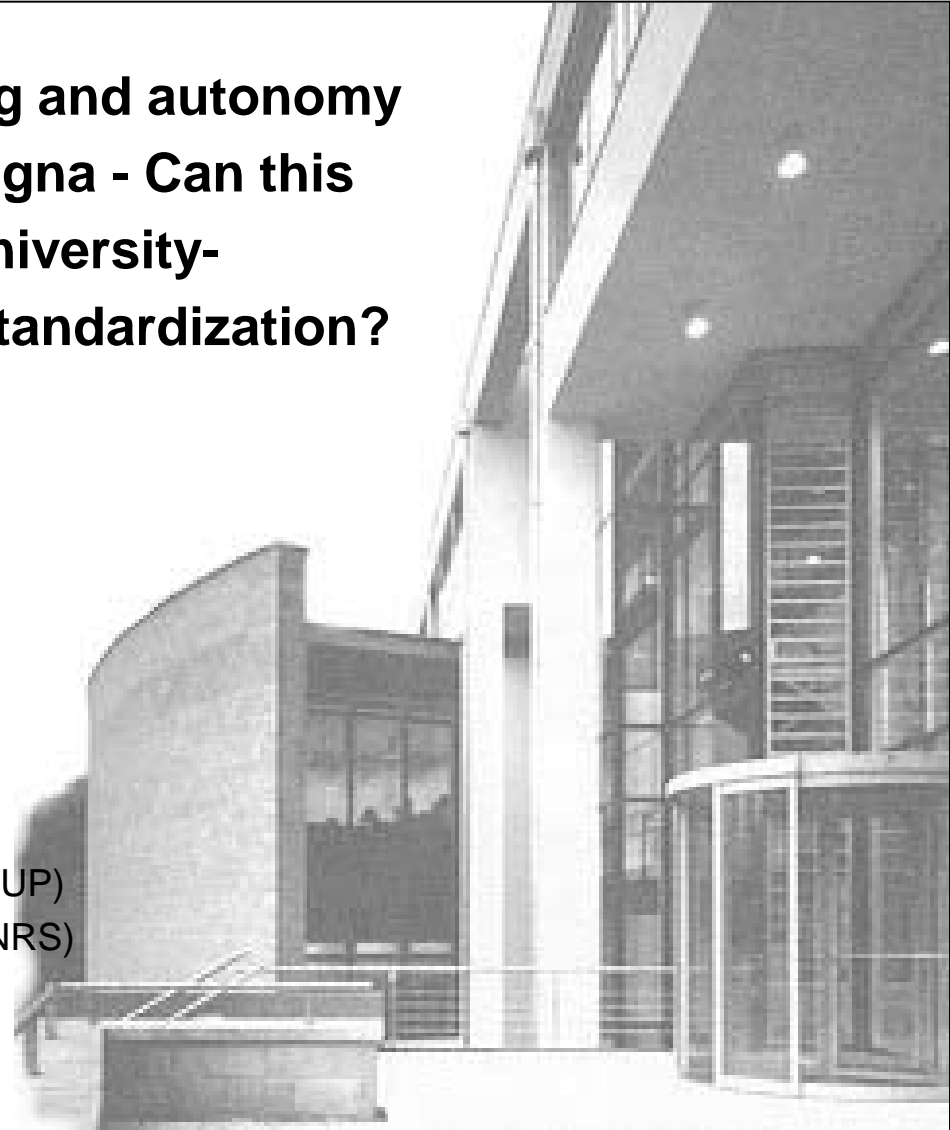


Higher education between steering and autonomy in Germany and Europe after Bologna - Can this state-state, state-university and university- individual problem be solved by standardization?

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3rd RESUP Conference, Paris
Réseau d'Etude sur l'Enseignement Supérieur (RESUP)
Centre for Organization Sociology (Sciences Po / CNRS)
„Reforming higher education and research”
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1. INTRODUCTION
2. STATUS QUO IN GERMAN HIGHER EDUCATION
3. UNIVERSITY SURVEY IN GERMANY
4. STANDARDS AND CONFLICTS
5. OUTLOOK

- Most HE reform processes are **standardization** processes (e.g. Bologna, EQF, excellence and profiling initiatives).
- Increasingly **conflicts** arise located at state-state, state-university and university-individual system borders:
 - *State-state*: In Germany co-ordination problems due to federal structures (e.g. excellence initiative, „Juniorprofessur“).
 - *State-university*: HE funding as a main area of conflict (e.g. UK protests, in Germany „battle“ against the closure Univ. of Lübeck).
 - *University-individual*: Student protests in Germany regarding bachelor programs (exams) and master programs (access).

(a) Changing environment:

„Market forces in higher education are not only relevant to students; they also operate in institutional competition for staff, for research contracts, for special initiative funds, for commercial contracts, for government investment. In general, the more institutions are **exposed to market opportunities and market risks**, the more they need the **autonomy to respond in a strategic manner.**“ (OECD (2004), p. 22)

From institutional risks also individual and system risks arise leading to conflicts for example around „failing“ institutions

(b) New institutional consequences in Germany, in the state NRW since 2007:

„Was wäre, wenn eine Hochschule **insolvent** würde und deshalb aufgelöst und nicht weiter fortgesetzt würde? In diesem Falle würden die Beamtinnen und Beamten der Hochschule in den Dienst des Landes übergehen.“ (MIWFT NRW (2007))

Source: (a) OECD (Hrsg.) (2004): On the Edge: Securing a Sustainable Future for Higher Education, Paris.

(b) MIWFT NRW (2007): Fragen zum Hochschulfreiheitsgesetz, retrieved from www.innovation.nrw.de.

