



UNIVERSITIES  
AUSTRALIA

DISCOVER LEARN LEAD



# International Trends in Learning Abroad

INFORMATION AND PROMOTIONS  
CAMPAIGN FOR STUDENT MOBILITY

DR CATE GRIBBLE | DR LY TRAN



## AUTHORS

Dr Cate Gribble  
Director, Nexus Education

Dr Ly Tran  
Senior Lecturer, School of Education  
Deakin University

## ACKNOWLEDGEMENTS

Christopher Ziguras, RMIT University  
Emily O'Callaghan, IEAA  
Rui Liu, The Australian National University  
Davina Potts, The University of Melbourne

Supported by the Australian Government Department of Education and Training.

*Published in May 2016*

# Contents

INTRODUCTION	4
United Kingdom	5
United States of America	7
Canada	10
EUROPE	11
Germany	13
France	14
The Netherlands	15
ASIA	16
China	17
Japan	20
Singapore	21
LATIN AMERICA	22
Brazil	22
Mexico	22
CONCLUSION	24
REFERENCES	26


# Introduction

The broad benefits of international student mobility are now well understood globally and learning abroad is a major focus of most higher education institutions' internationalisation strategies. Universities worldwide promote learning abroad as part of their internationalisation agenda that aims to help students enhance personal growth, intercultural skills, global outlooks and employability (British Council, 2015a; Green & Mertova, 2014; King, Findlay & Ahrens, 2010; Li, Olson, & Frieze, 2013; Open Doors, 2015). At a national level the benefits include enhanced human capital as well as stronger trade, economic and political relationships, and for these reasons a national policy on outbound mobility can be seen in a number of countries.

International student mobility can broadly be divided into two categories. The first is students seeking fully degrees in foreign countries, or degree mobility. The number of students seeking full degrees abroad has risen steadily in recent decades and has been largely a 'south to north' phenomenon – from developing to developed nations (OECD, 2014; UNESCO, 2013). The second is intra-degree student mobility or learning abroad, where students include an international learning experience as part of their domestically delivered degree (Anderson, 2014). It is this category of international learning mobility that is the focus of this report. This has largely been a 'north to north' phenomenon, particularly within Europe and North America, although many developed nations have had comparatively low rates of learning abroad. The growing recognition of the broad individual and national benefits has led many nations with traditionally low rates of outbound student mobility, including Australia, to adopt policies and practices that promote learning abroad. The following summary will provide an overview of international learning abroad trends globally, with a focus on intra-degree outbound mobility. The aim is to examine different policy approaches, including government and institutional policies and practices, that encourage more students' engagement in international experience during their higher education programs.

It should be noted at the outset that the measurement of learning abroad varies between countries and regions. Australia and the US usually present participation rates based on the proportion of a cohort of university students who are internationally mobile (number of experiences in a reporting year divided by total graduating students), while other countries often present mobility figures as a proportion of overall student enrolment (number of experiences in a reporting year divided by total enrolments). The difference is the attribution of one learning abroad experience per student completion, rather than one experience per student per year of enrolment. The other disparity derives from what counts as an international experience. In some contexts, only experiences over two or three months are counted in official statistics, and non-credit bearing experiences may not be included, even where they may be a required component of the academic program.

At a national level the benefits include enhanced human capital as well as stronger trade, economic and political relationships, and for these reasons a national policy on outbound mobility can be seen in a number of countries.



---

# United Kingdom



‘ The Erasmus program remains the principal avenue for learning abroad for UK students, facilitating 51 per cent of all placements, while 40 per cent of placements were arranged via institutional links and the remaining through sandwich programs and other schemes.

While levels of learning abroad have risen in recent years, the rate of outbound mobility among UK students remains below the OECD average (OECD, 2015). In 2013/2014 academic year, 28,640 UK-domiciled students studied or participated in a work placement abroad as part of their degree which is equivalent to 1.2 per cent of all students (Go International, 2016a). Of these, 74 per cent were studying, 23.5 per cent were working and 2.5 per cent were volunteering. The vast majority of mobile UK students (96 per cent) were enrolled in undergraduate degrees. While semester long placements remain the most popular among UK students, there were also high numbers of students participating in placements of between one and eight weeks, reflecting the growing popularity of short term learning abroad (Go International, 2016a).

---

The top subject areas for UK students studying abroad were European languages, business and administrative studies, and medicine and dentistry. Language students have the highest participation rates with 31 per cent of graduates from language subjects participating in a learning abroad program, with some languages having participation rates of up to 90 per cent. While students enrolled in French studies were the most mobile, clinical medicine recorded the second highest level rate of learning abroad. The most under-represented disciplines included veterinary science and aural and oral science and overall there were lower rates of participation among STEM disciplines (Go International, 2016a).

The ERASMUS program remains the principal avenue for learning abroad for UK students. It facilitates 51 per cent of all placements, while 40 per cent of placements were arranged via institutional links and the remaining through sandwich programs and other schemes. The number of UK students participating in ERASMUS has risen from 10,278 in 2007/8 to 15,566 students in 2013/14. The largest proportion of UK learning abroad students choose to study in Western Europe, however growth in the number of students going to China and Russia has been reported (Go International, 2016a).

Despite the recent increase in the number of UK students participating in some form of learning abroad, equity remains a challenge and socioeconomic background remains the strongest predictor of mobility. Students from disadvantaged backgrounds and minority ethnic groups have lower rates of participation in learning abroad, with black males having the lowest rate (Go International, 2016a).

## KEY POLICY

The 2012 Riordan Report examined incentives and obstacles to UK students studying and working abroad. Financial constraints and linguistic barriers were identified as major barriers, as well as the inflexibility in the curriculum and lack of recognition for time spent abroad (UK Government, 2012). The report advised increasing the availability of shorter placements, greater academic recognition for learning abroad and continued support for the Erasmus programs. In response, in 2013 the UK developed its Strategy for Outward Mobility which included a goal of sending at least 20 per cent of graduating students abroad by 2020 (UK Government, 2013).

According to the UK government, greater participation in learning abroad will enhance UK graduates' capacity to work across cultures and within diverse workplaces in both the UK and abroad. Expanding learning abroad will also enhance academic collaboration between UK higher education institutions and their international counterparts. The strategy also encourages greater collaboration between higher education institutions and business to increase work placement opportunities and improve the academic outcomes and employability of UK graduates (UK Government, 2013).

While the ERASMUS program (discussed further on in the Europe section) is central to UK learning abroad, there are a number of other programs and initiatives that seek to expand participation. Within the UK, individual countries have developed their own initiatives. Scotland's 'Developing Scotland's Global Citizens' project aims to support the mobility of Scottish students through scholarships, funding and research (UK Government, 2013). In response to concerns around low levels of outbound mobility, the Scottish government funded the National Union of Students (NUS) to develop programs under the banner 'Scotland Goes Global' that promote learning abroad opportunities to Scottish students (National Union of Students, 2015). Northern Ireland's 'Graduating to Success' aims to enhance Northern Ireland's international higher education activity by increasing the inward and outward mobility of staff and students. The Welsh Government's 2013 Policy Statement on Higher Education also sets out a commitment to expanding outward mobility of students which is views as central to enhancing graduate employability skills (UK Government, 2013).

Launched in 2011, the British Council's 'Generation UK' is part of a broader effort to shift the focus from Europe to India and China, countries that offer significant trade and investment opportunities for the UK (British Council, 2015a). This trend towards aligning outbound student mobility with economic and political interest is evident in other nations' learning abroad strategies including the USA's '100,000 Strong China' and '100,000 Strong Americas' and Australia's 'New Colombo Plan'. The British Council's goal is for over 80,000 UK students to participate in learning abroad or internship programs in China by 2020, an ambitious target since the number of UK students going to China for a study or work experience was just 7,365 in 2014, up from 6,491 the previous year. The program is funded by the Department for Business, Innovation and Skills, the Department for Employment and Learning, Northern Ireland and the Welsh government (British Council, 2015b).

In 2015 the British Council launched the 'Generation UK: China Network', a LinkedIn network that aims to connect UK nationals with experience in China with the goal of deepening engagement and showcasing the career benefits associated with studying and working in China (CBBC, 2015). The network aims to attract a membership of 20,000 over the next four years. Supporting this initiative, in February 2016 the Chinese ambassador to the UK announced 150 short-term scholarships for British university students for a two-month study or internship experience in China (China Daily, 2015).

'Generation UK-India' was launched in November 2014 with financial support from the Indian Minister for Human Resource Development, aiming to send 25,000 UK students to India between 2015–2020 (British Council, 2015c). In 2015, 560 UK students participated in the program (Go International, 2016b). The program is closely linked to UK-India trade priorities, with UK investment in India in recent years totalling more than investment flows from the rest of the European Union combined (High Commission of India, 2015). Generation UK-India aims to build a cohort of young UK leaders who will be equipped to take the UK-India relationship to the next stage. Central to 'Generation UK-India' is the partnership with Tata Consultancy Services (TCS), which will provide 1000 paid internships between 2016–2020. The internships aim to equip UK graduates with key digital skills and knowledge of India, and work towards internationalising the Indian workplace. In addition, nine universities and 100 Indian host schools will provide 200 teaching placements, 100 internships and 500 study opportunities (Asian Voice, 2015).

# United States of America



In the United States, learning abroad has been positioned as a key strategy for many decades. The United States has a long tradition of learning abroad that has involved a very large number of institutional partnerships and government initiatives, such as the Fulbright program, that have promoted outbound mobility (British Council, 2015a).

The number of US tertiary students studying abroad has doubled each decade since the 1980s, from 71,000 in 1989/90 to 144,000 in 1999/2000 and again to 283,000 students by 2011/12 (ICEF Monitor, 2015a). In the 2013/14 academic year, 304,467 US students participated in learning abroad programs (IIE, 2015a), equivalent to 14.8 per cent of the graduating cohort of U.S. resident students in Bachelor degrees. According to the latest data released by the Institute of International Education (IIE), the top fields of study for learning abroad students are Science, Technology, Engineering and Mathematics or STEM (22.6 per cent), Business (19.6 per cent), Social Sciences (18.7 per cent) and Foreign Language and International Studies (7.8 per cent) (IIE, 2015a).

In the past, US students have favoured longer programs reflecting the tradition of the 'Junior Year Abroad'. However, data from the IIE indicates growing interest in shorter programs of eight weeks or less. In 2013/4, 62.1 per cent of mobile students participated in short-term programs, up from 54.6 per cent five years earlier (IIE, 2015b). Mobility programs of eight weeks or less have grown by nearly 250 per cent in the past decade. This shift away from the 'year abroad' has led US universities to re-think how they provide learning abroad opportunities. For example, some universities have redesigned service learning and volunteer programs in order that students receive course credits (Mullholland, 2014).

Despite the long history of learning abroad, there are concerns that numbers have plateaued and that interest is waning. This has led to a number of initiatives aimed at re-engaging American students in learning abroad.

## KEY POLICY

The US education system is highly decentralised and there is no national policy on learning abroad. The Department of Education provides indirect support via federal aid programs while the Department of State supports learning abroad via grant programs such as Fulbright, The Gilman Scholarship Program and the 100,000 Strong program. Despite the absence of national strategy, there are a number of key initiatives that are driven by government, peak bodies and the private sector. The decision by the US Department of State Bureau of Education and Cultural Affairs to open an office to promote learning abroad is a further indication of government support. In response to concerns around declining participation levels, and to create renewed institutional commitment, the Institute of International Education (IIE) has set a goal of doubling the number of American students studying abroad in both credit and non-credit programs by 2019 (IIE, 2014). In addition, there are other learning abroad initiatives aimed at strengthening particular geo-political relationships.

