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Strategies for talent import and higher education export – international perspectives

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1. Introduction

Switzerland has put forward the strengthening of its position as an internationally competitive location for science and education as a policy priority (priority 2 of the international education, research and innovation strategy). The same priority, however, is valid for most other countries who are currently international leaders in these areas and, in fact, many countries who are not currently leaders but certainly have the potential and resources to be global hubs very soon. This means that Switzerland is effectively competing for shares in the global market of international students and researchers. Switzerland is in a strong position to remain an international science and education hub but the Swiss strategy is set within the context of the activities of international competitors in the global “war for talent”.

The annual meetings of the Science & Technology Counselors (STCs) in Switzerland’s Knowledge Network abroad represent opportunities to gather and discuss science policy information from around the globe. For the annual STC meeting and Swisnex Day 2011, the SER asked the Science Counselors based in 19 capital cities around the world to contribute information about the international strategies in talent import and education export of their host countries. This report, compiled by the Swiss STC in London, Lutz-Peter Berg, represents a summary of these contributions, drawing on country questionnaires and complementing OECD data. It is intended to capture international perspectives and trends on these issues and to flag these up to the SER as well to the other stakeholders within the Swiss higher education, research and innovation landscape. The terms of reference of these contributions do not include vocational training, which would merit a separate survey based on different sets of indicators and information sources.

Most countries in this survey perceive the need for internationalization of their national education and science environment in order to be a part of the global education and research landscape. Talent import at the level of students, researchers or a skilled workforce is generally a main feature in the strategy to achieve this. However, the rationale of why talent import is beneficial and how foreign talent is attracted differs widely between countries. Generally, the main motivations appear to be facilitating international research links, providing exchange opportunities for its own students and scientists and enriching the domestic science landscape. In recent years, the anticipation of demographic changes has added the need to secure skilled individuals to drive knowledge economies as an additional reason.

Tuition fees can, in principle, play an important role in a country’s positioning in the global higher education environment. If there is sufficient demand, high fees for foreigners can generate significant income while also attracting talent which the host country economy needs. Such a business model has mainly been implemented by the group of English-speaking countries in the survey. Recruitment activities in the rest of the world do not generally regard higher education as a business opportunity but as a means to internationalize and improve the domestic higher education landscape. Low tuition fees could, in principle, be used as deliberate economic incentives to attract foreign talent, but this does not appear to happen in practice. Many countries that actively aim to recruit global talent demand significant fees and those that charge low fees tend to do so for historical and philosophical rather than strategic reasons.

While talent import is at least a goal if not reality for most countries, the export of higher education products and services only features for a comparatively small number of countries as an important topic at the national level. In those countries where it does feature, mainly the English-speaking group, the objectives are both a strengthening of its educational brand and commercial return.

2. Talent import

2.1 Motivations for attracting foreign talent

While the will to attract students, researchers and a skilled workforce is widely shared, the reasons for importing talent can be based on different philosophies. The internationalization strategies of the countries in this survey are driven by a range of motivations.

The business of higher education: income generation

A number of English-speaking countries have used their position as potential magnets for international students to establish a lucrative business: US, UK, Australia, Canada. Presumably aided by being an English language environment, universities actively attract large numbers of foreign students who are charged tuition fees which are several times that of domestic fees (e.g. Canada 3-4x, UK 3-4x). The economic benefit is not restricted to the universities themselves, but also includes a boost to the local and national environment via student spending on living expenses and leisure. Economic studies demonstrate the value of this: education services is Australia's 3rd largest export, Canada's income from international education is CAD 6.5 billion and the UK derives annual economic benefit of GBP 4.5 billion from international students.

While the higher education business brings significant economic benefit, it also creates difficulties. In the UK, a large proportion of resources are used to cater for non EU students which raises questions about preferential commitment to generating income over the needs of domestic students. A high influx of foreign nationals with student visas to attend "feeder colleges" as a preparation for university has also resulted in a number of colleges that actually facilitate unwanted economic immigration. Proper regulation of educational products and services is another aspect that demands attention, for example in Canada. In Australia, where income from foreign students cross-subsidizes domestic research, universities face a quality vs. quantity dilemma to safeguard the standards while optimizing returns.

