

THE INTERNATIONAL MARKETING OF EDUCATIONAL SERVICES - IMPLICATIONS
FOR LONG-TERM POLICY PLANNING

vol. II

by

DAMIEN ROCHE

SUBMITTED IN FULFILMENT FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY

AT THE DEPARTMENT OF MARKETING
UNIVERSITY OF STRATHCLYDE

1992

**CONTAINS
PULLOUTS**

CHAPTER VI

RESEARCH SURVEY

"I felt torn apart, I was suddenly alone, bereft. Even the atmosphere sensed my utter despair for winter was beginning to creep in stealthily. There were days and nights when I stood at my window and looked out into the bleak horizon. I questioned my integrity in leaving my sunny little island to study in an alien land".

ANONYMOUS OVERSEAS STUDENT IN BRITAIN, 1987

CHAPTER VI

LIST OF CONTENTS

- 6. PURPOSE
 - 6.1 OBJECTIVES AND AIMS OF THE STUDY
 - 6.2 OVERSEAS STUDENTS IN IRELAND
 - 6.3 OVERSEAS STUDENTS AT THE UNIVERSITY OF STRATHCLYDE
 - 6.4 SERIES OF FOCUS INTERVIEWS CONDUCTED AMONG OVERSEAS STUDENTS AT SELECTED INSTITUTIONS
 - 6.5 THE INSTITUTIONS
 - 6.6 INTERVIEWS WITH KEY DECISION MAKERS IN THE VARIOUS INSTITUTIONS
 - 6.7 JURY PANEL OF EXPERT OPINION
 - 6.8 FOCUS GROUP RESEARCH FINDINGS
 - 6.9 CONCLUSION - INSTITUTION SURVEY
 - 6.10 CONCLUSION OF INTERVIEWS WITH KEY FIGURES IN SELECTED THIRD LEVEL INSTITUTIONS
 - 6.11 CONCLUSIONS - OVERSEAS STUDENTS IN IRELAND
 - 6.12 OVERSEAS STUDENTS IN SCOTLAND
 - 6.13 MARKETING IMPLICATION
-

'The copyright of this thesis belongs to the author under the terms of the United Kingdom Copyright Acts as qualified by the University of Strathclyde Regulation 3.49. Due acknowledgement must always be made of the use of any material contained in, or derived from, this thesis'

6. PURPOSE

This chapter discusses the findings of the research survey which had six elements:-

1. An institutional survey was undertaken among the publicly funded institutions providing third level education to overseas students.
2. The Royal College of Surgeons in Ireland, a non-publicly funded institution, was also included as it has the largest number of non-EC overseas students and has developed a reputation of pre-eminence in the field of medical education in Ireland. Various key figures in each institution were subjected to an indepth structured interview to examine their approach towards recruitment, admission, orientation, welfare policy and the marketing of educational services internationally.
3. A 5% random sample of non-EC students studying in Ireland was asked to complete a questionnaire which was administered through the Registrar's office of the various institutions. This survey asked questions relating to; financial conditions, student welfare, perception of Ireland, perception of institution and related areas.
4. A series of focus interviews was conducted among overseas students in the following institutions:
 - (a) University College Dublin (UCD)
 - (b) University of Dublin, Trinity College (TCD)
 - (c) The Royal College of Surgeons in Ireland (RCSI)
5. Jury panel of Expert Opinion - a number of unstructured interviews were held with a number of key figures in the area of education and overseas student policy.

6. A random sample of overseas (non-EC) students at the University of Strathclyde was asked to complete a questionnaire to ascertain their knowledge, if any, of the Irish third level education system. They were also questioned on their experience of study in Scotland and their criteria for selection of a third level institution.

6.1 OBJECTIVES AND AIMS OF THE STUDY

1. To identify the needs of overseas students in higher education for information, both prior to and after their arrival.
2. To determine the extent to which these needs were being satisfied.
3. To identify salient gaps and shortfalls in the existing services.
4. To determine the effectiveness of the marketing strategy adopted by Irish third level institutions.

The collection and evaluation of the views of the foreign student population were the principal means of achieving these objectives.

6.1.1 Choice of Methodology

Before finalising the decision on the choice of research methodology for the survey among overseas students in Ireland, we contacted Ms. Maureen Woodhall of the University of London Institute of Education who was part of the research team in both the 1980 and 1985 UK studies. We were referred to the technical report on the

UK Survey by Catrin Morrissey¹ and a full rationale for the choice of methodology by Williams, Woodhall and O'Brien². We were requested as far as possible to duplicate the UK research methodology in our research survey for subsequent comparative analysis of the results. As this was a proven methodology used in two government funded UK surveys we felt it appropriate to use this research methodology.

The UK research group required a representative sample of overseas students studying full time on courses of at least one term in universities, polytechnics and colleges of further education. A multi stage clustered sample design was employed, the unit of clustering being the institution of study. A full technical report on the UK survey is reproduced in an Appendix to this chapter. In the UK survey a total of 2,852 overseas students were sampled, i.e. approximately 5% of the total overseas student population at the time.

A problem encountered in our survey was the unwillingness of the Registrars in a number of third level institutions in Ireland, to allow their overseas students to be interviewed. This meant that administration of the questionnaire as in the UK survey was not possible.

This refusal of permission by the Registrars imposed a severe limitation on the response rate which we could have hoped to achieve and despite a number of approaches, we could not overcome this obstacle.

We therefore envisaged a lower response rate to our questionnaire than was achieved by the UK research team which turned out to be the case.

A 94% response was achieved in the UK survey while our response rate based upon a postal questionnaire was 18.5%. This reluctance on the part of some Registrars to allow interviewing of their students explains partly why the focus group interviews succeeded the main postal survey.

A pilot testing procedure was undertaken before embarking on the postal survey and we felt that had we used focus group interviews before delivery of the questionnaire it could have preconditioned the responses to the postal survey.

A further limitation on the administration of the questionnaire was the lack of resources both financial and administrative. In the UK survey, 70 interviewers were employed and 1,760 students were interviewed representing 95% of an issued sample of 1,896.

In any future Irish government funded study, negotiations with the Registrars of all participating institutions would be required whereby permission to administer the questionnaire to a random sample of overseas students would be granted. This would increase the response rate significantly and a figure approaching the UK 94% response rate could be achieved.

At the outset, several factors limited the methodological possibilities for the study in Ireland:-

1. The study population was dispersed in third level colleges throughout the country.
2. Resources available to carry out the survey were limited.

A questionnaire survey was chosen as the most efficient means of ascertaining the views of the survey population.

6.1.2 Questionnaire Design and Pilot Testing

Questionnaire Design: The design of the questionnaire posed some unusual problems. The language and phrasing of questions had to be considered very carefully as English was not a first language for a large proportion of the survey population.

Overseas students are found in a range of different third level institutions across the country, each with its own courses and assessment procedures. The experiences and backgrounds of students differ considerably. Some come on formal exchange programmes, some come with members of their family, some come for a short course, while others are in Ireland for a full career training.

The questionnaire had to be attractive and relevant to all these categories. The needs of overseas students may be related to a number of crucial aspects of the experience of being an overseas student:-

1. Problems of orientation to a new culture and environment.
2. Difficulties with the application to colleges and institutions.
3. Language barriers.
4. Financial obstacles.
5. Adequacy and relevance of training and educational courses to the needs of the students and to their home countries.
6. Adequacy of housing and other amenities relating to the visiting student's welfare.

These were incorporated into the design of the pilot questionnaire. This was structured into three sections:-

1. A section gathering general background information from respondents such as details of gender, nationality, marital status, previous educational background, motivation for studying in Ireland, etc.
2. A section pertaining to the needs of the student after their arrival in Ireland.
3. A final section dealing primarily with language and academic difficulties.

In the pilot questionnaire, all of the questions which elicited opinions or views were open-ended rather than pre-coded allowing respondents to express their views freely and fully.

Pilot Testing: The pilot questionnaire was distributed to a sample of ten overseas students in the Dublin Institute of Technology. These students were drawn at random from the study population.

In addition to completing the questionnaire, the respondents were invited to comment on its content and layout. The final questionnaire was substantially the same as the pilot questionnaire. In a few cases, the wording of the questions was improved and a number of open-ended questions were pre-coded. There are a total of 39 questions. The questionnaire was produced in an A4 sized booklet format with a covering letter attached to the first page. A supporting letter from Mr. J.S. Hickey, Chairman of the Irish Council of Overseas Students was also attached. A copy of the questionnaire has been reproduced in the Appendix (OSQ3).

6.1.3 Study Population

Population Definition: It was not the purpose of this study to undertake a census of the foreign student population. The Irish Council for Overseas Students conducts its own statistical survey on the numbers, origin, and subject groups of overseas students each year. However, it was necessary to establish a data base from which a sample of relevant students could be extracted.

For the purposes of the survey, an overseas student is defined as:-

"A third level student who has applied to his/her present college or institution from outside Ireland (26 counties) or whose permanent home address is outside Ireland. Both undergraduate and post-graduate students or equivalents are included".

Since the main emphasis of the study is directed towards the adjustment problems of overseas students, the working population for the survey is restricted to those third level students who:

1. Had registered for the first time no earlier than September/October 1984.
2. Were full time students.
3. Were pursuing a course of at least one academic year's duration.

On the basis of ICOS annual statistics for 1986/87 the latest figures available at the time of designing the research survey there were a total of 1963 overseas students (as herein defined) in Ireland. The distribution of the students and sample size is given in the Table 1. It was decided to deliver the questionnaire to a 5% sample chosen at random from each institution.

To simplify the distribution of questionnaires within colleges and institutions, no additional criteria were specified to reduce the numbers in the target sample.

Another definition of third level was applied. All of the universities, institutes for higher education, regional and technical colleges of the Dublin Institute of Technology were included.

Colleges of education, agricultural colleges and seminaries were not included in the institutional sampling frame.

TABLE 1
DISTRIBUTION OF STUDENTS

		<u>5% Sample Size</u>
UCD	316	16
UCC	164	8
UCG	150	7
TCD	480	24
St Patricks College, Maynooth	56	3
DCU	56	3
U of L	27	1
RCSI	578	26
NCAD Dublin	3	-
College of Education	1	-
DIT	29	1
Other VEC Colleges	Nil	-
RTCs	64	3
Others	-	-
Total	<u>1,963</u>	<u>92</u>

6.1.4 The Sampling Frame

While many of the overseas students in Ireland may have applied through the Central Applications Office, no satisfactory overall sampling frame could be developed from this source. In order to ascertain the nature of the sample required, both in terms of size and composition, it was necessary to know about the origin, course and year of study of the members of the survey population. This information was only available directly from the colleges and institutions themselves. A total of fifty establishments were listed as possible destinations for overseas students coming to Ireland.

Of the total of fifty colleges and institutions, twenty-five had some overseas students as defined for the purposes of the survey and twenty-two had no foreign students who satisfied the survey criteria. The remaining nine establishments that had not responded to the request for information were mainly educational establishments for the religious. From this information, the target sample was calculated at 1,963 students x 5% = 92 students.

In our survey, in order to duplicate the UK research methodology, the registrars of the various institutions were asked to choose a random sample of 5% of the overseas student population attending full time courses at their institution. This maintained the comparability of the research methodology with that of the UK study. The correct choice of sample size for statistical validity is a complex procedure whereby we can give a 95% interval estimate for a population parameter by calculating:

Sample statistic \pm 1.96 x standard error
and the quantity \pm 1.96 x standard is called the sampling error³.

The smaller the size of the sampling error, the more precise will our interval estimate be. If we are prepared to state in advance the size of the sampling error that would satisfy us (call this 'n') and then undertake a pilot sample to determine the size of the sample standard deviation (s), then the sample size 'n' that will give the required sampling error is:

$$n = \frac{(1.96s)^2}{(n)}$$

with 95% confidence, or

$$n = \frac{(2.576s)^2}{(n)}$$

with 99% confidence.

We can use a similar analysis to find the sample size necessary to obtain a sampling error of $\pm n$ when estimating a population proportion. This is:-

$$n = \frac{(1.96)^2 P(1-P)}{(n^2)} \text{ where } P, \text{ the point estimate of the population proportion, is the sample proportion}$$

with 95% confidence, or

$$n = \frac{(2.576)^2 P(1-P)}{(n^2)}$$

with 99% confidence.

As the sample design involved in our study is a multi stage clustered approach, the unit of clustering being the institution of study, the correct sample size becomes more complex to determine. The UK figure of 5% of overseas students giving an absolute sample size of 2,852 was held to be representative by the University of London Institute for Education Research Team.

For greater statistical validity the absolute sample size of 92 in our study would need to be increased. Due to the limitation of resources available a larger sample size would have presented difficulties both financial and administrative. However, in any comprehensive funded study the complexities of establishing the correct sample size with a 95% or 99% confidence level would require expert advice from the Survey's Section of the Economic and Social Research Institute (ESRI) in Dublin. This would increase the absolute sample size chosen and this larger sample size should be administered with instructions being given to each Registrar on the selection of a random sample for their institution. The focus group interviews conducted after our postal survey serves to support its findings and provided qualitative support to the quantitative research data collected. A larger sample size would have increased the statistical validity of the findings.

A random sample of 5% of the total overseas student population was regarded as sufficient by the technical advisers to the UK study - technical report reproduced in Appendix. The research team recommended a similar sample size for Ireland although the population size is much smaller. We consulted a number of texts on statistics to determine the appropriate sample size⁴. The means of small samples have a t-distribution, and the appropriate t-distribution will depend on the number of degrees of freedom in estimating the population variance.

If we use large samples to test a hypothesis, then the critical values we use will depend on the type of test, i.e. one-sided or two-sided. If we use small samples, then the critical values will depend upon the degrees of freedom in the sample as well as the types of test. Using small samples, both the test statistic and the critical values will be t-scores.

Larger samples impose fewer restrictions in testing and their results will be much more reliable. The 5% sample size in Ireland was chosen for compatibility with the UK study. However, expert statistical advice should be sought for a future government funded study. When this issue was raised with Social and Community Planning Research, advisers to the UK Research Team (see Appendix for Technical Report) they felt no reason to doubt the validity of their conclusions based upon a random sample size in the UK. However, the absolute sample size in the UK is far higher than in the Irish survey and this is the more important statistical measure.

6.1.5 Delivery of Questionnaire

The limited time and resources available to the survey team and the wide dispersal of the survey population meant that direct delivery and collection of the completed questionnaire from each individual in the sample by the researcher was not feasible.

Where possible, principals, secretaries and registrars in colleges and institutions were asked to deliver the questionnaire to the appropriate students. In general, college staff were very happy to co-operate, but understandably, they could not attach the same priority to this task as the researcher.

In the larger institutions, the questionnaire was distributed to students through their faculty or departmental office in the college. They were asked to return the completed questionnaire to the same place. In the larger establishments, a reminder letter was used also to improve the response rate. Due to the problems of administration within the colleges, and the different response times to our original request, it was inevitable that the distribution of questionnaires would not commence or be

completed everywhere at the same time. In practice, it stretched over a three month period (May-July 1989). In all, a total of 92 questionnaires were distributed.

6.1.6 Response

A total of 16 questionnaires were completed and returned. The total valid sample was 16 questionnaires completed and returned by students satisfying the survey criteria. This response represents a response rate of 17% which is not very satisfactory in a survey of this kind. Due to the very restricted time frame for the study, any returned completed questionnaires received after 31st July, 1989 were not used as the analysis of the results could not be further delayed. Later, a further two were received, indicating that the response rate could have been somewhat higher given more time. It was also felt that had adequate resources been available to interview each student individually, a response rate approaching 100% would be possible. However, two of the larger institutions each with sizeable overseas student numbers in an Irish context refused to allow interviewing of their students. The time frame for an interviewing methodology would be approximately 6 months given a number of researchers (as in the UK funded study 1985). If a funded study in Ireland is undertaken then this methodology would be essential assuming the co-operation of the registrars of all the colleges concerned.

6.1.7 Stage 1 - Selection of Institutions

In order to ensure adequate representation of the different types of institution included in the sampling frame, the list was stratified into two groups:

- (a) Univesity sector (including RCSI)
- (b) Colleges of Technology (Dublin Institute of Technology plus Regional Technical Colleges)

Within each group institutions were listed in size order of overseas students enrolment according to the Irish Council statistics of Overseas Students in Ireland (1986/87) the latest figures available at the commencement of the survey design.

6.1.8 Stage 2 - Selection of Students

The selection of students within each institution was made by the individual institutions concerned. Each institution was provided with detailed sampling instructions for making a random selection of the appropriate number of students. All students domiciled overseas and enrolled in full time courses of more than one term were to be included in the sampling frame.

A total of 92 students were sampled.

TABLE 2
SELECTION OF STUDENTS

Type of Institution	Sample Allocated	Number of Institutions Selected	Sampling Fraction (institution)	No. of O.S. selected in each Institution
Universities (including RCSI)	88	8	0.96	88
Colleges of Technology	$\frac{4}{92}$	$\frac{2}{10}$	$\frac{0.04}{1.00}$	$\frac{4}{92}$

6.1.9 Contacting the Students in the Sample

Names and addresses of students held in institutional records are regarded as confidential. It was therefore impossible for institutions to release the names and addresses of the sampled students to me without the permission of the individual students concerned.

In order to preserve confidentiality, it was decided to follow the procedure where the institutions handed out letters asking the students to take part in the survey.

Introductory letters were prepared explaining about the survey and asking students to take part. To the letter, a questionnaire was attached which students were asked to fill in. The letter encouraged students to return the form even if they would not (or could not) participate. Institutions handed out the letters via internal mail systems and the completed questionnaires were returned to the Secretary/ Registrar for forwarding to me at the College of Commerce, Rathmines (Dublin Institute of Technology).

In addition to the introductory letter, first and second reminder letters were sent out to those students who did not reply, once again administered by the Secretary/Registrar.

6.1.10 Data Preparation

Completed questionnaires were booked in at the field office. All questionnaires were then forwarded (to the College of Commerce, Rathmines) for checking and coding.

The coding exercise involved assigning codes to answers which had not fitted into the precodes on the questionnaire. Listings of these answers together with verbatim responses to the open ended

questions were prepared from the first 5 questionnaires to come in from the field. Code frames were then drawn up by the researcher. Coding of 'other' answers and of the open ended questions was continuously monitored and the code frame added to if necessary (code frames are included in the Appendix). Income and expenditure data on each questionnaire was checked in every case for sense and consistency.

The data was coded onto coding sheets for each respondent and input using SPSSx onto VAX computer at Trinity College Dublin (control files shown in the appendix). The coding sheets were submitted to a computer edit procedure designed to check the accuracy of the coding, the consistency of responses and the correctness of filtering procedures.

6.1.11 Analysis

The analysis specification was designed jointly by Strathclyde Business School and the Academic Advisory Unit, Trinity College Dublin. The coded questionnaires are reproduced in an appendix.

6.2 OVERSEAS STUDENTS IN IRELAND

A random sample of 92 students were given a questionnaire. In some institutions this questionnaire was administered while in others it was left for self-completion by the candidate. 17 were returned by 31st July, 1989 which represents a response rate of 18.5%. Two of the larger institutions would not allow without giving any reasons, their students to be interviewed. Other institutions welcomed the questionnaire but insisted that interviewing be conducted by their Overseas Student Counsellor, while in others the questionnaire was distributed for self-completion. The poor response rate for this

part of the survey indicates that an interview procedure is the preferred methodology and that the interview team be independent of the institution concerned. If a funded study is undertaken in Ireland then this methodology should ensure a higher response rate. However, given the lack of resources and the unwillingness of certain institutions to permit interviews, this methodology was not available to the researcher.

The aims of the questionnaire were:-

1. To obtain background information on the students.
2. To establish their reasons for studying in Ireland.
3. To ascertain their future intentions upon completion of study.
4. To consider the sources of information on Irish third level institutions available in their home country and which ones were deemed to be of greatest value.
5. To examine the students preferences regarding accommodation.
6. To consider the socio-economic background of the student.
7. To examine the financial experiences of the student.
8. To investigate any financial problems encountered and their solution.
9. To explore the type of problems experienced by overseas students in Ireland.
10. To evaluate the adequacy of English language tuition available at Irish third level institutions.
11. To consider the level of satisfaction experienced by Irish overseas students with their study in Ireland.
12. To see if overseas students would recommend Ireland to their friend as a country in which to study.

6.3 OVERSEAS STUDENTS AT THE UNIVERSITY OF STRATHCLYDE

A random sample of 92 non-EC overseas students were sent a questionnaire of whom 19 responded representing a response rate of 21%. The aims of this were:-

1. To establish what sources of information or advice was available in the students home country on Irish universities and colleges of technology.
2. To establish the criteria that the students would consider in the selection of a third level institution in Ireland.
3. To ascertain whether the students had considered pursuing their studies at an Irish institution.
4. To find the level of satisfaction of the students with their study at the University of Strathclyde.
5. To discover the importance of accommodation in the recruitment of overseas students.
6. To establish the type of accommodation preferred by overseas students.

6.4 SERIES OF FOCUS INTERVIEWS CONDUCTED AMONG OVERSEAS STUDENTS AT SELECTED INSTITUTIONS

1. A number of overseas non-EC students were interviewed as a group in the following third level institutions:-

- (i) The Royal College of Surgeons in Ireland
- (ii) University College Dublin
- (iii) The University of Dublin, Trinity College

during the month of May 1990. This series of focus interviews was arranged via the Deans of Overseas Students at the various institutions. Attendance at the focus interview was voluntary and this explains why the numbers varied depending on each institution. For example, in UCD 15 students attended for interview, at the RCSI 12 students attended for interview and Trinity College Dublin 10 students arrived for interview.

The purpose of the focus interviews was to look at the perception of Ireland as a destination for overseas students and their individual institution in particular.

Questions were asked on:-

1. The reasons for coming to study in Ireland.
2. Sources of information available in their home country on Irish third level institutions.
3. Accommodation preferences while in Ireland.
4. Cost of living, financial problems, etc.
5. Experience with support of the institution while studying in Ireland.
6. Study techniques in Ireland viz lectures, tutorials, handouts, etc.
7. Value for money of their educational experience in Ireland.
8. Advice to a friend wishing to come to Ireland to study.
9. Why the particular institution was selected.
10. Their perception of Ireland as a host country.
11. Their recommendations for the institution in its bid to attract an increased overseas student body.
12. The competitive advantages for Ireland in the marketing of its educational services internationally.
13. The disadvantages of Ireland in its bid to market its educational services internationally.
14. Other suggestions.

These focus interviews were conducted in an informal way so as to allow interactive participation by the groups. It was felt that due to the small numbers of overseas students and the poor response rate that attended the focus interviews, that had interviews been conducted at other centres, particularly the Regional Colleges and Dublin Institute of Technology that the numbers attending would be too small to draw any valid conclusion.

These focus interviews should be seen as corroborating the findings of the 5% sample of overseas students who were sent a detailed questionnaire on their educational and social experiences in Ireland.

Later in the chapter, the findings of both the distributed questionnaire and the interviews will be discussed.

6.5 THE INSTITUTIONS

6.5.1 Institutional Survey

A questionnaire was posted to 8 universities (including the RCSI) and two colleges of technology. One of the larger institutions, while willing to participate, did not deliver a response to the questionnaire received by them and so, sadly, they are not included in the survey. Response rate 90%.

The institutional survey asked for questions relating to:

- The impact of the government's decision to recommend full cost fees in certain faculties.
- The institutional response to the effects of the full cost fee policy and to any changes in the pattern of enrolment of overseas students.
- The institutions current policy of pricing overseas student fees. What would be the reaction if institutions were given greater freedom to determine their own fee levels for overseas students.

6.6 INTERVIEWS WITH KEY DECISION MAKERS IN THE VARIOUS INSTITUTIONS

In the eight universities (including RCSI) and two colleges of technology, structured interviews were undertaken with key figures such as Registrars, Deans of Overseas and visiting students, Overseas

Student Counsellors, etc. The interview attempted to evaluate the institution's attitude and performance in the following areas.

1. Policy towards overseas students.
2. Attitude to having overseas students at the institution.
3. Perceived benefits of overseas students.
4. Recommendations for government policy.
5. Overseas student numbers and characteristics since 1984/85 and trends established.
6. Recruitment initiatives.
7. Admissions policy.
8. Admissions procedures.
9. Academic performance.
10. Exchange/study abroad arrangements.
11. Welfare provision.
12. Problems with payment of fees.
13. Levels of fees and fee policy.
14. Short/special/self-financing courses.
15. Fee policy if no recommended minima.
16. Problems faced in admission and recruitment of overseas students.
17. Market research and promotional activities concerned with overseas student admissions.
18. Future recruitment activities planned.
19. Targets for promotions.
20. Factors likely to have greatest impact on overseas student recruitment in the next five years.
21. Marketing information system.
22. Recruitment budgets.
23. Training in marketing techniques.
24. Staff evaluation.
25. Task force for promotion of overseas student recruitment.
26. Relationships with alumni associations.
27. Main competitors.
28. Attitude to marketing.

6.7 JURY PANEL OF EXPERT OPINION

A number of key figures in the area of marketing higher education in Ireland were interviewed to consider their views. These include:-

1. Mr. J.S. Hickey, Chairman, Irish Council for Overseas Students (ICOS).
2. Dr. F. Cheallachain, Assistant Secretary - Policy, Department of Education.
3. Mr. F. Keogh, Director, Coras Trachtala Teoranta (Irish Marketing Board).
4. Mr. J. Bannon, Director, CTT (Irish Marketing Board)
5. Dr. H. Burke, Department of Social Administration, University College Dublin/Advisor to IBRD on Education Development.
6. Prof. J. Kelly, Chairman, Higher Education for Development Co-Operation Agency (HEDCO).
7. Mr. J. Hayden, Secretary, Higher Education Authority.
8. Miss B.A. Ryan, DIT Kevin Street, Member of Council HEDCO and involved in Ireland/Lesoth Bilateral Aid Programme.
9. Mr. J.K. Taaffe, Deputy Principal, DIT Kevin Street, Executive Member, ICOS.
10. Miss Maureen Woodhall, University of London Institute for Education - involved in 1980 and 1985 UK survey of overseas students.

The insight given during structured interviews with the experts mentioned are reflected in the following chapter, Chapter VII.

6.8 FOCUS GROUP RESEARCH FINDINGS

6.8.1 Series of Focus Interviews Conducted among Overseas Students at Selected Third Level Institutions in Ireland

During the month of May 1990, focus interviews were conducted among third level institutions at:-

1. The Royal College of Surgeons in Ireland
2. University College Dublin
3. The University of Dublin, Trinity College

6.8.2 Royal College of Surgeons

These institutions were selected as they are the major centres for overseas students in Ireland. Some overseas students were interviewed at the Fellowship Room in the Royal College of Surgeons, 30 has been invited by the Overseas Counsellor but it was left totally on a voluntary basis for the students to attend. Of the ten who attended, six were from developed countries and the remaining four from developing countries. All ten were from non EC countries.

They were first asked why they decided to study in Ireland. Quite a number of the students mentioned a close family connection in Ireland and that there was no place available for them to study medicine back home. Many of the them surveyed a number of countries but only heard about Ireland through family connections and not from any promotional literature available in their home countries. One heard about Ireland through a visiting student in her home country.

6.8.2.1 Information Available on Irish Third Level Institutions

All students agreed that there was little or no information available on Irish third level institutions but that many parents of the students who were from Ireland informed them of the Royal College of Surgeons. The Royal College of Surgeons was chosen by a number over University College Dublin because of its international recognition. This also came out in the focus group interview for students at Trinity College, Dublin.

All the students agreed that information was available on UK institutions but that Irish institutions were unheard of in their home countries.

In Canada, one student ventured information that a very comprehensive book is available on United States colleges. Other books are available giving information on study opportunities in Britain and Europe, but no Irish equivalent was available.

6.8.2.2 Accommodation

The students at the Royal College of Surgeons agreed that the Overseas Student Counsellor at the institution was fairly helpful in arranging accommodation. Many of the students found it very difficult to understand how the Royal College of Surgeons was a single faculty institution and many found the lack of a campus atmosphere quite disappointing. It was mentioned that Millin House, which can only cater for 32 students, is available but the students felt that this was totally inadequate for the large overseas student numbers at the Royal College of Surgeons.

6.8.2.3 Preferred Type of Accommodation

The students all agreed that self-catering accommodation or student villages would be the ideal form of accommodation. Many argued that Halls of Residence, particularly for students in their early years, would be of great benefit.

6.8.2.4 Cost of Living

All of the students found the cost of living in Ireland very high even compared with the United States and Canada. Students from developing countries in particular had no forewarning of the high cost of living in Ireland. Many of the students felt the fee levels of the Royal College of Surgeons were very high and they also were quite unhappy that fees tended to rise annually so that they found it very hard to plan the total cost of their medical education in advance. The students agreed that a fixed fee for the term of a medical course would be an ideal marketing approach by the institution.

6.8.2.5 Support Staff

1. The students felt that all the nationalities tend to stick together or to create their own support group. The Arab students were particularly mentioned in this regard.
2. One of the students mentioned that University College Cork sent an excellent glossy magazine to her which gave excellent information on the cost of living in Ireland, arranged to meet students at the airport, and gave very good orientation information. However, little information was given in this regard by the Royal College of Surgeons, for example, terms dates were not known in advance so that holidays during the year could be planned in advance for

cheap air tickets. A book list, it was argued, would have been particularly helpful as many of the books could have been purchased outside Ireland at a much cheaper price in advance of their attendance at the institution.

3. The students agreed that some type of payment by instalment system should be available for students who are in financial difficulties. They argued that the college assumes them all to be extremely wealthy or their parents to be so.

6.8.2.6 Study in Ireland

1. Compared with many of their home countries, the students argued that less support was given by the lecturer in the classroom. They argued that approximately 1/8th of the material might be covered in class while the remaining 7/8ths would be left to private study. They argued that very few lecture handouts were given, very few photocopies of overheads were given by the lecturers and therefore the students found it difficult to keep in touch with lectures.
2. The students also argued that the standard of teaching varied considerably between the individual lecturers and that no form of quality control or appraisal of staff appears to be exercised.

6.8.2.7 Value for Money

1. All of the students argued that their goal was to qualify as a medical doctor and whatever it cost to do so was acceptable. Perhaps as these students are studying in a closely focussed area with very definite career goals and high earning power in their chosen profession that the students are willing to accept high fee levels as inevitable.

education. They argued that the institution is well known and this, they argued, could well be due to the college being a sister college of the Royal Colleges of Surgeons in England and Edinburgh and that any publicity obtained by the Royal College of Surgeons in Britain has some throw back to the Royal College of Surgeons in Ireland.

2. They argued that the college is too small having only one faculty and argued that the social experience of university attendance is sadly lacking. They argue that training as a medical doctor in the Royal College of Surgeons is essentially a training and that the educational experience is very much undermined.
3. They argue that the Royal College of Surgeons is steeped in history and tradition and many worship the protocol at commencement ceremonies, the beautiful statues in the building etc. all testify to its age and respect.
4. The students would like a residence shared with University College Dublin. They feel that this may improve the social experience of university attendance where they could meet students socially from other disciplines and realise, as one student put it, "there is life outside medicine".

6.8.2.11 Perception of Ireland

1. The students found Irish people very gentle and friendly and that Irish people took time to talk to each other and to foreigners.
2. Many of the students found Ireland frustratingly inefficient.

2. Students were quite concerned that there is no guarantee of internships for non EC students in Ireland due to lack of hospital places. They argued that the college could form institutional links with overseas hospitals and universities to allow students who qualify at the Royal College of Surgeons take their internship at foreign hospitals. In particular, Canadian students cannot go back to work in Canada after qualifying from the Royal College of Surgeons. They must intern in America to be accredited in Canada. They feel the college could do much to redress this situation. US citizens must sit the State Board Examinations if they qualify outside the US.

6.8.2.8 Advice to a Friend Wishing to Study in Ireland

All of the students agreed that Ireland does provide a sound internationally recognised medical qualification and they value greatly the link with the National University of Ireland (NUI) whereby the degree of MB BCh BAO is conferred by the NUI upon Royal College of Surgeons graduates.

6.8.2.9 Why Institution Selected

1. Many of the students decided to apply to the Royal College of Surgeons and Trinity College Dublin because of their international reputation.
2. All of the students agreed that whatever university would admit them to study medicine would have been acceptable.

6.8.2.10 Perception of Institution

1. The students felt that the Royal College of Surgeons is a highly prestigious institution, its prestige enhanced by its tremendous involvement in post-graduate surgical

3. Many felt that Ireland lacked computerisation and that many of the sales techniques used in Ireland are very outdated compared with other European countries.
4. The students found the scenery beautiful, that Dublin is designed on a very human scale and the closeness of mountain, sea etc. provided a very relaxed environment for study.
5. The students all agreed that their presence in Ireland was an excellent social experience but with the reservation that this could be enhanced by the creation of shared student resident facilities by the Royal College of Surgeons.
6. They all argued that the lack of a cosmopolitan environment was a drawback as this would enrich the educational experience in Ireland.

6.8.2.12 Recommendations for Institution

1. The students would like a prospectus sent by the RCSI to major universities worldwide. They argued that this could perhaps be done on a consortium basis by all of the Irish third level institutions to save cost.
2. The students all would wish a booklet in advance so that they could buy their books outside Ireland and make a substantial saving.
3. The students would like a time table sent in advance so that they could book holidays during the year.
4. The students argued that if Ireland is seriously trying to market its education overseas, that it must guarantee accommodation to overseas students, in particular.

6.8.2.13 Competitive Advantages of Ireland as a Destination for Overseas Students

1. The students argued that the English language is a very important marketing advantage of Irish third level education.
2. They argued that the international recognition for certain Irish colleges was of great value.
3. They argued that many of the Irish universities, particularly the newly established Dublin City University and University of Limerick would not be well known outside Ireland. They also argued that University College Dublin, being part of the National University of Ireland, is a disadvantage to the institution as University College Dublin by its size could well establish a very strong marketing presence in its own right.

6.8.2.14 Disadvantages of Ireland as a Destination for Overseas Students

1. The students all referred to the level of violence in Northern Ireland as a major deterrent in coming to study in Ireland. They argued that media coverage of Northern Ireland gives the impression of the whole island being a war zone.
2. Some of the students were strongly critical of the strong religious beliefs in Ireland but they all agreed that this perhaps creates a stronger family unit than in their home countries.
3. The students all felt that Ireland is a very class conscious society; some argued even more so than the United Kingdom. They argued that it is very unusual to

meet the child of a poor person in Ireland studying medicine at the RCSI. In other developed countries, they argue that a tremendous socio-economic mix is possible.

6.8.2.15 Visa Problems, etc.

The students all were critical of the fact that no work was allowed in Ireland. They felt that they had something to contribute to the Irish economy and the students in University College Dublin we will later see were especially critical of this point. They would like the ability to work in Ireland being made available to overseas students.

6.8.2.16 Other Suggestions

The students felt that standard nomenclature in medical qualifications was essential and indeed they argued of all qualifications, therefore, they would strongly recommend medical doctor (MD) being the basic medical qualification in Ireland and PhD becoming the post-graduate medical designation. They argued that an interview system to check the temperament of a student for medical study and the practice of medicine should be in force. They argued that the RCSI and other Irish third level institutions should liaise with the governments of the sending countries to ensure reciprocal recognition of our qualifications.

6.8.3 Interview with Overseas Students at University College Dublin held on 7th May, 1990 at 11.20am, Agricultural Faculty Building

A group of 15 overseas students all from developing countries presented themselves at the interview at University College Dublin. A number of students were contacted by a Tanzanian post-graduate student but again attendance at the focus interview was voluntary.

6.8.3.1 Reasons for coming to Study in Ireland

1. All of the students at the focus interview were in Ireland under a bilateral aid programme so they argued that University College Dublin as an institution was chosen for them.
2. They had no prior information in their home country on Irish third level institutions. None they argued was available at Irish diplomatic and consular missions and, therefore, had the bilateral programme not chosen University College Dublin they would not have known of its existence.

6.8.3.2 Accommodation

1. The students were extremely critical and argued that there was no college assistance whatever given in their search for accommodation. However, the Irish Council for Overseas Students was helpful.
2. Many of the students in developing countries argued that there was no recognition given to their marital status so that many married students were in University College Dublin now for five years completing their PhD and they would have had minimal contact with their spouse and children back home. They argued that they were used to living in houses in their home country and that being put in bedsits was an alarming experience to say the least. They argued that very little attention was given in the college of their different culture and that self catering accommodation would be ideal to allow for their particular preferences in eating.
3. They argued that the college restaurant has no rice for example, and does not cater in any way for the different tastes of overseas students.

6.8.3.3 Cost of Living in Ireland

All of the students from the developing countries argued that Ireland is extremely expensive and that the bilateral aid programme does not allow anything near enough for normal living expenses. They argued that their social lives are appallingly bad and that financial constraints would be a major factor in this regard.

6.8.3.4 Support of Institution

1. The students were quite critical and one argued once they attend in class the institution does not concern itself with them after that. There was quite a strong feeling on this point.
2. They argued that the health services at the institution were quite fine but that they had to look for this information.
3. They were strongly critical of the Students Union because they argued that the Students Union could well have taken over the role from the university if they felt that the university was not providing information on health services etc. in a timely manner.

6.8.3.5 Orientation Programme

1. The students agreed that the Agriculture Department in particular did its best to provide some orientation but students from other faculties argued that they were left completely to fend for themselves.

2. They argued that University College Dublin is starting an overseas students club but that tremendous institutional support is necessary and that a Deanship of Overseas Students in a formal sense should be created and somebody with experience overseas and a genuine commitment to the position should be appointed.

6.8.3.6 Satisfaction with Course of Study

The students all agreed that University College Dublin was extremely good academically and as these were all post-graduate students, there was no criticism of the mode of lecture. They all agreed that the interest and motivation of the staff was exemplary.

6.8.3.7 Value for Money

They argued that this did not concern them particularly as they were all sponsored under a bilateral aid or other programme.

6.8.3.8 Advice to a Friend Wishing to Study in Ireland

1. A qualified yes was given by all of the students. They argued that Ireland is financially difficult and the cost of living in England would be considerably less.
2. They argued that prior information on the Irish cost of living, etc. is essential for students especially those not in aid programmes to be able to budget the successful completion of their study.

6.8.3.9 Recommendations for Institution

1. They all agreed that University College Dublin academically is excellent.

2. They argued that the college should provide more support services for its overseas students, especially if the intention is to increase overseas student numbers.
3. The students felt that meetings with senior administrative officials should be possible. They all experienced difficulty in this regard.
4. They feel that more information about what is done in University College Dublin and its achievements should be promoted.
5. They argued that information on financial experiences in Ireland, health, etc. should be made available prior to their arrival in Ireland.
6. They argued that the college should establish and promote its reputation abroad more strongly. They see themselves in many ways as pioneers under the bilateral aid programme.
7. The students were all very much anti the NUI degree certificate, arguing that when they explained they studied at University College Dublin their employers expect a University College Dublin degree certificate.
8. They argued that overseas students should be brought on any education mission to advise intending overseas students of their experiences. They argued that the empathy available between overseas students is worthwhile utilising.
9. They argued that Irish embassies abroad have no information available on Irish third level institutions, unlike Britain, the Netherlands, Australia.

6.8.3.10 Advantages of Ireland for Attracting Overseas Students

1. They argued that Irish third level qualifications are internationally accepted unlike those of certain United States universities.
2. They saw Ireland as having a quasi British dimension and that many countries saw Ireland as being extremely similar to the British education system. They argued, therefore, that Ireland gains from the presence of the British Council and its educational counselling service.
3. They argued that the friendliness and hospitality of the Irish people is quite remarkable.
4. They liked very much the foreign experience of the University College Dublin academics and felt that the academics really understood the different problems experienced by developing countries.
5. They argued that the lack of a mix of nationalities makes Ireland quite insular in approach. They felt that the Erasmus programme should be helpful in this regard but that the college should make strenuous efforts to increase the blend of nationalities on all its courses.

6.8.3.11 Disadvantages of Ireland as a Destination for Overseas Students

1. All of the students argued that violence in Northern Ireland detracted significantly from Ireland's image abroad.
2. Many felt the climate in Ireland was not particularly attractive.
3. All of the students mentioned the high cost of living.

4. Many of the students from developing countries were concerned at the lack of employment opportunities during their course in Ireland. They felt that their experience in their primary degree in the developing country might be of great help as a demonstrator or giving tutorials to students on certain aspects of study. They felt that University College Dublin did not tap this resource at all.
5. They felt that the currency allowance was very very low under the bilateral aid programme, far lower than similar overseas students in England.
6. They felt that ICOS interfered with bilateral aid allowances which they felt unmerited.
7. They felt that existing bilateral aid provided merely subsistence and that this created worries for weak students who might well flounder due to the distractions lack of finance could create or indeed poor accommodation.
8. In the UK, they argued, that teaching in third level institutions is allowed for bilateral aid recipients and that this is good for the student's confidence, self image, experience, etc.

6.8.3.12 Lecturing Tutorials

1. They felt there was no problem with the style of teaching, that as post-graduate students, a seminar type was most used.
2. They argued that there could be problems at under-graduate level due to the high numbers of students in various classes. In their home countries, smaller classes are more the norm.

6.8.3.13 Other Suggestions

1. They argued that University College Dublin should establish offices in overseas countries, should prepare a brochure, video and should increase institutional contact with overseas institutions.
2. They talked of the bad experience of many students who had come to study in University College Dublin and that these people were giving bad marketing press to the college.
3. They argued that Ireland should provide a better infrastructure in its colleges for overseas students before a determined drive to increase overseas student numbers. They argued that students support facilities, student accommodation, etc. are all unacceptably low.
4. They argued that a guarantee of accommodation is needed for overseas students prior to their coming to Ireland.
5. They argued that only the brightest academically could survive the disadvantages that they have had in Ireland.
6. They argued that a menu should be available for overseas students.
7. They argued that the college "could not care less so long as you come to class".
8. They were critical of the Students Union and argued that it does not cater for or show any particular interest in overseas students problems.
9. They felt an orientation programme was essential, especially for overseas students.

10. They argued that ICOS should provide more lively discos, parties, dances, etc. if it is to fulfil a social role for overseas students in Ireland. They felt that all ICOS events end at approximately 11.00pm and that these students, all in the mid 20s, felt that a curfew of 11.00pm was unreasonable.
11. They argued that Ireland should organise itself first before attempting to attract overseas students. If overseas students are attracted before the infra structure is developed, then the image of Irish third level education abroad will be tainted severely.
12. The married people felt that they should be allowed to bring their partners and they felt that the institution from the high fee levels should subsidise the travel expenses of the second person coming. They cited that in Tanzania, two years separation are grounds for divorce while many people in University College Dublin have been separated from their partners for five years. This is an interesting dimension which surprised the researcher.

6.8.4 Focus Interview at Trinity College Dublin held on the 6th May, 1990 Graduate Studies Building, Trinity College

Twelve overseas students attended the focus interview at Trinity College Dublin, again 30 people were invited by the Dean of Overseas Students but attendance at the interview was on a voluntary basis. Of the students who attended seven were from developed countries and five from developing countries. All students present paid fees on an economic fee basis and were not recipients of aid or scholarship income of any kind.

6.8.4.1 Reasons for Coming to Study

1. Many of the students came to Ireland because they had a family connection with Ireland either distant or near.
2. Many of the students choose Ireland because it is an English speaking country. One student from Cornell University came to Trinity College because a special link existed between Trinity College Dublin and the university. This student argued that Trinity College Dublin is marketed in Cornell more to science students and the base should be broadened by Trinity.
3. Many students wished to study in Ireland because they saw Ireland as an EC member state.

6.8.4.2 Sources of Information on Irish Third Level Education

1. The students all agreed that little information is available in their home country on Irish third level education.
2. Many students contacted past students who had studied in Ireland.
3. The students all felt that there was little awareness of Irish third level education in their home countries.
4. One of the students from the University of California at Santa Barbara came under an Education Abroad Programme (EAP) at their university. The student argued that funding for this EAP programme is being restricted in the current academic year.

6.8.4.3 Accommodation

1. The students talked of this as being an area for horror stories.
2. Under the EAP programme the students have a three day orientation in London but no information at all was given on the fact that they were then travelling from London onto Ireland.
3. The students argued that minimal help was given by the Housing Office at Trinity and that looking for accommodation was quite a nightmare.
4. One of the students present had arranged accommodation in Trinity Hall and found it very useful for meeting other international students and felt there were advantages socially of being in dormitories particularly for junior third level students.
5. All of the students would prefer self catering accommodation or a student village. The student from UCLA argued that apartment complexes are being built by the University of California which students find extremely attractive.

6.8.4.4 Financial Difficulties

1. The students all found Ireland an extremely expensive country in which to live. However, some of the North American students said that accommodation here would be cheaper than in their home country.

2. One of the United States students felt that they were being "shovelled through for the bucks" and that this perception that Trinity is giving to students is a very damaging one if they were to recommend Trinity to compatriates.
3. They felt that Trinity was more structured in that you took certain classes for your degree. Many felt that the degree programmes had too narrow a focus and argued that in this world more adaptability is increasingly being called for. They found that Irish under-graduate education is more specialised than in the United States and that many of the topics they covered at under-graduate level would be reserved for graduate school in the United States.

6.8.4.8 Advice to a Friend Wishing to Study in Ireland

All of the students would advise a friend to come to Ireland for study purposes provided a guarantee of accommodation was made.

6.8.4.9 Number of Universities Applied to

All of the students at the focus interview specifically wanted to study at Trinity College Dublin and would not have entertained study at any other Irish third level educational institution. They argued this is because of the international recognition and romantic historic tradition that Trinity College enjoys worldwide.

6.8.4.10 Recommendations for Irish Third Level Institutions

1. They argued that Ireland should lower its fees if the intention was to market more places for overseas students. That we are not cost competitive was a factor they pointed to.

6.8.4.5 Support Staff

Many of the students found the office support staff excellent but found that the position of the Dean of Overseas Students in Trinity is given very much on a voluntary basis and it very much depends on the calibre of the person who takes up the position for any particular term. They felt that this was not acceptable bearing in mind their contribution to fee income of the university.

6.8.4.6 Satisfaction with Course of Study

1. The students, particularly from North America, argued that there was a very pressurised study environment in the United States and that Ireland was more relaxed in this regard.
2. Many of the students found the content more difficult in Ireland but felt that marking was fairer, that classes in the United States particularly were graded on a curve and therefore there was no objective standard being sought.
3. The student from the University of California mentioned that The University of California has 35,000 under-graduate students with 200 students per lecture, whereas in various departments in Trinity the average class is only 25 students. This the student found very very impressive. It allowed more rapport she argued between students and the lecturers.

6.8.4.7 Value for Money

1. The students argued that cost was not a major factor, that Ireland compared with the ivy league colleges in the United States and was quite acceptable. This the students argued, they expected study abroad to be more expensive and their parents were willing to accept this increased cost.

2. They argued that orientation or welcoming parties were necessary and perhaps local family involvement in this regard would be of interest.
3. They were very concerned about the level of accommodation and argued that the university marketed accommodation as being easy to obtain while the reverse was the case.
4. Information on living in Ireland they argued should be available. They argued that Allied Irish Banks sent out information on Ireland which was extremely helpful, far better than the colleges' equivalent literature.
5. Many of the students felt a feeling of isolation once they came to Ireland and it was noted that seven of the people who attended the focus interview, some from the same country, had never met prior to the focus interview. This is a reflection on the lack of effort to integrate overseas students into the main student body at the university.

6.8.4.11 Advantages of Ireland as a Destination for Overseas Students

1. The students all argued that the presence of English as the main language in Ireland was a crucial advantage.
2. They argued that EC membership was very useful, particularly with the harmonisation directive being passed that this will create a Euro qualification for Ireland in the future.
3. The students from developed countries liked the temperate climate in Ireland.
4. The unspoilt beauty of the countryside was liked by students.

5. The friendliness and hospitality of the Irish people.
6. The conservative image they argued to a point was charming but they felt Ireland very insular and claustrophobic in many regards.

6.8.4.12 Disadvantages

1. Violence in Northern Ireland once again was the main criticism. They argued that media coverage of Northern Ireland events created a war zone impression of the whole island.
2. They felt that Ireland appeared to be isolated from Europe and the lack of other European nationalities in Trinity they felt reinforced the view that Ireland is a quasi member, like Britain, of the European Community.
3. They felt that a more cosmopolitan environment in Ireland is needed.
4. They felt that the inter-cultural mix overseas students would bring to Ireland would even outweigh the financial benefits to the institutions involved.

6.8.4.13 Visa Problems, Etc.

They argued that permission to work here must be promoted by the Irish institutions so that the experience and ability of the overseas students could be used for the benefit of the Irish economy.

6.8.4.14 Other Suggestions

1. They argued that the university should be very much involved in obtaining credit equivalents for courses undertaken at Trinity if not a full academic course and also for the acceptability in the home market of their qualification.
2. They argued that the nomenclature of degrees and diplomas should be standardised. Future EC directives may be relevant here.
3. They felt that the name Trinity was a major marketing advantage but that this would be an obstacle in students attending other Irish universities such as the constituent colleges of the National University of Ireland, the newer universities, Dublin City University and the University of Limerick. They also felt that institutions such as the Dublin Institute of Technology and the Regional Colleges would have no creditability abroad and they were worried as to whether a National Council of Education Awards Degree would be acceptable in their home country.
4. Another perception that the students had was that so many departments appear over-crowded with Irish students that there would be great difficulty in securing a place in Ireland. Therefore, the overseas students share the fear that with excess home demand for places, that increasing overseas students numbers at under-graduate level could pose political difficulties in Ireland.

6.9 CONCLUSIONS - INSTITUTIONAL SURVEY

A number of conclusions can be reached from this survey.

1. Recent tentative moves towards a policy by government are having an effect on overseas student numbers studying in Irish third level institutions. This effect appears to be of different magnitude depending on the institution surveyed.
2. Most of the institutions surveyed suggested that they were responding to government encouragement by developing a new strategy towards overseas student recruitment.
3. There are divisions on whether full cost economic fees or differentiated fees would be the appropriate fee structure. It was argued by a number of respondents in subsequent interviews that differentiated fees lead to tension between various students studying on a course and that a full cost fee with some type of targeted award scheme would be more suitable.
4. There is no clear type of incentive scheme preferred by institutions and 25% of the institutions had no incentive scheme at all. The general feeling from subsequent interviews was that a departmental scheme was preferable to any personal scheme. They felt that departments could then invest in other areas of research, increase staffing levels, etc. and that all departments should see some positive benefit for their assistance in increasing overseas student numbers.

6.10 CONCLUSIONS OF INTERVIEWS WITH KEY FIGURES IN SELECTED THIRD LEVEL INSTITUTIONS

The majority of the respondents felt that there have only been tentative moves towards government policy on overseas students and as such, there is as yet no marked effect in their institution. The respondents felt that lack of coherent policy and a small number of students at present in Ireland make it difficult for them to predict the future pattern of overseas students coming to Ireland. They argue that excess home demand is a major inhibiting factor to the development of overseas student numbers and that government financial support towards providing more places for overseas students would be welcome. However, there is argument as to whether the excess income obtained by the institutions from a full cost fee provision to overseas students should be retained by the institution or should this additional income be used to relieve the exchequer burden of financing third level. Perhaps some compromise is the answer to this question.

The majority of the respondents felt that it is very important from an educational viewpoint to attract overseas students and many institutions feel that up to 15% of the student body being comprised of non-EC students would be desirable. None would welcome the figure going as high as 20%. They then feel that this would be to the detriment of Irish students. All of the respondents feel that overseas students in Ireland would confer tremendous benefits on the Irish national such as in the area of trade, diplomacy, culture and education and feel that there are some disadvantages attached to overseas student presence but that these are minor and if monitored, could be reduced. The respondents recommend as a basis for future government policy the provision of financial incentives such as support for the capital cost of providing student accommodation. Indeed it is witnessed that a number of institutions in Ireland are now providing

excellent accommodation both for domestic and overseas students. This again reinforces the campus atmosphere and enlivens the university. It also would allow additional income to be generated during the summer vacation by the provision of one year visiting student courses or the provision of short courses on international relations or other related subjects. This is an area that a number of institutions have shown great interest in developing.

The respondents feel that from a foreign policy viewpoint, overseas students should be welcome to Ireland and also from the point of view of assisting our trading partners. Many respondents felt that the provision of scholarships or bursaries to our major trading partners would be far better than a differentiated fee structure. Indeed it is noted that one institution which previously had a differentiated structure has abandoned it in favour of full cost fee structure for all overseas students (non Irish).

Many respondents felt that the government should provide state company training programmes, for example, Aer Lingus, Irish Rail, etc. such as is done in the UK and elsewhere and many of the respondents felt that accommodation and welfare support for overseas students is an important prerequisite for many advances in developing overseas student numbers. At present, and this is borne out by ICOS statistics, the number of overseas students in Ireland is more or less stable but increasing slightly. This was evidenced by the institutions. Almost all of the respondents are against specific programmes for overseas students, arguing that this inhibits the internationalisation of education and impedes the intercultural benefits that an overseas student presence can give.

The educational services mission to Malaysia, sponsored by Coras Trachtala, focussed very much on the provision of medical and medical related places in the universities. However, it was felt by the respondents that in the fields of engineering, English, history, business and science, considerable scope exists for the development of overseas student numbers and many felt that focussing on medicine is a particularly narrow approach by the institutions. Many of the institutions were happy that overseas student numbers are spread widely across the various departments and that there is no over concentration in any particular faculty.

Again the danger of over emphasising medicine for marketing would upset the wide spread in the universities and impede the intercultural benefits. Many of the respondents felt that there is a very wide distribution among different countries and this indeed is borne out by the domiciliary breakdown of the overseas student questionnaire which will be discussed later in the chapter. The majority of the institutions favour a mixture of self financing and sponsored students, while the private third level institutions would favour self financing or sponsoring on a full cost basis.

Many of the institutions felt that the development of Irish overseas student numbers is at too embryonic a stage to make any valid conclusions on the success of their recruitment activities.

Most feel that the market in Ireland is large enough to avoid competition by the various Irish institutions and indeed many feel that it would be extremely destructive if the Irish institutions were to compete among each other, particularly in the area of one year visiting students. It is argued that a consortium for the Irish third level sector embracing the regional technical colleges and Colleges of the Dublin Institute of Technology would be far preferable. Indeed in the UK, a number of consortia have been developed for the same reasons. A

number of respondents feel that an access programme is very important and feel that overseas students should be prepared for entry into the Irish third level system. Others, however, feel that an access programme is not of value unless at the end of the access programme, places can be guaranteed upon sitting a type of matriculation examination. This, of course, is an area being explored by the various institutions at present and is covered by confidentiality as was found in the interviews.

One institution in particular with a long tradition of attracting overseas students was quite happy with its present recruitment initiative and felt that no particular new strategy or fresh approach was required by them. All of the respondents feel that financial reasons for attracting overseas students or seeing some huge bonanza in providing education for overseas students is largely a myth. They stress overseas students impose considerable costs on the university, creating problems of their own for the administrative side of the university and academics and therefore must be seen in a wider context than purely financial. They argue that trade, diplomatic, cultural and most importantly, the educational merits of an overseas student's presence should be considered.

Almost all of the respondents argued for a coherent national policy on overseas student admissions. They argue that without government encouragement, government support and government direction that the publicly funded institutions cannot really develop long term strategies in this area. Therefore, as a prerequisite to any strategic planning approach to marketing by the publicly funded institutions, clear guidance from government is essential. The Minister at a recent seminar pointed to the government's willingness to address this issue and the government's sympathy for institutions who wished to increase their overseas student numbers. However, the move from the Minister's assertion of sympathy to a well thought out policy is a long one although there are signs that steps are being taken at government level to develop policy in this area.

The verification of qualifications is one which all institutions take seriously as a means of preserving the creditability of Irish third level education. However, in the area of English language proficiency the institutions feel it is not their problem providing English language tuition. However, as student numbers grow and from the UK experience, capability in English is essential for continuing strong academic performance. This is an area where institutions could well play a role in the future. Also as the Lingua programme of the EC develops, the provision of continental languages to overseas students could be a very useful way of marketing Irish education overseas in the provision of an EC qualification and a language capability to work, if not in Ireland, in one of the EC countries. It was found in the UK study that many people studied in Britain with the aim of obtaining employment there. The current employment scene in Ireland is sadly not the most buoyant and therefore many of the overseas students are not at present intending to seek employment in Ireland but with other European languages on offer may well see Ireland as a passport to the EC. This could be a strong marketing advantage if language capability is developed within the institutions.

One problem encountered, particularly in the older institutions, is the lack of a centralised decision making approach. If decisions are left to department level in the guise of academic freedom then this could be an excuse for reduced accountability and could impede the institutions progress in the development of a marketing strategy. It is therefore suggested that the halcyon days of total academic freedom and total departmental freedom to decide on admission, etc. must be over-ruled in the light of the current world competition. It is suggested that a centralised policy making apparatus be developed at each institutions whereby strategic marketing approach can be developed and can be centrally administered and if need be, imposed upon the faculties.

The area of welfare provision for overseas students is very important and few of the institutions had prepared a prospectus gearing overseas students for life in Ireland giving details of living accommodation, social life in Ireland, cost of living details, etc. This would be welcome perhaps prepared by CTT for use by all third level institutions. Some of the continental universities and polytechnics prepare a superb guide to the life in the particular country for visiting students. Few of the institutions have given much thought to an orientation/induction course for home students let alone overseas students and this is an area which needs urgent attention although it is encouraging to see that many of the respondents have initiated plans to develop orientation programmes in the near future.

Very few institutions have an officer at the institution with specific responsibility for overseas students and many rely on the services of the Irish Council of Overseas Students which places an unfair burden on their limited resources. It is argued that as the third level institutions gain significantly financially from charging full cost fees to overseas students, that it is really their moral duty to provide an officer at the institution who is assigned their welfare as their chief obligation. Many of the institutions are aware of the need to provide accommodation for overseas students and many feel that preferential treatment on accommodation should be accorded. Some of the institutions in Ireland such as the University of Limerick with its campus village which the researcher visited and was extremely impressed with University College Dublin who are at present developing a campus village as well as University College Cork. The development of accommodation by these institutions is a welcome sign for the future and is evidence of their commitment to the provision of improved welfare for all students. Very few of the institutions felt any need to provide a hardship fund for overseas students and with the small numbers at present in Ireland, this may well be acceptable.

However, as overseas student numbers grow and if we are genuinely concerned with the service we provide to overseas students then funds must be set aside for any unforeseen hardships that could well arise such as political, people in their home country, etc. It is most encouraging to see that racial problems in Ireland are seldom encountered and indeed in the overseas student questionnaire, it will be seen that very few allude to racial problems. The Irish people are noted over centuries for their hospitality and friendliness and this again could be well used to marketing advantage.

Loneliness and home sickness are major problems seen for overseas students and the Irish Council of Overseas Students operates a club for overseas students mainly for students in the Dublin area. It is argued that perhaps overseas student clubs at each third level institution would be particularly welcome. The Japanese institutions organise friendship parties on a monthly basis, whereby local inhabitants of the area come to the university to meet and welcome overseas students and often bring them home to dinner, etc. This forges an alliance between the overseas students and the home population in general in Ireland. It also would remove much of the mysticism which still appears between the universities and the population at large. There is therefore a dual benefit involved in this area.

Food, as one can see in Chapter VII, in the conclusions and recommendations, and the provision of a special menu for overseas students is something many of the UK universities are looking at. This again could be organised in Ireland as student numbers grow. In fact, in the preference shown by overseas students at the University of Strathclyde, self catering accommodation is preferred presumably for this reason.

The majority of the institutions feel that they look after their students either excellently or very well so, therefore, the institutions themselves perceive little problem or little complaint from overseas students about their treatment.

The institutions appear to help overseas students regarding embassies, payment of fees by instalment arrangements, etc. and the majority of institutions would allow a student continue even if they fell into financial difficulties with their fees. As student numbers grow, a policy in this area would be very welcome. In the area of fee policy, the recommended withdrawal of minimum fees is favoured by most institutions and many would argue that a pricing policy geared to the exigencies of the market would be preferable with the full cost fee basis being the general guideline for fee policy.

The lack of lecture space and accommodation and the problem of excess home demand are the major inhibiting factors to the development of overseas student numbers by the institutions. They also feel that the lack of a coherent national policy and government encouragement in this area impedes their progress. Most of the institutions visited did take part in educational missions or fairs, did have exchange agreements, twinning arrangements and did feel they had some specific marketing effort at work in the institution to recruit overseas students and indeed it is noted by the researcher of the positive welcome given by most institutions to the survey and its aim.

The development of stronger links with alumni associations was favoured by all the institutions, the concept of target marketing for prospective students, sending governments, parents of prospective students, corporate sponsors, aid agencies and study abroad organisers was welcomed. Indeed many of the registrars at the various institutions showed a considerable marketing awareness and although the institutions at present do not exhibit

in general a strong marketing orientation, there is evidence that many of the key figures in the institutions are acutely aware of the need to develop a marketing approach very quickly in the light of international competition.

It was felt in general that the perceived academic integrity of Ireland is essential if it is to market its educational services abroad. In this regard, it is argued that the National Council for Educational Awards could exercise an accrediting role over private sector colleges lest they upset the academic integrity of Irish third level education. In Ireland, this is not a phenomenon which has occurred but there is a growing danger that private colleges may see overseas students as a source of easy money and quick riches, irrespective of the quality of academic excellence offered. This is also acting as a deterrent in the United States where many countries will not send students easily to the United States for fear of academic standards. All of the institutions felt that the perceived welfare provision and welcome to overseas students is crucial if we are to effectively market our service overseas and many felt that fee levels in Ireland must not be at a level which dissuades overseas students from coming and that perhaps modest fee levels in the early years would be a very useful marketing tool.

Many of the institutions argued that advertising must be discreet. There would be properly targeted informational literature, that personal academic contact would be developed, that distance/open learning programmes have a marvellous future. Indeed the open university in the UK is a very impressive exercise and either linking to the open university by Irish institutions we feel that for cost reasons a link with an open university would be preferable towards developing distance programmes of our own at least initially. However, the concept of offering perhaps MBA programmes by distance/open learning is an area well worth considering as indeed UK universities offer

but it is felt sadly that Northern Ireland acts as a major problem in attracting overseas students. They see Ireland as being a violent island and one must accept that in large countries to understand that the violence is concentrated in a small area is very difficult to imagine. Some students at the University of Strathclyde likened Ireland to Israel and felt that violence could erupt at any moment.

Therefore, advertising must be undertaken to counteract this negative image of Ireland abroad. The Northern Ireland Tourist Board recently mentioned the difficulty they had in attracting foreign visitors to the province due to the level of violence in the province. Indeed, all of the respondents felt that institutional links must be built with overseas institutions. University College Dublin has a link with Bethlehem University and a number of other overseas institutions and this is something that other institutions in Ireland are actively engaging in. The idea of faculty exchange between Irish institutions and overseas institutions should be promoted and recent developments by HEDCO in Zambia, Tanzania and other countries as well as private initiatives by the relevant institutions are assisting the development of links internationally.

The majority of the institutions favour the development of a consortium of Irish third level institutions and the use of Coras Trachtala/IDA as a short term measure. Irishdiplomatic and consular missions are recommended but few recommend agents being paid on a commission basis. Those who recommend agents being paid only recommend so on a short term basis.

Of the institutions surveyed, the recruitment budget is generally based on the places available and is seldom based on a corporate plan. Indeed the lack of centralised strategic planning by the institutions was quite evident and indeed one wondered at times whether the opinion given at the interview was a personal opinion or generally reflected the institution's view on a particular

matter. This again is a weakness in the Irish third level system and research in the United States as evidenced by Philip Kotler's and Karen Fox's book "Strategic Marketing for Educational Institutions" show that many of the Ivy league colleges in the United States exercise a corporate plan much as a large business entity which indeed they see themselves as. Very few of the institutions here evaluate the cost effectiveness of the recruitment programme to a marked degree and very few offer training in marketing techniques to staff involved in overseas student recruitment.

One of the hypotheses of the dissertation is that Irish third level institutions lack sufficient market orientation is evidenced by the fact that little training and marketing techniques is available to staff either in recruitment or generally and therefore marketing is in many institutions a private initiative by enthusiastic staff members. This is particularly so in the College of Technology sector.

Most of the institutions developed a task force to examine the issue of overseas student recruitment and again this would be mainly for the educational benefits that they see emanating from an overseas student presence. It was most encouraging to see that all of the institutions visited were positive towards the benefits of developing a marketing orientation. They argued that the quality of applicants would be improved, that the quality of information given to prospective students and existing students would be improved, that the standing of the institution both nationally and internationally could only be enhanced by strong public relations/marketing approach and that the quality of the service delivery by the institution can be enhanced by the development of a market orientation.

Very few of the institutions surveyed had positive student evaluation of lectures or of the quality of service delivery generally and many of the institutions were quite concerned about developing some effort to establish quality control.

6.11 CONCLUSIONS - OVERSEAS STUDENTS IN IRELAND

The poor response rate to the questionnaire for overseas students in Ireland is very much to be regretted. Again if a government funded research study was undertaken, a research methodology interviewing as was conducted by the UK study of 1980 and 1985 quoted in Chapter III would be the preferred methodology. This unfortunately was not available for a number of reasons to the researcher. Having said this, the overseas students who are primarily from Malaysia and Libya and therefore are important markets for Ireland are worthy of consideration. The majority of the students who responded were engaged on a first degree programme while a number were involved in advanced non degree certificates in the College of Technology sector. 70% of the overseas students had no previous Irish qualification and 54% of the overseas students who responded had just completed secondary schooling in their home country.

60% of the respondents had no prior employment in their home country before commencing study in Ireland. 72% of respondents either wished to continue to study in their own country or wished to seek employment in their own country or in another country, therefore, only 28% of respondents either wished to continue to study in Ireland or to find or return to a job in Ireland. This could reflect the less than buoyant job market situation in Ireland, although with the advent of the Single European Market, Irish third level education could be seen by overseas students as a passport to a career in Europe.

38% of the overseas students believed the qualification in Ireland was better for future jobs and study. 36% received a scholarship or other award to study in Ireland and 30% studied in Ireland because the course was not available in their own

country. 30% believed the course in Ireland to be better than courses at home or elsewhere and other reasons given were the reputation of the university or college they were attending in Ireland and the fact that in Ireland, English is spoken better than in other countries. A variety of reasons were thus chosen as to why students wished to study in Ireland. This information could be used for marketing advantage in deciding what features of the Irish third level education system to highlight in advertising and promotional literature.

A major concern is the lack of information on the Irish third level education sector available in the student's home country. The main sources of information cited is the presence or knowledge of other students who have studied in Ireland followed by officials from their home country and parents, relatives or friends. Employers and teachers or staff of the school or college in their home country were other reasons. Very few gave Irish officials in their own country and this whole question on the availability of information on the Irish third level sector merits considerable attention.

Sources in Ireland cited by students were:-

1. Irish officials
2. Schools, colleges or universities in Ireland

but again, information must be spread in a more comprehensive manner.

Regarding students accommodation, the bulk of students appeared to prefer renting a flat with self catering facilities. Again with student housing and campus villages being developed, it shows that these are very much on target. The overseas students at the University of Strathclyde again showed a market preference for accommodation with self catering facilities.