2. Status Quo in German HE

- Increasing student numbers in German higher education:

Winter Semester	Total Student Number at ...							
	Universities		Art Colleges		Universities of Applied Sciences			
	Total	Female	Total	Female	Total	Female	Total	Female
1990/1991	1 712 608	665 881	1 193 075	504 127	28 360	14 494	331 496	90 198
1995/1996	1 857 906	774 633	1 233 466	560 690	29 150	15 486	398 840	122 619
2000/2001	1 799 338	829 201	1 171 600	582 073	30 159	17 020	425 585	156 729
2001/2002	1 868 666	873 230	1 210 162	609 686	30 444	17 347	453 297	169 503
2002/2003	1 939 233	918 624	1 391 363	701 091	31 325	17 993	479 720	180 750
2003/2004	2 019 831	958 679	1 412 531	728 157	31 211	17 835	500 183	192 075
2004/2005	1 963 598	937 127	1 372 531	704 788	30 960	17 711	480 808	196 531
2005/2006	1 986 106	948 818	1 386 784	715 039	31 593	18 088	535 127	199 499
2006/2007	1 979 445	946 600	1 377 444	712 472	31 100	17 835	541 924	202 075
2007/2008	1 941 763	926 854	1 338 556	691 313	30 519	17 636	546 013	204 531
2008/2009	2 025 742	967 747	1 365 927	705 258	31 565	18 154	600 568	230 612
2009/2010	2 121 190	1 014 731	1 416 379	731 581	32 237	18 521	644 778	250 990

24%

52%

95%

178%

2. Status Quo in German HE

- Increasing budgets in German higher education, mainly for research:

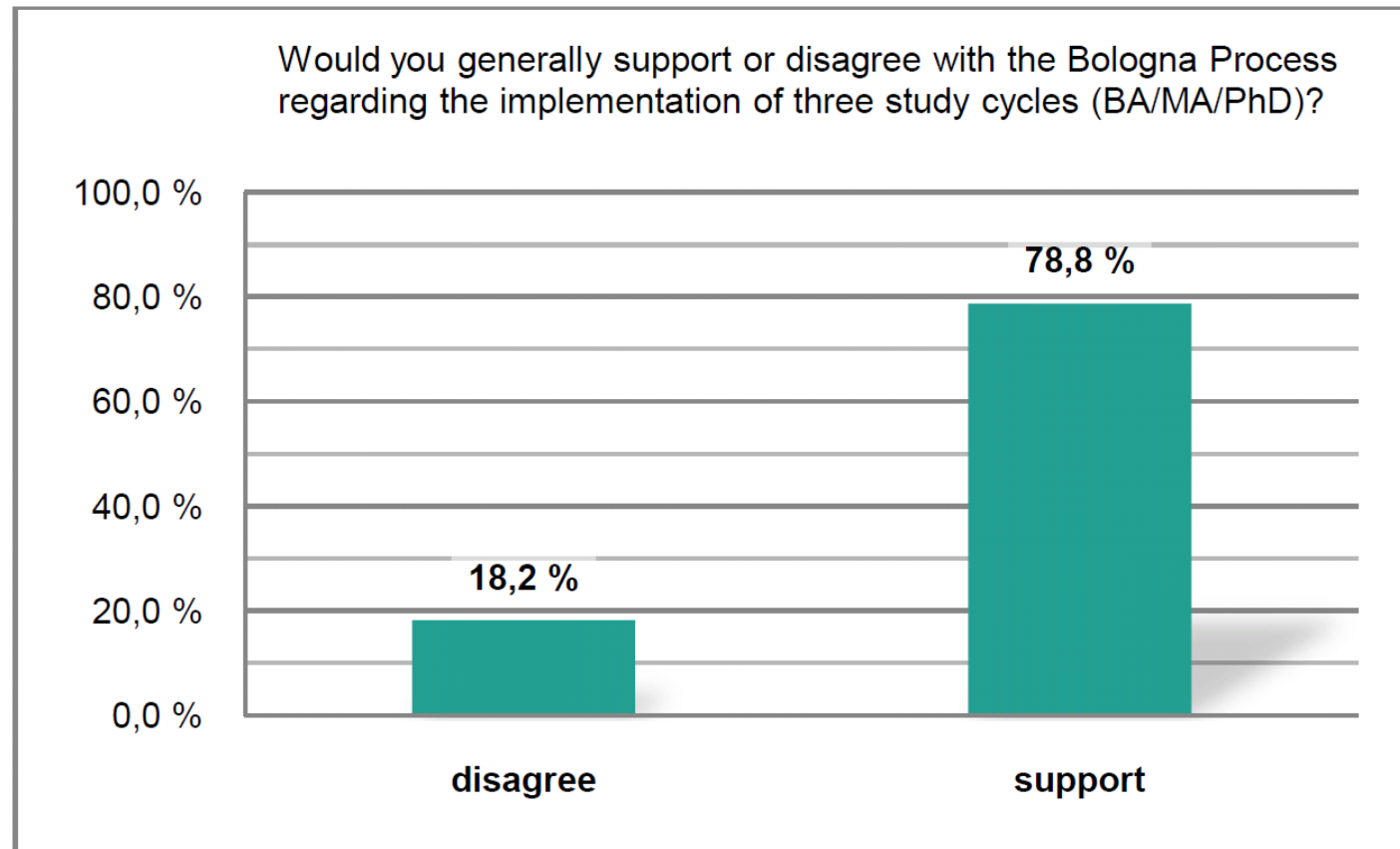
Government Budgets for Higher Education in Germany in 1,000 €	1995	2001	2002	2003	2004	2006	2007	2008	2009	
11%					47%				13%	
Federal Level (FRG)	1,770,202	2,079,577	2,128,165	2,133,565	1,827,131	1,843,472	1,892,899	2,128,127	2,411,664	2,600,389
State Level										
Baden-Württemberg	1,924,370	2,171,359	2,489,641	2,140,332	2,162,278	2,205,640	2,465,997	2,117,663	2,334,781	2,586,486
