of the total number of university staff, 934 in 1982–1983, 335 (36 percent) were foreigners. The dominance of international faculty in senior academic positions was much more pronounced.

Continued Need for Expats

The need for, and influence of, international faculty at the lower levels of education in Ethiopia is currently over, but their importance for capacity building in teaching/learning and research in the higher education sector continues to be acknowledged, particularly given the dramatic expansion of the sector over the last two decades.

British experts and teachers were replaced by Americans in the second half of the 1950s, due to Ethiopia's strengthened links with the United States.

Currently, around 8 percent of the 30,000 workforce in Ethiopian HEIs are international staff. Most of them work in fields of study where local staff is scarce. A significant number of international faculty are currently recruited from India, Nigeria, and the Philippines, in particular, from Europe, and from other countries. The recruitment of foreign faculty follows a variety of patterns, including the direct involvement of universities in recruitment and/or the intermediation of recruiting agencies, which have recently been sprouting to capitalize on this new business area. In its fifth Education Sector Development Plan (2015–2016 to 2019–2020), the government intends to further increase the proportion of foreign faculty to 10 percent. However, this plan can be challenged by new developments within the sector.

Impending Challenges

Issues of salary, taxes, and staff quality (among many others) appear to be factors that affect the process of attracting, recruiting, and retaining international faculty in Ethiopian HEIs. Although there might be differences based on nationality, the average expatriate serving in a public institution earns on average US$2,500–3,000 per month. This is a huge sum compared to the meager salary and benefits of local faculty. Yet, foreign faculty contend that this salary is much lower than what they would receive in other countries with a similar economy. Aside from the possible rivalry generated by the salary rate between local and international staff, pay scale continues to affect the capacity of institutions to attract and recruit the best talents. The issue of taxes has lately become another source of discontent among foreign faculty, influencing their motivation to remain in their positions. The introduction of a new tax on their base salary is forcing a significant number of international faculty (especially Indians, who are the majority) to leave their positions and return to their home countries. International faculty also face a heavy challenge in terms of being accepted by students and the local academic community, particularly when their performance fails to meet expectations.

Until Ethiopia's efforts to expand its postgraduate programs, especially at the PhD level, combined with the return of the numerous candidates currently abroad for training, can successfully meet the demand of the sector, the need for expat faculty will arguably remain unabated. In the face of the serious challenges mentioned above, this circumstance will require a steadfast national policy and sound management at the level of the institutions. ■

Five Little-Known Facts about International Student Mobility to the United Kingdom

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The past decade posed a series of challenges to student mobility to the United Kingdom. First, the global financial crisis of 2007–2008 affected countries' spending on education. Globally mobile students were just as affected. Much stricter visa and poststudy rules were introduced in 2013. Finally, the Brexit vote of 2016 mainly affected applications from European Union (EU) students.

Declines in overall international student numbers (EU and non-EU) were first reported in 2012–2013, which was the first reduction in almost three decades. This was mainly attributed to the fall in numbers of undergraduate EU entrants, whose tuition fees trebled in 2012–2013. The second low point in the annual growth of numbers of overall international entrants was in 2014–2015, which resulted from fewer non-EU students commencing their study in the United Kingdom. Their numbers continued to stagnate in the following years, in stark contrast to high growth in international demand elsewhere.

New International Entrants: Enrollment Trends

Fact 1: The United Kingdom enrolls the largest proportion of new entrants compared with its peer group. The United Kingdom's peer group are the countries with the most substantial numbers of international students in 2015 reported by the UNESCO Institute for Statistics, and includes the United States, Australia, and Germany. More than half of the United Kingdom's international students are new entrants, i.e., they are in their first year of study. In comparison, about a third of the international students in the United States and Germany are new entrants (32 percent and 36 percent respectively). This is partly explained by the shorter duration of UK undergraduate programs, which are usually three years, compared with a typical four years in the United States. While masters programs in the United Kingdom last one year, they usually take two years in Germany and the United States.

The high proportion of new international entrants in the United Kingdom means that higher education institutions (HEIs) must continuously recruit new students. This requires a significant marketing effort and highlights the importance of streamlined student applications, admissions, and visa systems to facilitate this turnover. The high turnover of international students also indicates that the UK higher education system is more vulnerable to changes in global student demand and the external environment.

International Postgraduate Admissions

Fact 2: The United Kingdom receives the highest number of postgraduate entrants compared with its peer group. The United Kingdom hosts the second largest international population of masters and doctoral students in the OECD countries after the United States. The United States hosted 391,000 international postgraduate students in 2016–2017, twice as many as the United Kingdom. However, the longer duration of postgraduate degrees means that 32 percent of the total US international postgraduate population is in the first year of study, in contrast with the United Kingdom where 68 percent of international postgraduate students are new entrants. Although the UK postgraduate sector is half the size of its US counterpart, the number of *new* international postgraduate students starting their degrees in the United Kingdom each year is higher. This means that any changes in the operating environment such as shifts in demand, changes in the visa policies, and poststudy work rights would impact immediately over two-thirds of the postgraduate student population.

