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# If You Let Them They Will Come: International Students and Migration Policy

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**Leveling the International Playing Field**

**2011 Global Forum**

**The Observatory on Borderless Higher Education**

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# Key 'Drivers' of Global Competition for Talent:

## 1. Demography

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2.2: New Zealand

2.1: Mexico, US

2.0: UK, France, Norway

1.9: Australia

1.8: Netherlands

1.7: Canada

1.5: Switzerland, Spain, Czech Republic

1.4: Germany: 1.4, Italy, Japan

1.2: Republic of Korea

### Case study 1:

- 42% of Australian surgeons = 55 years+

### Case study 2:

- Net growth in Canadian professions in 10 years?

### Case study 3:

- Fate of Japan's higher education sector

# Key 'Drivers' of Global Competition for Talent:

## 2. Compensation for Out-Migration

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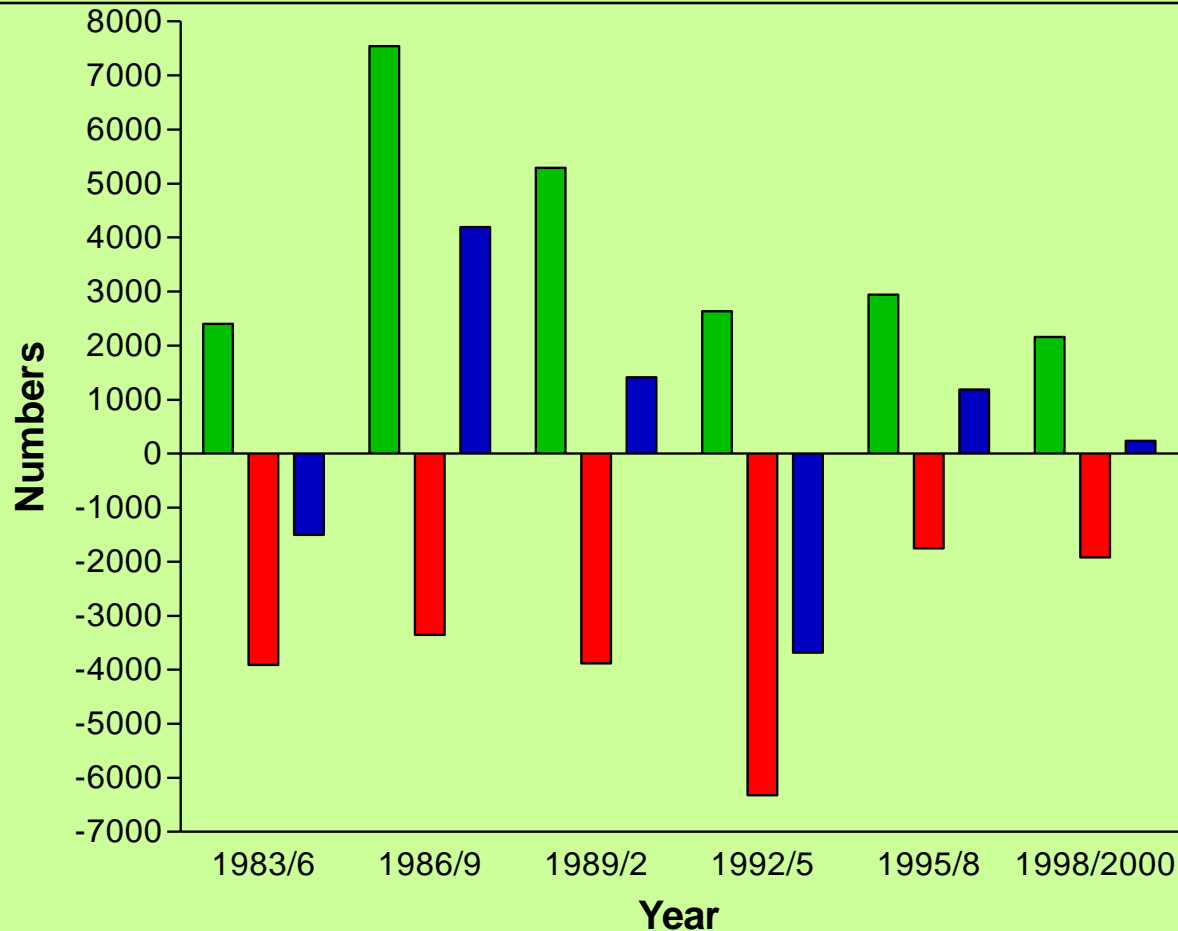
### New Zealand:

- **2.3 million migrants** accepted (1955-2004)
- **Net population gain** = 208,000 people
- **Case study:** Recruitment and loss of migrant doctors
- **Targeting students:** 2006 near abolition of PhD fees

### Australia:

- **Trends:** Australia-born leaving = disproportionately skilled; responding to global opportunities
- **Reliance on migrant nurses:** Around 7,000 per year
- **1990s:** 18,000 imported – net gain of 400!

# Compensation for Out-Migration: Australia's Growing Reliance on Nurse Migration



- Overseas qualified nurse arrivals
- All nurse departures
- Net nurse gain/loss

# Key 'Drivers' of Global Competition for Talent:

## 3. Domestic Skills Base Versus Knowledge Economy Needs

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### USA:

- **1 million HIB visas per year** to skilled graduates by 2008 (new and continuing)
- **Priority:** US-qualified doctoral students
- **'Star recruits'** to maintain US economic dominance

### Germany:

- **Fertility decline** (1.3 by 2007)
- **'Mis-match' in qualification structure** of the national labour economy and economic needs
- **Difficulty in converting low skilled workers** to economy's needs

# Key 'Drivers' of Global Competition for Talent:

## 4. Addressing Workforce Maldistribution and Under-Supply – Health Case Study

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### UK:

- **National Health Service shortages (2000)**
- **Recruitment targets:** 20,000 nurses, 9,500 medical consultants and GP's, 6,500 allied health workers
- **Bilateral agreements:** India, Philippines, Spain

### Australia:

- **6,500 international medical graduates per year**
- **Strong 'area of need' focus** (5,500 per year compared to 500 a decade back)
- **The attraction of 'temporary migration' to governments and employers:** the potential to constrain where people work as a condition of visa

# Key 'Drivers' of Global Competition for Talent:

## 5. Impact of Bilateral and Multilateral Agreements on Skilled Workforce Mobility

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### EU and the East European Enlargement:

- **2004+** A8 (now A10)
- Eastern European economies/ training systems
- **Scale of flows** (Poland = 900,000 in UK by early 2008)
- **Credential** recognition
- **'Desirability'** compared to 'third country nationals'
- **Knowledge economy needs?**
- **Accounting firms in the UK – 'work readiness' of human capital?**