Most of the students shared accommodation with Irish people rather than students from overseas or their own nationality and this is perhaps a good sign in the sense that there is a more intercultural mix than if the students were ghettoised by mixing solely with their own nationality. The majority of overseas students in Ireland do not have English as their first language and therefore the whole idea of providing English language tuition must be considered. The majority of overseas students who responded have no dependents in Ireland and again for financial reasons this is of merit. The occupation of parents varied widely between self employed business man or woman, professional people, public sector, private sector, employees, teachers, lecturers, etc. so that there is quite a wide spread of parental occupation.

The highest level of schooling that parents have had varied, again perhaps reflecting the large number of students from developing countries that the mothers in general had a lower standard of education than the fathers. Again, this is probably to be expected.

36% of students who responded received a scholarship award, whereas in the UK the figure is much greater, again the whole idea of the Irish government giving scholarships or bursaries to students from our major trading partners merits attention. This could have significant trade benefits and might be a re-use of Irish aid overseas so that additional money may not necessarily be involved, purely a restructuring of aid into the third level education sector. The majority of students felt they either had enough money or more than enough for their needs so that financial hardship was not a major concern. Presumably students would give considerable thought to having adequate funding before commencing their study in a foreign country.

Language problems were seen to be quite significant among the overseas students, again the idea of English language tuition being provided. There is intuitive evidence of a lack of English language provision despite the claim by all institutions that proficiency is assumed and tested prior to entry. Again poor English language capability could well detract from a student's academic performance where the actual ability of the student might warrant better results. This could upset the Irish education system if a large number of failures were to arise due to poor language provision as this would be seen as poor preparation by the institution of students for examination purposes. Difficulty in getting to know Irish students or Irish people was mentioned by many of the respondents and again overseas clubs in all of the institutions, friendship parties such as the Japanese have done, all of these would assist in developing a liaison with the local community and again, would improve the public relations image of the various institutions. 54% of the respondents experienced loneliness and home sickness at some time which is quite understandable and again an overseas club or good welfare support from other overseas students as well as from Irish students might well alleviate these problems, particularly students from a vastly different culture.

Students generally found the support staff in the institution to be extremely helpful. Many found an academic tutor a useful source of assistance apart from their course work. Many students called on the overseas student adviser or the directors of the international office where present. The student welfare officer was visited as was the doctor of the student health centre. Accommodation officers were particularly in demand and generally satisfaction was expressed at their performance. The finance officer to a less extent was consulted and religious advisers.

Of the respondents who attended special courses, such as induction courses, study skills courses, English language courses and special introductory courses, there was general satisfaction with the quality and content of these courses. The overseas students recommended additional courses in study skills and in English language provision.

One of the most encouraging findings in the survey is the fact that 78% of the respondents were either fairly or very satisfied with their period of study in Ireland and felt that it had considerable net benefit for them.

Another encouraging finding was that 66% of the overseas students felt that their education in Ireland was either very good value for the money it cost or fairly good value for money. No students stated that it represented very poor value for money while 6% said it was rather poor value, particularly this was found in the medical area where the fees are extremely high. One student in particular recounted her experience of the very high cost of living in Ireland and the fact that she had no prior information to prepare her for the projected costs of study in Ireland.

Another extremely encouraging finding is that no less than 90% of the overseas students who responded would have no hesitation in advising their friends to come and study in Ireland. Of the 6% who expressed dissatisfaction with their value for money in Ireland, the reasons they would chose not to advise a friend to come are:-

1. High cost of living.
2. Difficulty in getting to know Irish people
3. Poor lecturing standards at some institutions
4. A feeling of isolation as an overseas student in Ireland

Finally, 36% of the respondents were quite willing to participate in a follow up study having completed their course and returning to their own country. It is hoped to conduct this study at a later stage to see the value the Irish qualification conferred on the student involved in their home country labour market. Those who have not returned home, whether their Irish qualification was of particular benefit to them in securing employment and perhaps securing some feedback on particular aspects of the course now that they have graduated in their institution.

6.12 OVERSEAS STUDENTS IN SCOTLAND

A random sample of 92 overseas (non EC) students at the University of Strathclyde was asked to complete a questionnaire to ascertain their knowledge, if any, of the Irish third level educational sector. The questionnaire administered to the students is reproduced in an appendix to this chapter. 17 questions were asked covering the following areas:

1. Course/faculty
2. Length of stay in Scotland
3. Expected date of graduation
4. Home country
5. Sex
6. Marital status
7. Age
8. Occupational involvement before coming to the University of Strathclyde
9. Funding source
10. Number of universities applied to
11. Sources of information or advice available in home country in Irish universities and polytechnics that were found most helpful
12. Criteria - which would be considered in the selection of a university in Ireland

13. Whether Ireland was considered by the student
- 14/15 Ranking of educational product offerings of the University of Strathclyde:
 - facilities
 - course organisation
 - teaching
 - environment
16. Importance of offer of accommodation in decision to study at University of Strathclyde
17. Type of accommodation preferred

The objective of this component of the research project was to corroborate the findings of the other components, viz:

- institutional survey
- interviews with key figures in Irish third level institutions
- focus group interviews with overseas students
- questionnaire distributed to a 5% random sample of overseas (non EC) students in Ireland.

An analysis of the completed questionnaire is included as an appendix to this chapter.

The most important findings from the survey at the University of Strathclyde were that the overseas students generally had no prior information on the Irish third level education sector. Also that those who had considered studying in Ireland were concerned at the violence in Northern Ireland and lack of government recognition of Irish qualifications in general. This is very important for the development of a marketing strategy for the provision of Irish third level educational services overseas.

It was also seen that course content, the academic reputation of the institution and the existence of a cosmopolitan environment were important ingredients in the attraction of overseas students.

The University of Strathclyde was rated very highly in its teaching capabilities to overseas students. The facilities it provided via computing, laboratory and languages and the course organisation via course content, course structure, quality of grading and the quality of the environment as lecturers, professionalism, tutor competence, level of staff, student interaction and the reputation of qualification offered in the home country labour market.

Assuming that the criteria of the educational product offering are equally valid for all third level institutions, then these are the main educational product offerings that any marketing strategy for the Irish third level education sector should focus upon.

In other words, Irish third level institutions should ensure that their teaching standards are on a par with other EC or world wide universities and third level institutions, that the facilities offered are of a very high standard, that the courses are well organised via content and structure, that the grading of the courses is seen to be very impartial, very objective and that the quality of the environment on offer is of the highest order.

The final important conclusion from the study at the University of Strathclyde was the importance of accommodation to overseas students and their particular preference for residences with self catering facilities.

6.13 MARKETING IMPLICATIONS

This research survey on the marketing capability of Irish third level institutions is the first of its kind ever conducted in Ireland. It is hoped that a similar study could be revisited every

five years to see how Irish educational institutions are evolving or developing in this area. For the purposes of the hypotheses we put forward at the commencement of the dissertation, it was seen that a large number of institutions do not offer any training whatever in marketing techniques to staff involved in recruitment. Many of the institutions do not hold orientation/induction courses or give considerable thought to the type of promotional literature they offer. Many have not developed a coherent policy on overseas student recruitment and many of the institutions lack a corporate planning or strategic marketing approach in their approach to recruiting students generally and more specifically of overseas students. Many of the institutions do not provide accommodation for overseas students or do not regard this as a priority. Many of the institutions do not employ any officer with specific responsibility for overseas students. Many of the institutions interviewed do not segment the market, they do not attempt to identify target markets or have an established marketing information system and do not apply the marketing concept in any formalised manner. All of these findings suggest that the marketing concept as suggested in the hypotheses is not applied sufficiently in Irish third level institutions. However, encouraging signs were met with in interviews with key figures so that the position does appear to be changing quite rapidly.

Chapter IV which is based largely on a critical evaluation of the UK study on the economic cost and benefits of overseas students suggested that the benefits from the provision of educational services to overseas students are essentially long term and do not justify subsidiation as for home students. It also suggested that any assistance given to overseas students by way of awards, scholarships or bursaries should be done in a targetted way geared mainly towards our main trading partners or if any development aid issue is at stake. It is felt in the thesis that the provision of Irish educational services overseas should be viewed in the context

of a total development package by the Irish nation. Ireland has long had a tradition of missionary activities throughout the world and therefore the provision of third level education places in Ireland for overseas students should be seen as part of a process whereby:-

1. The Irish government supports the development of second level education in the student's home country wherever possible via curricular development, or staff exchange, etc.
2. The concept of faculty exchange and student exchange whereby the faculty would go to many developing countries and try and develop their third level system in key areas.

The final component would be where in particular areas that overseas students would come to study in Ireland to gain the benefit of the academic quality of the faculty in the various institutions and the stage of economic development which Ireland (as an EC member) enjoys so that the provision of Irish third level places for overseas students must be seen as part of an overall developmental package and not purely as a money making exercise for any one institution.

3. It was established in Chapter V based on Coras Trachtala's reports that considerable market potential exists for overseas students in Malaysia, the Arab OPEC markets and a number of developing countries. Considerable marketing research was presented in Chapter V quantifying the potential existing in Malaysia and the steps that had been undertaken by the Irish third level educational system as part of a consortium approach including visits to government officials, to various institutions where twinning arrangements had been looked at, multisite programmes, splitsite programmes and the concept of distance/open learning.

4. It was seen in the institutional research that a large number of the institutions and the key figures interviewed suggested that the lack of a coherent national policy for overseas students is a considerable inhibiting factor in the development of a marketing strategy towards the recruitment of overseas students in Irish third level institutions. It is argued that while tentative moves have been suggested by government, no clear plan or encouragement has yet been given. The Irish Council of Overseas Students hosted its first seminar in 1988 on overseas students and it is hoped that this would be a regular feature whereby a colloquium can be established on an annual or biannual basis to look at this whole area of how overseas student policy should be modified as times change, particularly when the demographic trend in Ireland as is suggested changes considerably.
5. It was shown in Chapter II that educational services can be seen very much in the terms of services marketing and that the principles of service marketing apply equally well to educational services as any other form of service. It was shown that the marketing mix for services is product, price, promotion, people, physical evidence and process applies to the provision of educational services in general and specifically at the tertiary level.
6. It was shown in the thesis that the case for formulating an Irish strategy on the admission and support of overseas students rests on long term considerations, that the long term benefits cover areas such as trade, diplomacy, culture and the educational mix and internationalisation of education which can accrue. An attempt was made in the UK to quantify the trade linkages producing various time lags and using Spearman's co-efficient of correlation. However, in Ireland the small number of students here would make it quite difficult to predict such figures with any credible accuracy.

7. It has been shown in the dissertation that Irish policy in the field of overseas students has been an exercise in ad'hocery at best and has largely been unfocussed. It is hoped that this dissertation will add to the current debate on the role of overseas students in Irish education, the role of overseas students in the provision of employment for our people and the down stream benefits and jobs created from the spending in Ireland by our overseas visitors. A bonanza from the provision of educational services to overseas students is largely a myth and that overseas students are increasingly looking for value for money due to increased competition.

All of the respondents suggested that trade benefits could accrue to Ireland from the provision of educational services to overseas students, particularly if favoured nation status was given to our major trading partners.

It was argued that diplomatic benefits could accrue to Ireland and that the image of Ireland abroad could be promoted by the presence of overseas students having a happy educational experience in Ireland. It was seen later in the research survey that violence in Northern Ireland is seen as a major deterrent to overseas students coming to Ireland and it is argued that students who have spent a happy time here could report that the violence is in fact concentrated in the northern part of the country and that the Republic of Ireland is quite a peaceful place in which to study and live.

It was argued that cultural benefits could accrue to Ireland in the diffusion of Irish culture abroad. Indeed it is seen that some activities such as the Yeats School in Sligo and schools of traditional music, etc. in Ireland attract a large contingent of foreign visitors via the educational process and could be promoted.

Educational benefits were regarded as being perhaps the most important by all of the key figures interviewed. They argued that especially with the coming of 1992 and Single European Market that a more outward looking view by Irish students is crucial.

Therefore, as part of this reorientation of Irish students, that the cultural interchange enhanced by the presence of overseas students could be of tremendous educational benefit to our own students.

REFERENCES FOR CHAPTER VI

1. Morrissey, Catrin, Technical Report on the Survey in Overseas Students and their place of study, Report of a Survey by Gareth Williams, Maureen Woodhall and Una O'Brien, Overseas Students Trust, London 1986.
 2. Williams Gareth, Woodhall Maureen and O'Brien Una, Overseas Students and Their Place of Study, Report of a Survey, Appendix A: The Overseas Students and Appendix B: The Institutions, Overseas Students Trust, London, 1986.
 3. Owen, F and Jones, R. Statistics, Pitman, London 1989
 4.
 1. Owen, Frank and Jones, Ron, Statistics, 2nd Edition, Pitman, London 1989, Chapter 20
 2. Lapin, Lawrence, Quantitative Methods, 4th edition, Harcourt Brace Jovanovich, Chapter 24
 3. Owen, Frank and Jones, Ron, Modern Analytical Techniques, Polytech Publishers, London 1980, Chapter 6 Sampling Theory
-

CHAPTER VII

CONCLUSIONS AND RECOMMENDATIONS

"Provided there is a framework of supporting services, the relationship crucial to academic success must be that between tutor and student. It is the academic's responsibility to see that the conditions are right for all students whether home or overseas to contribute as much to and to take away as little from the educational experience as is possible".

UNITED KINGDOM, OVERSEAS STUDENT TRUST, 1987

CHAPTER VII

LIST OF CONTENTS

- 7. PURPOSE
 - 7.1 INTRODUCTION
 - 7.2 HYPOTHESISED STRATEGIC MARKETING MODEL FOR THIRD LEVEL EDUCATION INSTITUTIONS
 - 7.3 INITIAL HYPOTHESES REVISITED
 - 7.4 GOVERNMENT EDUCATIONAL POLICY RECOMMENDATIONS
 - 7.5 RECOMMENDATION FOR THIRD LEVEL INSTITUTIONS
 - 7.6 REVISED STRATEGIC MARKETING MODEL FOR EDUCATIONAL INSTITUTIONS
 - 7.7 A FINAL WORD
-

7. PURPOSE

The purpose of this chapter is to present a number of conclusions and recommendations based upon; a literature review of services marketing, application of the strategic marketing model for educational institutions developed in Chapter II, an international look at overseas student policy in various host countries, an assessment of the economic costs and benefits of overseas students, a strategic analysis of the Irish third level sector and a comprehensive research survey conducted both among overseas students and key figures in the area of educational policy.

Conclusions and recommendations are presented both at an institutional level and at a government policy level.

7.1 INTRODUCTION

The involvement of Ireland in the provision of educational services overseas started with a missionary approach whereby qualified personnel for centuries went abroad to try and improve education in the developing countries. The Department of Education was asked for recognition of overseas service for secondary teachers for the purposes of incremental credit. This was seen as a contribution to third world aid. This incremental credit was restricted to lay teachers only. A celebrated case in which Fr. Molloy challenged the Department of Education in 1975 and argued that incremental credit should also be given for religious missionaries as well is recorded¹.

Ireland for centuries had a tradition of excellence academically and this was shown for example in Laon University in France in the 11th century. To this date, Irish bilateral aid and the activities of HEDCO assist developing countries to improve their educational standards. It is argued that this type of activity could confer, in the longer term, trade benefits on Ireland.

There is now a move, particularly up to the age of 15, to provide proper education in the home environment and most developing countries would like to see secondary level education provided in situ rather than overseas. Ireland has a role to play here in a supporting way on curriculum development, training of native teachers, etc.

The main problem in the third level sector in Ireland is the lack of spare capacity, although excess capacity does appear in some particular areas thereby allowing the Irish third level system to use the residual infrastructure at full cost income and this is an incentive to the institution. However, the state grant must take account of the total income of the institution in deciding a funding arrangement and perhaps a formula funding approach in Ireland may allow the income to be kept by the institution. It is felt, however, that if income from wealthy overseas countries is earned by Irish third level institutions, that it should relieve the taxpayer rather than this additional income be seen as purely a bonus for the institution.

It is also argued that if sufficient incentive is given, then resources can be more effectively applied, for example, extending the academic year, increasing the throughput. However, staffing problems would be created so that constraints in staffing and the availability of backup services and the increased demand for general services all act as a limiting factor on the number of overseas students Ireland could cater for. It is argued that the education of overseas students is not a worthwhile venture for public funding so that any capital to increase the provision of places for overseas students must come from private funds.

However, a cost benefit analysis for Ireland would be an ideal prelude to the formulation of any government policy in this area. Many institutions in Ireland currently send staff to overseas institutions, such as University College Dublin to Bethlehem University in Israel. This is considered to be good for the university as it produces an international outlook among the academic staff and also gives additional funding to the universities from which they can engage extra staff, etc.

The educational benefits from the presence of overseas students is very much agreed by all the institutions surveyed. However, the fact that Ireland has no equivalent of a British Council is seen as a problem. See Appendix 1 to Chapter 5 referring to the establishment of a National Promotional/Support Agency. If a marketing strategy were to work then places would have to be guaranteed on the basis of agreed costs. It would be folly for educational institutions to market themselves individually and a consortium is essential due to the small numbers involved for Ireland. (Marketing Strategy - Strategic Marketing Model, Chapter II). Projections of future enrolments are very difficult because the retention rate is very difficult to establish in the third level. Also, as the institutions have not developed a centralised approach to planning, it is very difficult to obtain a clear picture on how exactly institutional resources are used. The newer universities in Ireland, such as Dublin City University and the University of Limerick are based on a matrix model and they have a more centralised planning system.

A restructuring of the Dublin Institute of Technology has been suggested by government which hopefully will centralise its planning activities reducing the Vocational Education Committee's (VEC) role in staffing, product development, marketing, etc.

A cost data survey is currently being undertaken by the Higher Education Authority to enable universities to become more efficient. Is the Higher Education Authority or the VEC necessary or should funding for third level come directly via the Department of Education via a particular committee within the Department. Are these bodies creating an unnecessary layer?

7.2 HYPOTHESISED STRATEGIC MARKETING MODEL FOR THIRD LEVEL EDUCATIONAL INSTITUTIONS

An hypothesised strategic marketing model for educational institutions was developed in Chapter II. This model started with an examination of the government policy of the host government. A number of the

recommendations made in this chapter relate to proposals for Irish government policy in the area of overseas students education. The strategic marketing model suggested that an environmental analysis should be undertaken whereby the significant opportunities in the environment which can be capitalised upon by the institution are examined. The threats which face the institution from the environment must also be examined. The market size and potential in the various potential markets for the institution must be considered and also the growth rate of the market in these countries. An attempt was made in Chapter V to establish the potential market for Irish third level education in Malaysia.

The government policy of the sending country such as the Malaysian government's attitude towards their students being educated overseas is extremely important. A copy of the Malaysian planning document 1990 - 1995 is included as an appendix to Chapter V. It is important that the Irish government be vigilant to monitor changes in sender government policy towards overseas student education.

7.2.1 Stakeholders

The hypothesised strategic marketing model looked at the various stakeholders who can influence the organisation, ranging from the local business community, various charitable foundations such as the Jefferson Smurfit Charitable Foundation which very generously endowed the Michael Smurfit Graduate School of Business at University College Dublin; the O'Reilly Foundation which funded the O'Reilly Institute for Technology at Trinity College Dublin.

It is felt that there is considerable potential in Ireland by the newer institutions to attract endowment funding from various Foundations, both at home and abroad.

Various government agencies are stakeholders within the organisation and as an appendix to Chapter V, a model is suggested for a National Promotional/Support Agency involving liaison between the Higher Education Development Corporation (HEDCO), the Irish Council for Overseas Students (ICOS), Development Co-operation Organisation (DEVCO) and the Association for Personal Services Overseas (APSO).

The alumni of the institution are a very important asset and Trinity College Dublin has already involved some of its overseas alumni in conducting initial interviews with prospective overseas students. This is a role which could be expanded upon. It is argued that perhaps an Irish University Graduates Association might be more effective as it would then have the critical mass to have a major role to play.

The general public are important stakeholders in the organisation and as we are approaching what John Major calls the 'caring 90s', there is a feeling that institutions must be shown to display their responsibility to the local society and society in general more. The Japanese universities in particular have Open Days where the local community are involved in meeting overseas students, welcoming parties are organised and an attempt is made to impart Japanese culture to the Overseas Student Body.

The mass media are an important stakeholder in the organisation and a good public relations programme, good quality promotional literature, all reflect significantly on the reputation and corporate profile of the institution. Many institutions such as Harvard University in the United States have a pre-eminence in the area of communications.

Suppliers are an important stakeholder and many institutions develop a bond of trust with their suppliers over time. Trustees are an important stakeholder of an institution, depending on the form of incorporation. The administrative staff and faculty of the institution must be motivated and be committed to the mission of the organisation. Parents of students are an important stakeholder and the equivalent of parent/teacher meetings at second level could be developed in some form to involve parents in developments to explain the reasons why the college is adopting a particular approach. This information could be by mail or on an assembly type basis.

The various accrediting organisations have an important role to play in the sense of safeguarding standards. In Ireland, the non-university sector, in particular, the Regional Technical Colleges, have their diplomas and degrees accredited by the National Council for Educational Awards. It is important for this organisation to ensure that the quality of diplomas and degrees offered in the non-university sector are at least on a par with those in the university sector both at home and abroad.

Prospective students are important for the organisation as these will be the future student body. Institutions should make more of an effort to encourage applications from those who are at present sitting their final second level examinations. In the sense of recruiting overseas students, perhaps attendance at a number of senior colleges in the overseas country to build up demand for the institution would be of value.

Finally, current students are an important stakeholder in the sense that it was shown in the research survey that most of the overseas students who came to study in Ireland were recommended by a friend who had previously come to study in Ireland. A major weakness of the Irish third level system is the lack of knowledge of Irish education overseas. Ireland has depended to a large extent on overseas students who have been educated here acting as ambassadors. As the numbers of overseas students grow in Ireland

and as the numbers we would like to recruit are increasing a more conscious marketing effort is needed than this ad hoc recommendation approach.

7.2.2 Mission/Objectives

It was argued in Chapter II that all third level institutions must develop a precise mission. They must decide exactly what their objectives are both short, medium and long term. For example, do they want to be the premier educators in medicine in the country, do they want to have the premier engineering school in the country. All of these objectives must be planned for and stated quite boldly in the mission statement.

In Chapter II a possible mission statement for the new Regional Technical College in Tallaght was suggested.

7.2.3 Situation Audit

It was suggested in Chapter II that a situation audit is extremely important for any educational institution, whether deciding to market its services overseas or not. The situation audit would comprise two parts:

- i) internal analysis whereby an analysis would be made of personnel within the organisation both academic and support staff, the funds available for the development of marketing initiatives, purchasing of equipment, development of interchange agreements with overseas institutions, the facilities offered by the college both from the recreation/leisure point of view and from a teaching and research point of view
- ii) the systems in the institution must be examined to ensure that registration, examination sittings, etc. are all effective and efficient. The strengths and weaknesses of the institution would emerge and some

form of performance analysis measures must be developed. Perhaps the equivalent of 'activity based costing' as a management accounting technique could be applied in the third level education area.

In Ireland the government has recently produced a performance analysis measure called "THAS" (teaching hours per annum per student). Institutions will be allocated funding on the basis of having acceptable THAS figures supplied to the Department of Education on an annual basis. Any courses which do not yield respectable THAS figures will be wound down and eliminated in a short period of time.

An external analysis would be in the form of competitor analysis. In Chapter V, in the strategic marketing model applied to the Malaysian market, a number of key competitors were identified, particularly, the United Kingdom, the United States of America and Australia. Market identification is extremely important and the Irish Export Board (CTT) has undertaken a number of follow-up studies to try and identify those countries which offer the best market potential for Irish third level education. An interview with the Head of the Educational Counselling Service of the British Council suggested that the British Council keeps a number of countries under review where it feels that a potential market is there but they do not feel the country has quite reached the stage where a significant marketing effort is justified. The Irish government should adopt a similar approach and resources should be allocated to undertake marketing research to establish new potential markets for Irish third level education. An appendix to Chapter V proposing a National Promotional/Support Agency addresses this issue more fully.

External constraints must be identified, for example, the downturn in the world economy, the recent upheaval in Eastern Europe and the downturn in the United States economy. All of these factors have a major affect on the availability of overseas students to

third level institutions either in Ireland or to the other international players in the area of overseas education. The Gulf war and the present fall in oil prices could possibly be a factor in reduced overseas student numbers being presented.

7.2.4 Strategy Formulation

The hypothesised strategic marketing model proposed a number of possible strategies to be adopted by third level institutions such as, overall cost leadership. It is felt that overall cost leadership would have limited application in the field of education and would be more suitable in the area of marketing of products. However, with economies of scale, the Open University is able to offer high quality courses in a number of areas where the initial investment would be beyond the scope of smaller institutions, for example, the recent Open Learning Initiative developed by the Open University in co-operation with the Chartered Association of Certified Accountants (CACA) required an investment of £1 million by the accountancy body. This type of investment yields a quality of product that has significant marketing advantages over its rivals.

Differentiation is a strategy which the Ivy League colleges in America have not lost sight of: MBA (Harvard) MBA (Yale) MBA (Wharton) show that these universities have created sufficient product differentiation to enable this to become a significant marketing advantage. If Irish institutions are to be successful at marketing their services abroad, efforts must be made to tailor make programmes with specific overseas student markets in mind, for example, in the Waterford Regional Technical College, a course in aeronautical engineering has been developed where a significant number of Libyan students are enrolled. In University College Galway, a post graduate course in hydrology has been developed with developing economies in mind, while in the

University of Oxford, a diploma in developmental economics was devised geared to particular student groups.

The strategy of broad line global competition again would have limited application in the field of education but would possibly have some application in the area of open learning where very large American universities may well be able to offer a quality product that would be difficult to match elsewhere. Global focus is a strategy where a third level institution might focus on a particular part of the globe such as the pacific rim and develop courses with that area in mind. The University of Southern California has a number of programmes aimed at pacific rim nations in particular. The strategy of national focus is where the third level institution focus on a particular overseas market and would focus its marketing effort at that particular market, for example in Ireland, Malaysia is targeted as the market which will receive the most targeted marketing effort. A protected niche strategy is one where the institution would gear its marketing efforts at a particular niche in the market where it would have significant advantages. It is unlikely that major agencies like the World Bank or the United Nations would be willing to guarantee funding for a particular course as they must be seen to be objective in their award of funding to third level institutions.

7.2.5 Selection of Appropriate Strategy for Target Markets

It was suggested in the hypothesised strategic marketing model that different marketing strategies may be undertaken for different target markets. In Chapter V an attempt was made to apply the hypothesised strategic marketing model to the Malaysian market in particular. It is important to co-ordinate the marketing strategy used in one target market with that adopted in other target markets. Features which would have an influence on the strategy adopted would be the structure of the market, particularly in Malaysia where the Chinese/Malay are targeted for Irish third level education.

The culture within the country will have an important bearing on the type of strategy adopted. The type of information and the format and presentation of information must be considered and some level of planning and control within each target market is essential.

7.2.6 Marketing Planning

The hypothesised strategic marketing model suggested that marketing plans be developed having regard to resource analysis, marketing analysis and examination of the constraints present. Constraints might typically be the availability of funds, the institution's policy on standardisation, the image or reputation of the institution in the target market and features of the sending government's education policy. The Malaysian Government Planning Document 1990 - 1995 is included as an appendix to Chapter V. The Malaysian government's present policy is quite supportive of students being educated overseas. However, they are increasingly insisting on some form of twinning arrangement whereby the amount of time spent by overseas students outside Malaysia is minimised (Chapter VI). This is likely to become a factor in sending government policy in a number of developing countries from now on as they achieve greater economic independence.

The matrix developed in the strategic marketing model looks at the seven Ps of services marketing first proposed by Booms and Bitner². The seven Ps:

- Product
- Price
- Promotion
- Place
- People
- Physical evidence
- Process

are related to first of all the environment to make sure that all of the seven Ps are consistent with the environment of the country being targeted. The seven Ps are related to the seven Ps of the major competitors to ensure that no competitor offers a superior product offering in any of the components of the seven Ps. The institutions again are related to aspects of the components of the seven Ps. The legal environment is examined to ensure the legality of the educational product offering in the targeted overseas market. Technological developments are examined against the marketing mix for services, the political environment is examined, the social and cultural environment in the overseas market and finally the marketing mix for educational services must relate to demographic factors in the overseas market.

7.2.7 Marketing Audit

The hypothesised strategic marketing model developed in Chapter II suggested that a marketing audit is essential for all third level institutions intending to market their services overseas. The marketing audit would be a comprehensive review of the marketing activity in the institution. Each aspect of the marketing activity would be subject to detailed review, perhaps every three to five years and significant weaknesses or strengths identified. In Ireland as institutions are only now entering the area of overseas marketing of education, in a serious manner, it would be argued that an annual marketing audit would be required.

One of the overriding aims of the thesis was to suggest policy alternatives for government. Therefore the conclusions and recommendations which follow are presented both at an institutional level whereby third level institutions apart from the strategic marketing model developed in Chapter II are given a number of recommendations in key areas which should improve the

effectiveness of their export marketing initiative. A number of recommendations are made at a government policy level which should be helpful in the formulation of future policy in this area.

In the application of the strategic marketing model to the Irish third level sector (Chapter V), the Malaysian market was identified as one having significant market potential for Ireland.

A number of opportunities and threats were presented for Irish tertiary institutions and a marketing strategy for the Malaysian market was proposed.

7.3 INITIAL HYPOTHESES REVISITED

1. The marketing concept is not applied sufficiently in Irish third level institutions. The research survey and focus group interviews conducted show that little is known outside regarding the Irish third level sector. Some students queried the acceptability of an Irish qualification among employers in their home country. Few had any up-to-date information on their particular course of study, fee levels, duration, lecturing style and related matters.

An orientation programme was not available in the majority of institutions and no assistance was available with English language tuition. This research clearly shows the lack of any attempt to consider the needs and expectations of the customer.

2. The economic benefits are essentially long term and do not justify subsidisation as for home students.

In Chapter IV (The economic costs and benefits of overseas students - assessing the commercial element in overseas student policy) an economic reason was sought for setting aside the contributory principle of government expenditure based on the demonstration that the indirect and anticipated benefits of overseas students to Britain as a whole are greater than their costs. It was found the opposite to be the case which means that the government cannot waive the contributory principle on economic grounds.

3. Considerable market potential exists for the development of a significant body of overseas students. A report was recently commissioned by Coras Trachtala (the Irish Export Board)³ on potential world markets for Irish educational services. The committee examined the following issues:

- What are the markets and what services do they require.
- What are the resources available, and of these, what are exportable in the context of the present and likely future demands of the market place?
- What are the appropriate vehicles for the promotion and delivery of these resources and services?
- What are the appropriate marketing strategies?

The committee felt that considerable market potential exists for the development of a significant body of overseas students in the following countries:

- Low income countries
- Anglophone East and West Africa and the Caribbean (aid funded)

- Arab/Opec markets
- Newly industrialised countries
- Malaysia is the main source of opportunities, with some potential also in Singapore and Indonesia.

4. The lack of a coherent national policy for overseas students is inhibiting the development of a co-ordinated marketing strategy by Irish third level institutions.

In Chapter VI, a number of components of the research survey cited the lack of a coherent national policy for overseas students as being an inhibiting factor in developing a larger overseas student body. This also appeared as a finding in the survey on overseas students in Ireland and implicitly in the survey of overseas students at the University of Strathclyde.

5. The principles of services marketing apply to the provision of educational services.

Chapter II focussed on the application of the marketing literature on services to the provision of educational services. The ten distinctive problems proposed by Kotler and Bloom for services marketing were found to have application to educational services and a hypothesised strategic marketing model for educational institutions was proposed. This hypothesised model was later applied to the Malaysian market.

6. The case for formulating an Irish strategy on the admission and support of overseas students rests on long term considerations.

In Chapter III, government policy and attitudes to overseas student policy were examined. It was found that overseas student policy must coincide with national interests which include:

- Trade interests
- Political interests in promulgating the values of a free society
- An interest in enriching the domestic institutions by the presence of overseas students and scholars and possibly by their contribution to research
- A narrower commercial interest in selling a service education to willing buyers

All of the above interests are essentially long term.

7. Irish policy in the field of overseas students has largely been unfocussed.

The apparent spontaneity with which measures have been introduced in Ireland gives rise to the question as to whether one may speak of a policy with regard to foreign student access to Irish third level education at all. We are now seeing a shift of emphasis towards foreign student measures designed to further more effectively the interests of the receiving countries. Further study is needed on motivation and the reasons for mobility and it must be regarded as crucial if policy makers are to be provided with a more comprehensive basis on which to make their decisions.

Chapter III examined the changing regulations regarding overseas in various other host countries. The analysis of Irish policy to date and the marked absence shown of a strategic plan leads us to conclude that Irish policy has thus far been unfocussed and that the development of a coherent overseas student policy is essential if a serious attempt is being made to attract good quality overseas students from a large spread of nationalities.

7.3.1 Hypothesised Strategic Marketing Model for Educational Institutions

The major contribution of this dissertation is the development of a hypothesised strategic marketing model in Chapter II which was later applied to the Malaysian market in Chapter V. The model is presented in a revised form in Chapter VII after its application to the Malaysian market as a representative target market. It is held that this model is generalisable in its application and creates a framework for the development of a marketing strategy for Irish third level institutions. The model undertakes an environmental analysis establishing the strengths, weaknesses, opportunities and threats facing an educational institution in attempting to market its services overseas. The concept of a mission statement and a situation audit is examined before a process of goal formulation is conducted. The various alternatives for strategy are discussed and the selection of an appropriate strategy for various target markets is investigated. Target markets are not seen purely as single entities but rather as relationships, encompassing:

- The host institution
- Host government
- Client groups (including foreign governments)
- individual students

The marketing mix for services is put forward as a matrix whereby the 7ps of services marketing are related to various aspects of the environment. Marketing goals are established for each institution and action is taken on each component of the marketing mix. The model concludes with a marketing audit to be conducted at regular intervals by the educational institution.

The model which was developed in a hypothesised manner initially was applied to the Malaysian market to discover its general applicability. For a number of reasons previously discussed in this chapter, the Malaysian market was regarded as having a number of features in common with a range of potential target markets for Ireland. Application of the model led to a number of refinements in its representation in Chapter VII.

7.3.2 Literature Review

The literature on services marketing was reviewed and the whole concept of a relationship definition of marketing was explored. The distinctive problems of services marketing advanced by Kotler and Bloom were discussed in the context of educational services and were found to have relevance.

7.3.3 Research Survey

The research survey conducted in Chapter VI was the first of its kind ever conducted in Ireland. It is hoped that a funded study will be organised in the near future using an administered questionnaire for a higher response rate and a larger absolute sample size. Given its limitations, the research survey revealed considerable information on overseas students perceptions of Ireland and their level of satisfaction with their educational experience in Ireland.

This information could form an initial input into a marketing information system available to all Irish third level institutions. The focus group interviews corroborated the findings of the postal questionnaire and provided interesting qualitative research which can be built upon for the future. A survey of a sample of overseas students at the University of

Strathclyde was conducted to establish why these students did not choose to study in Ireland. This proved most informative and confirmed the findings of the other components of the survey that little information was available on the Irish third level sector in their home countries.

7.3.4 Advice to Future Researchers

The main findings of the research survey which will assist institutions in managing better the recruitment of overseas students are:

Information:

1. Information sent to overseas students should be course-specific.
2. Information should be reviewed regularly to ensure it is up to date.
3. A college handbook should be provided to all overseas students recruited.

The main advice to be given to future researchers in this area is that little work has been done on the capacity issue and the feasibility of providing additional capacity to increase the number of places in various disciplines available to overseas students. This will be an important factor in any drive to boost student numbers. It is also suggested that a funded cost benefit study be conducted to establish parameters for setting fee levels defensible to the Irish taxpayer and to allay the fear of home students being displaced by institutions seeking higher fee levels from overseas students. The survey of overseas students applied the research methodology employed by the UK research group referred to in Chapter VI. This was the

approach adopted by the UK group in the 1980 and 1985 studies. The one difference was that as the UK studies were funded the questionnaires were administered to a 5% random sample of overseas students producing a near 100% response rate. In a future study in Ireland recommended in this dissertation it is envisaged that such an administered questionnaire approach be adopted and that a larger absolute sample size would be needed to increase the statistical validity at either a 95% or 99% confidence level.

7.4 GOVERNMENT EDUCATION POLICY RECOMMENDATIONS

The recommendations and discussions which follow relate to host government policy, environmental analysis (including sender government policy), and consideration of the stakeholders as examined in the Strategic Marketing for Educational Institutions developed in Chapter II.

Government education policy must have two concerns:

1. Bilateral aid, and
2. Generating economic benefit via full cost fees from the better off nations.

In the public sector, there must be a carefully thought out balance between home and overseas students and overseas students must cover the real costs of instruction. Subsidisation for trade countries via bursaries is to be recommended rather than differentiated fees as this can create tension among the students attending. One fee for nationals and EC students and one for non EC students is to be recommended and the welfare of overseas students is very important. The overseas students should be integrated with other students and educational

ghettoes should be avoided. Regarding the competitive advantages of Ireland for overseas students, one is the international acceptability of Irish qualifications, the second is the fact that English is our spoken language, the third could be the moral character of Ireland, but this could be both an advantage and a disadvantage. Northern Ireland violence, etc. must be counteracted and the Lingua programme of the EC should be promoted in Ireland to increase language competency. The Higher Education Authority (HEA) letter to institutions was seen as a move towards a policy, however, it must be stressed that there is no bonanza available from overseas students. Students have to be catered for, we should at the same time assist the development of education in the sending countries, send staff etc. over, and overseas students education in Ireland should be seen as part of a total development package offered by Ireland. It should be seen as a missionary element, plus value for money. For example, three years in Malaysia plus one year in Ireland to gain language, etc.

7.4.1 Marketing Strategy

Marketing should be done more via institutional links and students and staff exchanges. Advertising blitzes create a bad image. There should be money spent for the creation of special facilities for overseas students. Because fees and grant aid is given on the basis of estimated fees on last year's enrolment a cash benefit from overseas students or increasing numbers of students is given due to the time lag in the accounting treatment of income. If home students are willing to pay 'economic fees' how should this be handled by the government at policy level. If, for example, an overseas student pays £10,000 for medicine in University College Cork, surely a rich Irish student should be equally able to pay £10,000 and be admitted *ceretis paribus*. Aid sponsored by International foundations, where there is no charitable orientation needed, e.g. the World Bank - therefore they should pay full fees.

There should be a blend of nationalities without over-reliance on any particular one. In the initial stages, there should be efforts both to recruit private overseas students and to woo government sponsored students. However, it would be wrong to seek government sponsored students alone due to imbalance of domiciliary origin this would create.

The overseas students market is a very competitive market. Credibility had to be established and here the university status recently accorded to the newer institutions is extremely important from a marketing perspective. Institutions must act with greater flexibility. Twinning arrangements as well as access programmes must be fostered. Accreditation is extremely important. Ireland will never be a large player internationally nor will it be involved in the mass market. Ireland should focus on a high quality low volume approach (niche marketing). Irish education can be sold on price considerations in the US as Irish institutions generally (Trinity College Dublin in particular) compares to Ivy League in the US. (Marketing planning - strategic marketing model Chapter II).

Overseas students must not be 'ghettoised'. There are Malaysian educational ghettos in the US which are creating problems socially, etc. This is bad for education. The RTC and DIT should be involved in any consortium approach for distribution reasons thereby creating a better spread of overseas students. Diploma and certificate courses are not seen as important for developing countries as they pose accreditation problems.

Faculty exchange should be seen as important to the internationalisation of higher education. In this light, the World Bank is to send trainers to developing countries. The quality of the faculty in Irish institutions is very important. Most overseas students do not intend seeking a career in Ireland and therefore do not see Irish education as enhancing their emigration or home country employment prospects.

It is said of the public sector 'the penalty for failure outweighs the reward for success' hence much of the private sector commercial thrust must develop in Irish third level institutions. This would affect areas such as staff recruitment, tenure, conditions of service, remuneration structure, etc.

The philosophy underlying the proposals presented is that overseas student policy is essentially an aspect of overseas policy generally and should be framed within the wider context of Ireland's international relationships and responsibilities. Ireland has numerous interests at stake in this field with potential benefits to be realised in the area of diplomacy and cultural relations, trade and commerce, higher education and research. Ireland also has responsibilities as a reasonably wealthy nation in a world that is largely poor. It is necessary for Ireland to recognise and to assert the importance of encouraging overseas students to come to Ireland to adopt a positive welcoming stance towards them. In this the Department of Foreign Affairs, responsible for Ireland's overseas relations must give the lead.

Costs must be controlled and such public funds as can be afforded in support of overseas students must be used carefully and selectively. Many of Ireland's objectives are realised as the incidental outcome of overseas individuals, organisations and governments purchasing at an unsubsidised price places in her education system. This unplanned flow of students unsponsored by the Irish authorities will accomplish half the policy and make it work for them. However, public intervention to support overseas students remains necessary since natural forces are unlikely of themselves to satisfy the full range of Irish interests and obligations. Such intervention can be applied in a focussed way to make good the gaps left by the market. A more effective pursuit of Irish interests and obligations will thus be achieved.

Fee levels should be the main regulatory instrument for the regulation of overseas students in Ireland. There should be no externally imposed quotas. Qualified overseas students who can meet the fees charged should be admitted in whatever numbers institutions decide they can comfortably accommodate. Fees for the generality of overseas students should be set at levels which maintain the principle of no subsidy. This means that they should cover the full marginal expenditures of institutions, together with appropriate contribution to overheads. The latter is necessary since institutions in Ireland receive no government subvention towards overheads in respect of overseas students. This could be implemented with the proviso that there is a possibility of offering selective exemptions to particular categories of overseas students or helping students through award schemes to meet the fee charges.

7.4.2 Fee Levels

Recognising that courses differ both from college to college and from course to course tuition fees should be set by each institution or local authority to reflect its own costs and its assessment of its own particular market. (Selection of appropriate strategy for target markets - strategic marketing model Chapter II). The fee charged to overseas students should be:-

1. No less than that for Irish students
2. Set at levels which preclude diversion of resources from Irish students to overseas students
3. Adequate to ensure proper academic supervision for those admitted, taking full account of any special needs that overseas students may have

As a result there is no need to have a minimum fee level. However, in the early years, such a minimum might act as a useful guideline to the relevant institutions. Irish institutions must be given time to develop the organisation and procedures to cope with the more market oriented system of recruitment. In the United States, it has long been

shown that it is possible to operate a system of full cost fees successfully and with proper regard for academic standards. There should be a principle of economic fees fixed separately by each institution or local authority in the light of its assessment of the market. This flexible long term regime for fixing fees should prove of benefit both to overseas students and to educational institutions.

In order to assist overseas students plan their future expenditure, Irish institutions should state in advance the fee for an entire course lasting two or three years for a research degree course. This would remove much of the element of uncertainty that might deter overseas students' applications. The present situation whereby applications for university undergraduate places must be lodged by October for the following year but the fees are not set at that stage imposes an undesirable constraint on Irish education institutions' ability to attract students from abroad. This recently happened in the medical faculties in Ireland where a higher level of fee was charged after applications had been received and caused much confusion. Furthermore the raising of the fees during the course by amounts which are not determinable by the student in advance can result in unforeseen hardship for individual students and could lead to resentment.

7.4.3 Value for Money

A more market oriented approach to the recruitment of overseas students will require institutions to be more responsive to opportunities and needs and to ensure that they give full satisfaction to overseas students with regard to the quality and price of what they offer. Indeed some form of quality control in third level institutions for both home and overseas students would be invaluable. Students should be made aware of comparable offerings elsewhere in Ireland.

(Environmental analysis - strategic marketing model Chapter II). The greater freedom of decision for individual institutions is of great value. There should also be a monitoring of fee levels in other countries and in publicising and promoting abroad the opportunities for study in Ireland. This could be conducted under either the auspices of

The claim to home status of two other categories must be considered:-

- (a) Newly arrived permanent immigrants, and
- (b) Children of Irish people living abroad

Ireland should be ready in principle to negotiate reciprocal concessionary fee status with overseas countries receiving roughly as many Irish students as Ireland receives from them. This may be difficult to arrange in practice. The position regarding Japan would be of particular relevance with the advent of 1992. Provision for concessionary fees on a reciprocal basis could also be examined where exchange operates between individual institutions in Ireland and abroad. This would also be difficult in countries where federal countries do not make policy on tuition fees at federal levels. It would be difficult to operate any arrangements with them unless agreements could be reached at a federal level by the state/provinces composing these countries, e.g. US, Canada, etc..

The Irish government would have to give careful consideration to the claims of other categories of country for which fee concessions might be considered and the conclusion has been reached that scholarship assistance rather than general fee subsidies would be the proper instrument to be used. (Sender government policy - strategic marketing model Chapter II).

Assistance in the form of awards would enable selected individuals to pay whatever unsubsidied tuition fees are levied by institutions. In some cases additional help with living costs in Ireland and with travel to Ireland may also be provided under awards. It is recommended that student assistance be provided both from the national authorities for highly specific purposes and also through decentralised channels by educational institutions or non government agencies with considerable freedom.

A system of selective support is recommended for Ireland. The areas of interest and obligation where focussed schemes seem appropriate would

include research, trade, diplomacy and cultural exchange and interests/obligations in terms of third world development. There should be schemes with separate specialised purposes corresponding to the specific concerns and particular responsibilities of individual government departments. This would include a scheme oriented towards research under the Department of Education.

Recent reports in Canada, the Federal Republic of Germany and the United States indicate similar concerns. (Environmental analysis - opportunities and threats - strategic marketing model Chapter II). Ireland is especially attractive to overseas students as a place to study, partly because of the international importance of the English language and partly because of the institutional and professional structures she shares with overseas countries and especially with the British commonwealth and because of the known quality and high reputation of her education system. Ireland also has continuing responsibilities to a wide range of developing countries. She also has more direct national interests arising from:-

- The connection between training in Ireland and future orders for Irish goods and services.
- Economic benefits in terms of income generated by overseas students expenditure.
- Educational value to her institutions of higher learning of the international dimension which overseas students give and benefits from research undertaken by them.
- Long term friendship of overseas countries arising from the education in Ireland of many of their political, administrative and business leaders.

Irish policy in the field of overseas students has until now largely been unfocussed. For many years it exercised a very strict quota on overseas student numbers. Those admitted paid a very high (100%) surcharge.

The present policy is different, but still largely unfocussed. Fees are now high and the numbers are rising. (ICOS figures 1983/84 1984/85 1,622; 1985/86; 1,822, 1986/87 1,963; 1987/88 2,006). This change in approach has not been accompanied by an adequate review of the effect of that change and Ireland's interests in the fields of diplomacy, aid and trade. The argument is that the new policy of economic fees should be accompanied by a change in the use of a tiny fraction of the government's education budget which we use annually for the purpose of our objectives in trade, aid and diplomacy.

Overseas students in general will continue to be very welcome in Ireland and the government should never miss an opportunity to say so, but what funds Ireland can afford to support overseas students should be used selectively with Irish priorities in the fields of trade, aid and diplomacy in mind. Such separate targeted programmes would be complementary to Ireland's many other policies in these areas and modest in their cost. But the small reorientation of our outlay consequent upon the new approach to student fees would do much to improve the total results. There are a number of options available for policy:-

1. Overseas students policy is multidimensional in nature and lies more in the area of foreign than educational policy.
2. Discrimination between home and overseas students is likely to continue because full cost fees for home students are not acceptable.
3. The system of regulation of overseas students numbers and composition would be a mix of market and administrative regulation.
4. Quota regulation is unsuitable for Ireland's circumstances.
5. Control devices like students fees as used in Australia would also be unacceptable.

6. Selectivity and channelling to priority groups any public resources available for supporting overseas students would be an important aspect of policy.
7. A mix of private and sponsored students is desirable.

7.4.4 Host Government Policy

A comprehensive policy on overseas students should address:-

1. Whether overseas students are welcome and the question of different treatment from that accorded to home students.
2. How aggregate numbers of overseas students should be regulated.
3. Priorities in respect of:-
 - (a) The origin of overseas students
 - (b) Their distribution in the Irish system
4. Mechanisms to regulate numbers and implement priorities.
5. Information and advice, welfare and support services.
6. Status of overseas students as regard the right to enter, reside and work in Ireland.

As regards the overall stance towards overseas students, all major political parties in Ireland have affirmed that they are welcome. Discriminatory fee treatment arises from an unwillingness to meet the cost of subsidising the large numbers of overseas students likely to seek places in Ireland at home student rates and fees and an unreadiness to raise home student fees. The pursuit of two different policies for home fees and overseas fees and the grant of home status to the European Community creates the anomaly that in the extreme case, students from Canada, Mauritius or Cyprus can find themselves asked to pay £10,000 per annum fees for a course in

medicine for which a student from Greece is charged £1,950. The issue of the regulation of numbers is in a sense side-stepped by a policy of full cost fees which takes the approach that overseas students are welcome so long as they involve no public expenditure costs and, if possible, yield some surplus over marginal costs. In general, the alternative mechanisms available to restrict overseas students numbers are to use either quantitative restrictions quotas, or price increases or a combination of the two. Ireland has used both approaches in the past, but it is difficult to quantify the precise effects of each approach since movements of exchange rates, general inflation etc. were taking place at the same time.

7.4.5 Priorities for Educational Policy

The total size of the overseas student body in Ireland may be of less importance than its composition by countries of origin and student background and its distribution in the Irish education system. While some educational and economic benefits to Ireland from receiving overseas students may be effected neutrally by their composition and distribution, other benefits are related more specifically to questions of whence and whither. Ireland may wish to influence composition and distribution by intervention via example, concessions and fee status or fee rates or by awards.

7.4.5.1 Composition

Among the possible criteria which Ireland might have for preferring one category of overseas students to another are:-

1. Their country of origin
2. Their occupational group
3. Their individual characteristics

7.4.5.2 Country of Origin

In turn, country of origin characteristics may relate to:

- (a) The political relationship of overseas students to Ireland
- (b) Their commercial relationship to Ireland
- (c) The existence of some Irish obligation towards particular countries.

Categories of country which Ireland might be inclined to favour on broad political grounds include:

7.4.5.3 The European Community

Full members receive home student status for fee purposes already. However, there are two other groups of associated states which could be considered. The LOME convention group of African, Caribbean, Pacific countries for whom home status might cost a reasonably small amount annually in subsidy or the European Associates (Cyprus, Malta, Turkey) who could be accommodated for at a small cost.

A second basis for categorising countries for preferential treatment is their commercial relationships with Ireland, for example, their value to Ireland as export markets. Award schemes suggest themselves as the most appropriate means to express preferences in this area. There are also groups of countries to which Ireland has particular obligations. These include the developing countries. Any general concession of home fee status to this group would be quite expensive.

Ireland's preference in terms of poverty or need of recipient countries might have to be restricted to the least developed countries which are basically dependent on awards for access to Irish higher and further education. A second group of obligations

is towards countries and territories with heavy educational dependence on Ireland because they have no university or higher education institution of their own - Cyprus being a case in point. The third group is countries giving reciprocal access to large numbers of Irish students. Canada and the United States are countries where the return flow of Irish students is greatest (and the United Kingdom) but the Federal constitutions of these countries make arrangements for reciprocal fee concessions problematic.

7.4.5.4 Occupational Groups

A second set of preferences might be concerned with occupational groups. Reflecting Ireland's pursuit of benefits from overseas students in the fields of research, diplomacy, commerce and overseas development, it is possible to identify occupational categories which it would be advantageous to have represented strongly in the overseas student body. Thus, present and future research workers and scholars, political and economic policy makers, commercial and industrial managers, development administrators and specialists are among those Ireland might wish to attract.

7.4.5.5 Individual Characteristics

Ability will be one criterion to be stressed both from the point of view of educational institutions, educational tasks and in terms of the returned students' future influence in their society. Poverty and financial need are more difficult to assess. The really poor overseas students may be excluded by the cost of living in Ireland and may only gain access to study in Ireland by the assistance of a full scholarship.

7.4.5.6 Distribution inside Ireland

The authorities may have preferences about where overseas students should, with best advantage, study in the Irish education system:

1. Concentration versus Spread

One set of options involves weighing the general educational value of a wide spread of overseas students throughout the education system on the one hand against the value of concentration in an institution having specialist programmes of particular relevance on the other. Awards policies could be geared to either of these objectives. A very high level of concentration of overseas students on particular courses could conceivably have an undesirable impact on the character of the course. Government could counter this by central regulation quotas or rely on institutional self regulation.

2. Priorities Among Types, Levels and Disciplines

The distribution will largely be determined by the background and qualifications and interests of the student and responses abroad. Irish priorities may include work at the post-graduate level to support her own research efforts. Overseas participation in undergraduate studies, while important for broadening home students educational experience and in forming long term attitudes towards Ireland, may need less special governmental stimulus or support. Professional and business studies are important from a long term commercial standpoint. In terms of priorities by discipline, possible areas for consideration are developmental subjects which support efforts of sending countries to attain greater manpower self sufficiency, those of potential commercial importance to Ireland and those which promote an understanding of Irish culture.

7.4.5.7 Mechanisms

Policies require mechanisms to make them effective. The two main possible approaches to regulate the numbers of overseas students are:-

1. The market approach
2. Reliance on administrative control

The market, using price as the mechanism to reconcile the interests of applying student and supplying institution, provides a framework for resolving the numbers issue. It is complicated to operate if home students are subject to a different regime from overseas students. The only priorities it recognises are those of cost, so that composition and distribution may not accord with the national interest. On the other hand, a system of pure administrative control is cumbersome and contrary to Irish traditions of institutional autonomy. A mixed system is needed.

The choice of mechanisms impinges on and is affected by decisions taken about the operation of the Irish education system in relation to home students. Even though overseas students policy is mainly to be seen as a branch of overseas policy, if totally different regimes and philosophies are applied to home and overseas students, strain and anomaly result. This is particularly true if the fee differential between home and overseas students is too wide as this induces institutions to give preference in admissions to overseas students on financial grounds. Home students may be resentful while overseas students in turn feel resentment at being charged so much more than home students for the same service.

7.4.5.8 Fee Levels and their Determination

The use of fees to regulate overseas students admission has the advantage of reducing public expense, providing a bench mark for

the rational allocation of resources and requiring minimum intervention by the authorities in the relationship between student and admitting institution. The charging of full cost fees avoids the unnecessary subsidisation of those able and willing to pay their own way. In considering what level of fee is economic, one should avoid the line of argument that would require overseas students fees to be set high enough to make good institutional loss of income.

There is a case for considering the principal of no subsidy as a valid alternative formulation to the present method of assessing full average expenditure as the basis for current charging. This would open the way to recognising marginal costs rather than average costs, as a legitimate basis for charging overseas students. With institutions recovering in fees from overseas students at least the additional costs incurred in educating them plus whatever contribution to overheads the market will bear.

Marginal costs will vary from institution to institution and from course to course according to the level of resources used and the possibilities of taking resources out of their existing use. This argues for consideration being given to greater flexibility in fixing fees. The ultimate decision being left to each institution in the light of its own particular situation. However, imposed minima of fixed fees are not without their advantages - in terms of the certainty about fee levels they provide for the student applicant and of the sense of unity and orderliness the system derives.

7.4.5.9 Quotas

Quotas only have a role where the limitation of numbers or costs is necessary. They are incompatible with the regime of economic charges. Quantitative restrictions could serve a purpose if

excessive concentration of overseas students was in prospect, but this might best be regulated by individual institutions in the light of their own situation.

7.4.5.10 Mechanisms for Selectivity

Market forces will tend to produce patterns of composition and distribution which do not necessarily reflect Irish priorities. To give effect to these, it may be necessary to apply public funds in a selective way. This may be done either by operating a differentiated structure of fees and access rules or by giving differential help to individuals through awards to enable them to pay the fees levied. The first of these approaches involves identifying whole categories for preferential treatment and then giving them either home student status or other concessional status for fee purposes. Home fee status for European Community students is an example which could be extended to others. The disadvantage of this approach is its open endedness as regards the number who may qualify for concessional status unless they are included in arrangements for the curtailment of home student numbers. Differentiation by quotas on behalf of favoured categories of students could equally be considered if the overall system of regulation was one of quotas, though a system of quotas for sub groups of overseas students would probably be rather inflexible and bureaucratically complicated to operate. A centralised system of selection and placements to give effect to national priorities is theoretically possible, but contrary to Irish traditions.

The second main approach to selectivity is to use award schemes. This offers the possibility of a much finer selection than the category approach and has the advantage of limited public expenditure to chosen individuals reflecting various specific priorities. Its disadvantages are the bureaucratic overheads involved in selection and placement of large numbers of students and the danger that by eliminating self selection by individuals themselves, and substituting nomination by the authorities, some types of students might be excluded.

7.4.5.11 Mechanisms for Distribution

In the same way, the distribution of overseas students in the Irish education system could also be regulated by differentiated fees and quotas on the one hand or by awards on the other. Differentiation of fees and quotas or of award schemes might in this case be by level of discipline.

7.4.5.12 Options with Regard to Awards

Choices with regard to awards schemes include:

1. Single Purpose versus Multipurpose Schemes

Single purpose schemes have a sharper focus and a more obvious departmental location with government, but individuals are multidimensional and some room within the spectrum of award schemes might usefully be found by a less targeted scheme.

2. Central versus Divided Selection and Placement

Where academic concerns are paramount and in the case of unsponsored applicants for awards, a decentralised model seems preferable. If balance in the distribution of awards is important and where awards are on a nomination basis, rather than openly competitive, central machinery may be indispensable.

3. Range of a Student's Expenditures Covered

The possibility of spreading available awards funds among a greater number of award holders by limiting the range of expenditures covered could be explored. This is a feasible option, only in respect of reasonably affluent individuals or sponsors.

7.4.5.13 Sources of Finance for Increased Public Expenditures

Three possibilities of finding additional funds to give adequate expression to Irish interests and obligations are:-

1. Reallocation within departmental budgets of funds currently devoted to programmes in the overseas field.
2. Shared financing with overseas governments, with industry and with private funds.
3. Modest additional public expenditure.

7.4.5.14 Tuition Fees

1. Fees should be the main regulator of the total flow of overseas students. There should be no centrally imposed quotas.
2. Fees should be set at no subsidy levels covering the full marginal expenditure incurred plus an appropriate contribution to overheads.
3. Tuition fees should be set by each institution to reflect its own costs and assessment of its own particular market.
4. In the long term there should be no recommended minimum fee but during a two year adjustment period it may be deemed desirable to retain the minimum.
5. Institutions should consider quoting a fixed comprehensive fee for an entire course to shield overseas students from unexpected or unknown mid course fee rises.
6. Where the fees are centrally prescribed or institutionally determined, they should be announced further in advance of the academic year to which they relate rather than as had been the practice in the recent past.

7. Ireland should be ready to negotiate reciprocal fee concessions with countries receiving as many Irish students as they sent to her in view of her unique combination of claims to special treatment.
8. There should be separate specialised functional scheme awards directed to research, business and trade related objectives, diplomatic and cultural objectives and overseas development. These should be the responsibility of the several departments concerned with policy in these fields.
9. Research interests should continue to be catered for by the Department of Education and an Overseas Research Student's Award Scheme should be inaugurated. The scheme should operate flexibly in terms of the value of the awards offered meeting full tuition fees for some candidates and eligibility should be extended to research students in polytechnics (Dublin Institute of Technology and Regional Technical Colleges).
10. Trade and commercial interests should be promoted by a new scheme of scholarships in areas of advanced engineering and technology with the Department of Trade and Industry being involved and the possibility of some collaboration by industry and commerce should be explored.
11. Diplomatic and cultural objectives should be pursued through an expanded programme of proposed "Irish Council" awards funded by the Department of Foreign Affairs and not seen as part of overseas aid. Overseas development needs should continue to be catered for. The programme could be expended to provide additional help for the poorest countries and for those most dependent on Irish higher education facilities and for programmes of post secondary education development.

12. The advice and help of educational institutions, professional and research bodies and the business community should be tapped in operating these schemes.
13. To make some provision for individuals who would not be picked up under government schemes, there should be a general scholarship support programme through educational institutions operating their own guidelines as regards type of recipient and size of award. Universities and colleges would disperse these funds and 10% of awards funds should be allocated to this programme.
14. Some of the awards under all of the major schemes should be put on a part funding basis so as to cover an expanded number of recipients.
15. Awards should be available at all levels of Irish higher and further education with special attention to post-graduate work and specialised vocational education. (Dublin Institute of Technology and Regional Technical Colleges). A proportion of awards should also be available for non vocational fields of study.

7.4.5.15 Finance

The funding required to implement the above proposals is difficult to estimate. However only a proportion of the figure would be new money. The funding required would be found in three main ways:-

1. Reallocation of funds for aid, diplomacy and trade on existing departmental votes. It is suggested that a certain proportion of aid funds be reallocated from the Department of Trade's present budget for export promotion and export credits, for the scheme of trade related awards, and a certain proportion from the Department of Foreign Affairs.

2. Shared funding arrangements with overseas authorities, particularly of technical co-operation awards, the possibility of shared funding of home student status for fees purposes should be explored with various governments of sending countries and they might be approached to contribute to the cost of concessionary fees for their students. Opportunities may also exist for harnessing private funds.
3. New public funding is envisaged. It is estimated that a large number of overseas students might be assisted by the entire programme. The main reason why the proposals suggested are cost effective is that awards should be spread more thinly to benefit larger numbers of students and cost sharing opportunities would be fully exploited.

7.4.5.16 Other Policy Considerations

This thesis suggests follow up study and action on:-

1. Continuing machinery within government to co-ordinate official action and to develop policy with the Department of Foreign Affairs playing an initiating and co-ordinating role.
2. Association with outside interests with the monitoring process through consultative machinery.
3. Improved arrangements for the collection, analyses and use of statistical information to service overseas students policy.
4. The situation of overseas students on the margin between home and overseas status for fee students.
5. Arrangements for publicising abroad opportunities for study in Ireland with the possibility of joint funding by educational institutions and the government. This would tie in with the proposed development of an Irish Council to replace the

existing Irish Council of Overseas Students (ICOS) Higher Education for Development Co-Operation (HEDCO) and similar agencies (APSO, DEVCO, etc.)

6. Ways to stimulate the outward flow of Irish students abroad.
7. Exchanges of information and experience with other host countries.
8. Consultation between receiving and sending countries within the framework of the British Commonwealth, the European Community and the United Nations and its agencies.
9. Business and trade related objectives under the Department of Trade and Industry, diplomatic and cultural objectives under the Department of Foreign Affairs and overseas development, again under the Department of Foreign Affairs.
10. The question of overseas students coming to Ireland is a multidimensional one. Any suggestion that it is purely a matter of overseas development and that all Irish support to overseas students should be channeled through the Department of Foreign Affairs is ill founded, even though the majority of overseas students to Ireland do belong to the third world. Areas such as scientific and cultural exchange and diplomatic and trade concerns must also be considered. Irish industry and higher education are likely to derive some long term benefit from technical co-operation award schemes.
11. Ireland should attempt to attract high quality overseas research students into its higher education system. These interests could be catered for under an Overseas Research Students Award Scheme. This should be flexible both in its timing and in the range of expenses it covers in order to allow less affluent applicants to take up an award offer.

There should be a possibility of full tuition fees being met for a portion of the candidates and that eligibility awards be extended to cover all third level colleges in Ireland.

12. Ireland's trade and commercial interests may be enhanced by study visits, short courses and inplant training. This could well be inaugurated under the aegis of the Irish Management Institute and the Department of Trade and Industry. Such activities must be complemented by the development of a scheme of scholarship awards run by the Department of Trade and Industry directed to the encouragement of particularly able students in appropriate disciplines from countries which whom Ireland's economic relations are expected to develop. The awards could concentrate on advanced engineering, technology, business management, economics, etc. and should take account of the fact that potential benefit is not to be thought of exclusively in terms of future sales of industrial goods, services like banking insurance, air transport, tourism, oil and mineral exploration, etc. are also an important part of Ireland's economic future. There should be increased collaboration with the Irish government by Industry and Commerce in this scheme to reflect the long term advantage to themselves. Indeed industry and commerce may well find this a very cost effective way of pursuing their own interests. Although overall the benefits of such a scheme must be seen as generalised long term benefits accruing to the National Economy and society rather than to particular individual firms.
13. There should be concern that the present and future leaders decision makers and opinion formers in overseas countries have a familiarity with Ireland and with Irish culture and achievements. Many of the countries with whom Ireland wishes to foster relations for mutual benefit are ones to which she may also be giving development aid in pursuit of their chosen objective. However, Ireland has a wide range of relationships with overseas countries and provision is needed for schemes of awards directed as much to

the Irish interest as to that of our overseas partners, aimed at bringing to Ireland selected mature individuals from a range of walks of life including those outside the public service. The proposed Irish Council should offer scholarships which would serve this purpose and its funding should relate to the tasks to be accomplished. These should be funded by the Department of Foreign Affairs rather than seen purely as an instrument of overseas aid.

14. A Technical Co-operation Training Programme should be inaugurated and should reflect the importance of the task of assisting the economic and social growth of the developing countries. The technical and co-operation training programme should be a major vehicle of help for the poorer countries. A proposed framework of award schemes catering for specific separate interests could be as follows:-

TABLE 1

PROPOSED FRAMEWORK OF AWARD SCHEMES

<u>Orientation</u>	<u>Scheme</u>	<u>Funding</u>
Irish Research	Overseas Research Student Award Scheme	Dept of Education
Trade & Commerce	Irish Technical and Management Awards	Dept of Trade & Industry
Overseas Development	Technical Co-operation	Dept of Foreign Affairs

15. There should be considerable consultations and colloquia between the relevant admitting institutions, professional interests, the research community, business and commercial interests and Irish Consular missions. These would have to contribute both in the identification of priorities and in the selection of award holders. Where selection takes place overseas, a panel service as a mixed commission of Irish and overseas membership should be formed.

16. There should be a measure of general scholarship support not tied to any specific purpose but available to assist meritorious individuals who come to study in Ireland. There will be many who are technically ineligible under any existing scheme, i.e. coming from a non government sector or not being nominated by an official committee. A safety net should be established for outstanding individuals who come to the notice of institutions, but who cannot be fitted within the ambit of any existing scheme. Universities and colleges themselves should be the vehicle for disbursing funds for these merit awards and such funds should be kept distinct from normal institutional hardship funds. 10% of Irish award support for overseas students should be made available through such institutional channels. Its distribution among educational institutions should be based on a formula related to the average number of overseas students recruited over a recent period of years. Institutions would account for their expenditures, but they would set and operate their own guidelines as regards types of recipient and size of award. These could be based on academic criteria and financial need.
17. There should be a more decentralised operation of award schemes but funds for student support are presently heavily concentrated in government departments for Irish students and do not exist at the moment in Ireland for overseas students unless under an aid programme. A body like the Committee of Vice Chancellors and Principals in the United Kingdom should be established in Ireland and could be very useful in the administration of scholarship aid. This could provide a model for developing more responsibility for bringing overseas students to Ireland from the professional and industrial associations and non government bodies. In the Netherlands and in the Federal Republic of Germany they have moved in this direction.

