

Die Zukunft der Internationalität von Hochschulen

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Ulrich Teichler

Prof. Dr. Dr. h.c. Ulrich Teichler
Internationales Zentrum Hochschulforschung Kassel
INCHER-KASSEL
Universität Kassel, 34109 Kassel
teichler@incher.uni-kassel.de

Internationalisierung – Internationalität

In den meisten öffentlichen Diskussionen ist von „Internationalisierung“ die Rede: Also Wachstumstrend per definitionem.

- ❑ Zwei Einwände: (a) Es gibt nicht in jeder Hinsicht Wachstum. (b) Zumeist wird zugleich ein Bedeutungswachstum unterstellt: Auch das gilt nicht in jeder Hinsicht.
- ❑ Deshalb ist „Internationalität“ angemessener.

Verschiedene Termini: „Internationalisierung“ vs. „Globalisierung“ (Fortbestand vs. Bedeutungsverlust von Grenzen), „Europäisierung“ usw.

Verbreitete Verständnisse und Definitionen von Internationalisierung

- ❑ “The most commonly accepted definition of internationalisation is ‘the Process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of post-secondary education’ (Jane Knight, 2008, S. 38)”.
- ❑ “Internationalisation ... includes credit and degree mobility for students, academic exchange and the search for global talent, curriculum development and learning outcomes, franchise operations and branch campuses, for both cooperation and competition”. (Jane Knight, 2008, S. 38)
- ❑ Internationalisation is a trend towards the increase of systematic and possibly also experiential confrontation of academic knowledge and academic culture across national or cultural borders (Ulrich Teichler, interview, 2017)

Probleme in der Internationalen Diskussion über Internationalisierung

- ❑ Verschiede Phänomene/Aktivitäten werden angesprochen (nicht nur das Thema Nr. 1: Physische Mobilität).
- ❑ Themen- und Problemverschiebung im Laufe der Zeit (große Rolle des Zeitgeists)
- ❑ Große Unterschiede von Themen und Bewertung von Land zu Land
- ❑ Unterschiedliche Aufmerksamkeit auf “vertikale” oder “horizontale” Dimension von Intern.
- ❑ Ungleichmäßige und oft schlechte Informationsbasis

Wichtigste Ziele der Internationalisierung von Hochschulen

Major benefits of internationalisation – the view of European universities (IAU Global Survey 2012):

- ❑ Improved quality of teaching and learning,
- ❑ Enhanced international cooperation and capacity-building,
- ❑ Increased international awareness of/deeper engagement with global issues by students.

Major reasons for European higher education institutions to focus on internationalisation (EAIE Barometer 2014):

- ❑ To improve the overall quality of education at our institution,
- ❑ To prepare students for a global world,
- ❑ To attract more international students/To improve international reputation/To improve the quality of research and development

Internationalität: Vier Hauptkategorien

- ❑ Physical mobility (students, academic staff, others)
- ❑ Other operations of border-crossing (e.g. virtual knowledge transfer, “trans-national education”, international research collaboration, etc.)
- ❑ Substantive internationality of learning, knowledge, competence, understanding etc. (e.g. “internationalisation at home”, “international education”, foreign language proficiency, “intercultural understanding”, “mobility of the mind”, etc.)
- ❑ Other countries as models for higher education policy and reform (imitating, looking for “convergences”, etc.)
- ❑ (Quelle: Teichler 2004)

Unterschiedliche Akzente zwischen den Ländern - Situation und Vorstellungen von Universitätsprofessoren (um 1990)

- ❑ US and UK: “Knowledge export and people import”, deliberate “brain gain” policy
- ❑ France, Germany and Japan: “Two arena countries” – professors can chose between predominantly national or international “arena”
- ❑ Australia, the Netherlands, Sweden etc.: “Life-or-death-internationalisation”
- ❑ Korea, Brazil, Mexico, etc.: “Would be internationals” (i.e. not fully accepted), expecting ilmpoved quality of teaching and learning
- ❑ Quelle: Enders und Teichler 1995.

