



Cross-border higher education: trends and strategies

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Outline

- **Trends in cross-border higher education**
 - Student mobility
 - Programme and institution mobility
- **Drivers, rationales, country strategies, future prospects**
- **Migration-related research questions**



Student mobility

International mobility of students

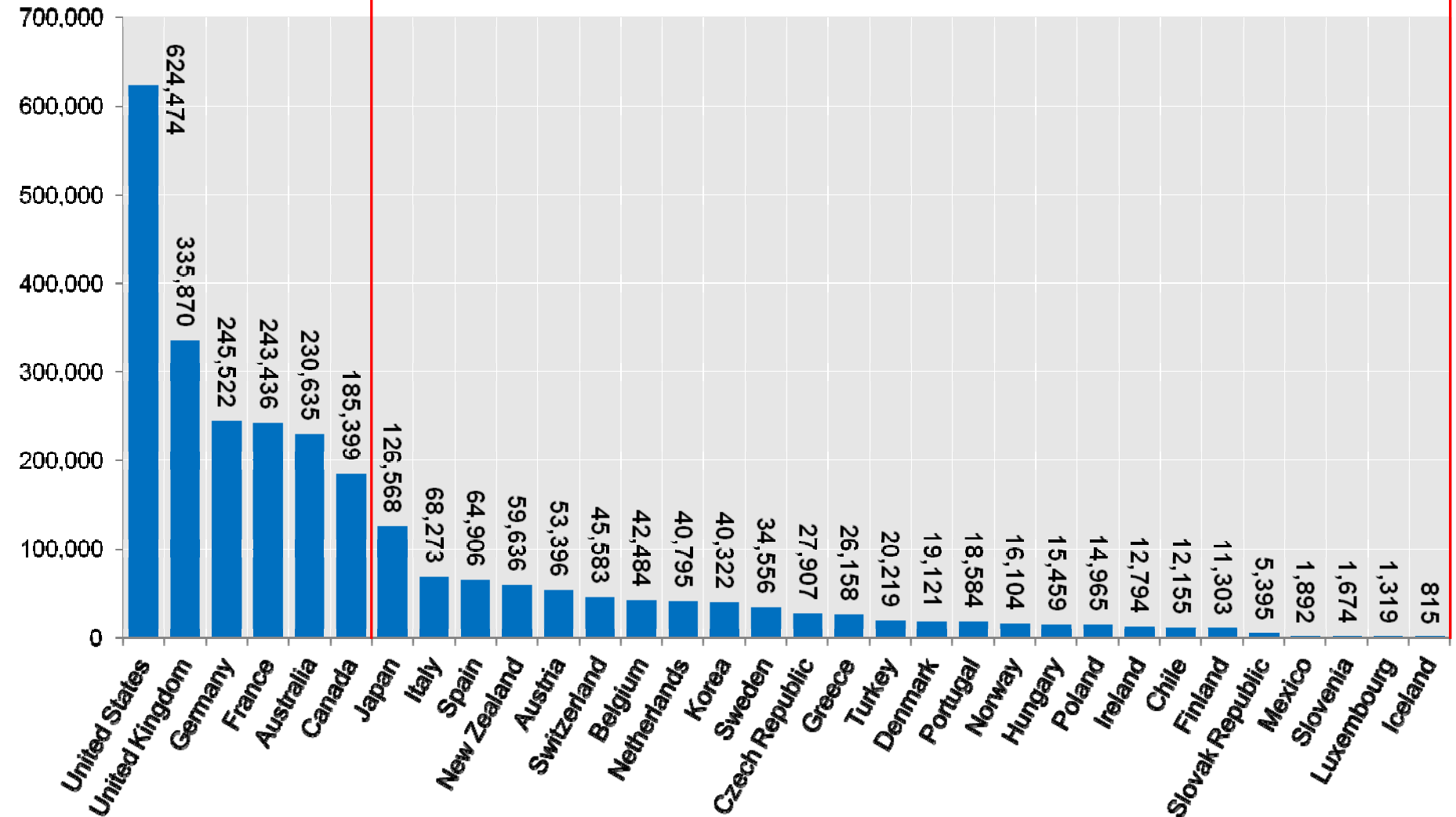
- OECD countries receive about 89% of the ca. 3 million foreign students in the world in 2008
- The number of foreign students within OECD has grown quickly over the past decades and years (by 97% between 1998 and 2008)
- Two thirds of foreign students within the OECD area come from non-OECD countries
- Some of these foreign students are not mobile students (but the bulk of them are mobile)

Number of foreign students in OECD countries (2008)