### Generation Study Abroad

IIE launched 'Generation Study Abroad' in 2014 with the goal of having 600,000 students learning abroad by 2019 by bringing together higher education partners, the private sector and government. To date the program has attracted \$US185,000 in funding and scholarships and has a total of 630 partners (including 14 country partners and 100 universities and colleges from outside the USA, far surpassing the initial goal of 100 partners (IIE, 2015d).

A key goal of the program is to expand the diversity of participating cohorts. In the US, minorities make up 40 per cent of all higher education enrolments but account for less than 25 per cent of students participating in learning abroad. 'Generation Study Abroad' has been successful in elevating the issue of access and equity, with 84 per cent of US institutions pledging to reduce financial barriers and create funding and scholarship opportunities targeting disadvantaged and underrepresented students (IIE, 2015d).

Raising awareness of the broad benefits of learning abroad is integral to the success of 'Generation Study Abroad', which relies on local community, alumni and business to offer scholarships. Building awareness among the student body and broader community via advertising campaigns and social media is a focus. The program engages alumni to promote learning abroad and demonstrate the career related benefits.

The program also strives to remove other barriers by simplifying application processes, streamlining course and credit transfer, to encourage primary and secondary schools to teach through a global lens and to encourage language learning in order to build a pipeline of students interested in learning abroad (IIE, 2015d).

## Fulbright program

The Fulbright program is central to the promotion of educational exchange in the USA. Established in 1946, Fulbright is considered one of the pillars of the US governments public diplomacy policy and has supported 360,000 participants from the US and other countries since its inception. Each year the program awards approximately 8,000 grants and operates in over 160 countries (US Department of State, 2015). Fulbright includes a number of international program types including visiting scholar programs, graduate degree programs and international educational experiences for recent graduates and graduate students.

The Fulbright program is funded primarily by the Department of State's Bureau of Educational and Cultural Affairs, along with support from participating governments and host institutions, the private sector and foundations in both the US and other countries (US Department of State, 2015). Encouraging greater diversity among participating students has emerged as a key priority. Data from the 2015–2016 cohort revealed that black and Latino students remain under-represented compared to their share of the US undergraduate population (Kueppers, 2016)

## The Benjamin A. Gilman international Scholarship Program

In 2000, the US Congress passed the International Academic Opportunity Act which established the Gilman Program to support the participation of students with low financial means in learning abroad programs. The program is sponsored by the Bureau of Educational and Cultural Affairs at the US Department of State. In the 2016–17 academic year, the program will support around 2,700 undergraduate students with a focus on non-traditional participants and non-traditional destinations. Non-traditional participants included students with high financial need, students with disabilities, community college students, students from diverse ethnic backgrounds, and students in under-represented fields of study (IIE, 2016).

The Gilman Scholarship Program has a high profile and is highly competitive, supporting study and internships for semester and summer programs. As an instrument for the promotion of education and career development for students and public diplomacy for the US, additional funding is awarded for the study of 'critical need languages'. The program is assessed based on the impact on the student, their home institution and their community (US Department of State, 2016).

## 100,000 Strong in the Americas

'100,000 Strong in the Americas' is one of the signature education policy initiatives of the Obama administration. The policy aims to increase bilateral mobility between the USA and Latin America and the Caribbean, aspiring to have 100,000 US students studying in Latin America and the Caribbean by 2020 (West, 2012). It is funded via an innovation fund, a public-private partnership between the US government, Partners of Americas and NAFSA. The goal is to boost learning abroad opportunities by leveraging private sector contributions and commitments by higher education institutions in the region (West, 2012). The innovation fund promotes institutional partnerships rather than direct scholarships. In 2015 the program announced ExxonMobil would fund nine new 100,000 Strong in the Americas grants. These grants aim to boost learning abroad opportunities in engineering, physics, geology and geophysics and were awarded to institutions proposing to create new or build on existing partnerships that increase learning abroad opportunities for STEM students (100,000 Strong in the Americas, 2015).



## 100,000 Strong China

In 2009 the Obama administration announced the 100,000 strong China initiative which aims to increase the number of Americans studying in China over a four-year period. In 2012 the Ford Foundation provided \$US1 million in seed funding to establish an independent, non-profit organisation that will continue to promote the goals of the 100,000 Strong initiative. The initial seed funding was matched by the Florence Fang Family Foundation with additional resources coming from other corporate and philanthropic sources. The overarching goal of the 100,000 Strong Foundation is to strengthen US-China relations through Mandarin learning and study abroad (100k Strong, 2015).

An evaluation of the program carried out by IIE in 2013 concluded there were at least 26,686 students participating in learning abroad related activities in China, indicating that the 100,000 Strong China program was on track to meet its target (Belyavina, 2013). Three quarters of program participants were undergraduate students. For-credit learning abroad programs are the most popular form of mobility experience among American students in China, followed by faculty-led study tours. The report predicts that short term experiences are likely to increase in popularity as programs often do not have a language requirement and can be done during semester breaks (Belyavina, 2013).

The report also found that 670 students travelled to China for not-for-credit internships or work experience, 200 for volunteering or service-learning projects and a further 80 in teaching abroad programs (Belyavina, 2013). These types of mobility are very difficult for institutions to track and it is likely there were many more students participating in such programs than were reported. Participating in internships, work experience and volunteering are predicted to increase and this is linked to an increased focus among students on enhancing their employability while at university.

Key recommendations of the IIE evaluation included greater collaboration between American and Chinese institutions to ensure growing demand can be met and that the academic, financial and administrative challenges of program delivery can be addressed. Tracking of students in China needs to be improved to ensure the breadth of activities is captured as well as to minimise security risks. Financial and language constraints are the biggest barrier to studying in China. Despite the availability of scholarships provided by both the US and China, greater effort is needed to ensure scholarship opportunities are well publicised and students are aware of opportunities (Belyavina, 2013).

# Canada



A recent Universities Canada study showed that 97 per cent of Canadian universities offer learning abroad programs, and expanding outbound student mobility is among the top five priorities for 74 per cent of institutions (Knight-Grofe & Deacon, 2015). However, learning abroad rates among Canadian tertiary students remain low compared with the US and many European countries, with only 2.6 per cent of Canadian university students participating in for-credit international experiences (based on total enrolment). This is expected to convert to 10–12 per cent of graduates having participated in a learning abroad experience during their degree (AUCC, 2014). The Association of Canadian Community Colleges (ACCC), reports that only 1.1 per cent of all Canadian community college students study abroad (CBIE, 2014a).

Finance remains a barrier, with a policy paper released by the Ontario Undergraduate Student Alliance (OUSA) revealing that two-thirds of students felt that the costs involved in learning abroad were prohibitive. The report noted that students who go abroad are more likely to come from families with a household income of over \$CAN80,000 (OUSA, 2014). A report by the Conference Board of Canada nominates cost, curriculum, culture and circumstances as the main barriers to learning abroad among Canadian students (Martin, 2015). Cost is reportedly the top issue for students while curriculum constraints are prevalent among students attending colleges, institutes and polytechnics where programs are typically shorter and offer less flexibility. Cultural and circumstantial barriers exist at both the institutional and personal level and can include family responsibilities, health or security concerns related to overseas travel (Martin, 2015).

Bilateral exchange agreements for study or research are the major mechanism for learning abroad for Canadian students. The majority of mobile Canadians choose to study in the US (57 per cent), followed by the UK (13.4 per cent), Australia 8.4 per cent and France 3.7 per cent (CBIE, 2014a). However, there are concerns that these countries do not align well with the priority countries identified by the Canadian Government and that Canadian students need to be encouraged to study in a broader range of destinations (AUCC, 2014).

## KEY POLICY

In 2012 Canada released its international education strategy, subtitled 'Harnessing our knowledge advantage to drive innovation and prosperity' (Government of Canada, 2012). The strategy included plans to double the number of international students in Canada from 239,000 in 2012 to 450,000 by 2022. While the strategy discussed the importance of promoting outbound mobility – and included promoting two-way student and researcher mobility as a key goal – there was an absence of targets, strategies or details of specific funding designed to increase the number of Canadian students studying abroad.

Canada's peak body for international education, the Canadian Bureau of International Education (CBIE), has expressed frustration in the lack of attention being given to learning abroad (CBIE, 2014b). CBIE has nominated growing learning abroad rates as a major challenge for Canada and has called for the Canadian government to increase the number of students participating in international education experiences, including study abroad, field trips, cross-border internships, and experiential learning (CBIE, 2014b). In its 2014 submission to the House of Commons Finance Committee, CBIE recommended that the national target on study abroad should be increased five fold to aim for 15 per cent of Canadian students participating in some form of international mobility experience (CBIE, 2014b). While the 2012 Advisory Panel on Canada's International Education strategy recommended that 50,000 learning abroad awards should be offered to Canadian students, no specific targets have been set. CBIE has called for the government to invest in a large scale program and recommends seeking funding and investment from the private sector, particularly the Canadian export sector, as well as provinces and territories in order to boost participation in learning abroad (CBIE, 2014b).

There are signs that individual institutions and provinces are taking action to improve learning abroad rates. For example, British Columbia Study Abroad (BCSA), administered by the British Columbia Council for International Education (BCCIE), allows students from any of the province's post-secondary institutions to participate in learning abroad programs offered by another provincial institution and receive transfer credit. BCSA also encourages cross institution promotion of learning abroad opportunities (CBIE, 2015).

# Europe



In Europe, learning abroad has come to be regarded as a 'core feature' of higher education (Wächter, 2008). It has been continuously strengthened and expanded, especially with the introduction of the ERASMUS (European Region Action Scheme for Mobility of University Students) Program in 1987 and the Bologna Declaration in 1999. The ERASMUS program is the world's biggest mobility program and, having supported millions of European students to study abroad, is regarded as one of the most successful policy initiatives of the European Union (European Parliament, 2015). The Bologna Declaration is also crucial to facilitating the mobility of students and staff in Europe. It has been signed by 45 members of the Council of Europe, which consists of all the European Union (EU) member countries and 20 non-EU member countries (Bilecen, 2014; National Unions of Students in Europe, 2007). One of the fundamental aims of the Bologna Declaration is to eliminate factors that preclude intra-European mobility and create a common structure of higher education across Europe to facilitate comparability and compatibility (Bilecen, 2014). Key measures adopted to address the academic barriers and facilitate the validation and recognition of learning across Europe include the European Credit Transfer System (ECTS) and the Diploma Supplement (Doyle et al., 2010).

Van Mol (2014:47) found that European students are primarily motivated to participate in learning abroad for personal development, enhanced employment prospects and experiential goals. King, Findlay and Ahrens (2010) found that European students place more emphasis on learning abroad benefits related to personal growth and cultural and language development than on 'intrinsic academic merit' and 'employment pay-offs'. A study comparing ERASMUS and non-ERASMUS mobile students showed differences in the key drivers for both groups. While language development was cited as the primary motivation, the enhancement of employment prospects and experiential goals appeared to be rated higher among non-ERASMUS mobile students (Krzaklewska and Krupnik, 2006, cited in King, Findlay and Ahrens, 2010:24).

Finance, language issues, academic concerns and social reasons appear to be the key factors impeding participation in learning abroad among European students (Van Mol, 2014). The recognition of students' academic work while studying abroad, the availability of information related to mobility periods and programs, the suitability of a mobility period in the respective curriculum structure and the field of study have also been identified as barriers to participation, with those who are disadvantaged in the education system of their home countries 'more likely to be excluded' from learning abroad programs (National Union of Student in Europe, 2007: 17).

