

# 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

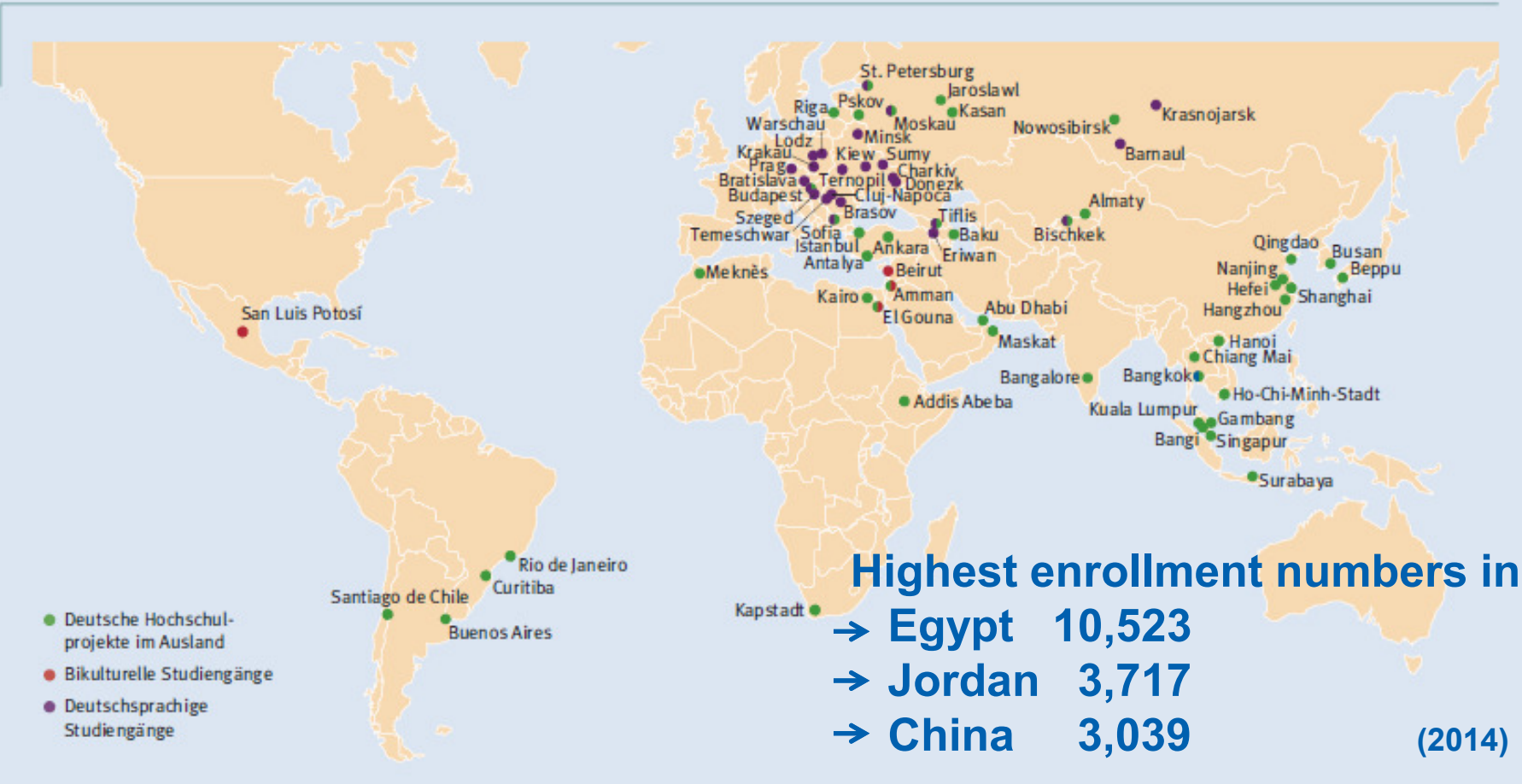
## III. Strategic Development

- 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

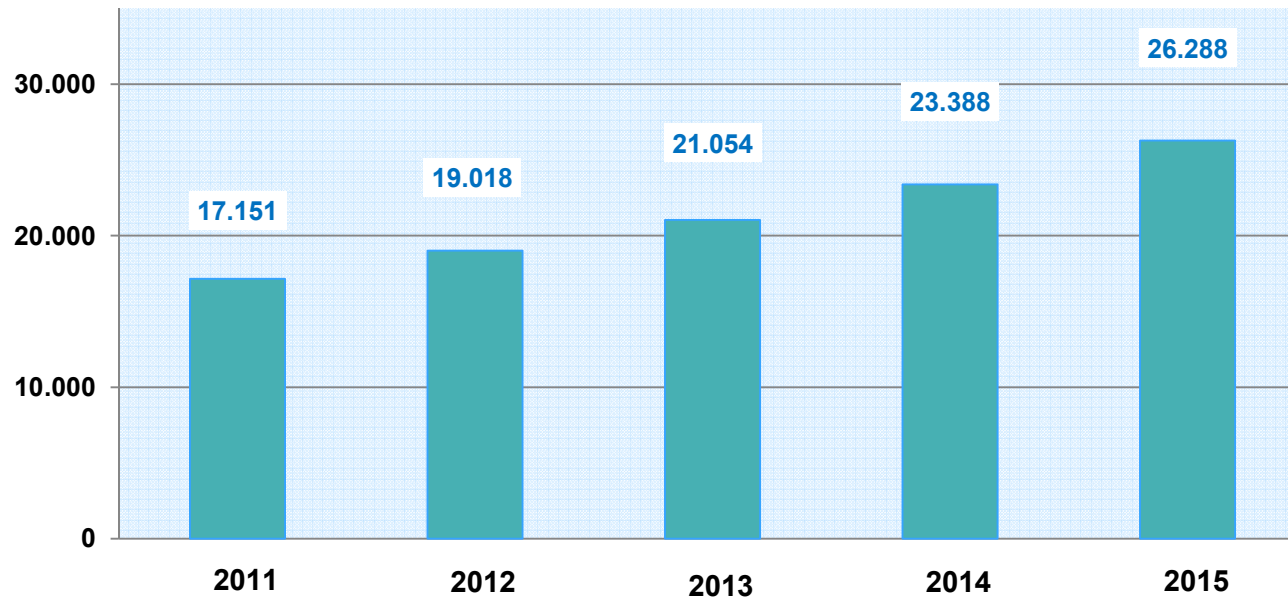


# German TNE activity

## 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

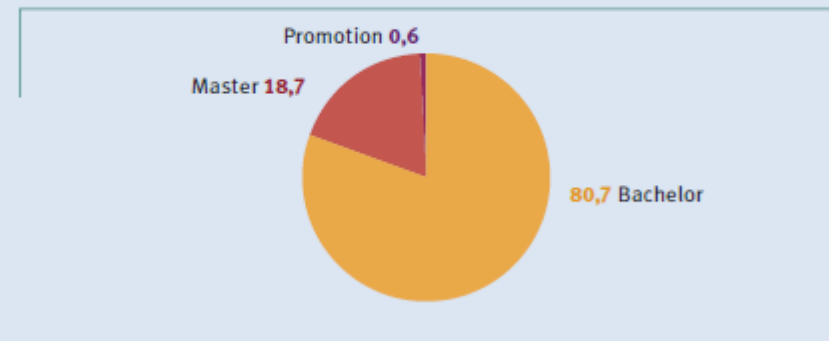
### c38 | Studierende in deutschen TNB-Angeboten mit aktueller oder früherer DAAD-Förderung nach Fächergruppe 2014 in %

