



PROSPECTS FOR MOBILITY AND INTERNATIONALIZATION

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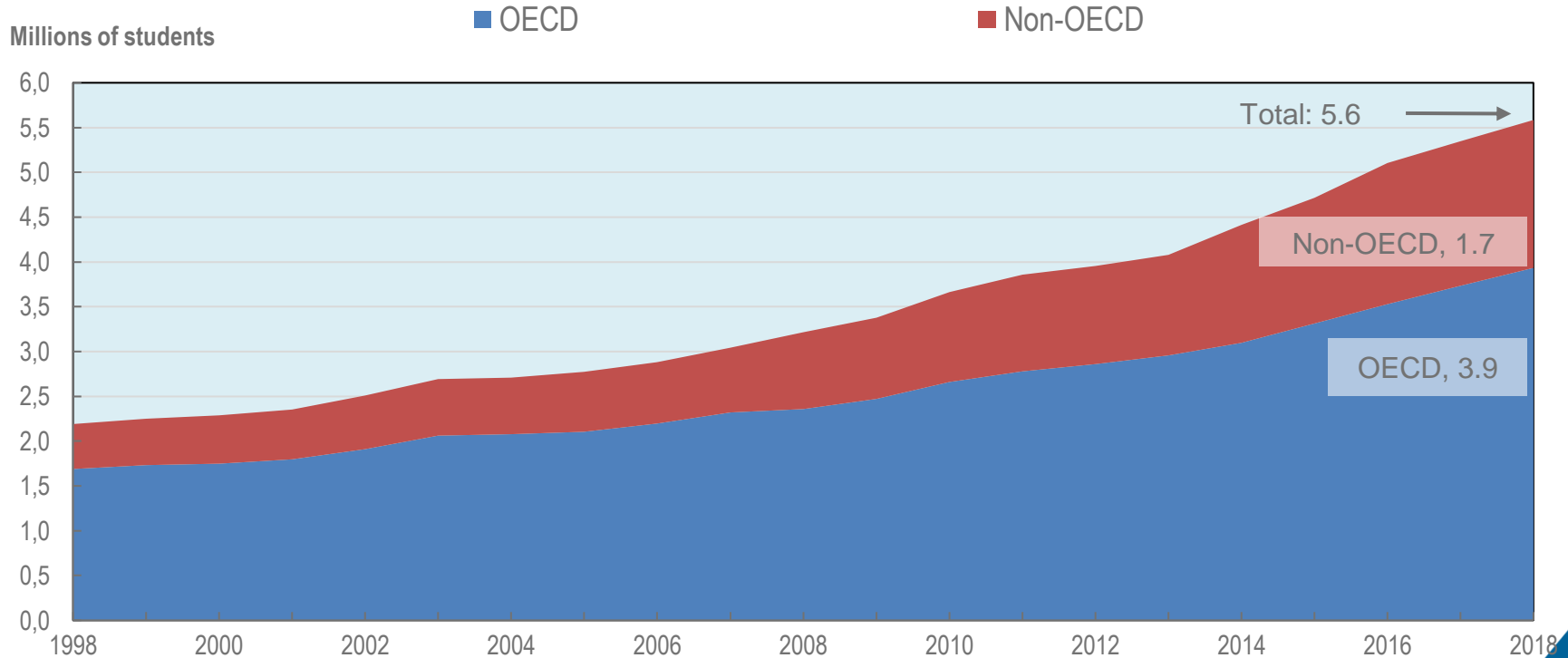
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GLOBAL STUDENT MOBILITY: THE DATA

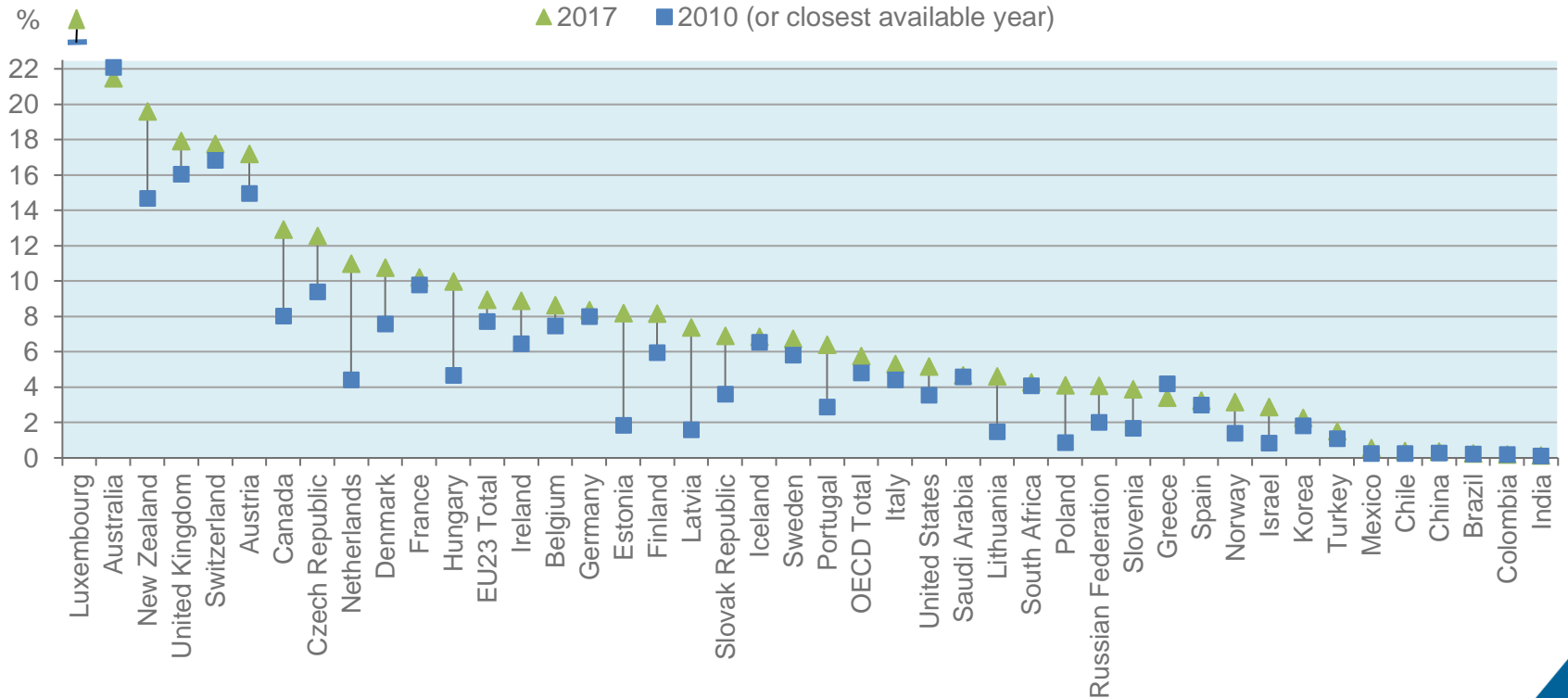


Growth in international or foreign enrolment in tertiary education worldwide (1998 to 2018)