Brain gain: securing a workforce for the knowledge economy

Many countries aim to be knowledge – based economies and require a highly-skilled workforce with a high proportion of university graduates. Demographic projections show that some countries need to import talent to fill domestic gaps. Examples of countries where this has led directly to dedicated strategies and investment to address this problem are Germany, Japan, Korea, Russia, UK, Canada, Sweden and Denmark. The strategies used to achieve this tend to be based on collaboration and exchange as a means to attract the best foreigners, with the exception of the more commercially oriented countries UK and Canada. Often the import of students and researchers needs to be translated into lasting brain gain by implementing flanking measures or legal changes to retain these skilled people once the original stay has expired. Clearly, the sometimes conflicting needs of preventing excess immigration while enabling talent import may require sophisticated legislation. The UK, for example, has attempted to achieve this by establishing a points-based immigration system in 2008 to enable desired immigration in a selective manner and extended the possibility to remain in the country to find employment. While foreign graduates in Denmark are permitted to (and do) stay in the country to work, Sweden has recognized its policy of immediate return as one of the major barriers to brain gain and is currently discussing how to address it.

Brain return: the "national" route to "internationalization"

For countries that have only recently started to establish an internationally competitive science sector (e.g. BRIC countries), the attraction of talent often focuses on the recruitment of their own nationals who have trained and developed careers abroad. Repatriation packages with competitive salaries, ample scientific resources and assistance with personal circumstances have already started to show success. The most prominent examples of this model are China, India and Russia.

21st Century universities: creating a competitive higher education environment

Any country that wants to train competent graduates and scientists for the future needs an international higher education sector since research and innovation are global environments. This is another reason for attracting students, researchers and professors from abroad. Many European countries like Germany, Sweden or Denmark have launched active recruitment initiatives on this basis, although it is also desirable for them to retain foreign talent as brain gain for the domestic economy. It is a characteristic of this strategy to aim to attract the best rather than the highest number of students, a clear difference to the "business of higher education" model. For these European countries, as well as non-European countries like Japan, South Korea, Singapore or Chile, this motivation often goes hand in hand with the recruitment of talent through building scientific networks and partnerships to mutual benefit which serve as a source of students and researchers. The provision of teaching in a non national language, for example (i.e. English in Germany or Sweden), is not merely intended as a tool to attract international students but also to benefit domestic students by training them better for a global world.

2.2 Strategies for talent import

The vast majority of countries surveyed place importance on the attraction of international students and researchers and have stated this in general policy documents or specific strategies for higher education, research or economic growth. While many countries are aiming to attract foreign students, this “market” is actually dominated by only a handful of countries: The US, the UK, Australia, Germany, France and Canada together account for more than half of all recruited foreign students worldwide with the US having the lion’s share of 18% followed by the UK at 9.9%. The English language environment in these countries, their active recruitment of foreign students as a substantial source of income and of course their acknowledged status as the most important science countries in the world ensures their continued success. Australia (7%) and Canada (5.2%) may not have the same standing scientifically but approach talent recruitment as a commercial opportunity and of course share the language advantage. The countries above are a small group which is positioned very well on the global student market due to their universities’ tradition of delivering commercially viable products and services to international customers, supported by national and regional governments. The other countries in the survey lack commercial objectives but utilize more “classical” methods of internationalization which are essentially an integral part of research and higher education: student exchange and collaborations as well as partnerships in research, often supported by scholarship schemes for outgoing and/or incoming students. This has been sufficient to generate a good level of talent influx in some countries. Germany and France, for example, each receive around 7% of the worldwide population of international students which makes up more than 10% of each country’s total student population. However, France has not managed to improve on this performance in recent years and Germany has even lost some of its market share since 2000. In the case of Germany, additional investment in a concerted promotion and recruitment campaign as well as the introduction of many courses taught in English are expected to reverse this trend.

