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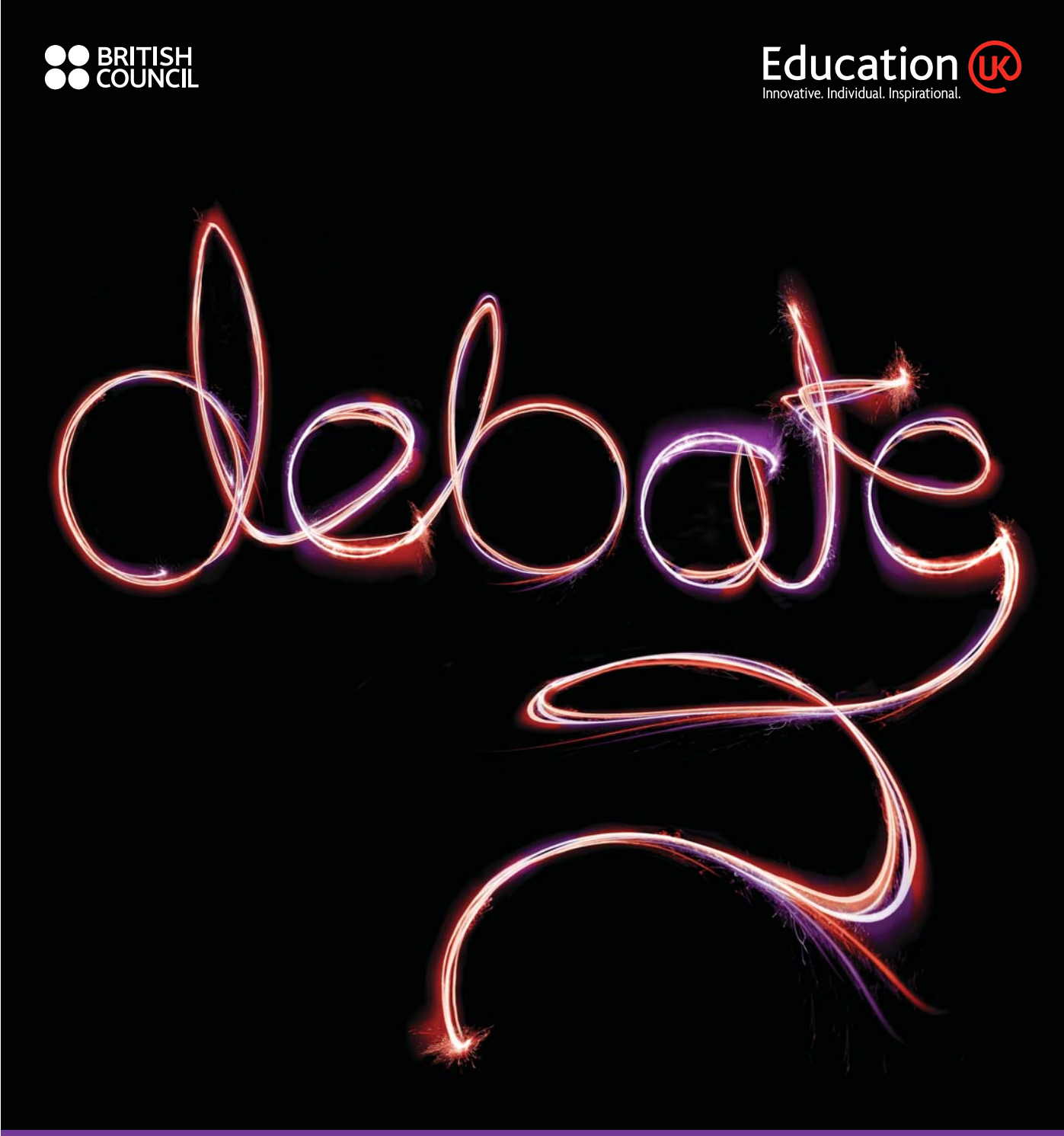

Going Global 4

World potential: making education meet the challenge
24–26 March 2010, London

www.britishcouncil.org/goingglobal

IELTS™ ETS TOEFL LSC London SUNGARD HIGHER EDUCATION QS WORLD UNIVERSITY RANKINGS

Welcome from Martin Davidson

Welcome to Going Global 4, the international education conference, providing a global forum for exploring the latest developments and issues in international education. Many of you we will be welcoming back, our previous Going Global conferences having attracted more than 1,000 delegates from over 70 countries.

Going Global 4 provides you with the opportunity to debate the drivers and motivations for international education, at both national and institutional level, considering how strategic approaches at both levels might integrate, and how they might support elements such as research, curriculum development, teaching, the student experience and staff development.

This year's main conference theme is *World potential: making education meet the challenge*. We'll be considering the key leadership and policy challenges facing individual institutions, governments and communities worldwide. Has the global recession triggered isolationism, and if so what are the implications for international education? How does it impact the sharing of knowledge and ideas worldwide? Is the vision of a truly international education system now under threat?

Going Global 4 will explore the trends and implications; considering models for change, drawing on case studies from across the world. We hold the conference in the true spirit of partnership: the shared pursuit of a mutually beneficial outcome. I trust that we will leave with new insights learned from each other.

I hope you will enjoy the conference and I look forward to hearing the outcomes from the debates and discussions over the next two days.

Martin Davidson CMG
Chief Executive, British Council

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About the conference

This year's conference theme is **World potential: making education meet the challenge**. Following the worst recession in decades are countries becoming increasingly isolationist? If so, what are the implications for international education? How is the global mobility of staff and students being affected and what should they do? And how does it impact the sharing of knowledge and ideas worldwide? Is the vision of a truly international education system under threat?

Themes

This year's conference will explore the trends and implications; look at models for change, drawing on case studies from across the world; examine the barriers; and deliver frameworks for action across the following areas:

- **Staff and student mobility**: International mobility of staff and students has continued to grow over the past 20 years. Yet many groups are still hard to reach. How do institutions encourage students from different backgrounds to take up opportunities for international study? What are the barriers to global staff mobility? And what will the new patterns of mobility be as countries in Asia shift their position to become net importers of international students and faculty?
- **Global partnerships**: What are the emerging partnership models? From multilateral research partnerships; public – private arrangements; as well as partnerships for teaching and learning, GG4 will explore the growth and complexity of international partnerships and their relevance to different types of institutions and countries.
- **Global citizens**: Governments and businesses benefit significantly from globally aware graduates. But how important a role is this for education across the world? Do all countries need to develop international awareness to the same degree? And does it also depend on the industry: does a small business require international awareness to the same extent as a multinational company? How can education meet these different needs?
- **Policy and leadership**: The impact of international education is felt at local, national and international levels. What are the key leadership and policy challenges facing individual institutions, governments and communities worldwide? What role should governments have in relation to education and international competitiveness? What part do the international strategies of institutions play? Are we likely to see a major shift in the number and type of education providers operating globally over the next decade?

Sessions

The conference will open and close with high level plenary sessions. The remainder of the conference will be made of up mini-plenary sessions seating up to 500 delegates and parallel sessions with a capacity of up to 100 delegates. The session formats include:

- **Panel debates** are discussion-orientated sessions. Panellists with contrasting or complementary points of view respond to each other and to audience questions on a particular theme throughout the session.
- **Presentations and discussion**: after an introduction to the topic, up to four speakers give a series of short presentations on a particular theme. The presentations are followed by a question and answer session led by the audience.
- **Town Hall** meetings provide an opportunity for dialogue between the presenters, the chair and the participants. Participants set the scene by identifying the issues to be explored in advance. The topics will be brought to the attention of the chair of the session who will organise them into suitable categories. Time allowing the Town Hall meeting will also be able to address questions directly from the floor
- **Workshops** are an opportunity for participants to gain knowledge and skills in an area of interest through interactive and practical learning experiences including case studies, breakout discussions and other interactive strategies.
- **World Café** sessions offer the opportunity to interact with presenters in smaller groups. Each table will discuss and explore a different perspective on the session topic.

Please note that sessions are open to all participants. Pre-booking is not available and places will be allocated on a first come, first served basis.

Poster presentations

This year we will host a number of engaging poster presentations throughout the conference. Posters will be on display in the Whittle Room and they will remain on display for the duration of the conference. Each poster will focus on one of the four conference themes.

Posters focusing on global citizens, policy and leadership, and staff and student mobility will be presented at 1315 on Thursday 25 March. Posters focusing on global partnerships will be presented at 1330 on Friday 26 March. During these times, poster presenters will stand beside their posters to discuss the content and answer any questions that you may have. These poster presentations are designed to encourage one-to-one dialogue between poster presenters and delegates and enable the exchange of ideas around the conference themes. They offer delegates the opportunity to engage with people who are passionate about their research or area of work.

Exhibition

This year over 30 organisations will be exhibiting at Going Global. The exhibition will be located on the fifth floor in the Elizabeth Windsor and Mountbatten Lounge. Tea, coffee, biscuits and water will be available there throughout the conference, giving delegates the chance to meet and network with exhibitors. The exhibition opens at 1030 on Thursday and closes at 1530 on Friday.

For a full list of exhibitors please see page 56.

Crossing borders photography exhibition

The University for the Creative Arts and the National Institute of Design in India have, with a UKIERI grant, developed the first postgraduate photography course in India. This new course offers a dual award: PGD/MFA Photography. The cross-cultural nature of this collaboration is evidenced and celebrated through the students' photographic work. Photographs will be on display in the Whittle Room from 1230 on Thursday 25 March.

Project funded by PMI2 Connect

UCA university for the creative arts

UKIERI UK-India Education and Research Initiative

राष्ट्रीय डिज़ाइन संस्थान NATIONAL INSTITUTE OF DESIGN

Pakistan-UK partnerships documentary

Higher Education Commission Pakistan and British Council Pakistan have been working together for over five years to strengthen higher education partnerships between Pakistan and the UK. A documentary, showcasing the impact and achievements of HEC–BC partnerships, and how they have worked together to cross-fertilise knowledge in both countries, will be screened in the Whittle Room during refreshment breaks at 1600 on Thursday and 1000 on Friday.

General information

Business Centre
There is a Business Centre on the ground floor of the QEIICC, located in the main entrance foyer. Services available include email and wireless internet access, photocopying, administrative support, supply of stamps and phone cards, limited concierge (making bookings and reservations) and mobile phone charging (£1 per phone or Blackberry).

Within the Business Centre are private workstations with PCs and printers.

Cashpoint
The nearest cashpoint is at Barclays Bank which is opposite the QEIICC on the corner of Victoria Street and Tothill Street. The branch also offers Bureau de Change facilities.

Cloakroom
There is a cloakroom for coats and bags which will be staffed during conference hours. It will close at 2100 on Thursday 25 March and at 2030 on Friday 26 March.

Disabled facilities
All public areas of the QEIICC are accessible by wheelchair. There are eight accessible toilets, nine passenger lifts, all of which are large enough to accommodate a wheelchair and incorporate audio/voice announcements. Disabled delegates arriving at the QEIICC in a vehicle with a disabled badge will be allowed to park on the building's forecourt. Taxis and other vehicles will also be allowed onto the forecourt to enable disabled passengers to disembark more easily.

Education UK internet café
We are providing free of charge wi-fi access in the Thames Room, with 12 computers available for delegates' use. In addition to the 12 computers, there is provision for up to 30 further users to access the internet free of charge, using their own laptops. When inside the Thames Room just open your internet browser and you can navigate from there (no password required).

Internet access
Wireless internet access is available throughout the QEIICC. Delegates are required to pay for access either by purchasing a voucher with a log-in code at the Business Centre (vouchers cost £3 (15 minutes), £6 (half an hour), £10 (one hour) or £15 (two hours) and all internet access is cumulative) or by paying online using a credit or debit card.

IELTS exhibition reception
On Thursday 25 March there will be an informal drinks reception in the Elizabeth Windsor and Mountbatten Lounge on the fifth floor, from 1800 to 2000. All conference delegates are invited to attend.

Information desk
There will be two information and registration desks (one on the ground floor and one on the fifth) which will be staffed from 0800 to 2000 on Thursday 25 March, and from 0800 to 1600 on Friday 26 March.

Information for journalists
We kindly request that when referencing Going Global 4 journalists refer to the conference as '*Going Global 4, the British Council's international education conference*' and to the British Council as 'British Council, the United Kingdom's international organisation for cultural relations and educational opportunities'.

Please do not report on conference delegates unless they are specific speakers or contributors. Please direct any questions or points of clarification to a member of the press team in the Shelley Room.

Lost property
Should any assistance be required in the case of lost property, please see the staff on the main reception desk, located on the ground floor.

Lunch
Blue badge holders: will have the option of seated lunch served in the Caxton Lounge and Pickwick Suite or standing hot buffet lunch in the Benjamin Britten Lounge.

Purple badge holders: have opted for a standing lunch only in the Benjamin Britten Lounge.

In both cases, the same dishes will be served.

Massage Angels
Five-minute massages, provided by Massage Angels, will also be available, free of charge, in the exhibition hall.

Parking
The nearest car park is on Abingdon Street and is less than a five-minute walk away.

Prayer room
The prayer room will be located in the Guild Room, access via the main lift only.

Refreshments
Tea and coffee will be available all day in the exhibition hall on the fifth floor and in the Benjamin Britten Lounge during refreshment (but not comfort) breaks only.

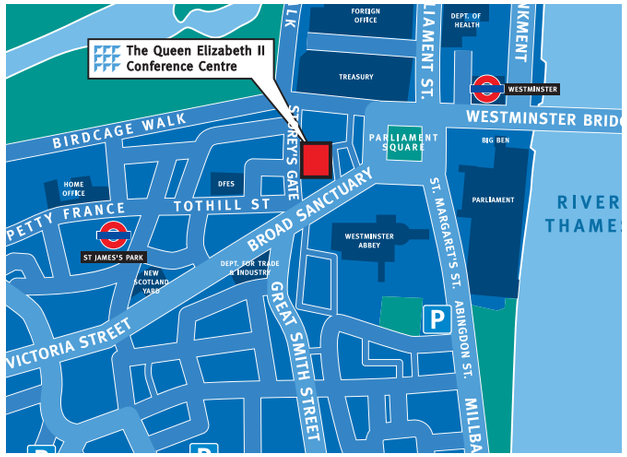
Safety and emergency procedures
Please wear your conference badge at all times. Security staff are required to challenge visitors who are not wearing conference identification. Safety and emergency procedures are outlined in the floor by floor mini guide to the centre in your delegate pack. Please study this carefully so that you know what to do in an emergency.

Smoking
Smoking is not permitted in any public building in the UK. If you wish to smoke you can do so outside the front entrance of the QEIICC.

Spotme
Spotme is a unique, wireless, handheld device that allows you to network, communicate and build relationships at the conference. Pick up your Spotme from the registration desk and a member of staff will take your photograph and input your details into the device. Spotme then allows you to locate individual delegates, exchange messages and swap business cards electronically. Any electronic business cards or notes you have taken will automatically be emailed to you after the conference. Spotme will also be pre-loaded with the conference programme. Although you may keep your Spotme for the duration of the conference, please remember to return your device at the end of the event. Spotme will not work once the conference has ended and delegates will be charged £400 per lost or unreturned device.

Toilets
Male and female toilet facilities are located on each floor.

Transport
Travelling by Tube: the QEII Conference Centre is accessed directly from a choice of Circle, District or Jubilee Tube lines. The nearest Tube stations are Westminster and St James's Park.



Sessions – Thursday 25 March

Floor plan

There are six floors in the Queen Elizabeth II Conference Centre. Each floor has been colour coded to make it easier for you to find your way around.

Sixth floor
Mountbatten Room: mini-plenary

Fifth floor
Crown Room: VIP room
Elizabeth Windsor/Mountbatten Lounge: exhibition and refreshments
Sovereign Room: VIP room

Fourth floor
Abbey Room: parallel sessions
Byron Room: policyreview.tv
Chaucer Room: pre-meet room
Henry Moore Room: parallel sessions
Robert Burns Room: speaker preparation
Shelley Room: press room
St James's Suite: parallel sessions
Wesley Room: boardroom
Westminster Suite: parallel sessions
Wordsworth Room: boardroom

Third floor
Benjamin Britten Lounge: buffet lunch
Guild Room: prayer room (mezzanine floor, access via main lift only)
Fleming Room: plenary theatre
Whittle Room: poster presentations

Second floor
Caxton Lounge: seated buffet lunch (reservation only)

First floor
Pickwick Suite: seated buffet lunch (reservation only)
Thames Room: internet café

Ground floor
Business Centre
Sanctuary Foyer: registration and Spotme

Third floor

1A: World potential: making education meet the challenge

0930–1100
Thursday

Time: 0930–1100
Room: Fleming Room
Format: Keynote and panel debate
Sector: HE, VET

Welcome address
Martin Davidson CMG, Chief Executive, British Council, UK

Ministerial address
Rt Hon. David Lammy MP, Minister of State for Higher Education and Intellectual Property, Department for Business, Innovation and Skills, UK

Keynotes
Professor John Sexton, President, New York University, USA
Professor Simon Marginson, Professor of Higher Education, University of Melbourne, Australia

Panel
Professor Isak Froumin, Lead Education Specialist, Europe and Central Asia Region, World Bank, Russia
Dr Gwang-Jo Kim, Director, UNESCO Asia-Pacific Regional Bureau for Education
Sharda Prasad, Director General for Employment and Training and Joint Secretary, Ministry of Labour and Employment, India
Professor Leandro Tessler, Director of Foreign Relations, UNICAMP, Brazil
Madam ZHANG Xiuqin, Director General, Department of International Co-operation and Exchange, Ministry of Education, China

Globalisation brings with it major challenges which have profound implications for the future of our planet. Poverty, climate change, food security and terrorism are some of the huge challenges we all face. Arguably, education has now 'gone global' – it transcends national boundaries and operates as a global phenomenon. But is it really the panacea which some claim it is? What role can we realistically expect education to play in the search for global solutions? What would that look like? And what are the implications for our education systems and institutions?

Led by keynote addresses from John Sexton, President of New York University and Simon Marginson, Professor of Higher Education, University of Melbourne, this session brings together a panel of contributors from across the world – Australia, Brazil China, India, Russia, the US and the UK – to share their perspectives. It asks whether we have a shared understanding of education's global role and, if so, could this create a shared agenda for action?

Chair
Professor Rick Trainor, Principal and President, King's College London, UK

Davidson

Lammy

Sexton

Marginson

Froumin

Kim

Tessler

Zhang

Trainor

Agarwal

Dzulkifli

Worton

Trainor

Third floor

2A: Is internationalisation a western construct?

Time: 1130–1230
Room: Fleming Room
Format: Presentations and discussion
Sector: HE

Pawan Agarwal, Principal Secretary, Government of West Bengal, India, and Research Scholar, University of Melbourne
Professor DZULKIFLI Abdul Razak, Vice-Chancellor, University Sains Malaysia, Malaysia
Professor Michael Worton, Vice Provost, University College London, UK

It is argued that many of the activities used to promote the 'internationalisation' of higher education across the world have been generated in Europe, North America and Australia. There is now growing international criticism of these approaches, with a number of concerns.

Is there an ever-widening gap between the 'haves' and 'have-nots' in terms of higher education access and quality? Why is international student mobility so unbalanced and driven in particular by full fee-paying private students from poor countries? Is the concept of higher education as a 'global good' or 'global benefit' no longer relevant? Does greater globalisation benefit disproportionately the international academic and research elites? Why are so few of the international leading institutions and their top staff not addressing the major international issues that confront the many, including lack of access to health care, education, water and sustainable livelihoods? Is there a lack of recognition of the long traditions of scholarship and international academic mobility that go back many centuries in institutions across all continents? This session will explore the background to growing internationalisation policies and seek to provide some contrasting approaches.

Chair
Professor Rick Trainor, Principal and President, King's College London, UK

Fourth floor

2C: You can't ask that: eliminating bias to make English tests fair for all

Time: 1130–1230
Room: Westminster Suite
Format: Workshop
Sector: HE, VET

Judith Wilson, External Consultant, Cambridge ESOL, UK

When recruiting international students, institutions have to rely on tests and exams as evidence of students' ability and suitability. Large groups of potentially suitable students can be excluded if a test is not fair or is biased against students from certain backgrounds. Fairness and lack of bias are particularly important for English language tests.

This session looks at how to ensure fairness in English language tests and discusses the importance and significance of cultural perspectives, topic and topicality, varieties of English and ranges of accents. It will draw on research, validity and reliability studies, and show examples from the IELTS question paper production process.

Session sponsored by
IELTS™
English for International Opportunity

Fourth floor

2E: Institutional partnerships: what's the real value?

Time: 1130–1230
Room: Henry Moore Room
Format: Presentations and discussion
Sector: HE

Dr Dave Burnapp, Senior Lecturer and National Teaching Fellow, Northampton Business School, UK
Dr David McPhail, Senior Lecturer and post-graduate tutor, Imperial College London, UK

One outcome of the increasing internationalisation of higher education is the creation of international partnerships, but what is the impact of these partnerships on those involved, from the student, staff and institutional perspective? This session presents a number of case studies, including partnerships funded through the second Prime Minister's Initiative for International Education (PMI2), and explores the real benefits of partnerships, providing suggestions on how these can be maximised.

Chair
Professor John Wilson Head, Business School, University of Salford, UK

Fourth floor

2F: Embedding global citizenship within the student experience

Time: 1130–1230
Room: Abbey Room
Format: Presentations and discussion
Sector: HE

Universities around the world face the common challenge of developing programmes which will better prepare their graduates to thrive in today's globally networked economies, societies and polities. Such programmes can take many and diverse forms. At their best, they inspire students to think and act as critically engaged global citizens. This session will encourage reflection and debate around how best to prepare students for their role in a global civil society.

Paper 1: Internationalisation and curricular change: fostering global citizenship within the university

Dr Jodi Anderson, Director Internationalisation, Schools of Arts and Social Sciences, City University London, UK
Professor Laurence Solkin, Associate Dean, Schools of Arts and Social Sciences, City University London, UK

Paper 2: Preparing students for global citizenship: the Victoria International Leadership Programme

Professor Roberto Rabel, Pro-Vice-Chancellor (International), Victoria University of Wellington, New Zealand

Paper 3: The globally-oriented curriculum: using an intercultural competency framework to develop students

Stephen Williams Assistant Director, International Office, University of Warwick, UK

Chair
Professor Pamela Gillies, Principal and Vice-Chancellor, Glasgow Caledonian University, UK

Sixth floor

2G: Iraq: meeting the challenges through education reform and partnerships

Time: 1130–1230
Room: Mountbatten Room
Format: Presentations and discussion
Sector: HE, VET

Towards a national VET strategy
Dr Mahmoud Shakir Abdulhussain, President, Foundation for Technical Education, Iraq
Jo Clough, International Director, Centre for Excellence in Leadership (Rawabit Initiative), UK
Ali Hadawi, Principal, Southend Adult Community College, UK

DelPHE Iraq: Higher Education Partnerships – working together for Iraq's future
Professor Dlawer Al'Aldeen, Minister of Higher Education, Kurdish Region, Iraq
David Lock, Director of International Projects, UK Leadership Foundation for Higher Education, London
Tony Reilly, Director, British Council, Iraq

Closing remarks
Dr Ala'a Mekki, Head of Iraq Parliamentary Education Committee, Iraq

The Iraq higher education system faces an array of challenges as a result of its isolation from the global academic community. Following an introduction about the significance of education in the UK's future relationship with Iraq, this session examines ways of opening up the Iraqi education sector to current global thinking on policy and practice. Speakers will explore ways of strengthening the capacity of Iraqi institutions to deliver the competencies required to help rebuild the sector and contribute to the development of a secure, prosperous and stable Iraq.

In the first of two 20-minute debates, UK and Iraqi presenters will examine progress towards a national TVET strategy for Iraq, with views from partners engaged in this process and the Rawabit Initiative. This will be followed by perspectives on the rebuilding of higher education capacity in Iraq: examining the impact of UK government-funded schemes aimed at encouraging knowledge sharing through higher education partnerships (the DelPHE Iraq scheme); the new vision for higher education in Kurdistan; and a new leadership and management programme aimed at Iraqi senior academics. Collectively, the discussions will highlight the opportunities for enhancing the skills of higher education leaders and managers, who will act as agents of change in the rebuilding of the higher education system in Iraq. Closing words by the Head of Iraq's Parliamentary Education Committee will emphasise Iraq's desire to meet global challenges through education reform.

Chair
Professor Gordon Campbell, Professor of Renaissance Studies, University of Leicester, UK

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Poster presentations – Thursday 25 March

Third floor

C1–C10 Global citizens posters

Time: 1315–1345
Room: Whittle Room
Format: Poster presentations
Sector: HE, VET

C1: Developing global citizens through education business partnerships
Michelle Brassell, Employer Engagement Adviser, CILT, UK

C2: Innovation in education
Ben Elder, Director, College of Estate Management, UK

C3: A relationship of mutual gain and education: the international intern and the smaller company
Lucy Farrant, International Internship Placement Co-ordinator, Foundation for International Education, UK

C4: Global skills for doctoral students?
Ulrike Hillemann-Delaney, Head of International Strategy and Partnerships, Imperial College London, UK
Elaine Walsh, Senior Lecturer in Transferable Skills, Imperial College London, UK

C5: Global citizens: The British University in Egypt (BUE)
Dr Iman El Kaffass, President, Step Up Consultancy, Egypt
Professor David Kirby, Vodafone Chair of Business Administration

C6: Global citizens and the student residential experience
Theresa McKinven, Senior Tutor, Durham University, UK

C7: Whose culture is it anyway? Intra- and inter-cultural communications
Jenny Nemko, BBC Radio Broadcaster/ Trainer, Effective Communications, UK

C8: Developing global citizens: meeting the needs of employers?
Chris Shiel, Director, Centre for Global Perspectives, Bournemouth University, UK

C9: Skilled migration and development strategies: compensation for the 'brain drain'?
Chris Sims, Policy and Strategy Adviser, City & Guilds Centre for Skills Development, UK

C10: The long march: the transactional experience from international student to highly skilled workers in the UK
Dr Crystal Zhang, Senior Lecturer in Human Resource Management, Leeds Business School, Leeds Metropolitan University, UK

Third floor

L1–L5: Policy and leadership posters

Time: 1315–1345
Room: Whittle Room
Format: Poster presentations
Sector: HE, VET

L1: The role of QAAET in quality assuring a multi-disciplinary higher education sector
Dr Wafa Al-Mansoori, Director, Quality Assurance Authority for Education and Training, Kingdom of Bahrain

L2: Hackney Lagos partnership for modernising vocational and employability education
Tayebeh Kazempour, International Project Manager, Hackney Community College, UK

L3: Innovation in HE – public policy implications
Dr Milly Perry, Research Authority Director, Open University and Ben Gurion University, Israel

L4: Emerging trends in international education
Jonathan Pratt, Marketing Director, StudyLink, Australia

L5: The great British 'education takeaway': a case study on transnational education in Hong Kong
Dr Crystal Zhang, Senior Lecturer in Human Resource Management, Leeds Business School, Leeds Metropolitan University, UK

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M1–M20 Staff and student mobility posters

Time: 1315–1345
Room: Whittle Room
Format: Poster presentations
Sector: HE, VET

M1: International co-operation Portugal/People's Republic of China: the case of a joint language degree

Professor Luciano Almeida, CIPSE Co-ordinator, Polytechnic Institute of Leiria, Portugal
Professor Nuno Mangas, Vice-President, Polytechnic Institute of Leira, Portugal

M2: An effective communication approach to student and faculty mobility in study abroad programmes

Ravi Ammigan, Assistant Director for Communications, Office for International Students and Scholars, Michigan State University, USA
Gugulethu Mabuza, Software programmer, Office of International Studies, Michigan State University, USA

M3: Blended learning class: 'Sociology of Education International – Going Global Virtually'

Professor Dr Heiner Barz, Department for Educational Research and Educational Management, Heinrich-Heine University, Düsseldorf, Germany

M4: From Melton Mowbray to Moscow: an international approach to the opportunities and barriers to staff mobility

Dr Yvonne Carlisle, Principal Lecturer, Nottingham Business School, Nottingham Trent University, UK

M5: Comparison of old academic structure and new academic structure in Hong Kong; and Critical milestones in the transition to the new academic structure in Hong Kong

Dr Catherine CHAN Ka-ki, Deputy Secretary for Education, Education Bureau, Hong Kong

M6: PMI2 Changed our life: 12 students went to Korea

Stewart Comfort, Director of Marketing, Aston University, UK

M7: Reflections on a PMI2 mobility visit to Chung Ang University, Korea

Anthony Crabbe, Reader in Design, Nottingham Trent University, UK
Douglas Wilson, Senior Lecturer in Design, Nottingham Trent University, UK

M8: Reaching out across the world: a web-based learning resource for international students coming to the UK

Andrew Davey, 'Prepare for Success' Project Assistant, University of Southampton, UK
Julie Watson, Senior Teaching Fellow in eLearning, Modern Languages, University of Southampton, UK

M9: The elp-DESK project: the Europass Language Passport as a means to encourage mobility

Richard Jack, Senior Project Manager, Crystal Presentations, UK

M10: Arab Open University tutors adoption of tech-enhanced instruction to support education for all

Dr Nahla Khatib, Academic Tutor, Arab Open University, Jordan

M11: Barriers and needed solutions are identified, but what next? A case study

Dr Juha Kontio, Director of Education, Faculty of Telecommunication and e-Business, Turku University of Applied Sciences, Finland

M12: Blended learning in a global interdisciplinary inquiry-based laboratory course for advanced level university students

Jacob Lindh, University Teacher, PhD student, School of Sport Science, University of Gothenburg, Sweden
Dr Martin Rydmark, Associate Professor in Anatomy, Senior Lecturer in Medical Informatics, Mednet, University of Gothenburg, Sweden

M13: Engineering instruction in Britain and Malaysia: the same or different?

Dr Hilary Nesi, Professor in English Language, Coventry University, UK

M14: What makes their clock tick? Incentives to make an international course more appealing to students in the VET sector

Nienke van der Plas, Education Consultant, CINOP, Netherlands
Wouter Smit, Education Consultant, CINOP, Netherlands

M15: Encouraging international higher education students: a web-based approach

Dr Nandish Patel, Lecturer in IT-enabled Management Systems Design, Brunel University, UK
Mark Ramrattan, Web Developer, Brunel University, UK

M16: A case study: University of California EAP – tactics for supporting student participation in exchange

Monika Popp, Programme Officer, University of California EAP London Study Centre, UK

M17: Is student and staff mobility still necessary?

Shiv Rajendran, Co-Founder, Languagelab.com, UK

M18: Internationalising the student experience: PMI2 summer schools at University of Hertfordshire

Michael Rosier, Assistant Head, International Office, University of Hertfordshire, UK

M19: Supporting international staff with www.internationalstaff.ac.uk

Heather Timm, Project Officer, University of Leeds, UK

M20: Education Partnerships in Africa – Bournemouth University and CIDA City Campus, Johannesburg

Dr Tom Watson, Deputy Dean (Education) and Reader in Communications, Bournemouth University, UK

Sessions – Thursday 25 March

Shi

Xie

Zhang

Chau

Third floor

3A: China 2020: the internationalisation agenda

Time:1345–1445
Room: Fleming Room
Format: Panel discussion
Sector: HE

Professor SHI Jian, Vice-President, Sichuan University, China
Professor XIE Weihe, Vice-President, Tsinghua University, China
Madam ZHANG Xiuqin, Director General, Department of International Co-operation and Exchange, Ministry of Education, China

China is currently reforming its education system. A draft of the national mid- and long-term education reform and development plan, the 2020 strategy, has been issued for a second public hearing, and this process will finish on 28 March 2010.

