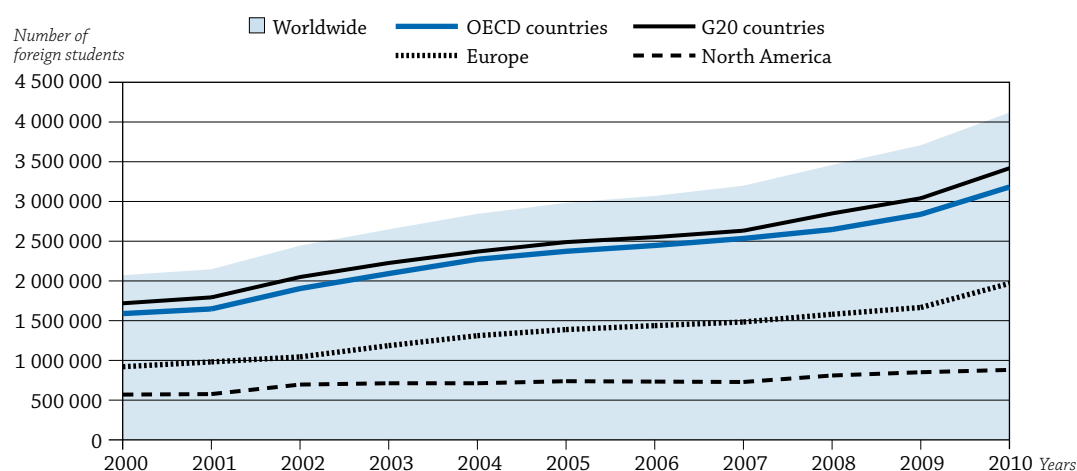


WHO STUDIES ABROAD AND WHERE?

In reading this indicator, a distinction should be made between students who have moved from their country of origin with the purpose of studying (international students) and those who are not citizens of the country where they are enrolled (foreign students) but may, in some cases, be long-term residents or, indeed, have been born in the country (see *Definitions* section). International students are thus a subset of foreign students.

- In 2010, more than 4.1 million tertiary students were enrolled outside their country of citizenship.
- Luxembourg (where mobility is high due to strong integration with neighbouring countries), Australia, the United Kingdom, Austria, Switzerland and New Zealand have, in descending order, the highest percentages of international students among their tertiary enrolments.
- In absolute terms, the largest numbers of foreign students are from China, India and Korea. Asian students represent 52% of foreign students enrolled worldwide.
- The number of foreign students enrolled in OECD countries was almost three times the number of citizens from an OECD country studying abroad in 2010. In the 21 European countries that are members of the OECD, there were 2.7 foreign students per each European citizen enrolled abroad.
- Some 83% of all foreign students are enrolled in G20 countries, while 77% 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 2010)



Source: OECD and UNESCO Institute for Statistics for most data on non-OECD countries. Table C4.6. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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Context

As national economies become more interconnected and participation in education expands, governments and individuals are looking to higher 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, such as multinational corporations or research, 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 aiming to foster student mobility within a geographic region (as is the case in Europe), to efforts by governments 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.

A significant portion of students coming from G20 non-OECD countries includes the better performing students, natural candidates for public or private support, or have a relatively high socio-economic background. This implies that student mobility can not only bring stature to tertiary institutions' academic programmes, but also economic benefits to the host education systems.

In the current economic context, shrinking support for scholarships and grants to support student mobility – as well as tightening budgets among individuals – may diminish the pace of student mobility. On the other hand, limited labour market opportunities in students' countries of origin may lower the opportunity costs of studying abroad, and help increase student mobility.

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.

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

■ Other findings

- **Australia, France, Germany, the United Kingdom and the United States each receive more than 6% of all foreign students worldwide.**
- **International students from OECD countries mainly come from Canada, France, Germany, Japan, Korea, Turkey and the United States.**
- **International students make up 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 20% of enrolments in advanced research programmes in Australia, Austria, Canada, Denmark, Ireland, Luxembourg, New Zealand, Sweden, Switzerland, the United Kingdom and the United States.

■ Trends

Since 2000 and up to 2010, the number of foreign tertiary students enrolled worldwide has increased by 99%, for an average annual growth rate of 7.1%. The number of foreign tertiary students enrolled in OECD countries doubled since 2000, for an average annual increase growth rate of 7.2%.

Europe is the preferred destination for students studying outside their country, with 41% of all international students. North America has 21% of all international students. Nevertheless, the fastest growing regions of destination are Latin America and the Caribbean, Oceania and Asia, mirroring the internationalisation of universities in an increasing set of countries (Chart C4.1).

Analysis

Trends

OECD and UNESCO Institute for Statistics data make it possible to examine longer-term trends in tertiary student mobility. These data illustrate the dramatic growth in foreign enrolments (Box C4.1). 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 4.1 million in 2010, more than a fivefold increase. Growth in the internationalisation of tertiary education has accelerated during the past several decades, reflecting the globalisation of economies and societies, and also the expansion of tertiary systems and institutions throughout the world.

The rise in the number of students enrolled abroad since 1975 stems from various factors, from an interest in promoting academic, cultural, social and political ties between countries (especially as the European Union was taking shape), to a substantial increase in global access to tertiary education, to reduced transportation costs. The internationalisation of labour markets for highly skilled individuals has also given people an incentive to gain international experience as part of their studies.

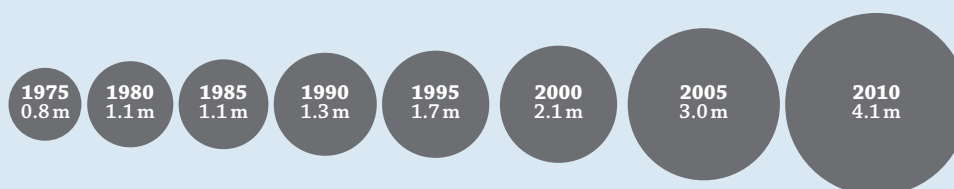
The increase in the number of foreign students can be compared with the increase in tertiary enrolment worldwide. According to UNESCO data, 177 million students participated in formal tertiary education around the world in 2010, an increase of 77 million students since 2000, or 77% (UNESCO Institute for Statistics, 2011). During this same period, the number of foreign students increased from 2.1 to 4.1 million students, an increase of 99%. Consequently, the share of tertiary students who are foreign students grew by more than 10% between 2000 and 2010 (Chart C4.1).

Most of the new foreign tertiary students come from countries outside the OECD area, and are likely to gradually increase the proportion of foreign students in advanced research programmes in OECD and other G20 countries in the coming years.

The internationalisation of tertiary education is particularly pronounced among OECD countries. In absolute terms, the number of foreign students enrolled in tertiary education has more than doubled since 2005 in Brazil, Chile, Estonia, Iceland, Indonesia, Ireland, Korea, Luxembourg, Saudi Arabia, the Slovak Republic and Spain. In contrast, the number of foreign students enrolled in France, Germany, Mexico and New Zealand grew by less than 10% (Table C4.1).


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

Growth in internationalisation of tertiary education (1975-2010, 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 and 2010. The OECD provided the data on OECD countries and the other non-OECD economies in 2000 and 2010. 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.

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In relative terms, the percentage of international students in tertiary enrolment has also increased since 2005 in all 18 OECD countries with available data, except New Zealand, Norway and the United States.

Global student mobility mirrors 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. Furthermore, 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 between European countries beyond the European Union (UNESCO, 2009).

Major destinations of foreign students

G20 countries attract 83% of foreign students worldwide. Some 77% of foreign students are enrolled in an OECD country. Within the OECD area, EU21 countries host the highest number of foreign students, with 40% of total foreign students worldwide. These 21 countries also host 98% of foreign students in the European Union. EU mobility policies become evident when analysing the composition of this population. Within the share of foreign students enrolled in EU21 countries, 76% of students come from another EU21 country (Tables C4.4 and C4.6).

North America is the second most attractive region for foreign students, with 21% of all foreign students. The profile of international students in North America is more diverse than in the European Union: in the United States, only 4.1% of international students come from Canada, and in Canada only 7.4% of international students come from the United States (Tables C4.3 and C4.4).

In 2010, almost one out of two foreign students went to one of the five countries that host higher shares of students enrolled outside of their country of citizenship. The United States received the most (in absolute terms), with 17% of all foreign students worldwide, followed by the United Kingdom (13%), Australia (7%), Germany (6%) and France (6%). Although these destinations account for 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 five major destinations, significant numbers of foreign students were enrolled in Canada (5%), Japan (3%), the Russian Federation (4%) and Spain (2%) in 2010. The figures for Australia and the United States refer to international students (Table C4.4).

New players in the international education market

Over a ten-year period, the share of international students who chose the United States as their destination dropped from 23% to 17%, and the share of international students who chose Germany fell by more than two percentage points. In contrast, the shares of international students who chose Australia and New Zealand as their destination grew by more than one percentage point, while the share of students who chose the United Kingdom and the Russian Federation grew by around two percentage points (Chart C4.3). Some of these changes reflect the differences in countries' internationalisation approaches, ranging from proactive marketing in the Asia-Pacific region to a more local and university-driven approach in the traditionally dominant United States.

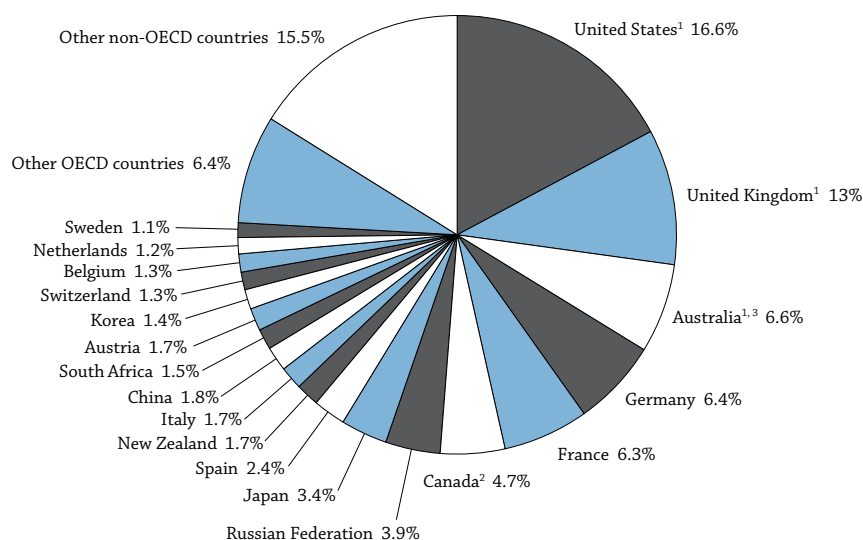
Underlying factors in students' choice of a country of study

Language of instruction

The language spoken and used in instruction sometimes determines in which country a student chooses to study. Countries whose language of instruction is widely spoken and read, such as English-, French-, German-, Russian- and Spanish-speaking countries, are therefore leading destinations of foreign students, both in absolute and relative terms. Japan is a notable exception: despite a language of instruction that is not widespread, it enrolls large numbers of foreign students, 93% of whom are from Asia (Table C4.3 and Chart C4.2).

