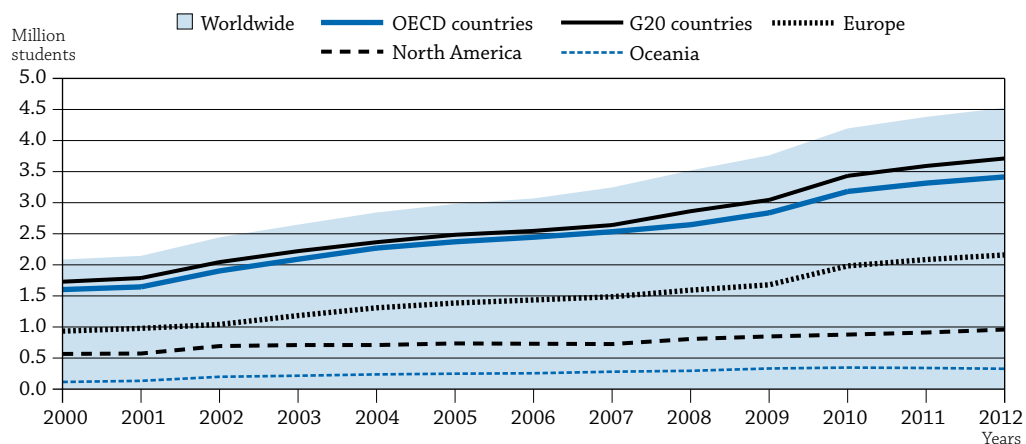



## WHO STUDIES ABROAD AND WHERE?

- In 2012, more than 4.5 million students were enrolled in tertiary education outside their country of citizenship. Australia, Austria, Luxembourg, New Zealand, Switzerland and the United Kingdom have the highest proportion of international students as a percentage of their total tertiary enrolments.
- Students from Asia represent 53% of foreign students enrolled worldwide. The largest numbers of foreign students from this continent are from China, India and Korea.
- In 2012, the number of foreign students enrolled in tertiary education in OECD countries was, on average, three times the number of students from OECD countries studying abroad. In the 21 European countries that are members of the OECD, there were, on average, three foreign students for every European citizen enrolled abroad.
- Some 82% of all foreign students are enrolled in G20 countries, while 75% of all foreign students are enrolled in OECD countries. These proportions have remained stable during the past decade.

**Chart C4.1. Evolution in the number of students enrolled outside their country of citizenship, by region of destination (2000 to 2012)**



Source: OECD, Table C4.6. See Annex 3 for notes ([www.oecd.org/edu/eag.htm](http://www.oecd.org/edu/eag.htm)).  
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### Context

As national economies become more interconnected and participation in education expands, governments and individuals are looking to tertiary education to broaden students' horizons and help them to better understand the world's languages, cultures and business methods. One way for students to expand their knowledge of other societies and languages, and thus improve their prospects in globalised sectors of the labour market, is to study in tertiary institutions in countries other than their own.

The factors driving the general increase in student mobility range from the exploding demand for higher education worldwide and the perceived value of studying at prestigious post-secondary institutions abroad, to specific policies that aim to foster student mobility within a geographic region (as is the case in Europe), to government efforts to support students in studying specific fields that are growing rapidly in the country of origin. In addition, some countries and institutions undertake major marketing efforts to attract students from outside their boundaries.

The increase in student mobility in tertiary education can also provide an opportunity for smaller and/or less-developed host education systems to improve the cost-efficiency of their education systems. For example, it can help countries focus limited resources on educational programmes with

potential economies of scale, or expand participation in tertiary education without having to expand the tertiary system within the country itself. For host countries, enrolling international students can not only help raise revenues from higher education, but also can be part of a broader strategy to recruit highly skilled immigrants.

A significant proportion of foreign students coming from G20 countries that are not members of the OECD includes some of the better-performing students, who are natural candidates for public or private support, or those from relatively advantaged socio-economic backgrounds. This implies that student mobility can not only have an impact on the stature of tertiary institutions' academic programmes, but can also economically benefit the host education systems.

In the current economic climate, shrinking support for scholarships and grants, as well as tighter budgets for individuals, may slow the pace of student mobility. On the other hand, limited labour market opportunities in students' countries of origin may increase the attractiveness of studying abroad as a way to gain a competitive edge, and thus boost student mobility.

International students tend to choose different programmes of study compared to local students (see Indicator A4 in *Education at a Glance 2011*), indicating either a degree of specialisation of countries in the programmes offered, or a lack of programmes in the countries of origin, and/or better employment opportunities associated with specific fields of education.

Throughout this indicator, the term “international students” or “mobile students” refers to students who have moved from their country of origin with the purpose of studying. The term “foreign students” refers to students who are not citizens of the countries in which they are enrolled, but may be long-term residents or were born in that country. In general, international students are a subset of foreign students (see *Definitions* section at the end of this indicator).

### ■ Other findings

- **Australia, Canada, France, Germany, the United Kingdom and the United States together receive more than 50% of all foreign students worldwide.**
- **International students from OECD countries mainly come from Canada, France, Germany, Italy, Korea and the United States.**
- **International students represent 10% or more of the enrolments in tertiary education in Australia, Austria, Luxembourg, New Zealand, Switzerland and the United Kingdom.** They also account for more than 30% of enrolments in advanced research programmes in Australia, Belgium, Luxembourg, the Netherlands, New Zealand, Switzerland and the United Kingdom.

### ■ Trends

During 2000-12, the number of foreign tertiary students enrolled worldwide more than doubled, with an average annual growth rate of almost 7%. In OECD countries, the number of foreign students enrolled at the tertiary level mirrored the global trend.

Europe is the top destination for students at the tertiary level of education enrolled outside their country of origin, hosting 48% of these students, followed by North America, which hosts 21% of all international students, and Asia with 18%. The number of international students in Oceania has almost tripled since 2000, though the region hosts less than 10% of all foreign students. Other regions, such as Africa and Latin America and the Caribbean, are also seeing growing numbers of international students, reflecting the internationalisation of universities in an increasing number of countries (Table C4.6 and Chart C4.1).

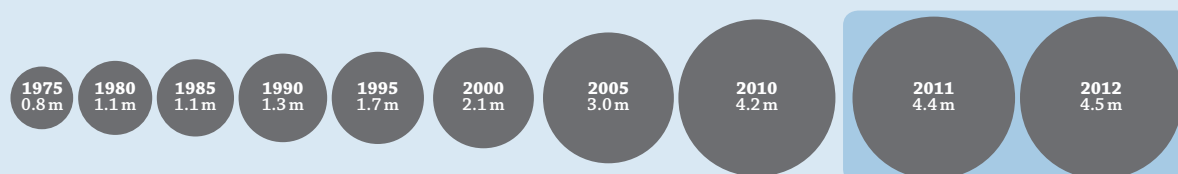
## Analysis

Over the past three decades, the number of students enrolled outside their country of citizenship has risen dramatically, from 0.8 million worldwide in 1975 to 4.5 million in 2012, a more than fivefold increase (Box C4.1). This remarkable expansion stems from an interest in promoting academic, cultural, social and political ties among countries, particularly as the European Union was taking shape, to a substantial increase in global access to tertiary education, and to reduced transportation costs. The internationalisation of labour markets for highly skilled people has also given students an incentive to gain international experience as part of their higher education.

Most of the new foreign tertiary students come from countries outside the OECD area and are likely to contribute to a gradual expansion in the proportion of foreign students in advanced research programmes in OECD and other G20 countries in the coming years.

### Box C4.1. Long-term growth in the number of students enrolled outside their country of citizenship


*Growth in internationalisation of tertiary education (1975-2012, in millions)*



Source: OECD and UNESCO Institute for Statistics.

Data on foreign enrolment worldwide comes from both the OECD and the UNESCO Institute for Statistics (UIS). UIS provided the data on all countries for 1975-95 and most of the non-OECD countries for 2000, 2005, 2010, 2011 and 2012. The OECD provided the data on OECD countries and other non-OECD economies in 2000 and 2012. Both sources use similar definitions, thus making their combination possible. Missing data were imputed with the closest data reports to ensure that breaks in data coverage do not result in breaks in time series.

The data points in the shaded area correspond to a different time scale than the rest of the time series but are presented for information as they are the last two years available, and 2012 is the year of reference.

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Global student mobility follows inter- and intra-regional migration patterns to a great extent. The growth in the internationalisation of tertiary enrolment in OECD countries, as well as the high proportion of intra-regional student mobility show the growing importance of regional mobility over global mobility. Student flows in European countries and in Eastern Asia and Oceania tend to reflect the evolution of geopolitical areas, such as closer ties between Asia-Pacific countries and further co-operation among European countries beyond the European Union (UNESCO, 2009).

### Major destinations of foreign students

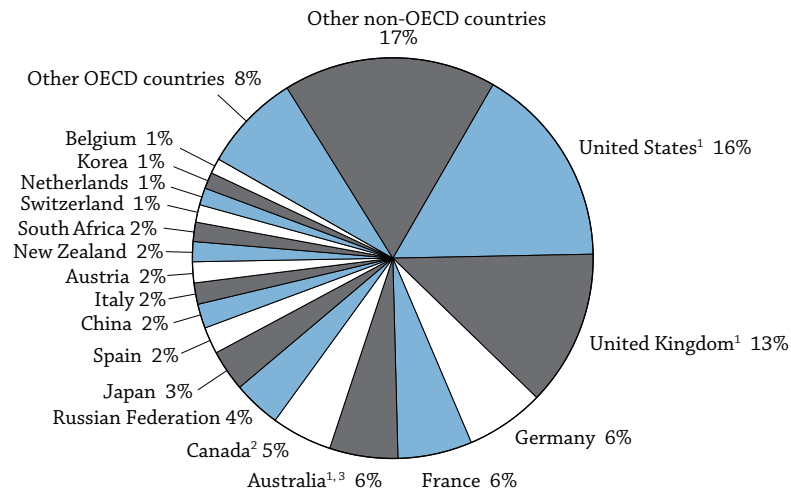
G20 countries attract 82% of foreign students worldwide while some 75% of foreign students are enrolled in tertiary education in an OECD country. Within the OECD area, EU21 countries host the largest proportion (39%) of foreign students. These 21 countries also host 98% of foreign students enrolled in EU countries. Some 74% of foreign students enrolled in EU21 countries come from another EU21 country, demonstrating the effect of EU mobility policies. North America is the second most attractive region for foreign students, with 21% of the total. The profile of international students in this region is more diverse than that observed in the European Union. For instance, although 53% of Canadians studying abroad are in the United States, they account for only 4% of these international students. Similarly, 14% of Americans studying abroad chose Canada, but they account for only 6% of all foreign students enrolled in tertiary education in Canada (Tables C4.3, C4.4 and C4.6).

In 2012, more than one in two foreign students in tertiary education were enrolled in Australia, Canada, France, Germany, the United Kingdom or the United States. In absolute terms, the United States hosted most of these students, with 16% of all foreign students, followed by the United Kingdom (13%), Germany (6%), France (6%), Australia (6%) and Canada (5%). Although these destinations account for more than half of all tertiary students

pursuing their studies abroad, some new players have emerged on the international education market in the past few years (Chart C4.2 and Table C4.7, available on line). Besides the six major destinations, significant numbers of foreign students were enrolled in the Russian Federation (4%), Japan (3%), Austria (2%), Italy (2%), New Zealand (2%) and Spain (2%) in 2012. The figures for Australia and the United States refer to international students (Table C4.4).

