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The situation of Chinese students in Germany
an intercultural perspective and study



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I. Introduction

1. At a glance – Chinese students in Germany

Since China introduced her Open China policy more and more Chinese students go abroad for higher education. Their main destinations are the U.S., followed by Japan, U.K. and other immigrant countries (e.g. Canada, Australia, New Zealand). Up to 2009 Germany was seventh as a target country of Chinese students studying overseas (see Table 1).

As the economic ties and cultural communication between China and Germany grew rapidly in recent years, since 2000 China represented the largest group of foreign students at German universities. In the year 2008 a total number of Chinese students in Germany was 25.479, it was 10.9% of all foreign students, China was the No.1 country of origin of foreign students (see Table 1).

Table 1: Chinese students studying abroad¹

Country	2005	2006	2007	2008	2009
USA	100.269	102.221	107.247	118.962	132.839
Japan	83.264	86.378	80.231	77.916	79.394
Australia	50.331	54.217	64.330	71.496	83.930
GB	63.601	60.364	59.438	55.222	56.840
Canada	No info.	33.615	31.113	39.171	37.308
South Korea	10.099	15.295	23.103	30.566	39.325
Germany	27.129	27.390	27.117	25.479	24.746
Germany as a target country	5	6	6	7	7

In Table 1 we can also see that the number compared to previous years decreased slightly, it can be explained by the fact that more and more Chinese students opt for shorter stays and complete their studies faster.

In addition, in the summer of 2001 “die Akademische Prüfstelle (APS)” was established at the German embassy in Beijing of China. The APS office checks the educational qualifications of Chinese applicants, and also provides the admissions of colleges/universities to the applicants. Thereby the visa

¹ According to “Deutscher Akademischer Austausch Dienst (DAAD) i.e. German Academic Exchange Service”; <http://www.wissenschaft-welttoffen.de>; “Statistisches Bundesamt Deutschland”

procedure is accelerated. This regulation shows the visible quality standards, whereby both the professional reputation of Chinese students in Germany as well as the reputation of German universities in China has been improved.²

Germany is one of the leaders in the international competition for the world's best brains. Whether in a large city or in the country, whether traditional or modern, very few other European countries have such a diverse higher education landscape. 376 universities, universities of applied sciences, colleges of art, teacher training and theological colleges and specialist administrative colleges offer a huge range of subjects and courses. At the beginning of 2007, the Higher Education Compass, which is published by the German Rectors' Conference (HRK), registered exactly 8.865 courses leading to a first degree and 2.807 postgraduate programs. Whether medicine, European studies, vehicle design, economics or computer graphics, the academic possibilities are almost infinite. And if a subject is not available in, more than 18.000 international collaborations with almost 4.000 foreign institutions of higher education in 140 countries offer additional opportunities.³

The main study fields of Chinese students in Germany are engineering sciences, law, economics, social sciences, mathematics, natural sciences and human medicine.

According to the data from HIS⁴ and DAAD in the year 2011 a total number of 22.828 Chinese students enrolled at German universities, it was 12.3% of all foreign students. Many of them were major in engineering sciences, law, economics and social sciences (see Table 2). In the year 2012 the number of Chinese students was coming up to 24.443, among them there were 40% in engineering sciences; 22% in law, economics and social sciences; 19% in mathematics and natural sciences; 11% in linguistics, cultural sciences and sport sciences; 4% in Arts; 4% in human medicine, public health sciences, veterinary medicine, agriculture, forest and nourishment sciences.

² According to the information of DAAD

³ According to "Education in Germany 2012", 4th volume, 2012

⁴ HIS: Hochschul-Informations-System i.e. the Higher Education Information System

Table 2: Study fields of Chinese students in Germany

Study field	Number/2011
Engineering sciences	9.126
Law, Economics and Social sciences	5.041
Mathematics and Natural sciences	4.310
Linguistics and Cultural sciences	2.515
Arts and Fine arts	911
Human medicine and Public health sciences	395
Agriculture, Forest and Nourishment sciences	358
Sport sciences	54
Veterinary medicine	25
Others	93

There are sixteen states in Germany. Bavaria, which located in the center of the European Union, one of Europe’s strongest economic regions and Germany’s fastest growth region, is renowned worldwide as one of the top high-tech business locations. The Bavarian university landscape is diverse, efficient and sophisticated, consisting of 11 universities, 19 universities of applied sciences (similar to U.S. colleges), 11 Max Planck institutes, 9 institutes of the Fraunhofer Society and 3 major research establishments. Bavaria also has academies of the arts and various other colleges, i.e., for philosophy, theology, political science etc. Bavarian universities are in a dynamic process of transformation and internationalization. “U.S. style” Bachelor’s and Master’s degrees are gradually being introduced, as well as more courses of study offered in the English language.⁵ Bavaria becomes one of the most popular states to international students, since 2000 more and more Chinese students come to Bavaria for higher education (see Figure1).

