FINAL REPORT
CREATING A NEW DEPARTMENT OF "WORLDWIDE EDUCATION CONSULTING"

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Abstract

This thesis focuses on building up a new department of EDU-CON – “Worldwide Education Consulting”. In the whole processing, readers could acquire a definite vision about the educational market, especially in Europe, and recently quickly changed of market movements of international students. There are many emerging educational consulting companies which offer distinct services respectively so as to compete with each other, and which could have tactical partnerships in among. These will be demonstrated by further expatiation. How to build up this international department are the core direction of future development and the ultimate target of this dissertation. All the research data and strategic planning serve to this purpose. In terms of this theme, there will be massive data stated in the article, for example, figures, charts and photography which seem to be “dizzy”, but could be persuasive testimonies.

More and more German students choose their next stops in abroad as Netherlands, England, USA and Asian countries. This article could be a reference for the students who are interested in gaining experience of studying abroad and different cultures. Readers could get more relevant information at the end of article. The establishment of new EDU-CON worldwide consulting provides more opportunities and channels to foreign students and helps them to analyze, and then make the best choices. In addition, the trends of educational market are also an attractive point for readers. Do you want to know more?
1. Introduction of Assignments

1.1 Definition of Assignments

Based on the ultimate goal “establishing a new department of EDU-CON – Worldwide Strategic Education Consulting”, the assignments cover international education marketing and recruitment research and analysis. It includes searching international education marketing consultants in worldwide, searching for international educational organizations and education services providers. After discussion of the research, the managerial team will have a decision about what company can do to fit the changing market and to compete with competitors in the world market.

1.2 Problem Definition

- What are the main competitors of EDU-CON on its way to the world?
- Who might be EDU-CON’s partners?
- What’s the mobility of international student’s recruitment in recent years?
- What are the trends and development of international education market?

1.3 Scope of Work

- International educational marketing research including all the main continents
- Data collection of International education consultancies and agencies.
- Finding and comparing the international educational organizations which could have more benefits to EDU-CON to join in.
- Looking for some useful information for the establishment of new website.
- Others
1.4 Research Tools and Methods

- Google
- Wikipedia

Part 1--Research Framework

2. Introductions of Company

2.1 EDU-CON Profile

EDU-CON strategic education consulting GmbH was founded in 2001. In the beginning, it was structured by two departments: educational research and consulting department. Besides those two departments, new EDU-CON now is managed by three further departments as followed: educational training; educational design; educational support. EDU-CON is a competent advisor in the development of concepts oriented towards the future for organizations (such as universities). EDU-CON analyzes customers’ organization or personal profile, sets benchmarks, assists in recommendations to recruit German students as well as students from other European Countries. Furthermore, EDU-CON also gives natural free consulting service to students, who want to have international study experience, via some electronic mediums (e-mail, telephone and website) or personal (seminar etc.)
2.2 Mission of EDU-CON

The global higher education market is changing quickly. Even after the financial downturn in 2008, its booming doesn’t down to the bottom but growing gradually in some markets. Along with this, the emphasis is clear enough. EDU-CON, being an educational consultant, has the responsibility to build a communication bridge between education institutions and students, firma and employees by making itself internationalization.

2.3 Goals of EDU-CON

The goals of EDU-CON as followed: consolidating or increasing the competitive advantages and market share in the existing markets; innovating the information platform by new Media e.g. podcast, forum, blog; cultivating dynamic, talented team e.g. marketing research team and managing team; researching and analysis potential competitors and possible partnerships for international market.

2.4 Products of EDU-CON

In accordance with the real situation of company and the trend of business development in the world, internet is the principal tool and medium to achieve the goal of EDU-CON. During the several years’ development EDU-CON has already developed several markets and established specific websites for each market to attract the customers. Due to the limited resource, most of the markets are focused on Europe, which include
Creating a new department of “Worldwide Education Consulting”
Wei Shen Hogeschool Zeeland, Vlissingen

European Markets:

- Belgien: [www.studiereninbelgien.de](http://www.studiereninbelgien.de)
- Dänemark: [www.studieren-in-daenemark.de](http://www.studieren-in-daenemark.de)
- Finnland: [www.studieren-in-finnland.de](http://www.studieren-in-finnland.de)
- Litauen: [www.studieren-in-litauen.de](http://www.studieren-in-litauen.de)
- Mallorca: [www.studieren-auf-mallorca.de](http://www.studieren-auf-mallorca.de)
- Niederlande: [www.studieren-in-holland.de](http://www.studieren-in-holland.de)
  [www.study-in-holland.com](http://www.study-in-holland.com)
  [www.studielink-hilfe.de](http://www.studielink-hilfe.de)
- Norwegen: [www.studieren-in-norwegen.de](http://www.studieren-in-norwegen.de)
- Österreich: [www.studieren-in-oesterreich.de](http://www.studieren-in-oesterreich.de)
- Polen: [www.studieren-in-polen.de](http://www.studieren-in-polen.de)
- Russland: [www.studieren-in-russland.de](http://www.studieren-in-russland.de)
- Schweden: [www.studieren-in-schweden.de](http://www.studieren-in-schweden.de)
- Spanien: [www.studieren-in-spanien.de](http://www.studieren-in-spanien.de)
- Tschechien: [www.studieren-in-tschechien.de](http://www.studieren-in-tschechien.de)
- Ungarn: [www.studieren-in-ungarn.de](http://www.studieren-in-ungarn.de)

Non-European Markets:

**Asien**

- China: [www.studieren-in-china.de](http://www.studieren-in-china.de)
- Indien: [www.studieren-in-indien.de](http://www.studieren-in-indien.de)
- Israel: [www.studieren-in-israel.de](http://www.studieren-in-israel.de)
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- Japan: www.studieren-in-japan.de
- Russland: www.studieren-in-russland.de
- Thailand: www.studieren-in-thailand.de
- Vietnam: www.studieren-in-vietnam.de

Amerika

- Argentinien: www.studieren-in-argentinien.de
- Brasilien: www.studieren-in-brasilien.de
- Kanada: www.in-kanada-studieren.de

Australien und Neuseeland

- Australien: www.in-australien-studieren.de

Afrika

- Südafrika: www.studieren-in-suedafrika.de

Besides these websites for specific markets, EDU-CON also offers some other useful links for the most popular programmes within German students in order to give some added value to customers and increase the brand image of EDU-CON.