**Chart C4.2. Distribution of foreign students in tertiary education, by country of destination (2012)**

*Percentage of foreign tertiary students reported to the OECD who are enrolled in each country of destination*




1. Data related to international students is defined on the basis of their country of residence.

2. Year of reference 2011.

3. Student stocks are derived from different sources and therefore results are indicative only.

Source: OECD, Table C4.4 and Table C4.7, available on line. See Annex 3 for notes ([www.oecd.org/edu/eag.htm](http://www.oecd.org/edu/eag.htm)).

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### New players in the international education market

The share of international students who chose the United States as their country of destination for tertiary education dropped from 23% in 2000 to 16% in 2012, and the share of international students who chose Germany fell by almost three percentage points during that period. In contrast, the shares of international students who chose Korea or New Zealand as their country of destination grew by at least one percentage point, while the share of students who chose the United Kingdom or the Russian Federation grew by around two percentage points (Chart C4.3). Some of these changes reflect differences in countries' approaches to internationalisation, ranging from marketing campaigns in the Asia-Pacific region to a more local and university-driven approach in the United States.

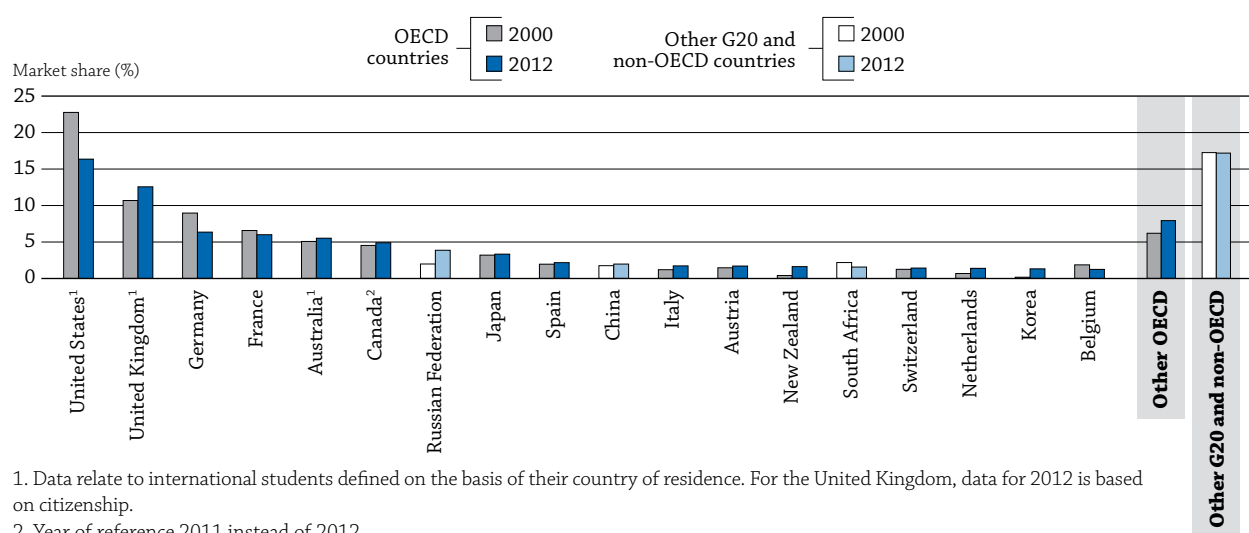
### Underlying factors in students' choice of a country of study

#### *Language of instruction*

The language spoken and used in instruction sometimes determines the country in which a student chooses to study. Countries whose language of instruction is widely spoken and read, such as English, French, German, Russian and Spanish, are therefore leading destinations for foreign students, both in absolute and relative terms. Japan is a notable exception: despite a language of instruction that is not widely used around the world, it enrolls large numbers of foreign students, 94% of whom are from Asia (Table C4.3 and Chart C4.2).

The prevalence of predominantly English-speaking destinations, such as Australia, Canada, New Zealand, the United Kingdom and the United States, in part reflects the progressive adoption of English as a global language. It may also reflect the fact that students intending to study abroad are likely to have learned English in their home country or wish to improve their English-language skills through immersion in a native English-speaking context.

**Chart C4.3. Trends in international education market shares (2000, 2012)**  
 Percentage of all foreign tertiary students enrolled, by destination



1. Data relate to international students defined on the basis of their country of residence. For the United Kingdom, data for 2012 is based on citizenship.

2. Year of reference 2011 instead of 2012.

Countries are ranked in descending order of 2012 market shares.

Source: OECD, Table C4.7, available on line. See Annex 3 for notes ([www.oecd.org/edu/eag.htm](http://www.oecd.org/edu/eag.htm)).

StatLink <http://dx.doi.org/10.1787/888933118827>

Hence, around 41% of the overall increase in enrolments of foreign students in tertiary education around the world between 2000 and 2012 can be explained by increases of such enrolments in Australia, Canada, Ireland, New Zealand, South Africa, the United Kingdom and the United States (Table C4.7, available on line). The large number of countries using English either as an official language or as the *lingua franca* reinforces this pattern. Large proportions of foreign students from English-speaking countries are enrolled in tertiary education in other English-speaking countries, including Australia (18%), Canada (more than 30%), Ireland (more than 40%), New Zealand (more than 40%), South Africa (more than 80%), the United Kingdom (more than 30%) and the United States (25%). On average across all OECD countries in 2012, around one in four foreign students came from a country with the same official or widely-spoken language as the country of destination (Table C4.5).

#### Box C4.2. OECD and partner countries offering tertiary education programmes in English (2012)

##### Use of English in instruction

<b>All or nearly all programmes offered in English</b>	Australia, Canada, <sup>1</sup> Ireland, New Zealand, the United Kingdom, the United States
<b>Many programmes offered in English</b>	Denmark, Finland, the Netherlands, Sweden
<b>Some programmes offered in English</b>	Belgium (Fl.), <sup>2</sup> the Czech Republic, France, Germany, Hungary, Iceland, Japan, Korea, Norway, Poland, Portugal, the Slovak Republic, Spain, Switzerland, <sup>3</sup> Turkey
<b>No or nearly no programmes offered in English</b>	Austria, Belgium (Fr.), Brazil, Chile, Greece, Israel, Italy, Luxembourg, Mexico, <sup>3</sup> the Russian Federation

**Note:** The extent to which a country offers a few or many programmes in English takes into account the size of the population in the country. Hence, France and Germany are classified among countries with comparatively few English programmes, although they have more English programmes than Sweden, in absolute terms.

1. In Canada, tertiary institutions are either French- (mostly Quebec) or English-speaking.

2. Master's programmes.

3. At the discretion of tertiary education institutions.

**Source:** OECD, compiled from brochures for prospective international students by OAD (Austria), CHES and NARIC (Czech Republic), Cirius (Denmark), CIMO (Finland), Campus France (France), DAAD (Germany), Campus Hungary (Hungary), University of Iceland (Iceland), JPSS (Japan), NIIED (Korea), NUFFIC (Netherlands), SIU (Norway), CRASP (Poland), Fundación Universidad.es (Spain), Swedish Institute (Sweden) and Middle-East Technical University (Turkey).

Given this pattern, an increasing number of institutions in non-English-speaking countries now offer courses in English. This trend is especially noticeable in countries in which the use of English is widespread, such as the Nordic countries (Box C4.2).

### **Quality of programmes**

International students increasingly select their study destination based on the quality of education offered, as perceived from a wide array of information on, and rankings of, higher education programmes now available, both in print and on line. For instance, the high proportion of top-ranked higher education institutions in the principal destination countries and the emergence in rankings of institutions based in fast-growing student destinations draws attention to the increasing importance of the perception of quality, even if a correlation between patterns of student mobility and quality judgments on individual institutions is difficult to establish.

### **Tuition fees**

Among most EU countries, including Austria, Belgium (Flemish Community), the Czech Republic, Denmark, Estonia, Finland, France, Germany, Italy, the Netherlands, Poland, the Slovak Republic, Spain, Sweden and the United Kingdom, international students from other EU countries are treated as domestic students with respect to tuition fee charges. This is also true in Ireland, but only if the EU student has lived in the EU, the European Economic Area (EEA) or Switzerland for three out of the five previous years. If this condition is satisfied, the EU student is eligible for free tuition in a given academic year. In Finland, Germany and Italy, this applies to non-EU international students as well.

While there are no tuition fees charged in Finland, Iceland and Norway, in Germany, tuition fees are collected in all government-dependent private institutions and, in some *Bundesländer*, tuition fees have been introduced in public tertiary institutions as well, although they will be completely eliminated by the end of 2014. In Denmark, students from Norway, Iceland and EU countries are treated like domestic students and pay no tuition fees, as their education is fully subsidised. Most international students from non-EU or non-EEA countries, however, must pay the full amount of tuition fees, although a limited number of talented students from non-EU/EEA countries can obtain scholarships covering all or part of their tuition fees (Box C4.3).

Among some non-EU countries, including Iceland, Japan, Korea, Norway and the United States, the same treatment applies to all domestic and international students. In Norway, tuition fees are the same for both domestic and international students: no fees in public institutions, but fees in some private institutions. In Iceland, all students have to pay registration fees, and students in private institutions have to pay tuition fees as well. In Japan, domestic and international students are generally charged the same tuition fees, although international students with Japanese government scholarships do not have to pay tuition fees, and scholarships are available for privately financed international students. In the United States, in public institutions, international students pay the same fees as domestic out-of-state students. However, since most domestic students are enrolled in-state, international students pay higher tuition fees than most domestic students, in practice. In private universities, the fees are the same for national and international students.

In Korea, tuition fees and subsidies for international students vary, depending on the contract between their school of origin and the school they attend in Korea. In general, most international students in Korea pay tuition fees that are somewhat lower than those paid by domestic students. In New Zealand, international students, except those in advanced research programmes, generally pay higher tuition fees; but international students from Australia receive the same subsidies as domestic students. Typically in Australia (with the exceptions noted in Box C4.3) and in Canada, international students pay higher tuition fees than domestic students. This is also true in the Russian Federation, unless students are subsidised by the Russian government.

The fact that Finland, Iceland and Norway do not have tuition fees for international students, combined with the availability of programmes taught in English, probably explains part of the growth in the number of foreign students enrolled in some of these countries between 2005 and 2012 (Table C4.1). However, given the absence of fees, the high unit costs of tertiary education mean that international students place a heavy financial burden on their countries of destination (see Table B1.1a). For this reason, Denmark, which previously had no tuition fees, adopted tuition fees for non-EU and non-EEA international students as of 2006/07. Similar options are being discussed and tested in Finland, and were adopted in Sweden which introduced tuition fees compensated by scholarships for students from outside the EU/EEA, starting from the academic year 2011/12. This will be covered in future analysis.

**Box C4.3. Structure of tuition fees**

Tuition fee structure	OECD and other G20 countries
Higher tuition fees for international students than for domestic students	Australia, <sup>1</sup> Austria, <sup>2</sup> Belgium, <sup>2,3</sup> Canada, the Czech Republic, <sup>2,4</sup> Denmark, <sup>2,4</sup> Estonia, <sup>2</sup> Ireland, <sup>4</sup> the Netherlands, <sup>2</sup> New Zealand, <sup>5</sup> Poland, <sup>2</sup> the Russian Federation, Sweden, <sup>6</sup> Turkey, the United Kingdom, <sup>2</sup> the United States <sup>7</sup>
Same tuition fees for international and domestic students	France, Germany, Italy, Japan, Korea, Mexico, <sup>8</sup> Spain, Switzerland <sup>9</sup>
No tuition fees for either international or domestic students	Finland, Iceland, Norway

1. International students (excepting students from New Zealand) are not eligible for government-subsidised places in Australia and therefore pay the full fee. While this typically results in international students having higher tuition fees than domestic students, who are usually given subsidised places, some domestic students in public universities and all students in independent-private universities are full-fee paying and pay the same tuition fees as international students.

