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Bridging policy and practice: A strategic approach to outbound mobility at the University of Glasgow

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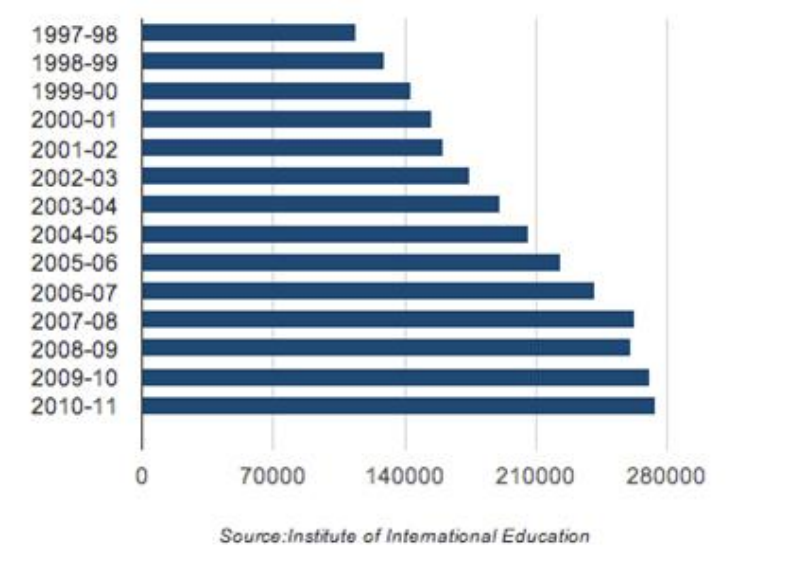
Global mobility flows

Host Country	2010 total Int. students	2011 total int. students	Top places of origin
USA	723, 277	764, 495	China, India, South Korea
UK	455, 600	480, 755	China, India, USA
China	265, 090	292, 611	South Korea, USA, Japan
France	283, 621	288, 544	Morocco, China, Algeria
Germany	244, 776	252, 032	Turkey, China, Russia
Australia	230, 595	242, 351	China, Malaysia, India
Canada	174, 760	193, 647	China, South Korea, India
Japan	141, 774	138, 075	China, South Korea, Taiwan

Source: Open Doors 2012, Institute of International Education

Redressing the balance? Receiving countries are starting to send

Study Abroad participation by Americans, 1996-2011



International Student Experiences by type: Australia

Type	Number of Experiences
Exchange	6,696
Other Semester or Year Programs	228
Short Term Programs	5,889
Placements or Practical Training	2,650
Research	2,309
Other	568
Total	**18,340**

