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The Internationalisation of German and Japanese Higher Education

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Overview

- German and Japanese Higher Education in Comparison
- Internationalisation: Current Trends and Status Quo in Germany
- Internationalisation: Some Observations on Trends in Japan
- Future Tasks for Universities in Germany and Japan

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German and Japanese Higher Education in Comparison



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German and Japanese Higher Education in Comparison

Characteristics of the Higher Education Systems

Japan	Germany
Near universal access to higher education; transition rate > 70%, currently 2.9 m students	Continuously rising interest in higher education; > 57 % of age cohort; currently 2.7 m students
782 universities (86 „national“, 90 local, 606 private)	400 state & state-recognised universities (110 unis, 232 UAS, 58 unis of arts & music)
Predominance of private higher education (73% of students)	Predominance of public higher education (94 % of students)
Centralised and rather hierarchical system (former imperial universities at the top)	Federal and rather egalitarian system, but increasing differentiation
High hurdles when accessing, low hurdles when graduating	Low hurdles when accessing, high hurdles when graduating
Traditionally rather weak link to labour market, after graduation actual „training on the job“	Rather strong link to the labour market (particularly UAS and Technical Universities)
High costs for the individual, relatively low investment by the state	Low costs for the individual, average investment by the state

Common Higher Education Policy Issues

- **Competitiveness** of the higher education system in times of demographic change and globalisation
- **Vertical & horizontal differentiation** within the higher education sector and **diversification** of universities (definition of a distinct profile in research and teaching, “reputation race”, competition for “brains” and funds)
- **Higher education governance** and **university autonomy**
- Promotion of excellence in **research & innovation**
- Quality assurance and promotion of excellence in **teaching & learning**

International Strategy of the German Rectors' Conference

Underlying hypotheses:

- **Universities are transnational actors:** In all dimensions of its work and business, a university must perceive of itself as a creative part of a **world higher education system**.
- Only an **internationalised university** will be able to meet societal expectations, actively shape the globalisation process and guarantee its own competitiveness.

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Internationalisation: Current Trends and Status Quo in Germany



Increasingly Strategic Approach

- **Political support** for internationalisation is high, especially at the federal level (policy support & financial incentives)
- Most German universities have developed or are currently in the process of formulating an institutional **internationalisation strategy**.
- In this process, **motives** for internationalisation are defined:
 - Enhancing the **quality** of teaching, learning and research
 - Educating **graduates** as responsible world citizens
 - Access to good **students** and **researchers**
 - Enhancing the institution's **reputation** at a global level
 - Intercultural **exchange**, global **responsibility**, „**soft power**“, ...

Internationalisation: Current Trends and Status Quo in Germany

Quantitative Approach: Defining, Collecting and Interpreting Indicators



Quantitative Approach: Defining, Collecting and Interpreting Indicators

- **Indicators for Mapping and Profiling Internationalisation (IMPI)**

EU-funded project of: ACA, Campus France, CHE Consult (lead), NUFFIC, Perspektywy, SIU (2009 - 2012)

www.impi-project.eu

- **Profile Data on the Internationality of German Universities**

Project partners: DAAD, HRK and Humboldt Foundation in collaboration with the Gesellschaft für empirische Studien (since 2006, ongoing)

www.hrk.de/themen/internationales/arbeitsfelder/profildatenprojekt/

However...

- Internationalisation needs to be evaluated on the basis of the **institutional profile** and the **goals** of a university.
- Quantitative indicators do enhance **transparency** and support the **evaluation** of the internationalisation status of an institution. Yet, they only represent part of the picture („**activity**“ rather than „**quality**“).
- **Qualitative aspects** have to be **adequately incorporated** into the evaluation of the internationalisation status of an institution.

