



HM Government

Building Our Industrial Strategy Green Paper

Written response from the British Council

April 2017

THE BRITISH COUNCIL

The British Council is the UK's international organisation for cultural relations and educational opportunities. We create friendly knowledge and understanding between the people of the UK and other countries.

We make a lasting difference to the security of the UK by fostering engagement and debate across cultures in strategically important countries. We contribute to the UK's prosperity by building trust to create favourable conditions for trade, investment and tourism. Our work also supports the UK's international influence by increasing connections and networks with decision makers globally, including the number of people who know and trust the UK.

Through our work in arts and culture, education, English language, sport, science and civil society we make a positive contribution to the people, institutions and governments of the countries we work with. This changes lives by creating opportunities, building connections and engendering trust. In turn these relationships enrich UK culture and society.

We work with over 100 countries worldwide. These include all of the places of high priority for the UK, from China, India, Brazil and Russia, to North America and the European Union and Commonwealth countries, to the Middle East and North Africa. We are at the forefront of the UK's international networks and soft power.

Each year we reach over 20 million people face-to-face and more than 500 million people online, via broadcasts and publications.

RESPONSE TO CONSULTATION QUESTIONS

The British Council welcomes this opportunity to respond to the Government's green paper.

Although the green paper focuses primarily on UK activity, it is vital that the Industrial Strategy recognises the importance of international engagement, which creates an environment that increases trade, builds skills for a global workforce, enhances the UK's science and research base and generates economic benefits through tourism, education and commercial partnerships.

We comment below on the questions relevant to the areas we work with and would welcome a further discussion about the development of the Industrial Strategy.

1. Does this document identify the right areas of focus: extending our strengths; closing the gaps; and making the UK one of the most competitive places to start or grow a business?

The UK Government's development of a modern industrial strategy is an opportunity to harness the potential of international engagement, whether through the overarching benefits to trade from increased trust or the upskilling of the UK workforce, or through the direct economic benefits from education exports and international trade and inward investment in the creative industries.

There is a significant global opportunity for the UK around educating international students. According to UNESCO, there were 207 million tertiary enrolments in total in 2014 (latest numbers published), with The Economist stating in 2015 that: “University enrolment is growing faster even than demand for the ultimate consumer good, the car”.

Traditionally, around 2% of all enrolments have been internationally mobile, although “reduced transportation and communication costs, and the internationalisation of labour markets for highly skilled people have given students stronger incentives to study abroad as part of their tertiary education” (OECD, Education at a glance 2016). Furthermore, greater numbers of students expect an international element to their higher education course (whether through long or short term mobility, or some form of transnational education

The UK in the recent past was the leading annual recruiter of new international students (but was overtaken by the USA in 2014). Until 2012, the UK was the second most popular host of internationally mobile students (after the USA). But in recent years, the number of mobile students to the UK has stagnated (0-2% per annum) whilst growth to other destinations has increased (7 to 10% per annum for Australia, Canada, USA, Germany, UAE, China). Consequently, the UK has lost international market share.

Coordinated policy support for UK education exports could help to reverse this decline in global share. Fundamental to this is a streamlined visa and scholarship policy that supports inward and outward mobility of talent, to apply to students at all levels, and to researchers.

The areas of focus referred to in this question (closing the gaps and the competitiveness of the UK to start and grow a business) will be supported by the UK sending messages of openness to do business with the world and within this the welcome of international students is an important signal.

Investing in science, research & innovation

5. What should be the priority areas for science, research and innovation investment?

The global standing of the UK science and research base¹ can be attributed in part to an exceptionally high level of international collaboration (more than 50% of all UK publications have at least one international author) and mobility (more than 30% of academics based in the UK come from abroad, and UK researchers themselves are highly mobile), factors that are well-documented drivers of research excellence² and intimately linked to our global competitiveness. International collaboration is also fundamental to the UK’s ability to be in the driving seat of leading multi-disciplinary research that is linked to the Sustainable Development Goals, allowing us to shape approaches to issues such as disaster risk reduction, the food-water-energy nexus, rapidly emerging infectious diseases, climate change and others with a worldwide impact.

