

Comparing Germany and the UK's Local Approaches on International Education: Historical / Sociological Aspects

DOI: 10.26466/opus.480704

*

Gökhan Bozbaş* - Ruhi Can Alkın**

* Dr, Öğr. Üyesi, Necmettin Erbakan Üniversitesi, Siyasal Bilgiler Fakültesi, Konya / Türkiye

E-Mail: gbozbas@konya.edu.tr

ORCID: [0000-0003-3715-8402](https://orcid.org/0000-0003-3715-8402)

* Arş. Gör., Necmettin Erbakan Üniversitesi, Sosyal ve Beşeri Bilimler Fakültesi, Konya/ Türkiye

E-Mail: ruhicanalkin@gmail.com

ORCID: [0000-0002-8608-4043](https://orcid.org/0000-0002-8608-4043)

Abstract

One of the areas where globalization is very influential is undoubtedly higher education. Every year, hundreds of thousands of students travel to other countries by leaving their home countries in order to maintain their university education in these foreign universities. Such a trend is both fed by and foster some specific implementations in the area of higher education globally. Besides this global interest, we cannot it will not put a valid consequence to claim that each country carries out a policy of education in similar concerns and forms. In this study, we will try to show how far international student policies can accommodate local elements and how could these local elements illustrate the unique perspectives regarding the reflections of international students in a specific country. This issue will be evaluated in the cases of Germany and the U.K. Two different political history that these two countries have experienced give us opportunities for a clear understanding of this issue. Finally, the status of 'locality' and traditional/historical reflexes in globalization, which is discussed in the social sciences, will again be re-visited by means of the process of education after investigating unique aspects occurred in Germany and the UK.

Keywords: *Globalization, Glocalization, Higher Education, International Students.*

Almanya ve Birleşik Krallık'ın Uluslararası Eğitimde Lokal Yaklaşımlarının Karşılaştırılması: Tarihsel / Sosyolojik Görünümler

*

Öz

Küreselleşmenin en etkili olduğu alanlardan biri de kuşkusuz yüksek öğrenimdir. Her yıl yüz binlerce öğrenci üniversite eğitimini sürdürmek için bulunduğu ülkeden çıkıp diğer ülkelere seyahat etmekte ve eğitimini farklı bir ülkede sürdürmektedir. Böyle bir eğilim, küresel olarak yüksek öğretim alanında bazı özel uygulamalar tarafından beslenmekte ve aynı zamanda teşvik edilmektedir. Bu küresel ilginin yanı sıra, her ülkenin aynı kaygı ve formlarda bir eğitim politikası yürüttüğünü iddia etmek çok da geçerli bir sonuç ortaya koymayacaktır. Bu çalışmada, uluslararası öğrenci politikalarının yerel unsurlardan hangi ölçüde etkilenebileceği ve bu unsurların ülkelere özgü uluslararası öğrenci görünümüne etkisi ortaya konulmaya çalışılacaktır. Bu mesele Almanya ve Birleşik Krallık örneğinde değerlendirilecektir. Bu iki ülkenin yaşadığı iki farklı siyasi tarih, bu konunun açık bir şekilde anlaşılabilmesi için fırsat sunmaktadır. Sonuç olarak, sosyal bilimlerde tartışılan “yerelliğin” ve küreselleşmeyle ilgili geleneksel / tarihsel reflekslerin durumu, Almanya ve Birleşik Krallık'ta meydana gelen özgün yönler incelendikten sonra eğitim süreci aracılığıyla yeniden gözden geçirilmiş olacaktır.

Anahtar Kelimeler: Küreselleşme, Küyerelleşme, yükseköğrenim, uluslararası öğrenciler

Introduction

Globalization has generally been discussed in a way that mainly focuses on an emerging culture that the countries follow and adapt to be integrated in the World. According to this culture, specific forms regarding both macro and micro social and economic elements such as trade, entertainment, education, etc. are newly produced in a global scale. This perspective, as you shall guess, generally depict a globalization form, which is independent from local and historical/traditional elements of the specific countries. In other words, globalization discourse is constructed on a platform where locality is intentionally or unintentionally ignored.

As a counter position towards totality, Robertson's concept of 'glocalization' brings a broader perspective for the social scientific studies on globalization by giving importance to locality and considering locality as a 'must' for globality. However, some of the recent concepts such as 'interconnectedness', 'flow', 'mobility', 'global competition', etc. put the emphasis again on the 'imaginary' globalization that is fed by a specific emerging culture and prompt us to perceive globalization in a totality.