Bayern	2,079,068	2,237,394	2,152,584	2,351,288	2,307,515	2,233,960	2,277,959	2,316,992	2,293,392	2,455,113
Berlin	1,445,809	1,211,626	1,175,008	1,186,685	1,154,118	1,172,192	1,136,021	1,106,379	1,247,063	1,241,496
Brandenburg	228,894	225,288	243,224	243,166	249,938	237,004	248,942	247,976	268,210	296,520
Bremen	158,246	218,430	270,833	222,806	237,954	213,634	214,937	221,222	197,233	202,614
Hamburg	496,919	526,077	560,501	563,955	572,064	591,021	596,586	621,302	624,846	601,287
Hessen	1,083,954	1,210,881	1,228,124	1,266,279	1,206,132	1,325,304	1,481,599	1,453,557	1,569,854	1,690,249
Mecklenburg-Vorpommern	278,716	293,090	316,692	315,123	272,364	258,006	351,773	330,655	337,128	366,006
Niedersachsen	1,159,572	1,681,697	1,645,185	1,555,364	1,597,061	1,537,623	1,472,691	1,533,515	1,640,266	1,667,238
Nordrhein-Westfalen	2,789,821	3,122,278	3,687,214	3,808,127	3,682,307	3,767,307	4,079,974	3,905,621	3,995,951	4,185,059
Rheinland-Pfalz	513,299	590,206	547,765	572,960	533,026	575,809	625,417	773,866	721,539	742,064
Saarland	188,949	190,708	201,082	221,659	215,128	227,327	224,581	214,150	229,021	212,038
Sachsen	812,125	791,956	789,877	827,519	791,633	888,276	947,750	977,938	996,430	1,095,013
Sachsen-Anhalt	430,797	478,295	490,604	519,236	458,113	479,410	483,121	492,813	493,591	459,103
Schleswig-Holstein	421,117	408,558	416,839	424,164	418,118	418,118	427,438	425,483	414,552	435,400
Thüringen	446,080	441,939	435,647	456,740	441,939	441,939	445,827	436,739	542,702	486,422
25%										
Total Germany	16,227,940	17,242,563	17,879,361	18,778,985	18,808,968	18,132,400	18,416,579	19,373,512	19,303,998	20,318,222

