



International Research Highlights 2022



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Articles on degree verification in China, new TNE regulations in India and the international education community's response to the war in Ukraine were among our most read last year.



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Our 2022 blog series looked at how sustainability is a key consideration for updated international student recruitment strategies.

Global engagement highlights

Latvia

Samantha Broadbent and Jodie Duffy from the International Research team undertook a study visit to Riga at the end of April, meeting with a variety of bodies to find out more about the Latvian education system.

They met with the **Academic Information Centre (AIC - Latvian ENIC / NARIC)**, **Higher Education Quality Agency (AIKA)** and **National Centre for Education (VISC)** and visited **Riga Technical College (RTK)**, **EKA University of Applied Sciences** and **Riga Stradins University (RSU)**.



The Latvian school system has been undergoing reform, with the first cohort due to take their final upper secondary exams in Spring 2023.

UK ENIC has pledged to assist Latvian students by explaining the new secondary qualification to universities and other members among our networks. We will undertake a review of the new curricula and exams, sharing initial findings with our members and stakeholders to support them in assessing applications for undergraduate admissions.

Armenia

In May, the team visited Armenia. Samantha Broadbent and Paul Stiles held meetings with **Ayb High School**, the **American University of Armenia (AUA)** and the **Armenian National Agrarian University (ANAU)**. They gathered information on recent developments in the Armenian education system, including the impact of COVID-19 and moves to give universities greater autonomy.

The visit also strengthened links with **ArmEnic**, the Armenian ENIC-NARIC centre.



Vietnam

In September, the team undertook a study visit to Vietnam to find out more about developments in the education system.

International Education Analyst Paul Stiles met with a range of different organisations including the **VN NARIC**, the **Department of Vocational Education and Training** and the **British Embassy in Hanoi**. He also visited the **British University Vietnam** and **Reigate Grammar School Vietnam**.



Vietnam has been identified as a priority country in the UK International Education Strategy and has experienced significant growth in outbound student mobility and TNE in recent years. The visit enabled an insight into the development and regulation of TNE in the country, as well as national priorities for higher education and technical and vocational education and training.



Ghana



In November, Zoë McKerr and Richard Covington from the International Research team conducted a study visit to Ghana, meeting with many of the key stakeholders in Ghanaian education.

These included meetings with the **West African Examinations Council (WAEC)** and the **Ghana Education Service (GES)** to discuss secondary education and examinations. They also met with the **Ghana Tertiary Education Commission (GTEC)** to find out about developments and challenges in higher education, and visited the **British Council** and **Lancaster University Ghana** to discuss transnational education provision and regulation.



In addition, they found out more about some of the challenges facing the education system in Ghana, including education provision in northern and rural areas, which is a focus for the **Centre For National Distance Learning and Open Schooling (CENDLOS)** in their work with education technologies. They also held a meeting with the **National Teaching Council (NTC)** to gain an overview of teacher training and induction, along with how technology is improving the quality of professional development and aiding the meeting of Teachers' Standards.

