

International Student Mobility and Tertiary Education Capacity in Africa

INED

*Migration and Education Workshop
Paris, France*

December 17-18, 2010

Mary M. Kritz

*Department of Development Sociology
Cornell University
Ithaca, NY*

mmk5@cornell.edu



Cornell University

**Does the increased availability
of tertiary education capacity
in African countries reduce
student outflows to other
countries?**

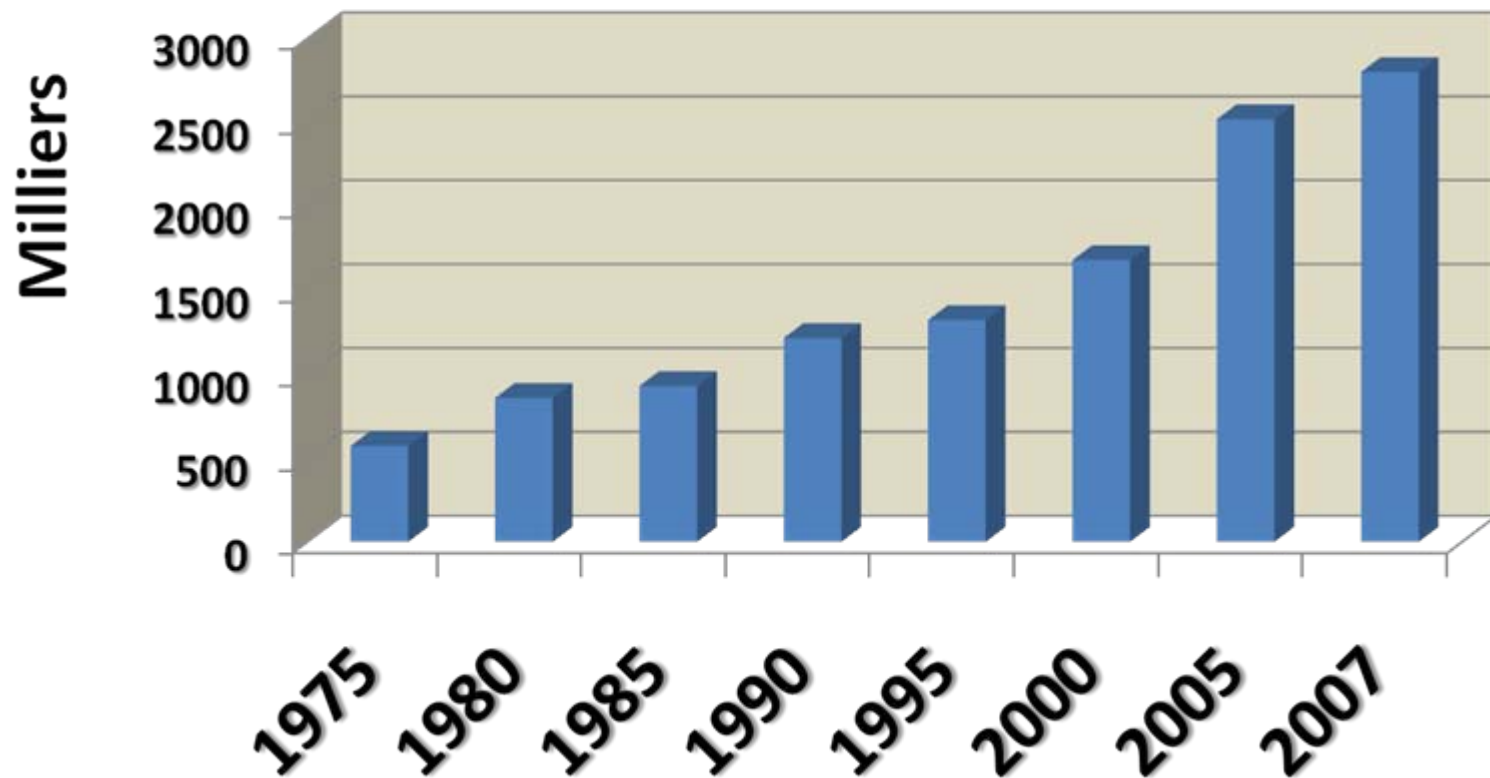
Push vs. pull – what drives student migrations?

