

Migration Advisory Committee

Call For Evidence: August 2017 MAC Students' Commission

Written evidence from the British Council

26th January 2018

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1. Summary

- The British Council welcomes this opportunity to respond to the Migration Advisory Committee's call for evidence on the impacts of international students in the UK.
- The British Council is well positioned to respond on the benefits of international students from an overseas perspective. We have developed global education partnerships for the UK and promoted the UK's world class education system for over 80 years, creating huge long term benefits for the UK.
- It is clear that international students studying in Britain take UK connections, cultural understanding and trust back to their countries, and many global senior leaders and influencers have had positive experiences of UK learning. The MAC's inquiry provides a vital opportunity to understand the soft power, influence, and trust benefits of international students, as well as the economic prosperity they generate.

Key Points

- International students not only bring benefits to the UK whilst studying here, but are also advocates of the UK overseas on their return to their countries.
- Over the longer term, the value of international students who have spent time in the UK continues, through increased levels of trust, trade and soft power for the UK.
- The trust and connectivity arising from international student mobility to the UK helps support long term peaceful, respectful and positive forward looking relationships for the UK with countries around the world.
- Countries with policy frameworks that support internationalisation strategies demonstrate positive outcomes for domestic and international students.
- International collaboration and engagement in research is important and valuable. There is evidence that suggests that the higher the numbers of international students the higher the levels of international research and collaboration.
- Higher levels of international mobility relates to the production of research papers that are more highly cited, which in turn relates to a university's placing in international rankings.
- Allowing international students to remain to work post-study has a net economic benefit for the receiving country.
- As a result of inward mobility a high percentage of UK higher education's domestic students have international friends and interact internationally.
- There is a danger of the UK getting left behind as global competition grows: The UK's global share of international students is decreasing and there is increasing competition from other countries for international students. International students are being hosted by a smaller cohort of institutions than previously and, in some regions in the UK, there has been significant decline in international student numbers. In addition there is an increase in international students accessing an international education in their home countries through TNE provision.
- The effect of long term connectivity, trust and stability, including international trade potential through research outcomes, will not be evident for some years after a decline in overseas student numbers – but it will be similarly a long term effort to rebuild confidence once it is lost or reduced.

Summary recommendations

- **Strategy:** We would welcome the development of a high profile, national, cross-Government international education strategy to position the UK as a first choice study destination and first choice cross-border HE provider (TNE).
- **Migration policy:** That the UK government removes international students from net migration figures.
- That the UK government introduces a more streamlined process of obtaining post-study work visas for all higher education scholars.

- That the UK government considers reviewing the need for international students to undergo police registration: Specifically whether this is now a duplication of data following the introduction of the points based visa system.
- As highlighted recently, there has been a vast over-estimation of the numbers of international students overstaying their visa periods. Now we know this is not the case, we recommend a clearer, more streamlined process of understanding student pathways.
- **Promotion:** The existing Study UK: Discover You campaign (funded by the British Council and the GREAT Britain Campaign) would be strengthened if it were able to support a national international education strategy (with targets to strengthen international mobility).
- **Evidence:** We recommend a more systemic tracking and data collection process for international graduates. While we have a good level of data (HESA 'destination of leavers' data), we do not have any comprehensive data covering international graduate outcomes, employment, income or future roles and achievements. This level of data would enable the UK to further understand the real impact of a UK education experience.
- That further research and development is commissioned to understand the experience, impact and influence of alumni.

2. 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 do this by making a positive contribution to the UK and the countries we work with – changing lives by creating opportunities, building connections and engendering trust. This enhances the security, prosperity and influence of the UK and, in so doing, helps make the world a better, safer place.

We have worked in higher education for over 80 years, helping to build trust and understanding with other countries and establishing lasting connections and relationships for the UK.

We see attracting international students to study in the UK as a core part of our role and something that delivers huge long term benefits for Britain due to their positive economic impact and the long term influence and connections that result from their time in the UK.

We provide opportunities to promote the UK's strength in higher education, science and innovation and encourage global sharing of knowledge and best practice in these areas, helping to position the UK as a world leader in higher education.

Our education advisers around the world support UK institutions to increase international higher education links, including transnational education. We provide international opportunities, including overseas study, for UK students, helping them to gain valuable skills through initiatives such as Generation UK China. We also work with international alumni of UK education institutions to help them to stay connected to the UK.

The British Council works directly with individuals planning to study overseas and helps to make connections and facilitate partnerships for the UK higher education sector.

The British Council strand of the GREAT Britain Campaign promotes the UK as a destination for study in specific markets. It has generated £228 million return on investment (ROI) for the UK economy since the start of the campaign in 2013–14, with £85.3 million attributable to the 2016–17 academic year.¹

In Autumn 2016, we launched Study UK: Discover You, a digitally focused partnership with the GREAT Campaign, to promote the attractiveness and value of a UK education.

Through our wider Services for International Education Marketing, we have worked with over 500 UK academic institutions, supporting their promotional activities in more than 50 countries, reaching in excess of 250,000 prospective students through exhibitions work alone.