Unterschiedliche Akzente zwischen den Ländern - Situation und Vorstellungen von Universitätsprofessoren (heute)

- ❑ “Knowledge export and people import”: U.S. and UK
- ❑ Multifaceted and often reciprocal internationalisation: Germany, the Netherlands
- ❑ High international awareness and knowledge, but moderate mobility: Japan
- ❑ High international awareness and doctoral training abroad: Korea and Taiwan
- ❑ Internationality only at the top of the system: China
- ❑ (Einschätzung von U. Teichler auf der Basis der CAP-Studie)

Mobilität von Studierenden und Wissenschaftlern: Ein populäres Thema mit – zumeist - positiven Untertönen

- ❑ In Europa: ERASMUS-Förderung von studentischer Mobility – die beste Erfolgsstory der EU
- ❑ In Europa: Wertschätzung des Marie Curie-Programms
- ❑ Weltweit viele national initiativen und Progamme
- ❑ Fast weltweit: Bemühungen um Mobilitätserleichterung für Wissenschaftler
- ❑ Wertschätzung: Bewegungsfreiheit, “learning from contrast”, kultureller Gewinn für mobile Personen, Wissenstransfer usw.

Ambivalente and negative Untertöne

- ❑ Mobilität-Tourismus
- ❑ Gefährdung des Stellenwerts von nationalen Sprachen und möglicher Qualitätsverlust durch Kommunikation in Lingua franca
- ❑ “Declining value” von Mobilität und anderen Formen der Internationalisation durch “Vermassung”/”Inflation”
- ❑ “Neo-Imperialismus” im “Globalisierungs”-Paradigma
- ❑ “Brain drain”
- ❑ Häufige Benachteiligung von wissenschaftlichen Migranten

Die substantiellen Ziele der studentischen Mobilität

Bei den am häufigsten genannten Zielen wird bedauerlicherweise oft nicht zwischen “horizontaler” und “vertikaler” Mobilität unterschieden in Hinblick auf:

- ❑ Academic enhancement (dominant bei vertikaler Mob.)
- ❑ Other knowledge enhancements (e.g. knowledge on other countries, foreign language proficiency)
- ❑ “Learning from contrasts” (comparative awareness and reasoning) (dominantes Ziel bei horizontaler Mobilität)
- ❑ Intercultural understanding”, “global awareness”, etc. (values)
- ❑ Übergreifende Frage: Dient “physische Mobilität” diesen Zielen wirklich am besten? Oder ist das ähnlich gut und schlecht wie “Praktika”?

Die Statistische Informationsbasis zu Internationaler studentischer Mobilität: “Deplorable”!

- ❑ Gute Information über “ausländische Studierende” und “Auslandstudium”; nur einige Länder sammeln Information über Mobilität zum Zwecke des Studiums (z.B. “Bildungsausländer”).
- ❑ Temporäre studentische Mobilität wird in den internationalen Statistiken meistens nicht mitgezählt.
- ❑ Information vorhanden über Anteile von ausländischen/mobilen Studierenden zu einem bestimmten kalendarischen Zeitpunkt, kaum jedoch über “event of mobility during the course of study” (Bologna-Ziel für 2020: 20%)

Unterscheidung zwischen ausländischen und mobilen Studierenden

Proportions of Foreign/Mobile Students 2007 (percentage)

	A	CH	UK	E	DK
a. Foreign mobile students	11.9	14.3	13.6	1.8	2.7
b. Home country mobile students	0.5	2.1	0.7	0.0	2.8
All mobile students (a, b)	12.4	16.4	14.3	1.8	5.5
c. Foreign non-mobile students	4.6	5.0	5.9	1.6	6.3
All foreign students (a, c)	16.7	19.3	19.5	3.4	9.0

Source: Teichler, Ferencz, Wächter (eds.). *Mapping Mobility in Higher Education in Europe*. Bonn: DAAD 2011

Veränderungen der Quote ausländischer Studierender im Bologna-Prozess

Changes of the Rates of Foreign Students in the Early Years of the Bologna Process – 1999- 2007

(on average of 32 European - ERASMUS-eligible – countries)

- Foreign students from outside Europe: Substantial increase from 2.4 % to 3.7 % of all students
- Foreign students from other European Countries: hardly any increase: 3.0 % and 3.3 % (2007)

Source: Teichler, Ferencz, Wächter (eds.). *Mapping Mobility in Higher Education in Europe*. Bonn: Lemmens 2011.

