



QS Global Employer Survey Report 2011

How Employers Value an International Study Experience

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Internationally mobile students and their families make major investments in their education abroad and then hope for the best when it comes to competing for jobs. Now the evidence is in as the 2011 QS Global Employer survey of over 10,000 recruiters worldwide clearly shows that they are looking for the skills and experience delivered through the overseas study experience when hiring graduates.

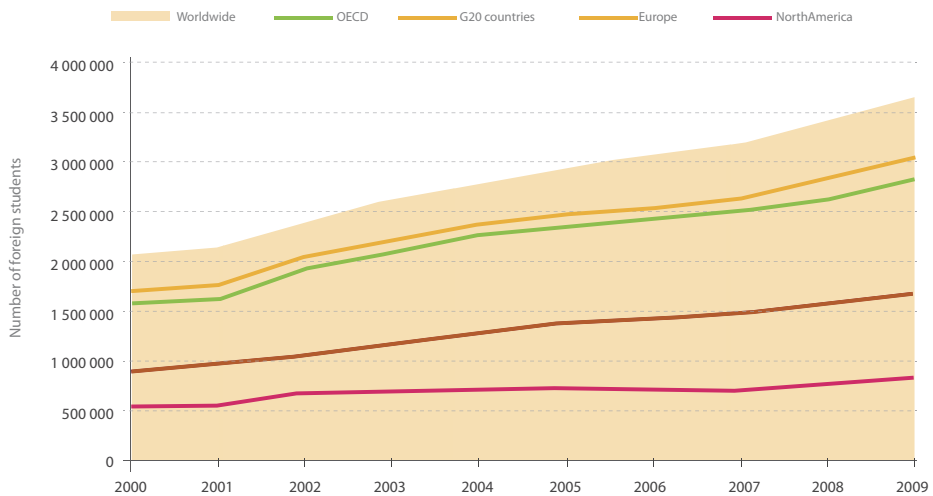
Introduction

The OECD has reported that for 2009 (the most recent data available) there were 3.7m students studying outside their country of citizenship. This represents a growth of 6.4% from the previous year, and continues a growth pattern extending back to the Second World War. Most projections are that the student mobility trend will continue for the next decade and beyond, driven by the forces of globalisation, the emergence of massive middle-classes in the developing world, and increasing participation rates in the developed world.

In its 2011 Education at a Glance report, the OECD comments –

‘One way for students to expand their knowledge of other societies and languages, and thus improve their prospects in globalised sectors of the labour market, such as multi-national corporations or research, is to study in tertiary education institutions in countries other than their own.’

Chart C3.1 Evolution by region of destination in the number of students enrolled outside their country of citizenship (2000 to 2009)



Source: OECD and UNESCO Institute of Statistics for most data on non-OECD countries. Table C3.5
See Annex 3 for notes (www.oecd.org/edu/eag2011)

Governments, institutions, industry and, most especially, individuals - students and their families - are making major investments in undertaking overseas study. The motivations for each in doing so revolve around the expectation that their competitiveness and prospects will be enhanced. For the students it is primarily about competing for better jobs upon graduation, as they hope to stand out from contemporaries who do not have the international element to their studies.

However, to date there has been little evidence to support the investment being made in the international mobility of tertiary students. The literature that does exist is mainly from Europe and North America, but it is limited in size and scope.

This report from the 2011 QS Global Employer Survey is an important step forward in forming a better understanding of how graduate recruiters worldwide value an international study experience and the attributes that the experience may confer to mobile students. The report draws on over 10,000 respondents from 116 countries on five continents, making it the largest opinion survey of its type undertaken to date.

The top-level finding indicates that employers globally do value international study when recruiting talent, with a 60% affirmative response to the primary question. Beyond that the country and regional variances cover a wide spectrum and produce correlations and comparisons that both reinforced current thinking and ran counter to intuition, and counter to earlier research. There are some surprises and many areas for further investigation.

Despite the broad reach of the survey and the insight that it offers it raises many more questions than it answers, and there are many lines of further quantitative and qualitative investigation to pursue. Having taken this first step into the area, the QS Intelligence Unit will maintain an interest in the topic, and there are likely to be others who will draw from this work as they seek to add to the knowledge base.

QS has conducted this research with the support of the student mobility special interest groups of:



Student Mobility (SM SIG)
Special Interest Group



Study Abroad and Foreign Student Advisors (SAFSA)
Professional Section

1. Methodology

▶ 1.1. QS Global Employer Survey

The QS Global Employer Survey has been conducted annually since 1991. Naturally the deployment media have evolved somewhat over that time and the survey today takes the shape of an interactive online survey conducted in 12 languages on the widely used survey platform Qualtrics.

