

Three megatrends shaping the future of international student mobility

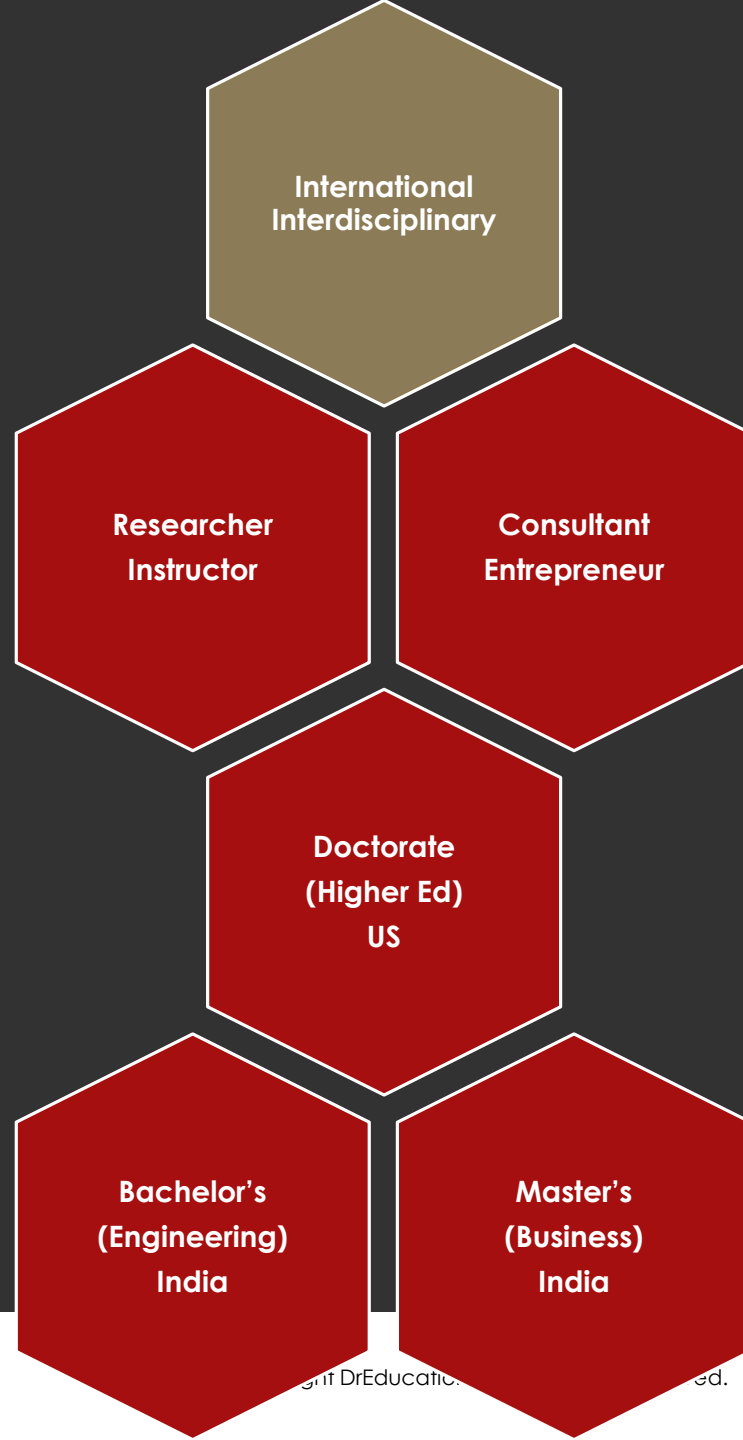
Wednesday 19 October 2016
AIEC, Melbourne

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USA





Megatrend?

a long-term, transformational process with global reach, broad scope, and a dramatic impact (John Naisbitt, 1982)