- www.derberufsberater.de
- www.finanzieren-studium.de
- www.studieren-medizin.de
Currently EDU-CON has published some new products like EDU-PORT and EDU-TV, starting new Media and communication campaign. EDU-PORT (photo below) is a new online community about studying abroad. Members have the possibility not only to get useful information, but also to share their experiences with other users. http://www.edu-port.de/
EDU-TV is a newly published multimedia educational platform. Students can have a visual guidance about their future studies. All the audio-visual materials are downloadable. [http://www.tv-edu.de/](http://www.tv-edu.de/)
Furthermore, EDU-CON offers added services to the customers (students and HEIs): Seminars, EDU-CON provides seminar services to German students, the topics of it include the favourite subjects and countries for students, such as psychology, medicine, design, Arts and also some study programs in other countries. It is a good way to attract many more students to participate in study abroad programs, and also increasing the company awareness in Germany; News-letter is a charging service, which includes two news-letters: news-letter and university-newsletter. EDU-CON releases general news-letter on each websites, which is about study information, programs and experience of study in different countries. University-newsletter is a specific news-letter for each HEIs, it will be send to the potential customers regularly; advertising service packet is the advertisement of study programs for HEIs in each website.

Through the widely product line and relative complete added services, EDU-CON gains the higher competitive edge in the German HECM (Higher Education Consulting Market); it is acting a leader and challenger in the Market.

3. A general vision for higher education market

3.1 International Higher Education Market

The international higher education market is one of the most vibrant and dynamic service sectors in the world today. Demand is increasing rapidly and will continue to do so for years to come. Research suggests that global student mobility will grow rapidly from 2.1 Million 2003 to 7.2 Million in 2025 (Figure.1). The total number of worldwide tertiary enrolments is 40% higher than it was
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seven years ago, with more people participating in higher education than ever before.

![Projected Global Demand for International Education](image)

*Figure.1* sources: (IDP Australia 2002; British council 2004), Global student Mobility 2025
3.2 Growth of International Student Enrolments

The demand for higher education outside a student’s home country has steadily increased in the past decade, and shows no sign of slowing down. Since 1999, the number of globally mobile students has increased by 41%, according to UNESCO data. There are more than 2.5 million students who are enrolled in higher education institutions outside of their home countries. As indicated in the pie chart below, the United States continues to attract the largest percentage, hosting approximately 20% of all internationally mobile students worldwide, followed by the United Kingdom, Germany, France, and Australia. (Figure 2)

Home country higher education capacity is also expanding in key countries that formerly sent their brightest graduate students abroad for training. In China, India, Korea, and many other countries, the number of higher education seats has grown dramatically (with key Chinese and Indian universities being instructed to double their enrolments) as national and provincial/state governments increase their investments in public education. This growth in higher education capacity is transforming these traditional sending countries into important regional host countries, which are certain to soon have their own slice of the pie of the world’s leading host destinations.¹

3.3 Recent Trends and Development: International Student Mobility

3.3.1 The Major Players: United States, United Kingdom and Australia

For the past decade, international students have predominantly travelled to the United States (US), the United Kingdom (UK) or Australia for the purposes of higher education. With approximately 45% of the total amount of all foreign students, or roughly 1.2 out of the 2.7 million students studying abroad, these three countries rank first amongst the most popular destination countries for
overseas studies. In terms of straight numbers, the US is the undisputed frontrunner with approximately 565,000 foreign enrolments in 2006, followed by the UK and Australia, respectively with 330,000 and 280,000 registered overseas students.

3.3.2 The Middle Powers: Germany and France

With approximately 20% of world’s foreign students, or 515,000 out of the 2.7 million students studying outside their home countries, Germany and France are best understood as secondary higher education destinations (see Appendix A). In 2006, both countries welcomed an average of 257,000 foreign students, and, together with the UK, annually enrol a very large majority of the total number of international students in Europe. According to UNESCO, three out of every five foreign students studying in Europe choose to attend an institution in the UK, Germany or France, making these countries the dominant regional leaders.  

3.3.3 The Evolving Destinations: Japan, Canada and New Zealand

Japan, Canada and New Zealand together share roughly 13% of the international student market, with approximately 327,000 of the 2.7 million students who travel abroad for the purposes of higher education (refer to Appendix A).

According to Canadian higher education organisations, at one point as many as 130,000 foreign students enrolled in the country’s institutions in a single year, with Japan and New Zealand having each recorded peak numbers of around 120,000 students. In recent years, however, each country has experienced declining international enrolments, and has become a less significant destination for transnational higher education.

Japan, Canada and New Zealand are thus the international student market’s evolving destinations, attracting significant numbers of foreign students but operating in the ‘shadow’ of their more visible regional neighbours, China, the US and Australia respectively.

### 3.3.4 The Emerging Contenders: Malaysia, Singapore and China

At present, Malaysia, Singapore and China have a combined share of approximately 12% of the global student market with somewhere between 250,000 and 300,000 students having decided to pursue higher education studies in these countries in 2005-6 (please see Appendix A). In terms of student numbers, China has experienced especially rapid growth, but because each nation has taken active measures to develop strategic initiatives to recruit overseas students, all of them have dramatically increased their competitiveness in a rapidly changing market. The large majority of students come from Asia, with all three countries sourcing students from neighbouring regional nations. Given the socio-cultural and linguistic similarities between them, student mobility between Malaysia, Singapore and China is considerable, and for this
reason, they concurrently source and provide significant student numbers from one another.

### 3.3.5 Conclusion

International student mobility is changing the global higher education landscape, with an increasing number of students going abroad for tertiary studies. The figures changing means the students are chasing better education situation and the keen competition in education market. It will create very good chemical reaction between students and education institutions, and then it will make critical contribution to the societies and economies.

### 3.4 German student recruitment market (Total figures and past growth :)

Of the about 3.2m internationally mobile students in 2010, roughly 90,000 will be German, or about 3 percent of all international students in the world. Unfortunately, this number has declined relative to other upcoming sending countries of whom mostly all are in Asia or Africa, from which there will be a total of about 2.1m international students in 2010.

German students are stretching the scope of European rules in national higher education systems. The last few years have shown a steady increase of German students in its neighbouring countries. The numbers of German students
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in German speaking countries like Austria and Switzerland have increased. However, the most important destination for foreign students is the Netherlands with almost 14,000 students in 2006 and at least 16,750 in 2007 (Statistic by Nuffic), making it also the largest group of international students in the Netherlands (Figure 3.).

Figure 3. Sources: Deutsche Studierende im Ausland, Statischer Überblick 1996-2006
3.5 Higher Education Export triggers the development of countries’ economy.