# Which Global Talent to Select?

## Employer Demand for Migrant Professionals – Canada (2001) and Australia (2001 & 2006)

Occupation	2006 Overseas-Born	2001 Overseas-Born (cf Canada)
Engineering (287,723)	52%	48% (50%)
Computing (109,292)	57%	48% (51%)
Medicine (208,140)	45%	46% (35%)
Science		37% (36%)
Commerce/ business	40%	36% (27%)
Architecture		36% (49%)
Accountancy	44%	36% (35%)
Arts/ humanities		31% (24%)
Nursing (91,337)	25%	24% (23%)
Teaching	25%	20% (15%)

Source: 2001 and 2006 Census data analysis, Australia and Canada; L Hawthorne (2008), *Migration and Education: Quality Assurance and Mutual Recognition of Qualifications – Australia Report*, UNESCO, Paris

# Labour Market Barriers in OECD Knowledge Economies (Research Evidence 1990s-Current)

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1. **Host country language ability/ effective communication skills** in a 'lean' workforce without 'backroom' jobs
2. **Credential recognition**
3. **Technological 'fit'** (eg IT, engineering, medicine, nursing)
4. **Ancillary professional knowledge:**
  - Management style
  - Industrial relations/union issues
  - Occupational health and safety
  - Duty of care (etc)
5. **Interview style** (type and location of information)
6. **Discrimination, labour market protectionism etc** (challenge of effective measurement)

Source: *Competing for Skills – Migration Policy Trends in New Zealand and Australia Full Report* (2011), L Hawthorne, Department of Labour, Government of New Zealand, Wellington; *The Impact of Economic Selection Policy on Labour Market Outcomes for Degree-Qualified Migrants in Canada and Australia*, L Hawthorne, Institute for Research on Public Policy, Vol 14 No 5, 2008, Ottawa

# Impact of Differential University Training Systems (Length of Academic Tradition/ Level of Resources)

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## Ranking of top 500 world universities (Shanghai Jiao Tong 2010):

- **204 in Europe** (41 in the UK/ Ireland, 39 in Germany and 22 in France)
- **187 in the Americas** (154 in the US, 23 in Canada, and just 10 in Central/ South America);
- **106 in the Asia-Pacific** (34 in China, 25 in Japan, 17 in Australia, 10 in South Korea, 7 in Taiwan, 5 in New Zealand, 2 in Singapore, and just 2 in India)
- **3 in the Africas** (all in South Africa)
- **2 in Saudi Arabia** (no other Middle Eastern university listed)

# Challenges to Human Capital Transfer: Canadian Data on Skilled Migrant Employment Outcomes (2004-2007)

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Major source countries: China, India, Pakistan, Philippines....

By 2007 recent skilled migrants =


- 'The new face of the chronically poor' in Canada
- Worse employment outcomes even than Family category migrants (despite selection for 'human capital' attributes)
- 28 years post-migration ('if ever') to secure wage parity with comparably qualified Canadians
- No wage premium for overseas work experience
- Around 60% employed within 6 months of arrival (compared to 83% of comparable migrants in Australia by 2006)

Sources: Eg Thompson, E & Worswick, C (2004), *Canadian Research on Immigration and the Labour Market: An Overview*, Human Resources and Skills Development Canada; Picot, G, Feng, H, & Coulombe, S (2007), 'Chronic Low-Income and Low-Income Dynamics Among Recent Immigrants', *Analytical Studies Research Papers*, Statistics Canada Research Paper Series, Catalogue No. 11F0019MIE, No 294, Ottawa

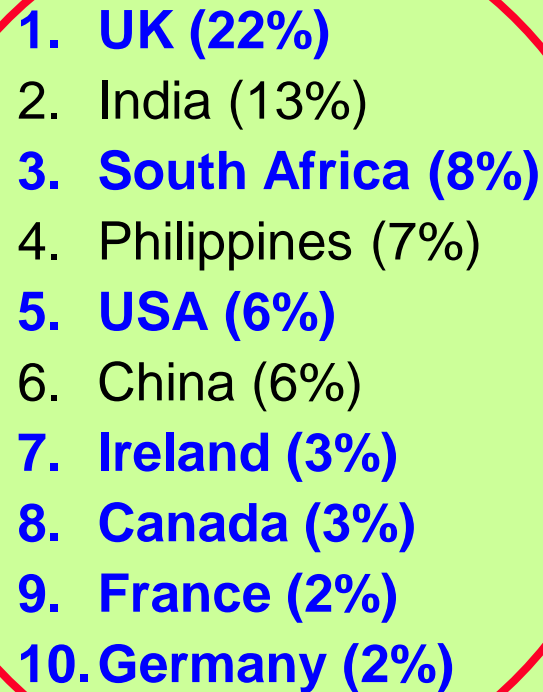
# Employer Preference: Source Countries for Temporary Compared to Permanent Skilled Migrants to Australia – 2004-05 to 2008-09

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## Government-Selected Permanent

- 
1. India (21% or 39,671)
  2. China (18% or 33,309)
  - 3. UK (14%)**
  4. Malaysia (6%)
  5. Indonesia (4%)
  6. Sri Lanka (3%)
  7. Republic of Korea (3%)
  - 8. South Africa (3%)**
  9. Hong Kong SAR (3%)
  10. Singapore (3%)

## Employer-Selected: Temporary

- 
- 1. UK (22%)**
  2. India (13%)
  - 3. South Africa (8%)**
  4. Philippines (7%)
  - 5. USA (6%)**
  6. China (6%)
  - 7. Ireland (3%)**
  - 8. Canada (3%)**
  - 9. France (2%)**
  - 10. Germany (2%)**

# International Students as a Preferred OECD Source of Skilled Migrants

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## Human capital attributes:

1. Young
2. Self-funded to meet host country employer demand
3. Advanced host country language ability
4. Full credential recognition
5. Significant acculturation
6. Relevant professional training/ experience

# Top 10 Global Destinations for International Students by 2008 (Higher/ Vocational Education Sectors)

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Destination Country	International Students Enrolled in Higher/ Vocational Education
1. US	623,805 (2008)
2. Australia	389,373 (2008)
3. UK	389,330 (2008)
4. France	260,596 (2008)
5. Germany	246,369 (2007)
6. China	223,499 (2008)
7. Japan	123,829 (2008)
8. Canada	113,996 (2007)
9. Singapore	86,000 (2007)
10. Malaysia	72,000 (2008)
11. South Korea	63,952 (2008)
12. New Zealand	39,942 (2007)

Source: Compiled from data provided in *International Student Mobility: Status Report 2009*, V Lasanowski, The Observatory on Borderless Higher Education, UK, June 2009

