Campus 20/20
An Examination of British Columbia's Post-Secondary Education System

International Post-Secondary Education: the Education Gateway
Speculative discussion paper

Karel Reus

Contents

Introduction

The brief for this contribution to Campus 2020 asks for an "…exploration of the internationalisation of post-secondary education focusing on the recent initiatives in Australia as the example (i.e., trends/experiences/lessons learned) and how BC can learn from Australia's experience."

This "think piece" provides an overview of the field of International Post-Secondary Education in Australia. In attempting to provide a stimulus for discussion the paper has had to walk a fine line between commentary and the provision of information for those who are not aware of "the Australian way" in these matters. Wherever possible, within space constraints, reference to web sites and other public-domain sources of further information have been included. Where web sites have provided information about roles and functions of organisations the words from the site, in edited form and in *italics*, have been used.

The Executive Summary (provided separately) takes off from the information provided herein, and moves across the line into speculation and provocation.

Transnational issues

International trade in education services is a hot topic on the international stage, and Australia pays close attention to debates and developments. A recent paper by William Thorn in 2005 provides an overview of the issues.[1] Marginson and McBurnie also provide a sound introduction.[2]

Carolyn Allport, in another presentation (2002), lists the various forms transnational education might take:

"The models of transnational education that currently exist vary. They are:
- *Joint marketing of university offerings through distance education, including web based learning;*
- *alliances between similar institutions across the world to allow students to take subjects from any of the participating institutions, but graduate from one of the institutions. An example is the Global University Alliance;*
- *partnerships between alliances of universities with large private sector partners where the student graduates from a new university formed by the partnership. An example being Universitas 21 and its parent company U21global;*
- *a for-profit company that markets its specialisation in distance education such as Jones International;*
- *an institution that offers its course to a global audience either through web based learning or some combination of ICT (information Communication Technology) learning with campus based residence schools. There are many examples of this form, since most universities are involved in the international student market [for most it is the only increasing source of revenue]."*[3]

The current and future impact and contribution of international students on the global market

The number of students studying transnationally will continue to grow. It is likely that the number of international students seeking places in English-speaking countries alone will be well over two million by the year 2020. Globally, some argue, the number of international students could be over seven million. Transnational education is therefore a fact of life; the question for any providing nation being not whether to be involved, but to what extent. The impact of international students is not just through their fees; their cultural and financial contribution to the nation is considerable.

There are some core lessons to be learnt in a period of high demand. Growth is not always good, and increased income does not necessarily enhance institutions core missions. Entrepreneurial culture is seductive, and one can easily overlook the fact that the provision of international education to elites may run counter equity and fairness.

The role of international students in post-secondary education;

It is difficult not to see fee-paying international students as "cash cows". High demand from such students has been the necessary condition for the rise of Australia's third largest services export industry, and its seventh largest export industry overall. But cash for what? Bearing in mind that in Australia international students may not take the place of domestic students, the view is that the cash is largely for the international students themselves in the form of new or improved buildings, new classrooms, improved facilities and services, and more teaching and support staff. While there is a profit margin, that margin is surprisingly low, and not much money is left in the bank or in investments. Various views on the contribution of international students are listed below:

Cultural enrichment

We should not lose sight of the fact that international students are living human beings, bringing with them attitudes and cultures that have enriched, and perhaps challenged, what in Australia has been an Anglo-centric and Europe-centric way of life. International students in Australia, particularly those from Asia and Africa, are highly visible in a country still suffering fallout from the "white Australia" policy. They are not to be ignored, and they challenge long-established and long-nurtured ethnocentric attitudes.

Investment for the future

Successful students become alumni. Some (hopefully many) become leaders in their fields in their home countries. There can be a feedback effect for the university if it has played its cards right, and if the promise of a bright future for the students actually comes to pass.

Income generation

Full-degree fee-paying students help pay the bills. But there are more bills generated because of them; they need to be housed, taught, supported. How does one calculate the balance sheet? Against the view that international students are cash cows stands another view that the business of exporting international education is low profit when everything is taken into account.

A suitable example comes from the 2005 annual report of Monash University, the recipient of the largest proportion of international students compared to domestic students:

Monash University[4]
Income for the year ended 31 December 2005

	AUD million				
	2005	**2004**	**2003**	**2002**	**2001**
Total income	1040.7	928.1	861.6	790.1	710.7
Australian Government funding	346.5	304.6	267.7	252.7	244.9
Fees and charges	268.0	245.3	225.5	192.6	165.6
Difference	78.5	59.3	42.2	60.1	79.3
Proportion fees and charges/government funding %	77.3	80.5	84.2	76.2	67.6
Proportion fees and charges/total income %	25.8	26.4	26.2	24.4	23.3

The current situation: Global

The OECD reports that in 2003, 2.12 million students were enrolled outside their country of origin.[5] This figure represents an increase of 11.5% over the previous year. Since 1998 the absolute number of foreign students in the OECD area had increased by close to 50%, and 31% since the year 2000.

Vision 2020[6], a study commissioned by the British Council, and undertaken by IDP Education Australia, predicted that:

- *Global demand for international student places in English speaking destination countries is likely to increase from the current 1 to 2.6 million by 2020*
- *Global demand for international student places in English speaking destination countries is likely to increase from the current 1 to 2.6 million by 2020*
- *East and South Asia will account for the majority of the new demand with China and India being the largest*
- *Demand for UK higher education student places from the EU Accession States is likely to treble by 2010*
- *Demand for higher education programs delivered internationally (e.g. through distance learning etc) could quadruple by 2020*
- *By 2010 there will be more international postgraduate than undergraduate students in the UK*

Modes of internationalism in Australia

There is no point in reinventing the wheel. Australian institutions have tried many approaches to international education. What has been learned is that wholehearted internationalism is labour-intensive, And when that effort is directed to offshore programs heavy quality-assurance and administrative responsibilities are imposed. Distance education may seem to be an answer, but it is probably not be the best way to foster academic culture across borders

Student and staff mobility

Internationalism can be measured by the amount of staff and student international mobility. Staff attend conferences, visit colleagues and take overseas study leave. Students take part in student exchanges or pay for short-term study programs in other universities. Students also take part in study tours, usually for credit, but not always. Universities have various ways of supporting these activities – some providing greater financial and logistic support than others. Keeping track of numbers is easier with students and more difficult with staff. Most Australian universities cannot with confidence supply reliable figures relating to staff mobility.[7]

Articulation with overseas universities and providers

Crediting studies in overseas institutions can be subject to formal agreements allowing various degrees of single-subject credit, as well as block credit towards an Australian award. This is much favoured by Australian institutions, and often takes the form of 1+3, 2+2 or 3+1 agreements, with the first number representing years of study overseas. Australian institutions typically approve the syllabuses of the years studying abroad, deeming them equivalent to the same years in Australia. Strict quality assurance and compliance regimes are normally put in place.[8]

Twinning arrangements

"Twinning" is a term used to describe articulations as described above.

Distance education and the virtual campus

Some Australian universities include their distance education programs as part of their international activities. Others do not. Distance education programs can be slated as a "virtual campus". Some universities allow their distance education materials to be used in face-to-face teaching settings overseas. This is known as "supported" distance education, and involves an overseas institution providing teaching staff and facilities, with the Australian institutions providing intellectual property, quality control and, on some instances, visiting staff.

