

# BREXIT AND UK HIGHER EDUCATION AFTER 6.6 YEARS:

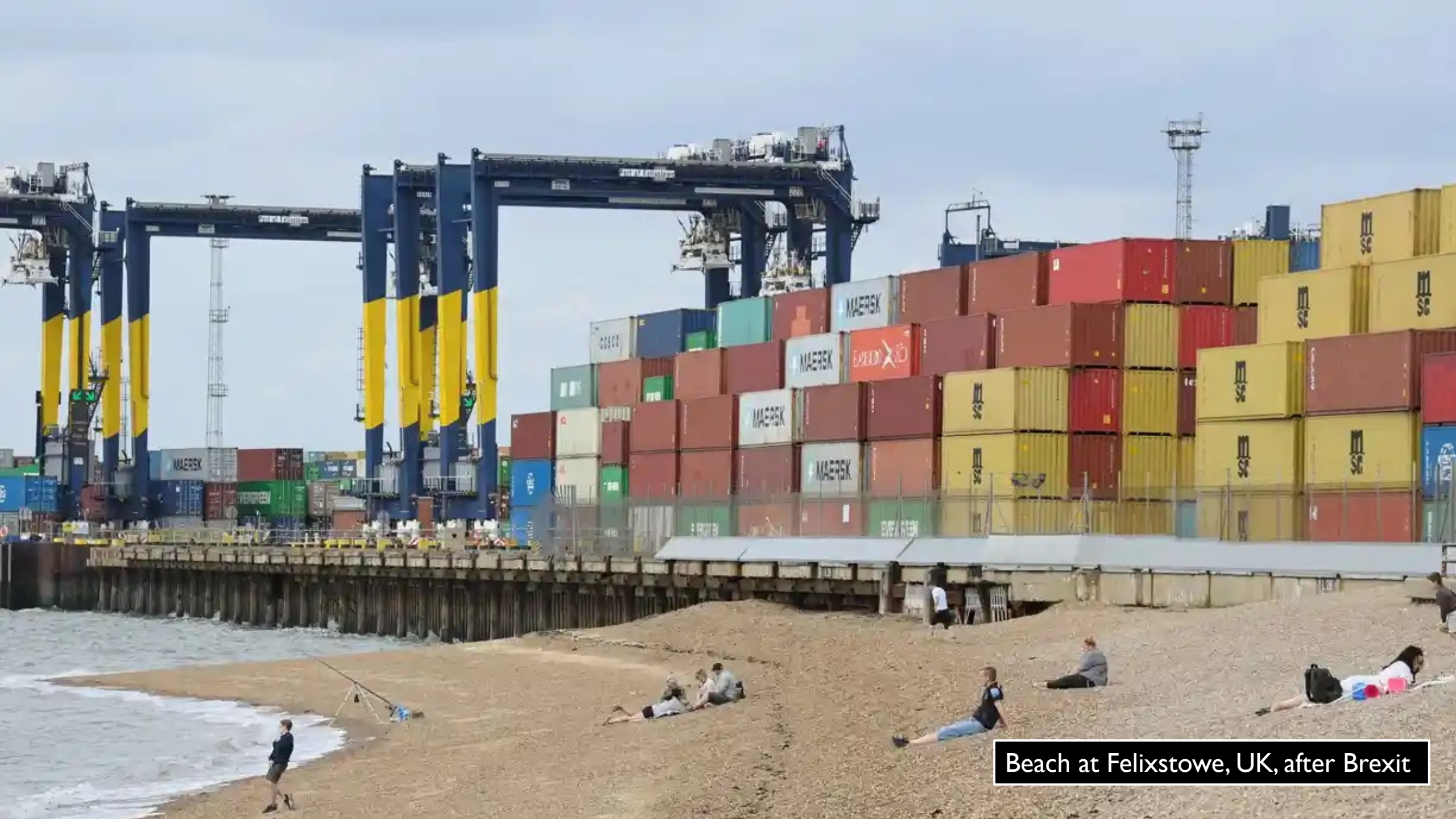
YOU KNOW THE ANSWER,  
DON'T YOU?

CGHE WEBINAR  
2 FEBRUARY 2023

Ludovic Highman (Bath), Simon Marginson  
(Oxford), Vassiliki Papatsiba (Cardiff)

