

Strategic development of TNE at the national level: The case of Germany

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Transnational Education

One term – multiple shapes

Engagement of HEI in TNE provision

is determined by

- institutional motivations
- involved players
- institutional and supra-institutional strategies

→ **Different national profiles of TNE activity**

Overview

I. German TNE activity

- Geographic distribution, enrollment numbers and profile

II. Pre-conditions for TNE development

- Background: Global Development of student numbers and mobility
- Mobility and demand in German context
- Emergence of TNE: ‚Anglosaxon model‘ and starting conditions in Germany

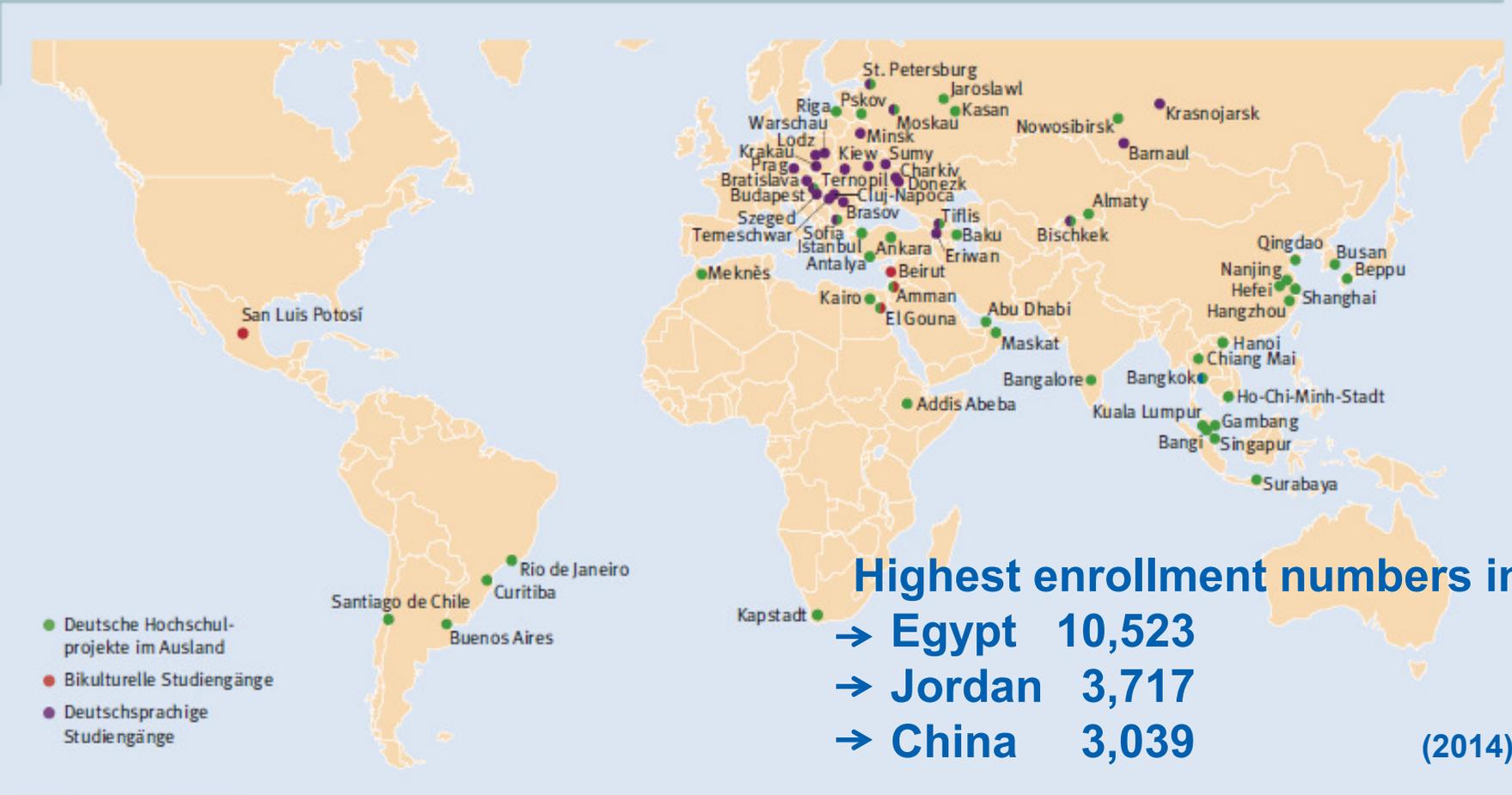
III. Strategic Development

- TNE as strategic tool in different policy areas
- Public funding of TNE via DAAD
- Role of DAAD for German TNE activity and strategy