- Sending Country Push Support:
 - Human capital theory
 - Lee & Tan, 1984, LDC to DC
 - Angel-Urdinola, 2008, Latin America to USA
- Receiving country Pull support:
 - Stark & Beine theoretical work
 - Cummings, 1984, Asian outflows
 - Mark Rosenzweig, 2006 & 2008, flows to USA
 - Lindsay Lowell, 2009, flows to USA

Definitions

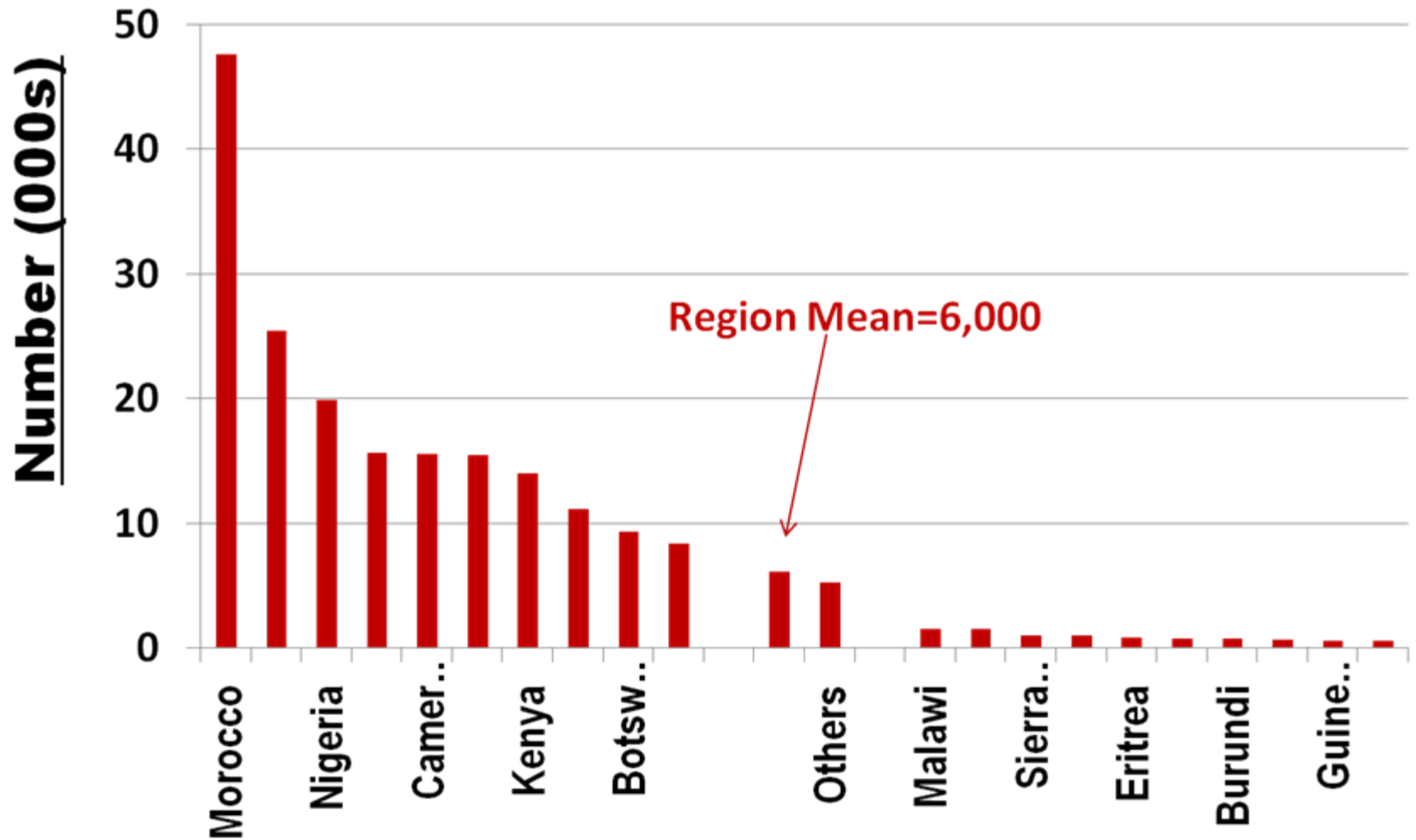
- **Tertiary education** – countries differ in their definitions of higher education and post-secondary education.
 - Tertiary education includes both forms
- **International Mobile students** – persons who move to another country for study purposes
 - Should not include children of immigrants

