

# FORUM

MEMBER  
MAGAZINE

*Discussing international education*



## BRACING FOR BREXIT

- 09 TORN BETWEEN OUR BEST FRIENDS
- 24 IN CONVERSATION WITH SIR ANTON MUSCATELLI
- 30 PUTTING EUROPE ON THE MAP IN INDIA
- 33 BRUSSELS' BREXIT BLUES

SUMMER  
2019

---

# CONTENTS

## Published by

European Association for International Education  
PO Box 11189, 1001 GD Amsterdam, the Netherlands  
TEL +31-20-344 51 00  
E-MAIL [info@eaie.org](mailto:info@eaie.org), [www.eaie.org](http://www.eaie.org)

## Editor Douglas Proctor

**Publications Committee** Douglas Proctor (*Chair*),  
Irina Ferencz, Jos Beelen, Han Aarts, Lucia Brajkovic, Jacob  
Gibbons

## Deputy Executive Director, Strategic Engagement

Elise Kuurstra

## Associate Director, Knowledge Development and Research

Laura E. Rumbley

**Editorial Coordinator** Jacob Gibbons

**Graphic Designer** Nhu Nguyen

E-MAIL [publications@eaie.org](mailto:publications@eaie.org)

## Advertising

Contact [info@eaie.org](mailto:info@eaie.org) for more information.

The EAIE welcomes requests for advertising space from companies and organisations whose aims and values are compatible with those of the Association and its members. Acceptance of advertising does not imply endorsement by the EAIE.

Printed by Drukkerij Raddraaier, Amsterdam

## Copyright © 2019 by the EAIE

All rights reserved. Extracts from *Forum* may be reproduced with permission of the EAIE. Unless stated otherwise, opinions expressed by contributors do not necessarily reflect the position of the EAIE.

ISSN 1389-0808

Illustration: Miglè Nevieraitė

## 04 EDITORIAL

## 05 CONTRIBUTORS

## 06 SYSTEM OUT OF ORDER (APOLOGIES FOR THE INCONVENIENCE)

A look at the malfunctioning political system that brought us Brexit

## 09 TORN BETWEEN OUR BEST FRIENDS

Caught between the UK and the EU, Ireland faces a hard choice

## 12 REDISCOVERING OUR SUPERPOWERS

Universities must overcome outrage to lead the fight against Brexit

## 15 CHARTING THE FLOW OF BREXIT

'Brexit flowchart guy' Jon Worth guides us through the twists and turns

## 18 BRIDGING THE ANGLO-GERMAN DIVIDE

Partnerships may prove key to softening the blow of Brexit

## 21 PARTNERSHIPS IN PERIL

Uncertainty reigns for UK students and staff in Spain and vice versa

## 24 IN CONVERSATION WITH SIR ANTON MUSCATELLI

Glasgow University Principal Anton Muscatelli on what's at stake

## 28 THE BREXIT BACKDROP: WHAT DOES THE DATA TELL US?

Facts and figures on UK higher education and its place in the world

## 30 PUTTING EUROPE ON THE MAP IN INDIA

Turning Brexit into a branding exercise for EU universities

## 33 BRUSSELS' BREXIT BLUES

Will we miss our British colleagues? Well, yes and no

## 36 FINNISH UNIVERSITIES: INTERNATIONALISATION ON THE AGENDA

The evolving international outlook of Finnish higher education

## 41 EAIE BLOG SPOT

## 43 EVENTS CALENDAR



09

“A soft Brexit is preferable, but only in the way a hurricane storm surge is preferable to a tsunami”

ORN BETWEEN OUR BEST FRIENDS

24

“I am personally against Brexit; that’s as an economist first, but also as somebody who feels strongly about what universities should be about”

IN CONVERSATION WITH SIR ANTON MUSCATELLI



30

“After the announcement of Brexit, many more people in India now see the EU as a separate entity that may be worth exploring”

PUTTING EUROPE ON THE MAP IN INDIA



33

“Only severe oppression justifies leaving a union. If not, the losses by far outweigh the gains”

BRUSSELS’ BREXIT BLUES



# EDITORIAL



In this issue of *Forum* magazine, we have sought to collate a range of different perspectives on Brexit, from the United Kingdom and further afield, from individuals and from associations, from experts and from practitioners. We are delighted that Professor Sir Anton Muscatelli, Principal of the University of Glasgow, agreed to be interviewed for this issue. In addition to his role at the University of Glasgow, Professor Muscatelli is Chair of the UK's Russell Group of universities and a member of the Scottish Government's Standing Council on Europe. His interview therefore provides a fascinating insight into the evolving political situation within the UK and the responses which have been formulated.

Other UK authors (including Vivienne Stern, Director of Universities UK International) look to the future relationship between UK institutions and their European partners, with reflections on new opportunities for partnerships in research. Beyond the UK, contributions from Ireland, Spain, the Netherlands and India all seek to shed light on different aspects of Brexit and its likely effect on higher education.

Although the final shape and form of Brexit are not yet fixed, and the 'soap opera' of British politics continues, most international education practitioners in Europe have now mapped out a range of scenarios for their work against both a 'hard' (otherwise known as 'no-deal') Brexit and a 'soft' Brexit negotiated in tandem with the European Union. In particular, guidance has been issued and re-issued to staff and students on the likely

continuation of EU funding to support mobility to and from, and research with, the UK.

For me, Brexit continues to be enormously challenging both personally and professionally. Born in Britain, but now living in Ireland after spending nearly 20 years in Australia, I very much consider myself to be a global citizen. I hold an undergraduate degree in French from a UK university and subsequently took Masters qualifications in French institutions. I now work in a globally-focused, outward-looking role in international education, where national boundaries have little meaning and national identity is not a unitary construct. From my conversations with other EAIE members, I know that many others share my concerns. We worry that Brexit represents a certain failure of the internationalisation of higher education in the UK, and wonder whether this might eventually happen in other countries too.

With this issue of *Forum*, our intention has been to provide new and practical insights on working in European international higher education in a post-Brexit context. Perhaps we will also provide some reassurance to those who are directly affected by Brexit (in terms of residency and work rights). Although it has now been nearly three years since the original Brexit vote in the UK, there is evidently still a long way to go before the true ramifications of Brexit are clear. As such, while we wait for Brexit to run its full course, we trust that this issue will provide some solace along the way.

— DOUGLAS PROCTOR, EDITOR  
PUBLICATIONS@EAIE.ORG

Since UK voters voted 'yes' to leaving the European Union on 23 June 2016, initial disbelief within many institutions of higher learning has given way to a weary acceptance of a set of new political norms in society. We appear to have entered a new world in which once 'great' countries are now floundering, and where universities, home to countless 'experts', are increasingly seen as being part of the problem, rather than a key element of the solution.

Brexit therefore poses a fairly existential threat to universities in the UK itself, but what does it mean for universities in other countries in Europe and beyond? What lies ahead for the collaborative initiatives which international educators in Europe hold dear, from student mobility and curriculum alignment to research collaboration and the mobility of academic staff?

# CONTRIBUTORS

## *Vivienne Stern*

**Director, Universities UK International, UK**

Vivienne is responsible for positioning UK universities around the world and enabling them to flourish internationally. She also has a strong track record of making animal-shaped pancakes.

## *Deirdre Lillis*

**Head of Computer Science, Technological University Dublin, Ireland**

Deirdre has studied in Ireland and the UK, and now works towards producing global graduates for the Dublin ICT sector. She spends her weekends cycling through the Irish landscape.

## *Tom Collins*

**Senior Lecturer, University of Stirling, UK**

Tom ended up working in education by accident rather than by design, but he has no regrets. In addition to being a lecturer and award-winning journalist, he's also a virtuoso on the gramophone.

## *Jon Worth*

**Independent political communications consultant, Germany**

Jon is a Berlin-based blogger and consultant writing primarily on German and EU affairs. He has one of the longest-running blogs about EU politics, and is best known for his Brexit flowcharts.

## *Alasdair MacDonald*

**Oxford Coordinator for the Oxford-Berlin Research Partnership, University of Oxford, UK**

Alasdair has worked as Head of the Vice-Chancellor's Office at the University of Oxford and as Oxford's representative to the Senior Officer Network of the League of European Research Universities.

## *Anna Verena Cramme*

**Project Manager of the Oxford-Berlin Research Partnership, Berlin University Alliance, Germany**

Ever since her own experiences abroad in the USA and Spain, Anna has been convinced of the diplomatic powers of knowledge and international exchange. In her free time, she loves watching and practicing modern dance.

## *Rachel Seeling*

**Head of Profile Partnerships/Deputy Director of International Affairs, Berlin University Hospital, Germany**

Rachel manages strategic international partnerships fostering international medical research collaboration at Berlin University Hospital. She's also a devoted Tottenham Hotspur FC supporter.

## *Dorothy Kelly*

**Vice Rector for Internationalization, University of Granada, Spain**

Ever since participating in exchanges in Switzerland and Spain, Dorothy has been very aware of the educational and transformative power of an international experience. She has also been a member of the Spanish Bologna Experts Group.

## *Laura Howard*

**Vice Dean for Internationalisation, Faculty of Educational Sciences, University of Cadiz, Spain**

Laura is currently dedicating a lot of time to Internationalisation at Home in all its facets. She is also one of the few people who actually enjoys time spent in airports and on long-haul flights.

## *Sanjeev Roy*

**Independent international education consultant, ROY Consulting, India**

Sanjeev found his way into international education when working for the British Council. He has studied in the UK, India, Denmark, Spain and Germany.

## *Peter van der Hijden*

**Independent advisor on higher education policies and strategies, Belgium**

Peter believes in international education as a test-bed for education innovation locally, and has worked at Maastricht University and the European Commission. He spends his Saturdays reading eight newspapers in five different languages.



# SYSTEM OUT OF ORDER

(APOLOGIES FOR THE INCONVENIENCE)

How did we end up here? Framing the dynamics of the ongoing Brexit process in the context of European higher education, Vivienne Stern of Universities UK International explains how a divisive democratic process and a malfunctioning political machine have led us to this moment.

Around the world, it's clear that Brexit is not the focus of attention that it is in the UK. Thank goodness for that, since, for those of us in or from the UK who care deeply about this subject, nearly three years of borderline hysteria in political circles has been more than a little challenging to our collective stamina.

Despite the drama and difficulty surrounding the Brexit process, one can still be slightly admiring of this display of democracy in action. The fact is that we have a nation split pretty much down the middle on the question of whether the UK should leave the EU, and a parliament to match. On each side of the debate, there are further deep divisions, and these have produced deadlock. But we should take a moment to be thankful that we live in a country in which such debate and dissent are possible.

The tone of the debate is disturbing, however, as is the effect of the continued uncertainty on those outside the UK affected by our decisions (and lack of them).

#### MOBILISING FOR MOBILITY

Universities UK International (UUKi) has done its best to communicate accurately and clearly with students, universities and counterpart agencies. We have produced Q&A documents for students; videos explaining what we think is going on; and updates for our sister organisations, and the national rectors' conferences. We have run webinars open to people from across Europe and, most recently, prepared detailed guidance in collaboration with the European Universities Association to help European universities prepare for the possible no-deal scenario.

