



The value of international higher education: challenges and opportunities

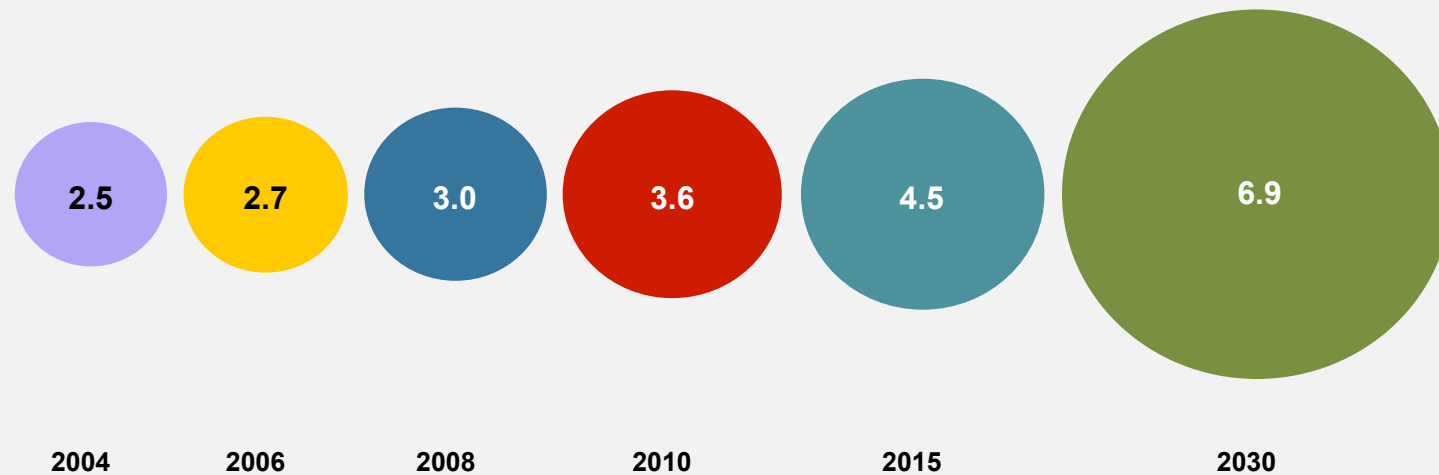
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How the world of higher education mobility is changing

- ▷ Student mobility in numbers over the decades
- ▷ International comparisons
- ▷ The impact of internationalisation of higher education on:
 - Higher education institutions
 - The wider economy
 - Research
- ▷ Study abroad: why does it matter
- ▷ International comparisons
- ▷ Value, incentives and benefits of study abroad for:
 - Students
 - Higher education institutions
 - Society
- ▷ Discussion

Global student mobility over time (in millions)



