



7 Data-Driven Insights About Education Abroad that Matter Most to Senior Leadership

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Introductions



Cara



Matt



miXabroad



You



What do our leaders need to know?

What problems are they trying to solve?





1. The strongest outcomes are human-centered

What the data tells us

- Personal growth, resilience, intercultural understanding, communication, and adaptability consistently outrank employability-focused outcomes.

Why leadership should care

- In an AI-driven and uncertain future, institutions increasingly claim to value human-centered capabilities, and education abroad is already delivering them.

TOP 5 Positive impact areas globally





2. Students decide earlier than we think

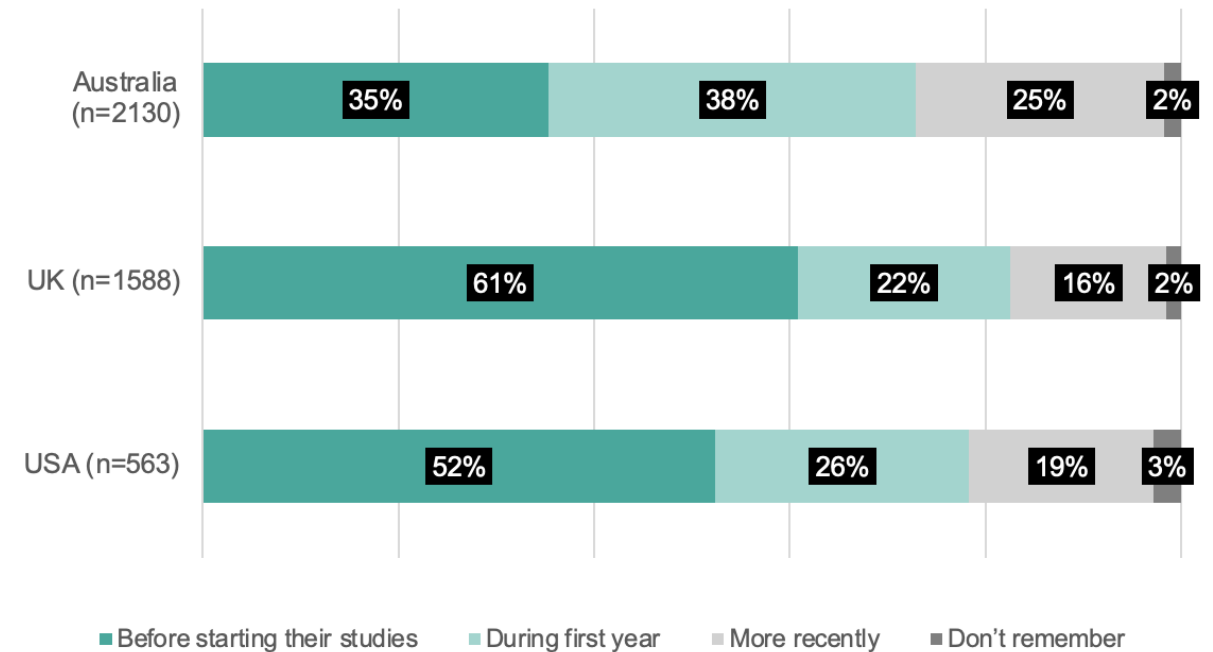
What the data tells us

- Nearly half of students globally begin considering international experiences before university, positioning education abroad as a recruitment and retention strategy.

Why leadership should care

- Institutions that fail to embed global opportunities into recruitment and first-year strategy risk losing students to institutions that do.

When did students first starting thinking about adding an international dimension to their studies?



3. Satisfaction drives advocacy

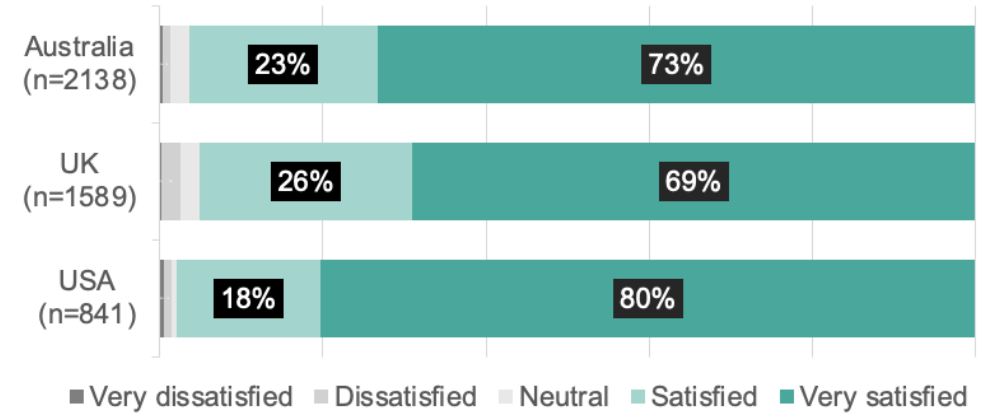
What the data tells us

- Highly satisfied students become powerful promoters of institutional reputation and future participation.

