APRIL 2021

International student mobility Report

T.I.M.E. Association

Gwenaëlle Guillerme
Secretary General - T.I.M.E. Association
Introduction

The objective of this report is to provide key figures related to students enrolled in higher education around the world. It is based on the data collected by the Unesco Institute for Statistics. A longitudinal approach was also considered to highlight the changes over the five years (2008-2018).

The world’s international student population reached 5.6 million in 2018. Half of these students come from Asia-Oceania. English-speaking countries are still among the largest hosts for international students dominated by the United States, the United Kingdom, and Australia. Non-English speaking countries such as Germany, Russia and France are also large hosts of international students. While Western countries have long attracted many international students, other countries have seen a considerable increase in international enrollments. Notably, China, and Turkey posted increases of 85% to 138% over the five years under study (2013-2018). South Korea, Belgium and Argentina have also seen strong growth in the number of students they host (up 20% to 23% in a year).

As far as the outgoing mobility is concerned, the top sending countries are dominated by China, India, Germany, Vietnam, South Korea and France - In absolute terms, Chinese and Indian students remain by far the largest contingents seeking a degree abroad. Other Asian countries, such as Nepal (+27%) and Vietnam (+15%) also saw growth in outbound mobility between 2017 and 2018.

The OECD forecasts a total of 8 million internationally mobile students by 2025 (OECD, 2017). Is this still a viable assumption? The pandemic has disrupted international student mobility. What will the future of international student mobility actually look like after the crisis? Obviously, international enrollment will be impacted. Yet, students interest in international education (personal growth, search for excellent education, and career benefits) in international education will continue.

However, renewed optimism is not naive. There will be important lessons to be drawn. New international mobility formats will emerge. Confronting the crisis also means understanding its roots, resisting any form of ideological drift – protectionism, xenophobia, fear. This crisis must not lead us to radically question the free movement of people and goods. The health crisis is occurring at a time when we need to find a new balance.

Is it T.I.M.E. for a international mobility "renaissance"?

Our mission is to get through this crisis together. No one ever said it would be easy, but we will make it.

Gwenaëlle Guillerme
Secretary General, T.I.M.E. Association
Methodology

The first part of this report aims to provide a global statistical picture of degree-seeking international students flows in tertiary education. It outlines the overall distribution of mobile students worldwide as well as the analysis of mobility from a regional perspective. It is based on the annually data collection of the UIS-UNESCO.

The analysis focuses exclusively on student degree mobility, which is defined as "long term mobility of students with the purpose of completing a whole study cycle and the acquisition of a degree (Bachelor, Master or PhD) abroad."

There are some limitations. Despite some countries having reported data up to 2020, only mobility data from 2018 are consistently reported. Moreover, data of UIS-UNESCO does not allow a differentiated analysis of mobile students by field of study.

In the second part, we will provide T.I.M.E. Mobility data with a focus on Semester Exchanges and Double Degrees between T.I.M.E. Members for the academic year from 2018-2019 to 2019-2020.

All statistical analysis was performed using R programming language.
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HTTP://TIMEASSOCIATION.ORG/
225 M
STUDENT POPULATION

5.6 M
INTERNATIONAL STUDENTS

EUROPE
1ST HOST REGION
In **Europe**, **North America**, **Latin America and Oceania**, the size of youth population is projected to slightly decline by 2050 (median prediction interval). As a proportion of the 20-24 population, **Europe** will count for 5%, **North America** (4%), **Latin America** (7%) and **Oceania** (1%) in 2050. **Asia**'s population 20-24 is declining, but will count for 50% in 2050.

By contrast, the youth population of **Africa** is expected to continue growing. By 2050, it will have almost double its current size. One third of the population 20-24 will be in Africa (33%).

However, in 2050, 55% of the expected concentration of growth will be in ten countries (India, China, Nigeria, Pakistan, Indonesia, the United States, Ethiopia, Democratic Republic of Congo, Brazil, Bangladesh)
The landscape of higher education globally continues to shift remarkably. According to the UNESCO Institute for Statistics, in 1970 there were 32 million students enrolled in higher education institutions compared to 100 million in 2000. This represents an increase of 212% over this period and 125% between 2000 (100 million) and 2018.
In 10 years, student population has grown by almost 40%, from 164 million to 225 million, with most of the growth taking place in Asia (+64%).

