

# Migration and the Globalization of Tertiary Education: International Student Mobility

*Symposium on International Migration  
and Development*

*Turin, Italy*

June 28-30, 2006

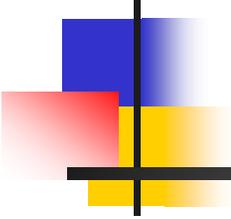
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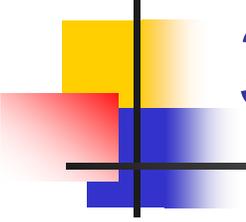
# Why topic is important?



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Not because of migrant student numbers –

**2.5 million in 2004**



## 3 Reasons for importance

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1. Today's foreign students will be tomorrow's leaders
2. Many skilled immigrants were yesterday's foreign students
3. Rapid growth in student demand for higher education & in supply of training capacity

# Changing global context



# Higher education is changing



# From teacher instruction



and book study,



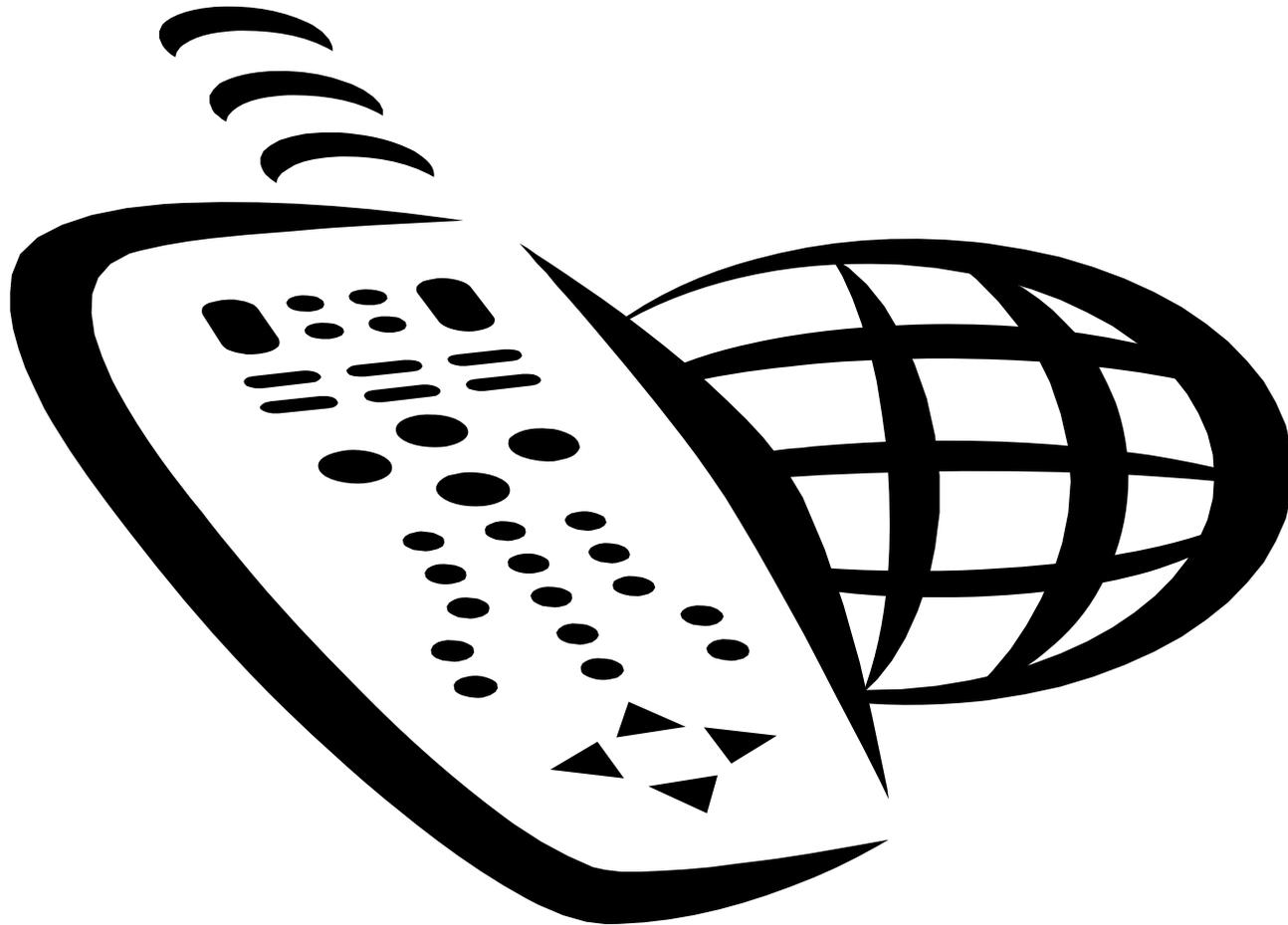
To computing,



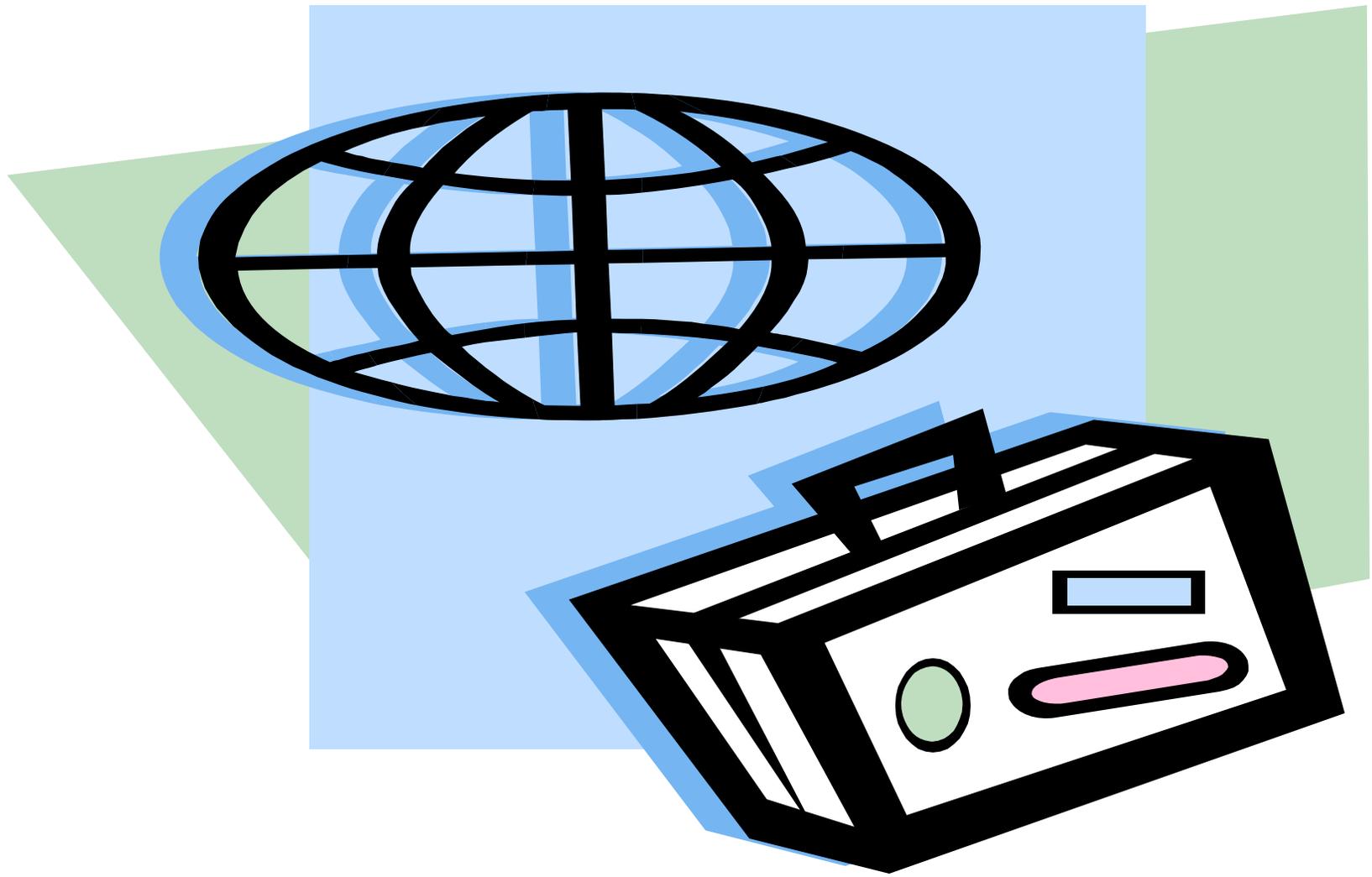
E-learning,

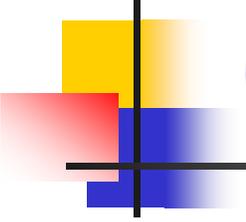


communication...



And global travel.

