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STUDENT MOBILITY IN HIGHER EDUCATION AMONG APEC ECONOMIES

*ASSESSING THE CURRENT STATE OF DATA AND
PROCESSES*

September 2015

This publication was prepared by the Institute of International Education (IIE) for Nathan Associates Inc. and the United States Agency for International Development.

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DISCLAIMER

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ACKNOWLEDGEMENTS

This report was prepared by the Institute of International Education (IIE) for the Asia-Pacific Economic Cooperation (APEC) Human Resources Development Working Group (HRDWG), as a part of the U.S.-APEC Technical Assistance to Advance Regional Integration (US-ATAARI) activity. Under a broader cross-border higher education mobility initiative, the report was developed with guidance and input from the U.S. Department of Education, and the Bureau of Education and Cultural Affairs (ECA) and the Bureau of East Asian and Pacific Affairs (EAP) within the U.S. Department of State. This long-term initiative was undertaken in partnership with the Department of Education and Training, Australia.

US-ATAARI is co-managed by the U.S. Agency for International Development, with funding and strategic direction from the Office Economic Policy, Bureau of East Asian and Pacific Affairs, U.S. Department of State (State EAP/EP). For further information, please contact Ms. Victoria Waite, Chief of Party, vwaite@nathaninc.com.

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EXECUTIVE SUMMARY

In 2012, the Asia Pacific Economic Cooperation's (APEC) Economic Leaders established higher education cross-border mobility as a critical component of the region's inclusive growth and economic integration agenda. In addition to setting education and regional student mobility goals for 2020, the APEC Leaders adopted the "target of 1 million intra-APEC university-level students by year 2020." In response to these goals and as part of the U.S.-APEC Technical Assistance to Advance Regional Integration (US-ATAARI) project, the Institute of International Education (IIE) conducted a stocktaking study to assess the current state and comparability of mobility data in the APEC member economies. The research also set out to identify how the economies define, measure and report in-bound and out-bound students' mobility figures. It was envisioned that these findings would identify gaps in the data and create a baseline that can help inform future mobility data collection efforts.

METHODOLOGY

Mobility data was collected from August through October 2014 via an online survey sent to the 21 APEC member economies' delegates from the Education Network (EDNET) within the APEC Human Resources Development Working Group (HRDWG). The survey included questions on each economy's in-bound and out-bound mobility indicators, data collection and reporting processes, and current data for students within and outside the APEC region. In addition to the APEC EDNET and HRDWG, outreach efforts were also coordinated through the Institute of International Education's (IIE) *Project Atlas*¹ and other networks in the APEC region. The study also relied on desk research and secondary data sources such as the UNESCO Institute for Statistics (UIS) and individual economies' online sources. For the purposes of this study, the survey defines higher education as any education beyond the secondary level, including both full degree and short-term study. Internationally mobile students were defined as students who physically leave their home economy to undertake all or part of their higher education experience in an economy other than their own. Virtually mobile students who stayed in their home economy to study via online courses or offshore students studying in international branch campuses were not considered international students.

CHALLENGES IN DEVELOPING A REGION-WIDE METRIC SYSTEM FOR MOBILITY

The study found that APEC members vary in their capacity to track and report internationally mobile students, as well as in their ability to track disaggregated information on students' academic levels and subject fields pursued. After several rounds of follow-up and outreach, 16 economies responded to the survey, of which five provided minimal or descriptive data only. Significant variations exist in economies' mobility indicators, data collection processes and timeframes for gathering and reporting in-bound and out-bound student mobility data. Out-bound data proved most difficult to track because, in general, it is challenging for economies to collect data on domestic students who go overseas for their studies. This is especially true for educational activities that students arrange on their own (such as full degrees abroad) that are not easily captured unless the entities responsible for tracking data have access to the receiving economy's visa data, or to data from the higher education sector in the destination economies.

One of the greatest hurdles to establishing a common data collection framework for APEC economies is that there is inconsistency in mobility definitions and indicators, with economies counting any of the following types of students as international students: students with residency visas who are nationals of other economies; students with dual citizenships; or those that are students in offshore higher education institutions that are

¹ The Institute of International Education (IIE) serves as the secretariat for *Project Atlas*, which was initiated in 2001 with support from the Ford Foundation and now receives support from the U.S. Department of State's Bureau of Educational and Cultural Affairs, from IIE and from the member economies that participate in the project.

branches of the home campus located in the receiving economy. In addition, there is variation in the length of study that determines whether or not a student is regarded as an international student. While most economies gather data on an annual data collection cycle, these cycles too can range from an academic year, to a calendar year or other annual cycles. Even when data collection cycles are in place, there is a time lag of anywhere from one to three years from the time that data is collected and actually reported. For example, figures in this study reflect data collection timeframes between 2010 and October 2014.

CURRENT STATUS OF STUDENT MOBILITY WITHIN APEC

Given the data limitations mentioned above, it is understood that the number of internationally mobile students in and from the APEC region is underrepresented and notably higher than what is shown in this study. The reasons for the undercount are that several economies were unable to report either in-bound or out-bound numbers, while for others, estimated UIS numbers were used. UIS figures typically tend to be an undercount due to their circumscribed definition of an international student and a significant time lag in the data being reported. Nonetheless, this section attempts to provide some estimates of the numbers of postsecondary students that are currently mobile across the APEC economies.

- In total, the APEC economies reported hosting an estimated 2.3 million in-bound students from around the world, with 1.2 million of these originating from other APEC economies. Close to 40 percent were going to the U.S., the largest receiver for not just APEC students but also for students from all over the world. In terms of absolute numbers, other key hosts of APEC students include China (15 percent), Australia (12 percent), Canada (11 percent) and Japan (nine percent).
- In terms of the proportion of the international student population that is from APEC economies, Chinese Taipei; Australia; Thailand; and New Zealand² all have large concentrations of students (60 percent or more) from other APEC economies. Hong Kong, China (91 percent), Japan (88 percent), and the Republic of Korea's (85 percent) international student populations are also almost entirely comprised of students from other APEC economies.
- When looking at the out-bound student data (i.e., students from an APEC economy studying overseas), there were at least 1.6 million students from APEC economies studying abroad. Of this total, an estimated 934,198 students from APEC economies chose another APEC economy as their higher education destination.
- China dominates the out-bound APEC mobility picture and accounts for about 54 percent of the entire APEC out-bound mobility. This data is a significant undercount for the reasons described above and also because most economies do not gather out-bound mobility data.

Although these numbers suggest that the APEC goal of one million mobile students within the APEC economies might have already been met, this finding should be interpreted with caution due to the significant variability of the mobility data that was available for this study. The discrepancy between *in-bound* mobility and *out-bound* mobility numbers demonstrates a clear gap of information gathering and how and what APEC members measure in terms of student mobility. As indicated in the in-bound and out-bound totals presented above, there are more than 355,000 mobile APEC students "missing" from the *out-bound* estimates provided by APEC economies. As previously noted, the underlying reason for this is that it is challenging for economies to keep track of students who leave to go overseas, especially if out-bound students are enrolling in a full degree program in another economy and are not enrolled in a home institution in their place of origin.

² Economies are listed in descending order of the largest proportion of international APEC student populations hosted.

RECOMMENDATIONS

The report includes five specific recommendations for addressing current gaps in mobility data within APEC, and for building the future capacity of APEC economies to expand their data collection systems. These recommendations are summarized here and described in detail in the concluding section of the report.

1. **Harmonizing definitions and indicators of student mobility.** It is clear from the findings of the study that an immediate action item would be to work with the economies to develop, to the extent possible, common definitions and indicators of mobility. In doing so, it will be critical to consider which types of definitions make sense for the APEC economies as a whole, and that would apply to most economies if not all.
2. **Enhancing the capacity of economies to gather out-bound data.** Of the two forms of mobility, most economies had limited data available on out-bound mobility and this is an area that will require more effort in terms of building future capacity. This data gap can be closed in a couple of ways: (a) for students going overseas on exchange programs run through higher education institutions in their home economy, data can be collected directly from each institution's study abroad office (or similar entity) on the numbers of students going abroad each year;³ (b) for students enrolling directly in a college or university in an APEC economy other than their own, data can be collected by the receiving economy's higher education sector and shared on a mutual basis among the APEC economies.
3. **Increasing both the overall flow and diversity of student mobility among APEC economies.** Amongst the 21 APEC economies, the United States, China and Canada⁴ receive the highest number of in-bound students. China, the United States and the Republic of Korea⁵ dominate the mobility landscape as the primary senders of out-bound students. Even though the overall numerical target of a million students might have already been met, future economy-specific targets should focus on diversifying the mobility landscape within APEC by encouraging mobility to a wider range of APEC destinations beyond the four economies mentioned above.
4. **Leverage existing regional relationships for an APEC-wide mobility data system, but also build new partnerships.** We recommend that existing sub-regional, historical and cultural relationships be taken into account when establishing mobility targets, and when developing the capacity of APEC economies to gather and report mobility data. This type of regional alignment will also be more effective because higher education systems and academic calendars are likely to be more similar, thus making it easier to establish shared mobility definitions and data collection frameworks. At the same time, new alliances should also be encouraged and new patterns of mobility forged in order to expand both the quantity and diversity of mobility within the APEC region.
5. **Proposed capacity-building activities:** The report proposes a number of related and sequential capacity-building activities that would be delivered primarily through workshops and online modules. The primary objective of these activities is to address economies' gaps in mobility data collection that range from economies that require significant assistance in establishing data collection systems, to those who might benefit from additional guidance in expanding or refining their existing systems. All of the proposed capacity-building activities also include modules related more broadly to issues of higher education internationalization as developing a deeper understanding of the field is critical to prioritizing, collecting, and using reliable student mobility data. Workshop topics fall within four broad themes:

³ See, for example, the *Open Doors*® study abroad survey: www.iie.org/opendoors

⁴ Listed in descending order of the highest number of in-bound students hosted.

⁵ Listed in descending order of the highest number of out-bound students sent.

internationalization of higher education and global student mobility; setting up and designing a student mobility data collection system; measuring emerging forms of academic mobility such as online learning and partnerships; and, using mobility data and research for policy-making and target-setting. A critical learning outcome will be how to analyze and fully leverage the data for decision-making and strategic-planning purposes (our study found that only 11 economies are currently using their mobility data in this way). The workshop methodology would rely on a range of interactive instructional approaches, including panel discussions with experts, case study analysis, group problem solving, and scenario planning that have proven to be highly successful in similar capacity-building workshops held in Kenya, Brazil, Mexico and the United States.

INTRODUCTION

BACKGROUND

With over 4.5 million tertiary education students currently studying outside their home economies throughout the world, global student and academic mobility is a burgeoning phenomenon that economies and their academic systems are confronted with daily as they engage with an increasingly interconnected world. And yet many economies have limited data on which to base their decision-making in higher education, set realistic growth targets, or frame their policy discussions. Because the field of global academic mobility is vast and complex, reliable and consistent data is needed to respond effectively to global developments in higher education.

With the exception of Australia, Germany, the United Kingdom and the United States, few economies have developed the quality and consistency of mobility data collection. As a result, higher education officials in economies trying to develop policies in the context of global academic mobility need better information, as do higher education institutions (HEIs) and others who are trying to understand how global academic migration affects the brain-drain issue; how it affects their current and future capacity to accommodate a growing demand for a higher education within their economy; and its implications for the labor market and economy, especially for emerging economies in the Asia Pacific Economic Cooperation (APEC) region.

Higher education amongst many APEC economies is rapidly experiencing major changes that include rising enrollments, an expanding private higher education sector, and attempts to harmonize and regionalize the system. APEC Economic Leaders have recognized and stressed the importance of strengthening the collaboration amongst economies to stimulate and facilitate Cross-Border Education Cooperation (CBE). In 2013, APEC Leaders endorsed the “target of 1 million intra-APEC university-level students by year 2020,” underscoring that access to a wide range of quality higher education services is critical for enhancing sustainable economic growth.⁶ However, very little is known about the current levels of academic mobility in the region, in large part due to the absence of this type of data.

In response to the APEC Ministers’ goal of increasing cross-border academic mobility amongst the 21 APEC economies and as part of the U.S.-APEC Technical Assistance to Advance Regional Integration (US-ATAARI) project, the Institute of International Education conducted a stocktaking study to assess the current state and comparability of mobility data in the APEC member economies.

In order to inform future capacity-building to improve cross-border mobility between now and 2020, the two goals of this study are to:

- 1) Establish baseline numbers to assess the current status of student mobility within the APEC region, and
- 2) Better understand how each APEC economy gathers and reports in-bound and out-bound student mobility in higher education.

RESEARCH METHODOLOGY

With the goal of informing APEC’s 2020 cross-border student mobility target, the aim of this study is to take stock of APEC economies’ most current data on internationally mobile student flows, and to better understand data collection indicators and methods in order to address the current gaps in data collection.

⁶ Asia-Pacific Economic Cooperation. (2012). *Leaders’ declarations: ANNEX D - Promoting cross-border education cooperation*. Retrieved from http://apec.org/Meeting-Papers/Leaders-Declarations/2012/2012_aelm/2012_aelm_annexD.aspx

Primary data collection was carried out through a 41-question online survey of member economies. The Education Network (EDNET), which is part of APEC's Human Resources Development Working Group (HRDWG), distributed the survey by email to their EDNET/HRDWG delegates. The survey was conducted between August and October 2014. For the purposes of this study, higher education was defined as any education beyond the secondary level, including both full degree and short-term study. Internationally mobile students were defined as students who undertake all or part of their higher education experience in an economy other than their own. Virtually mobile students who stayed in their home economy to study via online courses or offshore students were not considered international students.

In addition to providing a comprehensive count of in-bound and out-bound mobility trends within individual economies and intra-regionally, the survey was also designed to provide disaggregated information on students' academic degree levels and most popular fields of study. The survey included questions on the data collection processes in each member economy and asked respondents to: report specifically on how, why and with what frequency the data is collected; identify which entities are responsible for collecting, analyzing and reporting the data to international organizations; and, describe the full range of indicators used in data collection. Respondents were also asked to provide overall data on their higher education sector, including enrollment figures for domestic private and public higher education institutions.

Collecting comprehensive data for member economies posed a significant challenge. Due to the unavailability of data from some economies, the research team reached out to IIE's *Project Atlas*® network of economies of which eight are also APEC members. Outreach efforts were also coordinated through IIE's networks in the region, including the Regional Educational Advising Coordinators (REACs) who were able to connect the research team with regional embassies and various divisions within Ministries for further insight or assistance with data collection. In the event that respondents were able to only provide partial or no data, a combination of secondary data sources was used that included information drawn from member economies' official ministries' pages and the UNESCO Institute for Statistics' (UIS) most current data on the global flow of tertiary-level students (especially for out-bound students' data).⁷ Any supplemented counts are noted in the individual economy profiles. All UIS data is denoted by an asterisk symbol (*). Any estimated counts are preceded with a tilde (~).

It is important to note that there is wide variation across the APEC economies in terms of the mobility indicators currently in use, as well as in the timeframes during which data is typically collected and reported. Nonetheless, in order to present a comprehensive view of the overall student mobility trends for the 21 economies as a whole, data was aggregated where possible and data limitations have been noted throughout the report.

DEFINITIONS

The current study draws upon two sets of student mobility definitions that are widely used in the field: the definitions used by the UNESCO Institute of Statistics (UIS) in their data collection on globally mobile students; and the definitions used by the Institute of International Education's *Project Atlas* which also defines and measures global student mobility, but in ways that are different from UIS. In cases where an economy has in place definitions that are markedly different from either the UIS or *Project Atlas* definitions, these variations are noted as appropriate.

The UIS defines internationally mobile students as tertiary education level "students who have crossed a domestic border and moved to another economy with the objective of studying." This definition primarily covers students who pursue a higher education degree outside their economy of usual residence and excludes students who are under short-term, for-credit study and exchange programs that last less than a full school year,

⁷ United Nations Educational, Scientific and Cultural Organization (UNESCO). (2014). "Global Flow of Tertiary-Level Students." Retrieved from <http://www.uis.unesco.org/Education/Pages/international-student-flow-viz.aspx>

thus resulting in an undercount of students that go abroad for shorter periods of study. Out-bound data for any given economy is calculated and estimated using the data host economies send to the UIS on the number and origin of international students studying in their economies.⁸

Project Atlas defines international students as individuals who “undertake all or part of their higher education experience in an economy other than their home economy or who travel across a national boundary to an economy other than their home economy to undertake all or part of their higher education experience.”⁹

OUTLINE OF REPORT

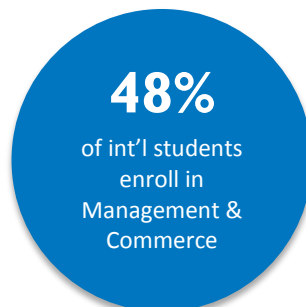
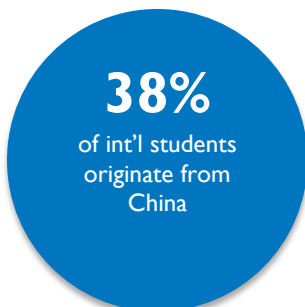
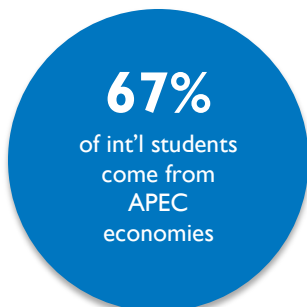
The remainder of this report is divided into two key sections. The first major section includes detailed student mobility profiles for each of the 21 member economies. Each individual profile includes four key types of information: (a) an overview of the higher education sector of the economy, including enrollments in public and private institutions; (b) details on the process of data collection in each economy, including identifying which national agencies are involved in data collection and reporting; (c) *in-bound data* on international students studying in the economies’ institutions; (d) and, *out-bound data* on students from the economy that study overseas. While the focus is on in-bound and out-bound mobility, the overview of the higher education sector provides an important context for understanding the dynamics of higher education within each economy. It should also be noted that the availability of the four types of information listed above varies among economies, with complete data for some and partial data for others.

The presentation of the individual economy profiles is followed by a final section that describes the challenges both in carrying out the study and with creating a region-wide metric system for tracking education mobility. This section also includes conclusions that can be drawn from the study as well as specific recommendations for strategies and programs that can help address the gaps in mobility data collection and build the capacity of economies to strengthen their mobility data collection. The appendix includes a resources page with websites and sources of information provided by member economies.

⁸ United Nations Educational, Scientific and Cultural Organization (UNESCO). (2014). “Frequently Asked Questions About Education Statistics.” Retrieved from <http://www.uis.unesco.org/Education/Pages/FAQ.aspx#theme5>

⁹ Institute of International Education (IIE). (2014). “Glossary of Project Atlas terms.” Retrieved from <http://www.iie.org/Research-and-Publications/Project-Atlas/Glossary>

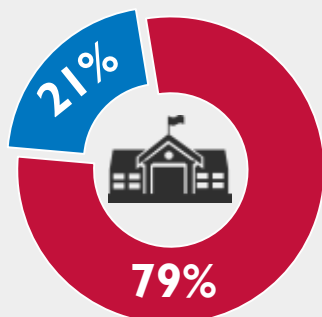
AUSTRALIA



MOBILITY DEFINITIONS & DATA COLLECTION

The Federal Department of Education and Training (as of 21 December 2014; formerly the Federal Department of Education) collects, analyzes, and reports international student mobility for Australia while also providing the data to international organizations. International students in Australia are required to hold a government-issued student visa. All such visa holders are registered in a national database, which contains demographic (e.g. age, gender, nationality) and educational information (e.g. institution, course undertaken, level of course) about each student. Data is extracted from this database and published monthly. The numbers included in the report are for the most current period at the time of the survey (January 2014 to July 2014). The total number of students enrolled in HEIs (international plus domestic) is unknown for the reported 2014 period during the time the study was carried out. The out-bound mobility data provided reflect totals for the 2013 calendar year.

HEI TYPE



139 of the 176 HEIs in Australia are **private institutions**.

HIGHER EDUCATION INSTITUTIONS

A **higher education institution** is a body that is established or recognized by the federal or a state/territory government to issue qualifications in the higher education sector. It may be a university, self-accrediting institution or non-self-accrediting institution. These institutions must be on the National Register of Higher Education Providers.

Public institutions are HEIs that have the majority of their funding provided by the government (state and/or federal).

Private institutions are HEIs that have the majority of their funding sourced from the non-government sector.

In-bound students

are defined as full-fee students on a student visa studying onshore in Australia with an institution registered to deliver courses to such students.



237,527



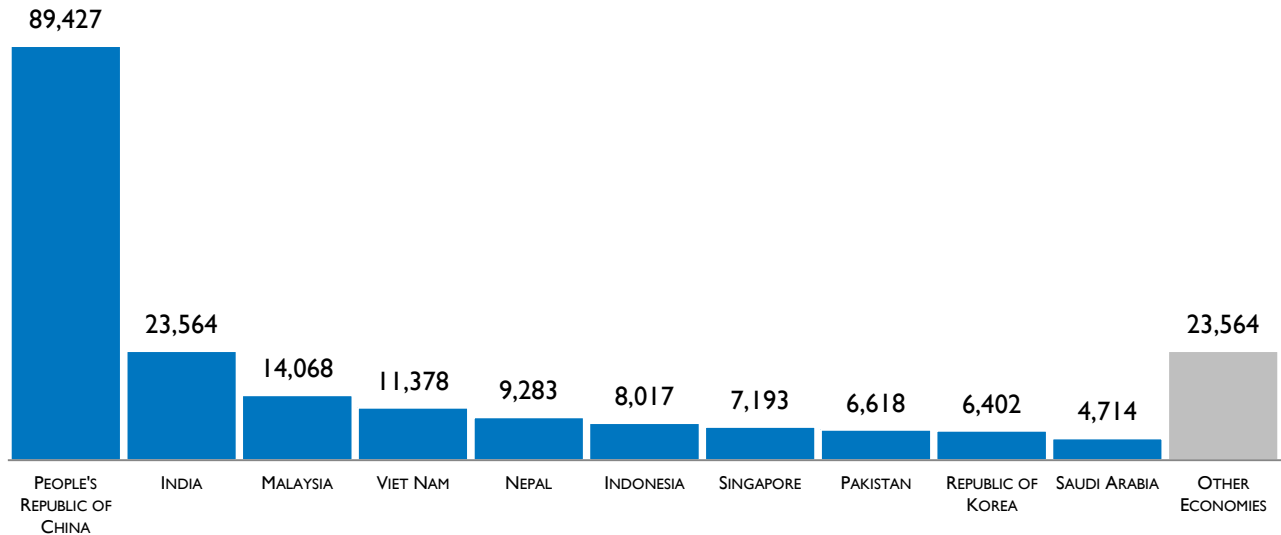
29,487

Out-bound students

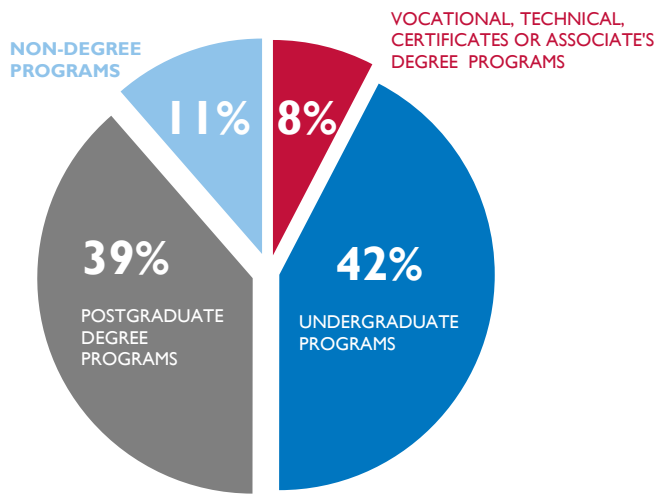
Indicators for the data provided are compatible with *Project Atlas* definitions.

Australia's data was provided by the Federal Department of Education and Training and reflect counts for January 2014 - July 2014. Out-bound mobility data reflects figures for the 2013 calendar year.

IN-BOUND STUDENTS' TOP TEN PLACES OF ORIGIN



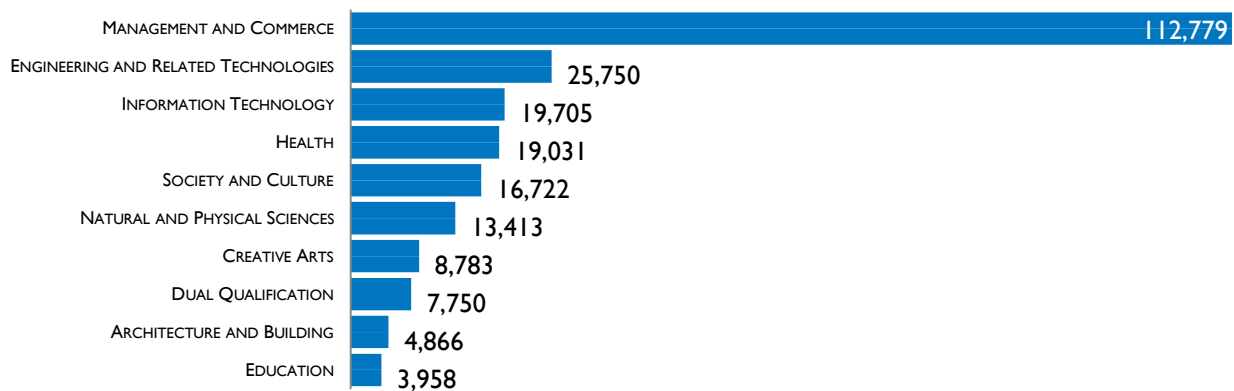
IN-BOUND STUDENTS' ACADEMIC LEVELS



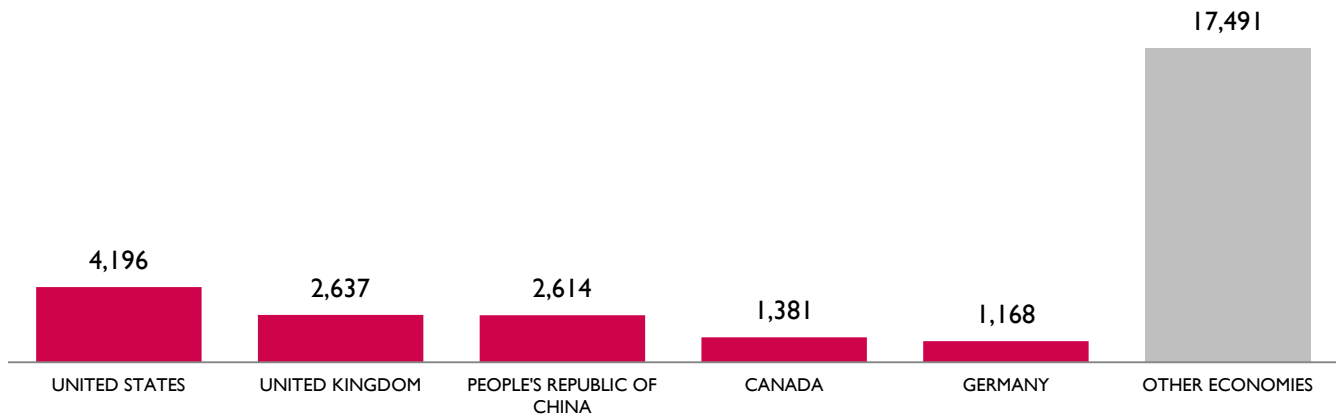
IN-BOUND STUDENTS FROM APEC ECONOMIES

People's Republic of China	89,427
Malaysia	14,068
Viet Nam	11,378
Indonesia	8,017
Singapore	7,193
Republic of Korea	6,402
Hong Kong, China	4,557
The Republic of the Philippines	3,183
Thailand	2,833
Canada	2,679
Chinese Taipei	2,316
United States	2,316
Japan	1,619
The Russian Federation	949
Mexico	543
Chile	503
Papua New Guinea	435
Peru	361
Brunei Darussalam	313
TOTAL	159,092

IN-BOUND STUDENTS' TOP FIELDS OF STUDY



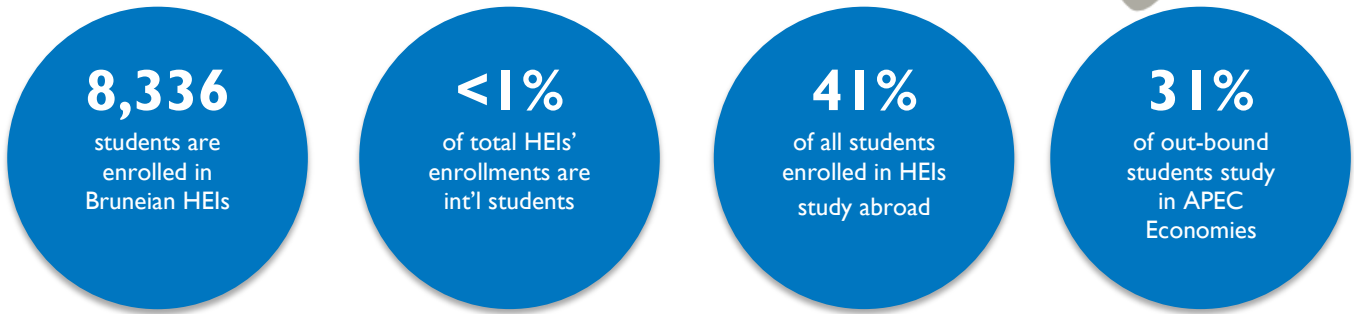
OUT-BOUND STUDENTS' TOP DESTINATIONS



OUT-BOUND STUDENTS IN APEC ECONOMIES

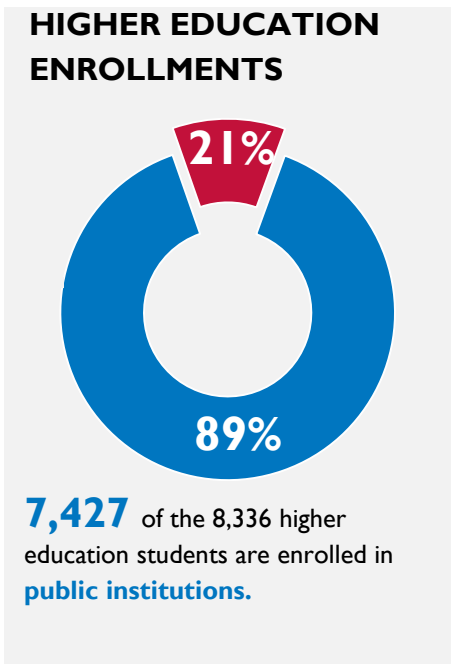
United States	4,196
People's Republic of China	2,614
Canada	1,381
TOTAL	~8,191

BRUNEI DARUSSALAM



MOBILITY DEFINITIONS & DATA COLLECTION

UIS (2012) data is supplemented for all of Brunei Darussalam's in-bound and out-bound mobility figures.



