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# Alumni Voices:

## UK graduates, global influence

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Benefits of  
international  
graduates to the UK





DOI: <https://doi.org/10.57884/EA6Y-6B95>

Citation: Krstic, S., & Towne, A. (2025). *Alumni Voices: UK Graduates, Global Influence*. British Council. <https://doi.org/10.57884/EA6Y-6B95>

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# Abbreviations and acronyms

<b>ACER</b>	Australian Council for Educational Research
<b>GNI</b>	Gross National Income
<b>HE</b>	Higher education
<b>IES</b>	International Education Strategy
<b>ODA</b>	Official Development Assistance
<b>TNE</b>	Transnational education
<b>UK</b>	United Kingdom
<b>UUKi</b>	Universities UK International
<b>UKCISA</b>	UK Council for International Student Affairs



# Executive summary

## The Alumni UK network offers a unique opportunity to understand the perceptions, behaviours and influence of international alumni of a UK education.

This report interrogates the second round of the British Council's Alumni Voices longitudinal study data conducted online between November 2024 and January 2025. In total there were 3,094 participants in the survey from 123 countries. 892 of these were the same respondents from Round 1 (this same survey being administered in 2023–2024).

While the broader Alumni Voices survey explores various themes, this report focuses on two key areas that highlight the benefits of international alumni to the UK:

**1**

### Advocacy for the UK and UK education

**2**

### Alumni perceptions of the UK and its role in the world

## Main survey findings:

Evidence from this survey highlights that international alumni are a valuable soft power asset for the UK. Their educational experiences foster long-lasting emotional and professional ties that extend far beyond graduation.

These alumni often serve as authentic ambassadors for the UK, promoting education, tourism and cultural values through personal and professional networks.

84.5 per cent of alumni reported recommending a UK education in the past 12 months, including 78.4 per cent of those who graduated more than 25 years ago.

**84.5%****recommended a UK education**

87.8 per cent recommended the UK as a travel destination in the same period.

**87.8%****recommended the UK as a travel destination**

Over 75 per cent had contacted or met someone from their UK study experience in the past year, showing the enduring nature of these connections.

**Over 75%****connected with a UK contact**

When compared to responses from the British Council's Global Perceptions Survey (covering youth in G20 nations with no UK education experience), alumni consistently show more favourable views of the UK and greater trust in its institutions and people.

This report contributes to a broader body of British Council research on alumni engagement and international perceptions of the UK. It includes disaggregated findings by gender, disability, and other characteristics where relevant, and flags shifts in perception among returning respondents.

For any further information about this study or about the Alumni UK programme, please contact [alumniuk.team@britishcouncil.org](mailto:alumniuk.team@britishcouncil.org).



# Alumni connections

In the last 12 months...



## 84.5%

of alumni recommended a UK study experience (including 78.4% of those who graduated more than 25 years ago)



## 87.8%

of alumni recommended the UK as a place to visit



## 77.4%

of alumni met with or contacted someone who they first encountered during their UK study experience

# Introduction

UK higher education (HE) is fundamentally international.

In 2023/24 a total of 732,285 international students studied in the UK, representing 25 per cent of total HE enrolments (28 per cent of full time students), (HESA, 2025a); a further 621,065 students were studying for a UK qualification outside of the UK via a form of transnational education (TNE; HESA, 2025b); over one third of all academic staff were non-UK nationalities, and over half of all UK research publications are with an international partner (Elsevier, 2025).

The economic contribution of international students is frequently measured and well documented with the UK Department for Education calculating that revenue from HE exports totalled £23.7bn in 2022 (UK Government, 2025).

In addition to these fiscal benefits, “reports have suggested international students benefit the UK higher education experience by bringing an outward-looking culture to campuses and preparing students for working in a global environment” (Bolton *et al.*, 2024, p7), and studies have shown that one in four countries have a leader who experienced a UK education (Hillman, 2024). But what of the rest of the 100s of thousands of international graduates that the UK

produces each year? Over the past decade alone 2.5 million international students have graduated from HE in the UK, and on top of that there has been a 43 per cent increase in UK TNE enrolments in the last 5 years (HESA, 2024a). How sustaining is the influence of their UK education? And how enduring is their education experience on individual views of the UK and its place in the world?

This study explores the second round of the British Council’s Alumni Voices longitudinal study data to examine the ongoing benefits of a UK education: benefits to the individual, and benefits to the UK. The Alumni UK programme was launched by the British Council in November 2022. This is a global network for people from around the world who have experienced a UK education as an international student in the UK, or on a UK transnational education programme overseas. The programme extends international graduates’ connection with the UK and with each other, giving them the opportunity to join a global community where they can share their experiences, have access to professional development training, and develop their skills to further their careers and employability offers. As of July 2025, more than 70,000 alumni have signed up to the online platform from over 200 countries and territories.



As of July 2025,  
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and territories

By tracking the experiences and career trajectories of members of the Alumni UK network, the research aims to assess how their UK education experience has influenced their professional successes and views of the country. The findings from this research offer insights into the value of a UK education. By analysing the data across two core themes (advocacy for UK education; and the UK and its role in the world), the study provides evidence to support policy decisions, enhance alumni engagement strategies, and to help us understand more about how international education can be an asset for increased trust and connections on the global stage.



# Report background



# Report background

## UK higher education

As of 2022–23, the UK was home to 260 HE providers (HESA, 2024b; Universities UK, 2025a), and in 2021–22, HE was worth an estimated £265 billion to the UK economy (Universities UK, 2025a).

UK higher education is internationally attractive. In 2023–24 the UK attracted

more new international students than any other study destination<sup>1</sup>. Furthermore, according to the British Council Global Perceptions Survey 2023, the UK remains the second most attractive G20 country in which to study, second only to the USA (Desai *et al.*, 2023).

Figure 1 Universities in the top 50 of selected ranking systems, by region of university

Ranking System	UK	USA	Europe	Other
Times Higher	7	23	9	11
QS World University Rankings	8	16	7	19
Academic Ranking of World Universities	7	28	4	11
Webometrics	5	34	1	10

Source: Atheron *et al.*, 2024

UK higher education is of high quality. Using international university rankings systems as a proxy for perceived quality, the UK HE sector performs exceptionally well on the global stage considering its relative size (Figure 1). This can in part be attributed to the strength of UK HE’s research outputs, with all universities that feature in the Figure 1 rankings being members of the Russell Group (a group of 24 research intensive institutions). Qualifications from UK universities historically have been highly valued and alumni reported their degrees giving them a competitive edge within the global labour market (Krstic and Towne, 2024).

In terms of management, education in the UK is devolved. As such, the UK government is responsible for HE in England, with the Welsh Government, Scottish Government, and Northern Ireland Assembly being responsible for HE in their respective nations. This has led to unique funding arrangements in each nation. Nevertheless, broadly speaking all models are funded by a mixture of government grants, research funding, and student tuition fees (Universities UK, 2023).



In 2021–22, HE was worth an estimated

**£265 billion**

to the UK economy

<sup>1</sup> 428,195 new entrants (HESA, 2025c) compared to 298,705 new enrolments in US HE (Open Doors, 2024), compared to 209,944 international HE Commencements in Australia (Australian Government, 2024)

International students have become increasingly important to UK HE providers, both for the diversity they bring to campus life as well as the valued revenue stream that they represent.

In recent years, discussions around international students have often become politically charged as their number is included in the UK net migration statistics. It is therefore important to have evidence to understand the broader value of international HE for the UK, and equally, to understand the risk of undermining this value by reducing the topic of international student recruitment to a transactional arrangement.



## UK government international student policy and aims

UK HE has a global reach. Students from over 230 countries and territories study in the UK, and a similar number of international locations host UK TNE opportunities (HESA, 2025d).

Whilst the UK is a relatively small country, through international education it is connected with the world and has the opportunity to remain globally relevant and influential.

Many factors influence international student flows. Major events (such as global pandemics and the responses of individual countries), national economic performance and exchange rates (international students can be price sensitive), and national immigration and visa policies and related rhetoric can all impact on student mobility patterns.

For example, following the UK's decision to leave the European Union, there was a 50 per cent decline in enrolment of students from the EU. This can largely be attributed to the change in fee status, meaning EU citizens were now liable to pay international students fees and ineligible for UK tuition fee loans (Bolton *et al.*, 2024). Another example is the changes to the rules regarding dependants accompanying postgraduate students, which can be linked to a 23 per cent decline in main student visa applicants in the first six months of the policy (January to June 2024; UK Government, 2024).

The UK International Education Strategy (IES), which was initially published under the May Conservative government (see UK Government, 2019) and updated under the Sunak Conservative government (see UK Government, 2023), provided a clear external signal of the UK's ambition to engage internationally through education. These publications recognised the relevance of international student flows for the UK prosperity agenda, setting

recruitment targets of 600,000 students which have been met and exceeded early.

Future revisions of the IES are likely to also emphasise the positive role of international students in the UK HE ecosystem, to highlight the importance of diversifying the international student population, and to focus on how international HE can increase the UK's standing globally.

This study aims to support these ambitions with evidence from the UK's global alumni network.

## UK transnational education

The British Council's Alumni UK network includes international graduates who physically studied in the UK, but also extends to those graduates of a UK education delivered in another country.

TNE is when an education provider from one country delivers its qualifications in another country. There are many different models of TNE awards including validation, franchise, joint awards and dual (or double) awards; and there are different models of TNE delivery including distance learning, in-country/flying faculty, blended delivery, and international branch campuses (British Council, 2023).

UK TNE has experienced significant growth in recent years. For the 5-year period from 2019–20 to 2023–24, the number of students enrolled in UK TNE programmes increased by 43 per cent (HESA, 2025d). In 2021, TNE generated £2.4 billion in revenue, accounting for 10 per cent of the UK's tuition fee and education contract income. This equates to a 123.9% increase since 2010 when adjusted for inflation (Jones, 2024). Broader than the financial value, amongst many benefits TNE also raises UK institutions' profile globally, facilitating collaborative international research projects and access to overseas companies. TNE is a key driver of the UN Sustainable Development Goals, it helps to

build capacity in partner institutions, and to enhance student experience and graduate outcomes, and TNE supports revenue diversification and international student mobility to the UK (Ilieva et al., 2022).

The British Council plays a unique role in the growth of UK TNE. Through its TNE Strategy 2023–25, it aims to foster scalable and sustainable UK TNE globally. The strategy focuses on enhancing data and insights, creating enabling environments in host countries, removing barriers to TNE, and supporting the transformation of local education systems to contribute to the Sustainable Development Goals. These initiatives reflect the UK's commitment to expanding its educational reach and influence worldwide.

When registering to the Alumni UK network, international graduates indicate whether or not they studied in the UK, and have the option to state “I studied in the UK” or “I studied for a UK qualification remotely”. For this study we have used this marker as a proxy for whether the individual is a TNE or non-TNE international graduate.

It is acknowledged that this is a rather blunt tool and we lack knowledge of the details of their UK TNE experience including the model of TNE award and also the model of TNE delivery. Further research is needed to fully understand the TNE alumni experience, and the British Council will address this in future studies.

# Methods



# Methods

## Approach

The British Council initiated the development of the survey instruments (questionnaire, focus group guides) as part of their Alumni UK programme. ACER provided expert guidance, operational management of the survey, data collection and management, initial data analysis, and reporting.

This longitudinal study comprised two parts. Part 1 involved the review, advice, and delivery of an online quantitative survey shared with registered members of the Alumni UK platform (54,236 registered users as of January 2025) and a range of international graduates who engage with Alumni UK programme activities, via their British Council country leads, but were not at the time registered with the platform. It should also be noted that respondents residing in China were surveyed using a different survey platform, due to local restrictions on transferring personal information outside of the country. As such, the data was collected locally, anonymised, and then merged with the wider data set.

In total, there were 3,094 participants in the survey from 123 countries. 892 of these were the same respondents from Round 1 (this same survey being administered in 2023–2024).

Part 2 included the delivery of consultations in the form of focus

groups with 32 survey respondents from 20 countries. The focus groups were conducted to provide further information for evaluating the Alumni UK programme, and its report is provided separately.

This report only explores data from part 1 of the study.

As an incentive for participating in the survey, respondents were offered a chance to enter a prize draw. Prizes included flights to the UK, subscription to LinkedIn Learning, and membership to the British Council's digital library.

## Survey data collection and analysis

ACER and the British Council met regularly to review and finalise the questionnaire. This ensured that the questions asked were fit for purpose, accessible and relevant to alumni groups, and that the survey overall was suitable for longitudinal research.

The British Council consulted with Universities UK International (UUKi), UK Council for International Student Affairs (UKCISA) and JISC in addition to several UK higher education providers including the Alumni UK advisory group of HE providers with regards to the survey content and design. The draft survey was also tested by international alumni in several geographic locations prior to the global roll out.



