

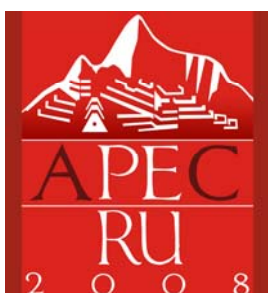


**Asia-Pacific
Economic Cooperation**

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Korean Student Mobility in Global Context

Purpose: Information
Submitted by: Korea



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Korean Student Mobility in Global Context

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I . Introduction

- **University is at the forefront of unprecedented challenges for future societies.**
- **In knowledge-based society, university is a sole organization, involving all kinds of knowledge activities: creating, diffusing and utilizing.**
- **Globalization, compressing the time and space, boosts cross-border higher education.**
- **Ubiquitous ICT accelerates international mobility in higher education.**
- **In these ways, changes in the environment call for the internationalization of higher education.**

II . International Student Mobility in Global Context (1)

[Types of cross-border education]

- ◆ **Internationalization of higher education**
 - **Domestic education: international and inter-cultural dimension of education at home countries**
 - **Cross-border education: people, programme, and institution cross borders**
- ◆ **Cross-border education**
 - **people mobility, when students and professors go abroad for educational purposes**
 - **programme mobility, when educational programmes go abroad**
 - **institution mobility, when institutions or providers go or invest abroad for educational purposes**

II. International Student Mobility in Global Context (2)

【 “Modes of supply” of the GATS 】

<i>Mode 1</i>	Cross-border supply	• the educational services cross borders.
<i>Mode 2</i>	Consumption abroad	• the movement of educational consumers to the country of the supplier.
<i>Mode 3</i>	Commercial presence	• the establishment of facilities by educational service providers in another country to provide the service.
<i>Mode 4</i>	Presence of natural persons	• temporary travels to another country of persons to provide the educational service.

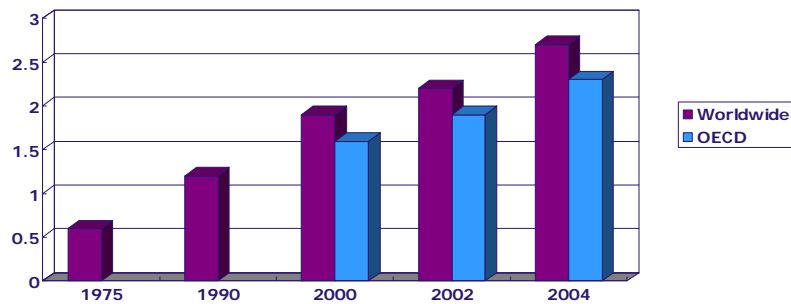
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II. International Student Mobility in Global Context (3)

Trends in the number of foreign students



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II. International Student Mobility in Global Context (4)

- Most countries where students go abroad to study are advanced countries. Only four countries host more than half of total foreign students.
- The market shares of New Zealand expanded impressively, from 0.5% in 2000 to 2.5% in 2005.
- The United States saw a significant drop as a preferred destination for foreign students, from 26.1% of the global intake in 2000 to 21.6% in 2005. It was affected by the tightened conditions of entry for international students in the aftermath of 11 September 2001.

Higher education market shares (%)

Countries	2000	2005
United States	26.1	21.6
United Kingdom	12.3	11.7
Germany	10.3	9.5
France	7.5	8.7
Australia	5.8	6.5
Japan	3.7	4.6
Russia	2.3	3.3
Canada	2.2	2.8
New Zealand	0.5	2.5
Korea	0.2	0.6

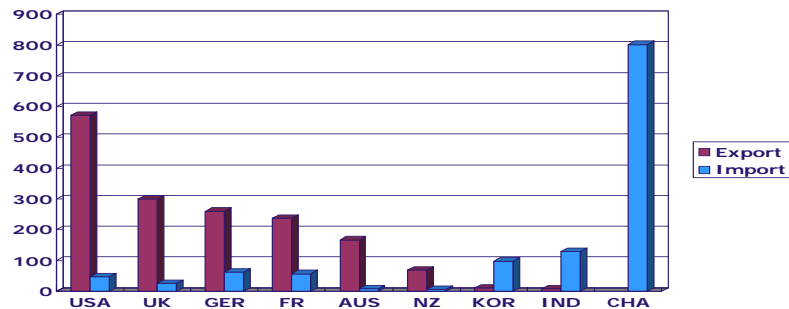
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II. International Student Mobility in Global Context (5)

Comparison between education export and education import in major countries



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II. International Student Mobility in Global Context (6)

- Comparing the relative number of students going abroad to study among the 10,000 people in major education import countries, the number of Korean students is the highest with 19.99, followed by Japan (4.92), China (3.07), and India (1.19).