Chart C4.2. Distribution of foreign students in tertiary education, by country of destination (2010)

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



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

2. Year of reference 2009.

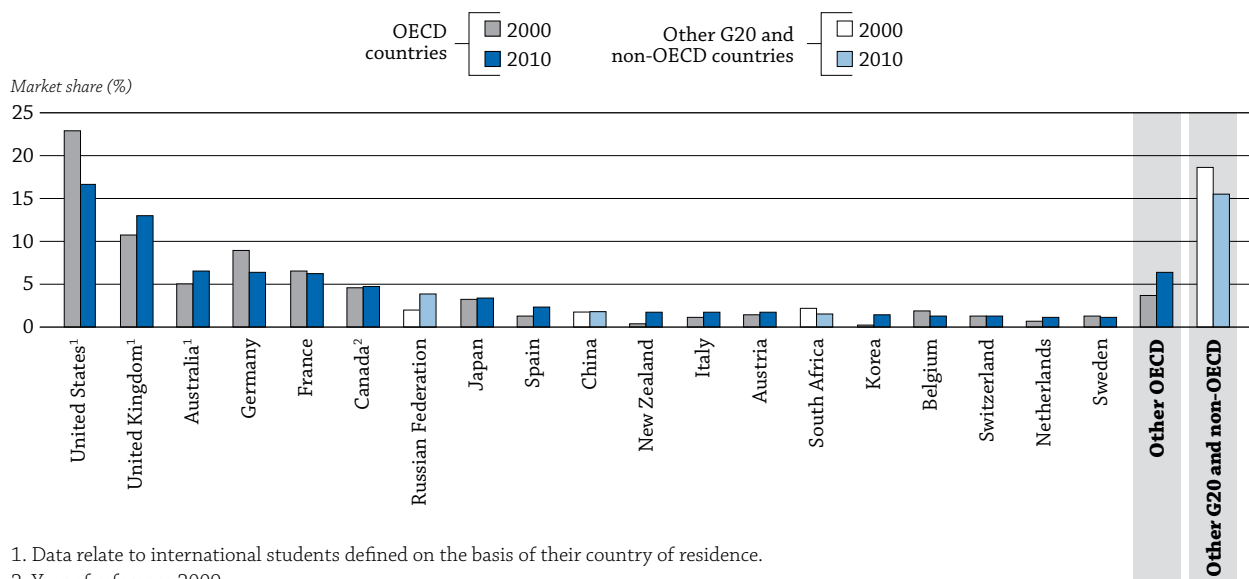
3. Student stocks are derived from different sources; therefore, results should be interpreted with some caution.

Source: OECD and UNESCO Institute for Statistics for most data on non-OECD destinations. Tables C4.4 and C4.7, available on line. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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Chart C4.3. Trends in international education market shares (2000, 2010)

Percentage of all foreign tertiary students enrolled, by destination



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

2. Year of reference 2009.

Countries are ranked in descending order of 2010 market shares.

Source: OECD and UNESCO Institute for Statistics for most data on non-OECD countries. Table C4.7, available on line. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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The dominance (in absolute numbers) of English-speaking destinations (Australia, Canada, New Zealand, the United Kingdom and the United States) 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. The rapid increase in foreign enrolments in Australia (index change of 153), Canada (132), Ireland (227) and the United Kingdom (168) between 2005 and 2010 can be partly attributed to linguistic considerations (Table C4.1). The high number of countries using English either as an official language or as *lingua franca* reinforces this pattern. All English-speaking OECD countries have between one-fifth and one-third of foreign students coming from other English-speaking countries. In the whole OECD area, around one out of four foreign students comes from a country with the same official or widely-spoken language as the country of destination (Table C4.5).

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

Box C4.2. Countries offering tertiary programmes in English (2010)

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

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), EduFrance (France), DAAD (Germany), Campus Hungary (Hungary), University of Iceland (Iceland), JPSS (Japan), NIIED (Korea), NUFFIC (Netherlands), SIU (Norway), CRASP (Poland), Swedish Institute (Sweden) and Middle-East Technical University (Turkey).

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 hard to establish.

Tuition fees

Among most EU countries, including Austria, Belgium (Flemish Community), the Czech Republic, Denmark, Estonia, Finland, France, Germany, Ireland, Italy, the Netherlands, 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 Ireland 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 in Finland and Sweden, in Germany, tuition fees are collected at all government-dependent private institutions and, in some *Bundesländer*, tuition fees have been introduced at public tertiary institutions as well. In Denmark, students from some Nordic countries (Norway and 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-European Economic Area (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).

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 ¹ , Austria, ² Belgium, ^{2,3} Canada, the Czech Republic, ^{2,4} Denmark, ^{2,4} Estonia, ² Ireland, ⁴ the Netherlands, ² New Zealand, ⁵ the Russian Federation, Turkey, the United Kingdom, ² the United States ⁶
Same tuition fees for international and domestic students	France, Germany, Italy, Japan, Korea, Mexico, ⁷ Spain
No tuition fees for either international or domestic students	Finland, Iceland, Norway, Sweden

1. International students are not eligible for government subsidised places in Australia and therefore are full-fee paying. While this typically results in international students having higher tuition fees than domestic students (who usually attend subsidised places), it should be noted that 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 (Fl.), different tuition allowed only if institutions reach 2% of students from outside the EEA area.

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

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

6. 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.

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

Source: OECD. Indicator B5. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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 many scholarships are available for privately financed 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; however, international students from Australia receive the same subsidies as domestic students. In Australia (with the exceptions noted in Box C4.3) and in Canada, all 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 robust growth in the number of foreign students enrolled in some of these countries between 2005 and 2010 (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 in Finland and were adopted in Sweden, where foreign enrolments grew by 14% and 57%, respectively, between 2005 and 2010 (see Indicator B5). Sweden introduced tuition fees, compensated by scholarships, for students from outside the EU/EEA starting from the academic year 2011-12, which is not covered by figures in *Education at a Glance 2012*.

Countries that charge international students the full cost of education reap significant economic benefits. Several 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. Australia and New Zealand have successfully adopted differentiated tuition fees for international students, and this has not hampered some of the strongest growth in foreign students in the past 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 likely returns make the investment worthwhile.

However, in choosing between similar educational opportunities, cost considerations may play a role, especially for students from developing countries. In this respect, the deterioration of the United States' market share, may be attributed to the comparatively high tuition fees charged to international students in a context of fierce competition from other, primarily English-speaking, destinations offering similar educational opportunities at 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 student support 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 the country's 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 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/or government policies to facilitate transfer of credits between home and host institutions.

Extent of student mobility in tertiary education

The preceding analysis has focused on trends in absolute numbers of foreign students and their distribution by countries of destination, since time series or global aggregates on student mobility do not exist. It is also possible to measure the extent of student mobility in each country of destination by examining the proportion of international students in total tertiary enrolments. Doing so takes into account the size of different tertiary education systems and highlights those that are highly internationalised, regardless of their size and the importance of their market share.

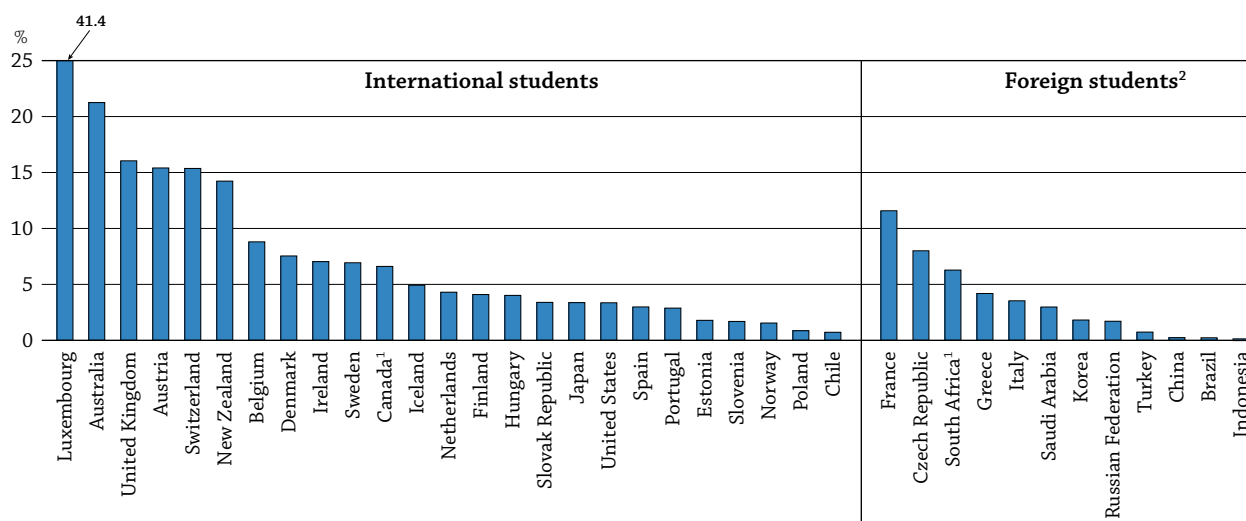
Among countries for which data on student mobility are available, Australia, Austria, Luxembourg, New Zealand, Switzerland and the United Kingdom show the highest levels of incoming student mobility, measured as the proportion of international students in their total tertiary enrolment. In Australia, 21.2% of tertiary students have come to the country in order to pursue their studies. Similarly, international students represent 15.4%

of total tertiary enrolments in Austria, 41.4% in Luxembourg (mainly due to a high level of integration with neighbour countries), 14.2% in New Zealand, 15.4% in Switzerland and 16.0% in the United Kingdom. In contrast, incoming student mobility accounts for less than 2% of total tertiary enrolments in Chile, Estonia, Norway, Poland and Slovenia (Table C4.1 and Chart C4.4).

Among countries for which data based on the preferred definition of international students are not available, foreign enrolments constitute a large group of tertiary students in France (11.6%). On the other hand, foreign enrolments represent 1% or less of total tertiary enrolments in Brazil, China, Indonesia and Turkey (Table C4.1).

Chart C4.4. Student mobility in tertiary education (2010)

Percentage of international and foreign students in tertiary enrolments



1. Year of reference 2009.

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 students in tertiary education.

Source: OECD, Table C4.1. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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

The proportion of international students in different types of tertiary education in each country of destination also sheds light on patterns of student mobility. With the exception of Japan, Luxembourg, New Zealand, Norway and Spain, tertiary-type B (shorter and vocationally-oriented) programmes are less internationalised than tertiary-type A (largely theory-based) programmes. With the exception of Greece and Italy, this observation also holds true for countries for which data using the preferred definition of international students are not available (Table C4.1).