Olsen, A. (2010) AUIDF Mobility Benchmark Report

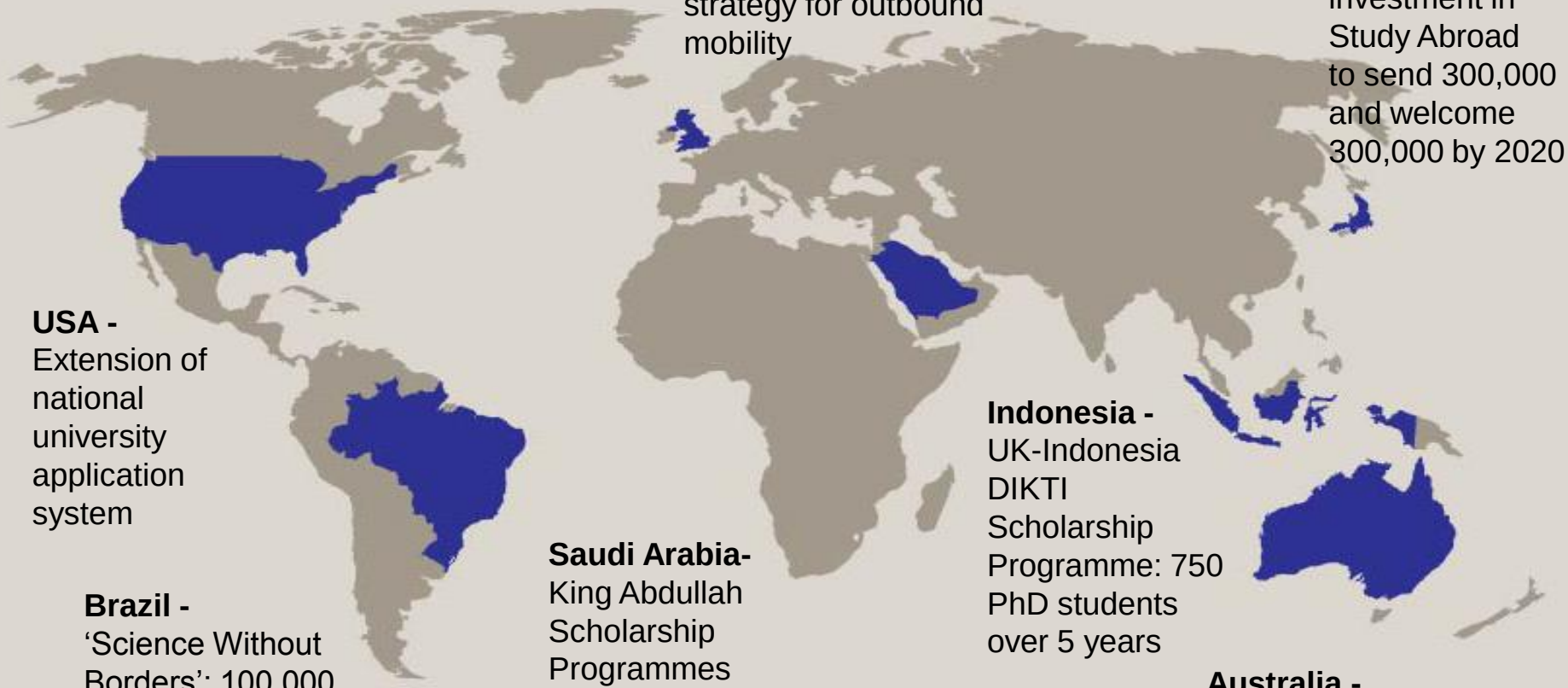
Since 2007:

Exchange:	+ 30%
Short term programs:	+ 137%
Placements:	+ 215%

- UK: 2010/11 Erasmus participation rate up 9.4% on previous year, higher than average increase for Europe

(8.5%) (Source: European Commission, 2012)

National agendas and government investment



UK -
Developing national strategy for outbound mobility

Japan -
Government investment in Study Abroad to send 300,000 and welcome 300,000 by 2020

