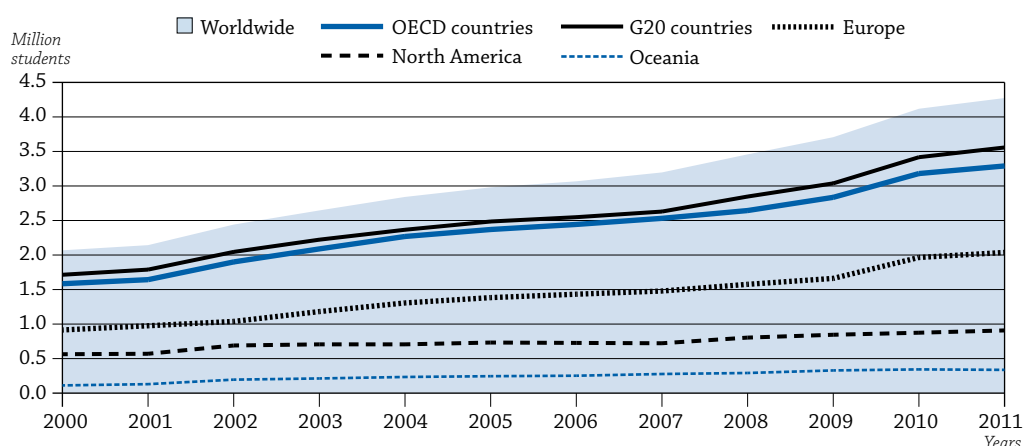


## WHO STUDIES ABROAD AND WHERE?


- In 2011, nearly 4.3 million students were enrolled in tertiary education outside their country of citizenship. Australia, the United Kingdom, Switzerland, New Zealand and Austria have, in descending order, the highest percentages of international students among their tertiary enrolments.
- Asian students represent 53% of foreign students enrolled worldwide. The largest numbers of foreign students are from China, India and Korea.
- In 2011, the number of foreign students enrolled in tertiary education in OECD countries was, on average, almost three times the number of students from OECD countries studying abroad. 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 2011)**



**Note:** Year of reference of data for countries other than OECD and G20 is 2010 (instead of 2011).

**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/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, 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, Japan, Korea, the Slovak Republic, Turkey and the United States.**
- **International students represent 10% or more of the enrolments in tertiary education in Australia, Austria, New Zealand, Switzerland and the United Kingdom.** They also account for more than 30% of enrolments in advanced research programmes in Australia, the Netherlands, New Zealand, Switzerland, and the United Kingdom.

### ■ Trends

During the 2000-11 period, 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. The number of international students in Oceania has tripled since 2000, though the region hosts less than 10% of all foreign students. Other regions, such as Asia 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).

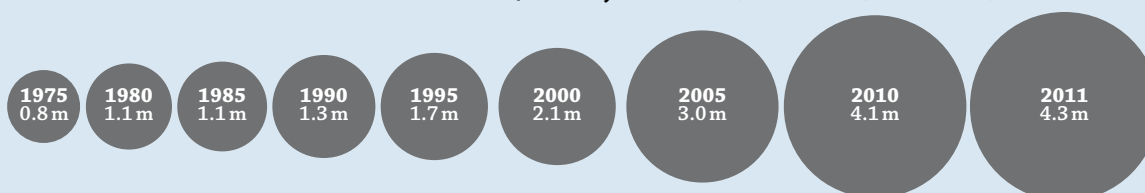
## Analysis

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 4.3 million in 2011, 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 (1975-2011, in millions)*



Source: OECD and UNESCO Institute for Statistics.

Data on foreign enrolment worldwide comes from both the OECD (2011 figures) and the UNESCO Institute for Statistics (UIS) (2010 figures). 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 2011. 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.

Global student mobility follow 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 83% of foreign students worldwide while some 77% of foreign students are enrolled in tertiary education in an OECD country. Within the OECD area, EU21 countries host the largest proportion of foreign students, with 40% of all foreign students. These 21 countries also host 98% of foreign students enrolled in EU countries. Some 75% 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 in the European Union. For instance, although 57% of Canadians studying abroad are in the United States they account for only 4% of these international students. Similarly, 15% of Americans studying abroad chose Canada, but they account for only 7% of all foreign students enrolled in tertiary education in Canada (Tables C4.3, C4.4 and C4.6).

In 2011, 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 17% of all foreign students, followed by the United Kingdom (13%), Australia (6%), Germany (6%), France (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 Japan (4%), the Russian Federation (4%) and Spain (2%) in 2011. The figures for Australia and the United States refer to international students (Table C4.4).

### New players in the international education market

Compared to 2000, the share of international students who chose the United States as their country of destination for tertiary education dropped from 23% to 17% in 2011, and the share of international students who chose Germany fell by almost three percentage points. In contrast, the shares of international students who chose Australia, Korea, New Zealand or Spain 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.

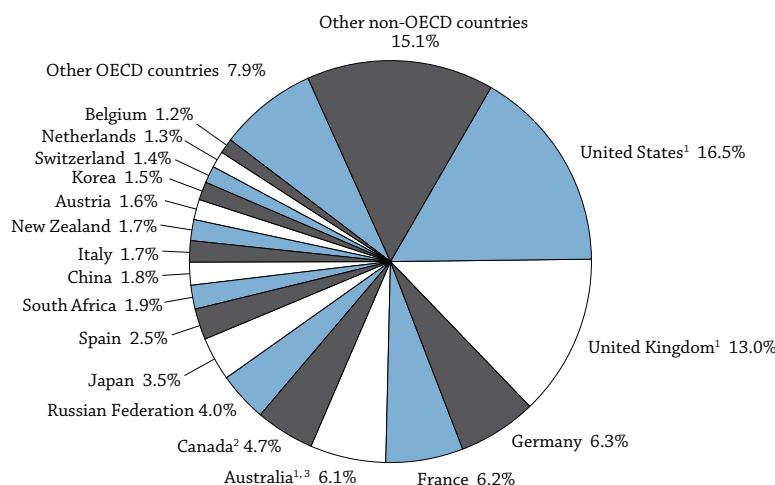
### Underlying factors in students' choice of a country of study

#### 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, 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 (2011)**

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



**Note:** Year of reference of data for countries other than OECD and G20 is 2010.

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

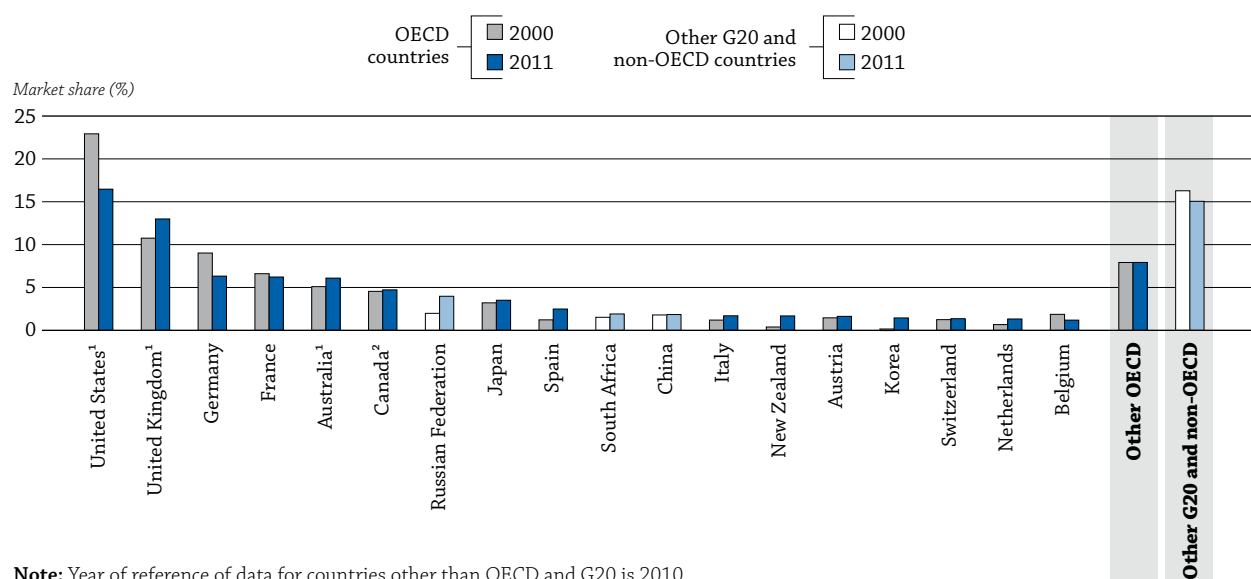
2. Year of reference 2010.

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

**Source:** OECD and UNESCO Institute for Statistics for most data on non-OECD destinations. 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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**Chart C4.3. Trends in international education market shares (2000, 2011)**  
 Percentage of all foreign tertiary students enrolled, by destination



**Note:** Year of reference of data for countries other than OECD and G20 is 2010.

1. Data relate to international students defined on the basis of their country of residence. For the United Kingdom, data for 2011 is based on citizenship.

2. Year of reference 2010 instead of 2011.

Countries are ranked in descending order of 2011 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/eag.htm](http://www.oecd.org/edu/eag.htm)).

