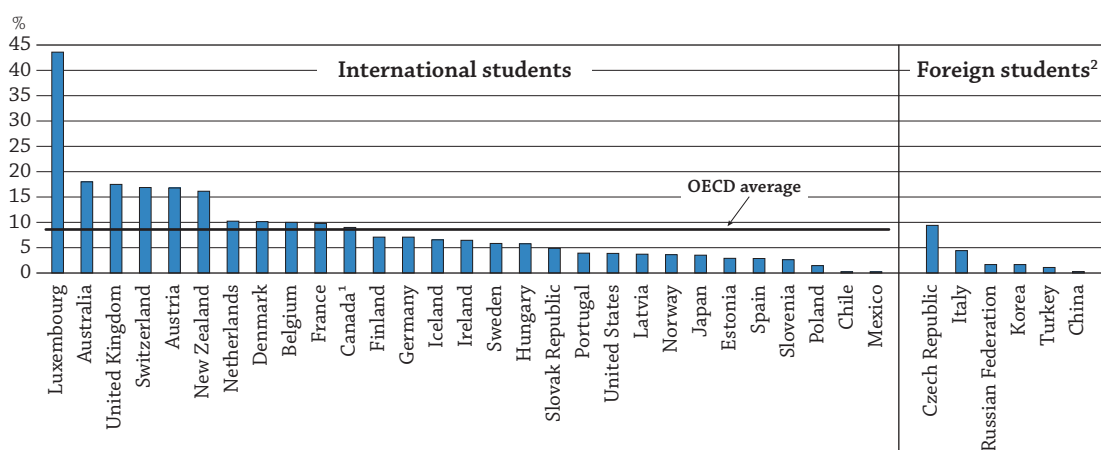


WHO STUDIES ABROAD AND WHERE?

- In 2013, more than 4 million students were enrolled in tertiary education outside their country of citizenship. Australia, Austria, Luxembourg, New Zealand, Switzerland and the United Kingdom have the largest proportion of international students as a percentage of their total tertiary enrolments.
- Students from Asia represent 53% of international students enrolled worldwide. China is the country with the largest numbers of citizens enrolled abroad, followed by India and Germany.
- The proportion of international students among total enrolments tends to be much larger at the most advanced levels of tertiary education. On average across OECD countries 24% of students enrolled in doctoral or equivalent programmes are international students, against an average of 9% in all levels of tertiary education.

Chart C4.1. Student mobility in tertiary education (2013)

International or foreign student enrolments as a percentage of total tertiary education



1. Year of reference 2012.

2. Foreign students are defined on the basis of their country of citizenship, these data are not comparable with data on international students and are therefore presented separately in the chart.

Countries are ranked in descending order of the percentage of international or foreign students in total tertiary education.

Source: OECD, Table C4.1. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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Context

As national economies become more interconnected and participation in education expands, tertiary education emerges as a means to broaden students' horizons and help them to better understand the world's languages, cultures and business methods. Tertiary education is becoming more international through a number of means, for example distance education, international education-related internships and training experiences, crossborder delivery of academic programmes and offshore satellite campuses. Among the phenomena related to the internationalisation of tertiary education, enrolling in a study programme abroad is receiving considerable attention from students and policy-makers. By providing an opportunity to expand knowledge of other societies and languages, studying abroad is an important cultural and personal experience for students as well as a way to improve their employability in the globalised sectors of the labour market.

Student mobility has increased dramatically over the recent past, due to a range of factors. The exploding demand for tertiary education worldwide and the perceived value of studying at prestigious post-secondary institutions abroad contribute to an increasing and diversified flow of international students, ranging from those who cannot find a place to study in post-secondary education at home to students of high academic achievement studying at high-quality programmes and institutions. In addition, the educational value associated with a diverse student body, the substantial revenues that can be earned by expanding education for international students, and economic and political considerations prompted some governments and institutions make major efforts to attract students from outside their national borders (Altbach and Knight, 2007; Knight, 2008).

One key economic consideration for countries hosting international students is that these students can later become high-skilled workers. Countries that “export” students to other countries for studying purposes risk losing, permanently, many of their talented citizens (what is commonly known as “brain drain”); but the fact that many developing countries sponsor a number of international students suggests that at least some of these students will return to their home country or establish social and business links between their home and host countries, developing what some authors (e.g. Solimano, 2002) call “brain circulation”.

In the current economic climate, shrinking support for scholarships and grants, as well as tighter budgets for individuals, may slow the pace of student mobility. But limited labour market opportunities in students’ countries of origin may increase the attractiveness of studying abroad as a way to gain a competitive edge, and thus boost student mobility.

Throughout this indicator, the terms “international students” refers to students who have moved from their country of origin with the purpose of studying (according to the criterion of country of prior education or the criterion of usual residence, see the *Definitions* section within this Indicator). The term “foreign students” refers to students who are not citizens of the countries in which they are enrolled, but may be long-term residents or were born in that country. In general, international students are a subset of foreign students (see the *Definitions* section at the end of this indicator).

■ Other findings

- Australia, Canada, France, Germany, Japan, the United Kingdom and the United States together receive more than 50% of all international students worldwide.
- In 2013, the number of international students enrolled in tertiary education in OECD countries was, on average, three times the number of students from OECD countries studying abroad.
- In some countries, international students are concentrated in some particular fields of study. For example, 53% of the international students in the Slovak Republic study health and welfare, 40% of those in Iceland are enrolled in the humanities and arts, and 23% of those in Chile study education.

■ Trends

Estimates for 2013 of the number of individuals worldwide who moved abroad with the purpose of study (i.e. international students) are not comparable with previous years, because too few countries were providing this information in the past. However, time series of the total number of students enrolled abroad (foreign students) can be constructed until 2012 (Box C4.3). These time series show that during 2005-12 the number of foreign tertiary students enrolled worldwide increased by 50%.

Analysis

Extent of international student mobility in tertiary education

Among countries for which data on international students are available, Australia, Austria, Luxembourg, New Zealand, Switzerland and the United Kingdom show the highest levels of incoming student mobility, measured as the proportion of international students among total tertiary enrolment. In Luxembourg, 44% of students enrolled in tertiary education are from another country. Similarly, international students represent 16% or more of total tertiary enrolments in Australia, Austria, New Zealand, Switzerland, and the United Kingdom. In contrast, international students account for 3% or less of total tertiary enrolments in Chile, Estonia, Mexico, Poland, Slovenia and Spain (Table C4.1 and Chart C4.1).

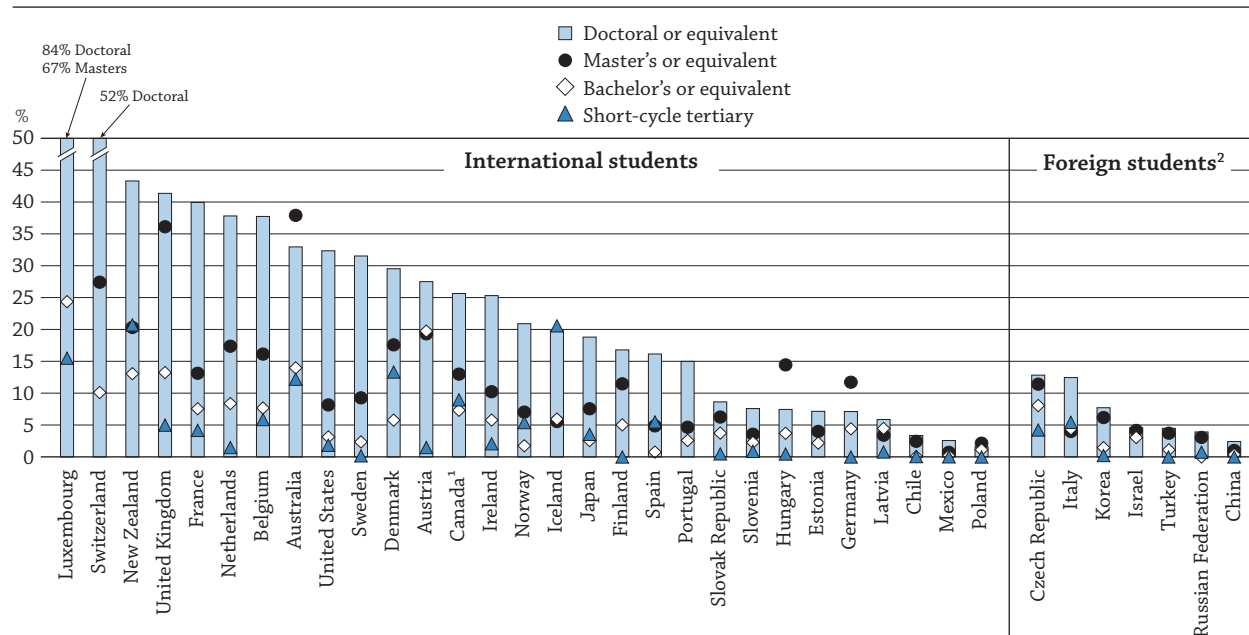
Among countries using the definition of international students based on country of citizenship, the Czech Republic had the largest proportion of foreign students (9%) of the total enrolled at the tertiary level. In contrast, foreign enrolments represented less than 2% of total tertiary enrolments in China, Korea, the Russian Federation and Turkey (Table C4.1 and Chart C4.1).

Proportion of international students at different levels of tertiary education

The proportion of international students is different at different levels of tertiary education. It is highest for the most advanced tertiary education programmes, at the master's or doctoral level, or equivalent. This could be because capacity constraints in the countries of origin may be particularly severe at these levels of education; the returns to study abroad, and in more prestigious institutions, may be higher for master's or doctoral programmes than at lower levels of tertiary education; and students in these programmes may be a particular subgroup of the population that is more likely to travel and live abroad, independently from their educational choices. Attracting international students in doctoral or equivalent programmes is particularly appealing to host countries because of their potential contribution to research and development, either as students or later as highly qualified immigrants.

Comparing the distribution of international and foreign students across countries by level of tertiary education gives a fair indication of which programmes are relatively more attractive in each country.

Chart C4.2. Student mobility in tertiary education, by ISCED level (2013)
International or foreign student enrolments as a percentage of total tertiary education



1. Year of reference 2012.

2. Foreign students are defined on the basis of their country of citizenship, these data are not comparable with data on international students and are therefore presented separately in the chart.

Countries are ranked in descending order of the percentage of international or foreign students in doctoral or equivalent programmes.

Source: OECD, Table C4.1. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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In 2013, on average across OECD countries, the share of international students in short-cycle (typically vocational) tertiary programmes (5%) was smaller than at any other level of tertiary education. However, in some countries, international students were more represented in short-cycle programmes than at the bachelor's or master's (or equivalent) level. This is the case in Iceland and New Zealand, in which international students represent 21% of the total number of students enrolled in these programmes, Spain (6%) and, among countries with data on foreign students, Italy (5%) (Table C4.1 and Chart C4.2).

International enrolments at the bachelor's level were also relatively low (6%) on average across OECD countries. Among the countries for which data are available, they exceeded enrolments at the master's level only in Austria and Latvia, where international students represented 20% and 4% of total enrolments at the bachelor's or equivalent level, respectively.

The proportion of international students was much higher at the most advanced levels of education: on average across OECD countries, 14% of students in master's programmes or the equivalent were international students as were 24% of students at the doctoral level. Luxembourg had the largest proportion of international students at the master's or equivalent level (67%) followed by Australia (38%), the United Kingdom (36%) and Switzerland (27%) (Table C4.1 and Chart C4.2).

For all reporting countries, except Australia, Germany, Hungary and Poland, the largest proportion of international students is found in doctoral or equivalent programmes. In Luxembourg and Switzerland, the majority of the students enrolled at this level are international. The proportion of international students enrolled in programmes at the doctoral or equivalent level is also large (exceeding 35%) in Belgium, France, the Netherlands, New Zealand, Switzerland and the United Kingdom. In contrast, this proportion is 5% or smaller in Chile, Mexico, Poland and, among the countries that reported data based on the criteria of citizenship, China, Israel, the Russian Federation and Turkey.

