



Australian International
Education Conference

9-12 October 2018
ICC Sydney

Empowering a new generation

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EMPOWERING A NEW GENERATION OF TALENT: DRIVERS AND IMPACT OF POST-STUDY WORK RIGHTS

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Stay rates

A. What % of **international** graduates remain in your country 5 years after graduation?

B. % **domestic** graduates?

C. What is a **successful** stay rate?

- ▶ Founded in 2009, Studyportals is the global study choice platform with over 30 million users searching for their options to study abroad



Rahul Choudaha, PhD **Executive Vice President** **Studyportals** **San Francisco Bay Area**

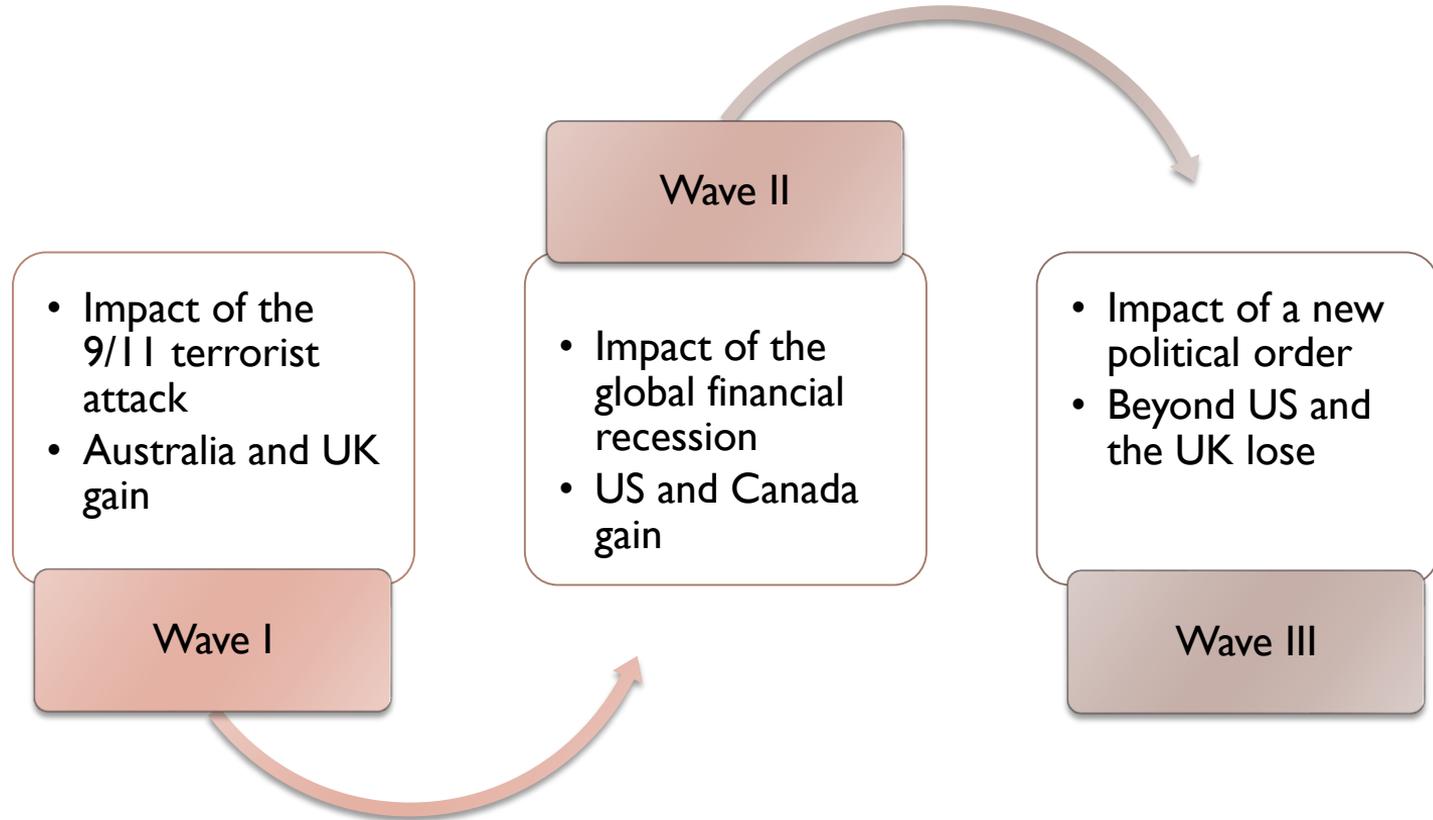
Lead external relations and outreach on the foundations of research

Presented over 150 sessions at professional conferences and mentioned in over 300 media publications in the last decade

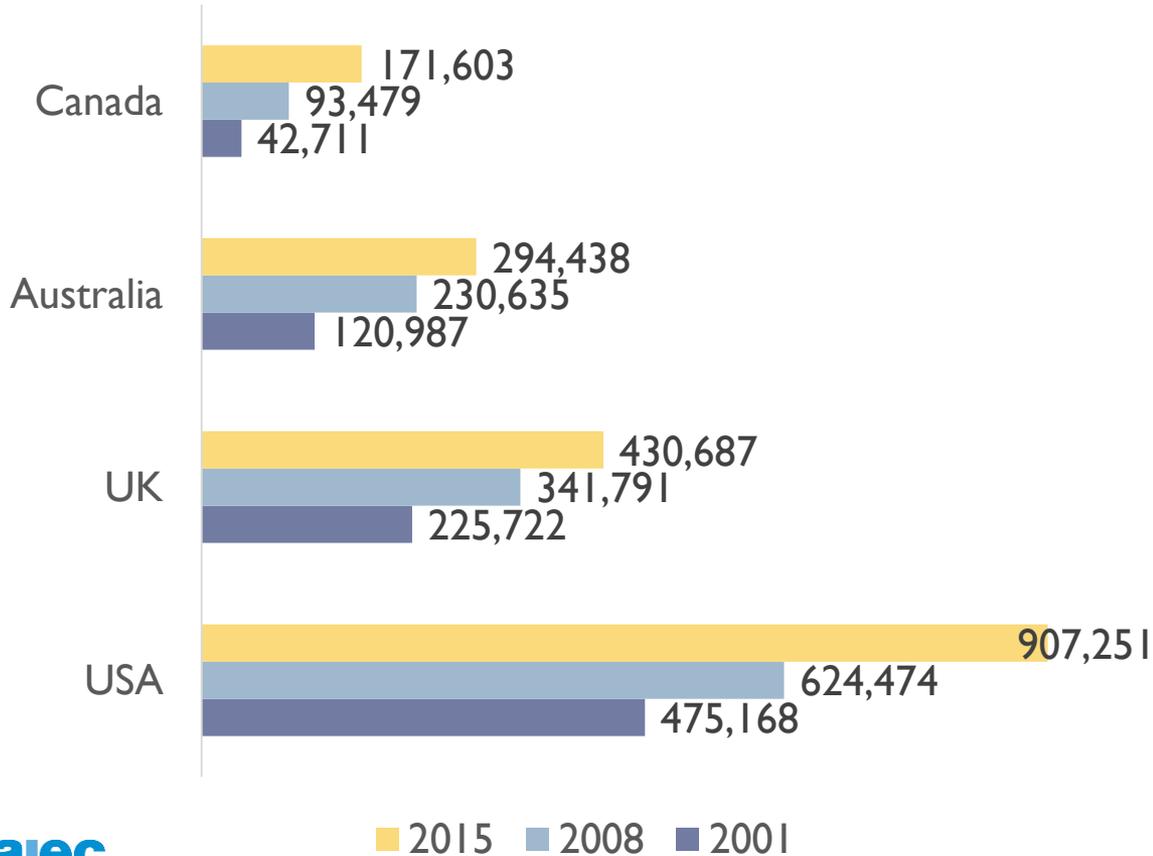
Elected member of European Association of International Education's General Council