⁵ According to “2011 Bavarian US Offices for Economic Development, LLC”; <http://www.bavaria.org/index.php>

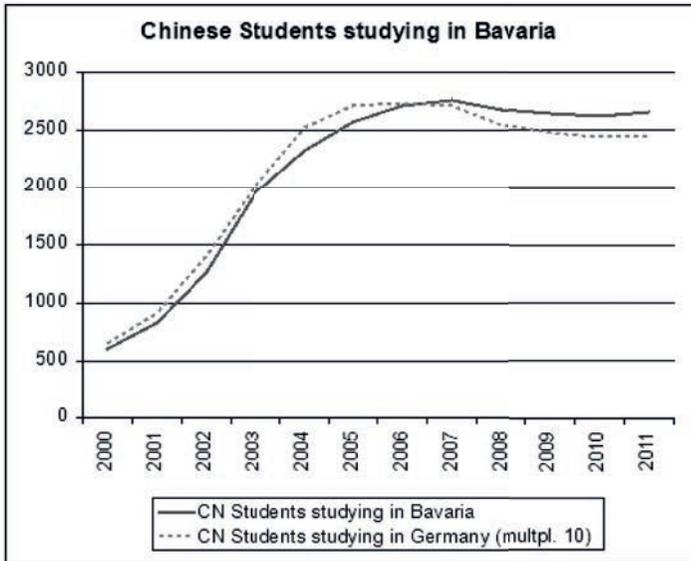


Figure1: Chinese students studying in Bavaria (2000 - 2011)⁶

According to the Chinese Students and Scholars Association of Munich, since 2009 Chinese students represented a very large proportion of foreign students in Bavaria. In the year 2010 and 2011 Bavaria was third state of Chinese students studying in Germany (see Table 3).

In the year 2012 there were 2.658 Chinese students in Bavaria, among them there were 80% at universities and 17% at universities of applied sciences; there were 802 Chinese students at Technischen-Universität-München (TUM) and 416 at Ludwig-Maximilians-Universität (LMU)⁷. By now many of them completed or still pursue their studies at LMU and TUM in Munich.

⁶ According to the data of "Bayerisches Hochschulzentrum für China"

⁷ According to the data of "Bayerisches Hochschulzentrum für China"

Table 3: Chinese students studying in sixteen states of Germany⁸

States of Germany	Number/2010	Number/2011
Nordrhein-Westfalen	5.332	5.345
Baden-Württemberg	3.439	3.293
Bayern	2.398	2.385
Niedersachsen	2.332	2.297
Hessen	1.654	1.646
Sachsen-Anhalt	1.340	1.504
Berlin	1.321	1.474
Sachsen	1.473	1.469
Rheinland-Pfalz	859	801
Thüringen	719	747
Hamburg	405	425
Brandenburg	408	363
Bremen	393	348
Schleswig-Holstein	339	316
Saarland	190	208
Mecklenburg-Vorp.	177	207

Meanwhile international collaboration is becoming increasingly extensive and important between China and Germany.

Scientific and Technological Cooperation⁹

Cooperation in science and technology has steadily evolved over a period of more than 30 years. Germany and China have become partners cooperating on an equal footing.

For a number of years now, there has also been successful cooperation in the education sector. Cooperation between universities and institutions involved in vocational training and further education is being constantly expanded.

⁸ According to DAAD and <http://www.wissenschaft-weltoffen.de>

⁹ According to “Federal Foreign Office”, last updated in November 2013

The key partners are, on the German side, the Federal Ministry of Education and Research (BMBF) and, on the Chinese side, the Ministry of Science and Technology (MOST) and the Ministry of Education (MOE).

For many years now, there has been very close cooperation between German and Chinese research institutions. Along with the Sino-German Centre for Science Promotion, which is jointly run by the German Science Foundation (DFG) and the National Natural Science Foundation of China (NSFC) in Beijing, the Fraunhofer Society has opened two institutes together with the High Technology Research and Development Center at Beijing University of Aeronautics and Aeronautics: the Sino-German Joint Software Institute (JSI) in Beijing, and the Sino-German Mobile Communication Institute (MCI) in Berlin. In 2005, the Max Planck Society (MPS) and the Chinese Academy of Sciences (CAS) set up a joint Institute for Computational Biology in Shanghai. Since 2004, the Leibniz Association (WGL) has been working to implement a network comprising WGL research institutions, Chinese research institutes and industrial partners on both sides. Its task is to isolate, characterize and test biologically active substances derived from plants known in traditional Chinese medicine. Over the past five years, marine and ecosystems research has become increasingly important in the WGL's bilateral cooperation. In 2011, the Center for Sino-German Cooperation in Marine Sciences in Qingdao was co-founded by the Ocean University of China, the Leibniz Institute of Marine Sciences at the University of Kiel and the Leibniz Centre for Marine Tropical Ecology at the University of Bremen. The Helmholtz Association of German Research Centers (HGF) cooperates in an extensive network with leading Chinese institutions in areas such as environmental, health and energy research.

At the second intergovernmental consultations on 30 August 2012, German research cooperation with China was further intensified, the focus being on cooperation in the area of innovation policy and LED technologies. In future, cooperation is also to be stepped up in the water sector and in marine and polar research and extended to include deep sea research. In addition to long-standing successful cooperation with MOST, this will now make it possible to intensify cooperation with China's State Oceanic Administration (SOA). Two new joint declarations have been signed in these two areas.