The offshore campus

It is the policy of some Australian institutions to establish physical campuses in other countries. Monash University is a good case in point, with campuses in Malaysia and South Africa. The motivation for such offshore campuses can vary. In the Australian case offshore campuses are generally seen as facilities for students in-country or from the region, and are often regarded by the sponsoring Australian institution as part of, or a potential part of, the other country's education system. Australian institutions argue that their investment abroad is a vote of confidence in the country in question – almost as a form of foreign aid. Behind this can be a positioning for influence in regional affairs. Cynics can also argue that offshore campuses can be an attempt to capture students who might otherwise not come to Australia.[9] McBurnie has also provided a concise account of international branch campuses.[10]

An overview of the growth of international education in Australia

It is important to understand why Australia entered the market in such a big way. The role of government legislation permitting the charging of fees in 1985, and a not unrelated decrease in direct government funding, provided the main stimulus.

The core lessons of the Australian experience, many of which have been learned painfully over time, include the realisation that sheer numbers should not be an end in themselves. The concentration on numbers is correlated with the easy growth of the business mentality and entrepreneurialism. However, it has become painfully obvious that entrepreneurialism does not always sit easily alongside the collective values of academia.

Timeline[11]
- 1904 Enrolment begins in Australian universities of overseas full-time, self-supporting, fee-paying students.
- 1950 Inauguration of the Colombo Plan. Overseas students under the plan were supported by the Australian Federal Government.
- 1966 Overseas students allowed to study in Australia for purposes of economic development in their home country, and to encourage understanding of Australia. No more than 10,000 students were to be allowed.
- 1973 "White Australia" policy abolished. Economic development criterion abolished. Tuition fees for Australian domestic students abolished.
- 1975 Federal government takes over the full funding of higher education.
- 1979 Overseas Student Charge (OSC) introduced. OSC is substantially less than full cost.
- 1988 OSC reaches 55% of full cost. Subsidy regarded as part of Australia's aid program.
- 1983 Goldring and Jackson Committees set up to review policy relating to private overseas students.
- 1985 Tertiary institutions encouraged to offer places for full-fee paying overseas students. No limit set on the number for any institution, but no Australian student was to be denied a place because of the enrolment of overseas students. Institutions were encouraged to charge a profit margin. Philosophy changes from "international aid" to "international trade".
- 1989 Higher Education Contribution Scheme (HECS) introduced for domestic students.
- 1992 Philosophy changes from trade to "internationalisation". The term "overseas student" is replaced by "international student".
- 1996 Federal Minister for Education announces an expected increase of revenues from international student fees from USD1.34 billion to USD3.56 billion by the year 2000. Rapid increase in twinning programs, distance education, articulation programs and franchising arrangements.
- 2000 ESOS (Educational Services for Overseas Students) Act was passed. This is essentially consumer protection legislation.

The current situation: Australia

The OECD reports that in 2003 Australia, France, Germany, the UK and the USA received 70% of all foreign students studying in the OECD area, with Australia's share standing at 9%. In absolute terms, the proportions for these five countries in 2003 were:

- *USA 28%*
- *UK 12%*
- *Germany 11%*[12]
- *France 10%*
- *Australia 9%*

In 2005, in a presentation by Denis Meares,[13] it was argued that:

"The need to be more market responsive and strategic is particularly the global demand for international higher education is forecast to grow to 7.2 million places by the year 2025. Based on these forecasts, Australian universities alone will experience a nine-fold increase in demand. There will also be a flow on effect to the other sectors which provide pathways to higher education as well as increased demand for stand-alone courses in the non-higher education sectors…

It is also apparent that if Australian universities were to meet the forecast demand for international education, the number of international students would outnumber domestic students in some institutions."

At Monash University, international students in 2005 accounted for over one quarter of all of its students, and just under one half of its full time students.

Impact on the Australian national economy

Students don't just study. They need to be housed. They eat and socialise. There is an impact on the national and local economies. A recent study of a sample of over 3,000 international students' spending conducted by the University of Queensland indicates that international students without dependent families spend around AUD526 per week, and those with dependent families spend around AUD850 per week.[14]

Impact on the institutions

Institutions change when they enter the international education market. Academic cultures and attitudes change – sometimes for the better, sometimes for the worse. This works out in different ways in different sectors. There is a strong tendency for a business mentality to challenge traditional collegiate values.

Policy and strategy development (National, State and Institutional

In Australia the nation and all states have developed policies with respect to internationalisation. The main preoccupation has been with regulation of the industry, while encouraging institutions to act entrepreneurially within prescribed limits. Strategies, of course, vary according to sector. The latest international policies are embedded in the commonwealth government's *Our Universities: Backing Australia's Future.*[15] The Commonwealth Minister for Education issued a statement on the future of international education in April 2006.[16]

The University sector

Higher Education visas issued offshore and onshore 2002-2005

	2002	2003	2004	2005	% increase 2002-2005
Offshore grants	35,273	34,743	35,946	51,663	32

Onshore grants	17,430 19,971 25,793 34,378			49
Total	52,703 54,714 61,739 86,041			39

Source: IDP Education Australia, Marketing Industry and Research Team, Australian student visa statistics: an analysis, January to December 2005

The Technical and Further Education sectors (VET)

http://www.tda.edu.au/default.htm
http://www.tafe.vic.gov.au/contactus.asp

Here we refer to what, in Australia, are called the TAFE colleges. In other national or provincial systems they may be called Community Colleges or Further Education institutions. Essentially we are talking about a Vocational Education and Technology sector (VET). In Australia this sector is an active participant in the education export industry.

VET visas issued offshore and onshore 2002-2005

	2002	2003	2004	2005	% increase 2002-2005
Offshore grants	11,615	11,192	11,514	12,601	8
Onshore grants	12,849	12,464	11,735	12,124	-6
Total	24,464	23,656	23,249	24,725	1

Source: IDP Education Australia, Marketing Industry and Research Team, Australian student visa statistics: an analysis, January to December 2005

The ELICOS sector

http://www.elicos.com/

English Language Intensive Courses for Overseas Students. This sector is a major player in the education services export market. The sector is largely private, but most universities have their own ELICOS programs which compete with the private institutions for students.

ELICOS visas issued offshore and onshore 2002-2005

	2002	2003	2004	2005	% increase 2002-2005
Offshore grants	16,272	17,429	16,479	19,345	16
Onshore grants	4,266	4,911	4,618	4,401	3
Total	20,538	22,340	21,097	23,746	14

Source: IDP Education Australia, Marketing Industry and Research Team, Australian student visa statistics: an analysis, January to December 2005

The Access Program sector

Access programs (also referred to as Pathway programs) provide transition studies between completed upper secondary school qualifications and university entry. Access programs can upgrade student performance (for students marginally failing to meet university entrance requirements), and/or compensate for lower school standards in certain countries. In recent years Access programs have also been developed to provide university-controlled first-year equivalent studies in certain disciplines, allowing graduates from the program access to the second year of a degree program. These programs are playing an increasingly significant role in servicing the international student market.[17]

Non-award visas issued offshore and onshore 2002-2005

	2002	2003	2004	2005	% increase 2002-2005
Offshore grants	4,614	10,239	15,188	16,807	73
Onshore grants	868	874	1,021	1,071	19
Total	5,482	11,113	16,209	17,878	69

Study Tours

Some universities organise tailored short-term study programs on a fee-for-service basis outside the normal curriculum.[18]

The reputation of institutions

Institutions, and whole sectors, have to be aware that they can be tarred with the wrong brush. Academic values may lose out to perceived values of the business world.