Australia is an education export dependent country. Education service was ranked as the third export category earner for the year 2007/2008 behind coal and iron ore. Education services include expenditure by students in Australia $13.7billion and exports from other education operations $438million\textsuperscript{3}.

(Figure 4)

(Figure 4)

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<th>AUSTRALIA’S TOP TEN EXPORTS BY VALUE, 2007-08</th>
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<tr>
<td>Coal</td>
<td>24,866</td>
</tr>
<tr>
<td>Iron ore</td>
<td>21,302</td>
</tr>
<tr>
<td>Education services</td>
<td>14,164</td>
</tr>
<tr>
<td>Gold</td>
<td>12,272</td>
</tr>
<tr>
<td>Personal travel (excl education) services</td>
<td>11,994</td>
</tr>
<tr>
<td>Crude petroleum</td>
<td>9,610</td>
</tr>
<tr>
<td>Professional, technical &amp; other business services</td>
<td>5,963</td>
</tr>
<tr>
<td>Aluminium ores &amp; conc. (incl. alumina)</td>
<td>5,903</td>
</tr>
<tr>
<td>Natural gas</td>
<td>5,854</td>
</tr>
<tr>
<td>Aluminium</td>
<td>5,465</td>
</tr>
<tr>
<td><strong>Total Exports</strong></td>
<td>234,308</td>
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Australia has become a byword for the generation of export revenues by selling education to foreign students. In 2007, 254,414 international students were enrolled in Australian public universities, 26 percent of all students. Another 18,685 were in private higher education institutions. Each year Australia receives about the same number of university students from mainland China and Hong Kong combined, as does the United States.

The growth of international education has been amazing. Between 1996 and 2007 the number of foreign students multiplied fivefold, from 53,188 to

\textsuperscript{3} DFAT 2008
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273,099. However, this trend does not show that Australia is more popular with foreign students than other countries. Market research consistently finds the United States as the number one destination of choice, followed by the United Kingdom. At the doctoral level the United States continues to draw the lion’s share of the highest-achieving students. Rather, Australia’s export boom results from several favourable factors, plus the federal government’s framing of the political economy of the national system.

Let’s look back to economic impact of international students in the United States in 2008. It was stated by IIE (Institute of international education) that international students contribute billions of dollars to the U.S. economy through their tuition and fees and living expenses. In 2007/2008 the net contribution to the U.S. economy by foreign students and their families was $15,543,000,000.00. It is increasing compare with last year’s $14,499,000,000.00.©

The growth of enrolment of international students gets along with US economy, even though the economy downturn brought disastrous destroy to nearly all the business regions. As for the education export, this “new” business terminology, fiscal crisis seems no longer a threat in 2009. The depression in education market after the economic downturn has being recovered very quickly. In Australia, a surprising rebound in education market implies the recovery.

Institute of International Education's Open Doors 2008 report
The risks are still there. The surprising figures can not say the all the risks are gone. The figures were up in higher education to 21.7 percent, but 1 percent down in secondary schools’ enrolment.

In conclusion, education export speeds up economy increasing and contributes to the world educational market. The remarkable rebound of education market can't sweep economic risks away, but we could see the positive sides it creates. Continuously increasing, vigorous recruitment market triggers the economic recovery after the shock of fiscal crisis. There is the reason to believe that new EDU-CON will have a bright future in education market.

3.6 Conclusion:

As you seen from above, the mobility of international students is growing rapidly last decade and it will keep growing in the coming years. International higher education market service has become the most popular sectors in worldwide. Many emerging small or medium enterprises are participating in this field. Germany, being an important sending and receiving country of international students in Western Europe, is playing a key role in the world student’s mobility. EDU-CON is also working on helping German students to define and
analysis a tailor-made study planning. Competitors are increasing during the processing of internationalization of EDU-CON, analyzing each potential competitor is the crucial success factor of EDU-CON.

4. Identifying and Analysis of competitors and partners for EDU-CON in global education market.

4.1 Introduction

For the past decade, international students have predominantly travelled to the United States (US), the United Kingdom (UK) or Australia for the purposes of higher education. With approximately 45% of the total amount of all foreign students, or roughly 1.2 out of the 2.7 million students studying abroad, these three countries rank first amongst the most popular destination countries for overseas studies. In terms of straight numbers, the US is the undisputed front-runner with approximately 565,000 foreign enrolments in 2006, followed by the UK and Australia, respectively with 330,000 and 280,000 registered overseas students.®

In terms of growing speed of EDU-CON, these three countries will sooner or later become the main markets of EDU-CON. To be the middle power, Germany is the fourth destination country according to the market share of enrolment of international students. The number was increasing year by year from 151,870 to 248,357 students in the last decade.

EDU-CON’s main markets are now in Europe domestic market and Dutch market. Let us check it out from below description of competitors. Who is going to

be the major competitors of EDU-CON?

4.2 International education marketing consultants.

4.2.1 Higher education market in Europe, USA, Australia

- **iE&D Solutions® BV**

It was set up in late 2005 through a merger of René Lenssen International Consulting and Thoisy Consultancy. The driving forces behind this successful merger are René Lenssen and Thijs van Vugt. They were joined by Robert van Kan later on June, 2008.

They are have over 50 years of combined experience in higher education market. Areas of speciality include strategic planning, international relations management, giving advice to foreign students and on studying abroad, international marketing and international student recruitment.

Dutch market is always the most important ones to EDU-CON. EDU-CON has business relationship with some Dutch education institutions. They know very much about Dutch higher education market, policy, programmes, future trends, etc. iE&D Solutions has the same experience with EDU-CON in Dutch market, but they have more wider recruitment and services network in worldwide range. They realise that Higher Education is international by nature and that students do not only come from national markets, but increasingly from international ones. To consider the essence of company and better serve their clients, they developed many strategic partnerships which cover the most relevant regions in the world: Africa, Asia, Australia, Europe, Middle East, and North America.
In conclusion, they fit all the conditions to become an international consultant in higher education market. They have similar background and experience to EDU-CON, the same target market currently. That’s the reason why it’s mentioned at first. It is the main competitor of EDU-CON, not matter on Dutch market or international market. It should be highly cautious by EDU-CON

- hobsons

As for the US education market, hobsons is a strong player, being an education service provider and an advisor. It was created in 1974 as an outgrowth of the Careers Research and Advice Centre (CRAC). It has over 30 years of experience focused on education. They have built a global network, diversifying and acquiring new businesses that support their goal to become the leading provider of support solutions for education professionals. They did become a leading educational service provider in worldwide. They are high quality on their special offers which cover from groups to individuals, unique partnership and sophisticated specialist. Its world offices cover Australia, England, leading host countries of study mobility.
EDU-CON is a growing company. It grows with astonishing pace during every year. Apparently, US market is a big slice of pizza for EDU-CON and other competitors.