2. Status Quo in German HE

- **General trends** according to European and international HE:
Bologna, EQF, excellence and profiling.
- **Problem and conflict areas** encompass:
 - *Access master study programs*
 - *PhD structure and institutions (non-university)*
 - *HE finance (federal vs. state)*
 - *Study fees (esp. in continuing education)*
 - *Increasing teaching demand / load (dual programs with vocational education, increasing student numbers)*

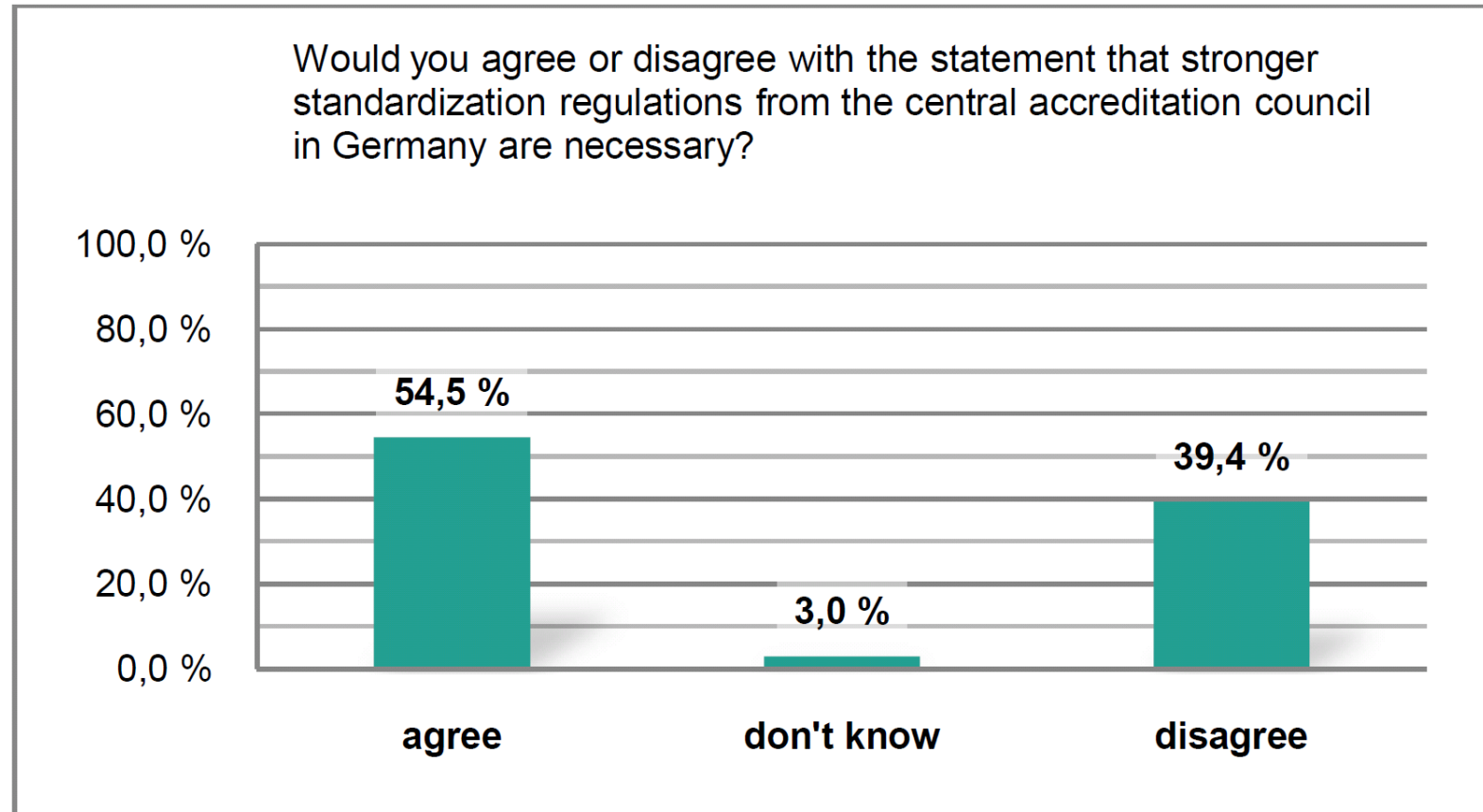
3. HE Survey „Standards“

- Survey addressing 230 universities (business administration) in Germany (August-December 2010) with 54 responses, 33 usable.



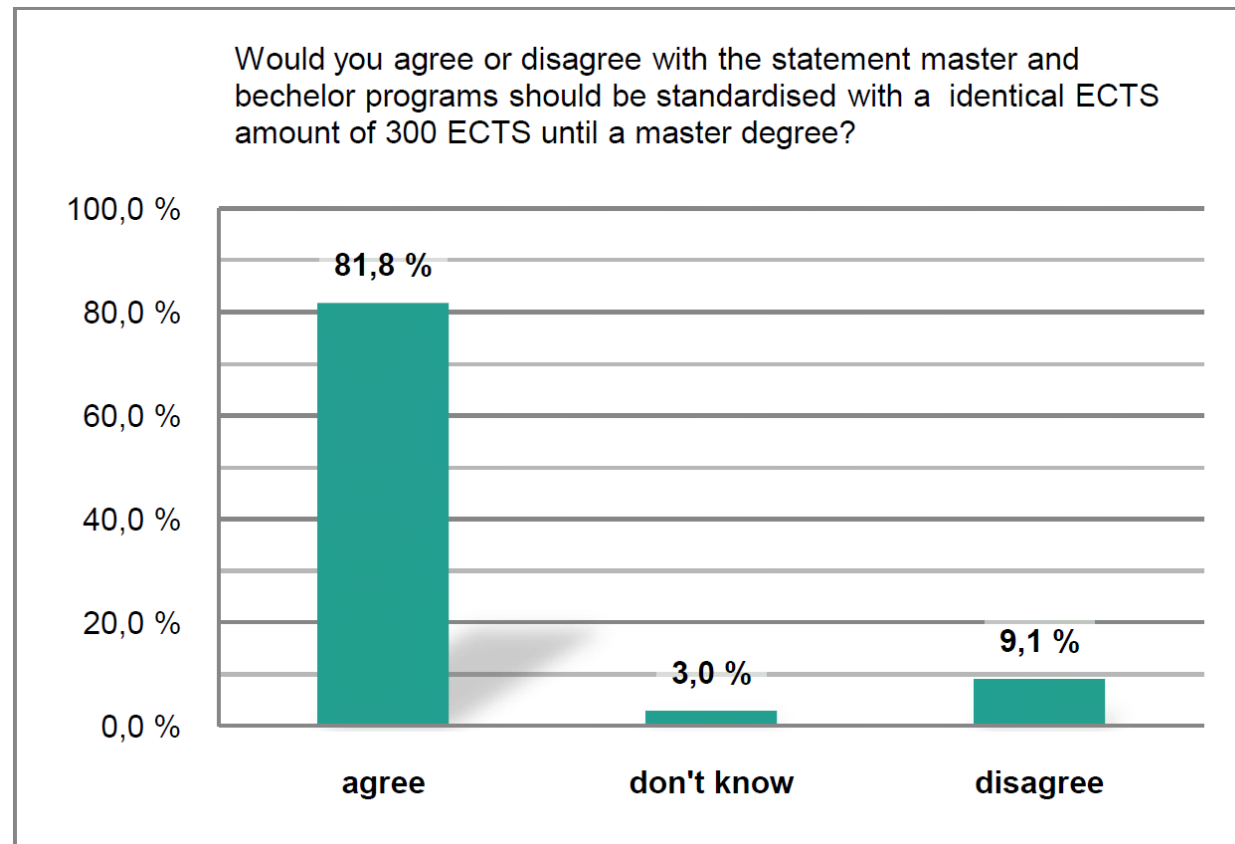
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- Universities demanding further detailed standards on an institutional level e.g. ECTS levels.



