

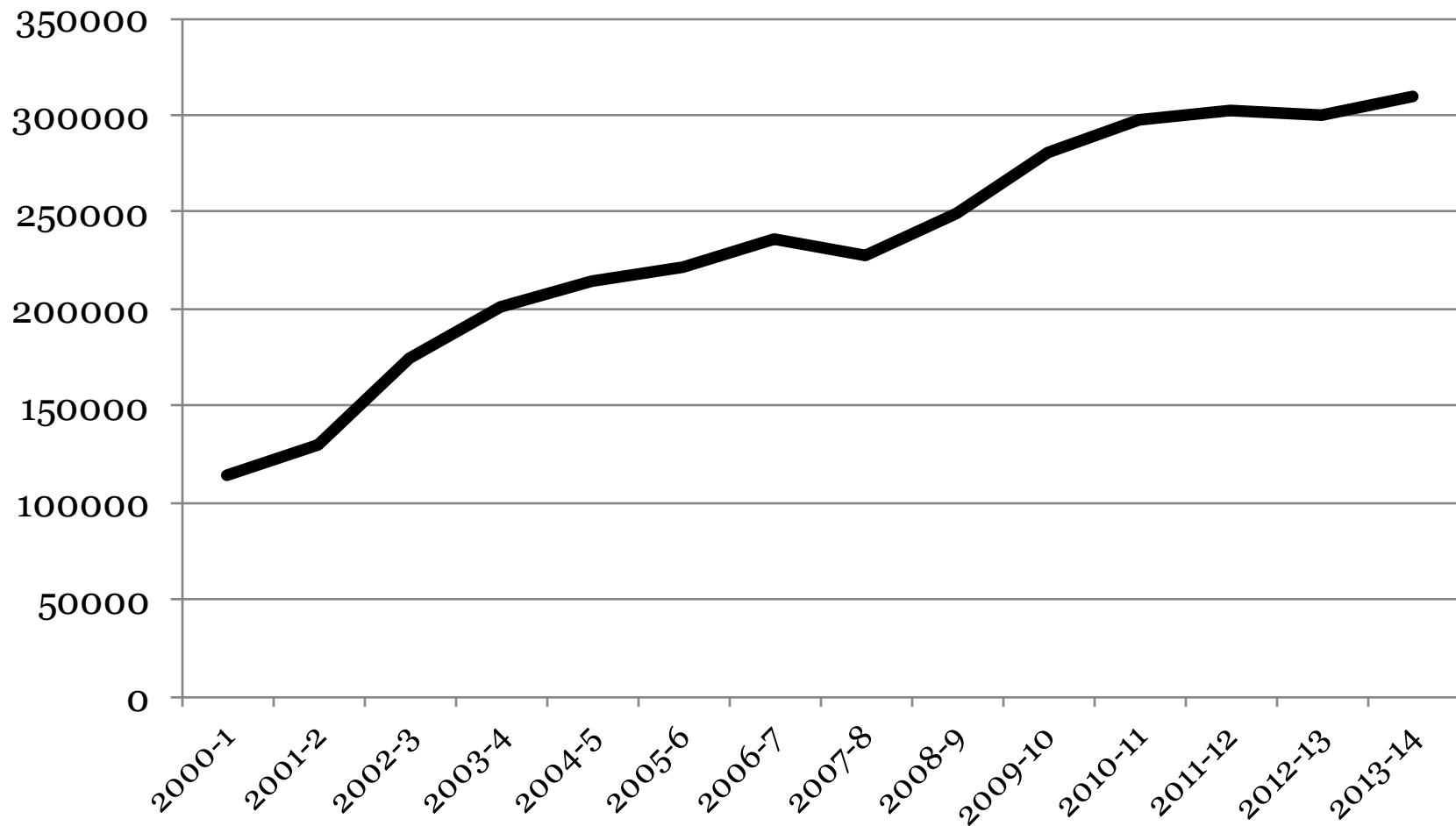
Representing the international student: the ethical implications of UK policy rationales

