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**Ireland International Conference on Education**

Dublin, Ireland

26-28 September 2011

**5th Annual Teaching and Learning Conference**

Durban, South Africa

**International Focus is taking a summer break and will return in September 2011.**

## Student Downturn Down Under: Australia's international student numbers predicted to continue dropping in coming years

A new report from Universities Australia paints a bleak picture yet again for the Australian higher education sector's prospects of attracting international students and the UK has much to be wary of in these predictions.

The report commissioned from Deloitte Access Economics models spending by international students to predict falling numbers over the next two years before a return to positive growth in 2013. Given the financial importance of international students to the Australian HE sector, this has serious implications for the funds from international students' fees in the coming years with modelled reductions of \$550m in 2011 and more in 2012.

International students make a significant contribution to the Australian economy as whole contributing total value-added of \$9.6bn in 2009 and generating demand for 104,705 employees. Australia holds the lead market share in higher education in several markets in the South Asia and Asia Pacific regions.

**Compared to the UK and US**, it has by far the largest number of international students as a proportion of the whole study body; 21% in 2008, compared 15% in the UK and 3% in the US.

The chief factors contributing to the downturn in international student demand are varied, ranging from tighter rules for student visas and changes to the transition to residency rules, to the reputation of Australian higher education abroad and the strength of the Australian dollar.

While the strength of the Australian dollar has been **touted elsewhere** as a key factor affecting the recruitment of international students, Deloitte's report is more circumspect, pointing out the difficulty disentangling currency effects from other factors.

Over the past decade, movements in the Australian dollar don't seem to have had a significant effect on HE enrolments. For example, the fall in the number of Indian higher education students commenced when the Australian dollar was still low.

A more pertinent issue has been the perceptions of Australian higher education overseas, most notably the high profile given internationally to acts of violence against Indian students. This led to the rate of Indian students starting courses to drop dramatically in 2010, falling 49% from their 2009 level. More widely, this has damaged Australia's reputation as a safe destination for study.

The perception that Australia is difficult or unwelcoming for foreign students could deliver lasting damage to the international student market.

After being supportive for many years, changes in both student visa requirements and the General Skilled Migration program have coincided with the downturn in international students. Tougher student visa rules have discouraged would-be international students from Australia and more broadly, cuts to the permanent migration program and a more significant debate over the level of migration have changed the perceived openness of Australia to migrants. Many foreign students make their choice for tertiary education based on where they may wish to permanently migrate.

While these problems are undoubtedly serious for the Australian HE sector, there is much in the report that the UK should be taking seriously as well.

The impact that international perceptions can have on student mobility are not to be taken lightly. As the UK brings its visa regulations more in line with the Australian/US model, we should be aware of the implications this could have on the perceptions of the UK overseas.

Furthermore as the rules around the Post-Study work visa in the UK become more stringent we run the risk of sending the message that the UK does not value its international students. It is important that overseas markets receive the message that the UK is 'open for business'.

[Download the full Deloitte report \*\*HERE\*\*.](#)

## Markets & Intelligence

### Going Global call for Proposals

Following its success in Hong Kong, the next Going Global Conference will be held in London 13-15 March 2012. The conference theme is 'Changing education for a changing world' and asks the sector to radically re-think the nature of universities and colleges.

The British Council have launched their call for proposals in three categories: the future world; the connected world; and winners and losers.

To contribute, submissions must be received by Friday 16 September 2011. Click [HERE](#) for more information or email: [going.global@britishcouncil.org](mailto:going.global@britishcouncil.org).

### Partnership opportunities with Singapore

**NTUC Learning Hub** is a Singapore based training provider looking to create partnerships with UK universities. Their latest initiative 'Next U' will target professionals, managers and executives interested in postgraduate programmes in Singapore.

'Next U' are looking for UK universities offering postgraduate programmes in IT, manufacturing, finance, retail and hospitality and are keen to launch partnership work within the next six months.

For more information contact Cheryl Lee at UKTI Singapore: [cherylyy.lee@fco.gov.uk](mailto:cherylyy.lee@fco.gov.uk).



### Calls for posters: UKTI TechWorld 2011



Universities are invited to enter their best academic posters at UK Trade and Investment's (UKTI) major technology showcase, TechWorld2011.

