycle? None Little Widespread

In the third cycle? None Little Widespread

d) In which subject areas/disciplines is joint degree/programme co-operation most widespread (please list if possible)?

Germany has both integrated degree programmes – programmes which are offered jointly by higher education institutions from several different countries – and degree programmes leading to joint degrees. The DAAD supports some 100 degree programmes within its joint-degree programme. Most of the degree programmes in question are offered in the areas of law, economics and social sciences; some are also offered in the areas of engineering and linguistic and cultural sciences. German higher education institutions have stronger-than-average participation in the ERASMUS Mundus Programme, which supports multilateral master's degree programmes leading to joint degrees. In the 2004-2008 period, German higher education institutions participated, either as co-ordinators or as partners, in 50 of a total of 103 master's degree programmes selected throughout Europe. Engineering and natural sciences programmes account for the largest share of ERASMUS Mundus degree programmes.

¹⁷ A *joint degree* is a single degree certificate awarded by two or more institutions, where the single degree certificate is valid without being supplemented by any additional national degree certificate.

An estimated 7,000 students are pursuing degree programmes leading to joint degrees. Of these, a total of 4,600, in a total of 145 degree programmes, are at the Franco-German University.

e) Estimate the number of joint programmes in your country.

In the 2008 summer semester, there were 250 programmes for double, multiple or joint degrees.

f) Describe any actions being taken to encourage or allow joint programmes.

National support funding is provided, for implementation of a broad range of different types of joint degree programmes. The range of funded programmes includes the degree programmes of the Franco-German University, the joint degree programme, international partnerships for studies and education, the PhD programmes of the DAAD and numerous regional or country-specific bilateral and international degree programmes. Support in the framework of ERASMUS-MUNDUS should also be mentioned.

g) Are there any specific support systems for students to encourage joint degree cooperation?

Along with grants, a range of support is available for programmes that provide opportunities for an initial contact with a potential host country and that are designed to encourage people to take up related studies (summer schools, language and subject-specific courses and study trips for students). Support for guest professorships, in Germany, for foreign professors and lecturers helps build bilateral relationships and programmes and reinforces students' motivation.

MOBILITY

19. Removing obstacles to student and staff mobility

a) What measures have been taken by your country both at governmental and institutional level to enhance student and staff mobility and overcome main obstacles

Mobility of students

Along with factors such as the quality and transparency of study programmes, and compatibility and international acceptance of degrees, the primary factors affecting readiness to be mobile include institutional and social frameworks and financial issues.

Overall, German students' mobility has developed in a positive way. In 2006, a total of 83,000 German students went abroad (up from 34,000 in 1991). Of these, nearly 80 % went to other countries within the European higher education area. Current political aims call for 50 % of students to go abroad for study-related reasons, and for a total of 20% of German students to spend at least one semester at a foreign higher education institution. Mobility of foreign and German students is being promoted in all three cycles, especially via educational aid (BAföG); individual grants; mobility allowances; structural and partnership programmes of German higher education institutions; provision of comprehensive information about Germany's higher education and research sectors; financial support for higher education institutions' efforts to support and assist foreign students (STIBET); and support of students' local ERASMUS initiatives. Since 2006, the DAAD's "Programme for promoting internationalisation structures at German higher education institutions" ("Programme zur Förderung der Internationalisierungsstrukturen an den deutschen Hochschulen") has been helping to improve the relevant framework still further. In addition, the BMBF, working in co-operation with the DAAD, has launched the "Go out!" campaign, which is aimed at increasing the numbers of German students who study abroad.

Availability of adequate financial support is among the important incentives that lead students to undertake a stay abroad during their studies. The reader's attention is called to 19 c).

BMBF has commissioned the DAAD to monitor the development of international mobility, particularly in Bachelor programmes, and, in the framework of this project, to develop measures to safeguard student mobility. In addition, since mobility is still being affected by social factors, protecting and increasing mobility in the coming years will be among the most important challenges in the Bologna Process.

Mobility of higher education staff

The measures that increase mobility of teaching staff include financial support; flexibility in structuring duration of stays abroad; options for integration of research activities; and opportunities to credit such stays against home teaching duties.

The German Mobility Centre, located within the Alexander von Humboldt Foundation, is part of Euraxess, the European network of mobility centres. The Euraxess network offers internationally mobile researchers a range of information and advising, and it serves as the first point of contact for mobile researchers who come to Germany, or who travel to other countries from Germany, as well as for German researchers who return to Germany.

Mobility of scientists is promoted via individual grants (for example, for long-term and short-term teaching posts) or in the framework of partnerships (for example, with higher education institutions in Central, Eastern and Southeastern Europe and in CIS countries).

In June 2008, the German Rectors' Conference (HRK), working under commission to the BMBF, held a seminar entitled "Penalized for Being Mobile", which highlighted the action that needs to be taken in this area, especially in connection with financial preparation for retirement.

b) Have arrangements for visas, residence and work permits been amended to enhance student and staff mobility?

Yes No

Please add appropriate comments to describe the current situation:

Adding flexibility to residence-law and employment-law provisions for foreign students:

- For foreign students from non-EU countries who hold a residence permit for higher education students in an EU country, the residence regulations pertaining to studies in a different EU country have been relaxed.
- Once a German higher education institution has approved an applicant's language skills via review in the framework of its admission procedures, the authorities responsible for foreigners do not require any further proof of such skills. A total of 460 English-language bachelor's and master's degree programmes are now offered at German higher education institutions.
- After completing their studies, foreign students from non-EU countries may stay up to a year in Germany while they are seeking employment. During that post-graduation period, they have the option of working up to 90 full days, or 180 half-days, without having to obtain a special work permit. And they are not subject to any such time-limit constraints for employment at higher education institutions and scientific institutions that qualifies as a "student part-time job" ("studentische Nebentätigkeit").

On the other hand, students from non-EU countries have felt disadvantaged by the decision to place a one-year time limit on residence permits; previously, such permits were issued for two-year periods. The Federal Government maintains that the one-year time limit is justified from the standpoint of security, however.

Such students are still required to prove that they have adequate financial resources to cover their living costs. Students who stay in Germany for purposes of preparing for studies may work in part-time jobs only during vacation periods.