3,094

survey participants



from

123

countries

The survey was administered and analysed by ACER. The survey went live on 14 November 2024, and ran for just over two months, closing on 16 January 2025. During this time, ACER provided regular updates on survey responses.

The survey tool used for administration was Qualtrics. The platform meets GDPR requirements and can handle the desired question types and survey functionality, including appropriate branching and save/return functions. ACER survey staff ensured there was always sufficient server infrastructure in place throughout the administration to ensure all participants had quick and reliable access to the survey.

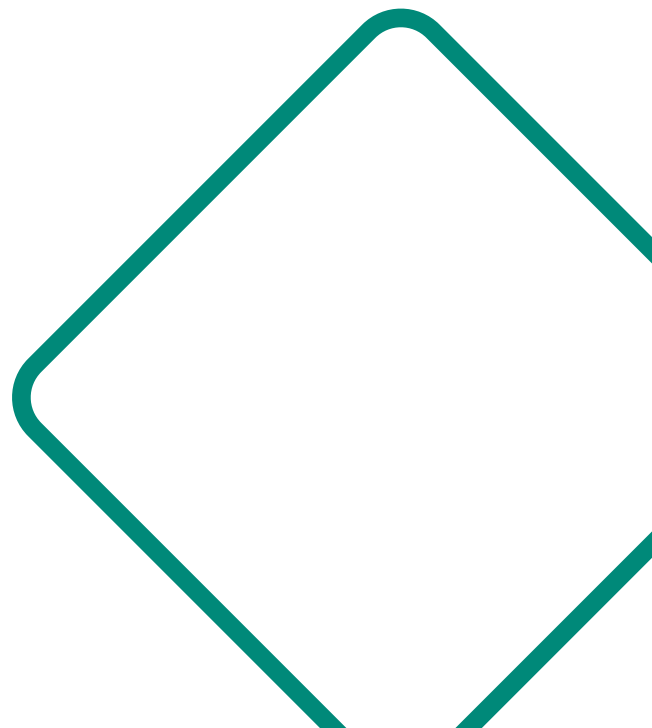
Prior to analysis, ACER performed a series of data-cleaning activities including validation checks and the recoding of missing data. ACER then assigned codes for all items and response options, systematically coded missing responses and non-responses, and reverse coded any negative items. Throughout this process, ACER created a codebook that will enable the British Council to identify the meaning of all codes. The codebook also identifies any re-coding processes that have been undertaken during the validation and database creation.

All quantitative data was fed into SPSS (a statistical software package) and analysed using a range of descriptive analyses including cross tabs of survey items against a range of respondent characteristics including region,

graduation year, engagement levels and disability. In many cases there was no significant relationship between the variables examined.

## Limitations

As with any research, there are a number of limitations to consider when interpreting the findings. In this case, the main limitation is related to the sample. The Alumni Voices longitudinal study was sent to all registered members of the Alumni UK platform, as well as those registered with the programme but not on the platform. As not all members responded to the survey, there is likely a degree of self-selection bias, with individuals who have stronger opinions being more likely to participate, potentially skewing the results. This should be factored into any interpretation of the data. Nationally restrictions on data processing and sharing in China also created limitations for this research. These restrictions meant we were not able to connect Chinese respondents to Alumni UK platform, which in turn meant we could not ask them all the questions as international graduates residing in other locations. This complicates the analysis due to incomplete data.



# Data



# Data

This section provides an overview of the respondents in the second round of the British Council’s Alumni Voices longitudinal study as compared to the first.

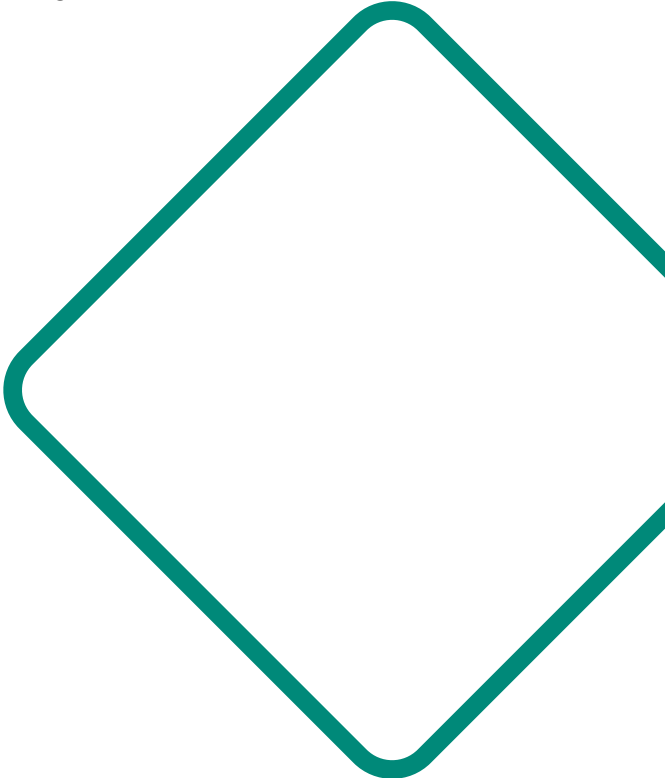
**Figure 2** Alumni voices survey respondent overview

	Round of the Alumni Voices longitudinal study				
	Round 1	Round 2			
	Round 1 total	Round 2 total		New respondent	Repeat respondent
Frequency	2,728	3,094		2,202	892
as %	–	–	as % within group	71.2%	28.8%

Figure 2 shows there were 3,094 unique respondents in this round of the study, which equates to 6 per cent of those international graduates who are registered users on the Alumni UK platform as of January 2025. The majority of these respondents were new, meaning they did not participate in the first round of the Alumni Voices longitudinal study. Nevertheless, 28.8 per cent of respondents were repeat respondents, which equates to a 33 per cent return rate from the previous round of the study. Any notable changes in repeat respondents’ perceptions of the UK or UK education will be integrated into the analysis. The bar to be considered a notable change will be set at  $\pm 0.2$  in the mean result.

The majority of respondents also reported to have studied physically in the UK, with 17.8 per cent reporting to have studied remotely. As noted, the term remotely refers to not being physically present in the UK and for the purposes of this report will be used as proxy for students on TNE programmes.

Most respondents were categorised as mid-graduate, meaning they graduated between 2000 and 2020. This equated to 48.1 per cent of respondents, as compared to 19.7 per cent and 6.1 per cent being in the recent graduate (post-2020) and older graduate (pre-2000) categories. It should be noted that there is a number of missing entries for the graduation time category (26.1 per cent). This is because this data was extracted from the Alumni UK platform (rather than collected through the survey) and this data was not initially a mandatory field at platform registration.



**Figure 3** Alumni voices survey respondents overview by gender

Round of the Alumni Voices longitudinal study		
	Round 1	Round 2
	Total	Total
Male	1,436	1,219
as %	52.6%	39.4%
Female	916	1,015
as %	33.6%	32.8%
Identify as other	–	6
as %	–	0.2%
Prefer not to say	17	21
as %	0.6%	0.7%
Missing	359	833
as %	13.2%	26.9%

Figure 3 shows that there is a fairly even distribution of respondents in this round of the study that reported to be male or female (39.4 per cent vs 32.8 per cent). This is in contrast to the first round, in which there was a 52.6 per cent and 33.6 per cent split between male and female respondents respectively. It should be noted that there is a number of missing entries for the gender category (26.9 per cent). This is because this data was extracted from the Alumni UK platform (rather than collected in the survey) and this data was not initially a mandatory field. Any notable changes in the different genders' perceptions of the UK or UK education will be integrated into the analysis. As noted, a  $\pm 0.2$  in the mean rating will be used to define a notable change.



**Figure 4** Alumni voices survey respondents overview by disability status

Round of the Alumni Voices longitudinal study		
	Round 1	Round 2
	Total	Total
<i>With disability</i>	55	65
as %	2.0%	2.1%
<i>Without disability</i>	2,264	2,123
as %	83.0%	68.6%
<i>Prefer not to say</i>	42	56
as %	1.5%	1.8%
<i>Missing</i>	367	850
as %	13.5%	27.5%

Figure 4 shows that the majority of respondents did not identify as having a disability, with only 2.1 per cent of respondents choosing this category. This is similar to the first round of the study, where 2.0 per cent of respondents reported having a disability. It should be noted that there are 850 missing responses for this category. This is because this data was extracted from the Alumni UK platform (rather than collected through the survey) and this data was not initially a mandatory field. Any notable changes in those reporting living with disability's perceptions of the UK or UK education will be integrated into the analysis. As noted, a  $\pm 0.2$  in the mean rating will be used to define a notable change in perception.

**Figure 5** Alumni voices survey respondents overview by region of birth

Region of birth	Round of the Alumni Voices longitudinal study				
	Round 1	Round 2			
	Round 1 total	Round 2 total	New respondent		Repeat respondent
Americas	238	415	322		93
as %	8.7%	13.4%	as % within group	77.6%	22.4%
East Asia	534	764	588		176
as %	19.6%	24.7%	as % within group	77.0%	23.0%
EU Europe	138	168	114		54
as %	5.1%	5.4%	as % within group	67.9%	32.1%
Middle East and North Africa	207	193	129		64
as %	7.6%	6.2%	as % within group	66.8%	33.2%
South Asia	754	750	519		231
as %	27.6%	24.2%	as % within group	69.2%	30.8%
Sub-Saharan Africa	555	559	399		160
as %	20.3%	18.1%	as % within group	71.4%	28.6%
Wider Europe and Central Asia	216	196	129		67
as %	7.9%	6.3%	as % within group	65.8%	34.2%
Other <sup>2</sup>	86	1	1		0
as %	3.2%	0.0%	as % within group	100.0%	0.0%
Missing	0	48			
as %	0.0%	1.6%			

Figure 5 shows the survey respondents by region of birth. The region with the greatest proportion of respondents was East Asia (24.7 per cent) followed by South Asia (24.2 per cent). The region with lowest proportion of respondents was ‘other’, with only one respondent, this was followed by EU Europe at 5.4 per cent and then Middle East and North Africa at 6.2 per cent. There were some missing responses for this category (n=48). This

is because there were a number of repeat respondents who could not be matched to their previous year’s responses, which in turn meant they could not be linked to their demographic data held on the Alumni UK platform.

<sup>2</sup> The British Council categorises its work across the globe into seven regions (plus the UK). In its analysis of survey data for this report, ACER created a ‘region’ field based on the respondent’s country/territory of birth (question 2). Unfortunately, in the analysis for round one of the survey (2023–2024) a total of 86 respondents were not categorised into global regions, but were categorised as ‘Other’, these include respondents from Mongolia, Panama, Senegal, Serbia, Slovakia, Somalia, St Lucia, Sudan, Ukraine.

# Results



# Results

This section will outline the results of the analysis in three key parts. These are:

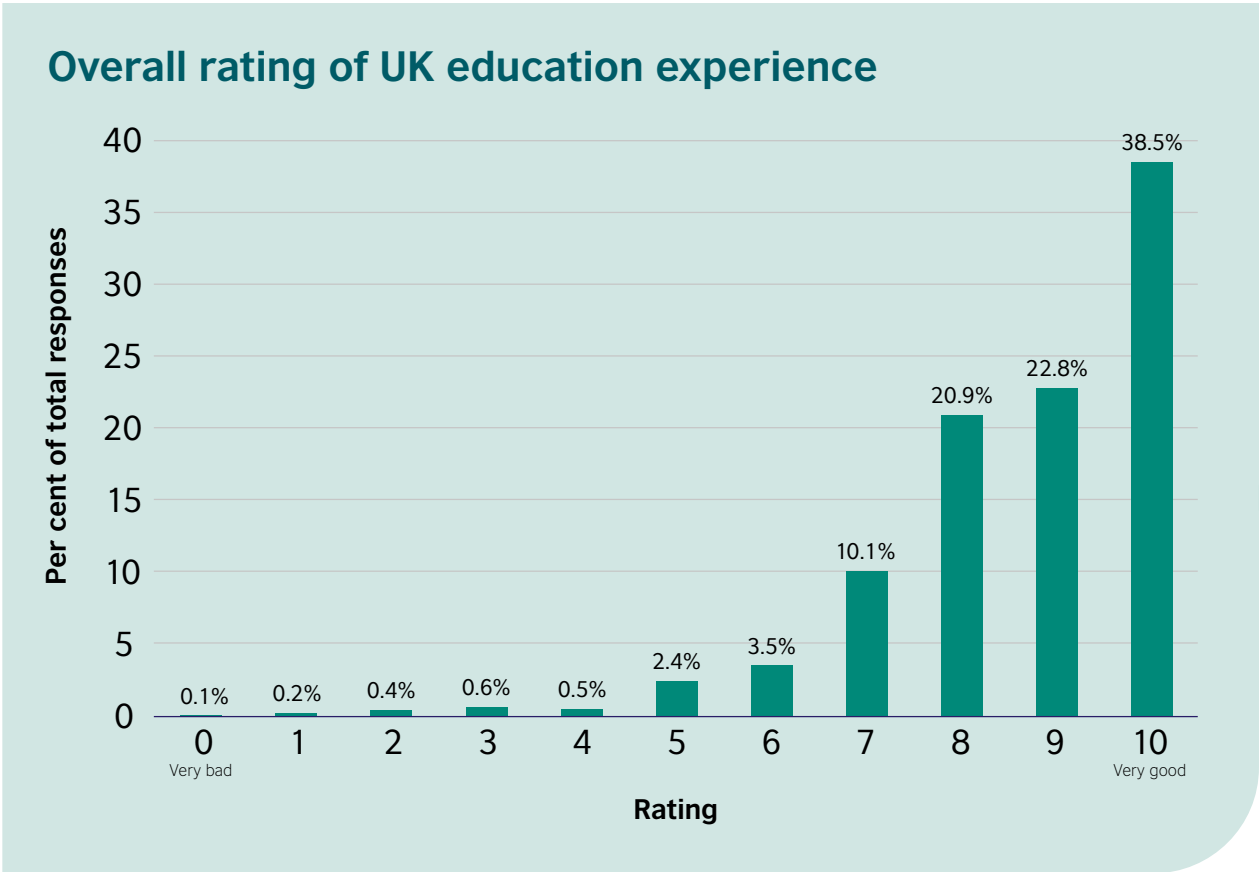
- 1 Overall experience of UK education
- 2 Advocacy for the UK and UK education
- 3 The UK in the world

Each section will provide insights into the benefits of UK education provision for international students to the UK.