The reputation of nations

A whole country can get a reputation as a result of its international education activities. It would be fair to say that Australia already has a reputation in many countries as being mainly interested in commercial activities.

The respective roles and responsibilities of government and post-secondary institutions in marketing to international students

It is difficult not to see fee-paying international students as "cash cows". Such students are the necessary conditions for the rise of Australia's third largest services export industry, and the seventh largest export industry overall. But cash for what? Bearing in mind that in Australia international students are not permitted to take the place of domestic students, the view is that it is cash for the international students themselves in the form of new buildings, new classrooms, improved facilities and services, and more teaching and support staff. While there is a profit margin, that margin is surprisingly low, and not much money is left in the bank or for investments.

We should not lose sight of the fact that these are living human beings, bringing with them attitudes and cultures that can enrich what in Australia has been an Anglo-centric and Europe-centric way of life. International students in Australia, particularly those from Asia and Africa, are highly visible in a country still suffering the fallout from the now-defunct "white Australia" policy. They are not to be ignored, and they challenge long-established and long-nurtured ethnocentric attitudes.

Perhaps the most significant impact international students have had on post-secondary education has been the development of an understanding of students as consumers; they pay for what they get, and they have views about what they should get for their money. That includes not only getting a product that lives up to its promise, but getting a high level of client services to go with it. Australian universities have needed to become more aware of student needs and interests. Degrees have been tailored and "internationalised". Applications processes have been streamlined, and pastoral care has improved significantly. The ESOS legislation has largely ensured that institutions will be honest about what they offer, and that they will deliver on their promises.

Institutions, and even whole sectors, cannot act alone. The "industry" needs to be regulated. Checks and balances are needed. A country's "brand" needs to be managed. Quality needs to be assured. Unethical operators need to be discouraged. Students, as consumers, need to be protected.

Further, the market needs to be supported with market intelligence, training opportunities for recruiters, conferences for the professionals. In Australia a web of organisations have been set up through government and private initiatives. Professional bodies have been established, serving different professional needs.

Government regulation and self-regulation are essential, but need to be harmonised, and there is a growing element of regulation arising out of international protocols and standards. Voluntary associations play a significant part in professional development and the dissemination of skills in marketing and market research, recruitment, agent-management, student support, applications processes, qualifications assessment, and projection of appropriate institutional and national images.

The role of the Australian governments

In Australia both State and Commonwealth governments largely limit themselves to the role of regulators and facilitators.

Government and semi-government regulatory authorities and departments

AEI (Australian Education International)

http://aei.dest.gov.au/AEI/AboutAEI/Default.htm
http://aei.dest.gov.au/aei/publicationsandresearch/researchdatabase/default.htm

AEI is part of the Australian Department of Education, Science and Training (DEST). AEI uniquely integrates the development of international government relations with support for the commercial activities of Australia's education community. To do this, AEI liaises with all sectors of the education and training industry and all levels of government.

Government Relations
AEI develops MoUs and facilitates dialogue on the issues of education, science and training with governments around the world, as well as managing Australia's education interests in major international and regional strategic fora.

International Network
AEI's international staff work to enhance Australia's profile with international gatekeepers and prospective international students, as well as reporting on relevant market information for all sectors. The international network also provides consultancy services to allow organisations to engage AEI's knowledge, facilities, contacts and experience in key markets around the world.

International Marketing and Promotion
AEI promotes Australia's education, science and training capabilities through a range of strategies including brand positioning, promotional events, marketing materials, the multilingual Study in Australia website and in-country communications campaigns.

Market Information
AEI offers online access to a range of market information products that are otherwise difficult to obtain, including frequent updates on the latest market developments and opportunities in key markets as well as research reports and statistics.

Industry Regulations
AEI administers national legislation for financial and tuition assurance mechanisms and codes of practice such as the Education Services for Overseas Students Act (ESOS) and the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS).

Qualifications Recognition
AEI provides assessment services, information and advice on the

recognition of educational and professional qualifications and skills from around the world through the National Office for Overseas Skills Recognition (NOOSR).

Events
In Australia, AEI organises events to inform the industry of the latest intelligence on international education, science and training as well as providing opportunities for networking and discussion on issues of importance to the industry. AEI also arranges events to promote Australian education, science and training internationally.

AEI Tenders
AEI invites proposals from suitably qualified tenderers to undertake specific projects, a list of which is available via the tenders page on the DEST website.

Austrade (The Australian Trade Commission)

http://www.austrade.gov.au/overseas/layout/0,,0_S3-1_CUSTXID002-2_-3_-4_-5_-6_-7_,00.html

The Australian Trade Commission (Austrade) is a statutory agency within the Foreign Affairs and Trade portfolio, established by the Australian Trade Commission Act 1985.

Austrade provides trade-promotion services to many industries, including education, but it is responsible not to the Minister for Education, but the Minister for Trade.

MCEETYA (Ministerial Council on Education, Employment, Training and Youth Affairs)

In June 1993, the Council of Australian Governments (COAG) amalgamated a number of ministerial councils in order to optimise coordination of policy making across interrelated portfolios. One of the combinations involved merging three previously existing councils – the Australian Education Council (AEC), the Council of Ministers of Vocational Education, Employment and Training (MOVEET) and the Youth Ministers Council (YMC) – to form the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA).

Membership
Membership of the Council comprises State, Territory, Australian Government and New Zealand Ministers with responsibility for the portfolios of education, employment, training and youth affairs, with Papua New Guinea and Norfolk Island having observer status.

Functions and Responsibilities
The areas of responsibility covered by the Council are pre-primary education, primary and secondary education, vocational education and training, higher education, employment and linkages between employment/labour market programs and education and training, adult and community education, youth policy programs and cross-sectoral matters. This work is taking place in close interaction with the Ministerial Council for Vocational and Technical Education (MCVTE), which has specific responsibility for many aspects of vocational education and training.

Functions of the Council include coordination of strategic policy at the national level, negotiation and development of national agreements on shared objectives and interests (including principles for Australian

Government/State relations) in the Council's areas of responsibility, negotiations on scope and format of national reporting on areas of responsibility, sharing of information and collaborative use of resources towards agreed objectives and priorities, and coordination of communication with, and collaboration between, related national structures.

AUQA (The Australian Universities Quality Agency)

http://www.auqa.edu.au/aboutauqa/auqainfo/index.shtml

The Australian Universities Quality Agency (AUQA) is an independent, not-for-profit national agency that will promote, audit, and report on quality assurance in Australian higher education.

AUQA was formally established by the Ministerial Council on Education, Training and Youth Affairs (MCEETYA) in March 2000. It operates independently of governments and the higher education sector under the direction of a Board of Directors. AUQA is owned by and receives core operational funding from the Commonwealth, State and Territory Ministers for higher education who are members of MCEETYA.

AUQA is responsible for:
- *conducting quality audits of self-accrediting Australian higher education institutions and State and Territory Government higher education accreditation authorities on a five-yearly cycle;*
- *providing public reports on the outcomes of these audits;*
- *commenting on the criteria for the recognition of new universities and accreditation of non-university higher education awards, as a result of information obtained during the audits of institutions and State and Territory accreditation processes; and*
- *reporting on the relative standards and international standing of the Australian higher education system and its quality assurance processes, as a result of information obtained during the audit process.*

AUQA's responsibilities do not include investigating student and/or staff complaints about individual universities. Such matters remain the responsibility of individual institutions.