HRK-Audit “Internationalisation of Universities”

- **Service** to HRK member institutions
- Helps universities to assess and (further) develop their **internationality** and **internationalisation strategies**
- **Peer review process** and **quality management** tool

The Audit is



HRK-Audit
Internationalisation
of Universities

- ➔ flexible & tailored to each university's needs
- ➔ holistic: considering the entire university & all its fields of international activity
- ➔ voluntary & confidential

International Linkages

- **Cooperation „at eye level“:** The German universities maintain over **32,000 partnerships** with universities worldwide.
- **The European dimension:**
 - **European mobility programmes** (ERASMUS/SOKRATES, Erasmus+) play a crucial role
 - Creation of a **European higher education area** with enhanced transparency & mobility, joint study programmes & cooperation in quality assurance
- **Strategic approach:** From individual mobility via structured programmes to strategic partnerships and internationalisation at home

Internationality as a Two-Way Street

- Germany has become a „**global player**“ in transnational education. It is the **fourth most popular host country** for internationally mobile students worldwide (fourth only to the US, the UK and Australia, thus the No. 1 non-English speaking country).
- The number of **international students** has risen over **300,000** in 2013/14 (11.5% of all students; TOP 5 sending countries: China, Russian Federation, India, Austria, Bulgaria).
- At the same time, the number of **mobile German students** has risen to **138,500** in 2012 (Top 5 destinations: Austria, the Netherlands, Switzerland, Great Britain, USA).

Transnational Education

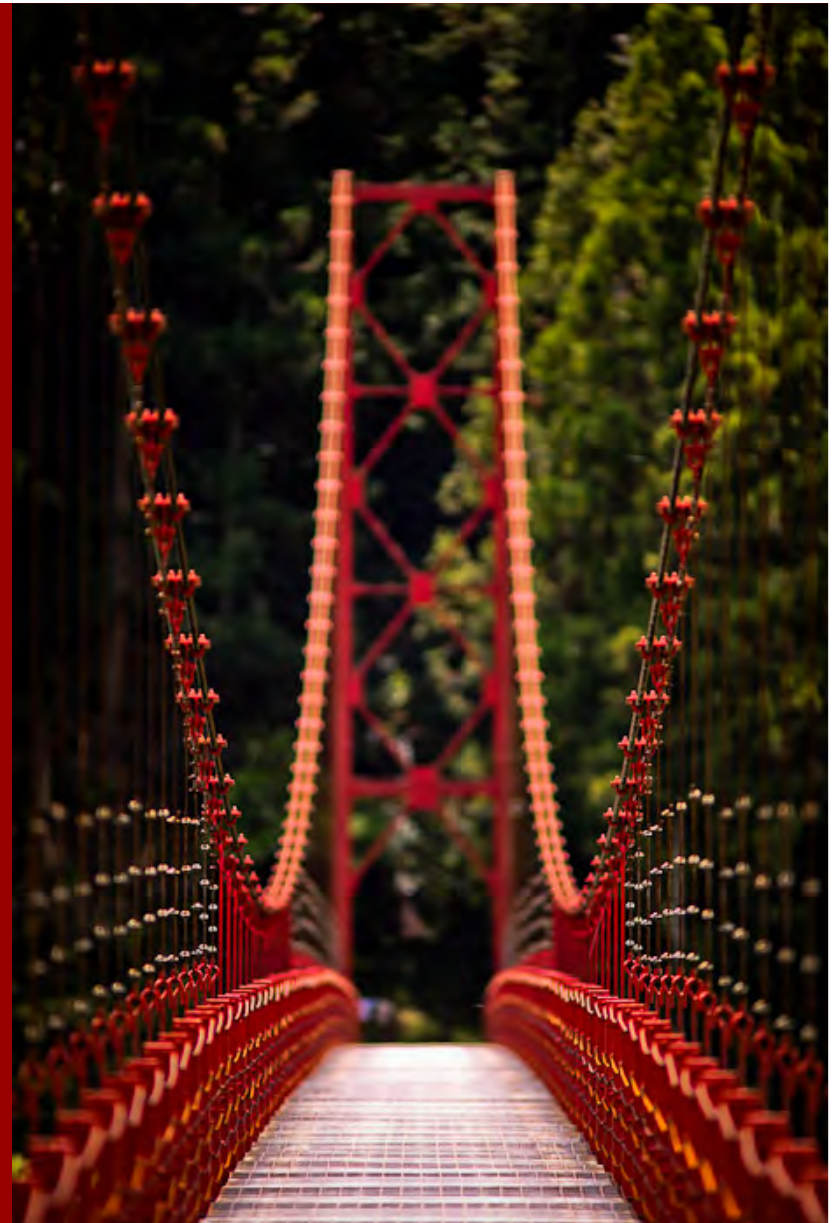
- For some institutions **transnational educational offers** play an increasing role as a profile element in the institutional internationalisation.
- **„TNB Made in Germany“**: cooperative approach incorporating the educational interests and traditions of the host countries
- Roughly **25,000 students** study in German higher education projects abroad.

