

In this issue

Markets & Intelligence

Digging into Data

New Eversheds Country Profile

Guidance note for the admission of refugees and asylum seekers

New Zealand HE investment

In Focus

Japan's HE sector recovers after the earthquake

Research & Collaboration

Australian Endeavour Awards open

UUK conference on Global Healthcare

Engineering partnership opportunity for UK universities

UKIERI launches phase two

Diary Dates

05-06 July 2011

The Higher Education Academy Annual Conference

Nottingham, England

24-27 August 2011

Europe of Knowledge (Education, Higher Education and Research Policy)

Reykjavik, Iceland

28-31 August 2011

The European Education Society 33rd Annual Forum: Bridging cultures, promoting diversity: higher education in search of equilibrium

Warsaw, Poland

26-28 September 2011

5th Annual Teaching and Learning Conference

Durban, South Africa

Who goes where and why?

A new report published by the Institute of International Education (IIE) and the American Institute for Foreign Study (AIFS) examining the intricacies of mobility

With over 3.3 million students now studying outside their home country, the topic of student mobility is top of the agenda for those immersed in the world of higher education. The picture is also becoming an increasingly complex one. There are changes in the mix of both host and sending countries. And international academic mobility is increasingly intertwined with national policy objectives as countries recognise its necessity for sharing knowledge, building intellectual capital, and remaining competitive in the global economy.

The recent research report from the Institute of International Education (IIE) and the American Institute for Foreign Study (AIFS), *Who Goes Where and Why? An Overview and Analysis of Global Educational Mobility*, seeks to answer the many questions that educators, governments, and businesses worldwide have today about international student mobility. Where do internationally mobile students come from? Where do they go? How do they make their choices? What are the key global trends? What are the impacts of national policies? And what patterns can we expect in the future?

The study covers all physical movements across national boundaries for educational purposes, with a special focus on university and college students, around whom an 'international marketplace' is quickly developing.

Whilst the latest OECD and UNESCO figures show that only about 2% of the total world student population is internationally mobile, the number of foreign students enrolled in tertiary education has risen by 85% since the year 2000 – primarily due to the rapid growth in tertiary enrolment over the past decade. And these figures do not even consider shorter-term mobility! The study highlights that, despite the growth of tertiary opportunities 'at home', the rapid development of different forms of transnational educational (TNE), and the financial crisis (based on the few figures that are currently available), young people remain as keen to study abroad as ever.

There are signs, however, that patterns and flows of international students may start to change. Although today's leading host countries – the United States, the United Kingdom, Germany, France, Australia, and Canada (in descending order) – will no doubt continue to exert a strong attraction for international students, it is likely that their share will continue to decline. Many parts of the developing world have concerns about 'brain drain', especially India and China, and are investing in higher education. Transnational education is on the increase; and the phenomenon of educational 'hubs' continues. As the report points out, this all suggests that mobile students are increasingly likely to choose destinations within their own regions, and thus we may begin to see less of an 'East-West' movement, as has traditionally been the case.

At present English-speaking countries account for nearly 45% of all international student places, but the growth of English-language courses in non-English-speaking countries may see this proportion alter over time. In fact, educational market shares have already begun to shift and mobile students now choose from a wider range of destination countries than they used to. Between 2000 and 2008, the United States saw its market share drop from 26% to 19%, and whilst every OECD country saw its absolute foreign student numbers increase, Germany, the United Kingdom, Belgium, South Africa and Sweden also lost market share. Notable gainers were Russia, Australia, Canada, South Korea and New Zealand.

While the report is only able to provide a worldwide picture of 'degree mobility', as comprehensive data on temporary 'credit mobility' only exists in the United States and Europe – it does highlight the importance and benefits of the temporary mobility. The



continued on next page...

