Towards a Sustainable Future for International Student Mobility

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By 2030, an estimated increase of nearly 120 million students in higher education and 2.3 million internationally mobile students.

- World Population
  - 2015: 7,383,009
  - 2030: 8,551,199
  - Change: 1,168,190 or 16%

- Higher Education Enrollment
  - 2015: 212,669
  - 2030: 332,240
  - Change: 119,571 or 56%

- International Student Enrollment
  - 2015: 4,538
  - 2030: 6,869
  - Change: 2,331 or 51%

All numbers in thousands

Data source: UNESCO Institute of Statistics

Tertiary enrolment growth driven by Upper middle income countries

Lower middle income countries surpassed high income countries in 2012

Tertiary Enrollment by Country Income

Upper middle income countries
High income countries
Lower middle income countries
Low income countries

Source: UNESCO Institute of Statistics

World Bank Regions (GNI per capita)

<table>
<thead>
<tr>
<th>Income Category</th>
<th>GNI Range</th>
<th>Countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low income countries</td>
<td>$1,005 or less</td>
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<td>Lower middle income</td>
<td>$1,006 and $3,955</td>
<td>India, Philippines, Vietnam, Sri Lanka</td>
</tr>
<tr>
<td>Upper middle income</td>
<td>3,956 and $12,235</td>
<td>China, Turkey, Russia, Mexico, Malaysia</td>
</tr>
<tr>
<td>High income countries</td>
<td>$12,236 or more</td>
<td>UK, US, Australia, Canada, Japan</td>
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• International student mobility driven by Upper middle income countries

• Lower middle income countries are increasing but still lag behind High income countries

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International Student Mobility (Degree-seeking) by Income of Source Countries
Nearly three-quarters of internationally mobile students are studying in High income countries.
Choudaha, R. (2017). Three Waves of International Student Mobility, Studies In Higher Education
Nation's capacity and priority to enrol international students differs by the level of education

International student enrolment as a percentage of total tertiary education (2015)

## Business & Management Programs in Search of Offering Value and Flexibility

<table>
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<tr>
<th>Country</th>
<th>% Less Than 20,000 EUR/year</th>
<th>% Online or Blended</th>
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<tr>
<td>Total</td>
<td>81%</td>
<td>17%</td>
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<tr>
<td>United States</td>
<td>74%</td>
<td>24%</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>92%</td>
<td>13%</td>
</tr>
<tr>
<td>Australia</td>
<td>53%</td>
<td>29%</td>
</tr>
<tr>
<td>Canada</td>
<td>78%</td>
<td>14%</td>
</tr>
<tr>
<td>Germany</td>
<td>93%</td>
<td>8%</td>
</tr>
<tr>
<td>France</td>
<td>86%</td>
<td>2%</td>
</tr>
<tr>
<td>Netherlands</td>
<td>97%</td>
<td>2%</td>
</tr>
<tr>
<td>Other</td>
<td>88%</td>
<td>9%</td>
</tr>
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Source: “Business & Management” Programs listed on [Mastersportal.com](https://mastersportal.com) as on Jan 30, 2019
Summary

- Economic incentives are important drivers of globally mobile degree-seeking students
- Differences in mobility drivers by source and destination countries, level of education and cost of education
- External uncontrollable factors are significant influencers on the mobility directions
**Conceptual framework of global engagement strategies to map solutions with needs**

- **Defenders**: Familiar programmes delivered in English-speaking countries through student mobility
  - **Regional mobility**

- **Adapters**: Familiar programmes delivered through new capabilities of online, blended, and transnational education
  - **Programme mobility**

- **Innovators**: New programmes delivered through new capabilities of lifelong learning, unbundling and networks
  - **Programme innovation**

- **Challengers**: Familiar English-taught programmes delivered in new destinations in Asia/Continental Europe
  - **Regional mobility**

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**Solutions/Approaches**

Unbundling...and rebundling

• “It forecasts a future where education will be unbundled and degrees will be disaggregated ‘into smaller credential units...with the possibility that the credentialing entity may be different from the institution that offers the course".
• Georgia Tech's online Master of Science in Computer Science (OMS CS) launched in 2013 cost ~$6,600
Alternative Digital Credentials

- “By providing a digital, information-rich record of workplace relevant skills and competencies, attributed to an individual, ADCs will challenge the relevance of traditional university transcripts.”
- “ADCs will ‘unbundle’ learning acquisition, verification, and documentation which will disrupt higher education’s traditional advantage and allow non-higher education institutions to be active in the credentialing process.”
Digital Credentialing

• “To date there has not been an efficient national or global system to collect, connect, search and compare up-to-date information about learning outcomes and credentials in a common language or format that can be universally understood and easily accessed.”

• “the risk is that the stacking to form a macro-credential will not be conceptually sound and as a result, it will not be recognizable by employers. Hence stacking (the combination of microcredentials) may not always lead to coherent qualifications.”
Summary

• A sustainable future of international learning experiences hinge on affordability which in turn is influenced by
  • enabling traditional student mobility through positive immigration policies and tuition pricing strategies
  • accelerating program mobility and innovation through shorter, flexible and continuous learning credentials
• Complexity, diversity and proliferation of international learning experiences call for bringing transparency, portability and recognition of credentials
Thanks!
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