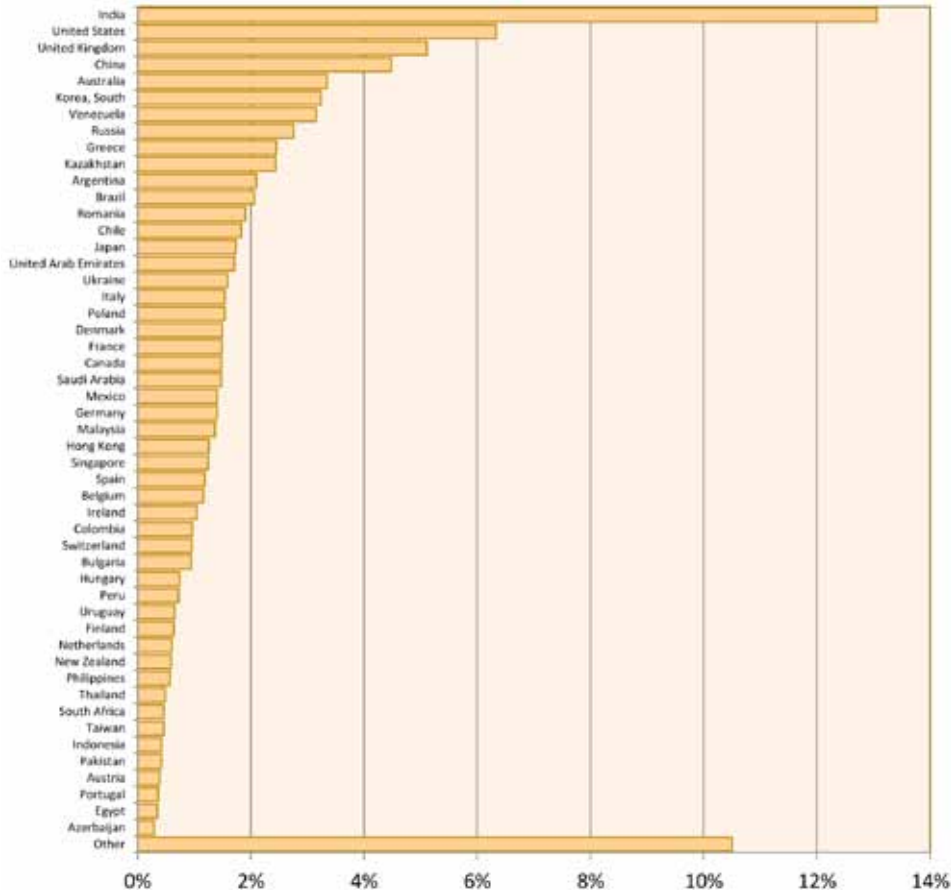
Responses are solicited through a variety of data sources:

- QS databases of previous respondents and employer contacts gathered for other purposes
- Partner databases - we work with a growing number of media and job site partners to reach larger audiences
- Institution list submission - over 200 institutions participating in QS research exercises routinely supply lists of employer contacts who are invited to fill out the survey

The survey is designed to adapt to the respondents answers, skipping questions the user may consider distracting and irrelevant.

The survey delivers a range of different outputs, including a 10% Employer Reputation Indicator featured in the QS World University Rankings®, which draws upon three years' worth of unique responses. From that analysis, the total number of unique responses in the last three years has been 16,785.

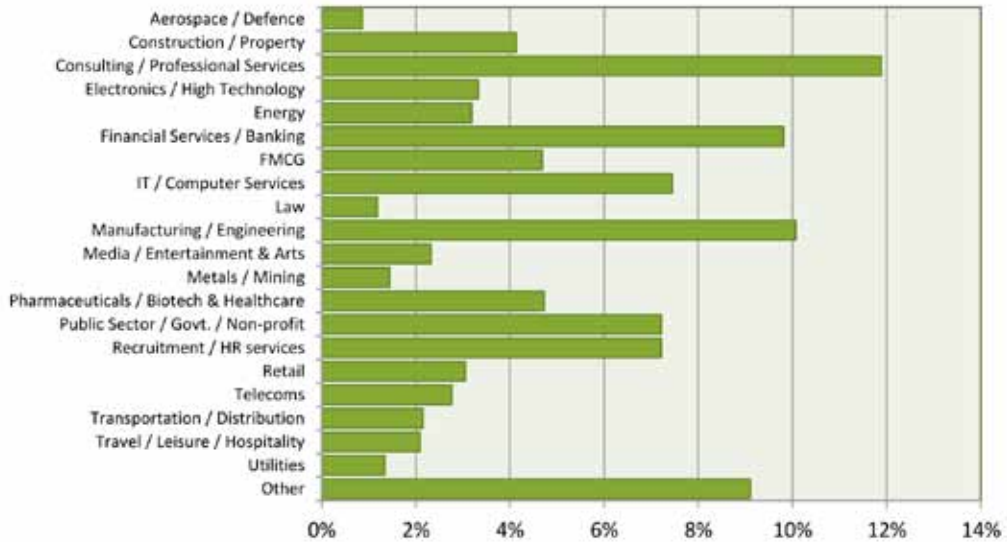
2011 QS Global Employer Survey Response by Country



Global response: 16,785 based on 3 year latest response

Weightings to control the influence of countries with disproportionately high response rates have been applied to all global, regional and sector results.

2011 QS Global Employer Survey Response by Industry



► 1.2. Value of International Study Component

Aside from demographic and profile information the questions powering this report are quite simple and are broken into two sections. Firstly response was sought to the prime question

Do you actively seek or attribute value to an international study experience when recruiting?

This was included as a non-mandatory Boolean (Yes/No) question and received 10,344 responses, all gathered in 2011. For those answering in the positive the following further questions were asked, requesting respondents to indicate their agreement on a five-point Likert scale. Response levels are provided in brackets.