Proportion of international students in different fields of study

On average across the OECD countries with data on international students, more than one-third of international students enroll in the field of social sciences, business and law. Other popular fields are engineering, manufacturing and construction (14%), health and welfare (13%), the humanities and arts (13%) and the sciences (11%). The fields enrolling the smallest proportions of international students, on average, are agriculture (2%), education and services (both 4%) (Table C4.2).

However, there are appreciable differences between countries. In Australia, Estonia and Luxembourg, for example, the majority of international students is enrolled in the field of social sciences, business and law, whereas in the Slovak Republic the majority of international students study health and welfare. Other countries have a particularly large share of international students concentrated in one of the other fields: in Chile, 23% of international students are enrolled in education; in Iceland, 40% are enrolled in the humanities and arts; in Sweden, 20% are enrolled in the sciences; and in Finland, 31% are enrolled in engineering. A relatively large proportion of international students studying a particular subject in a particular country may indicate a comparative advantage of this country in this field of education, good work opportunities in related fields of work, or that admission policies for this field of education are less restrictive in this country than in others.

Indicator A3 extends this analysis by showing the number of international students in each field of study relative to the total number of students in that field of study, by level of tertiary education.

Major destinations of international students

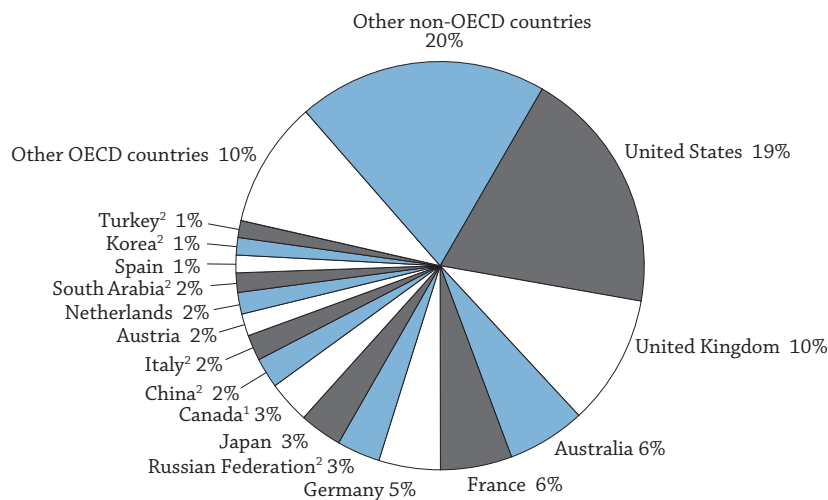
OECD countries attract 73% of all students enrolled abroad in countries reporting data to the OECD or the UNESCO Institute for Statistics. Within the OECD area, EU21 countries host the largest proportion (35%) of international students. Some 71% of international students enrolled in EU21 countries come from another EU21 country, which may be partly an effect of EU mobility policies. North America is also an attractive region for international students, as the United States and Canada combined account for 23% of the total. The profile of international students in this region is more diverse than that observed in the European Union. For instance, although 55% of Canadians studying abroad are in the United States, they account for only 3% of the international students studying in the United States. Similarly, 11% of Americans studying abroad chose Canada, but they account for only 6% of all international students enrolled in tertiary education in Canada (Tables C4.3 and C4.4, and Table C4.6, available on line).

Among the countries providing data on international students, Australia, Canada, France, Germany, Japan, the United Kingdom and the United States enrolled more than one in two international students in 2013. In absolute

terms, the United States hosted the largest number of all international students (19% of the total), followed by the United Kingdom (10%), Australia and France (6%), Germany (5%), Canada and Japan (both 3%) and, among the countries with data on foreign students only, the Russian Federation (3%). Although these destinations account for more than half of all tertiary students pursuing their studies abroad, other countries play a substantial role in the international education market (Chart C4.3, and Table C4.6, available on line). Besides the eight major destinations, significant numbers of students from abroad were enrolled in Austria, China, Italy, the Netherlands and Saudi Arabia (2%) in 2013 (Table C4.6). Notice that, since the statistics displayed in Chart C4.3, and in Table C4.6 (available on line) relate to international students, they are not directly comparable with the statistics on the distribution of foreign students by country of destination presented in the previous edition of *Education at a Glance* (OECD, 2014a).

Chart C4.3. Distribution of foreign and international students in tertiary education, by country of destination (2013)

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



1. Year of reference 2012.

2. Data refer to foreign instead of international students.

Source: OECD, Table C4.4, and Table C4.6, available on line. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink  <http://dx.doi.org/10.1787/888933284267>

Underlying factors in students' choice of a country of study

Language of instruction

The language spoken and used in instruction is likely to affect international students' choices over their potential destination countries. Countries whose language of instruction is widely spoken and read, such as English, French, German, Russian and Spanish, can be particularly attractive to international students, both in absolute and relative terms. Japan is a notable exception: despite a language of instruction that is not widely used around the world, it enrolls large numbers of international students, 93% of whom are from Asia (Table C4.3).

The prevalence of predominantly English-speaking destinations, such as Australia, Canada, New Zealand, the United Kingdom and the United States, in part reflects the progressive adoption of English as a global language. It may also reflect the fact that students intending to study abroad are likely to have learned English in their home country or wish to improve their English-language skills through immersion in a native English-speaking context.

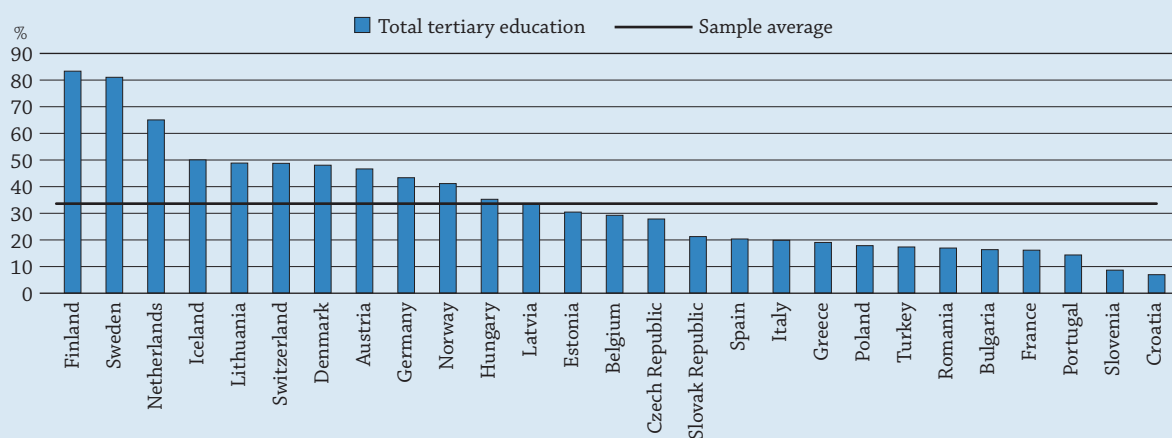
English-taught tertiary education programmes are offered in an increasing number of institutions in non-English-speaking countries. The diffusion of English as a medium of instruction is especially noticeable in the Nordic countries (Box C4.1).

Box C4.1. European countries offering tertiary education programmes in English

The proportion of tertiary education institutions offering English-Taught Programmes (ETPs) at ISCED level 5 or 6 in 2013/2014 varied greatly across European countries. Within the sample for which the Academic Cooperation Association (ACA) collected data (Wächter and Maiworm, 2014), the three countries in which a majority of institutions offer at least one programme entirely taught in English are Finland (83%), Sweden (81%) and the Netherlands (65%). These countries also score well in terms of international student enrolment (Chart C4.3). In general, the proportion of institutions offering ETPs tends to be above average in the the groups of countries that Wächter and Maiworm (2014) define as “Nordic” and “Central-West Europe”, and below average in Southern and East European countries, with Slovenia (9%) and Croatia (7%) showing the lowest values.


The proportion of institutions offering ETPs may not be the best indicator for measuring the diffusion of ETPs across tertiary education systems. When this indicator is compared with an alternative, such as the proportion of students enrolled in ETPs, it turns out that the two measures are far from perfectly correlated ($r=0.54$). However, international data on the proportion of institutions offering ETPs are, for the moment, more reliable (Wächter and Maiworm, 2014, p. 36).

Chart C4.a. Percentage of tertiary education institutions offering ETPs at ISCED level 5 or 6, academic year 2013/2014



Countries are ranked in descending order of the percentage of tertiary education institutions offering ETPs at ISCED level 5 or 6.

Source: Wächter and Maiworm (2014), Table 1.4, www.aca-secretariat.be/index.php?id=792.

StatLink  <http://dx.doi.org/10.1787/888933284288>

Quality of programmes

International students select their study destination based, at least in part, on the quality of education offered, as perceived from a wide array of information on, and rankings of, higher education programmes now available, both in print and on line. The large proportion of top-ranked higher education institutions in the principal destination countries, and the growing number of institutions in these rankings that are based in fast-growing student destinations draw attention to the increasing importance of quality in attracting students. There seems to be a correlation between the position of universities in international university rankings and their attractiveness to international students (e.g. Marconi, 2013). Besides rankings, other sources of information and the overall academic reputation of particular institutions or programmes are likely to play a large role.

Tuition fees

Tuition fees make up a substantial part of the cost of studying (see Indicator A7), and it is reasonable to expect that students take them into consideration when deciding where to study abroad. The cost of education differs substantially across countries, as well as the level of public subsidies and support (see Indicators B3 and B5).

Furthermore, in some countries public subsidies and support can be mostly directed towards national students, so that tuition fees are differentiated for national and international students (Box C4.2). In other cases, the same tuition fees apply to students coming from a specific sub-group of countries as to national students. For example, among EU countries, international students from other EU countries are treated as domestic students with respect to tuition fee charges (European Commission, 2010). Finally, some countries make no difference between national and international students from any country of origin in terms of tuition fees. All these factors create a large variation in the tuition fees that international students have to pay (Box C4.2).

Box C4.2. Tuition fees for international students

The tuition fees that international students have to pay to enrol in tertiary education in different countries can be very different. For example, in 2013 international students paid no tuition fees for enrolling in Finland, Iceland, Norway, the Slovak Republic or Slovenia at the bachelor's or equivalent level in a public institution. Conversely, at this type of institution and this level of education the average annual tuition fees for international students were on average around 15 000 USD PPP or higher in Australia, Canada, Estonia (for some educational programmes only), New Zealand and the United States (Indicator B5). In many countries, the tuition fees paid by international students are higher than for nationals (Table C.4a).

Table C4.a. Differentiation in tuition fees between domestic and international students

Tuition fee structure	OECD and other G20 countries
Different tuition fees for international students than for domestic students	Australia, ¹ Austria, ² Belgium, ^{2,3} Canada, Chile, the Czech Republic, ² Denmark, ² Estonia, ² Greece, Ireland, Luxembourg, the Netherlands, ² New Zealand, ⁴ Poland, ² the Russian Federation, Sweden, ⁵ Turkey, the United Kingdom, ² the United States. ⁶
Same tuition fees for international and domestic students	Brazil, Colombia, France, Germany, Hungary, Israel, Italy, Japan, ⁷ Korea, Mexico, ⁸ Portugal, Spain, Switzerland.
No tuition fees neither for international nor domestic students	Finland, Iceland, Norway, Slovak Republic, Slovenia. ⁹

1. International students (excepting students from New Zealand) are not eligible for government-subsidised places in Australia and therefore pay the full fee. While this typically results in international students having higher tuition fees than domestic students, who are usually given subsidised places, some domestic students in public universities and all students in independent-private universities are full-fee paying and pay the same tuition fees as international students.

