

SERVICES FOR  
INTERNATIONAL  
EDUCATION  
MARKETING  
CONFERENCE 2016

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The global race for international students  
National support for international engagement

Sponsored by

## Context

- Higher education is increasingly international
  - International student mobility
  - Increasing importance and value of international research collaborations
  - Mobility of academic programmes, academics, institutions
- Need for a greater understanding of different higher education systems' priorities and their support for greater engagement and collaboration

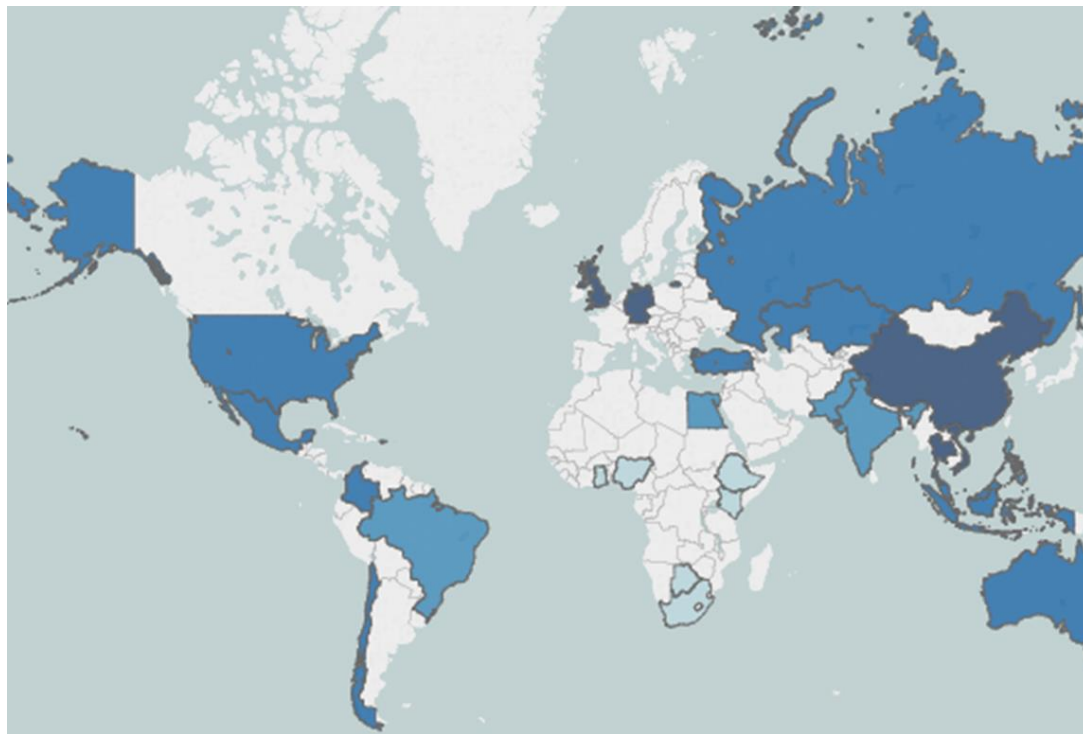
## Research objective

To measure the enabling environment provided by national governments which supports the internationalisation of HE in the following areas:

- **Openness and mobility** of students, researchers, academic programmes and university research;
- **Quality assurance** of higher education provision (domestic and overseas) and degree recognition of international qualifications;
- **Equitable access** and sustainable development policies

To identify areas for international engagement between different countries' higher education systems

# Country coverage



## Methodology

- Index based methodology to evaluate countries' regulatory environments with regard to IHE.
- 37 criteria comprise 10 indicators, grouped into 3 broad categories. The categories contribute equally to the overall index (equal weights)
- The information against each indicator is factual and refers to government guidelines and the legal framework in countries;
- Each criterion is assessed whether it is fully met; partly met or not met
- The data are captured across 962 descriptive fields


## Some key findings

1. **Many countries with national level commitment to IHE.** Evidenced in revised IHE (International Higher Education) strategies and HE bills. Particularly pronounced in East Asia: Malaysia, China, Vietnam and Thailand.
2. **Germany and Malaysia have the most balanced portfolio** of national policies supportive of IHE
3. When systems lack national support with regard to international education, **higher education institutions are the major drivers (e.g. Colombia Challenge Your Knowledge, International Education Association of South Africa)**
4. **Coordinating national policies on international higher education** can counteract some of the unintended consequences of internationalisation

## Key findings (continued)

5. **Student mobility is the most developed component** of countries' IHE strategies: 23 out of 26 countries perform strongly against this criterion
6. Increasingly countries are opening up to transnational education, however their **focus has remained on higher education provision and less so on its quality assurance**
7. **Growing preoccupation with support for research produced in international collaborations**, influenced to a degree by the university rankings. In addition to research intensive higher education systems of the UK, Australia and Germany, this is also observed in Malaysia, Egypt, Indonesia and Turkey.