Wissenschaftliche Motive für Mobilität

(2005 survey of former ERASMUS students)

- 82% wish to gain academic learning experience in another country
- 51% wish to become acquainted with teaching methods which are not used at your institution
- 31% wish to become familiar with subjects that are not offered at your institution
- 18% hope to obtain better marks/examination results after your return from the study abroad period
- 16% wish to have access to specific laboratories and equipments
- 87% learning a foreign language
- 87% opportunity for self-development
- 73% wish to enhance their understanding of the host country
- 56% wish to have another perspective on their home country
- 73 % wish to improve career prospects

Einschätzung der Zielländer/-regionen seitens potentiell “vertikal” mobiler Studierende(I) (2005 Survey of Students in Mid-Income Countries)

	EU/EFT	US	AUS	Other
Quality/reputation of higher education	92%	90%	81%	82%
Academic qualifications recognized worldwide	90%	90%	84%	77%
Good chances to work in host country after/during	57%	67%	74%	70%
Affordable living costs	39%	43%	58%	54%
Costs of study programmes/tuition fees low	39%	32%	51%	45%
People are welcoming foreigners	59%	46%	70%	65%
It is a safe country to live in	81%	51%	81%	75%

Einschätzung der Zielländer/-regionen seitens pot. “vert” mob. Studierender (II) (2005 Survey of Students in Mid-Income Countries)

	EU/EFTA	US	AUS	Other
It has a high standard of living	83%	73%	72%	73%
I like the climate/weather	60%	53%	74%	63%
It has a rich history/culture/ cultural heritage	82%	43%	50%	61%
It has an attractive life style	71%	59%	60%	63%
Fascinating geography/ landscape	66%	45%	70%	68%

Ausgewählte Probleme während der Auslandsstudienphase – Aussagen ehem. ERASMUS-Stud. (%)

	1988/89	1990/91	1998/99	2000/01 (R)
Accomodation	22	22	23	24
Financial matters	21	21	20	22
Administrative matters	21	18	23	19
Obtaining credits/credit transfer	*	18	19	16
Different teaching/learning methods	17	13	13	15
Teachers meeting/helping students	15	12	11	13
Taking courses in foreign language	10	10	11	9
Too high academic level	8	3	6	5

R = Retrospective view of graduates

Quote des Auslandsstudiums – nach Herkunftsland (%)

Country	Ratio			Change*	
	1998/ 99	2002/ 03	2006/ 07	of ratio	of absolute numbers
AT Austria	5.1	6.4	6.0	+18	+ 14
CZ Czech Republic	1.7	2.5	2.5	+47	+119
DE Germany	.	3.1	4.3	(+39)**	(+ 69)
FR France	2.4	2.8	3.2	+33	+ 38
HU Hungary	2.4	2.2	2.1	-13	+ 34
IT Italy	2.4	2.3	2.3	- 4	+ 4
NL The Netherlands	2.8	2.5	2.6	- 7	+ 13
NO Norway	7.1	7.7	6.8	- 4	+ 7
PL Poland	1.1	1.3	2.0	+82	+169
UK United Kingdom	1.4	1.4	1.2	-14	- 10

* Increase/decrease from 1998/99 to 2006/07

** Change 2002/03-2006/07

Source: Teichler, Ferencz & Wächter 2011.