Over 30 posters will be on display in the main exhibition hall for the duration of the two day conference which runs 16-17 November 2011 at the Excel Centre, London. A university poster judging panel will select the top three posters with the winner receiving a trophy, publicity and media recognition.

TechWorld2011 will emphasise university research activities that underpin innovation in the UK. Last year 40 posters from around 30 universities were received.

For universities interested in entering the poster contest, low cost individual stands are also available. Click [HERE](#) for more information and to register. Questions should be directed to David Sharp at UKTI: [david.sharp@ukti.gov.uk](mailto:david.sharp@ukti.gov.uk).

### Updated Country Briefing on China

The UK HE International Unit has recently updated its China Country Briefing to include the most recent developments and links between UK and China higher education.

The briefing covers the current political, economic and social landscape in China, an updated section on higher education developments and the most recent links between UK and Chinese universities.

The report is available in the **Secure Area** of the Unit's website (UK universities only, login required).

A project is currently underway to update all country briefings and add new ones; readers should look out for India, Singapore and Brazil in the coming months.

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China

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**Markets &  
Intelligence**
**Goose Fathers: The lengths to which Korean parents go in pursuit of education**

There is increasing demand from the Chaebols, Korea's large business conglomerates, for highly educated, English-speaking and well networked employees, and the lengths that Korean parents will go in pursuit of their children's education are extraordinary.

Concerns about the quality of Korean higher education have given rise to the phenomenon of 'Goose Fathers'; fathers who remain in Korea to work while supporting a wife and children in 'feathering a nest' abroad to try to win a place at a prestigious institution overseas, often in the US or Canada.

A recent joint report (suitably riddled with bird references and metaphors) by the British Embassy and British Council in Seoul argues that there are opportunities at the Korean higher education 'bird table' for the UK sector to capitalise on an emerging demand for world class higher education.

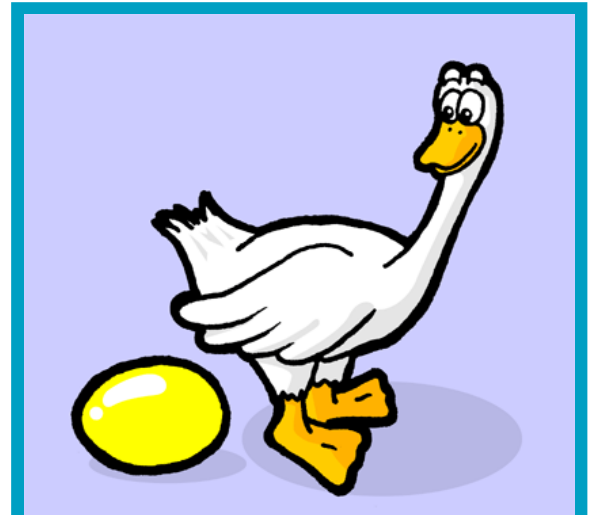
While Korea is making considerable investments in higher education (such as £3bn over the next seven years for new basic science facilities), it remains an expensive and over-crowded marketplace. Korean universities charge second highest fees in the world after the USA. There are 217 universities in Korea compared to the 137 that serve the more populated UK. With 60% of Koreans going on to higher education (compared to 40% in Europe) the demands on both parents and children are considerable. It is not uncommon for high school pupils to survive on four hours sleep a night to contend with homework and extra-curricular coaching. However in Korea the focus is on the quantity of education (hours per day), not quality.

As the companies, like Hyundai and Samsung, continue to globalise, the demand exists for graduates who are both fluent in English and socially well-connected before entering the workplace. Many of the current political and economic elite in Korea first create their networks while studying at SKY (Korea's top three universities – Seoul National, Korea and Yonsei) or the Korea Advanced Institute of Science and Technology.

It is this demand for internationalised elite graduates that leads to the extraordinary financial and emotional lengths the Goose Fathers will go to support their children's education. In 2010 the typical Korean household was spending 13.2% of its disposable income on its children's education compared to a 1.4% average in the UK. While the Goose Father typically makes a yearly migratory call to visit his family overseas, an Eagle Father will be wealthy enough to swoop in and out on visits whenever they please. The growing phenomenon of the "Penguin Father" is also noteworthy; while he is ambitious enough to commit a large proportion of his modest salary to sending his children overseas, he rarely has the money to take a flight himself, meaning months or years can pass by with his family living apart.