¹ Elsevier for the UK’s Department of Business, Innovation and Skills (2013) International Comparative performance of the UK Research Base.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/263729/bis-13-1297-international-comparative-performance-of-the-UK-research-base-2013.pdf

² Adams, J. (2013) ‘The fourth age of research’. Nature 497, 557-560.

There is great merit in cultivating an internationalised higher education (HE) and research sector recognised for its excellence, an essential component of the UK's thriving knowledge economy, which generates substantial income through HE exports and offers opportunities for the exploitation and commercialisation of world-class research. There are also wider societal benefits of a high-performing HE and research system that is merit-based (i.e. not based on nationality or affiliation) and promotes openness and international exchange. As one of the UK's most powerful assets, it enables us to engage with others through scientific cultural relations even under politically difficult circumstances; increases our influence around the world^{3,4}; provides the foundation for future trade opportunities with our scientific partners; and strengthens employability of UK students and researchers.

If we want the UK to prosper, we have to prioritise developing legal and funding frameworks that will allow our HE system and research sector to remain open and internationalised. It will therefore be imperative to ensure that UK universities, research institutions and businesses can continue to work with, attract and retain the best students, researchers and innovators from across the globe, including from Europe⁵. The UK's attractiveness as a hub for world-leading HE and research can only be maintained in a well-resourced, linked-up and enabling environment, a place where talent can flourish.

Building on a well-established culture of student and researcher mobility, transnational consortia work and merit-based funding for individuals under Erasmus+ and the current and previous EU Framework Programmes⁶, the UK has to ensure that mechanisms are put in place that enable talented students and researchers to access funding to come to and collaborate with the UK. Ideally this should be through continued access to EC funding streams, but as a minimum by devising instruments that emulate – in terms of the overall funding envelope as well as their underpinning philosophy – prestigious schemes such as the Marie Skłodowska-Curie Actions and European Research Council grants for curiosity-driven work that often may be high-risk but potentially transformative. In addition, any opportunities for mobility and international collaboration must be accompanied by carefully considered visa regulations and fee structures for researchers and students.

The UK is a world leader in science and technology and renowned for its approach to STEM education. However, focussing our investment too narrowly just on excellence in STEM subjects will be counter-productive. Making the UK a hub for world-class social science and humanities research and teaching will have far-reaching benefit, increasing our attractiveness as a place to study, work and trade with, and maximising the likelihood that the knowledge we generate is translated into economic and societal impact.

The industrial strategy could draw more on international comparisons of per capita productivity and explore the role of international research and international partnerships in increasing the UK's strength in this area.

³ ExEdUK and Wild Research (2014) Education and Soft Power- the unexplored connection.

<http://exeduk.com/wp-content/uploads/Education-and-British-Soft-Power-the-unexplored-connection.pdf>

⁴ British Council (2012) Trust Pays. <https://www.britishcouncil.org/sites/default/files/trust-pays-report-v2.pdf>

⁵ Currently, 60% of the UK's research outputs resulting from international collaborations are co-authored with other EU countries.

⁶ Between 2007 and 2013, the UK was the country awarded the highest number of ERC grants overall and has also greatly benefitted from Marie Skłodowska-Curie actions, with access to a total of €1 billion in funding for over 3,000 UK-based researchers.

8. How can we best support the next generation of research leaders and entrepreneurs?

An important route toward attracting young talent into research careers, be they in academia or business, is investment in public engagement with science. The UK is seen as a frontrunner in this area, with an international reputation particularly in STEM, including through science communication competitions such as FameLab⁷, a range of renowned science festivals and our unrivalled world-leading science and natural history museums. Continued support for excellence in STEM education and science-focussed public engagement will be crucial, but building a diversified, multi-disciplinary HE and research sector in the UK underpinned by a skilled workforce will require us to also explore novel approaches toward raising the profile of the social sciences and research in the humanities.