## KEY POLICY

### ERASMUS

Focusing on promoting intra-European student mobility, the ERASMUS program is the primary driver of student mobility in Europe (Teichler, 2011) and has facilitated 2.3 million mobile European students between 1987 and 2011. Launched in 1987, the scheme supports study and work opportunities within Europe and offers grants and tuition fee waivers to eligible applicants (Pietro, 2013; Van Mol, 2014). ERASMUS spans 28 EU-member countries, plus Iceland, Liechtenstein, Macedonia, Norway and Turkey.

Participation in the ERASMUS program varies greatly according to discipline. In 2010–2011, students of social sciences, business and law made up the largest proportion, accounting for 35 per cent of those on ERASMUS exchanges. Humanities and arts students accounted for 32 per cent (European Commission, 2011, cited in Souto-Otero, Huisman, Beerkens, de Wit, & Vujić, 2013). The duration of the ERASMUS program is 2–12 months for work placements and 3–12 months for study placements. ERASMUS Intensive Programs – short, specialist programs between 10 days and 6 weeks – bring together students and teachers for an international learning experience (European Commission, 2014). Individual short-term learning abroad is not funded by ERASMUS and is therefore not included in official statistics.

The ERASMUS program has evolved over time. An expanded program, ERASMUS Mundus, initiated in 2003, focused on student exchanges between European universities and counterparts worldwide (Pietro, 2013). The next evolution, ERASMUS+, was launched in 2014 with an overall budget of €14.7 billion for more than four million people to study, train, gain work experience or volunteer abroad between 2014–20 (ERASMUS+, 2015). The target for ERASMUS+ is 20 per cent participation by 2020 (European Commission, 2016).

Addressing access and equity issues is a key focus of ERASMUS+. Funding has been allocated to remove financial barriers for students from disadvantaged backgrounds and students from geographically remote areas such as Martinique and Guadeloupe. Additional funding for students with special needs has also been allocated and more than 800 students with disabilities have participated in ERASMUS+ (European Commission, 2016). ERASMUS+ has also developed an online linguistic support program for students. The program aims to tackle language barriers which have been identified as an obstacle to participation in learning abroad. The linguistic support system provides online assessment and tuition to students in a range of European languages. ERASMUS+ also includes a pilot loan scheme for students pursuing Masters level study in another European country, along with funding for mobility outside of Europe (European Commission, 2016). The introduction of a work placement scheme highlights the growing recognition of the link between mobility and employability, and the increasingly competitive nature of the graduate employment sector in Europe. Identifying the types of work placement preferred by the students and prioritised by specific disciplines is considered critical to widening participation in the ERASMUS program (Erasmus+, 2015).

## Evaluation of ERASMUS and ERASMUS+

In January 2016, the European Commission released a report on the final year of ERASMUS and the first year of ERASMUS+ (European Commission, 2016). In 2014 ERASMUS+ had offered mobility grants to 400,000 higher education and vocational education students, as well as 100,000 grants to volunteers and young people carrying out youth work abroad. In addition to the existing 180 joint master degrees and joint doctorates, 11 new joint master degrees were set up with non-EU countries. Improvements included greater recognition of qualifications (from 76 per cent in 2013 to 85 per cent in 2015) as well as improving access and equity. More than 10,000 students and 50,000 young people received financial support to participate in mobility programs. Over 120 participants benefitted from the new linguistic support tool (European Commission, 2016).

The final year of the ERASMUS program was also evaluated. In its last academic year a record number of people participated in the program, with 272,496 participants receiving funding for studies, training, job placements and teaching or training abroad. The most popular destinations remain Spain, Germany and France with these countries also sending the most students abroad (European Commission, 2016). The report also examined the impact of ERASMUS on employment and career prospects of participants. The 2014 analysis found that ERASMUS students are half as likely to experience long term unemployment compared to non-participants; the regional analysis revealed that the benefits are even greater for students from Eastern Europe. Moreover, participation in ERASMUS appears to have a positive impact on career progression with 64 per cent of participating students holding management position within 5–10 years of graduation, compared to 55 per cent of non-mobile peers (European Commission, 2016).

## Erasmus for Young Entrepreneurs

Another sign of the growing importance of linking mobility and employability is the creation of ERASMUS for Young Entrepreneurs. In 2009 the European Union launched the program with the aim of supporting mobility periods abroad for young entrepreneurs in order to develop entrepreneurial know-how, skills and attitudes and to improve technological capacity and business management skills (European Commission, 2015a). Host enterprises provide on-the-job training in order to facilitate a start-up and develop business ideas. The program aims to enhance market access for new and established business in the European Union and participating countries, and to create a regional network of knowledge among entrepreneurs. The goal is to have around 650 new entrepreneurs participate in the program by 2019 (European Commission, 2015a).

## SocialErasmus

Initiated by the Erasmus Student Network, the SocialErasmus program aims to add value to students' learning abroad experiences through enhancing their social engagement in the host country and contributing to social changes. The project enhances the international experience by adding a social, charity and environmental dimensions. The program provides students with the opportunities to join social and volunteering activities, bringing them closer to the local communities in the host country (SocialErasmus, 2016; Dudek, 2013).

## Other European learning programs

While ERASMUS is the mainstay of learning abroad in Europe there are a number of other programs. The Central European Exchange Program for University Studies (CEEPUS) is an international exchange program involving universities that offer joint degree programs among member countries in Central and Eastern Europe and the Balkan Peninsula (CEEPUS, 2012). 'Marie Skłodowska-Curie actions' (MSCA), the main EU program for doctoral training, financing 25,000 PhDs with a budget of €6.16 billion in the period to 2020, has a focus on promoting transnational and cross-sector mobility (European Commission, 2015b).

Nordplus supports education cooperation within and between Nordic and Baltic countries. While Nordplus is not formally a learning program, mobility grants continue to be a large part of annual funding (Nordplus, 2014). Approximately, 70 per cent of funding for Nordplus Junior and Nordplus higher education is allocated to learning abroad activities. Student mobility grants are awarded for full-time studies or work placements lasting from between one and 12 months in another Nordplus country (Melin et al, 2015).

Learning abroad activities funded by Nordplus higher education include student mobility, teacher mobility, express mobility and intensive courses. 'Express mobility' refers to short-term learning abroad with a minimum duration of one week. Notably, the introduction of 'express mobility' has increased participation numbers. The evaluation report noted that individuals who are unable to go abroad for extended periods due to family or economic reasons have benefitted from greater available of short-term learning abroad options (Melin et al, 2015). In 2013–14, 21 per cent of 'student mobility' and 6 per cent of 'express mobility' participants undertook work placements, with the rest involved in formal study. The majority of participants are from the humanities and social sciences or medical sciences (Melin et al, 2015).

# GERMANY

The German government has set a target of having half of all university students participate in a learning abroad experience by 2020 (DAAD, 2014). In 2013, 29 per cent of all undergraduate students and 41 per cent of all masters students had participated in a mobility experience upon completion of their degrees. Approximately 80 per cent of German outbound students choose to study in Western Europe, with the Netherlands, the UK, Switzerland and Austria the most popular destinations. Economics (21.5 per cent), followed by law and social sciences (10.5 per cent), are the most popular areas of study among mobile students (DAAD, 2013).

## KEY POLICY

In Germany, the key funding for learning abroad programs comes from the German Academic Exchange Service (DAAD), individual scholarships, the PROMOS and the ERASMUS programs (DAAD, 2014). DAAD is the national agency for supporting academic cooperation, receiving funding from various ministries of the Germany government. In 2014, DAAD released its Strategy 2020 which outlines the organisation's plan to support German institutions to meet future challenges in global education and significantly grow inbound enrolments. Expanding the number of German students abroad was a key element of the strategy (DAAD, 2014).

According to DAAD, the significant investment in learning-abroad is integral to Germany's industrial strategy which requires highly skilled graduates to be able to operate across the world (Grove, 2014). DAAD provides funding for 118,000 German students to study abroad each year. It also provides additional funding to support international study for 36,000 low income students and for universities to offer scholarships for a further 10,000 students (ICEF Monitor, 2014). RISE Worldwide is funded by DAAD and provides scholarships for German undergraduate students in STEM fields to participate in summer internships abroad. The program matches German students with researchers around the world with the overarching aim of providing them with important research and lab work. Strengthening ties between researchers in other countries is also a key goal. In 2015, DAAD funded 257 German students to go to 37 different countries including Costa Rica, Japan, Kyrgyzstan, South Africa and Taiwan (DAAD, 2015).

The PROMOS program is financed by the Ministry of Education and Research and has been financing short-term learning abroad via a scholarship program since 2010. German universities decide how scholarships will be distributed in alignment with their own internationalisation strategy (RWTH Aachen University, 2016).

## FRANCE

France is one of the leading participants in the ERASMUS program, with around 36,000 outbound students in 2013/14 (European Commission, 2014). French institutions actively promote learning abroad in destinations outside of the ERASMUS program and an increasing number of French students are choosing to participate in international work placements. The most popular destination countries in Europe are the UK, Spain, Germany, Italy and Ireland (European Commission, 2014).

## KEY POLICY

### National Strategy for Higher Education

One of the key recommendations of the French Government's 2015 National Strategy for Higher Education was the promotion of learning abroad, especially for students from lower socioeconomic backgrounds. It recommended the doubling of learning abroad by 2025 by creating travel grants for students of modest means and strongly encouraging masters students to spend time working or studying abroad (Bejean & Monthube, 2015).

France hopes to support such postgraduate mobility via a €30 million loan program backed by the European Investment Fund (EIF), the French BPCE bank and ERASMUS+. The program provides postgraduate students from France who wish to study in ERASMUS+ countries access to loans of €12,000–18,000. Funding is also available to students from ERASMUS+ countries wishing to study in France (European Commission, 2016).

In addition, the French government has promised to expand the ERASMUS+ budget for 2014–2020 by more than 40 per cent. The French government also aims to boost the number of students who take up international volunteering by 25 per cent, increase the budget for the Franco–German Youth Office, strengthen Franco–Quebec programs, and put in place new coordinated methods of informing young people of opportunities for learning abroad (Knight-Grofe & Deacon, 2015).

# THE NETHERLANDS


Increasing both inbound and outbound learning abroad rates has been a goal of the Dutch government in recent years. In late 2013 the Dutch government released its 'Make it in the Netherlands' strategy to attract more international students to the Netherlands (Government of the Netherlands, 2013). According to NUFFIC, the government agency promoting internationalisation, 22 per cent of Dutch students participate in learning abroad programs – including around 10,000 in the ERASMUS program in 2012/13. Disciplines with the highest participation include agriculture, engineering, science and healthcare. The top ERASMUS destinations for Dutch students are UK, Spain, Germany and France (NUFFIC, 2015).

## KEY POLICY

### Into the world: Government's vision on the international dimension of higher education and VET

In 2014 the Dutch government announced the Holland Scholarship program, a key plank in its plans to bolster inbound and outbound student mobility. The €5 million-a-year scholarship scheme will support inbound and outbound mobility for approximately 10,000 students over the next 10 years, with half of total funding coming from Dutch institutions. 48 Dutch research universities and applied sciences universities are taking part in the program and will be responsible for determining scholarship recipients based on their own admission standards. In addition, 768 Dutch students will be given €1,250 to undertake research or work placements outside of the European Union for a minimum of three months (Bussemaker, 2014).

To encourage more Dutch students to participate in learning abroad, the Government advocates a 'mobility window' – a fixed period in the curriculum for short-term studies abroad that is integrated into all study programs.



