



**2012 International Education Summit
On the Occasion of the G8**

International Education: A Global Economic Engine

**Washington, DC
May 2-3, 2012**

INSTITUTE OF
INTERNATIONAL
EDUCATION
Opening Minds to the World®

www.iie.org

Table of Contents

Letter of Welcome	1
About the Host Organization	2
List of Participating Delegations	3
Summit Agenda	7
Map of Summit Venues	11
Delegate Biographies	13
“National Priorities” Supporting Documents	39
Supporting Documents Session 1: Economic Impact of International Education	93
Supporting Documents Session 2: Academic Mobility	101
Supporting Documents Session 3: Institutional Cooperation	107





2012 Summit on the Occasion of the G8

INSTITUTE OF
INTERNATIONAL
EDUCATION

Washington, DC

International Education:
A Global Economic Engine

May 2-3, 2012

Dear Colleague,

Welcome to Washington, DC, and the 2012 International Education Summit on the Occasion of the G8. After a successful inaugural meeting in Paris in May 2011, the Institute of International Education (IIE) is honored to convene this year's summit entitled "International Education: A Global Economic Engine."

This annual education summit is a gathering of representatives from the major national exchange organizations and government agencies involved in international academic mobility and cooperation. The two-day meeting serves as a platform for countries to share national priorities, discuss potential areas of collaboration, promote global academic mobility, and raise awareness of the economic impact of international education among the G8 leaders.

The summit will provide an opportunity for in-depth dialogue on critical issues that drive national strategies and impact global academic mobility. By examining new policy directions and trends in international education, summit participants will exchange knowledge on current global challenges and opportunities. The deliberations will focus on four major policy themes:

- 1. National Priorities in the Promotion of Internationalization of Higher Education**
- 2. The Economic Impact of International Education**
- 3. Academic Mobility**
- 4. Institutional Cooperation**

We look forward to substantive and fruitful dialogue on the critical issues impacting the international higher education community, and we would like to thank you for partaking in this significant global event.

Allan E. Goodman
President and CEO
Institute of International Education

G8 Members

Canada
European Union
France
Germany
Japan
Russia
United Kingdom
United States

Other Participating States

Australia
Brazil
China
India
Indonesia
Malaysia
Mexico
Qatar



Global Network

17 Offices

12 Representatives

600 Staff Worldwide

1,100 Member Institutions

Programs and Services

25,000 Grantees

200 Sponsors

175 Countries

250 Programs

Opening Minds to the World[®]

Peace and prosperity around the world depend on increasing the capacity of people to think and work on a global and intercultural basis. As technology opens borders, educational and professional exchange opens minds.

Institute of International Education

An independent not-for-profit founded in 1919, IIE is among the world's largest and most experienced international education and training organizations. IIE is committed to delivering program excellence to a diverse range of participants, sponsors, and donors.

Our Mission

- Promoting closer educational ties between the people of the United States and those of other countries
- Strengthening and linking institutions of higher learning globally
- Rescuing threatened students and scholars and advancing academic freedom
- Building leadership skills and enhancing the capacity of individuals and organizations to address local and global challenges

www.iie.org

Participating Delegations

The United States of America, Host Country

Delegation

Allan E. Goodman, *President and Chief Executive Officer, Institute of International Education*

Eduardo Padrón, *President, Miami Dade College; Chairman, American Council on Education Board of Trustees*

Beverly Tatum, *President, Spelman College; Member, Institute of International Education Board of Trustees*

Speakers

Marianne Craven, *Managing Director of Academic Programs, Bureau of Educational and Cultural Affairs, United States Department of State*

Adam Ereli, *Principal Deputy Assistant Secretary of State for Educational and Cultural Affairs, United States Department of State*

Martha Kanter, *Under Secretary of Education, United States Department of Education*

Cheryl Mills, *Counselor and Chief of Staff to Secretary of State Hillary Clinton*

John Sexton, *President, New York University*

G8 Member Delegations

Canada

Claire A. Poulin, *Director, International Education and Youth Division, Foreign Affairs & International Trade Canada*

Daniel Abele, *Head, Research & Academic Relations, Embassy of Canada in the United States*

Margaux Béland, *Vice-President, Canadian Partnerships, Canadian Bureau of International Education*

Noel Baldwin, *Coordinator, Postsecondary Education, Council of Ministers of Education, Canada*

European Union

Xavier Prats Monné, *Deputy Director-General for Education and Culture, European Commission*

Sophia Eriksson Waterschoot, *Advisor, Directorate General of Education and Culture, European Commission*

Silvia Kofler, *Spokesperson, Head of Press and Public Diplomacy, Delegation of the European Union to the United States*

Eva Horelová, *Deputy Head of Press and Public Diplomacy, Delegation of the European Union to the United States*

France

Béatrice Khaiat, *Deputy Director, CampusFrance*

Antonin Baudry, *Cultural Counselor, Embassy of France in the United States*

Camille Peretz, *Attaché for University Cooperation, Embassy of France in the United States*



Germany

Dorothea Rüland, *Secretary General, German Academic Exchange Service (DAAD)*

Sebastian Fohrbeck, *Director of DAAD New York, German Academic Exchange Service (DAAD)*

Japan

Hitoshi Nara, *Deputy Director-General, Higher Education Bureau, Ministry of Education, Culture, Sports, Science & Technology*

Junsaku Mizuhata, *Deputy Director for International Student Exchange, Student Support and Exchange Division, Bureau of Higher Education, Ministry of Education, Culture, Sports, Science & Technology*

Michiko Suzuki, *Executive Director, Student Exchange Department, Japan Student Services Organization (JASSO)*

Russian Federation

Shivleta Tagirova, *Head, Division for International Organizations and Programs, Ministry of Education and Science of the Russian Federation*

Tatiana Marinina, *Head, Division for International Universities' Integration, Ministry of Education and Science of the Russian Federation*

United Kingdom

Martin Davidson, *Chief Executive Officer, British Council*

Jo Beall, *Director, Education & Society, British Council*

Richard Everitt, *Deputy Director, British Council USA*

Pat Killingley, *Director of Higher Education, British Council*

Participating State Delegations

Australia

Mark Darby, *Counsellor (Education), Australian Education International - North America*

Charles McCullough, *Deputy Director (Education), Australian Education International - North America*

Brazil

Alvaro Prata, *President, Federal University of Santa Catarina*

Euclides Mesquita Neto, *Vice President for Graduate Affairs, University of Campinas*

Debora Foguel, *Pro Rector of Graduate Studies and Research, Federal Agency for Support and Evaluation of Graduate Education (CAPES)*

China

Liu Jinghui, *Secretary-General, China Scholarship Council*

Meng Li, *Deputy Director, Division of American and Oceanian Affairs, China Scholarship Council*

India

Sukhadeo Thorat, *Chairman, Indian Council of Social Science*

Shri Ashok Thakur, *Special Secretary, Department of Higher Education, Ministry of Human Resource Development, Government of India*

Sudhanshu Bhushan, *Head of the Department of Higher Education and Professional Education, National University of Educational Planning and Administration.*



Indonesia

Haryo Winarso, *Educational and Cultural Attaché, Embassy of Indonesia to the United States*
Dr. Akhamaloka, *President, Bandung Institute of Technology*
Triyogi Yuwono, *President, Sepuluh Nopember Institute of Technology*

Malaysia

Siti Hamisah Tapsir, *Deputy Director General, Ministry of Higher Education*
Posiah Mohd Isa, *Director, Education Malaysia, Washington, DC*
Roslan Jamaludin, *Director, Education Malaysia, Chicago*

Mexico

Cecilia Jaber, *Director General of Education and Cultural Cooperation, Ministry of Foreign Affairs*
Alejandra de la Paz, *Minister, Culture and Educational Affairs, Embassy of Mexico to the United States*

Qatar

Soud Al-Tamimi, *Executive Director, Project Management Office, Hamad bin Khalifa University*
Mohammed Al-Kuwari, *Coordinator, Office of Faculty and Student Services, Qatar Foundation for Education*
David Prior, *Executive Vice President and Provost, Hamad bin Khalifa University*

Institute of International Education Summit Staff

Clare Banks, *Senior Manager, Center for International Partnerships, Institute of International Education*
Morgan Clark, *Program Officer, Center for International Partnerships, Institute of International Education*
Kari Kuja, *Chief of Staff, Office of the President, Institute of International Education*
Daniel Obst, *Deputy Vice President, Partnerships, Institute of International Education*
Sharon Witherell, *Director, Public Affairs, Institute of International Education*



Summit Agenda

Day 1: Wednesday, May 2nd

Venue: Institute of International Education, 1400 K Street, Washington, DC

14:00 – 14:30 Registration of Participants and Refreshments

14:30 – 14:45 Welcome

Allan E. Goodman, *President and CEO,*
Institute of International Education (IIE), USA

Béatrice Khaiat, *Deputy Director, CampusFrance, France*
(Host of 2011 G8 Meeting on International Education)

Session Block 1: Presentations of National Priorities

14:45 – 17:45 National Priorities in the Area of Promotion of Internationalization of Higher Education: Recent Developments and Future Trends

Australia

Mark Darby, *Counsellor (Education), Australian Education International*

Brazil

Alvaro Prata, *President, Federal University of Santa Catarina*

Canada

Claire A. Poulin, *Director, International Education and Youth Division, Foreign Affairs & Trade Canada*

China

Liu Jinghui, *Secretary-General, China Scholarship Council*

European Union

Xavier Prats Monné, *Deputy Director-General for Education and Culture, European Commission*

France

Béatrice Khaiat, *Deputy Director, CampusFrance*

Germany

Dorothea Rüland, *Secretary General, German Academic Exchange Service (DAAD)*



Coffee Break

Indonesia

Djoko Santoso, *Director General of Higher Education, Directorate General of Higher Education (DIKTI)*

Japan

Hitoshi Nara, *Deputy Director-General, Higher Education Bureau, Ministry of Education, Culture, Sports, Science and Technology*

Malaysia

Siti Hamisah Tapsir, *Deputy Director General, Ministry of Higher Education*

Mexico

Cecilia Jaber, *Director General of Education and Cultural Cooperation, Ministry of Foreign Affairs*

Qatar

Soud Al-Tamimi, *Executive Director, Project Management Office, Hamad bin Khalifa University*

Russian Federation

Shivleta Tagirova, *Head, Division for International Organizations and Programs, Ministry of Education and Science*

United Kingdom

Martin Davidson, *Chief Executive Officer, British Council*

United States

Marianne Craven, *Managing Director of Academic Programs, Bureau of Educational and Cultural Affairs, United States Department of State*

18:15

Transport to the U.S. Department of State provided by motor coach

Reception in Celebration of the 2012 International Education Summit

18:45 – 20:30

Opening Reception

The Benjamin Franklin State Dining Room, United States Department of State
2201 C Street, Washington, DC

With remarks by:

Allan E. Goodman, *President and CEO, Institute of International Education*

Cheryl Mills, *Counselor and Chief of Staff to Secretary of State Hillary Clinton*

John Sexton, *President, New York University*



Day 2: Thursday, May 3rd

Venue: Institute of International Education, 1400 K Street, Washington, DC

9:00 – 9:45

Official Opening of the Meeting

Chair: Allan E. Goodman, *President and CEO, Institute of International Education, USA*

Presenters:

Martha Kanter, *Under Secretary of Education, United States Department of Education*

Adam Erel, *Principal Deputy Assistant Secretary of State for Educational and Cultural Affairs, United States Department of State*

9:45 – 10:30

Coffee Break

Session Block 2: Major Cooperation Policy Issues for Discussion

10:30 – 12:00

Policy Theme One: Economic Impact

The Economic Impact of International Education

Chair: Matthew Goodman, *Simon Chair in Political Economy at the Center for Strategic and International Studies*

Speakers:

Mark Darby, *Counsellor (Education), Australian Education International, Australia*

Claire A. Poulin, *Director, International Education and Youth Division, Foreign Affairs and International Trade Canada*

Siti Hamisah Tapsir, *Deputy Director General, Ministry of Higher Education, Malaysia*

Martin Davidson, *Chief Executive Officer, British Council, United Kingdom*

Lunch Venue: The World Bank Headquarters, 1818 H Street, NW, Washington, DC

12:45 – 14:00

Lunch hosted by The World Bank

Hosted by: Elizabeth King, *Director, Education, The World Bank*

Venue for Afternoon Session: Institute of International Education, 1400 K Street, Washington, DC

14:30 – 16:00

Policy Theme Two: Academic Mobility

Management Models of National Scholarship and Fellowship Programs

Chair: Xavier Prats Monné, *Deputy Director General for Education and Culture, European Commission*

Speakers:

Euclides Mesquita Neto, *Vice President for Graduate Affairs, University of Campinas, Brazil*

Meng Li, *Deputy Director, Division of American and Oceanian Affairs, China Scholarship Council, China*

Sebastian Fohrbeck, *Director DAAD New York, German Academic Exchange Service, Germany*

Djoko Santoso, *Director General of Higher Education, Directorate General of Higher Education, Indonesia*

Edie Cecil, *Vice President, Institute of International Education, USA*



16:00– 16:15	Coffee Break
16:15 – 17:45	<p>Policy Theme Three: Institutional Cooperation <i>Promoting International Academic Linkages through Curriculum Integration, Joint and Dual Degrees, Twinning, and Diploma Recognition Programs</i></p> <p><i>Chair: Beverly Tatum, President, Spelman College, USA</i></p> <p><i>Speakers:</i></p> <p><i>Béatrice Khaiat, Deputy Director, CampusFrance, France</i></p> <p><i>Hitoshi Nara, Deputy Director-General, Higher Education Bureau, Ministry of Education, Culture, Sports, Science and Technology, Japan</i></p> <p><i>Cecilia Jaber, Director General of Education and Cultural Cooperation, Ministry of Foreign Affairs, Mexico</i></p> <p><i>David Prior, Executive Vice President and Provost, Hamad bin Khalifa University, Qatar</i></p> <p><i>Tatiana Marinina, Head, Division for International Universities' Integration, Ministry of Education and Science, Russian Federation</i></p>
17:45 – 18:00	<p>Concluding Remarks and Discussion of the 2013 Meeting</p> <p><i>Allan E. Goodman, President and CEO, Institute of International Education, USA</i></p> <p><i>Martin Davidson, Chief Executive Officer, British Council, United Kingdom</i></p> <p><i>(host of 2013 International Education Summit on the Occasion of the G8)</i></p>
18:00 - 18:30	Closing Toast and Reception



Map of Summit Venues

Institute of International
Education Offices
1400 K Street, NW



U.S. Department of
State
2201 C Street, NW

The World Bank
1818 H Street, NW



Delegation of Australia



Australian Government
Australian Education International



Mark Darby, Counsellor (Education), Australian Education International - North America

Mark Darby commenced his appointment as the Counsellor (Education) Washington, DC, in May 2010. Prior to this Mark was the Director of Scholarships, Exchanges and Alumni in the Department of Education, Employment and Workplace Relations. Mark has extensive experience in United States and Australian education/research exchange and collaboration, particularly through his long period of service as the Executive Director of the Australian-American Fulbright Commission. He also has teaching and management experience across the higher education and VET sectors within Australia.

Charles A. McCullough, II, Deputy Director (Education), Australian Education International - North America

Charles A. McCullough, II, Esq. is currently Deputy Director (Education) of the North America office of Australian Education International (AEI), the international arm of the Australian Department of Education, Employment and Workplace Relations. In this capacity McCullough works with American and Canadian governments, institutions, and policy-makers to strengthen the bilateral relationship through facilitating inter-governmental policy dialogue on best practices, analyzing policy and regulatory developments, and promoting the quality of Australian education. Immediately prior, McCullough was Special Assistant and Counsel to the President of the National Board for Professional Teaching Standards (NBPTS) where he served as in-house legal counsel and lead major national initiatives including the development of the first national certification for principals. McCullough has also worked as an Attorney-Advisor to the District of Columbia Public Schools and law clerk to Harvard University.



As an energetic leader and thoughtful decision maker dedicated to helping people and civic-minded organizations, McCullough has served Montgomery County, Maryland, as a member of the Board of Education, para-educator, and appointee to several community commissions. Now a resident of Virginia, McCullough volunteers as an Arlington County Equal Employment Opportunity Advisory Commissioner. In 2009, McCullough was elected to serve on the Board of Directors of the United States Postal Service Federal Credit Union. McCullough received his bachelor degree in history from Pepperdine University and master's in higher education administration as well as Doctorate of Jurisprudence degrees from Boston College.



Delegation of Brazil



Alvaro Prata, President, Federal University of Santa Catarina

Dr. Alvaro Prata is the President of Brazil's Federal University of Santa Catarina. He has previously held the position of Vice-President of Research and Graduate Education at the Federal University of Santa Catarina from 2000-2004. Dr. Prata simultaneously served as the President of the National Forum for Research and Graduate Education for the Institutions of Superior Education from 2003-2004. He also worked as the Coordinator for Engineering at the Brazilian Agency for Superior Education (CAPES) from 2001-2004. Dr. Prata received a Bachelor of Science in Mechanical and Electrical Engineering from the University of Brasilia, Master's Degree in Mechanical Engineering from the Federal University of Santa Catarina, and a Ph.D. in Heat Transfer from the University of Minnesota

Euclides de Mesquita Neto, Vice President of Graduate Affairs, University of Campinas (UNICAMP)

Professor Mesquita Neto graduated from the Federal University of Paraná (1978) with a degree in mechanical engineering and received his master's degree, also in mechanical engineering, from Unicamp (1979-1981). He earned a PhD from the Institut fuer Mechanik at the University of Hannover (Germany) (1983-1989, as the recipient of a fellowship from the German Academic Exchange Service - DAAD) and completed two postdoctoral placements at the Institut fuer Angewandte Mechanik at the Technical University of Braunschweig (Germany) (1992-1993 and 2005-2006). He is a full professor in the Department of Computational Mechanics in the Faculty of Mechanical Engineering (FEM) at Unicamp, and his research interests include solid mechanics and computational methods for continuum mechanics. To date he has been advisor for 29 undergraduate research projects, 13 master's dissertations and 12 doctoral theses, and has published more than 120 works, including articles in indexed journals, complete articles in the proceedings of international and Brazilian conferences, and chapters in books. He is a member of the ASCE Elasticity Committee. He is the recipient of a CNPq grade 1-C research fellowship. He has been head of the Department of Computational Mechanics in the FEM, advisor to the vice-chancellor for research, and coordinator of the FEM graduate program and presently is member of the Coordination for Engineering at São Paulo Research Foundation, FAPESP.



Delegation of Brazil



Debora Foguel, Pro Rector of Graduate Studies and Research, Federal University of Rio de Janeiro (UFRJ)

Debora Foguel finished her Ph.D. in Biochemistry in 1993 at Federal University of Rio de Janeiro (UFRJ), where she is Associate Professor at the Institute of Medical Biochemistry. Dr. Foguel has published 65 full papers in high-impact index journals and advised of more than 10 Ph.D. theses. Dr. Foguel was the recipient of many prizes and awards: Scientist of Rio de Janeiro State Award, and Brazilian Order of Scientific Merit. Dr. Foguel has been a member of the Brazilian Academy of Sciences since 2009. She is a member of the Editorial Board of the *Journal of Biological Chemistry* and IUBMB Life. Dr. Foguel was Director of the Institute of Medical Biochemistry from 2007-2010. She was the President of the Brazilian Society of Biochemistry and Molecular Biology (2008-2010). Now, she is the Pro Rector of Graduate Studies and Research of UFRJ.



Delegation of Canada



Claire A. Poulin, Director, International Education and Youth Division, Foreign Affairs and International Trade Canada

Before her return to Ottawa as Director of the International Education and Youth Division, Claire A. Poulin was the Ambassador of Canada to El Salvador (2008-2010) and to the Republics of Latvia, Estonia, and Lithuania (2005-2008). From 2001 to 2005, Ms. Poulin worked at the Parliament of Canada as Director General of International and Interparliamentary Affairs, and as Chief of Protocol. Within the Department of Foreign Affairs in Ottawa, she served as Desk Officer with Cooperation and Development, in the Economic Relations with Developing Countries Division, and with the Relations with Central America and Caribbean Division. She also worked as Executive Assistant to the Director General for the Middle East and Africa, as Political and Trade Officer for the Iberian Peninsula, Western Europe Division, and as Coordinator at the federal level of the Parliamentary Conference of the Americas, South America and Inter-American Division. Since she joined the Ministry in 1991, she served abroad in Buenos Aires, Paris, Riga and San Salvador. Previously, she was working at the Canadian International Development Agency (CIDA) as a writer/editor for youth. She also worked as a film professor, proofreader and writer, program and liaison officer, audiovisual specialist in the Dominican Republic and communications officer in Tunisia.

Daniel Abele, Head, Research & Academic Relations, Embassy of Canada

Daniel Abele is the Head of Research and Academic Relations at the Canadian Embassy in Washington, DC, where he serves as liaison with U.S. and Canadian universities and colleges as well as Washington-area think tanks and research institutions. He manages the academic relations program for Canadian studies in the U.S., which promotes research, teaching, conferences, and program activities in the social sciences and humanities at post-secondary institutions for the purpose of contributing to a better knowledge and understanding of Canada, its relationship with the United States, and its role in international affairs. Dr. Abele also advises senior Canadian officials on U.S. public opinion regarding Canada. He is team leader of the Embassy's Connect2Canada initiative, which reaches out to Canadians and friends of Canada in the U.S. and promotes a better understanding of Canada-U.S. relations. Before joining the Embassy in 1996, Dr. Abele was Research Associate at the Kennan Institute for Advanced Russian Studies at the Woodrow Wilson International Center for Scholars in Washington, DC for eight years. He has also worked at the United States Information Agency, Radio Free Europe/Radio Liberty in Munich and Paris, and the office of Senator Edward Kennedy. Dr. Abele received his Ph.D. in Political Science at The George Washington University in 1996. He completed his M.A. in Russian and East European Studies at the University of Michigan in 1986. He received his B.A. from Oakland University, Michigan, in 1977. He has published on nationalism, ethnic politics, and public opinion in East Europe and the former Soviet Union.



Delegation of Canada



Margaux Béland, Vice-President, Canadian Partnerships, Canadian Bureau for International Education

Margaux Béland, Vice-President, Canadian Partnerships, recently joined CBIE to manage the Department of Foreign Affairs and International Trade (DFAIT) International Scholarships Program, CBIE's programs with the Canadian International Development Agency (CIDA) and most recently the Canada-Brazil Science Without Borders partnership with the Brazilian government. Prior to joining CBIE in May 2011, Ms. Béland was the Director, Partnership Programs Division at the Association of University and Colleges of Canada for nearly 10 years following 10 years with the Association of Canadian Community Colleges, where she oversaw the creation and oversight of many partnership programs. Ms. Béland has 20 years of experience in international development and higher education, including extensive experience in managing multiple large-scale scholarship programs and international higher education strengthening partnership programs for the Canadian and foreign governments. She holds a Master of Arts degree in International Affairs from the Norman Paterson School of International Affairs at Carleton University and an undergraduate degree in economics from the University of Alberta.

Noel Baldwin, Coordinator, Postsecondary Education, Council of Ministers of Education, Canada

Noel Baldwin is the Coordinator for Postsecondary Education at the Council of Ministers of Education, Canada. He has worked in postsecondary education policy for almost ten years with a strong focus on student access and success, as well as student financial assistance.



Delegation of China



Liu Jinghui, Secretary-General, China Scholarship Council

Liu Jinghui took office as Secretary-General of the China Scholarship Council in May 2008. Previously she had served as the Counsellor and Minister-Counsellor in the Education Section of the Embassy of P.R China in Germany, a post she took up in 2001. Before being appointed the Counsellor and Minister-Counsellor, Ms. Liu Jinghui was the Secretary-General and Deputy Director-General of the Central Institute for Vocational and Technical Education, where she served for 11 years. She initially joined the Department of International Cooperation, Ministry of Education of China, in 1980 as an officer and later Deputy Division Chief till 1990. She studied German language and literature at the University of Heidelberg, Germany. She received her Ph.D. Degree in education from Humboldt University, Germany, in 1998.

Meng Li, Deputy Director, Division for American and Oceanian Affairs, China Scholarship Council

Ms. Meng Li holds an Msc of Public Policy from University of College London (UCL) and joined the China Scholarship Council (CSC) in 1999. She worked in the Department of Foreign Students Affairs of CSC for ten years, and then took the position of Deputy Director of the Division for American and Oceanian Affairs in 2010. Her division is responsible for the dispatching and administration of the State Sponsored Study Abroad Programs, which sponsor qualified Chinese students and scholars to study and conduct researches overseas. It also seeks further collaboration with universities, research institutions, and educational organizations both at home and abroad.



Delegation of the European Union



Xavier Prats Monné, Deputy Director-General for Education and Culture, European Commission



Xavier Prats Monné is the Deputy Director-General for Education and Culture at the European Commission (EC), the executive branch of the European Union. He is responsible for: the modernization of European education and training systems; mobility, including the Erasmus programme for students; international relations in the field of education, culture and youth. He represents the EC at the European Institute for Innovation and Technology (EIT).

Until 2010 he was the Director for employment policy, and one of the five founding members of the EC's Impact Assessment Board, reporting to the President of the EC. He previously served as Director of the European Social Fund, as Deputy Chief of Staff of the EC Vice-President for international relations, and as Advisor of the EC Commissioner for Regional Policy.

Sophia Eriksson Waterschoot, Adviser, Directorate General for Education and Culture, European Commission

Sophia Eriksson Waterschoot is a Swedish official who has worked in the European Commission since 1996. Prior to her current position as Adviser to the Deputy Director-General for Education and Culture, Mr Prats Monné, she was Head of Sector for Higher Education policy. She has previously held positions within the Commission working on European employment policy, the European Social Fund, strategic planning and indicators. Sophia studied economics, business and political science at Uppsala University and Stockholm University in Sweden. She did an Erasmus exchange in France and she studied European Affairs in Belgium.



Delegation of the European Union



Silvia Kofler, Spokesperson, Head of Press and Public Diplomacy, Delegation of the European Union

Silvia Kofler is a veteran public diplomat who has worked in some of the most dynamic media centers in Europe, Asia, and North America. Currently, she serves as the Spokesperson and Head of Press and Public Diplomacy at the Delegation of the European Union to the United States, where she oversees media relations, public outreach, academic and cultural programs, long-term relationship-building initiatives, and information products and services. Prior to joining the EU Delegation in Washington, Ms. Kofler spent four years leading press, public, and cultural affairs at the European Commission Delegation in Tokyo. During her time in Japan, she was instrumental in launching an education program that reached more than 50,000 Japanese schoolchildren. From 2004 until 2006, Ms. Kofler was posted in Brussels, where she streamlined communications efforts regarding EU trade policy. Ms. Kofler also headed press and information operations at the European Commission Delegation in Moscow, where she was posted from 2000 until 2004. While in Russia, she helped create a permanent symbol of the links between St. Petersburg and European countries through the establishment of St. Petersburg's "European Walkway," commemorating the city's 300th anniversary. Ms. Kofler first joined the European Communities in Brussels in 1992, working on development policy issues for EU Council of Ministers before moving to the Council's press office. From 1994 to 2000, she attended every meeting of both the EU Foreign Ministers and the EU Finance Ministers, giving her unique insight into the workings of the European integration process at ministerial level.

