Next Generation UK

Research with UK undergraduates aged 19-21

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1 Background and method

1.1.1 Following three reports published in 2009 and 2010 on young people’s views and aspirations in Pakistan, Bangladesh and Nigeria, Next Generation UK is a study commissioned by the British Council that seeks to understand the views and aspirations of young people in the UK today. In the context of an increasingly interconnected world, to what extent are the young people in the UK engaging with international opportunities and challenges that are likely to affect them in the future? What do they think about global issues such as increased labour and student mobility, changing cultural identity and shifts in the geo-political and economic balance between countries? Furthermore, how do they feel that these changes affect them and do they have the mind-set and skills to thrive?

1.1.2 Understanding the experience, attitudes and intentions of young people gives insight into how prepared they are to compete in a global jobs market and participate as global citizens on a world stage. It will help inform the development of programmes that meet their needs and are attractive in terms of content and method of delivery.

1.1.3 This report presents the findings of a research project that focused on one specific group of young people - UK undergraduates studying at UK universities between the ages of 19 and 21. Our objectives were to understand:

- The views of students on globalisation, its perceived importance to them as individuals;
- Their perceptions, aspirations, actions and anxieties about international opportunities and challenges;
- What international experiences they have already had and what might they do in the future;
- What global issues motivate them and what the barriers are to getting more involved; and
- How important they believe it is to have an international perspective and to gain experience and skills outside the UK.
1.1.4 With the focus on students in this project came specific and additional issues such as awareness of formal international programmes, student mobility and the role of universities in international engagement.

1.1.5 The components of the project were:

- A review of existing literature and data on student international engagement;
- A series of four online focus groups with two defined groups of undergraduates who either had some or no previous international engagement; and
- A 1,000 person online survey of UK undergraduates that is representative of the target audience in terms of university type, degree subject and ethnicity.

1.1.6 The focus groups were held on Monday 18th and Wednesday 20th April 2011. Participants were sourced through YouGov’s online research panel of 330,000 UK adults and were selected to match the sample frame, i.e. aged between 19 and 21, a British citizen and currently studying at undergraduate level at a university in the UK. For two of the four groups there was a specific remit to select students with significant previous experience of international activities, such as working or living abroad, taking part in exchange programmes or travelling for an extended period of time.

1.1.7 The online survey ran between Monday 9th and Friday 20th May 2011 with participants drawn from the same research panel and again according to the sample frame criteria. The project team defined a series of key variables by which to analyse the data, in addition to standard demographics such as age and ethnicity. These extra variables are regularly used in surveys of students to compare and contrast responses, they are:

- The type of university – the student was asked which university they attended and answers were placed into three categories: post-1992\(^1\); Russell Group\(^2\) and pre-1992 universities.

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\(^1\) The term post-1992 specifically relates to any polytechnics, central institutions or colleges of higher education that were given university status in 1992 with the Further and Higher Education Act. They are sometimes referred to as Modern Universities.

\(^2\) The Russell Group is a collaboration of twenty UK universities and was established in 1994. It includes many of the UK’s leading universities and 18 of its 20 members are in the top 20 in terms of research funding.
The degree subject studied – which, due to the diversity of course, was coded into the two broad categories of Sciences and Arts; and

The country within the UK in which the university is based.

1.1.8 Where the report refers to differences on the basis of these variables, student demographics or other questions from the survey to make those comparisons, the differences have been analysed as statistically significant\(^3\). The breakdown of weighted and unweighted survey respondents by gender, ethnicity, university type, degree type and country of institution is provided in Annex B. The survey questionnaire is Annex C and the focus group topic guide is presented in full as Annex D.

1.1.9 The structure of the report is as follows:

- Section 2 – Management Summary with key findings;
- Section 3 – Overall views about globalisation – What students in the sample think globalisation is;
- Section 4 – What effects globalisation may have – Whether the student has an international outlook, how prepared they feel they are for a more globalised world and their general interest in global issues;
- Section 5 – International experiences – What those who have had an international experience have done to date, why they got involved, the skills they gained and the barriers that they believe have prevented those that have not had an international experience from participating. It also looks at students’ experiences of and appetite for internationalism at university.
- Section 6 – Awareness and involvement in formal programmes and other opportunities – awareness of programmes, how they became aware of them, what their attitudes are to these opportunities, how interested they are in getting involved in the future and what this involvement might be.
- Section 7 – the conclusions with suggested actions.

\(^3\) At the 95% confidence level for the analysis of one sub-group against another.
2 Management summary

2.1 Introduction

2.1.1 This report presents the findings of a research project which explored the attitudes, experiences and aspirations of UK undergraduates regarding international engagement. Using globalisation and a changing world as a framework to start the research, the report charts where young undergraduates saw themselves in this international picture – the opportunities and challenges, motivations and barriers. It will support the design, development and marketing of programmes that connect with undergraduates – being both relevant and helpful in ensuring that as many as possible are ideally placed to take advantage of future opportunities for personal and career development.

2.1.2 The research study took the form of a literature review, four focus groups and a 1,000 person survey of UK undergraduates studying at UK universities and aged between 19 and 21. It was completed in April and May 2011.

2.2 Key findings

- Students had a high level of awareness of ‘globalisation’ as a term and had well-formed and knowledgeable opinions, both positive and negative, about the effect that it is having on the world.

- As far as globalisation was seen as affecting them – it was as consumers and as a result of following world affairs. Many saw globalisation as an economic issue, affecting businesses and the trade between nations.

- Fewer associated globalisation with themselves as individuals and although many picked out the migration of people between countries as the most important effect of globalisation, there was not necessarily a link in their minds to an effect on, for example, their employment prospects or later career development.

- Two-thirds of students would describe themselves as having an ‘international outlook’ on life to some or a great extent, which left as many as a third who did not.
Despite this, a higher proportion (78 per cent) believed that having an international perspective was important. They generally felt this way for reasons of personality and character – to be open-minded and well-rounded, but also so as to understand people from other cultures. That they might gain personal benefit from doing so was a secondary consideration. While a CIHE (Council for Industry and Higher Education) report showed that these softer benefits were seen by employers as important, students seemed not to relate an international outlook with employment prospects.

Only three per cent of students felt it unimportant to have an international outlook. Despite female students being more likely to think globalisation will affect them negatively, only 54 per cent see themselves as having an international outlook compared with three-quarters of male students.

Students at pre-1992 universities were more likely to believe that they have an international outlook than those at post-1992 universities. Those studying an arts subject were again more likely to see themselves as having an international outlook than those studying the sciences.

Opportunities to work and an easier ability to travel were identified as the opportunities that globalisation was bringing about. When prompted to think about the challenges of globalisation, employment and job market issues became prominent in respondents’ thinking. There was concern about competition for jobs (58 per cent), but few were overly negative about their prospects or felt that it was in any way unfair on them. In a sense they were interested in the issue, but at a distance. They could recognise the challenge but – other than having general knowledge and awareness of global issues – did not make an explicit connection with the potential career benefits of getting involved in international experiences such as living, volunteering, working or studying overseas.

Concern about competition for jobs was higher among female students as well as those at a post-1992 university. Many felt that their language abilities were a disadvantage and regretted having stopped learning languages, usually after GCSE or equivalent stage.

There was a sense of ‘passive interest’ in employment competition, as if they were aware of it as an aspect of a changing world, but despite their concern did not necessarily think that it would affect them. Few also made any explicit connections between the opportunities (such as work, studying and volunteering) that were available to them and the competitive benefits that they might bring in the future.

Three-quarters were interested in travelling abroad and 69 per cent were keen to speak another language, but fewer (64 per cent) would consider working or volunteering overseas and just 43 per cent studying. The issues that motivate them were culture, history or technology, rather than business or charitable interests – although tackling poverty / disadvantage and, topically, democratisation were of interest to many. Female students were more likely than men to be interested in any charitable issues or campaigning causes.

English language countries dominated the wish list of places to work or live. The USA and Australia were especially popular. Other European countries such as France and Germany featured prominently, but few in Asia or South America were mentioned. Africa, Asia and South America did feature strongly when students considered where they would like to volunteer or travel. Interestingly as many as one in ten students had no inclination to travel, work, or volunteer outside the UK.
At this stage of their lives again around one in ten had no international experiences at all and 42 per cent had not undertaken any in-depth experiences, but 62 per cent felt that they could have a conversation in another language and 26 per cent had taken language learning to A-level or beyond. Over half had friends overseas through social networking but just 22 per cent had participated in school exchange programmes.

Students at pre-1992 universities were more likely to have had a substantial international experience than their post-1992 university counterparts. For example, they were more likely to have learnt a language to A level (or equivalent) standard, to have participated in an exchange or to have volunteered, travelled, worked or lived abroad. Women were significantly more likely than men to have campaigned or raised money for an international cause.

Gaining skills and experiences for their CV were not key considerations when they looked back on what they had got out of their international experiences. Having fun or good memories were the most commonly mentioned benefits. Pre-1992 university students were significantly more likely than others to have wanted to learn a new language or to improve their existing language skills.
In fact students’ motivations for engaging internationally tended to focus on the softer outcomes of personal experiences, learning about other cultures, independence and character building. Although some felt that international experience would make them ‘stand out’ from competition in the sense of the UK job market, few made an overt association between what they had been doing and employment prospects or career development. This contrasts with reports from some large UK employers who mentioned the benefits of cultural awareness when asked of the value of international experiences in candidates\(^5\). Others demonstrated a mind-set in which altruistic motivations for getting involved did not seem able to co-exist with personal benefits.

Those who did not have an international experience were more likely to expect such experiences to deliver skillsets that would improve their employability. Female students were not only more likely to expect this, but were also more likely to expect any positive outcome from an international experience. Post-1992 university students (without having engaged in any international activities) were most likely to expect that they would better understand other cultures from an international experience.

Cost and poor language skills were the most frequently mentioned barriers to getting more involved, but there were other issues such as a perceived lack of time and the hassle of doing so. A quarter found the idea ‘daunting’ and many worried about leaving friends behind. Some wanted to focus on their degree and achieving good grades. They viewed the opportunities that are available as interesting but not essential – providing good life skills, but not enough advantages to prove the case for the cost and time involved. Female students were more likely to find the idea of an international experience ‘daunting’ whereas male students were less likely to be interested in general. Post-1992 university students in particular, were unsure about how to pursue international opportunities.

University plays a key role in encouraging students to both partake in international experiences and to think more internationally. Pre-1992 university students reported that their institution encouraged internationalism through a range of methods and activities, but far fewer of those at post-1992 universities felt likewise with 12 per cent of that group of students believed that nothing was done.

Despite high levels of internationalism generally, only 13 per cent of students reported being involved in any activities. Arts students were more likely than science students to do so. Starting from a lower base, post-1992 university students were the most likely to want their university to become more internationalised, as were art students.

In general only half of students felt that their university should be more internationally focused. Those who did would like to see more volunteering places arranged through the university. Many reported that there were already opportunities to get involved. Although awareness of Erasmus was fairly high (31 per cent unprompted and 63 per cent prompted), there was little evidence of detailed understanding derived from having seriously investigated the options. Some complained about receiving too much information from a vast range of programmes and organisations.

Two-thirds of students could not name a single organisation or programme for volunteering overseas and three-quarters did not know any that facilitated working abroad. Students at post-1992 universities were significantly less likely to be able to name such programmes, as were male students.

When prompted, the majority of students were aware of both Camp America and Erasmus. Awareness of Erasmus was much higher among pre-1992 university students than those at post-1992 institutions. Those aware of the Erasmus programme were generally unaware of the British Council connection with it.
Nearly nine out of ten students felt that formal programmes like Erasmus were a great opportunity, but many (57 per cent) were put off by the perceived expense. Encouragingly only 14 per cent felt that international programmes were ‘not for people like them.’ Despite this, nearly a third had already ruled out participation in work, study or volunteering programmes and only 18 per cent had either done so or thought they would definitely do so.
3 Views on globalisation

3.1 Introduction

3.1.1 This section of the report focuses on how students viewed ‘globalisation’ – whether it was something they felt would affect them as individuals and, if they did, what sort of impact it might have on their lives.

3.2 The meaning of globalisation

3.2.1 Students were asked what the word ‘globalisation’ means to them. This is shown in Figure 1, where the size of words correlates to the frequency of their mention. The word cloud shows that aside from similar words such as ‘world’ and ‘global’, students had many diverse views. Whilst many related it to trade, business and macro-economics there is also mention of it in relation to culture. Most viewed it occurring at the national and international level.