Global numbers of internationally mobile students have increased 5-fold since 1975



Source: OECD Education at a Glance and UNESCO Global Education Digest, various years

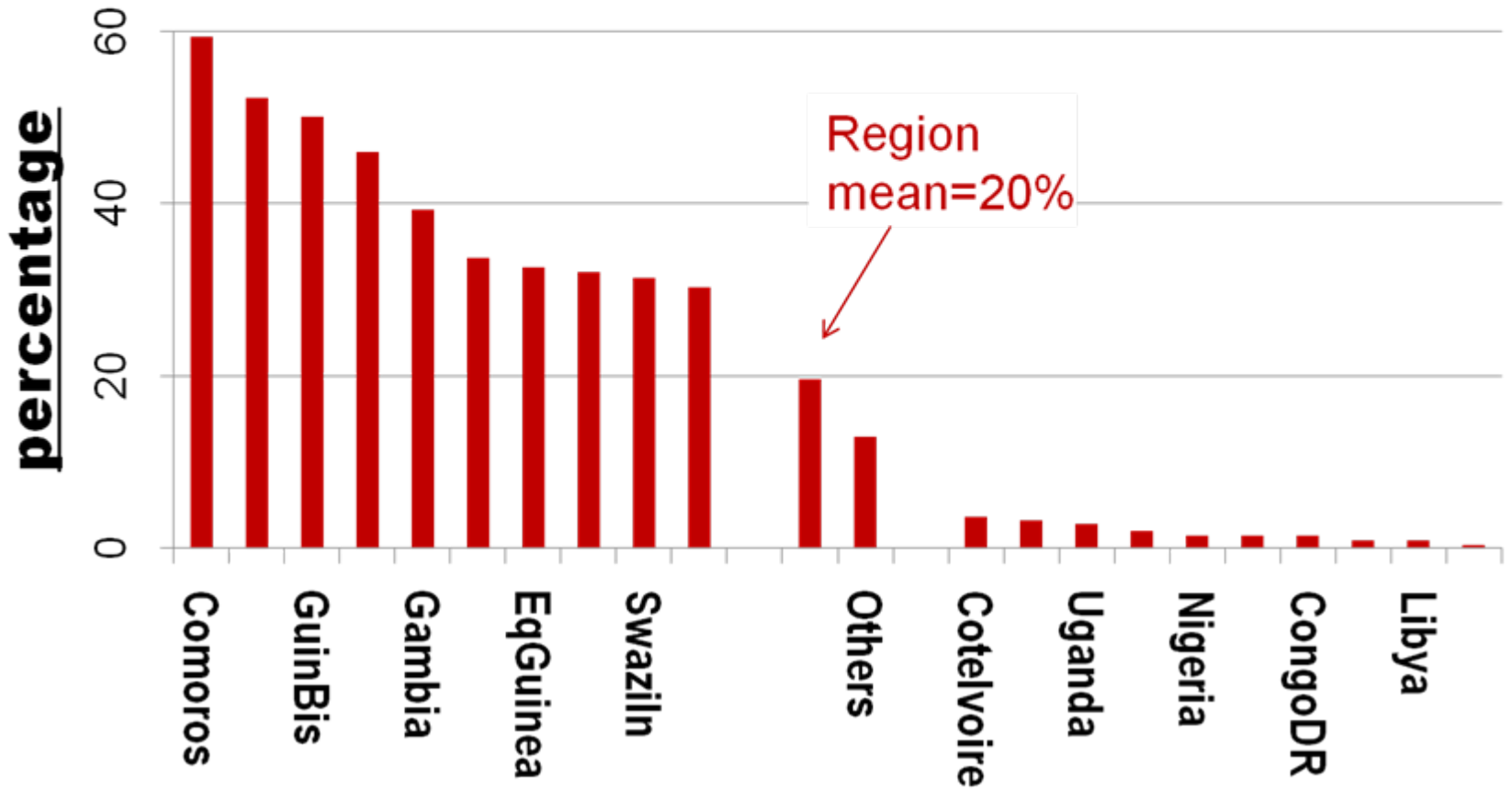
African countries with the largest and smallest numbers of students abroad



Cross-Country Comparisons in student mobility – How to measure?

