Development of Approaches to Harmonization of a Comprehensive Internationalization Strategies in Higher Education, Research and Innovation at EU and Partner Countries

HARMONY

Aston University
Birmingham

Global trends and challenges in HE internationalisation strategies

Wendy Yip
Director, International Development
Aston University

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International HE strategies: at regional + national government level

A relatively new development with growing number of countries developing national strategies

Mostly focused on student recruitment and student mobility

Linking to

- Trade and economic growth…

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UK perspective

THE ECONOMIC IMPACT OF INTERNATIONAL STUDENTS

INTERNATIONAL STUDENT NUMBERS

19%

International students (EU and non-EU) make up a significant proportion of the UK university student population. In 2014–15 they accounted for **19%** of all students registered at UK universities, some **437,000**.

UK EXPORT EARNINGS

£10.8bn

International students are good for the British economy. In 2014–15 they were responsible for **£10.8 billion** of UK export earnings.

OFF-CAMPUS EXPENDITURE

£5.4bn

Spending by international students benefits businesses all over Britain. As well as what they spend on university fees and accommodation, in 2014–15 international students spent **£5.4 billion** off-campus on goods and services.

JOBS GENERATED

206,600

Spending by international students supports jobs all over Britain. In 2014–15 they supported **206,600** jobs nationally.

OUTPUT GENERATED

£25.8bn

On- and off-campus spending by international students and their visitors generated **£25.8 billion** in gross output in the UK in 2014–15 – equivalent to a **£13.8 billion** contribution to GDP.

TAX CONTRIBUTION

The economic activity and employment sustained by international students' subsistence spending generated **£1 billion** in tax revenues in 2014–15 – equivalent to the salaries of **31,700 nurses** or **25,000 police officers**.

BOOSTING OTHER SECTORS OF THE ECONOMY

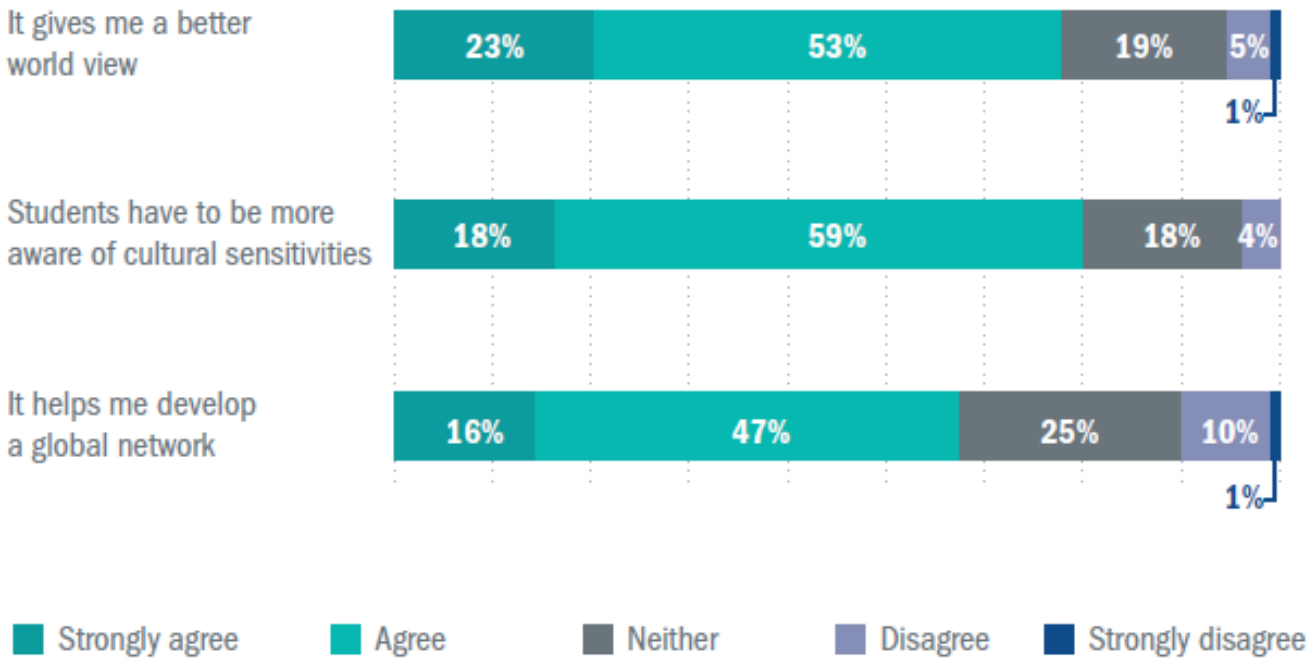
International students are not just an economic asset to the higher education sector: they also also boost other British industries. For example, in 2014–15 their off-campus spending added **£750 million** to the UK transport industry and **£690 million** to the retail industry.