Expanding the scale of global exchange in vocational education and training (VET) is also a key government priority. The Netherlands has endorsed the EU target of having six per cent of the total VET student population participating in at least two weeks abroad for studies or a work placement by 2029. The Dutch Government has allocated €5 million to facilitate international cooperation by secondary vocational education institutions. In addition, VET students will be eligible for EU Erasmus scholarships (Bussemaker, 2014). To encourage more Dutch students to participate in learning abroad, the Government advocates a 'mobility window' – a fixed period in the curriculum for short-term studies abroad that is integrated into all study programs. The Government also intends to improve talent retention and facilitate transnational education (Bussemaker, 2014).



Mobility between Asian countries is on the rise, with many countries in the region seeking to attract larger numbers of foreign students to their institutions, for both full degrees and credit mobility (Sharma, 2014). In South-East Asia there has long been a shared aspiration to coordinate and promote mobility within the region.

The South-East Asian Ministers of Education Organisation (SEAMEO) was established in 1967 to promote regional cooperation in education, science and culture. Promoting student, faculty and staff mobility has also been a key priority. Enhancing student mobility was one of four key areas identified for regional higher education harmonisation, however regional disparities pose significant challenges. These include gaps in national policy and funding support, lack of infrastructure, facilities and human resources, diversity in higher education institutions and varying levels of research competency (Sujatanond, 2014).

Inter-regional student mobility is central to the post-2015 vision of ASEAN which centres around creating a 'politically cohesive, economically integrated, socially responsible and a truly rules-based, people-oriented, people-centred ASEAN'. The potential benefits are significant. As European economies slow, many ASEAN economies are on the rise. Thailand has become a manufacturing hub, and Korean and Japanese companies have been quick to take advantage of trade and investment opportunities. Mobile students are more likely to become mobile workers, taking advantage of economic opportunities in the region and bringing benefits to their home nations (Gribble, 2016).

The heterogeneity of the ASEAN community poses challenges. Members range from Singapore, one the world's most competitive economies, to Myanmar where a quarter of the population lives below the poverty line (Yang, 2014). Financing is a significant constraint. Language is another key barrier. While a growing number of institutions in the region are offering programs for international students in English, the English language proficiency of students in many ASEAN member nations remains low and boosting language tuition is considered a necessary strategy to encouraging greater mobility. There are major regional disparities, with Singaporeans undertaking most of their education in English, while students in other ASEAN countries have limited exposure to English during their schooling (Yue, 2013).

## KEY POLICY

### ASEAN International Mobility for Students (AIMS)

IN 2010, SEAMEO Regional Center for Higher Education Development piloted the ASEAN International Mobility for Students (AIMS) program. The pilot included Malaysia, Indonesia and Thailand. 117 students from 23 participating institutions in the three countries participated in the pilot. The program has been expanded and by 2015 included seven member countries: Brunei Darussalam, Indonesia, Malaysia, Philippines, Thailand, Vietnam and Japan. A total of 61 higher education institutions are involved in AIMS and 1,200 students have participated in the program. Governments of member countries provide scholarships for students from selected universities to study in a university in another country. The overarching aim of the program is to boost knowledge and skills and promote regional collaboration and integration (CHED, 2016).

### University Mobility in Asia and the Pacific (UMAP)

University Mobility in Asia and the Pacific (UMAP) is a voluntary association of government and non-government representatives which aims to facilitate the mobility of students between participating nations in the region. UMAP includes a formal two-way exchange program for undergraduate and postgraduate students where they undertake a period of study from between one and two semesters. Participating institutions are expected to waive tuition fees for UMAP students and credits for units successfully completed in the host institution are accepted by the home institution (UMAP, 2013). UMAP has also begun to act as a clearinghouse for short programs offered by universities in member countries.



## Campus Asia

Campus Asia (Collective Action for Mobility Program of University Students in Asia) has been touted as North East Asia's version of Europe's ERASMUS program. While the Japanese government funded consortium currently consists of Japanese, Chinese and Korean universities, membership might eventually extend to ASEAN countries (Chao, 2013). Campus Asia facilitates the exchange of students for short-term mobility and full-degree programs. The overarching goal is to establish a higher education network among universities in participating countries to improve the competitiveness of the region and develop future leaders who can compete in the global community (Matross Helms et al., 2015).

## CHINA

In July 2010, the Chinese Central Government released the Guidelines of the National Program for Medium and Long-term Educational Reform and Development (2010–2020). The guidelines explicitly lay out a vision to raise the international status of Chinese higher education and to foster talents prepared for globalisation. To achieve these goals, the government is encouraging student mobility and intercultural exchanges, and has increased central funding to support selected students to study overseas at world-class universities and research institutes (The State Council the People's Republic of China, 2010).

The significance of the guidelines is also attributable to its particular timeframe, which fully covers two consecutive rounds of the so-called 'National Five-Year Plans', namely the 12th Five-Year Plan (2011–2015) and the 13th Five-Year Plan (2016–2020). Aligned with the guidelines, the 12th Five-Year Plan of the Ministry of Education (MOE) has implemented a strategy to further open up China's education to promote its own reform and development as well as to enhance quality, influence and competency regionally and globally. One of the key targets was to gradually increase the number of government-funded scholarships for studying overseas to 25,000 per year by the end of 2015 (Ministry of Education, 2012). The China Scholarship Council (CSC) is the authority under the MOE that administers all inbound and outbound mobility scholarships, including a large variety of outbound mobility activities.

**TABLE 1: COMMENCING OUTBOUND SCHOLARSHIPS TO 2015**

YEAR	ANNUAL NUMBER OF COMMENCING OUTBOUND SCHOLARSHIPS BUDGETED BY CSC	YEAR-ON-YEAR GROWTH
2011	13,700	–
2012	16,000	17%
2013	18,000	13%
2014	21,300	18%
2015	25,000	17%

Source: China Scholarship Council (CSC), 2016

The best known of CSC's outbound mobility scholarship schemes is the "CSC PhD Scholarship". Officially named "National Postgraduate Scholarships for Building High Level Universities", this scheme was inaugurated in 2007, when nearly 4,000 stipend scholarships were awarded. In 2015, the number of commencing scholarships was increased to 8,000, including 3,000 degree-seeking and 5,000 non-award visiting PhD places (CSC, 2016).

In 2012, CSC also launched a similar scheme to support select undergraduate outbound programs between Chinese universities and their overseas partners. These scholarships cover stipend for non-award academic, research or high-level industrial internship experiences with a duration of 3-12 months. This scheme requires the Chinese universities to apply to the CSC for funding on a program level. The main criteria include the ranking or status of the overseas partner and the substance of engagement in the proposed programs. The numbers of scholarships offered each year are listed below (CSC, 2016).

**TABLE 2: COMMENCING STIPEND SCHOLARSHIPS FOR UNDERGRADUATE, NON-AWARD EXPERIENCES**

YEAR	NUMBER OF COMMENCING STIPEND SCHOLARSHIPS FOR UNDERGRADUATE NON-AWARD EXPERIENCES	YEAR-ON-YEAR GROWTH
2012	1,000	–
2013	2,000	100%
2014	3,000	50%
2015	3,400	13%

Source: China Scholarship Council (CSC), 2016

In line with the government's priorities, internationalisation has become one of the key drivers of institutional strategies. The number of students studying (or having studied) abroad, given its quantifiable nature, has been widely accepted as an indicator of internationalisation performance and status. This indicator is usually reflected as a 'participation rate' of a university's full-time students in a broad range of overseas academic activities. However, the participation rate of learning abroad should not be directly compared to that used by Australian universities. Firstly, its content is different. With highly ambitious targets, the Chinese universities tend to count in a much broader range of overseas experiences, including not only the typical non-award 'study abroad', exchange and academic travel, but also degree-seeking split-site and joint programs. Secondly, the algorithm used to calculate participation rates varies as Chinese universities do not have a uniform definition and calculation method for participation statistics, although they usually adopt the ratio of the number of experiences available during the student life cycle to the total number of full-time students.

Some Chinese universities set relatively clear targets in their respective institutional 12th Five-Year Plans, as the table below indicates.

**TABLE 3: SELECTED CHINESE UNIVERSITIES' OUTBOUND MOBILITY TARGETS**

INSTITUTION	TARGETS FOR 2011–2015*
Tsinghua University (2011, p.24)	About 40% of undergraduates Over 80% of PhD students
Fudan University (2013, p.12)	50% undergraduate
Nanjing University (2011, pp. 8, 18, 20)	Over 50% of PhD students, 50% of undergraduate students
Xi'an Jiaotong University (2013, pp.11, 13)	Over 20% undergraduate Over 60% PhD students
Beijing Normal University (2013, p.8)	In the 11th Five-Year, it was 8% of all students. In the 12th Five-Year, increase to 20%.
Renmin University of China (2013, pp. 7, 27)	In the 11th Five-Year, 1,509 students studied overseas in five years. In the 12th Five-Year, the target is to reach 1,700 each year.
Beijing Foreign Studies University (2011, p. 9)	70% of all full time students
Beijing University of Science & Technology (2011, p.14)	10% of all students
East China Normal University (2013, p. 17)	30% of all undergraduate students
South China University of Technology (2013, p. 13)	10% of all students
Xiamen University (2013, p. 10)	About 20% of all students
Tongji University (2012, p. 11)	30% of all students
Sichuan University (2013, p. 12)	Every student
Central South University (2012, p. 12)	800–1000 students each year 5–10% postgraduate


\* These targets are not suitable for precise direct comparison, as each university may interpret its target in a specific context.

The recent introduction of the so-called 'World Class University 2.0' national strategy is further shifting the focus of internationalisation from quantity to quality, and from growth towards excellence (The State Council the People's Republic of China, 2015). It is therefore reasonable to anticipate new development and potential realignment to happen in Chinese universities (especially the leading universities) in terms of internationalisation strategy and performance indicators.

# JAPAN

For many years Japan sent large numbers of students abroad, mainly to the US, but outbound mobility has been in slow decline since the late 1990s (Shimmi, 2015). Shifting demographics, greater availability of domestic tertiary opportunities and a weak Japanese economy have contributed to this decline. However, there is now a major push by the Japanese government to reverse this trend. Increasing both inbound and outbound student mobility is a key plank of Prime Minister Abe's 'Abeducation initiative'. In 2013, the Japan Revitalisation Strategy announced a government target of doubling the number of Japanese students studying broad to 120,000 by 2020. (Bradford, 2015).

A number of reports indicate that Japanese students are ambivalent about learning abroad. A survey of students at 87 Japanese universities revealed that 67 per cent are reluctant to study abroad because they do not want to extend their time at university, while 48 per cent expressed financial concerns (Mie, 2014). The government has adopted a number of measures to address barriers to learning abroad. These include modifying the definition of study abroad to include short-term programs, thereby broadening eligibility for funding and scholarship. The screening system for private funding has also been modified, while merit-based interviews have replaced grades as a means of entry to study abroad programs (Mie, 2014).



A survey of students at 87 Japanese universities revealed that 67 per cent are reluctant to study abroad because they do not want to extend their time at university, while 48 per cent expressed financial concerns (Mie, 2014).

---

## KEY POLICY

The major policy announcement concerning outbound mobility is the 2013 Japan Revitalisation Strategy, which included the announcement of a government target to double the number of students studying abroad to 120,000 by 2020 (Japanese Government, 2013). Other programs include 'Tobitate! Ryugaku Japan' (Go abroad! Study Overseas, Japan) campaign which includes a series of promotional events involving prominent Japanese business people, sports stars and artists who highlight the personal and professional benefits of studying abroad. A key aim of the campaign is to attract private sector investment (Kameda, 2013). The 'Tobitate Young Ambassador Program' is a public-private partnership providing scholarships to carry out work experience abroad. Under the program, companies and industry leaders provide mentorship to students, who plan their own study and work placements of between one month and one year (Australian Government, 2015).