In-bound students*

Based on the UIS' definition and estimated calculation of internationally mobile students for 2012.



354*

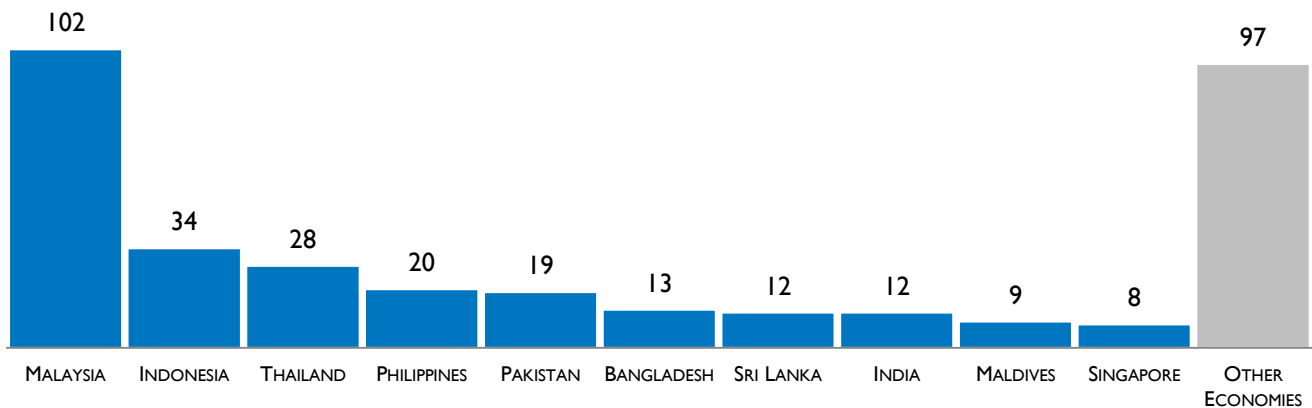
Out-bound students*

Based on the UIS' definition and estimated calculation of out-bound mobile students for 2012.



3,423*

IN-BOUND STUDENTS' TOP TEN PLACES OF ORIGIN*



* Figures and indicators supplemented from the UIS' data for 2012.

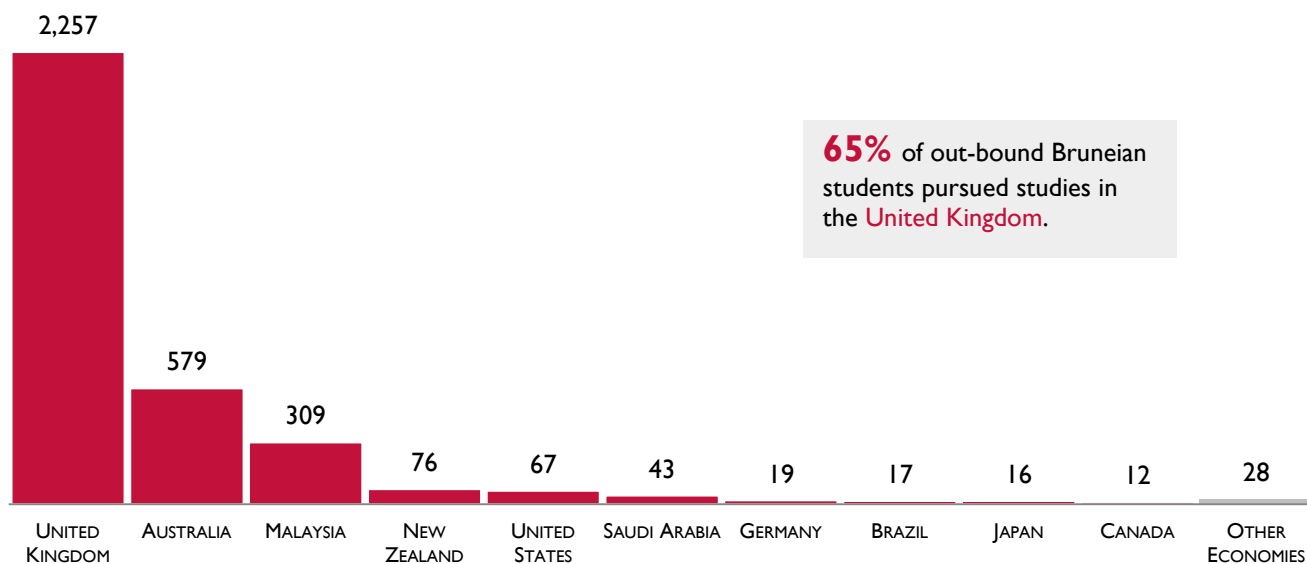
IN-BOUND STUDENTS FROM APEC ECONOMIES*

Malaysia	102
Indonesia	34
Thailand	28
Peru	20
Singapore	8
People's Republic of China	<5
Australia	<5
Canada	<5
Chile	<5
Hong Kong, China	<5
Japan	<5
Republic of Korea	<5
Mexico	<5
New Zealand	<5
Papua New Guinea	<5
The Republic of the Philippines	<5
The Russian Federation	<5
United States	<5
Viet Nam	<5
TOTAL	~192

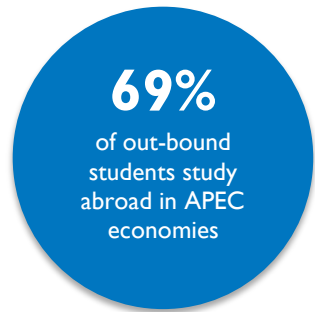
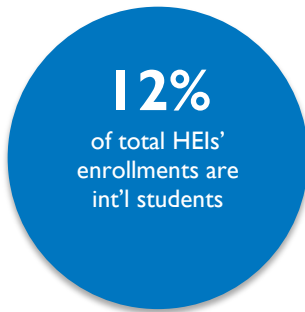
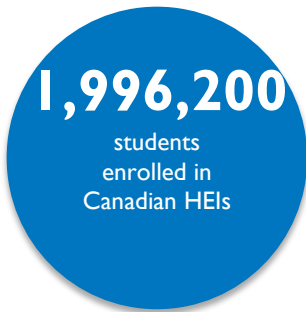
OUT-BOUND STUDENTS IN APEC ECONOMIES*

Australia	579
Malaysia	309
New Zealand	76
United States	67
Japan	16
Canada	12
Republic of Korea	7
Chile	<5
Hong Kong, China	<5
Indonesia	<5
The Russian Federation	<5
Thailand	<5
Viet Nam	<5
TOTAL	~1,066

OUT-BOUND STUDENTS' TOP TEN DESTINATIONS*



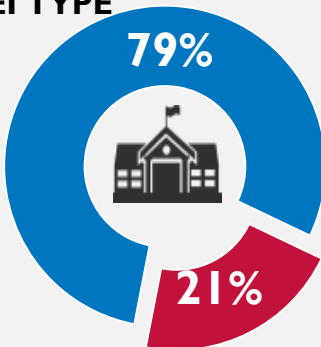
CANADA



MOBILITY DEFINITIONS & DATA COLLECTION

The information presented for Canada is partially supplemented from the Canadian Bureau for International Education's (CBIE) data provided in cooperation with IIE's *Project Atlas* initiative. The statistics division of the Department of Citizenship and Immigration Canada is the primary entity that collects data on international students. Other agencies such as CBIE and provincial/territorial ministries are also engaged in analyzing and interpreting in-bound mobility data. Higher education institution type and international mobility data reflect counts as of December 2013. Out-bound mobility data is supplemented from the UIS' data for 2012.

HEI TYPE



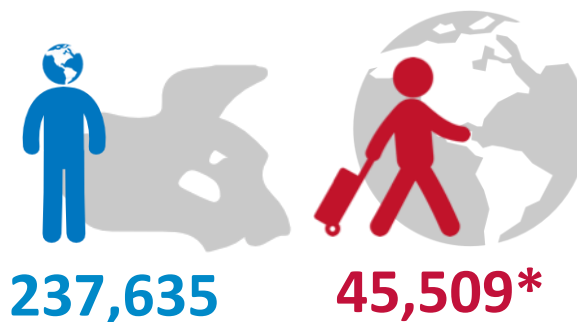
226 of the 286 HEIs in Canada are **public institutions**.

HIGHER EDUCATION INSTITUTIONS

A **higher education institution** or a postsecondary education institution includes formal educational activities for which high school completion is the normal entrance requirement. Constituting authority or ownership is the primary distinction between **public institutions** and **private institutions**. When ownership is not apparent, the involvement of government in the control of the provider is the most important distinction. Control is defined as the potential to affect strategic decision-making, either through funding or accountability requirements.

→ <http://www.statcan.gc.ca/pub/81-595-m/81-595-m2009071-eng.pdf>

In-bound students are defined as temporary residents who have been approved by an immigration officer to study in Canada. The study permit identifies the level of study and the length of time the individual may study in Canada. Students do not need a study permit for courses of six months or less if they will finish the course within the period of stay authorized upon entry, which is usually six months. Every foreign student must have a student authorization, but may also have been issued other types of permits or authorizations.

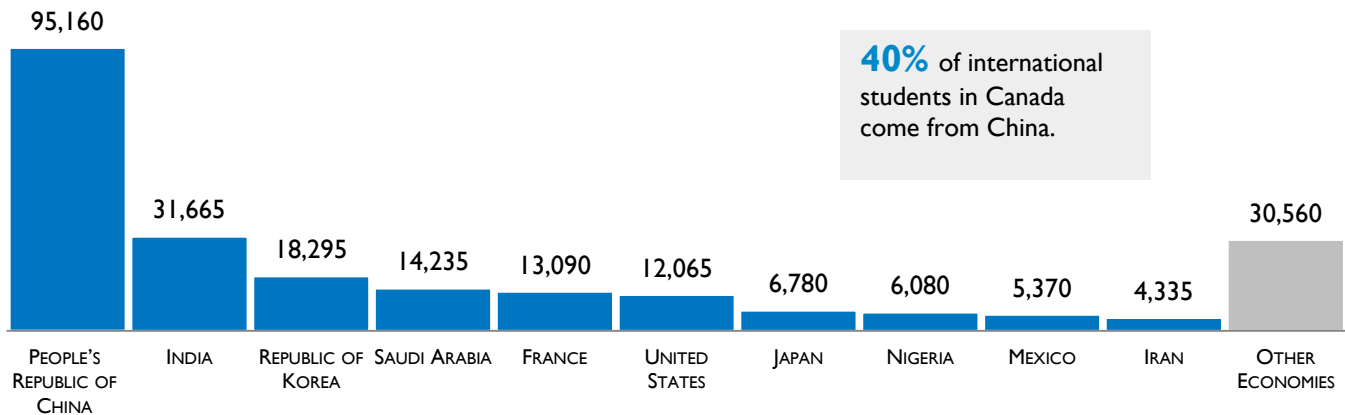


Out-bound students are Canadian students pursuing a full degree abroad. Reported figures are based on the UIS' definition and estimated calculation of out-bound mobile students for 2012.

Canada's data was provided by the Canadian Bureau for International Education (CBIE) and reflects counts as of December 2013.

* Figures and indicators supplemented from the UIS' data for 2012.

IN-BOUND STUDENTS' TOP TEN PLACES OF ORIGIN



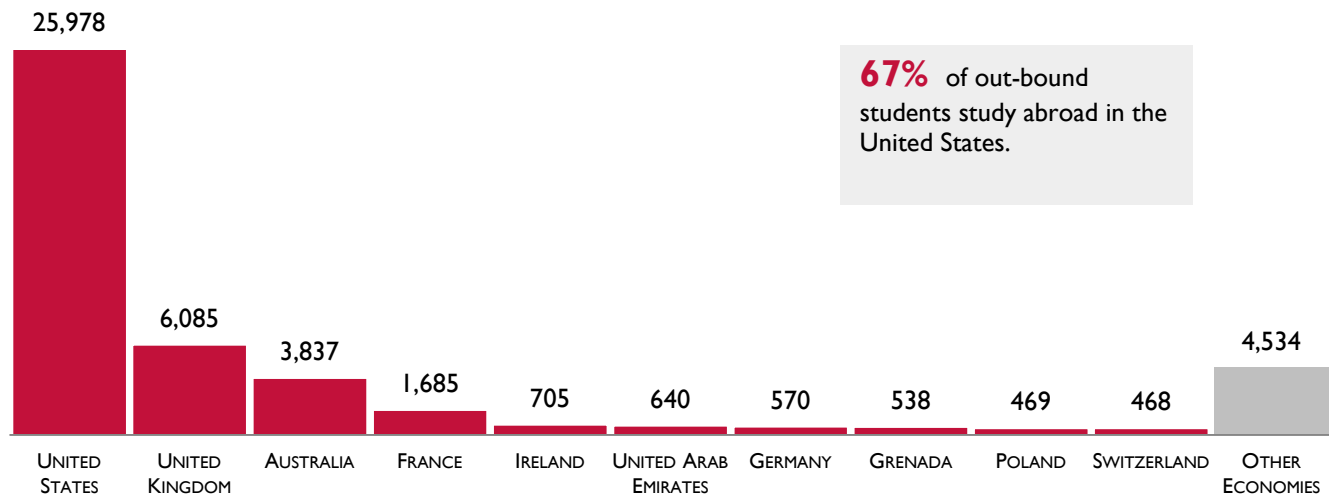
IN-BOUND STUDENTS FROM APEC ECONOMIES

People's Republic of China	95,160
Republic of Korea	18,295
United States	12,065
Japan	6,780
Mexico	5,370
TOTAL	~137,670

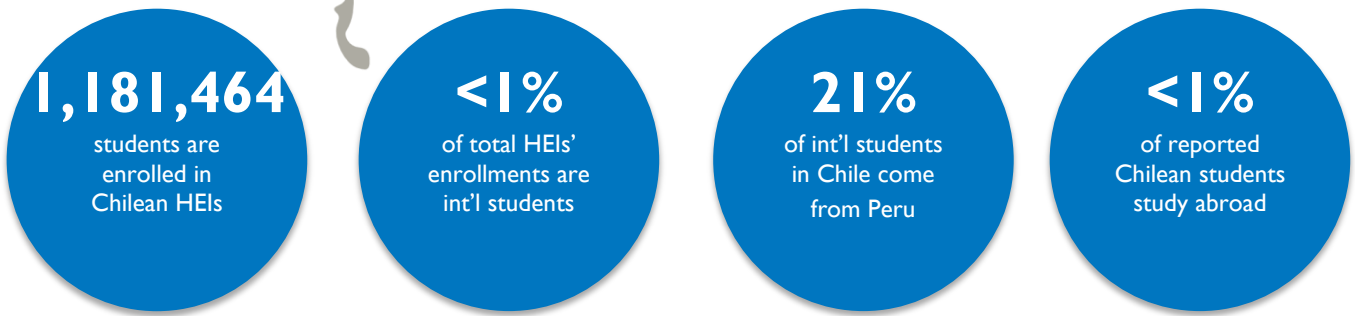
OUT-BOUND STUDENTS IN APEC ECONOMIES*

United States	25,978
Australia	3,837
Republic of Korea	431
New Zealand	400
Japan	317
Thailand	91
Malaysia	80
Hong Kong, China	42
The Russian Federation	15
Brunei Darussalam	<5
Viet Nam	<5
TOTAL	~31,191

OUT-BOUND STUDENTS' TOP TEN DESTINATIONS*



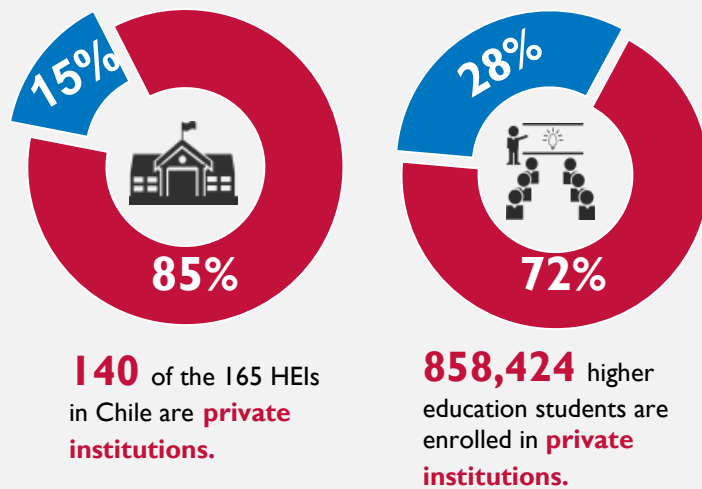
CHILE



MOBILITY DEFINITIONS & DATA COLLECTION

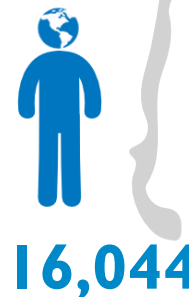
The Higher Education Information System within the Ministry of Education collects, analyzes and reports in-bound mobility data. In-bound mobility figures reflect counts for 2013. Private institutions are not members of the Council of Rectors of Chilean Universities (Consejo de Rectores de Universidades de Chile or CRUCH). Of the total in-bound mobility count, the places of origin of 4,944 students are unknown. Out-bound mobility figures are supplemented from UIS' data for 2012.

HEI TYPE AND STUDENT ENROLLMENTS



In-bound students

are students with foreign nationalities studying in Chile.

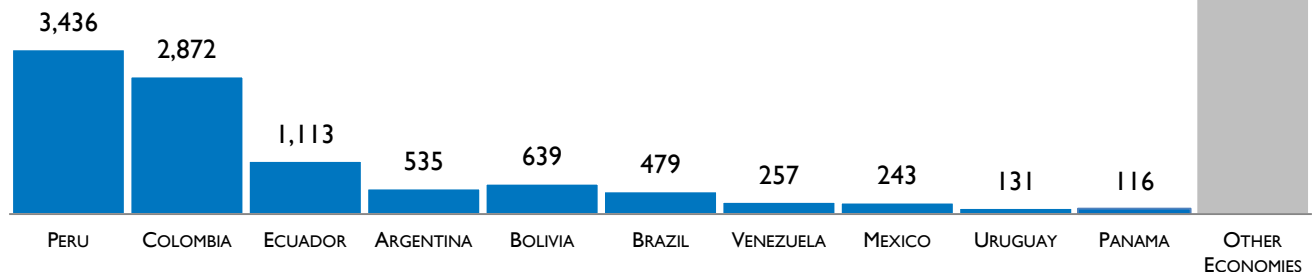


Out-bound students*

Based on the UIS' definition and estimated calculation of out-bound mobile students for 2012.



IN-BOUND STUDENTS' TOP TEN PLACES OF ORIGIN



Chile's data was provided by the Ministry of Education's Higher Education Information System and reflects counts for 2013.

* Figures and indicators supplemented from the UIS' data for 2012.

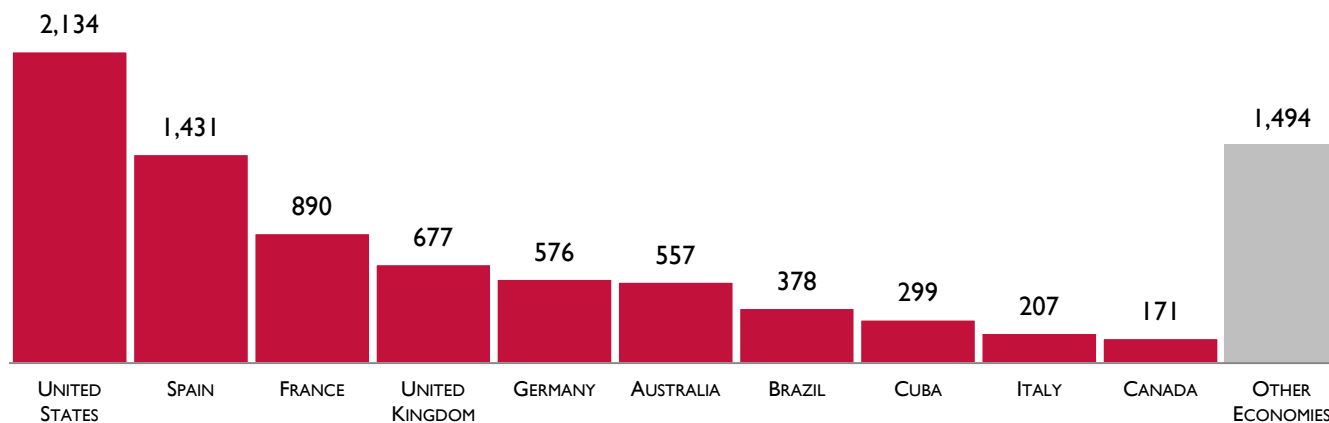
IN-BOUND STUDENTS FROM APEC ECONOMIES*

Peru	3,436
Mexico	243
TOTAL	~3,679

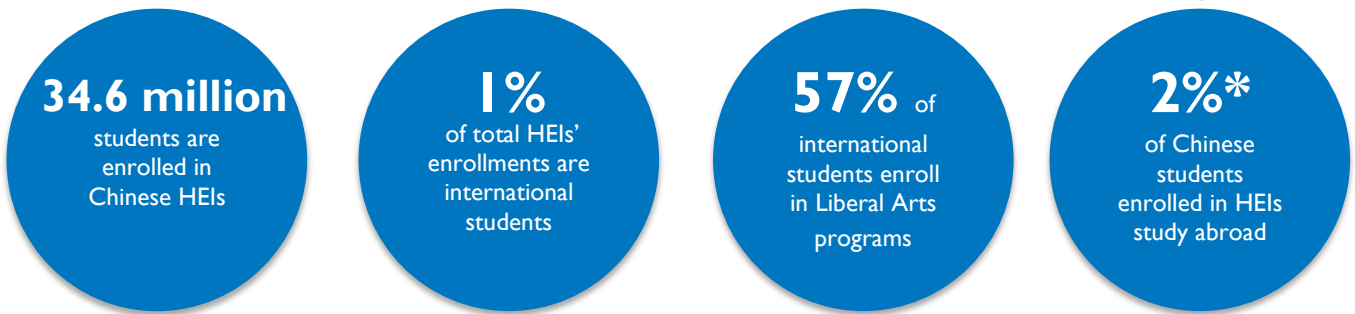
OUT-BOUND STUDENTS IN APEC ECONOMIES*

United States	2,134
Australia	557
Canada	171
New Zealand	125
Japan	33
Republic of Korea	17
The Russian Federation	5
Brunei Darussalam	<5
Hong Kong, China	<5
Malaysia	<5
Thailand	<5
Viet Nam	<5
TOTAL	~3,042

OUT-BOUND STUDENTS' TOP TEN DESTINATIONS*



PEOPLE'S REPUBLIC OF CHINA

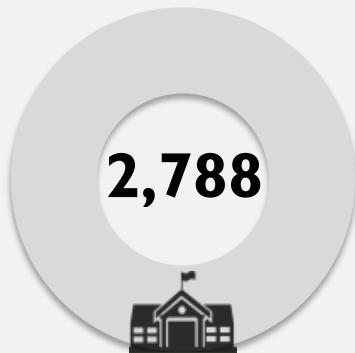


MOBILITY DEFINITIONS & DATA COLLECTION

The Ministry of Education collects, analyzes and reports in-bound and out-bound higher education mobility data to international organizations such as UNESCO. Immigration and governmental agencies, non-governmental organizations and higher education entities also report out-bound data to international organizations. Domestic HEIs collect international student data and report it to the Ministry of Education annually.

In-bound "short term study experiences" are defined as study that is less than six months, while out-bound "short term study experiences" refer to study abroad periods that are less than three months in length. The in-bound data is provided by the Ministry of Education for the 2013 period; UIS (2012) data is supplemented for all out-bound figures.

HIGHER EDUCATION INSTITUTIONS



Total number of Chinese higher education institutions.

In-bound students

refers to students of foreign nationalities who study in higher educational institutions in mainland China.



356,499

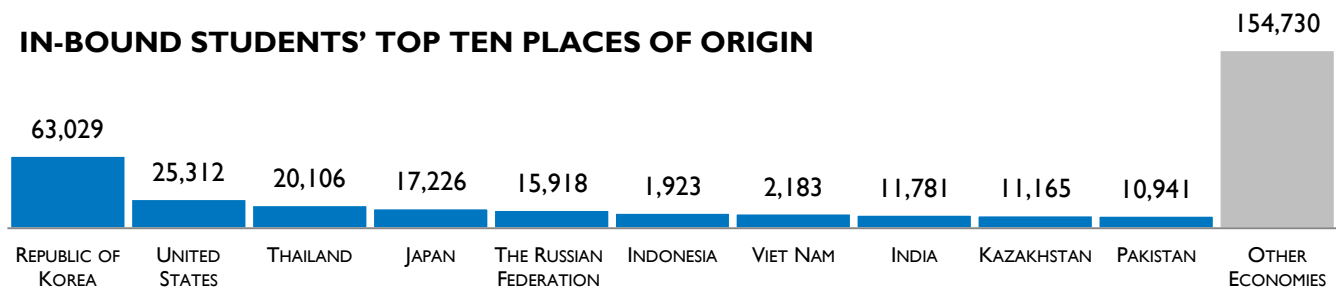
Out-bound students

Chinese data definitions are compatible with *Project Atlas* definitions.