Universities UK

Source: Universities UK (2017): The economic impact of international students

The impact of International Students

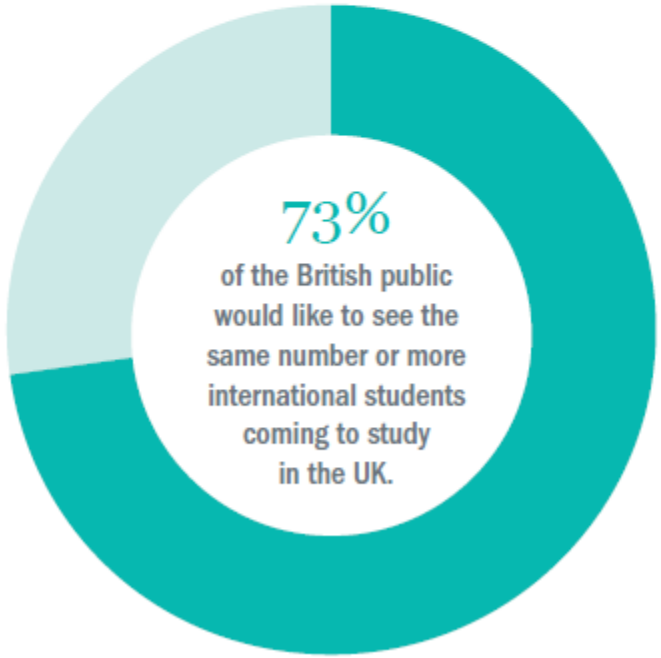
Figure 7: Home students' views on studying alongside international students



78%

of undergraduate students believe that studying alongside international peers prepares them for working in a global environment.

Figure 8: Poll of British public on international students



Source: Left: HEPI (2015) Right: Comres (2017)
Note: Figure 7 is based on the responses of 1,009 students. Figure 8 is based on the responses of 4,043 British adults in March 2017.

International HE strategies: at regional + national government level

A relatively new development with growing number of countries developing national strategies

Mostly focused on student recruitment and student mobility

Linking to

- Trade and economic growth
- Recruitment of skilled migration for labour shortages
- Reform of HE legislations
- Quality assurance
- Recognition of international qualifications

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Selected national policies relating to internationalisation of HE

	Current policies directly relating to the internationalisation of higher education	Recruitment target for inbound internationally mobile students
Australia	National Strategy for International Education 2025	Aims to reach 720,000 onshore enrolments by 2025
Canada	International Education Strategy	Aims to attract 450,000 international students and researchers by 2022
China	National Plan for Medium- and Long-term Education Reform and Development (2010-2020) Thirteenth Five Year Plan for Education (2016-2020) Guidelines on Works in Opening Up the Education Sector in the New Era (2016-2020)	Aims to host 500,000 international students by 2020
France	'Emergency' strategy for internationalisation	Aims to increase international student intake by 20% by 2025, amounting to 470,000 students based on current levels.
Germany	International Cooperation Action Plan and Strategy of the Federal Government for the Internationalization of Education, Science and Research	Aims to host 350,000 inbound internationally mobile students by 2020
Japan	Numerous initiatives, most recently Top Global Universities Project	Aims to attract 300,000 international students by 2020
Malaysia	National Education Blueprint 2013-2025	250,000 international students by 2025
New Zealand	Tertiary Education Strategy 2014-2019	Aims to attract 143,000 international students by 2025
UK	International Education Strategy (expected in 2019)	???
US	Succeeding Globally Through International Education and Engagement (2012-2016)	None

