



# THE SHAPE OF GLOBAL HIGHER EDUCATION (VOL.2): INTERNATIONAL MOBILITY OF STUDENTS, RESEARCH AND EDUCATION PROVISION

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## Aims

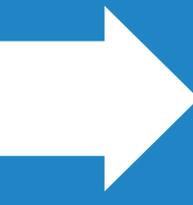
- ▷ The aim of this study is to measure government support for international higher education engagement and identify the policy areas where collaborations are most sought
- ▷ The above is explored through the lenses of higher education institutions. The indicators are regrouped to explore the following thematic categories:
  - international student mobility
  - transnational education
  - international research engagement
- ▷ This study extends the National Policies Framework with 12 additional countries and territories. In total, international engagement was studied across 38 countries and territories.

# Methodology

Categories and indicators	Weight
<b>1. International student mobility</b>	<b>0.33</b>
1.1 Policy environment and support for international student mobility	0.25
1.2 Student Visas	0.25
1.3. Quality assurance and international degree recognition	0.25
1.4 Student mobility scholarships and sustainability policies	0.25
<b>2. TNE</b>	<b>0.33</b>
2.1 International mobility of academic programmes and HEIs	0.33
2.2 Quality assurance of TNE	0.33
2.3 Recognition of TNE qualifications	0.33
<b>3. International research engagement</b>	<b>0.33</b>
3.1 Visa policies for researchers and academics	0.33
3.2 Funding for academic/research mobility and sustainability	0.33
3.3 Funding infrastructure for international research collaboration	0.33
<b>Total</b>	<b>1.00</b>

# Purpose of the analytical framework

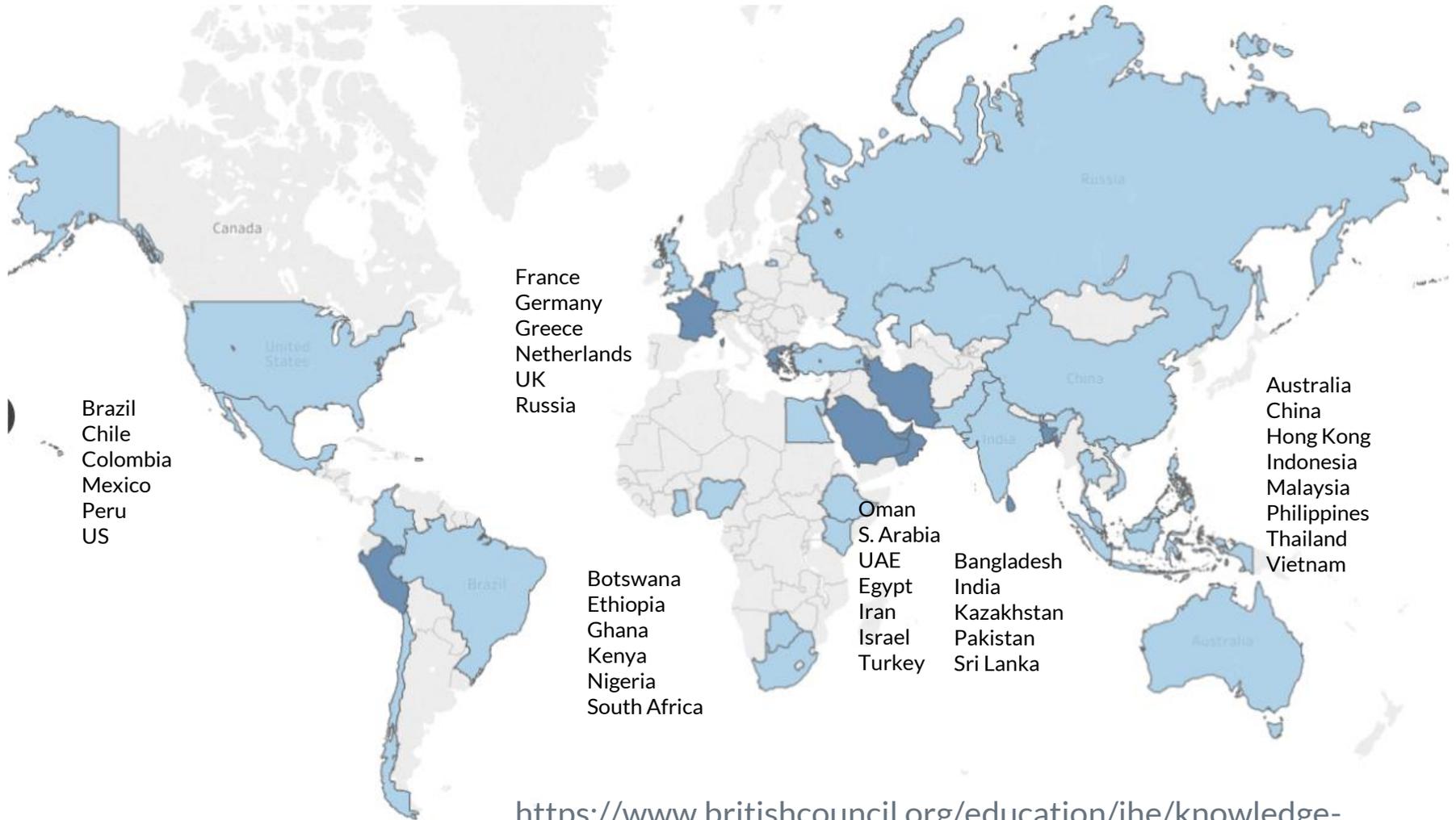
- ▷ To support higher education institutions international strategies and identify areas which are best supported by national governments with view to:
  - ▷ international student mobility (inward and outward)
  - ▷ transnational education (TNE) – inbound and outbound
  - ▷ research collaborations
- ▷ It aims to present a balanced portfolio which places equal importance on inward and outward international higher education (IHE) activities
- ▷ This framework does not address policy implementation and efficiency