**StatLink** <http://dx.doi.org/10.1787/888932847583>

The prevalence of predominantly English-speaking destinations, such as 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. Hence, around 40% of the overall increase in enrolments of foreign students in tertiary education around the world between 2000 and 2011 can be explained by increases of such enrolments in Australia, Canada, Ireland, 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. Between one in five and one in three foreign tertiary students in all English-speaking OECD countries (and one in two in New Zealand) come from other English-speaking countries. On average across all OECD countries in 2011, 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).

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.

**Box C4.2. Countries offering tertiary programmes in English (2011)**

<b>Use of English in instruction</b>	
<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, 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, 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).

**Tuition fees**

Among all EU countries, international students from another EU country 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.

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. 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-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).

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; 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, 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.



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

<b>Tuition fee structure</b>	<b>OECD and other G20 countries</b>
<b>Higher tuition fees for international students than for domestic students</b>	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>
<b>Same tuition fees for international and domestic students</b>	France, Germany, Italy, Japan, Korea, Mexico, <sup>8</sup> Spain, Switzerland. <sup>9</sup>
<b>No tuition fees for either international or domestic students</b>	Finland, Iceland, Norway

1. International students 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 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)).

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 2011 (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.

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 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 educational 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 educational 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 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 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).

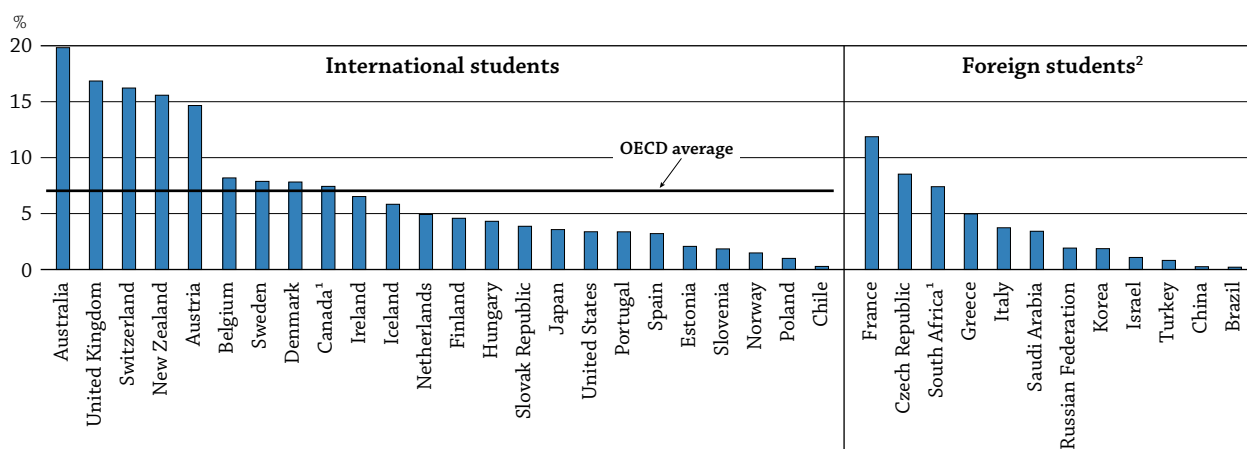
### Other factors

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, 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, 19.8% of tertiary students enrolled are from another country. Similarly, international students represent 14.7% of total tertiary enrolments in Austria, 15.6% in New Zealand, 16.2% in Switzerland, and 16.8% in the United Kingdom. In contrast, international students account for less than 2% of total tertiary enrolments in Chile, Norway, Poland and Slovenia (Table C4.1 and Chart C4.4).

**Chart C4.4. Student mobility in tertiary education (2011)**  
International or foreign student enrolment as a percentage of total tertiary enrolment



1. Year of reference 2010.

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 and UNESCO Institute for Statistics for most data on non-OECD countries. Table C4.1.

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

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Among countries using the definition of international students based on country of citizenship, France had the largest proportion of foreign students (11.9%) of the total enrolled at the tertiary level. In contrast, foreign enrolments represented 1% or less of total tertiary enrolments in Brazil, China, and Turkey (Table C4.1).

### **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 2011, on average across OECD countries, international students represented close to 4% of total enrolments in tertiary-type B programmes (typically shorter and vocationally-oriented). The largest proportion of international students in these programmes was in New Zealand (21%). In contrast, international students enrolled in tertiary-type A programmes (largely theory-based) accounted for an OECD average of 7% of total enrolments at this level in 2011. Australia was the country with the largest proportion of international students at this level with 21% of the total (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 Switzerland, for example, almost one in two students enrolled in advanced research programmes is an international student. In 12 of the 25 countries reporting data on international students, more than 20% of all students enrolled in advanced research programmes are international. In the United Kingdom, more than 40% of all students enrolled in this type of programme are international students, and in the Netherlands and New Zealand, around 40% are. At least 25% of students in advanced research programmes in Australia, Belgium, Ireland, Sweden and the United States are international students. 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 Chile, where 44% of international students chose these programmes, Greece (33%), New Zealand (32%), Spain (31%, foreign students), Belgium (22%) and Japan (22%) (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 the United States, where 19% of international students are enrolled in advanced research programmes, as well as in Spain (18%), Slovenia (17%) and Sweden (15%).

In countries reporting data on foreign students only, such as the Czech Republic, Israel and the Russian Federation, nine in ten foreign students are enrolled in tertiary-type A programmes. In China, 25% of all foreign students are enrolled in advanced research programmes, as are 11% in France and 10% in 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 2011, OECD countries hosted 2.9 foreign students for every citizen who was studying outside his or her country of origin. In absolute terms, this represents 3.3 million foreign students in OECD countries, compared to nearly one million students studying outside their OECD country of citizenship. While 93% of OECD citizens 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 almost 20 foreign students for each Australian student abroad, the ratio is 0.1 to 1 in Mexico. Other countries that have a high ratio of foreign students per national student abroad are New Zealand (12:1), the United Kingdom (15:1) and the United States (11:1). The countries that report fewer than one foreign student per national student abroad are Argentina, Brazil, Chile, Estonia, Greece, Iceland, Israel, Korea, Mexico, Norway, Poland, Portugal, Saudi Arabia, the Slovak Republic, Slovenia and Turkey (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: 53% of the total in all reporting destinations. The proportions of Asian students among all international and foreign tertiary students are particularly large in Korea (94%), Japan (93%), Australia (81%), the United States (72%) and New Zealand (68%). Of all international and foreign students in OECD countries, 25% 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).

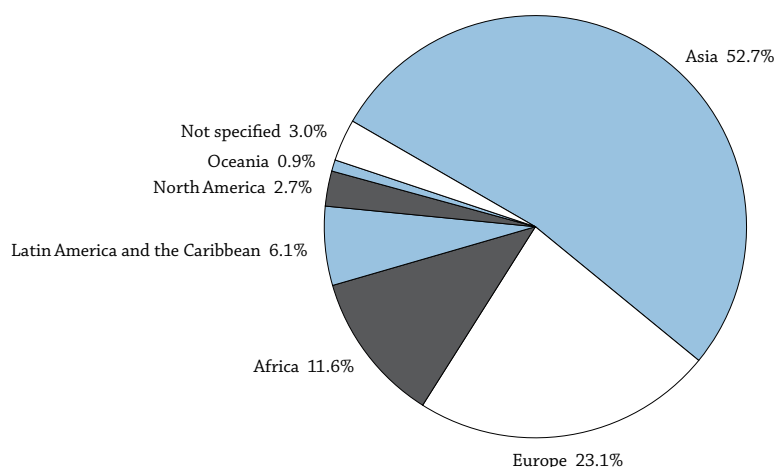
### **Main countries of origin**

In 2011, students from China accounted for 21% of all international students enrolled in tertiary education in the OECD area, the highest share among all reporting countries (Table C4.3). Some 25% of all Chinese students studying abroad are enrolled in the United States, while 12% choose Australia, 7% choose Korea, 13% choose Japan, and 10% study in the United Kingdom (Table C4.4). The second-largest proportion of international students in OECD countries comes from India (6.5%). Some 46% of Indian students abroad are enrolled in the United States; 22% are in the United Kingdom; 6% in Australia; and 5% are in Canada (Table C4.4).

The predominance of students from Asia and Europe can also be observed at the country level within the OECD area. Students from France (2.0%), Germany (3.9%), and Korea (4.4%) are the largest groups of international OECD students enrolled in OECD countries, followed by students from the United States (1.7%), Canada (1.5%), Italy (1.4%), Japan (1.2%) and the Slovak Republic (1.2%) (Table C4.3).

