



# STUDENT MIGRATION POLICIES

## Recent trends in OECD countries

**Szesnasta Konferencja Krajowej Sieci Migracyjnej / XVI Conference of the National Migration Network**

**Krakow, 28 November 2019**

Jonathan Chaloff  
International Migration Division,  
Directorate for Employment, Labour and Social Affairs  
OECD



# Presentation

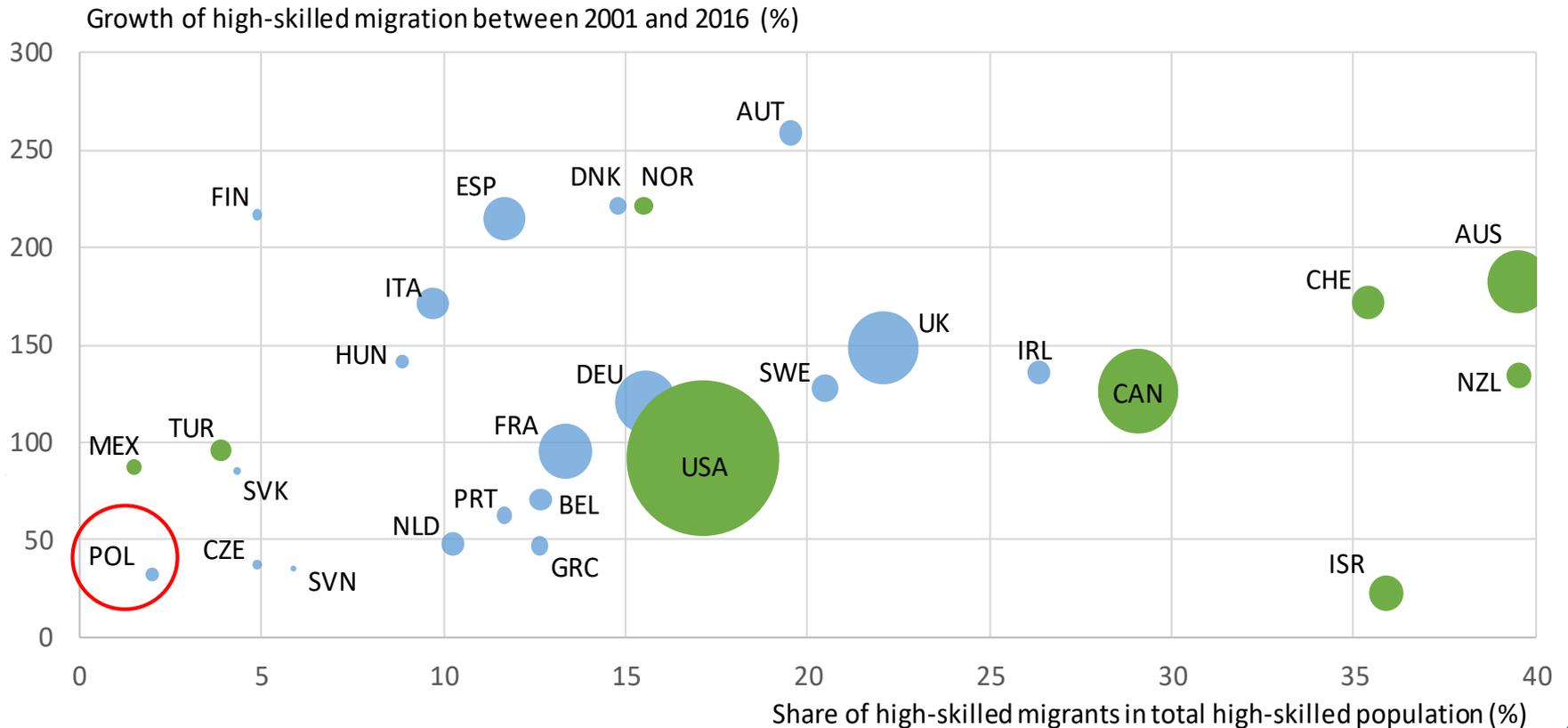
---

- Overview of highly-educated migration
- Policy directions for international students
  - Attraction (OECD Indicators of Talent Attractiveness)
  - Admission
  - Work during study
  - Post-study extensions
  - Post-study transition to employment and other activities