Examples of policy driving HE internationalisation

Brazil	Ciência sem Fronteiras (CsF): 2011 – 2015 New programme under development: 2018?
China	Project 985 (set up 1998) Thousand Talents Program (2008) Project C9 (set up 2009) “Double First Class”
France	Series of reforms scheduled: • New visa regulations • Increase in English language taught courses • French language classes for international students • Creation of affordable student housing in Paris
Kazakhstan	Preliminary proposal for streamlining the Kazakh alphabet from 42 Cyrillic symbols to a 25-letter Romanised alphabet
UK	Newton Fund: *partnering with Brazil, Chile, China, Colombia, Egypt, India, Indonesia, Jordan, Kazakhstan, Kenya, Malaysia, Mexico, Peru, Philippines, South Africa and wider Africa, Thailand, Turkey, Vietnam* Global Challenges Research Fund: *including Armenia + Belarus* The UK Strategy for Outward Mobility: ‘to double the % of UK-domiciled, full-time undergraduate students who have an international placement as part of their university programme by 2020.’

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From a tweet to diplomatic incident…

- Canada's administration tweeted over the detention of human rights activists in Saudi Arabia – which resulted in suspension of trade and investment in Canada –
  - including withdrawing over 15,000 Saudi students studying in Canada's education system

- Long term impact?

- 119% growth in international students over period 2010 – 2017 (The Canadian Bureau for International Education)
- Last year's growth was estimated at 20%

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Institutional
International / Internationalisation strategies

What do most universities cite as their international priorities?

- Maintain an international student body through **International Student Recruitment** and/or **Student Mobility** (study abroad/exchange etc);
- Develop / expand deep and meaningful **international Partnerships** – for teaching and research partnerships;
- To be ranked in the top xxx in the QS / THE **World University Rankings** etc**;**
- Increase **international Research** impact and collaboration;
- **Internationalisation at home** – Internationalise the curriculum, develop opportunities for developing international experience etc;
- Provide **Support for international students**;
- Develop strong international **Alumni relations**;
- Attract **academic Talent** internationally and create **staff Development opportunities** for all

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Student Mobility drivers

Many drivers including

- **Demographics**:
  - Increasing ageing population in most ‘developed’ economies but youth population set to dominate from ‘emerging and developing’ economies (especially Africa, India and the Middle East)
  - Increasing urbanisation
- **Economics**: Rising middle class population, with India (predicted to the world’s largest middle-class consumer market by 2030), Nigeria, and Indonesia leading the way
- **Digital provision**: making higher education increasingly accessible to all via digital platforms. By 2020 – 1 bn ‘borderless’ students
- **Education provision**: Students may look abroad if there are limited places in quality higher education at home
- **Policy**: Strategy and scholarships have a direct impact on student and graduate opportunities:
  - Domestic students: Kazakhstan (Bolashak), Saudi Arabia (KASP)
  - International students: China’s scholarship programme funding over 40,000 scholarships over 5 years to attract African students
- **Culture**: Soft power is both a product of and motivation to study abroad
- **Skills gaps**: In an increasingly global – and automated – workplace, students are evaluating where they will reap the most benefits for their futures

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Where do international students choose to study?