Similarly, but in smaller volumes, Africa and Latin America have seen respectively an increase at 39% and 50%. North America (+4%) and Europe (-14%) see their share decrease sharply.
China and India (N=79 M) account for 35% of the world's student population (225 million). Student numbers have increased by 68% in China, 100% in India, and 82% in Indonesia between 2008 and 2018. With the expected decline in the student population, this growth is expected to slow down by 2030.

In Latin America, Brazil, Mexico and Colombia experienced a rapid growth in student numbers by 47%, 74% and 62%

On the European continent (non-EU countries), different dynamics can be observed such as a decrease in the number of students in Russia (-39%) offset by the rapid increase in the number of students in Turkey (+200%), 5 774 913 and 7 560 371 respectively.

In the Middle East, Egypt and Iran are part of the Top 20 countries for student population in 2018.
5,571,402
INTERNATIONAL STUDENTS AROUND THE WORLD

Source: UNESCO Institute for Statistics, April 2021
European countries host the biggest share of mobile students: 40% of the global mobile students are studying in a European country, whereas approximately one quarter of all mobile students is studying in North America or Asia. Almost, one in five mobile students choose a host country in Oceania while only 4% study in an African country or 3% in Latin America.

European students, as shown in the lower half of the graph, represent only 18% of the world’s mobile student population. European countries in total can therefore be seen as net importing countries by receiving almost two times more students than sending. Northern America’s import-export ratio is even more distinctive: North America receive more mobile students than they have own students studying abroad. In contrast, Asia represent the countries of origin for over half of the mobile students worldwide (61%) but they host “only” 22% of them.
In 2018, nearly **5.6 million students** were on mobility worldwide (out of 225 million students) compared to 4.2 million in 2013, an increase of 32%. Despite this increase, **student mobility** still only concerns **2% of the world student population**.

The **European Union** is a key geographical area receiving **2.2 million students**, followed by **North America** (1.2 million) and **Asia-Oceania** (1.7 million). Europe and North America alone account for 60% of inward mobility, while **Africa** (224,480), **Latin America and the Caribbean** (190,423) account for **less than 4%**.
In addition to the growth in the number of mobile students, the number of destination countries of destination is also increasing. In recent years, several countries have developed internationalisation policies. They are capturing a growing share such as with Asia (+44%) and in particularly with China (+85%) between 2013 and 2018 (See Table 2 - p.10).

In terms of country destinations, English-speaking countries are the most attractive student destinations overall, with four countries receiving almost 40% of all internationally mobile students. The United States is the top destination country for international tertiary students. Of the 5.6 million international students, 987,314 are enrolled in programmes in the United States. Then, among the English-speaking countries, the United Kingdom accounts for 452,079 international students, Australia 444,514 and Canada 224,548.

As a destination country, the United States alone accounts for 18% of the global education market share. Australia and the United Kingdom each have respectively 8% of the global market share.

In Europe, Germany is also major EU host country with almost 6% of the global mobile students, followed by France (4%). The Russian Federation is another major destination, with 5% of global mobile students.

The OECD forecast a total of 8 million internationally mobile students by 2025 (OECD, 2017). Is it still a viable assumption? The pandemic has disrupted international student mobility. What will the future of international student mobility actually look like after the crisis?
### Table 2: Number of incoming students - Top 20 Countries (2017 and 2018)