We welcome the additional investment into new PhD places, but would urge that there is a concurrent focus on career development for researchers, with an emphasis on transferable skills and the opportunities for PhD students outside of academia; in industry or the public or third sector. This will support greater mobility and collaboration across academia and industry and help to drive innovation and prosperity. Furthermore, in order to maintain a strong science 'pipeline' that allows the best researchers to thrive and develop into future leaders, the UK must also ensure that opportunities are in place to attract the most talented students and early career researchers from abroad and support existing initiatives that foster mobility, exchange and career development of young researchers, such as the transnational Euraxess network⁸.

Developing skills

International Partnerships

As mentioned, a critical strength of the UK's HE sector is the high levels of international collaboration and engagement both in terms of student mobility, institutional partnerships and research and development. This model of engagement with all the associated benefits should be core to the development of the UK's technical education sector.

It is clear from our work that Technical Education is of key importance to many governments around the world. Sub Saharan Africa, with a booming youth population looking for work, and the growing emphasis on technical skills in Asia and in particular China show the competitive context the UK will be operating in, in the future. Therefore it is more important than ever that we create the right technical education system to develop a globally competitive workforce. We broadly welcome the post 16 skills plan but highlight the importance of flexibility within the system to account for the increasing automation of jobs and the changing nature of work.

Globally we see an increasing move towards employer engagement in vocational education and the devolution of skills development powers to regions. The UK system is held in high

⁷ <https://www.britishcouncil.org/study-work-create/opportunity/funding-creativity/famelab-science-competition>

⁸ <https://www.euraxess.org.uk/united-kingdom/essential-information/career-development>

regard and in particular overseas skills policy-makers comment on the quality of our provision, links with employers and the flexibility of our system. We should seek to preserve and enhance these characteristics.

Institutional and policy links through international skills partnerships between technical and vocational UK institutions and overseas institutions will position the UK's technical sector and help to drive up standards in teaching and learning. Over the past six years, the British Council has delivered over 80 International Skills Partnerships, with UK organisations partnering with counterparts in more than 30 countries. Training providers in the UK have cited these partnerships as contributing to:

- devising innovative approaches to skills development which benefit their learners, staff and communities;
- supporting a strategy of internationalisation, which can enhance the culture, profile and reputation of their organisation;
- forging positive relationships with other organisations, including employers; and
- creating unrivalled staff development opportunities.

The benefits of internationalisation in promoting and exporting the UK Skills Sector are clear. A revitalised focus on Technical Education in the UK is a key opportunity to build cultural and trade links in education with our partners overseas for the long term good of the Technical Education Sector and the prospective workforce.

International skills

In a time of increasing mobility of labour, we should note the importance of broader skills such as team work, problem solving and intercultural fluency in an increasingly globalised world. It is important to prepare learners, not just for the jobs of today but to account for shifting patterns of global employment. Our young people need international skills that allow them to compete globally and to establish links and connections that create a more outward looking nation. British Council research⁹ has shown that international experience leads to benefits for British people, employers and wider UK society. These include development of a range of skills such as leadership and teamwork that support employability; enhanced language abilities; increased capabilities in areas such as critical thinking that are linked to innovation; and an increased likelihood of working in a role associated with innovation in the workplace – roles that are vital in driving economic growth.

There is also a risk of not equipping young people with international skills and experiences. The British Council's Global Skills Gap report¹⁰ in 2011 found that three-quarters (75%) of board- and director-level executives and CEOs think that "we are in danger of being left behind by emerging countries unless young people learn to think more globally".