18. Ireland has established special links with a number of countries. These links are largely as a result of Irish aid and should be maintained.

19. The possibility of spreading award monies to cover more recipients for the same outlay should be considered. At present, Ireland offers comprehensive awards covering fees, living expenses, various allowances, etc. to overseas students as part of our aid policy. Many recipients of full awards whether private individuals or their sponsors might well afford to contribute to the overall costs, thereby making it possible for Irish funds to go further and to cover more candidates. When overseas applicants are considering whether and where to study abroad, some financial contribution towards their cost might well make all the difference to their choice. Other benefits of an award scheme apart from its financial effect is the prestige that it is felt to confer, for example, Rotarian Fellowships, etc. Indeed the possibility of putting on to a part funding basis all of the existing awards might well be considered.

If the approach discussed regarding awards is implemented, there would be little need for hardship funds caused by unexpected fee rises centrally determined. Any funds already held by colleges for this purpose could be put into the pool for scholarships.

20. The Irish further and higher education system should be accessible at all levels to students from abroad in the interests both of Irish institutions and their home students and also of the varying overseas clientele seeking places. The value of overseas students in enriching the educational experience of home students should be more widely understood and in that there are uncertainties about the powers of local VEC authorities to provide for the education of overseas

students even where no cost to local taxpayers is involved the legitimacy of this activity should be established beyond doubt in any new legislation being prepared.

21. While the needs of overseas students and countries will vary widely specialised courses at the various levels and high level studies will be those in greatest demand and the most appropriate for targeted Irish official scholarship assistance. Such programmes are generally geared to the post-graduate level. Under technical co-operation awards, applied courses in polytechnics and colleges of further education will often be requested by overseas students and technician and craft courses would bring obvious benefits for Irish trade and investment overseas. In many countries abroad and, particularly in the case of small states lacking self sufficiency in training facilities, the shortage of technical personnel is a severe constraint on development.
22. There should be a specialisation of award schemes in subject areas related to identifiable future careers and both individual students and their official sponsors will tend to choose applied subjects closely tied to employment possibilities. However, awards should also be made available for non vocational courses in philosophy, politics, art and culture, history, etc. where Ireland has long had a distinctive contribution for example, Anglo Irish literature, etc.
23. The expenditure of public funds could assist additional overseas students. For the most part, these students would be in carefully chosen categories serving Irish public policy interests. Why this scheme would be so cost effective is that awards would be spread more thinly to benefit large numbers of students and cost sharing opportunities would be fully exploited. The funding of the proposals suggested can be obtained from a number of sources.

7.4.5.17 Resource Reallocation

A modest reallocation from the Department of Affairs budget could be switched to scholarships and training. This would involve additional funds for technical co-operation training and would include expenditure for general purpose awards. Moreover the proposed technical and management awards could be financed by re-allocation from other trade promotion purposes by the Department of Industry. This would require a small percentage of the Department of Trade's annual outlays on export credits, export promotion and trade promotion. Thirdly, a small percentage of the additional funding needed for proposed Irish Council scholarships could be found from the existing Department and Foreign Affairs budget.

7.4.5.18 Shared Funding

Shared funding wherever possible should be introduced. Those overseas governments in a position to afford it should be invited to consider shouldering a part of the cost of technical co-operation schemes in the interests of extending the number of award recipients who can be financed by Irish funds. The possibility of joint funding of home fee status for certain overseas students does exist and should be pursued with various governments. Various governments could be approached regarding a contribution to the cost of possible concessionary status for its students. Opportunities for financing private funds from industry, private charities, and endowments, etc. should also be investigated particularly, bearing in mind, the trade related awards.

7.4.5.19 Government Funding Required for Adoption of Proposals

Additional funding if all of the other proposals are adopted would be very small and would be needed to finance the extension of home fee status, the fee concessions and extra

awards proposed. It is difficult to give an estimate of the additional expenditure required by government since a lot depends on negotiations with overseas governments whose position cannot be prejudged.

As part of the process of monitoring trends and developments in the operation of overseas students policy and formulating a positive response, it will be necessary to establish continuing machinery within government to co-ordinate official action and to develop policy. While a number of specifically focussed award schemes to reflect particular Irish concerns and commitments have been proposed, it is important to ensure that these are treated as interrelated activities within the framework of a coherent and comprehensive policy.

An overall view needs to be taken of the balance of Irish provision for overseas students, both sponsored and unsponsored and of the total contribution being made under the different schemes of support to individual countries. The machinery has to be interdepartmental to reflect the various dimensions of Irish interest in the overseas student question since overseas students primarily raise issues of overseas rather than domestic policy, it must be expected that the Department of Foreign Affairs will play an initiating and co-ordinating role, including responsibility for servicing the inter-departmental machinery. It would have to work in the closest consultation with others including the Department of Education and the Department of Trade and Industry.

Given the close concern of those outside government, it would be desirable to associate outside interests with the monitoring of developments in policy and changes in numbers. Appropriate consultative machinery would be necessary. It may also be useful to establish working parties to work out detailed arrangements in connection with those proposals suggested that are acceptable to government in principle and to pursue other matters which require further study.

There must be a review of the collection, analyses and use of statistical data to service policy. The information collected and published by the Irish Council on Overseas Students is not as comprehensive as it should be, although given the funding arrangements for the Council, this is not their fault. Therefore, a proposed "Irish Council" with more generous government funding could take advantage of relevant information available from official sources and could ensure that all information is as up-to-date as possible. At the moment, it is impossible to match calendar year data, financial year data and academic year data and this would at the moment render meaningless certain analyses of award schemes. A better co-ordinated approach to overseas students policy would require an overhaul of statistical arrangements including the entrustment of responsibility for data management and processing work in the proposed Irish Council to senior professionals.

There should be a review of the present arrangements for publicising abroad opportunities for study in Ireland and this should be undertaken by those most closely involved including the institutions, government and the proposed "Irish Council". While individual institutions must be responsible for the promotion of their own individual courses, there would appear to be scope for collective organisation and common facilities to underpin this activity. The possibility of some public funding could be considered.

Further consideration must be given to the situation of groups on the margins of the divide between home and overseas status for fee purposes.

1. Two categories of particular importance are:

(a) Newly arrived permanent residents including immigrants, and

(b) Some Irish citizens serving abroad for a medium or long term period, but with the full intention of returning home eventually, but who are presently unable to claim home status for their children.

2. The inward flow of overseas students must be seen in the context of international student interchange. Ireland should encourage student mobility of Irish students outside Ireland also. Ireland should indeed stimulate the outward flow of Irish students abroad for research studies, mid course study periods, work attachments, language training, etc. There is great value to Ireland in having members of her own community with firsthand understanding and knowledge of the achievements, technologies, economies, societies, languages and cultures of other countries.

7.5 RECOMMENDATIONS FOR THIRD LEVEL INSTITUTIONS

7.5.1 Promotional Literature

1. Information sent on enquiries should be limited to specific information on the course, application forms and a little general information. A general prospectus is likely to be too expensive to send.
2. All information must be reviewed regularly to ensure that it is up to date.
3. All students recruited to the institution should be provided with a college handbook to introduce them to the institution.

7.5.2 Immigration

Those responsible for a recruitment or contract policy within the institution should recognise the institutions responsibility in this area. The welfare students services within the institution should play a key role in ensuring the appropriate information about immigration procedures goes to the students before and after arrival.

7.5.3 Personal Finance

1. Institutions should make every effort to ensure that students are aware of the costs of study in Ireland and have produced evidence of adequate means of support before being accepted on courses.
2. In the United Kingdom a video entitled "Crisis and Hardship Arrangements for Overseas Students 1984" is an important source of information and advice on responding to financial crisis. A similar video should be prepared for Ireland.
3. Student service departments should liaise with the administration in cases of fee remission and application for assistance from hardship funds.

7.5.4 Accommodation

1. Pre-arrival information must be user friendly, full and clear describing the advantages and disadvantages of different kinds of accommodation and explaining unfamiliar items.
2. The proposed Irish Council could make a video on 'How to live in Ireland' and use this for instructional purposes.

3. Halls of residence appear to be the most suitable initial form of accommodation.
4. The institution should have a list of recommended guest houses which can be used as relatively cheap short term accommodation until more satisfactory arrangements are made.
5. Overseas students like other groups with potential difficulties should be given priority in hall allocation.
6. As far as possible, students should be given the opportunity to express their own preferences and form their own groupings.
7. Full information must be provided about the need for prompt payment, notice requirements, deposits, hidden charges such as gas, electricity, etc.
8. The institution needs a clear policy on providing accommodation for families which must take account of other priorities.
9. Any institution with a multicultural population should provide at a minimum, Vegetarian and Muslim alternatives.

7.5.5 Health

1. Those responsible for recruitment or contract policy within the institution should recognise the institution's responsibility for providing information and adequate health services.

2. The welfare/student services within the institution should play a key role in providing information about the health service and how to use it and appropriate health education for students from different climates and/or health systems, perhaps not used to looking after themselves.

7.5.6 Cultural Issues

1. The welfare student services have a major role to play in cross cultural counselling.
2. The institution should have a policy for dealing with internal racism.
3. Some cultural issues can be raised at orientation programmes and follow up meetings.
4. Institutions should consider overseas students in the context of a policy of multicultural or anti-racist education and ensure that staff have information about appropriate reference material and resources.

7.5.7 Study and Language

1. As far as possible, a student's English proficiency should be assessed before admission.
2. English language support should be fully integrated into the course structure.
3. Considerable benefit in language instruction can be brought about by team operation between the technical and language staff in designing technically oriented language teaching material.

4. Subject teaching which ignores the need for study skills will be ineffective as will EFL which does not link with specialist programmes.
5. Language instruction must cover the social use of language as well as technical work.
6. Language support must come initially from those with expertise.
7. Links between the technological and university sectors must be encouraged in order to make the best use of the expertise available.

7.5.8 Welfare/Student Services

Institutions should, where possible, take steps to ensure that the welfare/student services can provide these services and should ensure that students and other staff have the information they need to ensure that services are well and properly used. The related responsibilities within the institution for student welfare should be clearly defined for staff and students at the beginning of every course. Welfare/student services staff should be actively involved in the development of the institution's overall policy on overseas students.

7.5.9 Orientation

1. The institution's welfare/student services should have a key role in any orientation programme.
2. A separate orientation course for overseas students is essential and should be compulsory for students new to Ireland but optional for those who have been in the country for some time.

3. Arrangements must be made to cater for late comers. A follow up meeting two months after the beginning of term would meet the needs of late comers and provide feedback from those present at the initial orientation.
4. The aim of any orientation meeting should be to be interactive as well as informative.
5. The proposed "Irish Council" should produce a video which could be used as an aid to discussion.
6. Orientation to the institution and study in Ireland should include registration and enrolment procedures, study methods, use of library/learning resources, college regulations including health and safety.

7.6 REVISED STRATEGIC MARKETING MODEL FOR EDUCATIONAL INSTITUTION

The hypothesised model developed in Chapter II was applied to the Malaysian market in Chapter 5. The Malaysian market was taken to be a representative example of a target market for Irish educational institutions for a number of reasons as outlined. The model was seen to be applicable given a number of refinements and a reworked model will now be presented.

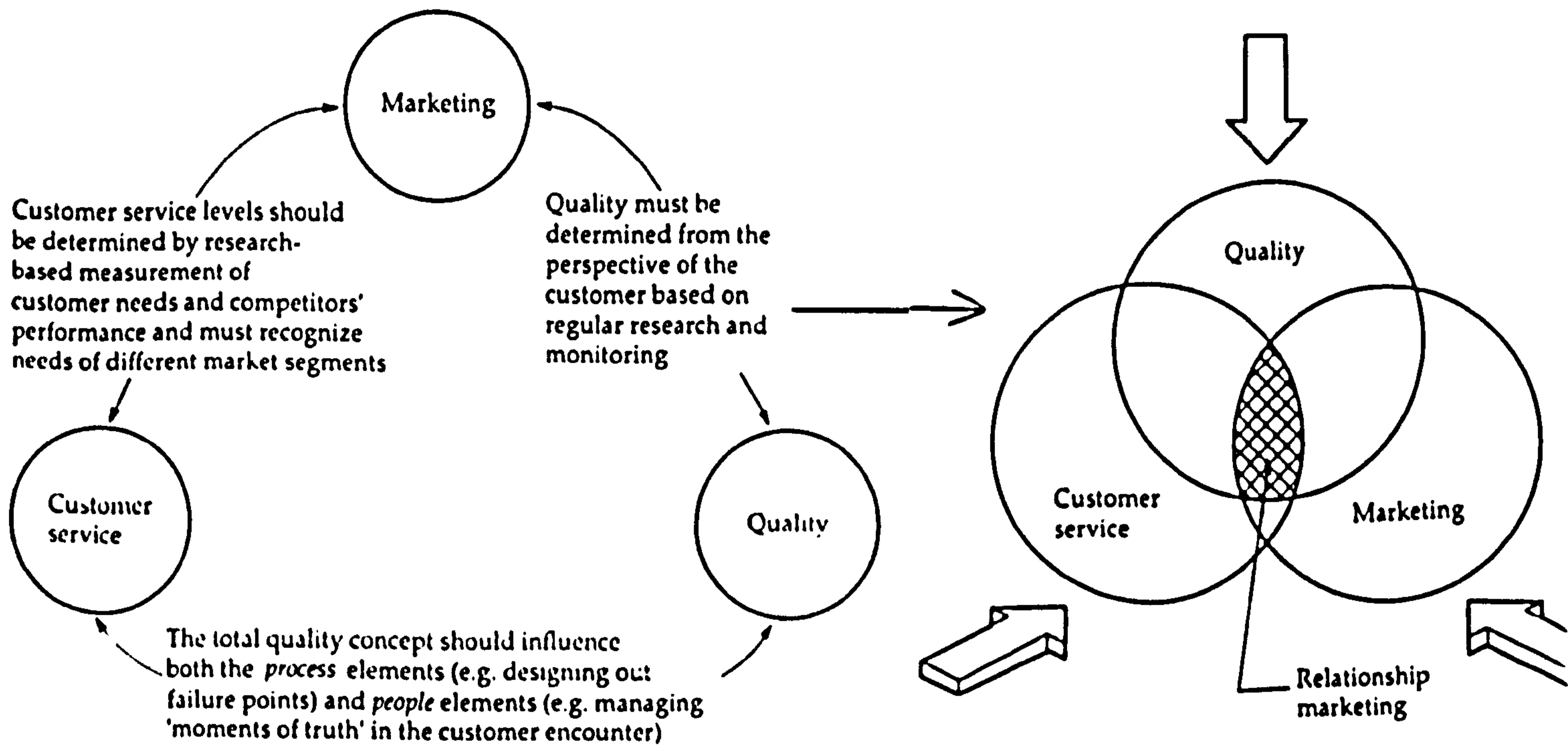
7.6.1 Relationship Marketing

The study of marketing deals with exchange relationships between an organisation and its customers, quality and customer service being key linkages in this relationship. Figure 1 illustrates the linkages between marketing, customer service and quality which requires investigation in order to build that customer satisfaction and long-term relationship.

These three critical areas must be brought into close alignment and should no longer be treated as separate and unrelated. Relationship marketing is concerned with the form of both attracting and retaining customers and is the new focal point integrating customer service and quality with a market orientation. The traditional approach in Marketing has been concerned with attracting customers without giving attention to the retention of customers. Relationship marketing attempts to close the loop.

There are interesting comparisons/parallels here with Organisational Buyer Behaviour (OBB), with rationality/emotionality in the buying process, with perceptual/influential differences in the Buying Centre leading to a need for marketing strategies to become more personalised.

FIGURE 1
THE RELATIONSHIP MARKETING ORIENTATION: BRINGING TOGETHER
CUSTOMER SERVICE, QUALITY AND MARKETING



Source: Relationship Marketing, Christopher, M. Payne, A. Ballantyne, D., London, Butterworth-Heinemann, 1991, Pages 3/4 adapted

Relationship marketing presents a new view of customer service placing it on a much broader context with an impact on relationships having specific target groups across the broad range of corporate activities.

Perceiving quality across all the corporate functions sets total quality within the framework of this total relationship between the firm and its customers, suppliers and key markets.

Relationship marketing is a broadening of the traditional concept of marketing and includes the wider vision of customer service and quality.

7.6.1 Relationship Focus

The focus of marketing is now moving from a transaction focus to a relationship focus.

The institutions involved in the marketing of educational services often perform the role of "relationship manager". It is in part the quality of the relationship between the institution and the customer (overseas student, sender government, scholarship, agency, etc.) that determines the probability of continued interchange between those parties in the future.

The literature has identified a need to expand the focus of buyer-seller interactions to include relational properties (e.g. Dwyer, Schurr and Oh 1987⁴; Jackson 1985⁵, Johnson and Bonoma 1984⁶, Wilson 1977⁷).

It has been suggested that customers make long term commitments in order to reduce transaction costs and/or the uncertainty of

future benefits (cf Schlenker, Helm and Tedeschi 1973⁸, Williamson 1979⁹) and to obtain certain advantages (e.g. counselling assistance) not available in short term exchange relationships (cf Marshall, Palmer and Weisbart 1979¹⁰). These perspectives suggest that effective relationship marketing will be most critical when:-

1. The service is complex, customised and delivered over a continuous stream of transactions (Berry 1983¹¹, Levitt 1983¹², Lovelock 1983¹³).
2. Many buyers are relatively unsophisticated about the service (Ghingold and Maier 1986¹⁴), and
3. The environment is dynamic and uncertain in ways that affect future needs (demand) and offerings (supply) (Zeithaml 1981¹⁵)

These characteristics apply to professional services such as educational services. By occupying a position close to the customer, the service marketer is often best suited to perform the role of "relationship manager".

Target markets must therefore be redefined as a set of relationships encompassing:

- Host institution
- Sender government policy
- Host government policy
- Individual students motivation
- Funding agencies
- Client groups (including foreign governments and individual students)

In the application of the model to the Malaysian market it was found that sender government policy on tertiary education, host government policy, e.g. Ireland, host institution policy and the motivation to study abroad of the individual students is important in targetting and this section of the model is revised accordingly. In Malaysia, the government's policy was seen as encouraging and the qualitative primary research indicated support for Irish marketing initiatives.

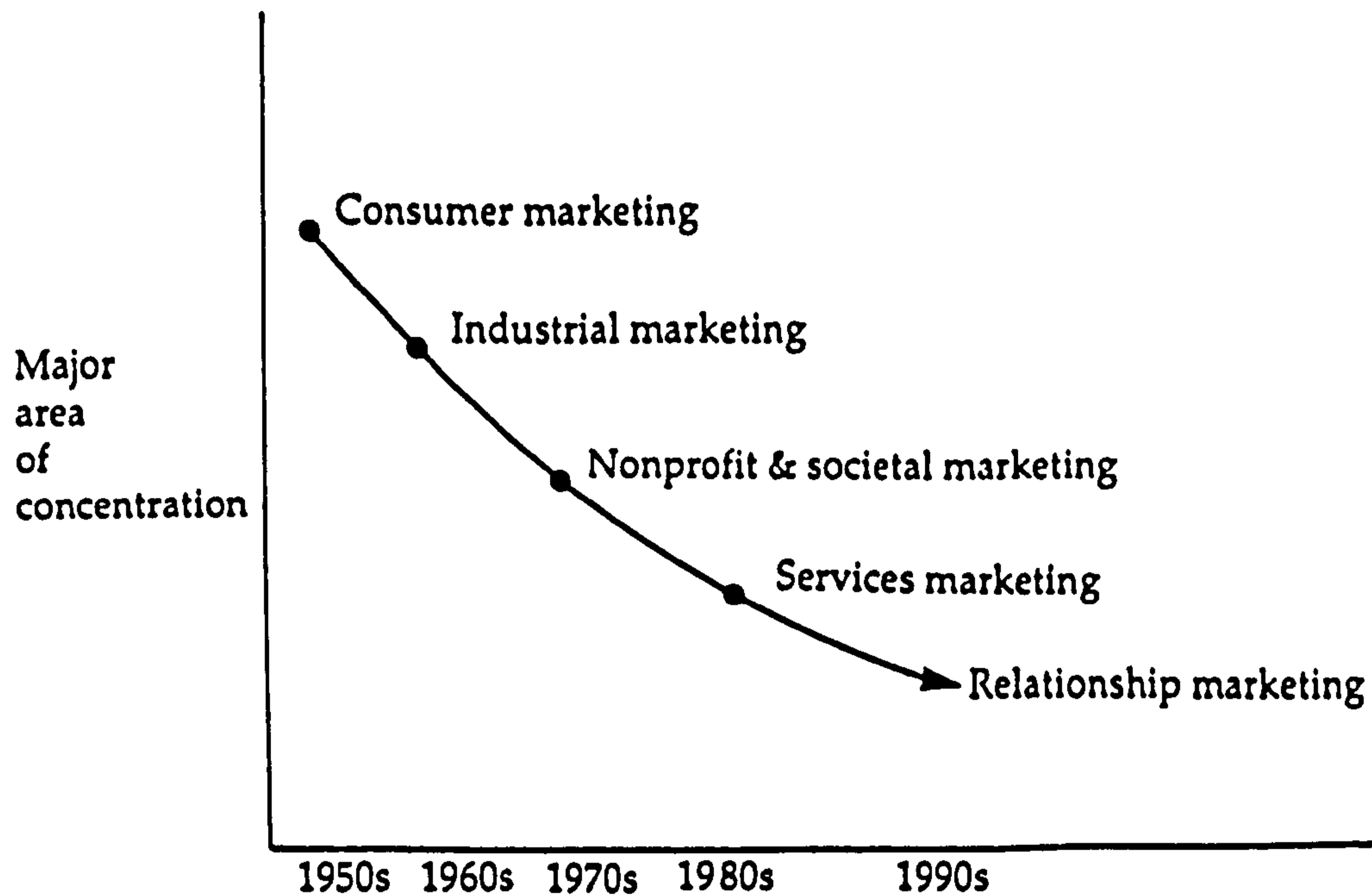
The Malaysian students were seen as highly motivated to obtain third level qualifications and the insistence by the Malaysian government of a consortium approach by the Irish third level sector in their efforts to increase overseas student numbers shows the inter-relationships and complexities which emerge in this area of services marketing.

See Figure 2 on next page.

7.6.2 The Expanded Marketing Mix

Christopher et.al.¹⁶ suggests seven elements for an expanded marketing mix for services - the traditional four Ps, e.g. product, price, promotion and place, plus three additional elements, e.g. people, processes and the provision of customer service. In the context of relationship marketing, they consider that the provision of customer service, to specific customer segments, becomes a central focus on which to consider the other marketing mix elements.

FIGURE 2
THE CHANGING FOCUS OF MARKETING



Transaction marketing

- Focus on single sale
- Orientation on product features
- Short time-scale
- Little emphasis on customer service
- Limited customer commitment
- Moderate customer contact
- Quality is primarily a concern of production

Relationship marketing

- Focus on customer retention
- Orientation on product benefits
- Long time-scale
- High customer service emphasis
- High customer commitment
- High customer contact
- Quality is the concern of all

Source: Relationship Marketing, Christopher, M. Payne, A. Ballantyne, D., London, Butterworth-Heinemann, 1991, Page 9

The 7ps of services marketing provide an ideal framework for institutions to analyse their service delivery either in the domestic market or overseas.

The matrix presented in the model asks institutions to relate each component of the mix to environmental factors in their target market, e.g. culture, demography, technology, political system, legal framework, social climate, competitive environment and indigenous educational institutions. This framework is of generalisable value.

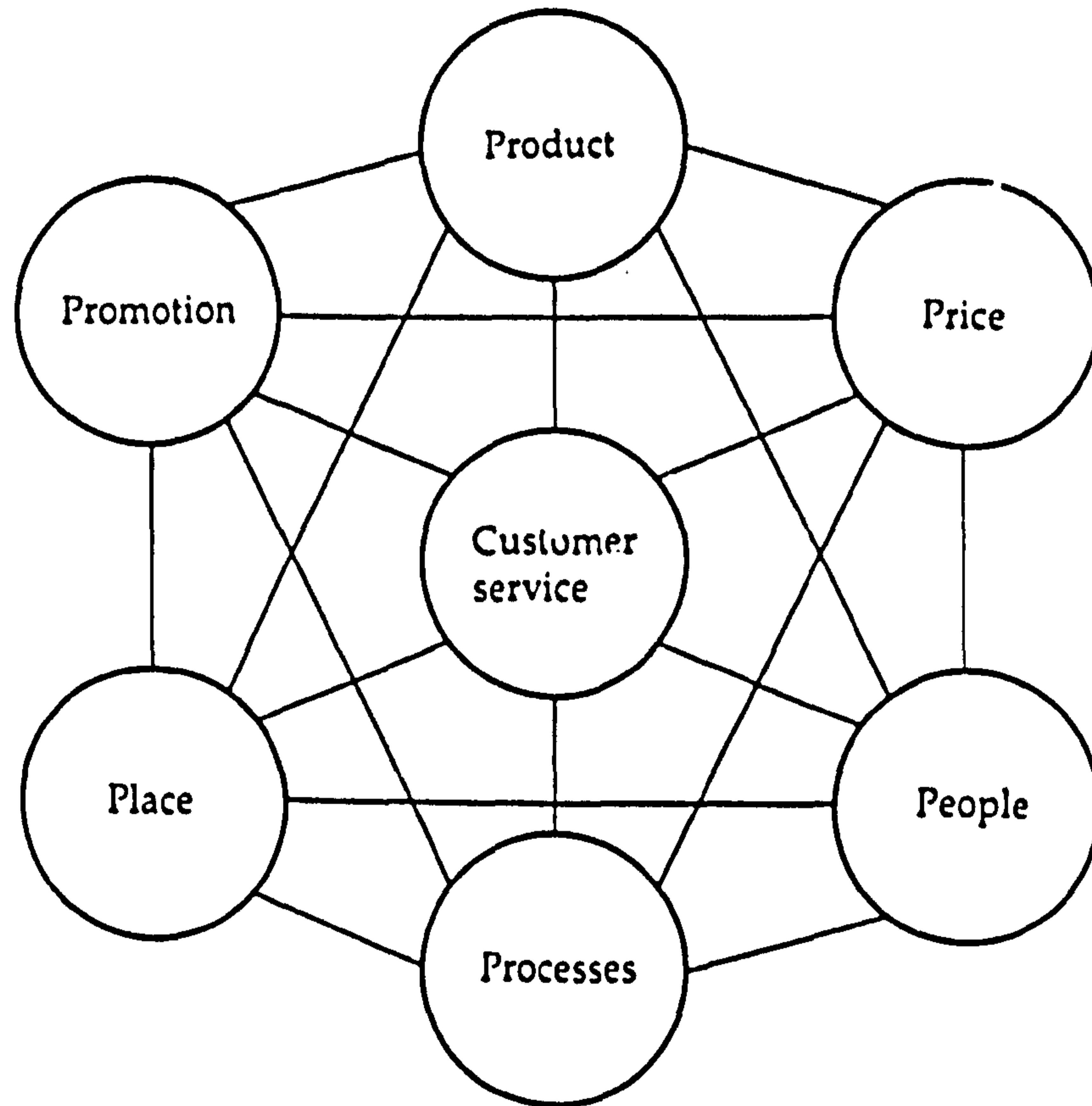
The marketing goals should be established for each target market. In the primary research conducted in Malaysia, the Irish institutions left without considering what their marketing goals should be. The model would require them to give some thought to this question.

The strategic marketing model concludes with the suggestion that a marketing audit should be conducted at regular intervals. This would enable an institution to constantly re-evaluate the effectiveness of its marketing system in totality.

Each institution should find this a very valuable exercise and should be coupled with an appraisal, to the extent possible, of the marketing system of its major competitors.

We conclude that although the model was applied to one target market, the framework it proposes for strategic marketing initiatives is wholly generalisable in its application.

FIGURE 3
THE EXPANDED MARKETING MIX



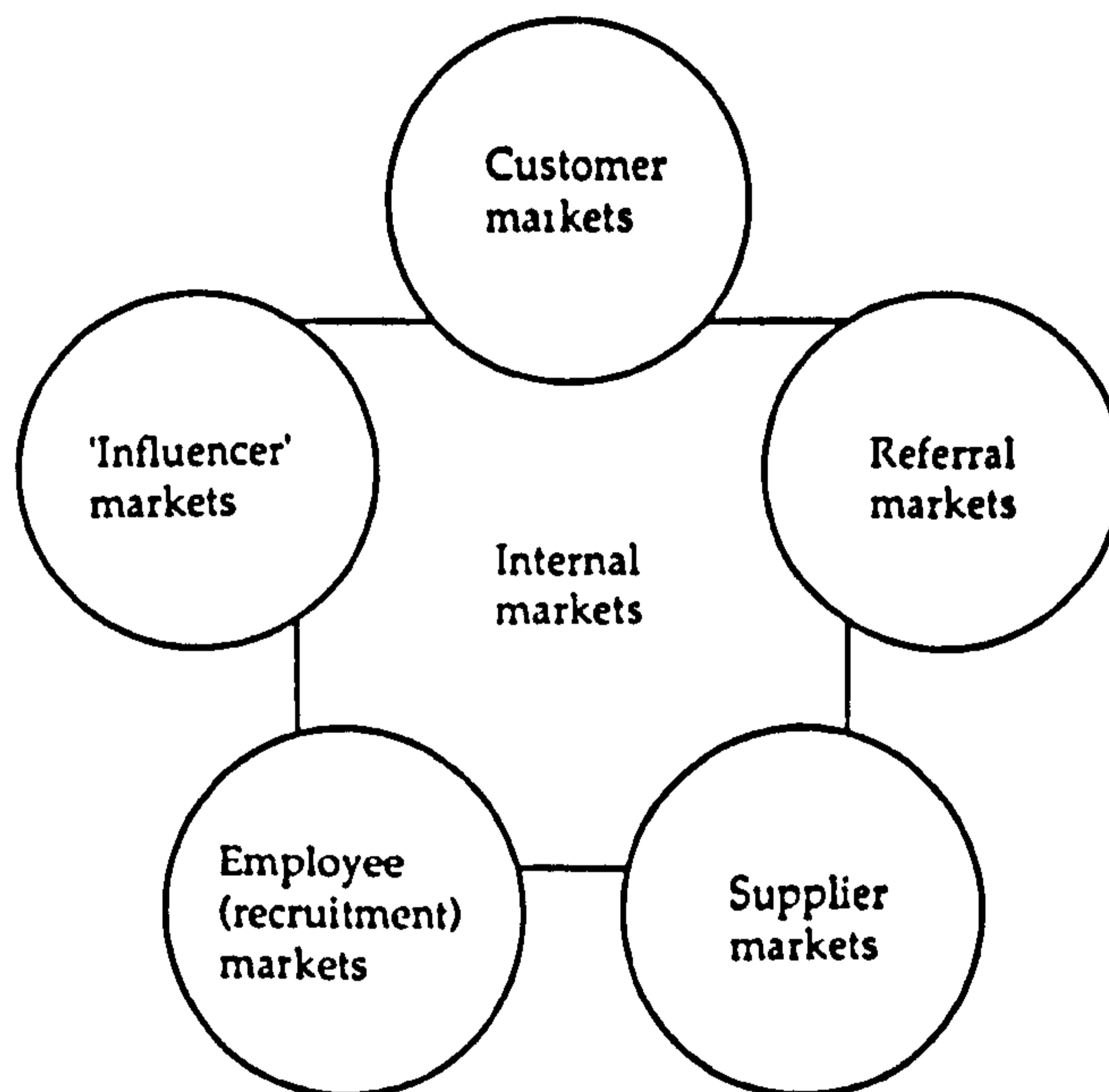
Source: Relationship Marketing, Christopher, M. Payne, A. Ballantyne, D., London, Butterworth-Heinemann, 1991, Page 13

7.6.3 Relationship Marketing

Relationship marketing considers a wider range of markets than traditional marketing. Christopher et.al.¹⁷ suggests six markets to illustrate this broadened view of marketing.

FIGURE 3

THE SIX MARKETS MODEL: A BROADENED VIEW OF MARKETING



Source: Relationship Marketing, Christopher, M. Payne, A. Ballantyne, D., London, Butterworth-Heinemann, 1991, Page 21

They argue that in addition to formulating marketing activity directed at existing and potential customers, a company should also consider supplier markets, employee markets, referral markets, 'influencer' and internal markets. Each of these markets can be considered in the case of tertiary educational institutions.

- Customer Markets: The emphasis is not on an individual sale but to establishing long-term lasting relationships in each customer market.

e.g. Malaysia (Chapter V) including

- o Host institution
- o Host government
- o Client groups (including foreign governments)
- o Individual students

- Referral Markets: It is important to develop referral sources or advocates. Existing customers need to be managed to provide greater opportunities for customer referrals and other possible referral sources should be investigated, e.g. Irish companies with subsidiaries in overseas student markets.
- Supplier Markets: A relationship should be based on co-operation on 'co-makership' (Philips) on 'vendor partnership (AT&T). This would emphasise a long term very close relationship. This would involve tertiary educational institutions in building trust with the various stakeholder groups such as alumni, the business community, faculties, parents of students, etc.
- Employee Markets: The reducing level of available labour will create special problems for customer service delivery in educational institutions. The demographic structure of the Irish population and particularly of the graduate population will make this a critical area for relationship marketing.
- Influencer Markets: In the sphere of education which is influenced to a large measure by government policy, the government both host and sender are influencer markets. Other influencer markets to which marketing activity must be addressed are:

- o the general public
- o the business community
- o accrediting organisations
- o foundations
- o government agencies, e.g. ICOS, HEDCO, etc.

7.6.4 Internal Markets

Every individual employed within the educational institution has both a supplier and a customer. These customer-client relationships need to be managed effectively. All the staff both academic and administrative must have 'goal congruence', i.e. working towards the realisation of the institution's mission, strategy and goals. It was found in a study conducted at the Cranfield School of Management¹⁸ that formalised internal marketing rarely exists, but that a diverse range of activities constitute 'internal marketing'.

Relationship marketing implies a consideration of not alone enhancing relationships with customer markets but also supplier, employee, referral, 'influencer' and internal markets.

7.6.5 Customer Service and Quality

Relationship marketing involves the creation of a bond with each market by delivering value satisfaction in terms of the quality of the ongoing relationship as well as the educational product offering being funded, thereby providing customer perceived value.

7.6.6 Relationship Strategy

1. Mission Statement

The hypothesised model considered the identification and articulation of the institution's mission statement, i.e. the underlying beliefs, values and aspirations and strategies of the institution. In the mission statement the importance of a relationship strategy should be emphasised as being the primary means by which the basic business objectives will be achieved.

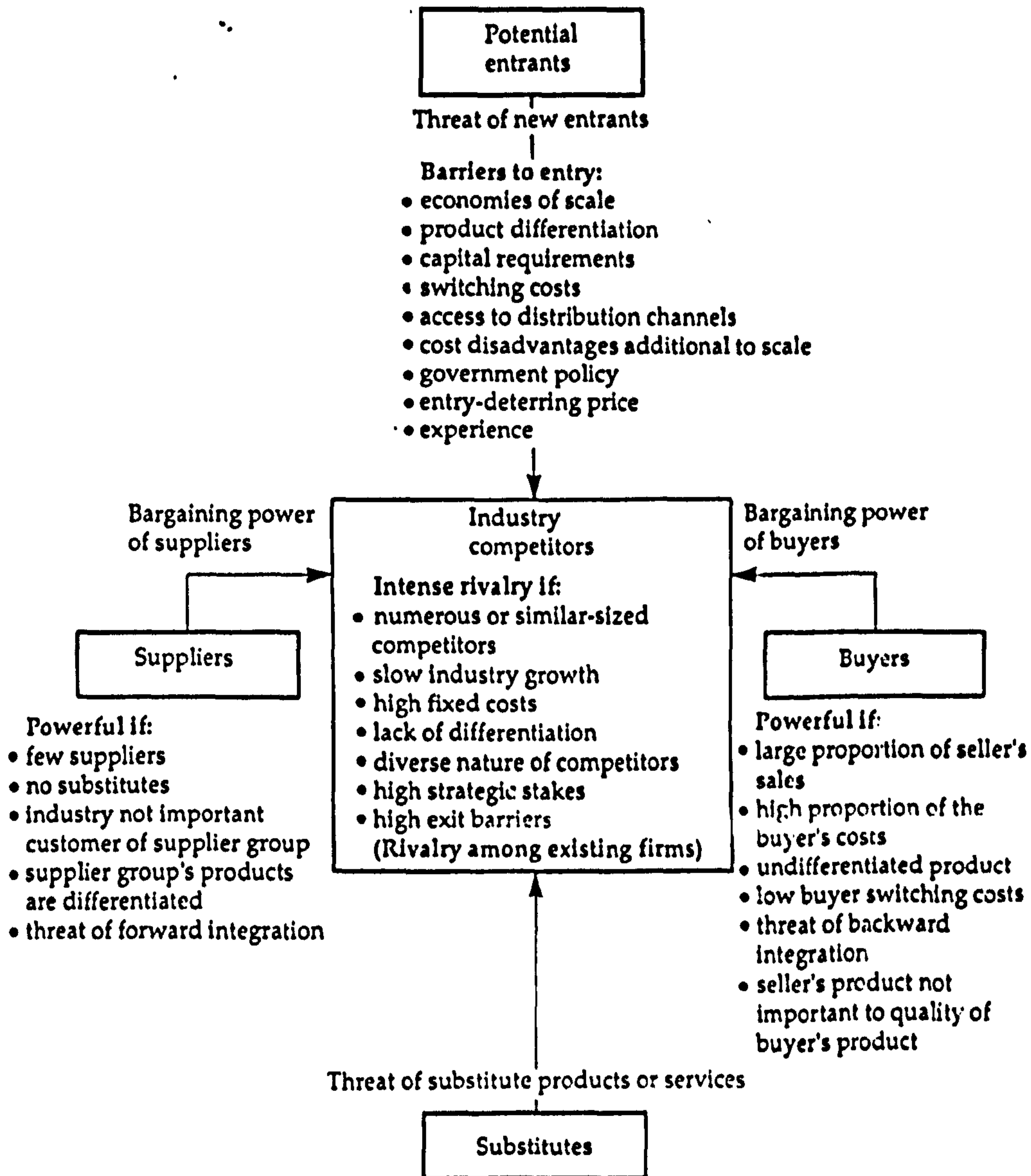
2. Strategic Review and Internal Analysis

The hypothesised model proposed a situation audit on the grounds that an inducting and relationship analysis is essential prior to the development of a strategy by the institution. The inducting analysis framework developed by Porter¹⁹ as shown in figure 4 describes how a thorough analysis of:

- the nature and degree of competition
- the barriers to entry to that business
- the competitive power of substitute products
- the degree of buyer power
- the degree of supplier power

can help build a relationship with a number of key market areas and suggest Critical Success Factors (SCFs) for Sustainable Competitive Advantage (SCA)

FIGURE 5
THE PORTER INDUSTRY ANALYSIS MODEL



Source: Relationship Marketing, Christopher, M. Payne, A. Ballantyne, D., London, Butterworth-Heinemann, 1991, Page 43

3. Market Analyses and Segmentation

The hypothesised model proposes the identification of target markets. A consideration must be made as to how the institution's offering can be differentiated from competitive

offers. Seven broad bases may be considered for educational institutions:-

- geographic (where customers are located)
- demographic and socio-economic (age, sex, family size income, education, social class and ethnic origin)
- psychographic (analysis of lifestyle characteristics)
- benefit (based on benefits sought from the product)
- usage (amount of consumption of the produce or service)
- loyalty (loyalty to product or brand)
- occasion (varying usage of brands)
- service (can groupings of customers be identified with similar service requirements)
- can our service offering be differentiated
- do all our products require the same level of service

4. Strategy Formulation

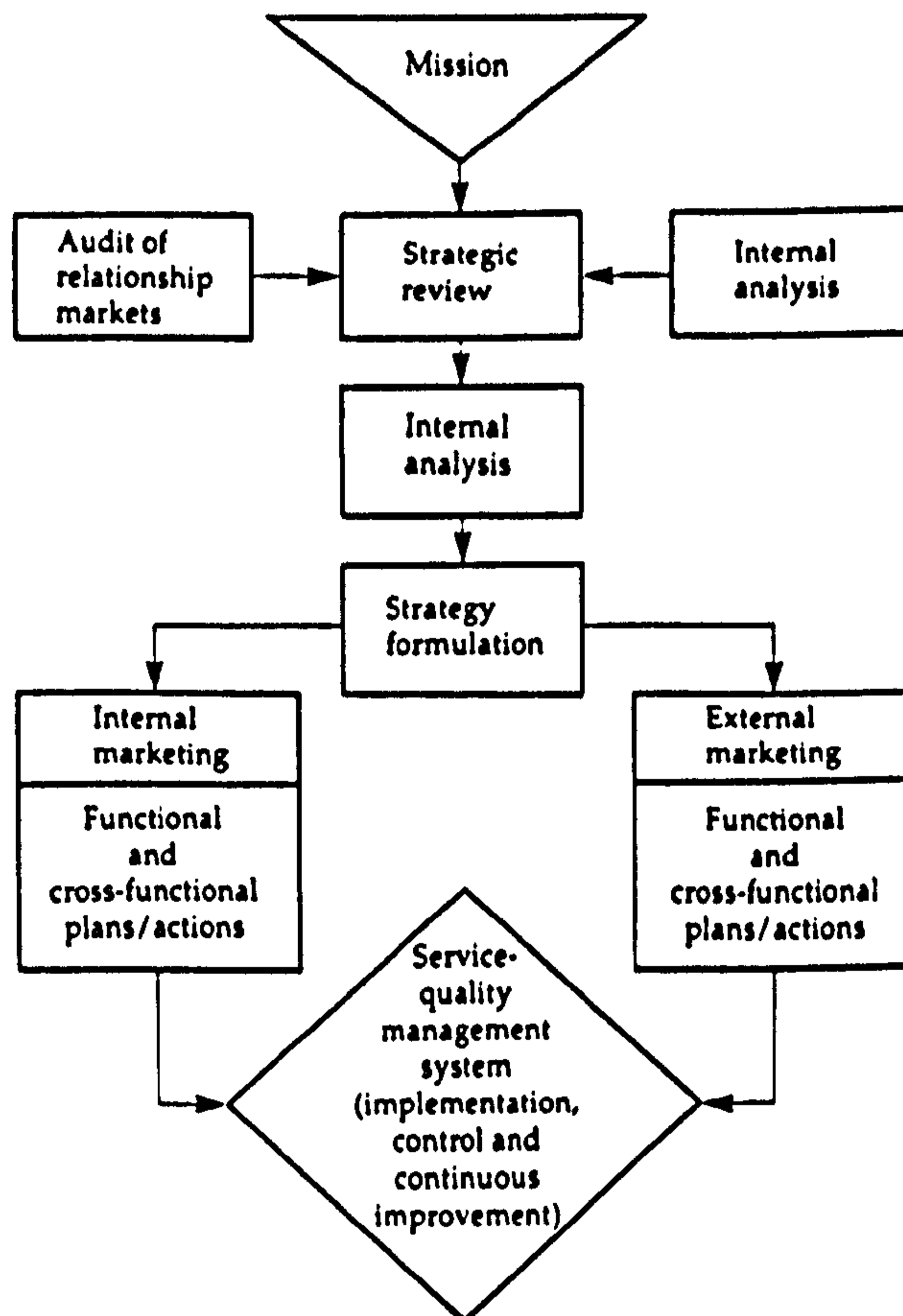
The model proposes (figure 5) that in formulating a strategy consideration should be given to:

- in what product market areas should the institution compete
- what strategy should be adopted within these product market areas

The following options are available:

- market penetration
- market development
- product development
- diversification

FIGURE 6
RELATIONSHIP STRATEGY FRAMEWORK

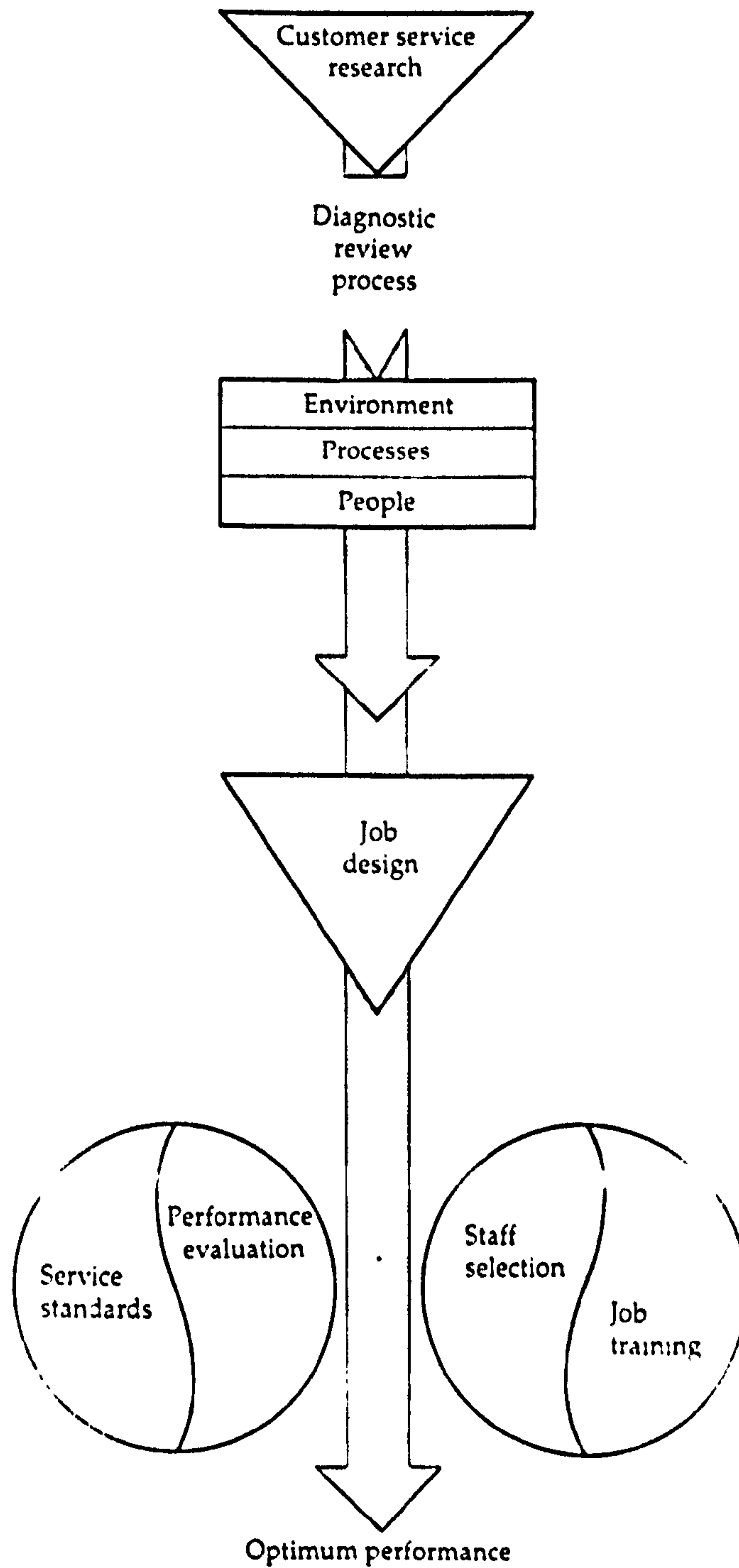


Source: Relationship Marketing, Christopher, M. Payne, A. Ballantyne, D., London, Butterworth-Heinemann, 1991, Page 35

5. Service Quality Management

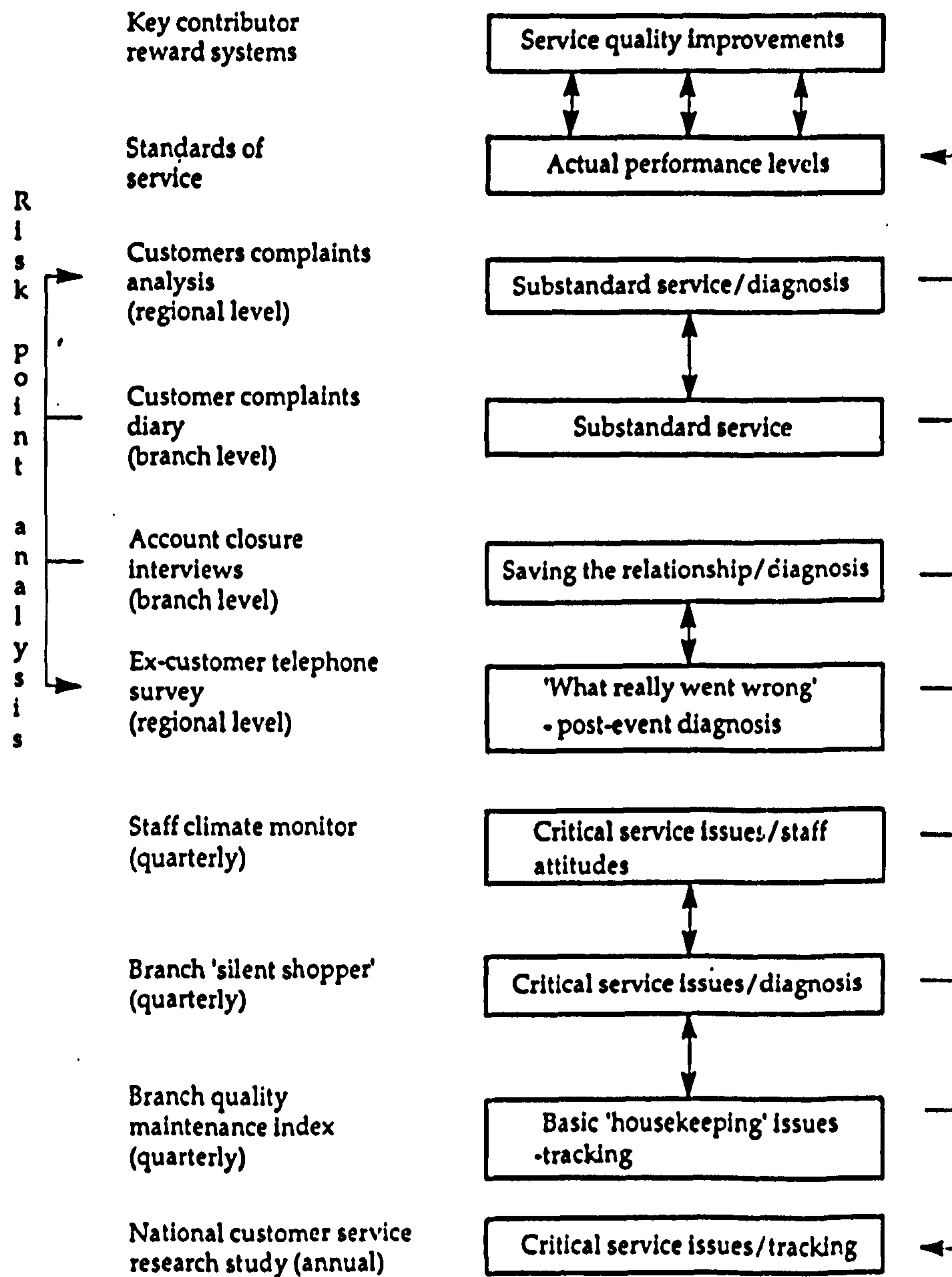
The concept of quality should go far beyond the product itself to embrace the entire relationship between the institution and its customers. The same concepts and techniques of Total Quality Management (TQM) that work in the factory can also be applied to developing improved quality in the service delivery system. A step by step research approach is necessary that is congruent with the paradigm for service quality management proposed by Christopher, et.al¹⁹ (see figure 6). This step by step research approach is shown in figure 7 taking the example of a retail bank.

FIGURE 7
THE SERVICE QUALITY MANAGEMENT PROCESS



Source: Relationship Marketing, Christopher, M. Payne, A. Ballantyne, D., London, Butterworth-Heinemann, 1991, Page 145

FIGURE 8
SERVICE QUALITY MANAGEMENT FEEDBACK AND MEASUREMENT SYSTEMS



Source: Relationship Marketing, Christopher, M. Payne, A. Ballantyne, D., London, Butterworth-Heinemann, 1991, Page 146

7.6.8 Summary

The primary qualitative research on Malaysia obtained by the Irish educational services mission allowed us to undertake an environmental analysis of the Malaysian market. This produced a list of opportunities and threats from the Irish third level perspective. This framework could be readily applied to any other target market. The market size was estimated and government policy was examined to project likely growth rates in the market. This is of generalisable value.

The various stakeholders were listed for any third level institution and this group's interests need to be taken into account by the educational institution in any marketing strategy it develops.

A competitive analysis was conducted for Malaysia and the major competitors were identified and their main characteristics. Again, this would be of generalisable value.

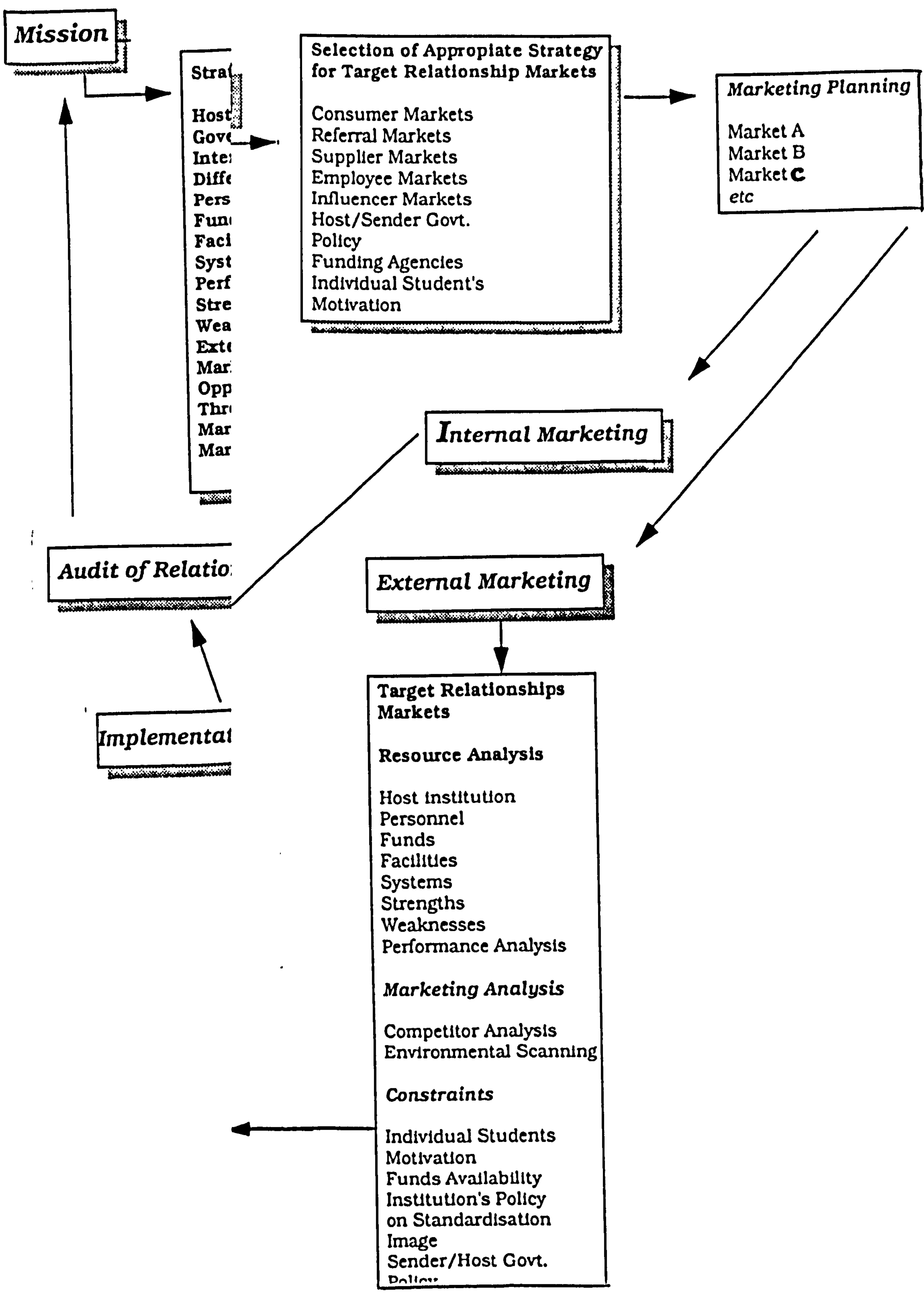
A marketing strategy was developed for the Malaysian market based on the research information gathered, information was gathered on government support for overseas students, funding available, preferred areas for government support. These findings and hence the strategy would alter for other target markets, however, the approach outlined would be of general application. The model suggests that each target market should be examined regarding:

- resource analysis
- marketing analysis
- constraints

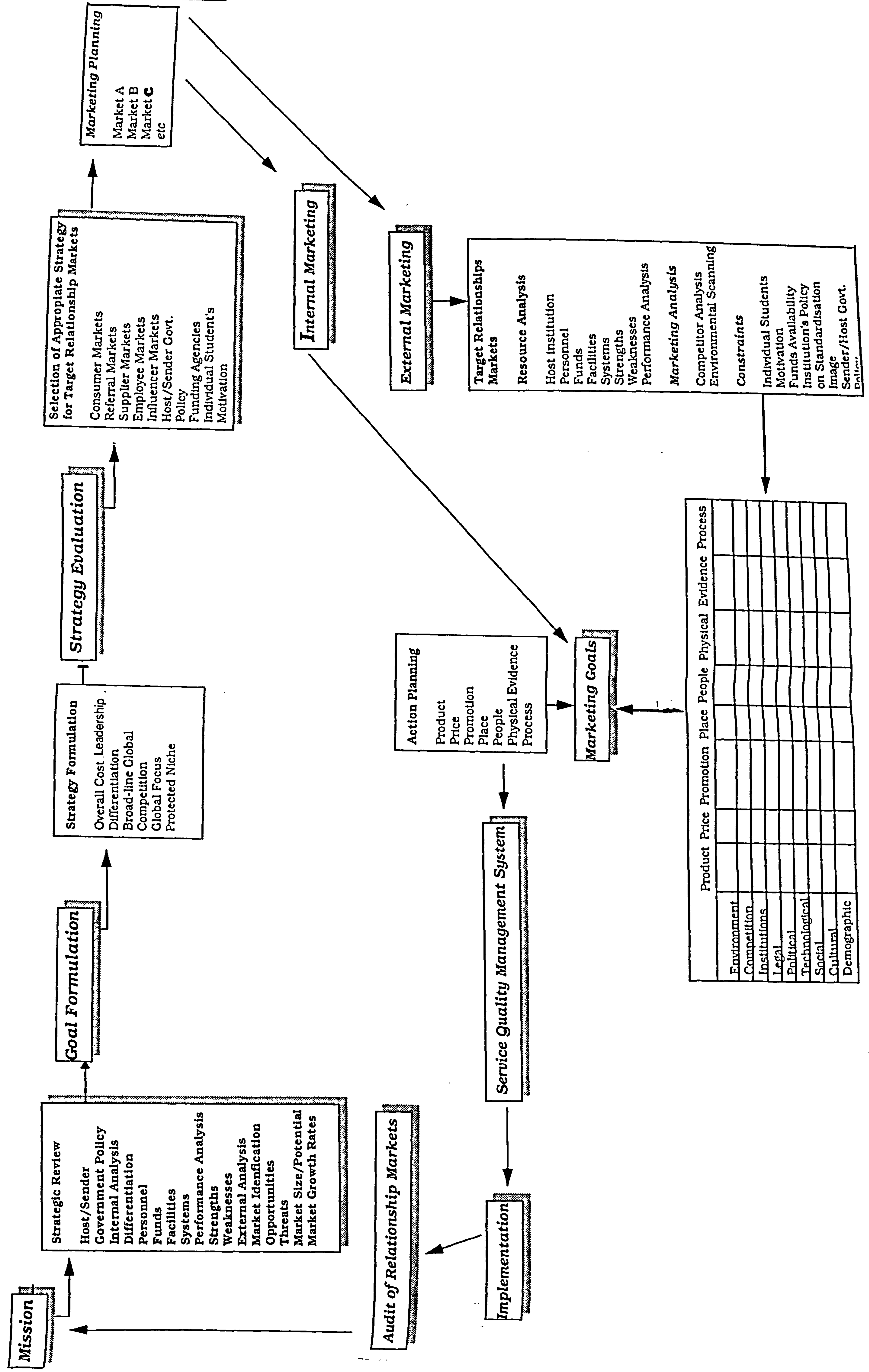
As the Irish educational services mission did not have this model available for testing in Malaysia, insufficient information was gathered on constraints facing Irish educational institutions wishing to increase their intake of overseas students from Malaysia, however, fee levels were explored in this regard.

Our revised Strategic Marketing Model for Educational Institutions is set out overleaf.

Revised Strategy



Revised Strategic Marketing Model for Educational Institutions



Mission

Strategic Review
 Host/Sender Policy
 Internal Analysis
 Differentiation
 Personnel
 Funds
 Facilities
 Systems
 Performance Analysis
 Strengths
 Weaknesses
 External Analysis
 Market Identification
 Opportunities
 Threats
 Market Size/Potential
 Market Growth Rates

Goal Formulation

Strategy Formulation
 Overall Cost Leadership
 Differentiation
 Broad-line Global
 Competition
 Global Focus
 Protected Niche

Strategy Evaluation

Selection of Appropriate Strategy for Target Relationship Markets
 Consumer Markets
 Referral Markets
 Supplier Markets
 Employee Markets
 Influencer Markets
 Host/Sender Govt. Policy
 Funding Agencies
 Individual Student's Motivation

Marketing Planning
 Market A
 Market B
 Market C
 etc

Internal Marketing

Audit of Relationship Markets

Implementation

Service Quality Management System

Action Planning
 Product
 Price
 Promotion
 Place
 People
 Physical Evidence
 Process

Marketing Goals

External Marketing

Target Relationships Markets
Resource Analysis
 Host Institution
 Personnel
 Funds
 Facilities
 Systems
 Strengths
 Weaknesses
Performance Analysis
Marketing Analysis
 Competitor Analysis
 Environmental Scanning
Constraints
 Individual Students
 Motivation
 Funds Availability
 Institution's Policy
 on Standardisation
 Image
 Sender/Host Govt.
 Delivery

	Product	Price	Promotion	Place	People	Physical Evidence	Process
Environment							
Competition							
Institutions							
Legal							
Political							
Technological							
Social							
Cultural							
Demographic							

REFERENCES FOR CHAPTER VII

1. The Molloy Case, Supreme Court, 19th June, 1975, Irish Law Reports, Dublin.
2. Booms, Bernard H and Mary J Bitner (1981) "Marketing Strategies and Organisatioin Structures for Service Firms" in Marketing of Services J.H. Donnelly and W.R. George eds., Chicago American Marketing Association
3. CHL Consultant Group. World Markets for Irish Educational Services. A preliminary review. Report conducted for Coras Trachtala, May 1986
4. Dwyer, F. Robert, Paul H. Schurr, and Sejo Oh (1987) "Developing Buyer-Seller Relationships". Journal of Marketing, 51, April 11-27
5. Jackson, Barbara B. (1985) "Willing and Keeping Industrial Customers: The Dynamics of Customer Relationships, Lexington, MA: Leixington Books
6. Johnson, D.W. and S. Johnson (1972) "The effects of Attitude Similarity, Expectation of Goal Facilitation, and Actual Goal Facilitation on Interpersonal Attraction" Journal of Experimental Social Psychology, 8(3), 197-206
7. Wilson, David T. (1977) "Dyadic Interactions" in Consumer and Industrial Buying Behaviour A.G. Woodside, J.N. Sheth and P.D. Bennett, eds. New York: North Holland Publishing Company 335-66
8. Schlenker, B.R., B. Helm and J.T. Tedeschi (1973) "The Effects of Personality and Situational Variables on Behavioral Trust" Jouranl of Personality and Social Psychology 25(3), 419-27

9. Williamson, Oliver E (1979) "Transaction Cost Economics: The Governance of Contractual Relations" *Journal of Law and Economics* 22 (October) 3-61
10. Marshall, R.A., B.A. Palmer and S.N. Wiesbart (1979) "The Nature and Significance of the Agent-Policyholder Relationship" *CLU Journal*, 33 (January) 44-53
11. Berry, Leonard L. (1983) "Relationship Marketing" in *Emerging Perspectives on Services Marketing*, L.L. Berry, L. Shostack, G.D.F. Upah, eds. Chicago: American Marketing Association, 25-8
12. Levitt, Theodore (1981) "Marketing Intangible Products and Product Intangibles" *Harvard Business Review*, 59 May - June, 95 - 102
13. Lovelock, Christopher H. (1983) "Classifying Services to Gain Strategic Marketing Insights" *Journal of Marketing*, 47, Summer, 9-20
14. Ghingold, Morry and Kurt C. Maier (1986) "Questioning the Unquestioned Importance of Personal Service in Services Marketing:: Discussion and Implication" Paper presented at American Marketing Association Services Conference, Boston, MA
15. Zeithaml, Valarie, A. (1981) "How Consumer Evaluation Processes Differ between Goods and Services" in *Marketing of Services*, J.H. Donnelly and W.R. George, eds., Chicago, American Marketing Association, 186-90
16. Christopher, M. Payne, A and Ballantyne, D *Relationship Marketing*, Butterworth Heinemann, London 1991
17. Christopher, M. et.al. op.cit.
18. Payne, A. and Walters, D (1990) *Internal Marketing Myth or Magic*, Draft Paper, Cranfield School of Management.