But what impact is this likely to have on the higher education sector? Is internationalisation part of the reform agenda? What role will the government play in supporting internationalisation in the future and what are the challenges facing Chinese institutions as they seek to internationalise?

The panel will discuss the impact of the reform on the 'internationalising' of higher education and the policies and approaches they have taken to working with international partners.

Chair
James Chau, CCTV presenter and UNAIDS Goodwill Ambassador, China

Fourth floor

3C: Fraud and verification: an international response to an international issue

Time: 1345–1445
Room: Westminster Suite
Format: Presentations and discussion
Sector: HE

Ros Fenney, Application Services Manager, UCAS, UK
Tuula Kuosmanen, Director of Department for Admissions, Agency for Higher Education Services (VHS), Sweden
Claus Lange, Divisional Head for Africa, the Americas and Western Europe, Uni-assist, Germany

What do UCAS in the UK, VHS in Sweden and Uni-assist in Germany have in common? Here, it is their interest in fraud and verification. This session explores how these issues are addressed by different organisations. These issues are becoming increasingly complex and important in the arena of international recruitment and admissions and require swift, thorough responses.

The speakers will draw attention to the ever-increasing international mobility of students, emerging patterns, and those issues which are common to the recruitment of international students across the three countries and worldwide. They will address how each of their respective organisations approaches the issues of verification and fraud, including ways of collaborative working on a global scale and adapting to the increasing complexity of fraudulent activities. Delegates will be encouraged to ask questions and offer feedback on how these tough issues could be approached in the future, not only in these three countries but globally.

Chair
Anthony McClaran, Chief Executive, Quality Assurance Agency, UK

Fourth floor

3D: Succeeding in the global competition for academic talent

Time: 1345–1445
Room: St James's Suite
Format: Presentations and discussion
Sector: HE

Elizabeth Scarborough, Chief Executive, Simpson Scarborough, USA
Dr Rudolph Young, Director Human Resources, Higher Colleges of Technology, UAE

This session looks at the results of a survey of 2,900 university administrators and faculty members in the US, and at a survey of faculty members in the major English-speaking countries. The surveys examined the interests and fears of academics about working outside their home countries. The information gathered can help institutions adjust their recruiting to increase their chances of attracting academic talent. The session will also look at ways of screening and interviewing job applicants to make sure they are capable of succeeding, not just in the particular position they are applying for, but as expatriates and participants in the multicultural setting of the new institution. The personality profile of successful expatriates will be discussed along with the approaches that managers can take to improve expatriates' adaptation to their new employment setting.

Chair
David L. Wheeler, Managing Editor, International, *The Chronicle of Higher Education*, USA

Fourth floor

3E: Equality in international education: how do universities respond to the new demographic?

Time: 1345–1445
Room: Henry Moore Room
Format: Presentations and discussion
Sector: HE

Andrew Gordon, Founder and President, Diversity Abroad, USA
Tricia Jenkins, Head of Educational Opportunites, University of Liverpool, UK

Each year, more than 260,000 students from the United States pursue educational opportunities abroad. Traditionally, these students have come from culturally and economically homogenous backgrounds. Diversity in international education from the perspective of outbound American students has been lacking, but this trend is changing. As the next generation of culturally and economically diverse students prepares to enter universities, many institutions outside the US are not prepared to address the unique needs and concerns of this emerging student population and their families.

The session focuses on three main topics: why focusing on diversity is imperative for institutions; challenges presented by a more diverse population of students; and how universities can meet the needs of diverse students. Andrew Gordon will look at how programmes in the US, with the goal of recruitment and retention of diverse students, have helped students to better integrate within the university community. Tricia Jenkins will focus on the University of Liverpool's Black Roots Summer School, in partnership with the University of Connecticut, an accredited programme exclusively for low-income students who are the first in their families to enter higher education.

Chair
Richard Everitt, Deputy Director, British Council, USA

Scarborough

Young

Wheeler

Fourth floor

3F: International student choices and the changing higher education landscape

Time: 1345–1445
Room: Abbey Room
Format: Presentations and discussion
Sector: HE

Chiao-Ling Chien, Research and Data Analyst, UNESCO Institute for Statistics, Canada
Stéphan Vincent-Lancrin, Senior Analyst, Centre for Educational Research and Innovation, OECD, France

Did you know that worldwide, internationally mobile students in Business and Administration are more likely to study abroad than students in other fields? Or that students travelling from East Asia and the Pacific to study in the US tend to choose Business and Administration, while those travelling to the US from South and West Asia concentrate more on Engineering and Science? How do these apparent trends affect us? Can a better understanding of these data assist host nations and institutions in refining their recruitment strategies? Can knowledge of subject area and level of study help policymakers in sending countries to identify deficits in their local tertiary education systems?

Chiao-Ling Chien will analyse data from a variety of sources and investigate trends in the preference of level and field of study for mobile students from different regions and countries.

Stéphan Vincent-Lancrin will present his perspective on how cross-border higher education contributes to capacity building in some disciplines in sending countries and how it relates to innovation and skills shortages in receiving countries.

Chair

Dr Janet Ilieva, Senior Adviser, Education Market Intelligence Research, British Council, UK

Sixth floor

3G: Gearing up for the future: skills and knowledge under the microscope

Time: 1345–1445
Room: Mountbatten Room
Format: Presentations and discussion
Sector: HE, VET

Charles Fadel, Global Lead, Education, CISCO Systems, USA
Dr Warren Fox, Executive Director, Knowledge and Human Development Authority, UAE
Martin Green, Director General, Workplace Partnerships Directorate, Human Resources and Skills Development, Canada
Dr Barbara Hayward, Director of Strategic Projects, Higher Education, Knowledge and Human Development Authority, UAE

A framework for 21st century learning that maps out the skills needed to thrive in a complex and connected world will be presented by Charles Fadel. The content includes basic core subjects, and emphasises interdisciplinary themes, such as global awareness, financial/economic literacy and environmental awareness.

Martin Green will provide a complementary perspective to the framework above. Although recent findings from the OECD indicate that Canada has improved its overall performance in education and skills, and now ranks second to Finland, it has over seven million adults who may lack the functional literacy to adjust to changes in the economy. What is the Government of Canada doing to address this challenge?

This session will also look at one of the significant issues facing Arabian Gulf nations: the education of their citizens to enable them to participate constructively in their countries' future. It will discuss the extent to which the opening up of higher education has affected national students and the current human development issues for Dubai.

Chair

Alice Hynes, Chief Executive, GuildHE, UK

Third floor

4A: League tables: flawed rankings or key benchmarks?

Time: 1500–1600
Room: Fleming Room
Format: Presentations and discussion
Sector: HE

Phil Baty, Editor, Times Higher Education World University Rankings, and Deputy Editor, Times Higher Education, UK
Fabrice Hénard, Analyst, Higher Education, OECD, France
Professor Rebecca Hughes, Chair of Applied Linguistics, University of Nottingham, UK
Paul Marshall, Executive Director, 1994 Group, UK

Love them or hate them, world university rankings have become a major force with the rapid internationalisation of higher education and are likely to become ever more influential. As governments across the world make the establishment of world-leading universities a key national economic policy priority and pay increasing attention to the tables, Phil Baty takes a stark look at the current rankings, highlighting their flaws and imperfections, and revealing some of the tricks and games played to manipulate the results. He will provide details of the major methodological and data collection changes being made by *Times Higher Education* to ensure that its world university rankings are established as the most robust, transparent and authoritative in the international higher education community.

Drawing on a range of examples and scenarios, Rebecca Hughes will show how the current international university ranking systems impact the setting up of cross-border, teaching-led collaborations. She will argue that academic communities already have their own systems for the international evaluation of research (most notably peer review), and the aspect of collaborations which affects most students – teaching and learning – is much less well served by current ranking systems. She will suggest a move to produce more sophisticated and in-depth systems of rankings, such as the OECD's AHELO (Assessment of Higher Education Learning Outcomes) project, which should aim to capture the kind of information that is central to those setting up international teaching collaborations. She will outline what kinds of criteria would be desirable in these contexts, and examine some of the delicate intercultural issues that cross-border comparisons of teaching and learning can bring.

Fabrice Hénard will argue that too often, esteem in higher education relates to research performance and undervalues teaching and learning. The OECD acknowledges the multi-dimensional nature of quality in higher education, and the feasibility study thus involves different kinds of activities and of stakeholders' viewpoints – across cultures and languages – to explore the feasibility of directly measuring or indirectly capturing these various aspects. By focusing on AHELO, Fabrice will demonstrate how to better understand and evaluate the various dimensions of quality, access and success in higher education globally, in order to provide relevant information to higher education institutions, governments, and other stakeholders including students and employers.

Chair

Anna Fazackerley, Head of Education and Arts and Culture Units, Policy Exchange, UK

Baty

Hénard

Hughes

Marshall

Fazackerley

Fourth floor

4C: Are all partnerships equal?

Time:1500–1600
Room: Westminster Suite
Format: World Café
Sector: HE, VET

Human capital is at the centre of a nation's success. How to develop this critical resource effectively has become a major issue for governments and education institutions around the world. Developing countries in particular face significant challenges as they prepare their citizens to meet the ever-changing demands of a knowledge-based global economy. Partnerships have been crucial to supporting this development. Success is not always an outcome, and it is vital to keep in sharp focus the motivations for developing such partnerships, as well as the benefits. This session explores different perspectives on partnerships, including the rationale for their development, challenges faced and successes achieved.

Table 1: Developed–developing country partnerships: time for a new paradigm and a holistic approach

Professor Takoi Hamrita, Professor of Electrical Engineering, University of Georgia, USA

On this table, Professor Hamrita calls for a move from partnerships that are based on compartmentalisation of resources, have a short-term and limited impact on both partners, and often do not succeed in creating sustainable development. The paradigm she offers consists of moving from a transaction-based approach to a strategic holistic approach, where partnerships are equal and where indigenous expertise and transformative new knowledge are created.

Table 2: Exporting HE products or importing HE expertise – the case

Alan P. France, First Deputy Rector, University of Westminster, UK and Westminster International University in Tashkent, Uzbekistan

Fees from international students are estimated at billions of dollars. This has resulted in countries competing for student fees as well as ensuring the nation maintains or builds a capacity to participate in world science. One of the major issues 'student-exporting' countries often face is getting the graduates to come back and exploit their talent in their home country. The alternative strategy is to build indigenous capacity and capability to deliver world-standard HE in-country.

Alan will present the case for 'importing HE expertise', allowing a win-win situation for both the exporting and importing nations.

Table 3: Supporting health education in developing countries

Professor Mike Mannion, Pro-Vice-Chancellor (International), Glasgow Caledonian University, UK

Professor Mannion will report on Glasgow Caledonian University's experiences in choosing projects in accordance with their 2015 vision – to extend their commitment to the common good, social justice and social enterprise to international contexts.

The university has positioned itself to support the strategic advancement of health provision in developing countries through providing health education support in a variety of forms to government officials and practitioners. Over five years a number of common factors have emerged which strongly influence the shape and direction of the project.

Table 4: Building sustainable partnerships in the competitive global marketplace

Margaret Curran, Project Manager International, Scottish Qualifications Authority, UK

The overall aim of the Scottish Qualifications Authority is to manage the qualifications system below degree level to allow students to fulfil their potential to participate in life in Scotland, and to share this expertise worldwide through the work of their International Unit.

SQA has four broad strands of international activity. In terms of two of these, consultancy and awarding activities, they are currently building on previous success in bidding for and managing international consultancy projects that support national education and training reform programmes in developing and transition countries. The discussion will focus on selected examples from projects undertaken in a range of countries.

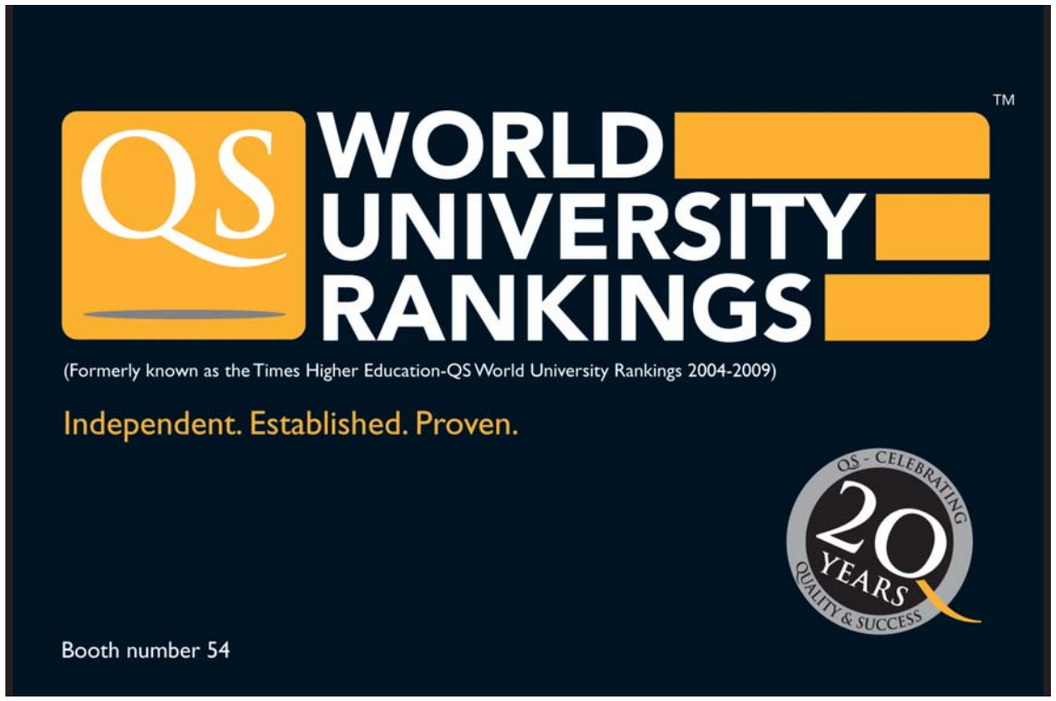
Table 5: The asymmetries of university partnerships between Africa and the developed world: our experience in Botswana

Professor John D. Holm, Director, Office of International Education and Partnerships, University of Botswana
Dr Leapetswe Malete, Deputy Director, Office of International Education and Partnerships, University of Botswana

If African universities are to enter the globalised world of higher education, it is going to be important for academics from developed countries to challenge assumptions and in time to replace them with a more realistic perspective.

Facilitator

Nicole de Lalouvière, Policy Adviser, British Council, UK



Fourth floor

4D: Think global, act sectoral: getting industry more engaged in education

Time: 1500–1600
Room: St James's Suite
Format: Workshop
Sector: VET

Jeremy Baker, Executive Director, Industry Training Federation, New Zealand
Tom Bewick, Chief Executive, Creative and Cultural Skills, Sector Skills Council, UK
Andrew Cardozo, Executive Director, The Alliance of Sector Councils, Canada

Sector-based organisations – usually independent of government — have been established by employers, trade unions and education interests to tackle known skills gaps, build occupational competences and research labour market needs. Sector-led organisations are at the forefront of bridging the gap between formal education and industry practice – the supply and demand for skills – as well as driving workplace productivity improvements.

Sector skills organisations have made links across international borders, and international bodies such as the World Trade Organisation are contributing to a global regulatory environment in which national governments are bound more than ever into international agreements. While regulation and levels of 'openness' will continue to vary between countries, nearly all governments are facing increasing migration, growing international sourcing of talent and competitiveness between nations based on more sector specialisation and innovation, not less. We are now entering the era of the 'global skills race'. This session discusses how countries can stay ahead of the curve by implementing world-class systems of skills acquisition, pushing both companies and citizens higher up the value-chain.

Chair
Chris Humphries CBE, Chief Executive, UK Commission for Employment and Skills, UK

Fourth floor

4E: What do employers seek and how can we deliver?

Time: 1500–1600
Room: Henry Moore Room
Format: Presentations and discussion
Sector: HE, VET

Professor Philip Garrahan, former Pro-Vice-Chancellor for Academic Development, Sheffield Hallam University, UK
Emma Hardaker-Jones, Head of Resourcing: Sourcing and Policy, BP, UK

Evidence shows that employers now place an increasing value on international students. Major businesses look for graduates who can work across cultures, who are sympathetic to those who have different views and ideally have experience of studying or working in different countries. Those who have shown the drive, the determination and the self-management skills to study overseas are more likely to be enterprising and show initiative. Students who cannot travel or study overseas may be disadvantaged. However, some businesses may not appreciate the value of international graduates.

This session considers what universities and employers can do to give all students a fair shot at the best jobs and how universities can better partner with their peers around the world so as to develop joint curricula, student and staff exchanges and a true multicultural learning experience. It will consider the barriers for this and how they may be overcome. The session will look at how governments can better work to embrace the value of multicultural exchanges and a multicultural workforce, and explore recent evidence on the views of employers, enabling delegates to share experiences and address the issues posed above.

Chair
Dr John Mumford, Former Director, BP, UK

Fourth floor

4F: Erasmus: the changing face of mobility

Time: 1500–1600
Room: Abbey Room
Format: Presentations and discussion
Sector: HE

Carina Hellgren, Head, Unit for Higher Education, International Program Office for Education and Training, Sweden
Dr Anthony G. Shallcross, Head of International Education, Institute of Education, Manchester Metropolitan University, UK
Craig Whittaker, Lecturer and Researcher, University of Bristol, UK

Since its inception over 20 years ago, two million students have participated in Erasmus, the European Union's flagship exchange programme for students in higher education. Despite a creditable history of success, however, the appeal of mobility within the EU appears to be waning. This session addresses critical issues for the Erasmus programme, including the motivation of students to study abroad and the constraints facing those engaged in subjects requiring professional recognition, such as doctors, engineers and teachers, who have traditionally found it difficult to engage in mobility programmes. While focusing on the Erasmus programme, the issues highlighted in this session will also have wider relevance to other mobility programmes. Presentations will examine how these issues might be addressed, using case studies and drawing on specific data that is not publicly available.

Chair
Alex Bols, Head of Education and Quality, National Union of Students, UK

Sixth floor

4G: Responding to HE internationalisation

Time: 1500–1600
Room: Mountbatten Room
Format: Presentations and discussion
Sector: HE

Ross Hudson, Programme Officer, International Association of Universities (IAU)
Dr Iman El Kaffass, Visiting Lecturer, British University in Egypt, President, Step Up Consultancy, Egypt
Professor David A. Kirby, Founding Dean, Faculty of Business Administration, Economics and Political Science, British University, Egypt
Dr Judith Lamie, International Director, University of Leeds, Egypt
Dr David Law, Pro Vice-Chancellor (Students and External), Edge Hill University, UK

Higher education internationalisation impacts on every corner of the globe. This session offers analytical snapshots, from three different perspectives, on the responses and adaptations to this process.

Ross Hudson will present on key topics and areas of change found within the IAU 3rd Global Survey on Internationalization of Higher Education. The results of the two previous IAU Global Surveys will also be examined and comparisons made.

Iman El Kafass and David A. Kirby will take a critical view of Egypt's higher education reform strategies and plans for higher education internationalisation, concluding on some positive achievements.

Judith Lamie and David Law of the University of Leeds will take two case studies and look across the whole range of university activities in an analysis of how UK universities are responding to the internationalisation challenges, including practical guidance for universities.

Chair
Dr William Lawton, Policy Adviser, UK Higher Education International Unit, UK

Bean

Mitra

Hillier

Third floor

5A: Opening learning: new ambitions for higher education in a Web 2.0 world

Time: 1645–1745
Room: Fleming Room
Format: Presentations and discussion
Sector: HE, VET

Martin G. Bean, Vice-Chancellor, Open University, UK
John Donovan, Managing Director, UK Northern and Central Europe, McGraw-Hill Higher Education, UK
Professor Sugata Mitra, Professor of Educational Technology, Newcastle University, UK
Ben Watson, Director, Microsoft Learning, USA

In today's digital age, some of the major challenges countries face in adopting new models of learning are how to remain competitive, how to utilise new technologies to increase participation and widen access to higher education, how to develop strategies that meet the needs of traditional on-campus and off-campus students, and how to bridge the digital divide. Is the answer to develop a core of open learning content? What are the business models and drivers? The session presents views on how the sector is responding to these challenges, and how the international education sector might look in 15 years' time.

Chair
Professor Stephen Hillier, Vice-Principal International, University of Edinburgh, UK

Fourth floor

5C: 2020 vision – opportunities for skills partnerships in Vietnam

Time: 1645–1745
Room: Westminster Suite
Format: Presentations and discussion
Sector: VET

Bach Hung NGUYEN, Project Leader, Ho Chi Minh City Industry and Trade College, Vietnam
Dr Tuan Anh NGUYEN, Vice Rector, Nguyen Tat Thanh College, Vietnam
Trung Khanh NGUYEN, Vice Principal, Hanoi Tourism College, Vietnam

The dynamism of Vietnam is now spilling over into its education system. Reform of the vocational sector is under way, with proposals for national skills improvement due to pass through the government imminently. This session focuses on the development of the further education sector over the next ten years, on key skill priorities for socio-economic development and the overarching policy themes. It will explore the emerging landscape in vocational education in Vietnam by asking the following questions: What are the main policy drivers that will enable the further education sector to grow? How does college/employer engagement work? What is likely to be the impact of the development of a set of national skill standards that are comparable with those of ASEAN? How are innovation in teaching and the use of new media technologies going to impact Vietnam? What are the opportunities for partnership between UK and Vietnamese providers, and in what sectors (IT, tourism, telecomms, construction)?

Chair
Julia Smith, Regional Adviser, Vocational Education and Training, British Council, UK

Fourth floor

5E: QS World University Rankings: the facts, the impact and why the future looks bright

Time: 1645–1745
Room: Henry Moore Room
Format: Presentations and discussion
Sector: HE

Martin Ince, Principal, Martin Ince Communications, UK,
Ben Sowter, Head of QS Intelligence Unit, QS, UK

Changes to the QS World University Rankings publishing arrangements, alongside the launch of new rankings initiatives, have intensified the debate on how world university rankings should be compiled and what they should be used for. The QS methodology remains the most widely referenced approach, taking into account a broad range of performance indicators, with an emphasis on the views of the academic community.

How will QS World University Rankings build on its strengths and provide an even more valuable service to the global academic community and aspiring students throughout the world? A panel consisting of the founders of the rankings will discuss:

- the new academic advisory board
- the statistical validity of the rankings
- benchmarking performance against six years of data
- plans for the future.

Chair
Nunzio Quacquarelli, Founder and Managing Director, QS Quacquarelli Symonds Ltd, UK

Session sponsored by

QS WORLD UNIVERSITY RANKINGS

Fourth floor

5F: Inclusion in education: responding to changing societies

Time: 1645–1745
Room: Abbey Room
Format: Presentations and discussion
Sector: HE, VET

Dr Imad M. Alatiqi, Secretary General, Private Universities Council, Kuwait
Professor Saeeda Asadullah Khan, Vice-Chancellor, Fatima Jinah Women University, Pakistan
Professor Mohammad Osman Babury, Deputy Minister for Higher Education and former Rector, Kabul University, Afghanistan
Professor Julia Elizabeth King, CBE FREng, Vice-Chancellor, Aston University, UK

Education has the unique potential to break down barriers in society. It has the power to talk at a level above and outside the political and the partisan. However, many sectors of the community do not have clear channels of entry into education systems, and sometimes entire sections of society are excluded from participating. Individuals who want to access education should have the opportunity to study at a higher level than previous experience may dictate. Although 'inclusion' does not mean that there should be any lowering of academic standards, are we looking for a shift of emphasis in the way that we work with our students? What is the role and responsibility of education in addressing the inclusion agenda? Should this be applied to all education providers or is this agenda the luxury of a few?

Chair
Nicola Dandridge, Chief Executive, Universities UK

Sexton

Thomas

Tong

Thrift

Sixth floor

5G: What makes a truly global university?

Time: 1645–1745
Room: Mountbatten Room
Format: Panel discussion
Sector: HE

Dr John R. Mallea, Former Vice-Chancellor and President Emeritus, Brandon University, Canada
Professor John Sexton, President, New York University, USA
Professor Eric Thomas, Vice-Chancellor, University of Bristol, UK
Professor Timothy W. Tong, President Emeritus, The Hong Kong Polytechnic University, Hong Kong

Universities have a major role in building knowledge economies, as well as civil society. Governments across the world are increasingly placing huge demands on them, usually without commensurate funding. Until relatively recently, universities' international activities have comprised building international research links and, for many UK universities, recruiting international students.

As many more players, both public and private, enter the global market place, universities are being forced to examine what 'going global' means for them. What are the challenges in moving from an institution with international activity to a global university? Do all global universities have common characteristics or can there be different versions of the global university? Must universities always be top-class research institutions to be global? Or does the global marketplace provide unique opportunities for a diverse range of institutions to be global players? In either case, what are the implications in terms of structure, strategy and funding? Will institutions need to take a more holistic approach to internationalisation, for example, building links between a strong international research portfolio and their attractiveness to students from overseas? How might they do this? And how is all of this to be funded, if public funding continues to decrease? Will one of the implications of 'going global' be that universities will also 'go private' as they seek financial partners outside the public realm?

Chair

Professor Nigel Thrift, Vice-Chancellor, University of Warwick

Fifth floor

IELTS exhibition reception

Time: 1800–2000
Room: Elizabeth Windsor and Mountbatten Lounge
Format: Reception
Sector: HE, VET

IELTS invites you to complimentary drinks and canapés in the exhibition hall.

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Third floor

6A: What do the students want?

Time: 0900–1000
Room: Fleming Room
Format: Panel discussion
Sector: HE

William Archer, Director, i-graduate, UK
Rachel Fletcher, Director, Enrolment Management Services, Hobsons plc, UK
Jazreel Goh, Director, Education Marketing, British Council, China
Rebecca Loades, Associate Director, Graduate Management Admission Council, UK
Jonathan Pratt, Marketing Director, StudyLink, Australia

'What do the students want?' is a panel debate which draws on major studies of students' attitudes when choosing where to pursue their education. The studies have focused on students' behaviour over time and across continents, aiming to capture the dynamic nature of the student decision-making processes over time. A common theme is the increasing role of targeted marketing if a university is to be successful in international student recruitment. This session offers a unique opportunity to find out the latest trends in students' behaviour when deciding where and when to pursue their studies.

Chair

Hanneke Teekens, Director of Communications, Nuffic, Netherlands

Before the conference we asked the sector to send us their most pressing questions – here are just some of the responses

If the panel were asked to give institutions three things they need to do in order to improve the likelihood of being the ultimate choice of qualified students who apply to them, what would they suggest? And what are the top three pieces of advice for countries wanting to attract students to choose UK (or Australia or USA...) over other countries?

Suzanne Alexander, University of Leicester, UK and James Kennedy, University of Warwick, UK

How important is price and what role do scholarships play in the student decision-making process? And what impact do major currency fluctuations have over destination decision making by international students?

Vincenzo Raimo, University of Nottingham and Brett Slatter, Nottingham Trent University, UK

Are students seeking less information due to the volume of information available and what sources are they using?

Alan Mackay, University of Edinburgh, UK

Fourth floor

6D: Hit or myth: UK–Africa partnerships supporting skills development

Time: 0900–1000
Room: St James's Suite
Format: Presentations and discussion
Sector: VET

Dr George Afeti, former Secretary-General, Commonwealth Association of Polytechnics in Africa (CAPA)
Paul Head, Principal, College of Haringey, Enfield and North East London, UK

One of the main factors inhibiting the rapid growth of African economies is the lack of adequate technical and business skills. The development of specific skills in the education and health sectors is critical if progress is to be made towards the Millenium Development Goals.

Education partnerships have traditionally been in higher education. To date, few such partnerships have been in further education or skills development. Can the development of such partnerships help support skills development? What can be learned from the higher education experience? What are the benefits to both partners? Is their main value simply to access funds made available by international development agencies, or are there other inherent benefits? Can they include longer-lasting improvements in institutional capacity?

This session will comprise two presentations, one from an African further education perspective and one from a UK perspective, followed by an interactive discussion forum. The overall objective is to allow participants to share knowledge and experience and to help bridge the knowledge gap and build a dialogue between further education institutions in the UK and Africa.

Chair

Myles Wickstead CBE, Senior Adviser to the Africa Unit, Association of Commonwealth Universities, UK

Fourth floor

6E: Engaging students in global issues: the responsibility of education to develop the ethical student

Time: 0900–1000
Room: Henry Moore Room
Format: Presentations and discussion
Sector: HE, VET

Nuha Baruti, Student and Board Member of Ignite!, UK
Rick Hall, Director of Programmes, Ignite!, UK
Dr Lynne Hammond, Manager of International Educational Consultancy Office, University of Arts/London College of Fashion, London, UK

This session deals in its own way and from its own perspective with projects which engage, interest and challenge their young participants to develop an awareness of and facility with the global context in which they operate.

Lynne will describe the challenges she presents to London-based fashion students to understand the impact of her industry in a global context.

Rick and Nuha will describe the work Ignite! is doing to develop global co-operation as young people from south London network with overseas groups, building a sense of social justice and global concern.

Discussion will show how young people can be encouraged and supported to develop awareness of and engagement with contemporary issues which are of global concern.

Chair

Dr Mary Stiasny, Assistant Director, Institute of Education, UK

Graddol

Schellekens

Kennedy

Fourth floor

6F: Rapidly developing world-class research in the Gulf

Time: 0900–1000
Room: Abbey Room
Format: Presentations and discussion
Sector: HE

Dr Hilal Al-Hinai, Secretary General, Research Council of Oman
Dr Abdulhalem Abdulaziz Mazi, Director, Centre for Higher Education Research and Studies, Ministry of Higher Education, Saudi Arabia
Professor Jim Mienczakowski, Executive Director of Higher Education, Abu Dhabi Education Council, UAE

The Gulf States, with Saudi Arabia and Qatar in the lead, are attaching a high priority to developing their research capacity as a key component of their strategy to invest today's wealth from oil and gas to ensure their future prosperity as knowledge economies. Although the region is starting from a very low base, the projected time scale is very short. Saudi Arabia, for example, aims to be the leading country in Asia in science, technology and innovation by 2020, despite the fact that there is currently next-to-no research culture and the broader public does not understand the role of research. Public universities have traditionally had primarily a teaching mission; only one university is newly represented in the Shanghai Jiao Tong University world rankings 401–500 range. There is an urgent need for highly skilled human resources – particularly if the initial momentum is to be maintained among nationals. This session will review and discuss the challenges that the region faces in developing world-class research, the various national and university policies to address these challenges, and the role of international links in developing research capacity.