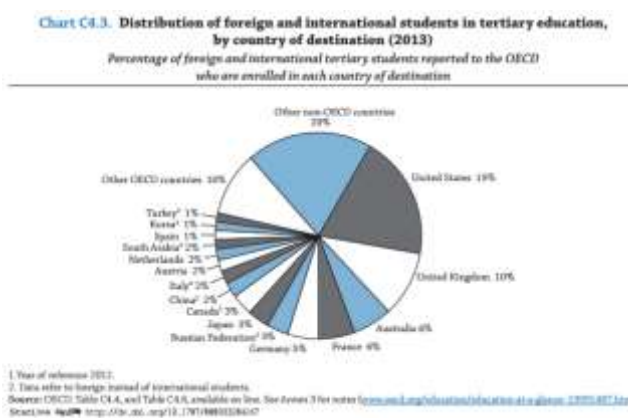
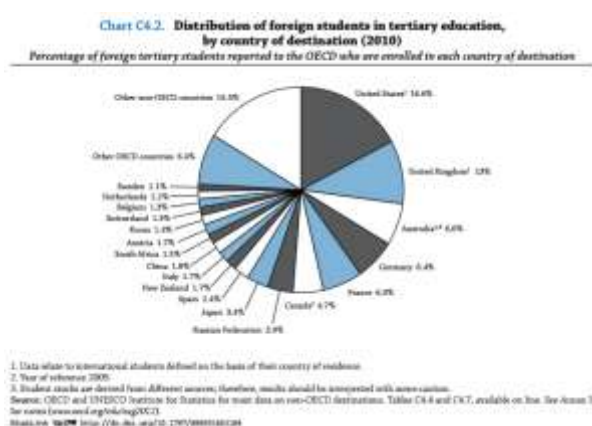
¹ The ROI figures measure the contribution that international students who have been influenced by the campaign make to the UK economy, verified by HMG's independent strategic evaluators.

3. International students - UK and the world

In setting out a response to the Migration Advisory Committee's call for evidence, it is important to have a clear picture of the international context.

i) The UK's share of the global market for international students is falling:

- The latest figures on the number of international students studying in UK HE show that overall there has been a slight increase (1%) from 2015/16 to 2016/17 (Source: HESA).
- However, this compares with an overall global growth in international student mobility of over 6% (and growth of 3.4% to USA, growth of 12% to Australia, growth of around 6% to Germany, etc.).
- In 2010 the UK hosted 13% of all internationally mobile students: UK was the 2nd most popular study destination for international students, just behind USA (hosting 16.6%). By 2013, the UK was hosting a reduced share of the global market (10%): the UK was still the 2nd most popular study destination, but losing ground internationally [See figures below from OECD Education at a Glance editions 2012 and 2015].



ii) There is increasing global competition, with more countries becoming attractive hosts for international students:

- In 2005, just nine countries hosted over 50,000 internationally mobile students. By 2015 this had more than doubled – 20 countries now host over 50,000 students.
- The fact that a greater number of countries are now positioning themselves as attractive international study destinations is something to be celebrated; but the fact that international student growth to the UK continues to stagnate even when compared to other ‘traditional’ international study destinations is a matter that should attract some concern and if this trend continues, will reduce the comparative soft power and influence benefits that the UK gains.
- Appendix 1 (page 18) outlines the growth in international student mobility from 2011-2015, across key competitor markets.

iii) Within the context set out above, it is interesting to look at the approach of other countries to setting recruitment targets, their approaches to offering work experience opportunities during study and after graduation and at the language used by other countries to refer to international students.

- A number of countries have ambitious targets to grow international student intake – see graphic below from “10 Trends: Transformative changes in higher education”.²

² British Council, Education Intelligence (July 2017), www.britishcouncil.org/education-intelligence



- Two recent British Council studies look in detail at the policies and frameworks in different countries and how these support the international activities and engagement of domestic universities:
 - The global race for international students (<https://ei.britishcouncil.org/educationintelligence/ei-feature-global-race-international-students>)
 - The shape of global higher education (vols 1 and 2) (<https://www.britishcouncil.org/education/ihe/knowledge-centre/global-landscape/report-shape-global-higher-education>)
- The global race for international students highlights that of the ten countries studied, seven have clear international student recruitment targets (and notes several other countries outside the scope of the study also have targets – p.52).
- In looking at national strategies for internationalisation of higher education, it is possible to identify how policy has real impact on the top factors that influence student perceptions and decision-making: quality of education, mutual recognition of degrees, career prospects and work rights, costs, language and quality of welcome. Having a cohesive national strategy that shapes a host destination's overall outlook and offer to students has resulted in mutual benefit for the country and its institutions, as well as the students who choose to learn there.

iv) Effect of different regimes for post study work:

- Dr Janet Ilieva, Education Insight, has investigated the impact of national policy on international student mobility. Her comparisons of how student visa policy and post study work arrangements relate to demand for HE are summarised in the table overleaf:

Table 2: A snapshot of student visa policies, post-study work and demand for higher education – international comparisons

Description	Australia	Canada	Germany	New Zealand	UK	US
Work allowed during study per week	Up to 20 hours	Up to 20 hours	Up to 20 hours	Up to 20 hours	Up to 20 hours for degree programs	Up to 20 hours (on campus only)
Post-study work	2-4 years	Up to 3 years	12 months	12 months	Limited	12 months OPT and 36 months for STEM students (OPT)
International student recruitment targets	720,000 international students by 2025	450,000 international students by 2022	350,000 international students by 2020	143,000 international students by 2025	No	No
Growth rate over the past 2 years	17.8%	25%	16.3%	38.1%	0.2%	15.7%

NOTE: Table adapted from World Education Service and British Council (2017), 10 Trends: Transformative Changes in Higher Education; <https://ei.britishcouncil.org/educationintelligence/10-trends-transformative-changes-higher-education?platform=hootsuite>.