19. Porter, M.E. (1980) Techniques for Analysing Industries and Competitors, Competitive Strategy, New York, Free Press
 20. Christopher, M. et.al. op.cit.
-

BIBLIOGRAPHY

- Aich, P. "The Problems of Coloured Students in Germany". Social Science Information Vo. 1, 1962
- American Council on Education, Foreign Students and Institutional Policy: Toward an Agenda for Action (The Berendzen Report), Washington, 1982
- Antler, L. "Correlates of Home and Host Country Acquaintanceship among Foreign Medical Residents in the United States" in Journal of Social Psychology 1970
- Association of University Teachers and United Kingdom Council for Overseas Student Affairs, Responsible Recruitment, AUT/UKCOSA, London, 1986
- Babiker, I.E., Cox, J.L. and Miller, P.M.C. "The Measurement of Culture Distance and its relationship to medical Consultation Symptomatology and Examination Performance of Overseas Students at Edinburgh University in Social Psychiatry 15, 1980
- Baker, M.J. (1977) "The Marketing of Services". Scottish Bankers Magazine, May
- Baker, M.J. (1985) "Marketing: An Introductory Text". MacMillan, London.
- Baker, M.J. editor Marketing Theory and Practice. MacMillan London, 1976
- Baker, M.J. The Marketing Book, Heinemann, London 1987
- Baker, Michael and Meganaghan, Ami (1979) "Why They Didn't Apply" Mimeographed, Planning Department, Carnegie Mellon University, Pittsburg, June
- Bateson, John 1977 "Do we need Service Marketing" In marketing Consumer Services new insights, P. Eglier, et.al editors Cambridge MA Marketing Science Institute Report No 77
- Beltz, S. "For All Matters Concerning Overseas Students' Association of Commonwealth Universities Bulletin of Current Documentation, No. 75, 1986
- Benson, Charles A. "The Economics of Public Education". Houghton Mifflin, Boston 1961
- Bernstein, P.W. "Cycographics is still an issue on Madison Avenue". Fortune, January 1978
- Berry, D. and Davies, V. "University Costs and Outputs" Amsterdam, Elsevier 1976
- Berry, L.L., The Employee as Customer, Journal of Retail Banking, Vol. 3 March 1981
- Berry, Leonard L. "Services Marketing is Different". Article in Services Marketing by C.H. Lovelock. Prentice-Hall 1984
- Berry, Leonard L. 1975 "Personalising the Bank Key Opportunity in Bank Marketing. Bank Marketing 8th April
- Berry, Leonard L., G. Lynn Shostack and Gregory D. Upah editors 1983 "Relationship Marketing in Emerging Perspectives" Services Marketing Chicago, American Marketing
- Berry, Leonard L. (1983) "Relationship Marketing" in Emerging Perspectives on Services Marketing, L.L. Berry, L. Shostack, G.D.F. Upah, eds. Chicago: American Marketing Association, 25-8
- Besson, Richard M. and David W. Jackson, 1975 "Service Retailing - a Strategic Marketing Approach". Journal of Retailing 8 Summer

- Biggers, Thompson and Bert Pryor.(1982), "Attitude Change: A Function of the Emotion-Eliciting Qualities of Environment" Personality and Social Psychology Bulletin, 8 (March)
- Blackman, R.A. 1985 "Making a Service more Tangible can make it more Manageable" Service Encounter John Czepiel et.al editors Lexington MA, Lexington Books
- Blaug, M. Woodhall, M. A Survey of Overseas Students in British Higher Education 1980 Overseas Students Trust 1980
- Blustein, Paul "How two young Lawyers got Rich by settling IUD Liability Claims". Wall Street Journal, February 24th, 1982
- Bochner, S. "Problems in Cultural Learning" in Bochner S and Wicks, P. editors Overseas Students in Australia, New South Wales University Press, Sydney 1972
- Booms, Bernard H and Mary J Bitner (1981) "Marketing Strategies and Organisation Structures for Service Firms" in Marketing of Services J.H. Donnelly and W.R. George eds., Chicago American Marketing Association
- Borden, Neil H. The Concept of the Marketing Mix, in Science in Marketing, G. Schwartz, ed. Wiley, New York, 1965
- Bourne, P.G. "The Chinese Student - Acculturation and Mental Illness in Psychiatry 38 1975
- Bowen, David E and Schneider, Benjamin, Services Marketing and Management: "Implications for Organisational Behaviour" in Research in Organisational Behaviour B. Stow and L.L. Cummings, eds., JAI Press, Greenwich, CT, Vol 10 1988
- Bradley, M.F. "The Internationalisation of Business in Ireland", IBAR 1984.
- British Council, Education and Training Marketing Survey: Brunei, British Council, London, 1985
- British Council, Higher Education Market Survey: Singapore, British Council, London, 1985
- British Council, Higher Education Market Survey: Indonesia, British Council, London, 1984
- Burns B. edited "Higher Education Reform". Implications for Foreign Students New York, Institute of International Education 1978
- CHL Consultant Group. World Markets for Irish Educational Services. A preliminary review. Report conducted for Coras Trachtala, May 1986
- CTT 1984 EEC Development Co-Operation and Irish participation, Dublin
- CTT 1985 Studies of the Markets for Irish Services Exporters in Malaysia and Indonesia, Dublin
- Calonius, Henrik, A Buying Process Model in Innovative Marketing - A European Perspective. K. Blois and S. Parkinson, eds., Proceedings from the XVII Annual Conference of the European Marketing Academy, University of Bradford, 1988
- Carey, A.T. "Colonial Students Secker and Warburg London 1956
- Carlzon, Jan, Moments of Truth, Ballinger, New York, 1987
- Carman, J.M. and Langeard, E "Growth Strategies of Service Firms" Strategic Management Journal, Vol. 1, January-March 1980
- Carswell, J. Government and the Universities in Britain: Programme and Performance 1960-1980, Cambridge University Press, Cambridge, 1985
- Carter, Richard "A Taxonomy of Objectives for Professional Education" In Studies in Higher Education Vol 10 No. 2 1985 London
- Castling, A "Reaching Out: Some Problems of Marketing in the Further Education Setting" Journal of Further and Higher Education, Vol. 8 No. 1 1980
- Cateora, P.R. and Hess, J.M. International Marketing, Irwin, London, 1975

- Central Policy Review Staff "Review of Overseas Representation" HMSO 1977
- Cerych L. "Access and Structure of Post Secondary Education" Occasional Paper No. 1 Paris, Institute of Education of the European Cultural Foundation 1976
- Cerych L. and Colton S.L. "Summarising Recent Student Flows". European Journal of Education, Vol 15 1980 No. 1
- Christopher, M. Payne, A and Ballantyne, D Relationship Marketing, Butterworth Heinemann, London 1991
- Churchill, Gilbert A. Jr. and Carol Surprenant (1982) "An Investigation into the Determinants of Customer Satisfaction" Journal of Marketing Research, 19 (November)
- Clemmer, Elizabeth C. and Benjamin Schneider (1989) "Toward Understanding and Controlling Customer Dissatisfaction with Waiting During Peak Demand Times" in Designing a Winning Service Strategy, Mary Jo Bitner and Lawrence A. Crosby, eds. Chicago: American Marketing Association
- Cogan, D.J. "Towards an Economic Policy for the Irish Services Sector" IBAR April 1979, Vol 1, No. 1
- Cohn, Elchanan "The Economics of Education" Ballinger Publishing Company, Cambridge, Mass., 1979
- Cole, J. Allen, F. and Green, J. "Survey of Health Problems of Overseas Students in Social Science and Medicine" 1980
- Committee of Vice-Chancellors and Principals, Report of the Steering Committee for Efficiency Studies in Universities (The Jarratt Report) CVCP, London, 1985
- Compton, Fran, George, William R. Gronroos, Christian and Karvinen, Matti, Internal Marketing in The Service Challenge: Integrating for Competitive Advantage, J.A. Czepiel et. al., eds., American Marketing Association, Chicago 1987
- Coras Trachtala 1980 - Annual Report, Dublin
- Correy, E. Raymond and Star, Stephen H 1971 "Organisation Strategy and Marketing Approach" Cambridge MA, Division of Research, Graduate School of Business Administration. Harvard University
- Council of Ministers of Education, Canada (1986) "Foreign Students in Canada Vol 1: A Statement of Issues for Policy Consideration". Ontario Council of Ministers of Education.
- Cowell, D.W. "The Marketing of Services" Heinemann 1985
- Crosby, Lawrence A., Evans, Ken R., and Cowles, Deborah, Relationship Quality in Service Selling: An Interpersonal Influence Perspective, Working Paper No. 5, First Interstate Centre for Services Marketing, Arizona State University, 1988.
- Culliton, John W. The Management of Marketing Costs, the Andover Press, Andover, MA 1948
- Cunningham, A.C., Carey, M.F. and Glynn, W.J. "A Study of Choice Behaviour by Undergraduate Business School Applicants". Irish Business and Administrative Research, Vol 8 Part 1, 1986
- Cuthbert, R "The Marketing Function in Education Management, Coombe Lodge Report 12, No. 12, 1980
- Czepiel, J.A. 1980 "Managing Customer Satisfaction in Consumer Service Business". Cambridge MA Marketing Science Institute
- Czepiel, John A. E. Gutman, M. Solomon and C.F. Surprenant 1982 "A Contingency Approach to Understanding Service Encounters". Theoretical inputs for management action. Paper presented at the Workshop on Research on how to manage service businesses, London Business School

- Czepiel, John A. L. Rosenberg and A. Akerele 1975 "Perspectives on Consumer Satisfaction". Proceedings Chicago American Marketing Pages 119 to 123
- D.J. Cogan "The Services Sector Revisited, An Analysis of Job Creation Potential" IBAR Vol 8 Part II 1986
- Davis, N. and Star S.H. 1977 "The Information Bank in S.H. Star et.al "Problems in Marketing". New York MacGraw Hill Pages 551 to 580
- Dawson, J.L. and Tajfel, H. Edited "Disappointed Guests" Oxford University Press 1965
- Dearden, J. 1978 "Cost Accounting Comes to Service Industries". Harvard Business Review 56 Sept/Oct
- Donnelly, J.H. "Services Delivery Strategies in the 1980s" in Berry, L.L. and Donnelly, J.H. (eds) Academic Perspectives in Financial Institution Marketing Strategies in the 1980s Consumer Bankers Association
- Donnelly, J.H. and W.R. George editors, 1981 "Why Marketing Management Needs to be Different for Services". In Marketing of Services Chicago, American Marketing
- Dressle, Paul L. "Comments on the Use of Mathematical Models in Educational Planning. Mathematical Models in Educational Planning, OECD, Paris 1967
- Dwyer, F. Robert, Paul H. Schurr, and Sejo Oh (1987), "Developing Buyer-Seller Relationships", Journal of Marketing, 51 (April)
- Eiglier, Pierre, and Langeard, Eric, Principes Politique Marketing pour les Entreprises des Service, Working Paper, Institute 'Administration des Entreprises, Aix-en-Provence, France 1976
- Eldridge, L.E.T. Overseas Students at Leicester University. Some Problems of Adjustment and Communication in Race 2 509 1960
- Fahey, T. "Study Abroad and Development" in Development Review 1987 Trocaire Dublin, 1987
- Ferrell, O.C. and C.W. Lambe Jnr Editors "Why we need Service Marketing in Conceptual & Theoretical Developments in Marketing". Chicago, American Marketing 131 to 146
- Fifth Malaysian Planning Document Covering the period 1985 to 1990. Malaysian Department of Education, 1985
- Folkes, Valerie S. (1984) "Consumer Reactions to Product Failure: An Attributional Approach" Journal of Consumer Research, 10 (March) 398-409
- Folkes, Valerie S. and Barbara Kotsos (1986) "Buyers' and Sellers' Explanations for Product Failure: Who Done It?" Journal of Marketing, 50 (April)
- Foote, N.N. and Hatte, P.K. "Social Mobility and Economic Advancement" American Economic Review, Vol 43 May 1953
- Fox, Karen A and Ihlanfeldt, William (1980) "Determining the Market Potential in Higher Education". Bagozzi, Richard P, et.al. (eds) Marketing in the 80s, Changes or Challenges 1980 Educators Conference Proceedings, 1980 Series No 46, Chicago.
- Foxall, Gordon and Driver, John (1982) "The Ends of Marketing Education". The Quarterly Review of Marketing, Autumn.
- Fram, Eugene H. (1974/75) "Marketing Revisited: Clarifying Concepts and Strategies". College Board Review, Winter
- Franks, Lord, "British Business Schools". British Inst. of Management, London 1963.

- Fransson, L. "Internationalising the Universities" in Proceedings of the 25th Anniversary AIR Forum, Association for Institutional Research, Portland, Oregon, 1985
- Freels, Mary Ann (1986) "The Marketing Approach to Business Education". KBEA Journal, Spring
- Fuchs, E. "The Service Economy" National Bureau of Economic Research, New York 1968
- Furnham, A. and Bochner, S. "Social Difficulty in a Foreign Culture". An Empirical Analysis of Culture Shock in Bocher S edited Cultures in Contact, Studies in Cross Cultural Interaction, Pergamon Press, Oxford 1982
- Furnham, A. and Bochner, S. Culture Shock Psychological Reactions to an unfamiliar environment. Methuen and Co. New York 1986
- Galbraith, Jay and Nathanson, Daniel 1978 "Strategy Implementation - The Role of Structure and Process". St. Paul MN West Publishing Co.
- George, William R and Gronroos, Christian, Developing Customer Conscious Employees at Every Level: Internal Marketing, in Handbook of Services Marketing. C.A. Congram and M.L. Friedman, eds., AMACON, in press.
- Gersuny, C and Rosengren, W.R. "The Service Society" Schenkman Cambridge Mass. 1973
- Ghingold, Morry and Kurt C. Maier (1986) "Questioning the Unquestioned Importance of Personal Service in Services Marketing:: Discussion and Implication" Paper presented at American Marketing Association Services Conference, Boston, MA
- Glynn, A.N. "Educational Services Mission to Malaysia" 7-17th April, 1988, NIHED, 1988 Dublin
- Golzen, Godfrey (1988) "Mastering a Degree of Career Visibility". The Sunday Times, 10th January.
- Grabowski, Stanley M. (1981) "Marketing in Higher Education". Higher Education Research Report, No. 5, Washington.
- Green, Paul E., Wind Yoram and Jaif Arkunk "Benefit Bundle Analysis". Journal of Advertising Research, April 1972
- Gronroos, C. 1978 "A Service-Oriented Approach to Marketing of Services", European Journal of Marketing, Vol 12 No. 8
- Gronroos, Christian (1984) "A Service Quality Model and its Marketing Implications" European Journal of Marketing 18(4)
- Gronroos, Christian and Gummesson, Evert, "Service Orientation in Industrial Marketing" in Creativity in Services Marketing What's New, What Works, What's Developing, American Marketing Association, Chicago, 1986
- Gronroos, Christian, "Designing a Long Range Marketing Strategy for Services", Long Range Planning, 13 (April 1980)
- Gronroos, Christian, "New Competition of the Service Economy: The Five Rules of Service" International Journal of Operations and Production Management, 8 (1988)
- Gronroos, Christian, "Strategic Management and Marketing in the Service Sector" Marketing Science Intitute, Cambridge, MA 1983
- Gronroos, Christian, "Defining Marketing: A Market-Oriented Approach", European Journal of Marketing 23 (1989)
- Grove, C.L. and Torbjorn, J. "A New Conceptualisation of Intercultural Adjustment and the Goals of Training" in International Journal of Intercultural Relations, Vol 9(2) 1985

- Gummesoon, Evert, "Marketing - A Long-Term Interactive Relationship. Contribution to a New Marketing Theory" Marketing Technique Centre, Stockholm, Sweden, 1987b
- Gummesoon, Evert, "Marketing Cost Concept in Service Firms' Industrial Marketing Management 10 (1981)
- Gummesoon, Evert, "The New Marketing - Developing Long Term Interactive Relationships, Long Range Planning 20 (1987a)
- Gunn, A. "The Privileged Adolescent" Aylesbury Medical and Technical Publications 1970
- H R and H Marketing Research International Ltd., Marketing FE, Further Education Unit, London, 1985
- Hague, Sir Douglas "The Impact of Information Technology - Why Academics are under Threat, Financial Times, London 15th February, 1989
- Hakansson, Hakan, and Snehota, Ivan, Marknadsplanering Ett satt att skapa nya problem? (Marketing Planning. A Way of Creating New Problems?) Studentlitteratur, Malmo, Sweden, 1976
- Hakansson, Hakan, ed. International Marketing and Purchasing of Industrial Goods, Wiley, New York, 1982
- Hambrick, Donald C. 1980 "Operationalising the Concept of Business Level Strategy". Academy of Management Review 5
- Hambrick, Donald C. 1983 "Some Tests of the Effectiveness and Functional Attributes of Miles & Snows" Strategic Types, Academy of Management Journal 26
- Heilbroner, R.L. "Business Civilisation in Decline" Penguin Harmandsworth 1977
- Heskett, James L (1988) "Managing in the Service Economy". The Free Press
- Heskett, James L (1987) "Lessons in the Service Sector" Harvard Business Review, 87 (March-April)
- Higher Education Authority, Report Accounts and Student Statistics 1986/87 and Statistics of Overseas Students in Ireland 1978/88
- Hopkins, J. Malleson, N. and Sarnoff, I. "Some Non-Intellectual Correlates of Success and Failure among University Students" in British Journal of Sociology 9 1957
- Huang, K. "Campus Mental Health, the Foreigner at your Desk" Journal of the American College of Health Association Vol 25, 216 to 219, 1977
- Humphreys, Marie A and Kasulis, Jack J. "Attorney Advertising". Journal of Advertising Research, December 1981
- Irish Council for Overseas Students 1988 Prospectus
- Irish Management Institute Prospectus Fordham University MBA Degree 1989
- Jackson, Barbara, B. "Build Customer Relationships that Last, Harvard Business Review, 63 (November-December 1985)
- Japan: Towards the 21st Century: National Institute for Research and Advancement, Toyka 1981
- Jackson, Barbara B. (1985) "Willing and Keeping Industrial Customers: The Dynamics of Customer Relationships, Lexington, MA: Lexington Books
- Jenkins, H M "Educating Students from Other Nations", Jossey-Bass, San Francisco, 1983
- Jones, G.R., "Governing Customer Service Exchange", Journal of Business Research, Special Issue. Services Marketing Vol. 20 No. 1, January 1990
- Johnson, D.W. and S. Johnson (1972) "The effects of Attitude Similarity, Expectation of Goal Facilitation, and Actual Goal Facilitation on Interpersonal Attraction" Journal of Experimental Social Psychology, 8(3),
- Joseph, Sir Keith Bt. The Rivers Lecture, ICSA, 1985.

- Kent, Ray A. Faith in Four Ps: An Alternative, *Journal of Marketing Management* 2(1986): 145-154
- Kiker, B.F. and Wilder, R.F. as given in Cohn, Elchanna, *The Economics of Education*, Ballinger Public Company, Cambridge, Mass., 1979
- Kinnell, Margaret *International Marketing in UK Higher Education: Some Issues in Relation to Marketing Educational Programmes to Overseas Students*, *European Journal of Marketing*, Vol 23 No. 5, 1989, London
- Kirkland, Richard I Jnr "The Bright Future of Service Exports". *Fortune Magazine*, June 8th 1987
- Klineberg, O. "International Exchanges in Education Science and Culture". *Social Science Information*, Vol. 4, 1966
- Klineberg, O. and Ben Brika "A Etudiants du Tiers Monde en Europe" Paris, Mouton, 1972
- Klineberg, O. and W.F. Hull "At a Foreign University". *An International Study of Adaptation and Coping* New York, Praeger, 1971
- Knisely, G. 1979(A) "Greater Marketing Emphasis by Holiday Inns breaks Mould". *Advertising Age*
- Knisely, G. 1979(B) "Listening to Consumer is Key to Consumer or Service Marketing". *Advertising Age*
- Knisely, Gary 1979 "Financial Services Marketers Must Learn Package Goods Selling Tools". *Advertising Age* 50 March 19
- Koepp, Stephen (1987), "Pul-eeze, Will Somebody Help Me?" *Time* (February 2), 28-34
- Koletsky, Susan and John Graham (1987) "A Field Study of Causal Inferences and Consumer Reaction: The View from the Airport" *Journal of Consumer Research* 13 (March) 534-9
- Kotler, P *Marketing for Non Profit Organisations*, 2nd ed. Prentice-Hall, New York, 1975
- Kotler, Philip and Richard A. Connor Jnr "Marketing Professional Services" *Journal of Marketing* Jan 1977
- Kotler, Philip, Liam Fahey, S. Jatusripitak "The New Competition" Prentice-Hall International 1986
- Kotler, P. "Principles of Marketing" Prentice-Hall Englewood Cliffs 1982.
- Kotler, P. and Fox, K.F.A. *Strategic Marketing for Educational Institutions*, Prentice-Hall, New York, 1985
- Kotler, Philip 1973 "Atmospherics as a Marketing Tool". *Journal of Retailing* 4 Winter
- Kotler, Philip and Bloom, Paul "The Marketing of Professional Services" Prentice-Hall 1984
- Kotler, Philip, Gregor, William and Rodgers, William "The Marketing Audit Comes of Age". *Sloan Management Review*, Winter 1977
- Krachenberg, A.R. "Bringing the Concept of Marketing to Higher Education" *Journal of Higher Education*, Vol. 42, 1972
- Krishnan, S. and Valerie A. Valle (1979) "Dissatisfaction Attributions and Consumer Complaint Behaviour" in *Advances in Consumer Research*, Vol 6 William L. Wilkie, ed. Miami: Association for Consumer Research
- Langeard, E., Bateson, J., Lovelock, C.H. and Eiglier, P. "Services Marketing - New Insights from Customers and Managers". Report No. 81-104, Marketing Science Institute, August 1981.
- Lapin, Lawrence, *Quantitative Methods*, 4th edition, Harcourt Brace Jovanovich, Chapter 24

- Layard, R. and Flowerdew, T. "How Much should Overseas Students Pay". Times Higher Education Supplement 19th March, 1976
- Lehtinen, Jarmo R. (1986) Quality Oriented Services Marketing, Tampere, Finland: Publications of Department of Business Economics and Business Law, Series A2: Studies and Reports
- Leigh, Thomas W. and Arno J. Rethans (1984) "A Script-Theoretic Analysis of Industrial Purchasing Behaviour" Journal of Marketing, 48 (Fall) 22-32
- Levitt, Theodore (1981) "Marketing Intangible Products and Product Intangibles" Harvard Business Review, 59 May - June, 95 - 102
- Lewis, R. "The New Service Society" Longman Harlow, 1973
- Litten, L "Marketing Higher Education" Journal of Higher Education, Vol. 51, No. 1, 1980
- Litten, L "Recruiting Looks Like an Art, Acts Like a Science" College and University Business, Vol. 1, 1972
- Lovelock, Christopher H. "The Marketing of Services" Prentice-Hall 1984
- Lovelock, Christopher H. "Theoretical Contributions from Services and Non-business Marketing", in Ferrell, O.C. Brown, S.W. and Lamb, S.W. (Eds) Conceptual and Theoretical Developments in Marketing, American Marketing Association, Chicago, 1979
- Lovelock, Christopher H. (1983) "Classifying Services to Gain Strategic Marketing Insights" Journal of Marketing, 47, Summer, 9-20
- Lovelock, C.H. 1980 "Towards a Classification of Services". In Theoretical Developments in Marketing. Charles W. Lambe and Patrick M. Dunne, Editors, Chicago, American Marketing
- Lovelock, C.H. 1981 "Why Marketing Management needs to be Different for Services". In marketing of Services J. Donnelly and W. George edited Chicago, American Marketing
- Lovelock, C.H. Eric Langeard, John E.G. Bateson and Pierre Eiglier 1981 "Some Organisation Problems Facing Marketing in the Services Sector". Marketing of Services 1981 Special Educators Conference Proceedings, Chicago, American Marketing.
- Lovelock, C.H. and Rothschild, M.L. "Uses, Abuses and Misuses of Marketing in Higher Education" in Marketing in College Admissions: A Broadening of Perspectives, College Entrance Examination Board, New York, 1980
- Lovelock, Christopher H and Robert F. Young 1979 "Look to Consumers to Increase productivity". Harvard Business Review 57 May/June Pages 168 to 178
- M.C. Viguier "La Vie Sociale des Etudiants et Rangers a Toulouse" These du 3^{mc} cycle Maison de Science de l'Homme 1966
- Mackey, M "The Selling of the Sheepskin" Change, Vol. 12. No. 3, 1980 pp 28-33
- Macklup, Fritz "Education and Economics Growth, University of Nebraska Press, Lincoln, Nebraska, 1970
- Majaro, S., International Marketing, George Allen & Unwin, London, 1982,
- Malul, R. "Review of B.A. Weistrod: External Benefits of Public Education". Journal of Political Economy 73, December 1965
- Marshall A. "Principles of Economics" MacMillan 8th Edition 1947, Pages 62
- Maslow, A.L. and N>L> Mintz (1956) "Effects of Esthetic Surroundings" Journal of Psychology 41 (April)
- Marshall, R.A., B.A. Palmer and S.N. Wiesbart (1979) "The Nature and Significance of the Agent-Policyholder Relationship" CLU Journal, 33 (January) 44-53

- McCarthy, E. Jerome, Basic Marketing, Irwin, Homewood, IL, 1960
- McFarland C. and M. Ross (1982) "Impact of Causal Attributions on Affective Reactions to Success and Failure" Journal of Personality and Social Psychology, 43 (2)
- Meed Consultants 1983 "Marketing Strategies and Export Organisation for Irish Services Companies in the Middle East", Dublin
- The Molloy Case, Supreme Court, 19th June, 1975, Irish Law Reports, Dublin.
- Morrissey, Catrin, Technical Report on the Survey in Overseas Students and their place of study, Report of a Survey by Gareth Williams, Maureen Woodhall and Una O'Brien, Overseas Students Trust, London 1986.
- Mulvey, C. The Medical School of the Royal College of Surgeons in Ireland - a cost benefit study, research series 6. Institute of Public Administration Dublin 1971.
- Murphy, Thomas "Higher Education, the Changing Scene". Higher Educational Present and Future Proceedings of a conference organised by the Higher Education Authority, 1984 edited A.T. McKenna
- Myers, R.G. "Education and Emmigration" Chicago and New York 1972, Page 5
- Myles, Raymond E. "The Future of Business Education" California Management Review, Vol XX EII No. 3 Spring 1985 University of California
- Nicoulaud, B. Problems and Strategies in the International Marketing of Services, European Journal of Marketing, Vol. 23 No. 6, 1989, London
- Normann, Richard, Service Management, Wiley, New York, 1984
- Nyquist, Jody D., Mary Jo Bitner, and Bernard H. Booms (1985) "Identifying Communication Difficulties in the Service Encounter: A Critical Incidents Approach" in The Service Encounter: John Czepiel, Michael Solomon, and Carol Surprenant, eds. Lexington, MA: Lexington Books
- O'Donoghue, Martin, "Economic Dimensions of Education". Gill & Macmillan, Dublin 1971
- OECD "Public Expenditure on Education" OECD Studies in Resources Allocation, No. 2, July 1976
- Oliver, R.L. and Robert A. Westbrook (1982) "The Factor Structure of Satisfaction and Related Post Purchase Measures" in New Findings in Consumer Satisfaction and Complaining Behaviour" R.L. Day and H.K. Hunt eds., Bloomington: School of Business, Indiana University
- Oliver, R.L. and Wayne S. DeSarbo (1988) - "Response Determinants in Satisfaction Judgements" Journal of Consumer Researach 14 (March)
- Oliver, Richard L (1980) "A Cognitive Model of the Antecedents and Consequences of Satisfaction Decisions" Journal of Marketing Research, 17 (November)
- O'Maoldomhnaigh, P. "The Role of Third Level Education in Modern Irish Society: An official View" Paper read to a Special Consultative Conference of CEMO/IFUT 26, 27th March, 1983
- O'Neill, M.K., Lance, W.J. and Freeman, S.J. "Help Seeking Behaviour or Depressed Students" in Social Science and Medicine 18 511 to 14 1984
- Open Doors 1989/90, Report on International Educational Exchange, Institute of International Education, New York, 1990
- Overseas Student Trust, Overseas Students and their Place of Study: Report of a Survey OST, London, 1986
- Overseas Students in Ireland - A Survey and Analysis by SUS Research Irish Council for Overseas Students, Dublin 1988

- Owen, Frank and Jones, Ron, Statistics, 2nd Edition, Pitman, London 1989, Chapter 20
- Owen, Frank and Jones, Ron, Modern Analytical Techniques, Polytech Publishers, London 1980, Chapter 6 Sampling Theory
- Parasuraman, A. Valarie A. Zeithaml, and Leonard L. Berry (1985) "A Conceptual Model of Service Quality and Its Implications and Further Research" Journal of Marketing 49 (Fall)
- Payne, A. and Walters, D (1990) Internal Marketing Myth or Magic, Draft Paper, Cranfield School of Management.
- Porter, Michael E "Competitive Strategy - Techniques for Analysing Industries and Competitors" The Free Press, New York 1980
- Porter, Michael E (1985) "Competitive Advantage creating and sustaining superior performance" New York the Free Press
- Porter, M.E. (1980) Techniques for Analysing Industries and Competitors, Competitive Strategy, New York, Free Press
- Portman, Richard "The Economics of Educating Conceptual Problems and Policy Issues". McGraw Hill, Inc., 1973
- Price Waterhouse/Craig Gardner 1985 "A preliminary study of world markets for international services", Dublin
- Quinn, J.B. and Daniel Gagnon Christopher E. "Will Services Follow Manufacturing into Decline". Harvard Business Review, Nov/Dec 1986
- Rao "Brain Drain and Foreign Students". A Study of the Attitudes and Intentions of Foreign Students in Australia, the USA, Canada and France. University of Queensland Press, 1979
- Rathmell, J.M. "Marketing in the Service Sector". Winthrop, Cambridge, Mass. 1974
- Rathmell, John M. 1966 "What is meant by Services". Journal of Marketing 30th October
- Readings in Overseas Students Policy. Overseas Students Trust, 1987
- Reed, B. Hutton, J. and Bazalgette, J. "Freedom to Study" Requirements of Overseas Students in the UK. Overseas Students Trust the Grubb Institute London 1978
- Regan, W.J. 1963 "The Service Revolution". Journal of Marketing 47 July
- Reisenzein, Rainer (1986), "A Structural Equation Analysis of Weiner's Attribution-Affect Model of Helping Behaviour" Journal of Personality and Social Psychology, 50(6)
- Renton, Timothy, MP, Parliamentary Under Secretary of State, Foreign and Commonwealth Office, Government Policy on Overseas Students. London Conference on Overseas Students, First Annual Lecture, 21 February, 1985.
- Report of the Working Party on the Costs and Benefits of Overseas Students in the United Kingdom. Overseas Students a Subsidy to Britain London Conference on Overseas Students 1979 Page 4
- Robbins, Lord, Committee on Higher Education, Higher Education Report, NHSO, 1963, as given in Franks, Lord, British Business Schools, BIM, London 1963,
- Rosenberg, Larry J. and Czepiel, John A. "A Marketing Approach for Customer Retention" The Journal of Consumer Marketing 1 (1984) 45-51
- Ruekert, Robert W. Orville, C. Walker Jnr and Kenneth J. Roering 1985 "The Organisation of Marketing Activities" A contingency theory of structure and performance. Journal of Marketing 49 Winter
- Sasser, W. Earl Jnr. R. Paul Olsen and D. Daryl Wyckoff 1978 "Management of Service Operations Text and Cases". Boston Allyn & Bacon.

- Sasser, W.E. "Match Demand and Supply in Service Industries". Harvard Business Review 54 Nov/Dec
- Schild, E.O. "The Foreign Student finds as strange learning the norms of the host culture", in Journal of Social Studies 18(1) 1962
- Schlenker, B.R., B. Helm and J.T. Tedeschi (1973) "The Effects of Personality and Situational Variables on Behavioral Trust" Journal of Personality and Social Psychology 25(3), 419-27
- Schneider, Benjamin and David E. Bowen (1985), "Employee and Customer Perceptions of Services in Banks: Replication and Extension" Journal of Applied Psychology, 70 (3)
- Schneider, Benjamin, Notes on Climate and Culture, in Creativity in Services Marketing, "What's New, What Works, What's Developing" F. Venkatesan et. al. eds., American Marketing Association, Chicago, IL 1986
- Schneider, Benjamin, and Rentsch J. "The Management of Climate and Culture. A Future Perspective, in Futures of Organisations, J. Hage ed. D.C. Heath Lexington Books, Lexington, MA 1987
- Schulte H. "Reflections on the Problem of Student Mobility in Europe". Addressed to the CRE on 8th April, 1976. Manuscript Page 1. French version in CRE - Information 34, 2nd Quarter 1976
- Selby, C.C. 1978 "Better Performance from Non-Profits". Harvard Business Review 56 Sept/Oct
- Selltiz, C. and Cooke, S.W. "Factors Influencing Attitudes of Foreign Students towards the Host Country" in Journal of Social Studies 18(1) 7 to 23 1962
- Sen A. "Problems of Overseas Students and Nurses". London 1970
- Accountancy Ireland, Journal of the Institute of Chartered Accountants in Ireland, 1986
- Shapiro, B P Marketing for Non Profit Organisations, Harvard Business Review, Vol. 51 No. 5, 1973
- Shostack, "Service Positioning through Structural Change". Journal of Marketing Jan 1987 Vol 51, No. 1
- Shostack, G. Lynn "Breaking Free from Product Marketing". Journal of Marketing, Vol 41. No. 2, April 1977
- Shotnes, S. International Comparisons on Overseas Student Affairs, UKCOSA, London 1986
- Shultz, Theodore, W., as given in Cohn, Elchana, "The Economics of Education" Ballinger Publishing Company, Mass., 1979
- Singh, A.K. "Indian Students in Britain". Asian Publishing House, Bombay, 1963
- Smith A. "The Wealth of Nations 1789 Edition" Modern Library, New York 1937
- Smith, A.D. "Measurement and Interpretation of Service Output Changes" NEDO London 1972
- Solomon, M.R. Carol Suprenant, John A. Czepiel and Evelyn G. Gutman (1985) "A Role Theory Perspective on Dyadic Interactions: The Service Encounter" Journal of Marketing 49 (Winter)
- Solomon, Michael R. (1985) "Packaging the Service Provider" Services Industries Journal, 5(1)
- Stanton, W. J. "Fundamentals of Marketing". McGraw Hill 1981
- Stiglier, G. "Trends in Employment in the Service Industries" Princeton University Press National Bureau of Economic Research 1956
- Still, R. "Mental Health and Overseas Students in Proceedings of the British Health Association 1961

- Stone, S and Thomson, J. "Developing a Marketing Strategy" Coombe Lodge Report 7, No. 12, 1985
- Sussman, G "Views of Administrators in Higher Education" unpublished PhD dissertation, Boston College, Boston, 1979
- Swan, John (1983) "Consumer Satisfaction Research and Theory: Current Research and Future Directions an International Fare in Consumer Satisfaction and Complaining Behaviour", Ralph L. Day and H. Keith Hunt eds. Bloomington: School of Business, Indiana University
- The Brandt Commission Report, Memorandum prepared by the Foreign and Commonwealth Office for the Overseas Development Sub-Committee of the Foreign Affairs Committee. London HMSO July 1980
- The Programme for Action in Education 1984-87, Stationery Office, Dublin 1984
- The next steps, Overseas Students Policy into the 1990s. Overseas Students Trust, February 1987
- Thomas, D.R.E. "Strategy is Different in Service Businesses". Harvard Business Review, July/Aug 1978
- Times Higher Education Supplement, 8th February, 1980 Page 7
- Tse, David K. and Peter C. Wilton (1988) "Models of Consumer Satisfaction Formation: An Extension" Journal of Marketing Research, 25 (May)
- UNESCO "A Summary Statistical Review of Education in the World" 1960 to 1976, Paris UNESCO 23rd March, 1977 Table 16 Page 47
- Uhl, K.P. and Upham, G.D. "A Sequential Approach to the Advertising of Accounting Services" working paper, Virginia Polytechnic Institute and State University, 1980
- University College Dublin - UCD News 1988
- Upham, Gregory D. 1980 "Mass Marketing in Service Retailing - A review and synthesis of major methods" Journal of Retailing 56 Fall
- Upham, Gregory D. and Ernest B. Uhr 1981 "Advertising by Public Accountants". A review and evaluation of copy strategy. In Marketing of Services J.H. Donnelly and W.R. George, editors, Chicago, American Marketing
- Vaizey, John "The Economics of Education", Macmillan London, 1973
- Valle, Valerie A. and Melanie Wallendorf (1977) "Consumers' Attributions of the Cause of Their Product Satisfaction and Dissatisfaction" in Consumer Satisfaction, Dissatisfaction and Complaining Behaviour, Ralph L. Day, ed. Bloomington: School of Business, Indiana University
- Vonow, Barbara "Graduate Glut is Cause of Concern". Times Higher Education Supplement, UK, 4th May, 1985
- W.F. Hull "Foreign Students in the United States of America - Coping Behaviour within the Educational Environment". New York Praeger, 1978.
- Wagner Report, Carnegie Foundation for the Advancement of Teaching, New York, 1987
- Walsh, E.M. "The Higher Education Business: Responding to the Market" in Proceedings of a conference organised by the Higher Education Authority 1984 "Higher Education Relevance and Future", edited A.T. McKenna, pages 66-75
- Walters, C.G. and Bergiel, B.J. "Marketing Channels", Scott Foresman, Glenview, Illinois, 1982
- Watts, W.A. "Third level Education: "Future and Relevance - An overview" in Higher Educational Relevance and future Proceedings of a conference organised by the Higher Education Authority 1984 edited by Anne T. McKenna, pages 89-96
- Webster, Fredrick E. Management Science in Industrial Marketing, Journal of Marketing 1 (January 1978)

- Weiner, Bernard (1980) "A Cognitive (Attribution)-Emotion-Action Model of Motivated Behaviour: An Analysis of Judgements of Help-Giving" *Journal of Personality and Social Psychology*, 39(2)
- Weiner, Bernard (1985) "An Attributional Theory of Achievement, Motivation and Emotion" *Psychological Review*, 92 (4)
- Weiner, Bernard (1985a) "Spontaneous Causal Thinking" *Psychological Bulletin*, 97 (1)
- Weisbrod, Burton A. "Education and Investment in Human Capital". *Journal of Political Economy* 70 Supplement October 1962
- Weisbrod, Burton A. "External Benefits of Public Education". Educational Relations Section, Department of Economics, Princeton University Press, Princeton, N.J. 1964
- Whiteman, J. "The Services Sector - A Poor Relation" Discussion Paper No 8 NEDO London 1981
- William, George R and Gronroos, Christian, Developing Customer Conscious Employees at Every Level: Internal Marketing, in *Handbook of Services*
- Williams P. "A Policy for Overseas Students - Analysis, Options, Proposals" Overseas Students Trust, 1982
- Williams P. edited "The Overseas Student Question" by Heinemann Overseas Students Trust, London 1981
- Williams, G. and O'Brien, U. "Overseas Students and Their Place of Study". Report of a Survey Overseas Students Trust 1986
- Williams, Gareth, Woodhall Maureen and O'Brien Una, Overseas Students and Their Place of Study, Report of a Survey, Appendix A: The Overseas Students and Appendix B: The Institutions, Overseas Students Trust, London, 1986.
- Williamson, Oliver E (1979) "Transaction Cost Economics: The Governance of Contractual Relations" *Journal of Law and Economics* 22 (October) 3-61
- Wills, G., Cheese, J., Kennedy, S. and Rushton, A., *Introducing Marketing*, Pan, London, 1984
- Wilson, A. "The Marketing of Professional Services". McGraw Hill, London 1972
- Wingspread Conference, Johnson Foundation, 1980, USA
- Wilson, David T. (1977) "Dyadic Interactions" in *Consumer and Industrial Buying Behaviour* A.G. Woodside, J.N. Sheth and P.D. Bennett, eds. New York: North Holland Publishing Company 335-66
- Windhman "Economic Dimensions of Education - a Report of a Committee of the National Academy of Education, Washington DC 1979 Chapter 4 and Blaug, M. "An Introduction to the Economics of Education". London Penguin Books, 1970 Chapter 4
- Woodhall, M. "Review of Student Support Schemes in Selected OECD Countries, Paris OECD 1978
- Woodhall, Maureen "Cost Benefit Analysis in Educational Planning" UNESCO 1970, Woodhall, Maureen assisted by Ward, Vernon, "Economic Aspects of Education: A Review of Research in Britain". National Foundation for Educational Research in England and Wales 1972
- World University Service Overseas Students The Dramatic Decline, WUS Report, UK 1981
- Wyckham, R.G. Fitzroy, P.T., and Mandry, F.D. "Marketing of Services". *European Journal of Marketing*, Vol 9 No. 1 1975
- Yorke, D.A. Segmentation in the Personal Financial Services Sector, *Quarterly Review of Marketing*, Vol. 15 No. 1, Autumn 1989, London

- Yorke, D and Kitchen P, Commercial Television Breaks, Consumer Behaviour and New Technology: An Initial Analysis, European Journal of Marketing, 1986, Vol 20 No. 2 1140-53, London
- Yorke, D.A. and Meehan, S. "ACORN in the Political Marketplace" European Journal of Marketing, 1986, 20,8
- Yorke, D.A. and Bohan, P. "Law Enforcement Marketing: Perceptions of a Police Force" Irish Marketing Review, 1987, 2
- Yorke, D.A. "Local Government in England and Wales" European Journal of Marketing 1984, 18, 2
- Yorke, D.A. and Jones R.R. "Marketing and Museums" European Journal of Marketing 1983, 18, 2
- Yorke, D.A. "Marketing and non-profit Organisations" European Journal of Marketing 1984, 18, 2
- Yorke, D.A. "The Definition of Market Segments for leisure services" European Journal of Marketing, 1984, 18, 2
- Yorke, D.A. "The Marketing of Local Authority Leisure Services" European Journal of Marketing 18, 2 1984.
- Zeithaml, Parasuraman and Berry (1985) "A conceptual model of Service Quality and its implications for further research" Journal of Marketing 49 (Fall) 41-50
- Zeithaml, Valarie (1988) "Consumer Perceptions of Price, Quality and Value: A means end model and Synthesis of Evidence" Journal of Marketing, 52 (April)
- Zeithaml, Valarie, A. (1981) How Consumer Evaluation Processes Differ between Goods and Services" in Marketing of Services, J.H. Donnelly and W.R. George, eds., Chicago, American Marketing Association, 186-90
- Ziff, Ruth "Cycographics for Market Segmentation". Journal of Advertising Research, April 1971
-

SECTION 1

Overseas Student Policies in Other Host Countries

Each year there are over one million foreign students, world-wide, who are studying at the tertiary level outside their own country. UNESCO statistics of the number of foreign students in higher education (Table D.1) show that, between 1970 and 1980, numbers nearly doubled from under 500,000 to over 900,000. The rapid increase in overseas student numbers that occurred in Britain during the 1970s was therefore part of a world-wide phenomenon. Since 1970 a number of host countries have taken steps to restrict or regulate overseas student numbers, by means of quotas or differential fees, but at the same time other countries have maintained open access to foreign students and have encouraged increased recruitment from overseas. This appendix provides a brief review of policy and enrolment trends in ten major host countries.

Table D.1: Foreign student enrolment in higher education in selected host countries, 1970 to 1984

Host Country	1970	1975	1980	1983	1984
USA	144,708	179,350	311,882	338,894	342,113
France	34,500	93,750	110,763	128,350	133,848
USSR	27,918	43,287	62,942	n.a.	100,000*
Germany, F R	27,769	53,560	61,841	69,619	72,242
United Kingdom	24,606	49,032	56,003	47,662	48,183
Canada	22,263	22,700	28,443	32,610	30,346
Belgium	8,611	9,748	12,875	12,258	12,648
India	7,804	8,880	14,710	n.a.	n.a.
Australia	7,525	8,356	8,777	10,797	13,047
Japan	n.a.	5,573	6,572	10,428	12,410
Netherlands	1,721	1,844	4,128	4,634	5,494
World Total	489,660	634,000	932,000*	985,000*	1,000,000*

Source: UNESCO Statistical Yearbooks and national statistics.

* Estimate

AUSTRALIA

During the 1970s the Australian government attempted to control the number of overseas students by imposing an overall limit of 10,000 private overseas students (i.e. excluding those on Australian Government scholarships). In 1979 this limit was removed, but from 1980 an overseas student charge was introduced, together with an unofficial system of quotas which aimed to avoid excessive concentration of students from particular countries. In 1985 a new policy was introduced after the publication of reports by two government committees, the Goldring committee on private overseas student policy and the Jackson committee on

the Australian overseas aid programme. The Goldring Committee argued for a subsidy for overseas students, on the grounds of the economic, political and cultural benefits they bring to Australia, but the Jackson Committee recommended a shift towards full-cost fees, combined with a selective scholarship policy, and vigorous efforts to promote higher education as an export industry. The policy announced by the Australian government represents a compromise between the two approaches. The overseas student charge was retained, and increased to cover 35% of full costs in 1986 and 45% in 1987. However, quotas were also introduced, to ensure that foreign students paying these subsidised fees did not represent more than 10% of total enrolment in higher education or 20% of the students on any single course. In addition, some students from developing countries have their fees paid in full under the aid programme and institutions may also recruit additional students, above the quotas, provided they pay full-cost fees. An overseas student office has been established and the Departments of Trade and Education are jointly studying the marketing potential of Australian higher education as an export.

Since 1979 the number of overseas students in tertiary education has nearly doubled, to 18,000 in 1984, with even greater growth at secondary level. Ninety per cent of overseas students come from Asia (principally Malaysia, but also Hong Kong). Only 2% come from Europe.

BELGIUM

High differential fees were introduced in 1972 to regulate the intake of foreign students, although some students are exempt from differential charges. These include students from Luxembourg, refugees, Belgian Government scholarship holders, students from 41 least developed countries and postgraduate students from a further 80 developing countries. Universities receive a subsidy for exempted students and are entitled to charge a supplementary fee amounting to 50% of course costs for non-exempted students. Costs vary according to discipline. Despite Belgium's membership of the European Community, EEC students are charged differential fees. The European Court of Justice's ruling (1985) that this constitutes discrimination against other member countries has apparently not affected this procedure.

Belgium receives about 19,000 foreigners into its higher education system each year. There are 12,000 at universities who represent 12.2% of total enrolments. About 1,200 students receive technical cooperation scholarships, for which £9m is committed by the development cooperation section of the Foreign Ministry. In addition, about 450 awards are made each year under cultural agreements.

Belgium is divided linguistically and over three-quarters of foreign students go to the French-speaking area, mainly to study medicine, economics and social science. Europe has displaced Africa as the largest source of foreign students (33%). In the Flemish universities, specially constructed courses for foreign students are offered through the medium of English because of the low demand for Dutch language tuition.

CANADA

Canada has no comprehensive national policy on foreign students, since fees and admissions policies are a provincial, rather than a Federal Government responsibility. The Canadian Bureau for International Education (CBIE) has said that this is haphazard and unsatisfactory, and there have been several recent calls for a more coherent national policy. As a result, the Council of Ministers of Education commissioned a discussion document, published in 1986, which suggests that provincial and Federal Government policy should

POLICIES IN OTHER COUNTRIES

"be supportive of one another" and emphasises that "the presence of foreign students in educational institutions in Canada is viewed ... as an asset, not as a liability". Seven out of the ten provinces charge differential fees, first introduced in the 1970s, and several provinces have increased fees for foreign students sharply during the 1980s. In Ontario foreign students pay about two-thirds of the full costs of tuition and, in Quebec, fees for foreign students now represent 80% of the average costs of tuition.

The increase in fees has led to a decline in foreign student numbers, particularly in Ontario and Quebec. In 1984/85 there were nearly 43,000 post-secondary foreign students in Canada, 30,000 of them in universities. Hong Kong and Malaysia account for almost 40% of foreign students at Canadian universities. 73% of all foreign students are undergraduates, with the social and pure sciences dominant. The Federal Government provides 500 Commonwealth Scholarship and Fellowship Plan (CSFP) awards, about 2,000 scholarships per annum under programmes administered by the Canadian International Development Agency (CIDA) and a number of Government of Canada Awards for students from industrialised countries.

FRANCE

France has traditionally maintained a cosmopolitan and open policy towards foreign students, and the Government has declared a policy of equality of access and treatment for all students, regardless of nationality. Tuition is free for both home and foreign students. Some administrative restrictions were imposed during the mid-1970s when a system of *pré-inscription* or central registration was introduced for foreign students. In 1979, control of admissions was tightened even further, with the establishment of a country quota system and a national selection commission (known as the Imbert Commission). These restrictions have since largely been abolished and France's admissions policy is now characterised by decentralisation. Over-concentration in universities in the Paris region nevertheless continues to be a problem which has caused considerable Government concern.

France subsidises the education of the second largest foreign student population world-wide (134,000 in 1984), and provides 25,000 scholarships annually, including a large range of training fellowships. There has recently been an increase in the proportion of scholarships going to postgraduate students, and to those from industrialised countries. Foreign student numbers continue to rise, but more slowly than in the 1970s. Literature and the humanities are the most popular subjects. Over 80% of France's foreign students are from developing countries, with Africa (notably Algeria, Morocco and Tunisia) providing over 77,000 (57.7% of the total).

GERMANY (FEDERAL REPUBLIC)

Responsibility for foreign students is shared among the governments of the eleven states or *Länder*, as well as a number of federal ministries, quasi-official bodies such as the German Academic Exchange Service (DAAD) and the receiving institutions themselves. Germany has an open policy, and tuition is free for both home and foreign students. The cost of subsidising students is borne by the state governments, and, despite increasing numbers, there are no plans to reduce this subsidy. Quota or *numerus clausus* limitations apply to both home and foreign students in some high-demand faculties and a proportion of study places is by law reserved for foreigners. What regulation exists is worked through academic and linguistic admissions requirements – a system of quality control, which has been tightened in recent years.

There is positive encouragement for foreign students to go to Germany. *Studienkollegs* – special preparatory colleges – are provided for those unready for direct entry into university,

and various scholarships and awards are provided by the Federal Government, the *Länder* and others. The DAAD generally administers the Federal Government's award package which includes about 4,000 scholarships a year from the Foreign Office and about 1,000 from the Ministry of Economic Cooperation, which also operates a substantial training programme. In 1984, Federal Government expenditure on awards was approximately £17.5m.

There were over 72,000 foreign students enrolled in German universities and advanced technical colleges in 1984, nearly 25% above the 1980 total. Foreign students formed 5.5% of the total enrolment. Engineering, followed by the humanities, languages and economics are the most popular subjects. There has been an increase in numbers studying economics and business studies in the 1980s. Turkey alone provides an eighth of the student input, while African students form less than 6% of the total. It is a matter of concern that Third World enrolments and applications have decreased in recent years.

INDIA

India's policy is one of unregulated access and non-discriminatory fees for foreign students. Higher education is heavily subsidised and the possibility of increasing fees and introducing differential fees has been considered, but so far rejected. A few private colleges charge discriminatory capitation fees for foreign students, but in general the low cost of Indian education is one of the main attractions to foreign students. However some complain that facilities, particularly accommodation, are often rudimentary and unsatisfactory. Publicity abroad is also poor.

India has over 3 million students and their origins are poorly documented. There are large numbers of unofficial foreign students who are registered at private institutions but who take correspondence courses. Estimates of the number of foreign students range from the University Grants Commission's assessment of about 30,000 foreign students to the Association of Indian Universities' estimates of around 100,000: precise figures are not available. Similarly, no proper information as to source of funds exists. In terms of officially registered students, there has been an increase in the proportion coming from Africa (33% in 1983, according to one survey). Half the foreign students are studying arts or social sciences, 40% science and technology, and 10% are in faculties of medicine.

JAPAN

The total number of foreign students in Japan today, at about 13,000, has trebled since the end of the early 1970s when serious attempts to internationalise higher education began. As recently as 1978, still only half of all Japanese universities had an international exchange programme, but the economic and political spin-offs from the presence of overseas students have impressed themselves upon Japan, a country so conscious of its successful industrial and commercial standing. A committee set up by the prime minister in 1983 recommended a ten-fold increase in foreign student numbers from 10,000 in 1983 to 100,000 by the year 2000. Current numbers were seen to be very low compared with European host countries, although there has been increasing demand for study in Japan from Asian countries.

The proposed number of 100,000 foreign students for the year 2000 will be encouraged by an increase in Ministry of Education, Science and Culture (Monbusho) scholarships to 10,000; greater provision for Japanese language teaching; increased accommodation and finance; curricular reform; introduction of courses run in English and more professional follow-up opportunities. These provisions have been welcomed in Singapore and Malaysia, although

POLICIES IN OTHER COUNTRIES

in Japan itself many administrators point to problems with the low quality of undergraduate teaching and the high cost of study, besides difficulties over research and the language.

There were 2,345 foreign students holding scholarships in 1984. The number of privately financed students has doubled since 1979 and now stands at well over 9,000. The great majority come from Asia, and half are from China and Taiwan. Half of all foreign students are undergraduates, with the humanities, social sciences and engineering the most popular subjects. The Monbusho scholarships increasingly favour engineering courses.

THE NETHERLANDS

The issue of foreign students is not regarded as vital in the Netherlands, but some attempts have been made in recent years to increase the flow of foreigners by establishing new scholarship programmes. Foreign students are admitted to universities and to institutes of higher professional learning (HBOs). In addition, there are 18 institutes of international education (IE), which specialise in courses for foreign students. These are funded by the development cooperation section of the Ministry of Foreign Affairs. IE is entirely separate from the mainstream educational system. It provides postgraduate mid-career training through the medium of English and French. 1,200 scholarships are awarded to foreign students each year; 75% of foreign IE students are funded by the Dutch Government. Government-to-government scholarship schemes are targeted primarily towards Indonesia, but also China and, potentially, India.

Despite some recent increase in enrolment the foreign student intake, at around 7,000 per annum and 2.3% of students registered, is low in comparison with other host countries. In 1983/84 over half of all foreign students were enrolled in universities, a quarter in HBOs and the remainder in IE. In the universities the majority came from Europe while only 5% came from Africa. The ratio is similar in the HBOs but, in the case of IE, 60% of the foreign students came from Asia and Africa. In 1984, 58% of IE students were engaged in applied science, with social sciences and agriculture also popular. Elsewhere, there was a wider spread of subjects.

SOVIET UNION

Accurate information is difficult to obtain, but there has been a substantial increase in foreign students attending Soviet institutions in the 1970s, and in the number of Soviet scholarships offered in developing countries. The USSR has cultural and scientific cooperation agreements (protocols) with almost 100 countries. Scholarships are provided at universities, technical schools and other educational institutions. No students pay fees and all students from developing countries are guaranteed a grant. In addition, the Patrice Lumumba Peoples' Friendship University, purpose-built in 1960, offers specialist courses purely for Third World countries. It currently caters for 6,500 students at all levels.

Scholarships offered by the Soviet bloc as a whole (including Cuba) have increased fourfold since the early 1970s. The USSR declared in 1984 that over 52,000 specialists with Soviet degrees were now working in their home countries. Figures suggest that well over 100,000 foreign students are now studying in the Soviet Union.

UNITED STATES OF AMERICA

The USA has the largest number of foreign students of any host country. Numbers rose rapidly during the 1970s to reach a figure of over 300,000 in 1980. There is no nationally co-ordinated policy on foreign students in the USA. Responsibility for admissions and tuition fee policies, scholarships and other student support, course provision and welfare is shared

between well over 2,000 individual institutions, and state governments and their agencies, and the Federal Government and its agencies. Among the non-government agencies are the National Association for Foreign Student Affairs (NAFSA) and the Institute of International Education. Admission standards and tuition fees vary. The American policy is an open doors one, and the majority of institutions do not charge differential fees.

Federal Government involvement has increased through the Fulbright programme and the Agency for International Development (AID). Furthermore, a recent emphasis on the importance for American foreign policy of scholarship diplomacy has led to the creation of new scholarship programmes, particularly for Central and Latin America, and a new Developing Countries Scholarship Act has been proposed in Congress. Federal Government funding is high. In 1984 \$742m supported about 9,000 students. Budget proposals for 1986 included substantial additional funds for educational exchange programmes, especially through AID, because they have been seen as good investments.

Although foreign student enrolment grew very rapidly in the US in the late 1970s, the growth has slowed considerably since 1980. Recent annual increases have been less than 1%; in 1984/85 there were about 342,000 foreign students. The number of Iranian students has fallen by two-thirds in the 1980s. Over 40% of all foreign students in the USA today come from South and East Asia. The most popular fields of study are engineering, business and management. Some 36% of all foreign students are postgraduates. The majority of foreign students are privately financed – only 2% are primarily funded through US Government scholarships.

Source: "The Next Steps - Overseas Student Policy into the 1990s".
Overseas Students Trust. February 1987

ENROLMENT IN BRITAIN

Table A.1: Numbers of overseas students in the United Kingdom, by country groupings, 1979 to 1984

Country groupings	1979	1980	1981	1982	1983	1984
1. Poorest 50 countries (1982 GNP per capita of \$580 or less)	9,413 (100)	8,868 (94.2)	7,553 (80.3)	6,264 (66.5)	6,387 (67.9)	7,235 (76.9)
2. All developing countries	72,735 (100)	64,901 (89.2)	54,010 (74.2)	46,290 (63.6)	44,536 (61.2)	42,957 (59.1)
3. OECD members	16,177 (100)	13,977 (86.4)	11,740 (72.6)	11,674 (72.2)	12,902 (79.8)	13,968 (86.3)
4. European Community members	6,795 (100)	6,433 (94.7)	5,778 (85.0)	5,849 (86.1)	5,991 (88.2)	6,832 (100.5)
5. Commonwealth members	45,882 (100)	41,420 (90.3)	34,350 (74.9)	29,380 (64.0)	28,369 (61.8)	27,748 (60.5)
6. Total enrolments (all countries)	88,037 (100)	77,630 (88.2)	64,071 (72.8)	56,665 (64.4)	55,608 (63.2)	56,121 (63.7)

Note that, although Greece did not become a member of the European Community until 1981, its students have been included in the European Community total for each year in order to arrive at a consistent series. The groupings are, of course, not mutually exclusive so that the figures in rows 1 to 5 do not add up to the total in row 6.

Figures in brackets denote percentage of 1979 total.

Table A.2: Main country groupings as a proportion of total overseas student enrolments, 1979 and 1984

	1979	1984
Poorest fifty countries	10.7%	12.9%
All developing countries	82.6%	76.5%
OECD members	18.4%	24.9%
European Community members	7.7%	12.2%
Commonwealth members	52.1%	49.4%
All countries	100.0%	100.0%

Note that in order to arrive at a true comparison, Greece has been included in the EC figures for 1979 even though it did not actually join the Community until 1981.

II

Table A.3: Overseas student applications and acceptances for first degree courses in universities, 1979 to 1986

Year	Overseas student applications	Overseas applicants accepted by universities	% of overseas applicants accepted by universities
1979	24,134	5,767	23.9
1980	21,105	5,756	27.3
1981	17,766	5,827	32.8
1982	14,821	5,118	34.5
1983	15,723	5,229	33.3
1984	17,186	5,663	33.0
1985	19,468	6,708	34.5
1986	21,191	7,628	36.0

Source: Universities Central Council on Admissions, Annual Reports.

Note that not all students actually take up places offered, so that the number of actual overseas undergraduate entrants in any one year is always smaller than the number of acceptances by universities.

Table A.4: Students from abroad on the first year of their course, 1979 to 1984, by qualification aim (Great Britain)

	Thousands					
	1979	1980	1981	1982	1983	1984
Universities						
Postgraduate	10.2	9.2	10.2	10.6	11.4	12.1
Undergraduate	6.9	7.3	6.1	6.8	7.1	7.7
Total Universities	17.1	16.5	16.3	17.4	18.5	19.8
Advanced Further Education	9.8	8.9	8.5	6.6	6.3	6.5
Total Higher Education	26.9	25.4	24.8	24.0	24.8	26.3
Non-advanced Further Education	18.5	11.9	6.1	5.4	5.3	4.9
Total all levels	45.4	37.3	30.9	29.4	30.1	31.2

Source: Department of Education and Science

Source: "The Next Steps - Overseas Student Policy into the 1990s". Overseas Students Trust. February 1987

TABLE A

SENDING COUNTRIES WITH THE HIGHEST PARTICIPATION IN THIRD LEVEL EDUCATION

1987-1988

COUNTRY	Number of Students	
	1987/1988	1986/1987
UNITED STATES OF AMERICA	321	332
MALAYSIA	294	274
GREAT BRITAIN	187	191
WEST GERMANY	146	138
CANADA	82	91
LIBYA	66	58
FRANCE	61	65
HONG KONG	53	61
KUWAIT	49	49
MAURITIUS	46	55
QATAR	40	31
SINGAPORE	36	34
IRAQ	32	42
NIGERIA	29	39
IRAN	27	26
SOUTH AFRICA	26	24
TANZANIA*	26	--
UNITED ARAB EMIRATES	26	25
INDIA	25	25
SPAIN*	23	--
TRINIDAD AND TOBAGO	23	22
OMAN*	22	--
OTHERS (less than 20 each)	366	381
TOTAL	2006	1963

* Less than 20 students in 1986/1987

Comment: The United States of America, Malaysia and Great Britain continued to be the countries with the largest number of overseas students: 16%, 14.5% and 9.3% respectively of the total number.

TABLE B

OVERSEAS STUDENTS BY COLLEGE/INSTITUTE 1987-1988

COLLEGE/INSTITUTE	Number of Students			
	1987/1988		1987/1988	1986/1987
	M	F	TOTAL	TOTAL
University College Dublin	168	133	301	316
University College Cork	99	58	157	164
University College Galway	87	63	150	150
Trinity College Dublin	262	188	450	480
St. Patricks College Maynooth	37	27	64	56
NIHE Dublin	51	59	110	95
NIHE Limerick	20	3	23	27
RCSI	448	167	615	578
NCAD Dublin	1	4	5	3
Colleges of Education*	3	2	5	1
Dublin Institute of Technology	17	17	34	29
Other VEC Colleges**	6	6	12	-
Regional Technical Colleges	43	13	56	64
Others***	19	5	24	-
TOTAL	1261	745	2006	1963

Comment: 30.7% of overseas students were registered in the Royal College of Surgeons in Ireland
 22.5% of overseas students were registered in Trinity College Dublin
 15.0% of overseas students were registered in University College Dublin
 7.8% of overseas students were registered in University College Cork
 7.5% of overseas students were registered in University College Galway
 5.5% of overseas students were registered in the National Institute for Higher Education Dublin.

TABLE C REGISTRATION STATUS OF OVERSEAS STUDENTS BY COLLEGE/INSTITUTE 1987-1988

COLLEGE/INSTITUTE	UNDERGRADUATE	POSTGRADUATE	VISITING/EXCHANGE ¹
University College Dublin	136	124	41
University College Cork	67	45	45
University College Galway	62	35	53
Trinity College Dublin	206	162	82
Saint Patrick's College Maynooth	19	12	33
NIHE Dublin	16	12	82
NIHE Limerick	15	8	-
RCSI	615	-	-
NCAD Dublin	5	-	-
Colleges of Education*	3	-	2
Dublin Institute of Technology	32	2	-
Other VEC Colleges**	10	-	2
Regional Technical Colleges	40	-	16
Others***	14	10	-
TOTAL	1240	410	356

Comment: 61.9% of students were undergraduates, 20.5% were postgraduates and 17.6% were registered on a visiting/exchange basis.

- * Thomond College Limerick and St. Patrick's College Dublin only.
- ** CoAct Limerick, Cork School of Music, Crawford College of Art and Design Cork, and Dun Laoghaire School of Art & Design.
- *** Irish School of Ecumenics Milltown Park Dublin (TCD-awarded M. Phil and Diploma).
 Development Studies Centre Kimmage Manor Dublin (NCEA-awarded Diploma).
- ¹ Students attending Irish educational institutions for one academic year of their degree/diploma courses.