German TNE activity: Geographic distribution

c35 | Transnationale Projekte deutscher Hochschulen im Ausland mit aktueller und früherer DAAD-Förderung

 Transnational Projects offered abroad by German higher education institutions with current or prior DAAD funding

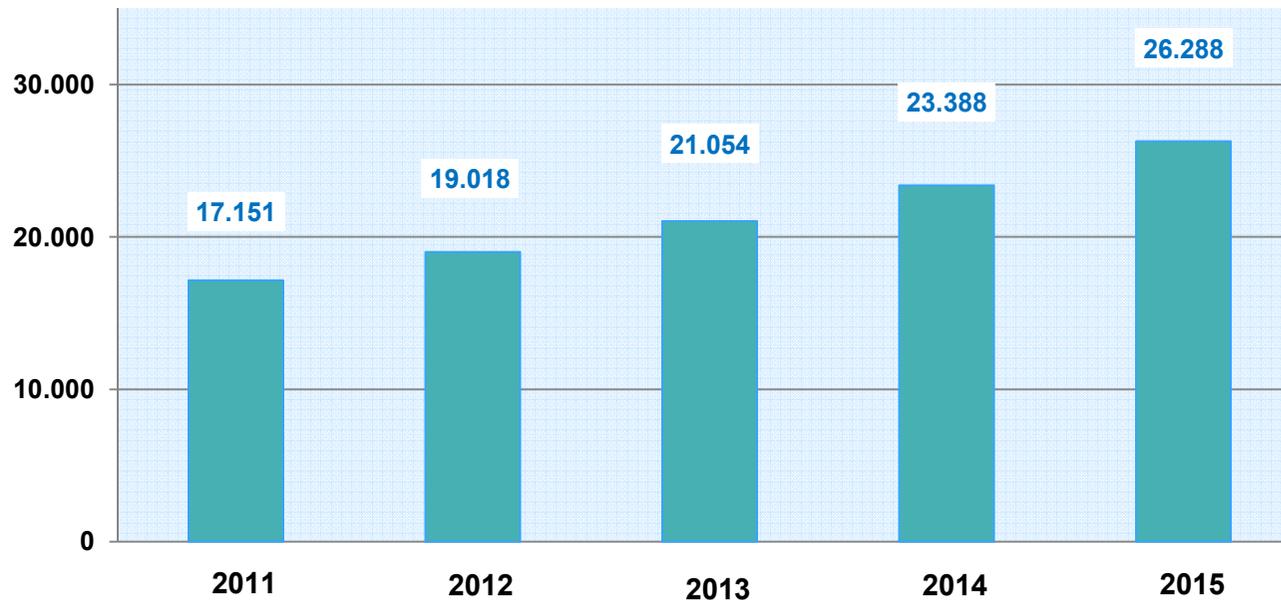


German TNE activity

Development of student enrollment

Development of student enrollment 2011 – 2015

TNB-Projects and bi-national universities: 11-12% annual increase



Not included:

- DSG
- distance education
- majority of double/joint degree programmes (reciprocal exchange, e.g. DFH/UFA)
- TNE independent of DAAD support

German TNE activity

General Profile

Modes:

- Predominant: degree courses (BA, MA) offered with local HE partner
- Rare: Branch Campuses
- Distinctive: Binational universities

Common features:

- Focus on STEM fields
- Collaborative approach
- German HE models: principle of unity of research and teaching; practice orientation (“Fachhochschule”)
- German curricula and teaching staff
- German quality standards
- Connection to Germany (content, language, mobility)