Figure 1: What does the word ‘globalisation’ mean to you?

3.2.2 Most descriptions were either neutral or factual and some common themes were:
The world becoming smaller – often linked to technology, communications and transport links;

Businesses, peoples and cultures ‘spreading out’, growing or expanding;

Integration, interconnectedness and interdependence of people and trade;

Unity - taking action in a unified way, business and markets becoming united;

Ease of mobility of people - sometimes connected to migration - and trade;

Removing barriers to trade and breaking down cultural boundaries; and

Homogenisation of culture and lack of diversity.

3.2.3 The vast majority of responses were neutral or factual and, on balance, more were negative than positive. This contrasted with findings later which showed that, when prompted with specific aspects of globalisation, students were largely positive about its effects. Some notable examples reflect these themes:

“Increasing economic, political and cultural interdependence, and the lessening of the significance of national barriers”

“Both increase stability and peace across the world but also the narrowing of diversity of the world and increasing homogeneity.”

“Economies and companies growing and expanding to compete in a global market”

3.2.4 Those who were negative about globalisation made a connection with ‘westernisation’, homogeneity, big business, cultural heritage and trading practices that were unfair to other nations.
“For me, globalisation is about the world feeling smaller due to the ease of transportation between countries, and the growing sense that there is no difference between cultures, particularly in the west, due to increased trade and modern day living. I think the western world is particularly at fault for this.”

“The spread of Western values and ways of doing things to the rest of the world (mainly the developing world).”

“How the whole world is just becoming one big clone of itself.”

3.2.5 Others were positive because they associated growth and the removal of barriers as a way of improving relationships between nations and, potentially raising standards of living in the poorest countries.

“Improving relations with foreign countries and increasing the ‘exchange’ between them, both of tourists and of goods and services.”

“For me globalisation is the integration of other countries, through communication, transportation etc. It involves imports and exports, allowing foreign foods, weapons, vehicles etc., to be brought into the country, and our things being taken to other countries. It is a good and bad thing, as it increases the economy but promotes sex trafficking, child labour and allows drugs and weapons into the country.”

3.2.6 It is worth noting here that approaching nine out of ten students gave an answer or explanation as to what globalisation meant – displaying a high awareness of the term and an ability to explain their interpretation.
3.3 What does globalisation affect?

3.3.1 Students did not see globalisation as something that necessarily affected them. Asked to what extent they felt globalisation affects different aspects of society, only 55 per cent answered that it affected them to either a large or some extent, whereas 89 per cent identified it as affecting ‘trade between nations’ and the same proportion ‘the business world.’ Despite a large proportion not seeing globalisation as an issue that may affect them, over three-quarters (79 per cent) did see it as something which would affect the UK job market.

Figure 2: To what extent do you feel globalisation affects the following? (All answering to a large / some extent)
3.3.2 Female students (59 per cent), those not studying a science (60 per cent) and those with international experience earlier in their lives (59 per cent) were all significantly more likely to see globalisation as something that affects them as an individual. These figures contrasted sharply with 51 per cent of men, 48 per cent of science students and 50 per cent without international experience. Those who described themselves as having an 'international outlook' were the most likely of students to see globalisation as affecting them, with almost two-thirds (65 per cent) doing so compared with just 37 per cent of those who did not have that perspective on life.

3.3.3 Students in the focus groups also held opposing views as to whether globalisation affected their lives – many saw it as being so embedded in their lives that it had become unnoticeable, but they held this viewpoint mainly as consumers.

“I think that in certain small, third world countries when there’s a McDonalds or a KFC, that makes me a bit sad.”

“It drives down prices of some consumer goods such as clothes, since big companies can get them made very cheaply abroad … however I think most of the influences of globalisation are not necessarily obvious.”

3.3.4 Others were interested in how it has affected societal issues with some recognising increased communication linked to technology, while some commented on increased cultural, political and economic homogeneity. It was only when they thought about the future that a few, without prompting, recognised how it might affect their working lives and all such discussion related to competition and opportunities for jobs.

“When I’ll be looking for a job, depending on the industry, it may be harder to find one or the wages might be lower due to increased competition.”

“There is a lack of job security with increased globalisation, before jobs were more permanent … also people have got lower wages and therefore lower standards of living.”
3.4 How you feel about globalisation?

3.4.1 Almost half (48 per cent) of those who thought globalisation would affect them saw this in a positive light, with a further 37 per cent thinking it would have both positive and negative effects (Figure 3). Only eight per cent saw the impact as purely negative. Answers about the impact of globalisation on the UK job market were an even split with 25 per cent seeing it as having a solely positive impact and 23 per cent as having a solely negative impact. A further 43 per cent considered it to be potentially both negative and positive.

Figure 3: Do you feel globalisation will have a positive, negative or mixed impact on the following?

<table>
<thead>
<tr>
<th>Category</th>
<th>Positive</th>
<th>Both positive and negative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trade between nations (n=901)</td>
<td>58</td>
<td>31</td>
<td>5</td>
</tr>
<tr>
<td>The business world (n=903)</td>
<td>49</td>
<td>37</td>
<td>7</td>
</tr>
<tr>
<td>You as an individual (n=585)</td>
<td>48</td>
<td>37</td>
<td>8</td>
</tr>
<tr>
<td>Tourism in your region (n=533)</td>
<td>46</td>
<td>31</td>
<td>10</td>
</tr>
<tr>
<td>The UK economy (n=876)</td>
<td>34</td>
<td>43</td>
<td>12</td>
</tr>
<tr>
<td>Governments (n=880)</td>
<td>32</td>
<td>48</td>
<td>13</td>
</tr>
<tr>
<td>The UK job market (n=811)</td>
<td>25</td>
<td>43</td>
<td>23</td>
</tr>
<tr>
<td>Cultural distinction (n=759)</td>
<td>22</td>
<td>35</td>
<td>35</td>
</tr>
<tr>
<td>Ability of each nation to decide its own affairs (n=824)</td>
<td>17</td>
<td>40</td>
<td>35</td>
</tr>
</tbody>
</table>

Base: those who believe that globalisation affects each of those listed. Those answering don’t know are not in the chart.
3.4.2 In its effect upon governments, business, trade, the UK economy and local tourism, a larger proportion of students saw globalisation as positive rather than negative. Students only considered ‘cultural distinction’ and the ability of each nation to decide upon their own affairs as being negative consequences of globalisation.

3.4.3 This mixed perspective was supported by students in the focus groups with many acknowledging that there are, as one put it ‘grey areas’ with both positive and negative effects. Positives commonly included:

- Easier travel in terms of cost and familiarity – the idea that the world has become smaller and better connected;
- Enhanced communications and knowledge, linking people together and enabling people to experience more of the world without leaving home;
- Access to products that respondents’ were interested in and often at cheaper prices; and
- For some, increased job opportunities.

“All the large IT firms and banks are expanding into the BRIC\(^6\) economies and there are now even more opportunities outside the UK to work in large firms in places like India.”

“I like to think it is positive – more communication and understanding between countries can only be a good thing, it can however become an issue if richer countries use this to take advantage or poorer ones.”

3.4.4 Students saw the erosion of cultural distinctiveness as a negative, with some fearing for local businesses pitched against multi-nationals. Some saw increased competition for jobs, outsourcing and a rise in cheaper labour as negatives.

\(^6\) Brazil, Russia, India and China.
“Developed nations have outsourced manufacturing and white collar job so there are fewer jobs available for us.”

“It tends to lead to small businesses being pushed aside by larger ones simply because they have more money.”

3.4.5 That there might be increased migration between countries was felt to be the most important of the potential consequences of globalisation (45 per cent, Figure 4).

**Figure 4: Issues thought to be the most important arising from globalisation in the next 10 years (respondents could choose up to 3)**

- There will be more migration of people between countries: 45% (Base: all (1,004))
- BRIC (Brazil, Russia, India and China) countries will have more influence than they currently have: 44%
- Cultures and languages will merge together with some being lost: 34%
- The knowledge shared between countries will increase: 33%
- Countries will rely on each other a lot more: 30%
- States will lose more of the powers they have to make decisions that affect their people: 28%
- More people will work in other countries: 24%
- Don't know: 9%
- None of these: 1%
3.4.6 A similar proportion of students (44 per cent) felt that the ‘BRIC’ countries (Brazil, Russia, India and China) would have more influence than they currently do and that this was likely to be an important consequence of globalisation. This was a divisive issue with 53 per cent of male students seeing it as important compared with just 36 per cent of women. Students from Russell group and pre-1992 universities were also significantly more likely to view it as an important issue (52 and 51 per cent of students respectively). This compares with just 35 per cent of post-1992 university students.

3.4.7 The subject of migration was not prominent in the focus group discussions but many had recognised a global shift eastwards and that the likes of China and India were now challenging the USA as the most ‘important’ nations in terms of wealth and jobs.

“Definitely America, the bigger countries of the EU such as Germany and Asian countries that are either established or rising economies such as Japan, China and India are crucial to know about, as that’s where the most opportunities will be.”

3.5 The opportunities around the 2012 Olympics

3.5.1 Given the British Council’s involvement in the international cultural and educational legacy of the London 2012 games, we wanted to find out students views on the opportunities afforded by this large-scale international sporting event.

3.5.2 The 2012 Olympic Games in London provides an opportunity for people in the UK to learn more about people from other cultures, but when asked only 11 per cent of students saw it as an opportunity to meet people from other countries. This rose to 14 per cent amongst those who would describe themselves as having an ‘international outlook.’ When they thought about 2012, it was in terms of it being a global sporting event and nearly three-quarters (72 per cent) associated it with increased tourism.
3.5.3 Female students were significantly more likely than men to associate 2012 with the opportunities to volunteer. In turn men recognised the benefits of regeneration and the likely improvement of the UK’s international reputation. Minority ethnic students were significantly less likely to be interested in the opportunities to watch sports – 22 per cent compared to 42 per cent of white students.

3.5.4 Few, if any, students in the focus groups made a connection between the Olympics and the opportunities to meet people from other cultures. Some mentioned the opportunities to volunteer and a couple of them had applied to do so. Despite a few dissenting voices, it was viewed by most as an important event to be a part of, but in terms of watching the sports and visiting the venues and sites.
4 The perceived effects of globalisation on students themselves

4.1 Introduction

4.1.1 It has already been shown that 55 per cent of students felt globalisation would affect them personally but many more saw it as an issue which impacts on trade and the business world. This chapter focuses on the ways in which students saw globalisation as an issue which would affect them and the extent to which they felt they engaged with a globalised world.

4.2 Having an international outlook

4.2.1 Two-thirds of students (64 per cent) would describe themselves as having an international outlook to some or a large extent and there are interesting differences between them (Figure 6). Almost three-quarters (72 per cent) of male students consider themselves as having an international outlook compared with just 57 per cent of women for example. There are also large gaps between white (62 per cent) and minority ethnic students (74 per cent) and depending on whether a student had international experiences earlier in their life – also 74 per cent.

4.2.2 Those in the focus groups believed that having an international perspective was considered important in order to become a more rounded and open-minded person and many believed that globalisation made it increasingly important to think that way. However, there was a clear distinction made between those who were UK focused; those interested and knowledgeable about global issues or had travelled (some had friends in other countries through social networking) and a third smaller group who had or been more active, perhaps by working or volunteering abroad.

“I do not wish to work abroad, or go and learn abroad. I would be keen to learn about other cultures and their histories but that would be the only sense in which I would say that I have an international outlook on life.”
“I would not particularly consider myself to be ‘international’ though that’s not to say that I don’t engage with international issues or enjoy travel opportunities.”

Figure 6: To what extent would you describe yourself as having an international outlook? (All answering to some / a large extent)

<table>
<thead>
<tr>
<th>Category</th>
<th>Some extent</th>
<th>Large extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male (n=470)</td>
<td>45</td>
<td>28</td>
</tr>
<tr>
<td>Female (n=534)</td>
<td>41</td>
<td>16</td>
</tr>
<tr>
<td>Post-1992 (n=262)</td>
<td>43</td>
<td>19</td>
</tr>
<tr>
<td>Russell Group (n=438)</td>
<td>42</td>
<td>27</td>
</tr>
<tr>
<td>Pre-1992 (n=304)</td>
<td>42</td>
<td>23</td>
</tr>
<tr>
<td>England (n=810)</td>
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<td>Scotland (n=129)</td>
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<td>Wales (n=60)</td>
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<td>Science (n=356)</td>
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<td>Arts (n=648)</td>
<td>43</td>
<td>24</td>
</tr>
<tr>
<td>International experiences (n=364)</td>
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</tr>
<tr>
<td>No international experiences (n=640)</td>
<td>42</td>
<td>8</td>
</tr>
<tr>
<td>Non-white (n=79)</td>
<td>38</td>
<td>36</td>
</tr>
<tr>
<td>White (n=890)</td>
<td>44</td>
<td>18</td>
</tr>
</tbody>
</table>

Base: all
4.2.3 An even higher proportion of students (78 per cent) felt it important to have an international outlook for their future - with only three per cent viewing it as unimportant. Regionally, this was highest in Scotland with 84 per cent of students viewing an international outlook as important for their future compared with just 68 per cent of students at Welsh universities. Those taking arts degrees were also significantly more likely to see it as important (82 per cent compared with 73 per cent of science students).