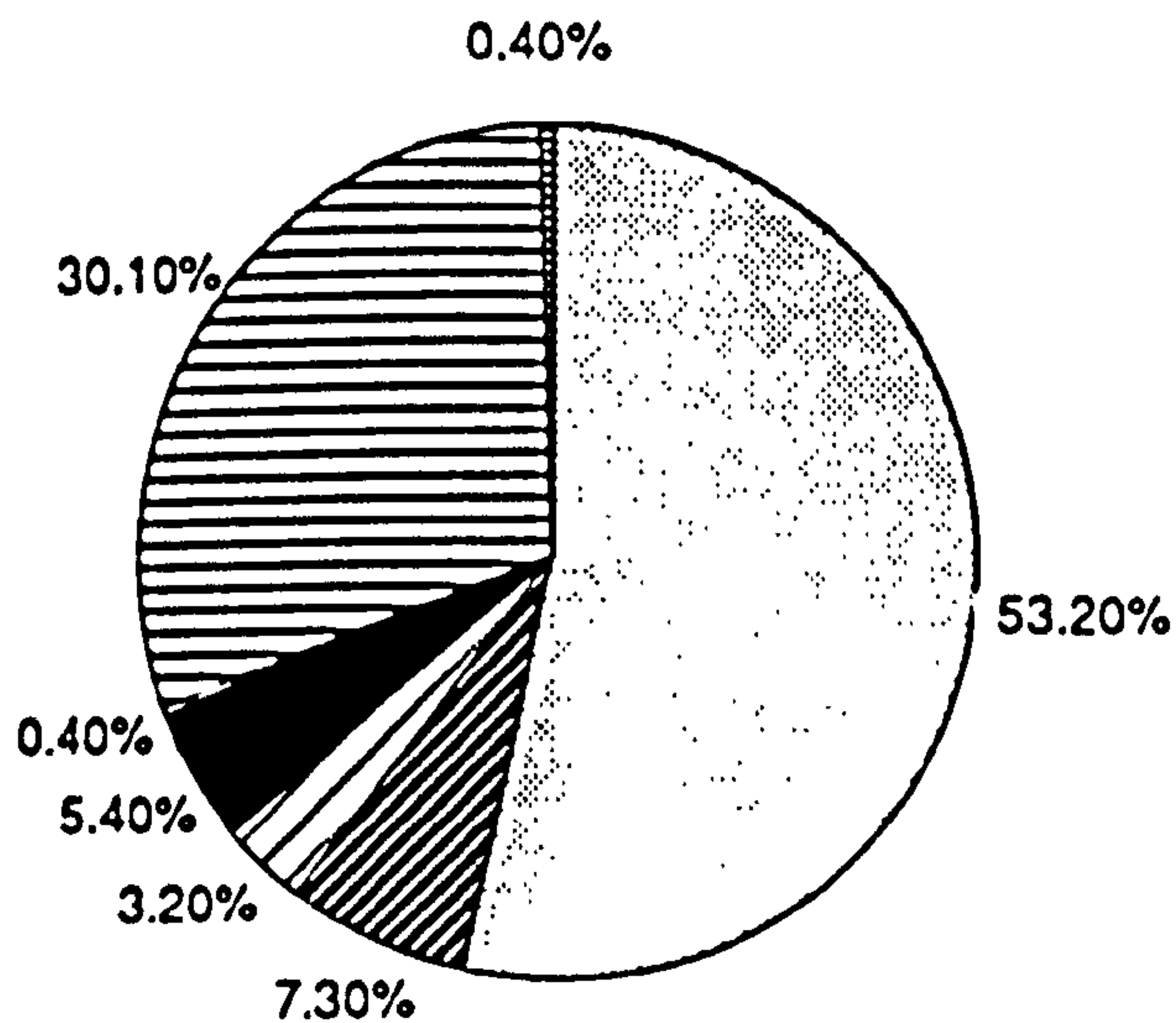
TABLE D CLASSIFICATION OF OVERSEAS STUDENTS BY SUBJECT GROUP 1987 - 1988

SUBJECT	Undergraduate		Postgraduate		Total		Grand Total 1987/1988	Grand Total 1986/1987
	M	F	M	F	UG	PG		
Medicine*	609	230	18	11	839	29	868	864
Engineering	97	18	46	2	115	48	163	170
Science	30	21	106	40	51	146	197	147
Business	48	37	17	8	85	25	110	152
Architecture	6	1	1	2	7	3	10	16
Arts**	179	295	78	79	474	157	631	590
Agriculture***	4	2	18	3	6	21	27	24
TOTAL	973	604	284	145	1577	429	2006	1963

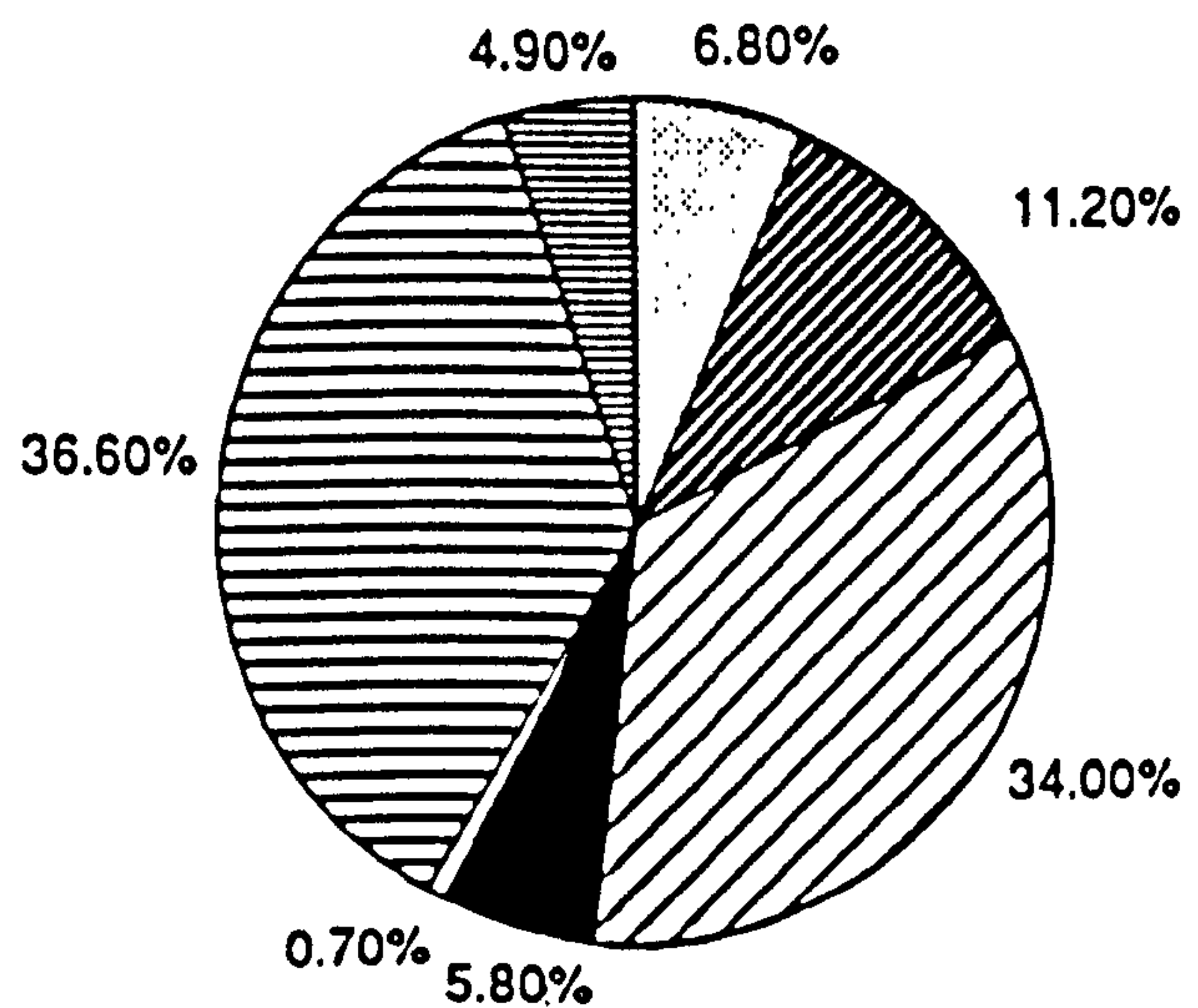
- * Including Dentistry, Nursing, Physiotherapy.
- ** Including Fine Art, Law and Social Sciences.
- *** Including Dairy and Veterinary Sciences

SUMMARY OF STATISTICAL TABLE D

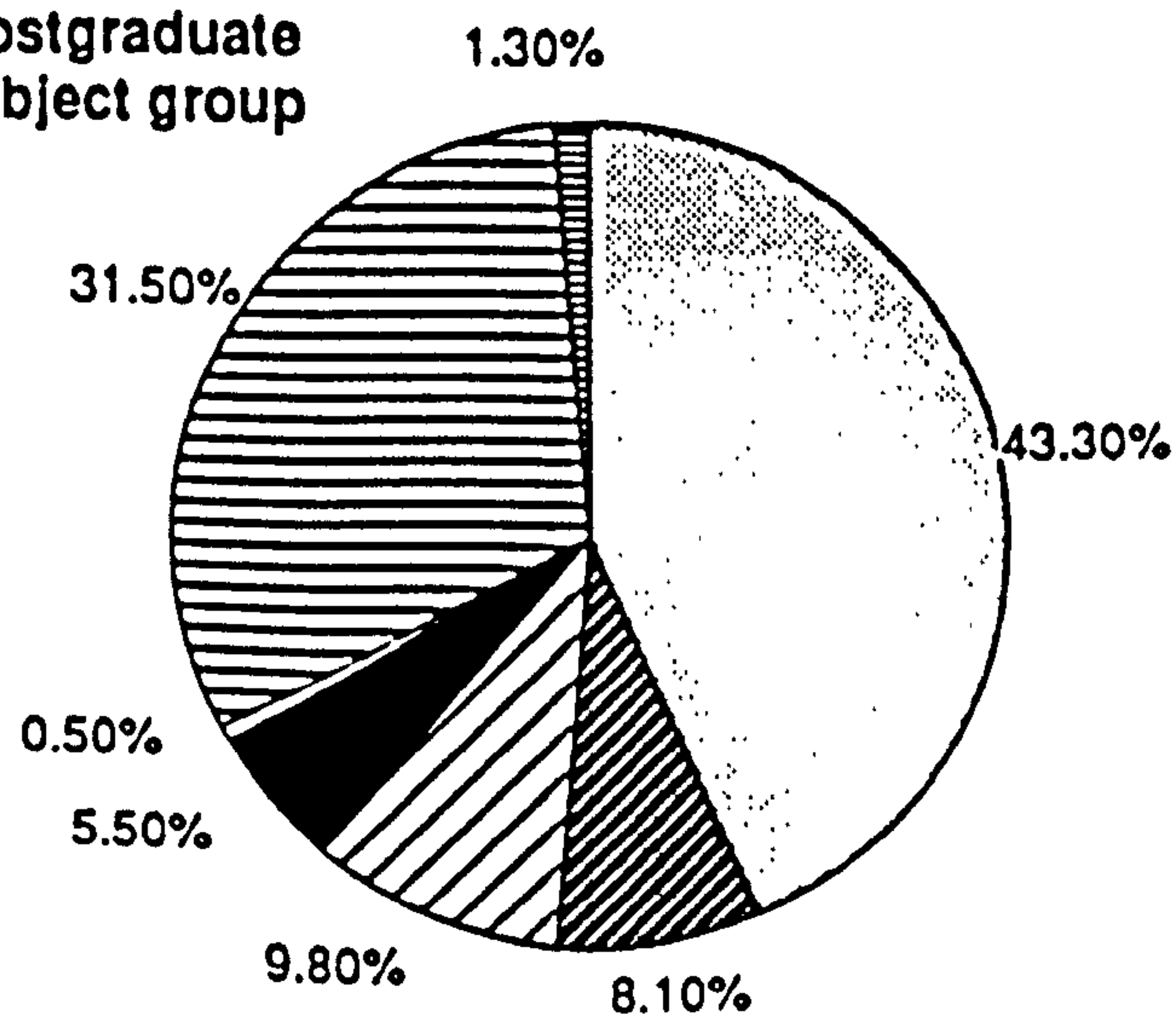
**FIG 1A Undergraduate percentage
In each subject group**



**FIG 1B Postgraduate percentage
In each subject group**



**FIG 1C Undergraduate and postgraduate
percentage in each subject group**



- Medicine
- ▨ Engineering
- ▧ Science
- Business
- Architecture
- ▩ Arts
- ▨ Agriculture

TABLE E

**OVERSEAS STUDENTS BY COUNTRY OF ORIGIN:
HEA AND DEPARTMENT OF EDUCATION FUNDED INSTITUTIONS
1987 - 1988**

Country of Origin	UCD	UCC	UCG	TCD	MAY	NIHED	NHEL	RCSI	NCAD	THOM	ST. PAT'S	TOTAL
E1 AFRICA												
Algeria				1								1
Burundi	1		1									2
Cameroon	1											1
Egypt				6	1			4				11
Ethiopia	1			1								2
Ghana	1	1		1	5			1				9
Kenya		1		4	1							6
Lesotho	1		1	1						3		6
Libya	22	1	6	16	2							47
Malawi		1		1	2							4
Morocco	1											1
Nigeria	4	5		6	1	2		6				24
Rwanda					1							1
Sierra Leone	1							2				3
South Africa				5		1	1	18				25
Sudan	2		1	1				3				7
Swaziland			1									1
Tanzania	14		3	3	2	2		1				25
Tunisia	1		1									2
Uganda				1				2				3
Zambia				1			1					2
Zimbabwe				1		1		2				4
TOTAL	50	9	14	49	15	6	2	39		3		187

E2 AMERICAS

NORTH AMERICA												
Canada	11	9	4	10	1	2		45				82
USA	48	54	42	89	36	3		46			2	320
CARIBBEAN												
Jamaica								1				1
Trinidad & Tobago	2		3	5				13				23
West Indies		2	1									3
SOUTH AMERICA												
Argentina	3											3
Bolivia	1											1
Chile						1						1
Guyana			2			1		1				4
TOTAL	65	65	52	104	37	7		106			2	438

TABLE E

**OVERSEAS STUDENTS BY COUNTRY OF ORIGIN:
HEA AND DEPARTMENT OF EDUCATION FUNDED INSTITUTIONS
1987 - 1988**

Country of Origin	UCD	UCC	UCG	TCD	MAY	NIHED	NHEL	RCSI	NCAD	THOM	ST. PAT'S	TOTAL
E3 ASIA												
Bahrain								1				1
Bangladesh			2	1								3
Burma								1				1
China	2	3	1	4		1	1					12
Hong Kong	10	3	1	19	1	2		14				50
India		1	5	4		2	1	9				22
Iran	3	1	1	3			5	10				23
Iraq	9	6		7	1			9				32
Japan	3		2	4								9
Jordan	1							9				10
Kuwait	2	8		6				33				49
Lebanon	1			1			1	12				15
Malaysia	40	2	25	51			2	165				285
Mauritius	12	1	4	15		1	9	3				45
Oman	3	3		9				7				22
Pakistan	2	2				1	1	8				14
Palestine	1					1		9				11
Philippines			1			1						2
Qatar								40				40
Saudi Arabia								4				4
Singapore			1	1		1		32				35
Sri Lanka			6				1	3				10
Syria	1	1		1		3						6
Taiwan								1				1
Thailand	1	10		2				3				16
U. Arab Emirates	2			2				22				26
TOTAL	93	41	49	130	2	13	21	395				744

E4 EUROPE

Austria	6			3								9
Belgium	5			7								12
Cyprus			1									1
Denmark	2								1			3
Finland			1	1								2
France	11	2		8		20						41
West Germany	18	7	23	17	5	53		17	2			142
Great Britain	20	24	6	92		2		41				185
Greece	2		2	2				1				7
Iceland	2			1								3
Italy	3	2		8	1							14
Luxembourg	4	1		3								8
Malta	1			1	2			1				5
Netherlands	6			5		2						13
Norway	3							3				6
Poland	1		1	2	2							6
Portugal				1								1
Spain	5	4		7			6					22
Sweden	1			1				2	1			5
Switzerland	1	1		4		1			1			8
Yugoslavia				1								1
TOTAL	91	41	34	164	10	84		65	5			494

E5 OCEANIA

Australia	3	1	1	1				10				16
New Zealand				1								1
TOTAL	3	1	1	2				10				17

**TABLE F OVERSEAS STUDENTS BY COUNTRY OF ORIGIN:
COLLEGES OF THE DUBLIN INSTITUTE OF TECHNOLOGY AND OTHER VEC COLLEGES**

1987 - 1988

	College of Commerce Rathmines Dublin	College of Technology Bolton Street Dublin	College of Technology Kevin Street Dublin	College of Marketing Mounjoy Square Dublin	College of Catering Cathal Brugha St. Dublin	College of Music Dublin	Dun Laoghaire College of Art	Crawford College of Art Cork	Cork School of Music	CoACT Limerick	
F1.1 AFRICA	DUBLIN INSTITUTE OF TECHNOLOGY										TOTAL
Egypt					1						1
Lesotho			4								4
Libya		1		2							3
Nigeria	1				2						3
Rwanda		1									1
South Africa		1									1
Zambia	2										2
TOTAL	3	3	4	2	3						15
F2.1 AMERICAS											
NORTH AMERICA											
U.S.A.								1			1
CARIBBEAN											
West Indies	1										1
SOUTH AMERICA											
Columbia		1									1
TOTAL	1	1						1			3
F3.1 ASIA											
China				1							1
Hong Kong			1							1	2
Iran		2								1	3
Jordan		1									1
Malaysia		5					3				8
Mauritius	1										1
Pakistan	1										1
Saudi Arabia			1								1
TOTAL	2	8	2	1		3				2	18
F4.1 EUROPE											
Denmark									1		1
France								1			1
West Germany							1	2			3
Great Britain								1			1
Netherlands									1		1
Sweden								1		1	2
TOTAL							1	5	2	1	9
F5.1 OCEANIA											
Australia				1							1
TOTAL				1							1

VII

TABLE F (continued)

OVERSEAS STUDENTS BY COUNTRY OF ORIGIN:
REGIONAL TECHNICAL COLLEGES AND OTHERS*
1987 - 1988

F1.2 AFRICA	Athlone	Cork	Dundalk	Galway	Sligo	Waterford	Kimmage	Milltown	TOTAL
Burundi				2		2			4
Egypt							1		1
Ethiopia							2	1	3
Ghana							1		1
Guinea							1		1
Kenya							8		8
Libya						16			16
Nigeria	1	1							2
Rwanda		1							1
Sierra Leone							1	2	3
Tanzania							1		1
Uganda							1		1
Zambia							1		1
Zimbabwe				1					1
TOTAL	1	2		3		18	17	3	44

F3.2 ASIA

Hong Kong						1		1	1
India	1						1	1	3
Iran	1								1
Malaysia		1							1
Palestine						3			3
Singapore		1							1
Sri Lanka						1	1		2
TOTAL	2	2				5	2	1	12

F4.2 EUROPE

France		2	6	1	10				19
West Germany				1					1
Great Britain				1					1
Netherlands				1					1
Poland								1	1
Spain						1			1
TOTAL		2	6	4	10	1		1	24

*Development Studies Centre Kimmage Manor Dublin and the Irish School of Ecumenics Milltown Park Dublin.

SUMMARY OF STATISTICAL TABLES E AND F

FIG 2A

Percentage of students in HEA and Department of Education funded institutions from each continent (Table E)

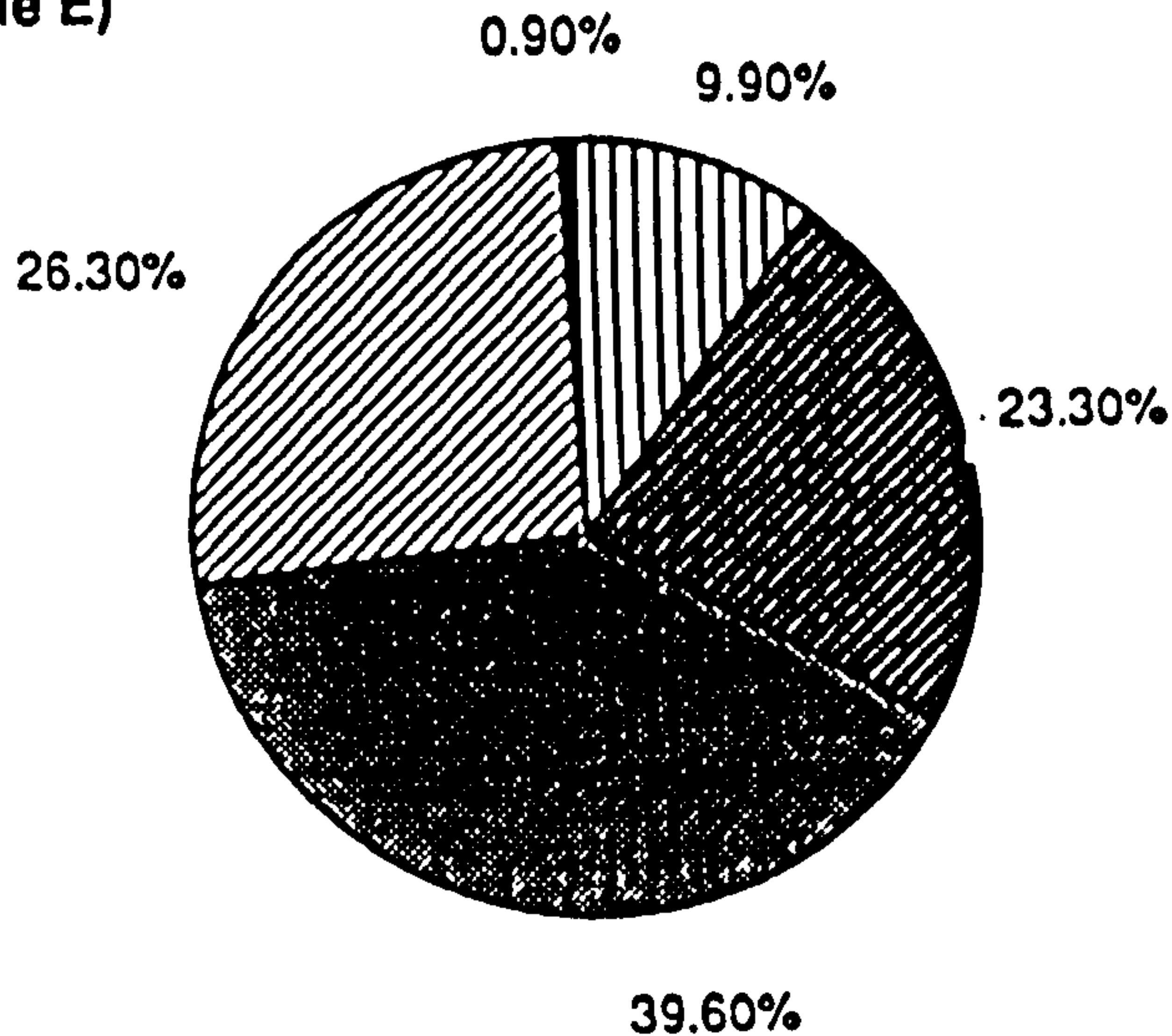


FIG 2B

Percentage of students in VEC colleges and other institutions from each continent (Table F)

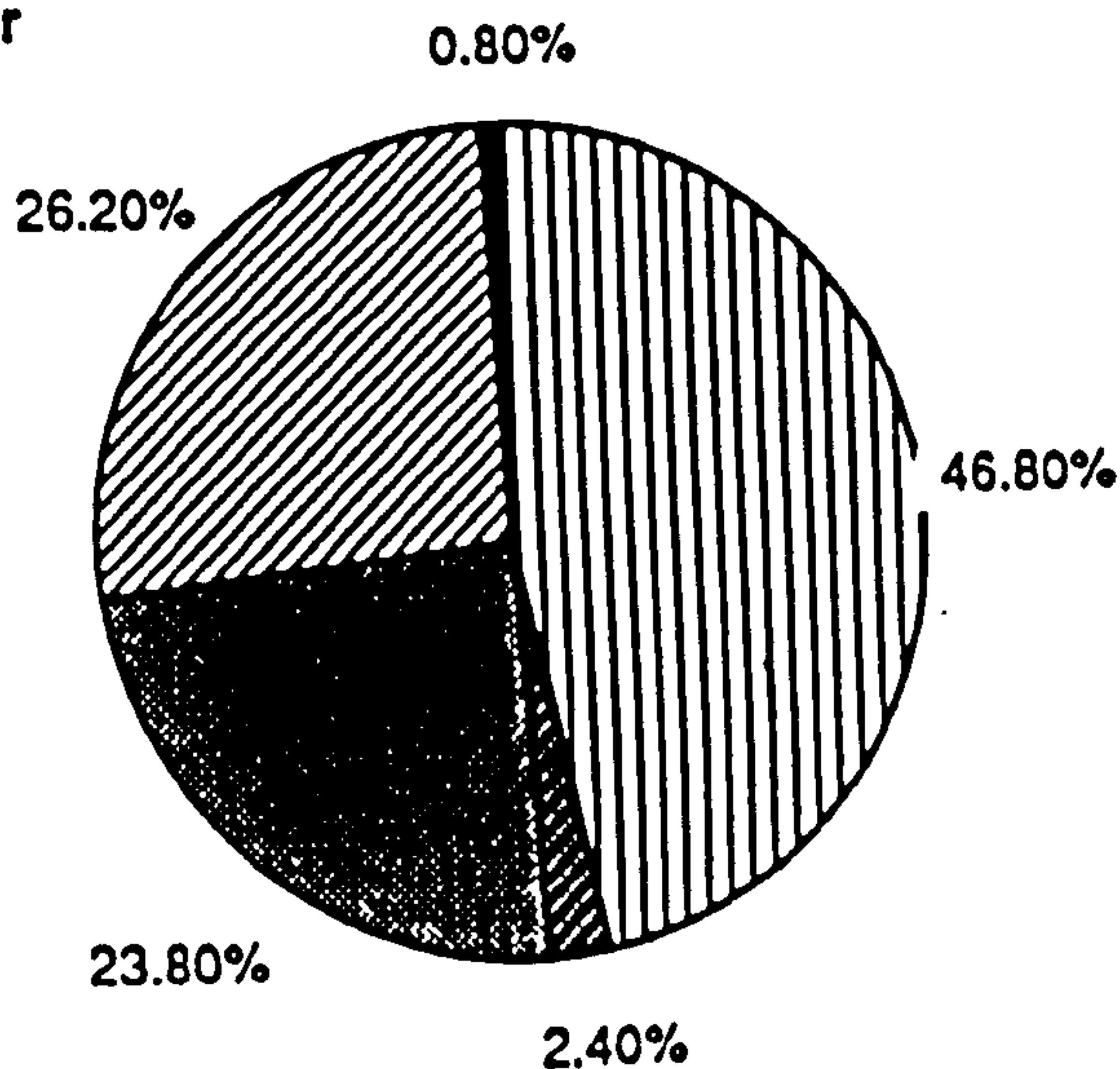
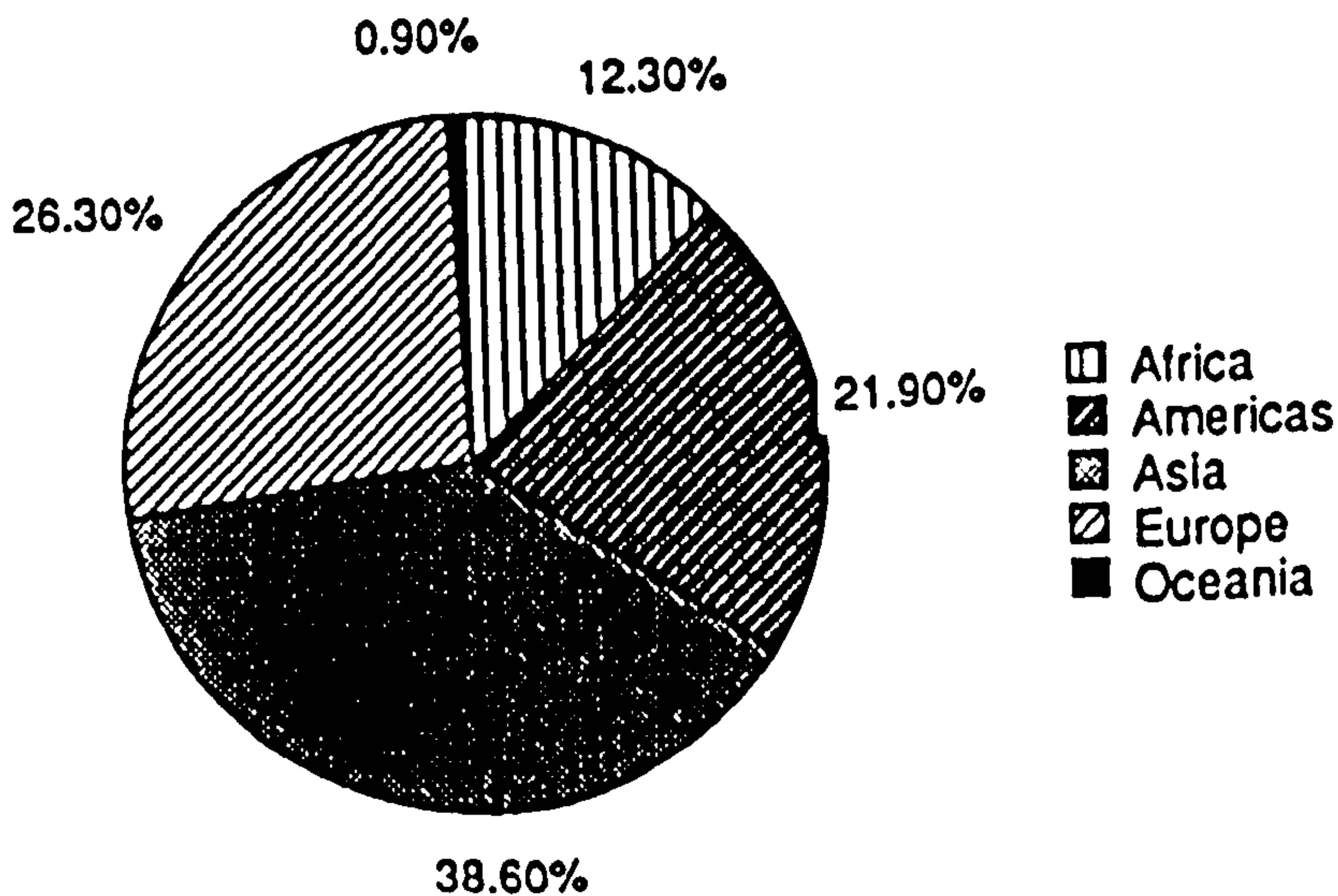


FIG 2C

Percentage of total number of students from each continent (Tables E & F)



- Africa
- ▨ Americas
- ▩ Asia
- ▧ Europe
- Oceania

TABLE G

SCHOLARSHIP STUDENTS

1987 - 1988

The Irish Council for Overseas Students administers scholarships and takes responsibility for award holders on behalf of the Irish Government and various international organisations.

Table G1 gives a statistical breakdown of those Irish Government Bi-lateral Aid Fellows who participated in full-time third-level education during the academic year 1987 - 1988. In addition to those listed there were eleven Bi-lateral Aid Fellows who participated in professional training in the areas of Accountancy, Agriculture, Meteorology, Nursing and Psychiatry. During this period also there were fourteen Bi-lateral Aid Fellows who attended short courses in Dentistry, Medicine and Public Administration, making a total of seventy-five Irish Government award holders for whom ICOS was responsible.

Table G2 lists recipients of scholarships administered by the Irish Council for Overseas Students and awarded by the following organisations: Africa Educational Trust (2), European Development Fund (3), Swedish International Development Authority (2), United Nations (11) and World Bank (1).

TABLE G1

IRISH GOVERNMENT BI-LATERAL AID FELLOWS

1987 - 1988

Country of Origin	UCD	UCG	TCD	MAY	NIHED	THOM	DIT	RTCs	TOTAL
Bangladesh		2							2
Bolivia		1							1
Burundi	1							4	5
China		3							3
Ethiopia	2						1		3
Guyana		1							1
India		4							4
Kenya				1					1
Lesotho		1				3	4		8
Nepal		1							1
Philippines		1							1
Rwanda							1	1	2
Sri Lanka		1							1
Sudan	1	2							3
Swaziland		1							1
Tanzania	5	1		1	3				10
Uganda			1						1
Zambia							1		1
Zimbabwe								1	1
TOTAL	9	19	1	2	3	3	7	6	50

TABLE G2

INTERNATIONAL AGENCY AWARD HOLDERS

1987 - 1988

Country of Origin	UCG	TCD	RCSI	NIHEL	DIT	KING'S INNS	TOTAL
Ethiopia		1					1
Ghana		1					1
Sierra Leone			2				2
South Africa	1	4	5			1	11
Tanzania		2					2
Zambia				1	1		2
TOTAL	1	8	7	1	1	1	19

The Contribution of Overseas Students to the British Balance of Payments

The "Pink Book" on balance of payments statistics estimates annual foreign exchange earnings from educational and related services to be £521m.* The findings of the Trust's survey and other related information suggest a much higher figure. This appendix estimates average expenditure during 1984/85 on fees and on essential and inessential goods and services by different categories of overseas student in both publicly financed and private sector institutions. To arrive at an estimated total expenditure these figures are multiplied by the number of students in each category. When expenditure from British sources (for example, on scholarships and awards) is deducted, the calculations show a net income of £850m. Overall, therefore, we feel justified in speaking of "a near £1bn industry".

NUMBERS

The numbers of overseas students in publicly financed higher and further education are reasonably well documented (see Chapter Two and Appendix A). Statistics show that over 56,000 were enrolled in this sector in 1984/85. Details about overseas students in private sector higher and further education are comparatively sparse since there is no regular system for collecting student enrolment data. There are, however, several under-exploited sources of information which indicate the possible size of the private sector overseas student body, and give an idea of the total flow of long-term and short-term students into the country.

All non-EEC nationals entering the UK are required to complete a landing card giving details of the reason for their visit, and these cards are used to complete the figures given in row 1 of Table C.1. They exclude both individuals who say they will be studying for less than two months, and returning students. The Home Office, however, point out that allowance must be made for human error in determining a student's length of stay and in case the occasional returning student has been included. Even so, these figures can be used to give a rough estimate of the number of students entering private sector colleges over a 5 year period.

Table C.1: Estimated numbers of new overseas students entering private sector colleges, 1979 to 1984 (thousands)

	1979	1980	1981	1982	1983	1984
1. New overseas students entering the UK*	119	108	99	101	112	124
2. New overseas students entering publicly financed institutions†	45	37	31	29	30	31
3. Estimated new overseas students in privately funded institutions	74	71	68	72	82	93
Sources. * Government Statistical Service, <i>Control of Immigration Statistics</i> (HMSO) (excludes EEC students) † DES (includes EEC students - 14% of the total in 1984)						

* Data for the calendar year 1985: £250m from overseas student fees; £271m from other expenditure by overseas students. (NB. There is no information on the debit side - expenditure by UK students overseas.)

These estimates suggest that far more overseas students enter private sector institutions than publicly funded universities or colleges, although it should be remembered that many students in private colleges stay for relatively short periods of time – usually less than a year.

There are links between short-stay study and tourism, particularly in the English language teaching sector of private colleges. One interesting source of information to give an indication of the size of the private sector market is the International Passenger Survey (IPS), commissioned annually by the Department of Employment. Each year, 170,000 foreign nationals are interviewed on entering and leaving the UK, and the answers they give to a detailed questionnaire are extrapolated to indicate the reasons why people come to the UK and how much they spend during their stay here.

The IPS figures indicate that 4% or 488,000 of all visits to the UK in 1984 were for study purposes. This figure may of course include people who return several times during a year, but it excludes all long stay students who plan to study for more than a year, since they are classified by the survey as temporary residents. The value of this IPS data is that it includes the very short stay students coming for less than two months who are not counted in Home Office figures given in Table C.1.

Table C.2: Number of visits made to the UK by overseas residents, 1980 to 1984 (thousands)

	1980	1981	1982	1983	1984
Total visits made to the UK	12,421	11,452	11,636	12,464	13,644
Visits made for study purposes*	367	312	318	333	488
Study visits as a % of all visits	3%	3%	3%	3%	4%

Source Department of Employment, International Passenger Survey
 * "Study purposes" excludes all individuals sponsored by an employer and any who say they "intend" to study but do not name an institution or college.

In this appendix, calculations of the number of overseas students in the private sector are based on data collected in the Trust's survey* during 1985. A total of 320 private colleges came within this part of the survey which was restricted to four categories of institution, specialising in: English language courses; general, non-advanced courses; professional and vocational training; and higher education. The total private sector overseas student enrolment level given in Table C.3 is based on projections of data supplied by a sample of these institutions. (The figure of 284,950 is considerably lower than the IPS figure of 488,000 for 1984. In the absence of a single national directory of private sector institutions it is likely that the data base used in the survey was not exhaustive.)

EXPENDITURE

The principal source of information on overseas students' spending on essential and inessential goods and services is the Trust's survey. This also provides information on fees paid in private sector institutions. Recommended fees for overseas students in publicly financed higher and further education are published nationally (see Chapter Two, Table 1).

Table C.3: Overseas students in private sector colleges, 1985

Institutions specialising in:	Number of Institutions in the UK	Total Number of Overseas Students	Full-time Equivalent Student Number*
English language General, non-advanced education	200	264,600	66,150
Professional and vocational training	64	6,500	6,500
Higher education	45	10,250	10,250
	11	3,600	3,600
Total	320	284,950	86,500

* For English Language courses, the full-time equivalent student number (FTE) was calculated on the basis of an assumed average course length of 10 weeks; for each of the other three categories, courses were assumed to be for a full academic year (40 weeks), so that the FTE is equal to the total number of overseas students.

Table C.4: Expenditure on fees by overseas students in publicly financed institutions, 1984/85

	Level of Fees	Number of Students Paying Overseas Fees*	Total Expenditure on Fees
Universities			
Medicine, etc.	£7,650	2,471	£18,903,150
Engineering and Science	£4,150	13,128	£54,481,200
Arts, etc.	£3,150	14,086	£44,370,900
Public Sector			
Advanced	£3,180	11,471	£36,477,000
Non-advanced	£1,750	6,713	£11,747,000
Total Income from students paying overseas rate of fees			£165,980,780
Income from students paying home rate of fees†			£5,489,538
		Grand Total	£171,470,318

Sources: Universities' Statistical Record and British Council.

* University enrolment data is for Great Britain only. It excludes nearly 500 overseas students in Northern Ireland for whom data on fee status broken down by subject of study is not available. The total fees expenditure figure for universities should be adjusted upwards to allow for this. For the public sector, enrolment data on the basis of fee status are not available. The figures given are those for students domiciled outside the European Community.

† To the figure of £165,980,780 should be added the amount paid in fees by 7,767 overseas domiciled students who qualified to pay the home rate of fee in 1984/85. (Since 1986/87, European Community students on certain courses have had their fees paid by the British Government, so that, henceforward, expenditure on fees by students paying the home rate will be considerably diminished.)

Publicly Financed Sector

Fees

University fees for overseas students vary according to subject group of study. Outside the university sector a differentiation is made between advanced and non-advanced further education. In all there are five levels of fee. When the fee level for each category of student is multiplied by the number of overseas fee paying students in that category, as in Table C.4, one arrives at a figure for total expenditure on fees.

Table C.5: Expenditure on essential goods and services by overseas students in publicly financed institutions, 1984/85

Category of Student	Percentage of Survey sample	Number of Overseas Students	Mean Value of Essential Expenditure	Total Essential Expenditure
Postgraduate research	17%	9,540	£3,400	£32,436,000
Postgraduate course	22%	12,347	£3,100	£38,275,700
Advanced and professional	12%	6,735	£2,900	£19,531,500
First degree	33%	18,520	£2,400	£44,448,000
Other courses	16%	8,979	£2,250	£20,202,750
			Grand Total	£154,893,950

Source: Williams *et al.*, *op cit.*, Appendix A.

Essential and inessential expenditure

The survey shows the mean values of expenditure on essential goods and services (including accommodation, food, heating, warm clothes, daily travel and course equipment) by different categories of overseas students in 1984/85 and also indicates the proportion of the overseas student body taken up by each category. This information enables one to calculate total essential expenditure by overseas students in the publicly financed sector, as set out in Table C.5 (£155m). Expenditure on inessential goods and services is calculated on the basis of the difference between mean essential expenditure and mean disposable income as revealed by the survey. The average figure for inessential expenditure was £800. Multiplied by the total number of students in publicly financed institutions in 1984/85 (56,121) this gives a figure for total expenditure on inessential goods and services of £44,896,800.

Expenditure by overseas students in the publicly financed sector in 1984/85 may be summarised as follows:

	Fees: £171m
Essential Expenditure:	£155m
Inessential Expenditure:	£ 45m
Total:	£371m

Private Sector

Figures for the private sector are much less reliable than those for the publicly financed

Text cut off in original

Total expenditure on fees in the private sector can be calculated by multiplying average fee levels for each of the four categories of private sector institution by the full-time equivalent student number in each, as shown in Table C.6 (£288m).

Table C.6: Expenditure on fees by overseas students in private sector institutions, 1985

Category of Institution	Average Fee Level	Full-time Equivalent Student Number	Total Expenditure
English language	£3,480*	66,150	£230,202,000
General, non-advanced education	£3,500	6,500	£22,750,000
Professional and vocational training	£1,760	10,250	£18,040,000
Higher education	£4,800	3,600	£17,280,000
		Grand Total	£288,272,000

* Based on 4 x 10 week courses

Table C.7: Expenditure on essential goods and services by overseas students in private sector institutions, 1985

Category of Institution	Full-time Equivalent Student Number	Mean Value of Essential Expenditure	Total Essential Expenditure
English language	66,150	£2,250*	£148,837,500
General, non-advanced education	6,500	£2,250*	£14,625,000
Professional and vocational training	10,250	£2,900†	£29,725,000
Higher education	3,600	£2,400††	£8,640,000
		Total Essential Expenditure	£201,827,500

* The publicly financed sector figure for "Other Courses"

† The publicly financed sector figure for "Advanced and Professional"

†† The publicly financed sector figure for "First Degree"

Essential and inessential expenditure

This is calculated on the assumption that private sector students have the same rate of non-fee expenditure as their counterparts in the publicly financed sector (and the very slight evidence available suggests that they spend rather more and have fewer financial problems).

As Table C.7 shows, essential expenditure in 1985 amounted to nearly £202m. Expenditure on inessential goods and services is again calculated by multiplying the full-time equivalent student number (86,500) by the difference between mean essential expenditure and mean disposable income (£800) - the final figure for inessential expenditure is therefore £69,200,000.

Expenditure by overseas students in the private sector may be summarised as follows:

Fees:	£288m
Essential Expenditure:	£202m
Inessential Expenditure:	£ 69m
Total:	£559m

NET FOREIGN EXCHANGE EARNINGS

Expenditure by overseas students in the publicly financed sector (£371m) added to that by students in the private sector (£559m) gives a grand total of £930m. To arrive at a figure for net foreign exchange earnings, expenditure from British sources (largely through scholarships and awards) has to be deducted from this figure. In 1984/85 this was estimated to be £80m. Thus the net figure is

£850 million

This estimated total does depend crucially on the accuracy of the figures for the private sector and is therefore subject to a margin of error. There is no doubt that large numbers of overseas students have been omitted from the expenditure calculations, particularly those in schools and practical training. There are also a very large number who come on activity holidays to sample the cultural delights of this country. It is the case that the private sector enrolment figures on which the above calculations are based are lower than those suggested by both the Home Office and the International Passenger Survey. All in all, an estimate of nearly £1bn foreign exchange earnings is probably conservative rather than exaggerated.

Source: "The Next Steps - Overseas Student Policy into the 1990s".
Overseas Students Trust. February 1987

British Government-funded Award Schemes: a summary

INTRODUCTION

The wide range of targeted award schemes was noted in Chapter Two. Some were already operating before the introduction of full-cost fees in 1980. Since then the amount of selective support made available by Government has been increased. Various departments of state have taken steps to provide additional targeted scholarships. The level of funding of existing award schemes has also been increased in real terms.

This appendix contains details of how each scheme operates and presents statistical information on funding and on the distribution of awards. Most of the statistics are derived from the Interdepartmental Group's review* of Government-funded award schemes and from information provided by individual government departments.

It is not possible directly to relate the number of awards and their distribution to the size and distribution of the overseas student population as recorded in the enrolment figures. The two sets of data are incompatible in three ways.

First, not all award-holders are students in the publicly funded education sector, to which the published enrolment statistics relate. Some are enrolled in private colleges. Others are trainees on practical attachments in industry and elsewhere. Available data do not permit precise calculation of the number of award-holders in this category but it is not insignificant. It is certainly a substantial proportion of those in the largest single scheme, the Technical Cooperation Training Programme.

Secondly, a proportion even of those award-holders who are studying in the publicly funded sector are excluded from the annual enrolment records. This is because, owing to the present method of data collection, those records are incomplete. With the exception of university postgraduates, they exclude students who are not enrolled on the annual census date. Particularly affected are students on the increasingly popular short courses. (See Appendix A.)

Thirdly, whereas enrolment statistics are census figures showing numbers on a particular date, the awards data are flow figures of students and trainees arriving over a period of time. Moreover, Government's awards figures are presented on the basis of the financial year and are likely to be inflated because they straddle two academic years.

For these reasons the proportion of overseas students in receipt of awards is lower than would be suggested by simple division of the number of students (as recorded in the published figures) by the number of award-holders.

I. TECHNICAL COOPERATION TRAINING PROGRAMME (TCTP)

The TCTP operates as part of Britain's development aid programme. It has existed in its present form since about 1960. It is a government-to-government scheme whose purpose is to enhance manpower resources and social and economic development in the Third World by

* Interdepartmental Group of Officials on Overseas Students, *Internal Review of the British Government and British Council funded Award Schemes*, December 1985

supplementing local training facilities. Awards are as far as possible related to specific development aid projects.

Candidates are nominated by their government in the expectation of their returning to fill posts of responsibility, normally in the public sector, in their home country. Competence in English is demanded. Training – which is essentially at postgraduate level – is practical and technical, and awards do not cater for study of the humanities or pure science. Engineering, education, agriculture and applied science are the main areas of study. Very few awards are made at PhD level. Awards are principally tenable in Britain and usually run for between 3 and 36 months.

The programme is funded by the Overseas Development Administration (ODA) of the FCO from the aid vote. The level of funding has been increased substantially in recent years and now stands at nearly £60m p.a. Some 11,000 awards are made annually. Of these, some two-thirds go to developing Commonwealth countries. About half of the awards made in any one year are for new students and trainees.

Decisions on technical cooperation training policy rest with the ODA. The British Council is responsible for the administration of the TCTP, both overseas and in Britain.

II

2. ODA SHARED SCHOLARSHIP SCHEME (ODASSS)

The first awards under ODASSS were made in 1986. It is planned that the scheme should operate for a period of five years from that date. The objective is to help very able but poor students from developing Commonwealth countries to study in Britain. Preference is given to those studying subjects related to the economic and social development of their home country. Awards cover a maximum of 4 years for undergraduate and 2 years for postgraduate study.

Scholarship are jointly funded by the ODA and by British universities and polytechnics. Candidates for awards are selected in the first instance by the institutions participating in the scheme from those applying for a place. Administrative responsibility is shared with the ODA. The ODA's financial contribution in 1986/87 stood at £0.9m. Around 150 students are expected to benefit under the scheme each year.

3. THE FCO SCHOLARSHIPS AND AWARD SCHEMES (FCO SAS)

The purpose of the FCO SAS is to help meet Britain's foreign policy objectives, including diplomatic, cultural and trade-related interests, by bringing to the UK present and future leaders, decision-makers, formers of opinion and particularly able students. The scheme came into being in 1983, as part of the Pym Package of additional support.

The scheme is financed by the FCO (diplomatic wing). Expenditure stood at £3.8m in 1986/87. Over 600 awards are made each year. Candidates are selected by British Missions overseas. Administrative duties in Britain are shared by the FCO (Overseas Students Policy Section of the Cultural Relations Department) and the British Council. Applicants in any subject field are eligible for awards but support is generally restricted to post-graduate or post-experience candidates, except where local undergraduate provision is limited.

Three levels of award are made, which vary in size according to need and the availability of funds. They range from scholarships which meet the overseas tuition fee in part or in full.

These fee support schemes were established in 1953 under the Fym Package. They are designed to assist some of the countries which, over the years, have had strong political and commercial links with Britain and which have traditionally sent large numbers of students to the UK. All schemes are financed by the FCO. In each case, selection of candidates is outside the control of the British Government. Annual expenditure on the schemes stands at some £4.7m. Over 2,800 students were supported in 1984/85.

Malaysia Special Provision Scheme

Geared to undergraduate courses, the scheme operates on a cost-sharing basis with the Malaysian Government. Awards amount to approximately £2,500 per person per annum. The Malaysian Students Department liaises with the British Council in respect of placement.

Cyprus Fee Support Scheme

This caters for undergraduates and seeks to cover the differential between the home and overseas rate of fee. A minimum grant of £1,000 is guaranteed. The British Council in London processes applications made through the higher education institutions in the UK.

Hong Kong Shared Funding Scheme

This scheme caters for undergraduates. Candidates are subject to a means test by the Hong Kong authorities and pay a portion of the tuition fee. HMG meets 50% of the cost of the scheme. Administrative responsibility rests with the Hong Kong Government.

Bermuda and the Cayman Islands Scheme

Funding is shared with the overseas government as in the case of Hong Kong and the scheme caters generally for study in higher education in the UK.

Certain other dependencies benefit similarly, funded from the aid programme.

5. THE COMMONWEALTH SCHOLARSHIP AND FELLOWSHIP PLAN (CSFP)

The CSFP was established in 1959. Its aim is to assist Commonwealth students and academics of high intellectual ability to study in other Commonwealth countries so as to strengthen common ideals and to promote equality of educational opportunity at the highest level. The programme enjoys considerable prestige throughout the Commonwealth. Several member countries provide awards under the plan. Britain's contribution is the largest – about half the Commonwealth-wide total number of awards.

Scholarships are primarily for postgraduate research degrees. Fellowships are for established teachers in higher education and medicine and for postdoctoral work. British awards for citizens of the developing Commonwealth are financed out of the ODA's aid vote, for citizens of developed countries out of the FCO's diplomatic wing vote. British expenditure stood at £9.4m in 1986/87. In 1984/85, nearly 1,250 students benefited under the CSFP. This number is expected to increase to around 1,700. Administration of the plan in Britain is undertaken by the Association of Commonwealth Universities on behalf of the Commonwealth Scholarship Commission.

6. BRITISH COUNCIL FELLOWSHIPS PROGRAMME (BCFP)

The BCFP was introduced in 1985, following an internal review of the British Council Scholarship Scheme, which dated from 1937 and which it succeeded. The purpose of the

Fellowships Programme is to provide study opportunities in the UK for individuals likely, in the medium term, to be influential in their professions and to promote an enduring understanding and appreciation of Britain.

The present annual budget for the BCFP is £4.5m. Around 500 Fellows are supported each year. Responsibility for policy and administration rests with the British Council, whose overseas representatives are responsible for the initial selection of candidates from the academic and professional spheres. Awards, which last from 2 months to 3 years, are tenable at British universities and polytechnics, as well as public corporations and private institutions.

In addition to the Fellowships, some 30 Senior Fellowships are offered annually. These are intended to stimulate media, broadcasting, and public sector as well as academic contacts. Most Senior Fellows are attached to an academic institution.

British Council Exchange Programmes

The Council is also responsible for the administration of exchange programmes with the Soviet Union, Eastern Europe and China. Fellowships are offered to students from these countries under bilateral cultural exchange agreements which are renegotiated every two years.

7. THE OVERSEAS RESEARCH STUDENTS AWARDS SCHEME (ORSAS)

This scheme started in 1980 as a consequence of the higher fees policy for overseas students. It seeks to ensure a continued supply of high quality full-time research postgraduates to British universities. The awards are granted annually (although they can be renewed) on a competitive basis. The only criteria governing selection are academic merit and research potential.

The scheme is financed by the Department of Education and Science through the University Grants Committee. Expenditure on ORSAS amounted to £5.3m in 1986/87. Over 1,750 students now benefit under the scheme each year. Awards cover the difference between the home and the overseas rates of fee. The scheme is administered by the Committee of Vice-Chancellors and Principals (CVC), and candidates initially apply for the award through the academic institution at which they study.

8. MARSHALL AID COMMEMORATION SCHOLARSHIPS

The scheme originated in 1953 as a practical expression of the British people's appreciation of the aid given by the United States under the Marshall Plan. The awards are open to US citizens who are graduates of US universities to undertake study to degree level in any subject at a British university. Awards are competitive and are for 2 years initially, although renewal for a third year is possible.

Awards cover tuition fees, maintenance, books, thesis and travel allowances. The scheme is financed by the British Government through the FCO. Its present annual budget is £0.8m. Initial selection of candidates is undertaken by 5 regional committees in the USA. The scheme is administered in Britain by the Marshall Aid Commemoration Commission, with a secretariat provided by the Association of Commonwealth Universities.

The Fulbright scholarship programme originated in 1948 in order to further practical understanding between the United States and Britain.

Until 1965, the scheme was funded entirely from the USA. Since then the British Government, through the Department of Education and Science, has provided one-third of the budget. Britain's annual contribution now stands at £0.3m.

Both British and American citizens benefit and each year about 50 scholars cross the Atlantic in either direction. To date there have been over 10,000 beneficiaries, the majority being British on a 6:4 ratio. Awards tenable in Britain cover living expenses, tuition fees and return travel. Scholarships are held by students at predoctoral level. Senior scholarships are also provided for lecturers and researchers.

10. PROGRAMMES FOR CHINA

The Sino-British Friendship Scholarship Scheme (SBFSS)

Starting in 1987, this scheme caters for students from the People's Republic of China. It complements the bilateral assistance which is already being provided under the Technical Cooperation Training Programme.

The SBFSS has an annual budget of £3.5m. It will operate over a period of 10 years. The scheme is jointly funded by the British Government (through the ODA), the Hong Kong businessman, Sir Y.K. Pao, and the Chinese Government. The ODA's share is one-fifth of the total - £0.7m per annum.

Up to 420 students are expected to benefit each year. Applications are initiated in China and channelled through the State Education Commission in Beijing. The British Council administers the scheme in Britain.

Royal Fellowships

In addition to the SBFSS, a new programme of Royal Fellowships instituted in 1987 enables key Chinese scientists to undertake research in Britain. The scheme provides 30 fellowships a year for 3 years. Funding is shared between British companies, the Chinese community in Manchester and the ODA, whose contribution is £0.1m p.a. The scheme is being administered in Britain by the Royal Society.

11. PROGRAMMES FOR SOUTH AFRICA

Commonwealth Nassau Fellowships

The establishment of a new Commonwealth scheme of awards for non-white South African students was agreed at the 1985 Commonwealth Heads of Government Meeting at Nassau. The British contribution to the Nassau Fellowships scheme, starting in 1987, is £500,000 p.a. on the ODA budget. £450,000 of this will be for awards administered by the British Government. The remaining £50,000 is being channelled through the Commonwealth Secretariat for multilateral awards. Bilateral British awards are mainly for postgraduate students; under the multilateral scheme, preference is given to candidates who have not already obtained a first degree or professional qualification.

Best Copy Available

Print bound close to the spine

British Undergraduate Fellowships

Since the Nassau decision, the British Government has announced that a further £2.4m a year will be made available for five years from 1987/88, to help alleviate the economic and social difficulties experienced by non-white South Africans. Among the measures which will be financed out of this sum will be a scheme of awards for undergraduate students. Some 80 students will benefit each year. Awards will be mainly for three year science and vocational courses. Where necessary, funding will also be provided for enrolment on preliminary bridging courses.

12. WORLD UNIVERSITY SERVICE ASSISTANCE FOR REFUGEE STUDENTS

World University Service in the UK provides assistance to refugees in this country out of an annual grant from the Overseas Development Administration. Over the years, specific programmes of assistance have been organised for refugees from Chile, Uganda, Ethiopia and Central America.

The level of ODA funding for refugee assistance has declined steadily, from £3.5m in 1979/80 to £0.6m in 1986/87. Around 130 students are now supported each year. Assistance is provided for courses ranging from 'O' levels to postgraduate research. Science and technology are the main fields of study. Awards cover tuition fees, living expenses and UK travel.

**Table B.1. British Government-funded award schemes:
number of awards and approximate expenditure**

Scheme	Number of awards		Approximate expenditure (£m)		% change 1984/85 to 1986/87
	1984/85	1984/85	1984/85	1986/87	
Technical Cooperation Training Programme (TCTP)	10,323	48.9	59.3		+21
FCO Scholarships and Awards Scheme (FCO SAS)	617	3.0	3.8		+27
Country/Territory Support Schemes (Malaysia, Hong Kong, Cyprus and Dependent Territories)	2,848	4.7	4.7		0
Commonwealth Scholarship and Fellowship Plan (CSFP)	1,244	7.5	9.4		+25
British Council Fellowships	478	3.3	4.5		+36
Overseas Research Students Awards Scheme (ORSAS)	1,760	4.1	5.3		+29
Marshall Aid Commemoration Scholarships	72	0.74	0.8		+8
Fulbright Commission Scholarships	50	0.26	0.3		+15
World University Service refugee assistance	134	0.8	0.6		-25

Source: Interdepartmental Group of Officials (IDG), *Internal Review of the British Government and British Council Funded Award Schemes*, December 1985, Foreign and Commonwealth Office.

Note: that the ODA's Shared Scholarship Scheme came into existence in 1986/87, with a budget of £0.9m. The proposed budgets for schemes due to come into operation during 1987 are given in Chapter Two, Table 2.

**Table B.2: Numbers of Government-funded overseas students and trainees
in the UK, 1979/80 to 1984/85**

1979/80	1980/81	1981/82	1982/83	1983/84	1984/85
9,303	9,369	9,825	10,921	14,259	17,400

Source: IDG, *Internal Review* supplemented by figures supplied by the Committee of Vice-Chancellors and Principals for the Overseas Research Students Awards Scheme.

Note: that the figures provided in the *Review* for 1979/80 and 1980/81 are somewhat at variance with those contained in other sources. The Overseas Students Trusts' A Policy for Overseas Students (p. 62) gives figures of 12,266 and 11,671, respectively - considerably higher - even allowing for the inclusion each year of some 400 award-holders under the now defunct ODA Fee Support Scheme.

Table B.3: Countries on which expenditure exceeded £1m in 1984/85

Country	Expenditure	No. of Awards
1. India	8,309,037	1,831
2. Kenya	4,746,130	967
3. Nigeria	3,805,468	824
4. Malaysia	3,221,570	1,119
5. Bangladesh	3,112,701	559
6. Zambia	2,803,027	596
7. Malawi	2,508,091	466
8. Hong Kong	2,310,671	1,505
9. Zimbabwe	1,786,855	452
10. Sri Lanka	1,696,720	353
11. Tanzania	1,696,411	349
12. Uganda	1,625,217	330
13. Pakistan	1,564,672	310
14. Ghana	1,487,421	290
15. Cyprus	1,359,453	775
16. Indonesia	1,344,806	209
17. Sudan	1,294,250	290
18. China	1,255,498	389
19. Nepal	1,174,025	221
20. Canada	1,079,777	274
Total, top twenty recipients	48,163,800 (66% of total expenditure)	12,109 (70% of total number of awards)

Source IDG, *Internal Review* Note that a total of 161 countries benefited under Government-funded award schemes in 1984/85. The number of awards which went to each country in that year may be found in Appendix A Table A 6

Table B.4: Largest recipient countries under major award schemes (excluding country support schemes*) with number of award-holders, 1984/85

TCTP	FCOSAS	ORSAS	CSFP	British Council†	
India	1,537	USA	239	Spain	45
Kenya	916	Egypt	140	Nigeria	Soviet Union 44
Pakistan	723	China	133	Canada	Poland 17
Nigeria	613	Turkey	130	Bangladesh	Japan 16
Zambia	565	Malaysia	121	Australia	Turkey 14
Malawi	442	Singapore	79	Sri Lanka	South Africa 14
Zimbabwe	420	Canada	76	Malaysia	Brazil 13
Bangladesh	412	Kenya	63	Ghana	Malaysia 10
Tanzania	314	France	62	Hong Kong	Mexico 10
Uganda	285	Italy	57	New Zealand	Pakistan 10
					Syria 10

Source IDG, *Internal Review*.

* The principal beneficiaries under these were Hong Kong (1 327 awards), Malaysia (800) and Cyprus (695)

Source: "The Next Steps - Overseas Student Policy into the 1990s". Overseas Students Trust. February 1987

SECTION 2

ESTABLISHMENT OF A NATIONAL PROMOTION/SUPPORT AGENCY

Introduction

We have seen that all of the colleges surveyed in the study believe there is a need for colleges to coordinate their overseas marketing efforts, to make best use of the limited resources available and to create a favourable overall impression of Irish third-level education. The importance of colleges working together has been stressed, too, in a number of the marketing analysis carried out by CTT and reports by Irish college representatives on marketing missions. There are two main reasons noted for this. The first is to present an overall picture of Ireland and its colleges and of its educational standards as a backdrop for individual colleges marketing specific programmes. The second reason is that, in some instances programmes of a worthwhile scale would demand a consortium of Irish colleges for their identification, development and implementation.

The marketing strategies of the major competitor countries - U.K., U.S.A. and Australia and New Zealand include four elements:

- * Government support;
- * individual college marketing programmes;
- * consortia of colleges;
- * national organisations providing a promotion/support service to education marketing bodies.

A recent study of the Australian overseas student recruitment programme noted: "although there is a definite advantage for institutions to represent themselves overseas, there is a crucial role for an organisation which can provide objective, comprehensive and reliable information on Australian education as a whole. It is also clear that while they may stimulate the market, exhibitions must be supported and supplemented by a continuing presence". IDP is seen as a national body of the Australian colleges which can offer free, comprehensive and impartial information on educational opportunities available in Australia. The same can also be said of the American USIS and other U.S. Government sponsored educational organisations and of the British Council. The Australian report also noted the mistrust amongst educationalists of the more "hard sell" approach of the professional marketers in AUSTRADE.

In this section we will look at three possible options for the establishment of an Irish promotion/support body and examine the advantages and disadvantages of each.

Factors to be borne in mind in establishing a promotion/support agency

In examining the possible type of structure(s) best suited to the marketing of Irish educational expertise, there are a number of factors to be borne in mind.

1. Compared to the major competitor countries, Ireland is a very small country and may not be able to maintain the type of ongoing professional presence in target countries established by other larger countries. Nevertheless there is a need for a one-stop' information facility for students interested in education here.
2. Whilst, at the present time, the main interest in overseas student recruitment to the public education sector is in the universities, this may not always be the case. Even at the present time there is wide interest in the private education sector both at third-level and second-level. Also, facilities and expertise in the V.E.C. sector and at the second-level could very easily seek outlets in the overseas student markets in the future.
3. There is a need for a body to provide comprehensive information on opportunities here. A national body would be in a better position than a smaller consortium involving a limited number of colleges to provide such comprehensive information. A broadly based body would also be likely to attract state funding.
4. There are a number of semi-state bodies which are already involved with the colleges in the marketing of Ireland as a centre for study. The two most notable are CTT, which has been developing its export of services function in recent years, and Bord Failte, which has traditionally promoted summer courses mainly in North America. In addition, Irish Embassies overseas can provide very valuable assistance to Irish marketing efforts.

Three General Options

There are a number of general types of marketing strategies for which the colleges could opt.

1. Colleges could simply maintain their own individual marketing programmes and commission CTT to produce generic promotional materials and use its overseas offices to assist with marketing missions, distribute materials and provide basic information on courses.

- * Provision of an ongoing follow-up service to promotional tours through:
 - ongoing contact with local colleges and institutions;
 - acting as an information address for general enquiries;
 - maintaining agents in key countries;
 - permanent presence where justified by the market.

- * Ongoing representation of Irish education internationally, maintaining ongoing contacts with other international educational agencies, overseas Governments and institutions.

Programme Development

- * Assisting the developing of programmes and facilities in Ireland.

- * Providing a permanent secretariat for institution-wide and subject-based consortia in their work to coordinate standard fees, marketing programmes etc.

- * Assisting colleges in the development of new programmes.

- * Providing a forum for examining ways in which barriers to development can be tackled.

- * Where necessary representing colleges' views to Government.

- * Acting as a central information resource for colleges on all aspects relating to admission of overseas students.

- * Providing an independent voice on the advantages to Ireland of this work.

In relation to the marketing of colleges' consultancy and project management services, we would envisage the activities of the agency to include: general marketing (general brochures, publications etc.), market intelligence, lobbying target agencies/ Governments and assisting project implementation bodies (such as HEDCO, college departments and centres, etc.) in tendering for identified projects.

7 STRUCTURES, STRATEGIES, FUNCTIONS AND FUNDING OF A NATIONAL PROMOTION/SUPPORT AGENCY

Introduction

we recommended that a national education promotion/support agency be established to promote both the recruitment of overseas students and colleges' consultancy and project management services. In this section we will look at how such an agency could be structured, at the functions of such an agency and at its targeted revenues and profitability. In looking at the possible structure, we look at the relationship between the agency and HEDCO, a body already established by all the colleges whose ethos is aid-orientated, but whose work of promoting Irish educational expertise overseas overlaps with the work of the new agency.

Objectives of the New Agency

The new entity's objectives - or mission - must be defined. In marketing terms, corporate objectives are concerned solely with products (third level places in Irish colleges and the capacity to seek out educational project work) and markets (targeted overseas countries).

Thus the corporate objective for the new agency might be stated simply as follows;

To promote Ireland's educational and project management services abroad"

where educational services are taken to comprise;

Recruitment of full fee paying students on behalf of third level colleges throughout Ireland

and

Project Management Services educational contracts (funded by bilateral, multilateral and other funding agencies).

However, this statement is incomplete in that the objective should be quantified in terms of sales revenue. A more comprehensive objective could thus be stated;

To achieve a gross annual income level of £250,000, within a 5 year period, through the promotion of Irish educational and project management services abroad

Organisational Structures

In order to achieve corporate objectives, a number of organisational structures will need to be examined. The ultimate structure chosen and its relationship to other relevant agencies in this whole area, will have a major impact on how effectively the organisation will be capable of responding to customer needs. For the purposes of this study three models were considered in some further detail below, together with their corresponding advantages and disadvantages. We looked first at whether the objectives of the agency could be taken on by the already existing colleges body, HEDCO. We then examined the establishment of a new commercial body controlled mainly by the Irish third-level colleges but retaining links with HEDCO. Finally, we look at the establishment of a totally new commercial marketing body with shareholders drawn from any interested group.

MODEL 1

Here it is envisaged that HEDCO would not only be retained to carry on with its current activities but would extend its functions to include the corporate objectives as specified for the new agency above.

Advantages:

- * *All the colleges, by virtue of their involvement in HEDCO, would automatically participate in this new organisational role and the corresponding extended functions.*
- * *It would be clearly perceived as an 'all-Ireland' body.*
- * *It would benefit from HEDCO's existing track record, contacts, negotiating skills and general knowledge of dealing in overseas markets.*
- * *It could avail of facilities, staff, premises etc.*
- * *In the short term it might be financially more advantageous.*

Disadvantages:

- * *Would be perceived as perpetuating the old 'aid' ethos associated with HEDCO especially amongst the colleges.*
 - * *Would be unable to communicate the essential image of a new market-led agency either internally among staff or externally with other agencies and customers.*
 - * *Its present 'charitable' structure could pose difficulties when attempting to introduce new equity capital for funding new activities and/or remunerate prospective investors by way of dividend.*
-

MODEL 2

Here is envisaged that a completely new commercial, limited company (not limited by guarantee) would be incorporated where the shareholders would, in the main, be comprised of the all-Ireland third level Colleges. It would maintain a strong link with HEDCO, purchasing certain services from HEDCO and directing some project management work negotiated overseas to that agency.

Advantages

- * It would be a new body with a market-led thrust.
- * It would be perceived as an 'all-Ireland' educational body.
- * It could benefit from HEDCO's existing track record, contracts, negotiating skills and general knowledge of dealing in overseas markets.
- * If considered appropriate it could share facilities, staff, premises etc. thereby reducing joint overheads.

Disadvantages

- * If HEDCO and the new agency were to share overheads, in an effort to reduce costs, this might run counter to attempts to create a new 'image'. However, since the company would be separate from HEDCO, this should be easily overcome as it establishes its own 'market-led' ethos.

MODEL 3

Again it is envisaged that a completely new commercial, limited company would be incorporated where the shareholders would not necessarily be exclusively comprised of third level colleges but could be drawn from any interested group of shareholders. The primary aim would be to make a profit for these shareholders. It would retain no special link with HEDCO.

Advantages

- * Would begin from a completely new, 'green field' position having no association with any former agencies, in this area.

Disadvantages

- * The abandonment of all that HEDCO had achieved in terms of contacts with colleges, markets, trained staff, facilities etc. would be a heavy price to pay for such a complete and absolute autonomous organisation.
- * Might not receive state funding.

Summary

From the foregoing it would appear that the achievement of corporate goals might best be attained through the medium of a conventional limited company whose shareholders, in the main, would be Irish third-level colleges and which would retain a link with HEDCO whose focus is mainly on project management in the aid area (Model 2).

- a) This new agency, 'Education-Ireland' can establish from the outset a 'market led' thrust.
- b) It can readily be funded by equity capital from a number of sources and ultimately reward these shareholders.
- c) With regard to its project management activities it could retain a contractual link with HEDCO.
- d) It could benefit from HEDCO's existing experiences and share certain joint overheads.

The remainder of the study focuses on this model under the following headings:

- * Strategies and functions;
- * Funding;
- * Target revenue and profitability.

Strategies and Functions

Marketing strategies are the means by which the above objectives can be achieved. These in turn are defined by the four P's of marketing viz. Product, Price, Place and Promotion and will be developed following a complete analysis of the target markets and information on available third level places. The specific functions, described in the following paragraphs, correspond to the 'products' which 'Education-Ireland' will be able to market.

The company would have a board of directors representative of the main shareholders. Because of its market orientation the board members and especially the Chief Executive would have a strong background in marketing. Inter alia the Chief Executive would;

- * be responsible for drawing up specific marketing objectives,
- * formulate strategies for each market segment showing potential,
- * liaise closely with the colleges and other relevant agencies.

While the stated overall function of the organisation is to market Ireland as a source of third level places for full fee paying students and to seek out educational project management work, its specific functions would include:

- a) sales and control of overseas agents;
- b) advertise Ireland nationally;
- c) the creation of PR programmes, participation at seminars etc.;
- d) maintain close liaison with other agencies engaged in this area (CTT, Government, HEDCO, IDA etc.);
- e) undertake market research,
- f) maintain appropriate sources of information including a data base on student numbers, projects etc.
- g) support services; accounting and secretarial.