2. For non-European Union or non-European Economic Area students.

3. In Belgium (Flemish Community), different tuition is allowed only if at least 2% of students in the institutions are from outside the EEA area.

4. No tuition fees for full-time domestic students in public institutions.

5. Except for students in advanced research programmes, or for students from Australia.

6. For students from outside the EU/EEA area and Switzerland.

7. In public institutions, international students pay the same fees as domestic out-of-state students. However, since most domestic students are enrolled in-state, international students pay higher tuition fees than most domestic students, in practice. In private universities, the fees are the same for national and international students.

8. Some institutions charge higher tuition fees for international students.

9. There is a negligible difference between the average annual tuition fees charged to domestic and mobile students.

Source: OECD. Indicator B5. See Annex 3 for notes ([www.oecd.org/edu/eag.htm](http://www.oecd.org/edu/eag.htm)).

Countries that charge international students the full cost of education reap significant economic benefits. Some countries in the Asia-Pacific region have actually made international education an explicit part of their socio-economic development strategy and have initiated policies to attract international students on a revenue-generating or at least a cost-recovery basis. New Zealand has successfully adopted differentiated tuition fees for international students, and this has not hampered their important growth in foreign students over recent years (Table C4.1). This shows that tuition costs do not necessarily discourage prospective international students, as long as the quality of education provided is high and its potential returns make the investment worthwhile.

However, in choosing between similar education opportunities, cost considerations are important. In this respect, the deterioration of the United States' market share may be attributed to the high tuition fees charged to international students compared with those charged in other, primarily English-speaking destinations that offer similar education opportunities at a lower cost (Chart C4.3). Advanced research programmes in New Zealand, for example, have become more attractive since 2005 when tuition fees for international students were reduced to the same level as those paid by domestic students (Box C4.3).

Public funding that is "portable" across borders, or support to students for tertiary education, can ease the cost of studying abroad, as is evident in Chile, Finland, Iceland, the Netherlands, Norway and Sweden.

**Immigration policy**

In recent years, several OECD countries have eased their immigration policies to encourage the temporary or permanent immigration of international students (OECD, 2008). This makes these countries more attractive to students and strengthens their labour force. As a result, immigration considerations as well as tuition fees may also affect some students' decisions on where to study abroad (OECD, 2011).

### Other factors

Students also make decisions on where to study based on other factors such as: the academic reputation of particular institutions or programmes; the flexibility of programmes in counting time spent abroad towards degree requirements; recognition of foreign degrees; the limitations of tertiary education in the home country; restrictive university admission policies at home; geographical, trade or historical links between countries; future job opportunities; cultural aspirations; and government policies to facilitate the transfer of credits between home and host institutions.

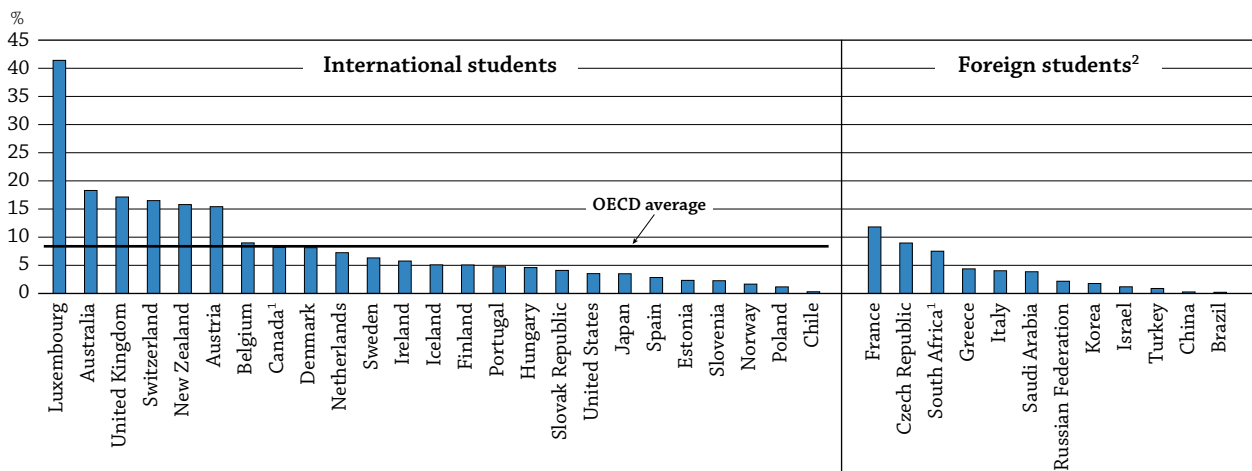
### Extent of international student mobility in tertiary education

Among countries for which data on international students are available, Australia, Austria, Luxembourg, New Zealand, Switzerland and the United Kingdom show the highest levels of incoming student mobility, measured as the proportion of international students in their total tertiary enrolment. In Australia, 18% of students enrolled in tertiary education are from another country. Similarly, international students represent 15% of total tertiary enrolments in Austria, 16% in New Zealand, 16% in Switzerland and 17% in the United Kingdom.

In contrast, international students account for 3% or less of total tertiary enrolments in Chile, Estonia, Norway, Poland, Slovenia and Spain (Table C4.1 and Chart C4.4).

**Chart C4.4. Student mobility in tertiary education (2012)**

*International or foreign student enrolment as a percentage of total tertiary enrolment*



1. Year of reference 2011.

2. Foreign students are defined on the basis of their country of citizenship, these data are not comparable with data on international students and are therefore presented separately in the chart.

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

Source: OECD, Table C4.1. See Annex 3 for notes ([www.oecd.org/edu/eag.htm](http://www.oecd.org/edu/eag.htm)).

StatLink <http://dx.doi.org/10.1787/888933118846>

Among countries using the definition of international students based on country of citizenship, France had the largest proportion of foreign students (12%) of the total enrolled at the tertiary level. In contrast, foreign enrolments represented less than 1% of total tertiary enrolments in Brazil, China, and Turkey (Table C4.1 and Chart C4.4).

### Proportion of international students at different levels and types of tertiary education

The share of international students in the different types of tertiary education in each country of destination also reveals patterns of student mobility. In 2012, on average across OECD countries, international students represented 6% of total enrolments in tertiary-type B programmes (typically shorter and vocationally oriented). The largest proportion of international students in these programmes was in Luxembourg (49%), followed by New Zealand (21%).

In contrast, international students enrolled in tertiary-type A programmes (largely theory-based) accounted for an OECD average of 8% of total enrolments at this level in 2012. Luxembourg was the country with the largest proportion of international students at this level, with 34% of the total, followed by Australia with 19%, the United Kingdom with 18% and Switzerland with 17% (Table C4.1).



All reporting countries, except for Germany, have a larger proportion of international students enrolled in advanced research programmes than in any other tertiary-level programme. In Luxembourg for example, around four in five students enrolled in advanced research programmes are international students. In 13 of the 26 countries reporting data on international students, more than 20% of all students enrolled in advanced research programmes are international. In Switzerland, more than 50% of all students enrolled in this type of programmes are international students, and in New Zealand and the United Kingdom, more than 40% are.

Based on the criteria of citizenship, France has the largest proportion (more than 40%) of foreign students at this level of education (Table C4.1). These large proportions of international or foreign students may reflect the attractiveness of advanced research programmes in these countries, or a preference for recruiting international students at higher levels of education because of their potential contribution to domestic research and development, or the potential for recruiting these students as highly qualified immigrants.

Within host countries, the distribution of international and foreign students by level and type of tertiary education gives a fair indication of the programmes countries offer. In some countries, a large proportion of international students are enrolled in tertiary-type B programmes. This is the case in Spain, where 35% of international students chose these programmes, Greece (34% foreign students), New Zealand (31%), Luxembourg (27%), Chile (23%), Belgium (22%) and Japan (20%) (Table C4.1).

In other countries, a large proportion of international students enrol in advanced research programmes. This is particularly true in Switzerland, where 25% of all international students choose these programmes. This preference can also be observed in Sweden, where 22% of international students are enrolled in advanced research programmes, as well as in the United States (19%), Ireland (18%) and Slovenia (17%).

In countries reporting data on foreign students only, such as the Czech Republic, Israel, Italy, Latvia and the Russian Federation, at least nine in ten foreign students are enrolled in tertiary-type A (largely theory-based) programmes. In China, 27% of all foreign students are enrolled in advanced research programmes, as are 11% in France and Brazil (Table C4.1). All of these host countries are likely to benefit from the contribution of these highly qualified international students to their research and development programmes.

## **Profile of international student intake in different destinations**

### ***Global balance of student mobility in OECD countries***

OECD countries receive more international students than they send to study abroad for tertiary education. In 2012, OECD countries hosted three foreign students for every citizen who was studying outside his or her country of origin. In absolute terms, this represents 3.4 million foreign students in OECD countries, compared to the more than 1 million students studying outside their OECD country of citizenship (Table C4.7, available on line). As 91% of OECD citizens studying abroad study in another OECD country, more than two out of three foreign students in the OECD area come from a country that is not an OECD member (Tables C4.4 and C4.5).

At the country level, the balance varies greatly. While in Australia there are 18 foreign students for each Australian student abroad, the ratio is less than 0.1 to 1 in Mexico. Other countries that have a high ratio of foreign students per national student abroad are the United Kingdom (13:1), New Zealand (12:1) and the United States (11:1). Argentina, Brazil, Estonia, Iceland, Israel, Korea, Latvia, Luxembourg, Mexico, the Slovak Republic and Turkey all report fewer than one foreign student per national student studying abroad (Table C4.5).

### ***Main regions of origin***

Students from Asia form the largest group of international students enrolled in countries reporting data to the OECD or the UNESCO Institute for Statistics: 53% of the total in all reporting destinations. The proportions of students from Asia among all international and foreign tertiary students are particularly large in Japan (94%), Korea (93%), Australia (82%), the United States (73%) and New Zealand (70%). Of all international and foreign students in OECD countries, 26% are from European countries (or 17% when considering only EU21 citizens), 9% are from Africa, 6% are from Latin America and the Caribbean, and 3% are from North America. Altogether, 30% of international students enrolled in OECD countries originate from another OECD country (Table C4.3).

### ***Main countries of origin***

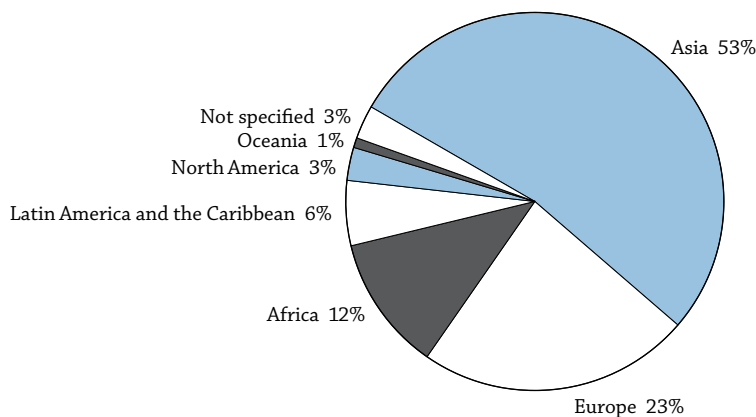
In 2012, students from China accounted for 22% of all international students enrolled in tertiary education in the OECD area, the highest share among all reporting countries (Table C4.3). Some 28% of all Chinese students studying abroad are enrolled in the United States, while 11% choose Australia, 6% choose Korea, 13% choose Japan, and 11% study in the United Kingdom (Table C4.4). The second-largest proportion of international students in

OECD countries comes from India (5.8%) (Table C4.3). Some 45% of Indian students abroad are enrolled in the United States, 17% are in the United Kingdom, 6% in Canada and 5% are in Australia (Table C4.4).