Member, IEAA Research Committee

Three Waves of International Student Mobility

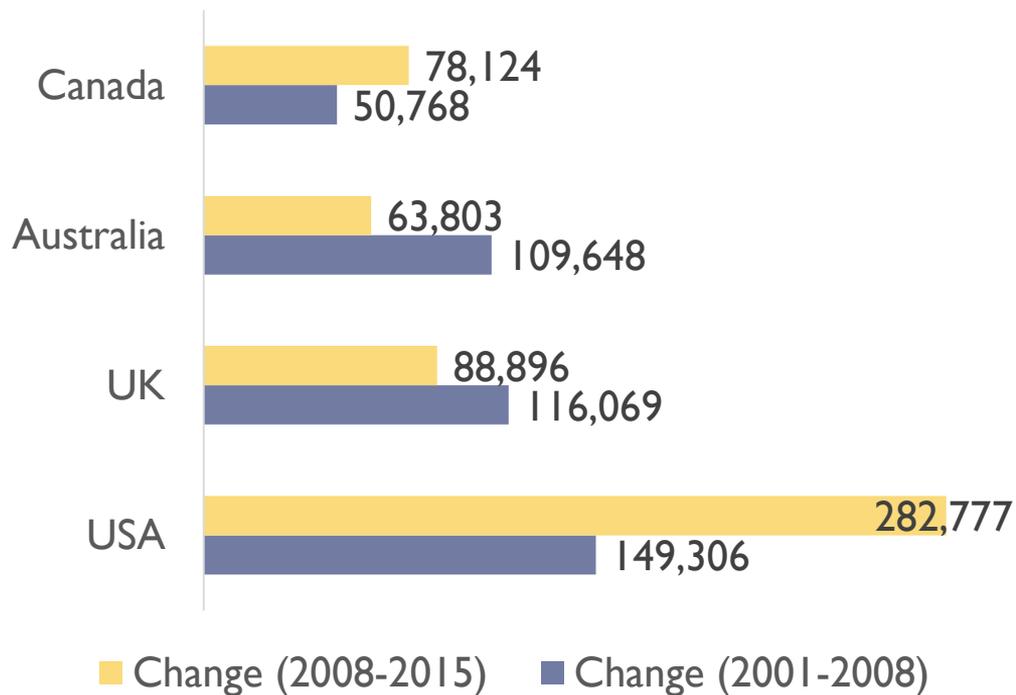


International Enrollment (2001-2015)



Overall growth despite shockwaves

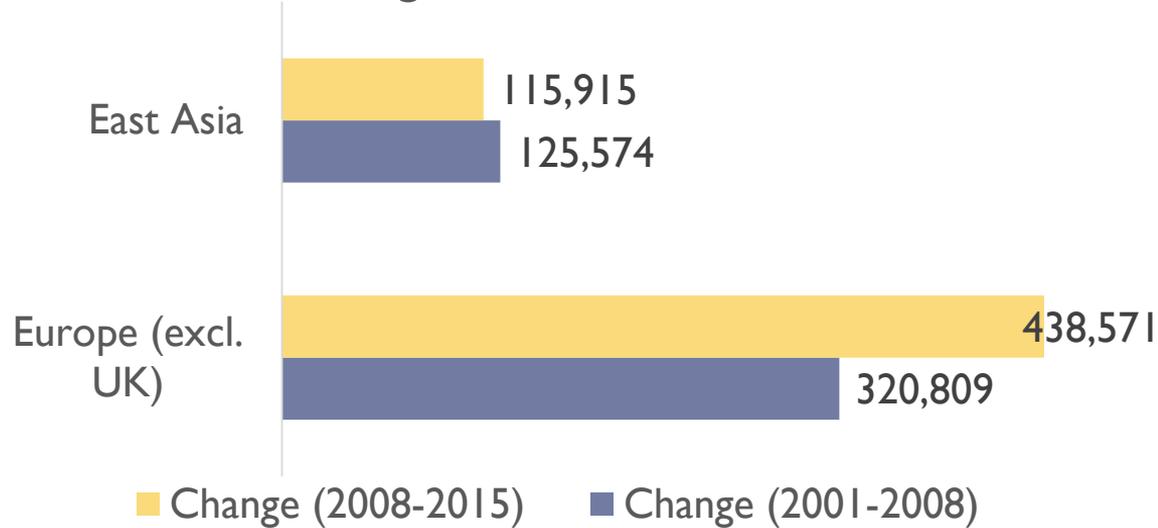
Absolute Change in International Enrollment



Push-back for PSWR

Australia, Canada and UK may be hitting capacity to enable more welcoming post-study work rights

Absolute Change in International Enrollment

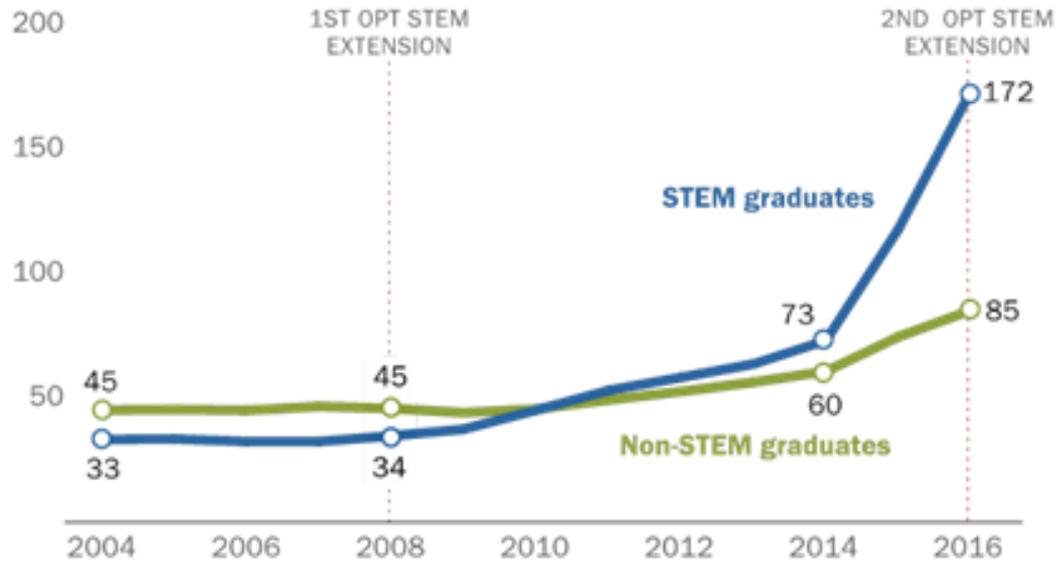


Lower tuition cost can reduce expectations of post-work rights

Corollary: High-tuition destination have higher sensitivity for post-work rights

Number of foreign students graduating American colleges and obtaining authorization to work in the U.S. grows, especially among those in STEM fields

Number of OPT approvals from 2004-2016, in thousands



Optional Practical Training (OPT)

Temporary employment that is directly related to a student's major area of study.