- It is a formal part of the shortlisting/interview process [1,041]
- It is applicable for all new hires [1,034]
- It is only applicable for those expected to work internationally [1,027]
- We measure intercultural communication skills as part of the recruitment process [1,033]
- Candidates with international experience generally outperform those without [1,037]
- We screen for language skills [1,031]
- We distinguish between different types and duration of international study experience [1,033]

The term “international experience” was not defined in the survey. It may be understood as a student with a degree from a foreign university or a study period taken internationally as part of a local degree, or some combination of both modes of study. Some other research in this area specifies either degree mobility or within-degree mobility and therefore may not be directly comparable.

2. Other research on the topic

The largest body of research on employment outcomes for students with an international study experience has been conducted in Europe around the ERASMUS program. The findings indicate that graduates perceived their international education experience as helpful in obtaining their first job (Teichler & Janson, 2007). An employer survey conducted as part of the study showed that 30% of employers used international study experience as a recruitment criteria (Bracht et al, 2006). When considering foreign language proficiency, a majority of employers (70%) used it as part of their criteria for hiring (Bracht et al, 2006). Other findings support the QS research, indicating that employers rate internationally educated students as higher performers on a range of competencies commonly requested by graduate employers (Bracht et al, 2006).

Research from the U.S. has found that although graduate employers do not consider an international education experience as beneficial in the recruitment process (Gardner, Gross & Stieglitz, 2008, Thompson, 2004), the skills developed through international study are highly valued by employers. These skills include the ability to adapt to changing situations, understanding cultural difference in the workplace and gaining new knowledge from experiences (Gardner, Gross & Stieglitz, 2008). Other research in the U.S. has found that graduates who studied abroad attribute the experience a long-term influence on their career path (Dwyer, 2004).

It is important to consider other factors that may

influence graduate recruitment outcomes such as labour market conditions, the characteristics of students themselves and the reputational effects of their educational institutions. Labour market conditions may affect the supply and quality of graduates. In cities with a large pool of diverse students, employees with international experience may be easier to find. The international mobility of parents can be influential on their children, assisting them to develop “mobility capital” and making them more likely to seek out an international education experience (Murphy-Lejeune, 2002). In some systems of higher education, institutions perceive that status and reputation are highly influential in the graduate recruitment market (Hazelkorn, 2007). Further research into these topics is needed if we are to fully understand the impact of international educational experiences on employment outcomes.

3. Global findings

With the response to the initial question, the QS Global Employer Survey has for the first time produced a global benchmark figure on how employers value an international study experience when recruiting graduates. The global weighted average of 60% affirmative is more positive than findings from most of this type of research that has been conducted in the past at a regional level on smaller sample sizes. As such the result can be taken as an encouraging sign for those around the world participating in and sponsoring international learning mobility. A majority of employers globally value an international study experience when recruiting.

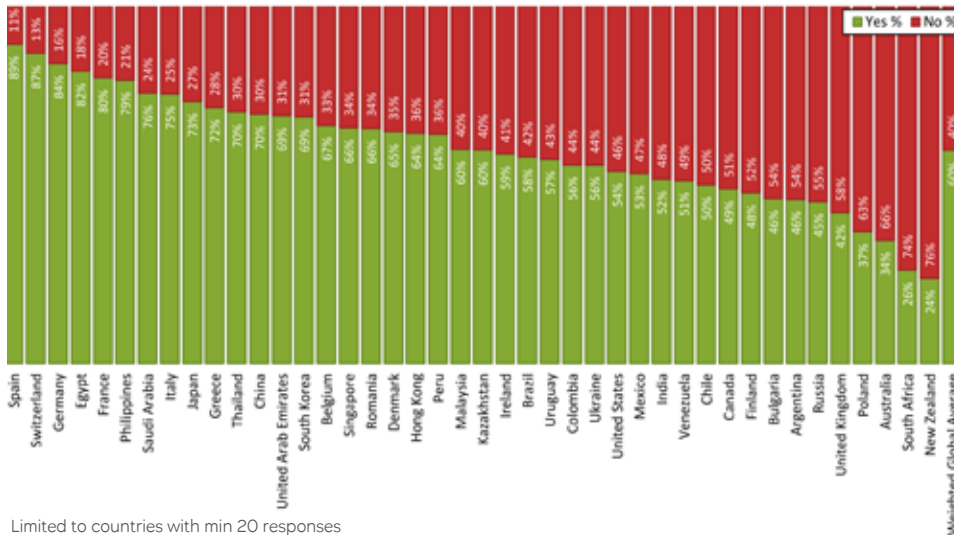
3.1. By country

Beyond the new global benchmark figure, the survey has also produced the first global map of employer opinion in the area. And while there are gaps with some important countries missing due to insufficient response, it is comprehensive with a wide range of countries from five continents included. Efforts will be made in future surveys to fill the gaps.

A number of correlations in the response to the primary question are immediately obvious. At the most affirmative end of the spectrum there

is a cluster of developed European countries including those that may have been expected to be found at that end of the scale, such as Germany, Switzerland and France, as well as some that might be considered more culturally and economically isolated. A degree of regional clustering can be identified throughout the table for Western Europe, Eastern and Central Europe, Latin America and Asia. Three Southern Hemisphere nations, Australia, New Zealand and South Africa, sit as outliers at the negative end of the scale.

Do you actively seek or attribute value to an international study experience when recruiting?

