

# The Bologna Process

## Converging the legal rule in the European Higher Education Area

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### EXPERT WORKSHOP

On the legal rule in the EHEA and the Bologna process

**THE BOLOGNA PROCESS:  
- CONVERGING THE LEGAL RULE IN  
THE EUROPEAN HIGHER EDUCATION AREA -<sup>1</sup>**

ELA Expert workshop 26-27 April 2009  
- Not for quotation-

**Introduction**

After the Prussian defeat against Napoléon in 1806 Friedrich Wilhelm III said: *Der Staat muß durch geistige Kräfte ersetzen, was er an physischen verloren hat.*<sup>2</sup>

The French minister of education, Savary noted in his proposal for a legislative reform of higher education, presented to the Assemblée National in 1818 the following: *Il est normal de commencer le chantier par l'enseignement supérieur. Il n'est pas le toit mais constitue bien plutôt les fondations du système éducatif. Il s'agit de former les maîtres, les cadres et les techniciens dont le pays a besoin.*<sup>3</sup>

Both quotations make it clear that higher education is of national importance. Education in general is of the utmost importance for the nation state.<sup>4</sup> Nation states were jealous about keeping their sovereignty in educational matters. This is very well illustrated in article 149 of the European Community Treaty. Therefore, the Bologna Process is more than an important development in European history; it is a political miracle in the making. Since the start of the process in 1999, 46 states joined an endeavour to converge their higher education systems within a single comprehensive and compatible framework. This has consequences for the

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<sup>1</sup> This preliminary report is written by Anne van Wageningen, Universiteit van Amsterdam (Netherlands) and is based on the answers and information provided by Jan De Groof (College of Europe, Tilburg University), Gracienne Lauwers (Antwerp University), Pamela Kerkhove (KATHO - Belgium), Toon Boon (Katholieke Universiteit Leuven - Belgium), Paul Zoontjens (Tilburg University - Netherlands), Hildegard Schneider (Maastricht University - Netherlands), Roland Winkler (Salzburg University - Austria), Peter Baldwinson (Department for Innovation, Universities and Skills - UK), Sille Uusna (Estonian Ministry of Education and Research - Estonia), Anne Grøholt (Ministry of Education and Research - Norway), Jiri Nantl (Masaryk University - Czech Republic), Luka Juros (Ministry of Science, Education and Sports - Croatia), Germain Dondelinger (Ministère de la Culture de l'Enseignement Supérieur et de la Recherche - Luxembourg), Ingo Richter (University of Tübingen - Germany), Nikoleta Mita (Tirana University - Albania), André Legrand (Université Paris X Nanterre - France), Eduardo Pinto (Lisbon University - Portugal), Kamilla Guseynova (Peoples' Friendship University of Russia – Russian Federation), Lilit Sedrakyan (National information center for academic recognition and mobility - Armenia), Cynthia Curt (Romania), Peter Baldwinson (UK- Department for Innovation, Universities and Skills). During 2009, other signatory states are invited to send the answers to the questionnaire and be included in the final report which will be presented at a public conference at the end of 2009.

<sup>2</sup> Quoted by Werner Thieme, in: *Deutsches Hochschulrecht*, 1986, Köln: Carl Heymanns Verlag, p. 29.

<sup>3</sup> Assemblée nationale, septième législature, rapport n°1509, tome 1, p. 9.

<sup>4</sup> Van Wageningen, 2003.

legal rules, organisational structures and accountability rules concerning higher education. Every two years the ministers responsible for higher education convene to take stock of the developments, to discuss results, and to agree on further action to take for building the European Higher Education Area. The last week of April, 2009 the next meeting will be held in Leuven, Belgium. This offers the possibility to have another stock taking from European legal experts. This report offers the first results of an independent stock taking on the basis of a questionnaire. By 18 April 2009, the questionnaire was already answered by experts from 13 countries: Armenia, Austria, Belgium, Croatia, the Czech Republic, Estonia, France, Germany, Netherlands, Norway, Portugal, Romania, and the UK. These states represent a good sample of Europe.