- total number of students who are studying abroad
- % of tertiary-age population abroad
- % of enrolled tertiary students who are studying abroad

African countries with largest and smallest % of enrolled tertiary students abroad



3 SPECIFIC QUESTIONS

- 1. How do African countries differ in international student mobility?**
- 2. What are the cross-country correlates of international student mobility?**
- 3. Does the increased availability of tertiary education capacity reduce student outflows to other countries?**

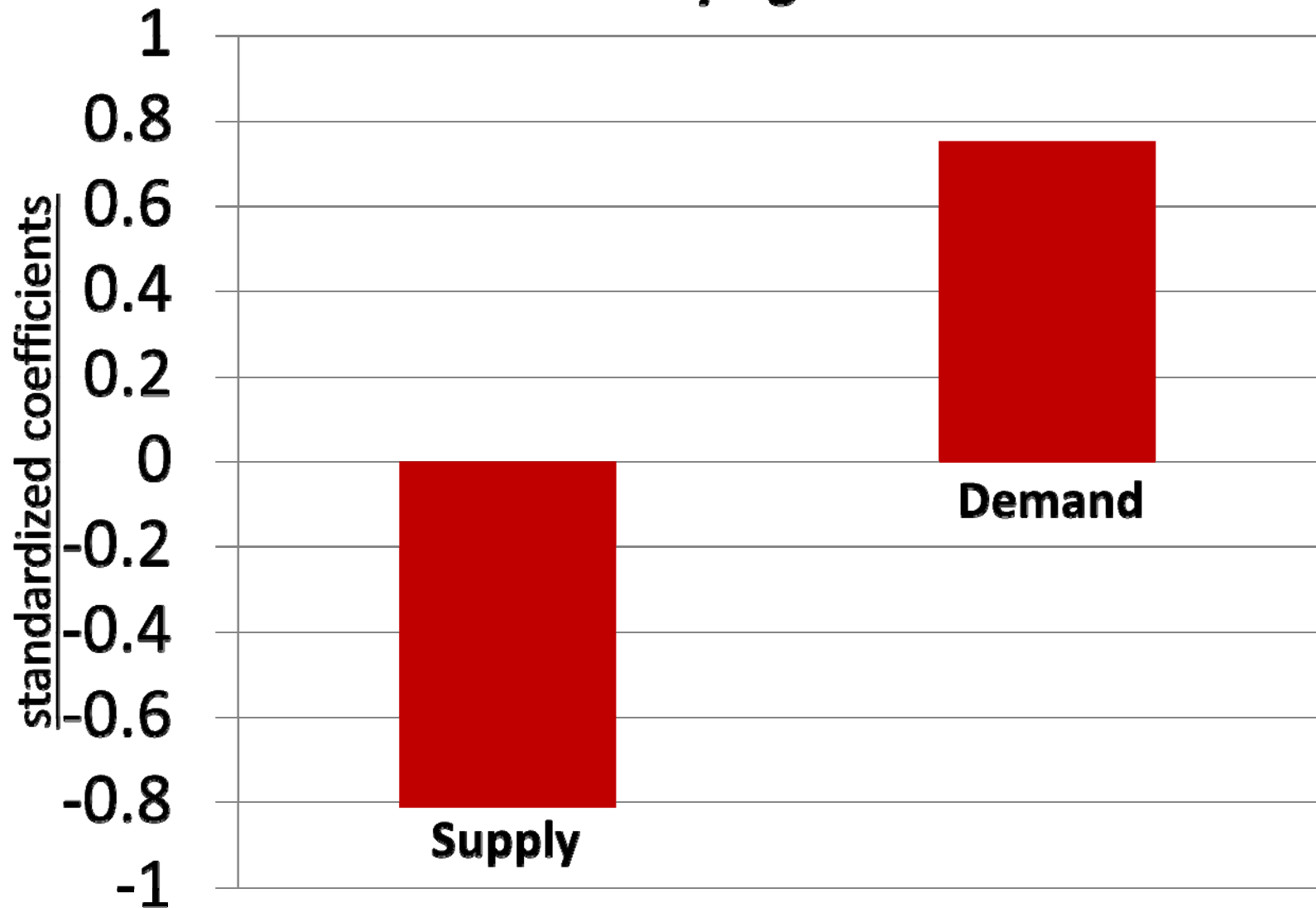
Measuring Education Capacity

- **Quality** – ideal approach but insufficient data
- **Quantity** – 2 measures
 - **Supply** - % of tertiary age population enrolled in tertiary education
 - **Demand** - % of secondary age students enrolled in tertiary education