Global student mobility, which is one of the most observable phenomena regarding globalization, seems as a platform where the local elements fed by historical, political, and economic background of any country can be detected (Soria and Troisi, 2014). This claim could be supported by a simple inference: Today, there are over 5 million international students who study abroad (OECD, 2018). The U.S., Australia, the U.K., France, Germany, Japan, Canada are some of the top countries that host foreign students. At this point, it is safe to claim some serious differences in terms of applications, obligations, curricula, accommodation opportunities, registration terms and conditions, etc. on international students in these countries even though student mobility is a global issue. The roots of these differences, as you shall guess, can be traced back on the historical and traditional economic, social and cultural elements of these countries and their relationship with (or response to) global trends.

In the light of the arguments and context given above, this study proposes to investigate the current inbound international student policy of two major European countries, the U.K. and Germany. While maintaining this investigation, social and economic policies of the countries unique to

their historical background and current reflexes will be considered. By this way, it will be questioned whether national expectations and experiences and/or state policies have been effective on one of the most observable and intensive global issue (and if so, to what extent), which is global student mobility.

When maintaining the investigation, three main arguments will be included into the discussion in order to support the theoretical framework. Firstly, the origins of foreign students in German and British universities will be looked over. By this theme, it is proposed to investigate the historical ties between the other countries in the World and UK and Germany. Secondly, huge differences among tuition fees demanded by the British and German universities from international students will be explored. Reasons behind the huge gap among these countries in terms of tuition fees will be looked over. Lastly and in relation to the second argument, drop-out rates among international students will be taken into consideration in order to observe educational discipline and expectations from international students by subjected European countries.

Three main arguments that would set-up backbone of this chapter will be enriched through both statistics and theoretical information. In this way, the relationship among 'global student mobility' and 'national trends' will become more visible in specific to two important countries of Europe. Finally, the status of 'locality' and traditional/historical reflexes in globalization, which are discussed in the social sciences, will again be revisited by means of the process of education.

Globalization: In Search for Local within Totality

Globalization, by its most general and simple definition, expresses the fact that different nation states on the globe become more integrated in a cultural, social and economic way. This affinity and integration present a whole new society and world design from the second half of the 20th century. cultural, It is argued that these new economic and political "series of forms", which are alleged to direct human and social relations, have made the world a "global village" by the famous statement of McLuhan and Powers (1992).

The village metaphor suggests the assumption that a brand-new tradition is observed in the earth's sphere as social and individual relations. Village life refers to the form of a relationship spread over the earth.

Another claim by globalization to the dimension of "new relations and forms" is that "the world is flat" (Friedman, 2005). This claim is not parallel to the claims of the scholastic thought that the world is flat like a tray, but it is the message that the media, digital platforms and screens can be accessed instantly everywhere, so that the whole world becomes a flat screen.

Another argument that supports globalization as a linear integration and a new political-cultural form is the concept of "global citizenship". The fact that transnational human movements are intensified in a world where communication and transportation networks have developed, together with technology, has given the concept of "global citizen" to the social scientific literature. In relation to this, "weakening processes of the dynamics that support nation state formation and their inefficiency on constructing identity for citizens are often starting points for this debate (Aksan and Alkin, 2014, p.1).

These three arguments briefly mentioned above, constitute the first pillar of the basic debate on globalization. These are arguments that, in one sense, stir "excitement" about globalization and make the reader to feel something new or discovered.

Until the last decade of the 20th century, these arguments, which are almost unquestioned, are based mainly on the premise that nation-state structures have lost their activities. The fact that the world is flat, individuals become global citizens, even a global village, affirms the erosion on nation-state construction. This argument has reached an even more valuable position as the USSR is disintegrating and the US becomes a global dynamo as a global superpower. Until Robertson's concept of glocalization, the earth has witnessed the economic, political, and social consequences it has brought along with the culture that has spread to the world in the forefront of the United States. Robertson, however, carried the concept of Glocalization into the social sciences in the middle of the 1990's within all these perceptions of totalitarianism.

Initially, the glocalization of business and marketing activities in the economic world with the motto "think globally, act locally" has taken

place in the cultural and political scene through Robertson's (1994) article, "Globalization or Glocalization". This article and its impact constitute the second dimension of the debate about globalization and the theoretical "clash". The notion of globalization, which ignores the ongoing power of nation-states and of history and of one-sided, "one-way" and "new processes" that conjure up the interpretation of classical positivist social science with glocalization, has now gained a new dimension. Beyond hypothetical rhetoric and perceptions, it has been observed that as a reality, globalization has also produced results that correspond to the internal dynamics of that community in almost every society it is now involved in. This, of course, does not mean that there is no global "acculturation" process. This expansion of globalization is a different dimension. But the above-mentioned acquisition tends to reveal how each nation state contributes to globalization and how it is influenced by globalization. It is also within the scope of this second dimension that how each nation state responds to the input of traditional cultures and the consequences of this interaction. The local, sought after in globalization is also an indication of the fact that social sciences physically take human practice. Because processes such as speed, mobility and transnationality are more of a digital world, and in this way, they have a one-way meaning to globalization, while human and social exchange and global circulation are following a heavier course. The link between the individual and social institutions, reveals the importance of local and tradition in the globalization process.