First, an outline of the comparative framework is presented. Then, per topic an analysis of the answers is given. To conclude some further questions will be formulated to ease the expert discussions.

### **Introduction to the comparative framework**

This study addresses the legal changes due to the Bologna Process of converging towards one European Higher Education Area. The Bologna process is based on the Bologna declaration which formulated six goals to achieve. After the Bologna Declaration another 5 goals were introduced in the Bologna Process. Each adherent state engaged itself to attain these goals. In order to make it possible to compare the different results of implementation of the defined Bologna goals, questions were linked to the different goals. The questionnaire is included in the annex.

The following 11 Bologna goals can be identified:

1. easily readable and comparable degrees;
2. two main cycles;
3. a credit system;
4. promotion of mobility;
5. European cooperation in quality assurance;
6. European dimensions in higher education;
7. Lifelong learning;
8. higher education institutions and students;
9. promoting the attractiveness of the EHEA;
10. the connection between the EHEA and the European Research Area;
11. the social dimension.

The questions are deliberately descriptive of nature and closely connected to the 11 identified Bologna goals. This approach should make it already possible to identify similarities and differences at a very superficial level. The Bologna Process gives a lot of discretion to adherent states to change their national laws and bylaws, mainly due to the intergovernmental character of the engagements.

The survey of higher education in the thirteen states is introduced with a general overview of the national system of higher education.

### **General impression of higher education in Europe**

Most states have organised their system of higher education in a centralised manner. In general, there is one law regulation the HEI. The exceptions are the Federal Republic of Germany which leaves it to the 16 states to regulate the main of higher education, Belgium, and the UK which leaves it to the HEI. Surprisingly the Federal Republic of Austria did choose for a federal regulation. In some cases the financial regulations concerning students are in separate laws. It seems that all state laws include the possibility of bylaws stemming from either the governments or the HEI.

Almost every state differentiates between universities and other HEI. Both have the task to train students, but only the university has a research task as well. There are two exceptions. Romania has only universities with a dual task of education and research, and the UK leaves it to the HEI to decide what tasks they want to perform.

Most HEI have autonomy. This autonomy includes a variety of elements such as fixing the curricula, budget autonomy, and the organisation of daily functioning. Noteworthy is that this autonomy in general is given to universities but often it is not to other HEI, such as polytechnics or professional universities. Though most HEI have some sort of autonomy, the competencies and the degree of this decision-making authority differs.

A lot of variation rules the nomination of professors. In some states professors are only nominated till retirement, after a few contracts of limited duration. In other states professors are only nominated after a successful ending of their probation time. In some states every member of faculty, professor, associate professors or assistant professors can enjoy job security till retirement.

Academic freedom is guaranteed, but in nearly half of the cases it is guaranteed within and against the HEI, not against everyone. This gives food for thought, because in almost every case HEI are mostly dependent on the state funding to function.

Students can freely choose their study, but admittance rules vary. Two major patterns are discernable. The first is that secondary school diplomas suffice; the second is that HEI have the right or even obligation to let students pass admittance exams and/ or interviews. In all states a system of *numerus fixus* is instituted. This system generally is used for specific courses. It is not needed in those states in which the HEI decided themselves on admittance of students. Most states have a financial support system for students. Germany, the Netherlands, Norway and the UK have a general right for every student to benefit of a grant or loan. Support for social reasons or on a merit base prevails in the other states. (See *infra* under social dimension)

Research institutes besides universities exist in almost every system. These can be private or public organisations.

## **The goals defined in the Bologna Process**

### **1. Easily readable and comparable degrees**

In nearly every state the Bologna Process has led to legislative activities. The most important changes are the introduction of a Bachelor-Master structure. The general idea is of a 3+2 scheme, but some states have introduced a 3+1 scheme with exceptional 2 year masters; others have introduced a 3+2 scheme with exceptional 1 year masters. Almost every state enables a diploma supplement with English translation. Every state seems to have a possibility of joint degrees, but some must explicitly be organised with other states, others within the state and for example the Netherlands has no legal provisions yet.