IIE report continued...

authors even go as far to assert that individuals are “arguably more marketable and better prepared to compete in today’s global labour market with a qualification incorporating elements from two systems”. Ultimately, however, the message is that any time spent abroad enriches students’ lives academically and professionally, helps them to enhance their intercultural and linguistic skills, and, if they return to their country of origin bring dividends in terms of enhanced competitiveness.

As well as documenting patterns in international student flows, the report attempts to analyse more closely the reasons for supply and demand of students across borders, and the impact of national policies on this. An understanding of these ‘push’ and ‘pull’ factors – why students move and how they choose destinations – is very helpful for both institutions and governments in mapping out future strategies.

As other studies have before, this report discusses two key ‘push’ factors driving young people to go abroad for higher education: the lack of desirable opportunities at home and the wish to broaden one’s cultural, intellectual and employment horizons. It also identifies a further factor: ‘positioning’, or studying abroad to position oneself for the next stage of education or work. It also identifies a number of ‘anti-push’ factors, which deter young people from travelling abroad for educational purposes, such as financial impediments, visa difficulties, or personal constraints.

In today’s increasingly global student ‘marketplace’ of most interest to policy-makers and institutions are those ‘pull’ factors that may draw internationally mobile students to choose one country over another. ‘Pull’ factors identified include high-quality study opportunities; specialised study opportunities; courses offered in a language students want to speak; affordable cost; internationally recognised qualifications; good prospects of high returns; post-career study opportunities in destination country; effective marketing by destination country/institution; helpful visa arrangements; and home support for going there to study.

Recognising that different factors are more or less important for different individuals, the report does not attempt to rank the above, which may come as a disappointment to some readers who want a quick and easy answer to international student recruitment. Yet a number of factors that play in the UK’s favour are mentioned. For example, its position in international rankings; its respected advanced research degrees; continuing demand for English-taught courses; and the high chance of graduation within a relatively short and predictable time given that most bachelor’s degrees are three years and most master’s degrees one year.

Furthermore, the chapter which considers in more detail the national policies of the 15 major host or sending countries, praises the UK’s internationalisation policies in attracting foreign students to the UK. Yet a few words of caution are uttered in relation to the new student visa arrangements and tuition fee changes; although the report does admit that the consequences cannot yet be known and moreover, it was published in mid-April, before the immigration proposals were dramatically softened.

This chapter concludes by identifying policies helpful for increasing inward student mobility, which include, among others: providing good information, ideally through a one-stop-shop; having a ‘niche’ in an area of strength; keeping tuition fees low; and ensuring international students are well-looked-after.

With more and more countries around the world developing internationalisation strategies, the competition to attract internationally mobile students is intensifying, and international students are presented with a wider range of options every year in the increasingly ‘international market’ for higher education. Therefore, it will be even more important in the future to understand what international students actually want and seek to provide that, at both the national and institutional levels. In light of this, *Who Goes Where and Why?*, in analysing the impact of national policies alongside various motivations for studying abroad, is an insightful and helpful publication for those involved in the ever-more relevant internationalisation of higher education.

Who Goes Where and Why? An Overview and Analysis of Global Educational Mobility (Institute of International Education, 2011, New York) was published on 14th April 2011.



Markets & Intelligence

Digging into data conference

JISC (Joint Information Systems Committee) will be taking part in the *Digging into Data* conference in Washington in June. The conference will involve eight international research teams, seven of whom have UK researchers, presenting results on new methodologies for exploiting digital content.

The projects were funded during the 2009 round of the *Digging into Data Challenge*, an international grant competition sponsored by leading research agencies in Canada, the United States, and the United Kingdom.

Researchers will be asked: How can we use advanced computation to change the nature of our research methods? Now that the objects of study for researchers in the humanities and social sciences, including books, survey data, economic data, newspapers, music, and other scholarly and scientific resources are being digitized at a huge scale, how does this change the very nature of our research?

It offers the arts and humanities and the social sciences the opportunity to explore new frontiers in research and forges international partnerships.

For information about the current 2011 round of competition, click [HERE](#).

