

Globalization of Higher Education and International Student Mobility

*United Nations Expert Group Meeting on New Trends in
Migration: Demographic Aspects
Population Division*

3 December 2012

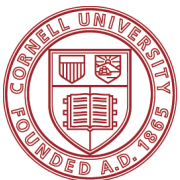
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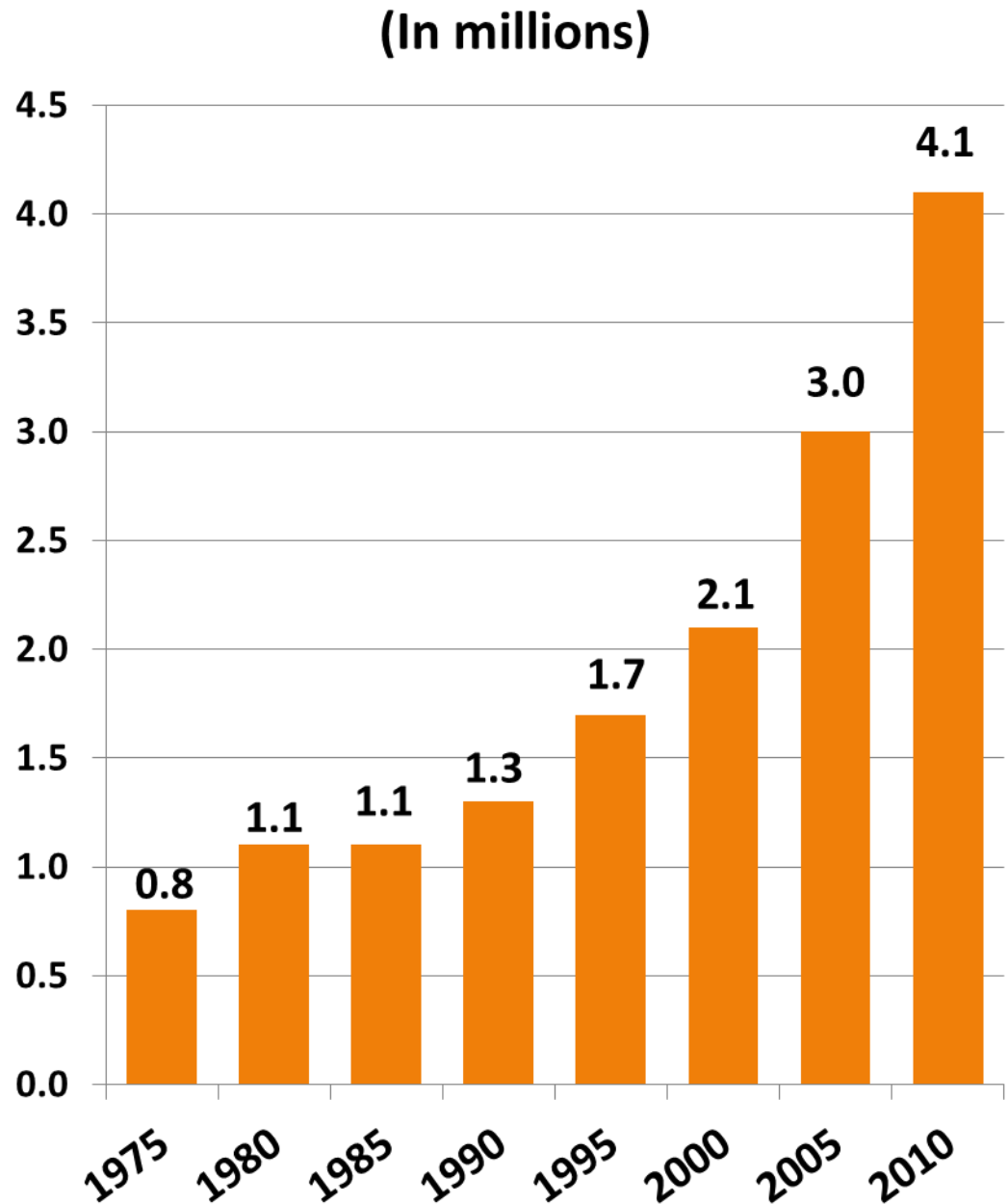


Cornell University

Figure 1. Number of students enrolled in higher education programs outside their country of citizenship

**FOREIGN
STUDENT
NUMBERS HAVE
INCREASED 5-
FOLD SINCE
1975.**

Source: OECD & UNESCO Institute for Statistics. Box C4.1. Education at a Glance, 2012



Mobile Students – definitions and data

UNESCO & OECD asks countries to give them data annually on their numbers of international students.