Regulatory instruments

ESOS (Education Services for Overseas Students)

http://www.dest.gov.au/sectors/international_education/policy_issues_reviews/key_issues/esos/

The ESOS Act 2000 includes a National Code which is legally enforceable for all registered providers of education programs to international students in Australia. The purpose is to provide nationally consistent standards for CRICOS registration and for the conduct of CRICOS-registered providers. The Act became effective on 4 June 2001.

The Migration Act 1958 was amended at the same time. New visa regulations relating to risk assessment levels, package course reform, automatic visa cancellation for breach of attendance and unsatisfactory progress and permanent residency applications are now in place. The amendments came into effect on 1 July 2001.

CRICOS (Commonwealth Register of Institutions and Courses for Overseas Students)

http://cricos.dest.gov.au/default.asp

The ESOS Act requires providers of courses to international students to register their institution and the courses they offer with DEST. The State Office of Higher Education (OHE) and the Education Minister approve registration before a code is allocated and the details recorded on the CRICOS register. Providers and their agents must not promote a course to overseas students unless it is registered on CRICOS.

PRISMS (Provider Registration and International Students Management System)

https://prisms.dest.gov.au/

The Provider Registration and International Students Management System PRISMS allows registered users to generate Confirmations of Enrolment (CoEs) for overseas students. Providers are also required to use PRISMS to report prescribed variations to students' enrolments.

Data is initially uploaded into PRISMS by educational providers when an enrolment is offered to a prospective student before a visa is granted, and again when a student obtains and uses their visa to enter Australia and starts studying. The Department of Immigration and Multicultural Affairs (DIMA) updates PRISMS as students enter or leave Australia or change their visa or residence status. Providers also update PRISMS when students change courses or fail to comply with student visa requirements. PRISMS receives data electronically every night from DIMA as student visas are granted or cancelled and as students are recorded on DIMA systems as entering Australia.

Self-regulation

AV-CC (Australian Vice-Chancellors Committee)

Code of Practice and Guidelines
for Australian Universities
http://www.avcc.edu.au/content.asp?page=/policies_programs/international/cofpractice.htm

The Code enables universities to regulate their own activities against agreed sector wide benchmarks within the framework of their legislation-based autonomy. All AVCC members' universities are signatories to the Code which requires them to make a conscious commitment to adopt and maintain consistent and caring procedures in relation to the recruitment, reception, education and welfare of their international students.

Student visas

http://www.immi.gov.au/students/students/chooser/index.htm

Forms of student visa in Australia
- *English Language Intensive Courses for Overseas Students (ELICOS)*
- *Primary or secondary school course*
- *Vocational education and training*
- *Higher education*
- *Postgraduate research*
- *Non-award*
- *AusAID and Defence*
- *Student Guardians*

Information about application procedures can be found on the web site above.

Health insurance

OSHC (Overseas Student Health Cover)
http://www.health.gov.au/internet/wcms/Publishing.nsf/Content/health-privatehealth-consumers-oshc.htm

Overseas student health cover (OSHC) was introduced in March 1989 to provide self-funded medical and hospital cover for overseas students and their dependants. OSHC was originally introduced to:

- *ensure that the cost of health insurance did not serve as a disincentive to prospective overseas students;*
- *minimise the risk of bad debt to hospitals, doctors and other health professionals;*
- *ensure the costs of providing health services to government-sponsored students was clearly attributable; and*
- *make sure there was no, or minimal, cost to the Australian taxpayer for the provision of health services to overseas students.*

To receive a student visa it is compulsory be covered by one of the authorised private providers, or an approved alternative.[19]

Concessions (e.g. on public transport)

Some states allow international students to receive student concessions on public transport. In states where this is not the case associations representing international students lobby strongly for concessions to be introduced.

International conventions

Lisbon Recognition Convention
http://conventions.coe.int/Treaty/en/reports/html/165.htm

Australia is a signatory to the Lisbon Recognition Convention, a convention that commits signatory nations to provide transparency in higher education awards, and to facilitate cross-border recognition of qualifications. The LRC is not binding on Australian institutions, but they are encouraged to conform.

Code of Good Practice for Transnational Education
http://www.coe.int/t/dg4/highereducation/recognition/Code%20of%20good%20practice_EN.asp

The Code of Good Practice for Transnational Education is linked to the Lisbon Recognition Convention, and is essentially a set of guidelines for ethical behaviour by institutions in signatory countries.

Diploma Supplement
The Diploma Supplement is a European initiative within the Bologna Process which will enhance the transparency of degrees. The DS is provided to the graduand and describes in some detail the content of the student's degree, and the conditions under which it was delivered. Australia is currently engaged in feasibility studies on the DS, under the assumption that this will improve the portability of Australian degrees across borders.

Fee-setting in Australia for Domestic Students (Commonwealth Funded Place)

Originally called the Higher Education Contribution Scheme (HECS), the system of commonwealth funded places requires students to contribute to the cost of their higher education with the government providing the balance. The CFP has been referred to as a fee disguised as a tax. The amount required from the student varies according to course, and can be taken as a low interest loan, or paid "up front" at the time of enrolment. Up front payers receive a discount. The student contribution when "deferred" must be repaid through the tax system once the student's income reaches a set level determined by government, and approximating the national average income. The scheme, it is argued, provides a degree of equity, since it does not require repayment unless the student is benefiting financially from his/her education later in life. Only a certain number of Commonwealth Funded Places are allocated to institutions. Students outside "the quota" may have the option of paying full fees. Commonwealth Funded Places are not available for International students. See the Commonwealth of Australia, Higher Education Support Act 2003, Guidelines for Commonwealth Grant Scheme.[20]

Fee-setting in Australia for International Students

The premise upon which fees for international students are set in Australia is that institutions may set fees to achieve full-cost recovery, plus a premium. The lower limit is set by the government in line with its calculation of notional full-cost recovery for domestic students. This is known as the *minimum indicative course fee*.[21] This ensures that equity is maintained with domestic student fees. The full cost of a domestic student's education is considered to be largely paid through taxes over time. Universities, not the government, set international student fees for courses, and normally consult with faculties and other stakeholders in doing so The fees are collected by the university and then disbursed to the faculties in some cases, based on agreed criteria such as teaching load, or retained centrally in other cases.

Ideally, universities should revise fees in the light of actual costs of delivery. Should a large increase in the fee for a course be called for, the course may need to be redesigned, restructured, repriced, and probably renamed. The imperatives of the market would not allow large variations for courses already on the market. Of course, the revision of fees, though generally upward, tends to be guided to a great extent by questions of what the market will stand. Amongst other considerations will be the question of the relationship between fees and prestige. See the *Commonwealth of Australia, Higher Education Support Act 2003, Guidelines for Commonwealth Grant Scheme.*[22]

Voluntary associations

IEAA (International Education Association of Australia)[23]
http://www.ieaa.org.au/home/

IEAA is made up of individuals from all education sectors - university, vocational education, schools and English language - both public and private, as well as individuals in government and the corporate/business sector concerned with international education

ISANA[24]
http://www.isana.org.au/

ISANA is the representative body for international education professionals in Australia and New Zealand who work in student services, advocacy, teaching, and policy development…

University-supported bodies

IDP Education Australia[25]

http://www.idp.com/

For more than 34 years, IDP Education Australia has played a major role in international education and development. IDP operates in an ever-changing environment and the organisation's success has been built on its ability to adapt to change.

