



# International Student Mobility: Patterns and Trends

September 2007

Line Verbik,  
Research Manager, Hobsons, and  
former Deputy Director, The  
Observatory on Borderless Higher  
Education

Veronica Lasanowski,  
Research Officer, The Observatory  
on Borderless Higher Education

The Observatory  
on Borderless  
Higher Education  
Woburn House,  
20-24 Tavistock Square,  
London WC1H 9HF  
United Kingdom  
Tel: +44 (0)20 7380 6743  
Fax: +44 (0)20 7387 2655  
[www.obhe.ac.uk](http://www.obhe.ac.uk)

# International Student Mobility: Patterns and Trends

## Abstract:

*The international student market is changing. An increasing number of higher education opportunities for study at home and abroad is contributing to rising competition in the international student market. In an attempt to attract the growing number of prospective students seeking higher education, individual institutions and national governments are looking to differentiate themselves from their competitors. In an attempt to do so, they are developing and implementing targeted recruitment strategies to grow new markets or expand in already established ones. Motivational factors in the decision-making process for student application to an overseas destination include employment and residency opportunities, the quality of the 'student experience', including accommodation and social activities, and the costs associated with an international education. Through an analysis of national data produced by official government sources, this report provides a comprehensive overview of recent patterns in international student mobility, assesses current factors influencing government policy towards strategic recruitment and identifies future trends likely to affect mobility in coming years.*

## About the Authors:

Line Verbik is Research Manager at Hobsons. Before taking up her current position at Hobsons in 2007, Line worked as Information and Recruitment Officer at Imperial College London and as Deputy Director at The Observatory on Borderless Higher Education. Following an undergraduate degree in History and Russian at the University of Copenhagen, Denmark, she completed an MA in History at the School of Slavonic and East European Studies, University College London.

Line can be contacted at: [line.verbik@hobsons.co.uk](mailto:line.verbik@hobsons.co.uk).

Veronica Lasanowski is Research Officer at The Observatory on Borderless Higher Education. Prior to joining The Observatory in July 2006, she held posts at the European Commission's Directorate-General for Education and Culture (Belgium), the Canadian Education Centre (Australia) and the Fairtrade Foundation (UK). With a background in social sciences and humanities, she completed an undergraduate degree at McGill University, Canada and an MSc in International Relations and History at the London School of Economics.

Veronica can be contacted at: [v.lasanowski@obhe.ac.uk](mailto:v.lasanowski@obhe.ac.uk).



*The Observatory is a joint initiative  
between the Association of  
Commonwealth Universities and  
Universities UK*



## International Student Mobility: Patterns and Trends

### 1 Introduction

Over the past 10-15 years international student mobility has become an increasingly important part of the global higher education landscape. The total number of mobile tertiary education students was estimated to have reached more than 2.7 million in 2005<sup>1</sup>, a nearly 61% increase since 1999<sup>2</sup>. Significant changes in the infrastructures and capacity of higher education systems across the world partially explain why there has been such growth in such a short time. The large majority of national governments have been allocating more funds to higher education to improve the quantity and quality of tertiary education being offered within their borders. Even so, capacity is insufficient to meet demand in the major source countries. At the same time, with higher household levels of wealth and rising GDP per capita, more students from across the world are able to participate in higher education abroad, especially those from countries with rapidly growing economies. The total number of worldwide tertiary enrolments is 40% higher than it was seven years ago, with more people participating in higher education than ever before.

Traditionally, more than 90% of international students have enrolled in institutions in countries belonging to the Organisation for Economic Co-operation and Development (OECD) with the main destinations (the US, the UK, Germany, France and Australia) recruiting over 70% of them. Interestingly, however, developments over the past five to six years demonstrate that international student demand might not continue to focus on what have been the main destinations in the past. The US, the UK and Australia have all experienced either a decline in enrolments or a 'slump' in the growth experienced in previous years. Many European countries, which traditionally have maintained significant and stable recruitment numbers from a range of nations with which they share historical or linguistic connection have stepped up their marketing efforts. Meanwhile, new players in Asia and the Middle East have entered the market with declared ambitions to become regional education centres by attracting as many as several hundred thousand international students to their countries.

Importantly, Western economies are increasingly seeking to both recruit international students and retain them after graduation because in an era of globalisation, international students hold several short- and long-term gains for institutions and countries. In the first instance, with public per student funding for higher education decreasing in many countries, universities and colleges are looking to diversify their generated income and the revenue earned from overseas student tuition has become one important way of doing so. In the long term, and in the wider socio-economic context, developed countries are looking to attract foreign skilled labour to supplement their rapidly decreasing and ageing populations. According to national immigration authorities, Australia will have 200,000 more jobs than people to fill them in five years' time. With one of the lowest birth rates in the OECD, Canada is expected to become increasingly reliant on skilled immigration to the country to boost the labour force. Close to 20% of current Canadian citizens were born abroad, an indication that the country is arguably already reliant on the skills the more than 130,000 international students who annually enrol there. For these reasons, concerns over enrolment trends have warranted the attention of national governments in countries such as the US and the UK, because not only do these countries want overseas students, they actually need them for economic development.

---

<sup>1</sup> According to the United Nations Educational, Scientific and Cultural Organisation (UNESCO), there were 2,455,250 students studying in a country other than their own in 2004. The Organisation for Economic Co-operation and Development (OECD) claims, however, that more than 2.7 million students were enrolled in higher education outside their country of citizenship in 2005, representing a 5% increase in the reported foreign student intake total. See UNESCO (2006) *Global Education Digest 2006*, Institute of Statistics (UIS), Montreal, Canada. URL: <http://www.uis.unesco.org/TEMPLATE/pdf/ged/2006/GED2006.pdf>. Last accessed 15 May 2007; and the OECD (2007) *Education at a Glance 2007: OECD Indicators*, Paris, France, p.299. URL: <http://www.oecd.org/dataoecd/4/55/39313286.pdf>. Last accessed 26 September 2007.

<sup>2</sup> In 1999, according to UNESCO, there were 1.68 million "internationally mobile students" students, a figure which refers to those students who have crossed a national border for the purposes of education, and who are enrolled outside their own country of origins. For more information, see UNESCO (2006) *Global Education Digest 2006*, UIS, Montreal, Canada, p 3. URL: <http://www.uis.unesco.org/TEMPLATE/pdf/ged/2006/GED2006.pdf>. Last accessed 15 May 2007.

In light of such considerations, this report examines current and emerging international student mobility trends, with a particular focus on developments likely to be increasingly important for the successful recruitment of international students.

## 2 Methodology and Definitions

Widely variant definitions of 'international' or 'foreign' students in education systems across the world challenge the analysis of comparative mobility between countries. Terminology used in one country often has little or no equivalent in another, and for this reason, countries report enrolment statistics in different capacities as they relate to their own national contexts. To address existing discrepancies, in its most recent *Global Education Digest (2006)* UNESCO introduced the concept of 'internationally mobile students', individuals who leave their country or territory of origin and travel to another for the purpose of studying there. According to UNESCO, statistics about 'internationally mobile students' more accurately represent inbound and outbound student flows, as they consider more than the singular criterion of citizenship, which has traditionally been the defining indicator of 'foreign students'. By considering other criteria such as permanent residency and prior education in addition to citizenship, the concept of the 'internationally mobile student' eliminates potential misunderstandings resulting from different definitions between countries and facilitates a more comprehensive understanding of trends in worldwide mobility<sup>3</sup>.

In the 2006 edition of *Education at a Glance*, the OECD defines 'international students' as those who expressly cross borders with the intention to study. The OECD notes that citizenship, whilst a practical indicator for students who are not citizens of the country in which they study, conceivably distorts the number of non-citizens who are nonetheless permanent residents studying in what is effectively their home country<sup>4</sup>. Indeed, as much as 33% of the 'international students' in some European countries are long-term or permanent residents, and for this reason, it is often especially difficult to accurately determine mobility within the European Union<sup>5</sup>.

In recognition of country-specific immigration procedures and data availability constraints, together with UNESCO and Eurostat, the European Union's statistical information service, the OECD has thus devised such terminology to improve the measurement of mobility patterns. Yet because such organisations still rely on individual countries to voluntarily provide them with data concerning 'international students', and countries still differ in the criteria used to report student mobility (if they report it all), data presented in such reports do not necessarily provide information any more accurate than that released by national education agencies. For this report, therefore, included enrolment figures are based on data compiled by nationally-recognised education bodies as determined by official central government sources, acknowledging that these statistics are dependant on each country's terminology. A list of national definitions of 'foreign' or 'international' students' is included in Appendix A of this report.