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Approach

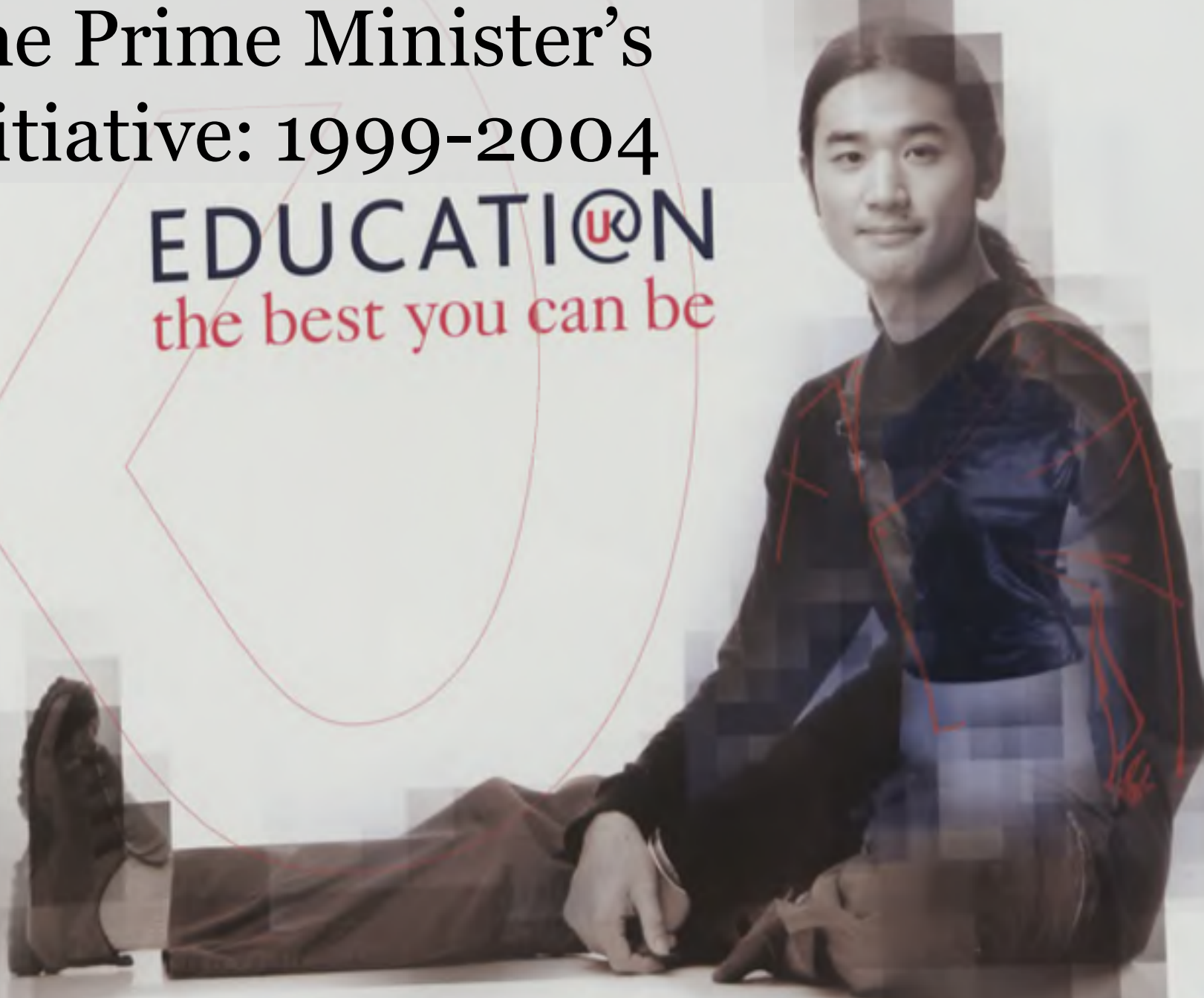
- Policy as discourse
- Documentary analysis
- ‘What is the problem represented to be’ (Bacchi, 2009)
- Non-EU & HE students only
- 1999 – launch of first formal initiative
- 2015 – most recent information