# Global Gauge: the interactive HE policy monitor


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## Global Gauge

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[Global Gauge - Overview](#) | [Overall scores](#) | [Openness scores](#) | [Quality assurance and recognit...](#) | [Access and sustainability scores](#) | [Meas...](#)

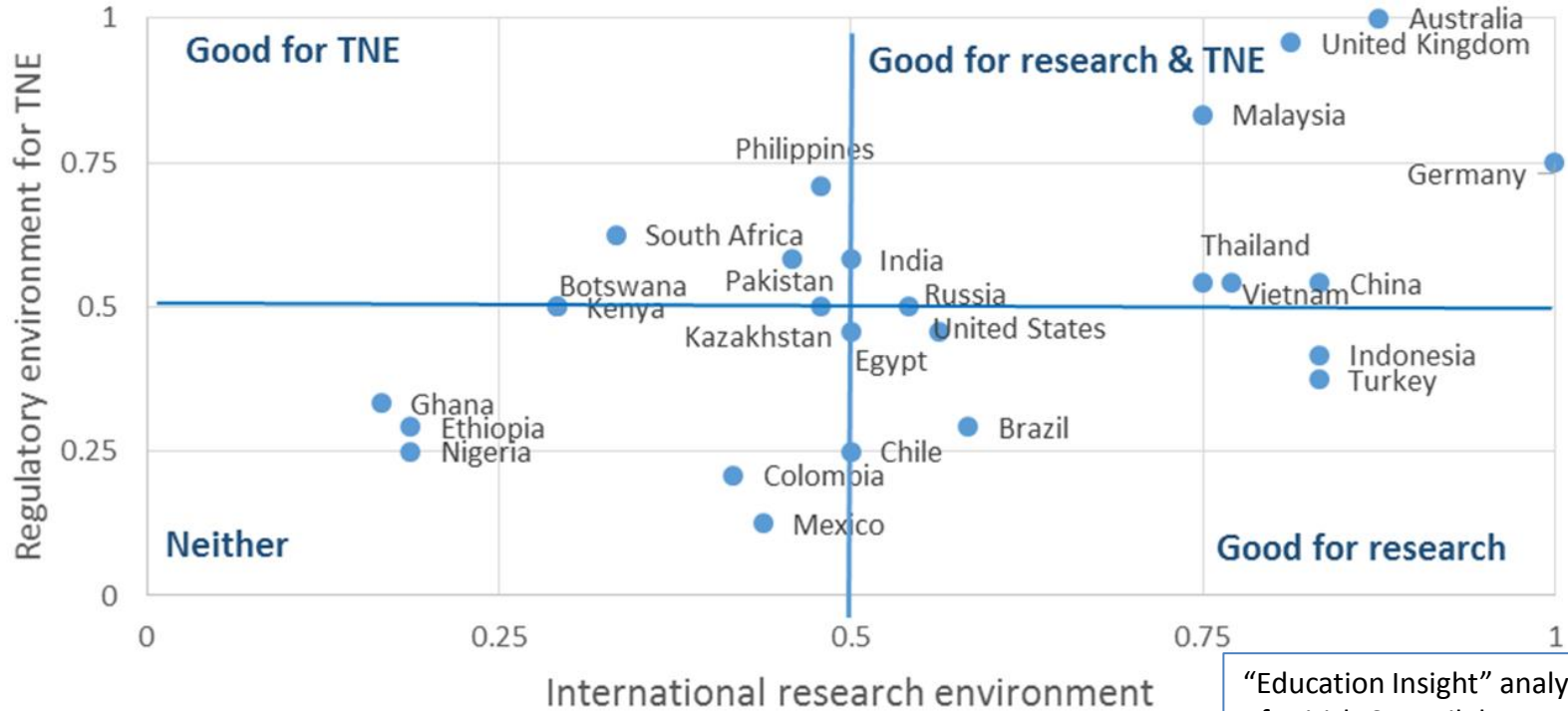
### Global Gauge - Overview

Summary of study	Results overview																																																																																																																																							
<p>The Global Gauge is an interactive higher education policy monitor to be used alongside <b>The shape of global higher education</b> research reports.</p> <p>This study identifies three areas where national governments can provide an enabling environment to their higher education institutions to internationalise and forge collaborations:</p> <p>a) <b>Openness:</b> government-level commitment to internationalisation; environment enabling international mobility of students, researchers, academic programmes and university research.</p> <p>b) <b>Quality assurance and recognition:</b> A regulatory environment to facilitate the international mobility of students, education providers and academic programmes.</p> <p>c) <b>Access and sustainability:</b> Promoting student/academic mobility and international research collaboration; consideration of possible unintended consequences of internationalisation.</p> <p>Explore details of 37 qualitative indicators across 26 countries to identify areas of international higher education attracting a high level of support from national government (level of support is scored from 'very low' to 'very high').</p> <p>Data collected is accurate as of 31 March 2016.</p> <p style="text-align: center;"><a href="#">Dashboard quicklinks</a> (double-click)</p> <div style="text-align: center;"> <p><a href="#">Overall scores</a> →</p> <p><a href="#">Openness scores</a> →</p> <p><a href="#">Quality assurance and recognition scores</a> →</p> <p><a href="#">Access and sustainability scores</a> →</p> <p><a href="#">Measures scores</a> →</p> <p><a href="#">Measure Ranking/Heatmap</a> →</p> <p><a href="#">Country notes</a> →</p> <p><a href="#">Acknowledgements</a> →</p> </div>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Overall</th> <th>Openness</th> <th>Quality assurance and recognition</th> <th>Access and sustainability</th> </tr> </thead> <tbody> <tr><td>Australia</td><td>very high</td><td>very high</td><td>very high</td><td>high</td></tr> <tr><td>Botswana</td><td>low</td><td>high</td><td>low</td><td>low</td></tr> <tr><td>Brazil</td><td>low</td><td>high</td><td>very low</td><td>high</td></tr> <tr><td>Chile</td><td>low</td><td>low</td><td>very low</td><td>high</td></tr> <tr><td>China</td><td>high</td><td>very high</td><td>low</td><td>very high</td></tr> <tr><td>Colombia</td><td>low</td><td>low</td><td>very low</td><td>very high</td></tr> <tr><td>Egypt</td><td>low</td><td>low</td><td>low</td><td>high</td></tr> <tr><td>Ethiopia</td><td>very low</td><td>low</td><td>very low</td><td>very low</td></tr> <tr><td>Germany</td><td>very high</td><td>very high</td><td>very