*The Tower of Babel, Lucas van Valckenborch (1595)*





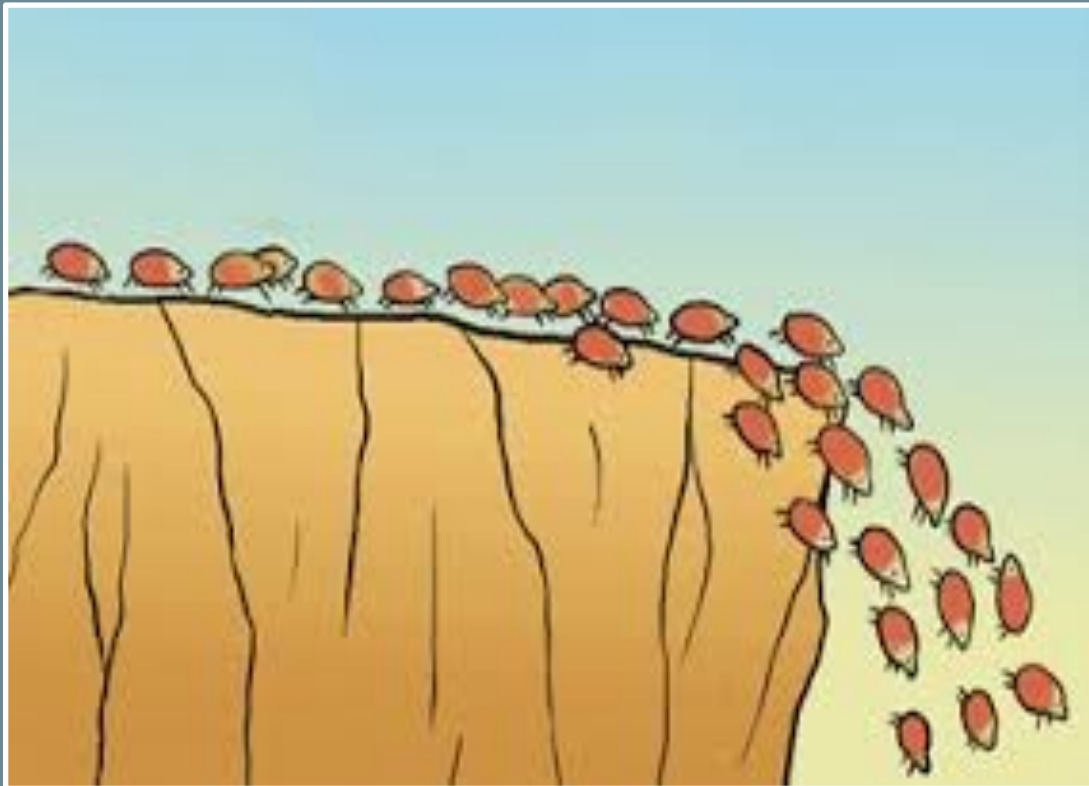
Beach at Felixstowe, UK, after Brexit

The image is a composite. The top half features a black rectangular box with white, bold, sans-serif text. The text reads: "ONCE THE UK WAS REGIONAL, WITH A SINGLE MARKET, A EUROPEAN HIGHER EDUCATION AREA AND A EUROPEAN RESEARCH AREA – TO THE GREAT BENEFIT OF UK HIGHER EDUCATION, WITH NO DOWNSIDES". The background of the entire image is a photograph of a beach at Felixstowe, UK. On the left, there are large blue and yellow industrial cranes. In the foreground, several people are sitting or lying on the sandy beach. On the right, there are yellow and red shipping containers. The sky is a pale, overcast blue.

ONCE THE UK WAS REGIONAL, WITH A SINGLE MARKET, A EUROPEAN HIGHER EDUCATION AREA AND A EUROPEAN RESEARCH AREA – TO THE GREAT BENEFIT OF UK HIGHER EDUCATION, WITH NO DOWNSIDES

Beach at Felixstowe, UK, after Brexit

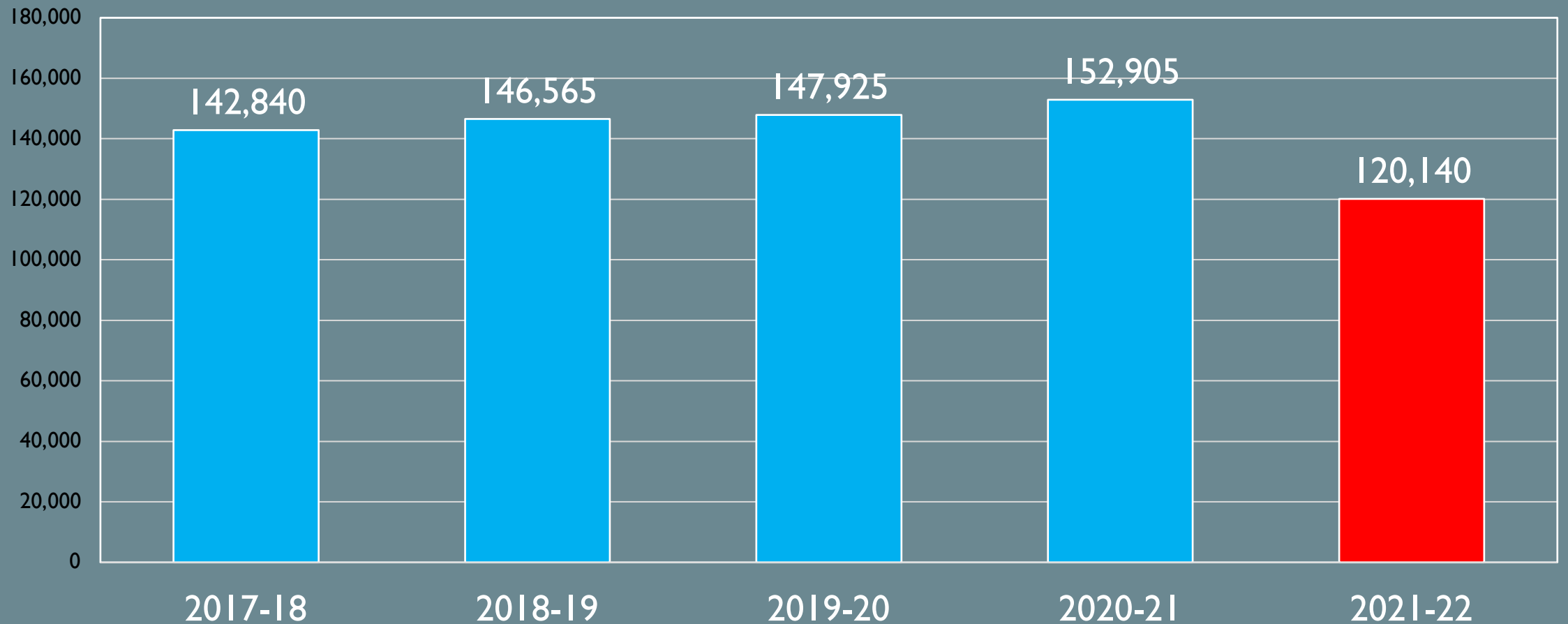
AFTER ADOPTION BY A VOTE OF 51.5% IN 2016  
BREXIT WAS UNSTOPPABLE AND IRREVERSIBLE  
– WE WATCHED IT LIKE A SLOW TRAIN CRASH