 1,400+

indicators were assessed across 38  
geographies as part of this study



# Geographical coverage



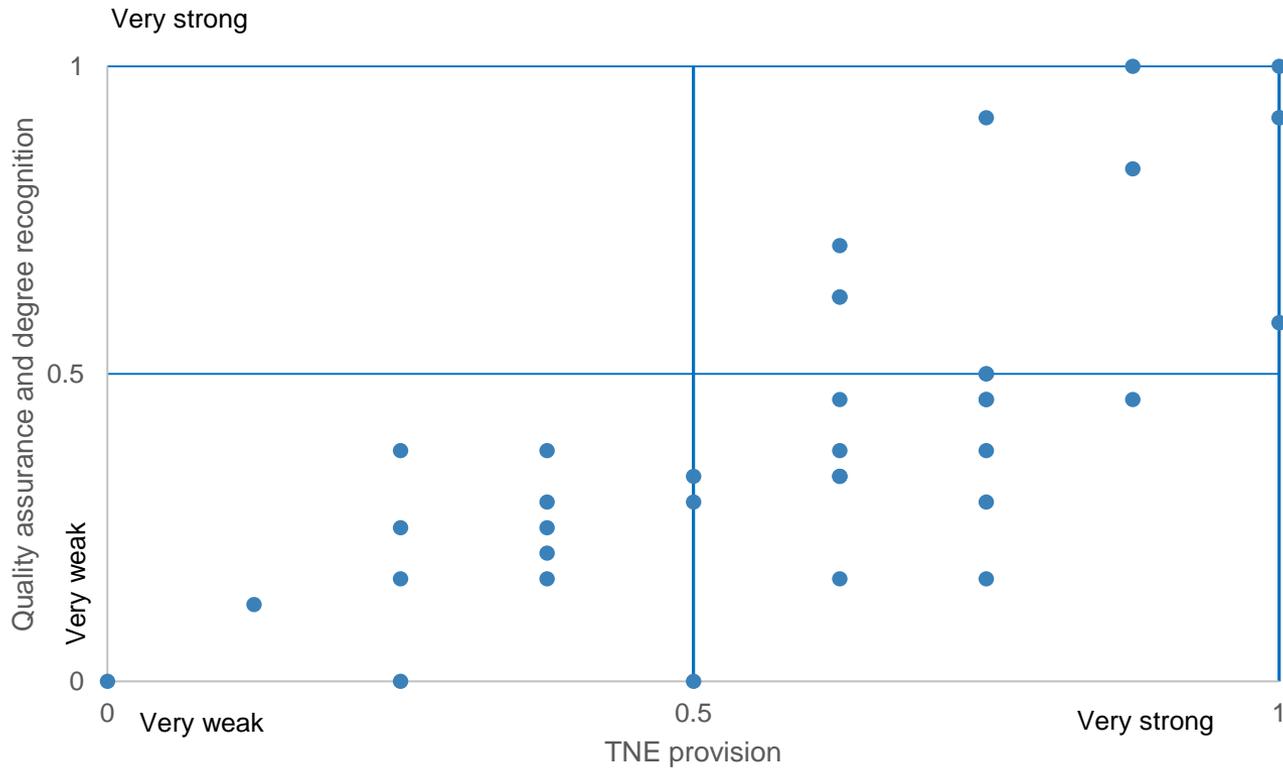
## Preliminary findings: student mobility