The most remarkable development is the building of an overarching framework for qualifications. Every state enables this development, which should be finished in 2012 at the latest. In combination with quality assurance schemes and ECTS, this development will have a great impact on national claims to sufficient quality offered in HE. An illustration of this impact is to be found in the Austrian case of doctoral studies (see *infra*).

## **2. Two main cycles**

All states have implemented a two cycle degree system, which explicitly or implicitly is described in ECTS terms.

Some legislation is limited to the ECTS. It does not describe qualifications in terms of workload, level, learning outcomes, competences and profiles. This will probably change due to the combination of a framework for quality assurance and a need to assess the value of one given ECTS in every state.

In general having a first cycle diploma gives access to the second cycle of the same study. There are provisions in some states that enable HEI to refuse some undergraduate diplomas as sufficient to enter some master courses.

After finishing the second cycle, theoretically everybody has the right to continue the doctoral studies. But it is the minimum in most cases. Several states give the right to HEI to demand for good results, or because of it being the first research job to have interviews and refuse a candidate for the job. As doctorate studies require a longer period of full attention of students, it filters out a lot of 'potential' candidates.

In general, every state complies with the overarching framework of qualifications.

## **3. A system of credits**

Every state has adopted some kind of ECTS system. It does help to promote student exchange. The real value of the system lies in the connection with an overarching framework for quality assurance. In the long run, mutual recognition of given ECTS-points demands for a standard of quality assurances.

## **4. Promotion of mobility**

For students there are regulations to make mobility easier. Especially EEA students encounter fewer problems. For staff there are more problems to be solved, such as replacement at the initial HEI. The answers to this category were divers. In general there are no legal restraints, but the available staff to replace a colleague is a major hindrance for staff exchanges.

Concerning immigration, only two states adopted legislation favouring researchers and students from abroad to enter. Other states made it more difficult, or legislation could not be assessed. An open European Higher Education Area is not yet achieved.

## **5. European co-operation in quality assurance**

The Bologna Process scores best in this category. With one exception, every state has adopted legislation on quality assurance. The independent agencies are working together, e.g. the Netherlands and Flanders with one institute. This could prove to be a powerful instrument for converging HE in Europe. Via this cooperation the ECTS can gain its full power and functionality to support student mobility.

## **6. European dimensions in higher education**

Implicitly or explicitly joint degrees are recognised, though several modalities were reported. HEI works together with HEI abroad, HEI working with other HEI in the same state, HEI working together with other institutes or businesses regardless of the state. Cooperation between HEI's in the same state is certainly useful, but does not add to the European dimension of HE.

## **7. Lifelong learning**

Not every state has made provisions to accept for live long learning. If they do, some of them claim it is an autonomous decision, even taken before the Bologna Process.

## **8. Higher education institutions and students**

Most universities are public or private legal persons having autonomy. For other HEI the situation may be more complex. It is only in Norway that HEI are administrative bodies of the state. Faculties in most states, with the exception of Germany, are bygone insofar as they had an autonomous position within universities. It points to another development. There is less academic community left anymore. The idea of self-government by professors and students has been replaced with managerial models of governance. The dean or the university level decides and students and professors are asked for a non binding advice on issues they once could decide over. Still under approval in most states are the curricula. Nomination of chair holders and other professors has been transferred. Exceptions are Estonia which still grants

the decision making power to the councils, or in the UK where HEI are not subject of a legislative framework for the organisation.

This part of the declaration thus is not yet a success. At least half of the state reports suggest only consultative rights. Students and staff have probably other matters to attend too, if their say has no decision making relevancy. This is the legal outcome of developments that has taken place starting before Bologna (e.g. Netherlands) or as a side effect of the process (e.g. Portugal).

