

The challenge of diversification

Historically, more socially-advantaged groups have benefitted from ISM

Some concern about this on part of policymakers (Erasmus+ and Turing schemes)

Some evidence of change, e.g.

- Erasmus (Deakin, 2013; Souto-Otero, 2008; van Mol, 2014)
- Working class Chinese students (Fong, 2011; Ma, 2020)
- The rise of 'middling migrants' (Robertson, 2013)

Drivers of diversification

- Migration policies
- Education policies
- Broader societal change



Stratification of opportunities

Not all opportunities are the same

- India (Baas, 2010)
- China (Ma, 2020)
- Turing (Brooks and Waters, in progress)

Taken together, mirror process of differentiation seen with respect to higher education more generally (Reay et al., 2005)

Future of international student mobility: emphasis must be on quality of experiences, not just quantity

THE FUTURE OF INTERNATIONAL STUDENT MOBILITY: OVERFLOWING, MEANDERING, BLOCKED, OR DRIED UP?

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CENTRE
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HIGHER EDUCATION KNOWLEDGE IN A PLURAL WORLD

CGHE ANNUAL CONFERENCE
24-25 May 2022



Chinese Students' Overseas Learning Desires

Major Findings from Surveys

- Lingnan research team distributed a survey in June 2021 to examine mainland China college students' desires for study abroad and destinations before, during, and after the pandemic.
- The research team received **2,036 valid responses** from **29 provincial-level regions** covering **799 universities and colleges**.

Number of Respondents Interested in Studying abroad before, during, and after the COVID-19 Pandemic

	Before	During	After
Yes	445 (21.9%)	168 (8.3%)	426 (20.9%)
No	1591 (78.1%)	1868 (91.8%)	1610 (79.0%)

Major Findings - Reasons

- Before the COVID-19 Pandemic

– Top-five Reasons for Studying abroad **BEFORE** the COVID-19 Pandemic (2021)

	Agree	No strong opinion	Disagree
1. I wanted to receive high-quality higher education	394 (88.5%)	37 (8.3%)	14 (3.2%)
2. I wanted to experience different cultures and lifestyles, and broaden my horizons	388 (87.2%)	43 (9.7%)	14 (3.2 %)
3. I wanted to have better career prospects because of overseas learning experiences and diplomas	370 (83.1%)	65 (14.6%)	10 (2.3%)
4. The university I prefer has a strong international reputation	369 (82.9%)	63 (14.2%)	13 (2.9%)
5. I wanted to improve my foreign language (e.g., English) proficiency	343 (77.1%)	78 (17.5%)	24 (5.4%)

Major Findings - Reasons

- During the COVID-19 Pandemic

- Top-five Reasons for Studying abroad **DURING** the COVID-19 Pandemic (2021)

	Agree	No strong opinion	Disagree
1. I wanted to receive high-quality higher education	136 (81.0%)	21 (12.5%)	11 (6.5%)
2. The university I prefer has a strong international reputation	135 (80.3%)	25 (14.9%)	8 (4.8%)
3. I wanted to have better career prospects because of overseas learning experiences and diplomas	121 (72.0%)	38 (22.6%)	9 (5.4%)
4. Social security cover for students at this university is good, so my personal safety can be guaranteed	84 (50%)	63 (37.5%)	21 (12.5%)
5. The COVID-19 pandemic situation of the destination is well managed	72 (42.9%)	54 (32.1%)	42 (25,0%)

- In addition, among the 168 respondents who intended to study abroad, **more than 50 percent (59.5%) could not accept** that the institution only offered online courses.

Major Findings - Destinations

Top-Five Popular Destinations

Before the pandemic
(of 445 respondents)

The US (50.8%)

The UK (45.2%)

Japan (19.1%)

Canada (16.9%)

Germany (14.4%)

During the pandemic
(of 168 respondents)

The UK (42.3%)

The US (41.1%)

Canada (23.2%)

Japan (20.8%)

Germany/France (17.3%)

After the pandemic
(of 426 respondents)

The US (45.5%)

The UK (43.7%)

Japan (23.9%)

Canada (21.6%)

Germany (20.2%)

Comparison between 2020 and 2021 Survey

- Lingnan research team conducted the first-round survey in **May 2020** to examine Chinese college students' studying abroad plans and preferred destinations *after the pandemic*. In the first-round survey, the research team received **1,267 valid responses**.