Chair
Professor David Gani, Deputy Principal, University of Strathclyde, UK

Sixth floor

6G: Getting the quality of language learning right: India and employability

Time 0900–1000
Room: Mountbatten Room
Format: Presentations and discussion
Sector: HE, VET

David Graddol, Director, The English Company (UK) Ltd, UK
Dr Philida Schellekens, Consultant and Author, The Schellekens Consultancy, UK

In this session we shall review the role of English in two contexts. The setting for David's part will be India, where the focus is increasingly on the quality of education at all levels. The government's new agenda also includes the expansion of vocational and higher education. If current aspirations are fulfilled, Indian society will be transformed with English a skill to which all classes can aspire. David will present findings of research for the recent British Council publication *English Next India*. This examines current social and economic trends, asks how much English India needs and explores the main challenges now facing schools and universities.

The second part of the session will focus on the workplace. Employers are increasingly aware that their workforce needs to have good communication skills, in their first language and in English. But despite the effort and resources being dedicated to language training, employers and employees are often dissatisfied with the results. Philida will categorise language skills that are key to effective communication in the workplace. She will identify factors which currently make it hard to deliver effective learning, and suggest ways in which these barriers can be overcome. These findings have implications for national policy, methodology and partnership building.

Chair
Professor Chris Kennedy, Director, Centre for English Language Studies, University of Birmingham, UK

Third floor

7A: New global regionalism: competition and collaboration

Time: 1030–1130
Room: Fleming Room
Format: Panel debate
Sector: HE

Professor M. Badr Aboul-Ela, Director and Commissioner for the Commission for Academic Accreditation, UAE
Professor Rupert Maclean, Director, Centre for Lifelong Learning Research and Development and Chair, Professor of International Education, Hong Kong Institute of Education, Hong Kong
Professor Robin Middlehurst, Professor of Higher Education, Kingston University, UK
Dr Muriel Oaks Dean, Center for Distance and Professional Education, Washington State University, USA

As universities respond and adapt to globalisation and internationalisation, an emerging trend may be the gradual movement towards a 'new global regionalism' in North America, East Asia, Latin America, the Gulf States, and Africa. Within this new landscape, we may see other regions of the world building stronger regional networks and partnerships particularly relevant to international student mobility, transnational higher education and the accelerated movement of research and technology among regional universities, businesses and government agencies.

These shifts towards global regionalism may develop incrementally over the next five to ten years. Whether this new global regionalism is in response to the Bologna Process to create a more attractive and marketable European Higher Education Area is unclear. What is clear, however, is that these regions and the nations that comprise these regions are committed to building their own sustainable higher education systems and strengthening their regional capacity over the next decade.

The panel will address this emerging 'new global regionalism' and examine some of the key questions, policy implications and opportunities and challenges that regional HE blocks may create for the global market and the traditional power brokers of international higher education.

Chair
Dr Don Olcott Jr, Chief Executive, Observatory on Borderless Higher Education, UK

Aboul-Eda

Maclean

Middlehurst

Oaks

Olcott

Fourth floor

7C: New horizons: the future of HE partnerships

Time: 1030–1130
Room: Westminster Suite
Format: Presentations and discussion
Sector: HE

Professor Amena Begum, Member, University Grants Commission, Bangladesh
Dr Rustam Kasimov, Rector, University of World Economy and Diplomacy, Uzbekistan
Professor Serik Omirbayev, Director HE, Ministry of Education and Science, Kazakhstan
Dr Nurilya Shakhanova, Director, National Accreditation Centre, Kazakhstan

Universities and governments are now developing more strategic international engagements. Much can be gained from working in partnership: as well as achieving the obvious economies of scale and reach, partnerships bring immeasurable benefits to universities.

How are governments and universities in Central and South Asia making this happen? Speakers from Bangladesh, Kazakhstan and Uzbekistan will explore different aspects of partnerships including:

- new horizons for collaboration and international programme delivery
- national policies to encourage international partnerships
- ambitious approaches to staff and student mobility.

Chair
Professor Paul Wellings, Vice-Chancellor, Lancaster University, UK

Fourth floor

7D: How can language requirements contribute to successful student mobility?

Time: 1030–1130
Room: St James's Suite
Format: Workshop
Sector: HE, VET

Eileen Tyson, Director, TOEFL Client Relations, Educational Testing Service (ETS), UK

This session examines the increasing importance of English language proficiency, and the benefits of various TOEFL resources for English-speaking institutions. As English has become the preferred international language, English-language proficiency has become a critical skill and more and more students are seeking study-abroad opportunities in English-speaking universities. To recruit students who have the language skills necessary to succeed in this academic environment, universities need valid and reliable tools to measure the proficiency of their applicants. ETS's new Online Speech Sample Service provides the opportunity to listen to a 60-second portion of an applicant's scored speaking response to one of the TOEFL iBT integrated speaking tasks, simulating the challenges of university learning conditions. Universities in the UK can now verify TOEFL scores using the Online Score Verification service, making it possible to process applications more quickly. ETS will discuss these recent developments and encourage feedback on other services they can develop and/or provide to further facilitate effective student mobility.

Chair
Chris Sinclair, Programme Leader, Centre for English Language, University of Southampton, UK

Session sponsored by

Fourth floor

7E: International branch campuses: motivations, opportunities and challenges

Time: 1030–1130
Room: Henry Moore Room
Format: Presentations and discussion
Sector: HE

Dr Ahmad Hasnah, Associate Vice-President for Higher Education, Qatar Foundation
Veronica Lasanowski, Senior Research Officer, The Observatory on Borderless Higher Education, UK
Dr Inés Sáenz, Director, Paris International Office, Tecnológico de Monterrey, Mexico

This session will provide an overview of the trends and directions, and identify the main drivers and strategies for success for both providing institutions and host countries.

Tecnológico de Monterrey will illustrate their motivations for setting up campuses overseas and the guiding vision that supports its activities. How does the institution balance academic and commercial motivations? What challenges has Tecnológico de Monterrey encountered and what are the main factors of its success?

The session concludes with a view on international branch campus establishment from the Qatar Foundation for Education and Community Development. What attractive financial and organisational conditions has the Qatar Foundation created to attract specific foreign branch campuses to Education City? Which challenges has Education City experienced in working with foreign universities to establish a campus there, and how is it trying to address these issues?

Chair
Alan P. France, First Deputy Rector, University of Westminster, UK and Westminster International University in Tashkent, Uzbekistan

Fourth floor

7F: Past, present and future: internationalisation and partnerships in China

Time: 1030–1130
Room: Abbey Room
Format: Presentations and discussion
Sector: HE

Ewan Dow, Lecturer, University of Maastricht, Netherlands
Ping Kuang, PhD research student and transnational lecturer, UK

How internationalised are Chinese institutions and what can we learn from previous models of partnerships with China? This session sets the context for future collaboration in China.

Ping Kuang will evaluate the internationalisation of Chinese institutions. The presentation will outline a number of categories and indicators that can be applied to the international activities of institutions, resulting in a measurement of internationalisation. Ping Kuang will also demonstrate how this methodology might be applied to institutions globally.

Using China as a case study, Ewan Dow will outline different models and dimensions of partnerships. Ewan argues that there are three fundamental aspects to partnership including: understanding the history of Chinese institutions; understanding local setting and perspectives and; the importance and sophistication of national drivers.

The discussion will explore how 'internationalised' Chinese institutions are compared to their counterparts and whether the characteristics of the 'Anglo-Chinese' model are unique to China or can be applied to all partnerships.

Chair
Jazreel Goh, Director Education Marketing, British Council, China

Agarwal

Bone

Sixth floor

7G: Can governments deliver their higher education policies without the private sector?

Time 1030–1130
Room: Mountbatten Room
Format: Presentations and discussion
Sector: HE

Pawan Agarwal, Principal Secretary, Government of West Bengal, India and Research Scholar, University of Melbourne, Australia
Tim Andradi, Chief Executive, London School of Commerce, UK
Dennis Murray, Executive Director, Australian Association for International Education, Australia
Lord John Tomlinson, Chair, Association of Independent Higher Education Providers, UK

While the not-for-profit private sector in higher education has existed for centuries, the last decade has seen tremendous growth in for-profit provision. This has been driven mainly by a combination of excess student demand for higher education and a lack of resources available from governments to support the state sector. Increasingly in lower- and middle-income countries, domestic student provision is being met by the private sector. Similarly, the global mobility of students seeking internationally accredited programmes has given rise to a competitive market in which private higher education providers are active, both independently and frequently in various forms of partnership with state providers. The current mix of for-profit private providers embraces all from small single-owner colleges to large international companies, although the latter are dominated in the main by some of the large US corporations.

Given the increasing global importance of the private sector in the delivery of higher education, this session considers current trends and likely future directions, assessing the implications for government policies. Some of the questions asked will include the following: What might public providers learn from the private sector and what might private providers learn from the public sector? How can the public and private sector work together to deliver high-quality education for all students? Are there examples of good practice? Why is there a perception, particularly among public providers, that private institutions deliver 'inferior' programmes? Is the current regulatory framework for private providers adequate? If not, what changes are required? Are state sector providers disproportionately subsidised and supported by governments?

Chair
Professor Sir Drummond Bone, Chairman, International Advisory Board, Laureate Inc., UK

Session sponsored by

LSC London

Third floor

8A: Shaping the next generation: current and future developments in international education

Time 1145–1245
Room: Fleming Room
Format: Presentations and discussion
Sector: HE

Pat Killingley, Director Higher Education and Education UK, British Council, UK
John McNamara, Senior Economist, Country & Economic Research, The Economist Intelligence Unit, UK
Andrew Williamson, Global Director Economic Research, The Economist Intelligence Unit, UK

Which country is the most internationalised in terms of education? How do we even begin to answer such a question?

Government departments, policy makers and HE institutions are keen to understand and compare the international readiness of education systems, and the degree of international activity and collaboration between different countries.

Previous research has attempted to either track trends in cross-border education activities or compare national approaches of different countries; but comparable data remains largely absent and consequently such research has proved challenging.

For 2010 the British Council, in partnership with the Economist Intelligence Unit (EIU), has carried out a unique research study, which quantifies countries' efforts in internationalising their higher education.

Three set of indices have been developed, which capture the following aspects of education internationalisation:

- national policies
- international student mobility
- international research collaboration.

Andrew Williamson and John McNamara from EIU will present the main research findings and introduce the measures used when constructing the indices.

Chair
Professor Sir Drummond Bone, Chairman, International Advisory Board, Laureate Inc., UK

Killingley

McNamara

Williamson

Bone

Fourth floor

8C: Leading tertiary education into a global future

Time 1145–1245
Room: Westminster Suite
Format: Presentations and discussion
Sector: HE, VET

John Fielden, Director, CHEMS Consulting, UK
David Lock, Director of International Projects, UK Leadership Foundation for Higher Education, London, UK
Professor Robin Middlehurst, Professor of Higher Education, Kingston University, UK
Alun Parry, Director Higher Education, Veredus Executive Resourcing, UK
Elliott Rae, Head of Education Practice, Veredus Executive Resourcing, UK

This session will seek to identify the changing and more diversified skill sets needed to lead tertiary education into an increasingly global future. It will focus on a range of developed and developing countries and address the challenges of developing both national and international agendas. It will include analysis of the skills being sought for Vice-Chancellor appointments by executive search consultants active in tertiary education across a range of countries, as well as findings from previous research on 'autonomy and accountability' achieving a balance between the needs of the state and tertiary education institutions, and 'the business and community challenges facing tertiary education'. Findings from focus groups undertaken by LFHE and experience gained from the leadership element of the INSPIRE programme will also be discussed.

Chair
Professor John Tarrant, Secretary General, Association of Commonwealth Universities, UK

Fourth floor

8D: Widening access to higher-level skills

Time 1145–1245
Room: St James's Suite
Format: Workshop
Sector: VET

Dr Douglas Bourn, Director, Development Education Research Centre, Institute of Education, UK
Professor Joy Carter, Vice-Chancellor, University of Winchester, UK
Martin Doel OBE, Chief Executive, Association of Colleges, UK
Michele Sutton OBE, Principal and Chief Executive, Bradford College, UK

The phenomenon of a globalised economy and society has resulted in unprecedented growth in post-secondary education. As nations have sought to compete in this rapidly changing environment, the need to look beyond the traditional university sector to equip a workforce who can rise to these new challenges has been recognised. Wherever learning takes place, accredited high-level achievement is no longer the sole province of the elite.

The nature of the respective models, systems and institutions which have been established varies across countries in accordance with socio-political context and market forces. However, a key common feature is the widening of access to higher-level vocational and technical skills and, where appropriate, to participation in higher education.

The role that international co-operation and partnerships can play within this process is very significant, not only in terms of the exchange of knowledge, experience and expertise between governments and educators, but also in relation to the enhancement of the access routes themselves and, thus, the creation of a global workforce.

Chair
Geoff Pine, Principal and Chief Executive, Greenwich Community College, UK

Fourth floor

8E: Hong Kong: audacious in reform

Time: 1145–1245
Room: Henry Moore Room
Format: Presentations and discussion
Sector: HE, VET

Dr Catherine CHAN Ka-ki, Deputy Secretary Education, Hong Kong Special Regional Administration for China
Dr Francis CHEUNG Wing-ming, Secretary General, Hong Kong Examinations and Assessment Authority, Hong Kong
Professor Amy Bik May TSUI, Pro-Vice-Chancellor and Vice-President, University of Hong Kong, Hong Kong

Recently, a number of countries and regions have embarked on ambitious education reforms to improve the quality of education and extend access to higher levels of education. Perhaps most ambitious of all is Hong Kong, where a 15-year programme of reform has culminated in the launch of a new academic structure. The old equivalents of GCSEs and A-levels will be replaced by a single diploma, leading to a new four-year undergraduate degree structure from 2012.

This session will use the Hong Kong example to consider the impact of ambitious education reform on international student mobility, recruitment and other aspects of international education. How will the reforms affect the outlook of Hong Kong students and their demand for overseas education? Will local solutions erect new barriers for mobility, or provide a bridge for collaboration and two-way student mobility? Hong Kong's reforms are a fascinating case study for the emergence of Asian models of educational reform and what impact they will have on student mobility.

Chair
Dr Mary Stiasny, Assistant Director, Institute of Education, UK

Fourth floor

8F: Managing expectations and supporting the international experience

Time: 1145–1245
Room: Abbey Room
Format: Presentations and discussion
Sector: HE, VET

William Archer, Director, i-graduate, UK
Tony Millns, Chief Executive, English UK, UK
Catherine Walter, University Lecturer in Applied Linguistics, University of Oxford, UK

This session takes an insightful, evidence-based look at two significant groups of international students in the UK: students who come to the UK to learn English and students who come for higher education. Will Archer and Tony Millns report the results of a study of over 50 English language teaching (ELT) schools and over 2,250 ELT students to address a range of questions: How successful is the provision of English language programmes in the UK? How does the student experience vary at private and public institutions? What can the government and institutions do to improve the experience for this group of learners? How can the UK retain and improve its global reputation as a leading provider of high-quality education for international students?

Catherine Walter reports on a study of the experiences of postgraduate international students in UK higher education. Highly successful academically and as communicators in their own countries, these students make an often dramatic transition to a new academic and communicative environment. How is the transition experienced? How do students perceive their own roles and those of their lecturers? How can they maintain their self-esteem? What can be done to ease the transition?

Chair
Dominic Scott OBE, Chief Executive, UK Council for International Student Affairs, UK

Sixth floor

8G: Europe and beyond: new partnership models, TNE and Bologna

Time: 1145–1245
Room: Mountbatten Room
Format: Presentations and discussion
Sector: HE

Dennis Murray, Executive Director, Australian Association for International Education, Australia
Steve Woodfield, Senior Researcher in Higher Education Policy and Management, Kingston University, UK

As the Bologna Process approaches its tenth anniversary in March 2010, it is turning its attention externally to engagement with other international higher education sectors. This session is devoted to new developments in the internationalisation of European higher education.

It starts with the particular case of Germany and works outward to the European and global levels. Ulrich examines models of bilateral and multilateral teaching and research partnerships emanating from German institutions. Steve examines the external impacts of, and external responses to, the Bologna Process and considers its implications for the further evolution of international collaborations. From an international perspective, Dennis will provide insight from the Australian perspective of the impact of Bologna and recent developments in Australia-European co-operation, future directions, policy priorities, and how this translates to institutional engagement.

Chair

Ulrich Grothus, Deputy Secretary-General and Director for Strategy and Projects, German Academic Exchange Service (DAAD), Germany

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Poster presentations – Friday 26 March

Third floor

GP1–GP22 Global partnerships posters

Time: 1330–1400
Room: Whittle
Format: Poster presentation
Sector: HE, VET

GP1: Collaborative research for international partnership promotion in education: the Nigerian SL example
Dr Paulina Ada Ajavon, Special Needs Educator/Research Fellow, Foundation for Special Needs Education, Nigeria

GP2: A comparative study of the effect of group-based parenting support on parental stress and outcomes for children in both the UK and Japan
Linda Bloomfield, Research Fellow, University of Hertfordshire, UK
Professor Sally Kendal, Director, Centre for Research in Primary and Community Care, University of Hertfordshire, UK

GP3: Going global with global partnerships
Dr Erik Bohemia, Reader, Northumbria University, UK

GP4: A partnership for the development of curriculum for enterprise, leadership and innovation skills in higher education
Professor Steve Carter, Chair in African Business, Leeds Business School, Leeds Metropolitan University, UK

GP5: Engineering in Glasgow, Vungtau and Ho Chi Minh City China Engineering, Electrics
Robert Cranston, Assistant Principal, Anniesland College, UK

GP6: Visualisation and optimisation of construction schedules
Professor Nashwan Dawood, Professor of Construction Management & IT, Teesside University, UK
MOON Hyoun-Seok, Director, Centre for Construction Innovation and Research, Gyeongsang National University, Korea

GP7: The best of both worlds: sharing best practice for employability and social enterprise
Liam Fee, Project Officer, University of Bradford, UK

GP8: Hybrid educational method
FUKUDA, Hiroshi, Director, Hosei University European Research Centre, London, UK

GP9: The Achievement Standards Network (ASN): the Cornerstone of a global education
Diny Golder, Executive Director, JES & Co, USA
Stuart Sutton, Chief Scientist, Achievement Standards Network, USA

GP10: A collaborative employability audit of the BA in Tourism Management at Gondar University
Mark Goodwin, Teaching Fellow, GENIE CETL, University of Leicester, UK

GP11: The Middlesex University 'Africa Group' showcase
Wyn Griffiths, BA (Hons) Product Design Programme Leader, Middlesex University, UK

GP12: The Worldwide Universities Network: a case study of global partnerships in action
Isobel Howe, WUN Development Manager, University of Bristol, UK
Elisa Lawson, WUN Development Manager, University of Southampton, UK

GP13: From Dhaka to Dundee; JUTE – Connecting Delhi and Dundee; Routes to success; Solar power for Nepal; and Success in the petrochemical engineering industry
Fiona Jurk, International Manager, Dundee College, UK

GP14: Co-operation with international MA programme: from partnership to sustainable development?
Dr Marina Kalinina, Director, NPUC, Pomor State University, Russia

GP15: A tripartite partnership establishing a common denominator software engineering programme
Dr John Mathenge Kanyaru, Lecturer in Software Engineering, Software Systems Research Centre, Bournemouth University, UK

GP16: PMI2 project encourages integrated partnership between University of Salford and its Chinese partner
Xiang Li, PMI2 Project Manager, University of Salford, UK
Professor John Wilson, Head of School, University of Salford, UK

GP17: Partnership across boundaries: Open University and Hoa Sen University PMI2
Sarah McGowan, Partnerships Manager, Open University Worldwide Ltd, UK

GP18: Producing expertise collaboratively online
Irma Mikkonen, Project Manager, PhD, Savonia University of Applied Sciences, Finland

GP19: Developing a sustainable CISCO networking academy programme at UNRWA TVET system
Dr Ayman Murad, Head Education IT Unit, United Nations Relief, Jordan

GP20: Global sharing of ideas in developing Malay and Chinese syntactic assessment tools for children
Rogayah A. Razak, University Lecturer, Universiti Kebangsaan Malaysia

GP21: Training and stakeholders of the milk production chain in Sri Lanka: a collaborative delivery model of work-place based training
Dr Ayona Silva-Fletcher, Course Director, MSc Veterinary Education, Royal Veterinary College, UK

GP22: UK/Sierra Leone partnership: bringing the Labour Congress into the university
Barbara Tully, Director of English Language Centre, Northumbria University, UK

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Third floor

9A: Strangers in a foreign land: or citizens of the world?

Marginson

Time: 1400–1500
Room: Fleming Room
Format: Presentation and discussion
Sector: HE, VET

Presentation
Professor Simon Marginson, Professor of Higher Education, University of Melbourne, Australia

Panel
Dr Allan E. Goodman, President and Chief Executive, Institute of International Education, USA
Frances Kelly, Education Counsellor Europe, Ministry of Education, New Zealand

On the night of Saturday 2 January, Nitin Garg, an Indian Master's student, was murdered in a Melbourne suburb. This huge tragedy sent shockwaves, accusations and counter-accusations across India and Australia, involving both Prime Ministers. Yet, this is not an isolated incident, nor is it confined to Australia. Simon Marginson argues that what happened to Nitin Garg highlights a fundamental global challenge which we have all failed to address. As education goes global, national governments grow more insular and protectionist. Their laws and regulations stringently protect their nationals from foreign threats, but have little remit to protect the nationals of other countries. This leaves international students in a deeply ambiguous position – and particularly so, if we see them as 'export' rather than citizens with human rights. Countries are keen to encourage international students within their borders, but who is responsible for their protection – the host country, their home country, institutions, the students themselves? If we encourage the growth of global education don't we also have a responsibility to build a global system of protection? But how would that work – and can Nitin Garg's successors afford to wait that long?

Chair
Allison Doorbar, Managing Partner, JWT Education, Australia

Fourth floor

9C: Power of partnerships: how partnerships in Africa support development

Time: 1400–1500
Room: Westminster Suite
Format: World Café
Sector: HE, VET

This workshop session will use three successful partnership models in order to examine how institutional partnerships can lead to knowledge transfer beyond the education sector and support business and government policy development. The examples will be taken from Africa, but will be of interest more widely.

During the session, partners will present their partnerships including their structure, their intended impact, challenges they face and their success factors. In small groups, delegates will discuss the relevance of these partnership models to their countries, the challenges facing different partnership models today and how to make links beyond academia. Policy makers taking part will be encouraged to consider the relevance of these partnership models for their own countries and institutions as a way to connect with the world beyond their education sector.

Tables 1 and 2

Professor Albert Abane, Dean, Faculty of Social Science, University of Cape Coast, Ghana
John Atibila, Postgraduate Student, University of Leeds, UK
Dr Andy Dougill, Head, Earth and Enviroment, University of Leeds, UK

These tables will focus on academic partnerships contributing to sustainable development and government policy using the example of the Developing Partnerships in Higher Education (DelPHE) initiative between the University of Leeds and University of Cape Coast focusing on transforming Ghana's land policy as a starting point for further discussions.

Tables 3 and 4

Shaun Gannon, Research Fellow, University of Brighton, UK
Professor Rod Le Roux, Organisational Psychologist, Independent, South Africa

The focus of these tables will be how academic partnerships can directly support the development of small entrepreneurs and economic growth. The Educational Partnerships in Africa-funded 'ProfitNet' project between the University of KwaZulu-Natal and the University of Brighton will be presented as a springboard for further discussions.

Tables 5 and 6

David Pardoe, Programme Manager, Africa Knowledge Transfer Partnerships, British Council, Kenya
Teresah Nekesah Wafullah, AKTP Associate-Production and Marketing, MEA Ltd – University of Nairobi, Kenya

These tables will present a British Council-funded Africa Knowledge Transfer Partnership between the University of Nairobi and MEA Ltd to demonstrate how innovation in the academic field can be harmonised with the needs of industry, followed by a discussion on how to create successful partnerships between academia and industry.

Chairs

Professor Julius Amioba Okojie, Executive Secretary/CEO, National Universities Commission, Nigeria
ProfessorJohn Tarrant, Secretary General, Association of Commonwealth Universities, UK

Fourth floor

9D: Educational strategies in the quality assurance of TNE

Time 1400–1500
Room: St James's Suite
Format: Town Hall
Sector: HE

Carolyn Campbell, Head of International Affairs, Quality Assurance Agency, UK
Professor FAN Yiu-kwan, Executive Director, Hong Kong Council for Accreditation of Academic and Vocational Qualifications, Hong Kong
Dr Rozilini Fernandez-Chung, Principal Assistant Director, Malaysian Qualifications Agency, Malaysia

As part of their educational and internationalisation strategies, the UK, Malaysia and Hong Kong have introduced qualifications frameworks. They are now developing regulation of foreign providers or programmes through local quality assurance activities, including accreditation and licensing. This session will consider these strategies in terms of each country's capacity as sender or receiver of transnational education. It will consider the impact that the introduction of national qualifications frameworks has had on approaches to accreditation of TNE and what barriers and benefits accreditation may introduce.

This Town Hall meeting caters for a direct dialogue between the presenters, the chair and the participants. The participants are expected to set the scene by identifying the issues to be explored. Pre-registered topics will be brought to the attention of the Chair of the session who will organise them into suitable categories. Time permitting, the Town Hall meeting will also be able to address questions directly from the floor.

Chair

Dr Gwang-Jo Kim, Director, UNESCO Asia-Pacific Regional Bureau for Education

Fourth floor

9F: Team Germany: tactics to top the global Bundesliga

Time: 1400–1500
Room: Abbey Room
Format: Presentations and discussions
Sector: HE

Dr Herbert Grieshop, Managing Director, Center of International Cooperation, Freie Universität Berlin, Germany
Dr Beate Konze-Thomas, Director General, Research Centres, Careers and Infrastructure, Deutsche Forschungsgemeinschaft (DFG), Germany
Dr Nina Lemmens, Director, Internationalisation and Communication, DAAD, Germany

Germany has made an active response to the global competition in research and higher education which has involved national stakeholders in the field, in particular DAAD, DFG and, most importantly, German universities themselves.

A process of reshaping the profiles of universities was initiated in 2004 by the '*Exzellenzinitiative*' in the field of Research and Development. The aim of this was to create top universities and research institutes that can compete with the global premier league through nationwide competition. The initiative is considered to be a major success and has raised the visibility of German universities and research worldwide. It will continue in 2012–13 with a new round of competition.

To take part in the '*Exzellenzinitiative*' universities had to analyse their strengths and weaknesses, formulate goals and develop certain instruments to succeed in the future.

Chair

Dr Christian Yeomans, Policy and Public Affairs Officer, UK Higher Education Europe Unit, UK

Sixth floor

9G: Skills development: lessons from the European experience

Time: 1400–1500
Room: Mountbatten Room
Format: Presentations and discussion
Sector: VET

Professor David Atchoarena, Director, Division for Education Strategies and Capacity Development, UNESCO, France
Chris Evans-Klock, Director, Skills and Employability, International Labour Organisation
Tazeen Fasih, Senior Human Development Economist, Africa Region, World Bank
Tom Leney Head of International Unit, Qualifications and Curriculum Development Agency, UK
Madlen Serban, Director, European Training Foundationl, Italy
Dr Manfred Tessaring, Head of Research and Policy Analysis, European Centre for the Development of Vocational Training, Greece

Europe has seen the transformation of its skills and training systems during a period of accession and harmonisation which began in 1990. Following the Bologna declaration in 1999, the Copenhagen process was launched as the contribution of Vocational Education and Training (VET) to the challenges identified in the Lisbon strategy. The Copenhagen process has primarily involved developing common European principles and tools, including a common framework for quality assurance in VET, the European Qualifications Framework (EQF) and the European Credit transfer system for VET (ECVET). VET and skills development have recently returned to the international policy agenda. UNESCO launched a TVET and skills strategy and announced its new priorities for education in 2010 and 2011 as literacy, teacher training and skills for work. International support is also building for a Global Monitoring Report for Skills, reflecting a growing interest in the skills agenda.

The purpose of this session is to consider whether there are any lessons from the European experience of the last two decades for all countries and VET systems, regardless of their stage of development. The panel will be comprised of senior officials from key European and multilateral agencies working in the skills field.

Chair
Professor Simon McGrath, Professor of International Education and Development, University of Nottingham, UK

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Third floor

Closing session

Time: 1515–1600
Room: Fleming Room
Format: Presentation and discussion
Sector: HE, VET

Martin Davidson CMG, Chief Executive, British Council, UK

Professor Laurie Taylor, Visiting Professor and Broadcaster, UK

In bringing Going Global 4 formally to a close, Martin Davidson, Chief Executive of the British Council, reviews the conference and challenges us to move beyond discussion to action. How will we capitalise on a forum which has brought together 1,000 educationalists from over 70 countries? And, together, what might we achieve before the next Going Global conference?

Laurie Taylor completes the conference with a humorous perspective from the front line at Poppleton University, that well-loved institution which battles 'to meet the challenge' on the back page of the *Times Higher* every week.

Chair
Peter Upton, Director, British Council, Hong Kong

Davidson

Taylor

Upton

1515–1600
Friday

With thanks

We would like to thank the following organisations for their support in making Going Global 4 a success.

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This expertise has not gone unnoticed: IELTS test scores are trusted and recognised by more than 6,000 universities and colleges worldwide There are more than 4,000 examiners.

Global reach

IELTS is the international test for international mobility. The test is taken by well over a million candidates each year in over 125 countries with each test centre offering unparalleled customer service and support.

This global reach means that IELTS understands both its clients and its clients' markets: real-life questions are sourced by writers based in the UK, Australia, Canada, the United States and New Zealand. This internationalism also applies to the managing partnership of IELTS, which combines the missions of four international organisations dedicated to academic excellence, cultural understanding, student recruitment and creating success worldwide.

www.ielts.org

Gold Sponsor

The ETS TOEFL® Test – The leader, with scores you can trust

The TOEFL® test (Test of English as a Foreign Language™) has been the world's leading English-language assessment since it was introduced by ETS in 1964.

It is the most accepted test in the world, recognised by more than 7,000 higher education institutions in 130 countries. In the UK, the TOEFL test has been recognised by almost all higher education institutions, including Oxford and Cambridge Universities. It is also recognised by most Australian universities, more than 700 European universities and 5,000 colleges and universities in the US and Canada.

The TOEFL test is also the most accessible exam, with 4,500 test centres serving nearly one million candidates in 180 countries.

Leading by example and innovation

The TOEFL iBT™ (Internet-based Test) test measures the four essential language skills: listening, reading, speaking and writing. It uniquely simulates the university experience and ensures that students are well prepared to use these skills in combination to communicate effectively and succeed at your institution.

The TOEFL score report provides institutions with a comprehensive profile of an applicant's ability, including section scores and total scores, and now an Online Speech Sample Service that enables you to hear representative samples of your applicant's speaking abilities.

The TOEFL test is the only English-language assessment that uses a combination of human and automated rating methods to provide a complete and accurate picture of an applicant's English-language proficiency and ensure unbiased results.

The TOEFL Program also offers an Online Score Verification System for institutions in the UK that receive copies of score reports from students. To sign up, please contact: Sandy Bhangal, Client Relations Associate Director, United Kingdom, sbhangal@etsglobal.org.