**Chart C4.5. Distribution of foreign students in tertiary education, by region of origin (2011)**

*Percentage of foreign tertiary students enrolled worldwide*



**Note:** Year of reference of data for countries other than OECD and G20 is 2010.

**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/eag.htm](http://www.oecd.org/edu/eag.htm)).

**StatLink** <http://dx.doi.org/10.1787/888932847621>

A large proportion of foreign students in OECD countries come from neighbouring countries. In all OECD countries in 2011, 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 (80%), Korea (78%), Estonia (where 74% of foreign students come from Finland, Latvia, the Russian Federation or Sweden), Greece (70%), and the Czech Republic (where 67% of foreign students come from Austria, Germany, Poland or the Slovak Republic). Foreign students from neighbouring countries are also strongly represented in Austria, Belgium, Hungary, the Netherlands, Poland, the Russian Federation, the Slovak Republic, Slovenia and Switzerland. In contrast, only 5% of foreign students in Canada come from the United States; and only 7% of students in the United States come from the Bahamas, Canada, Mexico or the Russian Federation (Table C4.5 and Table C4.7, available on line). Language is the main attraction for students coming to Portugal to study: 64% of foreign students in Portugal come from Angola, Brazil, Cape Verde, Guinea-Bissau, Mozambique, Sao Tomé and Príncipe or Timor-Leste, all of them countries where Portuguese is an official language (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 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, 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 2010-11 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, although the year of reference is 2010.

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 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 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).

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.

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## Indicator C4 Tables


**Table C4.1 International student mobility and foreign students in tertiary education (2005, 2011)**

StatLink  <http://dx.doi.org/10.1787/888932850737>


**Table C4.2 Distribution of international and foreign students enrolled in tertiary programmes, by field of education (2011)**

StatLink  <http://dx.doi.org/10.1787/888932850756>


**Table C4.3 Distribution of international and foreign students in tertiary education, by country of origin (2011)**

StatLink  <http://dx.doi.org/10.1787/888932850775>


**Table C4.4 Citizens studying abroad in tertiary education, by country of destination (2011)**

StatLink  <http://dx.doi.org/10.1787/888932850794>

**Table C4.5 Mobility patterns of foreign and international students (2011)**

StatLink  <http://dx.doi.org/10.1787/888932850813>

**Table C4.6 Trends in the number of foreign students enrolled in tertiary education, by region of destination and origin (2000 to 2011)**

StatLink  <http://dx.doi.org/10.1787/888932850832>

**WEB Table C4.7 Number of foreign students in tertiary education, by country of origin and destination (2011), and market shares in international education (2000, 2011)**

StatLink  <http://dx.doi.org/10.1787/888932850851>



**Table C4.1. International student mobility and foreign students in tertiary education (2005, 2011)**

*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):* 19.8% of all students in tertiary education in Australia are international students and 16.2% 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):* 11.9% of all students in tertiary education in France are not French citizens, and 1.9% 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	Index of change in the percentage of mobile/ 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)
International students										
OECD	Australia	19.8	13.5	20.8	30.7	115	148	12.5	81.6	5.8
	Austria	14.7	2.0	15.7	21.5	133	205	1.4	88.0	10.6
	Belgium	8.2	3.6	11.5	29.8	126	114	21.7	67.8	10.5
	Canada <sup>1, 2</sup>	7.4	6.3	7.2	21.8	m	138	18.3	72.4	9.3
	Chile	0.3	0.3	0.3	4.4	m	556	44.4	49.7	5.9
	Denmark	7.8	11.1	6.7	22.6	177	170	18.4	71.7	9.9
	Estonia	2.1	0.2	2.7	6.3	159	304	3.4	83.8	12.9
	Finland	4.6	n	4.2	9.5	128	186	n	86.0	14.0
	Germany	m	m	7.9	6.4	m	105	m	m	m
	Hungary	4.3	0.4	4.8	6.1	158	139	1.0	96.3	2.7
	Iceland	5.8	1.1	5.6	19.7	m	256	0.4	91.1	8.6
	Ireland	6.5	4.6	5.9	25.7	94	181	15.3	67.2	17.5
	Japan	3.6	4.0	3.1	18.5	126	120	22.0	68.1	9.9
	Luxembourg	m	m	m	m	m	m	m	m	m
	Mexico	m	m	m	m	m	m	m	m	m
	Netherlands	4.9	0.1	4.6	36.1	105	182	n	89.6	10.4
	New Zealand	15.6	20.6	12.9	39.7	92	105	32.3	59.8	7.8
	Norway	1.5	0.5	1.4	4.6	80	124	0.1	89.0	10.9
	Poland	1.0	0.1	1.0	1.6	m	225	0.1	97.0	2.9
	Portugal	3.4	1.0	3.1	9.0	m	128	n	87.6	12.4
	Slovak Republic	3.9	0.5	3.7	7.4	436	544	0.1	89.6	10.3
	Slovenia	1.8	0.7	1.8	8.3	190	185	7.1	76.2	16.7
	Spain	3.2	6.3	2.0	16.6	329	236	30.7	51.1	18.2
	Sweden	7.9	0.3	7.5	26.8	178	127	0.2	84.6	15.1
	Switzerland <sup>3</sup>	16.2	m	16.9	49.5	122	160	n	75.2	24.8
	United Kingdom <sup>4</sup>	16.8	5.4	18.3	40.9	121	176	5.7	85.5	8.8
	United States <sup>4</sup>	3.4	1.0	3.3	28.0	99	120	6.8	73.7	19.4
OECD average		6.9	3.6	6.9	19.6	156	197	11.0	78.4	11.5
Other G20	Argentina	m	m	m	m	m	m	m	m	m
	India	m	m	m	m	m	m	m	m	m
Foreign students <sup>5</sup>										
OECD	Czech Republic	8.5	1.4	8.9	11.4	155	205	1.2	90.9	7.9
	France	11.9	4.4	13.1	42.2	110	113	9.3	79.5	11.2
	Greece <sup>6, 7</sup>	5.0	4.8	5.4	m	205	m	33.3	66.7	n
	Israel	1.1	m	1.3	2.4	m	m	n	93.5	6.5
	Italy	3.7	7.9	3.6	10.5	167	164	0.5	94.3	5.2
	Korea	1.9	0.3	2.2	7.5	387	404	4.0	88.8	7.2
	Turkey	0.8	0.2	1.0	3.2	95	171	6.2	89.4	4.5
Other G20	Brazil	0.2	0.1	n	2.0	341	1 292	8.7	81.5	9.7
	China	0.3	n	0.4	1.0	m	m	0.7	74.6	24.7
	Indonesia	m	m	m	m	m	m	m	m	m
	Russian Federation <sup>7</sup>	1.9	0.6	2.3	m	160	190	7.0	93.0	n
	Saudi Arabia	3.4	m	m	m	m	271	m	m	m
	South Africa <sup>1</sup>	7.4	m	m	m	m	165	m	m	m

1. Year of reference 2010.

2. Index of change based on year 2004=100 instead of 2005 and year of reference 2010.

3. Excludes tertiary-type B programmes.

4. International students in column 6.

5. 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.

6. Excludes private institutions.

7. Excludes advanced research programmes.

Source: OECD. China, Indonesia: 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/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/10.1787/888932850737>



Table C4.2. **Distribution of international and foreign students enrolled in tertiary programmes, by field of education (2011)**

	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)
<b>International students</b>									
<b>OECD</b>									
Australia	9	10	55	2	12	11	1	n	100
Austria <sup>1</sup>	23	9	39	1	13	12	2	n	100
Belgium	17	32	21	2	14	8	5	n	100
Canada <sup>2</sup>	8	6	42	1	16	15	1	10	100
Chile	14	11	39	9	13	11	4	n	100
Denmark	12	12	41	1	21	10	4	n	100
Estonia	22	9	44	1	5	9	10	n	100
Finland <sup>1</sup>	11	9	28	7	32	11	2	n	100
Germany <sup>1</sup>	25	6	27	2	23	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	42	3	23	1	11	19	2	n	100
Ireland	m	m	m	m	m	m	m	m	100
Japan	26	2	39	2	15	1	2	12	100
Korea	m	m	m	m	m	m	m	m	m
Luxembourg	m	m	m	m	m	m	m	n	m
Mexico	m	m	m	m	m	m	m	m	m
Netherlands <sup>3</sup>	14	15	44	9	10	6	2	1	100
New Zealand	15	7	39	7	7	18	1	6	100
Norway	33	10	29	5	5	13	2	3	100
Portugal	18	8	40	6	17	10	2	n	100
Slovenia	19	9	34	6	18	11	2	n	100
Spain <sup>1</sup>	12	18	19	2	10	7	1	31	100
Sweden	13	10	24	1	32	19	1	n	100
Switzerland <sup>1</sup>	21	7	33	3	16	17	1	2	100
United Kingdom	15	9	44	2	15	13	1	n	100
United States	15	7	33	2	18	17	1	7	100
<b>Other G20</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
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 <sup>2</sup>	m	m	m	m	m	m	m	m	m
<b>Foreign students<sup>4</sup></b>									
<b>OECD</b>									
Czech Republic	14	15	39	3	10	15	2	n	100
France	19	8	41	2	13	17	n	n	100
Israel	44	14	27	n	6	7	1	n	100
Italy	20	18	33	2	20	6	2	1	100
Poland	16	26	39	5	7	5	1	n	100
Slovak Republic	18	49	19	2	8	2	2	n	100
Turkey	22	14	34	4	15	10	2	n	100

**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 2010.

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.