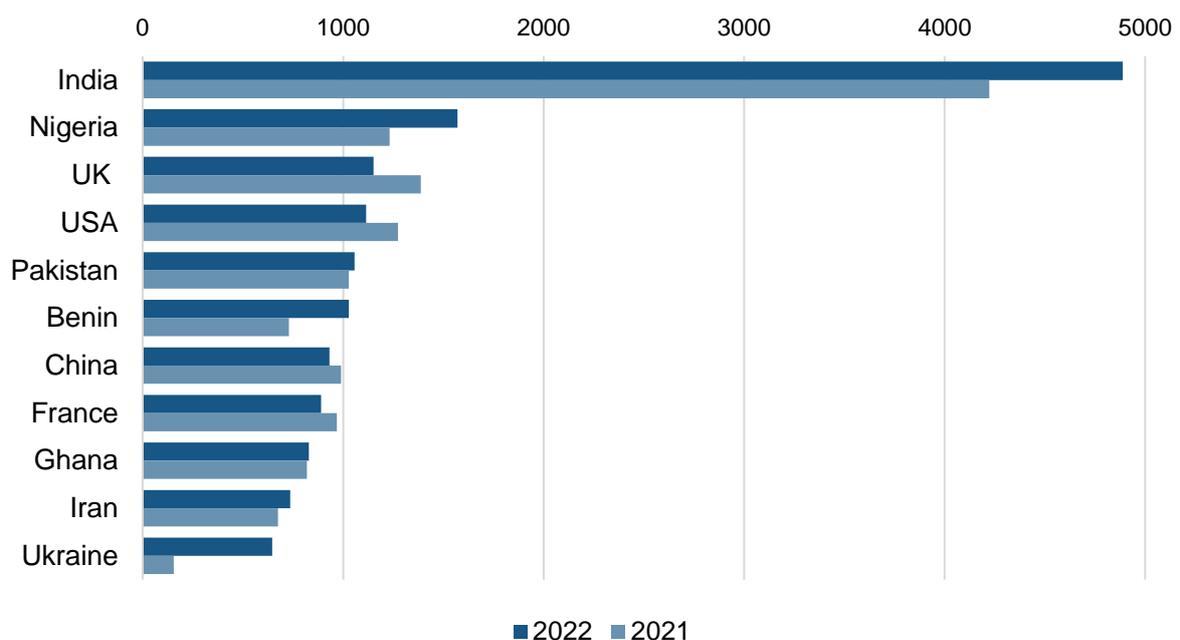
Member enquiry trends: what were our members asking in 2022?

In 2022, the numbers and types of enquiries submitted by UK ENIC and Ecctis members reflected geopolitical events globally. Our member enquiry data also reveals changing patterns in student recruitment strategies of UK universities, as they seek long-term sustainability and greater resilience through more diversified recruitment.

India keeps the top spot

India remained the number one country for member enquiries, a position it has held every year since 2015. Enquiries about India increased by **+16%** compared to 2021.

The number of Indian students studying at UK universities continues to increase. According to [UK immigration data](#), 127,731 visas were granted to Indian students in the year ending September 2022, an increase of 93,470 (+273%) compared to 2019 (34,261).



Enquiries about Ukraine increase by +317% compared to 2021



The UK Government, Universities UK and individual institutions launched a number of initiatives to support Ukrainian academics and students fleeing the conflict in their home country.

As a result, we saw a significant increase in queries regarding Ukrainian qualifications, both at secondary and higher education level. Many members sought advice on incomplete qualifications and applications without full documentation.

Increases in enquiries about Nigeria and Benin



The increase in enquiries about Nigeria reflected the growth in numbers of Nigerian students studying in the UK and other destinations. A shortage of university places and concerns about employment prospects in Nigeria are among the factors that have led many students to study overseas.



Many of the qualifications from Benin received by members are held by Nigerian nationals. The neighbouring country is a popular study destination due to the shorter duration of degree courses, lower tuition costs, and the mutual recognition of qualifications between the two countries.

Slight decline in enquiries about China

Enquiries about China fell by 3% compared to 2021, reflecting the lower number of UK study visas granted to Chinese students and ongoing COVID restrictions in the country.

However, demand from China remains high and towards the end of the year enquiries began to increase and showed signs of returning to previous levels.

Fall in enquiries about EU countries

Enquiries about many EU countries have continued to fall, with France the only EU country to make the top ten.

Increased usage and additional resources



Members used our resources more in 2022, with an increase in log ins and page views.

Frequently Asked Questions (FAQs) are now available for 52 countries and territories. The FAQs help address a number of common member enquiries, giving immediate answers online, without the need to submit a member enquiry through the portal. The most viewed FAQs in 2022 include those for India, Pakistan, Nigeria, China, Ukraine and the UK.



Secondary education

International benchmarking of the South African National Senior Certificate

In June 2022, Ecctis submitted to [Umalusi](#) (the South African Quality Council for General and Further Education and Training) an international benchmarking of the South African National Senior Certificate (NSC).

This national school-leaving qualification in South Africa was benchmarked against the International Baccalaureate's Diploma Programme, the Kenyan Certificate of Secondary Education, the New South Wales (Australia) Higher School Certificate, the Zimbabwean Advanced Levels, and Cambridge Assessment International Education's International AS & A Levels. Specifically, the study scrutinised in detail how the NSC curricula in English, Geography, Life Sciences, Physical Sciences, and Mathematics compare to similarly-focused curricula in those international programmes of education.