4.2.4 Asked why it is important to have an international outlook, students focussed on cultural rather than employment benefits (Figure 7). Over two-thirds felt it was important to understand other cultures and take the opportunity to learn from them. Many also believed things happening in other countries might affect their lives. It was interesting to note that fewer students (53 per cent) believed that the UK would be more connected to other countries in the future. There was not a significant connection with their personal prospects, either in terms of studying or work - less than half (48 per cent) thought that having an international outlook would help this area.

4.2.5 Despite a lack of awareness of how an international outlook could affect their job prospects, other research by the CIHE may suggest that the cultural understanding, ranked highly by students, is in fact a large benefit of hiring employees for international businesses. The majority of employers interviewed for this research also confirmed that having any international experience worked in a candidate’s favour.

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4.2.6 Interestingly, 62 per cent of white students answered that we are becoming more connected to other countries compared to just 40 per cent of minority ethnic students. They were also more likely to see things happening in other countries as potentially affecting their lives (70 per cent compared with 46 per cent of minority ethnic students).
4.3 What might the impact of globalisation be when finding work?

The opportunities

4.3.1 While students did not see increased job or study experiences as important reasons to have an international outlook, when asked what the opportunities of a more globalised world might be – work did feature significantly (Figure 8). Other commonly mentioned opportunities included exploring different cultures and travelling.

Figure 8: What do you feel the opportunities of a more globalised world would be for you?

Source: www.wordle.net

4.3.2 Some embraced the potential for them to work overseas and believed that globalisation made this easier to achieve:

“The English language is more widely spoken so I could perhaps move to another country without necessarily already being completely confident in the local language, and improve it once I am there.”
“More opportunity to work abroad, work within international businesses, pick up more languages, meet a broader range of people, experience cultures through working in a country, rather than having to struggle to fund travel or volunteering to be able to do so”.

“I think that a lot of what can end up being a challenge could also in the right circumstances be an opportunity. For example I think that it can be more difficult to find a job, considering so many people are becoming qualified and getting the opportunity to move abroad (to my country) for work, but on the other hand this also gives me the opportunity to work somewhere and experience things that I wouldn’t have previously been able to.”

4.3.3 Others focused on the opportunities to travel and gain a better understanding of other people:

“Mixing with people from different cultures and being able to broaden my perspectives on a wide range of issues from gaining knowledge about how other people live and what they believe, etc.”

4.3.4 Away from the personal advantage, a fair number also reflected on the opportunities to improve relations between countries:

“People working together can lead to equal society in terms of race and class.”

“Unity over certain issues, easier to mix with different cultures and communicate etc.”
“I think it is generally very positive that different world cultures are interacting more, sharing their knowledge and traditions. Hopefully, as countries have a greater understanding of how other cultures work, they will be able to operate in a more civil and diplomatic way. This could eventually decrease levels of war and promote international aid programmes and to some extent international governance which could lead to a fairer, more balanced global system.”

The challenges

4.3.5 Competition for jobs and concerns about the employment market dominated responses when students were asked about the challenges of globalisation (Figure 9). Many regretted their lack of language skills and some felt that they had not had the opportunities to learn languages that they should have done. Away from the personal, a third, less frequently mentioned, theme was that of a loss of cultural identity and the challenge of retaining that in the future. A fourth group of students either felt positive about the challenges or did not believe they were serious. They felt that they well placed to take advantage of them in the future.

Figure 9: What do you feel the challenge of a more globalised world would be for you?
4.3.6 Some notable examples of the four themes of competition for jobs, languages, cultural identity and positivity are provided below, starting with competition for jobs and concerns about their future prospects.

“Lack of job opportunities for young graduates. International students are a big barrier to social mobility in the UK.”

“Increased competition in an already competitive job market, especially in London. Increased competition regards internships and university places.”

“Greater job competition within the sector I want to work in from people from all over the world - it will be easier for people to move internationally and work internationally.”

4.3.7 Language abilities and the desire to improve skills:

“If science moves to a position where English is no longer the working language, that would be a huge challenge to overcome. Increased competition for positions will of course be an issue, particularly where governments are hothousing research such that they have resources far beyond what we can accomplish here.”

“As I was not given the opportunity to learn any foreign languages in Primary School I feel that I am at a disadvantage when it comes to learning new languages and becoming multi-lingual in order to have good job prospects in the field which I plan to specialise.”

“I have spent most of my life around people from other cultures and therefore a more globalised world would present few challenges and many opportunities. Language barriers could be a challenge, but as a linguist I would be keen to overcome this barrier in particular.”

4.3.8 Cultural and national identity:
“Lack of cultural differences would be upsetting and make the world a less interesting place.”

“Loss of National Identity, proliferation of racism and increased resentment towards immigrants, greater competition for jobs, loss of domestic jobs to foreign markets, exploitation of cheap labour and poorer countries, increased competition for natural resources.”

4.3.9 Some thought there would be few challenges and positive expectations, including the belief that the English language will become more and not less prominent in the future:

“On a personal level not much really since the UK is in a strong position within the globalised world”

“Places becoming more similar, and therefore cultures and places become less distinctive. For example English becoming the international language where it becomes impossible and also not needed to learn other languages.”

“Personally, I think it will have a mostly positive effect for somebody like me. Potentially, it may be more difficult for me to find work in the UK, but this is not a bad thing in the scheme of things.”

4.4 Competition for jobs

4.4.1 The evidence suggests that while students view having an international outlook as important for the positive reasons of learning and understanding other people and cultures, there is a genuine concern about how globalisation will lead to increasing competition for jobs.

4.4.2 When asked explicitly whether they were worried about the increasing global competition for jobs, 58 per cent agreed they were compared with just 17 per cent who were not concerned. Concern was particularly high among female students (61 per cent concerned compared with 53 per cent of men) and those from post-1992 and pre-1992 universities - 62 and 59 per cent respectively compared with 48 per cent of Russell Group students.
Figure 10: To what extent, if at all, do you agree or disagree that you are concerned about increasing global competition for jobs?

<table>
<thead>
<tr>
<th>Group</th>
<th>Concerned</th>
<th>Not concerned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male (n=470)</td>
<td>53%</td>
<td>21%</td>
</tr>
<tr>
<td>Female (n=534)</td>
<td>61%</td>
<td>13%</td>
</tr>
<tr>
<td>Post - 1992 (n=262)</td>
<td>62%</td>
<td>12%</td>
</tr>
<tr>
<td>Russell Group (n=438)</td>
<td>48%</td>
<td>25%</td>
</tr>
<tr>
<td>Pre - 1992 (n=304)</td>
<td>59%</td>
<td>16%</td>
</tr>
<tr>
<td>England (n=810)</td>
<td>59%</td>
<td>16%</td>
</tr>
<tr>
<td>Scotland (n=129)</td>
<td>49%</td>
<td>21%</td>
</tr>
<tr>
<td>Wales (n=60)</td>
<td>68%</td>
<td>10%</td>
</tr>
<tr>
<td>Science (n=356)</td>
<td>56%</td>
<td>18%</td>
</tr>
<tr>
<td>Arts (n=648)</td>
<td>58%</td>
<td>15%</td>
</tr>
</tbody>
</table>

Base: all, as per sub-group shown, those who neither agreed nor disagreed are not shown.

4.4.3 Whilst also being concerned about competition for jobs, focus group participants were careful to note that they did not regard this as being unfair and many saw equal opportunities for them to work abroad as well. Their opinions were often shaped by their view of the employment sector in which they hoped to work. Some mentioned that large UK or multi-national companies have offices overseas, and others were aware that in their profession, certain countries, such as the USA, were more important.
4.4.4 There was a sense of ‘passive interest’ in employment competition, as if they were aware of it as an aspect of a changing world, but despite their concern did not necessarily think that it would affect them personally. Few also made any explicit connections between the opportunities (such as work, studying and volunteering) that are available to them now and the competitive benefits that these might bring in the future. In this sense, taking part in activities was often seen as desirable, motivated by interest in global issues or becoming a more well-rounded individual, rather than essential

“It often depends on what work you were doing – the fact that it would be abroad adds something but it is not the be all and end all. I think there are many other ways of enhancing your job prospects without having to go abroad.”

4.4.5 This distinction between using an international experience to enhance opportunities to work domestically rather than compete for jobs internationally was also shown in a recent Eurobarometer report which showed that young people from the UK who had studied abroad were the least likely to mention ‘improved opportunities for subsequent employment (three per cent compared with an average of six per cent across other EU countries) as the greatest benefit of studying abroad, yet above the EU average in mentioning ‘professional skills you did not already have’ (14 per cent compared with an average of nine per cent).

4.5 Preparation for a more globalised world

4.5.1 Given the concern for jobs and the importance placed on having an international outlook, students were asked how positive or negative they felt about their ability to take advantage of a more globalised world. Although more were positive (68 per cent) than negative (32 per cent), only 25 per cent were strongly optimistic and 12 per cent felt strongly negative about their ability to benefit from globalisation.

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8 Youth on the move: analytical report, Eurobarometer (2011)
9 Giving a score of one to three on a scale of one to ten where one indicated completely positive and 0 completely negative.
4.5.2 Positivity was highest among Russell Group students (33 per cent compared with 24 per cent of post-1992 university students and 20 per cent of pre-1992 students). It was also higher for those with previous international experiences (31 per cent compared with 17 per cent of those without) and those describing themselves as having an ‘international outlook’ (32 per cent compared with 14 per cent who did not).

4.5.3 Asked what they would be interested in doing within the context of a more globalised world, 69 per cent of students answered they would be interested in speaking other languages and 64 per cent in working or volunteering abroad (Figure 11). Travelling was the most popular option, but students were less likely to look specifically towards gaining skills for employment (51 per cent) or studying (43 per cent).

4.5.4 Female students were again more interested than men in volunteering overseas (69 per cent versus 59 per cent) and in language skills - 73 per cent, compared to 65 per cent of men.
Figure 11: Thinking about a more globalised world, which of the following would you be interested in doing? (multiple choice)

- Travelling to other countries: 75%
- Speaking other languages: 69%
- Working / volunteering in other countries: 64%
- Gaining broad cultural understanding: 57%
- Gaining other employment skills: 51%
- Having friends / family abroad: 51%
- Feeling more comfortable meeting people from other cultures: 44%
- Studying abroad: 43%

Base: all (1,004)

4.5.5 Arts students were significantly more likely to mention many of the more cultural aspects of globalisation here, with 48 per cent wanting to feel more comfortable meeting people from other cultures (compared with 38 per cent of science students), 57 per cent having friends or family abroad (compared with 43 per cent) and 62 per cent wanting to gain a broad cultural understanding (compared with 51 per cent of science students).
4.6 Interest in international issues and specific countries / regions

4.6.1 One way for students to become more international could be to engage them with issues in which they are interested. Figure 12 shows interest in a range of global issues, including social, business, cultural, charitable and political issues, broken down by the gender of the respondent. An asterisk after the issue denotes a significant difference in interest between the sexes.

4.6.2 Women were significantly more likely to be interested in charitable or political issues, poverty and disadvantage; human rights, natural disaster relief; fair-trade; child labour; gender issues; people with disabilities; culture; and art. Men were significantly more likely to be interested in social or cultural issues such as technology; business; sports and the democratisation of other countries.

4.6.3 Focus group participants were motivated by their interest in global issues such as poverty and inequality, but also echoed a simple desire to understand other people and other cultures better. Some felt that there needed to be an ‘emotive’ reason behind their interests and that this would vary from person to person. For a few, this related to their family history, others felt strongly about international development or disaster relief.