2. For non-European Union or non-European Economic Area students. For the other EU countries for which information is missing, the EU regulation according to which international students from other EU countries are treated as domestic students with respect to tuition fee charges (European Commission, 2010) is relevant.

3. In Belgium (Flemish Community), for non-EEA students, the institutions have the autonomy to fix the amount of the tuition fee, except for some categories of students (for example, refugees, asylum seekers).

4. Except for students in advanced research programmes, or for students from Australia.

5. There are no tuition fees for national students in Sweden. Fees apply only for students from outside the EEA and Switzerland.

6. In public institutions, international students pay the same fees as domestic out-of-state students. However, since most domestic students are enrolled in-state, international students pay higher tuition fees than most domestic students, in practice. In private universities, the fees are the same for national and international students.

7. This information applies only to public institutions.

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

9. No tuition fees in bachelor's and master's programmes for EU students and for citizens of countries outside the EU that signed bilateral or multilateral agreements on educational co-operation with Slovenia, and for students who are themselves, or their parents, residents of the Republic of Slovenia (residence for tax purposes); others pay the same tuition fees as part-time students. International students in doctoral programmes pay similar amounts of tuition fees as other students.

Source: OECD. Indicator B5. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

Countries that charge international students the full cost of education reap significant economic benefits. Several countries in the Asia-Pacific region have actually made international education an explicit part of their socio-economic development strategy and have initiated policies to attract international students on a revenue-generating or at least a cost-recovery basis. New Zealand has successfully adopted differentiated tuition fees for international students (except those enrolling in PhDs), and it continues to attract a large number of international students (Table C4.1).

This suggests that tuition fees do not necessarily discourage prospective international students, as long as the quality of education provided is high and its potential returns make the investment worthwhile.

Immigration policy

In recent years, several OECD countries have eased their immigration policies to encourage the temporary or permanent immigration of international students (OECD, 2014b). This makes these countries more attractive to students by improving their job prospects and increases the pool of talent from which their economies can draw. For example, Canada and Australia allow international students to stay in the country after their studies to look for a job for a maximum of three and four years, respectively. Most other OECD countries issue similar job-search permits for international students for a shorter duration. Students are issued a work permit only if, within the duration of their job-search permit, they find a job matching their qualifications according to some criteria. Some countries in which these criteria were particularly strict, such as France, have recently relaxed them (OECD, 2014b), which will presumably help them to attract and retain international students.

Other factors

The decision if and where to study abroad is often a complex one, and students base it on a number of other factors such as: recognition of foreign degrees and of workload carried out abroad, including government policies to facilitate the transfer of credits between home and host institutions; the quality and admission policies of tertiary education in the home country; future opportunities to come back to work in the home country; and cultural aspirations. In addition, geographical, trade or migration links between countries can play a large role. This is true both for current geopolitical areas such as the European Union and the North American Free Trade Agreement area, and those related to historical links, such as the former Soviet Union, the Commonwealth or the Francophonie.

Profile of international student intake in different destinations

Global balance of student mobility in OECD countries

OECD countries receive more international students than they send to study abroad for tertiary education. In 2013, OECD countries hosted three international students for every citizen who was studying outside his or her country of origin. In absolute terms, this represents 2.9 million international students in OECD countries, compared to less than 1 million students studying outside their OECD country of citizenship. As 89% of OECD citizens studying abroad study in another OECD country, about seven out of ten international students in the OECD area come from a country that is not an OECD member (Tables C4.4 and C4.5).

At the country level, the balance varies greatly. While in Australia there are more than 20 international students for each Australian student abroad, the ratio is less than 1 in Chile, Estonia, Iceland, Ireland, Latvia, Luxembourg, Mexico, Norway, the Slovak Republic, Slovenia and, among countries with data on foreign students, Brazil, Israel, Korea and Saudi Arabia. In addition to Australia, all the other countries among the five with the highest ratio of incoming international students per national student abroad (equal or above 6:1) have English as an official language (either legally or *de facto*): New Zealand, South Africa, the United Kingdom and the United States (Table C4.5).

Main regions of origin

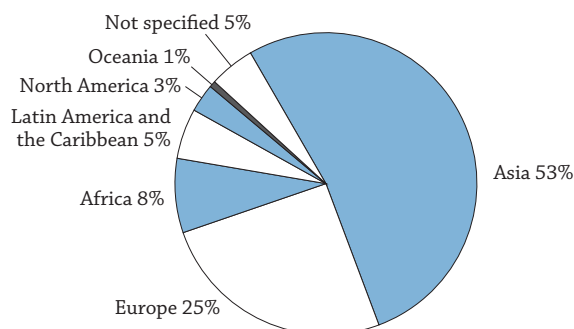
Students from Asia form the largest group of international students enrolled in countries reporting data to the OECD or the UNESCO Institute for Statistics: 53% of the total in all reporting destinations (Chart C4.4). In particular, students from China account for 22% of all international students enrolled in tertiary education in the OECD area, the highest share among all reporting countries (Table C4.3). Some 31% of all Chinese students studying abroad are enrolled in the United States, while more than 45% choose either Australia, Canada, Japan, Korea, or the United Kingdom (Table C4.4). The second-largest proportion of international students within the OECD comes from India (6%), almost half of which goes to the United States.

Within OECD countries, the largest sender is Germany, accounting for 3.9% of all international students in tertiary education in the OECD area, followed by Korea (3.6%), France (2.4%) and the United States (1.7%).

Across OECD countries in 2013, an average of 19% of all international students came from neighbouring countries that share land or maritime borders with the host country (Table C4.5, and Table C4.6, available on line). Among OECD and partner countries, more than 60% of international or foreign students came from neighbouring countries in the Czech Republic, Estonia, Japan, Korea, Luxembourg, Poland, the Slovak Republic and the Russian Federation.

Chart C4.4. Distribution of foreign and international students in tertiary education, by region of origin (2013)

Percentage of foreign and international tertiary students enrolled worldwide



Source: OECD. Table C4.3. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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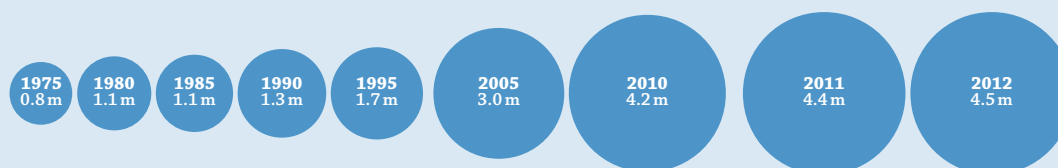
In some cases, mobility from neighbouring countries reflects local patterns of mobility – students in border regions studying abroad but also relatively close to home. For example, although data are not available, many Belgian, French and German students in Luxembourg could have family living within a few hundred kilometres from the location where they study. In some other cases, mobility from neighbouring countries could reflect historic patterns of mobility developed within a formerly unified country which divided into two or more countries. For example, 74% of foreign students in the Czech Republic come from the Slovak Republic (Table C4.4).

Box C4.3. Long-term trends in the global number of foreign students

Comparable data on the global number of foreign students are available only until 2012, because since this year many countries started supplying data on international students only. As a result, trends in the global number of foreign students are based on the data until 2012 published in the previous edition of this publication (OECD, 2014a). These data show that, over the past three decades, the number of students enrolled outside their country of citizenship has risen dramatically, from 0.8 million worldwide in 1975 to 4.5 million in 2012, a more than fivefold increase (Chart C4.b). The increase in global demand for tertiary education, reduced transportation and communication costs, and the internationalisation of labour markets for highly skilled people has given students stronger incentives to study abroad as part of their tertiary education. In addition, many governments and supra-national institutions have shown interest in promoting academic, cultural, social and political ties among countries. This is most evident in the European Union, which, in 2011, set the ambitious goal that, by 2020, 20% of its graduates from higher education would have experience of tertiary-level study or training abroad (Council of the European Union, 2011).

Chart C4.b. Long-term growth in the number of students enrolled outside their country of citizenship (1975-2012)

Growth in internationalisation of tertiary education (in millions)



Data on foreign enrolment worldwide comes from both the OECD and the UNESCO Institute for Statistics (UIS). UIS provided the data on all countries for 1975-95 and most of the non-OECD countries for 2000, 2005, 2010, 2011 and 2012. The OECD provided the data on OECD countries and other non-OECD economies in 2000 and 2012. Both sources use similar definitions, thus making their combination possible. Missing data were imputed with the closest data reports to ensure that breaks in data coverage do not result in breaks in time series.

Source: OECD (2014a) *Education at a Glance 2014*.

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Definitions

The **country of prior education** is the country in which students obtained the qualification required to enrol in their current level of education. Country-specific operational definitions of international students are indicated in the tables as well as in Annex 3 (www.oecd.org/education/education-at-a-glance-19991487.htm).

Foreign students are those who are not citizens of the country in which the data are collected. While pragmatic and operational, this classification is inappropriate for capturing student mobility because of differing national policies regarding the naturalisation of immigrants. For instance, Australia has a greater propensity to grant permanent residence to its immigrant populations than Switzerland. This implies that even when the proportion of foreign students in tertiary enrolment is similar for both countries, the proportion of international students in tertiary education is smaller in Switzerland than in Australia. Therefore, for student mobility and bilateral comparisons, interpretations of data based on the concept of foreign students should be made with caution.

International students are those who left their country of origin and moved to another country for the purpose of study. Depending on country-specific immigration legislation, mobility arrangements, such as the free mobility of individuals within the EU and the EEA, and data availability, international students may be defined as students who are not permanent or usual residents of their country of study or alternatively as students who obtained their prior education in a different country.

Permanent or usual residence in the reporting country is defined according to national legislation. In practice, this means holding a student visa or permit, or electing a foreign country of domicile in the year prior to entering the education system of the country reporting the data.

Methodology

Data on international and foreign students refer to the academic year 2012/13 unless otherwise indicated and are based on the UOE data collection on education statistics administered by the OECD in 2013.

The fields of education used in the UOE data collection instruments follow the revised ISCED classification by field of education. The same classification is used for all levels of education (for details see Annex 3 at www.oecd.org/education/education-at-a-glance-19991487.htm). Additional data from the UNESCO Institute for Statistics are also included.

Data on international and foreign students are obtained from enrolments in their countries of destination. The method used for obtaining data on international and foreign students is therefore the same as that used for collecting data on total enrolments, i.e. records of regularly enrolled students in an education programme.

Domestic and international students are usually counted on a specific day or period of the year. This procedure makes it possible to measure the proportion of international enrolments in an education system, but the actual number of individuals involved may be much higher since many students study abroad for less than a full academic year, or participate in exchange programmes that do not require enrolment, such as inter-university exchanges or short-term advanced research programmes.

Trends are based on data until 2012, because since this year a considerable number of countries supply data only on international students, and not on foreign students. This enhances the cross-country comparisons, but it introduces a break in the time series. The data do not include students enrolled in countries that did not report international or foreign students to the OECD or to the UNESCO Institute for Statistics. All statements on students enrolled abroad may therefore underestimate the actual number of citizens studying abroad (Table C4.3), especially in cases where many citizens study in countries that did not report their foreign students to the OECD or UNESCO Institute for Statistics, such as India.

Data on the total number of students enrolled abroad are based on the number of international students counts and, for the countries for which these are not available, on foreign students counts. The data do not include students enrolled in countries that did not report international or foreign students to the OECD or to the UNESCO Institute for Statistics. Aggregates, market shares and proportions of international students coming from particular countries rely on this estimate of the total (Tables C4.4, C4.5, and Table C4.6, available on line, Charts C4.3 and C4.4).