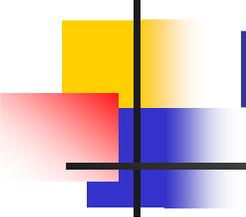




# Cross-border higher education (CBHE) flows are growing....

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- Study Abroad
- Faculty R&D collaborations
- Institutional collaboration on programs
- Universities are on the move too



## 2 new forms of cross-border higher education (CBHE)

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- Partnership Programs set up by established universities from 2 or more countries
  - Degree issued by national university
- Branch campus or franchise arrangements set up by a foreign university
  - Degree issued by foreign university

## **Rioting in China Over Label on College Diplomas**

by Joseph Kahn

June 22, 2006

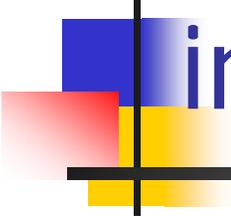
XINZHENG, China, June 21 – Shengda College in central China has a diverse curriculum, foreign faculty members to teach English...but many students paid the college’s rich tuition... because Shengda promised that their diplomas would bear the name of its parent, Zhengzhou University...and not mention Shengda at all.

So when the graduating class of 2006 received diplomas that read “Zhengzhou University Shengda Economic, Trade and Management College, students erupted..., staging one of the most prolonged student protests since the 1989 pro-democracy uprising that filled Tiananmen Square....

...Students at Shengda, a privately run college with 13,000 students outside Zhengzhou, the capital of Henan Province, say they were assured on admission, and repeatedly afterward, that they would get graduation certificates that appear identical to those issued by Zhengzhou, the top university in the province.

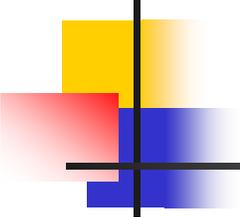
...At Shengda, the downgraded diploma struck some students as a body blow, one that could cripple their chances of securing a good office job.

Changes in delivery of higher education have implications for international student flows



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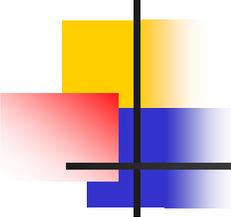
HOW?



# HOW?

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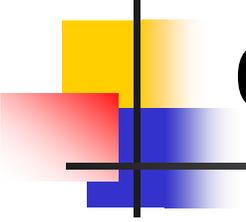
1. Students in CBHE host countries could study at home
2. Students from other countries in region could study in CBHE host country
3. Students from developed countries will be attracted to new centers of excellence in developing countries



# Who benefits from CBHE?

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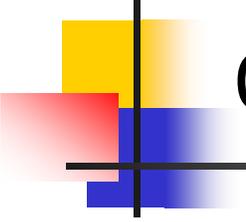
- Students - reduced HE cost
- Host countries
- Source countries
- Poor people



# How do cross-border **HOST** countries (CBHE) benefit?

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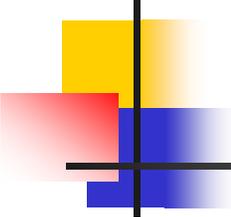
- Reduces brain drain
- Increases domestic human capital
- Strengthens HE capacity
- Attracts foreign students (foreign exchange)
- Promotes development



# How do cross-border SOURCE countries benefit?

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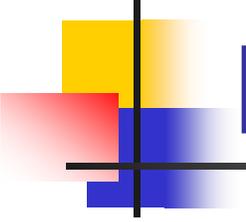
- Expansion of higher education networks
  - inflows of foreign students
  - R&D collaborations
  - domestic students gain international experience



# Other **Source** country benefits

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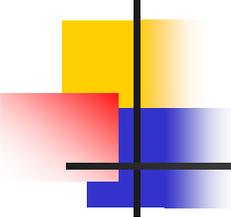
- Increased export market & foreign exchange
- Development of new technologies to delivery HE internationally
- Enhanced international status & competitive position



# CBHE can contribute to poverty reduction by

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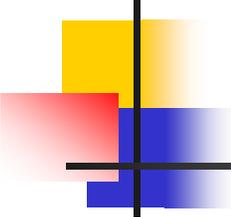
- Increasing innovation
- Creating businesses & jobs
- Improving management systems
- Increasing remittances if skilled emigrate



# Key **HOST** countries for Cross Border Higher Education (CBHE)

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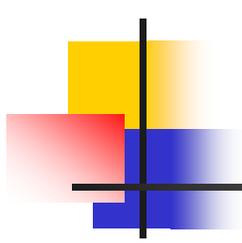
- Asia: China, Hong Kong, India, Malaysia, Singapore
- Middle East: Bahrain, Egypt, Lebanon, Oman, Qatar, Saudi Arabia, UAE
- Sub-Saharan Africa: Kenya, Mauritius, Nigeria, Senegal, South Africa



# MAIN SOURCE COUNTRIES

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- Australia
- UK
- USA
- France
- India
- Thailand
- Singapore