### **9. Promoting the attractiveness of the European Higher Education Area**

In most of the states a secondary diploma is enough to access most of the HEI-programs. All states also have the possibility to restrain access to certain studies (see above under general impression). The greatest obstacle to holders of foreign school diplomas for admission at a HEI is the recognition of these diplomas. In some states an agency, institute or the university itself have to value the diploma. Most states of the European Union recognise the diplomas from other Member States.

### **10. European Higher Education Area and European Research Area – two pillars of the knowledge based society**

The connection of the European Higher Education Area and the European Research Area has implications for the BAMA structure. A third cycle is drawn in the European Higher Education Area. The ERA has had a serious impact on a lot of doctorate provisions. Some states, Austria for instance, report their doctorate became stricter, others it became easier. It changed the remuneration of researchers in a lot of states. Doctoral students get their first real job, or instead the job contract is replaced with a doctoral grant. The duration of the third cycle converges towards 3 or 4 year projects.

### **11 The social dimension**

Every state follows its own judgement on tuition fees and financial support. Nearly all states have a system of tuition fees. Every modality is observed. Students only pay if they can, students always pay, and students pay a lot or nearly nothing. The Netherlands and Germany have high tuition fees, but they also give a serious grant to every student. If that is not enough, students can benefit of some extra help for social reasons or for financial reasons at home. The UK has a general loan system, with a possibility of grants due to social reasons. In other

states, students benefit from a loan or grant because of social or financial reasons. Otherwise they are on their own.

## **Conclusion**

Almost every state changed its legal system after 1999. It can be concluded that this was a result of the Bologna Process. Still puzzling is that so many different solutions are found though the aim of this process is to converge the systems of HE.

Three major changes have been successful. The first is the BA/MA structure, the second is the ECTS and the third is the European cooperation in quality assurance. The connection between the EHEA and the ERA has an impact on the two-cycle structure. The third cycle becomes an integrated part of HE.

From a Bologna perspective joint degrees, life long learning and staff mobility need to be developed more. Student access to HEI can be added as another topic.

As the process continues, the intertwinement of several goals becomes apparent. Though still distinctive goals, the BA/MA-structure, the quality assurance, and the ECTS will have to be treated as parts of the same overall goal: content and quality of education. Another merger of goals can be expected: the first and the second cycle with the third cycle in an overarching HE.

That implementation differs in the various countries, is mainly due to the absence of clear standards and uniform interpretation and implementation of such standards. On the one hand, the Bologna process pushes integration, but on the other hand allows states to resist it. This could lead from a legal point of view to confusion.

It is clear that the bottom-up enforcement by students is absent in the Bologna Process. At present, a state cannot be sued by citizens for non-implementation of the Bologna principles. There are no such institutional safeguards provided. It can be sued because of obstacles hindering the free movement of students, especially on issues of access, allocations, recognition of certificates. In case Bologna would become a European matter, rather than a intergovernmental cooperation between states to regulate their educational systems, the European Court of Justice (ECJ) would become involved and would almost certainly insist that there must be accessible legal processes for individuals to vindicate their rights, granted under the Bologna declaration.

## Annex – questionnaire

### General impression of higher education in Europe

#### Questions

1. Is the higher education system in your state centrally or federally organised?
2. Is there only one law for higher education or are there several laws and bylaws?
3. Does the higher education system differentiate between universities and polytechnics?
- 4a. Do the institutions of higher education have autonomy or are they dependent of the minister responsible for higher education?
- 4b. if institutions of higher education have autonomy, do they also have budgetary autonomy?
5. Are professors nominated for life?
- 6a. is academic freedom guaranteed in law?
- 6b. if so, is academic freedom guaranteed against everyone or only within the institutions of higher education?
- 7a. Do universities have a dual task of education and research?
- 7b. if not, do some universities have this dual task?
- 7c. if universities do not have an explicit research task, how is research then organised?
8. Are there institutions besides the institutions of higher education which do have an academic research task?
- 9a. Do students have the right to choose their studies freely?
- 9b. is access to higher education institutions dependent on secondary school diplomas or (also) dependent on decisions of higher education institutions?
- 9c. if access is dependent on secondary school diplomas is it also possible to impose 'numerus fixus' restrictions for explicitly specified tracks of studies?
- 10a. Do students enjoy financial support to study?
- 10b. is this financial support general or limited to some categories of students?

