

Education



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International

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The global higher education landscape is currently undergoing a period of change, driven by both demographic and economic drivers.

Historical development



The introduction of selected admissions to universities began in the 1950s which powerfully affected the behaviour of higher education establishments.



As a result, universities were faced with the challenge of how to deal with more and more highly qualified applicants than they had ever imagined.



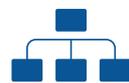
Alongside academic ability, eligible students were those who could afford the cost of higher education – meaning the academic system hierarchically favoured some.

The industry today

Across developed and developing countries, the changes that are taking place are interrelated.



Globalisation is a key trend that has impacted higher education systems worldwide, with increased pressure for institutions to deliver qualifications recognised internationally.



A common qualification structure

Key trends:



International accreditation



An increase in students studying overseas (at least 4 million)

Major players in the industry

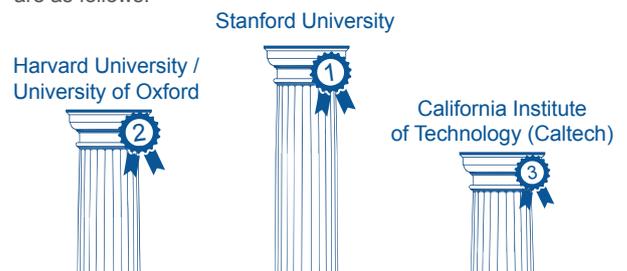


Education is the second largest global market after healthcare, with total expenditure estimated at around £3 trillion with close to 180 million students enrolled in higher education worldwide.

There are over 9,000 universities in more than 200 countries. However, half of internationally mobile students are attracted to study in five destination countries:



In terms of current world rankings, the top HE establishments are as follows:



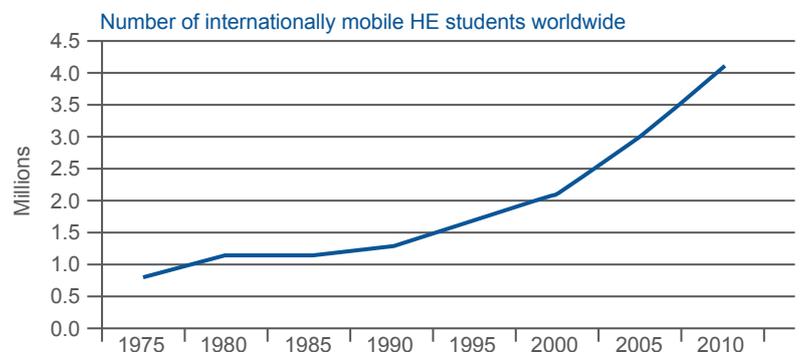
The future for the industry

With global demographic change and increased expenditure / rising incomes in emerging economies, the HE sector is forecast to grow.



The number of students enrolled in higher education is expected to double by 2025.

The number of internationally mobile students is also expected to rise - with **China and India** continuing to house the greatest number.



In 2000, most internationally mobile students came from China (8.1% of the total) followed by South Korea (4.1%) and Greece (3.7%). By 2010, numbers in China rose to almost one fifth (18.2%), followed by India (6.4%). Less than 1% were from the UK.

Insight

The rise in internationally mobile students presents a number of opportunities within the global HE market.



Local investment obtained through international tuition fees and living expenditure.



Greater intake of international students can raise the international profile of hosting institutions.



This creates a more culturally diverse learning environment – more representative of a globalised labour market.