

Making International Partnerships Work German Perspective

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Dr. Birgit Barden
Director, International Office
Leibniz Universität Hannover, Germany



Internationalization at German Institutions of Higher Education

- 355 officially recognized institutions of higher education in 165 cities throughout Germany
- Focus on internationalization since 1990ties
- Internationalization means: exchange of students, PhD candidates, professors/researchers, establish joint degrees, international degree courses, internationalization of the management structures, internationalization of teaching



Internationalization at German Institutions of Higher Education

- Bologna Process: BA and MA study programmes
- Foreign students in Germany 2009: 239.143
- India: 22.000

- German Academic Exchange Service (DAAD) plays main role (financial support)

The 100 most important countries of origin of foreign students in 2009

DAAD

HIS:

Wissenschaft weltoffen 2010

Wissenschaft weltoffen > Data > Foreign students > Regional origin

1.2.3

The 100 most important countries of origin of foreign students in 2009, by quantity

Rank		Countries of origin	Number	in % of all foreign students
2009	2008			
1	1	China	24.746	10,3
2	2	Turkey	22.335	9,3
3	4	Russian Federation	12.378	5,2
4	3	Poland	12.252	5,1
5	5	Bulgaria	9.544	4
6	6	Ukraine	8.557	3,6
7	9	Austria	7.014	2,9
8	8	Italy	6.863	2,9
9	7	Morocco	6.649	2,8
10	10	France	5.988	2,5
11	11	Cameroon	5.536	2,3
12	13	South Korea	5.209	2,2
13	12	Greece	5.182	2,2
14	14	Spain	4.715	2
15	16	Iran	4.182	1,7
16	15	Croatia	4.010	1,7
17	18	Vietnam	3.671	1,5
18	19	India	3.516	1,5
19	20	United States	3.513	1,5
20	17	Romania	3.475	1,5
21	22	Tunesia	2.860	1,2
22	23	Bosnia and Herzegovina	2.681	1,1
23	24	Luxembourg	2.641	1,1
24	21	Georgia	2.619	1,1
25	25	Indonesia	2.400	1

The 10 most important countries of origin related to the 10 most frequently chosen study fields in 2009 (first degree)

DAAD

HIS:

Wissenschaft weltoffen 2010

Wissenschaft weltoffen > Data > Foreign students > Study fields

1.5.7

The 10 most important countries of origin related to the 10 most frequently chosen study fields of Bildungsauslaender students of first degree courses in 2009

1. Economics, Business Administration

State	Number	2008=100
China	2.630	86,5
Bulgaria	2.023	89,4
Russian Federation	1.661	98,9
Poland	1.193	88,9
Ukraine	1.104	98,0
France	890	130,7
Austria	848	128,7
Turkey	697	91,1
Cameroon	578	110,1
Vietnam	558	106,7

2. Information Technology

State	Number	2008=100
China	1.709	82,7
Bulgaria	824	85,7
Cameroon	794	102,5
Morocco	753	90,4
Turkey	620	93,5
Russian Federation	416	103,0
Tunisia	410	94,5
Vietnam	324	97,0
Ukraine	309	87,5
Poland	291	83,4

3. Mechanical Engineering and Process Engineering

State	Number	2008=100
China	2.387	102,3
Morocco	852	102,4
Cameroon	719	110,1
Turkey	530	104,1
Tunisia	517	112,9
France	367	100,5
Malaysia	364	102,5
Lebanon	314	104,3
Iran	307	95,6
Indonesia	258	90,2

4. Electrotechnology

State	Number	2008=100
China	1.973	92,9
Morocco	1.488	92,1
Cameroon	1.041	98,1
Tunisia	717	108,5
Turkey	394	94,0
Vietnam	249	105,1
Bulgaria	206	85,5
Lebanon	197	97,0
Indien	187	102,7
Indonesia	152	104,8

The 10 most important countries of origin related to the 5 most frequently chosen study fields in 2009 (doctoral studies)

1.5.8
 The 10 most important countries of origin related to the 5 most frequently chosen study fields of Bildungsauslaender students of doctoral studies in 2009