At home, ever since the referendum, we have redoubled our efforts to celebrate and promote

opportunities for UK students to study abroad. We launched our national campaign 'Go International: Stand Out' in November 2017 with the aim of doubling UK outbound mobility. To date, 98 UK university leaders have signed up to the campaign by pledging specific actions which will increase outbound mobility at their own universities.

We have also been lobbying hard. We have driven our Ministers to distraction with our constant references to the benefits of study abroad, backed by better and better evidence of the outcomes of international graduates who have been mobile. And in February, when the risk of a no-deal Brexit seemed at its height, we launched a student-driven social

---

Despite the drama and difficulty surrounding the Brexit process, one can still be slightly admiring of this display of democracy in action

---

media campaign #supportstudyabroad to press government for a back-up plan in case we lose access to the Erasmus programme.

The UK's Universities Minister, Chris Skidmore, has now taken up the theme of outbound mobility and is becoming a strong advocate for it within government. But since the resignation of Theresa May, and with the competition for leadership of the Conservative Party underway, it is not clear how long Minister Skidmore will be in his post.

Nothing can be taken for granted. And with the mood hardening following the success of the Brexit Party in the recent European Elections, we must be alive to the real risk that the future Prime Minister will not see mobility as a priority.

It will require sustained and well-evidenced lobbying to ensure this does not disappear from the political agenda.

#### UNCOMFORTABLE UNCERTAINTY

The government's recently published International Education Strategy helps us here. We can't rule out the prospect that the next Prime Minister will have different views, but the fact that the International Education Strategy was developed with support from a wide range of Ministries offers some protection. It sets a goal for the UK to welcome 600,000 international students by 2030, commits to improving our visa regime and outlines a commitment to increasing outbound mobility. We hope that whoever becomes the next leader of the Conservative Party will stand by these goals, and that their existence will help us rebuild support for Erasmus.

Meanwhile, we can only keep asking our European counterparts to hold their nerve and to keep working with UK colleagues as they always have. Although the uncertainty drags on, the fact is that for now we are still part of Horizon 2020 and the Erasmus programme, and we should not stop participating fully unless and until we have to. Indeed one advantage of the delay to the UK's withdrawal is that it is now quite likely that 2019 Erasmus Grants will have been ratified by the EU before we leave. This is

important, because the UK government has given an assurance that any project ratified by the EU before we leave will be covered by a guarantee to continue funding the UK's participation. The European Commission has given a similar guarantee for EU students coming to the UK. In short, as long as the UK does not leave without a deal before July, then 2019 mobility should be covered.

#### GLIMMERS OF HOPE

For those European students who are thinking of studying in the UK we can now say for certain that nothing will change for those starting in 2020. The UK government has now announced that any EU/EEA students starting courses in 2020 will continue to pay the same as

will be possible, and that our desire to be part of it will be matched by that of those on the EU side to have us in. Meanwhile, we point to the UK government guarantee to fund the UK's involvement in any successful Horizon 2020 projects agreed before the date of exit, as well as their offer to fund our participation as a third country until the end of the current programme, should that prove necessary in the event of a no-deal Brexit.

It's all a bit exhausting, not to mention embarrassing, to be caught up in all of this. But there are reasons to be positive. Universities collaborate with partners all over the world. We benefit hugely from the European programmes which make this easier, and we want to remain part of them, but if we had to, we could

---

## The point is to not lose sight of the purpose: we are better when we work together in education and research

---

UK students. That means that they will not pay fees at all if they study in Scotland, and in the rest of the UK they will have access to upfront loans to cover fees set at the same level as home students.

Finally, we are working to try to preserve our relationships with European counterparts in research. The negotiations on the Horizon Europe programme concluded positively, in our view, leaving the way open to our association to that programme in the future. We are very keen indeed to get started on negotiating the UK's full association. We hope that it

create alternative arrangements. The point is to not lose sight of the purpose: we are better when we work together in education and research. That's why it is so important to keep using the mechanisms available to us, keep collaborating and exchanging students. The uncertainty is hugely uncomfortable, but we must not allow it to become toxic.

— VIVIENNE STERN





# TORN BETWEEN OUR BEST FRIENDS

Perhaps nowhere will the ripples of Brexit be felt so firmly as in neighbouring Ireland. Strong ties to both the United Kingdom and the European Union have left the island nation bearing the brunt of their brutal divorce, ultimately forced to choose between its two best friends. ▶

The things we truly value can often crystallise in a specific moment. Sitting in Ljubljana Castle recently at a meeting of a research project funded by the European Union, my colleagues and I earnestly debated what was considered ethical in the use of technology in our countries. At the table were a Northern Irishman working in Paris, a Greek working in Dublin, a Romanian working in Sweden and a Slovenian working in Cambridge. The fact that there is nothing unusual about this – there were probably hundreds of other EU-funded project teams meeting across Europe at the same moment – is living proof of one of the great successes of the European project.

Throughout the afternoon, however, we kept a close eye on a Twitter feed covering a series of parliamentary votes in Westminster. We disagreed on many things at that meeting, and the tapestry of our debate was all the richer for it. But faced with the choices being made about the future of the UK, we all agreed that we were happy to be citizens of the EU.

#### DIVISIONS AND DIASPORA

In the Republic of Ireland, the impact of Brexit is pervasive. No aspect of our economy, society or culture will escape it. The estimated economic shock of a hard Brexit is comparable to the financial crisis of 2008. A soft Brexit is preferable, but only in the way a hurricane storm surge is preferable to a tsunami. Despite the turbulent history between the islands, we feel we are being asked to choose between our two best friends of the 21st century: the UK, our next-door neighbour; and the

European community, which 90% of our citizens want to remain part of.

We cast nervous glances over our shoulders, dusting off copies of the Good Friday Agreement, hoping that a hard border with Northern Ireland, and the Troubles that might come with it, will

---

A soft Brexit is preferable, but only in the way a hurricane storm surge is preferable to a tsunami

---

not become part of our lives again. We have issued hundreds of thousands of Irish passports – European passports – to UK citizens with Irish ancestry who have asked for them and are entitled to them. We are concerned for our diaspora in the UK as divisions and uncertainties deepen in their adopted country; we know from our own bitter experience how hard it will be to heal these divisions. We look to the EU, hoping that the root causes of Brexit and the lessons that can and should be learned from it are not falling on deaf ears.

#### LANGUAGE AND MOBILITY

Higher education in Ireland will certainly not suffer as much as our agriculture, transport, food and tourism sectors. It can even be argued that Brexit brings more opportunities than threats: in the long run, Ireland may attract greater numbers of international students, lecturers, researchers and European funding.

We are not unique in this, with other European countries also well positioned to take advantage.

Ireland can use to its benefit the fact that it has a similar education system and pedagogical methods to the UK – as well as a shared language. We know that a major motivation for student participation in Erasmus+, for example, is to learn a new language. Although there are opportunities to take programmes in English in many European countries, Ireland will be the only native English-speaking country in the EU once the UK has left. After Brexit, those whose job it is to promote Irish higher education in non-EU countries will capitalise on this with a view to attracting a portion of the half a million international students in the UK.

---

Ireland can use to its benefit the fact that it has a similar education system and pedagogical methods to the UK – as well as a shared language

---

On the downside, Erasmus+ mobility flows between the UK and Ireland are likely to be affected. Students from the UK represent about 45% of EU students in Ireland, and around 10,000 Irish people study in the UK every year. These students currently have EU fee status, but despite political assurances from both countries there are no certainties that this will be maintained.

**BENEFITING FROM BREXILES**

More than 40,000 EU citizens work in higher education in the UK. Regardless of employment contracts, they have lived through an uncertain almost three years and their futures are still not secure. Anecdotally, Irish higher education institutions are reporting significantly higher levels of job applications from so-called 'Brexiles', increasing the talent pool in Ireland for teaching and research posts. It is possible to commute daily between Dublin and Belfast, and air connections between cities in Ireland and the UK make weekly or biweekly commutes feasible.

Some universities are already collaborating on schemes where researchers can be based in Ireland to take advantage of European grants but collaborate extensively with UK universities. The prospect of needing work permits and possibly even travel permits after Brexit, however, is causing uncertainty about mobility, affecting what to date has been a frictionless arrangement.

While Irish universities are not ranked as highly as many British universities, the prospect of exclusion from Horizon Europe research funding may well be a decisive factor for researchers. Ireland's largest research partner in Horizon 2020 is the UK and there is an understandable nervousness in European consortia about including a UK partner in new bids for highly competitive funding.

**REBUILDING BRIDGES**

If Brexit finally takes place, it will bring opportunities for higher education in Ireland and other European countries



The project team from the EU-funded project Global Entrepreneurial Talent Management (GETM3) at a meeting in Dublin, the theme of which was 'Building bridges not Brexits'

– but it is hard to see how these opportunities can outweigh the costs. Regardless of the outcome, the European project, the

---

Irish institutions are reporting significantly higher levels of job applications from so-called 'Brexiles', increasing the talent pool in Ireland for teaching and research posts

---

European Higher Education Area and the European Research Area will be damaged and it will be up to those of us who remain to ensure that lessons are learned and changes are made.

There is a long road ahead: bridges will need to be rebuilt in Ireland, in the UK and in the EU. But we have faced such challenges in Ireland before and we have prevailed.

Take solace in the words of Seamus Heaney, one of our Nobel prize-winning poets: "Believe that a further shore is reachable from here. Believe in miracles and cures and healing wells."

— DEIRDRE LILLIS



Few foes can stand against the 'superpowers' instilled by international education, but national borders may prove to be our kryptonite. Nearly three years after the Brexit referendum, many educators still find themselves suspended in disbelief – but overcoming our collective incredulity is a crucial ingredient to the antidote.

One of the first things film students are taught is the concept of ‘suspension of disbelief’, or how to stop your jaw from dropping when you are presented with something so fantastical, you know it cannot be happening.

The ability to suspend my disbelief has gotten me through some eye-watering moments from Luis Buñuel and mind-numbing *longueurs* presented by Alain Renais. Suspension of disbelief has long been my go-to life skill – my superpower – useful in long and pointless

rendered ‘stateless’, cut adrift in the North Atlantic with nothing but the cry of wild sea birds for company. Although I always knew I had ‘the power’, I never really understood the importance of being able to suspend disbelief.

But now, I am incapable of watching television news without descending into madness. And I am not alone. A Colombian colleague of mine now treats the UK’s *Channel 4 News* and its coverage of Brexit’s twists and turns like a soap opera, avoiding the news during the day

The result of the vote was bad enough. But the lasting damage to Britain’s reputation, and its relationship with Europe, has been made worse by the inept and incompetent way the UK government has conducted affairs of state since then. Assuming ‘Johnny Foreigner’ couldn’t speak English, Brexiteers insulted the intelligence of those in Europe they were about to go into negotiations with. Even if you thought Britain could “have its cake and eat it” (as Boris Johnson said), no one in their right minds would surely say that openly?

