



Neue Horizonte für die Internationale Hochschule

DAAD

Deutscher Akademischer Austausch Dienst
German Academic Exchange Service

NEUE HORIZONTE FÜR DIE INTERNATIONALE HOCHSCHULE

Internationaler Workshop zur Verabschiedung
des DAAD-Generalsekretärs Dr. Christian Bode
im Cecilienhof Potsdam am 27./28.9.2010

NEW HORIZONS FOR THE INTERNATIONAL UNIVERSITY

International Workshop on the occasion of
the departure of the DAAD Secretary-General
Dr. Christian Bode at Cecilienhof Potsdam on
27./28.9.2010





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Vorwort von Prof. Dr. Max G. Huber,
Vizepräsident des DAAD

Preface by Prof. Max G. Huber,
DAAD Vice President

Diese Publikation ist einem Mann gewidmet, der zwei Jahrzehnte lang als Generalsekretär den Deutschen Akademischen Austauschdienst geprägt und gestaltet hat: Dr. Christian Bode. Am 1. Oktober 2010 ist er in den Ruhestand gegangen. Während seiner Amtszeit hat sich der DAAD zur weltweit größten Organisation für Hochschulkooperation und akademischen Austausch entwickelt. Auch das Aufgabenspektrum hat sich stetig erweitert: von einer Stipendienorganisation zur Internationalisierungsagentur der deutschen Hochschulen.

Als Christian Bode am 1. August 1990 sein Amt antrat, bestimmten die deutsche Wiedervereinigung und die Auflösung des Ostblocks die Arbeit des gelehrten Juristen. Heute ist die zunehmende Globalisierung ein entscheidender Faktor für die Ausrichtung des DAAD. Internationalisierung von Wissenschaft und Bildung sind wichtiger denn je und die deutschen Hochschulen entwickeln entsprechende Strategien. Dafür können sie heutzutage die Beratung und finanzielle Förderung des DAAD in einer Vielzahl von Programmen in Anspruch nehmen. Dies ist ein maßgebliches Verdienst von Christian Bode.

Er hatte immer ein gutes Gespür für Themen und Ideen, deren Zeit gekommen war. Gleichzeitig ist Christian Bode ein inspirierender Visionär, der lieber nach vorne als zurück schaut. Aus diesem Grund haben wir zu seinem Abschied am 27. und 28. September 2010 im Schloss Cecilienhof in Potsdam den Workshop „Neue Horizonte für die internationale Hochschule“ veranstaltet. Herausragende Experten, besonders wichtige Partner und langjährige Weggefährten von Christian Bode diskutierten gemeinsam Wege in die Zukunft der Hochschule.

Nach kurzen Impulsreferaten fanden offene, moderierte Gespräche statt – diese Broschüre enthält die Referate und Diskussionsergebnisse. Wir möchten aus den Anstößen und Vorschlägen lernen und sie an Sie weitergeben. Der Workshop gliederte sich in zwei Schwerpunkt-Themen: die Hochschule unter den Bedingungen der Globalisierung bzw. der Wissens- oder Weltgesellschaft und internationale Bildung und kultureller Dialog. Bernd Wächter, Direktor der Academic Cooperation Association, und Ulrich Grothus, stellvertretender Generalsekretär des DAAD, haben in ihren Berichten die wichtigsten Argumente und Ergebnisse zusammengefasst. Den Referenten, Moderatoren, Berichterstattern und Teilnehmern danke ich für ihren Einsatz und die lebhaften und fruchtbaren Diskussionen. Mein besonderer Dank aber gilt Christian Bode, dem ich auch im Namen unserer Mitgliedshochschulen und -studierendenschaften sowie der Mitarbeiterinnen und Mitarbeiter alles Gute für seine persönliche Zukunft wünsche.

This publication is dedicated to a man who, as Secretary-General of the DAAD for two decades, not only left his mark on our German Academic Exchange Service but also had a decisive hand in its development: Dr. Christian Bode, who retired on 1 October 2010. During his time in office, the DAAD has grown to become the largest organization worldwide for university cooperation and academic exchange. Parallel to this, the task range also consistently expanded: from a scholarship organization to an internationalization agency of German universities.

When Christian Bode took office on 1 August 1990, German reunification and the dissolution of the Eastern bloc defined the work of the trained legal expert. Today, increasing globalization has become a vital factor for the orientation of the DAAD. The internationalization of science and education is more important than ever, and German universities are in the process of developing commensurate strategies. The advisory services and financial support provided by the DAAD in a broad range of programs are a great benefit. This, and much more, is owed to the untiring efforts of Christian Bode.

Christian Bode has always had a good feel for subjects and ideas whose time has come. He is also an inspiring visionary who prefers to look to the future, rather than to the past. It was this spirit that inspired us to organize the workshop “New Horizons for the International University”, which was held on 27 and 28 September 2010 in the Cecilienhof Palace in Potsdam to mark his retirement. Eminent experts, key partners and long-standing associates of Christian Bode all discussed mutual approaches to the future of universities.

Brief introductory addresses were followed by open, moderated talks – the fruits of which are reflected in this brochure, that contains the presentations and discussion results. Our goal is to learn from the ideas and suggestions, and to pass them on to you. The workshop was divided into two main focus points: the university under the conditions of globalization and the knowledge-based/global society, and international education in cultural dialogue. Bernd Wächter, Director of the Academic Cooperation Association, and Ulrich Grothus, DAAD Deputy Secretary-General, have summarized the most important points and results in their reports. I would like to express my thanks to the speakers, moderators, reporters and participants for the lively and fruitful discussions. However, my special thanks go to Christian Bode, to whom, in the name of our member universities and student bodies, as well as the employees, I would also like to extend my best wishes for his personal well-being and future.



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GEBÄNDIGTE GLOBALISIERUNG, DIFFERENZIERUNG, DIE FERNE IN DER NÄHE UND DIE NAHEZU ÜBERFORDERTE HOCHSCHULE

CONTROLLED GLOBALISATION, DIFFERENTIATION, THE FOREIGNER NEXT DOOR: ARE UNIVERSITIES OVERBURDENED?

Von Bernd Wächter | [By Bernd Wächter](#)

Gegenstand des ersten Teils des Workshops war zum einen das zukünftige Verhältnis von Hochschule und Globalisierung. Zum anderen ging es um die wesentlichen „Herausforderungen“ an die einzelnen Hochschulen, wie an das tertiäre System insgesamt. Die Einführung in diese erste Session übernahm Sir Peter Scott, der dem folgenden Austausch durch eine historische Analyse der Hochschulentwicklung in den letzten 200 Jahren Orientierung verlieh. Marijk van der Wendes Impuls-Referat forderte einen neuen Umgang der Hochschulen mit der Globalisierung. Barbara Ischinger präsentierte Eckdaten zur Hochschulentwicklung in OECD-Staaten über die vergangenen 40 Jahre. Narciso Matos erinnerte eindrücklich daran, dass der herrschende Diskurs der „world-class university“ die eher elementare Realität im subsaharischen Afrika – und nicht nur dort – verfehlt.

Ist die Globalisierung unumkehrbar? In der turbulenten Diskussion zu diesem Thema schien es zeitweise so, als hätten es die Teilnehmer in der Hand, der Globalisierung ein Ende zu bereiten. Letzlich setzte sich aber die Auffassung durch, dass Globalisierung „here to stay“ ist, eine bleibende Realität für uns alle. Doch müssen die Hochschulen zu einem differenzierteren Umgang mit ihr finden, müssen sie „balancieren“ bzw. „bändigen“. Will sagen: sie kann nicht alleine ein wirtschaftliches, um nicht zu sagen, kommerzielles Unterfangen bleiben, bei dem die Hochschulen sich nur auf der Schololadenseite des globalen Wettbewerbs bedienen und vor den dunkleren Seiten des globalen Wettbewerbs und seinen Verlierern die Augen verschließen. Globales Engagement muss einhergehen mit der Übernahme von Verantwortung auf lokaler Ebene, im sozialen Bereich und – nicht zuletzt – in einem weltweiten Entwicklungskontext.

Dies wird Konsequenzen haben müssen auch für die Internationalisierung der Hochschulen. Das Paradigma einer ausschliesslich auf Vorteilsge-
winne und Marktanteile ausgerichteten Internatio-

nalisation – das in dieser Radikalität ohnehin für Deutschland und weite Teile Europas so kaum jemals galt – ist abzulösen durch einen Ansatz, in dem gesunder Wettbewerbssinn koexistiert mit partnerschaftlichem Miteinander. Dies wird Auswirkungen haben auch auf die Erträge, die mit der Internationalisierung angestrebt werden. Diese sind nicht mehr allein oder vordringlich wirtschaftlich zu bestimmen. Internationalität wird vielmehr zu einem Wesensmerkmal der Hochschulbildung, zu einem materiellen Bildungsziel. Die Hochschule der Zukunft muss den zum interkulturellen und interreligiösen Dialog fähigen Weltbürger hervorbringen. Es muss ihr auch gelingen, die sich schon im Lande befindlichen Migranten aufzunehmen und zum Erfolg zu führen. Eine Situation, in der eine deutsche Hochschule problemlos Studierende aus Indien und China anzieht, es ihr aber nicht gelingt, das Bildungsniveau schon im Lande anwesender „Fremder“ zu heben, ist nicht länger vertretbar. Zu entdecken ist die „Ferne in der Nähe“, sozusagen.

Zumindest teilweise wurden Globalisierungseinflüsse auch für eine zu große Gleichförmigkeit der Hochschulen und Hochschul-Systeme verantwortlich gemacht. Das Argument ist bekannt: das Modell der „world-class university“ und die damit einhergehenden Mess-Systeme, die internationalen Rankings (Academic Ranking of World Universities, Times Higher Education Supplement Rankings), übt einen unheilvollen Vereinheitlichungsdruck auf die Hochschulen aus. Tendenziell favorisiert dieser Druck ein einziges unter vielen möglichen Hochschulmodellen, das der forschungsorientierten Universität. Dem ist entgegenzuwirken: Konsens war, dass eine solche Monokultur gefährlich ist und dass die Leistungsfähigkeit von tertiären Systemen in ihrer Differenziertheit und Vielfalt besteht. Das wirft jedoch die Frage auf, welche Art von Vielfalt vonnöten ist. Ist das Ziel vertikale Stratifizierung, also eine hierarchische Differenzierung? Oder muss es das Ziel sein, gleichwertige aber in ihrer Mission und Schwerpunktsetzung verschiedenartige Institutionen

hervorzubringen. Letzteres war die Mehrheitsmeinung: wir brauchen gleichermaßen leistungsfähige Hochschulen mit ganz verschiedenen Profilen und – am besten – Alleinstellungsmerkmalen. Nicht alle davon werden „global players“ sein, ganz im Gegenteil.

Mit durchaus kritischen Untertönen wurde auch die Hochschul-Reform der letzten Dekade diskutiert. Wohl wollte niemand den Bologna-Prozess rückgängig machen und auch niemand die Relevanz der EU-Bildungsziele (Lissabon-Strategie und Nachfolger) in Abrede stellen. Einigkeit herrschte jedoch darüber, dass eine Konzentration auf Strukturen und Outputs alleine nicht ausreicht und die Hochschule „seelenlos“ zurücklassen würde. Schon deshalb muss die Fortführung der Reform in Zukunft wieder die Ziele von Hochschulbildung in den Vordergrund stellen. Wir müssen die Frage beantworten: welche Abgänger wollen wir hervorbringen, mit welchen fachlichen – und besonders mit welchen darüber hinaus gehenden – Qualitäten.

Alle forderten die „verantwortliche Hochschule“. Die Universitäten und anderen Hochschulen müssen ihren Beitrag zur Meisterung der globalen und lokalen Herausforderungen leisten – in manchen Fällen wird dies der Hauptbeitrag sein. Die Liste der globalen und lokalen Herausforderungen war lang: Erderwärmung, Klima, Ernährung, Entwicklung, soziale Kohäsion und multikulturelle Gesellschaft waren nur einige „Kandidaten“. Alles dies ist notwendig, kein Zweifel. Doch fragte sich der naive Beobachter gelegentlich, ob wir mit solchen Anforderungskatalogen nicht womöglich im Begriff sind, einen neuen Hochschultyp zu kreieren: die „überforderte Hochschule“.