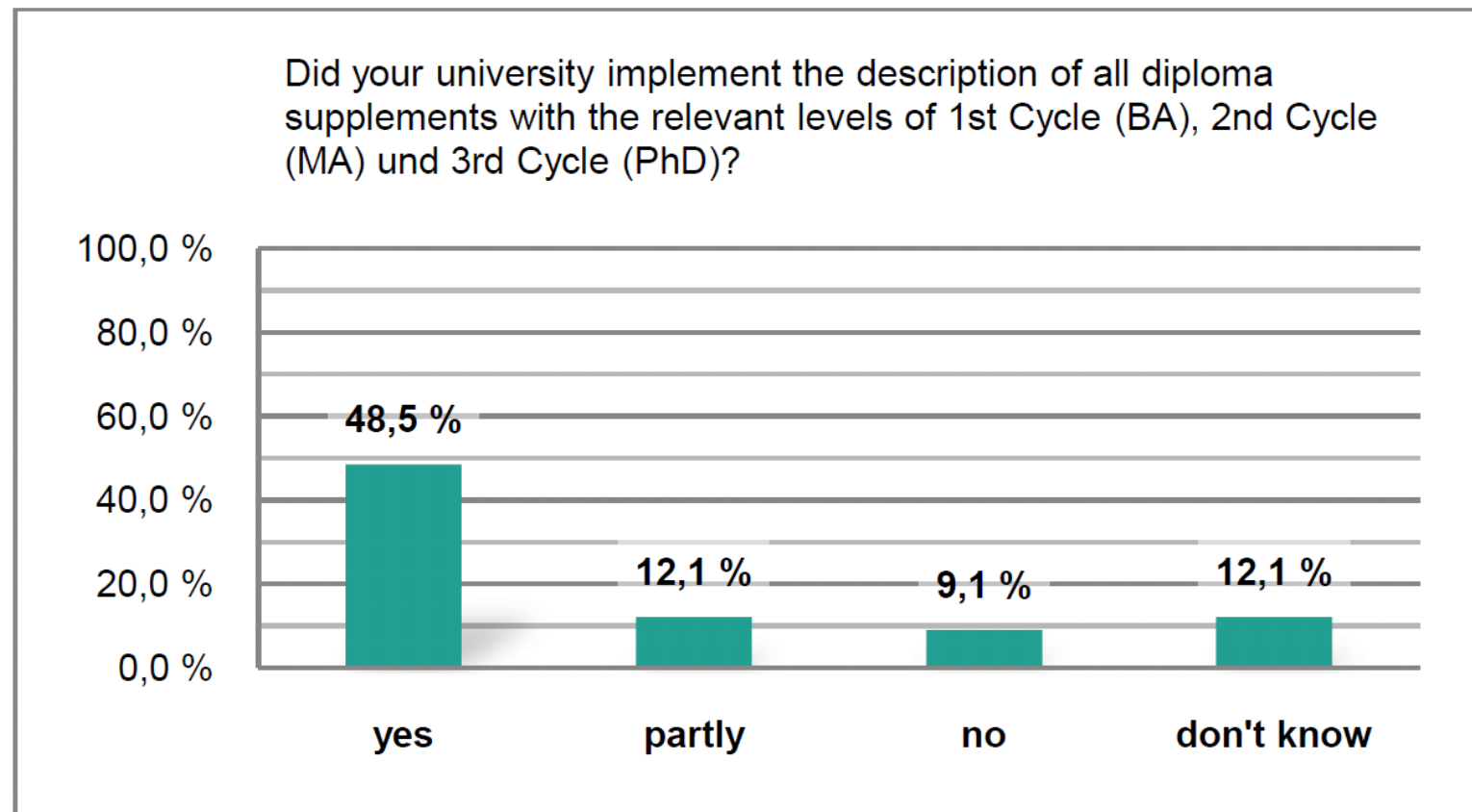
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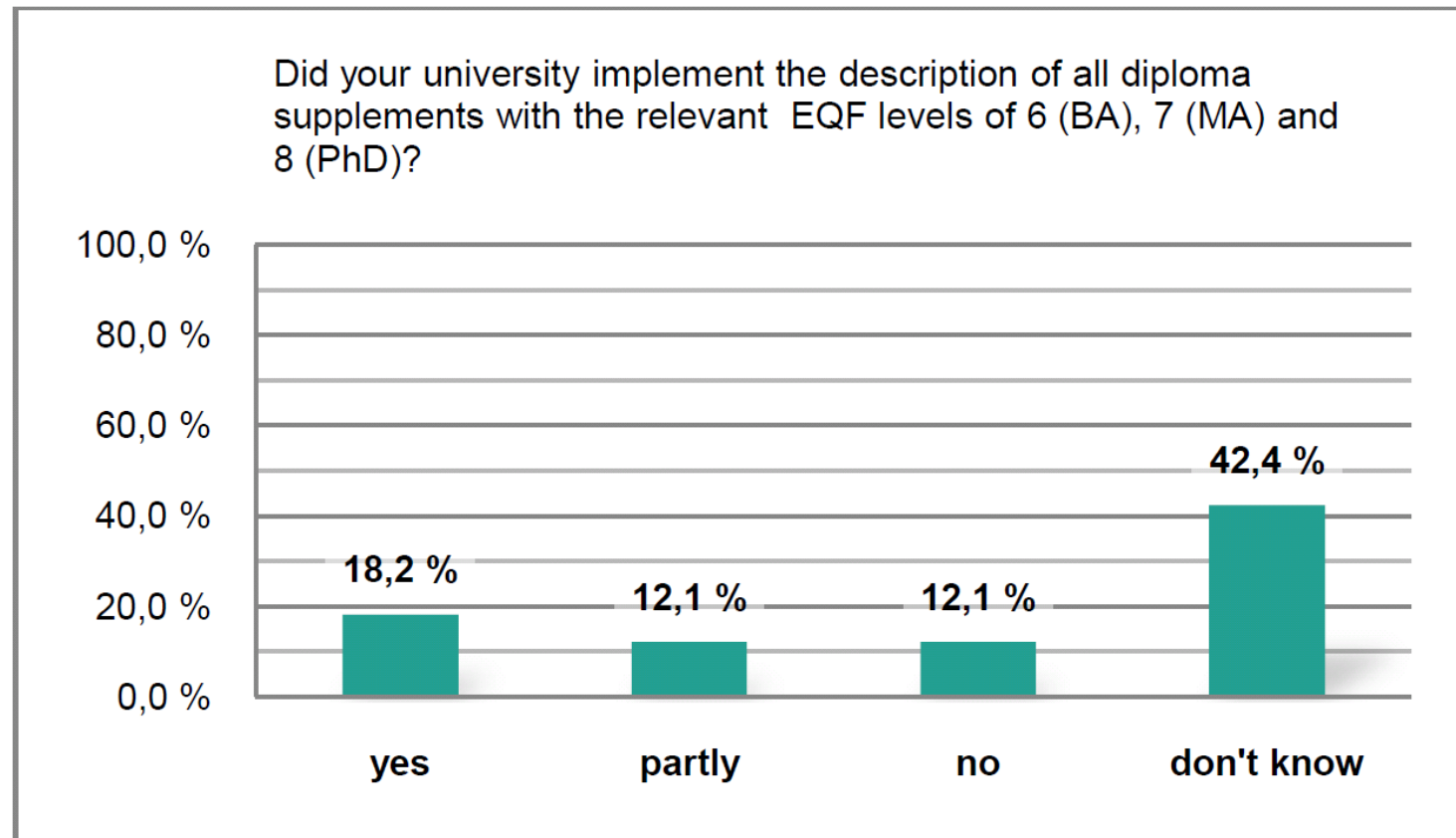
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- Most universities already discerned their diploma supplements with the relevant cycle levels.

