PROSPECTS FOR MOBILITY AND INTERNATIONALIZATION

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OECD/EDU
GLOBAL STUDENT MOBILITY: THE DATA
Growth in international or foreign enrolment in tertiary education worldwide (1998 to 2018)

- Non-OECD: 1.7
- OECD: 3.9
- Total: 5.6

Millions of students

- 1998 to 2018
Steep growth of number of international students with new destination countries
Global explosion of demand will further drive international mobility

### 2013

- **China**: 17%
- **United States**: 14%
- **India**: 14%
- **Japan**: 6%
- **Brazil**: 5%
- **Russia**: 10%
- **Other**: 6%

### 2030

- **China**: 27%
- **United States**: 8%
- **India**: 23%
- **Brazil**: 5%
- **Japan**: 3%
- **Russia**: 4%
- **Other**: 6%
• Huge drop in Chinese student enrolment
• Asian students look to regional opportunities (Korea, Malaysia, Singapore) instead of US, UK or Europe
• Restrictions on travel, immigration, visa etc. will remain in place for a long time, cutting off student mobility
• Admission procedures seriously disrupted
• Also intra-European mobility will be affected
THE ELEPHANT IN THE MOBILITY ROOM: HIGHER ED IS NOT A LEVEL PLAYING FIELD
The citation impact of scientific production and the extent of international collaboration (2012-2016)
As an index and percentage of all citable documents, based on fractional counts
Diversification of research leadership

Number of documents and percentage among the world’s 10% most cited publications, fractional counts

- **Number of publications per 1,000 25-64 year-olds population**
- **Percentage of publications among the 10% most cited (right-hand scale)**
Location matters
Patents per million inhabitants (Europe) (2015)
National policies still defining the conditions

Selected policies on internationalisation in some European countries (2017)

<table>
<thead>
<tr>
<th>Policy</th>
<th>Estonia</th>
<th>The Flemish Community</th>
<th>The Netherlands</th>
<th>Norway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difference in the tuition fees paid by national and foreign students</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Possibility to teach modules and programmes in English</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>National target for the proportion of graduates with education or</td>
<td>10%</td>
<td>33%</td>
<td>Nil</td>
<td>20%</td>
</tr>
<tr>
<td>training experience abroad in 2020</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial support for outgoing mobility</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Existence of a national agency or organisation with some responsibilities on the internationalisation of higher education</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>
The skills equivalent of tertiary education qualifications differs among countries (Literacy, PIAAC, 2012-17)
Numeracy scores of tertiary educated adults of 25-34y old
Internationalization is also a means to compensate the shrinking domestic top talent pool.
Internationalization in an uneven playing field

- The global HE system slowly becomes less uneven in research intensity, but differences among countries and regions are still very important
- Very few comparative data on learning outcomes, but what we know suggests a very significant variation in quality of learning outcomes
- Also in Europe, despite the Bologna Process, no real empirical indications of a process of convergence
- Perceived quality is increasingly used by international students in decision-making. Lack of other data forces them to use rankings.
TOWARDS A COMPETENCY APPROACH
The OECD/PISA definition of global competence

- Examine local, global and intercultural issues
- Understand and appreciate the perspectives and world views of others
- Take action for collective well-being and sustainable development
- Engage in open, appropriate and effective interactions across cultures
Students’ attitudes and dispositions predict performance in global competence

Score-point difference associated with a one-unit increase in the indices of students' attitudes and dispositions

- Before accounting for gender, immigrant background, and students’ and schools’ socio-demographic profile
- After accounting for gender, immigrant background, and students’ and schools’ socio-demographic profile

Overall average
Cognitive adaptability

Percentage of students who reported the following statements describe them well or very well:

- "I can change my behaviour to meet the needs of new situations" 65%
- "I can deal with unusual situations" 62%
- "When encountering difficult situations with other people, I can think of a way to resolve the situation" 61%
- "I am capable of overcoming my difficulties in interacting with people from other cultures" 60%
- "I can adapt to different situations even when under stress or pressure" 58%
- "I can adapt easily to a new culture" 50%

OECD average
Students’ understanding of the **perspectives of others**

Percentage of students who reported the following statements describe them well or very well:

"I sometimes try to understand my friends better by imagining how things look from their perspective"

"I believe that there are two sides to every question and try to look at them both"

"I try to look at everybody's side of a disagreement before I make a decision"

"Before criticising somebody, I try to imagine how I would feel if I were in their place"

"When I’m upset at someone, I try to take the perspective of that person for a while"
Students’ interest in learning about other cultures

Percentage of students who reported the following statements describe them well or very well:

- "I want to learn how people live in different countries"
- "I am interested in how people from various cultures see the world"
- "I am interested in finding out about the traditions of other cultures"
- "I want to learn more about the religions of the world"

OECD average
**Contact** with people from other countries relates positively to **interest** in learning about other cultures.

Difference in the index of interest in learning about other cultures between students who reported that they have contact with people from other countries and those who reported that they do not have such contact.

**Mean index difference**

- **Before accounting for students’ and schools’ socio-demographic profile**
- **After accounting for students’ and schools’ socio-demographic profile**

OECD average
### Students' awareness of intercultural communication

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
<th>OECD Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;I listen carefully to what they say&quot;</td>
<td></td>
<td>85</td>
</tr>
<tr>
<td>&quot;If there is a problem with communication, I find ways around it (e.g. by using gestures, re-explaining, writing...)&quot;</td>
<td></td>
<td>84</td>
</tr>
<tr>
<td>&quot;I frequently check that we are understanding each other correctly&quot;</td>
<td></td>
<td>84</td>
</tr>
<tr>
<td>&quot;I carefully observe their reactions&quot;</td>
<td></td>
<td>83</td>
</tr>
<tr>
<td>&quot;I give concrete examples to explain my ideas&quot;</td>
<td></td>
<td>83</td>
</tr>
<tr>
<td>&quot;I choose my words carefully&quot;</td>
<td></td>
<td>82</td>
</tr>
<tr>
<td>&quot;I explain things very carefully&quot;</td>
<td></td>
<td>81</td>
</tr>
</tbody>
</table>
Connections between students' intercultural attitudes and dispositions

Correlation coefficient between 0.3 and 0.4
Correlation coefficient below 0.3

Self-efficacy regarding global issues

OECD average

Awareness of intercultural communication

Cognitive adaptability

Attitudes towards immigrants

Respect for people from other cultures

Interest in learning about other cultures

Perspective taking

Based on students’ reports
SOME CONCLUSIONS
Some conclusions

• COVID19 will cause a temporary decline in global student mobility, but increasing global demand for higher education will sustain future mobility growth.

• Continued diversification of destination countries, but perceptions of academic quality will become more important.

• Uneven development of higher education, policy environments and (perceived) quality condition mobility; no signs of convergence.

• Mobility is a means to an end rather than an end in itself. What are the objectives of internationalisation?

• Curriculum development and more specifically the role of competency development are becoming more important.
Thank you!

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