Events shaping megatrends

2001 9/11

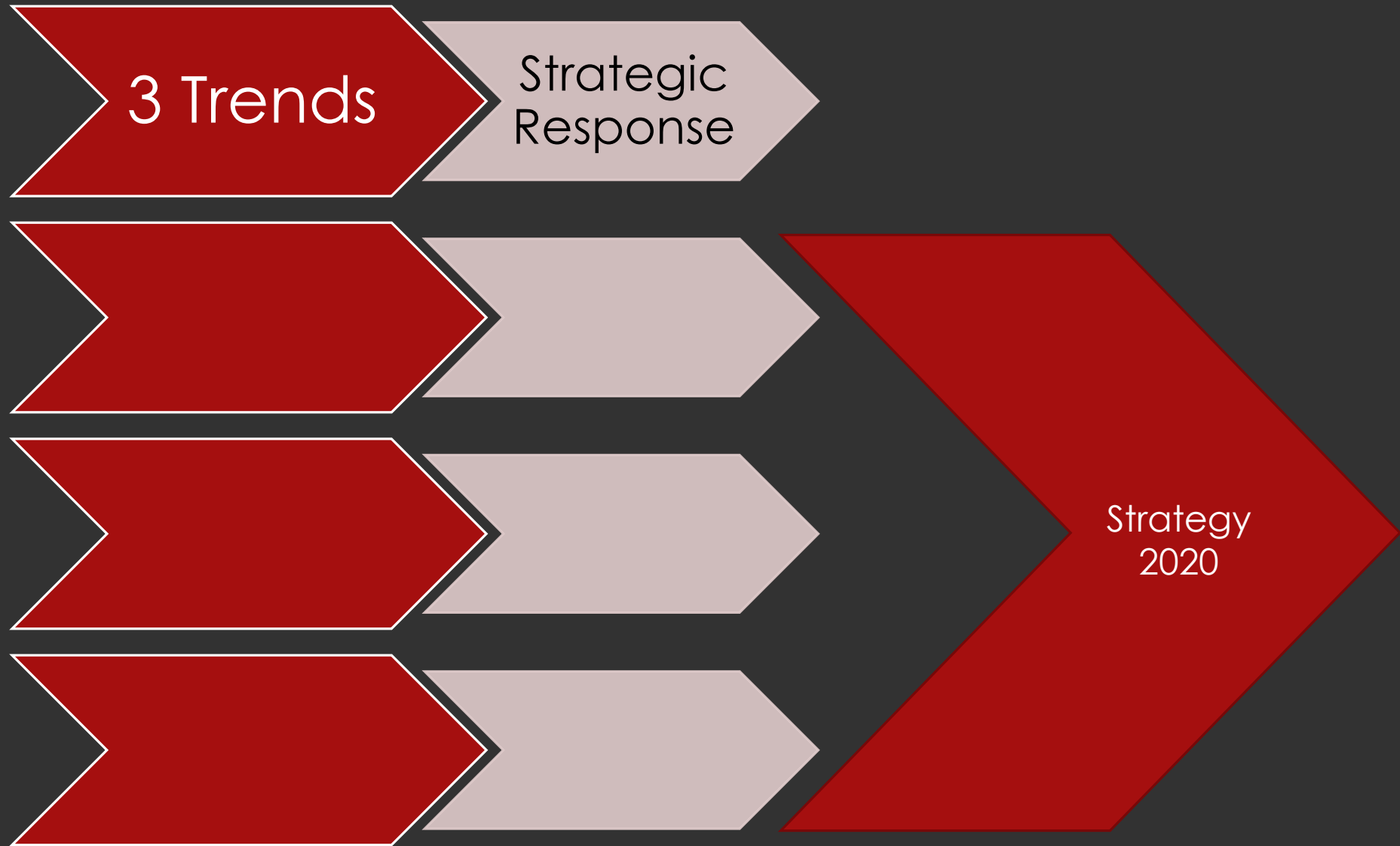
- Attractiveness of UK and Australia

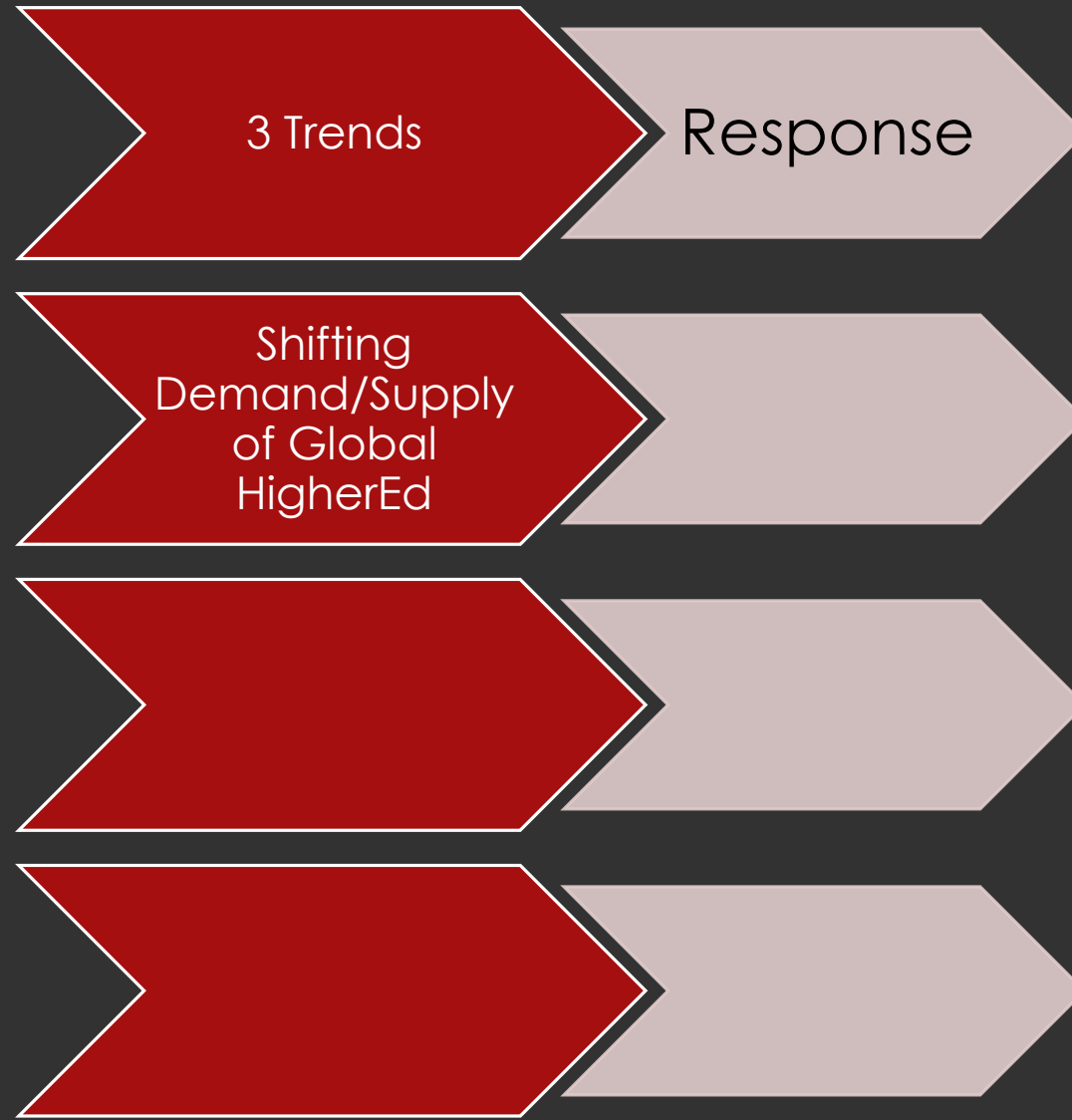
