

2009 Global Forum Global Connections, Local Impacts

Theme 1: Globalisation and Universities

Identifying recruitment opportunities by examining trade data

(Emerging country trends for international higher education)

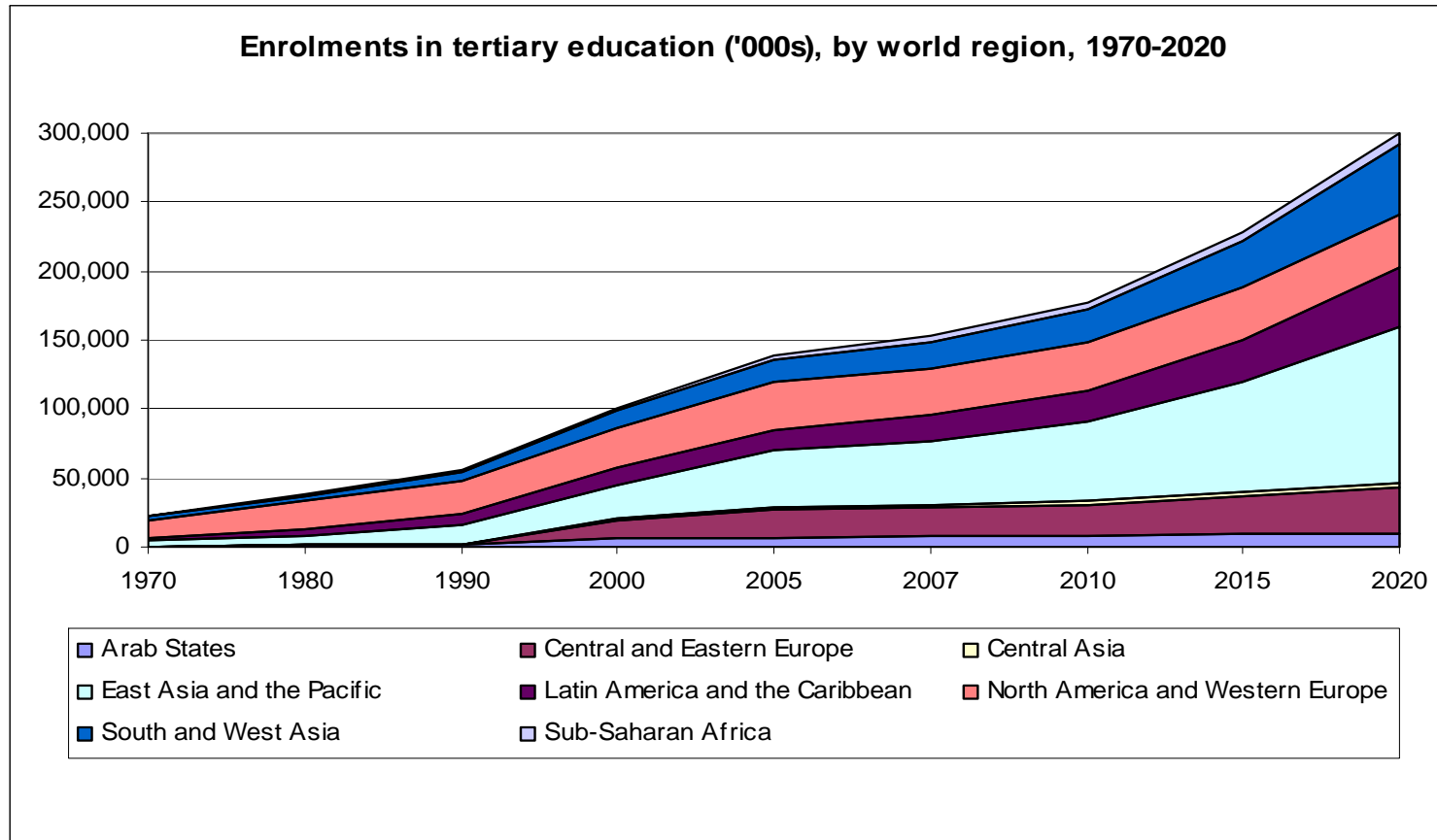
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Introduction

- Trends in tertiary education globally
 - Global enrolments by region
 - Where are international students coming from?
 - Where are international students going to?
 - What are the projected number of international higher students to year 2020?