Note regarding data from Israel

The statistical data for Israel are supplied by and are under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

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Indicator C4 Tables


StatLink  <http://dx.doi.org/10.1787/888933285911>

Table C4.1 International student mobility and foreign students in tertiary education (2013)

Table C4.2 Distribution of international and foreign students enrolled in tertiary programmes, by field of education (2013)

Table C4.3 Distribution of international and foreign students in tertiary education, by country of origin (2013)

Table C4.4 Students abroad in tertiary education, by country of destination (2013)

Table C4.5 Mobility patterns of foreign and international students (2013)

WEB Table C4.6 Number of foreign and international students in tertiary education, by country of origin and destination, and market shares in international education (2013)

Cut-off date for the data: 23 October 2015. Updates can be found on line at <http://dx.doi.org/10.1787/eag-data-en>.

Table C4.1. **International student mobility and foreign students in tertiary education (2013)***International and foreign students enrolled as a percentage of all students (international plus domestic)*

Reading the first column of the upper section of the table (international): 18% of all students in tertiary education in Australia are international students and 17% of all students in tertiary education in Switzerland are international students. The data presented in this table on international student mobility represent the best available proxy of student mobility for each country.

Reading the first column of the lower section of the table (foreign): 9% of all students in tertiary education in the Czech Republic are not Czech citizens, and 2% of all students in tertiary education in Korea are not Korean citizens.

		Share of international or foreign students by level of tertiary education				
		Total tertiary education (1)	Short-cycle tertiary programmes (2)	Bachelor's or equivalent level (3)	Master's or equivalent level (4)	Doctoral or equivalent level (5)
		International students				
OECD	Australia	18	12	14	38	33
	Austria	17	1	20	19	28
	Belgium	10	6	8	16	38
	Canada ¹	9	9	7	13	26
	Chile	0	0	0	2	3
	Denmark	10	13	6	18	30
	Estonia	3	a	2	4	7
	Finland	7	0	5	11	17
	France	10	4	8	13	40
	Germany	7	0	4	12	7
	Hungary	6	0	4	14	7
	Iceland	7	21	6	6	20
	Ireland	6	2	6	10	25
	Japan	4	4	3	8	19
	Luxembourg	44	16	24	67	84
	Mexico	0	0	0	1	3
	Netherlands	10	1	8	17	38
	New Zealand	16	21	13	20	43
	Norway	4	5	2	7	21
	Poland	1	0	1	2	2
Portugal	4	a	3	5	15	
Slovak Republic	5	0	4	6	9	
Slovenia	3	1	2	4	8	
Spain	3	6	1	5	16	
Sweden	6	0	2	9	32	
Switzerland	17	a	10	27	52	
United Kingdom	17	5	13	36	41	
United States	4	2	3	8	32	
OECD average		9	5	6	14	24
Partners	Latvia	4	1	4	3	6
	Foreign students²					
OECD	Czech Republic	9	4	8	11	13
	Greece	m	m	m	m	m
	Israel	m	m	3	4	5
	Italy	4	5	4	4	12
	Korea	2	0	1	6	8
	Turkey	1	0	1	4	4
Partners	Argentina	m	m	m	m	m
	India	m	m	m	m	m
	Brazil	m	0	0	m	m
	China	0	0	0	1	2
	Colombia	m	m	m	m	m
	Indonesia	m	m	m	m	m
	Russian Federation	2	1	x(4)	3 ^d	4
	Saudi Arabia	m	m	m	m	m
South Africa	m	m	m	m	m	

Note: Countries using the "foreign students" definition are not taken into account in the OECD average.

1. Year of reference 2012.

2. Foreign students are defined on the basis of their country of citizenship, these data are not comparable with data on international students and are therefore presented separately in the table.

Source: OECD. Argentina, China, Colombia, India, Indonesia, Saudi Arabia and South Africa: UNESCO Institute for Statistics. Latvia: Eurostat. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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


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Table C4.2. **Distribution of international and foreign students enrolled in tertiary programmes, by field of education (2013)**

	Education	Humanities and arts	Social sciences, business and law	Sciences					Engineering, manufacturing and construction	Agriculture	Health and welfare	Services	Not known or unspecified	Total – all fields of education	
				All sciences	Life sciences	Physical sciences	Mathematics and statistics	Computing							
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	
International students															
OECD	Australia	2	6	52	12	3	2	1	7	13	1	10	2	0	100
	Austria	6	17	38	12	4	3	1	4	15	2	8	2	0	100
	Belgium	4	14	23	7	2	3	1	1	11	5	34	2	1	100
	Canada ¹	1	6	41	15	4	3	3	5	18	1	5	2	10	100
	Chile	23	6	32	4	1	1	0	1	14	2	7	13	0	100
	Denmark	3	10	41	11	1	1	2	7	20	3	11	1	0	100
	Estonia	0	16	55	9	1	1	0	6	7	8	5	1	0	100
	Finland	2	11	27	11	2	2	0	6	31	2	10	6	0	100
	France	1	17	38	18	3	5	3	6	14	0	7	2	2	100
	Germany ²	5	19	26	15	m	m	m	m	25	2	6	2	1	100
	Hungary	3	11	21	4	1	1	0	2	9	8	40	4	0	100
	Iceland	7	40	25	14	5	7	0	2	6	2	5	1	0	100
	Ireland	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Japan	2	21	38	2	m	m	m	m	17	2	2	2	13	100
	Luxembourg	6	9	62	12	4	2	1	5	5	1	3	0	3	100
	Mexico	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Netherlands	3	12	43	7	m	m	m	m	11	2	13	8	2	100
	New Zealand	4	9	39	18	4	3	3	9	9	1	7	7	6	100
	Norway	5	17	26	14	3	4	1	6	12	2	10	5	10	100
	Poland	2	11	42	7	1	1	0	5	7	1	22	8	0	100
	Portugal	6	13	35	11	4	4	1	2	18	1	10	6	0	100
	Slovak Republic	11	5	18	2	1	0	0	1	6	2	53	2	0	100
	Slovenia	5	13	39	13	3	2	1	6	15	3	7	5	0	100
	Spain	4	9	30	8	1	1	0	5	15	1	26	7	0	100
	Sweden	3	11	25	20	6	6	2	6	27	1	11	2	0	100
	Switzerland	5	16	33	18	5	7	2	3	17	1	7	2	1	100
	United Kingdom	2	13	45	15	5	3	2	5	15	1	8	2	0	100
	United States	2	13	33	18	6	4	2	6	16	1	9	3	4	100
	OECD average	4	13	36	11	3	3	1	5	14	2	13	4	2	100
Partners	Latvia	1	8	42	4	0	0	0	4	5	0	27	12	0	100
Foreign students²															
OECD	Czech Republic	2	10	38	16	3	3	1	9	11	3	17	4	0	100
	Greece	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	2	21	31	7	2	2	1	2	21	2	15	2	0	100
	Korea	2	22	45	5	2	1	0	2	16	1	4	4	0	100
	Turkey	6	13	38	9	2	3	1	3	16	2	12	5	0	100
Partners	Argentina ¹	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	India	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	China	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russian Federation	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	South Africa	m	m	m	m	m	m	m	m	m	m	m	m	m	m

Note: Countries using the “foreign students” definition are not taken into account in the OECD average.

1. Year of reference 2012.

2. Foreign students are defined on the basis of their country of citizenship; these data are not comparable with data on international students and are therefore presented separately in the table and chart.

Source: OECD. Argentina, China, Colombia, India, Indonesia, Saudi Arabia and South Africa: UNESCO Institute for Statistics. Latvia: Eurostat. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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


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Table C4.3. [1/2] **Distribution of international and foreign students in tertiary education, by country of origin (2013)**

International and foreign students enrolled in tertiary education from a given country of origin as a percentage of all international or foreign students in the country of destination, based on head counts

The table shows for each country the proportion of international students in tertiary education who are residents of or had their prior education in a given country of origin. When data on student mobility are not available, the table shows the proportion of foreign students in tertiary education that have citizenship of a given country of origin.

Reading the first column: 2.7% of international tertiary students in Australia come from Korea, 1.2% of international tertiary students in Australia come from the United States, etc.

Reading the seventh column: 49.3% of international tertiary students in Estonia come from Finland, 3.0% of international tertiary students in Estonia come from Turkey, etc.

Reading column 29: 60.5% of foreign tertiary students in the Czech Republic are Slovak citizens, 0.8% of foreign tertiary students in the Czech Republic are Norwegian citizens, etc.