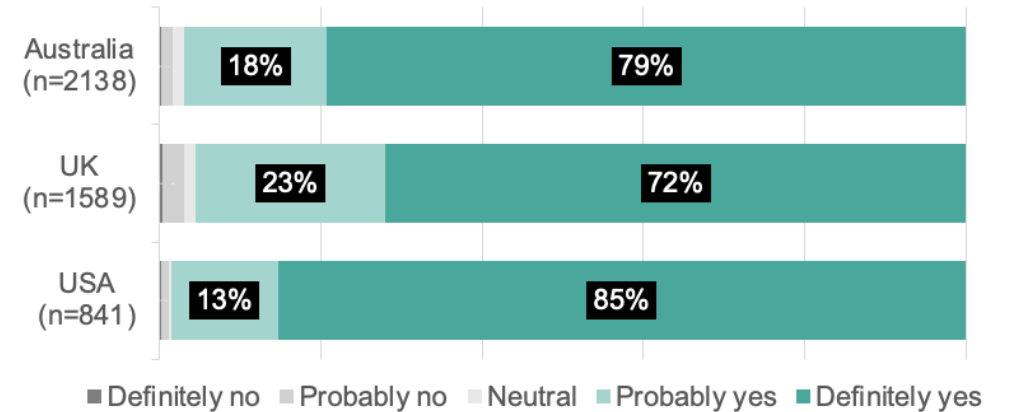
Why leadership should care

- Student advocacy influences recruitment, reputation, alumni engagement, and institutional trust. Strong experiences create ambassadors for both the institution and international education itself.

Overall satisfaction



Likelihood to recommend





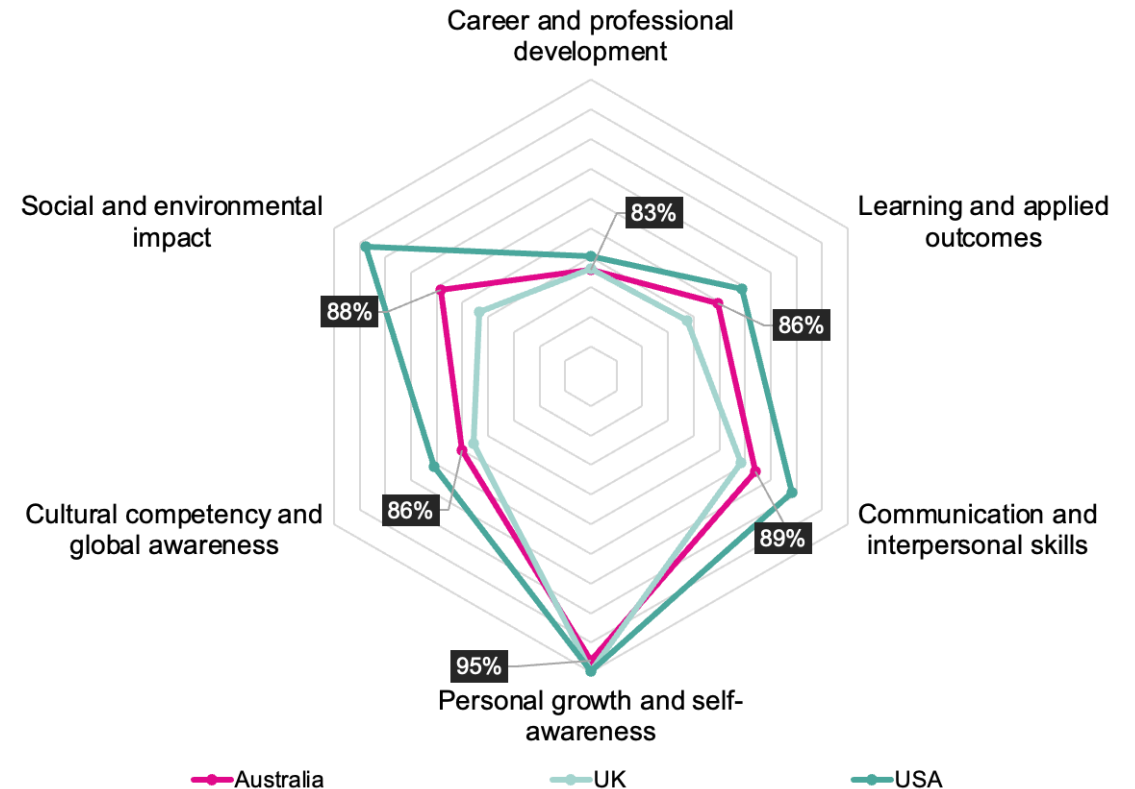
4. Education abroad supports institutional strategy

What the data tells us

- Education abroad contributes directly to student experience, graduate capability frameworks, global engagement goals, and institutional differentiation.

