



# **20 Years Bologna-Process in Germany - Learnings and Recommendations for the Kurdistan Regions Higher Education System**

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# Facts & Figures: 64 Mrd. Euro Expenses for Higher Education in Germany



# HRK

Die Hochschulrektorenkonferenz (HRK) ist der freiwillige Zusammenschluss der staatlichen und staatlich anerkannten Hochschulen in Deutschland. Sie hat gegenwärtig 268 Mitgliedshochschulen. An ihnen sind rund 91 Prozent aller Studierenden in Deutschland immatrikuliert.

## Hochschulen in Zahlen

### Hochschulen in Deutschland

<b>Hochschulen insgesamt</b>	<b>420</b> <sup>1</sup>
Universitäten	120 <sup>1</sup>
Hochschulen für Angewandte Wissenschaften (HAW)/ Fachhochschulen (FH)	243 <sup>1</sup>
Kunst- und Musikhochschulen	57 <sup>1</sup>

### Hochschulen nach Trägerschaft

staatliche Hochschulen	272 <sup>1</sup>
nicht staatliche, staatlich anerkannte Hochschulen	148 <sup>1</sup>
- davon private	110 <sup>1</sup>
- davon kirchliche	38 <sup>1</sup>

[www.hrk.de](http://www.hrk.de)

2021

### Studium

<b>Studiengänge nach Abschlussart insgesamt</b>	<b>20 593</b> <sup>1</sup>
Diplomabschluss (Uni)	129 <sup>1</sup>
Magisterabschluss	38 <sup>1</sup>
Staatsprüfungen	1 258 <sup>1</sup>
Diplomabschluss (HAW/FH)	92 <sup>1</sup>
Bachelorabschluss	9 243 <sup>1</sup>
Masterabschluss	9 692 <sup>1</sup>
andere Abschlüsse	141 <sup>1</sup>

### Studiengänge nach Hochschulart

Universitäten	12 439 <sup>1</sup>
HAW/FH	6 900 <sup>1</sup>
Kunst- und Musikhochschulen	1 254 <sup>1</sup>

### Studierende

<b>Studierende insgesamt</b>	<b>2,9 Mio.</b> <sup>2</sup>
Frauen	1,47 Mio. <sup>2</sup>
Männer	1,48 Mio. <sup>2</sup>
Anteil ausländischer Studierender	14,1 % <sup>2</sup>

### Studierende nach Hochschulart

Universitäten	1,78 Mio. <sup>2</sup>
HAW/FH	1,13 Mio. <sup>2</sup>
Kunst- und Musikhochschulen	37 491 <sup>2</sup>

### Studienanfänger im Studienjahr insgesamt

<b>Studienanfänger im Studienjahr insgesamt</b>	<b>488 614</b> <sup>2</sup>
Frauen	256 639 <sup>2</sup>
Männer	231 975 <sup>2</sup>
Anfängeranteil an gleichaltriger Bevölkerung	54,8 % <sup>3</sup>

### Absolventen

<b>Absolventen insgesamt</b>	<b>512 285</b> <sup>4</sup>
Frauen	264 648 <sup>4</sup>
Männer	247 637 <sup>4</sup>
Anteil ausländischer Absolventen	11,7 % <sup>4</sup>

### Absolventen nach Abschlussart

<b>Absolventen nach Abschlussart</b>	<b>483 595</b> <sup>4</sup>
Diplomabschluss (Uni) und gleichgestellte Prüfungen	30 862 <sup>4</sup>
Lehramtsprüfungen (inkl. BA- u. MA-Abschlüsse)	46 454 <sup>4</sup>
Diplomabschluss (HAW/FH)	6 764 <sup>4</sup>
Bachelorabschluss	254 142 <sup>4</sup>
Masterabschluss	145 373 <sup>4</sup>

### Promotionen insgesamt

<b>Promotionen insgesamt</b>	<b>28 690</b> <sup>4</sup>
Frauen	13 038 <sup>4</sup>
Männer	15 652 <sup>4</sup>

### Habilitationen insgesamt

<b>Habilitationen insgesamt</b>	<b>1 518</b> <sup>4</sup>
Frauen	484 <sup>4</sup>
Männer	1 034 <sup>4</sup>

### Personal

### Personal der Hochschulen insgesamt

**737 762**<sup>4</sup>

### Wissenschaftliches und künstlerisches Personal zusammen

**406 659**<sup>4</sup>

Personal, hauptberuflich	260 611 <sup>4</sup>
- Professoren	48 547 <sup>4</sup>
- Dozenten und Assistenten	3 929 <sup>4</sup>
- wissenschaftliche und künstlerische Mitarbeiter	197 502 <sup>4</sup>
- Lehrkräfte für besondere Aufgaben	10 633 <sup>4</sup>
Personal, nebenberuflich	146 048 <sup>4</sup>