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

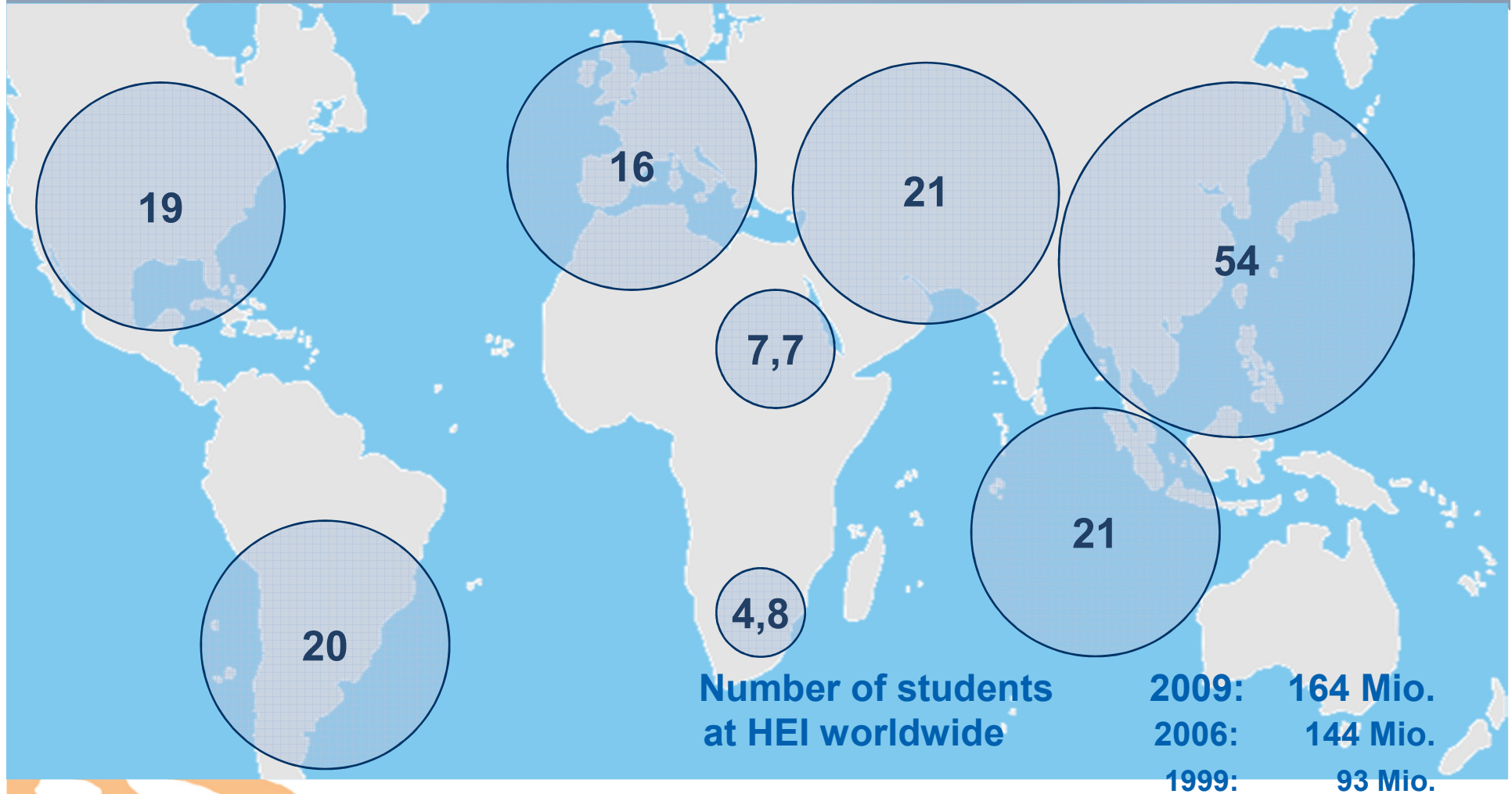
→ STEM

Source: Wissenschaft Weltoffen 2015, [www.wissenschaftweltoffen.de](http://www.wissenschaftweltoffen.de)



# Preconditions for TNE development

## Increase in global demand

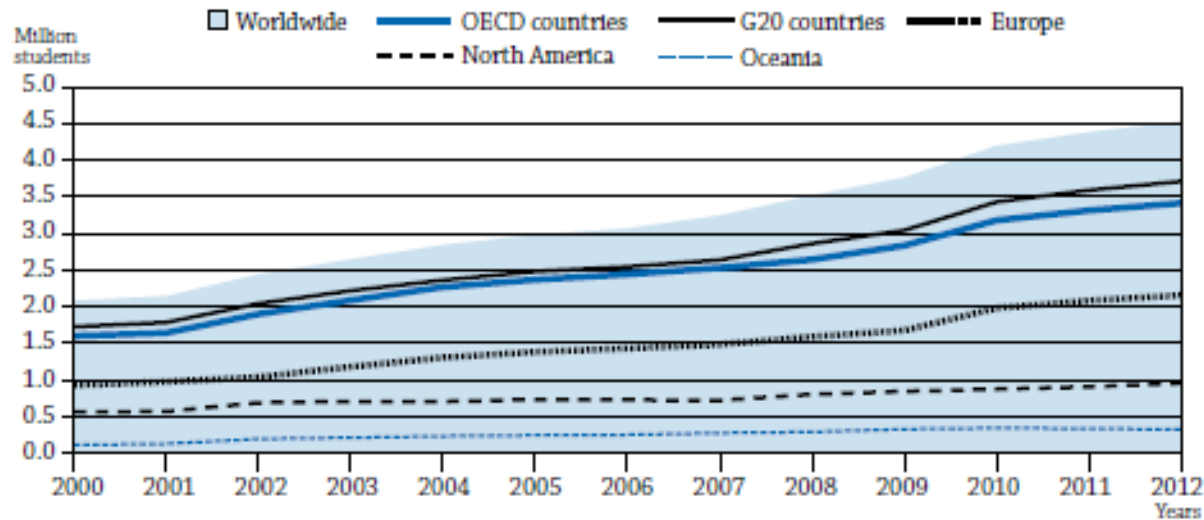




# Preconditions for TNE development

## 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](http://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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