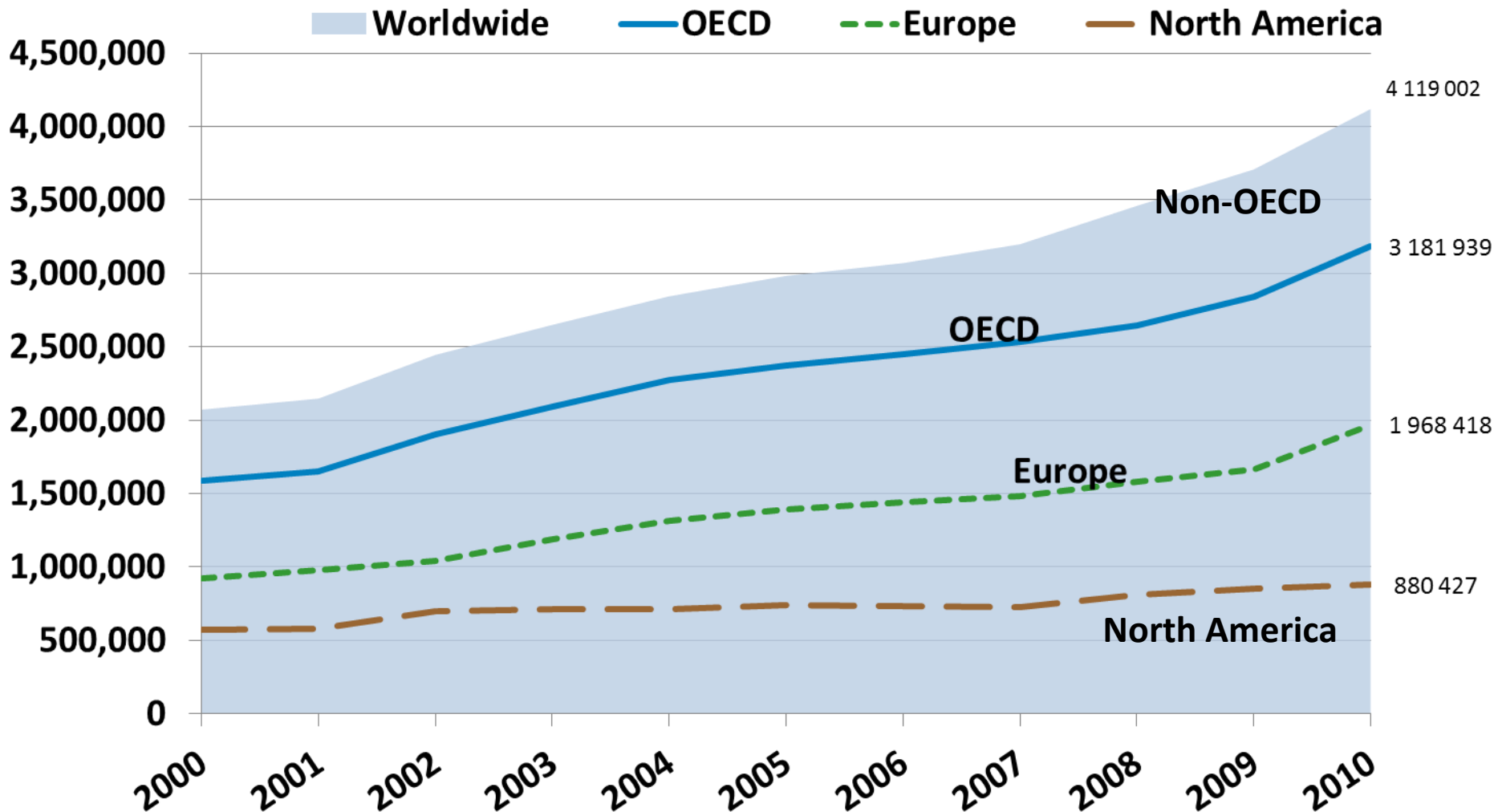
- Not all destinations submit data but compliance is improving
- Country definitions of mobile students vary
- Data are limited to students' origin country, study field, sex
- Tertiary education is equivalent of higher education in USA

- **International students** – people who move to another country with the objective of studying (definition used by USA, UK, Australia)
- **Foreign students** – students who are long-term residents in countries but not citizens that get counted as mobile students (definition used by France, Italy, Japan, Korea)