<table>
<thead>
<tr>
<th>Country</th>
<th>International students hosted 2017</th>
<th>International students hosted 2018</th>
<th>Change 2017/2018</th>
<th>Change 2013/2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>USA</td>
<td>984,898</td>
<td>987,314</td>
<td>0%</td>
<td>26%</td>
</tr>
<tr>
<td>UK</td>
<td>435,734</td>
<td>452,079</td>
<td>4%</td>
<td>8%</td>
</tr>
<tr>
<td>Australia</td>
<td>381,202</td>
<td>444,514</td>
<td>17%</td>
<td>78%</td>
</tr>
<tr>
<td>Germany</td>
<td>258,873</td>
<td>311,738</td>
<td>20%</td>
<td>59%</td>
</tr>
<tr>
<td>Russia</td>
<td>250,658</td>
<td>262,416</td>
<td>5%</td>
<td>23%</td>
</tr>
<tr>
<td>France</td>
<td>258,380</td>
<td>229,623</td>
<td>-11%</td>
<td>0%</td>
</tr>
<tr>
<td>Canada</td>
<td>209,979</td>
<td>224,548</td>
<td>7%</td>
<td>48%</td>
</tr>
<tr>
<td>Japan</td>
<td>164,338</td>
<td>182,748</td>
<td>11%</td>
<td>35%</td>
</tr>
<tr>
<td>China</td>
<td>157,108</td>
<td>178,271</td>
<td>13%</td>
<td>85%</td>
</tr>
<tr>
<td>Turkey</td>
<td>108,076</td>
<td>125,138</td>
<td>16%</td>
<td>130%</td>
</tr>
<tr>
<td>Argentina</td>
<td>88,873</td>
<td>109,226</td>
<td>23%</td>
<td>NC</td>
</tr>
<tr>
<td>Italy</td>
<td>97,563</td>
<td>106,611</td>
<td>9%</td>
<td>29%</td>
</tr>
<tr>
<td>Netherlands</td>
<td>96,289</td>
<td>104,015</td>
<td>8%</td>
<td>51%</td>
</tr>
<tr>
<td>South Korea</td>
<td>70,796</td>
<td>84,749</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>Austria</td>
<td>73,964</td>
<td>75,259</td>
<td>2%</td>
<td>6%</td>
</tr>
<tr>
<td>Saudi Arabia</td>
<td>78,344</td>
<td>73,977</td>
<td>-6%</td>
<td>19%</td>
</tr>
<tr>
<td>Spain</td>
<td>64,927</td>
<td>70,912</td>
<td>9%</td>
<td>26%</td>
</tr>
<tr>
<td>Poland</td>
<td>63,925</td>
<td>54,354</td>
<td>-15%</td>
<td>98%</td>
</tr>
<tr>
<td>Switzerland</td>
<td>53,368</td>
<td>54,279</td>
<td>2%</td>
<td>15%</td>
</tr>
<tr>
<td>Belgium</td>
<td>44,978</td>
<td>53,896</td>
<td>20%</td>
<td>11%</td>
</tr>
</tbody>
</table>

The graphs display the relation between outgoing and incoming mobility by correlating the total numbers of outgoing and incoming mobile students with the international student population in 2018. The calculation is based on the Top 20 Incoming countries. Total IN = 4 185 667, Top 20 Total OUT = 1 991 478). We can identify four major groups of countries.

However, in order to describe and categorize countries regarding their student mobility pattern, we also have to compare incoming and outgoing mobility flows with the size of the national student population (See Figure 8, p.12).
Countries with high shares of incoming mobile and outgoing mobile students studying abroad such as Switzerland and Austria;

Countries with high shares of incoming mobile students and low shares of outgoing mobile students such as the United Kingdom, Australia;

Countries with low shares of incoming mobile students and high shares of outgoing mobile students such as Saudi Arabia, South Korea

Countries with low shares of incoming mobile students and low shares of outgoing mobile students such as Turkey, Argentina

This graph displays the relation between outgoing and incoming mobility by correlating the total numbers of outgoing and incoming mobile students with the host country’s student population. In the case of China and the United States, the size of the student population (44 M and 18 M respectively) could be explanations for these findings. As Figure 8 shows, 26 % of the total national student population in Australia (N=1,677,242), are international students (N=444,514).