But they did. Johnson (elevated to the post of Foreign Secretary by Theresa May, let’s not forget) and his ilk, took hubris to a whole new level. And those of us who thought Britain had reconciled itself to the end of empire after the Suez crisis were abruptly contradicted. It is shocking to think that there are still people in the UK who believe they are entitled to dictate terms to the rest of the world like colonial rulers.

So where do we go from here?

#### THE NEW NORMAL

Firstly, we need to adjust to the ‘new normal’. Regardless of how things go (and as I write I haven’t a clue what is likely to happen), Britain’s political relationship with Europe has been fractured, and will never again be fully healed. With my Irish background, this realisation comes as less of a shock, but Europe now knows that Britain cannot be trusted. Those of us who live in the UK and believe ourselves to be Europeans first – and British, Irish, Scots, French, German, Spanish, Polish (or whatever other heritage we have) second – must ensure we are not defined by those

---

## Brexit has become my kryptonite. What can bring down Superman must destroy an ordinary mortal

---

university meetings, essential when sitting down with personal tutees to explore why their academic careers have gone adrift, and life-saving in appraisal meetings.

Brexit, that great disruptor of 21st-century politics, has had enormous ramifications in the corridors of power, not just at its epicentre in Europe, but across the globe. And it has had an impact at the personal level. For me, it has fundamentally undermined my ability to suspend my disbelief. I can no longer draw on my superpower. Brexit has become my kryptonite. What can bring down Superman must destroy an ordinary mortal.

#### SUCCUMBING TO KRYPTONITE

Three years on from a referendum that should never have been called, and a result that no sane individual would have predicted, Brexit has done its damage. Always a European first, I have been

in case she sees spoilers that will ruin the enjoyment of her new television drama, the ‘Game of Groans’.

I am not the only person who needs steroid injections to deal with the symptoms of repetitive strain injury in his Twitter finger, or the services of a therapist to handle the trauma of nail-biting House of Commons votes with the Speaker’s cries of “DIVISION!” and “LOCK THE DOORS”. Alfred Hitchcock would have had a field day.

Like many Remainers, I have been in denial since the referendum outcome was announced. But now the horror is all too real, and although I cling to the hope that something will turn up to make things right again, I know that this movie is not going to have a happy ending. As the mythical Pandora found to her cost, you cannot put things back in the box. Things will never be the same again.

who pine for a blue passport, a fading empire, and insipid warm beer.

But more important still, our European brothers and sisters, our colleagues in institutions across the continent, and our partners in learning and teaching, must not abandon us to the Little Englanders who seek to keep us apart. More than 16 million of us voted to remain in Europe.

---

## Our European brothers and sisters, our colleagues in institutions across the continent, and our partners in learning and teaching, must not abandon us

---

That's more people than there are in Belgium, Greece or the Czech Republic; more than in Sweden, Hungary or Austria; and more than three Irelands put together.

### UNIVERSITIES WITHOUT BORDERS

King Canute, who ruled England in the 11th century and tried to stop the sea advancing onto a beach, has gone down in history as a fool. But he was anything but. The monarch was demonstrating to his courtiers the limits of royal authority. He knew he could not stop the incoming tide.

Those who advocate Brexit might think the tide of history is unstoppable. But politics is only one dimension of the complex set of relationships that holds us together as human beings.

Education, and the force it represents, is another. Regardless of what happens in the corridors of power, the strong and vital network that joins European higher education institutions together must hold. Universities must be a space without borders. And where politicians attempt to impose them, staff and students must find a way of making those borders porous.

Free movement of people, or rather ignorance of how beneficial it is, was one of the sticks Brexiteers used to beat the European Union. The inability to live, work and travel freely across Europe will hurt when the reality hits home (as it has for some pro-Brexit expats who now realise their Costa lifestyles could be coming to an end). But restrictions of movement will

have a disproportionate impact on young people, and students in particular.

My classroom is richer for the presence of hard-working European students who have chosen to study in Scotland because of its enlightened approach to fees, or who have chosen to come here for a semester or a year of studying 'abroad'. And UK students return from

---

## Politics is only one dimension of the complex set of relationships that holds us together as human beings; education, and the force it represents, is another

---

sister universities across the continent with a greater understanding of the world we live in and – more important still – friendships that will sustain them for a lifetime. I have seen students transformed by the Erasmus programme. Whatever happens, and however it is funded, we must maintain the free movement of students.

Discussion about the shape of Erasmus 2021–2027 must move to centre stage as Britain and Europe grapple with the political and economic consequences of Brexit. Universities must speak with a single voice to their own governments, and to the European Commission. Anyone working in the sector should be canvassing MEPs to ensure it is on their agenda when they return to a newly-elected European Parliament.

### BEATING BACK BREXIT

But back to our movie...

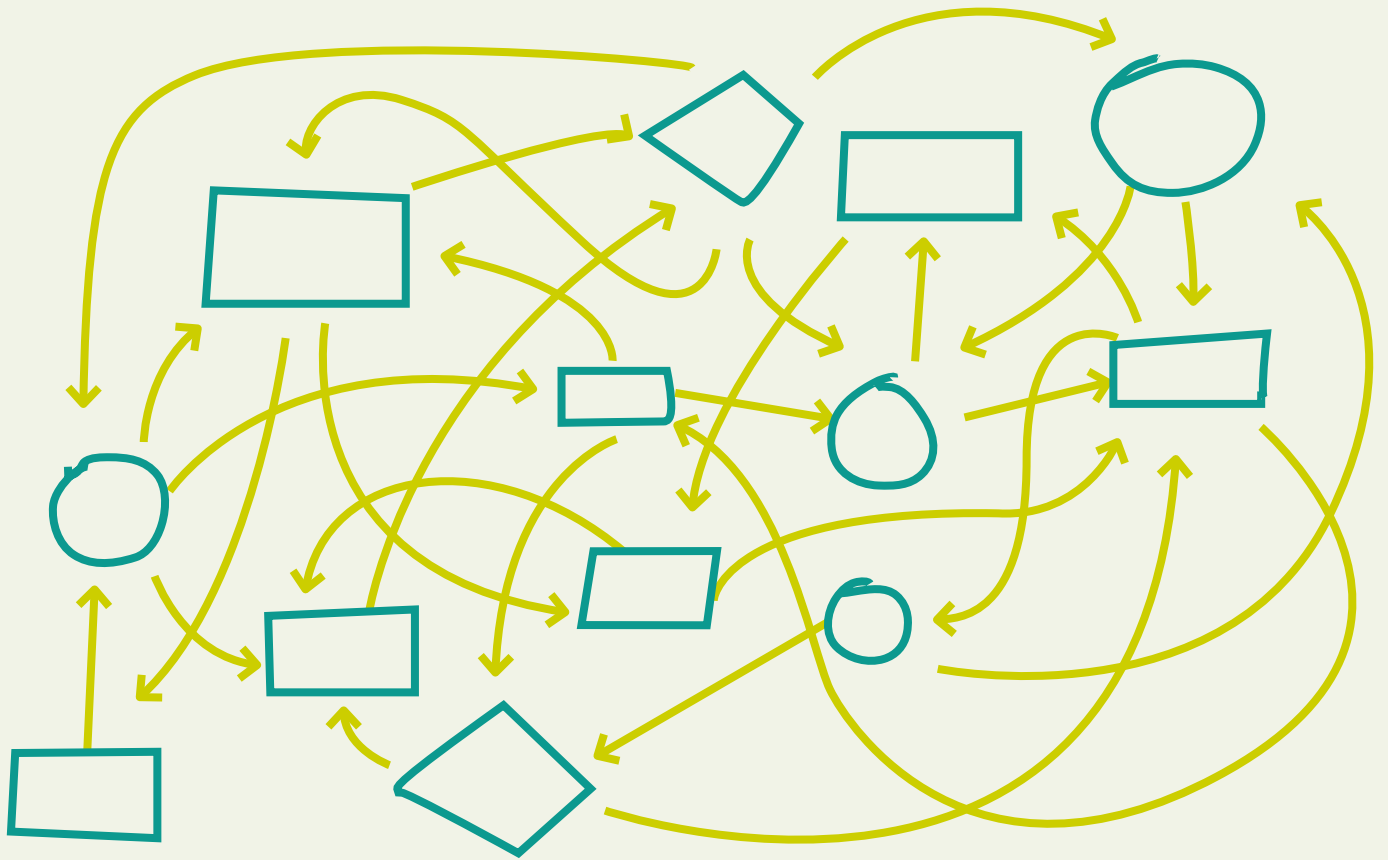
Picture the scene. Superman has been crippled, the city of Metropolis lies devastated, the legend "Abandon Hope all Ye Who Enter Here" has been scrawled on the walls. The catastrophists are having a field day. In the city bookshop there's a notice for customers: "dystopian fiction can now be found in the current affairs section".

But in an office down a dark corridor in the European Studies department of the University of Metropolis, an academic

is working on the antidote that will revive Superman, liberate the populace, and give us back our ability to once again suspend our disbelief.

Brexit can be beaten, and universities are where the fightback must begin.

—TOM COLLINS



# CHARTING THE FLOW OF BREXIT

So many of the implications for internationalisation hinge on just what *kind* of Brexit we're looking at, but the quagmire of endless possible scenarios has made preparation and contingency planning challenging to say the least. Thankfully, blogger and consultant Jon Worth is charting the usually irrational - but surprisingly predictable - actions of the UK Parliament, mapping our many possible futures in a series of detailed Brexit flowcharts. ▶

Jon Worth has staked out a position as explainer-in-chief in his coverage of the increasingly convoluted process of the UK's exit from the European Union. Hard Brexit, soft Brexit, no Brexit – for those of us who can't keep up with the daily manoeuvring of UK politics, his 'Brexit – what next?' flowchart series offers a helpful overview at any given moment of where we find ourselves today and where we're most likely to find ourselves tomorrow.

We asked Jon for his take on the current state of affairs, including the most recent vote to delay the Brexit deadline, and what it all might mean.

**What do you think are the most important things that the average citizen - in the UK and in Europe - should know about the Brexit process?**

JW: That the whole thing is ridiculously complicated to actually *do*. And that there are no easy options. These diagrams have helped make that clear. "But all of these options are undesirable!" people tell me. Well, yes. But that was not made clear to voters before the referendum.

**What inspired you to start drawing these flowcharts?**

JW: There is a book on my bookshelf called *Predictably Irrational* by the psychologist Dan Ariely. For me, Brexit is like that – the complete picture is irrational, but the behaviour of actors within it is, if not rational, then at least predictable. I tried with my diagrams to make that clear. Doing this with flowcharts made more sense than trying to do it with prose, and as a long-time blogger used to trying to explain things in different ways, using a visual means was a logical step.

**What's your favourite flowchart among those you've produced and why?**

JW: Version 2.1 in the second series of charts, for two reasons. First, this was the first one with a proper structure to the diagram – hardness of Brexit horizontally, and time vertically. Second, the combined probability in late January added up to 79% chance that Brexit would be delayed, and that is what in the end happened.