Zunahme von “Event of Study in Another European Country During the Course of Study”

- Im Leuven Communiqué von 2009 forderten die für Hochschulfragen zuständigen Minister, dass im Jahre 2020 im Durchschnitt 20% der Studierenden in den am Bologna-Prozess beteiligten Ländern im Laufe ihres Studiums in einem anderen Land studiert oder an einer studienbezogenen Praxisphase teilgenommen haben sollten.
- In Deutschland zum Beispiel zeigten Studenten- bzw. Absolventenbefragungen bereits zu diesem Zeitpunkt, dass etwa 15% temporär im Ausland studierten und etwa gleich viele andere studienbezogene Erfahrungen in anderen Ländern hatten. Hinzu kamen ca. 3%, die das gesamte Studium im Ausland absolvierten.
- In Österreich und den Niederlanden waren die Ziele für 2020 bereits ein Jahrzehnt zuvor übertroffen.
- In Großbritannien und Polen z.B. war studentische Auswärtsmobilität um 2010 dagegen so selten, dass die Ziele für 2020 unerreichbar schienen.

Anteile von Hochschulabsolventen ausgewählter europäischer Länder mit Mobilitätserfahrung während des Studiums – Abschluss vor 2010 (%)

Country	Bachelor graduates			Master graduates			Single-cycle/ traditional degrees		
	Univ.	Other HEIs	All	Univ.	Other HEIs	All	Univ.	Other HEIs	All
AT Study	16	22	18	.	.	.	22	23	22
Various act.	24	33	27	.	.	.	37	40	37
CZ Study	.	.	6	.	.	.	18	.	.
Work	.	.	6	.	.	.	15	.	.
DE Study	16	14	.	17	9	.	19	9	.
Various act.	28	27	.	35	22	.	37	20	.
FR Study	6	2	.	12	22	.	11	.	.
Various act.	20	22	.	29	54	.	32	.	.
IT Study	5	.	5	15	.	15	10	.	10
NL Study	28	21	.	28	.	28	35	16	.
NO Study	20	.	.	25	.	.	.	.	.
PL Study	.	.	2	.	.	3	.	.	3
UK Study	4	.	.	.	.	.	.	.	.

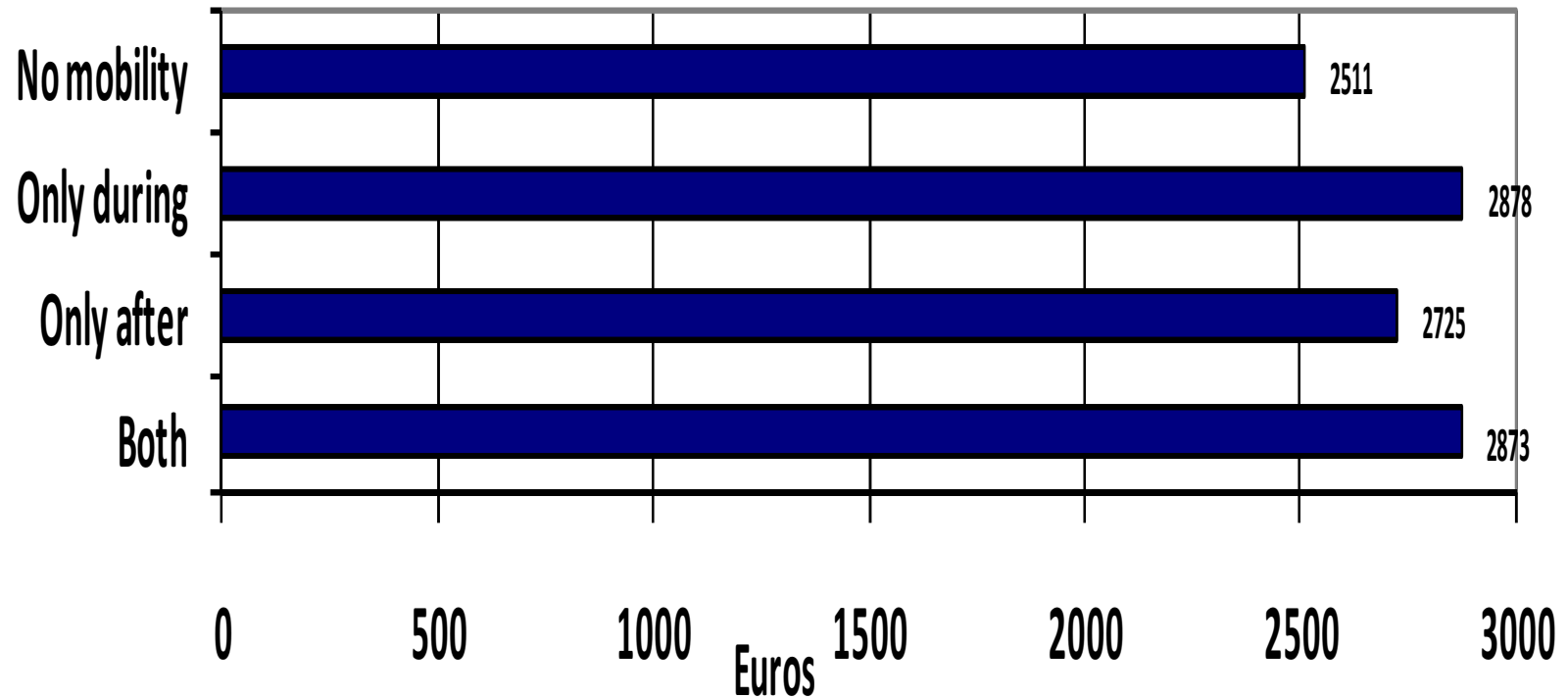
Source: Schomburg/Teichler, eds. *Employability and Mobility of Bachelor Graduates in Europe*. Rotterdam: Sense Publishers, 2011.