To launch [the findings of this study](#), two members of Ecctis' International Research team travelled to South Africa in September. Abigail Jones (Head of International Research) and Tom Colville (Senior Research Manager) delivered the findings of the report to an audience of nearly 120 people in Pretoria, including representatives from 23 out of 26 South African universities, private HEIs, quality councils and other stakeholders. The trip also provided opportunities for Ecctis to engage with South African awarding bodies and the Department for Basic Education as well as the chance to expand our understanding of South African education systems, history and culture.

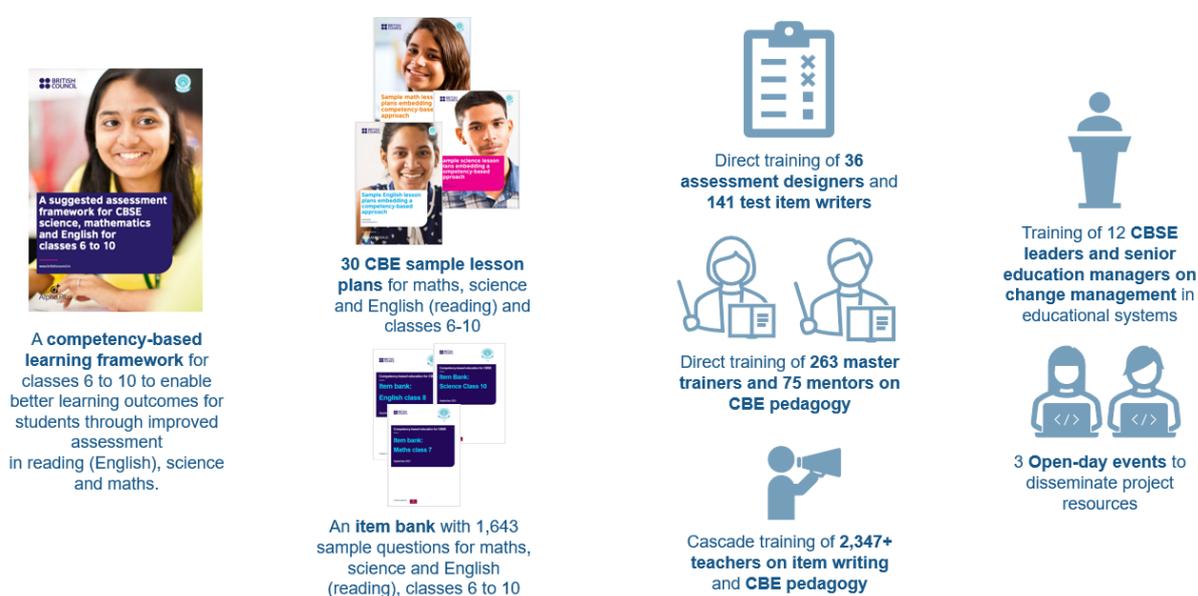


India: Central Board of Secondary Education (CBSE) competency-based education (CBE) project

During 2021 and 2022, Ecctis worked closely with British Council India to conduct a monitoring and evaluation review of the CBSE-CBE project, a multi-phased project aimed at strengthening the capacity of the Indian education system to deliver high-quality competency-based education (CBE).

Building on the recommendations of a [2020 report assessing the readiness for CBE at Standard X](#), conducted by Ecctis (then UK NARIC) on behalf of British Council India, the British Council worked closely with the Central Board of Secondary Education in India (CBSE) to design a project to improve learning and assessment of science, maths and English (reading) at secondary school level (classes 6 to 10).

The CBSE-CBE project produced the following outputs:



As part of the monitoring and evaluation review, Ecctis monitored project progress and reviewed the compatibility of project outputs with project objectives and CBE best practice.



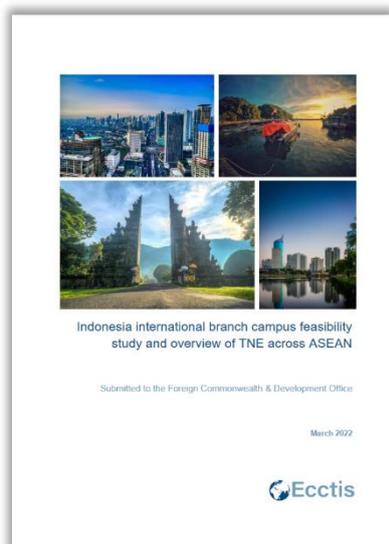
The final report was submitted in May 2022, and a presentation to CBSE leadership, the British Council team, Cambridge Partnership for Education and AlphaPlus took place in August 2022.