694,365*

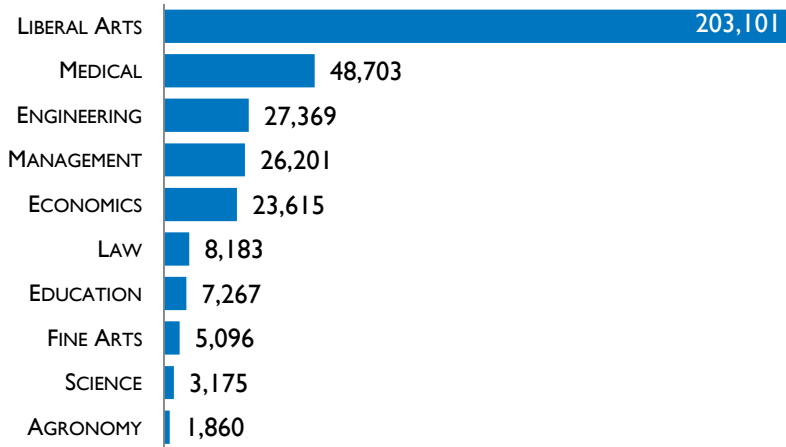
IN-BOUND STUDENTS' TOP TEN PLACES OF ORIGIN



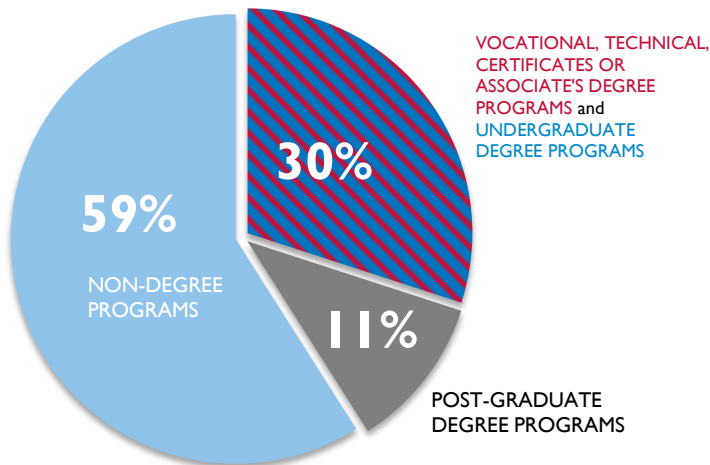
China's data was provided by The Ministry of Education and reflect counts for 2013.

* Figures and indicators supplemented from the UIS' data for 2012.

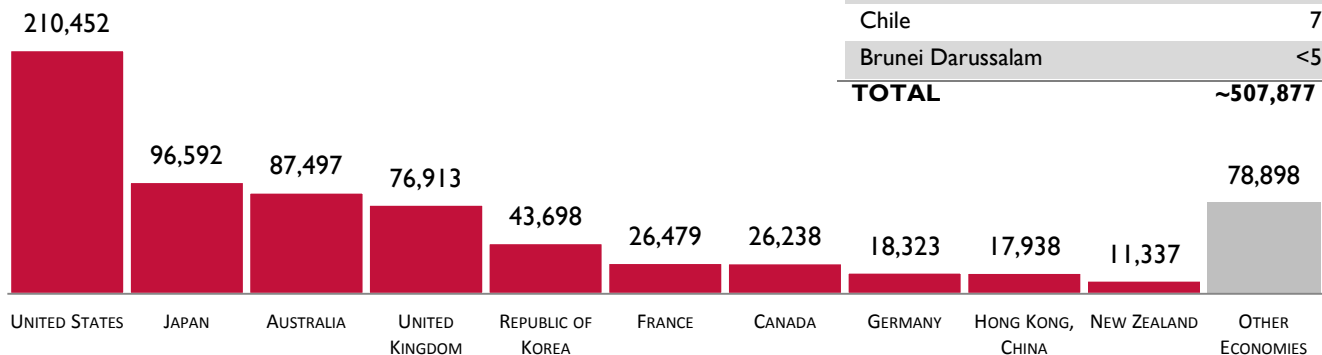
IN-BOUND STUDENTS' TOP FIELDS OF STUDY



IN-BOUND STUDENTS' ACADEMIC LEVELS



OUT-BOUND STUDENTS' TOP TEN DESTINATIONS*



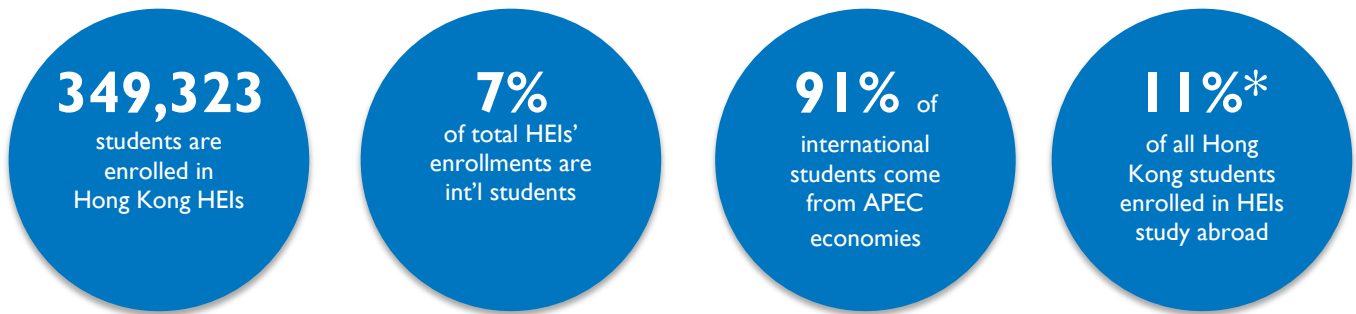
IN-BOUND STUDENTS FROM APEC ECONOMIES

Republic of Korea	63,029
United States	25,312
Thailand	20,106
Japan	17,226
The Russian Federation	15,918
Indonesia	13,492
Viet Nam	12,799
Malaysia	6,126
Singapore	5,290
Canada	3,760
Australia	3,446
The Republic of the Philippines	2,917
Mexico	1,776
New Zealand	751
Chile	460
Peru	363
Papua New Guinea	144
Brunei Darussalam	29
TOTAL	192,944

OUT-BOUND STUDENTS IN APEC ECONOMIES*

United States	210,452
Japan	96,592
Australia	87,497
Republic of Korea	43,698
Canada	26,238
Hong Kong, China	17,938
The Russian Federation	9,842
Thailand	8,444
Malaysia	6,484
Viet Nam	440
Indonesia	245
Chile	7
Brunei Darussalam	<5
TOTAL	~507,877

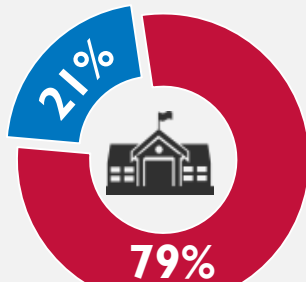
HONG KONG, CHINA



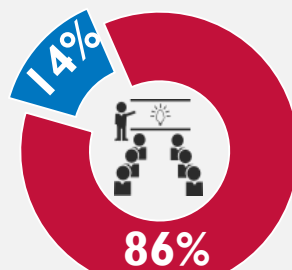
MOBILITY DEFINITIONS & DATA COLLECTION

The University Grants Committee (UGC) and Education Bureau annually collect, analyze, and report international student data. The Education Bureau reports in-bound mobility data to international organizations. For UGC-funded programs, international students' statistical data is collected from UGC-funded institutions through a web-based data reporting system. A short-term study experience is defined as the cumulative duration of short-term studies taken up by any student that does not exceed 180 days within any 12-month period. Due to difficulties tracking out-bound students from Hong Kong, China, out-bound data is not collected. In-bound data provided reflect the 2013/14 academic year enrollments. All out-bound mobility figures are supplemented from the UIS' data for 2012.

HEI TYPE AND STUDENT ENROLLMENTS



33 of the 42 HEIs in Hong Kong, China are **private institutions**.



299,509 higher education students are enrolled in **private institutions**.

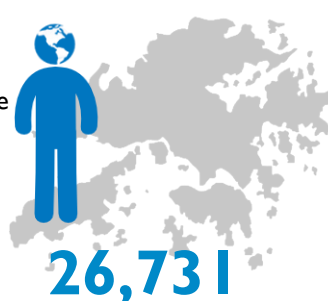
HIGHER EDUCATION INSTITUTIONS

Higher education institutions refer to post-secondary institutions. **Public institutions** are defined as publicly funded post-secondary institutions. **Private institutions** are self-financing post-secondary institutions.

Out-bound students*

Based on the UIS' definition and estimated calculation of out-bound mobile students for 2012.

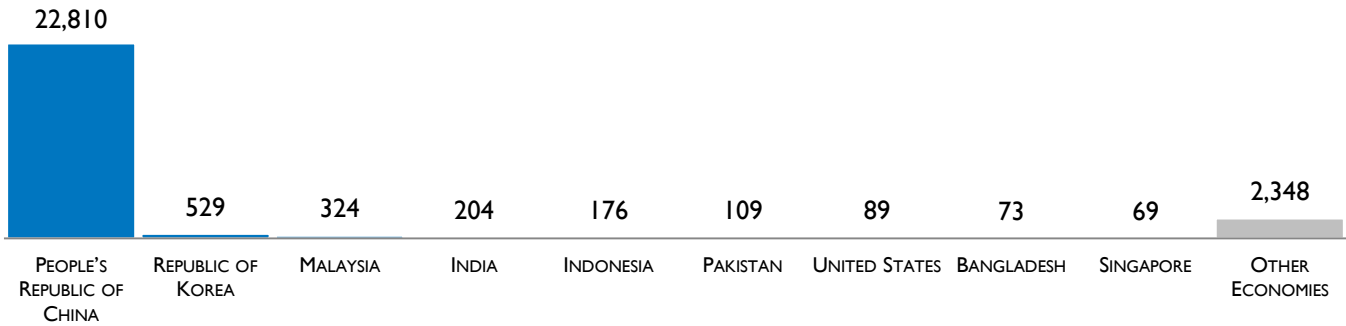
In-bound students or "non-local students" refer to persons entering Hong Kong, China for the purpose of education with a student visa or entry permit issued by the Director of Immigration. They are to be distinguished from children under the age of 18 who come to Hong Kong, China as dependents of persons admitted to work, study, reside or invest in Hong Kong and are treated as local students for the purpose of admission to institutions and schools without immigration restrictions.



Hong Kong, China's data was provided by the Education Bureau and reflects counts for the 2013/14 academic year.

* Figures and indicators supplemented from the UIS' data for 2012.

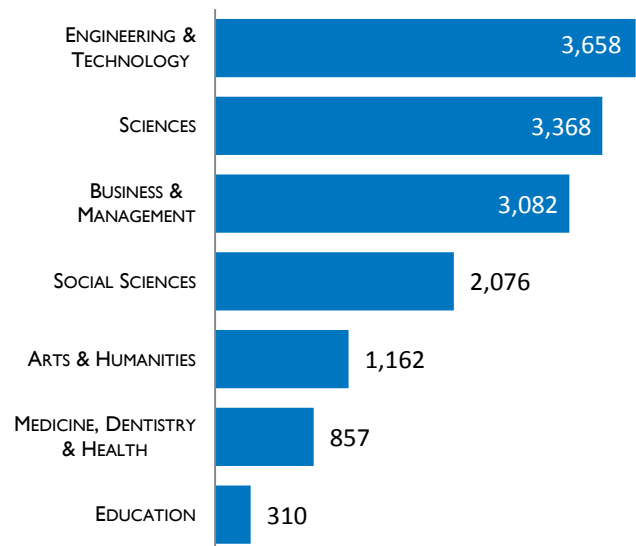
IN-BOUND STUDENTS' TOP TEN PLACES OF ORIGIN



IN-BOUND STUDENTS FROM APEC ECONOMIES

People's Republic of China	22,810
Republic of Korea	529
Malaysia	324
Indonesia	176
United States	89
Singapore	69
Canada	42
Thailand	36
The Republic of the Philippines	25
Viet Nam	23
The Russian Federation	21
Japan	20
Mexico	16
Australia	11
New Zealand	10
Chile	3
Peru	2
TOTAL	~24,206

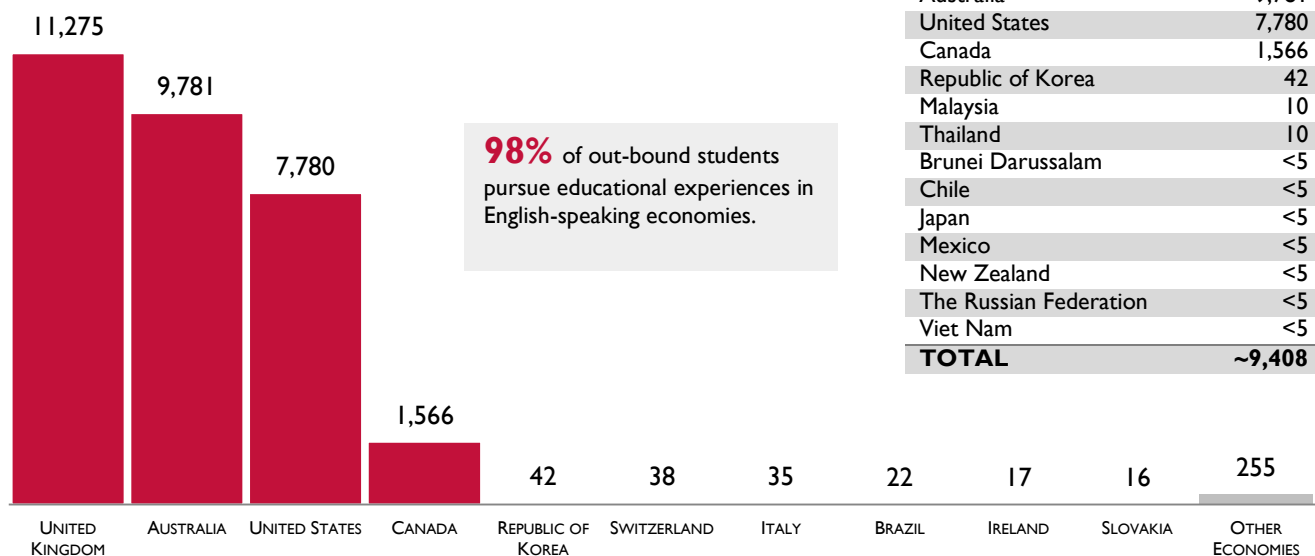
IN-BOUND STUDENTS' TOP FIELDS OF STUDY



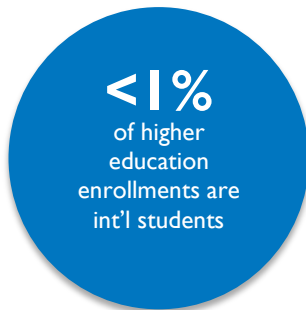
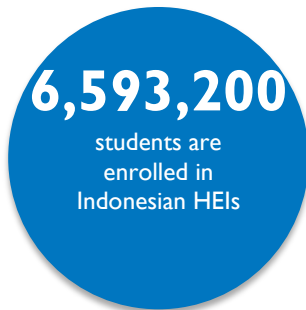
OUT-BOUND STUDENTS IN APEC ECONOMIES*

Australia	9,781
United States	7,780
Canada	1,566
Republic of Korea	42
Malaysia	10
Thailand	10
Brunei Darussalam	<5
Chile	<5
Japan	<5
Mexico	<5
New Zealand	<5
The Russian Federation	<5
Viet Nam	<5
TOTAL	~9,408

OUT-BOUND STUDENTS' TOP TEN DESTINATIONS*



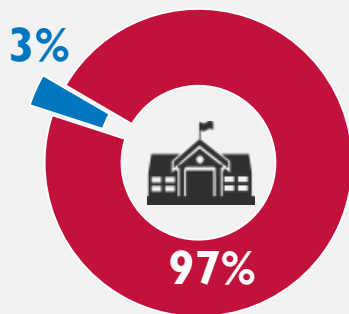
INDONESIA



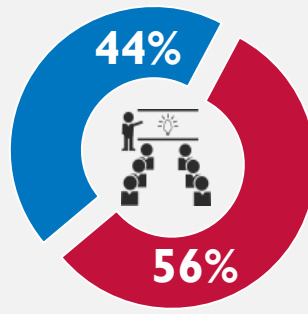
MOBILITY DEFINITIONS & DATA COLLECTION

Until 2014, the Ministry of Education and Culture (MOEC) was the primary entity responsible for collecting and analyzing in-bound and out-bound student mobility data. Starting in late 2014, HEIs have been integrated under the auspices of the Ministry of Research, Technology and Higher Education (MORTHE), while the MOEC is responsible for education at the primary and secondary levels. The MORTHE does not report data to international organizations such as UNESCO or OECD. All HEIs are required to submit their international student data online through the National Database for Higher Education (Pangkalan Data Dikti). In addition, the MORTHE annually collects tertiary-level international student data from a variety of sources, including: immigration offices, MORTHE's unit on international affairs, HEIs and the Indonesian Education Database. In-bound student figures do not distinguish between students coming for short-term study experiences and those coming to pursue a full degree program. Out-bound mobility data is based on visa and immigration documents and is collected annually from scholarship-funding agencies, HEIs and immigration offices. In-bound and out-bound student totals are provided by the MOEC and represent figures as of October 2013. Other International student figures are supplemented from the UIS' data for 2012.

HEI TYPE AND STUDENT ENROLLMENTS



3,022 of the 3,128 HEIs in Indonesia are **private institutions**.



3.1 million higher education students are enrolled in **private institutions**.

HIGHER EDUCATION INSTITUTIONS

A **Higher education institution** is a tertiary level education entity in the form of a university, school, institute or academy that provides formal degree-granting and non-formal/non-degree granting or professional education. Education is delivered in conventional ways as well as through distance education modes.

Public institutions are tertiary education institutions belonging to and funded by the Government of Indonesia. **Private institutions** are tertiary education institutions that belong to and are funded by private ownership.

→ National Education Law No. 20/2003 (searched by: UU 20 Tahun 2013), Higher Education Law No. 12/2012.

In-bound students

are defined as students who are coming from foreign economies or with foreign citizenships studying in higher education institutions in Indonesia.



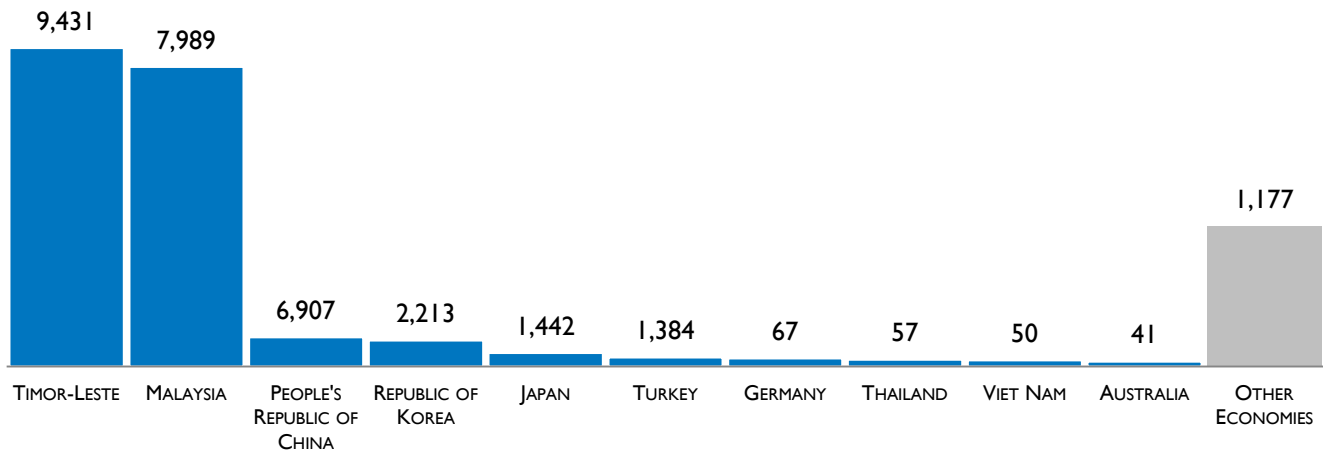
Out-bound students

are Indonesian citizens who are pursuing full degree or non-degree/short term education abroad.

Indonesia's data was collected by the Ministry of Education and Culture and reflects counts as of October 2013.

* Figures and indicators supplemented from the UIS' data for 2012.

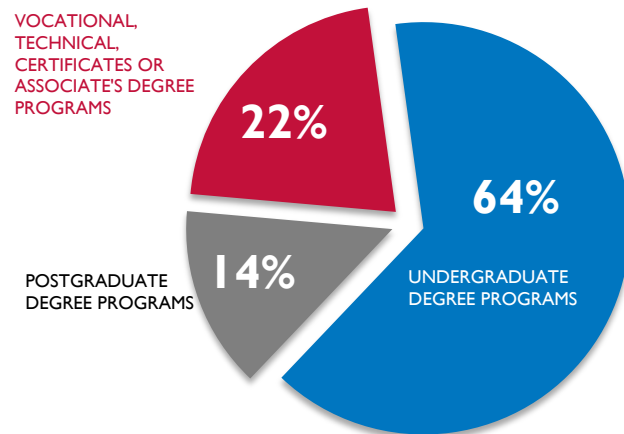
IN-BOUND STUDENTS' TOP TEN PLACES OF ORIGIN*



IN-BOUND STUDENTS FROM APEC ECONOMIES*

Malaysia	2,516
People's Republic of China	245
Republic of Korea	218
Japan	113
Thailand	57
Viet Nam	50
Australia	41
TOTAL	~3,240

OUT-BOUND STUDENTS' ACADEMIC LEVELS



OUT-BOUND STUDENTS' TOP TEN DESTINATIONS (numerical breakdown unavailable)

United States
United Kingdom
Japan
Australia
Republic of Korea
China
Egypt
Netherlands
New Zealand

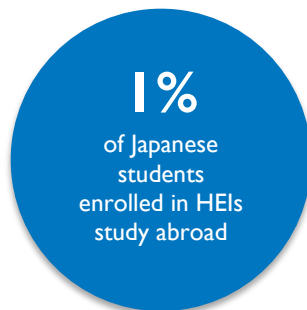
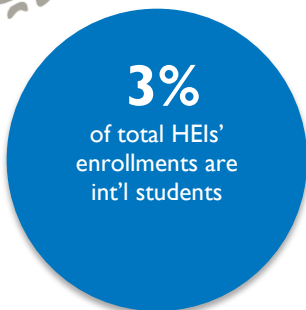
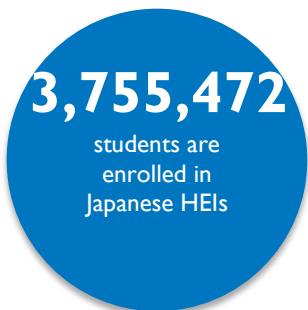
OUT-BOUND STUDENTS IN APEC ECONOMIES*

Australia	9,431
Malaysia	7,989
United States	6,907
Japan	2,213
Canada	612
Republic of Korea	612
New Zealand	372
Thailand	323
Hong Kong, China	80
The Russian Federation	74
Brunei Darussalam	34
Chile	<5
Viet Nam	<5
TOTAL	~28,647

OUT-BOUND STUDENTS' TOP FIELDS OF STUDY (numerical breakdown unavailable)

Engineering
Education
Social Sciences
Islamic Studies
Sciences

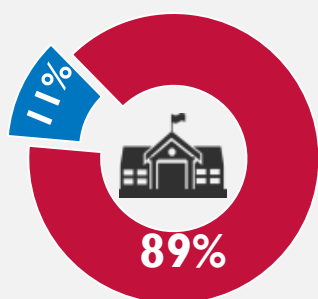
JAPAN



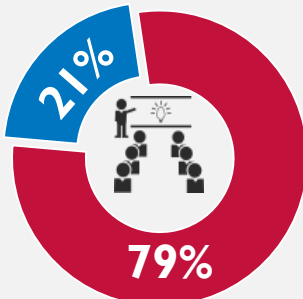
MOBILITY DEFINITIONS & DATA COLLECTION

The Japan Student Services Organization (JASSO) is responsible for tracking and analyzing both in-bound and out-bound student mobility trends. Data is collected from HEIs via annual surveys. In turn, the Ministry of Education (Policy Planning and Coordination Division, Lifelong Learning Policy Bureau) reports international student and out-bound mobility data to international organizations such as UNESCO and OECD. For 2014, JASSO sent out their annual survey to HEIs in Japan by postal mail and e-mail. HEIs are asked to annually submit their data to JASSO by September 19. In-bound data reflects counts as of May 1st 2013 and out-bound data reflects counts as of March 2013.

HEI TYPE AND STUDENT ENROLLMENT



3,557 of the 4,009 HEIs in Japan are **private institutions**.



2.9 million higher education students are enrolled in **private institutions**.

HIGHER EDUCATION INSTITUTIONS

Although there is no clearly recognized definition in Japan for what constitutes a **higher education institution**, the following entities are included in the analysis: universities, graduate schools, junior colleges, colleges of technology and specialized training colleges. HEIs established by the central government are defined as **national institutions**, while institutions established by local authorities are termed **public institutions**. Any HEI established by an incorporated educational institution is a **private institution**.

In-bound students are defined as students from a foreign economy who are receiving education at any Japanese university, graduate school, junior college, college of technology, professional training college or university preparatory course and who reside in Japan with a "college student" visa status.



135,519

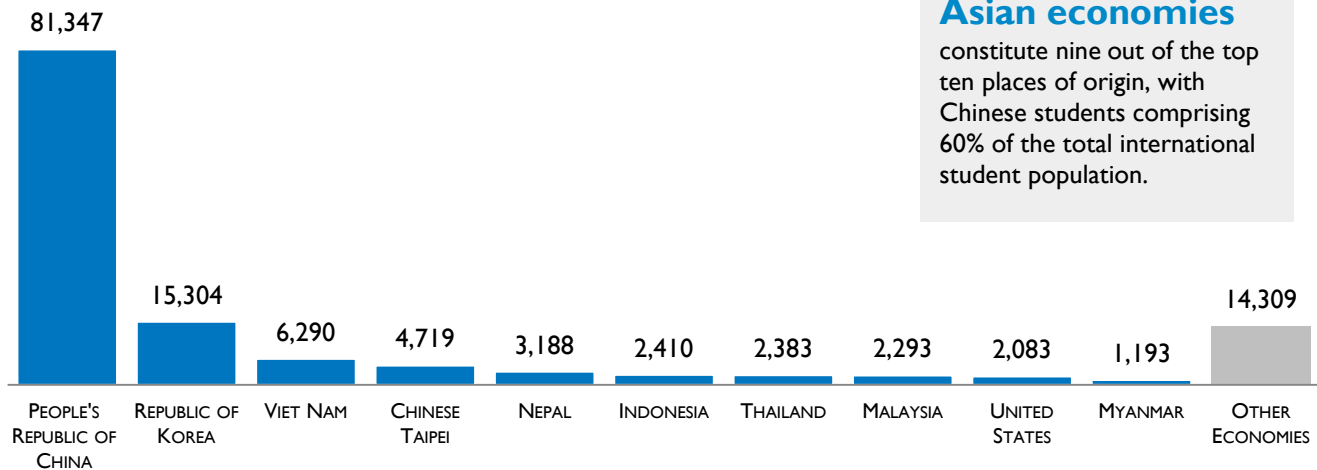


43,009

Out-bound students are defined as Japanese students who study in foreign economies for the purpose of research or education in accordance with student exchange agreements between Japanese HEIs and HEIs in other economies.

Japan's data was provided by the Japan Student Services Organization. In-bound data reflects counts as of May 1, 2013 and out-bound data reflects counts as of March 2013.

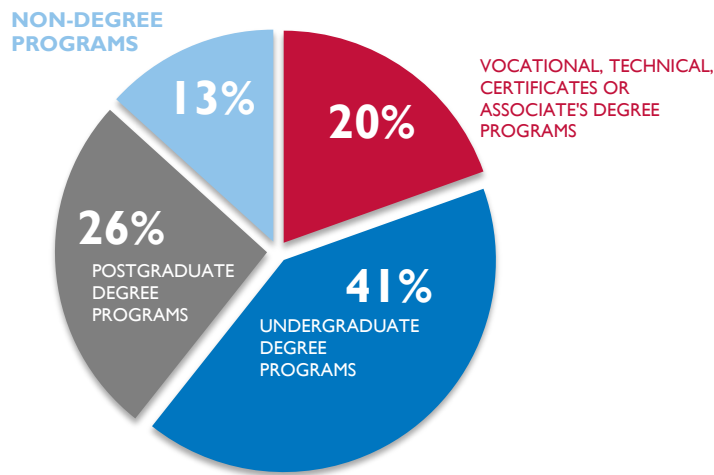
IN-BOUND STUDENTS' TOP TEN PLACES OF ORIGIN



Asian economies

constitute nine out of the top ten places of origin, with Chinese students comprising 60% of the total international student population.