While Korea's education has served it very well thus far, in the current knowledge economy with its premium on creativity and innovation, there is scope for opportunities according to the report for the UK HE sector. There is collaboration potential with a well funded sector which is growing in academic stature. On the Korean side, there is a reasonable appreciation of the quality of the UK's HE sector though the awareness of this is not broad, especially faced with the hegemony of the USA and the Ivy League. Korea sends 105,000 students abroad, of which 70,000 go to the USA with only around 4,300 going to the UK. More popular destinations are Canada, China, Australia, Japan and New Zealand.

Many Korean universities pragmatically accept the need for a diverse range of international collaborations and partnerships as a means to climb the global university rankings which is essential in order to survive in an intensely competitive environment. Despite the saturated marketplace of Korean HE, the report argues that UK universities should reconsider engagement in Korea. The quality that UK institutions would bring to the Korean market makes collaborations and partnerships potentially very attractive. In the longer term, there are considerable soft power advantages of putting the future corporate and government decision-makers of Korea through UK universities. Koreans in power today still comment on the study opportunities that Germany provided them thirty years ago.



*The goose that laid the golden egg?  
Korean 'Goose Fathers' work to fund their  
children's studies at top universities overseas*

Click [HERE](#) to read the full report.

## Markets & Intelligence

### Higher Education Aid and its impact on internationalisation

Aid is rarely altruistic. Whether we are considering the Marshall Plan, development aid to Africa, or scholarships to study in another country, there are many motivations behind bilateral aid provision, not all of which are self-less. In fact, the UK and USA are spending less on overseas higher education aid than many competitors, which may have an impact on their potential to maintain relations with emerging markets.

A recent edition of *Norrag News*, 'The Geopolitics of Overseas Scholarships and Awards', delves deeper into some of the questions in relation to higher education aid.

As mentioned by one of the contributors, "intimately connected to the notion of development is learning from others' experience or from others' expertise". It should, therefore, be of no surprise that those countries involved in aid also offer access to their experience and to their experts. But the story is not as simple as that.

Whilst scholarships and awards give the opportunity to students and researchers to develop technical expertise, they also, and more often than not, benefit the receiving country as well. Whether explicitly or implicitly, many scholarship schemes are established in order to pursue diplomacy. This may be linguistic or cultural diplomacy – intending to promote the language and/or culture of the home country by allowing individuals direct exposure to it. Or it may be commercial or political diplomacy, which ultimately intends to develop closer ties to other countries, either economically or politically, by encouraging individuals to become ambassadors for the host country. Additionally, there are scholarships that clearly seek to attract top students and researchers with the primary intention being to persuade them to remain in and contribute to the research excellence of the host institution or country.

'The Geopolitics of Overseas Scholarships and Awards' provides an insight into the wide range of motivations and justifications for the web of scholarship schemes that exist around the world. With articles on everything from "Soviet-Arab Educational Cooperation in the Cold War" and "Cuba's Scholarship Tradition" to "the Economic Rationale for French Support to Foreign Students" and "Politics of Chinese Government Scholarships in Tanzania", the publication is both a broad overview of the breath of programmes out there and a deep analysis of their nature and role in today's ever more globalised world.

From a policymaker's perspective, of particular interest is the article "Where Does Higher Education Aid Go?" by N.V.Varghese (International Institute for Educational Planning, UNESCO), which reflects on the origin and destination of scholarship and fellowship aid, as well as aid for capacity-building in higher education.

Its overarching conclusion is that higher education aid, of whatever shape or form, has been growing in recent years – reversing a trend in the 1990s when aid donors prioritised primary and secondary education in developing countries. Why this has become the case does not require a great stretch of the imagination: countries see this as a way of creating new markets. Unlike school education, higher education can bring profit and frequently also foster diplomatic ties.