- Non-STEM: 12 months
- STEM Extension: 17 months (2008)
- STEM Extension: +24 months (2016)

- ▶ Introduction of the Off-Campus Work permit in 2005 and the Post Graduation Work Permit (PGWP) in 2006
- ▶ At the end of 2008, there were approximately 15,600 PGWP holders. By the end of 2016, there were more than 101,000.
- ▶ In 2017, 18,730 individuals were awarded permanent residence from PGWP status as compared to 10,220 in 2015

Post-graduation work permit (PGWP)

Up to three years, for a diploma or degree

Work experience gained through the PGWP qualifies for permanent residence

“Value for Money” Gains Traction in the Third Wave

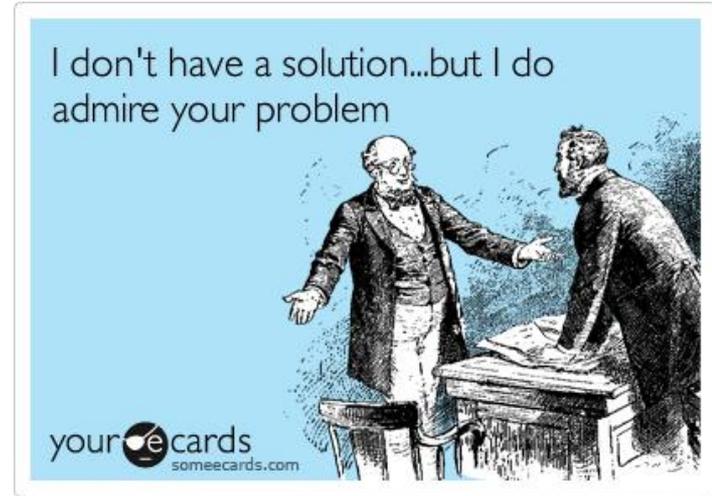
- ▶ “reasonableness of cost of something in view of its perceived quality”.



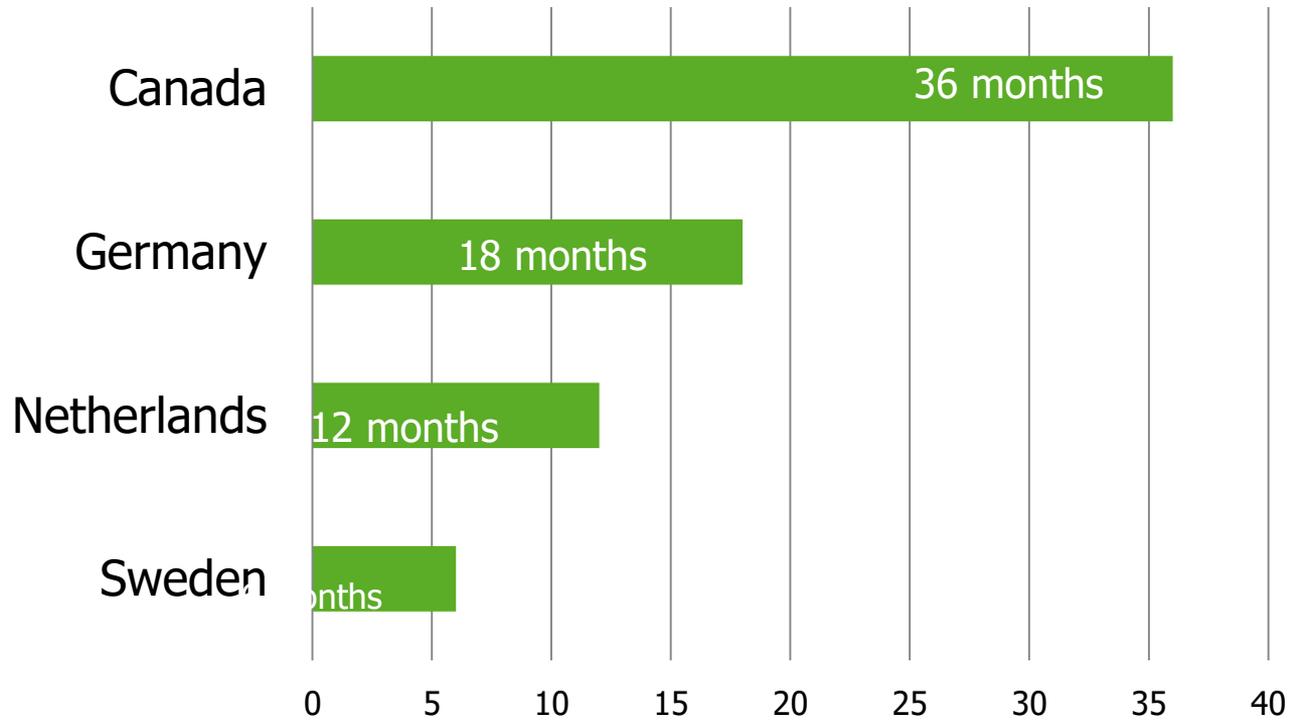
Summary

- ▶ Post-study work rights are integral for international students' in search of “value for money” in the Third Wave
 - ▶ Policies that support post-study work opportunities are even more important for high tuition destinations
 - ▶ America's STEM OPT (3 years) and Canada's PGWP (3 years) are among the most attractive career pathways for international students especially Bargain-hunters

- ▶ Rahul@Studyportals.com
- ▶ [@DrEducationBlog](https://twitter.com/DrEducationBlog) 



Now international students can stay after graduation for up to...



Most international students plan to stay after graduation

| | Canada | Germany | The Netherlands | Sweden |
|------------------------|-------------|-------------|-----------------|-------------|
| International students | 61 % | 80 % | 64 % | 76 % |

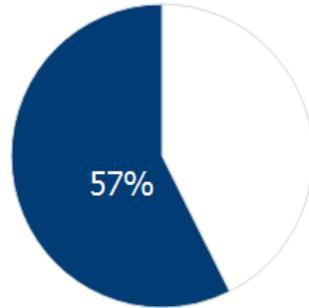
Main motivation: Gain work experience in host country.

Note: In Germany, The Netherlands, and Sweden international students from non-EU countries were asked how likely they were to remain in their host country post-study using a five-point scale. 'Stayers' are those who deemed their stay as 'likely' or 'very likely'. In Canada, students were asked about their plans to work in Canada post-study.

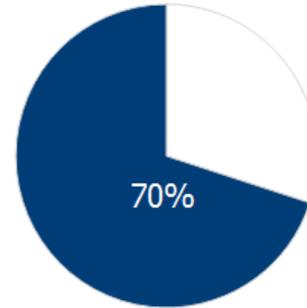
Source: SVR Research Unit/MPG 2012, Esses et al 2018

How do universities respond?

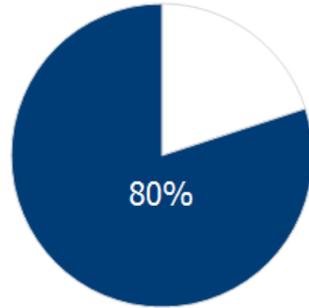
How many university career service departments offer career support at the beginning of a study program?



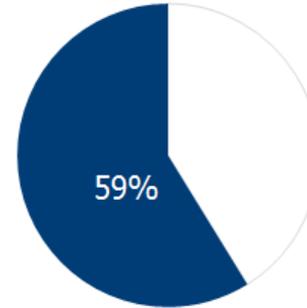
Germany



Canada

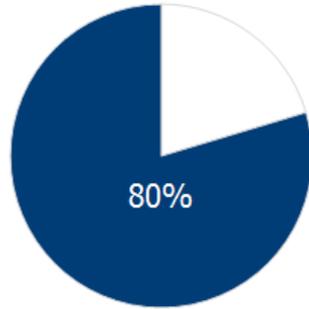


The Netherlands

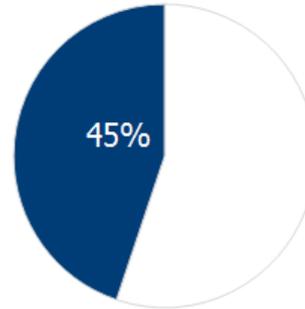


Sweden

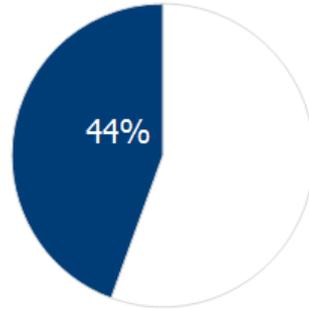
How many university career service departments offer career support after graduation?