4.6.4 Concern about poverty and inequality has also been shown as important to young people in other studies. A survey produced by the International Broadcasting Trust found that 67 per cent of young people aged 14 to 20 were very or fairly concerned about levels of poverty in poor countries. This combined with the findings above indicates that students would be motivated by opportunities to volunteer internationally.

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Figure 12: Which, if any, of the following issues are you interested in when thinking about other countries? (multiple choice)

- Culture*: Male 61% | Female 68%
- History: Male 48% | Female 47%
- Technology*: Male 48% | Female 25%
- Human rights*: Male 44% | Female 56%
- Music: Male 41% | Female 39%
- Poverty and disadvantage*: Male 39% | Female 57%
- Democratisation of other countries*: Male 36% | Female 25%
- Climate change: Male 35% | Female 30%
- Natural disaster relief*: Male 33% | Female 47%
- Business*: Male 33% | Female 19%
- Sporting events*: Male 33% | Female 14%
- Fairtrade*: Male 31% | Female 47%
- Third world debt: Male 29% | Female 35%
- Child labour*: Male 26% | Female 39%
- Art*: Male 24% | Female 33%
- Gender issues*: Male 18% | Female 37%
- People with disabilities*: Male 11% | Female 20%

Base: all male students (470); all female students (534)
4.6.5 Students who saw themselves as having an international outlook were significantly more likely to select all issues shown on the chart, with the exception of ‘people with disabilities.’ Those who have had international experiences in the past were also interested in more issues generally.

*Interested in working or living in specific countries / regions?*

4.6.6 Asked in which region or country they would want to work or live in, Figure 13 shows the popularity of English speaking countries such as the USA, Australia and Canada and the dominance of regions considered to be in the global north, with ‘Europe’ generally and European countries such as France and Germany also featuring prominently. This reflects the choices made by UK students who study overseas, with one report stating that 60 per cent did so in an English speaking country.\(^{11}\) In contrast to their recognition of the growing influence of countries like Brazil, Russia, India and China, relatively few were interested in working or living there.

\(^{11}\) The Future of UK Student Mobility, Europe Unit (2003)
Figure 13: In which, if any, region or country would you be most interested in working / living? (open)

![Bar chart showing interest in working or living in various regions and countries, with USA/America having the highest interest at 157 responses, followed by Europe at 84, and so on.] 

Note: Figure contains counts of students giving each answer

Interested in travelling or volunteering in specific countries / regions?

4.6.7 The picture does change when students were asked where they would want to travel or volunteer. Here regions in the south were much more prominent with large numbers of students interested in volunteering or travelling in regions such as Africa, Asia and South America.
Figure 14: In which, if any, region or country would you be most interested in volunteering / travelling? (Open)

Note: Figure contains counts of students giving each answer

4.6.8 Those in the focus groups also tended to choose Asia and Africa as places they would choose to get involved with. Often this was simply because these regions needed the most help to overcome inequality and address poverty. In that sense they were the obvious places to get involved and most were aware that volunteering opportunities could be pursued in those regions. The USA was also mentioned, in part because of its importance as a global power and place of cultural interest, but there were also those who mentioned inequality and interest in political campaigning there.
4.6.9 Whilst the majority of students gave an answer in both questions, there were a proportion of students who were not at all interested in the idea. Ten per cent of students answered that they were not interested in working or living in any region or country outside the UK and 11 per cent were not interested in volunteering or travelling. Students in England were significantly more likely to answer that they did not want to work or live abroad (ten per cent answering so compared with just three per cent of Scottish students), whereas non-white students were significantly more likely to be less interested in travelling or volunteering abroad (18 per cent compared with ten per cent of white students).
5 International experiences

5.1 Introduction

5.1.1 Having gauged the level of interest from UK students in globalisation and international issues, this report now turns to look at how engaged they currently are with issues. This section looks at the level of experience they had had, how they got involved or what they perceived as the barriers to doing so. It also looks at the extent to which their universities encourage internationalism and to what extent they wanted to learn more about these issues during their time as a student.

5.2 Level of international experience

5.2.1 By the time they reached university some students had had quite varied international experiences. Thirteen per cent had travelled for three months or more, 12 per cent had volunteered abroad, 11 per cent had been resident overseas, nine per cent had studied and eight per cent had worked overseas. Almost one quarter (22 per cent) had participated in an international exchange whilst at school and 26 per cent had either learnt a language to A-level standard or studied a language outside of school.

5.2.2 There are consistent, significant, differences between the experiences students had and the type of university they attended (Figure 15). Russell Group students were significantly more likely to have undertaken some kind of international experience than post-1992 university students, aside from having close friends living abroad and making friends with people in different countries online. This is likely to be due to the socio-economic background of students who typically attend Russell group universities compared with that of students of post-1992 universities. Pre-1992 university students typically fell between these two groups.

5.2.3 Those who described themselves as having an international outlook were consistently more likely to have had all international experiences listed. Students in Scotland were more likely to have travelled, lived or worked abroad, however – with more Russell Group university students in the Scottish sample and fewer of their post-1992 counterparts than the UK as a whole, the university they attend was always a stronger determinant of attitudes and past behaviour than the country of the institution.
Figure 15: Which, if any, of the following have you ever done? (multiple choice)

Base: all Russell Group students (438), Pre-1992 students (304) and Post-1992 students (262)
5.2.4 Fifty-eight per cent of students had had significant in-depth international experiences\textsuperscript{12} This again was highest among those studying in Russell Group institutions (68 per cent) followed by those in pre-1992 institutions (63 per cent) with only 51 per cent of those in post-1992 institutions reporting an international experience. Arts based students were also more likely to have had international experience – 62 per cent having done something compared with 53 per cent of science students.

5.3 What motivated students to get involved?

5.3.1 Understanding the motivations of those students who did pursue international activities is important in learning how to encourage greater involvement. Over half stated that they wanted to experience a new culture (60 per cent), that it sounded like a fun thing to do (55 per cent) and that they wanted to learn a new language or improve their existing language skills (52 per cent).

5.3.2 The 2011 Eurobarometer report\textsuperscript{13} reflects these as being the greatest benefits that UK young people who had studied abroad reportedly gained – with 30 per cent stating that ‘improved awareness of another culture’ was the greatest benefit of their overseas experience and 17 per cent ‘improved foreign language skills’. Interestingly, the latter was rated the greatest benefit by an average of 39 per cent of those who had studied abroad across all EU countries.

5.3.3 Wanting to learn new skills to make themselves more employable was mentioned by almost half of all students with an international experience (48 per cent). So although not a primary reason for doing so, some recognised that there might be future benefits for their career (Figure 16).

5.3.4 Indeed discussions in the focus groups suggested that enhancing their career or study prospects was not a key motivating factor for those who had been internationally engaged. Instead the three notable motivators and actual / perceived benefits were:

\textsuperscript{12} Defined as those who had learnt a language to A level / Advanced Higher or beyond, who had participated in an international exchange with their school, had campaigned or raised money for an international cause, had volunteered, studied or worked abroad, had travelled abroad for 3 months or more or had studied for a non-UK based course, exam or qualification.

\textsuperscript{13} Youth on the move: analytical report, Eurobarometer (2011)
Having new experiences and doing something different, making friends and having good memories;

Learning about new cultures and about themselves to gain a new perspective on their life; and

The development of softer skills and characteristics such as independence, communicating and being adaptable. A few mentioned being challenged and feeling that they had overcome difficult situations.

“It shows that you have character and working abroad shows you have the ability to go out of your comfort zones.”

“To learn new things about yourself and others, and to have a better and broader outlook on life.”

5.3.5 In the case of the latter these were skills that are likely to be of value to employers, but not everyone made that connection. Those that did were not certain but felt that it showed character, adaptability and open-mindedness, as well as simply giving them something to talk about in interviews. When they discussed having experiences that made them ‘stand out’ from the crowd it was in terms of the UK job market and against candidates with otherwise similar backgrounds to themselves.
5.3.6 In line with previous findings, female students were significantly more likely to have had an international experience, in part due to wanting to help others (39 per cent answering so compared with 29 per cent of male students). This was also true for 40 per cent of Russell Group students compared with 35 per cent of post-1992 and 28 per cent of pre-1992 students. Russell Group students were also more likely to have wanted to learn a new language or improve their language skills (61 per cent compared with 45 per cent of post-1992 students). Non-white students were significantly more likely to have had international experiences with their family (34 per cent compared with 13 per cent of white students), leading to the international perspective previously noted.
5.4 Skills gained from international experiences

5.4.1 Figure 17 shows that whatever their motivations, those who had some kind of international experience gained a lot from it. The order in which they recognise what they gained is revealing. Around two-thirds of students had fun (68 per cent) and had good memories of their experience (66 per cent). Over half felt that they had gained hard and soft employment skills. Fifty-six per cent said their communication skills had improved, likewise 55 per cent felt their self-confidence had improved and a similar proportion reported increased language skills (53 per cent). These softer employability skills were considered in the second tier of benefits gained. Fifty-two per cent specifically associated their international experiences with useful items for their CV.

5.4.2 For some in the focus groups the idea of undertaking international activities for personal benefit was felt to be wrong. There was a belief that this should be driven by altruistic reasons, because of a desire to help others, in the case of volunteering or to understand people from different cultures. When discussing international opportunities, the default reaction was volunteering and travelling, not working or studying. This mind-set meant that some struggled to identify the benefits for their own development or employment prospects and were unable to reconcile what to them are diametrically opposed motivations for getting involved.
Figure 17: Which, if any, of the following did you gain from your international experience? (multiple choice)

- Had fun: 68%
- Had good memories: 66%
- Understanding of new cultures: 62%
- Communication skills: 56%
- Self confidence: 55%
- Did something different: 53%
- Increased language skills: 53%
- Skills to put on your CV: 52%
- Independence: 44%
- Helped other people: 38%
- Personal contacts for the future: 33%
- Work contacts for future employment: 12%
- Other: 1%
- Don't know: 3%

Base: all with a significant international experience (640)

5.4.3 Scottish students were significantly more likely to have reported having fun with their international experience (78 per cent reporting so compared with 65 per cent of students at English universities), and also to have gained more independence (57 per cent compared with 42 per cent of English students). Almost two-fifths (39 per cent) of arts students gained personal contacts for the future (compared with 25 per cent of science students).
5.4.4 Perhaps due to their experiences being family related and so more functional, minority ethnic students were significantly less likely to have had fun (53 per cent compared with 71 per cent of white students) and fewer had good memories (48 per cent compared with 70 per cent). The chance to understand new cultures figures prominently for minority ethnic students (63 per cent).

5.4.5 Those students who did not have any international experiences were asked what they might gain from doing so and their responses were focused more on the practical advantages. Three-quarters felt they would add skills for their CV, 71 per cent would understand new cultures and 70 per cent gain language skills. It was notable that although female students identified more benefits than men, the only one which male students were more likely than women to pick was the possibility of making ‘work contacts for future employment.’
Figure 18: Which, if any, of the following do you think you would gain from doing any of these [international activities such as travelling, working or studying abroad]? (multiple choice)

- Skills for the CV
- Increased language skills
- Understanding new cultures
- Have good memories
- Have fun
- Self-confidence
- Independence
- Doing something different
- Gain personal contacts for the future
- Help other people
- Work contacts for future employment
- A qualification to improve job or study prospects

Base: those who had not engaged in any international activities (417)

5.4.6 Female students were significantly more likely to think they would gain an understanding of new cultures (71 per cent compared with 62 per cent of men) and independence (74 per cent compared with 59 per cent of male students). Seventy-nine per cent of arts students thought that there would be skills for their CV, compared to 70 per cent of those studying a science degree. Students at post-1992 universities focused particularly on the increased understanding of new cultures. Seventy-six per cent felt that this was an important benefit, compared to 61 per cent of students at Russell group universities.
5.5 Barriers to international experiences

5.5.1 Asked why they had not worked, lived or studied abroad, almost half of students were concerned about the cost (47 per cent). A similar proportion were concerned that their foreign language skills were not good enough (46 per cent) and that they had not had the time to do so (42 per cent). Very few (nine per cent) felt that it was not relevant to them.

Figure 19: Why have you never worked / lived / learnt abroad? (multiple choice)
5.5.2 Female students were significantly more likely to find the idea of working, living or learning abroad daunting (30 per cent compared with 17 per cent of males students), whereas men were less interested in doing so (20 per cent compared with eight per cent of female students). Interestingly, 32 per cent of students at post-1992 universities stated they would not know how to go about it compared with 21 per cent of those at pre-1992 institutions and just 16 per cent of those at Russell Group universities.