This graph also indicates several types of mobility patterns:

- Countries with high shares of incoming mobile and outgoing mobile students studying abroad such as Switzerland and Austria;

- Countries with high shares of incoming mobile students and low shares of outgoing mobile students such as the United Kingdom, Australia;

- Countries with low shares of incoming mobile students and high shares of outgoing mobile students such as Saudi Arabia, South Korea

- Countries with low shares of incoming mobile students and low shares of outgoing mobile students such as Turkey, Argentina
Number of Incoming students per country of origin (2018)

Top 1 - USA

Top 2 - UK

Top 3 - Australia

Top 4 - Germany

Top 5 - France

Top 7 - Canada

Top 8 - Japan

Top 10 - Turkey

Missing data in the Unesco database for Russia (Top 5) and China (Top 9)

Source: UNESCO Institute for Statistics, April 2021
United States

INCOMING STUDENTS: 987,314
OUTGOING STUDENTS: 84,349

Source: UNESCO Institute for Statistics, April 2021
United Kingdom

**INCOMING STUDENTS:** 452,079
**OUTGOING STUDENTS:** 38,986

**Nb of Incoming students per country of origin**

- China: 125,000
- India: 100,000
- USA: 75,000
- Hong Kong: 50,000
- Malaysia: 25,000
- Italy: 0
- France: 0
- Germany: 0
- Nigeria: 0
- Greece: 0

**Nb of UK students per country of destination**

- United States: 12,500
- Germany: 10,000
- Australia: 7,500
- Bulgaria: 5,000
- Canada: 2,500
- Ireland: 0
- Spain: 0
- France: 0
- Denmark: 0
- Austria: 0

Source: UNESCO Institute for Statistics, April 2021
LEADERS IN INBOUND MOBILITY - TOP 3

Australia

INCOMING STUDENTS: 414,514
OUTGOING STUDENTS: 13,319

Nb of Incoming students per country of origin

Nb of UK students per country of destination

Source: UNESCO Institute for Statistics, April 2021
Germany

INCOMING STUDENTS: 311,738
OUTGOING STUDENTS: 122,538

Source: UNESCO Institute for Statistics, April 2021
Russia

INCOMING STUDENTS: 262,416
OUTGOING STUDENTS: 57,632

**Missing data for the incoming students in Russia**
(Unesco database)

Source: UNESCO Institute for Statistics, April 2021
LEADERS IN INBOUND MOBILITY - TOP 6

France
INCOMING STUDENTS: 229 623
OUTGOING STUDENTS: 99 488

Nb of Incoming students per country of origin

Morocco  >  Algeria  >  China  =  Tunisia  >  Senegal  >  Italy

Source: UNESCO Institute for Statistics, April 2021

 Nb of French students per country of destination

Canada  >  Belgium  >  Switzerland  >  Germany  >  Spain  >  USA  >  Netherlands  >  Romania  >  Italy
LEADERS IN INBOUND MOBILITY - TOP 8

Japan

INCOMING STUDENTS: 182 748
OUTGOING STUDENTS: 31 903

Source: UNESCO Institute for Statistics, April 2021
LEADERS IN INBOUND MOBILITY - TOP 7

INCOMING STUDENTS: 224,548
OUTGOING STUDENTS: 48,345

Source: UNESCO Institute for Statistics, April 2021
China

INCOMING STUDENTS: 178,721
OUTGOING STUDENTS: 993,367

Missing data for the incoming students in China (Unesco database)

Nb of Chinese students per country of destination

Source: UNESCO Institute for Statistics, April 2021
LEADERS IN INBOUND MOBILITY - TOP 10