## Overall experience of UK education

This section outlines the overall perceptions of international students' UK education experience. The insights gained from this round of the study are similar to the first round. Meaning that they are extremely positive, with alumni of UK education recognising the quality and value of their experience.

Figure 6 Overall rating of UK education experience



New survey respondents (i.e. those that did not participate in the first round of the study in 2023–24) were asked to rate their UK education experience on a scale of 0–10, with 0 being very bad and 10 being very good. Figure 6 shows the results and demonstrates that respondents were overwhelmingly positive about their UK education experience, with 95.8 per cent rating it a 6 or above and a mean score of 8.66. This is similar to the first round of the study, in which 97.7 per cent of respondents rated their overall experience as a 6 or above (Krstic and Towne, 2024). At a macro level, this suggests that for international students, the UK education experience is positive and represents a good investment. There are also positive

implications of the UK, which enhance its cultural attractiveness and international standing. Namely, that the country is not only a place of learning, but also a welcoming, inclusive, and engaging environment.

Nevertheless, within this context of positivity, there is some variation in overall satisfaction rating, and this section will explore responses by a number of different sub-groups, to unpick any emerging patterns in the data. These are graduation time, study location, region of birth, and whether the respondent received a scholarship, and the following figures summarise these results.

Figure 7 Overall rating of UK education experience by graduation time range

Respondent type	Mean	Range	Number of responses	Standard deviation
Recent graduates	8.41	0–10	449	1.73
Mid graduates (00–20)	8.74	0–10	996	1.514
Older graduates	8.93	5–10	123	1.206
Total (new respondents only)	8.66	0–10	1,568	1.566

Figure 7 shows respondents rating their overall UK education experience by graduation time in three categories: recent graduates (2021–2024), mid-graduates (2000–2020), and older graduates (before 2000). Whilst the mean score remains high in all categories, the data

shows a small but consistent decrease in the mean from older graduates to recent graduates (0.52). The standard deviation also consistently increases from older graduates to recent graduates, which suggests there is more variation in responses for more recent graduates.

Figure 8 Overall rating of UK education experience by study location

Respondent type	Mean	Range	Number of responses	Standard deviation
Studied remotely	8.43	0–10	379	1.847
Studied in the UK	8.71	0–10	1,823	1.446
Total (new respondents only)	8.66	0–10	2,202	1.526



95.8%

rated their UK education experience at 6 or above

In terms of the student's location when studying, figure 8 shows those respondents who were physically in the UK rated their overall experience higher than those who studied remotely (TNE), with a mean 8.71 and 8.43 respectively. The difference between the means of each group is small, yet notable, and could be due to a number of reasons. For example, this could be due to reduced or less consistent social aspects or inclusive practices offered through the more diverse range of TNE providers. The study indicates that the social aspects of studying a UK education are very good, with a mean rating of 8.27 out of 10.

However, when disaggregated by study location the study suggests that those physically studying within the UK were more positive about the social aspects of their experience than those studying remotely (8.37 vs 7.80). Equally, the inclusivity of UK education is very good, receiving an average rating of 8.17. When disaggregated there is again more positive results reported by those who were physically present at an institution within the UK (8.22 vs 7.91). This warrants further exploration, to understand more about the TNE experience across different models and geographical locations.

**Figure 9** Overall Rating of UK Education Experience by Region of Birth

Respondent type	Mean	Range	Number of responses	Standard deviation
Americas	8.88	0–10	322	1.488
East Asia	8.56	0–10	588	1.391
EU Europe	8.61	4–10	114	1.386
Middle East and Africa	8.75	2–10	129	1.479
South Asia	8.60	1–10	519	1.648
Sub-Saharan Africa	8.65	1–10	399	1.628
Wider Europe and Central Asia	8.77	3–10	129	1.503
Total (new respondents only)	8.66	0–10	2,200	1.526

Exploring satisfaction rates by country of origin also provides some interesting insights. Figure 9 shows that, whilst all very positive, there is variation between different regions' overall satisfaction with the UK. Learners from the Americas were the most satisfied and East Asia were the least satisfied, with a mean response 8.88 and 8.56 respectively. In addition to East Asia, respondents from South Asia also reported a mean at the lower end of the sample (8.60). These regional variations are small and could be attributable to cultural differences in responding to surveys.



# Advocacy for the UK and UK education

This section explores respondents’ level of advocacy for the UK and UK education in three key areas:

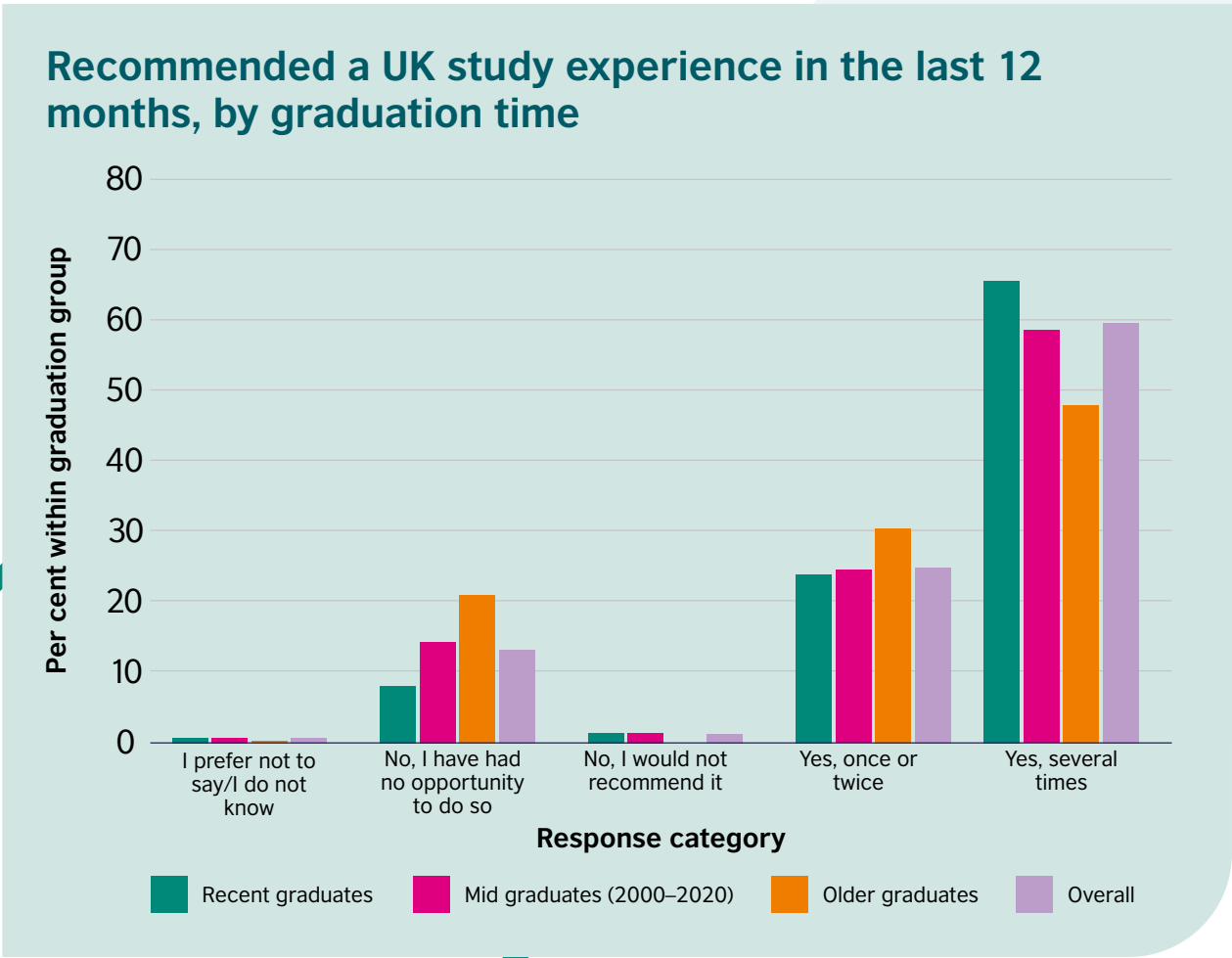
**1** Whether they have recommended the UK study experience

**2** Whether they have recommended the UK as a place to visit

**3** Whether they have met with or contacted anyone they first encountered during their UK education experience

## The UK study experience

Figure 10 Recommended a UK study experience in the last 12 months, by graduation time



84.5%

Recommended a UK study experience at least once in the last 12 months

Figure 10 indicates that UK education is highly valued within the Alumni UK community. Overall, out of 2,288 respondents (note missing graduation time data), 84.5 per cent reported having recommended a UK education experience at least once within the last 12 months. Within this, 59.5 per cent of respondents reported having recommended UK education several times. Furthermore, 13.3 per cent of total respondents reported having not had the opportunity to do so, which suggests 97.8 per cent of respondents were sufficiently satisfied with their UK education to recommend it to others. This satisfaction and trust in UK education likely reinforces the UK's image as a world leading education provider and amplifies UK values globally via authentic personal endorsements.

**97.8%****would recommend a UK education to others**

Interestingly, whilst this overall satisfaction does not vary much between groups (1.8 percentage point range), it was respondents in the 'recent graduates' category who were more likely to report having recommended a UK education several times (17.6 percentage points more than 'older graduates' and 7 percentage points more than 'mid graduates'). This is in contrast to the other data reported on from this study, which suggests a lower overall level of satisfaction for more recent graduates. This contrast could be explained by the fact that these respondents have more recently completed their studies, and therefore, it is more likely to come up in general conversation, or their friends and associates are more likely to reach out to them for advice on their own prospective studies. This in turn provides more opportunities for this group to recommend a UK education. This is supported by the fact that the proportion of mid and older graduates reporting not having an opportunity to recommend a UK education in the last 12 months increases in each category (14.4 per cent for mid graduates and 21.1 per cent for older). Similar arguments could also be made for the age of these respondents. More recent graduates are more likely to be younger and as such, studying would be more relevant to their lives. Regardless, this data underlines the fact that UK education is still highly regarded by international graduates, with the majority of respondents being active ambassadors of UK education. In fact, it is noteworthy that nearly 80 per cent of those respondents who graduated at least a quarter of a century ago have recommended a UK experience in the last 12 months. This further highlights the enduring legacy of a UK education.



