

weaker students. The majority of American college students are probably affected to some extent by these conditions. Unfortunately, these market conditions also seem to feed upon themselves, largely through the disinvestment in public higher education and the steep stratification in the effectiveness of precollege education.

A comparison of college participation rates in Organization for Economic Cooperation and Development countries found that educational expansion was reducing the discrepancy between the highest and lowest income groups everywhere except in the United States. Here, college attendance by the wealthy has actually increased more since 1980 than gains among low-income groups. Furthermore, attendance at selective college and universities is more socially skewed, and graduation from college is still more socially skewed. Before 1980, American higher education, on balance, consistently provided opportunities for social and economic advancement, but since that date it appears, on balance, to be generating social reproduction.

*A likely decrease in overall demand for high-cost, selective colleges could destabilize this model. The endowment losses suffered by these institutions have translated into long-term budget cuts.*

#### CONCLUSION

The economic downturn of 2008–2009 will exaggerate the fundamental problems facing American higher education and make them more difficult to address, let alone reverse or attenuate. The downward ratchet in attendance decisions will make the selective sector more socially exclusive. Conversely, enrollment pressures at open-access institutions, even while public funds to support those institutions are being withdrawn, seem destined to compromise quality.

Academic research and graduate education have endured the crisis better than other sectors, but here the danger lies in the not-too-distant future. The most distinguished universities, which largely support scientific excellence, have ceased to expand their research capacity, and this strategy has ominous implications. Federal research funding has been artificially inflated with stimulus funds. This has buoyed academic research for the current year or two, but cutbacks almost certainly lie in the future. If public support for research declines in the way public support for higher education has, the future will indeed be bleak. ■

## The Competition for International Postsecondary Education Students

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<[http://www.acenet.edu/Content/NavigationMenu/ProgramsServices/cii/pubs/ace/SizingUptheCompetition\\_September09.pdf](http://www.acenet.edu/Content/NavigationMenu/ProgramsServices/cii/pubs/ace/SizingUptheCompetition_September09.pdf)>.

In 2007, there were an estimated 2.8 million internationally mobile students, up from 1.8 million in 1999. Those numbers are expected to continue to increase. The global marketplace for internationally mobile students has led nations to compete with one another by developing a variety of policies and strategies to attract these students. This article highlights the goals and recruitment efforts made by the top five destination countries, in order of their share of the international student population.

#### UNITED STATES

The United States continues to be the world's leading higher education destination. Nearly 672,000 international students studied in the United States in 2008/09. The vast majority of these students come from Asia. Since 2002, India has sent the highest number of students to the United States, followed by China, South Korea, and Japan.

In the United States, the majority of recruitment efforts are conducted by individual institutions. Unlike other countries, the United States has no coordinated national strategy or targets. At the national level, the US Department of State's Bureau of Educational and Cultural Affairs sponsors EducationUSA, a network of professional educational advisers and education information centers that promotes US higher education worldwide and offers international students information on the application process, admissions requirements, potential scholarship funding, visas, and everyday living in the United States. EducationUSA maintains a Web site, produces brochures in six languages, and operates 450 advising centers around the world. Additionally, the bureau funds overseas regional and national educational advising coordinators to organize conferences and adviser training and serve as a resource on national and regional trends.

Institutions compete with each other to attract international students. Some colleges and universities partner with other institutions to promote higher education in their state or region. Study Philadelphia, for example, is the result of the

Campus Philly partnership among 20 institutions, and Study Wisconsin is a marketing campaign conducted by 36 colleges and universities in that state.

#### **UNITED KINGDOM**

In 2007, the United Kingdom hosted 351,470 international students. International student enrollment has risen during the past decade, although with some slowdown in that growth in recent years. This slowdown may be attributable to the growth of English-language programs in Europe (which have roughly tripled since 2003) and to the limited capacity of some UK institutions with high international student enrollments to absorb additional students. In spite of new, more stringent visa requirements, the Universities and Colleges Admissions Service in June 2009 reported a 12 percent increase in the number of international undergraduate applications from the same time the previous year.

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In 2006, then Prime Minister Tony Blair launched the second in a series of international education initiatives (PMI2), which aimed to “secure the U.K.’s position as a leader in international education.” The targets for 2011 set by the initiative include recruiting an additional 100,000 international students and doubling the number of countries that send more than 10,000 students per year to the United Kingdom. The plan targets 24 countries and focuses on improving the reputation of UK higher education and further education sectors through marketing campaigns and the development of partnerships. The Education UK brand was developed for the PMI2 and uses the slogan “Innovative. Individual. Inspirational.” A network of British Council offices located in more than 100 nations markets the UK higher education sector to potential students using this brand and offering information on scholarship opportunities.

#### **GERMANY**

Recent trends in Germany’s international student recruitment demonstrate a move toward greater regional recruitment and less emphasis on the global market share. Enrollment from non-European countries has remained steady, while enrollment of students from Europe has grown. According to UNESCO (United Nations Educational, Scientific, and Cultural Organization) data, Germany hosted 206,875 students in 2007, about 8 percent of the total global international student enrollment.