All reporting countries show higher incoming student mobility relative to total enrolments in advanced research programmes, compared to tertiary-type A programmes. The proportion is more than 15 percentage points higher in advanced research programmes in Ireland, Luxembourg, New Zealand, Sweden, Switzerland, the United Kingdom and the United States, as well as in France, which reports foreign students and for which data using the preferred definition of international student are not available. This may be due to the attractiveness of advanced research programmes in these countries, or to a preference for recruiting international students at higher levels of education because of their potential contribution to domestic research and development, or in anticipation of recruiting these students as highly qualified immigrants (Table C4.1).

Examining the proportion of international and foreign students by level and type of tertiary education reveals what kinds of programmes countries offer. In some countries, a comparatively large proportion of international students are enrolled in tertiary-type B programmes. This is the case in Belgium (26%), Chile (34%), Japan (24%), Luxembourg (27%), New Zealand (30%) and Spain (31%). The same pattern is true in Greece (36%) and in Saudi Arabia (95%) (Table C4.1).

In other countries, a large proportion of international students enrol in advanced research programmes. This is particularly true in Switzerland (25%). This concentration can also be observed to a lesser extent in Ireland (17%), Spain (15%), Sweden (15%) and the United States (19%). Among countries for which data using the preferred definition of international students are not available, 21% of foreign students in China and 12% of foreign students in France are enrolled in advanced research programmes (Table C4.1). All of these countries are likely to benefit from the contribution of these high-level international students to domestic research and development. In countries that charge full tuition to foreign students, these students are also a source of revenue (Box C4.3).

Profile of international student intake in different destinations

Global balance of student mobility in OECD countries

OECD countries receive more foreign students than they send to study abroad for tertiary education. In 2010, OECD countries hosted 2.9 foreign students per each student studying outside his or her country of origin. In absolute terms, this represents for 3.2 million foreign students in OECD countries, compared to more than one million students outside of their OECD country of citizenship. As 93% of OECD citizens study in another OECD country, more than two-thirds of foreign students in the OECD area come from a non-OECD country (Tables C4.4 and C4.5).

At the country level, the balance varies greatly. While in Australia there are 21 foreign students for each Australian student studying abroad, the ratio is 12 to 1 in New Zealand, and the balance is negative in Argentina, Brazil, Chile, Estonia, Greece, Iceland, Indonesia, Israel, Korea, Luxembourg, Mexico, Norway, Poland, Portugal, Saudi Arabia, the Slovak Republic, Slovenia and Turkey. The United Kingdom and the United States also show high ratios of foreign to national students, with more than 12 foreign students for each citizen studying abroad (Table C4.5).

Main regions of origin

Asian students form the largest group of international students enrolled in countries reporting data to the OECD or the UNESCO Institute for Statistics: 52% of the total in all reporting destinations (51% of the total in OECD countries, and 55% of the total in non-OECD countries).

The predominance of international or foreign Asian students in OECD countries is greatest in Australia (80%), Japan (93%) and Korea (95%). In OECD countries, the Asian group is followed by Europeans (24%), particularly EU21 citizens (17%). Students from Africa account for 9.6% of all international students in OECD countries, while those from North America account for only 3.3%. Students from Latin America and the Caribbean represent 6% of the total. Altogether, 30% of international students enrolled in the OECD area originate from another OECD country (Table C4.3).

Main countries of origin

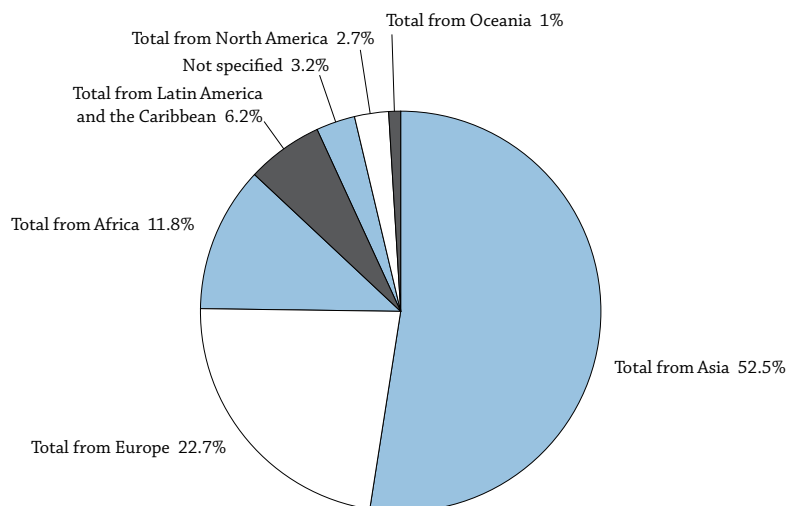
The predominance of students from Asia and Europe is also clear when looking at individual countries of origin within the OECD area. Students from France (2.0%), Germany (3.8%), and Korea (4.6%) represent the largest groups of international OECD students enrolled in OECD countries, followed by students from Canada (1.6%), Japan (1.5%) and the United States (1.6%) (Table C4.3).

Among international students originating from non-member countries, students from China represent by far the largest group, with 19% of all international students enrolled in the OECD area (not including an additional 1.2% from Hong Kong, China) (Table C4.3). Some 20% of all Chinese students studying abroad head


for the United States, while 13.8% choose Australia and 13.6% choose Japan. In OECD countries, students from China are followed by those from India (7.0%), Malaysia (1.8%), Morocco (1.5%), Vietnam (1.6%) and the Russian Federation (1.3%). A significant number of Asian students studying abroad also come from Indonesia, Iran, Nepal, Pakistan, Singapore and Thailand (Table C4.4).

Chart C4.5. Distribution of foreign students in tertiary education, by region of origin (2010)

Percentage of foreign tertiary students enrolled worldwide



Source: OECD and UNESCO Institute for Statistics for most data on non-OECD destinations. Table C4.3. See Annex 3 for notes (www.oecd.org/edu/eag2012).

StatLink  <http://dx.doi.org/10.1787/888932663264>

A large proportion of foreign students in OECD countries comes from neighbouring countries. In all OECD countries, around 21% of all foreign students come from countries that share land or maritime borders with the host country. Higher levels of mobility from neighbouring countries is not only the consequence of a particular central 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. On the other hand, 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 that have close historic and cultural ties with other countries further afield (Table C4.5 and Table C4.7, available on line).

Among OECD countries, the highest percentages of mobility from neighbouring countries are found in Korea (79%), Greece (79%), Estonia, where 77% of foreign students come from Finland, Latvia, the Russian Federation or Sweden; and in the Czech Republic, where 66% of foreign students come from Austria, Germany, Poland or the Slovak Republic. Foreign students from neighbouring countries are also strongly represented in Austria, Belgium, the Netherlands, Poland, the Russian Federation, the Slovak Republic, Slovenia and Switzerland. On the other hand, in Australia, only 5% of students come from Indonesia, New Zealand or Papua New Guinea, and only 1.8% come from other countries in Oceania. In Canada, just 5% of foreign students come from the United States; in Portugal, only 4% of foreign students come from Spain or Morocco; and in the United States, 7% of students come from the Bahamas, Canada, Mexico or the Russian Federation (Table 4.5 and Table 4.7, available on line). Linguistic criteria are responsible for student mobility in Portugal, where 69% of foreign students come from Angola, Brazil, Cape Verde, Guinea-Bissau, Sao Tomé and Príncipe or Timor-Leste, all countries where Portuguese is an official language (Table 4.5 and Table 4.7, available on line).

Destinations of citizens enrolled abroad

OECD students usually enrol in another OECD country if they are looking to pursue tertiary studies outside their country of citizenship. On average, 93% of foreign students from OECD countries are enrolled in other OECD countries. The proportion of foreign students from the other G20 countries enrolled in OECD countries is also high, with 83% of foreign students from Argentina, Brazil, China, India, Indonesia, the Russian Federation, Saudi Arabia and South Africa enrolled in an OECD country. Notably, students from Belgium (1.9%), the Czech Republic (1.4%), Iceland (0.6%), Ireland (0.7%), Luxembourg (0.4%), the Netherlands (1.5%), Poland (1.2%) and the Slovak Republic (0.4%) show an extremely low propensity to study outside of the OECD area (Table C4.4).

Language and cultural considerations, geographic proximity and similarity of education systems are all factors that students weigh when determining where they will study. Geographic considerations and differences in entry requirements (as *numerus clausus* or stronger selectivity for some programmes) are the most likely explanations of the concentration of students from Germany in Austria, 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 propensity for English-speaking students to concentrate in other countries of the British Commonwealth or in the United States, even those that are distant geographically. 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.

The destinations of international students also highlight the attractiveness of specific education systems, whether because of their academic reputation or because of subsequent immigration opportunities. It is noteworthy, for example, that students from China are mostly in Australia, Canada, France, Germany, Japan, Korea, New Zealand, the United Kingdom and the United States, most of which have policies to facilitate the immigration of international students. Similarly, students from India favour Australia, the United Kingdom and the United States. In fact, these three destinations attract 76 % of Indian citizens enrolled abroad (Table C4.4).

Definitions

The **country of prior education** is defined as 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/eag2012).

Students are classified as **foreign students** if they 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 student in tertiary enrolment is lower 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.

Students are classified as **international students** if they 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 data.

Methodology

Data refer to the academic year 2009-10 and are based on the UOE data collection on education statistics administered by the OECD in 2011 (for details, see Annex 3 at www.oecd.org/edu/eag2012). 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.

Data on international and foreign students refer to the academic year 2009-10 and are based on the UOE data collection on education statistics administered by the OECD in 2011 (for details see Annex 3 at www.oecd.org/edu/eag2012). 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 educational 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 interuniversity exchanges or short-term advanced research programmes.

Moreover, the international student body includes some distance-learning students who are not, strictly speaking, international students. This pattern of distance enrolments is 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 Chile, Luxembourg, Mexico, the Russian Federation and Slovenia, 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 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 statistical data for Israel are supplied by and 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.

References

The relative importance 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).

International students enrolled in a country different from their own are only one aspect of the internationalisation of tertiary education. New forms of cross-border education have emerged in the past decade, including the mobility of educational programmes and institutions across borders. Yet, cross-border tertiary education has developed quite differently and in response to different rationales in different world regions. For a detailed analysis of these issues, as well as the trade and policy implications of the internationalisation of tertiary education, see OECD (2004).

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The following additional material relevant to this indicator is available on line:

- **Table C4.7. Number of foreign students in tertiary education, by country of origin and destination (2010) and market shares in international education (2000, 2010)**

StatLink  <http://dx.doi.org/10.1787/888932667349>

Table C4.1. **Student mobility and foreign students in tertiary education (2005, 2010)**

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: 21.2% of all students in tertiary education in Australia are international students and 15.4% of all students in tertiary education in Switzerland are international students. The data presented in this table on student mobility represent the best available proxy of student mobility for each country. Reading the first column on the second part of the table: 11.6% of all students in tertiary education in France are not French citizens, and 3.5% of all students in tertiary education in Italy are not Italian citizens.