4 Questions

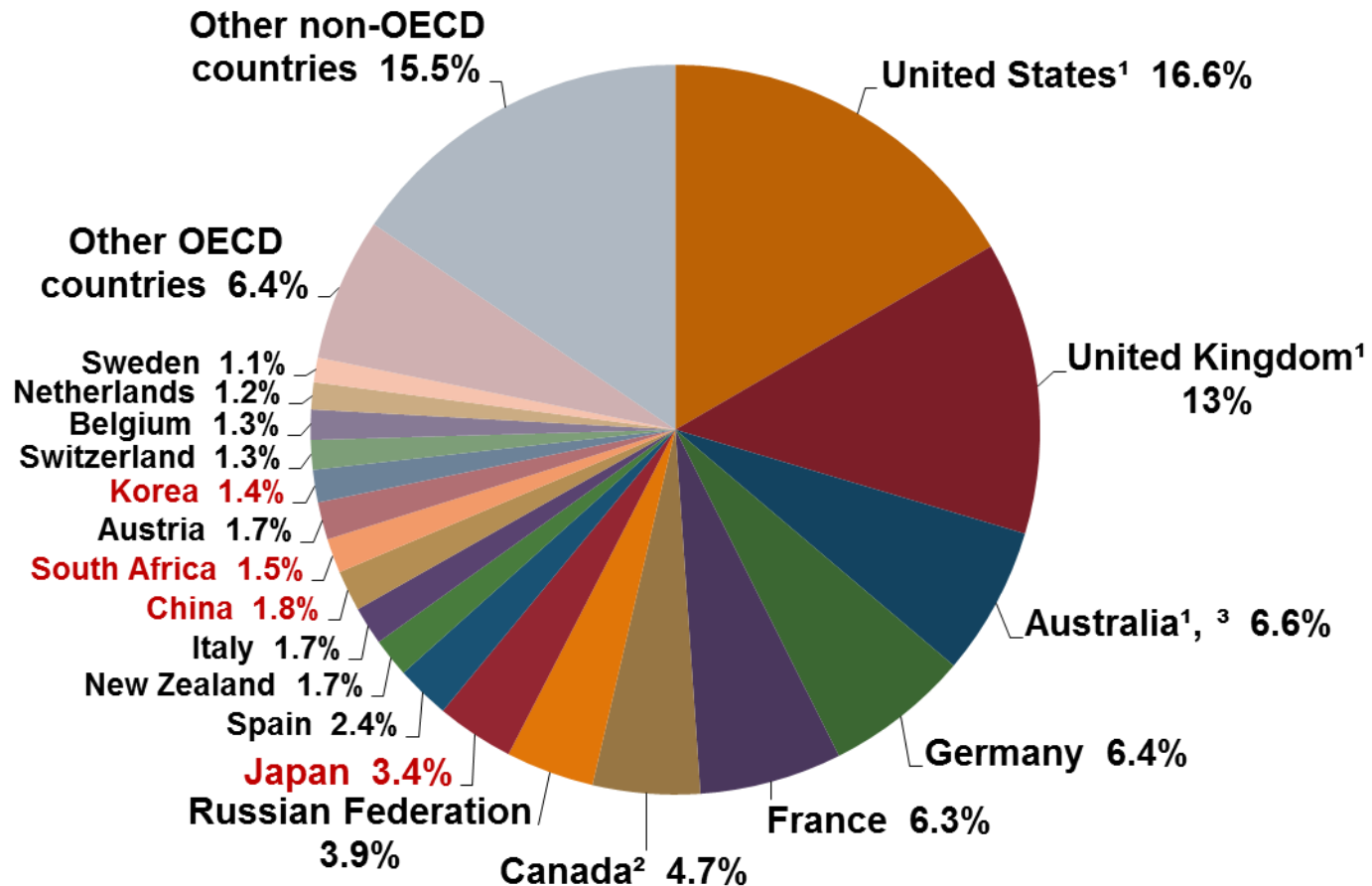
1. Where do most international students do their studies and where do they come from?
2. Why tertiary outbound mobility rates (TOMRs) are important as well as student numbers, and why do TOMRs vary across countries?
3. How do trends in tertiary education enrollments differ across world regions and connect to student mobility?
4. How can international student mobility complement national development efforts?

Numbers of students are largest & growing fastest in Europe. Numbers are also large & growing in OECD and non-OECD



Source: OECD and UNESCO Institute for Statistics for most data on non-OECD countries. Table C4.5. and Chart C4.1, Education at a Glance 2012.

The USA, UK, Australia, Germany, France, Canada, Russia, and Japan had the largest numbers of global students in 2010



Slide shows the % of foreign tertiary students reported to the OECD who are enrolled in each country of destination