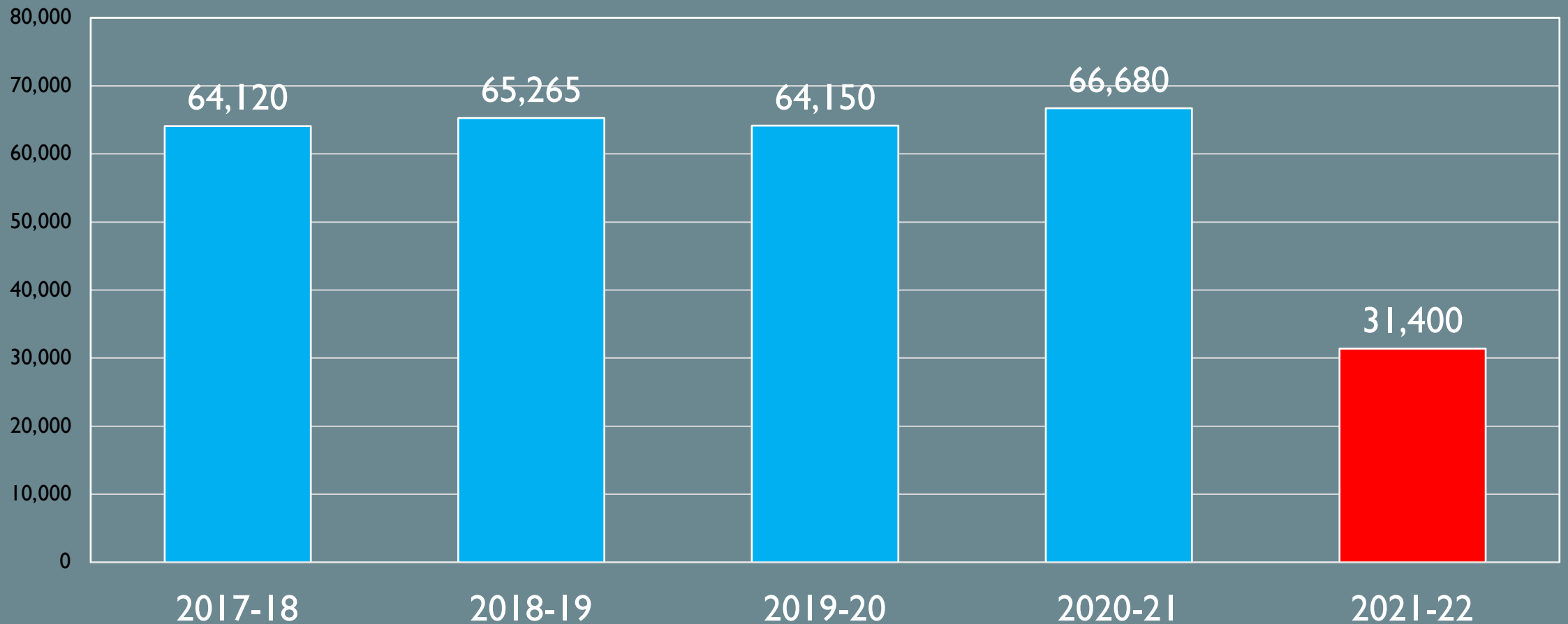
A SLOW TRAIN CRASH,  
AND THEN –  
CLIFF EDGE EFFECTS  
WITH BREXIT



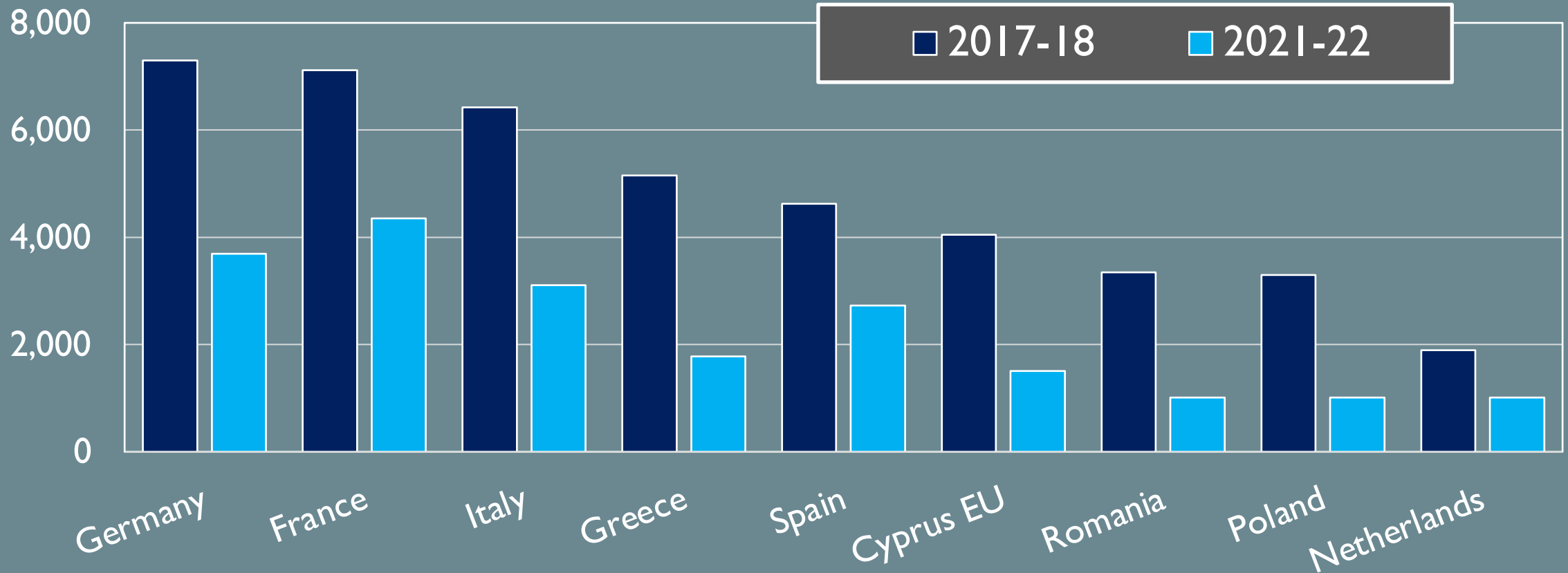
# TOTAL EU-ORIGIN STUDENTS ENROLLED IN UK DEGREES 2017-18 TO 2021-22