Eva Horelová, Deputy Head of Press and Public Diplomacy, Delegation of the European Union

Eva Horelová is the Deputy Head of Press and Public Diplomacy and Deputy Spokesperson at the Delegation of the European Union to the United States, where she helps manage media relations, public outreach, academic and cultural programs, long-term relationship building initiatives, and information products and services. Eva joined the Delegation after spending several years at the European Commission's Directorate-General for External Relations in Brussels. Specializing in information and communications, she helped define and implement the EU's public diplomacy strategy in East Asia, Australia, and New Zealand, as well as in European countries that are not EU Member States. In 2009, Eva was seconded to the Czech Foreign Affairs Ministry during the Czech Presidency of the Council of the European Union, where she took part in negotiations to launch the EU's Eastern Partnership with six Eastern European and South Caucasus countries. Eva began her career with the European Union in 2002, serving as an information officer at the European Commission Delegation to the Czech Republic. She has also worked in the Czech Republic's Ministry for Regional Development.



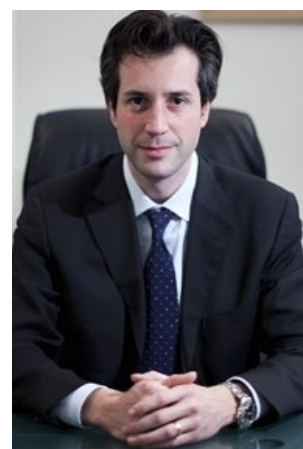


Béatrice Khaiat, *Deputy Director, CampusFrance*

Béatrice Khaiat, Deputy Director of CampusFrance, joined the organisation in 2000. Prior to that, she was Deputy Head of the advisers to the French Minister for Education, Research and Technology. Béatrice Khaiat has also held the position of Deputy Secretary General for the French Presidency of the European Union, as well as numerous posts in the commercial sector. Béatrice is a graduate of ESCP Business School, the *Institut d'Etudes Politiques* of Paris, and John Hopkins University.

Antonin Baudry, *Cultural Counselor, Embassy of France in the United States*

Antonin Baudry was appointed Cultural Counselor of the French Embassy in the United States in 2010. He oversees French-American cultural relations and serves as the Permanent Representative of French Universities in the United States. Antonin Baudry has held key positions in France and abroad, including Cultural Counselor for France in Spain; Technical Advisor and Director of International Economic Affairs and International Cultural Affairs for the Prime Minister; and positions in the Cabinet of the Ministry of the Interior, and the Ministry of Foreign Affairs. Antonin Baudry is an alumnus of the Ecole Normale Supérieure (Ulm) and the Ecole Polytechnique.



Camille Peretz, *Attaché for University Cooperation, Embassy of France in the United States*

Dr. Camille Peretz is Attaché for Higher Education and Executive Director of the Partner University Fund (PUF) program. She is posted at the French Cultural Services in NYC, which is part of the French Embassy in the U.S. She worked previously as Deputy Director of the Fellowships Office at the Social Science Research Council (SSRC) in NYC. She also worked for 2.5 years at Sciences Po in Paris as an Associate Director at the American Center overseeing university cooperation and exchange programs with American universities. She received her BA in History from Paris I-Sorbonne in Paris and her Ph.D. in History from Columbia University.





Dorothea Rüland, Secretary General, German Academic Exchange Service (DAAD)

Dr. Dorothea Rüland has been Secretary General of the German Academic Exchange Service (DAAD) since October 2010. Before coming back to DAAD for this function, she was Director of the Center for International Cooperation at the Free University Berlin for two years.

During her time in DAAD from 1980-2008, she was responsible for several regions of the world. 2004 she was assigned the position of Deputy Secretary General of the DAAD. She is a member of several national and international associations and administrative boards.

Sebastian Fohrbeck, Director of DAAD New York, German Academic Exchange Service (DAAD)

Dr. Sebastian Fohrbeck has been Director of the German Academic Exchange Service (DAAD) New York since January 2009. He has worked for DAAD for more than 20 years in a variety of positions in Bonn, Brussels and London, including responsibility for Eastern Europe, North America, Western Europe and, in recent years, for university internationalization and strategic planning. Before joining DAAD, he was head of the International Office of the University of Paderborn and Assistant Professor of Sociology at the University of Bielefeld where he also earned his Ph.D. He studied sociology and economics in Hamburg, Paris, and Bielefeld.



Delegation of India



Sukhadeo Thorat, Chairman, Indian Council of Social Science Research

Prof. Sukhadeo Thorat is currently honorary Chairman of Indian Council of Social Science Research (ICSSR) and Professor of Economics in Jawaharlal Nehru University, New Delhi. He was the Chairman of the University Grant Commission (UGC) from February 2006-2011. In recognition of academic excellence, he has received many honours and awards, including: Padamshree Award from the Government of India in 2008. He specializes in problems of marginalized groups, economics of caste system, caste discrimination, and poverty.

Shri Ashok Thakur, Special Secretary, Department of Higher Education, Ministry of Human Resource Development, Government of India

Shri Ashok Thakur belongs to the Indian Administrative Service cadre. He is presently Special Secretary in charge of the Technical Education Bureau in the Ministry of Human Resource Development. In this capacity he looks after 7,500 Engineering and Management institutions offering more than 1.35 million engineering seats and 40 million other seats each year. He is a member of the Board of Governors of several Technical and Management Institutions, including IITs and IIMs. He was part of a programme on Infrastructure Development in Market Economy from the Kennedy School of Government, Harvard University, in 2006.



Sudhanshu Bhushan, Head, Department of Education and Professional Education, National University of Educational Planning and Administration

Dr. Sudhanshu Bhushan is Professor and Head of the Department of Higher & Professional Education in the National University of Educational Planning and Administration (NUEPA). He specializes in the internationalisation of higher education, policy issues in higher education, and educational planning. His recent contributions include Quality Assurance of Transnational Higher Education, Public Financing and Deregulated Fees in Indian Higher Education, and Restructuring Higher Education in India. His present responsibility is to conduct and guide research and to provide policy support to the Government, UGC, and the Planning Commission of India.



Delegation of Japan



***Hitoshi Nara, Deputy Director-General, Higher Education Bureau,
Ministry of Education, Culture, Sports, Science and Technology***

Mr. Hitoshi Nara has served as Deputy Director-General of Higher Education Bureau for the Ministry of Education, Culture, Sports, Science and Technology (MEXT) since October 2011. Among other missions, Deputy Director-General Nara plays an active role in the field of internationalization of universities. Since 1983, mainly serving as director, he has worked in several fields ranging from space development to elementary education in the Ministry. During this period he served as Counselor in the Cabinet Secretariat from 2004 to 2005. He also served as First Secretary of Embassy of Japan in Germany from 1993 to 1996.

***Junsaku Mizuhata, Deputy Director for International Student Exchange,
Student Support and Exchange Division, Higher Education Bureau,
Ministry of Education, Culture, Sports, Science and Technology***

Mr. Junsaku Mizuhata has served as Deputy Director in charge of the promotion of international student exchange in Student Support and Exchange Division, Higher Education Bureau, the Ministry of Education, Culture, Sports, Science and Technology, since April 2011. In his career as the government official, he has worked in various fields not only in the Ministry but also in other Ministry and local government, but main fields has been lifelong learning and international affairs. He completed Master's of Education Program in Philosophy of Education at the University of British Columbia (Canada) and his current work is based on insights drawn from the experience as an international student.



***Michiko Suzuki, Executive Director, Student Exchange Department, Japan
Student Services Organization (JASSO)***

Ms. Michiko Suzuki has served as Executive Director, Student Exchange Department for Japan Student Services Organization (JASSO) since April 2010. Ms. Suzuki has been playing an active role in the field of international educational exchange through JASSO and the Association of International Education, Japan (AIEJ, one of the unified organizations for the establishment of JASSO) for more than 30 years. She also works as Executive Director for UMAP (University Mobility in Asia and the Pacific), Japan National Committee and committee members of national universities and scholarship foundation.



Delegation of Malaysia



Siti Hamisah Tapsir, Deputy Director General, Ministry of Higher Education

Dr. Siti Hamisah Tapsir is the Deputy Director General of Private Higher Education Management Sector at the Ministry of Higher Education, Malaysia. Ever since she stepped into the office, she has been the predominant figure in taking various initiatives as well as brainstorming strategic execution plans in the effort of internationalizing the higher education landscape in Malaysia. Her biggest achievement up to date is being the frontrunner of setting up the foreign branch campuses and collaborative efforts with MIT and Johns Hopkins University. Although her expertise chiefly revolved around the academic arena, her specialization has gone far and beyond. Dr. Siti Hamisah Tapsir's skills have also been put to good use

for making three copyrights and one innovation patent, more than 15 research and consultancies projects, and more than 80 academic papers. She received her first science degree in civil engineering from New England College, New Hampshire, and her master's degree in civil engineering from University of Lowell, Massachusetts. Her Ph.D in civil engineering was awarded by University of Leeds, U.K.

Posiah Mohd Isa, Director, Education Malaysia, Embassy of Malaysia

Posiah Mohd Isa has been the Director of Education Malaysia, Embassy of Malaysia in Washington DC since January 2010. Since her appointment as the Director, the Education Malaysia Department has been on the forefront in relations between Malaysia and the United States as well as serving the interest of Malaysians studying in the United States. Prior to her appointment to Washington DC, she was a senior lecturer at MARA University of Technology (UiTM) Malaysia. She earned her Ph.D. in Educational Psychology from University of Keele, United Kingdom.



Roslan Jamaludin, Director, Education Malaysia in Chicago

ROSLAN JAMALUDIN has been the Director of Education Malaysia in Chicago since July 2009. He is responsible for initiating research collaboration; marketing and promoting Malaysian higher education, study abroad, and exchange programs; and facilitating Malaysian students studying in the U.S., particularly in the Midwest region. He earned his doctoral degree from Loughborough University, United Kingdom, and taught at a public university back in Malaysia. Prior to becoming an academic, he had worked in various multinational companies in construction, electronics, production and heavy manufacturing sectors. Other than academic contribution, he believes in "giving back to the community", hence he has been actively involved

in educating the community especially in the area of Information Technology. He was awarded the "Special Community Services Award" and "Excellence Service Award" for his contributions.





***Cecilia Jaber, Director General of Educative and Cultural Cooperation,
Ministry of Foreign Affairs***

Ambassador Cecilia Jaber has served as the Director General of Educative and Cultural Cooperation in the Ministry of Foreign Affairs since November 2009. Before that she held the position of Ambassador of Mexico to Ireland from 2005 to 2009 after working as the Deputy Head of Mission at the Embassy of Mexico in Canada from 2002 to 2005. She has been a member of the Mexico Foreign Service since 1981, responsible for Political Affairs at the Embassy of Mexico in France (1985-1989), serving as the Director of International Organizations of the United Nations System, an Adviser in Multilateral Affairs (1990-1991), the Director General for Asia, Africa and the Middle East (1998), and the Director General for Europe (2001). Ambassador Jaber also served as the Alternate Representative to the FAO (Food and Agricultural Organization of the United Nations in Rome) from 1995 to 1998. She received her bachelor's degree in international relations from El Colegio de México in 1981 and her master's degree in European studies in 1998.



Delegation of Qatar



جامعة حمد بن خليفة

HAMAD BIN KHALIFA UNIVERSITY



Mohammad S. Al-Kuwari, Coordinator, Office of Faculty and Student Services, Qatar Foundation for Education

Mohammad S. Al-Kuwari has held education responsibilities within two of the key strategic pillars of Qatar: education and sports. He currently works with Qatar Foundation's Education Division in faculty and student affairs; students from 80 nations attend nine world-class branch campuses from the U.S., France, and England. Previously, he held education positions in the Ministry of Education of the State of Qatar, and at ASPIRE, the Academy for Sports Excellence, an internationally renowned sports medical institution in Doha. He received a master's degree in higher education administration from the University of Kansas, and a bachelor's degree from Qatar University.

Soud Abdulaziz Al-Tamimi, Executive Director, Project Management Office, Hamad bin Khalifa University

Soud Abdulaziz Al-Tamimi is Executive Director of the Project Management Office at Hamad bin Khalifa University, a research-led institution uniting the higher educational activities of Qatar Foundation and its related research. Reporting to the University President, Soud leads the assessment of major initiatives and ensures their strategic alignment with the University. He has served on several national committees, including for education strategy and for organizing major sports events in Qatar. Soud has a BSc in Engineering [University of Texas at San Antonio], and graduated from the Program for Leadership Development, Harvard Business School, and the Oxford Scenarios Program, Oxford University.



David Prior, Executive Vice President and Provost, Hamad bin Khalifa University

David B. Prior is Executive Vice President and Provost at Hamad Bin Khalifa University in Qatar, a new university formerly known as Education City, which builds on partnerships with major universities in the United States and Europe. He is also Emeritus Provost and Dean at Texas A&M University, where he served as the Chief Academic and Operating Officer and Dean, College of Geosciences. He earlier was Executive Vice Chancellor for Academic Affairs at the University of Texas System. He received his bachelor's and doctoral degrees from The Queen's University of Belfast, Northern Ireland, where he held teaching and research positions.



Delegation of Russian Federation



Shivleta Tagirova, Head, Division for International Organizations and Programs, Ministry of Education and Science

Shivleta Tagirova (Ph.D) is the Head of Division for International Organizations and Science of the Department for International Organizations of the Ministry of Education and Science of the Russian Federation. Mrs. Tagirova holds a Ph.D. in political sciences from the Peoples' Friendship University of Russia (2009). Her teaching and research interests are in the fields of international educational law, education in human rights, internationalization in education, international cooperation between universities and international organizations, strategic management in educational policy. Mrs. Tagirova has participated in trainings, workshops, and research projects in France, the United Kingdom, and Italy. In her capacity of the Head of

Division, Mrs. Tagirova is engaged in joint projects implemented in cooperation with international organizations.

Shivleta Tagirova is the author of number of scientific articles.

Tatiana Marinina, Head, Division for International Universities' Integration, Ministry of Education and Science

Tatiana Marinina (Ph.D) is the Head of Division for International Universities' Integration of Department for International Integration of the Ministry of Education and Science of the Russian Federation. Her research interests are in the field of integration processes in the sphere of education and science, the formation of state support through the federal targeted programmes of joint projects implemented by universities and institutes of the States Academies of Sciences. As a Head of the Division, Mrs. Marinina is engaged in creation and implementation of targeted scientific and educational programmes as well as in the creation of integrated scientific and educational structures in higher education and science. Tatiana Marinina is the author of number of scientific articles.





Martin Davidson, Chief Executive Officer, British Council

Martin Davidson took up the role as Chief Executive in April 2007, having been Deputy Director General since September 2005. When he joined the British Council as Assistant Representative in Beijing in 1984, British Council China was an operation of six people working in a converted bicycle shed at the British Embassy. In those days it was illegal for a Chinese national to speak to a foreigner. Martin played a pivotal part in building this fledgling presence up to its present strength of more than 230 people in four state-of-the-art offices. Martin himself was responsible for opening the South China office in Guangzhou and returned to Beijing in 1995 as Director of an operation fast establishing a reputation in an environment where understanding the Chinese way of working is fundamental. He speaks both Cantonese and Mandarin. He has also held various posts in the British Council's Geographical Directorate with responsibilities that have included South East Europe, in a particularly troubled time in the region's history, the Middle East, East Asia, and the Americas.

Jo Beall, Director, Education and Society, British Council

Jo Beall joined the British Council and the Executive Board as Director Education and Society in July 2011. Jo was formerly Deputy Vice Chancellor of University of Cape Town with responsibility for academic matters, social responsiveness and the University's external relations and internationalisation strategy.

A graduate of the London School of Economics, Jo joined the academic staff of the LSE in the early 1990s, first in the Department of Social Policy and then the Development Studies Institute, which she directed between 2004 and 2007. During her academic career Jo published numerous books and articles in the areas of gender and social policy, urban social development, local governance, and cities under conditions of conflict and state fragility. Her work in the field of international development spans over twenty years and has taken her to Africa, Asia, and Latin America, with significant periods of time spent researching in Afghanistan, Pakistan, India, and South Africa. Jo has worked with a wide range of national and multilateral organisations internationally, undertaking research, advisory and partnership work.





Richard Everitt, *Deputy Director, British Council*

Richard Everitt is the Deputy Director of the British Council USA and is responsible for strategic direction of the education portfolio. Over the last 15 years with the British Council, his previous postings include: East Asia (China) where he managed the UK-China School Links Programme; South America (Colombia) where he headed the projects team that delivered arts, regional education, governance, and creative industries projects; and Europe (Poland) where he was responsible for a large scale sports and education programmes. Richard previously worked at Channel 5 Television in London and as a Teacher of English in Uganda. Richard has studied at University of Leeds, University of South Florida and the John's Hopkins University (School of Advanced International Studies) in Washington D.C.

Pat Killingley, *Director Higher Education and Education UK, British Council*

Pat Killingley is Director Higher Education for British Council. She has responsibility for the higher education portfolio, including policy work, partnership development, and education reform, plus Education UK strategy, branding, and marketing. Pat was a member of the Prime Minister's Initiative (PMI) Strategy Group, which was charged with developing the UK's international education marketing strategy, launched in April 2006 by the Prime Minister. Pat's team in British Council has also been involved in developing and supporting over 1000 UK-international partnerships in the past four years across all regions of the world.



Pat has developed and been involved in education policy dialogues and conferences across the world, including the Going Global international conference series. She has also been a contributor and plenary speaker at international conferences and roundtables. Pat has worked in the areas of employment, education, training, and education management. Before joining the British Council in 2002, she worked at the University of Sheffield.





Allan E. Goodman, *President and Chief Executive Officer, Institute of International Education*

Dr. Allan E. Goodman is the sixth President of IIE, the leading not-for-profit organization in the field of international educational exchange and development training. IIE conducts research on international academic mobility and administers the Fulbright program sponsored by the United States Department of State, as well as over 250 other corporate, government, and privately-sponsored programs. Previously, he was Executive Dean of the School of Foreign Service and Professor at Georgetown University. He is the author of books on international affairs published by Harvard, Princeton, and Yale University Presses. Dr. Goodman served as Presidential Briefing Coordinator for the Director of Central Intelligence and as Special Assistant to the Director of the National Foreign Assessment Center in the Carter Administration. Subsequently, he was the first American professor to lecture at the Foreign Affairs College of Beijing, helped create the first U.S. academic exchange program with the Moscow Diplomatic Academy for the Association of Professional Schools of International Affairs, and developed the diplomatic training program of the Foreign Ministry of Vietnam. He is a member of the Council on Foreign Relations, a founding member of the World Innovation Summit for Education (WISE), Co-President of the Partner University Fund (PUF) Grant Review Committee, and a member of the Thomas R. Pickering Foreign Affairs Fellowship Program and the Jefferson Scholarship selection panels. Dr. Goodman has a Ph.D. in Government from Harvard, an M.P.A. from the John F. Kennedy School of Government, and a B.S. from Northwestern University.

Beverly Tatum, *President, Spelman College*

Dr. Beverly Daniel Tatum has served as president of Spelman College since 2002. The author of *Can We Talk About Race? And Other Conversations in an Era of School Resegregation* (2007) and *Why Are All the Black Kids Sitting Together in the Cafeteria? And Other Conversations About Race* (1997), Dr. Tatum holds a B.A. degree in psychology from Wesleyan University, and M.A. and Ph.D. in clinical psychology from University of Michigan. She also holds a M.A. in religious studies from Hartford Seminary. Prior to 2002, she spent 13 years at Mount Holyoke College as professor, dean and acting president.





Eduardo Padrón, *President, Miami Dade College*

An American by choice, Eduardo Padrón arrived in the United States as a refugee at age 15. Since 1995, he has served as President of Miami Dade College, a national model of student achievement and the largest institution of higher education in America, with more than 174,000 students. An economist by training, Dr. Padrón earned his Ph.D. from the University of Florida. In 2009, *Time* magazine included him among the “10 Best College Presidents” in the U.S. In 2010, *Florida Trend* magazine named him “Floridian of the Year.” In 2011, *The Washington Post* named him one of the eight most influential college presidents in the U.S., and the Carnegie Corporation of New York granted him the prestigious Centennial Academic Leadership Award. This year he became the first college president to receive the National Citizen Service Award from Voices for National Service. He is a past Board chair of the Association of American Colleges and Universities and the immediate past Board chair of the American Council on Education. He has been selected to serve on posts of national prominence by six American Presidents. Most recently, President Obama named him chairman of the White House Commission on Educational Excellence for Hispanic Americans. Dr. Padrón serves on the boards of the Council on Foreign Relations, the Business/Higher Education Forum, the League for Innovation (former chair), RC-2020, the College Board Advocacy and Policy Center, the White House Fellows Selection Panel (chair), the International Association of University Presidents, and others.



Summit Speakers



Marianne Craven, Managing Director of Academic Programs, Bureau of Educational and Cultural Affairs, United States Department of State

Marianne Craven is Managing Director of Academic Programs in the U.S. Department of State's Bureau of Educational and Cultural Affairs. A career civil servant, she began her government career as a Foreign Service Officer in Mali, Poland, and Italy. The programs supported by her office include Fulbright scholarships for U.S. and foreign students, scholars, teachers, and professionals; Humphrey Fellowships for professionals from countries in development and transition; the promotion of U.S. higher education overseas and the annual Open Doors survey of academic mobility; undergraduate and community college exchanges for foreign students; U.S. studies programs; Gilman scholarships for study abroad by American undergraduates with financial need; foreign language study by Americans; and English language teaching programs. Ms. Craven also serves as a liaison for the State Department with the East-West Center. She contributes to the development of U.S. positions on international higher education issues that are addressed by the United Nations Educational, Scientific and Cultural Organization (UNESCO). She is a graduate of Smith College.

Adam Ereli, Principal Deputy Assistant Secretary of State for Educational and Cultural Affairs, United States Department of State

Ambassador Adam Ereli serves as Principal Deputy Assistant Secretary for the U.S. Department of State's Bureau of Educational and Cultural Affairs. The mission of the Bureau is to advance U.S. foreign policy objectives through educational and cultural programs that enhance mutual understanding between the people of the United States and people of other nations. As Principal Deputy Assistant Secretary, Ambassador Ereli manages these programs, which comprises a budget of \$635 million and a staff of over 400 employees.

Ambassador Ereli has worked extensively as a diplomat abroad and at senior levels in the Department of State in Washington. He was Ambassador to the Kingdom of Bahrain from 2007-2011. From 2006-2007, he served as Senior Advisor to the Under Secretary for Public Diplomacy. Ambassador Ereli was Deputy Spokesman of the State Department from 2003-2006 and Deputy Chief of Mission at the U.S. Embassy in Qatar from 2000-2003. Other overseas assignments have included Yemen, Ethiopia, Syria, and Egypt.

Ambassador Ereli earned a bachelor's degree from Yale University and a Master's degree from the Fletcher School of Law and Diplomacy. Before joining the diplomatic service, Ambassador Ereli lived in Paris, France, where he worked as a journalist and the director of a human rights NGO. Ambassador Ereli speaks French and Arabic.



Summit Speakers



Matthew P. Goodman, *Simon Chair in Political Economy, Center for Strategic and International Studies*

Matthew P. Goodman holds the William E. Simon Chair in Political Economy at CSIS. Previously, he was White House coordinator for Asia-Pacific Economic Cooperation (APEC) and the East Asia Summit (EAS), where he oversaw U.S. policy development in those forums. Prior to that, he served as director for international economics on the National Security Council staff and was responsible for the G-20, G-8, and other international forums. Prior to joining the White House, Goodman was senior adviser to the under secretary for economic, energy, and agricultural affairs at the U.S. Department of State. He also worked with the deputy secretary of state on the Quadrennial Diplomacy and Development Review (QDDR).

Goodman has extensive experience in both the public and private sectors. Before joining the Obama administration in August 2009, he worked for five years at Albright Stonebridge Group, a global business advisory firm based in Washington, D.C., where he was managing director in charge of the firm's Asia practice. From 2002 to 2004, he served at the White House as director for Asian economic affairs on the staff of the National Security Council. From 1988 to 1997, he worked as an international economist at the U.S. Treasury Department, including five years at the U.S. embassy in Tokyo, where he served as financial attaché. His private-sector experience includes five years at Goldman, Sachs & Co., where he headed the investment bank's government affairs operations in Tokyo and London. His publications include *Crafting U.S. Strategy toward Asia* (CSIS, 2008), with Charles W. Freeman III, and "U.S. Economic Diplomacy Towards Asia," in *The New Economic Diplomacy: Decision-Making and Negotiation in International Economic Relations* (Ashgate, 2011). He has contributed numerous articles and op-eds to the *Financial Times*, *Nihon Keizai Shimbun*, and other publications. Goodman holds an M.A. in international relations from the Johns Hopkins School of Advanced International Studies and a B.S. in economics from the London School of Economics and Political Science.



Summit Speakers



Martha Kanter, Under Secretary of Education, United States Department of Education

Martha J. Kanter was nominated by President Barack Obama on April 29, 2009 to be the under secretary of education and was confirmed by the Senate on June 19, 2009. Kanter reports to Secretary of Education Arne Duncan and oversees policies, programs, and activities related to postsecondary education, adult and career-technical education, federal student aid, and five White House Initiatives on Asian Americans and Pacific Islanders, Educational Excellence for Hispanics, Historically Black Colleges and Universities, Tribal Colleges and Universities, and Faith-Based and Neighborhood Partnerships. To spur education, economic growth and social prosperity, Kanter is charged with planning and policy responsibilities to implement President Obama's goal for the U.S. to have "the best educated, most competitive workforce in the world by 2020" as measured by the proportion of college graduates over the next decade. Under Secretary Kanter and her team are keenly focused on improving college access, affordability, quality, and completion to implement President Obama's American Graduation Initiative.

In her first two years as under secretary, the successful implementation of the Direct Student Loan program resulted in a 50-percent increase in college enrollment, growing from 6 to 9 million students today who are Pell Grant recipients. Kanter and her team are working closely with postsecondary partners from across the nation to boost American innovation and competitiveness with an ambitious college completion agenda, teacher quality reforms, adult education program improvements, modernization of career-technical education, and a new partnership with the U.S. Department of Labor that has announced the first \$500 million of a \$2 billion federal investment to increase quality, graduation, and employment opportunities for community college students.