Turkey

INCOMING STUDENTS: 125,138
OUTGOING STUDENTS: 47,546

Source: UNESCO Institute for Statistics, April 2021
### Table 3: Number of outgoing students per world region (2013-2018)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Asia</td>
<td>2,378,045</td>
<td>2,627,990</td>
<td>2,844,233</td>
<td>3,091,935</td>
<td>3,269,580</td>
<td>3,389,413</td>
<td>43%</td>
</tr>
<tr>
<td>Europe</td>
<td>864,887</td>
<td>890,221</td>
<td>919,250</td>
<td>952,118</td>
<td>987,285</td>
<td>1,000,620</td>
<td>16%</td>
</tr>
<tr>
<td>Africa</td>
<td>431,621</td>
<td>472,222</td>
<td>507,617</td>
<td>538,158</td>
<td>550,275</td>
<td>558,320</td>
<td>29%</td>
</tr>
<tr>
<td>Latin America and the Caribbean</td>
<td>264,155</td>
<td>278,663</td>
<td>296,605</td>
<td>308,749</td>
<td>341,320</td>
<td>356,208</td>
<td>35%</td>
</tr>
<tr>
<td>Northern America</td>
<td>124,000</td>
<td>127,129</td>
<td>132,186</td>
<td>136,193</td>
<td>137,811</td>
<td>134,294</td>
<td>8%</td>
</tr>
<tr>
<td>Oceania</td>
<td>29,374</td>
<td>29,898</td>
<td>29,555</td>
<td>31,085</td>
<td>31,027</td>
<td>31,047</td>
<td>6%</td>
</tr>
</tbody>
</table>

## Top 20 countries

Table 4: Number of outgoing students per Top 20 outgoing countries (2018)

<table>
<thead>
<tr>
<th>Country</th>
<th>2017</th>
<th>2018</th>
<th>Evolution between 2017 and 2018</th>
<th>Evolution between 2013 and 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
<td>928 365</td>
<td>993 367</td>
<td>7%</td>
<td>38%</td>
</tr>
<tr>
<td>India</td>
<td>341 442</td>
<td>375 055</td>
<td>10%</td>
<td>97%</td>
</tr>
<tr>
<td>Germany</td>
<td>122 961</td>
<td>122 538</td>
<td>0%</td>
<td>2%</td>
</tr>
<tr>
<td>Viet Nam</td>
<td>94 621</td>
<td>108 527</td>
<td>15%</td>
<td>94%</td>
</tr>
<tr>
<td>South Korea</td>
<td>105 500</td>
<td>101 774</td>
<td>-4%</td>
<td>-11%</td>
</tr>
<tr>
<td>France</td>
<td>89 412</td>
<td>99 488</td>
<td>11%</td>
<td>30%</td>
</tr>
<tr>
<td>USA</td>
<td>86 596</td>
<td>84 349</td>
<td>-3%</td>
<td>11%</td>
</tr>
<tr>
<td>Kazakhstan</td>
<td>84 852</td>
<td>83 503</td>
<td>-2%</td>
<td>54%</td>
</tr>
<tr>
<td>Nepal</td>
<td>64 288</td>
<td>81 917</td>
<td>27%</td>
<td>155%</td>
</tr>
<tr>
<td>Saudi Arabia</td>
<td>84 246</td>
<td>77 406</td>
<td>-8%</td>
<td>3%</td>
</tr>
<tr>
<td>Nigeria</td>
<td>85 925</td>
<td>76 338</td>
<td>-11%</td>
<td>19%</td>
</tr>
<tr>
<td>Italy</td>
<td>74 761</td>
<td>75 954</td>
<td>2%</td>
<td>51%</td>
</tr>
<tr>
<td>Ukraine</td>
<td>77 878</td>
<td>72 063</td>
<td>-7%</td>
<td>69%</td>
</tr>
<tr>
<td>Brazil</td>
<td>58 876</td>
<td>67 183</td>
<td>14%</td>
<td>70%</td>
</tr>
<tr>
<td>Syria</td>
<td>53 469</td>
<td>64 379</td>
<td>20%</td>
<td>157%</td>
</tr>
<tr>
<td>Malaysia</td>
<td>63 276</td>
<td>61 904</td>
<td>-2%</td>
<td>3%</td>
</tr>
<tr>
<td>Pakistan</td>
<td>54 742</td>
<td>58 821</td>
<td>7%</td>
<td>46%</td>
</tr>
<tr>
<td>Russia</td>
<td>56 798</td>
<td>57 632</td>
<td>1%</td>
<td>12%</td>
</tr>
<tr>
<td>Iran</td>
<td>53 220</td>
<td>56 376</td>
<td>6%</td>
<td>14%</td>
</tr>
<tr>
<td>Morocco</td>
<td>51 308</td>
<td>52 500</td>
<td>2%</td>
<td>30%</td>
</tr>
</tbody>
</table>

In 2018, Chinese and Indian students are still by far the most likely to study abroad. The number of internationally mobile students from these countries is also increasing at a much faster rate (+7% and +10% respectively over one year). Although India still sends far fewer mobile students than China, it has seen a much greater increase over five years (+97% compared to +38%).