**Source:** OECD. 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/10.1787/888932850756>

Table C4.3. [1/2] **Distribution of international and foreign students in tertiary education, by country of origin (2011)**

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:* 14.3% of international tertiary students in Belgium come from France, 9.7% of international tertiary students in Belgium come from the Netherlands, etc.

*Reading the sixth column:* 44.7% of international tertiary students in Estonia come from Finland, 1.5% of international tertiary students in Estonia come from Italy, etc.

*Reading the 22th column:* 39.3% of foreign tertiary students in Austria are German citizens, 2.5% of foreign tertiary students in Austria are Hungarian citizens, etc.

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		OECD destination countries																			
		International students																			
		Australia	Belgium	Canada <sup>1,2</sup>	Chile	Denmark	Estonia	Germany <sup>3,4</sup>	Hungary	Iceland	Ireland	Netherlands <sup>2</sup>	New Zealand	Portugal	Slovak Rep.	Slovenia	Spain	Sweden <sup>5</sup>	Switzerland <sup>3</sup>	United Kingdom	United States
Countries of origin		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)
OECD	Australia	a	0.1	0.3	n	0.2	0.1	0.2	0.1	0.5	0.5	0.1	6.7	0.1	n	0.1	0.1	0.3	0.3	0.4	0.5
	Austria	0.1	0.2	0.1	n	0.3	0.1	3.8	0.7	1.9	0.3	0.5	0.1	0.2	1.0	1.4	0.3	0.2	2.6	0.4	0.1
	Belgium	n	a	0.2	0.1	0.3	0.1	0.5	0.1	0.9	0.7	4.1	n	1.1	n	0.3	0.5	0.1	0.6	0.7	0.1
	Canada	1.5	0.2	a	0.1	0.3	0.5	0.3	1.1	3.5	5.2	0.3	1.0	0.3	n	0.4	0.2	0.8	1.1	1.4	3.8
	Chile	0.2	0.1	0.2	a	0.1	0.1	0.3	n	0.2	0.1	0.1	0.3	0.2	n	n	3.8	0.1	0.3	0.1	0.3
	Czech Republic	n	0.1	n	n	0.6	0.3	0.7	0.4	1.3	2.7	0.3	n	0.3	56.9	0.5	0.3	0.1	0.3	0.3	0.1
	Denmark	0.1	n	0.1	n	a	0.6	0.2	0.1	4.7	0.1	0.3	0.3	n	n	0.2	0.1	0.7	0.2	0.4	0.2
	Estonia	n	0.1	n	n	1.3	a	0.3	n	0.9	0.1	0.2	n	n	n	n	0.1	0.3	0.1	0.3	n
	Finland	n	0.1	0.1	n	0.9	44.7	0.4	0.2	4.5	0.4	0.5	0.1	0.2	0.1	0.2	0.2	3.9	0.2	0.4	0.1
	France	0.5	14.3	6.8	1.1	1.3	0.6	3.0	1.2	6.4	4.0	1.6	0.8	2.7	0.2	0.5	3.4	1.2	16.2	3.1	1.1
	Germany	0.7	1.7	0.8	1.0	9.6	2.0	a	12.2	13.6	2.1	52.2	2.0	1.8	4.8	0.7	2.4	3.4	27.9	3.8	1.3
	Greece	n	0.6	0.1	n	1.0	0.2	1.0	1.2	0.1	0.4	1.2	n	0.3	11.1	0.2	0.4	0.6	1.0	2.8	0.3
	Hungary	n	0.2	n	n	1.5	0.3	0.9	a	0.6	0.3	0.6	n	0.1	0.8	0.7	0.2	0.2	0.5	0.3	0.1
	Iceland	n	n	n	n	5.1	0.1	0.1	0.5	a	n	0.1	n	n	n	n	n	0.6	0.1	0.1	0.1
	Ireland	0.1	0.1	0.1	n	0.2	0.2	0.2	1.2	0.3	a	0.2	0.2	0.1	0.4	0.2	0.1	0.1	0.1	4.0	0.2
	Israel	0.1	n	0.2	0.1	0.1	0.1	0.8	4.8	0.5	0.1	0.2	n	n	0.9	n	0.1	0.1	0.2	0.1	0.4
	Italy	0.2	1.3	0.3	0.2	2.2	1.5	1.9	0.6	4.3	2.7	1.8	0.1	2.4	0.5	9.1	6.3	0.9	8.1	1.7	0.6
	Japan	0.8	0.2	1.5	n	0.1	0.4	0.9	1.1	1.1	0.3	0.2	1.7	0.1	0.1	0.1	0.2	0.4	0.5	0.8	2.9
	Korea	3.0	0.2	4.1	0.4	n	0.2	1.9	1.2	0.4	0.2	0.4	4.3	n	0.1	n	0.1	0.3	0.4	1.1	10.1
	Luxembourg	n	1.1	n	n	n	n	1.6	n	0.1	0.1	0.2	n	0.3	n	0.1	n	n	1.0	0.2	n
	Mexico	0.2	0.3	1.2	1.7	0.3	0.3	0.8	n	0.3	0.2	0.3	0.2	0.3	0.1	0.3	5.9	0.6	0.7	0.3	1.9
	Netherlands	0.1	9.7	0.2	n	0.9	0.5	0.4	0.2	1.1	0.7	a	0.2	0.6	0.1	0.2	0.4	0.5	0.7	0.8	0.3
	New Zealand	1.1	n	0.1	n	n	n	0.1	n	0.2	0.1	n	a	n	n	n	n	0.1	0.1	0.1	0.2
	Norway	0.5	0.1	0.2	n	12.9	0.4	0.2	4.6	1.2	0.3	0.5	0.5	0.1	3.9	0.1	0.1	1.2	0.2	0.9	0.3
	Poland	0.1	0.9	0.2	n	4.2	0.3	3.7	0.3	7.8	2.3	1.8	n	1.8	1.5	0.8	1.0	0.7	1.2	1.7	0.3
	Portugal	n	0.4	0.1	n	0.4	0.2	0.2	0.4	0.4	0.4	0.6	0.1	a	0.3	0.3	3.9	0.3	0.5	0.6	0.1
	Slovak Republic	n	0.1	n	n	0.6	0.1	0.5	13.3	0.8	0.3	0.3	n	0.1	a	0.5	0.2	0.1	0.3	0.3	0.1
	Slovenia	n	0.1	n	n	0.2	0.1	0.1	0.1	0.4	0.1	0.1	n	0.1	n	a	0.1	n	0.1	0.1	n
	Spain	0.1	0.7	0.2	0.7	1.5	0.5	2.4	1.4	5.8	1.9	1.1	0.1	9.3	0.2	0.4	a	0.7	1.4	1.4	0.6
	Sweden	0.3	0.1	0.1	0.1	10.8	1.1	0.3	2.5	3.5	0.4	0.5	0.3	0.3	0.7	0.2	0.2	a	0.4	0.8	0.4
	Switzerland	0.1	0.2	0.3	n	0.2	0.1	1.1	0.1	0.5	0.2	0.3	0.1	0.4	0.1	n	0.3	0.2	a	0.6	0.2
	Turkey	0.2	0.7	0.6	n	0.4	2.0	3.0	2.3	0.3	0.3	1.2	0.1	0.6	0.2	0.3	0.4	1.8	1.5	0.8	1.7
	United Kingdom	0.6	0.3	0.9	0.1	0.9	0.8	0.7	1.1	3.5	17.7	1.1	1.2	2.1	0.9	n	0.7	0.5	1.0	a	1.2
	United States	1.1	0.7	7.1	0.7	1.1	2.0	2.0	1.9	5.6	8.0	0.7	6.0	1.6	0.2	0.6	1.2	1.7	2.0	3.3	a
OECD total		11.9	34.9	26.0	6.4	59.7	60.8	34.2	55.4	77.1	53.0	73.4	26.8	27.6	85.1	17.9	33.3	22.5	71.5	34.1	29.5
Other G20	Argentina	n	0.1	0.1	6.7	0.1	n	0.2	n	0.1	0.1	0.1	0.1	0.2	n	0.3	4.3	0.1	0.4	0.1	0.3
	Brazil	0.3	0.3	0.6	2.5	0.3	0.5	1.0	0.1	0.2	0.3	0.4	0.5	26.8	n	0.3	3.3	0.3	1.2	0.3	1.2
	China	34.3	2.8	24.7	0.1	5.3	5.1	10.1	1.7	5.3	3.9	8.0	25.3	0.6	0.2	1.3	1.7	11.1	2.3	15.7	25.2
	India	5.4	1.3	5.5	n	1.1	0.8	1.9	0.3	1.7	2.9	1.3	18.4	0.4	n	0.8	0.4	6.0	1.4	9.2	14.4
	Indonesia	3.7	0.3	0.6	n	0.1	0.3	0.8	n	0.2	n	1.2	0.9	0.1	n	n	n	0.2	0.1	0.3	1.0
	Russian Federation	0.3	0.6	0.5	0.2	0.5	10.4	5.0	0.7	1.7	0.6	0.9	0.8	0.6	0.3	1.3	1.1	1.8	1.9	0.8	0.6
	Saudi Arabia	2.2	n	2.2	n	n	n	0.1	1.2	n	1.0	n	2.0	n	0.8	n	n	0.1	n	2.4	3.1
	South Africa	0.3	0.2	0.2	n	0.1	0.1	0.1	n	n	0.5	0.2	0.3	0.4	n	n	n	0.1	0.2	0.3	0.2
G20 countries		46.6	5.6	34.4	9.6	7.4	17.1	19.2	4.1	9.2	9.2	12.0	48.2	29.3	1.3	3.9	10.8	19.6	7.6	29.1	46.1
Main geographic regions																					
Africa		2.8	7.1	11.1	0.2	2.3	2.1	8.7	3.8	1.6	10.9	2.1	1.0	34.9	1.0	0.6	7.9	5.8	5.2	8.7	5.1
Asia		80.7	9.6	54.1	0.8	11.6	14.5	31.4	22.3	13.3	20.0	15.9	67.9	4.8	6.8	3.8	4.4	46.0	10.5	51.9	71.7
Europe		4.2	35.6	12.1	3.8	77.9	79.0	44.4	70.5	73.2	41.3	77.2	7.4	28.5	91.6	92.1	30.4	22.0	73.5	30.9	9.7
of which, from EU21 countries		3.0	32.1	10.3	3.4	38.9	54.5	22.6	37.5	62.9	37.6	69.0	5.8	23.9	79.5	16.2	20.8	14.6	64.2	24.0	7.2
North America		2.6	0.9	7.5	0.8	1.4	2.4	2.4	3.1	9.2	13.2	1.0	7.0	2.0	0.2	0.9	1.4	2.5	3.1	4.8	3.9
Oceania		1.8	0.1	0.5	n	0.3	0.1	0.3	0.1	0.6	0.6	0.1	9.6	0.2	n	0.1	0.1	0.3	0.4	0.5	0.8
Latin America and the Caribbean		1.5	2.0	7.2	89.8	1.1	1.9	4.6	0.3	2.0	1.2	2.8	1.4	29.5	0.4	1.0	52.5	2.1	5.0	1.9	8.9
Not specified		6.4	44.6	7.5	4.6	5.5	0.1	8.1	n	n	12.8	0.9	5.8	n	n	1.6	3.4	21.3	2.5	1.3	n
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	100.0	100.0	100.0	100.0

