

# Exchanging Quality: Trends in Global Student Mobility

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# Topics

- Where are we now? Trends in Student Mobility
- National Policies for International Education
- Student Mobility as a Quality Indicator?

# What is IIE?

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- America's largest not-for-profit organization in international education exchange and training
- Founded in 1919 in NYC
- Now with 18 offices globally
- 400 staff worldwide
- [www.iie.org](http://www.iie.org)

# What does IIE do?

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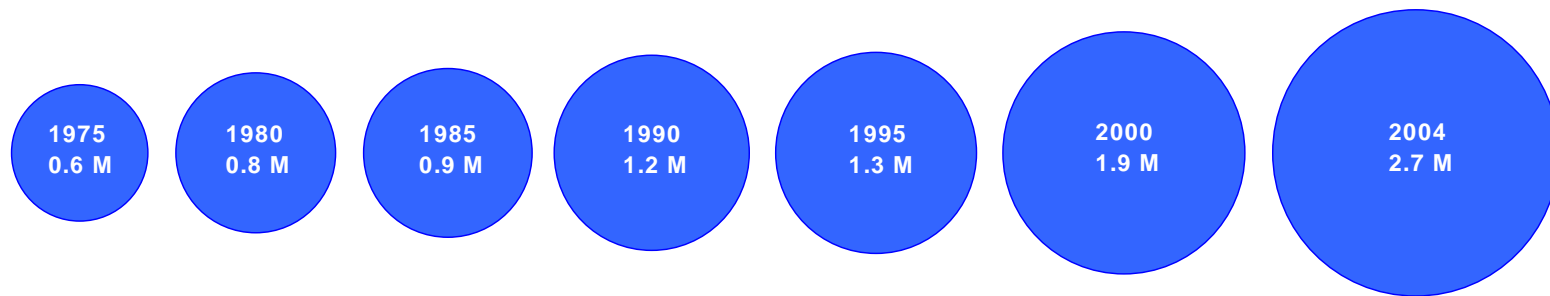
- Administers the Fulbright Fellowship Program on behalf of the U.S. Department of State
- More than 200 other programs
- Serves 18,000 students, teachers, scholars, and professionals in 175 countries annually
- Collects and disseminates data on international student mobility
- Runs the IENetwork membership association: a global resource for nearly 900 member colleges and universities

# Global Student Mobility: Who is Going Where?

# A Look at the Numbers

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Chart Box 3.1.  
Growth in internationalisation of tertiary education (1975-2004)