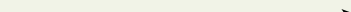

**Are you pro-Brexit or anti-Brexit, and why?**

JW: I voted Remain. Ultimately, I concluded that the good the EU had done to the UK, and to the lives of the people in the UK, was more important than the damage that the UK has caused to the EU, having been a very reluctant member state since 1973. I stick to this position – the EU will do fine, even if the UK leaves. It will be in the UK where the damage will be felt if Brexit actually ever happens – opportunities lost for young people, for universities, for business, for the liberal and tolerant UK that seems to be getting lost just now.

**What was your reaction when the new deadline for a Brexit decision was pushed back from April to October?**

JW: Relief. Because now Brexit has been delayed once, it can be delayed again. And again. And sometime, eventually, the British will come to terms with what they have inflicted on themselves and make a different call. At a personal level it also meant I have more time to get my own papers in order in Germany (where I live) – I now have the permanent right to stay in Berlin, regardless of what happens to Brexit. I had also been arguing on my blog since January 2018 that Brexit would not happen on time, and was ridiculed for that suggestion, so it is nice to be proven right as well.

**Legend**

-  Grey line/box: possible but probability not calculated
-  Thin black line: low probability
-  Thick black line: high probability
- 0.2** Probability at a point of decision
- 12%** Accumulated probability of outcome
- WA: Withdrawal Agreement

---

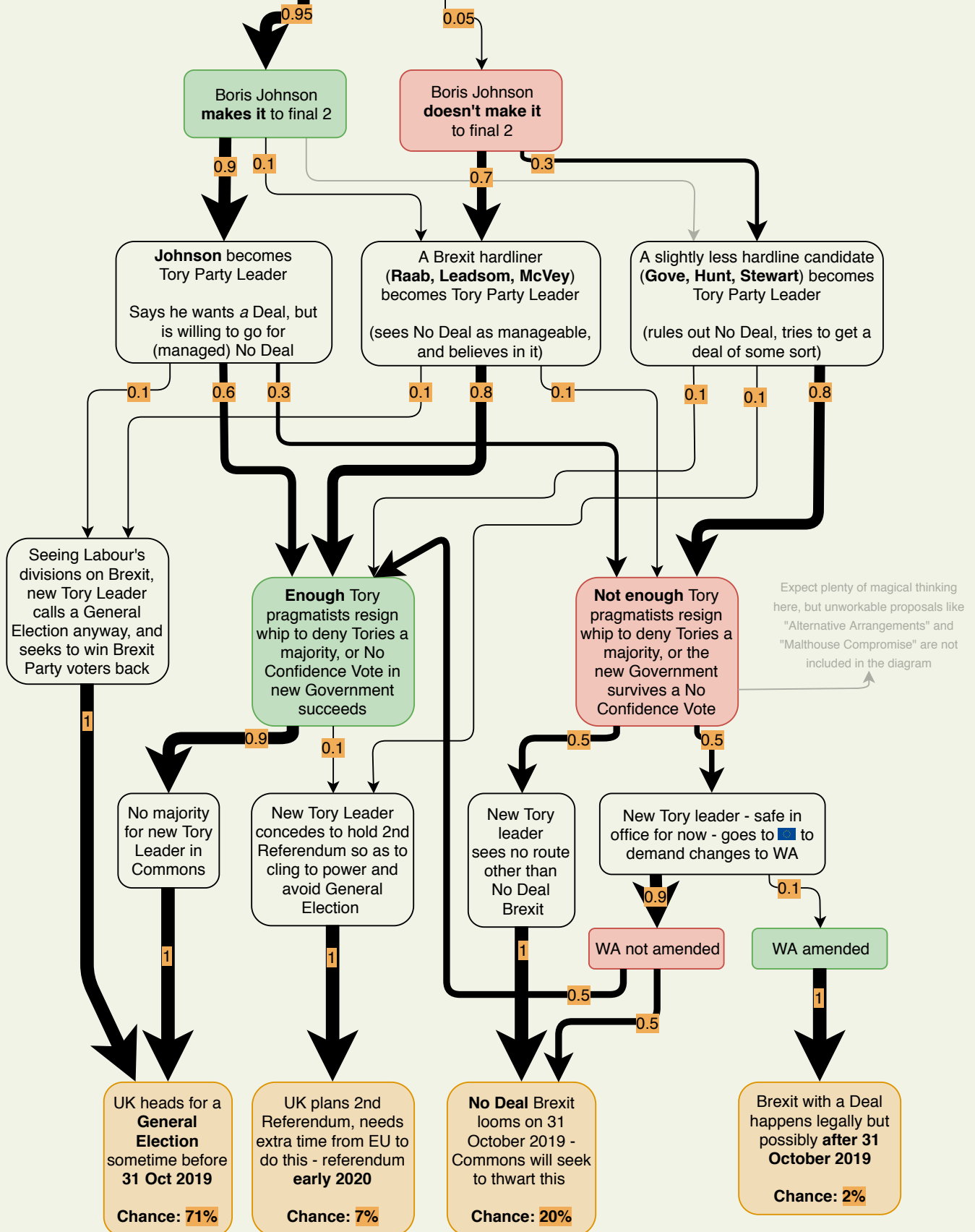
Diagram Series 3, V5 (13.6.2019, 12:00)  
by Jon Worth, @jonworth on Twitter  
Creative Commons Sharealike License



# BREXIT - WHAT NEXT?

Series 3, V5 (13 June 2019)

The Conservative leadership election and its impact on Brexit





# BRIDGING THE ANG

One way universities are seeking to mitigate the impact of Brexit is through partnerships. The Oxford-Berlin partnership offers a case study of how neighbouring universities can band together to form research hubs with global reach.

The Brexit referendum will forever be lodged in the minds of academics, scientists and researchers, not only in the British Isles, but also all across Europe. For over four decades, British and European universities and research institutions have benefitted from the close collaboration that our common membership of the EU has enabled. And yet, overnight, and against almost all expectations, an entire framework for European cooperation was abruptly put in jeopardy, leaving a large number of British and mainland European scientists pondering their futures.

The potential implications of a British decision to leave the EU had barely been considered before the referendum, so unlikely seemed the outcome. Yet the following day, long-established student exchanges, data protection and intellectual property laws, as well as cross-channel research funding programmes, could no longer be taken for granted. The EU's four fundamental freedoms – freedom of

goods, capital, services and labour – are reflected in the fundamental tenets of academic freedom: the freedom of speech, the freedom of enquiry, the freedom of collaboration, and perhaps most tellingly, the freedom of movement for academics, researchers and students. As a result of the referendum, the means by which academia had flourished in Europe was now under threat.

#### PREVENTATIVE PARTNERSHIPS

For British universities, the dangers were especially acute. Particularly over the course of the last two EU framework programmes, the leading UK institutions had prospered not only in terms of direct funding but also through inclusion in other collaborative research partnerships within the EU. In addition, all partners – whether in the UK or in mainland Europe – benefitted from the possibilities provided by a joint European research area and its attractiveness in competing globally for the best minds.



# LO-GERMAN DIVIDE

Over the past decades, German and British universities have been particularly successful in securing European research funding, meaning that collaborations between German and British universities have been particularly fruitful. This is perhaps reflected in the speed with which

the University of Cambridge with Ludwig-Maximilians-Universität München, that of Imperial College London with Technische Universität München, and that of King's College London with Technische Universität Dresden.

Libraries and Museums Group signed a separate but complementary agreement with the Stiftung Preußischer Kulturbesitz, to further develop the relationship between Oxford and Germany in terms of academic and cultural collections. Each of these initiatives (and the many other partnerships) vary in ambition and scope, but the driving force behind them all is a determination to prevent Brexit, in whatever form it might eventually take, from endangering the fruitful and valuable links between academic and research institutions in Germany and the UK.

---

## The EU's four fundamental freedoms – freedom of goods, capital, services and labour – are reflected in the fundamental tenets of academic freedom

---

the academic leadership of these two countries took measures to ensure that, whatever might happen as a result of the referendum vote, their colleagues would still be able to work collaboratively across national borders. As a result, the past year or so has witnessed the creation of a number of Anglo-German inter-university partnerships, such as that of

In December 2017, the University of Oxford and four Berlin-based institutions – the Freie Universität Berlin, Humboldt-Universität zu Berlin, Technische Universität Berlin and the Charité-Universitätmedizin Berlin – signed a memorandum of understanding to develop an all-encompassing research partnership. A few months later, Oxford's Gardens,

### THE BERLIN UNIVERSITY ALLIANCE

Oxford and Berlin are a natural fit. Berlin boasts several fine universities, one of the best teaching hospitals in Europe, and the greatest number of excellent research institutes and foundations clustered in and around any single capital city, anywhere in the world. Oxford's academic divisions cover the full range of disciplinary areas found within the Berlin partners, and the

university as a whole has been adjudged to be one of the best research universities in the world for a number of years. Hence, the partnership maximises the five institutions' multidisciplinary prowess in the arts and humanities, in social sciences, in mathematical, life and physical sciences, in engineering, and in medicine and health. It builds on the already existing long-lasting cooperation between its world-leading scientists and gives it an institutional framework that is unique in the academic landscape.

This interdisciplinary as well as inter-institutional partnership between Oxford and Berlin has been facilitated by the decision of Freie Universität, Humboldt-Universität, and Technische Universität, along with the Charité to jointly participate in the German government's Excellence Strategy competition under the name 'Berlin University Alliance' (BUA). The goal of the BUA is to combine strategic processes, support each other in bringing the best and brightest to Berlin as a research hub, and optimise the joint development of resources to create ideal overall conditions for research. The partnership with the University of Oxford is an important component of the internationalisation strategy of the BUA.

#### **CROSS-BORDER COLLABORATION**

The Oxford-Berlin Research Partnership seeks to work across institutional boundaries in Berlin and thus overcome the risk of an Anglo-German divide resulting from Brexit. It is based on a bottom-up approach, and focuses on research collaboration, encouraging the movement of scholars partnering in

research, scholarship and the sharing of collections in museums and libraries. The partnership was supported from the very beginning by Michael Müller, the Mayor of Berlin, as well as the Berlin Senate. As Berlin develops as the 'City of Brains', positioned at the very heart

Centre in Berlin that will allow Oxford researchers to maintain close contact with their Berlin collaborators, with similar facilities to the Berliner Haus.

We feel that such close collaboration is essential in order to secure traditional academic freedoms including the move-

---

## A bridge between Oxford and Berlin linking these five institutions will facilitate the free movement of scholars and ideas to the benefit of all

---

of Europe, a bridge between Oxford and Berlin linking these five institutions will facilitate the free movement of scholars and ideas to the benefit of all.

So far, the partners have supported over 30 workshops and provided seed funding for 29 research projects. Topics covered range from Enlightenment studies, to the digital gig economy, to the neuroscience of dementia, to problem-solving in parrots and robots. The intention is that the seed funding will lead to sustainable partnerships, capable of attracting further international third party funding from both UK and German funding agencies, as well as European and international organisations.