Global enrolments by region



2000	2007	2010	2015	2020
100.8 m	152.5 m	175.4 m	221.8 m	280.3 m

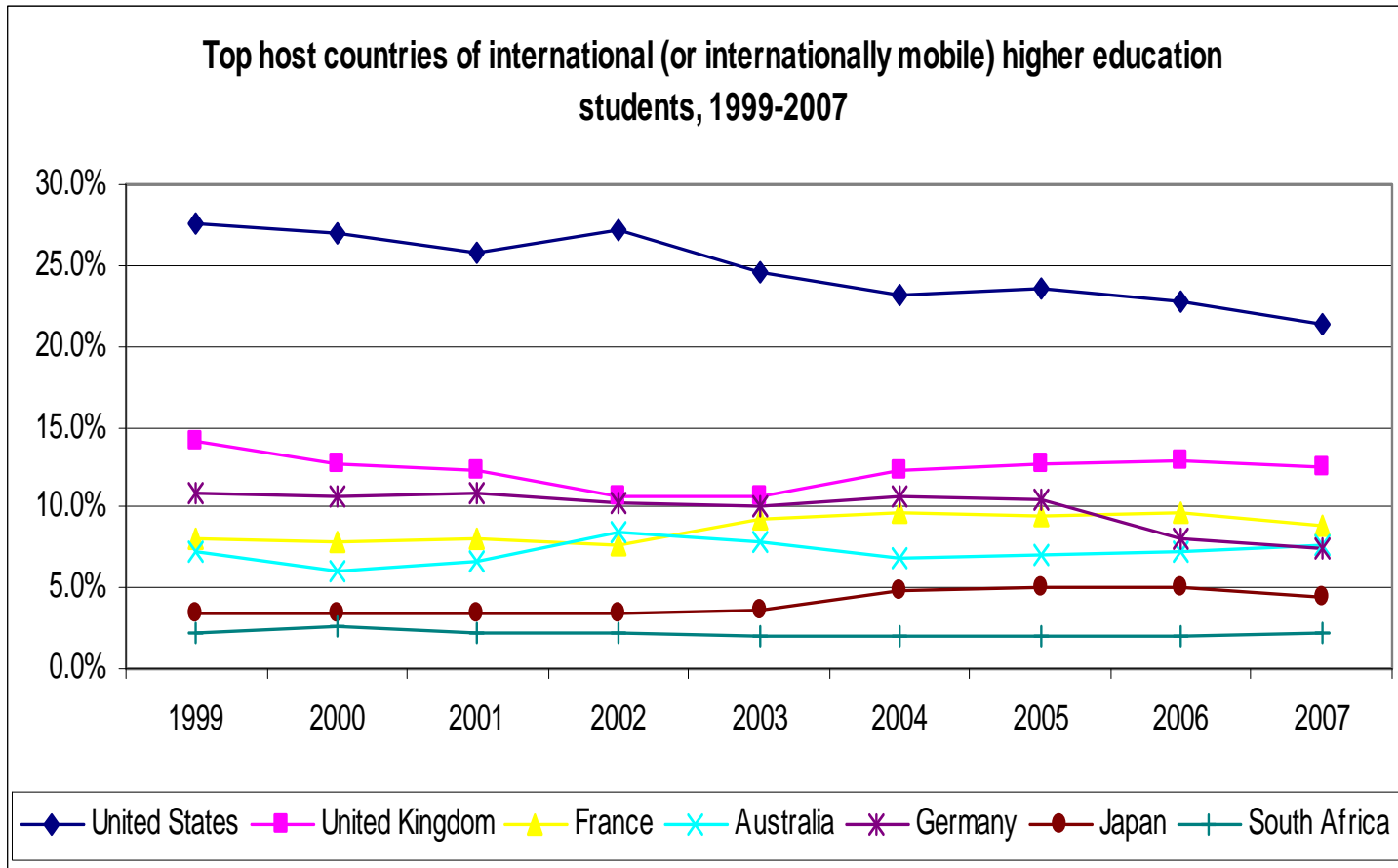
Where are international students coming from?