Note: Year of reference of data for countries other than OECD and G20 is 2010.

1. Year of reference 2010.

2. Excludes private institutions.

3. Excludes tertiary-type B programmes.

4. Excludes advanced research programmes (for Germany, advanced research programmes are included only in main 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.

Source: OECD. 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/10.1787/888932850775>

Table C4.3. [2/2] **Distribution of international and foreign students in tertiary education, by country of origin (2011)**

*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:* 14.3% of international tertiary students in Belgium come from France, 9.7% of international tertiary students in Belgium come from the Netherlands, etc.

*Reading the sixth column:* 44.7% of international tertiary students in Estonia come from Finland, 1.5% of international tertiary students in Estonia come from Italy, etc.

*Reading the 22th column:* 39.3% 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																
		OECD												Other G20		Total non-OECD destinations	Total all reporting destinations	
		Foreign students											Total OECD destinations	Foreign students				
		Austria <sup>3, 6</sup>	Czech Rep. <sup>6</sup>	Greece <sup>6</sup>	Finland <sup>6</sup>	France <sup>6</sup>	Italy <sup>6</sup>	Israel <sup>6</sup>	Japan <sup>6</sup>	Korea <sup>6</sup>	Norway <sup>6</sup>	Poland <sup>6</sup>		Turkey <sup>6</sup>	Brazil <sup>6</sup>			Russian Federation <sup>2, 4, 6</sup>
		(21)	(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	0.4	0.2	0.1	0.3	0.1	0.2	0.4	0.1	n	0.1	0.3
	Austria	a	0.2	0.1	0.4	0.2	0.2	0.4	n	n	0.3	0.3	0.3	0.5	0.1	n	0.1	0.4
	Belgium	0.1	n	0.1	0.2	1.2	0.3	1.6	n	n	0.3	0.1	0.2	0.4	0.3	n	n	0.3
	Canada	0.1	0.1	0.1	0.7	0.6	0.2	2.6	0.2	0.6	0.5	2.0	0.1	1.5	0.4	n	0.2	1.2
	Chile	0.1	n	n	0.2	0.3	0.3	0.2	n	n	0.5	n	n	0.3	2.6	n	0.3	0.3
	Czech Republic	0.9	a	n	0.4	0.3	0.2	0.1	n	n	0.4	2.5	n	0.4	n	n	n	0.3
	Denmark	0.1	n	n	0.3	0.3	0.1	0.3	n	n	4.9	0.2	0.1	0.2	n	n	n	0.2
	Estonia	0.1	n	0.1	4.5	n	0.1	n	n	n	0.5	0.1	n	0.1	0.1	0.4	0.1	0.1
	Finland	0.2	n	0.1	a	0.1	0.1	0.3	0.1	n	1.9	0.2	n	0.3	0.1	n	0.2	0.2
	France	0.6	0.3	0.2	1.1	a	1.5	4.6	0.5	0.1	0.9	1.6	0.4	2.0	2.0	0.1	0.2	1.6
	Germany	39.3	1.0	1.0	3.3	2.8	2.0	2.4	0.4	0.1	5.4	3.1	3.7	3.9	2.1	0.1	0.3	3.1
	Greece	0.6	1.0	a	0.5	0.7	4.8	0.1	n	n	0.3	0.2	3.5	0.9	n	0.1	0.5	0.8
	Hungary	2.5	0.3	0.1	0.8	0.2	0.3	0.3	0.1	n	0.3	0.3	n	0.3	n	n	n	0.2
	Iceland	n	n	n	0.1	n	n	n	n	n	1.9	n	n	0.1	n	n	n	0.1
	Ireland	0.1	0.1	n	0.2	0.2	n	n	n	n	0.1	0.2	n	0.7	n	n	n	0.6
	Israel	0.2	0.3	0.2	0.1	0.1	2.2	a	n	n	0.1	0.2	0.1	0.3	0.2	0.2	0.9	0.4
	Italy	10.9	0.1	0.3	1.5	2.3	a	1.2	0.1	n	0.8	0.8	0.1	1.4	1.7	n	0.2	1.2
	Japan	0.5	0.1	0.1	0.8	0.6	0.3	0.5	a	1.9	0.3	0.2	0.1	1.2	1.5	0.1	0.2	1.0
	Korea	0.6	0.1	n	0.4	0.9	0.6	1.1	17.1	a	0.2	0.2	0.1	4.4	1.6	0.3	0.6	3.6
	Luxembourg	1.0	n	n	n	0.5	n	0.1	n	n	n	n	n	0.3	n	n	n	0.2
	Mexico	0.2	n	n	0.7	0.8	0.5	0.4	0.1	0.1	0.3	0.2	n	0.9	0.7	n	0.2	0.8
	Netherlands	0.3	n	0.1	0.5	0.3	0.2	0.5	0.1	n	1.8	0.2	0.4	0.5	0.2	n	n	0.4
	New Zealand	n	n	n	0.1	n	n	0.1	0.1	0.1	0.1	n	n	0.2	n	n	n	0.1
	Norway	0.1	0.7	n	0.4	0.1	0.1	0.3	0.1	n	a	6.1	n	0.5	n	n	n	0.4
	Poland	2.4	1.0	0.5	1.3	1.0	1.9	0.1	0.1	n	2.1	a	0.1	1.0	0.1	n	0.1	0.8
	Portugal	0.2	1.3	n	0.4	1.3	0.2	0.1	n	n	0.3	0.7	n	0.4	4.3	n	0.2	0.4
	Slovak Republic	2.4	64.5	n	0.2	0.2	0.3	0.1	n	n	0.3	0.6	n	1.2	n	n	n	0.9
	Slovenia	1.2	0.1	n	0.1	n	0.4	0.1	n	n	n	0.1	n	0.1	n	n	n	0.1
	Spain	0.5	0.1	0.2	1.2	1.7	0.8	0.4	0.1	n	0.7	4.8	0.1	0.9	1.2	n	0.1	0.7
	Sweden	0.2	0.4	0.1	3.4	0.2	0.2	0.4	0.1	n	8.9	4.8	0.1	0.6	0.1	n	0.1	0.5
	Switzerland	1.1	n	0.1	0.2	0.7	1.2	0.4	n	n	0.4	0.1	0.2	0.4	0.4	n	0.1	0.3
	Turkey	4.4	0.2	0.5	1.0	0.9	1.2	0.3	0.1	0.1	0.6	1.4	a	1.1	0.1	0.3	2.1	1.4
	United Kingdom	0.3	1.1	0.4	1.4	1.1	0.3	0.9	0.3	0.1	2.0	0.7	0.3	0.8	1.6	n	0.2	0.7
	United States	0.7	0.5	0.5	1.8	1.3	0.6	23.2	1.6	1.9	2.2	4.4	0.6	1.7	3.7	0.1	0.7	1.4
OECD total		72.1	73.7	5.1	28.7	21.1	21.3	43.1	21.7	5.4	39.5	36.5	10.7	29.9	25.3	1.8	7.8	24.9
Other G20	Argentina	n	n	n	0.1	0.3	0.6	0.3	n	0.1	0.2	n	n	0.3	5.3	n	0.3	0.3
	Brazil	0.2	n	0.1	0.6	1.5	1.6	0.5	0.4	0.1	0.7	0.1	n	0.9	a	0.1	0.4	0.8
	China	1.6	0.2	0.1	13.3	9.7	8.5	1.2	62.3	75.8	4.9	2.3	0.8	20.7	2.2	5.7	10.9	18.5
	India	0.5	0.4	n	3.2	0.6	1.3	0.6	0.4	0.9	1.8	1.3	n	6.5	0.1	2.0	2.3	5.5
	Indonesia	0.1	n	n	0.2	0.2	0.1	n	1.4	0.8	0.5	0.1	0.5	0.9	n	n	1.6	1.0
	Russian Federation	1.4	6.8	1.3	11.3	1.6	2.1	0.9	0.2	0.5	6.0	2.8	1.7	1.3	0.2	a	2.5	1.6
	Saudi Arabia	0.1	n	n	n	0.1	n	n	0.2	0.2	n	1.2	0.1	1.5	n	n	1.4	1.5
	South Africa	0.1	0.1	0.1	0.1	n	n	0.7	n	0.1	0.2	0.1	n	0.2	1.0	n	0.2	0.2
G20 total		4.0	7.7	1.7	28.8	13.9	14.2	4.2	65.0	78.4	14.3	7.8	3.0	32.3	9.0	7.9	19.6	29.4
Main geographic regions																		
Africa		1.4	1.3	2.9	17.7	42.8	12.0	1.3	0.8	1.3	9.6	3.4	3.3	9.3	26.5	3.9	19.1	11.6
Asia		11.9	9.8	46.1	38.1	21.8	22.8	4.4	93.3	94.1	20.4	17.6	57.0	52.0	7.2	60.6	54.9	52.7
Europe		84.6	86.8	36.9	38.5	22.0	53.4	16.4	2.7	1.3	48.8	71.5	22.4	25.0	15.1	31.1	16.8	23.1
of which, EU21 countries		63.9	71.5	3.4	21.9	14.6	13.9	13.8	2.0	0.6	32.2	21.4	9.4	16.8	14.0	0.8	2.5	13.5
North America		0.8	0.6	0.6	2.5	1.9	0.8	25.7	1.9	2.5	2.7	6.4	0.7	3.2	4.1	0.1	0.8	2.7
Oceania		0.1	n	0.1	0.4	0.2	0.1	0.5	0.3	0.2	0.3	0.1	0.2	0.7	0.5	n	1.5	0.9
Latin America and the Caribbean		1.1	0.6	0.3	2.6	5.9	9.3	2.8	1.0	0.6	2.7	0.8	0.1	5.8	30.5	0.5	6.9	6.1
Not specified		0.1	0.8	13.1	0.3	5.5	1.6	48.8	n	n	15.4	0.1	16.3	3.9	16.1	3.8	m	3.0
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	100.0