The predominance of students from Asia and Europe can also be observed at the country level among OECD countries. Students from France (2.1%), Germany (4.2%) and Korea (4.2%) are the largest groups of international OECD students enrolled in OECD countries, followed by students from the United States (1.6%), Italy (1.6%), Canada (1.5%), the Slovak Republic (1.2%), Japan (1.1%) and Turkey (1.1%) (Table C4.3).

**Chart C4.5. Distribution of foreign students in tertiary education, by region of origin (2012)**

*Percentage of foreign tertiary students enrolled worldwide*



Source: OECD. Table C4.3. See Annex 3 for notes ([www.oecd.org/edu/eag.htm](http://www.oecd.org/edu/eag.htm)).

StatLink  <http://dx.doi.org/10.1787/888933118865>

A large proportion of foreign students in OECD countries come from neighbouring countries. In all OECD countries in 2012, an average of 21% of all foreign students came from countries that share land or maritime borders with the host country. Higher levels of mobility from neighbouring countries are not only the result of being in a particular geographic situation, as in the Czech Republic, but may also reveal cost, quality and enrolment advantages that are more apparent to students in neighbouring countries. Higher percentages of foreign students from countries beyond the immediate borders are seen in countries that have the largest market shares in international education, and in countries like Portugal and Spain, which have close historic and cultural ties with other countries far from their borders (Table C4.5 and Table C4.7, available on line).

Among OECD countries, the highest percentages of students from neighbouring countries are found in Japan (81%), Greece (76%), Korea (75%), Estonia (70%), the Russian Federation (68%) and the Czech Republic (65%). Foreign students from neighbouring countries are also strongly represented in Austria, Belgium, Poland, the Slovak Republic and South Africa. In contrast, only 4% of foreign students in Canada come from the United States; and only 6% of students in the United States come from the Bahamas, Canada or Mexico (Table C4.5 and Table C4.7, available on line).

Language is one of the main attractions for students coming to Portugal to study: 55% of foreign students in Portugal come from countries where Portuguese is an official language, such as Angola, Brazil, Cape Verde, Guinea-Bissau, Mozambique, Sao Tome and Principe or Timor-Leste (Table C4.5 and Table C4.7, available on line).

Language and cultural considerations, geographic proximity and similarity of education systems are all factors that students also consider when determining the country where they will study. Geographic considerations and differences in entry requirements (such as *numerus clausus* or greater selectivity for some programmes) are the most likely explanations for the concentration of students from Germany in Austria and the Netherlands, from Belgium in France and the Netherlands, from France in Belgium, from Canada in the United States, from New Zealand in Australia, etc. Language and academic traditions also explain the tendency of English-speaking students to concentrate in other countries of the British Commonwealth or in the United States, even if they are geographically distant. This is also true for other historic geopolitical areas, such as the former Soviet Union, the Francophonie and Latin America. Migration networks also play a role, as illustrated by the concentration of students with Portuguese citizenship in France, students from Turkey in Germany or those from Mexico in the United States.

## Definitions

The **country of prior education** is the country in which students obtained the qualification required to enrol in their current level of education, i.e. the country in which students obtained their upper secondary or post-secondary, vocationally oriented education for international students enrolled in academically or vocationally oriented tertiary programmes, and the country in which they obtained their academically oriented tertiary education for international students enrolled in advanced research programmes. Country-specific operational definitions of international students are indicated in the tables as well as in Annex 3 ([www.oecd.org/edu/eag.htm](http://www.oecd.org/edu/eag.htm)).

**Foreign students** are those who are not citizens of the country in which the data are collected. While pragmatic and operational, this classification is inappropriate for capturing student mobility because of differing national policies regarding the naturalisation of immigrants. For instance, Australia has a greater propensity to grant permanent residence to its immigrant populations than Switzerland. This implies that even when the proportion of foreign students in tertiary enrolment is similar for both countries, the proportion of international students in tertiary education is smaller in Switzerland than in Australia. Therefore, for student mobility and bilateral comparisons, interpretations of data based on the concept of foreign students should be made with caution.

**International or mobile students** are those who left their country of origin and moved to another country for the purpose of study. Depending on country-specific immigration legislation, mobility arrangements, such as the free mobility of individuals within the EU and the EEA, and data availability, international students may be defined as students who are not permanent or usual residents of their country of study or alternatively as students who obtained their prior education in a different country, including another EU country.

**Permanent or usual residence** in the reporting country is defined according to national legislation. In practice, this means holding a student visa or permit, or electing a foreign country of domicile in the year prior to entering the education system of the country reporting the data.

## Methodology

Data on international and foreign students refer to the academic year 2011/12 unless otherwise indicated and are based on the UOE data collection on education statistics administered by the OECD in 2012. The fields of education used in the UOE data collection instruments follow the revised ISCED classification by field of education. The same classification is used for all levels of education (for details see Annex 3 at [www.oecd.org/edu/eag.htm](http://www.oecd.org/edu/eag.htm)). Additional data from the UNESCO Institute for Statistics are also included.

Data on international and foreign students are obtained from enrolments in their countries of destination. The method used for obtaining data on international and foreign students is therefore the same as that used for collecting data on total enrolments, i.e. records of regularly enrolled students in an education programme.

Domestic and international students are usually counted on a specific day or period of the year. This procedure makes it possible to measure the proportion of international enrolments in an education system, but the actual number of individuals involved may be much higher since many students study abroad for less than a full academic year, or participate in exchange programmes that do not require enrolment, such as inter-university exchanges or short-term advanced research programmes. Moreover, the international student body includes some distance-learning students who are not, strictly speaking, international students. Distance enrolments are fairly common in the tertiary institutions of Australia, the United Kingdom and the United States (OECD, 2004).

Since data on international and foreign students are obtained from tertiary enrolments in their country of destination, the data relate to incoming students rather than to students going abroad. Countries of destination covered by this indicator include all OECD and other G20 countries except Mexico, as well as countries reporting similar data to the UNESCO Institute for Statistics. These data are used to derive global figures and to examine the destinations of students and trends in market shares.

Data on students enrolled abroad as well as trend analyses are not based on the numbers of international students, but on the number of foreign citizens on whom data that is consistent across countries and over time are readily available. The data do not include students enrolled in countries that did not report foreign students to the OECD or to the UNESCO Institute for Statistics. All statements on students enrolled abroad may therefore underestimate the real number of citizens studying abroad (Table C4.3), especially in cases where many citizens study in countries that do not report their foreign students to the OECD or UNESCO Institute for Statistics, such as China and India.

The relative proportion of international students in the education system affects tertiary entry and graduation rates, and may artificially increase them in some fields or levels of education (see Indicators A2 and A3). It may also affect the mix recorded between public and private expenditure (see Indicator B3).

In countries in which different tuition fees are applied to international students, student mobility may boost the financial resources of tertiary education institutions and help to finance the education system.

International students may represent a heavy financial burden for countries in which tertiary tuition fees are low or non-existent, given the high level of unit costs in tertiary education (see Indicator B5).

Students enrolled in a country different from their own represent only one aspect of the internationalisation of tertiary education. New forms of cross-border education have emerged in the past decade, including mobility of education programmes and institutions across borders. Yet cross-border tertiary education has developed differently, and for different reasons, in the various regions around the world. For a detailed analysis of these issues, as well as the trade and policy implications of the internationalisation of tertiary education, see OECD (2004).

#### Note regarding data from Israel

The statistical data for Israel are supplied by and are under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

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#### Tables of Indicator C4


StatLink  <http://dx.doi.org/10.1787/888933118656>

Table C4.1 International student mobility and foreign students in tertiary education (2005, 2012)

Table C4.2 Distribution of international and foreign students enrolled in tertiary programmes, by field of education (2012)

Table C4.3 Distribution of international and foreign students in tertiary education, by country of origin (2012)

Table C4.4 Citizens studying abroad in tertiary education, by country of destination (2012)

Table C4.5 Mobility patterns of foreign and international students (2012)

Table C4.6 Trends in the number of foreign students enrolled in tertiary education, by region of destination and origin (2000 to 2012)

**WEB** Table C4.7 Number of foreign students in tertiary education, by country of origin and destination (2012), and market shares of international education (2000, 2012)

Table C4.1 **International student mobility and foreign students in tertiary education (2005, 2012)**

*International and foreign students enrolled as a percentage of all students (international plus domestic) and distribution of international mobility by level and type of tertiary education*

*Reading the first column of the upper section of the table (international): 18% of all students in tertiary education in Australia are international students and 16% of all students in tertiary education in Switzerland are international students. The data presented in this table on international student mobility represent the best available proxy of student mobility for each country.*

*Reading the first column of the lower section of the table (foreign): 12% of all students in tertiary education in France are not French citizens, and 2% of all students in tertiary education in Korea are not Korean citizens.*

	International or foreign students as a percentage of all tertiary enrolment				Distribution of international or foreign students		
	Total tertiary	Tertiary-type B programmes	Tertiary-type A programmes	Advanced research programmes	Tertiary-type B programmes	Tertiary-type A programmes	Advanced research programmes
	(1)	(2)	(3)	(4)	(7)	(8)	(9)
<b>International students</b>							
<b>OECD</b>	<b>18</b>	11	19	32	11	82	7
Australia	18	11	19	32	11	82	7
Austria	15	2	17	23	1	88	10
Belgium	9	4	13	34	22	67	11
Canada <sup>1, 2</sup>	8	8	8	24	20	70	9
Chile	n	n	n	8	23	68	10
Denmark	8	11	7	24	17	74	10
Estonia	2	n	3	6	4	83	13
Finland	5	n	5	10	n	87	13
Germany	m	m	8	7	m	m	m
Hungary	5	n	5	6	1	97	3
Iceland	5	2	5	17	1	92	8
Ireland	6	3	6	23	10	72	18
Japan	4	4	3	19	20	69	11
Luxembourg	41	49	34	83	27	60	13
Mexico	m	m	m	m	m	m	m
Netherlands <sup>3</sup>	7	n	7	39	n	91	9
New Zealand	16	21	13	41	31	61	8
Norway	2	1	2	4	n	91	9
Poland	1	n	1	1	n	97	3
Portugal	5	1	4	10	n	89	11
Slovak Republic	4	n	4	8	n	89	11
Slovenia	2	1	2	10	6	77	17
Spain	3	6	2	17	35	58	7
Sweden	6	n	6	29	n	78	22
Switzerland <sup>4</sup>	16	m	17	51	m	75	25
United Kingdom	17	6	18	41	5	86	9
United States <sup>5</sup>	4	1	3	29	7	74	19
<b>OECD average</b>	<b>8</b>	6	8	23	10	79	11
<b>Partners</b>							
Argentina	m	m	m	m	m	m	m
India	m	m	m	m	m	m	m
Latvia	3	1	3	3	4	93	3
<b>Foreign students<sup>6</sup></b>							
<b>OECD</b>	<b>9</b>	2	9	12	1	91	8
Czech Republic	9	2	9	12	1	91	8
France	12	4	13	42	9	80	11
Greece <sup>7, 8</sup>	4	4	5	m	34	66	n
Israel	1	m	1	3	n	94	6
Italy	4	7	4	11	n	95	5
Korea	2	n	2	7	4	89	8
Turkey	1	n	1	4	7	88	5
<b>Partners</b>							
Brazil	n	n	n	2	8	81	11
China	n	n	n	1	1	72	27
Colombia	m	m	m	m	m	m	m
Indonesia	m	m	m	m	m	m	m
Russian Federation <sup>8</sup>	2	1	2	m	8	92	n
Saudi Arabia	4	1	4	15	3	95	2
South Africa <sup>1</sup>	8	m	m	m	n	n	n

Note: Columns showing the index of change in the percentage of mobile/foreign students, total tertiary (2005 = 100) and the index of change in the number of foreign students, total tertiary (2005 = 100) are available for consultation on line (see *StatLink* below).