Data source: UNESCO Institute for Statistics, OECD and StudyPortals

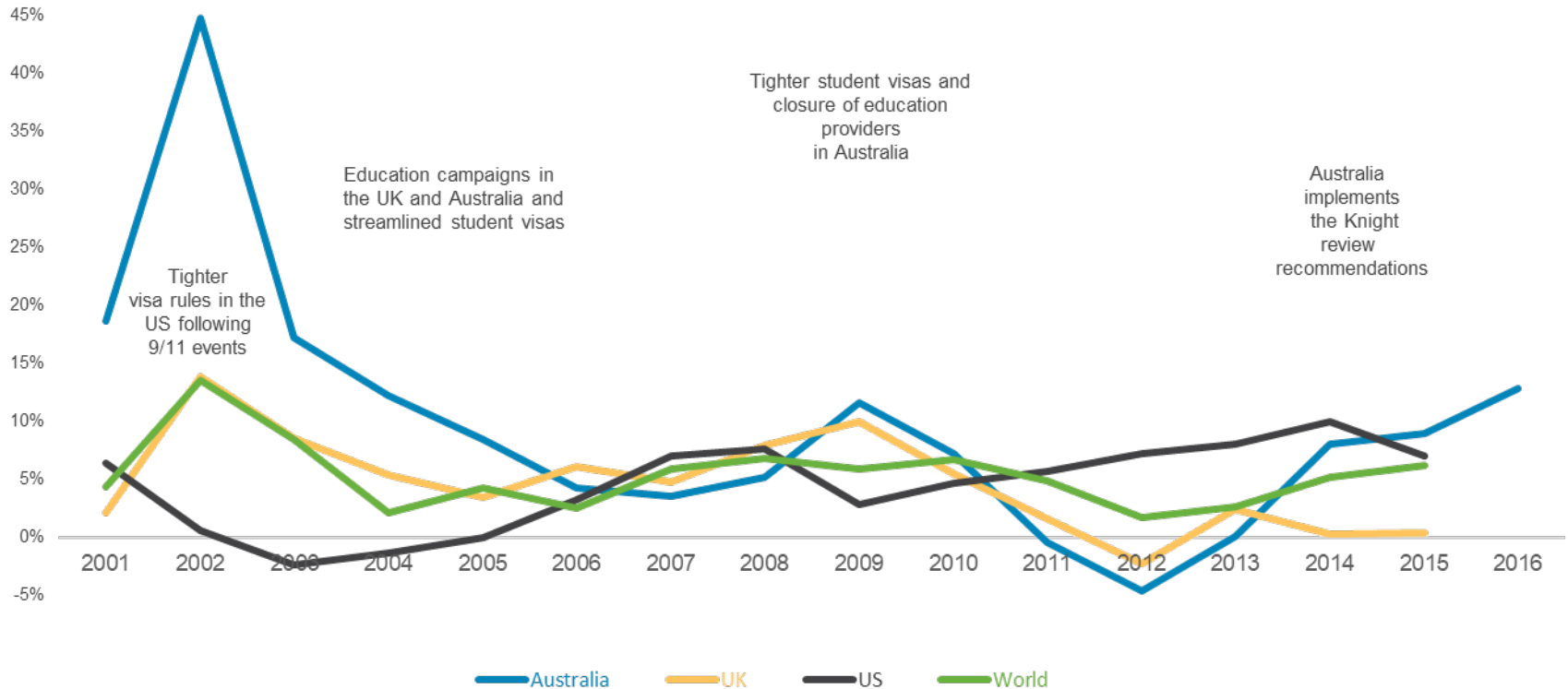
Source: Burkhart, S, Ilieva, J., and D. Huberts (2016), What's next for global mobility, European Association for International Education Annual Conference;