Figure 1: Share of international student enrolments (OECD countries only), 2015

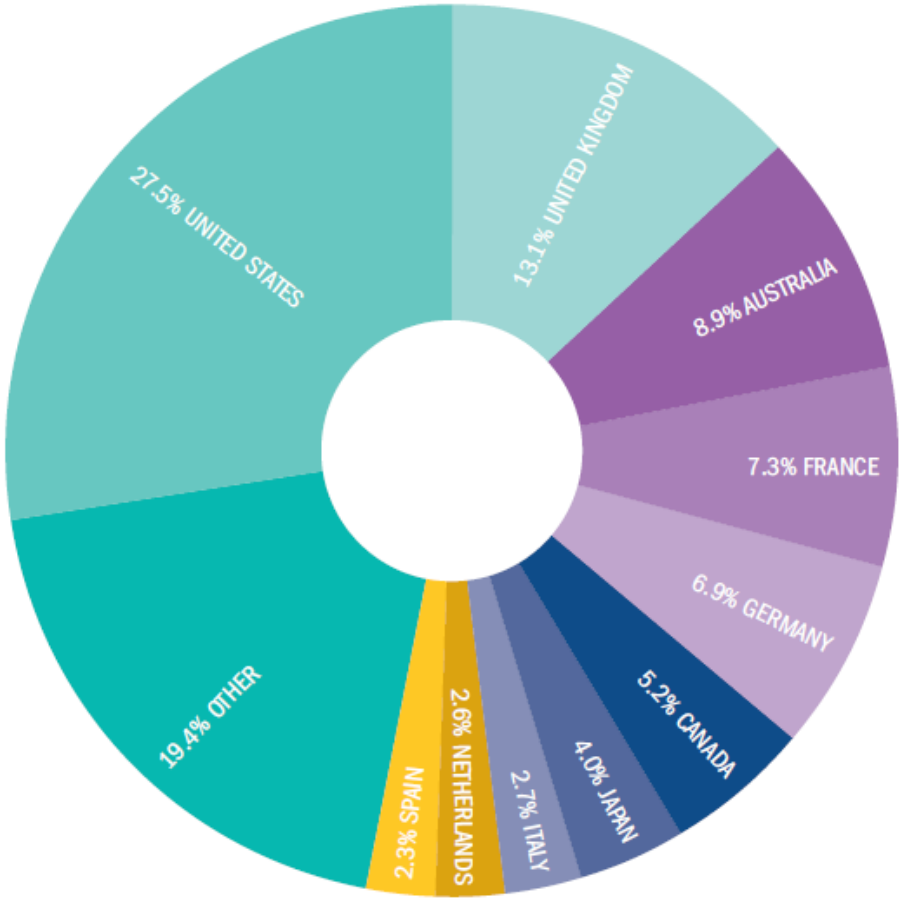

Figure 2: Number of international student enrolments, 2015 (2014)

1	United States **907,251** (829,412)	9.4% ▲	6	Russia **226,431** (213,347)	6.1% ▲
2	United Kingdom **430,833** (428,724)	0.5% ▲	7	Canada **171,603** (164,274)	4.5% ▲
3	Australia **294,438** (266,048)	10.7% ▲	8	Japan **131,980** (132,685)	-0.5% ▼
4	France **239,409** (235,123)	1.8% ▲	9	China (People's Republic of) **123,127** (108,217)	13.8% ▲
5	Germany **228,756** (210,542)	8.7% ▲	10	Italy **90,419** (87,544)	3.3% ▲

Source: UUKi International Facts and Figures (August 2018)

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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%

Source: Adapted from Ilieva, J. (2017), Political influences in international education engagement, report for IEAA and IDP; http://aiec.idp.com/uploads/pdf/PDFs%20AIEC%202017/Do_political_events_in_host_countries_affect_international_education_engagement_Dr_Janet_Ilieva_AIEC2017.pdf

There is strong correlation between post-study work options + growth in international student numbers

Transnational Education (TNE)

Risk and resources

International Branch Campus (IBC):

- University of Nottingham campus in Ningbo, China and in Semenyih, Malaysia

International Faculty centre:

- University of Sheffield International Faculty, CITY College (Main campus: Thessaloniki. Also in: Belgrade, Bucharest, Kyiv, Sofia and Yerevan)

Franchise

Partnership or joint venture:

- Xi'an Jiaotong-Liverpool University (XJTLU) in China

Dual / Joint / Double degrees

Validation:

- Goldsmiths, University of London, validates degrees at LASALLE College of the Arts in Singapore

Distance learning / On line learning

- University of Liverpool's online degree programmes with Laureate Online Education

Flying faculty

- Articulation

  (Not always included in TNE definition...)