Formen von Mobilität von Absolventen des Jahres 2000 bis fünf Jahre nach Studienabschluss (% nach Land des Abschlusses)

	F	UK	D	I	E
Migration background	16	23	8	3	4
Among them: Born abroad	3	12	6	1	2
Study or study-related activities abroad	36	19	30	17	16
Mobility within 5 years after graduation	21	21	16	18	19
Among them:					
Employed abroad 5 years later	4	7	3	3	2
Life-course international experience	50	46	40	28	26

Source: Allen & van der Velden (Eds.). *The Flexible Professional in the Knowledge Society*. Dordrecht: Springer 2011.

Monatliches Einkommen von Absolventen 5 Jahre nach Studienabschluss - je nach Mobilität (only home graduates living in home country 5 years after graduation) (2005 survey)



Der schrumpfende Wert internationaler stud. Mobilität: Berufliche Aufgaben ehemaliger ERASMUS-Studierender (%)

Year of study abroad	1988/89	1994/95*	2000/01
Using the language of the host country orally	47	42	38
Using the language of the host country in reading and writing	47	40	38
Using firsthand professional knowledge of host country	30	25	25
Using first hand knowledge of host country culture/society	30	32	24
Professional travel to host country	17	18	14

* Year of graduation

Source: Janson, Schomburg and Teichler 2009

Statistische Informationsbasis zu Wissenschaftler-Mobilität: By Far More Deplorable

- ❑ Inkompatibilität der Bildungs- und Wissenschafts-Statistiken
- ❑ Problematische Klassifikationen (highly skilled workers, human resources in science and technology – HRST, R&D personnel, researchers, etc., academic staff, HE teaching professionals, teachers, etc.)
- ❑ Nur Daten zu Staatsangehörigkeit, nicht zu Mobilität
- ❑ Ein EU stocktaking report kam vor einem Jahrzehnt zu dem Schluss, dass es nur eine einzige brauchbare Statistik in diesem Bereich gibt: Annual awards of doctoral degrees to foreign citizens

Doctoral Awards to Foreign and Foreign Mobile Persons in Select European Countries 2007

Country	Total	Number of doctoral awards		Percentage of foreign/mobile	
		Abs.	Rate	Foreign	Foreign mobile
Austria	2.085	1.9%	0.4%	22.5%	22.2%+
Finland	1.925	2.9%	0.3%	10.6%	10.2%+
Germany	23.843	2.3%	0.3%	14.7%	14.6%+
Sweden	3.904	3.3%	0.7%	22.0%	5.4%++
Switzerland	3.428	3.3%	1.4%	42.6%	42.3%+