### 1 Easily readable and comparable degrees

*'Adoption of a system of **easily readable and comparable degrees**, also through the implementation of the Diploma Supplement, in order to promote European citizens employability and the international competitiveness of the European higher education system.'*<sup>5</sup>

#### Questions

- 11a. did the legislation on higher education degrees change since the adoption of the Bologna declaration and its follow up?
- 11b. If so, which changes were adopted?
- 12a. did the legislation enable Diploma Supplements?
- 12b. which language is used?
13. Is the legislation of your state enabling universities to offer joint degrees?
14. Is the legislation of your state enabling recognition of non-formal and informal learning?
- 15a. is the legislation of your state enabling to achieve a national qualifications framework which is compatible with the overarching Framework for Qualifications of the European Higher Education Area (EHEA)?
- 15b. if so, is it achieved by 2010?
- 15c. if it is not achieved by 2010, when should it be achieved?

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<sup>5</sup> The Bologna Declaration of 19 June 1999

## 2 Two main cycles

*'Adoption of a system essentially based on **two main cycles**, undergraduate and graduate. Access to the second cycle shall require successful completion of first cycle studies, lasting a minimum of three years. The degree awarded after the first cycle shall also be relevant to the European labour market as an appropriate level of qualification. The second cycle should lead to the master and/or doctorate degree as in many European countries.'*<sup>6</sup>

### Questions

- 16a. has your state passed higher education legislation to adopt a degree system based on a three-cycle degree system?
- 16b. if so, were these changes adopted after the Bologna declaration and its follow up?
- 17a. is this degree system describing qualifications in terms of workload, level, learning outcomes, competences and profiles?
- 17b. has this degree system been described in terms of a European Credit Transfer System (ECTS)?
- 18a. does the first cycle give access to second cycle programmes?
- 18b. if not, does access to the second cycle require additional conditions?
- 18c. does the second cycle give access to the doctoral studies?
19. Does this degree system fit into the overarching framework of qualifications of the European Higher Education Area?

## 3 A system of credits

*'Establishment of a **system of credits** - such as in the ECTS system – as a proper means of promoting the most widespread student mobility. Credits could also be acquired in non-higher education contexts, including lifelong learning, provided they are recognised by receiving Universities concerned.'*<sup>7</sup>

### Questions

20. Has your state passed higher education legislation to adopt an ECTS system?
21. If so, does this system ease the recognition of course credits obtained from other higher education institutions abroad, e.g. due to Erasmus exchange programmes or individual student exchange initiatives?

## 4 Promotion of mobility

*'Promotion of **mobility** by overcoming obstacles to the effective exercise of free movement with particular attention to:*

- for students, access to study and training opportunities and to related services*
- for teachers, researchers and administrative staff, recognition and valorisation of periods spent in a European context researching, teaching and training, without prejudicing their statutory rights.'*<sup>8</sup>

### Questions

22. Has your state passed legislation to facilitate student mobility?

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<sup>6</sup> The Bologna Declaration of 19 June 1999

<sup>7</sup> The Bologna Declaration of 19 June 1999.

<sup>8</sup> The Bologna Declaration of 19 June 1999.

23. Has your state passed legislation to facilitate higher education staff (teachers, researchers) mobility?
24. Has your state passed general legislation concerning immigration (for example visa, residence and work permits) that positively or negatively influences student or staff mobility?