IN-BOUND STUDENTS' ACADEMIC LEVELS

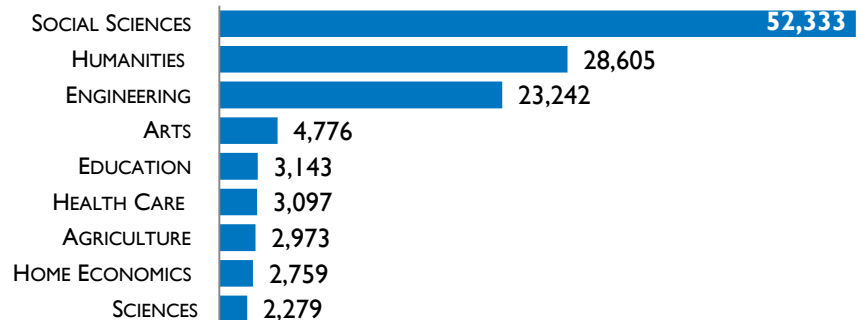


IN-BOUND STUDENTS FROM APEC ECONOMIES

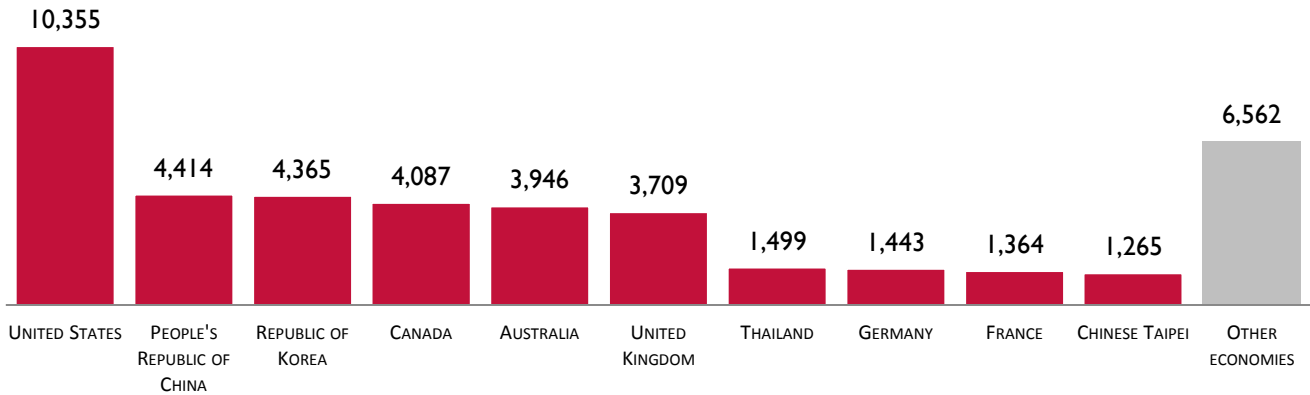
People's Republic of China	81,347
Republic of Korea	15,304
Viet Nam	6,209
Chinese Taipei	4,719
Indonesia	2,410
Thailand	2,383
Malaysia	2,293
United States	2,083
Hong Kong, China	537
The Republic of the Philippines	507
The Russian Federation	339
Australia	312
Canada	308
Singapore	209
Mexico	190
Peru	86
New Zealand	77
Chile	37
Brunei Darussalam	20
Papua New Guinea	18
TOTAL	119,388

IN-BOUND STUDENTS' TOP FIELDS OF STUDY

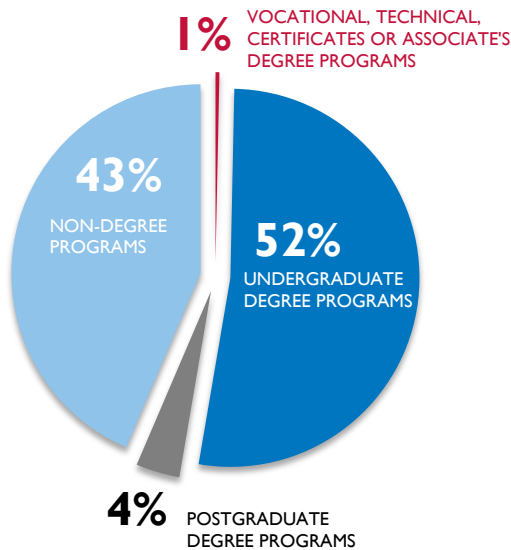
42% of international students enroll in Social Science programs, 21 times more than the number of international students who study Agriculture, Home Economics or Sciences.



OUT-BOUND STUDENTS' TOP TEN DESTINATIONS



OUT-BOUND STUDENTS' ACADEMIC LEVELS

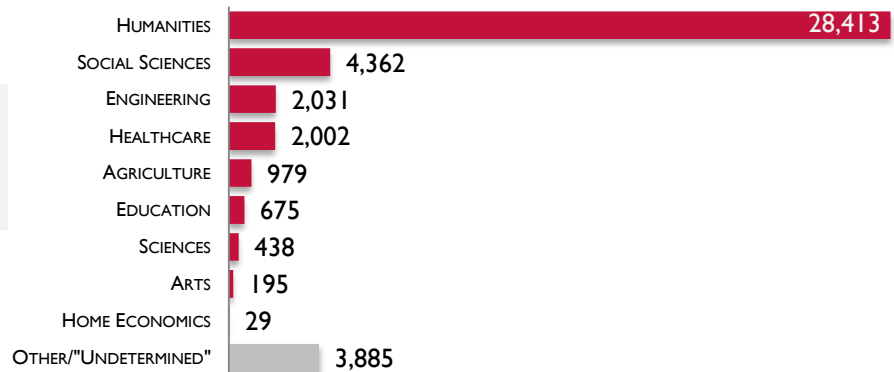


OUT-BOUND STUDENTS IN APEC ECONOMIES

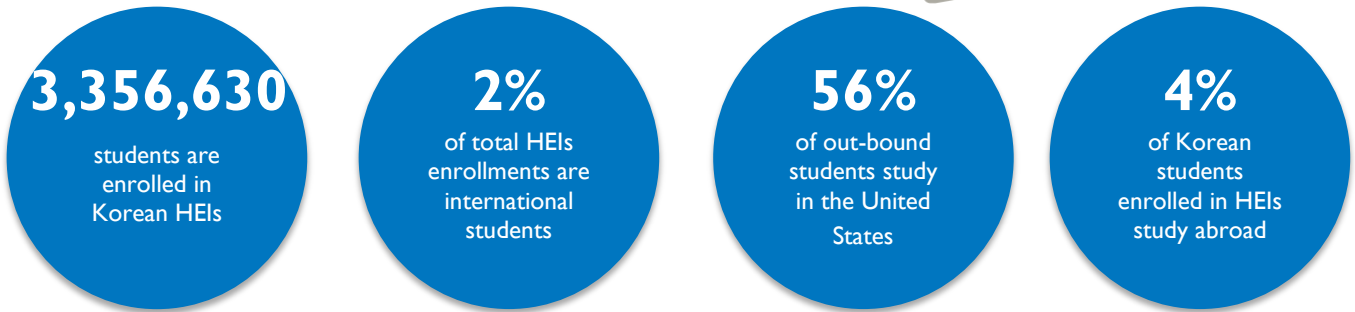
United States	10,355
Republic of Korea	4,365
People's Republic of China	4,241
Canada	4,087
Australia	3,946
Thailand	1,499
Chinese Taipei	1,265
New Zealand	1,080
Indonesia	412
Viet Nam	402
The Republic of the Philippines	357
Malaysia	314
The Russian Federation	224
Singapore	180
Hong Kong, China	173
Mexico	173
Papua New Guinea	94
Chile	12
Brunei Darussalam	10
Peru	4
TOTAL	33,189

OUT-BOUND STUDENTS' TOP FIELDS OF STUDY

66% of out-bound Japanese students pursue degrees in the Humanities.



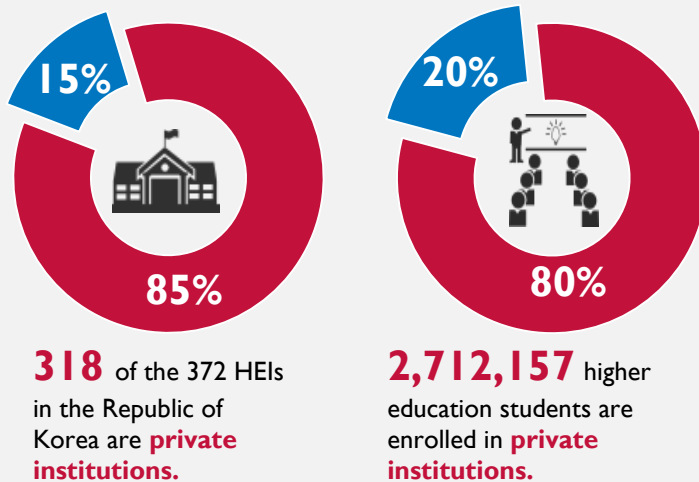
REPUBLIC OF KOREA



MOBILITY DEFINITIONS & DATA COLLECTION

Unless otherwise noted, UIS data for 2012 is used for all the Republic of Korea's higher education sector totals, and in-bound and out-bound mobility figures.

HEI TYPE AND STUDENT ENROLLMENTS



HIGHER EDUCATION INSTITUTIONS

HEIs in the Republic of Korea include the following types of schools:

- 1) Universities, 2) Industrial Universities,
- 3) Teachers Colleges, 4) Junior Colleges,
- 5) Air & Correspondence Universities,
- 6) Technical Colleges, 7) and, Miscellaneous Schools.

→ http://english.moe.go.kr/web/1692/sit_0203.jsp

In-bound students*

Based on the UIS' definition and estimated calculation of internationally mobile students for 2012.



59,472*



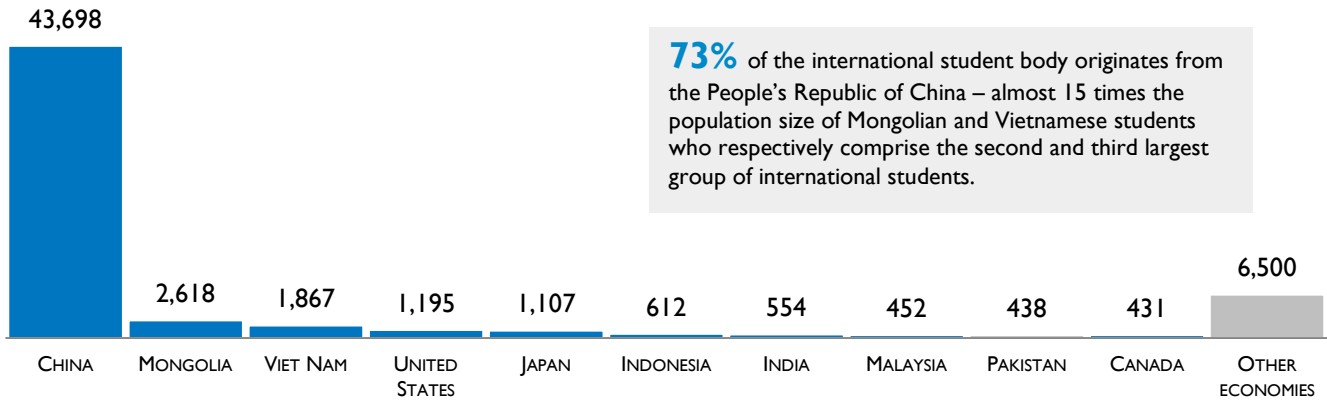
123,674*

Out-bound students*

Based on the UIS' definition and estimated calculation of out-bound mobile students for 2012.

* Figures and indicators supplemented from the UIS' data for 2012.

IN-BOUND STUDENTS' TOP TEN PLACES OF ORIGIN*

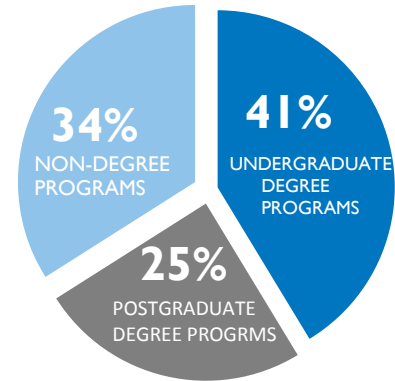


73% of the international student body originates from the People's Republic of China – almost 15 times the population size of Mongolian and Vietnamese students who respectively comprise the second and third largest group of international students.

IN-BOUND STUDENTS FROM APEC ECONOMIES*

People's Republic of China	43,698
Viet Nam	1,867
United States	1,195
Japan	1,107
Indonesia	612
Malaysia	452
Canada	431
The Republic of the Philippines	343
The Russian Federation	330
Thailand	253
Australia	71
New Zealand	62
Singapore	49
Hong Kong, China	42
Mexico	39
Peru	26
Chile	17
Brunei Darussalam	7
Papua New Guinea	<5
TOTAL	~50,601

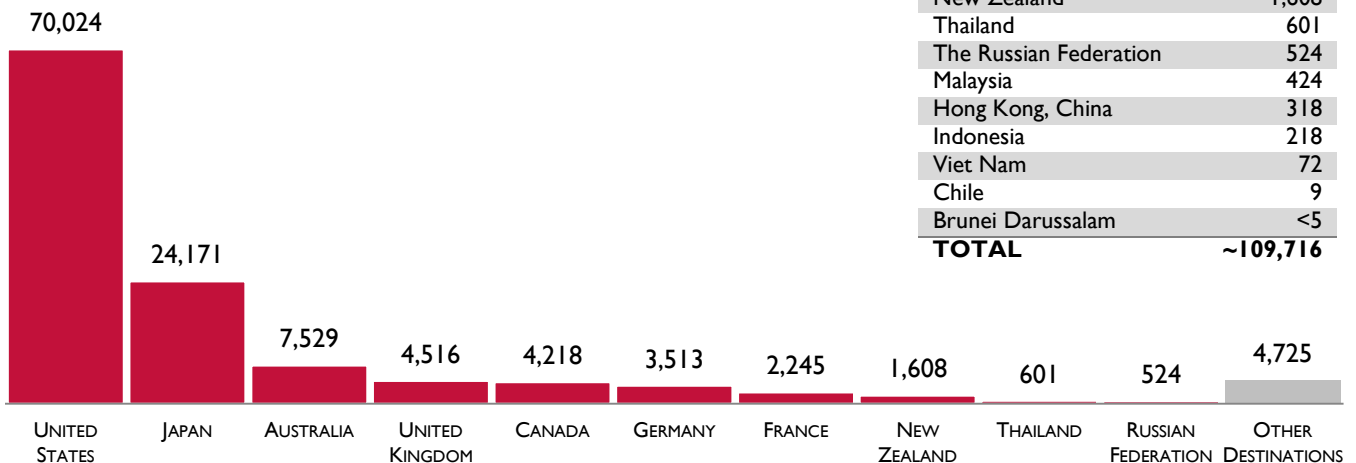
IN-BOUND STUDENTS' ACADEMIC LEVELS



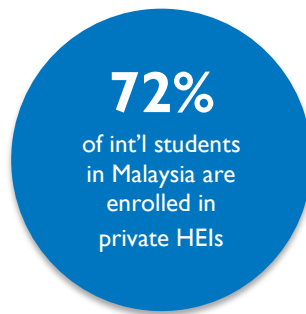
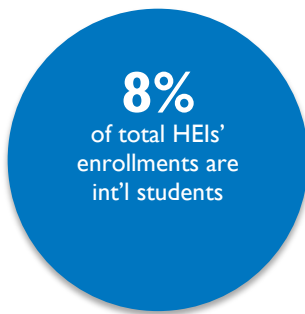
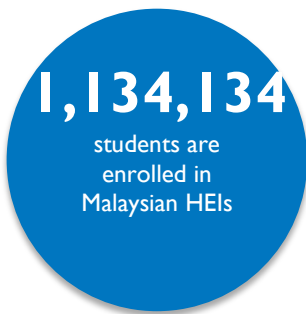
OUT-BOUND STUDENTS IN APEC ECONOMIES*

United States	70,024
Japan	24,171
Australia	7,529
Canada	4,218
New Zealand	1,608
Thailand	601
The Russian Federation	524
Malaysia	424
Hong Kong, China	318
Indonesia	218
Viet Nam	72
Chile	9
Brunei Darussalam	<5
TOTAL	~109,716

OUT-BOUND STUDENTS' TOP TEN DESTINATIONS*



MALAYSIA



MOBILITY DEFINITIONS & DATA COLLECTION

The information presented for Malaysia is supplemented from its Ministry of Higher Education data provided in cooperation with IIE's *Project Atlas* initiative. The ministry is the only agency responsible for data collection on international educational exchange and global student mobility for Malaysia. In 2013, the Ministry of Higher Education merged with the Ministry of Education. The Planning and Education Policy Research department in the Ministry of Education (MoE) reports Malaysian student mobility data to international organizations such as OECD and EUROSTAT. Data represents enrollment and international and out-bound mobility figures for January 2010 through December 2010. Even though the "In-Bound Students' Top Ten Places of Origin" and "In-bound Students from APEC Economies" figures both reflect in-bound mobility data, the totals do not match because the sources differ with one set made available from the Ministry of Higher Education, and the other available through the UIS.

In-bound students

Malaysian data definitions are compatible with *Project Atlas* definitions.



86,923

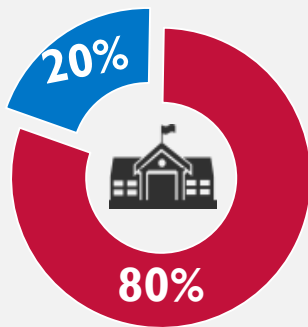
Out-bound students

Malaysian data definitions are compatible with *Project Atlas* definitions.

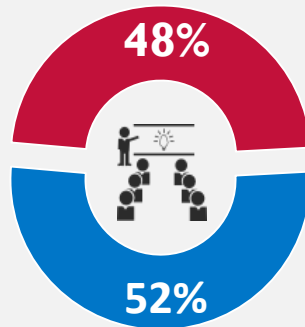


79,254

HEI TYPE AND STUDENT ENROLLMENTS



476 of the 594 HEIs in Malaysia are **private institutions**.



592,505 higher education students are enrolled in **public institutions**.

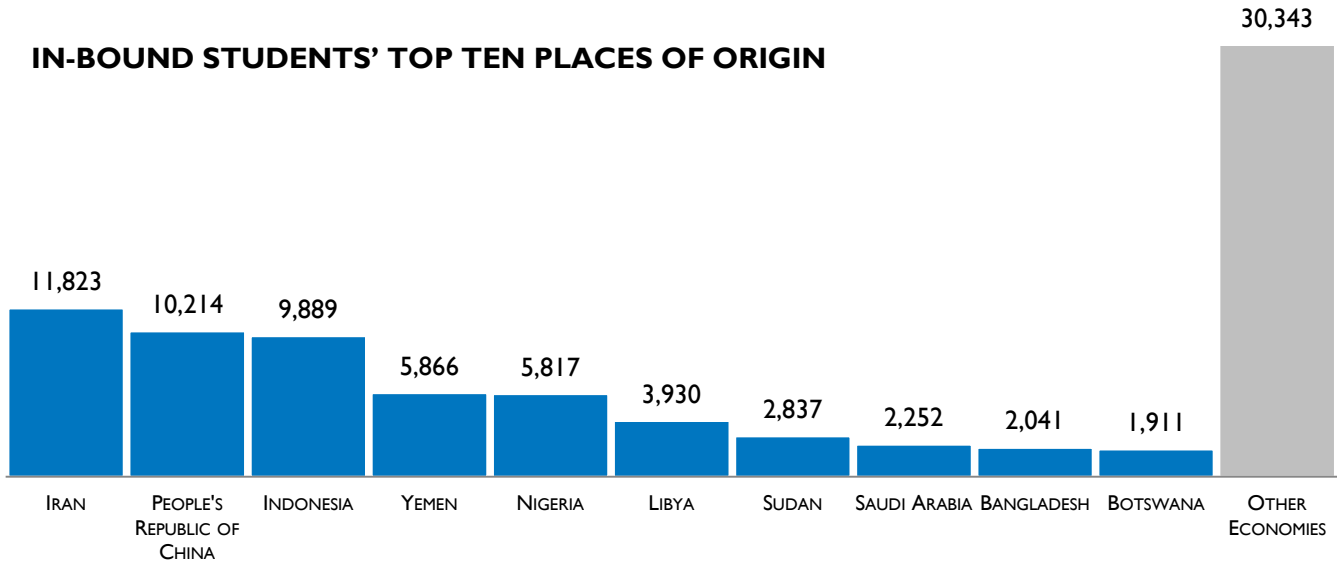
HIGHER EDUCATION INSTITUTIONS

Public institutions data include polytechnic and community colleges numbers.

Malaysia's data is supplemented from the The Ministry of Higher Education Malaysia data and references figures for January 2010 through December 2010.

* Figures and indicators supplemented from the UIS' data for 2012.

IN-BOUND STUDENTS' TOP TEN PLACES OF ORIGIN



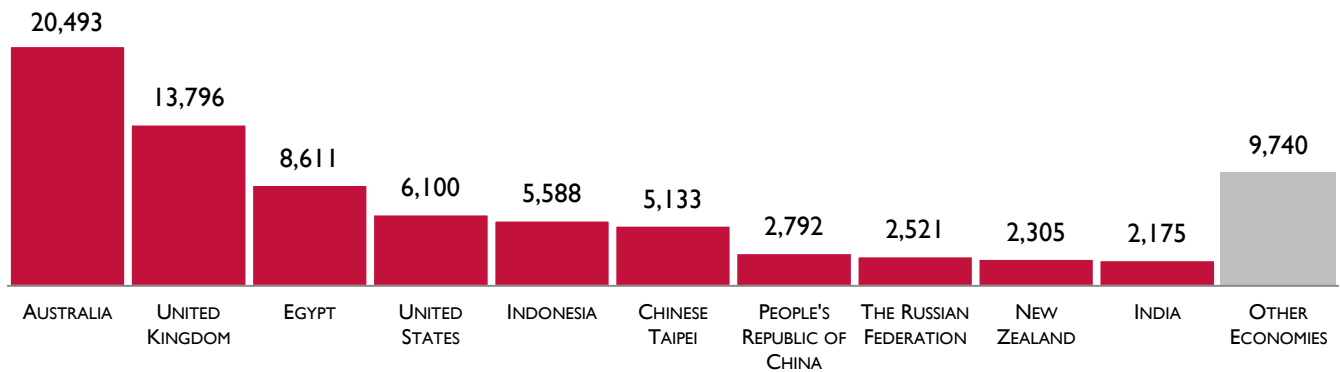
IN-BOUND STUDENTS FROM APEC ECONOMIES*

Indonesia	7,989
People's Republic of China	6,484
Thailand	1,025
Singapore	791
Republic of Korea	424
Viet Nam	346
Brunei Darussalam	309
The Republic of the Philippines	267
United States	130
Canada	80
Japan	79
The Russian Federation	76
Australia	59
Hong Kong, China	10
Mexico	9
Chile	<5
Papua New Guinea	<5
TOTAL	~18,078

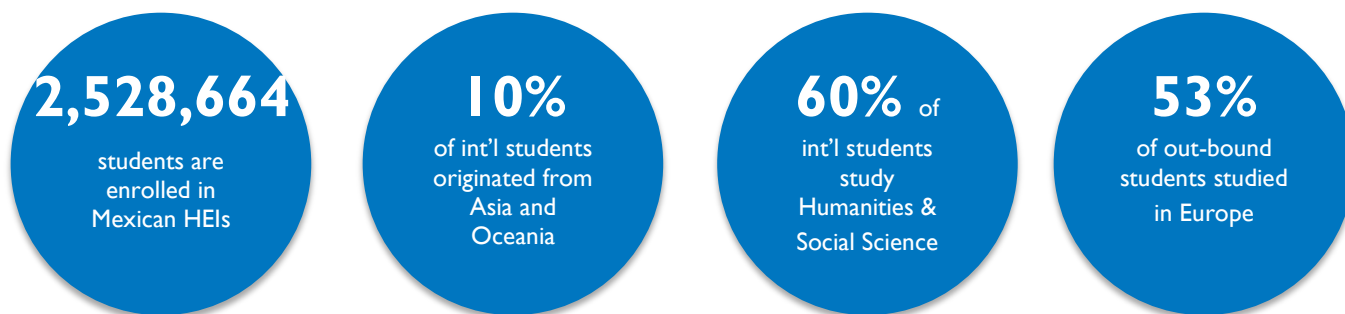
OUT-BOUND STUDENTS IN APEC ECONOMIES*

Australia	17,001
United States	6,531
The Russian Federation	2,817
Indonesia	2,516
Japan	2,400
New Zealand	1,945
Canada	927
Republic of Korea	452
Hong Kong, China	252
Thailand	148
Brunei Darussalam	102
Chile	<5
Viet Nam	<5
TOTAL	~35,091

OUT-BOUND STUDENTS' TOP TEN DESTINATIONS



MEXICO



MOBILITY DEFINITIONS & DATA COLLECTION

The information presented for Mexico is supplemented from the National Association of Universities and Higher Education Institutions' (ANUIES) data provided in cooperation with IIE's *Project Atlas* initiative. The Ministry of Education, Ministry of International Affairs and the National Council of Science and Technology establish policies for international student data collection and ANUIES is the primary entity in Mexico that is responsible for gathering, analyzing and reporting international student information from HEIs. Mexico's data collection initiative is called *Patlani* and aims to provide reliable, consistent and comparable information on international flows of higher education students to and from HEIs nationwide. The reported in-bound mobility data represents counts from 115 HEIs. Out-bound data is also collected once a year through the online survey and government agencies and embassies that share information on issued visas. Data is collected on academic level and type of host institution attended.

The data provided correspond to international students enrolled in Mexican higher education institutions (or dual citizens enrolled in a foreign university who travel to study in Mexico) between August 1, 2010 and July 31, 2011.

HIGHER EDUCATION INSTITUTIONS

Higher education institutions provide post-high school education or its equivalent and may provide undergraduate, specialty, masters or PHD level studies. **Private institutions** are HEIs that are able to provide education in all its types and forms.

→ <http://www.diputados.gob.mx/LeyesBiblio/pdf/137.pdf> (available in Spanish only)

In-bound students

Mexican data definitions are compatible with *Project Atlas* definitions.



7,689

Out-bound students

refers to students from a particular economy who leave the economy to study abroad either for short- or long-term durations of study at the higher education level.

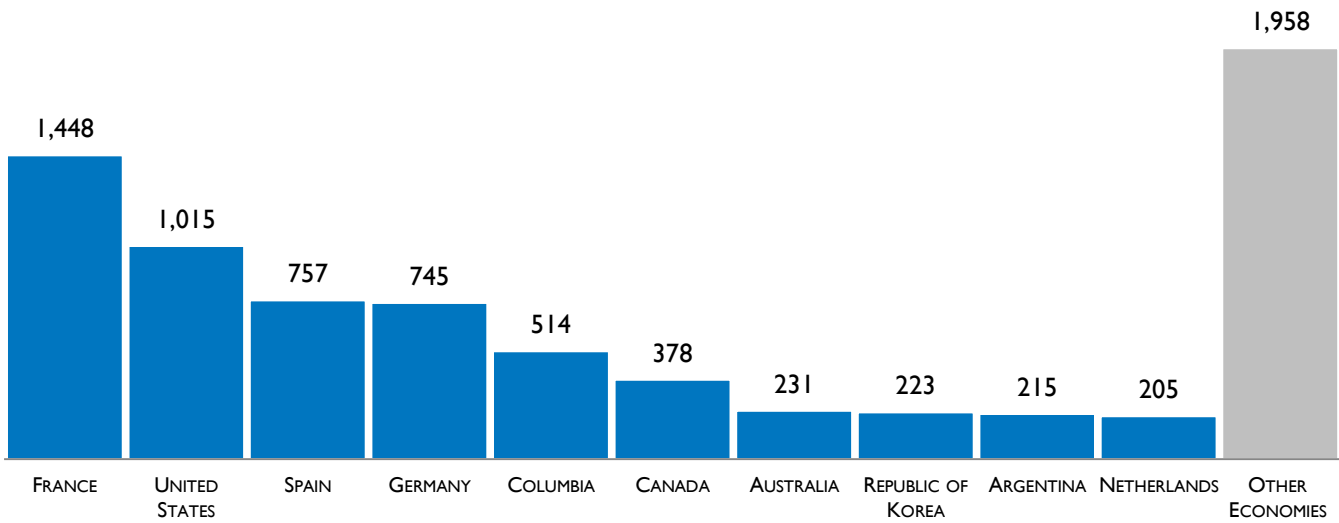


11,371

Data for Mexico was supplemented from the National Association of Universities and Higher Education Institutions (ANUIES) and references the period of August 1, 2010 through July 31, 2011.