1. Data relate to international students defined on the basis of their country of residence.

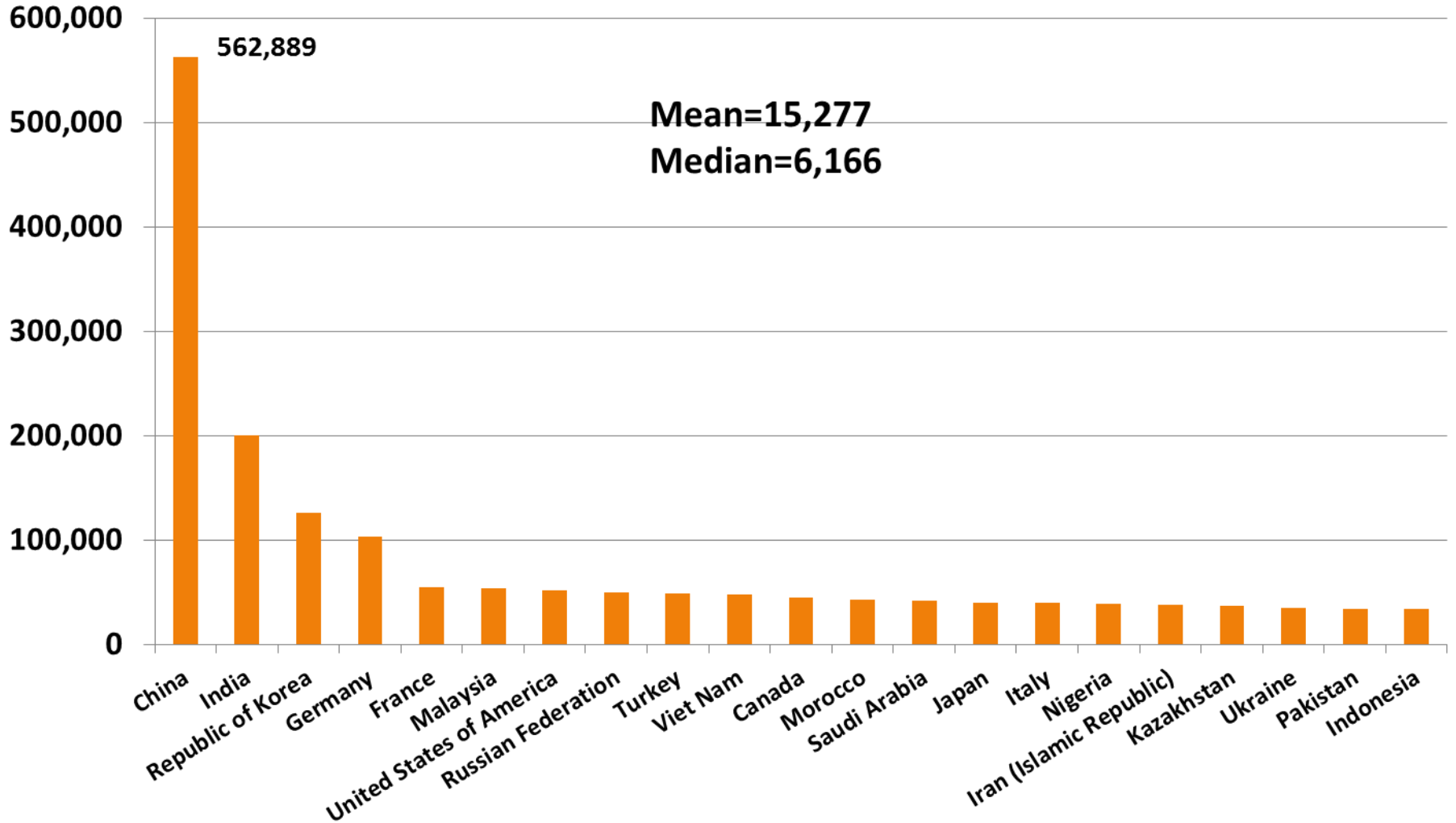
2. Year of reference 2009.

3. Student stocks are derived from different sources; therefore, results should be interpreted with some caution.

Source: OECD and UNESCO Institute for Statistics for most data on non-OECD destinations. Tables C4.4 and C4.7, available on line.

See Annex 3 for notes (www.oecd.org/edu/eag2012).

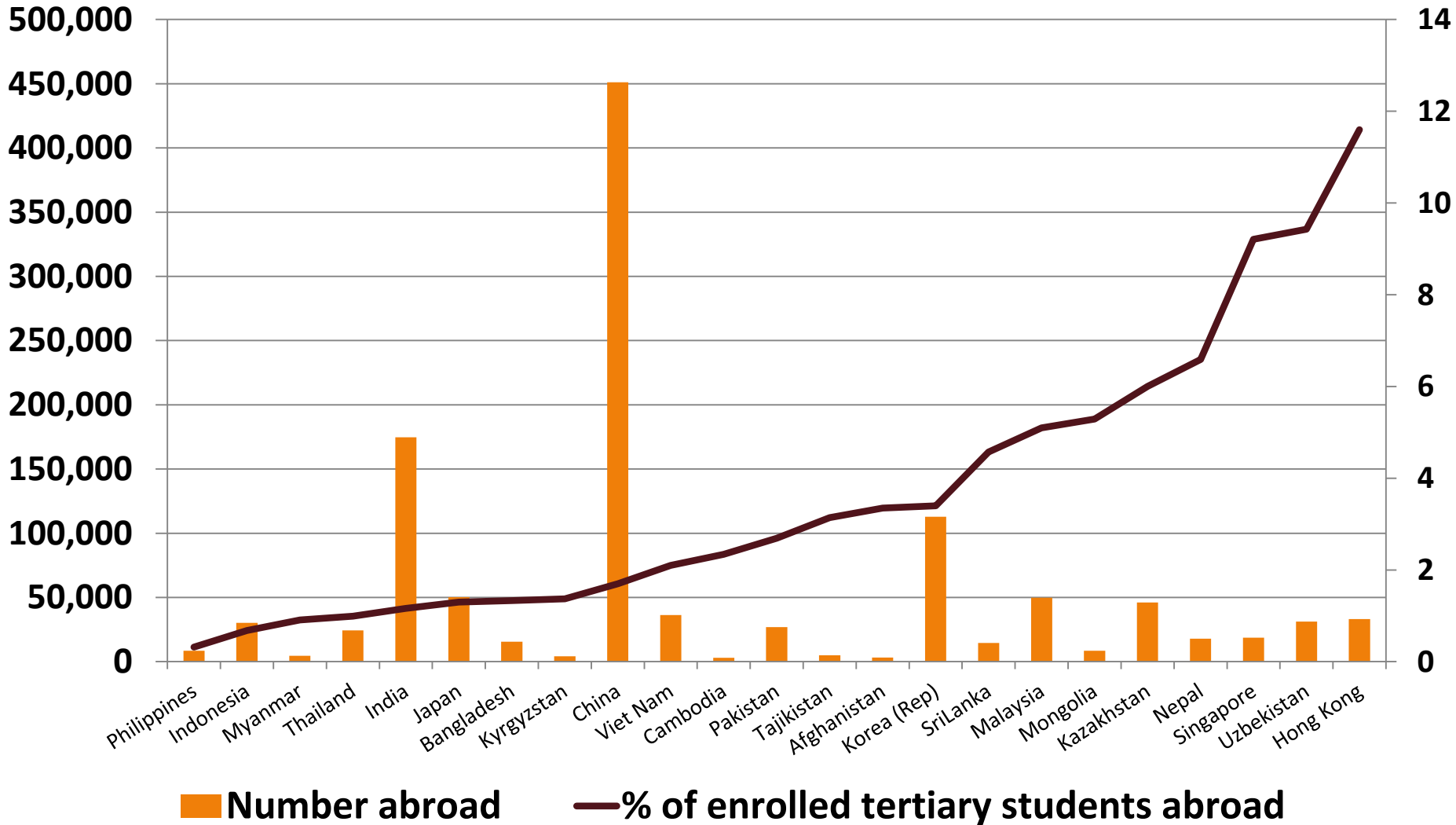
36% of world's students are Chinese; many of the largest senders are Global North countries