It was estimated that foreign students enrolled higher education in United States contributed over 11 billion$ to US economy. The prospective of US market is pretty clear for EDU-CON.

- **International Vision Education**

International Vision Education is the perfect model of a small company that operates within a truly global context. It is an Australia-based consulting firm, but its core clientele are educational institutions in North America, the United Kingdom and continental Europe. IVE assists clients to generate recruitment channels and transnational education opportunities in East Asia.

IVE works in collaboration with a range of consulting firms across the globe, each with expertise in the full range of education sectors and with substantial background in the management and promotion of international education agendas. On a daily basis it provides links between individuals and organisations across four continents.
IVE also has the similar working situation and services area to EDU-CON. They operate on East Asian Markets which are booming rapidly. They have the experience on Asian education market and advantageous developing trend in Australia. It is predicted that Demand for Australian international higher education will grow from 163,345 in 2005 to 290,848 in 2025. Demand for international higher education places in Australia will grow 4.25% per year to 2010, then slow to 3% per year to 2015, then slow further. Moreover, detailed analysis of demand growth to 2025 in the four largest international markets for Australian higher education – China, India, Malaysia and Indonesia. IVE has more advantages that EDU-CON does on Asian markets manipulation so far. Considering their service scale and essence, IVE could be a partner of EDU-CON to explore the Asian Markets.

4.2.2 Other international educational consultancies

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<td>pcs Training &amp; Consulting</td>
<td><a href="http://www.pcsconsult.de/index.php?id=1,1,9">http://www.pcsconsult.de/index.php?id=1,1,9</a></td>
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<tr>
<td>ICEF</td>
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<td><a href="http://overseaseducation.co.uk/index.html">http://overseaseducation.co.uk/index.html</a></td>
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<tr>
<td>MJD consultancy</td>
<td><a href="http://www.mjdconsultancy.com/index.html">http://www.mjdconsultancy.com/index.html</a></td>
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</table>

5. International educational organizations

International educational organization, as its surface meaning, combines by educational institutions, individuals, dynamic professionals, etc. The organization provides international educators professional development opportunities

© Source: Global Student Mobility: An Australian Perspective Five Years On
and promoting international education. While promoting the international education system, educators can broaden their international networks per international educational organizations. It is kind of meaningful and promotional organization to catch educators’ eyes.

➢ EAIE

EDU-CON is the member of EAIE (European Association for International Education), a non-profit organization whose main aim is the stimulation and facilitation of the internationalisation of higher education in Europe and around the world, and to meet the professional needs of individuals active in international education.

The mission of the EAIE is to stimulate and facilitate the internationalisation of higher education, meet the professional needs of individuals active in the field and bring together fellow professionals worldwide in all aspects of international education.

It brings more opportunities to EDU-CON to build relationships with other educators, to learn more information about education market. EDU-CON has long-term benefits by joining EAIE. NAFSA Association of International Educators will be the next choice of EDU-CON

➢ Others Organizations

Other related educational organizations links as below:
5.1 German Universities with offshore international programmes
(Appendix B)
Many more German universities start setting up their offshore offices or institutions in abroad. The purpose of this change is to develop a worldwide relationship, accordingly, the recruitment figures will go up. Please look through appendix B to find out German universities offshore programmes.

Part II – Theoretical Framework

6. Relative theory and conceptions

This part will present some necessary theories in brief, which could help to analyze, to decide marketing strategy of EDU-CON theoretically. For instance, PEST analysis, SWOT analysis is vital to pay more attention on. EDU-CON intends to establish their new international department to expand the market; competitors are increasing while facing to the world market. How to remain or increase the competitive is an initial assignment currently. Through these theoretical analysis and conclusion, EDU-CON will make the right strategies for the
certain market. It will involve rather external analysis in this part. Let us start with PEST Analysis.

6.1 PEST Analysis

PEST analysis stands for "Political, Economic, Social, and Technological analysis" and describes a framework of macro-environmental factors used in the environmental scanning component of strategic management. The model has recently been further extended to STEEPLE and STEEPLED, adding education and demographics factors. It is a part of the external analysis when conducting a strategic analysis or doing market research and gives a certain overview of the different macro environmental factors that the company has to take into consideration. It is a useful strategic tool for understanding market growth or decline, business position, potential and direction for operations. Figures.5
Political factors or how to what degree a government intervenes in the economy. Specifically, political factors include areas such as tax policy, labour law, environmental law, trade restrictions, tariffs, and political stability. Political factors may also include goods and services which the government wants to provide or be provided (merit goods) and those that the government does not want to be provided (demerit goods). Furthermore, governments have great influence on the health, education, and infrastructure of a nation.

Economic factors include economic growth, interest rates, exchange rates and the inflation rate. These factors have major impacts on how businesses operate and make decisions. For example, interest rates af-
fect a firm's cost of capital and therefore to what extent a business grows and expands. Exchange rates affect the costs of exporting goods and the supply and price of imported goods in an economy.

- Social factors include the cultural aspects and include health consciousness, population growth rate, age distribution, career attitudes and emphasis on safety. Trends in social factors affect the demand for a company's products and how that company operates. For example, an ageing population may imply a smaller and less-willing workforce (thus increasing the cost of labor). Furthermore, companies may change various management strategies to adapt to these social trends (such as recruiting older workers).

- Technological factors include ecological and environmental aspects, such as R&D activity, automation, technology incentives and the rate of technological change. They can determine barriers to entry, minimum efficient production level and influence outsourcing decisions. Furthermore, technological shifts can affect costs, quality, and lead to innovation.
6.2 SWOT Analysis

SWOT stands for respectively Strengths, Weaknesses, Opportunities, and Threats. Strengths and Weaknesses are regarded as internal analysis, but not external analysis like Opportunities and Threats. It provides information that is helpful in matching the firm’s resources and capabilities to the competitive environment in which it operates. As such, it is instrumental in strategy formulation and selection. The following diagram shows analysis fits into an environmental scan: (Figure.6)
6.3 SWOT / TOWS Matrix (Figure. 7)

<table>
<thead>
<tr>
<th></th>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opportunities</strong></td>
<td>S-O strategies</td>
<td>W-O strategies</td>
</tr>
<tr>
<td><strong>Threats</strong></td>
<td>S-T strategies</td>
<td>W-T strategies</td>
</tr>
</tbody>
</table>

(Figure. 7)
✧ S-O strategies pursue opportunities that are a good fit to the company's strengths.
✧ W-O strategies overcome weaknesses to pursue opportunities.
✧ S-T strategies identify ways that the firm can use its strengths to reduce its vulnerability to external threats.
✧ W-T strategies establish a defensive plan to prevent the firm's weaknesses from making it highly susceptible to external threats.