From 2003 to 2009, Kanter served as chancellor of the Foothill-De Anza Community College District, one of the largest community college districts in the nation, serving more than 45,000 students with a total budget of approximately \$400 million. She is the first community college leader to serve in the under secretary position. In 1977, after serving as an alternative high school teacher in Massachusetts and New York, she established the first program for students with learning disabilities at San Jose City College (Calif.). She then served as a director, dean and subsequently vice chancellor for policy and research for the California Community Colleges Chancellor's Office in Sacramento. In 1990, she returned to San Jose City College as vice president of instruction and student services until she was named president of De Anza College in 1993, serving in this position for a decade until her appointment as chancellor.

Under Secretary Kanter holds a doctorate in organization and leadership from the University of San Francisco. She received her master's degree in education with a concentration in clinical psychology and public practice from Harvard University, and a bachelor's degree in sociology from Brandeis University. Kanter holds honorary degrees from Palo Alto University, Chatham University, Lakes Region Community College, Moraine Valley Community College and the Alamo Colleges.



Summit Speakers



Cheryl Mills, Counselor and Chief of Staff to Secretary of State Hillary Clinton

Ms. Cheryl Mills is the Counselor and Chief of Staff to Secretary of State Hillary Clinton. As Counselor, Ms. Mills is a principal officer who serves the Secretary as a special advisor on major foreign policy challenges and provides guidance to department bureaus with respect to such matters. Ms. Mills currently is leading the Department's interagency global hunger and food security initiative and diplomacy and development efforts in Haiti. As Chief of Staff, Ms. Mills manages the Secretary's staff and provides policy and managerial support to the Secretary in administering operations of the Department.

From 2002 to 2009, Ms. Mills served as Senior Vice President at New York University. During her tenure at NYU, Ms. Mills was Senior Vice President for Operations and Administration, supervising business operations of the University; Senior Vice President and General Counsel, supervising the Office of Legal Counsel, and Senior Vice President supervising the Offices of Legal Counsel, Public Safety, Compliance and Risk Management. Ms. Mills also served as Secretary to the Board of Trustees.

From 1999 to 2001, Ms. Mills was Senior Vice President for Corporate Policy and Public Programming at Oxygen Media, where she oversaw public policy, communications and philanthropic and community initiatives; she also co-directed Oxygen's legal and political programming.

Prior to joining Oxygen, Ms. Mills was Deputy Counsel to the President at the White House, where she supervised 35 attorneys and staff. Ms. Mills' legal experience also includes serving as Associate Counsel to the President, as Deputy General Counsel of the Clinton/Gore Transition Planning Foundation, and as an associate at the Washington, D.C. law firm of Hogan and Hartson where she represented various school districts seeking to implement the promises of *Brown v. Board of Education*.

Ms. Mills received her Juris Doctor degree in 1990 from Stanford Law School, where she was elected to the *Stanford Law Review*. She received her Bachelor of Arts from the University of Virginia, where she graduated Phi Beta Kappa.



Summit Speakers



John Sexton, *President, New York University*

John Sexton, President of New York University, also is the Benjamin Butler Professor of Law and NYU Law School's Dean Emeritus. He joined the Law School's faculty in 1981, was named the School's Dean in 1988, and was designated the University's President in 2001.

President Sexton is a Fellow of the American Academy of Arts and Sciences, a member of the Council on Foreign Relations, and a past member of the Executive Committee of the Association of American Universities. He is past Chair of the American Council on Education, the New York Academy of Sciences and the Commission on Independent Colleges and Universities of New York. He has served as the Chairman of the Board of the Federal Reserve Bank of New York and Chair of the Federal Reserve Systems Council of Chairs. He also serves on the Board

of the Institute of International Education.

Before coming to NYU, President Sexton served as Law Clerk to Chief Justice Warren Burger of the United States Supreme Court (1980-1981), and to Judges David Bazelon and Harold Leventhal of the United States Court of Appeals (1979-1980). For ten years (1983-1993), he served as Special Master Supervising Pretrial Proceedings in the Love Canal Litigation. From 1966-1975, he was a Professor of Religion at Saint Francis College in Brooklyn, where he was Department Chair from 1970-1975. President Sexton is passionate about teaching; in Academic Year 2011-2012, he is teaching four full courses.

President Sexton received a B.A. in History (1963) from Fordham College; an M.A. in Comparative Religion (1965) and a Ph.D. in History of American Religion (1978) from Fordham University; and a J.D. magna cum laude (1979) from Harvard Law School.



National Priorities: Recent Trends & Future Developments Australia



International Education Advisory Council

In October 2011, the Minister for Tertiary Education, Senator Chris Evans announced a new International Education Advisory Council to help inform the Government's development of a five year national strategy to support the sustainability and quality of the international education sector in Australia.

The Council is chaired by Dr. Michael Chaney AO, Chair of the National Australia Bank. Membership comprises eminent people from across Australia's education and business sectors including the Hon Bruce Baird AM, who headed the review of the Education Services for Overseas Students Act and former West Australian Premier, the Hon Dr. Geoff Gallop AC.

Australian Education International (AEI) in the Department of Industry, Innovation, Science, Research and Tertiary Education (DIISRTE) provides the secretariat for the Council.

ESOS Review and Implementation

Australia's reputation as a provider of high quality education with high standards of student support and welfare is central to success in international education. In August 2009 the Hon Bruce Baird was requested to review the Education Services for Overseas Students (ESOS) Act 2000 and report back to the Government with changes designed to ensure Australia continues to offer world-class quality international education.

Following extensive consultation with the international education sector and the release of the final report, the Government indicated its intention to implement a number of recommendations immediately and consult further with the international education sector on its response to the remaining recommendations.

The first tranche of legislative change was enacted in April 2011 with a focus on strengthening registration, risk management, enforcement options and complaints handling including expanding the role of the Commonwealth Ombudsman for external complaints relating to private providers.

The legislation to support the second stage of the implementation was enacted in March 2012. The centrepiece of this second phase is the Tuition Protection Service (TPS) which will commence operations from 1 July 2012 as a single mechanism to place students when a provider cannot deliver the agreed course and does not meet its default obligations.

The amendments include the new Tuition Protection Service (TPS) and complementary initiatives including:

- limiting the amount of pre-paid course fees that may be collected by providers for courses longer than 24 weeks to no more than 50% of course fees prior to commencement (at any time) and after commencement, no more than 2 weeks before the start of the second study period
- a requirement on private providers to keep initial pre-paid fees in a separate account until a student commences study
- strengthening record-keeping obligations
- establishing a national registration system which will allow the registration of providers who operate across jurisdictions.



National Priorities: Recent Trends & Future Developments Australia



The Baird Review also recommended a number of changes to the National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007 (National Code). Over the coming months there will be further consultation on proposed changes to the regulations and the National Code including changes to written agreements, transfer arrangements and improvements to the information providers must make available to students.

TEQSA and ASQA

2011 saw the creation of two new national regulatory bodies that on 1 July 2012 will take full responsibility for the registration, compliance monitoring and enforcement of international education providers. The Australian Skills Quality Authority (ASQA) is the national regulator for Australia's vocational education and training sector while the Tertiary Education Quality and Standards Agency (TEQSA) is Australia's regulatory and quality agency for higher education. The establishment of the two regulators will play a vital role in strengthening regulatory activities in relation to international education across Australia.

Improving the student experience

International students expect that the quality of their education will be high and hope that it will form the basis of a successful career. International students' non-academic needs have to be supported by a range of local government, cultural, community and professional networks.

In 2010 all Australian states and territories and the Australian Government launched a range of initiatives aimed at supporting students under the auspices of the International Students Strategy for Australia (ISSA). The ISSA focuses on four action areas: student wellbeing; quality of education; consumer protection and better information – and outlines twelve initiatives that governments have agreed to implement. These actions will help ensure that international students can make informed choices and have a positive study and life experience in Australia and acquire skills that equip them for a successful future.

The 2010 Australian International Student Survey shows that the majority of students were satisfied or very satisfied with their living experience in Australia. The top four factors influencing tertiary students' decision to study in Australia were:

- quality of teaching (94%)
- reputation of the qualification from their chosen education institution (93%)
- personal safety (92%), and
- reputation of the institution (91%).

A similar national survey is to be conducted in 2012.

As part of the ISSA, the Government supports the annual international student roundtable. The roundtable enables international students to discuss the challenges and opportunities that impact on their study and living experience. The second International Student Roundtable was convened in Canberra in August 2011 and brought together 30 students from 18 countries undertaking higher education undergraduate and postgraduate degrees, VET diplomas, university



National Priorities: Recent Trends & Future Developments Australia



foundation courses and intensive English language courses. The roundtable presented a communiqué to the Government with recommendations in five key areas: the education experience, social inclusion, cost of living pressures, safety and welfare, and visa related matters. The communiqué was presented to COAG in the context of its annual review of the International Students Strategy for Australia.

Student Visas – the Knight Review

A major review of the student visa program was commissioned in December 2010 to consider the integrity of the student visa program and to review the requirements for student visa applicants. The Hon Michael Knight AO reported the findings of his strategic review of the student visa program to the Government in June 2011. The Australian Government supported all 41 recommendations in principle in September 2011.

Streamlined visa processing is a key measure of the Government's response and became available from 24 March 2012. It treats all student visa applicants for study at bachelor or higher level courses at universities, irrespective of their country of origin, as low migration risk meaning a less onerous process for these applicants. This measure recognises that the Australian university sector has a track record of providing high-quality international education with low levels of risk. The Government has also taken steps to support the competitiveness of the VET sector by reducing the financial requirements for students based in countries assessed as higher risk for migration purposes.

Students undertaking a higher degree by research will especially benefit from these measures as it will become more attractive for these students to study in Australia through streamlined processing of their visas, access to a three or four year post-study work visa, unlimited work rights during study and the prospect of a six month visa extension for the purpose of interactive marking of their thesis.

New Brand – Future Unlimited

The new brand for Australia's international education sector, *Future Unlimited* was announced and launched at the 2011 NAFSA Conference and Expo. The new branding operates in conjunction with a broader national branding campaign, *Australia Unlimited*, launched in 2010. The initiative aims to refocus attention on the benefits of Australian educational qualifications, and the doors they open for international students. The new branding aims to reposition Australia as a premium education destination, rather than simply a great place to live while you study. Australia has traditionally relied on its affordability, spectacular natural environment and friendly lifestyle to attract overseas students. *Future Unlimited* highlights the quality of Australian teaching and institutions, their global relevance and progressive outlook.

For more information about any of these initiatives please visit www.aei.gov.au or email aeicommunications@deewr.gov.au.



National Priorities: Recent Trends & Future Developments Brazil



BRAZIL – New Initiatives in Higher Education

Brazil is a fast changing country. As a developing nation, it is growing at robust rates (average 4% throughout the past decades), reducing inequalities, all without sacrificing its macroeconomic stability. After the lost decade of the 80s and the deep economic adjustments of the 90s, the country, in the last 10 years, has resumed sustainable growth. This has been achieved through a combination of fiscal and monetary measures with social policies designed to eliminate hunger and alleviate poverty. In addition, Brazil's democratic institutions are solid and stables.

As a result, millions of people were lifted out of poverty and have helped to bolster the economy by joining the workforce. In today's complex society, however, new challenges are due to appear in the long road towards development. To cope with them, innovative actions are required; and education plays a pivotal role in this process.

Brazil has reached significant improvement in basic education in the last decades, making possible that every child has his/her access to schooling guaranteed. Yet, there is much to be achieved. A major challenge today concerns the effectiveness of teaching and of learning in primary and secondary schools. An even higher challenge concerns to mathematics and science education.

In order to offer a better education for the younger generations, Brazil has been investing in building up a highly qualified workforce for the public system of Higher Education Institutions, specially at the post-graduate level. As a result, in 2010, Brazil was amongst the 20th most productive countries in publishing in international scientific journals, and today is ranked on the 13th position.

In line with the country's development objectives, in 2011 the Brazilian Government has approved an Action Plan called *Science Without Borders* to invest in expanding study abroad scholarships at the higher education level. The federal government will fund 75,000 scholarships up to 2015. Another 25,000 scholarships are to be granted through the private sector support and partnerships. Those 100,000 scholarships will allow an intense mobility of students and researchers to and from the most qualified universities in all countries. A total of about US\$ 2.5 billion is the estimated cost for the 4 years whole program.

Most of the scholarships will cover areas with an important technological impact, such as Engineering, Exact and Earth Sciences, Mathematics, Energy, Sustainable Development, Environment, Agriculture, Biotechnology and Health. Other areas will be open, depending on availability and demand.

The Action Plan will enable these 100,000 young Brazilian academics to train their skills in high-level science production and development, while boosting bilateral and other international partnerships in the fields of scientific and technological research as well as in higher education.



National Priorities:

Recent Trends & Future Developments

Brazil



The expectation is that their subsequent absorption in government and private sector will significantly strengthen the national capacity for collaboration in science, technology, and innovation needed to increase the pace of economic and growth and social prosperity.

Briefly, the scholarships to be awarded include:

- **Undergraduate Sandwich Grants** with pre-academic, academic, and internship components;
- **Graduate Sandwich Grants** with priorities to candidates already accepted to programs abroad and fluent in English;
- **Graduate PhD Programs** with priorities in technological fields;
- **Post-Doctoral training** for candidates with doctoral degree who will spent a certain period developing a research project at an institution abroad;
- **Professional Training** for specific industry or business needs, including staff at international offices of Brazilian universities, research centers, and businesses;
- **Senior Researchers** for joint US-Brazilian research projects;
- **Special Visiting Scholars** for international scientific leadership (scientists) who can come to Brazil for short periods and bring research staff to interact with Brazilian scientists and students.

This national initiative means serious investments in education. Yet, this endeavor cannot be achieved in an isolated way. It requires increasing international collaborative efforts. As the sixth largest world economy, Brazil has the potential and the responsibility to reaffirm its commitment towards making the world a safer and more just place for all societies. This can only be achieved by working with other nations on issues of shared importance, like education, agriculture and food security, alternative energy, environmental sustainability, and public health. Together, Brazil, the United States of America and many other nations have common interests in this regard, and can and should be partner in this endeavor.

In this regard, it is a privilege to be able to share with others this special moment of our country in the hope that we can establish new and strong collaborative partnerships in education, science and technology.



National Priorities:

Recent Trends & Future Developments

Canada



Canada recognizes that international education is a pillar in fostering strong economic ties, building human capacity and strengthening bilateral relations in today's global economy. Canada is currently in the process of enhancing the "Edu-Canada Initiative" by building upon 5 years of successful collaboration with partners and stakeholders across Canada. In 2012, Canada will implement a revised and strengthened International Education Strategy to attract highly qualified international students and researchers; and to further academic collaboration in research and academic exchange between Canada and priority markets.

The Federal Budget 2011 allocated \$5 million per year to develop and implement an enhanced International Education Strategy to reinforce Canada as a country of choice to study and conduct world-class research. An Advisory Panel to steer the development of this International Education Strategy was announced in October 2011 with the mandate to make recommendations on education marketing as well as strengthening engagement with emerging key markets, attracting the best and brightest students, encouraging Canadians to study abroad, expanding the delivery of Canadian education services on the international stage, and building, expanding and ensuring greater partnerships between Canadian and foreign institutions. The Advisory Panel completed a consultation and engagement process with Canadian partners and stakeholders and conducted a fact-finding tour to key markets in Asia at the end of February 2012. Final recommendations on how to achieve these objectives and to contribute to Canada's prosperity agenda will be submitted to the Ministers of International Trade and Finance by summer 2012.

Education falls under provincial/territorial jurisdiction in Canada which allows for a competitive, strong and diverse educational offering. The 13 provinces and territories continue to be very active on the international stage through the Council of Ministers of Education, Canada (CMEC) which represents the Ministers of Education. In July 2011, the Provincial and Territorial Ministers Education and of Immigration released "An International Education marketing Action Plan for Provinces and Territories" that outlines jurisdictional objectives in attracting and retaining a greater number of international students.

At the federal level, Foreign Affairs and International Trade (DFAIT) has the mandate to promote Canada as a study and research destination for international students, working closely with provincial and territorial governments.

Attracting international students, creating bilateral research agreements and enriching learning opportunities in the classroom remain the cornerstone of Canada's international education priorities. An education Brand "Imagine Education au/in Canada" has been embraced by provincial/territorial partners with delivery across priority markets that were established in consultation with the entire sector. As a result of the Edu-Canada Initiative and increased efforts by the sector as a whole, Canada has 239,131 international students studying in Canada as of December 2011. This marks a 36.1% increase over 2007 figures when the initiative started.

Canadian Embassies, High Commissions and Consulates now organise some 170 education promotion events in more than 75 countries. The education sector has broadly been adopted as a priority, leveraging the international network of our trade and education officers.

A 2009 report commissioned by DFAIT indicated that international students in Canada contributed CA \$6.5 billion to the Canadian economy and over \$291 million in government revenues. They also spurred economic activity that sustained jobs for over 83,000 Canadians.



National Priorities: Recent Trends & Future Developments Canada



An update to the report has been commissioned and indications are that the economic benefit to the Canadian economy has grown significantly.

Canada's Comparative Advantages

Canada's education reputation is consistently positive. Canadian education institutions are of a high quality and offer good value in terms of the quality/costs ratio. Pedagogy in Canada is based on a student-centred approach. Canadian universities offer a high level of research and development and our community colleges have strong links to industry. Canada is a bilingual and multicultural society that promotes the values of democracy, tolerance and equality.

Scholarship mechanisms

Foreign Affairs and International Trade (DFAIT) offers over 900 annual scholarships to international students of which over 75% are offered to students from Latin America and the Caribbean, including through the Emerging Leaders in the Americas Program (ELAP). These scholarships seek to build longstanding societal relationships between Canada and other countries. The Vanier Canada Graduate Scholarships for the PhD level and the Banting Post-Doctoral Fellowships for international researchers who have recently completed their PhD, PhD-equivalent or health professional degree are also available to international students.

Work opportunities for international students

Citizenship and Immigration Canada offers several programs that allow international students to work during and after their studies in Canada. The Off-Campus Work Program allows eligible students to work up to 20 hours a week during the school year and full-time during holidays.

Under the Post-Graduate Work Program, eligible students can receive a work permit for up to 3 years in Canada after graduation. The Canada Experience Class (CEC) allows Graduates of eligible post-secondary institutions with at least 1 year work experience to apply for permanent resident status with the possibility of Canadian citizenship 3 years later. Nominee Programs of certain provincial governments are even more generous.

Significant events

Key education initiatives will translate into long-term benefits for the education sector. In February 2012, more than 7,000 scientists attended the Advancing Science, Serving Society (AAAS) conference in Vancouver, British Columbia. Recognized as one of the most important general science venues, Canada was proud to host this important event while showcasing examples of Canada's research clusters and centres of excellence. Events such as these further support a key theme in our Budget 2012: Supporting Entrepreneurs, Innovators and World-Class research as a key driver of the Canadian economy.

The Conference of the Americas on International Education which was launched in Canada in October 2010, has held the second edition in Rio de Janeiro, Brazil, from April 25 to 28, 2012. The Governor General of Canada led a delegation of over 30 Canadian university presidents to the Conference. The delegation was the largest of its kind to travel outside of Canada.



National Priorities: Recent Trends & Future Developments Canada



In May 2012, more than 1,000 education leaders from the World Federation of Colleges and Polytechnics will converge in Nova Scotia, Canada, for the 2012 World Congress “Driving the Global Economy”. Meetings will stimulate dialogue on the profound influence of education on societies, communities and urban and rural communities.

Future trends

Edu-Canada’s current research and intelligence gathering efforts indicate that the worldwide demand for education services will continue to grow, although the percentage increase globally is subject to debate. The number of international students choosing to study in Canada increases significantly every year and there is scope to focus on key or emerging markets. Canada has the capacity to increase international student enrolment while ensuring quality.

Education in Canada is characterised by the diversity of its offering which uniquely positions Canada to appeal to a wide range of international students. The enhanced Canadian International Education Strategy will continue positioning Canada as a country globally engaged in human capital development.



National Priorities: Recent Trends & Future Developments China



National Priorities in Promotion and Internationalization of Higher Education:

Recent Developments and Future Trends in China

Speech at the 2012 International Education Summit

—Dr. LIU Jinghui, China Scholarship Council

I'm very glad to attend the 2012 International Education Summit on behalf of China. In the 21st century, with the rapid globalization of society over recent decades, the internationalization of higher education, which is decisive to the nation's wisdom and personnel reserve, has become one of the crucial factors to China's comprehensive national strength and international competitiveness.

Internationalization has been embedded into Chinese higher institutions, including education concept, talent cultivation, discipline construction, curriculum design, faculty training, teaching, and research. The traditional model for higher education has been overthrown by constantly growing enrollment in universities, intensive involvement in international conferences, cross-national research, and various regional and global association of universities, which lead to the reshaping of relations between university and government, university and society, and university and the market.

The internationalization of higher education has brought China great opportunities for development. As one of the beneficiaries of economic globalization, China enjoys many advantages brought by higher education internationalization.

According to statistics from 2010, there are 2,723 higher education institutions in China. China has entered the phase of the massification of higher education with a total enrollment of 31,050,000 students and a gross university enrollment rate of 26.5%. Constant input from the Government has guaranteed the standing development of education. In 2012, 4% of China's GDP will be used to support education.

Priority has been given to higher education internationalization, and the Government will continue its support by means of policy design, financial input, and project construction.

Policy Design and National Strategies

In 2010, the Chinese Government launched the National Outline for Medium and Long-term Educational Reform and Development for education, personnel training and science and technology, which forms the national policy framework for the strategies of innovating China through science, education, and human resource development.

Chapter 16 of the National Outline for Medium and Long-term Educational Reform and Development is focused on promoting educational exchanges and cooperation. It stresses that it is essential to enhance higher education internationalization and to train talented students imbued with global vision, well-versed in international rules, and capable of participating in international affairs and competition. It stipulates concrete methods for internationalization, which include introducing high-quality education resources overseas, encouraging Chinese-foreign cooperative education, supporting joint research, and promoting academic mobility.



National Priorities: Recent Trends & Future Developments China



Measures

1. *Promoting educational internationalization through people-to-people exchange*

Several people-to-people exchanges have been established to promote international cooperation and education internationalization, including those between China-U.S., China-Russia, China-UK, and China-EU.

2. *Supporting study abroad programs*

The principles for the Chinese Government on study abroad are “supporting study overseas, encouraging returns and allowing the scholars freedom of going abroad and returning to the country.” In 2011, the number of students and scholars studying abroad reached 33,970,000 with 13,000 sponsored by CSC. In addition to the new awardees of 2011, CSC sponsored 23,000 fellows who are currently studying overseas. The Chinese Government will set up various scholarship schemes and provide 50,000 scholarships and fellowships for students and scholars to study abroad till 2015.

3. *Encouraging studying in China*

In the Plan for Studying in China published by the Chinese government in 2010, great importance is attached “to increase the number of international students studying in China, to establish more Chinese government scholarship programs, to optimize the level and category of international students.” It is also put forward in the Plan that by 2020, the number of international students in China is expected to reach five hundred thousand (500,000). Looking at studying in China programs broadly, there were 292,611 international students from 194 countries and regions studying in China in 2011, with 25,687 on Chinese Government Scholarships. The Chinese Government has continuously encouraged international student education. Concrete policy support, continuous reform, and increasing input from the government has made the studying and living environment for international students friendly.

4. *Innovating Chinese-foreign cooperative education*

The Chinese Ministry of Education supports the Chinese-foreign cooperation in running schools both in China and overseas. There are already some successful examples in China, like the University of Nottingham Ningbo China and the New York University in Shanghai.

5. *Introducing talents overseas*

The Government supports universities in introducing celebrated professors, researchers and academic teams, and professional education administrators overseas. A national plan called the “Thousand Talents Plan” has been established.

6. *Promoting Chinese language internationally*

China will continue supporting the set up of Confucius Institutes and providing Chinese language and cultural teaching resources and services worldwide.

7. China will further the mutual recognition of degrees with other countries and the recognition of credits between universities.



National Priorities: Recent Trends & Future Developments China



8. Further supports will be given to a joint research and the establishment of joint research center and Base of Production, Education & Research.

Dear participants, ladies and gentlemen, the Chinese Government proposes to construct a harmonious society. I believe higher education institutions will become, and actually have become, an indispensable part of civilization and prosperity. Thank you for your support to China's higher education internationalization, and we look forward to working with you in the future.



National Priorities:

Recent Trends & Future Developments

European Union



The European Union's Agenda

One of the most understated consequences of the shift towards a globalised knowledge economy is that talent attracts capital more effectively than capital attracts talent. Countries with high proportions of graduates and effective education systems also tend to have high levels of foreign direct investment and innovation. And education pays also for the individual: be it in times of growth or recession, European graduates are far less likely to be unemployed than non-graduates.

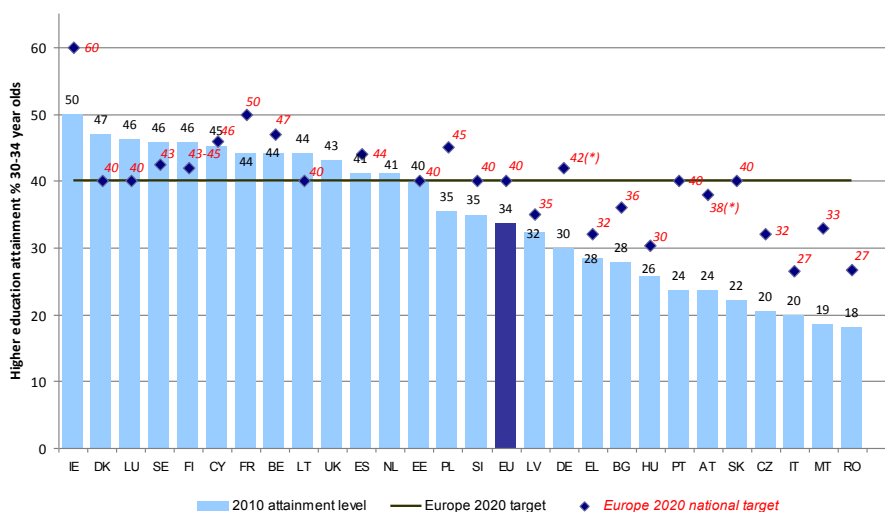
The 27 Heads of Government of the European Union (EU) have acknowledged the importance of enhancing the contribution of higher education, by identifying it as one of the five top priorities of the "Europe 2020 strategy", the EU policy framework to promote growth, innovation and jobs.

A key priority of this strategy is to increase attainment levels: the EU has a headline target for 40% of 30-34 year olds to hold a higher education or equivalent-level qualification by 2020. The current EU-wide average for this age group is 33,6%, but it masks considerable diversity between the 27 countries: Ireland and Scandinavia are already well above 40%, while the Czech Republic, Italy, Romania and Slovakia started from lower levels and have yet to reach 20%. There are 19 million students in the EU today, and 1.5 million academic staff, in 4,000 higher education institutions (HEIs). The EU skills agency, CEDEFOP, predicts that by 2020, 35% of all jobs in the EU will require graduate-level qualifications, whereas only 26% of workers are qualified to this level today.