Tertiary Outbound Mobility Rates are important as well as student numbers – TOMRs

- Need rate that is not affected by country population size, tertiary age cohort, or tertiary enrollment ratios.
- TOMR = Tertiary Outbound Mobility Ratio
- Measured as % of country's total enrolled students (home and abroad), who are studying abroad.

TOMRs (% of enrolled tertiary students abroad) & student numbers vary greatly across Asia



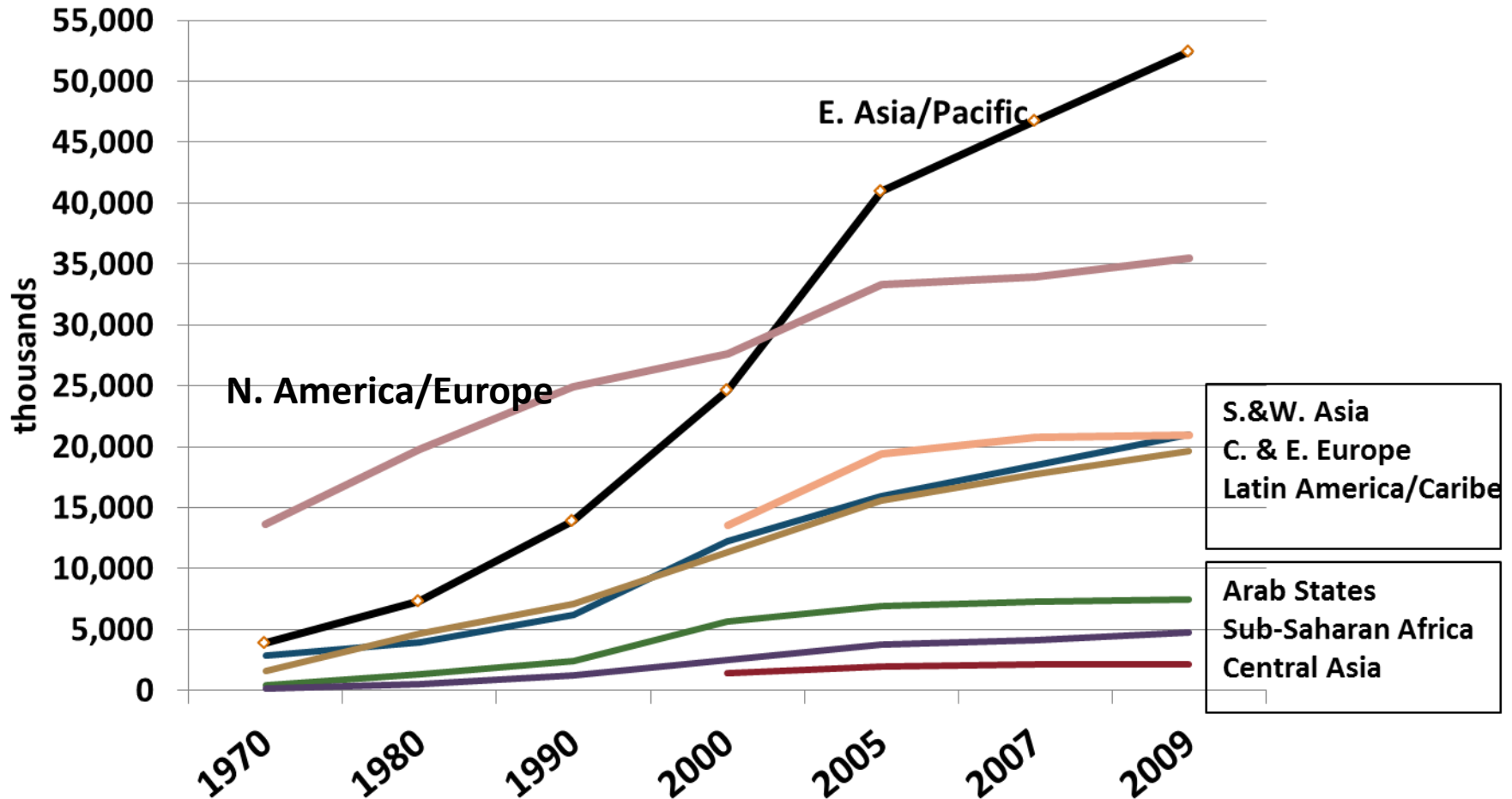
Two theories about outbound student mobility