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		OECD destination countries																				
		International students																				
		Australia	Austria	Belgium	Canada ¹	Chile	Denmark	Estonia	Finland	France	Germany ²	Hungary	Iceland	Ireland	Japan	Luxembourg	Mexico	Netherlands	New Zealand	Norway	Poland	
Countries of origin		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	
OECD	Australia	a	0.2	0.1	0.3	0.0	0.5	0.2	0.2	0.1	0.2	0.1	0.2	0.5	0.2	0.1	m	0.1	6.4	0.4	0.1	
	Austria	0.1	a	0.1	0.1	0.0	0.5	0.1	0.3	0.2	4.2	0.8	2.3	0.4	0.0	0.5	m	0.5	0.1	0.4	0.2	
	Belgium	0.0	0.3	a	0.2	0.1	0.6	0.2	0.2	0.9	0.6	0.2	1.0	0.7	0.0	14.9	m	3.4	0.0	0.2	0.1	
	Canada	1.5	0.2	0.3	a	0.1	0.5	0.4	0.6	0.6	0.3	1.0	2.6	7.5	0.2	0.4	m	0.3	0.9	0.5	1.6	
	Chile	0.3	0.1	0.2	0.2	a	0.1	0.1	0.1	0.3	0.3	0.0	0.2	0.1	0.0	0.1	m	0.1	0.3	0.2	0.0	
	Czech Republic	0.0	0.9	0.1	0.1	0.0	0.6	1.6	0.3	0.3	0.7	0.2	1.8	0.1	0.0	0.5	m	0.3	0.0	0.5	2.9	
	Denmark	0.1	0.1	0.1	0.1	0.0	a	0.3	0.2	0.1	0.2	0.1	6.0	0.1	0.0	0.1	m	0.3	0.3	2.3	0.2	
	Estonia	0.0	0.1	0.1	0.0	0.0	1.5	a	2.5	0.0	0.2	0.1	0.5	0.1	0.0	0.1	m	0.3	0.0	0.4	0.0	
	Finland	0.0	0.3	0.1	0.1	0.0	0.9	49.3	a	0.1	0.4	0.4	2.5	0.2	0.1	0.2	m	0.5	0.1	0.9	0.1	
	France	0.5	0.9	34.9	7.2	0.6	1.7	0.4	0.9	a	2.9	1.6	5.4	3.5	0.5	31.6	m	1.7	0.9	1.1	1.1	
	Germany	0.6	39.8	1.5	0.7	0.4	11.0	1.8	2.5	2.8	a	12.2	12.7	4.0	0.4	16.2	m	35.8	1.4	5.2	2.2	
	Greece	0.0	0.6	0.7	0.1	0.0	1.6	0.2	0.5	0.9	1.2	0.8	0.4	0.6	0.0	1.7	m	2.8	0.0	0.6	0.1	
	Hungary	0.0	2.3	0.2	0.0	0.0	1.9	0.4	0.8	0.2	0.8	a	1.2	0.2	0.1	0.5	m	0.7	0.0	0.4	0.2	
	Iceland	0.0	0.0	0.0	0.0	0.0	4.0	0.2	0.1	0.0	0.0	0.6	a	0.0	0.0	0.0	m	0.2	0.0	1.4	0.0	
	Ireland	0.1	0.1	0.1	0.1	0.0	0.3	0.2	0.2	0.2	0.2	1.1	0.4	a	0.0	0.1	m	0.3	0.1	0.1	0.3	
	Israel	0.1	0.2	0.1	0.7	0.0	0.2	0.1	0.1	0.1	0.8	3.6	0.2	0.1	0.0	0.1	m	0.1	0.0	0.1	0.2	
	Italy	0.2	11.0	1.7	0.3	0.2	2.7	1.1	1.2	2.7	2.2	1.2	3.8	1.8	0.1	2.7	m	2.2	0.2	1.4	1.0	
	Japan	0.7	0.4	0.1	0.6	0.0	0.2	0.4	0.6	0.6	0.8	1.3	1.5	0.2	a	0.1	m	0.2	1.8	0.8	0.2	
	Korea	2.7	0.3	0.1	1.3	0.2	0.0	0.4	0.5	0.8	1.8	0.1	0.2	0.4	12.2	0.0	m	0.4	3.4	0.0	0.2	
	Luxembourg	0.0	1.2	3.6	0.0	0.0	0.3	0.0	0.0	0.6	1.6	0.0	0.1	0.1	0.0	a	m	0.2	0.0	0.0	0.0	
	Mexico	0.2	0.2	0.2	1.0	2.3	0.4	0.2	0.7	0.9	0.9	0.4	0.6	0.2	0.1	0.4	a	0.5	0.2	0.6	0.1	
	Netherlands	0.1	0.4	7.7	0.1	0.0	1.2	0.4	0.5	0.2	0.4	0.3	1.4	0.8	0.1	0.7	m	a	0.3	0.9	0.0	
	New Zealand	1.1	0.0	0.0	0.1	0.0	0.1	0.1	0.1	0.0	0.1	0.1	0.1	0.2	0.1	0.0	m	0.0	a	0.1	0.0	
	Norway	0.5	0.1	0.1	0.0	0.0	12.1	0.3	0.3	0.1	0.2	4.1	2.9	0.3	0.1	0.0	m	0.6	0.5	a	4.9	
	Poland	0.1	1.6	0.7	0.2	0.0	3.7	0.4	1.1	0.8	2.9	0.5	7.0	1.3	0.1	1.4	m	1.4	0.1	2.2	a	
	Portugal	0.0	0.2	0.4	0.1	0.1	0.7	0.2	0.3	0.7	0.2	0.5	0.4	0.4	0.0	1.7	m	0.6	0.1	0.4	0.6	
	Slovak Republic	0.0	1.9	0.1	0.0	0.0	1.2	0.2	0.2	0.2	0.4	11.8	1.0	0.2	0.0	0.2	m	0.4	0.0	0.5	0.4	
	Slovenia	0.0	0.9	0.0	0.0	0.0	0.2	0.1	0.1	0.0	0.1	0.1	0.6	0.1	0.0	0.1	m	0.2	0.0	0.1	0.1	
	Spain	0.1	0.9	1.0	0.1	0.4	2.3	0.8	1.0	1.9	2.7	2.2	4.6	1.4	0.1	1.0	m	1.4	0.1	1.6	3.5	
	Sweden	0.3	0.3	0.1	0.1	0.1	8.5	0.5	2.0	0.2	0.3	2.2	5.4	0.2	0.2	0.2	m	0.4	0.3	8.2	3.8	
Switzerland	0.1	1.1	0.3	0.2	0.0	0.4	0.1	0.1	0.5	1.2	0.2	0.6	0.3	0.0	0.3	m	0.4	0.1	0.4	0.1		
Turkey	0.2	4.4	0.4	0.5	0.0	0.5	3.0	0.8	2.8	2.8	0.3	0.2	0.1	0.6	m	0.8	0.1	0.6	2.0			
United Kingdom	0.7	0.9	0.5	0.8	0.0	2.2	0.6	1.0	0.9	0.8	1.6	4.0	16.4	0.3	0.7	m	1.9	1.3	1.1	0.7		
United States	1.2	1.1	0.5	5.5	0.5	2.1	1.8	1.5	1.4	2.0	2.2	6.5	9.0	1.5	1.2	m	0.9	5.4	2.2	3.1		
Total from OECD		11.6	73.1	56.2	20.7	4.9	64.8	65.8	21.4	20.1	34.4	54.2	78.2	52.0	16.9	78.2	m	59.9	24.4	35.7	30.2	
Partners	Argentina	0.1	0.1	0.1	0.1	2.2	0.1	0.0	0.1	0.3	0.2	0.0	0.2	0.0	0.0	0.2	m	0.0	0.1	0.2	0.0	
	Brazil	0.4	0.3	0.3	0.5	9.5	0.5	0.4	0.4	1.7	1.3	0.1	0.2	0.3	0.2	0.2	m	0.3	0.3	1.0	0.1	
	China	35.2	1.1	1.1	25.6	0.1	4.1	3.4	9.8	11.0	9.9	1.8	2.6	12.6	66.1	2.0	m	7.0	29.5	7.9	2.2	
	Colombia	0.6	0.2	0.3	0.5	44.6	0.2	0.2	0.2	1.1	0.7	0.0	0.6	0.1	0.0	0.3	m	0.3	0.2	0.5	0.1	
	India	6.5	0.5	0.5	7.1	0.1	0.9	1.0	2.9	0.8	2.9	0.4	1.3	4.2	0.4	0.9	m	1.3	16.6	2.6	0.8	
	Indonesia	3.8	0.1	0.2	0.4	0.0	0.1	0.3	0.2	0.3	0.8	0.0	0.2	0.1	1.7	0.1	m	1.4	1.0	0.8	0.1	
	Latvia	0.0	0.1	0.1	0.0	0.0	2.8	5.9	0.6	0.1	0.3	0.1	1.4	0.2	0.0	0.2	m	0.7	0.0	0.7	0.2	
	Russian Federation	0.4	1.4	0.6	0.4	0.0	0.6	9.0	10.1	1.6	4.8	1.0	2.2	0.5	0.2	1.3	m	0.9	0.8	6.8	2.1	
	Saudi Arabia	2.0	0.1	0.0	3.4	0.0	0.0	0.1	0.0	0.2	0.1	1.1	0.0	3.9	0.2	0.0	m	0.1	2.4	0.1	1.7	
	South Africa	0.3	0.1	0.1	0.2	0.0	0.2	0.1	0.1	0.0	0.1	0.0	0.1	0.0	0.1	0.1	m	0.2	0.2	0.3	0.1	
	Total from other G20 and partner countries		49.1	3.9	3.4	38.1	56.5	9.5	20.3	24.3	17.1	21.1	4.6	8.7	22.3	68.9	5.2	m	12.2	51.1	20.9	7.5
	Main geographic regions																					
	Total from Africa		2.9	1.3	12.0	9.5	0.2	2.5	1.4	11.9	40.9	8.3	4.6	1.7	4.6	0.8	8.0	m	1.6	1.0	12.6	2.2
Total from Asia		85.2	10.8	5.6	56.7	0.5	11.2	15.5	35.2	23.2	32.7	22.0	10.7	41.2	93.5	6.9	m	14.5	69.5	34.7	16.2	
Total from Europe		4.3	82.0	57.4	11.9	2.0	81.4	79.1	30.0	20.1	43.6	69.5	75.2	35.7	2.9	82.1	m	64.2	7.0	46.1	76.0	
of which, from EU21 countries		3.1	64.9	57.5	10.2	1.8	43.7	58.6	15.7	13.8	23.1	37.8	62.4	32.8	2.3	74.9	m	55.3	5.4	28.6	17.5	
Total from North America		2.6	1.3	0.8	5.8	0.6	2.6	2.2	2.1	2.0	2.4	3.2	9.2	16.5	1.8	1.6	m	1.2	6.3	2.7	4.8	
Total from Oceania		2.0	0.2	0.1	0.5	0.0	0.6	0.3	0.3	0.2	0.3	0.2	0.3	0.7	0.4	0.1	m	0.1	9.2	0.4	0.1	
Total from Latin America and the Caribbean		2.0	1.2	2.0	6.0	95.4	1.8	1.4	2.1	6.0	5.1	0.6	2.8	1.3	0.7	1.3	m	2.5	1.2	3.4	0.6	
Not specified		0.8	3.2	22.2	9.6	1.3	0.0	0.1	18.4	7.6	7.6	0.0	0.1	0.0	0.0	0.0	m	15.7	5.9	0.0	0.1	
Total from all countries		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	m	100.0	100.0	100.0	100.0	

1. Year of reference 2012.

2. Excludes doctoral or equivalent programmes (for Germany, these programmes are included only in main geographic regions).

3. Foreign students are defined on the basis of their country of citizenship; these data are not comparable with data on international students and are therefore presented separately in the table.

4. Excludes students in short-cycle tertiary programmes.

Source: OECD, Argentina, China, Colombia, India, Indonesia, Saudi Arabia and South Africa: UNESCO Institute for Statistics. Latvia: Eurostat. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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


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Table C4.3. [2/2] **Distribution of international and foreign students in tertiary education, by country of origin (2013)**

International and foreign students enrolled in tertiary education from a given country of origin as a percentage of all international or foreign students in the country of destination, based on head counts

The table shows for each country the proportion of international students in tertiary education who are residents of or had their prior education in a given country of origin. When data on student mobility are not available, the table shows the proportion of foreign students in tertiary education that have citizenship of a given country of origin.

Reading the first column: 2.7% of international tertiary students in Australia come from Korea, 1.2% of international tertiary students in Australia come from the United States, etc.

Reading the seventh column: 49.3% of international tertiary students in Estonia come from Finland, 3.0% of international tertiary students in Estonia come from Turkey, etc.

Reading column 29: 60.5% of foreign tertiary students in the Czech Republic are Slovak citizens, 0.8% of foreign tertiary students in the Czech Republic are Norwegian citizens, etc.