Scores you can trust

How a test is scored makes a difference in the quality of your candidates – and the TOEFL test uses scoring procedures that are unmatched by any other English-language assessment. TOEFL test scoring is governed by quality-control assurance standards that ensure fairness and mean every test taker has the same chance to succeed. Not all tests can make this claim. The TOEFL test is scored using methods and a centralised scoring network that ensure unbiased results.

Unlike other assessments, the TOEFL test uses multiple, rigorously trained raters to score tests anonymously. And even though raters must pass a certification test at the end of their training, they must also pass calibration tests each day they score the test. Their work is continuously checked for accuracy by ETS scoring leaders.

All raters routinely score examinee responses from around the world to remove any risk of cultural bias, making the TOEFL test the most reliable and accurate measurement of English-language proficiency.

Visit the **www.ets.org/toefl/** to find out more about the TOEFL test.

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London School of Commerce

The London School of Commerce (LSC) was set up with the primary aim of offering cost effective education leading to international degrees in Business and Management. LSC is an Associate College of the University of Wales Institute, Cardiff (UWIC) and offers students from all around the world the opportunity to come to London to study programmes of this internationally renowned university.

The School offers flexible programme entry and exit points throughout the year, with three intakes annually, enabling students to proceed to the next level smoothly. Furthermore, all programmes are 'accelerated', which means students can complete their education in a shortened time frame. Undergraduate students can finish a degree programme in two years. The School has always aimed to provide high-quality education at competitive prices and it offers some of the most cost effective programs available in the UK.

LSC is a member of the Association of Independent Higher Education Providers (AIHEP) and is an active member of the Home Office Joint Education Task Force (JET). The School has a strict attendance policy and has a pass rate of over 90 per cent.

The School benefits tremendously from its location in the heart of a vibrant business community that constantly interacts with the student community.

The LSC campus is centrally located in the heart of London. It is only a five-minute walk from London Bridge underground and train stations.

Programmes offered:

- Master of Business Administration (MBA) with specialisations in Marketing, Finance, International Business and General Management.
- MSc (Management Consultancy)
- MSc (International Hospitality Management)
- MSc (International Tourism Management)
- Bachelor of Arts (Hons) Business Studies

Contact details: **London School of Commerce, Chaucer House, White Hart Yard, London SE1 1NX**

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SunGard Higher Education is committed to providing technology solutions that meet the needs of institutions of higher learning globally by serving customers in the US, Canada, Europe, Latin America, the Middle East and Asia-Pacific. SunGard Higher Education's product management and software development organisations clearly identify local market priorities and align those priorities with our product roadmaps.

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SunGard Higher Education's Academic Services facilitate the innovative and imaginative use of technologies to strengthen teaching and learning. We work with your institution to infuse technology into learning environments. Online or in the classroom, for a single discipline or across multiple programmes, we help you acquire, deploy, and support new learning technologies aligned with organisational priorities.

The Open Digital Campus

The Open Digital Campus is a strategy and technology framework that combines our deep higher education expertise with modern technologies, alternative delivery models, and third-party and open-source solutions to help customers find the right solution for their current needs – and continue to meet those needs sustainably as the expectations of their campus communities evolve.

A fundamental principle of our Open Digital Campus strategy is to 'open' our solutions, platforms, and technologies and make them more flexible and adaptable to higher education's unique business processes – whether those business processes are serving students in Dubai or London or Singapore. A fundamental aspect of our Open Digital Campus vision is to look ahead and prepare a path to help institutional leaders shape the future for how technology will help them grow and improve.

To find out more about SunGard Higher Education, visit: **www.sungardhe.com**

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QS Quacquarelli Symonds is the world's leading network for universities and business schools to target, meet and select the best qualified candidates from around the world. Our services include the QS World MBA Tour, TopMBA.com, QS World Grad School Tour, TopGradSchool.com, and TopUniversities.com, to name a few. We are also the producers of the QS World University Rankings™ (formerly known as the Times Higher Education-QS World University Rankings 2004-2009). Our mission is to enable motivated people anywhere in the world to fulfil their potential through higher education, international mobility and career development. With this in mind, QS is committed to truly 'raising the bar' of global higher education standards for the benefit of current and future generations.

We are a medium-sized company with over 150 staff in offices throughout the world: London, Paris, Stuttgart, Singapore, Shanghai, Boston, Washington DC, Johannesburg and Sydney. A multi cultural employee base, there are 26 languages spoken in the marketing department alone. The QS World MBA Tour travels to 66 cities in 42 countries enabling over 75,000 ambitious MBA candidates to meet face-to-face with high calibre business schools each year. The QS World Grad School Tour visits 61 cities in 35 countries bringing the complete A to Z of postgraduate programmes to over 50,000 interested masters and PhD students.

The QS World University Rankings™ is published annually and ranks the world's top 500 universities. QS produces the QS World University Rankings™ using citation data from the Scopus database, a division of Elsevier. Results are published in key media around the world, including US News & World Report.

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BPO intelligence provides range of outsourcing services to significantly reduce the recruitment cost for international education providers. Our outsourcing services help the education providers to focus more time and resources on their core business activities. We currently provide services to our clients located across Australia, New Zealand, United Kingdom and USA. These services include printing, warehousing and distribution of promotional materials, bespoke mail-outs and offer letter distribution, individualised prospectuses and admissions solutions. Our services can be customised to fit your needs.

Offshore printing, storage and distribution of marketing materials

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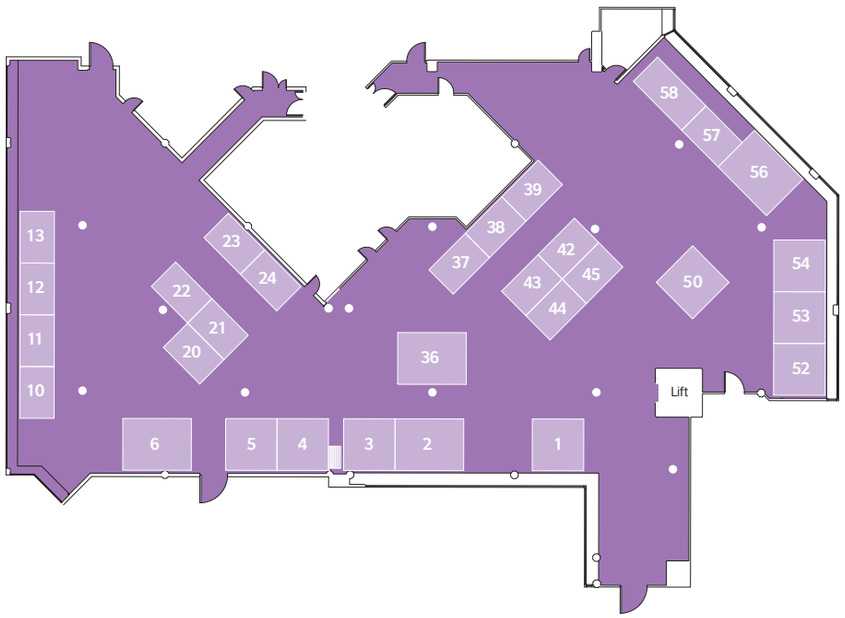

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BRITISH COUNCIL

The British Council is the UK's principal agency for educational and cultural relations with other countries. Its purpose is to build trust and engagement for the UK through the exchange of knowledge and ideas between people worldwide. Within this broad mission, the British Council aims to increase international recognition for the learning opportunities provided by the UK and helps UK institutions to make contact with overseas markets. Within the UK, the British Council is also charged with helping to enhance quality provision by encouraging the sharing of expertise, experience and good practice and by providing international professional development opportunities for educators. The British Council is part of the UK national agencies for the EU Lifelong Learning and Youth programmes. The British Council was founded in 1934 and operates as a charity supported by government funding.
www.britishcouncil.org

DAAD Deutscher Akademischer Austausch Dienst German Academic Exchange Service

The German Academic Exchange Service (DAAD) is a joint organisation of German higher education institutions. As the world's largest funding organisation it promotes international relations in the field of higher education especially through the exchange of students and scholars.
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ecch is a non-profit organisation dedicated to facilitating case study based learning in management education. Our collection of case studies and journal article reprints is an invaluable resource of teaching materials. At www.ecch.com/casesearch everyone can search our online catalogue. Free access to online inspection copies is available (subject to eligibility).
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EDELSA is a publisher specialising in material for teaching Spanish as a second language (ELE). Our publications cover the following areas:

- Course books for learning Spanish
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www.edelsa.es

ETS is the global leader in assessment, developing and administering more than 6.2 million English-language exams annually, including the TOEFL® test. More than 7,500 institutions in over 130 countries, including the top UK universities, use TOEFL scores to make decisions about the English proficiency of their applicants and students.
www.ets.org/toefl

The federally owned Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ) is an international co-operation enterprise for sustainable development with worldwide operations.

Co-operation in technical education and vocational training is one of GTZ's traditional and successful fields of activity. GTZ is running two vocational education projects in the Gulf States and is seeking to recruit teachers and teacher trainers interested in working in an international environment.
www.gtz.de/en/karriere/stellenmarkt/24996.asp

Our mission is simple: to produce the best guides and websites for people looking to attain a qualification or advance their career via a course, college, university or school. This year alone over 20 million people will use our websites to help them choose their course or college.
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ICEF connects educators and student recruitment professionals to key markets and networks worldwide, helping them achieve results in growing international student enrolments. ICEF has built a reputation for quality through:

- ICEF Workshops, the industry's premier educator/agent networking events;
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- ICEF Higher Education, specialised recruitment solutions for universities and colleges;
- ICEF Training, professional development for the international education sector.

www.icef.com

IELTS is the world's leading international English language test taken by over 1.4 million people a year to study or work in English speaking environments at home and abroad. IELTS scores are accepted by over 6,000 institutions worldwide and the test is available in over 125 countries.
www.ielts.org

The International Graduate Insight Group (i-graduate) is an independent benchmarking and consultancy service, delivering comparative insights for the education sector worldwide. We specialise in the delivery of world-class insight tools and studies for stakeholders in education. Since 2005, we have developed partnerships with institutions, governments and education-related organisations. Our consultants and advisers are some of the most experienced professionals in international education, recruitment and market research.
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Language Travel Magazine is a business-to-business monthly publication read by professional education consultants in 115+ countries. Covering international education from language tuition through to secondary and tertiary providers, 2010 sees our 20th anniversary.
Alphe Conferences bring educators and consultants together to do business face-to-face in seven venues globally.

www.hothousemedia.com/ltm

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Rosetta Stone produces the world's leading language-learning software solutions for learners of all ages. Rosetta Stone® Version 3 gets learners speaking from the start, with interactive and engaging activities that connect words and their meaning. The company's Rosetta Stone® software is used successfully by corporations, organisations, and educational institutions around the world.
www.RosettaStone.co.uk/Education

The SFCF represents and promotes the interests of all 93 Sixth Form Colleges across England. It lobbies ministers and key officials on current issues and works on the expansion of SFC provision. The SFCF has a range of committees to consider SFC work, especially in relation to funding, curriculum and quality issues.
www.sfcf.lge.gov.uk

SQA is the national accreditation and awarding body in Scotland.
Our international work supports the development of education and training overseas through a variety of services and activities including:

- International Consultancy
- International Awarding
- International Endorsement
- Study and Learning Visits
- Active participation in networking and knowledge sharing events.
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Our website – **www.timeshighereducation.co.uk** – is established as one of the world's leading destinations for the higher education community to come together discuss our news, comment, analysis, book reviews and to search our job vacancy pages. Join our thousands of followers on Twitter at
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The Open University, a global leader and pioneer of distance learning, is working in partnership with English in Action (EIA) in delivering a nine-year programme with the mission of 'changing learning, changing lives'. EIA is designed to change the way that English is acquired by children, young people and adults in Bangladesh.
www.eiabd.com

UKPASS is the UCAS online application and statistical service designed to help UK institutions to recruit postgraduate students worldwide. It gives institutions a cost effective alternative to setting up their own system by offering a flexible, corporately branded product. Applicants can easily search for courses, apply, receive offers and reply online.

www.ukpass.ac.uk/campaign/global

University of Cambridge ESOL Examinations (Cambridge ESOL) offers the world's leading range of qualifications for learners and teachers of English. Over three million people take our exams each year in 130 countries. Worldwide, 9,000 universities, employers, government ministries and other organisations recognise our certificates as proof of English language ability.
www.CambridgeESOL.org

Università degli Studi di Genova
The University of Genoa, with over 40.000 students, receives many foreign students and researchers every academic year, thanks to its international relations all over the world.

The eleven faculties offer a wide choice of I and II level degrees, postgraduate schools and research doctorates which provide the best knowledge to fit into the world of high professional competences.

www.unige.it/relint

Teachers and Teacher Trainers for Vocational Education in the Middle East

GTZ is a federal enterprise working in the field of international cooperation for sustainable development. With operations in more than 130 countries, we work on behalf of clients such as the German Federal Government, international organisations and other national governments. GTZ employs currently around 14,000 staff worldwide.

Teacher Trainers/Professors for Technical Trainers College (TTC), Riyadh/Saudi Arabia

The Project: GTZ IS manages the first Technical Trainers College (TTC) at request of the Technical and Vocational Training Corporation (TVTC) of the Kingdom of Saudi Arabia. TTC combines high level theoretical, practical and pedagogical study programs. With a target capacity of 1200 trainees at the end of the first full training cycle, it will be a large institution with more than 120 trainers. (For additional information: www.ttcollege.org).

Candidates should be able to train graduates from colleges (diploma holders), who strive for a vocational trainer qualification as Bachelor of Engineering Technology (BET) as well as an internationally recognized certificate as Technical and Vocational Trainer in one of the following areas:

(1) Electrical Engineering
(2) Air Conditioning and Refrigeration
(3) Mechanical Engineering
(4) Information & Communication Technology (ICT)
(5) Vocational Pedagogy
(6) Business Administration

Your profile:
- Academic background in a teaching environment, especially in Technical and Vocational Education and Training (TVET) in combination with Engineering, Mathematics/Science, Social Sciences, Business Administration or other relevant subjects
- At least 5 years of professional experience in a teaching or training position in a private or govern ment training institution or within a cooperative training system in one of the fields mentioned above
- Working experience with student teachers or student trainers in either a school (as mentor), a university or a practical teacher training institution
- Computer literacy, good command in Microsoft Office applications like Word, Outlook, Excel and Power Point
- Verbal and written communication skills in English sufficient to prepare and teach lessons in their subject area

Contracts: GTZ is offering an internationally competitive remuneration package.
Contracts will be offered for the duration of two years with renewal options. One year or one semester are also possible.

Teachers for Vocational Education and Training Institutes (VETIs), Al Ain and Madinat Zayed/UAE

The Project: In July 2008 the Abu Dhabi Education Council (ADEC), the local governmental education authority, opened two Vocational Education and Training Institutes (VETIs) that are located in Al Ain and Madinat Zayed, UAE.
These training facilities are established and managed by GTZ to prepare young Emirati citizens for a rewarding career. (For additional information: www.veti.ac.ae).
The VETIs (for girls and boys at post secondary level) provide a structured link between school and the labor market and ensure high quality skill outcomes and competencies to enhance individuals' employability by providing nationally recognized qualifications.
GTZ IS is authorized by ADEC to search and provide **teachers** of the following subjects:

(1) General Secondary Education (Mathematics, English language)
(2) Industrial Technology
(3) Information Technology
(4) Medical & Health Care
(5) Business Management & Commerce

The teachers will be responsible for the delivery of courses and programmes within their field of expertise.

Additional tasks will be:
- assistance in development of curricula
- assistance in students` recruitment and PR measures
- contribution to quality assurance

Your profile:
- Formal qualification as a teacher in one of the fields mentioned above (preferably with two different subjects)
- At least 3 years of professional experience in a teaching position in either a governmental or private training institution
- Ability to work in a multi-cultural environment
- Very good verbal and written communication skills in English
- Computer literacy (word processing, spread sheets, presentation, internet-tools)

Contracts: The contracts will be issued for 3 years.
Please note: GTZ is authorized to provide the teachers, but all contracts will be issued by the Institutes on behalf of ADEC noton behalf of GTZ.

Your Application: If you are interested in performing in one of the projects mentioned above, please email your cover letter and CV including contact information (telephone number and email address) via E-Recruiting: http://www.gtz.de/en/karriere/stellenmarkt/24996.asp

Or contact Mr. Tobias Gerlach: +49/6196/79-3108.

Applications will be considered throughout the years 2009 and 2010.

Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ) GmbH
PO Box 5180
D-65726 Eschborn im Taunus
Internet vacancies: www.gtz.de/jobs

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The 16th International Conference on Technology Supported Learning and Training
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May 26 - 28, 2010
Lusaka, Zambia
www.elearning-africa.com

Security & Defence Learning
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December 1, 2010
Berlin, Germany
www.security-defence-learning.com

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StudyWorld
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www.studyworld2010.com

LANGUAGES & CULTURE

EXPOLINGUA Berlin
The 23rd International Fair for Languages and Cultures
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Berlin, Germany
www.expolingua.com

LANGUAGES & BUSINESS
The 9th Conference on Languages & International Business Communication
May 3 - 5, 2010
Düsseldorf, Germany
www.sprachen-beruf.com

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The 8th International Conference & Exhibition on Languages Transfer in Audiovisual Media
October 6 - 8, 2010
Berlin, Germany
www.languages-media.com

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Speakers' biographies

Professor Albert Abane

Professor Albert M. Abane is Dean of the Faculty of Social Science at the University of Cape Coast (UCC). Prior to this role he was Head of the Department of Geography and Tourism at UCC, where he had previously worked as a Senior Lecturer and Professor. He has also held the position of Director of the Consultancy Unit at UCC.

Professor Albane studied for a Master's degree and a Diploma in Education at the University of Cape Coast before completing his PhD at the University of Southampton. His publications include *Doing Children's Geographies: Methodological issues in research with young people* in 2008 and *Increasing children's participation in African transport planning: Reflections on methodological issues in a child-centred research project* in 2009.

Professor M. Badr Aboul-Ela

Professor M. Badr Aboul-Ela is Director and Commissioner for the Commission for Academic Accreditation in the United Arab Emirates. He was one of the founding members of the Commission, established in 2000, and was appointed its Director in February 2007. Professor Aboul-Ela has participated as a Commissioner in many licensure and accreditation review teams in the UAE, and has chaired and participated in institutional reviewing teams in Oman and KSA.

Professor Aboul-Ela graduated with a BSc and MSc in Agriculture from Cairo University, and earned his PhD in Animal Physiology from University of Aberdeen. In 1987 he was promoted to Professor of the Faculty of Agriculture at Mansoura University in Egypt. Previous positions include Director of Graduate Studies and Dean of Mansoura University and UAE University.

As a researcher, he has published a total of 93 articles in refereed journals, as well as five chapters in reference books. He has won several research prizes and awards, including the National Prize for Research in Agricultural Sciences, Egypt in 1978; Abdel-Hamid Showman's Prize in 1988; and Presidential Distinction Medal, for Excellence in Research in 1994.

Dr George Afeti

Dr Afeti has served on a number of education policy and planning committees, including the National Council for Tertiary Education in Ghana and the Working Group on Higher Education of the Association for the Development of Education in Africa (ADEA). He is a member of the Advisory Board of the Africa–US Higher Education Initiative and a consultant to the African Development Bank, the African Union (AU), ADEA, and UNESCO. As consultant to the AU, he drafted the African Union strategy document for revitalising technical and vocational education and training (TVET) in Africa.

Dr Afeti has published widely on change and innovation in polytechnic education and training, TVET, and differentiation and articulation in higher education systems. He is the immediate past Secretary General of the Commonwealth Association of Polytechnics in Africa.

Pawan Agarwal

Pawan Agarwal is a civil servant from the Indian Administrative Services. He is currently Principal Secretary to the Government of West Bengal. He earlier served as Director in the Indian government's Ministry of Human Resource Development, as well as Financial Adviser and Co-ordinator of New Initiatives for India's University Grants Commission – a position in which he developed substantial expertise in higher education policy and practice, and gained a broad understanding of the issues and challenges faced by India's colleges and universities.

During the year 2005–06, he was a Fulbright New Century Scholar on higher education from India. He was also affiliated to the Indian Council for Research on International Economic Relations (ICRIER). In course of his affiliation, he undertook a comprehensive review of Indian higher education, which was released by ICRIER as a working paper. An enlarged and updated version was published as a book, *Indian Higher Education – Envisioning the future* by Sage in 2009.

He has been a visiting scholar at Harvard University, at the India China America Institute at Emory University, USA, and at the Centre for the Study of Higher Education at University of Melbourne.

Professor Dlawer Al'Aldeen

His Excellency, the Minister of Higher Education and Scientific Research, is a trained clinical academic and held the post of Professor of Clinical Microbiology in Nottingham University (UK).

He moved to London in 1984 to study tropical medicine and train in molecular microbiology research at the MRC-Clinical Research Centre. He was appointed as a clinical academic in Nottingham University Hospital, and founded the Meningococcal Research Group in 1995 and the Molecular Bacteriology and Immunology Group in 1999. He has worked on pathogenesis, molecular epidemiology and vaccine development of various bacterial pathogens, particularly *Neisseria meningitidis* (causes meningitis and septicaemia) and *Campylobacter jejuni* (most common cause of food poisoning).

He was the Founding Director of the MSc course in Clinical Microbiology in Nottingham University. He was seconded to the Health Protection Agency as Deputy Director of the Centre for Infection, Colindale (2007–08). Professor Al'Aldeen was appointed in 2009 as the Director of Research at the Royal College of Pathologists, London, UK.

Dr Imad M. Alatiqi

Dr Imad Alatiqi is Secretary General for the Private Universities Council. His academic positions include teaching at Kuwait University and Bahrain University. Dr Alatiqi has served more than 20 years in the Kuwait Supreme Petroleum Council, the highest policy authority on oil issues. He has also served for ten years in various committees, councils and executive groups responsible for establishing, monitoring, and reviewing the performance of private universities. He is a founding member of the Private Universities Council and founder of the General Secretariat of the Private Universities Council. Dr Alatiqi has held various management positions, including Director of Petroleum, Petrochemicals and Materials Division at Kuwait Institute for Scientific Research 1988–90, Director of Research Administration at Kuwait University 1991–94, and Dean of the College of Engineering and Petroleum at Kuwait University 1998–2000. He received an MSc and PhD in Chemical Engineering fromt Lehigh University, USA in 1985.

Dr Hilal Ali Al-Hinai

His Excellency Dr Al-Hinai is the Secretary General of the recently established Research Council in Oman. He was the Director of the Water Research Center and an Associate Professor in the Department of Mechanical and Industrial Engineering at Sultan Qaboos University. He obtained his BEng in Manufacturing Systems Engineering from Bradford University in 1986 and joined Sultan Qaboos University as a Maintenance Engineer. He obtained his MSc (1988) and PhD (1992) from the Applied Energy Department at Cranfield Institute of Technology in the UK. Beside his teaching duty, he was appointed as an Academic Assistant for Innovation and Industrial Links at SQU.

Dr Al-Hinai's research interests are in solar energy and water desalination with emphasis on solar water desalination and on solar cooling techniques for buildings in hot climates.

Dr Jodi Anderson

Dr Jodi Anderson is Director of Internationalisation for the Schools of Arts and Social Sciences at City University. She previously served as Assistant Dean in Postgraduate Affairs at the University of California, Santa Barbara as well as Project Specialist for the Office of the Assistant Chancellor at the University of California, Los Angeles.

Tim Andradi

Tim Andradi obtained his undergraduate degree from the London School of Economics and Political Science. He went on to do his postgraduate research at the University of Cambridge. He also qualified as a Member of the Chartered Institute of Management Accountants (CIMA).

After a brief period in the industry, Tim joined EW FACT, a public listed company, as a Senior Lecturer in Finance. At EW FACT he spearheaded the setting up of the degree course division, which was regarded as a principal division of the group. He was responsible for setting up overseas campuses in Trinidad, Singapore, India and Hong Kong. Tim was appointed as a Director to the main Board of the PLC in 1996. The Group was subjected to a takeover bid in 1998, at which point Tim resigned from the listed company and set up the London School of Commerce (LSC).

Tim expanded the LSC into one of the largest independent sector higher education providers in the UK. In 2005, he set up two overseas campuses in Malaysia and Bangladesh. He is currently the Managing Director of the Group.

William Archer

William Archer founded i-graduate in 2005 and now directs the world's largest study of international students, the International Student Barometer™, which has taken feedback from more than 580,000 students and has been adopted by governments and universities across five continents. He previously worked for 15 years as an adviser to multinational corporations and governments on international recruitment, researching and recruiting talent across Asia, Africa, North America and Europe. An alumnus of London Business School and Thames Valley University, he is a trustee and board member of Higher Education Careers Service Unit (HECSU) and a member of the Council for Industry and Higher Education.

Professor Saeeda Asadullah Khan

Professor Saeeda Asadullah is Vice-Chancellor of Fatima Jinnah Women University, Rawalpindi and an expert on English literature. As chief academic officer she is responsible for the policy making and advancement of the academic and scholarly life of the university. Before joining as a Vice-Chancellor she was Vice-Rector at National University of Modern Languages (NUML), Islamabad.

Professor Saeeda has over 35 years' experience as an academic as well as in administration including teaching, higher education research, gender and policy formulation. Professor Saeeda was the first female Pro-Vice-Chancellor of Fatima Jinnah Women University.

She has critically analysed classical and modern works in English literature and has many publications and research papers to her credit. Her contribution to curriculum development and teaching methodology have earned her membership of leading national and international educational and literary organisations. She has also been instrumental in highlighting women's issues and in finding practical solutions to them.

Professor David Atchoarena

David Atchoarena is Director of the Division for Education Strategies and Capacity Building at UNESCO. Prior to holding this post, he served as Senior Programme Specialist at UNESCO International Institute for Educational Planning (IIEP) in Paris where, from 2006, he was heading the Training and Education Programmes Unit, including the IIEP Master's Programme in Educational Planning and Management. Before joining the Institute in 1991 he served as Chargé de Mission at the National Agency for Lifelong Education (ADEP) of the French Ministry of Education, and as Project Coordinator in the Ministry of Finance and Planning in Saint Lucia. David Atchoarena is also Special Professor at the University of Nottingham and he holds a Doctorate in Economics from the University of Paris I, Panthéon-Sorbonne.

John Atibila

John joined the University of Leeds in 2004, as a postgraduate research student in the Sustainability Research Institute in the School of the Environment. His research is on 'Wetlands, Livelihoods and Ecosystem Management' and is funded by the International Fellowship Programme of Ford Foundation, USA.

He obtained his BSc in 1988 and taught in secondary schools and colleges in Ghana. He later joined civil society and used participatory methodologies for project development. He obtained his MSc in 1997, worked for an NGO and as a private consultant, where he initiated programs to link policy and research to local level development.

Professor Mohammad Babury

His Excellency Professor Mohammad Osman Babury has been the Afghan Deputy Minister of Higher Education for Academic Affairs since April 2007. He has also recently held the position of Acting Minister of Higher Education.

He is currently a member of several national committees and boards in the Ministry of Public Health, including the National Board of Medicine. He has participated in many international conferences/seminars, at which he has given presentations on pharmacognosy and on the medicinal and aromatic plants of Afghanistan. He has published 23 articles in the field of pharmacy in Afghanistan, Russia and France and he is the author of a Dari language textbook, entitled *Pharmacognosy*.

Previously he was Vice-Chancellor for Academic Affairs at Kabul University and Acting General Director of the Pharmaceutical Affairs Department of the Ministry of Public Health from 2006 to 2008. Before this he was Dean of the Faculty of Pharmacy at Kabul University from 2002 and Vice Dean from 1991 to 1997.

Jeremy Baker

Jeremy Baker has been involved in tertiary education issues since the early 1990s, beginning as a national student representative. He has worked in both the public and private sectors, including running his own educational policy and research firm. He was Senior Adviser to the Tertiary Education Advisory Commission, the precursor of the Tertiary Education Commission. Jeremy worked for Business New Zealand as their Adviser Education and Training for four years, and more recently has been Manager of Employment and Skills Policy for the Department of Labour.

Nuha Baruti

Nuha Baruti is a student of architecture and a Board Member of Ignite! Nuha likes to have a balance in her life between science and art. After a scientific background at school she went on to study social sciences.

Nuha has a great interest in people and life, and being a young person herself, she pays special attention to young people. She worked in Greenwich and Lewisham Young People's Theatre as an assistant co-ordinator on a film project about Somalia. As part of the project she screened the film in different secondary schools and had an open discussion with the students.

Nuha said 'I like young people to be given a chance to have an independent view'.

Phil Baty

Phil Baty is responsible for all of *Times Higher Education*'s international coverage, including the annual World University Rankings. He is also responsible for commissioning online news and the online columnists.

Phil Baty has been with the magazine since 1996 as reporter, chief reporter, deputy news editor and news editor. In 2007 he was a runner-up for the annual Paul Foot Award for

Campaigning Journalism, run by *The Guardian* newspaper and *Private Eye* magazine. He also made the longlist for this award in 2005, its inaugural year. He was commended as a finalist for the Award for Outstanding Education Reporting for National Journalists and in 2007 he was nominated for the Ted Wragg Award for Sustained Contribution to Education Journalism, both part of the annual Education Journalist of the Year Awards and run by the Chartered Institute of Public Relations.

Martin G. Bean

Martin Bean is Vice-Chancellor of Open University, a position he has held since October 2009. Before that he was General Manager within the Education Products Group at the Microsoft Corporation in Redmond, Washington. Having held senior executive positions in North America, Asia Pacific and Europe, and with more than 20 years in training and education, Martin Bean is a recognised industry leader around the world. He has held executive management roles in leading organisations, including Novell Inc., Sylvan Learning Systems and Thomson Learning. Martin Bean is actively involved in the advancement of education policy and the reform of education to meet the needs of today's workforce. He has presented to the US Senate on the importance of IT in the Workforce Investment Act and has testified on behalf of the Workforce Coalition before the Subcommittee on Oversight of the House Committee on Ways and Means.

Before moving to the UK, Martin Bean was a member of the National Board of Directors of Jobs for Americas Graduates, and a member of the Board of Directors and Executive Committee for the Computing Technology Industry Association, chairing its Public Policy Committee from 2002 to 2004. In 1986–87 he was President of AIESEC International, (Association Internationale des Étudiants en Sciences Économiques et Commerciales) the international, not-for-profit organisation run by students and recent graduates.

Professor Amena Begum

Professor Amena Begum is currently a member of the University Grants Commission of Bangladesh, on secondment from University of Dhaka, and has been involved in teaching and research throughout her career.

Professor Begum received her PhD from University of Edinburgh after which she worked as Senior Scientific Officer in the Nuclear Physics Division of the Atomic Energy Commission in Bangladesh. In 1982 she joined the Physics Department of University of Dhaka as Assistant Professor, becoming Professor of the department in January 1998. She also spent four years as Associate Professor in the Department of Physics, King Saud University, Saudi Arabia.

Professor Begum continues to teach a minor course on physics and supervises several MSc research students every year. She has over 25 publications in national and international scientific journals.