DATA SOURCE: UNESCO Institute for Statistics: http://data.uis.unesco.org/Index.aspx?DataSetCode=EDULIT_DS. (data extracted on 27 August 2017.)

METHODOLOGICAL NOTE: UNESCO Institute for Statistics (UIS) data are used for this analysis which covers 2013–2015 for Australia, Germany, New Zealand and the US; 2012–2014 for the UK and 2011–2013 for Canada.

- Assessing the national policies in 38 countries and territories, the British Council’s ‘Shape of global higher education’ study concluded that:
 - Seven countries have explicit visa policies which make it easier to come to live in the country (including post-study work arrangements and entitlement to bring family and dependents).
- A study from 2012 (Mobile talent: the staying intentions of international students in 5 EU countries³) found that students are attracted by the opportunity to remain for work for a short period of time (1-2yrs), and that the opportunity to access the labour market is a positive influential factor in choice of study destination. In addition “The desire to permanently migrate is clearly not the intention for the majority of the respondents”.
 - “Almost two-thirds of the survey respondents indicated that they would like to stay on after graduation, most for a relatively short period of time (one to two years). Employment opportunities and the desire to gain international work experience are the main reasons for wishing to stay on, supporting the idea that professional experience is increasingly regarded by students as a key aspect of the ‘study abroad package’”. (p.50)

³ <http://www.migpolgroup.com/portfolio/mobile-talent-the-staying-intentions-of-international-students-in-five-eu-countries/>

Spotlight on Germany

- In Germany, international student numbers have grown 30% since 2012 – tuition is currently (practically) free, but in addition, Germany offers 18 months post study work visa.
- Germany sees a benefit in attracting young, innovative students – “to fill a demographic hole” – as it needs young, skilled workers to keep its economy going, but there is also the ‘soft power’ argument: “we invest a certain amount of money [in their education], but what we get back is worth so much more. The international students, when they graduate, will be partners for Germany in the world, this kind of international network building is of immense importance to us.” <https://www.timeshighereducation.com/news/why-germany-educates-international-students-for-free>
- Allowing/encouraging international students to remain in country post graduation has a net economic benefit: A 2013 study from DAAD and Prognos looking at the financial and economic effects of cross-border student mobility in different European countries comes to the conclusion that after some time (given a minimum stay rate of international students in Germany) the investment pays off. (English summary: https://www.prognos.com/uploads/tx_atwpubdb/131118_Prognos_DAAD_Studie_Financial_Impact_Student_Mobility_Summary_EN.pdf Full report (in German): https://eu.daad.de/medien/eu.daad.de.2016/dokumente/service/medien-und-publikationen/studien-und-auswertungen/studentische_mobilit%C3%A4t_und_ihre_finanziellen_effekte_auf_das_gastland_prognos.pdf

v) Currently the UK includes international students within domestically set and defined migration targets. It is relevant to consider how other countries refer to and categorise international students:

- **USA:** “International students are defined as “non-immigrant” visitors who come to the United States temporarily to take classes” (Berkeley, University of California)
“An international student is defined as an individual enrolled for credit at an accredited higher education institution in the US on a temporary visa, and who is not an immigrant (permanent resident on an I-51 or Green Card), or an undocumented immigrant, or a refugee.” (Source: UNESCO⁴)
- **Australia:** Describes an international (and overseas) student as a “Temporary entrant”⁵ (also uses phrases including: “A person who holds a student visa (as defined by ESOS ACT)” and makes it clear that such individuals are “Not Australian Citizens or permanent residents”).
- **New Zealand:** International student, at any time, means a person who is not then a domestic student (ie not “a NEW Zealand citizen or the holder of a residence class visa”)⁶.
- **Canada:** Students who have a visa, or refugees, neither of whom are permanent residents. An international student may need a temporary resident visa (ie in some cases is considered to be a temporary resident)⁷.
- **UNESCO** Institute for Statistics, OECD, Eurostat: “.....students who have physically crossed an international border between two countries with the objective to participate in

⁴ quoted on www.WPUNJ.edu/cie/definition-of-international-student.html

⁵ www.internationaleducation.gov.edu

⁶ <http://www.legislation.govt.nz/act/public/1989/0080/latest/DLM175965.html#DLM175965>

⁷ <https://www.canadavisa.com/study-in-canada-faq.html>

educational activities in the country of destination, where the country of destination of a given student is different from their country of origin”.

vi) Impact of visa policy on international perceptions of the UK:

British Council analysis from 2015 showed that the perception of the UK visa offer amongst customers was very poor. That perception was based both on reality (the constant changing of rules) and the effect of extensive press coverage about the rule changes and accompanying rhetoric.

There is sufficient evidence to indicate that visa policy is having a significant impact on the UK's attractiveness compared to our key competitors and is contributing to a decline in the UK's overall market share. The key points arising from this analysis are:

- Recent perception surveys show the UK to be weak compared to key competitors in the area of visas and post study work opportunities.
- Feedback from British Council officers and education agents in key target markets also highlights visa changes as one of the main obstacles to growth.