For researchers from non-EU countries, a simplified admission procedure applies:

Researchers from third countries are issued a residence permit, for purposes of research, if they have entered into an agreement with a suitable research institution (i.e. a higher education institution, non-university research institution or industry institution), for purposes of carrying out a research project. Such

residence permits include a work permit, as well as a permit for teaching at higher education institutions.

Acceptance agreements are no longer signed by individual institutes; instead, they are signed by the central administration of higher education institutions. This approach is faster and more accurate in recording numbers and stay durations of foreign scientists and their families. It also makes it possible to develop suitable services centrally for implementation at the higher education institutions concerned.

Pursuant to Art. 20 of the German Residence Act (Aufenthaltsgesetz; AufenthG), spouses of invited scientists from third countries receive unrestricted access to the German employment market.

Art. 20 AufenthG also makes it possible to invite doctoral students as researchers, subject to the condition that such invited students may not take part in doctoral programmes and receive a residence permit for study purposes pursuant to Art. 16 AufenthG. The minimum income level that must be demonstrated can function as an obstacle, however.

c) Is there financial support for national and foreign mobile students and staff?

Yes No

Please add appropriate comments to describe the current situation:

Financial support for students:

The majority of all students finance their studies and mobility phases via their own earnings or via financial assistance from their parents or partner.

Under the amended version of the Federal Education and Training Assistance Act (BAföG), as of 1 January 2008, in EU Member States and Switzerland, students are eligible for support throughout courses of studies, including studies leading through to qualifications. Outside of the EU, support is available for up to one year – and up to 5 semesters, in some cases – for stays for studies conducted in the framework of education programmes otherwise conducted in Germany. Internships / practical courses in a foreign country world-wide are eligible for support, upon application, in cases in which the relevant programme regulations call for an internship / practical course.

These provisions have brought significant improvements in financing of stays abroad. At the same time, some changes were also made, in the framework of BaföG adjustment, that were criticised – especially by students. Among these changes are the provision that support for stays abroad has been converted to normal BaföG support (50% loan and 50% as grant), with the exception of the tuition eligible for full grant coverage throughout a period of up to one year. The surplus provided for study abroad is not provided for internships abroad.

As of 1 April 2001, students may apply to the Federal Office of Administration (Bundesverwaltungsamt) for educational loans, for stays abroad, that are granted in addition to BaföG support.

The German Academic Exchange Service (DAAD), with its many different types of funding options, is the largest provider of grants in Germany. The DAAD

functions as a national agency for the following EU programmes: Erasmus, Erasmus Mundus, Tempus and other EU third-country programmes. In addition, the DAAD offers "annual grants" (Jahresstipendien) for all subjects, grants for semesters with combinations of studies and practical courses and a "Free-Mover" grant programme. In 2007 alone, some 56,000 persons, along with an additional 29,000 persons in the EU programmes, received a total of about € 300 million in support from the DAAD. Among these were some 15,700 German students, graduate students and doctoral students world-wide, and nearly 24,000 German ERASMUS students. Within the ERASMUS student exchange programme, Germany is number one in Europe in terms of numbers of students sent to other countries.

There are also numerous smaller support programmes oriented to special subject areas or countries – for example, the European Excellence Programme (EEP). The ERASMUS programme also includes additional funding for meeting the special needs of those students with children, and of those students with handicaps, for which no other funding organisations are available.

Financial support for scientists:

Germany has a range of comprehensive grant programmes for teaching staff. For example, some 5,700 German scientists are receiving support for stays abroad via various DAAD programmes.

In the 2006/2007 academic year, the DAAD, serving as the National ERASMUS Agency, funded ERASMUS short-term teaching stays (up to six weeks), at higher education institutions of 30 other European countries, for a total of 2,720 teaching staff from Germany. With this figure, Germany ranks first in this category throughout Europe.

The Alexander von Humboldt Foundation, the Fulbright Commission and the Carl Duisberg Gesellschaft also offer funding opportunities.

d) Are study periods taken abroad recognised?

Yes No

Please add appropriate comments to describe the current situation: While recognition is called for as a rule, 100 % recognition tends to be the exception.

e) Is there accommodation for mobile students and staff?

Yes No

Please add appropriate comments to describe the current situation:

Nationwide, students' associations provide a total of 180,000 housing spaces, including barrier-free rooms and apartments for families. These facilities also include dormitories for international students and guest houses for international scientists and academics. As a rule, the students' associations reach agreements with higher education institutions regarding allotments of rooms for foreign students (students in programmes and, to some extent, "Free Movers"). A total of 36% of these housing spaces are occupied by foreign students.

Higher education institutions are also increasingly offering accommodations for guest professors / lecturers and their families.

The DAAD supports higher education institutions in such efforts, via various programmes.

- f) Have any measures been taken to increase outward student and staff mobility?
Yes No

Please add appropriate comments to describe the current situation:

With regard to measures, the reader's attention is called to 19 a) – e). Another effort that should be mentioned is the campaign "go out! studieren weltweit" ("go out! study world-wide"), a programme of the Federal Government and of the DAAD that is aimed at increasing the relevant percentage of outgoings from Germany to 20% in the coming years.

20. Portability of loans and grants

- a) Are portable grants available in your country?

Yes No

If No, describe any measures being taken to increase the portability of grants.

- b) Are portable loans available in your country?

Yes No

THE ATTRACTIVENESS OF THE EHEA AND COOPERATION WITH OTHER PARTS OF THE WORLD

21. Implementation of strategy

a) Describe any measures being taken by your country to implement the strategy "European Higher Education in a Global Setting":

Via bilateral and multilateral contacts of higher education institutions, of the German Rectors' Conference (HRK) and of other organisations, the advantages of the Bologna area are being communicated, and the quality of the new study structures is being highlighted. According to the HRK's "Higher Education Compass" (Hochschukompass), as of August 2008, a total of 19,327 international co-operation efforts were underway at 274 German higher education institutions. These efforts involved a total of 4,026 foreign higher education institutions in 141 foreign countries. Activities that enhance Germany's attractiveness as a location for studies and science, and that emphasise its integration within the European Higher Education Area, help to communicate the Bologna ideas. Such activities include the DAAD's support for higher education institutions in development of internationally oriented education programmes, institutional support for PhD programmes, summer academies and post-graduate programmes with topics oriented to developing countries.

b) What has your country done to:

i) improve information on the EHEA outside Europe?