<http://www.eaie.org/liverpool/programme/programme-overview/activity/723.html>



Major study destinations' annual growth in international enrolments 2000 - 2016

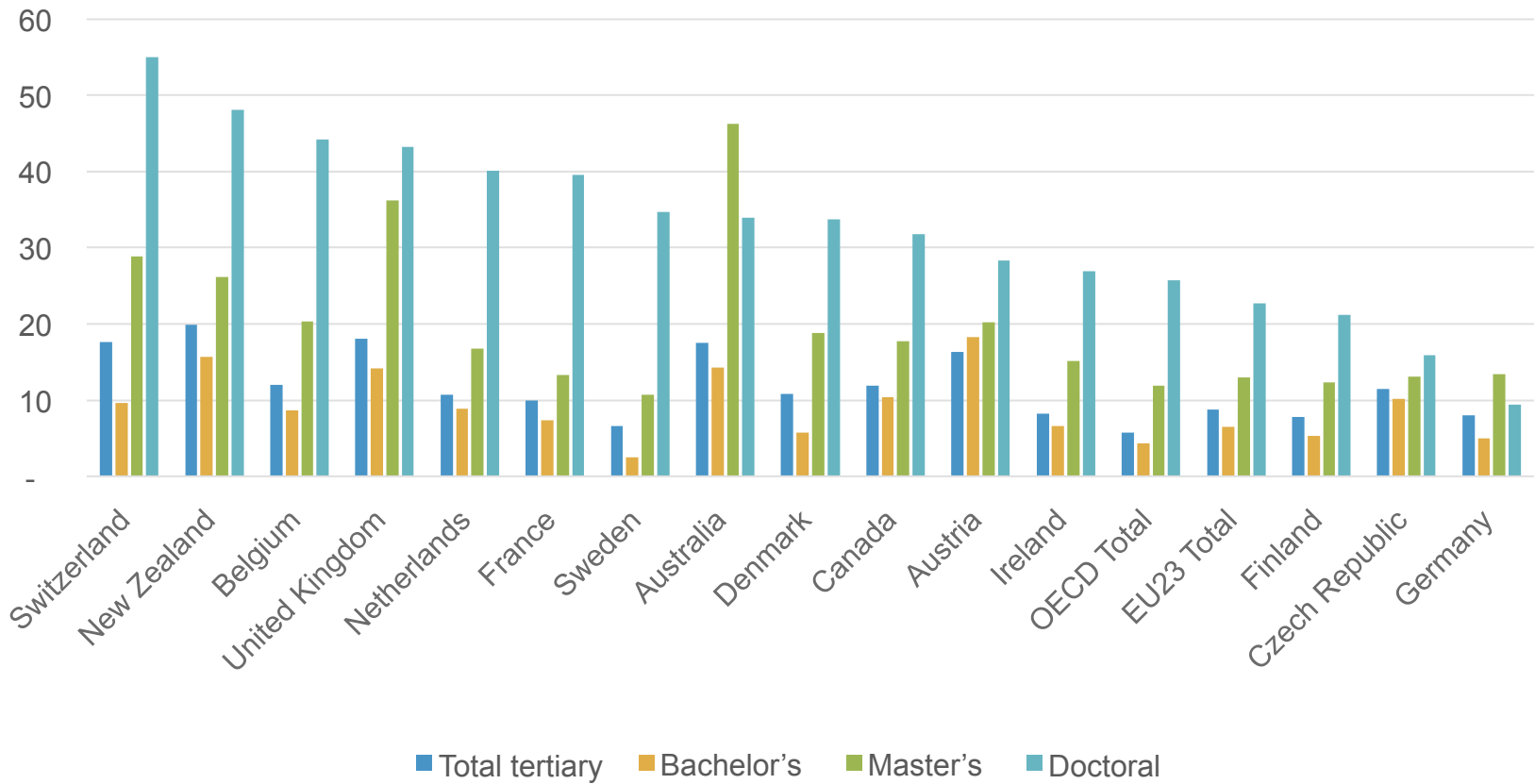
growth



Source: Analysis of UNESCO Institute for Statistics data.

- ▷ Host countries' international student growth never happened at the same time
- ▷ Countries' policies do not affect the international student demand; however, they affect the pool of students who are considering them as a study destination

Incoming international students by level of study (proportion of international students)



Source: OECD (2018), Table B6.1. See Source section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

The chart excludes Luxembourg which has very high proportion of international students: 85% for doctoral students.

Internationalisation is increasingly embedded in countries' higher education landscape

- ▶ In the context of the UK, this is evidenced by:
 - 29% of all academic staff are from outside of the UK
 - However, the proportion of non-UK academic staff at researcher level was 44% in 2015/16 (HEFCE data)
 - 51% of the UK research publications are produced in international collaboration
 - 61% of the university – businesses co-authored publications are with international companies
 - More than a fifth of the student body in the UK is international. This proportion is higher at postgraduate level
 - International students maintain the vitality of STEM subjects

The impact of internationalisation on academic research

- ▷ International researchers contribute to countries' research base:
 - ▷ Research produced in international collaborations is more cited and has a more significant impact
 - ▷ Internationally mobile researchers have higher productivity and create research with greater impact
 - ▷ The more global the research teams are, the higher the impact of their research output

In addition to being critical contributors to academic life, international students contribute to the host economy:

- ▷ Created 455,000 jobs in the US
- ▷ Represent a quarter of the founders of US\$ 1 billion start-ups in the US
- ▷ Students' off-campus spending created 206,000 jobs in the UK
- ▷ Their spending generated GBP 1 billion in tax revenues – equivalent to the salaries of 31,700 nurses and 25,000 police officers.