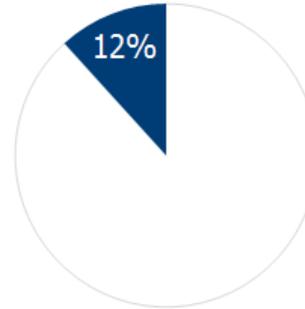
Germany



Canada

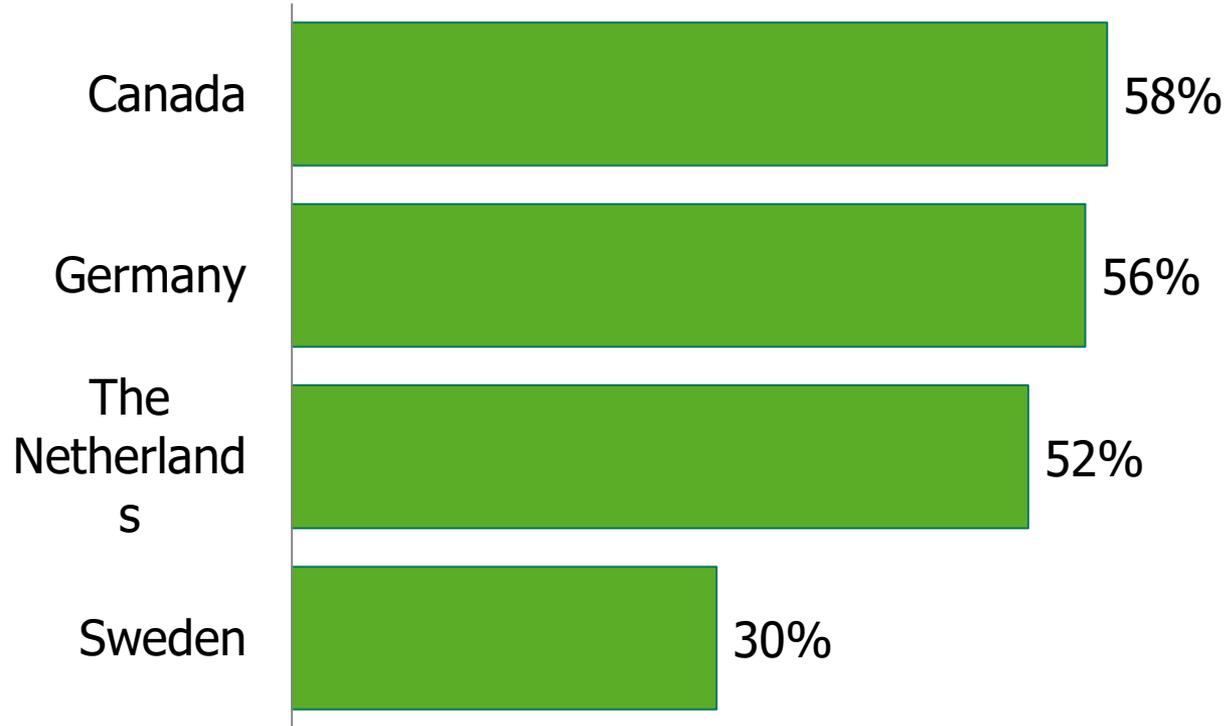


The Netherlands



Sweden

How many universities tailor their career service portfolio to the needs of international students?

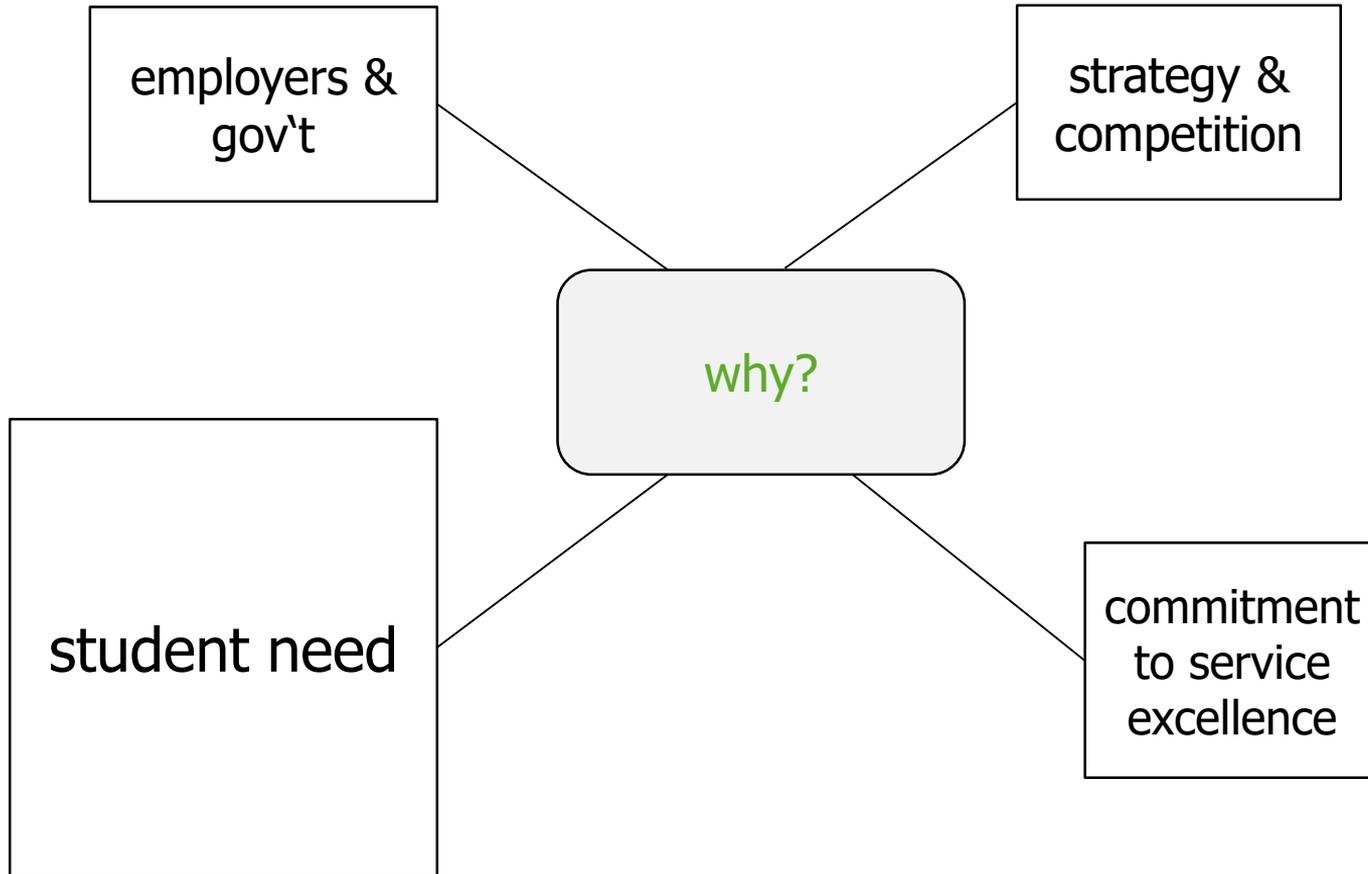


Student-to-staff ratios in career service departments and international offices

| | Career Service Dpt. | International Offices |
|-----------------|----------------------------|------------------------------|
| Canada | 1 : 2,922 | 1 : 2,770 |
| Germany | 1 : 7,283 | 1 : 2,082 |
| The Netherlands | 1 : 8,765 | 1 : 2,445 |
| Sweden | 1 : 4,999 | 1 : 1,941 |

Paying attention to individual needs is increasingly difficult.