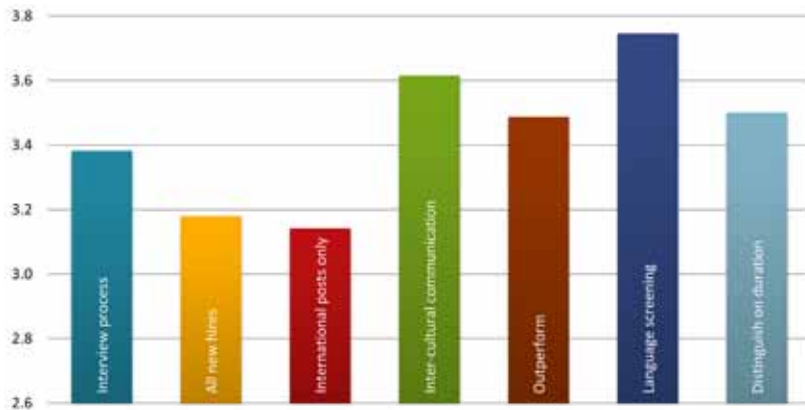


Limited to countries with min 20 responses

► 3.2. By attribute

When looking at the relative value placed on the attributes and characteristics gained from international learning mobility offered in the survey, the top priority placed on language skills is consistent with earlier research, and appears at its highest levels across Europe. While the survey does not attempt to define ‘intercultural communications skills’ students and educators will be interested to know that a majority of responding employers claim to measure this variable through the recruitment process.

Value of various attributes relating to international study and graduate recruitment
Global Average (1-5 Likert Scale)



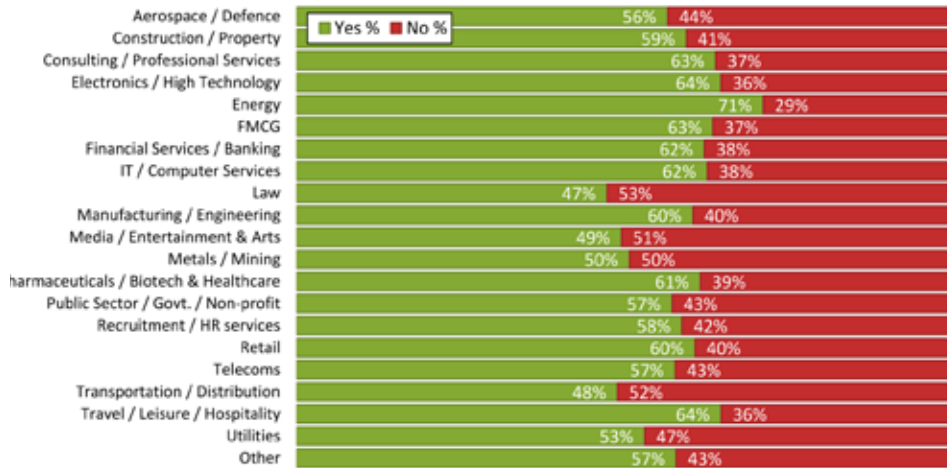
Bar chart refers to responses for the seven supplementary questions:

- 1_ It is a formal part of the shortlisting/interview process
- 2_ It is applicable for all new hires
- 3_ It is only applicable for those expected to work internationally
- 4_ We measure intercultural communication skills as part of the recruitment process
- 5_ Candidates with international experience generally outperform those without
- 6_ We screen for language skills
- 7_ We distinguish between different types and duration of international study experience

► 3.3. By industry

Across companies, the industries most seeking international experience are Energy (71%), Travel, Leisure and Hospitality (64%), Electronics and High Technology (64%), Consulting and Professional Services (63%), and FMCG (63%). The least surprising result in this area is for travel and hospitality, which is a highly globalized industry serving an international clientele. Consulting and professional services also tends to be global in nature, requiring many employees to travel. Energy, electronics and technology, and FMCG represent rapidly developing industries with a focus on innovation. Graduates with international experience may be better suited to the changing environment of these industries, and bring skills from a variety of perspectives to their employer.

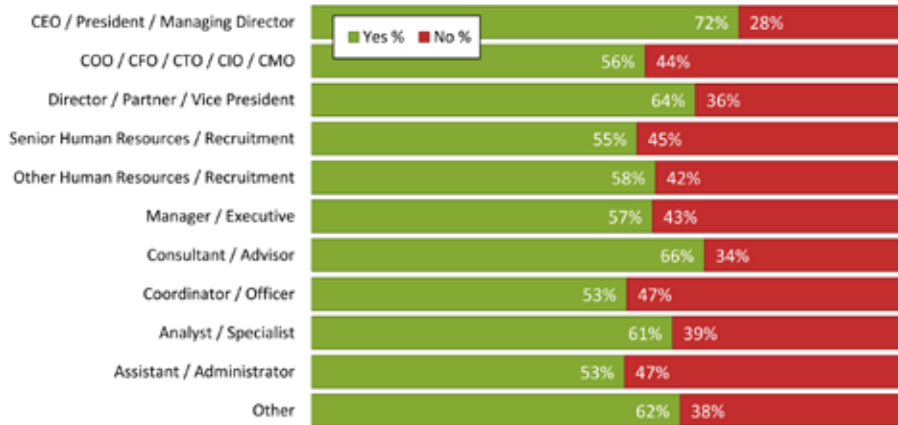
At the other end of the scale, Law (47%), Transport and Distribution (48%), Media, Entertainment and Arts (49%), and Metals and Mining (50%) are the least likely industries to actively recruit graduates with international experience. In the case of media, entertainment and the arts, it may be that people working in this area already represent a diverse group, and there are no shortage of young people willing to travel abroad to work in such a dynamic and attractive sector. The other areas may be more domestically focused. Certainly, Law requires technical training in domestic legal systems. The dominance of low-skilled workers in the distribution and mining industries may shift their focus towards local priorities. Further research is needed to fully understand industry trends.