Tom Bewick

Tom Bewick is the founding chief executive, since 2004, of Creative & Cultural Skills – the sector skills council for advertising, craft, cultural heritage, design, music and the arts. He is also a trustee of the Learning and Skills Network. Over the years, Tom has advised several ministers on employment and skills policies and in 2001 was the main architect of sectoral training policy reform. His time at the Department for Education and Skills culminated in the establishment of Sector Skills Councils as outlined in the UK-wide government policy statement: *Meeting the sector skills and productivity challenge*. Tom is a member of the parliamentary National Skills Forum and now works with politicians of all parties to secure better employment and skills policies for the UK's workforce.

Alex Bols

Alex Bols is Head of Education and Quality at the National Union of Students, a post he has held since November 2007.

He is currently a member of the UK team of Bologna Experts and sits on the Higher Education Academy's Research and Evaluation Advisory Board as well as their Advisory Panel for National Teaching Fellowship Scheme Projects. He is also a member of the Higher Education Funding Council for England's Teaching Funding Advisory Group, Teaching Quality Information/National Student Survey Steering Group and their Performance Indicators Steering Group, as well as being a member of Action on Access's Advisory Group and being part of the secretariat of the cross-sector group on student engagement.

Previously he was Senior Campaigns, Conferences and Events Officer at Universities UK and before that he was based in Brussels as Secretary-General of the National Unions of Students in Europe between 2001 and 2004. He was on the National Executive Committee of the National Union of Students from 1999 to 2001 and President and Vice-President of the students' union at the University of Southampton 1997–99. Alex Bols has also been on the Executive Committee of the National Postgraduate Committee and chaired the Aldwych Group.

Professor Sir Drummond Bone

Professor Sir Drummond Bone is Chair of the Observatory on Borderless Education and i-Graduate. A former Professor of English, Sir Drummond Bone was Principal of Royal Holloway, University of London 2000–02, and Vice-Chancellor of University of Liverpool 2002–08. He was President of Universities UK 2005–07 and has sat on the CBI's Science and Innovation Committee. While Vice-Chancellor at Liverpool he set up a new university in Suzhou, China, jointly run by Liverpool and Xian Jiatong University. He is founding chair of the Liverpool–Shanghai partnership.

Professor Bone was Chair of Liverpool Culture Company during the run-up to the city's year as European Capital of Culture and was Vice-Chair of the Northern Way (an initiative to regenerate the three regions in the North of England) and of its innovation and industry strategy group. He has recently completed a report for the UK government on the internationalisation of UK higher education.

Dr Douglas Bourn

Dr Douglas Bourn is Director of Development Education Research Centre at the Institute of Education, University of London. The Centre was established in 2006 with funding from the Department for International Development (DFID) to act as the knowledge hub for learning about global and development issues within education. The Centre runs a Master's degree programme on development education, as well as engaging in a range of research projects for the UK government, NGOs and research and consultancy bodies, such as the Learning and Skills Improvement Service (LSIS).

Dr Bourn is editor of the *International Journal of Development Education and Global Learning*. He has had numerous articles published in academic journals on themes such as education for sustainable development, young people as global citizens, and theory and practice of development education. His most recent publication is *Development Education: Debates and Dialogues*, in 2008. In the same year he completed a major research study for LSIS on global skills and is now working on a follow-up project on Globalisation in Further Education.

Prior to establishing the Research Centre, Dr Bourn was Director of the Development Education Association. He received a doctorate on Labour Party Ideas on Education.

Dr Dave Burnapp

Dr Dave Burnapp is a Senior Lecturer at University of Northampton and a National Teaching Fellow. He has worked in education and development projects in Vanuatu, Zambia, Algeria and China. Dr Burnapp researches widely into the experiences of students and staff in relation to the internationalisation of higher education. His research is typified by practical outcomes, in addition to publications, resulting in acculturation courses for international students, development workshops

for academic staff and training for supervisors of international research students. He has also researched employers' awareness concerning recruitment of international students and graduates, and has collaborated with the Higher Education Academy (HEA) subject centre for Languages, Linguistics, and Area Studies to produce an online training pack for staff working with international students.

He is currently designing a postgraduate certificate course concerning enhancing the experience of international students. Dr Burnapp is also directing a HEA fellowship project concerning international collaborations, and is on the team for a PMI2 Connect project collaborating with the University of Shaoguan in China, which is producing materials relating to entrepreneurship and cross-cultural awareness. He has published a study skills textbook for international students for the Open University Press.

Carolyn Campbell

Carolyn Campbell is Head of International Affairs at the Quality Assurance Agency for Higher Education in the UK. She is responsible for the development and implementation of the Quality Assurance Agency's international strategy and for managing the international collaboration team. She is a member of the Advisory Board of the Observatory on Borderless Higher Education and has contributed to UNESCO and OECD developments, as well as publications on cross-border education and quality assurance. Carolyn Campbell graduated from the University of Glasgow with a Bachelor of Laws and a Master's degree.

Professor Gordon Campbell

Gordon Campbell is Professor of Renaissance studies at the University of Leicester. He is a Renaissance and 17th-century specialist and has served as Chairman and President of the English Association and as Chairman of the Society for Renaissance Studies.

Professor Campbell is a Fellow of the Society of Antiquaries, a Fellow of the Royal Historical Society, a Fellow of the Royal Geographical Society, a Fellow of the Royal Asiatic Society, a member of the Royal African Society and a member of the Selden Society (for English legal history). In 2005 he was Honoured Scholar of the Milton Society of America.

He has worked in Denmark at Århus University, Canada at the University of British Columbia, visited South Africa as a Research Fellow at the Centre for Science Development, examined in India, Luxembourg and Finland and lectured on academic subjects in Bulgaria, Italy, Norway, Romania, South Africa, Spain, Sri Lanka, Turkey and the USA.

In Spain, Professor Campbell is a member of the Advisory Board of the Sociedad Española de Estudios Renacentistas Ingleses (SEDERI). He is also founding chair of the British Universities Iraq Consortium (BUIC) and co-chair of a consortium of British universities (known as UK4Saudi) active in Saudi Arabia.

Andrew Cardozo

Andrew Cardozo is Executive Director of The Alliance of Sector Councils (TASC), an organisation which addresses labour market issues in key sectors of the economy, including the cultural sector.

From 1997 to 2003 he was a Commissioner at the CRTC. In addition to his role in the labour market field, he teaches a course on Media Policy at Carleton University, and is a columnist for *Broadcast Dialogue* magazine and for the Ottawa-based *Hill Times*. He is also a board member of the Catholic Immigration Centre in Ottawa and chairs the board of the New Canada Institute, a new think-tank addressing issues of diversity and change in Canada. He is a public adjudicator for the Canadian Broadcast Standards Council.

Professor Joy Carter

Professor Joy Carter is Vice Chancellor of the University of Winchester, a position she has held since April 2006. National roles include her work as Chair of the Universities Vocational Awards Council (UVAC) and Chair of the Higher Education Advisory Group for the Prime Minister's Initiative on Internationalisation. Professor Carter is President of the International Society for Environmental Geochemistry and Health, and a member of the European Board.

She began her career at the University of Reading, where she worked in the field of geochemistry and health. In 1999 she moved to the University of Derby as Dean of Science. In 2002, she was appointed to the post of Pro-Vice-Chancellor (Academic) at the University of Glamorgan.

Her research interests are in pesticides, particularly environmental storage, transport and health effects.

Dr Catherine CHAN Ka-ki

Dr Catherine Chan Ka-ki is Deputy Secretary for Education (Curriculum and Quality Assurance). She was previously Principal Assistant Secretary and Head of the Curriculum Development Institute of the Economic Development Board, and has been responsible for formulating policies related to curriculum development of kindergartens, primary and secondary schools in Hong Kong.

Before joining the government in 1998, Dr Chan was an Associate Professor in the Faculty of Education, University of Hong Kong. She started her career as a secondary school teacher and then curriculum developer. Her areas of research interest include curriculum policies, design and evaluation as well as teacher education. Dr Chan played a key role in leading the curriculum reform and designing the strategy used to implement the new senior secondary academic structure that started in 2009.

James Chau

James Chau is a television news presenter and the Goodwill Ambassador for the United Nations Joint Programme on HIV/AIDS (UNAIDS). He presents news programmes on China Central Television CCTV-9, as well as *World Insight*, which brings an in-depth look at headline stories. During his career, he has reported from the United States, Europe, Asia and the Middle East on the 9/11 terrorist attacks, the SARS outbreak, the Asian tsunami and China's entry to the World Trade Organisation. He was selected to cover the first White House talks between Hu Jintao and George W. Bush.

James Chau is the first person on the Chinese Mainland to be appointed by the United Nations as UNAIDS Goodwill Ambassador. In this role, he has travelled on health missions to India, Vietnam, Thailand, Indonesia, Norway and the United States.

James Chau has been named to the inaugural Google Young Leaders Summit, is a media leader of the World Economic Forum and a Freeman of the City of London. He recently co-authored the report *HIV Now and Through 2031*, a new AIDS campaign video by Hope's Voice International, appearing with young activists led by HRH Crown Princess Mette-Marit of Norway.

Dr Francis CHEUNG Wing-ming

Dr Francis Cheung Wing-Ming is Secretary General of the Hong Kong Examinations and Assessment Authority leading the Secretariat and overseeing the administration of public, international and professional examinations. Dr Cheung takes a leading role in the current assessment reform in Hong Kong and provides a wide range of consultancy and training services to schools and school sponsoring bodies on school management and professional development of school leaders.

Previously Dr Cheung was Principal Lecturer of Hong Kong Institute of Education. He was then appointed as the Registrar managing academic affairs, examinations and assessment of students, in addition to maintaining standards of the degrees conferred. Dr Cheung was also an inspector of schools of the then Education Department responsible for training programmes on information technology in education.

Chiao-Ling Chien

Chiao-Ling Chien is a researcher and data analyst in the United Nations Educational, Scientific and Cultural Organization (UNESCO). She is responsible for analysing the trends of tertiary education enrolment, graduates and international students in 208 Member States. Chiao-Ling Chien co-authored a UNESCO report *Cross-Border Student Mobility: Changing Global Landscape* (in press). She is also a doctoral candidate in the Higher Education programme at the University of Minnesota. Her research interests focus on international higher education, enrolment, educational finance and economics of higher education.

Jo Clough

Jo Clough is currently International Director with the Learning and Skills Improvement Service (LSIS), established by the government in 2008 as the result of a merger between two highly successful national sector bodies – the Centre for Excellence in Leadership (CEL) and the Quality Improvement Agency. For the previous three years Jo had held a similar role with CEL.

Before joining CEL, Jo had been with the Association of Colleges first as West Midlands Regional Director, before moving on to become International Director in London

Jo has worked extensively across the world and is a passionate advocate of international education, particularly those activities that encourage sharing of best practice and mutual learning between nations. As one of the founder partners, Jo has project-managed the Rawabit UK/Iraq TVET Initiative since its inception in 2004.

Margaret Curran

Margaret Curran joined the Scottish Qualifications Authority (SQA) in 2006 and since then has worked on a number of project areas including national qualifications development, e-assessment development, vocational education and training and consultancy work in Botswana. Most recently she joined the International Team of SQA to contribute to the delivery of SQA's International Strategy. Before this she spent 11 years working in the private and public sectors before entering the education sector as a lecturer in Travel and Tourism. In 1995 she was posted on secondment to the Scottish Further Education Unit to develop and promote e-learning throughout the further education sector

Margaret Curran has a postgraduate diploma in Business and Marketing from Glasgow Caledonian University, a Master's degree in Tourism and a teaching qualification.

Nicola Dandridge

Nicola Dandridge is Chief Executive of Universities UK, a position she has held since September 2009. She was previously Chief Executive of Equality Challenge Unit, the higher education agency which promotes equality and diversity for staff and students in higher education in England, Wales and Northern Ireland. Formerly a partner and head of equality at Thompsons Solicitors, the UK's largest firm of solicitors acting for the trade union and labour movement, Nicola initially worked as a lawyer before qualifying in Scotland and working in Glasgow for ten years.

Martin Davidson CMG

Martin Davidson is Chief Executive of the British Council. He graduated with an honours MA in English Language and Literature from St Andrews University. Between 1979 and 1983 he was an Administrative Officer in the Hong Kong Government. He joined the British Council in 1984 and was immediately posted to China, eventually working across the country as a Regional Officer. He became Acting Regional Director for East and Southern Europe in 1994 and was appointed China Country Director in 1995. He held this role until 2000 at which point he was made Geographic Director for East Asia and the Americas. Martin was appointed Deputy Director-General in September 2005 and appointed Chief Executive in April 2007. He is a Governor of Goodenough College and Board Member of the Great Britain China Council.

Nicole de Lalouvière

Nicole la Hausse de Lalouvière has over 25 years' experience in education, predominantly in ELT and vocational education. In this respect she has held positions as a teacher, teacher trainer, materials writer, head of school, inspector, examiner and adviser in the public and private sectors in the UK, South Africa, Spain and France. She has undertaken short-term consultancies in a wide variety of countries such as Libya, China, Brazil, Mauritius and Thailand, often working with government. Since 2001 Nicole has been employed by the British Council, first as Senior Adviser in vocational education, then as Director Learning and Training in Beijing, and most recently as Director Azerbaijan.

Martin Doel OBE

Martin Doel, Chief Executive of Association of Colleges, took up post on 1 May 2008. He is working alongside the AoC Board, President, staff and membership to champion and promote the work of colleges, develop and promote an environment in which they can flourish and ensure colleges are recognised as major contributors to the economic and social prosperity of the nation.

Martin was formerly Director of Training and Education at the Ministry of Defence, responsible for training and education policy and strategy across all three armed forces. Key accountabilities in this post included cross-government liaison and project management of a Ministry of Defence £55 million e-learning system.

Martin was previously been responsible at Board level for developing HR and training strategy for the Royal Air Force's 45,000-strong workforce, and for delivering training in leadership and management to officers of all three UK services and to those from 47 other nations. As a station commander he was responsible for merging three formerly separate bases and supporting over 6,000 personnel involved in logistics, flying training and operational support.

Martin studied at Totton Grammar School and Sixth Form College (now Totton College – an AoC member), King Alfred's College (now the University of Winchester) where he obtained a first class honours degree, and King's College London – where he obtained his Master's degree.

John Donovan

John Donovan is the European Managing Director for McGraw-Hill Education, a position he has held since January 2009. McGraw-Hill Education, a subsidiary of the McGraw-Hill companies, is a leading provider of content in print and digital format to education and professional markets around the world. As well as the many US titles published and distributed each year, McGraw-Hill Education Europe has a rapidly expanding European publishing programme.

Having started his career in educational publishing over 18 years ago with Prentice Hall, John Donovan has held various positions and roles within the industry. He joined McGraw-Hill in 2001 and has worked mainly within the higher education business. John successfully headed the European sales and marketing group over a five-year period before taking on the role as European Managing Director for the Higher Education, Schools and Professional divisions of McGraw-Hill.

Allison Doorbar

Alison Doorbar is Managing Partner of JWT Education, a division of one of the world's largest communications agencies that provides market research, consulting, branding and communications services to clients in the education sector. She has worked with over half of Australia's universities as well as many overseas institutions and government bodies.

This includes work with the Australian, British, American, Canadian and German government education departments and many associated organisations, such as IDP Education Australia and the British Council.

Dr Andy Dougill

Andy Dougill has developed and applied new and innovative, community-empowering, methods of environmental assessment and monitoring across dryland Africa for the last 20 years. His research transcends and integrates approaches from a range of disciplines across the natural and social sciences aimed at providing more locally relevant nuanced understandings of environmental change affecting rural communities. The outputs of his work include a wide range of academic publications, but more importantly local management guides and policy advice capable of supporting and strengthening community-based natural resource management.
He is now working to bring together local-scale livelihoods and environmental studies, with regional, national and global-scale assessments of vulnerability to climate change and dryland degradation. This ongoing work is funded as part of the ESRC Centre for Climate Change Economics and Policy (CCCEP) where he leads a work package on 'Closing the Loop' between science and local society.

Ewan Dow

Ewan Dow is currently teaching at the University of Maastricht Language Centre in the Netherlands and carrying out research towards his final dissertation as part of the University of Bath's DBA in Higher Education Management. He has an MBA in the same field from London's Institute of Education. Between 1999 and 2004 he was based in mainland China, first in Guangzhou and then in Beijing. He has held various teaching and management positions in the area of languages in the UK and overseas, including Director of Bath's English Language Centre and Deputy Director of the Department of Languages and Translation at the University of Surrey. A graduate modern linguist in French and German, his early career was spent at the University of Innsbruck, first in the English Department and then in the Language Centre of the Social and Economic Sciences.

His professional interests include language training methodology, discourse analysis and teacher training and he is particularly interested in the interface between Europeanisation and internationalisation in higher education.

Professor DZULKIFLI Abdul Razak

Professor Dzulkifli Abdul Razak is currently Vice-Chancellor of Universiti Sains Malaysia, a position he has held since 2000. He also serves as Vice-President of the International Association of Universities (IAU), a UNESCO affiliated organisation.

Professor Dzulkifli is a member of the Asia-Europe Meeting (ASEM), the Education Hub Advisory Committee, the Executive Council of Association of Commonwealth Universities (ACU) and the Advisory Committee of World Universities Forum.

Since 1995 he has served on the World Heath Organization (WHO) Expert Advisory Panel on Drug Policies and Management as well as the WHO Scientific Advisory Committee on Tobacco Product Regulation from 2000 to 2002.

At a national level, he is the Chair of Malaysian Vice-Chancellors'/Rectors' Committee, Chair of Malaysian Examination Council and serves as Adviser to the National Higher Education Research Institute (IPPTN). He is also a Fellow of the Malaysia Academy of Science, and also the World Academy of Art and Science.

From 2007 to 2008 Professor Dzulkifli served as President of Association of Southeast Asia Institutions of Higher Learning (ASAIHL).

Christine Evans-Klock

Christine Evans-Klock is currently the Director of the Skills and Employability Department at the International Labour Organisation (ILO), where she has worked since 1995. Her previous ILO positions include Director of the ILO's Sub-regional Office for East Asia in Bangkok and Director of the In-Focus Programme on Boosting Employment through Small Enterprise Development in Geneva. She has published research for the ILO on employment and enterprise restructuring and on policy responses to worker retrenchment. Her non-ILO publications include co-authorship of *Start-up Factories: High Performance Management, Job Quality, and Regional Advantage*. She holds a PhD in economics from Boston University.

Richard Everitt

Richard Everitt is the current Deputy Director British Council USA and is responsible for strategic direction of the education portfolio. Over the last 15 years with the British Council previous postings include East Asia (China), South America (Colombia) and Europe (Poland). Richard Everitt previously worked at Channel 5 Television in London and worked as a teacher of English in Uganda.

Charles Fadel

Charles Fadel is Global Lead, Education at Cisco Systems, and the Cisco board member at the Partnership for 21st Century Skills, of which Cisco was a founding member. He has consulted with a wide variety of education ministries/boards including Massachusetts, France, Chile, Brazil, Tunisia, and the Dominican Republic, and has worked on education projects in more than 30 countries and states.

Charles has authored articles in publications such as *Technology Learning, New Media Consortium, eSchool News, Education Week, University Business* and *EETimes*. He has presented at numerous education conferences, including the Consortium for School Networking (COSN), the National School Boards Association (NSBA), the National Center for Technology Innovation (NCTI), and the Masie Center's learning conferences. He is at present advising two non-profit organisations, and serves with several industry organisations including the State Educational Technology Directors Association (SETDA), and two committees of the Organisation for Economic Co-operation and Development (OECD). Charles has recently served on the Massachusetts Governor's Readiness Project as well as its 21st Century Skills task force. Charles has been awarded five patents on video, content, and communication technologies.

Professor FAN Yiu-kwan

Professor Fan Yiu-kwan is the Executive Director of Hong Kong Council for Accreditation of Academic and Vocational Qualifications; Panel Member on Pan-Pearl River Delta, Central Policy Unit, Government of the Hong Kong Special Administrative Region (HKSAR); and Justice of the Peace, HKSAR. Professor Fan's professional experiences include: Honorary Professor, School of Economics and Finance, The University of Hong Kong; Vice President (Development), and Dean of Business School, Hong Kong Baptist University; Professor of Economics, University of Wisconsin – Stevens Point; Member of Board of Governors, Hong Kong Arts Centre; Member, Law Reform Commission, Government of the HKSAR; Member, Committee on Museums, Government of the HKSAR; Chairman, Advisory Committee on Social Work Training and Manpower Planning, Government of the HKSAR; Member, Investor Education Advisory Committee, Securities and Futures Commission, Hong Kong; Member, Hong Kong Committee for Pacific Economic Cooperation, Government of the HKSAR.

Tazeen Fasih

Tazeen Fasih is a Senior Human Development Economist in the Africa Region of the World Bank. She works on various aspects of economics of education with a particular focus on education and labour market linkages. Other areas of her work include education finance and school autonomy. She has worked in countries in South Asia, the Middle East, Eastern Europe and Africa and has experience working in academia as well as think tanks. She has authored and co-authored a number of papers in the World Bank on economics of education including the book *Decentralized Decision Making in Schools* and *Linking Education Policy to Labor Market Outcomes*. She holds a PhD in Economics from the University of London.

Anna Fazackerley

Anna is head of the Education and the Arts and Culture units at Policy Exchange, responsible for defining research priorities and managing all projects in these areas.

Before joining Policy Exchange, Anna worked as a journalist for several years and most recently spent two years as the director of Agora, a think tank on higher education.

She has a first class degree in English from Manchester University.

Ros Fenney

Before joining UCAS in 1995, Ros worked for a major insurance company for 20 years in various investment accounting capacities. She was appointed as Application Services Manager in September 2005, with responsibility for two operational units within the Customer and Application Services department. The Awarding Body Linkage process matches applicants against qualifications for onward transmission to UCAS institutions and the Verification Unit investigates suspicious applications and manages the Similarity Detection Service, highlighting similarities in personal statements. Ros is also a member of the Project Advisory Group for the HEFCE-funded Shared Services Fraud and Verification Feasibility Study.

Dr Rozilini Fernandez-Chung

Dr Rozilini Fernandez-Chung is the Principal Assistant Director at the Malaysian Qualifications Agency. She is responsible for the development of higher education quality assurance documents and processes. She is involved in numerous committees related to higher education and policies and heads externally funded research projects in higher education policies and practice. She has published extensively on topics of law/policies and quality, and spoken and presented papers at numerous conferences and led seminars on law, policy and quality assurance both locally and internationally. She graduated with an LLB (Hons) from the University of Wales, Cardiff, a Master's from Deakin, Australia and a doctorate from the University of Leicester on higher education policy

John Fielden

John Fielden has practised as a management consultant in higher education policy and management since 1969. He now runs CHEMS Consulting as an independent consultancy and has carried out over 250 higher education projects in over 42 countries including Australia, Bangladesh, China, Egypt, India, Mozambique, Nigeria, Singapore, Saudi Arabia, South Africa, Sweden and Tanzania. He specialises in HE policy studies for agencies and governments, internationalisation and governance issues. International clients have included the World Bank, International Finance Corporation (IFC), United Nations Educational, Scientific and Cultural Organization (UNESCO), the British Council and many education ministries and universities throughout the world.

Rachel Fletcher

Rachel Fletcher has been working with higher education institutions since 2005 helping them use Hobsons services to optimise their international student engagement, marketing and conversion activities.

She started her career at Hobsons' Melbourne office in Australia and her experience of the Australian international recruitment market was invaluable when, in 2006, she moved to London to set up Hobson's UK international student enquiry and offer management division, based on the Australian model.

Rachel now has responsibility for managing the operational and strategic development of Hobsons' Enrolment Management Services, and has a wealth of knowledge about international student mobility and using data to enhance strategic planning at institutions.

Dr Warren Fox

Dr Fox is Executive Director of Higher Education for the Government of Dubai in the Knowledge and Human Development Authority in the UAE. Prior to this he was a Fellow at the Center for Studies in Higher Education at the University of California at Berkeley, followed by the position of Executive Director of the Office of Higher Education for the Ministry of Higher Education and Scientific Research of the United Arab Emirates. He is Professor Emeritus of Political Science and former Vice-Chancellor of Academic Affairs for the University of Nevada; and former Executive Director of the California Postsecondary Education Commission, a position he held for many years. Professor Fox holds degrees from the University of California at Berkeley and the University of Southern California.

Alan P. France

Alan P. France is the First Deputy Rector, Westminster International University in Tashkent (WIUT), Uzbekistan, employed in 2002 by the University of Westminster, UK to oversee the development of WIUT, a semi-public university, as part of a capability and capacity-building project. WIUT is now in its eighth year with 400 graduates. Alan is responsible for all academic affairs, strategic development and positioning. Previously he was Dean of the Lancashire Business School for ten years and consultant to the EU, World Bank on capability building projects in Poland, Ethiopia, Ukraine, and China. He writes on education management and HE development in transition countries as well as the governance of organisations.

Professor Isak Froumin

Professor Isak Froumin is a Senior Education Specialist at the World Bank. He is based in Moscow and is leading the World Bank education programme in Russia. This programme includes support for reform of higher education, introduction of information technologies into education, textbook production reform and school restructuring. He is a member of the education expert group for the President of the Russia Federation.

His World Bank experience also includes projects in Kazakhstan, Kyrgyzstan, Afghanistan, Nepal, Turkmenistan and India. He is also strategic development adviser for the University – Higher School of Economics (HSE) in Moscow. As an adviser he is supervising strategic planning and internationalisation of the university. Before joining the World Bank in 1999 he was a principal of a laboratory schools and the director of Institute of Experimental Pedagogy at Krasnoyarsk State University in Siberia. During this period he was a director of a number of international research projects with universities in the US, Australia, Netherlands and the UK. He is an editor and author of numerous books and articles on educational reform and the theory of education.

Dr Julia Gaimster

Dr Julia Gaimster is Head of E-Learning at London College of Fashion. She leads the college's virtual learning environment strategy and supports international projects through using new methods of communications: wiki, blackboard, Twitter, podcasts and webinars to support flexible off-site learning for fashion design. She has developed a range of virtual learning and online tools to support fashion projects.

Professor David Gani

Professor Gani is responsible for providing corporate academic leadership in shaping and implementing the University of Strathclyde's strategies in reputation management, marketing, internationalisation and advancement.

He works with key external stakeholders including funding councils, Scottish and UK governments, businesses, the voluntary sector and other universities to build Strathclyde's reputation as a technological university of international standing. He builds relationships nationally and internationally, particularly within the EU, the Gulf States, USA, Africa, Singapore and Malaysia.

Professor Gani joined Strathclyde in December 2009 after seven years as director of research, innovation and global engagement at the Scottish Funding Council (SFC). While there, he led the development of research pools, driving

forward the SFC's investment in research alliances to create a competitive edge for Scotland in world-leading research. He also pioneered the Council's innovative approach to the funding of knowledge exchange between universities, business and the public sector.

Prior to joining the Council, he held senior academic posts in chemistry at the universities of Southampton, St Andrews and Birmingham. As a result of his research in organic chemistry he has received many awards culminating in becoming a Fellow of the Royal Society of Edinburgh and the Royal Society of Chemistry.

Shaun Gannon

Shaun is responsible for the delivery of many of CENTRIM's business interface projects and is a certifying trainer of the department's Managing Innovation Training Programme. He currently heads the local wing of the FP7 project, SM-BIOPOWER, through which biomedical engineering SMEs are encouraged to engage in European research, and he also launched an international wing of the University's SME learning network programme, ProfitNet, in South Africa in 2007.

Shaun has led the monitoring and evaluation function of locally and internally funded projects and seeks to exploit data for reporting, knowledge management and research purposes. Shaun uses Web 2.0 technology and he is the co-developer of the Innovation Wiki (used to share knowledge among academics, business and policy makers) and administers a thriving pan-European online social network of consultants through the SM-BIOPOWER project.

Professor Philip Garrahan

Professor Philip Garrahan is an independent HE consultant working on international developments in higher education. Until 1994 he held research and lecturing posts at Reading University, UCLA, Sunderland and Teesside Universities. He then became head of a social science department at Northumbria University, later joining Sheffield Hallam University, where he was Pro-Vice-Chancellor for Academic Development for nine years.

He has worked as a visiting professor in the United States and has travelled extensively to promote UK higher education in China, Hong Kong, India, Malaysia, and Thailand.

In his Pro-Vice-Chancellor role at Sheffield Hallam he was responsible for the university's policies on learning and teaching; the quality and enhancement of the student experience; and online learning. He initiated and led the university's international strategy. He is a Fellow of the Higher Education Academy.

He is also a member of the Open Educational Resources strategic advisory group, and of the government task force on Online Learning.

Professor Pamela Gillies

Professor Pamela Gillies is Principal and Vice-Chancellor of Glasgow Caledonian University, a role she has held since March 2006. She is a Governor of the Board of Trustees for the British Council and a Trustee of the Saltire Foundation. Professor Gillies was the first Scottish Vice-Chancellor to be a member of the Board of CBI Scotland and is a member of the Scottish Enterprise West Regional Advisory Board, a Trustee of the Carnegie Trust for the Universities of Scotland, Universities UK Research Policy Committee and the Prime Minister's Initiative Advisory Group. In addition she is Chair of the Glasgow Health Commission, sits on the Scottish Poverty and Truth Commission, is the Convener of the Universities Scotland Health Committee and a member of Executive Committee and the Funding Policy Group.

Professor Gillies has worked on an Abbott Fellowship for AIDS Research, as a member of the World Health Organisation's Global Programme on AIDS, at Harvard University as a Harkness Fellow and Visiting Professor in Health and Human Rights and as the first Executive Director of Research at the Health Education Authority for England.

Professor Gillies was Fellow of the Faculty of Public Health of the Royal College of Physicians of London, an Academician of the Academy for Social Sciences and an Honorary Fellow of the Royal College of Physicians of Glasgow.

Jazreel Goh

Jazreel Goh joined British Council China as Director Education Marketing in June 2004. She first started her career in 1994 as a Linguistics lecturer with the National University of Malaysia before joining IDP Education Australia as an education consultant in 1995.

Jazreel Goh has worked in various organisations in Malaysia, Australia, as well as Hong Kong in the areas of international education consultancy, executive search as well as in intellectual property licensing.

She currently leads of team of 28 education marketing specialists in British Council China (Mainland) and is a member of the British Council Education UK Partnership Operating Board as well as the China European Chamber of Commerce Marketing and Media Forum.

Jazreel Goh was born in Malaysia and educated in Malaysia, Singapore and Australia.

Dr Allan E. Goodman

Dr Goodman is the sixth President of the Institute of International Education (IIE), the leading not-for-profit organisation in the field of international educational exchange and development training.