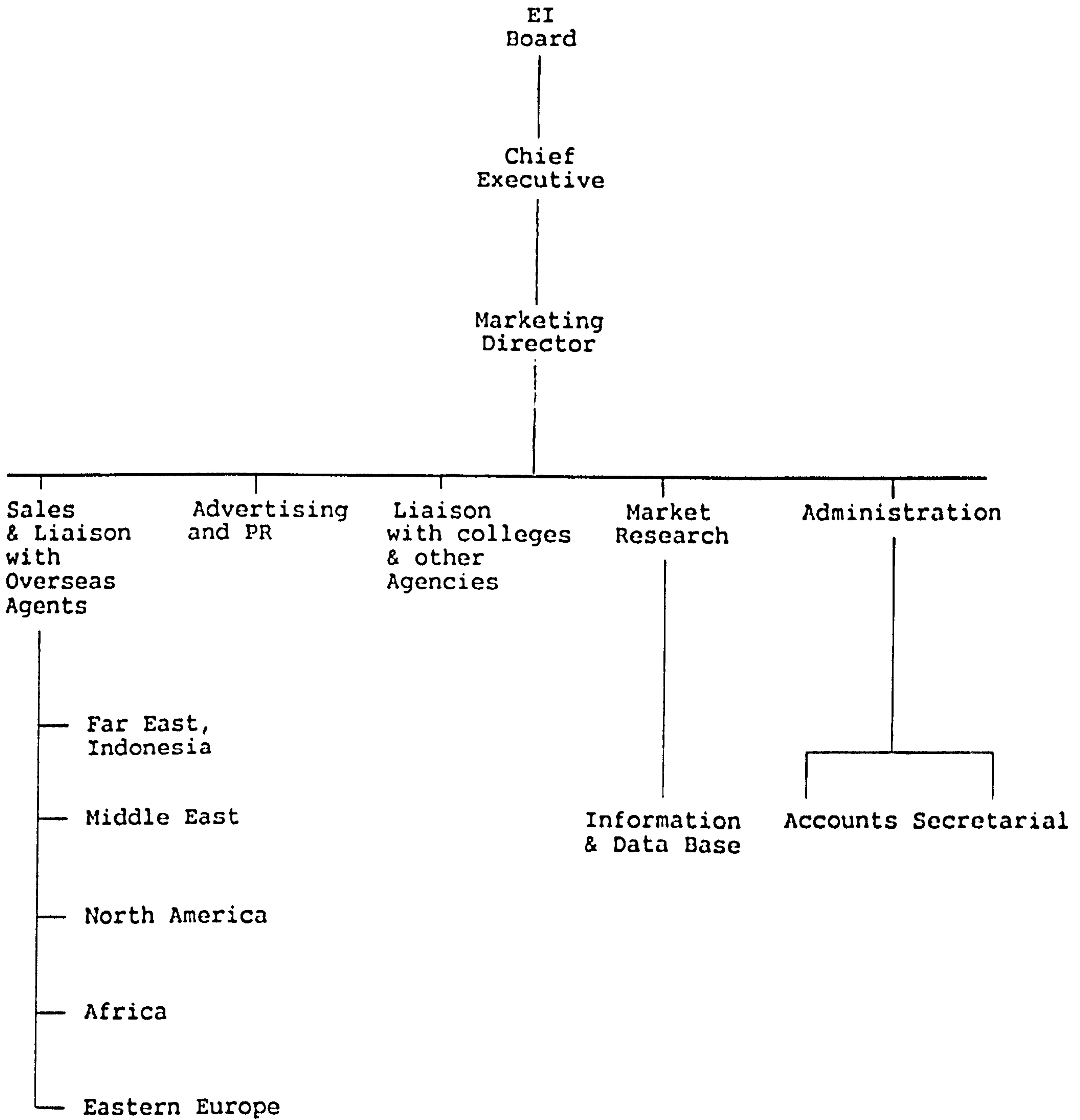
Each of the above activities are self explanatory and evolve from the foregoing specified primary role for 'Education-Ireland'.

A tentative organisation structure which illustrates the functions of the new body is shown below in Chart A.

CHART A.

'EDUCATION-IRELAND'

Possible Organisational Structure



Funding

While the amount of share capital has yet to be quantified - it might possibly be in the region of £500,000 - it is envisaged that share capital initially could be subscribed by the third level colleges, HEDCO and possibly some private investors. Funding by way of non-repayable grant aid might also be forthcoming from Government.

8 TARGETED REVENUES AND PROFITABILITY

Based on appended assumptions, financial forecasts were prepared for 'Education-Ireland'. Income is assumed to be generated from charging participating colleges a levy on student fees together with a commission earned on educational project work successfully won.

Two scenarios, as outlined below, were investigated:

<u>Scenario</u>	<u>Annual Fee Payable by 10 participating colleges</u>	<u>% Commission payable</u>
	£	
1	5,000	10% of first year's fees
2	1,000	5% of each year's fees

Note that both these forecasts, are illustrative only and indicate merely the broad revenues, costs and profitability corresponding to the stated assumptions. Many other variants are possible. In particular they do not, at this stage, address the likely cash and/or equity funding which the new agency might require.

Conclusion:

The figures, based upon the given overhead schedules, indicate that in both cases profitability is reached within 5 years.

Outline Financial Feasibility - Two Scenarios

Schedule of assumptions on which 10 year revenue forecasts are based:

- 1 Average course length - 4 years.
- 2 Percentage of Europeans (i.e. non full fee paying students: 35%.
- 3 A growth rate of 8% in total student numbers taken so that by year 10 there will be 4,198 overseas students.
- 4 The 'base' above which the new company is expected to produce results (and for which it will be correspondingly rewarded by way of commission or fee) is taken at 300. Additional recruited full fee paying overseas students shown as 'increased entrants', rising from 41 to 382 by year 10.
- 5 Annual academic fee taken at £5,000 per head; no increase assumed.
- 6 Net income will comprise two elements;

a commission plus a flat fee.

In scenario 1 commission of 10% is earned on the first year's fees only, while in scenario 2 commission is earned for the entire course duration viz. four years.

In both scenarios an annual flat fee is levied on the 10 participating colleges. (scenario 1: £5,000, scenario 2 £1,000).

- 7 In addition the successful marketing of contract work will generate income equivalent to 5% of the gross value of contracts won. (Establishment overheads and salaries reflect the additional marketing of contract work).

Scenario 1: Colleges pay annual fee of £5,000 plus 10% of first year's fees.

Average Course Length	4
Percentage of Europeans	35.0%
Annual Growth Rate, % p.a.	8.0%
Base Number of annual entrants	300
Annual Per Capita Fee, £	5000
Annual Fee Increase, % p.a.	0.0%
'Education-Ireland' fee, %	10.0%
Local Agent's Fee, %	2.5%
% of students recruited by local agent	50%
Income on Contracts, %	5%
No. of participating colleges	10
Annual Flat Fee	5000

Academic Year	1990/91	1991/92	1992/93	1993/94	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00
Year	1	2	3	4	5	6	7	8	9	10
Total Overseas Students	2,100	2,268	2,449	2,645	2,857	3,086	3,332	3,599	3,887	4,196
Full fee paying annual number of entrants	341	369	398	430	464	501	542	585	632	681
Increased No. of entrants	41	69	98	130	164	201	242	285	332	381

Assume 'Education-Ireland' revenue based on single fee:

Gross Income	20,625	34,275	49,017	64,938	82,133	100,704	120,760	142,421	165,815	191,000
Add: Annual Fixed Levy on coll	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000
Less: Payment to local agents	2,578	4,284	6,127	8,117	10,267	12,588	15,095	17,803	20,727	23,810
Net Income	68,047	79,991	92,890	106,821	121,867	138,116	155,665	174,619	195,088	217,190
Contracts:	500,000	1,000,000	1,500,000	2,000,000	2,500,000	3,000,000	3,500,000	4,000,000	4,500,000	5,000,000
Contract Income	25,000	50,000	75,000	100,000	125,000	150,000	175,000	200,000	225,000	250,000
Overheads:										
Salaries:										
Marketing/Chief Executive	33,720	33,720	33,720	33,720	33,720	33,720	33,720	33,720	33,720	33,720
Information Technologist	16,860	16,860	16,860	16,860	16,860	16,860	16,860	16,860	16,860	16,860
Liaison with Colleges	22,480	22,480	22,480	22,480	22,480	22,480	22,480	22,480	22,480	22,480
Sales & PR (2)	44,960	44,960	44,960	44,960	44,960	44,960	44,960	44,960	44,960	44,960
Secretarial (2)	22,480	22,480	22,480	22,480	22,480	22,480	22,480	22,480	22,480	22,480
Total salaries:-	140,500	140,500	140,500	140,500	140,500	140,500	140,500	140,500	140,500	140,500
Establishment:										
Advertising	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000
Audit & Accounting	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000
Bank Charges	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000
Equipment Lease	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000
ESB	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000
Insurance	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000
Legal	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000
Miscellaneous	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000
Postage & Courier	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000
PR costs	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000
Rent & Rates	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000
Stationery & Consumables	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000
Telephone, fax, tlx	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000
Travel	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000
Total Establishment Expenses:-	94,000	94,000	94,000	94,000	94,000	94,000	94,000	94,000	94,000	94,000
Total Overheads-	234,500	234,500	234,500	234,500	234,500	234,500	234,500	234,500	234,500	234,500
Net Surplus:-	-141,453	-104,509	-66,610	-27,679	12,367	53,616	96,165	140,119	185,588	232,690
Cumulative Surplus:-	-141,453	-245,963	-312,573	-340,252	-327,885	-274,269	-178,103	-37,985	147,603	380,290

XIV XIII

Scenario 2: Colleges pay annual fee of £1,000 plus 5% of each year's fees.

Average Course Length, years	4									
% of Europeans in overall overseas no.'s	35.0%									
Annual Growth Rate, % p.a.	8.0%									
Base Number of annual entrants	300									
Annual Per Capita Fee, £	5000									
Annual Fee Increase, % p.a.	0.0%									
'Education-Ireland' fee, %	5.0%									
Local Agent's Fee, %	2.5%									
% of students recruited by local agent	50%									
No. of participating colleges	10									
Annual Flat Fee	1000									
Academic Year	1990/91	1991/92	1992/93	1993/94	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00
Year	1	2	3	4	5	6	7	8	9	10
Total Overseas Students	2,100	2,268	2,449	2,645	2,857	3,086	3,332	3,599	3,887	4,197
Full fee paying annual number of entrants	341	369	398	430	464	501	542	585	632	683
Increased entrants	41	69	98	130	164	201	242	285	332	383
Cumulative no. of entrants (on which fee is levied)	41	110	208	338	461	594	737	892	1,059	1,242
Assume 'Education-Ireland' revenue based on cumulative fee;										
Gross Income	10,313	27,450	51,959	84,428	115,182	148,396	184,268	223,010	264,850	310,000
Annual Fixed Levy on colleges	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000
Less: Payment to local agents	2,578	4,284	6,127	8,117	10,267	12,588	15,095	17,803	20,727	23,800
Net Income	17,734	33,166	55,831	86,310	114,915	145,808	179,173	215,207	254,124	296,199
Contracts:	500,000	1,000,000	1,500,000	2,000,000	2,500,000	3,000,000	3,500,000	4,000,000	4,500,000	5,000,000
Contract Income	25,000	50,000	75,000	100,000	125,000	150,000	175,000	200,000	225,000	250,000
Overheads:										
Salaries:										
Marketing/Chief Executive	33,720	33,720	33,720	33,720	33,720	33,720	33,720	33,720	33,720	33,720
Information Technologist	16,860	16,860	16,860	16,860	16,860	16,860	16,860	16,860	16,860	16,860
Liaison with Colleges	22,480	22,480	22,480	22,480	22,480	22,480	22,480	22,480	22,480	22,480
Sales & PR (2)	44,960	44,960	44,960	44,960	44,960	44,960	44,960	44,960	44,960	44,960
Secretarial (2)	22,480	22,480	22,480	22,480	22,480	22,480	22,480	22,480	22,480	22,480
Total salaries:-	140,500	140,500	140,500	140,500	140,500	140,500	140,500	140,500	140,500	140,500
Establishment:										
Advertising	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000
Audit & Accounting	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000
Bank Charges	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000
Equipment Lease	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000
ESB	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000
Insurance	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000
Legal	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000
Miscellaneous	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000
Postage & Courier	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000
PR costs	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000
Rent & Rates	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000
Stationery & Consumables	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000
Telephone, fax, tlx	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000
Travel	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000
Total Establishment Expenses:-	94,000	94,000	94,000	94,000	94,000	94,000	94,000	94,000	94,000	94,000
Total Overheads-	234,500	234,500	234,500	234,500	234,500	234,500	234,500	234,500	234,500	234,500
Net Surplus:-	-191,766	-151,334	-103,669	-48,190	5,415	61,308	119,673	180,707	244,624	311,659
Cumulative Surplus:-	-191,766	-343,100	-446,769	-494,958	-489,543	-428,235	-308,561	-127,855	116,769	428,428

No.	COLLEGE VISITED	CONTACT/MEETINGS WITH	QUESTIONNAIRE		COMMENT	DATE VISITED
			SUPPLIED Y/N	COMPLETED Y/N		
1	UCD	John Kelly	Y	Y	Questionnaire discussed	13 Oct 89
2	UCG	Seamus MacEachumna Prof. O Tuaidh	Y	Y		03 Nov 89
3	UCC	Con O'Brien	Y	Y		02 Nov 89
4	Bolton Street	Michael O'Donnell	Y	N		23 Oct 89
5	University of Limerick	Roy Hayhurst	Y	Y		03 Nov 89
6	DCU	Dr. Tony Glynn	Y	N		31 Oct 89
7	RCSI	Joe Grace	Y	N		09 Nov 89
8	TCD	Prof. Tom Mitchell	Y	N		10 Nov 89
9	UU	Harry McGuigan	N		Questionnaire discussed	04 Oct 89
10	Queens University	George Baird	N			04 Oct 89
11	Department of Jaoiseach	Colm Regan	Y			17 Oct 89
12	Coras Trachialia	Derry O'Brien	Y			18 Oct 89
13	Coras Trachialia	Finlan Keogh				
14	RIC, Letterkenny	Bill Fitzsimons	N			27 Oct 89
15	Dublin College of Catering	Frank McMahon	N			
16	Pupert Stanley College	H. McCann	N			
17	College of Marketing & Design	P.J. O'Neill	N			
18	St. Mary's College, Bally	None Described				
19	National College of Art	Ken Langer	N			
20	Mary Immaculate College	Peader Greer	N			
21	RIC, Athlone	David Fenner	N			
22	St. Patrick's Training College	Fr. Sam Clune	Y	N		08 Nov 89
23	St. Angela's College	St. Marianne O'Connor	N			
24	Principal's Office	Mr. J.G. O'Connell	Y	N	Questionnaire mailed	10 Nov 89

**Marketing Strategy for the Malaysian Market/5th Malaysian
Planning Document 1985-1990**

Technical and vocational education

While the number of technical schools remained at nine during the Fourth Plan period, the enrolment in these schools increased from 5,500 in 1980 to 6,700 in 1985. In addition to science and other academic subjects, subjects such as surveying, engineering workshop practice, building construction, technical drawing, and commerce were offered at the technical schools.

In addition to 37 existing schools, three secondary vocational schools were completed during the period, while 18 secondary vocational schools were in various stages of implementation. Enrolment in two-year courses in the vocational schools increased from 12,500 in 1980 to 13,700 in 1985. The enrolment in short courses for those with *Sijil Rendah Pelajaran* (SRP) and Lower Certificate of Education (LCE) also increased from 125 in 1982 to 330 in 1985.

The curricular for the various courses for vocational education were reviewed in stages during the period. The revised curriculum for engineering trade courses, however, was completed and implemented in 1985. Tracer studies were also conducted with the purpose of obtaining feedback on graduate employment and acceptance by the commercial and industrial sectors.

Teacher education

Teacher education programmes were provided in 24 teacher training colleges, three of which were located in Sabah and four in Sarawak. Intake into these colleges increased by 35.9 per cent from about 6,700 in 1980 to 9,100 in 1985. This large increase was to cater for the increasing demand for trained teachers, especially at the primary level. During the period 1981-85, 23,900 teachers graduated from the training colleges, of whom 15,300 were teachers for primary schools and 8,600 for lower secondary schools. In addition, there were four colleges specializing in specific subjects, namely, the Language Institute, the Specialist Teacher Training College, the Islamic Teacher Training College, and the Technical Teacher Training College. During the period, intake into these four colleges increased from 940 in 1980 to 1,470 in 1985.

Local training of graduate teachers was conducted at the University of Malaya (UM), the National University of Malaysia (UKM), the University of Agriculture Malaysia (UPM), the University of Science Malaysia (USM), and the University of Technology Malaysia (UTM). During the Fourth Plan period, these institutions trained a total of 17,350 graduate teachers, of whom 6,420 were in science and related subjects and 10,900 in arts and humanities.

In-service courses were also conducted for about 165,600 qualified teachers with a view to upgrading the quality of teaching. These courses included a one-year course in selected subjects, such as agriculture science, remedial education and special education for the deaf and blind, and a three-year course in the

teaching of *Bahasa Malaysia* as the medium of instruction as well as teaching of English as a second language. Short courses to upgrade knowledge and improve teaching skills in various subjects were also conducted. In addition, basic teacher training courses for serving temporary teachers were conducted during school term holidays.

Of the total 92,200 primary school teachers in 1985, about 13,200 were untrained teachers. The recruitment of untrained teachers was necessary as a temporary measure to overcome the shortage of trained teachers with the improvement in the class-teacher ratio from 1:1.2 to 1:1.5 required in KBSR.

In 1985, there was a total of 40,300 college trained teachers at the lower secondary level and 16,600 graduate teachers at the upper and post-secondary levels. The upper and post-secondary levels experienced a shortage of about 2,300 graduate teachers. There was also a shortage of teachers in certain subjects such as science, physics, chemistry, mathematics, English, and *Bahasa Malaysia*. Excess of teachers was, however, experienced in subjects such as economics, history, and geography.

Tertiary education

During the Fourth Plan period, enrolment in tertiary education increased from about 36,800 in 1980 to 69,700 in 1985. Of the total enrolment in 1985, about 6,900 or 9.8 per cent were enrolled in certificate level courses, 25,000 or 36.1 per cent in diploma level courses, and 37,800 or 54.1 per cent in degree level courses. In addition, about 5,280 students were pursuing preparatory courses to assist them to gain entry into diploma and degree level courses in institutions of higher learning in the country and overseas.

In the local institutions, intake into certificate, diploma, and degree level courses increased by 56.6 per cent from about 14,300 in 1980 to 22,400 in 1985. In line with the need to increase graduates in applied arts and sciences, intake of students into these courses at the degree level was increased, as shown in Table 19-2.

During the Fourth Plan period, three new polytechnics were set up on temporary premises in Alor Setar and Batu Pahat, and Kota Bharu. A new university namely, the Northern University of Malaysia (UUM) was established in 1984. Several branch campuses were also established during the same period. USM founded its School of Medical Sciences in Kelantan and a branch campus in Perak to house its Schools of Engineering. In addition, the Government assisted the establishment of the temporary campus of the International Islamic University (IIU) in Petaling Jaya.

TABLE 19-2
MALAYSIA: INTAKE INTO DEGREE¹ LEVEL
COURSES, 1980 AND 1985
(number)

<i>Courses</i>	<i>1980</i>	<i>1985</i>	<i>Increase, 1981-85 (%)</i>
Arts	1,664	2,210	32.8
Applied arts	1,643	3,984	142.5
Pure sciences	1,235	1,051	-14.9
Applied sciences	1,200	2,161	80.1
Engineering/ technology	615	1,225	99.2
Total	6,357	10,631	67.2

Source: Ministry of Education.

Note: ¹ Excludes intake into post-graduate courses.

Malaysian students overseas

There was a large number of Malaysian students overseas. The number increased at an average of 9 per cent per annum from an estimated 36 900 in 1978 to about 60,000 in 1985. Of the total in 1985, about 49,200 were registered with the Malaysian Students Departments, of whom 10,300 were in Australia, 2,700 in Canada, 1,100 in New Zealand, 13,500 in the United States of America, and 3,400 in the United Kingdom. It was estimated that of the total in 1985, 20,000 were pursuing courses at first degree level. In addition, there were about 2,700 students in Brunei Darussalam and 10,700 in Singapore pursuing secondary level education. The breakdown of enrolment in higher education by level and ethnic group in local and overseas institutions is shown in Table 19-3, while Chart 19-1 shows the breakdown of enrolment in 1980 and 1985.

Malaysian students continued to seek education overseas due to the shortage of places in local institutions as well as to pursue courses which were not offered locally, especially those in the sciences and technology. The large number of students overseas, however, resulted in an outflow of foreign exchange of about \$1,200 million per year. Efforts were made to gradually reduce the number of students overseas by expanding facilities for higher education in local institutions. In order to shorten the period of overseas stay, pre-university courses, including foreign languages, were also conducted locally for Government-sponsored students.

Participation and performance in education

Apart from promoting national integration and unity, the objective of education and training is also to provide opportunities for those in the low-income group to find employment in better paying occupations and, thus, move

TABLE 19.3

MALAYSIA: ENROLLMENT IN TERTIARY EDUCATION BY ETHNIC GROUP AND LEVEL OF EDUCATION
IN LOCAL AND OVERSEAS INSTITUTIONS 1980, 1985, AND 1990
(number)

Types of tertiary education	1980					1985					1990	Increase (%) 1981-85 1986-90
	Bumiputera	Chinese	Indian	Others	Total	Bumiputera	Chinese	Indian	Others	Total		
Certificate	2,338	8,287	1,205	128	11,958	13,445	16,955	4,072	476	34,948	14,353	192.2
%	19.6	69.3	10.1	1.0	100.0	38.5	48.5	11.6	1.4	100.0	11,995	26.8
PolYTECHNICS	1,468	459	93	10	2,030	4,236	907	196	34	5,373	11,995	123.2
Tunku Abdul Rahman College	-	418	3	-	451	6	1,189	27	-	1,222	2,358	93.0
MARA Institute of Technology	122	-	-	-	122	283	-	-	-	283	132.0	-
Local private institutions	554	3,029	455	54	4,092	8,694	9,804	3,091	368	21,957	n.a.	436.6
Institutions overseas	194	4,351	654	64	5,263	226	5,055	758	74	6,113	n.a.	16.2
Diploma	13,809	7,616	1,563	175	23,183	27,151	11,066	2,355	235	40,807	47,226	76.0
%	59.5	32.9	6.7	0.8	100.0	66.5	27.1	5.8	0.6	100.0	47,226	136.8
PolYTECHNICS	148	55	6	-	209	368	104	22	1	495	2,490	403.0
Tunku Abdul Rahman College	-	409	3	-	412	-	951	4	-	955	2,004	131.8
MARA Institute of Technology	7,492	-	-	-	7,492	16,889	-	-	-	16,889	35,062	125.4
University of Agriculture Malaysia	1,566	71	42	2	1,681	2,940	29	34	2	3,005	3,068	78.8
University of Technology Malaysia	2,215	180	54	19	2,468	3,363	229	96	14	3,702	4,602	24.3
Local private institutions	577	4,358	943	90	5,968	1,491	6,786	1,602	144	10,023	n.a.	68.0
Institutions overseas	1,811	2,563	515	64	4,953	2,100	2,967	597	74	5,738	n.a.	15.8
Degree ¹	18,804	18,381	3,928	341	41,454	29,875	24,647	5,581	419	60,522	65,413	46.0
%	45.4	44.3	9.5	0.8	100.0	49.4	40.7	9.2	0.7	100.0	65,413	19.9
Tunku Abdul Rahman College ²	6	1,687	59	-	1,752	3	2,099	42	2	2,146	4,339	39.9
MARA Institute of Technology ⁴	725	-	-	-	725	1,560	-	-	-	1,560	7,363	115.2
University of Malaya	4,063	3,124	677	181	8,045	5,041	3,374	841	126	9,382	9,544	1.7

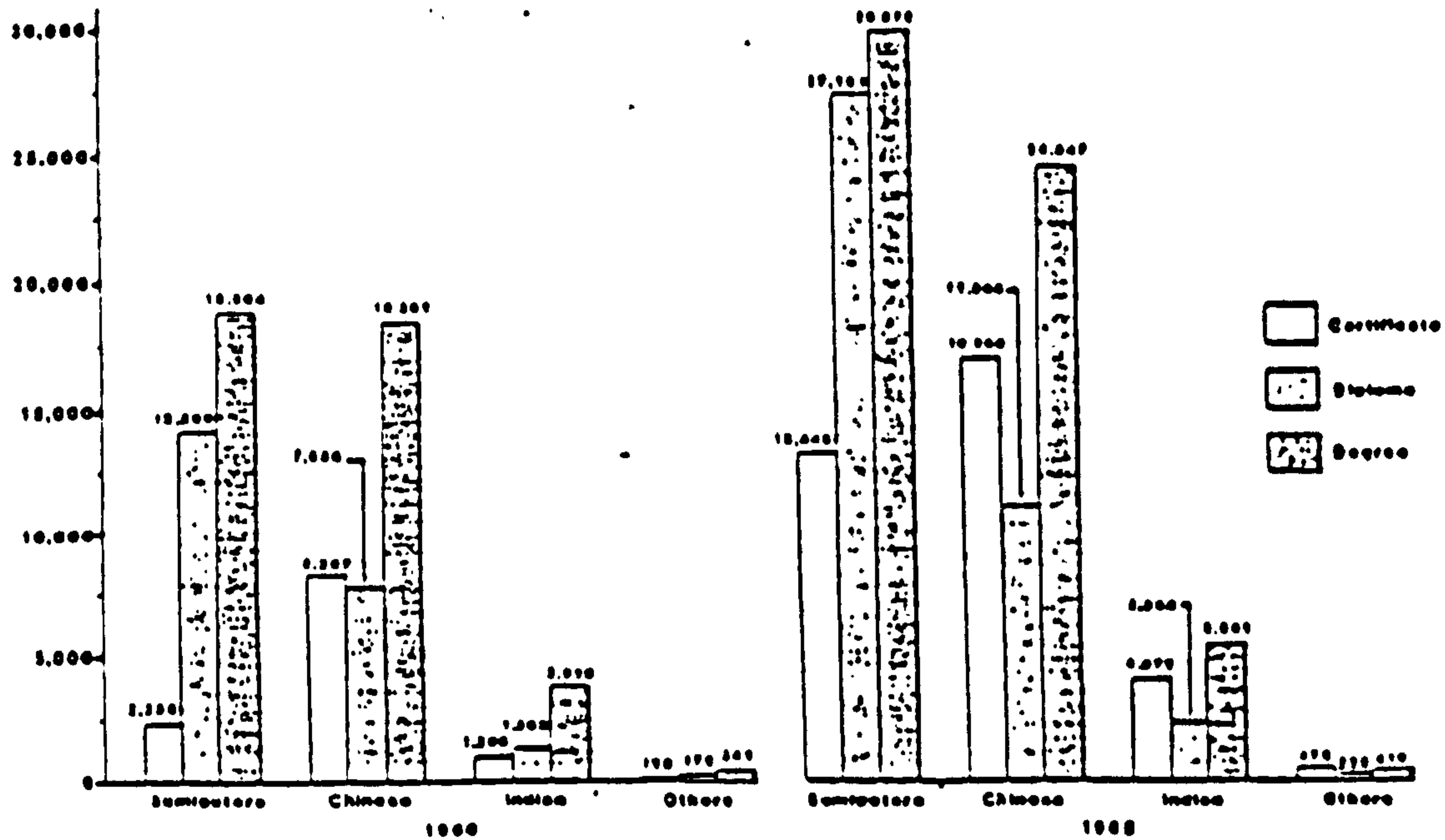
University of Science Malaysia ¹	1,612	1,073	195	17	2,897	3,996	2,509	657	45	7,207	12,576	148.8	74.5
National University of Malaysia	4,896	628	189	13	5,726	6,454	1,914	468	64	8,900	12,794	55.4	43.8
Agriculture University of Malaysia	1,431	221	88	12	1,752	3,652	603	253	17	4,525	9,309	158.3	105.7
University of Technology Malaysia	877	115	44	11	1,047	2,284	567	154	26	3,031	5,616	189.5	95.3
International Islamic University ²	-	-	-	-	-	363	14	14	-	391	1,740	27.3	269.4
Northern University of Malaysia	-	-	-	-	-	488	161	44	3	696	2,132	42.7	205.3
Institutions overseas	5,194	11,533	2,676	107	19,510	6,034	13,406	3,108	136	22,684	n.a.	5.6	-
Total	11,951	34,304	6,696	644	76,595	70,471	52,668	12,008	1,130	135,277	126,992	77.9	-
%	45.6	41.5	8.8	0.8	100.0	51.7	33.7	8.3	0.8	100.0	-	-	-

Source: Ministry of Education

Notes:

- ¹ Excludes enrolment in local private institutions and institutions overseas.
- ² Includes enrolment in post-graduate courses.
- ³ Degree conferred by the University of Campbell, United States of America.
- ⁴ Degree conferred by the National University of Malaysia and the University of Ohio, United States of America.
- ⁵ Includes enrolment in off-campus courses.
- ⁶ Excludes enrolment of foreign students.
- n.a. Not available.

CHART 19-1
MALAYSIA: ENROLMENT IN TERTIARY EDUCATION BY ETHNIC GROUP AND LEVEL OF EDUCATION
IN LOCAL AND OVERSEAS INSTITUTIONS, 1980 AND 1985
(number)



up the social ladder. One measure of the extent to which the objective of education is achieved is the rate of participation of students at various levels of education. Participation among the ethnic groups at the various levels of education in local institutions improved during the period 1981-85, as shown in Table 19-4. The participation of Bumiputera at the primary level based on enrolment improved from 58.4 per cent in 1980 to 61.0 per cent in 1985. In the case of the non-Bumiputera, although the rates fell in relative terms from 41.6 per cent in 1980 to 39.0 per cent in 1985, their participation in absolute terms increased from about 835,600 in 1980 to 854,800 in 1985. At the degree level, Bumiputera participation rate increased from 62.0 per cent in 1980 to 63.0 per cent in 1985, while the participation rate for non-Bumiputera decreased from 38.0 per cent to 37.0 per cent, respectively. In absolute terms, however, non-Bumiputera enrolment increased from about 8,300 in 1980 to 14,000 in 1985, while Bumiputera enrolment increased from about 13,600 to 23,800.

The participation of the various ethnic groups at tertiary level in both local institutions and overseas improved, as shown in Table 19-3. At the degree level, the share of Bumiputera students in total enrolment increased from 45.4 per cent in

TABLE 19-4

MALAYSIA: PARTICIPATION BY ETHNIC GROUP AT VARIOUS LEVELS OF EDUCATION BASED ON ENROLMENT IN LOCAL INSTITUTIONS, 1980 AND 1985

Levels	1980					1985				
	Enrol- ment	Bumipute- ra	Chinese	Indian	Others	Enrol- ment	Bumipute- ra	Chinese	Indian	Others
		%	%	%	%		%	%	%	%
Primary	2,008,587	58.4	32.2	7.7	1.7	2,191,676	61.0	29.7	7.6	1.7
Lower secondary	819,406	60.3	30.0	8.5	1.2	914,434	65.2	27.3	5.7	1.8
Upper secondary	247,039	65.3	27.0	6.0	0.7	329,950	68.1	25.2	6.0	0.7
Arts	146,597	69.3	23.1	6.8	0.8	215,067	71.0	21.4	6.8	0.8
Science	82,397	57.0	37.3	5.0	0.7	94,548	55.7	37.7	4.9	0.7
Technical	5,438	82.5	17.0	0.2	0.3	6,694	85.4	12.3	1.9	0.4
Vocational	12,607	81.8	11.1	4.0	0.1	13,641	89.0	8.5	2.3	0.2
Post-secondary	27,017	61.4	32.9	4.7	1.0	43,849	56.9	36.4	5.8	0.9
Arts	15,143	76.4	19.1	3.8	0.7	27,745	19.8	71.7	7.5	1.0
Science	11,874	42.2	50.6	6.0	1.2	16,104	75.2	19.2	4.9	0.7
Certificate	2,803	61.1	34.8	3.7	0.4	6,878	65.8	30.5	3.2	0.5
Arts	53	100.0	-	-	-	983	71.7	21.6	5.2	1.5
Science and technology	2,550	60.3	35.6	3.8	0.3	5,895	68.7	23.8	6.1	1.4
Diploma	12,262	93.5	5.5	0.5	0.2	25,046	94.5	4.9	0.5	0.1
Arts	4,412	100.0	-	-	-	12,822	99.3	0.6	0.1	-
Science and technology	7,850	88.9	8.9	2.0	0.2	12,224	85.7	10.5	2.1	0.7
Degree ¹	21,944	62.0	31.2	5.7	1.1	37,838	63.0	29.7	6.5	0.8
Arts	11,512	58.3	35.4	4.4	0.9	20,357	57.4	30.1	11.4	1.1
Science and technology	10,432	67.8	29.8	1.9	0.5	17,481	51.9	32.6	12.8	2.7

Source: Ministry of Education.

Note:

¹ Includes enrolment in post-graduate courses.

1980 to 49.4 per cent in 1985, while that of the non-Bumiputera declined from 54.6 per cent to 50.6 per cent during the same period. In 1985, there was an absolute increase in Bumiputera and non-Bumiputera enrolment. The increase in Bumiputera enrolment was 58.9 per cent from about 18,880 in 1980 to 29,800 in 1985, while the non-Bumiputera was 35.3 per cent from 22,650 to 30,650.

The increased participation of all ethnic groups in primary and secondary education resulted from various measures undertaken by the Government to provide not only classroom facilities in rural and remote areas but also hostels and teachers quarters. This enabled children to be enrolled in schools nearer to their homes, and where road transport was not available, children from remote areas were placed in hostels. Teachers were trained to cope with multigrade classes in the remote areas where the enrolment at the primary level was small. Small schools were amalgamated, wherever feasible, to enable better management and the provision of adequate facilities. Rural schools were provided with science laboratories and industrial arts workshops to enable more children from the rural areas to be enrolled in the science stream.

In addition to the provision of physical facilities, various educational assistance were given to poor students. These included scholarships, text books on loan, supplementary feeding, and health and dental services. During the Fourth Plan period, \$162.4 million was spent on scholarships, \$173.3 million for the provision of text books on loan, and \$92.8 million on supplementary feeding to enable them to attend school as well as participate actively in class.

The overall performance of Bumiputera students, especially those in the rural areas, improved during the period. At the post-secondary level, preparatory courses were conducted in various institutions to assist them to gain entry into science and engineering courses at the diploma and degree levels. Intake of Bumiputera students into these preparatory courses increased from about 1,000 in 1980 to 3,170 in 1985.

Skill and management training

Skill training. The accelerated rate of industrialization, including the setting-up of selected heavy industries, required complementary efforts in producing the necessary skilled manpower in various fields of industrial activities. At the same time, there was a growing need for managerial expertise at all levels in order to cope with the expanding business and commercial enterprises.

The public sector played the major role in the development of industrial training. Among the main producers of skilled labour to meet the demand of the economy were the industrial training institutes (ITIs) under the Ministry of Labour, the MARA vocational institutes, and the youth training centres under the Ministry of Culture, Youth and Sports. During the period 1981-85, facilities for the training of skilled manpower in these institutions were expanded, increasing the intake from about 3,890 in 1980 to 5,880 in 1985. These agencies also conducted on-the-job training for about 6,500 trainees during the same period. In addition, about 1,500 youths were provided with on-site training at the National Youth Co-operative Movement (KOBENA) training centre in Skudai.

Public sector institutions also conducted various courses to cater for the needs of industries. These courses included tool and die-making, foundry and pattern-making, welding, and metal fabricating. Instructors in skill training institutions were required to keep up with technological changes that were expected in the process of industrial development. Accordingly, the Centre for Instructor and Advanced Skill Training (CIAST) was established in 1984. During the period 1984-85, CIAST trained 120 instructors and 250 trainees in advanced skills.

The training programmes provided by the public sector was supplemented by the private sector. In 1985, there were about 250 training institutions established by the private sector. During the period, these institutions trained about 16,000 participants in various commercial, agriculture, and engineering trade courses.

The Study on the Industrial Training Schemes in the Manufacturing Sector was completed in 1984 and its recommendations were being considered by the Government. The study emphasized the need for closer co-operation between the public and private sectors in identifying and undertaking industrial training and also the monitoring of various training programmes.

Under the Look East programme, Malaysians were provided with on-the-job training in various institutions in Japan and South Korea to enable them to acquire occupational skills. During the Fourth Plan period, about 1,200 industrial and technical workers were trained. In addition, skilled workers were also attached to Japanese and South Korean firms in the country to enable them to learn and acquire the discipline and work ethics practised by the Japanese and South Koreans. These programmes also enabled the transfer of technology to Malaysia to be effected.

Management training. In the field of management, efforts were made to send employees of all professions to undergo in-service and post-graduate courses. In the public sector, about 4,600 personnel participated in such training schemes during the Fourth Plan period. In addition, serving officers in the public sector were also attached to the private sector in order to obtain the necessary corporate experience. Management training was also provided by the private sector. In 1985, the Malaysian Institute of Management conducted various management courses for about 700 personnel from the public and private sectors.

During the Fourth Plan period, the National Institute of Public Administration (INTAN) trained a total of 79,100 personnel from the public sector. The completion of the main campus of INTAN in Bukit Kiara and three regional campuses in Keluang, Kemaman, and Sungai Petani made possible increases in intake. In addition, training of personnel in areas specific to the requirement of agencies were also carried out during the period.

The construction of the building for the National Institute of Educational Management (NIEM) was also completed during the period. The objective of NIEM was to train key personnel in the education service in management. These key personnel included headmasters, senior assistants of schools, officers in the States and District Education Departments as well as principals, heads of departments, and lecturers in teacher training colleges and polytechnics, and officers in the Malaysian Students Departments overseas. During the period, a total of 10,500 education staff was trained at NIEM.

Training in management and entrepreneurial development was given priority, in order to enable active participation in the commercial and industrial sectors. Towards this end, the National Productivity Centre (NPC) conducted training for about 14,700 personnel in managerial courses and 18,100 in entrepreneurial development courses. In addition, the Entrepreneur Development Programme undertaken by ITM trained about 700 Bumiputera entrepreneurs and personnel from the public and private sectors.

III. PROSPECTS, 1986-90

During the Fifth Plan period, the strengthening of the education system will be further emphasized to improve quality and accessibility in order to promote national unity. Towards this end, the use of *Bahasa Malaysia* as the main

medium of instruction at all levels of education will be improved. The teaching and learning of *Bahasa Malaysia*, Chinese, Tamil, and English languages will also be improved through the provision of more trained teachers. Curriculum and co-curricular activities will be the means to inculcate good qualities, leadership capabilities, and strong moral values, while efforts will continue to be made to narrow the gap in educational opportunities among income groups and regions by expanding and improving educational facilities throughout the country.

The education system will also be expanded and reoriented to meet the demand for trained manpower in science, technology, and management. Measures to upgrade the quality of education will also be given priority in order to reduce dropouts, improve performance and make education more relevant and effective in contributing towards national development as well as the development of the individual in society.

The development of a school into a community institution will be pursued, involving the community at large, parents, teachers, and pupils who will cooperate and be concerned for the success of the school and the discipline of pupils. This new approach, therefore, does not restrict participation only to parents of school children. The concept of a community-based school will benefit the school through contributions and involvement of the community to upgrade school facilities, assistance in the provision of teaching and learning materials, and participation in various school activities. The community will also benefit from the use of school facilities and involvement of teachers and pupils in community activities.

Pre-school education

Pre-school education will continue to be provided as it has an important role in developing the mental capability and social interaction of children. Although pre-school education is not within the purview of the Education Act, 1961, it has implications on the performance of children at the primary level. Co-ordination of pre-school education will be undertaken through compulsory registration of pre-school centres. In addition, all pre-school centres will have to implement the guidelines on pre-school curriculum.

Primary education

Enrolment at the primary level in Government and Government-aided schools is expected to increase to 2.5 million in 1990. About 5,000 classrooms will be built

to cater for the increased enrolment and also to upgrade schools, especially in the rural areas. Priority will be given to expand facilities in all Government and Government-aided schools in the rural areas, including those in the new villages and estates, in order to provide greater access to education.

The programme for the integration of students for unity, introduced on a pilot basis in 1985, will continue to be implemented during the Fifth Plan period. In this programme, pupils from all types of primary schools will participate together in various co-curricular activities. Such an environment will encourage closer interaction among children and teachers and will foster greater unity among the races.

The amalgamation of small schools into more effective units will be continued to enable better facilities to be provided in the rural areas. When schools of a more efficient size are built to replace small schools, hostels will be provided to overcome the transport problem. During the Fifth Plan period, measures will be taken to expand and improve hostel facilities in primary schools. The provision of centralized hostels will also be considered.

The second phase of KBSR will begin in 1986 starting with Standard IV. The thrust of the curriculum will still be the acquisition of basic skills in reading, writing, and arithmetic with some of the basic academic elements introduced. In the same year, the teaching of manipulative skill will be introduced fully to all Standard IV classes.

Secondary education

In 1990, enrolment at the lower secondary level in Government and Government-aided schools is expected to increase by 14.9 per cent to reach one million, while enrolment at the upper secondary level in Government and Government-aided schools is expected to increase by 24.3 per cent to reach 413,900. During the period 1986-90, about 6,200 classrooms will be constructed to cater for the increased enrolment and replacement of dilapidated classrooms as well as to reduce overcrowding.

In 1985, there were 28 fully residential secondary schools and 10 MRSM with a total enrolment of 20,000 pupils. During the Fifth Plan period, two new fully residential secondary schools in Kelantan and Pahang and five MRSM in Negeri Sembilan, Pahang, Sabah, Sarawak, and Selangor will be constructed. This will enable an additional 3,000 students to be enrolled in 1990.

The new curriculum for secondary schools (KBSM) will be implemented in 1988 only for those pupils who were in the KBSR pilot project in 1982. Nationwide implementation of KBSM will, however, begin in 1989 at Form I level.

Education for the deaf and blind children will be expanded during the Fifth Plan period. The secondary school for the deaf in Shah Alam will be completed, enabling an additional intake of 80 students in 1990 compared with 40 in 1985. Additional facilities to accommodate these handicapped children into the normal schools will be made available. Greater co-operation and co-ordination will be promoted among the Ministry of Health, the Ministry of Sosial Welfare and the Ministry of Education in identifying children who are deaf and blind, and in creating awareness among parents of the availability of educational opportunities for these children.

Technical and vocational education

During the Fifth Plan period, priority will be given to the expansion of vocational education in order to prepare school leavers with basic skills required in the commercial and industrial sectors. In addition, the curriculum will be aligned towards the development of managerial and entrepreneurial capabilities in order to ensure graduates from the vocational schools are capable of undertaking challenges in the industrialization programme.

During the period 1986-90, the number of secondary vocational schools will increase to 68 with the completion of 31 new schools. Enrolment in these schools will increase from 13,700 in 1985 to 30,200 in 1990, constituting 8.2 per cent of enrolment at upper secondary level in 1990 compared with 3.6 per cent in 1985. Courses in the electrical, mechanical trades, construction and furniture making, refrigeration and airconditioning, automotive, agriculture, commerce, and home science will be offered. Measures will also be undertaken to improve and expand facilities in existing schools to enable intake of students in basic and specialized courses to increase from 330 in 1985 to 720 in 1990.

A new vocational education system for the secondary vocational schools, based on two specialized streams, namely, vocational and skill, will be implemented. In the vocational stream, more time will be spent on academic subjects and the certificate conferred will be at par with the *Sijil Pelajaran Malaysia* (SPM). This will provide opportunities for those who perform well to further their education in tertiary institutions. In the skill stream, the examination and certificate will be at par with standards set by the National Industrial Training and Trade Certification Board (NITTCB). Graduates from this stream will have the required skill for employment in the industrial sector.

Teacher education

During the Fifth Plan period, output of teachers from teacher training colleges is estimated to be 40,400 which is about double the output during the Fourth Plan period. This increase in output is necessary to overcome the shortage of trained teachers at the primary level resulting from the implementation of the class-teacher ratio of 1:1.5 in the KBSR classes. Five new colleges at Bangi, Batu Pahat, Kangar, Pulau Pinang, and Seremban will be constructed, enabling increases in intake from about 9,600 in 1985 to about 10,000 in 1990. The increase in intake is small as these new colleges will cater for trainees from the existing teacher training colleges which were utilized beyond their normal capacity. The intake of teacher trainees at the degree level will also be continued in order to meet increases in student enrolment at the upper secondary and post-secondary levels and to overcome shortages of graduate teachers in various subjects at the secondary level.

In-service courses to upgrade teaching skills and knowledge in various subjects will continue to be conducted. Courses to familiarize teachers with the new primary and secondary school curriculum will also be continued. In this respect, the four education resource centres, which were established during the Fourth Plan period in Kedah, Kelantan, Pahang, and Terengganu, will provide facilities for teachers to acquire teaching skills and more knowledge in various subject areas as well as new techniques in the preparation of teaching and learning materials. Measures will also be undertaken to improve the teaching capability of mathematics and English language teachers.

Tertiary education

Intake of students at the certificate, diploma, and degree level courses will increase from about 22,400 in 1985 to 42,000 in 1990. Out of the total intake in 1990, about 5,900 will be at certificate level, 19,100 at diploma level, and about 17,000 at the degree level. The increases in intake will be met by the various institutions to be completed during the Fifth Plan period. These institutions are five new polytechnics at Alor Setar, Batu Pahat, Kota Bharu, Kuching, and Port Dickson, the branch campus of ITM in Kuching, Phase I of the branch campus of UPM in Bintulu, and Phase I of the new UTM campus in Skudai. Additional facilities, including the USM branch campus in Perak, the engineering faculties in UPM and UKM, and Phase II of the UTM campus in Skudai, will increase intake into engineering and technology courses at the diploma and degree levels. The construction of permanent campuses of the Islamic Academy of UM in Bachok, UUM in Sintok, the branch campus of UKM in Sabah, and the branch campuses of ITM in Jengka and Segamat will commence during the Fifth Plan period. The Government will also assist the construction of the permanent campus of IIU in Bukit Tinggi. In addition, existing facilities at the universities will be fully utilized by extending teaching hours in order to cater for increases in intake. The intake into degree level courses are shown in Table 19-5.

During the Fifth Plan period, facilities for providing pre-diploma and pre-university courses for students pursuing diploma and degree level courses will be expanded. In 1990, the intake of students into these courses conducted by the six universities excluding UIM and the Tunku Abdul Rahman College, which do not provide such facilities, will be about 3,950 students compared with about 3,170 in 1985. In addition, A-level courses and proficiency courses in the English, Japanese, and Korean languages will continue to be provided locally for students sponsored by the Government to pursue diploma and degree level courses overseas. This is in line with the Government policy of reducing the duration of stay and expenditure incurred overseas. Other measures to reduce the duration of stay, such as the twin-university concept and the American Associate Degree programme, will continue to be reviewed and expanded, wherever feasible. Existing programmes, such as the off-campus courses at USM and ITM, will be expanded to benefit those already employed but wishing to pursue higher education at the degree level. Intake into these courses will be increased from 753 in 1985 to 1,020 in 1990.

In order to meet increases in demand for higher education, the Government will also encourage the setting up of private sector institutions to provide facilities for pre-university as well as certificate and diploma level courses, particularly in technical subjects. The overall expansion of higher education in the country will provide greater opportunities for students to pursue higher education locally and thus gradually reduce the number of students overseas. This will help to reduce the outflow of foreign exchange.

Research and development (R & D) in science and technology is important in developing the industrial sector. In view of this, institutions of higher learning will participate more actively by establishing closer links with the private sector and other established research institutions.

Post-graduate courses in local universities will also be reviewed in order to encourage more students to pursue these courses in the country. It is estimated that during the Fifth Plan period, a total of 3,740 students will pursue post-graduate courses. Of this total, 1,020 will be in the science and professional courses. The Centre for Post-Graduate Studies at UM will also be completed, thus, enabling an intake of 115 students for post-graduate courses in various disciplines.

Skill and management training

Skill training. During the Fifth Plan period, training programmes will not only prepare trainees for employment but also for self-employment. Such training will be adjusted to include skills which emphasize creativity and innovativeness.

Intake into skill training institutions will increase from 5,880 in 1985 to 15,500 in 1990 with the completion of five ITIs in Alor Setar, Ipoh, Kota Bharu, Kuantan, and Melaka as well as the expansion of existing MARA vocational institutes and youth training centres. Programmes for youth training at the on-site training camp in Skudai will also continue to provide training for 2,500 youths in the construction industry.

In line with efforts towards industrialization, a more active participation of the private sector in providing training and training facilities will be encouraged. The role of the private sector will be significant as training will be important in industries which use high technology compared with existing ones which do not require much skill. In meeting this objective, the Government will be guided by the findings of the Study on the Industrial Training Schemes in the Manufacturing Sector.

Management training. Training of administrative and managerial personnel in the public sector will continue to be reviewed and organized with a view to increasing efficiency and productivity. In this respect, INTAN will expand its training programme and a total of about 100,000 personnel will be trained, while NIEM will provide training for about 20,000 personnel. Managerial and entrepreneurial courses will also be conducted by NPC for about 29,600 personnel, while ITM will conduct courses for about 2,100 Bumiputera in its Entrepreneur Development Programme. In addition, the attachment programme for officers in the public sector with various foreign firms will be continued. Institutions of higher learning in the country will also continue to provide short courses in business and management.

IV. ALLOCATION

The development allocation and estimated expenditure during the period 1981-85 and the allocation for the period 1986-90 for education and training are as shown in Table 19-6.

V. CONCLUSION

The emphasis of education and training programmes during the Fifth Plan period will be to provide greater accessibility and to improve quality as well as performance at all levels. The curriculum and co-curricular activities will be reviewed and reoriented to meet the objectives of national integration and unity as well as manpower requirements. In this respect, the organization and management capability of the education and training agencies will be strengthened in order to enable them to effectively monitor the education and training programmes.

TABLE 19-6

MALAYSIA: PUBLIC DEVELOPMENT EXPENDITURE FOR
EDUCATION AND TRAINING, 1981-90

(\$ million)

<i>Programme</i>	<i>Fourth Plan allocation, 1981-85</i>	<i>Estimated expenditure, 1981-85</i>	<i>Fifth Plan allocation, 1986-90</i>
Education	4,334.55	4,334.55	5,262.17
Primary education	759.48	759.48	784.91
Government and Government- aided schools	759.48	759.48	784.91
Secondary education	1,381.56	1,381.56	1,436.52
Government and Government- aided schools	1,024.21	1,024.21	656.86
MARA Junior Science Colleges	78.94	78.94	81.62
Technical and vocational schools	287.64	287.64	698.04
Higher education	2,056.81	2,056.81	2,591.95
Polytechnics	123.25	123.25	220.46
Tunku Abdul Rahman College	0.66	0.66	15.00
MARA Institute of Technology	184.91	184.91	225.21
University of Malaya	53.65	53.65	132.91
University of Science Malaysia	201.54	201.54	202.58
National University of Malaysia	170.34	170.34	153.25
University of Agriculture Malaysia	186.54	186.54	101.52
University of Technology Malaysia	300.21	300.21	522.62
International Islamic University	31.65	31.65	164.40
Northern University of Malaysia	27.00	27.00	164.00
MARA scholarships and loan	679.09	679.09	690.00
Teacher education	149.02	149.02	284.85
Other education support programmes	134.54	134.54	163.94
Training	407.05	407.05	303.89
Industrial training	265.01	265.01	276.71
Industrial training institutes	104.11	104.11	92.20
MARA vocational institutes	144.34	144.34	155.95
Youth training centres	16.56	16.56	28.56
Commercial training	0.79	0.79	13.00
MARA commercial institutes	0.79	0.79	13.00
Management training	141.25	141.25	14.18
National Institute of Public Administration	80.39	80.39	4.18
National Institute of Educational Management	60.86	60.86	10.00
Total	4,741.60	4,741.60	5,566.06

Source: Malaysian Department of Education

The British Council Educational Counselling Service

The British Council Educational Counselling Service was formed in an attempt to reduce the disaster caused by the high fee increases imposed on Malaysian students by the British Government.

It was established by the Universities and is funded, in part by the British Government, but mainly by the Institutions, each of whom contribute £5000 per year. They are representing 41 Universities and 29 Polytechs in the United Kingdom.

They have two main centres in Malaysia, in Kuala Lumpur and Penang and two referral centres in Kota Kinabalu and Kuching (Sabah and Sarawak). The centre in Kuala Lumpur, Penang is similar, consists of a large Library with general information on the UK, and a specific library with full information on each of the institutions they represent. Attached to these are counseling booths, application processing areas etc.

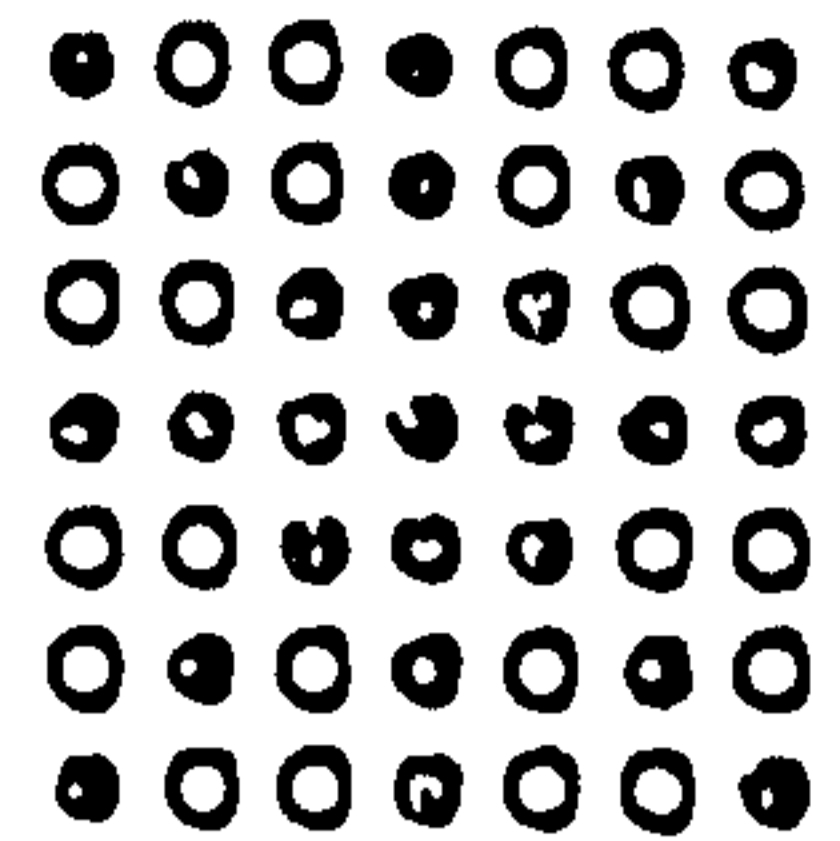
Their function is to counsel students on the educational options, the country, locality and living conditions etc., accept, process, and follow up on applications and arrange travel and accommodation.

They have some 12,000 students studying in the UK but very difficult to know the exact figure as visas are only stamped on the passports on arrival in UK and not recorded. Approximate figures - USA - 21,000 Australia 12,000 Canada 3,000 and total around 60,000. Mr. Jeff Evans, the Director, considers Canada to have a problem as they lack a proper counseling service particularly for country information.

They are holding a major 3 day promotion in the Putra World Trade Centre, 14th-18th. April where they will have 190 stands, 41 Universities represented and 29 Polytechnics (big business) - Paid for by the Institutions.

The Australian Institutions are having a lesser version at the Australian High Commission in mid-December but sponsored by the Australian Government.

The British Council
Education Information Service



2

A3

COMPARING THE COSTS OF STUDYING OVERSEAS

Studying in the UK gives you good value for your money. The comparison of the average overseas student fees and costs of living in different countries in the attached tables shows that studying in the UK will not necessarily, as many students seem to think, be more expensive than studying at a comparable institution in the USA.

Averages, of course, can disguise very wide variations. In the USA there are some 3,000 accredited institutions, with a wide variety of academic standards; some are publicly, some privately financed and the fees vary enormously. In British higher education institutions standards are comparable: they are high. Fees vary from one institution to another, but not as widely as in the USA.

- When you are choosing where to study, therefore, you should look closely at the actual cost of the alternatives available. As well as getting information on the actual fees for a specific type and level of course at a particular institute you should take into consideration:

the length of the course - how many years you need to pay fees and support yourself;

the cost of travel between Malaysia and the country of your choice;

current exchange rates and the likely changes in exchange rates during your period of study;

likely increases in fees during your period of study.

It is important to make sure that, as far as possible, you are comparing courses of similar level and of comparable standard. You should find out how the qualifications of a particular institution are regarded in Malaysia.

The table on the back of this sheet will give you an idea of the range of costs for studying in Australia, the UK and the United States.

III

Comparative costs of Undergraduate Study in Australia, the United Kingdom and the United States (Academic Year 1985- 86)

Tuition Fees	Living Expenses	Total (min-max)	Total in MS (min-max)
AUSTRALIA			
Subsidised quota	AS3,500-4340	AS7,000-8,000	AS10,500-12,340
Full cost	AS4,000-14,000		MS18,900-22,212
		AS11,000-22,000	MS19,800-39,600
UNITED KINGDOM			
Polytechnic	£3,310		
University		£3,990	
Arts	£3,310		£7,300-12,040
Science	£4,350		MS27,740-45,752
Clinical	£8,050		
UNITED STATES			
Public Institutions	US\$2,000-6,000		
Private Institutions	US\$6,000-11,000	US\$6,000-8,000	US\$8,000-14,000
			MS20,800-36,400
		US\$12,000-19,000	MS31,200-49,400

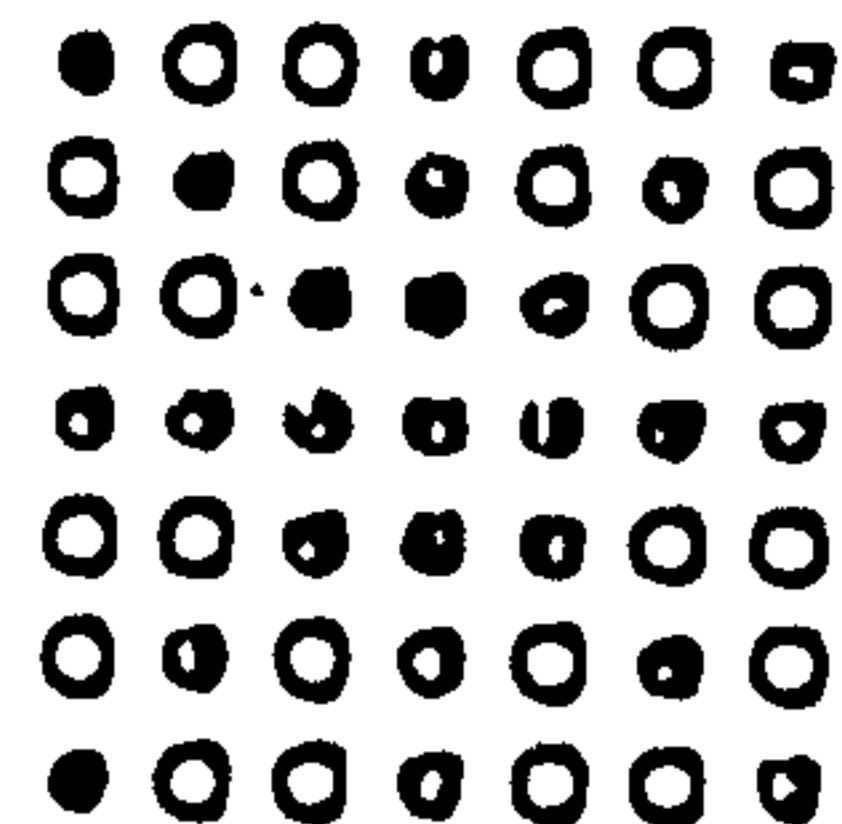
Notes

1. Tuition fees are quoted for one academic year (usually 9 months)
2. Living expenses are quoted for one calendar year (12 months)
3. U.K. polytechnic fees are for all degree-level courses
4. U.K. university science fees are for all laboratory-based subjects (including engineering).
5. U.K. clinical fees are for the clinical years of medicine and dentistry courses only.
6. U.K. fees quoted are the minimum recommended for each sector. Some institutions charge slightly more than the minimum.

Sources

Exchange Rates (at 15.4.86)

The British Council, London	US\$1 = M\$2.60
US-UK Educational Commission, London	UK£1 = M\$3.80
Australian High Commission, Kuala Lumpur	A\$1 = M\$1.80



STUDYING IN BRITAIN - HOW MUCH IT COST ?

Unless you have a full scholarship, you will have to consider very carefully how much it will cost before you start applying to a British university, or polytechnic. You should study this information sheet, and work out for yourself how much the total cost of your studies is likely to be.

All costs are converted at the rate £1 = M\$3.50. In estimating the total cost, you must consider the following items:

1. FEES

Fees will vary slightly from institution to institution, but for the academic year 1986/87 they are approximately as follows:

<u>University</u>	<u>£</u>	<u>M\$</u>
Arts courses	3,480	12,180
Science courses	4,570	15,995
Clinical courses in medicine, dentistry and veterinary science	8,450	29,575

Fees (Northern Ireland)

<u>Arts courses</u>		
Ulster University	2,105	7,368
Queens Belfast	2,200	7,700
<u>Science courses</u>		
Ulster University	2,825	9,888
Queens Belfast	2,950	10,325

Polytechnics

degree and postgraduate courses	3,540	12,390
------------------------------------	-------	--------

These fees apply to undergraduate and postgraduate course.

2. COST OF LIVING

We estimate the costs of living (including accommodation) for 1986/87 as follows:

	<u>£</u>	<u>M\$</u>
single person	3,800	13,300
married couple	5,500	19,250
each child	600 - 1,000	2,100 - 3,500

Total cost for one year for a single student:

	<u>£</u>	<u>MS</u>
Arts course	7,280	25,480
Science course	8,370	29,295
Arts courses N.Ireland		
Ulster University	5,905	20,668
Queens Belfast	6,000	21,000
Science courses N.Ireland		
Ulster University	6,625	23,188
Queens Belfast	6,750	23,625
Clinical courses	12,250	42,875

Additional expenses when you first arrive might include books and equipment (£175 - MS612.50), warm clothing (£175 - MS612.50) a deposit on rented accommodation (£80 - MS280) and temporary accommodation (£12 - MS42 a day for a single person) while you are finding a place to live or until accommodation at your institution is available.

You may find you can live more cheaply - for example, if you are lucky enough, you may be able to stay with relatives - or you may wish to enjoy a more expensive life style. The figures given above are averages.

3. WHAT OTHER EXPENSES WILL THERE BE?

You will of course need the cost of your return airfare from Malaysia to Britain. If you hope to do some travelling during your between - terms holidays you should allow extra for your journeys. You should allow for any particularly expensive equipment you need to buy for your courses, and for any field trips you may be required to take in the United Kingdom.

Medical Care

If your course lasts for more than six months you will be entitled to free medical care under the UK's National Health Service.

4. Remember that living costs and fees are likely to rise from year to year. The current annual rate of inflation in the United Kingdom is about 5%.

You may like to use the following table to work out the total costs for your course.

<u>First year</u>	MS
Airfare	
fees (check the prospectus for the fees for <u>your</u> course)	
Living Expenses	
Other Expenses	
Total firstyear
<u>Second year</u>	
add 5% to first year total
<u>Third year</u>	
add 5% to second year total
GRAND TOTAL

IRISH UNIVERSITY QUALIFICATIONS RECOGNISED BY THE MALAYSIAN GOVERNMENT.

ENGINEERING.

- | | | |
|----|--|--|
| 1. | National University | - Civil, Electric, Mechanical, Physics |
| 2. | University of Dublin
Trinity College Dublin | - Civil, Electric, Mechanical |
| 3. | University Belfast | - Civil, Mechanical, Electric |
| 4. | University Queens | - Civil, Mechanical, Electric |
| 5. | University Cork | - Civil, Mechanical Chemistry |
| 6. | Galway University | - Civil, Mechanical, Chemistry |

MEDICINE

- | | | |
|----|---|--|
| 1. | University of Dublin | - Bachelor of Medical and Surgery
Licentiate in Medical and Surgery |
| 2. | National University | - Bachelor of Medical and Surgery |
| 3. | Royal College of
Physicians of Ireland | - Licentiate and Licentiate
in Midwifery |
| 4. | Royal College of
Surgeon of Ireland | - Licentiate and Licentiate
in Midwifery |
| 5. | Apothecaries Hall of Dublin | - Licentiate and Licentiate
in Midwifery |

PHARMACY

- | | | |
|----|-----------------------|--------------------------------|
| 1. | University of Ireland | - Bachelor of Science Pharmacy |
|----|-----------------------|--------------------------------|

UNIVERSITI KEBANGSAAN MALAYSIA (UKM)

Prof. Jalani Bin Sukaimi

Deputy Vice-Chancellor (Academic and Research Affairs).

Mohd Ariffin Aton Dean of Faculty of Engineering

Mohd Tusirim Deputy Dean (Research and Development)

They are actively persuing overseas twinning potential and will be making a trip to the UK in February to hold further discussions with ten universities. They would be very interested in talking to Irish Institutions and in possible course links, either at degree or Phd. level. Possible courses would include - Engineering, medicine, computer engineering, accountancy, law and business studies.

They have just concluded an agreement with Nottingham University for a joint 3 years Phd. course. In this agreement 3 faculty members are seconded to Nottingham and 3 from Nottingham to UKM. The British council cover the cost of air fares and give a living allowance to the 3 UKM members, whilst UKM give a living allowance to the 3 British lecturers.

The three professors who will be traveling to the UK are in charge of twinning and definitely should be invited to meet with the relevant university people in Ireland.

Private Colleges in Malaysia

Kolej Damansara

Taylor College

Stanford Group Colleges .

Juara Akademi

Klang Valley College

Federal Institute Technology .

T. L. Management Institution .

II
KOLEJ DAMANSARA UTAMA

Terri K.T.Ng. Hew - Director and Chief Executive.

Mr. W.F Liew - Registrar

Ms W.L Chong - Ast. Registrar (Programmes)

Mr. Sabanathan - Head of Business School.

Mr. B.T. Tan - Head of School of Technology.

They have had a number of enquiries from students about Irish Courses but have been unable to get information about them. They have three students in College of Surgeons at the moment. Mrs. Hew considered that medical places would be the most popular if available and would be interested to discuss twinning for - Medical, Dentistry, Computer Science, Hotel and Catering and Law.

The college have 700 yearly completing 'A' Levels of which around 150 enter UK Colleges and the same number go to America. The Americans have an advantage as they enrol students earlier. Total number of students is 1950 broken down as follows:

STPM (Sc & Arts)	101
Intensive English	85
GCE Law & Social Sc.	110
GCE Business	395
Prof. Accountancy	248
LL.B (External)	106
AA Diploma Programme	373
Office Technology	116
Computer Sc. & Tech.	154
Hotel & Catering	46 (started April this year)
Special Programmes	155

TAYLOR COLLEGE

Managing Director - Datuk Tan

They have been principally a matriculation college for entry into Australian and Canadian Universities, and probably have the best academic record of any local college. They have around 1,000 students matriculating on their main campus.

They have just commenced two major twinned degree programmes:-

- 1) With the royal Melbourne Institute of Technology (RMIT) - Faculty of Business; Also promoting other Faculties there to their students. The business faculty has one thousand students and they have reserved 100 guaranteed places for Taylor Students.
- 2) They have also twinned with four Scottish, Universities
 - University of Glasgow
 - Heriot-Watt University
 - University of Sterling
 - University of Strathclyde

The four Universities have guaranteed 50 place each in their business studies, accountancy, economics, financial management marketing courses - see Taylors College brochure.