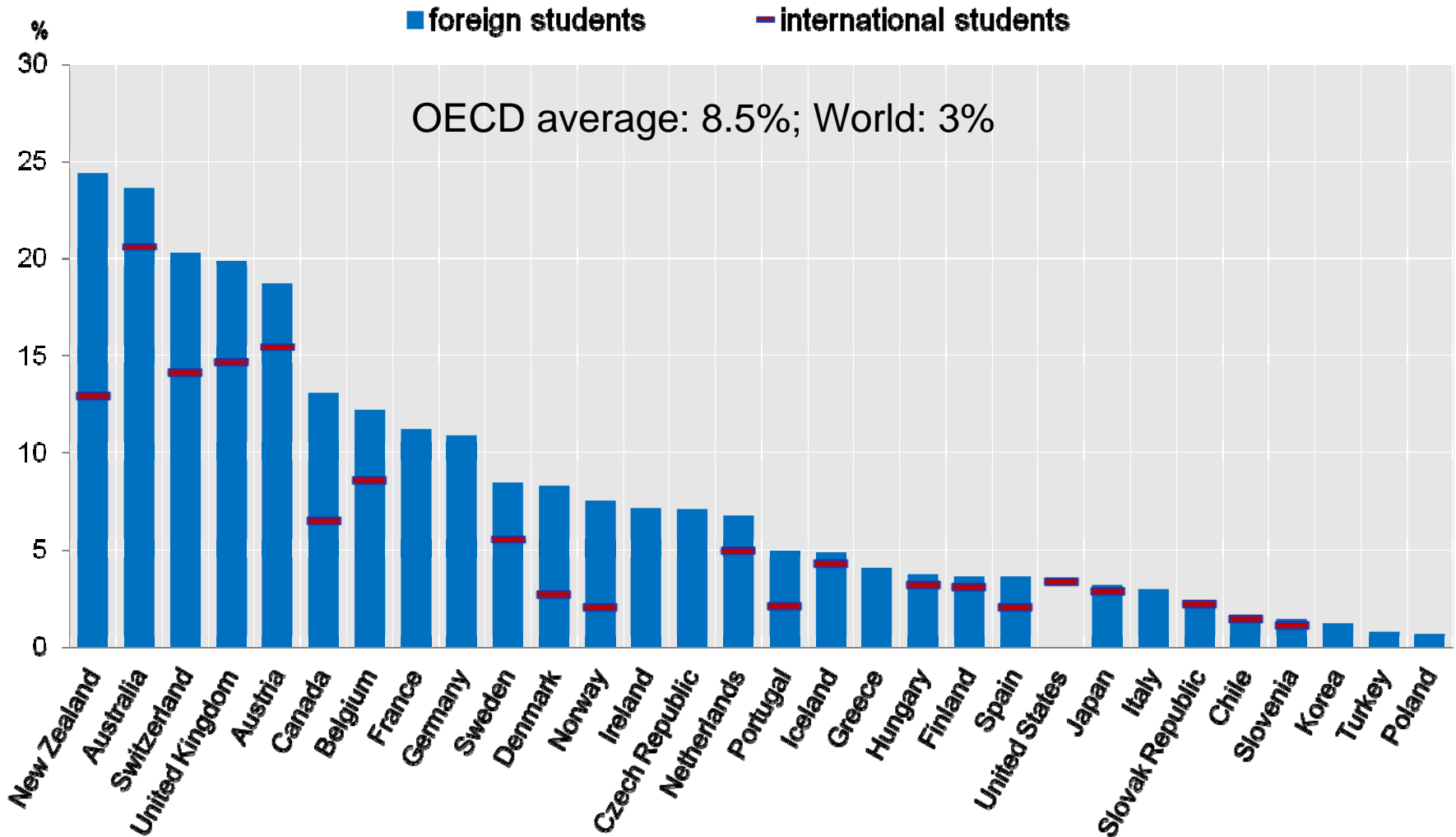
A high concentration in few host countries