An Executive Summary with key findings and recommendations can be found on the [British Council's website](#).

Transnational education (TNE)

In 2022, TNE was a key theme for Ecctis International Research, reflecting continued growth in TNE provision globally.

Indonesia International Branch Campus Feasibility Study and Overview of TNE across ASEAN (May 2022)



Identified as a priority country for the UK's International Education Champion, Indonesia's demographics and economic growth make it a potentially attractive market for UK higher education.

However, beyond economic and demographic factors, there are many other considerations which affect Indonesia's potential to become a key sending country of international students, and the scale of opportunities for transnational education (TNE) and partnerships.

Ecctis was commissioned by the Foreign Commonwealth & Development Office to undertake a project that provides detailed, evidence-based, and in-depth insights into the opportunities, requirements, and constraints for a UK International Branch Campus (IBC) in Indonesia.

Through literature reviews, policy analysis, and key stakeholder engagement, the report explores the extent and nature of demand for UK degrees in ASEAN, along with the appetite for collaboration. As well as a contextual overview of the Transnational Education (TNE) landscape and operating environments in the ASEAN region, it provides focused insight into Indonesia as a viable destination for UK IBCs.

TNE information on International Comparisons

Information on TNE, including an overview of provision and relevant regulations is available on International Comparisons for over 60 countries.

In 2022, the [Transnational Education \(TNE\) section for the India country file](#) [login required] was updated to provide details of the new regulations for collaborative provision. The regulations open up opportunities for joint and dual degree programmes, in addition to twinning arrangements. The UK and India recently signed an [agreement on mutual recognition of qualifications](#), which will provide a significant boost to higher education collaboration and student mobility between the two countries.

Information on Transnational Education (TNE) has also been reviewed and updated for a number of countries in South and Southeast Asia, and the Middle East, including [Indonesia](#), [Malaysia](#), [Nepal](#), [Saudi Arabia](#), [Singapore](#), the [UAE](#) and [Vietnam](#) [login required].

English medium education

Taiwan: Bilingual Education Program for Students in College (BEST)

The Bilingual Education Program for Students in College (BEST) was conceived by the Taiwanese Ministry of Education (MoE) and launched in September 2021. The program will enhance English medium education (EME) in Taiwanese higher education over a ten-year period from 2021 to 2030. It aims to strengthen students' English proficiency, promote English medium instruction (EMI) courses, and enhance the international competitiveness of Taiwanese higher education. The BEST program centres around funding allocated by the Taiwanese MoE to selected universities/university colleges in order to support them in the journey to becoming key cultivation universities/university colleges, as highlighted in the Taiwanese Bilingual 2030 policy for tertiary education.

Ecctis worked with the British Council in Taiwan, the Taiwanese MoE, four universities and 25 university colleges to implement stage one of the BEST program.

Stage one of BEST encompassed activities such as establishing frameworks of reference for the program (including Ecctis' EMI Standards of Good Practice (EMI SGPs)), funding application and selection mechanisms for potential applicants to the BEST program. It also covered guidance and ongoing EMI support for successful applicants. Stage one implementation concluded with a detailed progress report with key recommendations and suggestions as the BEST program moves in its next stage.



An overview of the BEST program and the Ecctis' EMI SGPs were presented in December 2022 at the British Council New Directions Asia Conference in Bali, Indonesia.