TeamUP is a campaign designed to increase bilateral flows of students between the USA and Japan at both undergraduate and postgraduate level. The campaign aims to address the decline in the number of Japanese students studying in the US. At a summit in 2014 the US and Japan announced a goal to double the number of students in each other's country by 2020. TeamUp aims to increase bilateral mobility by increasing partnerships between public, private, and non-profit educational institutions (AIEA, 2015).

# SINGAPORE

Singapore has used cross-border higher education to its advantage, educating large numbers of students abroad while expanding its own tertiary sector (Ziguras & Gribble, 2014). However, while Singapore's neighbours are promoting inter-regional mobility with the goal of expanding graduates' skills, knowledge and networks, its focus is largely on expanding domestic tertiary education opportunities for Singaporean students and encouraging and the inbound mobility of students from the region and beyond. In 2012, the Singaporean government announced plans to expand tertiary education places for its students. The government hopes that offering a quality education in a safe, cosmopolitan environment will encourage Singaporeans to stay at home for degree programs (ICEF Monitor, 2012).

While there is not an overall national policy to support learning abroad, the Singapore Government works closely with its universities on policy matters. Singaporean universities recognise the value of learning abroad and each university has their own programs and policies. Currently, one in two students from Nanyang Technological University participate in the university's overseas immersion programs on a yearly basis with the most popular destinations being Sweden, US, UK, South Korea and Canada (NTU, 2015). The National University of Singapore (NUS) has a target of 80 per cent participation and currently supports 70 per cent of students in learning abroad programs, while at Singapore Management University the figures is close to 90 per cent (Gribble, 2016). In 2014, NUS sent 1922 students abroad, with the same leading destinations as NTU. NUS supports a broad range of students to participate through scholarships based on need, academic merit, community service projects, language study and designated priority programs (NUS, 2015).

As is the case for Singaporean students undertaking full degrees abroad, the major destinations for credit mobility are also Western high-income countries, with few choosing to study in ASEAN countries. In order to encourage flows within the region, the focus needs to shift from traditional forms of mobility (such as semester exchange) to alternate schemes including short study missions, community service and internship programs, and corporate sponsored projects (Gribble, 2016).

## KEY POLICY

### Young Talent Program for Students

Supported by the government agency International Enterprise Singapore, this public-private program provides financial support for both study and work abroad under sponsorship from a local company. The program aims to assist Singapore industry in developing human capital with the capacity to contribute to international business success in the future. Participants are required to commit to the sponsoring company for at least one year following their learning abroad experience (IE Singapore, 2015).

# Latin America



In recent years both inbound and outbound mobility in Latin America has grown. Brazil remains the largest source of outbound students in Latin America, closely followed by Colombia and Mexico (OECD, 2015). Outbound mobility rates in the region are expected to grow due to rising youth populations and lagging domestic capacity. One of the driving forces behind growth in learning abroad in Latin America is government investment in scholarship programs. Governments in a number of Latin American countries, such as Brazil, Colombia and Mexico have expanded funding scholarship programs for learning abroad, especially those in the STEM disciplines (Ortiz, 2015).

## BRAZIL

Brazil's large population and burgeoning middle class have driven steady growth in outbound mobility in recent years. According to the Brazilian Educational and Language Travel Association (BELTA), the number of Brazilians studying abroad grew by nearly 600 per cent between 2003 and 2014 (ICEF Monitor, 2015b). BELTA data, which includes short term foreign language study, estimates the total number of Brazilian students abroad at 232,000 in 2014. This data indicates that short term outbound language travel is a key component of the Brazilian sector (ICEF Monitor, 2015b). Concerns around the Brazilian economy and the plummeting value of the Brazilian currency have significantly impacted key scholarship programs such as 'Science without Borders'. As families are likely to have less disposable income to spend on learning abroad, outbound student mobility is likely to decline in the near future.

## KEY POLICY

### The Brazil Scientific Mobility Program (BSMP) (formerly known as Science Without Borders)

In 2011, the Brazilian government launched its Science without Borders program. Its aim was to develop future research capacity via the investment in Science, Technology, Engineering and Mathematics (STEM) training among the country's university students, sending 100,000 Brazilian students to study over the following five years (Going Global, 2014). Scholarships are awarded to students in the STEM fields to study abroad for one year and include an internship. Students are required to return to Brazil at the end of the program so that the country can benefit from their exposure to new knowledge and methods of teaching and research. The program is widely credited with significantly expanding the number of Brazilians studying abroad, particularly in the US, Canada, UK, France and Germany (ICEF Monitor, 2015b). However, Brazil's economic recession has led to the suspension of the program with no new scholarships being announced. Another consequence of the Brazilian economic crisis is a shift away from traditional destinations such as the US, to other more affordable countries such as Malta, South Africa and Ireland (Trousens, 2015).

## MEXICO

Outbound learning abroad programs are strongly supported by the leading private universities in Mexico as an important component of the educational experience. Institutions like Tec de Monterrey have embedded international learning as part of their mission to develop future leaders with global vision (Tec de Monterrey, 2012). While Tec sends thousands of students on learning abroad programs each year, national data on the overall outbound students is difficult to find.

Learning abroad is increasing at public institutions such as the National University of Mexico (UNAM), which offers students from low income families the opportunity to study abroad with support from several philanthropic foundations including Fundacion Coca-Cola and Fundacion Televisa. In 2015, 527 UNAM students received scholarships to spend one semester abroad (Fundacion UNAM, 2016). Mexico's expanding middle class and large tertiary aged population, coupled with concerns around the quality of Mexican education institutions, suggest learning abroad rates will continue to grow (ICEF Monitor, 2015c).

## KEY POLICY

### '100,000 Strong in the Americas program' and 'Proyecto 100,000'

While the United States and Mexico have a strong trade and political relationship, there are concerns that the level of student mobility between the two nations does not reflect this relationship. Mexico has a population of 116 million, but only sends 14,000 students to the US each year. By comparison, 4,000 US students study in Mexico. The number of US students studying in Mexico has been in decline, while the number of Mexican students in the US has not significantly increased (USMEX, 2014).

The '100,000 Strong in the Americas program' and 'Proyecto 100,000' are two key initiatives promoting student mobility between the two nations. The '100,000 Strong in the Americas program', launched in 2013, aims to more than double the number of US learning abroad students in the Americas by 2020. This initiative was followed by the launch of 'Proyecto 100,000', which aims to send 100,000 Mexican students to US universities and to enrol 50,000 US students at Mexican institutions by 2018. The 100,000 target includes undergraduate and graduate mobility, faculty mobility, internships, English language courses and other academic short stays (ICEF Monitor, 2015c).

### FOBESII scholarship scheme

In response to ongoing concerns over skills shortages in the Latin American labour market, the US and Mexican governments launched the US-Mexico Bilateral Forum on Higher Education, Innovation and Research (FOBESII) in 2013. The forum aims to expand opportunities for educational exchange, scientific research partnerships and cross-border innovation with the overall goal of equipping graduates with the skills, knowledge and attributes required in rapidly changing labour markets (US Department of State, 2015). In 2014, 27,000 Mexican students and instructors travelled to the US under the FOBESII scholarship scheme (Ortiz, 2015). FOBESII highlights how increased student mobility and stronger relationships between academia and industry are now seen as critical to enhancing global business.

### UK-Mexico Mutual Accreditation and Recognition of Awards agreement

The UK is currently the second most popular overseas destination for Mexican students. However, collaboration between the two countries has mainly focussed on postgraduate mobility. In an effort to boost student mobility, as well as other forms of collaboration, the UK-Mexican government signed a Mutual Accreditation and Recognition of Awards agreement. The agreement will also pave the way for transnational education development, dual awards, learning abroad and the opportunity for remote campus agreements and partnership delivery (UK Government, 2015).

### Canada-Mexico MOU

Canada is also seeking to attract more Mexican students. Around 8,000 Mexican students enter Canada each year for study purposes and the number is predicted to grow (Government of Canada, 2013). In 2014, the Association of Universities and Colleges of Canada renewed its memorandum of understanding with Mexico's National Association of Universities and Institutions (ANUIES). The agreement expands Canada-Mexico tertiary cooperation in information exchange, joint events, internationalisation and the promotion of two-way student mobility.

The Mexican government also announced it would provide international travel to and from Mexico for Canadian graduate scholarship students and post-doctoral researchers. Notably, CBIE, Canada's peak body for international education has urged Canada to observe global trends in student mobility. It recommends that Canada boost intra-regional mobility by strengthening existing ties with the US, Mexico and the Caribbean – similar to the US's 100,000 Strong in the Americas project (CBIE, 2015).

# Conclusion

A review of national approaches to outbound student mobility reveals both the growing importance placed on learning abroad at the individual, institutional and national levels, as well as the diversity in policy and programs designed to lift participation in mobility programs. Learning abroad in many countries is now seen as a means of growing both individual and national prosperity. In the face of increasing economic and social interdependence, fostering graduates with both the capacity and desire to engage internationally and with other cultures is now an imperative for most nations.

There are several key trends that have emerged from this review. The most striking is the change in the type of learning experiences favoured by tertiary students. While in the past, learning abroad most commonly took the form of semester exchange, there is a growing preference for short-term learning abroad programs. The rise in popularity of short-term programs appears universal with a range of countries seeking to expand opportunities for short-term mobility. For example, Nordic countries have introduced 'express mobility' programs while Japan is also providing more opportunities for short-term exchange. These learning abroad experiences are a key feature of many countries' efforts to broaden access for students who are unable to spend an extended period abroad.

Access to learning abroad has been identified by many countries as a key priority. As the analysis of participation in learning abroad has shifted to include better identification of the characteristics of participants, including socio-economic background, family education background and disability, awareness has increased about the importance of enabling all students to participate in international experiences. Many government and institutional policies now explicitly aim to broaden participation beyond traditional student groups.

“ Student mobility in many countries is now seen as a means of growing both individual and national prosperity. In the face of increasing economic and social interdependence, fostering graduates with both the capacity and desire to engage internationally and with other cultures is now an imperative for most nations.

Another key shift is the growing interest in overseas work experience. In the UK the availability of overseas work placements as part of the ERASMUS program is considered critical to boosting the number of UK students abroad. The launch of ERASMUS for Entrepreneurs is further evidence that learning abroad experiences are central to the development of key graduate capabilities and have the potential to greatly enhance employment outcomes. Meanwhile in ASEAN nations, where students are sometimes reluctant to study in neighbouring countries, the promotion of work placements, volunteering and community development projects could shift this trend.

The emergence of regional mobility programs and strategic alliances is another important development. The growing number of regional programs highlights the trend for governments to align student mobility with trade, economic and political priorities. In addition to the well-

---

established ERASMUS program, newer programs such as NordPlus, AIMS and CAMPUS Asia have been created with the hope of promoting greater regional integration in Scandinavia, South-East Asia and North-East Asia respectively. Many countries are also developing bilateral programs which have the aim of strengthening strategic economic and diplomatic relationships, such as the UK's 'Generation China' and 'Generation India', the USA's '100,000 Strong China' and '100,000 Strong Americas' and the Japanese-USA TeamUP project.