Note: Year of reference of data for countries other than OECD and G20 is 2010.

1. Year of reference 2010.

2. Excludes private institutions.

3. Excludes tertiary-type B programmes.

4. Excludes advanced research programmes (for Germany, advanced research programmes are included only in main 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.

Source: OECD. 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/10.1787/888932850775>

Table C4.4. [1/2] **Citizens studying abroad in tertiary education, by country of destination (2011)**

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:** 4.4% of Czech citizens enrolled in tertiary education abroad study in Austria, 12.3% 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, 21.4% 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 <sup>6</sup>	Hungary	Iceland	Ireland <sup>7</sup>	Israel	Italy	Japan	Korea	Netherlands <sup>4</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	4.0	n	0.1	0.6	n	0.3	2.5	3.0	0.2	0.1	n	0.7	0.1	0.4	2.5	0.6	0.5
Austria	1.4	a	0.5	0.8	n	0.4	0.5	n	0.4	2.6	51.2	0.2	0.8	0.1	0.3	0.1	1.0	0.3	0.1	1.8
Belgium	0.8	0.7	a	3.2	n	0.1	0.6	n	0.3	24.8	8.4	0.3	0.1	0.1	0.4	0.5	1.5	0.4	n	19.1
Canada	8.5	0.2	0.3	a	n	0.1	0.2	n	0.2	3.3	1.2	0.1	0.4	0.1	1.3	0.2	0.3	0.8	0.8	0.5
Chile	4.2	0.3	0.9	3.3	a	0.1	0.3	n	0.2	6.9	4.6	0.1	n	n	n	0.1	1.7	0.3	0.2	0.5
Czech Republic	0.7	4.4	0.7	0.7	n	a	1.0	n	0.4	5.2	12.0	0.1	0.6	0.1	0.6	n	1.1	0.4	0.1	1.5
Denmark	2.4	0.8	0.6	1.5	n	0.1	a	0.1	0.6	8.8	6.1	0.1	0.2	1.0	0.5	0.1	0.7	0.4	n	2.2
Estonia	0.4	1.3	0.5	0.2	n	0.2	6.0	a	12.6	2.4	10.4	0.7	0.2	0.2	1.1	n	1.0	0.5	n	2.0
Finland	1.1	1.3	0.5	0.7	n	0.1	2.3	5.2	a	2.8	7.3	0.2	0.4	0.4	0.7	0.1	0.7	1.0	n	2.6
France	1.7	0.5	22.2	12.0	0.1	0.2	0.5	n	0.2	a	8.3	0.1	0.3	0.1	0.8	0.2	1.4	0.9	0.1	1.3
Germany	1.4	21.1	0.8	1.1	0.1	0.3	2.0	n	0.4	5.6	a	0.2	1.6	0.1	0.7	0.1	1.1	0.4	0.1	18.7
Greece	0.1	1.0	1.5	0.3	n	1.0	0.7	n	0.2	5.0	14.7	a	0.5	n	0.2	n	9.2	0.1	n	3.0
Hungary	0.5	16.8	1.3	1.0	n	1.0	3.3	n	1.2	5.9	18.7	0.2	a	0.1	0.9	0.1	1.9	0.8	0.1	3.7
Iceland	0.6	0.8	0.3	1.1	n	0.1	42.5	n	0.4	1.0	2.8	n	2.2	a	0.1	n	0.5	0.5	n	2.5
Ireland	0.9	0.2	0.3	0.9	n	0.2	0.3	n	0.1	1.9	1.4	n	0.7	n	a	n	0.1	0.1	n	0.7
Israel	0.9	0.7	0.2	5.5	n	0.7	0.2	n	0.1	1.6	8.4	0.4	4.4	n	0.1	a	8.9	0.2	n	0.7
Italy	0.7	12.3	3.4	0.7	n	0.1	0.9	n	0.4	9.8	14.1	0.2	0.2	0.1	0.8	0.1	a	0.3	n	1.9
Japan	5.5	0.9	0.4	4.8	n	0.1	0.1	n	0.3	4.4	4.8	0.1	0.5	n	0.1	n	0.7	a	3.1	0.4
Korea	5.7	0.3	n	6.2	n	n	n	n	n	1.7	3.4	n	0.2	n	n	n	0.3	18.7	a	0.2
Luxembourg	0.2	8.9	20.6	0.1	n	n	n	n	n	18.3	37.2	n	0.1	n	0.1	n	0.3	n	n	1.3
Mexico	2.0	0.5	0.5	7.1	0.6	n	0.3	n	0.4	7.2	5.2	n	n	n	0.1	0.1	1.3	0.6	0.2	0.9
Netherlands	1.4	1.1	27.3	2.1	n	0.1	1.6	n	0.4	4.1	7.4	0.2	0.2	0.1	0.8	0.1	0.6	0.5	n	a
New Zealand	46.4	0.2	0.1	2.7	n	0.1	0.3	n	0.2	1.4	1.4	n	0.1	n	0.5	n	0.2	1.3	1.0	0.3
Norway	8.2	0.3	0.2	1.3	n	1.5	18.9	n	0.4	1.8	2.3	n	4.4	0.1	0.2	0.1	0.4	0.5	n	2.2
Poland	0.4	3.7	1.6	1.4	n	0.8	2.7	n	0.5	5.7	23.0	0.4	0.2	0.2	2.3	n	3.0	0.3	0.1	2.4
Portugal	0.5	0.5	3.9	1.1	n	2.1	0.6	n	0.2	14.5	8.1	0.1	0.3	n	0.4	n	0.7	0.2	n	2.1
Slovak Republic	0.2	4.7	0.3	0.3	n	69.0	0.4	n	0.1	1.3	3.2	n	7.2	n	0.4	n	0.6	0.1	n	0.6
Slovenia	0.8	26.7	1.0	0.8	n	0.7	1.6	n	0.6	2.9	15.6	0.1	0.6	0.1	0.2	0.1	9.6	0.5	n	3.6
Spain	0.5	1.0	3.2	0.7	0.2	0.1	1.2	n	0.6	13.7	16.3	0.2	0.7	0.2	1.3	0.1	1.8	0.4	0.1	2.8
Sweden	4.0	0.9	0.4	1.0	n	0.7	13.3	0.1	2.7	2.3	3.2	0.1	2.2	0.2	0.5	0.1	0.7	1.1	0.1	1.5
Switzerland	2.8	6.7	1.1	3.5	0.1	0.1	0.7	n	0.3	15.8	21.4	0.3	0.2	0.1	0.4	0.1	7.4	0.6	0.1	1.9
Turkey	0.6	3.8	0.5	1.2	n	0.1	0.7	n	0.2	2.8	38.2	0.2	0.5	n	0.1	n	1.1	0.2	0.1	1.5
United Kingdom	4.1	0.6	0.8	6.2	n	1.1	1.6	n	0.6	8.0	5.5	0.4	0.5	0.1	10.6	0.1	0.7	1.3	0.2	2.7
United States	4.6	0.7	0.5	15.4	0.1	0.3	0.6	n	0.5	5.6	6.5	0.3	0.5	0.1	6.9	1.5	0.7	4.0	1.9	1.0
<b>OECD total</b>	<b>2.8</b>	<b>4.5</b>	<b>3.0</b>	<b>3.8</b>	<b>0.1</b>	<b>2.5</b>	<b>1.5</b>	<b>0.1</b>	<b>0.4</b>	<b>5.0</b>	<b>10.1</b>	<b>0.1</b>	<b>0.9</b>	<b>0.1</b>	<b>1.2</b>	<b>0.2</b>	<b>1.4</b>	<b>2.9</b>	<b>0.3</b>	<b>3.6</b>
<b>EU21 total</b>	<b>1.2</b>	<b>7.0</b>	<b>5.0</b>	<b>2.6</b>	<b>n</b>	<b>4.2</b>	<b>1.7</b>	<b>0.1</b>	<b>0.5</b>	<b>6.1</b>	<b>9.8</b>	<b>0.2</b>	<b>1.0</b>	<b>0.1</b>	<b>1.3</b>	<b>0.1</b>	<b>1.6</b>	<b>0.5</b>	<b>0.1</b>	<b>5.6</b>
<b>Other G20</b>																				
Argentina	0.7	0.2	0.4	3.7	3.8	n	0.2	n	0.1	6.2	2.8	0.1	n	n	0.1	0.1	3.2	0.5	0.3	0.3
Brazil	2.2	0.5	0.7	3.9	0.6	0.1	0.4	n	0.3	11.2	6.5	0.1	0.1	n	0.2	0.1	3.4	1.8	0.1	0.6
China	12.5	0.2	0.2	5.4	n	n	0.2	n	0.3	3.6	3.0	n	n	n	0.3	n	0.9	13.1	6.6	0.6
India	6.3	0.2	0.2	5.2	n	0.1	0.1	n	0.2	0.8	1.7	n	n	n	0.3	n	0.4	0.3	0.3	0.3
Indonesia	22.6	0.2	0.3	2.2	n	n	0.1	n	0.1	1.1	5.3	n	n	n	n	n	0.2	5.1	1.2	2.3
Russian Federation	1.3	1.4	0.7	2.0	n	3.6	0.5	1.8	2.5	5.9	18.4	0.6	0.2	n	0.3	n	2.1	0.5	0.5	0.8
Saudi Arabia	10.3	0.1	n	4.3	n	n	n	n	n	0.4	0.3	n	0.3	n	0.2	n	n	0.4	0.2	n
South Africa	6.8	0.3	0.6	3.5	n	0.3	0.2	n	0.2	1.0	1.3	0.3	n	n	1.3	0.2	0.2	0.3	0.3	0.9
<b>Other G20 total</b>	<b>10.4</b>	<b>0.2</b>	<b>0.2</b>	<b>4.9</b>	<b>0.1</b>	<b>0.2</b>	<b>0.2</b>	<b>0.1</b>	<b>0.4</b>	<b>3.2</b>	<b>3.7</b>	<b>n</b>	<b>0.1</b>	<b>n</b>	<b>0.3</b>	<b>n</b>	<b>0.9</b>	<b>8.4</b>	<b>4.2</b>	<b>0.6</b>
<b>Total all countries</b>	<b>6.1</b>	<b>1.6</b>	<b>1.2</b>	<b>4.7</b>	<b>0.3</b>	<b>0.9</b>	<b>0.7</b>	<b>0.1</b>	<b>0.4</b>	<b>6.2</b>	<b>6.3</b>	<b>0.8</b>	<b>0.4</b>	<b>n</b>	<b>0.5</b>	<b>0.1</b>	<b>1.7</b>	<b>3.5</b>	<b>1.5</b>	<b>1.3</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.