IDP was established in September 1969 as the Australian-Asian Universities' Cooperation Scheme (AAUCS). Its mission was to strengthen teaching and research in a number of institutions in Indonesia, Malaysia, Philippines and Thailand. The organisation was set up as an aid body, funded by the Australian Government. A Standing Committee of the Australian Vice-Chancellors' Committee determined overall policy.

For two decades, IDP focused primarily on educational aid and worked closely with government and institutions. As the aid program expanded to include the South Pacific, the AAUCS name was changed to accommodate non-Asian institutions. In 1981, AAUCS was re-named the Australian Universities International Development Program. However, by 1984, the contribution of Australian Colleges of Advanced Education was recognised and the company's name became the International Development Program (IDP) of Australian Universities and Colleges. This name was changed to IDP Education Australia in 1994.

As a result of changes in Government aid policy, IDP undertook initiatives in the mid-1980s to build a new business in student recruitment through such activities as education counselling, publications, exhibitions and English language testing.

IDP is a global organisation that provides:

- *International student services - informing and advising international students on Australian education and assisting in enrolment in Australian institutions across all sectors.*
- *Assessment and evaluation services - providing a portfolio of assessment, evaluation and credentialing tools, including English language testing, for education and immigration purposes.*
- *Development services - assisting governments and communities around the world to achieve their goals through delivering expertise in education, health, financial management, environmental management, governance and public sector management*

The role of Australian institutions

Marketing and recruitment

The characteristics of international students

Top 10 source countries 2005[26]

Rank	HE	VET	ELICOS
1	China	China	China
2	India	Hong Kong	South Korea
3	Malaysia	Thailand	Japan
4	Hong Kong	Japan	Thailand
5	Indonesia	South Korea	Brazil

6	Singapore	India	Taiwan
7	South Korea	Indonesia	Hong Kong
8	Thailand	Brazil	Indonesia
9	Taiwan	Bangladesh	India
10	Bangladesh	Malaysia	Czech Republic

Mode of study with Australian universities in 2005[27]

Onshore full degree	66%
Onshore exchange	02%
Onshore short-term non-award fee-paying	03%
Offshore distance or online	07%
Offshore on a campus	22%

Other characteristics and points of difference between international university students and domestic students[28]

- *The proportion of international female students is lower than amongst the domestic student population. The under representation of female students is higher in postgraduate courses*
- *International students tend to be younger than domestic students*
- *Higher proportions of international students tend to take Master's by coursework*
- *Lower proportions of international students take the Bachelor Pass degree*
- *International students are full-time on-campus (compare with 65% of domestic students)*
- *International students tend to concentrate in the fields of Information Technology, Management and Health*
- *International students studying onshore have low attrition rates and higher completion rates, whereas international students studying offshore have higher attrition rates*
- *Progress rates are about the same for international and domestic students.*

The organisation of marketing and recruitment

There is a variety of ways that the business side of international education is organised in Australia. We can characterise them thus:

- Faculties/schools alone market for, recruit, and support students
- Faculties/schools market for, recruit, and support students alongside central marketing and recruiting offices
- Central marketing and recruiting offices do it all.

The most common model is the second, with an interesting variant in at least one case that the central office is a privatised company. Monash University's Monash International Pty. Ltd. was the first of the privatised variants. MI was a wholly-owned for-profit company of Monash University, with the university as the only shareholder, and with an agreed proportion of the profit going to the university. The balance was used for operating expenses and development costs. The rationale was that if one wants to have an enterprise that is truly business-like it is best to run it as a business. The model was abandoned by Monash University in 2005, after ten years of operation. All of the international marketing, recruiting, admissions and support functions have now been re-integrated into the university.

One of the side-effects of running international operations as a business is that it reinforces negative perceptions in the university community that the values of the institution have shifted too much towards commercialism.

International markets

Over the last twenty or so years there has developed a highly-sophisticated understanding of the characteristics and needs of different countries in the marketplace. In some countries the best products to sell are foundation years, in other countries it is undergraduate studies, in others again it is postgraduate studies. Some countries respond to study tour opportunities. Some countries provide "study abroad" students. Some countries pay their students to study abroad.

The prestige and acceptability of Australian qualifications can vary from country to country. It is not much use selling an Australian degree in business in a country where such a degree will not get the holder a job.

Some universities have a better reputation than others in certain countries. It depends, to a great extent, on the knowledge of the brand, and this can develop largely through word of mouth from students and alumni.

Fees, proximity and relative time zones play a big part, as does the existence of sizeable immigrant communities from the home country in certain States and regions.

Students and families from some countries see future immigration possibilities as a reason for studying in Australia.

Required selling styles vary also. It is not much use marketing for "study abroad" students in the USA with the same techniques and brochures used to sell undergraduate degrees in Malaysia.

This knowledge has come the hard way, through trial and error, and a lot of help from market research. IDP and AEI have provided much-valued market intelligence to subscribers, and the annual IDP *Australian International Education Conference* has become a marketing fest, where contacts are massaged, and information is shared even in an admittedly highly competitive environment.

Institutions can spend large sums of money on market research and consumer-satisfaction surveys. It is not unknown for an institution to spend over AUD100,000 on such research in a year.

Exchanges vs. Fee-paying

The imperatives of the international education market can sometimes clash with other forms of valued internationalisation. In the early years of Australia's entry into the market, recruiting teams would at times complain about student exchange agreements because they were seen to be replacing fee-paying places with free places. It is still the case that many Australian universities will place a "study abroad" (fee-paying) clause in their exchange agreements, requiring, or suggesting, that students outside the limited balances set will need to pay fees. There has been some understandable disquiet about this practice in some overseas university partners, who see Australian universities interest in student exchanges to be motivated by commercial interests.

Why students choose

Students are influenced at least by:
- Acceptability of qualifications to local employers and job prospects
- Advertising

- Agents
- Alumni
- Brochures
- Country
- Education exhibitions and seminars
- Efficiency and tone of responses to enquiries
- Family
- Fees
- Institution representatives
- Language of instruction
- Local press coverage of Australian education
- Location of institution
- Peers
- Relatives and friends living in the destination country
- Reputation of institution
- Safety
- Web sites

The argument rages over which of these are important. What seems generally to be accepted is that students will seek the most affordable place in a high reputation program that will deliver return on investment. One should not underestimate the sophistication of the international education consumer. Evidence indicates that students and families will work through the options in great detail. They will certainly not accept at face value what promotional materials and advertisements say.

It is not often admitted that Australia is the second or third choice for many international students. If asked to nominate the best universities in the world, it is rare that international students will mention an Australian university. They would rather be at Oxford or Harvard or the National University of Singapore. The UK and the USA are seen as dynamic education environments. Australia is a choice one makes on the grounds of such factors as affordability, safety, proximity and family connections. Such factors count less for graduate students who need the most reputable degree to compete in the job market.

Agents

Australian institutions are highly dependent on agents. Most of these agents work offshore, but some work in Australia trawling the market of international students already in Australia at schools or taking foundation and access courses. The university-owned organisation, IDP Education Australia, has a network of offices around the world and, like agents, recruits students for commissions. Commissions vary according to course, and in some countries commissions can be higher than in others.