  - 2+2 / 3+1 / 1+1

- <u>No 'one size fits all'</u>

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Transnational Education (TNE)
from the UK perspective

- Over 60% of all international students on UK higher education programmes are studying outside of the UK
- In 2015-16, 707,915 students study for UK higher education qualifications outside the UK
- The UK's delivery of HE TNE grew at 5 x the rate of international student recruitment to the UK:
  13.4% v 2.7% between 2012 –13 and 2014 –15
- Main drivers for TNE provision
  - Increase student numbers – and access to new markets
  - Widen access to international education to students who may not be able to afford it otherwise
  - Increase institutional reputation
  - Develop institutional partnerships
  - 'Halo' effect – eg direct recruitment, access to research funding

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Where is UK HE TNE?

- UK TNE is delivered in 224 countries, administrations and territories outside of the UK

- Research show a clear link between TNE + onshore/on campus recruitment:
  - In 2014-15: over 55% of Chinese students studying in English higher education started their degree in China through TNE
  - No comparable data available for other countries but Ireland's statistics show that more than half of Chinese students in Ireland started their degrees in China through TNE
  - Widen access to international education to students who may not be able to afford it otherwise
  - 40% of international students studying in the UK who started their studies on a TNE programme continued onto further studies at postgraduate level.
    - 64% for Chinese students

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In 2015-16, UK HE TNE in each region looked like:

(source: https://www.universitiesuk.ac.uk/International/heglobal/Pages/where-is-uk-he-tneTNE.aspx)

ASIA

162,905 (52%) STUDENTS — OF ALL TNE STUDENTS

32 COUNTRIES

GROWTH
- **4%** 2014-15 to 2015-16
- **40%** 2012-13 to 2015-16

LEVEL OF STUDY
- **19%** Postgraduates
- **81%** Undergraduates

MAIN TYPE OF DELIVERY
- **53%** Collaborative provision

AFRICA

46,120 (15%) STUDENTS — OF ALL TNE STUDENTS

55 COUNTRIES

GROWTH
- **3%** 2014-15 to 2015-16
- **41%** 2012-13 to 2015-16

LEVEL OF STUDY
- **49%** Undergraduates
- **51%** Postgraduates

MAIN TYPE OF DELIVERY
- **41%** Collaborative provision

EUROPEAN UNION

39,935 (13%) STUDENTS — OF ALL TNE STUDENTS

34 COUNTRIES

GROWTH
- **1%** 2014-15 to 2015-16
- **5%** 2012-13 to 2015-16

LEVEL OF STUDY
- **49%** Undergraduates
- **51%** Postgraduates

MAIN TYPE OF DELIVERY
- **35%** Registered at partner organisation

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In 2015-16, UK HE TNE in each region looked like:

(source: https://www.universitiesuk.ac.uk/International/heglobal/Pages/where-is-uk-he-tneTNE.aspx)

MIDDLE EAST

35,545	(11%)	14
STUDENTS	OF ALL TNE STUDENTS	COUNTRIES

GROWTH	LEVEL OF STUDY	MAIN TYPE OF DELIVERY
5% 2014-15 to 2015-16	40% Postgraduates	38% Collaborative provision
31% 2012-13 to 2015-16	60% Undergraduates	

NORTH AMERICA

15,990	(5%)	36
STUDENTS	OF ALL TNE STUDENTS	COUNTRIES

GROWTH	LEVEL OF STUDY	MAIN TYPE OF DELIVERY
-1% 2014-15 to 2015-16	25% Undergraduates	61% Registered at partner organisation
31% 2012-13 to 2015-16	75% Postgraduates	

OTHER EUROPE

8,100	(3%)	22
STUDENTS	OF ALL TNE STUDENTS	COUNTRIES

GROWTH	LEVEL OF STUDY	MAIN TYPE OF DELIVERY
-5% 2014-15 to 2015-16	32% Undergraduates	35% Distance, flexible and distributed learning
26% 2012-13 to 2015-16	68% Postgraduates	

AUSTRALASIA

2,135	(LESS THAN 1%)	17
STUDENTS	OF ALL TNE STUDENTS	COUNTRIES

GROWTH	LEVEL OF STUDY	MAIN TYPE OF DELIVERY
1% 2014-15 to 2015-16	17% Undergraduates	87% Distance, flexible and distributed learning
31% 2012-13 to 2015-16	83% Postgraduates	

SOUTH AMERICA

1,065	(LESS THAN 1%)	14
STUDENTS	OF ALL TNE STUDENTS	COUNTRIES

GROWTH	LEVEL OF STUDY	MAIN TYPE OF DELIVERY
0% 2014-15 to 2015-16	8% Undergraduates	91% Distance, flexible and distributed learning
19% 2012-13 to 2015-16	92% Postgraduates	

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Not all branch campuses are from ‘developed’ economies

- Perception: delivered by institutions in the ‘developed’ world to institutions in the ‘developing’ world.