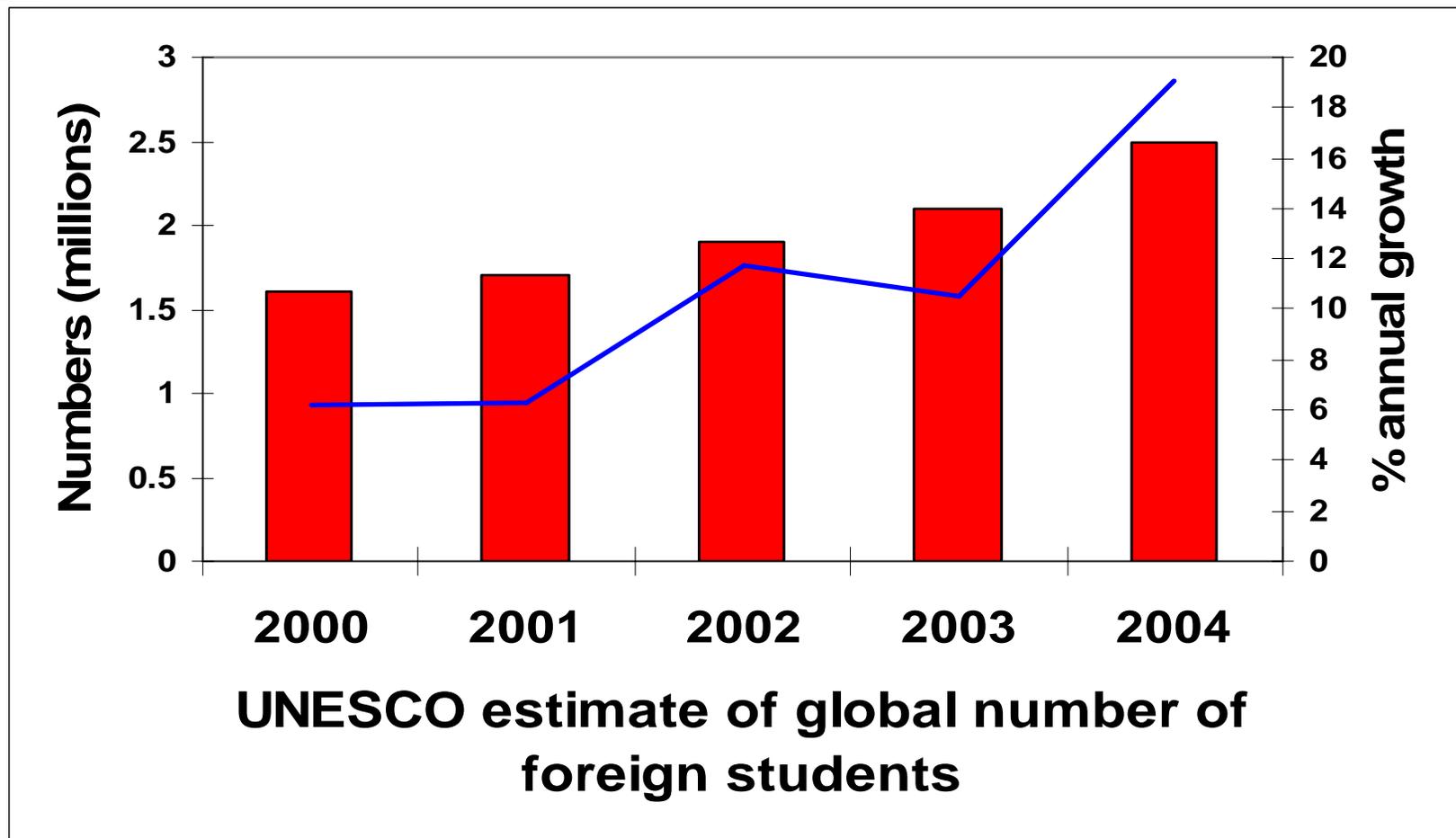
# HELP!

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Email me if you know of any CBHE branch campus arrangements between universities in different countries