Bernd Wächter ist Direktor der Academic Cooperation Association (ACA) in Brüssel, Belgien, seit 1998. Von 1995 bis 1997 leitete er die ERASMUS-Programmabteilung im Socrates & Leonardo Technical Assistance Office, Brüssel. In

den Jahren 1992 bis 1995 war Bernd Wächter Leiter des Referates Europa beim DAAD, und 1997 gehörte er noch einmal ein weiteres Jahr dem DAAD als Leiter des Referats Evaluation und Statistik an. Seine große Erfahrung auf dem Gebiet der Internationalisierung basiert auch auf seinen Tätigkeiten als Direktor des Akademischen Auslandsamtes der Fachhochschule (FH) Darmstadt in den Jahren 1990 – 1992, als Mitarbeiter des Akademischen Auslandsamtes der Gesamthochschule Kassel (seit 2003: Universität Kassel) und seiner Arbeit beim British Council. Bernd Wächters Arbeitsschwerpunkte sind die Internationalisierung im Hochschulbereich und Veränderungen in Hochschulstrukturen. Er ist Herausgeber der ACA-Veröffentlichungen zur Internationalen Zusammenarbeit im Bildungswesen.

The subject of the first part of the workshop was the future relationship between higher education institutions (HEIs) and globalisation as well as the significant “challenges” facing individual HEIs as well as the entire tertiary system. Sir Peter Scott made the introduction to this first session of the exchange with a historical analysis of higher education development over the past 200 years. In her speech, Marijk van der Wende called on the HEIs to adopt a new approach to globalisation. Barbara Ischinger presented key data on higher education development in OECD countries over the last 40 years. Narciso Matos pointed out that the dominant discourse of the ‘world-class university’ has failed to meet the rather rudimentary reality in Sub-Saharan Africa – and not only there.

Is globalisation irreversible? At one point during the turbulent discussion of this topic it seemed as if the participants believed they could put an end to globalisation. However, in the end the opinion prevailed that globalisation was “here to stay” – a lasting reality for all of us – and that HEIs must find a way to “balance” and “control” globalisation. In other words: globalisation cannot remain a solely economic and commercial venture where HEIs take advantage of the bright side of the global competition while turning a blind eye to its

downsides and the disadvantaged. Global commitment must go hand in hand with taking responsibility at a local level, on social issues and, last but not least, in a global development context.

This will of course result in implications for the internationalisation of higher education institutions, too. The paradigm of internationalisation aiming exclusively at benefits and market shares – which really never applied in such a radical nature to Germany and large parts of Europe anyway – must be replaced by an approach in which healthy competition can coexist with cooperative partnership. This will also have an impact on the benefits expected from internationalisation which can no longer exclusively or primarily be defined in financial terms. In fact, internationalisation will become a key feature in higher education, i.e. a material goal of education. The universities of the future must turn out global citizens capable of engaging in the inter-cultural and inter-religious dialogue. Universities must also be able to provide access for migrants already in the country and lead them to success. A situation where a German higher education institution easily attracts students from India and China, but is unable to raise the educational level of the ‘foreigners’ already in the country, is no longer acceptable. The foreigner is next door, so to speak.

At least in parts, globalisation impacts were also blamed for a lack of differentiation of HEIs and higher education systems. The argument is well known: the ‘world-class university’ model and the associated measuring systems, the international rankings (Academic Ranking of World Universities, Times Higher Education Rankings) put a disastrous pressure on

universities to become more uniform. This pressure favours just one higher education model out of many, i.e. the research-led university. This tendency must be fought: The consensus was that such a monoculture is dangerous and that the performance of tertiary systems depends on their differentiation and diversity. This, however, poses questions about what kind of diversity is needed. Is the aim vertical stratification, i.e. hierarchic differentiation? Or is the objective to create institutions which are different in their mission and focus. The latter was the majority opinion. We need competent HEIs with different profiles and with unique features. Not all of them will be ‘global players’, quite the reverse.

Higher institution reform of the last decade was also discussed with critical undertones. No one wished to revert to pre-Bologna days and nobody denied the relevance of the EU educational targets (Lisbon strategy and successors). But there was a consensus that the present obsession with structures and output is not sufficient and would leave the HEIs ‘soulless’. This is reason enough for further reform to focus again on the substantive goals of higher education. We must answer the following questions: What kind of graduates do we want to educate? What kind of professional qualities should they acquire? And, beyond that, what personal and social qualities should they have?

Everyone spoke out in favour of ‘responsible higher education institutions’. Universities and other institutions must contribute towards meeting the global and local challenges – in some cases this will be the main contribution. The list of global and local challenges was extensive: global warming, climate, food, development, social cohesion and the multi-cultural society were

just a few of the topics. There is no doubt that all of these are important, but the naive observer was occasionally wondering if these multiple demands were not creating a new type of HEI: the overburdened university.

Bernd Wächter is the Director of the Academic Cooperation Association (ACA). In this capacity, which he has held since 1998, he bears overall responsibility for the implementation of all ACA policy. Earlier on (1995 – 1997), he was the Head of the Erasmus Department in the then Socrates and Youth TAO, which implemented the centralised parts of the Erasmus Programme on behalf of the European Commission. Between 1992 and 1995, he headed the German national agency for the Erasmus Programme inside the DAAD, which also had important national information functions for the COMETT, LINGUA and TEMPUS schemes. His experience with internationalisation also relates to the institutional level, through his functions as head of the international office of the Fachhochschule Darmstadt, and as a departmental coordinator of international relations at the Gesamthochschule Kassel. He has also worked for the British Council. Bernd Wächter has published and lectured widely on issues of Europeanisation and internationalisation of higher education. He is the editor of the ACA Papers on International Cooperation in Education.



INTERNATIONALE MOBILITÄT UND BILDUNG ZUM WELTBÜRGER

INTERNATIONAL MOBILITY AND EDUCATING GLOBAL CITIZENS

Von Ulrich Grothus | By Ulrich Grothus

Im zweiten Teil des Workshops standen die Zukunft der Studierendenmobilität und der Bildungswert des Auslandsstudiums im Mittelpunkt. Ulrich Teichler präsentierte dazu Ergebnisse der empirischen Austauschforschung; Allan Goodman und Wu Xidi brachten Perspektiven unterschiedlicher Weltregionen ein.

Aufgeschlossenheit und Respekt für andere Kulturen – so ein erstes Ergebnis – sind kein automatisches Ergebnis von Mobilität, wenn auch Weltenerfahrung nicht ohne persönliche Mobilität zu haben ist. Prominente Beispiele zeigen, dass Kulturschock und mangelnde Integration Vorurteile sogar verstärken und Abgrenzungsbedürfnisse provozieren können. Und: Auslandsstudium ist nicht der einzige Weg zur Internationalisierung des Studiums. Weltoffenere Curricula und systematischere Auseinandersetzung mit der Multikulturalität „vor der Haustür“ sind wichtige Ergänzungen zu Mobilität, manchmal vielleicht sogar Alternativen zu ihr. Auslandsstudium könnte dadurch seine bisherige Signalwirkung für interkulturelle Erfahrung einbüßen. Das könnte auch erklären, warum in Westeuropa die Beteiligung am Auslandsstudium seit der Jahrtausendwende nur noch langsam wächst oder sogar stagniert.

Dagegen steigen in den USA – von niedrigerem Ausgangsniveau – die Zahlen weiter stark, wenn auch die durchschnittliche Verweilzeit im Ausland gleichzeitig abnimmt. Obligatorische Auslandsaufenthalte und/oder ein großes Erasmus-artiges Förderprogramm könnten vielleicht einen Durchbruch zu längeren und stärker integrierten Auslandsaufenthalten schaffen.

Der Bildungswert von Auslandserfahrung besteht – neben der Verbesserung von Sprachkenntnissen und der Entwicklung von Netzwerken – vor allem im „Lernen vom Kontrast“. Das bezieht sich auch und gerade auf Lehrinhalte und Lehrmethoden im Studium selbst: Auch in den Natur- und Technikwissenschaften sind die curricularen Unterschiede

oft groß und zeigen mobilen Studierenden die Vielfalt möglicher Herangehensweisen. Umso wichtiger ist es dann, dass die Hochschulen bei der Anerkennung von Studienleistungen flexibel sind und Verschiedenartiges als gleichwertig anerkennen.

Eine ausländische DAAD-Stipendiatin wies darauf hin, dass die Kontrastwirkung des Auslandsstudiums auch belastend sein kann: Erwartungen und vorgefundene Realität gehen auseinander; Verwandte und Freunde können gerade Studierenden aus Entwicklungsländern in Krisensituationen nicht kurzfristig beistehen.

Immer häufiger werden hochqualifizierte Forschergruppen aus international rekrutierten Experten zusammen gesetzt. Davon geht eine Homogenisierung aus, die durch Förderstrukturen noch verstärkt wird. In den Geistes- und Sozialwissenschaften ist das nicht ohne Risiko: Eine „Löschung des nationalen Kontextes“ kann zu einem Verlust an historischer Tiefendimension führen.

Auslandserfahrung von Studierenden und Wissenschaftlern hat bei der „vertikalen“ Mobilität zwischen unterschiedlich leistungsfähigen Wissenschaftssystemen andere Dimensionen als bei der „horizontalen“ zwischen Industrieländern. Während bei der letzteren kultureller und curriculärer Kontrast erwartet wird, wird bei Studierenden aus Entwicklungsländern oft gerade nicht Unterschied honoriert, sondern Anpassung gefordert. Diese Anpassungsleistung muss durch gute Betreuung erleichtert, zugleich aber auch auf ein Maß reduziert werden, das Raum für Diversität lässt. Integration und Diversität gehören daher zusammen. Manche Regionalhochschule mag – wegen der Multikulturalität der Studierenden aus dem unmittelbaren Einzugsbereich – „internationaler“ sein als ganz nordatlantisch geprägte Forschungsuniversitäten. Wiederholt wurde auch davor gewarnt, dass das in den letzten Jahren vorherrschende Wettbewerbs-Paradigma für Diversität

keinen Platz lasse. Auch weit reichende Zielvorgaben von großen Förderorganisationen könnten „normative Homogenität“ erzwingen, statt Raum für unterschiedliche Strategien einzelner Institutionen zu lassen.

Mehrfach wurde kritisch hinterfragt, ob nicht die Spezialisierung von Studiengängen die Heranbildung verantwortlicher Welt-Bürger zugunsten der Ausbildung von „Fachidioten“ gefährde. Möglicherweise könnte daher auch in Europa die Idee einer „liberal arts education“ neue Attraktivität gewinnen.

Ein zweiter großer Themenkomplex war der Wettbewerb auf dem internationalen „Bildungs- markt“. Allan Goodman hatte in seinem Impulsreferat darauf aufmerksam gemacht, dass zwei Drittel der (für ein Vollstudium) international mobilen Studierenden in nur fünf Länder gehen; die USA, Großbritannien, Frankreich, Deutschland und Australien. Die Gruppe der Hauptzielländer werde sich in absehbarer Zukunft maximal auf eine „Top Ten“ vergrößern. Dieselben Länder sind übrigens auch die wichtigsten Exporteure von transnationaler Bildung. Diese Konzentration beruht nicht nur auf größerem Reichtum, teureren Labors und höheren Gehältern, sondern auch auf der Verfasstheit der Gesellschaften und Wissenschaftssysteme. Wer die besten Köpfe aus aller Welt anziehen will, muss für Freiheit, ein innovationsfreundliches Klima und Gleichberechtigung der Geschlechter sorgen.

Deutschland hat sich in den letzten zwei Jahrzehnten erfolgreicher als attraktives Gastland positioniert, muss aber sowohl an einem besseren Studierenerfolg der internationalen Studierenden als auch an einem wirklich gastfreundlichen gesellschaftlichen Klima noch weiter arbeiten.

Als zusätzlicher Vektor des „Bildungsexports“ neben dem Ausländerstudium haben sich in den letzten Jahrzehnten transnationale Bildungsange-

bote von einzelnen Studiengängen bis zu ganzen Hochschulgründungen etabliert. Daran ist auch Deutschland stark beteiligt. Staaten wie Singapur oder die Vereinigten Arabischen Emirate wollen auf diese Weise international wettbewerbsfähige Hochschulstandorte werden. Auch bei transnationaler Bildung stellt sich die Frage, ob Ausgründungen die akademische Kultur der „Exporteure“ einfach verdoppeln können oder sich auch inhaltlich-curricular an lokale Bedingungen anpassen müssen.