Vocational training continues to play an important role in bilateral cooperation. Besides the Dialogue Forum on Vocational Training, held in Beijing in June 2012 and organized by the German Chamber of Commerce in Shanghai as part of Sino-German cooperation on sustainability, a second bilateral symposium, jointly organized by the BMBF and the MOE, was held in Chongqing directly before the second intergovernmental consultations. On this occasion, the first

Sino-German training center specializing in automotive mechatronics was opened in Chongqing. Cooperation in vocational training also focuses on Qingdao, Shanghai and Canton.

Educational Exchange¹⁰

The Schools: Partners for the Future initiative (PASCH), which was launched in 2007 and set out to increase the number of pupils learning German and provide further training for teachers of German, is being successfully implemented in China. Involved in this initiative, with their own experts on the ground, are the Goethe Institute, the Central Agency for Schools Abroad and the Educational Exchange Service. There are now 81 PASCH schools being looked after by the German side.

The German International Schools in Beijing and Shanghai teach the German school curriculum and offer German school-leaving qualifications as well as serving as important places of cultural encounter. There are also two German International Schools in Changchun and Fuzhou as well as German sections at international schools in Wuxi, Suzhou, Guangzhou (Canton), Shenyang, Nanjing and Shenzhen.

In 2012, some 36.000 Chinese students enrolled in programs offering German as a foreign language at Chinese universities. A bachelor's degree in German can be obtained at 96 universities in China.

In 2012, there were approximately 24.000 Chinese students enrolled at German universities, making them the largest group of foreign students. Engineering programs are especially popular with these students. Applicants wishing to study in Germany, Austria or Belgium are served by the Academic Evaluation Centre Beijing (APS), a joint service provided by the DAAD and the German Embassy in Beijing.

There were around 4.000 German students enrolled at Chinese universities, three-quarters of them short-term or language students.

The number of cooperation projects between German and Chinese universities and other higher education institutions has risen to over 580. The DAAD provides resources including scholarships and academic teachers to coordinate and support academic exchange in both directions.

¹⁰ According to "Federal Foreign Office", last updated in November 2013

University-cooperation between China and Bavaria

By 2012 a total number of 19 Bavarian universities have cooperative relationships with 37 Chinese universities, and about 120 cooperation treaties have been making up. Most university- cooperation are on the scientific level¹¹.

Best Practice Models of (International) Cooperative Doctoral Education in Germany

The best practice models of (institutionalized) German - Chinese international cooperative doctoral education models presented in the study include:¹²

German-Chinese International Research Training Groups

The German Science Foundation (DFG) funds six German-Chinese International Research Training Groups. These IRTGs provide opportunities for joint doctoral training programs between German and Chinese universities and research institutes. The research and study programs are jointly developed and supervised. Doctoral candidates in the semi-structured programs are jointly developed and supervised. Doctoral candidates in the semi-structured programs complete a six-month research stay at the respective partner institution. Attractive doctoral grants are provided by DFG.

Joint Doctoral Degree Program

The newly established Joint Doctoral Degree Program “Global Politics” between Freie Universität Berlin & Fudan University, Shanghai is sponsored by DAAD and co-funded by the China Scholarship Council (CSC) and Fudan University. The award of the joint degree on completion of the three-year program is in preparation. The integrated German-Chinese program involves doctoral candidates of both universities. The doctoral candidates are supervised by renowned scholars and spend up to 12 months at the partner university during a research exchange.

Individual Cotutelle de Thèse of Chinese Doctoral Candidates

Some Chinese doctoral candidates pursued their doctoral studies according to the prominent best practice model promoted by the German French University (DFH), the individual “Cotutelle de Thèse”. Two examples of doctoral candidates who received funding from DFH, DAAD and other agencies are

¹¹ According to the data of “Bayerisches Hochschulzentrum für China”

¹² According to DAAD, “International Collaborative Doctoral Education”, Author: Dr. Karola Hahn, stand: November 2009

presented. One candidate followed a German-French Cotutelle de Thèse at the partner universities in France and Germany; the other completed her doctoral studies at Fernuniversität Hagen (Distance University Hagen) and the Department of Computer Science and Engineering of Shanghai Jiaotong University, China. The first received a French and a German double degree (two national certificates which are valid as one academic degree), the latter candidate obtained a degree from Jiaotong University and Fernuniversität Hagen.

International Max Planck Research School (IMPRS)

IMPRS for Surface and Interface Engineering in Advanced Materials, Düsseldorf (SURMAT) provides collaborative doctoral research training in cooperation with the following institutions: Max Planck Institute for Iron Research in Düsseldorf, the Max Planck Institute for Coal Research in Mülheim, the Ruhr University Bochum (4 Faculties) together with Peking University in Beijing, Fudan University in Shanghai and Xiamen University in Xiamen, Fujian. Doctoral graduates are awarded either a German doctoral degree or a degree of their home university in China. This elite program supports collaboration with other international partners. A special feature is the mentoring by industry.