Source: Universities UK International and NAFSA

How international students benefit Germany

- ▷ Germany has the second to Japan ageing population
 - international students fill the youthful population gap
 - potentially, they make up for the declines in university-age population enrolling at higher education institutions

- ▷ Students pay back the cost for their education through the taxation system

- ▷ There is a strong soft power argument, and being part of a global community

- ▷ Charging international students tuition fees is seen as a step of introducing tuition fees for the German students too. At present, this does not have political support.

Relationship between post-study work, international student targets and enrolment growth

TABLE 1: POST-STUDY WORK OPPORTUNITIES AND GROWTH IN INTERNATIONAL ENROLMENTS

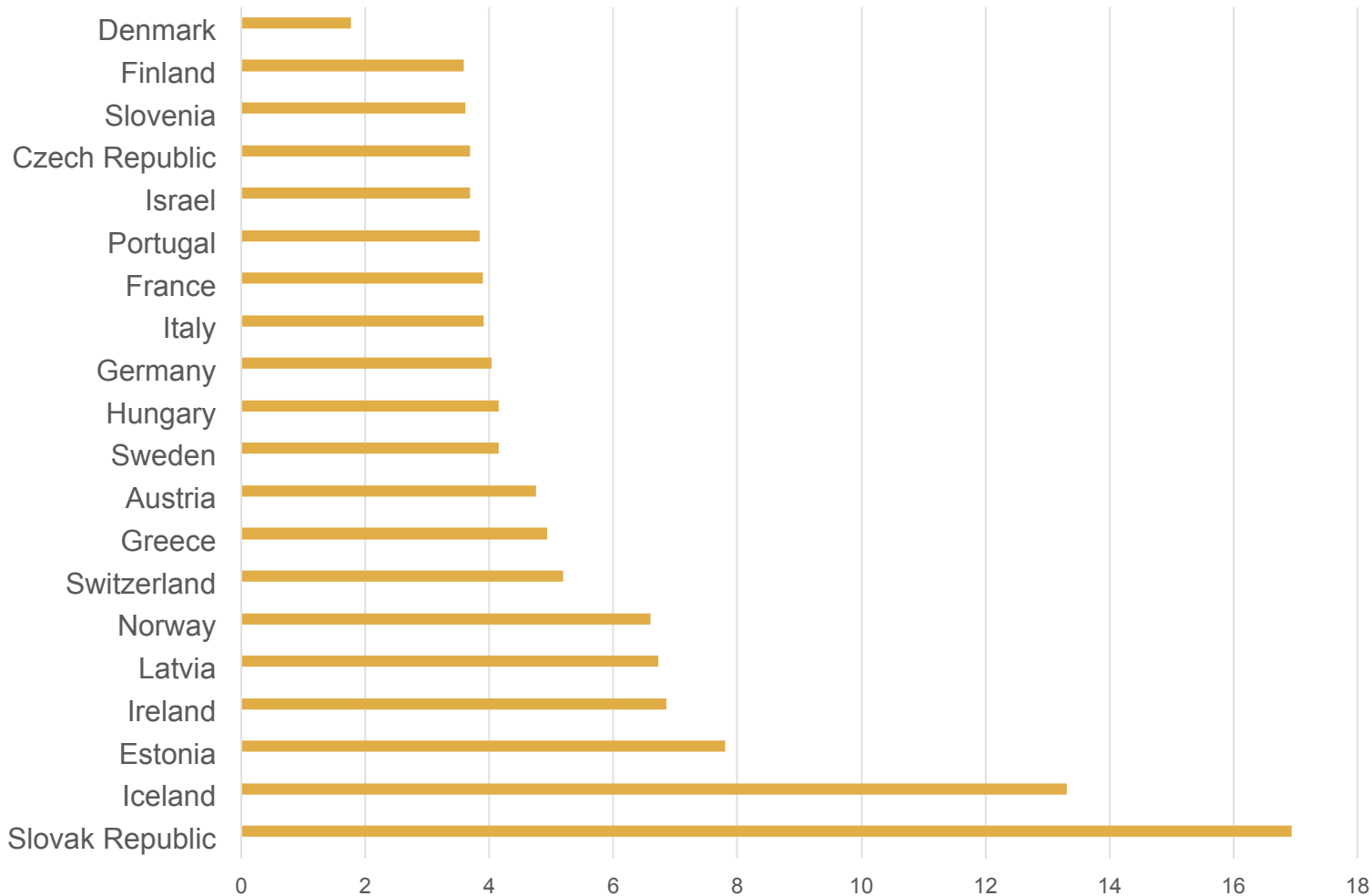
DESCRIPTION	AUSTRALIA	CANADA	GERMANY	IRELAND	NEW ZEALAND	UK	USA
Work per week allowed during study	UP TO 20 HRS	UP TO 20 HRS	UP TO 20 HRS	UP TO 20 HRS	UP TO 20 HRS	UP TO 20 HRS FOR DEGREE PROGRAMMES	UP TO 20 HRS ON CAMPUS ONLY
Post-study work	2-4 YEARS, DEPENDING ON LEVEL OF STUDY.	UP TO 3 YEARS, DEPENDING ON LENGTH OF STUDIES.	UP TO 18 MONTHS	INTERNATIONAL GRADUATES CAN REMAIN FOR UP TO 24 MONTHS TO LOOK FOR WORK, DEPENDING ON LEVEL OF STUDY.	12 MONTHS	GRADUATES MAY REMAIN FOR UP TO 4 MONTHS AFTER COMPLETING COURSE. SUBSEQUENTLY MAY SWITCH INTO TIER 2 IF THEY HOLD A JOB OFFER THAT MEETS MINIMUM SALARY THRESHOLD. EMPLOYER SPONSORSHIP REQUIRED.	12 MONTHS WITH 2 YEARS EXTENSION OPTION FOR STEM GRADUATES. WORK MUST RELATE TO FIELD OF STUDY.
International student recruitment targets	720,000 BY 2025	450,000 BY 2022	350,000 BY 2020	44,000 BY 2019 ¹⁰	143,000 BY 2025	NO NATIONAL TARGET	NO NATIONAL TARGET
Growth rate over the past 3 years (2012-15)	18.0%	26.9%	16.3%	42.5%	39.3%	0.7%	22.5%