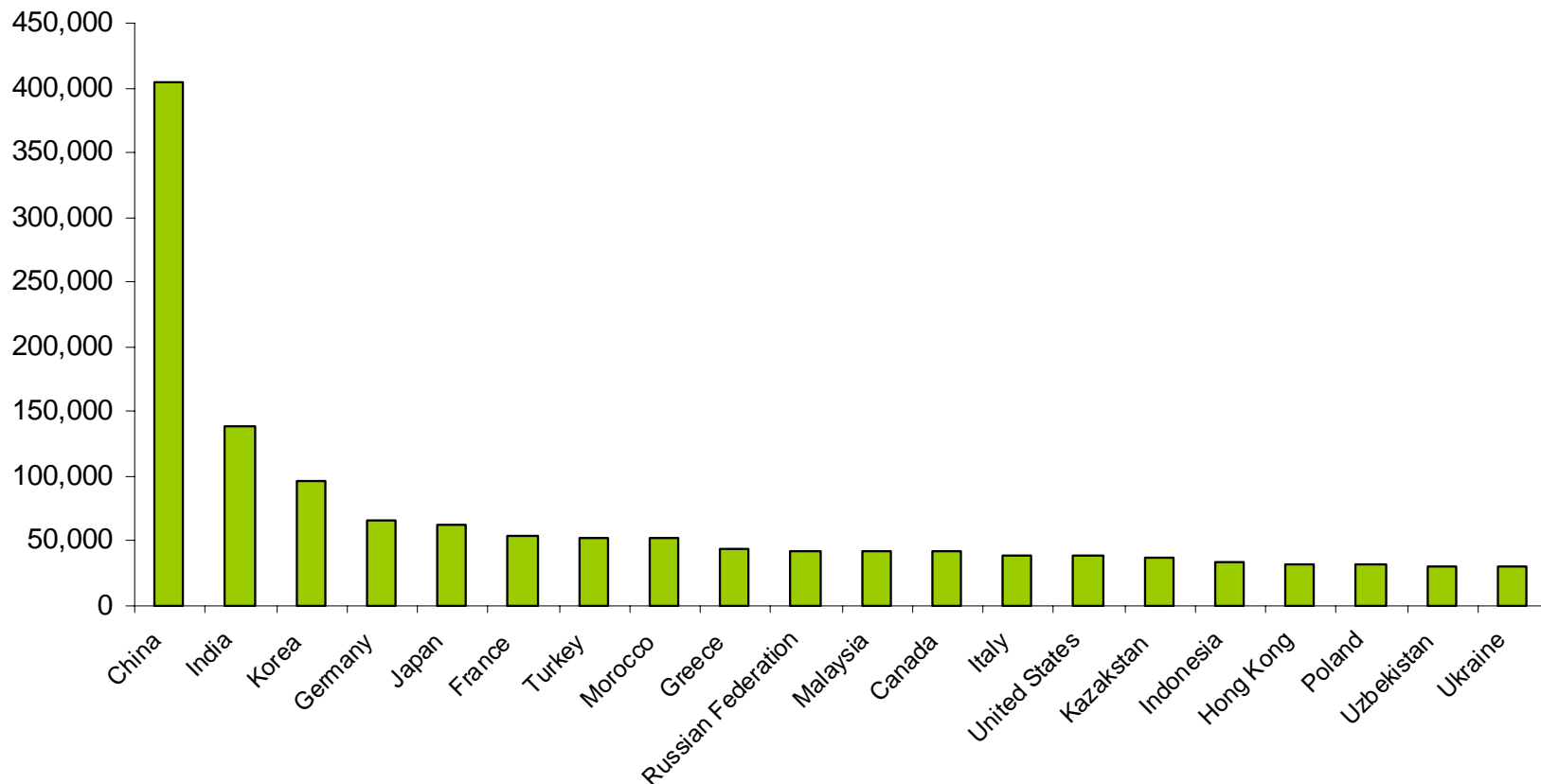


➤ **2.7 million students are being educated outside their home countries, a 50% increase since 2000.**

➤ **By 2025, almost 8 million students will be educated internationally**

# Where Do they Come From? Top 20 Countries of Origin

Top 20 Countries of Origin



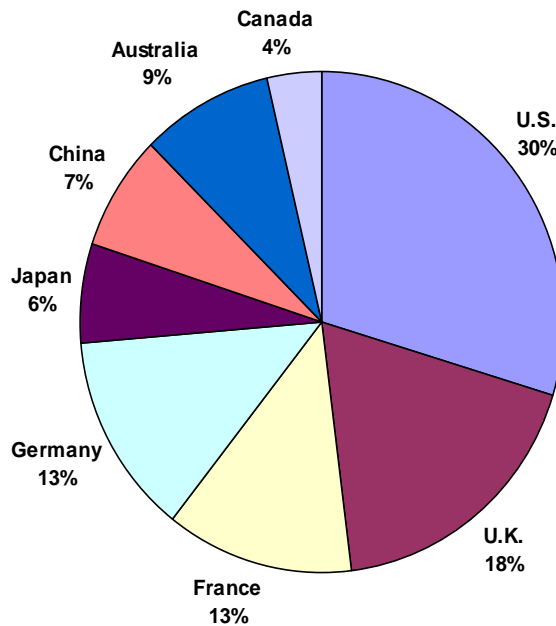
Source: OECD, Education at a Glance 2007