Previously, he was Executive Dean of the School of Foreign Service and Professor at Georgetown University. He is the author of books on international affairs published by Harvard, Princeton and Yale University presses and *Diversity in Governance*, published by the American Council on Education. Dr Goodman also served as Presidential Briefing Co-ordinator for the Director of Central Intelligence and as Special Assistant to the Director of the National Foreign Assessment Center in the Carter Administration. He was the first American professor to lecture at the Foreign Affairs College of Beijing. Dr Goodman also helped create the first US academic exchange programme with the Moscow Diplomatic Academy for the Association of Professional Schools of International Affairs and developed the diplomatic training programme of the Foreign Ministry of Vietnam. Dr Goodman has also served as a consultant to Ford Foundation, the Woodrow Wilson National Fellowship Foundation, the United States Information Agency, and IBM. He is a member of the Council on Foreign Relations. Dr Goodman has a PhD in Government from Harvard, an MPA from the John F. Kennedy School of Government and a BS from Northwestern University.

Andrew Gordon

Andrew founded Diversity Abroad in 2006. As an undergraduate at the University of San Francisco he had the opportunity to study abroad in Cuernavaca, Mexico and Seville, Spain. With a passion for working with students, learning languages and about new cultures he started Diversity Abroad to help ensure all students were able to take advantage of study abroad. He is a member of NAFSA: Association of International Educators (www.nafsa.org), where he serves on the Committee on Underrepresentation and member of Net Impact (www.netimpact.org). He is also an alumnus of INROADS (www.inroads.org) and AIESEC (www.aiesec.org).

Prior to starting Diversity Abroad, Andrew worked as an associate at Deloitte and Touche in San Francisco, California. He also worked for Equifax as a credit analyst in Madrid, Spain.

David Graddol

David Graddol is a British applied linguist, well known as a writer, broadcaster, researcher and consultant on issues relating to global English. After working for the UK Open University for 25 years, he now runs The English Company (UK) Ltd and is Managing Editor of linguistics books and journals for Equinox Publishing. David is joint editor of the CUP journal *English Today*, and is on the editorial boards of several other journals, including *Language Problems and Language Planning* and *Visual Communication*. David's publications include *The Future of English?*, a seminal research document commissioned by the British Council in 1997, and *English Next* – published by the British Council in 2006. A sequel, focusing on recent developments in India, was published early 2010.

Dr Herbert Grieshop

Dr Herbert Grieshop is Managing Director for the Center of International Co-operation at Freie Universität Berlin, a position he has held since January 2009. His responsibilities include the development of an internationalisation strategy, the management of the university's offices abroad and the development of new international research co-operation and strategic partnerships. Dr Grieshop previously worked for the British Council in Germany as Head of their Education and Science team for five years. Prior to that, he worked as a Cultural Affairs Specialist for the US Embassy in Berlin and as manager for cultural events at the Berliner Festspiele, the largest organiser of cultural events in Germany's capital. From 1994 to 2000 Dr Grieshop was a lecturer in the German department of University College London.

Ulrich Grothus

Ulrich Grothus is Deputy Secretary-General and Director for Strategy and Projects at the German Academic Exchange Service (DAAD). Grothus joined DAAD in 1988 as spokesman and Head of the President's Office. Since 1991, he has been director of all three DAAD programme directorates. He served as Director of the Paris office from 1998 to 2000, and Director of the New York office from 2004 to 2008.

Ulrich began his career as a journalist before joining the International Division of the former West German Rectors Conference in 1982.

Ali Hadawi

Ali was born in Babylon/Iraq and studied as an international student in the UK from the age of 19. He is the first, and only, Arab college principal in the UK and was recently selected for the UK prestigious Learning and Skills Improvement Service (LSIS) Star Award. Since 2006, Ali has been Principal of Southend Adult Community College (SACC). Ali has taken the college from strength to strength, and in July 2009 LSIS awarded SACC its Beacon status, making it the first and only Local Authority-run adult community college in the country to receive the award. Judged by OFSTED (Office for Standards in Education) in 2008 as 'outstanding' in many areas including leadership and management, it places SACC in the top four per cent of adult colleges.

Ali's expertise in leadership and management of the vocational education and training sector focuses on identifying and meeting the strategic vocation, education and training needs of local government, the voluntary sector and the private sector.

Ali is member of the National Principals Champions group advising the Further Education minister on the role of FE in community cohesion and preventing violent extremism. He serves as an OFSTED associate inspector and became a founding member and Vice-Chairman of the Rawabit steering group in 2004, a UK–Iraq strategic partnership to help develop the vocational and technical education sector in Iraq. Ali is a trustee of the Iraqi Institute for Economic Reform, a board member of the LLUK Catalyst programme and an executive member of Holex with responsibility for leadership.

Rick Hall

Rick Hall is Director of Programmes for Ignite!, a not-for-profit organisation promoting creativity in learning that grew out a programme at the National Endowment for Science, Technology and the Arts (NESTA). Since its launch into independence in October 2006, Ignite! has managed programmes of research for Trades Union Congress (TUC), Campaign for Learning, University of the Arts, as well as supporting or delivering programmes for NESTA, the protégé project at University of the Arts, My Space, etc. for the Stephen Lawrence Centre and London South Bank University (LSBU), and a £2 million programme of creative approaches to the learning and teaching of STEM subjects (Science, Technology, Engineering and Maths) in the East Midlands (Ignition*). A former teacher, actor, writer and director notably in the arts for young people, Rick Hall was Programme Manager in the Fellowship team at NESTA from 2001 to 2006. He has worked for the Arts Council, the National Lottery Charities Board and the Millennium Festival. In May 2008, he was appointed an Honorary Fellowship at the School of Education, University of Nottingham.

Dr Lynne Hammond

Dr Lynne Hammond is Manager of International Educational Consultancy office at the London College of Fashion (LCF). She lived in Turkey from 2006 to 2007 to manage the EU Istanbul Clustering project to improve competitiveness of small and medium enterprises (SMEs) in the fashion sector. She also co-ordinates consultancy projects for United Nations Industrial Development Organization (UNIDO) in Bangladesh Quality Support Programme to alleviate poverty and upgrade their education systems.

Professor Takoi Hamrita

Dr Takoi Hamrita is Professor of Electrical Engineering at University of Georgia (UGA). She is the Founding Director of the UGA-Tunisia Educational Partnership, an innovative multidisciplinary international co-operation programme between the University of Georgia and the Tunisian Higher Education System. The programme, which she established in 2002, has made significant contributions to UGA and Tunisia's higher education through several initiatives, including e-learning capacity building, as well as the exchange of over 100 scholars, administrators, and students. The programme has developed a national and international reputation as a new and effective model for international university co-operation and has led to the programme receiving the prestigious Andrew Heiskell Award for Innovation in International Education, the Tunisian National Medal of Merit for Science and Education, and the Ibn Khaldoun Excellence in Community Service Award.

Dr Hamrita holds several leadership positions in international professional societies, and serves as Associate Editor for three scientific journals. She has assumed several leadership positions to advance the learning environment at the University of Georgia and has received several awards including the Lilly Fellowship Award, the UGA Excellence in Undergraduate Education Russell Award, and the UGA Teacher of the Year Award.

Emma Hardaker-Jones

Emma Hardaker-Jones joined BP in 2007 as Head of Graduate and MBA Resourcing. Having successfully implemented a new approach to graduate resourcing, Emma's role broadened and she is now Head of Resourcing; Sourcing and Policy. Before joining BP Emma had been MD of the Early Career practice of Moloney Search, a boutique consultancy specialising in early career recruitment and development for FTSE 100 firms. Emma joined Moloney Search from Crystal Decisions (now owned by SAP) where she was HR Director, EMEA. Before Crystal Decisions, Emma was part of the founding team at an internet start-up, Skillvest.com, where she was HR Director. Prior to Skillvest, Emma ran Early Career recruitment at both Prudential and the Bank of England.

Dr Ahmad Hasnah

Dr Hasnah is Associate Vice-President for Higher Education in Qatar Foundation and is an Associate Professor in Computer Science at Qatar University. He represents the Qatar Foundation in the Joint Advisory Boards of Texas A&M University (TAMU-Q), Carnegie Mellon University (CMU-Q), and Virginia Commonwealth University (VCU-Q) and is a member of the Steering Committee of Qatar National Research Fund, Vice Chair of the Financial Aid and Scholarship Committee and also chairs Qatar Foundation's Study Abroad Education City Committee.

As a member of the Academic Team at Qatar Foundation, Doctor Hasnah has been involved in developing the Education City Model and has fostered partner relationships with world class educational and research institutions. He has been a member of the Education Committee since 2002, and participated the planning and development of Education City. He previously

served as the Director of Academic Affairs in the Education Division from 2005 to 2007 and was the Head of Computer Science & Engineering Department, Qatar University from 2003 to 2006.

Dr Barbara Hayward

Dr Hayward is Director of Strategic Initiatives in the Knowledge and Human Development Authority, Dubai. She has had more than 25 years of experience working in higher education in the Arabian Gulf. She was Acting Director and Dean of Business at Dubai Men's College, and headed the Middlesex University campus in Dubai. Dr Hayward has degrees from Bristol, Cambridge and Exeter universities.

Paul Head

Paul has been Principal since October 2002. Enfield College was merged into the College of North East London (CONEL), where Paul was Principal, on 1 August 2009 to form the College of Haringey, Enfield and North East London. Before joining the college in 2001 Paul worked for 15 years in higher education as a senior manager, most recently at Thames Valley University in West London.

The college is a large general further education college located in Tottenham in Haringey and Ponders End in Enfield with over 24,000 students aged 14 onwards, 70 per cent of whom are adults. The college has Learning and Skills Beacon status and has the Training Quality Standard.

As Principal, Paul is the main representative of the College on partnership and outside bodies both in north London and the London Region. He is also a member of the London Skills and Employment Board (LSEB) chaired by the Mayor of London, member of the London Apprenticeships Task Force and Vice Chair of the Haringey Strategic Partnership.

Paul is a Director of the Learning and Skills Improvement Service and chairs the Principals Champions group on community cohesion and preventing violent extremism.

Carina Hellgren

Carina Hellgren is Head of the Unit for Higher Education at the International Programme Office for Education and Training in Sweden. The unit administrates all international exchange programmes for higher education in Sweden such as Erasmus, Linnaeus-Palme, Tempus, Nordplus and Minor Field Studies. Carina Hellgren was formerly a work-life researcher and, within that field, internationally active with various co-operation projects within Europe and with developing countries. Recently the International Programme Office for Education and Training has been allocated resources for evaluation and follow-up, which has made it possible to further develop the exchange programmes.

Carina Hellgren is also the co-president of the Forum for Internalisation, a body that was formed in late 2008 to increase the co-ordination between public authorities working with questions relating to increased internalisation in higher education. The Forum is operated by the International Programme Office for Education and Training together with the Swedish National Agency for Higher Education.

Fabrice Hénard

Fabrice Hénard joined the OECD IMHE programme in August 2007. He is currently the Analyst in charge of the IMHE work on Institutional Governance and the IMHE review of the Quality and Relevance of Teaching in Higher Education. Fabrice also works on the AHELO feasibility study where he deals essentially with interactions with stakeholders and the quality assurance aspects of AHELO.

Before joining the OECD, Fabrice was involved in the evaluation of public policies for about eight years, mostly in the educational sector. He spent four years at the French National Agency for the Evaluation of Research and Higher Education, as an evaluation co-ordinator carrying out institutional evaluations of French universities. In addition, he steered transnational reviews on convergence and mutual recognition of quality assurance systems.

Professor Stephen Hillier

Stephen Hillier is Vice-Principal International and Professor of Reproductive Endocrinology at the University of Edinburgh. He is also Honorary Consultant Clinical Scientist with Lothian University Hospitals Trust, Royal Infirmary of Edinburgh. Professor Hillier has previously worked in London, Leiden and Maryland, US where he was a Fogarty International Postdoctoral Fellow at the National Institutes of Health. Professor Hillier is a Fellow of the Royal College of Pathologists, Fellow of the Royal College of Obstetricians & Gynaecologists (*ad eundem*) and holds degrees from Leeds, Wales and Edinburgh (DSc awarded 1992). His extensive external service includes former membership of the Human Fertilisation & Embryology Authority (HFEA) and the Overseas Research Scholarships Committee (Universities UK). He is presently a member of the Medical Research Council Training and Careers Group. He is former Editor-in-Chief of the *Journal of Endocrinology* and is currently Editor-in-Chief of MHR (*Molecular Human Reproduction*). His academic and related work have given him extensive overseas experience, including particularly strong connections with the US, China and India. As VP International, Professor Hillier now leads the University of Edinburgh Internationalisation Strategy.

Professor John D. Holm

John Holm is Director of the Office of International Education and Partnerships at the University of Botswana. Professor Holm joined the University in 2005 to establish the Office of International Education and Partnerships (OIEP) and to train the staff. Previously he was Director of International Programs at Cleveland State University in the USA. Until he retired in 2005 he was a professor of Political Science, researching and publishing on topics related to democratisation. Professor Holm has presented two papers in the last two years to the International Education Association of South Africa on issues related to university partnerships in Africa.

Ross Hudson

Ross Hudson is a Programme Officer at the International Association of Universities (IAU) where he is in charge of developing the association's work on internationalisation. He has a Master's degree in International Development from the University of Sussex and worked previously at the University of Brighton developing a new internationalisation strategy for the university and as a lecturer. Ross Hudson has also worked for the United Nations Office for the Coordination of Humanitarian Affairs in Nairobi, Kenya.

Professor Rebecca Hughes

Rebecca Hughes is Chair of Applied Linguistics at University of Nottingham, and Director of the Centre for English Language Education. The Centre provides English language preparation and academic literacy support for international students at the university, both in the UK and at Nottingham's overseas campuses. Professor Hughes has published widely in applied linguistics including her publications: *Exploring Grammar in Writing*; *Spoken English, TESOL and Applied Linguistics* and *Teaching and Researching Speaking*.

Her articles on university language policy and internationalisation include a contribution to the OECD Forum in 2006, *Internationalisation of Higher Education and Language Policy: Questions of Quality and Equity* and OECD/Institute of Managers in Higher Education conference 2008, *International collaborations and the effects of rankings*. As member and until recently chair of the university's Collaborative Courses Committee she has, over the last five years, developed particular expertise in the implementation of international collaborative awards and the frameworks for analysing risks and benefits in relation to these.

Chris Humphries CBE

Chris Humphries was appointed Chief Executive of the UK Commission for Employment and Skills with effect from 1 January 2008. This appointment followed high-profile national roles as Director General

of the City and Guilds of London Institute, the UK's oldest and leading awarding body for vocational qualifications, from 2001–07, and Director General of the British Chambers of Commerce from 1998–2001. Other relevant positions included Chief Executive of the TEC National Council from 1994–1998, Chief Executive of the Hertfordshire TEC, Assistant Director of the UK's Council for Educational Technology, and work in the private sector for ICL and Acorn Computers.

Over the last 20 years, Chris has worked actively with government as an adviser on a wide variety of training projects, including the Open Tech Project, the Training Access Points system, the Prospects careers guidance system, and a variety of other public projects to develop the potential of new technologies for education and training. From 1998 to 2000, Chris served as Chairman of the government's National Skills Task Force, before being appointed as a founder member of the national Learning and Skills Council from 2000 to 2003 and is a continuing member of the national Adult Learning Committee. He is currently Chairman of UK Skills, and in 2006, led the successful UK bid to host the WorldSkills Competitions in London in 2011. He was a member of the national Skills Strategy Steering Group from 2002 to 2005, on the Board of the NHSU from 2003 to 2005, and appointed to the FE Review Advisory Group in 2005.

He was awarded the CBE for services to training and enterprise in June 1998.

Alice Hynes

Alice Hynes was brought up in Yorkshire and London, taking a degree in English at the University of Exeter and an MA in Medieval Studies at Birkbeck College London.

Her working life began in a stockbrokers and then in sales before she joined the staff of Senate House in London. She has extensive experience in higher education, having most recently worked on university level-projects at the University of Liverpool; as the Vice Principal of Dartington College of Arts; at Kingston University as Academic Registrar and also at Roehampton Institute. As an Assistant Director with the QAA and for HEQC in the late 1990s, she had responsibility for a range of institutional audits, overseas audit visits and for the Access Course recognition processes with the FE sector.

Alice Hynes is a Chartered Secretary, a Fellow of the RSA and a member of both the Association of Project Managers and the Institute of Leadership and Management.

Dr Janet Ilieva

Janet Ilieva leads on education market intelligence and research at the British Council. Her main research area has been internationalisation of education and global student mobility across the globe.

Janet is currently involved in three major research projects at the British Council, which include forecasting the international student mobility (carried out with the Economist Intelligence Unit). She is also working on a student decision-making study which tracks online students' decision making processes when planning to study abroad and a study on international graduate employability.

Since 2007 she has been a board member of the Association for Studies in International Education. Janet joined the advisory group on Project ATLAS in 2005, a project initiated by the Institute for International Education, which tracks international student mobility across the globe.

Janet's background is in macroeconomics. Her previous experience includes lecturing economics at the University of Veliko Turnovo (Bulgaria), guest lectures at the University of Calabria (Italy) and the University of Applied Sciences in Ludwigsburg (Germany).

Martin Ince

Martin Ince is former editor of the Times Higher Education-QS World University Rankings. Martin works as a freelance journalist and media adviser and is author of ten books, most recently the *Rough Guide to the Earth* (2007).

Tricia Jenkins

Tricia Jenkins is an innovative educator with high national visibility and a growing international reputation. Recognised as an expert in widening participation, access and equity issues, with 30 years' experience as a practitioner and over 14 years as manager, consultant and policy adviser. Tricia Jenkins is Head of Educational Opportunities at the University of Liverpool, where she is responsible for their ground-breaking widening participation activities. Her team delivers a substantial programme of local, regional, national and international activities with a variety of partners, including Aimhigher, the European Access Network and the Council for Opportunity for Education in the USA. The University of Liverpool has developed particular expertise on raising aspirations and understanding of university in younger age groups, most notably through its Professor Fluffy programme.

Dr Iman El Kaffass

Iman El Kaffass is a visiting lecturer at the British University in Egypt. She is the Chair of the Board of Step-Up International Consultancy for Education Research, Training and Human Development. Iman El Kaffass is the founding member of the Egyptian National Competitiveness Council and Chair of the Advisory Board of the Egyptian Education for Employment Alliance. She is also a member of the Supreme Council of Policies of the National Democratic Party and of the Egyptian Youth Council.

Iman El Kaffass has participated in the preparation of major education and youth development policies that have been adopted by the government of Egypt. She holds a PhD in Higher Education Administration from Bowling Green State University, Ohio, USA.

Dr Rustam Kasimov

Dr Rustam Kasimov is Rector of the University of World Economy and Diplomacy of the Republic of Uzbekistan. He was previously Deputy Prime Minister in charge of education, science, healthcare and culture. He has also held the posts of Minister of Higher and Secondary Specialised Education, Rector of Banking and Finance Academy, Dean of Uzbek-Malaysian business school under Tashkent state Polytechnic Institute. He gained his doctorate in economics and is a specialist in oriental studies.

Frances Kelly

Frances Kelly is New Zealand's Education Counsellor for Europe, based at the New Zealand Mission to the EU in Brussels. She is responsible for representing the interests of New Zealand education in Europe, developing and maintaining bilateral relationships, and informing government and institutional policy makers in New Zealand about national and European developments. Frances is a member of the International Liaison team at the Ministry of Education in New Zealand, and part of a global network of International Education Counsellors. Frances also represents New Zealand on the Education Policy Committee of the OECD and on the Governing Board of its Centre for Education Research and Innovation. Prior to this appointment Frances was a Senior Policy Manager at the Ministry of Education.

Professor Chris Kennedy

Professor Chris Kennedy has worked as teacher, trainer, adviser (as a British Council 'KELT' officer), researcher, and manager in Africa, Europe, the Middle East, South-East Asia and South America. His research and publications focus on language policy, curriculum innovation, and English as a global language, with interests also in primary ELT, professional communication and applied corpus linguistics. He is a Past President of IATEFL, and was for many years Chair of the British Council's English Teaching Advisory Committee. He is Director of the Centre for English Language Studies at the University of Birmingham, UK, which runs in-house and distance Master's and PhD programmes in ELT, Applied Linguistics, and Translation Studies.

Pat Killingley

Pat Killingley is Director Higher Education and Education UK for the British Council. She has overall responsibility for higher education. She has been a member of the Prime Minister's Initiative (PMI) strategy group and played a key role in developing the new strategy, which was launched in April 2006 by Tony Blair. She has worked on a range of international university link programmes and has been responsible for education policy and practitioner dialogues across the world.

Pat has previously worked in the areas of employment, education and training and education management.

Dr Gwang-Jo Kim

Dr Gwang-Jo Kim has been Director of the UNESCO Office in Bangkok and Regional Bureau for Education in Asia and the Pacific, as well as UNESCO Representative to Thailand, Lao PDR, Myanmar and Singapore since January 2009.

Before this Dr Kim worked in the Office of the President of the Republic of Korea, Seoul, where he advised and assisted the former President Young Sam Kim in the fields of education and social policy. Between 2001 and 2004 Dr Kim was affiliated with the World Bank as Senior Education Specialist at its Headquarters in Washington DC, before returning to Korea to take up the post of Director-General of the Ministry of Education and Human Resources Development (MOEHRD). In 2005 Dr Kim was appointed Deputy Minister of Education and Human Resources Development of the Republic of Korea, where he was charged with leading policy development in the areas of higher education, technical and vocational education, lifelong learning and human resources development.

Dr Kim is a member of various professional associations on education policy, finance and economics, and has published works in his area of expertise, including on education and ICT, and educational reform.

Professor Julia King CBE

Professor Julia Elizabeth King is Vice-Chancellor at Aston University, a position she has held since December 2006. After an academic career at Cambridge University, she joined Rolls-Royce plc in 1994, where she held a number of senior business and engineering appointments. She returned to academia in 2004 as Principal of the Engineering Faculty at Imperial College, London.

Professor King works closely with the UK government as a non-executive member of the Management Board of the Department for Business Innovation and Skills, and through her membership of the Committee on Climate Change, the Ministerial Advisory Group on Manufacturing and the National Security Forum. She is a member of the group appointed to conduct an independent review of higher education funding and student finance. She spent four years advising the Ministry of Defence as Chair of the Defence Scientific Advisory Council, and five years as a non-executive member of the Technology Strategy Board.

Professor King is a member of the World Economic Forum Global Agenda Council on the Future of Transportation, and the Governing Board of the European Institute of Innovation and Technology. She is a Fellow of the Royal Academy of Engineering and was awarded a CBE in July 1999.

Professor David A. Kirby

David A. Kirby is Vodafone Professor of Business Administration and Founding Dean of the Faculty of Business Administration, Economics and Political Science at the British University in Egypt, where he is a member of the University's Senior Management Team.

He has research, teaching and senior management experience in the Universities of Liverpool, Wales and Middlesex, and at the Manchester and Durham University Business Schools, he holds an adjunct Professorship at the University of South Australia and Visiting Chairs at Loughborough and Reading Universities in the UK. He has some 30 years' experience as a teacher, trainer, researcher and consultant in the field of entrepreneurship and small business management, both in the UK and internationally, and was a pioneer of entrepreneurship education in the UK, for which he was awarded in 2006, the prestigious Queen's Award for Enterprise Promotion.

He is a former Director of the UK Institute for Small Business and Entrepreneurship and the Association of Business Schools, and a former Senior Vice President and Director of the International Council for Small Business. He has been elected to a Fellowship of the Institute of Business Advisers and was elected as a Fellow of the Royal Society of Arts (RSA) for his contribution to the Society's Education for Capability Programme.

He has sat on several government bodies including most recently a Department for Education and Skills Working Party to consider how universities may work more closely with small firms and a Working Party of the National Council for Excellence in Management and Leadership. In July 2005 he hosted IntEnt2005, the annual international conference of entrepreneurship educators and practitioners. He has published 130 journal articles and 18 books and research monographs, including *Entrepreneurship* (McGraw-Hill, 2003). His research is currently focusing on entrepreneurship education and social entrepreneurship in Egypt and on entrepreneurial universities, and he is the research leader for the Global Entrepreneurship Monitor Project in Egypt.

Dr Beate Konze-Thomas

Dr Beate Konze-Thomas is Director General, Research Centres, Careers and Infrastructure, Deutsche Forschungsgemeinschaft (DFG). Previously, she was Head of Division, Collaborative Research Programmes, DFG, Bonn and Programme Director for Medical Sciences, DFG, Bonn. Prior to that she was a Research Associate at the Institute of Microbiology und Hygiene, Medical Faculty, Ludwig-Maximillians-University Munich and Research Associate at the Carcinogenesis Laboratory, School of Osteopathic Medicine, Michigan State University.

Dr Konze-Thomas studied Biology and Chemistry at Ruhr-University Bochum. She received a PhD in Comparative Analysis of DNA-dependent enzymes in microorganisms.

Ping Kuang

PhD research student and transnational lecturer at Coventry University, UK, Ping Kuang has worked in Chinese education for 25 years and is currently conducting research into the internationalisation of Chinese higher education for her PhD. Ping is also employed by Coventry University teaching business in Dubai and Singapore, and works as a link tutor establishing partnerships between UK and Chinese universities, developing joint programmes and supporting student exchanges.

Ping completed an MBA at Coventry University in 2006, gaining a wide experience including working in the university language centre and supporting Master's students. Subsequently Ping was employed to teach business at an institution in Singapore before returning to China to teach business at the International School of Jiangxi University of Finance and Economics. Prior to this Ping taught English in China for 20 years, specialising in university entrance preparation and publishing a number of books on the subject.

Tuula Kuosmanen

Tuula Kuosmanen is Director of Department for Admissions at the Agency for Higher Education Services (VHS), Sweden, a position she has held since January 2010. Her previous position at the Agency was as Director of Department for Evaluation of Foreign Qualifications.

The VHS is a contracting agency under the Swedish government in the educational sector. Its main task is to provide services and support to universities and other institutes of higher education: admissions, evaluation of foreign upper secondary qualifications, system management and procurement.

Tuula Kuosmanen has been involved with the implementation of the Bologna System in Sweden during her time at the Swedish

National Agency for Higher Education. She was in charge of setting up the system for Diploma Supplement and was also involved with the implementation of the Lisbon Convention for recognition of foreign qualifications. She has also had a temporary position at the Ministry of Education and Culture.

Dr Judith Lamie

Dr Judith Lamie is International Director at University of Leeds. Prior to this Judith was Director of International Strategy, and Associate Professor of Advanced Language Study, at University of Birmingham. As International Director at Leeds, Judith is responsible for developing and implementing the university's internationalisation strategy. The strategy itself articulates an integrated approach to internationalisation, touching on all aspects of university life, from partnerships and international reputation, to internationalising the curriculum and the student experience. For a number of years, Judith's research has centred on international education, and, in particular on the management of change and how it relates to teacher training and curriculum development.

Rt Hon. David Lammy MP

David Lammy is currently the Minister for Higher Education and Intellectual Property in the Department for Business, Innovation and Skills, a role he also held in the Department for Innovation, Universities and Skills prior to the creation of BIS in June 2009.

He has served as a Minister in the Department of Health, the Department of Constitutional Affairs, as Minister for Culture in the Department for Culture, Media and Sport and most recently as Minister for Skills with responsibility for the Commission for Employment and Skills.

He previously served on the Church of England's Archbishops' Council, has an honorary doctorate from the University of East London, and is an Associate Fellow in the Centre for Caribbean Studies at the University of Warwick, and has also been awarded an Honorary Doctorate from the University of East London.

David sits on the International Advisory Board of the School of Oriental and African Studies (University of London) and is a member of the Royal Society of the Arts. He is a member of the Society of Labour Lawyers, the Honourable Society of Lincoln's Inn, the Christian Socialist Movement, the Fabian Society, Progress and the Amicus Branch of Unite.

Claus Lange

Claus Lange is the Uni-assist Divisional Head for Africa, the Americas and Western Europe. He is also Head of External Information and Customer Consultation and manages the German Online Fraud Register. The Register holds records of falsified application documents, such as diploma, degree and language proficiency certificates. Uni-assist's foremost aim is to provide an admissions procedure for international applicants that is easy to use, efficient, provides value for money and is service-oriented. It allows foreign applicants to apply to an unlimited number of different universities using a standardised procedure. Uni-assist is financed by application fees, donations and subsidies. Initial funding was granted by the German Academic Exchange Service (DAAD) with funds also coming from the Federal Ministry for Education and Research. There are currently over 100 member universities spread across all 16 German regional government areas. Before joining Uni-assist in 2004, Claus Lange worked for an international development agency, with periods working in Bolivia and the Philippines, and, more recently, as Head of Public Relations at University of Reutlingen.

Veronica Lasanowski

Veronica Lasanowski is Senior Research and Marketing Officer at The Observatory on Borderless Higher Education (OBHE). She has previously held posts at the European Commission's Directorate-General for Education and Culture in Belgium, the Canadian Education Centre in Australia and the Fairtrade Foundation in the UK. Since joining OBHE, she has contributed to publications focused on international student mobility, international branch campuses and regulatory frameworks. Her principal interests include cultural politics, strategic regionalism, language and mobility.

Dr David Law

Dr David Law joined Edge Hill University in 2008 as Pro-Vice-Chancellor (Students and External). Following a first degree in History and postgraduate research in Area Studies, David began his academic career as an international historian. He joined Hull University in 1998 as Academic Registrar and then moved, in 2003, to Warwick. David was asked to lead on the development and implementation of the university's internationalisation strategy, becoming Director Warwick International. As a Board member of the UK's Council on International Student Affairs (UKCISA), David is closely involved in activities that focus on improving the international student experience.

Dr William Lawton

Bill Lawton has been Policy Adviser at the UK HE International Unit since its inception in 2007. The Unit is based at Universities UK; and it co-ordinates and undertakes activities to support UK universities in the context of the internationalisation of higher education globally. The Unit combines intelligence and outreach functions and its main outputs are a fortnightly electronic newsletter (*International Focus*, which is read around the world), a practical research programme (which is aimed at the UK sector), and presentations and events to disseminate research findings. Bill's activities include writing for *International Focus* and facilitating a partnership initiative with the Indian higher education sector.

Prior to joining the Unit, Bill worked at the Canadian High Commission in London, first as a political analyst on UK devolution and later as Head of Academic Relations. In the 1990s he was a lecturer in Politics at University of Hull, where his main specialisms were Canadian and American domestic politics and the international political economy. Bill received a Master's degree in Environmental Studies from York University in Toronto, Canada and a PhD, from Edinburgh University, UK.

Dr Nina Lemmens

Nina Lemmens joined the German Academic Exchange Service (DAAD) in 1997, and since then has held numerous positions including Director of the DAAD London office from 2000 to 2006 and Director for the Asia-Pacific Department in the Bonn head office from 2006 to 2009. In July 2009, she took over the Directorship of the newly formed Department for Internationalisation and Communication in DAAD in Bonn. Before that she worked as a personal assistant for an MP in the German Parliament for one year and as a freelance journalist for ten years. Nina Lemmens holds a PhD.

Gerard Lemos CMG

Gerard Lemos CMG leads the research team at Lemos&Crane. He is Chairman of the Banking Code Standards Board, the UK regulator of retail banking products, Vice-President of the British Board of Film Classification, a non-executive Director of the Crown Prosecution Service and a trustee of Dartington Hall. He is also a visiting Professor at Chongqing Technology and Business University. Gerard Lemos is a former Chair of Akram Khan Dance Company, Audit Commissioner and Civil Service Commissioner in the UK. He is the author of numerous books and reports about social policy and is currently writing a book about social welfare in China. He has written a series of books and reports about supporting vulnerable people, most recently *Steadying the Ladder: Social and emotional aspirations of homeless and vulnerable people*. He is the co-author with the distinguished sociologist Michael Young of *The Communities We Have Lost and Can Regain*. Gerard Lemos received a CMG in the Queens' Birthday Honours List in 2001 for services to the British Council.