Other Asian countries such as Nepal (+27%) and Vietnam (+15%) have also seen their outgoing student numbers increase over one year. The latter has thus become the 4th country of origin for mobile students in 2018.

Europe is also an important departure zone, with 1 009 620 people studying in a country other than their own in 2018. It represents almost 18% of the total mobile population. North America mobile students (N=84 349) accounts only for 1.5%.

Nigeria (-11%) follows a reverse trend, with a decrease in the number of its mobile students - a first for this country which had previously experienced uninterrupted growth in its outgoing numbers.

South Korea remains the fifth most popular country of origin for internationally mobile students, but there has been a slight decrease over one year (-4%). France, whose numbers are increasing (+11%), remains the sixth country of origin of internationally mobile students.
Source: UNESCO Institute for Statistics, April 2021
LEADERS IN OUTBOUND MOBILITY - TOP 1

China

OUTGOING STUDENTS: 993 367
INCOMING STUDENTS: 178 721

缺失数据 Unesco数据库

Missing data for the incoming students in China
(Unesco database)
LEADERS IN OUTBOUND MOBILITY - TOP 2

India

OUTGOING STUDENTS: 375 055
INCOMING STUDENTS: 47 424

Source: UNESCO Institute for Statistics, April 2021
LEADERS IN INBOUND MOBILITY - TOP 3

Germany

OUTGOING STUDENTS: 122,538
INCOMING STUDENTS: 311,738

Nb of German students per country of destination

Source: UNESCO Institute for Statistics, April 2021
LEADERS IN OUTBOUND MOBILITY - TOP 4

Vietnam

OUTGOING STUDENTS: 108 527
INCOMING STUDENTS: 7 250

Nb of Vietnamese students per country of destination

Outbound students: 108,527

INCOMING STUDENTS: 7,250

Source: UNESCO Institute for Statistics, April 2021
LEADERS IN OUTBOUND MOBILITY - TOP 5

South Korea

OUTGOING STUDENTS: 101 774
INCOMING STUDENTS: 84 749

Nb of Korean students per country of destination

Nb of Incoming students per country of origin

Source: UNESCO Institute for Statistics, April 2021
LEADERS IN OUTBOUND MOBILITY - TOP 6

France

OUTGOING STUDENTS: 99,488
INCOMING STUDENTS: 229,623

Source: UNESCO Institute for Statistics, April 2021
LEADERS IN OUTBOUND MOBILITY - TOP 7

**United States**

**OUTGOING STUDENTS:** 84,349  
**INCOMING STUDENTS:** 987,314

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**Nb of American students**  
per country of destination

- **UK**: 15,000  
- **Canada**: 10,000  
- **Germany**: 5,000  
- **France**: 0

---

**Nb of Incoming students**  
per country of origin

- **China**: 300,000  
- **India**: 200,000  
- **Korea**: 150,000  
- **Saudi Arabia**: 100,000  
- **Canada**: 50,000  
- **Vietnam**: 20,000  
- **Mexico**: 15,000  
- **Japan**: 10,000

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Source: UNESCO Institute for Statistics, April 2021
LEADERS IN OUTBOUND MOBILITY - TOP 9

Nepal

OUTGOING STUDENTS: 81 917

Nb of Nepalese students per country of destination

Source: UNESCO Institute for Statistics, April 2021

Missing data for the incoming students in Nepal (Unesco database)
LEADERS IN OUTBOUND MOBILITY - TOP 10

Saudi Arabia

OUTGOING STUDENTS: 77,406
INCOMING STUDENTS: 73,216

Source: UNESCO Institute for Statistics, April 2021
Europe is characterised by a high level of *intra-regional mobility*, which is particularly visible in the outgoing mobility data. The majority of mobile European students stay in Europe.

The [United Kingdom](#) and [Germany](#) are the top destinations for European students followed by the [United States](#).
The United States, Australia and UK (English-speaking countries) are the top 3 destinations for students from Asia.