Why do universities help international students find post-study work?



What role should universities play in the retention of international talent?

morris-lange@svr-migration.de

@svr_migration

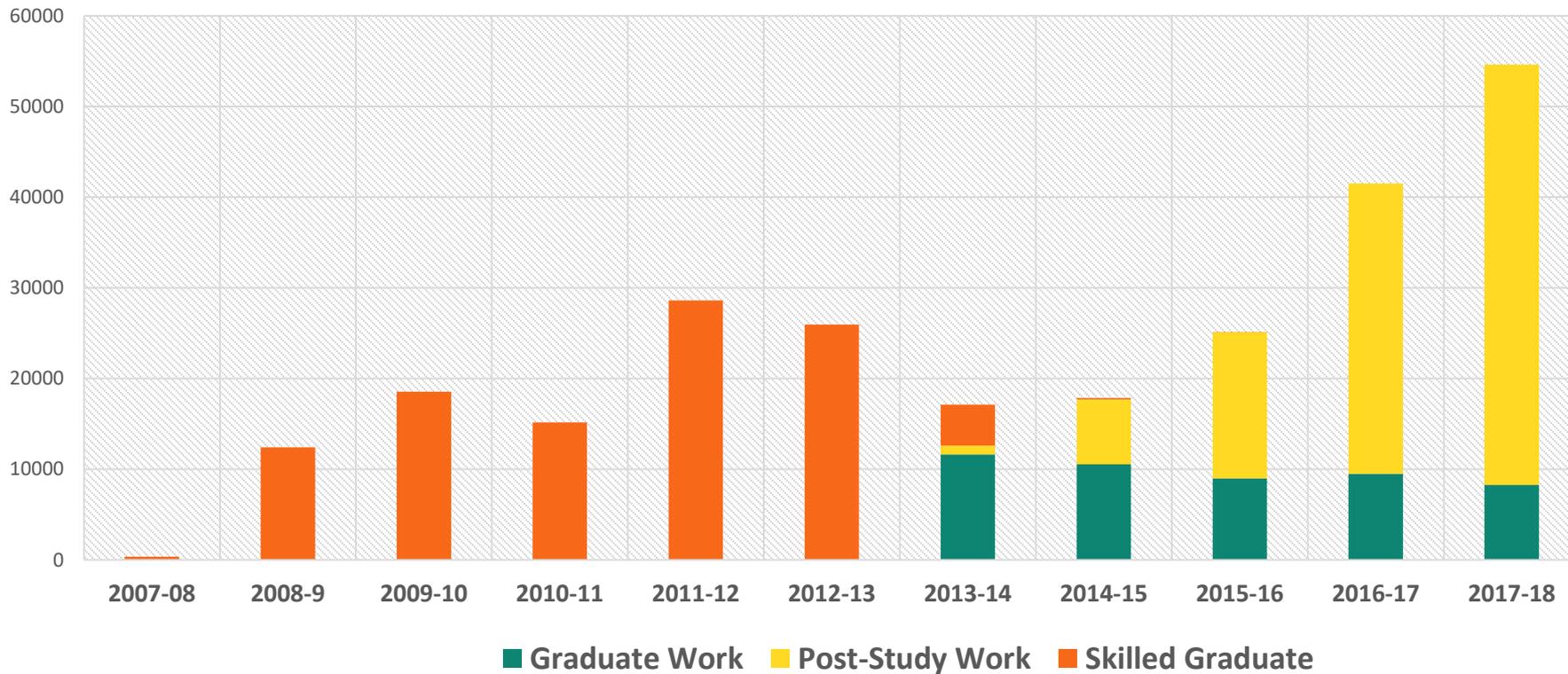


2007: Skilled Graduate visa (subclass 485)

2013: The Temporary Graduate visa (subclass 485) replaced the Skilled Graduate visa (subclass 485)

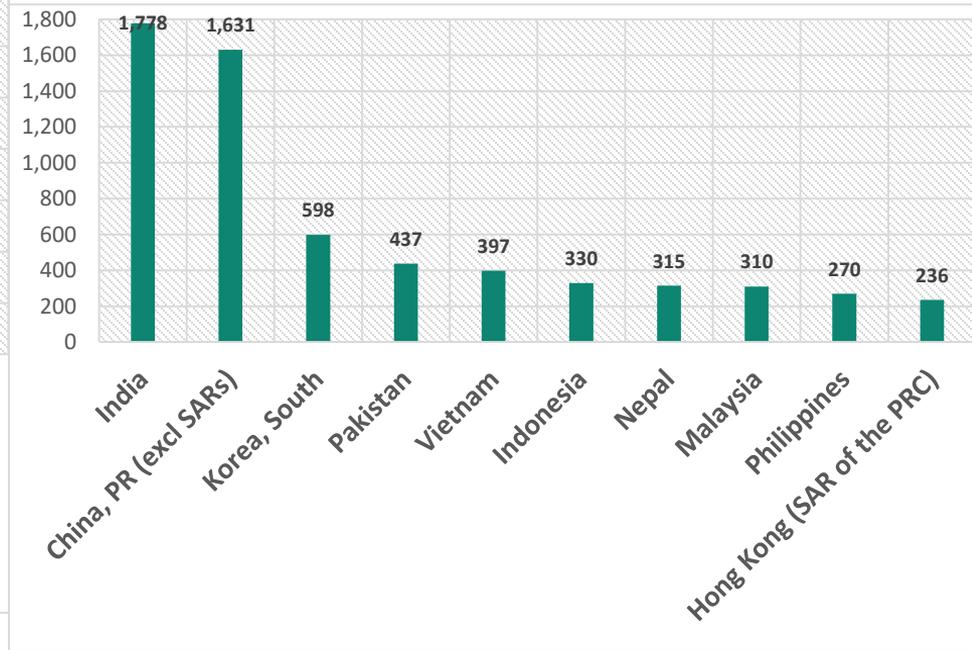
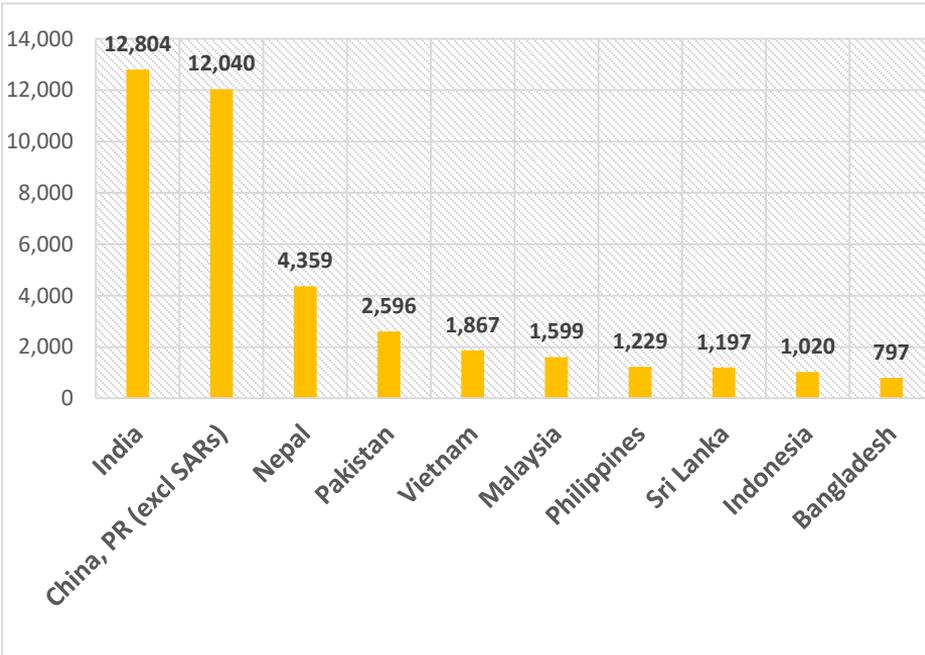
- **Graduate Work Stream**
- **Post-study Work Stream**