→ **Investment of public funds through DAAD**

DAAD

Deutscher Akademischer Austausch Dienst
German Academic Exchange Service

German TNE activity

Fields and levels of offered programmes

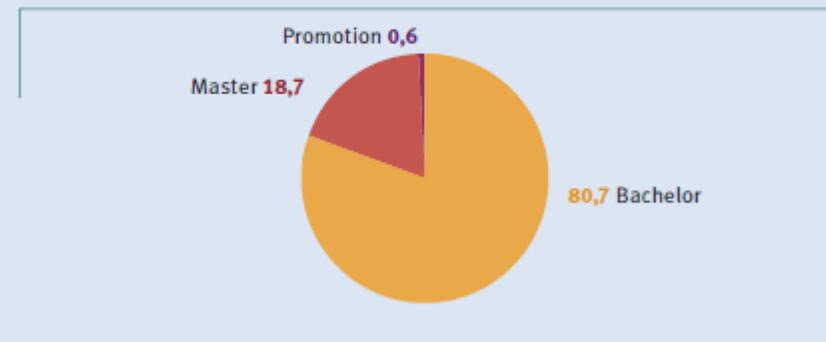
c38 | Studierende in deutschen TNB-Angeboten mit aktueller oder früherer DAAD-Förderung nach Fächergruppe 2014 in %

Students in German TNE programmes with current or prior DAAD funding in 2014, by subject group, in %



c37 | Studierende in deutschen TNB-Angeboten mit aktueller oder früherer DAAD-Förderung nach Abschlussart 2014 in %

Students in German TNE programmes with current or prior DAAD funding in 2014, by type of degree, in %