* Figures and indicators supplemented from the UIS' data for 2012.

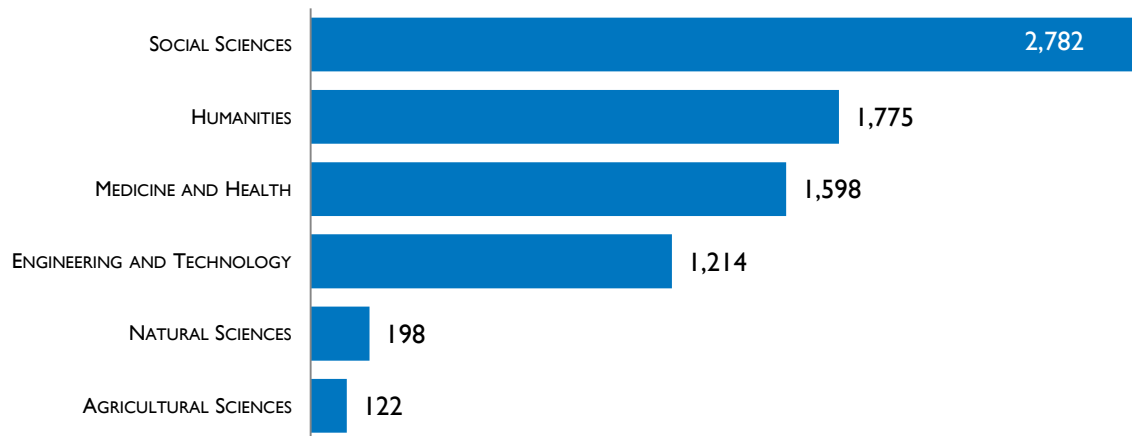
IN-BOUND STUDENTS' TOP TEN PLACES OF ORIGIN



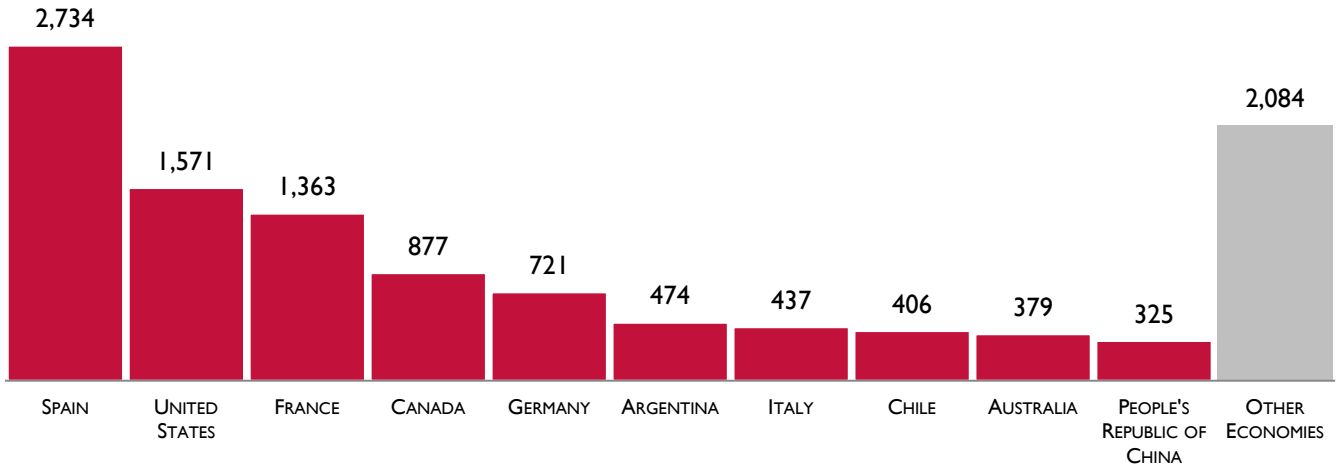
IN-BOUND STUDENTS FROM APEC ECONOMIES

United States	1,015
Canada	378
Australia	231
Republic of Korea	223
TOTAL	~1,847

IN-BOUND STUDENTS' TOP FIELDS OF STUDY



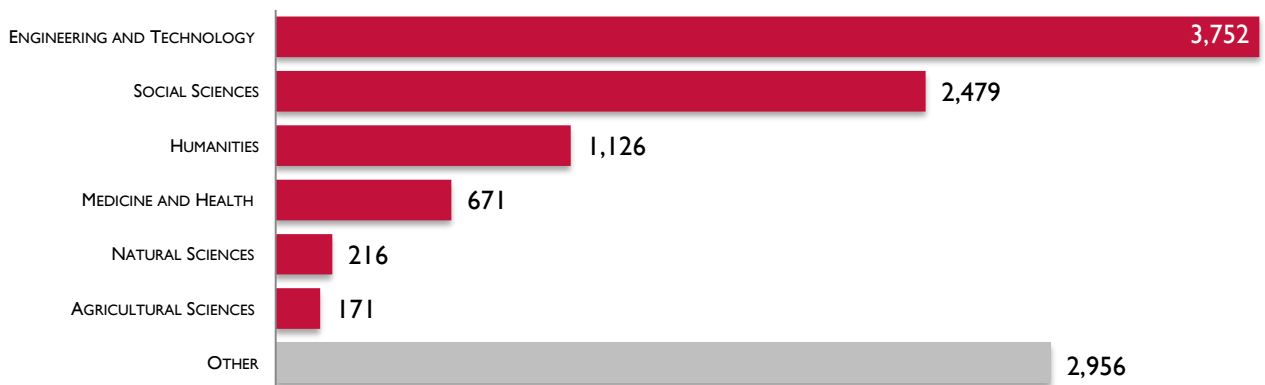
OUT-BOUND STUDENTS' TOP TEN DESTINATIONS



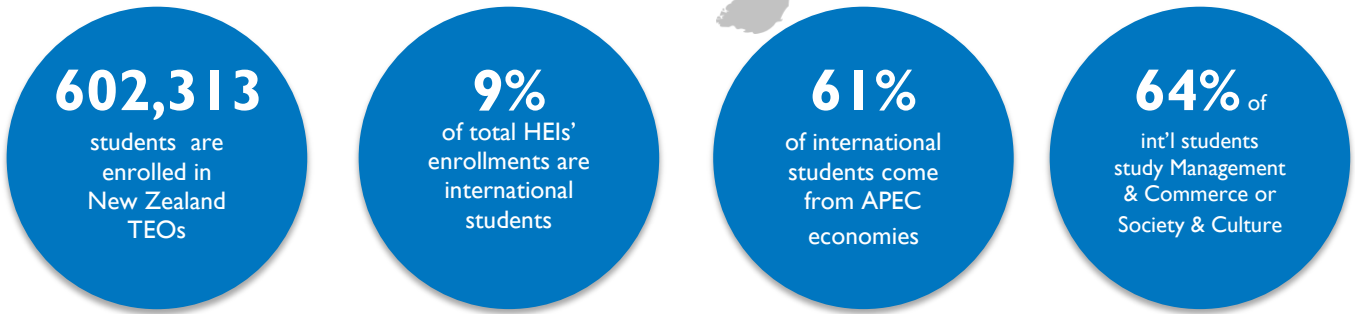
OUT-BOUND STUDENTS FROM APEC ECONOMIES

United States	1,571
Canada	877
Chile	406
Australia	379
People's Republic of China	325
TOTAL	~3,558

OUT-BOUND STUDENTS' TOP FIELDS OF STUDY



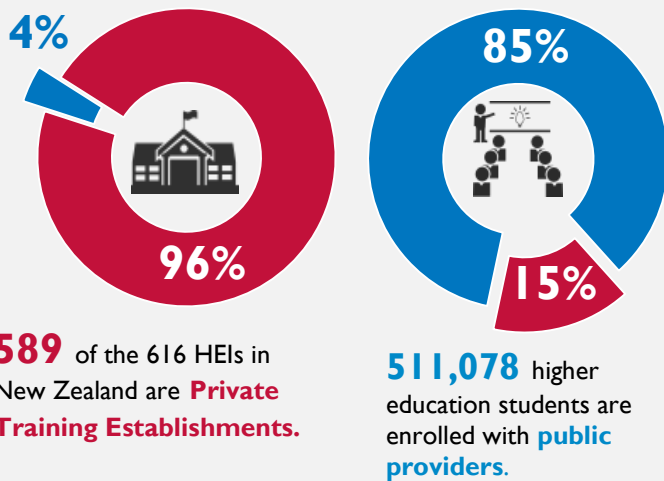
NEW ZEALAND



MOBILITY DEFINITIONS & DATA COLLECTION

The Ministry of Education (MoE) annually collects in-bound student data from Tertiary Education Organizations (TEOs), and analyzes and reports totals to international organizations. All TEOs funded by the government are required to provide their international student enrollment data to the MoE. For non-government funded TEOs, other methods exist to collect their international student data. The MoE does not collect out-bound mobility information. An equivalent full-time student (EFTS) is a unit of measurement for student numbers used primarily within New Zealand's tertiary educational institutions. One EFTS unit is defined as the student workload that would normally be carried out in a single academic year (or a 12 month period) by a student enrolled full-time. In New Zealand, in-bound "short-time study" can be formal or informal studies that takes the load of less than or equal to 0.03 EFTS (or approximately less than one week in duration). The in-bound mobility data provided reflect totals for the 2013 calendar year. UIS' data for 2012 is supplemented for all out-bound students' mobility figures.

HEI TYPE AND STUDENT ENROLLMENTS



HIGHER EDUCATION INSTITUTIONS

Higher education institutions are referred to as Tertiary Education Organizations (TEO). **Public institutions** or public providers are all TEOs that are approved by the Crown (government), and are funded by the government depending on the number of students and type of study. Public providers include Universities, Institutes of Technology and Polytechnics (ITPs) and Wānangas. **Private institutions** are called Private Training Establishments (PTE). These are institutions that provide post-school education and vocational training. Some PTEs are partially funded by the government depending on the number of students and type of study.

→ http://www.legislation.govt.nz/act/public/1989/0080/latest/DLM182904.html?search=ts_act_education_resel

→ http://www.unesco.org/new/en/education/resources/unesco-portal-to-recognized-higher-education-institutions/dynamic-single-view/news/new_zealand/

Data for New Zealand was provided by the Ministry of Education and references the 2013 calendar year.

* Figures and indicators supplemented from the UIS' data for 2012.

In-bound students

are those studying in New Zealand without a New Zealand or Australian citizenship or permanent residence status. Count includes students studying offshore at tertiary education providers that are registered in New Zealand. These offshore students are considered international students unless they hold New Zealand citizenship.



55,269

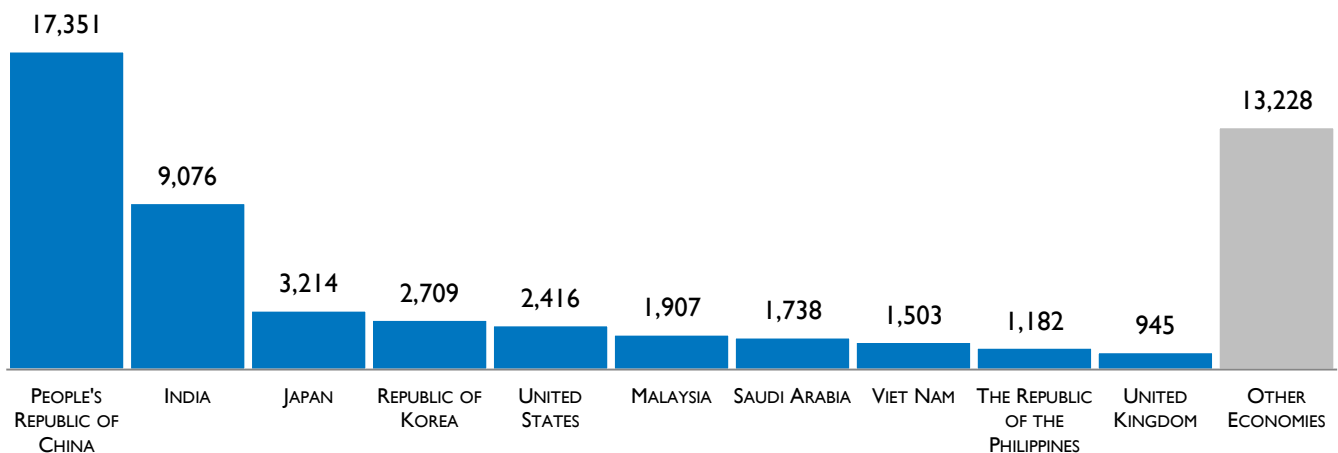


5,327*

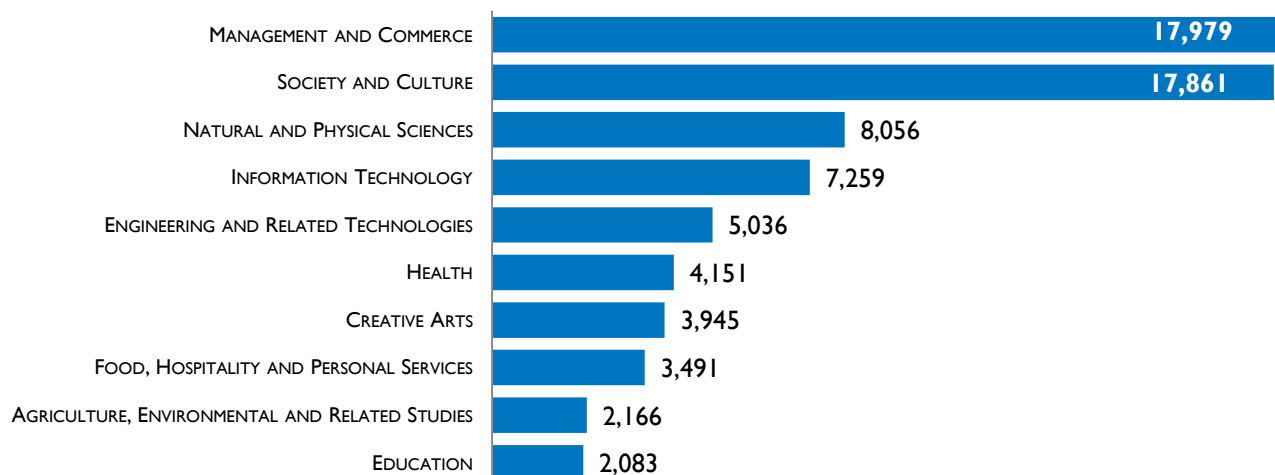
Out-bound students*

Based on the UIS' definition and estimated calculation of out-bound mobile students for 2012.

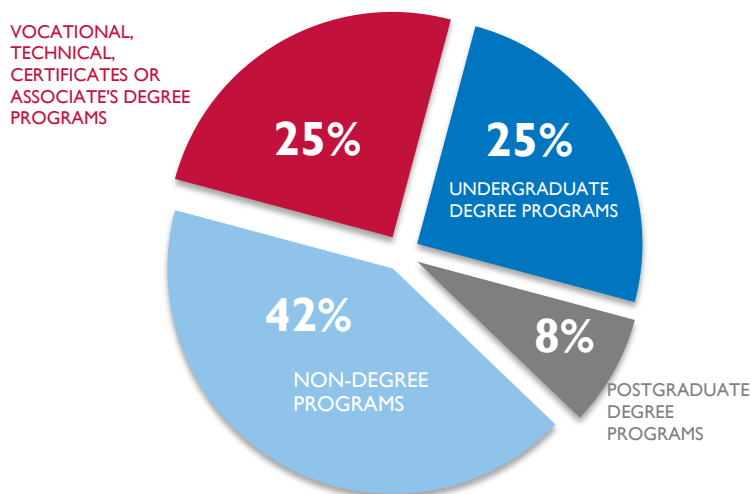
IN-BOUND STUDENTS' TOP TEN PLACES OF ORIGIN



IN-BOUND STUDENTS' TOP FIELDS OF STUDY



IN-BOUND STUDENTS' ACADEMIC LEVELS



IN-BOUND STUDENTS FROM APEC ECONOMIES

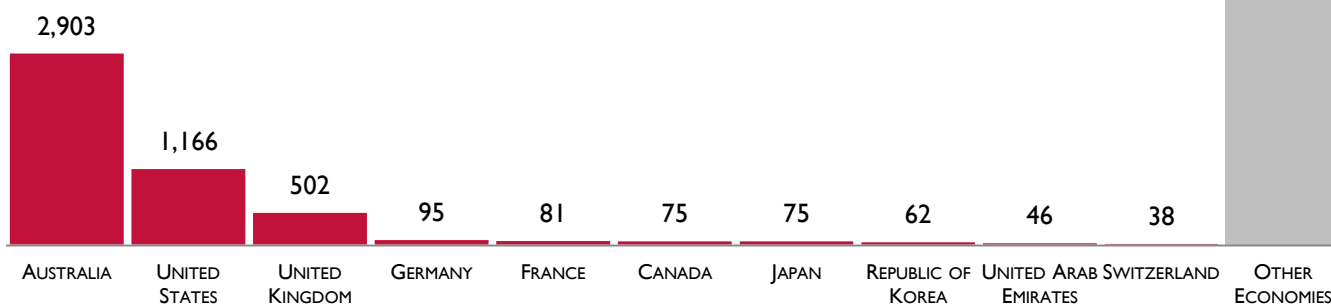
People's Republic of China	17,351
Japan	3,214
Republic of Korea	2,709
United States	2,416
Malaysia	1,907
Viet Nam	1,503
The Republic of the Philippines	1,182
Thailand	912
Indonesia	596
Canada	481
The Russian Federation	470
Singapore	434
Chile	243
Papua New Guinea	239
Mexico	99
Brunei Darussalam	83
Australia	60
Peru	26
TOTAL	33,925

OUT-BOUND STUDENTS IN APEC ECONOMIES*

Australia	2,903
United States	1,166
Canada	75
Japan	75
Republic of Korea	62
Thailand	11
Hong Kong, China	8
Malaysia	8
Brunei Darussalam	<5
The Russian Federation	<5
Viet Nam	<5
TOTAL	~4,308

5,327

OUT-BOUND STUDENTS' TOP TEN DESTINATIONS*



PAPUA NEW GUINEA



MOBILITY DEFINITIONS & DATA COLLECTION

Out-bound mobility data is supplemented from the UIS' data for 2012. In-bound student mobility data is not available.

HIGHER EDUCATION INSTITUTIONS

The Department of Higher Education, Research, Science and Technology provided the following definitions for HEIs in Papua New Guinea:

Higher education institutions are defined as an institution that provides post-grade 12 programs/courses.

Public institutions are defined as state-funded higher education institutions.

Private institutions are defined as non-state funded higher education institutions.

Out-bound students*

Based on the UIS' definition and estimated calculation of out-bound mobile students for 2012.

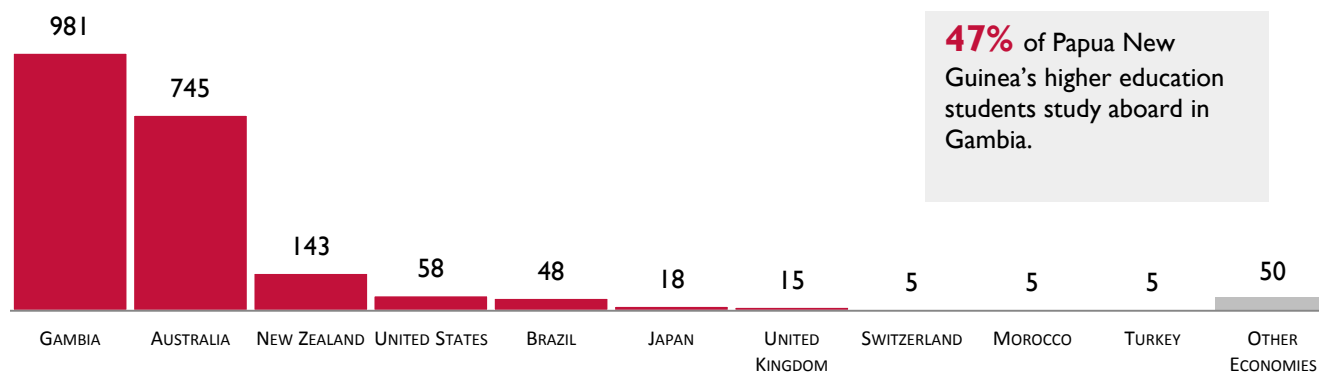


2,063*

OUT-BOUND STUDENTS IN APEC ECONOMIES*

Australia	745
New Zealand	143
United States	58
Japan	18
Canada	<5
Chile	<5
Hong Kong, China	<5
Malaysia	<5
Republic of Korea	<5
Thailand	<5
The Russian Federation	<5
Viet Nam	<5
TOTAL	~964

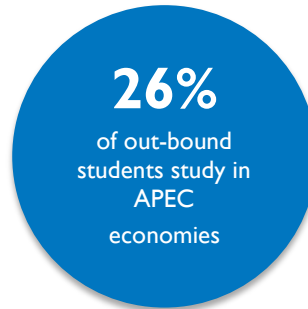
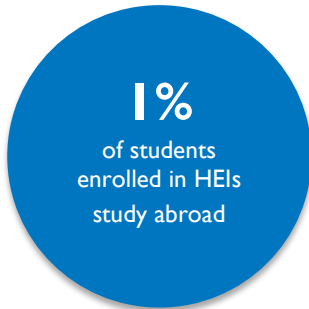
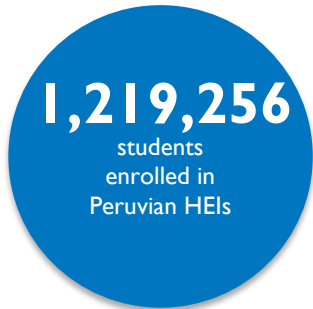
OUT-BOUND STUDENTS' TOP TEN DESTINATIONS*



47% of Papua New Guinea's higher education students study abroad in Gambia.

* Figures and indicators supplemented from the UIS' data for 2012.

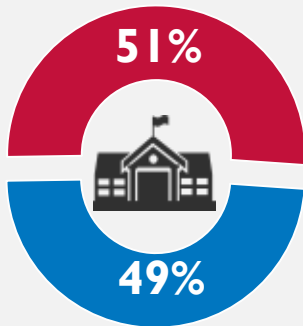
PERU



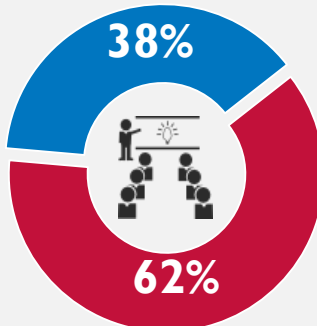
MOBILITY DEFINITIONS & DATA COLLECTION

The Ministry of Education collects and analyzes out-bound mobility data. The National Program of Scholarships and Educational Credit (which maintains data on out-bound scholarships), HEIs, and the MOE all report out-bound mobility data to international organizations. Data provided by the Ministry of Education reflects numbers as of September 2012. In-bound student data is unavailable.

HEI TYPE AND STUDENT ENROLLMENTS



590 of the 1,149 HEIs in Peru are **private institutions**.



755,479 higher education students are enrolled in **private institutions**.

HIGHER EDUCATION INSTITUTIONS

The Peruvian education system considers universities, institutes and higher education schools as **higher education institutions**. **Public institutions** are created and sustained by the State.

They are tuition-free and are run by educational authorities appointed or commissioned by the Education sector, other sectors or institutions. The property and assets are state-owned and the payment of salaries is assumed by the Education sector or another sector of the public administration in charge of educational institution. **Private institutions** are created by private initiatives.

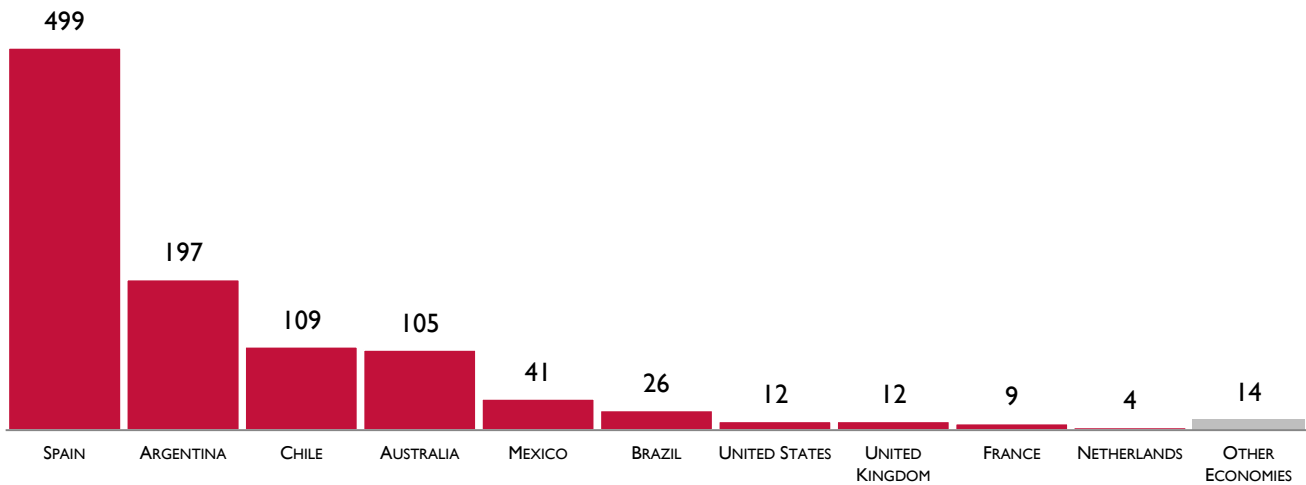
→ http://sistemas06.minedu.gob.pe/sinadmed_1/resolucionesexternas/consultanormas.aspx

Out-bound students

A definition does not currently exist for "out-bound student mobility" in Peru.



OUT-BOUND STUDENTS' TOP TEN DESTINATIONS



OUT-BOUND STUDENTS IN APEC ECONOMIES

Chile	109
Australia	105
Mexico	41
United States	12
Canada	2
TOTAL	~269

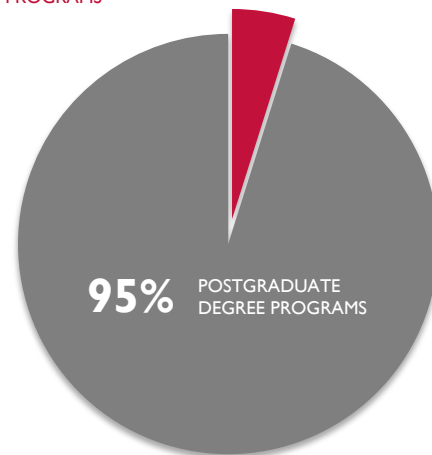
OUT-BOUND STUDENTS' TOP FIELDS OF STUDY (numerical breakdown unavailable)

Arts
Economic and financial sciences
Health Sciences
Humanities
Natural and Forestry Sciences
Social Sciences
Law and Political Science
Education
Engineering

OUT-BOUND STUDENTS' ACADEMIC LEVELS

VOCATIONAL, TECHNICAL, CERTIFICATES OR ASSOCIATE'S DEGREE PROGRAMS

5%



THE REPUBLIC OF THE PHILIPPINES



MOBILITY DEFINITIONS & DATA COLLECTION

Out-bound mobility data is supplemented from the UIS' data for 2012. In-bound student mobility data is not available.

HIGHER EDUCATION INSTITUTIONS

The Department of Science and Technology provided the following definitions for HEIs in the Philippines: institutions that serve as platforms to host, build and develop a corps of young, world-class scientists, researchers and professionals. **Public institutions** are state universities and colleges whose operations are funded by government. **Private institutions** are stock or non-stock education institutions that sustain their operations through their tuition and fees.