Primary holders of Graduate Visas 2007 - Mid 2018



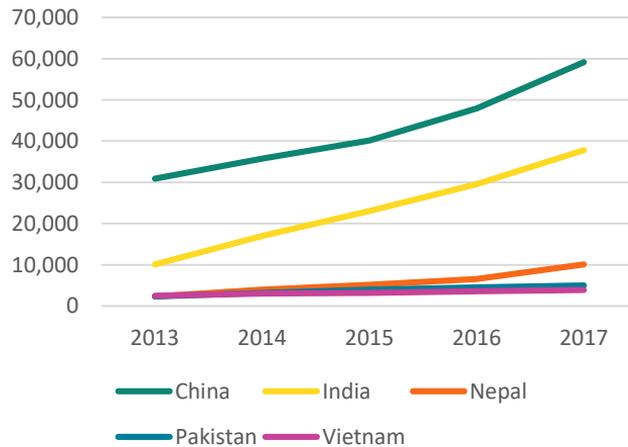
Sources of data: 2007-16: DIBP (2016); 2016-2018: DIBP (2018)

Top ten nationalities of the primary holders of Post Study Work and Graduate Work Visas in Mid 2018 in Australia: 82%

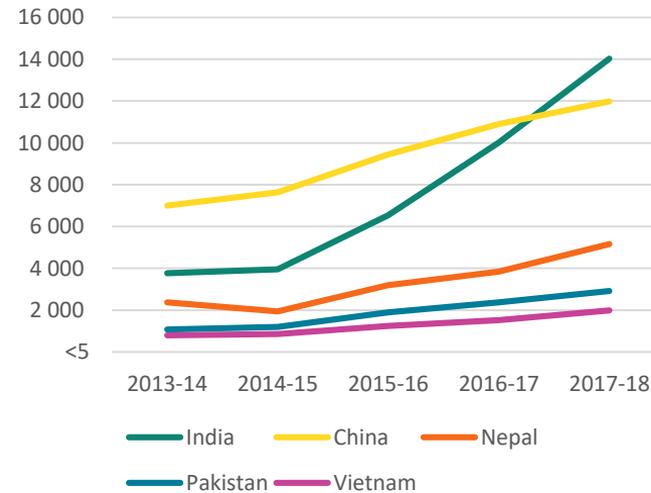


Source of data: DIBP (2018)

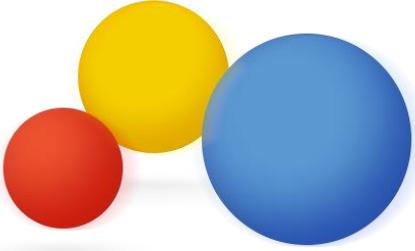
Masters by coursework enrolments - top 5



Post study work visa grants - top 5



A mixed methods approach:



❖ Qualitative strand:

- **interview international graduates**
- **interview employers, university's employability staff and agents**

❖ Quantitative strand:

- **A survey with international graduates on visa 485**
- **Policy analysis**
- ❖ **Conceptual framework**

International graduates' perspectives on visa 485: 'more time' to enhance their capitals!



- More **time** to gain working experience and look for a job
- More **time** to improve English
- More **time** to develop skills and knowledge
- More **time** and chance to enhance networking
- More **time** to prepare for PR application

International graduates' perceptions: Constraints and Benefits



- ❖ Visa 485: no significant competitive advantage – match with employers' perspectives
- ❖ There is not **'direct'** impact on securing a full-time job; **But 'indirect'** impacts
- ❖ “I probably want to get PR as well, but within two years, what **I want the most** is getting an accounting job.”
- ❖ **Broader benefits than merely a pathway to permanent residency**
- ❖ Visa 458 provides graduates with opportunities to enhance **social/language/professional/residency capitals**

A screenshot of a web browser displaying a SpringerLink article. The article title is "I'm not like that, why treat me the same way? The impact of stereotyping international students on their learning, employability and connectedness with the workplace". The authors listed are Ly Thi Tran and Thao Thi Phuong Vu. The article is from The Australian Educational Researcher, April 2016, Volume 43, Issue 2, pp 203-220. The page shows options to buy the PDF for EUR 34.95, with benefits like unlimited access and instant download. There are also options to subscribe to the journal and rent the article via DeepDyve. The browser's address bar shows the URL: https://link.springer.com/article/10.1007/s13384-015-0198-8. The Windows taskbar at the bottom shows the time as 8:12 AM on 11/10/2018.

Recommendations: Students and university



- **Students:** key success factor among students/visa holders is **agency**:
 - ✓ How effectively they have managed their time in relation to employability in Australia
 - ✓ How strategically they have focused on enhancing employability, including work experience, networking and understanding of professional communities during their study.
- **University:**
 - ✓ Conditions, education and support to **excise agency**
 - ✓ Structured, coherent and systemic framework to assist IS in developing employability
 - ✓ Integration career education, including development of employability skills, WIL and professional portfolio **early in the program**
 - ✓ **Manage expectations of international graduates/students**

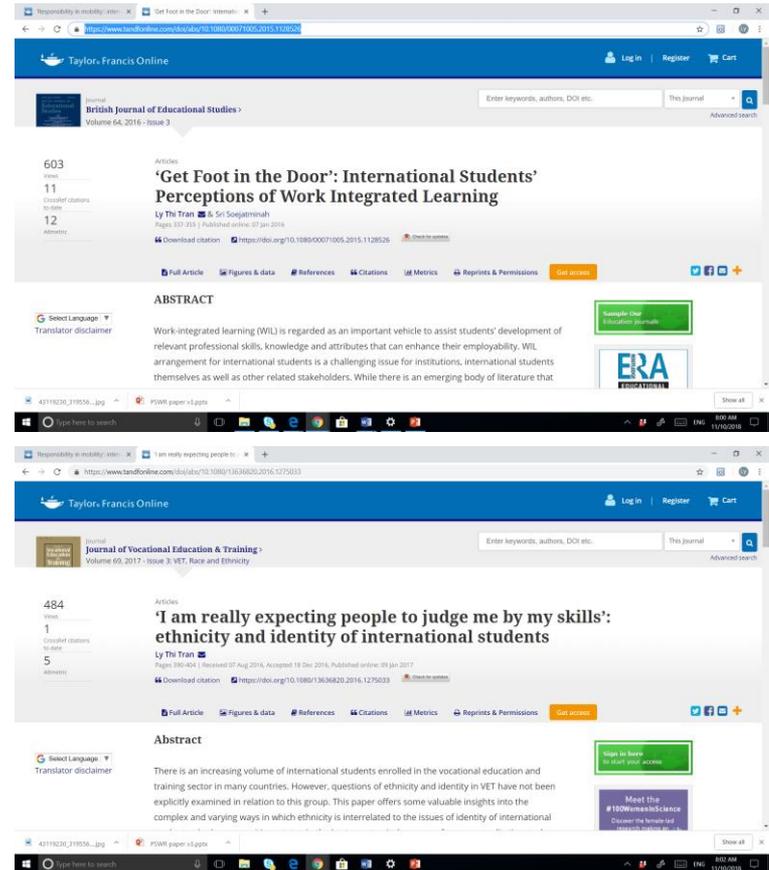
A screenshot of a Taylor & Francis Online article page. The article title is "'Agency in mobility': towards a conceptualisation of international student agency in transnational mobility" by Ly Thi Tran and Thao Thi Phuong Vu. It is from the journal 'Educational Review', Volume 70, 2018 - Issue 2. The page shows 441 views, 5 CrossRef citations, and 7 altmetrics. The abstract discusses student mobility as a prominent phenomenon in tertiary education, linking lived experiences to potential for agency in transnational mobility.