Presence at higher education fairs; a wide range of measures for internationalising higher education institutions; provision of information material in English; information centres (the DAAD maintains 14 branch offices, and 49 information centres, in locations throughout the world); media campaigns

ii) promote European higher education, enhance its world-wide attractiveness and competitiveness?

The concerted action "International Marketing for Germany's Education and Research Sectors" ("Internationales Marketing für den Bildungs- und Forschungsstandort Deutschland") has been underway in Germany since 2001. All important institutions are represented in this action that are involved in improving the framework conditions for foreign students in Germany (federal ministries, Länder governments, students' associations, research organisations, representatives of industry and the media, and agencies involved in international cultural policy). Another relevant effort is "GATE-Germany", a consortium founded by the DAAD and the HRK, which uses BMBF funding to organise marketing for all study and research programmes in Germany. In 2007, nearly € 6 million were spent within the GATE-Germany framework on relevant measures.

At the European level, a consortium involving the DAAD, Campus-France, NUFFIC and the British Council, working under commission to the European Commission, has organised European higher education fairs in Asia. It has also founded the "EU-Asia Higher Education Platform", a consortium involving EUA, the DAAD and NUFFIC, which aims to improve co-operation, between Europe and developing countries in Asia, in the area of higher education.

In addition, the Federal Government, the Länder and higher education institutions carry out numerous activities.

The number of foreign students in Germany has risen by 70 % since 1998.

iii) strengthen cooperation based on partnership in higher education?

Higher education institutions maintain numerous co-operation relationships, in all regions of the world. Such higher education co-operation relationships are supported by the Federal Government, the Länder and the DAAD. Promoting internationalisation is a primary focus of numerous DAAD programmes that support establishment and development of bilateral co-operation between higher education institutions. The range of such programmes includes "International Study and Education Partnerships" ("Internationale Studien- und Ausbildungspartnerschaften"), UNIBRAL, project-oriented exchanges of persons, "East" and "South" partnerships, partnerships between institutes for Germanic studies, and programmes with Japan and Korea. Structure-building co-operation projects are being supported in a total of 90 subject-oriented partnerships with higher education institutions in developing countries.

iv) intensify policy dialogue with partners from other world regions?

Via the "Dialogue on Innovative Higher Education Strategies (DIES)", the DAAD, working in co-operation with the HRK, carries out seminars, informational travel and conferences relative to administration of higher education institutions in threshold and developing countries. The topics covered in such efforts include quality management and quality assurance. Formation of subject-oriented networks (partnerships between institutes for Germanic studies, Transition Economics) and regional networks (African Good Governance Network) is being carefully supported. Informational trips are carried out for scientific delegations from certain partner countries. Agreements have been reached with various countries regarding government grant programmes and/or memoranda of understanding.

In May 2008, in Berlin, the BMBF organised the first conference of ministers of education of ASEM member countries. This event has helped to intensify dialogue, between Asia and Europe, on education policy. A proposal for establishment of a working group for intensification of European-Asian mobility appears within the conference recommendation. This proposal, along with the range of topics linked with this focus (recognition, quality assurance), highlights' both sides' willingness to engage in exchanges.

v) improve recognition of qualifications with other world regions?

- Strengthening of the Central Office for Foreign Education (ZAB)
- Publicity outside of the European Higher Education Area, aimed at enhancing acceptance of bachelor's and master's degree programmes. For example, the HRK and the DAAD have conducted talks with the Fulbright Commission regarding recognition of bachelor's degrees in the U.S..

c) What measures have been taken in your country to implement the *OECD/UNESCO Guidelines for Quality Provision in Cross-border Higher Education*? Please describe

The guidelines have not been formally implemented. Since all study programmes that lead to a German degree have to be accredited, regardless of where they are offered, it is not absolutely necessary to implement the guidelines specifically. The questions under 21 d) are thus not relevant.

d) Are the *OECD/UNESCO Guidelines for Quality Provision in Cross-border Higher Education* applied to

i) cross-border provision of your education programmes?

Yes No

If Yes please explain in what ways the guidelines are applied: Not applicable

ii) incoming higher education provision?

Yes No

If Yes please explain in what ways the guidelines are applied: Not applicable

FUTURE CHALLENGES

22. Main challenges for higher education

Give an indication of the main challenges ahead for higher education and the Bologna Process in your country in the short and long term.

The main emphasis will consist of consolidating and optimising the implementation process and cross-boundary consultation relative to best practice. If the reform process is to be a lasting success, it will have to be accepted by teachers, learners and relevant persons in the workplace. In light of the demographic challenges that higher education institutions are facing, the task of improving funding for higher education institutions will take on special significance. Mobility within the European Higher Education Area is to be assured and expanded via a range of measures, including measures in the following areas:

1. Two-cycle structure of studies

- Conversion to the two-cycle structure of studies will be continued, and the numbers of accredited bachelor's and master's degree programmes will continue to be increased. Additional efforts remain to be made in conversion of study programmes with state examinations (law, medicine, teacher education).
- The organisational and structural framework for studies is to be further improved. This process will include making curricula more flexible, with frameworks for internships and stays abroad.
- Measures to improve quality of teaching will continue to be intensified.
- The framework for studies within the two-cycle system needs to be improved. Current plans call for expanding counselling and support services, in all phases of studies; for enhancing students' own sense of responsibility for their studies; and for improving provision of information about available programmes.
- Doctoral students function as important links between the European Higher Education Area and the European Research Area. International exchanges of experience regarding their status and financial support are to be intensified.
- Structured programmes for education of doctoral students are to be expanded. At the same time, it will be necessary to retain a variety of different pathways leading to doctoral degrees, to reflect the fact that personal factors, financial conditions and the general situation at higher education institutions and in subject areas can all affect students' choices of such pathways.

2. Quality assurance

- In 2007, system accreditation was introduced, as a complement to existing programme accreditation. In each case, system accreditation focuses on a higher education institution's own internal quality assurance system. The challenges for the coming years will thus include establishment of internal quality management structures at all higher education institutions.