1. Constrained-domestic schooling: students leave because of lack of study opportunities.
2. Migration-for-employment: students leave to obtain higher wages abroad after they complete their studies

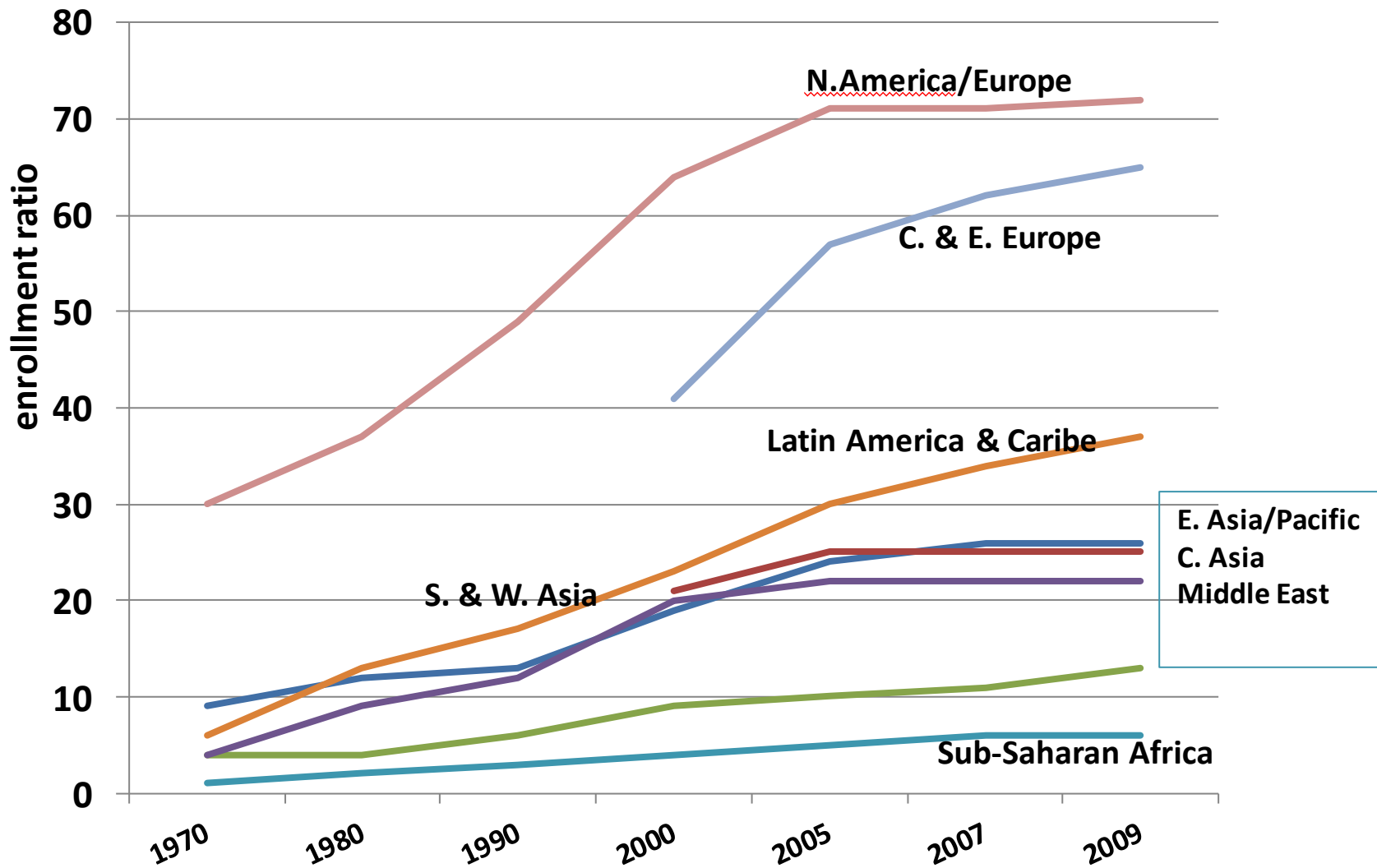
Sending Country Correlates of the % of students abroad