# TOTAL *FIRST YEAR* EU STUDENTS IN UK DEGREES 2017-18 TO 2021-22

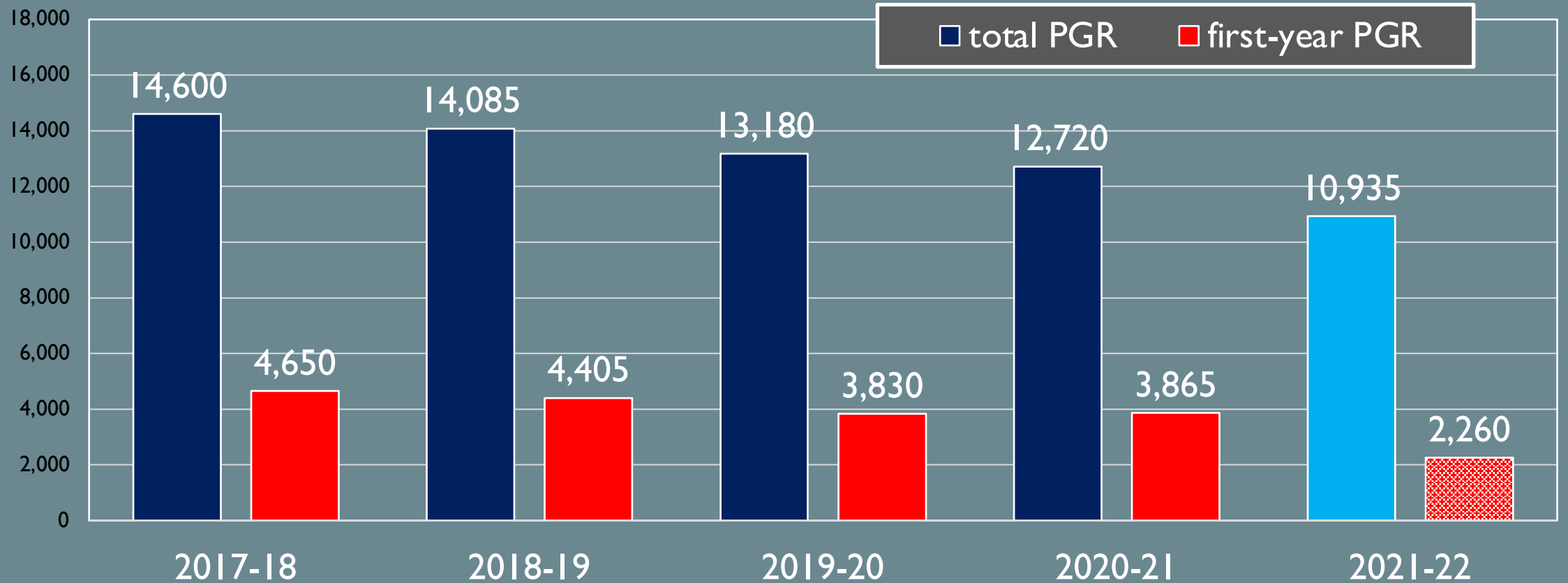


# DECLINE IN NUMBERS OF FIRST-YEAR STUDENTS FROM EU COUNTRIES ENROLLED IN UK: 2017-18 AND 2021-22





# POSTGRADUATE RESEARCH STUDENTS FROM EU IN UK DEGREES, *TOTAL NUMBER AND FIRST YEAR STUDENTS* 2017-18 TO 2021-22



**DECLINE IN STUDENTS FROM GERMANY ENROLLED IN POSTGRADUATE RESEARCH DEGREES (ALL YEARS) IN UK: UNIVERSITIES WITH MOST STUDENTS 2017-18 TO 2021-22**

University	2017-18	2021-22		University	2017-18	2021-22
Oxford	290	230		Sheffield Hallam	30	40
Cambridge	285	175		LSE	40	35
Edinburgh	105	115		Manchester	65	30
UCL	135	95		Strathclyde	30	30
Imperial	130	90		Warwick	50	30
KCL	65	75		Birmingham	35	25
Glasgow	55	45		Durham	30	25
St Andrews	45	45		Exeter	15	25

## STUDENT MOBILITY - POINTS OF DISCUSSION

- Cliff edge effect – loss of EU student enrolments at UK universities, as noted
- Loss of UK access to Erasmus+ mobility scheme
- Turing Scheme – a global scheme – looking beyond the PR spin?
- Language learning in the UK – what does it mean for ‘global’ mobility?
- Soft power and public diplomacy