A screenshot of a Taylor & Francis Online article page. The article title is "'Responsibility in mobility': international students and social responsibility" by Ly Thi Tran and Thao Thi Phuong Vu. It is from the journal 'Globalisation, Societies and Education', Volume 15, 2017 - Issue 5. The page shows 678 views, 4 CrossRef citations, and 4 altmetrics. The abstract discusses enhancing educational experience and social connectedness for international students, focusing on the responsibility of different parties involved.

Recommendations: Working with employers



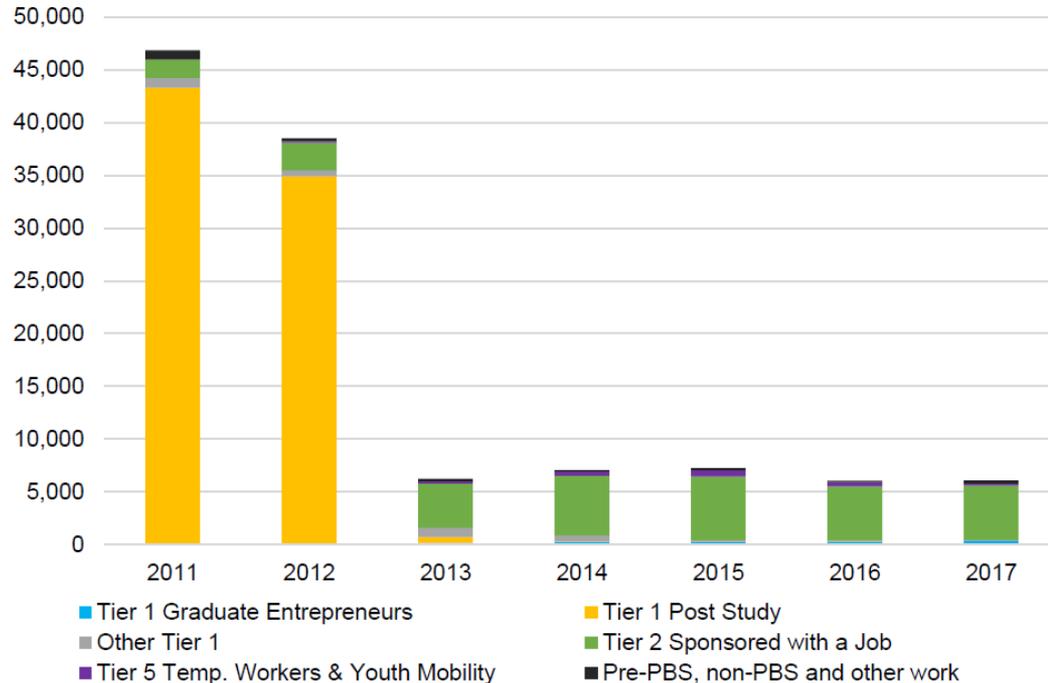
- **Employers: “Beauty is in the eyes of the beholders”**
- ✓ Flexible and practical approaches to aligning employers’ needs and strengths of international graduates/students
- ✓ ‘Benefit’ or ‘burden’: Reciprocal benefits need to be communicated in **explicit and meaningful** way
- **Creative and flexible approaches and partnerships with Employers at a systemic level**
- **Coordinated approach** involving different key stakeholders: Gov, sector, professional organizations, university, communities, employers & students and student associations
- **Has government achieved its intended goal for visa 485? Our Survey on 485**
https://researchsurveys.deakin.edu.au/jfe/form/SV_6xqVy2k1roF2vad



Post-study work: the inside story



Figure 7.2: Total student visa extensions granted to switch into a work visa



Comparison of migrants issued a visa to study in each year 2004–2009, by their immigration status 5 years later

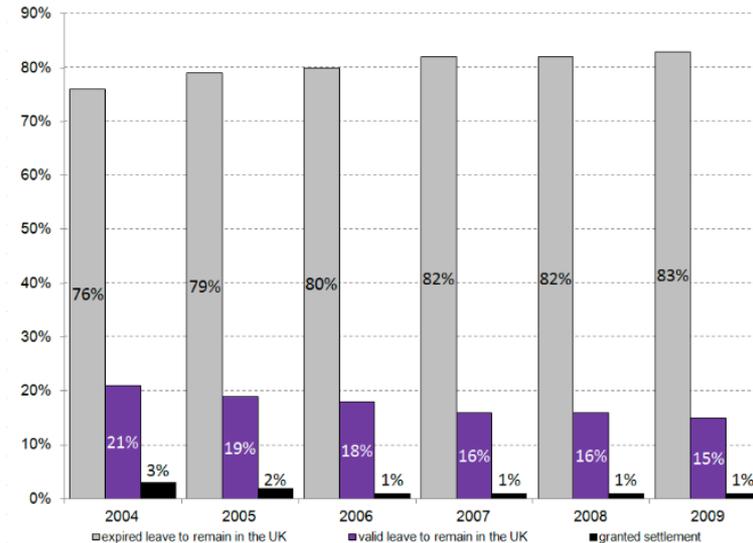
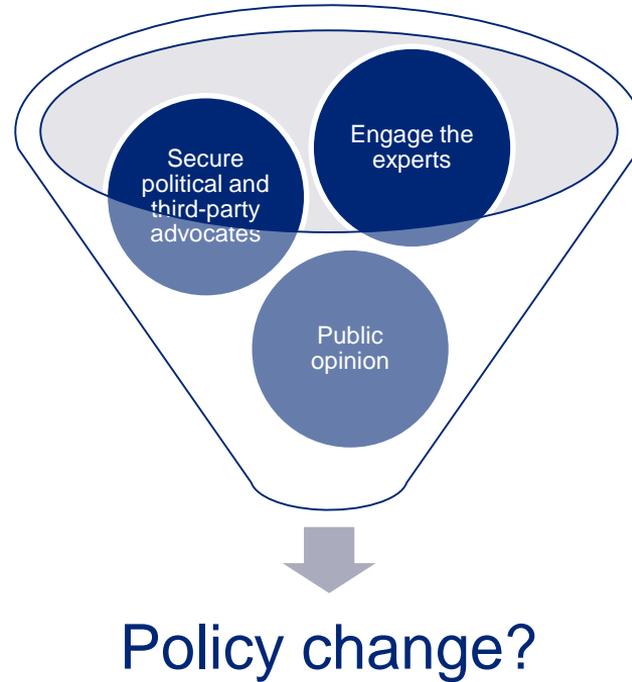


Chart notes

Source: Home Office, [Migrant journey, table MJ 04](#).

A multi-faceted approach



Commission on International
Student Destinations 2013/14



Office for
National Statistics



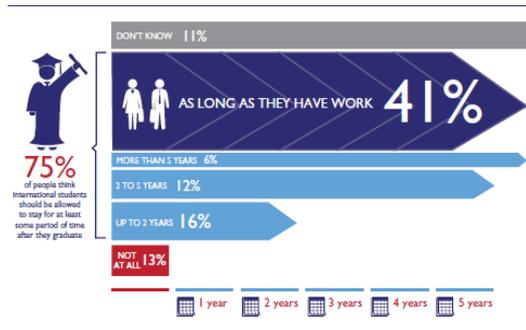
Office for
Statistics Regulation

Evidence to Parliamentary
Committees



There is **no**
evidence
of a major
issue of non-
EU students
overstaying
their
entitlement
to stay (2017)

Figure 9: 'How long should international students be allowed to remain in the UK after university?'