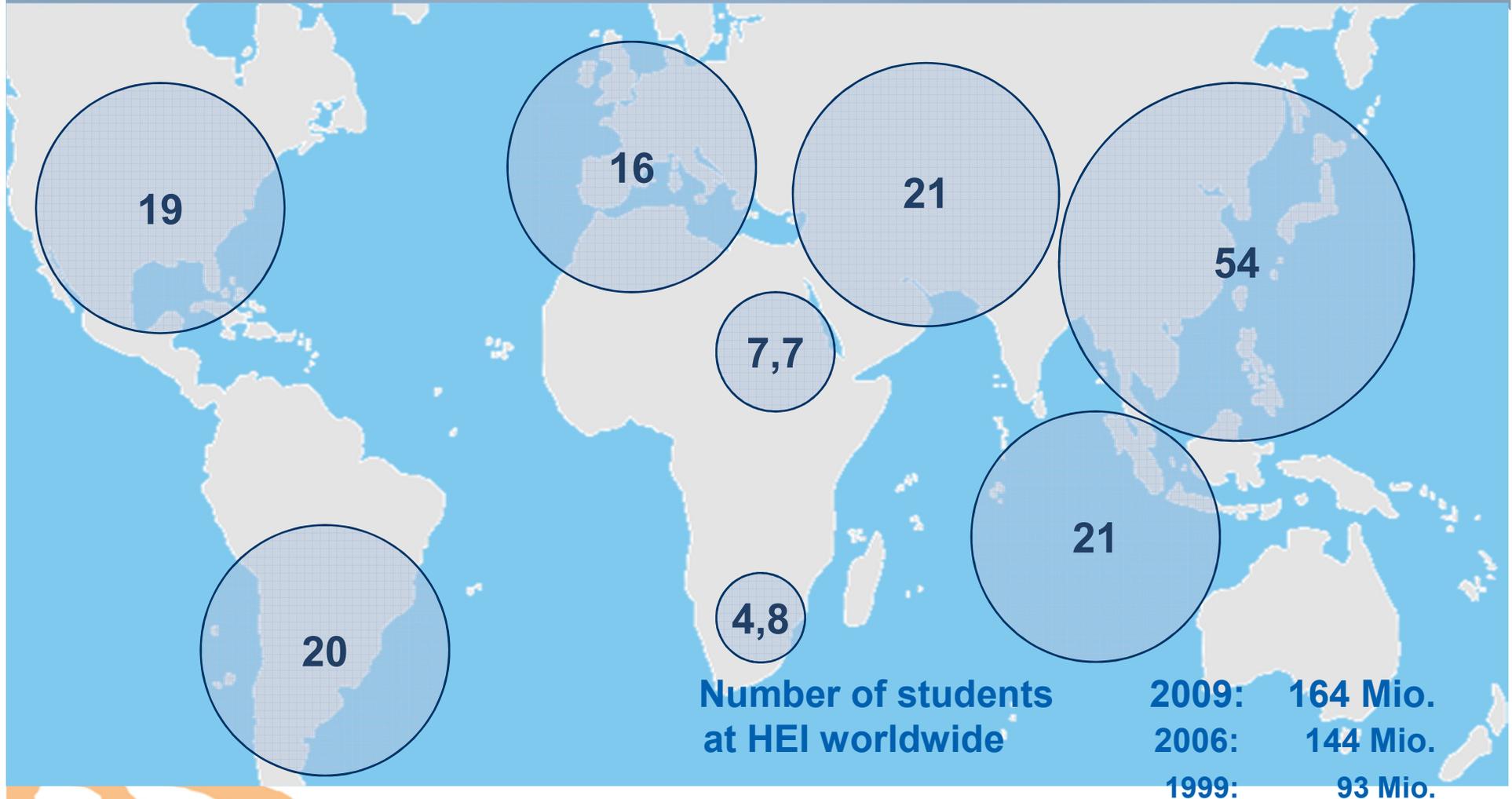
→ Undergraduate courses

→ STEM

Source: Wissenschaft Weltoffen 2015, www.wissenschaftweltoffen.de

Preconditions for TNE development

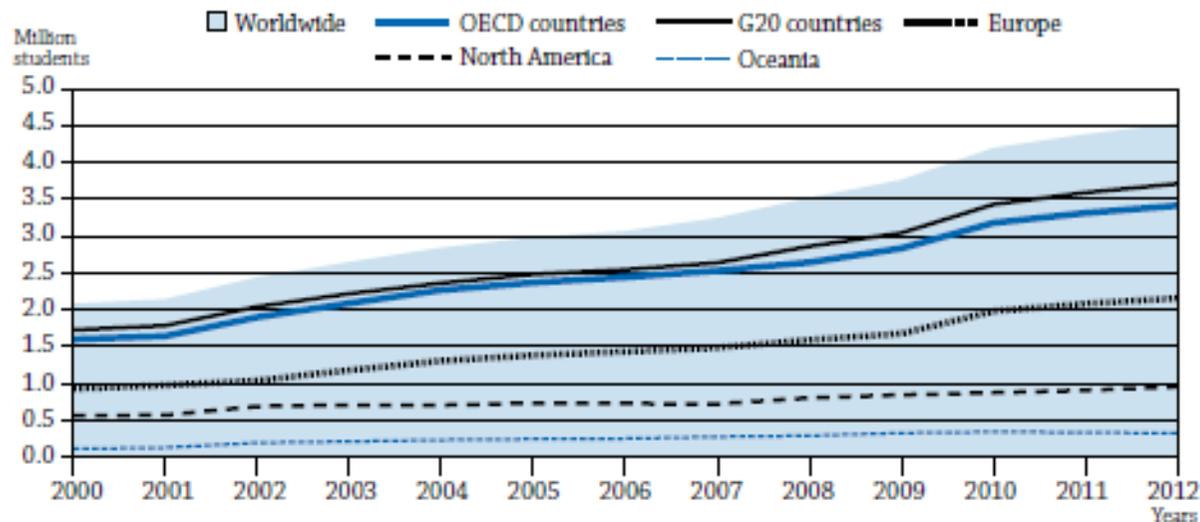
Increase in global demand



Preconditions for TNE development

Rising demand for international study places

**Increasing numbers of internationally mobile students:
From just above 2 mio. in 2000 to 4 mio. in 2012**



Source: OECD. Table C4.6. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

Source: OECD; Education at a glance 2014,
Chart C 4.1. Evolution in the number of students enrolled outside their country of citizenship,
by region of destination (2000-2012)

Preconditions for TNE development

Mobility and demand in German context I

International students enrolled at German HEI:

From 140.000 in 1995/1996 to
322.000 in 2015

of these

- **236.000 „Bildungsauslaender“ =
with non-German HE entrance qualifications**



Preconditions for TNE development

Mobility and Demand in German context II

DAAD strategic goal:

> 350.000 international students enrolled at German HEI by 2020

This means:

- **Creation of 50.000 additional study places for international students between 2013 to 2020**
- **Further 15% increase within 7 years**

→ Strain on capacity in publicly funded HE system

Preconditions for TNE development

Emergence of TNE

1990s: The “Anglo-Saxon Model”

- Since late 1980s: Australia, UK, USA discover “offshore” engagement in HE as potential source for revenue generation
- Response to economic globalisation: Rising need for HE in emerging economies meets decreasing public funds for higher education in traditional destinations of international students
- Emergence of higher education as tradeable good on international market



Preconditions for TNE development

Emergence of TNE in Germany

Starting point for German TNE activity:

- Public funding of HE largely unquestioned
- Necessity to integrate further with evolving global HE market
- Need for further internationalisation of domestic HE system

Institutional motivations to engage in TNE for German HEI:

- International reputation through enhanced visibility (show case function)
- New partners for cooperation in teaching and research (networking)
- Access to new target groups (recruiting)
- Additional international experience for domestic academic staff through assignments abroad (internationalisation)
- Opportunity to develop and test innovative curricula, teaching methods etc.