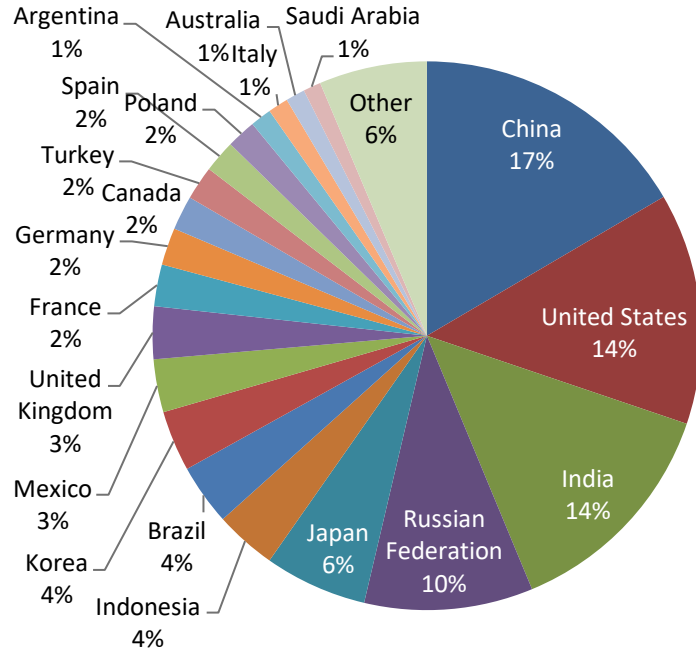
Steep growth of number of international students with new destination countries