1. Biology			2. Chemistry		
State	Number	2008=100	State	Number	2008=100
India	272	114,8	India	238	103,0
China	200	108,7	China	225	109,8
Poland	90	102,3	Pakistan	67	119,6
Pakistan	56	169,7	Russian Federation	63	98,4
Iran	55	127,9	Egypt	63	110,5
Italy	54	108,0	Romania	59	78,7
Russian Federation	51	118,6	Turkey	52	98,1
Egypt	50	106,4	Poland	50	89,3
Turkey	47	109,3	Iran	47	117,5
France	42	89,4	Spain	37	82,2
3. Physics/Astronomy			4. Mechanical Engineering and Process Engineering		
State	Number	2008=100	State	Number	2008=100
China	117	121,9	China	157	109,8
India	102	96,2	India	66	98,5
Russian Federation	83	93,3	Iran	46	109,5
Italy	74	102,8	Russian Federation	37	90,2
Iran	56	114,3	Turkey	37	100,0
Ukraine	50	87,7	Syria	37	112,1
Romania	49	89,1	Brazil	33	143,5
Spain	37	100,0	Poland	29	126,1
Egypt	36	100,0	Pakistan	27	108,0
Pakistan	36	156,5	Ukraine	25	100,0
5. Law					
State	Number	2008=100			
China	131	104,8			
South Korea	83	106,4			
Greece	59	89,4			
Poland	57	101,8			
Taiwan	54	108,0			
Russian	44	107,0			

Internationalization at Leibniz Universität Hannover

- Internationalization Strategy 2006
- Regional focus – including India
- Internationalization as an investment in and an asset for the future
- Consolidating existing international relations and creating new ones

Internationalization at Leibniz Universität Hannover

- Internationalization as a joint challenge to be met on equal terms with our partners
- Constructive position in the north-south dialogue
- Strategic partnerships in EU, USA, Russian Federation, (Southeast) Asia (Vietnam, China, South Korea, India), Latin America (Mexico, Chile, Argentina, and Brazil), and Australia
- all faculties are supporting the strategy

Internationalization at Leibniz Universität Hannover - Cooperating with Indian universities

- India is one of the world's leading economies and a global political power
- Despite wide-ranging differences in social contexts and cultural values, India, Germany and European share a common interest in an international order based on the principles of democracy and human rights, peace and security
- India has high potential in higher education: in quality and quantity
- With its colourful image, India has a permanent place in the public awareness of Germans today

Exchange students to India, from India

DAAD 2009:

- supported 904 Indian students/graduates and 203 scientists
- supported 510 German students/graduates and 106 scientists

Exchange students at LUH

LUH 2010:

- India: 30 students from India to LUH (in)
- India: 10 students from LUH to India (out)
- China: 2 students in, 4 students out
- Südkorea: 37 in und 10 out
- USA: 18 in und 20 out

- ERASMUS 193 in: 1. Poland 33, 2. Spain 29, 3. Italy 17
ERASMUS 199 out: 1. Spain 48, 2. UK 38, 3. France 21

- Degree seeking students from India at LUH: 21 (No. 26; No 1 China: 441, No 2 Russian Federation 161, No. 3. Vietnam 161, 4. Tunesia 158, 5. Iran 126)

To understand the expectations of international students and universities

- Strategy based activities
- Partnership based on mutual benefits rather one way
- Quality matched with quantity
- Exchange of students, PhD candidates, researchers
- English based International Bachelor and Master programs
- Double degrees
- Joined research projects
- Well established international relations structure
- Exchange students based on prior contacts rather through open application
- Establish longstanding partnerships

To discuss difficulties and challenges in *on-the-ground* or rather *in-the-class* academic delivery

- Mismatch of what is presented in e-media and real facilities/processes at the partner university
- Not much support in integration of incoming students
- Poorly structured or lack of international office structure
- Completely different set of methods of teaching and research
- Difficulty in selection of students based on recommendation letters
- Internship inquiries

Partnership with Indian Higher Education Institutions

Difficulties and Challenges

Attraction of the partner university/quality:

- How to check the quality of the new partner? Why to cooperate with them? What is the benefit? Who is responsible/reliability?
- Finances
- Cultural differences
- Administration

To initiate a dialogue and discourse on higher educational reform and future strategies

Considering university structures:

- Teaching methods and quality of teaching
- Quality of research
- Quality of faculty and administration
- Management structure
- Faculty structure

- Quality attracts quality
- Partnering on the same level

Thank you for your attention!