Why leadership should care

- Global learning is not peripheral to institutional strategy — it supports core priorities around reputation, student outcomes, employability, and internationalisation.





5. Safety and support shape outcomes

What the data tells us

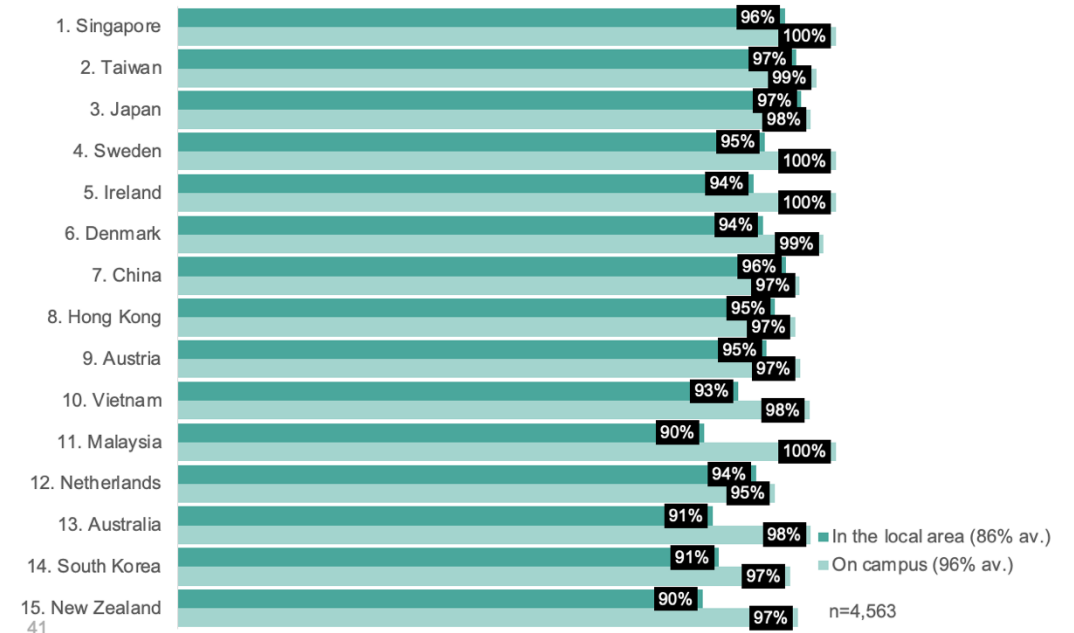
- Student perceptions of safety, preparation, and support are strongly connected to overall satisfaction and advocacy.

Why leadership should care

- Student wellbeing, safety, and institutional duty of care are increasingly visible leadership and reputational issues. Poor support undermines both student outcomes and institutional trust.