# Case Study 1: Competition for International Students for High Skilled Migration - USA

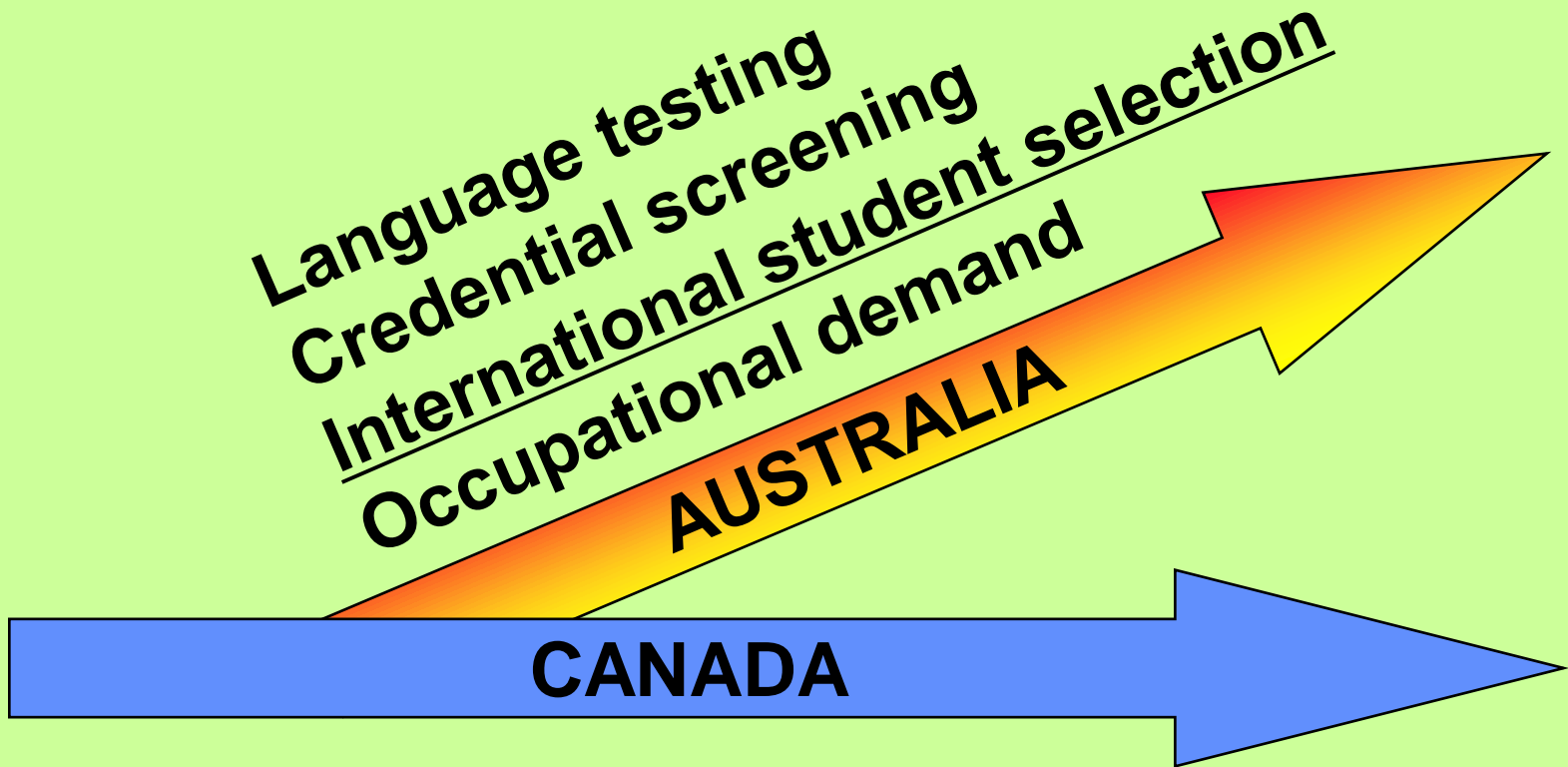
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- **Overall numbers: (690,923 2009/10) - \$US18+ billion industry**
  - **Contemporary policy trends:**
    - Claw-back
    - New strategic initiatives: China, Indonesia, Morocco, Chile etc
    - 'Vigorous efforts at the national, state and campus levels...' including high level global promotional visits
    - Research incentive
  - **Doctoral student enrolments:**
    - World share (13.5% → 28.3% by 2003)
    - Fee access/ cross-subsidisation
    - China, India - foreign doctorates
    - Pathways into permanent residence (HIB+)
    - US HIB pathway
  - **Case study: National Institutes of Health**
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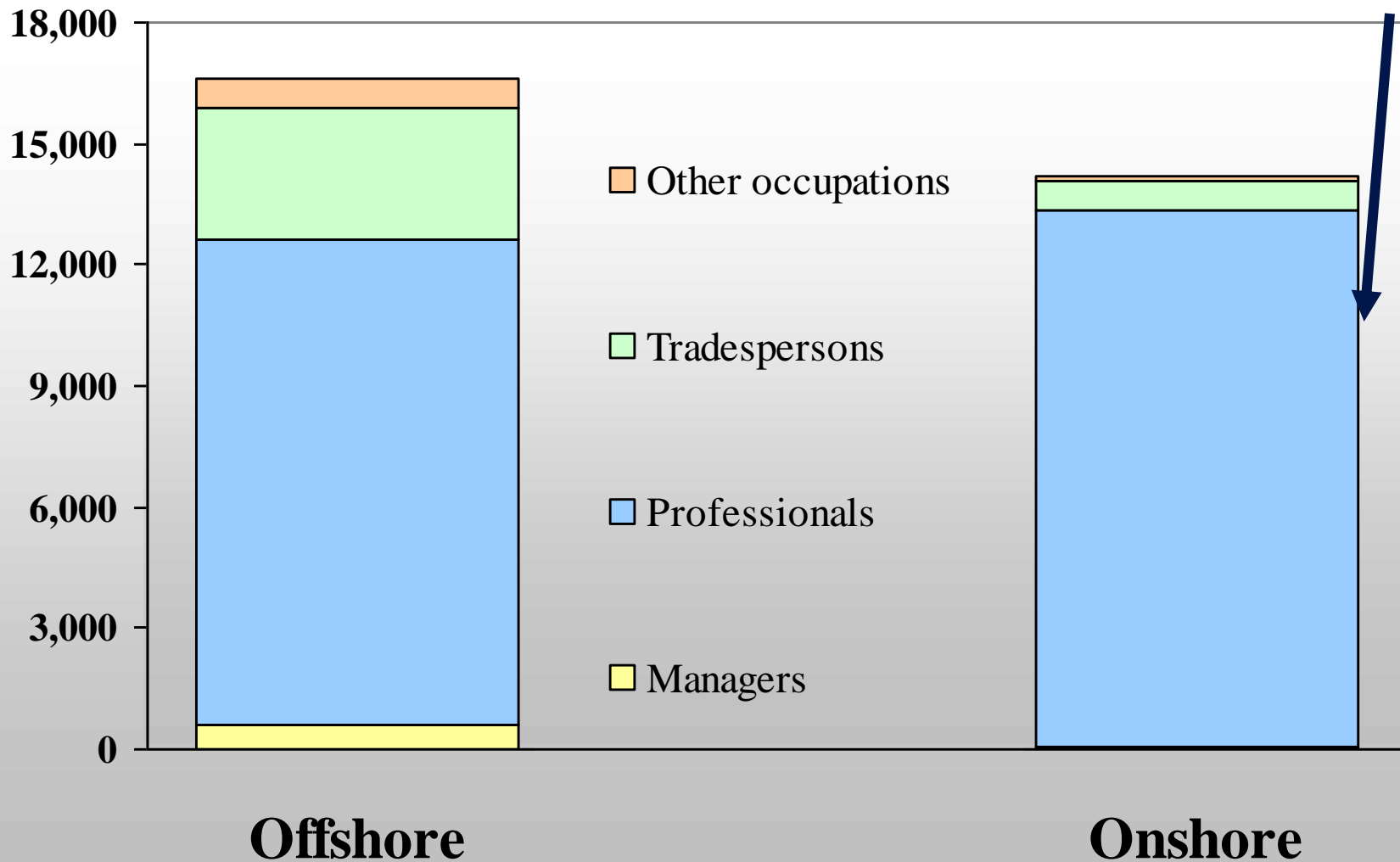
Sources: *Science and Engineering Indicators 2011*, National Science Foundation, February, Washington; Open Doors 2010 (Institute of International Education), 'Fast Facts'; Marginson, S & Van Der Wende, M (2007), *Globalisation and Higher Education*, Education Working Paper No 8, Directorate for Education, OECD, Paris; *International Students in the United States*, Open Doors Report 2007, Institution of International Education (IIE), 13 November 2007, Washington DC; 'Foreign Scientists at the National Institutes of Health: Ramifications of US Immigration and Labor Policies', S Díaz-Briquets & C Cheny, *International Migration Review* Vol 37 No 2, Summer 2003; 'Immigration in High-Skill Labour Markets: The Impact of Foreign Students on the Earnings of Doctorates', George J Borjas, Working Paper 12085, National Bureau of Economic Research, March 2006; 'Stay Rates of Foreign Doctorate Recipients From U.S. Universities: 2005', Michael Finn, Oak Ridge, TN: Oak Ridge Institute for Science and Education, 2007