# Where Are They Going To?

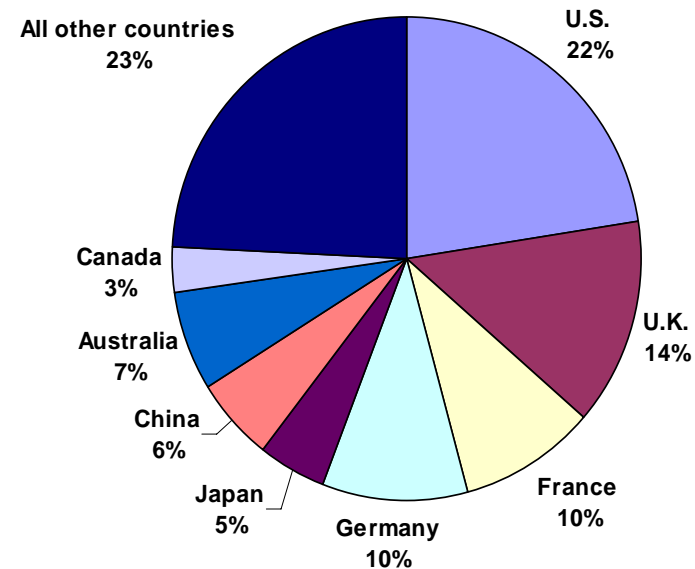
## Top Destination and Global Share of International Students

- The U.S. hosts the largest proportion of international students (22%)