# Global increase in mobility of the highly-educated

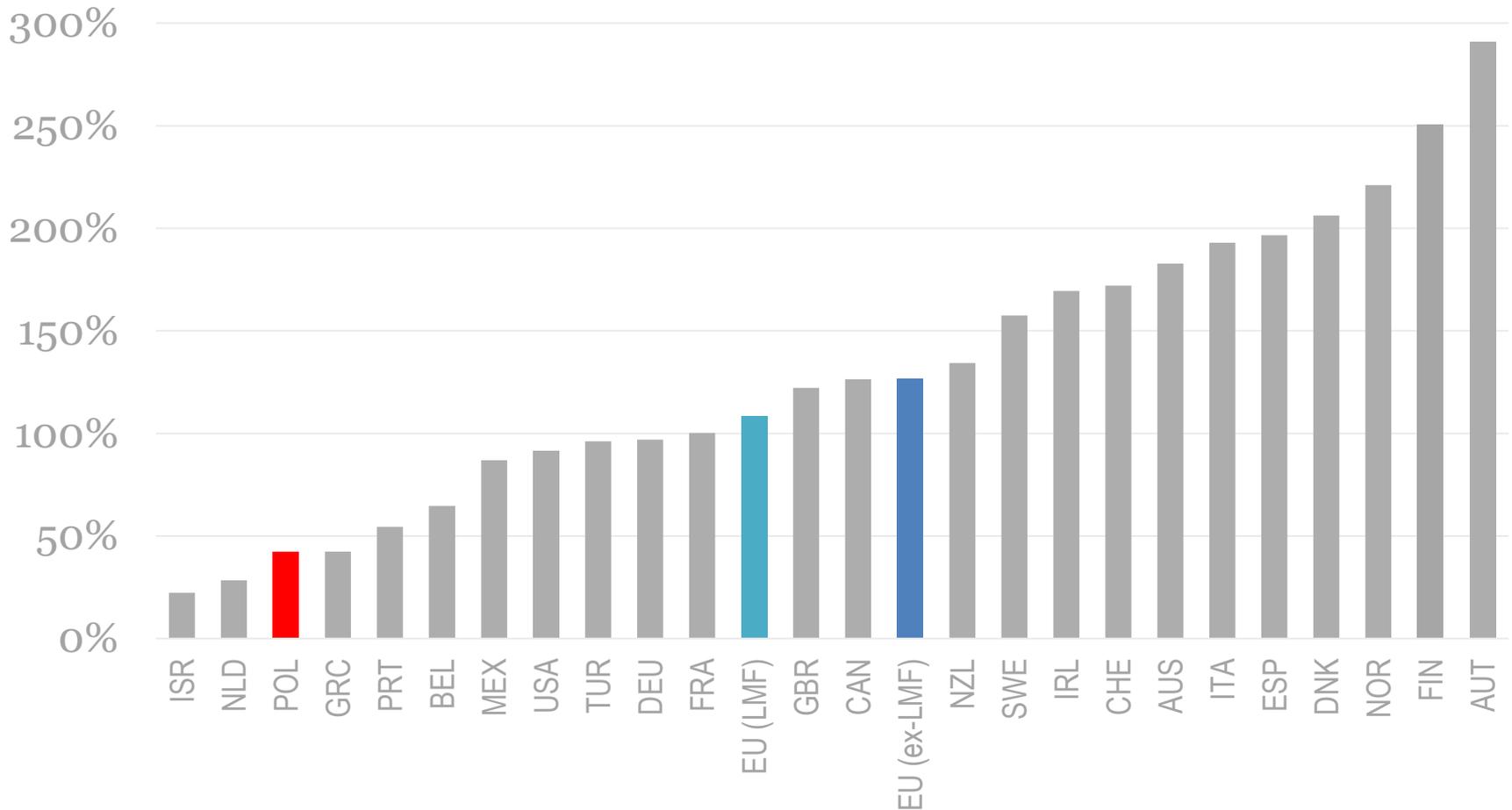
- Number of high-educated migrants in OECD countries has grown from 19 million in 2001 to 39 million in 2016, but growth has been uneven





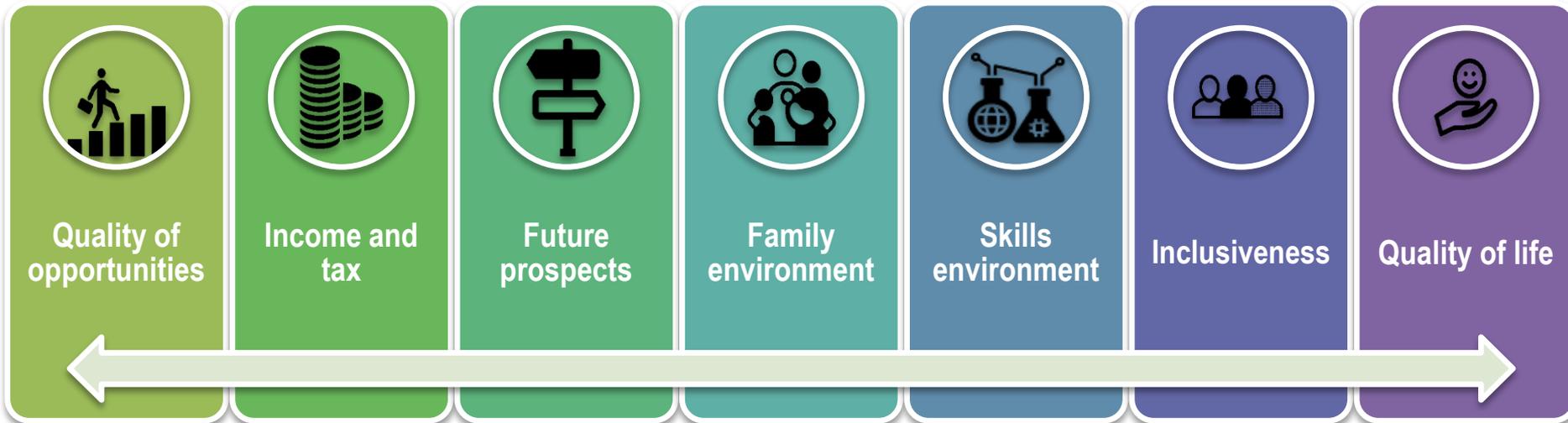
# Rapidly growing high-educated migrant population