- ▷ International student mobility is the most developed policy area – 74% (28 out of 38) countries and territories have a strong focus here
- ▷ Streamlined visas for international students has the highest average score across all indicators: all countries but one have streamlined their student visas in a bid to attract international students
- ▷ In contrast, only 7 countries (out of 38) have opened their labour market to international students
- ▷ Other areas which have attracted strong support are study abroad scholarships and tuition in a foreign language – teaching in English as a medium of instruction continues to grow
- ▷ Very little at national level is done with regard to education agents

# Transnational education

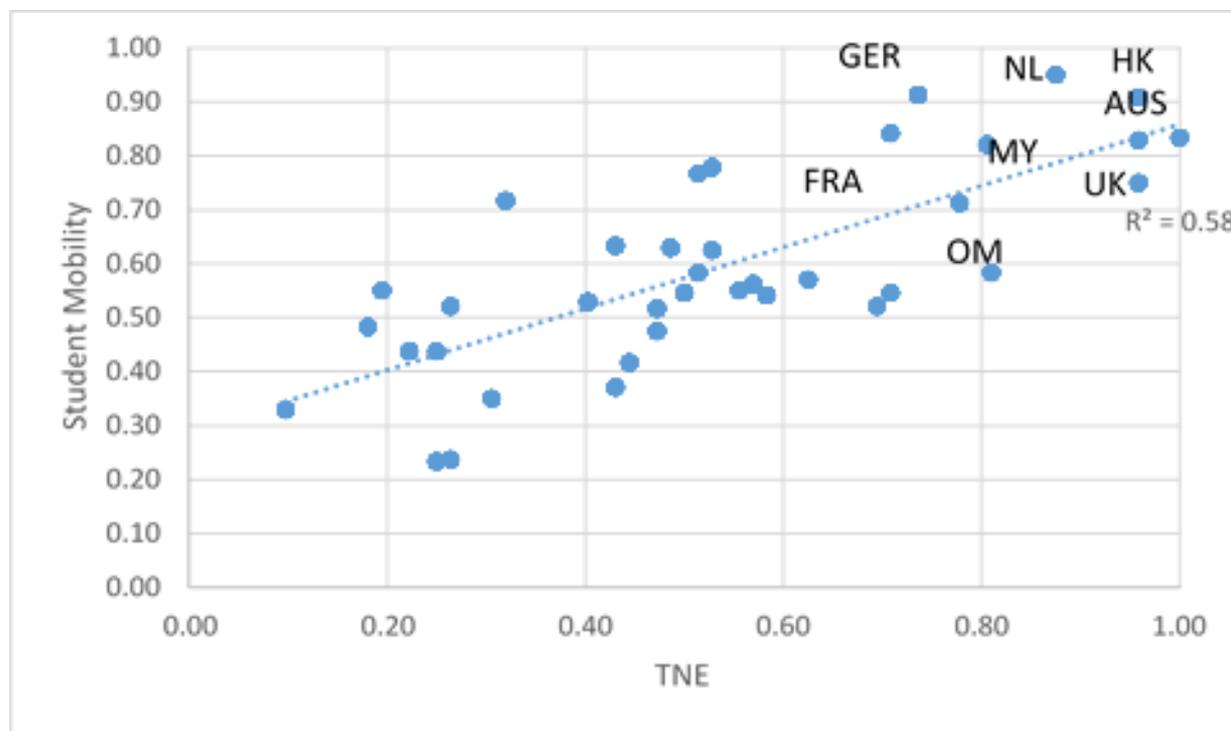
- ▶ Transnational education has seen an increased recognition globally with most countries (and territories) regulating TNE to some extent
- ▶ Countries on both sides of TNE – inbound and outbound TNE activities – are adjusting their rules of engagement to better respond to changes in the global education landscape – evidenced by recent adjustments in their regulatory frameworks
- ▶ Quality assurance of TNE provision is still catching up – some countries rely on quality assurance of the home country of the overseas HEI or the host country QA agencies in instances of outbound TNE
- ▶ While the majority of the countries allow TNE to take place, still 37% of our sample (14 countries) do not recognise TNE degrees