# WHY DO EU STUDENTS MATTER?

- The added diversity on campuses
- Evidence that EU students are high calibre students
- Soft power: EU students return to their country as 'ambassadors' of UK culture and values
- Creating medium to long-term business ties and closer trade through alumni
- Financially speaking, loss of EU UG students a threat, as universities could rely on EU students being enrolled for 3-4 years (13,155 EU students enrolling in 2021 for 1st year of a primary degree compared with 37,530 the year before)
- At PG level, loss of EU students significant, acts as a pipeline into science sector

# IMPORTANCE OF EU STUDENTS FOR UK UNIVERSITIES (KLEIBERT, 2023)

Higher education provider	enrolments by EU students (non-UK) 2018/19	share of enrolments by EU students (non-UK) of all enrolments (%) 2018/19	tuition fees by EU students (non-UK) (£ thousands) 2017/18	share of tuition fees by EU students (non-UK) of all tuition fees (%) 2017/18	share of tuition fees by EU students (non-UK) of total income (%) 2017/18
University College London	5075	12.3%	46,263	10.3%	3.2%
King's College London	4230	12.9%	32,715	10.2%	3.9%
University of Edinburgh	3805	11.1%	18,465	6.4%	1.9%
Coventry University	3680	10.5%	26,030	8.9%	7.1%
Imperial College London	3305	17.3%	30,826	11.9%	3.0%
University of Glasgow	3135	10.2%	7919	4.3%	1.3%
University of Manchester	2980	7.4%	19,599	4.4%	1.9%
University of Aberdeen	2900	19.6%	4,477	8.3%	2.0%
University of Warwick	2700	10.4%	25,240	8.5%	4.0%
University of Oxford	2630	10.4%	22,014	8.8%	1.0%
University of Cambridge	2625	12.6%	27,867	11.5%	1.4%
University of the Arts London	2450	12.8%	23,769	12.0%	7.7%
University of Westminster	2215	11.7%	17,685	11.4%	8.6%
London School of Economics and Political Science	2180	18.4%	27,887	16.0%	7.7%
University of Essex	1995	12.8%	15,065	12.4%	6.8%

# RECIPROCAL ERASMUS – UNILATERAL TURING

“The UK is a massive net contributor to the continent’s higher-education economy because over the last decades we had so many EU nationals, which has been a wonderful thing, but our arrangements mean the UK exchequer more or less loses out on the deal” (Boris Johnson, 2020).

Until 2020, 2 different approaches to cross-border student mobility:

- Commercial international education targeting overseas students & ‘lucrative’ markets (inward)
- Participation in the EU’s Erasmus+ scheme – based on the principle of reciprocity

# ERASMUS+ - MORE THAN JUST MOBILITY

Budget: €26.2 billion to support mobility and cooperation covering HE, vocational education & training (e.g., ErasmusPRO), school education, adult education, youth (e.g., DiscoverEU) and sport.

Strong focus on **social inclusion**, the **green and digital transitions** + (e.g., Digital Opportunity Traineeships scheme) promoting **young people's participation in democratic life** (e.g., Youth Participation Activities).

Mobility activities complemented with language learning opportunities via the Erasmus+ Online Language Support (OLS) tool or other additional forms of linguistic support.

# ERASMUS+ - KEY ACTIONS AND JEAN MONNET ACTIONS

## **Key Action 1 - Mobility of learners:**

- Mobility projects for learners and staff in HE, VET, school education, adult education and youth
- Youth participation activities
- DiscoverEU – Inclusion Action
- Mobility for sport coaches
- Virtual exchanges in higher education and youth

## **Key Action 2 - Cooperation among organisations and institutions:**

- Partnerships for excellence, including:
  - Centres of Vocational Excellence, Erasmus Mundus Action, European Universities, Erasmus+ Teaching Academies
- Partnerships for innovation:
  - Alliances for Innovation, Forward-looking projects
- Capacity building in the field of higher education, vocational education and training, youth and sport
- Not-for-profit European sport events

## **Key Action 3 - Support to policy development and cooperation:**

- European Youth Together, cooperation with international organisations



# IMPLEMENTATION: MOBILITY STREAMS



Faculté de Droit et  
de Science Politique  
Aix-Marseille Université

ACCUEIL LA FACULTÉ FORMATION RECHERCHE INTERNATIONAL ENTREPRISE  
VIE ÉTUDIANTE ET DE CAMPUS CONTACT

Accueil > International > Partir – Etudiants FDSP

## PARTIR – ETUDIANTS FDSP

PARTENARIATS  
INTERNATIONAUX

MOBILITÉ ETUDES

MOBILITÉ STAGES

AIDES FINANCIÈRES

TÉMOIGNAGES

Europe avec CIVIS

+

Europe avec ERASMUS

+

Hors Europe

+

Royaume Uni

+

# MOBILITY HURDLES: FOR UK MOBILITY

## Warnings:

- Visa application fees (£348)
- Immigration Health surcharge (£470 per year)
- Loss of eligibility for Erasmus grants (370 up to 540EUR per month)
- Proof of financial support of £1,334 per month (London)
- Potentially loss of reciprocal tuition fee waiver arrangements (inbound students generally paying their sending institution's tuition fees)