Destination safety perceptions

 Global spotlight



6. Flexible programs can still deliver strong impact

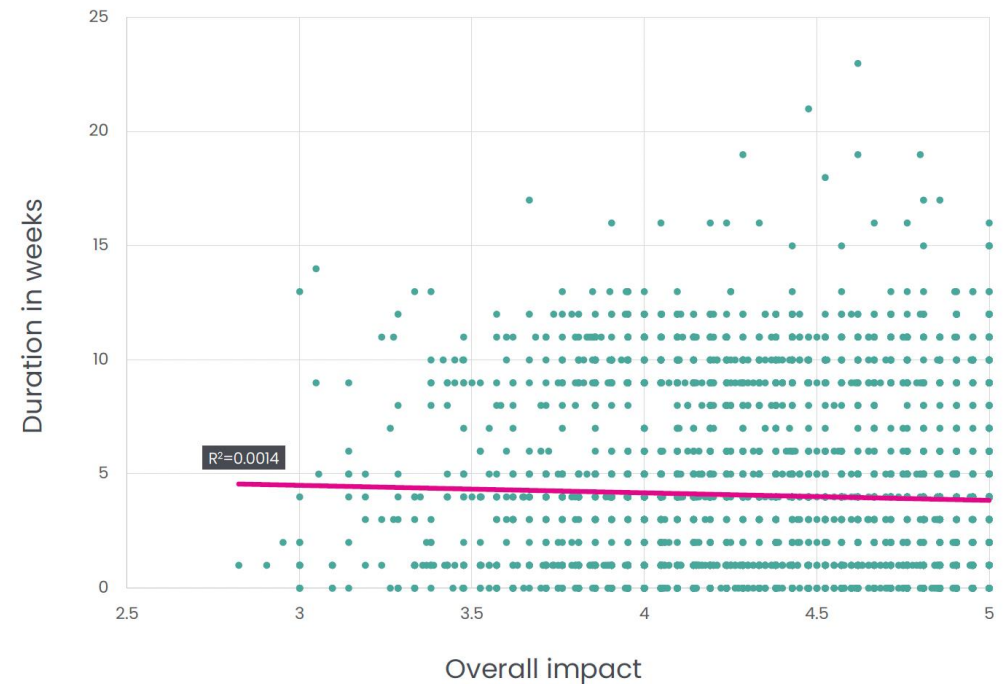
What the data tells us

- Short-term and non-traditional models continue to show high satisfaction and meaningful outcomes, supporting scalability and widening participation.

Why leadership should care

- Flexible models can expand access, improve equity, and support participation growth — particularly for students unable to undertake semester-long experiences.

[^] R² coefficient of determination, or how much one thing explains another.



7. Education abroad strengthens institutional resilience

What the data tells us

- Institutions that embed global learning across recruitment, wellbeing, employability, and student experience strategies are better positioned to navigate uncertainty and changing student expectations.

Why leadership should care

- Education abroad strengthens institutional adaptability, differentiation, and relevance in a rapidly changing higher education landscape.





***Education abroad isn't a just a
“nice to have.”***

***It's how we attract, retain, and
develop globally capable graduates
ready for an uncertain future.***



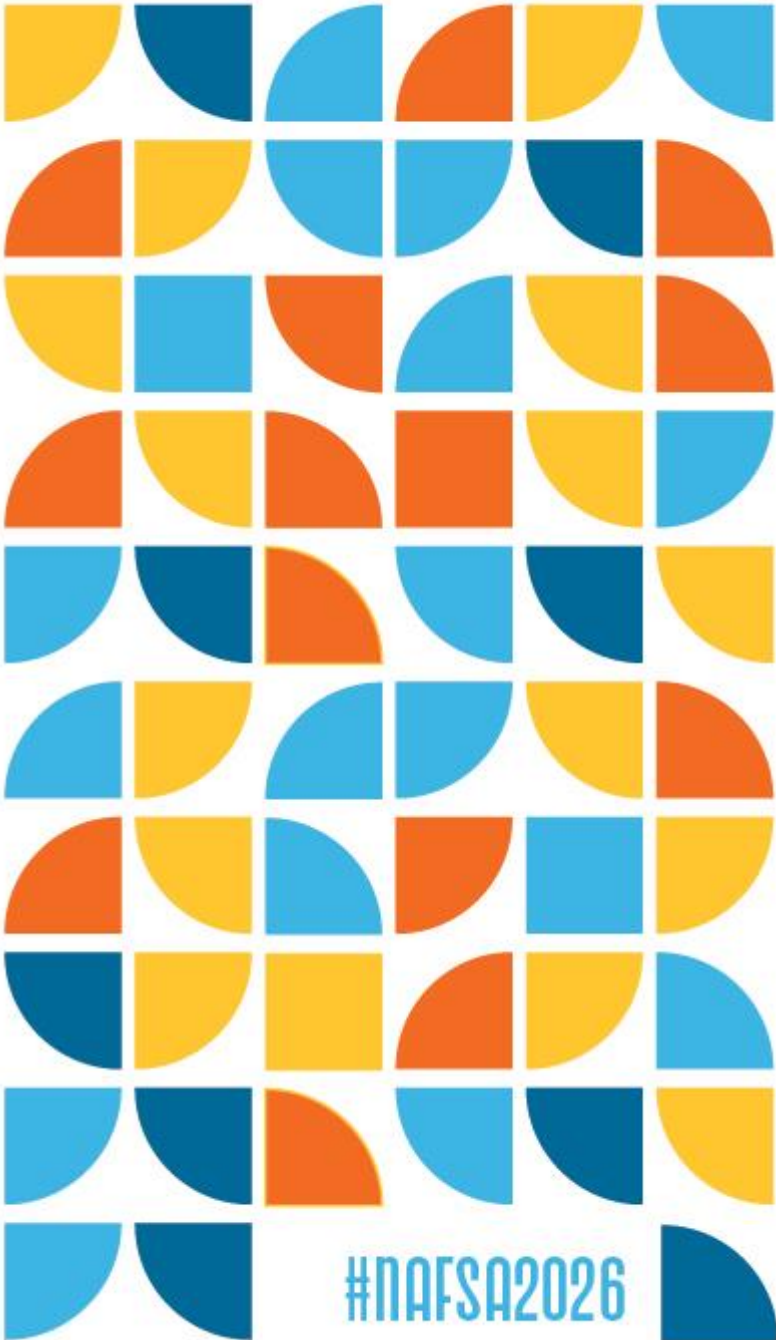


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