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
Thee Waves of International Student Mobility

Wave I
- Impact of the 9/11 terrorist attack
- Australia and UK gain

Wave II
- Impact of the global financial recession
- US and Canada gain

Wave III
- Impact of a new political order
- Beyond US and the UK lose

Choudaha, R. (2017). *Three Waves of International Student Mobility*, *Studies In Higher Education*
Overall growth despite shockwaves


- **Canada**
  - 2015: 171,603
  - 2008: 93,479
  - 2001: 42,711

- **Australia**
  - 2015: 294,438
  - 2008: 230,635
  - 2001: 120,987

- **UK**
  - 2015: 430,687
  - 2008: 341,791
  - 2001: 225,722

- **USA**
  - 2015: 907,251
  - 2008: 624,474
  - 2001: 475,168

*Analyzed based on UIS data*
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

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Canada</td>
<td>50,768</td>
<td>78,124</td>
</tr>
<tr>
<td>Australia</td>
<td>109,648</td>
<td>63,803</td>
</tr>
<tr>
<td>UK</td>
<td>116,069</td>
<td>88,896</td>
</tr>
<tr>
<td>USA</td>
<td>149,306</td>
<td>282,777</td>
</tr>
</tbody>
</table>

Analyzed based on UIS data
Lower tuition cost can reduce expectations of post-work rights

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

Source: Pew Research
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

Source: Citizenship & Immigration Canada
“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
Now international students can stay after graduation for up to...

- Canada: 36 months
- Germany: 18 months
- Netherlands: 12 months
- Sweden: 6 months

Source: SVR compilation.
Most international students plan to stay after graduation

<table>
<thead>
<tr>
<th>International students</th>
<th>Canada</th>
<th>Germany</th>
<th>The Netherlands</th>
<th>Sweden</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>61 %</td>
<td>80 %</td>
<td>64 %</td>
<td>76 %</td>
</tr>
</tbody>
</table>

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: 57%
- Canada: 70%
- The Netherlands: 80%
- Sweden: 59%

Source: SVR Research Unit 2015
How many university career service departments offer career support after graduation?

- Germany: 80%
- Canada: 45%
- The Netherlands: 44%
- Sweden: 12%

Source: SVR Research Unit 2015
How many universities tailor their career service portfolio to the needs of international students?

- Canada: 58%
- Germany: 56%
- The Netherlands: 52%
- Sweden: 30%

Source: SVR Research Unit 2015
### Student-to-staff ratios in career service departments and international offices

<table>
<thead>
<tr>
<th></th>
<th>Career Service Dpt.</th>
<th>International Offices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canada</td>
<td>1 : 2,922</td>
<td>1 : 2,770</td>
</tr>
<tr>
<td>Germany</td>
<td>1 : 7,283</td>
<td>1 : 2,082</td>
</tr>
<tr>
<td>The Netherlands</td>
<td>1 : 8,765</td>
<td>1 : 2,445</td>
</tr>
<tr>
<td>Sweden</td>
<td>1 : 4,999</td>
<td>1 : 1,941</td>
</tr>
</tbody>
</table>

Paying attention to individual needs is increasingly difficult.

Source: SVR Research Unit 2015
Why do universities help international students find post-study work?
why?

- employers & gov't
- strategy & competition
- student need
- commitment to service excellence

Source: SVR Research Unit 2015
What role should universities play in the retention of international talent?