	International 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	Index of change in the percentage of international/foreign students, total tertiary (2005=100)	Index of change in the number of foreign students, total tertiary (2005=100)	Tertiary-type B programmes	Tertiary-type A programmes	Advanced research programmes
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
OECD									
Australia	21.2	17.3	21.8	28.7	123	153	14.3	80.7	5.0
Austria	15.4	1.8	16.5	22.3	139	199	1.2	87.7	11.1
Belgium	8.8	5.4	10.6	18.5	135	122	26.4	62.9	10.7
Canada ^{1, 2}	6.6	4.3	7.1	20.5	m	132	19.6	71.2	9.2
Chile	0.7	0.6	0.7	13.3	m	489	33.5	58.8	7.6
Denmark	7.5	12.3	6.4	20.8	171	150	19.4	71.6	9.0
Estonia	1.8	0.2	2.3	5.8	137	289	4.4	83.2	12.4
Finland	4.1	n	3.8	8.0	114	167	0.0	86.8	13.2
Germany ⁴	m	m	8.7	m	m	102	m	m	m
Hungary	4.0	0.3	4.4	5.7	147	133	0.8	96.7	2.5
Iceland	4.9	0.6	4.8	17.3	m	223	0.2	93.7	6.1
Ireland	7.0	3.7	6.9	27.1	102	227	12.0	71.1	16.9
Israel	m	m	m	m	m	m	m	m	m
Japan	3.4	4.0	2.9	17.3	118	112	23.7	66.4	9.9
Luxembourg	41.4	60.0	33.4	80.2	m	437	26.5	60.6	12.9
Mexico	m	m	m	m	m	100	m	m	m
Netherlands ⁵	4.3	0.3	4.4	m	m	m	0.0	100.0	0.0
New Zealand	14.2	16.6	12.4	37.2	84	102	29.7	62.7	7.6
Norway	1.5	1.7	1.4	4.7	83	117	0.5	89.3	10.2
Poland	0.9	0.1	0.8	2.3	m	180	0.1	95.4	4.5
Portugal	2.9	n	2.6	7.8	m	113	0.0	88.0	12.0
Slovak Republic	3.4	0.7	3.2	7.1	382	503	0.2	90.1	9.7
Slovenia	1.7	0.7	1.8	7.3	174	178	9.3	77.9	12.8
Spain	3.0	6.2	2.0	12.2	305	216	31.0	53.7	15.3
Sweden	6.9	0.2	6.5	24.2	157	114	0.2	84.5	15.3
Switzerland ⁶	15.4	m	16.1	48.3	116	146	m	74.6	25.4
United Kingdom ⁷	16.0	5.4	17.6	41.7	115	168	6.6	84.5	8.9
United States ⁷	3.4	1.0	3.3	27.8	98	116	6.8	73.7	19.4
OECD average	8.0	6.0	7.8	21.1	150	192	12.1	78.6	11.2
Other G20									
Argentina	m	m	m	m	m	m	m	m	m
India	m	m	m	m	m	m	m	m	m
Foreign students⁸									
OECD									
Czech Republic	8.0	1.2	8.4	10.8	145	189	1.1	90.9	8.0
France	11.6	4.2	12.8	42.0	107	110	9.0	79.4	11.5
Greece ^{3, 4}	4.2	4.4	4.3	m	172	171	35.8	64.2	0.0
Italy	3.5	5.8	3.4	9.3	158	156	0.4	94.5	5.1
Korea	1.8	0.4	2.1	7.1	375	382	5.5	88.1	6.4
Turkey	0.7	0.1	1.0	2.5	85	142	5.3	90.3	4.4
Other G20									
Brazil	0.2	0.2	0.2	1.9	369	1319	9.3	82.4	8.2
China	0.2	0.0	0.4	0.8	m	m	1.4	77.7	20.9
Indonesia	0.1	n	0.2	n	m	200	m	m	m
Russian Federation ^{3, 5, 6}	1.7	0.6	2.0	m	142	178	5.5	94.5	0.0
Saudi Arabia	3.0	0.8	3.3	17.2	m	244	94.5	1.6	3.8
South Africa ¹	6.3	x(1)	x(1)	x(1)	m	125	m	m	m

1. Year of reference 2009.

2. Index of change based on year 2004=100 instead of 2005 and year of reference 2009.

3. Excludes private institutions.

4. Excludes advanced research programmes.

5. Percentage in total tertiary underestimated because of the exclusion of certain programmes.

6. Excludes tertiary-type B programmes.

7. International students in Column 6.

8. 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.

Source: OECD, China, Indonesia, and Mexico for Column 6: UNESCO Institute for Statistics (World Education Indicators programme). Saudi Arabia: Observatory on Higher Education. South Africa: UNESCO Institute for Statistics. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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


StatLink  <http://dx.doi.org/10.1787/888932667235>

Table C4.2. Distribution of international and foreign students enrolled in tertiary programmes, by field of education (2010)

	Humanities, arts and education	Health and welfare	Social sciences, business and law	Services	Engineering, manufacturing and construction	Sciences	Agriculture	Not known or unspecified	Total all fields of education
	(1)	(4)	(5)	(6)	(7)	(8)	(13)	(14)	(15)
International students									
OECD									
Australia	8.7	10.0	55.6	2.0	11.1	11.6	0.9	0.1	100.0
Austria ¹	23.1	8.1	39.5	1.4	13.6	11.8	2.0	0.3	100.0
Belgium	15.4	29.6	11.2	1.3	10.7	5.7	4.9	21.2	100.0
Canada ²	9.6	6.0	40.5	1.5	15.7	15.4	1.0	10.3	100.0
Chile	12.8	14.2	37.2	7.1	14.0	11.1	3.6	n	100.0
Denmark	13.0	12.6	39.5	0.8	19.3	10.3	4.5	n	100.0
Estonia	22.4	9.8	45.2	1.7	3.4	6.5	11.0	n	100.0
Finland ¹	12.1	8.7	28.6	6.1	31.7	11.2	1.6	n	100.0
Germany ^{1, 3}	24.9	6.4	27.1	1.7	21.6	16.3	1.5	0.5	100.0
Greece	m	m	m	m	m	m	m	m	m
Hungary	12.2	42.0	20.0	3.0	9.3	4.5	9.0	n	100.0
Iceland	44.2	3.5	23.6	0.6	8.9	18.8	0.4	n	100.0
Ireland	n	m	m	m	m	m	m	m	100.0
Israel	n	m	m	m	m	m	m	m	m
Japan	27.5	2.1	38.4	2.2	15.0	1.2	2.1	11.5	100.0
Korea	n	m	m	m	m	m	m	m	m
Luxembourg	15.0	3.4	61.6	n	5.1	15.0	n	n	100.0
Mexico	n	m	m	m	m	m	m	m	m
Netherlands ³	14.8	17.2	49.2	9.3	3.9	3.4	1.2	1.0	100.0
New Zealand	14.5	6.6	39.5	6.8	7.0	19.1	1.3	5.2	100.0
Norway	32.0	11.5	28.5	4.4	4.7	12.0	2.3	4.7	100.0
Portugal	14.9	8.5	45.0	6.5	16.3	7.2	1.6	n	100.0
Slovenia	21.1	8.8	37.2	4.6	15.9	10.3	2.1	n	100.0
Spain ^{1, 3}	16.4	26.0	32.6	5.1	9.5	7.2	1.2	1.9	100.0
Sweden	13.4	9.0	23.8	1.3	34.5	17.2	0.7	0.1	100.0
Switzerland ¹	21.2	7.4	33.6	2.5	15.9	17.0	0.7	1.7	100.0
United Kingdom	15.9	8.9	43.2	2.1	14.9	13.7	0.8	0.6	100.0
United States	15.3	6.6	32.7	2.1	18.4	17.5	0.8	6.6	100.0
Other G20									
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
India	m	m	m	m	m	m	m	m	m
Indonesia	m	m	m	m	m	m	m	m	m
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
Foreign students⁴									
OECD									
Czech Republic	13.8	15.4	40.0	3.1	10.5	14.8	2.2	0.2	100.0
France	19.2	8.0	40.3	1.7	13.0	17.4	0.3	n	100.0
Italy ^{1, 3}	18.1	16.3	30.2	1.6	17.0	4.8	1.2	10.9	100.0
Poland	17.0	30.2	36.7	4.7	5.1	5.3	0.9	0.1	100.0
Slovak Republic	20.0	45.0	18.7	2.7	8.7	2.3	2.7	n	100.0
Turkey	22.3	14.4	35.5	2.7	14.5	8.1	2.5	n	100.0

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

1. Excludes tertiary-type B programmes.

2. Year of reference 2009.

3. Excludes advanced research programmes.

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.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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


StatLink  <http://dx.doi.org/10.1787/888932667254>

Table C4.3. [1/2] **Distribution of international and foreign students in tertiary education, by country of origin (2010)**

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: 15.3% of international tertiary students in Belgium come from France, 8.6% of international tertiary students in Belgium come from the Netherlands, etc.

Reading the sixth column: 48.0% of international tertiary students in Estonia come from Finland, 1.6% of international tertiary students in Estonia come from Italy, etc.

Reading the 22nd column: 36.7% of foreign tertiary students in Austria are German citizens, 2.5% of foreign tertiary students in Austria are Hungarian citizens, etc.