### Top Destinations



### Worldwide: A Growing Pie



Sources: Project Atlas; data from partner organizations; and UNESCO

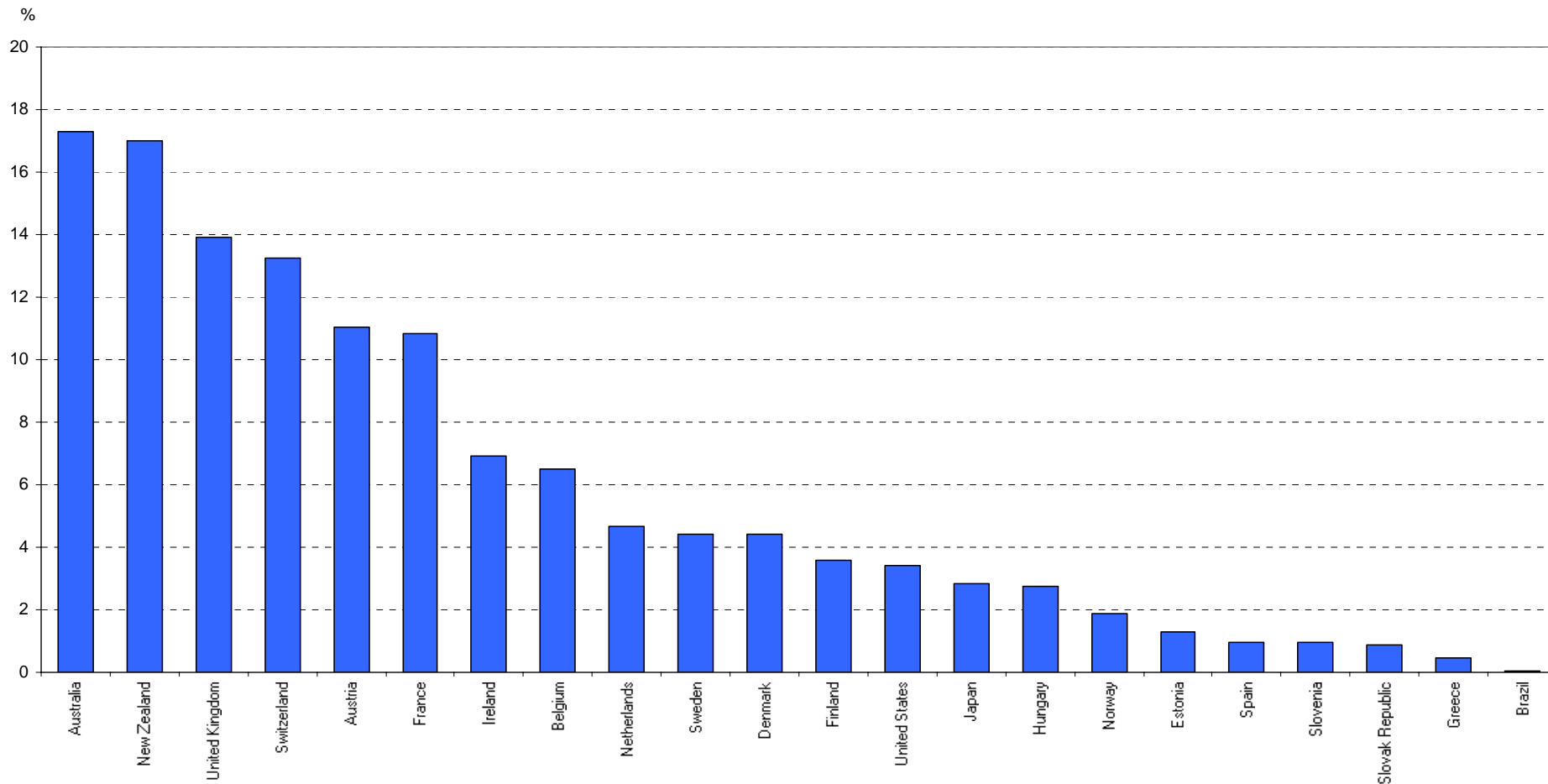


# International Student Enrollments

Chart C3.1. Student mobility in tertiary education (2005)

This chart shows the percentage of international students enrolled in tertiary education. According to country-specific immigration legislations and data availability constraints, student mobility is either defined on the basis of students' country of residence or the country where students received their prior education.

Note that the data presented in this chart are not comparable with data on foreign students in tertiary education presented in previous editions of *Education at a Glance* or elsewhere in this chapter.



Countries are ranked in descending order of the percentage of international students in tertiary education.

Source: OECD. Table C3.1. See Annex 3 for notes ([www.oecd.org/edu/eag2007](http://www.oecd.org/edu/eag2007)).

# National Policies for International Education

# The Race is On: National Strategies for International Education

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*Why are countries establishing coordinated international education strategies/policies?*

- To set targets for international student recruitment
- To develop national marketing and recruitment plans
- To help finance recruitment and marketing efforts
- To meet changing needs of labor market
- To ensure country's global economic competitiveness

# The Race is On: National Strategies for International Education

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*What are countries doing to attract international students?*

## United Kingdom:

- **Prime Minister's Initiative (PMI):** launched in 1998, improved marketing strategy for international education from the UK as a whole and from individual institutions.
- **Education UK Brand:** launched in 2000, the brand is focus point for marketing British institutions to foreign students. Managed by British Council network and available for use by all UK institutions to assist and inform their marketing programs overseas.
- **Science and Engineering Graduate Scheme (SEGS):** launched in 2004, allows students who have graduated from eligible courses (physical sciences, mathematics and engineering ) to remain and work in the country for one year.
- **Highly Skilled Migrant Programme (HSMP):** launched in 2002, a point-based skilled immigration category, where applicants are scored according to educational qualifications, work experience, past earnings and achievements.
- **New investment in marketing an promotion:** 1.3 million pounds to be spent in 2006-2007 on marketing and promotion of UK universities outside of EU.
- **Changes to Visa System in 2006:** International students, who complete a undergraduate or graduate degree in certain areas (such as maths), will be able to work in UK for up to 12 months.

# National Strategies for International Education

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*What are countries doing to attract international students? continued*

## **France:**

- Established CampusFrance, a new agency with 98 offices worldwide, charged with promoting French higher education.

## **Singapore:**

- Established Singapore Education, charged with promoting and marketing Singapore abroad, and launched the Global Schoolhouse Initiative with aim of attracting ten universities to Singapore.

## **New Zealand:**

- Announced new International Education Agenda – an integrated, long-term, whole-of-government strategy, based on a multi-million dollar package.

## **Scotland:**

- Launched “Fresh Talent Initiative” aimed at attracting 8,000 foreign professionals a year by allowing international students who graduate from a Scottish university to remain for two years of employment.

## **Canada:**

- Expanded and refined its “Skilled Migration” approach, attracting students in strategic disciplines and letting them stay on for employment upon graduation.

# National Strategies for International Education

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*What are countries doing to attract international students? continued*

*Setting Targets: The “unusual” suspects:*

## **Malaysia**

- Attract 100,000 international students by 2010

## **Jordan:**

- Increase number of international student to 100,000 by 2020.

## **Singapore**

- Attract 100,000 by 2015.

## **China:**

- Attract 300,000 students by 2020.