It can be observed that a law considered in the context of democracy and human rights today, the interpretation of the concepts of democracy and human rights itself in different ways, may lead to profound differences in the resultant sphere size. Similarly, "territories" are more based on the theory of politics and international relations than about global politics, which is valid for the whole place. The institution of "education", which is the main theme of the present work, is not fully independent of local data and a nation-state education policy, although it is based on global student mobility.

As a result, the comparison of the international student policy of Germany and the United Kingdom, which will be discussed in this study, will bring us to the same place. The conclusion of the peculiar historical and societal background of the predatory countries combined with

innovations resulting in globalization will ultimately reveal the ways in which these two countries differentiate their international student policy. Before proceeding with this inquiry, it will be useful to remember the global aspects of international education (both in terms of general and for countries) and to see in what ways globalization has become one of the ways of transnational education.

Global Student Mobility: A Short Overview

As well as the labor and trade mobility observed in the world, the influence of globalization has also great importance in student mobility. It is not even farther to argue that globalization is the most important driving force in the intense increase that has taken place since the beginning of the 21st century. In parallel, by some conceptualizations and anticipations for late modern societies such as information age (Castells, 2000), post-industrial society (Bell, 1973), post-capitalist society (Drucker, 1993), education and transnational education are all taking an even more important position. "Many factors, real or perceived, can affect a student's choice of study destination, including the cost and quality of higher education programs; the value of the degree or professional credential for future careers; the availability of certain areas of specialization; access to the education system and a country (including, but not limited to, obtaining visas for entry); and important historical, linguistic, and geographic links between the home and destination countries" (As cited in Bhandari and Laughlin 2009; Bhandari and Blumenthal 2011, p.8). In addition to the various push and pull factors that influence students' country preferences (Francois, 2015) another point that needs to be elucidated is the loss of the popularity of classical commodity production and consumption relations in contemporary capitalist societies in international student mobility, the importance of knowledge and the use of information for general economic benefit purposes. Daniel Bell (1973) argues that this is not the case with the economizing model of general social benefit and the focus of purely production on objectives, but it refers to sociologizing model that mainly focuses on security, environment, innovation, etc. In this regard, the following statements by Bhandari and Blumenthal (2011, p.2) complement Bell: "Most countries now view international academic mobility and

educational exchanges as critical components for sharing knowledge, building intellectual capital, and remaining competitive in a globalizing world. It is also a way to foster mutual understanding and cooperation, especially in a climate of increased security and political concerns. Developing countries have traditionally been the “suppliers” of international students but now face interesting challenges as they are poised to also become popular study destinations”. These statements can be traced back to and combined with the definition of internationalization made by Jane Knight (2004: 5), one of the most important scholars on this topic: “Internationalization is a term that is being used more and more to discuss the international dimension of higher education and, more widely, postsecondary education. It is a term that means different things to different people and is thus used in a variety of ways”. Suppliers, hosts, institutions, and students as customers of the educational sector vary and stakeholders position themselves towards the diversified area of tertiary education globally. Such a “fragmentation”, or “distinction” on the internationalization of higher education prompts Knight to re-consider her perspective regarding internationalization in favor of “regional”. In her article titled *Internationalization: A Decade of Changes and Challenges*, Knight (2015, p.6) asserts that “international education is now seen by both politicians and academic leaders as instrumental to regionalization initiatives”.

In addition to shift towards regionalization, one of the reasons for the acceleration of international education is the efforts of developing countries to communicate with emerging communication and transportation technologies through different academic disciplines of developed countries. This points to a place where globalization is re-introduced. Whether governments send their citizens to education, especially in western countries, by spending considerable amounts, or as scholarship students from different cultures and talents for scholarly and scientific development in developed countries can be described as a reflection of globalization in the educational institution. As can be observed from these three different courses of international education, the reflections of globalization on education scale are diverse, not one-dimensional and one-way.

The last argument that will be discussed at this chapter is about the profile of international students registered in Western European

countries. Especially some of the countries in EU zone, including the UK¹ and Germany, constitute the core of international education. First, Lisbon Council as a regional reflection towards an issue of globalization can be remembered. European Council meet up in Lisbon in 2000, "which sets the EU goal of becoming 'the most dynamic and competitive knowledge-based economy in the world' by 2010" (Bode and Davidson, 2011, p.70), was one of the supportive decision in terms of European inbound international student mobility and qualified education that would attract the attention of the students all over the world by producing and marketing the knowledge by means of universities. Within the scope of Lisbon Council and the requirements of 'knowledge-based economy', which was targeted in this meeting, Bologna and ERASMUS (European Region Action Scheme for the Mobility of University Students) exchange programs among European universities were given more importance. Besides being an educational program and project, "The driver for the Erasmus program was primarily political—to achieve greater cohesion between EU member states through mutual connections and better understanding between future leaders" (Bode and Davidson, 2011, p.71).