3. Recognition of studies and examinations

- A survey of students carried out in 2007 found that academic work carried out abroad was completely recognised in only 41 % of all cases. In 23 % of cases, no recognition at all was granted, and in all other cases recognition was only partial.
- Further implementation of the National Action Plan for Recognition of 2007 will help to solve practical problems in recognition.

4. Mobility

- Longer stays abroad are to be systematically integrated within curricula also in bachelor programmes. In addition, efforts will be made to ensure that academic work carried out abroad is recognised.
- Action is also needed with regard to the mobility of scientific staff. Consequently, higher education institutions are to be supported in developing complex internationalisation strategies. Such strategies also need to be designed in the interest of improving conditions for foreign scientists.

5. Employability

- While acceptance of bachelor's and master's degree programmes has been growing in industry and society, such acceptance needs to grow still further. In this area, trust in the quality of degrees needs to be reinforced via transparent quality assurance, and the comprehensive range of information available for future students and potential employers needs to be optimised.

One of the keys to acceptance of bachelor's and master's degree programmes is to intensify co-operation between higher education institutions and industry throughout a range of areas, including curriculum design, management of final papers, joint establishment of career centres, and personnel exchanges.

6. Social Dimension

- With regard to the main challenges, The reader's attention is called to Chapter III of the "Social Dimension" National Action Plan (Part II).

7. Lifelong learning

- In light of current demographic challenges and shortages of specialised personnel, a focus is being placed on measures than enhance the ease of transitions between vocational training and academic education and that address the demand for continuing education in the area of science. The explicit aims of the Qualification Initiative of the Federal Government and the Länder include developing additional educational resources, facilitating access to higher education for vocationally qualified persons without formal higher education entrance qualifications, and promoting continuing education in the sciences.

PART II

NATIONAL STRATEGIES on THE SOCIAL DIMENSION of THE BOLOGNA PROCESS

I. Definition of the Social Dimension in the London Communiqué

“We strive for the societal goal that the student body entering, participating in and completing higher education should reflect the diversity of our populations. We therefore pledge to take action to widen participation at all levels on the basis of equal opportunity.”

Equal opportunity, and prohibition of discrimination (on the basis of gender, background, race, country or area of origin, creed, religious or political views, handicaps), are constitutionally enshrined in the Federal Republic of Germany (Art. 3, Art. 6 and Art. 33, Basic Law). These principles thus function as standards for all legal provisions. All persons subject to violations of these principles have recourse to the courts.

As a result, equal opportunity of access to higher education is guaranteed by law. On the other hand, a number of structural and financial problems can hamper equal opportunity with regard to access to higher education, the course of studies and successful completion of studies. At the same time, individual preferences, personal aptitude, the outlook in the employment market and the attractiveness of alternative education programmes all play an important role in decisions for or against studies. Consequently, not every individual decision against higher education studies can be taken as an indication that representatives of a given certain social group are at a disadvantage. Nonetheless, participation in higher education studies in Germany is unbalanced with respect to social background.

In light of the growing requirements for highly qualified higher education graduates, and of the superior employment-market and career opportunities for higher education graduates, efforts need to be focussed on eliminating social barriers for groups underrepresented to date and to offer such groups equal opportunity of participation. Both individual persons and society as a whole benefit from efforts to develop educational opportunities. Equal opportunity, along with the growing demand for higher education graduates, could play a significant role in motivating persons to begin higher education studies.

Efforts relative to the social dimension must be seen in a comprehensive context of social responsibilities and aims. For example, some of the relevant financial and structural problems will call for close co-operation with responsible stakeholders in the school, social affairs, health, internal affairs, economic and financial sectors.

II. AS IS SITUATION (Current state of affairs)

1. Which groups in society are still underrepresented in your national higher education system? What are the main obstacles to participative equity in terms of access and successful completion of studies?

1.1. Students, by gender

In the 2006/2007 winter semester, a total of 54 % of all new students at universities were women, while 40 % of all new students at universities of applied sciences were women. With regard to access to higher education, gender-specific differences have been decreasing by comparison to the levels seen in the past. In the 2006/2007 winter semester, women accounted for a total of 47.8 % of all students (1993/1994: 40.2 %), for a total of 51.7 % of all students at universities and for a total of 37.9 % of all students at universities of applied sciences. At the same time, numbers of women, as a percentage share of all students, vary from subject group to subject group. For example, among students (new students) in the 2006/2007 winter semester, women accounted for a share of 70 % (74 %) of all students in linguistic and cultural sciences and a share of 20 % (21 %) of all students in engineering sciences.

The year 2006 was the first ever in which women outnumbered men among all students who completed higher education studies. As this result shows, the growing numbers of women who undertake higher education studies are being reflected among graduates. The percentages of women who go on for advanced degrees have also increased. Whereas in 2000 only 34 % of all doctoral degrees were earned by women, in 2007 the corresponding figure had increased to 42 %.

Reasons / challenges

In view of the growing numbers of women undertaking higher education studies, the following developments need to be monitored closely:

- The distribution of women throughout the various subject groups, and the resulting consequences for various societal trends (school sector, mathematics and science subjects);
- Numbers of women in master's and doctoral degree programmes.

1.2. Students by social background

Educational level of parents

In 2005, a total of 71% of all young adults who were between the ages of 19 and 25, and whose fathers had earned university degrees, commenced higher education studies. The corresponding figure was 19% for young adults with a father who had earned a secondary modern school qualification (Hauptschulabschluss). While parents with a university entrance qualification account for the smallest segment of each relevant age cohort, they send far and away the largest numbers of children to higher education institutions. In addition, social background has an impact on choices of types of higher

education institutions, on subject choices and on national and international mobility.

Of the 290,000 new German students in the 2005/2006 academic year, 17 % were children of civil servants, 20 % were children of self-employed people, 43 % were children of salaried employees and 20% were children of workers. By comparison to their share of their age cohort, children of civil servants are overrepresented at higher education institutions (9 % of the population, but 17 % of all new students). Children of self-employed persons account for 20 % of first-semester students, or 1 ½ times their percentage of their age cohort (13%). Children of salaried employees are also overrepresented – slightly (the relevant percentages are 43 % and 37 %).