## 3 Recent Trends and Development: International Student Mobility

### 3.1 The Major Players: United States, United Kingdom and Australia

For the past decade, international students have predominantly travelled to the United States (US), the United Kingdom (UK) or Australia for the purposes of higher education. With approximately 45% of the total amount of all foreign students, or roughly 1.2 out of the 2.7 million students studying abroad, these three countries rank first amongst the most popular destination countries for overseas studies. In terms of straight numbers, the US is the undisputed frontrunner with

<sup>3</sup> UNESCO (2006) *Global Education Digest 2006*, UIS, Montreal, Canada, p. 33. URL: <http://www.uis.unesco.org/TEMPLATE/pdf/ged/2006/GED2006.pdf>. Last accessed 29 July 2007.

<sup>4</sup> Organisation for Economic Co-operation and Development (OECD) (2006) *Education at a Glance: OECD Indicators 2006*, Paris, France, pp. 285-6. URL: [http://www.oecd.org/document/52/0,3343,en\\_2649\\_34515\\_37328564\\_1\\_1\\_1\\_1,00.html](http://www.oecd.org/document/52/0,3343,en_2649_34515_37328564_1_1_1_1,00.html). Last accessed 15 May 2007.

<sup>5</sup> Kelo, M., Teichler, U., and B. Wachter (2006) *Eurodata: Student Mobility in European Higher Education*, Bonn, Germany, Lemmens Verlag & Mediengesellschaft.

approximately 565,000 foreign enrolments in 2006, followed by the UK and Australia, respectively with 330,000 and 280,000 registered overseas students<sup>6</sup>.

There are several reasons why the US, the UK and Australia are the key players in the international student market. Firstly, all of these English-speaking countries source significant amounts of students from a wide variety of countries throughout the world, and have consistently done so for many years. By successfully attracting tens of thousands of students from several different countries, each has managed to establish a diversified market with strong growth potential. Over time, certain markets have performed less well than others, but each of these host countries has maintained relatively steady numbers in a core stock of source countries. Secondly, all three have extremely high numbers of students from India and China, the world's two most prominent source countries. Indeed, the US, the UK and Australia have successfully managed to supply a massive demand for international education for students coming from both countries, especially in recent years. Moreover, each country could potentially record even higher numbers because the percentage of Indian and Chinese citizens seeking higher education provision is only predicted to grow in the coming years. Thirdly, education organisations in the US, the UK and Australia have developed impressive marketing strategies to target potential students. Not only can these three countries provide foreign students with the opportunity to study in English at internationally renowned facilities with 'world-class facilities', but the US and Australia often offer substantial financial incentives to do so. Quite significantly, they thus have the capacity to give considerably more to students than can other competitor countries, and this is a major reason why they manage to recruit more international students.

The US, the UK and Australia are the leaders in the international student market not just because they annually record the highest number of foreign students but also because they strategically target students in potentially high-yield countries. With a sound awareness of the contribution that foreign students make to host nation economies, both culturally and financially, these three countries seem to recognise how advantageous international higher education can be as an export service. Having already taking considerable steps towards internationalising their higher education systems, especially in recent years, each is currently implementing further initiatives to facilitate the arrival and integration of overseas students, including substantial amendments to immigration requirements and procedures. For these reasons, they are likely to remain the top host nations in an increasingly competitive market for the foreseeable future.

### **3.2 The Middle Powers: Germany and France**

With approximately 20% of world's foreign students, or 515,000 out of the 2.7 million students studying outside their home countries, Germany and France are best understood as secondary higher education destinations (see Appendix B). In 2006, both countries welcomed an average of 257,000 foreign students, and, together with the UK, annually enrol a very large majority of the total number of international students in Europe. According to UNESCO, three out of every five foreign students studying in Europe choose to attend an institution in the UK, Germany or France, making these countries the dominant regional leaders<sup>7</sup>.

In regards to international student numbers, Germany and France compare favourably with other countries, but in contrast to the US, the UK and Australia they tend to attract students from regional European nations or those with socio-cultural or historical ties. In addition, both have managed to attract large numbers of students from China, one of the world's two most promising markets (India being the other), not least because of the extremely good value provision on offer at institutions in each country. The limited tuition fees for which overseas students are financially responsible

---

<sup>6</sup> It is important to note that some countries, such as Australia, combine enrolment statistics for the total number of foreign students enrolled in Australian programmes provided inside and outside of the country, whilst others, such as the UK, produce separate statistics for overseas students enrolled in UK transnational programmes. Such differences in statistical methodology explain why there may be considerable variation in the reported numbers of overseas students between countries.

<sup>7</sup> UNESCO (2005) *Tertiary Students Abroad: Learning without Borders*, UIS, Montreal, Canada, November, URL: [http://www.unesco.org/education/factsheet\\_foreignstudents.pdf](http://www.unesco.org/education/factsheet_foreignstudents.pdf). Last accessed 15 March 2007.

certainly play to their favour, and within recent years, there have been dramatic increases in the proportion of Chinese students travelling to each for the purposes of higher education, especially to Germany. Yet whilst both have implemented strategic initiatives to seek students in new markets, the Middle East in the case of Germany, and Asia for France, they have not targeted key emerging markets as successfully as have the leading countries. Indeed, their low tuition fee rates may be a disadvantage in this respect, resulting in limited tuition fee revenue with which to finance marketing and recruitment. As a result, and perhaps most conspicuously, both countries attract relatively few Indian students in comparison to the US, the UK and Australia, and their failure to grow the Indian market is perhaps one of the reasons why they have remained behind the key players to date.

In strategic terms, therefore, because they seem to influence student mobility trends to a lesser degree than the major players, Germany and France are the international student market's middle powers. With some international influence in student mobility trends, and a not inconsequential percentage of the total number of the world's overseas students, they consistently perform well without threatening the leadership of the US, the UK and Australia. On the strength of their quality institutions and affordable provision, these countries are able to rely on numbers from their traditional markets. Importantly, and presumably in an attempt to attract more students, individual institutions have begun to introduce English as a medium of instruction, with approximately 300 such postgraduate programmes now running in Germany and more than 100 in France. Given the rapid growth in demand for English-language provision throughout the higher education world, not least in Asia, these programmes might be understood as a calculated risk. For the moment, Germany and France will remain regional rather than world powers with relatively good numbers of foreign students, but with conservative recruitment efforts unlikely to radically impact new markets.

### **3.3 *The Evolving Destinations: Japan, Canada and New Zealand***

Japan, Canada and New Zealand together share roughly 13% of the international student market, with approximately 327,000 of the 2.7 million students who travel abroad for the purposes of higher education (refer to Appendix B). According to Canadian higher education organisations, at one point as many as 130,000 foreign students enrolled in the country's institutions in a single year, with Japan and New Zealand having each recorded peak numbers of around 120,000 students. In recent years, however, each country has experienced declining international enrolments, and has become a less significant destination for transnational higher education.

With 'peak and decline' patterns of international student enrolments, Japan, Canada and New Zealand each attract between 75,000 and 115,000 overseas students per year, a not insignificant number. For the most part, however, because they overwhelmingly rely on one or two countries to provide the very large majority of these students, their overseas student numbers are contingent on continued recruitment in well-established markets focused on Asia. In 2006, for example, Chinese students accounted for more than 74,000 (63%) of Japan's roughly 117,000 international students, with the next nine top source countries together sending just over 32,000 students. In past years, whilst all three countries have expanded their numbers in key countries, they have continued to depend on familiar markets, making them potentially vulnerable to declines in outgoing student mobility within them and less secure in terms of their overall competitiveness in international recruitment. Yet even as total international enrolments are on the decline, rather than developing more 'adventurous' strategies to pursue new markets, all three seem to be concentrating their marketing activities towards the protection of already established ones.