Relative number of students going abroad to study

Country	Countries Population	Students going abroad to study	Students going abroad per 10,000 people
China	1,319,315,450	404,664	3.07
India	1,169,016,000	139,223	1.19
Korea	48,224,000	96,423	19.99
Japan	127,750,000	62,853	4.92

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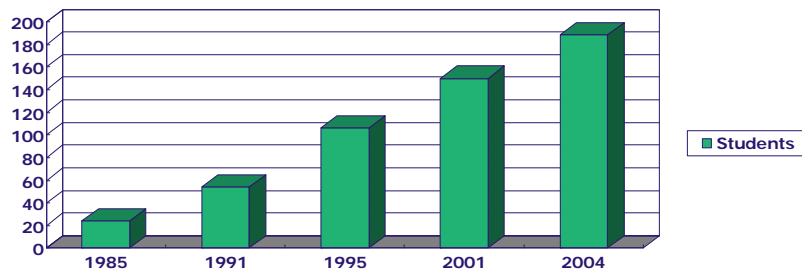
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III. Korean Student Mobility (1)

【 Korean students studying abroad 】

- The number of Korean students studying abroad has increased remarkably during the last two decades.
- The number was increased from 24 thousands in 1985 to 192 thousands in 2005.

The number of Korean students studying abroad



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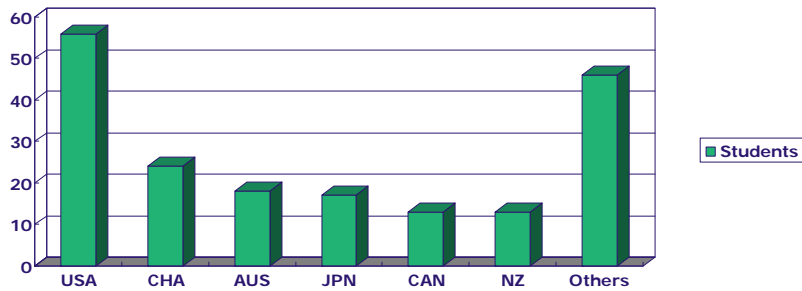
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Ⅲ. Korean Student Mobility (2)

- The United States is the most preferred destination for Korean students who left their home country in order to seek higher learning (30.0%), followed by China (12.6%), Australia (9.5%), Japan (9.1%), Canada (7.1%) and New Zealand (7.1%).

Destinations of studying abroad for Korean students



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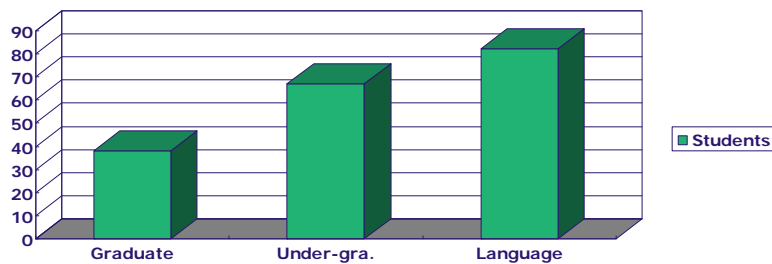
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Ⅲ. Korean Student Mobility (3)

- 106 thousand Korean students (56.4%) take degree programmes, and 82 thousand students (43.6%) take language training courses.
- Degree programmes are selected more in the North America, while language training programmes are selected more in Asia and Oceania.

Patterns of Korean students studying abroad



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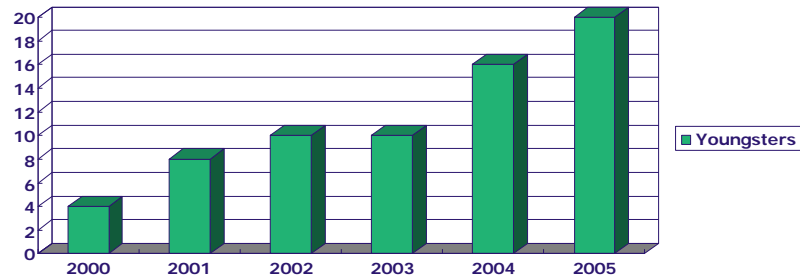
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Ⅲ. Korean Student Mobility (4)

- In these days, many Korean youngsters of primary and secondary schools go abroad to study.
- This new trend was gradually increased from the late 1980s, and was held back temporarily during the 'financial crisis' in the late 1990s. The trend regained popularity from the early 2000, when the government deregulated the youngsters' studying abroad.

Increase of Korean youngsters studying abroad



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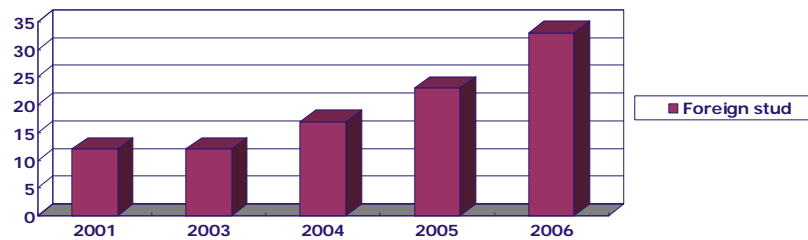
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Ⅲ. Korean Student Mobility (5)

【 Foreign students in Korea 】

- Korea has been an importer of education services rather than an exporter.
- As of 2005, 192 thousand Korean students were studying overseas while there were 23 thousand foreign students enrolled in higher education institutions in Korea.

