

Important documents

Important Documents concerning the Bologna Process at the European Level

1998	Sorbonne Declaration
1999	Bologna Declaration
2001	Prague Communiqué
2003	Berlin Communiqué
2005	Bergen Communiqué
2007	London Communiqué

Important Documents concerning the Implementation of Bologna in Germany

- **Framework guidelines for the introduction of credit point systems and the modularisation of study programmes –**
Resolution of the Standing Conference of the Ministers for Education and Cultural Affairs (KMK) of 15/09/2000 as amended on 22/10/2004
- **Structural standards common to all the German federal states according to article 9, paragraph 2 of the HRG (Higher Education Framework Act) for the accreditation of Bachelor and Master courses of study –**
Resolution of the Standing Conference of the Ministers for Education and Cultural Affairs (KMK) of 10/10/2003 as amended on 15/06/2007
- **Statute for a national accreditation procedure applying to all federal states and higher education institutions –**
Resolution of the Standing Conference of the Ministers for Education and Cultural Affairs (KMK) of 24/05/2002 as amended on 05/02/2004
- **Qualifications framework for German higher education degrees –**
co-drafted by the HRK (German Rectors' Conference), the KMK and the BMBF (Federal Ministry of Education and Research) and passed by the KMK on 22/04/2005.

Further documents can be found on the KMK's website at <http://www.kmk.org>

The Bologna Process

Bologna Ministerial Conference (Meeting of ministers)

Bologna Secretariat

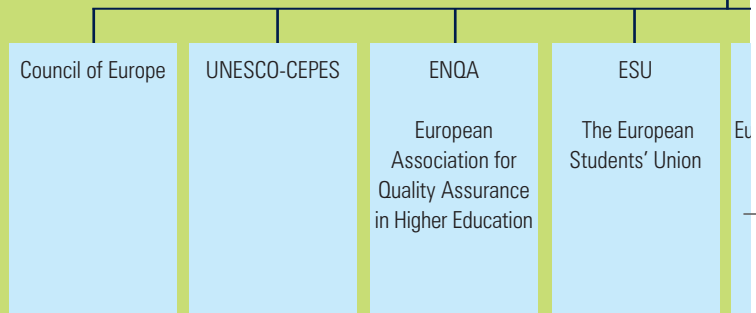
Organisation of the Ministerial Conferences and co-ordinating

Bologna-Follow-up Group

Representatives of the countries involved

Two meetings per year, chaired by the

Advisory Mechanism



Objective of the Bologna Process:

The development of a common European Higher Education Area (EHEA) by 2010

Topics of the Bologna Process:

- Three-cycle study system
- Improved recognition of academic degrees and qualifications
- Enhancement of mobility and transparency
- Implementation of quality assurance measures
- Social dimension
- Enhancement of the attractiveness of the European Higher Education Area

Bologna Ministerial Conferences:

Year	Location	Year	Location
1999	Bologna	2005	Bergen
2001	Prague	2007	London
2003	Berlin	2009	Leuven

Access Internationally

Ministers responsible for higher education (biennially)

Secretariat

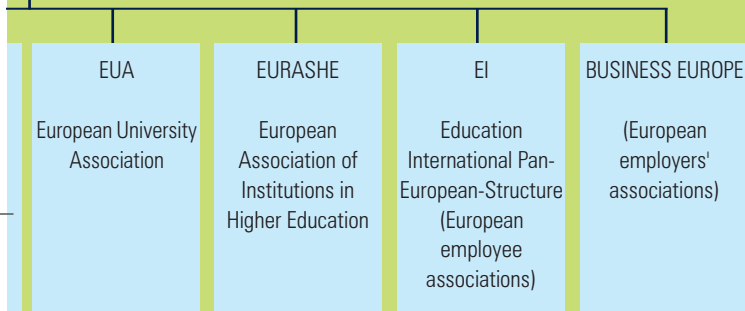
Coordination of the work schedule between the conferences

Follow-up Group

Involved and of the European Commission

of the country holding the EU presidency

Signatory Members



Bologna signatory states:

1999 (Bologna: 30)

Austria, Belgium, Bulgaria, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden, Switzerland, United Kingdom

2001 (Prague: 33)

Croatia, Cyprus, Turkey

2003 (Berlin: 40)

Albania, Andorra, Bosnia-Herzegovina, Vatican City, FYR Macedonia, Russia, Serbia and Montenegro

2005 (Bergen: 45)

Armenia, Azerbaijan, Georgia, Moldova, Ukraine

2007 (London: 46)

Montenegro (now as an independent signatory)