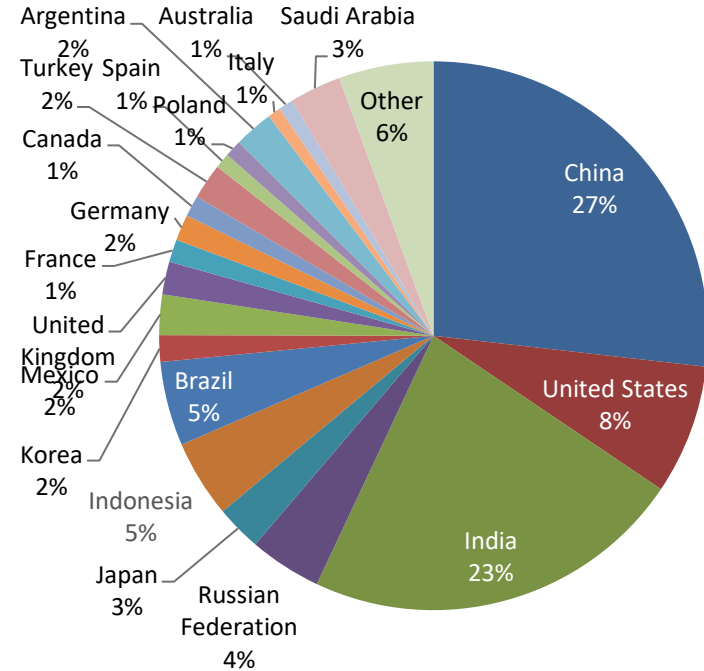


Global explosion of demand will further drive international mobility

2013



2030





The expected impact of COVID19 on mobility

- 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

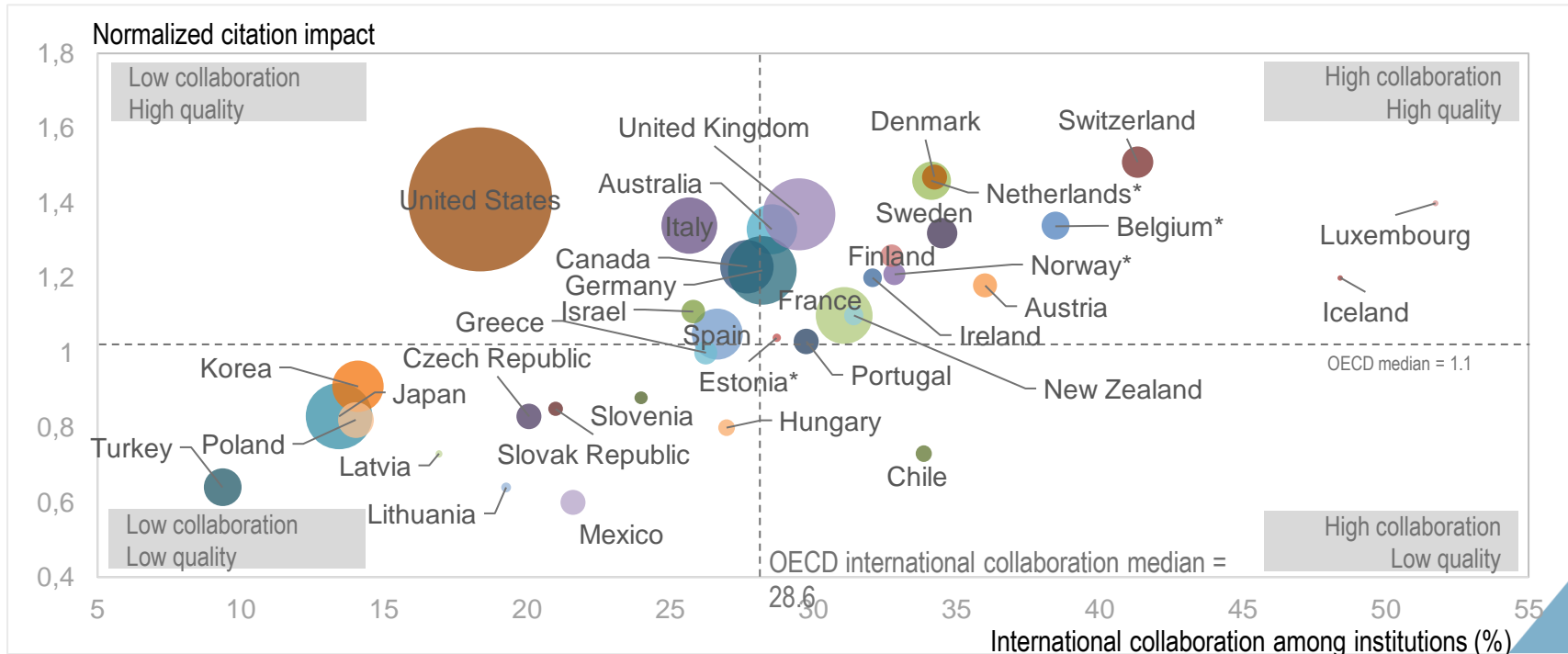


THE ELEPHANT IN THE MOBILITY ROOM: HIGHER ED IS NOT A LEVEL PLAYING FIELD



Internationalization in research