1. Year of reference 2011.

2. Index of change based on year 2004 = 100 instead of 2005 and year of reference 2011.

3. The denominator in the percentage of international students includes all students in independent private tertiary programmes. The country of previous education or residence of these students is unknown, which means that it is not possible to determine if these students are mobile or not.

4. Excludes tertiary-type B international students. The denominator in the percentage of international students includes all students enrolled in tertiary education, but enrolments of international students in tertiary-type B programmes are unknown, so they are excluded from calculations and therefore the percentages presented in the table are underestimated.

5. International students in column 6 (on line).

6. Foreign students are defined on the basis of their country of citizenship, these data are not comparable with data on international students and are therefore presented separately in the table.

7. Excludes private institutions.

8. Excludes advanced research programmes.

Sources: OECD, Argentina, China, Colombia, India, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics. Latvia: Eurostat. See Annex 3 for notes ([www.oecd.org/edu/eag.htm](http://www.oecd.org/edu/eag.htm)).

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.


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Table C4.2. **Distribution of international and foreign students enrolled in tertiary programmes, by field of education (2012)**

	Humanities, arts and education (1)	Health and welfare (4)	Social sciences, business and law (5)	Services (6)	Engineering, manufacturing and construction (7)	Sciences (8)	Agriculture (13)	Not known or unspecified (14)	Total all fields of education (15)	
<b>International students, by field of education</b>										
<b>OECD</b>	Australia	9	10	54	2	13	12	1	n	100
	Austria <sup>1</sup>	23	9	39	1	14	12	2	n	100
	Belgium	16	34	21	2	14	8	5	n	100
	Canada <sup>2</sup>	8	5	41	2	17	15	1	10	100
	Chile	16	7	44	8	13	8	3	n	100
	Denmark	12	11	41	1	21	11	4	n	100
	Estonia	18	6	51	1	6	9	10	n	100
	Finland <sup>1</sup>	11	9	28	7	32	12	2	n	100
	Germany <sup>1</sup>	24	6	27	2	24	15	2	1	100
	Greece	m	m	m	m	m	m	m	n	m
	Hungary	12	44	19	3	9	4	9	n	100
	Iceland	47	4	25	n	5	16	3	n	100
	Ireland	m	m	m	m	m	m	m	m	100
	Japan	23	2	40	2	16	1	2	12	100
	Luxembourg	14	4	61	n	5	15	1	n	100
	Mexico	n	m	m	m	m	m	m	m	m
	Netherlands <sup>3</sup>	15	14	43	8	10	6	2	2	100
	New Zealand	14	7	39	8	8	18	1	5	100
	Norway	31	10	31	5	5	12	2	3	100
	Portugal	19	8	37	6	18	10	1	2	100
	Slovenia	18	10	33	6	18	13	3	n	100
	Spain	11	12	22	3	10	5	1	35	100
	Sweden	12	11	24	2	31	20	1	n	100
	Switzerland <sup>1</sup>	21	7	33	2	17	18	1	2	100
	United Kingdom	16	9	46	2	14	13	1	n	100
	United States	15	7	33	2	18	17	1	7	100
<b>Partners</b>	Argentina	m	m	m	m	m	m	m	m	m
	Brazil	m	m	m	m	m	m	m	m	m
	China	m	m	m	m	m	m	m	m	m
	Colombia	m	m	m	m	m	m	m	m	m
	India	m	m	m	m	m	m	m	m	m
	Indonesia	m	m	m	m	m	m	m	m	m
	Latvia	8	25	47	12	5	3	n	n	100
	Russian Federation	m	m	m	m	m	m	m	m	m
	Saudi Arabia	m	m	m	m	m	m	m	m	m
	South Africa	m	m	m	m	m	m	m	m	m
<b>Foreign students, by field of education<sup>4</sup></b>										
<b>OECD</b>	Czech Republic	13	16	39	3	11	15	2	n	100
	France	20	7	41	2	13	17	n	n	100
	Israel	23	15	30	n	8	23	1	n	100
	Italy	21	16	32	2	21	6	2	n	100
	Korea	25	4	45	4	16	5	1	n	100
	Poland	15	24	40	6	7	6	1	n	100
	Slovak Republic	18	51	19	2	7	2	2	n	100
	Turkey	21	14	34	4	16	9	2	n	100

Note: Columns showing the breakdown of humanities, arts and education (2 and 3) and sciences (9-12) are available for consultation on line (see *StatLink* below).

1. Excludes tertiary-type B programmes.

2. Year of reference 2011.

3. Excludes programmes in private education.

4. Foreign students are defined on the basis of their country of citizenship; these data are not comparable with data on international students and are therefore presented separately in the table and chart.

Sources: OECD. Argentina, China, Colombia, India, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics. Latvia: Eurostat. See Annex 3 for notes ([www.oecd.org/edu/eag.htm](http://www.oecd.org/edu/eag.htm)).

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.


*StatLink*  <http://dx.doi.org/10.1787/888933118694>



Table C4.3. [2/2] **Distribution of international and foreign students in tertiary education, by country of origin (2012)**

Number of international and foreign students enrolled in tertiary education from a given country of origin as a percentage of all international or foreign students in the country of destination, based on head counts

The table shows for each country the proportion of international students in tertiary education who are residents of or had their prior education in a given country of origin. When data on student mobility are not available, the table shows the proportion of foreign students in tertiary education that have citizenship of a given country of origin.

Reading the second column: 15.7% of international tertiary students in Belgium come from France, 9.9% of international tertiary students in Belgium come from the Netherlands, etc.

Reading the sixth column: 48.2% of international tertiary students in Estonia come from Finland, 1.4% of international tertiary students in Estonia come from Italy, etc.

Reading column 21: 40.5% of foreign tertiary students in Austria are German citizens, 2.4% of foreign tertiary students in Austria are Hungarian citizens, etc.