## **Japan:**

- Goal to attract 1 million foreign students by 2025 (up from current 120,000).

## Example: United States

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- New Programs and Increased Funding (e.g. *International Fulbright Science and Technology Award*)
- U.S. University Presidents Summit on International Education in January 2006
- University Presidents Delegation to Asia, led by U.S. Sec of Education and Asst Sec of State in November 2006
- Doubled resources spent on exchanges with the Middle East and South Asia
- Renewed EU-US Atlantis Program
- EducationUSA Network of 450 educational advisers around the world

# How U.S. universities expand their recruitment of international students

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- **58% of surveyed campuses reported taking special steps in Fall 2006 to increase international student enrollment (Fall 2006 snapshot survey)**
  
- **Steps to Attract International Students:**
  - Increasing outreach to potential students through more in-country recruitment by alumni and US campus representatives; increased funding for marketing, promotion, and recruitment trips
  - New/additional staff time devoted to international student recruitment
  - Insuring that materials & website information send strong welcoming message and contain suggested timeline for application steps
  - Expedited admissions process & early notification; email follow-up
  - Developing linkage programs with international universities for student & scholar exchanges; stimulating future applications from abroad for degree study
  - Creating joint degree/distance learning mechanisms to engage with international students and scholars who remain outside the U.S.



# Why Attract International Students – The U.S. Perspective

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## 1. Economic Impact of International Students

- *International Students in the US contribute nearly \$13.5 billion to the US economy, through their expenditures on tuition and living expenses.*

## 2. Academic Impact of International Students

- *Nearly 50% of the U.S. doctorates awarded in engineering and computer science go to international students (60% of doctoral degrees in engineering were conferred to international students)*
- *Many foreign students serve as teaching or research assistants, especially in Science and Technology graduate departments, to which American students are not applying.*
- *More than one-third of U.S. engineering and computer science faculty are foreign-born, many of whom are coming to the US first as international students.*

## 3. Impact on U.S. Global Competitiveness

- *Workforce: More than 50% of Ph.D. engineers working in the U.S. are foreign born and 45% of Ph.D. math and computer scientists, as well as life scientists and physicists working in the U.S. are foreign-born.*
- *R&D/Innovation: The presence of foreign graduate students has a strongly positive impact on future patent application and grants. And, more than one-third of Nobel Laureates from the United States are immigrants.*

# Summary of Global Student Mobility Trends

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- Increasing numbers of international students and scholars worldwide
- National and multi-national policies encouraging international education
- Increased recruitment by other countries
- Improved capacity within traditional sending countries such as China and India

# Student Mobility as a Quality Indicator

# Student Mobility and Quality? How does Mobility Contribute to Quality in Education

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## Strengths and Opportunities:

- Quality Indicator: Times Higher Rankings
- International students enhance learning environment
- Study abroad provides larger learning arena for students and more learning opportunities not offered at home
- Personal development of students (global competence, language acquisition, new perspectives)
- Competing by offering quality
- Contribution of international students to graduate output and research
- Exchange contributes to completion and retention rate in higher ed.

Source: Eivind Vad Petersson, University of Oslo, Presentation at EAIE Conference 2007

# Student Mobility and Quality?

## Does Mobility Dilute Quality in Education?

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### Threats and Weaknesses:

- National dialogues focus on *quantity*, rather than *quality*
- Export-oriented dialogue: targets focus on economic contributions of international students
- Mobility programs are getting shorter
- Not enough diversification and integration: “ghettofication” of international students
- Language issues: insufficient proficiency in English of either student or instructor (can hamper quality)
- Internationalization is not part of the institutional strategy
- Faculty is largely uninvolved
- Brain drain?

Source: Eivind Vad Petersson, University of Oslo, Presentation at EAIE Conference 2007

# Student Mobility and Quality?

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## Conclusions?

- What do we mean by quality?
- How do measure quality in mobility?

## Need:

- More overarching strategy is needed that involves all actors (including faculty and university leadership)
- Trend toward stronger curricular integration of programs will lead to higher quality
- Focus on strategic partnerships (not just signing lots of MOUs)
- Quality needs to be the guiding principle (not mobility in itself)

**THANK YOU!**