Growth rate of high-skilled migrant population (15+) between 2001 and 2016





## 7 dimensions of talent attractiveness



### **A tool to measure the attractiveness of OECD countries for talent**

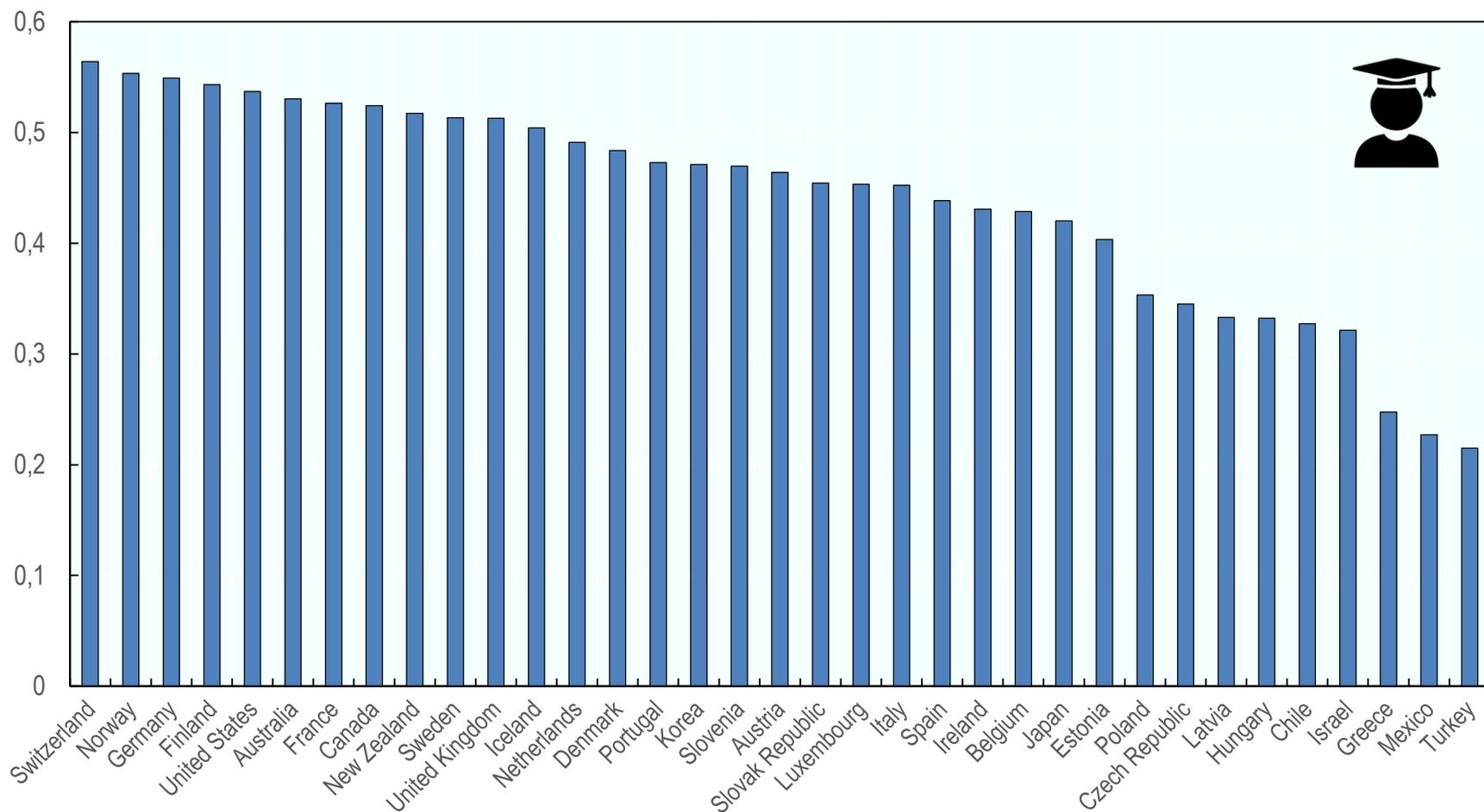
Sets of indicators grouped by topic for OECD countries allowing different types of users to compare how countries perform overall and in specific areas