Ein dritter großer Themenkomplex waren die Wirkungen von Zu- und Abwanderung auf wissenschaftliche, wirtschaftliche und soziale Entwicklung. Die Teilnehmer waren sich einig, dass die Problematik eines „brain drain“ zulasten der Entwicklungsländer durch neue Terminologien („brain circulation“) allein nicht aus der Welt geschafft ist, andererseits aber auch durch administrativ-ausländerrechtliche Regulation nicht wirksam zu behandeln ist.

Entscheidend für die Rückkehr von Fachkräften und Wissenschaftlern in Entwicklungsländer sind letztlich die Arbeits- und Lebensbedingungen dort. Daher ist die Kooperation mit forschungszentrierten Universitäten für die Entwicklungsländer strategisch so bedeutsam. Förderprogramme, die vor Ort Strukturen verändern und bessere Möglichkeiten für wissenschaftliche Arbeit in Nord-Süd-Kooperationen schaffen, tragen auch zur Eindämmung von Brain Drain bei. Nationale Förderorganisationen wie der DAAD können und sollten ihre diesbezüglichen Strategien weiterhin mit den Partnern im globalen Süden abstimmen.

Immer wieder wurden in der Diskussion die Dominanz der englischen Sprache und die Rolle anderer Wissenschaftssprachen wie des Deutschen angesprochen. Das Engagement, die „schwierige“ deutsche Sprache zu erlernen, war im 19. Jahrhundert eine Schwelle zur Weltgeltung der deutschen Wissenschaft. Heute muss es an den Universitäten neben den Landessprachen und der Lingua franca

Englisch Platz für wichtige Regionalsprachen geben – wie auch umgekehrt in den englischsprachigen Ländern, von den USA angefangen, mangelnde Kenntnis von „kritischen“ Sprachen (von Spanisch bis Arabisch) inzwischen als strategisches Problem in den unterschiedlichsten Politikbereichen wahrgenommen wird.

Die Globalisierung, so wurde am Ende der Diskussion festgehalten, wird weitergehen. Internationalisierung der Hochschulen bedeutet, Verantwortung für die Gestaltung der Globalisierung anzunehmen. In der Lehre geht es dabei um die globalen Dimensionen von Beruf und Teilhabe am sozialen Leben, um die Bildung von Weltbürgern also. In der Forschung müssen die Hochschulen und Wissenschaftler helfen, die globalen Herausforderungen anzupacken und zu lösen. Dazu ist künftig nicht weniger, sondern noch mehr Engagement der Hochschulen (und auch mehr Geld) erforderlich.

Damit Auswärtige Kulturpolitik wirksam sein kann, muss sie fast ohne Hintergedanken großzügig sein, unterstrich der Moderator dieser zweiten Hälfte des Workshops, Thomas Steinfeld von der „Süddeutschen Zeitung“. Die „unerhörte Großzügigkeit“ des DAAD habe sich schon bisher gut bezahlt gemacht. Deutschland solle daher auch weiter mindestens die (nicht einmal) 0,2 Promille des Bruttoinlandsprodukts, die der DAAD kostet, in internationale Bildung investieren.

Ulrich Grothus ist Stellvertretender Generalsekretär des DAAD und Leiter der Abteilung Strategie und Projekte. Nach dem Studium der Politikwissenschaft und Germanistik an der Freien Universität (FU) Berlin war er zunächst Journalist. 1982 trat er in die Internationale Abteilung der damaligen Westdeutschen Rektorenkonferenz (heute: Hochschulrektorenkonferenz) ein. 1988 wechselte er zum DAAD, zunächst als Vorstandsassistent und Pressesprecher.

Seit 1991 hat er nacheinander alle Programmabteilungen des DAAD geleitet. 1998–2000 war er Leiter der Außenstelle Paris, 2004–2008 Leiter der Außenstelle New York.

The second part of the workshop focused on the future mobility of students and the educational value of study abroad. Ulrich Teichler presented results of empirical research into international academic mobility. Allan Goodman and Wu Xidi contributed perspectives from different world regions.

A first outcome: open mindedness and respect for other cultures are not an automatic result of mobility, even though it is impossible to truly experience the world without being mobile. Prominent examples show that culture shock and a lack of integration may even reinforce prejudice and produce a desire for distinction. What's more: study abroad is not the only means to internationalize teaching and learning. Essential supplements and, maybe, sometimes even an alternative to mobility are more cosmopolitan curricula and a more systematic confrontation with different cultures on our own doorstep. Study abroad may thus lose its current status as a token of intercultural experience. This might explain why in Western European countries participation in study abroad has only grown slowly or even stagnated since the turn of the millennium.

At the same time, numbers in the USA are, continue to strongly increase (from a lower level), although the average length of stay is declining. Mandatory stays abroad and/or a large-scale funding program of the Erasmus type could create a breakthrough for longer and more integrated stays abroad.

In addition to improving language skills and developing networks, the primary educational value of stays abroad is 'learning from contrast'. This particularly applies to the content and method of

teaching. Even in the sciences and engineering, curricular differences are often great and demonstrate to the mobile students the variety of possible approaches. It is therefore all the more important that HEIs are flexible in recognizing academic achievements and accept different content as academically equivalent.

A foreign DAAD scholar pointed out that the contrast effect of study abroad may also have a negative impact. Expectations and existing reality diverge, relatives and friends, especially in the case of students from developing countries, cannot instantly provide support.

More and more frequently, high-caliber research teams are composed of internationally recruited experts. This results in a homogenization, which funding structures even further reinforce. Particularly in the humanities and social sciences, there is a risk that a removal of national context may lead to a severe loss of historical depth?

Students and scientists moving (“vertically”) to university systems of much higher performance or reputation experience mobility in a very different way from those moving (“horizontally”) between more comparable systems in developed countries. Whereas cultural and curricular contrast is seen as beneficial in the latter case, students from developing countries are frequently simply expected to adapt rather than their different background being appreciated. Adaptation must be facilitated with good tutoring and support, but should also be limited to an extent that allows for diversity. Hence, integration and diversity belong together. Some regional higher education institutions might be more “international” – due to the variety of cultural backgrounds students from the near vicinity have – than the typical research university in Western Europe or North America. There were also repeated warnings that the prevailing competition paradigm of the past years does not allow for, much less encourage, diversity. Sweeping objectives set by

funding organizations can also enforce ‘normative homogeneity’ instead of encouraging different strategies of individual institutions.

Several questions were posed as to whether the specialization of study courses endangers the education of global citizens in favor of training ‘nerds’. This could result in the notion of liberal arts education becoming more attractive again in Europe, too.

The second important topic was the competition on the international education market. In his talk, Allan Goodman had pointed out that two thirds of internationally mobile (degree-seeking) students study in just five countries: the USA, the UK, France, Germany and Australia. In the near future, the top destination countries will increase to a maximum of ten. These countries are also the most important exporters of transnational education. This concentration is not only in effect of greater wealth, more expensive labs and higher salaries, but also of the organization of societies and scientific systems. Those who want to attract the best minds must provide liberty, an innovation-friendly climate and equal rights for men and women.

In the past two decades, Germany has positioned itself as an attractive host country, but must continue to improve the completion rates of international students and provide a more hospitable atmosphere in the society at large.

Over the past decades, transnational education, ranging from individual study programs to the creation of entire universities, has become a further vector of “educational exports”, in addition to welcoming international students. Germany is also strongly involved in this field. Countries like Singapore or the United Arab Emirates intend to become internationally competitive higher education hubs with this strategy. Also in transnational education the question arises whether off-

shore programs can simply replicate the academic culture of the “exporters” or whether the content of the curriculum must be adapted to local conditions.

The third major topic was the impact of immigration and emigration in terms of scientific, economic and social development. The participants unanimously agreed that brain drain at the expense of the developing countries can neither be passed over with just new terminology (brain circulation) nor effectively managed by administrative means such as aliens legislation.

The working and living conditions are decisive for the return of specialists and scientists to developing countries. Therefore, cooperation with research-led universities is of strategic importance for developing countries. Programs that change local structures and create enhanced opportunities for scientific work in North-South cooperation, significantly contribute to containing brain drain. National funding organizations like DAAD can and must continue to coordinate their respective strategies with partners in the global South.

The predominance of the English language and the role of other scientific languages such as German were repeatedly discussed. In the 19th century, learning the “difficult” German language gave scholars access to the internationally renowned world of German science. Today, more importance must be placed on important regional languages in addition to the national languages and the global lingua franca English. As the English-speaking countries such as the USA are now noticing, a lack of knowledge of critical languages (from Spanish to Arabic) is turning out to be a strategic problem in various policy fields.

At the end of the discussion, it was noted that globalization will continue. Internationalization of HEIs means taking responsibility for shaping globalization. Teaching must focus on the global dimensions of careers and participation in social life, in short, on the education of global citizens. In research higher education institutions and scientists must help tackle global challenges and find solutions. Therefore, more commitment on the part of the HEIs (and more money) is required.

In order to make foreign cultural policy work, it must be generous and virtually free from ulterior motives, emphasized Thomas Steinfeld of the “Süddeutsche Zeitung”, presenter of the second half of the workshop. The “incredible generosity” of the DAAD has paid off well over the last decades. Germany should continue to invest in international education at least the (not even) 0.02 percent of GDP which the DAAD now costs.

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He obtained a Master’s degree in Political Science at the Freie Universität Berlin in 1976.

He then worked as a journalist before joining the International Division of the former West German Rectors Conference in 1982. He has been working for DAAD since 1988, first as spokesman and head of the president’s office. Starting in 1991, he has been consecutively director of all three DAAD program directorates. In between, he served as director of the Paris office from 1998 to 2000 and of the New York office from 2004 to 2008.





Barbara Ischinger

Dr. Barbara Ischinger took up the post of Director for Education for the OECD on 1 January 2006. She has held a range of senior international positions over the last 17 years in the fields of international co-operation and education, with a focus on Europe, the United States and Africa.

GLOBALISATION, COMPETITION AND QUALITY IN HIGHER EDUCATION: OECD'S INSIGHTS

Introduction

In the past decade, countries all over the world have witnessed a very rapid expansion of higher (or tertiary) education. Once an experience enjoyed by a privileged minority, higher education today is an experience open to ever larger numbers in each new cohort – and in some countries even the majority. Broad trends are visible across countries – for instance, the growing international tertiary education market and the greater formalisation of quality assurance. Despite rising costs to the individual, tertiary education remains a primarily public enterprise in most OECD member countries.

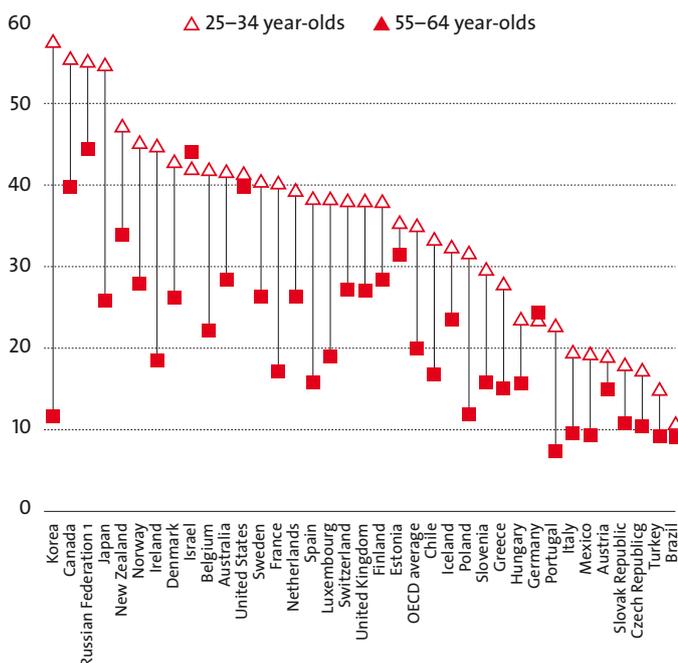
The OECD has undertaken significant work on higher education, including internationalisation, a major review of tertiary education, the regional role of higher education institutions (HEIs), the future of higher education and the formulation of the OECD/UNESCO *Guidelines for Quality Provision in Cross-border Higher Education*.¹

The main policy orientations emerging from the OECD's large body of work in the area of higher education include the need to develop and work towards strategic visions, to ensure that quality assurance serves both improvement and accountability purposes and to use cost-sharing between the state and the students as the principle for shaping the sector's funding. These recommendations are based on the OECD's comparative analysis of some of the main factors currently shaping the sector, namely globalisation, competition and quality. This brief summary of my presentation in Potsdam in September 2010 provides an overview of our analysis and our efforts to help improve students' learning outcomes in practice by means of our feasibility study on the Assessment of Higher Education Outcomes (AHELO).