Children of workers are the societal group that is significantly underrepresented in the group of all new students in 2005. Such children account for a share that is only half as large as their share of their total age cohort (the relevant percentages are 20% and 41 %).

In terms of background levels (a category that takes account of parents' highest general-education qualification, parents' highest vocational qualification and parents' occupations), in summer 2006 a total of 38% of all students came from the level "high", 24 % came from the level "moderately high" ("gehoben"), 25 % came from the level "average" ("mittel") and 13 % came from the level "low" ("niedrig"). Over the past 2 1/2 decades, the percentage share of students from the educational level background "high" has risen continually, while the share for students from the lower two educational level backgrounds has decreased.

Reasons / challenges

Disadvantages begin in childhood already. Financial issues in particular often prevent people from low-income, low-educational-level backgrounds from taking up higher education studies. In addition, orientation to other education pathways and professions – resulting, for example, from parents' own occupational backgrounds and patterns – plays a role in decisions on whether to take up higher education studies.

1.3. Students with migration backgrounds (including students who have earned their higher education entrance qualifications in Germany)

About 1/5 of the population in Germany, and one out of every three children younger than six, have migration backgrounds. At the same time, only 8% of the students at German higher education institutions have migration backgrounds. Of this group, 3 % are students who have earned their higher education entrance qualifications in Germany. For students with migration backgrounds, access to the tertiary educational sector depends significantly on social factors. A total of 41 % of all migrants in tertiary education come from lower social levels (the corresponding figure for students overall is 13 %). A total of 33% of all students with migration backgrounds receive

support under the Federal Education and Training Assistance Act (BAföG). As a result, the BAföG-support rate for such students is higher than that for students overall, of which some 1/4 receive BAföG support. A total of 67 % of all students with migration backgrounds hold down jobs while they are pursuing their studies. That percentage figure is 4 % higher than the corresponding figure for students overall. As to the educational level of the 25-35-year age group, persons with migration backgrounds achieve lower success rates than Germans with regard to earning of higher education entrance qualifications (32.2 % as compared to 39.3% for Germans) and of higher education qualification (13.4 % as compared to 16.5% for Germans).

Reasons / challenges

The tracks leading to the educational participation of migrant-background students who grow up in Germany and then pursue their education within the country are defined primarily in the primary and secondary educational sectors. The reasons why potential students decide against taking up studies include parents' lack of education, or parents' occupational tradition; the attractiveness of alternative education programmes; concerns with regard to financing of studies; concerns with regard to the demands and workload imposed by studies, and a lack of adequate counselling and support.

1.4. Foreign students with higher education entrance qualifications earned abroad ("education foreigners")

A total of 76 % of the 250,000 foreign students in Germany in 2006 were "education foreigners". In terms of total numbers of foreign students, Germany ranks third worldwide, behind the U.S. and the UK. It has become well-established in the international education market as an attractive location for studies and research.

Germany is an open country that promotes mobility of German students and scientists to other countries and mobility of foreign students and scientists to Germany. In recent years, improvements in laws pertaining to residence have been introduced for foreigners.

Reasons / challenges

Challenges are seen especially with regard to study pathways, to rates of academic success and to counselling and support for foreign students. The pertinent difficulties include financing of studies; problems of finding proper orientation in the academic system; language problems; a lack of contact with the German population; problems in finding rooms and apartments; and limited opportunities for earning money. The central challenge remaining is to shape the relevant social framework and to ensure that an effective social infrastructure is in place for foreign students.

1.5 Students with handicaps and chronic diseases

In the 2006 summer semester, a total of 19 % of all students indicated they

had health problems. A total of 8 % of all students reported feeling that such problems hampered their studies.

Reasons / challenges

Students with health problems that hamper their studies interrupt their studies more frequently, and for longer periods of time, than do students without handicaps. Students with health problems are also more likely to switch major subjects or universities than are students without handicaps. Such students have significantly greater needs for counselling and support.

The sites in which higher education institutions are located often still present a wide range of obstacles to such students, including problems in areas such as access to buildings; opportunities for housing; teaching methods; availability of aids and resources; access to information; and mobility.

New obstacles arise via the more restrictive scheduling and formal requirements of the two-cycle degree programmes, as well as via the new procedures for admission to bachelor's and master's degree programmes.

Problems are encountered in financing of additional facilities and resources required by persons with handicaps, including financing of mandatory and voluntary internships. A diverse range of funding sources have responsibility for this group. This can hamper organisation of financing of studies and, thus, can prove to be an obstacle in commencement of studies.

What is more, stakeholders in the higher education sector have not yet become sufficiently sensitive to the needs of these students.

1.6 Students with children

In the 2006 summer semester, a total of 7 % of all students had children. The corresponding figure in 2003 was 6 %. A total of 5% of all students in their first period of studies have (at least) one child. Nearly half of all children of students in their first period of studies are no older than three.

Reasons / challenges

Problems for students with children result from a lack of part-time study programmes, from inflexibility in organisation of studies, from a lack of child care and from difficulties in financing of studies. Since students with children are four times as likely to interrupt their studies as are students without children, students with children need added support for recommencement of studies.

1.7 Vocationally qualified persons without formal higher education entrance qualifications

Only about 1 % of all students are vocationally qualified persons who lack

formal higher education entrance qualifications.

Reasons / challenges

The prerequisites and procedures whereby vocationally qualified persons can obtain access to higher education vary throughout the Länder. In addition, practical problems arise in crediting vocational achievements toward studies.

Graduates of the "second-chance educational pathway" (Zweiter Bildungsweg), and vocationally qualified persons, can encounter problems in financing their studies. BAföG support is provided for students who are not older than 30 when they commence their studies, although some exceptions apply.

2. Please describe what measures your Government is taking to increase the representation of the groups identified in the question above. Please refer to the possible actions listed in the Bologna Working Group report on the Social Dimension and Mobility (see Annexes A and B to this document).

Aspects of the social dimension have been taken into account in numerous measures enacted by the Federal Government and the Länder and by other stakeholders within the Bologna process. Examples of such consideration include efforts being made in the school sector to assure the educational success of all social groups; and implementation of the National Integration Plan approved in 2007, which includes measures for promoting young people with migration backgrounds in all phases of their training and education.