### Verwaltungs-, technisches und sonstiges Personal zusammen

**331 103**<sup>4</sup>

[https://www.hrk.de/fileadmin/redaktion/hrk/02-Dokumente/02-06-Hochschulsystem/Statistik/2021-09-15\\_ONLINE\\_HRK-](https://www.hrk.de/fileadmin/redaktion/hrk/02-Dokumente/02-06-Hochschulsystem/Statistik/2021-09-15_ONLINE_HRK-)

Statistikfaltblatt\_2021\_-\_final.pdf



# Bologna-Erklärung (1999)

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The **core objectives** of the Declaration are:

- the introduction of tiered courses of study,
- the simplification of the recognition of academic achievements and degrees,
- the introduction of a credit point system ECTS,
- European cooperation in the field of quality assurance,
- the promotion of student and staff mobility, and
- the strengthening of a European dimension in higher education.



# Bologna-Erklärung (2001 und 2003)

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The catalogue of goals was expanded at the follow-up conferences in Prague (2001) and Berlin (2003) to include the following points:

- Lifelong learning,
- Involvement of higher education institutions and students,
- promotion of the further development of quality assurance,
- consideration of the social dimension in the implementation of the Bologna Process,
- increasing the worldwide attractiveness of the European Higher Education Area,
- establishing the European Higher Education Area and the European Research Area as the two pillars of the knowledge society.



# Experiences after 20 Years Bologna in Germany\*

## Area of teaching:

- 1.1 million students were enrolled in the 1999 winter semester, 20 years later the figure was over 2.8 million.
- In 2000 there were 6,800 degree programmes, 20 years later there are more than 19,000.
- Of the more than 19,000 degree programmes, more than 9,000 are Bachelor's programmes and more than 9,580 are Master's programmes, as well as a further 1,579 degree programmes with state (mainly in the fields of medicine, pharmacy or law) or church qualifications, and 156 other degree programmes.
- The 18,704 degree programmes that end with a Bachelor's or Master's degree account for 91.5 % of all degree programmes in Germany, in which around 60 % of students are enrolled.

\*(Source: Die Umsetzung der Ziele des Bologna-Prozesses 2000 – 2020, Nationaler Bericht von Kultusministerkonferenz und Bundesministerium für Bildung und Forschung)



# Experiences after 20 Years Bologna in Germany

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## Structure and conception of study programmes

- Through modularisation, study content and courses were combined into larger, self-contained and examinable content units.
- Modules consist of different courses; their coherence lies in the fact that they impart competences related to each other.
- Each module has a fixed number of credit points, the number of which is based, among other things, on the amount of work and the duration of the module.
- Thus, between 25 and 30 hours of workload are calculated for 1 ECTS.
- 180 ECTS points are required for a Bachelor's degree (4,500 hours workload).
- A Master's degree requires a total of 300 ECTS, after a Bachelor's degree with 180 ECTS, a Master's degree with 120 ECTS and 4 semesters of standard study time is necessary.

# HdWM: B.A. Management in International Business (English)

180 ECTS, 6 Semester



1. Semester	2. Semester	3. Semester	4. Semester	5. Semester	6. Semester
Introduction to International Business (5 ECTS) 4 SWS	International Economics (5 ECTS) 4 SWS	International Marketing (6 ECTS) 4SWS	18-Week Internship (30 ECTS)	Business Across Cultures (6 ECTS) 4 SWS	Innovation & Entrepreneurship in a Global Context (6 ECTS) 4 SWS
Business Economics (5 ECTS) 4 SWS	Financial Accounting (5 ECTS) 4 SWS	Management Accounting (5 ECTS) 4 SWS		International Sales Management (6 ECTS) 4 SWS	Strategic Management & Leadership (6 ECTS) 4 SWS
Principles of Marketing (5 ECTS) 4 SWS	Business Computer Applications (5 ECTS) 4 SWS	Business Process Management (5 ECTS) 4 SWS		Business Ethics & International Corporate Governance (6 ECTS) 4 SWS	Public Speaking & Debating (5 ECTS) 4 SWS
Business Mathematics (5 ECTS) 4 SWS	Human Resource Management (5 ECTS) 4SWS	Applied Business Psychology (6 ECTS) 4 SWS		Digital Business and Analytics in a Global Context (6 ECTS) 4 SWS	Bachelor Dissertation (12 ECTS)
Academic Research Skills (5 ECTS) 4 SWS	Business Statistics (5 ECTS) 4 SWS	Research Methods (5 ECTS) 4 SWS		International Finance (6 ECTS) 4 SWS	Dissertation Colloquium
Business English I (5 ECTS) 4 SWS	Business English II (5 ECTS) 4 SWS			Dissertation Colloquium	
	Presentation Skills (2 ECTS) 2 SWS	Teamworking Skills (2 ECTS) 2 SWS			
<b>30 ECTS</b>	<b>32 ECTS</b>	<b>29 ECTS</b>		<b>30 ECTS</b>	<b>30 ECTS</b>