Globalisation and competition

Over half the population of OECD countries will participate in university-level education at some stage of their lives based on current patterns of entry. Participation rates in university education of over 50% for a single age cohort are becoming the benchmark for OECD countries with 56% for OECD countries overall. (This refers to "net entry rates" that are calculated as the proportion in a synthetic age cohort who go into university-type education at some point in their lives based on current enrolment patterns.) For some countries in 2008, such entry rates were substantially higher again: 70% or over could expect to enter university-type programmes (tertiary-type A) alone in Australia, Finland, Iceland, Korea, New Zealand, Norway, Poland, Portugal and the Slovak Republic.²

Figure 1. Population that has attained at least tertiary education (2008) Percentage, by age group



1. Year of reference 2002

Source: OECD (2010), Education at a Glance 2010: OECD Indicators, OECD Publishing.

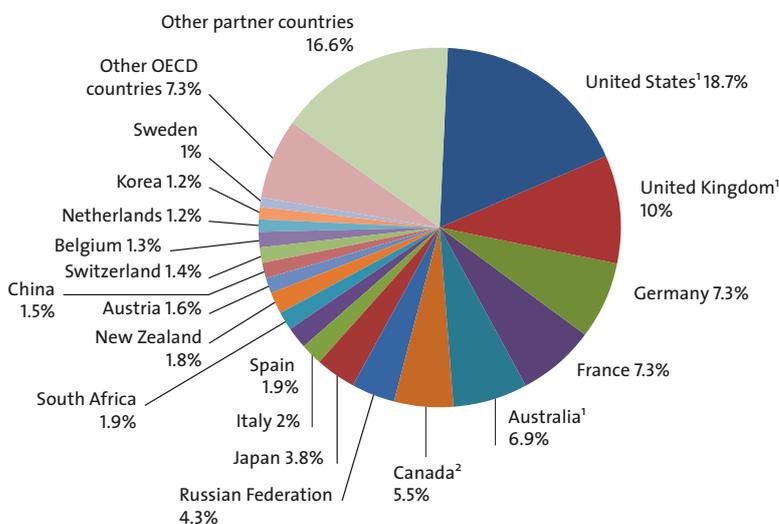
However, nearly a third of university students fail to graduate and such “dropouts” are higher still in non-university tertiary programmes. On average, across the 23 OECD countries for which data are available, some 30% of university (tertiary type A) students fail to successfully complete the programmes they undertake. Completion rates differ widely. The countries where over three-quarters of university students complete the programme are Japan (93%), followed by Portugal (86%), Korea (84%), Denmark (82%), the United Kingdom (81%), Australia (80%), Spain (79%) and partner country the Russian Federation (80%). In contrast, in Mexico, New Zealand, Sweden and the United States less than six in ten of those who enter go on to complete (though for Sweden it includes those enrolled in single courses who do not intend to do the full programme). The non-completion rate in vocational, non-university programmes stands even higher than in

university-type programmes at 38%, and is highest in New Zealand and the United States at around two-thirds and in Portugal at over 80%.³

While tertiary education is still predominantly a public enterprise in the OECD area, the proportion funded privately varies widely: from less than 5% in Denmark, Finland and Norway, to more than 40% in Australia, Canada, Japan, the United Kingdom, the United States and Israel, and to over 75% in Chile and Korea. As in the case of tertiary graduation and entry rates, the proportion of private funding may be affected by the presence of international students, who represent a relatively high proportion in Australia and New Zealand.⁴

Despite the economic crisis, in 2010 tertiary education institutions did not face a major decline in public funding. Students and their households have nevertheless felt serious changes as they contribute more to the expenditures of tertiary education institutions than they used to. In most countries, however, tertiary education is still significantly publicly subsidised.⁵

Figure 2. Distribution of foreign students in tertiary education, by country of destination (2008)
Percentage of foreign tertiary students reported to the OECD who are enrolled in each country of destination



1. Data relate to international students defined on the basis of their country of residence.
2. Year of reference, 2007.
Source: OECD (2010b) Education at a Glance 2010: OECD Indicators.

There has been more than a fourfold increase in foreign students since the mid-1970s, highly concentrated in a small number of destination countries and making up 15% or more of tertiary students in several. In the 1990s, there was a sharp increase in the international mobility of students and teachers, educational programmes and higher education institutions, which has continued since. The number of foreign students worldwide stood at around 0.8 million in 1975 and rose to an estimated 3.3 million by 2008. Foreign students are highly concentrated in a few countries. Half attend higher education in the top five destination countries (United States, United Kingdom, Germany, France and Australia), with another

14% accounted for by the next three (Canada [6%], Japan [4%] and partner country Russia [4%]). Foreign students make up around 15% or more of the tertiary student body in Australia (20.6%), Austria (15.5%), Switzerland (14.1%) and the United Kingdom (14.7%). In absolute terms, the largest numbers of international students are from China and India. ⁶

Quality

Quality assurance in higher education is becoming universalised. The increase in the growth of the number of external quality agencies over the period can be observed through membership of the International Network of Quality Assurance Agencies in Higher Education (INQAAHE). Its core members are the regional and national quality assurance and accreditation agencies, plus associate members of organisations with a strong interest in quality assurance in higher education. This network was established in 1991, originally with members from only 11 countries, representing most of those with systems, full or partial, of external quality assurance in higher education. By mid-2008, the network had grown to 154 members from 78 countries. ⁷

Among the principles and pointers for quality assurance in tertiary education, in addition to the general requisites of building the focus on student outcomes and the capacity for quality assurance, are:

- Ensure that quality assurance serves both improvement and accountability purposes, and more generally make sure it is consistent with the goals of tertiary education.
- Combine internal and external mechanisms for quality assurance.
- Make stakeholders visible in the evaluation

procedures – students, graduates and employers.

- Enhance the international comparability of the quality assurance framework.

Effective initiatives to improve teaching quality in higher education depend above all on the commitment of leaders and management in the institution: Initiatives explicitly aimed at addressing the quality of teaching in higher education fall under three main headings: i) institution-wide quality assurance policies; ii) programme monitoring; iii) teaching and learning support. An institution aiming to pursue a teaching quality strategy will often set up a specific organisation, supported by technical staff for the design of appropriate instruments, as a first step. The success of such initiatives primarily depends, however, on the commitment of heads of departments. ⁹

In the international market for higher education, quality is a global concern and all stakeholders need to contribute to protect students from low-quality provision and disreputable providers: The OECD in close co-operation with UNESCO published a set of international *Guidelines for Quality Provision in Cross-border Higher Education* in 2005 recommending actions for different stakeholders.

Improving Learning Outcomes

As we have seen, governments and individuals have never invested more in higher education. Yet, no reliable international data currently exist on the outcomes of learning in higher education. The few studies that have been made have focused on the national level while available international rankings reflect neither the quality of teaching and learning nor the diversity of institutions.

Effective initiatives to improve teaching quality in higher education depend above all on the commitment of leaders and management in the institution.

Drawing upon its expertise as the world's largest and most reliable source of comparable statistics as well as economic and social data, the OECD is leading new work in this field with its feasibility study on the Assessment of Higher Education Learning Outcomes (AHELO).

Currently the subject of an international feasibility study, AHELO will provide data on the relevance and quality of teaching and learning in higher education. It will test what students in higher education know and can do upon graduation – covering both generic skills common to all students (critical thinking, analytical reasoning, problem-solving and written communication) and discipline-specific skills (initially, in economics and engineering for the purposes of the feasibility study). AHELO aims to be global and valid across diverse cultures, languages and different types of institutions.

While AHELO takes a similar approach to other OECD assessments (like PISA) in that it

will assess student knowledge and skills directly, it is only a feasibility study for the moment and will not provide information at national or system levels. The focus will be at the level of institutions and will not allow for comparisons at national level. AHELO is not a ranking and will not produce league tables.

Once developed, AHELO will be a useful tool for universities (to assess and improve their teaching), for students (to make better choices in selecting institutions), for policy-makers (to make sure that the considerable amounts spent on higher education are spent well) and for employers (to know if the skills of the graduates entering the job market match their needs).

Looking ahead to the many challenges and opportunities facing the higher education sector, the OECD's mission will remain that of providing reliable comparative data and opportunities for policy dialogue among all interested stakeholders in support of high quality education the world over.

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- ⁴OECD (2010b) *Education at a Glance 2010: OECD Indicators*, Indicator B3
- ⁵OECD (2009a) *Higher Education to 2030 – Volume 2, Globalisation*, Chapter 9
- ⁶OECD (2010b) *Education at a Glance 2010: OECD Indicators*, Indicator C2
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- ⁹OECD (2010c) *Learning our Lesson: Review of Quality Teaching in Higher Education*, Executive Summary
- ¹⁰For more information see: www.oecd.org/edu/ahelo



Marijk van der Wende

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THE ROLE OF HIGHER EDUCATION INSTITUTIONS IN GLOBALISATION

Higher education drives and is driven by globalization. It trains the highly skilled workers and contributes to the research base and capacity for innovation that determine competitiveness in the knowledge-based global economy (OECD, 2009). This view illustrates how, with the growing importance of the concepts of the knowledge economy and of globalization, the framing of higher education as a producer of human capital for economic growth has become more explicit. Consequently, the impact of the process of globalization on higher education is increasingly expressed in terms of global competition, markets and performance, i.e.:

- global competition for talented students and highly skilled workers as key resources for the knowledge economy
- global market: where demand for access to higher education is being met across borders
- global comparisons (e.g. rankings) of performance and reputation.

Although the definition of the context may have been changed through globalization, at the same time various key aspects of higher education have not been globalised. Funding systems and regulatory frameworks have remained (predominantly) national and cultural and linguistic traditions are usually national or even regional or local. We could also pose the question of whether there is in fact a global notion of the university as such. Perhaps not (anymore) in terms of Cardinal Newman's "Idea of the University" or the way in which von Humboldt imagined it. Rather, it seems to be the concept of the World Class University that has become such a popular and prestigious model that nations with emerging economies are investing huge amounts in building them and established economies are anxious about losing them. At the same time, we are beginning to

understand that we need world class systems rather than single famous institutions in order to adequately serve the wider public interest in higher education. Seen from a global competitiveness perspective, we need differentiated yet coherent systems of higher education that cater for the wide variety of demands from the knowledge economy. It becomes increasingly complicated, however, to define systems and notions of public and private in the global context.

In 2005, after the first five years of what Friedman (2005) called "Globalisation 3.0" we learned that the predicted "unprecedented opportunities for individuals to cooperate and compete globally" became frustrated by new military conflicts deepening ideological controversies, a general weakening of multilateralism, reluctance towards the new constitutional basis of the European Union and the unsuccessful conclusion of the WTO's Doha Round on trade liberalisation. By 2010, another five years on in this new globalization age and with the largest global economic and financial crisis since World War II hardly digested, we cannot deny that the consequences of the project of the global free market economy have been underestimated and that global multilateral frameworks and global governance structures seem impotent to readjust the global imbalances that occurred (Gray, 2002). Castells argued already in 2000 that globalization inevitably leads to such imbalances as inclusion and exclusion, development and underdevelopment and have detrimental effects on social cohesion within and between countries and regions. In 2006, the then new Secretary-General of the OECD recognized that these economic and social imbalances needed to be addressed and launched the concept of "Balancing Globalisation".

The necessity of addressing the imbalances resulting from globalization requires higher

Seen from a global competitiveness perspective, we need differentiated yet coherent systems of higher education that cater for the wide variety of demands from the knowledge economy.

Higher education's strong expansion over the last decades has been accompanied by an ever faster growth in international student enrolment and international recruitment has become the new global gold rush for universities in numerous countries.

education institutions in OECD countries to consider the broadening of their missions for internationalization. It is not sustainable when institutions only respond to the profitable side of globalization, e.g. by using international options only to add opportunities, income and/or human resources to their own institutional (and national) bases. They will also have to be responsive to the more difficult sides of globalization, for instance problems that exist between and within countries related to migration and social exclusion. Their strategies need to be based on a combination of economic and social responsiveness, in other words they need to consider what their "social contract" means in a global context.