Poststudy Work Options

Fact 3: There is a strong positive correlation between poststudy work options and growth in international student enrollments. While many factors are likely to influence trends in international student enrollments, research shows that international students value opportunities to gain work experience as part of their international education. Despite the fact that the United Kingdom offers similar opportunities to work during studies compared with its major competitors, UK poststudy work options are less clearly presented and more limited. International comparisons show that global student mobility to the United Kingdom had the smallest growth between 2012 and 2015. International student enrollments grew by 0.7 percent in the United Kingdom, compared with countries with more generous poststudy work opportunities: growth in Australia was 18.0 percent; 26.9 percent in Canada; 16.3 percent in Germany; and 22.5 percent in the United States.

More than half of the United Kingdom's international students are new entrants, i.e., they are in their first year of study.

International Postgraduate Research Students

Fact 4: The future sustainability of international postgraduate research demand in the United Kingdom is uncertain. International postgraduate research students are particularly important to UK higher education. They represent 43 percent of the total number of research students in the United Kingdom. Our analysis of tuition fee sources for international research students shows that institutional fee waivers and awards were the only funding source that grew over the past two years. The most significant declines were among self-funded students and those receiving other overseas funding (usually dominated by government scholarship programs).

Transnational Education

Fact 5: Most international students in UK programs are studying overseas. In addition to shorter courses, UK universities have been innovators in diversifying modes of study and pathways into higher education, presenting international students with greater flexibility over when and how they can commence their UK degree. Over 60 percent of all international students in UK higher education programs are studying outside the United Kingdom on transnational education courses (TNE). There is a clear link between TNE and onshore recruitment. Previous research has shown that a third of the non-EU first-degree entrants commence their course in England through the means of TNE programs that begin in another country. These proportions are higher for first-degree entrants from China, Malaysia, and Hong Kong, where more than half of the students started their UK degree in their home country or country of residence. Shorter duration of study in the United Kingdom, complemented with study at home, presents a cost-effective way of acquiring an international degree. This also means that TNE is widening access to UK education among students who may not have had the economic means to do so otherwise.

What to Expect in the Coming Years

There is a high degree of uncertainty around government policies that are likely to affect international students' study choices, such as the impact of Brexit on EU student demand; the impact of President Donald Trump's immigration policies; broader changes in the macroeconomic environment such as fluctuation in currency and commodity prices, particularly oil, which, among other things, influences some overseas government sources of investment in scholarships for international study. The latter has affected large scholarship schemes in Brazil, Iraq, Malaysia, and Saudi Arabia. Even if economic circumstances change, there is evidence that many countries that have been traditional sources of overseas scholarship-funded students are now placing greater emphasis on the development of their own institutions.

One example of a shift away from funding individual scholars toward institutional development programs with a focus on internationalization is Brazil's new Institutional Program for the Internationalization of Brazilian Higher Education and Research Institutions (Capes-PrInt). The program is funded by CAPES and seen as a successor to the Science Without Borders program. In addition, Thailand, Vietnam, and the Philippines are focusing on capacity building of domestic higher education institutions through policies aimed at attracting overseas providers to develop TNE in niche subject areas. This could be an opportunity for countries that engage in cross-border education. A strong argument in favor of greater support for the collaborative provision of education, such as double and joint degrees and supported distance/online learning, is the potential of such provision to widen access to tertiary education and support local capacity building and faculty development. While the contribution of collaborative TNE to equitable access to quality education globally is still to be fully utilized, it is an area that is likely to see rapid growth in the future. ■

Private Higher Education in the United Kingdom

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The vast majority of higher education (HE) in the United Kingdom has historically been delivered by universities and colleges operating as part of the public sector. The titles "university" and "university college" are legally protected, as are degree awarding powers, and these, until recently, have been exclusively located in the public sector. The University of Buckingham, the first, and for decades the only private university, was not awarded the title until 1983.

Yet there has long been a private HE sector in the United Kingdom, made up of colleges of professional training and niche providers offering vocational subjects outside the universities' traditional remit. These range from qualifications necessary to practice law or accountancy to psychotherapy and chiropody. Private providers within the creative arts have also had a notable presence: from independent art and design schools to a complete monopoly of training for actors for much of the twentieth century.

Recently, the UK government has sought to foster the growth of the private HE sector. As expressed in the government's strategic white paper, *Success as a Knowledge Economy: Teaching Excellence, Social Mobility and Student Choice,* more private HE provision is expected to stimulate competition within the sector as a whole, leading to "a greater choice of more innovative and better quality products and services at lower cost" (p.8). Private providers are also seen by government to be more responsive to the changing skills needs of graduate employers, more flexible in the ways they deliver their provision to students, and well placed to meet continuing international student demand for a UK HE. To this end, the government has enacted legislation to make legally protected titles and degree-awarding powers easier