2007/08 Global Financial Recession

- Attractiveness of the US

2016 ?

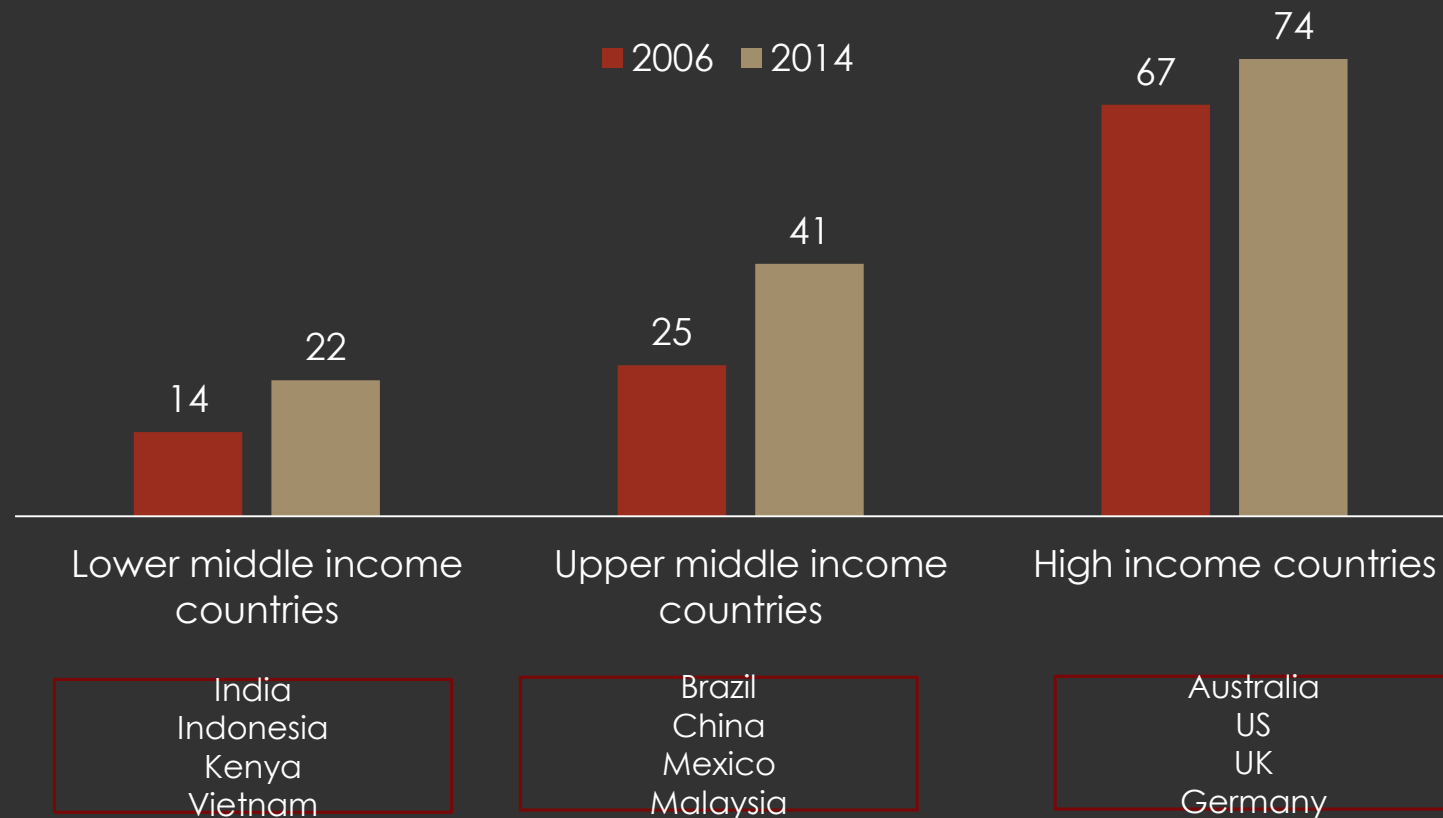
- ?