Doctoral Education “Ludwig-Maximilians-Universität (LMU) Munich – China Scholarship Council (CSC) Program”

The doctoral education cooperation between LMU and CSC is presented as another good institutionalized example of the best practice models of German-Chinese international cooperative doctoral education models.

The situation of candidates of the LMU-CSC Program during their study in Germany and after their graduation was investigated in my research, an introduction to the LMU-CSC Program is showed by the following (see I. Introduction/4.).

These German-Chinese examples are complemented by further best practice models of German international doctoral programs, as well as by examples of German-Chinese Masters programs (e.g. a Double Master Degree in Intercultural German Studies German-China, a cooperation project between the University of Göttingen, Nanjing University and Beijing Foreign Studies University). Graduates are awarded a German-Chinese Double Degree, Master of Arts (M.A.). The certificate consists of two documents, one from each university attended, which are combined in one certificate. A detailed diploma supplement complements the Master certificate.

Further examples are given of most recent German innovative approaches to organize and institutionalize international doctoral education (e.g. the TUM Graduate School of Technische Universität München). The TUM Graduate School is one of the ambitious reform projects to re-organize doctoral education at university level. Its Statutes provide the legal framework for all activities at doctoral level under the umbrella of the central infra- and support structure.

The cooperation of doctoral education between Germany and China therefore has received growing attention on the political agenda in general and on the higher education agenda in particular.

Besides the educational cooperation between China and Germany other aspects are also becoming increasingly extensive and important. For example,

Cultural Exchange¹³

Since embarking on its reform and opening-up policy, China has gradually opened up to foreign culture as well. At the same time, the Chinese government has for some years now been stepping up its efforts to spread the Chinese language and Chinese culture abroad. It sees this as a contribution to promoting international understanding and improving China's image abroad. This job is being done by both state cultural institutions ('cultural centers') and the Confucius Institutes, which mostly take the form of university cooperation arrangements and are now represented at 14 German locations (Berlin, Duisburg, Düsseldorf, Erfurt, Erlangen, Frankfurt/Main, Freiburg, Hamburg, Hanover, Heidelberg, Munich, Leipzig, Trier and Bremen). In 2012, China also organized a Year of Chinese Culture in Germany featuring more than 500 cultural events and discussions (www.cn2012de.com).

In 2013 and 2014, the two countries are holding a Year of the German Language in China and a Year of the Chinese Language in Germany. The aim is to promote the German language in China and the Chinese language in Germany – in teaching at schools and universities, through teachers training and further training as well as through language-related cultural events.

Privately organized cultural exchange is increasingly gaining importance. In recent years, for example, numerous outstanding German orchestras, opera and ballet companies have been on tour China. The same is true of the arts sector: in addition to major state-supported exhibitions, private galleries and art fairs are making an important contribution. In view of this, a separate chapter

¹³ According to "Federal Foreign Office", last updated in November 2013

is devoted to cultural exchange in the Sino-German joint communiqué issued by both governments in July 2010.

A high point in cultural exchange was the major exhibition “The Art of Enlightenment”, which was on show from 1 April 2011 to 31 March 2012 at the newly opened National Museum of China. The exhibition showcased ideas relating to the European Enlightenment and was accompanied by a series of lectures and discussions under the heading “Enlightenment in Dialogue”, in which many – especially young – Chinese citizens discussed the ideas and values of the Enlightenment.

Numerous German cultural intermediaries are active in China, the main one being the Goethe Institute in Beijing and its branch office in Shanghai as well as several language, information and learning centers. Other important cultural intermediaries are the German Academic Exchange Service (DAAD), the Central Agency for Schools Abroad, the German Archaeological Institute, the Book Information Centre Beijing and a number of foundations.

Economic Cooperation¹⁴

Over the past 40 years (1972-2012), the economic relations between China and Germany have evolved into the great success story there is today. In 1972, German companies exported to China goods worth just USD 270 million. According to Federal Statistical Office figures, in 2012 German exports to China were worth EUR 66.6 billion, an increase of 2.7 percent compared with the previous year. German imports from China were worth EUR 77.3 billion, a decline of 2.8 percent compared with the previous year. Germany is by far China’s biggest European trading partner and ranks sixth among China’s trading partners worldwide (and fourth if Hong Kong and Taiwan are not taken into account). China is Germany’s principal trading partner in Asia and its third most important trading partner worldwide.

China is Germany’s second biggest export market outside Europe, after the United States, and was its fifth most important export market overall. In 2012, the main German exports to China were motor vehicles and vehicle parts (accounting for 29 percent of exports), machinery (25.3 percent), data-processing equipment, electrical and optical goods (8.8 percent), electrical equipment (8.7 percent) and chemical products (6.2 percent).

China is also the second largest supplier of German imports, after the Netherlands. In 2012, the principal German imports from China were

¹⁴ According to “Federal Foreign Office”, last updated in November 2013

data-processing equipment electrical and optical goods (accounting for 35.6 percent of imports), clothing (10.4 percent), electrical equipment (10.1 percent), machinery (7.7 percent) and metal goods (4.3 percent). German companies import more goods from China than China does from Germany, which has resulted in a German trade deficit since 1989, though this has been trending downwards again (a decline of EUR 26.8 billion) since 2008. In 2012, it stood at EUR 10.7 billion.