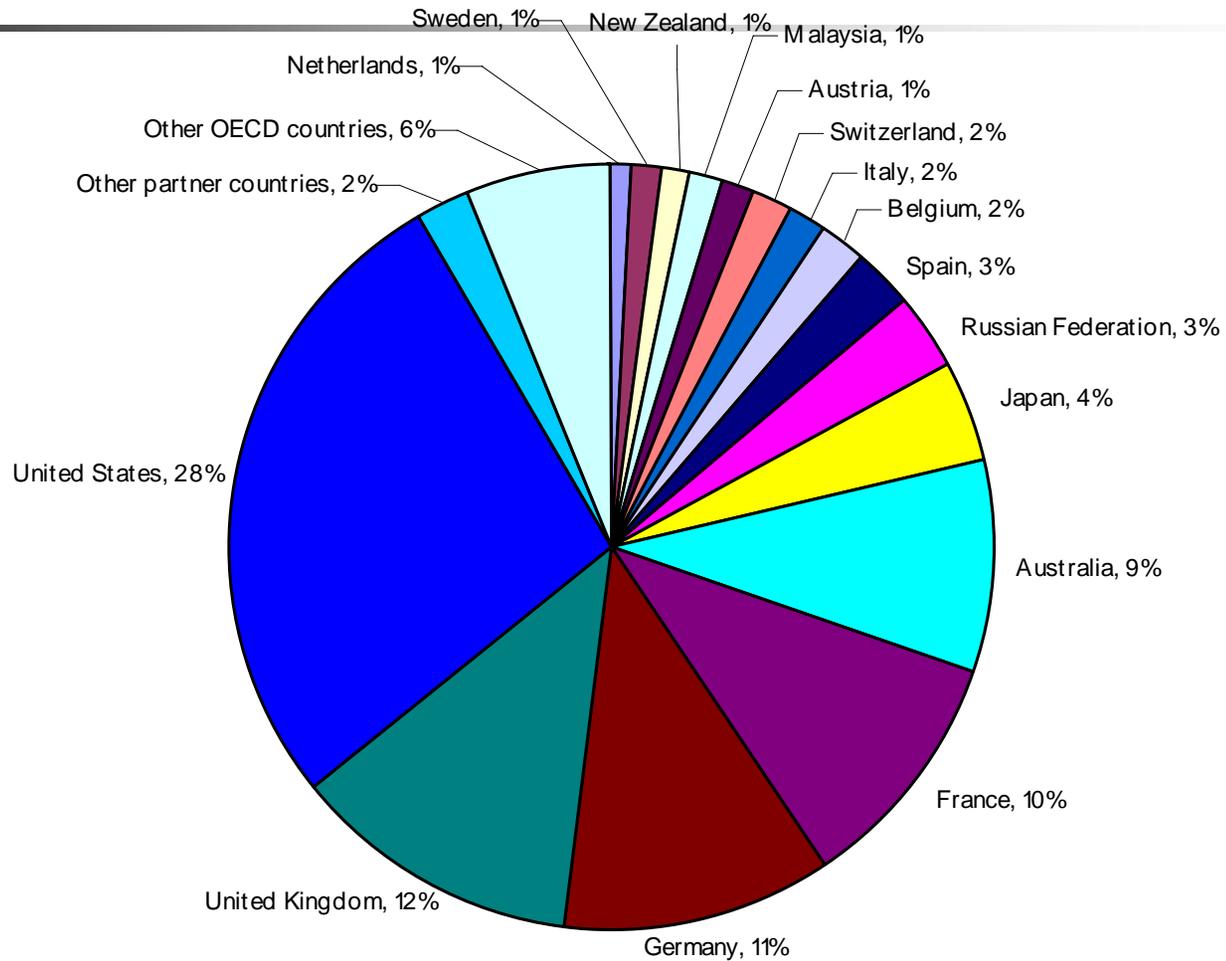
[mmk5@cornell.edu](mailto:mmk5@cornell.edu)