Although such exchange programs seem to have only regional background and considerations, implementations regarding these and processes that the students experienced demonstrate a global perspective, too. Mobility, acculturation, flow, internationalization of higher education, widening worldview, etc., which are the outputs of globalization, have all been observed and experienced through these European inbound student exchange programs. Even this example can show the place and importance of local within global changes and developments. After shortly reviewing the most observable higher education trends in World, we may now start to investigate Germany and the UK's inbound international student policy by considering local reflections belong to these countries.

¹ After the Brexit, it is not clear how the students coming from EU member countries will be recognized by British universities in terms of their status in the future. However, explanations by related state departments for this academic year and the next one (2017-2018 and 2018-2019) show that there is no change about the tuition fees, enrolment procedures and visa conditions (i.e. non-visa) of EU citizens enrolled at the UK universities. For more detail, please visit the website: <https://www.gov.uk/government/news/government-confirms-funding-for-eu-students-for-2018-to-2019>

Inbound International Students in Germany and the U.K.: Reflections from National, Economic and Political Background

To remember again, international student policy of the two main European countries focused on this paper will be issued in terms of three main themes, which could support the main assertions of this study about the importance of local and national reflexes within globalization. The first one is about the origins/nationalities of foreign students registered at both German and British universities. By this theme, it is proposed to shed light on the ongoing importance of cultural and historical background in the reflections of international education. The second theme, on the other hand, is about the tuition fees demanded by foreign students in Germany and the UK. In relation to the first theme, the position of subjected countries towards property and different understandings regarding “social state” will be looked over. In doing so, another local and national reflex, which is based heavily on economics and social policy, will be more visible. Lastly and in connection with the first and second themes, drop-out rates of foreign students at German and British universities will be investigated. It is proposed by this theme to verify the educational discipline and the expectation of the subjected countries from the foreign students. This will be the last platform where we might observe the local reflections of the countries during a global education process. Lastly, it will be observed that these three themes will provide a broad perspective regarding general international student policy of each country.

To start with a general argument, “higher education in the United Kingdom today is preparing itself to meet the global challenge of internationalization. Of course, internationalization of academia is not a twenty-first-century phenomenon but its dynamics and political dimension have changed dramatically in recent years” (Bode and Davidson, 2011, p.76). This means that UK’s international policy is highly connected with the global marketplace. Instead of only providing qualified education to foreign students or recognizing it as a political issue, governments in the UK attempt to adopt internationalization of higher education to their economic agenda. “The recruitment of overseas students generated additional economic benefits both to individual institutions and to the U.K. economy. Fees from non- EU students in higher education alone currently

total some £2.5 billion a year" (Bode and Davidson, 2011, p.77). If we look at a recent data for the same revenue item, this amount increases to £25 billion a year (www.universitiesuk.ac.uk), which is ten times more than the amount in 2008.

According to data obtained from Higher Education Statistics Agency (HESA), which is the official unit of the UK's higher education, "the total number of HE enrolments at UK HE providers stood at 2,280,830 in 2015/16, an increase of 1%, and 14,750 in overall numbers, from 2014/15" and "In 2015/16, UK domiciled students accounted for 81% of all enrolments at UK HE providers (the same as in 2014/15 and 2013/14), 6% were other European Union (EU) domiciled (5% in 2014/15) and the remaining 14% came from countries outside the EU, the same as in 2014/15 (www.hesa.ac.uk). This means that foreign students who are non-EU citizens take 14% of the total number in 2015/2016 academic year.

When looking at the highest numbers of sending countries to the UK, we can easily detect the process of glocalization reflected on the higher education in this country. According to HESA statistics for 2015/2016 period, there are 91,215 Chinese, 17,405 Malay, 17,115 American, and 16,745 Indian students enrolled in total in the UK (<https://www.hesa.ac.uk>). If we consider the global flow as a social fact together with educational, commercial, and economic initiations of China on the World, it can be understood the top level of this country on the list. China keeps the leadership position in terms of outbound students not only in the UK but on the globe by 523,700 international students in different countries of the World according to the data for 2015 (<https://internationaleducation.gov.au>). Global student flow, at this point, can be observed on the UK. China becomes the top sending country by approving its initiations to opening the World through one of the most developed countries, the U.K. In addition to the statistics, observing the campuses in the UK could approve this fact due to intensive visibility of Chinese students in the classrooms, on libraries, wellness centers, student unions, etc.