As part of the strategic partnership between China and Germany, bilateral intergovernmental consultations are held regularly. In August 2012, the two governments' cabinets met in Beijing for the second intergovernmental consultations, the first having been held in June 2011. At the meeting, which was presided over by China's then Prime Minister Wen Jiabao and Federal Chancellor Angela Merkel, 17 cooperation agreements were signed, mainly on economic matters. The third intergovernmental consultations are to be held in Germany in 2014.

German companies are currently engaged in China to a much greater degree than Chinese companies in Germany, this probably being not least a reflection of the differences in the two economies' level of development. Overall, investments by German companies in China have so far been many times higher than the other way around. There is, however, evidence of a significant increase in Chinese business activities in Germany, due in part to the Chinese government's Going Global Strategy, which encourages and supports investment by Chinese companies abroad. In 2011, German direct investment in China was worth some EUR 35 billion. Conversely, Chinese companies have so far invested approximately USD 3.1 billion in Germany. Chinese investment in Germany has so far focused on the mechanical engineering, electronics and consumer goods sectors as well as on information and communication technologies. Takeovers in 2012 included the purchase of concrete pump manufacturer Putzmeister by China's Sany Heavy Industry (for EUR 360 million) and the acquisition of automotive supplier Kiekert and concrete pump manufacturer Schwing by Chinese companies.

There are currently some 900 Chinese companies active in Germany (many of them small). By contrast, there are already more than 5,000 German companies operating in China.

On the other hand, the cooperation on energy, environment and climate is becoming increasingly more important. Building an "ecological civilization" is one of the guiding principles of China's new leadership headed by Xi Jinping and Li Keqiang. Key issues that China is therefore addressing more vigorously are climate protection measures (in particular relative emissions reduction)

as well as climate change adaptation, modernization of its environmental policy, a more eco-friendly energy policy including developing its alternative-energy sector, improving energy efficiency across the board and dealing with the serious problems resulting from the continuing substantial urbanization pressures in China.

The pioneering role played by Germany in many areas of climate and environmental protection as well as in the alternative-energy sector and energy efficiency opens up a wealth of opportunities for establishing partnerships with China.

That is why the Energy-Environment-Climate triangle constituted one of the priority issues addressed at the 2011 and 2012 intergovernmental consultations. Both countries – working from totally different premises – have decided to implement structural change towards a green economy. Over a period of 30 years, the two countries have worked together trustfully in development cooperation to achieve broader environmental goals and have since 2008 implemented targeted cooperative measures in the area of climate protection. This opens up further potential areas of collaboration and a host of opportunities for business too.

This increasingly extensive and important cooperation on education, culture and economy between China and Germany are attracting more and more Chinese students to choose Germany for a higher education.

Moreover, academics and students from abroad are being lured to Germany with a new “Blue Card”. The German Blue Card has received a great deal of interest from non-European populations after being introduced in early August 2012. Deputy Secretary General Ulrich Grothus at the German Academic Exchange Service (DAAD) said the phones have not stopped ringing since. "Many young people were calling to find out about the new residency and work requirements," Grothus said.¹⁵

Germany is becoming a popular destination for students and job seekers, especially among younger people from non-European countries. Currently, of the roughly 245.000 foreign students enrolled in universities across Germany, about 100.000 of them are from outside the European Union. However, after they complete their studies, many of them have to leave the Germany deterred by the complicated bureaucratic requirements of work and residents permits. With the Blue Card everything will be easier. Those with a university degree and a job with an average annual salary of EUR 46.400 will be allowed to stay

¹⁵ www.dw.de/germanys...students/a-16221080-1, stand: 05.09.2012

in Germany for up to four years. And, for engineers and scientists, the salary requirements for a permit are even lower (with an average annual salary of EUR 36.200), as Germany is in great need of their skills and expertise.¹⁶

The new law also allows newcomers in Germany to work while they study. It is often difficult for international students to support themselves financially while in a foreign country. Students from non-European countries are now permitted to work up to and including 120 days per year rather than just 90 days with a normal student visa. In addition, students can work a side job at the German university they're attending, which previously wasn't allowed. Before, graduates wishing to remain in Germany had to find a job within one year. Now, they have 18 months and are permitted to work during that time to support themselves. Blue Card holders can even obtain a permanent residence permit after two to three years. The former so-called "priority checks" are no longer in place, and that benefits non-European newcomers enormously, explained Ulrich Grothus. "Before, it was such that European citizens who could do the job were selected." Now, Europeans do not have priority over applicants from non-European countries.¹⁷

We can see that Germany is starting to attract more educated people from non-European countries, for example China. As we mentioned already, more and more Chinese students study abroad than any other nationality. Increasingly, they are choosing universities in Germany, where science and engineering professionals are in high demand, Chinese students make up the biggest group of foreigners at universities in Germany.

2. Chinese students studying abroad under a scholarship

Among the large number of Chinese students who study abroad many of them study under a scholarship from China. The scholarships are normally offered by the China Scholarship Council (CSC) of China.