55%

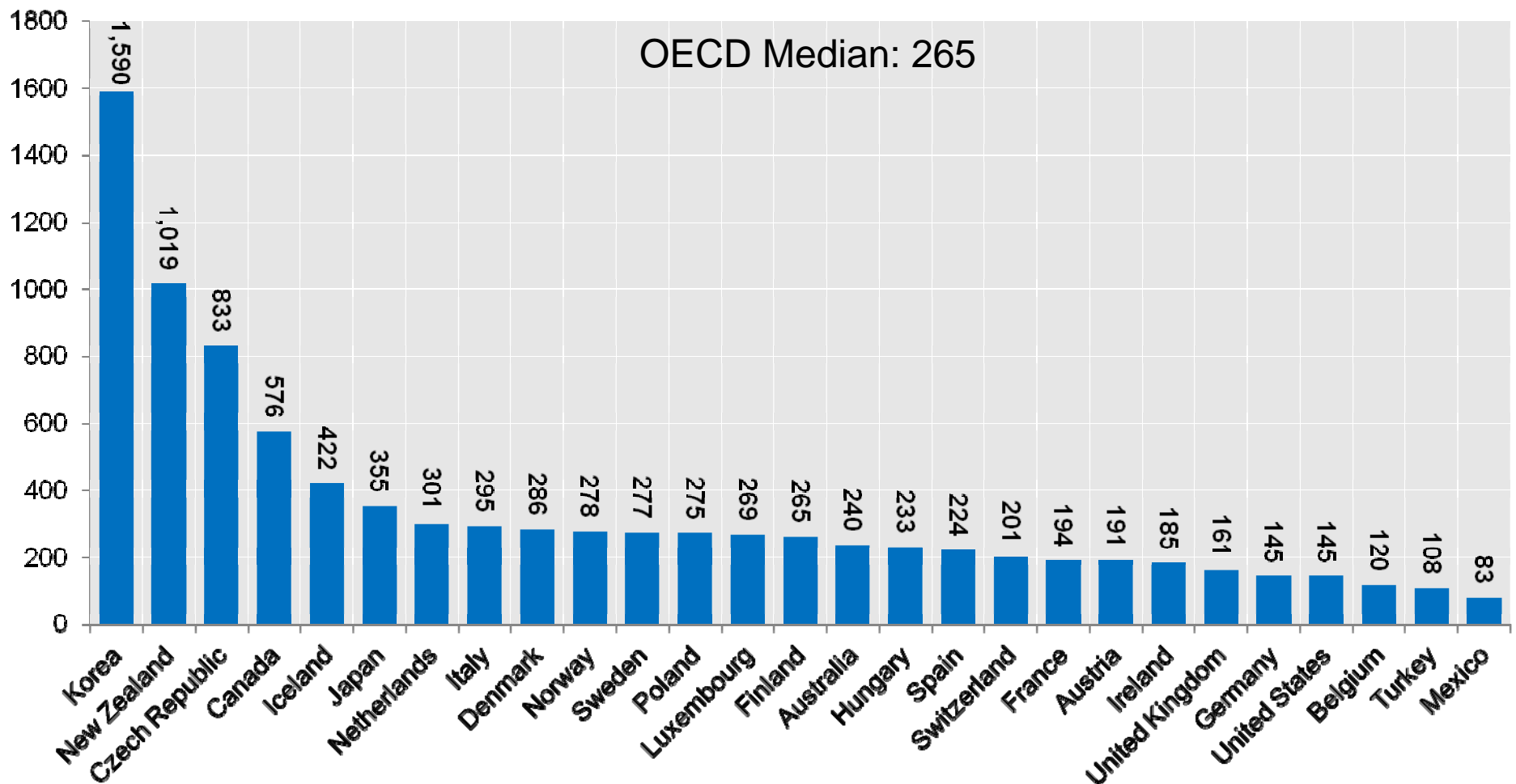
89%



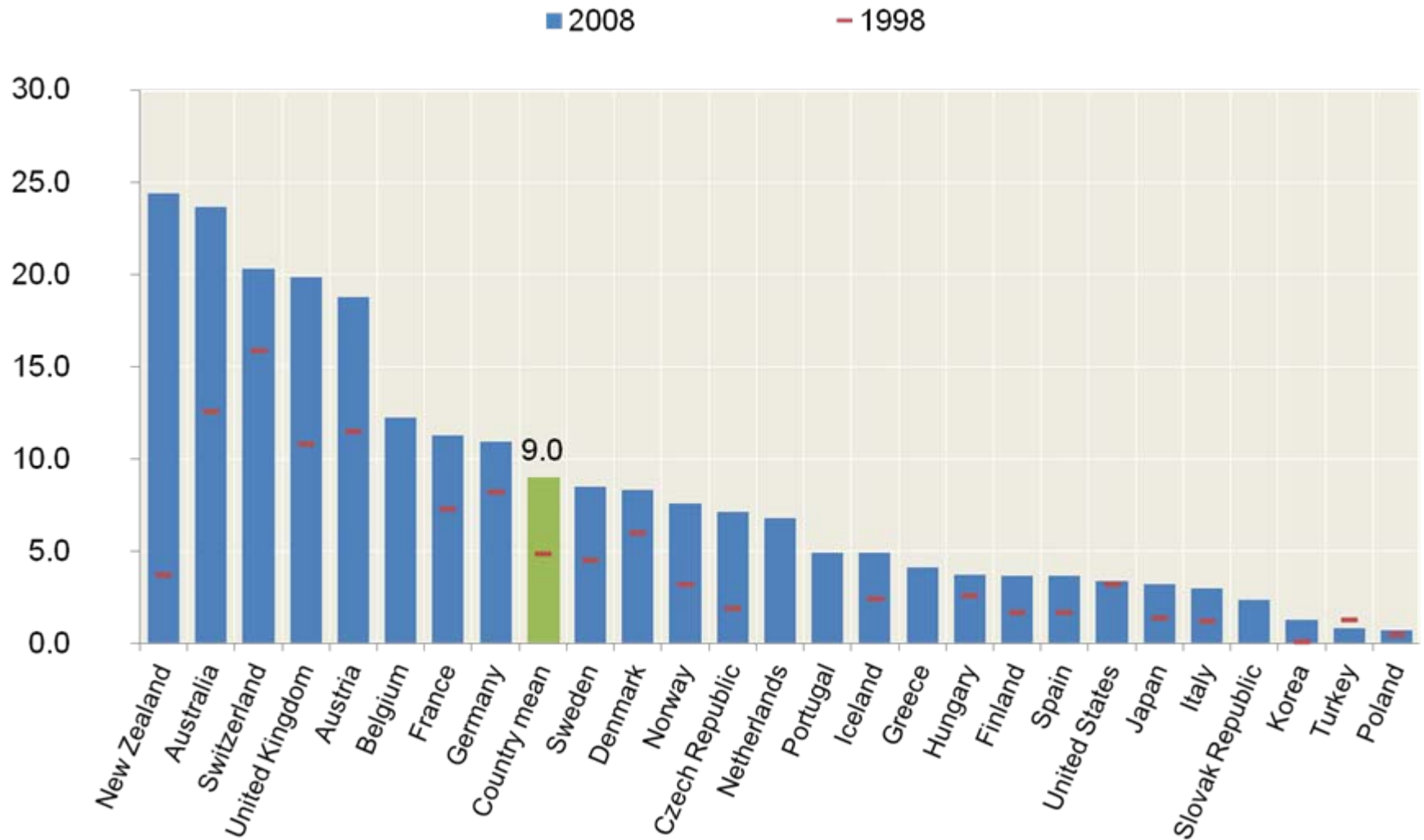
Percentage of foreign students in total tertiary enrolments in OECD countries (2008)