In their international action and playing field, this implies the search for models that will help to come from unilateral brain drain to mutually beneficial brain circulation and that will enable cross border education to be really effective for capacity building (combining trade and aid strategies). In their national and even local actions and communities this means that higher education institutions will make more efforts to improve accessibility for migrant and minority students, to support the integration of student groups with different cultural, ethnic, and religious backgrounds, and to embrace diversity as the key to success in a global knowledge society. In this way, they can become true international and intercultural learning communities where young people can effectively develop the skills required in this global, competitive and diverse society.

The meaning of globalization in the context of local communities is not yet always well understood. Higher education's strong expansion over the last decades has been accompanied by an ever faster growth in international student enrolment and inter-

national recruitment has become the new global gold rush for universities in numerous countries. But how will the global economic and financial crisis impact these flows and markets? "Doing more with less" will be the new reality in many places. Depending on the country's economic position and geographic location, this may represent a pull or rather a push factor for international recruitment and for overseas programs and campuses. Spillover effects between systems will occur in relation to increased inter and intra-regional imbalances as a result of the unevenness of crisis impact. Political choices as to whether or not to invest in higher education and research, as part of crisis recovery packages, may enhance such differences.

Also in Europe these various trends can already be observed. The impact of the crisis on higher education systems and research budgets varies greatly between England, Germany, France, the Nordic countries, the South, etc. How will this affect the patterns of mobility and cooperation in Europe? The EU's own ambitions for higher education have also been lowered; from 50% to at least 40% participation in higher education. The force of the Open Coordination Method may be weakened by the reclaimed sovereignty over national benchmarks. How will this affect the higher education agenda in the post-Bologna era?

The agenda seems to be shifting from convergence (the key mantra during the Bologna decade) to divergence (system differentiation). Too much convergence could lead to decreased innovation at program level, mission overload and mission creep at institutional level and less competition at system level (Van Damme, 2009). More diversity is needed to generate access and excellence at the same time and more generally it is underlined that higher education systems should be more diverse in

order to cater to the diversifying needs of the knowledge society. Earlier messages from the European Commission on the lack of world-class excellence, uniformity of provision, egalitarianism, and over-regulation in Europe seem to be adopted by a wider range of actors.

This triggers the question: what kind of diversity? Vertical diversity such as fuelled by global rankings and resulting in a reputation race and one-dimensional stratification of institutions is thought to be inadequate to address the diversity of European higher education (Van der Wende & Westerheijden, 2009). European diversity should first and foremost become more transparent and better understood in order for it to become more functional (Van der Wende forthcoming), as reflected in the Leuven Declaration's (2009) section on transparency instruments (classi-

fication and multi-dimensional ranking). The recent Manifesto on the Empowerment of European Universities is also quite explicit about the need for mission differentiation in order to create a world class higher education system in Europe and about the need for enhanced autonomy to overcome the straightjacket of convergence in terms of sameness.

To conclude: globalization will lead to more new and unknown challenges for higher education. It is crucial to perceive, analyze and address these in a coherent way at different levels and in various contexts: global, regional, national and local. Consequently, globalization should not imply a normative model suggesting that there is only a horizon (or future) for the international university, or that any university's horizon should be uniquely international.

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Narciso Matos

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KNOWLEDGE AND SUSTAINABLE SOCIAL AND ECONOMIC DEVELOPMENT

Knowledge, good governance, social equity and justice

Mozambique's economy grew at a rate of 6 - 8% per year since 1996, and the Mozambican government has been repeatedly praised and its policies endorsed by the International Monetary Fund, World Bank and international cooperation partners.

Despite these achievements, in February 2008 there were two days of mass demonstrations in Maputo, the capital city, during which people were killed and property was destroyed. Two years later, in September 2010, there were newer and bigger mass demonstrations with over 100 people killed, 300 injured and a significant property destruction.

Mozambicans asked why? The immediate causes are easy to name: in less than one year the Mozambican currency, the Metical (Mt), had been devaluated from 1:25 to 1:40 to the dollar. The price of gasoline had increased from 75 cents to \$1.20 per liter, and prices of other fuels had increased proportionally. The cost of a 200 gram loaf of bread, an essential food item, especially for poor people in urban areas, had gone up from 5 Mt to 7 Mt. The cost of domestic electricity, water, public transportation, etc., had all increased. In sum, the combined effects of the price of crude oil and generally the international financial crisis were impacting the standard of living, especially of people living below or just above the poverty line.

There are, however, more profound causes that bear a relationship and are relevant for the theme of this workshop. The civil unrest in Mozambique, as well as in some other middle and low income countries, suggests that, while the IMF/World Bank standard economic policies and remedies promote economic growth, they seem to fail to bring

about equity, social harmony and peace.

To remain in the case of Mozambique, the crisis suggests that we need policies and remedies based on Mozambique's own conditions, culture, and potential for people-centered economic growth. We need government and governance that thinks, innovates and adjusts to changing indigenous and international circumstances, not one that follows one-size-fits-all standard doctrines. The crisis tells us that ultimately it is about knowing how to interpret the conditions, formulate policy and act in time in the nations' interests.

The crisis also suggests that we need economic growth with equity and fair distribution, with social protection for the underprivileged and poor. We need to address the chasm and widening divide developing between a minority that "has", and an excluded majority that "has not". We need good governance, with a proper separation of powers, with checks and balances, along with control mechanisms. It is thus also about equity and good governance.

We need more than a plurality of political parties (of which nowadays in Mozambique we have over twenty, both small and large). We need strong and free labor organizations, we need well-informed, and active civil society organizations that understand and articulate policy, that know when and how to affect national policy, that act as bellwethers of national democracy. It is about a true and deep meaning of democracy.

In my opinion all of this goes back to the notion of knowledge-based and sustainable economic development. To sum it up, it is about knowing, it is about equity, social justice and good governance, it is about democracy.

"We need more than a plurality of political parties".

The role of science and education towards achieving the Millennium Development Goals

I believe the Millennium Development Goals are a rare case of world leaders' and nations' agreements on a set of indisputable priorities. It is needless to add that such an agreement also includes compromises, and not all goals can be achieved at the same time and with the exact same features in all nations. Also, in my view, it is not relevant that by midnight of December 31, 2015, all seven MDGs are achieved, as long as the agreement prevails and the commitment prevails to work towards them. This is because, deep down, the seven MDGs are indeed about human solidarity, basic human rights, and mankind's common interest.

For example, it is a MDG to provide access to clean water and basic sanitation. In rural areas, where 75% to 80% of Mozambicans live, this means no tap water indoors. It means community boreholes within walking distance, and improved latrines in the backyard of houses. It also means eliminating or cleaning water ponds, which are the feed-beds for malaria-vector mosquitoes. These simple, but not inexpensive, solutions enable the reduction of cholera, malaria, river blindness, elephantiasis and other waterborne diseases. Moreover, water closer to home frees women and young girls from long walks to fetch water, enabling them to devote time to their education or to productive work in the fields. Underlying the access and usage of clean water and improved sanitation is the people's knowledge and beliefs about the relationship between water, hygiene and disease. It is about understanding old and deep-rooted cultural beliefs and practices and bringing basic applied scientific knowledge to the community. It is a cultural and educational problem, much as it is a capital investment problem.

It is about understanding old and deep-rooted cultural beliefs and practices and bringing basic applied scientific knowledge to the community.

A second MDG deals with reducing the mortality of mothers and the mortality of their children before the age of 5. This is the right to life, perhaps the most fundamental and basic of the human rights. It is well-known and documented that an educated mother will seek maternal counseling and planning, most likely she will give birth in a health unit, she will take her child to immunization, she will breast-feed her child, etc. This goal is, therefore, about many things. It's first of all about educating women. It's also about training more nurses and medical doctors. It's about deploying new systems of vaccine distribution and conservation to remote villages in the country and rural areas. This is arguably the responsibility of educational and research institutions at the tertiary and university levels because it requires research on the prevailing situation and most suitable solutions, training of the required human resources, monitoring of the progress made and the adjustments needed along the way.

A third goal is ensuring equal access for girls and boys to school at all levels. The achievement of this goal requires additional classrooms, additional schools and additional housing and living conditions for teachers that make them embrace and stay in the profession. It requires parents who are encouraged to participate in the life and governance of schools and inspire their children to get an education. It also requires designing educational content relevant to a community and a country as well as training and retraining teachers in innovative ways. It also requires the design and creation of a development chain that links school, education, work and improved standards of living. It's about creating gainful and honourable jobs for millions of young people leaving secondary schools at the age of 17-18. It is alternatively imparting them with the skills to create new jobs, for which they must be

trained and helped financially to start small businesses. This is the role of government and private investors, but it is also clearly the role of teacher training colleges.

A fourth goal is about stopping and reversing the spread of HIV and AIDS. First, it is important to understand that AIDS is much more than a medical problem. It is a holistic social problem, as it primarily infects (more female) teenagers, young people and young adults, the most productive age-group in society. It creates millions of orphans and completely vulnerable children left to care for themselves, at best cared for by grandmothers and grandfathers, or given shelter in adoptive and often large and also poor families. After almost thirty years of combating HIV/AIDS using messages such as abstinence, being faithful, using condoms, reducing multiple sexual partners and male circumcision, the incidence of HIV/AIDS remains very high, especially in Southern Africa. In Mozambique, for example, it stays at a staggering 11% to 28%, depending on the geographical zone of the country. The epidemic is yet to reach a mature stage, to plateau and begin to decline. This is because the combat of AIDS still challenges scientists to discover a vaccine and in the meantime to identify the most effective strategies for prevention and remedies for treatment. It challenges people to change their social behavior to prevent infection and improve their diets and life-style, to give a chance to antiretroviral medicines to work. It is also clearly a science and knowledge problem. Educational and research institutions can and are contributing to fighting HIV/AIDS through studies and research on social behavior, the efficacy of different and combination of prevention methods and efficacy of different vaccines and medicines.

A further goal addresses the need to use natural resources rationally and sustainably.

The case of deforestation exemplifies the requirements of achieving this goal. Poor people in rural communities and increasingly also in the suburbs of larger villages and cities around the developing world use firewood and charcoal as their primary source of energy. They also cut trees and burn forests to clear land for expanded agricultural practice. As the population grows and the land gets impoverished on nutrients, in the absence of fertilizers and modern agricultural practices, more land is needed and more forests are destroyed. Rain patterns also change, becoming less predictable, with more severe and frequent droughts and floods. Famine forces communities to encroach more and more into forests, not only affecting biomass but also getting in contact with and at times feeding on newer animal species. New infections from viruses crossing over from the animal kingdom to the human race emerge and are quickly spread across the world. This is related to short-term survival, but it also threatens the future of mankind as a whole. It is an economic problem, but it is also a scientific problem. Here again, the role of science and knowledge for sustainable development cannot be stressed enough.

International cooperation in research and training

If knowledge, education and research are in the heart of sustainable, nature-friendly and equitable development, it stands to reason that a nation needs first and foremost quality education and meaningful research and outreach.

For the past two decades, higher education opportunities have been quickly expanding in African countries, even though per capita participation in higher education still lags far behind that of other regions of the world, including Latin America and Middle and South East Asia. Hundreds of smaller and

The role of science and knowledge for sustainable development cannot be stressed enough.

larger Higher Education Institutions are now operating for profit, private (denominational) not for profit, and public (some charging “private fees” in “post-labor” or evening classes).

The new challenges facing the system are the diversity and adequacy of the program offer, the quality of education and, also the graduates and the limited quantum of research being done. What Mozambique and most African countries need today and where international education can contribute more meaningfully is in the training of a new generation of academics, to serve with academic ethics and the international standards of the education system. The international academic community can help shape and carry out research that is responsive to the countries’ needs. It can help translate the calls for “entrepreneurship”, “innovation” and “job creation” from slogans to living practices within our societies. Our nations need skilled and employable or job-creating graduates. Sometimes fears about the negative consequences of brain drain are cited to challenge the call for more and more highly skilled graduates. Why train people for them to leave the country for greener pastures? My understanding of the so-called ‘brain-drain’ - the phenomenon of migration of skilled graduates – is that it is a consequence of complex national and international problems and imbalances, such as security and sometimes life threatening environments at home, opportunities for graduates to apply their skills elsewhere, poor salaries and basic living conditions as well as family demands putting pressure on the

graduate and sometimes sheer unemployment at home.