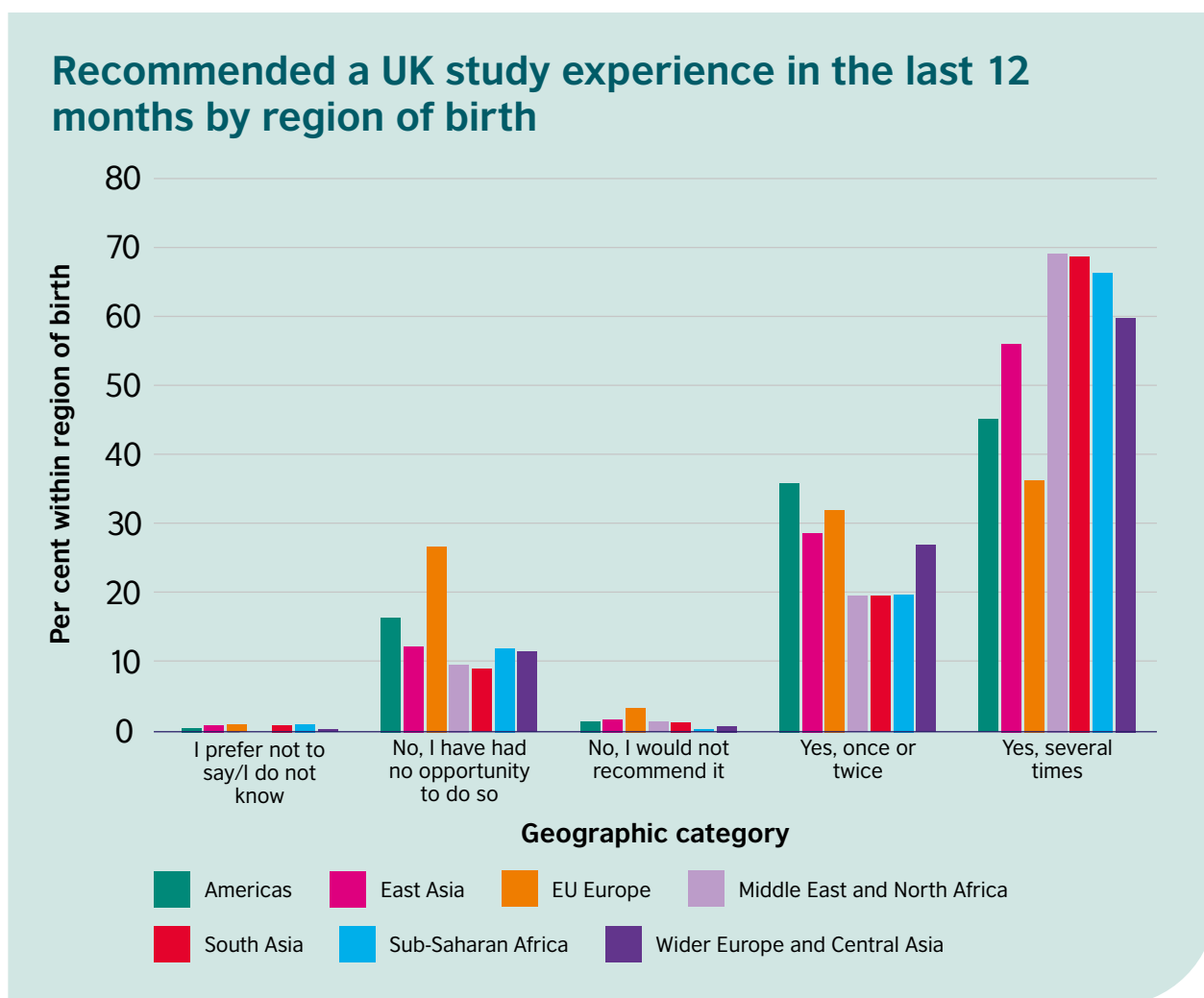
**Figure 11** Recommended a UK study experience in the last 12 months by region of birth

Figure 11 shows a similar trend when the data is explored by region of birth. Overall, out of 3,046 respondents, those from the Middle East and North Africa were the most likely to recommend UK education closely followed by South Asia, with 88.6 per cent and 88.2 per cent of respondents reporting to have recommended a UK education at least once. This is particularly positive considering the importance of the South Asian market to UK higher education. Conversely, respondents from EU Europe were the least likely to have recommended a UK education experience, with 12.6 percentage points fewer respondents reporting recommendations than the next lowest regional group (Americas at 81 per cent). This can mainly be explained by a greater proportion of EU Europe respondents reporting no

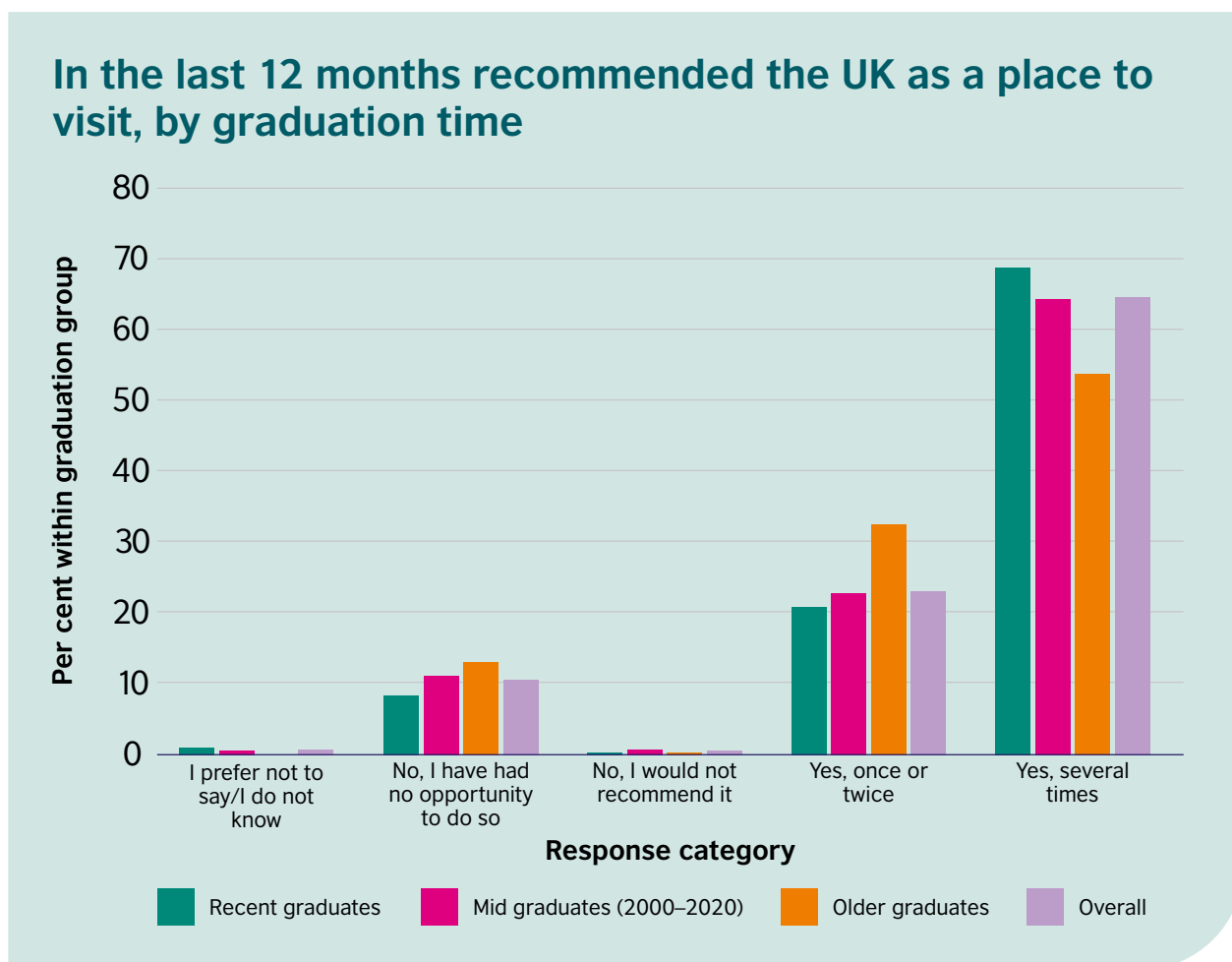
opportunity to recommend UK education at 26.8 per cent. This suggests that 95.2 per cent of respondents from EU Europe would, if given the opportunity, recommend UK education. This is very positive, especially given that even accounting for this, these respondents were the least likely to recommend.

## 95.2%

of alumni from EU would recommend a UK education

## The UK as a place to visit

**Figure 12** In the last 12 months recommended the UK as a place to visit, by graduation time



Similarly to recommendations for the UK as a study destination, Figure 12 suggests that international UK graduates are active ambassadors for the UK as a travel destination. This personal endorsement of the UK likely reinforces a favourable image of the UK globally, as well as increasing national cultural visibility. Overall, out of 2,288 respondents, 87.8 per cent stated that they had recommended visiting the UK at least once, with 64.6 per cent stating they had recommended several times. Additionally, when this is combined with those who reported not yet having the opportunity to recommend the UK as a place to visit, it suggests 98.7 per cent of the respondents were sufficiently satisfied with the UK and its socio-cultural offering to recommend visiting. Again, it

is interesting to see that recent graduates are more likely than any other category to report they had recommended the UK several times as a place to visit (68.8 per cent vs 64.3 per cent and 53.7 per cent for mid and older graduates respectively). In fact, they were more likely than any other group to report having recommended the UK as a place to visit at all (89.8 per cent vs 87.2 per cent and 86.3 per cent for mid and older graduates respectively).

**87.8%**

of alumni recommend the UK as a place to visit

## The UK as a place to make meaningful connections

**Figure 13** Met with or contacted someone in the last 12 months who they first encountered during their UK study experience – by graduation time

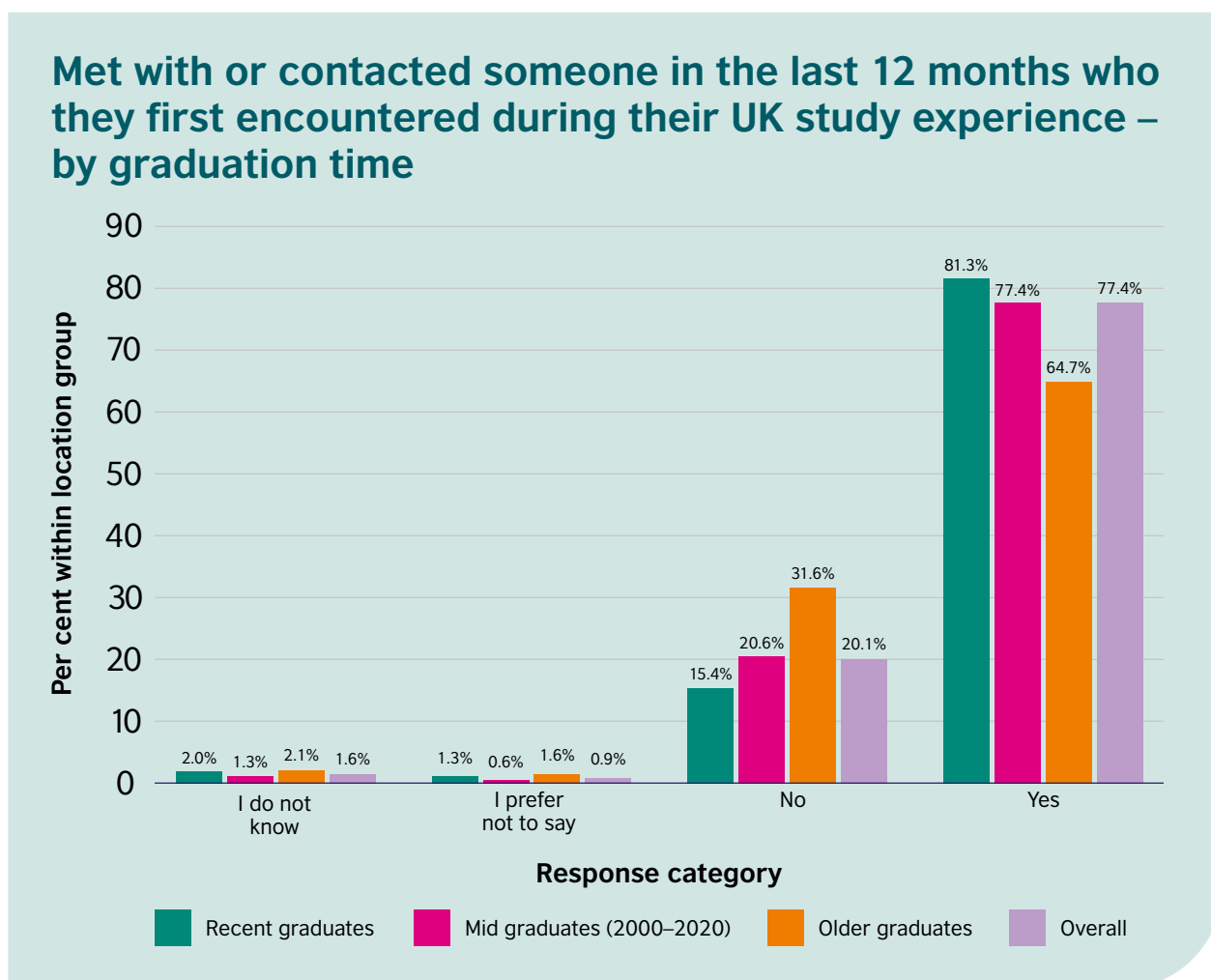


Figure 13 indicates that UK education provides ample opportunities for the students to build their social capital and develop meaningful personal and professional connections. Overall, out of 2,288 respondents, over three quarters (77.4 per cent) reported having contacted or met with someone within the last 12 months who they first encountered during their UK education experience. Like in previous areas of the advocacy section, it is the recent graduates who were most likely to have reported meeting or contacting someone they first met during their UK education, with a downward trend between the graduation time categories. As such, 81.3 per cent, 77.4 per cent, and 64.7 per cent of recent graduates, mid graduates, and older graduates respectively reported having met or contacted someone they had first encountered during their UK

education. This trend aligns to previous ones reported in this section, and, again, is likely to be the result of the recent graduates being possibly younger people with more time and inclination to focus on social relationships for both personal and professional development. Regardless, this suggests that UK education creates an enduring legacy, which extends beyond graduation. This legacy manifests itself in a global network of UK-connected individuals, which, if the survey findings can be extrapolated wider, often occupy influential positions in business, government, academia, or civil society (86.2 per cent reporting to be employed in middle management positions or above and 50.2 per cent reporting to be in senior management positions or above). This network could serve as a valuable channel for UK interests, enabling informal diplomacy, trade, and cultural exchange.

