



## The economic impact of US study abroad students in Spain: Using financial data in advocacy actions to remove barriers

The Forum on Education Abroad  
European Conference 2014

Cristina Grasset, Spain Education Programs (SEP)  
[cgrasset@spaineduprograms.es](mailto:cgrasset@spaineduprograms.es)

Kim Griffin, Spain Education Programs (SEP)  
[kgriffin@spaineduprograms.es](mailto:kgriffin@spaineduprograms.es)

Monica Perez-Bedmar, The Association of North American Programs in Spain (APUNE)  
[coordinator@apune.org](mailto:coordinator@apune.org)

## What is the importance of Associations?

For almost every association in existence today, there was a beginning moment when a **group of people banded together for a common purpose** and declared, "We need our own association."

An urgency or common need prompts people to **work together to pursue goals and interests.**

But what is an association? Quite simply, associations are groups of people who find **strength in numbers** while sharing common interests.

By definition, associations exist for the **mutual enrichment and advancement** of their members.

According to figures by Gale Research, today more than 140,000 associations exist in the United States and almost 40,000 in Spain (at the national, international, regional, state, and local levels) representing nearly every industry, profession, charity, hobby, cause, and interest.

## Why was APUNE created?

To provide a **forum** where members can **discuss** common problems and interests, **share** new ideas for program development and, in general, establish **support systems** for program directors and students.

The **outcome** of these discussions is frequently an official APUNE statement of **policy** or **recommendations** that can be useful to participants as back-up in policy making, problem-solving, program design and documentation.

## Services Provided

- Peer support system
- Program Publicity
- Web Site
- Conferences
- Program legalization
- Recommended lawyers
- Assistance with establishing a program legally in Spain
- Evaluation of Member Programs every seven years
- Visa issues
- General meetings in several cities, and specific
- Development of Policy Statements and Guidelines
- Useful emergency numbers and emergency telephone number network

# Major accomplishments

- Reliable source of information
- Policy Statements Developed
- Official Recognition by the Ministry of Education and Culture of Credits earned through APUNE
- Recognition of APUNE by the Ministry of Foreign Affairs to facilitate obtaining Visas in Spanish Consulates
- Web Page
- Development of Visa Manual and updates
- Three “Building Bridges” Conferences
- Three Meetings between Spanish and U.S. Universities

## Working progress

- Recognition of all programs by all autonomous communities
- Strengthening our presence in the States
- Increasing our relationships here in Spain

# History of APUNE

- 1968-** 1st meeting held at the Canary Islands by Directors of American Programs in Spain with academic quality as the main item on the agenda.
- 1969-** The Regional Conference of American Programs established at the Instituto de Cultura Hispanica. Twenty founding members present. Initial considerations for criteria for membership.
- 1970-** Accreditation of overseas programs discussed.
- 1972-** Twenty-seven members, ten voluntarily reviewed Winter meeting held in Spanish Universities. First Orientation meetings held for new directors. Membership fees are established.
- 1975-** Thirty member programs First edition of booklet of Study in Spain. Discussion on the necessity of hiring a coordinator; salary paid by fees.
- 1980-** First mention of a change in the name.
- 1982-** Association of American Programs in Spain (*AAPS*). *Asociacion de Programas Universitarios Norteamericanos en España APUNE* Coordinator hired.
- 1989-** Creation of Statutes. Constituted as a Civic Cultural Association. Registered as a Spanish Association.
- 1992-** Change in Statutes to fully comply with Spanish Law.
- 1994-** 25th Anniversary.

## History of APUNE, cont.

- **1999-** Recognition of Credits Obtained by the Comunidad de Madrid
- **2000-** Web Page. APUNE goes online.
- **2002-** Building Bridges I.
- **2003-** Changes in Statutes to incorporate the figure of Associated Institutions.
- **2005-** Building Bridges II
- **2006-** First Economic Impact Study Compiled
- **2008-** Building Bridges III
- **2012-** First Meeting between Spanish and US Universities
- **2013-** Second Meeting
- **2014-** Third Meeting

# Founding Members (20)

## MIEMBROS FUNDADORES

ASSOCIATED MID-FLORIDA COLLEGES  
CALIFORNIA STATE COLLEGES  
UNIVERSITY OF CALIFORNIA STUDY CENTER  
ELMIRA COLLEGE AND TULANE UNIVERSITY  
INDIANA AND PURDUE UNIVERSITIES  
NEW YORK UNIVERSITY IN SPAIN  
VANDERBILT UNIVERSITY  
MARQUETTE UNIVERSITY  
TEMPLE BUELL COLLEGE  
MARY BALDWIN COLLEGE  
MIDDLEBURY COLLEGE  
SMITH COLLEGE JUNIOR YEAR ABROAD  
MARIST COLLEGE  
INSTITUTE OF EUROPEAN STUDIES  
BOWLING GREEN - OHIO  
ST. LAWRENCE UNIVERSITY  
CITY UNIVERSITY OF NEW YORK (GRANADA)  
CITY UNIVERSITY OF NEW YORK (SEVILLA)  
AMERICAN INSTITUTE FOR FOREIGN STUDY  
KALAMAZOO COLLEGE