Tom Leney

Tom Leney is responsible for international research and strategy at the UK government's Qualifications and Curriculum and Development Agency (QCDA) and is Head of QCDA's International Unit, as well as the UK Co-ordinator for the European VET ReferNet network. Tom has taken part in and has led a wide range of international initiatives and research projects, mainly at the European level. He recently led a major study for the European Commission (CEDEFOP) on the developing use of learning outcomes in European education and training systems, and research for the OECD on the recognition of non-formal and informal learning. He is currently working on an ETF project in the Middle East and North Africa region relating to the development of National Qualifications Frameworks. In February 2010, Tom will leave QCDA to become a chief policy analyst with the Danish Technological institute and a visiting fellow at the London Institute of Education.

Professor Rod Le Roux

Rod Le Roux has many years of human resource management experience at a director level in large South African and international corporations, in the retail and food manufacturing sectors. He is qualified to doctoral level and, since 1999, has held the position of Associate Professor at the University of KwaZulu Natal and, subsequently, the University of the Western Cape. Rod also runs a small, profitable consulting practice, PLGR Consulting, which focuses on organisational transformation, assessment and development of leadership and the development of teams. He served on the executive of various professional psychology societies in South Africa and was chairman of the Vuleka Trust – a faith-based organisation specialising in personal growth and reconciliation. Rod helped conceive of the Profitnet South Africa programme and has acted as one of its local co-directors for the last three years.

Rebecca Loades

Rebecca Loades is Associate Director (Europe, Middle East and Africa) at the Graduate Management Global Connection Ltd, a subsidiary of the Graduate Management Admission Council® (GMAC®). Prior to her appointment, Rebecca worked with GMAC® in a consulting capacity and was involved in a number of projects. The most significant involved working with a task force to produce the GMAC® report, *The Future of Graduate Management Education in the Context of the Bologna Accord*. When it was published in 2005, the report provided a unique perspective on the consequences of planned reforms for business education.

David Lock

David Lock is Director of International Projects at the UK Leadership Foundation for Higher Education in London, where he is responsible for the development and delivery of LFHE's international projects. He is involved with projects in 15 different countries some at governmental level and a wide range of UK universities and HE groups. He is directing the LFHE's input to the Iraq project.

Until October 2007 David was the founding Registrar and Acting Chief Executive of the British University (BUiD) in Dubai, a post he held for four years where he structured and built the university following its legal creation by the Ruler of Dubai as a not-for-profit provider of higher education to UK standards. BUiD opened in September 2004 and now has approaching 400 students. Before moving on David led a strategic review of the university which has helped to attract funds and set its course for the next five years.

David was appointed to the International Advisory Panel for the Middle East Association's Learning and Leadership Symposium Programme 2006–09.

He is a Fellow of the Institute of Chartered Secretaries and Administrators and an adviser to the Institute, a Freeman of the City of London and Liveryman of the Worshipful Company of Chartered Secretaries and Administrators and a member of the Regulatory Board of the Association of Chartered Certified Accountants.

Professor Rupert Maclean

Professor Rupert Maclean, Chair Professor of International Education, is Director of the Centre for Lifelong Learning Research and Development in the Institute. Prior to that he was the foundation Director of UNESCO-UNEVOC International Centre for Education in Bonn. Previous appointments include Director, Section for Secondary Education at UNESCO Headquarters in Paris; Director of the UNESCO Principal regional Office for Asia and the Pacific in Bangkok; Chief of the Asia-Pacific Centre of Educational Innovation for Development (ACEID) at UNESCO Bangkok; and UNESCO Chief Technical Adviser for the United Nations project to strengthen and upgrade teacher education throughout Myanmar. His scholarly work in education, particularly technical and vocational education and training, is well known from his numerous published books, chapters, articles and reports. He is recognised internationally as a leading change agent in education for social development. He brings a deep understanding of TVET in the Asia-Pacific region, contextualised by his broader grasp of educational issues, developments and scholarship worldwide.

Anthony McClaran

Anthony McClaran took up post as Chief Executive of QAA on 1 October 2009, after nearly six years as Chief Executive at UCAS.

He joined UCAS in 1995 to lead the then Academic Services and Development department, and was appointed Deputy Chief Executive a year later. He became Acting Chief Executive in January 2003 and was appointed Chief Executive in December of that year.

Anthony sat on the Council of the University of Gloucestershire from 1997 until 2005 and in September 2007 was appointed Chair of Council, a post he relinquished on taking up his QAA role. He served on Professor Schwartz's Admissions to HE Steering Group, the HE Group for the Tomlinson Review of 14–19 Qualifications, the SHA Commission on Post-qualification Application (PQA) and Sir Alan Wilson's Consultation Group on Improving the HE Applications Process.

He is a director of the Inspiring Futures Foundation, and a governor of the John Lyon School. Anthony also chairs Gloucestershire First's Employment and Skills Advisory Panel. He is a Fellow of the Royal Society of Arts and the Chartered Management Institute, a Freeman of the Company of Educators and a member of the Honourable Company of Gloucestershire.

Professor Simon McGrath

Simon McGrath is Professor of International Education and Development at the University of Nottingham. He is also Editor-in-Chief of the *International Journal of Educational Development*, a research associate of the Human Sciences Research Council of South Africa, and Chair of the Skills Working Group of the UNESCO UK National Committee. Over the past 20 years he has had a strong involvement with education in Africa, and from 2002 to 2004 was Director of Human Research Development Research at the HSRC and a member of the South African HRD Coordinating Committee. As a consultant, he has worked for a range of agencies on HRD matters in Africa, including the ILO, World Bank, Danida, UNESCO, EC and GTZ. From 1996 to 2008 he served on the Secretariat of the Working Group for International Cooperation in Skills Development, the donor forum for co-ordinating their skills activities globally.

John McNamara

John is currently responsible for managing and delivering custom research projects for the Economist Intelligence Unit in London. Before joining the Economist Intelligence Unit, John worked for the Office of Gas and Electricity Markets in London as a regulatory economist. Prior to this John worked and for Enterprise Ireland in Dublin as a macro economist where he worked on developing indigenous industry in Ireland. This involved focusing on

productivity improvement, international competitiveness and analysing the macro economy of the main Irish export markets.

Dr David McPhail

Dr David McPhail is on the advisory board of the UK Centre for Materials Education and is a Fellow of the Higher Education Academy. He has several publications in educational literature and has given four invited talks in this area, most recently at ICMAT 2009, Singapore. After his PhD he undertook research posts before taking up a lectureship in the Physics department at Warwick University. He joined the Materials department at Imperial College in 1989 where he is currently the postgraduate tutor. For six months in 2009, he was a visiting Professor in the Physics department at the National University of Singapore and this was partly funded by a PMI2 grant. In addition to his interest in surface analysis, he is interested in educational research and has received four small grants to facilitate work on transferable skills, international students and student exchanges. Dr McPhail received a PGCE from the London Institute of Education and a PhD in Materials from Imperial College London, UK.

Dr Leapetswe Malete

Dr Leapetswe Malete is Deputy Director of the Office of International Education and Partnerships (OIEP) at University of Botswana (UB). He is a senior lecturer at UB, publishing on issues related to his discipline. He joined OIEP as Deputy Director in 2006. Dr Malete has presented two papers in the last two years to the International Education Association of South Africa on issues related to university partnerships in Africa. He received a PhD in Sports Psychology from Michigan State University, USA.

Dr John R. Mallea

John Mallea is President Emeritus of Brandon University and Senior Adviser to the Centre for Higher Education and Research and Development, University of Manitoba. He has been an Invited Visiting Professor at universities in Australia, Canada, Japan, and Mexico and the Invited Wei Lun Fellow at the Chinese University of Hong Kong. As Head of JRM and Associates, he has carried out consultancies for the OECD, the World Bank, CIDA and several governments. He has published widely on Canadian cultural pluralism, education and the internationalisation of higher education, chaired external evaluations of the latter at the National University of Mexico and the Universities of Guadalajara and Nuevo Leon, and offered workshops on internationalisation in Canada, Mexico and Paraguay.

Professor Mike Mannion

Professor Mike Mannion gained his first degree from Brunel University, and went on to graduate with an MBA from the Open University and a PhD from Bristol University. After a period working as a software developer and programmer, Mike took up the roles of Lecturer and Senior Lecturer at Napier University, Edinburgh 1992–2000.

Professor Mannion joined the Department of Computing at Glasgow Caledonian University and became Dean of the School of Computing and Mathematical Sciences in 2002. He led the merger of the school with the School of Engineering, Science and Design to form the School of Engineering and Computing.

During his time at Glasgow Caledonian University, Professor Mannion has made a significant contribution to the university's research profile, has demonstrated his commitment to the student experience, and has played a significant role in leading learning and teaching initiatives across the university, including serving as Principal Investigator on the SFC Aiming University @ Work project in collaboration with the universities of Glasgow and St Andrews.

Professor Simon Marginson

Simon Marginson is Professor of Higher Education in the Graduate School of Education at University of Melbourne. He works in the Centre for the Study of Higher Education, on issues and research problems of higher education policy and comparative and international higher education.

Among his recent studies of globalisation, higher education and the knowledge economy are five papers for the OECD and the European Commission; policy advice for governments in Australia, New Zealand, Hong Kong, Malaysia, Vietnam and Japan; and the books *Global Creation: Space, mobility and synchrony in the age of the knowledge economy* with Peter Murphy and Michael Peters, published by Peter Lang, New York, 2010 and *International Student Security* with Chris Nyland, Erlenawati Sawir and Helen Forbes-Mewett, published by Cambridge University Press, 2010. He is a frequent public commentator in Asia-Pacific countries on issues related to international education.

Paul Marshall

Paul Marshall was appointed the first Executive Director of the 1994 Group in January 2006. He is the head of the Group's administration and is responsible for the management of all Group activity including policy development, government liaison and stakeholder relations.

He regularly speaks at national and international conferences on a diverse range of themes reflecting the Group's focus on the promotion of excellence in research and in the student experience. Recent Group publications include *An Analysis of Postgraduate Provision at UK Universities* (January 2010), *Beyond the Curriculum: Opportunities to enhance employability and future life choices* (November 2009) and *The importance of the HE research base in addressing major global challenges and ensuring the UK's future prosperity* (October 2009).

Paul began his career as Assistant Planning Officer at the University of Sussex in 1997 before moving to the position of Assistant to the Senior Management Group in 2001. In this role he was responsible, in addition to supporting the Vice-Chancellor and the Senior Management Team, for managing the Research Assessment Exercise planning process and co-ordination of the University's approach towards the introduction of the national variable tuition fee system in 2006.

Paul chairs the national Creative and Media Diploma Development Partnership Higher Education Advisory Group and is a member of the UK Government Department for Children, Schools and Families (DCSF) 14–19 Higher Education Progression Board, the DCSF Qualification and Progression Project Board, the Research Councils UK Research Concordat Executive and Implementation Groups, and the Universities UK/Universities and Colleges Employers Association Employers Pension Forum.

Dr Ala'a Mekki

Dr Ala'a Mekki is a member of Iraq's House of Representatives. He has been serving as Chairman of the Committee on Education at the Iraqi Council of Representatives since 2006.

Dr Mekki holds a Bachelor of Medicine and General Surgery Honours Degree from Baghdad University and a Higher Diploma in Clinical Pathology from the College of Medicine, Baghdad University.

He has had a long and distinguished medical and political career in Iraq. He was the founding member of the Thalassemia Centre in Baghdad and the first Iraqi doctor to carry out the separation of stem cells in 2003. He has also lectured postgraduate students at the Faculty of Medicine, Baghdad University.

He was imprisoned at Abu Ghraib for two years under the previous regime, accused of conducting secret political activity. He has served as a Member of the Iraqi Parliament representing the Iraqi Accordance Front since 2006.

Professor Robin Middlehurst

Professor Robin Middlehurst is Professor of Higher Education at Kingston University, UK, a position she has held since July 2007. From 1 May 2004, she has also been on half-time secondment to the Leadership Foundation for Higher Education (LFHE) as Director of Strategy, Research and International. In the

LFHE, she has to date commissioned more than 20 research projects on aspects of leadership, management and governance in the HE sector. She leads on the development and implementation of the Foundation's international strategy to support the internationalisation agenda of the UK higher education sector.

Professor Jim Mienczakowski

Professor Jim Mienczakowski is a graduate of the University of London. After training in the performing arts at the University of London's Central School and working in theatre and media, Jim then worked for a decade with 11- to 18-year-old children from socially disadvantaged backgrounds and also taught in the West Indies and Australia before moving into higher education. Earning an MA from King's College London he went on to complete doctoral studies at Griffith University, Australia.

Prior to accepting the role of Executive Director of Higher Education and Education Advisor with ADEC, Jim held senior leadership positions in a number of higher education institutions in Australia. Formerly Deputy Vice-Chancellor (Research and Industry) of Victoria University and earlier Deputy Vice-Chancellor (Academic and Research) at CQU, Jim was also for several years a Foundation Dean of Education responsible for the pioneering of a profession-led, workplace-ready, training model for teachers.

Jim has served on numerous government Executive Committees, Boards, Research Boards and Statutory Education Authorities (including chairing the Queensland Government Studies Authority's Senior Curriculum Committee) and, most recently, as an Executive Committee Member of New York University Abu Dhabi.

Tony Millns

Tony Millns is Chief Executive of English UK, the world's leading language teaching association, with over 400 accredited centres in the UK. A former senior civil servant, Tony is on the Board of the Tourism Alliance. In late 1999, he was appointed CEO of the Association of Recognised English Language Services Ltd. When the Association of Recognised English Language Services (ARELS) and British Association of State English Language Teaching (BASELT) joined forces to create English UK, he became the first Chief Executive.

Professor Sugata Mitra

Professor Sugata Mitra is Professor of Educational Technology at Newcastle University. He works in the areas of cognitive science, information science and educational technology, and along with physics and energy, has worked in these areas for over 30 years. He has a PhD in Theoretical Solid State Physics from Indian Institute of Technology, Delhi.

Professor Mitra's contributions include a number of inventions and first-time applications. He is credited with having started the database publishing industry (particularly the Yellow Page industry) in India and Bangladesh, as well as having implemented the first applications of digital multimedia and internet based education in India in the late 1980s. His current research is leading towards an alternative primary education which uses self-organised learning, mediation and assessment environments.

Professor Mitra has received numerous international awards and honours, including the Raizada award for the best paper of 1999 from the Computer Society of India; the 'Best ICT story' award in 2000 from the IICD; the 'Best Social Innovation of the year 2000' award from the Institute for Social Inventions; finalist in the 'World Technology Awards' education category from the World Technology Network in 2003; the Dewang Mehta award for innovation in IT from the Ministry of Information Technology, Government of India in 2005; 'Best Education Research Article' in an Open Access Journal for 2005 from the Communication of Research Special Interest Group of the American Educational Research Association; Alumni Award for Outstanding Contribution to National Development from the Indian Institute of Technology, Delhi in 2006 and Best Book award from the Indian Society for Training and Development in 2007.

Professor Mitra's work inspired the 2005 book *Q & A*, which went on to become the Oscar-winning film *Slumdog Millionaire*.

Dr John Mumford OBE

Dr John Mumford has been a champion in the area of workplace skills and the accreditation of workplace learning for many years. He currently chairs HE@Work, an organisation dedicated to promoting academic recognition of learning in the workplace. Previously he has served on the boards of the Universities Vocational Awards Council and Foundation Degree Forward, has chaired the Sector Skills Council for Oil, Gas, Chemicals and Nuclear, and has been a Board Member of Foundation Degree Forward for many years. Dr Mumford's business career has involved over 30 years in BP senior management positions in Europe, Australasia and Asia. Latterly, as BP Vice President UK Region, Dr Mumford dealt extensively with BP's reputation, governance and government relations issues. His role as senior industry figure in the UK included serving as President of UK Petroleum Industries Association, Oil Industry Representative on the UK government's Motorist Forum, and Council member of the Energy Institute. In 2003, Dr Mumford received an OBE for his services to the environment. Dr Mumford is a noted public figure for his work in alternative energy and the environment, particularly in transport. He has served on Boards such as the Energy Savings Trust, Low Carbon Vehicle Partnership and currently the environmental charity Green-works.

Dr Mumford received a PhD for studies in public risk perception in 2006 and through his company, Reputation Risk Consultants, advises businesses on the management of risk and reputation. Also as International Director of the International Road Assessment Programme, he is part of a major global initiative with the World Bank and FIA, promoting safe road investments in low and middle income countries.

Dennis Murray

Dennis Murray is Executive Director of the International Education Association of Australia and Director of Murray-Goold International Pty Ltd. He has been involved in international education for more than 25 years and has held executive management positions in a number of Australian universities. He has researched and published widely in international education, as well as in strategy and policy in higher education more generally. He is particularly interested in international education strategy and public policy; international education research; quality improvement in international education; leadership, and the development of international education professionals.

Bach Hung NGUYEN

Bach Hung Nguyen is Assistant Manager of the International Cooperation, and Project Leader at Ho Chi Minh City Industry and Trade College in Vietnam, positions he has held for the past seven years.

Bach Hung Nguyen's role is to develop international partnerships and as a result the college is currently involved with the Association for Overseas Technical Scholarship in Japan. The college is also an approved provider of the City & Guilds qualifications, the Technician Certificate in Mechanical Engineering Theory 2565 and the Technician Certificate in Electrical and Electronic Engineering 8030.

The college has recently partnered with Swansea College in Wales and with Anniesland College in Scotland through a Prime Minister's Initiative for International Education project.

Trung Khanh NGUYEN

Trung Khanh Nguyen is the Vice Principal of Hanoi Tourism College and holds degrees in Economics and English as well as holding a Master's in Business Administration. He is currently undertaking a PhD in global economics and International relations. Trung started his work with Hanoi Tourism College in 2004 working as the Head of Science Research and International Relations

Department before becoming Vice Principal in December 2008. He has performed a consultancy role with the EU in Tourism Education Management and has worked as a member of various teams developing the tourism sector for Vietnam.

Dr Tuan Anh NGUYEN

Dr NGUYEN Tuan Anh is Vice-Rector at Nguyen Tat Thanh College in Vietnam. Since his appointment in the role the number of students attending the College has grown from approximately 1,000 to over 14,000 students.

Prior to joining the educational sector, he held a managerial position in engineering after studying a Master of Engineering Science in Industrial Management at University of New South Wales in Australia, and a doctoral degree at Nanyang Technological University in Singapore.

Dr Muriel Oaks

Dr Muriel Oaks is Dean of the Centre for Distance and Professional Education at Washington State University, where she has served in various administrative positions since 1983, including a term as Interim Vice President for Extended University Affairs. During this time, she has been instrumental in developing telecommunications infrastructure and distance learning programmes that have earned numerous awards and a national reputation for innovation and excellence.

Dr Oaks has held leadership positions in several national professional associations, including President of the University Continuing Education Association (UCEA), Chair of the steering committee of the Western Cooperative for Educational Telecommunications (WCET), and President of the National Universities Degree Consortium (NUDC). She has received several national professional awards, including the UCEA Gayle B. Childs Award for Leadership in Distance Education and the WCET Richard Jonson Award for Service to the Educational Telecommunications Community. She is the author of numerous professional publications and is a frequent presenter at national and international conferences.

Professor Julius Amioba Okojie

Professor Julius Amioba Okojie joined the University of Ibadan as Lecturer II in 1978 and was promoted to Senior Lecturer in 1983. He rose to the rank of Professor of Forestry Resource Management in 1990.

Professor Okojie was appointed Vice-Chancellor, University of Agriculture, Abeokuta in 1996, a position he held until 2001. He joined the National Universities Commission in August 2002, and he chaired the Standing Committee on Private Universities (SCOPU). Under his chairmanship a number of private universities were established between 2002 and 2005 and all of them received Federal Government approval during his tenure.

The proprietors of Bells University of Technology, Ota, appointed Professor Julius Okojie the pioneer Vice-Chancellor of the Institution in July, 2005.

Professor Okojie has at different times served as Chairman and member of various standing and ad-hoc committees, special panels as well as serving as external examiner/assessor to a number of Nigerian universities. He was elected by his fellow Vice-Chancellors to Chairman, Committee of Vice-Chancellors of Nigerian Federal Universities in 2001.

His numerous Fellowship awards include the Royal Society (Nuffield Foundation) Fellowship; Senior Fulbright Fellowship; and the United Nations University Fellowship. He is a Fellow, African Academy of Science (FAAS); Fellow Science Association of Nigeria (FSAN) and Fellow Forestry Association of Nigeria (FFAN).

Professor Julius A. Okojie is currently the Executive Secretary, National Universities Commission, a position he has held since August, 2006.

Dr Don Olcott Jr

Dr Don Olcott Jr is Chief Executive of The Observatory on Borderless Higher Education (OBHE). Dr Olcott leads The Observatory and on a variety of international research and partnership projects with numerous worldwide organisations.

Dr Olcott serves on the UK's Council of Validating Universities, the Board of Directors of the University of London's Distance Education Council and the External Strategy Board of the Open University. He is also an elected Fellow of the UK's Royal Society of the Arts. Don is immediate past-Chairman of the United States Distance Learning Association Board of Directors and served as president from 2006 to 2007. He is currently serving on the Higher Education Funding Council for England's Online Learning Task Force and the British Council's internationalism index project as a member of the panel of experts.

Dr Olcott previously held senior leadership and faculty appointments with a variety of institutions across the USA. He has over 25 years of public and private sector experience in the design, delivery, and evaluation of higher education continuing and distance education programmes. He is a member of the editorial boards for a range of journals and is published extensively.

Professor Serik Omirbayev

Professor Serik Omirbayev has been Director of the Higher and Postgraduate Education Department, Ministry of Education and Science in the Republic of Kazakhstan since 2007. He is actively involved in the internationalisation of Kazakhstani education system, academic mobility and the Republic's adherence to the principles of the Bologna Process.

Previously Serik worked as Deputy Director of the National Testing Centre under the Ministry of Education and as Vice-Chancellor of the Eurasian National University, where he was responsible for academic affairs.

With an academic background in finance and law, his current research and professional interests revolve around higher education in Kazakhstan, with a particular focus on laws and regulations, strategy and management.

David Pardoe

David Pardoe is the programme manager for the Africa Knowledge Transfer Partnerships in sub-Saharan Africa. Before this David was a project manager at the British Council in Ethiopia. He has worked for the British Council since 1998 and has worked in Poland, Russia, Ukraine, Moldova and Ethiopia. David is currently based in the British Council office in Nairobi as part of the sub-Saharan Africa regional team, he has a Master's degree from Manchester University in Education Technology and is interested in issues in education and technology in developing countries.

Alun Parry

Alun is Director, Higher Education, of Veredus Executive Resourcing, based in the Leeds office. His background is in the higher education sector, having worked for the University of Newcastle-upon-Tyne and before that for the University of Wales, Swansea. After completing an MBA at Smurfit Graduate Business School, Dublin, in 2004, Alun started his own consultancy practice in higher education. Since joining Veredus, Alun has led on international senior leadership assignments across the UK HE sector. He has led on functional Director, Dean, PVC and DVC appointments in a range of Russell Group, pre- and post-92 universities, as well as a range of more specialist academic roles such as Head of School, Research Institute Director and professorial appointments. Alun has regularly delivered sessions for the HE Leadership Foundation's Top Management Programme as well as sessions at the Association of Business Schools for aspiring Deans and networking sessions at Said Business School.

Geoff Pine

Geoff Pine is Principal and Chief Executive of Greenwich Community College, a position he has held for 15 years. He has a background in education, covering colleges, schools and the prison service, and a range of business interests in the entertainment industry. Previous positions include adviser in business studies to the Inner London education Authority, an examiner in Economics and a moderator for the Business Training and Education Council.

He is Board Member of Charlton Athletic Race Equality Partnership; Founding Board member

of Gateway Employment – a not-for-profit company providing a way into work for local people; Chair of the joint Association of Colleges/British Council Iraq group, assisting in rebuilding the Iraq vocational education system; member of the AOC International Portfolio Group and London Region Marketing Committee; Chair of the British Council Vocational Education and Training Advisory Board; Trustee of the UK Council for International Student Affairs; member of the Actors Centre Board; Chair of the Greenwich and Docklands International Festival Board; and Chair of the Bird College in Bexley.

Jonathan Pratt

Jonathan Pratt is StudyLink's Marketing Director and has developed a career in marketing over 15 years, working for clients including Monash University, BBC, House of Commons and Tesco plc. He has held positions with RPA Inc., a leading US retail strategy agency, and more recently as International Marketing Manager at Monash University and Monash South Africa. During 15 years in marketing, he has worked on B2B and B2C campaigns in Europe, Africa, South and South East Asia. He now specialises in direct marketing and branding strategies for the online environment, working with international education clients in Australia, the UK and USA and is an active member of the Chartered Institute of Marketing.

Nunzio Quacquarelli

Nunzio Quacquarelli Managing Director of QS took his MBA at The Wharton School in the USA, where he won the Glockner Prize for Management, after gaining an MA at the University of Cambridge. At Wharton, Nunzio also led the team that won the Moot Corp Business Venture Award in 1990. Before starting his own business Nunzio worked in strategy consulting for Mercer Management Consulting and Bain & Company, in the UK and Italy.

Professor Roberto Rabel

Professor Roberto Rabel is Pro-Vice-Chancellor, International at Victoria University of Wellington (VUW). His role involves overseeing the university's internationalisation strategies and activities. He is Vice-President of the New Zealand Institute of International Affairs, New Zealand Co-Chair of the Council for Security Cooperation in the Asia-Pacific, a Trustee of the Greater Mekong Subregion Tertiary Education Consortium, and Chair of the Advisory Board for the Victoria Institute for Links with Latin America. Professor Rabel has made presentations on internationalisation strategy and policy to conferences and workshops organised by the Indonesian Ministry of Education, Education New Zealand, the European Association for International Education, Institutes of Technology and Polytechnics New Zealand, and the New Zealand Ministry of Education. From 1986 to 2000, Professor Rabel taught in the History Department at University of Otago before moving into management roles there. He is the author or editor of over 35 books and articles, including an official history, *New Zealand and the Vietnam War: Politics and Diplomacy* (2005). He received a PhD in American Diplomatic History from Duke University, USA.

Elliott Rae

Elliott Rae is Director of the Education Practice at Veredus Executive Resourcing, a UK-based headhunting company specialising in executive appointments in the public sector. During his seven years with Veredus, Elliott has worked with a wide range of universities and government departments and agencies across the UK to appoint senior academics, senior management and non-executive roles. As searches for talent become global, Elliott has managed international search campaigns on behalf of clients including the University of London, Glasgow Caledonian University, the UK Commission for Employment and Skills and the Welsh Assembly Government. Elliott has presented on the theme of leadership and career management to organisations including the Leadership Foundation for Higher Education, the Association of Business Schools, the Academic Registrars Council and Universities Human Resources.

Tony Reilly

Tony Reilly is currently Director British Council Iraq. He has worked for the British Council for more than 20 years with postings in Ireland, South Africa, Turkey, Kuwait and Oman. He has a first degree in Sociology and English, a Postgraduate Certificate in Education and an RSA Diploma in Teaching English as a Foreign Language.

Dr Inés Sáenz

Inés Sáenz is Director of the International Liaison Office in Paris France at Tecnológico de Monterrey since 2007. She has previously worked for Tec de Monterrey's Academic Vicepresidency in a project aimed to develop a new curricular component related to Humanistic and Citizenship Education. She is also member of the Faculty of Humanities and Social Sciences and currently teaching at Tec Virtual University.

Inés Sáenz holds a Master's degree and a PhD in Hispanic Studies from the University of Pennsylvania. She has published numerous articles related to Latin American literature.

Elizabeth Scarborough

Elizabeth Scarborough is CEO of Simpson Scarborough, a higher-education marketing research firm headquartered in Washington, D.C., is an internationally recognised expert in the use of research to drive marketing, branding, recruitment, retention, development and alumni relations. She is an expert in attitudinal-research methods, survey-instrument design, sampling, data analysis, and the compilation and presentation of marketing intelligence. She currently chairs the American Marketing Association's Symposium for the Marketing of Higher Education.

Dr Philida Schellekens

Dr Philida Schellekens is a consultant and author with a special interest in language in the workplace. Philida advises UK bodies, such as the British Council and CILT, the UK standards setting body, on occupational language standards. For University for Industry/learndirect she develops distance learning products, e.g. Second Life and Webinar. Internationally, Philida has worked with colleagues in the Middle East, Vietnam and China on language in commerce and industry.

Philida has published widely on English language teaching, and wrote the best-selling Oxford University Press *ESOL Handbook* (2007). At the 'chalkface', she is an inspector for English and foreign language teaching in classroom and vocational settings. She continues to teach part-time at her local college. Philida is a member of the British Council's English Language and Advisory Group.

Dominic Scott OBE

Dominic Scott has been Chief Executive of the recently renamed UK Council for International Student Affairs (UKCISA, formerly UKCOSA), since 2004. Prior to that he held a number of senior positions with the British Council including postings to Norway, Egypt and India where he was Director of Education Promotion from 1995 to 2000. He is a member of the UK Border Agency's Joint Education Taskforce (JET), the UCAS International Board, the British Accreditation Council, is Chair of the UK NARIC Advisory Council and was, until it was recently re-configured, a member of the Prime Minister's Initiative (PMI) Strategy Group.

Dr Madlen Serban

Madlen Serban has been Director of the European Training Foundation since 1 July 2009. Before Joining the ETF, she was Director of the National Centre for Technical and Vocational Education and Training in Romania. Dr Serban has spent most her career working in the field of vocational education and training. She has a broad international experience from her work as an expert and evaluator for international organisations including UNESCO, USAID, the European Commission, OECD, the World Bank and the ETF. Madlen Serban has a PhD in social partnership in education and training from the University of Bucharest. She represented the Romanian government on the ETF's Governing Board from 1998 to 2007, and Cedefop's Governing Board from 2007 to 09.

Professor John Sexton

Professor John Sexton is the fifteenth President of New York University, Benjamin Butler Professor of Law and New York University Law School's Dean Emeritus, having served as Dean for 14 years. President Sexton joined the Law School's faculty in 1981, was named the school's Dean in 1998 and was designated the University's President in 2001.

President Sexton is Chair of the Independent Colleges and Universities of New York, Chair of the New York Academy of Sciences and Vice Chair of the American Council on Education. He is a Fellow of the American Academy of Arts and Sciences and a member of both the Association of American University Presidents and the Council on Foreign Relations. He serves on the Boards of the Council on Foreign Relations, the Institute of International Education and the Association for a Better New York. While Dean of the Law School, he was President of the Association of American Law Schools. He served as the Chairman of the Board of the Federal Reserve Bank of New York from 2003 to 2006 and Chair of the Federal Reserve Systems Council of Chairs in 2006.