The Ecctis quarterly research briefing on international education

Top 10 most clicked articles in 2022

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2		<p>New regulations for collaborative provision in India: assessing the opportunities for TNE partnerships Read on page 12</p>
3		<p>The international education community responds to the conflict in Ukraine Read on page 16</p>
4	<p>Introducing the Maple Leaf World School Programme [read online]</p>	
5	<p>What makes a good English test? [read online]</p>	
6	<p>Ukraine: latest education updates [read online]</p>	
7	<p>The new digital SAT: Q&A with Scott Smith, Director – International Higher Education, The College Board [read online]</p>	
8	<p>Strategies for sustainability: diversifying international student recruitment [read online]</p>	
9	<p>China launches second round of the Double World-Class (双一流) project [read online]</p>	
10	<p>Common admissions tests introduced for central universities in India [read online]</p>	

Changes to degree verification in China

Paul Stiles

October 2022

There has recently been a change to the way Bachelor, Master's and Doctoral degree certificates are verified in China.

Previously, verification of Bachelor, Master's and Doctoral degree awards was handled by [the China Academic Degrees and Graduate Education Development Center \(CDGDC\)](#). Verification of secondary awards and academic transcripts was handled by the China Higher Education Student Information and Career Center (CHESICC).

In 2022, the name of CHESICC was changed to the [Centre for Student Services and Development \(CSSD\)](#). As of August 2022, CSSD now handles verification of all awards from China, regardless of level.

For students whose degree certificates were conferred before September 2008, their awards can be verified via the [China Higher Education Degree Certificate Query](#).

For students whose degree certificates were conferred after September 2008, their awards can be verified via the [Online Verification Report of Higher Education Degree Certificate](#).

Qualification verification reports that were issued by CDGDC before these changes can still be verified via the [China Qualification Verification department \(CQV\) portal of CSSD](#).

A more detailed explanation of these changes, and explanation of the role of each institution, can be found on the [China Accreditation and Quality Assurance page \[login required\]](#) of the International Comparisons database.



New regulations for collaborative provision in India: assessing the opportunities for TNE partnerships

Jodie Duffy

July 2022

In May, the University Grants Commission (UGC) published new regulations for the establishment of collaborative degree programmes between Indian and overseas institutions. Plans to increase internationalisation and encourage partnerships in the [National Education Policy](#) published in 2020 and the regulations provide part of an updated regulatory framework to enable further collaboration between Indian and overseas universities.

Key points:

- Under the new regulations, joint and dual degrees are now permitted.
- Overseas universities ranked in the top 1,000 in the QS or THE rankings are eligible to set up partnerships with Indian universities.
- Programmes must meet the standards set out in legislation, which stipulates duration, degree titles and approval from the relevant statutory council for certain fields of study.
- Wider implementation of a national credit system would facilitate credit transfer and aid the development of collaborative programmes.
- The regulations highlight some potential challenges for establishing new TNE partnerships, including regulatory compliance and setting tuition fees.

Scope of the new regulations

The [new regulations](#) cover joint degrees, dual degrees, and twinning programmes which lead to a degree awarded by an Indian university. Twinning programmes were permitted under the previous regulations issued in 2016, but joint and dual degrees are allowed for the first time.

Franchise arrangements are not permitted. The regulations also specify that credits from overseas institutions may not be earned through distance learning.

Eligibility criteria for overseas and Indian universities

Overseas universities ranked in the top 1,000 in the QS or THE rankings are eligible to develop partnerships with Indian institutions to offer joint or dual degrees, or twinning programmes. Around 90 UK universities qualify under these criteria.

Indian universities ranked in the QS or THE top 1,000 are also eligible, in addition to institutions that meet criteria relating to domestic accreditation and rankings. Universities that have current NAAC accreditation at grade A (a score of 3.01 or above) along with those that

are ranked in the top 100 in the university category of the National Institutional Ranking Framework (NIRF).

Among around 250 institutions which meet one or more of these criteria are a number of central and state universities, as well as institutions of national importance and deemed universities.

Institutions of national importance are prestigious institutions and include the Indian Institute of Science, which is the highest ranked Indian institution in both the QS and THE rankings. They also include the Indian Institutes of Technology, many of which also perform well in international rankings.

Deemed (or deemed-to-be) universities are single faculty institutions with university status which specialise in a specific subject area.

Twinning programmes

The regulations for twinning programmes refer to arrangements in which part of the programme is studied at an Indian university and part of the programme at the overseas partner institution. On completion, students are awarded a degree by the Indian university.

Up to 30% of the total credits for the qualification may be gained at the partner university. The regulations also stipulate that credits from both institutions must be earned through 'conventional mode', meaning that students must study face-to-face, not via distance or online learning.