Part III – Analytical Framework

Through previous section, we have a basic idea about PEST and SWOT analysis. Further, the article will show a practical apply into EDU-CON. By doing this, EDU-CON can clearly understand their current situation and potential markets, competitors and insufficiency. The market seems to be predictable. EDU-CON is improving itself from many aspects which might obstruct its expansion. It needs meanwhile to discern the market changes and their rivals so as to have a strong adaptability and flexibility. Just like last year’s economic crisis, no one can foreseen what will happen; how big loses will be. EDU-CON needs to keep itself knowledgeable and flexible to cope with the changeability of market climate; to take precautions against unexpectable events.
7. PEST Analysis

<table>
<thead>
<tr>
<th>Political aspect</th>
<th>• Great influence on education of a nation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic aspect</td>
<td>• Economic growth</td>
</tr>
<tr>
<td></td>
<td>• Interest Rate</td>
</tr>
<tr>
<td></td>
<td>• Exchange rate</td>
</tr>
<tr>
<td></td>
<td>• Inflation rate</td>
</tr>
<tr>
<td>Social aspect</td>
<td>• Population growth rate</td>
</tr>
<tr>
<td></td>
<td>• Age structure</td>
</tr>
<tr>
<td></td>
<td>• Culture</td>
</tr>
<tr>
<td>Technological aspect</td>
<td>• popularity rate of internet</td>
</tr>
<tr>
<td></td>
<td>• R&amp;D activity</td>
</tr>
</tbody>
</table>

7.1 Conclusion

Through the analysis of PEST framework, some aspects need to be taken into account in future decision making. On Political part, several things might influence EDU-CON’s decision making, such as laws which are related with education in a nation. It could be merits influence or demerits effects, opportunities or threats. For example, China has the biggest number of population in the world. The educational popularity is changing quickly, but there are still many children
who can not finance themselves in most of rural and urban areas. China government has taken measures to help them out by investing money on infrastructure establishment, and providing scholarship, etc.

The educational reform improves the economic of China. China also encourages students to study abroad for the future prospective and return. It brings more opportunities to EDU-CON to extend its business. On the economic side, the global economic development is growing, especially in some Asian countries. People’s buying power is stronger than last 10 years. More and more students choose to study abroad instead of Home Counties. It’s the positive effect on education market. There also some aspects should be taken into account before starting a new business on foreign land, such as exchange rate, inflation, etc. Nowadays everybody talks about economy crisis. It brought huge losses to many industries. It was influenced by interested rate, exchange rate, etc. Social part is important to marketing analysis and decision making. For instance, age structure and population rate which can help EDU-CON analyze the potential of a market by analyzing how many people are in education, how many are not; which city dedicates remarkable numbers of students in higher education institution, and so on. About Technological part, one of the most popular things is internet and it is also an important tool for EDU-CON to assist the execution of its marketing plan. There is an assumption of developing a distance education program of EDU-CON. The internet is the basic tool to realize it. A country’s technology can decide if it could statistic the accurate number of population, students abroad, and so on. The PEST analysis links with
8. SWOT analysis

SWOT will show from two sides EDU-CON’s advantages and disadvantages: Internal and external. It helps on evaluating and analyzing company itself and the markets. On the basis of SWOT, EDU-CON can design adaptable strategies for different markets to compete with their competitors.

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dynamic team</td>
<td>Limited Resources</td>
</tr>
<tr>
<td>Sound experience</td>
<td>Time</td>
</tr>
<tr>
<td>provide high added value</td>
<td></td>
</tr>
<tr>
<td>Flexible work situation</td>
<td></td>
</tr>
<tr>
<td>Many ways to go</td>
<td></td>
</tr>
<tr>
<td>Opportunities</td>
<td>Threats</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>• Education market keep booming</td>
<td>• Economic crisis</td>
</tr>
<tr>
<td>• Many universities start building their offshore office abroad</td>
<td>• strong competitors</td>
</tr>
<tr>
<td>• More international programmes offered by German Universities</td>
<td>• Government policy</td>
</tr>
</tbody>
</table>

8.1 Internal Analysis

Strengths
EDU-CON is an emerging strategic consulting company. We call it here emerging company, not just because of its found history or rather its tactical target of globalization. EDU-CON has successful experience in Dutch market and some east-Europe markets like Czech Republic. The accumulation of experience can facilitate market entry process and prevent some usually happened problems. EDU-CON is now developing some new attractive websites to transfer information to their potential customers. The experience of creating websites before brings much convenience for websites establishing currently. From designing part, EDU-CON gives viewers the information they want to have by a concise;
Creating a new department of “Worldwide Education Consulting”
Wei Shen Hogeschool Zeeland, Vlissingen

comprehensive and an accurate way. Excepting for the existed websites, EDU-CON is now working on their global websites establishment. It covers nearly all the important strategic regions of all the continents. It is carried out by dynamic team. The jobs are separated clearly by top manager. The working situation is harmonious and flexible. The high added value is one of the reasons why EDU-CON can have a good reputation. It also can be seen as a key competitive advantage. One of the most important factors is that EDU-CON has many ways to choose. It means, for example, EDU-CON has five departments. EDU-CON recruits Students for higher institutions as we mentioned at beginning, if students are losing because of financial crisis, the future is blur, EDU-CON could take emphasis on consulting or training, one way or another. This makes EDU-CON multi-functional, more flexible. EDU-CON is small enterprise, but fast growing. There are some weak points that should be noticed and improved in the near future.

Weaknesses

Being a young dynamic, fast growing company, it is inevitable to have varieties problems. For instance, Finance, information resources, distribution channel, etc, these are all very often happened problems when a company wants to entry a new market. There is no exception on EDU-CON. With the growing of company, reasonable budget allocation will be extremely crucial point for the future development of EDU-CON.
Because the main media EDU-CON uses is internet. The way it works limits the resources of information out of internet. For example, the communication with government that led to the lack of information. It is important to communicate with local government for exchanging some new information frequently. On the point, EDU-CON didn’t coordinate so well. Especially, EDU-CON is going to enter the world education market. The quantity and quality of information are the crucial points to judge if a company has enough capability to live.