On the other hand, there seems to be a positive association between the share of education in total aid and the share of education aid given to higher education, implying that the creation of market opportunities is definitely not the whole picture. In fact, two countries frequently on the prowl for new higher education markets – the UK and the USA – allocate both a low share of their bilateral aid commitments to education (3% and 3.5% respectively), and a low share of their education aid to higher education (OECD, 2010).

As a comparison, the world's biggest higher education aid donors – France and Germany – allocate respectively 18% and 13% to education, as a share of their bilateral aid to developing countries. In absolute terms, France provides some \$1.36 billion and Germany around \$1.05 billion a year to higher education alone, mostly in the form of scholarships and fellowships.

Germany's Academic Exchange Service (DAAD) is the biggest higher education funder globally, providing around 66,000 fellowships a year, two-thirds of which are awarded to foreign students. Varghese explains that most of the money goes to developing countries, but a lot also goes to Eastern Europe as the German government "is keen to build a better relationship with eastern neighbours".



*Continued on next page...*

## Markets & Intelligence

### Higher Education Aid and its impact on internationalisation (continued)

In a similar manner, the French government is channelling increasing amounts of higher education aid towards francophone Africa with the intention to nurture an educational elite that will support France, and, in today's globalised world, also protect France's traditional market here from competition from the US and UK.

The geopolitical dimensions of higher education aid are likewise evident from the perspective of recipient countries. China tops the list of beneficiaries (receiving \$700 million a year for higher education alone); followed by Morocco (\$238 million) and Algeria (\$153 million), countries of strategic importance for France both politically and economically, and on the borders of the European Union. In addition, Malaysia and India, as promising emerging markets, are receiving large proportions of higher education aid.

Yet the geopolitics of scholarships and awards is a constantly evolving picture. As we see the global landscape change around us – as demographics shift, emerging markets mature, and the economic base moves away from advanced economies – we are also likely to see the pattern of overseas scholarships and awards shift in accordance. As internationalisation becomes an ever-more competitive global game, the need to learn from others' experience becomes an ever-greater necessity. The UK and USA would do well to examine how others are playing the game.

Click [HERE](#) to access *Norrag News (Issue 45, April 2011), The Geopolitics of Overseas Scholarships & Awards. Old and New Providers, East & West, North & South* (login required).

### World's largest study of international students to include TNE and distance learners

More than 700 universities worldwide have implemented the **International Student Barometer (ISB)** from the **International Graduate Insight Group (i-graduate)**. The ISB now contains data from more than 1m students and is easily the largest comparative study of international students in the world. But the ISB is still gearing up: from September this year, it will be extended to encompass distance learners and transnational students at partner institutions.



For participating universities this will be the first time that the student experience can be compared across all modes and locations of delivery. Participants receive aggregate intelligence data on the effectiveness of, inter alia, education fairs, websites, print media, government services, and agents, across multiple markets. This autumn will also see the launch of comparative indices for private providers and public-sector institutions in ASEAN and mainland China.

The expansion of the ISB to transnational and distance learning is supported in the UK by the International Unit. Summary data from the UK national ISB will be made available to UUK members via the secure area of the International Unit website. For quality assurance and risk management, as we have seen with AUQA in Australia, the implementation of an independent measure of the student experience is viewed positively.

Universities and colleges are increasingly extending the Barometer process to include all students, not just international students. This transforms the ISB into a 'single-source solution for student feedback' and, equally important for international office budgets, is typically funded from the centre.

Deadline for 2011 registrations is 09 September 2011. More information from Jamie Taylor: [jamie.taylor@i-graduate.org](mailto:jamie.taylor@i-graduate.org)  
Tel: +44 (0)20 7222 7890.

### We need you! Please take minute to complete our survey to improve our service to you

The UK HE International Unit is running a survey to find out how useful and accessible its websites ([www.europeunit.ac.uk](http://www.europeunit.ac.uk) and [www.international.ac.uk](http://www.international.ac.uk)) are to visitors.

Please take a minute to give us your feedback, which will be invaluable to improving navigation, design and accessibility on both websites.

Click [HERE](#) to complete the Europe website survey.

Click [HERE](#) to complete the International website survey.



# In Focus: A Guide to UK HE and Partnerships

## Report guides overseas universities on how to do business with UK HE

In a first of its kind for the UK HE International Unit, and at a time when UK HE is under attack from overseas, a Guide launched last week provides a definitive overview of the quality and diversity of UK universities, highlighting the potential on offer to international students and university partners.