In addition, all measures in the higher education sector that promote the feasibility of bachelor's and master's degree programmes, that support mobility and that assure quality can be considered measures that make higher education more attractive also for social groups that have been underrepresented in the past.

The measures aimed at all students and potential students include

- Increasing numbers of available study places, via the Higher Education Pact 2020 and corresponding programmes of the Länder;
- Provision of transparent, simplified admission procedures for vocationally qualified persons;
- Provision of options for crediting skills acquired outside of higher education to higher education studies (up to 50 %);
- Provision of suitable services and counselling / advising prior to studies, and in all phases of studies;
- Provision of subject-related and socially oriented advising and additional support, also with regard to financing;
- Enhancement of opportunities for support via the Federal Education and Training Assistance Act (BAföG); provision of loans for financing tuition fees and study-

related expenses; implementation of criteria for granting exemptions in connection with loan repayment (BAföG and tuition-related loans);

- Enshrinement of handicap-compensation provisions for students with handicaps and chronic diseases, in admission to higher education and in various phases of studies; and review of handicap-compensation provisions in the framework of accreditation;
- Improvement of the structural and organisational framework for studies, also with consideration of the needs of students in special life situations; strengthening of vocationally relevant skills;
- Promotion of mobility, via efforts including provision of grants and promotion of integrated study programmes;
- Establishment and expansion of career services, with the aims of reinforcing a practical orientation during studies, imparting workplace-relevant qualifications and supporting transitions into the workplace;
- Support of associations for the promotion of the gifted, as well as of agencies working to internationalise studies, science and research.

The ongoing measures that are aimed at selected groups include the following:

- Students by gender (cf. 1.1)

Schools and higher education institutions are co-operating intensively in efforts to awaken further interest in studies, especially studies in MINT subjects (mathematics, computer science, natural sciences, technology). Such efforts include project weeks, "Girls' Days", summer workshops, pupils' societies, open houses, exploratory courses, pupils' laboratories, pupils' computer centres, training and further training courses, pupils' competitions in mathematics, physics and natural sciences, establishment of Internet platforms and education portals, and development of self-tests that can be downloaded from the Internet.

- Students by social background (cf. 1.2)

The measures being carried out in this area include early provision of information to parents and young people, regarding opportunities for studies and for relevant support; special support for school pupils; financial aid programmes for higher education; socially oriented structuring of fees (where fees are levied), via introduction of socially oriented exemption criteria and/or repayment options for loans; improvement of opportunities for mobility between vocational and academic education (access to higher education for vocationally qualified persons; crediting of relevant past achievements).

- Students with migration backgrounds (cf. 1.3)

This effort is seeking to increase educational participation by approaching children directly in pre-school and school. Options for migrant-specific support in support for education and for gifted students have been expanded; since January 2007, persons seeking such support can apply directly to associations for the promotion of the gifted. Under the 22nd Act for amendment of the Federal

Education and Training Assistance Act (BAföG), as of 1 January 2008 students with migration backgrounds, including both students with higher education entrance qualifications earned in Germany and students with higher education entrance qualifications earned abroad ("education foreigners"), have easier access to BAföG support. The main criterion on which support is now based is whether applicants have options, within their status under residence laws, for long-term residence in Germany. In addition, private foundations have been playing a growing role in supporting young people with migration backgrounds. The Academics Programme (Akademikerprogramm; AKP), in conjunction with the Federal Government's "Berufsrückkehrer/innen" project, a pilot project for persons re-entering the labour force, offers supplementary qualification programmes for migrants with higher education qualifications.

- Students with higher education entrance qualifications earned abroad ("education foreigners") (cf. 1.4)

The emphasis in this effort is on counselling and support, with the aim of intensifying information provision and of enhancing integration. Intercultural Competence (Interkulturelle Kompetenz), a service centre that is housed within the Deutsches Studentenwerk (DSW; umbrella organisation of the Studentenwerke student services organisations) and that is supported by the Federal Ministry of Education and Research (BMBF), supports student services organisations in their efforts to enhance the quality of services and counselling and to provide a hospitable framework for international students. It does so by offering counselling, information and publications, as well as training courses for promoting intercultural skills. It thus helps to intensify interaction between foreign students and German students.

The existing services and counselling programmes for international students include: a services package for new students; contact and sponsor programmes; student tutorials; assistance for persons in difficult financial situations; and advising and support programmes, including efforts using multi-lingual Web sites and intercultural programmes. "Studienkollegs" (programmes providing special preparatory courses) play an important role in integration of foreign students, in imparting key qualifications and, thus, in shortening the time foreign students need to complete their studies.

- Students with handicaps and with chronic diseases (cf. 1.5)

All higher education institutions have the task of ensuring that students with handicaps suffer no discrimination and are able to pursue their studies with little or no outside assistance. In addition, regulations for examinations must take account of the special needs of students with handicaps, to ensure that such students receive equal opportunity (Federal Framework Act on Higher Education (HGR) higher education acts of the Länder). A total of six Länder now have legal provisions in place calling for the appointment of commissioners for the needs of students with handicaps and with chronic diseases. Deutsche Studentenwerk's "Studies and Handicaps Information and Counselling Centre" ("Informations- und Beratungsstelle Studium und Behinderung"; IBS), which operates nation-wide,

adds to the available information and counselling. In addition, IBS, in co-operation with other experts, represents the interests of students with handicaps to the policy and administration sectors.

As of January 2008, study programmes are eligible for accreditation only if the pertinent examination regulations explicitly take account of the needs of students with handicaps, in connection with studies and examinations.

- Students with children (cf. 1.6)

Under the 22nd Act for amendment of the Federal Education and Training Assistance Act (BAföG) of 23 December 2007, BAföG-support recipients who have at least one child that has not yet turned 10 are eligible to receive a monthly, non-repayable child-support allowance of € 113 for their first child and of € 85 for each additional child.

Pregnant women and female students taking maternal leaves normally have the option of taking leaves of absence. By agreement with the responsible examination authorities, women who are pregnant or who are rearing small children can obtain extensions of the time within which they must complete their examinations. Similar extensions are normally available for examination "free attempts" ("Freiversuche"). Higher education institutions, students' associations, authorities for youth affairs, student government organisations and commissioners for equality (Gleichstellungsbeauftragte) all offer counselling and support. Nation-wide, students' associations maintain some 180 day-care facilities for children, with total space for about 5,500 children. University service offices for parents provide assistance for university staff and guest scientists and academics.