USA -
Extension of national university application system

Brazil -
'Science Without Borders': 100,000 Brazilian students to 20 countries

Saudi Arabia-
King Abdullah Scholarship Programmes extended to 2020

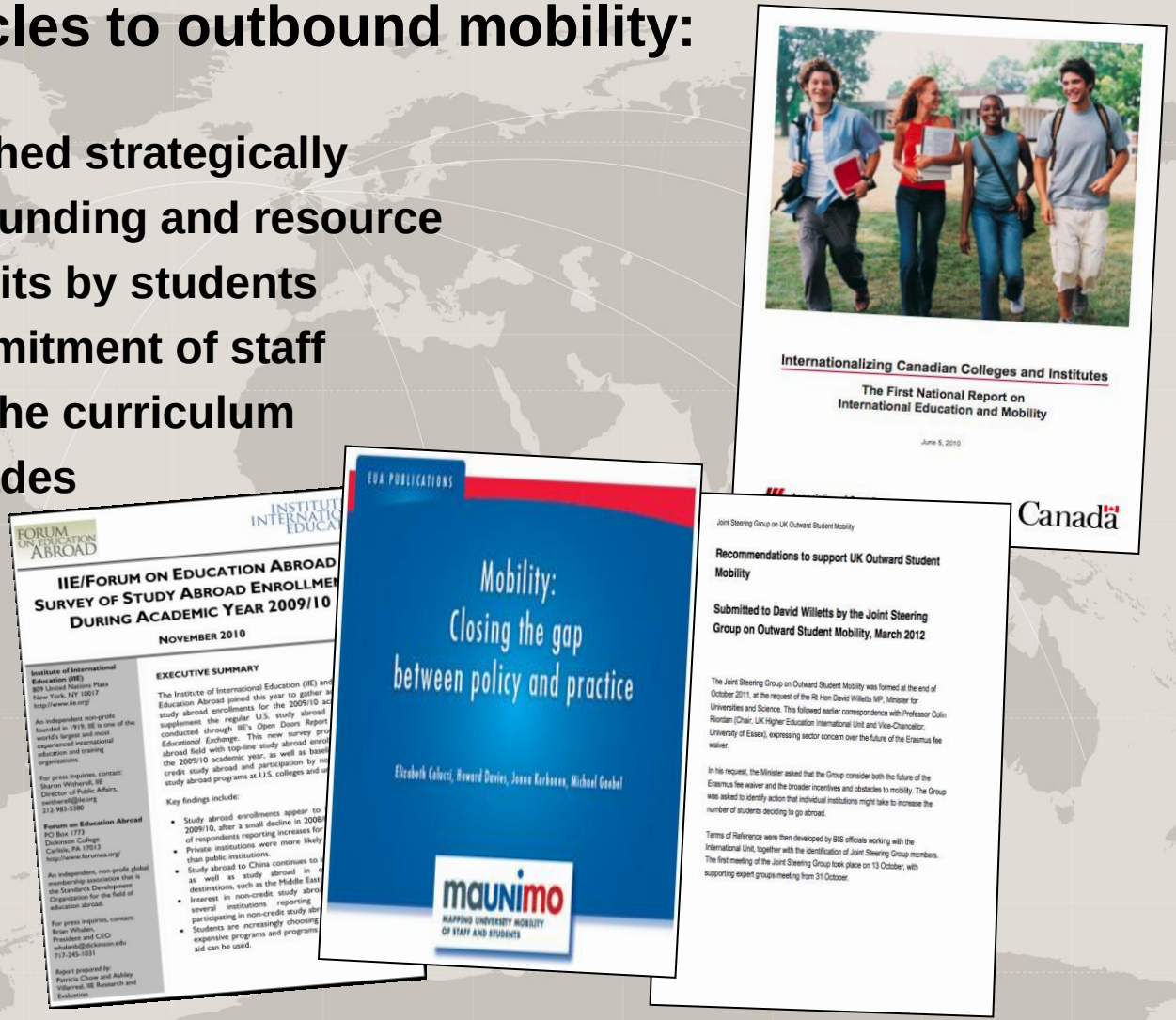
Indonesia -
UK-Indonesia DIKTI Scholarship Programme: 750 PhD students over 5 years

Australia -
$37 million Asia Bound grants program

A challenging landscape for higher education institutions. Bridging policy and practice

Institutional obstacles to outbound mobility:

- Mobility not approached strategically
- Lack of sustainable funding and resource
- Recognition of benefits by students
- Awareness and commitment of staff
- Lack of flexibility in the curriculum
- Transferability of grades
- Credit transfer
- Data recording



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Strategy *to* **C**reate **I**nternational **E**xperiences *for* **S**tudents

Learning

- Create welcoming, multi-cultural campus
- World class, internationally-relevant learning environment

Study

- Increase the number of students studying overseas
- Emphasis on a greater range of options

SCIES: 16% of student cohort with an international experience by 2020

Work

- Increase the number of credit-bearing international internships
- Promote, verify and record non-credit bearing summer opportunities

Volunteering

- Increase the number of students volunteering on multi-cultural projects in the city of Glasgow; and volunteering overseas