5.5.3 The issues of cost and languages dominated discussions about barriers to participation during the focus groups. Many were aware of volunteering or work opportunities which required raising funds to participate, others suspected there were hidden costs associated with some opportunities. Even those who would like to travel and find work found the costs of flights to be expensive. Some suggested that students of the future would find the costs even more prohibitive with the introduction of higher fees. Other studies found the perception that programmes like Erasmus were elitist and designed only for those who can afford to support themselves through it\textsuperscript{14}. Words like elitist were not used by students in the focus group discussions, but expense was a major barrier. Where they did see the programme as being relevant only to certain students – it was on the basis of degree subject.

5.5.4 A few others viewed it as a distraction given the intense importance of getting a strong degree grade. In fact there is some evidence that those who study abroad achieve better degree results\textsuperscript{15}.

"[In medicine] only if you are willing to pay £1,000 or more to do a job … which is not really money I’d have to hand, and I generally think the idea of doing a job is that they pay you, not the other way round."

"It was something I strongly considered but decided not too in the end because of lack of money."

\textsuperscript{15} 75 per cent of those who had studied abroad achieved a First or 2:1, compared with an average of 60 per cent. Although we note that the demographic differences between those studying abroad and those who do not, may account for some of the variation. \textit{Students studying abroad and the European Higher Education Area}. National Union of Students (NUS) / BIS (2010)
5.5.5 Concerns about language skills were also prominent in students’ thoughts and they seemed to be unaware that many European universities are now offering courses in English. There were also some secondary concerns including lack of time, worries about the hassles involved and leaving friends and family.

“It can be complicated and a hard thing to get sorted, with paperwork and the hassle.”

5.5.6 Behind the sense that these opportunities are difficult to arrange and given the language barrier, lies a feeling that doing so is an understandably daunting experience for many.

“Living abroad is quite daunting in many ways, though I think this would be worthwhile because of the value of experiencing a different culture.”

5.5.7 There are also some interesting differences when looking at whether students see themselves as having an ‘international outlook.’ Those who felt that they generally do not have this perspective were significantly more likely not to have thought about working, living or learning abroad - 24 per cent compared with nine per cent of those who described having an international outlook to a large or some extent. They were also less likely to be interested (24 per cent compared with ten per cent), with more of them not seeing the relevance of working, living or learning abroad to them (13 per cent compared with four per cent) and not seeing the benefits of doing so (11 per cent compared with three per cent).

5.5.8 Overall, one in seven students (14 per cent) who did not have an international experience said there were not enough opportunities available. Later in the survey, students were asked more explicitly whether they thought there were enough opportunities to get involved with international issues generally and 41 per cent of students agreed that there were not (40 per cent of those without an international experience).

5.5.9 When students who did have an international experience were asked why they thought others did not, cost became a less significant factor and was the third most frequently mentioned reason (66 per cent). Ahead of this was the thought that the idea ‘scares them’ (69 per cent) and that their foreign language skills were not good enough (72 per cent).
5.6 Internationalism at university

5.6.1 Universities are an obvious potential source of international experience. Not only can they help to promote and organise formal programmes and informal opportunities, but they also play a role in the internationalisation of students. This might be through the integration of international students on campus or ensuring that an international perspective is embedded within degree courses.

5.6.2 Students were asked about elements of internationalism at their universities. Overall, over half (55 per cent) of students reported that their universities put international and domestic students in the same halls of residence, 48 per cent could recall that there were ‘international societies’ and 46 per cent had an Erasmus society. There was a large divide here between Russell Group and pre-1992 universities and post-1992 universities, however.

5.6.3 Only 40 per cent of students from post-1992 institutions reported that their halls of residents were mixed with domestic and international students compared with 68 per cent of those attending Russell Group universities and 69 per cent of those in pre-1992 institutions. Similarly only 28 per cent reported that there was an Erasmus society and only a third thought that they could take some of their course overseas. Those at post-1992 institutions were significantly more likely to report that their universities currently had none of the internationalisation activities that were listed - 12 per cent compared with three and two per cent of Russell Group and pre-1992 universities respectively.
Figure 20: International opportunities provided by university (multiple choice)

5.6.4 Those who describe themselves as having an ‘international outlook’ or who had had international experiences earlier in life were significantly more likely to report that their university had any of the listed aspects of internationalism. It was shown earlier, however, that those attending a Russell Group university were more likely to have had an international outlook and so results may be influenced by this.
5.6.5 A number of students in the focus groups reported receiving a lot of e-mails about volunteering and work opportunities and there were not many who believed that their university could do more. Others were just not that interested to start with. A few felt that their course should contain shorter exchange trips abroad and a number thought that there ought to be basic language courses. Others, however, reported that there were exchange opportunities and some students may simply lack awareness of these. Often they felt that the opportunities available to them depended on the type of course they were on and varied significantly from a lot to very little or nothing.

“We get e-mails about funding available for holidays abroad, we can present ideas for projects which the university would consider worthwhile. Apart from that, I think the opportunities I’ve heard about are not for my course.”

“I don’t remember anything outside of France and Germany at secondary school but at university there are definitely chances to study abroad through the university but also societies.”

5.6.6 Despite at least one international opportunity being available in 82 per cent of universities, not many students were involved. In total, only 13 per cent of students described themselves as being very or fairly involved with international opportunities at their university and 81 per cent stated they were not very or at all involved. A further five per cent reported that opportunities were not available to them - again this was highest among those studying at post-1992 universities where eight per cent reported a lack of opportunity, compared to just three per cent of Russell group and pre-1992 universities.

5.6.7 Arts students were significantly more likely than science students to report involvement – 18 per cent doing so compared with eight per cent of science students. Perhaps unsurprisingly those who described themselves as having an international outlook were also significantly more likely to have been involved than their counterparts (18 per cent compared with six per cent).
Less than a quarter (23 per cent) believed that having an international outlook was important for all degree subjects (Figure 21). Beyond this there was a general perception that international perspectives were important for languages and business related subjects, but far less so for science and arts / creative degrees.

**Figure 21:** For which, if any, of the following subjects do you think having an international outlook is more important? (multiple choice)
5.7 Increasing internationalism at university

5.7.1 There is quite an even split between students as to whether they feel their university should become more international – 53 per cent of students felt it should to some or a large extent and 47 per cent said that it should not at all, or only to a little extent. Interestingly, students from post-1992 universities were keener on the idea with 57 per cent thinking their university should become more international to some or a large extent (compared with 52 per cent of Russell group students and 45 per cent of those at a pre-1992 institution). This is likely to be a reaction to the previously identified perceived lack of internationalism at post-1992 universities.

5.7.2 Arts students were more likely to want greater internationalism at their university than their science counterparts (56 per cent compared with 48 per cent). This was also the case among those with previous international experiences - 59 per cent compared with 44 per cent. There were no significant differences by nation of university.

5.7.3 Those who were keen for their university to be more international were asked what their institution should be doing. Responses for students were much more focussed on receiving experiences overseas than the internationalisation of the universities themselves. Almost half (48 per cent) wanted their university to arrange volunteering places for them overseas and a third (33 per cent) wanted to take part of their course overseas.
Figure 22: What should your university do to be more international? (multiple choice)

Base: all who feel their university should be more international. Post-1992 (403); Russell Group (197); Pre-1992 (221)
5.7.4 Possibly due to the fact that they are less likely to have currently had an overseas experience, students at a post-1992 institution were significantly more likely than their counterparts at other universities to want overseas experiences. Fifty-seven per cent wanted their university to offer to arrange volunteering places overseas, compared with 36 per cent of students at a Russell Group university. Thirty-nine per cent wanted to be allowed to take some of their course at an overseas institution (compared with 26 per cent of Russell Group students. That as many as 27 per cent of Russell Group student did not know what more their university could do suggests that a range of opportunities exists already for them.

5.7.5 Those who had already had international experiences were more likely to want greater internationalisation at their university. Twenty-three per cent of them wanted their university to encourage them to work with international students during group work (compared with 15 per cent without previous international experiences), 22 per cent wanted to focus on international issues as part of their course (compared with 14 per cent) and 17 per cent wanted international and domestic students to be placed in the same halls of residence - compared with eight per cent of those without an international experience.

5.8 Advising on an overseas experience

5.8.1 As well as providing the opportunities for an international experience, universities are also in a position to give advice to their students on working, volunteering or studying abroad. A total of 69 per cent of students would consult their university for advice on opportunities to work, volunteer or study abroad. This includes 49 per cent who would consult their careers service and 45 per cent who would turn to university lecturers or teachers. As the figure below shows, 55 per cent of students overall would consult their friends for advice. Just four per cent had visited a specific website and most just made searches.

5.8.2 Those in the focus groups placed university sources of information as more significant. Many did say that there were sources of advice and materials within universities, not just the internet, and one or two reported that their lecturers and tutors had expressed the importance of international experiences. For many the influence of friends and family was key and a few reported that friends had studied abroad already as part of their course and were very positive about the experience.
“Careers service at university, friends who have done similar, student societies, particularly those which do charitable work, student union.”

5.8.3 A few felt that opportunities were inconsistently or weakly advertised, while others felt ‘deluged’ with information and, without advice, it was difficult to assess what might be of benefit, given personal circumstances and possible career paths.

5.8.4 Students preferred the idea of newsletters and e-mails and easily accessible advice and materials through university sources specifically – such as careers offices or international societies. They were less interested in receiving information through events or it being sent to them.
Figure 23: Where might you go for advice if you were looking to undertake any work, volunteering or study abroad? (multiple choice)

- Friends: 55%
- University careers: 49%
- Search engines: 48%
- Family: 46%
- University lecturers/teachers: 45%
- Specific websites: 4%
- Other: 1%
- Don't know: 6%

Base: all (1,004)
6 Awareness and involvement in formal international programmes and opportunities

6.1 Introduction

6.1.1 In this section student awareness of formal international programmes was explored further by identifying the key sources of information about programmes and other opportunities, their attitudes towards them, their level of interest and likelihood to pursue them either at university or after completing their course.

6.2 Unprompted awareness of programmes to study, volunteer or work internationally

Volunteering

6.2.1 Sixty-three per cent of students could not name an organisation or programme for volunteering abroad. This was higher among male students (67 per cent) than women (59 per cent) and was particularly high among students attending post-1992 universities (70 per cent), in contrast to Russell Group and pre-1992 university students (56 per cent). Even 54 per cent of those with previous international experience could not name a programme.

6.2.2 Those that did answer put forward a very diverse range of schemes and organisations, so even those that were popular responses were mentioned by no more than 11 per cent, in the case of Oxfam. Others that were listed by more than ten per cent of students included the Red Cross, BUNAC, VSO, Camp America, Raleigh International, UNICEF, Medicine Sans Frontiere and World Challenge.

Study

6.2.3 Slightly more students (39 per cent) were able to name a programme or organisation for studying and this time there were no differences on the basis of gender. However students at post-1992 universities were again significantly less likely than others to be able to do so. Seventy-one per cent could not name one, compared to 49 per cent of Russell Group and 55 per cent of those at pre-1992 universities.
6.2.4 The Erasmus programme dominated the responses to the exclusion of all but a few other organisations or initiatives. Seventy-nine per cent of those who could name a programme typed Erasmus. This represents an unprompted awareness figure of 31 per cent across all students. Despite the level of awareness, the UK still has one of the lowest rates of credit mobility within the Erasmus programme\textsuperscript{16}. Most other answers put forward were opportunities believed to be specific to their university, although a few mentioned TEFL (Teaching English as a Foreign Language) and Fulbright Scholarships.

\textit{Work}

6.2.5 Only a quarter of students could name an organisation, programme or other opportunity that provided overseas working opportunities. This time female students were significantly more likely to be able to name one than men (29 per cent, compared to 22 per cent). Again post-1992 university students were less likely to know (22 per cent), but even those at Russell Group universities were relatively unaware (25 per cent) and there was significantly higher recall at pre-1992 universities (31 per cent). Students at Scottish universities were more likely to be able to name an opportunity (35 per cent) than those in England and Wales (25 per cent and 22 per cent respectively).

6.2.6 Despite offering work placements, few students (two per cent) associated Erasmus with ‘work’ opportunities, as distinct from studying with which they had previously made a connection. Awareness was again widely dispersed, but those that were more often mentioned than others included, in descending order: BUNAC; Camp America, TEFL and the British Council, but none of these were mentioned by more than 18 per cent of the students who posted an answer or five per cent of all those surveyed.