# ERASMUS+ GRANT RATES (2019/20 & 2020/21)

ERASMUS+ GRANT RATES: 2019/2020 and 2020/2021 (maximum of 9 months at outset 10 if grant allocation is sufficient for overall participation) Country	Study: per month	Study Disadvantaged: Per month	Traineeship: Per month	Traineeship Disadvantaged: Per month
<b>Group 1: Programme Countries with higher living costs</b> Denmark, Finland, Iceland, Ireland, Lichtenstein, Luxembourg Norway, Sweden, UK	€420	€540	€520	€540
<b>Group 2: Programme Countries with medium living costs</b> Austria, Belgium, Cyprus, France, Germany, Greece, Italy, Malta, Netherlands, Portugal, Spain,	€370	€490	€470	€490
<b>Group 3: Programme Countries with lower living costs</b> Bulgaria, Croatia, Czech Republic Estonia, Hungary, Latvia, Lithuania, Poland, Romania, Slovakia, Slovenia, Former Yugoslav Republic of Macedonia, Turkey,	€370	€490	€470	€490

# KING'S EUROPEAN GRANT (KEG)

“Following the UK’s departure from the European Union and consequentially the Erasmus+ Scheme, King’s committed funding from its own resources to support students completing a study or work placement that would have previously been eligible for Erasmus+ funding. Currently, this is only confirmed for the 2022/23 academic year. Students must spend a minimum of 3 months at the host university/placement provider to receive the grant...

“As the grant is intended to support placements that would have previously been eligible for Erasmus+ funding, the grant rates will be the same as for Erasmus+ in a given academic year. These grant rates are calculated and allocated by the King’s Student Funding Office. Students classified as 'Home Undergraduates' for fee purposes may be able to receive an additional top-up should they meet the requirements”.

# TURING SCHEME

4 objectives of Turing – mostly political goals – include advancing :

- Global Britain, with over 150 countries involved;
- Levelling up within the UK;
- Developing key skills to improve employability;
- Better value for UK taxpayers (UK Government 2022).

In August 2021, 39 universities, 114 schools and 110 further education applications awarded grants... 40,000 UK based students selected, 48% of which are from disadvantaged backgrounds.

Budget of £110 million for 2022/23 - less than the total value of all Erasmus+ projects funded in the UK, valued at €144.69 million in 2019.

# LANGUAGE LEARNING – A PARADIGM SHIFT?

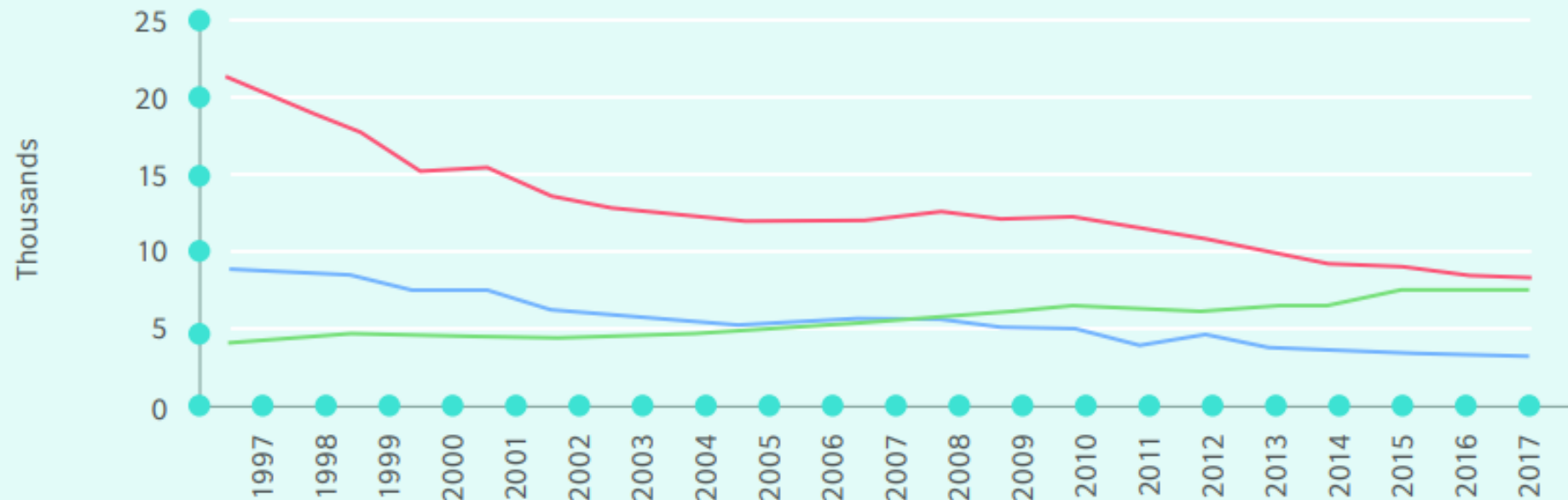
“With the UK’s relationship with the countries whose languages are most commonly taught in schools about to undergo a significant realignment, the survey also sought to gather information on the impact of the Brexit process on school policies, teacher supply, international links and the attitudes of parents and pupils” (Tinsley, Doležal, 2018, p.2).

British Council’s Language Trends Survey (2018) reveals a widening gap in young people’s access to foreign languages provision depending on their socio-economic background.

The economic cost of the UK’s linguistic underperformance, in terms of lost trade and investment has been estimated at 3.5% of GDP (British Academy, 2019).