Along with BAföG-based support and housing allowances, parental and child benefits are available.

The "Family-friendly University" ("Familiengerechte Hochschule") audit has been available since 2002. The audit is offered under the auspices of the Federal Ministry of Family Affairs, Senior Citizens, Women and Youth (BMFSJ) and the Federal Ministry of Economics and Technology (BMWV), and it is supported by the European Social Fund. The audit covers existing measures for helping people to balance their work and family life, and it identifies opportunities for expanding such support. Practical implementation at audited institutions is reviewed annually. Numerous higher education institutions have already earned the audit seal.

In September 2007, the Federal Ministry of Transport, Building and Urban Affairs (BMVBS), working in co-operation with the Robert Bosch Foundation and the Centre for Higher Education Development (Centrum für Hochschulentwicklung; CHE), launched the "Family at Universities" ("Familie in der Hochschule") competition. The competition will provide up to € 100,000, over a two-year period, to each of eight higher education institutions. The effort is designed to encourage higher education institutions to become more family-friendly and to make it easier for students to balance studies and family life.

The Federal Government's report on families (Familienbericht) regularly reports on the situations of students with children.

- Vocationally qualified persons without formal higher education entrance qualifications (cf. 1.7)

Procedures for giving vocationally qualified persons access to higher education are to become simpler and more transparent.

Work is currently underway on practical instruments for crediting previous work completed outside of higher education toward higher education studies (up to 50 % of a programme) (the ANKOM pilot project).

3. Describe what measures are being taken by the Government to help students complete their studies without obstacles related to their social or economic background. Again, please refer to the possible actions listed in the Bologna Working Group report on the Social Dimension and Mobility (see Annexes A and B to this document). Please indicate whether the measures apply to all students or only to certain levels or types of higher education institutions.

A majority of the measures listed under II.2 are also measures for ensuring academic success (structural and organisational framework, financing, counselling and other assistance). The reader's attention is thus called to II.2. Specific financial aid that continues through to the end of study programmes is provided both under the Federal Education and Training Assistance Act (BAföG; assistance is income-dependent) and via the Federal Government's loan programme (assistance is income-independent).

4. Does your country have statistical and/or other research evidence at disposal to underpin the identification of underrepresented groups and the main obstacles to participative equity (see Q 1) ? If yes, please specify. Or are regular student survey organised with the aim to provide data concerning the social dimension?

Statistical data and pertinent explanatory information are regularly collected and made available in Germany. Examples of such efforts include:

- The social surveys of Deutsches Studentenwerk (DSW; umbrella organisation of the Studentenwerke student services organisations) relative to the economic and social situation of students, and pertinent special analyses;

The social surveys ("Sozialerhebungen") have been carried out for over 50 years, at three-year intervals. They provide a comprehensive picture of the social and economic situation of students in Germany. The continuity of the surveys makes long-term comparisons possible. As a whole, the time series in the chapter on education participation ("Bildungsbeteiligung") are one of the most important indicators of changes in equal opportunity in higher education access. Two special analyses appeared in connection with the 2007 Social Survey, which was the 18th such survey: "Students with children" ("Studieren mit Kind"); "Internationalisation of studies – foreign students in Germany and German students abroad" ("Internationalisierung des Studiums – ausländische Studierende in Deutschland und deutsche Studierende im Ausland"). The data collected via these efforts also serve as the basis for EUROSTUDENT, an

international comparative study that provides key information relative to the further design of the social dimension of the European Higher Education Area.

- Education in Germany

"Education in Germany" ("Bildung in Deutschland") is an independent experts' report that is prepared every two years, under commission to the Conference of Ministers of Education and Cultural Affairs (KMK) and to the BMBF, by an interdisciplinary team of researchers under the leadership of the German Institute for International Educational Research (DIPF). The report's main focus in 2008 was on the transitions in the education sector. The 2006 report provided indicators and an analysis relative to education and immigration. The reporting on the education sector is part of a comprehensive monitoring system that also includes comparisons of scholastic achievement – such as PISA – and contributions provided by education research.

- Publications of HIS GmbH

The firm of HIS GmbH regularly conducts surveys of persons with higher education entrance qualifications, as well as surveys of students and of graduates. It also carries out studies of special issues. Examples of such studies include "Academic biographies of foreign students" ("Studienverlauf im Ausländerstudium"; HIS 2004); "Aspects of internationalisation of German higher education institutions" ("Aspekte der Internationalisierung deutscher Hochschulen"; HIS 2007); "Trends in the study-termination rate at German higher education institutions" ("Die Entwicklung der Studienabbruchquote an den deutschen Hochschulen"; HIS 2008).

- Regular publications of the Federal Statistical Office and of the Länder statistical offices (such as "Higher education institutions at a glance" ("Hochschulen auf einen Blick"); "Students at higher education institutions" ("Studierende an Hochschulen"); "Examinations at higher education institutions" ("Prüfungen an Hochschulen"); "Non-monetary index statistics for higher education institutions" ("Nichtmonetäre hochschulstatistische Kennzahlen");
- In addition, Germany participates in relevant international comparative studies, and it publishes the results of its own supplementary national surveys (PISA, OECD);
- The task of developing the education system necessitates solidly founded empirical education research. The Federal Government's framework programme for promotion of empirical education research supports measures for structural reinforcement of such research, and it promotes thematically focused research emphases. The programme has been developed in close co-operation with the Länder and with the science sector. The Federal Government and the Länder also plan to co-operate closely in implementation of the framework programme.
- The long-term study "Study situation and student orientation" ("Studiensituation und studentische Orientierung"), at universities and universities of applied sciences:

Ongoing monitoring, since the 1982/1983 winter semester, of trends in the situation (for studies) at German higher education institutions. Relevant surveys are carried out at intervals of 2 to 3 years. The 10th survey of students was

carried out in the 2006/2007 winter semester, and the results were published in August 2008.

III. PROCESS TOWARDS A MORE INCLUSIVE HIGHER EDUCATION SYSTEM (strategy for the future)

5. How do you plan to tackle the challenges identified under Q 1 in the near future (2008-2010)?

(a) Which concrete goals do you want to achieve?