► 3.4. By job level

Within companies the positive response to the primary question was strongest among those at the most senior level of CEO, President or Managing Director. This may indicate that it is those with primary responsibility for a company's success in the globally integrated economy that are most attuned to the competitive need to source talent with the skills required to navigate in that environment. The response from the senior leaders is in contrast to the lower levels recorded from the senior

human resource managers and other human resource professionals. Assuming the forces of globalization remain on a similar trajectory to that of the last several decades it will be interesting to see if the divide in opinion closes over time, with HR professionals becoming more positive as CEOs convey their priorities through their organizations. It is unsurprising that consultants are looking for talent ready to operate across cultures.



4. Countries/Regions

▶ 4.1. China

China provides the largest cohort of internationally mobile students with the Ministry of Education reporting that there were 1.3 million Chinese students studying abroad in 2010. In recent years there has been Chinese and foreign media coverage reporting that the returning students were not being rewarded as they had expected in the local labour market upon their return home. The evidence in this report does not support that view with a strong majority of employers in China indicating that they screen for and value an international study experience when selecting candidates.

Response is below the global average for priority on language skills but above average for measuring intercultural communications skills.



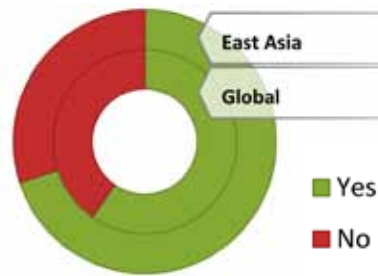
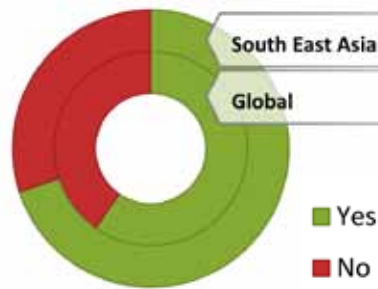
▶ 4.2. India

The preference for international learning mobility among prospective new hires shown in China is not as evident in the other great Asian emerging economies. Throughout the table the Anglophone countries tend to show lower positive response rates than other countries. This may be associated with English being commonly used for business worldwide and employers being less proactive in sourcing graduates who have travelled and acquired foreign languages. By extension, India, where English is widely spoken by the middle and upper classes, may experience something of the same effect. Beyond that Indian employers do sit slightly above the global average for measuring the intercultural communications skills of new hires.



► 4.3. Asia

It is the families of Asian students who have made the biggest investment in international education over the last 40 years, and the clear trend across most of developed and developing Asia provides endorsement of that investment decision. Apart from China, rates are above the global average in the Philippines, Japan, South Korea, Thailand, Singapore, Hong Kong and Singapore. Malaysia is at the world average.

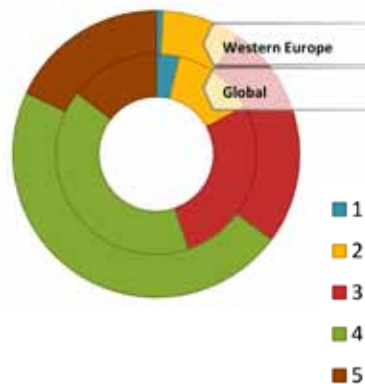


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► 4.4. Western Europe

Europe, with a long history of supporting international education through the Erasmus Program and the Bologna Process, is the leading region in terms of recruitment advantage for participants in international learning mobility. Although there is a wide range across countries, with Spain at the top of the scale (89%) and Denmark at the bottom (65%), all countries sit above the global average. The strongest trend is towards competency in a foreign language; all surveyed countries are traditionally non-English-speaking. The European Union's goal of making Europe a leading business partner strongly supports this trend. Companies in Western Europe are more likely to seek international education experience regardless of whether the graduate will work in a local or international post, and the majority agree that internationally educated graduates outperform others.

Outperform



▶ 4.5. Germany, France, Italy, Spain and Switzerland

That Germany's recruiters are among the most affirmative globally is not surprising. But Italy, Spain and France are all at similar levels.

▶ 4.6. UK

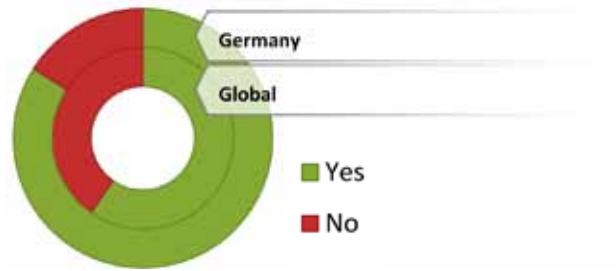
The UK lags well behind the Western European countries. Although it is ahead of Australia, NZ and South Africa similar questions are posed as to what is behind the lower priority expressed by recruiters. Is it a warning sign or is the need already being met?.