	Countries of destination																				Total non-OECD destinations	Total all reporting destinations
	OECD															Other G20						
	International students										Foreign students ³					Inter. st.	Foreign ³					
Countries of origin	Portugal	Slovak Republic	Slovenia	Spain	Sweden	Switzerland	United Kingdom	United States	Czech Republic	Greece	Israel ⁴	Italy	Korea	Turkey	Total OECD destinations	Latvia	Brazil	Russian Federation	Total non-OECD destinations	Total all reporting destinations		
	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)	(30)	(31)	(32)	(33)	(34)	(36)	(37)	(37)	(38)	(39)	(40)		
OECD																						
Australia	0.1	0.0	0.0	0.1	0.2	0.3	0.4	0.5	0.0	m	0.6	0.1	0.1	0.2	0.4	0.1	m	0.0	0.0	0.4		
Austria	0.1	0.9	1.7	0.3	0.5	2.6	0.4	0.1	0.2	m	0.2	0.2	0.0	0.3	0.5	0.9	m	0.0	0.0	0.5		
Belgium	1.2	0.0	0.2	0.6	0.3	0.7	0.7	0.1	0.0	m	0.7	0.2	0.0	0.2	0.4	0.3	m	0.0	0.0	0.4		
Canada	0.3	0.1	0.2	0.2	0.5	0.9	1.5	3.3	0.1	m	2.2	0.1	0.9	0.0	1.5	0.2	m	0.0	0.0	1.4		
Chile	0.1	0.0	0.0	2.3	0.1	0.3	0.2	0.3	0.0	m	0.2	0.4	0.0	0.0	0.3	0.0	m	0.0	0.2	0.3		
Czech Republic	0.2	54.0	0.4	0.2	0.3	0.4	0.3	0.1	a	m	0.1	0.2	0.0	0.0	0.4	0.4	m	0.0	0.0	0.4		
Denmark	0.1	0.0	0.5	0.1	1.1	0.2	0.3	0.2	0.0	m	0.2	0.1	0.0	0.1	0.2	0.3	m	0.0	0.0	0.2		
Estonia	0.0	0.0	0.0	0.1	0.5	0.1	0.3	0.0	0.0	m	0.0	0.1	0.0	0.0	0.1	2.0	m	0.3	0.3	0.1		
Finland	0.1	0.2	0.3	0.2	6.0	0.2	0.4	0.1	0.0	m	0.2	0.1	0.0	0.0	0.3	1.6	m	0.0	0.0	0.3		
France	2.5	0.3	0.5	5.0	2.1	17.4	2.8	1.0	0.3	m	6.8	1.4	0.1	0.4	2.4	1.9	m	0.0	0.2	2.3		
Germany	1.8	4.3	1.0	2.7	6.4	25.5	3.4	1.2	1.0	m	1.8	1.7	0.2	3.0	3.9	16.2	m	0.0	0.5	3.8		
Greece	0.2	10.4	0.2	0.3	2.3	1.4	2.6	0.2	0.9	a	0.1	3.7	0.0	2.5	1.0	0.2	m	0.0	0.0	0.9		
Hungary	0.1	0.9	0.4	0.2	0.3	0.5	0.3	0.1	0.1	m	0.4	0.4	0.0	0.0	0.3	0.5	m	0.0	0.0	0.3		
Iceland	0.0	0.1	0.0	0.0	1.1	0.1	0.1	0.0	0.0	m	0.0	0.0	0.0	0.0	0.1	0.1	m	0.0	0.0	0.1		
Ireland	0.1	0.5	0.1	0.2	0.3	0.1	3.0	0.1	0.1	m	0.1	0.0	0.0	0.0	0.5	0.1	m	0.0	0.0	0.5		
Israel	0.0	1.1	0.0	0.1	0.1	0.2	0.1	0.3	0.3	m	a	1.8	0.0	0.1	0.3	0.2	m	0.0	0.0	0.3		
Italy	2.3	0.5	6.9	8.4	1.9	8.8	2.0	0.5	0.4	m	1.2	a	0.0	0.1	1.6	1.6	m	0.0	0.2	1.5		
Japan	0.1	0.0	0.1	0.2	0.3	0.6	0.7	2.4	0.1	m	0.2	0.4	2.1	0.2	1.1	0.1	m	0.0	0.3	1.0		
Korea	0.0	0.0	0.0	0.1	0.2	0.3	1.1	8.6	0.1	m	1.3	0.7	a	0.0	3.6	0.4	m	0.0	0.1	3.4		
Luxembourg	0.5	0.0	0.1	0.1	0.0	1.0	0.3	0.0	0.0	m	0.0	0.0	0.0	0.0	0.3	0.0	m	0.0	0.0	0.3		
Mexico	0.3	0.1	0.1	4.4	0.5	0.6	0.4	1.7	0.1	m	0.5	0.4	0.1	0.0	0.9	0.0	m	0.0	0.1	0.8		
Netherlands	0.9	0.1	0.3	0.5	1.1	0.6	0.8	0.2	0.1	m	0.7	0.2	0.0	0.0	0.4	0.7	m	0.0	0.0	0.4		
New Zealand	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.2	0.0	m	0.1	0.0	0.1	0.0	0.2	0.0	m	0.0	0.0	0.2		
Norway	0.1	4.4	0.1	0.2	1.7	0.2	1.2	0.3	0.8	m	0.2	0.1	0.0	0.2	0.6	3.8	m	0.0	0.1	0.6		
Poland	1.1	2.6	0.6	1.0	1.2	1.1	1.3	0.2	1.0	m	0.4	1.7	0.1	0.4	0.8	1.7	m	0.0	0.0	0.8		
Portugal	a	0.7	0.1	3.2	0.5	0.5	0.6	0.1	1.1	m	0.0	0.2	0.0	0.0	0.3	0.8	m	0.0	0.4	0.3		
Slovak Republic	0.1	a	0.3	0.2	0.2	0.2	0.3	0.0	60.5	m	0.1	0.3	0.0	0.3	1.1	0.5	m	0.0	0.0	1.1		
Slovenia	0.1	0.1	a	0.1	0.1	0.1	0.1	0.0	0.0	m	0.0	0.3	0.0	0.0	0.1	0.0	m	0.0	0.0	0.1		
Spain	5.8	1.1	0.5	a	1.4	1.5	1.4	0.6	0.1	m	0.4	0.9	0.0	0.0	1.0	2.8	m	0.0	0.2	0.9		
Sweden	0.2	0.6	0.2	0.2	a	0.4	0.8	0.5	0.4	m	0.3	0.2	0.0	0.1	0.6	4.7	m	0.0	0.1	0.5		
Switzerland	0.4	0.1	0.2	0.4	0.3	a	0.7	0.2	0.0	m	0.7	1.0	0.0	0.1	0.4	0.3	m	0.0	0.0	0.4		
Turkey	0.4	0.2	0.3	0.4	1.1	1.3	0.8	1.4	0.2	m	0.3	1.1	0.2	a	1.0	3.3	m	0.0	0.1	1.0		
United Kingdom	2.6	1.2	0.3	1.0	1.3	1.0	a	1.2	1.1	m	2.4	0.4	0.2	0.2	0.9	1.2	m	0.0	0.1	0.8		
United States	1.9	0.2	0.5	1.5	1.8	1.9	3.5	a	0.5	m	19.5	0.7	2.6	0.5	1.7	0.8	m	0.0	0.3	1.6		
Total from OECD	23.5	84.8	15.8	34.5	35.6	71.1	32.7	25.9	70.0	m	42.1	19.3	7.0	9.2	28.9	47.5	m	0.3	3.8	27.7		
Partners																						
Argentina	0.2	0.0	0.2	2.4	0.1	0.4	0.0	0.2	0.0	m	1.9	0.4	0.1	0.0	0.2	0.0	m	0.0	0.5	0.2		
Brazil	32.8	0.1	0.1	2.4	0.4	1.2	0.4	1.3	0.1	m	1.3	1.1	0.1	0.0	1.0	0.1	a	0.0	0.0	1.0		
China	1.7	0.2	0.8	2.2	10.0	2.6	19.6	28.7	0.3	m	0.6	11.9	68.6	0.6	21.9	0.3	m	0.0	0.2	20.8		
Colombia	0.3	0.0	0.0	10.2	0.4	0.7	0.2	0.8	0.1	m	0.4	1.0	0.1	0.0	0.8	0.0	m	0.0	0.2	0.7		
India	0.4	0.0	0.5	0.5	4.2	1.5	5.3	11.8	0.4	m	0.7	1.2	1.1	0.6	5.6	2.7	m	0.0	0.1	5.3		
Indonesia	0.2	0.0	0.1	0.1	0.2	0.1	0.4	0.9	0.0	m	0.0	0.2	1.3	2.1	0.9	0.1	m	0.0	0.0	0.9		
Latvia	0.0	0.0	0.1	0.1	0.5	0.1	0.5	0.0	0.0	m	0.2	0.1	0.0	0.0	0.2	a	m	0.5	0.4	0.2		
Russian Federation	0.7	0.6	1.5	1.3	1.7	2.0	0.9	0.6	8.6	m	8.4	2.6	0.6	0.1	1.3	11.0	m	a	0.3	1.3		
Saudi Arabia	0.0	0.9	0.0	0.1	0.1	0.1	2.2	5.4	0.2	m	0.0	0.0	0.3	0.1	2.2	0.0	m	0.0	0.0	2.1		
South Africa	0.4	0.0	0.1	0.0	0.1	0.2	0.3	0.2	0.0	m	0.9	0.0	0.1	0.0	0.2	0.0	m	0.0	0.2	0.2		
Total from other G20 and partner countries	36.9	2.0	3.4	19.3	17.6	8.8	29.9	50.1	9.9	m	14.3	18.5	72.2	3.6	34.2	14.2	m	0.5	1.8	32.6		
Main geographic regions																						
Total from Africa	29.1	1.1	0.8	8.2	4.5	4.6	8.2	4.4	1.3	m	2.7	12.6	2.2	5.0	8.2	2.7	m	0.0	2.7	8.0		
Total from Asia	8.0	6.0	3.2	5.6	33.5	10.8	53.6	74.4	11.4	m	8.5	27.5	91.5	48.6	52.5	25.8	m	59.9	55.1	52.6		
Total from Europe	24.2	92.1	94.7	35.3	37.6	73.1	30.6	8.9	85.4	m	49.7	50.1	1.7	16.6	25.2	70.3	m	30.6	30.4	25.4		
of which, from EU21 countries	19.7	78.5	14.4	24.5	27.6	64.3	22.0	6.7	67.6	m	16.3	12.3	0.8	7.8	17.1	38.3	m	0.3	2.4	16.4		
Total from North America	2.3	0.3	0.6	1.8	2.3	2.9	5.1	3.4	0.6	m	21.7	0.8	3.5	0.5	3.2	1.0	m	0.0	0.4	3.0		
Total from Oceania	0.3	0.0	0.0	0.1	0.3	0.4	0.6	0.7	0.0	m	0.6	0.1	0.3	0.2	0.7	0.1	m	0.0	0.0	0.7		
Total from Latin America and the Caribbean	36.0	0.4	0.6	48.9	2.2	4.6	2.0	8.1	0.6	m	6.3	8.9	0.8	0.1	5.5	0.1	m	0.0	3.0	5.4		
Not specified	0.0	0.0	0.0	0.1	19.6	3.5	0.0	0.0	0.0	m	10.4	0.0	0.0	29.0	4.7	0.0	m	9.4	8.4	4.9		
Total from all countries	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	m	100.0	100.0	100.0	100.0	100.0	100.0	m	100.0	100.0	100.0		

1. Year of reference 2012.

2. Excludes doctoral or equivalent programmes (for Germany, these programmes are included only in main geographic regions).

3. Foreign students are defined on the basis of their country of citizenship; these data are not comparable with data on international students and are therefore presented separately in the table.

4. Excludes students in short-cycle tertiary programmes.

Source: OECD, Argentina, China, Colombia, India, Indonesia, Saudi Arabia and South Africa: UNESCO Institute for Statistics. Latvia: Eurostat. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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


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Table C4.4. [1/2] Students abroad in tertiary education, by country of destination (2013)
 Number of foreign and international students enrolled in tertiary education in a given country of destination as a percentage of all students enrolled abroad in reporting destinations, based on head counts

The table shows for each country the proportion of students studying abroad in tertiary education in a given country of destination.
 Reading the second column: 4.9% of Czech citizens enrolled in tertiary education abroad study in Austria, 15.9% of Italian citizens enrolled in tertiary education abroad study in Austria, etc.
 Reading the first row: 2.4% of Australian citizens enrolled in tertiary education abroad study in France, 21.8% of Australian citizens enrolled in tertiary education abroad study in New Zealand, etc.