Changes of foreign students in Korea



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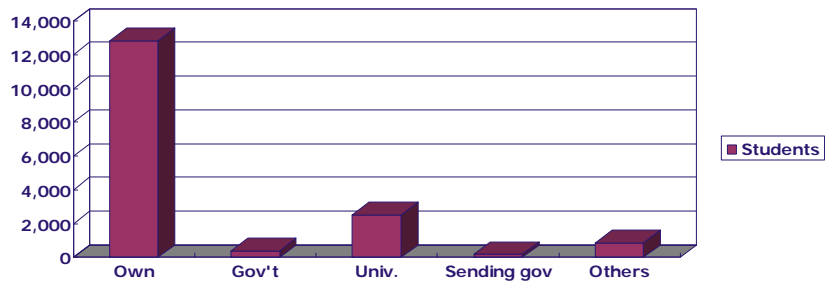
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Ⅲ. Korean Student Mobility (6)

- Most foreign students come to Korea by their own expense (76.3%), or with the university invitation (15.0%).
- Otherwise, foreign students come to Korea with the government invitation (2.3%), or are sent from the government of the home country (1.2%).

Financial background of foreign students in Korea



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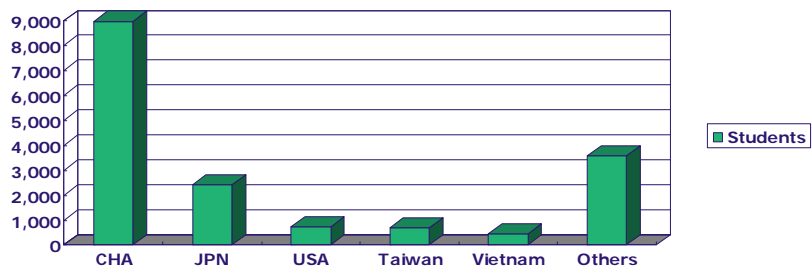
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Ⅲ. Korean Student Mobility (7)

- A substantial number of foreign students come to Korea from the Asian region (86.5%), followed by North America (5.5%) and Europe (5.0%).
- By countries, the number of Chinese student accounts for the most (53.2%), followed by Japan (14.4%), United States (4.3%), Taiwan (4.1%), Vietnam (2.7%).

Original countries of foreign students in Korea



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III. Korean Student Mobility (8)

- In 1980, the number of Korean students studying higher education institutions abroad was slightly over 13 thousand. After 25 years, the number has skyrocketed to 190 thousands, a 14 times increase in the number of Korean students studying abroad.
- The growing number of students studying abroad has resulted in severe imbalance of trade in educational services.
- The amount of money related to the import of educational services soared from 958 million dollars in 2000 to 4.5 billion dollars in 2006, while the export of educational services remained 28 million dollars in 2006.

IV. Challenges to Internationalization of Higher Education (1)

- Until now, policies and practices in Korean higher education have not placed much priority on internationalization, primarily because they have barely met domestic demands of higher education.
- However, recently, the Ministry of Education has established proactive policies on internationalization in higher education.
 - The "Study Korea Project," which was set up in November, 2004, was focused primarily on attracting foreign students to Korea, by changing the policy paradigm from an in-bound internationalization to an out-bound internationalization.
 - The "Vitalizing Devices on the Education Services Export," which was prepared by the Ministry of Education in March 2007, take more proactive strategies than prior policies.

IV. Challenges to Internationalization of Higher Education (2)

- The government will improve the educational infrastructure for foreign students by increasing the courses conducted in English, improving the issuance of visa by linking with employment, and expanding the government scholarship.
- Internationalization in higher education also will be facilitated by recruiting more foreign professors, operating the curriculum jointly with excellent foreign universities, inducing the branch campus of prestigious foreign universities in Korea, and further promoting the study in Korea.
- In order to vitalize the export of higher education services, establishing foreign branch campus of domestic universities will be facilitated by releasing the regulations on establishment of universities in foreign countries.
- Thereafter, the government has made an agreement on exchanges of students and educational programmes with many foreign countries. Many universities have raised the proportion of foreign students as well as that of foreign professors, and increased the courses conducted in English.

V. Closing Remarks

- It is quite meaningful that recently the government shifted the policy strategies of internationalization in higher education from an in-bound to an out-bound approach.
- For the out-bound approach, it is necessary to strengthen the capacity building of Korean universities to export their educational services to foreign consumers.
- The quality of higher education is a determining factor not only to the internationalization, but also the global competitiveness in higher education.
- Korean education has made a great stride in expanding access. Now it is time to make another progress in higher education by enhancing the quality of higher education.

THANK YOU