Study abroad trends

Study abroad

- ▷ There have been significant improvements in countries' study abroad participation
- ▷ Countries which collect data on non-degree study abroad, observed an increase in shorter duration of study
- ▷ There is a growing body of evidence which shows greater societal and individual benefits from study abroad

Full degree study abroad (share of national students, %)



Non-degree study abroad (numbers) and budgets

Country and academic year	Study abroad students (total number)	Study abroad as % of all home students	Study abroad UG students	Study abroad first- degree students as a proportion of the total BSc population	Targets by 2020	National scholarship budgets
US 2016-17	325,339 Participation in study abroad by graduating cohort.	1.6%		15.5%	600,000	Fulbright budget 2017 US\$ 240 million (inbound and outbound)
UK 2015-16 (UG)	26,025	1.7%	26,025	6.6% for the graduating cohort 2015/16	13% study by 2020	N/A
Germany 2016	39,719 Erasmus	38%	39,719 + (Erasmus students only)	35% for universities 32% for universities of applied sciences	50%	DAAD budget in 2017 for IHE and exchanges 500,325,102 euros
Australia 2016	44,045, of which 27308 were Australians. New Colombo Plan.		31,706 students, 19,700 were Australian	20.9%		New Colombo Plan budget \$51,083,000 in 2017.