In Europe, Germany is also attracting more and more students (+10%), particularly from China and India.
North America’s students are not very mobile. Only 134,388 were registered in degree-granting mobility in 2018. This figure does not include the much larger number of young Americans, who make short stays, particularly in the context of language stays and summer schools.

For a degree seeking mobility, most of them remain in the region. However, we see an interest for the European continent, namely the United Kingdom and Germany (+18%).
France remain the top destination for students from Africa, mostly from North Africa (Morocco and Algeria). For tertiary students staying within the continent, South Africa is the most popular destination choice. Germany is also attracting more students from Africa (+13).
The United States is the top destination for degree-seeking mobility students from South America.

Europe is also an attractive destination: Spain is the first EU destination, followed by Germany (+17%), France (-12%) and Portugal (+40%).
The Top 3 countries for Oceanian students are English-speaking destinations, namely USA, Canada and Australia. As stated earlier, the outgoing mobile student population (N=31,347) represents 1% of the total mobile population.
T.I.M.E.
ASSOCIATION
The T.I.M.E Association aims to be the most reliable source for its members on the state of international education in science and technology. It is therefore essential to understand student mobility dynamics within T.I.M.E. **How many are the T.I.M.E. Double Degree (DD) students? Where do they come from? Where do they go?** What kind of similarities and differences are there between the countries represented in T.I.M.E.?

A survey was conducted, accessible between 1st December and 31 March 2021. Data collected showed the number of semester exchanges and double degree students within T.I.M.E. for 2018/2019 and 2019/2020 in STEM (Science, Technology, Engineering and Mathematics).

This report has some limitations to bear in mind. While some Members were able to collect data for a range of STEM faculties, most of the T.I.M.E. Members could provide data only for the School of Engineering. We should also take into consideration the size and type of the different institutions involved and the unbalanced representation among the countries represented in the network.

There were also some unbalanced between the IN and OUT data reported. Therefore, since we are dealing with mobility between members of the network, the best approach was to consider the outgoing mobility data. Incoming mobility data were obtained by cross-referencing outgoing data.

The statistics are represented in absolute figures, in order to have a clear geographic representation of the T.I.M.E. students. **France, Italy, Germany, Sweden** and **Denmark** are the main hosting T.I.M.E. Double Degree countries. From the outgoing mobility perspective, the most mobile students within T.I.M.E. come from **France, Spain, Brazil, Italy and China**.
The T.I.M.E. Association is an international network of **57 world-class higher education institutions**, represented in **25 countries**. Almost **30%** are non-European Members. As stated in our vision, T.I.M.E. Association has the objective to have the most developed cooperation network for Double Degree at master level covering the five continents.

This mobility survey collected data from **56 T.I.M.E. Members (*) from 25 countries**. The French members account for **14 %** of the respondents, followed respectively by the German (**11%)** and the Spanish Members (**9%)**.

(*) Data are missing for AGH (Poland)
This graph represents the total flows of students, both for semester exchanges and Double Degree between T.I.M.E Members from 2018/2019 to 2019/2020. Data were reported by 56 T.I.M.E. Members (out of the 57 *).

For double degree, the population covered is those students whose initial mobility was in the year of reference. Students who were in their second year of the double degree were counted only once the year before.

The numbers remained stable between the two academic years. Over the period, almost 1600 students enrolled in a double degree programme between two T.I.M.E. institutions.

In 2014, a similar survey was conducted taking into account the academic period (2010-2014 equal to four academic years). At that time (53 Members in 2014), we had on average an average of 600 T.I.M.E. Double Degree students per year.
The statistical background of balanced and imbalanced mobility is quite complex. Positive or negative balanced and imbalanced mobility can differ depending on the perspective: country of destination or origin, higher education institutions, the economy, higher education policies...).

Looking within the T.I.M.E. Association, only countries such as **France** and **Italy** have a relative balance between their IN and OUT T.I.M.E. double degree student flows.

