Germany in the EHEA

Berlin, Germany
Bologna Process Implementation
11/6/2018
David Crosier
Report Overview

1) Information from
   Ministries (BFUG),
   Eurostat/national statistics agencies,
   Eurostudent, EUA, ESU, EQAR

2) Broad scope: all EHEA priorities examined in 7 chapters
EHEA today

- 48 countries
- 38 million students: 56% in Russia, Turkey, Germany, France and UK
- 1.2% GDP / public expenditure (average)
  - Germany 1.3%
EHEA based on shared values...

- Easy to claim - but difficult to assess
- Which values? academic freedom, institutional autonomy, and also stakeholder participation, social inclusion
- Germany is, and should continue to be, a moral leader in EHEA eg response to 2015/16 migration; Belarus monitoring (2015 - 18)
- Challenges ahead in identifying issues, responding when violations occur, and deepening shared commitment
Key Commitments:
Not more important than other commitments, but more prioritised at this stage

Structural reforms underpinning EHEA
• 3 cycle degree structure
• Recognition
• Quality Assurance
Key commitments: not yet all green
Degree Structures

• 3 cycle commitments - even when implemented
  -> understandable but not identical degree systems:
    – Significant structural differences
      (1st cycle 180 - 240 ECTS; 2nd cycle 60 - 120 ECTS)
    – And student behaviour:
      <25% of students in 2nd cycle in 12 countries
      >75% of students in 2nd cycle in 8 countries
Observations for Germany

• **Most common structure:**

  - First cycle: **180 ECTS**
  - Second cycle: **120 ECTS**

• **Proportions of students in 3 cycles**

  - First cycle: **60%**
  - Second cycle: **33%**
  - Third cycle: **7%**

  > Ideal Bologna model, with very balanced student distribution

• (Who would have predicted that in 1999?)

• Germany is now a reference country for degree structure reforms

• **BUT short cycle higher education in EHEA remains a challenge for the future**
Quality Assurance

• **Why is it important?**
  
  For EHEA to work, need to be able to trust higher education systems

• **Key conditions for trust:**
  
  Robust internal QA
  Independent external QA systems
  Working in compliance with European Standards and Guidelines
Stage of development of QA system

2016/17 | 2013/14
---|---
24 | 23
10 | 2
3 | 17
11 | 6
2 | 0
1 | 

Legend:
- AD
- LU
- LI
- MT
- VA
Student participation in QA

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Openness to cross-border QA

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Observations for Germany

- Quality assurance has evolved significantly...

- Complex QA system (with decentralised agencies), but ESG followed closely and EQAR registration v high (6 agencies)

- Germany performs extremely well on BPIR indicators,

- Solid basis for all countries to trust the quality of German higher education
Recognition

• Lisbon Recognition Convention principles well embedded in national legislation

• But recognition practice is far from "automatic"
Lisbon Recognition Convention principles in national legislation
System level "automatic" recognition
Observations for Germany

• In general, distinction between recognition and admission appears to be understood

• System geared towards fair and automatic recognition

• But some recognition practices (especially those focusing on differences in length rather than in level of programmes) may not be in the spirit of automatic recognition
Social Dimension

EHEA reality has not changed in recent years:

– Under-representation of students from more "deprived" backgrounds, and greater risk of drop-out
– Gender imbalances in certain disciplines
– Lifelong learning (flexible provision) not a reality
Observations for Germany

• Few students (8%) from "low-educated" parents
  (compared to FR 9%, UK 15%, IT 20%, ES 22%)
• Below EHEA average of women in all 3 cycles
  (1st cycle 48% vs 52%; 2nd cycle 51% vs 58%; 3rd cycle 46% vs 50%)
• Foreign born less likely to participate (as in most countries)
• Few students access higher education via alternative (non standard) routes

-> Challenges ahead for the whole education system…
Student Mobility

- No credit mobility data in report
- Degree mobile students
  - 2.8 % within EHEA - 3.6 % from outside EHEA
- Several countries – very imbalanced mobility flows
Portability of Student Support

Portability of public grants and publicly-subsidised loans, 2016/17

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Observations for Germany

- Germany "sends" many students for degrees abroad (12.3% of the total in the EHEA)
- 3rd largest receiving country after UK and FR (and higher number than FR of students from within EHEA)

-> more outward than incoming degree mobility but no "balance problem"
Looking ahead..

• European cooperation appears to have brought positive change to German higher education

• Germany can inspire and educate other countries

• Some challenges still to tackle – particularly on social dimension
Thank you for your attention
david.crosier@ec.europa.eu
(for copies of the report)
Enjoy the report ☺