4. Economic and social impacts of international students in the UK

The UK's world leading HE sector ranks second globally, in part due to its immense success in attracting international students and researchers.

International students bring huge economic benefits to the UK through the payment of tuition fees and their spending on local economies in towns and cities across the country. Recent research by UUKi⁸ has found that over 73% of the British public would like to see the same number or more international students coming to study in the UK after discovering the contribution they make to the economy and jobs.

Over recent years, several studies have investigated the economic impact of international students to the UK. Although the approach and calculated figures differ slightly from study to study, the reports consistently find that international students provide significant net economic benefit to the UK.

International students also bring positive benefits of diversity across the UK, ensure the financial viability of some courses, foster international friendships and build international collaboration on research.

i) Several studies have evidenced the positive economic impact of international students to the UK:

- Universities UK⁹ calculate that:
 - On- and off-campus spending by international students and their visitors generated £25.8 billion in gross output for the UK economy.
 - International students are responsible for £10.8 billion of UK export earnings.
 - International students and visitors support 206,000 full time equivalent jobs nationally (close to the number of employees of the British Army, Royal Air Force and Metropolitan Police Service combined).
- The Higher Education Policy Institute and Kaplan International Pathways¹⁰ report found that:
 - The gross benefit of international students is £22.6 billion, and the public costs of hosting these students is £2.3 billion. The conclusion is that the net impact of hosting international students is £20.3 billion.

ii) Studies also show the benefit at a local level, for instance:

- The HEPI/Kaplan report calculates “international students have an impact across the entire United Kingdom, varying from a £0.2bn net economic contribution from international students in Northern Ireland to £4.6bn generated by international students attending HEIs in London”.
- Oxford Economics calculated (2013)¹¹ that international students benefit the economy of Sheffield by £120million (and £176 to the wider region).
- Oxford Economics¹² also calculated that international students contribute over £88million per year to the economy of Exeter and support 2,880 jobs (2.8% of all employment in the city).

⁸ Comres poll: public views on international students, UUKi April 2017 <http://www.universitiesuk.ac.uk/news/Pages/majority-of-british-public-would-like-to-see-same-number-or-more-international-students.aspx>

⁹ The economic impact of international students”, Universities UK, March 2017 <http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2017/briefing-economic-impact-international-students.pdf>

¹⁰ HEPI, Kaplan International: <http://www.hepi.ac.uk/2018/01/11/launch-hepikaplan-report-costs-benefits-international-students-parliamentary-constituency-produced-london-economics/>

¹¹ The Economic Costs and Benefits of International Students”, Oxford Economics, 2013 https://www.sheffield.ac.uk/polopoly_fs/1.259052!/file/sheffield-international-students-report.pdf

¹² The economic impact of the University of Exeter's International students”, Oxford Economics, April 2012 http://issuu.com/universityofexeter/docs/oxford_report?mode=embed&layout=http://sk

iii) A UK Government research paper from 2013¹³ identified several ‘wider benefits’ that international HE brings to the UK in addition to direct economic impact, including “tangible business to business transactions benefiting the UK...and professional networks offering the possibility of future business transactions”; as well as the benefits of influence, with international alumni becoming informal ambassadors for the UK who “facilitate educational, cultural, developmental and business links and collaborations with the UK”. The study also flagged that “Alumni promote trust in the UK, leading to perceptions of the UK as a desirable partner in potential trade, diplomatic or developmental relationships”, and that “a proportion of alumni had returned home to work in capacity building or other societal development, taking with them embedded British values and ideas”¹⁴

iv) Why international students choose the UK:

From the British Council survey of over 200,000 prospective international students, we know many details about the motivations and important factors considered when students are deciding where to study. The most important factors behind students’ decision making are:

- Quality of education;
- Opportunity to enhance career prospects/employability (including work experience whilst study and post graduation);
- Experience of living in another culture and country;
- Language learning opportunities.

Further analysis of this data reveals that prospective students’ views on ‘quality’, ‘price’ and ‘career enhancement’, as well as whether a student has previous experience of studying in the UK are all significant factors in an individual’s choice of the UK as study destination. In particular:

- Quality – as individuals cite more quality factors in their decision making, the likelihood of them choosing the UK as their first choice study destination increases.
- Price – this is negatively related to an individual choosing to study in the UK: As individuals give more price sensitivity factors in their survey responses, the likelihood of choosing the UK decreases.
- Previous UK study experience – this is a positive relationship, and those individuals who have already experienced a UK education are more likely to choose the UK as their first choice study destination in future.
- Career enhancement – this is also a negative relationship, although much smaller than that for price: As individuals give more career enhancement factors in their survey responses, the likelihood of choosing the UK decreases. This could be interpreted that students looking to enhance their careers view countries which offer clearer routes to post study work experience opportunities.