New and updated Eversheds country guide

Eversheds LLP produces interactive global employment law guides for HR professionals, to provide information on some of the most common employment law issues that institutions' HR managers encounter.

The guides are available in formats for computers, laptops, iPhones and Blackberries and act as an easy to access reference source for employment law across the globe. The guides allow users to compare legislation in different jurisdictions. Topics covered include the life cycle of an employment contract, key terms and conditions, family friendly rights, restrictive covenants and atypical employment contracts.

Click [HERE](#) for more information.

Eversheds has been commissioned to update the International and Europe Units' *International Partnerships: A Legal Guide for UK Universities*. The new version will be available in the autumn to UK universities, alongside updated legal country profiles plus new profiles for Nigeria, Kazakhstan, Brazil, Japan, Russia, Vietnam, Egypt, and Thailand.



Guidance on admission of refugees and asylum seekers

The Supporting Professionalism in Admissions Programme (SPA) has produced a short guidance note on the admission of refugees and asylum seekers, for the use of admissions and recruitment staff in universities and colleges.

SPA is an independent, national programme funded by all UK higher education funding bodies. It works on the development of good practice in admissions, student recruitment and widening participation across the higher education sector.

Contact SPA at the following address for more information enquiries@spa.ac.uk

Markets & Intelligence

New Zealand puts more funds into international HE

New Zealand's Ministry of Education has announced an increase of NZ\$40m (£19.5m) over four years to raise the profile of its education overseas.

This announcement responds to the fall-out affecting New Zealand's established international student market share following the massive, and unprecedented earthquake that hit Christchurch in February this year.

The initiative, part of a larger package of measures putting more money into a range of education projects, will see increased funding of NZ\$10m a year, to aid the recruitment of international students. It will also consolidate bilateral education relationships with key trading and education partner countries and regions.

The added investment brings the total Government funding for international education promotions from NZ\$3.4m to NZ\$13.4m each year. New Zealand currently invests 1.5% of its GDP on higher education, comparable with Japan and the Netherlands, but more than the UK, which spends just 1.3%.



In Focus:



The Higher Education sector in post-disaster Japan and the continued importance of collaboration between Japan and the UK

The earthquake and tsunami which struck eastern Japan on 11 March have changed the landscape of the Higher Education (HE) sector in Japan but its commitment to internationalisation remains unchanged. Indeed, the situation has if anything increased recognition of the importance of international collaboration. This article looks at the impact of the disaster on the HE sector and discusses the role that Japan-UK collaboration has to play in its aftermath.

The Japanese HE sector in the aftermath of the earthquake and tsunami

Japanese universities have been affected in some very obvious ways. Many foreign students left Japan, some of the labs containing pioneering international research were destroyed, and funding has been redirected. For example, material damage to research facilities caused by the disaster has approached nearly 35 billion yen (approximately GBP 265 million) at Tohoku University alone. There are also serious concerns among universities in much of Eastern Japan about power shortages caused by the closure of nuclear power stations. The University of Tokyo, for example, has had to reduce electricity consumption to an extent that significantly affects its research activities. There are worries about how Japanese research can stay internationally competitive if this problem remains unsolved.

In terms of international students, a recent survey by the Yomiuri Newspaper of 71 universities with a significant number of foreign students found that at least 4,330 students either left their Japanese universities after the earthquake or decided not to take up their places as a result of continuing aftershocks and fear of radiation from the affected nuclear power plants. These included students at universities as far away as the southern island of Kyushu. A number of international conferences and joint research projects have also been postponed or cancelled, including several in regions that were not affected by the disaster. There is a strong feeling in the sector that there is a need to get across the message that universities outside the affected areas are operating as normal, and that Japan's reputation overseas should not be tainted as a result of the disaster. Mobility of people is at the heart of international cooperation and Japan's government and universities are coming up with several measures, including a deregulation of visa requirements, to avoid losing international students and faculty and to encourage more international mobility.