**Plus:** Difficulty of accessibility of countries in terms of admission

1. University tuition fees for international students
2. International student industry

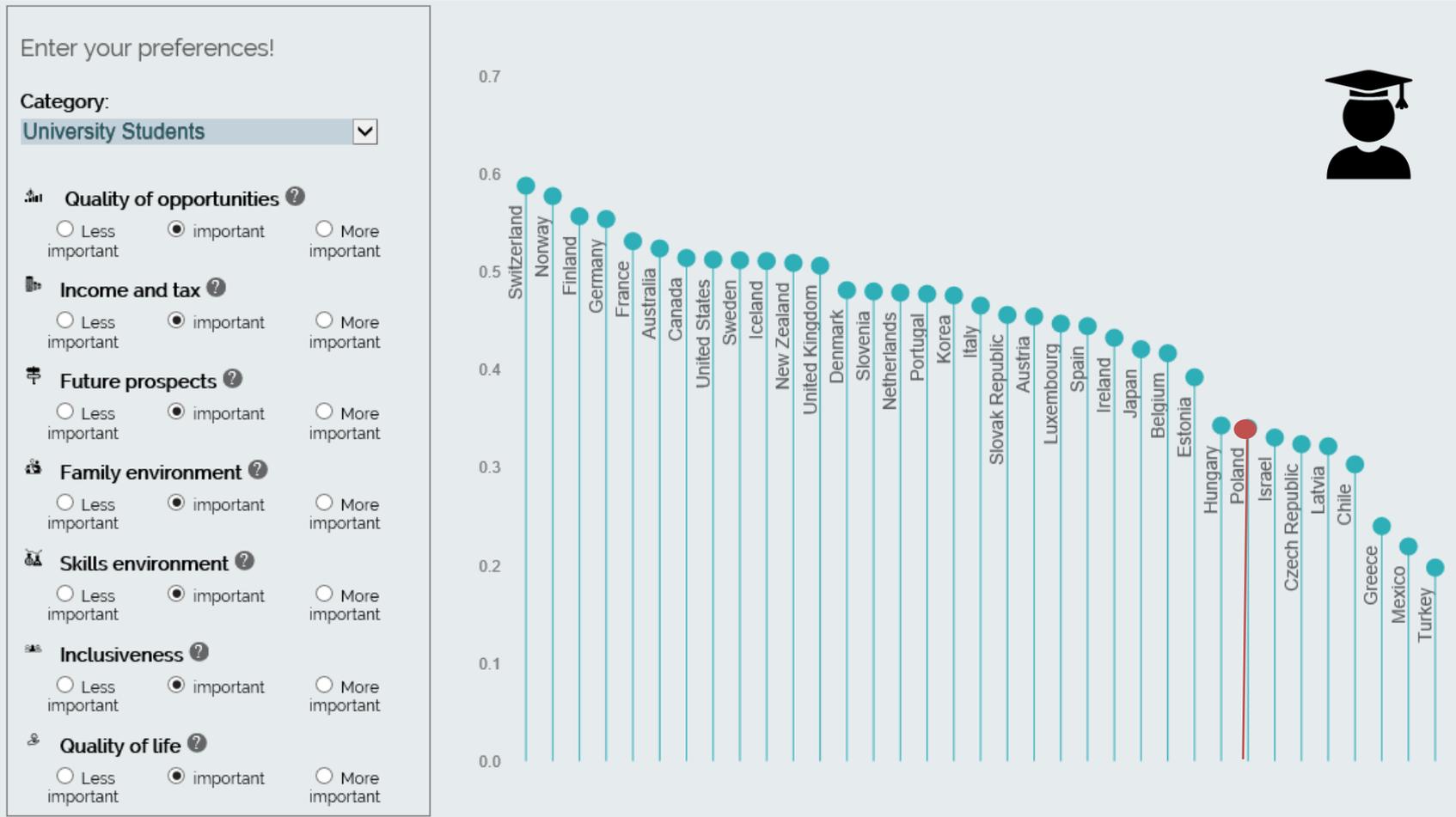


# Attractiveness of OECD countries for potential migrants: university students





# Unweighted ranking, students





# If policies were most favourable, how would the rank change?

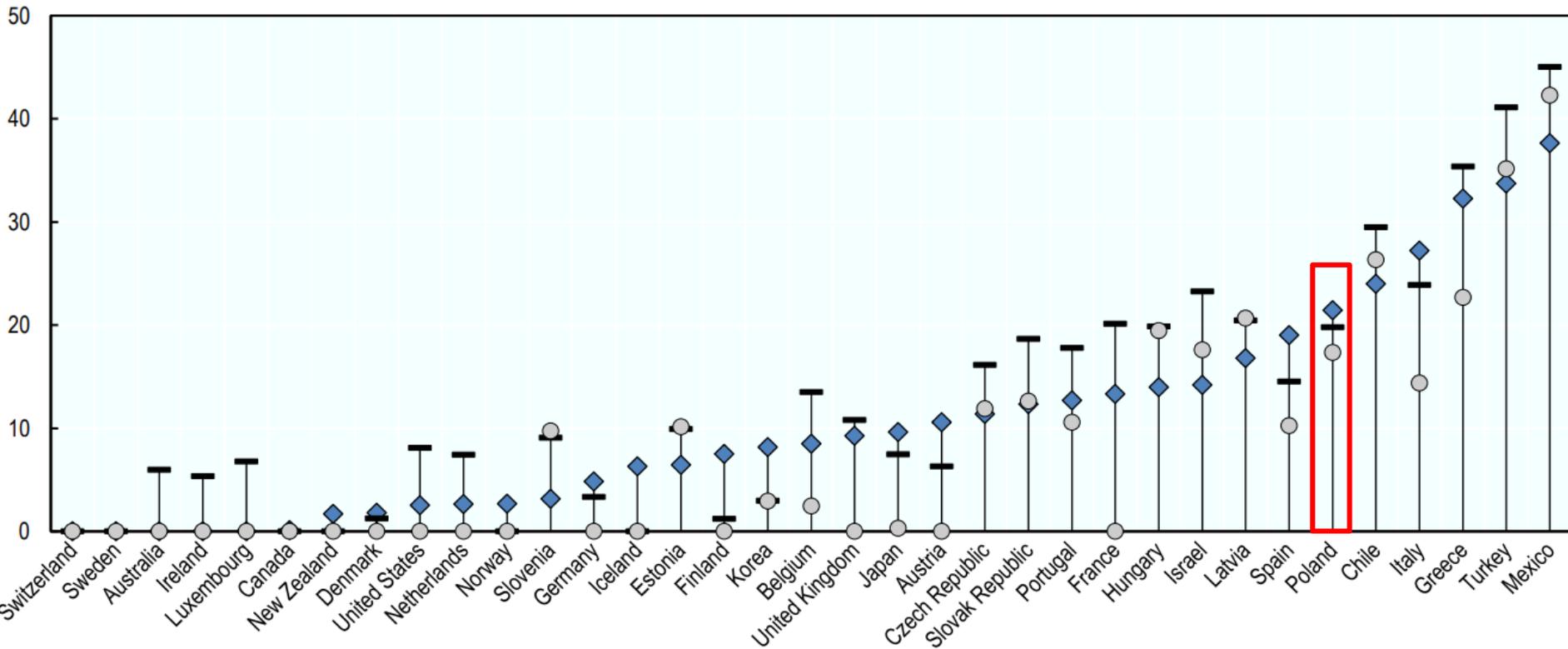


◆ Highly Educated Workers

— Entrepreneurs

○ University Students

Distance to top performer (%)



Source: OECD Secretariat.



