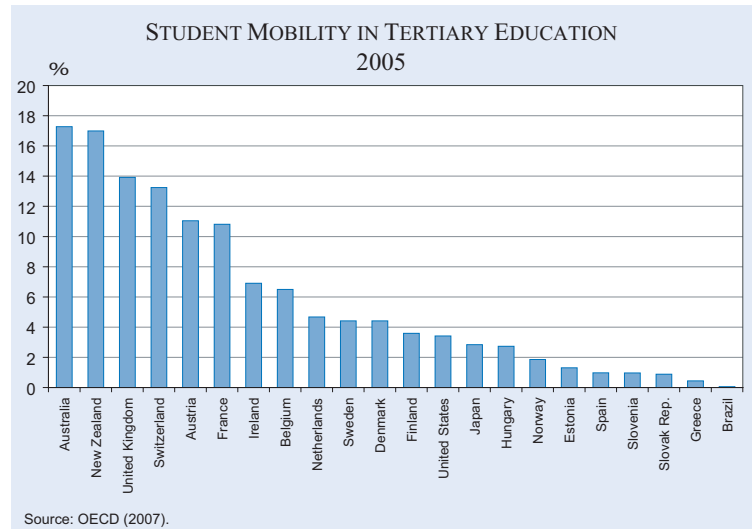


# STUDENT MOBILITY

Globalisation affects national economies in a variety of ways. For instance, physical and financial capital becomes more responsive to location-specific factors such as infrastructure and taxes. Another resource that becomes more mobile in the wave of globalisation is human capital. Educated workers may decide to work in a foreign country because of wage considerations or infrastructure (e.g. universities, research institutes). People may also decide to go abroad at an earlier stage in order to receive part of their education in a foreign country. Reasons for student mobility range from the quality of the education system to the fact that tuition fees may differ across countries. Not surprisingly, student mobility is most pronounced for tertiary education. In 2005 over 2.7 million tertiary students were enrolled outside their country of citizenship. Figure 1 shows the percentage of students enrolled in different countries which come from a foreign country as of 2005. The definition for student mobility as used in the Figure is students who travelled to a foreign country for the purpose of tertiary study. In terms of the share of international students in a country's total number of students, the most important destination countries of international students are Australia, New Zealand, the UK and Switzerland.

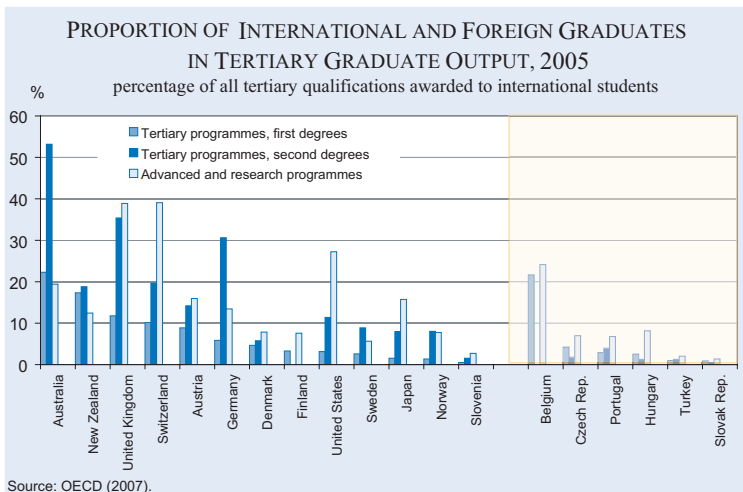
Figure 1



The share in tertiary enrolment ranges from approximately 17 to 13 percent. The US is in the middle field, with many European countries having a share of tertiary enrolment which is above the US level.

These shares include enrolment in tertiary education programmes independently of whether students receive a first degree, a second degree or whether they participate in advanced research programmes. A more nuanced view can be gained by having a disaggregated look at enrolment shares. Figure 2 shows the shares of tertiary enrolment in programmes where students receive their first degree, second degree and where they participate in advanced research programmes. The UK, Switzerland and the US have the highest enrolment shares in advanced research programmes, whereas Australia appears to be an important destination country for students who receive a second degree. All in all, the data shows that countries differ with respect to their intake of foreign students (relative to domestic students) and thereby with respect to the attractiveness of the different types of tertiary education they offer.

Figure 2



M.K.

## Reference

OECD (2007), *Education at a Glance*, Paris, 298–325.