Historically the UK has had low rates of participation in outbound student mobility. For example, in 2009 British ERASMUS rates were below half that of France and Germany. This has raised concerns at official levels as expressed in a 2010 report to the Higher Education Funding Council of England (HEFCE)*

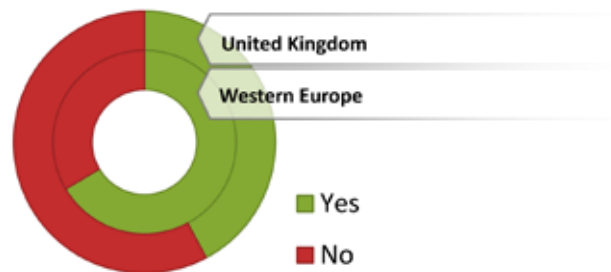
The universities minister has recently encouraged British students to look abroad for at least part of their tertiary studies. However, to date there has been little in the way of British policy innovation supporting increased participation except perhaps the indirect impact of the rises in tuition fees to students, which is widely reported to be having the effect of encouraging students to look at options abroad.

▶ 4.7. USA

This result is significantly more positive for the United States than previous studies on the same topic, and will be an encouraging result for a system that has a long and rich tradition of systematically sending students overseas on study abroad and exchange programs. This may indicate a shift in hiring practices, as organizations in the U.S. become more outward-looking in the face of global competition. It may also be the result of continued growth in study abroad participation. Intercultural communication is very important in the recruitment process, and there is general support for internationally educated recruits outperforming their non-mobile peers. Although the result is much less resounding than in European countries, support for international learning mobility should be boosted in the U.S. as there appears to be increased recognition from industry.



**'...the UK's low participation rate as a source country for international student mobility might be a cause for concern, since UK-origin students are missing out on the valuable experience of an international education, and potentially reducing their competitiveness in the global graduate labour market.'*



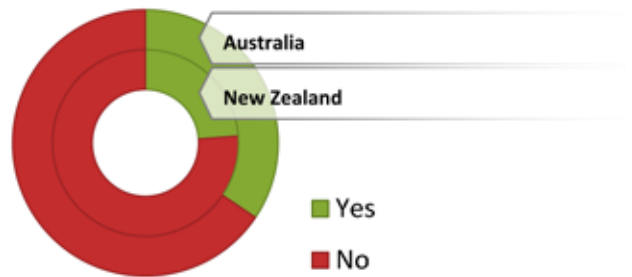
► 4.8. Canada

The results from Canada show an interesting outcome – Canadian recruiters are noticeably less interested in international education experiences than their nearest neighbour, the U.S. Canadian organizations are more likely to seek graduates with international experience for international posts, and language skills are important. On all other questions, Canada lags behind the U.S. This may be the result of successful skilled migration policies implemented by the Canadian government; there may be sufficient diversity in the hiring pool without looking for international experience in graduates. Or it could indicate that the business environment in Canada is less internationally engaged than their southern neighbours.



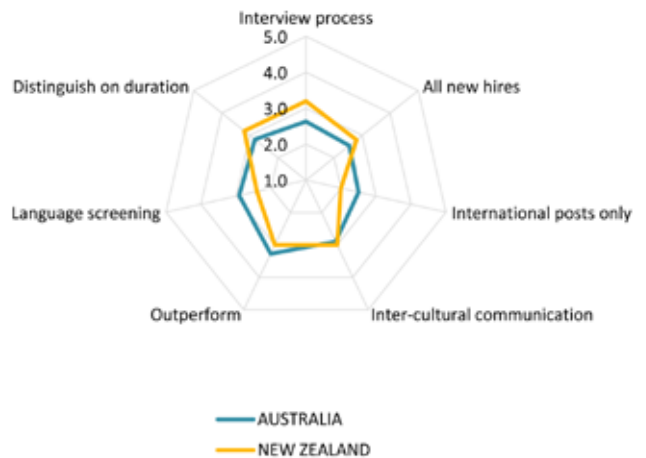
► 4.9. Australia and NZ

That there is a strong correlation between the two is unsurprising and, given the similarities of language, culture, economy and geographic location, it is likely that similar forces are at work. What is surprising is that they are both complete outliers and at the bottom of the scale when it comes to recruiters looking for international study among new hires.



Australia (34% for the primary question & 2.9 on the likert scale for language screening) and New Zealand (24%) follow a trend for lower than global average response which is evident among the Anglophone countries – South Africa (26%) United Kingdom (42% & 3.0), Canada (49% & 3.6), USA (54% & 3.5), Ireland (59% & 2.3). The prevalence of English may mitigate the need for employers to proactively screen for international study and foreign language experience.

The other factors that are likely to impact for Australia and New Zealand are their large multi-cultural communities, the high international mobility of youth, and the highly internationalized higher education system, which all combine to produce a base level of intercultural literacy. It may be that Australian and New Zealand are not searching for international experience because the attributes associated are more naturally present in the graduate candidate pool.



▶ 4.10. Nordic Countries

Unfortunately sufficient responses have not yet been gathered from Sweden and Norway. Denmark follows the Western European pattern. Finland is more similar to Eastern Europe.



▶ 4.11. UAE

As a world business hub it is not surprising that recruiters in the UAE are more likely to value an international study experience than the global average. They are less likely to discriminate depending on whether the employee is expected to work internationally, and high values are attributed to intercultural communications and foreign language skills.