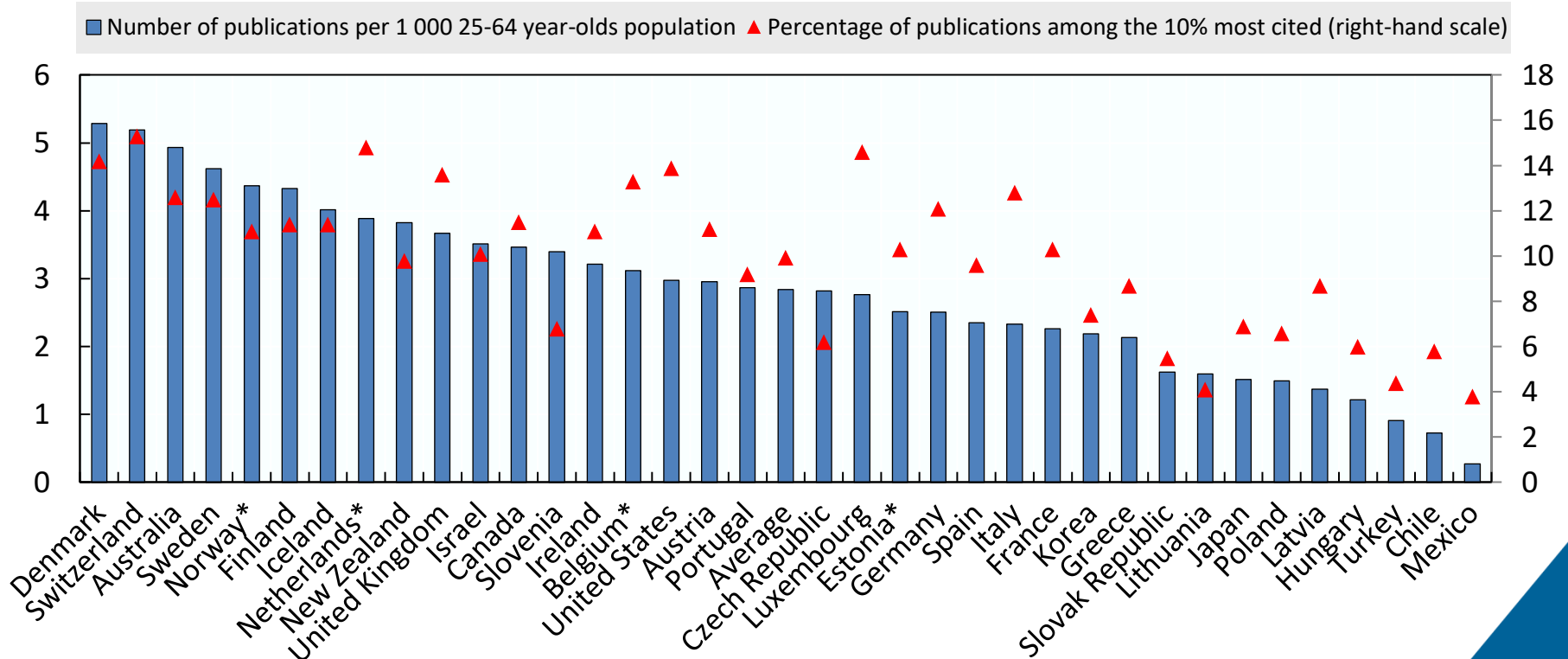
The citation impact of scientific production and the extent of international collaboration (2012-2016)
As an index and percentage of all citable documents, based on fractional counts





Diversification of research leadership

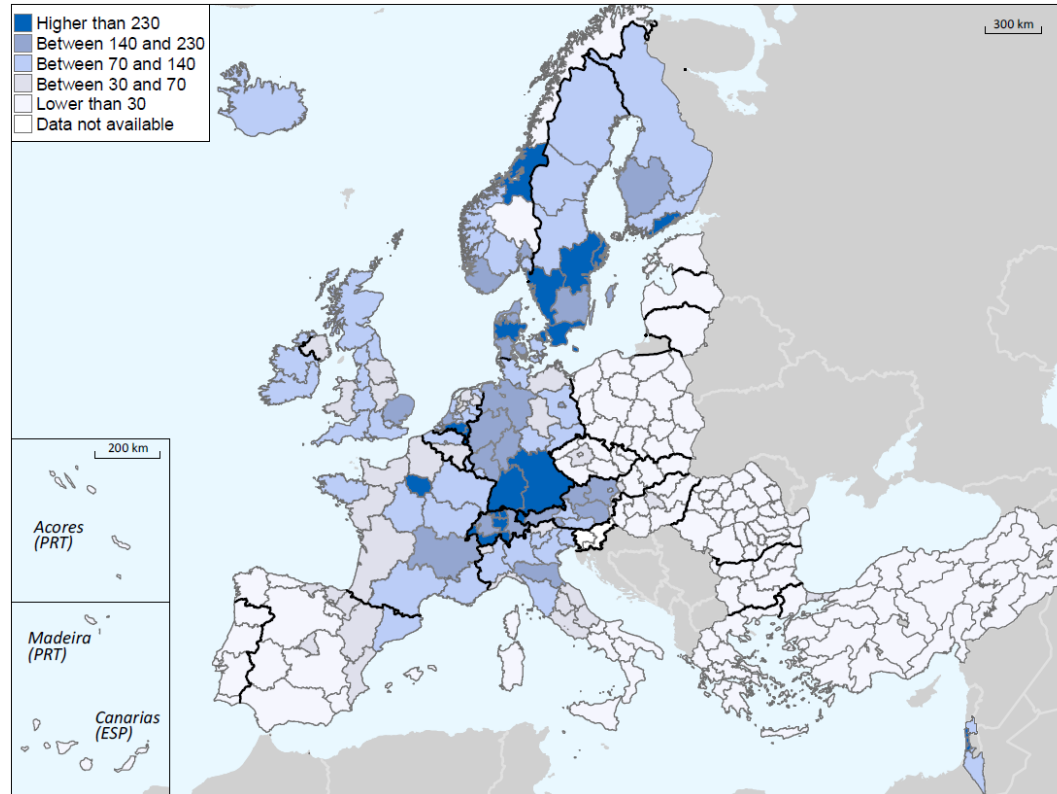
Number of documents and percentage among the world's 10% most cited publications, fractional counts