→ **TNE as testing ground for new forms of teaching and international engagement**



Strategic development

TNE as strategic tool in different policy areas

- **Federal Ministry of Education and Research (BMBF)**
 - **Internationalisation of German Higher Education (HE)**
 - Competitiveness in higher education market
 - „Beacons“ /Intersections for cooperation in research and teaching
 - Marketing for German HE and research



- **Federal Foreign Office (AA)**
 - **Cultural diplomacy**
 - Image of Germany
 - Political return on investment for export economy
 - Strategic cooperation in HE as part of overall regional politics



- **Federal Ministry for Economic Cooperation and Development (BMZ)**
 - **Capacity Building/ Cross-cultural Dialogue**



Strategic development

Public funding via DAAD

From individual projects to systematic funding

- 1990s: single projects, main motivation cultural and educational policy (e.g. FDIBA at TU Sofia 1990; Sino-German College for Graduate Studies/CHHK at Tongji University 1998)
- 1993: Funding scheme „Deutschsprachige Studiengänge“/DSG (‘Degree courses taught in German’) in Middle/Eastern Europe
- 2001: „Zukunftsinitiative Wissen“ of Federal Ministry for Education and Research (BMBF): One-off call for applications to German universities: 3y-funding for development and testing of new structures abroad
- 2003: Establishment of dedicated funding scheme for TNE: „Study offers abroad“ (BMBF) Annual call for applications, streamlined funding objectives, focus on supporting establishment of full degree courses offered abroad.
Since then: several adjustments based on experience and systematic evaluation
- since 2006: additional funding for scholarships from Federal Foreign Office (AA)
- Individual projects on specific political initiative:
e.g. Turkish German University/TDU (2014), German-Mongolian Institute for Resources and Technology/GMIT (2014)

Strategic development

Overall approach to TNE supported by DAAD

- TNE by German universities to transport key elements of German HE: Scientific specialisation and employability
- German university acts as educational provider and sets standards for curricula and academic quality
- TNE collaborations with local partners based on equal footing and on goal of creating win-win situations for all parties involved
- TNE partnerships demand equal commitment of both sides to aligning interests and to actively pursuing success of TNE project.
- TNE partners share academic and image benefits arising from and through the partnership.
- Initial investment of public funds based on long-term goal to enable establishment of financially self-sustaining TNE activity
- Strong relation of TNE activity to Germany desirable (course content, staff, mobility, language training, degree awards)

DAAD

Deutscher Akademischer Austausch Dienst
German Academic Exchange Service

Strategic development

Role of DAAD in German HE system

Deutscher Akademischer Austauschdienst German Academic Exchange Service

- Organisation of German HEI for the internationalisation of the German of the HEI system
- Intermediary organisation for foreign cultural, educational and scientific policy and foreign development collaboration
- Strategic areas of activity:
 - Scholarships for the best
 - **Structures of Internationality** in higher education
 - **Expertise for academic collaborations**



Strategic development

Role of DAAD for development of German TNE

Project support and funding

- Financial support
- Advisory and liaison services for HEI
- Coordination and central administration of TNE projects (e.g.TDU)
- Quality assurance through project assessment and evaluation

Strategy and Competence Development:

- DAAD position paper TNE, Code of Conduct for Higher Education Projects abroad (with German Rectors' Conference)
- Conferences, publications, studies: data collection and publication (Wissenschaft Weltoffen), participation in studies and initiatives to enhance knowledge on TNE (e.g. Studies with British Council: “Impacts of TNE on host countries”, “TNE data collection systems”), editing of Praxishandbuch Transnationale Bildung (‘Practice Handbook TNE’, in German)



**Thank you for
your attention!**

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