Japan, Canada and New Zealand are thus the international student market's evolving destinations, attracting significant numbers of foreign students but operating in the 'shadow' of their more visible regional neighbours, China, the US and Australia respectively. In recent years, presumably spurred by declining international enrolments, the governments of each of these countries has highlighted the value of higher education as an export service, yet to date none has developed an action strategy to more successfully market their advantages, including well-regarded institutions, safe environments and a reasonable cost of living, as higher education host nations. Until they do so,



these countries will remain less popular destinations amongst overseas students and fail to seriously challenge the competitive position of the leading destination nations.

### **3.4 The Emerging Contenders: Malaysia, Singapore and China**

At present, Malaysia, Singapore and China have a combined share of approximately 12% of the global student market with somewhere between 250,000 and 300,000 students having decided to pursue higher education studies in these countries in 2005-6 (please see Appendix B). In terms of student numbers, China has experienced especially rapid growth, but because each nation has taken active measures to develop strategic initiatives to recruit overseas students, all of them have dramatically increased their competitiveness in a rapidly changing market. The large majority of students come from Asia, with all three countries sourcing students from neighbouring regional nations. Given the socio-cultural and linguistic similarities between them, student mobility between Malaysia, Singapore and China is considerable, and for this reason, they concurrently source and provide significant student numbers from one another.

Interestingly, however, Malaysia, Singapore and China have set ambitious targets to attract thousands more foreign students in the coming years, with each having declared ambitions to become major exporters of higher education. Within the past decade, all three countries have allocated substantial financial and human resources towards the development of 'world-class' higher education, and this is one of the main reasons why they are becoming contenders in the global student market. Indeed, the decision to invest in their national higher education systems is a crucial development in their competitiveness, and changing mobility patterns suggest that they might well succeed in establishing a broader portfolio of source countries and students. Secondly, the increasing use of English as a language of instruction is contributing to their growing popularity as an overseas student destination. In the past, language may have acted as a 'mobility barrier' to Asian countries but the adoption of English as a language of instruction in a range of programmes seems to be enabling Malaysia and China to substantially widen, and Singapore to strengthen, their recruitment pools so as to compete on more equal terms with other destinations, and especially with English-speaking ones<sup>8</sup>. Thirdly, tuition fees and living costs are considerably lower than those in the US, the UK and Australia, and the comparatively low cost of higher education is an attractive feature.

By investing substantial resources in the development and implementation of international higher education initiatives, including recruitment, Malaysia, Singapore and China are rapidly emerging as contenders in the global student market. Certainly, they face certain challenges before increasing their market share, not least regarding infrastructural capacity and immigration procedures. Yet because they appear interested in welcoming overseas students from an increasingly diverse range of countries, they may eventually succeed in their ambitions to become centres of higher education excellence for students beyond Asia. At the moment, whilst neither Malaysia nor Singapore, nor even China can seriously compete with the established English-language destinations, as the cost of higher education becomes increasingly significant, it is likely only a matter of time before they start to challenge at least the non-elite institutions in the competitor countries.

## **4 Recruitment**

Given increasing competition in the market and changes in mobility patterns, many countries have started to consider how they might implement or strengthen their strategic approaches to international recruitment. Importantly, there are various elements to which countries seem to be

---

<sup>8</sup> The Malaysian government has introduced English-medium instruction in science and technology subjects at the higher education level, following a similar development in secondary education in 2002. In addition to Beijing University, other leading Chinese institutions in China have reportedly started to do the same. For more information, see 'Malaysia launches new US\$4.8 billion higher education strategy in continued pursuit of 'regional hub' status', *The Observatory on Borderless Higher Education (OBHE)*, 28 April 2006. URL: <http://www.obhe.ac.uk/cgi-bin/news/article.pl?id=549&mode=month>. Last accessed 13 June 2007; and 'English Orated Here', *Newsweek*, 26 February 2007. URL: <http://www.msnbc.msn.com/id/17202839/site/newsweek/>. Last accessed 26 April 2007.

paying increasing attention in an effort to retain or increase their competitiveness, with international student and graduate visa schemes, for example, being increasingly used as integral parts of recruitment strategies in accordance with their perceived importance and strategic value. The importance of migration opportunities for overseas students is arguably reflected by the statistics produced through a 2006 survey undertaken by Australia's Monash University. According to the findings, 75% of Indian students who completed a university education in Australia in 2003 applied for and were granted permanent residency visas. The author of the study, Michiel Baas, suggests that the most important reason Indian students chose to come to study in Australia was not the academic reputation of the universities but the opportunity to gain permanent residency visas<sup>9</sup>.

In light of this realisation, institutions and countries appear to be increasingly cognisant of the importance of satisfied international graduates, and are thus looking to ensure that recruitment is not only as 'user-friendly' a procedure as possible, but that foreign students receive the education and overall student experience they were promised during the recruitment process. From this perspective, especially since 'word of mouth' and information widely disseminated via the internet have become efficient marketing tools, the little 'perks and privileges' afforded students, in addition to employment and residency rights, could go a long way in today's competitive market.

Cost, moreover, is increasingly likely to motivate students to apply for study to particular destinations, and to deter them from applying to others, not least because it can be a determining factor in the quality of the overall 'student experience'. The usually high value of certain currencies, the UK pound (£) and US dollar (\$) most prominent amongst them, could arguably dissuade students even further from going to high-cost nations, since unfavourable exchange rates exacerbate the already considerable financial concerns of foreign students, especially those from Africa and Southeast Asia.

Indeed, a report recently published by New Zealand's Ministry of Education and Education New Zealand, an umbrella organisation promoting the export of the country's education services, found that the cost of higher education was amongst the top factors influencing the decision to study in the country<sup>10</sup>. For Chinese students in particular, traditionally New Zealand's largest overseas student population, cost was the key factor in the decision about where to study abroad, with 51.3% of students surveyed for research pertaining to the experiences of Chinese students in the country having responded that the comparably low cost of an overseas education in New Zealand was a motivational factor in their choice<sup>11</sup>. According to Robert Stevens, Chief Executive of Education New Zealand, "the fact that quality and value are the key influences in deciding where to study come as no surprise"<sup>12</sup>, and for this reason, in addition to New Zealand, countries such as Japan and Canada might do well to highlight their affordable provision, and emerging destination such as Malaysia, Singapore and China, their low living costs to prospective students.

---

<sup>9</sup> 'Universities being use as immigration factories', *Sydney Morning Herald*, 30 March 2006, URL: <http://www.smh.com.au/news/national/unis-used-as-immigration-factories/2006/03/29/1143441215915.html>. Last accessed 6 March 2007.

<sup>10</sup> Ministry of Education (2007) 'Making a choice about where to study', *The Experiences of International Students in New Zealand: Report on the results of the National Survey*, January. URL: [http://www.minedu.govt.nz/index.cfm?layout=document&documentid=9939&indexid=11330&indexparentid=6663#P619\\_46245](http://www.minedu.govt.nz/index.cfm?layout=document&documentid=9939&indexid=11330&indexparentid=6663#P619_46245). Last accessed 31 July 2007.

<sup>11</sup> Education New Zealand (2007) *The Experiences of Chinese Students in New Zealand*, April.

<sup>12</sup> Education New Zealand (2007) 'Chinese student research indicates progress—but still room for improvement', *Media Release*, 30 April. URL: <http://www.educationnz.org.nz/comm/Mediareleases/MR-ChineseStudentResearch0407.pdf>. Last accessed 31 July 2007.



## 5 Conclusion

International student mobility is changing the global higher education landscape, with an increasing number of students going abroad for tertiary studies. Importantly, because nations understand and account for student mobility differently, this area is still characterised by a lack of comparable data, and for this reason, definitive statistical analyses of reported figures are challenging to produce.

The growing number and diversification of players in the international student market partly explains why countries are seeking innovative strategies to attract higher numbers of students. Yet because the current generation of 'savvy student customers' are more knowledgeable about the opportunities available in certain countries, prospective hosts arguably have little choice but to offer targeted advantages. Research undertaken suggests that visa schemes and immigration procedures will play an increasingly important role in the decision-making process, with students not only seeking employment upon graduation, but perhaps (at least temporary) residency in their country of choice. Countries which facilitate the arrival and integration of overseas students through employment and immigration initiatives are likely to be more competitive in the market.