6.2.7 A significant minority mentioned employers such as the Foreign & Commonwealth Office and the World Bank or, from the private sector, global law, engineering and accountancy firms.

\textsuperscript{16} International Student Mobility Literature Review, HEFCE (2010).
6.3 Prompted awareness of programmes to study, volunteer or work internationally

6.3.1 When prompted, the majority of students were aware of Camp America and Erasmus, but other opportunities were less well known. Just over a quarter (28 per cent) were aware of TEFL, whilst slightly fewer had heard about BUNAC and STA. Only a minority were aware of British Council managed programmes, Youth in Action (14 per cent) and Language Assistants (13 per cent). Very few had heard of IAESTE (four per cent).

6.3.2 As shown in Figure 24, students from Russell Group and, to a lesser extent pre-1992 universities displayed substantially higher awareness of programmes than those from post-1992 institutions. Although awareness of Camp America is consistent across university types, it varies considerably for Erasmus and most other programmes. The British Councils' Youth in Action is one of a few about which awareness is uniform. Despite generally low awareness among post-1992 university students, many of them (17 per cent – a figure that is comparable with responses from other types of university) had heard about schemes that were specific to their university.
Figure 24: Which, if any, of the following opportunities to volunteer, work or study aboard have you heard of? (multiple choice)

6.3.3 Only a handful of other programmes or organisations were mentioned outside of the list provided. Of those Raleigh International and World Challenge were mentioned by a few students.
6.3.4 Awareness of opportunities was driven more by the type of university than the country in which the institution is based. Only for awareness of Camp America were students at Scottish universities significantly more aware than those in England or Wales. Those with international experience gained earlier in life were understandably more likely to be aware of opportunities for them now. For example, 36 per cent were aware of TEFL, compared to 18 per cent without any previous experience. Likewise, 69 per cent had heard of Erasmus, compared to 54 per cent without previous international experience.

6.3.5 Female students were significantly more likely than men to be aware of nearly all of the opportunities listed. For example, 68 per cent of women had heard of Erasmus, compared to 58 per cent of men. Indeed female students are more likely than men to study abroad with statistics for Erasmus entry at 68 per cent female – compared to 56 per cent of the total student population\textsuperscript{17}. It was clear that awareness builds over the university years, particularly between years one and two. The effect was less pronounced for Erasmus, but was significant for opportunities such as TEFL, BUNAC and Camp America. Just 17 per cent of year one students had heard about TEFL, a figure that rose to 28 per cent in year two and 34 per cent in year three.

6.3.6 Substantially fewer minority ethnic students had heard of Camp America – 59 per cent compared to 73 per cent of white undergraduates. Conversely they were more likely to have heard about Study China – a quarter had done so, compared to 14 per cent of white students. These differences cannot be explained by the type of university they attended because awareness of these programmes was fairly consistent across institutions. Awareness of Erasmus was very similar regardless of ethnicity.

6.3.7 As many as one in ten students had not heard of any of the opportunities listed. This was most common at post-1992 universities (13 per cent) and least so with Russell Group students (six per cent). Science students were also more likely not to have heard of the programmes. Fourteen per cent had not heard about any of them, compared to seven per cent of those studying arts subjects. The only programme that more science than arts students had heard about was IAESTE and even then just seven per cent had done so.

\textsuperscript{17} Attainment in higher education: Erasmus and placement students, HEFCE (2009)
6.4 Association of Erasmus with the British Council

6.4.1 Those that were aware of the British Council managed programmes in the list were asked who they believed was responsible for them. As many assigned responsibility for Erasmus to the individual universities involved as connected it with the British Council specifically. A similar number of students associated it simply with ‘the government’ and a fourth smaller group connected it only with the European Union.

6.4.2 In the focus groups, many students had heard of Erasmus but few knew that it was administered in the UK by the British Council. Some had made a connection between it and the European Union. There was little or no awareness of the British Council managed programme IAESTE.

6.4.3 Although fairly widely known, there was only a superficial understanding of what Erasmus is in most cases and it was thought about as just one of a diverse multitude of programmes for working or studying.

“Fine for people who want a year abroad etc. during their degree path. However for me it simply wouldn’t suit, I want my devoted attention to getting a good grade at undergraduate level.”

“I think they are good opportunities, but often it depends on what you do with the time abroad as to how beneficial it actually is. In addition, I only really know people (doing Erasmus) who are languages students, so for them it’s relevant but it may not necessarily be so for everyone else.”

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18 In terms of awareness Erasmus was the dominant programme among those listed; too few were aware of other programmes for this report to test their association with the British Council.
6.5 Sources of awareness

6.5.1 The internet and friends were the most frequently mentioned sources of information for those who were aware of at least one programme or opportunity (Figure 25). Half had found information online and 46 per cent through their friends. University staff such as lecturers were a source for just over a third (34 per cent) and there was relatively little involvement of careers advisors or their family.

6.5.2 The internet was a particularly strong source of information for female students (57 per cent, as opposed to 43 per cent for men). Male undergraduates were more likely than women to have talked to someone else in their family (14 per cent, compared to six per cent of women).
Figure 25: How have you heard about these opportunities? (multiple choice)

<table>
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<th>Source</th>
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<tr>
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<tr>
<td>A friend</td>
<td>46</td>
</tr>
<tr>
<td>Lecturer / teacher or other member of staff</td>
<td>34</td>
</tr>
<tr>
<td>Someone on my course</td>
<td>18</td>
</tr>
<tr>
<td>Careers advisor</td>
<td>13</td>
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<td>A family member</td>
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</tr>
<tr>
<td>Other</td>
<td>4</td>
</tr>
<tr>
<td>Don't know</td>
<td>6</td>
</tr>
</tbody>
</table>

Base: those who heard about at least once of the programmes and opportunities (699)

6.5.3 Those studying at Russell Group and pre-1992 universities were significantly more likely to have discussed international opportunities with others on their course than students in post-1992 universities. Only fourteen per cent of the latter had done so, compared to 22 per cent of Russell Group and 23 per cent of pre-1992 students.

6.5.4 Students with international engagement earlier in their lives reflected a greater degree of openness and investigation by using more sources, particularly the internet and other students on their course. Fifty-five per cent of them had used the internet to find out more, compared to 44 per cent of those with no previous international experiences. Those who are considering or intend to get involved in international opportunities stand out in terms of a greater use of the internet for information (55 per cent, compared to 39 per cent) and conversations with their family (13 per cent, opposed to five per cent).
6.6 Attitudes towards international programmes

6.6.1 Fifty-seven per cent believed that these opportunities were too expensive and only nine per cent disagreed. That over a third (34 per cent) did not know or remained neutral about the cost reflected a lack of engagement and knowledge on the part of many.

6.6.2 Female students were significantly more likely to believe that the programmes were too expensive. Sixty-three per cent agreed that they were, compared to 51 per cent of men. Interestingly there was no difference in perception between students at different types of university, in different years of study, by ethnicity or by different course studied.

6.6.3 It was concerning that 60 per cent of those students who were planning on participating still believed it was too expensive, an identical figure to the proportion who had thought about taking up the opportunity but decided not to. Just over half of those who were undecided (51 per cent) agreed and over a third neither agreed nor disagreed.

6.6.4 Those who were or had been involved in international activities at their university were just as likely to agree that such programmes were too expensive, but there was some evidence that involvement was connected to a different perspective. Fifteen per cent disagreed – compared to nine per cent of those who had little or no involvement.

6.6.5 There was also a belief expressed in the focus groups that international opportunities contained hidden costs. Although many had heard about Erasmus and other opportunities, few had investigated the costs in any depth or understood the details of how they worked. Whilst Erasmus does not cover all the costs and does not make all of the arrangements, help and support is provided. Few of those who participated in the focus groups had a good understanding of the complete picture.

A great opportunity?

6.6.6 Leaving aside their perceptions on cost, there was a great deal of enthusiasm for the opportunity to travel abroad offered by these programmes (Figure 26). Eighty-six per cent felt that they provided ‘a great opportunity to go abroad.’ This was felt especially strongly by female students (89 per cent – compared to 82 per cent of men).
6.6.7 In comparison with those studying in England, Welsh university students were less enthusiastic, with three-quarters agreeing as opposed to 87 per cent of those studying at English universities. Programmes allowing students to work, volunteer or study abroad also resonated strongest with arts, rather than science students. Eighty-nine per cent of arts students agreed that these programmes offered a great opportunity compared with 81 per cent of science undergraduates.

Figure 26: To what extent do you agree or disagree that they offer a great opportunity to go abroad? (strongly agree and agree)
“For people like me”?

6.6.8 Asked whether opportunities to volunteer, work or study abroad were “not for people like them”, only a relatively small proportion (14 per cent) agreed, although as many as 30 per cent were uncertain, leaving 56 per cent who believed schemes were “for people like them”. Indeed there was evidence that first year students were less likely to have decided whether it was or was not for them - 39 per cent were uncertain.

6.6.9 Importantly those who had gained international experience earlier in their lives were significantly more likely to think that international opportunities and programmes were “for people like them” – 63 per cent compared to 46 per cent of those that had not. Sixty-five per cent of those at Scottish universities felt likewise and again Welsh university students were less certain (46 per cent). Although relatively fewer students at post-1992 universities thought it was for them, many were uncertain (36 per cent) rather than outright believed it was not.

6.6.10 There was no significant difference between students from white and minority ethnic backgrounds. Previous research suggests that the profile of an internationally mobile student does tend towards higher income and a white background – with previous experience of travelling or living abroad and generally more self-assured than their peers. In terms of ethnicity this might suggest a gap between intentions and actions, that although programmes are created and packaged in an inclusive way, other issues result in an unrepresentative sub-group who study overseas.

19 Students studying abroad and the European Higher Education Area, National Union of Students (NUS) / Department of Business, Innovation and Skills (BIS), (2010)
6.7 Level of interest

6.7.1 A recent report estimated that although there are 370,000 foreign students studying in the UK, the outward figure is just 33,000 and in 2005 the UK ranked just 22nd in the world for the proportion of students who spend some of their degree abroad\(^{20}\).

6.7.2 Nearly a third of those surveyed (30 per cent) had either ruled out participation in an international programme whilst at university or considered it unlikely. Perhaps least relevant for third year students, this figure was a lower 24 per cent for those in their first year and 28 per cent for second year students.

6.7.3 Female students were once again more interested (61 per cent, opposed to 51 per cent of men), as were arts undergraduates (60 per cent), compared with those studying sciences (51 per cent). Female science students were not significantly more likely than their male counterparts to be considering involvement. Instead female arts students were the most likely to be open to the idea (64 per cent), significantly more so than their male classmates (54 per cent).

\(^{20}\) International Student Mobility Literature Review, HEFCE (2010).
6.7.4 There were no differences between students on the basis of ethnicity or the country in which the university is based. Twenty-one per cent of Russell Group and 20 per cent of pre-1992 students stated that they had either already participated or would definitely be doing so in the future. This contrasted with a significantly lower proportion (15 per cent) of post-1992 university students.

6.7.5 Those with international experiences earlier in their lives were also significantly more likely to get involved at university. Twenty-seven per cent had either done so already or thought that they definitely would. That contrasted with just five per cent of those with no previous international engagement.
6.7.6 Not surprisingly, those with an international perspective were also more likely to be interested. Sixty-five per cent of those who considered themselves to have an international outlook in general were interested in the programmes, compared to just 35 per cent of those who did not. There was also evidence that those who associated globalisation as having an impact on them as individuals were more likely to have considered the programmes than those who felt that was little or no connection.

6.8 What might you do?

6.8.1 Just under a fifth of all those surveyed (18 per cent) were interested in Camp America and 13 per cent were either considering or planning to complete an Erasmus year abroad (Figure 27). Third year students were interested in TEFL as they came to the end of their degree, but those that were still only constituted eight per cent of all final year students surveyed. Camp America was of particular interest for students at post-1992 universities (39 per cent) and was actually of significantly greater interest to those with no previous international experience than those who had been engaged earlier in their lives.