# Trends in **policy settings** for admission and stay of international students

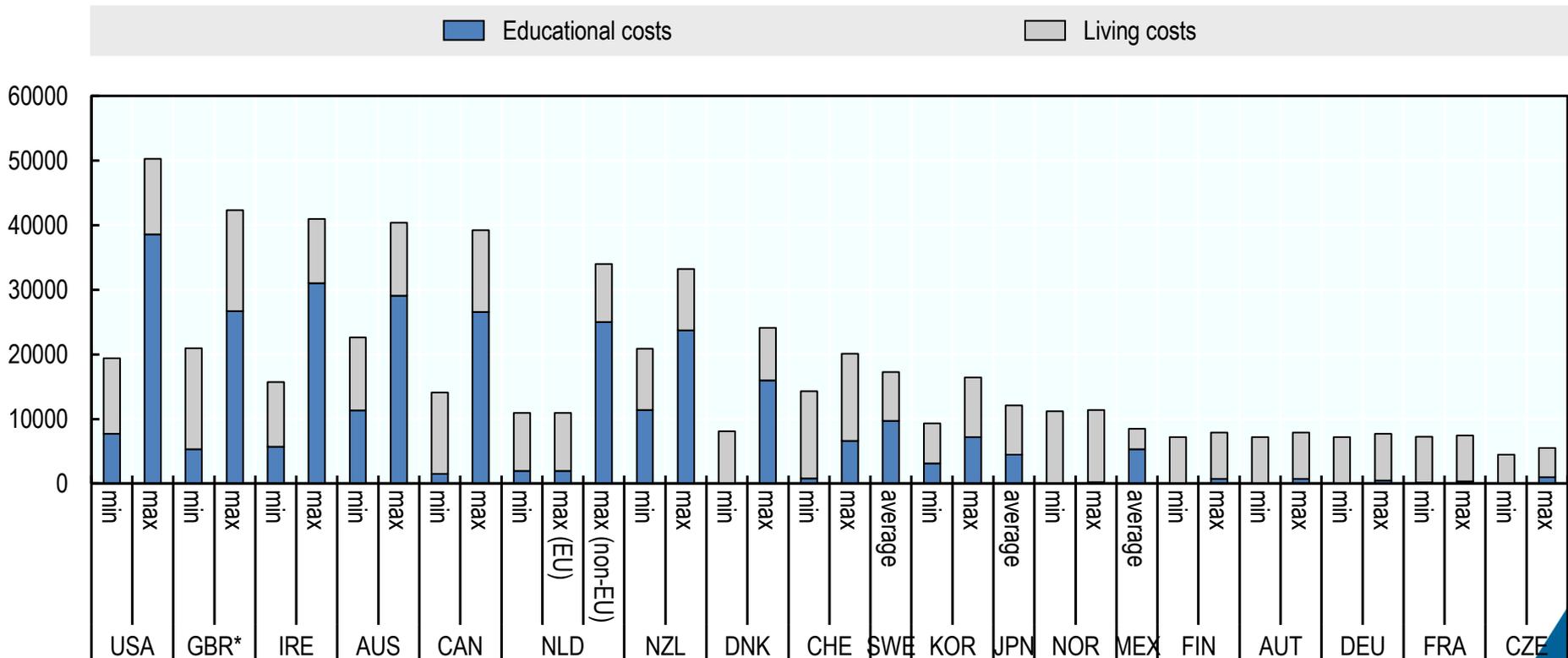
---

- Public expenditure: scholarship students may stay... even if international student scholarships are counted as ODA!
- Targets
  - Explicit (and ambitious) targets to increase international enrolment (Japan, Korea...), to increase internationalisation and to ensure enrolment levels (and to boost their rankings in international classifications...)
  - Countries with limits on the number of international students have largely done away with them