Countries of origin				OECD destination countries																		
				International students																		
				Australia	Belgium	Canada ^{1, 2}	Chile	Denmark	Estonia	Germany ^{3, 4}	Hungary	Iceland	Ireland	Luxembourg	Netherlands ^{2, 4}	New Zealand	Portugal	Slovak Republic	Slovenia	Spain ³	Sweden ⁵	Switzerland ³
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)		
OECD	Australia	a	0.1	0.3	n	0.3	n	0.2	0.1	0.8	0.5	0.1	0.1	7.8	0.1	n	0.2	0.1	0.2	0.3	0.4	0.5
	Austria	0.1	0.1	0.1	n	0.3	0.2	3.4	0.7	n	0.3	0.8	0.5	0.1	0.3	1.0	1.7	0.2	0.3	2.5	0.4	0.1
	Belgium	n	a	0.2	n	0.4	0.3	0.5	0.1	0.6	0.5	14.0	4.1	n	1.1	n	0.2	0.5	0.1	0.7	0.7	0.1
	Canada	1.6	0.2	a	0.1	0.3	0.2	0.3	1.1	3.0	4.4	0.2	0.1	1.1	0.3	0.1	0.3	0.2	0.8	1.0	1.4	4.1
	Chile	0.2	0.1	0.2	a	0.1	0.1	0.4	n	0.2	n	n	0.1	0.3	0.2	n	n	3.4	0.1	0.3	0.1	0.3
	Czech Republic	n	0.1	n	n	0.7	0.2	0.8	0.4	2.6	0.3	0.4	0.2	0.1	0.3	58.2	0.4	0.2	0.1	0.3	0.3	0.1
	Denmark	0.1	n	0.1	n	a	0.7	0.2	0.1	3.6	0.2	0.3	0.2	0.3	n	0.1	0.4	0.1	0.7	0.2	0.4	0.1
	Estonia	n	0.1	n	n	1.0	a	0.3	0.1	0.4	0.1	0.1	0.1	n	0.1	n	n	0.1	0.3	0.1	0.2	n
	Finland	0.1	0.1	0.1	n	0.9	48.0	0.4	0.3	4.7	0.3	0.2	0.5	0.1	0.1	0.1	0.2	0.1	4.4	0.2	0.4	0.1
	France	0.5	15.3	6.1	1.1	1.2	0.7	3.0	0.9	5.2	3.4	33.1	1.5	0.8	3.0	0.2	0.3	3.3	1.4	15.7	3.4	1.1
	Germany	0.8	1.3	0.7	0.9	8.5	1.9	a	12.1	15.0	4.2	16.0	61.0	2.7	1.8	4.8	0.8	2.6	3.6	28.3	3.8	1.4
	Greece	n	0.5	0.1	n	0.7	0.2	1.2	1.2	0.3	0.4	1.0	0.5	n	0.2	9.7	0.4	0.4	0.7	1.0	2.9	0.3
	Hungary	n	0.2	0.1	n	1.4	0.4	1.0	a	0.7	0.4	0.6	0.6	0.1	0.1	0.9	0.6	0.1	0.1	0.5	0.3	0.1
	Iceland	n	n	n	n	6.4	0.2	n	0.5	a	n	n	0.1	n	n	0.1	n	n	0.6	n	0.1	0.1
	Ireland	0.1	0.1	0.1	n	0.2	0.2	0.2	1.2	0.3	a	0.1	0.2	0.1	n	0.4	n	0.1	0.1	0.1	4.1	0.2
	Israel	0.1	n	0.3	0.1	0.1	0.5	0.8	5.2	n	0.1	n	0.2	n	n	1.2	n	0.1	0.1	0.3	0.1	0.4
	Italy	0.2	1.0	0.3	0.2	1.7	1.6	2.1	0.4	3.6	2.2	2.3	0.9	0.1	2.4	0.4	8.2	5.6	0.9	7.9	1.6	0.6
	Japan	0.9	0.2	1.9	n	0.1	n	1.0	1.0	1.8	0.3	0.2	0.2	1.8	0.1	0.1	n	0.2	0.5	0.6	0.8	3.6
	Korea	2.7	n	4.5	0.5	n	n	2.2	0.7	0.4	0.2	n	0.4	4.5	n	0.1	n	0.2	0.3	0.4	1.1	10.4
	Luxembourg	n	1.2	n	n	n	0.1	1.5	n	n	0.1	a	0.2	n	0.3	n	n	n	n	1.0	0.2	n
	Mexico	0.2	0.2	1.3	2.9	0.3	0.4	0.8	0.1	0.3	0.2	0.3	0.1	0.3	0.1	0.1	0.1	5.2	0.6	0.6	0.3	1.9
	Netherlands	0.1	8.6	0.2	0.1	0.9	0.4	0.4	0.2	1.1	0.6	0.5	a	0.2	0.6	0.1	0.1	0.5	0.4	0.6	0.8	0.3
	New Zealand	0.9	n	0.1	n	0.1	n	0.1	n	0.4	0.2	n	n	a	n	n	n	n	0.1	0.1	0.1	0.2
	Norway	0.5	0.1	0.2	0.1	13.2	0.6	0.2	4.7	2.8	0.3	n	0.6	0.5	0.1	3.6	0.1	0.1	1.4	0.2	0.8	0.2
	Poland	0.1	0.8	0.2	n	4.4	0.2	4.5	0.3	6.7	2.7	1.7	1.7	n	1.8	1.4	0.7	0.8	0.7	1.2	2.1	0.3
	Portugal	n	0.3	0.1	n	0.4	0.2	0.2	0.4	0.4	0.4	1.5	0.3	0.1	a	0.2	0.3	4.6	0.3	0.4	0.7	0.1
	Slovak Republic	n	0.1	n	n	0.5	0.1	0.5	14.0	0.8	0.3	0.3	0.3	n	0.1	a	0.4	0.2	0.1	0.3	0.3	0.1
	Slovenia	n	n	n	n	0.2	n	0.1	0.1	0.1	0.1	0.1	0.1	n	0.1	0.1	a	n	n	0.1	0.1	n
	Spain	0.1	0.4	0.1	0.9	1.3	0.4	2.2	1.0	6.0	1.8	1.3	0.8	0.1	7.7	0.1	0.4	a	0.8	1.4	1.4	0.6
	Sweden	0.3	0.1	0.1	0.1	10.8	1.5	0.3	2.7	4.3	0.4	0.2	0.4	0.3	0.1	0.8	0.2	0.2	a	0.5	0.8	0.5
	Switzerland	0.1	0.1	0.3	0.1	0.3	0.2	1.0	0.1	0.9	0.2	0.3	0.2	0.1	0.5	0.2	0.1	0.8	0.2	a	0.6	0.2
	Turkey	0.2	0.5	0.6	n	0.6	1.4	3.4	1.9	0.2	0.3	0.5	0.7	0.1	0.4	0.2	0.2	0.3	1.7	1.6	0.8	1.8
	United Kingdom	0.6	0.3	0.8	0.1	1.0	0.6	0.7	1.0	3.5	13.2	0.7	0.8	1.3	1.9	0.8	0.1	0.9	0.5	0.9	a	1.3
	United States	1.1	0.5	7.4	1.2	1.2	1.8	1.9	1.8	6.4	7.5	1.2	0.5	6.7	1.5	0.1	0.4	1.0	1.6	1.9	3.5	a
OECD total	11.6	32.7	26.6	8.7	59.4	62.8	35.7	54.5	77.4	46.1	78.4	78.2	29.8	25.7	84.6	16.3	32.1	24.0	71.2	35.3	31.1	
Other G20	Argentina	n	n	0.1	5.9	0.1	n	0.2	n	0.1	n	0.2	n	0.1	0.3	n	0.2	5.4	0.1	0.4	0.1	0.3
	Brazil	0.3	0.3	0.6	3.1	0.3	0.3	1.2	0.1	0.2	0.3	0.3	0.3	0.4	25.4	n	0.2	3.5	0.4	1.2	0.3	1.3
	China	32.3	2.3	24.7	0.6	7.3	5.1	11.5	1.5	2.5	8.2	1.7	7.0	23.9	0.5	0.4	0.9	1.3	11.8	2.1	14.0	18.5
	India	7.5	1.1	4.8	n	1.6	0.2	2.1	0.3	1.0	10.2	0.7	0.2	17.6	0.3	0.1	0.8	0.3	5.1	1.4	9.6	15.2
	Indonesia	3.7	0.2	0.8	n	n	0.3	0.9	n	0.4	0.1	0.1	1.2	0.8	0.1	n	n	n	0.3	0.1	0.3	1.0
	Russian Federation	0.3	0.5	0.5	0.1	0.5	10.3	5.2	0.8	1.3	0.2	1.1	0.7	0.8	0.5	0.4	1.2	1.1	1.5	1.9	0.8	0.7
	Saudi Arabia	2.0	n	1.7	n	n	n	0.1	1.0	n	0.7	n	n	1.7	n	1.1	n	n	0.1	n	2.0	2.3
	South Africa	0.3	0.1	0.2	n	0.1	n	0.1	n	n	0.6	0.1	0.1	0.3	0.5	n	n	n	0.1	0.2	0.4	0.2
G20 total	46.5	4.6	33.4	9.8	10.0	16.3	21.2	3.8	5.6	20.4	4.2	9.6	45.7	27.6	2.0	3.3	11.7	19.2	7.4	27.4	39.5	
Main geographic regions																						
Africa	2.8	5.9	11.5	0.1	2.5	1.5	9.0	3.1	1.6	7.3	9.2	2.0	1.0	40.1	1.4	0.9	9.8	5.7	5.5	9.3	5.4	
Asia	79.8	7.7	54.6	1.5	15.4	11.9	33.1	21.1	8.7	35.1	5.3	12.2	64.7	3.8	8.2	2.8	3.8	45.3	10.4	50.5	70.0	
Europe	4.3	36.4	11.4	4.1	72.4	83.1	42.7	72.6	76.5	40.5	82.6	81.4	8.2	26.0	89.8	92.7	30.4	23.3	73.4	31.0	10.3	
of which, EU21 countries	3.1	30.6	9.5	3.6	36.4	57.6	23.3	37.3	60.0	32.0	75.4	74.8	6.6	22.3	79.0	15.0	20.6	15.8	63.9	25.1	7.4	
North America	2.7	0.7	7.8	1.3	1.5	2.0	2.2	2.9	9.4	12.0	1.4	0.7	7.8	1.8	0.2	0.6	1.2	2.4	2.9	5.0	4.1	
Oceania	1.7	0.1	0.5	0.1	0.4	n	0.3	0.1	1.2	0.7	0.4	0.1	17.0	0.2	n	0.2	0.1	0.3	0.4	0.6	0.7	
Latin America and the Caribbean	1.4	1.6	7.2	75.9	1.3	1.6	4.6	0.2	2.4	1.1	1.0	2.4	1.3	28.0	0.4	0.8	54.3	2.3	5.1	2.0	9.5	
Not specified	7.3	47.5	6.9	16.9	6.5	n	8.1	n	0.2	3.3	n	1.2	n	n	n	2.0	0.4	20.6	2.3	1.6	n	
Total all countries	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	

1. Year of reference 2009.

2. Excludes private institutions.

3. Excludes tertiary-type B programmes.

4. Excludes advanced research programmes.

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.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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


StatLink  <http://dx.doi.org/10.1787/888932667273>

Table C4.3. [2/2] **Distribution of international and foreign students in tertiary education, by country of origin (2010)**

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: 15.3% of international tertiary students in Belgium come from France, 8.6% of international tertiary students in Belgium come from the Netherlands, etc.

Reading the sixth column: 48.0% of international tertiary students in Estonia come from Finland, 1.6% of international tertiary students in Estonia come from Italy, etc.

Reading the 22nd column: 36.7% of foreign tertiary students in Austria are German citizens, 2.5% of foreign tertiary students in Austria are Hungarian citizens, etc.