Twinning arrangements leading to a degree awarded by the overseas institution, in which students study the first two or three years of a degree in India and the final one or two years at the overseas awarding institution, are often referred to as international transfer programmes (ITPs). ITPs are outside the scope of the regulations, but this type of arrangement is already offered by many Indian universities.

Joint and dual degrees

The regulations enable institutions to develop joint degree programmes, for which the final certificate is awarded jointly by both institutions, and dual degree programmes, for which graduates receive a separate certificate from each institution. In both cases, the degree programme is jointly designed and developed.

For a joint degree, students must earn at least 30% of the total credits from each of the partner institutions. For a dual degree, there is a requirement for at least 30% of the credits to be earned from the Indian institution.

For doctoral degrees, in both arrangements, students must have a supervisor at each institution and spend a minimum of one semester based at each institution.

Future developments and other considerations for collaborative provision

The regulations state that degrees awarded on completion of twinning, joint or dual degree programmes must conform to the nomenclature and duration, and other standards as specified in the relevant legislation. This includes gaining approval from the relevant statutory professional council for programmes in certain fields.

This ensures that the Indian degrees awarded on completion of collaborative programmes will be recognised in India, in the same way as other degrees awarded by Indian universities. The regulations confirm that there is no additional requirement for holders of these degrees to seek equivalence.

The [NEP](#) outlined plans for changes to degree programmes in India. It opens up the possibility of greater flexibility in the structure and duration of degree programmes, including one-year Master's degrees and four-year multidisciplinary Bachelor degrees, which may also present new opportunities for different types of collaborative programmes.

The NEP also proposes that degree programmes have multiple exit points, so students can exit the programme with a qualification at different stages, and that a system be introduced to facilitate the transfer of credit between institutions. These plans are reflected in the TNE regulations, which require collaborating institutions to provide exit pathways for students who are unable to complete the programme, "with clear specification with respect to future acceptance of credits earned by the students".

The new regulations are based around the transfer and acceptance of credits from different institutions, stipulating what proportion of credits can be gained at the overseas partner institution within each model. However, there is not yet a centralised credit system in place in India, although the NEP outlines plans for an Academic Bank of Credits. There is variation between the credit systems used by Indian institutions and, in order to facilitate credit transfer and collaborative programmes, an effective mechanism for comparing and converting credits earned within different systems is needed.

The level of tuition fees in India also presents a potential challenge; the [regulations](#) for all programme models state that the "fee structure should be reasonable so as to make quality higher education accessible and affordable to all sections of the society." Tuition fees for TNE programmes would need to be set a level that met government requirements and ensured the viability of the programme.

Opportunities and challenges

There is huge demand for higher education in India and the number of students seeking to enter higher education is forecast to continue to grow rapidly. The gross enrolment rate was 26.3% in 2018 and the government aims to increase this to 50% by 2035.

The number of Indian students studying overseas has also grown in recent years, reaching over 1 million in 2021 according to [government data](#). This number is expected to continue to increase. However, studying a full degree programme overseas is not an affordable option for many, and TNE programmes offer an alternative way to gain international study experience. There are also plans to attract more international students to India, which might provide more prospective students for transnational programmes of study.

In line with the ambitious plans set out in the NEP, the Indian government aims to encourage the internationalisation of the Indian HE sector and the establishment of partnerships to deliver collaborative degree programmes is a key part of this. Many Indian institutions are also keen to develop or expand their international links.

The UK and India have well-established links in research and innovation, which could provide a foundation for different types of partnerships, such as the development of joint PhD programmes.

The regulations for joint, degrees, dual degrees and twinning programmes open up new opportunities, but there is also a need for further guidance and development in some areas, such as a credit transfer, fee levels and compliance with the requirements of relevant regulatory bodies.

Support for exploratory and development projects

Ecctis was named as a provider of consultancy services for the recent [British Council Going Global Partnerships](#) programme aimed at the co-creation of joint programmes of study between UK and Indian universities. We can provide a range of support for exploratory and development projects of this kind.