According to <http://www.csc.edu.cn> the CSC established in 1996 and is a non-profit institution with legal person status affiliated with the Ministry of Education. The objective of the CSC is to provide, in accordance with the law, statutes and relevant principles and policies of China, financial assistance to the Chinese citizens wishing to study abroad and to the foreign citizens wishing to study in China in order to develop the educational, scientific and technological, and cultural exchanges and economic and trade cooperation between China and other countries, to strengthen the friendship and understanding between Chinese

¹⁶ www.dw.de/germanys...students/a-16221080-1, stand: 05.09.2012; www.bluecard-eu.de

¹⁷ www.dw.de/germanys...students/a-16221080-1, stand: 05.09.2012

people and the people of all other countries, and to promote world peace and the socialist modernization drive in China.

The CSC is financed mainly by the state's special appropriations for scholarship programs. At the same time the CSC accepts donations from the personages, enterprises, social organizations and other organizations at home and abroad. The tasks of the CSC are to use legal and economic means to manage the affairs of the Chinese citizens studying abroad and of the foreigners studying in China, take charge of the management and utilization of China Scholarship, determine the relevant assistance projects and modes, formulate management regulations and put the scholarship to best use; manage the bilateral and multilateral exchange or unilateral scholarships between China and other countries; manage other matters concerning educational exchanges and scientific and technological cooperation on behalf of relevant organizations, institutions and individuals inside and outside China; provide financial support to the projects conducive to the development of China's education and its friendly relations with other countries; strive for donations from home and abroad, expand the sources of the Scholarship and increase the Scholarship; establish contacts with its counterparts at home and abroad and carry out exchange and cooperation with them.

The CSC establishes a committee and a secretariat. The committee takes charge of consultation and examination, and the secretariat is in charge of the day-to-day work. The main functions of the secretariat of the CSC are to implement the work principles and plans formulated by the committee; organize the implementation of the financial assistance to the Chinese citizens wishing to study abroad and foreigners wishing to study in China, formulate the relevant management regulations and methods, process, assess and approve the application for financial assistance, award scholarships and provide the relevant consultation and service; supervise and inspect the use of China Scholarship by the projects and people financed by the CSC.

The recruitment platform of the CSC is multi-mode, multi-channel and multi-level. For example, in 2009 the CSC recruited a total of 12,769 for all types of state sponsored study abroad programs, among which 219 were senior research scholars, 4,001 visiting scholars, 331 post-doctors, 2,451 for full PhD program, 3,174 for joint-cultivated PhD program, 271 master-level students and 2,322 of other categories.

Focusing on fostering high-level talents and following the guideline of "sending top students to study at top international universities and under the supervision of top professors", the CSC established more platforms of excellence for Chinese students pursuing foreign doctoral degrees, particularly joint doctoral

programs training, and doing postdoctoral research. For example, one of the Key Programs of the CSC: “Post Graduate Study Abroad Program”, in 2009 the program accepted 4.872 students, of which 46% registered as PhD program students in overseas host institutions (37% in 2008).

Based on the data from <http://www.csc.edu.cn>, since 1996 the recruitment of the State Sponsored Study Abroad has been increasing continually (see Figure 2).

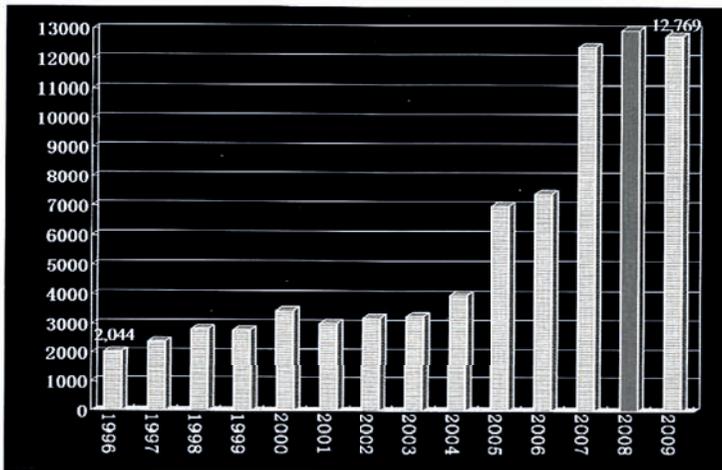


Figure 2: Recruitment of the state sponsored study abroad program (1996 - 2009)

Following the year 2009 the recruitments of the State Sponsored Study Abroad in 2010, 2011, 2012 and 2013 have been still increasing continually, in the year 2013 the number of recruitment was coming up to 24.000.

With the deepening of globalization and the rapid development of high technology, a country’s development, whether economic development or technological innovation, whether cultural prosperity and social progress, calls urgently for talents. Knowledge and talents have increasingly become decisive factors in enhancing a nation’s comprehensive strength and international competitiveness. High-quality talents have become the core strength in implementing the strategy of revitalizing the country through science and education and strengthening the country through talents and the initiative of building an innovation-based country.

While aiming at cultivating talents with international perspectives and understanding international rules, the CSC has established a multi-channel, large-scale and high-level platform for its State-sponsored Study Abroad Programs guided by the spirit of “expanding scale, uplifting level, ensuring focus, enhancing efficiency” and the “three-tops” principle (sending top students to top universities and under the supervision of top professors).