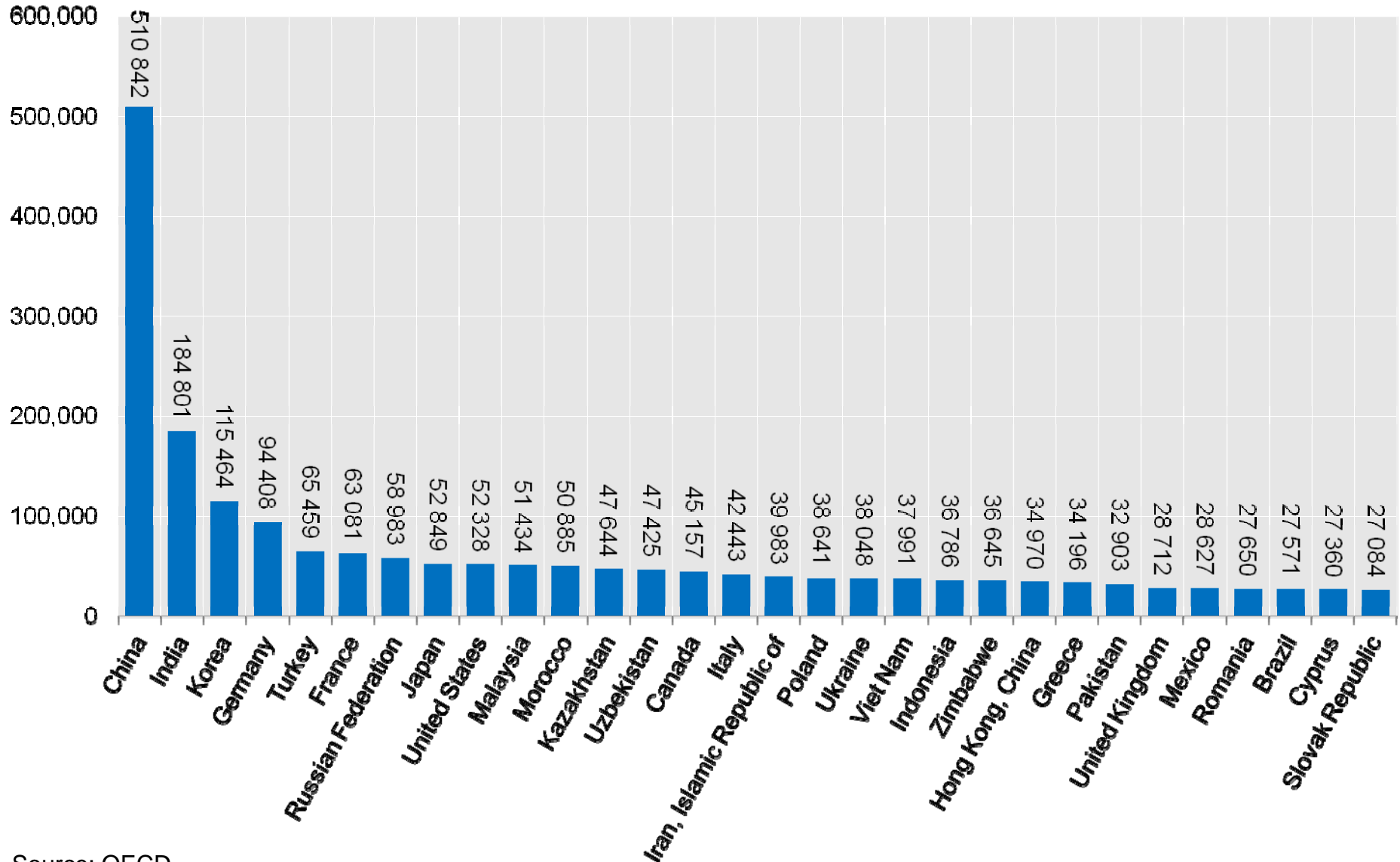
Growth in the number of international and foreign students within the OECD (1998-2008, 1998=100)