# Provision of TNE and quality assurance and degree recognition





There is a strong link between student mobility and TNE



## International research collaborations

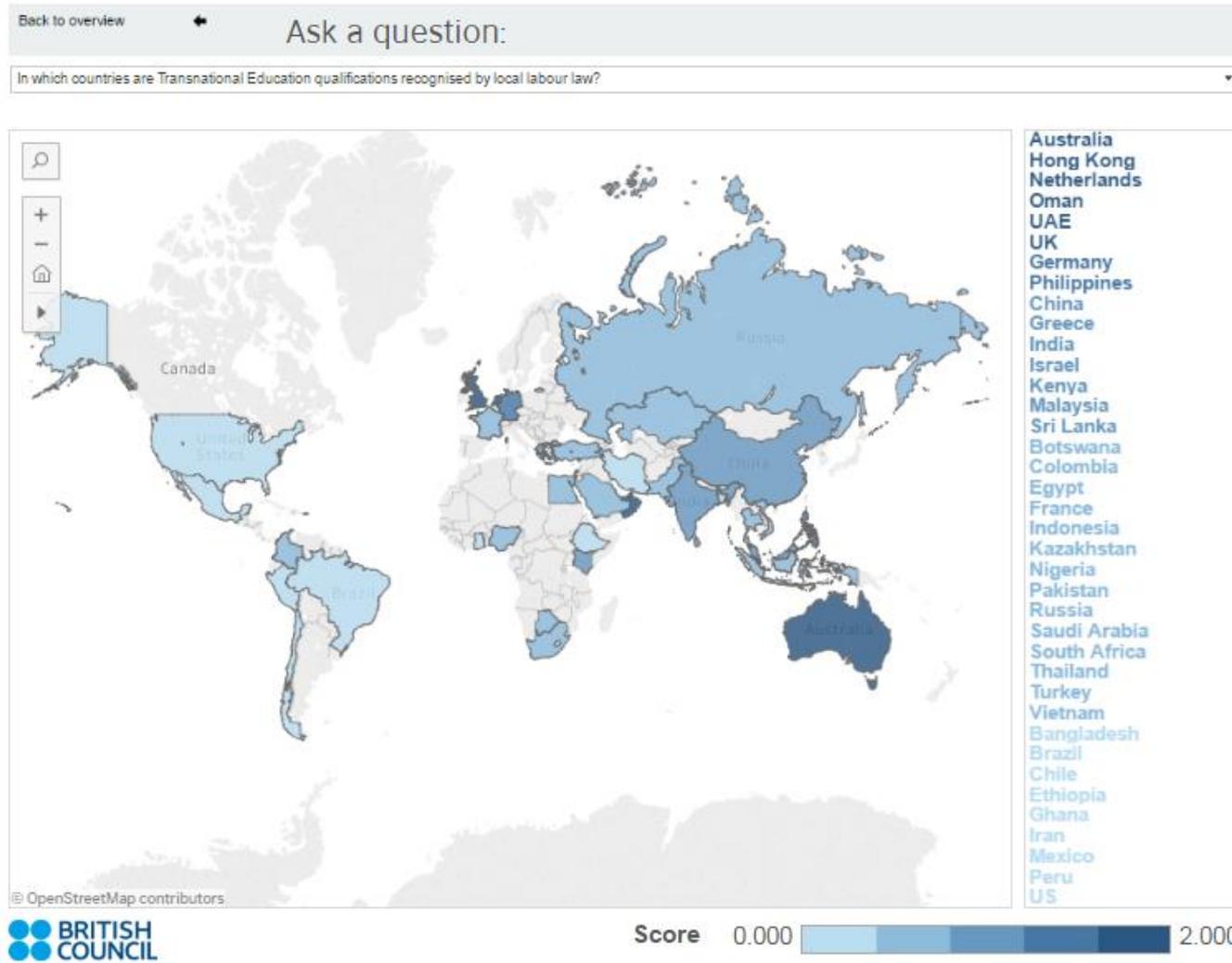
- ▷ Many of the countries (and territories) have policies which support international research engagement
- ▷ Our data, however, shows there is a strong national push towards funding international research and setting up infrastructure which encourages greater international collaborations (82%, 31 countries out of 38)
- ▷ However, there is less support for streamlined visas which allow researchers and academics to pursue their research interest beyond national borders (68%, 26 countries out of 38)
- ▷ This may be explained by the fact that immigration issues are usually dealt with by departments other than ministries for higher education