# Case Study 2: Australia's Policy Transformation 'Two-Step Migration' 1999+

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# International Student Response to Skilled Migration Opportunity in Australia within 5 Years (2004)



# The Value: University of Melbourne and International Students

(Source: T Crooks/ F Larkins International Planning Day, University of Melbourne, 2008)

## Enrolments:

**3121** (1998)

**9732** (2007)

## International Student Fee Income:

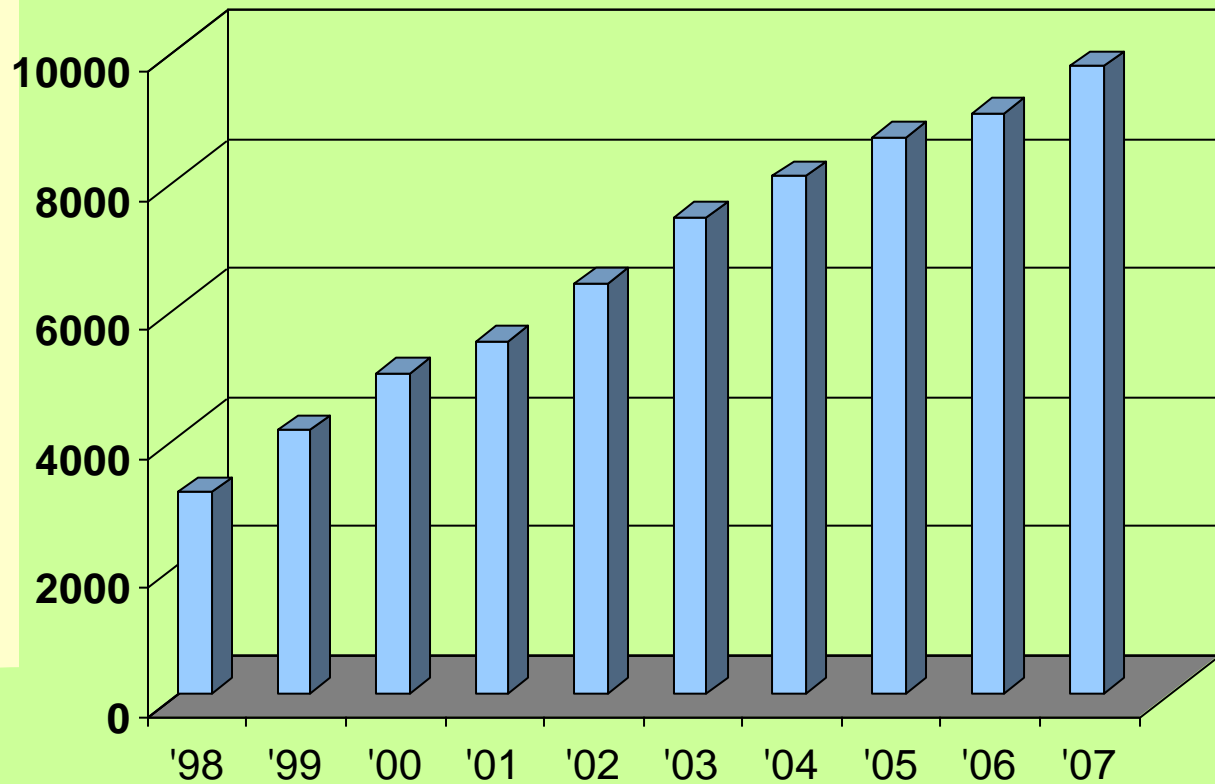
**\$49m** (1998)

**\$221.7m** (2007)

Compared to....

**C'wealth Grants Scheme +**  
**\$193m** (2007 prelim)

## Full degree international enrolments 1998-2007



# Student Migration-Driven Flows to Australia: International Enrolments by Top Source Countries October 2008

**(630,000 Enrolled by 2010 – Third Biggest Industry)**

Nationality	Enrolments	% of Total	Growth on YTD August 2007
<b>China (38% migrate)</b>	<b>112,172</b>	<b>23.6%</b>	<b>18.8%</b>
<b>India (66% migrate)</b>	<b>80,291</b>	<b>16.9%</b>	<b>47.4%</b>
Republic of Korea	31,667	6.7%	3.6%
Malaysia	20,449	4.3%	6.3%
Thailand	18,564	3.9%	9.8%
Hong Kong	16,827	3.5%	-5.0%
Nepal	14,605	3.1%	101.8%
Indonesia	14,071	3.0%	4.1%
Vietnam	13,367	2.8%	62.7%
Brazil	12,493	2.6%	26.4%
Other Nationalities	139,883	29.5%	9.2%
<b>Total Enrolments</b>	<b>474,389</b>	<b>100.0%</b>	<b>18.5%</b>

# Case Study 3: Competition for International Students for High Skilled Migration – United Kingdom

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- **Overall numbers:** 229,640 from outside the EU in 2007-08
- **Value:** £1.88 billion per year by 2009 (compared to £1.76 billion from government research grants)
- **Recent policy trends**
  - Fiscal incentive (IS funding compared to UK/ EU student grant)
  - 1999 and 2006 Blair initiatives (1999+ 116,300 new IS within 5 years, 2006: 100,00)
  - British Council promotion (110 offices)
  - Recent strategic initiatives: eg India initiative, Working in Scotland, Science & Engineering Graduates Scheme...
  - 'Launching of the UK-India Education and Research Initiative... to enhance the UK's competitive position by surpassing similar recent investments made by Australia, New Zealand and the Netherlands...'
- **5 Tier Managed Migration Program:** February 2008
- **2011:** International students to compensate for savage UK tertiary education budget cuts (Cameron government)
- **Pathways to migration:** Refined - skilled job offer/ strong earnings

Source: 'UK Rise in International Students', BBC, 24 September 2009.