In the aftermath of the biggest recorded earthquake in Japan's history, Japanese HE institutions are fundamentally re-assessing the roles and responsibilities of the HE sector within both the domestic and international community. The sector's international collaborations and networks are recognised as more important than ever. Despite initial concerns that the disaster might slow internationalisation efforts, the government, the "Global 30" universities, and other internationally-oriented universities have in fact reiterated that they remain committed to internationalisation and are keen to encourage both inward and outward mobility and research collaborations.

continued on next page...

In Focus:

The HE sector in post disaster Japan continued...

In the face of the massive destruction and loss of life, as well as the subsequent uncertainties surrounding nuclear power plants, people have also started to ask how Japan's universities, and particularly Japan's science and technology sector, can provide solutions. It is widely accepted that the sector now needs to adopt new approaches to harnessing innovation to respond to the needs of society. There is a recognition that the traditional method of conducting research vertically within specific fields has hampered multi-disciplinary research. In particular, it is being pointed out that the lack of cross-sectoral working in research, and of a well-structured system using researchers across different disciplines to assess nuclear management, has been a hindrance to Japan in preparing against potential disaster risks and in carrying out recovery efforts.

To address these challenges will require a multidisciplinary approach that moves away from the traditional silo-based structure. Japanese universities are now expressing ambitions to have solid and sustainable international partners with whom they can work together to create a new set of values that will incorporate solutions to the challenges facing not only the higher education sector, but also the business sector and global society at large. Tohoku University has announced it will launch a new initiative to create an institute which promotes interdisciplinary and international research projects in order to contribute to regional and global society. Under this initiative, Tohoku University, as a core university in the affected area, has committed itself to supporting the reconstruction and regeneration of the local communities, and creating a safe and dependable society living in harmony with nature. A working group from the University of Tokyo has also produced a document entitled "The role of Engineering in post-disaster situations" in which interdisciplinary research, and increased engagement of universities with society and the business sector, are highlighted as areas of key importance for the future.

Furthermore, Japan experienced many difficulties in responding to the unprecedented number of offers of reconstruction assistance from overseas. There is now widespread recognition of the need for Japan to have a system in place to facilitate more effective and efficient ways of working with international partners and it is anticipated that the HE sector will play a key role in the development of such a system. It is also widely recognized that having experienced a disaster of such massive proportions, Japan now needs to share its lessons with the rest of the international community to help minimise risks worldwide in the future.



Supporting Japan's reconstruction process

Short term

In the short term, demonstrating solidarity will be important – willingness to visit Japan will probably be taken very positively as a sign of commitment. There is also an immediate need to help students and researchers affected by the disaster. We are aware that several UK institutions are establishing special scholarships or offering free short-term study for victims of the disaster. We are collecting together information about these scholarships and intend to provide links to the relevant information on the Education UK Japan site.

Also, the Daiwa Anglo-Japanese Foundation has launched a £250,000 Scholarship fund to support Japanese students in the Tohoku region in partnership with British Council Japan. The aim of this initiative is to support those students who wish to undertake a course of study at an educational institution in the UK. Application forms will be available on the British Council website (www.britishcouncil.or.jp) from early June.

Long term

In the longer term, as the HE sector in Japan grapples with its new role and responsibilities, it will be looking to international partners to share and collaborate with. We hope that the development of a new Japan-UK HE collaboration framework, led by the British Council Japan, will help support Japan's drive to internationalise the HE sector and redefine the role of the sector in society in the aftermath of the disaster.

The development of this framework took its impetus from a speech given by Foreign Secretary William Hague during a visit to Japan in July 2010, in which he called for increased collaboration between the HE sectors in Japan and the UK. The new framework will help both countries move away from the traditional model of collaboration, which has tended to focus on individual ties between particular researchers and institutions, towards a new, coordinated model, in which two of the world's major knowledge economies are able to work together to create new values and new solutions.

continued on next page...

In Focus:

The HE sector in post disaster Japan continued...