**Figure 14** Met with or contacted someone in the last 12 months who they first encountered during their UK study experience – by study location

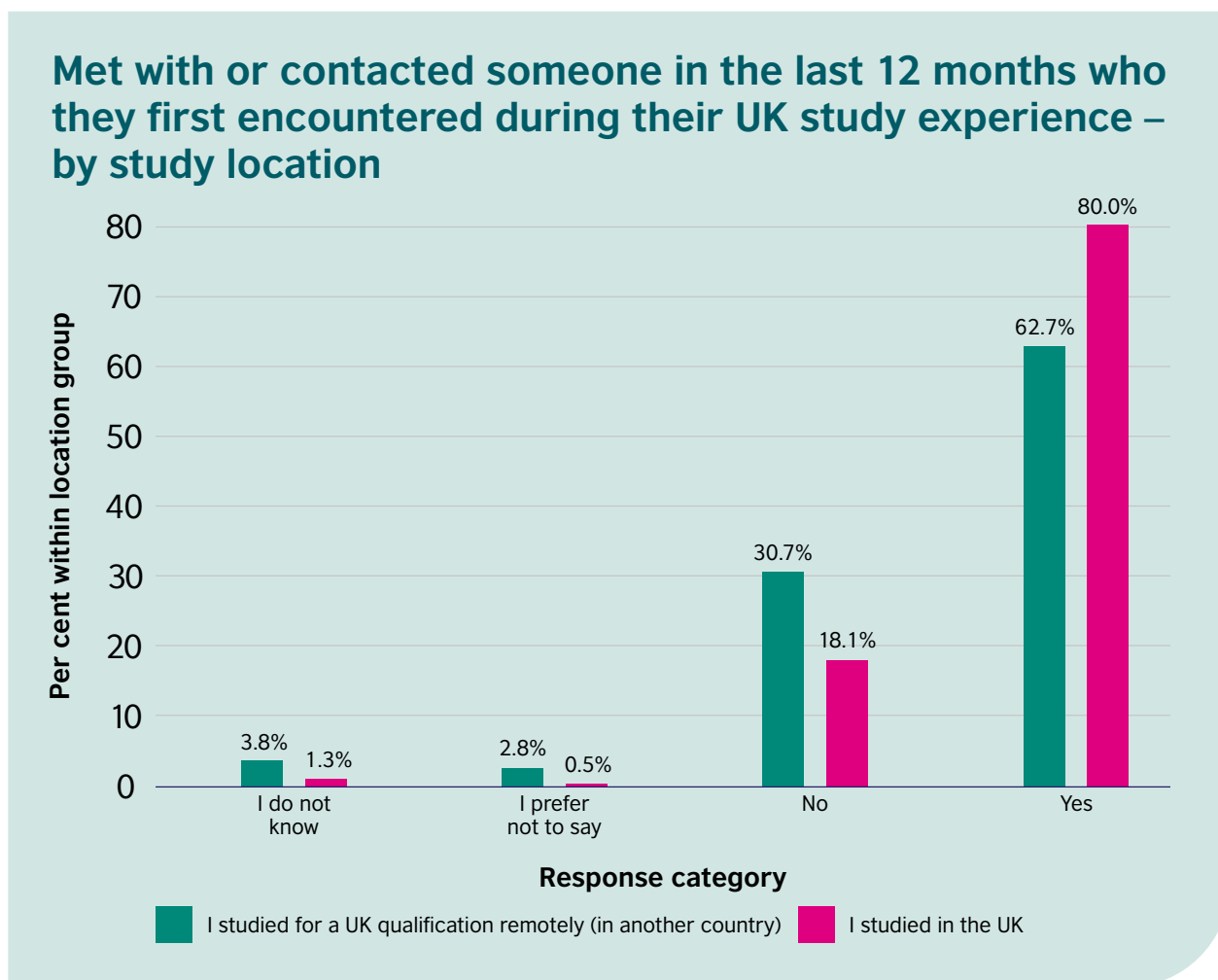


Figure 14 highlights that there is a notable difference between those graduates who studied physically in the UK and those who studied remotely, in reporting meeting or contacting someone within the last 12 months who they first encountered during their UK education experience (17.5 percentage points). There are number of possible reasons for this. One avenue for exploration is the consistency of inclusive practices and social offering for TNE students, which may limit the development of social capital during a student's studies. As noted, remote respondents reported both social aspects and inclusivity of the UK education lower than those who studied in person (7.80 vs 8.27 and 7.91 vs 8.17 out of 10 respectively). This area warrants further exploration, to ensure all UK education institutions are able to effectively facilitate social capital development.

A small difference between genders can also be observed in the data, with female respondents 4.7 percentage points more likely than male respondents to report having met with or contacted someone they first encountered during their UK education experience within the last 12 months.

### The UK in the world

This section outlines survey respondents' views on the UK and its place in the world. Survey respondents were asked to rate how favourably or unfavourably they viewed the UK as result of participating in the Alumni UK programme on a scale of 0–10, with 0 being extremely unfavourably and 10 being extremely favourably.

Figure 15 Favourability towards the UK as a result of participating in the Alumni UK programme

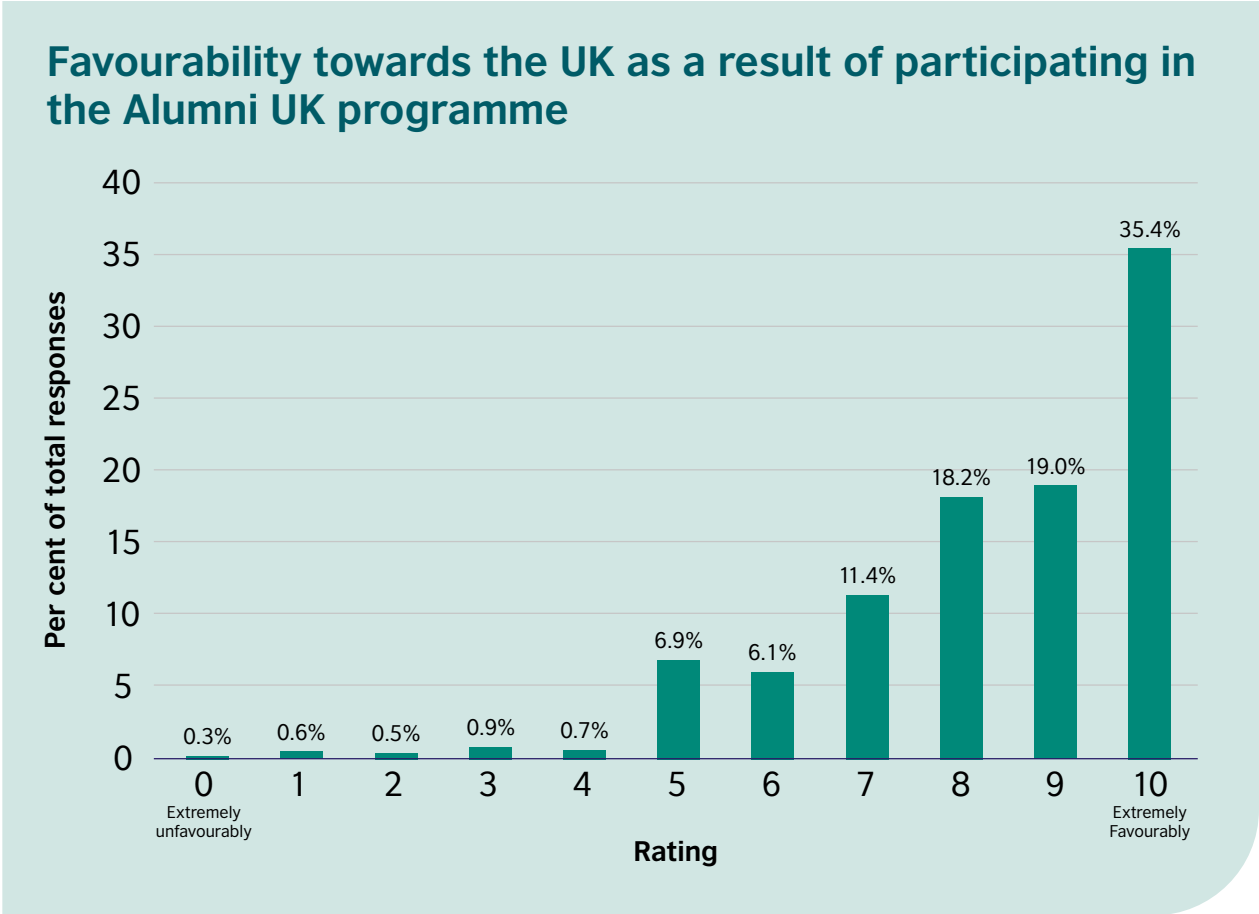


Figure 15 indicates that those who engage in the Alumni UK programme view the UK very positively. Over 90 per cent of respondents rated the UK as a 6+, with a mean response of 8.29. This suggests that the UK is not only viewed as a place of study, but also as a country with attractive values, culture, and influence. This, in part, could arguably be attributed to the activities of the Alumni UK programme and wider UK education as effective platforms for building diplomatic, cultural, and societal goodwill among international graduates.

The results from this round of the study are four percentage points lower than in the first round, where 92.6 per cent of respondents rated their UK favourability as a 6 or above (Krstic and Towne, 2024). This is likely due to normal fluctuation in response rates, the bigger sample size allowing for more diversity of opinion, and ongoing geopolitical factors influencing respondent views. At least one more year’s data is required to begin to recognise trends. A particular interesting area for exploration on this question, will be through the repeat respondents.

Figure 16 Favourability to the UK as a result of participating in the Alumni UK programme by graduation time

Respondent type	Mean	Range	Number of responses	Standard deviation
Recent graduates	8.18	0–10	609	1.913
Mid graduates (2000–2020)	8.36	0–10	1,489	1.793
Older graduates	8.42	1–10	190	1.718

Exploring favourability to the UK by graduation period provides further insights. Whilst the data is very positive, figure 16 shows that the mean favourability response declines with each category, with a 0.24 percentage point gap between the mean responses of recent graduates and older graduates. The standard deviation also increases between the graduation time groups, from

older to recent, which indicates a greater variation in responses and less unanimity in respondent views. There may be a number of reasons for this slight decline in favourability of the UK among more recent graduates, and it warrants further exploration, to identify the root causes of the trend and, where needed, put in place mitigating factors.

**Figure 17** Favourability to the UK as a result of participating in the Alumni UK programme by region of birth

Respondent type	Mean	Range	Number of responses	Standard deviation
Americas	8.46	0–10	415	1.799
East Asia	8.20	0–10	469	1.761
EU Europe	7.99	1–9	168	1.933
Middle East and North Africa	8.63	3–10	193	1.648
South Asia	8.32	0–10	750	1.846
Sub-Saharan Africa	8.22	0–10	559	1.871
Wider Europe and Central Asia	8.50	1–10	196	1.810
Total	8.31	0–10	2,750	1.824

Exploring favourability towards the UK by region of birth also provides some interesting insights. Figure 17 shows there is some variation between respondents born in different regions. Whilst still positive, those from the EU Europe category were the least favourable towards the UK, with a mean rating of 7.99. Further research should be done to understand the underlying causes of respondents from EU Europe's lower favourability to the UK. It will also be interesting to see whether the changing

geopolitical landscape, and the UK government's increased cooperation with EU countries, will be reflected in improved favourability of the UK in the next round of the study.

It is also worth noting that East Asian respondents are also below the average favourability rating, with a mean response rating of 8.2. Again, whilst still positive, due to the importance of this market, it is worth exploring any underlying reasons for this and taking any necessary action.

**Figure 18** Favourability to the UK as a result of participating in the Alumni UK programme by disability status

Respondent type	Mean	Range	Number of responses	Standard deviation
With disability	8.68	5	65	1.552
Without disability	8.32	10	2,123	1.805
Prefer not to say	7.38	9	56	2.416
Total	8.31	10	2,244	1.822

Figure 18 shows there is some divergence in opinions between those reporting living with a disability and those who did not, but the difference is relatively small and could be due to the smaller sample size of those with a disability. This is worth further exploration in the next round of the study and any additional research.