Location matters

Patents per million inhabitants (Europe) (2015)





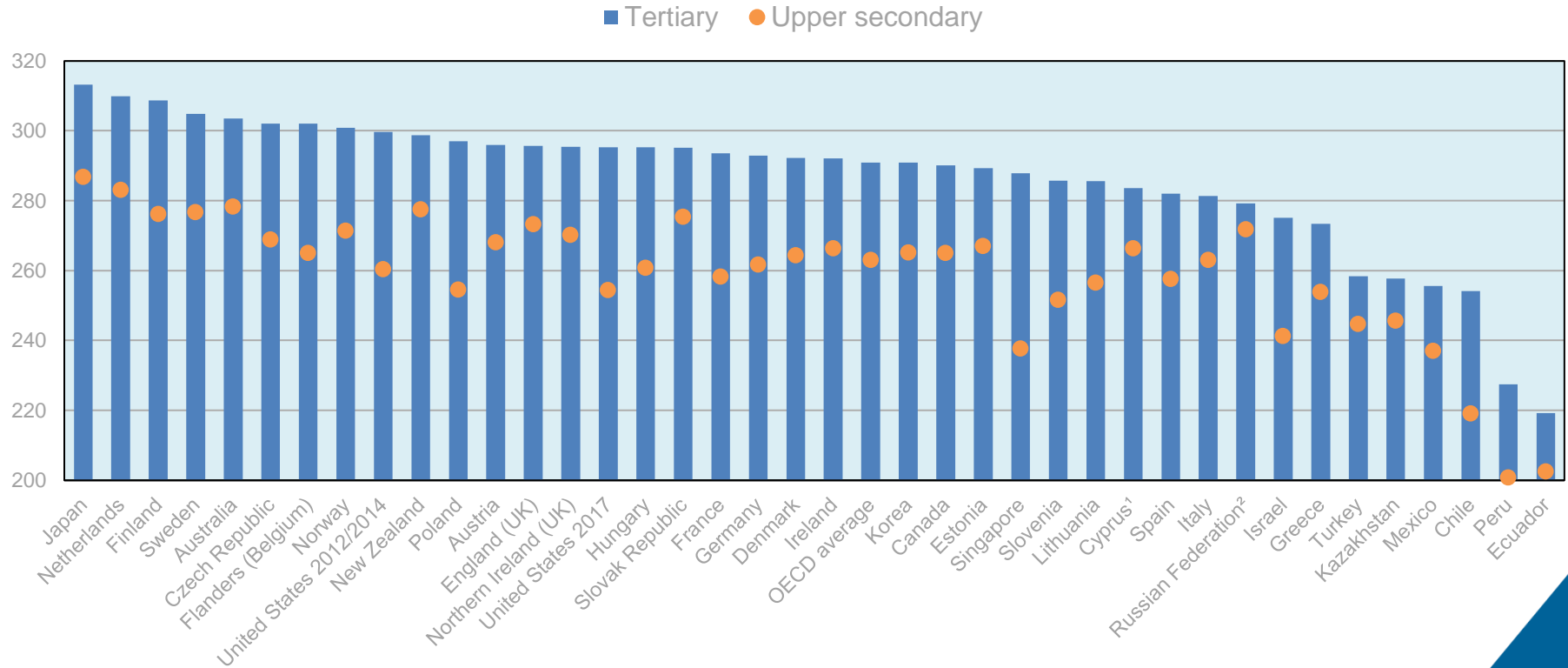
National policies still defining the conditions

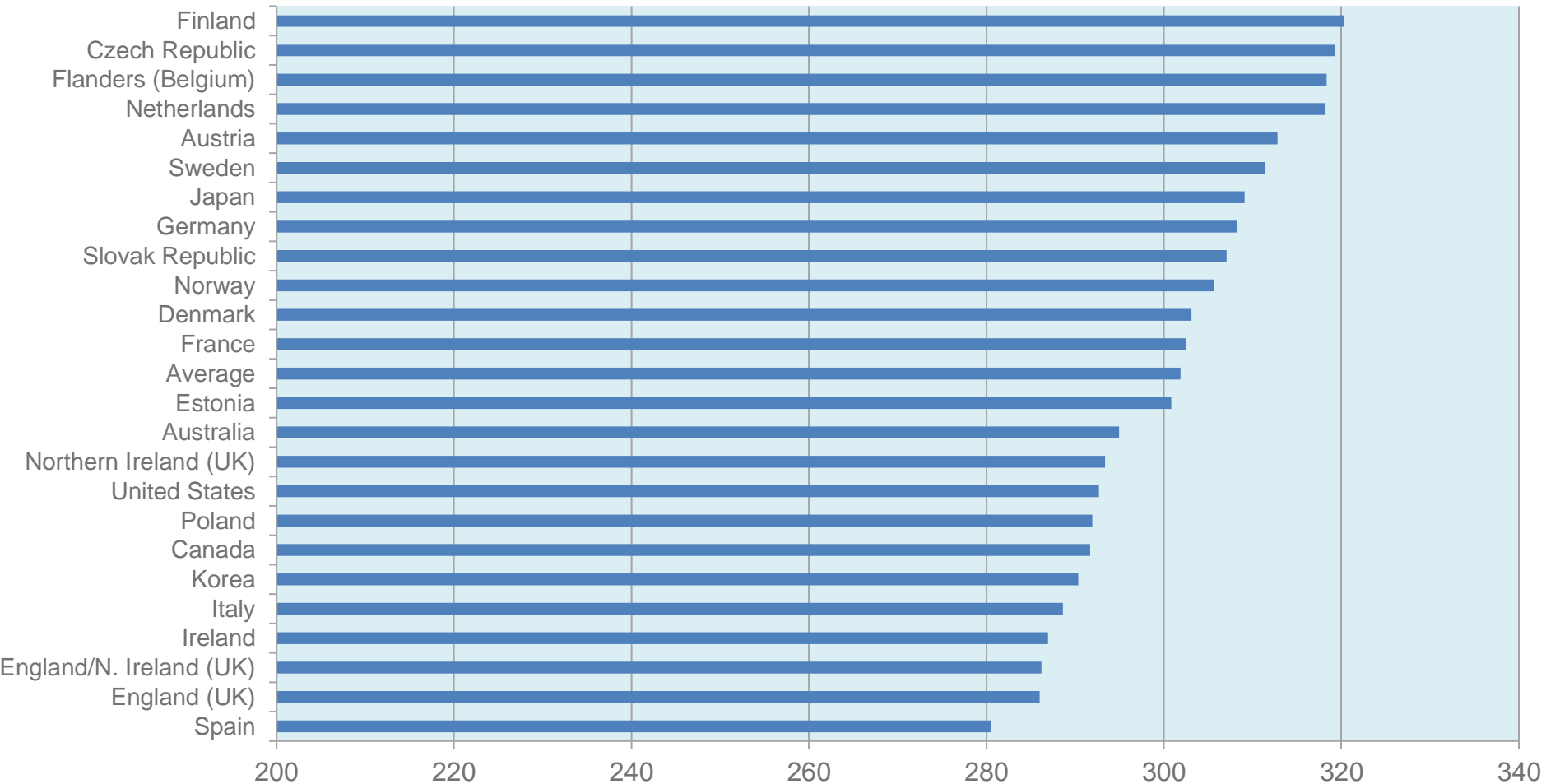
Selected policies on internationalisation in some European countries (2017)