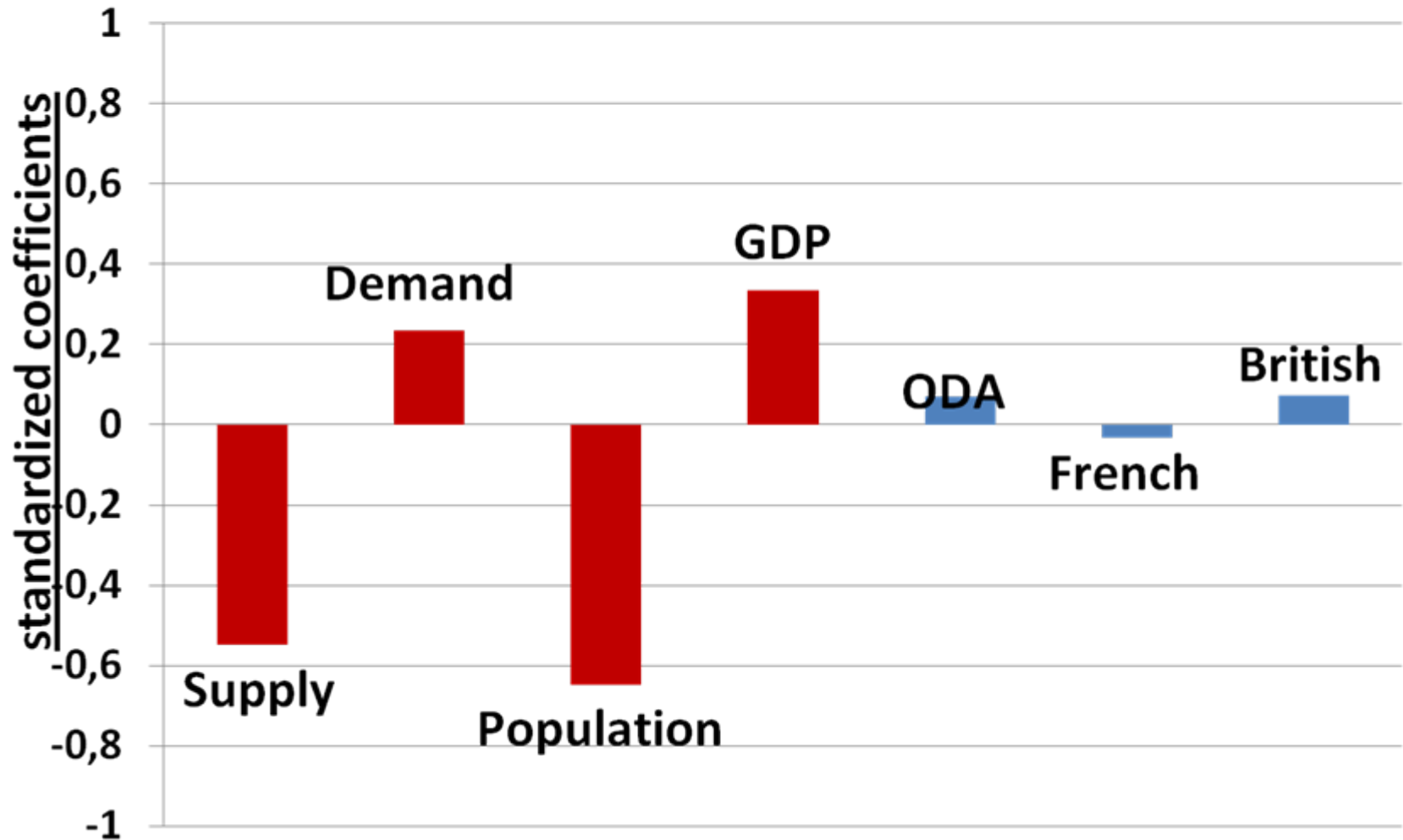
OLS Model Covariates

- **SUPPLY** - % of the tertiary age population enrolled at tertiary level (log)
- **DEMAND** - % of the secondary age population enrolled at secondary level (log)
- **POPULATION SIZE**, 1999 (log)
- **GDP per capita**, PPP, 1999 (log)
- **French or British colonial status** (=1)