[http://news.bbc.co.uk/2/hi/uk\\_news/education/8271287.stm](http://news.bbc.co.uk/2/hi/uk_news/education/8271287.stm); Keynote address on change in the UK higher education system, Professor Don Nutbeam, Australian Ninth Higher Education Summit, Brisbane, 27 April 2011.

# Competition for International Students for High Skilled Migration

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**Canada:** Canadian Experience Class 2008+

**Japan:** Goal set for 1 million additional students

**Netherlands:** By 2008 1300 courses taught wholly in English (c950 @ Masters or Bachelor level)/ Skill migration policy formation (2006 trial, 2008 'Blueprint')

## **Germany**

**Skilled migration policy 2005+; 2007+**

**Students defined as 'high potential group'**

**Access to PR after 5 years residence** (likely further fast-tracking);  
prioritisation of 'scientists with particular and outstanding knowledge' plus  
Masters and PhD IS; extension of priority fields (eg politics, economics)

## **Czech Republic**

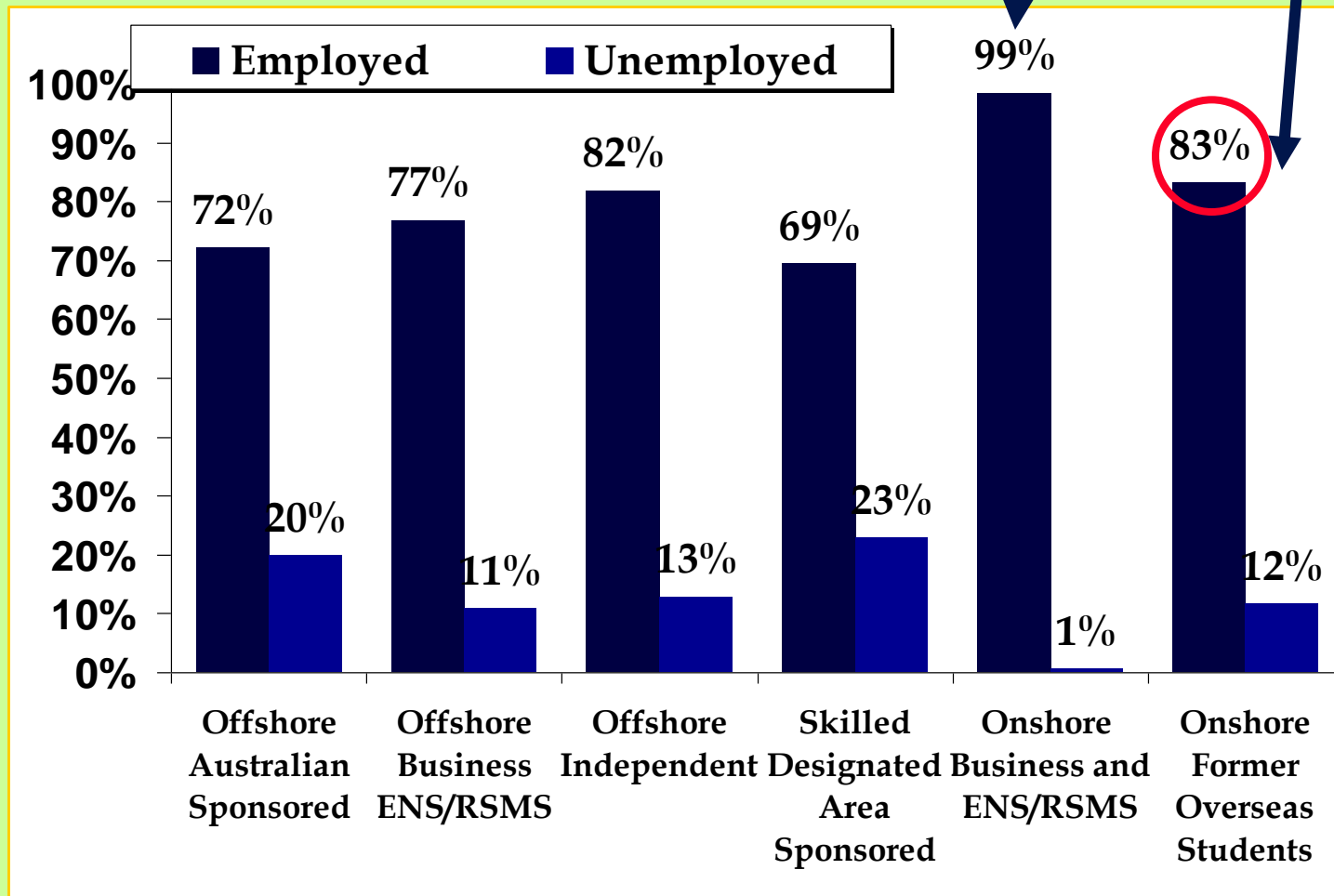
**Skill migration policy 2003+; 2008: 'Going global'**, targeting tertiary and  
secondary level students through International Office of Migration

## **Norway**

**2005+: Access to PG residence and work access for students – etc!**

# Australian Case Study: Advantage – Employment Outcomes @ 6 Months for Skilled Applicants

Source: *Evaluation of the General Skilled Migration Categories*, B Birrell, L Hawthorne & S Richardson, Commonwealth of Australia, 2006



# 'Protection' Provided by Study-Migration Pathway for Disadvantaged Birthplace Groups (6 Months Post-Migration)

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Country/ Region	Visa Status	Employed	Unemployed	Not in Labour Force
UK/ US/ Ire/ Canada/ NZ	Onshore	86.7	7.2	6.0
	Offshore	92.9	1.8	5.3
Europe	Onshore	91.2	5.3	3.5
	Offshore	91.7	5.6	2.8
India	Onshore	92.2	7.3	0.6
	Offshore	91.1	5.9	3.0
N Africa/ Middle East	Onshore	89.5	10.5	
	Offshore	71.4		28.6
Other Asia	Onshore	87.6	6.9	5.6
	Offshore	80.0	12.2	7.8
China	Onshore	74.8	10.9	14.3
	Offshore	54.7	27.4	17.9