Institutions and countries are furthermore striving to meet, if not exceed, the expectations of prospective overseas students, because the 'student experience' and the costs associated with an overseas education, including tuition fees and accommodation are becoming significant motivational factors for application to one country over another. Given the rising fees of study abroad, the comparative cost of higher education in particular is likely to give certain countries a competitive edge in the coming years. In light of recent, and perhaps unexpected, trends in international student mobility, however, institutional and national recruitment strategies will almost certainly consider a growing number of indicators to compete in a rapidly changing industry.

## Appendix A: Definitions of 'International Student' by (alphabetical) Country

The following definitions are specific to national education systems and specify how each included country identifies the 'international student' for the purposes of data collection and the publication of enrolment statistics:

- Australia:** 'International students' are defined as those studying onshore only with visa subclasses 570 to 575, excluding students on Australian-funded scholarships or sponsorships or students undertaking study whilst in possession of other temporary visas. (Data also exclude students with New Zealand citizenship because they do not require a visa to study in Australia).
- Canada:** 'Foreign students' are defined as temporary residents who have been approved by an immigration officer to study in Canada. Every 'foreign student' must have a student authorisation, but they may also be in possession of other types of permits or authorisations. (Students do not need a study permit for courses of six months or less if they will finish the course within the period of stay authorised upon entry, which is usually six months.)
- France:** 'Foreign students' are defined as foreign nationals who travel to France for the purpose of study or long-term or permanent residents in possession of French secondary qualifications and who likely have French residency status. Data thus include students who are long-term or permanent residents without French citizenship in France and overseas territories such as Guadeloupe, Reunion and Martinique (*départements d'outre mer*, or DOM).
- Germany:** 'Foreign students' are defined as 'mobile foreign students' (*Bildungsausländer*), those who travel to Germany specifically for study, and 'non-mobile foreign students' (*Bildungsinländer*), those in possession of German secondary school qualifications and who likely have German residency status. Data thus include students who are long-term or permanent residents without German citizenship.
- Japan:** 'International students' are defined as foreign nationals who study at any Japanese university, graduate school, junior college, college of technology, professional training college or university preparatory course on a 'college student' visa, as defined by the Immigration Control and Refugee Recognition Act.
- New Zealand:** 'International students' are foreign nationals who travel to New Zealand for the purpose of education, and/or are currently studying on a student permit or domestic passport. Data thus exclude students who are permanent residents. (Data also exclude students with Australian citizenship).
- United Kingdom:** 'International students' are defined as students who are not UK domiciled, and whose normal residence is either in countries which were European Union (EU) members as of 1 December of the reporting period (EU students) or whose normal residence prior to commencing their programmes of study was outside the EU (non-EU students). Data thus exclude students who are permanent residents without British citizenship.
- United States:** 'Foreign students' are defined as students who are enrolled at institutions of higher education in the US who are not citizens of the US, immigrants or refugees. These may include holders of F (student) visas, H (temporary worker/trainee) visas, J (temporary educational exchange-visitor) visas and M (vocational training) visas. Data thus exclude students who have long-term or permanent residency.

## Appendix B: International Student Mobility 1997-2006 in Major Destination Countries according to % Market Share

Rank	Country	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
1	US	457,984	481,280	490,933	514,723	547,867	582,996	586,323	572,509	565,039	564,776
2	UK	198,064	213,264	219,285	224,660	230,870	242,755	275,270	300,055	318,400	330,080
3	Australia	100,383	109,285	119,988	138,381	168,916	193,621	218,654	236,142	255,925	281,633
4	Germany	151,870	158,435	165,994	175,065	187,027	206,141	227,026	246,136	246,334	248,357
5	France	N/A	118,433†	151,969	160,533	174,557	196,748	221,471	244,335	255,585	265,039
6	China	43,712	43,030	44,711	52,150	61,869	85,829	77,715	110,844	141,087	162,695
7	Japan	51,047	51,298	55,755	64,011	78,812	95,550	109,508	117,302	121,812	117,927
8	Canada	30,264	29,203	37,695	44,335	52,523	49,746	46,381	41,338	42,590	39,008 (year to date)
9	New Zealand ‡	6,169	9,293	11,922	16,809	26,565	41,461	47,121	50,450	47,369	42,652
10	Singapore	N/A	N/A	N/A	N/A	Approximately 50,000	Approximately 50,000	Approximately 50,000	N/A	72,000	N/YA
11	Malaysia	N/A	N/A	N/A	N/A	N/A	N/A	N/A	27,731	66,000	N/YA

\* Figures not available for this year

\*\* Figures not yet available (or not reported) for this year

† Figures available for this year include the number of international students enrolled in universities only

‡ Figures include the number of international students enrolled in publicly funded tertiary education only

## Resources

Age, *The* (2007) 'Student hunger strike over treatment as 'cash cows'', 15 March, URL: <http://www.theage.com.au/news/national/student-hunger-strike-over-treatment-as-cash-cows/2007/03/14/1173722558965.html>. Last accessed 31 July 2007.

Age, *The* (2006) 'Cash cow' students take stand against uni', 14 March, URL: <http://www.theage.com.au/news/national/cash-cow-students-take-a-brief-stand-against-uni/2006/03/13/1142098405192.html>. Last accessed 31 July 2007.

American Council on Education (2006) *Students on the Move: The Future of International Students in the United States*, October. URL: <http://www.acenet.edu/AM/Template.cfm?Section=InfoCenter&CONTENTID=18573&TEMPLATE=/CM/ContentDisplay.cfm>. Last accessed 1 May 2007.

Arab News Agency (2007) 'Saudi students look towards Malaysia for higher studies', 3 May, URL: <http://www.arabnews.com/?page=1&section=0&article=95719&d=3&m=5&y=2007>. Last accessed 8 June 2007.

Association of International Educators (NAFSA) (2006) 'Why NAFSA is Supporting a Limited Exemption to Immigrant Intent: A Message from NAFSA's Vice President for Public Policy and Practice', *Public Policy*, URL: [http://www.nafsa.org/public\\_policy.sec/international\\_student\\_1/immigration\\_reform\\_issues/why\\_nafsa\\_is\\_supporting](http://www.nafsa.org/public_policy.sec/international_student_1/immigration_reform_issues/why_nafsa_is_supporting). Last accessed 11 May 2007.

*Atlanta Journal-Constitution, The* (2003) 'Tougher US visa rules keep foreign students away', 13 August. URL: [http://www.ajc.com/news/content/news/atlanta\\_world/0803/13mba.html](http://www.ajc.com/news/content/news/atlanta_world/0803/13mba.html). Last accessed 31 July 2007.

*Australian, The* (2006) 'Overseas students may sue over uni courses', 20 June. URL: [http://www.nlc.edu.au/vic/index.php?option=com\\_content&task=section&id=8&Itemid=17](http://www.nlc.edu.au/vic/index.php?option=com_content&task=section&id=8&Itemid=17). Last accessed 20 June 2006.

Birrell, Robert (2006) 'Implications of Low English Standards Among Overseas Students at Australian Universities', *People and Place*, Centre for Population and Urban Research, Volume 14, Issue 4.

Böhm, Anthony (2003) *Global Student Mobility 2025: Analysis of Global Competition and Market Share*, IDP Education Pty Ltd., November. URL: [http://www.idp.com/aiec/pastpapers/2003Melb/wednesday/research/bohmweds11\\_p.pdf](http://www.idp.com/aiec/pastpapers/2003Melb/wednesday/research/bohmweds11_p.pdf). Last accessed 15 May 2007.

British Council (2003) *Vision 2020: Forecasting International Student Mobility – A UK Perspective*.

Chin, H.K. (2006) 'The New Landscape of International Student Mobility', *International Higher Education*, Centre for International Higher Education, Boston, USA, Number 43, Spring 2006. URL: [http://www.bc.edu/bc\\_org/avp/soe/cihe/newsletter/Number43/p9\\_Chin.htm](http://www.bc.edu/bc_org/avp/soe/cihe/newsletter/Number43/p9_Chin.htm). Last accessed 8 June 2007.

*Chronicle of Higher Education, The* (2005) 'British universities worry as Chinese enrolments plummet', 20 October, URL: <http://chronicle.com/daily/2005/10/2005102005n.htm>. Last accessed 15 May 2007.

*Chronicle of Higher Education, The* (2005) *Almanac of Higher Education: 2004-5*, URL: <http://chronicle.com/free/almanac/2004/index.htm>. Last accessed 15 May 2007.