Variables	Significant Relationships
Tertiary education Supply	negative
Population size	negative
Global South country (= 1)	negative
Small country (under 2m) (=1)	positive
Tertiary education Demand	positive
GDP per capita, PPP	positive

East Asia/Pacific region has more enrolled tertiary students than N. America/Europe. Numbers are lowest in C. Asia, sub-Saharan Africa and Arab countries



Gross Tertiary Enrollment Ratios (GERs) are rising at different rates across regions but still highest in N. America & W. Europe



Higher education is changing



Benefits of Cross-border higher education programs (CBHEs)

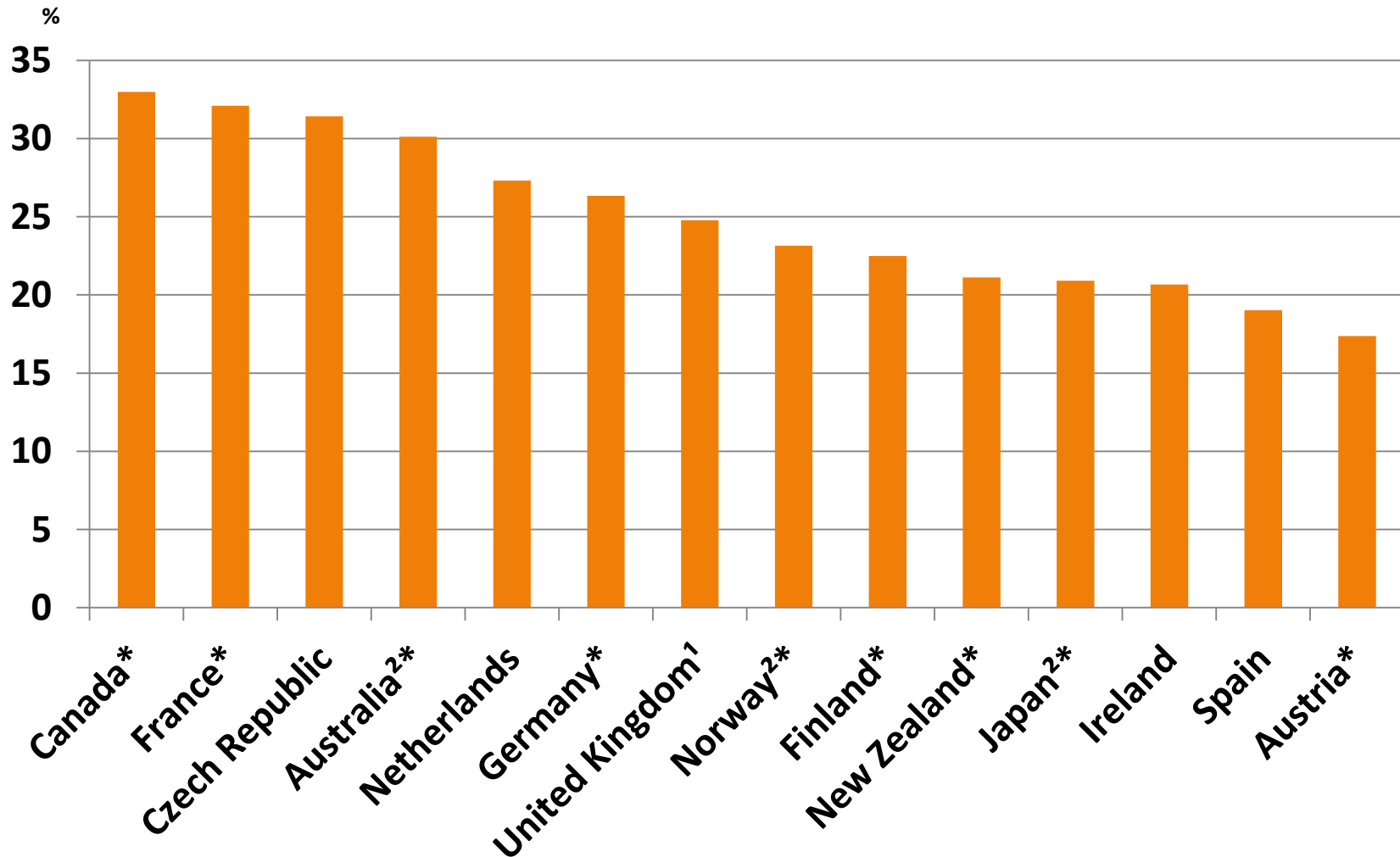
- **Benefits to Global North universities:**
 - generate revenue
 - Able to deploy faculty resources more efficiently
 - Enhances international profile & creates opportunities for nationals
 - Advances mutual understanding between countries
 - Able to recruit highly skilled immigrants
- **Benefits to Global South countries:**
 - Cost effective means to expand education system
 - Increase courses/programs in fields where local human resources are limited
 - Reduce high non-return rates
 - Become a regional supplier of higher education and generate revenue from international students.