Outward mobility

⁹ <https://www.britishcouncil.org/organisation/policy-insight-research/research/world-experience>

¹⁰ https://think-global.org.uk/wp-content/uploads/dea/documents/BusinessPoll_online_TG.pdf

International outward mobility opportunities provide an excellent opportunity for the acquisition of this broader set of skills. The EC's large-scale study¹¹ of Erasmus students (2014) looked at personal attributes that are developed by the experience of study or work abroad, and at comparative rates of employment/unemployment between mobile and non-mobile students. Key findings include a 23% lower unemployment rate five years after graduation among Erasmus students than non-mobile students, and indicators demonstrating a higher rate of entrepreneurialism and faster career progression among Erasmus (mobile) students. There is now a regional analysis¹² of the same data, giving a picture of the national and regional differences. The International Unit (UUKi) publishes an annual review¹³ of UK data in this area, which shows higher employment rates among mobile students and looks (most recently) at the experience of mobility as especially favourable for students from under-represented groups.

In addition to providing a means for the acquisition of skills that enhance students' employability, outward mobility supports the development of international networks for individuals and of international partnerships for universities and colleges. In a recent survey of the HE sector, all respondents noted this as a significant institutional benefit of the Erasmus+ programme.

Regardless of the obvious benefits, the UK lags behind its European counterparts in the numbers of young people that access outward mobility opportunities although appetite is growing. The latest data from the European Commission shows that the number of UK students on Erasmus+ is at its highest since the scheme began in 1987. In addition to Erasmus+, there exists a range of other mobility opportunities for UK students to study or work abroad, many of them managed by the British Council. These include opportunities in India, China and other parts of Asia, as well as North and South America

As a simplified, more readily accessible UK vocational system emerges, with close links to industry and employers, now is a good time to consider the development of a programme that supports international outward mobility and consequently the development of international employability skills.

Language Skills

It is essential to invest in modern language competence and the cultural understanding that goes with it - the intercultural skills that are necessary to be able to relate to customers from different countries.

In the UK at present, a downward spiral in modern languages provision and take-up in schools has led to 50 universities scrapping courses in Modern Languages since 2000 and others are under significant pressure as applications fall. This deficit will need to be addressed if young people are to be equipped with a skill that is essential for their participation in the global economy, and essential for the UK's expansion of exports in post-Brexit Britain.

¹¹http://europa.eu/rapid/press-release_IP-14-1025_en.htm

¹²http://ec.europa.eu/dgs/education_culture/repository/education/library/study/2016/erasmus-impact_en.pdf

¹³<http://www.go.international.ac.uk/gone-international-mobility-works>

A significant competitive advantage for the UK is the high proportion of children in UK schools who speak another language other than English at home and in their communities. Currently these highly valuable language skills are not just neglected, but viewed as an educational handicap in many schools. Yet there is huge potential here that could be exploited if languages such as Arabic, Gujarati, Urdu or Polish were properly supported. Recent research through the University of Sydney has highlighted the cognitive advantage that children who speak two or more languages have and recommends that governments not only encourage parents to speak their native language at home but also implement policies that encourage teaching second languages at school.

It is worth noting that UK young people are in a position of potentially losing out internationally to a generation of young people in countries where English is now a medium of instruction. This means that when it comes to employment there are very many talented young people in the global talent pool who are in effect bilingual for work purposes.

Encouraging trade & inward investment

25. What can the Government do to improve our support for firms wanting to start exporting? What can the Government do to improve support for firms in increasing their exports?

26. What can we learn from other countries to improve our support for inward investment and how we measure its success? Should we put more emphasis on measuring the impact of Foreign Direct Investment (FDI) on growth?

The English language, our arts, heritage and creative industries, our universities, sporting successes, science and innovation, and freedoms, stability and diversity are major contributors to the UK's soft power. They also strengthen the UK's reputation across the world as an open, vibrant country, with a thriving cultural scene and a world-class education sector. Sharing the best of the UK's culture and values with other countries increases levels of trust and understanding between the people of the UK and the people of other countries, increasing the attractiveness of the UK to business investors, international students and tourists.

The British Council's 'Culture Means Business' report¹⁴ showed that culture is key to commerce – with people overseas who have experienced UK culture significantly more interested in doing business with the UK, and rating the country more highly as a business destination. In all countries, people who have been involved in activities including learning English, experiencing UK arts, or studying for UK qualifications, have a greater interest in doing business with the UK than those with no significant experience of UK culture. On average across all the countries, the level of interest is 11 percentage points higher - 44% versus 33%.