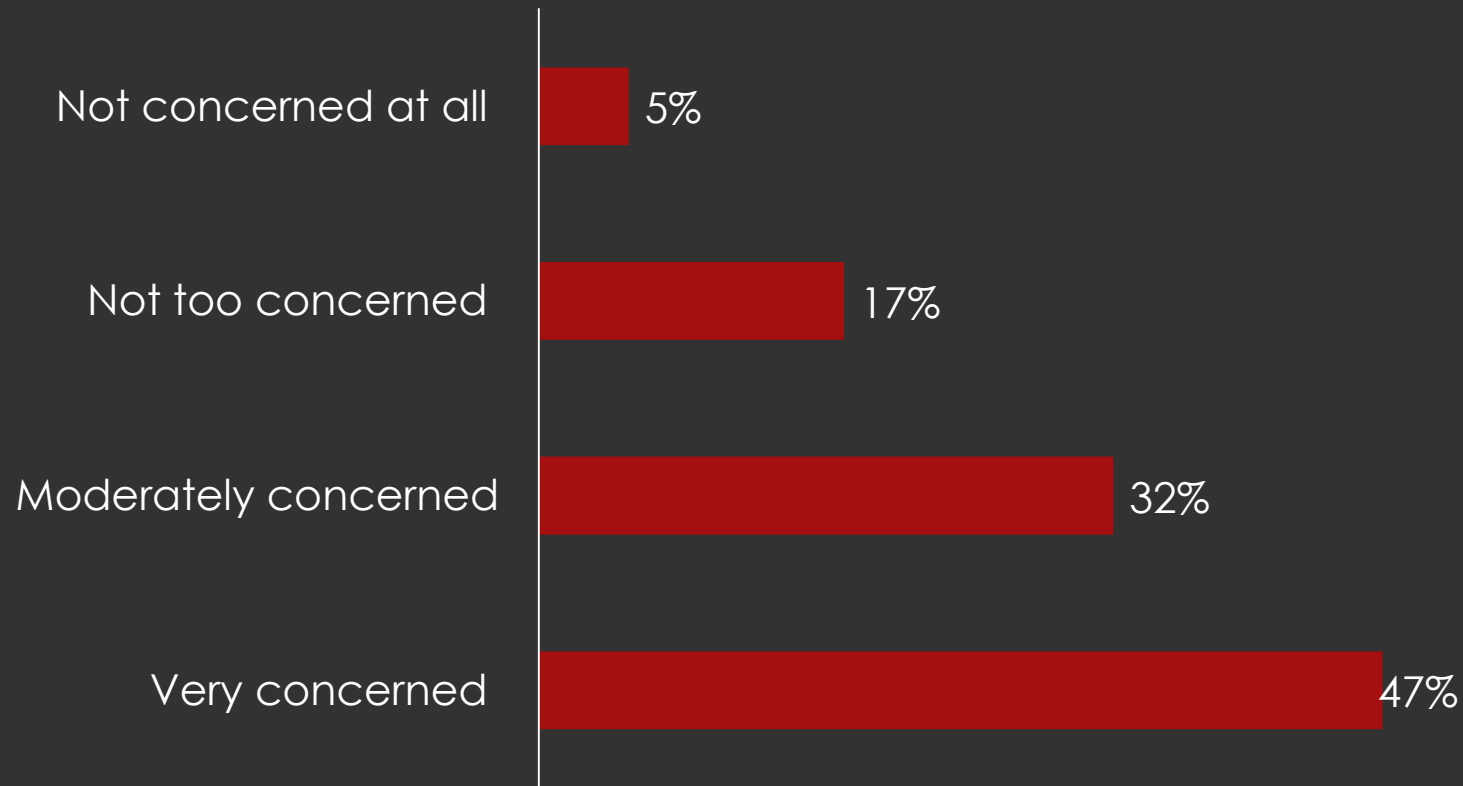


Demand for tertiary education

Gross Enrollment Ratio at Tertiary Level



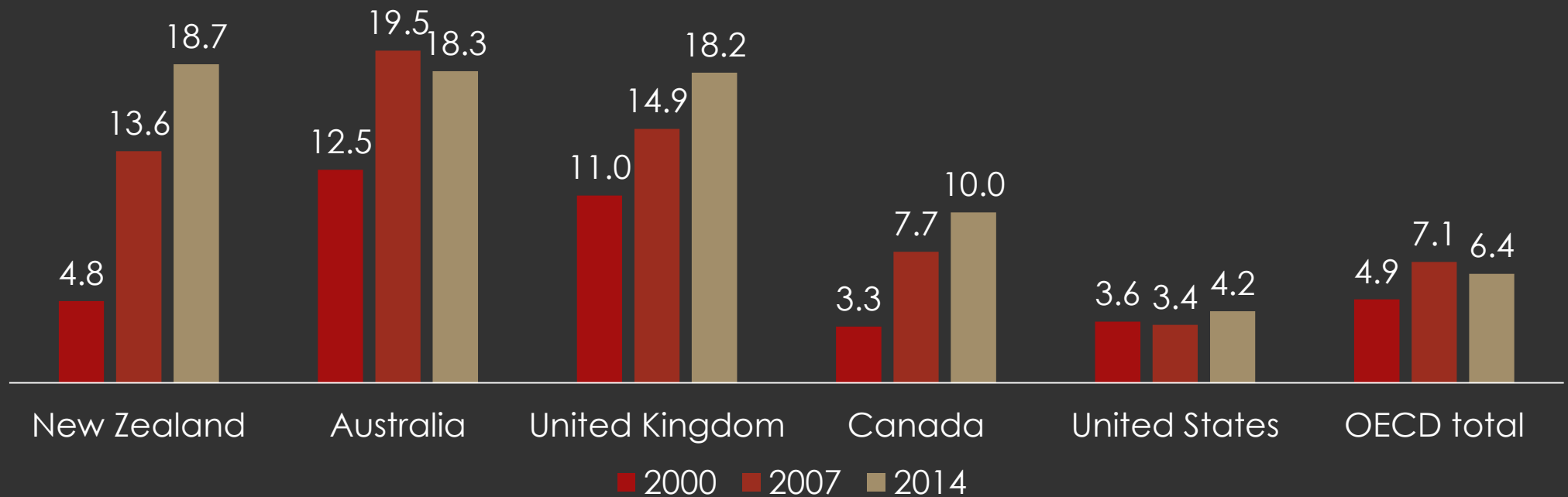
Concern of meeting enrollment goals



Source: The 2014 Inside Higher Ed Survey of College and University Admissions Directors, Inside Higher Ed

Demand for international education

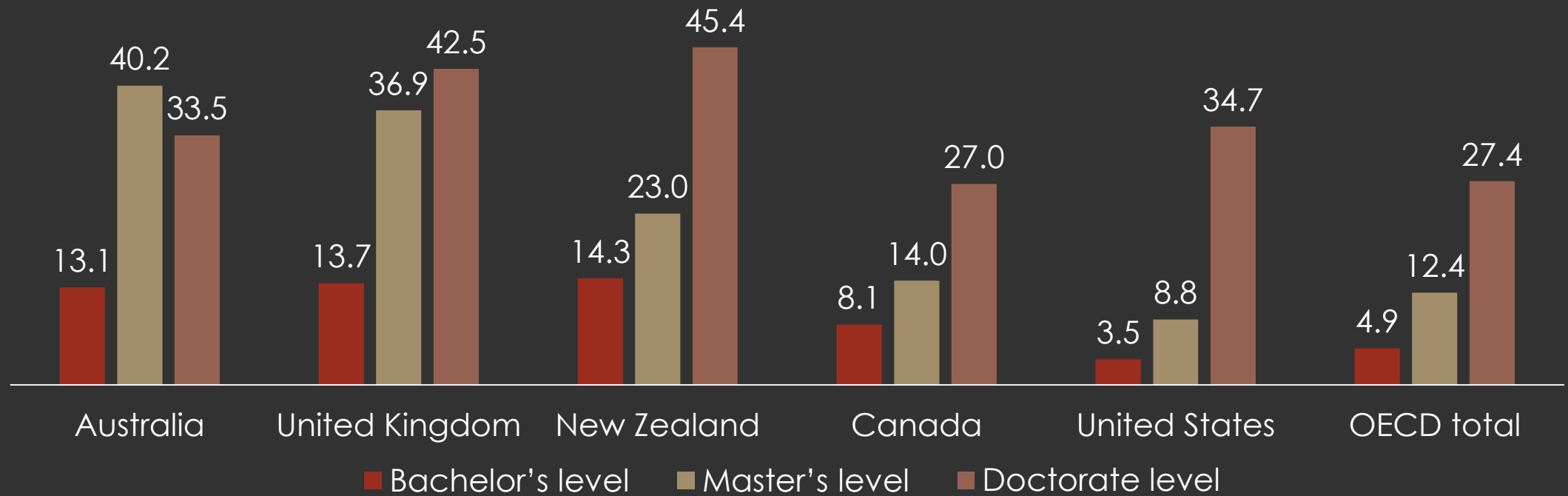
Share of international students as a percentage of tertiary level enrollment (%)



Source: OECD Education at a Glance

Demand by level of education

Share of international students as a percentage of tertiary enrollment, by level (%)