Links and Informations

Selection of links for further information about the Bologna Process

Bologna Secretariat

<http://www.bologna2009benelux.org>

European Commission

http://ec.europa.eu/education/policies/educ/bologna/bologna_en.html

European University Association

<http://www.eua.be/index.php?id=36>

The European Students' Union

<http://www.esib.org>

Tuning Educational Structures in Europe

<http://tuning.unideusto.org/tuningeu/>

Joint Quality Initiative – Dublin Descriptors

<http://www.jointquality.nl>

KMK – Standing Conference of the German Ministers for Education and Cultural Affairs

www.kmk.org/hschule/home.htm

Federal Ministry of Education and Research

<http://www.bmbf.de/de/3336.php>

DAAD – German Academic Exchange Service

<http://eu.daad.de/eu/bologna/06970.html>

German Rectors' Conference

<http://www.hrk-bologna.de/>



Information on Bologna at:

Deutscher Akademischer Austauschdienst
(German Academic Exchange Service – DAAD)
Kennedyallee 50
53175 Bonn
Germany
bologna@daad.de
www.daad.de

Hochschulrektorenkonferenz
German Rectors' Conference – HRK)
Ahrstraße 39
53175 Bonn
Germany
bologna@hrk.de
www.hrk.de

Published by: DAAD

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German Academic Exchange Service
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Education and Culture DG

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The Bologna Process in a nutshell

DAAD

Deutscher Akademischer Austausch Dienst
German Academic Exchange Service

The Bologna Process in Germany: Development of number of Bachelor and Master courses at German higher education institutions

Term	Total number of courses	Bachelor	Master	Sum	% of total
Winter term 2004/2005	11,097	1,253	1,308	2,561	23.1
Winter term 2006/2006	11,186	2,138	1,659	3,797	33.9
Winter term 2006/2007	11,492	3,075	2,113	5,188	45.1
Winter term 2007/2008*	11,265	4,108	2,778	6,886	61.1

Source: HRK-Hochschulkompass, 09-01-2007 (Winter term 2007/2008)
 * As of the winter term 2007/2008 discontinued courses of study are not taken into account

The Bologna Process in Germany: Development of student numbers taking Bachelor and Master courses:

Students taking Bachelor and Master courses at German higher education institutions

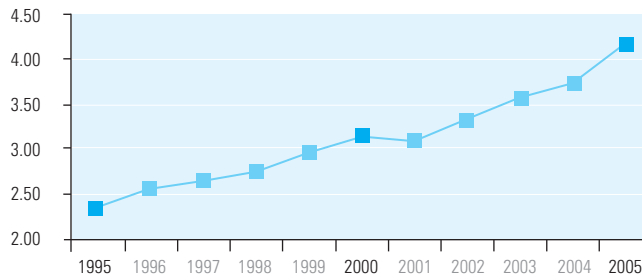
	Total no. of students	Bachelor	Master	Sum	%
1999/2000	1,770,048	4,122	2,580	6,702	0.4
2003/2004	2,019,465	79,985	27,764	107,749	5.3
2004/2005	1,963,108	118,841	35,687	154,528	7.9
2005/2006	1,985,765	202,802	46,233	249,035	12.5
2006/07	1,979,043	329,808	55,659	385,467	19.5

2006/2007	total	Bachelor	Master	Sum	%
Students	1,979,043	329,808	55,659	385,467	19.5
First-year students (1 st ay ¹)	294,946	124,631	6,223	130,854	44.4
First-year students (1 st term of srs ²)	380,105	155,387	19,536	174,923	46.0

¹⁾ academic year - ²⁾ subject related studies

Source: Federal Statistical Office; students in higher education in 2006/2007

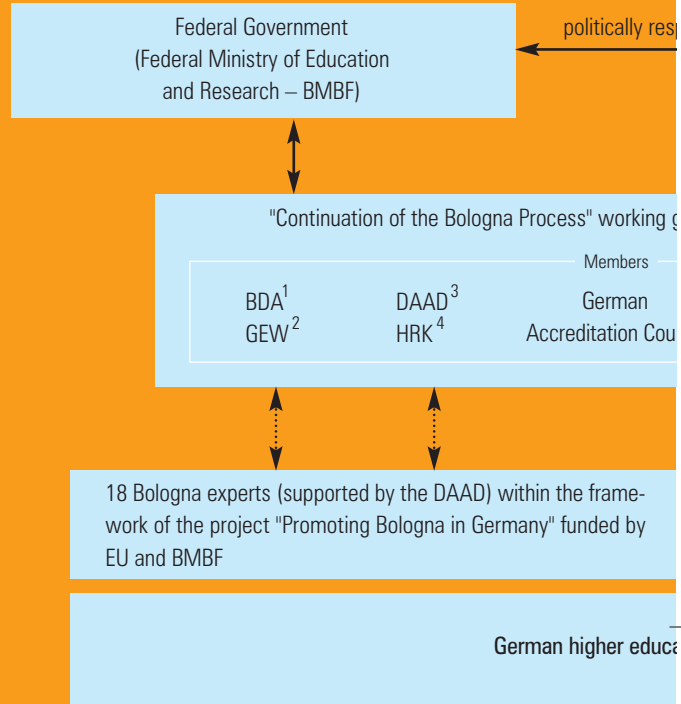
Development of student numbers in Bachelor and Master courses at German higher education institutions