- Reality: OBHE and C-Bert data on branch campuses show increasing presence of home institutions based in the ‘developing’ world, operating mainly in their own regions and in other ‘developing’ countries, but not exclusively: http://cbert.org/?page_id=34

OBHE and C-Bert data on branch campuses (20 Jan 2017)

- 15% have their home institution in a ‘developing’ country;
  - BRICS – Russia (22); India (10) and China (7) – accounting for 39 of the 65 branch campuses
  - Africa - Uganda (2); Egypt (2) and Kenya (1)
  - Latin America - Chile (1) and Mexico (1)
  - Middle East – Iran (3) and Lebanon (2)
  - Asia - Hong Kong, Malaysia, Pakistan, the Philippines, Singapore, Sri Lanka, South Korea and Taiwan

- five of branch campuses are located, or are under development, in the ‘developed’ world:
  Canada (Iran), Italy (China), Japan (China), UK (Malaysia) and USA (India)

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Intra-regional student mobility

OBHE and C-Bert data on branch campuses (20 Jan 2017) show growth in intra-regional mobility

Institution Name	Host Country	Home Country
Moscow State University of Service and Tourism in Yerevan	Armenia	Russia
Moscow State University of Economics, Statistics and Informatics in Yerevan	Armenia	Russia
St. Petersburg Institute of Foreign Economic Relations, Economics and Law in Yerevan	Armenia	Russia
Lomonosov Moscow State University Baku Branch	Azerbaijan	Russia
Moscow State Social University in Minsk	Belarus	Russia
Limkokwing University Phnom Penh	Cambodia	Malaysia
Beijing Normal University – Hong Kong Baptist University United International College	China	China (Hong Kong SAR)
Chinese University of Hong Kong Shenzhen	China	China (Hong Kong SAR)
Universidad Técnica Federico Santa María de Chile in Ecuador	Ecuador	Chile
ESCP Europe Berlin Campus	Germany	France
ESMOD Germany	Germany	France
ESCP Europe Torino Campus	Italy	France
Beijing Language and Culture University Tokyo	Japan	China
Islamic Azad University – Lebanon Branch	Lebanon	Iran
EGADE Business School of Tecnológico de Monterrey in Panama City	Panama	Mexico

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UNESCO Institute for Statistics data indicate that intra-regional mobility is growing strongly:

- UAE hosts more MENA students than the UK and Australia
- Ghana hosts more students from Nigeria than the UK and the USA

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Rationale for developing international research partnerships

- International collaboration is on the rise at the expense of single authorship and institutional collaboration
- International collaboration rates correlate strongly with publication impact
  - Which impacts on QS / THE World University rankings
- Greater access to research grant funding via international collaborations
  - Horizon 2020
  - Newton Funds
- Linking international research collaboration and international researcher mobility