## There are regional similarities in national IHE policies

Europe	Student mobility	TNE	Research
France	Very Strong	Strong	Very Strong
Germany	Very Strong	Strong	Very Strong
Greece	Strong	Strong	Strong
Netherlands	Very Strong	Very Strong	Very Strong
UK	Very Strong	Very Strong	Very Strong
Russia	Strong	Weak	Weak

East Asia and Australasia	Student mobility	TNE	Research
Australia	Very Strong	Very Strong	Very Strong
China	Very Strong	Strong	Very Strong
Hong Kong	Very Strong	Very Strong	Very Strong
Indonesia	Strong	Weak	Very Strong
Malaysia	Very Strong	Very Strong	Very Strong
Philippines	Strong	Strong	Weak
Thailand	Strong	Strong	Very Strong
Vietnam	Very Strong	Strong	Strong

# Explore the Global Gauge data at:



<https://www.britishcouncil.org/education/ihe/knowledge-centre/global-landscape/global-gauge>

# National support for student mobility



## Summary

- ▷ The countries and territories which from policy makers' perspective have the most supportive IHE policies are Germany, the Netherlands, Malaysia and Hong Kong
- ▷ If the lenses of IHE is changed to reflect institutional priorities, the nations with the most rounded IHE portfolio include Australia, Hong Kong, the Netherlands, Malaysia, and the UK. This presumably reflects the proactivity of the higher education sector – in these countries, it is the sector's activities that have shaped most of the national policies.
- ▷ This research shows that the majority of the national governments are preoccupied with international student mobility
- ▷ Increasingly, TNE is becoming part of the standard HE provision. There are still gaps in the area of quality assurance and recognition of TNE degrees
- ▷ Globally, there is a consensus about the important contribution of international research collaborations to higher education, the economy, and society. Advanced research nations, alongside those building their research capacity, recognise internationally produced research as part of their national research assessments



## The Global Gauge of higher education policy

Benchmarking over 1,400 pieces of HE policy and legislation across 38 countries/territories

### Policy makers' perspective

Click the arrow to view indicators for **policy environment for international HE engagement** by:

- Openness of environment
- Quality assurance and recognition
- Equitable access and sustainability



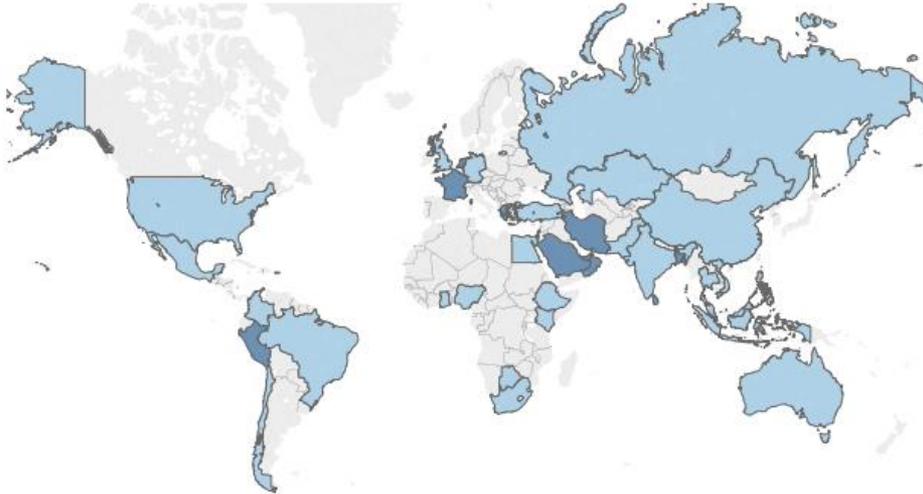
### Institution strategy themes

Click the arrow indicators to **support HE international strategies** based on:

- International student mobility
- Transnational education
- International research engagement



GO!



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Countries covered in the study – please note that:  
 HE policy in locations coloured dark blue were assessed up to March 2017  
 Those coloured light blue were assessed up to March 2016

[View Acknowledgements / disclaimer](#)

# Launch event

London – Wednesday 12 July

Thanks!

Any questions?

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