

Advocacy and Outreach in Central and South Asia

International Education, politics,
rhetoric and student impact

Gabriela Marrero, Colgate University
Daniel Marschner, Loyola Marymount University
Vandana Murjani, The Emerald Heights International School
Anna Wise, Hamilton College



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Session Description

Title: Advocacy and Outreach in South and Central Asia

Overview:

International Education exists in a complex global environment. During a global time in which political rhetoric and polarization seem to be everywhere, international education is increasingly caught up in the cross-hairs of policy and debate. Too often, our industry prioritizes politics occurring in Western governments: The EU, the UK and the US. But what arguments are being made closer to home that impact our students? More importantly, what arguments and strategies can be utilized to support international education and reinforce its importance, whether talking with your colleagues, your constituents, your local government or other sources. This session will begin with a panel that will set the stage for active discussion. Participants will be invited to contribute their own perspective on the current relationship between international education and rhetoric from their home regions, and we will explore strategies of response and understanding.

Learning outcomes:

1. Overview: Analysis of global perspectives on international education
2. Explore: Some case study arguments that have been effective in previous contexts
3. Discuss, in small groups: What are you currently encountering? What strategies might be helpful?



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Outline

- Global perspective - current rhetoric around international education
 - Europe: Netherlands, Germany, UK
 - North America: Canada (Francophone and Anglophone), US
 - Asia: China, India, Japan
 - Oceania: Australia
- Arguments to support internationalization
 - Economic
 - National Security
 - Technology and innovation
- Strategies and Discussion



Global Perspective

Sending and accepting regions

South and Central Asia - specific situations within the region

Impact of national policies for education

- Recent trends within international education
 - Overall analysis and then Central and South Asia
 - Including Asian countries outside of this region
- IIE resources
 - https://opendoorsdata.org/fact_sheets/student-mobility/
 - Filter by country
 - Add graph/screenshot
 - Top receiving states
 - Concerns of international students' safety
 - Political turmoil
 - Seeing applicants attempting to escape political turmoil and therefore skewing international admission rates



Global Perspective

- Overall demand of international education
 - With global trends, the data is skewed
 - Higher demand does not equal higher supply
- Students are applying to multiple countries
 - Students have deposited but then will let us know they have enrolled in UK school with different dates
 - US, UK, Canada, Australia
 - Rise of Indian liberal arts colleges



Practical Approaches: Arguments to Support International Education

As educators, we know why international education is important, but sometimes our stakeholders need some convincing

- **Economics:**

- International Education supports economies through direct and indirect ways
- In academic year '22, intl education contributed: Canada 30.3 Billion supporting 353,850 jobs, US 40 billion supporting 368,000 jobs, UK 41.9 billion, Estonia 35 million, France 5 billion- could this data be sought in South Asia?

- **National Security:**

- International Education provides the opportunity to educate young people not only academically, but to learn and share cultural values. These young people then return home as future leaders of government and industry
- Fulbright program founded in response to WWII- with the goal that *“if future leaders were exposed to different cultures for significant periods of time, their minds would expand to include tolerance of different attitudes, an understanding of social structures at variance with our own, and an empathy for alien cultures. During international disagreements, these leaders would... exchange ideas instead of bullets.”* Today, 660+ global heads of state participated in Fulbright programs

- **Technology and Innovation:**

- In US, ¼ of Billion+ startups had an international student as a co-founder. In 2022, of 582 “unicorn companies, 319 had an immigrant founder with estimated value of \$1.2 trillion. 143 billion dollar companies had a founder who attended a US university as an international student, and these companies employed an average of 860 people.



How can we use these arguments to advocate?

How can these arguments be used?

- **Economics:**

- Can research be done on the economic impact of burgeoning intl education sector in Southern and Central Asia?
- Can we emphasize the positive impact on our local economies? How do we address conflagration of international students with other categories of immigration?

- **National Security:**

- Can we use our voice to defend international students from political rhetoric?
<https://www.timeshighereducation.com/blog/russian-students-should-not-be-punished-putins-aggression>

- **Technology and Innovation:**

- Can we talk about the dangers of “brain-drain” and find ways to advocate for more international collaboration in industry?

What do you think?



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Discussion

1. How have your students been impacted by major challenges to international student mobility?
1. What are some effective strategies you have used to support students in challenging circumstances?
1. Provide some examples of impactful advocacy on a larger scale - when you have thought globally but acted locally?



Advocacy and Outreach Committee Resources

Supporting students

[IIE Student Emergency Fund](#)

[CIS Child Protection and Wellbeing](#)

[Afghan Girls Financial Assistance Fund](#)

[Second Chance](#)

[Geoswerving](#)



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Citations and Further Research

- <https://www.international.gc.ca/education/report-rapport/impact-2022/index.aspx?lang=eng>
- <https://www.state.gov/united-states-announced-as-leading-destination-for-international-students-annual-impact-to-u-s-economy-is-38-billion-and-335000-jobs/>
- <https://sheffieldwire.co.uk/index.php/2024/05/03/financial-impact-of-international-students-on-the-uk-economy/#:~:text=The%20economic%20implications%20of%20international,37.4%20billion%20to%20the%20UK.>
- <chrome-extension://efaidnbnmnnibpcajpcglclefindmkaj/https://uni-italia.it/wp-content/uploads/2023/12/The-economic-impact-of-international-students.pdf>
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- <https://www.nafsa.org/ie-magazine/2023/5/5/fifty-years-fulbright-phenomenon>



Questions and discussion

Gabriela Marrero Colgate University, gmarrero@colgate.edu

Daniel Marschner, Loyola Marymount University, Daniel.Marschner@lmu.edu

Vandana Murjani, Emerald Heights International School,
counselor@emeraldheights.edu.in

Anna Wise, Hamilton College, awise@hamilton.edu



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