Numbers of non-EU international students



The Prime Minister's Initiative: 1999-2004

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(British Council, 1999 reproduced in Sidhu, 2002)

**UK Council
for International
Student Affairs**

**THE PRIME
MINISTER'S INITIATIVE
FOR INTERNATIONAL
EDUCATION**



**THE PRIME
MINISTER'S
INITIATIVE FOR
INTERNATIONAL
EDUCATION
(PMI2): 2006-
2011**

(UKCISA, 2011)  @SE_Lomer

Migration policy changes: 2010 on



Home Office

**UK Border
Agency**

Coalition IES: 2013-current



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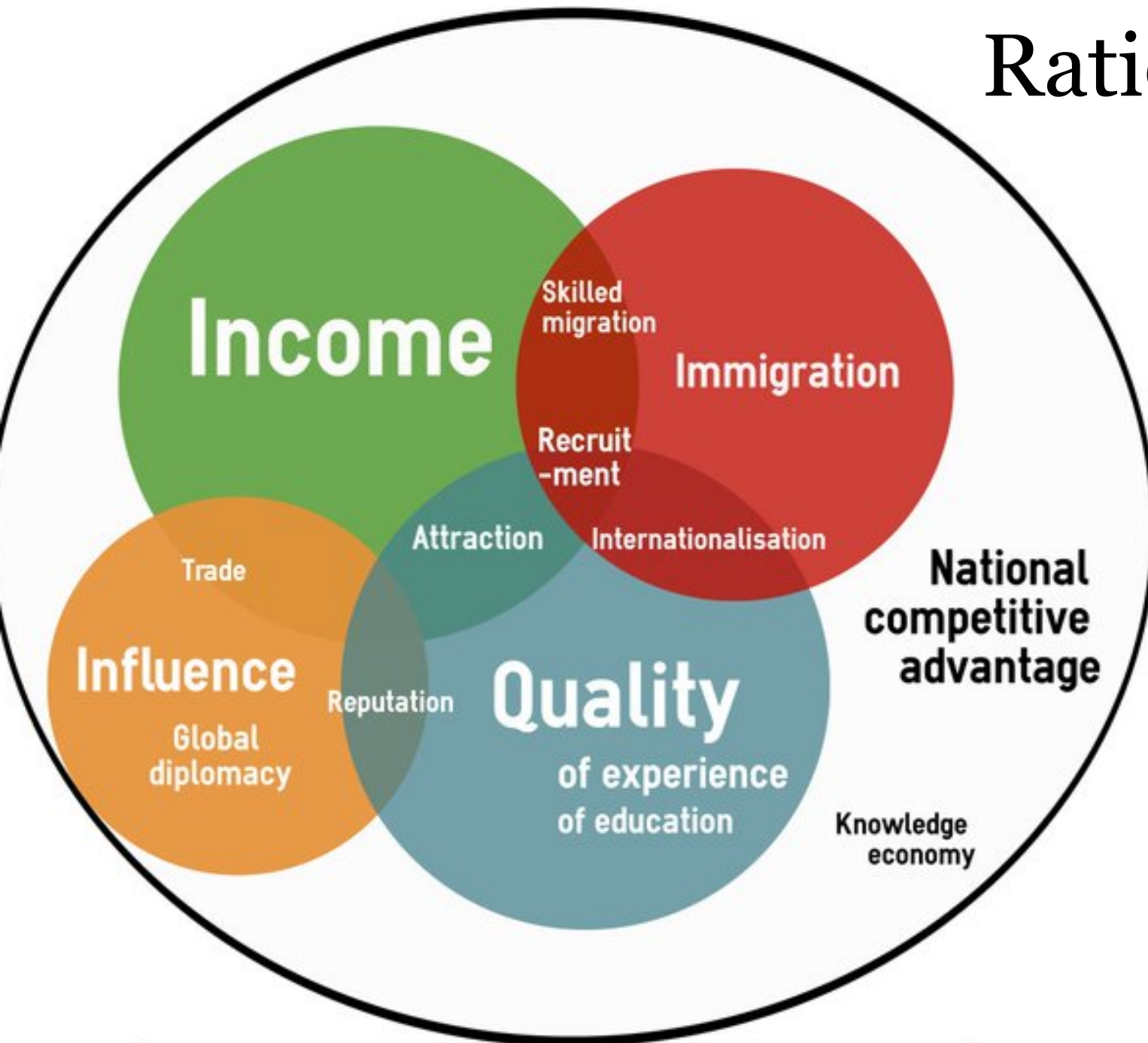
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Rationales