Top 20 country sources of international (or internationally mobile) higher education students, 2007 and 1999

Country	2007		1999	
	#	%	#	%
Total global enrolments	2,800,470		1,825,257	
China	421,148	15%	136,613	7%
India	153,312	5%	50,870	3%
South Korea	105,327	4%	65,251	4%
Germany	77,534	3%	53,731	3%
Japan	54,506	2%	58,824	3%
France	54,021	2%	51,911	3%
United States	50,265	2%	38,291	2%
Malaysia	46,473	2%	48,325	3%
Canada	43,918	2%	29,111	2%
Russian Federation	42,881	2%	25,946	1%
Morocco	41,502	1%	37,461	2%
Turkey	36,840	1%	47,996	3%
Italy	35,133	1%	43,750	2%
Poland	32,888	1%	15,922	1%
Hong Kong	32,726	1%	33,295	2%
Greece	32,588	1%	67,969	4%
Uzbekistan	31,889	1%	13,376	1%
Kazakhstan	30,052	1%	n/a	
Indonesia	29,580	1%	27,549	2%
Viet Nam	27,865	1%	8,506	0%

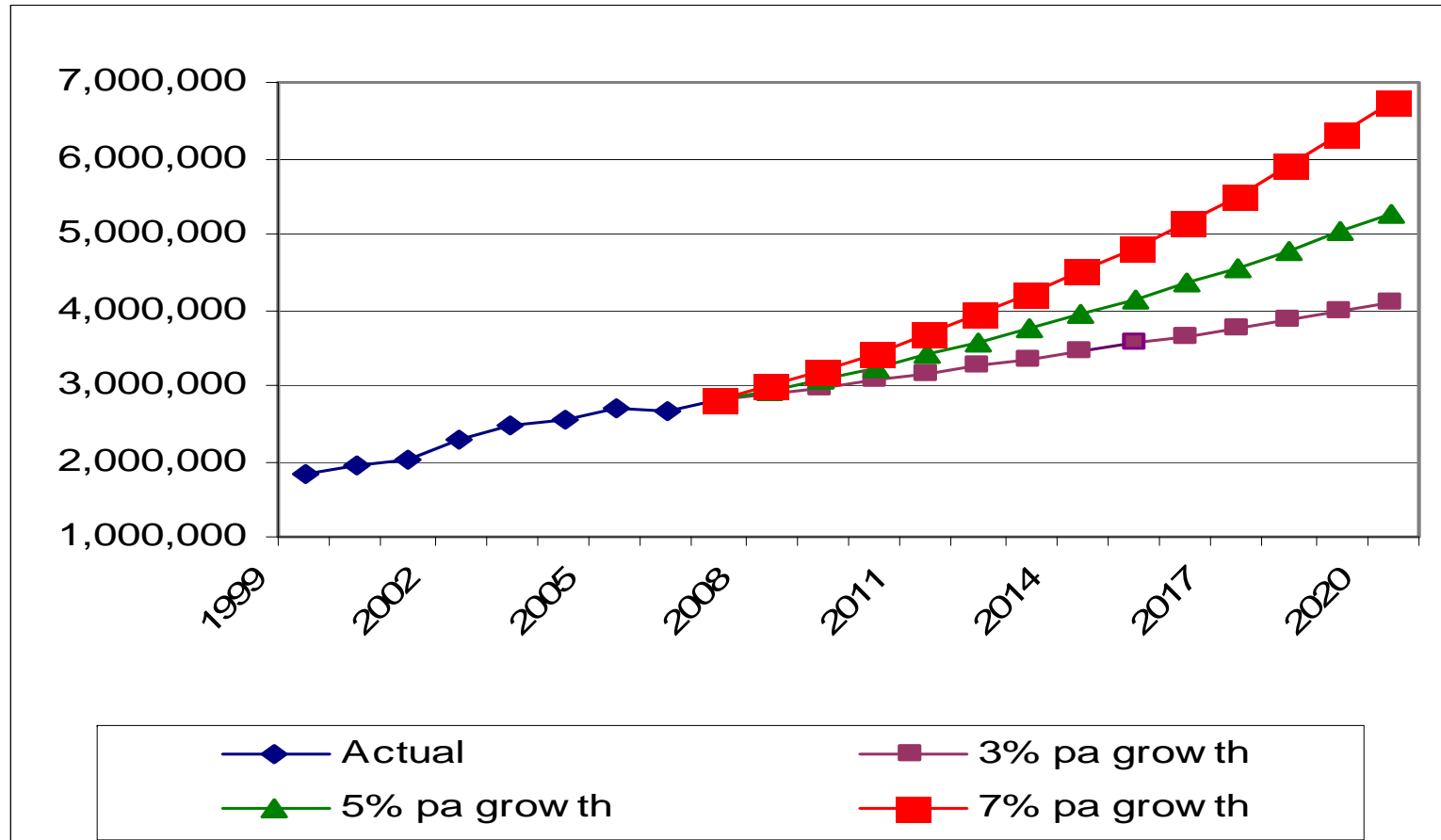
Source: UNESCO Institute for Statistics, UIS database.