Survey respondents were asked a further six questions, to better understand how international graduates of UK education view the UK and its place in the world. These questions align precisely to those asked in the British Council's 2023 Global Perceptions Survey, which explores over 19,000 18–34 year olds from across the G20, with at least high school education, views of the UK and other leading nations. This provides an opportunity to compare the global perceptions of the UK by those with UK education experience and those without, providing further insights into the value of UK education as a platform for UK international influence and prestige.

Respondents were asked to rate their agreement with the following statements on a scale of 0 to 10, with 0 being strongly disagree and 10 being strongly agree:

1. The UK has world leading universities and academic research.
2. People from the UK are open and welcoming.
3. The UK has world leading arts and cultural institutions and attractions (e.g. classical/ popular music, digital arts, theatre, literature, visual arts, film, museums and galleries).
4. UK government contributes its fair share to aiding development in poorer countries.
5. The UK's government works constructively with other governments around the world.
6. UK is a force for good in the world.



These statements can be loosely grouped into two categories, which are:

1. Cultural and academic influence (statements 1, 2, and 3 above)
2. International engagement and development (statements 4, 5, and 6)

**Figure 19** Overall perceptions of the UK in the world

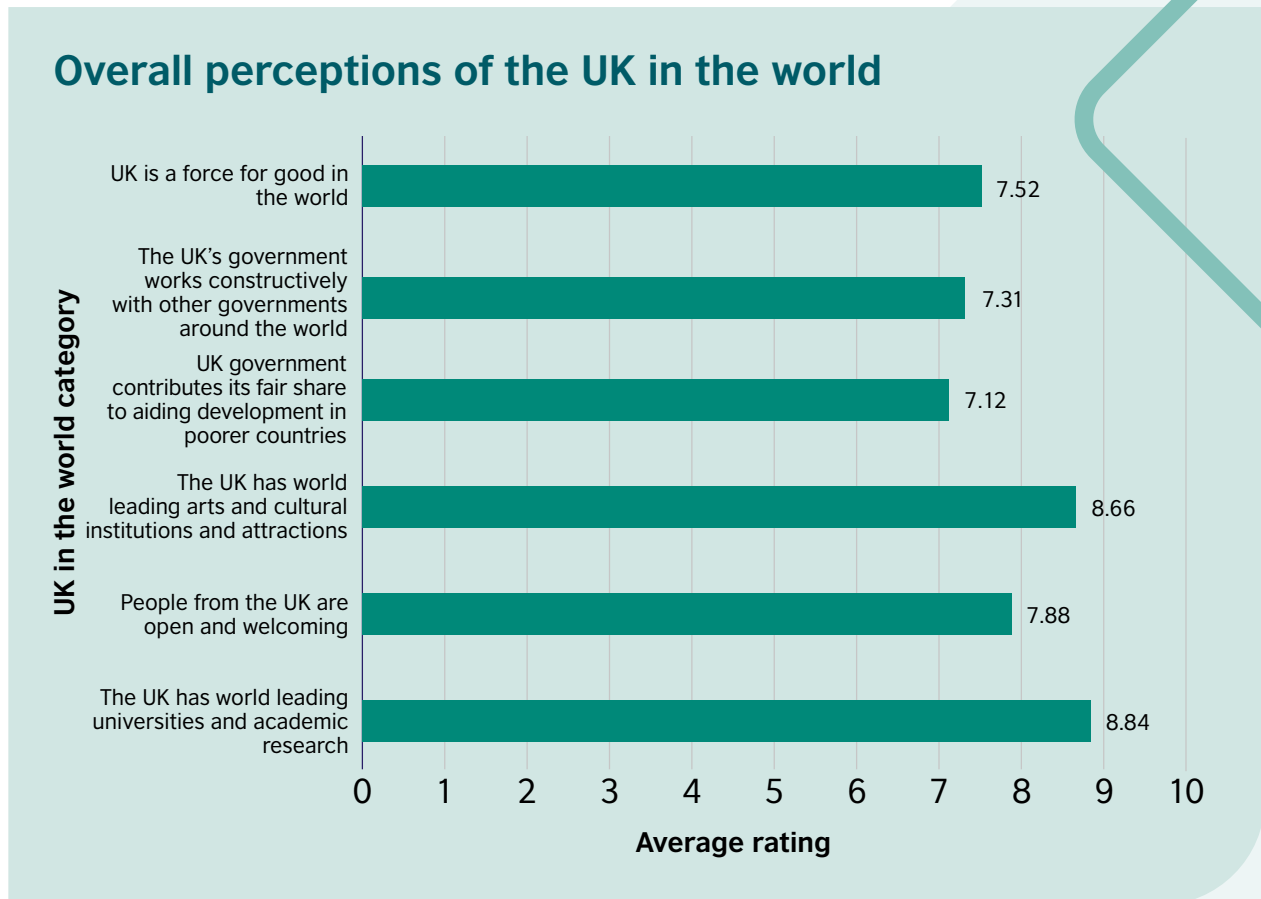


Figure 19 broadly demonstrates a very positive view of the UK and its place in the world, with no statement getting a mean agreement rating below 7. That being said, all mean ratings are slightly lower than in the previous round of the study (Krstic and Towne, 2024). As such, this is a section to pay close attention to in the next round of the study, to see if this a reflection of a downward trend in perceptions of the UK, or just normal variation in responses. It is also worth noting that all results are significantly more positive than those of the British

Council Global Perceptions Survey with an average 24 percentage point difference between the surveys for those rating their agreement with the statements as a 6 or above (Desai *et al.*, 2023). This suggests that Alumni UK network and the wider UK education experience is having a tangible positive impact on perceptions of the UK, and its culture, institutions, and overseas activities. As stated previously, this positive perception of the country likely translates into an increased trust internationally and the ability to influence global affairs.

**Figure 20** Overall perceptions of the UK by scholarship status

Respondent type	The UK has world leading universities and academic research	People from the UK are open and welcoming	The UK has world leading arts and cultural institutions and attractions	UK government contributes its fair share to aiding development in poorer countries	The UK's government works constructively with other governments around the world	UK is a force for good in the world
No scholarship	8.71	7.81	8.59	6.93	7.14	7.46
Obtained scholarship	9.05	8.00	8.77	7.29	7.47	7.59
Chevening scholarship	9.17	8.17	9.06	7.89	7.87	7.68
Commonwealth scholarship	9.14	8.23	8.68	8.22	8.06	7.97

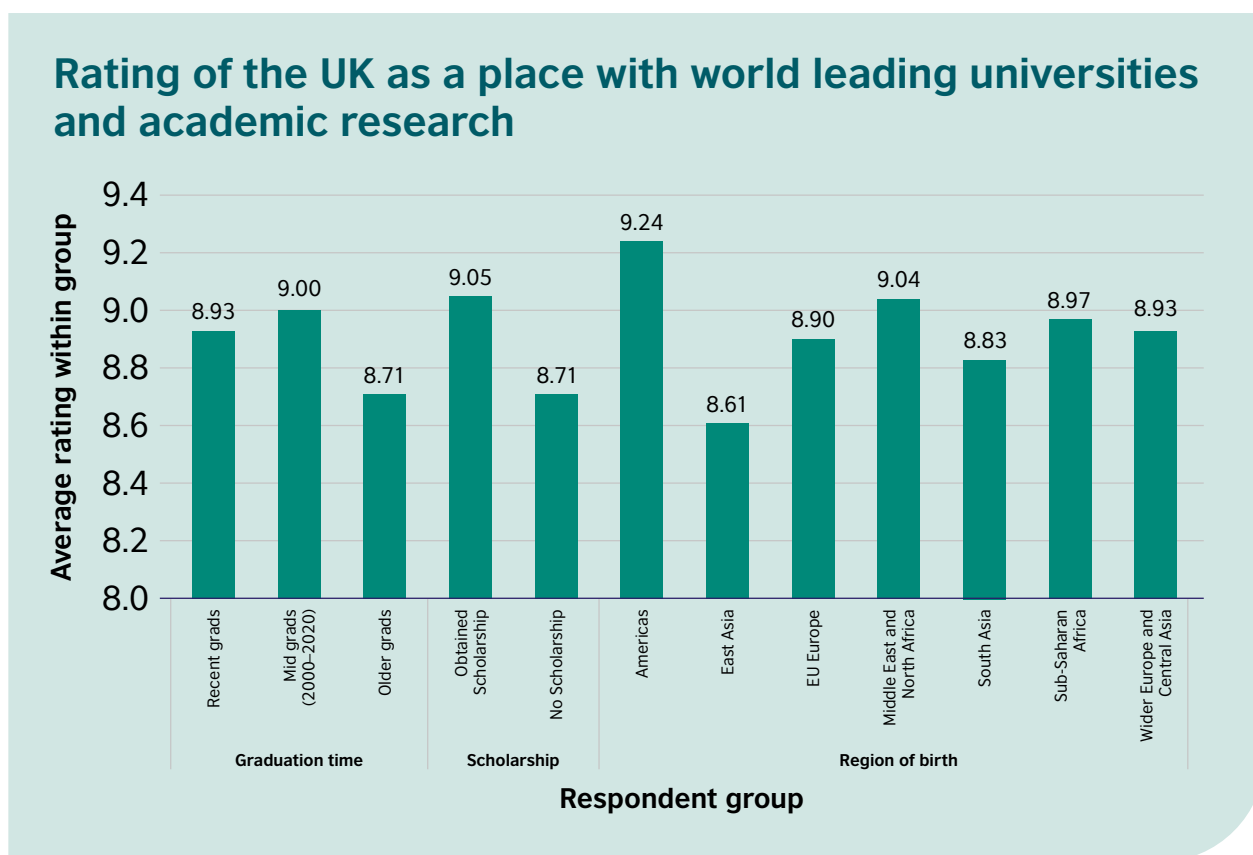
This section will now look at each statement individually, exploring responses by graduation time, region of birth, and whether the respondents obtained a scholarship to study in the UK. Prior to this, it is worth noting that whilst all average ratings were positive, those who obtained a scholarship to study in the UK provided a more positive average agreement rating in every category, compared to those who did not. This suggests scholarships are particularly effective at improving international student's perceptions of the UK. As is shown in Figure 20, the Chevening and Commonwealth scholarship programmes are particularly successful in this regard, returning higher mean ratings in every category compared to those who obtained other full or partial scholarships.

In terms of region of birth, this year's results broadly aligned to those of the 2024 study. Sub-Saharan Africa returned the highest average agreement rating in the most categories (three out of six). This was closely followed by the Americas, which had the highest average agreement rating for two out of the six statements. This is compared to 2024, where Sub-Saharan Africa and the Americas returned the highest average agreement rating in the most categories (two each) (Krstic and Towne, 2024). This could possibly be explained by the categories that Sub-

Saharan Africa returned high ratings on, which were those linked to international engagement and development. As Sub-Saharan Africa, is the largest recipient of bilateral UK official development assistance (ODA), at 52.4 per cent of total ODA in 2023, it is likely that the UK's work is more visible to these respondents (FCDO, 2024). Whilst still very positive, the region to return the lowest average ratings in the most categories was EU Europe, which returned three out of six as the lowest. This is the same as in 2024, where they returned the lowest average rating for four out of the five statements, including the UK being a force for good in the world and the UK contributing its fair share towards development. This is likely due to the changing relationship between the EU and the UK, following the UK's decision to leave the EU, as well as the fact they have limited stakes in UK development policy.

### UK cultural and academic influence

The statements in the cultural and academic influence group scored higher than those in the international engagement and development group. All the statements received mean agreement ratings above 7.8, which suggests the UK puts forward a holistic offering for international citizens looking to engage in an international education.