| | Estonia | The Flemish Community | The Netherlands | Norway |
|---|---------|-----------------------|-----------------|--------|
| Difference in the tuition fees paid by national and foreign students | No | Yes | Yes | No |
| Possibility to teach modules and programmes in English | Yes | Yes | Yes | Yes |
| National target for the proportion of graduates with education or training experience abroad in 2020 | 10% | 33% | Nil | 20% |
| Financial support for outgoing mobility | Yes | Yes | Yes | Yes |
| Existence of a national agency or organisation with some responsibilities on the internationalisation of higher education | Yes | No | Yes | Yes |



The skills equivalent of tertiary education qualifications differs among countries (Literacy, PIAAC, 2012-17)

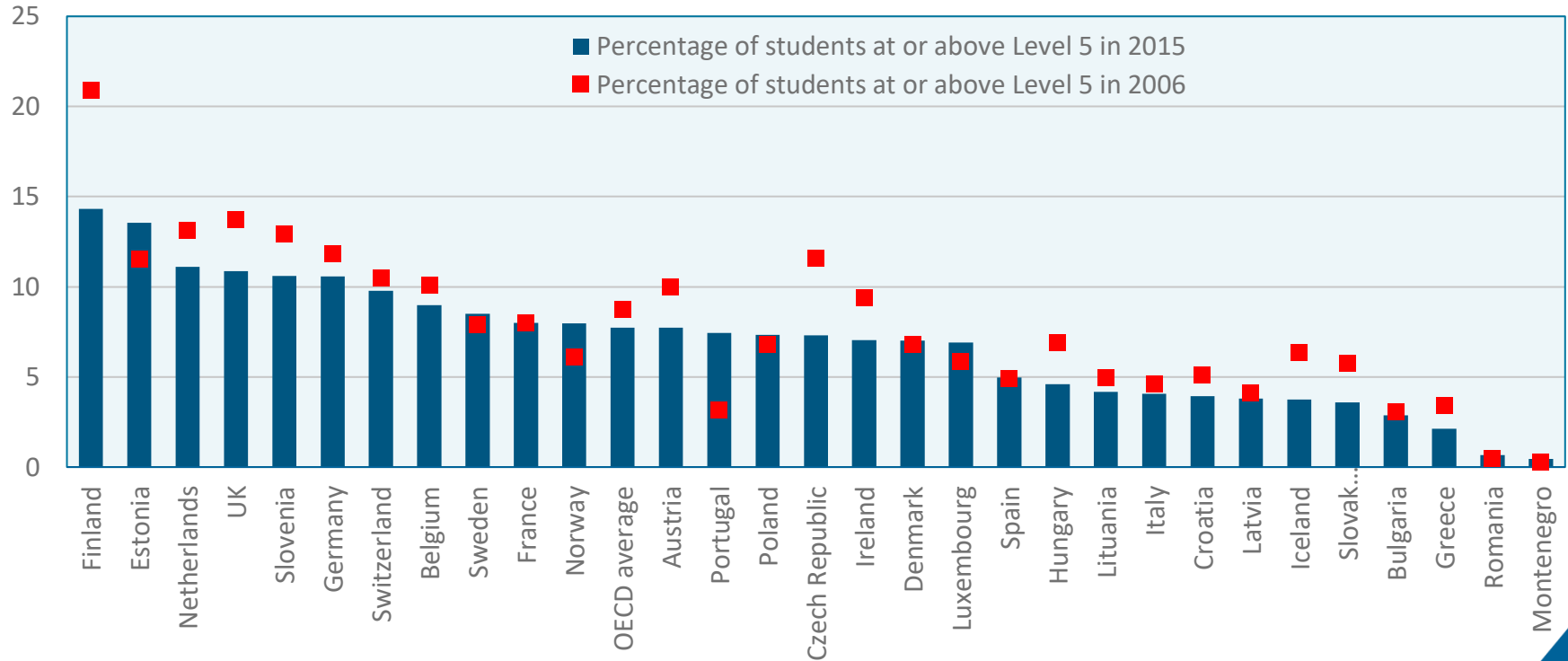




Numeracy scores of tertiary educated adults of 25-34y old



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



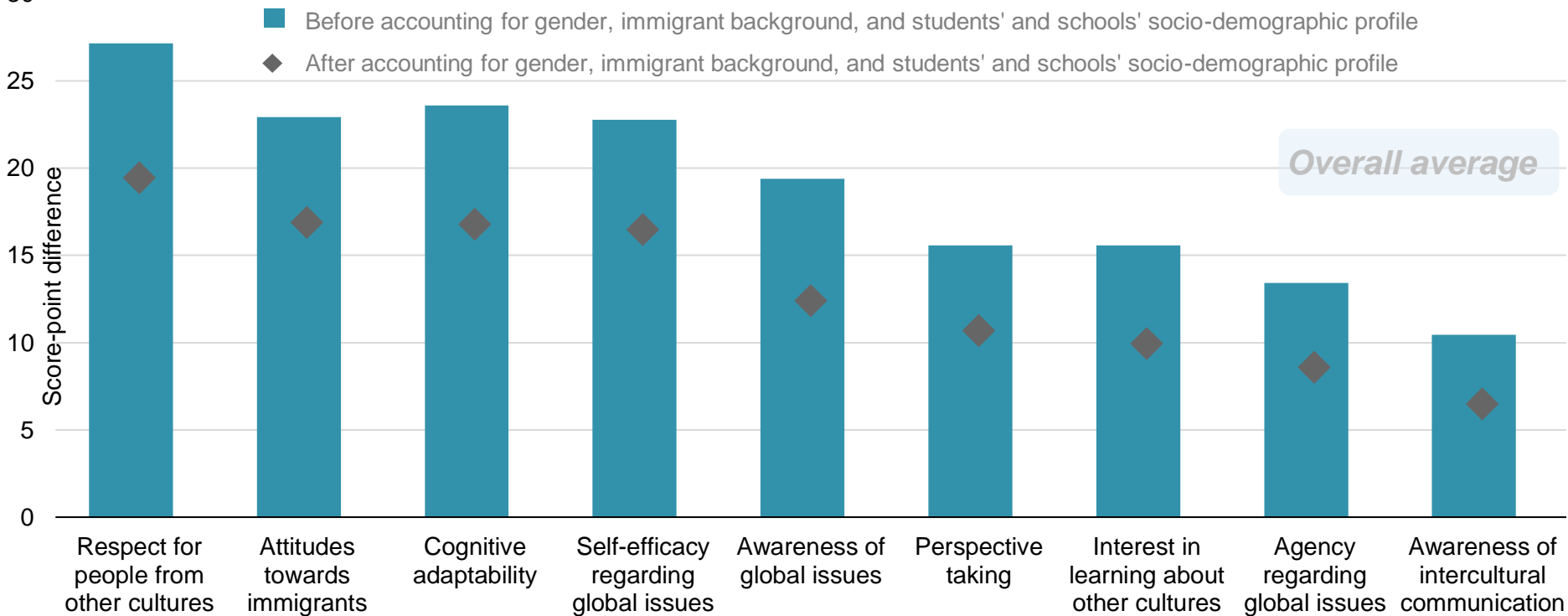
The OECD/PISA definition of global competence





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

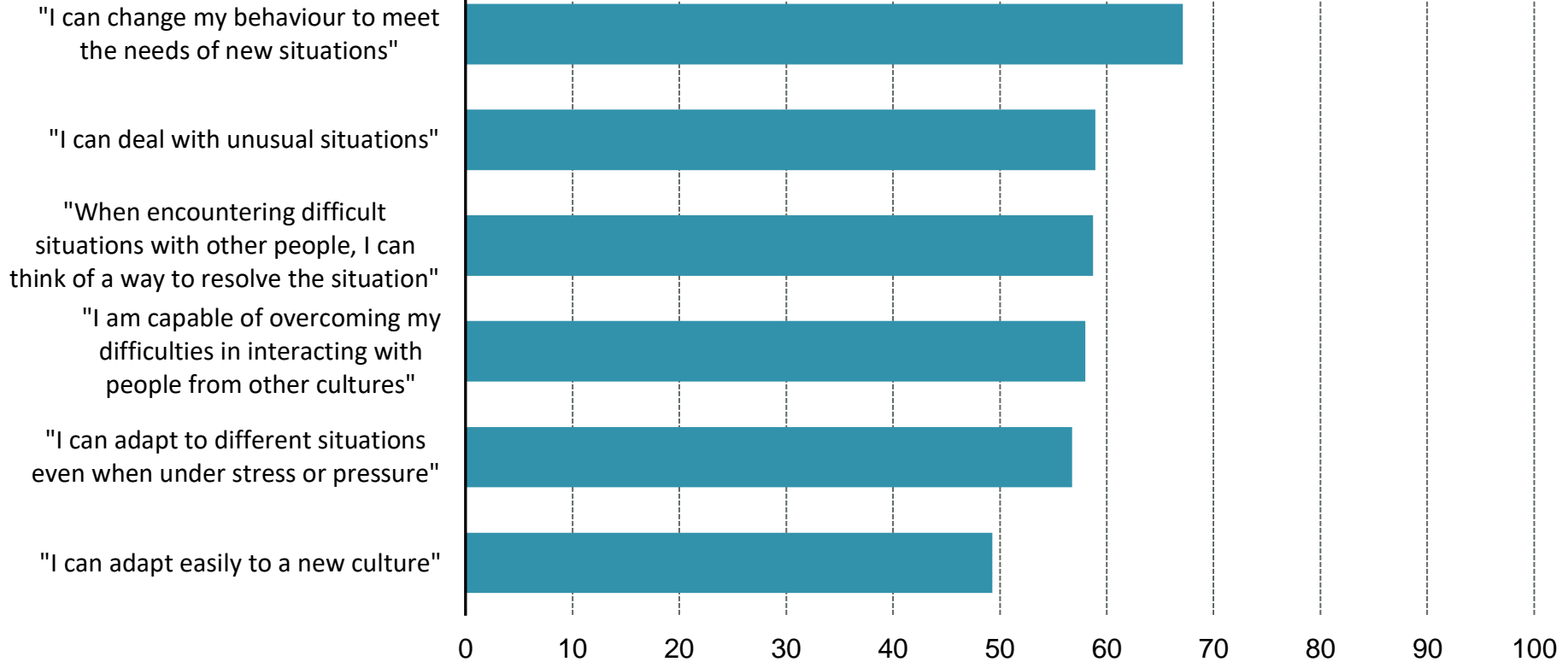




Cognitive adaptability

■ OECD average

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





Students' understanding of the **perspectives of others**

■ OECD average

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"