Time is another problem for growing EDU-CON. EDU-CON’s departments are growing; therefore, it doesn’t have much time develop new business. It causes turnover of EDU-CON grows slowly. The average turnover growth is 25% to 30% per year.

8.2 External Analysis

Opportunities

As far as the opportunities, EDU-CON has a promising future. After the economic crisis, world economic slipped down to the bottom. Higher education market didn’t have much impact by this bombing landslide; apparently US education market was the biggest victims. Now the higher education situation of all over the world is getting better. Especially, in Australia the education export business is still growing in some areas. Moreover, EDU-CON is intending to develop German market, not only sending Students out, but also bringing foreign students into German higher education institutions. Comparing with former German universities, there are many more international programmes of-
ferred by the German universities to international students who want to extend their study in Germany. Pretty of them set up offshore office in several main sending countries like India, China to recruit foreign students.

That is also a good opportunities for EDU-CON to develop their communication network. Predictably, with the updating of education policy, more and more foreign students will be brought into German universities. EDU-CON should take this chance to expand their market share in Germany.

Threats

The biggest threat of EDU-CON comes from their competitors. In recent education market, thousands of education consultants; services providers, study abroad agencies rise up. While EDU-CON is going to step out of the Europe, it will be a biggest stone that EDU-CON has to smash down. Many education consultancies have nearly the same products, which means substitutes are everywhere. EDU-CON has to make a proper strategy to capture consumer groups. The other important thing is Government policy. It seems government policy is related with everything. Indeed, it controls and filters everything that could influence their education policy or sometimes they publish some rules to weak foreign enterprises in order to protect national enterprises.
8.3 SWOT / TOWS Matrix

<table>
<thead>
<tr>
<th></th>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunities</td>
<td>EDU-CON should take the chance of education market booming to expand their market range, relying on their experience, dynamic team work, website campaigns and good brand image.</td>
<td>Make use of current channels to publicise itself, and seek for new communication resources to maximize network for binding new clients in the growing market.</td>
</tr>
<tr>
<td>Threats</td>
<td>Pay attention on their websites building and new media campaigns to increase their market competition.</td>
<td></td>
</tr>
</tbody>
</table>

9. Scenario Building

Decisions for future actions and strategies can be based on scenarios. The scenarios give a plausible view of how the business environment of EDU-CON might develop within the future.

Scenario 1:
This scenario has the following characteristics. Due to the growth in higher education market and economic development, there has an increasing tendency toward buying education in abroad. According to previous figures, student mobility will be doubled in future 20 years. The governments of some important sending countries and receiving countries loose their policy to compete with this change. Obviously, this will bring much profit to countries economic devel-
opment, meanwhile; this tendency will continue to create more opportunities for education industry. People are chasing high value-added products and services.

Scenario 2:

This scenario has below characteristics. Global economy is recovering after crisis. The competition is higher than before. Innovation of products is reaching the bottleneck. Every education consultancy, agency, service provider, has more or less the same problem. It seems no creative products or services to compete with customer's varieties requirements. It will probably start a price war or value-added competition. Customers, to some extent, decide what changes should be made. It might decide the marketing tactical strategy of EDU-CON.

10. Conclusions and recommendations

Through above research and summaries, we are conscious of the mainstream of higher education market. Also, the development direction of EDU-CON and key success factors which might lead to a profitability and tactical success in the future market. Higher education business should have had a dramatically
change since financial crisis in United States last year, in particularly it once brought desperation to some educational institutions as the tendency of economic in America. The recovery of higher education market is predictable, but surprisingly thing is a rather fast rebound in the next five months after global recession. From the figures and trends of higher education market, EDU-CON’s global tactic is not a dream anymore.

How can EDU-CON catch this upstream tendency to gain much profitability? What should be taken into account by EDU-CON when they are pursuing a better market position or larger market share domestically, globally? There are some aspects that EDU-CON can not get involved, which are government policy, customer’s requirements, and etcetera. As we analyzed in SWOT part, these two sectors are the external, key factors on EDU-CON’s future planning. Increasingly national governments are becoming directly involved in defining strategies for international education enterprises. Likewise, it is also a crucial point that to get better investigation on customer’s requirements and to collect hot programmes providers in the potential markets of EDU-CON. For example, many more students are seeking for proper master degree program in Europe. EDU-CON as a portal for German students to find their favorite programs has done very good job in Dutch market, some hot programs like art, medicine, water management and international business management, etc. It copes with the requirements or German students, but most of them are limited within bachelor degree. The main client of EDU-CON is university of applied science,
which offers less hot programs for foreign master degrees seekers. The developing probability is being limited. One of solution is to find out and build new relationship with Universities who provide attractive master programs for international students. Possibly, EDU-CON could develop multi-cooperated relationship with several universities directly or indirectly. On the other hand, being hottest sending countries China and India, some eastern Asian will be the main target of EDU-CON in the future. There exists no free lunch when it comes to student recruitment. Even China is the biggest potential market for EDU-CON; it needs sound marketing research and premium products to catch it. We also can sum up the other very important truth from previous chapter which is rivalry. We analyzed some potential competitors of EDU-CON in the global market. In my opinion, several key points are 1. Products 2, relationships 3, markets strategy 4. Experience. Point 2 and 3 are the key of success for exploring international market. EDU-CON has sound experience and successful case in several European markets. The clicking rate of EDU-CON’s website is much higher than other competitors; these are enough to catch some higher education institutions’ attention.

Optimistically, recruiting students without investment is hopeless dream. We have the reasons to believe that EDU-CON will catch more attention of HEIs and Students more than ever before. The investment today will be paid back someday with extra profits in the future,
Part IV – Practical Framework

11. Project Flowchart

**Task 1 start from März 2 to März 16th**
- search and find international education marketing consultants in Europe, UK, Australia and USA
This aim of this task is to find out consultants who might be competitors of EDU-CON in these four main receiving areas. The findings have been commented in the meeting.

**Task 2 start from März 17 to März 31th**
-- search and find international education marketing consultants in Asia, South American, African and middle eastern region.
Similar research to task one, but compare with task 1, the searching process is harder; once confused education consultants with agencies.