Ultimately, the plan is to develop two physical entities to support this research activity. In Oxford, the Berlin partners will create a Berliner Haus, which will provide accommodation and other facilities for visiting researchers and students, coming to work in Oxford's colleges, departments and libraries. There will also be an Oxford

ment of students, scholars and ideas, as well as access to resources, collections and funding. This is vital in an age in which academic networks are increasingly threatened by political events such as Brexit.

The five partners are very conscious of the value of our pan-European collaborations and the need to keep open the borders for academics, researchers and students. The academic world depends absolutely on the freedom of movement and on the freedom of ideas, and we believe that in creating this special relationship between Oxford and Berlin, these freedoms and the creativity and innovation that they facilitate will continue to thrive.

— ALASDAIR MACDONALD, ANNA VERENA  
CRAMME & RACHEL SEELING

---

# PARTNERSHIPS IN PERIL

Further afield in Spain, collaborations across borders – as well as the existential security of the collaborators themselves – are under threat. When viewed at the national level, Brexit presents not only a threat to institutions, but also to the many thousands of students and staff who are the human faces of UK-Spanish relations. ▶



It was hard to believe the outcome of the referendum in 2016, especially for those of us with profound European convictions, who hold UK citizenship and have been residing in the European Union for many years, as is the case for both authors of this article.

It is even harder to believe, almost three years on, that the UK's political parties and the House of Commons have been unable to reach agreement on exactly how they want to leave the EU. The concomitant uncertainty continues to hang over so many aspects of daily life in the UK, as it does over the situation of so many UK citizens living in the EU and vice versa, over the conditions in which UK and EU companies will be able to operate, and so on and so forth. It is an interminable list which those proposing the Brexit referendum clearly did not think through before embarking on that risky venture. Now we find ourselves counting down to yet another deadline, on 31 October, as politicians struggle to reach consensus.

As well as a political disaster for the UK and the EU, Brexit is a huge step backwards for the UK university system and its EU partners, especially in a no-deal scenario. Universities in the UK and the EU were very vocal in their support for the UK remaining in the bloc. Since the referendum, they have shown themselves to be in favour of the country's universities maintaining close links with EU higher education and research systems, preferably through participation in the current and future Erasmus and research framework programmes. Many university systems, networks and rectors'

conferences have expressed their support for this continued cooperation, amongst them the Spanish Conference of Rectors (CRUE) in a joint declaration made with its UK counterpart, Universities UK, following a meeting held in Madrid in November.<sup>1</sup>

---

## In the Erasmus programme, Spain and the UK are, reciprocally, leading partners

---

### A BLOW FOR MOBILITY

In the Erasmus programme, Spain and the UK are, reciprocally, leading partners. In 2016–2017, the most recent period for which official figures are available, Spain sent 39,759 students abroad, of whom 4570 went to a UK institution or company.<sup>2</sup> The UK is the second-favourite destination for Spain's Erasmus beneficiaries, behind only Italy. In the opposite direction, of the 47,138 students

common country of origin for Erasmus beneficiaries coming to Spain, behind Italy, France and Germany. Similarly, again in 2016–2017, more than 8700 Spanish nationals were registered as full degree-seeking students at UK institutions, and 1786 British students were registered at Spanish universities.

Student mobility is a basic element of internationalisation programmes. It guarantees individual benefits for students spending time at a university in another country and also institutional benefits for the universities at which they study. It helps to turn classrooms and campuses into international and intercultural learning spaces for all. Any fall in student mobility will constitute a major problem for all sending and receiving universities affected.

As linguists who have lamented the decline of interest in language programmes in the UK over recent decades, we can only express deep concern for the future of already beleaguered language programmes in the UK without the benefits, stimulus and facilities of European

---

## Some 4400 Spanish nationals work in UK higher education as researchers, teaching staff and administrative and support staff

---

received by Spanish institutions in the same academic year, 3795 were from UK institutions, accounting for 8.05% of all incoming mobility and 12.4% of all students sent by UK higher education institutions. The UK is the fourth-most

programme funding and support for UK students to spend time abroad.

**INDIVIDUAL AND INSTITUTIONAL IMPACT**  
But student mobility is far from the only area in which Brexit will hit universities

in the UK and their partners abroad. Some 4400 Spanish nationals work in UK higher education as researchers, teaching staff and administrative and support staff. There will be a huge individual impact on each of them, whatever form Brexit finally takes.

Another great concern is the institutional impact for all universities affected and the systemic impact in both the UK and the EU. There are a vast number of research and other academic cooperation projects under way involving UK and Spanish universities, and a great deal of uncertainty regarding the conditions under which UK partners will be able to participate following Brexit. The situation in which these projects and their partners will find themselves is far from clear. Even more importantly, the implications for the actual research outcomes are still unknown.

#### CONTINGENCY PLANS

CRUE has been working in a coordinated way with Universities UK to attempt to identify the specific problems which may arise, to prepare contingency plans for all eventualities and to map a way forward which would protect the special and valuable links between the two university systems. The joint declaration in November made clear the shared desire to maintain strong and fruitful links and urged the authorities of both countries to support continuing joint projects as far as possible.

Similarly, within Spain, CRUE – along with the representation of the European Commission in Madrid and the Spanish Ministry of Science, Innovation

and Universities – co-organised a seminar this March to analyse the possible impact of Brexit on Spanish universities, students and staff. The main conclusion of the event was the need for contingency plans to cover every potential scenario. In fact, shortly before the seminar was held, the Spanish government published a Royal Decree<sup>3</sup> establishing the conditions which would apply in the event of a no-deal Brexit, provided that the UK offered reciprocity in its treatment of Spanish citizens in the UK.

#### UNENDING UNCERTAINTY

A major concern for the Spanish universities at the March event was the uncertainty surrounding the funding of students planning to spend a semester or a year at a UK institution under the

our next round of academic cooperation project applications or our next batch of research projects, we do not find ourselves yet again faced with the same uncertainty. The politicians responsible will, we must hope, have found ways to guarantee the level of cooperation and mutual gain desired by universities in both countries.

They say that where there's a will, there's a way. The will to keep cooperating is there, but finding the way to achieve it is the difficult part. Only when we reach the stage of having a clear scenario – when we know the parameters we're working within and when the UK government's financial commitment to maintaining mobility and research collaboration has been specified – will it be possible to find a way forward.

— DOROTHY KELLY & LAURA HOWARD

---

## The will to keep cooperating is there, but finding the way to achieve it is the difficult part

---

Erasmus+ programme. This uncertainty has now been postponed until 31 October, allowing our students to plan their first semester and annual Erasmus stays without this sword of Damocles hanging over their heads. There is still, however, a lot of concern over what might happen from the beginning of November, particularly in the case of students planning a second-semester Erasmus study period.

Let us hope that in October, when we start to plan our 2020–2021 mobility,

---

1. Joint statement from Crue Universidades Españolas and Universities UK on continued academic collaboration. (2018). Retrieved from [www.crue.org/Boletin\\_SG/2018/boletin%20196/2018.11.30%20Joint%20statement%20Crue%20UUK%20VD.pdf](http://www.crue.org/Boletin_SG/2018/boletin%20196/2018.11.30%20Joint%20statement%20Crue%20UUK%20VD.pdf)

2. European Commission Directorate-General for Education, Youth, Sport and Culture. (2018). *Erasmus+ annual report 2017*. Luxembourg: Publications Office of the European Union.

3. Agencia Estatal Boletín Oficial del Estado. (2019). Real Decreto-ley 5/2019. Retrieved from [www.boe.es/eli/es/rdl/2019/03/01/5](http://www.boe.es/eli/es/rdl/2019/03/01/5)

IN CONVERSATION WITH

# SIR ANTON MUSCATELLI

---

LAURA E. RUMBLEY  
EAIE

---

Professor Sir Anton Muscatelli wears many hats in the ongoing Brexit debate. As Principal of the University of Glasgow and one of the UK's top economists, Professor Muscatelli offers a nuanced look at the freedom of movement in Europe and what's ultimately at stake – for education and for the wider European society.

**In the hope that a very forthright question here at the start is not inappropriate: Are you personally for or against Brexit, and why?**

AM: I'm very happy to answer that question. I am personally against Brexit, and I've been very vocal against it. I'm doing that in a personal capacity, because clearly, as a university, the University of Glasgow cannot take political positions. But I am allowed to take a personal position, and that's as an economist first and foremost, but also as somebody who feels strongly about what universities should be about.

As an economist, there's no doubt that Brexit will have a massive negative economic impact on the UK – that's been quantified and agreed upon by the vast majority of economists. It's going to have a serious impact on our economy relative to where we would have been had we decided to stay in the EU – anywhere from 5 to 10 percent of GDP by 2030, depending on the type of Brexit. And that's a serious fact.

As an educator, I also feel very strongly that what the EU has given us over the last decades has been increasingly a very open and mobile model in which there is increasingly freedom of movement





Photo courtesy of University of Glasgow

and for talent to move across Europe, and that benefits not only the UK but the whole of Europe.

**What is the most significant challenge for university leadership in relation to Brexit and the UK's future relationship with the EU? Does the answer to this question vary from a 'UK perspective' versus a 'Scottish perspective'?**

**AM:** In terms of the biggest impact Brexit will have on the sector, there's no doubt that will be on the people dimension of what we do. In Glasgow we have between 2500–3000 EU students who are wonderfully talented, and they come here to study partly because of the freedom of movement, and partly because we're able to treat them like home students here in Scotland. Furthermore, about 21% of my academic

colleagues at the University of Glasgow are from other EU countries. That is talent we don't want to lose.

Then of course there is a funding dimension. I think the UK being part of the European research area through Horizon 2020 and student mobility through

(the next research framework in Europe post-2021), and we also want to be a part of Erasmus+ going forward. Whether we stay in the EU or not, we want to remain associated with these programmes.

From the Scottish perspective, the only difference between Scotland and

---

**I am personally against Brexit; that's as an economist first, but also as somebody who feels strongly about what universities should be about**

---

Erasmus+ has been a huge advantage to us as a country, but also I think it's been beneficial to the EU. And what I would like to see, whatever shape Brexit takes, is for us to participate in Horizon Europe

the rest of the UK is that EU students currently study for free in Scotland. They're treated like home students, and that's been hugely beneficial to the talent we've been able to bring in. Scotland is

experiencing demographic decline, and therefore freedom of movement in the EU has been beneficial to us as a country. And that is another reason why Scotland has a particular need for freedom of movement – economically, culturally and educationally going forward.

**In addition to your role as Principal of the University of Glasgow, you wear a number of other hats – including Chair of the Russell Group and Chair of the Scottish First Minister’s Standing Council on Europe. How has scenario planning around Brexit differed or converged between these roles?**

AM: As Chair of the Russell Group, I’m effectively chair of a trade association, and as such we obviously have focused very much on the things that matter to higher education – student funding, student mobility, freedom of movement and the future immigration regime. These are the things that matter. As such we have been particularly lobbying the UK government around these matters.