3. Goals of Chinese students who study abroad

The Chinese government has several goals for sending students and scholars abroad. The first goal is to learn the advanced science, technology, and management that are relevant to China’s efforts for modernization. The next goal is to further the international exchange in various fields of learning such as arts, culture, science, and education. The other goal is to make a contribution to the world.¹⁸

The personal goals of the Chinese students and scholars are more diversified and mixed. Some of them coincide with the goals of the country. For example, many Chinese students come abroad with the determination to study hard and enhance their knowledge in their major fields of study, and many scholars work diligently in their research, hoping to make some breakthroughs and contribute something in their fields. Other possible goals can be financial gains and benefits, and a chance of studying, staying and living in the western countries.¹⁹

For instance some Chinese students who don't have good prospects in China want to find another way and have a better chance later on. One of the interviews from www.dw.de²⁰ showed that "In China, most people learn English, which is why I wanted to do something different. I always wanted to study in Germany. There are many high-quality German products in China and I had heard good things about the country. Plus, I wanted to experience another culture." For a personal goal the cost of studying is also considered as an aspect. For example, another interview from www.dw.de²¹ showed that “at a café at the Karlsruhe Institute of Technology (KIT) some students were chatting and drinking, one of them was Weijian Ji, a Chinese student who has nearly finished his degree in IT after more than six years in Germany. Weijian explained that he wanted to study overseas because it could be a way for him which he would need to get ahead in China. He admitted that he originally wanted to go to an English speaking country like Australia. But the cost of studying in such countries was much higher than in Germany.”

¹⁸ Huang, 1987; <http://www.csc.edu.cn>

¹⁹ Orleans, 1988

²⁰ <http://www.dw.de/chinese-students-search-for-opportunity-in-germany>, stand: 01.08.2012, Author: Kate Hairsine

²¹ <http://www.dw.de/chinese-students-search-for-opportunity-in-germany>, stand: 01.08.2012, Author: Kate Hairsine

Up until a few years ago, there were no tuition fees (*Studiengebühren*) at all for attending a public university in Germany. Since the winter semester 2006/07 German universities have been allowed to charge tuition fees up to 500 Euros every semester for undergraduate study programs. This tuition fee is extremely low in comparison to the U.S. and Great Britain. Nevertheless, German students, long used to paying nothing, have protested the introduction of any tuition fee, low or otherwise. By 2013, Lower Saxony (*Niedersachsen*) was the only state still charging university tuition. Bavaria recently dropped them. In most cases students need to pay a certain amount of money for Master's programs, there are no tuition fees for doctoral study.²²

When a person goes back to China after study abroad, she or he is considered “du jin”²³ in Chinese language and it can be translated as “gold-coated” into English, which means she or he will have more honor, more respect, and a better job opportunity than a person who has not studied abroad.

According to the data from “Statistisches Bundesamt Deutschland” and <http://www.wissenschaft-weltoffen.de> in the year 2007 a total number of 287 Chinese doctoral candidates completed their studies in Germany, most of them graduating in natural sciences, human medicine, engineering and law. In 2009 a total of 306 Chinese students finished their doctoral study at German universities.

4. Introduction to “Ludwig-Maximilians-Universität (LMU) Munich – China Scholarship Council (CSC) Program”²⁴

In the year 2005 the Ludwig-Maximilians-Universität (LMU) Munich was the first German university signing an agreement with the China Scholarship Council (CSC). The main goal of this agreement is to enable especially qualified Chinese postgraduates to receive their doctoral degree or to spend a doctoral research period at the LMU.

Two kinds of models of the LMU-CSC Program

- 1) The “Full Doctoral Study-Model”: four or three years of graduation are completed at the LMU with financial support from CSC. The doctoral project must be approved only by a professor of the LMU. The doctoral degree is conferred by the LMU.
- 2) The “Sandwich-Model”: the first year or sometimes the first two years of the doctoral course will be pursued at the Chinese university. The doctoral

²² According to the information of DAAD

²³ “du jin” in Chinese characters: 镀金

²⁴ Information offered by LMU International Office

students then complete one or two years of research at the LMU and return to China for project completion. The doctoral project must be approved and coordinated by a professor of the LMU and by a professor of the Chinese university. A professor of the LMU and of the Chinese university will have to collaborate closely on the doctoral project of the applicant. The doctoral degree is conferred by the Chinese university.

The LMU-CSC Program in numbers

Each year up to 30 Chinese candidates are selected from a large number of applicants. Most of them come from top universities, especially “985-Project” universities²⁵ in China. A total of 183 participants have been accepted by 2014, 141 of them as Full Doctoral Study-Model candidates and 42 in a Sandwich-Model.

Fields of study for the LMU-CSC Program scholars

More than twenty study courses within the fields of medicine, natural and life sciences, economics, social sciences and the humanities are available for the LMU-CSC Program applicants. The mainly chosen subjects are medicine, biology, human biology, chemistry and law. But almost evenly popular are economics, geosciences, psychology, informatics and physics (see Table 4).