I believe that people should be free to move to where they believe they can best use their talent and live a better life. African migrants and skilled graduates, as they access better opportunities for them and their families and often help their extended families back home through their remittances, will also help Europe address its Human Resource needs as birth rates in Europe decline and population growth stagnates. Their familiarity and knowledge of the conditions where they come from might further international collaborative research and help to address world problems better like climate change, de-forestation, disease control, drug and human international trafficking, etc. They can help conceive of and establish a community of scholars and institutions that share common long-term goals and agree on the present and future challenges to address.

Closing thoughts

DAAD has been for decades in the forefront of initiatives to train African graduates and promote African-German and intra-African academic exchange and cooperation. In its work, and even preceding the adoption of the MDGs, DAAD has persistently contributed to the creation of human capital, today widely accepted as the single most important resource a nation and indeed the international community can count on to build the foundations of a peaceful and more just future.



Allan Goodman

Dr. Allan Goodman is the sixth President of IIE, the leading not-for-profit organization in the field of international educational exchange and development training in the United States. IIE administers the Fulbright program, sponsored by the U.S. Department of State, and 200 other corporate, government and privately-sponsored programs.

THE EDUCATION OF TRULY GLOBAL CITIZENS

My remarks will focus on space and time. For the second time in a thousand years, most scholars agree that the world is flat.

What many may fail to realize is that this space is still not very large when it comes to international education. While students from virtually every country can now study abroad, most do so in only a handful of destination countries. The US, UK, France, Germany, and Australia last year accounted for nearly two-thirds of all international enrollment and in only twenty countries – most very small – does the number of international students even exceed one percent. Branch campuses are also much in the news these days, especially as new schools enter Qatar’s Education City, KAUST begins its second academic year, and NYU-Abu Dhabi enters its first. But, according to the Observatory on Borderless Higher Education, there are only 162 branch campuses among the world’s 15,000 institutions of higher education and a quarter of them are located in the UAE. And, in total, there are about 3 million students studying in a country beyond their own, or about two percent of global higher education enrollments.

What do I make of these numbers? Permit me to offer three observations to start our discussion.

First, there are very few “truly global citizens” being produced by institutions of higher education. Our curricula and the strong bias toward the disciplines may actually retard many for life and work in a globalized world. And many institutions, including a majority of those in my own country, have yet to embrace any form of internationalization as part of their own mission. Probably not more than five percent of U.S. university students even have a passport; we know that less than one percent uses them to study in a culture beyond our

own. And today the study of foreign language is at its lowest level in our nation’s history; a hundred years ago, virtually every college and university in America required this not only for entrance but also for graduation.

Second, international educational exchange is creating a new Silk Road and it is big business: \$45 billion. International Education is economic development for the local communities that welcome foreign students and it is facilitating the transfer of technology and the forging of commercial and diplomatic relationships that will pay dividends for many years to come.

Third, international education won’t happen everywhere. The prime drivers that I see are the search for academic freedom, gender equality and innovation. These are indispensable. So, too, are organizations like the DAAD that bring government and higher education to the same table on public policy issues like visas and tuition fees, matters that can severely restrict whose doors are open and how wide. In fact, if we are going to do something about the numbers I do not like, it is going to take organizations like ours to lead the way.

Ulrich asked me to comment on two other matters: format and impact.

The trend for Americans and Europeans is definitely for shorter and more professionally-focused study abroad experiences. Given that reality, any international experience is still better than none and the challenge to higher education institutions is to create and approve short-duration programs, as well as find ways to incorporate the experience into what the student does after returning from abroad. Here there is a major disconnect between Europe and America. As our surveys have found, many European institutions would welcome many more Americans – but

The trend for Americans and Europeans is definitely for shorter and more professionally-focused study abroad experiences.

as regular students during the academic year. What Americans want is just the opposite: short term, customized courses in the summer. So we have to find many more meaningful January and summer term experiences – and creating and staffing them will probably require a different kind of European faculty member, as well as a different type of American faculty member – one who will actually urge study abroad and deeper immersion.

So does time matter? Permit me – again for the purpose of creating a discussion – to suggest that it may not and give three examples, with which I will conclude.

Study abroad inspires Americans to become engaged in the world we share. Sometimes that happens even before they go. I learned recently that one Fulbrighter is heading to Africa with a new invention to share: a wheelchair made entirely of bicycle parts. He is doing this because disability transcends borders, too, and there are a lot more bicycle parts in Africa than wheelchair parts. So he converted his Fulbright into a project to build and distribute the new wheelchairs rather than a study to see if there was a need.

Another person who studied abroad – and then changed lives – did so under a Starr Foundation Fellowship which took her briefly to Japan. Everything else about her career was

domestic and concerned about many aspect of poverty in America. In Japan she came across their “shelter-beds” and how to keep large numbers of people using them clean. She brought the concept back to New York City and founded what is today the largest developer of supportive housing for homeless persons in the United States. Her work here led to similar programs being founded in the UK, Canada, and Australia. She was awarded a MacArthur Foundation Genius grant for this work. Her world and that of those she helps would be a lot different if she had stayed at home. So sometimes, going abroad makes one an even better local citizen.

Finally, when Kant left Konigsberg – and it wasn't for very long – he observed that the world was actually destined to enjoy a state of “perpetual peace”, a phrase he first noticed on a Dutch innkeeper's sign. And that it would get there either by human foresight or catastrophe. All of us engaged in international education know the route we would prefer to take.

As Secretary of State George Marshall observed when he testified in support of the Fulbright Program in 1947: “One effective way to promote peace is to dispel misunderstanding, fear and ignorance.” And the more we produce of truly global citizens, the greater the chances that we will succeed in doing just that.



Ulrich Teichler

Dr. Ulrich Teichler has been professor at the International Centre for Higher Education Research Kassel (INCHER) and at the Department for Social Sciences of the University of Kassel since 1978. Ulrich Teichler was Director of INCHER for altogether 16 years.



INTERNATIONAL MOBILITY AND CULTURAL LEARNING

The size and strength of the organisation DAAD calls for a responsible policy: for a continuous reflection of the changing conditions of internationalisation and for the search of appropriate internationalisation policies to support cooperation and mobility. At first glance, this might be viewed as an easy task because the increase of international cooperation and mobility tends to be highly appreciated. We observe controversies as regards many issues in higher education, but if we refer to internationalisation of higher education, we constantly meet with a favourable mood. Strengthening the international dimension of higher education tends to be viewed as valuable, notably in three respects. First, international activities are associated with academic quality enhancement. Second, internationalisation of higher education is viewed as socially and economically relevant: as a contribution to technological innovation and the enhancement of professional competences, etc. Third, the cultural impact is highly regarded: one expects a better understanding of the values, lifestyles and cultural artefacts of other countries and altogether more positive attitudes to other cultures and societies as well as an improved global understanding.

However, the trend of internationalisation of higher education cannot be viewed as a more or less automatic trend toward a brighter future of higher education. Concerns are frequently voiced about risks and dangers implied in the current trends:

- The international dimensions have become more and more central for higher education. Some experts employ the term “internationalisation mainstreaming”: a university can hardly make any decisions anymore about its affairs without examining their international implications, and decisions regarding international activities cannot be made anymore without considering their implications for all the activities of the higher education institutions. This is not necessarily realised in a harmonious way; for example, the Bologna Declaration of 1999 advocated a general structural reform of higher education study programmes with the aim to make higher education in Europe more attractive for students from other regions of the world and to facilitate intra-European student mobility. Now, we hear many critical voices suggesting that it was not worth changing the general functioning of higher education to such an extent just for the expected advantages as far as mobility is concerned.
- Tensions between the “cooperation paradigm” and the “competition paradigm” have increased in the internationalisation policies. Some actors even claim that “cooperation” is the nostalgic element, while “competition” should be viewed as the realistic element of higher education policies, thereby leaving - at most - room for “strategic partnerships” as islands of cooperation in the fight for survival and success under the rule of competition.
- The indicators most frequently chosen for demonstrating the “success” of internationalisation policies are clearly biased. Ranking lists of the proportion of foreigners among students, doctoral degree holders and scholars or even of the import-export ratios seem to support the views that the combined “people import” and “knowledge export” strategy prevailing in the U.S., the United Kingdom and Australia are role models. They disregard the value of reciprocal exchange and the value of cultural learning of one’s students and scholars by means of international mobility.
- Frequently, concerns are expressed that the key functions of higher education are not served anymore in a balanced way. Academic enhancement as well as expected economic

The trend of internationalisation of higher education cannot be viewed as a more or less automatic trend toward a brighter future of higher education.

benefits due to technological innovation and professional success of graduates are in the forefront, while the cultural value of internationalisation is claimed to be increasingly neglected. According to a survey conducted in 2005 by the International Association of Universities (IAU), for example, only 9 percent of the responding university leaders believe that “cultural awareness” is a major rationale of the internationalisation policies of higher education in their respective country.

*Short-term mobility:
About ten years ago
approximately 15 percent
of German students spent
at least one semester in
another country during
the course of their study.*

In the wake of both a strong appreciation and growing concerns, it is certainly worth examining internationalisation of higher education and its broad range of potential impact more carefully than is done in the frequently emotional public debates. This article aims at contributing to such a more thorough analysis and assessment with respect to a single key area of internationalisation of higher education: short-term student mobility across economically advanced countries – an area, however, which has played an important role in internationalisation activities in many European countries for more than two decades.

Problems of Measuring the Impact of Mobility

In trying to analyse the international mobility of students and the impact of study abroad, we tend to believe that various other dimensions can be measured more easily and validly than the cultural dimension of student mobility. A closer look, however, reveals that measuring the latter is by no means an easy task.

We even face enormous difficulties in establishing the frequency of short-term mobility. Those responsible for international student statistics, i.e. UNESCO, OECD and EUROSTAT, recommend the national data

deliverers not to include short-term mobile students at all in the statistics, but rather only those aiming to complete a study programme in another country. Actually, some European countries include short-term foreign and/or mobile students while others exclude them. As a consequence, for example, a German student spending an ERASMUS-supported period in the Netherlands is not registered in official student statistics at all, while a Dutch student spending the ERASMUS-supported period is counted twice – as a non-mobile home student in the Dutch statistics and as a foreign mobile student in the German statistics.

Surveys of students in advanced semesters, in Germany undertaken by the Hochschul Informations System GmbH, and graduate surveys, in Germany undertaken by HIS and by the International Centre for Higher Education Research Kassel (INCHER-Kassel), are the best available sources of short-term mobility. They show that even about ten years ago approximately 15 percent of German students spent at least one semester in another country during the course of their study. This ratio has increased during the first decade of the 21st century by a few percent, but not to the extent that we note a clear “push effect” of the Bologna Process (available statistics suggest, however, that the Bologna Process has been successful in opening the door for students from other parts of the world). Similar sources on other countries show, for example, that short-term outbound mobility is similarly frequent among students from Dutch and French institutions of higher education.

Measuring the academic impact of student mobility also turns out to be more complicated than one might expect. Grades are the typical measurements of academic achievement, but major surveys of mobile students did not refer to grades because the

underlying yardsticks vary substantially between fields of study and individual institutions. The use of tests is not customary in higher education.

But ratings by students, teachers, higher education managers, and employers consistently suggest that short-term mobile students in Europe are eventually academically somewhat stronger than the non-mobile students. This might be illustrated by some findings of the VALERA study. The majority of “ERASMUS experts” (policy makers, university managers, and persons involved in administering student mobility) surveyed stated that former ERASMUS students are superior to non-mobile students in their academic competences, their discipline-specific knowledge and their general competences. A concurrent employers’ survey elicited a somewhat more cautious result: 62% of them considered graduates with international experience compared to 58% graduates without international experience as strong in terms of theoretical knowledge. The respective figures regarding expertise of academic methods were 64% compared to 54%.

In various other surveys, ERASMUS students were asked some months after the study period in another country how they would compare the academic progress during the study period in another European country to the academic progress during a corresponding period at home. In response, more than half of the students stated that their academic progress was higher abroad, while about a quarter observed more or less the same academic progress abroad and at home, and only less than a quarter considered academic progress abroad as lower than at home.