As Chair of the First Minister’s Standing Council on Europe, our role is purely advisory. We don’t make policy; we advise British government on policy. We’re a non-political, independent group, and therefore it’s a wider role in the sense that we’re not just concerned with higher education but with all aspects of how our relationship with the EU impacts on Scotland and its economy and society. In that role I’m acting more as an economist and the advice we’re giving is then taken by government and formulated into policy.

**What do students and staff at the University of Glasgow make of Brexit developments and their implications**

**for the future of Scotland’s universities? Do you have any indications of how students may be considering the effects of Brexit on their future – careers and otherwise?**

AM: For students from the EU who are already here, I think they have to consider what Brexit means. The students who have already arrived before Brexit of course have been able to apply for pre-settled status; their time here does count towards gaining settled status in the UK, so they perhaps see it differently from those who might come in the future.

If I have to generalise, there’s been quite a lot of concern from my colleagues

AM: I think I would disagree that Brexit represents a failure of the internationalisation of higher education. I think there are many causes behind the Brexit vote, but I don’t think higher education was a major issue. I think that those who voted for Brexit tended to be those who felt left behind by what had happened to the UK economy, certainly since the great financial crisis in 2007–2008, and arguably some of the cuts in public spending since 2008 also had an impact. People had concerns about the level of public services. And in those situations it’s very easy to blame EU migration as having affected that, but there’s absolutely no evidence whatsoever that EU

---

**The only benefit I can see, to be honest, comes from the fact that it’s exposed some of these debates around freedom of movement**

---

for the EU citizens among our staff. We’ve needed to support them for applications for settled status. Some have wanted to apply for British citizenship. And we’ve had to make sure that we can support them through that. But I think generally there’s been quite a feeling of concern after the referendum vote in 2016 about what this means for the UK’s relationship with Europe.

**One view of Brexit is that it represents a failure of the internationalisation of higher education in the UK. Does Brexit highlight a need to rethink what internationalisation is and how it should be acted upon – not only in the UK but also in the wider context of the EU?**

immigration generally had an impact on UK living standards.

So I would say that I don’t think it represents a failure of internationalisation. If anything, I think it represents a failure of society to explain the benefits of free movement of talent. As an economist, I know that when you are able to guarantee free movement of talent – whether it’s within or indeed beyond Europe – that is beneficial to the host economy as well as to the economy that perhaps experiences emigration as well, because ultimately there are economic linkages which come from those movements of people. So frankly, I think it perhaps represents a failure of us who favour a liberal and open world economy to explain the benefits of that.

**Although Brexit has been described in international higher education circles as a highly negative development – in both philosophical and practical terms – is there potential for any positive outcomes over the short or long term?**

**AM:** I don't think there is a direct benefit. The only benefit I can see, to be honest, comes from the fact that it's exposed some of these debates around freedom of movement, around the benefits that come from attracting talent from around the world. For instance, in the UK we've recently seen some opinion polls which show that, after a number of years where immigration was viewed as a negative, all of a sudden we think that people view it as a positive. So it could be that the debate itself post-referendum has allowed us to finally come to grips with some implicit assumptions about the costs and benefits of immigration.

I actually think that's very positive for the UK – all the causes of Brexit had nothing to do with that and I think the fact that we've been able to have an open debate may actually be the prelude towards hopefully a more liberal and open society. I'm an optimist.



Photo: Shutterstock

**movement within Europe for staff and students at your institution?**

**AM:** I did move around when I was a child and I grew up in different countries. During those times there wasn't any freedom of movement; it was much more restricted. I have seen the shift toward more open and freer movement for our students, who

cohesive society. I think we are creating real European citizens, people who feel that they don't just belong to one of the 28 member countries, but they genuinely have a European identity as well. But more generally, even beyond Europe, what it's creating is a much more internationally-oriented student body, one that genuinely is multicultural and which embraces global values.

I think I certainly have been influenced by my own experience growing up in different countries where you have a different perspective, and I think all students are now getting that perspective, and they're using this to their advantage. And we mustn't lose that.

---

**I think we are creating real European citizens, people who feel that they don't just belong to one of the 28 member countries, but they genuinely have a European identity as well**

---

**You were born in Italy and lived in the Netherlands before coming to Scotland. How does your personal story influence your thinking about the reality of removing automatic freedom of**

now have the advantage of being able to study and work in different places.

There are two dimensions to this: first, in the European dimension, it has really helped to create a much more

# THE BREXIT BACKDROP: WH

The dynamics of Brexit are playing out within a complex UK higher education system characterised by extensive engagement with Europe and the world. Some facts and figures can help to contextualise our discussions of Brexit within international higher education.


## THE UK & THE EAIE


**7.5%**   
of EAIE members based in the UK


**2ND**   
most represented country among EAIE members

## STUDENT ENROLMENT

**2.34 MILLION**   
students attended UK higher education institutions in 2017-2018

**75.6%**   
from the UK

**7.4%**   
from the EU

**17%**   
from non-EU



## TOP 10 STUDENT SOURCES

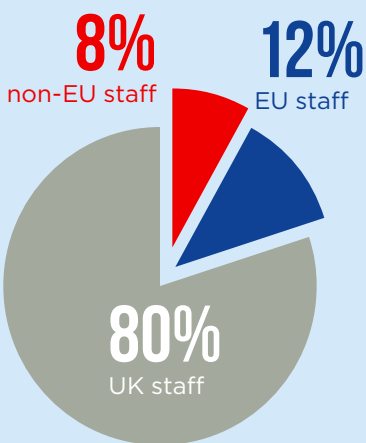
- China
- Malaysia
- China, Hong Kong
- India
- Nigeria
- United States
- Germany
- Italy
- France
- Ireland

**3RD**  
largest receiving country of Erasmus+ students (2016)



# WHAT DOES THE DATA TELL US?

## UK HEI STAFF

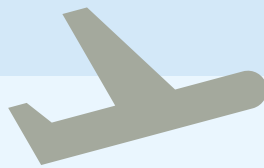


## THE UK & HORIZON 2020

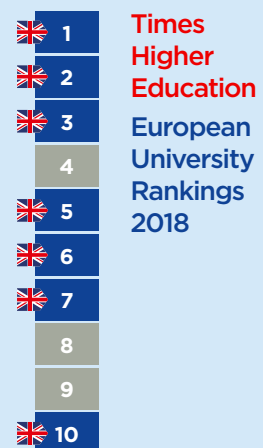
**34.35%**   
of total signed grants

**12.62%**   
of total participants

**€5.9 BILLION**   
received



## UK RANKINGS



## TOP 10 STUDENT DESTINATIONS

United States 

Australia

France

Ireland

Canada

Denmark

Bulgaria

United Arab Emirates

Austria

Spain

**6TH**  
largest sending  
country of Erasmus+  
students  
(2016)

### SOURCES

UNESCO. (n.d.). Global flow of tertiary-level students. Retrieved from <http://uis.unesco.org/en/uis-student-flow>

Universities UK. (n.d.). Higher education in numbers. Retrieved from [www.universitiesuk.ac.uk/facts-and-stats/Pages/higher-education-data.aspx](http://www.universitiesuk.ac.uk/facts-and-stats/Pages/higher-education-data.aspx)

Universities UK. (2018). Higher education in facts and figures. Retrieved from [www.universitiesuk.ac.uk/facts-and-stats/data-and-analysis/Pages/facts-and-figures-2018.aspx](http://www.universitiesuk.ac.uk/facts-and-stats/data-and-analysis/Pages/facts-and-figures-2018.aspx)

European Commission. (n.d.). Horizon dashboard. Retrieved from <https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/opportunities/horizon-dashboard>

# PUTTING EUR PE ON THE MAP IN INDIA

Given the Brexit-induced confusion surrounding student visas and work permits, many outbound Indian students are now looking elsewhere than the traditionally popular UK for quality education and strong employment opportunities. With the right kind of brand relaunch in India, EU universities could be well positioned to fill that gap.

Studying abroad has long been a common aspiration among Indian students, and demand is now surging as the population gets younger. According to the United Nations Population Fund,<sup>1</sup> the window of demographic dividend opportunity in India – a period in which working-age people are healthy and educated and have a low number of young dependants – will go on until 2055–2056, longer than in any other country in the world. The signs are there that the number of Indians looking to study abroad will continue to rise for some time.

That said, it's no surprise that young Indians are eyeing top-ranking universities that can offer them quality education, strong employment opportunities and a healthy and safe learning environment.

#### LEADING THE WAY

Countries that are conventionally known for opening their borders and granting work visas have done tremendously well in attracting Indian students and snowballing mobility to their country. The USA



Illustration: Shutterstock. Modified by N. Nguyen

has led the way, enjoying great success in attracting quality students from India, especially in STEM subjects – science, technology, engineering and mathematics – which tend to lead to lucrative job offers.

student numbers in the USA to plateau. Nonetheless, America is still the number one country for outward Indian mobility.

The UK has traditionally been the second choice, rising to first only if

Indian market. The number of students preferring to study in the UK was on the up until 2012, when stricter immigration policies and the curb on post-study work permits were introduced.

The Brexit referendum in 2016 was the last thing UK universities desired, given how they had nurtured the Indian market over the years. The vote to leave the EU created confusion, chaos and uncertainty over student admissions, visas and work permits, which led to a decline in the number of Indian students opting for the UK. Now, nearly three years after the referendum, that number has started climbing back up. But in my opinion, Brexit has operated as a major branding exercise for the EU, helping to give it an

---

## The Brexit referendum in 2016 was the last thing UK universities desired, given how they had nurtured the Indian market over the years

---

President Donald Trump's announcements about visa policy and work permits have dampened this trend to some extent: new regulations and a limit on the number of student visas that can be offered in one year have led Indian

students are awarded scholarships from UK universities or secure places at prestigious universities such as Oxford and Cambridge. Over the years, the UK has invested in creating a brand and promoting higher education aggressively in the

identity that it had failed to create for itself despite years of activity in India. After the announcement of Brexit, many more people in India now see the EU as a separate entity that may be worth exploring.

while the UK market is suffering in the aftermath of the Brexit vote.

Another stumbling block for Indian students is the 'language barrier'. There is a common notion in India, which is

100 institutions offering computer science are in the EU; 18 of the top 100 offering engineering and technology are in the EU; 20 of the top 100 offering business and economics are in the EU; and 36 EU higher education institutions feature in the overall top 100. With such an overwhelming presence in the world rankings, why has the EU not been able to attract young Indians?

Indian students are ready to travel and they are willing and able to adjust to different cultures and values, yet until now the EU has not been on their radar in any significant way. According to the Reserve Bank of India, approximately 350,000 Indians study abroad annually, and their spending on tuition and accommodation has shot up by 44% since 2013. Brexit could therefore be the ideal opportunity for EU institutions to start engaging

---

## Indian student numbers are growing year-on-year in certain countries such as France, Germany, Spain and Sweden, but for the EU as a whole there is still a long way to go

---

### STUMBLING BLOCKS

So does the increasing demand among Indian students, combined with the more draconian measures of the Trump administration and the chaos of Brexit, present an opportunity for the EU?