Agencies vary in size and complexity. Some agents run small offices, recruiting students largely by advertisement and word of mouth. Other agencies are large with multiple offices and either organise education exhibitions themselves, or arrange for universities and other institutions to attend such exhibitions. In many markets IDP and the local agents compete. IDP has the advantage of representing all of its subscribing universities, but this is also a disadvantage, since it cannot show favour to any institution. Agents, on the other hand, service smaller numbers of client institutions, thereby providing more focussed marketing services.

Good agents are worth their weight in gold. Bad agents can drag an institution's reputation down. The servicing and control of agents is a major problem. It is important that agents have thorough and up-to-date knowledge of an institution's "products". This requires the maintenance of a constant flow of information to the agent. Face-to-face visits from university representatives are necessary, and

many universities bring agency staff to product-familiarisation meetings on campus. The cost in agent support alone is enormous, even not counting the cost of commissions which can run from 10% of a student's first year fees, to 25% or more for a short ELICOS course.

The selection and management of agents has become much more thorough in recent years, with much more careful investigation into the organisations involved and performance criteria being established.[29] AEI has recently established an on-line course for agents.[30]

Branding

University branding has become a fine art. Millions are spent on logos and the determination of the best fonts. Web sites are highly controlled in the major universities. Nothing that is not "on brand" is allowed. Getting the design and content of brochures right is regarded as fundamental to getting the desired message across. Even in highly decentralised universities, the imposition of the brand is a tightly controlled central function.

Australia has not managed to produce a convincing national brand, although the Study in Australia campaign is a start.[31] Universities have not managed to market together convincingly, though there have been a few attempts. The prestigious Group of Eight research universities consider, from time to time, joint marketing but there is reluctance to do so by universities that have captured large market share by their own efforts, and look like continuing that without help.

Some States have successfully provided a focus for their institutions at conferences and fairs. Queensland[32] and Western Australia[33] are notable examples, but one nevertheless finds individual universities taking their own booths at exhibitions, even while contributing to the state booth.

Facilities and services

Facilities and services for international students should be of the highest standard, commensurate with the revenues they generate. There is, however, a lag-effect, particularly with physical infrastructure and in boom times the number of students in a successful institutions is likely to be greater than the facilities and services available to them. The effect can also work in reverse, when a downturn in numbers (as occurred for some universities in the year 2004) can have an effect on revenues that reverberates over three or more years. When the quality of facilities and services does not come up to the consumers' expectations, there can be a loss of reputation generated through word of mouth. It is hard to bounce back from such a loss of reputation. Institutions suffer, the nation suffers. The brand is damaged.

Course development

In an institution strongly committed in the international education market, course development is conducted with an eye on the needs of the market. If the market demands certain sorts of business courses these will flower across the system like new model cars. If, as was recently the case, a downturn in demand for Information Technology set in, faculties previously booming will start having to cut back on staff and courses. In this case, it was realised too late that large fluctuations in demand can seem to come upon an institutions seemingly without warning. Fluctuations in the value of the dollar, the rise of unexpected competition from home-grown institutions, and variations in the job market can work in mysterious ways.

Quality assurance

See the section on AQUA.

Recognition of overseas qualifications

Knowing how to adequately assess foreign qualifications, from school level up, is a skill that has developed over time. The commonwealth government supports a cluster of qualifications assessment services.

Australian Education International (AEI), through the National Office of Overseas Skills Recognition (AEI-NOOSR), provides official information and advice on the comparability of overseas qualifications with Australian qualifications. This aims to help overseas qualified people work and study in Australia.

Australian Skills Recognition Information (ASRI) through the Department of Immigration and Multicultural Affairs (DIMA) provides information on how to get an assessment of occupational qualifications, skills or experience that you have gained overseas.

Country Education Profiles (CEPs) are now available online! CEPs provide well researched guidelines for comparability of overseas qualifications to Australian qualifications. These guidelines can assist a variety of stakeholders to assess overseas qualifications in relation to Australian qualifications. The CEPs are used by educational institutions, employers, recruitment agencies, professional bodies and government agencies along with individuals wanting to know the educational level of their qualification from an Australian perspective.

Teaching qualifications assessment online – AEI-NOOSR is the relevant assessing authority for teachers who wish to migrate under the General Skilled Migration program.

Educational qualifications assessment online - From 1 July 2005, AEI-NOOSR will be able to receive all applications for an assessment of educational qualifications gained overseas online. In order to ensure that AEI-NOOSR continues to deliver a high quality service to clients and to enable the assessment process to be carried out in a timely manner, it has been necessary to increase the fees for providing this service.

Admissions processes

Over the last twenty years a great deal has been learned about admissions processes for international students. In some universities as many as ten thousand expressions of interest have to be refined to less than two thousand final acceptances through a series of steps including first response, reception of applications, evaluation of qualifications and prerequisites, place offer (or offer of alternatives), confirmation or rejection of offer, processing of fees, issuing of visa application documents, and finally reception and orientation. The skills required, and the labour required is immense, and the cost significant. Furthermore, there are peak periods in the process demanding that staff work over holidays and weekends. In a university this work will be shared by central administrations and faculties alike – demanding effective and efficient flows of information and documents across the whole institution. Weakness in the admissions process can have severe flow-on effects, where emails are not answered on time, where offers are not made soon enough to students who are hedging their bets by applying to more than one institution, where the desire to help is not as obvious as it should be.

Language issues

There is often heated debate in universities, and in the press, over the English language competence of international students. There is a broadly-held belief that required English language standards are set too low, and that this results in underperformance of international students. Recent research in some

universities demonstrates that this is not the case, and that progression rates for international students are only in the order of one percent lower for international students when compared with domestic students. Nevertheless the debate continues. Some argue that the presence of large numbers of international students in some classes (in some cases over 90%) has the effect of "dumbing down" the quality of the instruction itself. More research is needed. It is certainly true that most institutions feel the need to provide additional and ongoing support in English.

Perhaps a more important issue is the degree of comfort that international students have in the use of English as a medium for everyday interaction. This may contribute to the tendency of students to seek out their compatriots rather than mix with Australian students as well as they might.

A growing problem seems to be developing as Australian institutions employ instructors from around the world whose own levels of English leave something to be desired. When the instructorr's accent deviates significantly from standard English pronunciation, students from abroad can experience additional difficulties.

Student support

Appropriate student support is fundamental. Poor student support can lead to loss of reputation in markets. A recent study of 200 students by Ana Deumert et al[34] identified the following issues requiring support:

- *Language: Students were asked 'Does English create difficulties for you in your academic work?' 60 (30%) said 'yes'.*
- *Finances: Students were asked 'Are you experiencing or have you ever experienced financial difficulties?' while studying in Australia. 70 (35%) said 'yes'.*
- *Work: Students were asked 'Are you working or have you worked while in Australia?' ' About two thirds 129 (64%), said 'yes'. Students were also asked 'Have you ever experienced problems at work?' such as abuse, exploitation, demands to perform specialised functions without training, etc. Of those who had worked, 27 (13%) said 'yes', they had experienced problems.*
- *Loneliness: Students were asked 'Have you experienced periods of loneliness or isolation while in Australia?' 131 (65%) said 'yes'.*
- *Discrimination: Students were asked 'Have you experienced discrimination or bad treatment while in Australia?' The preamble to the question tied 'bad treatment' to discrimination and racism. Exactly half the students interviewed, 101 (50%) said 'yes'.*
- *Safety and security: Students were asked 'Are you safe and secure in Australia?' The great majority said 'yes', but 19 (9%) said 'no'.*
- *Information provided to students before arrival: Students were asked 'Should better or different information be provided to prospective students?' More than three quarters of all interviewees, 156 (77%) said 'yes'.*
- *Backup student security systems: Students were asked 'Should better backup systems be provided to students while they are studying in Australia?' 151 (75%) said 'yes'*

The role of faculties and schools

Particularly in Australian universities, we are dealing with highly decentralised organisations. The power of faculties and schools can be great, and the power of the centre much less so. In some universities it is the faculties that receive the income from international students, and deals need to be done to maintain essential centralised services. Faculties often replicate central functions. Faculty marketers and recruiters can act independently of central marketers and recruiters. Log jams in the admissions process can as easily occur at faculty level as they can in the centre. Effective communications can break down.