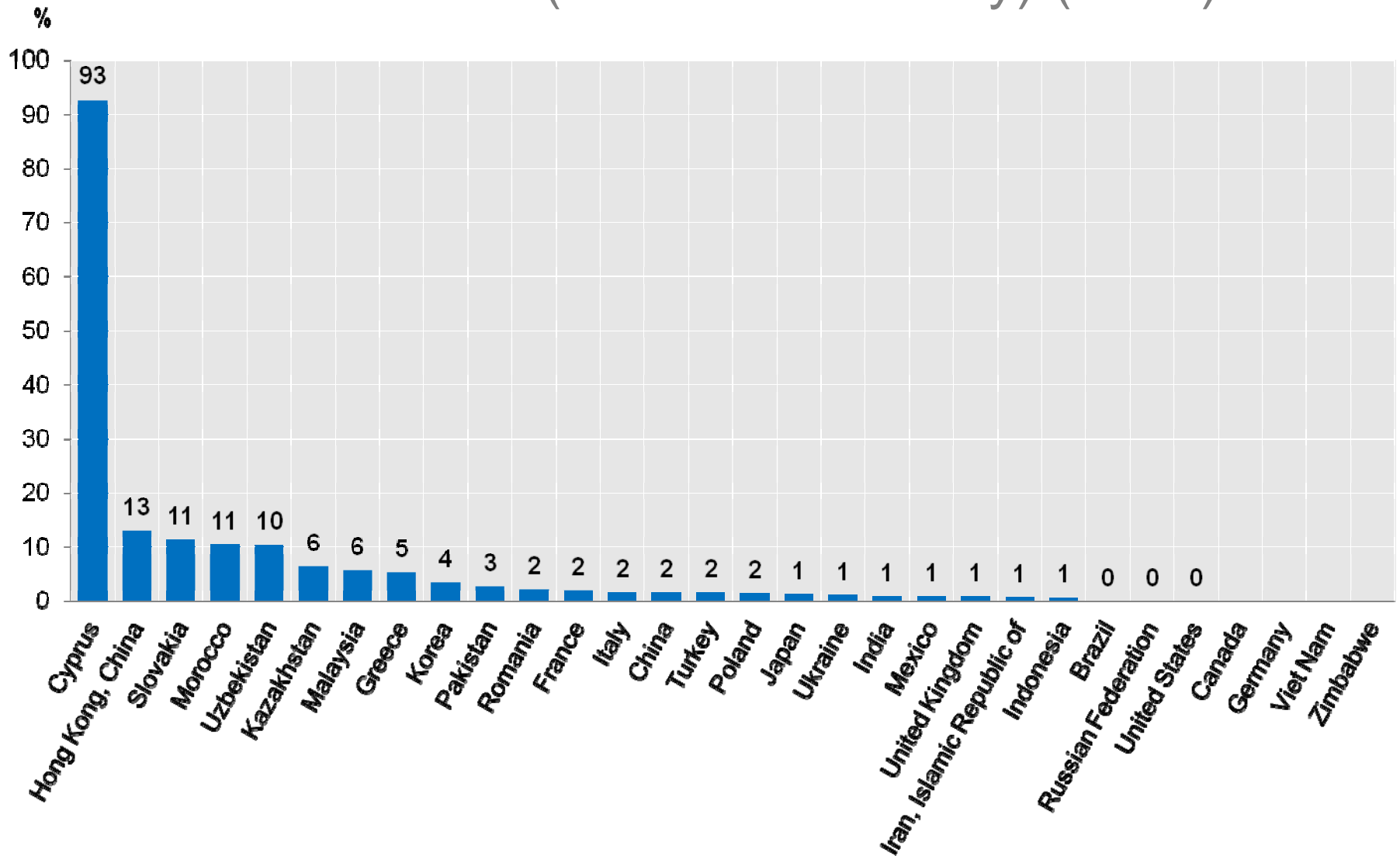
Share of foreign students in total tertiary enrolments



Number of foreign students from top sending countries (2008)



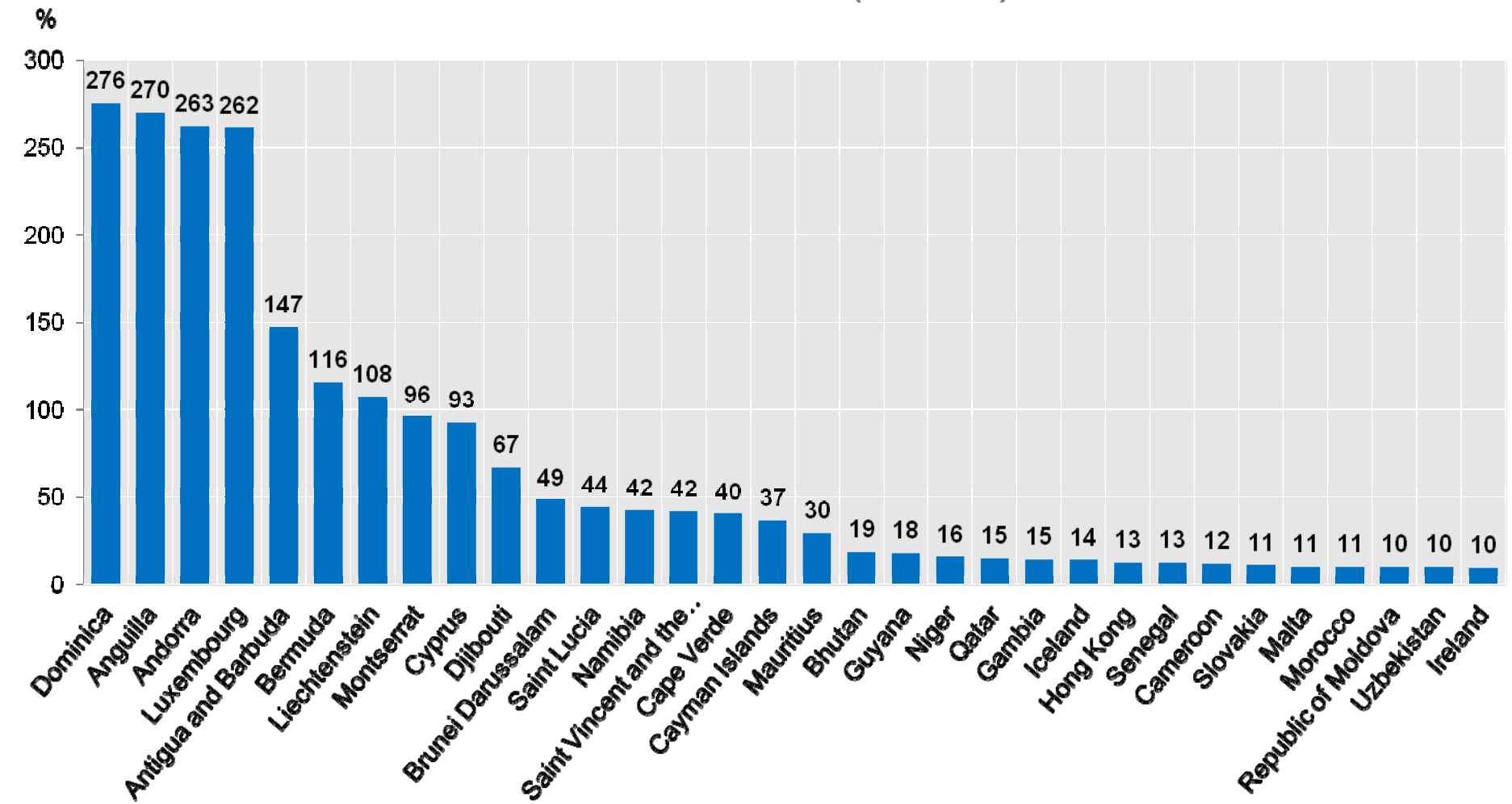
Mobility rate to foreign countries of top 30 sending countries (outbound mobility) (2008)