## 2014-2015 Members (61)

AHA- INTERNATIONAL  
ARCADIA UNIVERSITY  
BOSTON COLLEGE  
BOSTON UNIVERSITY  
BOWLING GREEN STATE UNIVERSITY  
BROWN UNIVERSITY IN GRANADA  
BRETHREN COLLEGE ABROAD  
CARLETON COLLEGE  
CALIFORNIA STATE UNIVERSITY  
CENTRAL COLLEGE OF IOWA  
CONSORTIUM FOR ADVANCED STUDIES- BARCELONA  
COUNCIL ON INTERNATIONAL EDUCATIONAL EXCHANGE  
COLGATE UNIVERSITY  
COLLEGE OF CHARLESTON  
DAVIDSON COLLEGE  
DEPAUL UNIVERSITY  
DICKINSON COLLEGE  
DUKE UNIVERSITY  
EARLHAM COLLEGE  
EMORY UNIVERSITY  
FLORIDA STATE UNIVERSITY  
FURMAN UNIVERSITY  
GEORGE WASHINGTON UNIVERSITY  
GEORGE TOWN IN SALAMANCA  
GEORGETOWN UNIVERSITY  
HAMILTON COLLEGE  
I.E.S ABROAD  
KNOX COLLEGE  
MARIST COLLEGE  
MARQUETTE UNIVERSITY  
MIDDLEBURY COLLEGE  
NEW YORK UNIVERSITY

STATE UNIVERSITY OF NEW YORK-ALBANY  
STATE UNIVERSITY OF NEW YORK-COURTLAND  
STATE UNIVERSITY OF NEW YORK-NEW PALTZ  
STATE UNIVERSITY OF NEW YORK-OSWEGO  
RUTGERS STATE UNIVERSITY  
PRESHCO  
SEWANEE-IN-SPAIN  
ST. LAWRENCE UNIVERSITY  
SKIDMORE COLLEGE  
STETSON UNIVERSITY  
SWEET BRIAR COLLEGE  
SYRACUSE UNIVERSITY  
TEXAS TECH  
TRINITY CHRISTIAN COLLEGE  
TRINITY COLLEGE  
TUFTS UNIVERSITY  
VANDERBILT UNIVERSITY  
VASSAR-WESLEYAN-IN- MADRID  
UNIVERSITY OF CALIFORNIA  
UNIVERSITY OF CALIFORNIA- DAVIS  
UNIVERSITY OF NEW HAVEN  
UNIVERSITY OF SAN DIEGO  
UNIVERSITY OF VIRGINIA  
UNIVERSITY OF WISCONSIN-PLATTEVILLE  
UNIVERSITY STUDIES ABROAD CONSORTIUM  
UNIVERSITIES OF INDIANA, PURDUE & WISCONSIN  
UNIVERSITY OF WASHINGTON  
WASHINGTON UNIVERSITY IN ST. LOUIS  
WILLAMETE UNIVERSITY

# Associated Institutions / Spanish Universities (19)

## **Andalucía**

Universidad de Granada

## **Aragón**

Universidad de Zaragoza

## **Cantabria**

Universidad de Cantabria

Universidad Europea del Atlántico

## **Castilla León**

Universidad de León

## **Cataluña**

Universitat Autònoma de Barcelona

Universitat de Barcelona

Universitat de Girona

Universitat Pompeu Fabra

Universitat Rovira i Virgili (Tarragona)

## **Galicia**

Universidade de Santiago de Compostela

## **Islas Canarias**

Universidad de las Palmas de Gran Canaria

## **Madrid**

Universidad de Alcalá de Henares

Universidad Carlos III

Universidad Francisco de Vitoria

## **País Vasco**

Universidad del País Vasco/Euskal Herriko

Unibertsitatea

## **Valencia**

Universidad Católica de Valencia

Universitat Politècnica de Valencia

# Associated Institutions/Organizations (10)

- College of International Studies
  - IE Business School
- Meddeas ( Multilingual Education Development & Support)
  - Morocco Exchange
- Schiller International University
- School Year Abroad (Zaragoza)
- Spain Education Programs/ SEP
- St. Louis University, Madrid Campus
  - Suffolk University
    - UDIMA

## Background – Economic Impact

- Italy: AACUPI and IRPET
- Spanish context

## Data

- “budget data, enrollment figures, faculty and staff profiles, descriptions of property owned, or leased, or even sundry information about former students of ours returning to favorite and meaningful old haunts. “
- “a tangible presence with legitimate data available, gathered and analyzed by an Italian entity”

## The AACUPI and IRPET Cases

“the need to give additional *weight, analysis* and *form* to the American and Canadian flow of academic tourism, and to the **structures utilized** by North American study abroad programs, underlining fully the **economic, cultural, and organizational aspects** within Tuscany”