Sharing the best of the UK's culture and values with other countries increases levels of trust and understanding between the people of the UK and the people of other countries, increasing the attractiveness of the UK to business investors, international students and

¹⁴ <https://www.britishcouncil.org/organisation/policy-insight-research/research/culture-means-business>

tourists, with a direct impact on UK prosperity. The British Council's 'Trust Pays' research¹⁵ found a higher level of trust in people from the UK is associated with a higher level of interest in doing business and trade with the UK, with the difference in China being 19%, Brazil 22%, India 24% and Russia 29%. Higher levels of trust also lowers transaction costs - the formal costs of doing business – it increases openness and ease of communication, and lowers risk.

A number of academic studies have also found links between levels of soft power, trust between countries and flows of foreign direct investment, trade and economic growth. For example:

- Dekker et al (2007) Diverse Europe - Public opinion on the European Union¹⁶, studied the effect of mutual trust on bilateral trade and FDI between EU member states. They estimated that if trust levels between every pair of countries were the same as the highest level enjoyed within the EU – that between the Swedes and the Danes, exports would grow by 56% within the EU, and FDI stocks by 250%.
- Den Butter and Mosch (2003)¹⁷ found both formal trust (measured in the same way as the basic principle of the system of law) and informal mutual trust are important for bilateral trade. In their results for international trade between the EU member states, they argue that an increase in mutual trust between countries leads to substantial rises in bilateral trade.
- Rose (2015)¹⁸ found that a 1% increase in soft power, measured via positive perceptions of a nation, leads to a 0.8% increase in exports.

Education Supporting Prosperity

The UK's HE system is world class. Three out of 10 of the world's top universities are in the UK (including the first in the world), the UK is a world leader in quality research and 38% of Nobel prize winners who studied abroad did so in the UK. It is one of our best assets in terms of sustaining and increasing the UK attractiveness and, as estimated in the Government's International Education Industrial Strategy published in 2013, it is the UK's fifth largest export industry. International students create an economic benefit of £25 billion for the UK economy each year¹⁹.

The Industrial Strategy could provide an opportunity for the UK to make a bold statement about offering to share its expertise of running a successful HE system with, for example, emerging economies and the British Council would be well placed to explore the demand side of this ambition to be, in effect, 'The World's University'.

¹⁵ <https://www.britishcouncil.org/organisation/policy-insight-research/research/trust-pays>

¹⁶ https://www.scp.nl/english/Publications/Publications_by_year/Publications_2006/Diverse_Europe

¹⁷ <https://www.econstor.eu/bitstream/10419/85953/1/03082.pdf>

¹⁸ <http://www.nber.org/papers/w21537>

¹⁹ <http://www.universitiesuk.ac.uk/news/Pages/International-students-now-worth-25-billion-to-UK-economy--new-research.aspx>

International students and alumni make a major contribution to the UK's soft power, acting as ambassadors of their UK education, and the UK, in their home countries. The Study UK Alumni Awards recognise and celebrate the outstanding success stories of international alumni from UK universities, showcasing the impact and value that a UK education can have on individuals, their societies, professions and countries around the world. Media coverage of the Alumni Awards has so far reached more than 150 million people globally.

Until 2011, numbers of international students coming to the UK had been growing by 3-4% annually. However, this increase has progressively slowed and the latest visa statistics published in August 2016 have shown a reduction of 2% in 2015-16 for higher education, an 8% decline in further education, a 25% decline for English language schools and a 1% decline for independent schools. This stagnation is amplified because of the growth in international students in some competitor markets such as Australia, USA and European countries (who are beginning to teach in English).