*Chronicle of Higher Education, The* (2002) 'Foreign students find it a difficult year to win the State Department's favour', 15 November, URL: <http://chronicle.com/weekly/v49/i12/12a04001.htm>. Last accessed 31 July 2007.

Citizenship and Immigration Canada (CIC) *The Monitor*, Spring. URL: <http://www.cic.gc.ca/english/resources/statistics/monitor/pdf/issue-15e.pdf>. Last accessed 3 September 2007.

CIC (2007) 'Studying in Canada: Work permits for students—Working off campus', March. URL: <http://www.cic.gc.ca/english/study/work-offcampus.asp>. Last accessed 31 July 2007.

CIC (2007) 'Studying in Canada: Work permits for students—Working after Graduation', March. URL: <http://www.cic.gc.ca/english/study/work-postgrad.asp>. Last accessed 31 July 2007.

CIC (2006) *2005 Facts and Figures: Immigration Overview: Permanent and Temporary Residents*, September, URL: <http://www.cic.gc.ca/english/pdf/pub/facts2005.pdf>. Last accessed 31 July 2007.

CIC (2003) *The Monitor*, Spring. URL: <http://www.cic.gc.ca/english/resources/statistics/monitor/pdf/issue-01e.pdf>. Last accessed 15 May 2007.

CNN (2007) 'US woos Latin American students after post-9/11 decline', 21 August. URL: <http://edition.cnn.com/2007/WORLD/americas/08/21/study.abroad.ap/index.html>. Last accessed 3 September 2007.

Congressional Research Service (CRS) (2006) *Foreign Students in the United States: Policies and Legislation*, CRS Report for Congress, December, URL: <http://www.fas.org/sqp/crs/homesec/RL31146.pdf>. Last accessed 31 July 2007.

Council for International Education, The (UKCOSA) (2006) *New Horizons: The Experiences of International Students in UK Further Education Colleges – Report of the UKCOSA Survey*, November.

UKCOSA (2004) *International Students in UK Universities and colleges: Broadening Our Horizons*, October.

*Daily Yomiuri, The* (2007) 'Panel OK's plan to attract 1 million foreign students by '25', 19 April, URL: <http://www.yomiuri.co.jp/dy/national/20070419TDY03011.htm>. Last accessed 16 May 2007.

Department of Immigration and Citizenship (Australia) (2007) 'Skilled – Regional Sponsored (Provisional) Visa (Subclass 487)', URL: <http://www.immi.gov.au/skilled/general-skilled-migration/487/eligibility-qualification-aust.htm>. Last accessed 31 July 2007.

Department of Immigration and Citizenship (2007) 'Changes to the General Skilled Migration Programme', URL: <http://www.immi.gov.au/skilled/general-skilled-migration/changes/index.htm>. Last accessed 31 July 2007.

Department of Education, Science and Training (DEST) (Australia) (2007) *Year 2006 Market Indicator Data*, Australian Education International (AEI), January, URL: [http://aei.dest.gov.au/AEI/MIP/Statistics/StudentEnrolmentAndVisaStatistics/2006/2006\\_0106\\_pdf.pdf](http://aei.dest.gov.au/AEI/MIP/Statistics/StudentEnrolmentAndVisaStatistics/2006/2006_0106_pdf.pdf). Last accessed 3 May 2007.

DEST (2006) *2006 Annual International Student Statistics*, AEI, December, URL: [http://aei.dest.gov.au/AEI/MIP/Statistics/StudentEnrolmentAndVisaStatistics/2006/2006Annual\\_Stats.htm](http://aei.dest.gov.au/AEI/MIP/Statistics/StudentEnrolmentAndVisaStatistics/2006/2006Annual_Stats.htm). Last accessed 3 May 2007.

Department of Justice (Canada) (2001) *Immigration and Refugee Protection Act*, URL: <http://laws.justice.gc.ca/en/ShowFullDoc/cs/l-2.5/en>. Last accessed 15 May 2007.

Department of State (US) (2007) 'Federal Register', 19 June, Volume 72, Number 117. URL: [http://exchanges.state.gov/education/jexchanges/about/interim\\_0607.pdf](http://exchanges.state.gov/education/jexchanges/about/interim_0607.pdf). Last accessed 31 July 2007.

Department of State (2002) 'Enhanced Border Security and Visa Entry Reform Act of 2002 - ALDAC No. 1', 2 May. URL: [http://travel.state.gov/visa/laws/telegrams/telegrams\\_1403.html](http://travel.state.gov/visa/laws/telegrams/telegrams_1403.html). Last accessed 3 September 2007.

Department of Education (US) (2006) *A Test of Leadership: Charting the Future of US Higher Education*, September, URL: <http://www.ed.gov/about/bdscomm/list/hiedfuture/reports/pre-pub-report.pdf>. Last accessed 1 May 2007.

Department for Schools, Children and Families (UK) (2006) 'Prime Minister launches strategy to make UK leader in International Education', 18 April, URL: [http://www.dfes.gov.uk/pns/DisplayPN.cgi?pn\\_id=2006\\_0058](http://www.dfes.gov.uk/pns/DisplayPN.cgi?pn_id=2006_0058). Last accessed 5 May 2007.

*Destination Analysis* (2002) 'Canada's Promise', April. URL: <http://www.hothousemedia.com/etm/etmbackissues/apriletm02/apret02destanalysis.htm>. Last accessed 31 July 2007.

*Deutschland* (2007) 'Courses and Careers: The Advantages of Studying in Germany', February/March.

Economic Development Board, The (EDB) (2006) *Singapore: The Global Schoolhouse*, 1 February. URL: [http://www.sedb.com/edb/sq/en\\_uk/index/news\\_room/publications/singapore\\_investment2/singapore\\_investment0/singapore\\_the\\_global.html](http://www.sedb.com/edb/sq/en_uk/index/news_room/publications/singapore_investment2/singapore_investment0/singapore_the_global.html). Last accessed 8 June 2007.

EduFrance (2007) 'Working while a student in France', URL: <http://www.edufrance.fr/en/a-etudier/sejour01-6.htm>. Last accessed 31 July 2007.

Education New Zealand (2007) *The Experiences of Chinese Students in New Zealand*, April.

Education New Zealand (2007) 'Chinese student research indicates progress—but still room for improvement', *Media Release*, 30 April. URL: <http://www.educationnz.org.nz/comm/Mediareleases/MR-ChineseStudentResearch0407.pdf>. Last accessed 31 July 2007.

Federal Foreign Office (Germany) (2005) *The Immigration Act*, September, URL: <http://www.auswaertiges-amt.de/diplo/en/WillkommeninD/EinreiseUndAufenthalt/Zuwanderungsrecht.html>. Last accessed 31 July 2007.

Federal Ministry of Education and Research (BMBF) (Germany) (2005) *Internationalisation of Higher Education*, Germany, Bonn. URL: [http://www.bmbf.de/pub/internationalization\\_of\\_higher\\_education\\_2005.pdf](http://www.bmbf.de/pub/internationalization_of_higher_education_2005.pdf). Last accessed 28 July 2007.

German Academic Exchange Service (DAAD) (2007) 'Tuition fees on their way'. URL: <http://daad.de/deutschland/wege-durchs-studium/kosten/06199.en.html>. Last accessed 27 July 2007.



DAAD (2007) *Wissenschaft weltoffen 2007: Facts and Figures on the International Nature of Studies and Research in Germany*. URL: <http://www.wissenschaft-weltoffen.de/daten?lang=en>. Last accessed 31 July 2007.

DAAD (2006) *Wissenschaft weltoffen 2006: Facts and Figures on the International Nature of Studies and Research in Germany*. URL: <http://www.wissenschaft-weltoffen.de/daten/7/1?lang=en>. Last accessed 31 July.

DAAD (2005) *Wissenschaft weltoffen 2005: Facts and Figures on the International Nature of Studies and Research in Germany*. URL: <http://www.wissenschaft-weltoffen.de/daten/7/2?lang=en>. Last accessed 31 July.

DAAD (2004) *Wissenschaft weltoffen 2004: Facts and Figures on the International Nature of Studies and Research in Germany*, URL: <http://www.wissenschaft-weltoffen.de/daten/7/3?lang=en>. Last accessed 31 July.