# TRENDS IN EUROPEAN LANGUAGES IN UK SCHOOLS (TINSLEY & DOLEŽAL, 2018)

Figure 4: A level entries in French, German and Spanish, 1997-2017



	1997	1999	2001	2003	2005	2007	2009	2011	2013	2015	2017
● French	21.3	17.8	15.4	12.9	12.0	12.2	12.2	11.5	9.9	9.0	8.3
● German	9.0	8.5	7.6	6.1	5.2	5.6	5.1	4.0	3.8	3.6	3.3
● Spanish	4.0	4.6	4.5	4.5	4.9	5.5	6.1	6.4	6.5	7.6	7.6

## WHO MANAGES TURING?

Capita plc, a private consulting and digital services business, awarded 23-month awarded contract worth £6.27 million (below tender listing the contract as worth up to £7million).

Capita replaces British Council – Appointed ACU as “principal partner” to “lead on the assessment of applications and to support with monitoring and evaluation” (Capita, 2021). ACU has its own global networks and partnerships – and a broad yet specific agenda.

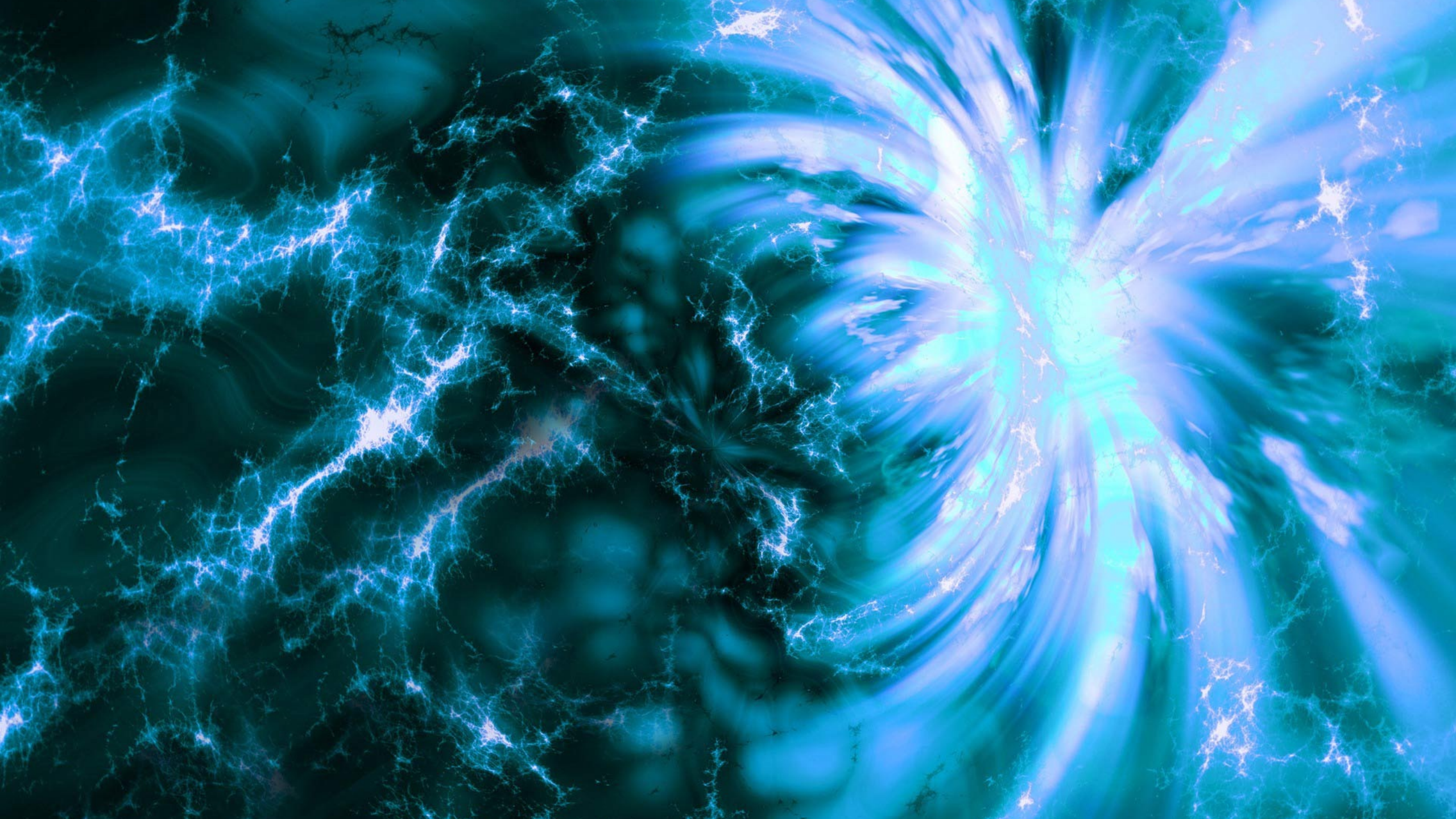
Shorter programme cycles, potentially leading to more administration and management and bidding wars - to the detriment of education & internationalisation.



# SOFT POWER AND PUBLIC DIPLOMACY (CULL, 2008)

## TAXONOMY OF TIME/FLOW OF INFORMATION/INFRASTRUCTURE IN PUBLIC DIPLOMACY

Type of Public Diplomacy	Time Frame	Flow of Information	Typical Infrastructure
1. Listening	Short and long term	Inward to analysts and policy process	Monitoring technology and language-trained staff
2. Advocacy	Short term	Outward	Embassy press office, foreign ministry strategy office
3. Cultural diplomacy	Long term	Outward	Cultural center and/or library
4. Exchange diplomacy	Very long term	Inward and outward	Exchange administrator, educational office
5. International broadcasting	Medium term	Outward but from a news bureaucracy	News bureaus, production studios, editorial offices, and transmitter facilities



The background is a complex, abstract composition of swirling, ethereal patterns in shades of deep blue, teal, and cyan. A bright, multi-colored spot (yellow, orange, and red) is located in the upper right quadrant, from which several luminous, ribbon-like structures radiate outwards, creating a sense of dynamic movement and energy. The overall texture is reminiscent of a nebula or a microscopic view of a complex material.