A major barrier to this is a lack of awareness in India about individual countries, courses and cultures in the EU. The UK has always been more popular than the rest of the EU amongst Indians, be it as a study destination, a place to shoot Bollywood movies or a venue for cricket matches. Yes, Indian student numbers are growing year-on-year in certain countries such as France, Germany, Spain and Sweden, but for the EU as a whole there is still a long way to go.

The Erasmus programme has helped, with student mobility from Europe to India growing by an average of around 15% per year, but there is still a lot of scope for improvement if EU higher education institutions follow what their UK counterparts did to promote their brand in India. The present environment and market conditions can help the EU to increase its market share, especially as the USA market has reached its zenith

changing slowly but steadily, that courses in European countries are not taught in English. Given that nearly 150 million Indians speak the language, the UK and other English-speaking Commonwealth countries are an obvious choice for students and their parents.

---

## With such an overwhelming presence in the world rankings, why has the EU not been able to attract young Indians?

---

### CHANGING TIMES

The strong preference for STEM subjects is slowly fading as Indian students begin to explore other academic fields. One of the top criteria for Indian students in selecting an institution is its world ranking: people want to make comparisons and get assurances that jobs will be easy to secure on completion of their course, as employability is one of the key reasons for choosing to study abroad. The university's ranking is followed in importance by admission criteria, scholarships and funding.

In the *Times Higher Education* World University Rankings 2019, 25 of the top


with Indian students who are looking at studying abroad. If they get it right, this will surely be a win-win situation.

— SANJEEV ROY

---

1. United Nations Population Fund India. (2019). UNFPA-ICPD25 profile. New Delhi: UNFPA. Retrieved from <https://india.unfpa.org/en/publications/unfpa-icpd25-profile>



A person with dark, curly hair is shown in profile, playing an acoustic guitar. The scene is dimly lit with a strong blue color cast. The person is wearing a dark, patterned shirt and dark pants. The guitar is a light-colored acoustic model. The background is a plain, light-colored wall.

# BRUSSELS' BREXIT BLUES

---

When all is said and done, will those of us who remain in the Union miss our British colleagues? It's a complicated question, the answer to which touches on the highest ideals driving internationalisation: equitable education, innovative research and the fight to sustain freedom and liberty in Europe and beyond. ▶

A disaster. A moment of great sadness. Yet, this could also be an opportunity to unite around common values and find new ways to deepen our bond. Those were my first thoughts on 15 April, standing at the tip of Ile Saint Louis and seeing the roof of Notre Dame go up in flames.

Brexit represents another crisis in Europe. When all is said and done, will we miss our British colleagues?

Well, yes and no.

I was responsible for the European Credit Transfer and Accumulation System (ECTS) at the European level. To keep our English friends on board, we allowed them to claim 60 credits (120 in their currency) for what is in fact the shortest academic year in Europe.<sup>1</sup> Our friends then overstretched and claimed 90 credits (instead of 75) for a twelve-month master course, mainly aimed at fee-paying Asian students. There were heated debates in the House of Commons Education and Skills Committee, just before the London Bologna Ministerial Conference in 2007.<sup>2</sup> We didn't budge. The 'Noes' got it.

A few years later, I was responsible for the European HR Excellence in Research Award. In that exercise, we also made specific arrangements so that our UK partners could use their own, equivalent, vetting processes.<sup>3</sup> The Ayes got it.

No Euro. No Schengen. No EU citizenship. Opt-outs and rebates. *De facto*, the European Union has A and B members, with the UK as a kind of C member. For some, this 'concentric

circles' approach is the way forward; others prefer to pursue an ever-closer union.

#### PERIPHERAL PERSPECTIVES

I know that some Erasmus consortia – way before Brexit – would avoid British partners, as they were considered not only very charming, but also, at times, overbearing and very, very money-oriented. The late Constance Meldrum, who was my Erasmus coach, once told me that "the Brits have a cash register instead of a brain."<sup>4</sup>

Constance herself was Scottish; come to think of it, many of my British colleagues in Brussels were actually not English. Erasmus founders Hywel Jones and Alan Smith came from Wales

no-nonsense) and on top of their dossiers. Too often colleagues have only one or two of these three fine characteristics!

We will also miss our British colleagues from a more strategic viewpoint: in education, in research and innovation and in overall geopolitical terms.

#### EDUCATION

The UK is the third-most popular Erasmus destination, after Spain and Germany.<sup>5</sup> It has the most incoming tertiary students in Europe as a percentage of students enrolled (after Luxembourg).<sup>6</sup> Flows are already shifting as a result of the Brexit uncertainties and competition is likely to increase. Big players are starting to reposition themselves.

---

## We will also miss our British colleagues from a more strategic viewpoint: in education, in research and innovation and in overall geopolitical terms

---

and Northern Ireland respectively. Kiki Verli, the 'mother of Erasmus' is from the Island of Kos and I was raised in Maastricht. German colleagues often come from Baden-Württemberg. Many Italian colleagues are Sicilian. Robert Schuman was born in Luxembourg and Jean Monnet in Cognac in South West France. There must be something about the periphery that makes you a more motivated European!

Having said all that, will we miss our British colleagues? I definitely will. The Brits who I got to know in Brussels, almost all of them, were pleasant as people, good managers (common sense and

The British three-cycle degree system, regular quality reviews and the use of credits, have inspired reforms on the Continent. They have found their way into EU legislation (recommendations, programme decisions), and university practice, not least because of the Bologna Process, which is bearing fruit despite justified criticism. Mutual learning and policy copying will continue, I am sure, also after Brexit, but frequency and intensity of exchanges will inevitably go down.

#### RESEARCH AND INNOVATION

British universities figure prominently in the top ten world rankings. Six of them

are among the biggest beneficiaries of Horizon 2020, demonstrating the enormous importance of UK universities for European research and innovation capacity.<sup>7</sup> UK universities attract research talent from across Europe, making grateful use of the EU-wide free movement of labour. Here also flows have started to shift. The European research and innovation ecosystem as a whole will suffer if the

oppression justifies leaving a union. If not, the losses by far outweigh the gains.

I believe that the European Union has every reason to stand together and deepen its bonds. This is what we do in trade negotiations with third parties like China and the USA. This is what has happened, to the surprise of many, during the Brexit negotiations. The wish for more sovereignty is understandable from an

## Only severe oppression justifies leaving a union. If not, the losses by far outweigh the gains

seamless integration that we have built together over years with British research organisations and industry – with all the mutual benefits this entails, not least on the British side – comes to an end.

No doubt, after some time, an agreement will be worked out for UK universities to become active partners in the future Horizon programme, as is the case today for countries like Switzerland and Israel. It is ironic however, that such top performers in a European flagship programme would all be non-EU countries.

### GEOPOLITICS

The world is on fire. Authoritarian regimes are on the rise. The forces of illiberalism are gaining ground, even within the Union itself. Is this the right moment for divorce? Are the arguments strong enough?

Prof Michael Ignatieff, President of Central European University, wrote last year about Scottish independence, “Where peoples have lived in peace, secession is the worst sin in politics.”<sup>8</sup> Only severe

emotional point of view – but is it wise, or even feasible? Some start comparing the European Union to Hotel California, where “you can check out any time you like, but you can never leave...”

Dutch author and journalist Caroline de Gruyter wrote that new alliances are emerging among the EU27. Young officials are encouraged by their ministries to visit each other and work out deals.<sup>9</sup> Their mobility at least is increasing as voting patterns in the EU are changing, now that the UK as a steady partner is dropping out.

Clashes of ideas are healthy, especially in politics. We should not leave Europe to a consensus among experts. Even dissensus can constitute a binding basis to work on.<sup>10</sup> Let’s hope that the UK will reconsider its position and that our British colleagues will continue to enrich our debates with their ideas and their common sense.

—PETER VAN DER HIJDEN

1. European Commission (2005). Annex II. In *ECTS Users' Guide 2005*. Luxembourg: Publications Office of the European Union. See also MacLeod, D. (2007, September 25). Time bomb. *The Guardian*. Retrieved from <https://www.theguardian.com/education/2007/sep/25/students.highereducation>
2. House of Commons Education and Skills Committee. (2007). *The Bologna Process Fourth Report of Session 2006–07*. London: The Stationery Office Limited. See as background: Wagenaar, R. (2019). *Reform! TUNING the Modernisation of Higher Education in Europe. A Blueprint for Student-Centred Learning*. Bilbao-Groningen: Tuning Academy.
3. <https://www.vitae.ac.uk/policy/hr-excellence-in-research/hr-excellence-in-research-background>
4. Constance Meldrum also had a warm heart for the EAIE. Her substantial bequest supports the EAIE Award for Vision and Leadership.
5. European Commission Directorate-General for Education, Youth, Sport and Culture (2018). *Erasmus+ annual report 2017*. Luxembourg: Publications Office of the European Union.
6. OECD. (2019). International student mobility (indicator). doi: 10.1787/4bcf6fc3-en
7. *Signed grants eCORDA H2020 database*, February 28, 2017.
8. Ignatieff, M. (2014, June 27). A secessionist lust for power that tears lives asunder. *Financial Times*. Retrieved from <https://www.ft.com/content/8070d718-efe5-11e3-9b4c-00144feabdc0>
9. De Gruyter, C. (2018, December 26). Waarom Brexit tot meer cohesie leidt ('Why Brexit leads to more cohesion'). *NRC Handelsblad*. Retrieved from <https://www.nrc.nl/nieuws/2018/12/26/waarom-brexit-tot-meer-cohesie-leidt-a3127047>
10. House of Commons Education and Skills CoVan Middelaar, L. (2016). The Return of Politics – The European Union after the crises in the eurozone and Ukraine. *JCMS*, 54(3). pp 495–507. doi: 10.1111/jcms.12336.



# FINNISH UNIVERSITIES

## INTERNATIONALISATION ON THE AGENDA

This year, the Annual EAIE Conference and Exhibition takes us to Finland, a country known for leading the way in innovative education. True to form, internationalisation of Finnish higher education is shifting away from top-down policies driven by mobility indicators, in favor of an approach that empowers individual institutions to play to their own strengths.

Over the past two years, the Finnish higher education sector has been refining its strategy and vision at the national level, including a heavy emphasis on internationalisation. As a result, Finnish institutions are slowly but surely moving away from a one-size-fits-all model of internationalisation in favour of a bottom-up approach driven by individual institutions.

The Finnish higher education system consists of 13 universities and 23 universities of applied sciences, all of which operate in the administrative branch of the Ministry of Education and Culture. Despite the legally autonomous and independent status of these higher education institutions, the Ministry has a strong role in steering their activities and allocating their annual core funding from the government. The national-level strategies and funding models are powerful guiding mechanisms which traditionally have shaped and guided the approach the institutions have adopted to enhance and develop internationalisation.

#### FINLAND'S INTERNATIONAL STRATEGY

In early 2017, the Ministry of Education and Culture launched the 'International strategy for higher education and research', a policy agenda spanning until 2025 and focusing on encouraging the higher education sector to be an active and responsible participant in the



02



03



04

- 01 Tampere University
- 02 Aalto University
- 03 Hanken School of Economics
- 04 Haaga-Helia University of Applied Sciences

global community. The agenda is implemented through a detailed plan outlining points of action, for example for greater attraction and retention of international talent, for building a knowledge network around the world to promote Finnish higher education and research, and for launching a flagship funding programme to highlight leading areas of research.