Making it happen

New opportunities and a deeper mobility culture

Developing an explicit strategy

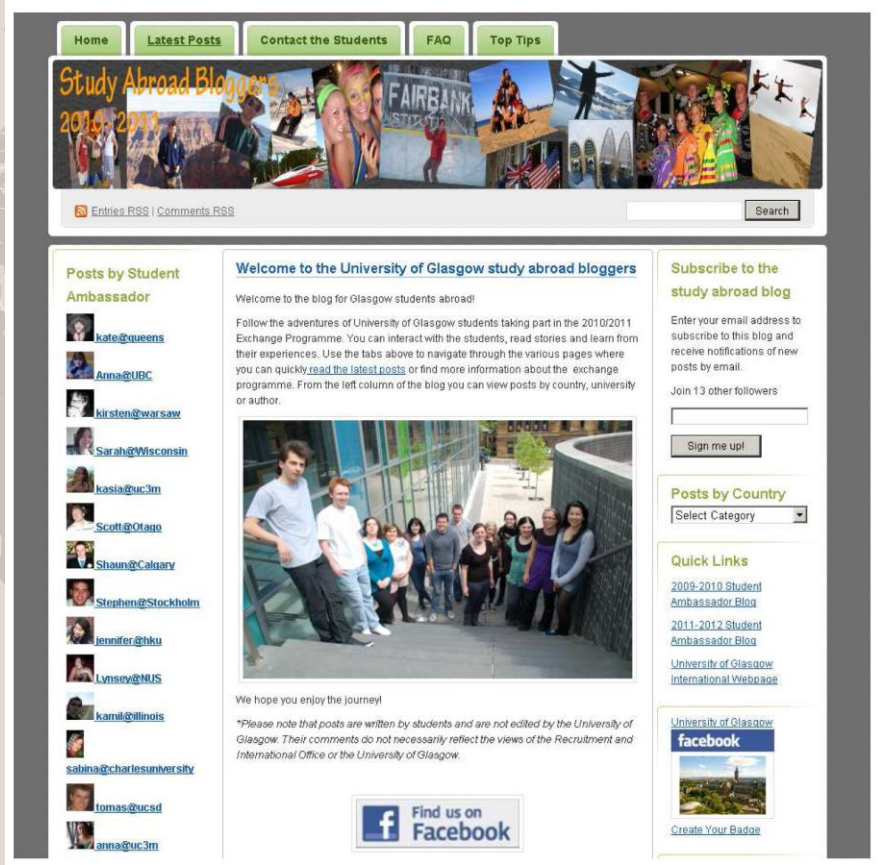
- Connecting activity, providing shape, integration at governance level
- Measurement: 14 key metrics, incremental targets to 2020

Partnership

- Student body: Student Ambassadors
- Voluntary sector: Student Volunteers Abroad website
- Partners abroad: Glasgow-Columbia Scholarships

Infrastructure

- Academic mobility coordinators: College level and subject areas
- Student blogs



Study Abroad blog

Making it happen

New opportunities and a deeper mobility culture

Raising awareness of mobility opportunities

- Involving international staff and dedicated marketing campaigns
- Engaging returning students