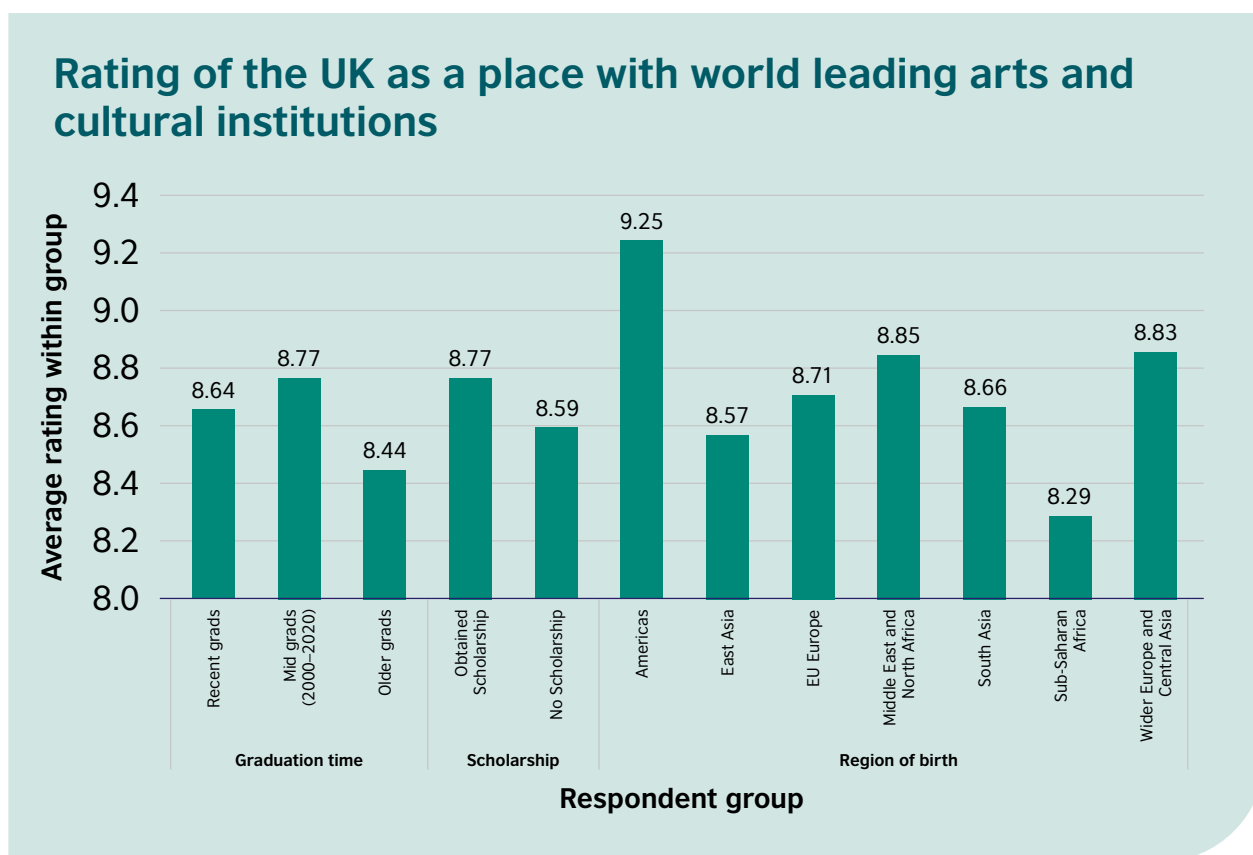
**Figure 21** Rating of the UK as a place with world leading universities and academic research

The highest rating by respondents was in relation to the UK having world leading universities and academic research, with 96.3 per cent of respondents rating their agreement as a 6 or above and a mean agreement rating of 8.84. This statement also had the lowest standard deviation (1.55), which means responses were more consistent. These results align to those in the Global Perceptions Survey, which was also had the highest agreement rating out of the selected statements. However, international graduates in the Alumni UK network were notably more positive about UK universities and research, with a 24 percentage point gap between the two different survey populations rating their agreements a 6 or above (Desai, *et al.*, 2023). This result is unsurprising considering respondents chose to study a UK education, meaning there is arguably both bias in respondents' views and potentially self-interest for them to positively report the quality of their own education and qualifications.

Nevertheless, this result is also a reflection of genuine quality within UK education and research as demonstrated by a range of international metrics, such as for instance, those in Figure 1. This is supported by Figure 21, which shows only a small variation between the different groups.



**Figure 22** Rating of the UK as a place with world leading arts and cultural institutions



Like in the 2024 study, the UK's art and cultural institutions scored the second highest, with 94.9 per cent of respondents rating their agreement as a 6 or above and a mean rating of 8.66. This statement also had the second lowest standard deviation (1.663), which suggests a more consistent and very positive view of UK art and cultural institutes by respondents. Again, this aligns to the findings in the global perception survey, where, of the selected statements, this also was rated second. Similarly to above, international graduates in the Alumni UK network were significantly more positive about UK arts, cultural institutions, and attractions, with a 25 percentage point gap between the two survey respondent groups rating their agreement a 6+ (Desai, *et al.*, 2023). Figure 22 also shows that there is little difference in ratings by respondent types. Perhaps the most notable difference is in the region of birth category, where there

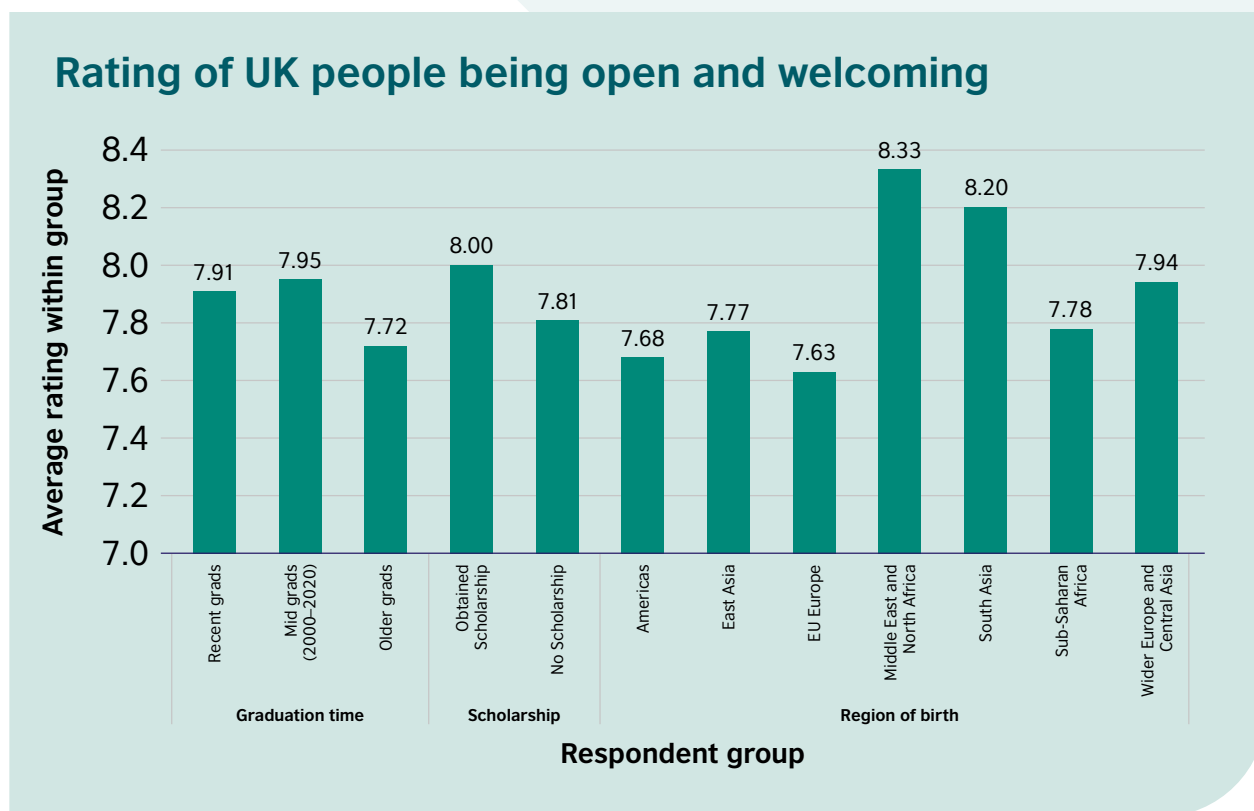
was a 0.96 percentage point difference between the highest and lowest mean ratings (Americas with 9.25 and Sub-Saharan Africa with 8.29). Sub-Saharan Africa respondents returning the lowest average rating for this section supports the argument put forward in the advocacy section, that this group's socio-cultural preferences may be less aligned with the UK offering. However, as this group still returned an average rating of 8.29, it is still very positive.

All considered, this implies the UK's arts and cultural offering complements the world leading academic experience put forward by the universities themselves, meaning the UK is able to offer a holistic and culturally enriching experience for those international citizens who choose to study in the UK. This may factor into students' decision making (see for example, Nicholls, 2018; Nicholls, 2018;

King and Sondhi, 2018), when deciding on a location for study, and should continue to be monitored, and where appropriate

supported, to ensure the UK is as appealing a place to study as possible.

**Figure 23** Rating of UK people being open and welcoming



The third highest rated statement was that people from the UK are open and welcoming. The mean agreement rating was 7.88, 89.3 per cent of respondents rated their agreement as 6 or above, and the standard deviation is 1.98. These results are in contrast to the global perception survey, where only 58 per cent of respondents rated their agreement with the statement as a 6 or above (Desai, *et al.*, 2023). This suggests studying for a UK education has a tangible positive impact on perceptions of UK citizens. Nevertheless, both surveys' findings are positive, which suggests people from the UK are very open and welcoming. This likely further augments the UK's educational offering, due to prospective students' more holistic decision-making process (Nicholls, 2018; King and Sondhi, 2018). Arguably, if students feel they would be living in a welcoming and inclusive

society, they are more likely to choose that country and education system over a more hostile environment. Equally, positive perceptions of UK citizens as inclusive, respectful and welcoming likely contributes to trust and moral authority in UK government's international agendas. Positive perceptions and experiences may also help shape favourable attitudes towards the UK, contributing to trust and goodwill between nations and businesses.

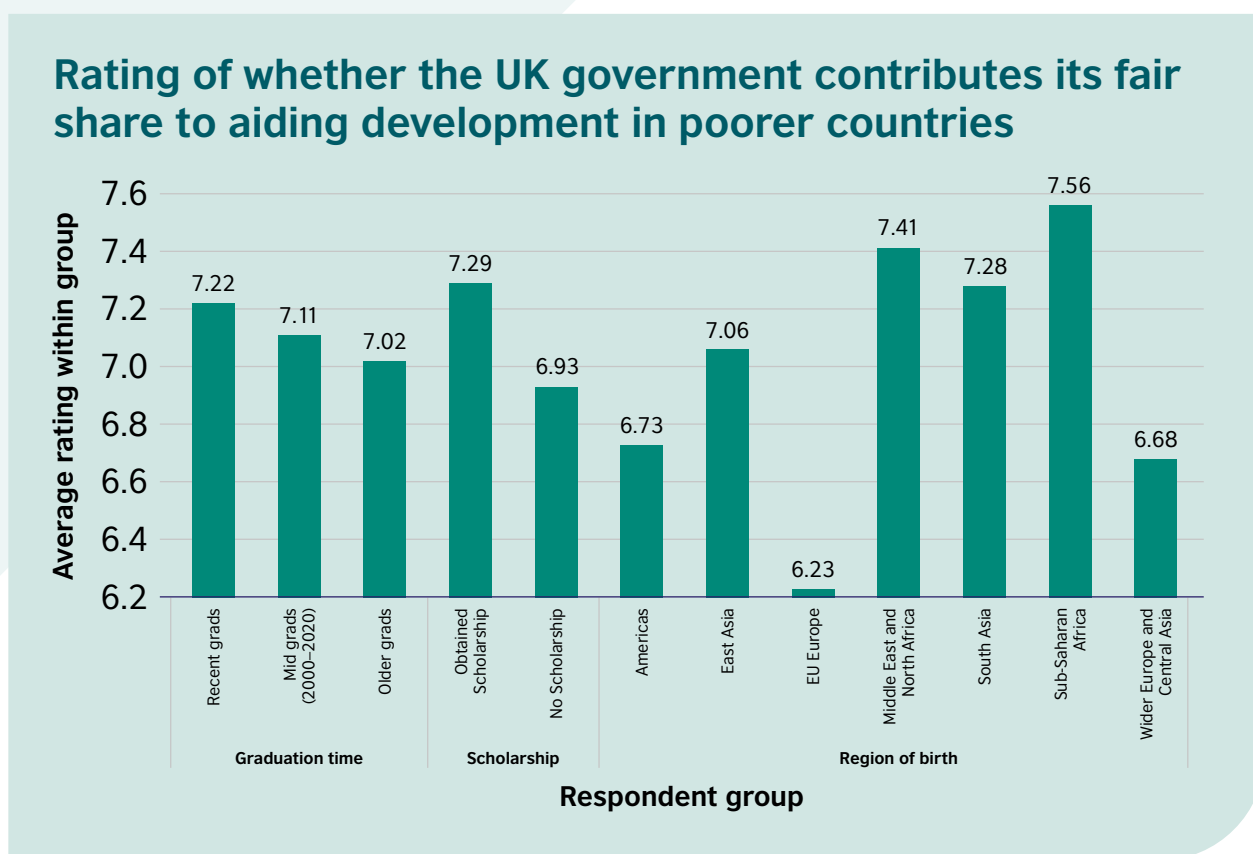
As above, there is little difference between the groups shown in Figure 23. The most notable difference is between respondents from the Middle East and North Africa and those from EU Europe (0.70). It is also worth noting that those who obtained a scholarship for their studies in the UK on average returned an agreement rating 0.19 percentage points higher than those who did not, with a mean of 8.00 and 7.81 respectively. The

standard deviation was also lower for those who received scholarships (1.894 with vs 1.967 without), which suggests more consistency in their responses. This further reinforces the evidence base for the benefits of scholarships, in supporting positive student attitudes towards the UK and UK education. It is also worth noting a small difference in response rates between genders. Male respondents, on average, were more positive than female respondents, with mean ratings of 8.08 and 7.74 respectively.