But raising attainment levels is not enough: the quality and relevance of education and research programmes and the capacity of HEIs to innovate are just as crucial for the contribution of higher education to growth and jobs. Discipline-specific knowledge must be underpinned by transferable skills, especially in ICT, creativity and entrepreneurship. Aiming to develop the Europe 2020 priorities, the European Commission's 2011 strategy for Modernising Higher Education Systems highlights that, in all these areas, greater internationalisation – of institutional faculties, student cohorts and cooperation partnerships – can and should play a key role.

From an EU perspective, there are two priority aspects of internationalisation: intra-European, i.e. between EU countries and European HEIs; and global, i.e. beyond Europe's higher education area. Within the EU, the inter-governmental cooperation developed through the Bologna Process, along with EU funding programmes such as Erasmus or the Research Framework Programmes, and the EU's own peer learning and policy development, have led to a significant "Europeanization" of higher education. Thus, both at policy and system level, higher education in the EU has become more comparable and compatible as degree structures and quality assurance systems have been harmonised. Common tools for cooperation and exchange such as the *European Qualification Framework* and the widespread use of the *European Credit Transfer and Accumulation System* (ECTS) allow the recognition of periods of

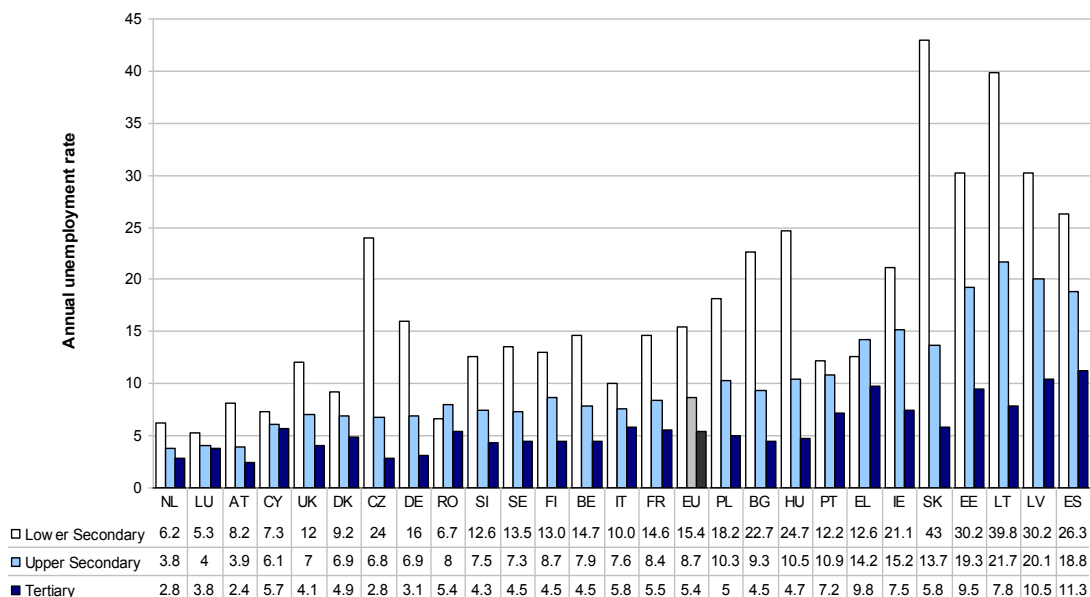
A. EU Higher education attainment by country: Europe 2020 headline target of 40%



National Priorities: Recent Trends & Future Developments European Union

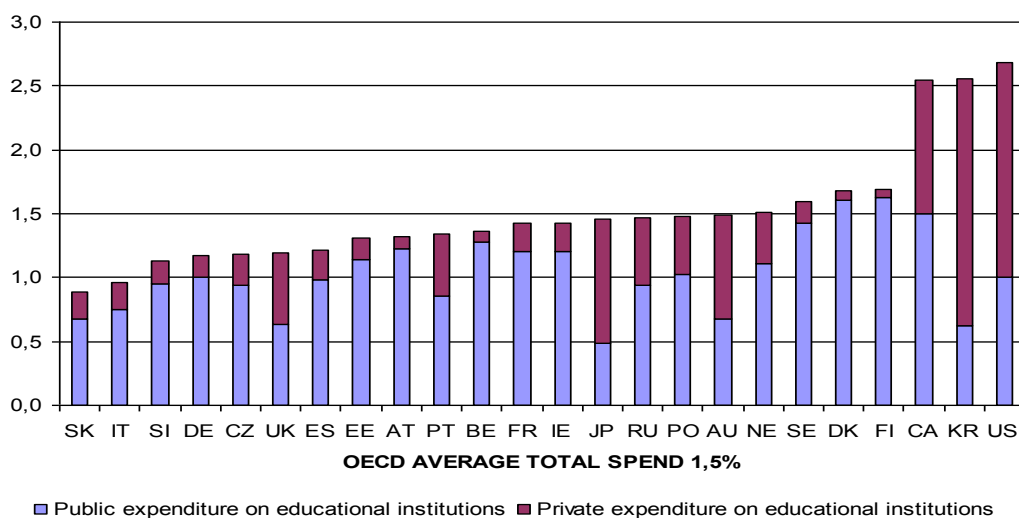


B. How does educational attainment relate to employability in the EU?



Source: Eurostat, EU Labour Force Survey

C. Public and private expenditure on tertiary education as % GDP



Source: Education at a Glance 2011; OECD Indicators

Austral AU	Austria AT	Belgium BE	Bulgaria BG	Canada CA	Cyprus CY	Czech Republic CZ	Denmark DE	Estonia EE
Finland FI	France FR	Germany DE	Greece EL	Hungary HU	Ireland IE	Italy IT	Japan JP	Korea KR
Latvia LV	Lithuania LT	Luxemburg LU	Malta MT	Netherlands NE	Poland PO	Portugal PT	Romania RO	Russia RU
SlovakSK	Slovenia SI	Spain ES	Sweden SE	Un.King UK	USA: US			



National Priorities:

Recent Trends & Future Developments

European Union



studies abroad. ECTS has been essential for cooperation within Europe: in the last academic year, this system was used in all EU countries and in 21 of them it had been applied to over 75% of all higher education programmes.

The European Commission, the executive body of the EU, supports mobility and international partnerships between individuals and institutions through several types of policy instruments and funding programmes:

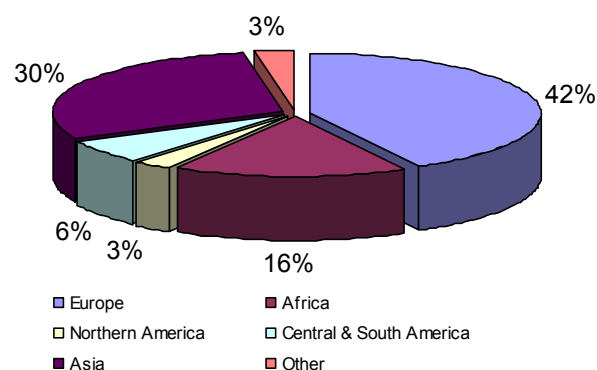
- Attracting more international students: Europe already attracts a high proportion of international students, but it is enhancing its efforts; it also provides support to alumni associations, as the best ambassadors for EU programmes and European HEIs worldwide;
- International benchmarking of HEIs: the EU is developing a multi-dimensional ranking tool, to facilitate international comparison of HEIs in a wider range of areas than traditional rankings with their clear focus on research output. This on-going initiative is also conceived as a means to encourage institutions to profile themselves more strongly by focusing on their areas of strength;
- Boosting cooperation in teaching and learning, through partnerships, staff exchange and joint programmes between HEIs;
- Stimulating greater international cooperation in research and innovation: joint research projects and partnership between higher education, research and business;
- The "Bologna Policy Forum" brings together European and non-European countries in a platform for exchanging experience in the internationalisation of higher education.

Academic Mobility:

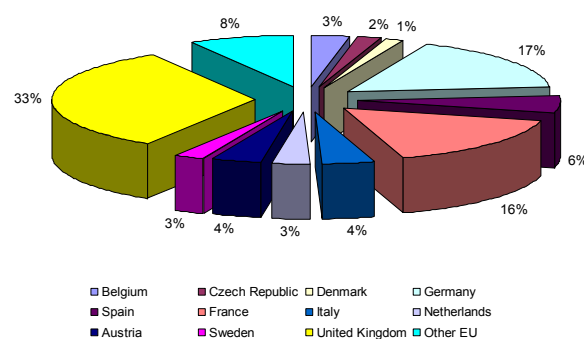
Global international student mobility has accelerated dramatically since the late 1990s along with increasing tertiary enrolment, and will continue to do so. The EU is already an attractive destination for, and a significant source of, international students: it is the most popular destination region, hosting more than 1.5 million international students (over 1/3 of the total). While the majority of the world's youth studying abroad come from Asia (52%), almost a quarter (23%) are European.

Mobility is and will remain a top priority for the EU: education ministers have set a Europe-wide target that at least 20% of HEI students should have a study or training period abroad. Again, this average rate hides significant country variations: the target is ambitious for some EU countries such as the UK, with traditionally low outgoing mobility rates, whereas Germany has set its own national target of 50% mobility by 2020 for its graduates.

D. Where do the 1.5 million students in the EU who study outside their home country come from?



E. Where do these 1.5 million students study within the EU?



Source: Eurostat (2009)



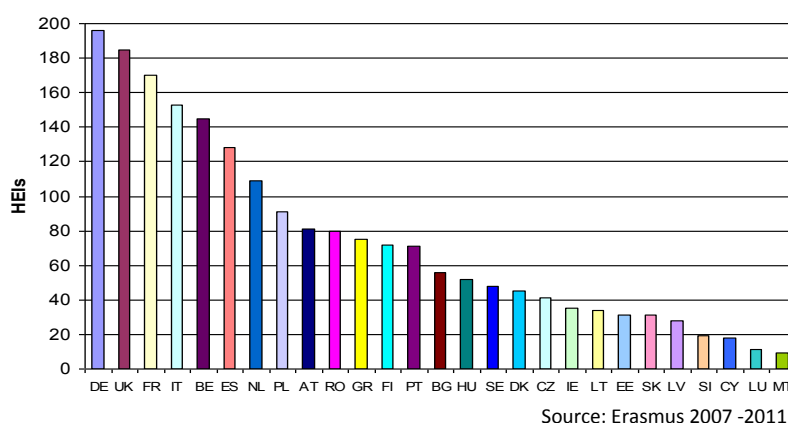
National Priorities: Recent Trends & Future Developments European Union



For the period 2007 to 2013, the EU budget has a €7 billion education and training programme, which funds a range of international cooperation activities for schools, higher education, vocational education and training, and adult education, including exchanges, study visits and networking activities. Projects benefit not only individual students and learners, but also teachers, trainers and all others involved in education and training. These EU activities complement and incentivise the 27 countries' efforts to modernise and internationalise their higher education systems.

As concerns higher education specifically, the flagship EU programme "Erasmus" celebrates its 25th anniversary this year, having supported over 2.5 million students to move to another country in Europe. In addition, more than 50,000 researchers have also pursued excellence in another European or worldwide destination as a result of the EU researcher mobility programme "Marie Curie Actions" which promotes both academic mobility and mobility between the public and private sectors to stimulate innovation.

E. Around 2,000 Higher Education Institutions in Europe have participated in advanced co-operation under the Erasmus programme in the last 5 years



For the period 2014 to 2020, the EU countries and the European Parliament are currently discussing a European Commission proposal for a new EU common Programme for mobility and cooperation in education, training, youth and sport, tentatively entitled Erasmus for All. The proposal foresees a budget of 19, 5 billion Euros over 7 years (approx. 26 billion USD), i.e. a 70% increase compared to the current EU education programme and the biggest increase of all EU budget chapters. In headline terms, "Erasmus for All" aims to provide grants to 5 million people to study, train or volunteer abroad, twice as many as currently benefit.

Erasmus for All will focus its financial resources on supporting the Europe 2020 strategy: to equip people with the skills and transferable competences they need to find a good job and build a successful career, e.g. adaptability, problem solving, team working, entrepreneurship. It aims to enhance the systemic impacts of mobility, in particular by supporting 1 million teachers, trainers, and education staff to acquire new skills abroad. Erasmus for All will also mainstream the current programmes, and offer non-EU countries, their HEIs and their academic staff and students greater levels of support under the same delivery mechanisms as their counterparts in the EU.

Institutional Co-operation:

When it comes to cooperation with non-European countries and HEIs, the current Erasmus Mundus programme (2007-2013) enhances quality in higher education, through scholarships and academic cooperation between the EU and the rest of the world, offering joint Masters and Doctorates at the highest level, partnerships with non-European HEIs and scholarships for students and academics, as well as projects promoting European higher education worldwide.



National Priorities:

Recent Trends & Future Developments

European Union

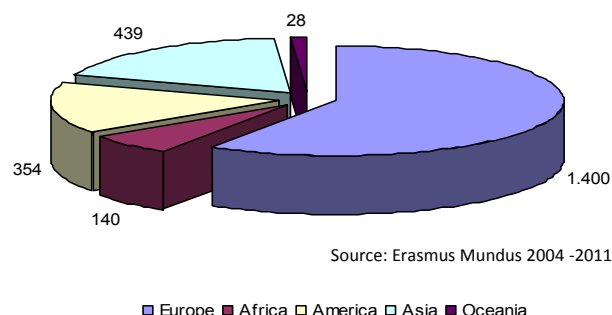


HEIs are increasingly seeking to establish with their international counterparts deeper partnerships than those offered by traditional study-abroad programmes. Joint degrees are one of the most promising forms of academic cooperation, as a vehicle not only for student mobility but also to deepen transnational co-operation in curricula development, quality assurance and mutual recognition of qualifications. This is an area where the EU has already gained valuable experience, which will be a top priority of the "Erasmus for All" programme for 2014-2020.

Erasmus Mundus is complemented by a variety of regional initiatives with industrialised countries, European neighbourhood countries, Latin America, Africa etc., all with the twin aims of mutual learning, comparison and exchange of good practice as well as advancing the EU as a centre of excellence in education and training.

"Tuning the educational structures of the world" is an example of a European funded initiative which has been successfully exported to other parts of the world through various regional cooperation programmes. It is a faculty-driven process, applying a student-centred perspective to programmes of specific academic disciplines, through looking at and "fine-tuning" educational structures. Starting off as a European project stemming from the challenges of the Bologna process, Tuning projects have now been carried out successfully in Latin America, Russia and the US, and a pan-African Tuning project has recently been initiated.

F. More than 2,300 Higher Education Institutions have participated in [Erasmus Mundus](#) to date:



For the 2014-2020 period, Erasmus for All will mark a step-change in institutional co-operation, with enhanced support for education and training institutions to work together to find joint solutions to shared problems. International cooperation will focus on neighbouring countries to reinforce capacity building actions for the modernisation of higher education systems. This includes further efforts to reinforce university-business co-operation, as well as links between higher education, businesses and regional authorities. One concrete initiative to help HEIs modernise and enhance quality and innovation, are the Knowledge Alliances: partnerships between HEIs and businesses to develop innovative ways of producing and sharing knowledge, in order to foster creativity and entrepreneurship and design and deliver new curricula and qualifications.

Last but not least, for 2014-2020, Europe 2020 and its strategy for research and innovation, "Horizon 2020", proposes highly increased support for the European Institute of Innovation and Technology (EIT), to enhance the links between education, research and innovation. The EIT, established in 2008, has already created three Knowledge and Innovation Communities (KICs): long-term, excellence-driven partnerships bringing together HEIs, research, public institutions and private companies. The current KICs focus on priority topics with high societal impact, currently: Climate change mitigation, Information and Communication Technologies, and Sustainable Energies. The KICs are already producing joint academic degrees and patents, and generating start-up companies; an example is the joint Masters course giving international students the chance to study at two of the 19 leading European universities. The EIT also provides internships at the partner companies, and management mentoring programmes in innovative majors.

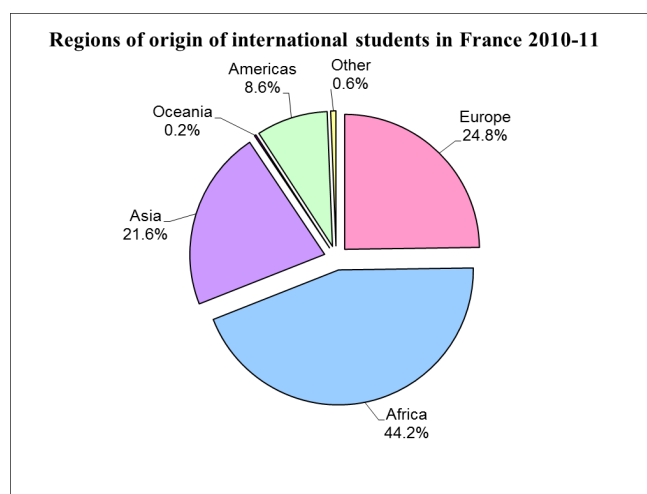
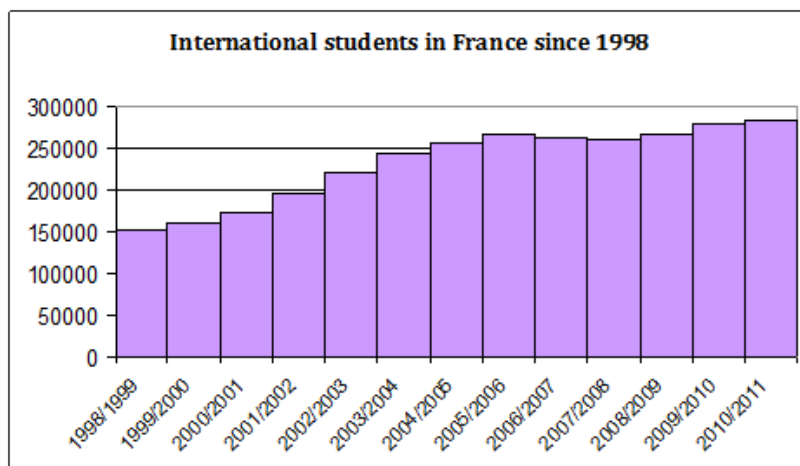


National Priorities: Recent Trends & Future Developments France



The promotion of French higher education abroad is part of a wider governmental strategy to enhance the attractiveness of France in the world and to develop relationships with citizens of other countries. In 1998, the government created EduFrance, the French national agency for the promotion of higher education abroad, which was renamed CampusFrance in 2007. In 2012, the organization merged with Egide and the international section of CNOUS to become a single structure in charge of the promotion of higher education, international student services, the administration of grants and international mobility.

Today, France is the fourth most popular destination country for international students. The number of international students increased by 87% between 1998-99 and 2010-11, reaching a total of 283 621 in 2010-11 and representing 12% of all student enrolments, compared to 7% in 1998-99. Francophone African countries have traditionally been the leading countries of origin of international students in France. However, over the past few years the proportion of students from Africa has decreased and the international student population has become more diversified.



Source: MESR-DGESIP/DGRI-SIES and MEN- MESR DEPP



**Top 10 countries of origin of
international students in France,
2010-11**

Morocco	32 020
China	29 122
Algeria	22 818
Tunisia	13 645
Senegal	9 842
Germany	8 483
Italy	7 412
Cameroon	7 355
Vietnam	6 664
Spain	5 313

Recognising higher education as a public good, the French government defrays a large share of the overall cost of higher education by heavily funding study programmes by more than 10 000 € each. Since maximizing the financial impact of the presence of international students is not an objective of the French government, international students benefit from the same low tuition fees as domestic students and other social advantages, such as housing benefit and social security.

Various initiatives have been undertaken by the French government to modernise the French higher education and research system and to prepare it for new global challenges. The LRU (*Loi relative aux libertés et responsabilités des universités*) of 2007 is recent legislation on academic freedom and responsibility which increases the autonomy of universities. Massive funds are being invested through the *Investissements d'avenir* initiative which aims to create international centres of excellence in France and which includes the *Initiatives d'excellence* (IDEX) programme. The 7.7 billion-euro IDEX funding will notably enable France to attract the best academics, researchers and students. The *Agence nationale de la Recherche*, the French national Research Agency established in 2005, funds research projects via competitive programmes. In addition to bringing more flexibility, fostering new dynamics and devising cutting edge strategies for acquiring new knowledge, it enhances the competitiveness of both the French research system and the economy. A new system of research and higher education clusters (*PRES - Pôles de recherche et d'enseignement supérieur*) adopted by law in 2006 encourages higher education institutions and research bodies in a region or city to pool resources, notably in order to enhance their international visibility and reputation. Furthermore, several institutions have completely merged with the aim of increasing their impact, for example, Bordeaux and Strasbourg, etc. The *Opération Campus* programme provides funding to improve higher education institutions' facilities and thereby enhance campus life.

The government originally designated Asia and Latin America as key target regions for attracting international students to France. However, regional priorities have since been enlarged and promotion activities are now implemented throughout the world. The BRICs and emerging countries are important target countries, as are countries that place considerable importance on increasing the skills of their elites through the provision of scholarship programmes, such as Brazil, Mexico, Indonesia, Iraq and the Gulf States. France is keen to attract students with high potential, notably in academic disciplines such as science, engineering, economics, law and business studies.



National Priorities: Recent Trends & Future Developments France



During the ministerial opening of the G8/G20 meeting in Paris in May 2011 on *Raising the profile of international education*, new priorities concerning academic mobility to France were officially announced. By 2015, France aims to attract at least a third of its international students at the Master's and doctoral levels. The country is well on the way to reaching this target since as of 2008 the number of international students at the Master's level has been greater than that at the Bachelor's level. In order to better support students, the government set the additional priority of increasing mobility within the scope of partnerships to 50% of all international students within three years. Campus France has accompanied this measure by introducing new academic placement and hosting services for foreign government scholarship holders.

CampusFrance - the French national agency for the promotion of higher education, international student services and international mobility

CampusFrance is a public agency responsible for promoting French higher education abroad, coordinating services for international students in France, and managing the international mobility of students and scholars. It operates under the authority and oversight of the ministries of foreign and European affairs and of higher education and research. The country's institutions of higher education and research help to shape the agency's policy through their participation in the CampusFrance Forum.

With a network of more than 150 overseas offices (known as *Espaces CampusFrance*) located throughout the world, the agency informs international students about French higher education, guides them in choosing educational programs, and provides assistance as they apply for admission and for a French visa. The agency maintains contact with the international alumni of French institutions, notably through the system of *Clubs France*.

CampusFrance also makes mobility arrangements for recipients of French government scholarships, experts on mission, and distinguished visitors to France. In addition, it implements grant and scholarship programs on behalf of foreign governments and of private and public organizations. The agency consequently plays a variety of roles—among them planning training programs, placing trainees in appropriate programs, arranging language training, assisting with orientation and housing, and providing ongoing support services.

CampusFrance assists French institutions of higher education in their international development by organizing and coordinating participation in promotional events in France and abroad, replying to international calls for tenders, providing services for the members of the CampusFrance Forum, and carrying out and publishing studies and analyses on student mobility and higher education systems around the world.



German Priorities in the Internationalization of Higher Education: Recent Developments and Future Trends

Germany is an important hub for global student mobility. It is a leading destination for international students (245,000 in fall 2010, this corresponds to 11% of its overall student population). Till 2020, DAAD and the German government will try to increase the number of international students to 300,000. Germany is also a large source of students who study abroad: 102,800 were enrolled in universities outside of Germany in 2008; if one includes internships, language courses and independent research, about 30% of all German students go abroad during their studies. DAAD and the German government have the goal to increase this percentage to 50%. The German government aims to promote student mobility within its broader strategy for the internationalization of science and research (*Strategy of the Federal Government for the Internationalization of Science and Research*, February 2008).

Two of the goals of this strategy are to strengthen research cooperation with global leaders and to increase long-term cooperation with developing countries in education, research and development. There are various entities responsible for the implementation of these policies: first and foremost the universities themselves, organized in the German Rectors' Conference (HRK) in addition to other organizations such as the German Academic Exchange Service (DAAD), the German Research Foundation (DFG) and the Alexander von Humboldt Foundation (AvH).

Immigration policies and laws have improved in Germany to support its appeal as an attractive destination for international students. The option to remain in Germany after graduation in order to find employment has been extended. Non-EU citizens who graduate from a German university can prolong their stay for up to one year in order to find and accept a job. About one third of them actually take advantage of this possibility.

The role of DAAD in Educational Mobility

The DAAD supports students and academics from abroad in order to create lifelong friends of Germany through programs that target future leaders in education, science and research, culture, industry and commerce, politics and the media. Through educational exchange, DAAD also wants to enhance development and support economic and democratic reforms in other countries. In addition, DAAD supports German students and academics abroad, recognizing their potential as future leaders with international and intercultural experience.

As DAAD is a self-administered association of German universities; 234 institutions are members with voting rights to influence the management of the organization (e.g. by electing the president and the board). Its budget of 384 million Euros (or 500 million US Dollars, in 2010) is financed about 45% by the Federal Foreign Office, 26% by the Federal Ministry of Education and Research, 13% by the European Union, 9% by the Federal Ministry for Economic Cooperation and Development, and by other sources. With these funds, DAAD supported 106,000 grantholders in 2010 (64,000 from Germany and 42,000 to Germany). The 64,000 from Germany include 32,000 in EU programs like ERASMUS which are administered by DAAD.

DAAD's contribution to promoting student mobility with Germany is quite diverse and includes a broad range of approximately 250 funding programs for international and German applicants and institutions. Scholarship programs



National Priorities: Recent Trends & Future Developments Germany

available include undergraduate, postgraduate and doctoral programs, research visits, language and specialist courses, internships and lectureships. The majority of DAAD programs still target individual applicants, but an increasing number of them are directed toward institutions. These programs might support ERASMUS-type mobility schemes with credit transfer, double or joint degree programs, Bachelors' programs with an extra year abroad ("Bachelor +") or joint doctoral schools or the cooperation between two groups of researchers or entire universities. Recently, the DAAD set up a new mobility program, PROMOS, which offers universities the possibility to apply for funding for scholarships which they then are free to distribute to their (German) students. This program is generously funded by the Federal Ministry of Education and Research; the goal is, as mentioned above, to increase the percentage of German students with experience abroad from 30% to 50% of the student population. A similar program (*Kontaktstipendien*) also exists for foreign students at German universities, here the scholarships are also distributed by the universities themselves. In addition, DAAD now has a brand-new program "Strategic Partnerships", which awards up to 1 million Euros over four years in funding for a single university partnership at the university level and "thematic networks" at the department level. This partnership program is a flagship program which is exclusively quality-driven and which comes in addition to several other partnership programs which DAAD has funded with Central and Eastern Europe and developing countries since 1974.