Note: Greece, India, Malaysia: 2007 instead of 2008

Source: UNESCO Institute for Statistics

Outbound mobility as a percentage of total enrolments (2008)



Note: Antigua and Barbuda, Djibouti, Saint Vincent and the Grenadines: 2007 instead of 2008

Luxembourg: 2006 instead of 2008

Source: UNESCO Institute for Statistics

Destination of foreign students in the OECD (%) and changes between 1998 and 2008 (% points)

Origin	OECD destination						OECD
	North America		Europe		Asia-Pacific		
	2008	98-08	2008	98-08	2008	98-08	
Africa	21	2	75	-4	4	2	100
North America	43	-13	42	3	15	10	100
South America	50	-6	47	6	3	0	100
Asia	40	-9	30	2	30	7	100
Europe	13	-4	83	3	4	0	100
Oceania	27	-3	24	5	49	-1	100
World	31	-4	51	0	18	5	100

Breakdown of foreign students in OECD regions (%) and changes between 1998 and 2008 (% points)

Origin	OECD host region							
	North America		Europe		Asia-Pacific		OECD	
	2008	98-08	2008	98-08	2008	98-08	2008	98-08
Africa	7	2	16	0	3	1	11	0
North America	5	-5	3	-2	3	1	4	-3
South America	11	5	6	4	1	0	7	3
Asia	65	2	30	5	85	3	50	5
Europe	12	-4	45	-6	6	-3	28	-5
Oceania	1	0	0	0	2	-2	1	0
Total	100	0	100	0	100	0	100	0

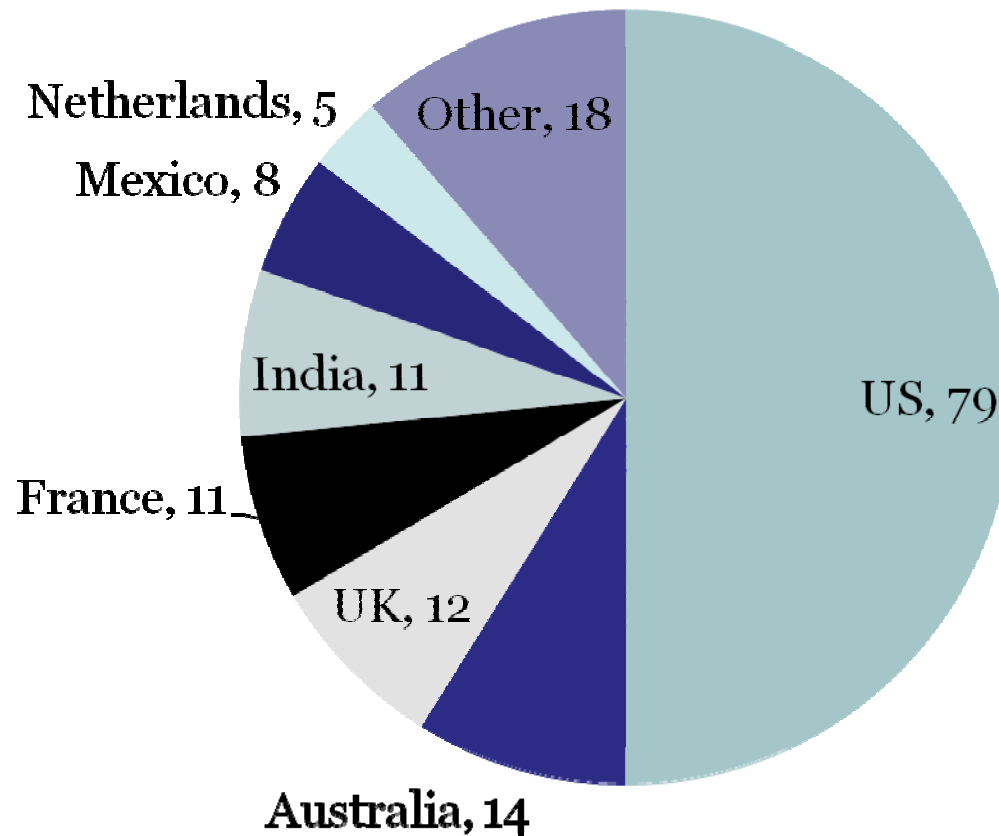


Programme and institution mobility

International mobility of programmes and institutions

- Educational programme and institution mobility is still limited in scale but grows rapidly, especially in the Asia-Pacific region and in the Middle East
- About 300 000 students enrolled in UK and Australian foreign programmes
- 30% of all international students enrolled in Australian institutions studied from their country in 2007 (against 24% in 1996 and 37% in 2001); all Australian universities engaged in cross-border operations
- China: 9-fold increase in foreign programmes between 1995 and 2004: 831 joint schools (126) and programmes (705) – only 4 more in 2007
- Emergence of clusters and “hubs” (Dubai, Qatar, Abu Dhabi, Kuala Lumpur, Incheon.)