Source: *Key Factors Influencing the English Language Proficiency, Workplace Readiness and Employment Outcomes of International Students*, S Arkoudis, L Hawthorne, C Baik, G Hawthorne, K O'Loughlin, E Bexley & D Leach, Department of Employment, Education and Workplace Relations, Canberra, 2009, 160pp

# Human Resource Potential: International Students as an Australian Medical, Dental and Nursing Workforce Resource (December 2009 Enrolments)

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Field	1996	2000	2002	2004	2008	2009
Dental science	98	124	155	227	341	387
Medicine	963	1117	1287	1505	2665	2772
Medical science	41	171	405	1072	881	1003
Nursing (basic)	762	839	790	1623	5451	6124
Nursing (post-basic)	545	2336	3591	3109	2631	2566
Physiotherapy	79	173	197	239	392	365

# The Latest Australian Skilled Migration Data – Former Students as a Skilled Migration Resource

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## Engineering:

- 4/5 of current engineer migrants

## Nursing:

- 1/2 of current migrants

## Accounting:

- 2/3 of current migrants

## Information technology:

- Almost 1/2 of current migrants

## Policy finetuning:

- **Greater emphasis on:** employer sponsorship, English ability (IELTS 7+), postgraduate qualifications....

*Source: Competing for Skills – Migration Policies and Trends in New Zealand and Australia*  
L Hawthorne, Government of New Zealand, Wellington, 2011

# BUT – Challenges in Attracting/ Retaining International Students: Case Study = India and China

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US (2006)	UK (2006)	Australia (2006)	Japan (2006)	New Zealand (2005)
<b>India (76,503)</b> <b>China (62,582)</b> S Korea (58,847) Japan (38,712) Canada (28,202) Taiwan (27,876) Mexico (13,931) Turkey (11,622) Germany (8,829) Thailand (8,765)	<b>China (50,755)</b> <b>India (19,205)</b> Greece (17,675) Ireland (16,790) US (14,755) Germany (13,265) France (12,455) Malaysia (11,450) Nigeria (9,605) HK (9,455)	<b>China (63,543)</b> <b>India (36,078)</b> Malaysia (18,074) HK (16,558) Indonesia (13,025) S Korea (12,352) US (11,901) Thailand (10,934) Japan (9,110) Singapore (8,906)	<b>China (74,292)</b> S Korea (15,974) Taiwan (4,211) Malaysia (2,156) Vietnam (2,119) US (1,790) Thailand (1,734) Indonesia (1,553) Bangladesh (1,456) Sri Lanka (1,143)	<b>China (26,546)</b> US (2,480) <b>India (1,886)</b> S Korea (2,094) Japan (2,040) Malaysia (1,329) Thailand (654) Fiji (644) Hong Kong (432) Taiwan (425)

**France:** 15,963 Chinese students by 2006 (compared to 2,111 in 2000)

**Germany:** 27,390 Chinese students by 2006 (compared to 6,256 in 2000)

Source: Based on data in a range of tables included in *International Student Mobility: Patterns and Trends*, V Lasanowski & L Verbik, The Observatory on Borderless Higher Education, UK, September 2007

# Select Issues

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## 1. Stability as a source of supply?

- Eg China and New Zealand: 139→30,000→half! in 2005)

## 2. Transformation of source countries to providers:

- China, Singapore, Malaysia
- Chinese overseas graduates – from ‘sea turtles’ to ‘sea weed’?

## 3. Impact of the global financial crisis:

- Case study - 1997-99 Asian currency crisis (scholarship cancellation, destination change, impact on regional supply)
- Price - Brutalisation of savings reserves
- Currency values – eg \$A evaluation versus \$US

## 4. Capacity to Pay? Decline in G20 Stock Markets (Year to October 2008)

<b>G20 Stock Markets</b>	<b>Decline</b>
<b>China Shanghai Composite</b>	<b>-66%</b>
<b>Russia RTS</b>	<b>-61%</b>
<b>Japan Nikkei 225</b>	<b>-52%</b>
<b>Italy MIBTEL</b>	<b>-52%</b>
<b>Turkey ISE Nat 100</b>	<b>-50%</b>
<b>France CAC 40</b>	<b>-46%</b>
<b>Argentina Merval</b>	<b>-46%</b>
<b>Indonesia JCI</b>	<b>-45%</b>
<b>India BSE Sensex</b>	<b>-43%</b>
<b>Brazil Bovespa</b>	<b>-43%</b>
<b>German DAX</b>	<b>-43%</b>
<b>British FTSE 100</b>	<b>-42%</b>
<b>Australian All Ordinaries</b>	<b>-42%</b>
<b>US DJIA</b>	<b>-40%</b>
<b>South Korea KOSPI</b>	<b>-39%</b>
<b>Mexico Bolsa</b>	<b>-39%</b>
<b>Canadian S&amp;P/TSX</b>	<b>-37%</b>
<b>South Africa JSE</b>	<b>-34%</b>
<b>Saudi Arabia Tadawul</b>	<b>-26%</b>

# Global Fee Differentials at That Time (2011 – Impact of \$A and \$C?)

Destination Country	Course/ University	Fees in \$US
Australia	University of Sydney	
	Business/ Management	\$US18,383
	Mechanical Engineering	\$US20,164
Canada	Laval University	
	Business/ Management	\$US10,634
	Mechanical Engineering	\$US11,852
China	Shanghai Jiaotong University	
	One fee for all courses	\$US3,300
France	University of Paris (Sorbonne)	
	One fee for all courses	\$US235
Germany	University of Heidelberg	
	No fees for courses at this stage (policy under review)	Nil
Japan	University of Tokyo	
	One fee for all courses	\$US4,652
Malaysia	University of Malaya	
	Business/ Management	\$US1,704
	Mechanical Engineering	\$US1,464
New Zealand	University of Otago	
	Business/ Management	\$US12,120
	Mechanical Engineering	\$US13,687
United Kingdom	Oxford University	
	Business/ Management	£10,360
	Engineering	£11,840
United States	University of California	
	General UG course per year	\$US27,335

Source: Adapted from *International Student Mobility: Patterns and Trends*, V Lasanowski & L Verbik (UK Observatory on Higher Education, London, 2007), with extra data sourced from Oxford University and University of California websites

## 5. Risk of Perverse Study-Migration Incentives – Impact of Australia’s Mining Boom on International Student Enrolments (Occupations in Demand List)