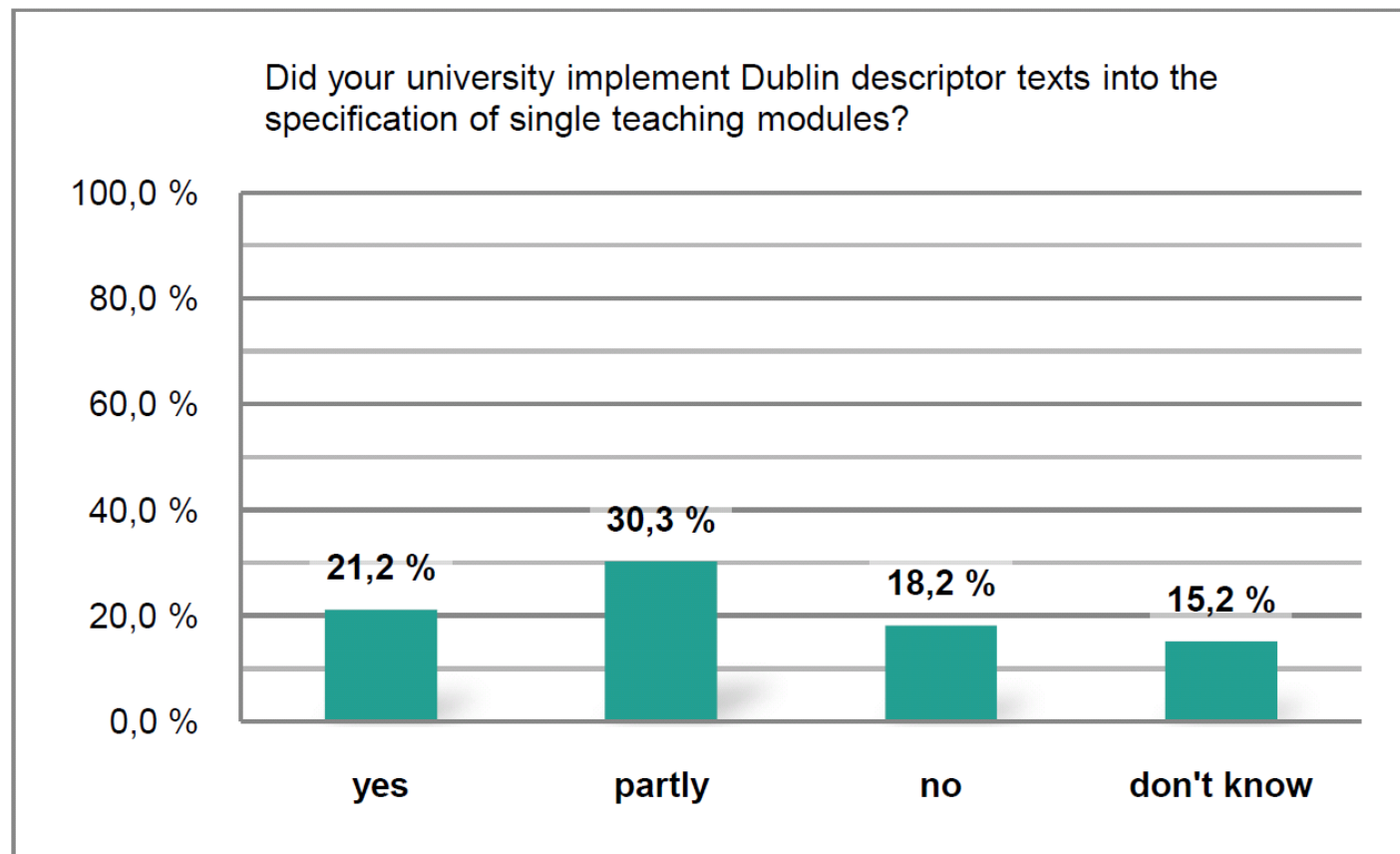


3. HE Survey „Standards“

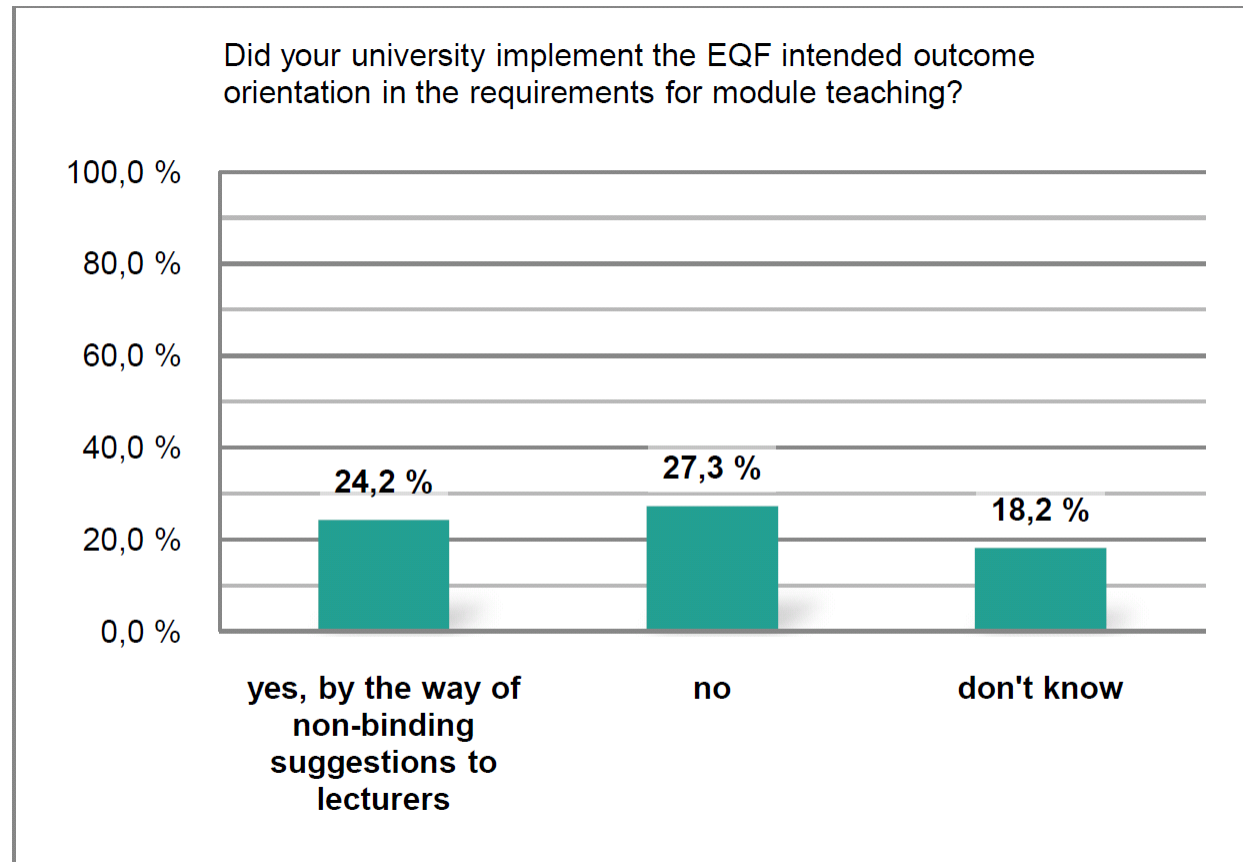
- But EQF level descriptions are still far away from being a common standard in diploma supplements at universities.



- On the module level standards implementation as e.g. the Dublin descriptors are still scarce.