- Restrictions
  - more compliance measures and stricter screening
  - expansion of trusted-institution approach
  - skepticism regarding language schools



# Top destinations are among the most expensive

Living costs and educational costs for international students in selected OECD countries, 2013-15, in euros



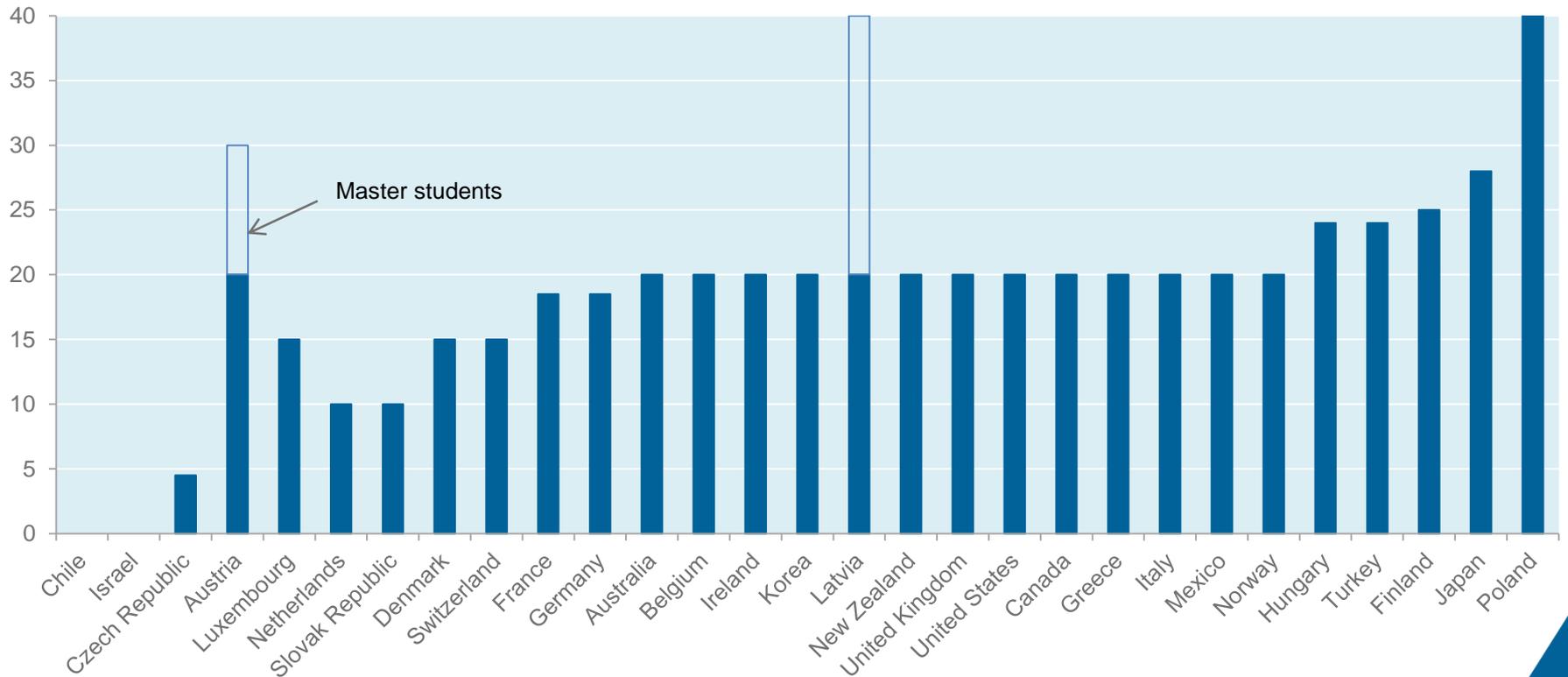
Note: \* Excludes Scotland, min refers to lower bound of educational costs, max refers to an upper bound of educational costs. For the Netherlands the maximum possible fee refers to international students from non-EU countries.