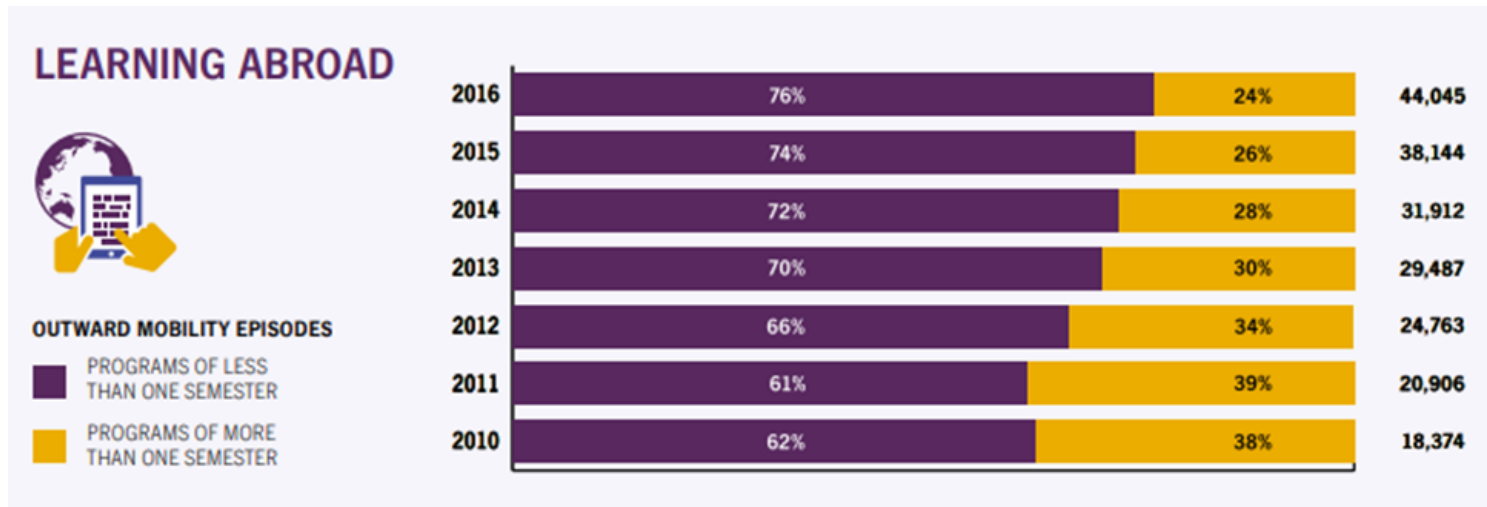
Data compiled by Janet Ilieva from national sources: IIE, Australian Government, DAAD.

Trend towards shorter durations of study abroad



▷ While the mobility length for undergraduate students is at least one semester in Germany, an analysis from the DAAD shows the duration of Erasmus mobility dropped from 6.9 months in 2003 down to 5.2 months in 2016 (http://www.wissenschaftweltoffen.de/kompakt/wwo2018_kompakt_en.pdf)

▷ There were significant decreases in the duration in mobility in Australia too





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Study abroad: why does it matter