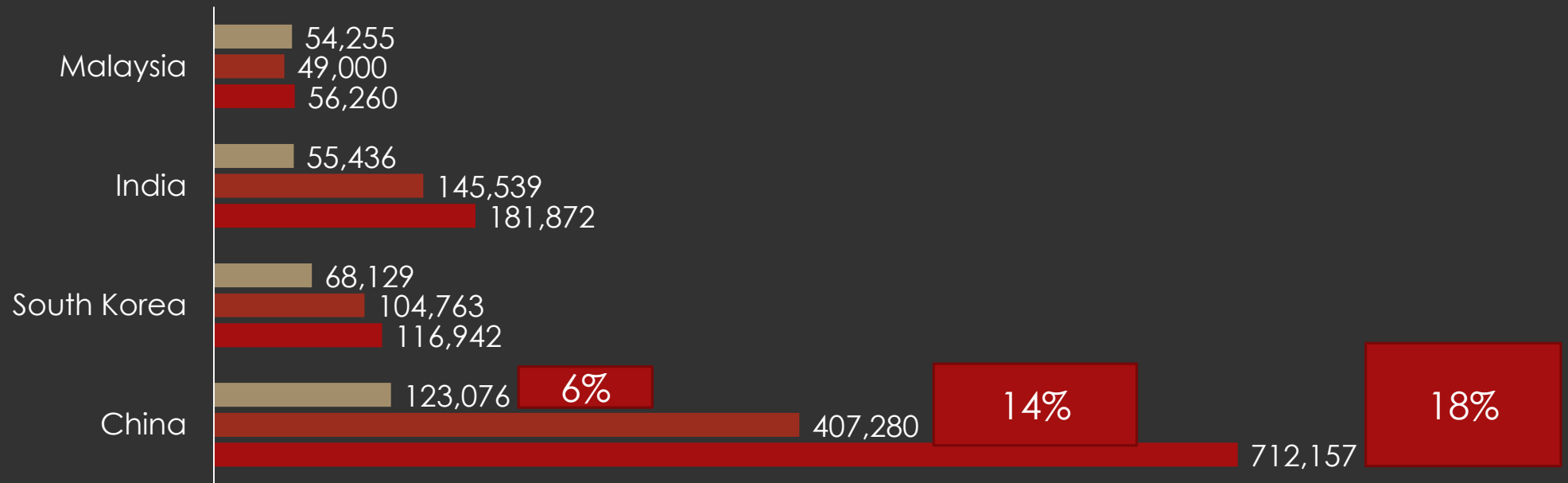


Source: OECD Education at a Glance

The dragon in the room

Outbound mobility by country of origin

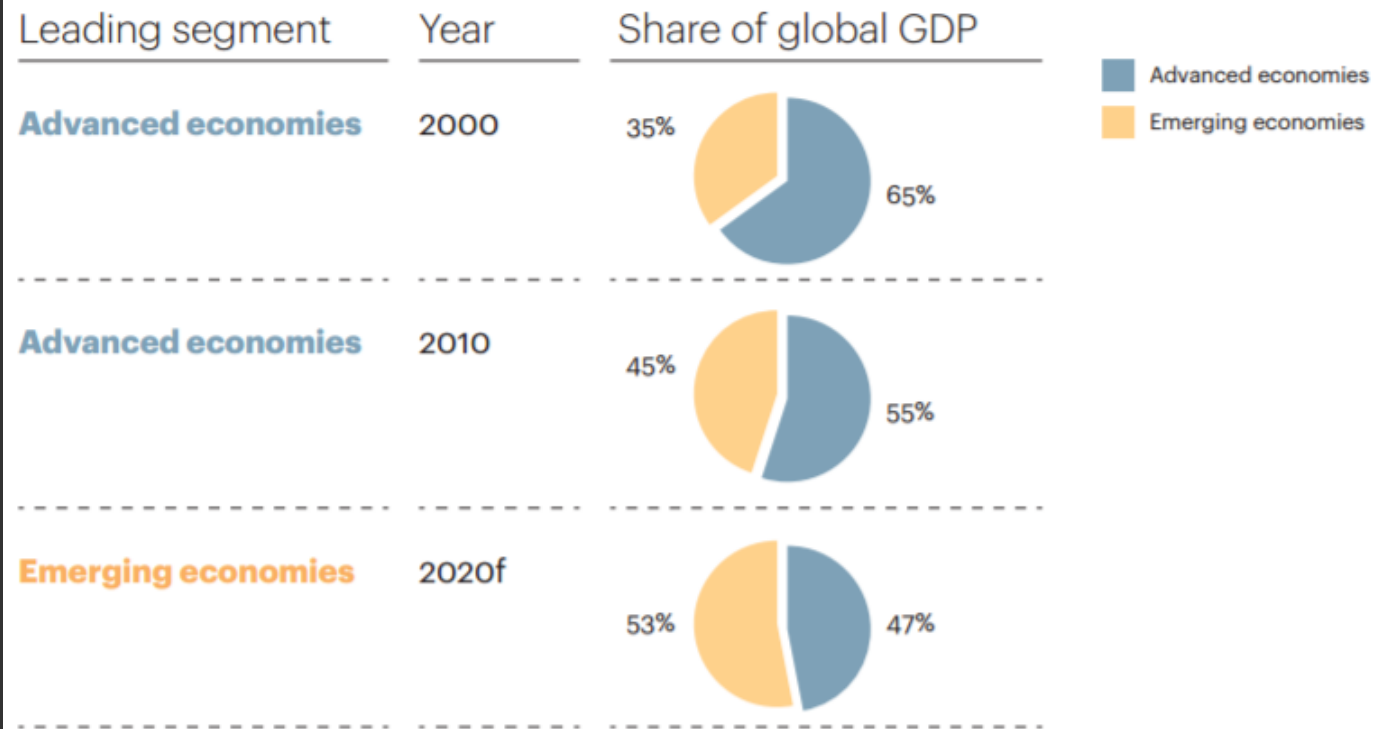
■ 1999 ■ 2006 ■ 2013



Source: UNESCO Institute of Statistics

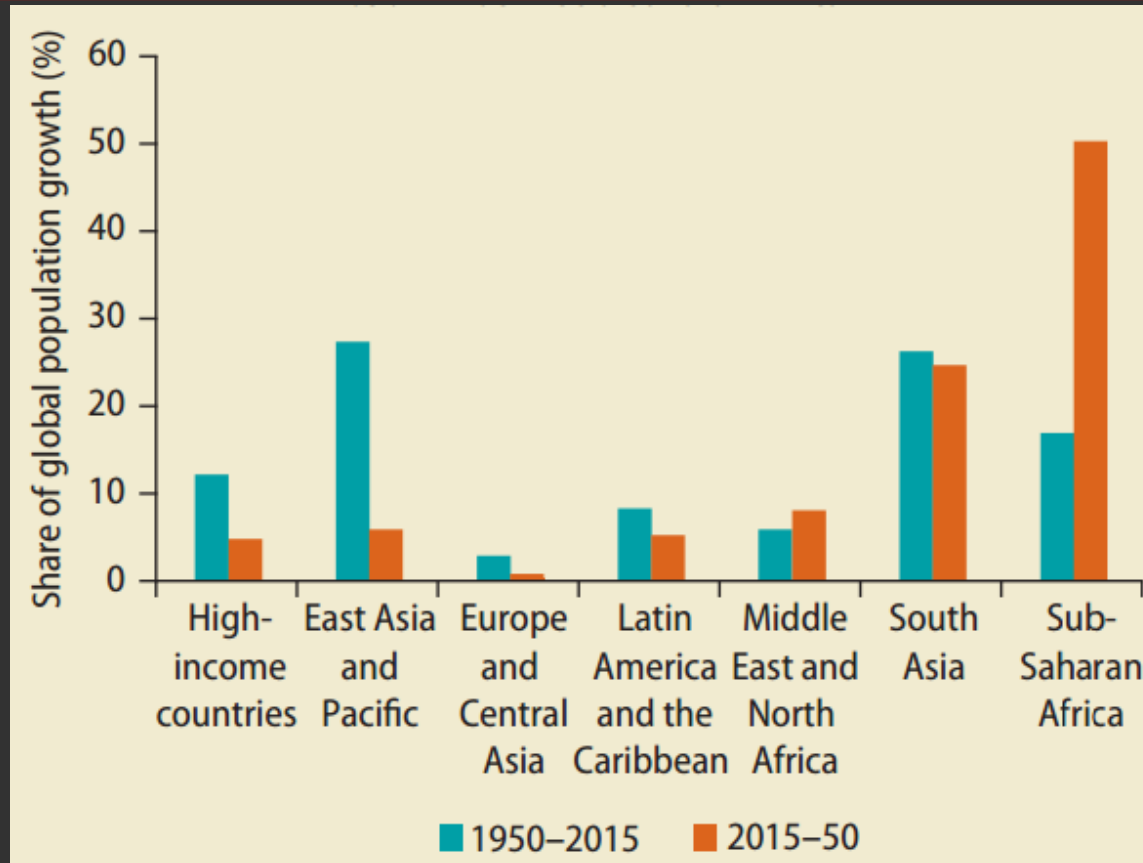
Economic growth...

Shifting leaders of global economic output



Source: Global Economic Outlook 2014–2020, A.T. Kearney

Population growth...