Participants reaffirmed the importance of the Japan-UK HE relationship and agreed on an overall framework for the future of the Japan-UK partnership. The form and themes of the framework were defined, as were the pilot activities that will establish the parameters for future Japan-UK collaborations. The initial excitement at reaching an agreement on the content of the framework, however, was sadly overshadowed by news of the devastating earthquake and tsunami, which hit Japan on 11 March, immediately after the sessions took place.

We now hope to develop the framework in a way that will support Japan's post-disaster restructuring efforts. Indeed, the three main strands for development suggested during the Japan-UK sessions are all in line with "the HE sector's internationalisation strategy in the aftermath of the earthquake" recently mentioned by Japanese Ministry of Education officials.

The main strands of the framework are the following three areas:

Strand 1: Research – Technology and knowledge exchange with industry

A key focus of the Japan-UK framework should be the identification of new modes of collaboration between universities and industry. There were several suggestions as to particular pilot programmes that could be established to foster collaborations in this area.

Strand 2: Education – student mobility

Both countries recognise the importance of educating global human resources at all levels of university education. Good practices and experiences already exist, which we can build on further. The scope of existing programmes could also be expanded by working together with industry to create wider and more cross-border experiences for students.

Strand 3: Universities' social engagement – community building, regeneration and social mobility

There was broad agreement on the importance of the role universities have in contributing to society, and in educating students who can make this kind of contribution.

The British Council, working with the IEU and UUK is going to will organise several pilot programmes this year as part of the three strands above. One of the pilot programme ideas is to bring together a group of UK and Japanese universities to enhance bilateral ties and identify good practice models for university-industry collaboration. This event will be held in Japan early next year and developed in partnership with the British Embassy's Science and Innovation team based in Tokyo. Other pilot programmes will deal with the issue of student and staff mobility. During the Japan-UK session, participants pointed to the need to maintain the number of Japanese students going to the UK, and to increase the number of UK students studying in Japan.

In order to facilitate two-way student mobility between Japan and the UK, the British Council will support Keio University's initiative in showcasing study options in Japan on behalf of "Global 30" and other Japanese universities, as well as some British Council-supported exchange programmes between the two countries, later this year. Other pilot programmes are being developed, and in order to achieve the framework's objectives we would very much like to extend the opportunity to participate in these to a wider range of UK universities. We will work with IEU to provide information to the sector and hope that these initiatives will help support Japan and its HE sector along the road to recovery.

Azusa Tanaka

Head of Education

British Council Japan



WATCH THIS SPACE

...for more information on visa initiatives. Or, for more information email info@international.ac.uk.

**Research &
Collaboration****Endeavour Award applications open**

Applications for the 2011 Australian Endeavour Awards are now open until June 2011. The merit-based scholarship programme offers high-performing students, researchers and professionals from around the world the opportunity to further their studies in Australia.

There are four categories of the Awards; postgraduate; research fellowship; vocational education and training (VET); and executive.

Recipients of the Awards undertake study, research and professional development in any field of study in Australia.

Visit the Endeavour Awards website for further information and how to apply: <http://www.study-in-australia.org/uk/scholarships/>

UKIERI set for launch

Phase two of the UK-India Education and Research Initiative (UKIERI) is guaranteed for a further five years and will launch on 2 June 2011.

Phase two of the programme concentrates on four key areas: leadership from school to universities; innovation partnerships between higher and further education institutions in UK and India; skills development; and the mobility of students and qualifications.

There is confirmed funding from the UK and Indian Governments of £5million annually over the next three years.

UKIERI began in 2006 with the aim of making the UK India's education partner of choice. It supported scholarships, research, school partnerships, summer schools, work experience and student exchange. It brings benefits to both markets, enhances relationships and strengthen business links.

The second phase plans to build on the success of UKIERI. Further information following the launch will be available on the International Unit website.

Engineering partnership opportunity in China

Guangdong University of Petrochemical Technology (GUPT) is looking to build cooperative relationships with engineering-oriented universities in the UK.