C4

Country of origin	Countries of destination																					
	OECD																					
	Australia	Austria	Belgium	Canada ¹	Chile	Czech Republic ²	Denmark	Estonia	Finland	France	Germany ³	Greece ²	Hungary	Iceland	Ireland	Israel ²	Italy ²	Japan	Korea ²	Luxembourg	Mexico	Netherlands
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	
OECD																						
Australia	a	1.1	0.3	2.8	0.0	0.1	1.2	0.0	0.3	2.4	3.8	m	0.1	0.0	0.6	0.5	0.5	2.8	0.6	0.0	m	0.6
Austria	1.4	a	0.2	0.7	0.0	0.5	0.9	0.0	0.5	2.6	51.8	m	1.1	0.2	0.3	0.1	1.2	0.4	0.1	0.1	m	2.3
Belgium	0.8	1.4	a	1.7	0.0	0.1	1.5	0.0	0.4	17.0	8.6	m	0.3	0.1	0.7	0.6	1.4	0.4	0.1	3.4	m	18.7
Canada	7.6	0.3	0.2	a	0.0	0.1	0.3	0.0	0.3	2.8	1.3	m	0.4	0.1	2.0	0.5	0.2	0.6	1.1	0.0	m	0.5
Chile	6.4	0.6	0.8	2.4	a	0.1	0.4	0.0	0.3	7.6	6.2	m	0.1	0.0	0.1	0.2	3.5	0.3	0.1	0.0	m	0.6
Czech Republic	0.9	4.9	0.3	0.6	0.0	a	1.4	0.2	0.5	5.2	10.9	m	0.3	0.2	0.1	0.1	1.0	0.4	0.1	0.1	m	1.9
Denmark	3.3	1.5	0.4	1.4	0.0	0.1	a	0.1	0.8	3.0	8.4	m	0.3	1.4	0.3	0.4	0.8	1.0	0.1	0.1	m	3.7
Estonia	0.8	1.7	0.5	0.2	0.0	0.2	10.1	a	12.1	2.4	11.0	m	0.3	0.1	0.3	0.1	1.3	0.5	0.0	0.0	m	4.2
Finland	1.3	2.6	0.5	0.9	0.0	0.1	3.2	10.9	a	3.3	9.0	m	0.9	0.4	0.3	0.2	0.9	1.6	0.1	0.1	m	3.9
France	1.5	0.9	20.7	12.9	0.0	0.2	0.7	0.0	0.3	a	7.5	m	0.4	0.1	0.6	0.9	1.6	1.0	0.1	1.2	m	1.5
Germany	1.2	23.4	0.6	0.8	0.0	0.3	2.7	0.0	0.5	5.3	a	m	2.1	0.1	0.4	0.2	1.2	0.5	0.1	0.4	m	20.5
Greece	0.3	1.2	0.8	0.3	0.0	1.0	1.3	0.0	0.3	5.4	6.4	a	0.5	0.0	0.2	0.0	8.2	0.1	0.0	0.1	a	5.3
Hungary	1.2	18.6	1.2	0.6	0.0	0.6	6.3	0.1	1.9	5.7	18.1	m	a	0.2	0.3	0.4	4.0	1.1	0.1	0.1	m	5.1
Iceland	1.1	0.8	0.3	1.9	0.0	0.2	41.6	0.1	0.6	1.5	3.3	m	4.4	a	0.2	0.0	0.9	0.7	0.0	0.0	m	4.1
Ireland	1.6	0.6	0.2	0.7	0.0	0.2	0.4	0.0	0.2	2.5	2.1	m	1.4	0.0	a	0.0	0.2	0.1	0.1	0.0	m	1.2
Israel	1.8	0.6	0.2	5.6	0.0	0.7	0.3	0.0	0.1	1.1	9.1	m	4.3	0.0	0.1	a	8.7	0.2	0.0	0.0	m	0.6
Italy	1.2	15.9	1.5	0.8	0.0	0.3	1.6	0.0	0.5	12.4	8.8	m	0.5	0.1	0.5	0.2	a	0.4	0.0	0.2	m	3.0
Japan	5.2	0.8	0.2	2.5	0.0	0.2	0.2	0.0	0.4	4.1	5.0	m	0.8	0.1	0.1	0.1	1.0	a	3.5	0.0	m	0.4
Korea	6.1	0.2	0.0	1.6	0.0	0.0	0.0	0.0	0.1	1.7	3.1	m	0.0	0.0	0.0	0.1	0.5	14.8	a	0.0	m	0.2
Luxembourg	0.1	9.3	17.7	0.3	0.0	0.0	0.9	0.0	0.1	14.5	35.2	m	0.0	0.0	0.2	0.0	0.1	0.0	0.0	a	m	1.5
Mexico	2.1	0.5	0.4	4.8	0.2	0.1	0.4	0.0	0.5	7.4	6.6	m	0.3	0.0	0.1	0.2	1.3	0.6	0.2	0.0	a	1.2
Netherlands	1.8	2.1	24.4	0.7	0.0	0.2	2.6	0.0	0.7	3.5	5.6	m	0.5	0.1	0.8	0.5	1.2	0.9	0.1	0.1	m	a
New Zealand	50.6	0.6	0.1	2.0	0.0	0.1	0.7	0.0	0.3	1.1	2.0	m	0.3	0.0	0.4	0.1	0.2	1.5	1.2	0.0	m	0.4
Norway	6.4	0.4	0.2	0.2	0.0	1.8	19.8	0.0	0.3	1.8	2.0	m	4.7	0.2	0.2	0.1	0.6	0.5	0.0	0.0	m	2.1
Poland	0.8	4.9	1.3	1.2	0.0	1.6	4.6	0.0	1.0	7.7	24.3	m	0.5	0.4	0.7	0.2	5.9	0.4	0.1	0.2	m	4.0
Portugal	1.1	1.3	1.7	1.5	0.0	3.9	1.7	0.0	0.5	13.4	4.1	m	0.9	0.0	0.4	0.0	1.7	0.3	0.0	0.4	m	3.7
Slovak Republic	0.3	4.0	0.2	0.1	0.0	73.8	1.1	0.0	0.1	1.1	2.6	m	7.4	0.0	0.1	0.0	0.6	0.1	0.0	0.0	m	0.9
Slovenia	1.0	24.9	0.7	1.0	0.0	0.7	2.3	0.0	0.7	2.8	9.9	m	0.8	0.3	0.4	0.1	10.0	0.5	0.1	0.1	m	4.9
Spain	0.8	2.2	1.5	0.4	0.0	0.2	2.3	0.0	0.8	14.4	17.6	m	1.5	0.2	0.6	0.1	2.5	0.5	0.1	0.1	m	3.2
Sweden	3.9	1.1	0.4	0.8	0.0	1.0	14.0	0.1	2.4	2.3	3.1	m	2.5	0.4	0.2	0.2	0.7	1.3	0.1	0.0	m	1.7
Switzerland	3.1	6.6	1.3	1.9	0.0	0.1	0.9	0.0	0.3	9.3	18.8	m	0.3	0.1	0.4	0.6	7.1	0.5	0.1	0.1	m	2.2
Turkey	0.9	6.1	0.4	1.4	0.0	0.2	0.3	0.1	0.3	3.5	10.5	m	1.1	0.0	0.1	0.1	1.8	0.3	0.2	0.0	m	1.1
United Kingdom	5.7	2.1	0.8	3.6	0.0	1.5	2.2	0.0	0.8	6.9	5.1	m	1.1	0.2	7.2	0.9	1.0	1.4	0.3	0.1	m	4.5
United States	4.3	1.2	0.3	11.3	0.0	0.3	0.9	0.1	0.5	4.8	5.9	m	0.7	0.1	1.7	3.0	0.8	3.2	2.2	0.1	m	0.9
Total from OECD countries	3.1	5.4	2.6	2.9	0.0	2.9	2.0	0.1	0.5	4.8	7.1	m	1.2	0.1	0.7	0.5	1.7	2.4	0.4	0.2	m	4.3
<i>of which, from EU21 countries</i>	1.4	8.5	4.5	2.6	0.0	5.0	2.4	0.2	0.6	5.9	8.4	m	1.5	0.1	0.8	0.3	1.9	0.6	0.1	0.4	m	7.1
Partners																						
Argentina	1.6	0.5	0.3	1.4	0.8	0.0	0.4	0.0	0.2	8.2	4.2	m	0.0	0.0	0.0	2.5	4.1	0.7	0.4	0.1	m	0.4
Brazil	2.8	0.6	0.5	2.0	0.9	0.1	0.5	0.0	0.3	11.7	7.7	m	0.0	0.0	0.1	0.4	2.7	0.8	0.1	0.0	m	0.6
China	12.1	0.1	0.1	4.7	0.0	0.0	0.2	0.0	0.3	3.5	2.7	m	0.1	0.0	0.2	0.0	1.3	12.3	5.2	0.0	m	0.7
Colombia	5.3	0.5	0.5	2.5	5.0	0.1	0.2	0.0	0.2	9.3	5.2	m	0.0	0.0	0.0	0.1	3.2	0.2	0.1	0.0	m	0.9
India	8.4	0.2	0.1	5.0	0.0	0.1	0.1	0.0	0.3	1.0	2.9	m	0.0	0.0	0.3	0.0	0.5	0.3	0.3	0.0	m	0.5
Indonesia	21.7	0.2	0.2	1.4	0.0	0.0	0.1	0.0	0.1	1.5	3.6	m	0.0	0.0	0.0	0.0	0.3	5.1	1.7	0.0	m	2.2
Latvia	0.4	1.4	0.6	0.3	0.0	0.1	12.1	1.6	1.8	2.5	9.9	m	0.3	0.3	0.4	0.2	1.8	0.4	0.0	0.1	m	7.3
Russian Federation	1.7	1.8	0.5	0.9	0.0	6.2	0.3	0.3	4.0	6.5	17.0	m	0.4	0.0	0.1	1.6	3.8	0.6	0.6	0.1	m	1.1
Saudi Arabia	6.4	0.1	0.0	5.9	0.0	0.1	0.0	0.0	0.0	0.6	0.3	m	0.3	0.0	0.6	0.0	0.0	0.4	0.2	0.0	m	0.1
South Africa	10.4	0.7	0.8	2.7	0.0	0.2	0.7	0.0	0.3	1.3	2.8	m	0.1	0.0	0.7	1.2	0.3	0.2	0.7	0.0	m	1.5
Total from other G20 countries	10.7	0.2	0.1	4.5	0.1	0.3	0.2	0.0	0.5	3.4	3.6	m	0.1	0.0	0.2	0.1	1.3	8.2	3.5	0.0	m	0.7
Total from all countries	6.2	1.8	1.1	3.4	0.1	1.0	0.7	0.0	0.5	5.7	4.9	0.7	0.5	0.0	0.3	0.3	2.0	3.4	1.4	0.1	0.2	1.7

Note: The proportion of students abroad is based only on the total of students enrolled in countries reporting data to the OECD and UNESCO Institute for Statistics.
 1. Year of reference 2012.
 2. Data refer to foreign instead of international students.
 3. Excludes doctoral or equivalent programmes.

Source: OECD, Argentina, China, Colombia, India, Indonesia, Saudi Arabia and South Africa: UNESCO Institute for Statistics. Latvia: Eurostat. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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


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Table C4.4. [2/2] **Students abroad in tertiary education, by country of destination (2013)**

Number of foreign and international students enrolled in tertiary education in a given country of destination as a percentage of all students enrolled abroad in reporting destinations, based on head counts

The table shows for each country the proportion of students studying abroad in tertiary education in a given country of destination.

Reading the second column: 4.9% of Czech citizens enrolled in tertiary education abroad study in Austria, 15.9% of Italian citizens enrolled in tertiary education abroad study in Austria, etc.

Reading the first row: 2.4% of Australian citizens enrolled in tertiary education abroad study in France, 21.8% of Australian citizens enrolled in tertiary education abroad study in New Zealand, etc.