With these guarantees from RMIT and the 4 Scottish Universities Taylors have opened a new campus for 250 students (assumed 50 failures approximately). All courses are run directly by lecturers from the overseas institutions who remain in total academic control. Only tuition will be carried out by locals for at least the first two years and any local lecturers will be by agreement and appointment by the foreign institutions.

Part I of Course

1.5 - 2 years in Taylors
College - Academic Programme
Controlled and run by
Foreign Institutions

Part II

1-2 years at one of
the Universities.

Datuk Tan considers that no twinning programme can work without a minimum of 150 places guaranteed either by a single or combination of institutions. The course costs would have to be in the region of \$ 6,000 per year in Malaysia and approximately £ 5000 in Ireland (for Law).

He would be very interested in either a twinned course in Law or pre-medical (depending on the laborating facilities required and the cost of setting these up). The lecturers and course director would have to be appointed and ~~run~~ by the Irish Institution.

It would be essential to establish that the final qualification would be fully recognised by the Malaysian Government (PSD). A number of twinned courses have run into trouble were the foreign institutions degree is recognised by where the twinned programme is not.

This will have to be checked out as the overall government policy is to encourage such programmes - possibly a conflict between Public Service Department and Ministry of Education or a personality conflict within the civil services or Political.

The attached Study link leaflet for Standard Chartered could be of interest to Allied Irish Banks or Bank of Ireland.

STAMFORD GROUP COLLEGES.

Met Mr Periera and Mr. Tan Directors

Started in Singapore in the late 1960's and now have 3 main campuses. Campuses in Malaysia at Petaling Jaya, Kuala Lumpur and Penang. 14 smaller ones with branches in London and Sydney. They are by far the largest private third level institution in Malaysia with some 15,000 students of which 10,000 are on campus.

Their range of courses includes:-

Bachelor of Law London

BsE Cons. London University

All professional courses - Cert Acc

CIMA

ICSA etc.

Marketing, Computer Sciences

Private Secretarial courses

'O' and 'A' level

Hotel Management Courses

Banking Courses - Institute of Bankers London - Part I

Tuition Classes

The emphasis may shift over a few years but the demand is ever increasing and they consider that this will be the case for the foreseeable future. Their students and applicants are predominantly Chinese followed by Indian and then Malays. The local universities intake being predominantly Malay due to the bias in the selection process, courses being run in Bahasa Malaysia and a predominance of Malay lecturers.

They are talking at the moment to American Universities on the transfer of credits and to UK Polytechnics on joint courses.

They would be very interested in talking to the Irish Management Institute on possible joint programme for their MBA, on a fee sharing arrangement but with the courses taken in Malaysia. Size of programme 40-50 persons.

Their recommendation as to how Ireland should market themselves was to establish an equivalent of The British Council, to promote Ireland and provide information

and costs etc. and to build on links with Private College who would be promoting the courses to the mutual benefit of both. Press advertising important and extensively done from December to May.

They considered it more important that interested parties from Malaysia be invited to visit the institutions in Ireland as the knowledge and image of that country is very limited here.

Other courses that they would like to explore with Irish Institutions would be Computer Courses, Law and Accountancy.

JUARA AKADEMI

P.M.S Jasal - Principal

One of the smaller institutions which was founded only two years ago and at present has 650 students with 21 full time lecturers.

They specialise in Law and Accountancy, with joint programmes as a policy. Mr. Jasal would be very interested in the possibilities of discussing such programmes with interested Irish Colleges.

I didn't visit his Academy as construction work was in progress so am unable to make any judgement as to its suitability.

T.L MANAGEMENT INSTITUTION.

They run a variety of short and long term courses in business and management but their main teaching is done through their Institute for Commercial Management (ICM) which awards a Diploma in Business Studies. They have four existing branches with a fifth in Ipoh opening shortly. These are located in Kuala Lumpur, Petaling Jaya, Sarawak and Penang with student numbers of around 200 in each.

Students enrol from Form 'V' ('O' Levels) and do a two year course to obtain their I.C.M. Diploma Business Studies. This diploma enables the student to enrol in a number of institutions abroad, for either a one year course leading to a Diploma in Management Studies or a two year course leading to an MBA. They are actively persuing the possibility of running the DMS and MBA courses here with a number of foreign Universities but would need to get Ministry of Education approval to do so and for the qualification to be recognised.

Source: Report on CTT Educational Mission to Malaysia. A.N. Glynn.
Dublin City University 1989.

Educational Consultants in Malaysia

-17

Bigg Davies

Colmac Educational Services

Nationwide Professional Services-

Inter-Ed

One of the oldest counselling services in Malaysia with offices in Malacca Penang and Kuala Lumpur. Their Kuala Lumpur offices are well layed out and organised. They have three head councillors, each heading a section for American Institutions, British Institutions and Australian Institutions. They would be very interested in the possibility of representing Irish Institutions (even instead of British) as the British Council offers a free service for placement they often find that they do a great deal of work only for the student to eventually end up with the British Council. They charge each student \$400 processing fee and for specific institution representation 10% - 15% of first years fees.

They organise seminars etc for visiting institutions (at on extra charge depending on requirment).

Approximately 60 enquiries per month for UK of which 15% would finally go there. Place 400-600 students per year worldwide. The approximate breakdown would be, 100 to US, 200 to Australia, 100 to UK. and 100 to Switzerland - Catering and Hotel management. 15-25 people placed each year with each Institution they represent.

Popular courses:-

1. Medical
2. Engineering
3. Law
4. Accounting
5. Business

Medical would offer huge potential if very competitive in price and living costs and a recognised Malaysian Government qualification achieved.

Bigg Davies impressed me as having the best set up of the private counselling services.

Kuala Lumpur Principle Melanie T.C.Lim

CMS opened a branch three months ago in Malaysia and have the one centre in Kuala Lumpur. The head office is in Singapore and they have a further branch in Hong Kong, which interestingly derives most of their students from the mainland, paid for by relatives in Hong Kong. Mr. Teo Keng Hock, Executive Chairman who is based in Singapore has been operating successfully from Singapore and Hong Kong for fifteen years. They place 11-1200 students a year the majority now to Australia. The Colleges they represent pay them 15% of first years tuition fees and additionally for any exclusive advertising costs, or promotional material. He considered that recognition of the qualification from the students countries and status of diploma/degree as extremely important and he is having a major problem in Singapore where the Australia Board of Trade is refusing to support a visit by the Association of Engineers Singapore to inspect various University Faculties for approval by them before Government recognition is given.

Courses which receive the most applications are, Business, Medical, Mechanical and Electronic/Electrical Engineering, Laws and Professional subjects in general. Three years ago Civil Engineering was one of the most popular, but today there are very few enquiries. He would be very interested in promoting and counselling on behalf of Irish or an Irish Institution or course.

In Kuala Lumpur the councillor Melanie T.C.Lim was extremely friendly and co-operative. She informed me that the previous arrangement they had with Edwards College Australia was for 10% of first year fees (and not 15% as advised in Singapore) and for no processing fee to be charged to students.

Where they do not specifically represent a College but place a student they charge the student at the rate of - High School \$ 400, University Undergraduate \$ 500 - Post Graduate \$ 600

NATIONWIDE PROFESSIONAL SERVICES SDN.BHD - MR YAP HON KEE SENIOR CONSULTANT

Nationwide Professional Services Sdn.Bhd. are a recently established College enrolment counselling service which has initially been formed to promote Edwards International College in Perth, Murdoch University also in Western Australia, and Golden Gate University in San Fransisco. They are looking to expand to represent UK. or Irish Institutions, in the near future. Mr.Yap Hon Kee who runs Nationwide is an educationalist, counsellor and impressed me as a good salesman. They are a subsidiary of a large trading company and have briefed the managers of their Nationawide Courier Service who act as counsellors in their 17 offices around the country. They have also got an office in Singapore and a Travel Agent network in Indonesia. As their operation has literally only just commenced, 17th. October, they have no track record. The courses being promoted are in the business studies area, Bachelor of Commerce Degree and Bachelor of Science Degree (Management) so need not necessarily clash with an Irish Promotional drive.

We discussed possible alternative promotional campaign blitzs and his existing approach as follows:-

a) Press Advertisement - Attachment

- In - New Straits Times
- Sunday Times.
- Sarawak Tribune
- Borneo Bulletin

b) Seminars

- Parents
- College and Secondary Students
- Other mature students

Between the major intake countries, Australia, U.K., Canada and U.S for fees/ living costs there is only a small variation with the overall costs for say business studies coming out at around \$25,000 per year, with the course cost around half of this.

From enquiries to her to date for UK courses 80% have been for - Law, Engineering, Accountancy, Computer Studies, Business Studies and Medicine. She had also received two enquiries for Medical Studies in Ireland but not knowing how to process them placed them in Australian Colleges! Irish Secondary Schools would also have major potential as the change over to Bahasa in the Schools here, has made many chinese look to European, (English Language) Schooling.

Promotional material considered essential - Posters, Leaflets, Brochures and video tapes.

Overall assesement of countries by Mr. Teo was as follows:-

U.K. - Too expensive, and the institutions were far too slow to respond, it is July before results are out in Singapore and this is too late to apply in U.K (?), and few of them had fax machines.

Australia - Too few places available.

Hong Kong/Singapore course popularity.

- E
1. Medicine
 2. Accounting
 3. Economics
 4. Commerce
 5. Computer Science
 6. Law
 7. Engineering Institution (where recognised by Singapore/Hong Kong Government)
 8. Business Administration
 9. Music

The venues for these seminars should be organised in conjunction with Embassy or Trade Centre in :

- Kuala Lumpur
- Ipoh
- Penang
- Kuching
- Kota Kinabalu

c) **School Seminars**

Organised and conducted also in association with the Embassy/Trade Centre

d) **Direct Mailing**

Objective; To popularise and promote educational opportunities in Ireland - and of course the name of the local promoter

All form 5 and 6 School leavers - handbills

- School libraries and Career Clubs (Sets of Brochures)

Possible sources of Mailing List:

- 1.1 All Secondary Schools To pay Interact Club, Career Club, Scouts, etc. of the schools to copy mailing list into envelopes. To pay school as club project.
- 1.2 Tuition Centres - to pass handbills to them for sending
- 1.3 To send two sets of brochures, along with handbills with covering letter to all Secondary School (Attn: Careers Club Teacher and Advisor)

e) **Promotion through Tuition Centres**

To organise talks to Forms 5 and 6 students of large, established tuition centres as part of their career guidance programme.

- f) Promotion through Chinese Educated Market Media promotion in Chinese Press
- to Chinese Schools and Associations etc
- g) Through word of mouth through 'Association of Irish University Graduates of Malaysia'

Their agreement with Edwards College is that they receive 10% of the first years fees of A\$ 6.250. and Edwards pay for all exclusive Edwards College Advertising. if the student require them to arrange for visas, tickets etc they would charge him an additional M\$ 200.00.

He would think that the most popular and successful courses would be in Medicine, Law, Engineering Sciences, Accountancy and Business.

Finally he would be very interested in possible joint promotions enrolment for Irish Universities/Third level Institutions, but would wish to visit them first as he considers it essential to be able to speak authority with and with first hand knowledge. If a combination of Fuschsia and he were involved this would be less essential.

FEDERAL INSTITUTE OF TECHNOLOGY - RENAMED KOLEJ TEKNOLOGI FEDERAL (KTF)

Probably the second largest independent institutions in Malaysia with present students numbers of 4,500. The diploma given qualifies the students for entry into the final two years at Newcastle upon Tyne Polytechnic and Sunderland Poly-technic where places are reserved for them. They have also got links with four Australian Institutions - Capricornia Institute, Swinburn Institute Technology Melbourne, Queensland Institute of Technology and Derkin University, again with entry into their third year.

They have an excellent campus and teaching facilities and are opening a new section in January to be called Davids College for Business & Accounting courses, where similar training programmes will be put into effect.

KTF run five 3 year diploma courses with intake from Fifth Form ('O' Levels). They have five faculties:-

- School Of Quantity Surveying
- School Of Electronic Engineering
- School of Civil Engineering
- School of Mechanical Engineering
- School of Building Engineering

Mr. Peter Tan and Mr. K.Tharmabalan Directors would be interested in discussing twinning programmes in any of the above along with, Business, Accounting, Architecture and Law.

Those students interested in entering other Universities apply in the normal way through the American Embassy, British council (UCCA application form) and Australian Embassy around 500 students a year would continue in degree programmes overseas with possibly 70% going on to twinned Institutions the majority to the UK.

INTER-ED

I met Marryn L. Fishback and his wife Judith. Mr. Fishback is an ex-Vice Chancellor of an American University and has been operating his educational advisory service for some 15 years. The American Colleges that he represents didn't strike me as being upmarket institutions (four in all)

They have 26 offices in 13 countries, Malaysia, India, Sri Lanka, Phillipines, Japan, Indonesia, Qatar, Thailand, Korea, Venuzuela, Argentina, Brazil and Turkey. The offices are basically processing centers and passive on sales. His format is to continuously tour the globe spending 4-5 days in each office. Before he arrives a seminar will be organised where he presents Universities, courses etc. and counsels students at a three hour intensive session. The following few days he and his wife meet with each of the prospective applicants and then leave for the next destination leaving a processor to follow up with the applications. Inter-Ed place from 600-700 students worldwide with about 100 from Malaysia.

They represent Institutions based on a fee per student placed of between 10% -15% of first years tuition - British Universities £700-£800 per placement. They would be aiming to have a clear £300 per student after deduction of costs and overheads, to cover their own time plus profits

Comparison costs - American courses available vary from \$5-8,000 U.S with overall costs in excess of U.S\$ 10,000. An Irish course, particularly MBA at under £2500 would be a winner - cost and recognition of diploma being the two most critical points. The Irish Management Institutions MBA course with a Fordham Degree and AACSB recognition which none of his Universities carries) he thought particularly attractive and a sure winner if the fee was reasonable.

For a masters degree in engineering he could guarantee 100 places where money was no object (mostly from India).

The popular courses would be:-

1. Business Studies
2. All engineering courses
3. Medical

Promotional Material Required.

General Information - including living cost
Entrance requirements and processing system

Fees

Visa requirements

How many places available

Brochures, videos, slides

COMMENT

Mr. Fishback was quite high powered but very much orientated to 'the American Way' and I would think in danger of overselling both country and institution, but his comment on masters degrees in engineering from Indian applicants could be of interest.

Source: Report on CTT Educational Mission to Malaysia. A.N. Glynn.
Dublin City University 1989.

Current Twinning Programmes in Malaysia

Attachment 'C' gives an example of Twinned Programmes. The actual write up here forms part of a job description for an Academic Director but I think it gives a good idea of a twinning/split degree concept in general. The academic control will always be with the foreign institution but the degree of local lecturing will range between the Taylors College approach of 100% foreign lecturing to the Stamford College's maximising local lecturing.

The government view is definitely to encourage twinning both with the local universities and with private, where only two years of the course is done overseas.

On recognition of courses she considers that the main delays are caused by the Professional Bodies in Malaysia and not by her department.

The PSD also have a Special Training Division which at the moments is running joint Japanese and Korean programmes.

MEETING WITH DIRECTOR OF EVALUATION & RECOGNITION
UNIT OF THE PUBLIC SERVICES DEPARTMENT.

Mr. Johari and Zamani were friendly but wary that additional work would be imposed on them. They stressed that private corporations or institutions had the right to recognise any qualifications but that their role was purely for the Public Services side. There were enough courses and institutions recognised to fully satisfy all the Public Services requirements and without instructions from their seniors they would not feel it necessary to process any further courses. They had on file applications for processing from some 200 institutions.

Those government sponsored students, or those sponsored for further education through the Training and Career Development Division of the Public Services Department, had an adequate selection and range of courses already approved.

COMMENT

When a clear course has been defined and the Irish Institutions have come to a decision as to which courses they want to market in Malaysia, I will attempt to ensure that such necessary instructions are given.

To: Members of staff in the Strathclyde Business School and the Department of Computer Science, also to Heads of Departments in the other three Faculties (for display, please)

From: Gordon Dilworth, Assistant Registrar

Date: 19 November 1986

Taylor's College, Kuala Lumpur : Appointment of Academic Director

Glasgow University, Heriot-Watt University, Stirling University and this University have concluded an agreement with Taylor's College (Advanced Education) to mount a split degree course initially in Business Studies. The agreement has now gained the approval of the Malaysian Ministry of Education and we plan to have the first intake of students in April 1987.

Part 1 of the split degree programme will be offered in Kuala Lumpur and will cover the equivalent of the first two years of study in Scotland. Students successfully completing Part 1 will then be able to transfer direct to the third year of a suitable course at one of the four participating Universities (Part 2).

The maximum intake to Part 1 in April 1987 will be 250 students.

A common curriculum will be followed in the first session of Part 1 consisting of classes in Accounting, Economics, Business Organisation and Management, Marketing and in Quantitative Methods and Computing. In the second session of Part 1, Accounting, Economics, Business Organisation and Management and Marketing will again be offered along with classes in Law and Management Science. Students will have a choice of curriculum depending on the course which they hope to enter in Scotland. It is hoped in due course to extend the curriculum into other disciplines beginning with Computer Science.

In reaching agreement with Taylor's College, the four Universities have specified that academic direction of Part 1 remains with them. Therefore, the Universities will appoint the Academic Director who will be their senior representative in Kuala Lumpur and also the lecturing staff. The Universities propose to make appointments by means of secondment.

It is anticipated that the Academic Director will be seconded initially for a year, with re-appointment possible for up to a total of three years. Teaching at Taylor's College will be based on semesters and it is anticipated that lecturers will be seconded for a semester at a time (a total of 17 weeks).

Applications are now invited for the post of Academic Director.

Further particulars may be obtained from me (ext. 2107/2302/2391). Appointment to the post will take place as soon as possible. Applications should be sent to me by 8 December.

Further particulars about the lecturing posts will be available shortly.

CGD

UNIVERSITY OF GLASGOW
 HERIOT-WATT UNIVERSITY
 UNIVERSITY OF STIRLING
 UNIVERSITY OF STRATHCLYDE

SPLIT-DEGREE PROGRAMME OF UNDERGRADUATE STUDIES IN MALAYSIA IN ASSOCIATION
 WITH TAYLOR'S COLLEGE (ADVANCED EDUCATION) SDN BHD

ACADEMIC DIRECTOR

1. Nature of Appointment

The University of Glasgow, Heriot-Watt University, the University of Stirling and the University of Strathclyde ("the Universities") invite applications for the post of Academic Director of the split-degree programme of undergraduate studies which they are about to establish in Malaysia in association with Taylor's College (Advanced Education) Sdn Bhd ("Taylors"). The Academic Director will be based in Malaysia and will be responsible to the Universities for the implementation, overseeing and control of the programme including heading and supervising all teaching staff. The programme will cover the equivalent of the first two years of study in a Scottish university and will be in the area of Business Studies. The Universities and Taylors hope to extend the programme later into other disciplines, probably Computer Science and Applied Mathematics. The initial intake planned for April 1987 will have a maximum of 250 students. The Universities will make the appointment after consultation with Taylors.

2. Application Procedure

Applications (four copies) including full curriculum vitae and the names and addresses of three referees should be received by Gordon Dilworth, Secretary, Taylor's College Central Office, University of Strathclyde, Glasgow G1 1XQ not later than 8 December 1986.

3. The Universities and Taylors

Each of the Universities has close links with Malaysia, admitting many Malaysian students to undergraduate and postgraduate study. These students come from schools and colleges in both the state and private educational sectors in Malaysia as well as from the Malaysian universities.

Taylor's College was established as an independent co-educational senior secondary day school in 1969, initially to prepare Malaysian

students for entry to Australian universities. The programme of studies currently offered is for the South Australian Matriculation examination. A programme for admission to Canadian and American universities (via the Ontario Secondary School (grade 13) Honour Graduation Diploma) was added in 1983. Students offering either South Australian or Canadian qualifications gained at Taylor's College have successfully applied for admission to British universities including Glasgow, Heriot-Watt, Stirling and Strathclyde.

Taylor's College currently has 740 students on its two campuses, in Kuala Lumpur for the Australian programme and in Petaling Jaya, a suburb of Kuala Lumpur, for its Canadian programme.

In recent years, the Malaysian Government has, for educational, social and economic reasons, been increasingly interested in promoting "twinning" of Malaysian and foreign higher educational institutions and "split-degree" programmes whereby undergraduates would be able to undertake the earlier years of study in Malaysia, going abroad only for the later part of their degree course.

Accordingly, the Academic Board of Governors of Taylor's College formed a new company in April 1986, Taylor's College (Advanced Education) Sdn Bhd, with a view to entering into arrangements for split-degree programmes with overseas higher education institutions. Discussion with Scottish Universities had already started in March 1986. Subsequently, the four Universities entered detailed discussions with Taylors on the understanding that the academic direction of the studies in Malaysia - including curricula and syllabus design, control of academic standards, teaching and examining - would be vested in the Universities. On this basis, the Universities agreed in principle to confer special recognition on Taylors in order that students successfully completing two sessions of instruction there (Part 1) might be deemed qualified to enter a one or two year course (Part 2) at one of the Universities leading to the award of its first degree.

An agreement on this basis was formally signed between Taylors and the Universities on 9 September 1986 and Malaysian Ministry of Education approval for the split-degree programme to be introduced was granted on 30 October 1986.

4. The Split-Degree Programme

The programme which the Universities will conduct in association with Taylors should be seen in the context of Taylors' wide international contacts which reflect the breadth of view of the Malaysian education authorities as a whole. Taylors has or is likely to have agreements also with Australian, Canadian and American institutions for split-degree programmes though the division of responsibilities between these overseas institutions and Taylors is likely to vary from that negotiated with the four Universities.

The Universities' Part 1 programme will be conducted in a college consisting of a four storey building in Petaling Jaya near Taylor's College's Canadian branch. Petaling Jaya is a modern planned suburb of Kuala Lumpur, 15 minutes from the city centre by road. The immediate neighbourhood is well served by shops and other facilities.

The initial intake of students is planned for April, 1987. An intake in April is feasible because the Australian and Canadian matriculation results are announced at the beginning of the year and the Malaysian A level (STPM) results come out in March.

A maximum of 250 students will be admitted in April 1987. They will have a common first year curriculum consisting of classes in Accounting, Economic Business Organisation and Management, Marketing, and Quantitative Methods and Computing. In the second session, classes will be again offered in Accounting, Economics, Business Organisation and Management and Marketing and also in Law and Management Science. Students will base their choice of curriculum for the second session on the requirements of the course in Scotland which they hope to enter for Part 2.

Each session will consist of two 15 week semesters. A novel feature will be the organisation of the two sessions so that students entering in April of any year will be able to complete their two sessions of study for Part 1 in time to transfer to Part 2 in the Universities in September/October of the following year. (A diagram is enclosed:)

If the demand for places exceeds the initial maximum of 250, the Universities will consider taking steps to increase the intake, if necessary, by bringing other UK universities or central institutions/polytechnics into association with them. The Universities and Taylors also intend to extend Part 1 into

VIII

already acts on behalf of the Universities and is experienced in matters concerning Malaysian secondary education and admission to tertiary education.

8. Qualities of the Appointee

As the nature of the job is still being developed, the successful candidate will be expected to contribute to this process and be prepared to work in a situation which will sometimes be fluid. Willingness to take initiatives, patience and good communication skills will be essential.

Respect for Malaysian social customs is essential and the Academic Director must ensure as far as he can that the work of the college is conducted in a way which is fully acceptable to the Malaysian authorities and to Malaysian society at large.

While legal and financial skills are not required, an interest in these matters would be an advantage. The Universities are breaking new ground in setting up their particular split-degree arrangements with Taylors and it would be helpful to them if the Academic Director were prepared to take at least an interest in these matters.

Members of staff in any discipline are welcome to apply for this post but a background in Business Studies would be an advantage.

9. Salary

The Universities propose that the salary for the Academic Director should be within the professorial range.

In addition, the Universities will pay an overseas allowance of £12,000 per annum.

The salary and allowance will be subject to annual review.

Taylors has agreed to provide facilities and services to the Academic Director to a value not to exceed £23,000 per year. These facilities and services will include:

travel for the Academic Director and his family between the United Kingdom and Malaysia;

rent of a house in Malaysia and a provision of domestic services;

SECTION 3

Technical Report on the Survey

by Catrin Morrissey

Social and Community Planning Research

A. Sample Design

DEAPSIE required a representative sample of overseas students studying full time on courses of at least one term in universities, polytechnics and colleges of further and higher education in England and Wales. Overseas students were defined as those domiciled overseas, paying fees at either the home or overseas rate.

A multi-stage clustered sample design was employed, the unit of clustering being the institution of study.

As institutions of quite different types were to be represented in the sample, it was inevitable that the number of overseas students per institution varied a great deal. In deciding an appropriate cut-off point for inclusion in the sampling frame it was necessary to strike a balance between obtaining a representative cross section of institutions (including those with low overseas student numbers) and maintaining economical interviewer workloads. On this basis a cut-off point of 50 overseas students enrolled in 1982/3 (according to British Council statistics) was agreed upon. This resulted in the exclusion of 419 (77%) of the colleges of further and higher education in the country, 17 university institutions (most of which were the smaller specialised and medical colleges of the University of London), but no polytechnics.

The population represented in this study was therefore that of overseas students attending public sector educational institutions where more than 50 such students were enrolled. 31 institutions (3000 students) were to be sampled initially, the expectation being that about 28 institutions (2750 students) would remain after refusals/drop-outs at the institutional level.

(i) Stage 1 - Selection of Institutions

In order to ensure adequate representation of the different types of institution included in the sampling frame, stratification was carried out at two levels. At the first level, the list was stratified into 5 groups:

- (a) Universities with 200 or more overseas students;
- (b) Universities with 50-199 overseas students;
- (c) Polytechnics;
- (d) FE/HE colleges with 100 or more overseas students;
- (e) FE/HE colleges with 50-99 overseas students.

Within the university groups (a) and (b), institutions were stratified into four further groups:

- (a) Oxbridge;
- (b) London University;
- (c) Old Red Brick;
- (d) New Red Brick.

Within the polytechnic group (c), institutions were divided between two groups:

- (a) Greater London;
- (b) Outside Greater London.

Finally the two FE/HE college groups (d) and (e) were stratified into four further groups:

- (a) Over 50% of overseas students on advanced courses: Greater London;
- (b) Over 50% of overseas students on advanced courses: Other;
- (c) Under 50% of overseas students on advanced courses: Greater London;
- (d) Under 50% of overseas students on advanced courses: Other.

Within each group institutions were listed in size order of overseas student enrolment according to the British Council statistics of overseas students in Britain (1982-3) or, in the case of the FE colleges, DE statistics for 1983-4

An initial sample of 3000 students was divided between the three main institution types (universities; polytechnics; colleges of FE/HE) as indicated in Table 1. 2100 students were allocated to the universities and polytechnics in proportions corresponding to their relative population proportions. As the FE/HE group would otherwise have contained too few interviews for satisfactory analysis of the advanced/non-advanced groups within it, students from FE/HE colleges were oversampled. The 900 allocated to these colleges represented a weighting factor of 1.5 (corrective weighting was therefore necessary at the analysis stage).

Sampling with probability proportionate to numbers of overseas students enrolled was carried out separately in each of the five groups created by the first level stratification. In each group a different sampling fraction was employed, and a different number of students selected at the sampling points (see Table 1).

Of the 31 institutions initially selected one (a polytechnic) refused to take part. Another, an FE college, had too few overseas students that academic year to create an economical interviewer workload. Interviews therefore took place at 29 institutions.

(ii) Stage 2 - Selection of Students

The selection of students within each institution was made by the individual institutions concerned in all but 2 cases where the sampling was done by SCPR. Each institution was provided with detailed sampling instructions for making a random selection of the appropriate number of students for the stratum in which they fell. All students domiciled overseas and enrolled in full-time courses of more than one term were to be included in the sampling frame.

A total of 2852 students were sampled. (Due to rounding up or down of the sampling interval the issued sample at each institution will deviate from the expected 'Number of O.S selected' in Table 1.)

TABLE 1: Sample Design

Type of Institution	Sample allocated	No. of institutions selected	Sampling fraction (institutions)	No. of O.S. selected in each institution
UNIVERSITIES (≥ 200)	1620 { (100)	2	1/7	50
UNIVERSITIES (< 200)	{ (1520)	9	1/5	168
POLYTECHNICS	480	5	1/6	96
FE/HE (≥ 100)	900 { (257)	6	1/5	43
FE/HE (< 100)	{ (643)	9	1/3	71

CONTACTING THE STUDENTS IN THE SAMPLE

Names and addresses of students held in institutional records are regarded as confidential. It was therefore impossible for institutions to release the names and addresses of the sampled students to SCPR without the permission of the individual students concerned.

In order to preserve confidentiality it was decided to follow the procedure of the 1980 study, where the institutions mailed out letters asking the students to take part in the survey.

Introductory letters were prepared by SCPR and DEAPSIE explaining about the survey and asking students to take part. To the letter a reply slip (blue) was attached, on which students were asked to fill in their name and address and preferred option on date and place of interview. A reply paid envelope addressed to SCPR's Brentwood office was enclosed. The letter encouraged students to return the form even if they would not (or could not) participate. Institutions mailed out the letters either by post or via internal mail systems.

In addition to the introductory letter, first and second reminder letters were sent out to those students who did not reply, along with a further reply slip (yellow and green respectively).

DATA COLLECTION

(i) Pilot Stage

A small scale pilot was conducted among students at Waltham Forest College and at two halls of residence for students in London. 14 students were interviewed by 2 interviewers. They were personally briefed and a debriefing was held with the sponsors present.

The dates of the pilot fieldwork were 4-11 January.

(ii) Main Survey Fieldwork

The interviewing was conducted by 70 interviewers between 5th February and the 22nd May. (The period of fieldwork was extended through the Easter vacation in order to maximise the size of the effective sample, as the size of the issued sample was smaller than planned due to poor response to the letters.) 1760 students were interviewed representing 94% of an issued sample of 1896.

Three one day briefing conferences were held between 4th February and 6th February 1985. The briefings were conducted by either the Project Director or the Project Researcher on the survey.

Interviewers were provided with the reply slips sent in by the students and had to complete a "Calls and Outcome Sheet" in place of the standard A.R.F. As the mail out dates for letters and reminders were staggered the receipt of work by interviewers overlapped into the fieldwork period and this was an additional reason for extension of the fieldwork deadline.

22 interviewers working on the project were accompanied in the field, 40 interviews being conducted under supervision. In addition telephone recalls were carried out on the work of 27 interviewers. 166 addresses were checked, representing 9% of the total issued sample.

THE QUESTIONNAIRE

The questionnaire was interviewer administered and consisted mainly of pre-coded questions. There were 39 questions occupying 5 cards. The average interview length was 42 minutes.

The questionnaire covered the following areas:

- i) General background of student; details of course and its level.
- ii) The decision making process involved in choosing Britain as a place for study and the alternatives considered both in Britain and elsewhere.
- iii) Financial information: sources of income inside and outside Britain; fees paid; expenditure while in Britain.
- iv) Financial and other problems: reasons for them and means of coping.
- v) Attitudes to course, institution and to Britain in general.

A copy of the questionnaire and other field documents is included in Annex 1.

RESPONSE

Overall 69% of students written to replied expressing willingness to take part, whilst 11.6% returned the reply slip but refused. It had been predicted that the response to letters achieved in the 1980 survey (62%) would be improved upon, because the 1985 survey was carried out earlier in the academic year and was therefore less likely to coincide with examination periods. Although the positive response did increase, it was not as high as might have been expected.

One reason for this is likely to be the late mail-out dates at 3 or 4 institutions, which caused a delay in the whole process of contacting students and sending out reminders. Response rates at the 'late' institutions were significantly lower than the overall average at the others. As in the first survey, it is possible that the effective response rate was higher than 69%, since some of the remaining 19% of the sample from whom nothing was heard may have been out of scope. 4% of students to whom letters were sent were known to be ineligible through either their own replies or returns from the institutions. An attempt was made to identify any further ineligible by writing to the institutions, however most of those who replied (about 80%) indicated that no more students had left before the end of February 1985.

The response to the letter and reminders is shown in Tables 2 and 3.

1896 addresses were issued for interviewing. Of these, 1874 (99%) were found to be in scope and successful interviews were obtained at 1760 (94%). A full statement of interviewing response is given in Tables 4 and 5. Of the 2727 students assumed to be 'in scope' overall (after deducting those found to be out of scope at the interviewing stage), the 1760 interviewed represented a response of 64.5% over both stages.

TABLE 2: Response to Letters by Institution

Institution	Letters issued	Out of scope		Assumed to be in scope	Refused	Productive	
		Not O.S.	Left			No.	%
<u>Universities</u>							
1.	62	1	4	57	8	42	74
2.	49	1	-	48	8	35	73
3.	167	8	3	156	10	110	71
4.	171	1	-	170	19	114	67
5.	158	2	1	155	21	97	63
6.	167	-	3	164	22	133	81
7.	168	2	4	162	16	114	70
8.	168	3	3	162	23	112	69
9.	183	-	2	181	25	133	73
10.	177	1	-	176	11	131	74
11.	174	-	3	171	27	105	61
<u>Polytechnics</u>							
12.	97	-	6	91	10	67	74
13.	104	-	4	100	8	58	58
14.	103	1	2	100	10	67	67
15.	105	-	10	95	20	55	58
<u>Other Institutions</u>							
16.	43	-	-	43	13	27	63
17.	39	-	-	39	2	25	64
18.	39	-	-	39	4	29	74
19.	43	-	-	43	4	31	74
20.	43	5	1	37	2	29	73
21.	74	-	1	73	4	55	75
22.	22	-	1	21	2	18	86
23.	71	-	3	68	7	45	66
24.	72	-	9	63	10	24	51
25.	63	-	5	58	1	37	64
26.	74	-	-	74	13	44	59
27.	72	-	-	72	8	59	82
28.	80	1	-	79	7	60	76
29.	64	-	12	52	5	40	63

TABLE 3: Response to Letters: Summary

	No.	
TOTAL LETTERS MAILED OUT	2,852	
<u>OUT OF SCOPE</u>		
Ineligible - not overseas student	21	
Ineligible - left course ¹	77	
Ineligible - special ²	<u>5</u>	
Total ineligible	<u>103</u>	
Total (assumed to be) in scope	2,749	100
<u>IN-SCOPE - REFUSALS</u>		
Going away in survey period	17	
Too busy	72	
No reason/other reason	216	
Gone away ³	<u>15</u>	
TOTAL REFUSALS	320	11.6
<u>NO REPLY</u>	530	19.3
<u>POSITIVE REPLIES</u>		
Arrived too late to be issued	3	.1
Issued to interviewers	1,896	69.0

¹ includes informed by institution² Libyan students blocked by sponsor - withdrawn from sample³ returned by college; students had not collected forms from pigeon holes.

TABLE 4: Statement of Response: Interviewing (summary)

	No.	%
Issued	1,896	
Found to be out of scope	22	
Total (assumed to be) in scope	1,874	100
Interviewed (total)	1,760	93.9
- at home address	937	50.0
- at study address	823	43.9
Not interviewed	114	6.1
<u>Reasons for non-response:</u>		
Non-contact	83	4.4
Refusal	24	1.3
Other	7	0.4

TABLE 5: Response by Institution - Interviewing

Institution	Nams issued	In scope	Interviewed	
	<u>No.</u>	<u>No.</u>	<u>No.</u>	<u>%</u>
<u>Universities</u>				
1.	42	41	34	83
2.	35	35	35	100
3.	110	107	104	97
4.	114	112	103	92
5.	97	96	78	81
6.	133	128	125	98
7.	114	113	111	99
8.	112	111	107	96
9.	133	133	126	95
10.	131	130	120	97
11.	105	105	103	98
<u>Polytechnics</u>				
12.				
13.	67	66	59	88
14.	58	58	46	79
15.	67	67	66	99
	55	55	53	96
<u>Other Institutions</u>				
16.				
17.				
18.	27	27	21	78
19.	25	25	25	100
20.	29	29	28	97
21.	31	31	30	97
22.	29	28	27	96
23.	55	54	44	81
24.	18	18	18	100
25.	45	43	41	95
26.	24	24	24	100
27.	37	36	35	97
28.	44	44	44	100
29.	59	59	59	100
	60	59	56	95
	40	40	80	95

DATA PREPARATION

Completed questionnaires were booked in at the two field offices. All questionnaires were then forwarded to SCPR's Brentwood Offices, for checking and coding.

In addition to checking, reports were prepared on the early work of all interviewers so that if any interviewers were making any consistent errors they could be contacted without delay. A total of 218 (12% of the total) were checked as part of the early work checks, an average of 3.1 per interviewer.

The coding exercise involved assigning codes to answers which had not fitted into the precodes on the questionnaire. Listings of these answers together with verbatim responses to the open ended questions were prepared from the first 80 questionnaires to come in from the field. Code frames were then drawn up by the researcher. Coding of 'other' answers and of the open ended questions was continuously monitored and the code frames added to if necessary (code frames are included in the Appendix). Income and expenditure data on each questionnaire was checked in every case for sense and consistency.

The data were punched with 5 cards for each respondent and punching was 100% verified. The cards were submitted to a computer edit procedure designed to check the accuracy of the coding and punching, the consistency of responses and the correctness of filtering procedures.

ANALYSIS

The analysis specification was designed jointly by SCPR and DEAPSIE.

The tabulations which were produced are as follows:

- i) Holecount
- ii) Tables by Standard Breaks

The key variables used in analysing the data were:

- Country of residence
- Continent
- Rich/poor status (based on GNPPC income)
- Level of course
- Institution type
- Source of award
- Subject of study
- Sex
- Age
- Disposable income (annual)

- iii) A small amount of additional cross tabulations.
- iv) The mean and standard deviation for every amount of money specified in the questionnaire.

Introductory Letter to Institutions

Professor W.A.L. MacGowan,
Registrar,
The Royal College of Surgeons in Ireland,
St. Stephen's Green,
Dublin 2.

Dear Professor MacGowan,

Re: Ph D Research Topic 'The International Marketing of Educational Services - Implications for Long Term Policy Planning Survey of Overseas Students

Further to my telephone conversation (26/4/89) with your secretary, I now wish to enclose the following documents:-

1. Institutional survey to all Irish universities and third level colleges.
2. Checklist for interviews at publicly funded institutions.
3. Questionnaire for interview/self-completion by a number of overseas (non-EC) students.

The sample size for your institution is 26 to be chosen at random. Please let me know if you would prefer the questionnaire to be self-completed or whether individual interviews would be permissible.

Regarding item 2, I should be grateful if you would grant me an interview in the near future based on the questions outlined.

Yours sincerely,



DAMIEN ROCHE
Lecturer in Business Policy

DR/MM/1582

Dr. J. Mason,
Dean of Overseas and Continuing Students,
Room 2022,
Arts Building,
Trinity College,
Dublin 2.

Dear Dr. Mason,

Re: Ph D Research Topic 'The International Marketing of Educational Services - Implications for Long Term Policy Planning Survey of Overseas Students

Further to my telephone conversation (26/4/89) with your secretary, I now wish to enclose the following documents:-

1. Institutional survey to all Irish universities and third level colleges.
2. Checklist for interviews at publicly funded institutions.
3. Questionnaire for interview/self-completion by a number of overseas (non-EC) students.

The sample size for your institution is 16 to be chosen at random. Please let me know if you would prefer the questionnaire to be self-completed or whether individual interviews would be permissible.

Regarding item 2, I should be grateful if you would grant me an interview in the near future based on the questions outlined.

Yours sincerely,



DAMIEN ROCHE
Lecturer in Business Policy

DR/MM/1582

III

Mr. C. O'Brien,
Assistant Registrar,
University College Cork,
Cork,
Ireland.

Dear Mr. O'Brien,

Re: Ph D Research Topic 'The International Marketing of Educational Services - Implications for Long Term Policy Planning Survey of Overseas Students

Further to my telephone conversation (26/4/89) with your secretary, I now wish to enclose the following documents:-

1. Institutional survey to all Irish universities and third level colleges.
2. Checklist for interviews at publicly funded institutions.
3. Questionnaire for interview/self-completion by a number of overseas (non-EC) students.

The sample size for your institution is 7 to be chosen at random. Please let me know if you would prefer the questionnaire to be self-completed or whether individual interviews would be permissible.

Regarding item 2, I should be grateful if you would grant me an interview in the near future based on the questions outlined.

Yours sincerely,



DAMIEN ROCHE
Lecturer in Business Policy

DR/MM/1582

Mr. Seamus O'Cathail,
Academic Secretary,
University College Galway,
Galway,
Ireland.

Dear Mr. O'Cathail,

Re: Ph D Research Topic 'The International Marketing of Educational Services - Implications for Long Term Policy Planning Survey of Overseas Students

Further to my telephone conversation (26/4/89) with your secretary, I now wish to enclose the following documents:-

1. Institutional survey to all Irish universities and third level colleges.
2. Checklist for interviews at publicly funded institutions.
3. Questionnaire for interview/self-completion by a number of overseas (non-EC) students.

The sample size for your institution is 6 to be chosen at random. Please let me know if you would prefer the questionnaire to be self-completed or whether individual interviews would be permissible.

Regarding item 2, I should be grateful if you would grant me an interview in the near future based on the questions outlined.

Yours sincerely,



DAMIEN ROCHE
Lecturer in Business Policy

Dr. A.N. Glynn,
Director,
Industrial and International Affairs,
NIHE Dublin,
Glasnevin,
Dublin 9.

Dear Dr. Glynn,

Re: Ph D Research Topic 'The International Marketing of Educational Services - Implications for Long Term Policy Planning Survey of Overseas Students

Further to my telephone conversation (26/4/89) with your secretary, I now wish to enclose the following documents:-

1. Institutional survey to all Irish universities and third level colleges.
2. Checklist for interviews at publicly funded institutions.
3. Questionnaire for interview/self-completion by a number of overseas (non-EC) students.

The sample size for your institution is 1 to be chosen at random. Please let me know if you would prefer the questionnaire to be self-completed or whether individual interviews would be permissible.

Regarding item 2, I should be grateful if you would grant me an interview in the near future based on the questions outlined.

Yours sincerely,



DAMIEN ROCHE
Lecturer in Business Policy

The Registrar,
NIHE Limerick
Limerick,
Ireland.

Dear

Re: Ph D Research Topic 'The International Marketing of Educational Services - Implications for Long Term Policy Planning Survey of Overseas Students

Further to my telephone conversation (26/4/89) with your secretary, I now wish to enclose the following documents:-

1. Institutional survey to all Irish universities and third level colleges.
2. Checklist for interviews at publicly funded institutions.
3. Questionnaire for interview/self-completion by a number of overseas (non-EC) students.

The sample size for your institution is 1 to be chosen at random. Please let me know if you would prefer the questionnaire to be self-completed or whether individual interviews would be permissible.

Regarding item 2, I should be grateful if you would grant me an interview in the near future based on the questions outlined.

Yours sincerely,



DAMIEN ROCHE
Lecturer in Business Policy

Mr. J. S. Hickey,
Principal,
Dublin Institute of Technology,
College of Commerce,
Rathmines,
Dublin 6.

Dear Mr. Hickey.

Re: Ph.D Research Topic "The International Marketing of
Educational Services - Implications for Long Term Policy
Planning
Survey of Overseas Students

Further to my telephone conversation (26/4/89) with your
secretary, I now wish to enclose the following
documents:-

1. Institutional survey to all Irish Universities and
third level colleges.
2. Checklist for interviews at publicly funded
institutions.
3. Questionnaire for interview/self-completion by a
number of overseas (non-EC) students.

The sample size for your institution is 1 to be chosen at
random. Please let me know if you would prefer the
questionnaire to be self-completed or whether individual
interviews would be permissible.

Regarding item 2, I should be grateful if you would grant
me an interview in the near future based on the questions
outlined.

Yours sincerely,



DAMIEN ROCHE.
Lecturer in Business Policy.

The Registrar,
Waterford Regional Technical College,
Cork Road,
Waterford.

Dear Sir/Madam,

Re: Ph D Research Topic "The International Marketing of
Educational Services - Implications for Long Term Policy
Planning
Survey of Overseas Students

Further to my telephone conversation (26/4/89) with your
secretary, I now wish to enclose the following
documents:-

1. Institutional survey to all Irish Universities and
third level colleges.
2. Checklist for interviews at publicly funded
institutions.
3. Questionnaire for interview/self-completion by a
number of overseas (non-EC) students.

The sample size for your institution is 1 to be chosen at
random. Please let me know if you would prefer the
questionnaire to be self-completed or whether individual
interviews would be permissible.

Regarding item 2, I should be grateful if you would grant
me an interview in the near future based on the questions
outlined.

Yours sincerely,



DAMIEN ROCHE.
Lecturer in Business Policy.



CITY OF DUBLIN VOCATIONAL EDUCATION COMMITTEE

Chief Executive Officer: W. J. Arundel, B.Comm., H.Dip.Ed

3.3

Telephone: 01-970666

Telex: 91006

College of Commerce

Rathmines Road, Dublin 6, Ireland

A constituent College of Dublin Institute of Technology.

Principal: James S. Hickey, M.Sc., B.A.

Institutional Survey Questionnaire plus coded frame (OSQ1)

IRISH UNIVERSITIES AND TECHNOLOGICAL COLLEGES

INSTITUTIONAL SURVEY

Dear

As part of my research for a Ph D degree in the Department of Marketing at the University of Strathclyde, I am attempting to evaluate the effectiveness of the Irish university and technological college sector's attempts to serve overseas students for both undergraduate and postgraduate courses.

This institutional survey is part of a research project that is designed to evaluate the role that the marketing concept plays in the admission and recruitment process of potential overseas students into the Irish Third Level sector. It is hoped that the research may determine how the sector's admission, recruitment and promotional activities may benefit from using market analysis.

For the purpose of this study, an overseas student is defined as a person whose permanent home is overseas and has come to Ireland for the purpose of full time study, research or training, and who is expected to return home at the end of such study or training. This definition would exclude all EC students. This survey is concerned with both the overseas undergraduate and postgraduate admissions.

The information I am seeking is not available from published sources. Your kind co-operation is, therefore, vital to the success of this research.

I would be grateful if you would kindly complete the attached institutional survey as soon as possible and return it to me at the above address at your earliest convenience.

Yours faithfully,

DAMIEN ROCHE

Lecturer in Business Policy

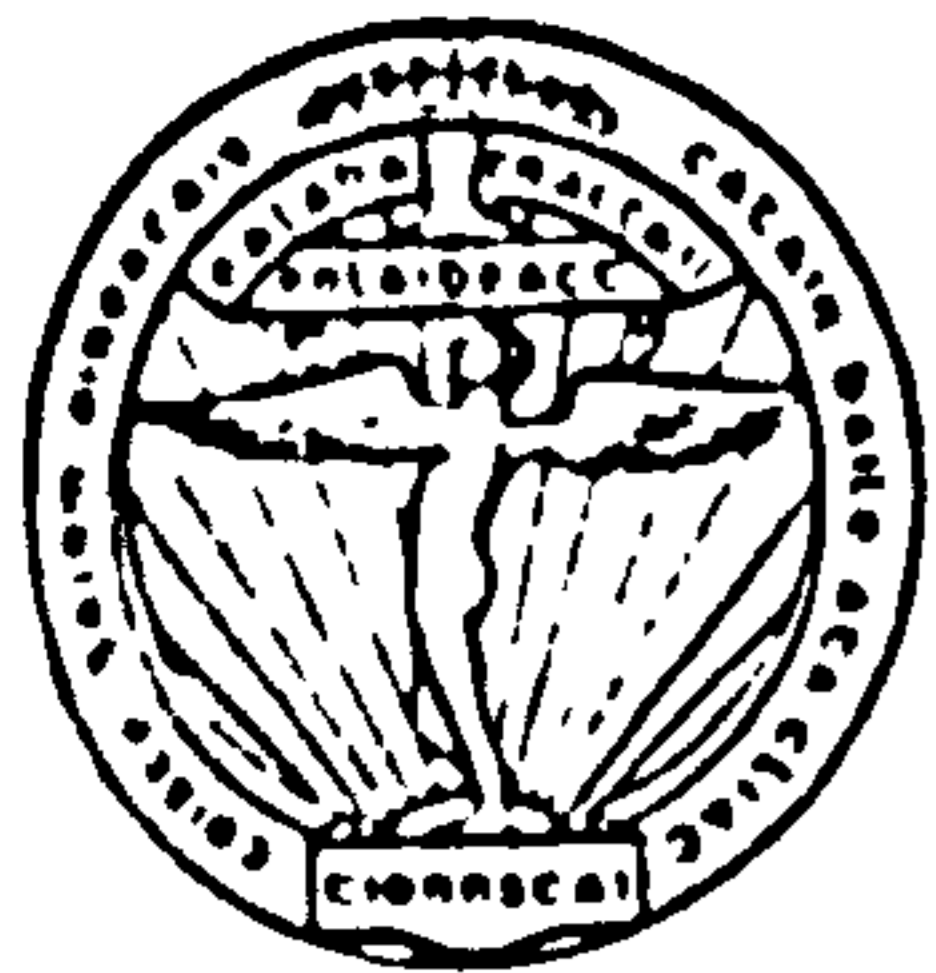
GENERAL QUESTIONS

1. What affect have recent changes in government's policy towards overseas students had in your institution.
2. Aside from changes in financial arrangements for overseas students, what other factors have influenced the size and composition of the overseas student body at this institution over recent years?
3. For the immediate future, how important is it to enrol new overseas students?
4. In the long term, how might overseas student numbers develop at this institution how would you like to see them develop?
5. Is there a point where you might say there are enough overseas students at this college?
6. Various forms of selective assistance are available for overseas students, administered through organisations such as ICOS
. What is your view of this system? Do you think this institution could do a better job in identifying the categories of student in need of financial assistance?
7. How well do you think this institution looks after its overseas students while they are studying here?
8. It is being proposed that institutions should charge whatever fees they choose to overseas students, provided that costs are covered. If and when the government cease to recommend fees for overseas students, what will this institution do? What factors are most likely to influence fee levels?
9. In the context of Ireland's external relations, how would you describe the advantages and disadvantages of overseas students coming to this country to study?
10. What would you say are the most important guiding principles which should underlie Irish policy towards overseas students?

INSTITUTIONAL SURVEY - OSQ1

OSQ1	INCENTIVE	1	3
ID No.	INSTITUTION	4	6
1.	RCSI		
2.	DIF		
3.	PCD		
4.	DCU		
5.	MAY		
6.	UCC		
7.	UCG		
8.	WRTC		
9.	UCD		
10.	UL		
	COMPLETION	7	8
1.	May 1989		
2.	June 1989		
Q1	EFFECT	9	10
1.	Nos. too small to predict		
2.	Large effect		
3.	Some effect		
4.	No effect		
Q2	RESPONSE	11	12
1.	New courses		
2.	New strategy		
3.	No response		
Q3	POLICY	13	14
1.	Full cost		
2.	Surcharge		
3.	Differentiated		

Q4	ALLOC.	15	16
1.	Incentive scheme		
2.	Centrally determined		
3.	Informal		
4.	Deducted from annual recurrent grant		



CITY OF DUBLIN VOCATIONAL EDUCATION COMMITTEE .

Chief Executive Officer: W. J. Arundel, B. Comm., H. Dip. Ed

3.4

College of Commerce

Rathmines Road, Dublin 6, Ireland

A constituent College of Dublin Institute of Technology.

Principal: James S. Hickey, M.Sc., B.A.

Telephone: 01-970666

Telex: 91006

Faculty Questionnaire plus coded frame (OSQ2)

IRISH UNIVERSITIES AND TECHNOLOGICAL COLLEGES

INSTITUTIONAL SURVEY/FACULTY QUESTIONNAIRE

Dear

I am, with the Principal's consent, attempting to evaluate the effectiveness of the Irish university and technological colleges sector's attempts to serve overseas students for both undergraduate and postgraduate courses.

This questionnaire is part of a research project that is designed to evaluate the role that the marketing concept plays in the admission and recruitment process of potential overseas students into the Irish Third Level sector. It is hoped that the research may determine how the sector's admission, recruitment and promotional activities may benefit from using market analysis.

For the purpose of this study, an overseas student is defined as a person whose permanent home is overseas and has come to Ireland for the purpose of full time study, research or training, and who is expected to return home at the end of such study or training. This definition would exclude all EEC students. This survey is concerned with both the overseas undergraduate and postgraduate admissions.

The information I am seeking is not available from published sources. Your kind co-operation is, therefore, vital to the success of this research.

I would be grateful if you would kindly completed the questionnaire as soon as possible and return it to the Secretary/Registrar of your college/university at your earliest convenience.

Yours faithfully,

DAMIEN ROCHE

Lecturer in Business Policy

IRISH UNIVERSITIES (INCLUDING NIHEs) AND
COLLEGES OF TECHNOLOGY

NAME OF RESPONDENT:

JOB TITLE:

FACULTY/UNIVERSITY OR
COLLEGES OF
TECHNOLOGY

DATE OF COMPLETION

X

10. Do you provide any training in market research or promotion techniques to staff involved in overseas students admissions?

YES Please describe the main benefits provided by the training

NO (a) Please name any market research promotion techniques which you consider could be of relevance to your admission activities

(b) Why do you say so?

(a) _____

(b) _____

11. Do you evaluate the performance of those staff involved in admission activities?

YES _____ (a) How do you evaluate?

(b) What benefits can be expected from the evaluation?

(a) _____

(b) _____

12. Have you set up any special task force within the Faculty to promote overseas students admission and recruitment?

YES _____ (a) Please describe why the task force is necessary

(b) Please describe the activities conducted by the task force

(a) _____

(b) _____

Continuation of Question 12

12. NO Can you suggest any areas where an admissions task force might be useful?

13. Do you consider it is important that staff involved in recruitment form relationships with the Alumni Associations?

YES What benefits might be obtained from this relationship?

GENERAL QUESTIONS

1. What affect have recent changes in government's policy towards overseas students had in your institution.
2. Aside from changes in financial arrangements for overseas students, what other factors have influenced the size and composition of the overseas student body at this institution over recent years?
3. For the immediate future, how important is it to enrol new overseas students?
4. In the long term, how might overseas student numbers develop at this institution how would you like to see them develop?
5. Is there a point where you might say there are enough overseas students at this college?
6. Various forms of selective assistance are available for overseas students, administered through organisations such as ICOS
 . What is your view of this system? Do you think this institution could do a better job in identifying the categories of student in need of financial assistance?
7. How well do you think this institution looks after its overseas students while they are studying here?
8. It is being proposed that institutions should charge whatever fees they choose to overseas students, provided that costs are covered. If and when the government cease to recommend fees for overseas students, what will this institution do? What factors are most likely to influence fee levels?
9. In the context of Ireland's external relations, how would you describe the advantages and disadvantages of overseas students coming to this country to study?
10. What would you say are the most important guiding principles which should underlie Irish policy towards overseas students?

11. OVERSEAS STUDENT NUMBERS AND CHARACTERISTICS - CHANGES SINCE 1979/80

NOTE ANY CHANGES OVER THE FIVE YEAR PERIOD 84/85 - 88/89

WHERE TRENDS ARE APPARENT, CHECK IF THEY ORIGINATED 83/84, OR BEFORE

- Total Number of o/s (ug/pg etc)
- o/s as a proportion of full-time student body
- annual enrollments of o/s (ug/pg etc.)
- course mode favoured by o/s
(eg one year as opposed to three year courses)
- subjects favoured by o/s
- distribution of o/s across departments
- country/region of origin of o/s
- EEC students
- Number of self-financing students
- Sources of sponsorship

Have any new course modes been offered to attract o/s
(eg split PhD, diplomas, general course year for ugs)?

Have any additional subjects/options been developed
with overseas students in mind?

XVIII

* As far as possible, factual information should be requested before visit. Primary analysis can then be discussed with Registrar or relevant officer. Always seek clarification when quantitative terms such as 'many', 'few' or 'some' are used. Where precise data is not available, ask for estimates and in such cases try to get a second opinion from another interviewee.

12. RECRUITMENT INITIATIVES

NOTE DETAILS OF THE FOLLOWING:

- Any extra or special efforts made with a view to recruiting overseas students - e.g. Advertising/Marketing campaigns (REQUEST LITERATURE USED)
- Use of Contacts abroad
- Visits abroad of academics &/or administrators ,
/Private Marketing consortium/Agent/Educational Fairs
- When Initiated and why
- Cost to Institution
- Any subject/country priorities
- Estimate of success of recruitment initiatives
- Any awareness of competition from other UK institutions/other countries
- Plans for the future

WHERE NO IDENTIFIABLE RECRUITMENT INITIATIVE

- Any particular reason why none
- Any efforts in the past to recruit o/s
- Plans for the future

SUMMARY QUESTION

Do you think overseas students should be encouraged to come to Ireland? Why?
What more could be done to encourage overseas students to come here?

NOTE DETAILS OF THE FOLLOWING

- Estimate of no. of applications from 'overseas students', 1984/85 to 88/89 and/or
- Trends in applications from 'overseas students' over the last five years (eg. any noticeable shift in the type of course applied for; any increase/decrease in ug/pg applications)
- Any noticeable change in quality of applicants (NAF/B/AFE; ug/pg)
- How are qualifications of oversea applicant checked/verified
- Any requirement to sit qualifying test. Perceived value of such test(s).
- English language requirement
- Any comment or problems on how to define an 'overseas student' for fee paying purposes.
What guidance, if any, is sought/is desirable?
Do many students challenge their designated 'status'?
- Any estimate of no. of o/s applications rejected outright; has the rate of rejection altered at all over the last five years?
- Guidance, if any, given to departments which consider applications from overseas.
- Frequency with which potential students from overseas, holding firm offers, fail to turn up at the last minute.
Any efforts made to discover why this happens.
- In general, is admissions procedure for overseas applicants viewed as more or less demanding of time and resources than the admissions procedure for home students.

15. ACADEMIC PERFORMANCE (contd.)

- Aside from language problems, any special difficulties which may affect academic progress of o/s
(eg: expectations/time taken to adjust/different study methods, lab techniques)
- Have any of the following been made available to overseas students:
 - Bridging/link courses
 - 2 year Master's Programmes
 - Study Skills training

To what extent have these arrangements helped overseas students in their academic studies?

- [SANDWICH COURSES - WHERE AVAILABLE

Can suitably qualified o/s enrol on these?

Are there any specific problems arising from industrial placements' of overseas students?]

- Any evidence that o/s require/need more/less teaching time than home students; is this more or less true for certain categories of o/s?
- Do o/s bring any particular academic/cultural qualities to their courses, and to this institution in general?
- Have any efforts been made to discover whether o/s are satisfied with their courses; any evidence to suggest that attitudes have altered in recent years.
- Who is the first person an o/s would normally contact in case of academic difficulty?
Is each o/s assigned an academic tutor?
- Do o/s generally perform more or less well than home students?
(ug/pg; subject areas)
How closely is performance monitored?
- Estimate of drop-out rate - are o/s more or less likely to drop-out of their course than home students?

15. ACADEMIC PERFORMANCE (Contd).

- What happens when an o/s:
fails end of year exams
fails course
(Note if student is moved to lower level course, or when course failed,
whether lower level qualification is offered).
- Do o/s research students take any longer than home students to
submit theses?
Reasons
- What can be done, in general, to improve the academic performance of
o/s; what ought to be done?

16. EXCHANGE/STUDY ABROAD ARRANGEMENTS

NOTE DETAILS OF THE FOLLOWING:

- Any direct exchange programmes/joint degree initiatives:
Departments/Colleges linked with
Benefits to institution and to students of arrangement(s)
Any advantages
Financial implications
Any discontinued programmes (reasons)

16. EXCHANGE/STUDY ABROAD ARRANGEMENTS (Contd.)

- Where no direct exchange programmes:

Any particular reason why none

has this type of arrangement ever been considered?

Assessment of possible costs and benefits to institution and to students

- Study Abroad - Irish Students

Est. of nos. of Irish students at inst. who work or study abroad during academic yr.
(DETAILS)

Any change in nos. over recent years.

With the exception of language courses, does inst. ever allow a period of work or
study abroad to count towards an Irish qualification.

Assessment of benefits of these arrangements; problems arising

- Credit Transfer

Any o/s presently at inst. who intend to use period of study/qualification
towards a qualification in another country.

(eg junior year abroad)

Any courses/options introduced or changed to accommodate the
requirements of overseas institutions.

Assessment of benefits to institution; problems arising

Is this a form of study arrangement which could be expanded in the future?

- Would inst. be interested in more information about international
student exchange; what sort of information would be helpful?

17. WELFARE PROVISION

NOTE DETAILS OF THE FOLLOWING:

- Preparation of prospective o/s for life in Ireland prospectus, contacts with former o/s, etc.
- Orientation/Induction course for new students
Specific provision made on such a course for o/s
Any plans to change or develop orientation programme in the future
- Whether there is an officer at Inst with specific responsibility for o/s (not Student's Union)
Other responsibilities of this officer.
Number of people available at Inst to help o/s who have welfare related problems.
Type of welfare service provided by Student's Union
When cases are referred outside Inst, which agencies/organisations are used.
- Accommodation available to students in general and o/s in particular
Any preferential treatment given to o/s
Type of help available to o/s in finding off-campus accommodation.
Sort of problems o/s might encounter when seeking accommodation.
- Any hardship fund for students in financial difficulty (size; grants &/or loans?)
o/s more or less likely to request financial help.
No. of o/s helped from fund in last year
Any changes in hardship arrangements over recent years
Any funds specifically provided for o/s

- Other welfare related problems encountered by o/s at this Inst.:

Health
Immigration
Racism

Family
Loneliness
Climate/Food

How can this institution help alleviate these problems?

- Any evidence that certain categories of o/s call heavily on welfare services. Why might this be?

SUMMARY QUESTIONS:

- How would you describe the quality of welfare services provided by this institution for overseas students?

- In general, what more, if anything do you think should be done and by whom to help and advise o/s?

18. PROBLEMS WITH PAYMENT OF FEES

- Since the introduction of full-cost fees for o/, what problems if any have arisen with payment of fees.

Efforts made by Inst. to help students :
Contacting Embassies
Installment arrangements

- Any evidence that certain categories of student more likely to encounter problems with payment of fees.

- What happens when a student is clearly unable to pay. Student allowed to continue/sent home; qualification withheld etc.)

- Is it ever possible for fees to be waived - in what circumstances.

- Any bursaries/scholarship funds to help o/s with payment of fees.

19. LEVEL OF FEES AND FEE POLICY

NOTE DETAILS OF THE FOLLOWING:

- Fee levels for o/s for the current academic year
Same as recommended minima?
- If not, any particular reason why not AND since when have o/s fee levels departed from rec. minima
- Fee levels for 88/89
Where different from recommended minima - why
Factors affecting fee level.
- Fees for non-EEC students are referred to as 'full-cost'.
Has Inst made any calculations to assess whether the fee income from o/s covers the 'full cost' of their studies here.
(Note categories/subject groups)

If no calculations have been made note any comments on relation between fee level for o/s and 'costs' of students (distinguish bet. average & marginal costs)

FOR UNIVERSITIES - Note proportion of Total Income which comes from o/s fees. (p.a.)

- Destination/Distribution of fee income from o/s
(Note details of any method used to divide funds between departments; note whether income equally shared by all departments, or whether given only to those with o/s)
Note any incentives given to departments to recruit overseas students.
- Is arrangement regarded as satisfactory; is it likely to change in the future.

FOR COLLEGES

- What happens to the fee income from overseas students
(Note details - whether retained by college or by local authority)
- Is present arrangement regarded as satisfactory;
is it likely to change in the future

NOTE DETAILS OF:

- Any short/special/self-financing courses whether for home or overseas students.
- Estimate of how many of these courses designed specifically with overseas students in mind.
- Have such courses been the response of demand; or has idea been initiated within inst. as a means of attracting o/s.
- Changes in quantity and type of short/self-financing courses since 1963. Reasons.
- Any evidence that oversea govts/sponsoring agencies prefer to send o/s on short, non-degree courses
- Present no. of students on such courses, or number expected in current academic year; Estimate of future size of provision.
- Fees charged.
How are they set.
(Based on 'costs'? What factors are taken into account; Based on what 'market will bear'?)
- How important is income from short/self-financing courses to college's finances.
- What happens to income from these courses.
(Details of how it may have helped certain depts).

21. FEE POLICY IF NO RECOMMENDED MINIMA

- It is being proposed that Institutions ought to be able to charge whatever fees they choose to overseas students taking established, degree courses - providing that costs are covered. If and when Department of Education cease to recommend fees for overseas students - what course will inst. take?
(Note any factors affecting calculations of fee level/ new variations which might result)
- Will institution take note of fees set by other comparable institutions?
What sort of national differentials are to be expected?
- Is withdrawal of recommended minimum fees desirable? Is it expected to lead to increased competition/co-operation? What would be the affects on o/s numbers both at Inst. and nationally?