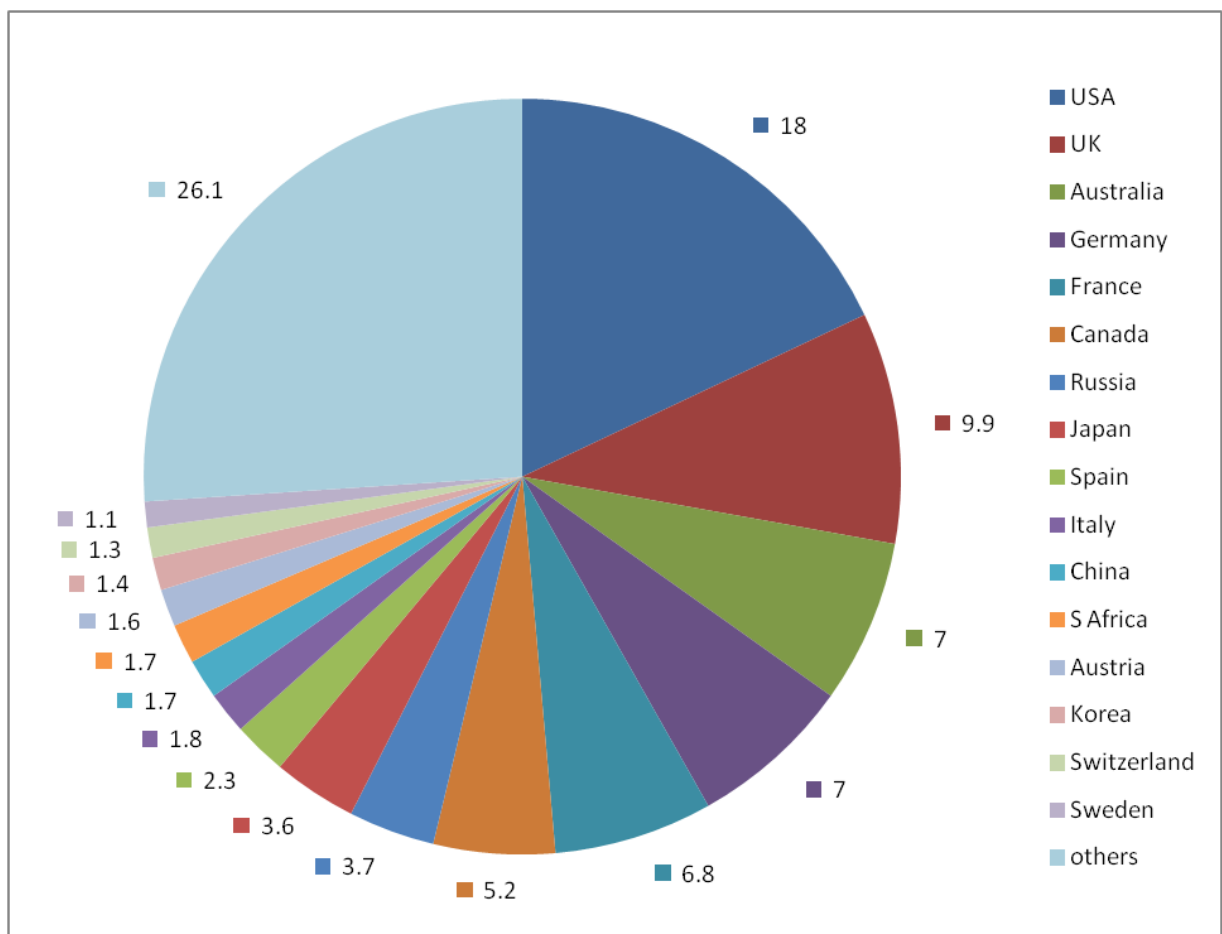


Fig.1: Destination countries’ proportion of foreign tertiary students (% of all foreign students)

Not all countries which state an interest in attracting foreign talent have actually created the appropriate environment or put in place appropriate instruments to succeed in attracting large enough numbers of foreign talent. Italy and Spain only attract modest student numbers (each around 2% of international students) despite their intention to build more international science environments. Although both countries (especially Spain due to its Latin American connections) have been increasing their intake of international students, both countries still tend to suffer from overall brain drain due to high outward migration of graduates and researchers.

In recent years, an increasing number of countries have recognized that the traditional channels of talent influx are not sufficient and have developed dedicated strategies or instruments for internationalization or talent import. The “Study in China” programme, for example aims to double the number of foreign degree students from 230’000 in 2010 to 500’000 in 2020. Japan’s GLOBAL 30 programme is set to recruit 300’000 foreign students by 2020. Germany’s campaign “Research in Germany - Land of Ideas” is targeted at promoting the German research system abroad to facilitate collaboration and mobility. It unites the major actors in Germany’s science funding landscape and provides a one stop promotion portal. Anyone who attends international education fairs will be aware of the boost this has generated for Germany’s profile as a magnet for talent, especially at researcher level.