Foreign branch campuses of HEIs, by country of origin (2009)



A variety of arrangements and objectives

- Multiplication of commercial arrangements in Asia – but non-commercial academic partnerships remain the norm in Europe
- Public (or private not-for-profit) institutions have been the main drivers of commercial programme and institution mobility
- A multiplicity of business models
 - Partnerships: franchise, twinning arrangement
 - Branch campuses, multi-campus institutions
 - Buying foreign institutions
 - Invited or not by country
 - No degrees, joint degrees, double degrees, etc.



Drivers, rationales, strategies

Expected social/economic benefits of cross-border higher education

- Cultural, political and geo-strategic
- Academic
 - Quality through benchmarking
 - More rapid awareness and adoption of new knowledge
 - Better trained staff
 - Maintaining capacity in some fields, for now and the future (ageing society, declining interest from students)
- Economic
 - More educated (and thus productive) human resources
 - Attracting highly skilled workers (knowledge economy)
 - Generating export revenues
 - Innovation and knowledge networks (essential for tacit knowledge)

EXPORT strategies

IMPORT strategies

Revenue generation

Ex: Australia, New Zealand, UK (non-EU), US (undergraduates), Malaysia

Skilled migration

Ex: Germany, France, UK (EU), US (postgraduates)

Capacity building

Ex: Malaysia, Singapour, Honk Kong-China, China, Indonesia, Oman, Dubai

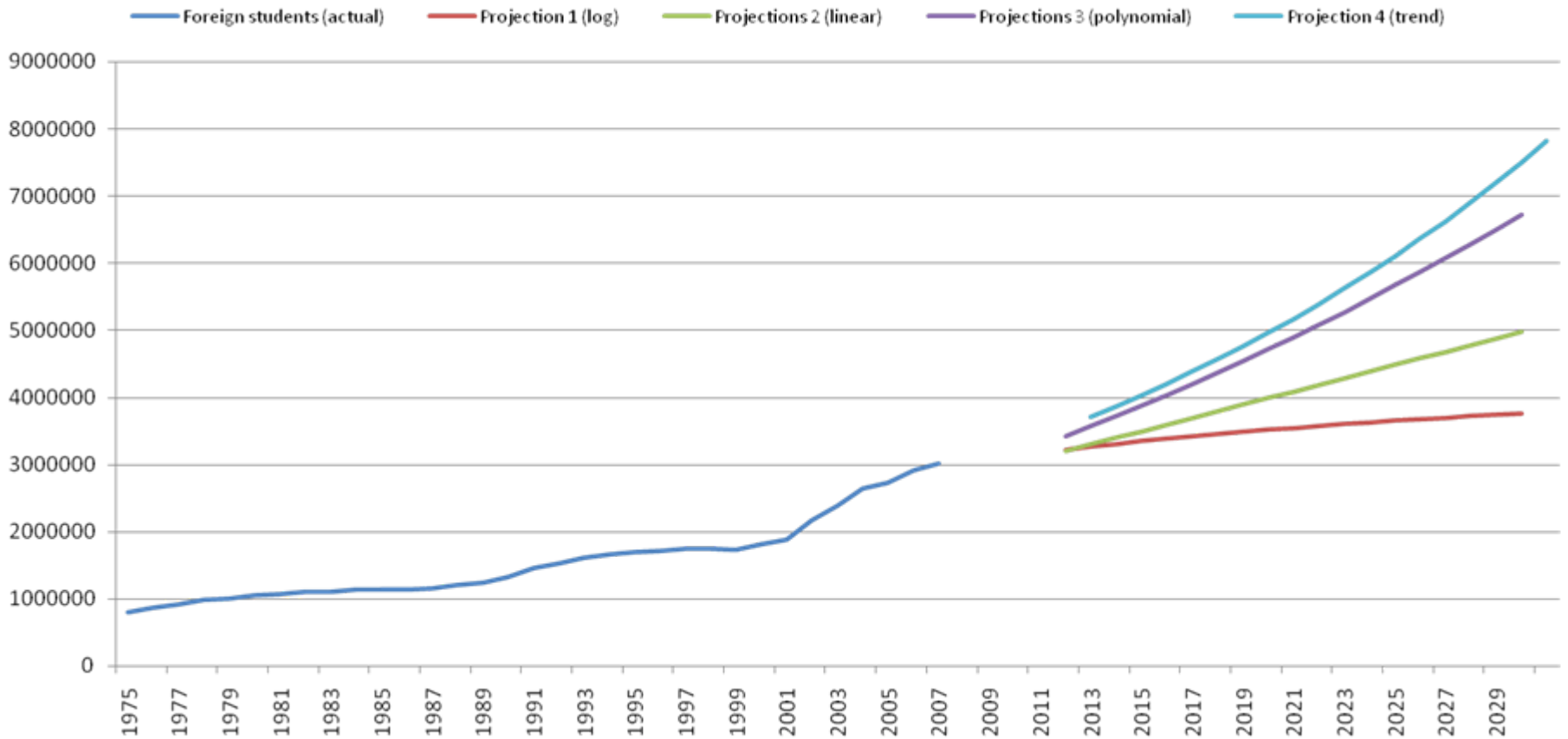
Mutual understanding

Intensity of economic rationales

What about the future?