Source: OECD (2013), *Education at a Glance 2013: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2013-en>; Usher, A. and J. Medow (2010), "Global Higher Education Rankings 2010. Affordability and Accessibility in Comparative Perspective, Higher Education Strategy Associates", Toronto; and national governmental and university websites. For the Netherlands the source is Nuffic. For Korea, the source is Study in Korea.



# Work during study: is this significant?

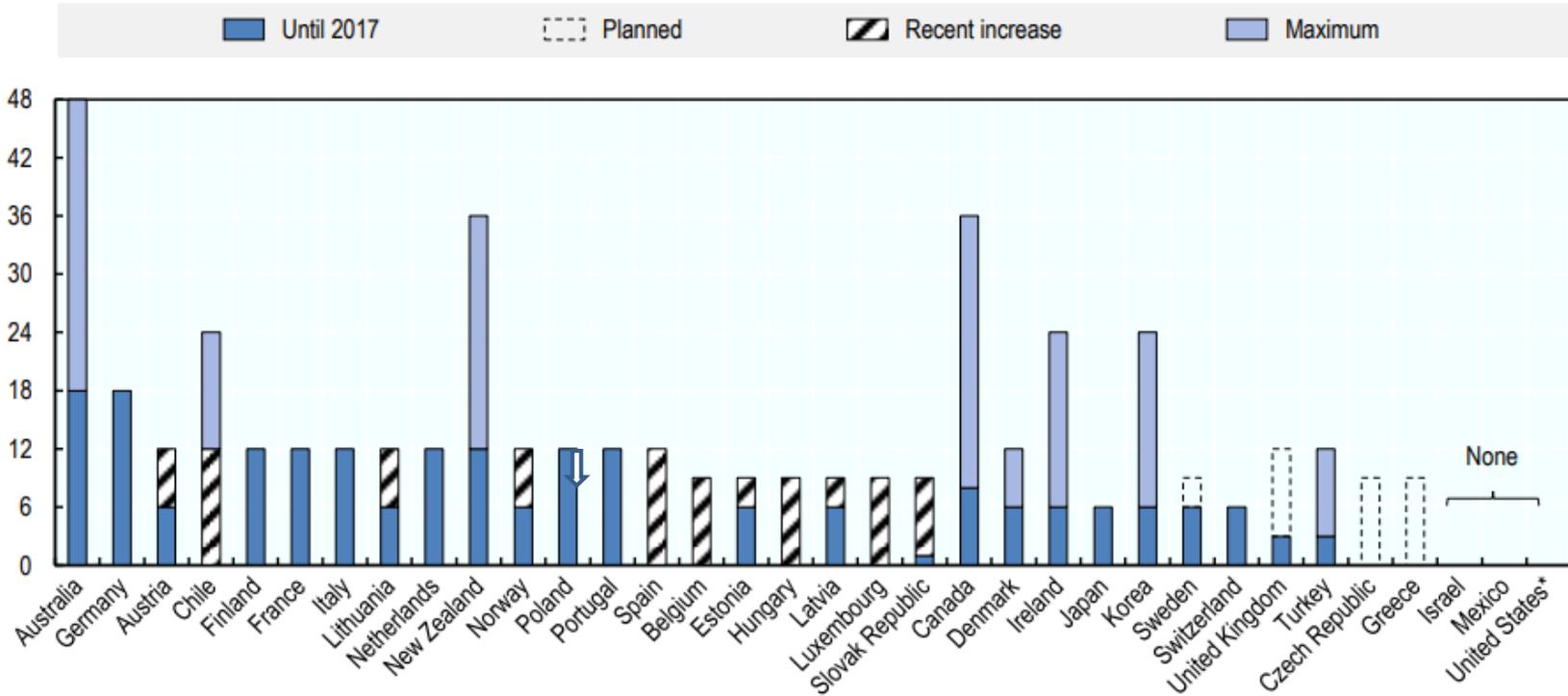
Maximum amount of working hours per week allowed for international students in selected OECD countries (during the semester), 2019





# Post study job-search extensions

Duration of job-search periods for post-graduate schemes in different OECD countries, in months, 2019



*Note:* The United States refers to Optional Practical Training (OPT), which is an extension of the student permit for an authorised post-graduation training period. This can last up to 36 months for certain categories.