Where are international students going to?



Four countries capture 50% of those students who study abroad

What are the projected number of international (or internationally mobile) higher students to 2020?



3% pa growth	4.1 m
5% pa growth	5.3 m
7% pa growth	6.7 m

Identifying global trends of higher education student mobility

- Inclusion of trade in educational services in the General Agreement on Trade in Services (GATS) > trade liberalisation.
- Regional trade agreements and free trade agreements.
- Flows of trade: how much of regional merchandise trade occurs within the same region.

Target emerging educational markets

Integration into global trade

Further information:

A Calderon: Emerging issues in Vocational Education and Training: Impact of Globalisation on Tertiary Education, November 2008:

<http://www.vista.org.au/sitebuilder/resources/knowledge/asset/files/61/ac-impactofglobalisationonterteduc-nov08.ppt>

Trade flow – Intra- and inter-regional trade 2007

How much of regional merchandise trade occurs within the same region?

Region of origin	Region of destination			
	North America	South and Central America	Europe	Asia
North America	51%	7%	18%	19%
South and Central America	30%	24%	21%	16%
Europe	8%	1%	74%	8%
Asia	20%	2%	19%	50%

Source: WTO World Trade Developments, 2008.

Flows of trade data: UN Comtrade database

- Merchandise commodity for 212 countries
- 28 years of data (1980 – 2007)
- Exports and imports
- 16 categories of the Harmonised Commodity Description and Coding System (HS)
- Categories clustered into two dimensions:
 - High-value
 - Non-high-value

High-Value vs. non-High-Value Trade



- Machinery and transport equipment;
- Automotive products;
- Office and telecom equipment;
- Electronic data processing and office equipment;
- Integrated circuits and electronic components, and
- Telecommunications



- Agricultural products
- Food
- Manufactures
- Chemicals
- Pharmaceuticals
- Clothing
- Iron and steel
- Textiles
- Fuels and mining products
- Fuels

Flows of trade data

- Measured annual percent changes in the value of exports and imports
rather than
- Trade at current US \$ values.
- 5-year rolling average was used to eliminate data skewness – a good year compared to a bad trade year.
- Annual % changes may highlight temporary factors of currency fluctuation, inaccurate reporting or any other economic policy change.

Flows of trade data –cont'd

- Basis of comparison: 5-year rolling average of *high-value* imports or exports grew faster than *non-high-value* imports or exports.
- High-value goods are more desirable than non-high value goods as it implies a country is moving towards knowledge intensive areas of economic production.

Flows of trade data –cont'd

- Where 'high-value' exports are growing faster than 'non-high-value' exports
 - industry production in those countries is moving towards specialisation in one or more areas
- Where 'high value' imports are growing faster than 'non-high value' imports
 - Upgrading industry, increasing economic output and/or developing niche markets for internal or external production.
- In all, there are conditions for furthering education, skill base and skill development.

Findings

- Results highlight mixed picture of the flows of trade.
- However imperfect data, results give some indication of emerging trends that may be of use to policy and decision makers.
- Countries with 'High-Value exports and imports growing at a faster rate than 'non-High-Value' exports and imports.
- Trade matters, by region or by agreement.
- Effect of countries with labour mobility, diaspora or brain drain.

Emerging markets

Emerging markets for international students or student mobility

Country	International students - 2007	Exports 1993-1997	Imports 1993-1997	Exports 1998-2002	Imports 1999-2002	Exports 2003-2007	Imports 2003-2007
		Higher value or non-high-value					
Czech Republic	7,359	HV	HV	HV	HV	HV	HV
Honduras	2,500	HV	HV	HV	HV	HV	HV
Hong Kong	32,726	HV	HV	HV	HV	HV	HV
Bangladesh	14,758	HV	HV		HV	HV	HV
Cyprus	22,898	NonHV	NonHV	HV	HV	HV	HV
Kenya	13,313	NonHV	HV	HV	HV	HV	HV
Latvia	3,858			HV	HV	HV	HV
Macao	1,210	NonHV	NonHV	HV	HV	HV	HV
Mauritius	7,448	HV	HV	HV	HV	HV	HV
Pakistan	24,617	HV	NonHV	HV	HV	HV	HV
Romania	22,852	NonHV	HV	HV	HV	HV	HV
Slovakia	24,206	HV	HV	HV	HV	HV	HV
Uganda	2,622			HV	HV	HV	HV
Ukraine	26,720			HV	HV	HV	HV
Argentina	8,032	HV	HV	NonHV	NonHV	HV	HV