The China based university is looking for opportunities for academic collaboration in undergraduate programmes, short-term student exchange, staff training, staff exchange and the sharing of resources.

GUPT has formed an engineering discipline coordinated with business, science, management, education, literature, law and history. The University is made up of 10 schools and four departments, offering 41 professional undergraduate programmes. There are almost 18,000 fulltime students at present.

Contact Zhang Changming, Deputy Director of the International Office to express interest: guptfao@163.com.

International Partnerships in Business Schools – London conference 23 June 2011

The DAAD (German Academic Exchange Service), the Institut Français, and ESCP Europe have joined forces to present this conference on how international partnerships in business schools help improve graduate profiles for the future job market.

The conference, to be held at the Institut of Français in London, aims to measure the impact of international business school partnerships on student profiles, and analyse the implications of such partnerships on the management of both business schools as a whole, and their individual programmes.

Registration for the conference is free. To find out more contact Nicole.BEA@diplomatie.gouv.fr

The UK HE International and Europe Unit
Woburn House
20 Tavistock Square
London
WC1H 9HQ

Joanna Newman
Director

Callista Thillou
Manager (Europe)
Adviser (International)

Christian Yeomans
Policy Officer (Europe)

Alexandra Jenkins
Policy Officer (Europe)

Elizabeth Farnell
Communications and Public Affairs
Officer

Kristy Kenny
Communications and Administrative
Officer

www.international.ac.uk

www.europeunit.ac.uk

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

The UK Higher Education International and Europe Unit is funded by the Higher Education Funding Council for England, the Scottish Funding Council, the Higher Education Funding Council for Wales, the Department for Employment and Learning (Northern Ireland), GuildHE, the Quality Assurance Agency and Universities UK.

The UK HE International and Europe Unit is committed to the highest standard and quality of information and every reasonable attempt has been made to present up-to-date and accurate information to you. This newsletter, its contents and any links provided, are for information purposes only and the UK HE International Unit gives no warranty, express or implied, as to the accuracy, timeliness or decency of the information contained herein, or contained or derived from any linked documents or websites, and accepts no liability for any loss, damage or inconvenience howsoever arising caused by, or as a result of, reliance upon such information. Any views expressed are not intended to be those of the UK HE International Unit, its employees, agents or contractors.

Copyright is vested in the sector-wide UK HE International and Europe Unit. This information may be freely used and copied for non-commercial purposes, provided that the source is acknowledged:
© UK HE International and Europe Unit.

Research & Collaboration

The university contribution to global healthcare

Universities UK alongwith The Academy of Medical Sciences, The Bill and Melinda Gates Foundation and the Wellcome Trust staged the Building Institutions Through Equitable Partnerships in Global Health, in London, April 2011.

An audience of healthcare leaders from 21 countries considered how partnerships are formed and sustained, the benefits and pitfalls of collaboration, and how future collaborations can be enhanced to promote equity and sustainability.

The conference aimed to highlight the important role UK universities play in biomedical and health service research, education and training. It also looked at how, in partnership with academic institutions in other areas of the world, are in a pivotal position to address major issues in global health, as well as assisting in capacity building.

Discussion focused around sharing good practice, reviewing lessons learnt and planning the way forward.

The conference reinforced findings of research Universities UK carried out in relation to university activities in this field. The 2010 survey found that 33 universities were collaborating on more than 185 projects – substantive projects of more than five years duration, in 69 low-middle income countries.

The survey indicated that activities focused around: research collaboration, capacity building, student exchanges and staff exchanges. The barriers it identified were: resources, entry/visa restrictions, communications and staffing.

A report about the conference discussions will be produced later in the year and circulated to all UUK members.

For more information please contact: Eve Jagusiewicz, Policy Adviser, Universities UK

+44 (0)20 7419 5476 / Eve.Jagusiewicz@UniversitiesUk.ac.uk