While working with all countries worldwide (it is running a campaign "Go Out" which tries to encourage outbound mobility in general), DAAD is also trying to encourage mobility to certain parts of the world with programs like "Go East" (Central and Eastern Europe), "A New Passage to India" and "Welcome to Africa" or "Language Plus Internship in China" or "Language Plus Internship in Japan".

In the field of development cooperation, DAAD tries to train administrators and deans from developing countries in its DIES program, fosters regional and interregional cooperation through networks, helps with local capacity building by training experts in specialized Masters' courses and promotes intercultural understanding and "good governance", linking universities and industry (new program "North-South University-Industry Cooperation"). We have learned to involve those "being aided" and to adapt solutions locally (e.g. Centers for Technical Expertise in African universities run by these universities together with a German partner).

Furthermore, DAAD tries to help countries in transition in their transformation processes and runs specialized programs e.g. for Afghanistan, Iraq, Pakistan, Egypt and Tunisia.

In the last years, the most rapid expansion of DAAD programs has taken place with the newly emerging markets like China, India, Brazil and Russia, together with a rapid expansion of the EU programs.

In addition to its scholarship programs, DAAD has started about ten years ago to also act as the marketing agency for German higher education. Given the rise of middle classes in developing and newly developed countries, the idea was to go beyond the limited number of scholarships and to interest more students whose families were able and willing to pay for their studies themselves. One major selling point is quality ("National Code of Conduct on Foreign Students at German Universities"), another the fact that tuition fees are either nonexistent (in 14 out of 16 states) or very low. The first step was the development of new Bachelor's and Master's courses which were taught entirely in English, the second step a worldwide campaign. In addition, DAAD and the Rectors' Conference formed a marketing consortium GATE with the possibility for individual German universities to become fee-paying members in return for specialized services.



National Priorities: Recent Trends & Future Developments Germany

The worldwide network of DAAD offices abroad was expanded from 14 to 64. The marketing campaign has the slogans “Study in Germany – Land of Ideas” or “Research in Germany – Land of Ideas”, depending on the target audience. It was an immediate success – in just five years from 1999 to 2004 the number of international students in Germany rose by 50%.

Another new field of activity for DAAD during the last years has been the support for “German backed universities”, offshore ventures which involve German universities but always also a local partner. Among them are the German-Turkish University, the German University in Cairo, the German University in Amman, a number of projects in China and others – a total of over 30. In most of these projects, the language of instruction is English.

What about the students who are neither international students nor going abroad – i.e. the majority of all students? DAAD tries to promote “internationalization at home” for them through its new program “Internationalization of Teaching” which supports curriculum projects that give teaching an international dimension, projects which train faculty internationally and projects which draw upon the expertise of foreign experts for curriculum innovation. Some examples: International online game for the training of civil engineers, language tandems with international students on campus, development of international “case studies” for management students...

As a result of this wide array of activities, Germany comes first in the internationalization of higher education, ahead of Australia, the United Kingdom and China, according to a British Council Survey. The USA is only in sixth position, behind Malaysia. The ranking compares the higher education systems in twelve countries regarding access, quality and reputation of degrees, support for foreign students and encouraging their own students and academics to study and do research abroad. Germany scores in particular thanks to its internationalization strategy, which actively promotes mobility in both directions, and through the amount of funding.

Germany is not earning money with its international students since there are no overseas student fees. But the German economy is export-driven, needs an internationally qualified workforce and is increasingly facing a shortage of qualified manpower. DAAD is trying to strike a balance between foreign cultural policy (winning friends for Germany worldwide), development cooperation (capacity building in developing countries) and winning qualified individuals for life and work in Germany. Luckily, since internationalization comes high on the German government’s agenda, DAAD’s funding continues to be strong. This allows us to pursue an approach to internationalization which is rather based on *cooperation* than on *competition* alone, one where our partnerships are based on mutual gain rather than financial returns.

Dr. Dorothea Rüländ, Secretary General, DAAD (March 2012)



National Priorities: Recent Trends & Future Developments India



Having favourable demographics and realizing the importance of human resource in knowledge economy, India finds the internationalisation of higher education to be an opportunity to upgrade the quality of human resource and to improve the standards of teaching and research in Indian universities. Enhancing the quality of human resources will promote the competitiveness of the Indian economy and lead to greater participation of its skilled manpower in the global labour market. The internationalisation of higher education is thus viewed to support domestic sectors of growth as well as to serve countries of the developed and developing world through the supply of skilled manpower. The Government of India has initiated a number of steps to promote internationalisation with the above objectives in mind.

There is a growing recognition that interdisciplinarity is the basis of further knowledge generation. Disciplinary knowledge is either moving toward greater specialisation or sharing the field of study with other disciplines. Networking and partnerships are the only mechanisms to explore interdisciplinarity. It is in this context that the internationalisation of higher education is not a luxury but almost indispensable for theoretical advances in knowledge and as a way to solve the practical problems of humankind.

Research Programmes

Promoting research through collaborations is an essential aspect of internationalisation. Countries such as the U.S., Australia, Canada, the UK, China, and Singapore have bilateral agreements with India to promote collaborations in research, student exchange, vocational education, and science and technology. India has initiated steps to support the Aid Africa programme. University-level institutions are independently signing MOUs with foreign universities to promote research and education in both countries. Research Councils such as the University Grant Commission, the Indian Council of Social Science Research, the Indian Council of Historical Research, the Indian Council of Philosophical Research, and the Indian Council of Cultural Relations are mandated to promote research collaborations with foreign countries. International networking for knowledge promotion is a vital component of internationalisation that requires much proactive policy support such as credit transfer, the creation of National Qualifications framework, centralised information, and the mutual recognition of degrees and greater understanding between quality assurance agencies. At present, such institutional processes to promote research programmes, vocational education, and knowledge networking are being promoted in India. In addition, the motivation level among teachers to promote collaborative research is being raised. Efforts are being made to attract top quality researchers by providing autonomy for them to work in newly established central universities. Research programmes at the doctoral level are being promoted through collaborations to develop the capacity of researchers. The provision of joint degrees is being promoted for this purpose.

An immediate challenge in the international arena is to move beyond bilateral agreements in research collaborations. A multilateral agreement among countries of the G20 to promote research collaboration would be a welcome step. An institutional arrangement of information sharing relating to frontier areas of research could be the first initiative in this direction. The challenge in domestic policy is to promote university-level initiatives to intensify research collaborations with foreign universities.

Institutional and Program Mobility

At the policy level, the intention of the government to promote the provision of higher education through accredited foreign universities is contained in the "Foreign Education Providers" Bill. The bill has been placed before the Parliament of India for approval. The policy in favour of developing joint ventures in the frame work of partnership and co-operation between universities and other education in the delivery of programs with domestic institutions will be a welcome step in this direction. A joint communiqué by the countries of the G20 to promote program mobility through partnerships will help to promote international cooperation in higher education.



National Priorities: Recent Trends & Future Developments India



Institutional mobility such as branch campus demands a long-term perspective and heavy investment in terms of FDI inflows into India. As international providers of higher education, G8 countries need to take that long-term perspective and commitment for foreign direct investment, domestic policies need to be geared toward providing autonomy to reputed research universities with minimal regulations in the national interests. Indian policy-makers are conscious of the view that restrictive regulations to restrict low-quality education providers might amount to throwing the baby out with the bath water unless we develop a mechanism to assure autonomy for the acclaimed providers of higher education. It is for this reason that the Human Resource Development Ministry of the Government of India has been leading delegations that invite international communities to invest in higher education with a long-term commitment. The Government of India will be proactive with such commitments.

While there is a need to build an international climate in favour of branch campuses, modes such as program collaboration and articulation arrangements for students to promote twinning should be encouraged. To promote twinning it is necessary to recognize and grant specific credit and advanced standing to applicants from a named programme of study pursued in the local (host) institution. Program collaboration and articulation arrangements between institutions of two countries through quality assurance mechanisms among G20 countries should be strengthened. This will enhance mutual cooperation and understanding, and will have a synergic effect on the quality delivery of program between two or more countries.

International Mobility of Students

Traditionally the international mobility of students has been a feature of the internationalisation of higher education. The mobility of students has been a voluntary phenomenon, except of course with scholarship support. Yet its intensity has been growing over the years. In recent years the mobility of students has intensified as the competition for skilled labour and the search for talented students and top scholars for the knowledge economy has been growing. Initially the phenomenon was looked at as brain drain. Now the policy community looks at it in terms of brain gain and brain exchange, which connotes mutual gain. Yet in practice student mobility is either south to north, south to south or north to north. North to south has been lacking, even in marginal occurrences. The latest figures released from the Association of Indian universities show that around three percent of international students from North and South America study in Indian universities. This is ample proof that intercultural or cross-cultural understanding is still missing and is not congenial for an emerging international order. There should be recognition of this fact among G20 countries.

There are twofold challenges in promoting the international mobility of students. Visa regulations are highly unpredictable due to a number of reasons mainly guided by national interests. However, a lack of centralised information has been another factor. Countries that attract the inward mobility of students have tried to overcome the information problem in a number of ways, yet visa and other regulations still persist particularly on account of job restrictions during or after study, where applicable. Another challenge that India faces in attracting foreign students pertains to the existing excessive demand situation in India. Quality institutions are already flooded with internal applicants, and allowing foreign students in Indian universities and institutions of excellence faces stiff resistance. Meeting the demands of international students in Indian universities suffers also because resources are prioritised for national students. There is an existing policy to allow 15 percent of seats to foreign students above the permitted intake of students, technically called supernumerary seats. At present there are more than 21,000 foreign students studying in Indian universities, as per the information available from the Association of Indian Universities. Hence the challenge on the domestic front relates to prioritising the allocation of resources in favour of international students.



National Priorities: Recent Trends & Future Developments India



Future Trends

The collaboration between universities and education institutions for research, teacher mobility, student mobility for research, joint degrees, and academic exchanges through partnerships and collaboration is high on the agenda of the government. Indian universities are promoting research collaborations with foreign universities and this trend is going to continue to grow in the future. The Government of India has been prioritising resources in favour of joint research collaborations and has increased allocations to research councils. As noted above, the entry of foreign universities to set up branch campuses is still under the consideration of the Parliament of India. However, program collaboration and articulation arrangements promoting the twinning of the students enhance international cooperation in higher education. The future trend is one of intensification of program mobility rather than institutional mobility. The facilitation of mobility through credit transfer, quality assurance mechanisms and mutual recognition of academic awards should be ensured. In India there is large demand for vocational education to fulfil the needs of organised and unorganised sectors of the economy. The Government of India has initiated many steps to promote vocational education. Meeting the skill deficit through internationalisation is a major challenge and much cooperation in this direction is desired among the members of the G20 countries.



National Priorities: Recent Trends & Future Developments Japan

1. Challenges that Japan faces

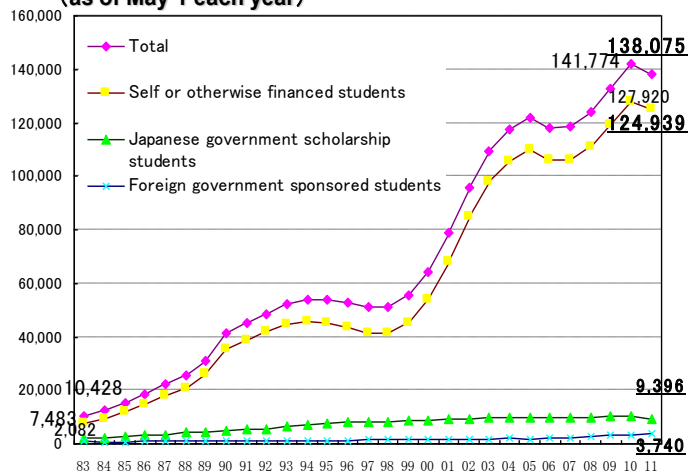
- Internationalization of universities
- Development of global human resources

2. Background of Internationalization of Universities and Development of Global Human Resources in Japan

1) Trend of student exchanges in Japan

Acceptance of int'l students in Japan

○ Trends in the number of international students (as of May 1 each year)



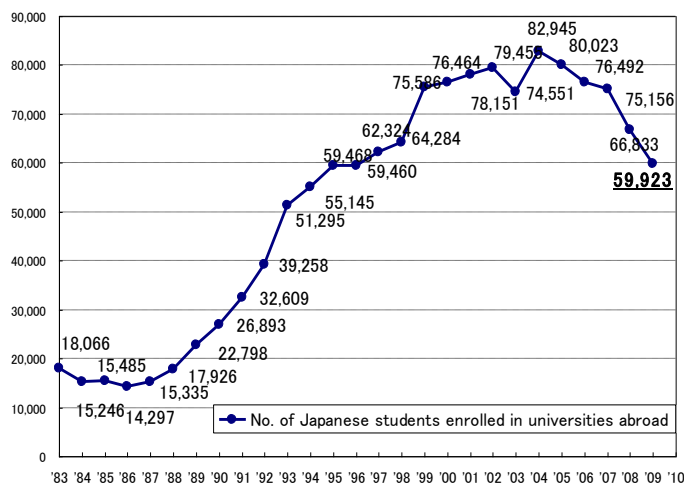
○ Int'l students by country of origin (As of May 1, 2011)

Country (region)	Number [previous]	Country (region)	Number [previous]
China	87,533 [1,360]	Indonesia	2,162 [Δ28]
Korea	17,640 [Δ2,562]	Nepal	2,016 [187]
Taiwan	4,571 [Δ726]	U. S.	1,456 [Δ892]
Vietnam	4,033 [436]	Bangladesh	1,322 [Δ218]
Malaysia	2,417 [Δ48]	Others	12,529 [Δ1,175]
Thailand	2,396 [Δ33]	Total	138,075 [Δ3,699]

(source : MEXT,JASSO)

Study Overseas by Japanese Citizens

○ No. of Japanese students enrolled in universities abroad



○ Japanese Students Studying Overseas (by country) As of 2009

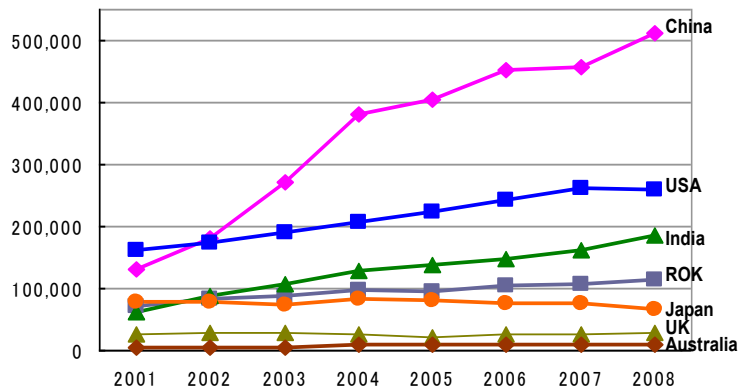
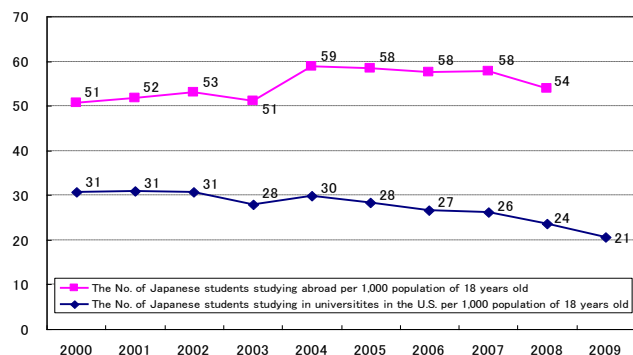
Country (region)	Number [previous]	Country (region)	Number [previous]
U.S.	24,842[Δ4,422]	Germany	2,140[Δ94]
China	15,409[Δ1,324]	Canada	2,005[Δ164]
U.K.	3,871[Δ594]	France	1,847[Δ61]
Australia	2,701[Δ273]	New Zealand	1,025[Δ26]
Taiwan	2,142[Δ40]	Korea	989[Δ73]

(source : OECD,IIE .etc)

- Although the number of int'l students in Japan had been increasing until Great East Japan Earthquake 2011, it has decreased since the disaster.



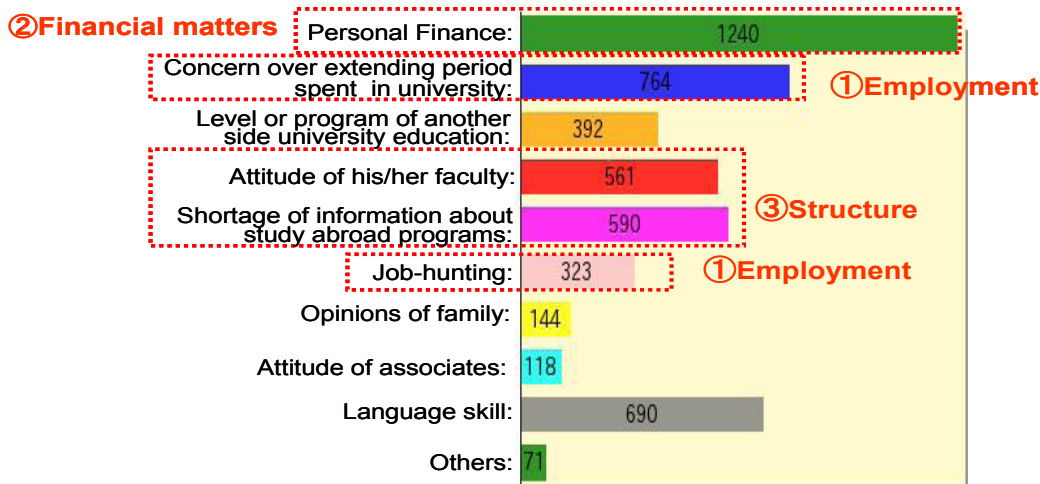
National Priorities: Recent Trends & Future Developments Japan



- The rate of Japanese students who study abroad has not decreased. HOWEVER, it may be a challenge for us to increase its number when we consider the trend that the students studying abroad in other countries have been increasing significantly.

2) Reasons for giving up on studying abroad

Opinions of Japanese Students (questionnaire to students)

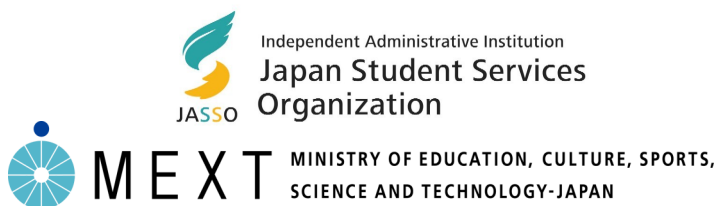


3. Governmental Plan, Strategy and Report

- “300,000 International Students Plan” (July 29, 2008)
 - Aims at 300,000 international students in Japan by 2020
 - Demands comprehensive efforts by all related ministers and government related agencies
- “New Growth Strategy” (June 18, 2010)
 - Aims at 300,000 talented international students studying in Japan and 300,000 Japanese youth studying abroad by 2020



National Priorities: Recent Trends & Future Developments Japan



• The interim report by the “The Council on Promotion of Human Resource for Globalization Development” (June 22, 2011)

- Aims at development of global human resources in Japan
- Aims at increase of university students with overseas experience for a year or more:
The goal is 110,000 students which is equivalent to about 10 % of 18-year old Japanese population

4. Building Infrastructure for Globalization of Universities

- 1) “Global 30” project (project for establishing core universities for internationalization, FY2012 budget: 3 billion yen)
 - Introducing degree courses offered exclusively in English
 - Preparing environment to receive international students
 - Establishment of “overseas offices for common use”
- 2) Development of global human resources (“Global 30 plus” project)(FY2012 budget: 5 billion yen)
 - Cultivating global influence and promote awareness e.g. internships at international organizations, global corporations, etc.
 - Creating environment to promote Japanese students to study abroad
 - Continuous support for students to improve their language skills throughout the period from enrollment to graduation.
- 3) “Re-Inventing Japan” project (FY2012 budget: 2.7 billion yen)
 - Developing quality-assured model programs for joint education with overseas universities for the purpose of implementing mutual credit recognition and grade evaluation managements through a common framework.

5. Promotion of Bilateral Student Exchanges (FY2012 budget: 34 billion yen)

- 【1】 Support for international students studying in Japan (FY2012 budget: 27.7 billion yen)
- 1) Japanese Government Scholarship: 18.7 billion yen; 10,775 students
 - Full scholarship for extraordinarily excellent international students
 - 2) Study grant for privately financed international students: 6.7 billion yen; 10,632 students
 - Supplement to high cost living in Japan
 - 3) Study grant for short term exchange students: 1.2 billion yen; 1,440 students
- 【2】 Support for student exchange programs (Inbound & Outbound): (FY2012 budget: 4.1 billion yen)
- 4) Long-term dispatch: 400 million yen
 - The number of recipients doubled from 100 (FY2011) to 200 (FY2012)
 - 5) Short-term dispatch: 1.7 billion yen
 - The number of recipients tripled from 760 (FY2011) to 2,280 (FY2012)
 - 6) Short Term Stay / Short Term Visit Program: 2.0 billion yen; 12,600 students
 - New program initiated in 2011 FY
 - Aims at attracting students with program of short term under three months which enable them to participate with more ease: participation in this program will motivate students to pursue credit programs overseas.



National Priorities: Recent Trends & Future Developments Japan



6. International Cooperation in the Field of Higher Education with Quality Assurance

- 1) Japan-China-Korea Committee for Promoting Exchange and Cooperation among Universities
 - a) “CAMPUS Asia” initiative
 - b) “Guidelines for Exchange and Cooperation among Universities in China, Japan and Korea with Quality Assurance”
- 2) “International Symposium on Exchange among Universities with Quality Assurance in the East Asian Region” (September 2011, Tokyo)



National Priorities: Recent Trends & Future Developments Malaysia



One of Malaysia's National Education Strategic Plan (NESP) that was launched in 2007 is *Intensifying Internationalization of Higher Education in the Country*. The other six thrusts of NESP are *Widening of Access & Increasing Equity, Improving the Quality of Teaching & Learning, Enhancing Research & Innovation, Strengthening of Higher Education Institutions, Intensifying Internationalization, Enculturation of Lifelong Learning and Reinforcing Delivery System* of the Ministry of Higher Education (MOHE). Internationalisation of higher education revolves around student mobility, staff mobility, academic programmes, research and development, governance and autonomy as well as social integration and cultural engagement locally and also internationally. The policy is supposed to enhance the quality of higher education institutions and their capacity in admission, provisions of education as well as retention of international students upon completion of their studies. The policy was developed by taking into consideration the global trends in internationalisation of higher education and also the efforts of most countries in Asia in becoming education hubs in the region.

Currently there are 1,134,134 students enrolled in Malaysian higher education institutions with almost 100,000 of them are international students. These students are studying at 49 universities, 23 university colleges, and 411 colleges. Out of 49 universities, 6 are foreign branches from the UK, Australia, and India. There are 6 Malaysian universities that are also setting up branches abroad such as University College of Technology and Innovation in Sri Lanka, Management and Science University (MSU) in India, Limkokwing University in Botswana, and Al-Madinah International University (MEDIU) in Indonesia.

One important aspect of internationalisation in Malaysia is transnational higher education (TNE), which started in the late nineties when the region was facing an economic crisis. The crisis had devalued the Malaysian currency so much so that Malaysian students intending to pursue or continue their studies in the United Kingdom, the United States of America, or Australia were unable to do so. The development resulted in the increase of tuition fees and living expenses to a level that became unaffordable for potential students. Realising the demand for foreign degrees and the problem of affordability, the government strategized to allow the establishment of foreign branch campuses and the collaboration of Malaysian private higher education institutions (PHEI) with recognized foreign universities for the twinning programs to overcome the challenge.

This strategy also assisted the government in minimizing cash outflow. This “accidental” approach later became popular, respected, and accepted. The manifestation was in the increase in enrollment in institutions practicing TNE involving such an approach.

The presence of branch campus and twinning programmes definitely attracted international students and resulted in an increase in international student enrollment. As of 2010, there were 5 branch campuses operating in Malaysia. They are Nottingham University and Newcastle University (U.K) and Monash, Curtin and Swinburne University (Australia).

In Malaysia, there are a variety of TNE-initiated institutional establishments, program collaborations, and resources collaborations. For example, program collaborations may include franchise, twinning, articulation, validation, dual, joint, and double degrees. Such collaborations may result in different impacts and the consequences could differ too. Malaysia is trying to limit such collaborations to those that would reduce complication and promise to result in desirable outcomes.

New collaborative models with reputable and high ranking institutions are possible and available. Malaysia has begun to explore the feasibility of new collaborative models, and the Johns Hopkins University, MIT, and Manipal University collaborations with local companies and institutions are a result of such explorations.



National Priorities: Recent Trends & Future Developments Malaysia



It cannot be denied that Malaysia indulged in TNE partly to generate income from international students. With the aspiration of becoming a regional education hub, the impact will be expected to improve as emphasis is targeted in attracting more international students.

Crude estimation suggests that each international student spends an average of RM 30,000 or US\$10,000 on tuition fees and living expenses per year. Hence, referring to this estimated value, Malaysia is expected to draw an annual income of RM 60 billion or US\$20 billion by 2020 when the total number of international students is targeted to be 200,000. The income is expected to be larger when other expenditures like holidaying, graduation, family expenditures and parent visits are calculated.

In order to support the target, the Economic Transformation Program (ETP) has formulated strategies. Among them include the development of dedicated education cities of Iskandar, Pagoh and Enstek, Nilai to allow for the establishment registration and operation of branch and offshore campuses.

TNE had created competition among nations. Aggressive marketing and promotion has become necessary especially to nations just beginning to develop their educational hub. Malaysia has begun to sketch new zones for Education Malaysia (EM) offices to be set up with the intention of carrying out functions that could attract a larger number of international students apart from securing collaborative arrangements in student and lecturer mobility program as well as in collaborative arrangements in study and research programs. Exploration and commitment in these areas is expected to enhance TNE collaboration and activities.

Normally branch campuses with research capabilities are preferred by the government to be established in Malaysia. This is to ensure that branch campuses contribute and allow participation toward research, development, and innovation. Branch campus involvement in applying to obtain Fundamental Research Grant Schemes (FRGS) and Explorative Research Grant Schemes (ERGS) are manifestations of such commitment, interest and responsibility.

Recent developments reveal that TNE practicing institutions like Johns Hopkins and the University of Southampton already have research facilities and infrastructure in their proposal to establish institutions in Malaysia.

However, Malaysia recognizes that there is a growing number of different relationships and collaborations between different types of TNE providers, delivery mechanisms, and programs/awards. To chart and categorise these different types is a difficult task, as TNE models are constantly evolving, highly complex situation includes an array of partnerships, consortia, articulation agreements, modes of delivery, public, private, off-shore, for-profit and corporate elements. Various models of teaching can also be found, ranging from full program delivery at an offshore campus, combined face-to-face and flexible delivery option, and e-learning (Goodfellow, Lea, Gonzales, & Mason, 2001)



National Priorities:

Recent Trends & Future Developments

Mexico



Higher education is a strategic resource to enhance human and social capital of the nation, and individual and collective intelligence of Mexicans. It also enriches culture with contributions from the humanities, arts, sciences and technologies, and it contributes to increase competitiveness and employment. These means are required to achieve desired ends such as the growth of domestic output, the improvement of income distribution among the population, the consolidation of democracy and its institutions, and the encouragement of respect for diversity within the country.