C4

Countries of origin	Countries of destination																
	OECD												Other G20		Total non-OECD destinations	Total all reporting destinations	
	Foreign students <sup>6</sup>												Foreign students <sup>6</sup>				
	Austria <sup>3</sup>	Czech Republic	Greece	Finland	France	Italy	Israel	Japan	Korea	Norway	Poland	Turkey	Total OECD destinations	Brazil	Russian Fed. <sup>3,4</sup>	(36)	(37)
(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)	(30)	(31)	(32)	(33)	(34)	(35)	(36)	(37)	
<b>OECD</b>																	
Australia	0.1	n	0.1	0.2	0.1	0.1	0.7	0.2	0.1	0.3	0.1	0.2	<b>0.4</b>	0.1	m	<b>0.1</b>	<b>0.3</b>
Austria	a	0.2	0.1	0.4	0.2	0.2	0.5	n	n	0.3	0.3	<b>0.5</b>	0.1	m	<b>0.1</b>	<b>0.4</b>	
Belgium	0.2	n	0.2	0.2	1.3	0.3	1.2	n	n	0.3	0.2	<b>0.4</b>	0.3	m	<b>n</b>	<b>0.3</b>	
Canada	0.1	0.1	0.1	0.7	0.6	0.2	3.5	0.2	0.7	0.5	1.9	0.1	<b>1.5</b>	0.4	m	<b>0.4</b>	<b>1.2</b>
Chile	0.1	n	n	0.1	0.3	0.3	0.2	n	n	n	n	<b>0.2</b>	2.4	m	<b>0.2</b>	<b>0.2</b>	
Czech Republic	0.9	a	0.1	0.4	0.3	0.2	0.1	n	n	0.4	2.7	<b>0.4</b>	n	m	<b>n</b>	<b>0.3</b>	
Denmark	0.1	n	n	0.3	0.1	0.1	0.3	n	n	4.7	0.2	<b>0.2</b>	n	m	<b>n</b>	<b>0.2</b>	
Estonia	0.1	n	n	4.4	n	0.1	n	n	n	0.5	n	<b>0.1</b>	0.1	0.3	<b>0.1</b>	<b>0.1</b>	
Finland	0.2	n	0.1	a	0.1	0.1	0.3	0.1	n	1.8	0.2	<b>n</b>	<b>0.3</b>	0.1	m	<b>0.1</b>	<b>0.2</b>
France	0.6	0.3	0.3	1.1	a	1.5	4.2	0.4	0.1	0.9	1.5	0.4	<b>2.1</b>	1.6	m	<b>0.3</b>	<b>1.6</b>
Germany	40.5	1.1	1.3	3.0	2.8	1.8	3.4	0.3	0.1	5.2	3.1	3.6	<b>4.2</b>	1.7	m	<b>0.5</b>	<b>3.3</b>
Greece	0.6	1.0	a	0.6	0.7	4.3	0.2	n	n	0.3	0.2	3.4	<b>1.0</b>	n	m	<b>0.5</b>	<b>0.9</b>
Hungary	2.4	0.2	0.1	0.8	0.2	0.3	0.3	0.1	n	0.3	0.3	<b>n</b>	<b>0.3</b>	n	m	<b>0.1</b>	<b>0.2</b>
Iceland	n	n	n	0.1	n	n	n	n	n	2.0	n	<b>n</b>	<b>0.1</b>	n	m	<b>n</b>	<b>0.1</b>
Ireland	0.1	0.1	n	0.2	0.2	n	n	n	n	0.1	0.2	<b>n</b>	<b>0.6</b>	n	m	<b>0.1</b>	<b>0.5</b>
Israel	0.2	0.3	0.2	0.1	0.1	2.1	a	n	n	0.1	0.2	0.1	<b>0.3</b>	0.1	m	<b>0.7</b>	<b>0.4</b>
Italy	10.3	0.2	0.4	1.5	2.5	a	1.7	0.1	n	0.9	0.8	0.1	<b>1.6</b>	1.7	m	<b>0.7</b>	<b>1.4</b>
Japan	0.5	0.1	0.1	0.8	0.6	0.4	0.6	a	1.9	0.3	0.2	0.1	<b>1.1</b>	2.4	m	<b>0.2</b>	<b>0.9</b>
Korea	0.6	0.1	n	0.5	0.8	0.7	3.4	16.0	a	0.2	0.2	0.1	<b>4.2</b>	1.4	m	<b>0.5</b>	<b>3.3</b>
Luxembourg	1.0	n	n	n	0.5	n	n	n	n	n	n	<b>n</b>	<b>0.3</b>	n	m	<b>n</b>	<b>0.2</b>
Mexico	0.2	0.1	n	0.7	0.8	0.5	0.4	0.1	0.1	0.3	0.2	<b>n</b>	<b>0.9</b>	0.6	m	<b>0.2</b>	<b>0.7</b>
Netherlands	0.3	0.1	0.1	0.5	0.3	0.2	0.7	0.1	n	1.7	0.2	0.4	<b>0.5</b>	0.1	m	<b>0.1</b>	<b>0.4</b>
New Zealand	n	n	n	0.1	n	n	n	n	0.1	0.1	n	<b>n</b>	<b>0.2</b>	n	m	<b>n</b>	<b>0.1</b>
Norway	0.1	0.7	n	0.4	0.1	0.1	0.4	n	n	a	5.9	<b>n</b>	<b>0.6</b>	n	m	<b>0.1</b>	<b>0.5</b>
Poland	2.2	0.9	0.5	1.3	1.0	1.8	0.4	0.1	0.1	2.2	a	0.1	<b>0.9</b>	0.1	m	<b>0.1</b>	<b>0.7</b>
Portugal	0.2	1.2	n	0.3	1.3	0.2	0.1	n	n	0.3	0.6	<b>n</b>	<b>0.4</b>	4.3	m	<b>0.1</b>	<b>0.3</b>
Slovak Republic	2.2	62.9	n	0.2	0.2	0.3	n	n	n	0.6	0.5	<b>n</b>	<b>1.2</b>	n	m	<b>n</b>	<b>0.9</b>
Slovenia	1.1	n	n	0.1	n	0.3	n	n	n	n	0.1	<b>n</b>	<b>0.1</b>	n	m	<b>n</b>	<b>0.1</b>
Spain	0.5	0.1	0.2	1.2	1.9	0.7	0.6	0.1	n	0.7	4.6	0.1	<b>1.0</b>	1.2	m	<b>0.1</b>	<b>0.8</b>
Sweden	0.2	0.4	0.1	3.2	0.2	0.1	0.6	0.1	n	9.1	4.5	0.1	<b>0.6</b>	0.1	m	<b>0.1</b>	<b>0.5</b>
Switzerland	1.1	n	0.1	0.2	0.7	1.1	0.9	n	n	0.3	0.1	0.1	<b>0.4</b>	0.4	m	<b>0.1</b>	<b>0.3</b>
Turkey	4.6	0.2	0.5	1.0	0.9	1.1	0.3	0.1	0.1	0.6	1.7	a	<b>1.1</b>	0.1	m	<b>1.7</b>	<b>1.3</b>
United Kingdom	0.4	1.1	0.4	1.2	1.2	0.3	1.6	0.3	0.1	1.9	0.7	0.3	<b>0.8</b>	0.6	m	<b>0.6</b>	<b>0.8</b>
United States	0.7	0.4	0.6	1.8	1.4	0.6	33.0	1.1	2.0	2.3	3.8	0.6	<b>1.6</b>	3.4	m	<b>1.4</b>	<b>1.6</b>
<b>Total from OECD</b>	<b>72.2</b>	<b>72.2</b>	<b>5.9</b>	<b>27.6</b>	<b>21.5</b>	<b>20.0</b>	<b>59.9</b>	<b>19.7</b>	<b>5.7</b>	<b>39.3</b>	<b>35.0</b>	<b>10.3</b>	<b>29.9</b>	<b>23.4</b>	<b>0.3</b>	<b>9.3</b>	<b>24.8</b>
<b>Partners</b>																	
Argentina	n	n	n	0.1	0.3	0.5	0.3	n	n	0.2	n	<b>n</b>	<b>0.2</b>	5.1	m	<b>0.2</b>	<b>0.2</b>
Brazil	0.3	0.1	0.1	0.5	1.5	1.4	0.6	0.4	0.1	0.6	0.2	<b>n</b>	<b>1.0</b>	a	m	<b>0.4</b>	<b>0.8</b>
China	1.4	0.5	0.1	12.1	9.8	9.8	1.4	64.1	73.5	4.9	2.3	0.7	<b>21.6</b>	2.1	m	<b>9.3</b>	<b>18.6</b>
Colombia	0.2	0.1	n	0.2	1.1	1.3	0.3	n	0.1	0.3	0.1	<b>n</b>	<b>0.8</b>	2.4	m	<b>2.8</b>	<b>1.3</b>
India	0.5	0.4	n	3.2	0.7	1.2	0.8	0.4	0.9	1.6	1.0	0.1	<b>5.8</b>	0.1	m	<b>2.8</b>	<b>5.1</b>
Indonesia	0.1	n	m	0.2	0.2	0.2	n	1.5	1.0	0.6	0.1	0.6	<b>0.9</b>	0.1	m	<b>1.3</b>	<b>1.0</b>
Latvia	0.1	n	n	0.6	0.1	0.1	0.1	n	n	0.7	0.2	<b>n</b>	<b>0.2</b>	n	0.5	<b>1.6</b>	<b>0.5</b>
Russian Federation	1.5	7.4	1.6	11.9	1.6	2.2	0.6	0.2	0.6	5.7	2.7	1.5	<b>1.3</b>	0.2	a	<b>1.6</b>	<b>1.4</b>
Saudi Arabia	0.1	0.1	n	0.2	n	n	0.2	0.2	n	1.5	0.1	<b>1.9</b>	<b>1.9</b>	n	m	<b>1.0</b>	<b>1.7</b>
South Africa	0.1	0.1	0.1	0.1	n	n	0.6	n	0.1	0.2	0.1	0.1	<b>0.2</b>	0.9	m	<b>0.2</b>	<b>0.2</b>
<b>Total from other G20 countries</b>	<b>4.0</b>	<b>8.5</b>	<b>2.0</b>	<b>28.1</b>	<b>14.3</b>	<b>15.5</b>	<b>4.3</b>	<b>66.9</b>	<b>76.4</b>	<b>13.8</b>	<b>7.9</b>	<b>3.0</b>	<b>32.9</b>	<b>8.5</b>	<b>m</b>	<b>16.8</b>	<b>28.9</b>
<b>Main geographic regions</b>																	
Africa	1.4	1.2	3.3	16.3	42.4	12.4	1.6	0.8	1.7	9.0	2.7	5.0	<b>9.0</b>	25.7	n	<b>19.5</b>	<b>11.6</b>
Asia	11.9	10.6	50.4	39.9	21.7	25.1	7.8	94.3	93.3	18.7	16.8	55.6	<b>52.0</b>	7.9	56.7	<b>56.0</b>	<b>53.0</b>
Europe	84.5	86.1	41.0	38.2	22.1	51.5	20.9	2.4	1.4	48.2	73.7	20.6	<b>25.8</b>	13.2	38.2	<b>15.9</b>	<b>23.3</b>
of which, from EU21 countries	64.0	69.9	4.0	20.8	14.9	12.9	16.6	1.8	0.6	32.3	20.7	9.1	<b>17.3</b>	12.1	0.3	<b>3.7</b>	<b>14.0</b>
North America	0.8	0.6	0.7	2.4	2.0	0.8	36.4	1.3	2.7	2.8	5.7	0.6	<b>3.2</b>	3.8	n	<b>1.8</b>	<b>2.8</b>
from Oceania	0.1	n	0.1	0.3	0.2	0.1	0.7	0.3	0.3	0.4	0.1	0.2	<b>0.7</b>	0.3	n	<b>1.3</b>	<b>0.8</b>
Latin America and the Caribbean	1.3	0.6	0.3	2.5	6.0	9.2	3.5	1.0	0.6	2.2	0.8	0.2	<b>5.6</b>	30.6	n	<b>5.6</b>	<b>5.6</b>
Not specified	0.1	0.8	4.3	0.3	5.6	0.9	29.0	n	n	18.7	0.2	17.8	<b>3.8</b>	18.6	5.2	<b>m</b>	<b>2.9</b>
<b>Total from all countries</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

1. Year of reference 2011.

2. Excludes private institutions.

3. Excludes tertiary-type B programmes.


4. Excludes advanced research programmes (for Germany, advanced research programmes are included only in aggregated geographic regions).

5. Students with origin not specified come mainly from other nordic countries.

6. Foreign students are defined on the basis of their country of citizenship; these data are not comparable with data on international students and are therefore presented separately in the table.

Sources: OECD and UNESCO Institute for Statistics for most data on non-OECD countries. Latvia: Eurostat. See Annex 3 for notes ([www.oecd.org/edu/eag.htm](http://www.oecd.org/edu/eag.htm)).

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.

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**Table C4.4. [1/2] Citizens studying abroad in tertiary education, by country of destination (2012)**

Number of foreign students enrolled in tertiary education in a given country of destination as a percentage of all students enrolled abroad in reporting destinations, based on head counts

The table shows for each country the proportion of students studying abroad in tertiary education in a given country of destination.

*Reading the second column:* 4.5% of Czech citizens enrolled in tertiary education abroad study in Austria, 10.8% of Italian citizens enrolled in tertiary education abroad study in Austria, etc.

*Reading the first row:* 2.5% of Australian citizens enrolled in tertiary education abroad study in France, 19.7% of Australian citizens enrolled in tertiary education abroad study in New Zealand, etc.