Creating new opportunities

- Internationalising national initiatives: Club 21

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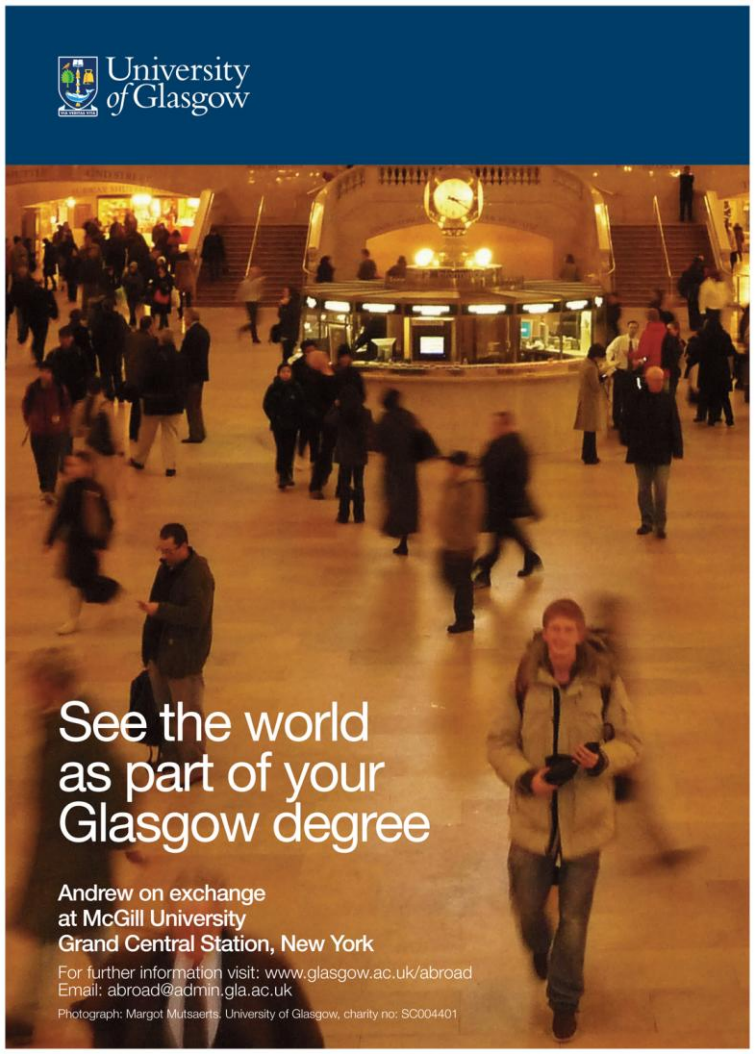
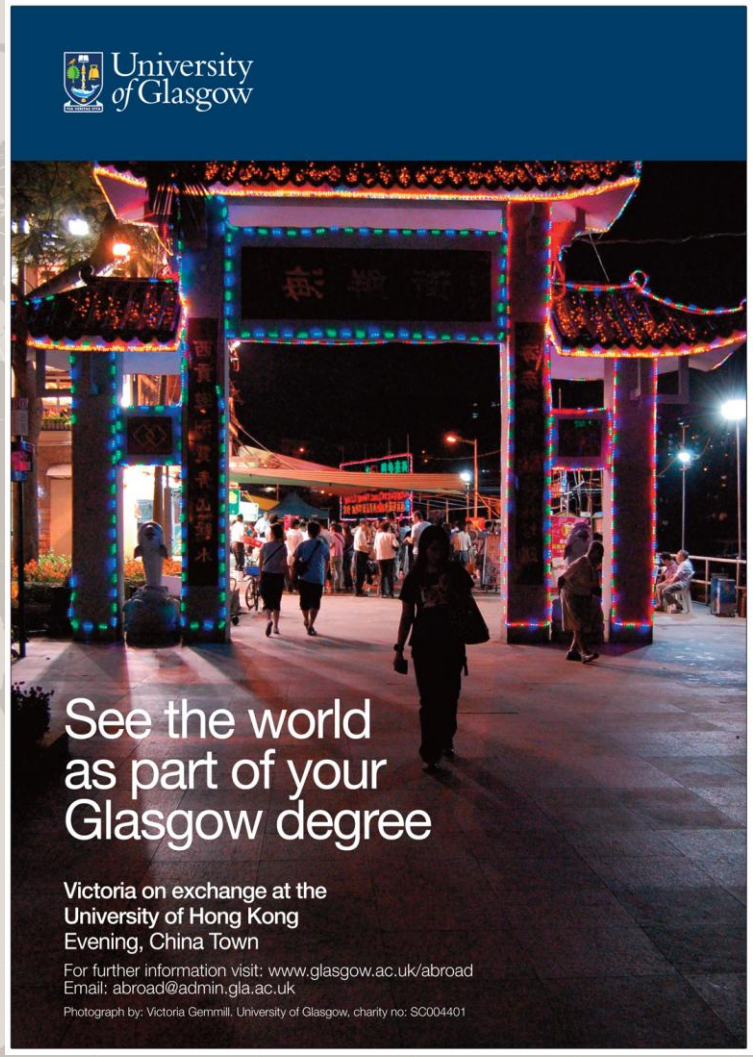
Making it happen

Involving students





A strategic response

- National policies and agendas rely on universities to implement outbound mobility aspirations on the ground.

- Universities themselves need to be strategic in their response if they are to address the opportunities and challenges of increasing outbound mobility.

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Redressing the balance?
Receiving countries are starting to send

91% of employers value candidates with international experience because it develops cross-cultural understanding

CBIE World Learning Survey, 2009

Over half of employers (55%) perceive shortfalls in the international and cultural awareness of young people

CBI Education and skills survey, 2010