## OVERVIEW OF LEARNING ABROAD PARTICIPATION RATES AND POLICIES

Country	Current participation	Target participation	National policy/ strategy	National scholarships
Australia	16.5% (UG) <sup>i</sup>	–	New Colombo Plan	Yes
UK	1.2% (of UK-domicile enrolments) <sup>ii</sup>	20% by 2020 <sup>iii</sup>	UK Strategy for outward mobility	Yes (Erasmus) Other
USA	14.8% (UG) <sup>iv</sup>	Double (600,000 by 2020) <sup>v</sup>	Generation Study Abroad (not Government)	No
Canada	10-12% (estimated) <sup>vi</sup>	–	International Education Strategy	Yes for research through Mitacs Globalinks program
NZ	–	–	Prime Ministers Scholarships for Asia	Yes
Germany	33% (estimated 2009/10) <sup>vii</sup>	50% <sup>viii</sup>	DAAD Strategy 2020	Yes (Erasmus) DAAD
France	–	Double by 2025 <sup>ix</sup>	National Strategy for Higher Education	Yes (Erasmus)
The Netherlands	22% (2012) <sup>x</sup>	–	Government's vision on the internationalisation of higher education	Yes (Erasmus)
China	–	10-100% (leading institutions) <sup>xi</sup>	China Scholarship Council + World Class University 2.0	Yes
Japan	60,000 <sup>xii</sup>	Double by 2020 <sup>xiii</sup>	Go Global Japan	Yes
Singapore	70-90% (3 institutions) <sup>xiv</sup>	80% (institutional targets) <sup>xv</sup>	Young Talent Program for Students	Yes
Brazil	–	–	Science Without Borders	Yes
Colombia	–	–	Nexo Global	Yes
Mexico	–	–	No	No
ERASMUS	4.9% (average) Range 2.5% - 26% <sup>xvi</sup>	20% by 2020 <sup>xvii</sup>	Erasmus +	Yes

<sup>i</sup> Australian Universities International Directors Forum (AUIDF), 2015

<sup>ii</sup> Universities UK, 2016

<sup>iii</sup> UK Higher Education International Unit, 2016

<sup>iv</sup> Institute for International Education (IIE), 2015

<sup>v</sup> Institute for International Education (IIE), 2015

<sup>vi</sup> Association of Universities and Colleges of Canada, 2014

<sup>vii</sup> DZHW/DAAD, 2015

<sup>viii</sup> DZHW/DAAD, 2015

<sup>ix</sup> French Ministry of Education and Research, 2015

<sup>x</sup> NUFFIC, 2012

<sup>xi</sup> Institutional web sites

<sup>xii</sup> Japanese Government, 2014

<sup>xiii</sup> Japanese Government, 2014

<sup>xiv</sup> Institutional web sites and direct confirmation with university representatives

<sup>xv</sup> Institutional web sites

<sup>xvi</sup> European Commission, Eurostat, 2013

<sup>xvii</sup> European Commission, 2015

# References

- Anderson, K. (2014). *Student Mobility for the 21st Century*. International Education Association of Australia (IEAA): Melbourne.
- AIEA. (2015). *TeamUp Campaign 2015* (2015). Retrieved January 28, 2016 from <[http://www.aieaworld.org/assets/docs/Conference\\_Materials/2015/SessionDocs/culcon%20waseda%20toyo%20breakfast%20session\\_teamup%20handout.pdf](http://www.aieaworld.org/assets/docs/Conference_Materials/2015/SessionDocs/culcon%20waseda%20toyo%20breakfast%20session_teamup%20handout.pdf)>
- Asian Voice. (2015). *UK IT interns with Tata*. Retrieved January 22, 2016 from <[https://issuu.com/abpl/docs/av\\_28thnovember2015](https://issuu.com/abpl/docs/av_28thnovember2015)>
- Australian Government (2015). *Japan's New Growth Strategy: Internationalisation of Japanese Universities*. Retrieved December 18, 2015 from <[https://internationaleducation.gov.au/International\\_network/japan/countryoverview/Documents/2012%20Report%20-%20Internationalisation%20of%20Japanese%20Universities.pdf](https://internationaleducation.gov.au/International_network/japan/countryoverview/Documents/2012%20Report%20-%20Internationalisation%20of%20Japanese%20Universities.pdf)>
- Australian Universities International Directors' Forum (AUIDF, 2014). *2014 Research Agenda: Australian Universities International Directors' Forum*. Presentation to Australian International Education Conference. Brisbane. October, 2014.
- Baldauf Jr, R. B., & White, P. (2010). Participation and collaboration in tertiary language education in Australia. In A. J. Liddicoat & A. Scarino (Eds.), *Languages in Australian education*. NewcastleUK: Cambridge Scholars.
- Beijing Foreign Studies University, (2011), *Beijing Foreign Studies University Development Plan (2011-2015)*, Beijing Foreign Studies University, China <<http://www.moe.edu.cn/ewebeditor/uploadfile/2013/03/05/20130305135111600.doc>>
- Bejean, S. & Monthube, B. (2015). *Report on the French National Strategy for Higher Education*. Retrieved January 26, 2016 from <[Synthese\\_StraNES\\_V\\_def\\_anglais\\_462242.pdf](Synthese_StraNES_V_def_anglais_462242.pdf)>
- Belyavina, R. (2013). *U.S. Students in China: Meeting the Goals of the 100,000 Strong Initiative*. Retrieved January 29, 2016 from <[www.iie.org/~media/Files/Corporate/.../US-Students-in-China.pdf](http://www.iie.org/~media/Files/Corporate/.../US-Students-in-China.pdf)>
- Beijing Normal University, (2013), *Beijing Normal University Development Plan (2011-2015)*, Ministry of Education of the People's Republic of China, China, Retrieved 19 February 2016 from <<http://www.moe.edu.cn/ewebeditor/uploadfile/2013/03/05/20130305135105154.doc>>
- Bilecen, B. (2014). *International student mobility and transnational friendships*. Palgrave Macmillan.
- Bradford, A. (2015). Changing Trends in Japanese Students Studying Abroad. *International Higher Education*, (83), 22–23.
- British Council (2014). *News alerts - China now the world's third most popular study destination*. Retrieved December 17, 2015 from <<https://ei.britishcouncil.org/news/news-alerts-china-now-world%E2%80%99s-third-most-popular-study-destination>>
- British Council (2015a). *Broadening Horizons: The value of the overseas experience*. Retrieved from <[https://www.britishcouncil.org/sites/.../6.3\\_broadening-horizons-2015.pdf](https://www.britishcouncil.org/sites/.../6.3_broadening-horizons-2015.pdf)>
- British Council (2015b). *Generation UK – China*. Retrieved December 19 2015 from <<http://www.britishcouncil.cn/en/programmes/education/generation-uk>>
- British Council (2015c). *Generation UK – India*. Retrieved December 19 2015 from Retrieved December 19 2015 from <<https://www.britishcouncil.org/education/ihe/what-we-do/generation-uk-india>>
- Bussemaker, J. (2014). *Letter on the government's vision on the international dimension of higher education and secondary vocational education*. Retrieved January 23, 2016 from <<https://www.government.nl/documents/letters/2014/07/21/government-s-vision-on-the-international-dimension-of-higher-education-and-vet>>

- CBBC. (2015). Generation UK: China Network Launches. Retrieved February 11, 2016 from <<http://www.cbcc.org/news/generation-uk-china-network-launches>>
- CBIE (2014a). Canada's performance in international education, 2014. Retrieved December 18, 2015 from <<http://www.cbie.ca/about-ie/facts-and-figures>>
- CBIE (2014b). Canada's Global Engagement Challenge:CBIE's Pre-Budget Submission 2014 to the Finance Committee of the House of Commons. Retrieved December 20, 2016 from <<http://www.cbiei.ca/wp-content/uploads/2014/08/CBIE-FINA-Submission-2014-Aug-14.pdf>>
- CBIE (2015). A World of Learning: Canada's Performance and Potential in International Education. Retrieved December 22, 2016 from <[http://www.cbie-bcei.ca/wp-content/uploads/2015/11/Report\\_Research\\_Flagship\\_2013\\_EN.pdf](http://www.cbie-bcei.ca/wp-content/uploads/2015/11/Report_Research_Flagship_2013_EN.pdf)>
- CEEPUS (2012). CEEPUS at a glance. Retrieved December 19, 2015 from <<https://www.ceepus.info/default.aspx?CMSPage=65>>
- Chao, R. (2013). Can CAMPUS Asia bring a closer East Asia? <<http://www.universityworldnews.com/article.php?story=20131125231328776>>
- Central South University, (2012), *Central South University Reform and Development Plan (2011-2015)*, Changsha, China, Retrieved 19 February 2016 from <<http://www.moe.edu.cn/ewebeditor/uploadfile/2013/03/05/20130305140549833.doc>>
- China Daily. (2015). 'Grow people' for long-term China-UK relations: Chinese ambassador. Retrieved February 11, 2016 from <<http://www.chinadaily.com.cn/world/2016>>
- China Scholarship Council (CSC) (2016), <<http://www.csc.edu.cn>>, accessed 19 February 2016, China
- CHED (2015). The ASEAN International Mobility For Students (Aims) Program. Retrieved March 1, 2016 from <[http://www.ched.gov.ph/wp-content/uploads/2015/10/AIMS\\_Briefer.pdf](http://www.ched.gov.ph/wp-content/uploads/2015/10/AIMS_Briefer.pdf)>
- DAAD (2013). Facts and Figures on the International Nature of Studies and Research in Germany. Retrieved March 12, 2016 from <[http://www.daad.org/file\\_depot/0-10000000/10000-20000/16426/folder/33804/WW.pdf](http://www.daad.org/file_depot/0-10000000/10000-20000/16426/folder/33804/WW.pdf)>
- DAAD (2014). 2014 Annual Report. Retrieved March 1, 2016 from <[https://www.daad.de/medien/jahresbericht\\_2014\\_englisch.pdf](https://www.daad.de/medien/jahresbericht_2014_englisch.pdf)>
- DAAD (2015). RISE Worldwide – Research Internships in Science and Engineering. Retrieved March 2, 2016 from <<https://www.daad.de/rise/en/rise-worldwide/about-the-programm>>
- Doyle, S., Gendall, P., Meyer, L. H., Hoek, J., Tait, C., McKenzie, L., & Looparg, A. (2010). An investigation of factors associated with student participation in study abroad. *Journal of Studies in International Education*, 14(5), 471-490.
- Dudek, M (2013). Social Erasmus: a new dimension to international study. EAEI. Retrieved on 15 March, 2016 from <<http://www.eaie.org/blog/socialerasmus-a-new-dimension-to-international-study>>
- EAHEP (2010) Developing Asian education hubs. Retrieved December 18, 2015 from <<http://www.eahep.org/asiahigher-education/background/127-developing-asian-education-hubs.html>>
- East China Normal University, (Mar 5 2013), East China Normal University Development Plan (2011-2015), East China Normal University, Shanghai, China, Retrieved 19 February 2016 from <<http://www.moe.edu.cn/ewebeditor/uploadfile/2013/03/05/20130305135453342.doc>>
- Eurostat (2015). Tertiary education statistics. Retrieved January 26, 216 from <[http://ec.europa.eu/eurostat/statistics-explained/index.php/Tertiary\\_education\\_statistics](http://ec.europa.eu/eurostat/statistics-explained/index.php/Tertiary_education_statistics)>
- European Commission. (2013). Number of ERASMUS students tops 3 million [press release]. Retrieved from <[http://europa.eu/rapid/press-release\\_IP-13-657\\_en.htm](http://europa.eu/rapid/press-release_IP-13-657_en.htm)>
- European Commission (2014). Erasmus+ Programme Annual Report 2014. Retrieved January 22, 2016 from <[ec.europa.eu/education/library/.../erasmus-plus-annual-report\\_en.pdf](http://ec.europa.eu/education/library/.../erasmus-plus-annual-report_en.pdf)>
- European Commission (2015). Research and Innovation: Marie Skłodowska-Curie Actions. Retrieved December 18, 2015 from <[http://ec.europa.eu/research/mariecurieactions/about-msca/actions/index\\_en.htm](http://ec.europa.eu/research/mariecurieactions/about-msca/actions/index_en.htm)>