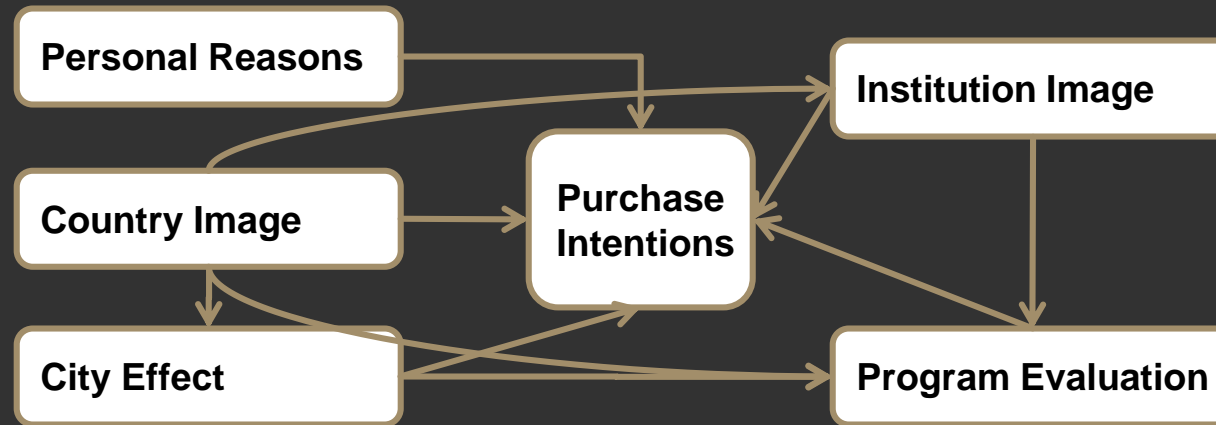
Source: Global Monitoring Report 2015/2016: Development Goals in an Era of Demographic Change

Diversifying with New Markets

Making strategic choices >>>

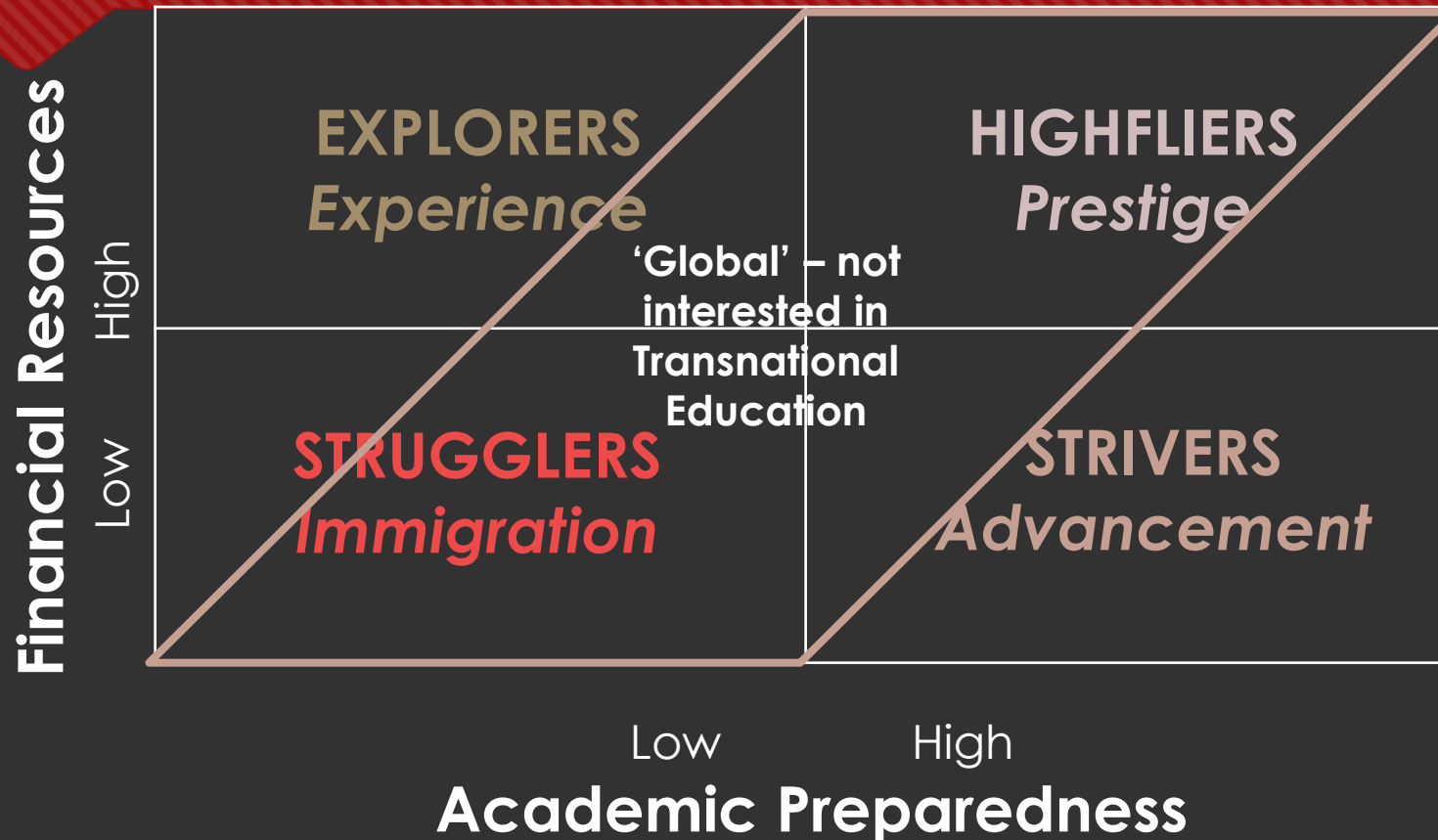


Complexity of decision-making processes



Adapted from: Cubillo, et al. (2006)

“Not All International Students Are The Same: Understanding Needs, Mapping Behavior”



