



The social dimension of the european higher education area and world-wide competition

Social dimension and institutional
international policies

Bologna-Process: Berlin to Bergen

- Aims till 2005:
 - Reform of the study structures: introduce the Bachelor / Master
 - Recognition of degrees
 - Add the Diploma Supplement
 - modules
 - ECTS
 - Quality standards
- Berlin special:
 - Focus on the Social and cultural dimension
- Last but not least: Increase mobility

Mobility depends on different aspects

- Compatibility of degree courses
- Financing system
- Social and regional origin
- Social and cultural framework of higher education

Issues of the bologna process at moment

- Recognition of degrees, studies and qualification not sufficient
- Implementation ECTS not standardized
- Academic year differs (semester – trimester)
- International orientation of study courses in the beginning
- national compatibility in the beginning

Financing system

- different systems of grants and loans in the european higher education area:
 - Nordic States: grants independent from the parents income
 - Germany, Austria: grants depend on the parents income
 - Eastern states without grants
- different system of tuition fees
- different income tax
- different possibilities of portability
- different employment allowances
- States with/without tuition fees

Social and regional origine

(Source: Social Survey on the economic and social conditions of student life)

- National mobility:
 - universities: higher social origine
 - universities of applied sciences: lower social origine and students from the region
- International mobility:
 - Correlation between choice course of study, social origine and international mobility (38% high – 20% low)
 - Even success of national intervention: law on support for education and training increases mobility of german students
- Incoming students:
 - national labour market situation promotes mobility

Study stays abroad

- slight increase from 29% (2000) to 30% (2003)
- 15% in the advanced semesters were enrolled at foreign universities for the purpose of completing a study section (2000: 13%);

Social and cultural framework

- Supports incoming students
- Avoids dropping out
- Social infrastructure should follow demand
 - Accomodation
 - Study orientation
 - (inter-)cultural offers
 - Language courses
 - Employment offers
 - Contacts with national students

Social dimension and institutional international policies

Aims:

- Participation for all students - avoid social exclusion
- Promote the west – east transfer
- No oneway mobility

Social dimension and institutional international policies

Needs:

- compability of study courses – transparency for students an employers
- harmonize financing systems
- realize the social and cultural dimension
 - establish a social and economic framework of accomodation, study orientation, cultural offers etc. to enable mobility
- Lisboa strategie:
 - Involve the higher education area in the reform of the structural funds
 - Exchange programs are not sufficient

Thanks for your attention!