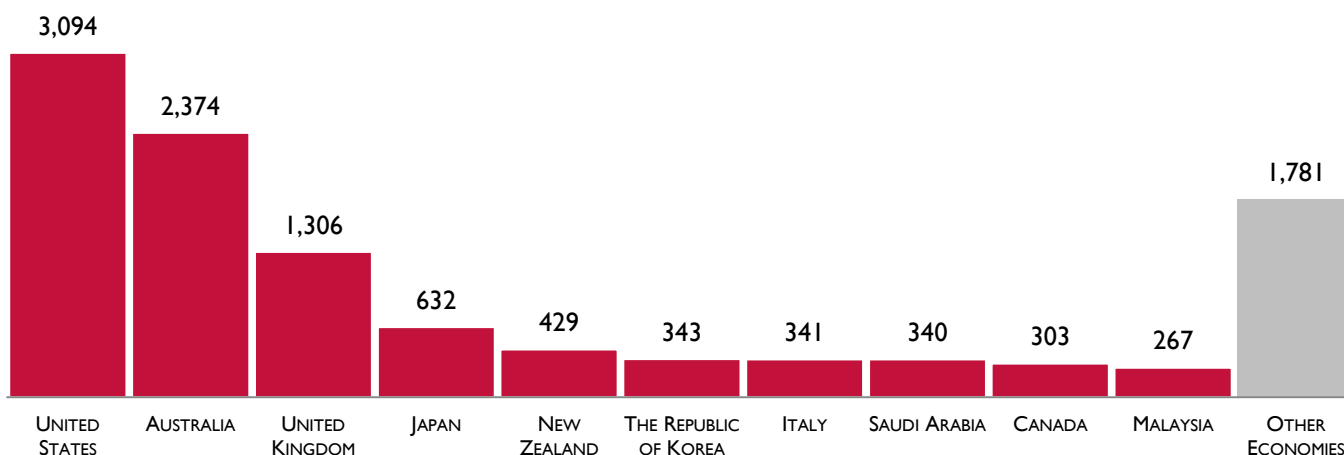
11,210*

Out-bound students* Based on the UIS' definition and estimated calculation of out-bound mobile students for 2012.

OUT-BOUND STUDENTS' IN APEC ECONOMIES*

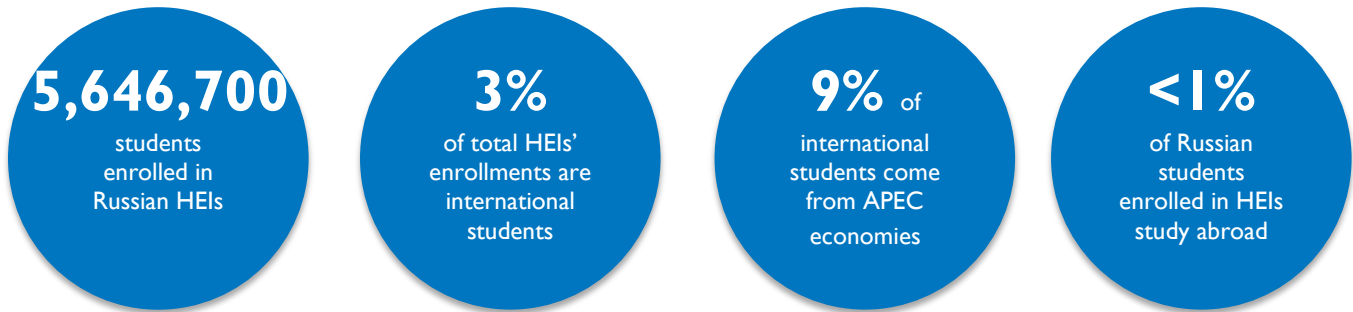
United States	3,094
Australia	2,374
Japan	632
New Zealand	429
Republic of Korea	343
Canada	303
Malaysia	267
Thailand	196
The Russian Federation	53
Brunei Darussalam	20
Viet Nam	<5
Hong Kong, China	<5
TOTAL	~7,711

OUT-BOUND STUDENTS' TOP TEN DESTINATIONS*



* Figures and indicators supplemented from the UIS' data for 2012.

THE RUSSIAN FEDERATION

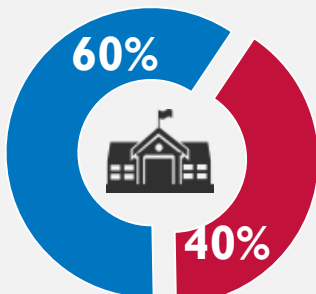


DATA COLLECTION

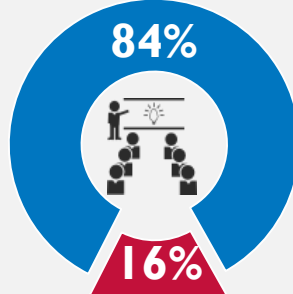
The Ministry of Education is the entity primarily responsible for collecting, analyzing and reporting in-bound student data to international organizations. Data is collected annually from higher education institutions and does not distinguish between international students coming for short-term study experiences and those coming to pursue a full degree program. While data is collected on the levels of study (not available for the current report), data is not collected on the topics of study. The timeframe for the in-bound student data included in this report is the 2014-2015 academic year. The Ministry of Education does not collect data on out-bound student mobility and is not currently in the process of developing a data collection system for out-bound mobility. UIS (2012) data is supplemented for all of The Russian Federation's out-bound mobility figures. Even though the "In-bound Students' Top Ten Places of Origin" and "In-bound Students from APEC Economies" figures both reflect in-bound mobility data, the counts do not match because the

sources differ with one set made available from the Russian Ministry of Education, and the other available through the UIS.

HEI TYPE AND STUDENT ENROLLMENTS



578 of the 969 HEIs are **public institutions**.



4.76 million higher education students are enrolled in **public institutions**.

HIGHER EDUCATION INSTITUTIONS

Higher education institutions are education institutions founded and acting under the Russian Federation's authority of law on education. **Public institutions** are HEIs that are set up and managed by the government. **Private institutions** are founded by the institutor(s) in accordance with laws of the Russian Federation.

→ HEI terms as defined under Federal law 125-Φ3 "About higher and postgraduate education" on August 22, 1996.

In-bound students

are defined as individuals who travel to Russia to receive an education of any level or specialization.



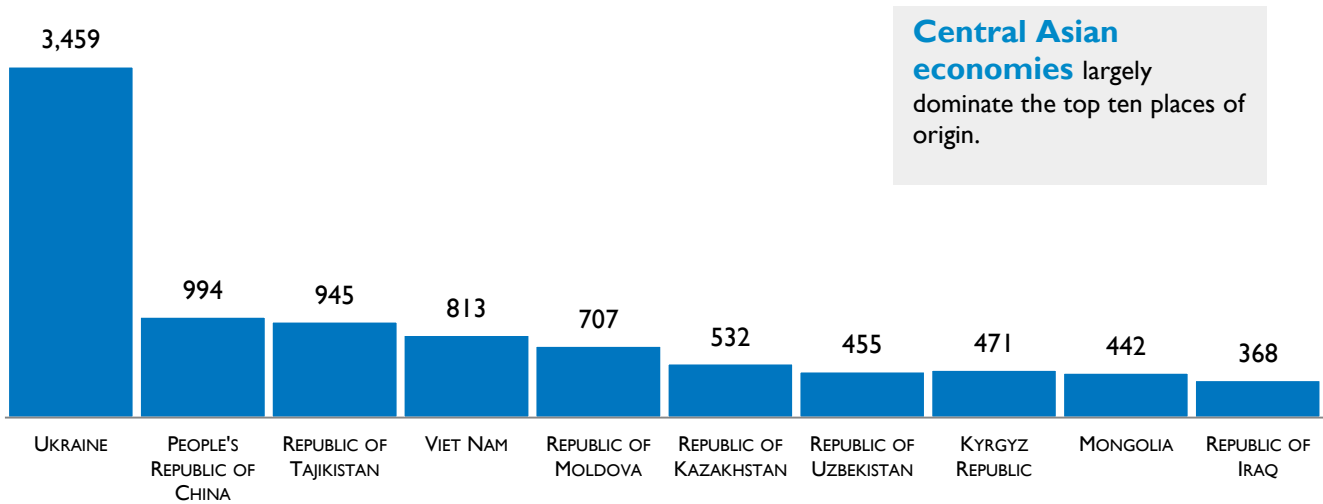
Out-bound students

Based on the UIS' definition and estimated calculation of out-bound mobile students for 2012.

The Russian Federation's data was provided by the Ministry of Education and reference the most current counts for the 2014/15 academic year.

* Figures and indicators supplemented from the UIS' data for 2012.

IN-BOUND STUDENTS' TOP TEN PLACES OF ORIGIN



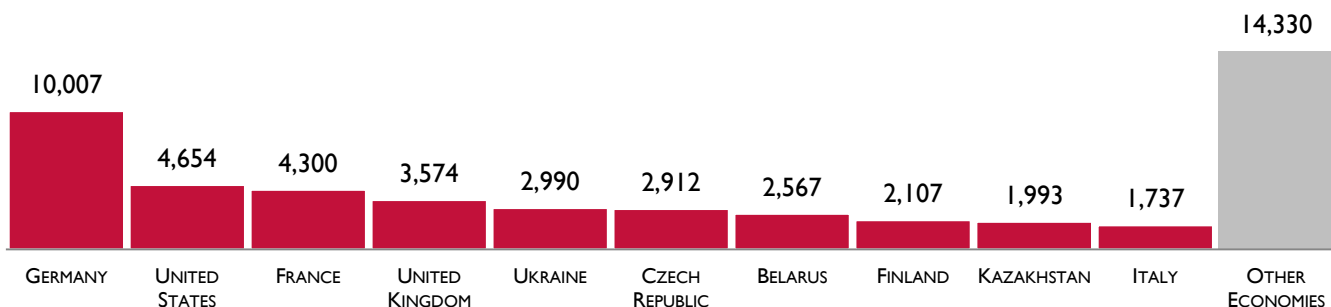
IN-BOUND STUDENTS FROM APEC ECONOMIES*

People's Republic of China	9,842
Malaysia	2,817
Viet Nam	2,453
Republic of Korea	524
United States	129
Thailand	97
Japan	95
Indonesia	74
The Republic of the Philippines	53
Mexico	36
Canada	15
Chile	5
Australia	<5
Hong Kong, China	<5
New Zealand	<5
Papua New Guinea	<5
Singapore	<5
TOTAL	~16,140

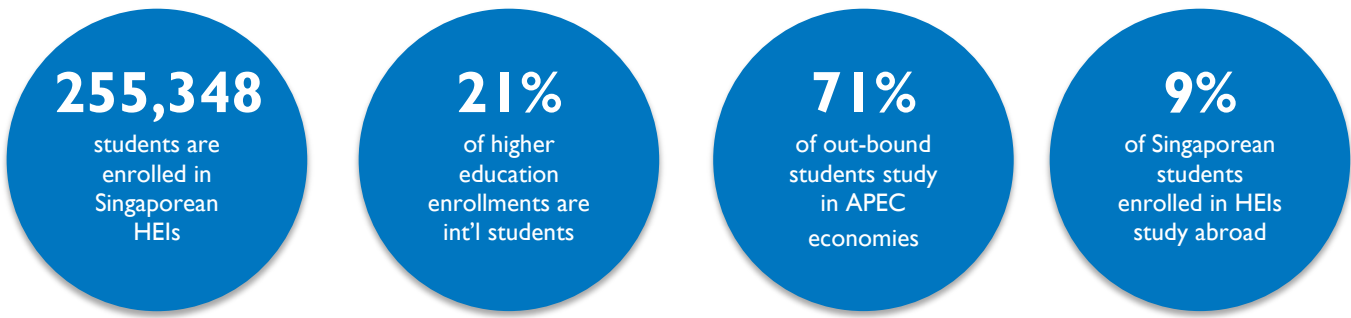
OUT-BOUND STUDENTS IN APEC ECONOMIES*

United States	4,654
Canada	663
Japan	366
New Zealand	336
Republic of Korea	330
Malaysia	76
Thailand	61
Hong Kong, China	13
Australia	8
Brunei Darussalam	<5
Chile	<5
Viet Nam	<5
TOTAL	~6,507

OUT-BOUND STUDENTS' TOP TEN DESTINATIONS*

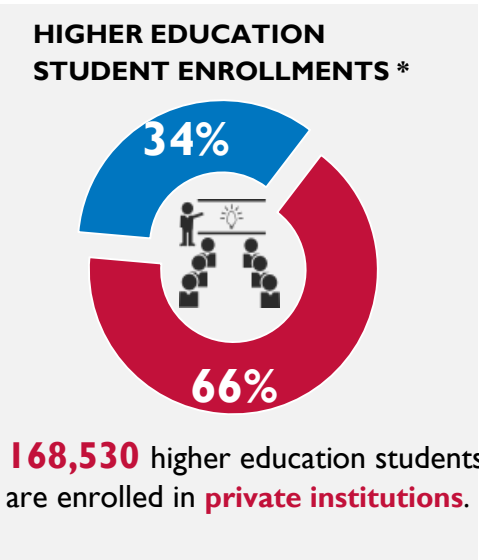


SINGAPORE



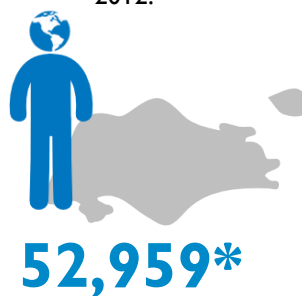
MOBILITY DEFINITIONS & DATA COLLECTION

All higher education sector numbers represent UIS' counts for 2013 while in-bound and out-bound mobility data reflect counts for 2012.



In-bound students*

Based on the UIS' definition and estimated calculation of internationally mobile students for 2012.



Out-bound students*

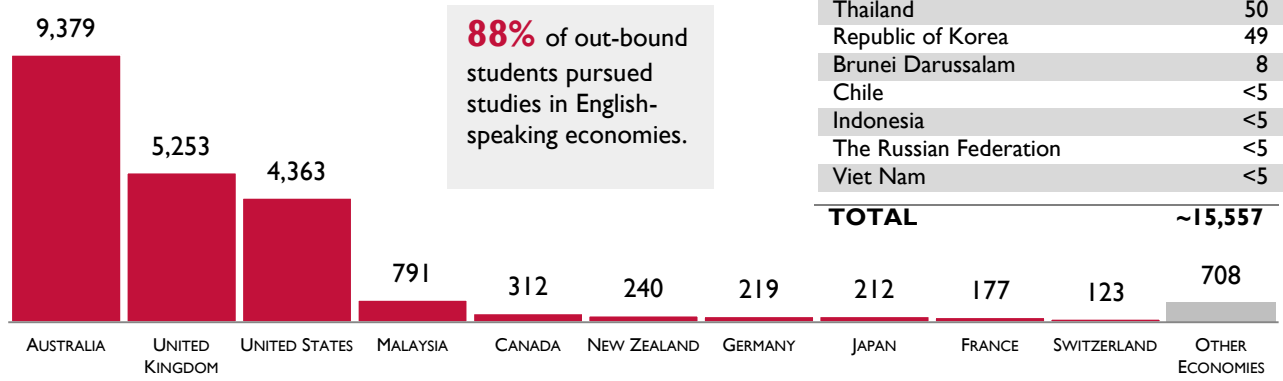
Based on the UIS' definition and estimated calculation of out-bound mobile students for 2012.



OUT-BOUND STUDENTS IN APEC ECONOMIES*

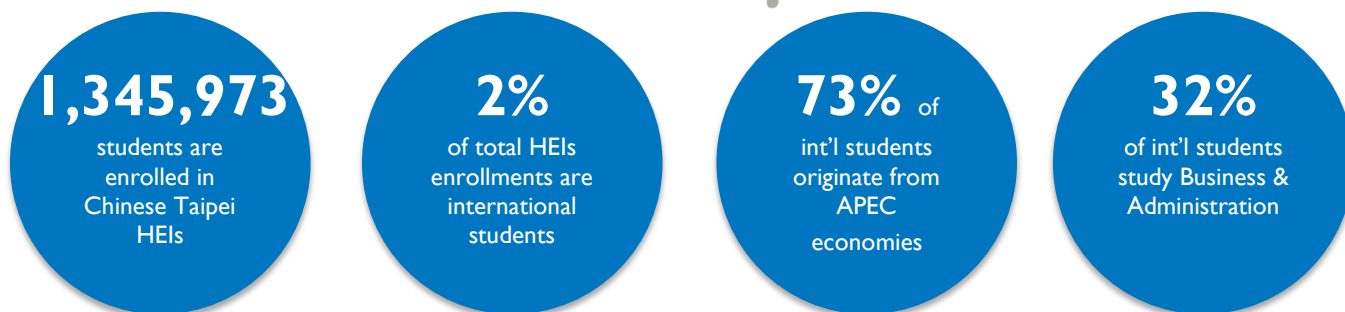
Australia	9,379
United States	4,463
Malaysia	791
Canada	312
New Zealand	240
Japan	212
Hong Kong, China	53
Thailand	50
Republic of Korea	49
Brunei Darussalam	8
Chile	<5
Indonesia	<5
The Russian Federation	<5
Viet Nam	<5
TOTAL	~15,557

OUT-BOUND STUDENTS' TOP TEN DESTINATIONS*



* Figures and indicators supplemented from the UIS data for 2012.

CHINESE TAIPEI



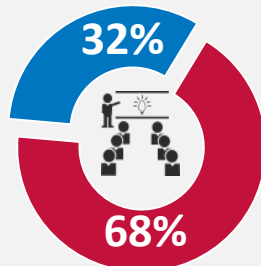
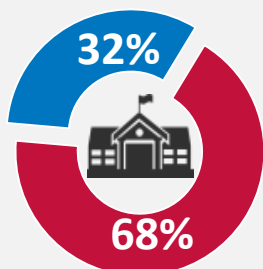
MOBILITY DEFINITIONS & DATA COLLECTION

The Ministry of Education (MoE) collects and analyzes in-bound and out-bound higher education mobility data and only reports in-bound data to international organizations. Each academic year, higher education entities update in-bound and out-bound data in a database managed on behalf of the Ministry of Education within one month of the beginning of the first and second semesters. Short-term international students are not registered for degree programs in Chinese Taipei's higher education institutions. Instead, those students receive a certificate for credits completed during their term, semester or year of study in Chinese Taipei. The in-bound data provided reflects counts as of October 2013 and only represents students pursuing full degree programs. The out-bound student data is supplemented from the Taipei Economic and Cultural Office in New York's (TECO-NY) data provided in cooperation with IIE's *Project Atlas* initiative. The data made available by TECO-NY is collected by the MoE (Department of Statistics) and represent counts for the 2013 annual year.

HEI TYPE AND STUDENT ENROLLMENTS

109 of the 161 HEIs in Chinese Taipei are **private institutions**.

435,427 higher education students are enrolled in **private institutions**.



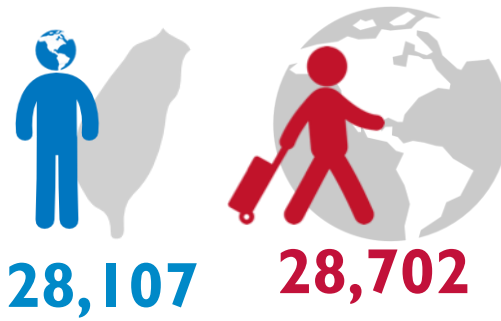
HIGHER EDUCATION INSTITUTIONS

Higher education institutions are colleges, universities or institutes that admit students who have successfully completed the equivalent of 12 years of secondary education. **Public institutions** are HEIs that receive over half of their funding from a government budget, whose faculty and staff are civil servants, and are supervised by a government authority rather than a board of directors. **Private institutions** are HEIs that are responsible for arranging their own funding - although some may be awarded funds from a government budget (generally less than ten percent), whose faculty and staff are private employees, and are supervised by a board of directors. However, government bodies have jurisdiction over matters addressed in the Higher Education Law.

Chinese Taipei's data was provided by the Ministry of Education and reflects counts for October 2013. Out-bound mobility figures are supplemented from the Taipei Economic and Cultural Office in New York's (TECO-NY) and references counts for the 2013 annual year.
* Figures and indicators supplemented from the UIS' data for 2012.

In-bound students

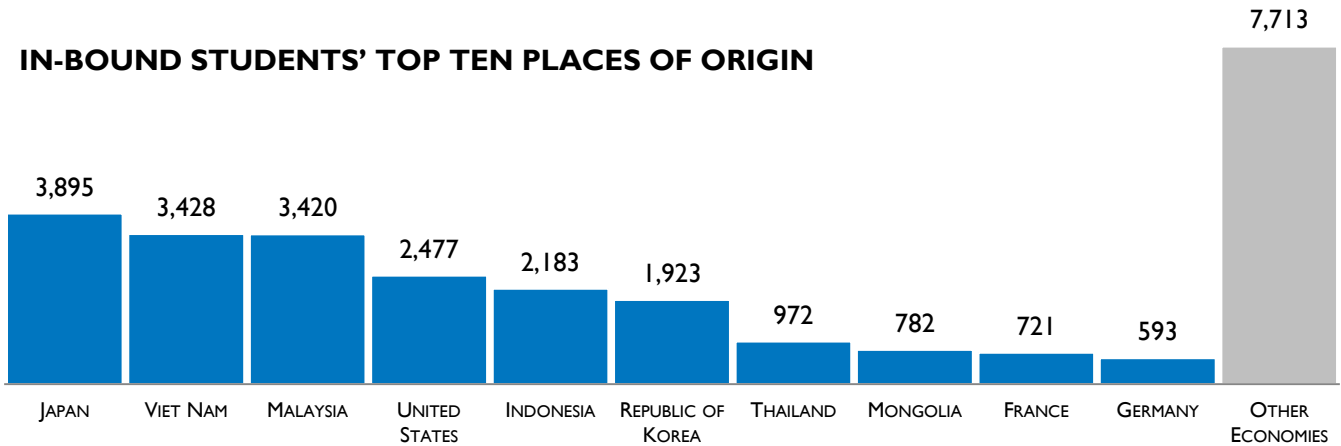
are those who are not citizens of Chinese Taipei and are not or have not been included on a household registration in Chinese Taipei. Numbers reflect in-bound students who pursued full degrees.



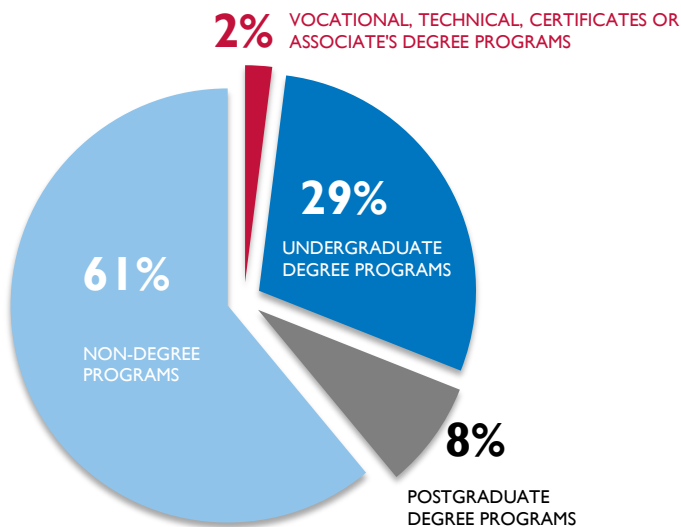
Out-bound students

are those who are currently enrolled in a domestic HEI taking part in a one-semester or one-academic year study abroad program, for credits that transfer in part or in whole back to the domestic institution.

IN-BOUND STUDENTS' TOP TEN PLACES OF ORIGIN



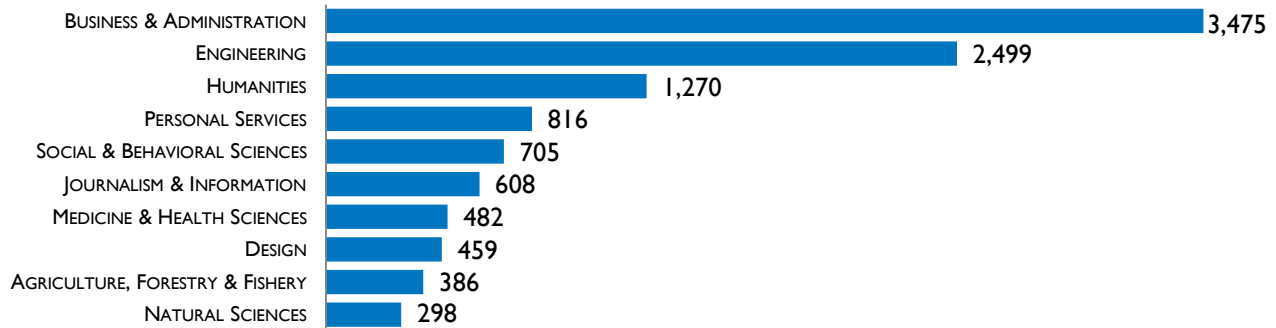
IN-BOUND STUDENTS' ACADEMIC LEVELS



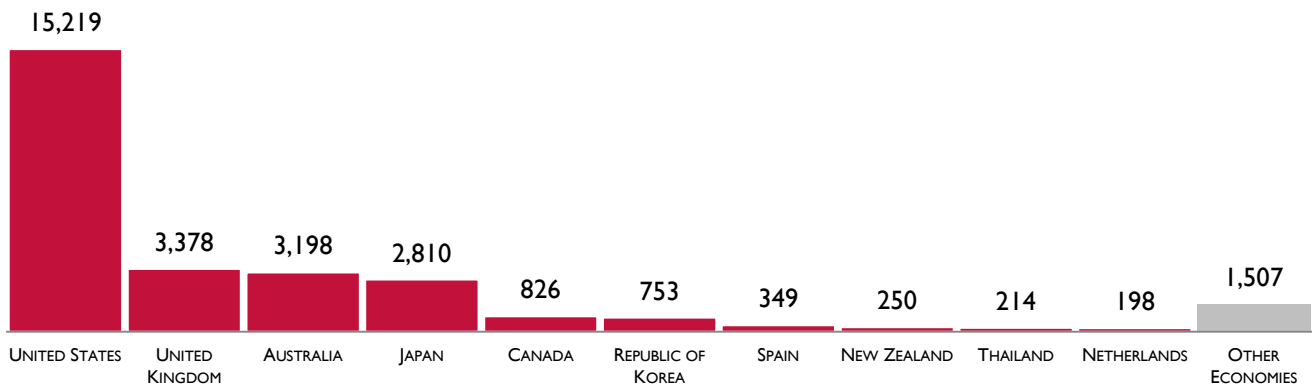
IN-BOUND STUDENTS FROM APEC ECONOMIES

Japan	3,895
Viet Nam	3,428
Malaysia	3,420
United States	2,477
Indonesia	2,183
Republic of Korea	1,923
Thailand	972
The Republic of the Philippines	411
Canada	382
The Russian Federation	339
People's Republic of China	333
Australia	241
Singapore	140
Mexico	113
Hong Kong, China	93
New Zealand	63
Peru	59
Chile	21
Brunei Darussalam	3
Papua New Guinea	2
TOTAL	20,498

IN-BOUND STUDENTS' TOP FIELDS OF STUDY



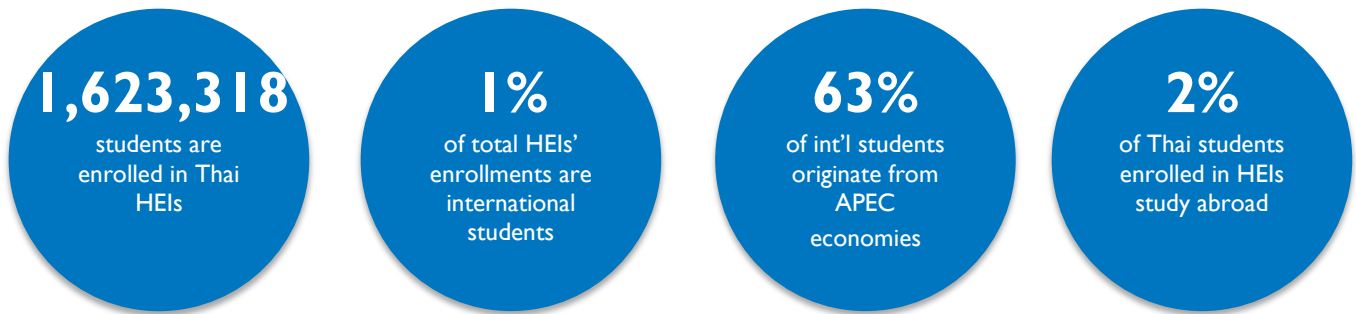
OUT-BOUND STUDENTS' TOP TEN DESTINATIONS



OUT-BOUND STUDENTS' IN APEC ECONOMIES

United States	15,219
Australia	3,198
Japan	2,810
Canada	826
Republic of Korea	753
New Zealand	250
Thailand	214
TOTAL	~23,270

THAILAND



MOBILITY DEFINITIONS & DATA COLLECTION

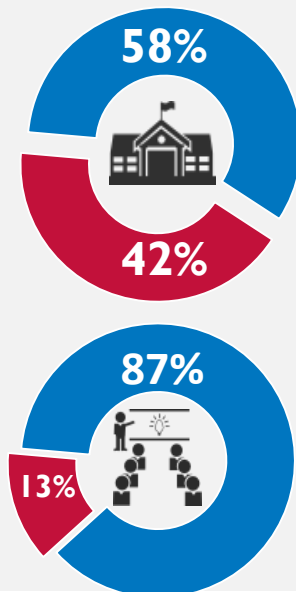
The Office of the Higher Education Commission is the entity primarily responsible for collecting, analyzing and reporting international student mobility data to serve as input for formulating policy, strategy and action plans as well as for promoting academic collaboration between Thailand and its foreign partners. It annually surveys public and private higher education institutions on the status of international students. The reported in-bound student data is based on the 2012 survey and references the period of July 2011 to July 2012.