These findings are echoed by surveys from IDP (Figure 7, on next page):

¹³ (pp xi – xii, “The Wider Benefits of International Higher Education in the UK”, BIS RESEARCH PAPER NUMBER 128, September 2013, https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/240407/bis-13-1172-the-wider-benefits-of-international-higher-education-in-the-uk.pdf)

Figure 7: IDP student perceptions 2017
 IDP student perceptions of each destination on the following attributes:

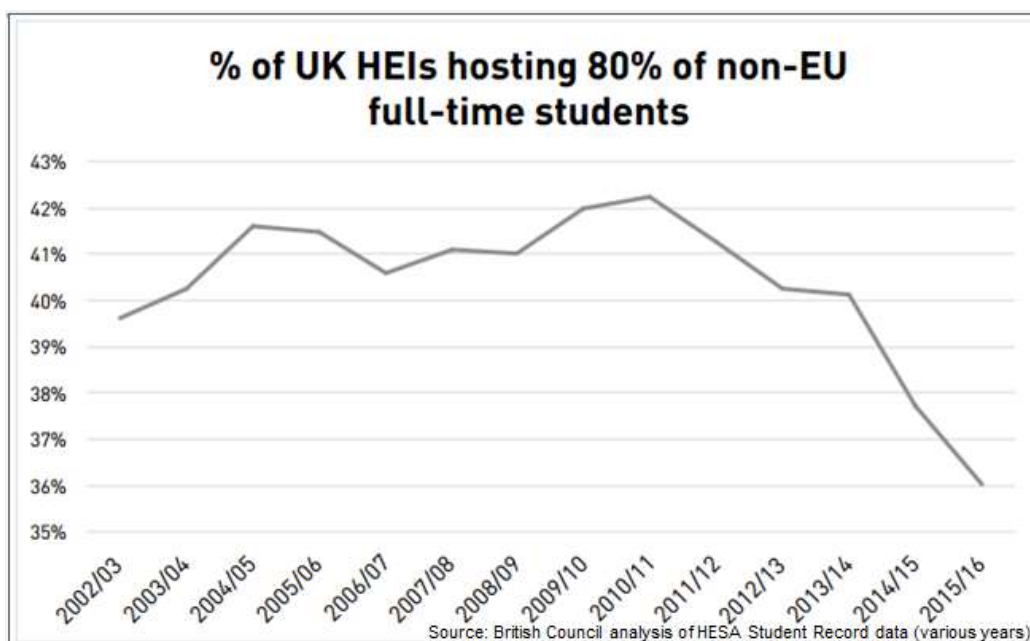


SOURCE: IDP Education Student Buyer Behaviour Research 2017,
<https://www.idp.com/global/news/2017/10/11/2017-international-student-buyer-behaviour-research>

v) UK diversity

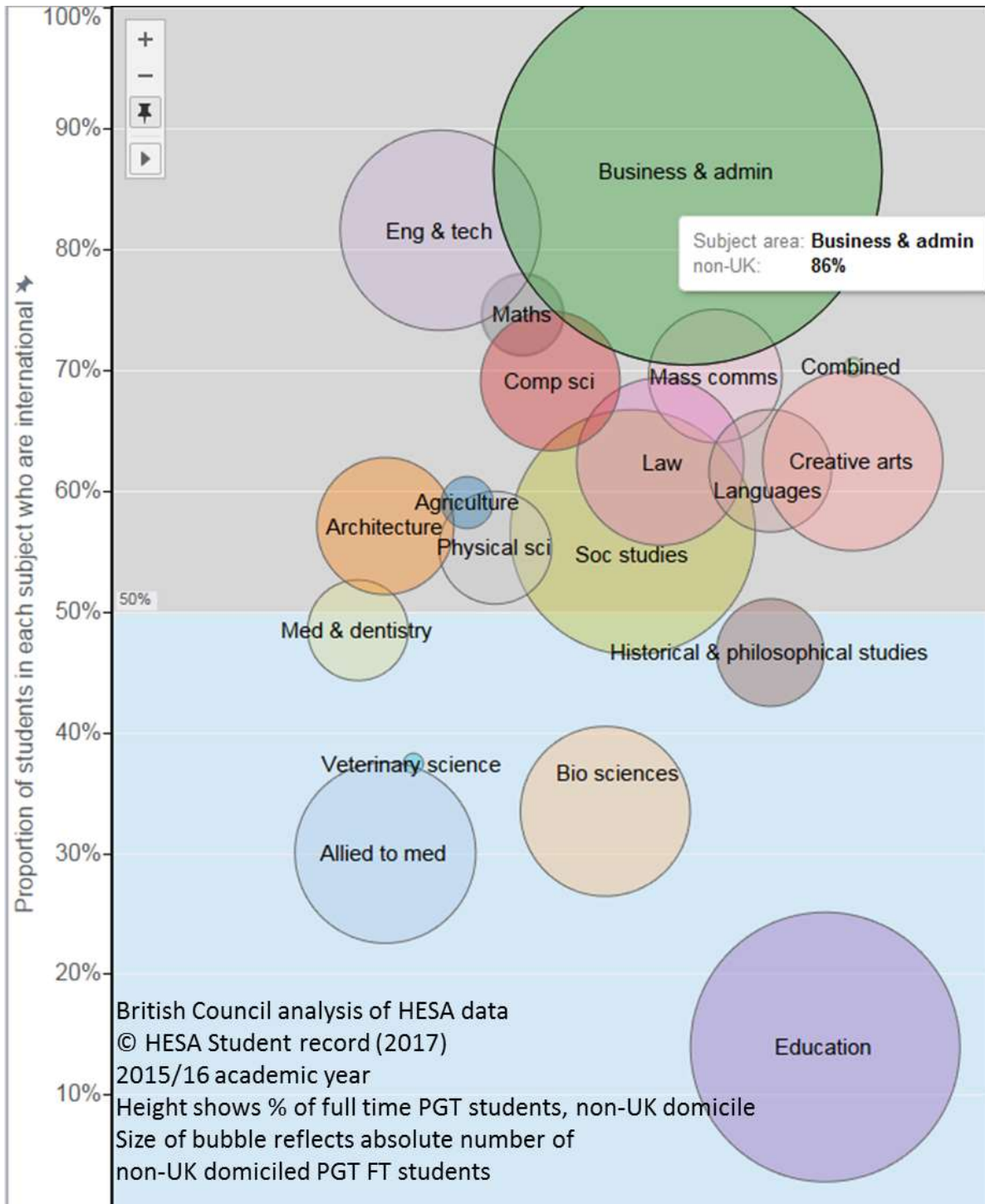
UK Higher Education is valued for its diversity (in terms of geography, university mission and strength, subject specialisms etc.). But the spread of international students around the UK has changed over the last five years:

- In 2010/11 (end of the Prime Minister's Initiative (phase 2), and pre- changes to visa system), over 42% of HEIs hosted the majority (80%) of non-EU students.
- By 2015/16 the same students were hosted by just 36% of HEIs. International students are being hosted by a fewer number of institutions, and the effects/impacts/benefits/risks of these students (whether positive or negative) are not shared across the breadth of HEIs, nor across the country. Whilst new, full time, non-EU students have increased to the UK 4.5% between 2010/11 and 2015/16; the numbers have actually declined in North East England (-6.8%), East of England (-21.9%), Wales (-29.2%):



vi) Viability of courses:

- At post graduate taught level (PGT), non-UK students represent 60% of all full time students. For certain subjects this is over 90%. This is not because domestic students don't study these courses, but because many domestic students access these courses on a part time basis.
- International students support courses across UK: If non-UK students stopped enrolling in these programmes, the likelihood is that for certain disciplines (notably STEM and Business), universities would no longer be able to offer these to UK students on a part time basis.
- The following graphic illustrates the volume of total students (circle size) and the proportion of FT students who are non-UK domiciled. This is the national (UK) picture for 2015/16:



vii) Benefits as described by UK students:

'Integration of international students' survey¹⁵ findings showed that:

- "International students who leave the UK having had a positive student experience convey feelings of trust towards not only their host institution and student peers, but the UK as a whole."
- "International students are increasingly valuing safety and multiculturalism, and see the two as intertwined".
- "UK students who believe that international students are welcomed are more likely to have international friends".

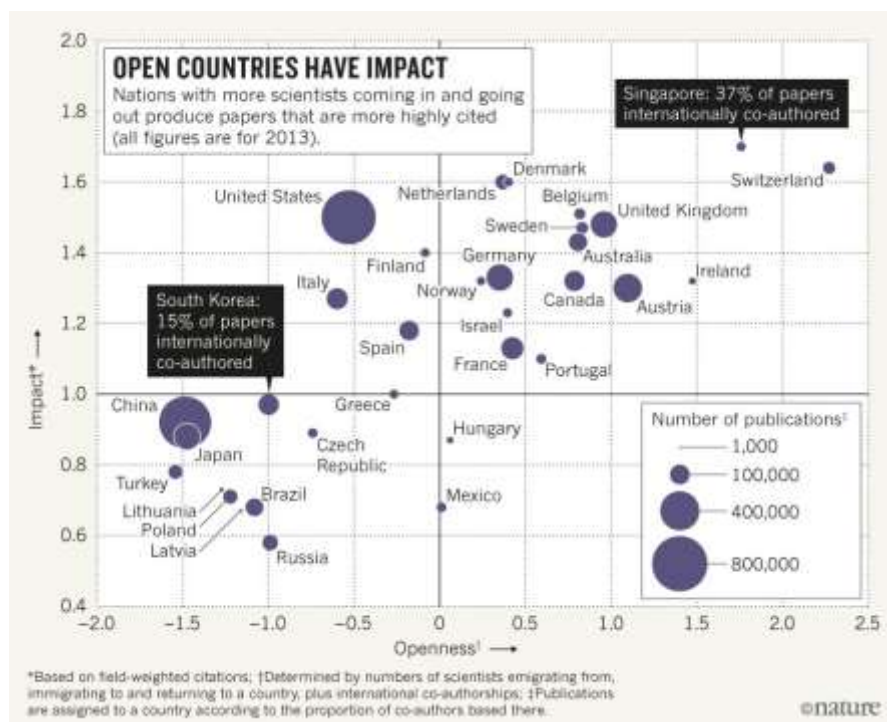
viii) Relationships between international students, staff and research:

The importance and value of international collaboration in research is well documented. Internationally mobile researchers are more productive; research produced through international collaboration is of higher quality and has a greater impact; and over 50% of all UK research output is currently undertaken with international co-authors.

British Council analysis of data from HESA and from Elsevier shows that there is a strong correlation ($r=0.63$) between the proportion of students who are international in a university and the proportion of teaching and research staff that are non-UK nationals i.e. the more international students, the higher the likelihood there will be significant international teaching and research staff.