DAAD (2003) *Wissenschaft weltoffen 2003: Facts and Figures on the International Nature of Studies and Research in Germany*, URL: <http://www.wissenschaft-weltoffen.de/daten/7/4?lang=en>. Last accessed 31 July.

DAAD (2002) *Wissenschaft weltoffen 2002: Facts and Figures on the International Nature of Studies and Research in Germany*, URL: <http://www.wissenschaft-weltoffen.de/daten/7/5?lang=en>. Last accessed 31 July.

Harvard University (2007) 'Financial Aid Office', URL: <http://www.fao.fas.harvard.edu/cost.htm>. Last accessed 31 July 2007.

Higher Education Statistics Agency Limited (HESA) (UK) (2007) *Students in Higher Education Institutions: 2005-6*, March.

HESA (2006) *Students in Higher Education Institutions: 2004-5*, March.

HESA (2005) *Students in Higher Education Institutions: 2003-4*, March.

HESA (2004) *Students in Higher Education Institutions: 2002-3*, June.

HESA (2003) *Students in Higher Education Institutions: 2001-2*, April.

HESA (2002) *Students in Higher Education Institutions: 2000-1*, April.

HESA (2001) *Students in Higher Education Institutions: 1999-2000*, April.

HESA (2000) *Students in Higher Education Institutions: 1998-9*, April.

HESA (1999) *Students in Higher Education Institutions: 1997-8*, June

Home Office (UK) (2007) 'Information about the International Graduates Scheme', URL: [http://www.workingintheuk.gov.uk/working\\_in\\_the\\_uk/en/homepage/schemes\\_and\\_programmes/internationalgraduatesscheme.html](http://www.workingintheuk.gov.uk/working_in_the_uk/en/homepage/schemes_and_programmes/internationalgraduatesscheme.html). Last accessed 26 April 2007.

Immigration New Zealand (2006) 'All about visas and permits', September, URL: <http://www.immigration.govt.nz/community/stream/employ/employmentprocesses/employingtemporaryworkers/allaboutvisasandpermits/>. Last accessed 31 July 2007.

Immigration New Zealand (2007) 'Policy changes for 30 July 2007', 10 July, URL: <http://www.immigration.govt.nz/migrant/general/generalinformation/news/julyrelease.htm>. Last accessed 31 July 2007.

Immigration New Zealand (2006) 'Employing students who are eligible to work after the completion of their studies in New Zealand', September, URL: <http://www.immigration.govt.nz/community/stream/employ/employmentprocesses/employingtemporaryworkers/whatisrequired/studytowork/>. Last accessed 31 July 2007.

Indymedia (2007) 'Germany: New university tuition fees threaten students with poverty', 10 March. URL: [www.wsws.org/articles/2007/mar2007/tuit-m10.shtml](http://www.wsws.org/articles/2007/mar2007/tuit-m10.shtml). Last accessed 27 July 2007.

Institute of International Education (IIE) (2006) 'How are nations responding to student mobility?', presentation at the British Council's Going Global 2 Conference, December, Edinburgh, Scotland.

IIE (2006) *Open Doors 2006: Report on International Educational Exchange*, November.

IIE (2005) *Open Doors 2005: Report on International Educational Exchange*, November.

IIE (2004) *Open Doors 2004: Report on International Educational Exchange*, November.

IIE (2003) *Open Doors 2003: Report on International Educational Exchange*, November.

IIE (2002) *Open Doors 2002: Report on International Educational Exchange*, November.

IIE (2001) *Open Doors 2001: Report on International Educational Exchange*, November.

IIE (2000) *Open Doors 2000: Report on International Educational Exchange*, November.

IIE (1999) *Open Doors 1999: Report on International Educational Exchange*, November.

IIE (1998) *Open Doors 1998: Report on International Educational Exchange*, November.

IIE (1997) *Open Doors 1997: Report on International Educational Exchange*, November.

*International Herald Tribune* (2005) 'China grows as study hotspot for US students', 7 December. URL: <http://www.ihf.com/articles/2005/12/07/news/students.php>. Last accessed 8 June 2007.

*International Herald Tribune* (2004) 'US slips in luring world's brightest', 22 December, URL: <http://www.ihf.com/articles/2004/12/21/news/education.php>. Last accessed 8 June 2007.

Japan Student Services Organisation (2006) *International Students in Japan*, December. URL: [http://www.jasso.go.jp/statistics/intl\\_student/data06\\_e.html](http://www.jasso.go.jp/statistics/intl_student/data06_e.html). Last accessed 31 July 2007.

JWT Education (2007) 'Promoting what we've got – encouraging people to study in the UK', presentation at the 4th Annual International Student Conference, March, London, England.

Kelo, M., Teichler, U., and B. Wachter (2006) *Eurodata: Student Mobility in European Higher Education*, Bonn, Lemmens Verlag & Mediengesellschaft.

Laval University (2007) 'Droit de scolarité Automne 2006 – Hiver 2007, Étudiants étrangers, 1er Cycle', URL: [http://www.sf.ulaval.ca/pdf/scol\\_etr\\_1\\_0708.pdf](http://www.sf.ulaval.ca/pdf/scol_etr_1_0708.pdf). Last accessed 31 July 2007.

Leidel, M. (2004) 'Statistische Erfassung der Mobilität von Studierenden' in *Statistisches Bundesamt: Wirtschaft und Statistik*, Kern & Birner, Frankfurt, Germany, November.

*Malaysian National News Agency (Bernama)* (2007) 'LimkokWing University of Technology opens branch in Botswana', 15 May, URL: [http://www.bernama.com/bernama/v3/news\\_lite.php?id=261913](http://www.bernama.com/bernama/v3/news_lite.php?id=261913). Last accessed 6 June 2007.

Bernama (2007) 'Move to Draw 100,000 Foreign Students Hits Snag', 10 June. URL: [http://www.bernama.com.my/bernama/state\\_news/news.php?id=266674&cat=st](http://www.bernama.com.my/bernama/state_news/news.php?id=266674&cat=st). Last accessed 13 June 2007.

Ministry of Education (MOE) (China), *International students in China*, URL: [http://www.moe.edu.cn/english/international\\_3.htm](http://www.moe.edu.cn/english/international_3.htm). Last accessed 8 June 2007.

Ministry of Education (France) (2007) *Les effectifs étudiants dans le supérieur en 2005*, January. URL: <http://media.education.gouv.fr/file/25/7/4257.pdf>. Last accessed 11 May 2007.

Ministry of Education (2006) *Les effectifs étudiants*, September. URL: <http://media.education.gouv.fr/file/85/9/2859.pdf>. Last accessed 11 May 2007.

Ministry of Education (2006) *Les effectifs de l'enseignement supérieur de 1990-1 à 2005-6*, July. URL: <http://media.education.gouv.fr/file/32/3/4323.pdf>. Last accessed 31 July 2007.

Ministry of Education (2006) *Repères et références statistiques – Édition 2006*. URL: <http://media.education.gouv.fr/file/42/6/2426.pdf>. Last accessed 27 July 2007.

Ministry of Education (2004) *Les étudiants étrangers en France*, June, URL: <http://media.education.gouv.fr/file/56/5/2565.pdf>. Last accessed 31 July 2007.

Ministry of Education (New Zealand) (2007), 'Making a choice about where to study', *The Experiences of International Students in New Zealand: Report on the results of the National Survey*, January. URL: [http://www.minedu.govt.nz/index.cfm?layout=document&documentid=9939&indexid=11330&indexparentid=6663#P619\\_46245](http://www.minedu.govt.nz/index.cfm?layout=document&documentid=9939&indexid=11330&indexparentid=6663#P619_46245). Last accessed 31 July 2007.

Ministry of Education (2006) *Profile & Trends: New Zealand's Tertiary Education Sector 2005*, December. URL: [http://educationcounts.edcentre.govt.nz/publications/downloads/PT05\\_CompleteBook.pdf](http://educationcounts.edcentre.govt.nz/publications/downloads/PT05_CompleteBook.pdf). Last accessed 16 May 2007.

Ministry of Education (2006) *International students enrolled in Tertiary Education*, December. URL: <http://www.educationcounts.edcentre.govt.nz/indicators/downloads/tspar12-International%20students.pdf>. Last accessed 17 May 2007

Ministry of Education (2005) *Profile & Trends: New Zealand's Tertiary Education Sector 2004*, December. URL: <http://educationcounts.edcentre.govt.nz/publications/tertiary/tes-2004.html>. Last accessed 16 May 2007.