high</td><td>very high</td></tr> <tr><td>Ghana</td><td>low</td><td>low</td><td>very low</td><td>low</td></tr> <tr><td>India</td><td>high</td><td>high</td><td>low</td><td>high</td></tr> <tr><td>Indonesia</td><td>high</td><td>high</td><td>low</td><td>very high</td></tr> <tr><td>Kazakhstan</td><td>high</td><td>low</td><td>low</td><td>high</td></tr> <tr><td>Kenya</td><td>low</td><td>high</td><td>low</td><td>low</td></tr> <tr><td>Malaysia</td><td>very high</td><td>very high</td><td>very high</td><td>very high</td></tr> <tr><td>Mexico</td><td>low</td><td>very low</td><td>very low</td><td>high</td></tr> <tr><td>Nigeria</td><td>very low</td><td>low</td><td>very low</td><td>low</td></tr> <tr><td>Pakistan</td><td>high</td><td>high</td><td>low</td><td>high</td></tr> <tr><td>Philippines</td><td>high</td><td>high</td><td>high</td><td>high</td></tr> <tr><td>Russia</td><td>high</td><td>high</td><td>low</td><td>high</td></tr> <tr><td>South Africa</td><td>high</td><td>high</td><td>low</td><td>low</td></tr> <tr><td>Thailand</td><td>high</td><td>high</td><td>low</td><td>very high</td></tr> <tr><td>Turkey</td><td>high</td><td>high</td><td>low</td><td>very high</td></tr> <tr><td>UK</td><td>very high</td><td>very high</td><td>very high</td><td>high</td></tr> <tr><td>United States</td><td>high</td><td>high</td><td>low</td><td>high</td></tr> <tr><td>Vietnam</td><td>high</td><td>high</td><td>high</td><td>high</td></tr> </tbody> </table>		Overall	Openness	Quality assurance and recognition	Access and sustainability	Australia	very high	very high	very high	high	Botswana	low	high	low	low	Brazil	low	high	very low	high	Chile	low	low	very low	high	China	high	very high	low	very high	Colombia	low	low	very low	very high	Egypt	low	low	low	high	Ethiopia	very low	low	very low	very low	Germany	very high	very high	very high	very high	Ghana	low	low	very low	low	India	high	high	low	high	Indonesia	high	high	low	very high	Kazakhstan	high	low	low	high	Kenya	low	high	low	low	Malaysia	very high	very high	very high	very high	Mexico	low	very low	very low	high	Nigeria	very low	low	very low	low	Pakistan	high	high	low	high	Philippines	high	high	high	high	Russia	high	high	low	high	South Africa	high	high	low	low	Thailand	high	high	low	very high	Turkey	high	high	low	very high	UK	very high	very high	very high	high	United States	high	high	low	high	Vietnam	high	high	high	high
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British Council suggested default weighting assigns 33.3% to each indicator.



## Mapping countries' TNE and international research environment



“Education Insight” analysis  
of British Council data

## Useful links

1. Summary report

[www.britishcouncil.org/education/ihe/knowledge-centre/global-landscape/report-shape-global-higher-education](http://www.britishcouncil.org/education/ihe/knowledge-centre/global-landscape/report-shape-global-higher-education)

2. Global gauge: interactive higher education policy monitor capturing 26 countries' policy priorities

[www.britishcouncil.org/education/ihe/knowledge-centre/global-landscape/global-gauge](http://www.britishcouncil.org/education/ihe/knowledge-centre/global-landscape/global-gauge)

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