²⁵ Project 985, whose title refers to the month and year in which it was announced, is a project to promote the development and reputation of the Chinese higher education system. There are now 39 universities sponsored by the project, which are regarded as leading universities of China.

Table 4: Admission per subject of the LMU-CSC Program (2005-2014)²⁶

Study area	Number (with a total of 183)
Medicine	46
Biology	20
Human Biology	15
Chemistry	13
Law	13
Economics	10
Geosciences	10
Psychology	8
Informatics	7
Physics	7
Pharmacy	6
German Studies	5
Philosophy	5
Humanities	4
Social Sciences	3
Business Administration	2
Educational Sciences	2
Indology	2
Chinese Philosophy and History	1
History and the Arts	1
Mathematics	1
Statistics	1
Veterinary Medicine	1

Requirements and selection procedure

The applications are strictly reviewed by a selection committee of LMU International Office and CSC. The most important requirements are:

²⁶ According to the International Office of LMU

- 1) Outstanding grades
- 2) Age limit: 35 years or 27 years (special elite program in the Nano-sciences)
- 3) Language skills: very good proficiency in English or German.
Business administration, computational linguistics, law, political science, communication science, sociology, philosophy as well as for other fields of the humanities: excellent knowledge of German required: Test-DAF: test score with the minimum result of 4 in all parts of the examination or “DSH-2”.
For many other fields like biology, chemistry, computer science, economics, educational sciences, geosciences, life sciences, mathematics, medicine, neuropsychology, neuroscience, pharmaceutical science, physics, psychology, statistics: English language certificate of the IELTS Test Academic 6.5 (no module below 6) or TOFEL iBT Test 90 required.
A basic knowledge of German is of great advantage, if an applicant has an excellent command of German no English test will be required.
The course can then be pursued in the German language.

Support, mentoring and supervision of the LMU-CSC Program

The program is actively supported by the board of presidents of LMU, the International Office of LMU and CSC. Every participant is awarded a special diploma by the Vice-President International of LMU.

On behalf of the executive board of LMU the International Office LMU designs a broad spectrum of services for the LMU-CSC Program scholars, for example, organizational support like provision of housing and handling of all formalities.

The LMU-CSC Program prevails as a keystone of strategic cooperation between LMU and Chinese institutes of higher education.

5. Research motivation, goal and framework

Motivation

Since 2009, I started to participate in the “Discussion of cultural differences” for the LMU-CSC Program at the International Office of LMU. For example, the Chinese students were organized into different group activities:

Group 1, please create a poster which, in your opinion, represents what is typical of China.

Group 2, please create a poster which, in your opinion, represents what is typical of Germany.

Group 3, please create a poster which, in your opinion, represents what a typical Chinese may think.

Group 4, please create a poster which, in your opinion, represents what a typical German may think.

Discoveries through the group activities:

1) the average age of the LMU-CSC Program students is around 25-26 years during the first academic year in Germany, the students remain deeply involved in their Chinese culture at the same time they have very little knowledge and understanding of German culture. For example, many of them were with such knowledge toward Germans:

“Germans are very rigorous, they can produce the best cars of the world.”

“Germans are very punctual but very dogmatic.”

“Germans are very arrogant, it is not easy to make relationship with them.”

“Germans love beer and football.”

“The pressure of study at German high schools is much lower than in China, with the popularity of higher education everybody can go to university in Germany.”

The Chinese students above were lack of the understanding of German culture, it could bring them many difficulties during their study process in Germany. This situation in a different cultural environment so far was not really subjected into research.

2) according to the selection procedure of the LMU-CSC Program the candidates were excellent master students in China before they came to Germany, but what about the accomplishments of their doctoral study in Germany? Due to the policy of scholarship of China, the students will return to China after their study in Germany. However, what about the situation after their graduation? These two points so far were not looked into.

Moreover, very few studies have investigated in detail the experiences of Chinese students or some other overseas students at German universities. For a higher scientific value of the LMU-CSC Program and for many Chinese students who study in Germany, it is necessary to conduct an investigation in order to clarify the situation of Chinese students and improve it if there are really some problems.

Goal

Based on the LMU-CSC Program to investigate and evaluate the Chinese students, focus on intercultural adjustment during their study in Germany and the situation after their graduation. In order to,

- 1) improve the situation of Chinese students and develop the LMU-CSC Program;
- 2) improve the cooperation between the Chinese and the German educational institutions;
- 3) provide good investigation methods and strategies suitable for other international students.

Framework

The research of intercultural adjustment of Chinese students during their study in Germany assesses their levels of two adjustments: psychological adjustment and socio-cultural adjustment. The situation in China after their graduation focuses on reverse cultural shock, career development in China and their cooperation with their “alma mater” in Germany (see Table 5).

Table 5: The framework of my research

Intercultural adjustment (during study in Germany)	- Psychological adjustment - Socio-cultural adjustment	Acculturation attitudes
		Language adjustment
		Goal orientation
		Academic adjustment
		Social network
		Social support
The situation after returning to China (after graduation)	Cultural identity and reverse culture shock	
	Career development	
	Further academic cooperation with German universities	

Münchener Beiträge zur Bildungsforschung

herausgegeben von

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