## 5 European co-operation in quality assurance

*'Promotion of **European co-operation in quality assurance** with a view to developing comparable criteria and methodologies.'*<sup>9</sup>

### Questions

25. Has legislation on quality assurance been adopted?
26. If so, does it include as mentioned in the Berlin declaration of 2003:
- 26a. a definition of the responsibilities of the bodies and institutions involved?
- 26b. Evaluation of programmes or institutions, including internal assessment, external review, participation of students and the publication of results?
- 26c. a system of accreditation, certification or comparable procedures?
- 26d. International participation, co-operation and networking?<sup>10</sup>
27. To elaborate on question 26a are there legal provisions for quality assurance agencies or independent bodies?
28. Are there national legal provisions for enabling international cooperation between national quality assurance agencies or bodies?

## 6 European dimensions in higher education

*'Promotion of the **necessary European dimensions in higher education**, particularly with regards to curricular development, interinstitutional co-operation, mobility schemes and integrated programmes of study, training and research.'*<sup>11</sup>

### Questions

29. Does the legal provisions on higher education provide for recognized joint degrees between national higher education institutions and institutions in other states?

## 7 Lifelong learning

*'Lifelong learning is an essential element of the European Higher Education Area. In the future Europe, built upon a knowledge-based society and economy, lifelong learning strategies are necessary to face the challenges of competitiveness and the use of new technologies and to improve social cohesion, equal opportunities and the quality of life.'*<sup>12</sup>

### Questions

30. Does higher education law provide for recognition of prior learning within chosen curricula?

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<sup>9</sup> The Bologna Declaration of 19 June 1999.

<sup>10</sup> “**Realising the European Higher Education Area**” Communiqué of the Conference of Ministers responsible for Higher Education in Berlin on 19 September 2003.

<sup>11</sup> The Bologna Declaration of 19 June 1999.

<sup>12</sup> Communiqué of the meeting of European Ministers in charge of Higher Education in Prague on May 19th 2001.

31. If so, were these legal provisions already part of higher education law before the start of the Bologna process or were these provisions adopted as a result of the Bologna process?

## **8 Higher education institutions and students**

*‘Ministers stressed that the involvement of universities and other higher education institutions and of students as competent, active and constructive partners in the establishment and shaping of a European Higher Education Area is needed and welcomed. The institutions have demonstrated the importance they attach to the creation of a compatible and efficient, yet diversified and adaptable European Higher Education Area. Ministers also pointed out that quality is the basic underlying condition for trust, relevance, mobility, compatibility and attractiveness in the European Higher Education Area. Ministers expressed their appreciation of the contributions toward developing study programmes combining academic quality with relevance to lasting employability and called for a continued proactive role of higher education institutions. Ministers affirmed that students should participate in and influence the organisation and content of education at universities and other higher education institutions. Ministers also reaffirmed the need, recalled by students, to take account of the social dimension in the Bologna process.’<sup>13</sup>*

### Questions

32. Do the higher education institutions depend on the authority of the state, for example the minister in charge of higher education? Or do the higher education institutions have an autonomous status?
- 33a. Are professors and/or students eligible for a council of the higher education institution?
- 33b. if so, are these councils responsible for curricula, appointment of professors etc?
- 34a. Are higher education institutions organized in Faculties?
- 34b. if so, do these Faculties have their own independent status within higher education institutions?
- 34c. Are professors and/or students eligible for faculty councils.
- 34d. Are faculty councils responsible for curricula, appointments of professors etc?
- 34e. if so, what administrative relationship exists between the higher education institution level and the faculty level?

## **9 Promoting the attractiveness of the European Higher Education Area**

*‘Ministers agreed on the importance of enhancing attractiveness of European higher education to students from Europe and other parts of the world. The readability and comparability of European higher education degrees world-wide should be enhanced by the development of a common framework of qualifications, as well as by coherent quality assurance and accreditation/certification mechanisms and by increased information efforts. Ministers particularly stressed that the quality of higher education and research is and should be an important determinant of Europe’s international attractiveness and competitiveness. Ministers agreed that more attention should be paid to the benefit of a European Higher Education Area with institutions and programmes with different profiles. They called for increased collaboration between the European countries concerning the possible implications and perspectives of transnational education.’<sup>14</sup>*

### Questions

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<sup>13</sup> Communiqué of the meeting of European Ministers in charge of Higher Education in Prague on May 19th 2001.