+ Prior education abroad ++ Prior residence abroad

Source: Teichler, Ferencz and Wächter 2011

Unterschiedliche Modi von Wissenschaftler-Mobilität und von Mob.-Daten

Major modes/different functions

1. Educational and early career mobility
2. Professional mobility of academics
3. Visits and sabbaticals

Different modes of data collection

1. Retrospective surveying or CV analysis
2. Personnel statistics
3. Analysis of administrative data of university or surveying

Kategorien von Wissenschaftler-Mobilität im Laufe des Lebens (CAP Study)

- Migrants (early immigrants)
- Study mobile
- Mobile during doctoral phase
- Immigrants after study or after award of doctoral degree
- Professional mobility
- Combinations
- Non-mobile (according all categories)

Mobility Types of Academics

(All respondents of CAP survey; percentages)*

	2010					2007/2008					Mean
	AT	CH	IE	PL	NL	DE	FI	IT	PT	UK	
Early immigrants	6	5	21	0	4	9	0	1	6	3	6
PhD immigrants	1	5	0	0	0	2	1	0	0	3	1
Professional migrants PhD	9	17	4	1	5	1	2	0	0	9	5
Professional migrants non-PhD	3	14	0	0	0	1	2	0	0	1	2
Study mobile	0	0	2	1	0	0	0	0	0	0	0
PhD mobile	2	3	21	3	2	2	2	3	10	2	5
Non-mobile	74	49	34	96	85	81	89	95	79	75	76
Others ^b	3	7	16	0	4	3	3	0	4	6	4

Question A1: For each of your degrees, please indicate the year of completion and the country in which you obtained it. ...
F9: What was your country of residence at birth?

a No data available for Croatia and Norway

b Mostly persons mobile between first and second degree; further early immigrants mobile during the course of study; others

Source: Goastellec and Pekari, in Teichler and Höhle 2013

Anteil der in der Forschung international kooperierenden Uni-Profes.

Percentage of (full and associate) professors at research-oriented universities involved in international research collaboration (2007):

<input type="checkbox"/> United States	49%	Finland	87%
<input type="checkbox"/> Korea	44%	Germany	75%
<input type="checkbox"/> Japan	38%	United Kingdom	68%
<input type="checkbox"/> China	16%	Italy	62%
<input type="checkbox"/> Mexico (research prof.)	46%	Country average	60%

Source: The Changing Academic Profession survey

“Internationalisation of the Curriculum”, “Internationalisation at Home ” usw. (I)

- In neueren Diskussion, ist kaum mehr von “international education” die Rede.
- Populär wurde “Internationalisation at home”: “The purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic environments” (Beelen and Jones, 2015, zitiert nach de Wit et al. 2015).
- Ebenfalls häufiger zu hören: “Internationalisation of the curriculum”: “a means of preparing ... graduates to live and work in a globalised world” (de Wit et al., 2015, p. 50) – “incorporation of international, incultural and/or global dimensions into the content of the curriculum” (Leask, 2015, zitiert nach de Wit et al. 2015).

Weitere “Internationalisierungs”-Termini ohne Betonung von physischer Mobilität

- ❑ “Digital learning”, “open learning”, “MOOCs”, etc.
- ❑ “Comprehensive internationalisation: a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research and service missions of higher education. It shapes institutional ethos and values ...” (p. 44) (J. K. Hudzik. *Comprehensive Internationalization*. New York: Routledge, 2015, quoted in de Wit et al. 2015).
- ❑ Global citizenship: “An attitude or disposition towards others and the world; underpinned by moral and transformative cosmopolitanism and liberal values (openness, tolerance, respect and responsibility for self, others and the planet); ... a mind-set for mature, critical, ethical and interconnected thinking ...” (Lilley, 2014, quoted in de Wit et al. 2015).