# The Context: Rapid increase in international student mobility



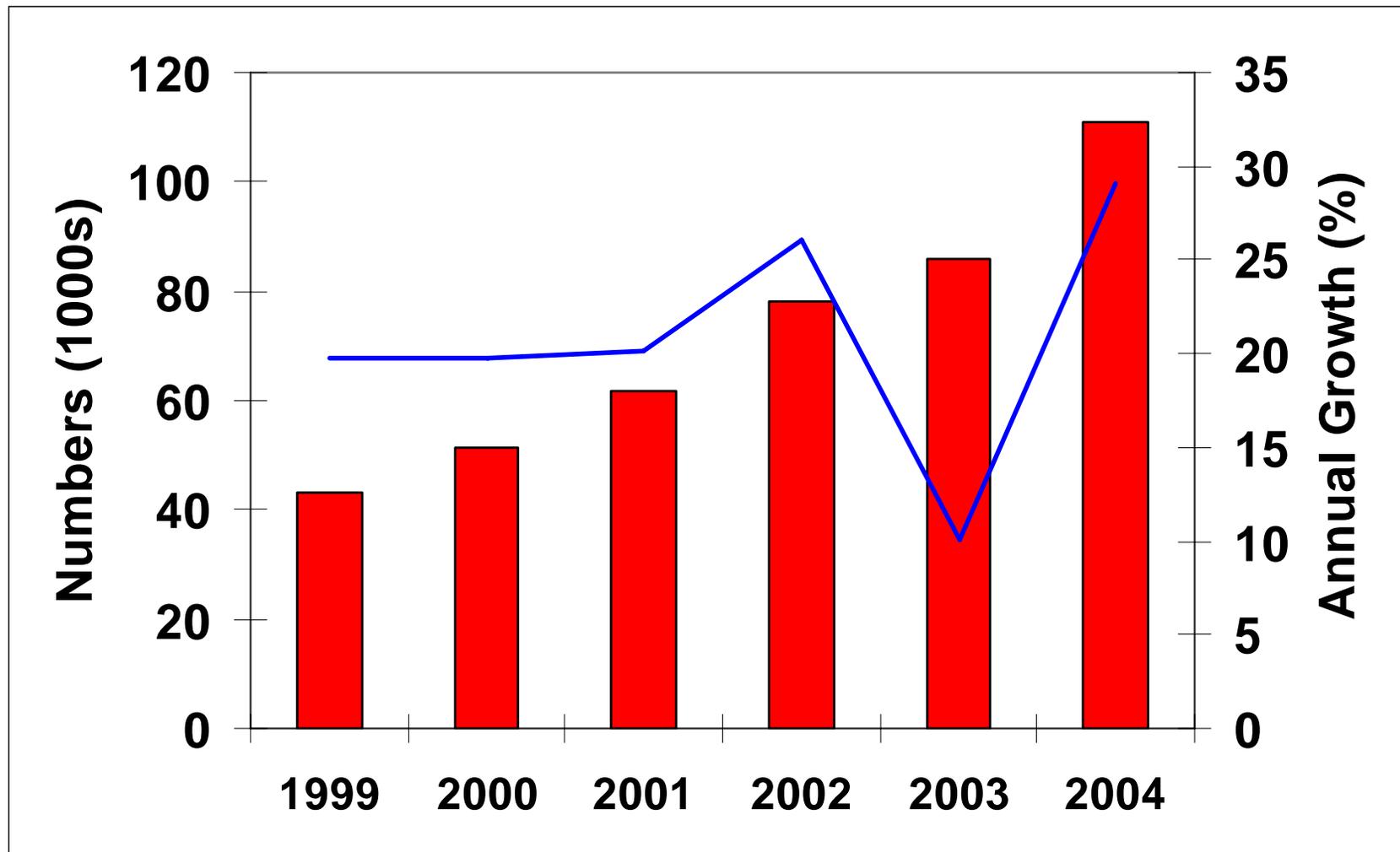
# Where do foreign students go?

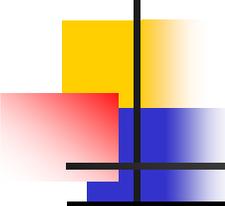
% of foreign tertiary students at different destinations (2003), K. Tremblay chart