**Task 3 start from April 1st-- April 8**
-- search and document all relevant international organizations of relevant to international education; document the information required for membership
Findings were easy to get by searching key words; get an overview about these international education organizations

**Task 4 start from April 9--April 30**
-- search for international education service providers: example-web promotion, research and other promotional services, etc.
This task is finished by documenting several services providers as you can find in appendix; hard to find out all the educational services providers.
Task 5 start from Mai 1st--Juni 1st
--search and document all relevant and available sources on
1. International student statistics and movements of international students
2. Market share of receiving countries
3. Main markets
4. Recruitment agents
5. Trends and developments
Part of this task is showed by charts and figure in the beginning of report; the others can be found in appendix; relatively important data for this report.

Task 6 start from Juni 2--Juni 15
--search for all German universities with offshore international programs (transnational education)
This part is finished by listing several offshore programmes which German universities provide in different regions.

12. Acquisitions and results

By doing this report, I had an overview about international education market, current and future tendency. Meanwhile, through searching and analyzing educational consultants, I acquired rather analytical ability with independently thinking and practice personal expression ability. Reviewing this project, researching, analyzing, forecasting, conclusion gives company a reference and a reminding. Certainly everything is done by characters. The conclusion might be
out of reality, but plausible. EDU-CON is a growing company, except for some unknown factors; its developing is obvious and will never stop. Man can not predict the future, but can create a bright future by harder endeavor
13. Appendix

Appendix: A

International Student Mobility 1997-2006 in Major Destination Countries according to % Market Share

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>US</td>
<td>457,984</td>
<td>481,280</td>
<td>496,933</td>
<td>514,723</td>
<td>547,857</td>
<td>582,996</td>
<td>586,323</td>
<td>572,509</td>
<td>565,039</td>
<td>564,776</td>
</tr>
<tr>
<td>2</td>
<td>UK</td>
<td>198,064</td>
<td>213,264</td>
<td>219,280</td>
<td>224,660</td>
<td>230,870</td>
<td>242,755</td>
<td>275,270</td>
<td>300,055</td>
<td>318,400</td>
<td>330,080</td>
</tr>
<tr>
<td>3</td>
<td>Australia</td>
<td>110,383</td>
<td>114,525</td>
<td>119,988</td>
<td>123,381</td>
<td>128,916</td>
<td>139,621</td>
<td>149,654</td>
<td>236,142</td>
<td>255,925</td>
<td>281,633</td>
</tr>
<tr>
<td>4</td>
<td>Germany</td>
<td>151,870</td>
<td>158,435</td>
<td>165,954</td>
<td>175,065</td>
<td>187,027</td>
<td>205,141</td>
<td>227,026</td>
<td>246,136</td>
<td>248,334</td>
<td>248,357</td>
</tr>
<tr>
<td>5</td>
<td>France</td>
<td>N/A</td>
<td>118,433†</td>
<td>151,969</td>
<td>160,533</td>
<td>174,557</td>
<td>196,748</td>
<td>221,471</td>
<td>244,335</td>
<td>255,585</td>
<td>265,039</td>
</tr>
<tr>
<td>6</td>
<td>China</td>
<td>43,712</td>
<td>43,830</td>
<td>44,711</td>
<td>52,150</td>
<td>61,969</td>
<td>85,629</td>
<td>77,715</td>
<td>110,844</td>
<td>141,087</td>
<td>162,695</td>
</tr>
<tr>
<td>7</td>
<td>Japan</td>
<td>51,047</td>
<td>51,298</td>
<td>55,750</td>
<td>64,011</td>
<td>78,812</td>
<td>95,450</td>
<td>109,506</td>
<td>117,302</td>
<td>121,812</td>
<td>117,927</td>
</tr>
<tr>
<td>8</td>
<td>Canada</td>
<td>30,264</td>
<td>29,203</td>
<td>37,695</td>
<td>44,335</td>
<td>52,523</td>
<td>49,746</td>
<td>46,381</td>
<td>41,338</td>
<td>42,550</td>
<td>39,608</td>
</tr>
<tr>
<td>9</td>
<td>New Zealand‡</td>
<td>6,169</td>
<td>9,293</td>
<td>11,922</td>
<td>16,809</td>
<td>26,565</td>
<td>41,461</td>
<td>47,121</td>
<td>50,450</td>
<td>47,369</td>
<td>42,652</td>
</tr>
<tr>
<td>10</td>
<td>Singapore</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Approximately 50,000</td>
<td>Approximately 50,000</td>
<td>N/A</td>
<td>72,000</td>
<td>N/A</td>
<td>N/A</td>
</tr>
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<td>11</td>
<td>Malaysia</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>27,731</td>
<td>66,000</td>
<td>N/A</td>
</tr>
</tbody>
</table>

* Figures not available for this year

** Figures not yet available (or not reported) for this year

† Figures available for this year include the number of international students enrolled in universities only

‡ Figures include the number of international students enrolled in publicly funded tertiary education only

Appendix: B  International offshore programmes in German Universities

...Asien Countries:

China

- Universität der Künste Berlin - China Academy of Arts, Hangzhou
  Projekt: Weiterbildender Masterstudiengang Bildende Kunst (Master of Arts);  
  Projektbeschreibung (*.pdf)
- Fachhochschule des Mittelstands (FHM) Bielefeld - Universität Suzhou
  Projekt: Deutsch-Chinesisches Mittelstandsinstitut (DCMI);
  Projektbeschreibung (*.pdf)
Creating a new department of “Worldwide Education Consulting”
Wei Shen Hogeschool Zeeland, Vlissingen

- Fachhochschule Coburg - University of Shanghai for Science & Technology
  Projekkt: Master of Engineering für Mess-, Sensor- und Aktortechnik; Projektbeschreibung (*.pdf)
- Hochschule für Angewandte Wissenschaften Hamburg - University of Shanghai for Science & Technology
  Projekkt: Zentrum für Technik & Wirtschaft mit der USST; Projektbeschreibung (*.pdf)
- Fachhochschule Lübeck - East China University of Science & Technology (ECUST)
  Projekkt: Deutsch-Chinesisches kooperatives Studienmodell; Projektbeschreibung (*.pdf)
- Fachhochschule Osnabrück - Shanghai Institute of Foreign Trade
  Projekkt: International Event Management Shanghai (IEMS); Projektbeschreibung (*.pdf)
- Fachhochschule Osnabrück - University Hefei
  Projekkt: International Logistics Management in China - LOGinCHINA; Projektbeschreibung (*.pdf)
- Universität Paderborn - University of Science & Technology
  Projekkt: Chinesisch-Deutsche Technische Fakultät (CDTF); Projektbeschreibung (*.pdf)