<sup>14</sup> Communiqué of the meeting of European Ministers in charge of Higher Education in Prague on May 19th 2001.

- 35a. does a secondary school diploma give access to higher education institution programs?
- 35b if not, is access to higher education institutions dependent on higher education institutions selection rules?
- 36a. how does a national system enable foreign students to gain admission to higher education institutions?
- 36b. Does this access depend on higher education institution administrations or is there an independent administrative authority or a state administration providing for access permission?
37. Are secondary school diplomas of EU-citizens accepted like national diplomas as an entry pass to higher education?

## **10 European Higher Education Area and European Research Area – two pillars of the knowledge based society**

*‘Conscious of the need to promote closer links between the EHEA and the ERA in a Europe of Knowledge, and of the importance of research as an integral part of higher education across Europe, Ministers consider it necessary to go beyond the present focus on two main cycles of higher education to include the doctoral level as the third cycle in the Bologna Process. They emphasise the importance of research and research training and the promotion of interdisciplinarity in maintaining and improving the quality of higher education and in enhancing the competitiveness of European higher education more generally. Ministers call for increased mobility at the doctoral and postdoctoral levels and encourage the institutions concerned to increase their cooperation in doctoral studies and the training of young researchers.*

*Ministers will make the necessary effort to make European Higher Education Institutions an even more attractive and efficient partner. Therefore Ministers ask Higher Education Institutions to increase the role and relevance of research to technological, social and cultural evolution and to the needs of society.*

*Ministers understand that there are obstacles inhibiting the achievement of these goals and these cannot be resolved by Higher Education Institutions alone. It requires strong support, including financial, and appropriate decisions from national Governments and European Bodies.*

*Finally, Ministers state that networks at doctoral level should be given support to stimulate the development of excellence and to become one of the hallmarks of the European Higher Education Area.<sup>15</sup>*

### Questions

- 38a. Has your state adopted a binary system of higher education in which a difference is made between research universities and other higher education institutions?
- 38b. if not, does every higher education institution have a dual task of education and research?
- 39a. is your third cycle organized within the model of 3-2 (1) – 3 (4) years of education?
- 39b. did the Bologna process change your doctoral level tracks?
- 40a Are your PhD students employed with a full payment?
- 40b if not, do PhD students receive a grant?

## **11 The social dimension**

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<sup>15</sup> “**Realising the European Higher Education Area**” Communiqué of the Conference of Ministers responsible for Higher Education in Berlin on 19 September 2003.

*'The social dimension of the Bologna Process is a constituent part of the EHEA and a necessary condition for the attractiveness and competitiveness of the EHEA. We therefore renew our commitment to making quality higher education equally accessible to all, and stress the need for appropriate conditions for students so that they can complete their studies without obstacles related to their social and economic background. The social dimension includes measures taken by governments to help students, especially from socially disadvantaged groups, in financial and economic aspects and to provide them with guidance and counselling services with a view to widening access.'*<sup>16</sup>

#### Questions

41. Do higher education institutions demand tuition fees?

42a. does your state give grants/loans to students to pursue their studies?

42b. if so is this grant/loan given to every student or does that depend on the financial situation of the student and/or his parents?

#### Conclusion

#### Questions

43a. did the national legal system concerning higher education change after 1999?

43b. Are these changes a result of the Bologna Process?

43c. did the legislative power in your state explicitly made reference to the Bologna Process or a European Higher Education Area in the rationale for these legal changes?

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<sup>16</sup> 'The European Higher Education Area - Achieving the Goals', Communiqué of the Conference of European Ministers Responsible for Higher Education, Bergen, 19-20 May 2005.