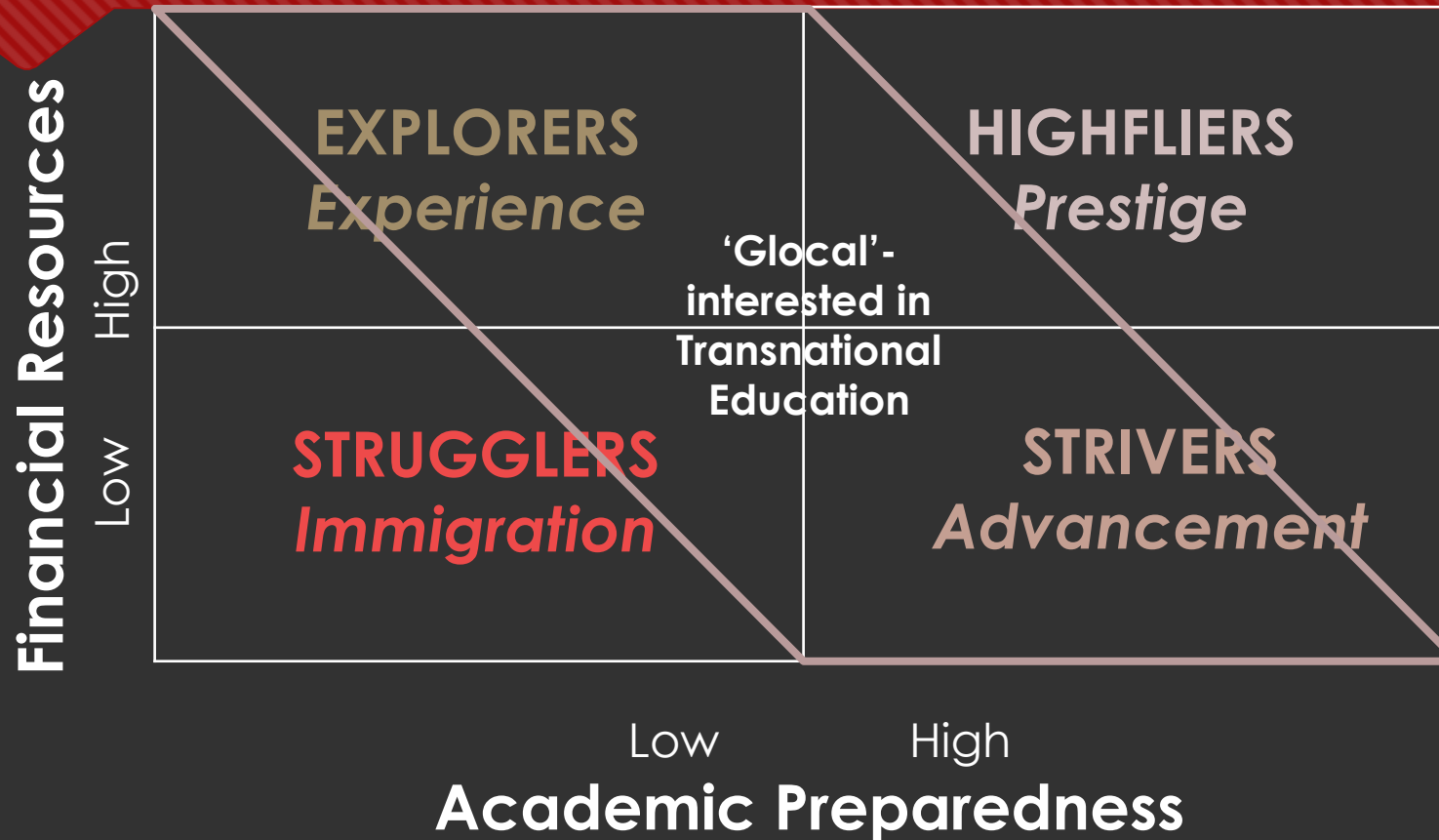
Source: Choudaha, R., Orosz, K. & Chang, L. (2012). Not All International Students are the Same. World Education Services.

'Glocal' students

'Glocals' are expanding segment of students seeking international education experience/credential while staying in the country or region

- One out of five students studying wholly overseas for a UK degree through a distance learning program (HESA, UK)
- 70% of international students in Japan are from China, Korea and Vietnam
- More Malaysian students in branch campuses of UK universities (45,000) than those going to the UK (15,000)
- 21% of all foreign students in OECD countries came from countries that share land or maritime borders
- 11,825 Indian students pursued MBBS from China in 2012-2014 and appeared in test to practice in India

Diverse students-global vs. glocal



Source: Choudaha, R. Know your international student-global or glocal? University World News.

Engaging with New Students

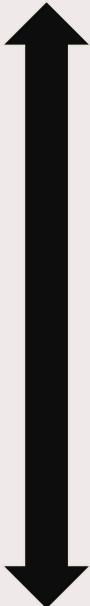
Knowing the customer (student) >>>



Transnational Education (TNE)

TNE is broadly defined as: "all types of higher education study programs, or sets of courses of study, or educational services (including those of distance education) in which the learners are located in a country different from the one where the awarding institution is based."

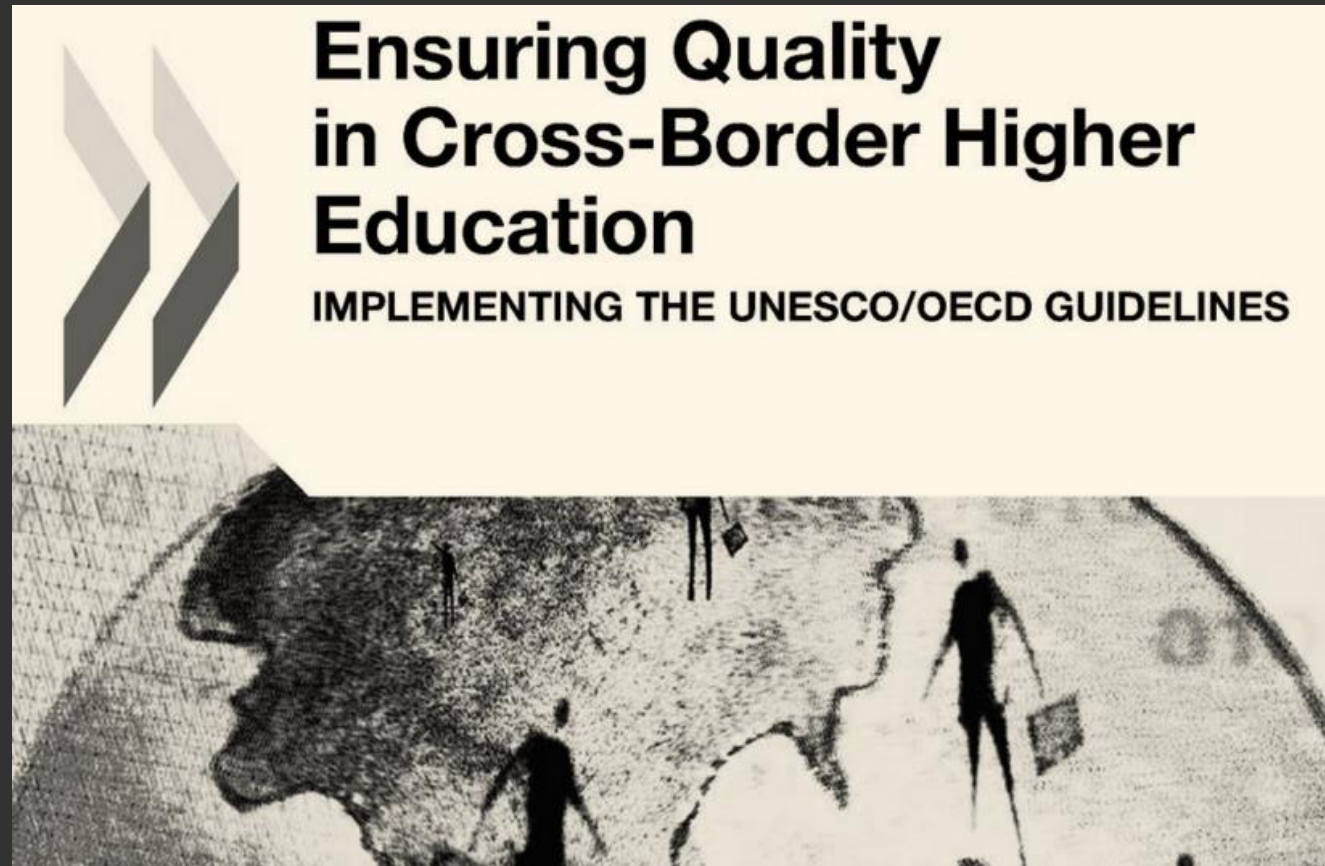
Source: UNESCO/Council of Europe (2001)
Code of Good Practice in the
Provision of Transnational Education