However, these findings seem to be challenged by the ERASMUS students’ reports that recognition of study achieve-

ments abroad upon return is about 70-80% on average. Various factors are in play: ERASMUS students on average take fewer courses abroad than at home; some of them are not sufficiently versatile in the language of instruction; some of those in charge of recognition are not willing to consider study abroad as equivalent to study at home, if the substance of the courses abroad does not match closely the substance of courses at home.

But irrespective of the reasons for limits of recognition of the study achievements abroad upon return, we have to ask why the students’ ratings of academic progress abroad are clearly more positive than their teachers’ ratings. Obviously – as many interviews have shown – mobile students appreciate the eye-opening value of study in another European country. They learn that there is a wider spectrum of theories, methods and findings in their discipline than they had thought before on the basis of what they learned abroad. “Learning from contrast” might be the most valuable academic result of short-term study at another institution abroad – a result which demonstrates a close link between an academic and a cultural impact.

Finally, measuring the professional impact of short-term student mobility turns out to be complicated as well. Both employers and former ERASMUS students agree that study in another country is an important element of the curriculum vitae and leads to improved chances of being considered in the process of job search and recruitment and finding employment sooner.

It is more difficult, though, to establish whether formerly mobile students have a higher income than formerly non-mobile students. A comparative survey of graduates suggests that on average the former earn a few percent more than the latter. In addition,

“Learning from contrast” might be the most valuable academic result of short-term study at another institution abroad.

a minority of former ERASMUS students stated that their income is higher than that of their non-mobile peers. However, we have to take into account that the proportion among the former who work abroad is higher. Therefore, the income advantage might be explained to a large extent by supplements for living abroad rather than as an indication of a higher position.

The chance of finding employment sooner and the chance of receiving a higher salary are both “vertical” indicators of professional success. It is worth considering, though, a “horizontal” measurement of professional success: whether their work tasks are linked to their competences acquired in the course of study. Formerly mobile students clearly report more often than non-mobile students that their work tasks are visibly international, e.g. in terms of use of foreign language, drawing from their international knowledge, travelling abroad, etc.

Formerly mobile students clearly report more often than non-mobile students that their work tasks are visibly international.

Cultural Impact of Mobility

In summarising the findings of available studies on student mobility, we note many indications that a study period in another country is culturally valuable in many respects. Some findings ought to be named here.

In response to questions about the reasons for their decisions to study abroad, most students name academic, professional and cultural reasons. For them, such an option does not imply choices between academic or cultural benefits, professional or cultural benefits, but they expect concurrent enhancement in all these respects.

As one might expect, knowledge related to the host country seems to grow substantially in the course of studying abroad. Formerly mobile students believe that their foreign language proficiency improved substantially

as well as their knowledge on various aspects of the host country.

Study in another country certainly is important as far as values and attitudes are concerned. For example, studies showed that formerly mobile students express sympathy to their host country, express a high degree of “international understanding”, and can be viewed as having a “global awareness”.

Asked about the impact of study abroad, 89% of former ERASMUS students stated in 2005 that they noted a positive impact as regards “the development of your personality”. This was the most frequently named positive impact in that survey.

Employers surveyed in the study “The Professional Value of Study Abroad” considered the formerly mobile students clearly more competent than formerly non-mobile students in matters directly related to international learning: (a) “Foreign language proficiency” (88% compared to 48%), (b) “knowledge and understanding of international differences in culture and society, modes of behaviour, lifestyles, etc.” (76% and 28%), “ability to work with people of different cultural backgrounds” (76% and 40%), and “professional knowledge of other countries (e.g. economic, sociological, legal knowledge)” (59% and 16%).

The same survey also suggests that employers consider mobile students somewhat superior to non-mobile students in general competences. This applies for general cognitive competences (e.g. “analytical competences”, “written communication skills” and “problem-solving abilities”) and for general professionally relevant competences with both cognitive and affective dimension (e.g. “adaptability”, “initiative”, “getting personally involved” and “assertiveness, decisiveness, persistence”).

The Overestimated Impact of Mobility

At first glance, the cultural value of short-term study mobility looks quite impressive. The findings also support the view that the cultural value is closely linked to the academic value and the professional value: “Learning from contrast” valuable concurrently in cultural and academic terms and the ability to cope with different environments and persons is highly appreciated in the world of work.

We have to bear in mind, though, that most of the student surveys available addressed only the mobile students without any comparison with non-mobile students. Moreover, most student surveys that were addressed only gathered information on competences and attitudes after the study period without any control of the change during the course of study. Finally, employers, university leaders or other experts might be able to compare the abilities of formerly mobile students with formerly non-mobile students, but – as a rule – they cannot sort out the extent to which the differences observed are due to the study period in another country or can be explained by differences existing prior to the study period abroad.

Graduate surveys undertaken in Europe show that mobile students have experienced phases of international mobility prior to study more than twice as often as non-mobile students. In addition, people who have been mobile prior to study are more often professionally mobile after study than those not having been mobile prior to study. This suggests, again, that cultural competences as well as related attitudes might not be attributed to the study period in another country, but rather to the cumulative international experience prior and during the course of study.

The Study Abroad Evaluation Project (SAEP) showed that the appreciation of the host country, international understanding, and global awareness hardly differed on average when surveyed before the study period abroad and after the period. This suggests that attitudes often change more slowly than during a semester or a year; moreover, the mobile students might have a mix of favourable and unfavourable experiences in the host country and, therefore, do not move consistently towards a more favourable attitude towards the host country.

The Declining Impact of Mobility

The analyses on international student mobility show similar results even if the dates of the studies and sub-groups of mobile students addressed varied substantially. On that basis, one might be inclined to postulate an enormous stability of the value of study abroad.

A recent study focussing on the professional value of ERASMUS, however, challenged this conventional wisdom. The VALERA study, already mentioned above, indicates a substantial change over time – actually a decline of the professional value of short-term study in another country. It compares three cohorts of ERASMUS students: (a) ERASMUS 1988/89 students surveyed five years later, (b) graduates of the academic year 1994/95 who had been mobile in the course of their study, and (c) ERASMUS 2000/01 students surveyed five years later.

As regards the employment and work situation, we note the following findings:

– 71% of the first cohort were convinced that the short-term period abroad helped them in obtaining the first job. The respective proportion for the second cohort was 66%, and for the third cohort 54%.

Graduate surveys undertaken in Europe show that mobile students have experienced phases of international mobility prior to study more than twice as often as non-mobile students.

More efforts might be needed, though, in the future to shape learning and experience abroad in such a way that their value is likely to be enhanced.

- Similarly, the perceived value of student mobility for the type of work tasks involved declined from 49% via 44% to 39%.
- A positive impact on the income level was perceived initially by 25%, thereafter by 22% and finally by 16% – in the last case this percentage was even slightly lower than the proportion of those perceiving a negative impact on the income level.

A similar picture emerges when we observe the use of international competences:

- 47% of the first cohort reported that they speak the language of the host country on the job to a high extent. This proportion declined to 42% in the second and to 38% in the third cohort.
- There is a moderate decline as well from the first to the third cohort with respect to the use of firsthand professional knowledge of the host country (from 30% to 25%), the use of knowledge on the host country culture and society (from 30% to 24%), and of professional travel to the host country (from 17% to 14%).

The authors of the VALERA study suggest that the decline of the professional value of ERASMUS might be due to a “declining exceptionality” of study abroad. As non-mobile students increasingly experience an internationalisation of all life spheres and an internationalisation of the home curricula, not the value of international experience, but rather the additional value of going to another country might shrink.

Concluding Observations

International experience is valuable for students. It has potentials for academic enhancement, it is an asset for the future

professional life course. And it affects cultural learning in various respects. A closer view suggests that the academic, cultural, and professional impact cannot clearly be disentangled. “Learning from contrast” is both academic and cultural learning, and understanding and coping with various cultures is a valuable professional competence as well.

The advocates and proponents of student mobility might be inclined to over-estimate the benefits. And obviously, superficial analyses might overlook that the international competences of formerly mobile students cannot be attributed completely to the study period as such, but might be explained to a certain extent by selection, self-selection, and cumulative competence development over various life-stages. Moreover, cultural learning takes place often over longer periods than the short phases of study abroad. A careful look at the benefits of temporary study reports has to caution over-expectations.

Study in another country might be to a lesser extent a guarantee that international competence will grow. There are also indications that the value of short-term study for subsequent employment and work is gradually on the decline as a consequence of the growing international experience those also will encounter who do not spend a study period in another country. The findings named do not call into question that student mobility can be culturally valuable. More efforts might be needed, though, in the future to shape learning and experience abroad in such a way that their value is likely to be enhanced. The imperative is not merely to increase mobility, but rather to enhance the conducting conditions for cultural learning.

REFERENCES

The author of this presentation was involved in five major research projects and many small projects on student mobility over a course of 27 years. Many of these studies are summarised in the author’s book *Internationalisierung der Hochschulen: Neue Herausforderungen und Strategien* (Frankfurt a.M./New York: Campus Verlag, 2007).

Chronik 1990–2000



► **Dr. Christian Bode tritt im August das Amt als Generalsekretär an**

- Eröffnung neuer Außenstelle in Jakarta/Indonesien
- DAAD bietet Öffnung seiner Programme für die Hochschulen (HS) der DDR und Erweiterung der Auswahlkommissionen durch ostdeutsche Professoren an. Ab der staatlichen Wiedervereinigung ist der DAAD für Förderung internationaler Beziehungen aller deutschen HS zuständig
- Eröffnung des Büros Berlin-Mitte zur Betreuung der bisherigen ausländischen DDR-Stipendiaten am 4. Oktober 1990

1990



► **17. Mai: Spatenstich zum Bau der „Spange“, Anbau an die DAAD-Zentrale**

- Einrichtung der Außenstelle Peking
- Neue Programmpartnerschaften: Brasilien, Japan, Kasachstan und Tschechische Republik werden Partnerländer für verschiedene Programme

1994

1991

- Neuorganisation der Geschäftsstelle
- Integration der ostdeutschen HS in die Strukturen des DAAD
- Einführung von Sprachkursen für ostdeutsche Studenten und Graduierte in Großbritannien
- **Wandel durch Austausch: Damaliger Bundespräsident Richard von Weizsäcker beim DAAD-Stipendiatentreffen in Berlin**



1992

- Bundestag beschließt, Sitz der Regierung nach Berlin zu verlegen. DAAD entscheidet sich für Verbleib in Bonn
- Integrationsprozess der ehemaligen DDR-Hochschulen ist formal abgeschlossen
- Auflösung der UdSSR: Kontakte mit Nachfolgestaaten müssen geknüpft werden

1993

- Sonderprogramm „Deutsche Sprache in Mittel- und Osteuropäischen Staaten“ wird aufgelegt
- Eröffnung der Außenstelle Moskau. Regionale Zuständigkeit für Nachfolgestaaten der Sowjetunion
- 29. Juni: Gründung der Academic Cooperation Association (ACA) unter maßgeblicher Beteiligung des DAAD. Dr. Christian Bode ist von 1993 bis 2001 und erneut von 2006 bis 2008 Vizepräsident

1995

- 20. Juni: Prof. Dr. Max G. Huber wird auf der Mitgliederversammlung zum Vizepräsidenten gewählt
- Ausländer ausgezeichnet: DAAD-Preis für die besten und engagiertesten internationalen Studierenden an deutschen Hochschulen
- Einrichtung des Jacob- und Wilhelm-Grimm-Preises für ausländische Germanisten, zur Förderung der deutschen Sprache und Literatur
- 7. Dezember: Einweihung der „Spange“



- ▶ **Jahrespressekonferenz am 12.03.1996 mit ausländischen DAAD-Preisträgern**
- ▶ Intensivierung der öffentlichen Diskussionen um die Attraktivität des Bildungsstandorts Deutschland im internationalen Vergleich → DAAD verabschiedet Ende des Jahres das 30-Punkte-Programm: „Aktionsprogramm zur Förderung des Studiums von Ausländern an deutschen HS“
- ▶ 16. Dezember: Auflösung der Arbeitsstelle Berlin-Mitte. 488 Stipendiaten aus Programmen der früheren DDR beenden ihr Studium im vereinten Deutschland. Im letzten Jahr des Programms hat die Betreuung somit eine Erfolgsquote von 95 %.