Internationalisation at Home

- As not all students want to / can / will be mobile, the university has to provide opportunities for **international & intercultural learning**:
 - (Didactic) concepts for the internationalisation of curricula
 - Opportunities for working in international students groups & underlying (didactic) concepts for teaching & learning in heterogeneous students groups
 - Teaching & learning in a foreign language and foreign language acquisition for students & academic staff
 - Exposure to heterogeneity & training of intercultural competence

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Internationalisation: Some Observations on Trends in Japan



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General Trends in Japanese Higher Education

- Effects of **globalisation** & adaptation to **global developments**
- Various **pressures on universities** (demographic change, budget cuts, international university rankings, increasing differentiation within the system, ...)
- Intensified **dialogue** between the **universities** and their **stakeholders** (MEXT: „universities' social responsibility“, but still primacy of business & industry)
- **Revaluation of academic teaching** due to changes in the system (near universal access, waiving of entrance exams, ...)
- Debate on **quality assurance** in academic teaching („faculty development“) and on the **education & training of „global talents“** (グローバル人材)

Internationalisation: Status Quo in Japan

- **Strong political support:** Goal of MEXT: 300,000 international students in Japan and 120,000 mobile Japanese students by 2020; focus on **Asia** and the **US**
- **Global 30 project** (2009, 13 universities) and **TOP Global University project** (2014, 37 universities): establishment of „core universities“ for internationalisation
- **International outreach:** An increasing number of Japanese universities is establishing **representative offices abroad** and **promoting** Japanese higher education to internationally mobile students worldwide.

International Mobility: Status Quo in Japan

- Rising number of **international students** (184,000 in 2014, incl. prep and language courses); roughly **6 % of student body** (> 80 % from China, Vietnam, South Korea, Nepal and Taiwan).
- **Imbalanced mobility:** The number of Japanese mobile students has been steadily declining (from 83,000 in 2004 to 57,000 in 2011), but recently interest picking up again slightly?
- Main **reasons** for the declining interest in study abroad are the lack of encouragement by future employers (strict schedule of *shushoku katsudo*) and the home university as well as concerns over cost and language barriers.
- The most popular **host countries** are the US, China and Great Britain.

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Future Tasks for Universities in Germany and Japan



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Future Tasks for Universities in Germany and Japan

- Safeguarding and recreating **universities** as places of learning, teaching and researching in the 21st century with the goal of educating responsible and interculturally sensitive global citizens
- Defining the place of **German & Japanese** in the world and the role of **English** in the national higher education and research system



Future Tasks for Universities in Germany and Japan

- Universities in the “**post nation-state era**” (Haneda), coping with the challenges of **modern knowledge societies**:
 - Flexibility of educational system: (higher) education for a globalised world
 - Internationalisation in contents, structures & processes
 - Diversity of academic staff & student body
 - Mobility of learners & educators

Future Tasks for Universities in Germany and Japan

- **Prerequisite:** Adequate political, legal and structural framework
 - **Internationalisation requires financial investment:**
Basic university funding needs to provide for internationalisation.
 - **Internationalisation requires space and time:**
Sustainable resources & dependable legal framework
 - **Internationalisation happens locally:**
Allowing for autonomous institutional strategy development

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Vielen Dank!
ご静聴ありがとうございました

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