Due to the fact that there are a number of government agencies providing scholarships for Thai students to further their study abroad opportunities and that many students are self-financed, it is difficult to collect data on out-bound Thai students. Out-bound mobility data is not currently used by Thailand in a specific way. Out-bound mobility data collection frequency also depends on the launch of and requests from specific projects, in addition to the budget received from the Thai government. The Office of the Higher Education Commission was able to provide a limited count of out-bound students that is based on a small-scale project that gathered data from 111 Thai students who received grants from the Bureau of International Cooperation Strategy to join exchange programs in foreign economies. Data was collected by the project's managing officers. Since this data does not cover out-bound student mobility implemented by Thai HEIs, out-bound mobility figures presented are supplemented from the UIS' data for 2012.

HEI TYPE AND STUDENT ENROLLMENTS

100 of the 173 HEIs in Thailand are **public institutions**.

1.41 million higher education students are enrolled in **public institutions**.



HIGHER EDUCATION INSTITUTIONS

Higher education institutions are entities that offer post-secondary education, which is divided into two levels: diploma and degree levels. At the diploma level, schools offer two to three-year programs for students who have successfully completed upper secondary education. The degree level consists of two levels; undergraduate and graduate levels. Higher education is provided in universities, institutes, colleges or those under other names in accordance with the laws on higher education institutions. **Public institutions** are HEIs that enjoy the status of government or state-supervised agencies. Autonomous universities are the other type of public universities that have more autonomy in administering their academic, financial and personnel affairs but still receive a budget from the government. Public higher education institutions are administered, managed and financially supported by the State. A **private institution** refers to private education institutions that provide education at the tertiary level to more than one student.

- The Ministry of Education of Thailand website
- National Education Act B.E. 2542 (1999)
- Private Higher Education Act B.E. 2546 (2003)

Thailand's data was provided by the Office of Higher Education Commission and references the period of July 2011 through July 2012.

* Figures and indicators supplemented from the UIS' data for 2012.

In-bound students

are defined as foreign, international students studying at the certificate, Bachelor, Master, Ph.D. or Graduate Diploma levels in Thai higher education institutions.



16,999

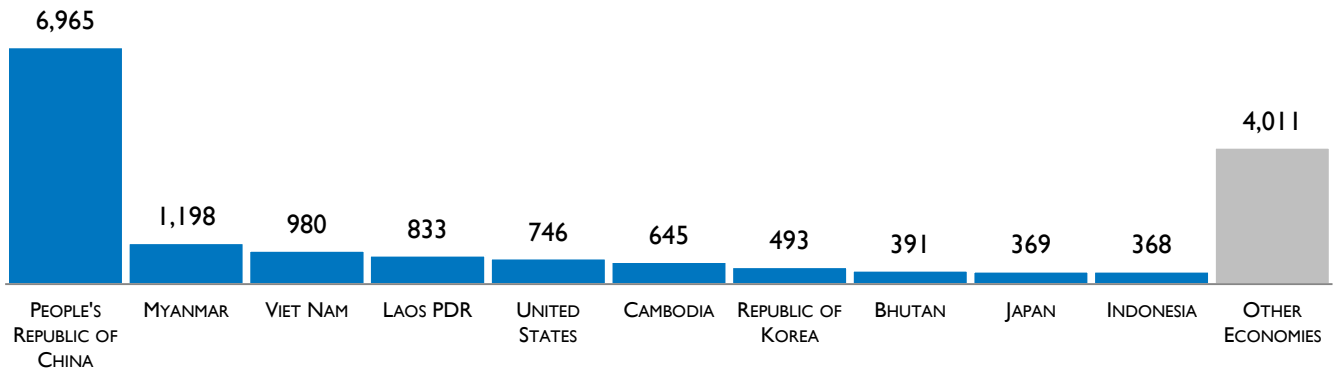


24,491*

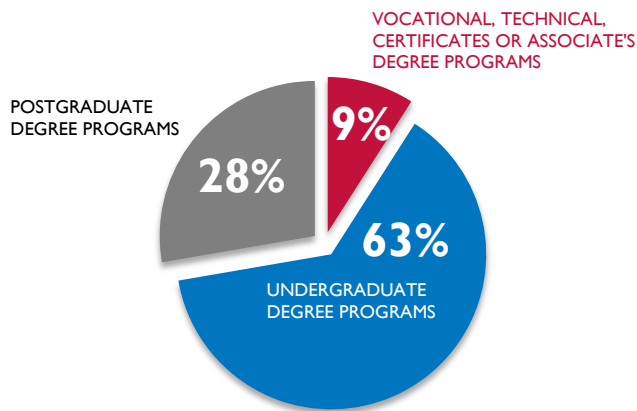
Out-bound students

A clear definition is not available in Thailand, however it is understood that out-bound students are Thai students going out to study abroad to obtain a degree or to participate in exchange programs and other academic activities.

IN-BOUND STUDENTS' TOP TEN PLACES OF ORIGIN



IN-BOUND STUDENTS' ACADEMIC LEVELS



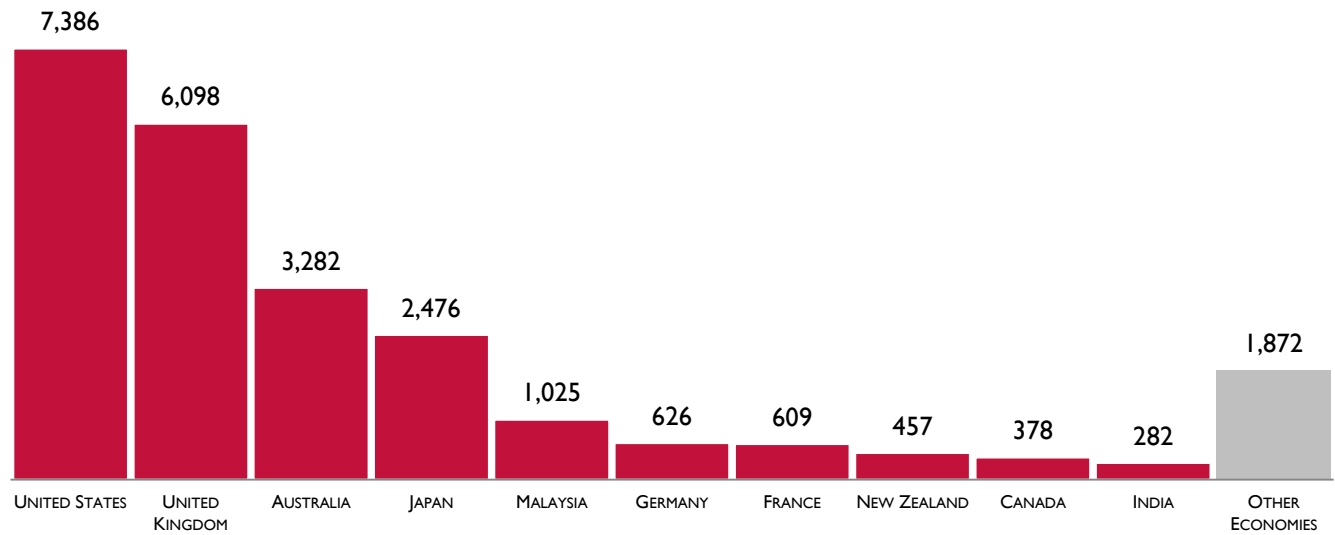
IN-BOUND STUDENTS FROM APEC ECONOMIES

People's Republic of China	6,965
Viet Nam	980
United States	746
Republic of Korea	493
Japan	369
Indonesia	368
Chinese Taipei	207
The Republic of the Philippines	164
Malaysia	160
The Russian Federation	81
Canada	68
Singapore	56
Australia	35
Mexico	20
Hong Kong, China	16
New Zealand	13
Chile	5
Brunei Darussalam	4
Peru	2
TOTAL	10,752

IN-BOUND STUDENTS' TOP FIELDS OF STUDY



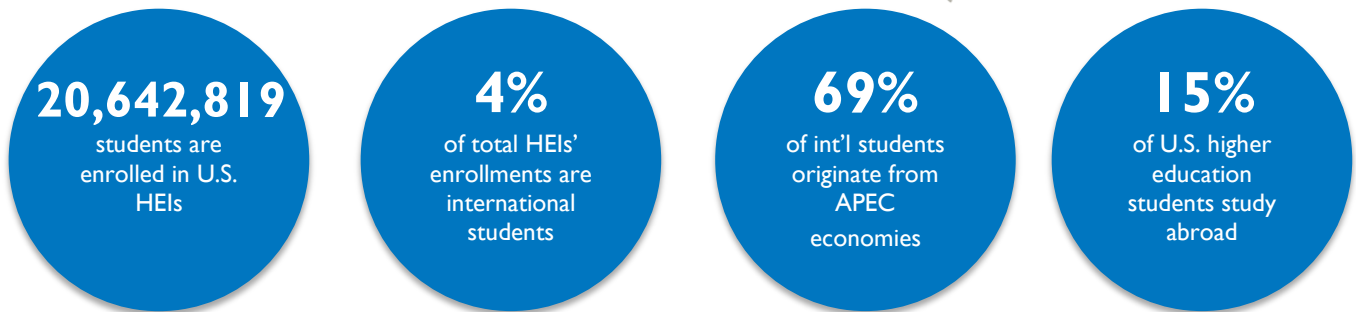
OUT-BOUND STUDENTS' TOP TEN DESTINATIONS*



OUT-BOUND STUDENTS IN APEC ECONOMIES*

United States	7,386
Australia	3,282
Japan	2,476
Malaysia	1,025
New Zealand	457
Canada	378
Republic of Korea	253
The Russian Federation	97
Indonesia	57
Brunei Darussalam	28
Hong Kong, China	21
Viet Nam	7
Chile	<5
TOTAL	~15,467

UNITED STATES



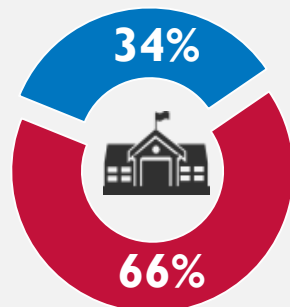
MOBILITY DEFINITIONS & DATA COLLECTION

The Institute of International Education (IIE) is the primary entity in the United States that collects and analyzes data on in-bound and out-bound student mobility trends through its annual *Open Doors*® survey of domestic higher education institutions. A "short-term study abroad experience" is defined as a study abroad duration of one year or less for which academic credit is received at the home institution in the U.S. Full degree study is measured separately through *Project Atlas* by surveying education and research entities in other economies. The data included in the report reflects in-bound mobility figures for the 2013/14 academic year and out-bound figures for the 2012/13 academic year.

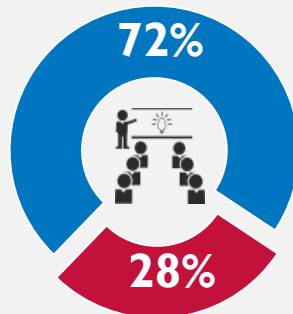
Out-bound mobility numbers do not include students pursuing full degrees abroad but reflect all reported non-degree study abroad experiences. Both *Open Doors* and *Project Atlas* receive support from the U.S. Department of State's Bureau of Educational and Cultural Affairs. In addition to *Open Doors* (which is a voluntary survey), the U.S. government's Student and Exchange Visitor Information System (SEVIS) requires U.S. institutions to report data on international students.

HEI TYPE AND STUDENT ENROLLMENTS

3,103 of the 4,726 HEIs in U.S. are **private institutions.**



14.8 million of the 20.6 million higher education students are enrolled in **public institutions.**



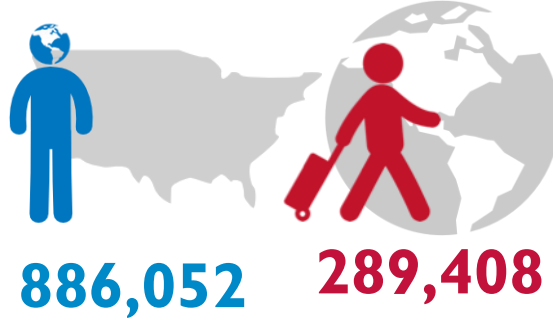
HIGHER EDUCATION INSTITUTIONS

A **higher education institution** is a degree-awarding institution that is accredited at the college level by an agency or association recognized by the U.S. Department of Education. These schools offer at least a one-year program of study creditable toward a degree and students are eligible for participation in Title IV Federal financial aid programs. Institutions that offer only non-degree awards, such as vocational certificates, are not included. **Public institutions** are educational institutions whose programs and activities are operated by publicly elected or appointed school officials and which are supported primarily by public funds. **Private institutions** are institutions controlled by a private individual(s) or by a non-governmental agency, and are usually supported primarily by non-public funds, and operated by other than publicly elected or appointed officials. These institutions may be either for-profit or not-for-profit.

→ <http://nces.ed.gov/ipeds/glossary/>

In-bound students

are defined as non-immigrant international students in the U.S. on a visa that allows for academic study at the post-secondary level.



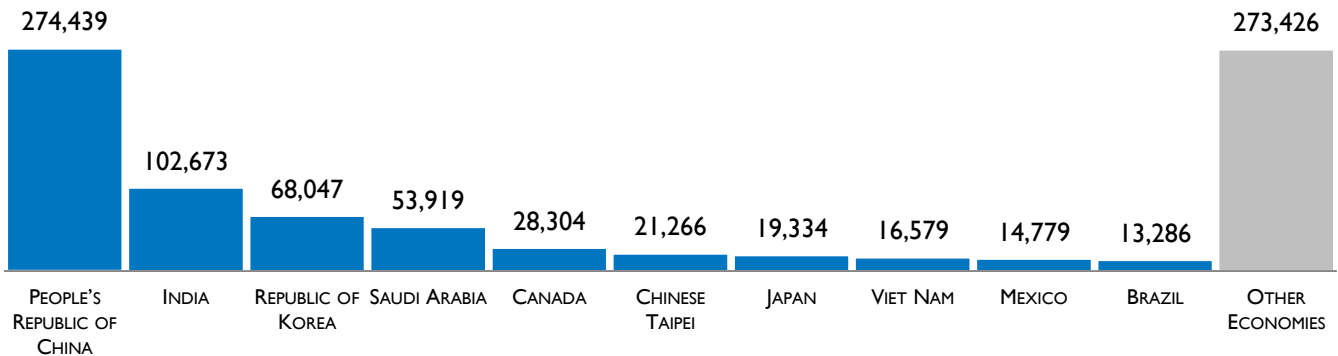
886,052

289,408

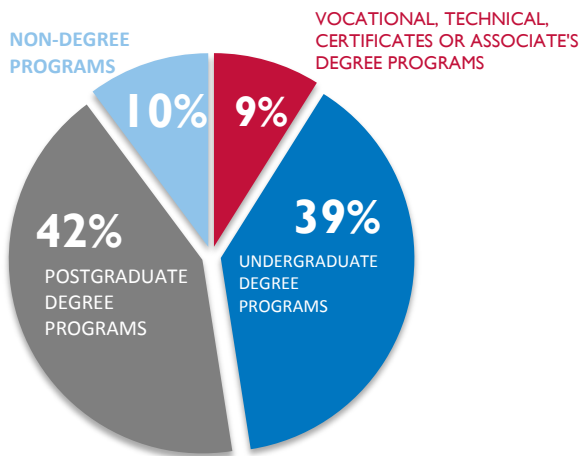
Out-bound students

are defined as U.S. students (citizens and permanent residents) who are enrolled in U.S. higher education institutions, who study abroad for a short period of time, and then return to their home institutions in the U.S. to complete their degrees.

IN-BOUND STUDENTS' TOP TEN PLACES OF ORIGIN



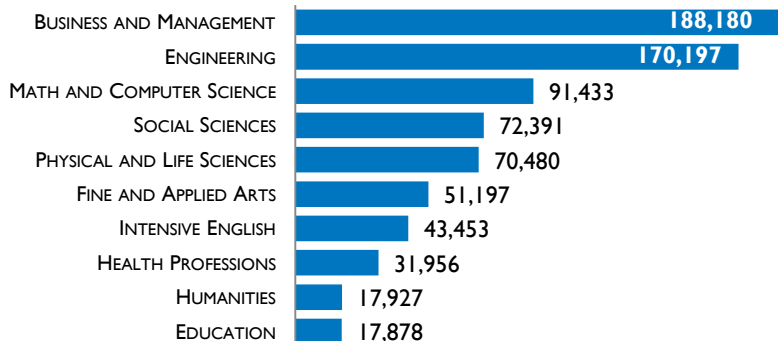
IN-BOUND STUDENTS' ACADEMIC LEVELS



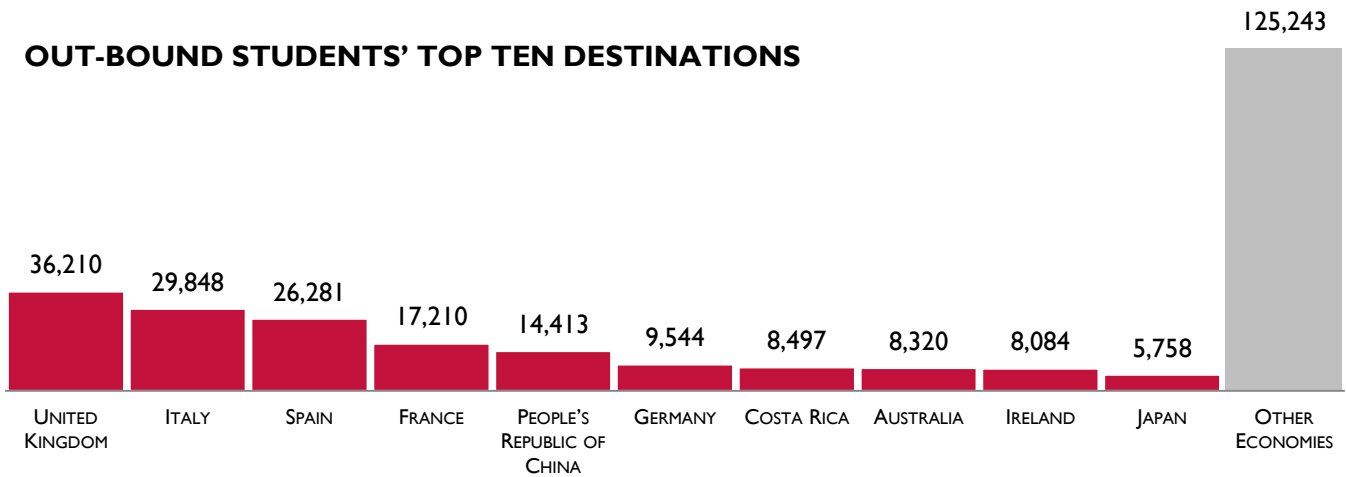
IN-BOUND STUDENTS FROM APEC ECONOMIES

People's Republic of China	274,439
Republic of Korea	68,047
Canada	28,304
Chinese Taipei	21,266
Japan	19,334
Viet Nam	16,579
Mexico	14,779
Hong Kong, China	8,104
Indonesia	7,920
Thailand	7,341
Malaysia	6,822
The Russian Federation	5,138
Singapore	4,592
Australia	4,377
The Republic of the Philippines	3,112
Peru	2,607
Chile	2,432
New Zealand	1,337
Papua New Guinea	79
Brunei Darussalam	60
TOTAL	496,669

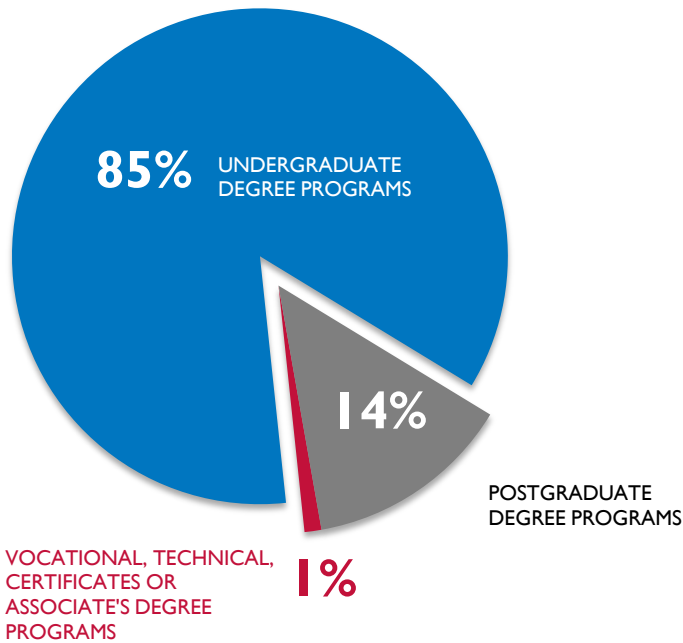
IN-BOUND STUDENTS' TOP FIELDS OF STUDY



OUT-BOUND STUDENTS' TOP TEN DESTINATIONS



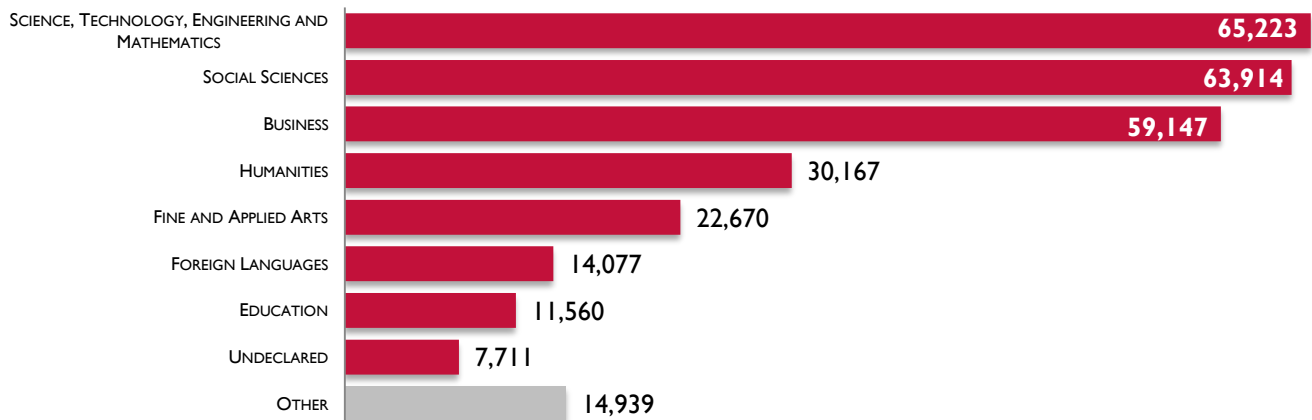
OUT-BOUND STUDENTS' ACADEMIC LEVELS



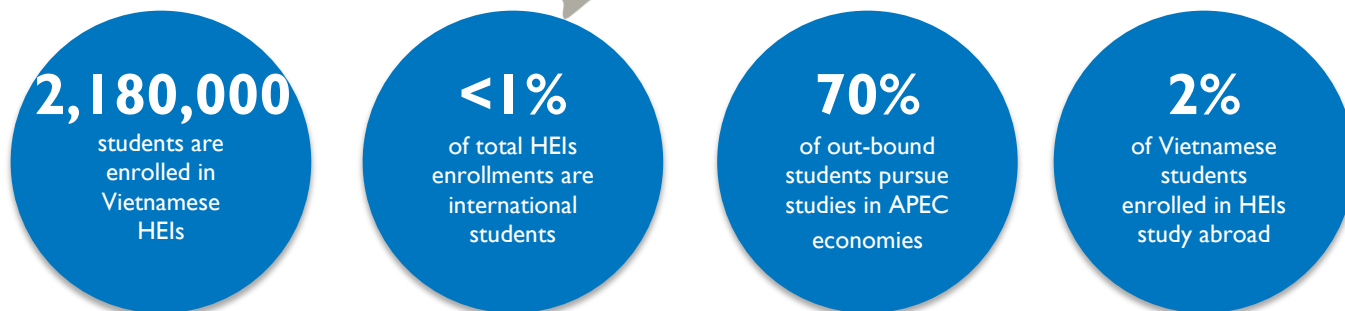
OUT-BOUND STUDENTS IN APEC ECONOMIES

People's Republic of China	14,413
Australia	8,320
Japan	5,758
Mexico	3,730
Republic of Korea	3,042
Peru	2,956
Chile	2,897
New Zealand	2,793
Thailand	1,923
The Russian Federation	1,562
Hong Kong, China	1,401
Canada	1,380
Singapore	1,181
Chinese Taipei	890
Viet Nam	683
Indonesia	493
The Republic of the Philippines	273
Malaysia	237
Papua New Guinea	13
Brunei Darussalam	1
TOTAL	53,946

OUT-BOUND STUDENTS' TOP FIELDS OF STUDY



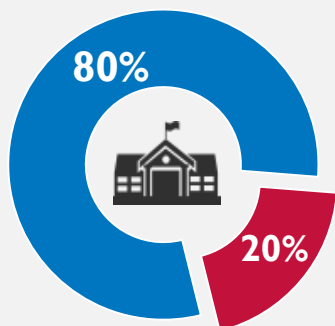
VIET NAM



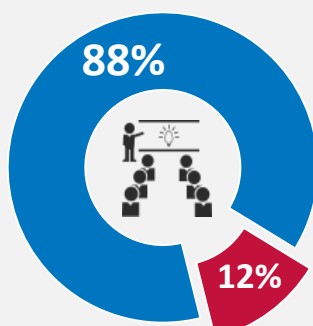
MOBILITY DEFINITIONS & DATA COLLECTION

The Ministry of Education and Training (MOET) is primarily responsible for collecting, analyzing and reporting international student mobility data to international organizations. The MOET does not collect out-bound mobility data. The Ministry of Education and Training annually requests higher education institutions to report their most current in-bound international students' numbers. The data collection process distinguishes between in-bound students coming for short-term study experiences and those coming to pursue a full degree program. Short-term study experiences include studies that are usually less than one year in duration and, upon completion, participants receive certificates rather than degrees. Data reported by the MOET reflect numbers for June 2013. The UIS' data for 2012 is supplemented for all of Viet Nam's in-bound and out-bound mobility figures.

HEI TYPE AND STUDENT ENROLLMENTS



347 of the 433 HEIs in Viet Nam are **public institutions**.



1.9 million higher education students are enrolled in **public institutions**.

HIGHER EDUCATION INSTITUTIONS

Higher education institutions include universities, colleges and institutes that provide higher education services. **Public institutions** are owned and invested in by the government. **Private institutions** are HEIs that are owned and financially supported by social or private organizations.