Germany also has a very successful national agency in the DAAD, a self-governing association of the German universities with an annual budget of ca. USD 500 million, mainly derived from the German Ministry of Foreign Affairs and other ministries. It offers extensive international contacts via a network of 64 offices abroad. In 2010 it committed 87 million Euro to scholarships for foreigners, 109 million Euro to scholarships for Germans 68 million Euro for international activities of German universities. It facilitates and coordinates both national programmes and activities by universities including joint programmes and German branch institutions abroad. It therefore supports talent import and the export of German education, but through a partnership model rather than by selling products and services.

Denmark put forward a strategy for positioning the country in the globalised world which explicitly called for the internationalization of higher education. In 2007 it established a dedicated council to drive this internationalization and a dedicated Agency for International Education within the relevant ministry. Denmark is implementing the strategy by setting up programmes and scholarship schemes like “Top Talent” for China. The country has established a bridgehead in China by establishing a Sino-Danish Centre in Beijing as a collaboration between the major Danish universities, the Danish Science Ministry and the Chinese Academy of Sciences, its purpose-built campus is expected to open in 2013 and to involve nearly 500 scientists and students.

An interesting variation on the theme is the collaboration of the Nordic countries, Denmark, Finland, Iceland, Norway and Sweden, in interactions with Asian and African talent hubs. Initially set up at Fudan university in Shanghai, the concept of “Nordic Centers” which serves as a common platform for over 20 universities in the Nordic region was then expanded by platforms in India and South Africa. Principally, these centers are an association to facilitate collaboration and exchange, using local offices rather than much joint infrastructure.

The country which defies most of the trends in this survey is India which appears to focus on the repatriation of its own nationals as a source of international expertise rather than the attraction of foreign nationals. However, India does of course engage with international talent through its international science collaborations with partner countries such as Switzerland or the UK, thus establishing at least temporary influx of foreign expertise. China and Russia share this focus on repatriating nationals, but both countries have also started to attract international expertise to help their higher education and research sectors gain critical mass at internationally competitive level.

2.3 Tuition fees

The level of tuition fees plays important roles in talent import. The group of English-speaking countries in this survey focuses on importing talent as paying customers who deliver massive economic benefit to the universities and the country as a whole. Accordingly, they tend to employ professional methods of promotion and have dedicated systems for application, admission and care for their customers. High tuition fees from foreigners are the basis for profit. The underlying philosophy on which this system is based is an understanding of higher education as an *investment* into career development which is the responsibility of each individual rather than a public service serving personal development and the public good. In line with this philosophy, these countries also tend to charge significant fees to its own nationals, though much lower than international fees, and these are generally complemented by extensive loan and grant schemes which support talented students from economically weaker backgrounds. Examples for this are the US, UK, Australia and Canada.

Other countries are mainly motivated by enriching their domestic environment; they aim to attract high quality students, often predominantly from their own region, and perhaps employ strategic partnerships and research links more extensively. However, the aim to attract foreign talent to internationalize does not automatically imply a low fee regime. Different countries employ different fee strategies ranging from absence of fees or equality between domestic and foreign students at low fee levels to higher fees for foreigners. Many countries have simply extended their traditional model of low-fee education, based on the philosophy that higher education is a public service accessible at no or relatively low cost, to foreign students. This category includes the continental European countries like Germany, Italy, Spain etc. Others charge higher fee levels, but under similar conditions to domestic and foreign students (e.g. Japan, Korea, Chile).

Interestingly, Denmark and Sweden have introduced high fees for non-European students in 2006 and 2011, respectively, despite ambitions to increase foreign talent import. Both countries, which share a similar profile in terms of size, scientific excellence and innovation capability with Switzerland, are attempting to recruit foreign students at full cost fees (and therefore at no cost to the domestic tax payer), although supplemented by scholarships. In both countries, the number of overseas students dropped dramatically when the fees were introduced. While it is too early to judge the long-term effect in Sweden, the number of non-European students in Denmark is already recovering again. In return for fees, these two countries are providing more scholarships and aim at a more professional “international student experience” by creating a central application and admissions portal and international student centers and housing on campuses. It is important to note that a large proportion of international students come from European countries and thus still benefits from the absence of fees for domestic and European students. It will be interesting to observe these two countries navigate this difficult path of providing an international student environment that merits full cost fees and attracts sufficient high-caliber students from outside Europe.