President Sexton received a BA in History from Fordham College, an MA in Comparative Religion and a PhD in History of American Religion from Fordham University, and a JD *magna cum laude* from Harvard Law School. In July 2008, he was named a Chevalier de la Légion d'Honneur, the national order of France.

Dr Nurilya Shakhanova

Dr Nurilya Shakhanova has been Director of the National Accreditation Centre since 2008. In her current role she is responsible for accreditation, academic recognition, ranking and nostrification issues.

Previously she worked as Deputy Director of the Republic's Presidential Centre for Culture and taught at the Eurasian National University and Al-Farabi Kazakh National University, Department of Archaeology and Ethnic Studies. She also served as Director General of Central Asian Foundation for Management Development (CAMAN) in 2003–2005.

Educated in Kazakhstan, Russia and the USA Nurilya Shakhanova holds a Doctor of Sciences degree and is a Fulbright Scholar (University of Wisconsin-Madison, USA 1999–2000).

Professor Dr Mahmoud Shakir Abdulhussain

Professor Dr Mahmood Shaker Abdulhussain is currently President of the Foundation for Technical Education in Iraq, a position he has held since 2003. Previous roles include Professor at Medical Technologies College, Baghdad, from 2002 to 2003, Professor at Technical College of Baghdad from 1994 to 2002 and Assistant Professor at the Institute of Technology, Baghdad 1991–93 and at the Technical Institute in Basrah 1982–91.

Dr Mahmood has published widely in academic journals, as well as writing a number of scientific and academic books. He is a member of many associations including the British Chemistry Association, Iraq Chemistry Association, Iraq Plastic Association. He currently chairs several committees including the Committee for evening studies, the Committee of Technical Colleges, the Productive Activities Committee, the Committee for Private Colleges and the Central Curricula Committee..

Dr Anthony G. Shallcross

Dr Anthony G. Shallcross is Head of International Education and designated researcher at the Institute of Education at Manchester Metropolitan University with over 20 years' experience teaching in schools involving senior academic and pastoral posts of responsibility. Current responsibilities include teaching on initial teacher education, Master's and CPD including course direction for EC-funded COMENIUS CPD courses. Research includes funded evaluative research project for Scottish Natural Heritage and the World Wildlife Fund for Nature. Project director for the EC-funded Sustainability Education in European Primary Schools Project (SEEPS), which supports school development of whole school approaches to sustainability education. He has over 80 publications including several journal papers and chapters in books in the broad field of education for sustainability. He is currently project co-ordinator of the Department for International Development funded higher education link project, Promoting Sustainable Development through Whole School Approaches, with Rhodes University and the University of South Africa, is a member of the UNESCO teacher education group for education for sustainable development, and consultant to the UNESCO teacher education section.

Professor SHI Jian

Professor Shi Jian is Vice President, Sichuan University China, in charge of International Affairs and Human Resources. In addition he is Professor of English at the College of Foreign Languages and Cultural Studies at Sichuan University and Director of the University's European Studies Centre. He has a wide range of publications in monographs, dictionary and textbooks, translated books and academic papers. Research areas include European Integration Studies, European Migrating Working Force Studies, European Cultural Studies, Cultural Studies Theories and Higher Education Reform.

Chris Sinclair

Chris Sinclair has taught English as a foreign language in various settings in the UK, Finland, Italy and the Middle East. During the 1990s he worked on EAP programmes at the University of Hertfordshire and more recently spent a number of years at Cambridge Assessment where he worked on the production and development of a variety of ESOL tests. Since 2004 he has been at the University of Southampton where, as Deputy Director of the Centre for Language Study, his role has been to co-ordinate the various English language teaching and assessment activities offered by the Centre for Language Study; this includes pre-sessional courses, in-sessional EAP support programmes, and an International Foundation Year Programme. He currently teaches a module on Assessment of Language Proficiency on the MA Applied Linguistics at University of Southampton and is a member of the BALEAP Working Group on assessment.

Julia Smith

Julia Smith is International and Regional Adviser with responsibility for technical and vocational education projects within the British Council's cultural relations programme Skills for Employability.

Julia is currently responsible for PMI2-funded international Further Education Partnerships in association with the AoC (Association of Colleges) and the British Council's cultural relations programme in China, Hong Kong, East Asia and Africa. She has managed global vocational education partnerships in the UK since 2000.

She led a successful a professional development programme for middle managers in further education and training colleges in South Africa. In partnership with UK VET specialists she has advised other countries in sub-Saharan Africa including Mauritius and Nigeria and is a member of IVETA. .

Professor Laurence Solkin

Professor Laurence Solkin is Associate Dean of the Schools of Arts and Social Sciences at City. He has spent over 20 years in public administration, focusing on the management of organisational change. He is responsible for teaching and learning across the Schools of Arts and Social Sciences. His research interests include technology-enhanced learning and the role of academic leadership in delivering quality education.

Ben Sowter

Ben Sowter, Head of QS Intelligence Unit, is responsible for the operational management of all major QS research projects and is actively involved in all the collection, compilation and tabulation of data for the QS World University Rankings ™. A regular on the international conference circuit, Ben's lectures, seminars, workshops and opinions are highly sought after.

Dr Mary Stiasny

Mary Stiasny joined the Institute of Education from the British Council to take up the post of Assistant Director, with responsibility for Learning and Teaching and oversight of the International Strategy, in July 2007.

Mary began her working life as a secondary school teacher of Social Sciences at Holland Park School. She joined Goldsmiths College in 1975 as a Lecturer in Sociology with responsibility for the Social Sciences subject specialism on the PGCE programme. In 1992 she moved within Goldsmiths to the Department of Education as Director of the Secondary PGCE, and subsequently Deputy Head of Department. She joined Oxford Brookes University as Deputy Head of School, followed by five years at the University of Greenwich as Head of the School of Education and Training (Dean equivalent). Mary subsequently spent almost four years at the British Council as Director of Education and Training.

She has written and spoken extensively about internationalism in education, taking the lead for the UK in working with the education sector recruiting overseas students, developing partnerships and enabling staff and students to develop an international outlook. Mary is a member of the UK UNESCO Education Committee.

Michele Sutton OBE

Michele Sutton became Principal and Chief Executive of Bradford College in August 2004. Bradford College is one of the largest further education colleges in the UK with a diverse student population including large numbers of young people (4,000), adults (14,000), higher education students (5,000).

For the previous five years Michele was Principal and Chief Executive of Hopwood Hall College in Rochdale and prior to this, she held Vice-Principal positions at City College, Manchester and Handsworth College, Birmingham. While working in Rochdale she was also a Council Member for the Great Manchester Learning and Skills Council.

Michele first joined further education as a lecturer in business studies in 1980, after spending 11 years in industry working in the areas of textiles, printing and sports marketing. She is passionate about the value that further education colleges bring both to individuals and the communities, towns and cities in which they are located, including Birmingham, Manchester and Rochdale.

In July 2009 Michele was awarded the OBE for services to further education and community relations.

Professor John Tarrant

Professor John Tarrant has been Secretary General of the Association of Commonwealth Universities since May 2007. The Association was established nearly 100 years ago to serve the interests of member universities throughout the Commonwealth. There are now over 500 members from 42 countries.

After a two-year appointment at University College Dublin (1966–68), he joined the University of East Anglia (1968–95) as a founding member of staff in the School of Environmental Sciences, from where he went on to become Dean of the School and later Deputy Vice-Chancellor of the University. In 1995 he was appointed Vice-Chancellor and Principal of the University of Huddersfield, retiring from that position in 2006.

Professor Tarrant's research and teaching interests have been in national and international food and agriculture policy, the influence of agriculture on the environment and of climate change on agriculture. He has worked in the United States as a visiting professor at Texas A & M University and at the University of Nebraska, and as a visiting scholar at the Food Research Institute at Stanford University and at the International Food Policy Research Institute in Washington D.C. He has also worked in Australia and New Zealand, and has acted as a consultant in Russia, China, India, Bangladesh, Thailand and Pakistan..

Professor Laurie Taylor

Visiting Professor in the Department of Politics and Sociology at Birkbeck College, University of London and currently presenting *Thinking Allowed* and *Room for Improvement* on Radio 4, he began his broadcasting career as a regular contributor on Robert Robinson's *Stop the Week*. Laurie was educated at St Mary's College, Liverpool, the Rose Bruford College of Drama in Kent and Birkbeck College, University of London where he obtained his BA. He then went on to do an MA at Leicester University, and was an English teacher before joining the Sociology Department of the University of York, where he went on to become Professor of Sociology. Before entering academic life, he had eight years' industrial and sales experience, worked as a librarian in Liverpool, taught in a London comprehensive school, and was a professional actor with Joan Littlewood's Theatre Workshop Company at Stratford East. He is a consultant, writes for newspapers and magazines, contributes to television programmes and is an accomplished public speaker. He was recently made a Fellow of Birkbeck College and holds visiting professorships at the London Institute and Westminster University

Hanneke Teekens

Hanneke Teekens is member of the board of directors of Nuffic (the Netherlands organisation for international co-operation in higher education). Within Nuffic Hanneke Teekens is responsible for the directorate Communication, overseeing all aspects of communications, including the Netherlands education support offices (Nesos).

Before joining Nuffic Hanneke Teekens worked at the Hogeschool and University of Amsterdam and the University of Twente. She held positions as a teacher and researcher, manager and consultant and worked in many parts of the world. Previously she was director of the Socrates National Agency, responsible for the Erasmus programme. Currently she is director National Structure for Erasmus Mundus in the Netherlands. Hanneke Teekens has published on various aspects of international education. Her latest contributions have focused in particular on 'Internationalisation at Home'.

Currently Teekens is chair of the board of the Association for Studies in International Education (ASIE), a group of organisations whose mission is to encourage international education and research and who publishes the *Journal of Studies in International Education*.

Hanneke Teekens studied education and history and did her postgraduate studies at the University of Leyden. She was an exchange student to the US.

Dr Manfred Tessaring

Dr Manfred Tessaring graduated in 1972 in National Economics and obtained his doctorate in economics of education in 1979. Until 1996 he worked at the Institute for Employment Research (IAB) of the Federal Employment Agency in Nuremberg, Germany, where he was executive scientific director. Since 1996 he has worked at the European Centre for the Development of Vocational Training (CEDEFOP) in Thessaloniki, Greece, where he is Head of Research and Policy Analysis. His responsibilities include analysis of progress achieved in the implementation of the Copenhagen objectives for vocational education and training. His work is documented by a number of publications and he is engaged in several European research projects and networks.

Professor Leandro Tessler

Leandro Tessler is a physicist at Glab Wataghin Physics Institute of the University of Campinas (UNICAMP) State of São Paulo, Brazil.

Since the beginning of 2009 he has been special adviser to the President of Unicamp on international issues and was recently appointed Director of International Relations.

Professor Tessler has worked on institutional evaluation for the Brazilian Ministry of Education, is a member of the Committee for the Evaluation of Programmes in Physics and the Ministry of Education and Science Steering

Committee for Curriculum reform and expansion of the Federal Higher Education system in Brazil.

Internationalisation is a key strategic priority for the current UNICAMP administration and Professor Tessler is leading a taskforce to research current challenges, setting challenging targets for UNICAMP.

Among a wide range of strategies, he is establishing wider participation in international networks of universities, developing peer-to-peer agreements, including double diplomas, dedicating fresh financial resources and developing an international dimension of participation and exchange in research activities.

Professor Eric Thomas

Professor Eric Thomas is Vice-Chancellor of the University of Bristol, a position he has held since 2001. He is Chair of the England and Northern Ireland Council of Universities UK (UUK), as well as Chair of UUK's Research Policy Committee and a member of the UUK Executive Committee. He was a member and trustee of the Universities and Colleges Admissions service, and has chaired the government Taskforce into Increasing Voluntary Giving in Higher Education, which reported in 2004. He was Chair of the Worldwide Universities Network 2003–07, and a member of the Board of the South-West Regional Development Agency 2002–08.

He trained as an obstetrician and gynaecologist and worked at both University of Sheffield and Newcastle University. In 1991, he was appointed Professor of Obstetrics and Gynaecology at the University of Southampton, becoming Head of the School of Medicine in 1995 and Dean of the Faculty of Medicine, Health and Biological Sciences in 1998. He was a Consultant Gynaecologist 1987–2001.

Professor Thomas is a Deputy Lieutenant of the City and County of Bristol.

Professor Nigel Thrift

Professor Nigel Thrift is Vice-Chancellor of the University of Warwick. He joined Warwick from the University of Oxford in 2003, becoming Head of the Division of Life and Environmental Sciences in 2003 and Pro-Vice-Chancellor for Research in 2005. Since becoming Vice-Chancellor in 2006, Professor Thrift has launched an ambitious new strategy for Warwick's future and has led the university in implementing an extensive capital plan, achieving a 20 per cent increase in research income, producing the highest-ever annual philanthropic income in 2009, establishing high-profile partnerships and research collaborations with leading universities in the US, Australia, India, Asia and Europe, and rapidly increasing Warwick's international profile through initiatives such as the Warwick Commission and the International Gateway for Gifted Youth. He has been instrumental in building on Warwick's strong links with business and industry both nationally and internationally, including Warwick's leading role in the Birmingham Science City initiative.

Professor Thrift maintains an active research career alongside his role as Vice-Chancellor. He has been the recipient of a number of distinguished academic awards, including the Royal Geographical Society Victoria Medal for contributions to geographic research in 2003, Distinguished Scholarship Honors from the Association of American Geographers in 2007 and the Royal Scottish Geographical Society Gold Medal in 2008. He was made a Fellow of the British Academy in 2003. His current research spans a broad range of interests, including international finance, cities and political life, non-representational theory, affective politics and the history of time.

Lord John Tomlinson

Lord Tomlinson of Walsall has been a member of the House of Lords since 1998. He was formerly a Member of the European Parliament (1994–99). He was also formerly a Member of Parliament for Meriden (1974–79, during which time he was Parliamentary Private Secretary to Prime Minister Harold Wilson (1975–76); Minister for Europe (1976–79) and Parliamentary Secretary, Ministry of Overseas Development (1977–79).

Lord Tomlinson has been the Chair of the Association of Independent Higher Education Providers since 2004 and Chair of the Advisory Committee of London School of Commerce since 2003.

In earlier life he spent two spells, each of between four and five years, in further education, firstly as a lecturer and secondly as a Head of Department. He was awarded an Honorary Doctorate of Laws by the University of Birmingham and an Honorary Fellowship by the University of Wales Institute, Cardiff.

Professor Timothy Tong

Professor Timothy W. Tong became President of the Hong Kong Polytechnic University in January 2009. Previously, Professor Tong was Dean of the School of Engineering and Applied Science (SEAS) at the George Washington University in the US. He received his PhD in Mechanical Engineering from the University of California at Berkeley in 1980. He is a Fellow of the American Society of Mechanical Engineers and a Fellow of the International Thermal Conductivity Conference.

During Professor Tong's eight years as Dean of SEAS, the School grew from strength to strength. The School has 230 full-time and part-time faculty members and approximately 2,500 students, almost 80 per cent of whom are postgraduate students. In 2004, the School ranked first in the percentage of engineering doctoral degrees awarded to women in the US.

Major organisations he has served include the US National Science Foundation Engineering Advisory Committee, the Board of Trustees of the Barry Goldwater Scholarship and Excellence in Education Foundation, the School of Engineering Advisory Committee and the Mechanical Engineering Advisory Committee of the Hong Kong University of Science and Technology. From 2007 to 2008, he was the Chairman of the Executive Committee of the Heat Transfer Division of the American Society of Mechanical Engineers.

Professor Rick Trainor

Rick Trainor has been Principal and Professor of Social History at King's College London since 2004. His published research has focused on 19th- and 20th-century British elites, especially in industrialised urban areas. He has also been heavily involved in computer-based teaching and in national initiatives to improve teaching and learning more generally. Professor Trainor is an academician of the Academy of the Social Sciences; an honorary fellow of Merton College Oxford, Trinity College of Music, and the Institute of Historical Research; and an honorary doctor of civil law of the University of Kent. A member of the US–UK Fulbright Commission 2003–09 and President of Universities UK 2007–09, he is a member of the Council of the Arts and Humanities Research Council. He was a member of the CBI Task Force on higher education 2008–09.

Professor Amy Bik May TSUI

Professor Amy Bik May TSUI is Pro-Vice-Chancellor and Vice-President (Teaching and Learning) of the University of Hong Kong. In this capacity, she assists the Vice-Chancellor in setting the direction and policy for the university's undergraduate curriculum reform, teaching and learning, and quality assurance of the undergraduate and postgraduate curricula.

Professor Tsui concurrently holds the position of Chair Professor in the Faculty of Education. She obtained her PhD in linguistics in 1986 at the University of Birmingham, UK, and has published widely in the areas of teacher education, classroom discourse, discourse analysis, and language policy. She serves on the editorial/advisory board of a number of international refereed journals. Her latest books include *Learning in School-University Partnership: Sociocultural Perspectives* (2009, co-authored with Gwyn Edwards and Fran Lopez-Real, Routledge/Taylor Francis); *Language, Culture and Identity in Asian Contexts* (2007, co-edited with James Tollefson, Lawrence Erlbaum Associates).

Eileen Tyson

Eileen Tyson is the Director of Global Client Relations for the Test of English as a Foreign Language (TOEFL) Program at Educational Testing Service. She is a graduate of the University of Liberia in West Africa and received her degree in English Secondary Education. Tyson lived and worked in Africa and the Middle East for 11 years. She has worked for the TOEFL Program in Princeton in the US for 19 years. She is responsible for outreach and communication with the more than 7,000 users of TOEFL scores worldwide.

Peter Upton

Peter Upton is Country Director for the British Council in Hong Kong and is also responsible for the Internationalising Higher Education portfolio. He has served as Director of Nigeria, the largest British Council operation in sub-Saharan Africa and was also Country Director in Thailand with responsibility for education in East Asia. He has extensive experience in international education and previously led the British Council's Education and Training Group, responsible for their global education portfolio. He designed the TIPD and IHTP programmes, led the National Agency for Socrates and Leonardo, jointly designed the education section of the 2004 entente cordiale with France and has led a range of policy initiatives in schools, vocational and higher education. He has spoken extensively at conferences and is published on a range of topics.

Stéphan Vincent-Lancrin

Stéphan Vincent-Lancrin is a Senior Analyst and Project Manager at the OECD Centre for Educational Research and Innovation (CERI, Directorate for Education). He is currently responsible of two CERI projects: Innovation strategy for education and training and The future of higher education. He has been working on various topics related to higher education, educational innovation, and their economic and social impacts. Stéphan has written extensively on the internationalisation of Higher Education and edited several reports, including the recent OECD/CERI publications on Higher Education to 2030 (volume 1: demography; volume 2: globalisation), *Cross-border tertiary education: a way towards capacity development*, and *Internationalisation and trade in higher education*. Before joining the OECD, Stéphan worked for seven years as lecturer and researcher in economics at the University of Paris-Nanterre and the London School of Economics. He is a Marie Curie Fellow and a 2007 Fulbright New Century Scholar. He holds a PhD in economics, a *grande école* diploma in management, and a Master's in philosophy.

Teresah Nekesah Wafullah

Teresah N. Wafullah is an Africa Knowledge Transfer Partnership (AKTP) Associate with MEA Ltd in charge of the production and marketing of an organic bio-fertiliser (October 2008 to date). She holds a BSc Horticulture (Hons) degree from the Maseno University (2002–06). She is also involved in line and brand marketing of the organic fertiliser, budget preparations and ensuring that all customer needs are met. She conducts field trials for the organic fertiliser with various organisations and farms to confirm its efficacy in Kenya, eastern and central Africa. She has previously volunteered as a Communications Liaison officer at Afrique Consult, a business development and human resource company (2007–08). Through volunteerism, she has been able to work with various youth groups around Kenya on HIV/AIDS and stop stigma campaigns. She draws her inspiration from young women around the world and especially across the African continent who struggle each day to become great achievers.

Catherine Walter

Catherine Walter was educated in the United States, France and the UK, so she has a first-hand knowledge of being an international student. She has written a number of books for students of English as a second or foreign language, and has worked with teachers of English in over 30 countries. She lectures and researches in applied linguistics and second language acquisition at the University of Oxford. She is also the Chair of the British Council's English Language Advisory Group, a member of the Executive Committee of the British Association for Applied Linguistics, and the Secretary of the UK Committee on Linguistics in Education. In 2008 she was named a UK Higher Education Academy National Teaching Fellow.

Ben Watson

Ben Watson is the Director of Training and Certification Products for Microsoft Learning, leading a team of product managers that set the vision and strategy for products worldwide including Microsoft Official Courseware, Academic Courseware, E-Learning, Microsoft Press books and Labs Online. In 2009 Microsoft Learning delivered more than 4 million days of classroom training and over 2 million technical and Office certification exams, reaching millions of learners worldwide.

Before Microsoft Ben Watson was the Vice President of Collaboration for Thomson NETg, responsible for their live learning web services including online instructor-led classes and a 24x7 mentoring service supporting their self-paced online courses. Prior to moving to the United States from Canada, Ben Watson was the founder and CEO of scholars.com, a company he started in 1995, which was a pioneer in offering online mentoring and tutor support for technical training. Scholars.com was later acquired by SkillSoft, the world's largest e-Learning company. At SkillSoft he held a number of roles including Vice President of Customer Advocacy and Special Projects.

Professor Paul Wellings

Professor Paul Wellings moved to the UK in 2002 to become Vice-Chancellor of Lancaster University. Between 1981 and 2002 he held positions in Australia as Deputy Chief Executive, Commonwealth Scientific and Industrial Research Organisation (CSIRO); Head, Innovation & Science Division; Department of Industry, Science & Resources, Canberra; Chief of Division, CSIRO Entomology; Research scientist, CSIRO.

In addition to his position at Lancaster University Paul is a Board Member of the UK Higher Education Funding Council (HEFCE) and Chairs the HEFCE Research and Innovation Committee. He is also a Board member of Universities UK (UUK) and held the position of Chair the UUK International and European Policy Committee 2006–09. He has had previous Board membership of the Australian Centre for International Agricultural Research (ACIAR) and the Australian Nuclear Science and Technology Organisation (ANSTO) and the Cumbria Rural Regeneration Company.

In August 2009 he became Chairman of the 1994 Group; representing 20 research intensive universities in the UK. He is also the current Chair of the North-West Universities Association.

David Wheeler

David L. Wheeler is the Managing Editor, International, for *The Chronicle of Higher Education*. He is leading an effort to create a 'global edition' of *The Chronicle of Higher Education*. David has worked for *The Chronicle* for 23 years, covering biomedical research, writing news and features about many facets of academe, and serving as international editor. Along with other honours, he was awarded a Vannevar Bush fellowship at MIT.

Craig Whittaker

Craig Whittaker is a lecturer and researcher with over 20 years' experience of teaching intercultural communication at universities in the USA, UK and the Netherlands. Having earned degrees in Communication (BA and MA), Business Administration (MBA) and Education (MEd), Craig is currently conducting research into the Erasmus programme as part of an ESRC sponsored PhD at the University of Bristol. Involvement with international students during his teaching in the Netherlands led Craig to develop an interest in the motivation and experiences of Erasmus students with the goal of joining an international organisation and helping to promote internationalisation. The research is scheduled for completion by mid 2010.

Myles Wickstead CBE

Myles Wickstead was, from early 2004 to late 2005, Head of Secretariat to the Commission for Africa. He has a long history of involvement with, and working in, Africa. Between 1993 and 1997 he was based in Nairobi as Head of the British Development Division in Eastern Africa, responsible for British government development programmes in Kenya, Tanzania and Uganda. He co-ordinated the 1997 Government White Paper 'Eliminating World Poverty: A Challenge for the 21st Century'; served on the Board of the World Bank (and as Development Counsellor at the British Embassy) in Washington 1997–2000; and from 2000 to 2004 was based in Addis Ababa as British Ambassador to Ethiopia and Djibouti.

Having left government service in late 2005, Myles is now Visiting Professor (International Relations) at the Open University; Senior Advisor to the Africa Unit (Association of Commonwealth Universities); and is on the boards of a number of NGOs, Trusts and Foundations. He is Chair of CONCERN UK and One World Media (OWM); Independent Vice-Chair of the Westminster Foundation for Democracy; and Board member of the Baring Foundation, the Tropical Health and Education Trust (THET), the Crown Agents Foundation, the Development Studies Association, the Comic Relief International Grants Committee, the International Inspiration Foundation and the Advisory Council of Wilton Park.

Myles has degrees from the Universities of St Andrews (MA First Class Honours) and Oxford (M.Litt), and was awarded an Honorary Doctorate of Education by Leeds Metropolitan University in July 2009 in recognition of his work on Africa. In the New Years Honours 2006 he was appointed CBE.

Stephen Williams

Stephen Williams is Assistant Director, International Office at the University of Warwick. He is responsible for monitoring and enhancing the international student experience at Warwick through a process of continuous improvement. As the UK's representative on the European Universities' International Services in the Erasmus Mundus Framework (EMIS) project, Stephen has researched and co-authored a good practice guide on the delivery of support services to international students in Europe (November 2009). He also currently sits on the Steering Committee for the forthcoming UK Higher Education International Unit's *Guide to Enhancing the International Student Experience*.

Andrew Williamson

Andrew Williamson joined the Economist Intelligence Unit in 1998. He previously worked in the UK's Diplomatic Service, latterly in the Economic Advisers department at the Foreign & Commonwealth Office, providing economic analysis to the regional departments and government ministers' private offices.

In his current position as Global Director, Economic Research at the Economist Intelligence Unit, Andrew works closely with the Country Analysis Economics and Country Risk Services teams. He is in charge of executing and commissioning custom research projects for corporate clients around the world.

Professor John Wilson

Professor John Wilson is Head of Salford Business School and Professor of Public Policy and Management. He has an academic background in politics and economics and is a professionally qualified accountant (member of the Chartered Institute of Public Finance and Accountancy) and marketer (member of the Chartered Institute of Marketing). His main research interests are in the politics, economics and management of public service provision, particularly local government.

Judith Wilson

Judith Wilson has a BA in English Language and Literature and an MA in Linguistics and English Language Teaching. She taught English to secondary school students and undergraduates for 15 years in Britain, France, Zambia and Saudi Arabia, and then returned to the UK, where she has worked as a teacher, teacher trainer and trainer trainer for almost 20 years. She is now a freelance writer and an external consultant for Cambridge Assessment, with special involvement in IELTS as Chair of the Listening and General Training Writing papers. She has written a number of General English and Exam Preparation course books as well as other exam preparation materials. She is particularly interested in the development of listening skills and the testing of listening.

Steve Woodfield

Steve Woodfield is a Senior Researcher in Higher Education Policy and Management at Kingston University which he joined in July 2007. Prior to this move, Steve spent five years as a Research Fellow in the Centre for Policy and Change in Tertiary Education at the University of Surrey. His current research focuses on internationalisation in higher education (in particular cross-border education; quality assurance; private provision; and international strategy development) and leadership and management in UK higher education. He has undertaken research on international education for a range of organisations including the Commonwealth of Learning, UNESCO, Universities UK, and the Higher Education Academy. Steve also undertakes institutional research activities for Kingston University and consultancy activities for other higher education institutions related to internationalisation in higher education.

Professor Michael Worton

Michael Worton is Vice-Provost and Fielden Professor of French Language and Literature at UCL (University College London) and he is responsible for Teaching and Learning, Quality Assurance, Academic Infrastructure, Widening Participation and Museums and Collections at UCL. He was chair of the HEFCE/AHRC Expert Group on Research Metrics, and is a member of the HERA/European Science Foundation Steering Committee, 'Building a European Index for the Humanities', a member of UUK/SCOP/HEFCE Measuring and Recording Student Achievement Steering Group, and of the Advisory Board, Clore Leadership Foundation. He has spoken widely in the UK and continental Europe on the Internationalisation of HE. He is also a Director and Trustee of The Council for Assisting Refugee Academics (CARA). From 1998 to 2006 he was a member of the AHRB/AHRC Council, chairing first the Museums and Galleries Committee and then the Knowledge and Evaluation Committee. He is also a member of the French Comité International de Consultation en Sciences Humaines et Sociales de l'Agence Nationale de la Recherche.

Broadly speaking, his research focuses on 20th- and 21st-century literature and on aspects of critical theory, feminism, gender politics, and painting and photography. He has published nine books and more than 60 articles and chapters in books.

Professor Michael Worton has recently been appointed as Adviser for Higher Education to the British Council where he advises on shifts in the higher education sector in the UK and its implications for cultural relations.

Professor XIE Weihe

Professor Xie Weihe has been Vice President of Tsinghua University since 2004. Prior to this appointment, he was Vice President of Beijing Normal University 1992–2002, and Chairman of University Council, Capital Normal University 2002–2004. He has a PhD in Philosophy from the Chinese Academy of Social Sciences in Beijing and his research interests include the principle of education, education sociology, and the pedagogy of higher education. His published works cover contemporary youth sociology, basic education and higher education analysis. He is also a deputy to the National People's Congress, Vice Director of the National Council of Higher Educational Management Research and Executive Member of China Education Association for International Exchange.

Dr Christian Yeomans

Dr Chris Yeomans is Policy Analysis and Public Affairs Officer at the UK HE Europe Unit, where he is primarily responsible for EU research policy, doctoral issues, university-business collaboration and regional/cohesion policy. Chris is also responsible for the Unit's public

affairs activity. Previous to joining the Europe Unit, Chris was a lecturer at Aberystwyth University, where his teaching and research focused on European Union governance and post-socialism. Before returning to university to complete his PhD in European Governance Mechanisms, Chris held positions at the European Parliament and with the Foreign and Commonwealth Office.

Dr Rudolph Young

Dr Rudolph Young is human resources director for the Higher Colleges of Technology, in the United Arab Emirates, has been a human resources executive in the international financial services, retail, educational and consulting sectors for more than 25 years. He has worked on strategic HR assignments and cross-cultural executive coaching in the UK, Singapore, Saudi Arabia, and South Africa. He has a doctorate in organisational psychology and is the co-author of *Managing Information Systems Professionals*. He has another book pending publication about the profiles of successful expatriate employees.

Madam ZHANG Xiuquin

Madam Zhang Xiuqin is Director General Department of International Co-operation & Exchanges, Ministry of Education, China. She entered Tianjin Foreign Languages Institute in 1978. In the same year, she won a Chinese government scholarship to be an exchange student at Durham University, UK for three years. In 1986, she was awarded a British Council scholarship and got her Master's degree in Education Administration from Leeds University, UK. Madam Zhang joined the Department of Study Abroad, Chinese Ministry of Education in 1981. In 1988, she was posted as Third Secretary (educational) at the Chinese Embassy in Washington D.C. From 1995 to 1998, she was the Head of the Education Office of the Consulate General of the People Republic of China in Toronto, Canada. Madam Zhang Xiuqin was appointed Secretary General of the China Scholarship Council in 2004 after serving as the Deputy Director General of the Department of International Co-operation and Exchange, Chinese Ministry of Education for six years. In 2008, she took up the current position as the Director General of the Department of International Co-operation and Exchanges, Chinese Ministry

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