# Experiences after 20 Years Bologna in Germany

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## Student Mobility

- Incomings: In 2000, 113,000 international students were enrolled at German universities, 6.4 % of all students.
- In 2019, almost 320,000 international students were already enrolled, representing 11% of all students.
- Outgoings: In 2000, 50,000 German students were enrolled at foreign universities, 16,000 of them at European universities funded by the ERASMUS programme.
- In 2017, 140,000 German students at foreign universities, 40,000 of whom were ERASMUS-funded students.
- Currently, 26% of students in higher semesters have completed a stay abroad - the long-term goal is 50%.





# Experiences after 20 Years Bologna in Germany

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## External Quality Assurance

- External quality assurance of study programmes is one of the central elements of the Bologna Process.
- In addition to academics, students, representatives of professional practice and international experts are involved.
- Decisions on the accreditation or re-accreditation of study programmes (programme accreditation), of internal quality management systems at higher education institutions (system accreditation) are made by the Accreditation Council.
- Its decisions are based on reports from accredited agencies.



# ELIAS – Central Database (antrag.akkreditierungsrat.de)

STIFTUNG  
Akkreditierungsrat

Zentrale Datenbank akkreditierter Studiengänge und systemakkreditierter Hochschulen

In der Datenbank des Akkreditierungsrates werden alle Studiengänge und Hochschulen veröffentlicht, die nach erfolgter Akkreditierung das Siegel des Akkreditierungsrates tragen.

akkreditierte Studiengänge    systemakkreditierte Hochschulen

Studiengang

Abschlussgrad

Name der Hochschule

Suche

- accadis Hochschule Bad Homburg
- Adam-Ries-Fachhochschule
- Akademie der Bildenden Künste München
- Akademie der Bildenden Künste Nürnberg
- Akademie der Polizei Hamburg
- Akademie für Darstellende Kunst Baden-Württemberg
- Akademie für Tonkunst Darmstadt
- AKAD Hochschule Leipzig - staatlich anerkannt
- AKAD Hochschule Pinneberg -staatlich anerkannte Fachhochschu
- AKAD Hochschule Stuttgart - staatlich anerkannt

# Hochschulkompass – Central Database (www.hochschulkompass.de)



HRK

DE ▾

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💡 Studium-Interessentest



Studienplatzbörse

Studium

Hochschulen

Promotion

Über uns

Mein Hochschulkompass

Studiengänge

Hochschulen

Promotionen

Suche nach Studiengang, Fachgebiet, Schwerpunkt...

21.433 TREFFER ANZEIGEN

Zulassungsmodus ▾

Abschluss ▾

Studienform ▾

4.007 TREFFER IN DER BÖRSE





# Learnings in Germany

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- People talk about the quality of studies and teaching today.
- Greater transparency about study programmes through central databases and the obligation to publish accreditation reports.
- Relevant stakeholders are actively involved in the further development of study programmes.
- Change of paradigm from expert-driven to student-centred education.
- The diversity of study programmes is more responsive to individual study interests.
- Study programmes better reflect the necessary skills of the labour market (employability).
- More international mobility of students and scholars, which in turn is the basis for trust, cooperation and peace in the world.

# Opportunities for Higher Education System in Kurdistan Region



- Opportunity to achieve high quality in the education system and in study programmes.
- Enables the comparability of educational qualifications, more student mobility, partnerships with universities abroad and even double degree agreements.
- The higher education system of the Kurdistan region becomes internationally comparable and internationally recognised.
- The higher education system will become more attractive to both domestic and foreign students, and more foreign students will choose to study in the Kurdistan region, provided there are no language barriers.
- Better education is the prerequisite for research and innovation, for prosperity and positive social development.

# Recommendations for Bologna-Process in Kurdistan Region



- Not only copy – build your own system
- The ECTS or ESG Guidelines are the bible, but you can write your own bible
- Develop a quality assurance system that understands quality as a continuous improvement process
- Take a step-by-step approach and involve the relevant stakeholders in the development process
- Think about what your society need (e.g. welfare, innovation, academic freedom) and define the basic values for your higher education system