1996



- ▶ **DAAD-Präsident Theodor Berchem überreicht den Grimm-Preis an den australischen Linguisten Michael Georges Clyne**
- ▶ Novellierung des Hochschulrahmengesetzes: Bachelor und Master wird „zur Probe“ an Universitäten und Fachhochschulen eingeführt
- ▶ Der DAAD beauftragt ein Konsortium der Fernuniversität Hagen und des Goethe-Instituts, bis zum Jahr 2000 einen Standardtest zum Nachweis deutscher Sprachkenntnisse (Test-DaF) zu konzipieren und zu erproben
- ▶ Wachsende Präsenz auf Bildungsmessen aufgrund steigender Bedeutung von Internationalisierung und Hochschulmarketing. DAAD-Vizepräsident Prof. Huber wird zum Beauftragten der Bundesregierung für das internationale Hochschulmarketing ernannt
- ▶ DAAD-Publikation „Mein Deutschlandbild“ mit Erfahrungsberichten ausländischer Preisträger und Preisträgerinnen des DAAD erscheint – 14.000 Einzelnachfragen belegen ungewöhnlich hohes Interesse

1998

- ▶ Das 75-jährige Jubiläum der Gründung des DAAD wird von zahlreichen Veranstaltungen und Publikationen begleitet
- ▶ „Zweites Aktionsprogramm“ zur Förderung der Attraktivität und der Internationalisierung des Hochschulstandorts Deutschland
- ▶ Mit Unterstützung aus Politik, Wirtschaft und Wissenschaft ist die internationale Kampagne „Qualified in Germany“ für den Bildungsstandort Deutschland gestartet
- ▶ Der Nobelpreis für Literatur geht an den ehemaligen Gast des Berliner Künstlerprogramms (BKP) Gao Xingjian

2000

1997

- ▶ Neues Programm „Südpartnerschaften“ zur Förderung der Partnerschaften zwischen deutschen Hochschulen und Hochschulen in der „Dritten Welt“
- ▶ Einrichtung eines Chinesisch-Deutschen Hochschulkollegs an der Tongji-Universität in Schanghai
- ▶ Spendengelder aus der Wirtschaft ermöglichen „Russlandfonds“ für russische Stipendiaten
- ▶ Einrichtung der Außenstelle Warschau
- ▶ Seit 1997 ist der DAAD im Internet präsent
- ▶ **Grundsteinlegung für ein Vietnamesisch-Deutsches Zentrum an der Technischen Universität in Hanoi**
- ▶ **Treffen mit dem damaligen Bundespräsidenten Roman Herzog beim Stipendientreffen in Münster**



1999

- ▶ Zusammenarbeit von DAAD und HRK zur Sicherung internationaler Qualitätsstandards
- ▶ Einrichtung von DAAD-Informationszentren: die ersten sechs entstehen in Thailand, Malaysia, Vietnam, Mexiko, Argentinien und Chile
- ▶ DAAD übernimmt im Bereich der EU-Programme zusätzliche Aufgaben – z.B. die Auswahl und Mittelvergabe im Leonardo-Programm
- ▶ Umzug des Berliner Büros in das Wissenschaftsforum
- ▶ **Eröffnung des Vietnamesisch-Deutschen Zentrums an der TU Hanoi**



Chronik 2000–2010



- ▶ **Vertragsunterzeichnung: Christian Bode und der afghanische Hochschulminister Sharif Fayeز unterzeichnen im Beisein des ehem. Bundeskanzlers Gerhard Schröder Vertrag zum Bau eines Universitätsgästehauses in Kabul**
- ▶ **Friedensnobelpreis für die ehemalige DAAD-Stipendiatin Wangari Maathai**
- ▶ „Order of the British Empire“ in Anerkennung seiner Verdienste um die deutsch-britischen Wissenschaftsbeziehungen für Dr. Christian Bode
- ▶ Gründung der Serviceeinrichtung „uni assist“ in Berlin, zur Vorprüfung der Bewerbungen ausländischer Studierender
- ▶ Positive Bilanz für das Hochschulmarketing – Steigerung der ausländischen Studierenden an deutschen Hochschulen um 65 % seit 1998
- ▶ Reihe binationaler Hochschultage wird fortgesetzt – 1. Deutsch-Italienische Hochschultage
- ▶ Tsunami-Katastrophe in Asien: DAAD stellt aus Mitteln des BMZ und des Stifterverbandes für die deutsche Wissenschaft 400.000 € zusätzlich zur Verfügung
- ▶ **Chinesische Partnerorganisation des DAAD „China Scholarship Council“ feiert 10-jähriges Jubiläum**
- ▶ „go out“-Kampagne zur Förderung des Auslandsstudiums wird in Anwesenheit von Bundesbildungsministerin Annette Schavan, DAAD-Präsident Prof. Dr. Theodor Berchem und DAAD-Generalsekretär Dr. Christian Bode gestartet
- ▶ Der DAAD organisiert im Vorfeld der Fußball-WM einen Akademischen Fußball-Cup, der parallel zum Stipendiatentreffen in Köln stattfindet
- ▶ In Berlin findet erstmals „StudyWorld – Messe für Studium, Praktikum, Jobeinstieg und Weiterbildung“ statt
- ▶ Erste Netzwerkkonferenz für die Hochschulen mit den Leitern der DAAD-Außenstellen und Informationszentren findet in Bonn statt
- ▶ Gründung der Internationalen DAAD-Akademie (IDA)
- ▶ Reihe der Hochschultage wird mit drei Partnerländern fortgesetzt: Deutsch-Polnische Hochschultage, Deutsch-Italienische Hochschultage und Deutsch-Bulgarische Hochschultage

- ▶ Auf die Anschläge vom 11. September 2001 reagiert der DAAD mit zahlreichen Maßnahmen, die den Dialog mit der islamischen Welt intensivieren sollen
- ▶ Start der Initiative „go East – Studium, Forschung, Praktikum in Osteuropa und in den Ländern der GUS“

2002

2004

2006

2001

- ▶ DAAD und HRK gründen unter der Bezeichnung „GATE-Germany“ ein Konsortium für internationales Hochschulmarketing. Die Geschäftsstelle des Konsortiums wird im DAAD eingerichtet
- ▶ Einrichtung eines Info-Centers für deutsche und ausländische Studierende im DAAD
- ▶ Einführung des Carlo-Schmid-Programms für Praktika in Internationalen Organisationen und EU-Institutionen
- ▶ Eröffnung der Außenstelle Mexiko
- ▶ Grundsteinlegung für die „German University Cairo“ am 21. Oktober
- ▶ Der Nobelpreis für Physik geht an den ehemaligen DAAD-Stipendiaten Wolfgang Ketterle

2003

- ▶ Erste Deutsch-Niederländische Hochschultage
- ▶ Eröffnung des Deutsch-Italienischen Hochschulzentrums in Trient
- ▶ Eröffnung der Außenstelle Hanoi am 15. Oktober
- ▶ Eröffnung der „German University Cairo“
- ▶ Das Hauptgebäude des DAAD präsentiert sich ab Sommer 2003 mit neuer Fassade

2005

- ▶ Europäische Hochschulmessen in Asien mit Partnern EduFrance, Nuffic und British Council im Rahmen des EU-Programms ASIA LINK
- ▶ Durchführung von Fachkonferenzen und Informationsveranstaltungen zum Thema Bologna-Prozess
- ▶ Im Oktober bezieht der DAAD das renovierte frühere Gebäude von InterNationes in Bonn
- ▶ **Verleihung: Europäisches Qualitätssiegel an deutsche Hochschulen für besonders gute Umsetzung des SOKRATES/ERASMUS-Programms**





- ▶ Positive Entwicklung von Förderbilanz und Haushalt trotz schwerer globaler Finanzkrise
- ▶ Neuer regionaler Schwerpunkt im DAAD-Aktionsprogramm „Qualität durch Internationalität“ mit dem Programm „A New Passage to India“
- ▶ Ungarn wird Partnerland im Rahmen der bilateralen Hochschultage
- ▶ Mit dem Zentrum für Rechtswissenschaften an der Universität Daressalam in Tansania beginnt die Einrichtung von fünf afrikanischen Fachzentren

2008



- ▶ **DAAD-Förderprogramm „African Excellence“: Eröffnung des Fachzentrums für Mikrofinanz in Kinshasa**
- ▶ Im Februar verstirbt nach langer, schwerer Krankheit DAAD-Präsident Prof. Dr. Stefan Hormuth im Alter von 60 Jahren
- ▶ Am 29. Juni wählt die Mitgliederversammlung Prof. Dr.-Ing. Dr. Sabine Kunst zur neuen Präsidentin des DAAD
- ▶ Am 30. September endet nach 20 Jahren die Amtszeit von Generalsekretär Dr. Christian Bode. Er wird bei einer Feier im Französischen Dom in Berlin offiziell verabschiedet. Seine Nachfolgerin ist Dr. Dorothea Rüländ
- ▶ Der DAAD stellt sein neues Aktionsprogramm „Bologna macht mobil“ auf der Nationalen Bologna-Konferenz vor
- ▶ Der Literaturnobelpreis geht an Mario Vargas Llosa, ehemaliger Gast des Berliner Künstlerprogramms

2010

2007



- ▶ **Nach 20 Jahren endet die fünfte und letzte Amtszeit von DAAD-Präsident Prof. Dr. Theodor Berchem. Sein Nachfolger wird Prof. Dr. Stefan Hormuth**
- ▶ Prof. Dr. Theodor Berchem erhält das Große Verdienstkreuz mit Stern des Verdienstordens der Bundesrepublik Deutschland
- ▶ Eröffnung des neuen Büros in Brüssel
- ▶ Unter der Schirmherrschaft des Bundespräsidenten Horst Köhler wird das African Good Governance Network (AGGN) ins Leben gerufen
- ▶ DAAD-Generalsekretär Dr. Christian Bode nimmt am 29. Mai in Minneapolis den Cassandra Pyle Award der NAFSA-Association of International Educators entgegen und wird damit für seine Verdienste um den internationalen akademischen Austausch geehrt. **Ebenfalls auf der NAFSA: Der ehemalige US-Außenminister Colin Powell**



2009

- ▶ DAAD eröffnet im April zwei weitere Fachzentren in Südafrika und Namibia
- ▶ Im Rahmen des Programms „exceed – Hochschulexzellenz in der Entwicklungszusammenarbeit“ beginnt die Förderung von Kompetenzzentren an fünf deutschen Hochschulen und ihren Partnern in Entwicklungsländern zur Umsetzung der Millenniumsentwicklungsziele
- ▶ Abschluss eines Abkommens zur Einrichtung einer deutsch-irakischen „Strategischen Akademischen Partnerschaft“. 2009 schickt der Irak insgesamt 191 Stipendiaten nach Deutschland
- ▶ Literaturnobelpreis für DAAD-Alumna Herta Müller
- ▶ **Auma Obama, DAAD-Alumna und Halbschwester des amerikanischen Präsidenten zu Besuch in Deutschland**



DIE ENTWICKLUNG DES DAAD 1990–2010

KEY DATA ON THE DEVELOPMENT OF THE DAAD 1990–2010

	1990	2000	2005	2009	2010
DAAD-Geförderte	33.959	46.659	51.478	66.953	73.660
davon geförderte Deutsche	11.985	20.063	20.457	25.264	31.613
davon geförderte Ausländer	21.974	26.596	31.021	41.689	42.047
EU-Geförderte (über DAAD)	4.924	17.388	27.323	31.011	32.226
Auflagenhöhe der Publikationen	427.000	825.000	570.000	1.100.000	1.600.000
Haushalt (Ausgaben/TEUR)	134.590	218.801	247.798	347.911	383.977
Planstellen (Zentrale, Außenstellen, Büro Berlin)	309	307,5	285	281,5	293,5
Projekt- und Drittmittelstellen	25,5	161	264,24	483,7	534,5
Zentrale, Büro Berlin, Verbindungsbüro Brüssel, Außenstellen, Heinrich-Heine-Haus Paris	14	16	17	18	18
Mitgliedshochschulen	189	231	231	229	234
Mitgliedsstudierendenschaften	99	127	126	123	124
Kommissionsmitglieder	474	543	570	522	584



Bundesaußenminister Guido Westerwelle, Prof. Dr. Gesine Schwan und Prof. Dr. Rita Süßmuth verabschieden Dr. Christian Bode am 28.9.2010 im Französischen Dom in Berlin.



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