Country of origin	Countries of destination																			
	OECD													Total OECD destinations	Total EU21 destinations	Other G20 and partner countries			Total non-OECD destinations	Total all reporting destinations
	New Zealand	Norway	Poland	Portugal	Slovak Republic	Slovenia	Spain	Sweden	Switzerland	Turkey ²	United Kingdom	United States	Brazil ²			Latvia ²	Russian Federation ²			
(23)	(24)	(25)	(26)	(27)	(28)	(29)	(30)	(31)	(32)	(33)	(34)	(35)	(36)	(37)	(38)	(39)	(40)	(41)		
OECD																				
Australia	21.8	0.3	0.1	0.1	0.0	0.0	0.4	0.5	1.1	0.7	15.3	32.6	90.8	27.6	m	0.0	0.0	9.2	100.0	
Austria	0.4	0.2	0.3	0.1	0.6	0.3	1.0	0.8	7.8	1.2	11.2	6.2	94.4	75.8	m	0.2	0.0	5.6	100.0	
Belgium	0.1	0.1	0.2	1.4	0.0	0.0	2.6	0.6	2.5	0.8	22.8	6.8	95.2	81.2	m	0.1	0.0	4.8	100.0	
Canada	0.8	0.1	1.0	0.1	0.0	0.0	0.3	0.3	0.9	0.1	12.9	54.9	89.7	23.0	m	0.0	0.0	10.3	100.0	
Chile	1.1	0.2	0.0	0.1	0.0	0.0	13.4	0.2	1.2	0.0	6.7	22.9	75.7	40.8	m	0.0	0.0	24.3	100.0	
Czech Republic	0.1	0.4	6.4	0.2	43.8	0.1	0.9	0.5	1.3	0.1	9.8	5.9	98.5	88.4	m	0.1	0.0	1.5	100.0	
Denmark	2.6	4.0	0.9	0.1	0.1	0.2	1.2	5.2	1.4	0.7	26.0	24.3	93.9	53.4	m	0.2	0.0	6.1	100.0	
Estonia	0.0	0.8	0.2	0.1	0.0	0.0	0.9	3.0	1.0	0.1	25.9	4.7	82.7	74.4	m	1.6	8.7	17.3	100.0	
Finland	0.4	1.0	0.4	0.1	0.2	0.1	1.4	18.0	1.1	0.1	21.4	7.8	92.2	77.4	m	0.7	0.0	7.8	100.0	
France	0.5	0.1	0.4	0.5	0.0	0.0	3.7	0.7	10.9	0.3	15.2	10.5	95.0	56.2	m	0.1	0.0	5.0	100.0	
Germany	0.5	0.4	0.5	0.2	0.4	0.0	1.3	1.3	10.0	1.3	11.8	7.8	95.6	72.8	m	0.5	0.0	4.4	100.0	
Greece	0.0	0.2	0.1	0.1	2.9	0.0	0.5	1.6	1.8	3.8	29.5	5.3	77.2	65.4	m	0.0	0.0	22.8	100.0	
Hungary	0.2	0.4	0.7	0.1	1.0	0.1	1.3	0.9	2.5	0.2	13.6	7.4	94.2	79.8	m	0.2	0.0	5.8	100.0	
Iceland	0.1	4.5	0.2	0.1	0.3	0.0	0.8	9.5	1.3	0.1	7.5	12.9	99.0	76.5	m	0.1	0.0	1.0	100.0	
Ireland	0.3	0.0	0.4	0.1	0.3	0.0	0.6	0.4	0.3	0.1	76.4	6.7	97.5	87.6	m	0.0	0.0	2.5	100.0	
Israel	0.1	0.1	0.4	0.0	0.6	0.0	0.3	0.1	0.5	0.2	2.9	13.6	52.2	30.1	m	0.0	0.0	47.8	100.0	
Italy	0.2	0.3	0.5	0.7	0.1	0.4	9.7	1.0	8.4	0.1	16.8	8.3	94.5	74.5	m	0.1	0.0	5.5	100.0	
Japan	2.2	0.2	0.1	0.0	0.0	0.0	0.3	0.3	0.8	0.4	9.3	56.4	94.4	23.1	m	0.0	0.0	5.6	100.0	
Korea	1.3	0.0	0.1	0.0	0.0	0.0	0.1	0.0	0.1	0.0	4.1	60.8	95.1	10.3	m	0.0	0.0	4.9	100.0	
Luxembourg	0.0	0.0	0.0	0.8	0.0	0.0	0.5	0.1	5.3	0.0	11.7	0.9	99.5	92.7	m	0.0	0.0	0.5	100.0	
Mexico	0.3	0.2	0.1	0.1	0.0	0.0	8.9	0.4	1.1	0.0	5.6	49.0	92.8	34.1	m	0.0	0.0	7.2	100.0	
Netherlands	0.7	0.6	0.1	0.9	0.0	0.0	2.0	1.9	2.1	0.0	23.3	13.2	91.1	70.3	m	0.2	0.0	8.9	100.0	
New Zealand	a	0.1	0.1	0.1	0.0	0.0	0.1	0.2	0.9	0.0	8.9	22.9	94.9	15.5	m	0.0	0.0	5.1	100.0	
Norway	1.1	a	7.6	0.1	2.5	0.0	0.5	2.4	0.5	0.7	26.8	11.1	94.8	73.9	m	0.7	0.0	5.2	100.0	
Poland	0.1	0.9	a	0.6	1.1	0.1	2.4	1.3	2.1	1.0	22.0	6.4	97.7	84.1	m	0.2	0.0	2.3	100.0	
Portugal	0.2	0.4	1.3	a	0.7	0.0	15.5	1.1	2.0	0.1	20.7	7.9	86.6	72.9	m	0.2	0.0	13.4	100.0	
Slovak Republic	0.0	0.1	0.4	0.0	a	0.0	0.3	0.1	0.4	0.5	4.2	1.1	99.6	97.0	m	0.1	0.0	0.4	100.0	
Slovenia	0.1	0.4	0.9	0.4	0.3	a	1.2	0.7	1.9	0.4	12.7	8.1	88.4	74.5	m	0.0	0.0	11.6	100.0	
Spain	0.2	0.5	3.3	2.8	0.4	0.0	a	1.2	2.4	0.0	19.7	16.0	95.5	74.2	m	0.3	0.0	4.5	100.0	
Sweden	0.6	4.2	5.9	0.2	0.4	0.0	0.8	a	1.2	0.2	18.3	22.9	90.6	54.9	m	0.9	0.0	9.4	100.0	
Switzerland	0.5	0.3	0.1	0.5	0.1	0.0	1.9	0.6	a	0.4	23.5	11.3	92.8	74.1	m	0.1	0.0	7.2	100.0	
Turkey	0.1	0.1	1.1	0.1	0.0	0.0	0.4	0.5	1.2	a	6.4	21.0	59.6	34.3	m	0.2	0.0	40.4	100.0	
United Kingdom	1.8	0.3	0.7	1.3	0.4	0.0	1.9	1.1	1.6	0.4	a	31.0	86.0	38.8	m	0.1	0.0	14.0	100.0	
United States	3.4	0.3	1.3	0.4	0.0	0.0	1.3	0.7	1.4	0.4	22.1	a	73.6	44.0	m	0.0	0.0	26.4	100.0	
Total from OECD countries	1.1	0.3	0.9	0.4	0.9	0.0	2.0	0.9	3.5	0.5	14.3	21.3	89.3	53.2	m	0.2	0.0	10.7	100.0	
<i>of which, from EU21 countries</i>	<i>0.4</i>	<i>0.5</i>	<i>0.9</i>	<i>0.5</i>	<i>1.5</i>	<i>0.1</i>	<i>2.6</i>	<i>1.3</i>	<i>5.6</i>	<i>0.8</i>	<i>17.1</i>	<i>9.8</i>	93.4	71.1	m	0.2	0.1	6.6	100.0	
Partners																				
Argentina	0.3	0.2	0.1	0.4	0.0	0.1	17.1	0.2	2.1	0.0	2.3	22.0	70.4	38.6	m	0.0	0.0	29.6	100.0	
Brazil	0.4	0.3	0.1	14.6	0.0	0.0	4.1	0.3	1.7	0.0	4.8	31.9	90.2	48.8	a	0.0	0.0	9.8	100.0	
China	1.7	0.1	0.1	0.0	0.0	0.0	0.2	0.3	0.2	0.0	11.2	30.9	88.2	20.9	m	0.0	0.0	11.8	100.0	
Colombia	0.2	0.2	0.1	0.1	0.0	0.0	21.5	0.4	1.2	0.0	3.5	23.4	84.1	45.7	m	0.0	0.0	15.9	100.0	
India	3.6	0.1	0.1	0.0	0.0	0.0	0.2	0.6	0.4	0.2	11.5	48.2	84.9	18.5	m	0.0	0.0	15.1	100.0	
Indonesia	1.0	0.2	0.1	0.1	0.0	0.0	0.1	0.1	0.1	2.6	3.8	16.8	63.0	12.4	m	0.0	0.0	37.0	100.0	
Latvia	0.0	1.0	1.0	0.1	0.1	0.0	0.6	1.8	0.7	0.0	30.6	4.1	81.6	74.1	m	a	9.7	18.4	100.0	
Russian Federation	0.6	1.1	1.0	0.2	0.1	0.1	1.3	0.8	1.7	0.1	6.5	8.4	69.3	52.0	m	0.7	a	30.7	100.0	
Saudi Arabia	1.3	0.0	0.6	0.0	0.1	0.0	0.1	0.0	0.0	0.1	12.0	54.8	84.0	15.0	m	0.0	0.0	16.0	100.0	
South Africa	1.3	0.3	0.2	0.8	0.0	0.0	0.3	0.4	1.3	0.3	16.3	23.2	69.0	27.4	m	0.0	0.0	31.0	100.0	
Total from other G20 countries	1.8	0.2	0.2	0.5	0.0	0.0	0.9	0.4	0.4	0.2	10.9	34.3	85.3	23.8	m	0.0	0.1	14.7	100.0	
Total from all countries	1.0	0.2	0.7	0.4	0.3	0.1	1.4	0.6	1.2	1.3	10.3	19.4	72.9	34.8	0.4	0.1	3.4	27.1	100.0	

Note: The proportion of students abroad is based only on the total of students enrolled in countries reporting data to the OECD and UNESCO Institute for Statistics.

1. Year of reference 2012.

2. Data refer to foreign instead of international (mobile) students.

3. Excludes doctoral or equivalent programmes.

Source: OECD, Argentina, China, Colombia, India, Indonesia, Saudi Arabia and South Africa: UNESCO Institute for Statistics. Latvia: Eurostat. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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


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Table C4.5. **Mobility patterns of foreign and international students (2013)**

Regional and cross-border mobility, balance on mobility and use of the official language of the host country in countries of origin

	Percentage of national tertiary students enrolled abroad	Number of international students per national student abroad	Percentage of international students from neighbouring countries ¹	Percentage of students from countries with the same official language
	(1)	(2)	(3)	(4)
OECD				
Australia	1	21	34	21
Austria	4	4	58	54
Belgium	3	3	48	58
Canada ²	3	3	6	32
Chile	1	0	18	84
Czech Republic ³	3	3	63	0
Denmark	2	6	43	0
Estonia	7	0	65	0
Finland	3	3	15	2
France	3	3	15	27
Germany	4	2	16	10
Greece	m	m	m	m
Hungary	3	2	38	0
Iceland	14	0	9	0
Ireland	8	1	16	45
Israel ³	4	1	1	0
Italy ³	3	2	25	4
Japan	1	4	79	0
Korea ³	3	0	71	0
Luxembourg	68	0	63	35
Mexico	1	0	m	m
Netherlands	2	5	41	4
New Zealand	2	8	9	36
Norway	7	1	21	0
Poland	1	1	62	0
Portugal	3	1	6	62
Slovak Republic	14	0	61	0
Slovenia	3	1	40	7
Spain	2	2	24	43
Sweden	4	1	20	6
Switzerland	5	4	56	61
Turkey ³	1	1	20	11
United Kingdom	1	14	12	25
United States ⁴	0	12	6	22
OECD total	2	3	19	21
EU21 total	3	3	23	21
Partners				
Argentina	m	m	m	m
Brazil ³	0	0	m	m
China ³	2	m	m	m
Colombia ³	1	m	m	m
India	m	m	m	m
Indonesia ³	1	m	m	m
Latvia	7	1	m	m
Russian Federation ^{3, 5}	1	3	87	46
Saudi Arabia ³	6	1	32	44
South Africa ^{2, 3}	1	6	48	70

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

2. Year of reference 2012.


3. Data refer to foreign instead of international students.

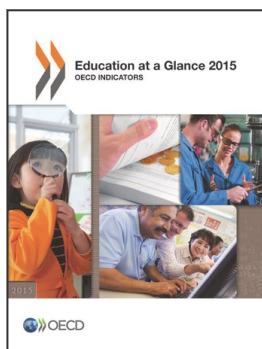
4. Even though there is no official language in the United States, English has been used for Column (4).

5. The percentage of foreign students coming from neighbouring countries includes those from former Soviet Union countries, mostly of central Asia.

Source: OECD and UNESCO Institute for Statistics for most data on non-OECD countries. Latvia: Eurostat. CIA World Factbook 2014 for worldwide official languages. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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

StatLink  <http://dx.doi.org/10.1787/888933285960>



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