Northern European countries such as **Sweden** can be seen as net importing countries by receiving more than they send. Similar mobility patterns can also be found with **Denmark** and **Germany**.
The host-country T.I.M.E. Double Degree ranking is dominated by France, Italy, Germany, Sweden and Denmark. They account for 70% of the T.I.M.E. DD incoming mobility.

In absolute numbers, France is also the leading sending country, followed by Spain, Brazil, Italy and China. This five countries (out of the 25 countries in T.I.M.E.) represent almost 80% of the outgoing T.I.M.E. DD mobility. Also, around 30% of the T.I.M.E. outgoing students come from outside Europe, mainly from Brazil (15%).

Members from Argentina, Finland, Latvia and Romania recently joined the T.I.M.E. Association. We expect to see an increase in the coming years.

Figure 13: Top leading countries of origin of T.I.M.E. students and destination countries (T.I.M.E. Double Degree Mobility: 2018-2020)

Source: T.I.M.E. Association’s survey, April 2021. Author’s calculations
We can observe the following trends. First, 30% of the T.I.M.E. Double Degree (DD) come from the French, followed by the Spanish (16%) and the Brazilian Members (15%). As far as incoming mobility is concerned, France and Italy both have almost a 20% share, followed by Germany (17%).

In France and Italy, the great majority of T.I.M.E. inbound DD students come from Brazil (both ~25%), China (10% and 18%), Spain (both ~20%), France (19%), and Italy (10%). On the other hand, the French students are mostly represented in Canada (93%), Denmark (67%), Sweden (55%), Germany (22%), and Italy (19%). For the Italian students, the main T.I.M.E. DD destinations are Spain (38%), Sweden (15%), France (10%), and Germany (8%).

Germany receive most of their T.I.M.E. DD students from Spain (22%), France (22%), and Brazil (17%). Also, 60% out of the students from Central Europe (Czech Republic and Poland) chose Germany for their T.I.M.E. DD programme. German outgoing students are mainly represented in Sweden (14%).

Nordic countries (Sweden, Denmark, Norway) attract about 20% of T.I.M.E. DD students. However, they represent 1% of the total outgoing mobility. In the case of Denmark, almost 70% of the incoming students come from France, followed by Spain (20%). In Sweden, the French students represent 55% of the T.I.M.E. DD incoming students, followed by the Italian (15%), German (14%), and Spanish students (9%).

From an outgoing perspective, Spain, Brazil and China represent almost 40% of the T.I.M.E. outgoing mobility. Spain and Brazil share a similar T.I.M.E. mobility pattern. Most of their students are represented in France (~25%), Germany (~20%) and Italy (~20%). For China, their outgoing T.I.M.E. students are concentrated in Belgium (20%), Italy (18%), France (11%). However, out of the 16 T.I.M.E. incoming students in China, 15 are Italian.

Lastly, looking at the incoming mobility in Asia-Oceania. In Japan, 65% of the T.I.M.E. DD are French (N=38). The German (N=6) together with the Italian (N=5) and Spanish students (N=6) represent 30% of the incoming mobility in Japan. As far the outgoing mobility is concerned, 16 Japanese students (out of 17) chose France. For Australia, the T.I.M.E. incoming students come from France (N=9), Germany (N=3) and Sweden (N=2). It is almost a perfect reciprocity with the outgoing flows as Australian students chose France (N=4), Germany (N=4) and Sweden (N=2) for their T.I.M.E. Double Degree programme.
Figure 14: Number of incoming and outgoing Double Degree students per T.I.M.E. Member (IN+OUT>100)

Source: T.I.M.E. Association’s survey, April 2021. Author’s own calculations
Figure 15: Number of incoming and outgoing Double Degree students per T.I.M.E. Member (IN+OUT>50)

Source: T.I.M.E. Association's survey, April 2021. Author's own calculations
Figure 16: Number of incoming and outgoing Double Degree students per T.I.M.E. Member (IN+OUT>20)

Source: T.I.M.E. Association's survey, April 2021. Author's own calculations
Figure 17: Number of incoming and outgoing Double Degree students per T.I.M.E. Member (IN+OUT>50)


Source: T.I.M.E. Association's survey, April 2021. Author's own calculations
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