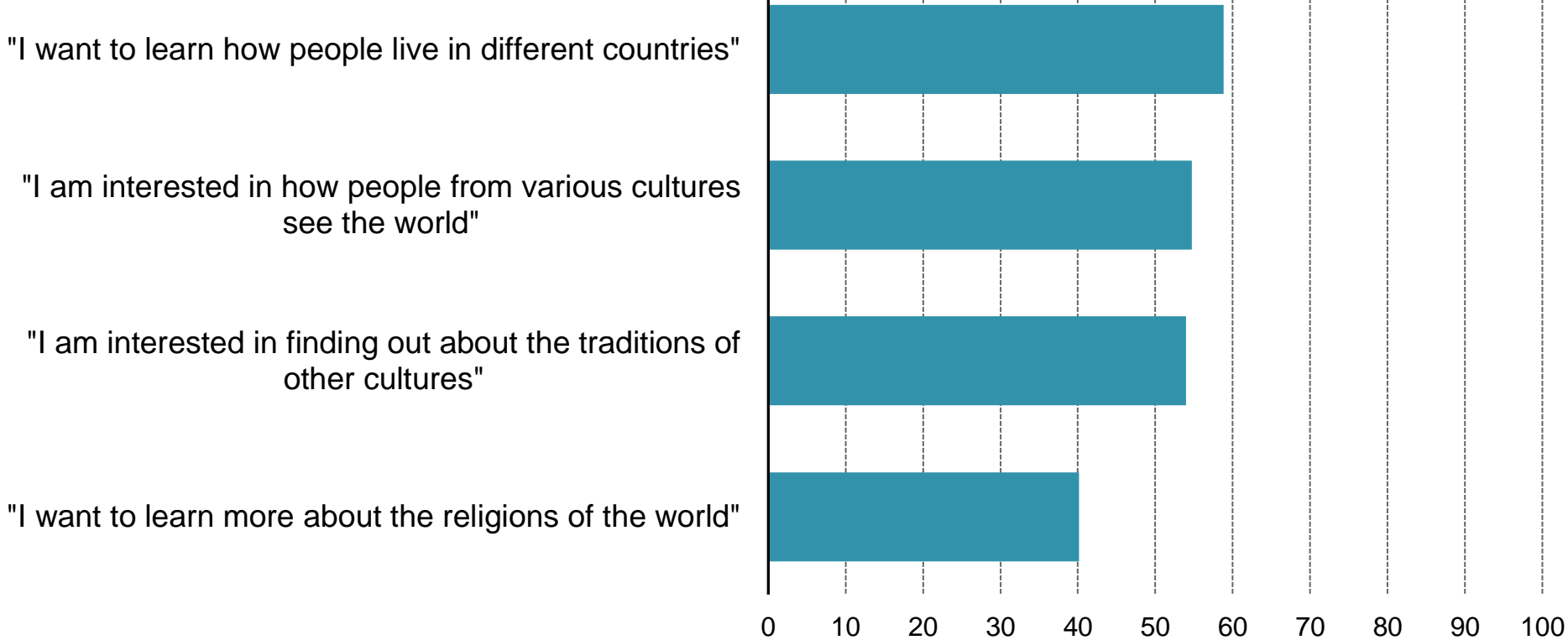
0 10 20 30 40 50 60 70 80 90 100



Students' interest in learning about other cultures

■ OECD average

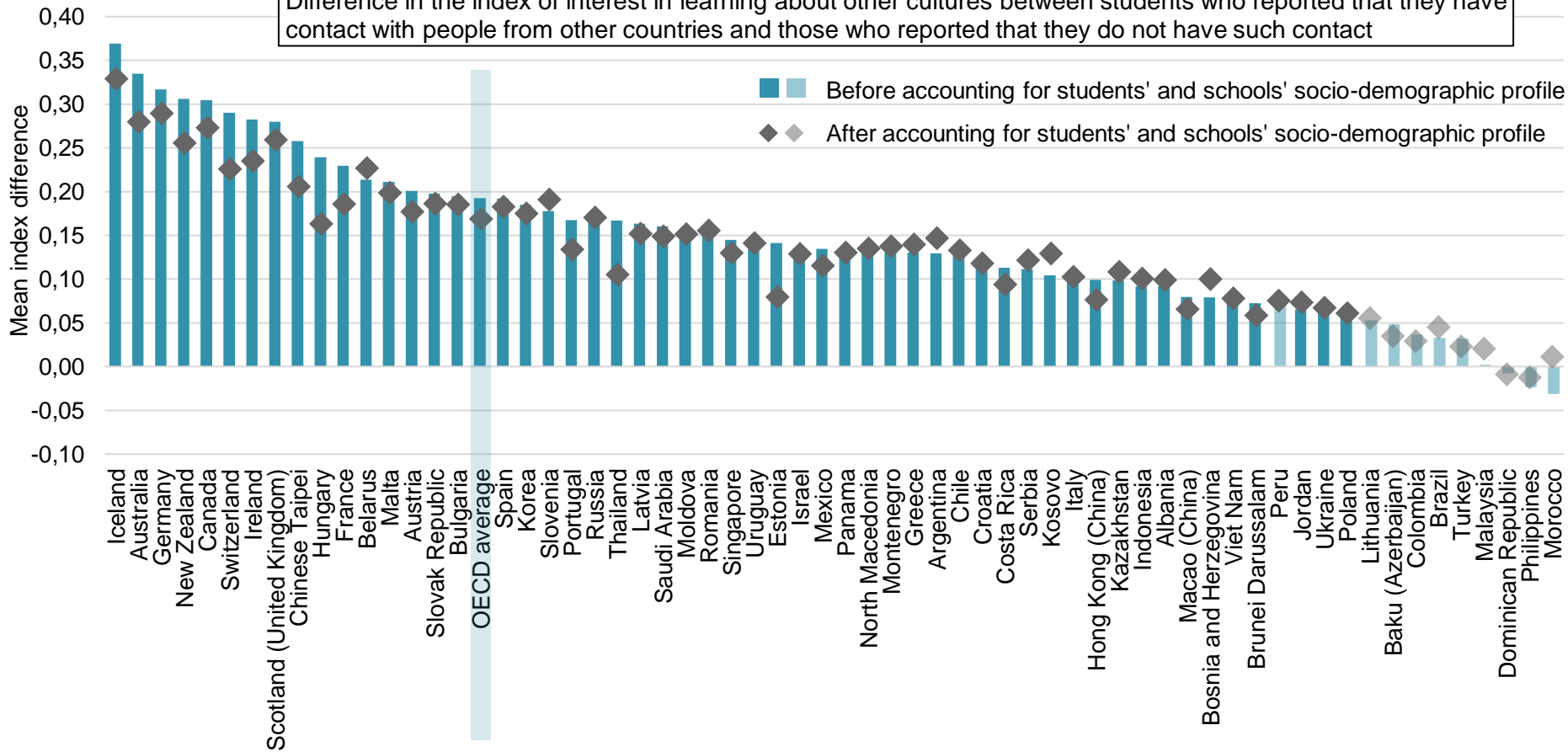
Percentage of students who reported the following statements describe them well or very well:





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

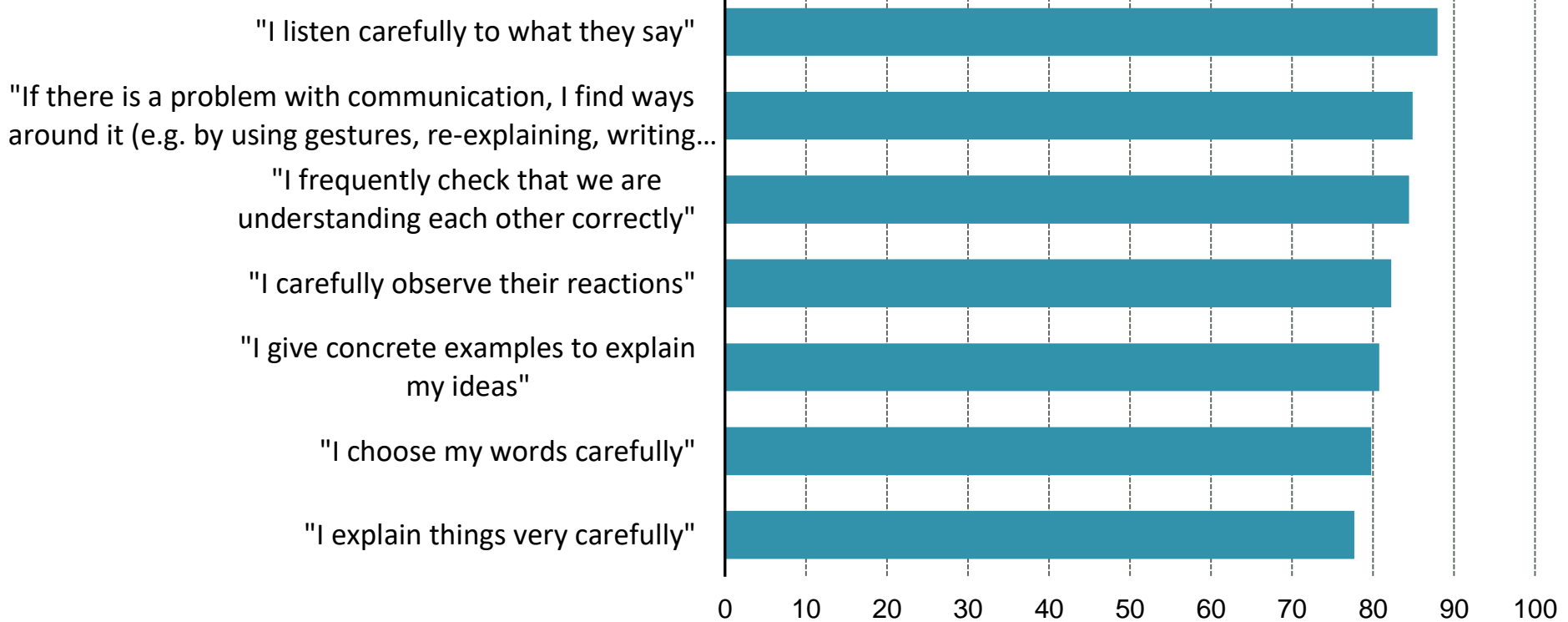




Students' awareness of intercultural communication



■ OECD average

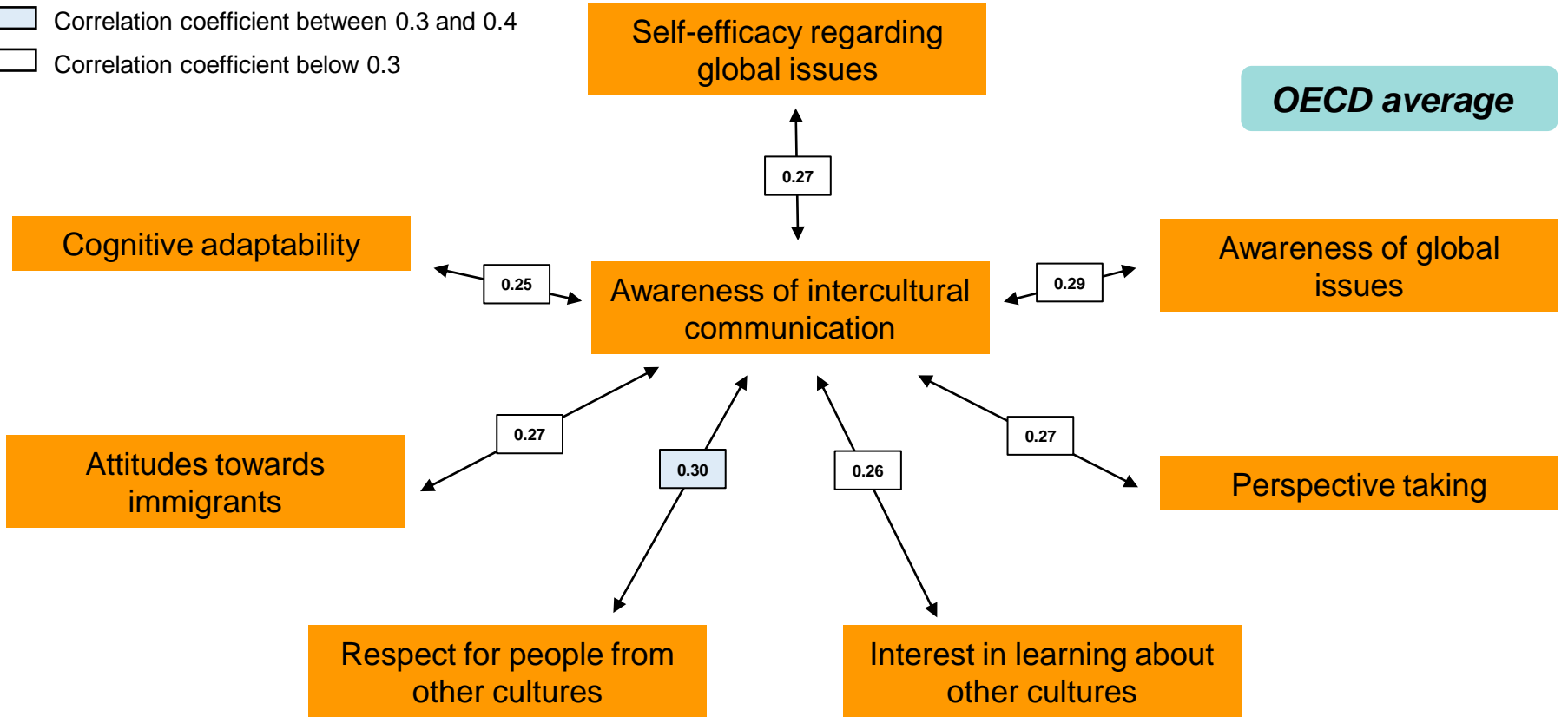
Percentage of students who agreed or strongly agreed that, when talking to people whose native language is different from theirs, they do the following:





Connections between students' intercultural attitudes and dispositions

-  Correlation coefficient between 0.3 and 0.4
-  Correlation coefficient below 0.3



OECD average

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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