The German Academic Exchange Service (DAAD) operates in 64 offices worldwide. DAAD is an intermediary organiza-

tion between German higher education and government agencies. According to its Web site, the service “offers higher education institutions the opportunity to become actively involved in Germany’s foreign cultural, education and research, and development cooperation policies.” The agency works in five areas: scholarships for foreign students to study in Germany, scholarships for Germans to study abroad, the internationalization of German universities, the promotion of German studies and the German language, and educational cooperation with developing countries. DAAD helps institutions recruit international students through information and advertising campaigns, using the “Study in Germany: Land of Ideas” slogan to attract students and managing a “Research in Germany: Land of Ideas” campaign to attract international postdocs and faculty.

#### **FRANCE**

The French share of international students has remained steady since 2000, at approximately 8 percent. Seven of the top 10 sending countries to France are francophone, and francophone students make up about 32 percent of the total international student population in France. In 2007, UNESCO reported 246,612 international students enrolled in French higher education.

*When the annual number of international students began decreasing in France in 1994, the government began to think more strategically about promoting the French higher education system.*

When the annual number of international students began decreasing in France in 1994, the government began to think more strategically about promoting the French higher education system. EduFrance was established in 1998 as a national agency to promote French higher education abroad and was replaced by CampusFrance in 2006. CampusFrance currently has 100 offices in 75 countries. The agency assists international students throughout their student experience, from navigating the application process through the students’ returns to their home countries. Additionally, CampusFrance organizes promotional events (education fairs, forums, thematic visits, university tours) throughout the year in cooperation with French higher education institutions.

#### **AUSTRALIA**

In 2007/08, education services were the third-largest export revenue category in Australia. International students make up almost 20 percent of total higher education enrollments in the country. In 2007, Australia hosted 211,526 international students, a 15 percent increase from the previous year.

As an English-speaking country, Australia has traditionally been an important destination for students from the Asia-Pacific region. Australia has led “Study in Australia” campaigns with the slogan “Live. Learn. Grow.” The newest version of this marketing campaign, “Study in Australia 2010,” includes a A\$2.8 million drive to support the international education sector. The plan includes a focus on six key markets: China, India, South Korea, Indonesia, Malaysia, and Thailand, although Australia Education International officials note that they will continue to reach out to other emerging markets such as Brazil. AEI has 25 offices in 17 countries that serve both as outreach centers for potential students and as the international student market research center for the government.

### CONCLUSION

The competition for international students is heating up. Regional strategies are growing. Europe is intensifying its efforts to create an attractive European higher education area; Singapore is established as a regional hub. Other nations such as Malaysia and Japan have set national goals for international student numbers. The Gulf states are also intensifying their efforts to become regional hubs. Trends and vigorous national efforts suggest that US pre-eminence is no longer a given and that international students have many choices. ■

## Recent Trends and Issues in International Student Mobility

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International students in the past months have reached the headlines in the news around the world. We have seen intensive coverage by the media of presumed (and later questions for their accuracy) racist attacks on Indian students, which threaten the success story of the increased number of students from India studying in Australia and their contribution to the economy.

More emphasis is now being placed in the media on the contribution international students make to national and local economies. In New Zealand it generates more earnings than the export of wine; in Canada more than lumber and coal; and in the United Kingdom more than automotive or financial services. NAFSA: Association of International Educators esti-

mates that foreign students and their dependents contributed, in the 2008/09 academic year, approximately \$17.6 billion to the US economy. For Australia, it is the fourth export product after coal, iron, and recently—as a result of its sharp increase in price—gold.

The fact that these figures are becoming so dominant in the debate about international students relates to the shift from social/cultural and academic to economic rationales in international student recruitment, which is increasingly evolving in a multinational industry.

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### TUITION FEES

The dominance of income generation in the drive for international students has been present in the United Kingdom (early 1980s) and Australia (mid-1980s), when the concept of differential, cost-related tuition fees for international students was introduced. Until recently, this was not a factor in continental Europe and the United States—with the exception of the public sector, where inner and outer state fees (also for international students) always have existed. In Canada, other factors such as immigration policy and development cooperation were more dominant in their recruitment policy.

The policy of nondiscrimination between international and local students on tuition fees has survived for a long time in continental Europe. Only in recent years, countries like Denmark, the Netherlands, and Slovakia have introduced full-cost fees for non-European Union (EU) students, as is also the case for Malta and Ireland. Sweden and Finland are considering this option as well. Five German states have introduced tuition fees, which have increased the cost of study in those parts of the country for international students. Other countries, though, like Austria—where the introduction of tuition fees was revised during election time in 2008—Greece, Italy, Spain, and France have no plans to introduce higher fees for national and/or international students.

### INCREASED GLOBAL COMPETITION

While in northern Europe tuition fees for international students are introduced and in the United States and United Kingdom increased, one can see two other trends in international student circulation. First, there is increased competition for international students to the traditional top countries: United States, United Kingdom, Germany, France, and Australia. That completion is coming from other industrialized countries such as Canada, New Zealand, Japan, and continental Europe but also from emerging economies such as China,