	1995	2000	2005
German students attending German higher education institutions	1,711,434	1,612,311	1,737,749
German students studying abroad	41,800	52,200	75,800

Source: Federal Statistical Office 2007

The Bologna Process



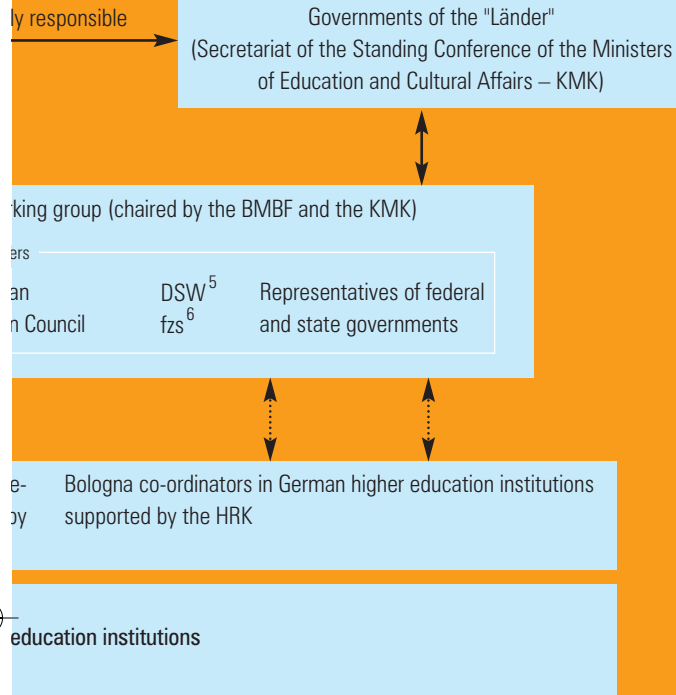
¹ Confederation of German Employers
² German Trade Union for Education and Science

Study-related stays abroad of German students by type of degree; as per based on the year of study 2006/07*

	Students staying abroad		
	total	only once	several times
Total number of students	23	15	8
"Diplom" courses at universities	24	16	8
"Diplom" courses at universities of applied science	21	15	6
"Magister" courses	34	22	12
Bachelor courses at universities	15	11	4
Bachelor courses at universities of applied science	9	6	3
Master courses	30	14	15
State examination courses	23	14	9

*survey among 5,000 students

Process in Germany



³⁾ German Academic Exchange Service
⁴⁾ German Rectors' Conference
⁵⁾ German Students' Union
⁶⁾ National Union of Students

Percentage

	Students not staying abroad		
	total	attempted	never attempted
	77	9	66
	76	8	68
	79	9	70
	56	7	59
	85	9	76
	91	10	81
	70	12	58
	77	9	53

Source: HIS study on International Mobility 2007, ed. by DAAD

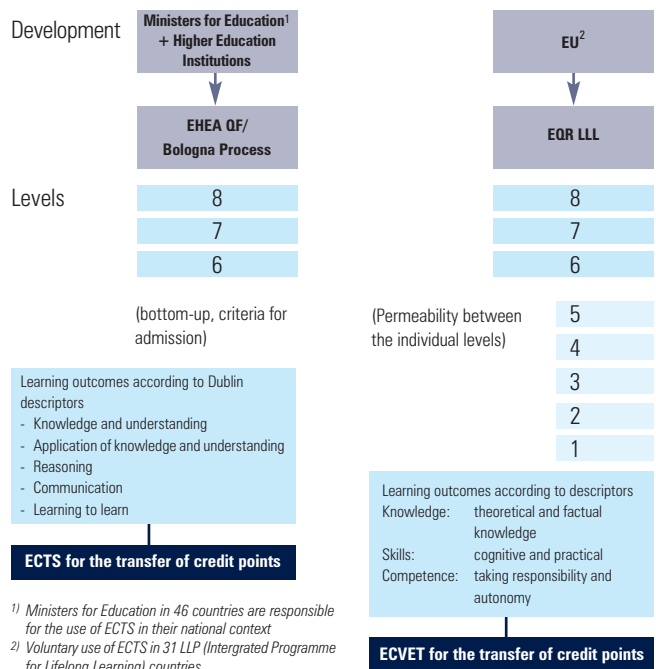
European and national qualifications frameworks

European Qualifications Framework (EQF)

The EQF is a reference framework on the basis of which relationships between the various educational systems across Europe are to be established. It is designed as an instrument to compare and translate the learning outcomes and educational levels of the different national educational systems. The qualifications are described on the basis of the skills achieved irrespective of the methodologies and formal aspects involved. The objective is to foster permeability between and the recognition of qualifications and degrees from different national educational systems by providing transparency. The application of the EQF/NQF is based on the respective learning outcomes (representing a paradigm shift from input orientation to output orientation).