The second highest level in the UK universities, as given above, belongs to Malay students by 17,405 total number. This point brings us one of the main assertions of the current study. The visibility and intensity of Malay students in the UK can be attributed to the historical relationships of these two countries. Until its independence in 1957, Malaysia was one

of the British-ruled countries. This relationship seems to continue not only by sending the Malay students to Britain, but also founding campus branches of the UK universities in Malaysia. University of Southampton, Nottingham, New Castle University (medicine campus), University of Reading, and Heriot-Watt University have already opened their branch campuses in Malaysia for 10 years up to now. Ongoing and increasing relationship among the UK and Malaysia, as you shall guess, shows itself in a global education process by reflecting local background by mutual relationship and mobility. Exchange programs among branches in Malaysia and main campuses in the UK also contribute to inbound Malay student mobility towards the UK. On the other hand, when the official web-pages of the branch campuses visited, it can easily be detected that all these processes target to bring British educational system to Malaysia in a broader perspective. Another dimension regarding these branches can be traced on the expectation of mutual commercial and economic relationships among Malaysia and Britain. Statistics, campus branches, and official institutions can not completely provide a general view about the local and historical reflexes in global education processes; however, tendency among Malay students to go the UK for college and/or higher education and the UK's initiations to attract them by means of branch campuses and other internal implementations. In this way, both in educational area and market place, the UK becomes a strong actor for Malay students.

The third position in non-EU foreign students in the UK belongs to the US. This information could again lead us to draw our attention from local to global. As a leading country in terms of inbound student mobility, the US keeps also an important position in the UK by over 17,000 students it sent here. On the other hand, the number of American Students in the UK could again bring us to historical and cultural factors. English as a mother and educational tongue of Britain could encourage English-speaking American students.

The fourth highest position among foreign students in the UK is directly connected with national and historical relationships. Indian students, with their Indian community enormously settled in British cities, represent the ongoing relationship among colonizing and colonized countries of the history with 16,745 students. You can see Indian Student Unions run by both British Indians and international Indian students in

Britain's campuses. On the other hand, the tendency of Indian foreign students on staying in the UK after their education could support the local aspects of international education. Like (even more than seen in) Malaysia, British educational institutions have long been run in India. Even elementary schools educate their students within the line of British system can help us in understanding the interest of Indian students to come to the UK.

On the other hand, Germany is the one of the countries that attract foreign students in the world either. The situation of foreign students differs according to the countries beyond this country. First of all, it is known that Germany has a distinctive educational philosophy and that it differs from Anglo-Saxon and French educational philosophy (Busemeyer, 2015, pp.25-27). For the first time in 1998, with the Bologna process aimed at the internationalization of higher education, it was known that Germany, which shaped the higher education around the Humboldt education system, would be one of the most challenging states. As a matter of fact, Germany was able to initiate efforts to adapt itself only through the reforms of federalism in 2006 (Teltemann, 2014, p.43-45).

We are claiming that countries are still unable to break away from local and some historical ties and that they will not be able to cut down on this internationalization of higher education in the world. First of all, when foreign students studying in Germany are taken into consideration, this situation will be clear. According to the statistics published by the state statistics agency in 2014/15, the most foreign students come from Turkey with 34,736 students and the second place comes from China (destatis.de, 2015, p.55). When the next year's data were taken into consideration, the number of Turkish students was 36,530 and it maintained its first place (destatis.de, 2016, p.57). When the first five countries studying in Germany are evaluated, we can see the countries like Turkey, China, Russia, Italy and Poland.

From the late 19th century onwards, Germany, which was late on colonizing process, remained allied with the Ottoman Empire. Within this alliance, cultural policies were built in every area in the first stage (Gencer, 2002, p.12). During this period, with the alliance established with the Ottoman Empire, which was the predecessor of Turkey, they entered the first world war and made a fateful association. After this fateful union, Turkey

became the foremost refuge for the citizens of Germany who were politically abandoned and demoted from Germany in the interwar period. In fact, thanks to academicians from Germany, a serious reform of higher education has been realized in Turkey (Reisman and Capar, 2004)

After the economic miracle of the 1950's in Germany after the Second World War, the workers' presence in Germany after the economic miracle was closed by the large number of Turkish workers invited to this country. The social and cultural ties between Germany and Turkey have also deepened over the hundreds of thousands of workers migrating from Turkey to Germany (Diabaté, 2012, pp.39-45). Thanks to the cultural bridges built by Turkish citizens living in Germany and expressed in millions, Turks constitute the greatest proportion of foreign students in Germany today. The cultural and social experiences and experiences that countries have built throughout history leave a day-to-day balance.

The second theme regarding local reflexes in global education processes in specific to the UK (and Germany) is about the tuition fees. In a world where foreign student mobility is so high, foreign students have become serious sources of income in many countries. This situation is manifested particularly by the fact that education is made into money. On the other hand, several other countries say that education should be considered as public benefit and these services should be undertaken by the state. In this context, despite the universalization and globalization of higher education and educational institutions, the national governments determine the availability of money from students and the financial support of the students.