Numbers

- target “to achieve a higher education market share of 25% by 2005 (50,000 additional students)” (Blair, 1999);
- “In 2002/03, 174,575 international students studied in UK higher education institutions,” (DfES, 2004, p.17);
- “international students accounting for 14.1%” of the student population (Bone, 2008, p.5);
- “an extra 93,000 (international students) in HE” were recruited (DIUS, 2009);
- “In 2011/12, there were 435,000 international students studying at 163 publicly- funded higher education institutions” (BIS, 2013a, p.14).

Income source

- “overseas students alone are worth £5 billion a year” (The Labour Party, 2005, p.25)
- “Overseas students who come to Britain to study make a huge contribution to our economy” (BIS, 2013a, p.3).
- Universities are claimed to be “earning more than £9 billion in foreign exchange” (Clark , 2015a).

Consumer / customer

- “customer relationships” (BIS, 2013a)
- “customer care” (BC, 1999, BC, 2003)
- “a shift ... To a far stronger customer focused and market oriented approach” (BC, 2000)
- “demanding and discerning customers” (BC, 2000)
- “Customers are becoming demanding and discriminating” (BC, 2003)
- “Consumer protection to students” (UKCISA, 2011)
- “consumer behaviour” (Bohm, et al., 2004)

Ambassadors

- “(p)eople who are educated here have a lasting tie to our country. They promote Britain around the world, helping our trade and our diplomacy.” (Blair, 1999)
- “long-term advocates” (BC, 2003)
- “unofficial ambassadors” (Mellors-Bourne, *et al.*, 2013).
- ‘Education Ambassador’ (British Embassy Manila, 2016)
- “UK alumni have created a network of people in positions of influence around the world who can *promote British foreign policy goals*, including by opening doors to people, resources and information we would not otherwise have been able to access” (BIS, 2013a, p.39, emphasis mine).

Teaching assistants

- UK students “gain from the window on the world which contact with international students gives them” (Blair, 1999)
- (BC, 2010, p.3): “the real value of internationalisation is in the way it enhances the learning experiences of both our international and home students”.
- “bring(ing) diversity to the education sector, helping to provide an international dimension that benefits all students” (BIS, 2013a, p.24).
- “cultural cross-fertilisation” (Johnson, 2015)

Migrants

- UN definition of a long-term migrant: someone who remains in a country for 12 months or more (Home Office, 2013d).
- “Government’s welcome to international students is genuine. But it is to genuine students” (Johnson, 2015).
- “(w)e’re rolling out the red carpet to those whose hard work and investment will create new British jobs” (Cameron, 2013).
- “bogus students” are those who “have no intention of studying and who disappear to work illegally” (UKBA, 2008, p.8)
- “prevent abuse by filtering out those who contribute least and pose the highest immigration risk” (Home Office, 2011, p.9).

Migrants

- to say somebody who comes here for three years as a student is not here, so doesn't count, is just absurd... The idea that somebody can be here for three, four, five years or longer but in some way do not have an impact. They are living somewhere, so they are having an impact on housing. They will be taking public transport. If they are here for three years, it is quite likely they use the health service. All the immigration pressures on the public services, which we all know about, are as affected by an individual student as they are by an individual on a work permit (BIS Committee, 2013, p.5).

Implications

- Institutional
- Educational
- Personal

Questions

- How familiar are these representations to you?
- To what extent do they exert disciplinary effects?
- Could international students be internalising and responding to such representations?
- Is this an ethical issue for staff and institutions?