6.8.2 Seventeen per cent of those who considered themselves to have an international outlook on life were considering or had completed an Erasmus year. That contrasted with just four per cent who did not feel they had that international perspective but were interested in Erasmus.
Figure 27: What schemes have you been on or are you thinking about doing? (Multiple choice)

- Camp America: 18
- Erasmus: 13
- TEFL: 7
- STA: 6
- BUNAC: 6
- Study China: 6
- Camp Leaders: 4
- Language assistants: 3
- Youth in Action: 3
- VSO: 2
- IAESTE: 2
- Other university driven schemes: 10
- Other schemes: 6

Base: those who had either been on a scheme, were planning to or thinking about doing so – rebased to all (1,004)
7 Conclusions

7.1.1 The findings in this report have led to and support the following conclusions:

- While post-1992 students are less likely to have undertaken any international experiences before university, the proportion interested in doing so now or in the future was similar to students of other universities. This combined with lower awareness of programmes, organisations and initiatives suggests that more should be done by policy makers to raise participation among post-1992 university students in particular.

- There is also a role for universities to encourage more internationalism on campus and in helping to promote schemes to young people. This was particularly acute for students of post-1992 universities. Popular ideas for all institutions included university led volunteering opportunities.

- Young people value the wider view of the world they gain from international experiences and they appreciate a greater understanding of other cultures. Few however recognise that these experiences can benefit their employment prospects by complementing their academic skills and qualifications.

- Students had got involved in international activities to experience a new culture, have fun, to do something different or distinctive from others and express their independence. They are interested in the culture, history, technology, music and human rights issues of other countries.

- Few students associated their past or prospective international engagement with overt personal benefits and many prefer to think that their involvement should be for primarily altruistic reasons. Understanding these and other motivating factors identified in this report will help the British Council formulate programmes to attract young people.
The main barriers to international opportunities reflect those mentioned in other reports around the subject and are focussed around cost and language. Many students had heard of opportunities such as Erasmus but lacked a detailed understanding and had many incorrect perceptions. With many overseas institutions offering courses delivered in English, students could be better informed about the actual language skills required and the support and help available in minimising the hassle involved. Many regretted the loss of language skills post-GCSE and again there is a potential role for universities to fill this gap. Universities and other stakeholders need to make the personal ‘business case’ for getting involved. Cost transparency was also important, and will become more so with increased tuition fees.

There was recognition that globalisation would affect the jobs market and many were concerned about competition in the domestic employment market. Whilst some recognised that there would be opportunities in other countries, relatively few felt that they could or in fact needed to do something specific (such as gain international work experience or develop their language skills) to meet this challenge. There is a case for issuing a call to action, motivating students to take advantage of the opportunities of a global job market and increasing their options both in the UK and overseas.

Female students were more positive than men about international opportunities but were, at the same time, more likely to be concerned about all that it entailed. Perhaps more could be done to both reassure students that there will be support during international schemes – whether that be through the provider of the scheme or the host university. Female students were also more likely to have altruistic motivations in their desire to have international experiences. The development of schemes that encourage them to undertake international volunteering may be beneficial for their overall participation rates and lead to other opportunities.
• Male students were more likely to see themselves as having an international outlook yet less likely to agree that schemes to volunteer, work or study abroad offered them a good opportunity. Perhaps schemes could be promoted to male students using subjects of particular interest to them – sporting events and technology for example.

• Science students were less likely to have an international outlook than those studying Arts courses, but they were equally as concerned about increasing competition for jobs due to globalisation. Across most topics, science students were less outward looking than their Arts counterparts. These findings were surprising given the importance of the international scientific research network in which the exchange of ideas is so important. The findings of this study suggest that the level of international engagement among sciences students is not as wide prior to and during university as it could be.
Annex A: References

- *Attainment in higher education: Erasmus and placement students*, HEFCE (2009);
- *Global Generation: How young people in the UK connect with the wider world*, International Broadcasting Trust (2010);
- *Global Horizons and the Role of Employers*, The Council for Industry and Higher Education (CIHE), (2008);
- *Global Horizons for UK Universities*, The Council for Industry and Higher Education (CIHE), (2007);
- *International Student Mobility Literature Review*, King, R and Findlay, A HEFCE co-funded by British Council (2010);
- *Students studying abroad and the European Higher Education Area*, National Union of Students (NUS) / Department of Business, Innovation and Skills (BIS), (2010);
- *The Future of UK Student Mobility*, Europe Unit (2003); and
## Annex B: Survey sample breakdown

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Annex C: Survey questionnaire

[S3] In which of the following areas does your degree fall? Please choose the category most related to your degree if you are unsure.

- Natural sciences - including physics, chemistry or biology
- Medicine or related - including optometry, dentistry etc.
- Maths or engineering - including electronic, civil or mechanical
- Computer science or IT related
- Media - including new medias, journalism, broadcasting etc.
- Arts and design - including graphic design, art history, performing arts, dance etc.
- Social sciences and humanities - including English, history, politics, geography, law
- Modern foreign languages – including French, German, Arabic etc
- Business, management and economics - including finance, marketing or any other business related degree
- Sports sciences or related degree
- Other [S3_open] {open}

[S4] {single columns=3} And in which institution do you currently study?

- Aberystwyth University
- Anglia Ruskin University
- Aston University
- Bangor University
- Bath Spa University
- Birkbeck, University of London
- Birmingham City University
- Bishop Grosseteste University College Lincoln
- Bournemouth University
- Brunel University
- Buckinghamshire New University
- Canterbury Christ Church University
- Cardiff University
- City University, London
- Coventry University
- Cranfield University
- De Montfort University
- Edge Hill University
- Edinburgh Napier University
- Glasgow Caledonian University
- Glyndwr University
- Goldsmiths, University of London
• Heriot-Watt University
• Imperial College London
• Institute of Education
• King's College London
• Kingston University
• Leeds Metropolitan University
• Liverpool Hope University
• Liverpool John Moores University
• London Metropolitan University
• London School of Economics (LSE)
• London South Bank University
• Loughborough University
• Manchester Metropolitan University
• Middlesex University
• Newman University College
• Newcastle University
• Northumbria University
• Nottingham Trent University
• Open University
• Oxford Brookes University
• Queen Margaret University
• Queen Mary, University of London
• Queen's University of Belfast
• Robert Gordon University
• Roehampton University
• Royal Holloway, University of London
• School of Oriental and African Studies
• Sheffield Hallam University
• Southampton Solent University
• St George’s, University of London
• St. Mary’s University College (Belfast)
• Staffordshire University
• Swansea Metropolitan University
• Swansea University
• Teesside University
• UHI Millennium Institute
• University Campus Suffolk
• University College London (UCL)
• University for the Creative Arts
• University of Aberdeen
• University of Abertay, Dundee
• University of Bath
• University of Bedfordshire
• University of Birmingham
• University of Bolton
• University of Bradford
• University of Brighton
• University of Bristol
• University of Buckingham
• University of Cambridge
• University of Central Lancashire
• University of Chester
• University of Chichester
• University of Cumbria
• University of Derby
• University of Dundee
• University of Durham
• University of East Anglia
• University of East London
• University of Edinburgh
• University of Essex
• University of Exeter
• University of Glamorgan
• University of Glasgow
• University of Gloucestershire
• University of Greenwich
• University of Hertfordshire
• University of Huddersfield
• University of Hull
• University of Keele
• University of Kent
• University of Lancaster
• University of Leeds
• University of Leicester
• University of Lincoln
• University of Liverpool
• University of Manchester
• University of Northampton
• University of Nottingham
• University of Oxford
• University of Plymouth
• University of Portsmouth
• University of Reading
• University of Salford
• University of Sheffield
• University of Southampton
• University of St Andrews
• University of Stirling
• University of Strathclyde
• University of Sunderland
• University of Surrey
• University of Sussex
• University of the Arts London
• University of the West of England, Bristol
• University of the West of Scotland
• University of Ulster
• University of Wales Institute, Cardiff
• University of Wales, Lampeter
• University of Wales, Newport
• University of Warwick
• University of West London
• University of Westminster
• University of Winchester
• University of Wolverhampton
• University of Worcester
• University of York
• York St John University
• Other [S4_open] (open)

[Q1a] {multiple order=randomize max=3} Which of the following outcomes do you think will result from the 2012 Olympic Games? Please tick up to three.

• Increased tourism
• Opportunities to volunteer
• More jobs
• Opportunities to watch sports
• Regeneration of East London
• Opportunities to meet people from other countries
• Opportunities to take part in a global event
• Improvement of the UK’s reputation internationally
• None of these
• Don’t know

Q2] What does the word ‘globalisation’ mean to you?

Q3} (grid) To what extent do you feel globalisation affects the following?
- [Q3a] You as an individual
- [Q3b] Governments
- [Q3c] Ability of each nation to decide upon their own affairs
- [Q3d] The business world
- [Q3e] The UK job market
- [Q3f] Trade between nations
- [Q3g] The UK economy
- [Q3h] Cultural distinction
- [Q3i] Tourism within your region / area

  • To a large extent
  • To some extent
  • To little extent
  • To no extent
  • Don’t know

#If answering to a large / some extent on any issue
Q4] (grid) And do you feel globalisation will have a positive, negative or mixed impact on the following?
- [Q4a if Q3a==1 or Q3a==2] You as an individual
- [Q4b if Q3b==1 or Q3b==2] Governments
- [Q4c if Q3c==1 or Q3c==2] Ability of each nation to decide upon their own affairs
- [Q4d if Q3d==1 or Q3d==2] The business world
- [Q4e if Q3e==1 or Q3e==2] The UK job market
- [Q4f if Q3f==1 or Q3f==2] Trade between nations
- [Q4g if Q3g==1 or Q3g==2] The UK economy
- [Q4h if Q3h==1 or Q3h==2] Cultural distinction
- [Q4i if Q3i==1 or Q3i==2] Tourism within your region / area

  • Positive impact
  • Negative impact
  • Both a positive and negative impact
  • Don’t know
# All

**[Q5]** To what extent, if at all, do you agree or disagree with the following statement? "I am concerned about the increasing global competition for jobs"
- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Don’t know

**[Q6]** To what extent would you describe yourself as having an 'international' outlook?
- To a large extent
- To some extent
- To little extent
- To no extent
- Don’t know

**[Q7]** {multiple order=randomize} Which, if any, of the following have you ever done? Please tick all that apply.
- Travelled abroad (for more than 3 months)
- Learnt a language to A level / Advanced Higher (or equivalent) or beyond, or have studied a language outside of school
- Studied for a non-UK based course, exam or qualification
- Learnt a language to a level where a simple conversation can be held
- Lived abroad
- Volunteered abroad
- Worked abroad
- Studied abroad
- Participated in an international exchange with my school, college, university or community
- Participated in an international programme conference, seminar or workshop about relations between different communities, religious groups or countries
- Campaigned or raised money for an overseas cause (tsunami relief etc)
- Donated money to an overseas cause
- Had close friends who live abroad
- Made friends online with people who live overseas
- Other [Q7_open] [open]
- None of these
#If involved in those highlighted above

**[Q8]** {multiple order=randomize} Thinking about those international experiences... What made you get involved? Please tick all that apply.
- Wanted to make new friends
- Sounded like a fun thing to do
- Gives me skills to make me more employable
- Wanted to experience a new culture
- Was something different to do
- Wanted to experience living / working away from home
- Wanted to help others
- Wanted to help with a global issue
- Wanted to have a break between studying
- Wanted to learn a language or improve my language skills
- Parental encouragement
- I did so with my family
- Other [Q8_open] {open}
- Don’t know

**[Q9]** {multiple order=randomize} Which, if any, of the following did you gain from your international experiences? Please tick all that apply.
- Self confidence
- Understanding of new cultures
- Increased language skills
- Communication skills
- Independence
- Skills to put on your CV
- Had fun
- Did something different
- Personal contacts for the future
- Work contacts for future employment
- Helped other people
- Had good memories
- Other [Q9_open] {open}
- Don’t know

**[Q10]** {multiple order=randomize} What do you think are the barriers stopping other people from working / living / learning abroad? Please tick all that apply.
- Self confidence
• It costs too much to do so
• They wouldn’t know how to go about it
• They may not have thought about doing it
• They might not have the time to do so
• Their foreign language skills are not good enough
• The idea scares them
• They may not be interested in doing so
• Family commitments prevent them from doing so
• They may see it as delaying the start of their career
• Other [Q10_open] {open}
• Don’t know

#Those who haven’t undertaken any international opportunities

[Q11] {multiple order=randomize} Why have you never worked / lived / learnt abroad? Please tick all that apply.
• It costs too much to do so
• I wouldn’t know how to go about it
• I hadn’t thought about doing it
• I haven’t had the time to do so
• My foreign language skills are not good enough
• I find the idea daunting
• Am not interested in doing so
• There are not enough opportunities to do so
• Family commitments prevent me from doing so
• I don’t see the benefits of doing these things
• I don’t think it’s relevant to me
• I think it will delay the start of my career
• Other [Q11_open] {open}
• Don’t know

#All
There are a number of different international experiences people have. Some travel abroad, others work or volunteer in different countries.