There has been much discussion recently around the UK visa and immigration environment for international students. The changed environment as the UK exits from the EU and the development of the Government's modern industrial strategy is an opportunity to look again at visa and immigration policy in relation to international students. This is important not only in terms of economic value but also in relation to the soft power and influence that international students bring as future potential UK advocates and the high level skills, international fluency and cultural diversity they contribute to the UK's education institutions.

English Language

As international trade is mostly conducted in English, the teaching of English facilitates international trade, including with the UK.

A British Council report on the English Effect²⁰ found that: "English is spoken at a useful level by some 1.75 billion people worldwide – that's one in every four. By 2020, we forecast that two billion people will be using it – or learning to use it. And it is the economically active, the thought leaders, the business decision-makers, the young, the movers and shakers present and future who are learning and speaking English. They are talking to each other more and more and English is the 'operating system' of that global conversation."

600,000 people visit the UK each year with the primary purpose of attending English courses.

In the British Council report, Trust Pays²¹, the ability to speak English was identified as one of three key factors which are significantly associated with a higher degree of trust in the UK.

Cultivating world-leading sectors

²⁰ <https://www.britishcouncil.org/sites/default/files/english-effect-report-v2.pdf>

²¹ <https://www.britishcouncil.org/sites/default/files/trust-pays-report-v2.pdf>

31. How can the Government and industry help sectors come together to identify the opportunities for a 'sector deal' to address – especially where industries are fragmented or not well defined?

Creative Industries

The creative industries are a vital and growing sector for the UK economy. The creative industries generate around £90bn GVA per annum and make up over 5% of the UK's economy. They are one of the fastest growing sectors of the British economy, growing at more than twice the rate of the economy as whole. The value of services exported by UK creative industries is over £19.8 billion, nine per cent of total UK service exports.

We support the case put forward by the Creative Industries Council for the creative industries to develop a 'sector deal' and will not repeat all the arguments for it here. However, we want to reiterate the importance of having a realistic and ambitious strategy that includes skills, talent, exports, investment and creative clusters. Three areas of particular relevance to international cultural relations opportunities are below.

1. International Connections for High-Growth Creative Clusters

There is an opportunity to link high growth UK creative clusters with the much smaller, grassroots clusters typically known as 'Hubs', which also have sustainable growth ambitions and typically act as 'feeders' to the high growth sector (as described in more detail in the British Council's Hubs Report²²). To develop a sustainable creative ecology, it is important to provide links between these different models to ensure there is a more dynamic mixed economy.

There is also an opportunity to promote awareness in the UK of the existing major cultural and creative infrastructures worldwide. This could provide (i) excellent opportunities for knowledge exchange, partnership development and potential IP co-creation and (ii) lay the groundwork for future exports and inward investment. In this area, the Arts division of the British Council works closely with the Department for International Trade on supporting the UK creative sector to internationalise.

2. The Role of Informal Education in Encouraging Creativity and Innovation

There may be limits to how useful engagement with the *formal* education system is in promoting creative industry skills. The formal education system in the UK is predominantly driven by a testing and exam system and closely associates passing exams with educational merit. This arrangement effectively drives conformity so not only diminishing the opportunity for creative responses but also actively penalising them and the creative instincts that underlie them. Creativity and innovation demand the opposite approach and would need a system that encourages and rewards the unconventional, the unorthodox, the unexpected and undiscovered. This raises the question of where this is being encouraged outside formal education and how that can be supported.

²² <http://creativeconomy.britishcouncil.org/media/uploads/files/HubsReport.pdf>

3. Supporting the Next Generation of Research Leaders and Entrepreneurs

One potential way of supporting this is to provide opportunities for this next generation to travel abroad and deepen their experience of other creative clusters and cultural infrastructure internationally. This supports the development of a broad perspective, provides connections with other leaders and cultural influencers, offers exposure to different cultural and creative perspectives, and lays the groundwork for future business partnerships. With this in mind in the Arts division of the British Council for example, we provide experiential learning and international opportunities for young leaders in non-formal creative industries as well as professionals - and we do so in conjunction with universities and research institutions to provide knowledge exchange between them. One example is our Makers programme with AHRC in China²³. Building such connections and partnerships are fundamental to the development of mutual trust - a necessary precursor to any successful business collaboration.