Goals:

- 1. Increase the relevant percentages of people who have higher education entrance qualifications and increase the rate of new students to 40 %, via measures that include increasing participation of students from educationally and economically disadvantaged households and of students with migrant backgrounds;
- 2. Improve the structural and organisational framework for studies, also with consideration of the needs of students in special life situations;
- 3. Increase rates of academic success;
- 4. Enhance access to higher education for vocationally qualified persons without formal higher education entrance qualifications;
- 5. Ensure that long-term financing for studies is available;
- 6. Strengthen the social infrastructure;
- 7. Work to make schools, parents, higher education institutions, the public and – especially – young people aware of the importance of education and of the occupational opportunities that a higher education degree can provide;
- 8. Increase the percentages of new female students in MINT subjects.

(b) What actions are planned for the different target group identified above to overcome the obstacles in access, participation and completion of studies by students? Please refer to Annex B and to the suggested approach outlined in the 2007 report from the Bologna Process Working Group on the Social Dimension and Mobility (Annex C to this document).

In a first step, efforts should be concentrated on continuing the measures described under II.2 and II.3 and on reinforcing them if necessary. In addition, the following measures are planned:

- Implementation of the Qualification Initiative for Germany – and, especially continuation of the Higher Education Pact; implementation of measures for facilitating transitions between vocational training and higher education institutions; restructuring of the Central office for the allocation of study places in

higher education (Zentralstelle für die Vergabe von Studienplätzen; ZVS), to produce a highly effective services agency that would begin operations as of the 09/10 winter semester and that would help make use of the available study places more efficient.

- Since July 2008, vocationally qualified persons are eligible to apply for grants oriented to promotion. Grants for full-time studies provide a monthly allowance of € 650, plus a book allowance of € 80. For studies they carry out along in parallel with their regular occupations, students receive an annual allowance of € 1,700. A first group of 1,000 grantees are to be admitted into the programme by the end of 2009.
- In June 2008, a pact aimed at increasing numbers of women in MINT occupations ("Come on, do MINT" ("Komm, mach MINT!")) was launched by a group of 40 partners from the areas of industry, science and policy-making. The effort's immediate aim is to increase the numbers of new women students who major in science and technology.
- Information campaign of the "Pathways into studies" ("Wege ins Studium") network, aimed at encouraging people to take up higher education studies;
- Expansion, with quality assurance, of counselling and support for all students, especially for students in special life situations and for foreign students. Student services play an important role in these areas. The DAAD's programmes also fulfil an important function for foreign students.
- Reinforcement of students' own sense of responsibility; intensified provision of information about existing services (exercises, tutorials, orientational events, events for examination preparation);
- Intensified consideration of the needs of students in special life situations, in connection with admissions, workloads and examinations – and also in the framework of accreditation of study programmes and of system accreditation of higher education institutions;
- Efforts to make higher education institutions more aware of the specific needs of students in special life situations – such as students with children, and students with handicaps / chronic diseases;
- Review of any need for action with regard to the situation, under employment law and residence law, of foreign students and graduates;
- Increasing of flexibility in organisation of studies; expansion of programmes for part-time study; and review of the necessary framework conditions for such efforts;
- Ongoing evaluation and review of relevant impacts, with respect to specific target groups, and of any need to make adjustments in laws governing support and assistance for education and training;
- Adjustment of the Federal Government's education-loan programme to the needs of students;
- Expansion of integrated studies programmes, in the interest of promoting mobility;

- Analysis of studies of the reasons why students discontinue their studies, with a focus on both foreign and German students;
- Efforts to encourage higher education institutions to credit previous work and achievements toward higher education studies, to the extent possible (up to 50 %);
- Establishment and expansion of career centres.

(c) Is there a specific budget for these measures for underrepresented groups ? If yes, please provide details.

Because of the differences in responsibilities involved, there is no separate budget for implementation of the action plan. Federal, Länder and municipal budgets include funding for that purpose. What is more, a majority of the relevant measures are supported by all stakeholders.

d) Is there a timeline for action? If yes, please provide details.

For a number of goals and measures mentioned above a timeframe has been agreed upon in the Qualification initiative for Germany.

6. What arrangements are planned for monitoring progress towards more equitable access, participation and success?

Further trends and developments will be made known via a range of measures, including continuation of the statistical surveys and publications, as listed under 4., of the Deutsches Studentenwerk (DSW; umbrella organisation of the Studentenwerke student services organisations) and of HIS-GmbH, and continued publication of results of empirical education research. In addition, education reporting of the Federal Government and the Länder will be continued. Additional topic-specific special assessments will accompany the regular social surveys of the DSW.

Trends in financial support for education are a focus of the Federal Government's reports, which appear at two-year intervals, to the Bundestag and Bundesrat (upper and lower houses of parliament).

In addition, relevant trends are being monitored in the framework of Bologna-Process reporting (national reports); of country reports for the European Union and the OECD, on education and social issues; in international comparisons of scholastic achievement and in supplementary national surveys; and in reports for the German Bundestag and for the Länder parliaments. In addition, stakeholders are monitoring implementation of measures relative to equal opportunity participation, along with the success of such measures.

IV. INFORMATION ON THE NATIONAL RESPONSIBILITY FOR THE PREPARATION, IMPLEMENTATION AND EVALUATION OF THE NATIONAL STRATEGIES

Please indicate which authority or other actor is responsible for the preparation, implementation and evaluation of the national strategy and describe the way in which the various stakeholders are involved. Did your country designate (a) contact point(s) for the national strategy? If so, please add the coordinates of the national contact point(s).

The responsibility for the "Social Dimension" action plan lies with the Federal Government and the Länder.

The plan was prepared, with the participation of all Bologna-Process stakeholders, by a sub- working group of the national Bologna Follow-up Group.

The various individual measures within the plan are being implemented by the Federal Government, the Länder and by other Bologna Process stakeholders, in each case in keeping with participants' responsibility.

The Federal Government and the Länder are responsible for pertinent evaluation. The Federal Government and the Länder plan to continue such evaluation, with the participation of stakeholders, within the framework of reporting on progress in implementation of Bologna-Process goals.

The contact persons for the action plan are
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