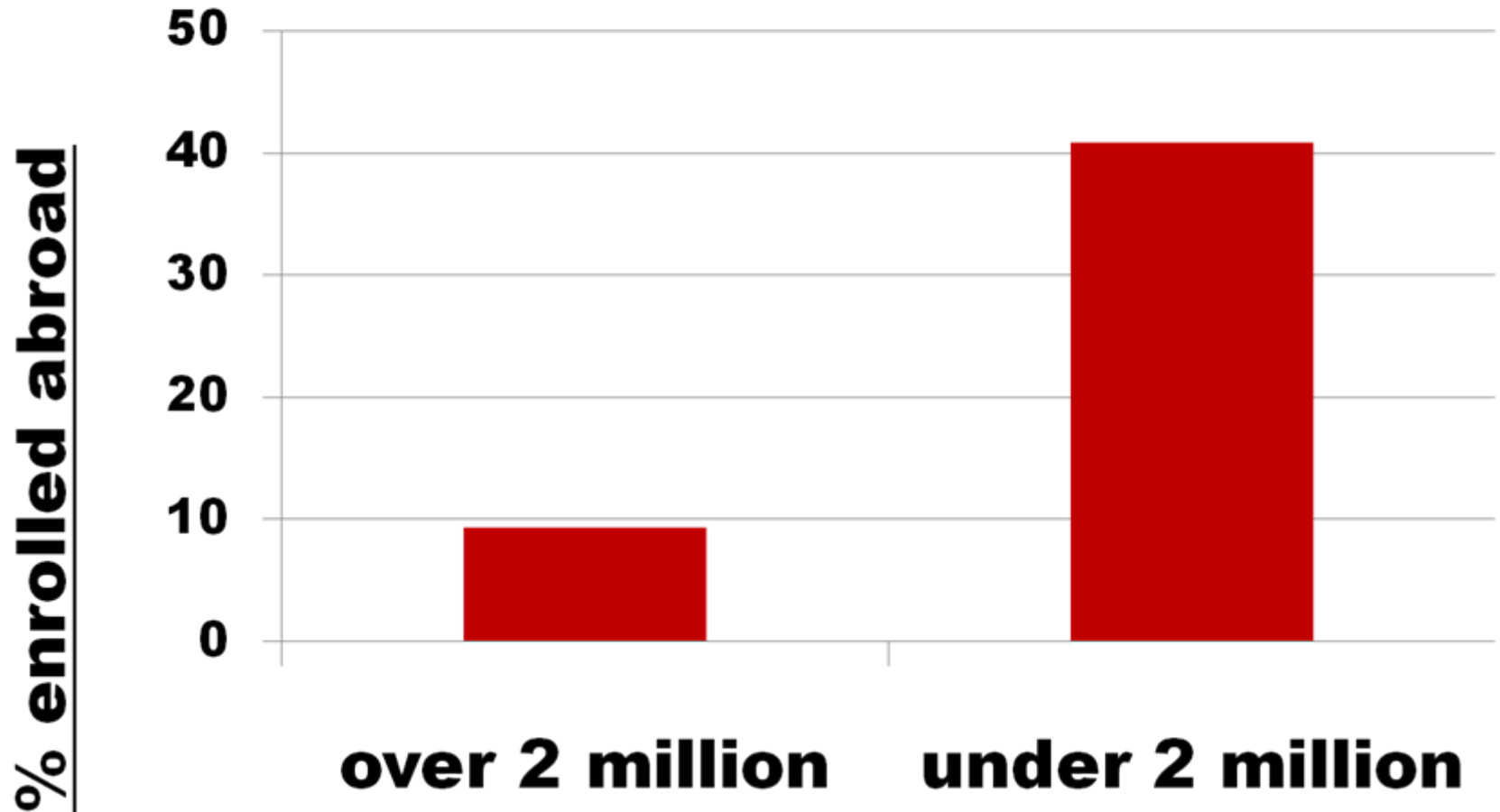
OLS model - % of African enrolled students studying abroad