### UK international engagement and development

The statements in the international engagement and development group scored lower than those in the cultural and academic influence group. Nevertheless, all the statements received mean agreement ratings above 7.00, which suggests the UK overall is viewed positively around the world. This likely contributes to students' decisions to enrol in UK education indirectly, as the UK is viewed as a socially responsible and welcoming.

**Figure 24** Rating of whether the UK government contributes its fair share to aiding development in poorer countries



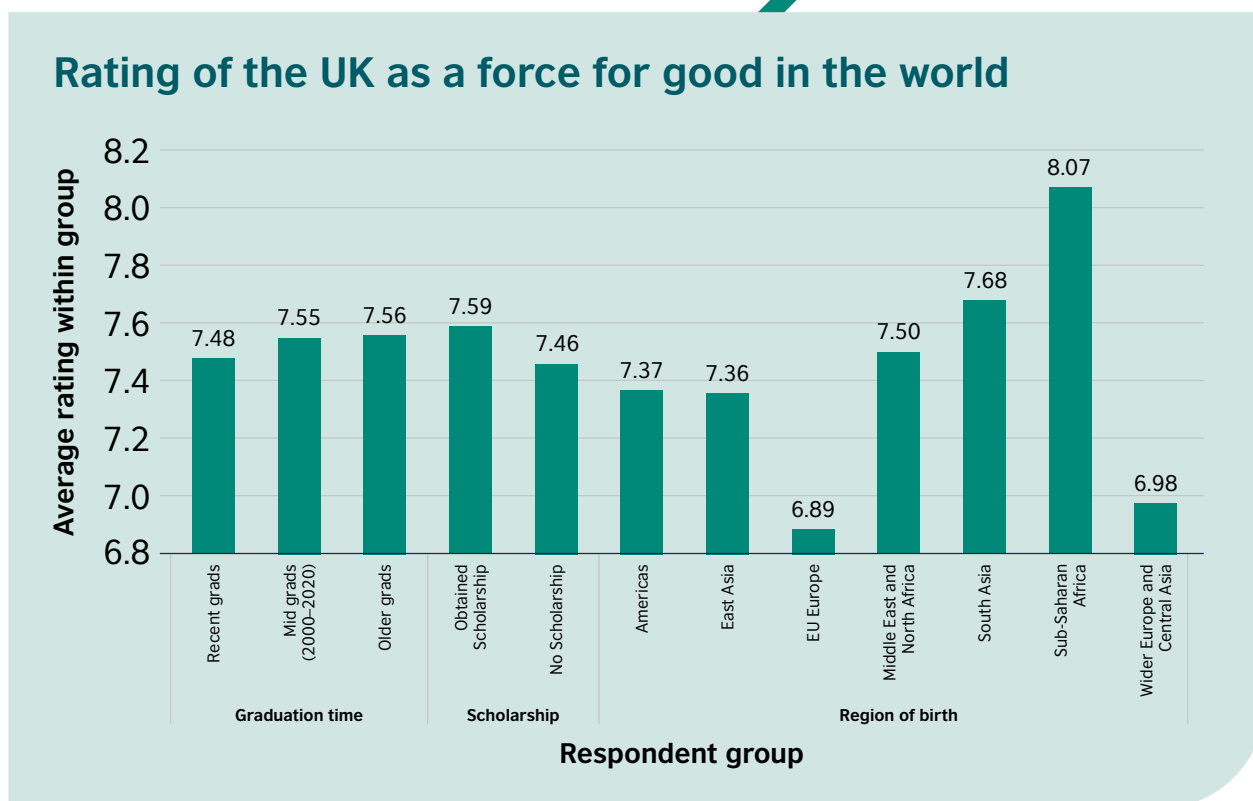
The statement related to the UK government contributing its fair share to aiding development in poorer countries was the lowest scoring category as per Figure 24. On average respondents rated the statement a 7.12 and 75 per cent rated their agreement as a 6 or above. This still reflects a very positive view of UK ODA. The standard deviation was the largest among all statements in this

section, at 2.442. This suggests a moderate degree of variation in perspectives, and as the mode response is 10, several higher ratings bringing up the mean value. The survey findings are in contrast to those from the Global Perceptions Survey, where only 54 per cent of respondents rated their agreement as a 6 or above (Desai, *et al.*, 2023).

Variation between groups is relatively small. In the graduation time category, there appears to be a small trend in increased agreement from older to newer graduates. However, the difference is small, with 0.2 percentage points between older and newer graduates. There is also some variation between respondents in the different regions of birth categories. As noted above, Sub-Saharan African respondents were most in agreement with the statement, with a mean rating of 7.56, and EU Europe gave the lowest rating, with a mean of 6.23. The latter rating could be a reflection on UK aid spending, which in 2023 stood at 19.07 billion USD. Whilst this meant in absolute terms the UK was the fourth largest donor in the OECD Development Assistance Committee and ninth in terms of gross national income (GNI), it is other European countries proportionally spending more on ODA (OECD, 2025). However, what is more likely is that it is a reflection of a wider disenchantment with UK.

It is also worth noting a small difference in response rates between genders. Male respondents, on average, were more positive than female respondents, with mean ratings of 7.28 and 7.01 respectively. There is also a notable difference in response rate amongst repeat respondents, with the average rate decreasing from 7.43 in the first round of the study to 7.12 in this round. This is still a positive result, and the change is likely just general fluctuations in response rates. However, it should be closely observed in the next round of the study, particularly given the context of UK Government's decision to decrease its international development budget from 0.5 per cent GNI to 0.3 per cent (FCDO, 2025).

**Figure 25** Rating of the UK as a force for good in the world

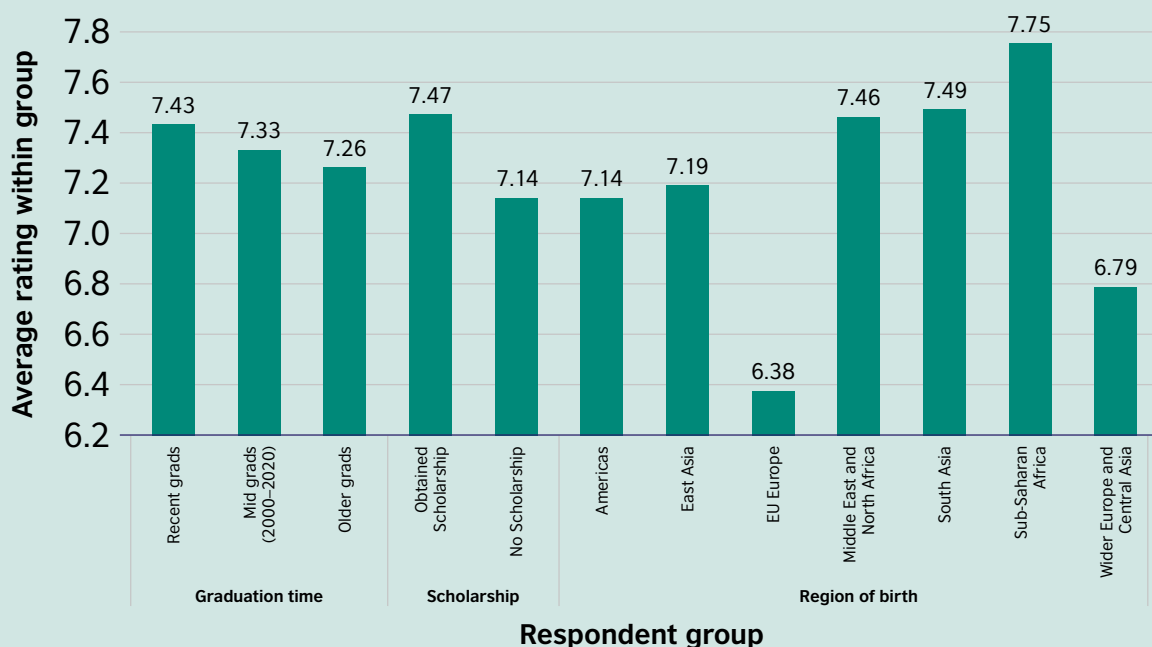


As shown in Figure 25, the statement related to the UK being a force for good in the world received a positive response from participants. The mean agreement rating was 7.52, the proportion of respondents rating their agreement as a 6 or above was 81.1 per cent, and the standard deviation is 2.36, which suggests a moderate degree of variation in responses. Again, the agreement rating of those in the Alumni UK network was significantly higher than those who participated in the Global Perceptions Survey, with a 24 percentage point gap between those who rated their agreement as 6+ (Desai, *et al.*, 2023). A similar pattern in the data can be observed as with previous statement. For example, Sub-Saharan Africa and EU Europe were the regions with the highest and lowest agreement rating respectively.

There is also a small difference in response rates between genders. Male respondents, on average, were more positive than female respondents, with mean ratings of 7.70 and 7.37 respectively. Similarly, there is also a notable difference between those respondents reporting living with a disability and those who did not. Those living with a disability were in stronger agreement than those without, with a mean rating of 7.86 compared to 7.54. Repeat respondents also recorded a notable change in their perceptions of the UK as a force for good in the world, decreasing from 7.78 in the first round of the study to 7.56 in the second. This result is still positive and likely the result of general fluctuation in response rates. However, it should be closely observed in the next round of the study to ensure it is not an emerging trend.

**Figure 26** Rating of the UK government's collaboration with other national governments

### Rating of the UK government's collaboration with other national governments



The statement related to the UK government working constructively with other governments around the world also received a positive response as illustrated in Figure 26. The mean rating was 7.31 and the standard deviation was 2.348. As before, the results are significantly more positive than those in the Global Perceptions Survey (78 per cent vs 60 per cent rating their agreement as 6+; Desai, *et al.*, 2023).

Sub-Saharan Africa returned the highest mean rating (7.75), as compared to the EU, which returned the lowest (6.38). It is also worth noting a small difference in response rates between genders. Male respondents had 0.2 mean rating higher than female respondents, with ratings of 7.27 and 7.47 respectively. Respondents which reported living with a disability were also more positive about how constructively UK government works with other governments, with the average rating for those living with a disability being 7.62 compared to 7.37 for those without.



# Discussion of results



# Discussion of results

Overall, the data suggests a very positive picture of the UK and its education system. The insights from the study suggest the UK offers a holistic experience for students, with UK culture, arts, and government actions, complementing the world leading standards of the education system itself. Nevertheless, the results were, broadly speaking, slightly lower than in the 2024 study. However, it is too early to tell if this is the start of a downward trend or just normal fluctuation in response rates. At least one more year's data is needed to begin to assess this, and many more for a robust understanding. Furthermore, whilst the data itself cannot be extrapolated to a wider population without significant statistical manipulation, it has highlighted a number of notable insights and avenues for further exploration. These key ones are detailed below.

There are some indications of differences in levels of satisfaction among certain geographies in the overall experience and relevance to the labour market sections. As discussed above, this could be due to a range of reasons and it is too early to know whether this is a trend or just normal fluctuation in responses. Therefore, this should be closely monitored in the next round of the study.

Another noteworthy finding is related to respondents' views of the UK and its place in the world. Whilst all responses were on average positive, in both rounds of the study, the statements related to UK cultural and academic influence received a higher level of agreement than those related to UK international engagement and development. A similar result was observed in the 2024 study. As discussed above, some of this is likely due to a low level of visibility of UK government and associated organisations' actions in some countries, and action should be taken to increase the visibility of the positive work the UK government is doing, especially in education, globally (Donor Tracker, 2025). However, in an increasingly hostile world, the UK government is now tasked with making difficult foreign policy and development decisions, which will likely polarise opinion. For example, the planned decrease in international development spending from 0.5 per cent GNI to 0.3 per cent (FCDO, 2025). This phenomenon should continue to be observed in the next round of the study.



# Conclusion



# Conclusion

This second round of the Alumni Voices longitudinal study reinforces the value of international alumni as a key soft power resource for the UK. The findings highlight how a UK education fosters not only academic achievement but also enduring affinity, advocacy, and trust. Alumni are shown to be active promoters of UK education and tourism, and maintain strong, ongoing connections formed during their time in the UK.

Their perceptions of the UK – its people, institutions, and global influence – are consistently more positive than those of non-alumni peers in G20 countries. While comparisons between the two data rounds are still limited, initial trends are emerging. For example, alumni continue to view the UK's cultural and academic influence more favourably than its international development and engagement. As the geopolitical landscape evolves, this longitudinal data could serve as an important barometer of global sentiment toward the UK.

The Alumni UK network is an increasingly valuable asset – for the British Council, for UK soft power, and for informing international engagement strategies. Continued support and investment will ensure it remains a critical channel for insight, connection, and global influence.

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# Alumni Voices:

## UK graduates, global influence