Countries of origin		Countries of destination															Total all reporting destinations
		OECD											Other G20				
		Foreign students											Foreign students				
		Austria ^{3, 6}	Czech Republic ⁶	Greece ⁶	Finland ⁶	France ⁶	Italy ⁶	Japan ⁶	Korea ⁶	Norway ⁶	Poland ⁶	Turkey ⁶	Total OECD destinations	Brazil ⁶	Russian Federation ^{2, 4, 6}	Total non-OECD destinations	
(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)	(30)	(31)	(32)	(33)	(34)	(35)	(36)	(37)		
OECD	Australia	0.1	n	0.1	0.3	0.1	0.1	0.2	0.1	0.3	0.1	0.2	0.4	0.1	n	0.1	0.3
	Austria	a	0.2	0.2	0.3	0.2	0.2	n	0.1	0.3	0.3	0.2	0.4	0.2	n	0.1	0.4
	Belgium	0.2	n	0.2	0.2	1.2	0.2	n	n	0.3	0.1	0.2	0.4	0.4	n	n	0.3
	Canada	0.2	0.1	0.1	0.8	0.6	0.1	0.3	0.5	0.6	2.5	0.1	1.6	0.3	n	0.2	1.3
	Chile	n	n	n	0.1	0.3	0.2	n	n	0.5	n	n	0.3	3.0	n	0.3	0.3
	Czech Republic	1.1	a	0.1	0.4	0.3	0.3	n	n	0.4	2.0	n	0.4	n	n	n	0.3
	Denmark	0.1	n	n	0.3	0.1	0.1	n	n	5.1	0.2	0.1	0.2	0.1	n	n	0.2
	Estonia	0.1	n	n	5.0	n	0.1	n	n	0.4	0.1	n	0.1	n	0.3	0.1	0.1
	Finland	0.3	n	0.1	a	0.1	0.1	0.1	n	2.0	0.1	n	0.3	0.1	n	0.2	0.2
	France	0.9	0.4	0.2	1.1	a	1.2	0.4	0.2	1.0	0.8	0.3	2.0	2.3	0.1	0.2	1.6
	Germany	36.7	1.1	1.1	3.4	2.7	1.8	0.3	0.2	5.2	3.4	3.1	3.8	1.9	0.1	0.3	3.0
	Greece	0.6	0.9	a	0.5	0.7	5.0	n	n	0.2	0.2	3.7	0.9	0.1	0.1	0.5	0.9
	Hungary	2.5	0.4	0.1	0.9	0.2	0.3	0.1	n	0.3	0.4	0.1	0.3	n	n	n	0.2
	Iceland	n	n	n	0.1	n	n	n	n	1.9	n	n	0.1	n	n	n	0.1
	Ireland	0.1	0.1	n	0.3	0.2	n	n	n	0.1	0.2	n	0.7	n	n	n	0.6
	Israel	0.2	0.4	0.2	0.1	0.1	2.2	n	n	0.1	0.2	0.1	0.3	0.1	0.4	0.9	0.4
	Italy	11.1	0.1	0.3	1.3	2.3	a	0.1	n	0.8	0.4	0.1	1.4	1.6	n	0.2	1.1
	Japan	0.6	0.1	0.1	0.9	0.7	0.4	a	1.9	0.3	0.2	0.1	1.5	1.2	0.1	0.2	1.2
	Korea	0.7	0.1	0.1	0.3	0.9	0.6	18.1	a	0.2	0.2	0.1	4.6	1.6	0.4	0.6	3.7
	Luxembourg	1.0	n	n	n	0.5	n	n	n	n	n	n	0.3	n	n	n	0.2
	Mexico	0.2	0.1	n	0.7	0.8	0.3	0.1	0.1	0.3	0.2	n	0.9	0.6	n	0.2	0.8
	Netherlands	0.4	n	0.1	0.6	0.3	0.1	0.1	n	1.5	0.2	0.3	0.5	0.1	n	n	0.4
	New Zealand	n	n	n	0.1	n	n	0.1	0.1	0.1	n	n	0.2	n	n	n	0.1
	Norway	0.1	0.8	n	0.5	0.1	0.1	0.1	n	a	7.1	n	0.5	0.1	n	n	0.4
	Poland	2.7	0.9	0.5	1.6	1.1	1.8	0.1	n	1.9	a	0.1	1.1	0.1	n	0.1	0.9
	Portugal	0.2	1.3	0.1	0.3	1.2	0.1	n	n	0.3	0.1	n	0.4	5.6	n	0.2	0.4
	Slovak Republic	2.4	64.1	n	0.2	0.2	0.3	n	n	0.2	1.0	n	1.1	n	n	n	0.9
	Slovenia	1.2	0.1	n	0.1	n	0.4	n	n	n	0.1	n	0.1	n	n	n	0.1
	Spain	0.9	0.1	0.2	1.1	1.6	0.6	0.1	n	0.6	0.9	0.1	0.8	1.4	n	0.1	0.7
	Sweden	0.3	0.4	0.1	3.8	0.2	0.2	0.1	n	8.8	5.1	0.1	0.6	0.1	n	0.1	0.5
	Switzerland	1.3	n	0.2	0.3	0.7	1.2	n	n	0.3	0.1	0.1	0.4	0.4	n	0.1	0.3
	Turkey	4.3	0.2	0.6	1.0	0.9	0.8	0.1	0.1	0.7	0.9	a	1.2	0.1	0.3	2.1	1.4
	United Kingdom	0.5	1.2	0.5	1.3	1.0	0.3	0.3	0.1	2.1	0.6	0.4	0.8	2.2	n	0.2	0.7
	United States	0.9	0.5	0.6	1.7	1.3	0.4	1.6	1.7	2.2	5.4	0.5	1.6	2.9	0.1	0.7	1.4
	OECD total	72.1	73.7	6.0	29.8	20.6	19.5	22.6	5.3	39.2	33.1	9.9	30.3	26.7	2.1	7.8	25.2
Other G20	Argentina	n	n	n	0.1	0.3	0.4	n	0.1	0.2	n	n	0.3	5.1	n	0.3	0.3
	Brazil	0.3	n	0.1	0.5	1.4	1.2	0.4	0.1	0.6	0.2	n	0.9	a	0.1	0.4	0.8
	China	2.0	0.4	n	14.9	9.5	6.7	61.1	77.3	4.8	2.2	0.8	18.7	2.4	5.8	10.9	17.0
	India	0.6	0.3	n	2.8	0.6	0.6	0.4	0.8	1.5	1.9	n	7.0	0.1	2.4	2.3	5.9
	Indonesia	0.1	n	n	0.2	0.1	0.1	1.4	0.7	0.5	0.1	0.4	0.9	0.1	n	1.6	1.1
	Russian Federation	1.3	6.6	1.4	11.3	1.5	1.6	0.2	0.6	5.7	3.0	1.9	1.3	0.2	a	2.5	1.6
	Saudi Arabia	n	n	n	n	0.2	n	0.1	0.1	n	0.8	0.1	1.2	n	n	1.4	1.3
	South Africa	0.1	0.1	0.2	0.1	n	n	n	n	0.2	0.1	n	0.2	1.2	n	0.2	0.2
	G20 total	4.4	7.6	1.8	30.0	13.6	10.8	63.8	79.7	13.5	8.2	3.2	30.6	9.1	8.3	19.6	28.1
Main geographic regions																	
Africa	1.5	1.4	3.4	18.6	42.8	11.0	0.8	1.0	10.0	4.2	2.8	9.6	28.3	4.1	19.1	11.8	
Asia	12.3	9.8	55.8	36.7	21.8	18.0	93.2	94.5	19.6	19.0	57.4	51.7	7.2	58.6	54.9	52.5	
Europe	83.8	86.5	37.0	39.1	21.3	50.5	2.6	1.5	47.7	68.0	23.3	24.5	17.7	32.6	16.8	22.7	
of which, EU21 countries	63.5	71.3	3.9	22.7	14.1	13.1	1.9	0.8	31.6	16.3	8.8	16.7	16.3	0.9	2.5	13.5	
North America	1.1	0.7	0.7	2.5	1.9	0.5	1.8	2.2	2.8	7.9	0.6	3.3	3.2	0.1	0.8	2.7	
Oceania	0.1	n	0.1	0.4	0.2	0.1	0.4	0.2	0.4	0.1	0.2	0.8	0.7	n	1.5	1.0	
Latin America and the Caribbean	1.1	0.6	0.3	2.5	5.5	7.5	1.1	0.5	2.7	0.8	0.1	6.0	29.6	0.6	6.9	6.2	
Not specified	n	0.9	2.7	0.2	6.5	12.4	n	n	16.8	0.1	15.6	4.1	13.3	4.0	m	3.2	
Total from all countries	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	

1. Year of reference 2009.

2. Excludes private institutions.

3. Excludes tertiary-type B programmes.

4. Excludes advanced research programmes.

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.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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


StatLink  <http://dx.doi.org/10.1787/888932667273>

Table C4.4. [1/2] **Citizens studying abroad in tertiary education, by country of destination (2010)**

Number of foreign students enrolled in tertiary education in a given country of destination as a percentage of all students enrolled abroad, 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: 5.7% of Czech citizens enrolled in tertiary education abroad study in Austria, 12.9% of Italian citizens enrolled in tertiary education abroad study in Austria, etc.

Reading the first row: 2.7% of Australian citizens enrolled in tertiary education abroad study in France, 23.1% of Australian citizens enrolled in tertiary education abroad study in New Zealand, etc.