Für Internationalität bedeutsame Unterschiede zw. europäischen Ländern

- ❑ Quality of research/HE (e.g. Switzerland, Sweden, the Netherlands)
- ❑ Emphasis on good teaching, staff development, etc. (e.g. UK)
- ❑ Language and foreign languages (English, languages of big countries vs. small countries)
- ❑ Student costs and funding (scholarships for almost all in Nordic countries, no/modest fees and good financial support for disadvantaged in Germany, Ireland, NL etc., high tuition fees in UK)
- ❑ Regional links (e.g. Nordic countries, German-speaking countries, NL-Flanders, etc.)
- ❑ The catching up-situation of Central and Eastern European countries and some southern European countries
- ❑ In spite of all differences: There is a possibility of cooperation and mobility “on equal terms” among many European countries and HE institutions

“Anglo-Saxon Approach” towards Internationality of Higher Education

- ❑ Major philosophy: Knowledge export and people import
- ❑ Major philosophy: “Global competition”
- ❑ Strong emphasis on internationality in the “elite” sector of HE
- ❑ Generation of income through foreign students and young academics, “commodification of HE”
- ❑ Strong emphasis on incoming, little emphasis on outgoing student mobility
- ❑ Hope to have “brain gain”
- ❑ Moderate interest in international cooperation and mobility “on equal terms”
- ❑ Moderate interest in internationalizing one’s own students through international experience
- ❑ Moderate interest in international comparative analysis in general
- ❑ Moderate interest in learning from comparison of higher education systems
- ❑ Low interest in foreign language learning

“Continental European Approach” towards Internationality of Higher Education

- ❑ Internationality of higher education viewed as mix of competition for quality, cooperation and exchange on equal terms in order to enhance quality, “learning from contrast” and inter-cultural understanding, and finally assistance to middle-income and low-income countries
- ❑ Strong mechanisms of support for reciprocal international cooperation and mobility
- ❑ Strong emphasis on the value of internationalizing one’s own student and staff (e.g. Leuven communiqué 2009 in the framework of Bologna Process)
- ❑ High regard of learning English and other foreign languages
- ❑ “Social dimension” of HE and internationality of HE

Growing, yet Limited Influence of the “Anglo-Saxon Approach” in Continental Europe

- ❑ Increasing emphasis on “globalization”, “competition” and “ranking of world class universities”
- ❑ Some European countries introduced higher tuition fees for non-European universities
- ❑ Increasing influence of English as lingua franca
- ❑ But continued preference for cooperation on equal terms, flat institutional hierarchies, reciprocal mobility in Europe, easy recognition of study abroad, “learning from contrasts” through outgoing mobility, support for economically disadvantaged countries
- ❑ Europe not viewed as “the United States of Europe”, but as room of easy cooperation – often on “equal terms” – among neighbors

Auf dem Weg zu „De-Internationalisation“?

- Declining value of mobility (declining exceptionality)?
- „New nationalism“ in the race for success in the „global competition“?
- Is regionalisation „mini-internationalisation“ or „macro-nationalism“?
- Increase of international/intercultural „misunderstanding“?

Abschließende Überlegungen

- ❑ Die “kosmopolitische Hoffnung” lebt: Wertschätzung von verschiedenen Erfahrungen, Qualitätssteigerung durch int. Kontakte, mehr internat./-kult. Verständnis
- ❑ Interkulturelles Verstehen: Wird immer wichtiger!
- ❑ Wahrscheinlich weitere Steigerung von int. knowledge transfer, aber relative geringeres Gewicht von Mobilität; schrumpfender “instrumenteller” Wert von Mobilität?
- ❑ “Globalisierung”: Auf dem Weg zu “one world” oder zu “neo-nationalistischem Wettbewerb”?
- ❑ Für die einzelne Universität: Internationalisierung als Imitation der Exzellenten oder als integraler Bestandteil des Profils? Profil: Nicht nur “mainstream”- Internationalisierung, sondern auch besondere Akzente!

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