## Finnish institutions are slowly but surely moving away from a one-size-fits-all model of internationalisation in favour of a bottom-up approach

Later in 2017, the Ministry published the 'Vision for higher education and research in 2030', a wider national policy agenda focusing on developing a high-quality, effective and internationally competitive higher education system

in Finland. A roadmap for implementing the vision consisting of five interconnected development programmes was drafted in 2018. These programmes focus on, for example, increasing the share of the highly educated in the labour force, introducing a model for continuous learning, attracting more international talent, digital innovations,

developing university teaching and leadership, and building internationally attractive knowledge clusters and innovation systems.

To top off the strategic buzz created by these two policy agendas, the national

core funding models for universities and universities of applied sciences were also renewed in 2018. In the current models, internationalisation is emphasised with specific indicators, for example for international student and staff mobility, number of international staff, degrees completed by international students, and international research funding secured. As of 2021, these specific indicators will no longer be included in the new funding models. However, internationalisation will be included in the strategic development elements of the new models, giving institutions more autonomy to set institutional strategic objectives for internationalisation and freedom to decide how best to implement these objectives.

### CROSS-INSTITUTIONAL COOPERATION

All this national-level strategising has required a lot of effort and multilateral



- 05 University of Eastern Finland
- 06 University of Jyväskylä
- 07 University of Helsinki
- 08 Hamk University of Applied Sciences

cooperation between Finnish higher education institutions, science agencies and research institutes, the Ministry and other relevant stakeholders in the sector. Many institutions have also started renewing their institutional strategies in preparation for the upcoming long-term agreement negotiations with the Ministry. It remains to be seen how the national policy agendas are reflected in the institutional strategies and how institutions respond to the challenges imposed and opportunities opened by the new core funding models.

and institutions are free to determine the meaning, role and value of internationalisation from a different, more strategic and mission-specific perspective.

**FREEDOM TO FLOURISH**

Pessimists have expressed concerns that, regardless of the national-level policies and strategies favouring internationalisation, dropping the explicit indicators for internationalisation from the national funding models will inevitably translate into diminished focus and funds for

This could in turn eventually lead to significantly less international institutions in the future.

The optimists, however, welcome the new freedom. They have pointed out that Finnish institutions are already mature enough to define the strategic role of internationalisation for themselves and to adopt an approach that best fits their profile and mission. They argue that the current national steering mechanisms have forced institutions into a one-size-fits-all approach, which no longer responds to the needs of society or the already diversified strategic development agendas and international profiles of Finnish institutions.

One thing is clear: to succeed in this new policy and steering landscape Finnish higher education institutions will have to revisit the age-old question ‘what is internationalisation?’ In this new landscape, each institution will have the chance to answer this question in the way that best supports achieving their strategic goals.

— ANNA GRÖNLUND, *Universities Finland*

The optimists point out that Finnish institutions are already mature enough to define the strategic role of internationalisation for themselves

According to the international strategy, institutions are also expected to set explicit measurable objectives and indicators for internationalising higher education and research. For the first time in a decade, there is no predetermined set of indicators tied to funding on the national level,

internationalisation on the institutional level. They argue that as financial incentives – for example, for increasing student mobility and the numbers of international students and staff – will no longer be included in the funding model, some institutions will not set these as a priority.



**EAIE** | **HELSINKI**  
2019 | 24-27 SEPTEMBER

# CAMPUS EXPERIENCE

## Explore Finnish higher education

Join us for one of our campus visits and attend the session 'Introduction to higher education in Finland' on Tuesday 24 September

Visit [www.eaie.org/helsinki](http://www.eaie.org/helsinki)



# EAIE SPOTLIGHT SEMINAR

25-26 NOV 2019, BERLIN

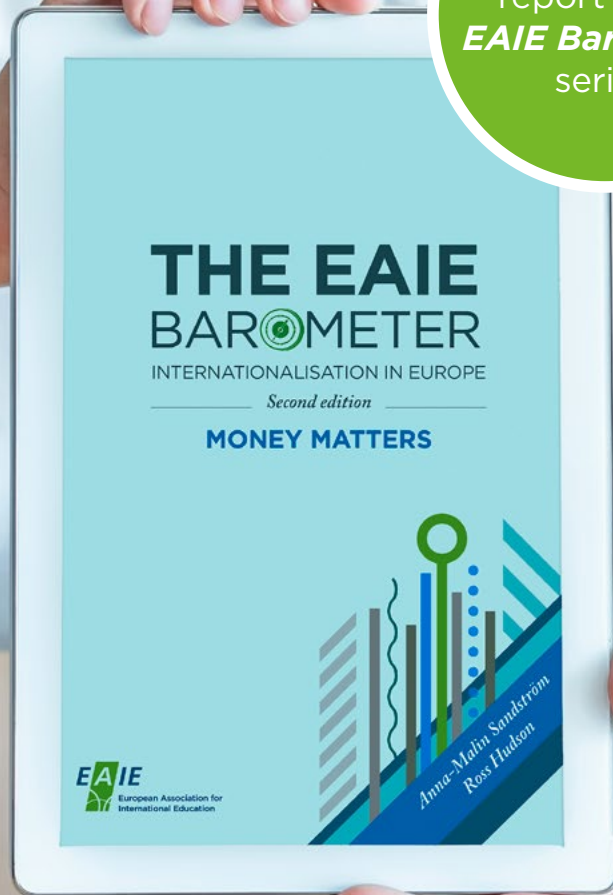
**From refugees to  
international students:  
integration, mainstreaming  
and diversification**

**REGISTER TODAY**

[www.eaie.org/spotlight-seminar-refugees](http://www.eaie.org/spotlight-seminar-refugees)



The latest  
report in the  
**EAIE Barometer**  
series



## **MONEY MATTERS**

**Funding as enabler and obstacle in  
internationalisation**

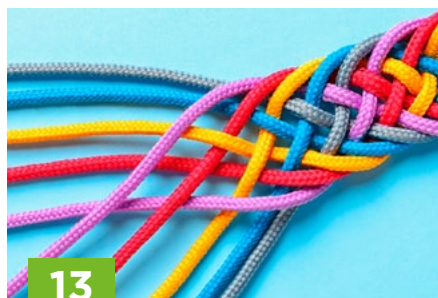
**Coming September 2019**

[www.eaie.org/barometer](http://www.eaie.org/barometer)



# EAIE BLOG SPOT

In between *Forum* issues, visit the EAIE blog for news, views and insights, anywhere and at your fingertips. Just grab yourself a comfy seat and start browsing!

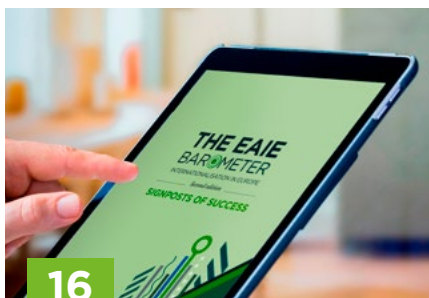


13  
MAR

## Integrating internationalised learning outcomes

Getting academics on board and integrating learning outcomes into the greater internationalisation strategy can often be equal parts challenging and rewarding.

<http://ow.ly/QK7v50uLrXA>



16  
APR

## EAIE report offers indicators of successful internationalisation

What leads to successful internationalisation? The newest report in the *EAIE Barometer* series offers nine key indicators.

<http://ow.ly/xdae50uLs25>



18  
APR

## Streamlining sustainability within the university?

How can universities better tackle the Sustainable Development Goals? It starts with integrating the SDGs into institutional strategy.

<http://ow.ly/JrSB50uLs4v>



14  
MAY

## The UK's new internationalisation strategy

The UK has released its post-Brexit international education strategy, which is sure to have ripple effects across Europe.

<http://ow.ly/T2Hb50uLs6z>



27  
MAY

## SUCTI: A tale of administrative staff internationalisation

Devoting resources to training administrative staff can help institutions to reach the 'happily ever after' phase of internationalisation.

<http://ow.ly/ABim50uLs8G>



13  
JUN

## New tools for the credential evaluator's toolbox

Credential evaluators face a variety of challenges in today's changing world, but familiarising yourself with the latest tools and practices can help.

<http://ow.ly/WBE950uLsbT>

# THE EAIE ACADEMY



**18-22 NOVEMBER 2019, BUDAPEST**



**Develop the practical skills you  
need to succeed**

Save the date!

[www.eaie.org/autumn-academy-2019](http://www.eaie.org/autumn-academy-2019)

---

# CALENDAR

## 25–28 AUGUST

**41st Annual EAIR Forum 2019 in Leiden, the Netherlands**

Responsibility of higher education systems: What? Why? How?

[www.eairweb.org](http://www.eairweb.org)

## 10–12 SEPTEMBER

**THE World Academic Summit 2019 in Zurich, Switzerland**

How talent thrives

[www.timeshighereducation.com/summits/worldacademic/2019](http://www.timeshighereducation.com/summits/worldacademic/2019)

## 24–27 SEPTEMBER

**31st Annual EAIE Conference and Exhibition in Helsinki, Finland**

Encompassing all voices

[www.eaie.org/helsinki](http://www.eaie.org/helsinki)

## 15–18 OCTOBER

**Australian International Education Conference (AIEC) 2019 in Perth, Australia**

Leading the way

[www.aiec.idp.com/home](http://www.aiec.idp.com/home)

## 6–9 NOVEMBER

**CIEE Annual Conference 2019 in Brooklyn, USA**

Study abroad 2019: Opening doors to increase diversity in study abroad

[www.globaleducationconference.ciee.org](http://www.globaleducationconference.ciee.org)

## 17–18 NOVEMBER

**ACA Annual Conference 2019 in Bled, Slovenia**

The engaged university. Linking the global and the local

[www.acaevents.events.idloom.com/the-engaged-university-linking-the-global-and-the-local](http://www.acaevents.events.idloom.com/the-engaged-university-linking-the-global-and-the-local)

## 18–22 NOVEMBER

**EAIE Autumn Academy in Budapest, Hungary**

[www.eaie.org/training](http://www.eaie.org/training)

## 21–23 NOVEMBER

**2019 European Quality Assurance Forum in Berlin, Germany**

Supporting societal engagement of higher education

[www.eua.eu/events/33-2019-european-quality-assurance-forum](http://www.eua.eu/events/33-2019-european-quality-assurance-forum)

## 25–26 NOVEMBER

**EAIE Spotlight Seminar in Berlin, Germany**

From refugees to international students

[www.eaie.org/spotlight-seminar-refugees](http://www.eaie.org/spotlight-seminar-refugees)

# EAIE | HELSINKI

24-27 SEPTEMBER



**Join 6000 peers at Europe's largest international higher education conference**

Register by 06 September

[www.eaie.org/helsinki](http://www.eaie.org/helsinki)