Year of reference of data for countries other than OECD and G20 is 2010.

1. Data refers to international students.

2. Excludes tertiary-type B programmes.

3. Year of reference 2010.

4. Excludes private institutions.

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

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

7. Excludes part-time students.

Source: OECD. 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/10.1787/888932850794>

Table C4.4. [2/2] **Citizens studying abroad in tertiary education, by country of destination (2011)**

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:* 4.4% of Czech citizens enrolled in tertiary education abroad study in Austria, 12.3% 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, 21.4% of Australian citizens enrolled in tertiary education abroad study in New Zealand, etc.

Country of origin		Countries of destination															
		OECD												Other G20		Total non-OECD destinations	Total all reporting destinations
		New Zealand	Norway	Poland	Portugal	Slovak Republic	Slovenia	Spain	Sweden	Switzerland	Turkey	United Kingdom	United States <sup>1</sup>	Total OECD destinations	Total EU21 destinations		
		(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)	(30)	(31)	(32)	(33)	(34)	Brazil	Russian Federation <sup>4,5</sup>
		(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)	(30)	(31)	(32)	(33)	(34)	(35)	(36)
OECD	Australia	21.4	0.3	0.1	0.2	n	n	0.5	0.8	0.9	0.5	26.9	28.1	96	38	0.1	n
	Austria	0.7	0.3	0.3	0.2	0.5	0.1	1.6	1.0	8.5	0.5	13.2	5.8	95	77	0.1	0.1
	Belgium	0.4	0.4	0.2	1.3	n	n	4.5	0.4	3.6	0.5	18.8	6.6	98	82	0.3	0.1
	Canada	1.6	0.2	1.0	0.3	n	n	0.4	0.6	1.0	n	15.4	57.5	96	26	0.1	n
	Chile	1.7	0.7	n	0.2	n	n	27.7	1.0	1.0	n	5.0	16.8	78	50	3.0	n
	Czech Republic	0.4	0.5	4.2	0.6	37.4	0.1	2.0	0.5	1.5	0.1	16.1	5.5	99	89	n	0.2
	Denmark	2.2	10.0	0.6	0.1	n	n	1.3	10.2	1.4	0.3	30.9	13.8	97	64	0.1	n
	Estonia	0.1	1.4	0.3	0.1	0.1	n	1.8	4.1	0.6	n	27.0	4.0	79	72	0.1	10.9
	Finland	0.4	2.8	0.3	0.2	0.1	n	1.6	23.9	1.2	0.1	22.9	5.5	87	73	0.1	0.5
	France	0.5	0.2	0.5	0.7	n	n	4.5	0.6	8.1	0.1	21.4	10.0	97	63	0.4	0.1
	Germany	1.1	0.7	0.5	0.3	0.3	n	2.3	1.4	11.3	0.9	16.1	7.0	98	73	0.2	0.1
	Greece	n	0.1	0.1	0.1	2.5	n	1.1	0.8	1.4	2.9	34.8	4.8	86	77	n	0.5
	Hungary	0.6	0.5	0.7	0.4	0.8	0.1	1.9	1.3	2.3	0.1	23.1	6.2	96	83	n	0.2
	Iceland	0.2	7.6	0.2	n	n	n	0.6	11.3	0.7	n	14.6	8.8	99	80	n	n
	Ireland	1.1	0.1	0.2	0.1	0.1	n	0.5	0.3	0.2	n	84.6	4.2	99	92	n	n
	Israel	0.3	0.1	0.3	n	0.4	n	0.7	0.1	0.5	0.1	3.9	14.6	54	32	0.1	2.0
	Italy	0.2	0.2	0.3	1.0	0.1	0.3	11.9	0.7	9.8	n	19.5	6.8	97	78	0.4	0.1
	Japan	2.8	0.1	0.1	n	n	n	0.5	0.6	0.7	n	9.6	54.2	95	24	0.6	0.2
	Korea	2.5	n	n	n	n	n	0.1	0.1	0.2	n	3.9	51.9	96	10	0.2	0.4
	Luxembourg	0.1	n	n	0.4	n	n	0.3	n	5.2	n	5.4	0.7	100	93	n	n
	Mexico	0.4	0.2	0.2	0.2	n	n	10.4	0.6	1.2	n	5.6	46.2	92	33	0.3	0.1
	Netherlands	2.5	1.4	0.2	0.6	n	n	2.3	1.6	2.5	0.6	30.1	8.6	99	79	0.1	n
	New Zealand	a	0.2	0.1	n	n	n	0.3	0.5	0.6	n	21.5	18.7	98	27	n	n
	Norway	1.3	a	8.1	0.1	2.0	n	0.8	7.2	0.6	n	24.3	10.3	98	75	n	0.1
	Poland	0.1	0.8	a	0.7	0.3	n	3.0	1.5	1.3	n	38.7	3.9	99	90	n	0.1
	Portugal	0.1	0.2	0.6	a	0.1	n	15.7	0.6	6.1	n	30.0	4.1	93	80	2.7	n
	Slovak Republic	0.1	0.1	0.4	0.1	a	n	0.6	0.1	0.6	n	8.1	1.2	100	97	n	0.1
	Slovenia	0.4	0.2	0.5	1.0	0.1	a	2.8	0.6	1.7	0.2	12.6	5.6	91	81	n	0.2
	Spain	0.3	0.3	3.3	4.7	0.1	n	a	1.2	4.6	0.1	25.4	12.7	98	77	0.5	n
	Sweden	0.8	7.5	5.5	0.2	0.3	n	1.4	a	1.7	0.2	26.5	16.0	95	62	0.1	0.1
	Switzerland	0.9	0.5	0.1	1.4	0.1	n	3.4	0.8	a	0.4	13.4	10.4	95	75	0.5	n
	Turkey	0.1	0.1	0.4	0.1	n	n	0.4	0.7	1.3	a	5.4	14.4	75	57	n	0.6
	United Kingdom	17.9	0.9	0.4	0.4	0.2	n	2.9	1.7	1.6	0.3	a	23.4	95	39	0.6	0.1
	United States	5.3	0.6	1.6	0.3	n	n	1.9	1.1	1.2	0.3	25.4	a	90	55	0.9	0.2
OECD total		2.0	0.6	0.7	0.5	0.7	n	2.9	1.2	3.6	0.3	17.9	18.5	93	58	0.3	0.3
EU21 total		1.6	0.8	0.8	0.7	1.1	n	3.6	1.5	5.6	0.5	23.4	7.9	96	75	0.3	0.2
Other G20	Argentina	0.7	0.2	n	0.3	n	n	35.7	0.3	0.9	n	2.4	15.5	79	52	5.8	n
	Brazil	1.1	0.3	0.1	15.1	n	n	6.5	0.5	1.7	n	6.8	24.4	89	53	a	0.6
	China	2.2	0.1	0.1	n	n	n	0.4	0.6	0.2	n	10.0	24.7	85	20	n	1.4
	India	4.4	0.1	0.1	n	n	n	0.2	0.9	0.4	n	21.5	45.7	90	27	n	1.5
	Indonesia	1.3	0.2	n	n	n	n	0.1	0.2	0.3	0.3	3.2	15.9	63	13	n	0.2
	Russian Federation	0.9	1.4	0.9	0.3	0.1	0.1	2.2	1.2	1.5	0.7	6.5	6.5	65	50	0.1	a
	Saudi Arabia	1.5	n	0.5	n	0.1	n	0.1	n	n	n	18.1	38.9	76	20	n	n
	South Africa	21.0	0.3	0.1	0.8	n	n	0.2	0.3	0.6	n	33.4	13.1	87	41	1.2	n
Other G20 total		2.6	0.2	0.2	0.5	n	n	1.0	0.6	0.4	0.1	12.2	27.7	84	25	0.1	1.1
Total all countries		1.7	0.4	0.5	0.5	0.2	0.1	2.5	1.2	1.4	0.7	13.0	16.5	77	40	0.3	4.0

