

This thesis deals with German criticism of the European higher education reforms within the so called Bologna Process. These reforms include the division of studies into two and later into three cycles, the introduction of a unified credit system and the support of mobility. Germany in particular represents a country, where the Bologna Process initiated a broad academic debate and became a subject of student protests. The paper discusses the criticism of particular goals, the overall concept of the reforms and the specifics of their implementation in Germany. It focuses on both the core of scholar criticism and the students' insight on the subject. The analysed period is bordered by the signing of the Bologna declaration in 1999 and by the year 2010, which was originally meant to be the last year of the reform process. Some academicians saw the Bologna Process as an instrument for the commercialization of higher education and a deviation from the model of W. v. Humboldt. The majority however pointed out the erroneous implementation of reforms and misapprehension of the original goals. Similar stances were also adopted by students. New bachelor's programmes were mostly criticized for their unsuitable conception and low quotas for student admission to master's programmes. At the same time, students stressed the necessity to take social dimensions of the reforms into greater consideration, which they believed to be necessary for fulfilling the goals of the Bologna Process.