▶ 4.12. Saudi Arabia

Employers are in line with the objectives of the King Abdullah Scholarship program, which sponsors thousands of Saudi students each year to gain qualifications at foreign universities. Saudi employers are more affirmative (76%) than the average for the Middle East (71%), and Saudi employers feel recruits with international experience outperform others even more strongly than in other countries in the region.



► 4.13. Latin America

While Latin America lags behind the international average, a majority of employers (52%) report that they actively seek graduates with international experience. It is most likely to be part of the interview process for Latin American employers, and international experience is highly important when recruiting for international posts. Peru is an outlier in the region, with 64% of employers seeking internationally educated graduates. The long history of Peruvian MBA students travelling abroad has impacted upon business hiring practices. Other countries sit under the average, with Brazil at 57%, Colombia and Uruguay at 56%, Mexico at 53%, Venezuela at 51%, Chile at 50%, and Argentina at 46%. With several of these countries now sponsoring scholarships for international study, this profile may change quickly over the coming years as graduates return home and enter the workforce.



► 4.11. Eastern Europe and Central Asia

The value placed on international study experience is far higher in Central Asia than in Eastern Europe, yet conversely, those responding positively in Eastern Europe are much more impressed with the impact the experience has on the participants.



5. Next steps

The QS Intelligence Unit conducts the QS Global Employer Survey annually as a unique component of the QS World University Rankings® methodology, and to feed into other reports and evaluations. In 2011 the survey attracted a record 17,000 responses to become the largest survey of its type ever conducted. The section of the survey exploring how employers value an international study experience resulted in over 10,000 responses from a broad geographic distribution.

Having now undertaken this initial benchmark study, the QS Intelligence Unit will continue to research and publish in the area. We also anticipate and encourage other investigators who may wish to draw on the data provided in this and subsequent reports. QS also hopes to continue its collaboration with the European Association of International Educators, the International Education Association of Australia and other leading international higher education bodies in advancing knowledge in the area.

This report provides a rich vein of comparative data and produces the first global map of employer opinion on the topic. It has also raised many questions and areas for further investigation.

► 5.1. For students

Further research in this area can help today's globally mobile students to better understand the future value of their investment in international education. In the worldwide marketplace for talent, the best and the brightest graduates will be able to seek out employment opportunities to match their career aspirations. Undertaking international study is not just about experiencing the culture and excitement of a new place, but is now increasingly important in positioning graduates for future success.

► 5.2. For institutions

Higher education institutions need to be attuned to the needs of the global recruitment market in order to prepare graduates for future workplace demands. As a driver of economic growth, universities and colleges play an important role in understanding global trends and providing teaching and learning opportunities that will support their students in developing the skills and knowledge they need to be future leaders. International education opportunities need to be responsive to global market demand.

► 5.3. For industry

The breadth of international education experiences of today's graduate adds to the complexity of the graduate recruitment process. Recruitment professionals need to stay informed of international education trends in order to tap into the skills of the best and the brightest young people who will become the leaders and managers in their organizations. Industry leaders can also play a role in helping higher education institutions to shape the curricular and co-curricular experiences offered to their future employees.

► 5.4. For government

As important as higher education is to the advancement and competitiveness of any nation, the evidence base informing decision making in the area is often limited or lags well behind current experience. The timely tracking the employment trends of the graduate cohort as a key output of higher education will greatly assist in the optimization of policy.

6. Summary

Through the inclusion of two lines of enquiry on the value employers attribute to international study when hiring, the 2011 QS Global Employer Survey has resulted in the production of the first-ever global benchmark on the topic. The excellent response rate from right around the world has resulted in a comprehensive view being reported on, and QS will endeavour to close the few important gaps that remain in future rounds of the survey.

The top-level question results in a 60% positive response – a strong endorsement for international educators and internationally mobile students worldwide. This new global benchmark is a clear indication that employers are actively searching for graduates with international experience and competencies. This evidence affirms the increasing investment being made in the activity by individuals, institutions, governments and industries.

Patterns of regional clustering occur throughout the table, and language acquisition, which is prominent in other research, is reinforced as a highly valued skill.

This report offers brief commentary as to what motivations and influencing factors may be at play in delivering the results seen here. Others will add their own speculation, and with this foundation of research now established the QS Intelligence Unit and others will draw on it to take the quantitative investigation to new levels, and to add the qualitative element.

In the meantime, regardless of where a student is located it is a safe bet that he or she will enhance their employability prospects through participation in international education.

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APPENDIX 1 - Results by Qualifying Country (minimum 20 responses)