- European Commission (2016). Erasmums+: The first year. Retrieved March 1, 2016 from <[europa.eu/rapid/press-release\\_MEMO-16-143\\_en.htm](http://europa.eu/rapid/press-release_MEMO-16-143_en.htm)>
- European Parliament (2015). The Internationalisation of Higher Education: Study. Retrieved December 18, 2015 from <[www.europarl.europa.eu/RegData/.../IPOL\\_STU\(2015\)540370\\_EN.pdf](http://www.europarl.europa.eu/RegData/.../IPOL_STU(2015)540370_EN.pdf)>
- Fudan University, (2013), *Fudan University Development Plan (2011-2015)*, Ministry of Education of the People's Republic of China, China, Retrieved 19 February 2016 from <<http://www.moe.edu.cn/ewebeditor/uploadfile/2013/03/27/20130327144433801.doc>>
- Fudan University 'Landing Page' (2016), <<http://www.fudan.edu.cn/channels/view/49>>, accessed 19 February 2016, ChinaErasmus + (2015). Erasmus +. Retrieved January 22, 2016 from <[http://ec.europa.eu/programmes/erasmus-plus/index\\_en.htm](http://ec.europa.eu/programmes/erasmus-plus/index_en.htm)>
- Fundacion UNAM. (2016). Becas de Excelencia Académica para la Movilidad Estudiantil. Retrieved from <<http://www.fundacionunam.org.mx/becas-de-excelencia-academica-para-la-movilidad>>
- Green, W., & Mertova, P. (2014). Enthusiasts, fence-sitters and sceptics: faculty perspectives on study abroad in Australia and the Czech Republic. *Higher Education Research & Development*, 33(4), 670-683.
- Gribble, C. (2016). Student mobility paramount to prosperity, but access remains a challenge - Report on key themes of APAIE 2016 Conference. Retrieved March 15 from <[http://www.obhe.ac.uk/what\\_we\\_do/news\\_articles\\_reports/news\\_analysis/na\\_2016/ga2\\_apaiie\\_8mar16](http://www.obhe.ac.uk/what_we_do/news_articles_reports/news_analysis/na_2016/ga2_apaiie_8mar16)>
- Grove, J. (2014). Germany aims to send 50 per cent of students abroad by 2020. Retrieved March 1, 2016 from <<https://www.insidehighered.com/news/2014/11/13/plan-seeks-encourage-many-more-german-students-study-abroad>>
- Go International (2016). *Gone International: Mobile students and their outcomes*. Report on the 2013/14 graduating cohort. Retrieved February 22, 2016 from <[http://www.international.ac.uk/media/3716129/GoneInternational2016\\_the-value-of-mobility.pdf](http://www.international.ac.uk/media/3716129/GoneInternational2016_the-value-of-mobility.pdf)>
- Go International (2016b). Why our young people need to experience India and how Generation UK-India can support them to achieve this. Retrieved March 1, 2016 from <<http://go.international.ac.uk/why-our-young-people-need-experience-india-and-how-generation-uk-india-can-support-them-achieve>>
- Go International (2016). Overall Figures. <<http://go.international.ac.uk/overall-figures>>
- Going Global (2014). The rationale for sponsoring students to undertake international study: an assessment of national mobility scholarship programmes. Retrieved March 2, 2016 from Government of Canada (2012). Canada's International Education Strategy
- Harnessing our knowledge advantage to drive innovation and prosperity. Retrieved December 20, 2016 from <<http://international.gc.ca/global-markets-marches-mondiaux/education/index.aspx?lang=eng>>
- Government of Canada (2013). Mexican Students Take a Unique Interest in Canadian Culture, Education. Retrieved March 2, 2016 from <[http://www.canadainternational.gc.ca/mexico-mexique/eyes\\_abroad-coupdoeil/Imagine\\_Education\\_2013.aspx?lang=eng](http://www.canadainternational.gc.ca/mexico-mexique/eyes_abroad-coupdoeil/Imagine_Education_2013.aspx?lang=eng)>
- Government of the Netherlands (2013). Action plan: Make it in the Netherlands 2013-2016. Retrieved March 1, 2016 from <<https://www.government.nl/documents/reports/2013/11/25/actionplan-make-it-in-the-netherlands-2013-2016>>
- HESA (2015). Measuring Student Mobility. Retrieved February 2, 2016 from <<https://www.hesa.ac.uk/component/content/article?id=2300?>>
- High Commission of India. (2015). Brief on India-UK Bilateral Economic Relations. Retrieved February 22, 2016 from <[https://www.hcilondon.in/pdf/Bilateral\\_Brief\\_Jan25\\_2015.pdf](https://www.hcilondon.in/pdf/Bilateral_Brief_Jan25_2015.pdf)>
- ICEF Monitor (2014). Number of outbound German students up sharply in recent years. Retrieved December 18, 2015 from <<http://monitor.icef.com/2014/10/number-outbound-german-students-sharply-recent-years>>

- ICEF Monitor (2015a). US moves to double its number of outbound students by 2018. Retrieved December 18, 2015 from <<http://monitor.icef.com/2015/01/us-moves-double-number-outbound-students-2018>>
- ICEF Monitor (2015b). Finding opportunities within crisis in Brazil. Retrieved December 18, 2015 from <<http://monitor.icef.com/2015/11/finding-opportunities-within-crisis-in-brazil>>
- ICEF Monitor (2015c). From the field: Trends in study abroad for Mexican students. Retrieved January 24, 2015 from <<http://monitor.icef.com/2015/06/from-the-field-trends-in-study-abroad-for-mexican-students>>
- IE Singapore. (2015). Young Talent Program for Students. Retrieved from <<http://www.iesingapore.gov.sg/Assistance/Global-Company-Partnership/Manpower-Development/Young-Talent-Programme-for-Students>>
- IIE (2014). Institute of International Education Leads Coalition to Double Number of Students Who Study Abroad by End of Decade. Retrieved December 19, 2015 from <<http://www.iie.org/Who-We-Are/News-and-Events/Press-Center/Press-Releases/2014/2014-03-03-Generation-Study-Abroad>>
- IIE (2015a). Open Doors Data: U.S. Study Abroad: Fields of Study. Retrieved December 18, 2015 from <<http://www.iie.org/Research-and-Publications/Open-Doors/Data/US-Study-Abroad/Fields-of-Study/2003-14>>
- IIE (2015b). Duration of U.S. Study Abroad, 2003/04-2013/14. *Open Doors Report on International Educational Exchange*. Retrieved from <<http://www.iie.org/opendoors>>
- IIE (2015d). Generation study abroad: year one impact. Retrieved January 22, 2016 from <<http://www.iie.org/~media/Files/Programs/Generation-Study-Abroad/GSA-Impact-Rep-Year-1.pdf?la=en>>
- IIE (2016). Benjamin A. Gilman International Scholarship. Retrieved 12 April 2016 from <<http://www.iie.org/Programs/Gilman-Scholarship-Program>>
- Japanese Government. (2013). Japan Revitalization Strategy: Japan is Back. Retrieved December 19, 2016 from <<https://www.kantei.go.jp/jp/singi/keizaisaisei/pdf/honbunEN.pdf>>
- Kameda, M. (2013). Major campaign launched to encourage young people to study overseas. Retrieved February 28, 2016 from <<http://www.japantimes.co.jp/news/2013/10/31/national/major-campaign-launched-to-encourage-young-people-to-study-overseas>>
- King, Findlay & Ahrens, (2010) *International student mobility literature review*. Report to HEFCE
- Knight-Grofe, J., & Deacon, L. (2016). Canada's Global Engagement Challenge: A comparison of national strategies. *International Journal: Canada's Journal of Global Policy Analysis*, 0020702015622994.
- Kueppers, C. (2016). Fulbright Seeks More Diverse Pool of Scholars and Students. Retrieved March 1, 2016 from <http://chronicle.com/article/Fulbright-Seeks-More-Diverse/235379>
- Li, M., Olson, J. E., & Frieze, I. H. (2013). Students' Study Abroad Plans: the Influence of Motivational and Personality Factors. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 22.
- Martin, E. (2015). How Can We Encourage Student Participation in International Learning Experiences? Retrieved March 2, 2016 from <[http://www.conferenceboard.ca/topics/education/commentaries/15-11-02/how\\_can\\_we\\_encourage\\_student\\_participation\\_in\\_international\\_learning\\_experiences.aspx](http://www.conferenceboard.ca/topics/education/commentaries/15-11-02/how_can_we_encourage_student_participation_in_international_learning_experiences.aspx)>
- Matross Helms, R., Rumbley, L.E., Brajkovic, L. & Mihut, G. (2015). *Internationalizing Higher Education Worldwide: National Policies and Programs*. Washington: American Council on Education.
- Mie, A. (2014). Ministry official knocks down barriers to overseas study. Retrieved March 1, 2016 from <<http://www.japantimes.co.jp/news/2014/02/02/national/ministry-official-knocks-down-barriers-to-overseas-study/#.Vt47JELDPFI>>
- Melin G., Terrell, M. & Henningson, K. (2015). Evaluation of Nordplus. Retrieved March 1, 2015 from <[www.nordplusonline.org/content/.../Evaluation%20of%20Nordplus.pdf](http://www.nordplusonline.org/content/.../Evaluation%20of%20Nordplus.pdf)>

- Ministry of Education (People's Republic of China). (2012). *National Education Development Twelfth Five-Year Plan*, Ministry of Education, China, Retrieved 19 February 2016 from <<http://www.moe.gov.cn/ewebeditor/uploadfile/2012/07/30/20120730182030495.doc>>. Page 62.>
- MOE (2013). Parliamentary Reply: Percentage of International Students in Undergraduate Programmes (Major) at NUS, NTU And SMU. Retrieved December 18, 2015 from <http://www.moe.gov.sg/media/parliamentary-replies/2013/07/percentage-of-international-students-in-undergraduate-programmes-at-nus-ntu-smu.php>
- Mullholland, J. (2014). Will the trend of short-term study abroad catch on? Retrieved December 20, 2015 from <<https://www.britishcouncil.org/voices-magazine/will-trend-short-term-study-abroad-catch>>
- Nanjing University. (2011). *Nanjing University Development Plan (2011-2015)*, Nanjing University, China, Retrieved 19 February 2016 from <<http://www.moe.edu.cn/ewebeditor/uploadfile/2013/03/05/20130305135553597.doc>>
- National Unions of Students in Europe (2007). *Promoting mobility: A study of the obstacles to student mobility*, Berlin Germany.
- National Union of Students (2015). *Scotland Goes Global: Year of Study Abroad*. Retrieved March 2, 2016 from <<http://www.scotlandgoesglobal.co.uk/about-us>>
- Nanyang Technological University. (2015). *NTU Singapore: Global University on a Rapid Rise*. Retrieved from <<http://www.ntu.edu.sg/oia/Documents/Brochure.pdf>>
- National University of Singapore. (2015). *Learning Matters: International Relations Office Year Book 2015*. Retrieved March 5, 2016 from <<http://nus.edu.sg/IRO/home/publications/annualreport/A1415.pdf>>
- Nordplus (2014). *Nordplus*. Retrieved December 18, 2015 from <<http://www.nordplusonline.org>>
- NUFFIC, (2015). *Credit Mobility*. Retrieved from <<https://www.epnuffic.nl/en/internationalisation/mobility-statistics/credit-mobility>>
- OECD (2014). *Education Indicators in Focus*. Retrieved December 15 from <[www.oecd.org/education/skills-beyond.../EDIF%202014--No19.pdf](http://www.oecd.org/education/skills-beyond.../EDIF%202014--No19.pdf)>
- OECD (2015). *Education at a Glance: OECD Indicators*. Paris: Organisation for Economic Cooperation and Development
- Ortiz, A. (2015). *Latin America: Government Scholarships as the Driver of Student Mobility and Capacity Building*. Retrieved January 25, 2016 from <<http://wenr.wes.org/2015/04/latin-america-government-scholarships-driver-student-mobility-capacity-building>>
- Ontario Undergraduate Student Association (2014). *Policy Paper: International students*. Retrieved March 1, 2016 from <<http://www.ousa.ca/wordpress/wp-content/uploads/2014/04/International-Students-GA-Approved-Final2.pdf>>
- 100k Strong (2015). *Investing in US-China relations, one student at a time*. Retrieved March 1, 2016 from <[www.100kstrong.org](http://www.100kstrong.org)>
- 100,000 Strong in the Americas (2015). *Press Release*. Retrieved January 22, 2016 from <<http://www.100kstrongamericas.org/institutions-higher-education-win-100000-strong-americas-funding-study-abroad-support-exxonmobil>>
- Ortiz, A. (2015). *Latin America: Government Scholarships as the Driver of Student Mobility and Capacity Building*. Retrieved January 26, 2016 from <<http://wenr.wes.org/2015/04/latin-america-government-scholarships-driver-student-mobility-capacity-building>>
- Pietro, G. D. (2013). *Do study abroad programs enhance the employability of graduates? IZA Discussion Paper, No. 7675*.
- Potts, D. (2015). *Understanding the Early Career Benefits of Learning Abroad Programs*. *Journal of Studies in International Education*, Published on line before print. DOI: 1028315315579241.