Country of origin	Countries of destination																			
	OECD																			
	Australia <sup>1</sup>	Austria <sup>2</sup>	Belgium	Canada <sup>3, 4</sup>	Chile	Czech Republic	Denmark	Estonia	Finland	France	Germany <sup>5</sup>	Greece	Hungary	Iceland	Ireland <sup>6</sup>	Israel	Italy	Japan	Korea	Luxembourg <sup>5</sup>
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	
<b>OECD</b>																				
Australia	a	0.4	0.3	3.6	n	0.1	0.6	n	0.3	2.5	3.6	0.2	0.1	n	1.0	0.2	0.5	1.9	0.5	n
Austria	1.2	a	0.6	0.8	n	0.4	0.6	n	0.3	2.7	52.5	0.1	0.8	0.1	0.4	0.1	0.9	0.2	n	0.1
Belgium	0.7	0.9	a	3.0	0.1	0.1	0.5	n	0.3	23.7	8.5	0.3	0.2	n	0.4	0.4	1.4	0.4	0.1	2.3
Canada	7.8	0.2	0.3	a	n	0.1	0.2	n	0.2	3.4	1.4	0.1	0.4	0.1	1.9	0.3	0.3	0.6	0.9	n
Chile	4.9	0.4	1.1	3.7	a	0.1	0.4	n	0.2	7.9	5.5	0.1	0.1	n	0.1	0.1	1.8	0.3	0.2	n
Czech Republic	0.6	4.5	0.6	0.7	n	a	1.0	0.1	0.4	5.4	12.2	0.2	0.6	0.1	0.8	n	1.0	0.3	0.1	0.2
Denmark	2.3	0.9	0.7	1.3	n	0.1	a	0.1	0.6	2.2	6.9	0.1	0.1	1.1	0.6	0.2	0.6	0.7	n	0.1
Estonia	0.4	1.3	0.5	0.2	n	0.2	6.5	a	12.7	2.2	10.1	0.1	0.2	0.2	1.7	n	1.1	0.4	n	0.1
Finland	1.0	1.6	0.7	0.8	0.1	0.1	2.7	6.7	a	2.8	8.1	0.2	0.5	0.5	0.7	0.1	0.8	0.9	0.1	0.1
France	1.3	0.5	22.3	12.4	0.1	0.1	0.5	n	0.2	a	7.8	0.1	0.4	0.1	0.8	0.2	1.4	0.6	0.1	1.0
Germany	1.1	22.1	0.9	1.1	n	0.3	2.2	n	0.4	5.5	a	0.3	1.7	0.1	0.7	0.1	1.0	0.3	0.1	0.3
Greece	0.2	1.1	1.6	0.3	n	1.0	0.9	n	0.2	4.9	15.4	a	0.5	n	0.2	n	8.2	0.1	n	0.1
Hungary	0.6	16.7	1.3	0.8	n	0.8	3.4	n	1.3	5.4	18.1	0.2	a	0.1	1.3	0.1	1.9	0.8	0.1	0.2
Iceland	0.4	0.9	0.3	1.2	n	0.1	39.3	0.1	0.4	1.3	2.8	n	2.3	a	0.2	n	0.5	0.6	n	n
Ireland	0.9	0.2	0.3	0.8	n	0.2	0.3	n	0.1	1.8	1.7	n	0.7	n	a	n	0.1	0.1	n	n
Israel	0.7	0.7	0.2	5.3	n	0.7	0.2	n	0.1	1.5	9.0	0.4	4.2	n	0.1	a	9.2	0.2	n	n
Italy	0.6	10.8	3.0	0.6	n	0.1	0.9	n	0.4	9.2	13.1	0.1	0.3	0.1	0.7	0.1	a	0.2	n	0.2
Japan	5.1	1.0	0.4	4.5	n	0.1	0.2	n	0.4	4.6	5.4	0.1	0.6	0.1	0.2	0.1	0.9	a	3.0	n
Korea	5.6	0.3	0.1	6.4	n	n	n	n	0.1	1.7	3.5	n	0.2	n	0.1	0.1	0.4	18.0	a	n
Luxembourg	0.1	9.1	20.7	0.4	n	n	0.1	n	0.1	16.6	38.6	n	0.1	n	0.2	n	0.2	0.1	n	a
Mexico	2.0	0.5	0.6	6.5	0.7	0.1	0.3	n	0.4	7.4	5.9	n	0.1	n	0.2	0.1	1.3	0.6	0.1	n
Netherlands	1.0	1.1	27.9	1.8	n	0.1	1.7	n	0.4	4.0	7.3	0.1	0.2	0.1	1.0	0.1	0.7	0.4	n	0.1
New Zealand	46.1	0.2	0.1	2.6	n	0.1	0.2	n	0.3	1.3	1.4	n	0.1	0.1	0.6	n	0.1	1.2	1.0	n
Norway	6.8	0.3	0.2	1.0	n	1.4	18.2	n	0.4	1.8	2.1	n	4.2	0.1	0.3	0.1	0.4	0.3	n	n
Poland	0.3	3.6	1.6	1.2	n	0.7	2.7	n	0.5	5.5	21.5	0.3	0.3	0.1	3.7	n	2.9	0.2	0.1	0.1
Portugal	0.5	0.5	4.3	1.0	n	2.0	0.7	n	0.3	14.7	8.4	0.1	0.4	n	0.5	n	0.7	0.2	n	1.6
Slovak Republic	0.2	4.7	0.3	0.3	n	68.1	0.6	n	0.1	1.2	3.0	n	6.9	n	0.5	n	0.6	0.1	n	n
Slovenia	0.4	25.2	1.1	0.7	n	0.5	1.6	n	0.6	3.4	15.2	0.1	0.9	0.2	0.4	0.1	8.1	0.2	n	0.2
Spain	0.5	0.9	2.9	0.7	0.2	0.1	1.3	n	0.6	13.2	16.1	0.2	0.9	0.2	1.1	0.1	1.5	0.4	n	0.1
Sweden	3.2	0.8	0.4	0.9	n	0.8	12.3	n	2.6	2.3	3.1	0.1	2.0	0.2	0.5	0.1	0.5	0.9	0.1	n
Switzerland	2.4	6.6	1.2	3.3	0.1	0.1	0.8	n	0.3	14.8	22.1	0.3	0.2	n	0.4	0.3	6.6	0.5	0.1	0.1
Turkey	0.6	4.2	0.6	1.2	n	0.1	0.8	n	0.2	2.9	41.0	0.2	0.6	n	0.1	n	1.0	0.2	0.1	n
United Kingdom	3.2	0.7	0.8	5.6	n	1.0	1.5	n	0.5	7.2	4.9	0.3	0.6	0.1	11.4	0.2	0.6	1.0	0.2	n
United States	4.1	0.7	0.5	13.8	0.1	0.3	0.6	n	0.4	5.6	6.3	0.2	0.6	0.1	2.0	2.1	0.6	2.3	1.7	n
<b>Total from OECD</b>	<b>2.5</b>	<b>4.7</b>	<b>3.1</b>	<b>3.7</b>	<b>0.1</b>	<b>2.4</b>	<b>1.6</b>	<b>0.1</b>	<b>0.4</b>	<b>4.9</b>	<b>10.2</b>	<b>0.1</b>	<b>0.9</b>	<b>0.1</b>	<b>1.2</b>	<b>0.2</b>	<b>1.3</b>	<b>2.5</b>	<b>0.3</b>	<b>0.2</b>
<b>Total from EU21</b>	<b>1.0</b>	<b>7.0</b>	<b>5.1</b>	<b>2.6</b>	<b>n</b>	<b>3.9</b>	<b>1.7</b>	<b>0.1</b>	<b>0.5</b>	<b>5.8</b>	<b>9.7</b>	<b>0.2</b>	<b>1.1</b>	<b>0.1</b>	<b>1.5</b>	<b>0.1</b>	<b>1.4</b>	<b>0.4</b>	<b>0.1</b>	<b>0.3</b>
<b>Partners</b>																				
Argentina	0.9	0.3	0.4	3.9	4.3	n	0.2	n	0.2	6.4	2.9	0.1	n	n	0.1	0.1	3.3	0.5	0.2	n
Brazil	2.0	0.5	0.7	3.9	0.6	0.1	0.4	n	0.2	10.5	6.5	n	n	n	0.4	0.1	2.9	1.5	0.1	n
China	11.5	0.1	0.2	5.2	n	n	0.2	n	0.3	3.5	2.9	n	n	n	0.3	n	1.0	12.7	5.7	n
Colombia	3.9	0.6	0.7	8.1	4.5	0.1	0.2	n	0.1	9.4	5.0	n	n	n	n	n	3.1	0.2	0.1	n
India	5.4	0.2	0.3	6.5	n	0.1	0.1	n	0.3	0.9	2.1	n	n	n	0.4	n	0.4	0.3	0.3	n
Indonesia	22.7	0.2	0.4	2.2	n	n	0.1	n	0.1	1.3	5.6	m	n	n	n	n	0.4	5.3	1.5	n
Latvia	0.3	1.2	0.8	0.6	n	0.1	9.3	n	1.2	1.9	8.8	0.1	0.1	0.2	4.2	n	1.1	0.2	n	0.1
Russian Federation	1.3	1.7	0.8	2.4	n	4.3	0.6	1.7	3.1	6.4	20.1	0.7	0.2	n	0.3	n	2.6	0.5	0.5	0.1
Saudi Arabia	8.1	0.1	n	4.9	n	0.1	n	n	n	0.8	0.3	n	0.3	n	0.7	n	0.1	0.4	0.2	n
South Africa	6.1	0.4	0.8	3.3	n	0.2	0.3	n	0.2	0.9	1.4	0.3	n	n	1.9	0.2	0.3	0.1	0.3	n
<b>Total from other G20</b>	<b>9.6</b>	<b>0.2</b>	<b>0.3</b>	<b>5.1</b>	<b>0.1</b>	<b>0.3</b>	<b>0.2</b>	<b>0.1</b>	<b>0.4</b>	<b>3.2</b>	<b>3.8</b>	<b>n</b>	<b>0.1</b>	<b>n</b>	<b>0.3</b>	<b>n</b>	<b>1.0</b>	<b>8.3</b>	<b>3.7</b>	<b>n</b>
<b>Total from all countries</b>	<b>5.5</b>	<b>1.7</b>	<b>1.2</b>	<b>4.9</b>	<b>0.3</b>	<b>0.9</b>	<b>0.7</b>	<b>0.1</b>	<b>0.4</b>	<b>6.0</b>	<b>6.3</b>	<b>0.6</b>	<b>0.4</b>	<b>n</b>	<b>0.6</b>	<b>0.1</b>	<b>1.7</b>	<b>3.3</b>	<b>1.3</b>	<b>0.1</b>

Note: The proportion of students abroad is based only on the total of students enrolled in countries reporting data to the OECD and UNESCO Institute for Statistics.

1. Data refers to international students

2. Excludes tertiary-type B programmes.

3. Year of reference 2011.


4. Excludes private institutions.

5. Excludes advanced research programmes (for Germany, advanced research programmes are included only in main geographic regions).

6. Excludes part-time students.

 Sources: OECD and UNESCO Institute for Statistics for most data on non-OECD countries. Latvia: Eurostat. See Annex 3 for notes ([www.oecd.org/edu/eag.htm](http://www.oecd.org/edu/eag.htm)).

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.

 StatLink  <http://dx.doi.org/10.1787/888933118732>

**Table C4.4. [2/2] Citizens studying abroad in tertiary education, by country of destination (2012)**

Number of foreign students enrolled in tertiary education in a given country of destination as a percentage of all students enrolled abroad in reporting destinations, based on head counts

The table shows for each country the proportion of students studying abroad in tertiary education in a given country of destination.

*Reading the second column:* 4.5% of Czech citizens enrolled in tertiary education abroad study in Austria, 10.8% of Italian citizens enrolled in tertiary education abroad study in Austria, etc.

*Reading the first row:* 2.5% of Australian citizens enrolled in tertiary education abroad study in France, 19.7% of Australian citizens enrolled in tertiary education abroad study in New Zealand, etc.