For further information or an informal discussion about how we might be able to support you with partnership development, please contact projects@ecctis.com

The international education community responds to the invasion of Ukraine

Jodie Duffy

April 2022

The international education community across Europe and beyond have responded to the conflict in Ukraine, by expressing solidarity and providing practical support for those affected. Many organisations across the education sector are providing educational, financial and other support for Ukrainian refugees, as well as reviewing any ties they have with Russia, in light of the recent actions of the Russian government.

Impact of the conflict on education in Ukraine

Education at all levels in Ukraine has been disrupted since start of the Russian invasion in February. Hundreds of educational institutions have been damaged as a result of the conflict; over 70 are reported to have been completely destroyed. Damage to education infrastructure is being recorded and mapped by the Ukrainian Ministry of Education and Science at <https://saveschools.in.ua/en/>.

The infrastructure for online learning established during the COVID-19 pandemic is being used by many schools and universities to deliver classes remotely to students who have been displaced within Ukraine or left the country.

A decision will be taken soon on whether Ukraine's national university entrance exam, the Independent External Examination, will be held online only or cancelled entirely. Similarly, the Ministry of Education and Science will confirm whether Certificates of Complete General Secondary Education will be issued this year.

Providing education for Ukrainian refugees

According to [UNHCR estimates](#), over four million people have fled Ukraine since 24th February 2022. It is estimated that more than half of the refugees are children.

On 4th March, [the EU](#) introduced a temporary protection scheme, granting those fleeing the war in Ukraine harmonised rights across EU countries. This mandate gives children and young people under the age of 18 the right to access education under the same conditions as EU citizens. As a result, many EU countries have put measures in place to support and provide education for Ukrainian refugees. [UNESCO](#) is gathering information on this response under the themes of integration and transition; teaching and teachers; examinations and credits; and financial support. Many countries have set up 'bridging' or 'adaptation' programmes to help integrate Ukrainian children into the national education system by providing orientation, language and psychological support for the transition.

The European Training Foundation (ETF) is working on a [resource hub](#) containing information on accessing education and training, and recognition of complete and partial qualifications, for Ukrainian refugees in EU Member States. The hub will also contain links to relevant national education bodies in each State, as well as details of opportunities for

reskilling and learning EU languages. The information is available in English and Ukrainian and will continue to be populated in the coming days and weeks.

Support for higher and further education

Universities across Europe are offering places to accommodate university students from Ukraine to enable them to continue their studies.

[UNESCO](#) reports that many countries have introduced financial support for students from Ukraine to enable them to continue their studies. For example, tuition fees for Ukrainian students at Austrian universities have been waived; the Finnish government will cover expenses for around 2,000 Ukrainian university students; and some Hungarian universities are providing Ukrainian students with financial aid. Lithuania is offering sponsored or discounted places at vocational institutions for those who were enrolled in vocational training in Ukraine. Many other countries and individual higher education institutions have also made additional funds available to support Ukrainian students.

Support for displaced international students

At the outbreak of the conflict, Ukraine hosted significant numbers of international students, particularly from India and African countries, including Nigeria, Egypt, Morocco and Ghana. Many students have fled the country and some governments arranged for their citizens to be evacuated from neighbouring countries ([BBC News](#); [University World News](#)).

However, many students are reluctant to return home and wish to continue their studies in Europe. [BBC News](#) reports that many have applied to universities in Hungary, where places have been made available for medical students, and the Ghanaian government has arranged for 200 students to continue their studies at St George's Medical University in Grenada. France has announced that it will support African students who were studying in Ukraine by enabling them to continue their studies at a French university. 300 students have applied to take part in this scheme so far ([UNESCO](#)).

Support from the UK HE sector

Ukrainians already in the UK, including students, can apply for a visa extension or switch to another immigration route. UK universities have issued statements of solidarity with those affected by the conflict and advising them of the support available to them.

Many UK universities have offered support to Ukrainian academics through the [Council for At-Risk Academics \(Cara\)](#). Cara and the British Academy have also created a programme of [fellowships for Researchers at Risk](#), funded by the Department for Business, Skills and Industrial Strategy (BEIS) and the Nuffield Foundation.

Under the UK's Homes for Ukraine scheme, [King's College London](#) is working with a charity, Citizens UK, to sponsor Ukrainian refugees to come to the UK. [Other universities](#), including the University of Worcester and University of Nottingham, have offered housing for refugees.