International Education

Education is a world leading sector for the UK, with teaching English alone contributing around £2 billion per annum to the UK economy.

Other nations recognise the significance and importance of this opportunity and have dedicated strategies for developing their international education sector, sometimes within an overarching industrial strategy or, more commonly (as is the case for Australia, Canada etc.) a specific international education strategy that links to their industrial strategy.

The British Council's 2017 report 'The global race for international students'²⁴ provides a comparison of the approaches taken by ten major education exporters. It found:

"A nation's education industry, inclusive of tertiary education, can be key to its economic prosperity and human capital development, as well as its long-term international diplomacy, innovation and arts and culture. As such, attention to and investment in local provision as well as internationalisation of the sector is a practical measure for countries that want to remain competitive in a shifting global economy."

"The most sophisticated policies, such as those in Australia and Canada, are those that link mobility to broader conceptions of globalisation and advancement and reflect the perspective that internationalised higher education applies to and benefits all sectors. In Canada, target markets for mobility are the same as they are for its overarching Global Markets Action Plan and in the US targeted recruitment is aligned with trade, industry and policy priorities. Further, multifaceted approaches to internationalisation, including issues such as residence rights and recruitment targets, are essential to the long-term growth and investment in the sector."

A table from the report summarising country comparisons is in Annex 1.

²³ <http://creativeconomy.britishcouncil.org/projects/hello-shenzhen/>

²⁴ <https://www.britishcouncil.org/organisation/press/global-race-international-students>

Annex 1: A table from British Council’s 2017 report ‘The global race for international students’²⁵ summarising country comparisons:

	Current policies directly relating to the internationalisation of higher education	Recruitment target for inbound internationally mobile students	Global rankings*	Post-study work rights
Australia	National Strategy for International Education 2025	Aims to reach 720,000 onshore enrolments by 2025	8	Students have the right to work after their studies, dependent on their qualifications
Canada	International Education Strategy	Aims to attract 450,000 international students and researchers by 2022	8	Students have the right to work after their studies, with some restrictions
China	National Plan for Medium- and Long-term Education Reform and Development 2010-2020 Guidelines on Works in Opening Up the Education Sector in the New Era (2016-2020)	Aims to host 500,000 international students by 2020	4	Graduates with master’s degrees or above can work in jobs related to their field of study
France	‘Emergency’ strategy for internationalisation	Aims to increase international student intake by 20% by 2025, amounting to 470,000 students based on current levels.	4	Students from EU member countries are allowed to work with no restrictions after they graduate; non-EU nationals may work dependent on their qualifications and the procured job
Germany	International Cooperation Action Plan and Strategy of the Federal Government for the Internationalization of Education, Science and Research	Aims to host 350,000 inbound internationally mobile students by 2020	22	Students from EU member countries are allowed to work with no restrictions after they graduate; non-EU students can stay for 18 months after their degree to pursue career prospects
Japan	Numerous initiatives, most recently Top Global Universities Project	Aims to attract 300,000 international students by 2020	2	The Japanese government is currently aiming to increase international graduate participation in the workforce
New Zealand	Tertiary Education Strategy 2014-2019	Aims to attract 143,000 international students by 2025	1	Graduates are eligible for post-study work visas in a field related to their qualifications
South Africa	No published policies directly relating to the internationalisation of higher education	None	2	The National Development Plan 2030 states that international students should be granted 7-year work permits upon graduation
UAE	No published policies directly relating to the internationalisation of higher education	None	2	There are currently no specific post-study work rights for international graduates
US	Succeeding Globally Through International Education and Engagement (2012-2016)	None	63	Students have the right to work after their studies, with the length of time dependent on their qualification

* Denotes the number of universities in the top 200 of the 2016-2017 *Times Higher Education* World University rankings

²⁵ <https://www.britishcouncil.org/organisation/press/global-race-international-students>