Higher education institutions (HEI's) perform some of the following activities: teaching, scientific humanistic and technological research, technological studies, and extension, preservation and dissemination of culture, accordingly to their mission and their profile. In Mexico, the higher education system is composed of more than 2,995 public and private institutions.

System of higher education in Mexico
2010-2011

Higher education institutions	Number	Enrolment
Public federal institutions	7	375,366
Public universities of the states	57	959,231
Public technological institutes	252	414,473
Public technological universities	74	130,953
Public polytechnic universities	37	35,873
Public intercultural universities	8	6,747
Public institutions for the training of education professionals	232	98,663
Private institutions for the training of education professionals	169	34,880
Private institutions	1,898	1,064,582
Public research centres	26	3,323
Other public institutions	235	198,555
Total	2,995	3,322,646

Source: Sistema de consulta y exploración. Educación Superior DGPP 2010-2011

Over the last twenty years, the internationalization of universities has become an inevitable process. The global scale of the economy, the development of knowledge, migration, the advance of information technologies, and the struggle for political, cultural and labour democratization have played an important role in the internationalization of the university. The national priorities in the field of internationalization of higher education are:

- Improve the quality of graduate programmes, strength the sustaining academic bodies and the infrastructure required for operation, and increase enrolment at this level, particularly in the areas of sciences, engineering and technology to expand the basis of high-level human resources that promote sustainable development and the country's higher education system.
- Promote programmes of higher technical college or related personnel, undergraduate and postgraduate training for technicians and professionals and to strengthen national capacities in the generation and innovative application of knowledge in areas relevant to national development.



National Priorities: Recent Trends & Future Developments Mexico



- Creation of conditions in public Higher Education Institutions for the reinstatement timely and in favourable conditions of teachers who have completed their postgraduate studies and to recruit new academic staff with master and doctorate degrees.
- Increase annually the scholarships and credits given to postgraduate studies abroad.
- Provide financial support to outstanding public HEI's to ensure the quality of educational programmes.
- Support projects and operations promoting cooperation, academic exchanges and the formation of networks of higher education, science and technology with the participation of national and foreign HEI's.
- Encourage the access to international funds for cooperation and academic exchange between Mexican and foreign HEI's.

In order to foster the quality of HIE's, the Mexican Ministry of Public Education (SEP) –through the Undersecretary for Higher Education– promotes five programmes in the matter of internationalization:

1. MEXFITEC (Mexico-France Engineering Technology) promotes bilateral cooperation projects to train engineers for bilateral exchanges of students and teachers, for comparative studies and evaluation of curricula and teaching methods in both countries. It is based on the concept of joint projects, developed in partnership by institutions or networks of higher education institutions of both countries and submitted to the program authorities in each country.
2. Ecos-France Programme supports projects that are under the agreement related to education and training for scientific research and technology signed between the SEP, the Mexican National Council for Science and Technology (CONACYT) and the French Ministry of Foreign and European Affairs. Academics involved in the higher education public institutions in Mexico are invited to submit research projects for competitions and teaching in all areas to be developed jointly with French academics and researchers.
3. Programme “Pablo Neruda” contributes to the formation of highly qualified human resources in priority areas for development in Latin America, through the mobility of young researchers and professors from master and doctoral programmes. The considered areas are energy and environmental sciences, biotechnology, agricultural sciences, engineering (information technologies and bioengineering) and social development (education).
4. Programme for the Mobility on Higher Education in North America (PROMESAN) promotes throughout student mobility a new North American area, training students from Canada, Mexico and the United States on a wide range of academic and professional disciplines. To date, PROMESAN has issued 11 calls for scholarships, funded 116 consortia, constituted by 745 institutions in the three countries and involving more than 2.263 students (according to the Mexican records) of the following academic areas: Agricultural Sciences, Health Sciences, Natural Sciences, Social and Administrative Sciences, and Education and Humanities.
5. Tuning América Latina (Tuning AL) as a result of European and Latin American initiative to advance the understanding and construction of a common area for higher education through curricular convergence in Latin America.

The Mexican government sustains that the future of higher education is global and, therefore, cooperation on this matter is of the utmost importance. Our task is to implement policies that understand our reality and find a way to transform it for the better good of both the individual and the society.



National Priorities: Recent Trends & Future Developments Qatar



During the last few decades Qatar has been blessed with relative wealth thanks to its reserves of oil and gas. It is now the world's largest exporter of Liquefied Natural Gas.

Qatar has a small population – around 1.5 million people, about 300,000 of whom are Qatari nationals. Income is still based mainly on our gas exports, and we know that this cannot last forever.

Under the leadership of the Amir of the State of Qatar, His Highness Sheikh Hamad bin Khalifa Al-Thani, the country has been steadily investing in building a modern sustainable society, supported by a diversified economy. Qatar's success will increasingly depend on its ability to compete in a global knowledge economy.

The most valuable resource of all is its people, and educating and training Qataris to their full potential will be critical. This process is at the very heart of Qatar's national strategy. Here are some statements which demonstrate this:

"Qatar must continue to invest in its people so that all can participate fully in economic, social and political life." His Highness Sheikh Tamim bin Hamad Al-Thani, Heir Apparent of the State of Qatar, 2008

"Qatar aims to build a modern world-class educational system that provides students with a first-rate education." — Qatar National Vision 2030

However, Qatar's National Vision 2030 goes beyond education. It also foresees the creation of a research base in Qatar:

- An effective system for funding scientific research shared by the public and private sectors and conducted in cooperation with international organizations and leading international research centers.
- A strong international role in cultural and intellectual activity and scientific research.

Much of this research will be conducted within the country's higher education system.

Qatar's main priority in the internationalization of higher education is to build an international higher educational hub where top international universities offer international curriculum by international faculty to enrich the learning experience of the diverse international student body. To achieve this, Qatar is establishing a modern, advanced educational system designed to promote creativity, innovation, analytical and critical thinking. Qatar is investing heavily in international best-practice education models in order to meet the skills requirements of a more diversified economy, while respecting Qatar's cultural values and national heritage. This system has become broader and deeper with the establishment by Qatar Foundation of international branch campuses of some of the world's leading universities, teaching some of their most highly regarded degree programs and carrying out cutting-edge research in areas in which they are world-leaders. These universities are:

- Virginia Commonwealth University in Qatar, offering four majors in design at undergraduate level as well as a Masters in Fine Arts.
- Weill Cornell Medical College in Qatar, offering a pre-medical program, as well as a four-year MD degree.
- Texas A&M University at Qatar, offering four undergraduate Engineering majors and an MSc in Chemical Engineering
- Carnegie Mellon University in Qatar, which has undergraduate programs in Business Administration, Computer Science and Information Systems. This year it introduced a fourth program in Biological Sciences.
- Georgetown University School of Foreign Service, delivering its BSc in Foreign Service.
- Northwestern University in Qatar, which teaches its undergraduate programs in Journalism and in Communication.



National Priorities: Recent Trends & Future Developments Qatar



- HEC Paris in Qatar offering its Executive MBA program
- UCL in Qatar (University College London) which this year will start teaching Masters programs in Archeology and in Museum Studies
- And the homegrown Faculty of Islamic Studies, which teaches a range of undergraduate and graduate programs in both the arts and sciences.

Qatar Foundation for Education, Science and Community Development was established in 1995 and is chaired by Her Highness Sheikha Moza bint Nasser. It is leading the country's journey towards a knowledge-based society. Qatar Foundation has reached a new stage in the development of Qatar's higher education with the establishment of Hamad Bin Khalifa University, which brings together all of the higher education and related research being conducted at Qatar Foundation.

Beyond Qatar Foundation, a number of other institutions make up a full range of higher education choices for Qatar's young people. These include:

- Qatar University, established some 40 years ago after independence, which offers undergraduate and graduate programs in seven colleges
- The College of the North Atlantic in Qatar, which teaches a range of vocational programs.
- The University of Calgary in Qatar, which offers degree programs in Nursing.
- Stenden University Qatar is a Dutch university. It offers four-year-bachelor degrees (BBA) in International Hospitality Management, International Business & Management Studies, and Tourism Management. There is a multi-cultural staff which includes 21 different nationalities.
- College of the North Atlantic (CNA) offers a range of programs with Canadian curriculum that are designed to meet the needs of industry and the community including: technician, technologist and post-diploma programs within the Business Studies, Health Sciences, Information Technology, Engineering Technology, Industrial Trades, Banking and Financial Studies and training through the Security Academy.



National Priorities: Recent Trends & Future Developments Russian Federation



Russia developed priorities in the internationalization of higher education in order to promote individual academic mobility development, integrate science and education internationally, foster joint research and the mobility of educational programmes, develop new standards of educational programmes, and create institutional partnerships.

In the spring of 2010 the Russian government launched a series of programs designed to provide institutions of higher education with opportunities for development in these areas.

In particular, a program was created for attracting industry support through the funding of research at universities that is in the interests of industry. It should be noted that the provision of funds for technology development is carried out not directly by the universities, but by businesses that are ready to support research with 100% co-financing from and the obligation to implement developments upon completion.

Also there were programs launched that aim to develop the innovative infrastructure of universities and attract leading scientists.

To be eligible to participate in the contests related to this program, candidates had to be leading Russian and foreign scientists in a particular area of science. There were no restrictions in the contest documentation on the nationality or country of residence of a leading scientist. However, according to contest conditions the personal supervision of laboratory and ongoing research was required for at least four months per year. Contest participants pledged to engage graduate and undergraduate students and also young researchers in their research teams. A scientist could choose as a place of his future work only a region where he or she has not worked before.

In accordance with the requirements of the contract between the Ministry of Education and Science of the Russian Federation and leading scientists and universities, a contest winner pledged to lead a research team and to prepare a report on conducted research, and the university pledged to provide a favorable environment for their realization. Grants of the Russian Government are transferred to universities, but the universities can spend these funds only with the consent of a leading scientist.

In 2010-2011, 1024 scientists participated in two contests from this program: 521 citizens of Russia (of which 138 are currently working abroad), 391 foreign nationals, and 112 people with dual citizenship.

The results of the scientific research from the contest winners demonstrate their effectiveness: a number of research laboratories were created at Russian universities, new research teams were formed, and project implementation have been started. These interim results have significantly expanded the research and innovation capacities of the universities. The high efficiency of the program allows us to talk about the possibility of its continuation, which the Russian government is currently discussing. The program is planned to expand to research institutions of the state academies of sciences.

In order to support joint research carried out by Russian scientific and educational organizations, together with their foreign partners, to stimulate the development of international integration in science and to promote the formation of stable cooperative ties between Russian and foreign research organizations, the Ministry in 2011 held several tenders about the measure number 1.9 of the Federal Target Program: "Research and development on priority directions of scientific-technological complex of Russia for 2007-2013."



National Priorities:

Recent Trends & Future Developments

Russian Federation



As a result, 139 three-year contracts were concluded with the total value of 1022 million rubles. Tenders for the execution of such joint projects in 2012 were announced in December 2011.

Currently a project is being undertaken in Russia that will enable the Ministry of Education and Science of the Russian Federation to carry out the selection and co-funding of projects together with foreign ministries, agencies, and research foundations.

In order to execute the orders of the President of the Russian Federation and of the Russian Government regarding the mechanisms of support of Russian students and young specialists in leading foreign educational and scientific organizations, an incorporation of existing tools of support is being undertaking in the framework of the single coordination mechanism, balanced by the time of implementation, by indicators and indexes, by set of criteria for selection of candidates. As a part of this mechanism it is proposed to provide the most talented and promising young people with the opportunity to study in leading universities abroad. In the case of the successful completion of studies abroad, these specialists will be able to occupy attractive positions in Russian business, government, science, and education.

Currently, the Ministry of Education and Science of the Russian Federation together with national research universities and federal universities, as well as their business partners, is preparing the first phase of this project: sending master and Ph.D. students to study in foreign universities with the guarantee that their employer will employ young people after the successful completion of their training (hereafter, pilot project). As a part of this work the Russian Government prepared and adopted a Decision, according to which national research universities in the framework of its development programs have the right to send their students to study in leading world universities.

As a part of this pilot project the Ministry of Education and Science of the Russian Federation suggests working out various issues that arise in connection with a target education of highly qualified specialists, and creating preconditions for the formation of the labor market of such professionals.

The successful realization of the pilot project could serve as a basis for the development of programs to promote the education of Russian students and young specialists abroad. Customers and employers of such programs could work in different Russian organizations, including scientific and educational institutions.

Conducting active research, primarily basic, and obtaining scientific results of international caliber on the direction of the global technology agenda is impossible without the use of a high-end instrument research base.

The development and approval of the country as a current world scientific power is directly related to efficiently operating existing and launching major new research facilities: the Russian Federation mega-projects. The glory of unique discoveries and scientific achievements obtained during the construction and operation of such world-renowned facilities as CERN, complex installations in Dubna, Kurchatov Institute, Heliogeophysical Center of RAS, strongly support this view.

To determine Russia's current potential in this area, the Commission on High Technologies of the Russian Federation provides a thorough inventory of the existing unique research facilities and of the relevant research plans, and determines priorities and also necessary human, financial, and other resources for their effective operation, including appropriate information and communication provisions.



National Priorities: Recent Trends & Future Developments Russian Federation



In July 2011 the Commission found reason to form and develop in the future the six major international research centers in Russia, which will strengthen the modern and powerful research infrastructure:

- Tokamak "IGNITOR" (Moscow Oblast);
- High steam research reactor, PIK (Gatchina, Leningrad Oblast);
- Spatial Synchrotron Radiation Source of the 4th generation, SSRS-4 (Moscow);
- Complex of Superconducting Rings of Heavy Ions Collider, NICA (Dubna, Moscow Oblast);
- International Research Centre for Extreme Light Fields, RCEL (Nizhny Novgorod);
- New Electron-Positron collider (Novosibirsk).

The Russian Government considers it important to arrange international expertise for the above projects.

In order to arrange such expertise, the Ministry of Education and Science of the Russian Federation is setting up an expert committee composed of internationally recognized experts.

After the first stage of the committee and the completion of the projects' documentation, the Ministry plans to initiate international consultations on the entry of foreign states in these projects.



National Priorities:

Recent Trends & Future Developments

United Kingdom



Over the past 12 months, the UK government's **domestic** higher education agenda has prioritised three areas. The effect has been to put higher education institutions (HEIs) at the centre of a UK innovation ecosystem, alongside businesses and government, contributing to an overall goal of creating a 'stronger, fairer and more prosperous Britain'. The areas are:

1. **major reform of the domestic HE system**, primarily to establish sustainable long term funding for the system. The Browne Review (2011)¹ recommended sweeping changes to the system, arguing that HE was a private, as well as public, benefit and this should be reflected in its funding streams. Browne proposed that graduates, as individual beneficiaries, should bear more of the cost. A White Paper² in June 2011 set out major changes to funding in England, enabling universities to charge UK students fees of up to £9,000 p.a. Government funding for teaching moves from direct grant to HEIs to student loans. Alongside this is a government drive for HEIs to demonstrate increased efficiency and responsiveness, plus a greater contribution to national economic growth. Placing greater power in the consumers' hands through student loans is seen as one mechanism for achieving this. The development of the UK's human capital through increasing access to HE, remains an important part of government agenda.
2. **strengthening the UK's world class research base and building a UK eco-system** capable of driving much greater innovation and economic growth. As primary producers of research, HEIs are put at the centre of this eco-system. In December, an agenda for this was set out in the government's Innovation and Research Strategy for Growth³. The UK's world class research is seen as a critical foundation and budgets for science and research programmes were protected⁴. However, there is increasing emphasis on impact as a criterion of research funding (reflected both in the Higher Education Funding Council's new Research Excellence Framework⁵ and its HE Innovation Fund⁶). Knowledge transfer and exploitation are also seen as key drivers, with government, for e.g., investing £200 million in establishing a network of Catapult centres to commercialise the outputs of world class research.
3. **university-business links** are seen as having a particularly important role. In February, the Wilson Review of Business-University Collaboration⁷ highlighted the central role of UK universities as an integral part of the supply chain to business, supporting business growth and economic prosperity. The Review made recommendations to strengthen business-university collaboration in research and innovation and in developing graduate skills and knowledge for employment. In the future the Review saw universities placed 'firmly at the heart of our economy, collaborating with business and government in generating the wealth that is necessary for a healthy and prosperous society'.

Underpinning government policy over the past 12 months is its belief that HEIs are a critically important component in a wider innovation eco-system contributing to delivery of economic, social, cultural and environmental impact for the UK. Inevitably, this poses some challenges and concerns for HEIs around core purpose, research and teaching roles, autonomy and future funding streams.

¹'Securing a Sustainable Future for Higher Education' www.independent.gov.uk/browne-report

²<http://c561635.r35.cf2.rackcdn.com/11-944-WP-students-at-heart.pdf>

³www.bis.gov.uk/innovatingforgrowth

⁴www.bis.gov.uk/assets/biscore/science/docs/a/10-1356-allocation-of-science-and-research-funding-2011-2015.pdf

⁵<http://www.hefce.ac.uk/research/ref/>

⁶<http://www.hefce.ac.uk/econsoc/buscom/heif/>

⁷www.wilsonreview.co.uk/review/executive-summary



The UK domestic agenda has implications for **HE international agendas** and for the future shape of these. Internationalisation and international activities are critically important to both the government and the HE sector. While the government education agenda has been largely domestically focused in the last year, an approach has begun to develop around international education. This largely reflects the drive for impact and contribution in the domestic agenda, together with system wide approaches to achieve this. **Government level developments** include:

- **bi-lateral engagement** with priority countries. These include China, India, Brazil, Indonesia, Mexico and Turkey, with a second tier including Malaysia and Libya. Government funding has been committed to continuing programmes with India (the UK India Education and Research Initiative) and China (UK China Partners in Education). There is increasing emphasis on coherent ‘system to system’ agreements, incorporating strategic research & teaching partnerships, skills development and business engagement (mirroring the greater integration of these within the UK domestic agenda)
- **increasing the export value of international education** and its contribution to UK economic growth. A recent government analysis identified the total value of education & training exports to the UK economy as £28 billion; the value of international students at £8.5 billion⁸. British Council research shows international education is the 5th largest service industry export for the UK⁹. Increasing education exports has meant stronger integration of government trade and education agendas
- **study abroad for UK students** has taken on greater importance. While this is partly about a more balanced flow between inward mobility (almost 500,000 students) and outward (13,000 students), there is also a very important agenda of developing UK graduates with the international competences needed to contribute to the UK’s future prosperity. A national task force (including employers) was established to consider how best to encourage UK students to study abroad. Final recommendations have been submitted to the Minister.
- **A cross-government International Education Advisory Forum** was established to encourage greater co-ordination and co-operation between UK departments/agencies operating internationally. The joining up of foreign policy agendas with those of education, research and trade is seen as particularly important in deriving maximum impact for the UK from international education activities.

The UK HE sector is one of the most internationalised in the world. 16% of the student body is international¹⁰, as are 25% of academic faculty. 45% of UK research output is the result of international collaboration¹¹. Internationalisation and international activities are an important main-stream strategic agenda for nearly all UK institutions. The past 4-5 years have seen an increasing trend towards institution wide strategic approaches which integrate student mobility with research and teaching collaborations. Major university priorities over the last 12 months include:

⁸“Estimating the Value to the UK of Education Exports”, BIS Research Paper number 46: <http://www.bis.gov.uk/assets/biscore/higher-education/docs/e/11-980-estimating-value-of-education-exports.pdf>

⁹British Council The shape of things to come (to be published May 2012)

¹⁰British Council analysis of HESA data (Standard registration population (2012)

¹¹HESA 2012 staff record



- **Student recruitment to the UK:** international students from outside the EU are charged the full economic cost of courses and, while this is only part of a wider international agenda, it remains critically important in providing the foundation for other international activities. Viability of some STEM and Business courses depends on international students (90% of full time postgraduate taught students in some courses are international).¹² The presence of international students on campus is also an increasingly important way of developing international competences in UK home students. Student recruitment is currently set within the context of the government's immigration agenda which is seeking to reduce net immigration. This has been a major area of concern for the sector.
- **International research collaboration** remains a critical part of universities' international engagement. The drive to produce world class research is fundamental to core purpose – and this can only be produced through international collaboration. One of the challenges for HEIs is how to incentivise academics to engage in international HE as a partnership strategy rather than individual researcher to researcher collaboration
- **Transnational education (TNE)** is of major, increasing importance. In 2010-11 503,795 students studied UK higher education courses delivered outside the UK,¹³ compared with 480,755 international students studying at HE institutions in the UK.¹⁴ Over 80% of HEIs have teaching partnerships across 220 countries. This trend is growing, with increasing numbers of students taking all or part of their undergraduate UK courses in their home country, often followed up by PG courses in the UK. The Higher Education International Unit in the UK has recently been funded by government to produce a web portal¹⁵ providing access for universities to the main sources of information and support for TNE.
- **International student experience** continues to be an important consideration, not least because of the potential impact on future recruitment. (It should be noted that this sits in a context of increasing emphasis on enhancing student experience for all students, both domestic and international).

Within **British Council's** role of building engagement and trust through the exchange of knowledge and ideas between people worldwide, international higher education is a main area of work. We promote and support the UK's international higher education agendas through our offices in 109 countries around the world. Our work includes:

- Providing education research and market intelligence about global trends and country contexts.¹⁶ New research on global opportunities 'The shape of things to come' will be published this month.
- Developing and facilitating international partnerships and networks in countries/regions round the world (British Council has been involved in developing over 1000 new partnerships over the last 5 years).

¹²British Council analysis of HESA data (Standard registration population (2012)

¹³2010-11 HESA Aggregate Overseas Record (2012)

¹⁴2010-11 HESA Standard Registration Population (2012)

¹⁵heglobal.international.ac.uk/

¹⁶information can be found at www.britishcouncil.org/ihe/educationintelligence
http://www.britishcouncil.org/new/PageFiles/15492/YouGov_Report_v3.pdf



National Priorities: Recent Trends & Future Developments United Kingdom



- Providing access to policy makers and ministries in overseas countries through policy dialogues and conferences such as 'Going Global' (which attracted 1500 senior policy makers and institutional leaders from 80 countries in March of this year).
- Providing a range of marketing services to support universities' in their recruitment activities in 35 key markets.
- Managing the Education UK brand, the Education UK website, global marketing campaigns and exhibitions around the world.
- Facilitating the mobility of UK students to study and gain experience in other countries. In addition to Erasmus, British Council manages a number of other mobility programmes. We have recently produced research on UK students' perceptions of globalisation and its impact on their future.¹⁷ Later this year, we will be launching a new Study Abroad web portal for UK students to encourage and support them to study abroad and gain international experience.

¹⁷http://www.britishcouncil.org/new/PageFiles/15492/YouGov_Report_v3.pdf



National Priorities: Recent Trends & Future Developments United States



INSTITUTE OF
INTERNATIONAL
EDUCATION

U.S. Higher Education's International Mandate and National Priorities

While the U.S. higher education system is decentralized and its institutions diverse, they share core objectives that strongly align with national priorities of the United States. From its beginnings, the role of higher education in the United States was tied to American beliefs that democracy and economic prosperity are intrinsically linked. Based on those beliefs, the United States built on existing traditions and developed several unique educational models.

Research universities, both private and public, which include some of the best known institutions in the United States, adapted and blended several European university models; these institutions emphasize research and specialized graduate education while also usually offering a comprehensive undergraduate curriculum. Land grant universities were conceived in the mid-19th century to spur economic development by increasing the knowledge base and developing the work force in agriculture, science and engineering. Liberal arts colleges focus on undergraduate teaching and developing students' broad intellectual capacity, within a smaller, residential context. An important role of the community college, which emerged in the early 20th century, is providing access, workforce development, and lifelong learning based on the needs of the local community and employers. Minority-serving institutions and women's colleges emerged to address the needs of traditionally underserved population sectors.

U.S. higher education has a robust system of quality assurance – or accreditation – that is managed by voluntary professional associations. Other characteristics of many U.S. higher education institutions include: diversified funding sources and a range of cost levels depending on the institution; a demand-driven approach that responds to learner and community interests; well developed campus student services and a student government system; attention to the use of technology; engagement with alumni and public outreach; active student athletics programs; and the offering of a wide range of extracurricular activities, including community service, facilitated by the college or university.

U.S. higher education seeks to prepare future leaders in all fields, promote research and the creation of knowledge, and develop an informed citizenry. But U.S. institutions no longer focus only on educating a local and national workforce, or producing good local and national citizens. Increasingly, they seek to prepare students to be internationally competent professionals, workers and citizens. The fact that 21st century challenges can only be addressed through international collaboration, by individuals and institutions with international capacity, skills and knowledge, means that higher education institutions must prepare students to operate in an environment where people, ideas, technology, and information are flowing ever more rapidly across borders. A growing number of U.S. higher education institutions have responded by embracing academic mobility as part of their mission. U.S. campuses are internationalizing at all levels: recruiting international students and faculty; encouraging U.S. students and faculty to study, teach, and conduct joint research abroad; and institutionalizing this cooperation through institutional partnerships, joint degree programs, branch campuses and other strategies.

U.S. higher education, while independent of the federal government, collaborates with and addresses goals of government at the local, state and national level in the United States, including through fostering international economic growth. Higher education's roles include:

- Driving U.S. and global economic development by serving as a primary incubator of creative ideas, solutions, systems, and products, partnering with industry to promote innovation and translate scientific discoveries to the marketplace. Higher education is the fifth largest service export of the United States, and our institutions are greatly strengthened by the participation and enrollment of international faculty and students. International exchange and collaboration promote the strong economic and trade relationships that lead to increased domestic and global prosperity.



National Priorities: Recent Trends & Future Developments United States



INSTITUTE OF
INTERNATIONAL
EDUCATION

- Fostering the international research collaborations that are needed to confront and find solutions to 21st century challenges – such as climate change, epidemic diseases, food security, sustainable energy and many others.
- Developing a skilled and globally aware workforce. Today's graduates must be prepared to work across borders and cultures. According to the most recent *Open Doors Report on International Educational Exchange*, during the 2010-11 academic year the United States hosted 723,277 international students, while American students studying abroad totaled 270,604. The number of Americans studying abroad represents an 88% increase over the previous decade – but is still too low. More American students must gain international experience and knowledge to match the efforts of students from other countries.
- Providing equitable access, and promoting critical thinking, effective teaching, and lifelong learning to build an informed and engaged citizenry.
- Maintaining U.S. excellence in higher education to attract outstanding students and scholars from around the world, and continuing to nurture the intellectually vibrant environment necessary for knowledge creation. The 723,277 international students who came to the United States in 2010-11 represented a 4.7 percent increase over the previous year. Of those students, 214,470 were in the United States that year for the first time in an academic setting. Still, international students made up only 3.5 percent of the total U.S. higher education enrollment (20,550,000). The United States can accommodate many more students from other countries, in a wide variety of educational programs.