The spread of higher education within Europe has been intensified with the end of the century. Of course, while this expansion reflects the change in a certain sense of education within the European society, it also shows the different desires and imaginations of each nation from the other side. It can be observed through the researches on this issue, it is seen that during the ten years between 1987 and 1996 with the end of the 1980s, there was a 50% increase in the higher education enrollment rate (Eurydice, 1998, p.39). This rapid rise, of course, has given rise to the need to take this issue politically. Even the Lisbon strategies and the Bologna process have brought this situation from national level to an international dimension. Lastly, in London Kommunique, held in 2007, it was emphasized

that students enrolled in universities should reflect the general and diversity of the society.

International students, to remember again, contribute British economy by average 25 Billion GBP per year. This amount does not only include personal expenditures of foreign students during their degrees. Foreign students (or non-EU students) registered at British universities pay huge amounts of tuition fees per year as much as the amount equivalent to their annual personal expenditure. Although the universities in some of the other European countries have the similar economic policy like the UK universities amend, amounts in British universities are the highest ones in the World (www.telegraph.co.uk). Moreover, the amount paid by non-EU international students are three times more than EU or UK citizens pay per year. Again, looking at the historical background of Britain in terms of economic settlement and 'property' and 'marketing', considering rooted liberal economic policies in relation to 'property', and lastly changing welfare policy of the UK from welfare provider to the supporter of *activation* after Lisbon Council in 2000's could clarify the "money grubber" manner of the UK in international education.

As a major country where industrial revolution has started in the 19th century, Britain seems as the most competitive actor in terms of liberal policies in both economic and social life. Despite the changes in this ideology, Britain has been following its liberal policies in globalized world and adopting internal policies according to requirements of capitalism. As Brown indicates, "UK, and especially English, higher education has been subject to a gradual process of marketization since the early 1980s" (repository.uwl.ac.uk). In relation to general educational policy, international education, which is one of the consequences of globalization, demonstrates the similar liberal economic reflections. That is why, it is not a coincidence that marketplace of international education shows itself in a very deep way in the UK. Foreign students registered in the UK are expected to contribute to British economy much more than native (and EU-citizen) students do. Demanding three times more tuition fees from non-EU students is one of the consequences of this policy.

In UK's international student policy, foreign students are generally recognized as both customers and producers (Foskett, 2011). According to this view, British universities provide high-quality education for foreign

students and encourage them to gain both intellectual wisdom and huge experience on their major. Perhaps, that is the main reason behind huge amount of tuition fees for international students, who are the ‘customers’ of British education marketplace. On the other hand, foreign students are potential job-seekers of the future marketplace of the UK. That is why, it could be asserted that highest amounts for tuition fees are also recognized as ‘investment’ for the student coming from non-EU member countries, which are probably less ‘developed’ than the UK. Considering these arguments for the current theme, it could be said that British liberal and neo-capitalist socio-economic policy has directly been reflected to British international education and institutions.

When assessed specifically for Germany, it is seen that the state does not receive any money except for a small amount of university education, especially since the idea that education should be a public benefit. It is thought that the money to be received from the education will have a different set of results. First of all, it is thought that the entrance of university will close the doors of higher education to a certain part of the society. It was known particularly that those in the country who cannot afford the university tuition demanded would directly participate in business life in order to support their families instead of the university or to continue their own lives (Antonucci, 2015).

Again, in the case of university spending, it is obvious that among the students who started school life by paying this fee, a certain group of students will continue their education life with financial support from the family or from the outside. This will remove them from the academic activities or environments that are to be carried out outside the educational life. Because students who are dependent on the outsider supporters in order to continue their education are prevented from concentrating on their education by studying outside or debiting the future (Catan, 2004: 3).

It is believed that the cost of education would be the source of many of the problems mentioned above. For this reason, Germany has received a small share of contributions from the education it considers to be a public benefit, for a long time, or demanded no money. Considering international trends, Germany offers its students a very serious qualification and quality education for free or very small amounts. The German state offers this notion not only to its own students, but also to foreign students. This

shows that the Germans view education as a public benefit, not just for their own people but for the world humanity. The Germans have the educational philosophy they have in this area, especially when international students are regarded as an economic resource all over the world. Again, this is seen as the most important parameter to provide equal opportunity in education in the mostly emphasized in German society (Opielka, 2005, p.137).

The last argument regarding the unique local reflexes in British international education is about the drop-out rates. When compared to German international students', drop-out rates among foreign students in British universities seems very low by %12 each year (www.whatdotheyknow.com) according to 2015 data. For a simple inference within the line of the main assertions of this study, it can be said that Britain has been more focused on the marketplace dimension of international education as a traditional/local reflex. In addition, colonizing background of the UK, in contrast to Germany's traditional discipline and internal expectations, encourages British universities to educate foreign students and send them without making too much trouble. Shorter degree periods (3 years for BA, a year for MA or MSc and 3 years for PhD) can support this argument. Maximum profit in shortest term (we can remember the argument of both consumer and producer position on international students in the UK) can be a rationale behind this. On the other hand, as a market place, the UK seems to contribute more 'successful' international student mobility in the World.