There is an equally strong correlation between the ($r=0.60$) proportion of teaching and research staff that are non-UK nationals, and the impact of internationally collaborative research from that institution i.e the more significant the international teaching and research staff, the greater the impact (Field Weighted Citation Impact) of research from that institution.

Furthermore, open countries have impact, in terms of research citations¹⁶:



¹⁵September 2014 study from British Council: Education Intelligence based on a survey of 2,632 UK domiciled students in UK HE. <https://ei.britishcouncil.org/educationintelligence/integration-international-students-uk-perspective>

¹⁶<http://www.nature.com/news/open-countries-have-strong-science-1.22754>

5) Impact for the UK overseas: What role do returning international students play in extending UK soft power and influence abroad?

i) UK international education and soft power:

International students studying in the UK are an immense source of long term influence and soft power for the UK. Studying in the UK develops people's trust in and attraction towards the UK, its values and its people. At a time when trust levels in institutions and countries around the world are falling, and misinformation and 'fake news' are increasingly prevalent, maintaining and building trust in the UK, its people, institutions and government globally is an increasingly vital task to ensure our future prosperity, security and influence.

There is a very strong, positive relationship between trust and economic outcomes: countries with high levels of trust in people and institutions have a higher GDP per capita than those states where trust is low, as trust reduces transaction costs between economic actors. This same dynamic operates across borders as well as within them. Using data for the member states of the EU, Dutch academics formally modelled the impact of increased trust on both levels of trade and levels of Foreign Direct Investment (FDI). Their results show that if mutual trust between the populations of two countries increases by 1%, exports increase by 0.6% and the stock of FDI increases by 3.0%.¹⁷

The British Council has worked with Ipsos Mori and YouGov to research the impact of cultural relations – which includes relationships build through international students' participation in UK Higher Education. They found that a cultural relations approach is associated with an enhanced willingness to trust the UK and its people. Participation in cultural and educational activities with the UK is associated with an increase in trust. In a study of 10 strategically important countries¹⁸, the average level of trust in the UK was 16 percentage points higher amongst those who had participated in cultural relations activities than amongst those who had not, and 24 percentage points higher for those who had participated in British Council cultural relations activities. Trust manifests in a greater likelihood to visit the UK as tourists, study in UK universities and do business with UK companies.¹⁹ This corresponds to a UK study by the University of California that found that a 1% increase in soft power of a state leads to a 0.8% increase in exports.²⁰

Trust also passes between generations as families pass on stories and connections with other countries to their children, with clear potential benefits to the UK's soft power over the long term. For example, research has shown that on average people whose parents or family members learned English with the British Council have higher trust in the UK than those whose family did not.²¹

When world leaders, diplomats, or people running large businesses or organisations with which the UK wishes to work have experienced the UK by studying in our universities or other education institutions, this really matters.

58 current world leaders studied in UK universities, giving the UK a long term advantage in global diplomacy.²² As the late Sir Anthony Parsons, Former UK Ambassador to the UN wrote: *"It is really dazzlingly obvious ... [i]f you are thoroughly familiar with someone else's language and literature, if you know and love his country, its cities, its arts, its people, you will be instinctively disposed ... to support him actively when you consider him right and to avoid punishing him too fiercely when you regard him as being wrong."*

¹⁷ Diverse Europe: Public opinion on the European Union & Cultural diversity, economics and policy European Outlook 4 – 2007 provides a summary of studies in this area: <https://www.scp.nl/dsresource?objectid=dc8589a6-b1e3-4fd3-a473-62098c7a555ca&type=org> pages 77-81.

¹⁸ <https://www.britishcouncil.org/sites/default/files/trust-pays-report-v2.pdf>

¹⁹ <https://www.britishcouncil.org/sites/default/files/culture-means-business-report-v2.pdf>

²⁰ Andrew K. Rose, Like Me, Buy Me: The Effect of Soft Power on Exports <http://www.nber.org/papers/w21537>

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

²² Higher Education Policy Institute – UK is (just) number 1 for educating the world's leaders - 2017 <http://www.hepi.ac.uk/2017/08/05/uk-just-number-1-educating-worlds-leaders/>

Just a few examples include the current President of Iran Hassan Rouhani, who studied at Glasgow Caledonian University, President of Columbia Juan Manuel Santos, President Sisi of Egypt, former US President Bill Clinton.

ii) Impact overseas in focus: Latin America:

- **UK Alumni across Latin America:**

Colombia: The last two presidents in Colombia have been educated in UK institutions: Alvaro Uribe in Oxford and current President Juan Manuel Santos in LSE. Uribe is the strongest contender for President in the upcoming elections next May. Likewise, the current Minister of Education, Yaneth Giha, did a MSc in War Studies at Kings College London. This has been critical to UK cooperation with Colombia in the post-conflict agenda to secure peace in the country.

Brazil: One of the largest HE mobility programmes globally, Brazilian Science Without Borders, was conceived to send 101,000 placements abroad to top ranking universities, and the leading figure (Margaret Macanus Pimentel), is a PhD from Oxford and MSc from University of Edinburgh. She now leads the next phase of the programme called Language without Borders, which clearly favours English as the key language and the UK as a top country of destination.