Emerging markets

Emerging markets for international students or student mobility

Country	International students - 2007	Exports 1993-1997	Imports 1993-1997	Exports 1998-2002	Imports 1999-2002	Exports 2003-2007	Imports 2003-2007
		Higher value or non-high-value					
Armenia	3,910					HV	HV
Azerbaijan	4,743			NonHV	NonHV	HV	HV
Cape Verde	4,847			NonHV	HV	HV	HV
Colombia	17,531	NonHV	NonHV	HV	NonHV	HV	HV
Cyprus	22,898	NonHV	NonHV	HV	HV	HV	HV
El Salvador	2,552	NonHV	NonHV	HV	NonHV	HV	HV
Ethiopia	3,822					HV	HV
Georgia	8,233			HV	NonHV	HV	HV
Ghana	7,552			HV	NonHV	HV	HV
Guatemala	2,620	HV	NonHV	HV	NonHV	HV	HV
Iceland	2,480	HV	HV	HV	NonHV	HV	HV
Jordan	9,042			HV	NonHV	HV	HV
Republic of Moldova	10,073			NonHV	HV	HV	HV
Paraguay	2,105	NonHV	NonHV	NonHV	NonHV	HV	HV
Saudi Arabia	17,067	NonHV	NonHV	NonHV	HV	HV	HV
Senegal	11,709	NonHV	NonHV	NonHV	HV	HV	HV
Slovenia	2,244	HV	HV	NonHV	NonHV	HV	HV
Uruguay	2,510	NonHV	NonHV	NonHV	NonHV	HV	HV

Consumptions markets

- Either by trade, mobility or 'traditional' importers

Key markets: Emerging or consolidating

Region / area	Country	Flow of trade 5yrs *	Educational services trade **
Gulf Cooperation Council	Saudi Arabia	HV exports & HV imports	USA, UK, Aus
SE Asia	Hong Kong	HV exports & HV imports	Aus, USA
	China	HV exports and NHV imports	Other (Japan), USA, UK
	Indonesia	NHV exports & HV imports	Aus, USA
	Vietnam	NHV exports and NVH imports. WTO access and developing	USA, UK, Aus
Southern Central Asia	Pakistan	HV exports & HV imports	UK, USA, Other, Aus
	Bangladesh	HV exports & HV imports	Aus, UK, USA, Jp
	India	HV exports & NHV imports (HV	USA, UK, Aus
	Sri Lanka	NHV exports & HV imports (HV	Aus, Other, UK, USA
Latin America	Colombia	HV exports & HV imports	USA, Other, Fr
	Chile	NHV exports and NHV imports (FTA	USA, Ger, Fr
	Peru	NHV exports & HV imports	Other (LAM), USA
	Brazil	NHV exports & HV imports	Other (Lam, Por), USA

* Based on analysis of trade data

** Based on UNESCO, IUS data.

Policy directions / implications: Institutions

Overall International strategies: Focus on country trade policy

- Consider country-to-country policy [trade] approach in devising institutional international strategy
- Avoid relying on institutional historical data to determine targets and recruitment effort

Sunset, sunrise and diamond markets: Maintaining and identifying opportunities

- Align institutional efforts to maximise country trade policy – do efforts align to bilateral and multilateral agreements?
- Examine trade, industry, education and other data to align effort – what are the declining or emerging market?
- Be active in government trade policy developments

Policy directions / implications: Institutions

<p>Build knowledge base and linkage systems: Validate, triangulate</p>	<ul style="list-style-type: none">• Co-ordinate effort with all stakeholders: Academics, alumni, Intl Relations, Community, Diasporas, etcetera.• Develop a mechanism to validate basis of evidence to support decision making
<p>Have a sound student support system</p>	<ul style="list-style-type: none">• Build, consolidate communities of support for long term gain – ambassadors of the future
<p>Evolving global policy frameworks</p>	<ul style="list-style-type: none">• Remain active in policy formulation• Consider that country policy change and adapt• Consider exogenous factors that may impact on institutional factors