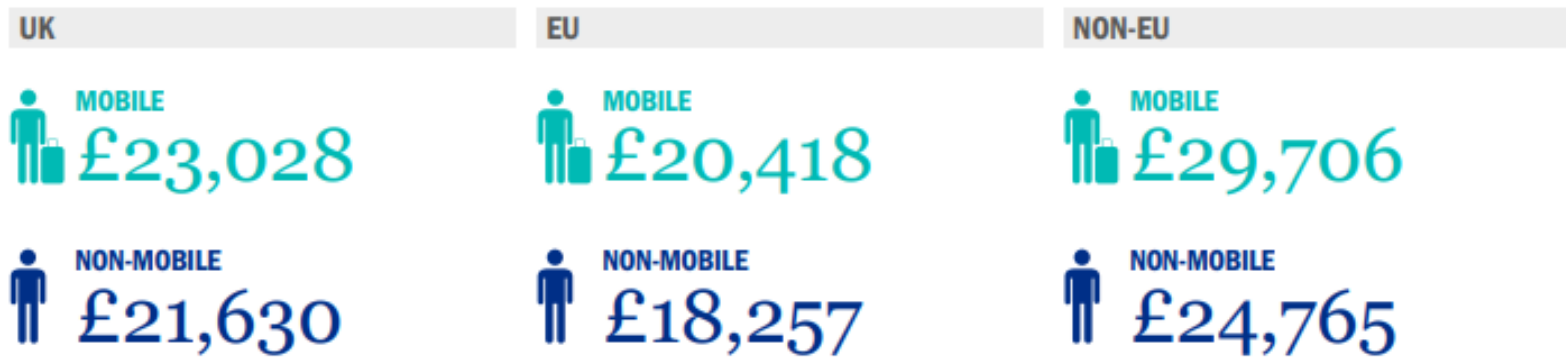
Benefits for students

- ▶ Analytical studies from the UK demonstrate the following*:
 - ▶ 29.7% of graduates who undertook mobility achieved first class honours, compared to 25.0% of non-mobile graduates.
 - ▶ A smaller percentage of mobile graduates were unemployed (3.6%) compared to non-mobile graduates (4.4%). A higher proportion of mobile graduates were in further studies

Source: Universities UK International <https://www.universitiesuk.ac.uk/International/go-international/Pages/home.aspx>

Graduate salaries for internationally mobile students

INFOGRAPHIC 11: AVERAGE SALARIES OF THOSE IDENTIFIED AS WORKING IN FULL-TIME PAID EMPLOYMENT, BY LOCATION OF WORK



↑ **6.5%** ON AVERAGE, MOBILE GRADUATES WORKING IN THE UK EARNED MORE THAN THEIR NON-MOBILE PEERS SIX MONTHS AFTER GRADUATING

Source: https://www.universitiesuk.ac.uk/International/Documents/Gone%20International_expanding%20opportunities_digital.pdf

Benefits for disadvantaged students

- ▷ Students from disadvantaged and underrepresented groups appear to have more to gain from international mobility:
 - ▷ They were less likely to be unemployed than their non-mobile peers. For example, Asian students were 43.5% less likely to be unemployed than their non-mobile peers
 - ▷ Of those students who were working, mobile students were more likely to be in a graduate-level job. For example, 81.2% of BME graduates were in graduate-level employment compared to 69.5% of their non-mobile peers
 - ▷ Graduates from disadvantaged and underrepresented backgrounds who were in full-time work had higher average salaries than their non-mobile peers.

Benefits for higher education institutions

- ▶ Higher education institutions with high proportions of mobile students benefit from:
 - ▶ Graduates with global employability prospects and multicultural skills and competencies
 - ▶ A high rate of graduate employability, which affects their position in different league tables
 - ▶ Anecdotal evidence shows high satisfaction rates among students, as captured by national student surveys (this is one of the metrics used in the Teaching Excellence Framework in England)

Benefits for the society

- ▶ Workforce skilled in internationalisation, interculturally competent and with foreign languages proficiency
- ▶ Higher earnings for the internationally mobile students mean higher tax revenues
- ▶ Lower instances of unemployment of mobile students exert less pressure on the public finance
- ▶ Participation in international student mobility facilitates social mobility



Observations on outward mobility

- ▶ Short-term mobility contributes to improved participation rates of under-represented student groups (BME students; students with economic and education disadvantage). As such, it has widened access to mobility to student groups who would not have been mobile otherwise
- ▶ Outward mobility contributes to universities' internationalisation at home agenda and supports the development of students' global outlook
- ▶ Students with study abroad experiences have better graduate and employability outcomes. The benefits study abroad brings are shared across the wider society.

Conclusions and discussion

Concluding thoughts and discussion

▷ Internationalisation of higher education, in all its forms, will continue to grow. This includes:

- Inbound and outbound mobility of students
- The mobility of academic programmes
- The mobility of research and researchers

▷ Participation in study abroad benefits the students, their universities and the wider society. The benefits of participation are particularly pronounced for disadvantaged students

▷ There is growing support at the national level for study abroad initiatives. The available data indicates growth in short-term study abroad (less than a semester/term)

▷ Increasingly, countries are developing national strategies for internationalisation which signals their commitment to international students and researchers (

<https://www.britishcouncil.org/education/ihe/knowledge-centre/global-landscape/shape-global-higher-education-vol-2>)



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Thanks!
Any questions?

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