Ministry of Education (2004) *Profile & Trends: New Zealand's Tertiary Education Sector 2003*, November. URL: <http://educationcounts.edcentre.govt.nz/publications/downloads/profile--trends-2003-web.pdf>. Last accessed 16 May 2007.

Ministry of Education (2003) *Profile & Trends: New Zealand's Tertiary Education Sector 2002*, November. URL: <http://educationcounts.edcentre.govt.nz/publications/downloads/tsr-report-2002-revised-web-version.pdf>. Last accessed 16 May 2007.

Ministry of Education (2002) *Profile & Trends: New Zealand's Tertiary Education Sector 2001*, October. URL: <http://educationcounts.edcentre.govt.nz/publications/downloads/p7836-report-dl.pdf>. Last accessed 16 May 2007.

Ministry of Education (2001) *Profile & Trends: New Zealand's Tertiary Education Sector 2000*, October. URL: <http://educationcounts.edcentre.govt.nz/publications/downloads/profile-trends--2000.pdf>. Last accessed 16 May 2007.

Ministry of Education (2000) '*Profile & Trends: New Zealand's Tertiary Education Sector 1999*', October. URL: <http://educationcounts.edcentre.govt.nz/publications/downloads/tsr-report-1999.pdf>. Last accessed 16 May 2007.

Ministry of Education (1999) '*Profile & Trends: New Zealand's Tertiary Education Sector 1998*', December. URL: <http://educationcounts.edcentre.govt.nz/publications/downloads/id-4739-tertiary-report-1998.pdf>. Last accessed 16 May 2007.

Ministry of Education, Culture, Sports, Science and Technology (MEXT) (Japan) (2007) '*Japan's Education at a Glance 2006*', June. URL: <http://www.mext.go.jp/english/statist/07070310.htm>. Last accessed 31 July 2007.

MEXT (2005) '*Japan's Education at a Glance 2005*', September, URL: <http://www.mext.go.jp/english/statist/05101901.htm>. Last accessed 31 July 2007.

MEXT (2004) '*Japan's Education at a Glance 2004*', November, URL: <http://www.mext.go.jp/english/statist/04120801.htm>. Last accessed 31 July 2007

Ministry of Education, Leisure and Sport (Quebec, Canada) 'Countries and International Organisations granted exemptions from the additional financial contribution by the Government of Quebec', URL: '[http://www.mels.gouv.qc.ca/ens-sup/ens-univ/droits\\_scolarite-A\\_pays-organisations.pdf](http://www.mels.gouv.qc.ca/ens-sup/ens-univ/droits_scolarite-A_pays-organisations.pdf)'. Last accessed 11 May 2007.

National University of Singapore (2007) 'Tuition Fees per Annum', March. URL: <https://team.nus.edu.sg/registrar/info/ug/UGTuition2007-8.pdf>. Last accessed 31 July 2007.

*Newsweek* (2007) 'English orated here', 26 February. URL: <http://www.msnbc.msn.com/id/17202839/site/newsweek/>. Last accessed 26 April 2007.

*New Straits Times Online, The* (2007) 'What foreign students want', 24 May. URL: [http://www.nst.com.my/Current\\_News/NST/Thursday/National/20070524080805/Article/index.html](http://www.nst.com.my/Current_News/NST/Thursday/National/20070524080805/Article/index.html) Last accessed 8 June 2007. Last accessed 8 June 2007.

*New Zealand Herald, The* (2007) 'Exchange rate puts international students off New Zealand', 1 May. URL: [http://www.nzherald.co.nz/category/story.cfm?c\\_id=35&objectid=10437103](http://www.nzherald.co.nz/category/story.cfm?c_id=35&objectid=10437103). Last accessed 21 May 2007.

*Observatory on Borderless Higher Education, The (OBHE)* (2007) 'A miscalculated level of risk? UNSW Asia announces its unexpected closure', 1 June. URL: <http://www.obhe.ac.uk/cgi-bin/news/article.pl?id=643&mode=month>. Last accessed 8 June 2007.

*OBHE* (2007) 'Other Breaking News from Around the World', 17 May, URL: <http://www.obhe.ac.uk/cgi-bin/news/article.pl?id=639&mode=month>. Last accessed 6 June 2007.

*OBHE* (2007) 'Worthy of pursuit? Several countries begin to consider the potential value of the 'student experience'', 13 February. URL: <http://www.obhe.ac.uk/cgi-bin/news/article.pl?id=618&mode=month>. Last accessed 6 July 2007.

*OBHE* (2006) 'Beware the 'golden handcuffs'? The rising number of research partnerships between major US technology firms and universities', 13 November. URL: <http://www.obhe.ac.uk/cgi-bin/news/article.pl?id=593&mode=month>. Last accessed 8 June 2007

*OBHE* (2006) 'Beyond the 'near-abroad'? Russia prepares for a more prominent position in the international higher education market', 1 November. URL: <http://www.obhe.ac.uk/cgi-bin/news/article.pl?id=590&mode=month>. Last accessed 8 June 2007.



OBHE (2006) 'The International Branch Campus - Patterns and Trends', October, URL: <http://www.obhe.ac.uk/products/reports/ftp/2006-10-01.pdf>. Last accessed 27 July 2007.

OBHE (2006) 'The key to competitiveness? Latest developments in international student visas and immigration rules', 1 August, URL: <http://www.obhe.ac.uk/cgi-bin/news/article.pl?id=572&mode=month>. Last accessed 11 May 2007.

OBHE (2006) 'Malaysia launches new US\$4.8 billion higher education strategy in continued pursuit of 'regional hub' status', 28 April. URL: <http://www.obhe.ac.uk/cgi-bin/news/article.pl?id=549&mode=month>. Last accessed 13 June 2007.

OBHE (2006) 'Saudi Arabia shifts its glance eastward for higher education collaborations', 29 March, URL: <http://www.obhe.ac.uk/cgi-bin/news/article.pl?id=541&mode=month>. Last accessed 8 June 2007.

OBHE (2005) 'IBT Education Group goes public- is student support the next frontier for commercial intervention in higher education?' 15 December. URL: <http://www.obhe.ac.uk/cgi-bin/news/article.pl?id=338&mode=month>. Last accessed 11 May 2007.

OBHE (2005) 'UK branch campus developments: University of Warwick rejects plans for Singapore campus and Liverpool moves into China', 20 October. URL: <http://www.obhe.ac.uk/cgi-bin/news/article.pl?id=417&mode=month>. Last accessed 8 June 2007.

OBHE (2005) 'Latest developments in international enrolments in New Zealand: does data confirm global trends?' 15 April. URL: <http://www.obhe.ac.uk/cgi-bin/news/article.pl?id=372&mode=month>. Last accessed 11 May 2007.

*Observer, The* (2007) 'Tighter checks on students from overseas', 28 January. URL: <http://education.guardian.co.uk/higher/news/story/0,,2000588,00.html>. Last accessed 15 April 2007.

Organisation for Economic Co-operation and Development (OECD) (2006) *Education at a Glance: OECD Indicators 2006*, Paris, France, URL: [http://www.oecd.org/document/52/0,3343,en\\_2649\\_34515\\_37328564\\_1\\_1\\_1\\_1,00.html](http://www.oecd.org/document/52/0,3343,en_2649_34515_37328564_1_1_1_1,00.html). Last accessed 16 May 2007.

OECD (2005) *Education at a Glance: OECD Indicators 2005*, Paris, France, URL: [http://www.oecd.org/document/34/0,3343,en\\_2649\\_34515\\_35289570\\_1\\_1\\_1\\_1,00.html](http://www.oecd.org/document/34/0,3343,en_2649_34515_35289570_1_1_1_1,00.html). Last accessed 16 May 2007.

OECD (2003) *OECD Review of Financing and Quality Assurance Reforms in Higher Education in the People's Republic of China*, 24 October, URL: <http://www.oecd.org/dataoecd/40/33/17137038.pdf>. Last accessed 8 June 2007.

Office of the Press Secretary, The Whitehouse (2002) 'President signs border security and visa entry form', 14 May. URL: <http://www.whitehouse.gov/news/releases/2002/05/20020514-4.html>. Last accessed 3 September 2007.