2014

Three quarters (72%) of British adults think that international students should be able to stay and work in the UK post-graduation for one year or more.

201
8

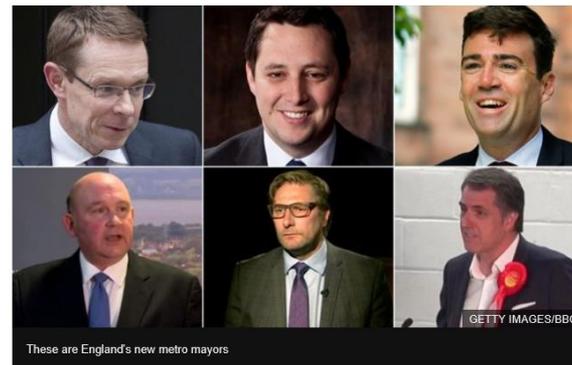
Build alliances

We sought to build alliances with influential and credible external advocates to support our policy asks....

...and secure cross-party political support for enhanced post-study work opportunities



Conservatives





- ❖ Global Graduate Talent Visa
- ❖ Enable students to gain work experience and search for a sponsored job for up to two years
- ❖ Enable more employers to recruit international graduates
- ❖ Reduce salary thresholds
- ❖ Address gender inequalities in the current system

Where are we now?

- ✓ We have data that students comply with their visas
- ✓ We have new evidence on the positive impact of international students
- ✓ We have political support for improving our post-study work offer
- ✓ We have public support for a generous post-study work offer
- ✓ We have proposals on the table which are supported by business leaders

.....What we don't have (yet) is substantive policy change.

Jo Attwooll
Chief of Staff, Universities UK
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Policy context

- Revisions to skilled migration
- Stimulating growth to regions
- International Student Wellbeing Strategy
- New International Education Strategy
- Revisions Post-Study Work Rights

*NZ Prime Minister Jacinda Ardern
Vogue Feb 14 2018*

@bberquist



INTERNATIONAL EDUCATION STRATEGY

HE RAUTAKI MĀTAURANGA A AO

2018–2030



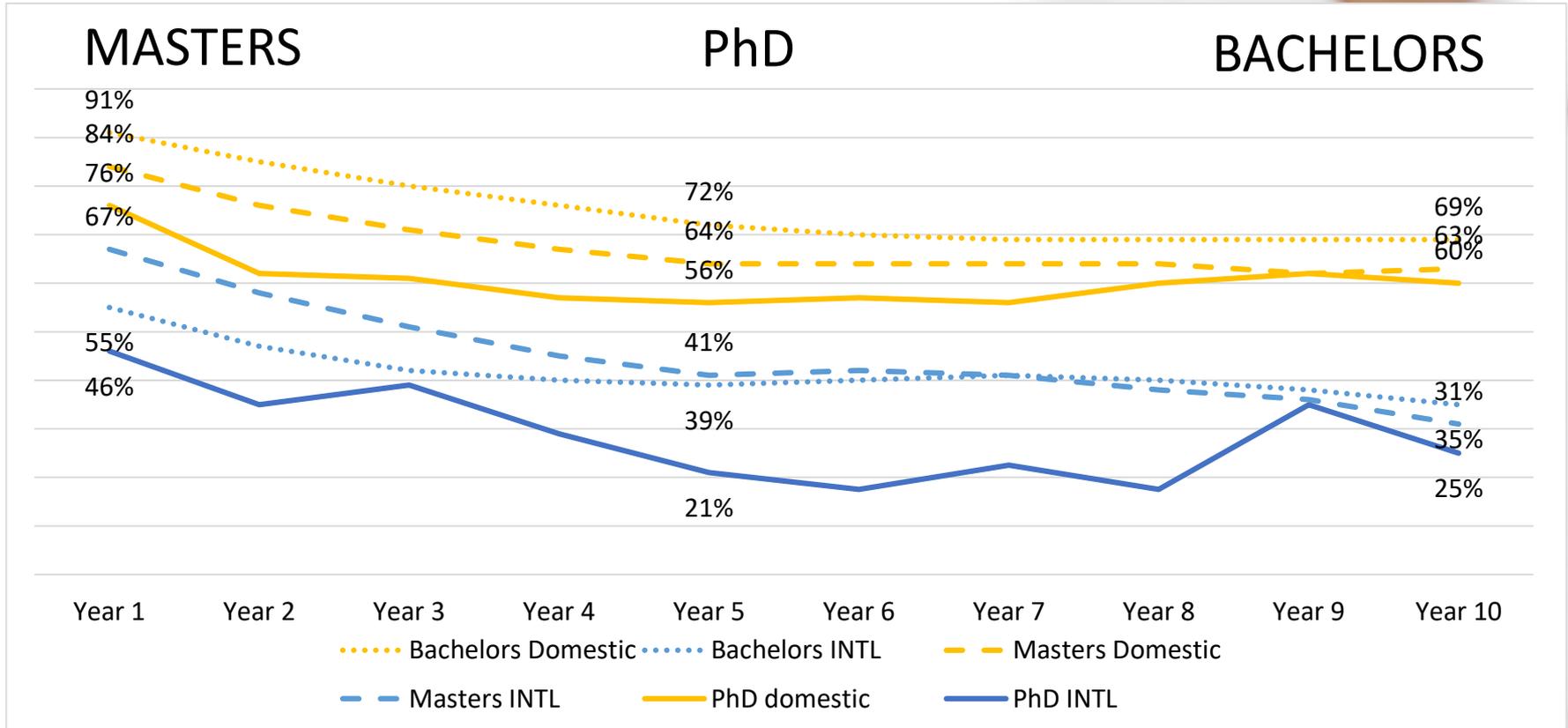
HOW WE DO IT

POST-STUDY WORK RIGHTS

NZ datasets – complex mobility picture

| | MoE 2014 & 2017 | MBIE 2018 | GLSNZ – 8 NZ unis |
|-----------------|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| Scope | Young graduates Age limit: 24 bachelors, 27 masters, 29 PhD | <i>Labour market outcomes of international tertiary students</i> for PSWR modelling 10 annual cohorts, no age filter | 2.4% unemployed vs. 5.7% nationally 64% - work related to study |
| Duration | 7 yrs post-study domestic grads 10 yrs post-study int'l | Up to 5 yrs post-study | 10 yr tracker |
| Dataset | N=171,305 | N=187,233 | 2011: N=8,700 11.5% international 2014: N=6,090 2017: ? 2020: ? |
| Result | 1 in 3 international grads remain in NZ 5 yrs post-study, above OECD average 25% | 1 in 3 international grads remain in NZ 5 yrs post-study | 43% of international stayed in NZ 2 yrs post-study |

Young NZ stay rates (MoE 2014 & 17)



Source references

Park, Z. (2014). What young graduates do when they leave study. New data on the destination of young graduates. Wellington: New Zealand Ministry of Education.

Park, Z. (2017). Moving places – Destinations and earnings of international graduates. Wellington: New Zealand Ministry of Education.

Ministry of Business Innovation and Employment. (2018) *Immigration and Labour Market Outcomes of International Tertiary Students*.

OECD. (2011). "How many international students stay on in the host country?", in *Education at a Glance 2011: Highlights*, OECD Publishing, Paris

Tustin, K. Chee, K.S., Taylor, N., Gollop, M., Taumoepeau, M., Hunter, J., Harold, G., & Poulton, R. (2012). *Extended Baseline Report: Graduate Longitudinal Study New Zealand*. (2012). Wellington: Universities New Zealand.

A woman with her hair in a bun, wearing a grey t-shirt and a light-colored backpack, is seen from behind, looking out over a vast cityscape under a clear sky. The city is densely packed with buildings, and the horizon is visible in the distance.

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