Mexico: In Mexico, the official in charge of science development (Julia Tagüeña) is a proud Oxford alumni. Julia Tagüeña pushed for and landed one of the strongest programmes for science cooperation with the UK under BEIS' Newton Fund (54m GBP in five years), and likewise positioned the UK to be number one in government-funded scholarships and fellowships over the last two years (2,500 yearly), surpassing the USA.

- **The impact of research collaboration with the UK:**

In HE and science, exchanges, joint research projects, expertise and knowledge transfer contribute to building solutions that can bring economic, community, and or political benefits to the UK. An example is the successful multi-country research programme on biodiversity with six countries in Latin America, which provides access to one of the largest natural laboratories in the world and positions the UK at the forefront of cutting edge research. Likewise, under the auspices of the Newton Fund, researchers from the Nuffield Department of Medicine collaborated with Mexico's universities and local governments to develop a vaccine for Zika, which eventually can migrate to prevent Chikungunya and Dengue across the world, tackling one of the biggest health challenges developing countries face today.

6) The consequences of no demand for a UK education from International students

A UK education system without international students would have devastating consequences:

- Nearly 500,000 fewer bright minds on UK campuses.
- The existing global talent pipeline would be halted.
- A more parochial UK student experience, with fewer intercultural experiences and international opportunities for domestic students.
- Fewer UK alumni in positions of international authority and influence would lead to a long term decline in the UK's soft power.
- Less trust in the UK, leading potentially to reduced trade and FDI.
- UK HEIs would dramatically fall down the international rankings tables. The UK would become a less significant partner for international governments around the world.
- Considerable direct economic and social impact on UK communities and societies. International students not only enrich the university campuses but also local economies. This in turn would have an impact on local businesses and industry as opportunities to upskill the local UK workforce through part time access to Masters courses will become much more scarce (in some regions these will dry up completely).
- The closure of a significant proportion of postgraduate taught and research based programmes (which would also have consequences for the provision at UG level).
- UK HE's position in global rankings as a perceived world class leader in research would be lost. UK researchers would become less productive with less highly cited papers, leading to reduced overall impact, and reduced capability to bid for international funding.
- The academy is intrinsically global and dependent on international students, international academics and international knowledge exchange. Closing down the inflow of international students will ultimately impact on every aspect of the academy. In the long run this will compromise research, teaching and knowledge transfer.
- A less internationalised and outward facing UK HE system would impact the number of international academics wanting to work in UK, leading to a further out flux of academics from the system.
- Without the direct influence that international students bring to the UK institution, there will be long term effects on curriculum design becoming more domestic and narrowly focused.
- In the long run this would undermine the UK's science and innovation capacity, teaching and learning excellence, and reduce economic growth and prosperity.

Conclusion

The UK has traditionally recruited more international students than any country in the world except the USA. There is clear evidence to support the economic and wider societal benefits of international students at both a local and national level. There is now evidence that clarifies that the financial benefits international students bring outweigh any associated (domestic) costs and we know that the majority of the UK population do not think of international students as immigrants.

The long-lasting impact that a UK education has on individuals and the advantage that this provides for the UK's place in the world and international relations more generally is clear. The links between increased levels of trust, the UK higher education system and growth in exports and trade have been made and the contribution that internationalism brings to research across the UK is evident and vital.

The changing global environment with increased competition from other countries who have welcoming visa policies and attitudes underlined by comprehensive international education strategies reinforce the need to look again at international students in the UK. As we proceed through Brexit negotiations and seek to be a truly global Britain, it has never been more important to reinforce and open-up international channels for the UK. We look forward to working closely with the Migration Advisory Committee to understand and evidence the impact and benefits that international students bring both into the UK and for the UK overseas.

Appendix 1 - Growth in international student mobility from 2011-2015, across key competitor markets.

		2011/12	2015/16	Growth	Notes and sources
	Global	3921912	4574107	16.6%	From UIS - UNESCO Institute for Statistics http://stats.uis.unesco.org
	UK	435235	438515	0.8%	From HESA student population data
Traditional English language 'competitors'	USA	679338	896341	31.9%	From IIE Open Doors - numbers do not include OPT figures, nor figures for 2016/17 (which show total to be 1.079million)
	Australia	230090	305539	32.8%	From internationaleducation.gov.au - figures for 2012 - 2016. Latest enrolment figures for Australia show over 345,000 by October 2017.
	Canada	95590	151244	58.2%	Figures from UIS - Note that 5yr period taken from 2009 to 2013 as no more recent data available via UIS
	New Zealand	40854	57091.03	39.7%	From UIS
	Germany	192853	251542	30.4%	From http://www.wissenschaftweltoffen.de/daten/1/index_html?lang=en Bildungsauslander figures
Various EU	France	288600	309600	7.3%	From Campus France via https://www.thelocal.fr/20170120/who-are-all-these-international-students-in-france-and-what-do-they-do
	Netherlands	38367	86189	125%	From UIS
	Italy	73584	90419	22.9%	From UIS
	Belgium	37866	56453	49.1%	From UIS
	Denmark	20252	32264	59.3%	From UIS
	Romania	16075	23073	43.5%	From UIS
Various other 'emerging' study destinations	China	79638	123127	54.6%	From UIS
	India	27531	41993	52.5%	From UIS
	Brazil	14432	19855	37.6%	From UIS
	Hong Kong (SAR)	17959	31955	77.9%	From UIS
	United Arab	48653	73445	51.0%	From UIS