Indien

- Fachhochschule Ludwigshafen - Indian Institute of Social Welfare & Business
  Projekkt: Management Master of Business Administration 'International Management Consulting (MBA-IMC®); Projektbeschreibung (*.pdf)
- Fachhochschule Würzburg-Schweinfurt - Christ College
  Projekkt: Indian Master’s; Projektbeschreibung (*.pdf)

Japan

- Fachhochschule Trier, Institut für angewandtes Stoffstrommanagement - Ritsumeikan Asia Pacific University, Beppu
  Projekkt: Master in International Flow Management (IMAT); Projektbeschreibung (*.pdf)

Korea

- Hochschule für Musik Franz Liszt Weimar - Kangnam University, Yongin
  Projekkt: German School of Music Weimar; Projektbeschreibung (*.pdf)

Singapur

- Technische Universität München - National University of Singapore & Nanyang Technological University
  Projekkt: German Institute of Science & Technology (GIST); Projektbeschreibung (*.pdf)
Thailand

- RWTH Aachen - King Mongkut's Institute of Technology North Bangkok
  Projekt: Sirindhorn International Thai-German Graduate School of Engineering; Projektbeschreibung (*.pdf)
- Universität Hohenheim - Chiang Mai University
  Projekt: Masterprogram "Sustainable Agriculture and Integrated Watershed Management" Projektbeschreibung (*folgt)

Vietnam

- Technische Universität Dresden - Technische Universität Hanoi
  Projekt: Vietnamesisch-Deutsches Ausbildungs- & Forschungsinstitut (VDAFI); Projektbeschreibung (*.pdf)
- Fachhochschule Köln - Vietnam Institute for Water Resources Research (VIWRR)
  Projekt: Export des Masterstudiengangs "Technology and Resources Management (TERMA)"; Projektbeschreibung (*folgt)

...Eastern Europe

Baltische Länder

- Fernuniversität Hagen - Technische Universität Riga, Universität Tallinn, VMU Kaunas
  Projekt: Deutsches Studienzentrum für die Baltischen Länder; Projektbeschreibung (*.pdf)

Kasachstan

- Internationales Hochschulinstitut Zittau (IHI) - Deutsch-Kasachische Universität (DKU)
  Projekt: Aufbau innovativer Studiengänge an der DKU; Projektbeschreibung (*.pdf)
  Projekt: Masterstudiengang Agrarmanagement und Bachelorstudiengang in Ganja, Aserbaidschan; Projektbeschreibung (*.pdf)

Kirgisistan
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- Westsächsische Hochschule Zwickau (WHZ) - Universität für Bauwesen, Transportwesen und Architektur Bischkek (KSUCTA)
  Projekt: Transfer des Bachelor-Studiengangs Informatik von der WHZ an die KSUCTA; Projektbeschreibung (*.pdf)

Russland

- Universität Bremen mit dem Verbund norddeutscher Universitäten - Staatliche Universität St. Petersburg
  Projekt: Applied Polar & Marine Sciences (POMOR); Projektbeschreibung (*.pdf)
- Universität Hamburg - Staatliche Universität für Wirtschaft & Finanzen, St. Petersburg
  Projekt: Master of International Business Administration (MiBA); Projektbeschreibung (*.pdf)
- Technische Universität Ilmenau - Moskauer Energetisches Institut
  Projekt: Deutschsprachige Informatikausbildung am Moskauer Energetischen Institut (MEI) und an der TU Ilmenau (TUI); Projektbeschreibung (*.pdf)
- European Business School (EBS) - Staatliche Universität Moskau (Lomonossow Universität)
  Projekt: German-Russian Center for Logistics and Supply Chain Management; Projektbeschreibung (*.pdf)
- Technische Fachhochschule (TFH) Wildau - Staatliche Universität für Wirtschafts- und Ingenieurwesen (Engecon)
  Projekt: Export des Studiengangs "Wirtschaftsingenieurwesen - Maschinenbau"; Projektbeschreibung (*folgt)

... Middle East

Ägypten

- Universitäten Ulm & Stuttgart
  Projekt: German University in Cairo; Projektbeschreibung (*.pdf)

Iran

- Fachhochschule Aachen - Sharif University of Technology
  Projekt: Einführung einer praxisorientieren Ingenieursausbildung mit deutschem FH-Abschluss an der Sharif University; Projektbeschreibung (*.pdf)

Jordanien

- Fachhochschule Magdeburg-Stendal und Partner - jordanische Regierung
  Projekt: Deutsch-Jordanische Hochschule; Projektbeschreibung (*.pdf)
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Oman

- RWTH Aachen - German University of Technology in Oman (GUTech)
  Projekt: German University of Technology (GUTech); Projektbeschreibung (*.pdf)

Türkei

- Humboldt Universität zu Berlin - Middle East Technical University, Ankara (METU)
  Projekt: German Turkish Master Programme in Social Sciences (GeT MA); Projektbeschreibung (*.pdf)
- Universität Hamburg - Mittelmeer-Universität (Akdeniz Üniversitesi)
  Projekt: Euromaster Antalya; Projektbeschreibung (*.pdf)
- Fachhochschule Trier, Umweltcampus Birkenfeld - Akdeniz-Universität, Antalya
  Projekt: Englischsprachiger Doppelmasterstudiengang in International Material Row Management (MEng); Projektbeschreibung (*.pdf)

... Africa

Südafrika

- Ruhr-Universität Bochum - University of Western Cape, Bellville (Kapstadt)
  Projekt: Bochum Programme of Development Management; Projektbeschreibung (*.pdf)

... Latin America

Argentinien

- Universität Freiburg - Universidad Buenos Aires (UBA)
  Projekt: International Master Programme in Biomedical Sciences (IMBS) for Postgraduates; Projektbeschreibung (*.pdf)

Brasilien

- Technische Universität Braunschweig - Pontifícia Universidade Católica de Rio de Janeiro
  Projekt: Master-Studiengang "Nachhaltige Siedlungs- und Infrastrukturplanung"; Projektbeschreibung (*.pdf)
- Universität Stuttgart - Federal University of Paraná (UFPR)
  Projekt: Deutscher umweltschutztechnischer Studiengang in Brasilien – EDUBRAS; Projektbeschreibung (*.pdf)
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Chile

- Universitàt Heidelberg - Universidad de Chile
  Projekt: Master of Law in International Law (LL.M.Int.);
  Projektbeschreibung (*.pdf)

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