More than 50 delegates attended the launch of 'A Guide to UK Higher Education and Partnerships for Overseas Universities', chaired by Professor Paul Webley, Principal and Director of SOAS.

Available in English, Arabic and Chinese, it serves as a starting point for overseas institutions interested in establishing collaborations with UK higher education institutions (HEIs).

It is aimed at staff working in universities around the world where there is an interest and willingness to collaborate with UK HE.

The Guide offers a narrative on the history of UK higher education, the role of internationalisation, a summary of the different types of collaborative activity in which HEIs are engaged, and the key issues to consider such as visa and immigration laws and the legal regulation of partnerships.

The event drew an international audience, including representatives from the Embassies of France, Finland and Indonesia. UK university staff, and British Council representatives.

Professor Paul Webley gave a short welcome and introduced the key speakers: Professor Steve Baskerville, lead report author and HE consultant, Jo Attwooll, Policy Advisor specialising in visa and immigration issues at Universities UK, and Nicholas Saunders, Senior Associate at Eversheds law firm.

Professor Baskerville provided an overview of the report, focusing particularly on the internationalisation of UK higher education, why universities do it and why they are so successful at it. He also addressed the different types of collaborative activity involved, including staff and student mobility, joint and dual degrees, research collaboration, validation and accreditation.

Jo Attwooll gave an update on the latest visa and immigration regulatory issues in the UK, an area currently undergoing great change with a potentially significant impact on UK universities' international activities.

Rounding off the presentations, Nicholas Saunders addressed the critically important legal factors that must be taken into account in all international endeavours.

He emphasised the need for both sides in a partnership to understand the legal and regulatory framework which will govern the relationship and the importance of conducting thorough due diligence.

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*Around 50 delegates attending the launch at Woburn House, London*



*Delegates listen to Professor Paul Webley give the Welcome Address*



*Delegates take questions from the audience*

# In Focus: A Guide to UK HE and Partnerships

## Report guides overseas universities on how to do business with UK HE

He noted the difference between UK and US universities in their approach international partnerships: It is commonplace at US universities to have in-house legal teams working on such issues whereas in the UK, universities are only now beginning to take seriously the need to bring a good legal team on board.

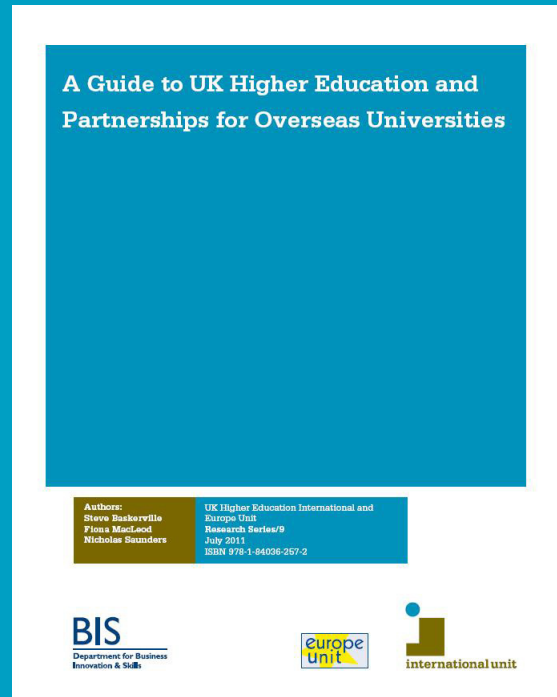
Following the presentations the panel took questions from the audience which ranged from the value and sustainability of branch campuses to the effectiveness and validity of Memorandums of Understanding.

Another point raised was that of countries not wishing to be governed by UK law. An argument often put forward under the guise of 'old world colonialism'. Nicholas Saunders agreed this was sometimes the case and that UK universities should seek legal advice before taking the partnership any further. He advised that in some cases arbitration may be necessary, and it may be advisable to use a third country's legal system to avoid dispute.