CONTEXT – problems with taxes

## Three Studies / Italy

- 1991-92- 23 programs in Florence = **42 billion lires**
- 2000- 76 programs in Italy (10.000 students) = **548 billion lires** [direct expenditures 334 billion + indirect expenditures 214 billion]
- 2008- 134 programs = **397 million euros**

## Specific Impact of Programs in Italy

- Added value
- Jobs
- Principally tuition, visitors and student consumption
- Indirect return based on “positive image”
- (Note: based on 19,000 AACUPI registered programs...another 11,000 in non-AACUPI study abroad events could add 20%)



## General Impact of Programs in Italy

“The presence of stable programs, furthermore, favors the **internationalization** of the places that host them and of the Italian academic system, **fostering exchanges** and partnerships, and **creating a cultural substratum** that is more multicultural and united. These are effects which, though made tangible and quantified with difficulty, can **lead to significant economic consequences, attracting new tourists, students or investors,** in the long term.”

## Spanish Context – circa 2000

- First steps toward **familiarization** with North American programs by Spanish authorities and institutions (“doble filo”)
  - Coming out of our “bubble”, **legalization** processes, recognition as educational institutions (in time of new universities in Spain and European student mobility)
  - Hacienda, Ministerio de Educación, Ministerio de Exteriores, Ministerio del Interior, Seguridad Social, ayuntamientos, universidades españolas
- **Lobby** effect
- Security, health and welfare, border issues
- In general, elimination or negotiation of barriers

Note: coincides with the concept of the so-called “industry of the Spanish language”

## Consequences of Understanding Impact

- Hacia fuera –
  - Create collaborative environment among governmental, cultural and academic institutions of both countries.
    - Building Bridges I, II, III – collaboration at the highest levels
    - Diplomacy (decision makers), strategy (knowledge makers), and processes (people behind the window)
- Hacia dentro –
  - Self evaluation, reassessment of practices, establishment of good practices.

## First Economic Impact Study 2006

- Conducted during July
- Limited personnel
- Survey not reviewed concisely
- Data not contrasted
- Report only showed a small percentage of the total impact
- Program expenditures, students consumption, visitors.
- Student spent 907€ monthly, which amounted to 5.4 million annually (only APUNE students).

## Assessing the Impact of SA on Host Community: Why and When did we Start Compiling Data?

- **Visa issues**
- Government advocacy
- For local support of programs towards home campuses
- To look for sponsors
- For general advocacy

# Assessing the impact of SA on host community: Why continue?

Spain has been the third leading destination for US study abroad (SA) students for more than a decade.

&

“As in previous years, Spain remained the most popular destination in 2011-12 among European students with 39,300 inbound students (15.5 % share of all inbound students)” *A statistical overview of the ERASMUS Programme in 2011-2012* [http://ec.europa.eu/education/library/reports/erasmus1112\\_en.pdf](http://ec.europa.eu/education/library/reports/erasmus1112_en.pdf)

- To compare common knowledge with facts
  - In favor of
  - Against
- To support our advocacy efforts
- Curiosity combined with a need for data-supported figures

## How did we go about doing this?

1. Identifying the questions we wanted to answer
2. Finding sources of data / gathering data
3. Analyzing data / choosing criteria
4. Using our findings to advocate for SA

# 1. Identifying the questions we wanted to answer

- **How many** US students attended academic programs and what was the **length of their stay** in Spain?
- What is the average **cost of in-country items and services** typically provided by institutions and program providers to their students?
- What is the **average student expense**, in addition to items and services typically included in programs?
- What is the average **personnel cost** to provide in-country student services, before during and after the education abroad experience takes place?
- What did we ignore? .... Tuition paid in the States
- What did we miss? .... Facilities rental



## 2. Finding Sources / Gathering Data

- Ministry of Foreign Affairs
- Associations of Spanish universities, business and language schools (E.g., EDUESPAÑA)
- Associations of North American programs (E.g., APUNE)
- Program directors
- Students
- Service providers
- Other public data: Official labor statistics (personnel costs)
- US organizations (E.g., IIE, Forum EA)
- US research (E.g. Spencer, S. E., Kreutzer, K., & Shallenberger, D. (2008). *Pathways to the profession survey 2008: Reports and results*)

### 3. Analyzing & Contrasting Data / Criteria

- We decided to be conservative
- We adopted criteria from sources we trusted
  - IIE: percentages of students attending programs of different lengths
  - Ministry of Foreign Affairs: Visas issued
  - Ministry of labor: Monthly salaries' data
- We tried to make common –sense choices

## 4. CONCLUSION: Using our findings to advocate for SA

- Broad impact on local, regional, national economies
- Raised awareness of all agents based on real data
- Different types of benefits
  - Economic
  - Employment
  - Cultural
- **Suggestions to improve & continue to promote the study**

THANK YOU

Questions & Discussion