2.4 Regional Hubs: Will “Regional” be the new “Global”?

The number of students studying abroad has increased continuously over the past decades and grown by 77% since 2000 to around 3.7 million foreign students worldwide in 2009.

The main destination regions of the world have long been Europe and North America. In recent years, however, student migration within Asia or Sub-Saharan Africa has gained importance. While Western Europe and North America still are the main destination regions with nearly 2/3 of international students, the East Asia/Pacific region is catching up strongly and now hosts nearly 20% of international students with a large proportion coming from within the region. Latin America/ Caribbean, Central Asia and Sub-Saharan Africa have seen similar developments.

This is confirmed in this survey where several countries focus their efforts to a large extent on their regional neighbors, aiming to establish themselves as a regional hub rather than (or perhaps as well as) competing as a global centre. Singapore has traditionally been a centre of excellence in its region and is successfully expanding this to the global stage. South Africa is clearly using its stature to focus development of capacity and collaborations in southern Africa and has a declared intention of attracting a quota of southern African students, although it has not increased its share of international students over the past decade. Brazil appears to have similar aspirations in a Latin American context and its proportion of international students has indeed gone up steeply over the last decade, albeit at a very low level (from 0.1 to 0.4%) but language and other factors may make this more difficult. This strategy appears to be working for Russia, a relatively recent player in the competition for foreign students, who has nearly doubled its share from 2.0 to 3.7%. Japan also seems to aim for regional connections and now attracts an increasing proportion of foreign students (3.6%).

Europe has always seen a high level of talent mobility between individual countries and European Union (EU) funding programmes as well as the Bologna Process have boosted the notion that Europe can move towards becoming a borderless hub of research and higher education. In addition to mobility within this hub, talent import into the European hub from outside is also a hot topic at EU level. The European Commission clearly indicates the need to attract the best students, academics and researchers from outside the EU, although most actions and programmes are then carried out at the national level. In those areas where the EU does have powers to attract foreign researchers into Member and Associated Countries, measures for talent import are already implemented: the European Research Council (ERC) or Marie Curie programmes are flagship examples of this at researcher level and Erasmus Mundus is a multilateral programme to promote collaboration between EU universities and the rest of the world at the level of student mobility. There are also plans to use legislative powers in the field of justice and home affairs to support talent import.

3. Education export

While talent import is a topic in every country in this survey, higher education export is not a common phenomenon at any significant scale.

The small group of English-speaking countries who have recognized higher education as a commercial product are developing major activities in Trans National Education (TNE). There are a range of activities from accreditation of courses taught abroad, often by distance learning, to franchising (“selling” branded courses to be taught at foreign institutions) and establishing a footprint through joint or dual degrees or actual branch campuses. While branch campuses are the most high profile aspects, it can often be the less visible accreditation and distance learning who are more commercially successful. The UK, for example, makes most of its enormous foreign education revenue from such services. Its branch campuses, by contrast are predominantly intended for brand strengthening and not necessarily return a profit.

Many European countries (apart from the UK) engage in dual/joint degrees and establish branch campuses, but often this appears to be more an instrument to tighten collaboration in higher education and science than a commercial effort. Examples are the cross/border activities of France, Germany’s many dual degree collaborations and branches or Scandinavian initiatives like the Danish University Centre Beijing.

In addition to the traditional hubs of international HE, other countries appear to be active, for example Russia who intends to provide services to Asian countries.

4. Conclusions

The look at internationalization strategies around the world is useful to reflect on Switzerland’s aspiration to maintain a globally competitive knowledge economy and any potential strategic measures which are likely to help achieve this aim. The following observations and trends have been distilled from the feedback of the STCs:

- The will to import talent is shared by all the STC host countries, many of whom are effectively aiming to attract the same type of global talent. This means that Switzerland faces competition to be the destination of choice for the best students, researchers and highly-skilled workers.
- There are different reasons why countries aim to attract foreign talent and the feedback in this survey has characterized four main motivations. Most countries are driven by more than one motivation but countries who typify these motives are mentioned as examples:
 - Income generation: economic benefit from fee-paying foreign students (e.g. USA, UK, Australia, Canada)
 - Brain gain: securing a highly-educated and highly-skilled workforce (e.g. Germany, Japan, South Korea, Russia, UK, Canada, Sweden, Denmark)
 - Brain return: bringing back internationally-educated nationals (e.g. India, China)
 - 21st Century universities: internationalizing the domestic knowledge landscape (e.g. Germany, Denmark, Sweden, Japan, South Korea, Singapore, Chile)
- This competition for global talent is *intensifying*. Almost all countries in this survey are aware of the need to be active *now* in order to position themselves in the competitive global market for international talent and expertise. The global “war for talent” has begun. A possible exception to this is India which clearly focuses on repatriation of foreign-trained talent, thus pursuing the same objective (attracting internationally-trained expertise), but by a different route. China also has a focus on repatriation, but is already at a stage where foreign researchers are actively recruited.
- The extent of implementation of talent import strategies varies: despite the virtually universal recognition of the need to internationalize, not every country has actually stepped up current or implemented new activities. Examples of proactive countries obviously include the “for profit” countries where universities manage mass talent import in a professional manner, but

also Japan (programmes), Germany (promotion), Singapore (researchers and R&D), Denmark or Sweden. Some countries perhaps don't recruit more actively since they already experience a sufficient influx of foreign students from neighbor countries or former colonies, for example France, Spain or Austria. However, it remains to be seen whether they can generate a sufficiently international environment to attract students and especially researchers more globally in order to avoid brain drain in the future.

- Income generation is obviously associated with high fees for foreigners, but for countries who merely aim to internationalize their knowledge environment, there is no common ground on tuition fees for foreign students. Here, historical and philosophical concepts tend to dictate student fees rather than deliberate "pricing strategies". Rare examples of such "pricing strategies" in countries that offer free education to its own and EU nationals are full cost fees for non-Europeans in Denmark and Sweden.
- Where recent reforms have taken place, raising foreign fees to reduce the number of foreigners has not been an issue. However, there are some countries in which the effect of a high number of foreign students is discussed, examples include Austria (perceived competition from high number of foreigners) or Canada (falling standards in higher Education for commercial reasons).
- While access to global talent from remote markets like China or India often grabs the headlines, large proportions of talent influx actually occur at more regional levels and the formation of regional hubs by recruiting from neighboring countries is an important aspect of current student and researcher mobility.
- An aspect that is receiving attention in several countries is not talent import but talent retainment with strategies being implemented to facilitate the stay of foreign talent after graduation (e.g. recent labour law changes in Denmark and similar discussions in Sweden).
- Higher education export is currently not a significant topic outside the group of English-speaking countries that already "import" foreign students for profit, although new players may emerge (e.g. Russia).

Sources:

- Survey questionnaires on "talent import, "talent export" and "tuition fees" from Swiss Science and Technology Counsellors in 18 countries and at the EU
- OECD Education at a Glance 2011
- Unesco Global Education Digest 2009

Annex 1: Country “Dashboard”

country	activity and motivation	% of world students & trend (Oecd)	foreigners as % of students	Fee estimate dom foreign	Comments / trends
USA	active recruiter profit/brain gain	18%	3.50%		successful global hub & education exporter, retaining graduates (especially Asian) may be future challenge
UK	active recruiter profit/brain gain	10%	20.70%		global hub & education exporter, domestic fees controversial topic
Australia	active recruiter profit/brain gain	7%	24.40%		international hub & education exporter, aiming to be SE-Asian hub
Germany	active recruiter brain gain/ internationalisation	7%	10.50%		excellent exchange network, building capacity for English language study, joint international programmes
France	aware	6.80%	11.50%		historic influx without major recruitment activities, joint international programmes
Canada	active recruiter profit/brain gain	5.20%	13.20%		international hub and education exporter, attention to maintaining standards
Russia	aiming to recruit brain gain/brain return	3.70%	1.40%		rising profile as hub and education exporter, aiming for Asia
Japan	aiming to recruit brain gain/ internationalisation	3.60%	3.40%		strong drive to internationalise
Spain	aware brain gain/ internationalisation	2.30%	4.70%		
Italy	aiming to recruit brain gain/ internationalisation	1.80%	3.30%		
Austria	aiming to recruit internationalisation	1.60%	19.40%		domestic tuition fees are hot topic
Korea	active recruiter brain gain	1.40%	1.60%		
Sweden	increasing recruitment internationalisation/brain gain	1.10%	9.40%		challenge to internationalise despite high non European fees, part of Nordic universities' joint presences abroad
Switzerland	aware / brain gain / internationalisation	1.30%	21.20%		
Denmark	increasing recruitment internationalization/ brain gain	0.60%	9.60%		challenge to internationalise despite high non European fees, part of Nordic universities' joint presences abroad
Brazil	aiming to recruit brain gain/internationalisation	0.40%	0.30%		
Chile	aiming to recruit brain gain/ internationalisation	0.20%	0.90%		
China	active recruiter brain return / internationalisation				
India	repatriation only				engaging in international partnerships
Singapore	active recruiter internationalisation/ brain gain				strong recruitment for R&D and researchers, retains talent
South Africa	aiming to recruit				aiming to be regional hub