- Potts, D. & Berquist, B. (2014). Researching outcomes of international learning mobility: Taking the next steps. *Research Digest 1*, IEAA, June 2014.
- Renmin University of China, (2013), *Renmin University of China Development Plan (2011-2015)*, Ministry of Education of the People's Republic of China, China, Retrieved 19 February 2016 from <<http://www.moe.edu.cn/ewebeditor/uploadfile/2013/03/05/20130305135045511.doc>>
- RWTH Aachen University (2016). PROMOS Study or Internship Abroad Scholarships. <http://www.rwth-aachen.de/cms/root/Studium/Im-Studium/Stipendien-Foerderung/~bgjo/PROMOS-Auslandsstipendien/lidx/1/>
- SEAMO RIHED (2012). Student Mobility (AIMS). Retrieved December 18, 2015 from <<http://www.rihed.seameo.org/programmes/aims>>
- Sharma. Y (2014). Internationally mobile students head for Asia. Retrieved December 18, 2015 from <<http://www.universityworldnews.com/article.php?story=20140131102318847>>
- Shimmi, Y. (2015). The Decline of Japanese International Students. *International Higher Education*, (64).
- Sichuan University, (2013), *Sichuan University Development Plan (2011-2015)*, Ministry of Education of the People's Republic of China, Beijing, China, Retrieved 19 February 2016 from <<http://www.moe.edu.cn/ewebeditor/uploadfile/2013/03/05/20130305140626594.doc>>
- SocialErasmus (2016). What we do? Retrieved on 15 March, 2016 from: <<https://socialerasmus.esn.org/?q=what-we-do>>
- South China University of Technology, (2013), *South China University of Technology Development Plan (2011-2015)*, South China University of Technology, Guangzhou, China, Retrieved 19 February 2016 from <<http://www.moe.edu.cn/ewebeditor/uploadfile/2013/03/05/20130305140614613.doc>>
- Souto-Otero, M., Huisman, J., Beerkens, M., de Wit, H., & Vujics, S. (2013). Barriers to international student mobility evidence from the erasmus program. *Educational Researcher*, 42(2), 70–77.
- Sujatanond, C. (2014). Foster Researcher and Student Mobility in Southeast Asia: SEAMEO RIHED Role and Initiatives Retrieved march 1, 2016 from <<https://internationaleducation.gov.au/International-network/Australia/policyupdates/Documents/APEC%20University%20Associations%20Cross-Border%20Education%20Cooperation%20Workshop/Dr%20Chantavit%20Presentation%2021%20May%202014.pdf>>
- Tec de Monterrey. (2012). Strategic Plan. Retrieved from <<http://sitios.itesm.mx/webtools/planestrategico2020/publico/EN/index.html>>
- The State Council the People's Republic of China, (2010), *Guidelines of the National Plan for Education Reform and Development (2010-2020)*, Xinhua News Agency, Beijing China, Retrieved 19 February 2016 from <[http://www.gov.cn/jrzq/2010-07/29/content\\_1667143.htm](http://www.gov.cn/jrzq/2010-07/29/content_1667143.htm)>
- The State Council the People's Republic of China,( 2015), *The General Plan of Developing the world-class universities*, Ministry of Education of the People's Republic of China, Beijing, China, Retrieved 19 February 2016 from <[http://www.moe.gov.cn/jyb\\_xxgk/moe\\_1777/moe\\_1778/201511/t20151105\\_217823.html](http://www.moe.gov.cn/jyb_xxgk/moe_1777/moe_1778/201511/t20151105_217823.html)>
- Trounsen, A. (2015). Cutbacks threat to Brazil's Science Without Borders program. Retrieved December 18, 2015 from [www.theaustralian.com](http://www.theaustralian.com)
- Tsinghua Admissions, (2014), *Internationalisation: More than Half Undergraduate Students Have Chance to Join the Exchange Programs*, Tsinghua University, Beijing, China, Retrieved 19 February 2016 from <[http://www.tsinghua.edu.cn/publish/bzw/9157/2014/20140609122701480832785/20140609122701480832785\\_.html](http://www.tsinghua.edu.cn/publish/bzw/9157/2014/20140609122701480832785/20140609122701480832785_.html)>
- Tsinghua University, (2011), *Tsinghua University Development Plan (2011-2015)*, Tsinghua University, China, , Retrieved 19 February 2016 from <<http://www.moe.edu.cn/ewebeditor/uploadfile/2013/03/27/20130327144133795.doc>>
- Tongji University, (2012), *Tongji University Development Plan (2011-2015)*, Tongji University, Shanghai, China, Retrieved 19 February 2016 from <<http://www.moe.edu.cn/ewebeditor/uploadfile/2013/03/05/20130305135429364.doc>>

- UK Government. (2012). Recommendations to support UK Outward Student Mobility. Retrieved January 28, 2016 from <<http://www.international.ac.uk/media/1515947/Recommendations%20to%20Support%20UK%20Outward%20Student%20Mobility.pdf>>
- UK Government. (2013). UK Strategy for Outward Mobility. Retrieved December 18 from <[www.international.ac.uk/.../uk-he-international-unit-uk-strategy-for-outward-mobility.pdf](http://www.international.ac.uk/.../uk-he-international-unit-uk-strategy-for-outward-mobility.pdf)>
- UK Government (2015). Agreement on the Mutual Recognition of Higher Education Awards, Titles, Diplomas and Academic Degrees between the Government of the United Kingdom of Great Britain and Northern Ireland and the Government of the United Mexican States. Retrieved March 2, 2016 from <[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/445318/CS\\_Mex\\_1\\_Cm\\_9095\\_PRINT.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445318/CS_Mex_1_Cm_9095_PRINT.pdf)>
- UNESCO (2013). The International Mobility of Students in Asia and the Pacific. UNESCO: Paris.
- Universities Canada (2014). Canada's universities strengthen ties with Mexican partners. Retrieved January 22, 2016 from <<http://www.univcan.ca/media-room/media-releases/canadas-universities-strengthen-ties-with-mexican-partners>>
- University of Science and Technology Beijing, (2011), University of Science and Technology Beijing Development Plan (2011-2015), University of Science and Technology Beijing, Beijing, China, Retrieved 19 February 2016 from <<http://www.moe.edu.cn/ewebeditor/uploadfile/2013/03/05/20130305135051108.doc>>
- UMAP (2013). University Mobility in Asia and the Pacific (UMAP). Retrieved December 18 from <[http://www.umap.org/UMAP\\_ST2/WebFrontPage/Introduction.aspx](http://www.umap.org/UMAP_ST2/WebFrontPage/Introduction.aspx)>
- U.S. Department of State (2016). About Fulbright. Retrieved February 2, 2016 from <<http://eca.state.gov/fulbright/about-fulbright>>
- US Department of State (2015). Joint US-Mexico Statement on the US-Mexico Bilateral Forum on Higher Education, Innovation, and Research: Connecting Tomorrow's Leaders Today. Retrieved January 25, 2016 from <<http://www.state.gov/r/pa/prs/ps/2015/01/235641.htm>>
- US Department of State (2016), Ongoing Evaluations – Benjamin A. Gilman International Scholarship Program, Bureau of Educational and Cultural Affairs. Retrieved 12 April 2016 from <<http://eca.state.gov/impact/evaluation-eca/evaluation-initiative/ongoing-evaluations>>
- USMEX (2014). Current status of cooperation in higher education, innovation and research between Mexico and the United States. Retrieved March 12, 2016 from <[https://usmex.ucsd.edu/\\_files/MMF2014\\_Reading\\_Factsheet-FOBESII.pdf](https://usmex.ucsd.edu/_files/MMF2014_Reading_Factsheet-FOBESII.pdf)>
- Van Mol, C. (2014). *Intra-European Student Mobility in International Higher Education Circuits: Europe on the Move*. Palgrave Macmillan.
- Wächter, B. (2008). Internationalisation and the European higher education area. Brussels: Academic Cooperation Association (ACA).
- West, C. (2012). New Approaches to Cooperation with Latin America. Retrieved December 19, 2015 from <[http://www.nafsa.org/uploadedFiles/Chez\\_NAFSA/Find\\_Resources/Publications/Periodicals/Epublications/epub\\_latin\\_america.pdf](http://www.nafsa.org/uploadedFiles/Chez_NAFSA/Find_Resources/Publications/Periodicals/Epublications/epub_latin_america.pdf)>
- Xi'an Jiaotong University, (2013), *Xi'an Jiaotong University Development Plan (2011-2015)*, Ministry of Education of the People's Republic of China, China, Retrieved 19 February 2016 from <<http://www.moe.edu.cn/ewebeditor/uploadfile/2013/03/05/20130305140719459.doc>>
- Xiamen University, (2013), *Xiamen University Development Plan (2011-2015) and vision 2021*, Ministry of Education of the People's Republic of China, Beijing, China, Retrieved 19 February 2016 from <<http://www.moe.edu.cn/ewebeditor/uploadfile/2013/03/05/20130305135727551.doc>>
- Yang, H. (2014). The Achievability of an "ASEAN Community" through Regional Integration—In Comparison with the European Union. Hong Kong Baptist University Library. Retrieved from <[http://library.hkbu.edu.hk/award/images/2014\\_Awardhonourable\\_YangHanmo.pdf](http://library.hkbu.edu.hk/award/images/2014_Awardhonourable_YangHanmo.pdf)>
- Yue, C. S. (2013). Free Flow of Skilled labour in aSeAn. *ASEAN Economic Community Scorecard: Performance and Perception*, 107.
- Ziguras, C., & Gribble, C. (2014). Policy Responses to Address Student "Brain Drain" An Assessment of Measures Intended to Reduce the Emigration of Singaporean International Students. *Journal of Studies in International Education*, 1028315314561121.



# Contact us

## IEAA Secretariat

PO Box 12917  
A'Beckett Street  
Melbourne VIC 8006  
Australia

+613 9925 4579  
admin@ieaa.org.au



[ieaa.org.au/learning-abroad](http://ieaa.org.au/learning-abroad)