Country of origin		Countries of destination																			
		OECD																			
		Australia	Austria ¹	Belgium	Canada ^{2,3}	Chile	Czech Republic	Denmark	Estonia	Finland	France	Germany ⁴	Greece ⁵	Hungary	Iceland	Ireland ⁶	Israel	Italy	Japan	Korea	Luxembourg ⁵
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	
OECD	Australia	a	0.6	0.3	3.9	n	n	0.5	n	0.3	2.7	3.3	0.2	0.1	0.1	1.0	0.1	0.3	2.4	0.5	n
	Austria	1.8	a	0.6	1.0	n	0.3	0.5	n	0.3	3.0	51.0	0.3	0.8	0.1	0.2	0.1	1.0	0.4	0.2	0.1
	Belgium	0.7	1.2	a	3.1	n	0.1	0.6	n	0.3	25.4	8.4	0.5	0.2	n	0.6	0.4	1.2	0.4	n	2.2
	Canada	9.1	0.3	0.3	a	n	0.1	0.2	n	0.2	3.0	1.3	0.1	0.4	0.1	1.1	0.2	0.2	0.8	0.7	n
	Chile	4.0	0.3	1.0	3.5	a	0.1	0.3	n	0.2	6.9	6.2	0.1	n	n	0.1	n	1.4	0.4	0.1	n
	Czech Republic	0.7	5.7	0.6	0.7	n	a	1.0	n	0.4	5.9	13.5	0.1	0.5	0.2	0.7	n	1.5	0.3	0.1	0.1
	Denmark	2.8	1.3	0.7	1.5	n	0.1	a	0.1	0.6	2.7	6.5	0.2	0.1	1.0	0.4	0.1	0.8	0.4	0.2	0.1
	Estonia	0.5	1.8	0.7	0.4	n	0.1	4.7	a	13.2	2.1	11.7	0.2	0.4	0.1	1.5	n	1.0	0.4	n	n
	Finland	1.4	2.0	0.5	0.9	n	0.1	2.2	4.6	a	2.9	7.3	0.2	0.4	0.4	0.6	0.1	0.6	0.8	0.1	0.1
	France	1.9	0.8	22.9	10.4	0.1	0.2	0.4	n	0.2	a	8.6	0.1	0.2	0.1	0.6	0.2	1.1	0.8	0.1	1.1
	Germany	1.7	20.4	0.8	1.0	0.1	0.3	1.9	n	0.4	5.8	a	0.2	1.6	0.1	0.8	0.1	1.0	0.4	0.1	0.3
	Greece	0.2	1.1	1.5	0.3	n	0.8	0.4	n	0.2	5.0	15.8	a	0.5	n	0.2	n	9.2	n	n	0.1
	Hungary	0.5	16.7	1.3	1.0	n	1.4	2.8	n	1.2	5.9	21.0	0.2	a	0.1	1.0	0.1	1.8	0.9	0.1	0.2
	Iceland	0.8	0.8	0.2	1.0	n	n	41.4	0.1	0.3	0.8	2.5	n	1.8	a	1.5	n	0.2	0.5	n	0.1
	Ireland	0.9	0.3	0.3	0.9	n	0.2	0.2	n	0.1	1.5	1.4	n	0.7	n	a	n	0.1	0.1	n	n
	Israel	0.9	0.7	0.2	6.0	n	0.8	0.2	n	0.1	1.4	8.9	0.4	4.5	n	0.1	a	8.5	0.2	n	n
	Italy	0.7	12.9	4.3	0.6	n	0.1	0.7	n	0.3	9.9	15.0	0.1	0.1	0.1	0.9	0.1	a	0.3	n	0.2
	Japan	5.6	1.0	0.3	4.9	n	0.1	0.1	n	0.3	4.0	4.9	0.1	0.4	n	0.1	n	0.7	a	2.7	n
	Korea	5.4	0.3	n	6.2	n	n	n	n	n	1.6	3.9	n	0.1	n	n	n	0.3	18.8	a	n
	Luxembourg	0.3	8.3	22.7	0.1	n	n	n	n	n	17.5	36.9	0.1	0.1	n	0.1	n	0.3	0.1	n	a
	Mexico	1.9	0.4	0.4	5.6	0.7	0.1	0.2	n	0.3	6.6	5.4	n	n	n	0.1	n	0.7	0.6	0.1	n
	Netherlands	1.6	1.4	27.6	2.0	0.1	0.1	1.4	n	0.4	3.6	8.0	0.2	0.2	0.1	1.0	0.1	0.5	0.6	0.1	n
	New Zealand	43.6	0.2	0.3	2.7	n	0.1	0.2	n	0.2	1.2	1.6	n	0.1	0.1	0.8	n	n	1.4	0.9	n
	Norway	9.2	0.5	0.2	1.3	n	1.7	18.3	n	0.5	2.0	2.7	n	4.6	0.2	0.2	0.1	0.4	0.5	n	0.2
	Poland	0.3	3.9	1.6	1.3	n	0.7	2.3	n	0.5	5.8	25.4	0.3	0.2	0.2	2.8	n	2.6	0.2	n	0.6
	Portugal	0.5	0.6	4.7	1.3	n	2.0	0.5	n	0.2	13.8	8.1	0.1	0.3	n	0.6	n	0.4	0.1	n	0.1
	Slovak Republic	0.2	4.9	0.3	0.4	n	67.3	0.3	n	0.1	1.2	3.8	n	7.5	n	0.4	n	0.6	0.1	n	n
	Slovenia	0.8	27.4	1.0	0.5	n	0.8	1.4	0.1	0.6	2.1	17.1	0.1	0.8	0.1	0.4	0.1	9.8	0.4	n	0.1
	Spain	0.5	2.0	3.9	0.7	0.2	0.1	1.0	n	0.5	13.4	17.0	0.2	0.5	0.2	1.5	n	1.3	0.4	0.1	0.2
	Sweden	4.3	1.2	0.3	1.0	0.1	0.7	13.0	n	2.8	2.3	3.6	0.2	2.3	0.2	0.6	0.1	0.6	0.9	0.1	n
	Switzerland	2.8	7.3	1.3	3.4	0.1	0.1	0.7	n	0.3	14.8	21.4	0.4	0.2	0.1	0.4	0.1	6.9	0.5	0.1	0.1
	Turkey	0.6	3.7	0.5	1.2	n	0.1	0.7	n	0.2	2.9	37.8	0.2	0.4	n	0.1	n	0.7	0.2	0.1	n
	United Kingdom	4.7	0.9	1.0	5.7	n	1.2	1.6	n	0.5	7.7	5.6	0.4	0.4	0.1	11.0	0.1	0.5	1.4	0.1	0.1
	United States	5.3	1.1	0.5	15.9	0.1	0.3	0.6	n	0.4	6.0	6.9	0.3	0.5	0.1	2.2	1.4	0.5	3.9	1.7	n
	OECD total	2.9	4.5	3.2	3.6	0.1	2.4	1.4	0.1	0.4	4.9	10.5	0.1	0.8	0.1	1.0	0.1	1.2	2.9	0.3	0.2
	EU21 total	1.4	7.0	5.4	2.4	n	4.0	1.5	0.1	0.5	5.9	10.5	0.2	1.0	0.1	1.4	0.1	1.5	0.4	0.1	0.4
Other G20	Argentina	0.7	0.2	0.3	3.8	3.6	n	0.2	n	0.1	5.8	3.2	0.1	n	n	0.1	0.1	2.0	0.5	0.3	n
	Brazil	2.2	0.5	0.7	3.4	0.7	n	0.4	n	0.2	10.3	7.5	0.1	0.1	n	0.3	0.1	2.5	1.8	0.1	n
	China	13.8	0.2	0.2	5.6	n	n	0.3	n	0.3	3.9	3.8	n	n	n	0.4	n	0.7	13.6	7.2	n
	India	9.0	0.2	0.2	4.4	n	n	0.2	n	0.2	0.6	1.9	n	n	n	0.8	n	0.2	0.3	0.2	n
	Indonesia	24.0	0.2	0.3	2.5	n	n	0.1	n	0.1	0.9	6.1	n	n	n	n	n	0.2	4.7	1.0	n
	Russian Federation	1.3	1.3	0.9	2.5	n	3.4	0.6	n	2.4	5.7	20.2	0.6	0.3	n	0.3	n	1.7	0.5	0.5	0.1
	Saudi Arabia	11.7	0.1	n	3.6	n	n	n	n	n	1.0	0.4	n	0.3	n	0.1	n	n	0.4	0.1	n
	South Africa	6.9	0.6	0.5	3.5	n	0.4	0.3	n	0.1	0.9	1.4	0.4	n	n	2.0	0.2	0.1	0.2	0.1	n
	Other G20 total	11.7	0.3	0.3	4.8	0.1	0.2	0.2	0.1	0.4	3.3	4.5	0.0	0.1	0.0	0.4	0.0	0.7	8.4	4.4	0.0
Total all countries	6.6	1.7	1.3	4.7	0.2	0.8	0.6	0.1	0.3	6.3	6.4	0.7	0.4	n	0.7	0.1	1.7	3.4	1.4	0.1	

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. Excludes tertiary-type B programmes.

2. Year of reference 2009.

3. Excludes private institutions.

4. Excludes advanced research programmes.

5. Total based on the estimation by the UNESCO Institute for Statistics.

6. Excludes part-time students.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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


StatLink  <http://dx.doi.org/10.1787/888932667292>

Table C4.4. [2/2] Citizens studying abroad in tertiary education, by country of destination (2010)

Number of foreign students enrolled in tertiary education in a given country of destination as a percentage of all students enrolled abroad, 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: 5.7% of Czech citizens enrolled in tertiary education abroad study in Austria, 12.9% of Italian citizens enrolled in tertiary education abroad study in Austria, etc.

Reading the first row: 2.7% of Australian citizens enrolled in tertiary education abroad study in France, 23.1% of Australian citizens enrolled in tertiary education abroad study in New Zealand, etc.