INTERVIEWS WITH KEY FIGURES IN THIRD LEVEL

INSTITUTIONS - OSQ2

1D No.		1	3
	JOB TITLE	4	5
1.	Principal		
2.	Registrar		
3.	Admissions Officer		
4.	Dean of Overseas Students/Director - Intl. Office, 5 Professors/Head of Dept.		
	INSTITUTION	6	8
1.	RCSI		
2.	DIT		
3.	TCD		
4.	DCU		
5.	MAY		
6.	UCD		
7.	UCG		
8.	WRTC		
9.	UCD		
10.	UL		
	COMPLETION	9	10
1.	May 1989		
2.	June 1989		
Q1	POLICY	11	12
1.	None		
2.	Had some effect		
3.	Had great effect		

Q2	FACTORS	13	14
1.	Too early to say		
2.	Govt. cutbacks		
3.	Excess demand from Irish students		
4.	Lack of coherent policy		
Q3	IMPORT.	15	16
1.	Very important		
2.	Not important		
3.	Important		
Q4	DEVELOP	17	18
1.	15% student body		
2.	10% student body		
3.	20% student body		
Q5	ENOUGH	19	20
1.	20% student body		
2.	15% student body		
3.	10% student body		
Q6	ASSTCE	21	22
1.	Very inadequate		
2.	Adequate		
Q7	PRESENT	23	24
1.	Excellent		
2.	Very well		
3.	Well		
4.	Reasonably well		
Q8	FEES		26
1.	Full cost fees		
2.	Differentiated		
3.	Marginal cost		

Q9A	BENEFITS			28
BEN1	1. Trade	Y1		
		N2		30
BEN2	2. Diplomatic	Y1		
		N2		32
BEN3	3. Cultural	Y1		
		N2		34
BEN4	4. Educational	Y1		
		N2		
Q9B	SNAGS			36
SNG1	1. Disproportionate amount of time	Y1		
		N2		38
SNG2	Cost of failures	Y1		
		N2		
Q10	GUIDE			40
GD1	1. Attractive financial incentives	Y1		
		N2		42
GD2	2. Foreign policy implications	Y1		
		N2		44
GD3	3. Trade implications	Y1		
		N2		46
GD4	4. Scholarships	Y1		
		N2		48
GD5	5. State Co. training programs	Y1		
		N2		50
GD6	6. Providing accommodation	Y1		
		N2		
Q11A	CHANGES			52
1.	Stable			
2.	Increasing			
3.	Decreasing			

Q11B	TRENDS		54
TR1	1. Greater than of student body		
	2. Less than of student body		
Q11C	COURSES		56
CR1	1. Special courses		
	2. Against specific programmes		
Q11D	FAVOUR		59
FV1	1. Medicine	Y1	
		N2	60
FV2	2. Engineering	Y1	
		N2	62
FV3	3. Dentistry	Y1	
		N2	64
FV4	4. English	Y1	
		N2	66
FV5	5. History	Y1	
		N2	68
FV6	6. Business	Y1	
		N2	70
FV7	7. Science	Y1	
		N2	
Q11E	DISTRIB		72
DIST	1. Spread widely		
	2. Concentrated		
Q11F	COUNTRIES		74
CNT	1. Very wide		
	2. Few		
	Line 2 ID No		3
Q11G	FIN		
FIN1	1. Self financing	Y1	5
		N2	
FIN2	2. Sponsored	Y1	7
		N2	
FIN3	3. Mix	Y1	9
		N2	

Q11H	SPON				11
SP1	1	Rotary		Y1	
				N2	13
SP2	2	UN		Y1	
				N2	15
SP3	3	EC		Y1	
				N2	17
SP4	4	Bilateral aid		Y1	
				N2	
Q12A	RECR.				19
ADV1	1	Advertising/marketing campaigns		Y1	
				N2	21
ADV2	2	Use of contacts abroad		Y1	
				N2	23
ADV3	3	Visits abroad of academics and/or		Y1	
		Administrators/private marketing		N2	
		consortium/agent/educational fairs			
Q12B	PRIORITY				25
PR1	1	Medicine		Y1	
				N2	27
PR2	2	Engineering		Y1	
				N2	29
PR3	3	Science		Y1	
				N2	31
PR4	4	Business		Y1	
				N2	33
PR5	5	1 year students		Y1	
				N2	
Q12C	RECR				35
RECR	1	Too recent			
	2	Very successful			
Q12D	COMP				37
COMP	1	Market large enough			
	2	Some			

Q12E	PLANS			39
PL1	1	Access programme	Y1	
			N2	41
PL2	2	Consortium approach	Y1	
			N2	
Q12F	NO PLAN			43
NOP	1	No problem recruiting	Y1	
			N2	45
NOP	2	Excess home demand	Y1	
			N2	
Q12G	ENCR			47
ENC1	1	Financial reasons	Y1	
			N2	49
ENC2	2	Trade	Y1	
			N2	51
ENC3	3	Diplomatic	Y1	
			N2	53
ENC4	4	Cultural	Y1	
			N2	55
ENC5	5	Educational	Y1	
			N2	
Q12H	POLICY			57
	1	Yes		
	2	No		
Q13	ADMIT			59
ADM	1	Increasing		
	2	Stable		
	3	Decreasing		
Q14	QUALITY			61
QUAL	1	No change		
	2	Declining		

	CHECK		63
CH1	NARIC	Y1	
		N2	65
CH2	ICOS	Y1	
		N2	67
CH3	HEDOC	Y1	
		N2	69
CH4	PROF. BODIES	Y1	
		N2	
	TEST		71
TEST 1	Qualifying test	Y1	
		N2	
	ENG		73
ENG 1	Proficiency assumed		
	2 TOEFL		
	DEFN		75
	1 Challenge on citizenship		
	2 None		
	REJECT		77
	1 Non available		
	2 Low		
	3 High		
	GUIDANCE	Line 3 ID No	3
			5
	1 Left to faculties		150
	2 Direction given		
Q14PRES			7
	1 Not available		152
	2 Often		
	3 Seldom		
Q15	BLT		9
	1 Provided		154
	2 Not available		

	PROVN			11	
PROVN 1	Pre-sessional	Y1		155	
		N2			
				13	
PROVN 2	Teaching sessions throughout academic year	Y1		158	
		N2			
				15	
PROVN 3	Compulsory/voluntary	Y1		160	
		N2			
				17	
PROVN 4	Cost inclusive/cost extra	Y1		162	
		N2			
				19	
PROVN 5	Provision in-house/elsewhere	Y1		164	
		N2			
				21	
PROVN 6	Facilities for self-instruction	Y1		166	
		N2			
				23	
	IMPR				
1	Access program	Y1			
		N2			
				25	
	NOPROV				
1	Pre-admission problem				
2	Not role of institution				
	PROBLE				
PROB 1	None	Y1		27	
		N2			
PROB 2	Loneliness/homesickness	Y1		29	
		N2			
PROB 3	Financial	Y1		31	
		N2			
PROB 4	Expectations	Y1		33	
		N2			
PROB 5	Time taken to adjust	Y1		35	
		N2			

PROB 6	Different study methods	Y1	27
		N2	
PROB 7	Lab techniques	Y1	39
		N2	
SPECIAL			
SPEC 1	Bridging link courses	Y1	41
		N2	
SPEC 2	2 year masters programmes	Y1	43
		N2	
SPEC 3	Study skills training	Y1	45
		N2	
SPEC 4	Oriental course	Y1	47
		N2	
SPEC 5	Split-site programmes	Y1	49
		N2	
SPEC 6	Access programme	Y1	51
		N2	
SPEC 7	Sandwich courses	Y1	53
		N2	
TIME			
			55
1	More teaching time than home students		
2	Less teaching time than home students		
3	Differs for different categories of overseas student		
QLTS			
			57
1	Do overseas students bring any academic/cultural qualities to course	Y1	
		N2	
HAPPY			
			59
1	Student evaluation	Y1	
		N2	
2	Change in attitudes in recent years	Y1	61
		N2	

XXXIX

	CONTACT		63
1	Academic tutor		
2	Overseas counsellor		
3	Student services officer		
	PERFORM		65
1	Better		
2	Less well		
3	As well		
	DROPOUT		67
1	Less		
2	Same		
3	More		
	FAILS		69
1	As for Irish students		
2	Special treatment		
	RESEARCH		71
1	Less time		
2	More time		
3	Same		
	IMPROVE		
IMPR 1	Nothing needed	Y1	73
		N2	
IMPR 2	Special programmes	Y1	75
		N2	
IMPR 3	Study skills	Y1	77
		N2	
IMPR 4	English language tuition	Y1	79
		N2	

Q16	EXCHANGE			
1	Direct exchange programs/joint degree initiatives	Y1	5	
		N2		
	BENEFITS			
BEN	1	Raises academic profile	Y1	7
			N2	
	DISADVS			
DISAD	1	Cost	Y1	9
			N2	
DISAD	2	Difficult to administer	Y1	11
			N2	
	ABROAD			
Q16ABRD1	Erasmus	Y1	13	
		N2		
Q16ABRD2	Benefits		15	
1	European dimension	Y1		
		N2	17	
Q16ABRD3	Cultural	Y1		
		N2		
	CREDITS		19	
CRDTRANS	1	Credit transfer	Y1	
			N2	
STUDEXCH	2	Student exchange	Y1	21
		CRSE INFO	N2	
Q16INFO	1	1 year visiting student abroad		23
	2	No specific programmes		
Q17	WELFARE			25
WEL	1	Preparation of prospectus o/s for life in Ireland		
		- Prospectus, contacts with former o/s	Y1	
			N2	

WEL	2	Orientation/induction course for new students	Y1	27
			N2	
WEL	3	Any plans to develop orientation programmes in the future	Y1	29
			N2	
WEL	4	Officer with specific responsibility for o/s (not students union)	Y1	31
			N2	
WEL	5	Accommodation available to students in general	Y1	33
			N2	
WEL	6	Any preferential treatment given to o/s students	Y1	35
			N2	
WEL	7	Hardship fund for students in financial difficulty	Y1	37
			N2	
WEL	8	Are o/s students more or less likely to request financial help:		39
		1 More		
		2 Less		
		3 Same		
WEL	9	Any funds specifically provided for o/s students	Y1	41
			N2	
OTHER WELFARE RELATED PROBLEMS ENCOUNTERED BY O/S STUDENTS AT THIS INSTITUTION				
WEL	10	Health	Y1	43
			N2	
WEL	11	Immigration	Y1	45
			N2	
WEL	12	Racism	Y1	47
			N2	
WEL	13	Family	Y1	49
			N2	
WEL	14	Loneliness	Y1	51
			N2	
WEL	15	Climate/food	Y1	53
			N2	
WEL	16	Other	Y1	55
			N2	

XLIII

Q20 SHORT/SPECIAL/SELF FINANCING COURSES

FIN	Any short/special/self financing courses	Y1	73
	for home or o/s	N2	

Q21 FEES

FEE3	3	Will institution take note of fees set by other comparable institutions	Y1	75
			N2	

FEE3	4	Is withdrawal of recommended minimum fees desirable	Y1	77
			N2	

FEE3	5	Is it expected to lead to increased co-operation	Y1	79
			N2	

Line 5 ID No

FEE3	6	What would be the affects on o/s nos at institution and nationally		
		1 Increase		5
		2 Stable		
		3 Decrease		

Q22 PROBLEMS

PROB	1	Lack of lecture space	Y1	7
			N2	

PROB	2	Lack of accommodation	Y1	9
			N2	

PROB	3	Increased competition	Y1	11
			N2	

PROB	4	Comparability of qualifications	Y1	13
			N2	

PROB	5	Lack of coherent national policy	Y1	15
			N2	

PROB	6	Assesement without interview in Ireland	Y1	17
			N2	

WEL	16/17	Any evidence that certain categories of o/s students call heavily on welfare services	Y1 N2	57
WEL	17/18	How would you describe the quality of welfare services provided by this institution for o/s students: 1 Excellent 2 Good 3 Fair 4 poor		59
Q18	FEEES			
FEEES	1	Problems	Y1 N2	61
EFFORTS MADE BY INSTITUTION TO HELP STUDENTS				
HELP	1	Contacting embassies	Y1 N2	63
HELP	2	Instalment arrangements	Y1 N2	65
HELP	3	Any evidence that certain categories of student is more likely to encounter problems with payment of fees	Y1 N2	67
WHAT HAPPENS WHEN A STUDENT IS CLEARLY UNABLE TO PAY				
PAY	1	Student allowed to continue		69
	2	Sent home		
	3	Qual. withheld		
	4	Fees waived		
Q19	FEEES			
FEEES	2	1 Figures too small 2 High proportion 3 Low proportion		71

Q23 MARKET RESPONSE				
MKTRES1		Specific mktg. effort with regard	Y1	19
		to o/s	N2	
MKTRES2		Educational missions/airs	Y1	21
			N2	
MKTRES3		Exchange agreements	Y1	23
			N2	
MKTRES4		Twinning arrangements	Y1	25
			N2	
Q24 POTENTIAL				
POT	1	Proper targeted informational	Y1	27
		literature	N2	
POT	2	Discreet advertising	Y1	29
			N2	
POT	3	Personal academic contacts	Y1	31
			N2	
POT	4	Distance learning programmes	Y1	33
			N2	
POT	5	Advertising to counteract negative	Y1	35
		Image of Ireland (violence in NI)	N2	
POT	6	Institutional links	Y1	37
			N2	
POT	7	Faculty exchange	Y1	39
			N2	
Q25 TARGETS				
TG	1	Students	Y1	41
			N2	
TG	2	Sending governments	Y1	43
			N2	
TG	3	Parents	Y1	45
			N2	
TG	4	Corporate sponsors	Y1	47
			N2	

XLV

TG	5	Aid agencies	Y1	49
			N2	
TG	6	Study abroad organisers	Y1	51
			N2	
TG	7	Alumni associations	Y1	53
			N2	
Q26 FACTORS				
FAC	1	Fee levels	Y1	55
			N2	
FAC	2	Welfare provision	Y1	57
			N2	
FAC	3	Academic integrity	Y1	59
			N2	
Q27 STEPS				
STEP	1	Agents on commission basis (short term)	Y1	61
			N2	
STEP	2	Irish diplomatic and consular missions	Y1	63
			N2	
STEP	3	CTT/IDA link	Y1	65
			N2	
STEP	4	Consortium of Irish third level institutions	Y1	67
			N2	
Q28 RECR. EDGI				
RECRB	1	Based on places available		69
	2.	Informally set		
	3	Based on corporate plan		
COST EFF.				
COSTEFF	1	Quality of admissions		71
	3	Level of complaints		
IMPRS				
IMPR	1	More resources in student oriented way	Y1	73
			N2	

XLVI

Q29A APPL3.				
APPL	1	Sponsoring bodies	Y1	75
			N2	
APPL	2	Parents, relatives or friends with previous knowledge of institution	Y1	77
			N2	
Q29B CONF				
CONF	1	Availability of scholarship, grants	Y1	79
			N2	
		Line 6 ID No		3
CONF	2	Release of foreign exchange	Y1	5
			N2	
Q30 PROMOTE				
PROM	Need to promote	1 Yes		7
		2 No		
NO PROMOTE				
NOPROM	1	Numbers too small	Y1	9
			N2	
NOPROM	2	Lack of coherent national policy	Y1	11
			N2	
Q31 TRAIN				
TRAIN		Provide training	Y1	13
			N2	
RECOMMEND				
REC	1	Incentive schemes	Y1	15
			N2	
REC	2	Marketing research techniques training	Y1	17
			N2	
Q32 EVAL.				
EVAL		Evaluate	Y1	19
			N2	

XLVII

HOW EVAL.

HOVEVAL 1	Efficient operation of admissions system	Y1	21
		N2	
HOVEVAL 2	Acceptance/offer ratio	Y1	23
		N2	
HOVEVAL 3	Level of complaints	Y1	
		N2	
BENEFITS			
BEN 1	Raises profile of college	Y1	27
		N2	
BEN 2	Means of quality control	Y1	29
		N2	
TASK			
Q33	Task force	Y1	31
		N2	
ALUMNI			
Q34A	Alumni links	Y1	33
		N2	
BENEFITS			
BEN 1	Feedback	Y1	35
		N2	
BEN 2	Contacts	Y1	37
		N2	
BEN 3	Pre-lim interviews	Y1	39
		N2	
COMP			
COMP 1	Not in market	Y1	41
		N2	
COMP 2	UK	Y1	43
		N2	
COMP 3	Australia	Y1	45
		N2	



Overseas Student Questionnaire coded version (Revised 1980)

XLVIII

College of Commerce

Richmond Road, Dublin 4, Ireland

Telephone: 01-272 1111

Facsimile: 01-272 1111

Telephone: 01-272 1111
Telex: 91006

COMP 4	Canada	Y1	47
		N2	
COMP 5	USA	Y1	49
		N2	

IRISH UNIVERSITIES OF TECHNOLOGY

Q35	MKTG		
MKTG 1	Quality applicants	Y1	51
		N2	
MKTG 2	Informational	Y1	53
		N2	
MKTG 3	Standing	Y1	55
		N2	
MKTG 4	Service	Y1	57
		N2	

Dear Student,

As part of my research for a Ph.D. degree in the Department of Marketing at the University of Strathclyde, I am attempting to investigate the marketing of the Irish Technological Institute's services to overseas students. This research is of importance to the Institute and its management and postgraduate students.

It is especially important to the Institute that it receives information from students presently studying at institutions in Ireland.

For the purposes of my research:

1. Overseas students are defined as those coming from countries other than Ireland.
2. Ireland does not include Northern Ireland.
3. Universities include: University College, Dublin; University of Dublin; Trinity College, Dublin; St. Patrick's College, Maynooth; University of Limerick; University of Galway; The Royal College of Surgeons in Ireland; and the National Institute for Research in Higher Education, Limerick (University of Limerick). The Department of Higher Education, Dublin.
4. Technological colleges include: Dublin City University; Dublin Institute of Technology; and the National Technological Institute, Dublin.

I shall be examining with the Registrar of the Institute a selected number of overseas students who have indicated their interest in your participation in this interview.

Thank you in advance for your co-operation.

Yours faithfully,

DAMIEN ROOHE
Lecturer in Business Policy

CITY OF DUBLIN VOCATIONAL EDUCATION COMMITTEE.

Chief Executive Officer: W. J. Arundel, B.Comm., H.Dip.Ed

Overseas Student Questionnaire coded version (Ireland) (OSQ3)

College of Commerce

Rathmines Road, Dublin 6, Ireland

A constituent College of Dublin Institute of Technology.

Principal: James S. Hickey, M.Sc., B.A.

2nd May, 1989.

IRISH UNIVERSITIES AND TECHNOLOGICAL COLLEGES

OVERSEAS STUDENT QUESTIONNAIRE

Dear Student,

As part of my research for a Ph D degree in the Department of Marketing at the University of Strathclyde, I am attempting to evaluate the effectiveness of the Irish Third Level sector's attempts to serve overseas students for both undergraduate and postgraduate courses.

It is vitally important to the success of the research that I obtain good information from students presently studying or doing research in Third Level Institutions in Ireland.

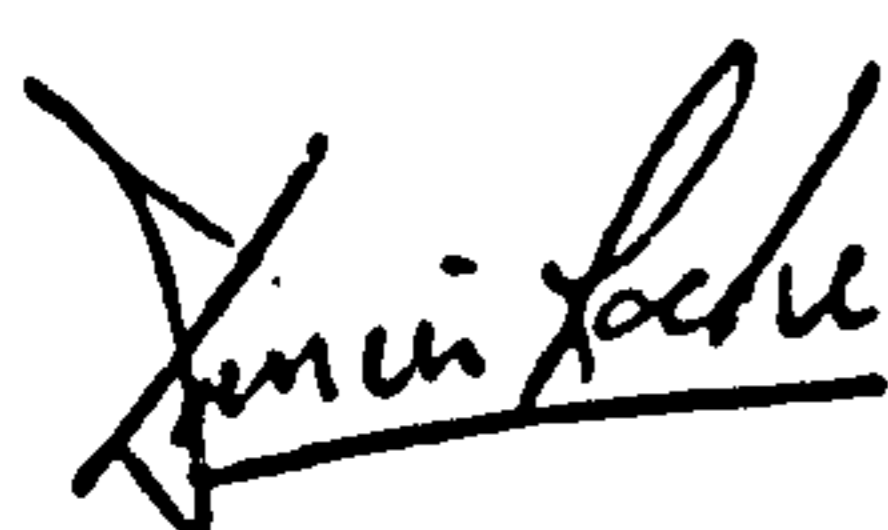
For the purposes of my research:-

1. Overseas student are defined as those normally residing outside the EEC.
2. Ireland does not include Northern Ireland.
3. Universities include University College Dublin, Cork, Galway, St. Patrick's College Maynooth, University of Dublin (Trinity College), The Royal College of Surgeons in Ireland, the National Institute of Higher Education Limerick (University of Limerick) and National Institute of Higher Education Dublin.
4. Technolgical colleges sector includes, the Dublin Institute of Technology and the Regional Technical Colleges.

I shall be arranging with the Registrar of the university/college to interview a selected number of overseas students in the near future and look forward to your participation in this interview.

Thank you in advance for your co-operation.

Yours faithfully,



DAMIEN ROCHE
Lecturer in Business Policy

CODE FRAME: Q.1a/Q.1b

01	Brunei	33	China/Vietnam	65	Pakistan
02	Cyprus	34	Columbia	66	Barbados/Bahamas/ Antigua
03	France	35	Gabon (was Congo - none)	67	Papua
04	Germany	36	Denmark	68	Peru
05	Greece	37	Dominica	69	Portugal
06	Hong Kond	38	Egypt	70	Saudi Arabia
07	India	39	Oman	71	Seychelles
08	Iran	40	Ethiopia	72	Sierra Leone
09	Iraq	41	Fiji	73	Quatar/United Arab Emir ates
10	Jordan	42	Finland	74	South Africa, Namibia
11	Kenya	43	Gambia	75	Spain
12	Libya	44	Ghana	76	Sri Lanka
13	Malaysia	45	Gibraltar	77	Sudan
14	Nigeria	46	Guyana	78	Sweden
15	Norway	47	Holland	79	Switzerland/Austria
16	Singapore	48	Iceland	80	Syrian Arab Republic
17	USA	49	Indonesia/Philippines	81	S. Korea/Taiwan
18	Zambia	50	Ireland	82	Tanzania
19	Zimbabwe	51	Israel	83	Thailand
20	Afghanistan	52	Italy	84	Tonga
21	Algeria	53	Jamaica	85	Trinidad
22	Luxembourg, Belgium	54	Japan	86	Guinea Bissae/Guinea/ Guinea W/Burkina E/ Djibouti
23	Australia	55	Kuwait	87	Turkey
24	Bahrain	56	Lebanon	88	Uganda
25	Bangladesh	57	Lesotho/Swaziland	89	Uruguay
26	Brazil	58	Liberia	90	Venezuela
27	British	59	Malawi	91	Vietnam
28	Burma	60	Malta	92	West Indies/St. Lucia
29	Cameroon	61	Mauritius	93	Yemen
30	Canada	62	Mexico/Puerto Rico	94	Poland (was Yugoslavia - none)
31	Botswana	63	Nepal	95	British (Q1b)
32	Chile	64	New Zealand	96	N. Korea

III

LIST A (1)

UNIVERSITY COURSE CODE LIST

<u>Subject Group</u>	<u>Subjects within Group</u>	<u>Code</u>
EDUCATION	Teacher Training Management and Organisation of Education Academic Studies in Education	01
MEDICINE AND DENTISTRY	Pre-clinical Medicine Pre-clinical dentistry Clinical Medicine Clinical Dentistry	02
SUBJECTS ALLIED TO MEDICINE	Anatomy and Physiology Pharmacy Pharmacology Nutrition Other medical subjects	03
ENGINEERING AND TECHNOLOGY	General Engineering Civil Engineering Mechanical Engineering Aeronautical Engineering Electrical Engineering Chemical Engineering Metallurgy Mining Minerals Technology Materials Technology Biotechnology Other engineering and technologies	04
AGRICULTURE AND RELATED SUBJECTS	Veterinary Science Agriculture Forestry Food Science Agricultural Sciences Other Agricultural subjects	05
BIOLOGICAL SCIENCES	Biology Botany Zoology Microbiology Biochemistry Experimental Psychology	06
PHYSICAL SCIENCES	Chemistry Physics Geology Materials Science Environmental Science Oceanography Physical Geography	07

IV

MATHEMATICAL SCIENCES	Mathematics Statistics Computer Studies Other Mathematical Sciences	08
SOCIAL STUDIES	Economics Sociology Social Policy and Administration Anthropology Social Psychology Politics Geography (unless solely a physical science)	09
LAW	Law	10
BUSINESS AND ADMINISTRATIVE STUDIES	Business and Management Studies Operational Research Accountancy Industrial Relations Financial Management Institutional Management	11
MASS COMMUNICATIONS AND DOCUMENTATION	Librarianship Information Science Communications & Media Studies	12
ARCHITECTURE, BUILDING AND PLANNING	Architecture Building Town and Country Planning	13
LANGUAGES AND RELATED DISCIPLINES	Linguistics All Literature Studies All Language Studies	14
HUMANITIES	History History of Art & History of science Archaeology Philosophy Theology	15
CREATIVE ARTS	Fine Art Design Studies Music Drama	16
COMBINED AND GENERAL COURSES NOT OTHERWISE CLASSIFIED	Combined or General Science Combined or General Social Science Combined or General Arts Other combined or general courses Triple combinations	17

COLLEGE COURSE CODE LIST

<u>Subject Group</u>	<u>Subjects within Group</u>	<u>Code</u>
Education	Initial Teacher-Training In-Service Teacher Training Education Studies	18
MEDICAL/DENTAL & HEALTH RELATED SUBJECTS	Medical related studies Dental related studies Pharmacy/Pharmacology Ancillary health subjects Environmental Health Nursing	19
ENGINEERING	Aeronautical Engineering Chemical Engineering Chemical Technology Fuel Technology Civil Engineering Building Electrical and Electronic Engineering Mechanical Engineering Production Engineering Mining and Quarrying Metal Technology General and other Engineering	20
OTHER TECHNOLOGY & MANUFACTURE	Surveying General Technology & Manufacture Clothing & Footwear Food Technology & Manufacture Printing and Book Production Textile Technology & Manufacture	21
AGRICULTURE/FORESTRY & VETERINARY SCIENCES	Agriculture Forestry & Veterinary Studies	22
SCIENCE & APPLIED SCIENCE	Biological Sciences Botany Zoology Biochemistry Physics Chemistry Environmental Sciences Geology Energy Studies Combined Sciences	23
MATHEMATICS & COMPUTER STUDIES	Mathematics All Computer Studies Statistics Systems Analysis	24

VI

BUSINESS/MANAGEMENT ACCOUNTANCY	Management & Management Science Other Business & Commerce Secretarial Studies Accountancy/Banking/Insurance	25
LAW	Law Legal Studies	26
SOCIAL & ADMINISTRATIVE STUDIES	Economics Geography Government and Public Administration Psychology Sociology Other Social Studies	27
OTHER PROFESSIONAL & VOCATIONAL STUDIES	Architecture & Town Planning Catering & Institutional Management Home Economics Librarianship Nautical Studies Other Professional Studies Department of Trade Certificates of Competency.	28
ENGLISH (AS A FOREIGN LANGUAGE)	<u>Special courses only</u> (Do <u>not</u> include English Language at 'O' level/'A' level/HND/Degree/Postgraduate level)	29
LANGUAGES AND LITERATURE	Linguistics Translation Studies All Languages All Literature Studies	30
HUMANITIES	History Archaeology Philosophy Theology General & Combined Arts	31
MUSIC/DRAMA & VISUAL ARTS	Art & Applied Art Design Drama Film & Media Studies Music	32
COMBINED AND GENERAL COURSES NOT OTHERWISE CLASSIFIED	Other combined or general courses (include mixed subjects at 'O' and 'A' level)	33

February 1989

SURVEY OF OVERSEAS STUDENTS

1 2 3

/ / /		
-------	--	--

Student Serial No.

4 5 6

/ / /		
-------	--	--

Institution No.

Col./ Code	Skip to
a)	b)
7-9	10-12
01	01
02	02
03	03
04	04
05	05
06	06
07	07
08	08
09	09
10	10
11	11
12	12
13	13
14	14
15	15
16	16
17	17
18	18
19	19
20	20

a)

ASK ALL

Can I ask you first, when you're not studying in Ireland, in which country do you normally live?

b)

Is that the country of which you hold a passport? (IF NECESSARY; I mean what is your nationality?)

- Brunei 01 01
- Cyprus 02 02
- France 03 03
- Germany 04 04
- Greece 05 05
- Hong Kong 06 06
- India 07 07
- Iran 08 08
- Iraq 09 09
- Jordan 10 10
- Kenya 11 11
- Libya 12 12
- Malaysia 13 13
- Nigeria 14 14
- Norway 15 15
- Singapore 16 16
- USA 17 17
- Zambia 18 18
- Zimbabwe 19 19

Other (STATE) a) _____

b) _____

VIII

ASK ALL

a) When did you start your present course of study?

WRITE IN _____

Before October 1984

October 1984 - Feb '85

March '85 - Sept '85

Oct '85 - Feb '86

March '86 - Sept '86

Oct '86 - Feb '87

March '87 - Sept '87

Oct '87 - Feb '88

March '88 - Sept '88

Oct '88 or later

	Col./Code	Skip to
a)	b)	
13-15 01	16-18 01	
02	02	
03	03	
04	04	
05	05	
06	06	
07	07	
08	08	
09	09	
10	10	

b) And when did you first begin to study in Ireland?

IF SAME CODE RINGED AT a) AND b) - SKIP TO Q.3

IF DIFFERENT CODES RINGED AT a) AND b) - ASK c)

c) Have you studied continuously in Ireland, apart from vacations, since _____ (QUOTE DATE AT b), or not?

Yes

No

19-20

1

2

ASK ALL

a) What is the normal length of your present course of study, in academic years?

academic years:

Less than 1

One or over (but less than 2)

Two or over (but less than 3)

Three or more

21-22

1

2

3

4

IF CODE '10' AT Q.2a): Since you started your present course.....

IF CODE '01-09' AT Q.2a): In the last twelve months, that is since the beginning of March 1988,

(ALL) how many altogether have you spent outside Ireland if any?

24-25

ENTER NUMBER OF WEEKS
(00 IF NONE)

|

ACCEPT ESTIMATE

ASK ALL

4.a) Do you hope to obtain an Irish qualification as a result of your present course of study at _____ (INSTITUTION) or not?

Yes

Col./
CodeSkip
to

1 27

b)

No

2

e)

IF YES

b) What is the qualification you hope to obtain (at the end of your present course)?

IF UNSURE OF CODE GIVE FULL NAME OF QUALIFICATION AT 'OTHER'

IF MORE THAN ONE QUAL. WRITE IN ALL AT 'OTHER'

Advanced (non-degree) Certificate/Diploma

07

Professional qualifications (e.g. Institute's exam's; professional Diplomas)

08

Teacher training (B.Ed)

09

First degree (Bachelors; BA; BSc; B.Ed)

10

Postgraduate Diploma or Certificate (e.g. Univ. Diploma; NCEA)

11

Postgraduate taught course - Masters level (e.g. MA; MSc)

12

Postgraduate research degree (e.g. M.Phil; Ph.D)

13

Other (STATE) _____

14

e)

IF MORE THAN ONE AT 'OTHER'

(OTHERS GO TO e)

c) Are you studying for both/all of these qualifications at _____ (NAME INSTITUTION)?

Yes

1 32

e)

No

2

d)

IF NO

d) At which other institution/s are you studying? (STATE) _____

34

ASK ALL

e) Do you expect your present course of study to count towards a qualification in another country?

Yes

1

f)

No

2

Q.5

IF YES AT e) ASK f)

f) Is that in your own country or some other country?

Own country (i.e. country of nationality)

96

Another country (STATE)

97

37

ASK ALL: SHOW CARD B

		Col./ Code	Skip to
a)	What is the <u>highest</u> level of education that you completed in your own country, or in any country other than Ireland?		
	None (i.e. all education in Ireland)	1	Q.8
	Primary (schooling)	2	b)
	Secondary (schooling)	3	
	Vocational or technical training (other than teaching)	4	
	Teacher training (other than a degree)	5	
	Professional qualification (without a degree)	6	
	Higher Education (1st degree level or equivalent)	7	
	Professional qualification (following a degree)	8	
	Other (STATE) _____	7	
	<u>IF CODE 2-8, OR 7</u>		
	b) And was that in your own country, or in another country?		
	Own country (i.e. country of nationality)	96	
	Other country (STATE WHICH) _____	97	

a)	<u>ASK ALL</u>		
	Immediately before you started your present course were you...READ OUT...		
	...in full-time education	1	Q.10
	in full-time employment (i.e. not vacation or temp. job)	2	Q.9
	doing military service	3	Q.10
	or doing something else?	7	
	(STATE WHAT) _____		

a)	<u>ASK ALL WHO WERE IN FULL-TIME EMPLOYMENT (Q.8a code 2)</u>		
	Could you tell me, what kind of job you were doing; what was the name or title of the job?		
	WRITE IN _____		
b)	INTERVIEWER CODE TYPE OF OCCUPATION PROBING FURTHER IF NECESSARY.		
	<u>Self-employed:-</u> business man/woman	01	
	-craftsman/farmer	02	
	-professional	03	

	<u>Employee:-</u> teacher/lecturer	04	
	- civil servant	05	
	- armed forces	06	
	- other Govt. service (eg: health, nationalised industry)	07	
	- multi-national company	08	
	- other private sector business/co.	09	
	Other (STATE) _____	97	

ASK ALL: SHOW CARD C

a) If you pass your exams at the end of your present Line 2 course, what would you most like to do?

Continue to study in Ireland .

Find/return to a job in Ireland

Continue to study in your own country

Return to your previous job in your own country

Return to your previous job with promotion in your own country?

Return to a new job/find a job in your own country?

Continue to study in another country
(STATE COUNTRY) _____

Find a job in another country
(STATE COUNTRY) _____

Something else (STATE) _____

Don't know

a) Most Like	b) After all studies	Skip to
3 01b)	- 6	
02	02	
03	03	
04	04	
05	05	
06	06	
07	07	
08	08	
09	09	
98	98	

IF WOULD LIKE TO CONTINUE TO STUDY IN IRELAND ASK b) and c)

b) What do you expect to do after you have finished all your studies in Ireland? RING ONE CODE AT b) ABOVE

(SHOW CARD D IF NECESSARY)

c) What is the highest level of Irish qualification you eventually hope or wish to obtain?

- 9
- Advanced (non-degree) Certificate/Diploma 07
- Professional qualifications (e.g. Institute's exams; professional diplomas) 08
- First degree (Bachelors; BA; BSc; B.Ed) 10
- Postgraduate Diploma or Certificate e.g. Univ. Diploma; NCEA Diploma;) 11
- Postgraduate taught course - Masters level (e.g. MA; MSc) 12
- Postgraduate research degree (e.g. M.Phil; Ph.d) 13
- Other (STATE) _____ 14

11.	Did you seriously consider going to study in any other countries apart from Ireland and your own country?	Col./ Code	Skip to
	<p style="text-align: right;">11 Yes</p> <p style="text-align: right;">No</p>	1	b)
		2	Q.1.
	<p><u>IF YES</u></p> <p>b) What other countries did you seriously consider?</p> <p>LIST COUNTRIES CONSIDERED BELOW:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>	<p>OFFICE USE Spare S.No</p> <p>CARD 02</p>	14
	<p><u>ASK ALL</u></p> <p>2.a) Was the subject you are now studying the subject you most wanted to study, or would you have preferred to study something else?</p> <p style="text-align: right;">Yes, most wanted</p> <p style="text-align: right;">No, something else</p> <p><u>IF NO</u> Had no choice (eg. sent by Govt.)</p> <p>b) Which subject would you most like to have studied?</p> <p>REFER TO, OR SHOW <u>LIST A</u> ENTER SUBJECT CODE FROM LIST A OR WRITE IN (IF NOT LISTED/UNSURE)</p> <p>c) And why are you not studying that subject now?</p>	<p>16</p> <p>1</p> <p>2</p> <p>3</p> <p>19</p> <p>22</p>	<p>Q.13</p> <p>b)</p> <p>Q.13</p>
	<p><u>ASK ALL</u></p> <p>2.a) Is _____ (NAME OF INSTITUTION) the place where you most wanted to study or would you have preferred to be somewhere else in Ireland, or in another country?</p> <p style="text-align: right;">Yes, present college</p> <p style="text-align: right;">No, somewhere else</p> <p><u>IF PREFERRED SOMEWHERE ELSE</u></p> <p>b) At which university, _____ or college _____ would you most like to have studied?</p> <p>(N.B. INSTITUTION MAY BE IN IRELAND (CODES 1-5) OR ELSEWHERE (CODE 6) _____)</p> <p>University of Dublin</p> <p>University College Dubl .</p> <p>Other university (STATE WHICH) _____</p> <p>College (STATE WHICH): CHECK WHETHER PART OF A UNIVERSITY _____</p> <p>Other country (STATE COUNTRY AND INSTITUTION) _____</p>	<p>24</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>1</p> <p>3</p> <p>5</p> <p>6</p>	<p>Q.14</p> <p>b)</p> <p>Q.14</p>

ASK ALL: SHOW CARD E

Col./ Code	Skip to
------------	---------

4.a) This card gives a list of possible reasons for coming to study in IRELAND. Which of these reasons applied to you? CODE ALL THAT APPLY IN COLUMN (a). PROBE 'Any others?' UNTIL 'NO'.

	a) Reason(s) which applied	b) <u>Main</u> Reason
Course not available in your own country	1 ²⁶ 1	01 ⁵⁷
Application turned down in your own country	2 1 78	02 56
Application would not be accepted in your own country	3 1 30	03 59
Believe course better than courses at home or elsewhere	4 1 32	04 62
Course cheaper than courses elsewhere	5 1 34	05 65
Total cost of study (including both fees and living expenses) less than elsewhere	6 1 36	06 68
The reputation of the university/ college you attend	7 1 38	07 71
Speak English better than languages in other countries	8 1 40	08 74
Wished to improve your English	9 1 42	09 77
Had friends or relative in Ireland	10 1 44	10 80 <i>Live 3</i>
Believed qualification better for future jobs or study	11 1 46	11 3
Received scholarship or other award to study in Ireland	12 1 48	12 6
Something else (SPECIFY) _____	13 1 51	13 9

b) And which was the main reason?
CODE ONE ONLY IN COLUMN (b)

Now I should like to ask you a little about yourself, your background and living in Ireland:-

ASK ALL:

6.a)

What type of accommodation are you living in at present?

College/College Hall of residence or hostel

(PROBE TO OBTAIN EXACT CODE)

Other college accommodation (e.g. flats)

Private hostel (e.g. YMCA/YWCA)

Staying with relatives or friends

A house you have rented (inc. rented with others)

A flat you have rented

A room you have rented

Property you have purchased

Something else (STATE) _____

Col./ Code

Skip to

7

01

Q.17

02

03

04

05

b

06

07

08

09

IF CODE 3-9

b) In the house/flat where you live are there any other people (including the landlord or landlady and other tenants) who are...READ OUT

	Yes	No	DK	
...of your own nationality?	1	2	3	9
students from overseas?	1	2	3	11
Irish people?	1	2	3	13

c) Is English your first language?

Yes

1

Q.17

No

A

d

IF NO

d) Are there any other people who speak your own language in the house/flat where you live?

Yes

2

No

3

ASK ALL

7.a)

What was your age last birthday?
ENTER EXACT AGE AND RING CODE FOR AGE GROUP

EXACT AGE

20

Age group 17 or less

1

22

18-20

2

21-25

3

26-30

4

31-35

5

36-40

6

41 or older

7

24

8.a)

RECORD SEX

Male

1

Female

2

26

9.a)

Are you...READ OUT...

single

1

or married?

2

(Other STATE) _____

3

ASK ALL

18a) Do you have anyone in Ireland whom you have to support financially at all? PROMPT IF NECESSARY: for example wife/husband or children?)

Yes 1
No 2

IF YES

b) How many people do you have to support financially in Ireland?

ENTER NUMBER

Col./Code	- Skit
28	
31	Q.1

ASK ALL

19a) (Apart from those people you've mentioned as being financially dependent on you) do your parents or any other close relatives live in Ireland now?

Yes 1
No 2

b) And (again apart from those you've mentioned as being financially dependent) have any of your close relatives ever lived in or visited Ireland ...READ OUT ..

Yes	No	
1	2	
1	2	
1	2	

... to study? 35

to work here or for business reasons? 37

or for any other reason?(STATE WHAT IF YES) 39

ASK ALL: (SHOW CARD G IF NECESSARY)

20. Now about your parents;

a) What is your father's main job? (IF DIED/RETIRED, PROBE: Which was his main job?)

b) And what is (was) your mother's main job?

42

	OFFICE USE S. NO C.03	
	<input type="checkbox"/>	
	<input type="checkbox"/>	
	a) Father	b) Mother
<u>Self-employed:</u> - business man/woman	01	01
- craftsman or farmer	02	02
- professional	03	03
<u>Employee:</u> - teacher/lecturer	04	04
- armed forces	05	05
- other Govt. service	06	06
- health, nationalised industry	07	07
- multi-national company	08	08
- other private sector business or company	09	09
Looking after the home (not in paid employment)	10	10
Other (STATE)		
Father _____	97	
Mother _____		97

45

ASK ALL

SHOW CARD H

47

Col./
Code

Skip
to

- 1a) Which of the levels on this card is the highest level of formal education that your father has (had)?
- None
- Primary schooling
- Secondary schooling
- Vocational or technical training
- Higher Education or professional qualification (degree level or equivalent)
- Don't know
- b) And which is the highest level of formal education that your mother has had?

a) Father

b) Mother

- 1
- 2
- 3
- 4
- 5
- 8
- 1
- 2
- 3
- 4
- 5
- 8

49

2. Now I should like to ask you some questions about your income in Ireland and how you are managing financially.

- a) Do you get any form of scholarship or award, such as a grant, bursary, fellowship, sponsorship or loan from an official student loan scheme? IF NO PROBE: or any other kind of official help with fees?
- IF YES
- Yes
- No (AFTER PROBE)
- b) Does this money come from just one source or from more than once source?
- IF MORE THAN ONE, PROBE: From how many sources?
- One source
- More than one, ENTER NUMBER

51

1

b)

Q.24

53

1

- c) Would you still have come to study in Ireland if you had not received any kind of scholarship or award?

Yes

55

1

No

2

Not sure/Don't Know

3

SHOW CARD I

- d) What proportion of your tuition fees does/do your scholarship(s) or award(s) cover?

57

59

e) fees

f) living

All

1

1

- e) And what proportion of your living expenses does/do your scholarship(s)/award(s) cover?
- Three quarters or more
- More than half
- About half
- Less than half
- A quarter or less

2

2

3

3

4

4

5

5

6

6

Covers the difference between the home and overseas fees rate

7

7

None

8

8

IF AWARD MONEY COVERS ANY TUITION FEES (CODES 1-7 at e)

- e) Is the money for tuition fees ... READ OUT

61

... paid directly to the university/ college by the award giving body

1

or does the money get paid over to you first?

2

(Some tuition fees go direct to institution. Some through respondent first)

3

(Don't Know)

8

ASK ALL WITH SCHOLARSHIP/AWARD (Q.22a. code 1)

NB. IF FROM 'MORE THAN ONE SOURCE' AT Q.22b, SAY
FIRST: Thinking of your main scholarship or award, that
that is the one giving the most money ...

23a) Did you ... READ OUT apply for the scholarship or award
or was it offered to you, without an application
or what? (STATE) _____

Col./ Code	Skip to
63	
1	b)
2 } ..	
3 }	c)

IF APPLIED FOR (Code 1)

b) How did you learn about this scholarship
or award, was it ... READ OUT ...
through your previous school, college or university

or through an announcement, advertisement or other literature

or in some other way? What was that? (STATE)

65	
1	
2	
3	
7	

ALL WITH SCHOLARSHIP/AWARD

c) And how were you selected for the scholarship or award?
Did you ...READ OUT ...

_____ have an interview?
Did you have to take a special examination?
Was it related to your previous
examination, results or academic
performance?
Did you have to show that
you needed the money?
Did you have to do anything else
(apart from writing an application form)?
(STATE WHAT IF YES) _____

Yes	No
1	2
1	2
1	2
1	2
1	2

Col.
67
69
71
73
75

Col./ Code	Skipped to

FOR ALL

25a) INTERVIEWER: TRANSFER ALL SOURCE CODES RINGED AT Q.24a, b, c TO SEPARATE LINES OF THE GRID BELOW (EXCEPT CODES '00') (TAKE GREAT CARE TO BE ACCURATE)

FOR EACH SOURCE ASK b, c, d: STILL SHOW CARD J IF NECESSARY

- b) Does the money from _____ (QUOTE SOURCE) get used for paying tuition fees, living expenses, or both?
- c) How much money altogether do you get from that source (including any that is paid direct by them to your university/college, for fees)?
- d) Is that amount per year, per term, per month or what?

NOTES ON USE OF GRID

- (i) IF SEPARATE AMOUNTS/SOURCES WITHIN SAME SOURCE CODE ENTER ON SEPARATE LINES, WITH SAME SOURCE CODE FOR EACH
- (ii) IF ANY COMPLICATIONS (e.g. AMOUNTS GIVEN IN FOREIGN CURRENCY, OR AMOUNT FOR FEES NOT KNOWN, BUT LIVING EXPENSES KNOWN) WRITE IN FULL DETAILS IN THE SPACE BELOW CODING BOXES.
- (iii) IF MORE THAN 7 SOURCES WRITE IN DETAILS OF OTHERS OVERLEAF

	a) SOURCE CODE	b) USED FOR			c) AMOUNT to nearest £	d) Frequency				
		Fees	Living	Both/Varies		per year	per term	per month	Once/Whole course	Other STATE
(1)	<input type="text"/>	1	2	3	<input type="text"/>	1	2	3	4	7 ↓
(2)	<input type="text"/>	1	2	3	<input type="text"/>	1	2	3	4	7 ↓
(3)	<input type="text"/>	1	2	3	<input type="text"/>	1	2	3	4	7 ↓
(4)	<input type="text"/>	1	2	3	<input type="text"/>	1	2	3	4	7 ↓
(5)	<input type="text"/>	1	2	3	<input type="text"/>	1	2	3	4	7 ↓
(6)	<input type="text"/>	1	2	3	<input type="text"/>	1	2	3	4	7 ↓
(7)	<input type="text"/>	1	2	3	<input type="text"/>	1	2	3	4	7 ↓

N.B. CHECK THE FOLLOWING, PROBING IF NECESSARY:-

- (i) THAT THERE ARE CODES TO COVER BOTH FEES AND LIVING EXPENSES (at least one code 1 and one code 2 or a code 3).
- (ii) IF ANY SCHOLARSHIP/AWARD AT Q.22a (code 1) IT/THEY ARE INCLUDED HERE
- (iii) IF MARRIED (Q.17c code 2) THAT ALL SPOUSE'S INCOME IS INCLUDED APART FROM TUITION FEES IF HE/SHE IS ALSO A STUDENT.

Col./ Code	Skip to

Live 5

ASK ALL

I'd like to ask you now about the fees for your course of study for the present academic year:-

Col./ Code	Skip to
5	
1	
2	
3	
8	
10	
9998	
12	
1	
2	
3	
7	
14	
1	d)
2	}
9	
18	
20	
1	
2	
3	
7	
8	

26.a)

Do you pay fees at...READ OUT ...the overseas students rate
 or at the home student rate
 or at some other rate? (STATE)

(Don't know)

b) How much are your tuition fees for the year, altogether?

(i) ENTER AMOUNT TO NEAREST £

(i) £

--	--	--	--

AND

(ii) CHECK TIME PERIOD COVERED AND RING CODE TO INDICATE WHETHER FULL YEAR OR NOT.

Don't know

(ii) FEES FOR:

Full year (3 terms)

Short course of 2 terms

Short course of 1 term

Other (STATE) _____

c)

Are there any other, additional fees for your course this year, such as Registration fees, exam. fees, bench fees and so on, but excluding residence fees?

Yes

No, none (or all included at b)

Don't know

IF YES

d) What are those fees for? Any others?
 WRITE IN AT (d) BELOW

e) How much are those fees for this year, in total ENTER AMOUNT TO NEAREST £

(d) FEES FOR:

(e) AMOUNT

Don't know

(i) _____ £

--	--	--

998

(ii) _____ £

--	--	--

998

(iii) _____ £

--	--	--

998

ASK ALL

f) Are your tuition fees paid...READ OUT

...once a year

or once a term

or in a lump sum in advance for the whole course

or in some other way? (STATE) _____

(Don't know)

ASK ALL

7. Now I'd like to ask you about how much money you are spending in Ireland, apart from tuition fees.

Col./ Code Skip to

25

a) About how much have you spent, in Ireland, on equipment for your course in the current academic year, that is since October 1988; I mean things like books, calculator, stationary, photocopying and so on?

ENTER TOTAL AMOUNT (ACCEPT ESTIMATE)

£

No idea/Don't know 9998

b) And about how much have you spent since October 1988, on essential warm clothing?

ENTER TOTAL AMOUNT (ACCEPT ESTIMATE)

£

30

OFFICE USE

c) And how much do you (and your husband/wife/and dependents here) spend on rent or residence fees?

ENTER £

No idea/Don't know 9998

35

Don't know because included with tuition fees at Q.26

9997

Don't pay rent/residence fees (eg. lives with relatives)

0000

IF AMOUNT ENTERED AT c)

d) Is that ... READ OUT AS FAR AS NECESSARY

... per week

37

per month

1

for one term

2

for two terms

3

or for three terms

4

5

7

Other (STATE)

e) How many weeks are covered by this amount for one/two/three terms? (NOTE SOME VACATION WEEKS MAY BE INCLUDED)

ENTER NUMBER OF WEEKS

40

ALL WHO PAY RENT/RESIDENCE FEES

Yes

42

f) Do you pay rent/residence fees in vacations as well as term time?

No

1

Varies (NOTE DETAILS)

2

3

ASK ALL

Don't know at all (YET)

8

Apart from rent/residence fees how much do you (and your husband/wife/(and) dependents here) spend on regular necessities such as food, heating and fuel and travel to college?

RECORD UNDER SEPARATE HEADINGS, IF POSSIBLE OR AS A TOTAL

	£	per week	per month	per term	
food	<input type="text"/>	1	2	3	Don't know at all
fuel/heating	<input type="text"/>	1	2	3	
travel to college	<input type="text"/>	1	2	3	

46

50

54

ASK ALL

Col./ Code	Skip to
60	
1	
2	
3	
4	
62	c)
1	Q.3:
2	
64	
2	
3	
4	
1	
2	
3	
4	

28.a) Overall, do you find that the money you have is....READ OUT
 ...more than enough for your needs
 just enough
 not quite enough
 or very much less than you need?

b) Has there been any time since the start of your present course of study when you were, for any reason at all, really short of money or had any difficulty over the payment of fees or living expenses or other bills?
 Yes
 No

IF 'YES' HAS HAD FINANCIAL PROBLEMS

c) Would you say that you have had problems or difficulties over money...READ OUT
 ...just occasionally
 quite often
 or most of the time?

d) And have the problems been to do with the payment of tuition fees, or of living expenses?
 Tuition fees
 Living expenses
 Both tuition and living
 Neither/other only

ASK ALL WHO HAVE HAD FINANCIAL PROBLEMS (code A at Q.28b)

29. Have any of these reasons been a cause of the financial problems you've had...READ OUT;
 RING 'YES' OR 'NO' FOR EACH

- a) Delays in receiving money?
- b) The way tuition fees or rent or residence fees have to be paid, for example in large amounts at a time?
- c) Not having enough information before you started your course about the cost of living in Ireland?
- d) Changes in your family circumstances?

Yes	No	
1	2	66
1	2	68
1	2	70
1	2	72

ASK ALL

Col./
Code

Skip
to

1.a) In most universities/ colleges there are staff or others that students can go to for advice or help. Have you ever been to any of the following people for personal help or adviceREAD OUT (i) - (viii) RING YES OR NO FOR EACH

FOR EACH YES AT a) ASK b)

b) Did you find him or her to be very, fairly, not very or not at all helpful and sympathetic?

	a) Been to		b) How helpful					Col./Code	Skip to
	Yes	No	Very	Fairly	Not very	Not at all	Mixed views		
i) Your course tutor but not about your course work? 17	1	2	1	2	3	4	5	33	
ii) The overseas students advisor? 19	1	2	1	2	3	4	5	35	
iii) Student Welfare Officer? 21	1	2	1	2	3	4	5	37	
iv) Doctor of student health centre? 23	1	2	1	2	3	4	5	39	
v) The Accommodation Officer? 25	1	2	1	2	3	4	5	41	
vi) The Finance Officer? 27	1	2	1	2	3	4	5	43	
vii) A minister of religion? 29	1	2	1	2	3	4	5	45	
viii) Any other officer? (STATE) 31	1	2	1	2	3	4	5	47	

2.a) Have you done any special short course, either before you started, or at the same time as your main course of study, things like...READ OUT (i) - (iv)

FOR EACH YES AT a) ASK b)

b) Did you find this course useful or not?

	a) Been to		b) Useful			Col./Code	Skip to
	Yes	No	Yes	No	Mixed views		
i) An induction or orientation course of longer than one day? 49	1	2	1	2	3	57	
ii) A study skills course? 51	1	2	1	2	3	59	
<u>IF ENGLISH NOT OWN LANGUAGE</u>							
iii) An English language course (<u>not</u> as your main course of study)? 53	1	2	1	2	3	61	
iv) <u>ALL:</u> Any other special introductory course? (STATE) 55	1	2	1	2	3	63	

		Col./ Code	Skip to
36.a)	Do you think you would find it useful to have any (more) classes or courses on study skills?	Yes	No
	<u>IF ENGLISH NOT OWN FIRST LANGUAGE</u>	1	2
	a) Do you think you would find it useful to have any (more) classes or courses of any kind in English language?	1	2
	b) Do you think you would find it useful to have any (more) classes or courses of any kind in English language?	1	2

37.a)	<u>ASK ALL</u>			69		
	Thinking now of the particular (main) course of study you are doing, overall how satisfied are you with it, would you say...	...very satisfied	1	}	c)	
		fairly satisfied	2			
		rather dissatisfied	3	}	b)	
		or very dissatisfied?	4			
		<u>IF RATHER/VERY DISSATISFIED</u>			72	
		b) In what ways do you find it unsatisfactory?				
					75	
					78	
c)	<u>ASK ALL:</u>			80		
	And on the whole do you feel that your course is READ OUT very good value for the money it costs	1			
	<u>EXPLAIN IF NECESSARY:</u>	fairly good value	2			
	Is it worth the money it costs you or your sponsor for fees?	rather poor value	3			
		or very poor value for money?	4			

18.

If a friend from your country was thinking of coming to Ireland to study, what would you advise or tell them?

Lines

ID No. 1-3

φ1 ADVISE TO COME
 φ2 ADVISE NOT TO COME

Col./Code	Skip to
6	
9	
12	
14	
1	Yes
2	No
16	
2	Yes, address given AND RECORDED IN FULL, IN CAPITAL LETTERS, ON BACK OF STUDENT ADDRESS FORM
3	Address not given because no permanent/home address
4	Address not given - other reason (STATE)

ASK ALL

This survey forms only part of the research project that is being carried out about students from overseas. Would you be willing to be contacted again, to complete a postal questionnaire after your leave Ireland, or when you have completed your course?

IF YES .

b) Could you give me an address in your home country where you could be written to after your return (or a permanent address in Ireland)?

Yes, address given AND RECORDED IN FULL, IN CAPITAL LETTERS, ON BACK OF STUDENT ADDRESS FORM

Address not given because no permanent/home address
 Address not given - other reason (STATE)

CITY OF DUBLIN VOCATIONAL EDUCATION COMMITTEE

Chief Executive Officer: W. J. Arundel, B.Comm., H.Dip.Ed

Overseas Student Questionnaire plus coded frame (Scotland) (OSQ4)

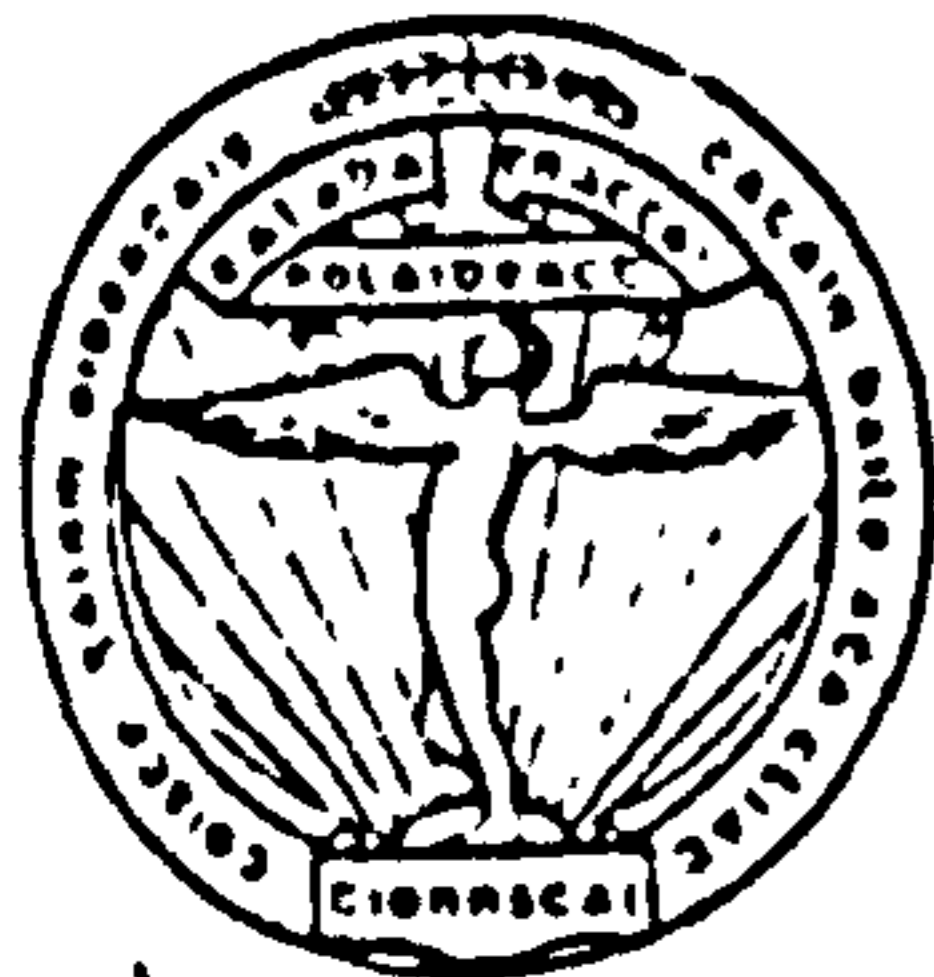
College of Commerce

Rathmines Road, Dublin 6, Ireland

A constituent College of Dublin Institute of Technology.

2nd May, 1989.

Principal: James S. Hickey, M.Sc., B.A.



Telephone: 01-970666

Telex: 91006

UNIVERSITY OF STRATHCLYDE

OVERSEAS STUDENT QUESTIONNAIRE

Dear Fellow Student,

As part of my research for a PH D degree in the Department of Marketing at the University of Strathclyde, I am attempting to establish the reason or reasons why you did not attend an Irish university.

The topic of my dissertation is:

"The international marketing of education services - implications for long term policy planning".

The aim of my dissertation is to assist the Irish government in developing future policy for overseas students.

Your co-operation is essential to the value of my research. Therefore, I should indeed be grateful if you would kindly complete the attached questionnaire. Please return the completed questionnaire to Mrs. Ann Clark, Department of Marketing, Stenhouse Building, University of Strathclyde.

Yours faithfully,

D. ROCHE

UNIVERSITY OF STRATHCLYDE

OVERSEAS STUDENTS QUESTIONNAIRE

This questionnaire is part of a research project that is being carried out on overseas students. All information provided will be held in the strictest confidence and full anonymity will be preserved.

We seek your co-operation and thank you very much.

Please tick the appropriate boxes and give further details where necessary.

1. Course: _____

Faculty: _____

2. How long have you been staying in Scotland? _____

3. When do you expect to graduate? _____

4. Home Country: _____

5. Male Female

6. Single Married

7. Age: _____

8. Please state your occupational involvement before coming to the University of Strathclyde

Student

Self-Employed (Please state nature of business activity)

In Employment (Please state nature of employment)

9. How are your studies funded?

Self Financed

Award/Scholarship (Please state award or scholarship giving institution/organisation)

Other Sources of Finance (Please state)

10. When you first decided to study abroad, how many universities did you apply to?

11. What are the sources of information or advice available in your country on Irish Universities and Polytechnics (Colleges of Technology) that are most helpful to you?

- A Parents, relatives or friends
- B Your employer
- C Officials from your own country
- D Irish Government officials in your own country
- E A scholarship or award giving body
- F Teachers or staff of a school or college - in your own country
- G Teachers or staff of a school or college - visiting your country from Ireland
- H Other students who have studied in Ireland
- I Advertisement
- J Education exhibition fairs held in your country
- K Other published information or literature (Please State)

- L Other sources of advice or information (Please State)

- M None AVAILABLE

12. What are the criteria that you would consider in the selection of a University in Ireland?

(a) Please tick all the criteria that you would consider in the selection of a University in Ireland

(b) Please rank the three most important in order of 1st, 2nd and 3rd:

(b)	(a)	
<input type="checkbox"/>	<input type="checkbox"/>	Course content
<input type="checkbox"/>	<input type="checkbox"/>	Lecturers professionalism
<input type="checkbox"/>	<input type="checkbox"/>	University's reputation of academic excellence
<input type="checkbox"/>	<input type="checkbox"/>	Friends from home country
<input type="checkbox"/>	<input type="checkbox"/>	Accommodation
<input type="checkbox"/>	<input type="checkbox"/>	Cosmopolitan environment
<input type="checkbox"/>	<input type="checkbox"/>	Facilities
<input type="checkbox"/>	<input type="checkbox"/>	Fees
<input type="checkbox"/>	<input type="checkbox"/>	Availability of financial support, e.g. scholarship, grants
<input type="checkbox"/>	<input type="checkbox"/>	Cost of living
<input type="checkbox"/>	<input type="checkbox"/>	Social activities
<input type="checkbox"/>	<input type="checkbox"/>	Duration of time for completion of course
<input type="checkbox"/>	<input type="checkbox"/>	Food Catering
<input type="checkbox"/>	<input type="checkbox"/>	Other factors

Please state: _____

13. Did you consider pursuing your studies at an Irish university or Polytechnic.

If not, state why not? _____

If you have, please state why: _____

14. Please RANK the following educational product offerings of the University of Strathclyde.

FACILITIES

(a) Computing Facilities

(b) Laboratory Facilities

(c) Language Facilities

COURSE ORGANISATION

(a) Course Content

(b) Course Structure

(c) Quality of Grading for Course Work

(d) Quality of Grading for Examination

(e) Quality of Research, Supervision and Guidance

TEACHING

(a) Teaching Aids - Handout Materials

(b) Teaching Methods - Lectures

(c) Teaching Methods - Tutorials

(d) Teaching Environment eg size of class

ENVIRONMENT

- (a) Lecturer's Professionalism
- (b) Tutors Competence
- (c) Level of Staff/Student Interaction
- (d) Level of Interaction among Classmates
- (e) Reputation of Qualification offered in Terms of your Home Country Labour Market

15. Please RANK in order of importance the following as reasons for attending the University of Strathclyde.

FACILITIES

COURSE ORGANISATION

TEACHING

ENVIRONMENT

16. How important was an offer of accommodation in your decision to study in the University of Strathclyde?

Essential

Not Essential - I would have come anyway

17. Given a choice, which type of accommodation would you prefer?

Residences with full catering services

Residences with self catering services

Student housing (unserviced flats)

Making your own arrangements

THANK YOU FOR YOUR CO-OPERATION



IX
CITY OF DUBLIN VOCATIONAL EDUCATION COMMITTEE.

Chief Executive Officer: W. J. Arundel, B.Comm., H.Dip.Ed

College of Commerce

Rathmines Road, Dublin 6, Ireland

A constituent College of Dublin Institute of Technology.

Principal: James S. Hickey, M.Sc., B.A.

IRISH UNIVERSITIES AND POLYTECHNICS (TECHNOLOGICAL UNIVERSITIES)

OVERSEAS STUDENT QUESTIONNAIRE

Dear Student,

I am, with the Principal's consent, attempting to evaluate the effectiveness of the Irish Third Level sector's attempts to serve overseas students for both undergraduate and postgraduate courses.

It is vitally important to the success of the research that I obtain good information from students presently studying or doing research in Third Level Institutions in Ireland.

For the purposes of my research:-

1. Overseas student are defined as those normally residing outside the EEC.
2. Ireland does not include Northern Ireland.
3. Universities include University College Dublin, Cork, Galway, St. Patrick's College Maynooth, University of Dublin (Trinity College), The Royal College of Surgeons in Ireland, the National Institute of Higher Education Limerick (University of Limerick) and National Institute of Higher Education Dublin
4. Technological University sector include , the Dublin Institute of Technology, Regional Technical Colleges Galway, Cork, Sligo, Waterford, and Letterkenny.

I urge you to fill it out with great care.

Please use the pre-addressed envelope enclosed to return your completed questionnaire to me as soon as possible, but not later than 2nd May.

Thank you for your co-operation.

Yours faithfully,

DAMIEN ROCHE
Lecturer in Business Policy

UNIVERSITY OF STRATHCLYDE

OVERSEAS STUDENTS QUESTIONNAIRE

This questionnaire is part of a research project that is being carried out on overseas students. All information provided will be held in the strictest confidence and full anonymity will be preserved.

We seek your co-operation and thank you very much.

Please tick the appropriate boxes and give further details where necessary.

1. Course: _____

Faculty: _____

2. How long have you been staying in *SCOTLAND*? _____

3. When do you expect to graduate? _____

4. Home Country: _____

5. Male Female

6. Single Married

7. Age: _____

8. Please state your occupational involvement before coming to the University of Strathclyde

Student

Self-Employed (Please state nature of business activity)

In Employment (Please state nature of employment)

9. How are your studies funded?

Self Financed

Award/Scholarship (Please state award or scholarship giving institution/organisation)

Other Sources of Finance (Please state)

10. When you first decided to study abroad, how many universities did you apply to?

11. What are the sources of information or advice available in your country on Irish Universities and Polytechnics (Colleges of Technology) that are most helpful to you?

- A Parents, relatives or friends
- B Your employer
- C Officials from your own country
- D Irish Government officials in your own country
- E A scholarship or award giving body
- F Teachers or staff of a school or college - in your own country
- G Teachers or staff of a school or college - visiting your country from Ireland
- H Other students who have studied in Ireland
- I Advertisement
- J Education exhibition fairs held in your country
- K Other published information or literature (Please State)

- L Other sources of advice or information (Please State)

12. What are the criteria that you would consider in the selection of a University in Ireland?

(a) Please tick all the criteria that you would consider in the selection of a University in Ireland

(b) Please rank the three most important in order of 1st, 2nd and 3rd:

(b)	(a)	
<input type="checkbox"/>	<input type="checkbox"/>	Course content
<input type="checkbox"/>	<input type="checkbox"/>	Lecturers professionalism
<input type="checkbox"/>	<input type="checkbox"/>	University's reputation of academic excellence
<input type="checkbox"/>	<input type="checkbox"/>	Friends from home country
<input type="checkbox"/>	<input type="checkbox"/>	Accommodation
<input type="checkbox"/>	<input type="checkbox"/>	Cosmopolitan environment
<input type="checkbox"/>	<input type="checkbox"/>	Facilities
<input type="checkbox"/>	<input type="checkbox"/>	Fees
<input type="checkbox"/>	<input type="checkbox"/>	Availability of financial support, e.g. scholarship, grants
<input type="checkbox"/>	<input type="checkbox"/>	Cost of living
<input type="checkbox"/>	<input type="checkbox"/>	Social activities
<input type="checkbox"/>	<input type="checkbox"/>	Duration of time for completion of course
<input type="checkbox"/>	<input type="checkbox"/>	Food Catering
<input type="checkbox"/>	<input type="checkbox"/>	Other factors

13. Did you consider pursuing your studies at an Irish university or Polytechnic.

If not, state why not? _____

If you have, please state why: _____

14. Please RANK the following educational product offerings of the University of Strathclyde.

FACILITIES

- (a) Computing Facilities
- (b) Laboratory Facilities
- (c) Language Facilities

COURSE ORGANISATION

- (a) Course Content
- (b) Course Structure
- (c) Quality of Grading for Course Work
- (d) Quality of Grading for Examination
- (e) Quality of Research, Supervision and Guidance

TEACHING

- (a) Teaching Aids - Handout Materials
- (b) Teaching Methods - Lectures
- (c) Teaching Methods - Tutorials
- (d) Teaching Environment eg size of class

ENVIRONMENT

- (a) Lecturer's Professionalism
- (b) Tutors Competence
- (c) Level of Staff/Student Interaction
- (d) Level of Interaction among Classmates
- (e) Reputation of Qualification offered in Terms of your Home Country Labour Market

15. Please RANK in order of importance the following as reasons for attending the University of Strathclyde.

FACILITIES

COURSE ORGANISATION

TEACHING

ENVIRONMENT

16. How important was an offer of accommodation in your decision to study in the University of Strathclyde?

Essential

Not Essential - I would have come anyway

17. Given a choice, which type of accommodation would you prefer?

Residences with full catering services

Residences with self catering services

Student housing (unserviced flats)

Making your own arrangements