International education is also critical to advancing U.S. strategic interests. Secretary of State Hillary Clinton has called study abroad by American students “spring training for the 21st century,” and encourages every American student to get a passport and use it. President Obama has indicated his commitment to increasing international student mobility through his Administration’s launch of the “100,000 Strong” initiative to promote sending more U.S. students to China, and “100,000 Strong in the Americas” to increase student exchange between the U.S. and other countries in the Western Hemisphere.

Non-governmental associations are a key part of the U.S. higher education community, and also have a role in representing and assisting member colleges and universities to work with government and policymakers in the field of education. National organizations include ACE (American Council on Education), AAU (Association of American Universities), APLU (American Association of Public and Land Grant Universities), AACCC (American Association of Community Colleges), AASCU (American Association of State Colleges and Universities), NAICU (National Association of Independent Colleges and Universities), and the Council for Higher Education Accreditation (CHEA.) Along with IIE (Institute of International Education), AACRAO (American Association of Collegiate Registrars and Admissions Officers), NACAC (National Association of College Admissions Counselors), NAGAP (National Association of Graduate Admissions Professionals), NAFSA: Association of International Educators, and many more – are deeply engaged in efforts to increase U.S. contributions to international education.

U.S. Government Support for Internationalization of U.S. Higher Education

In the United States, education is primarily a state and local responsibility. States and communities, as well as public and private organizations of all kinds, may establish colleges and universities, develop curricula, and determine requirements for enrollment and graduation. However, the federal government does provide support in many areas, such as for university research activities, for the federal student loan program that is administered by the U.S. Department of Education, and for international educational exchange. The Department of Education funds programs for U.S. students, faculty and teachers to expand their knowledge of international affairs and disciplines.



National Priorities: Recent Trends & Future Developments United States



INSTITUTE OF
INTERNATIONAL
EDUCATION

The mission of the U.S. Department of State's Bureau of Educational and Cultural Affairs is to promote mutual understanding through international exchange programs for students, faculty and professionals from the United States and other countries. International academic exchanges convey universal values, provide new perspectives, and encourage long-term international engagement by participants.

The flagship **Fulbright Program** provides opportunities for Americans and citizens of over 155 other countries to study, teach, and conduct research abroad. The Fulbright Program is based on partnerships between the United States government and foreign governments, as well as with educational institutions.

At the undergraduate level, the **Community College Initiative Program** and the **Global Undergraduate Exchange Program (Global UGRAD)** provide opportunities for one semester or academic year of study at U.S. colleges and universities to outstanding undergraduate students from disadvantaged or underserved populations, in vocational/technical programs or liberal arts programs.

Academic exchange programs for Americans build our country's global capacity and knowledge. In addition to the Fulbright Program, the **Gilman Scholarship Program** offers study abroad scholarships to financially disadvantaged U.S. undergraduates, including minority and other underserved students. The program emphasizes locations where Americans usually do not study abroad. The **Critical Language Scholarship Program** provides awards to American undergraduate and graduate students for intensive summer study of important world languages in countries where they are spoken.

The State Department has developed a continuum of educational and exchange opportunities to reach more diverse audiences around the world, including girls and women. **Student Leader Summer Institutes** bring together undergraduate student leaders from diverse sectors in other countries for an intensive 5-6 week study experience on U.S. campuses, introducing them to U.S. history, society, culture and academic life. The **English Access Microscholarship Program** gives bright, disadvantaged 14 to 18 year olds the chance to study English – and to gain insights into American culture and values – in two-year after school and summer intensive classes in their local communities.

The **EducationUSA advising network**, made up of nearly 400 advising centers in 170 countries, with support from the U.S. Department of State, works to provide balanced, comprehensive and accurate information to international students about opportunities for study in the United States. EducationUSA advisers are based in U.S. embassies and consulates, as well as in partner institutions, such as Fulbright commissions, non-governmental organizations, bi-national centers, host country universities, and public libraries. Advisers assist international students interested in applying to U.S. colleges and universities through advising sessions on site and at locations where students are, and increasing via technology. They also work closely with U.S. institutions of higher education to promote sustainable recruitment practices and the development of effective partnerships with international institutions.

Academic exchange programs for professionals and teachers include the **Humphrey Fellowship Program**, which enables mid-career professionals from countries in development or transition to pursue a year of non-degree, graduate study and professional development in the United States. **Teacher Exchange Programs** provide structured educational opportunities for teachers from the U.S. and other countries to study teaching methodology in schools of education, teach and work with master teachers, conduct research, or develop a project in their educational field.



National Priorities: Recent Trends & Future Developments United States



INSTITUTE OF
INTERNATIONAL
EDUCATION

All these exchange programs are designed to develop leadership as well as knowledge and skills among participants and enable them to promote educational, economic and social progress and international engagement in their societies and communities when they return home, as well as to pursue individual goals.

Around the world, the demand for higher education continues to grow. Higher education is seen as a driver for innovation and economic development, a path to individual opportunity and employment, and a tool for empowerment and citizen engagement.

We value the international engagement of U.S. higher education, and look forward to building on our strong partnership with the academic community and with governments and non-governmental institutions around the world on international educational programs.

Appendix:

Recent Trends in Student Mobility to and from the United States (from IIE's Open Doors Report, supported by the U.S. Department of State's Bureau of Educational and Cultural Affairs)

International Students in the United States: 2010-11

- Total number of international students in U.S. Higher Education: 723,277 (4.7% increase)
- New international students, enrolling in their U.S. program for first time: 214,490 (5.7% increase)
- International students as a percent of total U.S. higher education enrollments: 3.5% of 20,550,000



Economic Impact of International Education Australian Delegation

International education is an important part of the Australian economy, but more importantly, it acts as an enabler for Australia's extensive cooperation and collaboration with the world's leading knowledge nations, institutions, academics and students.

The benefits of international education for Australia include:

- cultural, business and research links within and between Australia and its partners
- paving the way for productive domestic and international economic and social relationships that sustain long-term rewards, both in Australia and for our partners
- contributing to Australia and the region's economic prosperity by providing highly-skilled graduates in professional areas, who have studied alongside students from around the world in global classrooms
- providing additional income to Australian institutions, enabling them to improve the quality of their facilities and educational services
- placing graduates capable of holding influential social, political, economic and scientific roles within their countries
- praising the quality, diversity and global competitiveness of Australia's domestic education systems, in part through study abroad options and the internationalisation of educational programs to give students a broader world perspective
- at the same time, helping other countries to harmonise education systems that are effective and deliver on high quality outcomes
- internationalising our cities and towns in an age of globalisation
- forging person-to-person ties that will provide mutual benefits for years to come and
- preparing citizens to be Asia-literate and globally competent.

Sixty years of international education in Australia has included over 2.5 million student alumni¹. In 2011, there were over 550,000 international student enrolments in Australian institutions onshore, generating over \$16 billion dollars in annual export earnings (2010-2011). Australian education also has a long standing presence offshore with over 100,000 enrolments in offshore higher education courses and over 60,000 enrolments in offshore VET courses in 2010.

International education has made an important contribution to Australia and helped change the way this country is perceived throughout the world, expanding both intellectual capital and international influence. International students also enrich Australian culture and society.

Australia also prepares high-quality, internationally competent graduates for their early careers. Educational institutions have become more global in their outlook, more business-like and student focused.

The economic benefits to Australia's national prosperity have been well documented, but the more intangible benefits also need to be acknowledged. These include:

Changing cultural attitudes – from its early days the international student program through the Colombo Plan was a catalysing force for a more multicultural society. It has helped change Australian students' attitudes, challenged fixed ideas and continues to do so today.

¹Banks and Olsen (2011). Australia's international students' characteristics and trends. In, Making a Difference: Australia's International Education.



Economic Impact of International Education Australian Delegation



Australian Government
Australian Education International

Diplomacy – international education has benefited Australia’s traditional and public diplomacy. It has helped build relations with foreign governments and engaged their leadership. From a public diplomacy perspective it has also helped create a positive image for Australia, opening doors and building networks.

“It (international education) is important to our security and a real contribution to the dynamic which drives the growing strength of our region both in the terms of economic growth and the solidarity of processes of government. In turn it builds trust in the motives of our people, the character of our society, the credibility of our good intentions and our value as a friend.” The Hon Mr Kim Beazley, Australian Ambassador to the United States.

International Alumni – international students and graduates offer many benefits to Australia that are sustained well beyond their studies. Graduates move between Australia, their country of origin and possibly other countries further driving Australia’s connectedness with the Asia region and beyond. Graduates can project Australian influence overseas and maintain friendships and linkages with Australia.

Workforce – the proportion of graduates who choose to remain in Australia become a valued source of skilled labour. In 2008-09 approximately one third of the skilled migrants to Australia were former students. While there has been limited research related to the impact on trade and investment, the experiences of international students may help to develop greater confidence to invest or do business in the future with the host country.

Regional Development – Australia has long contributed to the development of skills, knowledge and educational institutions in the region through scholarships and development assistance projects initially through the Colombo Plan and now through the Australia Awards. An important role has been the training of an education and research workforce for institutions.

Australian Institutions – Better infrastructure and facilities have stimulated new academic programs, introduced more flexible pathways and created a more global outlook at many Australian institutions. The growth in international postgraduate students and staff has also supported institutions research activities.

Students – the international education experience for students improves their cross cultural and language skills; ability to act as a global citizen and to recognise and apply an international perspective to their professional practice; and provides enhanced career options. These benefits accrue to international students studying in Australia as well as Australian students studying overseas.

Communities – International students make a significant contribution to the lifestyle, culture and vitality of their communities.

“While we celebrate the economic benefits of internationalising Australian education, its real, transformational and enduring value lies in building the foundation for cooperative understanding between countries.” Dr Brendan Nelson, Australian Ambassador to Belgium, Luxembourg and the European Union Text



Economic Impact of International Education Canadian Delegation



Canada recognizes that international education is a pillar in fostering strong economic ties, building human capacity and strengthening bilateral relations in today's global economy. While the impact of international education on the Canadian economy is significant, Canada also realizes the broader contribution of international education to prosperity, in terms of innovation, labour market and global business development. It is clear that the impact of international education must be seen in the wider context of globalization as a means for building strong international linkages and a more worldly society through the "diplomacy of knowledge".

Innovation and the Economy

Innovation is a key component of economic growth in the global market. International education provides several means for encouraging innovative activity in educational institutions around the world. Partnerships between institutions from different countries on major research programs are an efficient means of managing human, financial and capital resources, especially in disciplines requiring specialized instrumentation or facilities. Innovation is also supported by researchers working in institutions outside of their home country. International researchers who work in foreign institutions can also contribute to the advancement of knowledge and spread of new ideas in their country of origin.

Scientific communities in industrializing and emerging countries are making significant contributions to the global total of published scientific literature. These countries provide meaningful opportunities for global engagement and knowledge development, and partnerships are continuing to expand. For example, according to the Observatoire des Sciences et des Techniques, between 2001 and 2006, the proportion of world scientific publications that are international co-publications (i.e., involving researchers from at least two different countries) grew from 16.3 percent to 19.1 percent (Indicateurs de sciences et de technologies, 2008). Collaborations such as these are facilitated by the global knowledge networks developed through international education opportunities.

Economic Impact of International Education

According to the OECD, nearly 3.7 million students at the tertiary level studied outside of their country of citizenship in 2009 (Education at a Glance 2011). Of all these foreign students, 83% were enrolled in G20 countries. Furthermore, over half of all foreign students in 2009 were enrolled in G8 countries, constituting a market share of 18% in the United States, 10% in the United Kingdom, 7% in France and in Germany, 5% in Canada, and 4% in Japan and in Russia. The evidence is clear that there are significant numbers of international students entering G8 and G20 countries. While studying in their country of choice, these large populations of international students make noteworthy contributions to local economies through their expenditure on tuition, living costs, and other activities.

A 2009 report commissioned by Foreign Affairs and International Trade Canada estimated that, in 2008, international students in Canada spent in excess of CA \$6.5 billion on tuition, accommodation and discretionary spending and supported over 83,000 jobs.

The economic value of international education in Canada is comparable to figures released in recent years by other countries benefiting from the flow of international students, which serve to illustrate the market value of international education services. Despite these considerable revenues, it is imperative that all nations active in the field of international education, including the G8/G20, remember that the greater goals of internationalizing education support the development of human capital in a highly skilled and knowledgeable global populace.



Economic Impact of International Education Canadian Delegation



Human Capital Development and Labour Market Growth

As executives around the world are expressing the continued challenge of finding top talent, the rising demand for international education provides an ideal global opportunity to strengthen human capital and contribute to economic growth. The 2009 UNESCO Global Education Digest suggested that, compared to local students, a higher proportion of all internationally mobile students is enrolled in fields of study such as business (23%), science (15%), and engineering (14%) – these are areas of high demand in the innovation and knowledge economy. International exposure helps build the capacity of domestic workforces through development of intercultural skills and establishment of personal and professional networks. For international students that choose to stay in their country of choice, their academic experience supports human capital goals in that country by better integrating the students into the labour market. For those that return to their home countries, they bring with them the skills and values that they have developed through their education experience, as well as long-lasting ties to their country of study. These positive aspects of international education are building blocks for a skilled labour force which can consistently attract and retain investment.

Summary and Way Forward

The economic impact of international education is well-recognized by countries across the world who are active in the field. However, beyond monetary value, international education contributes to global innovation, human development, and diplomatic and trade relations strengthened by international alumni networks. As competition grows around the world in the field of international education, it will be important for all countries engaged in this field to broaden their focus beyond the recruitment of international students. These countries, including Canada, must recognize that a positive, multi-directional flow of young talent will support a global knowledge economy with emerging leaders adept in the global marketplace, given the values they develop through meaningful international experiences.



Economic Impact of International Education Malaysian Delegation



International education is often defined as all education involving the relationships among nations as deliberated by Reginald Smart. Prior to the eighties international education was limited to Malaysians studying abroad and this has cost the government up to 12 percent in capital outflow. The eighties marked the democratisation of higher education in Malaysia and with this policy private higher education institutions were allowed to set up and offer home grown programmes but more importantly able to offer twinning programmes partnering with established universities from UK, US and Australia. At this point of time twinning programmes were partially conducted in Malaysian institutions and the remaining part of the study in the source university abroad (2 + 1 programmes).

In 1997 when the economic crisis hit South East Asia, Malaysia was not spared and parents were struggling to send their children to complete their studies in the partnering universities. To ensure the interest of the students in these 2+1 programmes was taken care of, the Ministry of Higher Education then decided to facilitate these students to complete their studies locally and thus for the first time in the world we witnessed the birth of 3 + 0 programmes in Malaysia. These 3 + 0 programmes proliferated and started to attract international students. International students were only 47,928 in 2005 and has now grown by leaps and bounds to 96,000 in 2011. The establishment of foreign branch campuses the like of University of Nottingham, Curtin University, Swinburne University and Monash University has attracted even more students as the appeals of Western University degree at a fraction of the price were quite compelling. The average tuition fee for international students in Malaysia is at about RM30K (USD10K per year) and this contributes to about RM 3 bill (USD 1 billion) per year to the country. As in many other countries the multiplier effect is expected with the presence of international students especially in tourism, medical and other related services. As the majority of the students enrolled in Malaysian institutions are from the Middle East and mostly are Muslims, the multiplier effect is quite substantial as the female students are normally accompanied by their family members.

Liberalisation of higher education has attracted even more establishment of foreign branch campuses in Malaysia. The branch campuses are established as either a purposed built campus or within a designated campus that consist of several faculties from different universities sharing common facilities such as Iskandar Education City in Johor, Malaysia. These branch campus are requested to pump in a specific amount of funding at the point of application.

Even though almost all countries in Asia aim to become an education hub within the next few years but Malaysia has its unique appeal as a forward and modern Muslim country that now holds about 2.5 % of the global international student market and ranked at no 11.



Harnessing higher education to drive the nation's prosperity has become a primary focus for the UK government's education agenda. This is signaled within the current domestic reforms of the HE system where there is a clear expectation that Higher Education Institutions will make a major contribution to growth - not only through cutting edge research, innovation and enterprise, but also through much stronger links with industry and by producing graduates with greater employability skills. 'Impact' is one of the measures of the new research excellence framework. International education already makes a significant contribution to the UK's economy. Some of this is highly quantifiable, for example:

- Well over 1 million students experience a UK education each year: over 480,000 international students are attracted to study in its Higher Education system, plus another 90,000 in independent schools, colleges and the FE sector. In addition, over half-million students undertake UK degrees off-shore,^{1,2}
- In economic terms, these students make a very significant contribution to the education institutions' finance – over 10% of UK's HEIs income is from international students' fees. For some universities, international students' contributions are as much as 36% of their total income³
- Education services are valued at £14.1 billion⁴, they are the 5th largest service export from the UK⁵ accounting for an estimated 1% of the total GDP in 2008/09.
- The UK produces over 14% of the most highly cited research papers and its HEIs generate over £3 billion of external income annually through this research⁶. A major part of this research work has an international connection. 25% of (Higher Education) academic faculty are international⁷ and 45% of UK research output is the result of international collaboration, and for UK researchers, an international experience is conducive to more research productivity⁸.

This, of course, reflects a wider global trend:

- Research is becoming increasingly international with 35% of global research output now produced with international co-authors (an increase from 25% 15 years ago)⁹
- Internationally produced research is the most cited - not least because it provides solutions to global challenges and benefits more than one nation. British Council's

¹Sources: HESA (2012); Devolved administrations of UK; Independent Schools Council Census (2011)

²These figures do not include the thousands of students who study English Language courses in the UK each year.

³Source: Times Higher Education 12 April 2012 <http://www.timeshighereducation.co.uk/story.asp?storycode=419582#.T4Z0mvEU9J0.twitter>

⁴BIS (2012), Estimating the Value to the UK of Education Exports, BIS Research Paper number 46 <http://www.bis.gov.uk/assets/biscore/higher-education/docs/e/11-980-estimating-value-of-education-exports.pdf>

⁵Total services exports contribution to the GDP in 08/09 was 12%. Within the services exported, Banking/Finance comprised 32%; Professional, Scientific and technical activities (16.5%); Travel and Tourism (13.7%); Information and Communication (11.6%); Education exports (8.4%)

⁶BIS (2011), Innovation and Research Strategy for Growth, p.1 <http://www.bis.gov.uk/assets/biscore/innovation/docs/i/11-1387-innovation-and-research-strategy-for-growth.pdf>

⁷HESA 2012 staff record

⁸BIS (2011), International Comparative Performance of the UK research Base, Elsevier, p54.

⁹The Royal Society (2011), Knowledge, networks and nations: Global scientific collaborations in the 21st century, p.6. http://royalsociety.org/uploadedfiles/royal_society_content/influencing_policy/reports/2011-03-28-knowledge-networks-nations.pdf



study found very strong relationship (80%) between countries' research collaboration rate and the citation impact of the respective research produced in collaboration¹⁰

- In addition, there is a strong body of empirical evidence which suggests that research impact increases with the increase in the number of participating countries¹¹
- The most high-impacting research is likely to be produced by individuals with an international education experience – Nobel prizes are increasingly won by researchers working in a country other than their country of birth. Over 60% of the winners in 2010 and 2011 had studied or carried out research abroad¹².

The UK government recognises how important a high quality research base with international impact is in securing the UK's position at the centre of a rapidly changing global economy. Since May 2010, it has protected the science and research budgets and is committed to investing over £20 billion by 2015 as well as allocating additional capital investment.

All of this has economic impact, nationally and globally. The challenge we face is how to establish causal links, and how to quantify the benefits, for governments and electorates whose bottom line is economic impact and short term targets. The British Council's study "The Shape of Things to Come: Higher Education Global Trends and Emerging Opportunities to 2020" identifies a clear relationship between growth in international trade and international student enrolments and cultural ties. For countries like Canada and Japan the relationship between student enrolments and trade was above 90%. However, what is not clear is the direction of the causality, i.e. will international education and research contribute to greater trade between nations.

It is critically important that we begin to develop a collective understanding of that causal chain – and that we develop an international evidence base and a common language in which to express that to governments.

British Council believes that international education, along with other cultural activities, builds the deep understanding and trust over the long term which provides a foundation for international trade and ultimately economic growth and prosperity. In May we will be launching a study undertaken in 10 countries that investigates those links for the UK.

But of course this is not – and should not – be solely about export figures and short term economic return. The British Council is, and will continue to be, committed to supporting the internationalisation endeavors of all UK education sectors. International education and research has a much more significant and longer term global role – it builds understanding and trust between individuals and nations, it is the most effective tool we have to solve the global challenges we face. Ultimately this contributes to building economic growth and prosperity across the world.

¹⁰British Council (2012), The Shape of Things to Come: Higher Education Global Trends and Emerging Opportunities to 2020.

¹¹Ibid.

¹²British Council Analysis (2012) based on Nobel Prizes for Physics, Chemistry, Medicine and Economics. Analysis of data from "Facts and Lists". Nobelprize.org. http://www.nobelprize.org/nobel_prizes/lists/ - accessed on 19 Apr 2012. Detailed findings include: 44 % (8/18) of the Nobel Prize winners in 2010 and 2011 won the prize for work in a country other than their country of birth (from 2008 to 2011, the proportion was 33%; 1997 to 2011, the proportion was 29%; approx 29% in the 1960s, approx. 15% in the 1920s).



Policy Sessions: Academic Mobility

Management Models of National Scholarship and Fellowship Programs

German Delegation



Germany is a large source of students who study abroad: 102,800 were enrolled in universities outside of Germany in 2008; if one includes internships, language courses and independent research, about 33% of all German students go abroad during their studies. DAAD and the German government have the goal to increase this percentage to 50%. The German government aims to promote student mobility within its broader strategy for the internationalization of science and research (Strategy of the Federal Government for the Internationalization of Science and Research, February 2008). One means to do this are generous regulations about study abroad in the German government scholarships “Bafög” which correspond roughly to the American Pell Grants for less well-to-do families: Bafög sponsors studies abroad; in 2010 more than 40,000 students studied abroad with these government scholarships which cover the cost of living and tuition fees up to 4,600 Euro per year. This is Germany’s largest scholarship program.

The role of DAAD in Educational Mobility

The DAAD supports students and academics from abroad in order to create lifelong friends of Germany. In addition, DAAD supports German students and academics abroad, recognizing their potential as future leaders with international and intercultural experience. 32,000 Germans abroad are supported directly by DAAD, another 32,000 in EU programs like ERASMUS which are administered by DAAD.

In order to find out how to further increase the mobility of German students from one third of all students to 50%, DAAD commissioned a study with the “University Information System” (HIS) company in Hannover about the obstacles to student mobility. 67% of the students answered that the most important hurdle for mobility is a lack of funding, the contributions of parents for study abroad are decreasing. 55% were afraid to lose time during their studies and 54% did not want to be separated from their family. In general, structured programs were found to be more effective to increase mobility than individual scholarships.

Which consequences did DAAD draw from these findings for its programs?

- We shifted money from individual scholarship programs (run as a national competition like Fulbright) to group programs administered by the universities. The most important of these programs for mobility abroad is *PROMOS*, which enables universities to deal with all types of scholarships (internships, language and summer courses, student group travel, internships, scholarships up to one semester duration) by themselves with money they get from DAAD.
- Universities also receive DAAD money to invite students from partner universities with partial scholarships (“*Kontaktstipendien*”); this enables them to fulfill contractual obligations in partnership agreements.
- Within Europe, mobility is greatly enhanced through the *ERASMUS* scheme (which DAAD administers for Germany) which works with a system of partner universities and the European System of Credit Transfer which makes sure that students do not lose too much time.
- While *ERASMUS* works inside Europe, DAAD has a similar scheme for overseas countries which is called “*Integrated Study Abroad*” (*ISAP*) and provides funding for the exchange between two departments, one in Germany, one abroad, if there is reciprocal exchange and credit transfer. The grant is given to university departments for several years which then decide which students they want to send abroad. Since students complained about financial difficulties with studies abroad, the scholarships in this program have been changed



from partial scholarships to full scholarships. Since students complain about losing time by studying abroad, the selection committee for these programs puts high emphasis on effective credit transfer agreements.

- A similar, more complex program finances *joint and dual degrees* at the Bachelor, Master and PhD levels.
- While ISAP and dual degree programs run between departments, DAAD also funds a high number of university *partnership programs* with Central and Eastern Europe (the oldest program, since 1974), with developing countries, with Japan and Korea, and, a completely new program, “*Strategic Partnerships*” where the funding for one university can reach a total of 1 million Euros for 4 years.
- In order to ease the stress of absence from family, DAAD scholarships include family allowances.

While working with all countries worldwide (it is running a campaign “Go Out” which tries to encourage outbound mobility in general), DAAD is also trying to encourage mobility to certain parts of the world with programs like “Go East” (Central and Eastern Europe), “A New Passage to India” and “Welcome to Africa” or “Language Plus Internship in China” or “Language Plus Internship in Japan”.

What about the students who are neither international students nor going abroad – i.e. the majority of all students? DAAD tries to promote “internationalization at home” for them through its new program “Internationalization of Teaching” which supports curriculum projects that give teaching an international dimension, projects which train faculty internationally and projects which draw upon the expertise of foreign experts for curriculum innovation. Some examples: International online game for the training of civil engineers, language tandems with international students on campus, development of international “case studies” for management students...

As a result of this wide array of activities, Germany comes first in the internationalization of higher education, ahead of Australia, the United Kingdom and China, according to a British Council Survey. The USA is only in sixth position, behind Malaysia. The ranking compares the higher education systems in twelve countries regarding access, quality and reputation of degrees, support for foreign students and encouraging their own students and academics to study and do research abroad. Germany scores in particular thanks to its internationalization strategy, which actively promotes mobility in both directions, and through the amount of funding.



Policy Sessions: Academic Mobility

Management Models of National Scholarship and Fellowship Programs

American Delegation

National Scholarship and Fellowship Programs: Management Models from the Institute of International Education (IIE)

Since 1919, IIE has managed many of the world's most prestigious global scholarships. Through a wide variety of educational programs sponsored by the U.S. government, corporations, foundations and foreign governments, IIE annually works with over 25,000 students, scholars and professionals from more than 175 countries to access education at colleges and universities in the United States and worldwide. By utilizing a network of dedicated personnel in 23 offices globally, IIE annually monitors more than 8,000 graduate, undergraduate and short-term training students at U.S. and foreign universities. IIE welcomes the opportunity to work with sponsors from any country or organization to develop and implement prestigious and innovative scholarship programs in a fair, open, and transparent manner, providing talent from around the world with access to leading institutions of higher education and the international experience that is critical to success in the 21st century.