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@svr_migration
Policy Context

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

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)
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
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
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
Context

2011 Consultation leads to new English language requirements, dependent limits, restrictions on length of study

2012 Closure of Tier 1 Post-Study Work

2012-13 Credibility interviews introduced

2014 Immigration Act - NHS surcharge, landlord checks

Post-study work: the inside story
Impact – post-study workers

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

Universities UK | The voice of universities
Impact – stay rates

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

- Secure political and third-party advocates
- Engage the experts
- Public opinion

Policy change?
There is no evidence of a major issue of non-EU students overstaying their entitlement to stay (2017)
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.
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
Developing solutions

- 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
jo.attwooll@universitiesuk.ac.uk
Policy context

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

POST-STUDY WORK RIGHTS
# NZ datasets – complex mobility picture

<table>
<thead>
<tr>
<th>Scope</th>
<th>MoE 2014 &amp; 2017</th>
<th>MBIE 2018</th>
<th>GLSNZ – 8 NZ unis</th>
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</thead>
<tbody>
<tr>
<td><strong>Young</strong></td>
<td>graduates</td>
<td><em>Labour market outcomes of international tertiary students</em> for PSWR modelling 10 annual cohorts, no age filter</td>
<td>2.4% unemployed vs. 5.7% nationally 64% - work related to study</td>
</tr>
<tr>
<td><strong>Age limit:</strong></td>
<td>24 bachelors, 27 masters, 29 PhD</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Duration</strong></td>
<td>7 yrs post-study domestic grads 10 yrs post-study int’l</td>
<td>Up to 5 yrs post-study</td>
<td>10 yr tracker</td>
</tr>
<tr>
<td><strong>Result</strong></td>
<td>1 in 3 international grads remain in NZ 5 yrs post-study, above OECD average 25%</td>
<td>1 in 3 international grads remain in NZ 5 yrs post-study</td>
<td>43% of international stayed in NZ 2 yrs post-study</td>
</tr>
</tbody>
</table>
# Young NZ stay rates (MoE 2014 & 17)

<table>
<thead>
<tr>
<th>Year</th>
<th>Bachelors Domestic</th>
<th>Bachelors INTL</th>
<th>Masters Domestic</th>
<th>Masters INTL</th>
<th>PhD domestic</th>
<th>PhD INTL</th>
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<tbody>
<tr>
<td>Year 1</td>
<td>91%</td>
<td>69%</td>
<td>55%</td>
<td>46%</td>
<td>39%</td>
<td>35%</td>
</tr>
<tr>
<td>Year 2</td>
<td>84%</td>
<td>63%</td>
<td>56%</td>
<td>41%</td>
<td>39%</td>
<td>35%</td>
</tr>
<tr>
<td>Year 3</td>
<td>76%</td>
<td>60%</td>
<td>55%</td>
<td>45%</td>
<td>39%</td>
<td>35%</td>
</tr>
<tr>
<td>Year 4</td>
<td>72%</td>
<td>60%</td>
<td>56%</td>
<td>41%</td>
<td>39%</td>
<td>35%</td>
</tr>
<tr>
<td>Year 5</td>
<td>67%</td>
<td>56%</td>
<td>56%</td>
<td>41%</td>
<td>39%</td>
<td>35%</td>
</tr>
<tr>
<td>Year 6</td>
<td>64%</td>
<td>56%</td>
<td>56%</td>
<td>41%</td>
<td>39%</td>
<td>35%</td>
</tr>
<tr>
<td>Year 7</td>
<td>63%</td>
<td>56%</td>
<td>56%</td>
<td>41%</td>
<td>39%</td>
<td>35%</td>
</tr>
<tr>
<td>Year 8</td>
<td>60%</td>
<td>56%</td>
<td>56%</td>
<td>41%</td>
<td>39%</td>
<td>35%</td>
</tr>
<tr>
<td>Year 9</td>
<td>56%</td>
<td>56%</td>
<td>56%</td>
<td>41%</td>
<td>39%</td>
<td>35%</td>
</tr>
<tr>
<td>Year 10</td>
<td>56%</td>
<td>56%</td>
<td>56%</td>
<td>41%</td>
<td>39%</td>
<td>35%</td>
</tr>
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Source references


GRADUATE EMPLOYABILITY AND INTERNATIONAL EDUCATION: TOWARDS THE FUTURE OF WORK

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Your questions

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Simon Morris-Lange  Expert Council of German foundations on Integration and Migration (SVR)  @SVR_Migration

Ly Tran  Deakin University  @LyTran18

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