Rounding off the session, a question from a British Council representative asked if there was in fact 'partnership fatigue', especially given current domestic distractions. In response, Professor Baskerville said that partnerships are becoming important competitively and aiding in recruiting international students. There is not an option to 'get out of the international business'.

Click [HERE](#) to access all three versions of the report, or click on the images below and to the right.

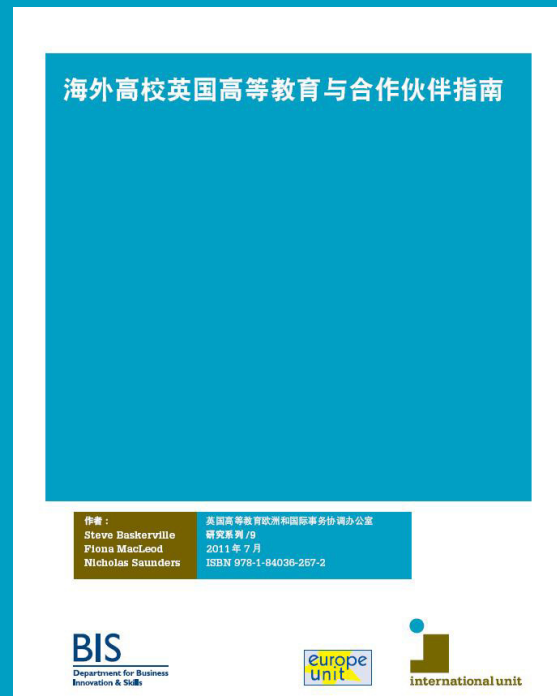
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If you have any feedback or suggestions regarding this newsletter and its contents or would like to bring to our attention news from the international higher education sector, please email [info@international.ac.uk](mailto:info@international.ac.uk)

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## Research & Collaboration

### New report: International Pricing Study

This week sees the publication of the final UK HE International Unit report for this academic year. 'International Pricing Study: A snapshot of UK and key competitor country international student fees' is a market scan of the publicised tuition fees for international students in the top 10 destination countries.

The report provides a starting point for UK universities for market intelligence on fees charged by competitor countries. It focuses on the major price variations within and between countries and between different types of courses, helping institutions to determine the comparative cost of study for international students across a range of universities in competitor countries.

The report will be available to download from tomorrow, Thursday 28 July 2011, on the **Secure Area** of the Unit's website (UK universities only, login required) and will be distributed to all UK universities.

### UKIERI 2: Call for bids

Last week the UK HE International Unit hosted an information seminar on behalf of the sector to assist universities planning to bid for project funding under the recently launched UK India Education Research Initiative Phase Two (UKIERI 2).

UKIERI has been extended for five years from 2011 to 2016 and it has confirmed funding from the UK and Indian Governments of £5m annually over the next three years.

The event attracted more than 70 delegates, proving the popularity of the framework programme during UKIERI 1 which ran from 2006 until 2010.

Bids are invited under the following four strands: Building a New Generation of Leaders - leadership from school to universities; Innovation Partnerships - innovation partnerships between higher and further education institutions in UK and India; Skills Development; and Enhancing Mobility - the mobility of students and qualifications.

The closing date for bids is 05 August 2011. For more information on each strand, application guidelines and forms, please Click **HERE**.

### Universities invited to contribute to UK-Iran Atlas project

Scientists, innovators or researchers regularly collaborating with colleagues in Iran are invited to contribute to the Atlas of Islamic World Science and Innovation.

The British Council and the Royal Society, along with a number of other organisations from Europe, North America and the Islamic world including the OIC and Nature, are partnering to produce the Atlas, which aims to explore the changing landscape of science and innovation across a diverse selection of countries in the Islamic world. It will showcase a series of country case studies including Malaysia, Qatar, Egypt, Pakistan and Indonesia.

The authors are keen to uncover examples of high-quality research collaboration involving Iranian scientists and innovators and their counterparts from the UK. Iran's rapid scientific development is underlined by its status as the fastest-growing country in terms of numbers of scientific publications in the world, and the Atlas will illuminate some of the most interesting stories behind these trends.

Interested UK universities with active collaborations in any area of science and innovation with Iranian researchers, please contact:

[luke.clarke@royalsociety.org](mailto:luke.clarke@royalsociety.org)