The qualification framework for the European higher education area comprises descriptions of the standards of the three tiers of the tertiary education sector.

In the EQF for lifelong learning (LLL) the four levels (5-8) encompass the three cycles of higher education with level 5 being a short cycle (e.g. the "foundation degrees" in the UK) and level 6 corresponding to the Bachelor's degree.



qualifications framework

National Qualifications Frameworks (NQF)

The number of levels of a national qualifications framework has not to be in exact accordance with the European qualifications framework. The EQF serves merely as a means of translating credits earned and levels achieved in a given national qualifications framework into another.

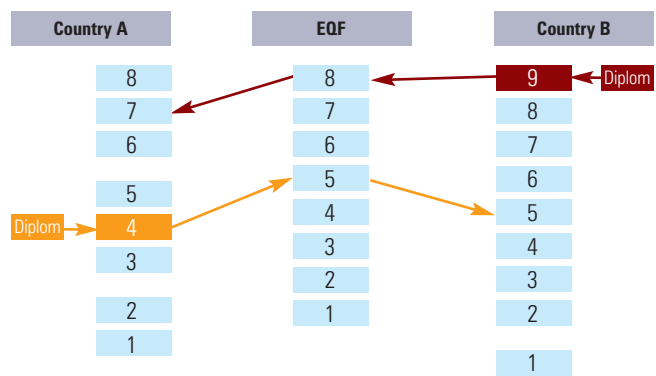
Up to the present time there is a qualification framework in place for German higher education degrees consisting of three levels which correspond to the three cycles of higher education. It was developed through a co-operation between the HRK, KMK and the BMBF and passed by the KMK on 22nd March 2005. The framework defines learning outcomes based on the following descriptors:

Proficiency - instrumental skills - communication skills - systemic skills	Knowledge - knowledge widening - knowledge deepening - knowledge accessing
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The 8-level qualification framework is currently in preparation. It will encompass all sectors of education (vocational and higher education).



Example for the functioning of qualification frameworks:

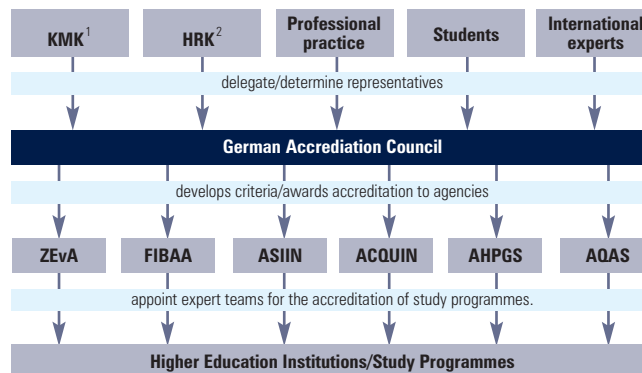


Quality Assurance and Accreditation

Quality Assurance in Germany is the responsibility of the higher education institutions; it is also an integral part of the accreditation. The Accreditation Council, established in 1998, devolved to the "Foundation for the Accreditation of Study Courses in Germany" in 2005. Among its tasks are the accreditation of agencies, the determination of the criteria and codes of practice for accreditation procedures as well as the promotion of international co-operation in the field of accreditation and quality assurance. It is the role of the agencies to accredit new study programmes whilst taking into consideration the common regulations of the German federal states enacted by the KMK according to article 9, paragraph 2 of the HRG (Higher Education Framework Act).

Currently six agencies have been authorised to award the seal of quality of the Accreditation Council to study courses accredited by them, comprising the degrees Bachelor/Bakkalaureus and Master/Magister:

- Agency for Quality Assurance through Accreditation of Study Programmes (AQAS)
- Accreditation Agency for Study Programs in Engineering, Informatics, Natural Sciences and Mathematics (ASIIN)
- Accreditation Agency for Study Programmes in Health and Social Sciences (AHPGS)
- Accreditation, Certification and Quality Assurance Institute (ACQUIN)
- Foundation for International Business Administration Accreditation (FIBAA)
- Central Evaluation and Accreditation Agency (ZEvA)



¹⁾ Standing Conference of the German Ministers for Education and Cultural Affairs

²⁾ German Rectors' Conference

Source: CHE

On the basis of the resolution of the London conference of education ministers, on an international level a European register of quality assurance agencies is to be established that will provide higher education institutions with an international overview of quality assurance institutions which operate according to the European Standards and Guidelines (ESG).