Source: OECD Education database

# Rapid growth in China's foreign student numbers

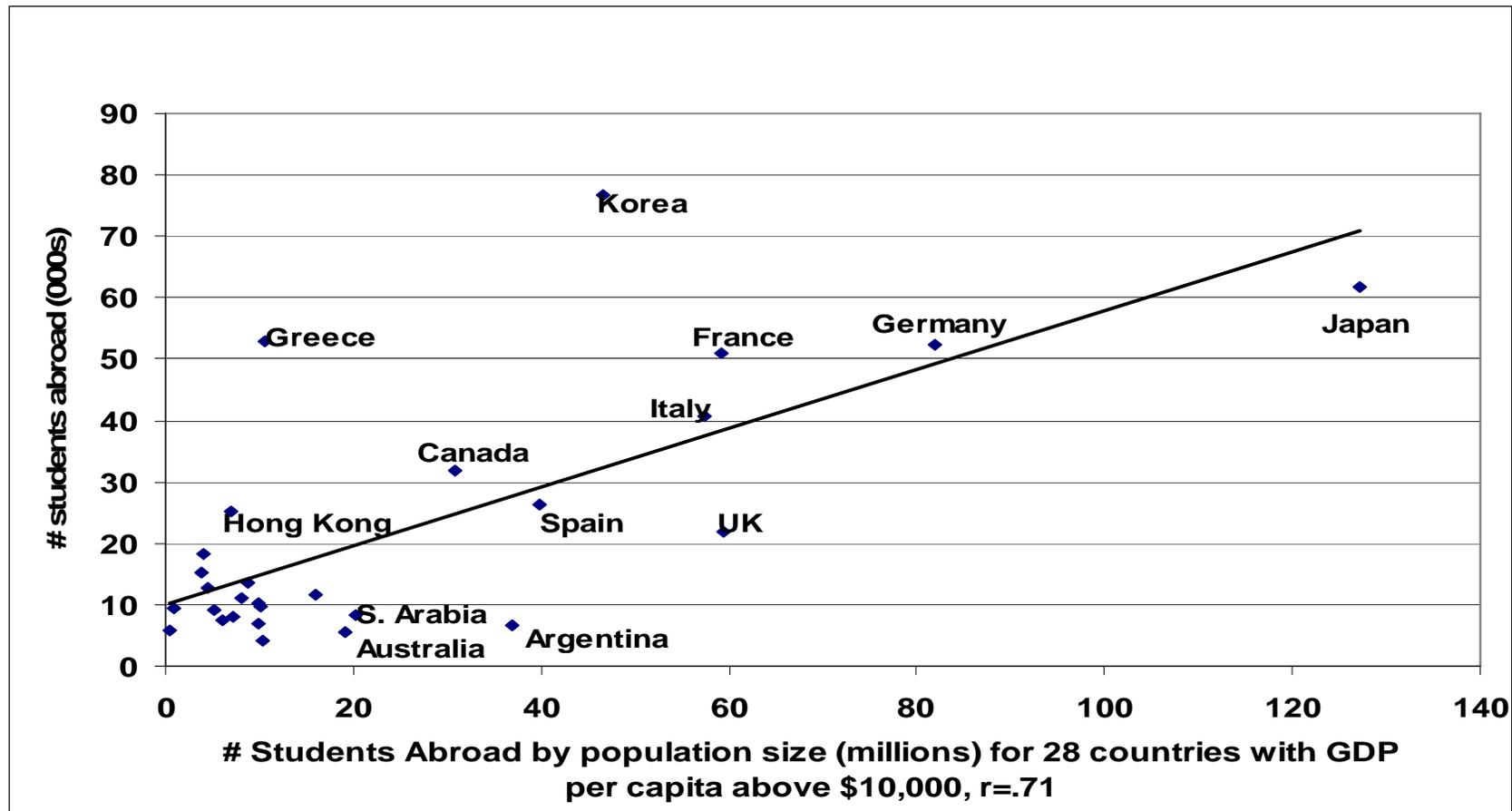




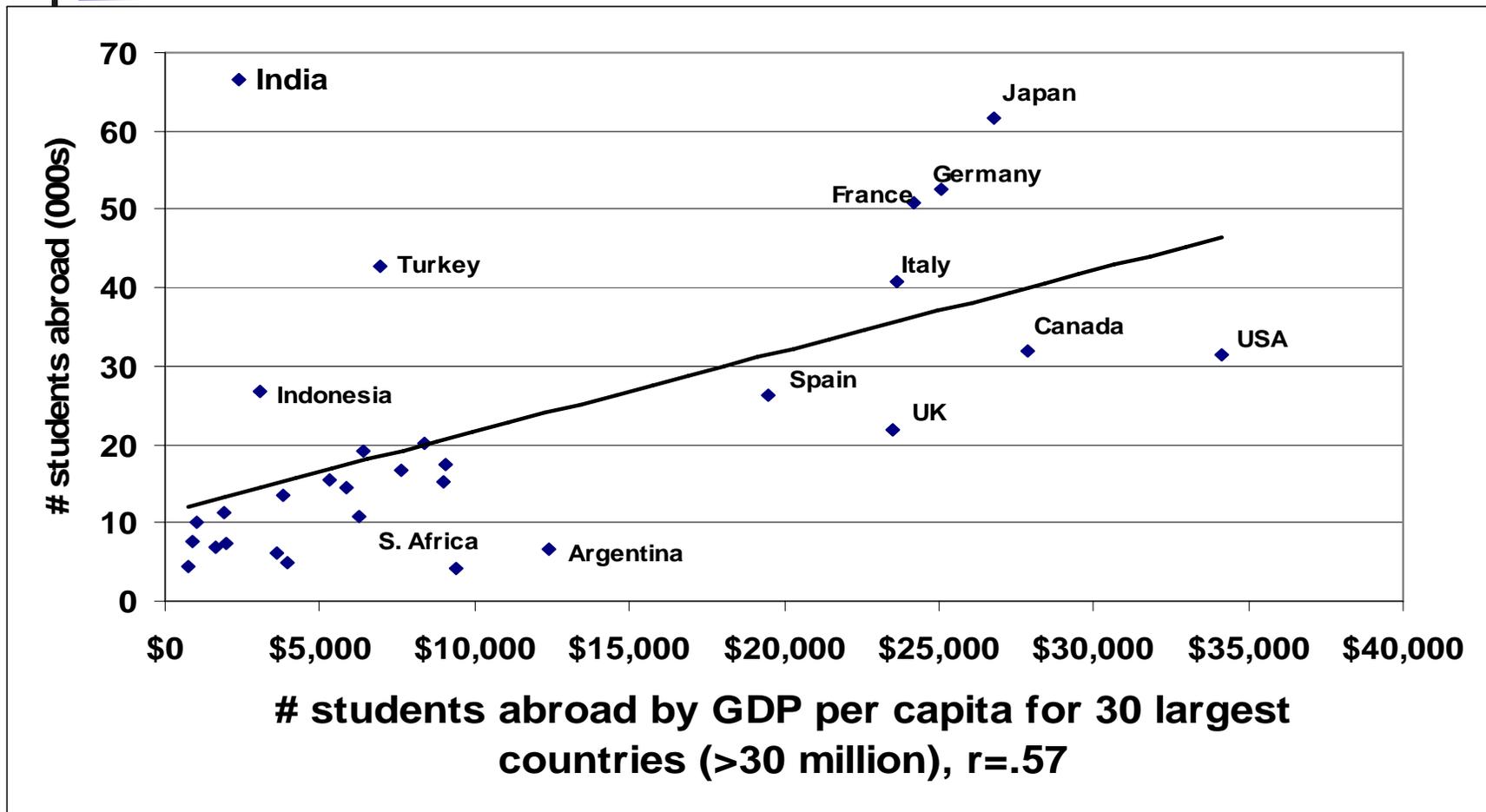
Which countries send the largest number of foreign students?