The role of the private sector: The Australian Case

In Australia the role of the number of private providers in the Higher Education and VET sectors has been relatively small. In the ELICOS and Access sectors private providers play a much stronger role. Private English language colleges and Access programs have made arrangements with universities and VET providers to prepare students for further studies. The foundation program for Monash University is run (but not owned) by a private provider, as is the foundation program for The University of Melbourne. The Monash College two-year access program (allowing entry to the second year of university) is run by a privatised company wholly owned by the university. The IBT Education group is a wholly private provider of pre-university and university pathway programs for domestic and overseas students, as well as Year 10-12, ELICOS and English preparatory courses, Foundation, Degree, Pre-Masters and Masters programs in a wide range of disciplines.

The ultimate long term opportunities and impacts of international education to the overall well being of the economy (local, national and international)

There is no doubt that there is further opportunity for expansion, but care needs to be exercised, and there needs to be a considerable amount of long-term planning. This has not been something that has characterised either the Australian economy or the higher education institutions. At the government level the three-year election cycle has worked against long-term planning, there has been too much *ad hoc* change. Only recently have the interests of the higher education "industry" been recognised as high priority, and the economic benefits recognised. Even so, the working out of State and Commonwealth responsibilities is determined by politics as much as policy. The opposition parties have accused the Commonwealth government of ignoring education, and there would seem to be a case for arguing this. The arguments point to a universally recognised skills shortage in Australia, as well as underperformance in fundamental and applied research.

Universities are recognising that the concentration on becoming a world undergraduate factory is not in their interests. Fee income covers the cost of physical infrastructure and services, but leaves little over for the funding of research. In recent times there has been a growing realisation that the academic mission of universities lies in their research performance. This much at least is also recognised by government, which in recent times has decided to disproportionately fund the top research universities. Which universities will be so funded is yet to be determined, and there is a Darwinian struggle afoot to capture the lion's share. The Group of Eight universities are determined that they will be amongst the winners. In Australia, the losers will become more and more teaching-only institutions. That will have significant effects on their ability to service the undergraduate international market – exacerbated by the smaller size, lower prestige, and regional nature of many such universities.

At the individual university level, some of the international strategic plans are becoming unrecognisable when compared with previous versions. Plans and strategies in major universities which had, until the last year or so, mostly amounted to marketing and recruitment plans, are now talking about research excellence above all, and recognising that excellence in research will attract international students to postgraduate programs. In this way, we are likely to see renewed and focused attention by some universities to the recruitment of international higher degree students, with emphasis on higher degrees by research.

Even conservative estimates indicate that the numbers of students seeking their education across borders will continue to increase. The hype associated with these projections points to almost unlimited opportunities for the exporters of international education. The reality is that the cake will be cut into many much smaller parts, and that the competition for students is going to get more intense.

Already there are signs that some markets, or at least the growth rates of some markets, will shrink for Australian institutions. The struggle is increasingly to maintain or increase market

share. The reasons are relatively simple. More countries want their share. China, Malaysia Korea and Singapore have already announced that they intend to become "educational hubs". They want to become exporters of education services, rather than importers. Other countries want to get in on the act. The UK is already a powerful competitor, and looks like getting stronger. Some countries in continental Europe are on the verge of launching fee-charging regimes, and will soon consider marketing at least some of their "educational products". Australians attending meetings of the European Association for International Education have, until recently, been guaranteed comments verging on abuse about their commercialism. During the last few years things have changed. There is now a Marketing special interest group in the EAIE, and Australians are beginning to be valued as resources rather than objects of ridicule. Large universities in Australia are bombarded with request for "fact-finding" visits from Japanese and Chinese universities, which are thinly-disguised missions to uncover information about how Australians do things.

In small economies like that in Australia, where education has become one of the major export industries, the challenge to keep or grow market share will depend increasingly on the capacity of institutions to demonstrate the truth of their assertions that they are "world class". Increased research performance is increasingly seen as the grail of universities. The argument is now not so much that international student income will help develop research capacity, but that research excellence will draw in the students. There is a major shift in attitudes occurring. The market is not seen so much as an end in itself, or even as a means to an end, but rather as a by-product of reputation.

Of course, this has been a lesson that could have been learned a long time ago from the USA and the UK. There the symbolic markers of the Harvards, and Princetons and Oxfords and Cambridges have sustained the quality image of the nation. Australia has no such symbolic markers. Good as The University of Melbourne and The University of Sydney may be, they are not seen as the Oxford or Cambridge of Australia. Players in the market are left to assert their excellence, and must persuade their customers that these assertions have substance.

Ways in which we can think about "education" as the true gateway to international mobility.

While international students are aware that an international qualification can help them in seeking places in the international job market, it would seem that the focus for most is on getting a job in their home country. While international educators are fond of pointing to their role of opening up minds to the wider world, students' attitudes largely remain parochial and instrumental. Having said that, there are many students who seek international qualifications also as possibly enhancing their chances of emigration. International students are unlikely to see themselves as world citizens as a result of their education. Nevertheless there is ample evidence that global work opportunities are increasing.

For nations, there is a happy side-product of reputation-enhancement. Australia's trade and foreign relations in its region do benefit from having large numbers of Australian graduates in-country. This is particularly the case in Malaysia where continuing tensions between Australia and Malaysia are ameliorated at the level of practical action, largely because people know each other and have developed a significant degree of trust. Self-interest, spiced with the knowledge that one can speak the other's language of commerce and diplomacy, is an effective driver of actions that have a wider international effect. So, while politicians make their policies, people get on with the job.

The long term good effects of international education on the international mind-set are more likely to be built on personal relationships, and the recollection of happy times, than on curriculum. While much effort in some institutions goes into internationalising the curriculum, it is probably the internationalisation of the campus that is of greater importance. International students need to feel part of the whole community – and a necessary and valued part of it. Many Australian institutions are a long way from achieving that. International students are still, in many cases, left to fraternise with each other rather than with Australians. Cultural, religious and social divides remain marked, and may be exacerbated by difficulties students

experience in using English in everyday life. It is not from lack of interest on the part of institutions, it is from not yet having the key to opening up real inter-cultural dialogue.

What is needed is for a national view to be developed about international education being fundamental to the nation's future in the broadest sense, and not just in economic terms. National and State governments are slow to see this, and there is no leadership provided for institutions.

The role of exchanges

It is increasingly appreciated by the major Australian universities that exchanges play a more fundamental role in international education than the stimulation of the market. They can be seen as a nursery for future international educational interactions, including the development of research links. Many Australian universities now provide substantial travel grants to students going on exchange, and some universities provide extra funds for students going to strategically key partner universities. These actions indicate that there is a significant change occurring in attitudes to international education where it is seen as a benefit to the educational missions of institutions.