Resources Control Complexity	Type of TNE
Low  High	Validation
	Franchise
	Twinning program
	Fly-out model
	Dual degree program
	Joint degree program
	International branch campus

MOOCs?

Issues of Recognition and Quality Assurance

"...in many countries [quality assurance and recognition of qualifications] were still not geared to addressing the challenges of cross-border provision"



Incheon Global Campus, South Korea

Currently we are hosting three US universities and one European university. Furthermore, we are planning to host ten of top universities in the world by 2025.

Please visit our website as often as possible for the latest information.



The Transformation

- “It forecasts a future where education will be unbundled and degrees will be disaggregated ‘into smaller credential units...with the possibility that the credentialing entity may be different from the institution that offers the course’”.

The screenshot shows the MIT website for the Institute-wide Task Force on the Future of MIT Education. The header includes the title "Institute-wide Task Force on the Future of MIT Education" and the MIT logo. A navigation menu on the left lists links: "What We've Heard", "summer@ future", "Summer FAQ", "Preliminary Report", "Trending Data", "Idea Bank", "The Charge", "Membership", "News", and "About". The main content area features the headline "Reinventing MIT Education together." followed by a quote from President L. Rafael Reif: "I believe we can and should take the lead in helping to invent the future of education more broadly — both on our campus and beyond." Below the quote, it states: "The Institute-wide Task Force on the Future of MIT Education has released its preliminary report. Read the full report (PDF) here."

Institute-wide Task Force on the
Future of MIT Education

Log in Go

MIT Massachusetts Institute of Technology

What We've Heard
summer@ future
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Idea Bank
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Reinventing MIT Education together.

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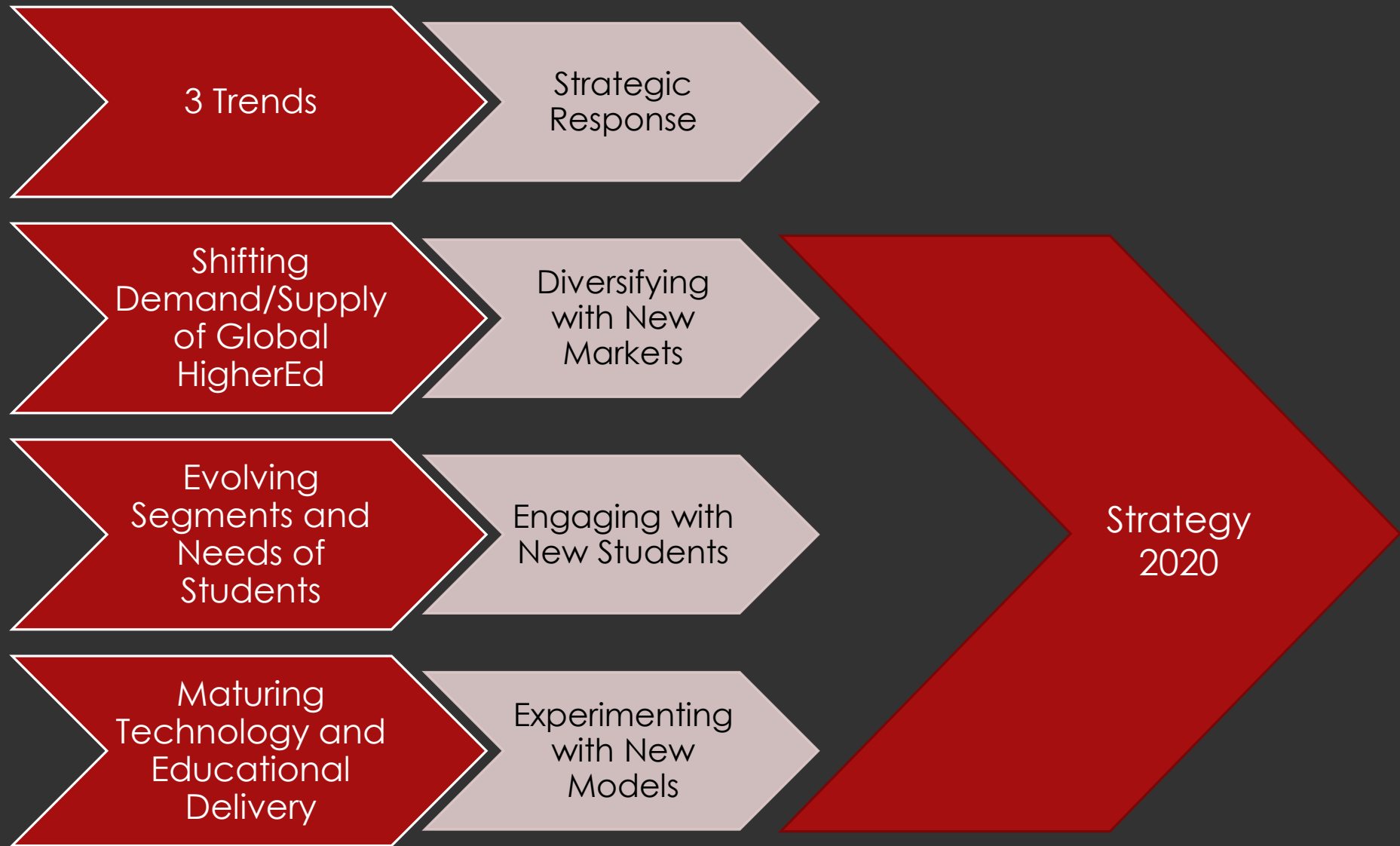
Emergence of new alternative providers

- “A recent and growing sector of higher education composed of companies or organizations that offer higher education experiences operating apart from traditional colleges and universities” (CHEA)
- “If you apply and are accepted into the on-campus or online program that is associated with your MicroMasters program, the MicroMasters credential will count toward the degree.”



Experimenting with New Models

Defining your value proposition >>>



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