In-bound students

are defined as foreign students who study in Viet Nam. Figures provided are based on the UIS' definition and estimated calculation of internationally mobile students for 2012.



3,996 *



53,802*

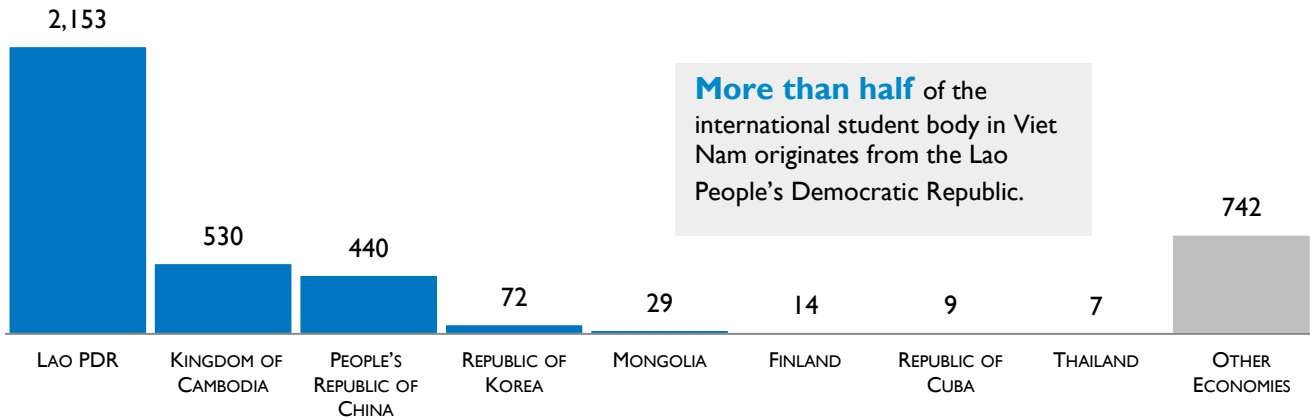
Out-bound students*

Based on the UIS' definition and estimated calculation of out-bound mobile students for 2012.

Viet Nam's data was provided by the Ministry of Planning and Investment and reflects counts for June 2013.

* Figures and indicators supplemented from the UIS' data for 2012.

IN-BOUND STUDENTS' TOP PLACES OF ORIGIN*



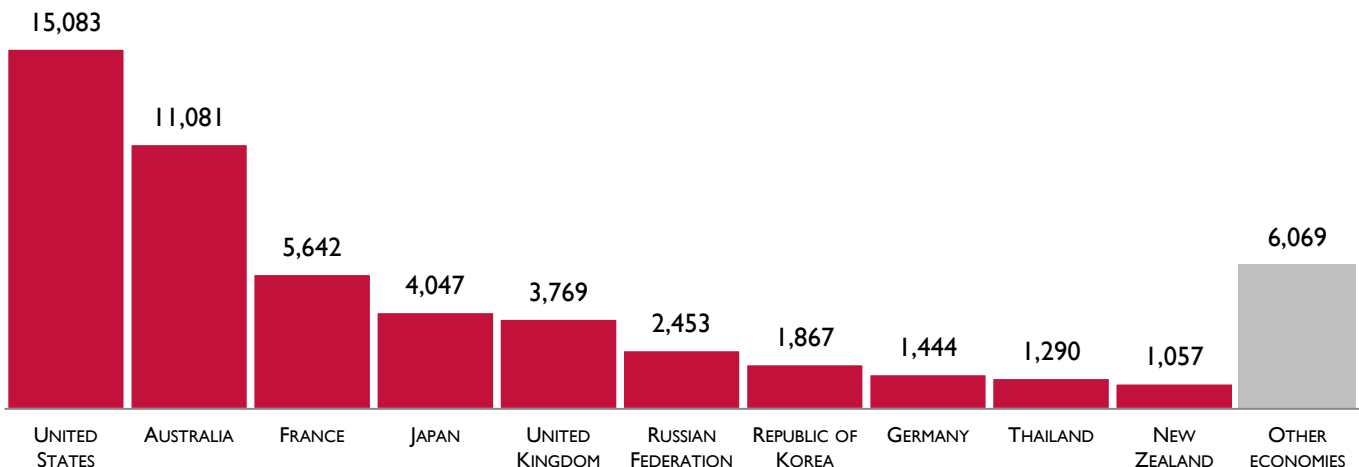
IN-BOUND STUDENTS FROM APEC ECONOMIES*

People's Republic of China	440
Republic of Korea	72
Thailand	7
Australia	<5
Brunei Darussalam	<5
Canada	<5
Chile	<5
Hong Kong, China	<5
Indonesia	<5
Japan	<5
Malaysia	<5
Mexico	<5
New Zealand	<5
Peru	<5
The Republic of the Philippines	<5
The Russian Federation	<5
Singapore	<5
United States	<5
TOTAL	~519

OUT-BOUND STUDENTS IN APEC ECONOMIES*

United States	15,083
Australia	11,081
Japan	4,074
The Russian Federation	2,453
Republic of Korea	1,867
Thailand	1,290
New Zealand	1,057
Canada	792
Malaysia	346
Indonesia	50
Hong Kong, China	21
Brunei Darussalam	<5
Chile	<5
TOTAL	~38,114

OUT-BOUND STUDENTS' TOP TEN DESTINATIONS*



CHALLENGES, FINDINGS & RECOMMENDATIONS

The data and findings presented in this report indicate that there is significant variation across APEC economies' data collection indicators and in their capacity for gathering and reporting data on internationally mobile students. This concluding section discusses the challenges in creating a region-wide metric system given the current gaps and differences in each economy's current processes, and also presents recommendations for building the capacity of APEC economies to improve their data collection practices.

LIMITATIONS & CHALLENGES

Who gathers the data?

One of the biggest hurdles the research team faced in collecting data for this study was locating the appropriate entities and contacts that would have access to student mobility data and thus be able to complete the survey. After several rounds of follow-up and outreach, 16 economies responded to the survey of which three provided minimal or descriptive data only. Even amongst the various international education networks that IIE approached for guidance in some economies, it was difficult to identify specific entities that are generally known to track data on higher education mobility and can report on data collection processes and student mobility counts. In cases where responses were received, most survey respondents were from divisions within their respective economies' ministries of education or higher education.

What types of mobility data is collected?

There is a clear range in APEC members' capacity to track and report internationally mobile students, as well as their ability to track disaggregated information on students' academic levels and subject fields pursued. Table I provides details on the economies that gather in-bound or out-bound data, or both. A total of 16 economies provided either partial or complete student mobility data,³¹ as summarized below:

In-bound Mobility (international or foreign students)

- 13 economies provided in-bound mobility counts and top ten places of origin,
- 12 economies reported that they collect data on what students study, but of those 12, two were not able to provide any data, and
- Nine economies reported that they collect data on students' academic levels, of which two did not provide any data.

Out-bound Mobility (domestic students going overseas)

- 11 economies reported that they collect data on out-bound student mobility, of which five reported disaggregated figures for top ten destinations,
- Five economies said that they collect data on what students study; four were able to provide disaggregated data, and
- Five economies provided complete or partial data on out-bound students' academic levels.

³¹ Total number of survey respondents includes supplemented data from four *Project Atlas* members (Canada, Chile, Malaysia and Mexico).

Table 1. IN-BOUND AND OUT-BOUND DATA COLLECTION

Economies	In-bound Data Collection			Out-bound Data Collection		
	Collect Data	Lead Agency	Top 5 Places of Origins	Collect Data	Lead Agency	Top 5 Destinations
Australia	✓	Federal Department of Education and Training	China, India, Malaysia, Viet Nam, Nepal	✓	Federal Department of Education and Training	United States, United Kingdom, China, Canada, Germany*
Brunei			Malaysia, Indonesia, Thailand, Philippines, Pakistan*			United Kingdom, Australia, Malaysia, New Zealand, United States*
Canada	✓	The Department of Citizenship and Immigration Canada	China, India, Republic of Korea, Saudi Arabia, France	✗		United States, United Kingdom, Australia, France, Ireland *
Chile	✓	Ministry of Education	Peru, Colombia, Ecuador, Argentina, Bolivia			United States, Spain, France, United Kingdom, Germany*
People's Republic of China	✓	Ministry of Education	Republic of Korea, United States, Thailand, Japan, Russian Federation	✓	Ministry of Education	United States, Japan, Australia, United Kingdom, Republic of Korea *
Hong Kong, China	✓	University Grants Committee and Education Bureau	China, Republic of Korea, Malaysia, India, Macau-China	✗		United Kingdom, Australia, United States, Canada, Macao-China *
Indonesia	✓	Ministry of Education and Culture	Timor-Leste, Malaysia, China, Republic of Korea, Japan	✓	Ministry of Education	United States, United Kingdom, Japan, Australia, Republic of Korea
Japan	✓	Japan Student Services Organization (JASSO)	China, Republic of Korea, Viet Nam, Chinese Taipei, Nepal	✓	Japan Student Services Organization (JASSO) *Ministry of Education (Policy Planning and Coordination Division, Lifelong Learning Policy Bureau)	United States, China, Republic of Korea, Canada, Australia
Korea			China, Mongolia, Viet Nam, United States, Japan *			United States, Japan, Australia, United Kingdom, Canada *
Malaysia	✓	Department of Higher Education & Department Planning and Education Policy Research (Ministry of Education)	Iran, China, Indonesia, Yemen, Nigeria	✓	Department of Higher Education, Ministry of Education	Australia, United Kingdom, Egypt, United States, Indonesia

Economies	In-bound Data Collection			Out-bound Data Collection		
	Collect Data	Lead Agency	Top 5 Places of Origins	Collect Data	Lead Agency	Top 5 Destinations
Mexico	✓	Universities and Higher Education Institutions (ANUIES)	France, United States, Spain, Germany, Columbia	✓	Universities and Higher Education Institutions (ANUIES)	Spain, United States, France, Canada, Germany
New Zealand	✓	Ministry of Education	China, India, Japan, Republic of Korea, United States	✗		Australia, United States, United Kingdom, Germany, France*
Papua New Guinea						Gambia, Australia, New Zealand, United States, Brazil*
Peru				✓	Ministry of Education	Spain, Argentina, Chile, Australia, Mexico
The Philippines						United States, Australia, United Kingdom, Japan, New Zealand*
The Russian Federation	✓	Ministry of Education	Ukraine, China, Tajikistan, Viet Nam Moldova	✗		Germany, United States, France, United Kingdom, Ukraine*
Singapore						Australia, United Kingdom, United States, Malaysia, Canada*
Chinese Taipei	✓	Ministry of Education	Japan, Viet Nam, Malaysia, United States, Indonesia	✓	Ministry of Education	United States, United Kingdom, Australia, Japan, Canada
Thailand	✓	Office of the Higher Education Commission	China, Myanmar, Viet Nam, Laos, United States	✓	Office of the Higher Education Commission	United States, United Kingdom, Australia, Japan, Malaysia
United States	✓	Institute of International Education	China, India, Republic of Korea, Saudi Arabia. Canada	✓	National Center for Education Statistics	United Kingdom, Italy, Spain, France, China
Viet Nam	✓	Ministry of Education and Training	Lao PDR, Cambodia, China, Republic of Korea, Mongolia*	✓	Ministry of Education and Training	United States, Australia, France, Japan, United Kingdom *

*Indicates data supplemented from UIS.
Blank cells reflect unknown categories.

How is mobility being measured? Are there consistent data indicators?

The types of data collection indicators currently in place reflect economies' key reasons for collecting mobility data, their capacity to do so, as well as the primary agencies involved in the data collection. In most cases, the member economies' governments mandate data collection policies while in others efforts are voluntary and are typically initiated by non-governmental organizations that focus on the higher education sector.

As indicated in the individual economy profiles in the report, there are no consistent indicators across the region for the different international mobility categories. In their definition of international students, economies may include any of the following types of students: students with residency visas who are nationals of other economies; students with dual citizenships; or those that are students in offshore higher education institutions that are branches of the home campus located in the receiving economy. These challenges and variations in definitions and mobility indicators are not unique to APEC economies and could be expected any time that mobility data is being compared regionally or globally.

In addition, there is no consistency in the length of study that determines whether or not a student is regarded as an in-bound student or an out-bound student. When respondents were asked whether their data collection distinguished between students who pursue short-term study experiences and those who pursue full degrees/diplomas, 40 percent stated that they do for in-bound mobility while 29 percent do so for out-bound mobility.³² Within those economies that do identify their short-term in-bound students, there is a wide array of definitions for what constitutes a short-term study experience, which include but are not limited to durations of one year or less (U.S.) or study periods that do not exceed 180 day within a 12 month period (Hong Kong, China).

When embarking on this study, it was expected that only a few APEC economies would have in place a system for gathering out-bound data. Indeed, out-bound data proved most difficult to track because, in general, it is more challenging for economies to collect data on domestic students who go overseas for their studies. This is especially true for educational activities that students arrange on their own (such as full degrees abroad) that are not easily captured unless the entities responsible for tracking data have access to the receiving economy's visa data, or to data from the higher education sector in the destination economies.

Frequency and timeframe

Many APEC economies have already implemented a data collection system where higher education institutions and other domestic mobility data hubs are obligated to track and submit their counts to lead agencies on pre-determined dates or academic cycles. The findings suggest that most economies gather data on an annual data collection cycle. However, the data collection cycles differ significantly and can range from an academic year, a calendar year or other annual cycles. Even when data collection cycles are in place, there is a time lag of anywhere from one to three years from the time that data is collected and actually reported. For example, figures in this study reflect data collection timeframes between 2010 and October 2014. These differences in timeframes and in what constitutes "current" data make it challenging to compare economies' mobility trends and counts reliably. The only economies that show the least time lag between data collection and reporting are Australia, Japan, the Russian Federation, Chinese Taipei and the United States. Australia is an exception as it is perhaps the only economy that collects and analyzes its higher education mobility data on a monthly basis.

FINDINGS

This study sought to take stock of the current student mobility figures and trends within APEC economies. The research also set out to identify the different stakeholders within the member economies and how they define, measure and report in-bound and out-bound mobility figures. It was envisioned that these findings would provide a baseline against which to inform the types of capacity building programs that could support any future

³² In-bound mobility ratio is calculated from a total of ten valid responses and out-bound mobility ratio is based on a total of seven valid responses

higher education mobility efforts across the APEC economies.

This section offers an overview of the current mobility trends across APEC economies, while also providing key conclusions and recommendations for building upon the baseline information gathered through the current study.

Current status of student mobility within the APEC region

Given the factors discussed in the previous section, it is understood that the number of internationally mobile students in and from the APEC region is underrepresented and notably higher than what is shown in this study. The large gaps and inconsistency in mobility data notwithstanding, this section attempts to provide some estimates of the numbers of postsecondary students that are currently mobile across the APEC economies.

Table 2 provides a total count of in-bound students from other APEC economies that are currently hosted by each APEC economy. Table 3 indicates the number of out-bound students from each APEC economy that are headed for their studies to other APEC economies. Although these numbers suggest that the APEC goal of one million mobile students within APEC economies might have already been met, this finding should be interpreted with caution due to the significant variability of the mobility data that was available for this study. The discrepancy between in-bound mobility and out-bound mobility numbers demonstrates a clear gap of information gathering and how and what APEC members measure in terms of student mobility. As indicated in

the mobility totals presented in both tables, there are more than 355,000 mobile APEC students “missing” from the *out-bound* estimates provided by APEC economies. The obvious reason for this (as described earlier) is that it is challenging for economies to keep track of students who leave to go overseas, especially if out-bound students are enrolling in a full degree program in another economy and are not enrolled in a home institution in their place of origin.

Table 2

APEC Economies	In-bound Students from APEC Economies	Percentage of Total In-bound Students
United States	496,669	69%
People’s Republic of China	192,944	54%
Australia	159,092	67%
Canada	137,670	58%
Japan	119,388	88%
Republic of Korea	50,601*	85%
New Zealand	33,925	61%
Hong Kong, China	24,206	91%
Chinese Taipei	20,498	73%
Malaysia	18,078*	28%
The Russian Federation	16,140*	9%
Thailand	10,752	63%
Chile	3,679	23%
Indonesia	3,240*	45%
Mexico	1,847	24%
Viet Nam	519*	13%
Brunei Darussalam	192*	54%
Papua New Guinea	NA	NA
Peru	NA	NA
The Republic of the Philippines	NA	NA
Singapore	NA	NA
TOTAL	~1,289,440	

In-bound mobility: APEC economies as hosts of other APEC students

At the time of our study, at least 1.2 million APEC students (Table 2) were mobile within the APEC group of economies. Close to 40 percent were going to the U.S., the largest receiver for not just APEC students but also for students from all over the world. If the U.S. numbers are extracted

from the calculation, APEC economies reported hosting approximately 792,771 international students from other APEC economies. It should be noted that all of these numbers are an undercount and that the actual

numbers might be somewhat higher. This underrepresentation of in-bound student totals could be attributed to two reasons. First, at least four economies were unable to report in-bound numbers; and, second, data was gathered from UIS estimates, which are typically lower due to the circumscribed definition of an international in-bound student and the significant time lag in the data being reported.

In terms of absolute numbers, other key hosts of APEC students include China (15 percent), Australia (12 percent), Canada (11 percent) and Japan (nine percent). In terms of the proportion of the international student population that is from APEC economies, Chinese Taipei; Australia; Thailand; and New Zealand³³ all have large concentrations of students (60 percent or more) from other APEC economies. Hong Kong, China (91 percent), Japan (88 percent), and the Republic of Korea's (85 percent) international student populations are also almost entirely comprised of students from other APEC economies. Finally, China provides yet another interesting lens through which to view mobility into APEC economies from other APEC economies: it is the second largest host (192,944) of APEC students, yet APEC students make up just over half of all international students in China, thus suggesting that China is receiving students from all over the world and not just APEC economies.

Out-bound mobility: APEC economies as senders of international students to other APEC economies

Table 3 indicates that at the time of the study, there were an estimated 934,198 students from APEC economies whose higher education destination was another APEC economy. This data might be considered a proxy for how many students are circulating within the APEC group of economies, but it is a significant undercount for the reasons described above and also because most economies do not gather out-bound mobility data. As with the data on international students discussed above, one economy—China—dominates the out-bound APEC mobility picture and accounts for about 54 percent of the entire APEC out-bound mobility presented in Table 3. Over 500,000 or 73 percent of all out-bound Chinese students are headed to another APEC economy. If we extract the China numbers from the total, the number of APEC students that are out-bound to other APEC economies is at least 426,000.

Table 3

APEC Economies	Out-bound Students to APEC Economies	Percentage of Total Out-bound Students
People's Republic of China	507,877*	73%
Republic of Korea	109,716*	89%
United States	53,946	19%
Viet Nam	38,114*	71%
Malaysia	35,091*	44%
Japan	33,189	77%
Canada	31,191*	69%
Indonesia	28,647*	41%
Chinese Taipei	23,270	81%
Singapore	15,557*	71%
Thailand	15,467*	63%
Hong Kong, China	9,408*	31%
Australia	8,191	28%
The Republic of the Philippines	7,711*	69%
The Russian Federation	6,507*	13%
New Zealand	4,308*	81%
Mexico	3,558*	31%
Brunei Darussalam	1,066*	31%
Papua New Guinea	964*	47%
Peru	269	26%
Chile	151*	2%
TOTAL	~934,198	

³³ Economies are listed in descending order of the largest proportion of international APEC student populations hosted.

RECOMMENDATIONS

- 1. Harmonizing definitions and indicators of student mobility.** It is clear from the findings of the study that an immediate action item would be to work with the economies to develop, to the extent possible, common definitions and indicators of mobility. In doing so, it will be critical to consider which types of definitions make sense for the APEC economies as a whole, and that would apply to most economies if not all. For example, one decision to consider might be whether in-bound students are defined as “international” or “foreign” based on their visa status and their travel documents (as is the case in the U.S. and some other economies), or whether their status is based on some other criteria (such as travel documents *and* length of study). Also, some economies like Australia currently include offshore students in Australian branch campuses as international students.³⁴ Because most APEC economies do not gather this type of data, our recommendation is to exclude offshore students in the basic definition of an international student or to count them in a separate category.
- 2. Enhancing the capacity of economies to gather out-bound data.** Of the two forms of mobility, most economies had limited data available on out-bound mobility and this is an area that will require more effort in terms of building future capacity. For most economies (including non-APEC ones), tracking the number of domestic students who leave to pursue an education elsewhere is a difficult endeavor. Yet this type of data and information is critical for economies to assess how much of its tertiary-aged population is engaging in an international study experience, and to accordingly launch initiatives designed to send more students overseas. This type of data can typically be obtained only from the receiving economy’s immigration statistics or its higher education sector. This data gap can be closed in a couple of ways: (a) for students going overseas on exchange programs run through higher education institutions in their home economy, data can be collected directly from each institution’s study abroad office (or similar entity) on the numbers of students going abroad each year;³⁵ (b) for students enrolling directly in a college or university in an APEC economy other than their own, data can be collected by the receiving economy’s higher education sector and shared on a mutual basis among the APEC economies. This is similar to *Project Atlas* through which, for example, IIE has been able to obtain data on the numbers of U.S. students abroad by partnering with other economies that are part of the project and that receive U.S. students as international students.
- 3. Increasing both the overall flow and diversity of student mobility among APEC economies.** A handful of economies dominate the mobility landscape amongst the 21 APEC economies, either as primary receivers or senders of international students. The dominant hosts are Australia, Canada, China and the United States, which receive large numbers of students not just from within APEC, but also from other parts of the world. Brunei Darussalam and Papua New Guinea send many of their students overseas—including to other APEC economies—but host few international students. China is the only economy that has large numbers of both out-bound and in-bound students going to or coming from other APEC economies. The large numbers of students that these economies host or send overseas skew the overall trend for APEC economies and potentially suppress the fact that there are other APEC economies for which the in-bound or out-bound mobility numbers are modest, but where there might be substantial room to grow the numbers in either direction. Going forward, it will be important to consider how future mobility targets would vary or be refined further if these key players are included or excluded from mobility estimates. Even though the overall numerical target of a million students might have already been met, future economy-specific targets should focus on diversifying the mobility landscape within APEC by encouraging mobility to a wider range of APEC destinations beyond the four economies mentioned above.

³⁴ These offshore numbers were excluded from the current study so as to make the Australian data comparable to that from other economies.

³⁵ See, for example, the *Open Doors*® study abroad survey: www.iie.org/opendoors

- 4. Leverage existing regional relationships for an APEC-wide mobility data system, but also build new partnerships.** Even though APEC is intended to be a unifying and collaborative entity that brings together the 21 member economies, many of the mobility patterns observed in the study in fact reflect regional proximity and cultural and historical connections. For instance, there is much more mobility between Mexico and the U.S. because of the close ties between the two economies and the fact that they are situated in the same region. We recommend that these existing patterns and relationships be taken into account when establishing mobility targets, and when developing the capacity of APEC economies to gather and report mobility data. This type of regional alignment will also be more effective because higher education systems and academic calendars are likely to be more similar, thus making it easier to establish shared mobility definitions and data collection frameworks. At the same time, new alliances should also be encouraged and new patterns of mobility forged in order to expand both the quantity and diversity of mobility within APEC. Taking these factors into account as well as the current status of each economy's mobility data, we propose the following classification or grouping of economies for future capacity-building:
- a. Economies in Asia with nascent data collection systems: Brunei Darussalam and Papua New Guinea.
 - b. Economies in East and Southeast Asia with existing data collection systems: Indonesia; Republic of Korea; Malaysia; the Philippines; Singapore; Thailand; and Viet Nam.
 - c. Economies in Latin America: Chile; Mexico; and Peru.
 - d. Large APEC economies with centralized data collection systems: China and Russia.
 - e. APEC economies with advanced data collection systems and internationalization of higher education sector: Australia; Canada; Hong Kong, China; Japan; New Zealand; Chinese Taipei; and the United States.
- 5. Proposed capacity-building activities:** based on our findings, we propose the coordinated and sequential capacity-building activities outlined below. The primary objective of these activities is to address economies' gaps in mobility data collection, which range from economies that require significant assistance in establishing data collection systems, to those who might benefit from additional guidance in expanding or refining their existing systems. All of the proposed capacity-building activities also include modules related more broadly to issues of higher education internationalization as developing a deeper understanding of the field is critical to prioritizing, collecting, and using reliable student mobility data.
- Capacity-building workshops, designed specifically to: address regional and national challenges in data collection; share best practices in survey methodology and data analysis; and leverage other national- and global data sources. The workshops will take into account each economy's current data collection practices and will be designed to accommodate the needs and challenges of the participating members. The topics covered at the workshops would fall within four broad themes: internationalization of higher education and global student mobility; setting up and designing a student mobility data collection system; measuring emerging forms of academic mobility such as online learning and partnerships; and, using mobility data and research for policy-making and target-setting. A critical learning outcome will be how to analyze and fully leverage the data for decision-making and strategic-planning purposes (our study found that only 11 economies are currently using their mobility data in this way).

The workshop methodology would rely on a range of interactive instructional approaches, including panel discussions with experts, case study analysis, group problem solving, and scenario planning. IIE has successfully used a similar format in past *Project Atlas* capacity-building workshops held in Kenya, Brazil, Mexico and the United States. In terms of timing, the first APEC workshop could be held in conjunction

with other regional or international higher education conferences, such as the annual Asia Pacific Association for International Education (APAIE) conference, which tend to draw participants from the governmental, non-governmental and higher education sectors of many of the APEC economies.

- Online learning modules and webinars: With the goal of introducing APEC economy participants to the broader field of international higher education (especially in those economies where this field is under-developed), participating economies will be invited to partake in online learning modules and webinars that will provide information on a breadth of topics around international education such as: internationalization of Higher Education Institutions; increasing mobility and economic integration across the APEC region; harmonizing qualifications and academic standards: what lessons can be learned from Europe's regional Bologna process?; building strategic institutional partnerships; new education delivery models: MOOCs, TOQUEs, and beyond; and the role of scholar and faculty mobility.

APPENDIX

ONLINE DATA SOURCES

Economy	Links to government or policy documents that describe the economy's higher education sector	Links or hard-copy (non-electronic) sources of publicly available data or reports on in-bound and/or out-bound students
Australia		https://www.aei.gov.au/research/pages/aei-data-and-research.aspx
Canada	http://www.cicic.ca/510/fact-sheet-no-5.canada	Annual Facts and Figures http://www.cic.gc.ca/english/resources/statistics/facts2012/index.asp CANSIM Tables http://www5.statcan.gc.ca/cansim/a33?RT=TABLE&themelD=1756&spMode=tables&lang=eng
Chile		SIES (2014) Panorama de la Educación Superior en Chile 2014. División de Educación Superior, Ministerio de Educación de Chile. www.sies.cl
Indonesia	National Education Law No. 20/2003 (searched by: UU 20 Tahun 2013), Higher Education Law No. 12/2012.	www.dikti.go.id
Japan		In-bound students http://www.jasso.go.jp/statistics/index_e.html Out-bound students (Available in Japanese language only) http://www.jasso.go.jp/statistics/intl_student/s_ichiran.html
Mexico	http://www.diputados.gob.mx/LeyesBiblio/pdf/137.pdf	
New Zealand	http://www.legislation.govt.nz/act/public/1989/0080/latest/DLM182904.html?search=ts_act_education_resele http://www.unesco.org/new/en/education/resources/unesco-portal-to-recognized-higher-education-institutions/dynamic-single-view/news/new_zealand/ http://www.tec.govt.nz/Tertiary-Sector/Types-of-TEOs/	OECD 2014 Education at a Glance Report for data on out-bound mobility http://www.oecd.org/edu/eag.htm
Peru	http://sistemas06.minedu.gob.pe/sinadmed_1/resolucionesexternas/consultanormas.aspx	http://www.observatoriobecas.gob.pe/
Chinese Taipei		Education - International Exchange section http://www.ey.gov.tw/en/cp.aspx?n=00B16C6FEB500D8B

Thailand	Website of Ministry of Education of Thailand National Education Act B.E. 2542 (1999) 3. Private Higher Education Act B.E. 2546 (2003)	International Students in Thai Higher Education Institutions (in Thai version) www.inter.mua.go.th under publication
United States	http://nces.ed.gov/ipeds/glossary/	www.iie.org/opendoors www.iie.org/projectatlas