Growth of CBHEs have implications for international student flows

1. Nationals of CBHE host countries can study at home rather than going abroad.
2. Students from other Global South countries can study in CBHE host countries
3. Students from Global North countries will be attracted to these new centers of excellence

% of international students changing visa status and staying on varies across selected OECD countries



Note: Unless specified otherwise, students stocks come from permit sources. For European countries, covers only students from outside the European Economic Area.

Data for Canada include changes from student to other temporary statuses.

* Year of reference 2008.

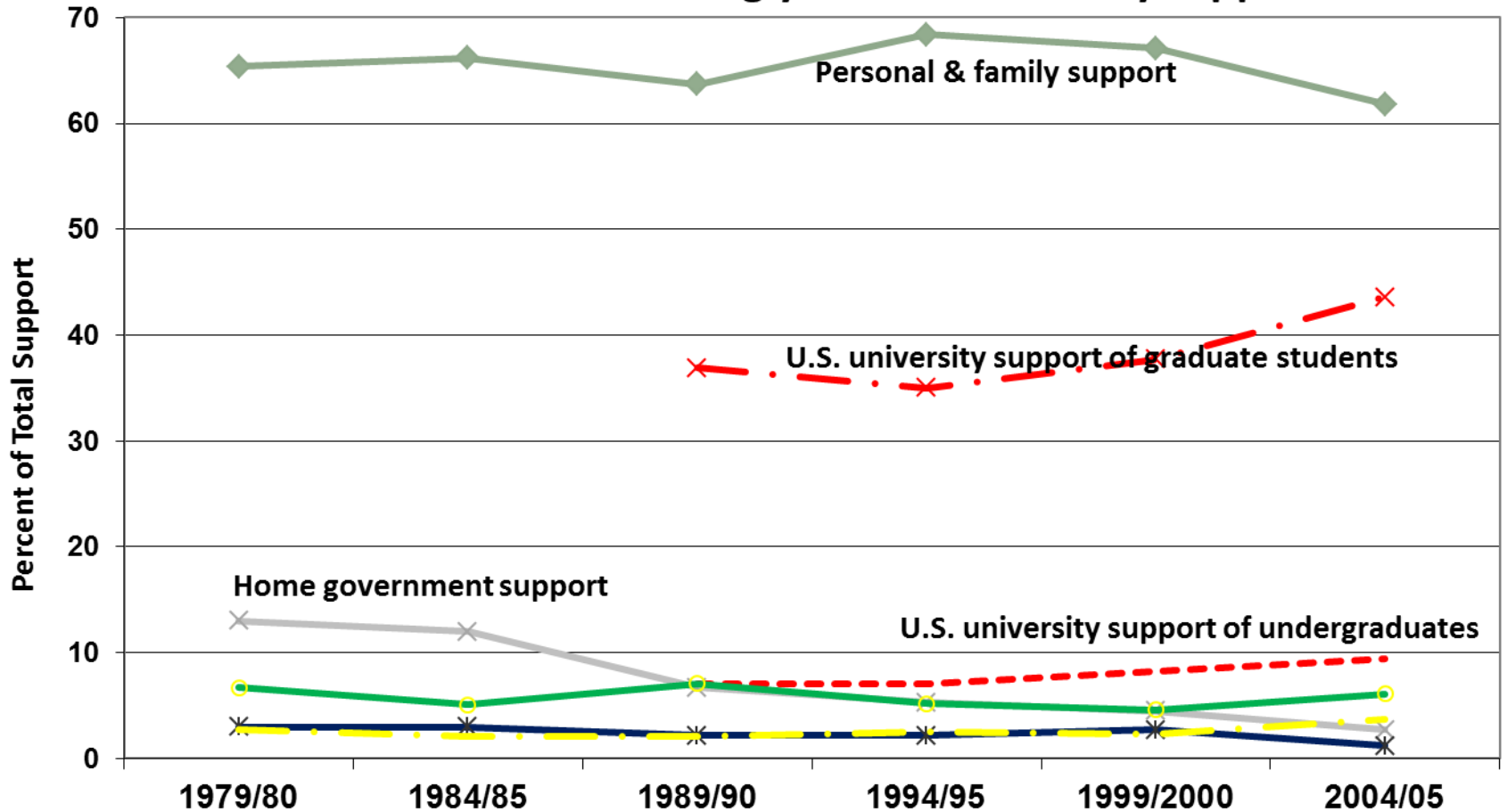
Source: OECD, 2011 International Migration Outlook.

Summing up & Unanswered Questions

- Do what extent should countries sponsor nationals for study abroad in order to improve their higher education systems?
 - Brazil – STEM fields & sandwich programs
 - Thailand – work commitment to return
- Will students who study within their own regions have lower “stay” rates?
- How to use scientific diasporas to strengthen higher education capacity?

Following slides were not used in
presentation

Most U.S. international students pay for their education but Graduate students increasingly receive university support.



U.S. University: Graduate

Home Government/University

Employment (current)

Personal & Family

U.S. University: Undergraduate

Foreign Private Sponsor

Other U.S. public/private source

East, South & Central Asian international students in USA are rising but numbers from other regions are declining