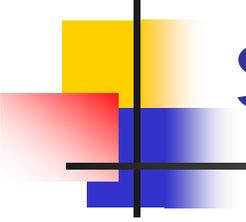
	<b>Number</b>	<b>Rate per 10,000</b>
<b>China</b>	<b>127,000</b>	<b>1.0</b>
<b>Korea</b>	<b>78,000</b>	<b>16.7</b>
<b>India</b>	<b>67,000</b>	<b>0.7</b>
<b>Japan</b>	<b>64,000</b>	<b>5.0</b>
<b>Germany</b>	<b>63,000</b>	<b>7.7</b>
<b>France</b>	<b>60,000</b>	<b>10.2</b>

# Number students sent abroad increases with population size for richer countries



# Number students abroad increases with GDP per capita in large countries

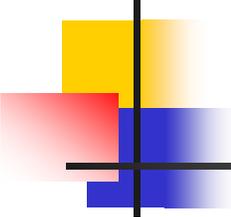




# Other factors that affect student destination choices

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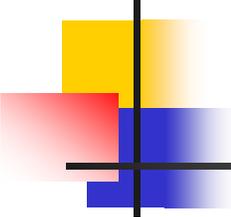
- Most students go to the closest country where they can get a high-quality education
- Quality of the study program
- Costs of the study program
- Admission process
  - University rules
  - Country visa rules



# What are the policy implications?

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1. Countries should invest in the type of tertiary sector needed to advance their national economies.
  - Economies require different types & levels of expertise
    - Agriculture
    - Oil, natural resources
    - Banking & transit hubs
    - Tourism
    - Science & technology

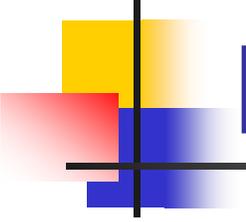


## Other needed investments

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2. Poor countries also need to invest in HE capacity that will improve their health and education systems.

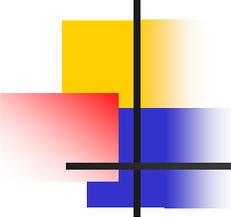
- Over the long run, these investments are also needed to deter brain drain



# Some countries may wish to promote CBHE partnerships

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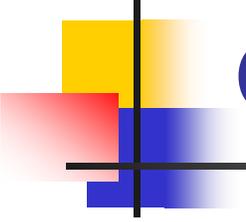
- Determine overall goal
- develop regulatory framework
- Set standards
- Be selective
- Recognize trade-offs between quality and costs



# Different models for CBHE

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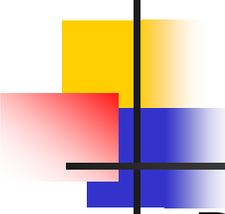
- Host country develops infrastructure
- Source country university sets up branch campus
- South-to-South collaboration – donor aid
- For-profit providers – quality issues?



# Develop a clear regulatory & quality assurance regime

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- Accreditation process that fits need & context
- Define responsibilities for local & international education providers
  - Quality control
  - Monitor foreign providers
- Be clear about who will pay the bills



# Many unanswered questions

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- Do all countries need comprehensive higher education programs?
- Will cross-border education reduce brain drain?
- Will cross-border providers maintain quality standards?
- Will HOST countries continue to be receptive to CBHE?