Annex 2: case studies

Case Study: CANADA - an emerging destination for international students

Since the mid-1990s, the number of international students on Canadian campuses has increased by a factor of 3.5 (Chinese: 8x, Indian 5x) as Canada wants to catch up with its more successful Commonwealth peers (UK and Australia). About 8% of undergraduate students, 18% of graduate and 23% of Ph.D. students come from abroad. Economic gains are the driving element of pushing such internationalization. A recent report put the economic impact of international education at CAD 6.5 billion with 83,000 new jobs and CAD 291 million in government revenue. Almost all universities offer international scholarships and events and list internationalization at the top of their strategic plan. The universities receive increasing support from the federal and provincial governments for promotion and scholarships. Tuition fees for international students are three to four times higher than domestic fees. Several institutions have even lowered the minimal language requirements for foreign students, and anecdotal evidence suggests that such policies pose new challenges for faculty members to understand the students or their written assignments. International tuition fees are rising fast, but are balanced by scholarships and loans, especially at Master's and Ph.D. level. Only a minority of graduate students pay the full price, as universities are interested in attracting the brightest minds by offering financial incentives. Of 54 universities that participated in a recent survey, 72% indicated to offer some form of educational programs and services abroad (in 41 countries). The largest market is China, followed by India. Preferred delivery options are on-site in foreign host institutions, while only 3.5% prefer to use a Canadian branch campus. In total, the universities participating in the survey reported revenues from tuitions fees and education services amounting to CAD 31 million.

Quo vadis? University administrators and policy makers are pushing for more marketing abroad and greater financial incentives. The Asian market is considered to have the greatest potential; the economic gains are expected to be considerable. Thus, nearly every trade mission headed by a federal or provincial minister to an emerging country also includes an important delegation from the higher education sector. Very often, these trade missions are followed by research cooperation and mobility agreements. Yet, the rapid internationalization of Canadian campuses also comes with new challenges. In particular, policy makers are beginning to recognize the need for better quality assurance and stricter regulations for private education providers. Without doubt, Canada is emerging as an important destination for international students, especially from the Asian continent.

Case Study: Denmark – attracting students despite high non-European fees?

Denmark is attempting the balancing act of attracting international students while charging non-European students full cost tuition fees. After introducing tuition fees of 6'000 to 16'000 Euro (USD 8'000 – 20'000) for non-European students in 2006, enrollment of non-European degree students fell by 35% while European enrollment continued to increase. Non-European recruitment is rising again but remained below 2006 levels until 2009/10. The total numbers of international degree students continued to increase at similar rates than before 2006 due to stronger influx from EU countries.

In 2007, the ministry established the “Danish Agency for International Education” to improve the Danish higher education environment by attracting the best international students and a “Study in Denmark” group was set up specifically to achieve this aim. Danish universities are involved in partnerships and branch campuses abroad to improve visibility and links in key regions. Retaining graduates was addressed by changes in labour law and about half of recent foreign graduates now chose to stay in the country, around 75% of those are in employment. Current topics are an increase in marketing activities to gain more visibility internationally and to work towards a national application & admission system.

International full degree students in Denmark 2005/06-2009/10:

	05/06	Fees 06/07	07/08	08/09	09/10
EU	2'078	2'545	3'347	3'985	5'268
non-EU	1'548	1'003	1'064	1'454	1'341
unknown	645	574	347	556	834
Total	4'271	4'122	4'758	5'995	7'443