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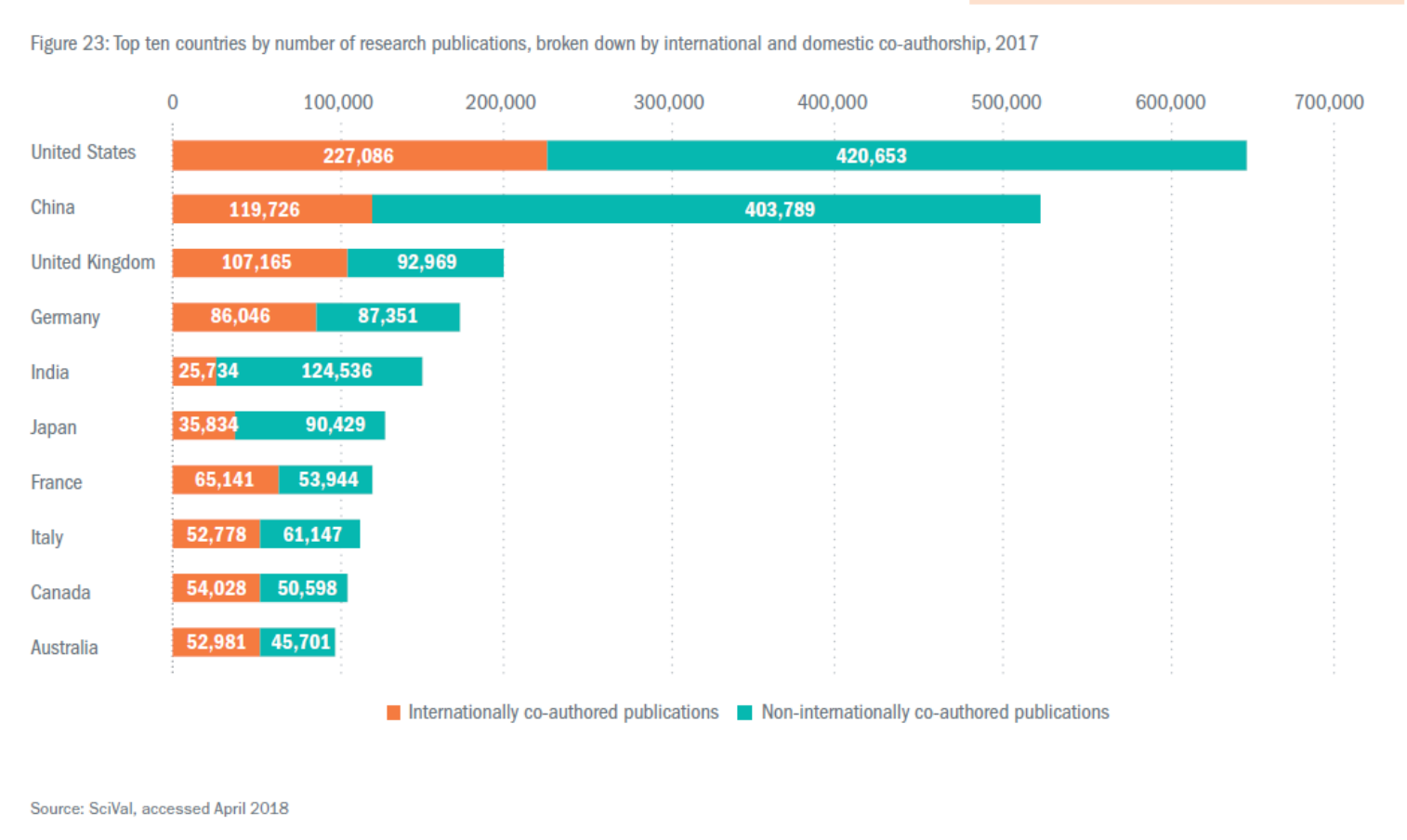
International research impact + collaborations



- UK is a world leader in internationally collaborative research
  - accounts for 9.9% of global downloads
  - 10.7% of global citations
  - 15.2% of the world's most highly-cited articles

(Source: Universities UK (2018) Higher Education Research in Facts and Figures)

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Rankings – here for good…

- Used increasingly by scholarship bodies
- Research impact, citations etc are used in rankings

- Global rankings
  - The Times Higher Education World University Rankings
  - QS World University Rankings
  - Academic Ranking of World Universities

- University rankings
  - India: National Institutional Ranking Framework (NIRF)
    - introduced to stimulate Indian institutions at a global level, to create partnerships with international institutions and attract International students to India
    - measuring against
      - Teaching, Learning and Resources
      - Research and Professional Practices
      - Graduation Outcomes
      - Outreach and Inclusivity
      - Perception

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So -
What’s next?
What will the next 5 years show?

What could the development of intra-regional student mobility mean?
A move away from traditional centres?
A move away from English as the preferred language?

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