Number of Respondents Interested in Studying abroad after the Pandemic in 2020 and 2021 Surveys

Time of Survey	Yes (percentage)	No (percentage)
May 2020	120 (9.5%)	1,147 (90.5%)
June 2021	426 (20.9%)	1,610 (79.1%)

Comparison between 2020 and 2021 Survey

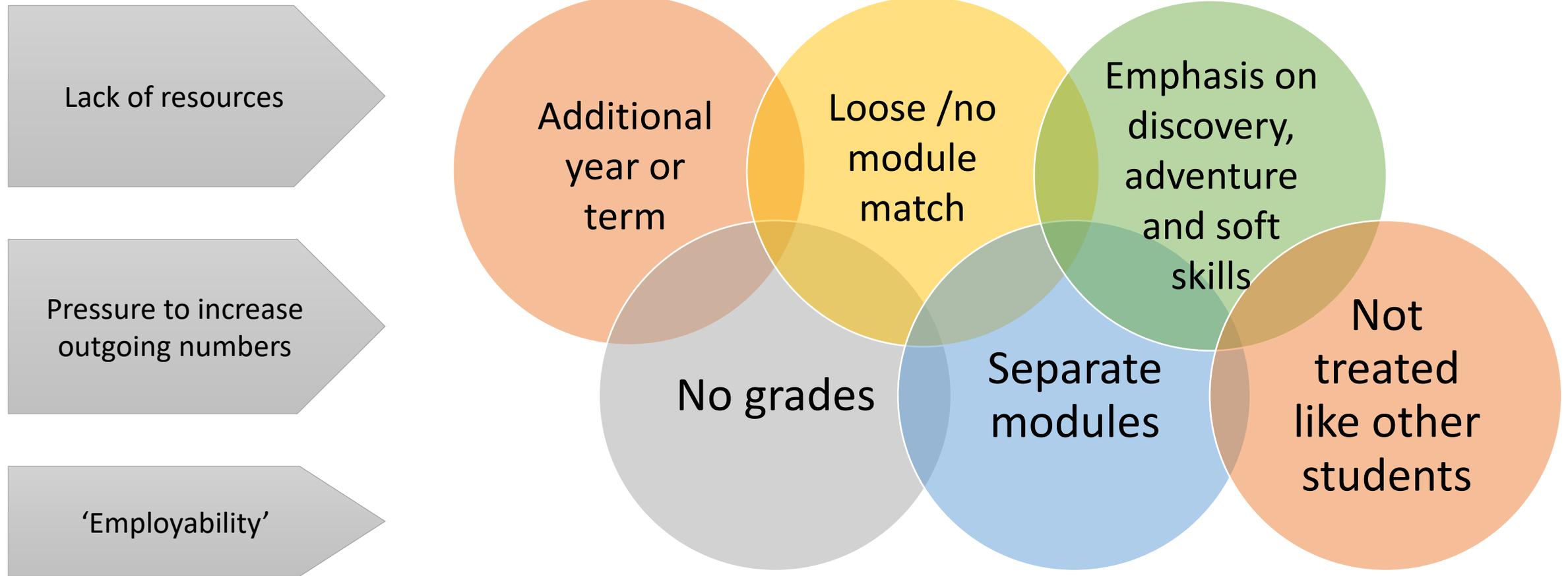
- *Most and Least Popular Studying Abroad Destinations **after the pandemic** in 2020 and 2021 Surveys*

	2020 Survey	2021 Survey
Most Popular Destinations	US	US
	Hong Kong	UK
	UK	Japan
	Taiwan	Canada
	Japan	Germany
Least Popular Destinations	Macao	Poland
	Malaysia	Malaysia
	Italy	Taiwan
	South Korea	Macao
	France	New Zealand and Italy

Future of International Student Mobility

- Global public health conditions
- International travel restrictions and related public health measures
- Influence of geo-politics on students' motivations / choices of destinations
- Government policy and responses when international higher education is increasingly politicized
- Institutional support for student learning and whether face to face will be conducted for teaching and learning
- Student well-being matters

The 'de-academisation' of student mobility programmes



The 'de-academisation' of student mobility programmes

Does not *suit* all students – disappointment, feeling of injustice, time wasted

Impact on integration – what other channels? What (individual) resources?

Does not *affect* all students - another dimension of inequality?

Implications - Devaluation of subject knowledge?

The future – internships, shorter stays, hybrid/online experiences & IAH?

What makes mobility worthwhile?