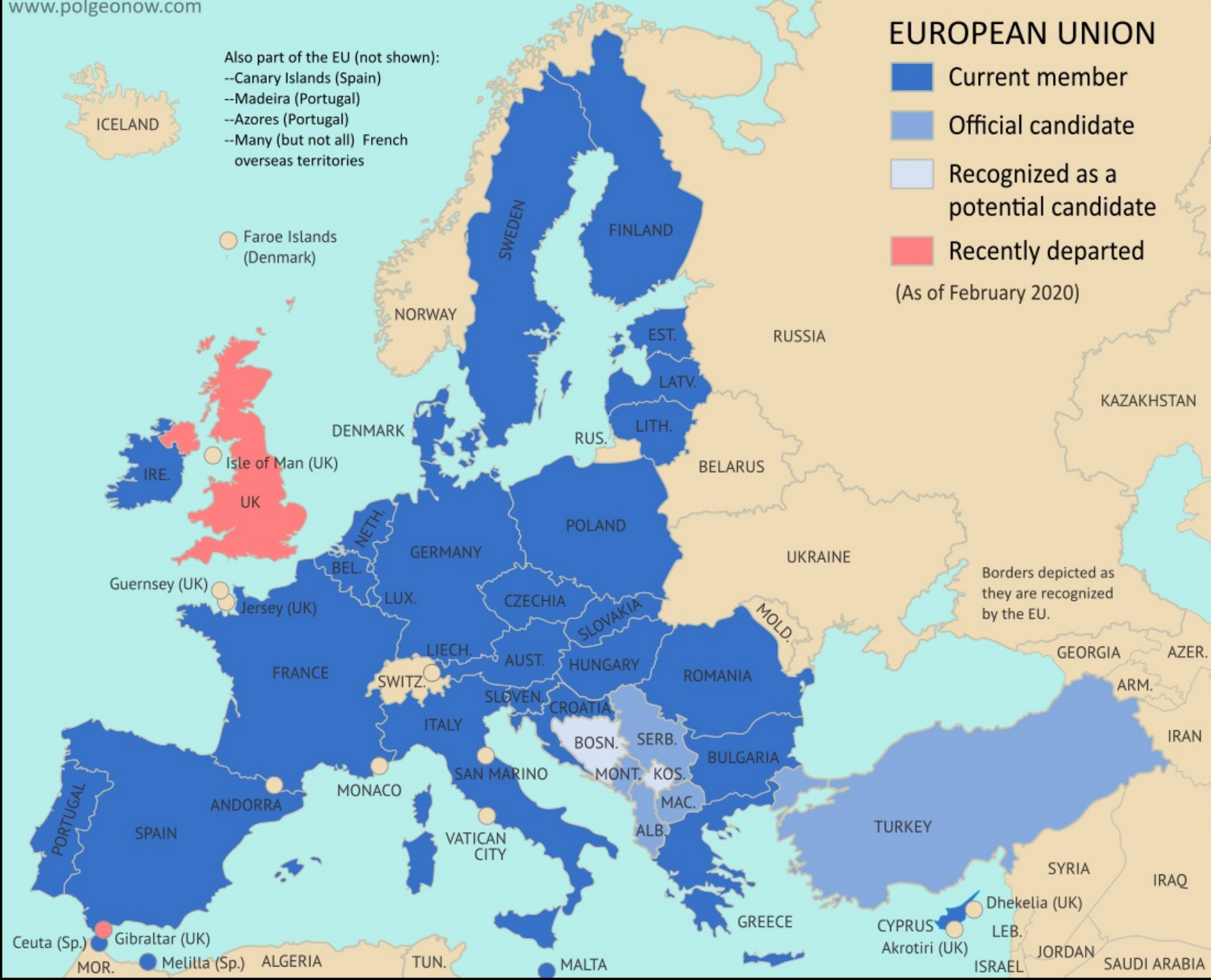
‘IF TIME UNFOLDS AS CHANGE, THEN SPACE  
UNFOLDS AS INTERACTION’ – DOREEN MASSEY

THE REVERSE ALSO APPLIES.  
BREAKING INTERACTION  
WITH EUROPE OVER TIME  
MEANS VACATING THAT SPACE

– so that increasingly, the European space is no longer seen at all in UK, even in higher education which has been so connected. History shows that internationalisation can never be taken for granted, it is reversible, and *it is so easy to fall back into parochialism*

*Fred and Ginger, Frank Gehry building in Prague*







Also part of the EU (not shown):  
--Canary Islands (Spain)  
--Madeira (Portugal)  
--Azores (Portugal)  
--Many (but not all) French overseas territories

Faroe Islands (Denmark)

### EUROPEAN UNION

- Current member
- Official candidate
- Recognized as a potential candidate
- Recently departed

# IS THERE A WAY BACK INTO EUROPE FOR UK HIGHER EDUCATION AND RESEARCH? IT IS BADLY NEEDED!





TIME, AND THE MACHINATIONS AND ADVENTURES OF  
NATIONAL POLITICS AND GEO-POLITICS, WILL TELL

IS GLOBAL BRITAIN A GOER?  
WILL REGIONAL BRITAIN BE BACK?

EXPECT THE UNEXPECTED!

‘All things are in flux, like a river . . .  
Everything flows’

‘Whoever cannot seek the unforeseen,  
sees nothing. The known way is an  
impasse.’

~ *Heraclitus of Ephesus (544-484 BCE)*