Year	Professions	Trades and Vocational Occupations
1999 (June)	IT, Accountancy, Physiotherapist, Registered Nurse, Sonographer	Boilermaker, Machinist, Pastry Cook, Refrigeration & Air Conditioning Mechanic, Welder
2007 (August)	Accountant, Anaesthetist, Architect, Chemical Engineer, Civil Engineer, Computing Professional - specialising in CISSP, C++/C#/C, Java, J2EE, Network Security/Firewall/Internet Security, Oracle, PeopleSoft, SAP, SIEBEL, Sybase SQL Server; Dental Specialist, Dentist, Dermatologist, Electrical Engineer, Emergency Medicine Specialist, External Auditor, General Medical Practitioner, Hospital Pharmacist, Mechanical Engineer, Medical Diagnostic Radiographer, Mining Engineer (excluding Petroleum), Obstetrician and Gynaecologist, Occupational Therapist, Ophthalmologist, Paediatrician, Pathologist, Petroleum Engineer, Physiotherapist, Podiatrist, Psychiatrist, Quantity Surveyor, Radiologist, Registered Mental Health Nurse, Registered Midwife, Registered Nurse, Retail Pharmacist, Specialist Medical Practitioners (not elsewhere classified), Specialist Physician, Speech Pathologist, Sonographer, Surgeon, Surveyor	Aircraft Maintenance Engineer (Avionics), Aircraft Maintenance Engineer (Mechanical), Automotive Electrician, Baker, Boat Builder and Repairer, Bricklayer, Cabinetmaker, Carpenter, Carpenter and Joiner, Chef, Cook, Drainer, Electrical Powerline Tradesperson, Electrician (Special Class), Electronic Equipment Tradesperson, Fibrous Plasterer, Fitter, Floor Finisher, Furniture Finisher, Furniture Upholsterer, Gasfitter, General Electrician, General Plumber, Hairdresser, Joiner, Lift Mechanic, Locksmith, Mechanical Services and Air-conditioning Plumber, Metal Fabricator (Boilermaker), Metal Machinist (First Class), Motor Mechanic, Optical Mechanic, Painter and Decorator, Panel Beater, Pastry Cook, Pressure Welder, Refrigeration and Air-conditioning Mechanic, Roof Plumber, Roof Slater and Tiler, Solid Plasterer, Sheetmetal Worker (First Class, Stonemason, Toolmaker, Vehicle Body Maker, Vehicle Painter, Wall and Floor Tiler, Welder (First Class)



# Indian Student Enrolment Trends by Sector in Australia - The Shift to Vocational Courses (2002 to 2008) Compared to Chinese Students

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## Enrolments – a different echelon arriving 2006+?

- 65,377 (June 2008) cf 93,387 (China)
- February 2009: Poised to overtake China

## Proportion migrating:

- 66-73% (cf China)

## Universities and colleges of choice:

- Lowest ranking

## Sector of enrolment:

- Dramatic shift to VET sector
- June 2008: 36,045 in VET sector compared to 21,111 in degrees
- 2002: 1,827 in VET sector (compared to 6,575 in degrees)
- (China = 18,808 in VET sector compared to 41,812 in degrees)

## Course skewing: MODL trades

## Case study: From music to mudl 'The Silver Trowel'



## English Scores of Former International Students After Completing Australian Degrees When Applying for Skilled Migration (Typically Masters) – Eg China

Source Country	ESL Points: 15 (IELTS 5) 2004-05	ESL Points: 15 (IELTS 5) 2005-06	ESL Points: 20 (IELTS 6) 2004-05	ESL Points: 20 (IELTS 6) 2005-06	Total Tested 2004-05	Total Tested 2005-06
<b>China</b>	<b>43%</b>	<b>43%</b>	56%	57%	2,655	4,209
India	5%	17%	94%	82%	2,433	2,169
Indonesia	16%	32%	84%	68%	1,408	749
Malaysia	16%	24%	84%	76%	1,113	797
Hong Kong	17%	43%	83%	57%	863	683
South Korea	23%	56%	76%	44%	474	449
Singapore	10%	18%	90%	82%	440	258
Bangladesh	23%	42%	77%	58%	436	479
Sri Lanka	10%	25%	90%	75%	360	346
Japan	18%	37%	82%	63%	248	174
Taiwan	24%	47%	76%	53%	231	133
Pakistan	9%	25%	90%	75%	224	141
Thailand	29%	51%	70%	49%	200	175
Vietnam	36%	33%	64%	67%	200	152

# Determinants of Former International Students' Employment Success @ 18 Months

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## Former students:

- More likely, or just as likely, to be employed in own profession than offshore migrants if qualified in longer Australian courses, and at degree level

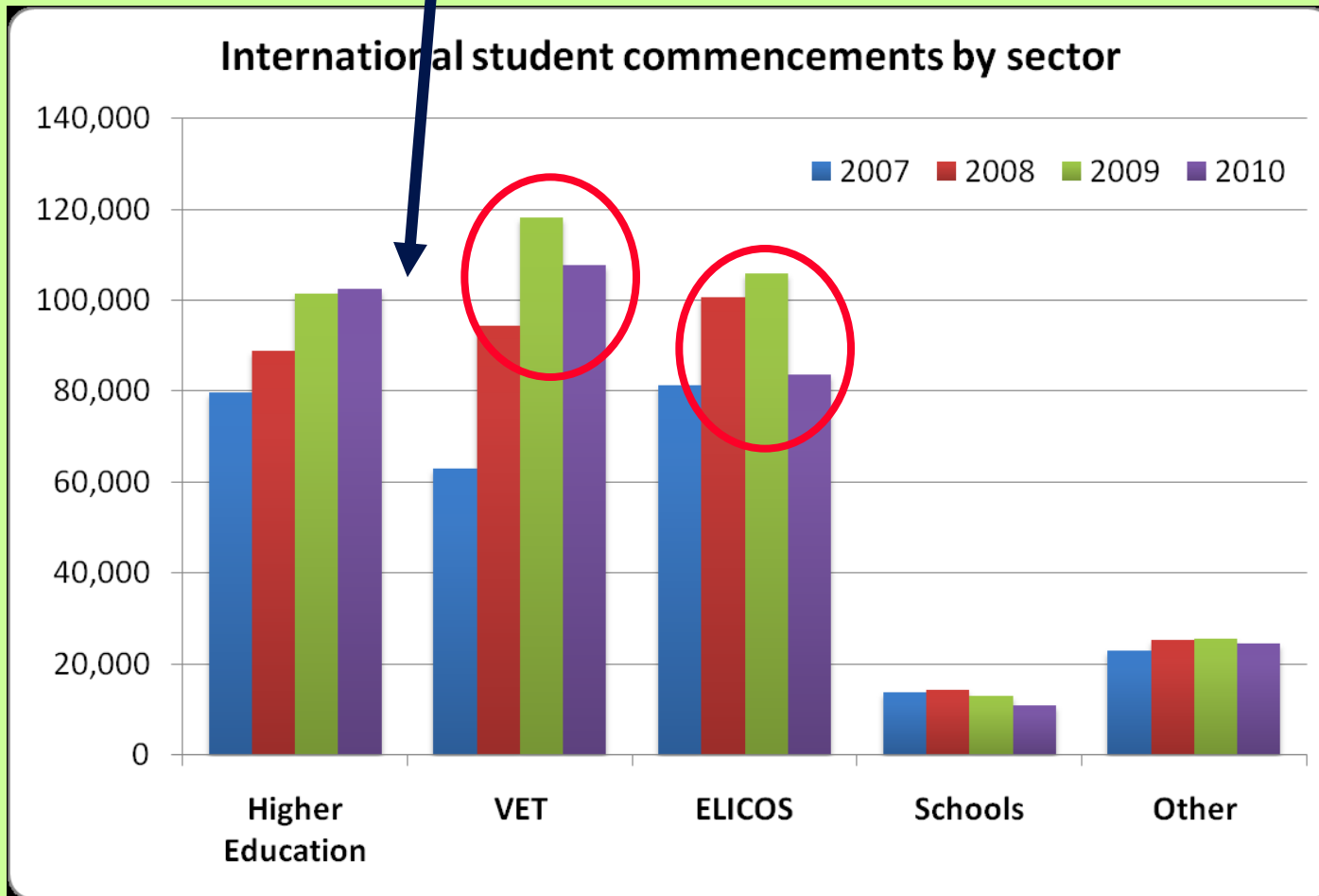
## Advantaged if:

- High level English
- PG qualifications
- University qualifications in select fields (not over-supplied)

## Case studies:

- Law, Medicine, Nursing
- Compared to trades – employment??