The social advantage of education and the quality that they hold in the foreground also has serious impact on the number of graduates in German universities. There is no special effort for everyone to graduate in exchange for the protection they have given to the education of everyone in the community. In particular, the imperial idea which is based on the understanding that foreign students turn into their own countries by finishing their school and becoming a cultural ambassador is not given importance in Germany. The perfectionist thought structure of the Germans in their understanding of education and the understanding that education should be given equally to everyone has brought with it a very sharp evaluation system. This kind of local understanding and the system it produces has resulted in a drop-out rate of 41% among international students

in Germany by 2014. According to the 2010 statistics, this figure is known to be around 46% (www.daad.de).

Conclusion

Globalization as a fact of today's World and societies brought many changes and newly-produced relationships. Now, it is almost impossible to live a sterile life from the outputs of globalization, which were newly developed. We can observe these on culture, economy, politics, etc. Almost all of the social institutions and relationships are more or less intertwined with global flows.

On the other hand, globalization does not only offer a one-directional way in favour of any country. It rather reflects the local and traditional values and outputs during these all flow processes. Education and specifically international education is one of the platforms where we can testify both newly-released implementations and the consequences of local/traditional reflections.

This study was an attempt to approve the on-going power of local on one of the most observable process of globalization, which is international education. Although the 21st century is identified with global flows of information, visual items via the Internet, etc., national reflexes on any global issue become more visible after a detailed investigation. This investigation for the current study was attempted to be made on international education standards and expectations of the main European countries, Germany and the UK.

Three main themes were explored in order to make the local more visible during global education trends. Firstly, the origins of foreign students registered at German and British countries were questioned. It was proposed to see whether historical and/or political ties between each country and the other countries still important. At the end of this theme, it was approved that Britain and Germany demonstrate a similar route in terms of attracting foreign student in specific to their own historic and traditional experiences. Despite this theoretical similarity, student profile registered at German and British universities is very different. When the UK mostly receive the students from Malaysia, the U.S. and India perhaps as the result of its colonial relationships with these countries, the rate of

Turkish students in German universities –perhaps as a result of the relationship among this country with Turkey since the recent history- is remarkable. On the other hand, theme on tuition fees was selected in order to understand the differences among these two countries towards capitalism and liberal tradition. After the investigation on tuition fees, it was seen that Germany as a country that continues its traditional welfare idea in the 21st century does not implement “high-amount tuition fees” for foreign students when the UK and British universities demand huge amounts of fees from international students. Lastly, success and drop-out rates of foreign students at German and British were questioned. It was seen again by this theme that German discipline has still been on power when British universities seems to be willing send their graduates to their own countries after their education.

Even though globalization offers a post-capitalist, post-industrial or information society and depicts a “flat world” so that the “global citizens” can flow easily, the power and importance of local and national have still been an issue and consequences of any global issue has been different even in two different countries which are physically very close each other. What is more, even one of the most “global” processes, which is international education”, is not freed from local elements. These three themes and the position of the German and British universities toward the abovementioned themes support the on-going power of locality in a global World.

References

- Aksan, G. and Alkın, R. C. (2014). A Critical reading on the discourse of global citizenship in social science. L. Mwanri and J. Waldenmaier (Eds.) *Complex migration of global citizens* (pp. 1-12). Oxford: Interdisciplinary Press.
- Bell, D. (1963). *The coming of post-industrial society: A venture in social forecasting*. New York: Basic Books.
- Bhandari, R. and Blumenthal, P. (2011). Global student mobility and the twenty-first century silk road: national trends and new directions. R. Bhandari and P. Blumenthal (Eds). *International students and global mobility in higher education* (pp. 1-24). New York: Palgrave MacMillan.
- Bode, C. & Davidson, M. (2011). International student mobility: A European perspective from Germany and the United Kingdom. R. Bhandari and P. Blumenthal (Eds). *International students and global mobility in higher education* (pp. 69-72). New York: Palgrave MacMillan.
- Bussemeyer, M. R. (2014). *Skills and inequality: Partisan politics and the political economy of education reforms in western welfare states*. Cambridge: Cambridge University Press.
- Castells, M. (2000). *The information age-economy, society and culture: The rise of network society vol.1*, 2nd Edition, Oxford: Blackwell Publishers.
- Catan, L. (2004). *Becoming adult: Changing youth transitions in the 21st century*. Brighton: Trust for the Study of Adolescence.
- Diabaté, S. (2012). *Partnerschaftszufriedenheit von Deutschen und Türkischen migranten: der einfluss soziologischer und sozialpsychologischer determinanten auf partnerschaften*. Verlag: Springer.
- Drucker, P. T. (1993). *Post-capitalist society*. New York: Harper Business.
- EURYDICE (1998). *Key topics in education, financial support for students in higher education in Europe, trends and debates*. Bd. I. Luxemburg: European Commission.
- Foskett, N. (2011). Markets, government, funding and the marketisation of UK higher education. M. Molesworth, R. Scullion and E. Nixon (Eds.), *The marketisation of higher education and the students as consumers* (pp. 25-38). Oxon: Routledge.