- **Student mobility will remain the bulk of cross-border higher education**
 - Encouraged by governments (\$\$)
 - Facilitated by institutions
 - Wanted by students and families
- **Programme and institutions mobility will continue too**

Growth in foreign students worldwide and projections to 2030





Migration questions

Links between internationalisation of HE and migration (of tertiary educated people)

- Student mobility needs (and has benefited from) a friendly migration policy for international students
- Migration policy uses increasingly student mobility as a way of attracting highly skilled (ie. tertiary educated) migrants
- People probably use student mobility in their migration strategy too – hence a tension (and cycles?) between tightening and easing visa and immigration rules for students (e.g. Australia, US)
- People can stay in their study country, but to a varying extent depending on their country of origin

Importance of recognition of foreign degrees and qualifications

- Recognition of foreign degrees
 - facilitates the reception of foreign students with former education
 - Facilitates the return of domestic students with foreign degrees
- Lack of recognition of foreign degrees can also be a driver of cross-border education: people can study abroad because their domestic degrees are not recognised in the country where they want to work
- Quality assurance and accreditation, recognition of foreign degrees, and recognition of professional qualifications become increasingly interlinked

Some migration-related research questions

- What is the contribution of student mobility to the migration of tertiary educated people?
- Do the other forms of cross-border higher education lead to less emigration?
- Does student mobility lead to brain drain?
 - Difficult to say, but overall probably only in small countries in Africa and the Caribbean
- What are the impacts of policies about diasporas?
- To what extent do people stay for non-economic reasons (marriage, etc.)?
- What role does cross-border higher education play in circular migration?

OECD work on internationalisation



Internationalisation and Trade in Higher Education

OPPORTUNITIES



Quality and Recognition in Higher Education

THE CROSS-BORDER CHALLENGE

Guidelines for Quality Provision in Cross-border Higher Education
Lignes directrices pour des prestations de qualité dans l'enseignement supérieur transfrontalier

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Internationalisation of Higher Education

Introduction



Cross-border Tertiary Education

A WAY TOWARDS CAPACITY DEVELOPMENT



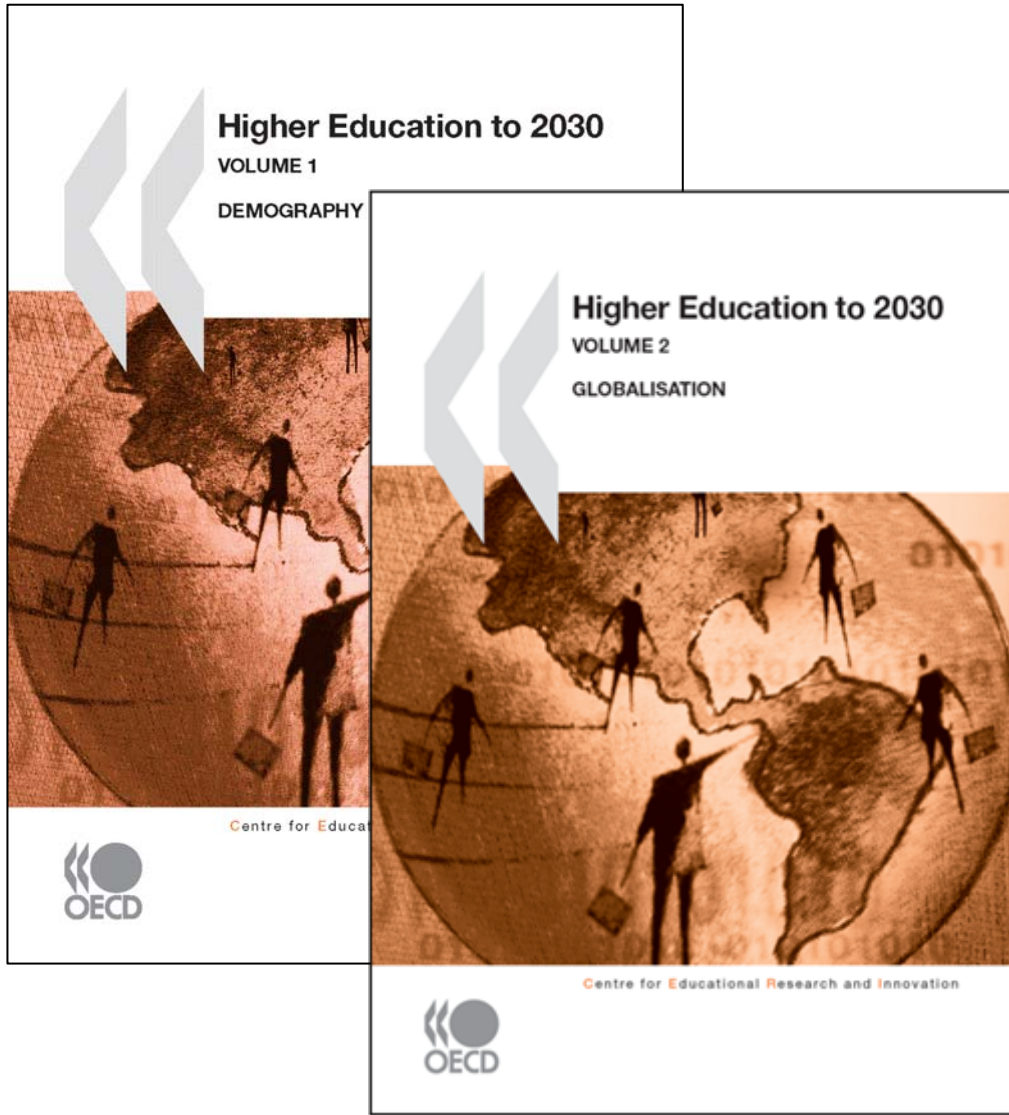
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THE WORLD BANK



New publications: Higher education to 2030



Forthcoming:

- **Volume 3: technology**
- **Volume 4: Scenarios**

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THANK YOU

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