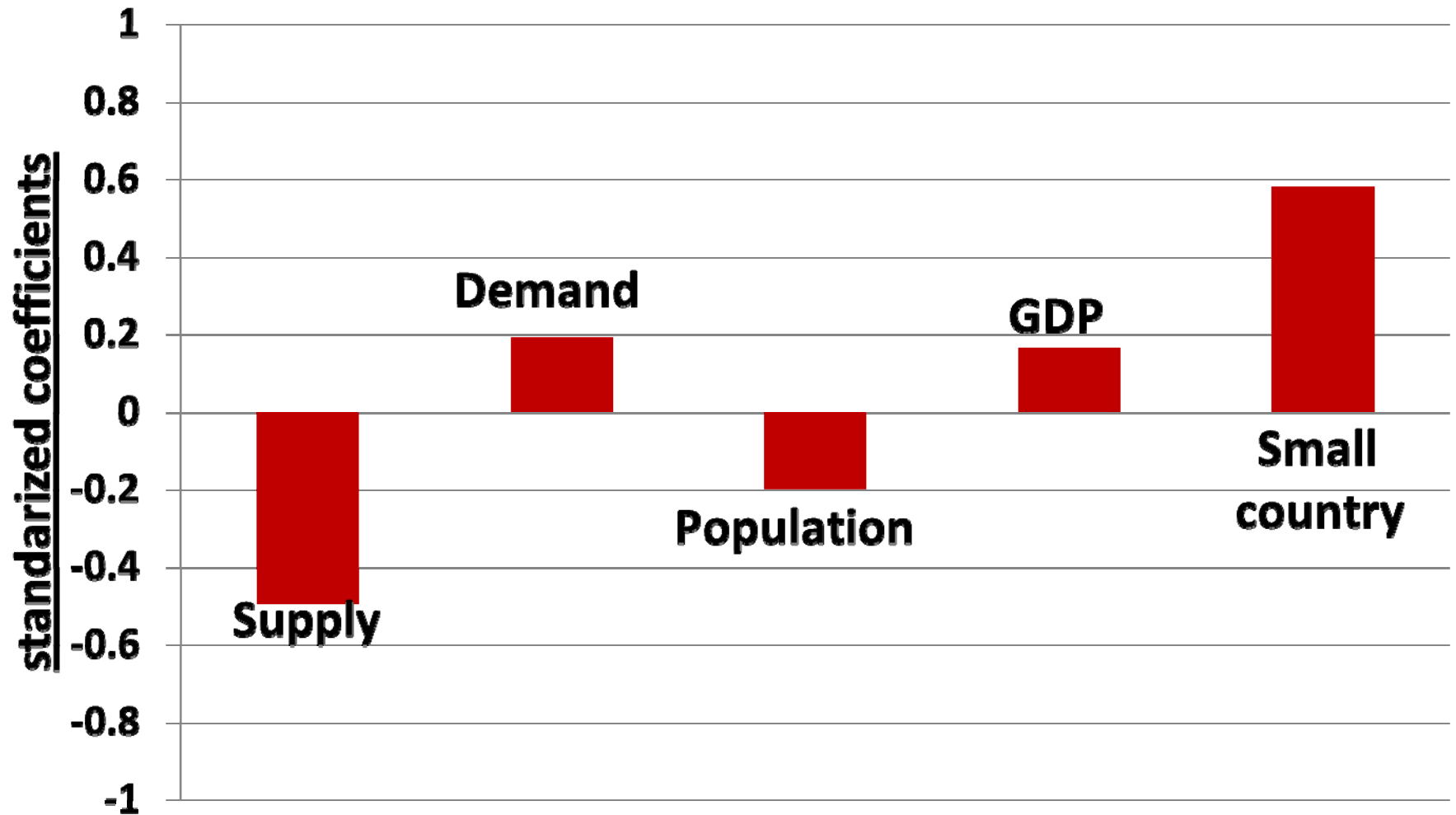
OLS model - % of African enrolled students studying abroad, 2005



% of African enrolled students abroad



OLS model - % of African enrolled students studying abroad, 2005



SUMMING UP

1. Outbound student mobility is an important means of obtaining tertiary education for many Africans.
2. African countries with greater tertiary supply have fewer students abroad.
3. African countries with higher demand send more students abroad.
4. African countries with small populations send more students abroad.
5. Policy Implications – increasing quantity of tertiary education at home could be cost-efficient means to stem brain drain.