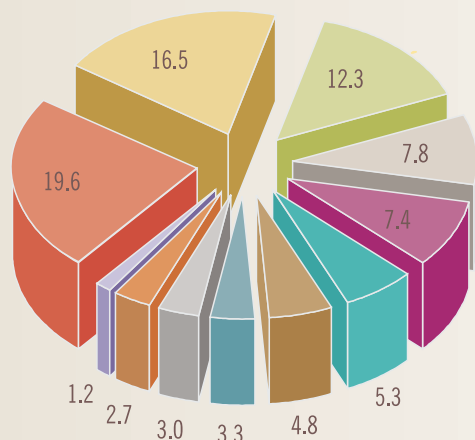


The Brain Trade

The landscape of international higher education is changing. The September 11, 2001, attacks led the United States, the top recipient of international students, to raise entry barriers. Yet there is no holding back the flow of students seeking education beyond their borders. A recent Australian study estimates that the total number of international students will increase to 8 million by 2025. It is safe to predict that most of these students will come from Asia and end up in rich Western countries, but an increasing number are looking to new options in the developing world. | **By Philip G. Altbach and Roberta Malee Bassett**

Fields of Study Among International Students in the United States, 2002–03 (in %)



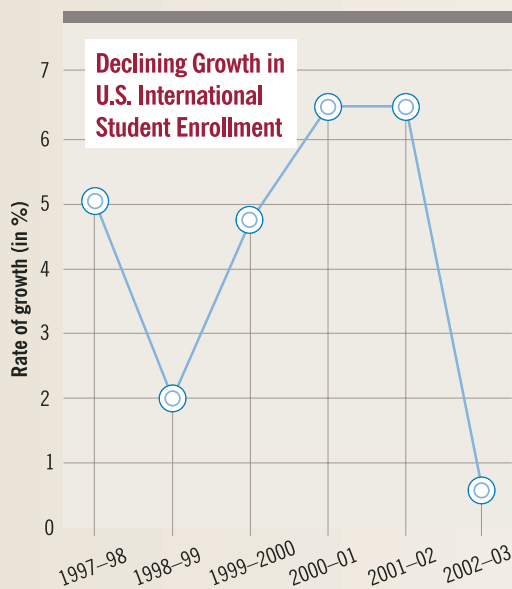
Number Crunchers

For foreign students in the United States, literature and the arts take a back seat to business and the hard sciences. Three fields dominate: business and management, engineering, and mathematics and computer sciences. Data from other countries show similar trends.

Field of Study

- Business and management
- Engineering
- Mathematics and computer sciences
- Social sciences
- Physical and life sciences
- Fine and applied arts
- Health professions
- Humanities
- Intensive English language
- Education
- Agriculture

Source: *Open Doors 2003* (New York: Institute for International Education, 2003)



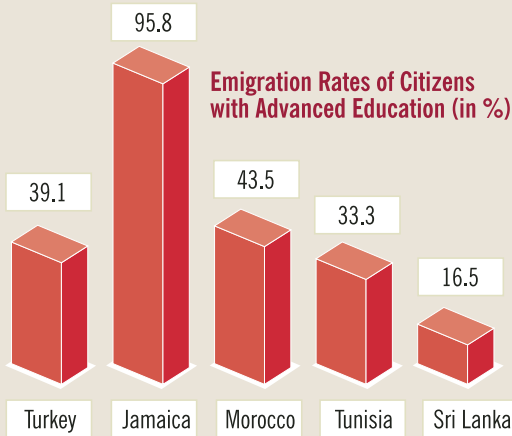
Source: *Open Doors 2003* (New York: IIE, 2003)

The End of U.S. Dominance?

In 2003, the United States hosted almost a third of the world's approximately 2 million international students. The number of international students in the United States has steadily increased over almost a half century, but the rate of growth took a dramatic dip after September 11, 2001. In addition, the number of overseas students taking U.S. entrance exams, such as the GRE and GMAT, has seriously declined, ensuring there will be continuing enrollment declines in the future.

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Smart Travelers

Migration of the highly educated is a central element of globalization. Flows are largely from developing countries to the industrialized world. Many migrants maintain strong ties from abroad, some eventually return home, and growing numbers of the highly educated contribute to their home societies by providing expertise and investment. But the loss of significant numbers of the best and brightest remains a problem for many poorer societies.

Source: *International Migration, Remittances, and the Brain Drain: A Study of 24 Labor-Exporting Countries* (Washington: The World Bank, 2003)

Learning, From a Distance

Distance education is an increasingly important phenomenon. So far, the largest use of distance education is in developing and middle-income countries, where a huge unmet demand for access to post-secondary education exists. All of these “mega-institutions” are public: Governments view distance delivery as a means of sopping up demand. Little is known about their standards for admission or graduation. Distance learning is the “Wild West” of higher education.



The World's New Mega-Universities

(A sample of universities with 100,000 or more students enrolled through the use of distance education)

- (A) Allama Iqbal Open University, Pakistan
- (B) Anadolu University, Turkey
- (C) Bangladesh Open University, Bangladesh
- (D) China Central Radio and TV University, China
- (E) Indira Gandhi National Open University, India
- (F) Indonesian Open Learning University, Indonesia
- (G) Korea National Open University, South Korea
- (H) Payame Noor University, Iran
- (I) Sukhothai Thammathirat Open University, Thailand

Source: Wikipedia, 2004

ON THE MAP

Asian Exports

About 80 percent of the world's foreign students come from Asian countries. The top receiving countries are all industrialized nations. Most international students pay for their own study and living expenses, bringing valuable income to host countries. Australia and the United Kingdom, for example, now depend on income from international students to help support their public universities.



Leading Receiver Countries of International Students 2000–01



Leading Sender Countries of International Students 2000–01

Source: *Atlas of Student Mobility* (New York: IIE, 2003)

ON THE MAP



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