C4

Country of origin		Countries of destination																	Total OECD destinations		Total EU21 destinations		Other G20		Total non-OECD destinations		Total all reporting destinations			
		OECD																												
		Netherlands <sup>4</sup>	New Zealand	Norway	Poland	Portugal	Slovak Republic	Slovenia	Spain	Sweden	Switzerland	Turkey	United Kingdom	United States <sup>1</sup>			Brazil	Russian Federation <sup>5</sup>												
		(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)	(30)	(31)	(32)	(33)	(34)	(35)	(36)	(37)											(38)	(39)
OECD	Australia	0.5	19.7	0.4	0.2	0.2	n	n	0.4	0.8	0.9	0.5	26.2	27.3	93	38	0.1	m	7	100										
	Austria	2.0	0.5	0.3	0.3	0.5	0.6	0.1	1.3	1.0	8.3	0.5	13.1	5.1	96	78	0.1	m	4	100										
	Belgium	18.2	0.4	0.4	0.3	1.8	n	n	3.8	0.5	3.6	0.5	17.7	5.9	96	81	0.3	m	4	100										
	Canada	0.5	1.6	0.2	1.0	0.3	n	n	0.3	0.4	1.1	n	14.9	52.7	91	26	0.1	m	9	100										
	Chile	0.6	2.0	n	0.1	0.2	n	n	21.4	0.9	1.1	n	6.8	18.9	79	48	3.3	m	21	100										
	Czech Republic	1.5	0.4	0.5	4.8	1.8	35.5	0.1	1.6	0.5	1.7	0.1	15.9	4.7	98	89	n	m	2	100										
	Denmark	2.4	1.9	10.8	0.7	0.4	n	0.1	1.3	10.4	1.4	0.5	32.8	15.0	96	61	0.1	m	4	100										
	Estonia	2.4	0.1	1.4	0.2	0.5	n	n	1.4	3.9	0.8	n	29.0	3.8	82	74	0.1	7.3	18	100										
	Finland	2.9	0.5	3.0	0.4	0.7	0.1	n	1.9	23.3	1.5	0.1	24.8	5.7	93	79	0.1	m	7	100										
	France	1.3	0.5	0.2	0.5	0.9	n	n	4.1	0.5	8.7	0.2	19.7	9.3	96	62	0.3	m	4	100										
	Germany	18.2	0.9	0.7	0.6	0.5	0.3	n	2.0	1.4	11.0	1.0	15.2	6.4	96	74	0.2	m	4	100										
	Greece	3.8	n	0.2	0.1	0.3	2.7	n	0.8	1.0	1.6	3.3	33.8	4.6	87	77	n	m	13	100										
	Hungary	3.6	0.7	0.6	0.7	0.9	0.8	0.1	1.5	1.4	2.6	0.1	23.1	5.6	95	83	n	m	5	100										
	Iceland	2.8	0.3	8.7	0.2	0.1	n	n	0.8	11.9	1.0	n	13.6	9.0	99	78	n	m	1	100										
	Ireland	0.7	1.0	0.1	0.2	0.1	0.2	n	0.5	0.4	0.2	n	82.4	3.8	97	90	n	m	3	100										
	Israel	0.7	0.3	0.1	0.3	0.1	0.3	n	0.6	0.1	0.6	0.1	3.4	13.7	53	32	0.1	m	47	100										
	Italy	1.9	0.2	0.2	0.3	1.7	0.1	0.3	10.1	0.7	8.6	0.1	18.7	5.7	89	72	0.4	m	11	100										
	Japan	0.4	2.9	0.2	0.2	n	n	n	0.6	0.6	0.9	0.1	10.0	53.1	95	25	1.0	m	5	100										
	Korea	0.2	2.5	n	n	n	n	n	0.1	0.1	0.3	n	4.0	52.0	96	11	0.2	m	4	100										
	Luxembourg	1.2	n	n	n	0.4	n	n	0.2	0.1	5.3	n	5.3	0.8	100	93	n	m	n	100										
	Mexico	1.0	0.4	0.2	0.1	0.2	n	n	11.8	0.5	1.3	n	5.7	44.4	93	36	0.3	m	7	100										
	Netherlands	a	2.2	1.4	0.2	1.0	n	n	2.1	1.6	2.1	0.7	29.6	8.2	97	79	0.1	m	3	100										
	New Zealand	0.4	a	0.3	0.1	0.1	n	n	0.2	0.5	0.8	n	19.6	18.5	96	25	n	m	4	100										
	Norway	1.8	1.2	a	7.8	0.3	2.0	n	0.7	6.2	0.6	0.1	24.6	10.0	93	73	n	m	7	100										
	Poland	2.4	0.1	0.9	a	1.8	0.4	n	2.9	1.4	1.3	n	37.3	3.7	98	90	n	m	2	100										
	Portugal	2.1	0.1	0.3	0.6	a	0.2	n	11.3	0.7	6.8	n	31.2	4.0	93	80	2.8	m	7	100										
	Slovak Republic	0.7	0.1	0.3	0.3	0.3	a	0.1	0.6	0.1	0.6	n	8.4	1.1	99	97	n	m	1	100										
	Slovenia	3.7	0.5	0.2	0.4	2.6	0.2	a	1.9	0.6	2.4	0.1	13.3	5.2	90	80	0.1	m	10	100										
Spain	2.6	0.2	0.3	3.2	7.1	0.2	n	a	1.1	4.2	0.1	23.5	12.5	96	76	0.5	m	4	100											
Sweden	1.4	0.7	7.8	5.4	0.2	0.3	n	1.1	a	2.0	0.2	25.6	17.7	93	60	0.1	m	7	100											
Switzerland	2.1	0.9	0.5	0.1	1.7	0.1	n	2.4	0.9	a	0.4	13.2	10.3	93	74	0.4	m	7	100											
Turkey	1.5	0.1	0.1	0.5	0.4	n	n	0.4	0.5	1.3	a	5.2	13.8	78	60	n	m	22	100											
United Kingdom	2.7	15.5	0.8	0.4	0.5	0.2	n	2.5	1.5	1.4	0.2	a	20.1	86	37	0.2	m	14	100											
United States	1.0	4.6	0.6	1.4	0.3	n	n	1.8	1.0	1.2	0.3	23.9	a	78	47	0.8	m	22	100											
	<b>Total from OECD</b>	3.6	1.9	0.6	0.8	0.8	0.7	n	2.6	1.1	3.6	0.3	17.5	17.3	91	58	0.3	n	9	100										
	<b>Total from EU21</b>	5.5	1.5	0.9	0.8	1.1	1.1	n	3.2	1.4	5.6	0.5	22.4	7.4	94	74	0.3	0.1	6	100										
Partners	Argentina	0.3	0.9	0.3	0.1	0.5	n	n	33.2	0.3	1.1	n	2.6	15.8	79	51	6.7	m	21	100										
	Brazil	0.6	1.0	0.3	0.1	18.1	n	0.1	6.7	0.4	1.6	n	6.4	22.7	89	55	a	m	11	100										
	China	0.6	2.1	0.1	0.1	n	n	n	0.5	0.4	0.3	n	10.9	27.6	86	21	n	m	14	100										
	Colombia	0.8	0.5	0.2	0.1	0.2	n	n	28.8	0.5	1.2	n	4.8	19.3	93	54	1.1	m	7	100										
	India	0.4	4.4	0.1	0.1	n	n	n	0.2	0.7	0.4	n	17.4	44.7	86	24	n	m	14	100										
	Indonesia	2.5	1.4	0.2	0.1	0.1	n	n	0.1	0.2	0.6	0.5	3.7	16.6	66	15	n	m	34	100										
	Latvia	4.6	0.2	1.4	0.7	0.6	n	n	0.9	2.1	1.2	n	37.0	3.2	82	75	n	7.0	18	100										
	Russian Federation	0.9	0.9	1.6	1.1	0.3	0.1	0.1	2.5	1.1	2.1	0.8	7.1	6.9	73	56	0.1	a	27	100										
	Saudi Arabia	n	1.5	n	0.6	n	0.1	n	0.1	n	0.1	0.1	14.8	49.4	83	18	n	m	17	100										
	South Africa	0.9	20.9	0.3	0.1	0.6	n	n	0.2	0.3	0.6	0.2	30.3	12.1	83	39	1.1	m	17	100										
		<b>Total from other G20</b>	0.6	2.6	0.2	0.2	0.6	n	n	1.0	0.5	0.5	0.1	11.8	29.9	85	25	0.1	n	15	100									
		<b>Total from all countries</b>	1.4	1.6	0.4	0.6	0.6	0.2	0.1	2.2	0.9	1.4	0.9	12.6	16.4	75	39	0.3	3.9	25	100									

Note: The proportion of students abroad is based only on the total of students enrolled in countries reporting data to the OECD and UNESCO Institute for Statistics.

1. Data refers to international students

2. Excludes tertiary-type B programmes.

3. Year of reference 2011.

4. Excludes private institutions.

5. Excludes advanced research programmes (for Germany, advanced research programmes are included only in main geographic regions).

6. Excludes part-time students.

Sources: OECD and UNESCO Institute for Statistics for most data on non-OECD countries. Latvia: Eurostat. See Annex 3 for notes ([www.oecd.org/edu/eag.htm](http://www.oecd.org/edu/eag.htm)).

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.


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Table C4.5. **Mobility patterns of foreign and international students (2012)**

Regional and cross-border mobility, balance on mobility and use of the official language of the host country in countries of origin

	Percentage of national tertiary students enrolled abroad	Number of foreign students per national student abroad	Percentage of foreign students coming from neighbouring countries <sup>1</sup>	Percentage of students from countries with the same official language
	(1)	(2)	(3)	(4)
<b>OECD</b>				
Australia	1	18	40	18
Austria	6	4	59	53
Belgium	3	4	52	66
Canada <sup>2</sup>	3	4	4	33
Chile	1	1	33	59
Czech Republic <sup>3</sup>	3	3	65	n
Denmark	3	4	36	n
Estonia	8	n	70	n
Finland	4	2	20	3
France <sup>3</sup>	4	3	15	29
Germany	5	2	14	9
Greece <sup>3</sup>	6	1	76	44
Hungary	3	2	42	n
Iceland	19	n	10	n
Ireland	13	1	18	44
Israel <sup>3</sup>	4	n	n	n
Italy <sup>3</sup>	4	1	28	5
Japan	1	4	81	n
Korea <sup>3</sup>	4	n	75	n
Luxembourg	70	n	m	29
Mexico	1	n	m	m
Netherlands	3	3	47	5
New Zealand	3	12	11	46
Norway	8	1	25	n
Poland	2	1	56	n
Portugal	6	1	9	55
Slovak Republic	15	n	60	n
Slovenia	3	1	31	6
Spain	2	3	22	40
Sweden	5	2	20	6
Switzerland	5	5	49	53
Turkey <sup>3</sup>	2	n	28	11
United Kingdom	2	13	14	32
United States	n	11	6	25
<b>OECD total</b>	<b>2</b>	<b>3</b>	<b>21</b>	<b>24</b>
<b>EU21 total</b>	<b>4</b>	<b>3</b>	<b>24</b>	<b>26</b>
<b>Partners</b>				
Argentina	n	n	m	92
Brazil <sup>3</sup>	1	n	25	27
China <sup>3</sup>	2	m	m	m
Colombia	2	m	m	m
India	1	m	m	m
Indonesia <sup>3</sup>	1	m	m	m
Latvia	9	n	m	m
Russian Federation <sup>3, 4</sup>	1	3	68	37
Saudi Arabia <sup>3</sup>	5	1	27	37
South Africa <sup>3</sup>	1	5	60	81

1. Neighbour countries considered have land or maritime borders with the host country.

2. Year of reference 2011

3. Domestic tertiary students are calculated as total enrolment minus foreign students instead of total enrolment minus international students.

4. The percentage of foreign students coming from neighbouring countries includes those from former Soviet Union countries, mostly of central Asia.

Source: OECD and UNESCO Institute for Statistics for most data on non-OECD countries. Latvia: Eurostat. CIA World Factbook 2014 for worldwide official languages. See Annex 3 for notes ([www.oecd.org/edu/eag.htm](http://www.oecd.org/edu/eag.htm)).

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.


StatLink  <http://dx.doi.org/10.1787/888933118751>


Table C4.6. Trends in the number of foreign students enrolled in tertiary education, by region of destination and origin (2000 to 2012)

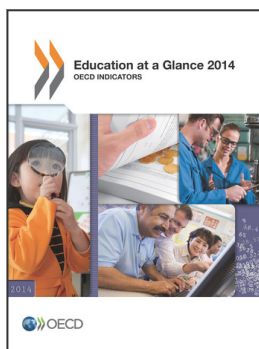
Number of foreign students enrolled in tertiary education, head counts

Foreign students enrolled in the following destinations	Number of foreign students					Index of change (2011)				Foreign students enrolled in OECD countries from the following regions of origin (2012)
	2012	2011	2010	2005	2000	2011=100	2010=100	2005=100	2000=100	
Africa	196 568	191 037	178 716	108 765	100 031	103	110	181	197	346 511
Asia	806 281	772 410	726 054	458 377	334 562	104	111	176	241	1 662 788
Europe	2 160 874	2 086 980	1 984 442	1 388 027	935 879	104	109	156	231	969 377
North America	961 967	913 480	880 427	738 401	569 640	105	109	130	169	101 100
Latin America & the Caribbean	71 468	74 267	76 041	37 114	28 945	96	94	193	247	204 874
Oceania	330 886	343 466	350 165	251 904	118 646	96	94	131	279	26 617
<b>Worldwide</b>	<b>4 528 044</b>	<b>4 381 639</b>	<b>4 195 845</b>	<b>2 982 588</b>	<b>2 087 702</b>	<b>103</b>	<b>108</b>	<b>152</b>	<b>217</b>	<b>3 415 975</b>
OECD	3 415 975	3 316 209	3 181 939	2 373 011	1 604 601	103	107	144	213	1 085 398
EU countries	1 822 330	1 769 450	1 686 734	1 201 503	822 025	103	108	152	222	779 936
<i>of which in EU21 countries</i>	1 779 998	1 728 586	1 647 730	1 174 107	792 411	103	108	152	225	657 911
G20 countries	3 712 641	3 591 996	3 432 928	2 485 330	1 730 913	103	108	149	214	1 721 226

Note: Figures are based on the number of foreign students enrolled in OECD and non-OECD countries reporting data to the OECD and to UNESCO Institute for Statistics, in order to provide a global picture of foreign students worldwide. The coverage of these reporting countries has evolved over time, therefore missing data have been imputed wherever necessary to ensure the comparability of time series over time. Given the inclusion of UNESCO data for non-OECD countries and the imputation of missing data, the estimates of the number of foreign students may differ from those published in previous editions of *Education at a Glance*. Totals referring to years 2006 to 2009 and 2001 to 2004 are available for consultation on line (see *StatLink* below).

Source: OECD and UNESCO Institute for Statistics for most data on non-OECD countries. See Annex 3 for notes ([www.oecd.org/edu/eag.htm](http://www.oecd.org/edu/eag.htm)).

*StatLink*  <http://dx.doi.org/10.1787/888933118770>



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