- Francois, E. J. (2015). *Building global education with a local perspective-an introduction to glocal higher education*. New York: Palgrave MacMillan.
- Friedman, T. L. (2005). *The world is flat: A brief history of the twenty-first century*. New York: Farrar, Strauss, and Giroux.
- Gencer, M. (2002). *Bildungspolitik, modernisierung und kulturelle Interaktion: deutsch-türkische Beziehungen (1908-1918)* (Vol. 8). LIT Verlag Münster.
- Knight, J. (2004). Internationalization remodeled: Definition, approaches, and rationales. *Journal of Studies in International Education*, 8 (1), 5-31.
- Knight, J. (2015). Internationalization: A decade of changes and challenges. *International Higher Education*, 50, 6-7.
- McLuhan, M. and Powers, B. R. (1992). *The global village: Transformations in world life and media in the 21st century*. Oxford: Oxford University Press.
- OECD (2018) *Education at a glance – OECD indicators*, Annual Report. Retrieved from: <https://www.oecd-ilibrary.org/docserver/eag-2018-en.pdf?expires=1541511722&id=id&accname=guest&checksum=ADCA7E4EBEC92BCF4067D6B0ABEB51F4>
- Opielka, M. (2005). Bildungsreform und Sozialreform. In *Bildungsreform als Sozialreform* (pp. 127-155). VS Verlag für Sozialwissenschaften.
- Reisman, A. and Capar, İ. (2004). The Nazis' gifts to Turkish higher education and inadvertently to us all: Modernization of Turkish higher education (1933-1945) and its impact on present science and culture (December 9, 2004). Available at SSRN: <https://ssrn.com/-abstract=624525> or <http://dx.doi.org/10.2139/ssrn.624525>
- Robertson, R. (1994). Globalisation or glocalisation?, *Journal of International Communication*, 1 (1), 33-52.
- Soria, K. M., and Troisi, J. N. (2014). Internationalization at home alternatives to study abroad: Implications for students' development of global, international, and intercultural competencies. *Journal of Studies in International Education*, 18 (3), 261-280.

Teltemann, J. (2014). Achievement vs. equality—What determines PISA performance? K. Martens, P. Knodel and M. Windzio (Eds.). *Internationalization of education policy* (pp. 37-66). London: Palgrave Macmillan.

Internet Resources

<http://repository.uwl.ac.uk/id/eprint/3065/1/The%20marketisation%20of%20Higher%20education.pdf>

<http://www.ncl.ac.uk/numed/>

<http://www.telegraph.co.uk/education/universityeducation/12013303/University-students-in-England-pay-the-highest-tuition-fees-in-the-world.html>

<http://www.universitiesuk.ac.uk/news/Pages/International-students-now-worth-25-billion-to-UK-economy---new-research.aspx>

https://docs.google.com/spreadsheets/d/11VvKhipbmIH_rBhyPuqBRH0ojsXBDKtZ1pmFvBzf9w/gviz/tq?gid=768454741&range=A1%3AA4%2CC1%3AC4%2CF1%3AF4%2CI1%3AI4%2CL1%3AL4%2CO1%3AO4%2CR1%3AR4%2CU1%3AU4%2CX1%3AX4%2CAA1%3AAA4%2CAD1%3AAD4&tx=out%3Ahtml%3B

https://internationaleducation.gov.au/research/Research-Snapshots/Documents/China_outbound%20and%20inbound-%20tertiary%20students.pdf

<https://www.daad.de/der-daad/analysen-und-studien/de/39322-studienabbruch-auslaendischer-studierender/>

<https://www.gov.uk/government/news/government-confirms-funding-for-eu-students-for-2018-to-2019>

<https://www.hesa.ac.uk/news/12-01-2017/sfr242-student-enrolments-and-qualifications>

<https://www.hw.ac.uk/malaysia.htm>

<https://www.nottingham.ac.uk/about/campuses/malaysiacampus.aspx>

<https://www.reading.edu.my/>

<https://www.southampton.ac.uk/my/index.page>

https://www.whatdotheyknow.com/request/university_drop_out_rates_amongs_22

Kaynakça Bilgisi / Citation Information

Bozbař, G. & Alkın, R. C. (2018). Comparing Germany and the UK's local approaches on international education: Historical / sociological aspects. *OPUS-International Journal of Society Researches*, 9(16), 2533-2555. DOI: 10.26466/opus.480704