[Q12] {multiple order=randomize} Which, if any, of the following do you think you would gain from doing any of these? Please tick all that apply.
• Self confidence
• Understanding of new cultures
• Increased language skills
• A qualification to improve job or study prospects
• Independence
• Skills to put on your CV
• Have fun
• Doing something different
• Gain personal contacts for the future
• Work contacts for the future employment
• Help other people
• Have good memories
• Other [Q12_open] {open}
• Don’t know

[Q13] {multiple order=randomize} Which, if any, of the following issues are you interested in when thinking about other countries? Please tick all that apply.
• Gender issues
• Climate change
• Poverty and disadvantage
• People with disabilities
• Child labour
• Natural disaster relief
• Fairtrade
• Third world debt
• Human rights
• Democratisation of other countries
• Music
• Art
• History
• Business
• Culture
• Technology
• Sporting events such as the Football World Cup
• Sporting generally
• Other issues [Q13_open] {open}
• I don’t feel strongly about any international issues
• Don’t know

[Q15] In which, if any, region or country would you be most interested in working / living? Please enter into the box below.
• [Q15_open]
• I wouldn’t be interested in any country / region
• Don’t know
[Q16] And in which, if any, region or country would you be most interested in volunteering / travelling? Please enter into the box below.
- [Q16_open]
- I wouldn’t be interested in any country / region
- Don’t know

[Q17] How important for your future do you feel it is to have an international outlook?
- Very important
- Important
- Neither important nor unimportant
- Unimportant
- Very unimportant

#All answering important / very important

[Q18 if Q17 in [1,2]] {multiple order=randomize} Why do you feel it is important to have an international outlook? Please tick all that apply.
- Opportunity to learn from other countries / cultures
- It increases my job or study prospects
- We are becoming more connected to other countries
- To gain fulfilling personal experiences
- To understand other cultures
- We will be more connected to other countries in the future
- We have a duty to care about what happens in other countries
- Things happening in other countries affect our lives
- Other [Q18_open] {open}
- Don’t know

#All answering unimportant / very unimportant

[Q19 if Q17 in [4,5]] {multiple order=randomize} Why do you feel it is unimportant to have an international outlook? Please tick all that apply.
- Things that happen in other countries don’t affect my life
- I don’t care about what happens in other countries
- Countries will become less dependent on each other in the future
- I am currently more focussed on my personal life
- I won’t gain anything from it
- There are bigger issues on which to focus in the UK
- Other [Q19_open] {open}
- Don’t know
The following are issues believed by many to arise in the next 10 years in relation to globalisation. Which, if any, are the most important issues? You can tick up to three.

- BRIC (Brazil, Russia, India and China) countries will have more influence than they currently have
- Countries will rely on each other a lot more
- Cultures and languages will merge together with some being lost
- States will lose more of the powers they have to make decisions that affect their people
- There will be more migration of people between countries
- More people will work in other countries
- The knowledge shared between countries will increase
- None of these
- Don’t know

To what extent do you agree or disagree that there are too few opportunities to get involved with international issues?

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Don’t know

Can you name any organisations or schemes you know of that allow you to volunteer, study or work abroad?

Please type any you are aware of into the boxes below.

Volunteer:
- [Q22a_open]
- Don’t know

Study:
- [Q22b_open]
- Don’t know

Work:
- [Q22c_open]
• Don’t know

[Q23] (multiple order=randomize) Which, if any, of the following opportunities to volunteer, work or study abroad have you heard of? Please tick all that apply.

• Erasmus
• TEFL
• VSO
• BUNAC
• IAESTE
• Language assistants
• Youth in Action
• Camp America
• Camp Leaders
• Study China
• STA
• Other schemes driven by university
• Other formal schemes / organisations [Q23_open] {open}
• None of these

[Q24 if not 15 in Q23] (multiple order=randomize) How have you heard of these opportunities? Please tick all that apply.

• A friend
• A member of my family
• Through someone on my course
• A careers advisor
• A lecturer / teacher or other member of staff
• Through the Internet
• Other [Q24_open] {open}
• Don’t know

#All mentioning British Council scheme – Erasmus, IAESTE

[Q25] Please use the text box below to let us know who you think looks after this programme in the UK.

• [Q25_open]
• Don’t know

#All

[Q26] (dyngrid roworder=randomize) To what extent do you agree or disagree with the following statements with regards to schemes that allow people to volunteer, work or study abroad?

- [Q26a] They’re too expensive
- [Q26b] They offer a great opportunity to go abroad
- [Q26c] They're not for people like me
- [Q26d] They give support to students wanting to experience new things
- [Q26e] There are hidden costs in studying abroad
- [Q26f] They would organise everything for you

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Don’t know

[Q27] Have you or are you interested in taking part in any of these schemes?
- Yes – Have already done so
- Yes – will definitely be doing so
- Yes – I might do so
- I don’t know yet
- No – I had thought about it but decided not to
- No – I hadn’t thought about it
- No – I wasn’t aware of the schemes

[Q28] {multiple order=randomize}What schemes have you been on or are you thinking about doing?
Please tick all that apply.
- Erasmus
- TEFL
- VSO
- BUNAC
- IAESTE
- Language assistants
- Youth in Action
- Camp America
- Camp Leaders
- Study China
- STA
- Other schemes driven by university
- Other formal schemes / organisations [Q28_open] {open}
- None of these

#All
[Q29] (multiple) Where might you go for advice if you were looking to undertake any work, volunteering or study abroad? Please tick all that apply.

- Family
- Friends
- University lecturers / teachers
- University careers
- Specific websites [Q29_opena] {open}
- Search engines
- Other [Q29_openb] {open}
- Don’t know

[Q30] (multiple order=randomize) Which of the following applies to your university or degree course?
My university...

- Puts international and domestic students in the same halls of residence
- Organises events where international and domestic students can mix
- Has an international / Erasmus society
- Has other international societies
- Encourages us to work with international students when we work in groups
- Focuses on many international issues within my course
- Allows me to take some of my course overseas
- Arranges volunteering places overseas
- None of these
- Don’t know

[Q31] How involved are you with international opportunities at your university? Are you...

- Very involved
- Fairly involved
- Not very involved
- Not at all involved
- Not applicable – opportunities are not available to me

[Q32] (multiple order=randomize) For which, if any, of the following subjects do you think having an international outlook is more important? Please tick all that apply.

- Science, technology and engineering
- Humanities (such as history, politics, English etc)
- Arts and creative subjects (such as art history, music, drama)
- Languages
- Business, management, economics and finance
- Other [Q32_open] {open}
• None – an international outlook is important to all subjects
• None – an international outlook is not important at all
• Don’t know

<Q32a> To what extent do you feel that your university should become more ’international’?
• To a large extent
• To some extent
• To a little extent
• Not at all

#those not answering not at all

<Q33> (multiple order=randomize) What should your university do to be more international? Please tick all that apply.
• Put international and domestic students in the same halls of residence
• Organise events where international and domestic students can mix
• Have an international / Erasmus society
• Have other international societies
• Encourage us to work with international students when we work in groups
• Focus on many international issues within my course
• Allow me to take some of my course overseas
• Arrange volunteering places overseas
• Open a campus in another country
• Other [Q33_open] (open)
• Don’t know

<Q34aa> Please use the box below to tell us what you feel the challenges of a more globalised world would be for you?

<Q35a> And what do you feel the opportunities of a more globalised world would be for you?

<Q36> (scale 1 10) Overall, how positive or negative do you feel about your ability to access opportunities in a more globalised world? Please use the scale below where 1 indicates you are completely positive and 10 completely negative.
-<Q36a> Completely positive | Completely negative

<Q37a> (multiple order=randomize) Finally, thinking about a more globalised world, which of the following would you be interested in doing? Please tick all that apply.
• Speaking other languages
• Feeling more comfortable meeting people from other cultures
• Having friends / family abroad
• Travelling to other countries
• Working / volunteering in other countries
• Studying abroad
• Gaining a broad cultural understanding
• Gaining other employment skills
• None of these
• Don’t know
Annex D: Focus groups topic guide

Introduction

• Welcome, introductions
• Explain purpose of research
• Assurances on confidentiality: explain how research will be used and that participation is confidential and anonymous
• Respondents introduce themselves: first name, university, degree course, year of study.

Globalisation

• What do you think of when you see the word ‘globalisation’?
• What does it mean to you? Do you think it has anything to do with you? Why / why not?
• Has ‘globalisation’ has affected or influenced you already? How might it do so in the future?
  o Prompt if necessary to understand both positive and negative influences

Experiences of engaging internationally

• How ‘international’ do you think you are? Why do you feel this way? Would you say that you have an international outlook on life, education, work, other issues?
• What sorts of international experiences, if any, have you had in the following fields:
  o At school / university,
  o Work,
  o Volunteering,
  o Languages,
  o Campaigning / fundraising, or
  o Arts / creative.
• What about outside of these fields? – travelling, family, friends.
  o Prompt on social networking E.g. any friends from other countries on facebook, twitter etc

• What prompted you to do these things? Motivations, influences, advice.
• What have you gained from these international experiences? Unprompted
• Why haven’t you done these sorts of activities? Unprompted

Motivations
• Why get involved in international activities and experiences?
  o What might be the benefits to you? Prompts – skills, networking, employment opportunities / prospects, improving the CV, attractiveness to employers, confidence, friends, life experiences, access to global jobs market.
  o What issues motivate you? Prompts - climate change, international development, sport, fair trade, poverty, environment, disaster relief, others.
• What regions, countries or people are you more / less interested in? Which are more / less important to know about? How is this changing? How might it change in the future? Prompt – think about the jobs market – working abroad, people coming to work here, overseas companies in the UK.

Barriers
• Why not get involved / more involved?
  o Never seriously considered? Thought of it? Not talked to anyone about it? Or read very much? Received any advice? Not for you? Why not?
  o What stops / might stop you? Prompts – not interested, unnecessary for chosen career, everyone speaks English, global language of business, focused on the UK only, financial issues, practicalities.

Awareness of opportunities
• Are there enough opportunities to get involved? Think back to school and current experiences at university.
• What formal opportunities do you know about, have you heard about? Which programmes / organisations? What do they offer? Unprompted then prompts - charities, VSO, overseas volunteering, British Council, BUNAC, TEFL, Erasmus / studying abroad / work placements (internships).
o Ask about British Council programmes – Erasmus, IAESTE and language assistants.
o Gauge level of knowledge of British Council’s role with these schemes (i.e. do participants know that British Council manages Erasmus for UK students?)

• What are your opinions of these programmes / organisations?
• What other opportunities are there? What else can you do internationally?
• Then unprompted responses.
• How might you get started? What might you do? Where would you go for advice?
• What, if any, opportunities will the 2012 Olympics bring to the UK?
o Prompt if necessary: How interested are you in the idea of a large number of people from around the world coming to the UK during the Olympics? What opportunities do you think the Olympics could provide for yourself / the country?
o Are you aware of the Podium website? (www.podium.ac.uk) Are you/or do you plan to get involved with the Olympics in any way e.g. as a volunteer?

Source of advice about international engagement
• Family, friends, teachers, lecturers, careers advice, internet, employers.
• Feedback from peers – If friends have got involved in international activities, what have they said about what they have done?

Importance
• Is it important it to have an international perspective / outlook? To have international experiences? Why might it be? Why is it not important?
• What might the risks be of not getting involved?
• Has it become more important in the recent years? If it has, how has it?
• How might it change in the next 10 years? More important, wider? Or retrenchment / more inward looking?
Universities and international engagement

• What’s the role for universities in this? How outward looking is your university? Do universities encourage international engagement / an international perspective? How? What opportunities do they offer? What could they do more?

• How does this vary with type of degree course? Is it seen as more / less important for some students than others?

• Is this changing? How might it change in the future for students? Might you / students in general be more / less open or keen to get involved internationally? How might they and why?

• How integrated are international students at your university? What does the university do to facilitate integration?

Summing up

• Finally could you sum up whether you see opportunities or challenges for yourself in an increasingly interconnected world? And what might those opportunities or challenges be?

• If you think they exist, are you well positioned to take advantage / meet them?

• Do you feel you need to adapt? To understand more? Get more involved? How so?

• Are there any other comments you would like to make that we haven’t discussed?

Thank and close