Country of origin		Countries of destination																			
		OECD														Total OECD destinations (35)	Total EU21 destinations (36)	Other G20		Total non-OECD destinations (39)	Total all reporting destinations (40)
		Mexico ⁵ (21)	Netherlands ^{3,4} (22)	New Zealand (23)	Norway (24)	Poland (25)	Portugal (26)	Slovak Republic (27)	Slovenia (28)	Spain (29)	Sweden (30)	Switzerland (31)	Turkey (32)	United Kingdom (33)	United States (34)						
																		Brazil (37)	Russian Federation ^{3,4} (38)		
OECD	Australia	m	0.5	23.1	0.4	0.1	0.2	n	n	0.4	0.8	0.7	0.3	28.5	24.8	96.1	39.7	0.1	n	3.9	100.0
	Austria	m	1.7	0.6	0.3	0.3	0.2	0.5	0.2	1.4	1.0	8.3	0.3	12.8	6.1	95.3	76.1	0.2	0.1	4.7	100.0
	Belgium	m	17.7	0.4	0.4	0.1	1.1	n	n	4.5	0.5	3.3	0.4	17.9	6.6	98.1	82.4	0.4	0.1	1.9	100.0
	Canada	m	0.4	1.5	0.2	1.0	0.3	n	n	0.4	0.5	0.7	n	14.8	58.8	96.6	24.5	0.1	n	3.4	100.0
	Chile	m	0.4	1.5	0.6	n	0.3	n	n	25.1	1.4	0.9	n	4.9	17.5	77.2	48.7	3.8	n	22.8	100.0
	Czech Republic	m	1.2	0.4	0.5	2.7	0.4	36.1	0.1	1.3	0.5	1.2	n	15.9	6.0	98.6	88.4	n	0.2	1.4	100.0
	Denmark	m	2.2	2.1	11.0	0.6	0.1	0.1	0.1	1.2	10.9	1.4	0.2	34.3	13.3	97.2	63.0	0.2	n	2.8	100.0
	Estonia	m	1.3	0.1	1.2	0.2	0.2	n	n	1.6	4.4	0.7	n	25.9	4.1	78.7	71.2	0.1	10.5	21.3	100.0
	Finland	m	2.1	0.4	2.8	0.2	0.2	n	n	1.1	25.9	1.2	0.1	22.0	5.8	87.0	72.9	0.1	0.6	13.0	100.0
	France	m	1.2	0.5	0.2	0.2	0.7	n	n	4.4	0.6	7.4	0.1	22.6	9.8	97.4	65.8	0.4	0.1	2.6	100.0
	Germany	m	17.9	1.3	0.7	0.5	0.3	0.3	n	2.4	1.4	11.2	0.6	16.4	7.7	97.6	72.7	0.2	0.2	2.4	100.0
	Greece	m	2.2	n	0.1	0.1	0.1	2.0	n	1.0	0.9	1.2	2.6	36.1	4.8	86.5	77.3	n	0.5	13.5	100.0
	Hungary	m	3.3	0.6	0.4	0.7	0.2	0.8	0.1	1.3	1.1	2.2	0.2	22.4	6.3	95.6	83.3	0.1	0.4	4.4	100.0
	Iceland	m	2.3	0.1	7.2	0.1	n	0.1	n	0.5	10.4	0.5	n	16.7	9.6	99.4	79.7	n	0.1	0.6	100.0
	Ireland	m	0.6	0.9	0.1	0.1	n	0.1	n	0.5	0.3	0.2	n	85.2	4.5	99.3	91.8	n	n	0.7	100.0
	Israel	m	0.8	0.3	0.1	0.2	n	0.5	n	0.7	0.2	0.5	0.1	4.0	15.3	95.6	32.1	0.1	3.5	44.4	100.0
	Italy	m	1.4	0.1	0.2	0.1	0.8	0.1	0.2	10.3	0.7	10.1	n	19.3	6.8	96.6	77.5	0.4	0.1	3.4	100.0
	Japan	m	0.4	2.3	0.1	0.1	n	n	n	0.4	0.5	0.6	n	8.9	57.1	95.8	22.5	0.4	0.3	4.2	100.0
	Korea	m	0.2	2.1	n	n	n	n	n	0.3	0.1	0.2	n	3.8	52.4	95.9	10.8	0.2	0.5	4.1	100.0
	Luxembourg	m	1.0	0.1	n	n	0.4	n	n	0.6	0.1	4.7	n	5.6	0.7	99.6	93.7	n	n	0.4	100.0
	Mexico	a	0.7	0.4	0.2	0.1	0.1	n	n	15.5	0.6	0.8	n	5.2	45.1	92.4	36.8	0.3	0.1	7.6	100.0
	Netherlands	m	a	2.5	1.2	0.2	0.5	n	n	2.4	1.6	2.3	0.4	29.7	9.1	98.5	78.6	0.1	n	1.5	100.0
	New Zealand	m	0.3	a	0.2	0.1	n	n	n	0.1	0.4	0.6	n	24.2	19.1	98.1	29.7	n	n	1.9	100.0
	Norway	m	2.2	1.2	a	8.2	0.1	1.8	n	0.7	7.7	0.6	n	23.3	9.1	97.8	75.5	0.1	0.1	2.2	100.0
	Poland	m	1.9	0.1	0.6	a	0.5	0.3	n	2.4	1.4	1.1	n	37.1	4.6	98.8	90.2	n	0.1	1.2	100.0
	Portugal	m	1.7	0.1	0.2	0.1	a	0.1	n	16.5	0.6	5.8	n	29.9	4.5	92.9	80.2	3.7	n	7.1	100.0
	Slovak Republic	m	0.5	0.1	0.1	0.6	0.1	a	n	0.6	0.1	0.6	n	8.3	1.4	99.6	96.8	n	0.1	0.4	100.0
	Slovenia	m	3.0	0.1	0.1	0.4	0.8	0.2	a	1.6	0.8	2.0	0.2	12.8	6.3	91.6	81.2	n	0.1	8.4	100.0
	Spain	m	2.6	0.2	0.3	0.6	3.5	n	n	a	1.2	5.1	0.1	27.3	12.8	97.5	76.9	0.6	0.1	2.5	100.0
	Sweden	m	1.3	0.8	7.4	5.0	0.1	0.3	n	1.3	a	1.4	0.1	26.7	16.4	95.1	62.3	0.1	0.1	4.9	100.0
	Switzerland	m	1.4	0.8	0.4	0.1	1.0	0.1	n	6.1	0.7	a	0.2	12.5	10.7	95.1	75.8	0.5	0.1	4.9	100.0
	Turkey	m	1.3	n	0.1	0.2	0.1	n	n	0.3	0.6	1.3	a	5.6	15.6	74.7	55.5	n	0.6	25.3	100.0
	United Kingdom	m	2.4	16.3	1.0	0.3	0.4	0.2	n	3.2	1.7	1.3	0.3	a	24.9	94.9	39.0	0.9	0.1	5.1	100.0
	United States	m	0.9	5.7	0.6	1.7	0.3	n	n	1.9	1.1	1.2	0.2	27.5	a	89.1	52.8	0.7	0.1	10.9	100.0
	OECD total	m	3.2	1.9	0.6	0.6	0.4	0.6	n	2.9	1.2	3.4	0.2	18.1	19.4	93.4	57.8	0.4	0.3	6.6	100.0
	EU21 total	m	5.1	1.5	0.8	0.5	0.5	1.1	n	3.4	1.5	5.4	0.4	23.9	8.2	96.3	75.5	0.4	0.2	3.7	100.0
Other G20	Argentina	m	0.2	0.5	0.2	n	0.2	n	n	38.7	0.3	0.9	n	2.4	15.8	80.2	53.8	5.6	n	19.8	100.0
	Brazil	m	0.5	0.9	0.3	0.1	12.8	n	n	9.9	0.5	1.5	n	7.0	25.2	89.6	53.3	a	0.4	10.4	100.0
	China	m	0.6	2.3	0.1	0.1	n	n	n	0.3	0.6	0.2	n	9.8	19.9	83.9	21.3	0.1	1.5	16.1	100.0
	India	m	0.2	3.7	0.1	0.2	n	n	n	0.1	0.6	0.3	n	21.0	46.0	90.5	26.4	n	1.7	9.5	100.0
	Indonesia	m	2.3	1.2	0.2	n	n	n	n	0.1	0.2	0.2	0.2	3.0	16.3	63.7	13.4	n	0.1	36.3	100.0
	Russian Federation	m	0.7	0.8	1.3	0.8	0.3	0.1	0.1	1.9	1.0	1.4	0.7	6.8	7.1	65.7	49.9	n	a	34.3	100.0
	Saudi Arabia	m	n	1.4	n	0.3	n	0.2	n	0.1	n	n	n	17.7	33.9	71.6	20.3	n	n	28.4	100.0
	South Africa	m	0.7	18.1	0.2	0.1	0.7	n	n	0.2	0.3	0.4	n	35.9	13.4	87.7	44.6	1.4	n	12.3	100.0
	Other G20 total	m	0.5	2.5	0.2	0.1	0.5	0.0	0.0	1.1	0.5	0.3	0.1	12.1	25.1	83.0	25.5	0.1	1.2	17.0	100.0
Total all countries	n	1.2	1.7	0.4	0.4	0.5	0.2	0.1	2.4	1.1	1.3	0.6	13.0	16.6	77.3	40.0	0.4	3.9	22.7	100.0	

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. Excludes tertiary-type B programmes.

2. Year of reference 2009.

3. Excludes private institutions.

4. Excludes advanced research programmes.

5. Total based on the estimation by the UNESCO Institute for Statistics.

6. Excludes part-time students.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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


StatLink  <http://dx.doi.org/10.1787/888932667292>

Table C4.5. **Mobility patterns of foreign and international students (2010)**

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 ¹	Percentage of students from countries with the same official language
		(1)	(2)	(3)	(4)
OECD	Australia	1.3	20.6	33.6	20.3
	Austria	5.2	4.2	56.6	50.5
	Belgium	3.0	4.3	48.0	65.5
	Canada ²	3.4	4.1	4.6	31.3
	Chile	1.2	0.8	31.4	57.4
	Czech Republic ³	3.3	2.6	66.3	n
	Denmark	3.2	3.6	36.9	n
	Estonia	7.2	0.5	76.9	n
	Finland	3.7	1.3	20.6	3.8
	France ³	3.8	3.3	14.5	28.4
	Germany	4.9	2.1	15.3	9.0
	Greece ³	5.8	0.7	78.7	49.1
	Hungary	2.7	1.7	47.8	0.1
	Iceland	19.6	0.3	9.4	n
	Ireland	13.0	1.1	13.2	36.5
	Israel ³	4.8	0.2	0.3	n
	Italy ³	3.0	1.2	30.6	5.0
	Japan	1.2	3.3	18.8	n
	Korea ³	4.1	0.4	79.2	n
	Luxembourg	71.6	0.4	m	30.0
	Mexico	1.0	0.1	m	m
	Netherlands	3.1	2.5	51.6	6.2
	New Zealand	2.4	12.4	11.4	42.6
	Norway	6.7	1.0	25.7	n
	Poland	2.2	0.4	53.9	n
	Portugal	5.6	0.9	5.7	68.5
	Slovak Republic	12.8	0.3	62.9	n
	Slovenia	2.6	0.7	42.7	7.4
	Spain	1.7	3.2	21.4	43.3
	Sweden	4.3	2.4	19.5	6.5
	Switzerland	5.4	4.5	51.0	55.4
	Turkey ³	2.2	0.3	30.0	8.4
	United Kingdom	1.7	15.1	14.0	35.8
	United States	0.3	12.0	7.0	28.6
	OECD total	2.0	2.9	20.7	26.1
	EU21 total	3.6	2.7	23.4	27.3
Other G20	Argentina	0.6	0.2	m	73.5
	Brazil ³	0.5	0.4	23.0	30.0
	China ³	2.0	m	m	m
	India	m	m	m	m
	Indonesia ³	0.8	0.1	88.1	41.5
	Russian Federation ³	0.8	2.4	60.6	37.5
	Saudi Arabia ³	5.0	0.7	9.9	12.5
	South Africa ³	1.3	5.1	55.4	60.6

1. Neighbour countries are those that have land or maritime borders with the host country.

2. Year of reference 2009.

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

Source: OECD, CIA World Factbook 2012 for worldwide official languages. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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


StatLink  <http://dx.doi.org/10.1787/888932667311>


Table C4.6. **Trends in the number of foreign students enrolled outside their country of origin, by destination region and origin (2000 to 2010)***Number of foreign students enrolled in tertiary education outside their country of origin, head counts*

Foreign students enrolled in the following destinations										Foreign students enrolled in OECD countries from the following regions of origin (2010)
	Number of foreign students					Index of change (2010)				
	2010	2009	2008	2005	2000	2009 = 100	2008 = 100	2005 = 100	2000 = 100	
Africa	155 293	147 338	142 811	107 851	99 117	105	109	144	157	344 072
Asia	486 076	446 055	398 817	322 449	214 744	109	122	151	226	1 523 272
Europe	1 968 418	1 665 829	1 580 212	1 388 027	920 140	118	125	142	214	867 514
North America	880 427	850 966	809 943	738 401	569 640	103	109	119	155	98 214
Latin America & the Caribbean	77 735	77 546	60 889	39 227	31 058	100	128	198	250	200 463
Oceania	350 013	335 305	298 176	251 904	118 646	104	117	139	295	25 927
Worldwide	4 119 002	3 707 756	3 459 354	2 982 588	2 071 963	111	119	138	199	3 181 939
OECD	3 181 939	2 838 027	2 646 999	2 373 011	1 588 862	112	120	134	200	1 021 625
EU countries	1 686 306	1 413 462	1 322 936	1 201 503	806 286	119	127	140	209	704 310
<i>of which in EU21 countries</i>	1 647 730	1 378 961	1 287 768	1 174 107	776 672	119	128	140	212	598 087
G20 countries	3 418 367	3 040 151	2 849 469	2 488 585	1 718 429	112	120	137	199	1 550 532

Note: Figures are based on the number of foreign students enrolled in OECD and non-OECD countries reporting data to the OECD and to the 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 when 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 2008 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/eag2012).

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

StatLink  <http://dx.doi.org/10.1787/888932667330>



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