Oxford University (2007) 'University Composition Fees 2007-8', URL: <http://www.admin.ox.ac.uk/pr/UG3%200708updated.pdf>. Last accessed 31 July 2007.

*People's Daily Online* (2007) 'Ninety percent of Chinese students overseas have to stump up for their education', 6 March. URL: [http://english.people.com.cn/200703/06/eng20070306\\_354868.html](http://english.people.com.cn/200703/06/eng20070306_354868.html). Last accessed 15 May 2007.

*People's Daily Online* (2006) 'China to double foreign student intake by 2020', 8 August, URL: [http://english.people.com.cn/200608/08/eng20060808\\_290712.html](http://english.people.com.cn/200608/08/eng20060808_290712.html). Last accessed 8 June 2007.

People's Daily Online (2003) 'Foreign students in China on the rise', 15 April, URL: [http://english.people.com.cn/200304/15/eng20030415\\_115202.shtml](http://english.people.com.cn/200304/15/eng20030415_115202.shtml). Last accessed 27 July 2007.

People's Daily Online (2002) 'Singapore - New Mecca for Chinese Students', 16 May, URL: [http://english.people.com.cn/200205/16/eng20020516\\_95807.shtml](http://english.people.com.cn/200205/16/eng20020516_95807.shtml). Last accessed 8 June 2007.

Research and Markets (2006) *China Education and Training Industry Report, 2006-7*, December, URL: <http://www.researchandmarkets.com/reports/c56284>. Last accessed 23 May 2007.

Savage, Christine (2005) *The National Report of International Students in Canada*, The Canadian Bureau of International Education (CBIE), Ottawa, Canada.

Department of State (US) (2002) 'Enhanced Border Security and Visa Entry Reform Act of 2002 - ALDAC No. 1', 2 May. URL: [http://travel.state.gov/visa/laws/telegrams/telegrams\\_1403.html](http://travel.state.gov/visa/laws/telegrams/telegrams_1403.html). Last accessed 3 September 2007.

Singapore Department of Statistics (2002) *The Education Industry in Singapore*, December. URL: <http://www.singstat.gov.sg/papers/op/op-b17.pdf>. Last accessed 8 June 2007.

Star Online, The (2007) 'Winning over Saudi Students', 27 May. URL: <http://thestar.com.my/education/story.asp?file=/2007/5/27/education/17829441>. Last accessed 8 June 2007.

Star Online, The (2007) 'Bid to double foreign students at varsities', 23 April. URL: <http://thestar.com.my/news/story.asp?file=/2007/4/23/nation/17519507&sec=nation>. Last accessed 8 June 2007.

Sydney Morning Herald (2006), 'Universities being used as immigration factories', 30 March 2006, URL: <http://www.smh.com.au/news/national/unis-used-as-immigration-factories/2006/03/29/1143441215915.html>. Last accessed 6 March 2007.

TNS UK Limited (2007) *Managed Migration Pricing Research: Report of Findings*, 19 March. URL: <http://www.ind.homeoffice.gov.uk/6353/6356/17715/managedmigrationpricingrese1.pdf>. Last accessed 11 May 2007.

Tysome, T. (2006) 'Overseas cash injections rises', *Times Higher Education Supplement*, 11 August. URL: [http://www.thes.co.uk/current\\_edition/story.aspx?story\\_id=2031765](http://www.thes.co.uk/current_edition/story.aspx?story_id=2031765). Last accessed 8 June 2007.

United Nations Educational, Scientific and Cultural Organisation (UNESCO) (2005) *Tertiary Students Abroad: Learning without Borders*, Institute of Statistics (UIS), Montreal, Canada, November, URL: [http://www.unesco.org/education/factsheet\\_foreignstudents.pdf](http://www.unesco.org/education/factsheet_foreignstudents.pdf). Last accessed 15 March 2007.

UNESCO (2006) *Global Education Digest 2006*, UIS, Montreal, Canada, URL: <http://www.uis.unesco.org/TEMPLATE/pdf/ged/2006/GED2006.pdf>. Last accessed 15 May 2007.

UNESCO (2005) *Global Education Digest 2005*, UIS, Montreal, Canada, URL: [http://www.uis.unesco.org/template/pdf/ged/2005/ged2005\\_en.pdf](http://www.uis.unesco.org/template/pdf/ged/2005/ged2005_en.pdf). Last accessed 15 May 2007.

University of Heidelberg (2007) 'Financing your studies', URL: [http://www.zuv.uni-heidelberg.de/AAA/english/info\\_hd\\_fina.htm](http://www.zuv.uni-heidelberg.de/AAA/english/info_hd_fina.htm). Last accessed 31 July 2007.

University of Malaya (2007) 'International Student Fees', URL: [http://www.um.edu.my/system/media/downloadables/undergraduates/fees\\_foreignstudents.pdf](http://www.um.edu.my/system/media/downloadables/undergraduates/fees_foreignstudents.pdf). Last accessed 31 July 2007.



University of Otago (2007) 'International Tuition Fees', URL: <http://www.otago.ac.nz/international/pdfs/2007NZIntlFees.pdf>. Last accessed 31 July 2007.

University of Paris-Sorbonne (Paris IV) (2007) 'Reception of Foreign Students', URL: [http://www.paris4.sorbonne.fr/fr/IMG/pdf/Brochure\\_Eng.pdf](http://www.paris4.sorbonne.fr/fr/IMG/pdf/Brochure_Eng.pdf). Last accessed 14 May 2007

University of Sydney (2007) 'Undergraduate – Find a course', URL: [http://heifer.ucc.usyd.edu.au/ugcourses/FMPro?-db=msr\\_uqpg.fp5&-format=search.html&-findany](http://heifer.ucc.usyd.edu.au/ugcourses/FMPro?-db=msr_uqpg.fp5&-format=search.html&-findany). Last accessed 14 May 2007.

University of Tokyo (2006) 'Enrolment Fee and Tuition', April, URL: [http://www.u-tokyo.ac.jp/stu04/e03\\_e.html](http://www.u-tokyo.ac.jp/stu04/e03_e.html). Last accessed 31 July 2007.

Welch, A. (2007) 'The Minnow and the Whale: Singapore-China relations in Higher Education', *International Higher Education*, Centre for International Higher Education, Boston, USA, Number 46, Winter. URL: [http://www.bc.edu/bc\\_org/avp/soe/cihe/newsletter/Number46/p22\\_Welch.htm](http://www.bc.edu/bc_org/avp/soe/cihe/newsletter/Number46/p22_Welch.htm). Last accessed 8 June 2007.

White House (2002) 'President signs border security and visa entry reform act', Office of the Press Secretary. URL: <http://www.whitehouse.gov/news/releases/2002/05/20020514-4.html>. Last accessed 3 September 2007.

World Trade Organisation, The (2001) 'WTO successfully concludes negotiations on China's entry', *2001 Press Releases*, 17 September. URL: [http://www.wto.org/english/news\\_e/pres01\\_e/pr243\\_e.htm](http://www.wto.org/english/news_e/pres01_e/pr243_e.htm). Last accessed 27 July 2007.

Xiaoying, M. and Abbott, M. (2007) 'Entering International Markets: New Zealand's Problems', *International Higher Education*, Centre for International Higher Education, Boston, USA, Number 46, Winter. URL: [http://www.bc.edu/bc\\_org/avp/soe/cihe/newsletter/ihe\\_pdf/ihe46.pdf](http://www.bc.edu/bc_org/avp/soe/cihe/newsletter/ihe_pdf/ihe46.pdf). Last accessed 21 May 2007.

Yang, R. (2004) 'Toward massification: Higher education development in the Peoples Republic of China since 1949' in J. Smart (ed.) *Higher education: Handbook of Theory and Research*, Amsterdam, Kluwer, pp. 311-24.

Yang, R. (2003) 'Progresses and paradoxes: New developments in Chinas higher education' in K.H. Mok (ed.) *Centralisation versus decentralisation: Educational reforms and changing governance in Chinese societies*, Hong Kong, Comparative Education Research Centre, University of Hong Kong, pp.173-200, URL: <http://www.education.monash.edu.au/centres/mcrie/docs/bookchapters/yang-2002-cityuhk.pdf>. Last accessed 8 June 2007.