# International Student Enrolments in Response to Skilled Migration Policy Change - 2007-2010 Commencements by Sector (AEI 2011)



## 6. Sector of International Student Enrolment as a Skilled Migration Resource? Canada in 2008

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### Resources for the Canadian Experience Class?

Higher education sector: **31,368**

School sector: 19,832

Other post-secondary: 13,644

Technical sector: 8,985

Other: 5,663

**Total: 79,492** (excluding Study Abroad semester length students)

**Top source countries:** China (13,963), Republic of Korea (13,968), USA (4,829), France (4,340), Japan (3,570), **India (3,501)**, Saudi Arabia (3,403), Mexico (2,558), Germany (2,431)

### Takeup of Canadian Experience Class by 2009?

- **Disappointing: Just 1,775** former students

Source: Visa data secured by L Hawthorne from Citizenship and Immigration Canada (August 2009); Citizenship and Immigration Canada (2010), 2000-09 Statistics on Migration, <http://www.cic.gc.ca/english/resources/statistics/facts2009/temporary/19.asp>

## 7. Speed and Certainty of Migration Outcomes? Assessing The Global 'Total Package'

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**US Green Card access: 2008**

**Study + HIB visa pathway – 16 years?**

**Australia: 2006**

1. Speed
2. Efficiency and integrity
3. Certainty of outcome
4. Family/ partner work rights/ Access to citizenship
5. No backlog (pool = maximum 2 years)
6. Points rising (110→115→120); e-based 2005+



# Conclusion - The Ethics of International Student Migration?

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## Traditional skilled migration paradigm:

- Age – 30's to 40's
- Education – resourced by home country

## Emerging study-migration paradigm:

- Age – 20's
- Education – resourced by family (sponsored students excluded)

## Policy exemplar – China:

- Impossibility of constraining individual agency
- Open door – OECD countries
- Attract back – employment and lifestyle incentives
- National benefits – human capital transfer

## Policy exemplar – UK-based multinationals:

- Recruit third country nationals – preferred HR resource to address new markets (Salt)

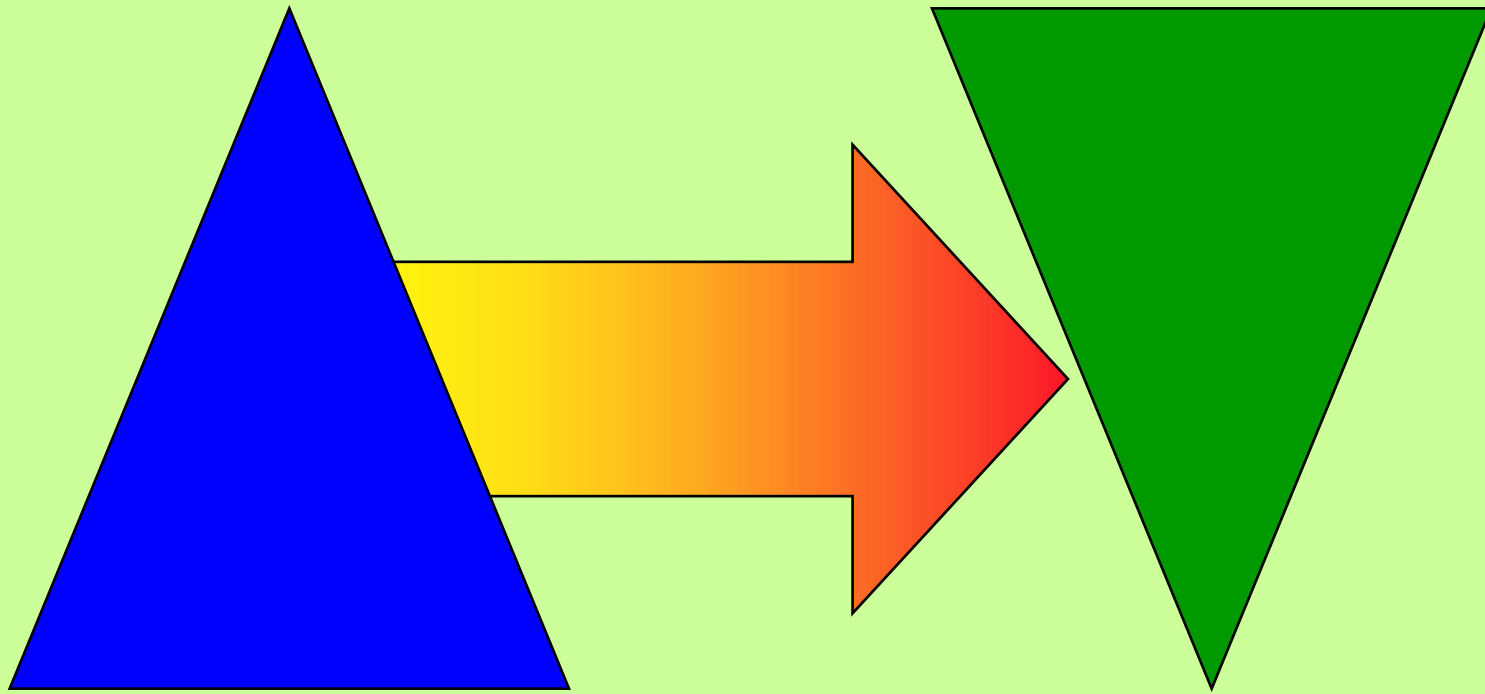
# Contemporary Skilled Migration Trends: OECD Countries and International Students

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1. Facilitating student entry
2. Language of instruction
3. Certainty of access to postgraduate stay
4. Cross-subsidisation of study
5. Global promotion (British Council, IDP Australia, IOM)
6. Pathways into postgraduate employment
7. Access to permanent resident status
8. 'The total package' (speed of processing, certainty of outcome, access to PR/ citizenship, employment outcomes)

# Hyper-Mobility in a Global Age – The Study-Migration Pathway in the ‘Looming War for Skills’

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Traditional population structure

Emerging population structure