Country	Answers	Yes	No	Yes %	No %	Interrupts process	All new links	International posts only	Intercultural communication	Outperform	Language learning	Dominate at distance
Spain	66	59	7	89%	11%	4.0	3.9	2.9	3.8	3.5	4.4	4.0
Switzerland	38	33	5	87%	13%	3.7	2.8	3.2	3.9	3.8	4.5	3.9
Germany	56	42	8	84%	16%	3.2	3.6	2.9	4.1	4.1	4.7	3.6
Egypt	22	18	4	82%	18%	3.5	3.1	3.8	4.1	4.0	3.9	3.4
France	58	49	10	85%	20%	4.1	3.3	3.3	4.2	3.8	4.2	3.8
Philippines	29	23	6	79%	21%	3.5	3.3	3.4	3.5	3.4	3.6	3.5
Saudi Arabia	74	56	18	76%	24%	3.7	3.3	3.4	3.7	3.8	4.0	3.7
Italy	61	46	15	75%	25%	3.5	3.3	3.2	3.8	3.9	4.1	3.8
Japan	68	44	16	73%	27%	3.2	3.0	3.2	3.3	3.2	3.1	3.2
Greece	113	81	32	72%	28%	3.1	2.9	3.1	3.6	3.7	4.1	3.6
Thailand	27	19	8	70%	30%	3.4	2.9	3.1	3.8	3.8	3.4	3.1
China	288	201	87	70%	30%	3.2	2.8	3.2	3.7	3.4	3.3	3.8
United Arab Emirates	62	43	19	69%	31%	3.4	3.1	2.8	4.0	3.4	4.3	4.0
South Korea	113	78	35	69%	31%	3.3	3.0	2.9	3.3	3.0	3.8	3.0
Belgium	42	28	14	67%	33%	3.7	3.6	2.6	3.7	3.9	4.1	3.8
Singapore	58	33	17	65%	34%	3.6	3.3	3.3	3.8	3.8	3.9	3.6
Burkina Faso	41	27	14	66%	34%	3.2	2.9	3.0	3.7	3.5	4.2	3.6
Denmark	37	24	13	65%	35%	3.2	2.9	2.8	3.6	3.5	3.6	3.6
Hong Kong	45	29	16	64%	36%	3.4	3.5	2.9	3.5	3.5	3.7	3.5
Peru	524	336	188	64%	36%	3.5	3.1	3.1	3.5	3.5	3.7	3.5
Malaysia	55	31	22	60%	40%	3.8	3.3	3.4	3.7	3.6	3.9	3.3
Kazakhstan	82	49	31	60%	40%	3.1	3.0	3.0	3.8	3.8	3.7	3.5
Uruguay	29	17	12	59%	41%	2.9	2.6	3.3	2.9	3.0	2.3	2.7
Ireland	135	78	57	58%	42%	3.6	2.8	3.3	3.1	3.7	3.7	3.5
Brazil	49	28	21	57%	43%	3.3	3.1	3.2	3.3	3.3	3.8	3.4
Colombia	687	382	305	56%	44%	3.4	3.1	3.3	3.4	3.3	3.6	3.4
Ukraine	36	20	16	56%	44%	3.3	2.9	3.5	3.9	3.6	3.8	3.3
United States	179	91	89	51%	49%	3.4	3.4	3.1	3.8	3.6	3.5	3.5
Mexico	939	499	440	53%	47%	3.6	3.3	3.5	3.6	3.5	4.0	3.8
India	415	214	201	52%	48%	3.6	3.3	3.5	3.7	3.3	4.0	3.6
Venezuela	2291	1172	1119	51%	49%	3.7	3.4	3.4	3.5	3.1	3.4	3.5
Chile	1328	664	664	50%	50%	3.6	3.2	3.3	3.4	3.4	3.7	3.5
Canada	45	27	21	49%	51%	3.7	3.2	3.4	3.4	3.4	3.7	3.5
Finland	44	21	21	48%	52%	3.8	3.6	3.4	3.4	3.3	3.6	3.3
Belgium	26	12	14	46%	54%	3.7	3.6	3.1	3.8	3.9	4.1	4.0
Argentina	1483	872	791	46%	54%	3.3	3.0	3.4	3.5	3.3	3.8	3.4
Russia	53	24	29	45%	55%	3.1	3.1	3.0	3.6	4.1	4.5	3.3
United Kingdom	147	62	85	42%	58%	2.9	2.8	3.2	3.4	3.8	3.0	3.2
Poland	57	21	36	37%	63%	3.3	2.9	3.8	3.4	3.7	4.0	3.6
Australia	96	31	65	33%	67%	2.6	2.5	3.3	2.9	3.3	2.9	2.8
South Africa	23	6	17	26%	74%							
New Zealand	21	5	16	24%	76%							
Weighted Global Average	8320	2280	1540	62%	38%	3.4	3.2	3.3	3.6	3.3	3.7	3.3

▶ **John Molony**
VP, QS Quacquarelli Symonds

John joined the senior management team at QS in 2009 after 15 years in international higher education in Australia. At QS he is responsible for corporate marketing and the brand, and is leading several key initiatives. For QS' sister companies, he is a Senior Consultant and Director with QS Consulting, and a Director with QS Unisolutions. John also sits on QS' rankings and evaluations Advisory Board.

John was convenor of the IEAA Student Mobility Special Interest Group (SM SIG) in 2009, and is an external advisor to the EAIE's Study Abroad and Foreign Student Advisor Professional Section (SAFSA).

▶ **Ben Sowter**
Head, QS Intelligence Unit

Ben leads the QS Intelligence Unit and is responsible for the operational management of all major QS research projects including the QS Top MBA Applicant and Recruiter Research, the QS World University Rankings® and the QS Asian University Rankings™.

Ben has travelled to over 40 countries and spoken on his research in over 20. He has personally visited over 35 of the world's top 100 universities amongst countless others and is a sought-after speaker at international conferences.

▶ **Davina Potts**
Michigan State University

Davina Potts has worked in international education for 15 years. She is currently in her third year of doctoral studies at Michigan State University, where she is also part of the study abroad team. Her past experience includes representing the Australian Department of Education in Latin America, and leading the Macquarie Abroad team in the development of one of the largest international mobility programs in Australia.

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