The following provides a high-level overview of IIE's scholarship management approach and best practices from three prestigious programs: The **Fulbright Student Program**, the **Benjamin A. Gilman International Scholarship Program** (both administered on behalf of the U.S. Department of State's Bureau of Educational and Cultural Affairs), and the **Brazil Science Without Borders Program** (implemented by IIE on behalf of the Government of Brazil).

IIE's Approach to Scholarship Management

IIE approaches scholarship management by focusing on establishing concrete scholarship parameters such as a well-defined scope, sustainable budgets, realistic planning, evaluation and assessment.

Once the objectives of the scholarship program are defined and meet the short and long-term goals of the stakeholders, IIE considers the Life Cycle of the scholarship to be: 1) Preparing for Success, 2) Ensuring Success in Program, and 3) Advancing Success after Program.



The Fulbright Foreign Student Program: Student Placement – The Challenge of the “Perfect Fit”

Sponsored by the U.S. Department of State's Bureau of Educational and Cultural Affairs (ECA), the Fulbright Foreign



Policy Sessions: Academic Mobility

Management Models of National Scholarship and Fellowship Programs

American Delegation

Student Program enables graduate students, young professionals and artists from abroad to conduct research and study in the United States. IIE understands that both admission and funding follow when a strong academic fit has been made and that achieving this optimal fit is critical to the success of the scholarship program. Therefore, the IIE placement process is structured to help ensure that students are closely matched with the academic programs that best suit their study/research plans, future goals, and sponsor priorities.

Staff, organized by field of study, consists of field knowledge experts who keep abreast of academic trends, program offerings and new initiatives at colleges and universities and who develop and maintain strong relationships with admission officers and faculty. IIE conducts extensive research, matching students with programs and closely advising grantees and sponsors on optimal academic options.

Further, IIE provides an interactive web application and works with students to help ensure a complete and compelling application dossier is presented to schools. Throughout the process, staff consistently communicates with academic programs and faculty to achieve admissions, with rates exceeding national averages. Staff also negotiates significant funding to supplement scholarship monies. IIE recommends best placement options to students and sponsors and, once consensus has been reached, places students in academic programs and begins the process of providing information and orientation opportunities designed to prepare students for their study experiences. In addition to the standard placement timeline, IIE frequently works on off-cycle placements and fast-track placements into degree or non-degree programs, facilitating late placement by pre-identifying schools that will entertain late applications and/or reserve seats for qualified applicants.

The Gilman International Scholarship Program: Expanding the Diversity of U.S. Students

The goal of the Gilman International Scholarship Program, also sponsored by ECA, is to diversify the kinds of U.S. students who study abroad and the countries and regions where they go. This program, which provides 2,400 grants each year, was created to reach students at the undergraduate level who are talented and ready for an international experience but who cannot undertake such an experience without financial assistance. Eligibility requires students to be recipients of U.S. federal financial aid. Selection criteria focus on academic merit, destination of study (with preference toward non-traditional destinations), diversity of the student (to include students from all backgrounds, from all regions of the U.S. and diversity in home institution types/large/small/public/private) among others.

To reach a diverse applicant pool, IIE has developed a robust and integrated outreach approach. While we work with the full range of higher education institutions, IIE places a special emphasis on reaching Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions, Minority-Serving Institutions, Community Colleges, and institutions which have significant numbers of ethnic minority students. IIE engages campus advisors in the selection process; and offers multiple adviser training workshops each year.

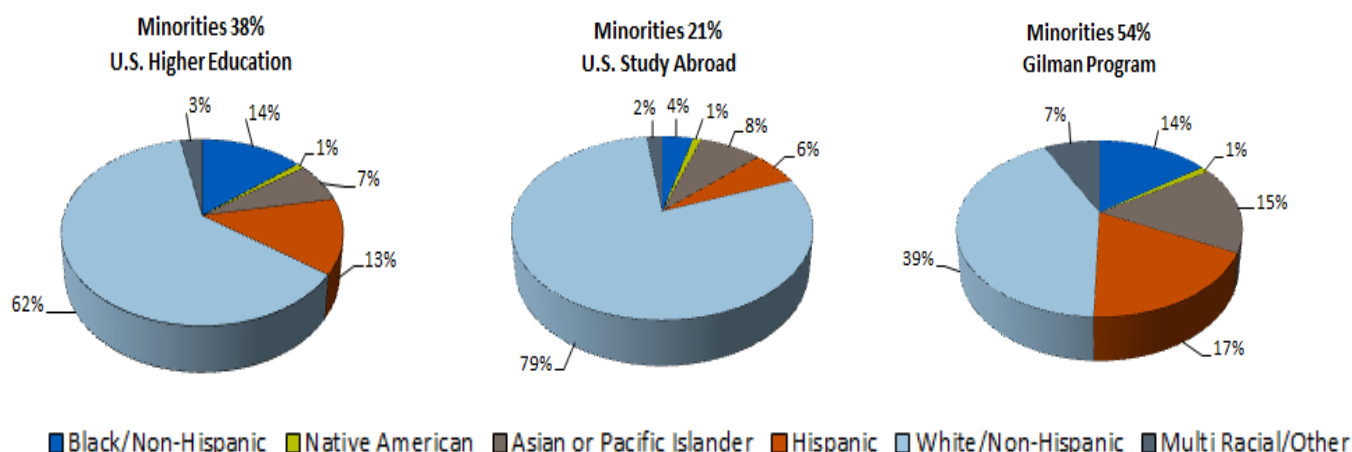
As illustrated below, 54% of all Gilman recipients in 2011 were from underrepresented ethnic minorities, compared to 21% of the U.S. study abroad population. Gilman Scholars are nearly four times as likely to be African American as the U.S. study abroad population.



Policy Sessions: Academic Mobility

Management Models of National Scholarship and Fellowship Programs

American Delegation



*U.S. Higher Education data from the National Center for Education Statistics (NCES) 2009

Brazil Science Without Borders Program: Fast-Track Scholarship Implementation

The Science Without Borders program is an initiative of the Government of Brazil to fund 100,000 scholarships abroad mostly in STEM fields (Science, Technology, Engineering and Math). On behalf of the two sponsoring organizations, CAPES and CNPq, IIE manages the undergraduate scholarship program in the United States, which provides one-year non-degree study consisting of two terms of academic study and an internship. Within two months in 2011, IIE was able to place nearly 650 students at over 100 institutions. The program is now in full operation and the second and third groups are currently being placed including up to 500 in English pre-academic programs beginning summer 2012. By fall 2012, over 2,000 students will be fully engaged in their programs. The scholarship covers tuition, living expenses and travel.

IIE assisted the Government of Brazil in overall program design and budgeting; established eligibility requirements for successful candidates; convened U.S. higher education representatives to meet with sponsors on program objectives and details; and liaised with the Educational Testing Service (ETS) to ensure timely administration of the TOEFL exam. IIE publicized the program to U.S. higher education institutions and created a streamlined matching process utilizing an online application system. IIE's undergraduate placement staff, focusing on field of study and other individual criteria, matches students with academic institutions. Hosting institutions make the final determination on whether a particular student is a good fit and is admissible as a visiting non-degree student to one of their programs.



French Delegation

Initiatives favouring the development of academic linkages:

Recent developments in European higher education have facilitated the development of joint and dual degree programmes between France and other countries. France has adopted the standard European three-tier approach to higher education, with programmes organised according to the undergraduate, Master's and doctoral levels. The European Credit Transfer System (ECTS) has also enabled French higher education institutions (HEIs) to increase their compatibility with partner institutions and has supported the recognition of students' study stays abroad and the transferability of credits earned.

In France the recognition of foreign degrees is the remit of the individual HEIs. To facilitate procedures the Ministry of Higher Education and Research has signed recognition agreements with Colombia, Lebanon and Quebec. The ENIC-NARIC¹ Center, part of a European network, is the national information centre for the academic and professional recognition of qualifications. It assists institutions and students by issuing comparability statements for foreign qualifications and by providing information on the recognition of French qualifications abroad and the procedures to follow in order to work in a regulated profession.

Increasing student mobility within the scope of institutional partnerships is a governmental priority. The objective is for 50% of incoming students to France to participate in institutional mobility programmes within the next two years. As a result, international students in France will benefit from enhanced hosting and support services.

Structures and tools:

Joint and dual degrees offered by French HEIs take on a variety of forms from simple exchange agreements between two institutions or academic departments to fully integrated programmes delivered by French staff abroad. In recent years, a number of French campuses have been established overseas, thus facilitating international academic linkages. Examples of offshore campuses include the Sorbonne in Abu Dhabi, *l'Ecole centrale* in Beijing and *l'Ecole Supérieure des Affaires* in Beirut.

In Vietnam, the government chose France as its partner to design and build the new University of Science and Technology of Hanoi (USTH) which aims to offer international standards in higher education and research and to strengthen university-industry linkages. USTH responds to the emerging needs of the development of Vietnam and targets inclusion in the top 200 HEIs of the Shanghai Jiao Tong University world class ranking by 2025-30. The teaching system at USTH follows the Bologna Process and programmes are delivered by French and Vietnamese academics. Master degrees are accredited by both France and Vietnam.

Other initiatives in Vietnam include the *Centre Franco-Vietnamien de formation à la Gestion (CFVG)* operated by the Paris Chamber of Commerce and Industry, the *Programme de Formation d'Ingénieurs d'Excellence au Vietnam (PFIEV)* and the *Pôles Universitaires Français (PUF)*. The PUF, launched in 2006, are integral parts of the Vietnam National Universities and manage offshore programmes for French universities. The programmes of PUF Hanoi all follow the curriculum of the French partner university and a minimum of 50% of the courses are taught by academics and professionals seconded by the French institution.

¹ European Network of Information Centres – National Academic Recognition Information Centres



French Delegation

The French University in Egypt delivers both an Egyptian qualification and a French one from the corresponding partner university. Created as an initiative of the Presidents of Egypt and France the French University in Egypt reflects the long-standing tradition of cooperation between the two countries. It has agreements with several French higher education institutions and offers programmes with professional experience taught in Arabic, French and English.

Another example of a French university established abroad is Galatasaray University in Turkey, the country's first state university founded by bilateral charter, which offers programs up to the doctoral level.

The *Université franco-allemande* (UFA), which is currently highly subsidised by the French and German governments, is composed of a network of institutions. UFA supports the development of exchanges between the two countries through the implementation of bi-national programmes. This academic year UFA offers 130 integrated programmes and 5 000 students are enrolled on a programme supported by UFA.

In collaboration with 15 partner countries, France set up the Mediterranean Office for Youth (MoY) in 2010. This initiative supports the creation of double and joint degrees and the mobility of students and young professionals at the Master's and doctoral levels by labelling higher education training programmes of excellence that correspond to fields of Mediterranean interest and by administering mobility grants. Campus France is currently responsible for managing the MoY programme.

French higher education institutions enjoy a high success rate in applications to the European Union's Erasmus Mundus programme for the development of joint Master's and doctoral programmes with other European institutions. In 2012-13, 97 out of 131 Erasmus Mundus Master's programmes (74%) are coordinated by or involve a French HEI.

Campus France's 136 overseas offices play an active role in promoting dual and joint study programs by counselling students, organising information sessions and publishing the list of such programs on the local Campus France websites.

Examples of difficulties encountered:

Certain obstacles hinder the creation of double and joint study programmes in France.

Programmes in specific fields may not be recognised (e.g. engineering in Canada, architecture in the USA, medicine). In Asia and Latin America, the equivalences of degrees are a problem due to differences in the structural organisation of studies and the value of degree classifications may be interpreted differently from in France.

Potential brain drain is a factor that discourages certain countries, notably in Africa, from developing joint and double degrees with France.

French institutions have also faced difficulties in the past in awarding joint degrees since legal constraints did not authorise the delivery of degree certificates featuring foreign institutions.



Indian Delegation



Programs of institutional cooperation in education have productive implications in the context of the knowledge economy. Their productive implications arise from an inter- and intra-disciplinary context of knowledge generation. In addition, the movement of programs, students, teachers, and researchers in these collaborative frameworks may develop institutions and groom students in a multicultural environment. Institutional cooperation is very much dependent on the policy support and supporting regulatory and monitoring mechanisms that partnering country institutions evolve. The objective of this paper is to shed some light on developing the enabling conditions for institutional cooperation in higher education.

Curriculum Integration: Access to an international curriculum enables comparative studies and regional or global perspectives. Curriculum integration and its adaptation to industry and the local and global environment that is in national interest is one of the vital components of internationalization. Language poses an important challenge in integration. The quality of a program delivered through institutional cooperation has to be ensured in terms of curriculum, methods of teaching, pedagogy, and faculty as comparable to those prevalent at the provider's main campus.

Curriculum design has two main components: content and structure. Universities in India have full autonomy to design the curriculum. In any program designed by partner institutions, the content has to be mutually agreed on by the institutions without compromising the quality and at the same time protecting the national and learners' interests. Structured methods of teaching and assessment need to be related to credits and credit transfers. Such issues are decided by academics within the university.

Joint and Dual Degree: Degrees can be conferred in India only by universities established by the Central Parliament or state legislatures (public or private university), deemed universities, and institutions of national importance. For joint degrees, partner universities jointly award a degree, while dual degrees are awarded by partner countries separately for the period of study. Split Ph.D. programs are jointly supervised by academics from the partner universities and a joint degree is awarded. In all the cases there is a mutually agreed on credit transfer arrangement, except for split Ph.D. where there is no joint course work. Since foreign degrees cannot be conferred in India under the existing UGC Act, there is a legal restriction on joint/dual degrees and split Ph.D.s involving a foreign university. Due to legal restrictions, a degree is finally awarded by a public university in India even though in few cases coursework is undertaken in a foreign university. In a few privately managed institutions joint or dual degrees are practiced in India without much legal sanctity. Such degrees are accepted in the job market, nationally or internationally, due to the brand value of the partnering foreign university.

Twinning partnerships are allowed under the regulatory framework of AICTE. Currently 12 twinning collaborations are being conducted with some prestigious universities across the world.

Except for twinning programs, dual degree programs or split Ph.D.s are not currently available in India within a regulatory framework of universities, although private institutions have many such programs in collaborative or twinning modes.

A policy response is needed to create a regulatory framework for joint/dual degrees and split Ph.D.s under the collaborative delivery of these programs. Since UGC in India is responsible for the coordination and maintenance of standards in universities, UGC needs to evolve an enabling regulatory framework under all forms of collaborative programs for universities in India.



Indian Delegation



Universities in India furthermore need to change corresponding acts to allow the joint delivery of programs and the conferring of a joint/dual degree and split Ph.D.

Twining: Collaborative arrangements facilitate twinning. If issues relating to joint or dual degrees are resolved, it will probably promote twinning on a much large scale than what is happening today

Diploma Recognition Programs: Strict differentiation is maintained between a degree and a diploma. Regulations exist by and large for degrees and for diplomas that are offered by polytechnics and teacher education institutions, recognized by respective Councils and those recognized by National/State Councils of Vocational Education. Universities too offer diploma programs. However, most of the diplomas and certificates offered in a non-university system in response to market pressures are neither standardized nor are all of them recognized.

Job providers are, therefore, not assured of the value of such diplomas. Policy has responded to such phenomenon. The National Vocational Qualifications Framework has been prepared, and mechanisms to recognize qualifications offered in the market may be undertaken. All diplomas that are run through institutional cooperation in partnership with foreign institutions need to be assured in terms of quality and recognized in India after proper assessment. However, the international recognition of diploma programs offered by the non-university system is still a vexed issue to be deliberated further.

International academic linkages need to be facilitated through the recognition of academic awards offered by accredited universities, notwithstanding the differences in the time period and the quality of an academic qualification. Once this principle is accepted, universities may decide how the deficiencies will be met. If this principle is not accepted, differences are too large to come to a solution. Another important issue relates to the adoption of a credit system in all Indian universities. This is being given a policy thrust. Mutual acceptance and the transfer of credits have to be further strengthened to facilitate international academic linkages. The final important issue with respect to the promotion of international academic linkages is the establishment of a quality assurance system such that all collaborative programs are properly assessed. Collaboration has to be on a sustainable basis. Presently collaborative program delivery in India is confined to private unrecognized and non-accredited institutions. Any temporary collaboration driven by pure commercial interests has been found to be unsustainable.



Mexican Delegation

Since the World Declaration on Higher Education in the Twenty-first Century (UNESCO, 1998), curricula for higher education is being based on capabilities, which go beyond the mere accumulation of knowledge. The purpose is to promote a student-active attitude in which the teacher, whose role is to guide, is only one more element in the learning process. The capabilities are based on profound knowledge; not only knowing, but knowing what and how. The competencies, thus, refer to the student's ability to integrate and mobilize knowledge, skills, values, attitudes and principles to solve complex tasks in various contexts, effectively and responsibly.

Presently, Mexican universities target to include an international dimension in their programmes, as they seek to broaden the perspective of students regarding the professional field of their choice and enable them to function professionally and personally, not only in a national context, but also globally, by developing abilities to interact in intercultural environments and in a second language. In recent years, 49% of the Mexican students have studied in the United States, 19% in the United Kingdom, 11% in Spain, 11% in France, 4% in Canada and 6% in the rest of the world.

Mexico has played an important role preparing regional conventions on the recognition of studies and diplomas in higher education in Latin America. Accordingly, the Ministry of Education of Mexico has signed twenty-two interagency agreements in higher education with countries in Europe, the Americas and Oceania. Mexican universities have a significant presence concerning the promotion of international academic cooperation and mobility. Some of them, such as the National Autonomous University of Mexico, possess autonomy to negotiate their own agreements.

Currently, the challenges for Mexican HEI in the matter of internationalization lie on:

- Promote academic partnerships between Mexican and foreign HEI'S of renowned prestige, to strengthen academic capabilities of national HEI's, and encourage doctorate students to conduct research visits in laboratories of the highest international standing.
- Encouragement of interagency agreements that sustain mobility programmes of students between educational programmes that have efficient mechanisms for the recognition of credits.
- Promote international recognition of the scheme of accreditation of educational programmes within the framework of international conventions to which Mexico participates.
- Coordinate and consolidate the National System of Evaluation, Accreditation and Certification and its specialized agencies.
- Participate actively in the opening stages of internationalization of higher education, significantly raising quality standards and setting new ones for higher education.
- Consolidate the prestige of the country and its institutions, in the setting of national educational policies and currently enforced standards.
- Strengthen interactions and incorporating international perspectives into academic programmes.

¹ *La educación superior en el siglo XXI*, México, ANUIES, 2000, <http://www.anui.es.mx>



Mexican Delegation

Internationalization of higher education “has become a phrase used to describe anything remotely linked to the world-wide intercultural, global or international dimensions of higher education, and it runs the risk of losing its meaning and direction”. Globalization is commonly used as a strategy to “brand” an institution; therefore, is not necessarily an indicator of academic quality, because a school can have high levels of internationalization, and yet maintain its traditional practices in the academic field, as well the number of cooperation agreements is not a reliable indicator of internationalization, as these may involve “paper agreements only,” without that resulting in a substantive partnership with international institutions.

A genuine policy of internationalization involves processes such as curriculum reform, systematic and substantive cooperation with international HEI’s, international accreditation policies for the study programmes and the development of practices that enhance reliance between HEI’s.

² Jane Knight, “Has internationalization lost its way?”, *The Observatory on Borderless Higher Education*, 2011: http://www.obhe.ac.uk/documents/view_details?id864





Qatari Delegation

Qatar Foundation for Education, Science and Community Development was established in 1995 and is chaired by Her Highness Sheikha Moza bint Nasser. It is leading the country's journey towards a knowledge-based society. Qatar Foundation has reached a new stage in the development of Qatar's higher education with the establishment of Hamad Bin Khalifa University, which brings together, all of the higher education and related research being conducted at its following universities:

- Virginia Commonwealth University in Qatar, offering four majors in design at undergraduate level as well as a Masters in Fine Arts.
- Weill Cornell Medical College in Qatar, offering a pre-medical program, as well as a four-year MD degree.
- Texas A&M University at Qatar, offering four undergraduate Engineering majors and an MSc in Chemical Engineering
- Carnegie Mellon University in Qatar, which has undergraduate programs in Business Administration, Computer Science and Information Systems. This year it introduced a fourth program in Biological Sciences.
- Georgetown University School of Foreign Service, delivering its BSc in Foreign Service.
- Northwestern University in Qatar, which teaches its undergraduate programs in Journalism and in Communication.
- HEC Paris in Qatar offering its Executive MBA program
- UCL in Qatar (University College London) which this year will start teaching Masters programs in Archeology and in Museum Studies
- And the homegrown Faculty of Islamic Studies, which teaches a range of undergraduate and graduate programs in both the arts and sciences.

The creation of Hamad bin Khalifa University will allow the different universities to increasingly operate as a single multi-disciplinary institution, while preserving the autonomy and the quality standards of the different partners. All of the universities will benefit from the efficiencies and synergies which this will allow.

For example, the program in Biological Sciences is being delivered by two of the partner institutions – Weill Cornell Medical College in Qatar and Carnegie Mellon University in Qatar. There are many such opportunities for such fruitful collaboration – especially at postgraduate level and in research. (More examples of institutional cooperation can be found in the presentation.)

The greatest beneficiaries of all will be the students, who will gain access to the excellence of not one, but several world-class centers of learning. Moreover, Hamad bin Khalifa University is building a student experience, which is unique to HBKU, and which is based on its recently opened Student Centre, a wonderfully equipped facility which is becoming the centerpiece of the University. Student life at HBKU is both collaborative and fully international.

Qatar Foundation's Hamad bin Khalifa University continues to flourish as a centre of excellence in education and research, with a growing number of internationally renowned university campuses from Europe and the United States. It is inspiring young Qataris to achieve higher education attainment at the secondary level and producing graduates of the highest international standards in support of *Qatar National Vision 2030's* aim of transitioning towards knowledge based economy.





Russian Delegation

With the aim of creating an efficient system which will be an essential part of global educational and scientific infrastructures, the Government of the Russian Federation provides very high financial support. Within the realm of interuniversity development, one of the key elements is the formation of a network of leading universities in Russia. The Russian Federation faces the challenge of creating a favorable environment for sustainable the provision of high-tech industries and basic science by highly qualified human resources. Only the maximum integration of Russia into the global science realm and the realization of systematic measures in these directions can provide a solution to this problem.

Thus, in 2009, the formation and development of a network of Russian-leading universities was initiated. The network comprises national research universities, federal universities, and two oldest and largest universities: Moscow State University of M.V. Lomonosov and St. Petersburg State University.

In accordance with the federal law adopted on November 10, 2009, Moscow State University and St. Petersburg State University granted the right to set educational standards and requirements for educational programs of higher education implementation; to conduct additional focus entrance tests; to grant graduates independent documents, which are equivalent to state documents; and other types of academic freedoms in scientific and educational spheres and management systems. The implementation of these rights and academic freedoms by two leading national universities has helped to test the organizational, legal, economic, scientific and methodological mechanisms of the network of higher education institutions.

Moreover, with the aim of promoting the dynamic development of the science and technology sectors of the country and providing them with the necessary human resources, balanced by the numbers, areas of training, qualification, and age structure, with respect to the necessary pace of their updates and projected structural reforms in science and economics, the National Research University (hereafter – NRU) was created. It is a higher education institution that is equally effective in carrying out educational and research activities based on the principles of integration of science and education. The most important distinguishing features of NRU are generating knowledge, providing an effective transfer of technologies to their economic applications, carrying out a wide range of basic and applied research, the presence of a highly efficient system for master's and highly qualified personnel, and a highly developed system of programs for retraining and professional development.

In October 2008, in accordance with the Presidential Decree, the establishment of national research universities (pilot project) was initiated, including the National Research Nuclear University and the National Research Technological University. This was initiated on the basis of the state educational institution of higher education—"Moscow Engineering Physics Institute (State University)"—and on the basis of the federal state institution of higher professional education—"State Technological University Moscow Institute of Steel and Alloys."

Twenty-seven National Research Universities received this new status as a result of the competitive selection of their development programs (contests of the years 2009-2010). These programs are focused primarily on the development of educational, research, and innovative infrastructures, increasing publication activity, and mobility.

Currently 29 universities have a category of "National Research University." The implementation of development programs for national research universities is planned for 10 years. The amount of their funding is 95 billion rubles (2.3 billion euros), including 50 billion rubles (1.2 billion euros) – allocations from the federal budget – which are allocated to universities for the first five years as a state support.





Russian Delegation

Another important step is the establishment of Federal Universities, which was carried out to develop a system of higher education based on the optimization of the regional educational institutions and to strengthen the links of educational institutions of higher education with the economy and social sphere of the federal districts. The strategic mission of the Federal University is the formation and development of competitive human capital in the federal districts by means of creating and delivering innovative services and developments. Federal Universities implement this mission by organizing and coordinating work in the federal district aimed at the balanced provision of major socioeconomic development of territories and their regions by qualified personnel, as well as scientific, technical, and technological solutions, such as bringing the results of intellectual activities to the practical application. The development of Federal Universities is a part of the programs approved by the Government of the Russian Federation, developed for the period until 2020 and implemented in phases: 2007-2010, 2011-2015, and 2016-2020.

The state provides significant budgetary funds to finance development programs of the Federal Universities. Currently, there are eight Federal Universities in Russia.

Thus, the top 39 universities in the country receive significant allocations to improve their infrastructure. Total funds allocated for the further development of the education, science, and innovation infrastructure of these universities is 30 billion rubles (700 million euros) annually.

In October 2010 these universities established the Association of the leading universities of Russia.

The simplification of procedures for the recognition of diplomas, degrees, and academic titles is one more significant State support of inter-university cooperation. On November 21, 2011, the State Duma of the Russian Federation considered the draft federal law that improves the procedure for recognition of education certificates, degrees, and academic titles. The document establishes the procedure for recognition of international documents on education and/or training, suggesting the existence of a certain correspondence of levels and educational contents that meets the goals and objectives of the Convention on the Recognition of Qualifications Concerning Higher Education in Europe.

The legislative draft determines the procedure for recognizing foreign documents on scientific degrees and academic titles in the territory of the Russian Federation, including a scheme for the official confirmation of the significance (level) of a degree or the academic status obtained in a foreign country in the territory of Russia. This procedure is basically the same as the recognition of foreign documents of education and/or qualification.

The list of foreign educational institutions whose certificates of education and/or qualification and scientific degrees will be recognized in the Russian Federation will be defined on the basis of one of the following criteria:

1. The foreign educational institution is listed among the first 300 positions of the Academic Ranking of World Universities and QS World University Rankings.
2. The foreign educational institution (from the country of the "Group of Eight") is listed among the winners of national competitions for the selection of leading educational institutions or among the participants of national support programs.

Such criteria and lists of universities are to be determined by the Government of the Russian Federation and will not be a part of the law. As needed, these legislative acts of the Russian Government will be updated.