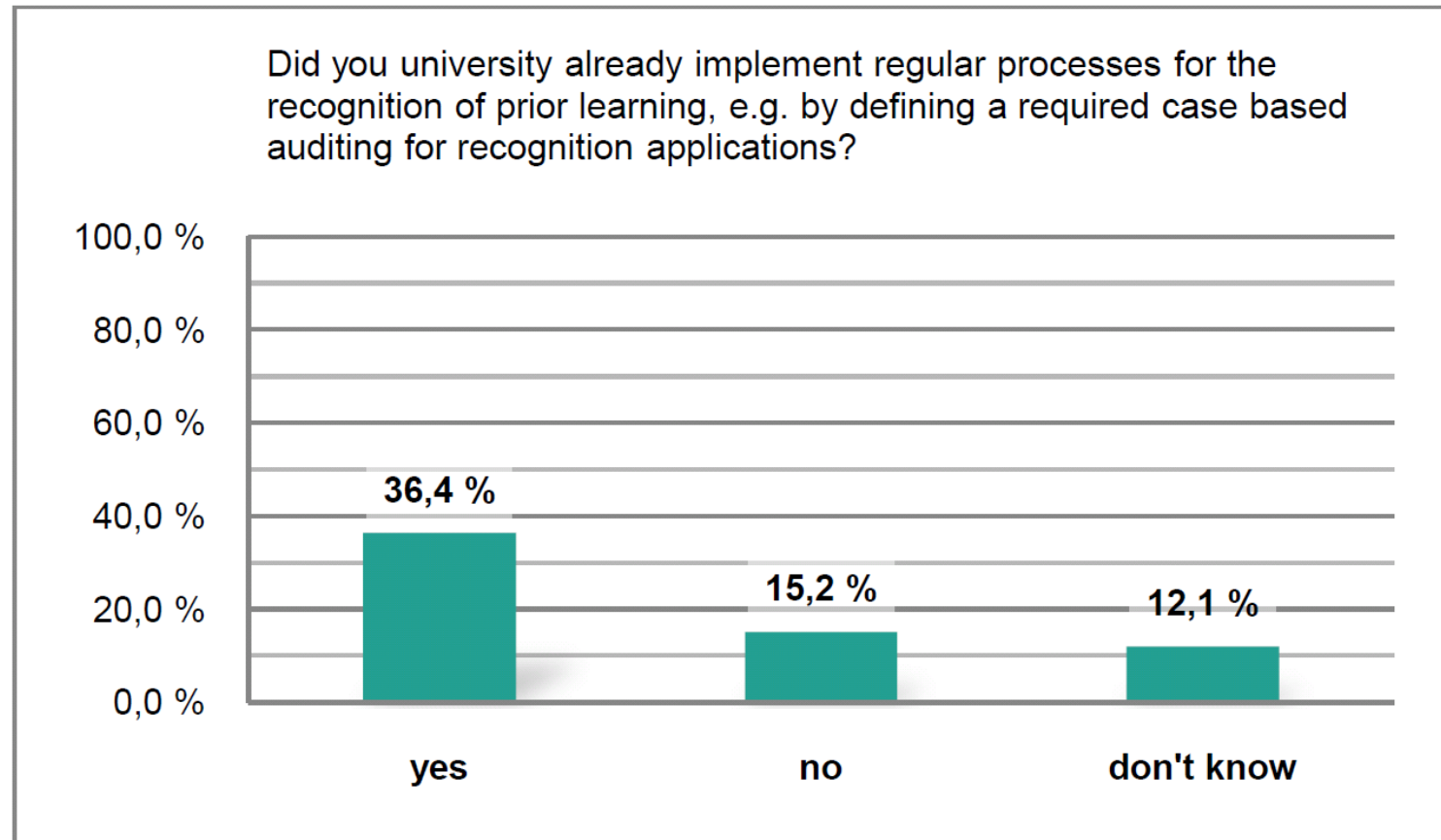


- The EQF principle of outcome orientation is hard to transfer to day-to-day classroom teaching.



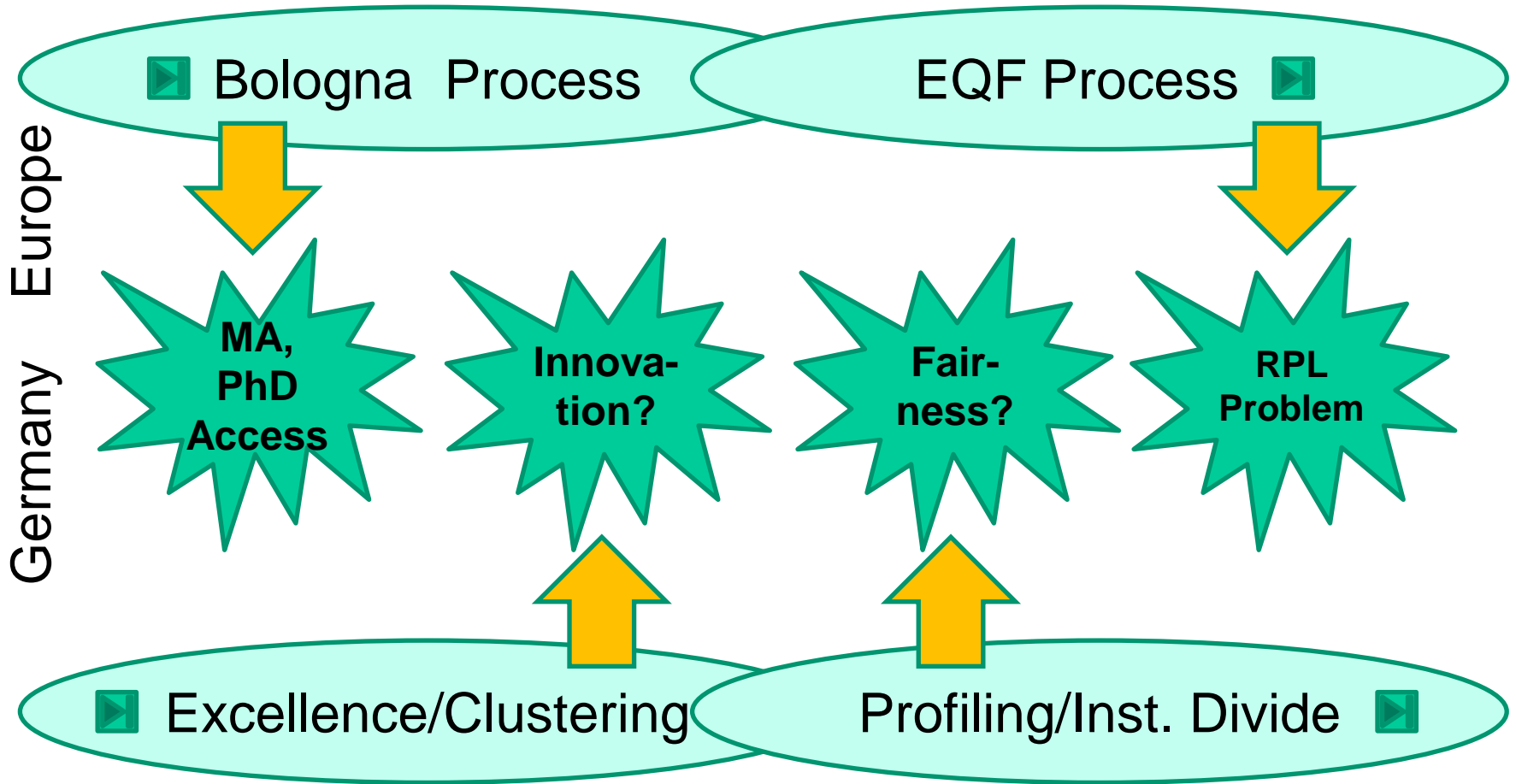
3. HE Survey „Standards“

- Recognition of prior learning is an important topic but only one third of all universities has standardized processes therein.



4. Standards and Conflicts

- Specific **conflict mitigation and transfer** of HE standardization reforms:



- Standards seem to have **conflict reduction potential**, especially at system borders (e.g. between countries, universities, education sectors)
- But standards also seem to incorporate a **multi-layered structure, transferring conflicts** from higher (e.g. system) levels to lower levels (e.g. institutional or individual)
- Further research is needed in order to tackle the specific area of **conflict analysis and conflict management** in national and internationale higher education
- HE politics: awareness & budgets for detail implementation

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in Germany and Europe after Bologna - Can this
state-state, state-university and university-
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Thank you for your attention.

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