

# Advocacy and Outreach in East Asia, Southeast Asia and Oceania

International Education, politics,  
rhetoric and student impact

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# OVERVIEW/AGENDA

- Introductions
- Practical approaches: Arguments to support international education
- Pre- and Post-Pandemic Shifts: Changing considerations
- National Policies in our Region: Impact on International Education
- Strategies and Discussion



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# 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: Australia 47.8 billion, supporting more than 250,00 jobs, 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 for additional locations?

## ● 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.



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# How can we use these arguments to advocate?

- **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:**

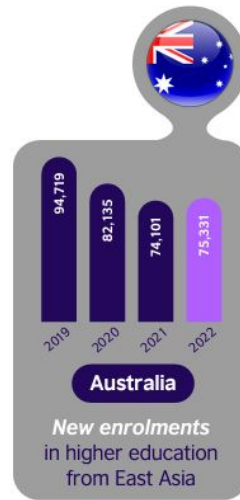
- Can we talk about the dangers of “brain-drain” and find ways to advocate for more international collaboration in industry?



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Two years after the pandemic, the student mobility picture from East Asia remains in flux



# Pre- & Post-Pandemic Shifts: Changes in Considerations

- Human Perspective/Global Health Policies - at home (Asia) and abroad
  - Communitarianism vs. Individualism
- Geopolitical Situations
- What else has changed?
  - Testing policies: more confusion or concern
  - Socialization: recognizing the “bubble effect” of COVID for those students now entering college
- Advising students - with all of us supporting intentionally diverse populations, what can we do?



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# Pre- & Post-Pandemic Shifts: Changes in Considerations

- The **stakes** have changed (and so have the questions)
  - 8-15 million students (est.) will pursue higher ed outside their home country by 2025. Most of these students will come from Asia: many will remain in host country, many will return home.
- **Impacts** have changed:
  - What is the value of education? Social, Educational
  - What does “safety” mean now?
- How are families **thinking differently** about the decision to study abroad?
  - Politics/Anti-Asian Rhetoric
  - Xenophobia/Racial Profiling



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# National Identity

## What are we seeing for countries trying to protect their national identity?

- Singapore- “ the Singapore Together” initiative
- Taiwan- increased efforts to bolster Taiwanese identity
- China- Patriotic Education Law-Xi’s Master Plan/5 year MOE Shifts Higher Ed
- Thailand- increasing partnerships with global universities (tech innovation)
- Vietnam- lacking in local universities so going abroad encouraged
- Korea - like Japan, ambassadors when studying abroad but actively seeking international enrollment- Study Korea 300K Project
- Japan- wish to maintain strong links with students studying abroad and wishes to increase global competitiveness of its own universities



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# Post-Graduation Work Opportunities

How likely to be able to find working opportunities in host countries?

- Singapore- high success rate for international students working after graduation
- Taiwan- more protection /incentives for Taiwanese students to find work
- China - work visas getting harder to get for foreigners/ bringing back Chinese passport holders to China /overseas Chinese indoctrination (Taiwan/HK/Macau)
- Thailand- foreigner restrictions on certain jobs
- Vietnam- active encouragement of foreigners to help in IT/STEM fields
- Korea- like Vietnam, but greater emphasis on fluency in Korean language
- Japan - helping more foreigners find jobs but Japanese a must



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# Anti-Brain Drain Rhetoric

- Singapore- Government initiatives such as the Overseas Singaporean Unit (OSU) and Contact Singapore work to maintain emotional connections with Singaporeans abroad
- Taiwan- fear of top level IT talent being poached by China - more investigations into theft of intellectual property
- China - Thousand Talents Plan (TTP), is designed to lure Chinese scientists, academics, and entrepreneurs who have studied or worked abroad
- Thailand- returning Thais would see their personal income tax reduced from 35% to 17% for five years
- Vietnam - significant numbers of citizens abroad (ie. medicine/healthcare/IT)
- Korea- mass exodus of top talent and wealthy from Korea
- Japan- increasing research funding, improving working conditions, and easing visa restrictions for skilled foreign workers.



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# Discussion

- Have you seen changes in mobility patterns since the pandemic? How?
- What are some effective strategies you have used to widen a family's list of country destinations?
- Provide some examples of impactful advocacy on a larger scale - when you have thought globally but acted locally?
- What do you think our field should be talking about that we do not?
- How have you seen national identity impact students international study strategies?
- What questions are productive for students and families to consider when choosing which country(ies) to apply to?
- Others



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# Questions and discussion

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# 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-2023-omenon>