[A twinning scheme](#) to enable UK universities to support higher education institutions in Ukraine is being set up by Cormack Consultancy Group in partnership with Universities UK.

Reconsidering academic partnerships with Russia

The Russian Union of Rectors (RUR), which represents nearly 700 Russian universities, has expressed support for the military action in Ukraine. This statement has led many governments and institutions to suspend academic and research collaboration with Russia. The [Ukrainian Ministry of Education and Science](#) has called for an academic boycott of Russia.

The [European Commission](#) has suspended cooperation with Russian entities in research, science and innovation and will not conclude any new contracts nor any new agreements with Russian organisations under the Horizon Europe programme. It has suspended payments to Russian entities under existing contracts and all ongoing projects are being reviewed.

14 Russian universities whose leaders supported the RUR statement have had their membership suspended by the [European Association of Universities](#) (EUA).

The [German Federal Ministry of Education and Research](#) has instructed universities to suspend all academic ties with Russia, and the [Danish Minister for Higher Education and Science](#) has called on universities in Denmark to do the same. [The Netherlands, Latvia and Lithuania](#) are also among the countries to have taken this approach. Universities in [Belgium](#) and [Estonia](#) have decided to suspend links with Russian universities through collective decisions by their representative bodies.

The [UK government](#) has stopped funding for all research programmes with links to the Russian state and UK institutions have been asked to review any ties to Russia. [Universities UK International](#) has suspended its Memorandum of Understanding with the RUR.

Not all universities and sector bodies support a blanket ban on academic collaboration with Russia, suggesting that partnerships should be reviewed on a case-by-case basis. There are concerns about isolating individual Russian researchers and academics, many of whom oppose the invasion. In many cases ties between individual researchers will be maintained, even if collaborations between institutions are suspended.

Over 8,000 Russian scientists and science journalists have signed an [open letter](#) opposing the war. It is [reported](#) that many academics have left or intend to leave the country as national and international restrictions make the research environment increasingly difficult.

Impact on international students in Russia

International students studying in Russia have also been affected by the conflict due to the sanctions imposed on the country, which make it harder to access international funds and to travel ([The PIE News](#)). The majority of international students in Russia are from China, India and the former Soviet republics. Many European and American universities have advised students studying abroad in Russia to leave the country.

Russian students studying internationally

Universities have been keen to emphasise that individual Russian students should not suffer consequences as a result of the Russian government's actions. Many Russian students studying abroad have been affected by the international sanctions placed on Russia, which

have made it difficult to access funds. Some Russian students have also expressed concerns about feeling isolated and being ostracised by fellow students.

According to [HESA](#), there were 3,380 Russian students studying at universities in the UK in the 2020/21 academic year. There are also 2,300 Russian pupils attending UK independent schools, according to the [Independent Schools Council](#), just over half of whom have parents overseas.

Many UK universities have written to Russian and Belarusian students to offer support, including information on how to access hardship funds. Norway has set up a fund to support students from Russia and Belarus who are studying in the country, as well as those from Ukraine ([University World News](#)).

Support for the recognition of the qualifications and skills of refugees

Recognition centres across the ENIC-NARIC network are providing support with evaluation of qualifications held by Ukrainian refugees.

UK ENIC has a number of procedures for supporting the recognition of qualifications for refugees or individuals in refugee-like situations. These include working with incomplete documentation and using alternative means of assessment. More information can be found in this article on the Ecctis blog: [Ukraine: support for the recognition of qualifications and skills of refugees.](#)

Sustainable international student recruitment

In 2022, Ecctis published a major blog series focussing on sustainability in international student recruitment strategy. The eight articles covered a range of different considerations, including sustainability in finance, environmental impact, progress towards the UN Sustainable Development Goals, and institutions' values overall.

	UK international student recruitment changes: away from the EU, towards South Asia and West Africa
	What can analysis of our data tell UK higher education institutions about emerging international markets?
	Engaging with a broader range of students' prior learning experiences and pathways
	Sustainable values and societal impact
	The role of English language learning in a sustainable international recruitment strategy
	A greener future: environmental sustainability and international student recruitment
	International recruitment strategy: the need for sustainable presence and practice
	Sustainable international recruitment: what does success look like?





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