Joint degrees

With the re-focusing of attention on Internationalism as something to be valued for its own sake, and with the growing interest in international graduate students as contributors to core academic missions, comes a new interest in close cooperation with other universities in teaching and research. The possibilities of international jointly-taught degrees are now actively discussed, and we can expect more of these in the future.

Acknowledgements

Notes

[1] William Thorn, Regulation of the cross-border supply of higher education services – an Australian perspective, Paper presented at the World Trade Organization Symposium on Cross-Border Supply of Services, Geneva 28-29 April 2005
http://www.wto.org/english/tratop_e/serv_e/sym_april05_e/thorn_e.doc

[2] S. Marginson and G. McBurnie. (2004). 'Cross-Border Post-Secondary Education in the Asia-Pacific Region' in K. Larsen and S. Vincent-Lancrin. (eds), Internationalisation and Trade in Higher Education, Paris: OECD. pp. 137-204.
Available online at: http://www.oecd.org/dataoecd/38/29/33730064.pdf

[3] Carolyn Allport, Transnational Education and GATS – an Australian perspective, Presentation to EI Conference on Higher Education, Montreal, March 13-15 2002
http://www.nteu.org.au/freestyler/gui/files/file3ca2a8ceab354.pdf

[4] It should be noted that not all Australian Government funding is for students, and not all fees and charges are generated from international students. Nevertheless one can assume that international students at this university contribute to over 20% of revenue, and that this is over 70% of the amount contributed by government.

[5] OECD, Education at a Glance: OECD indicators 2005, OECD Publishing, 2005
http://www.oecd.org/document/34/0,2340,en_2649_34515_35289570_1_1_1_1,00.html

[6] British Council Education and Training Group, Vision 2020: Forecasting International Student Mobility, 2004.
http://www.britishcouncil.org/vision2020/vision2020.html

[7] A database of international agreements of Australian universities can be found at:
http://www.avcc.edu.au/documents/policies_programs/international/activities/Formal%20Links%20-%20May%202003.pdf

[8] Examples of Monash "partnership" programs in Singapore can be found at:
http://www.monash.edu.au/study/partners/singapore.html,
and in Hong Kong at http://www.monash.edu.au/study/partners/hongkong.html

[9] Examples of overseas campuses can be found at:
Monash University Malaysia, http://www.monash.edu.my/
Monash South Africa, http://www.monash.ac.za/
University of New South Wales Asia in Singapore,
http://www.singapore.unsw.edu.au/unsw_asia.asp
Royal Melbourne Institute of Technology Vietnam, http://www.rmit.edu.au/about/vietnam

[10] Grant McBurnie The Business of International Branch Campuses: Four Australian Case Studies, *International Higher Education, Fall 2002*
http://www.bc.edu/bc_org/avp/soe/cihe/newsletter/News29/text002.htm

[11] Tootell, Kylie, "International students in Australia: what do we know of the quality of their education?", presented at the Australian Association for Research in Education (AARE) Conference, Melbourne, November 1999.
http://www.aare.edu.au/99pap/too99642.htm
Another brief historical perspective can be found at
http://www.bc.edu/bc_org/avp/soe/cihe/newsletter/News06/text2.html

[12] Note that in some countries the figure includes children of non-citizen and non-permanent resident immigrants.

[13] Denis Meares, 17th IDP AIEC, Melbourne 2003. "Global Student Mobility 2025: the supply challenge - meeting and managing demand for international education"

[14] University of Queensland Social Research Centre (UQSRC), Executive summary from the final report of the survey of international students' spending in Australia, prepared for Australian Education International (AEI), Department of Education, Science and Training (DEST), revision 28 July, 2005.
http://aei.dest.gov.au/AEI/Shop/Products/Publications/Publication513

[15] Our Universities, Backing Australia's Future, http://www.backingaustraliasfuture.gov.au/

[16] The Hon. Julie Bishop, Future of International Education,
http://www.dest.gov.au/Ministers/Media/Bishop/2006/04/b002040406.asp

[17] An example of an access program (Monash College) can be found at http://www.monash.edu/monashcollege/, and in the private sector information about the IBT Education organisation can be found at: http://www.ibteducation.com/

[18] Examples of study tours at Monash University can be found at:
http://www.monash.edu/studygroups/sampleprograms/

[19] For instance, exchange students from Sweden are considered appropriately covered by some approved Swedish insurance policies, which are regarded as equivalent to the OSHC.

[20] Commonwealth of Australia, Higher Education Support Act 2003, Guidelines for Commonwealth Grant Scheme.
http://www.backingaustraliasfuture.gov.au/guidelines/documents/Consolidated%20Commonwealth%20Grant%20Scheme%20Guidelines.pdf

[21] Commonwealth of Australia, Higher Education Support Act 2003, Guidelines for Commonwealth Grant Scheme.
http://www.backingaustraliasfuture.gov.au/guidelines/documents/Consolidated%20Commonwealth%20Grant%20Scheme%20Guidelines.pdf

[22] Commonwealth of Australia, Higher Education Support Act 2003, Guidelines for Commonwealth Grant Scheme.
http://www.backingaustraliasfuture.gov.au/guidelines/documents/Consolidated%20Commonwealth%20Grant%20Scheme%20Guidelines.pdf

[23] IEAA is a relative newcomer. One might consider it as a nascent NAFSA, but it's membership is still relatively slow. In 2006 the IEAA will team with IDP to run the annual international education conference.

[24] Note that the acronym ISANA referred initially to "International Student Advisers' Network of Australia". Since its inception the organisation has broadened to cover the interests of members who are not student advisers, and now also covers New Zealand.

[25] Note that the letters "IDP" referred initially to "International Development Program", and reflected the emphasis of the organisation at its inception. The letters IDP have now become so firmly entrenched as a brand, that they are retained in the current organisation.

[26] IDP Education Australia, Fast Facts (three sheets: International students in Australian Universities, International students in Australian Vocational Education and Training Institutions, ELICOS English language students). http://www.idp.com/research/fastfacts/

[27] IDP Education Australia, Fast Facts, International students in Australian Universities.
http://www.idp.com/research/fastfacts/

[28] Department of Education, Science and Training, Strategic Analysis and Evaluation Group, International Higher Education Students, Research Note No. 2, May 2004

http://www.dest.gov.au/sectors/international_education/publications_resources/profiles/international_higher_education_students.htm

[29] Monash University has developed a very refined approach. Information about this can be found at http://www.monash.edu.au/international/agents/categories/

[30] Australian Education International (AEI) The Agent Training Course, http://aei.dest.gov.au/AEI/Default.aspx

[31] Details of the Study in Australia brand and associated information can be found at: http://www.studyinaustralia.gov.au/Sia/en/Home.htm

[32] See Study Queensland at http://www.studyqueensland.qld.edu.au/

[33] See Study in Western Australia at http://www.aa-education.com/study-in-western-australia.html and Study in Perth at http://www.doir.wa.gov.au/studyinperth/

[34] Ana Deumert, Simon Marginson, Chris Nyland, Gaby Ramia & Erlenawati Sawir, Monash Institute for the Study of Global Movements, Monash University, Australia, The Social and Economic Security of International Students in Australia: Study of 200 student cases Summary report.
http://www.education.monash.edu.au/centres/mcrie/docs/researchreports/202-interviews-updated060605.doc