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.

Year of reference of data for countries other than OECD and G20 is 2010.

1. Data refers to international students.

2. Excludes tertiary-type B programmes.

3. Year of reference 2010.

4. Excludes private institutions.


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

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

7. Excludes part-time students.

Source: OECD. 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/10.1787/888932850794>

**Table C4.5. Mobility patterns of foreign and international students (2011)***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	1.2	19.9	36.0	18.4
Austria	5.3	4.1	58.6	52.8
Belgium	3.1	3.9	51.2	66.3
Canada <sup>2</sup>	3.4	4.3	4.7	32.9
Chile	1.2	0.9	31.9	55.9
Czech Republic <sup>3</sup>	3.2	2.8	66.7	n
Denmark	3.3	3.6	36.1	n
Estonia	7.7	0.5	73.9	n
Finland	3.7	1.4	19.7	3.4
France <sup>3</sup>	3.8	3.4	14.9	28.8
Germany	4.8	2.1	14.3	8.9
Greece <sup>3</sup>	5.8	0.9	70.0	40.3
Hungary	2.8	1.8	44.6	n
Iceland	18.9	0.3	8.4	n
Ireland	13.0	0.8	17.1	51.2
Israel <sup>3</sup>	4.8	0.2	n	n
Italy <sup>3</sup>	3.2	1.2	30.6	5.2
Japan	1.0	3.9	80.1	n
Korea <sup>3</sup>	4.0	0.5	77.6	n
Luxembourg	m	m	m	m
Mexico	1.0	0.1	m	m
Netherlands	2.7	2.7	49.4	5.8
New Zealand	2.7	11.9	10.9	46.6
Norway	7.1	1.0	25.6	n
Poland	2.2	0.5	53.0	n
Portugal	5.7	0.9	7.2	64.1
Slovak Republic	14.1	0.3	61.3	n
Slovenia	2.9	0.7	39.2	7.7
Spain	1.7	3.2	20.7	42.3
Sweden	4.4	2.5	17.6	5.4
Switzerland	5.3	4.9	50.2	54.6
Turkey <sup>3</sup>	2.1	0.4	29.9	9.5
United Kingdom	1.8	14.9	13.8	34.6
United States	0.3	11.4	6.6	26.9
OECD total	2.0	2.9	20.6	25.4
EU21 total	3.6	2.7	23.3	26.7
<b>Other G20</b>				
Argentina	0.5	0.2	m	73.5
Brazil <sup>3</sup>	0.5	0.4	25.9	27.4
China <sup>3</sup>	2.3	m	m	m
India	m	m	m	m
Indonesia <sup>3</sup>	0.8	n	m	m
Russian Federation <sup>3</sup>	0.8	2.4	60.3	37.2
Saudi Arabia <sup>3</sup>	5.5	0.6	27.2	36.7
South Africa <sup>3</sup>	1.5	6.6	47.1	51.3

Note: Year of reference of data for countries other than OECD and G20 is 2010.

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

2. Year of reference 2010.

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

Source: OECD. CIA World Factbook 2013 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/10.1787/888932850813>



Table C4.6. **Trends in the number of foreign students enrolled in tertiary education, by region of destination and origin (2000 to 2011)**


Number of foreign students enrolled in tertiary education, head counts

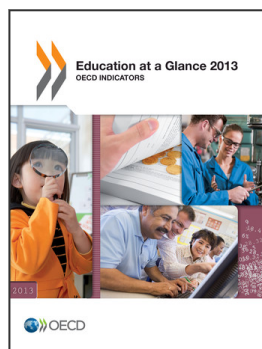
Foreign students enrolled in the following destinations	Number of foreign students					Index of change (2010)				Foreign students enrolled in OECD countries from the following regions of origin (2011)
	2011	2010	2009	2005	2000	2010=100	2009=100	2005 = 100	2000 = 100	
Africa	176 990	155 293	147 338	107 851	99 117	114	120	164	179	344 784
Asia	500 947	486 076	446 055	322 449	214 744	103	112	155	233	1 610 203
Europe	2 033 082	1 968 418	1 665 829	1 388 027	920 140	103	122	146	221	916 895
North America	913 464	880 427	850 966	738 401	569 640	104	107	124	160	102 888
Latin America & the Caribbean	78 760	77 735	77 546	39 227	31 058	101	102	201	254	209 580
Oceania	343 298	350 013	335 305	251 904	118 646	98	102	136	289	26 219
<b>Worldwide</b>	<b>4 265 579</b>	<b>4 119 002</b>	<b>3 707 756</b>	<b>2 982 588</b>	<b>2 071 963</b>	<b>104</b>	<b>115</b>	<b>143</b>	<b>206</b>	<b>3 316 209</b>
OECD	3 283 381	3 181 939	2 838 027	2 373 011	1 588 862	103	116	138	207	1 053 978
EU countries	1 734 334	1 686 306	1 413 462	1 201 503	806 286	103	123	144	215	736 978
of which in EU21 countries	1 695 758	1 647 730	1 378 961	1 174 107	776 672	103	123	144	218	623 887
G20 countries	3 550 625	3 418 367	3 040 151	2 488 585	1 718 429	104	117	143	207	1 659 923

**Note:** Figures are based on the number of foreign students enrolled in OECD and non-OECD countries reporting data to the OECD (2011 figures) and to UNESCO Institute for Statistics (2010 figures), 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 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/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/10.1787/888932850832>



From:

## Education at a Glance 2013

OECD Indicators

Access the complete publication at:

<https://doi.org/10.1787/eag-2013-en>

### Please cite this chapter as:

OECD (2013), "Indicator C4 Who studies abroad and where?", in *Education at a Glance 2013: OECD Indicators*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/eag-2013-23-en>

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