*Source:* OECD Secretariat analysis.



# Post-graduation transition to employment: policy trend

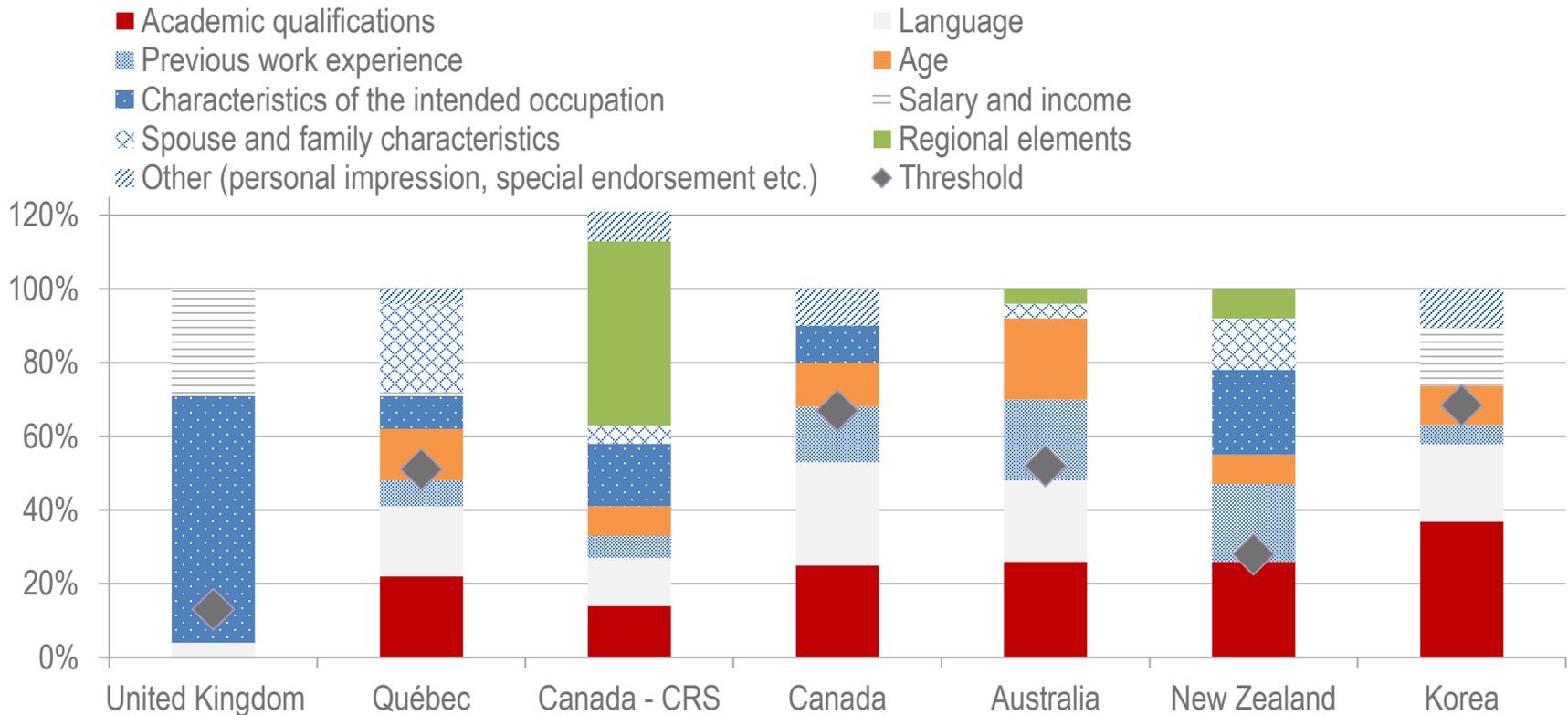
---

- Switch from restriction to facilitation
  - Allow international students to change status after studies (most countries)
  - Waive labour market test, cap exemption (many countries)
  - Facilitate access to permanent residency or citizenship, although often indirect (e.g. CHE)
  - Specific quotas in standard migration programmes (e.g. USA)
  - Some countries insist that job (closely) match studies (DEU, but not ITA)
- This has turned universities into the **gatekeepers** for the labour migration system in some countries



# Education is important in selection, but not necessarily in-country education

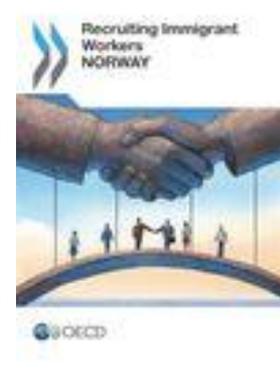
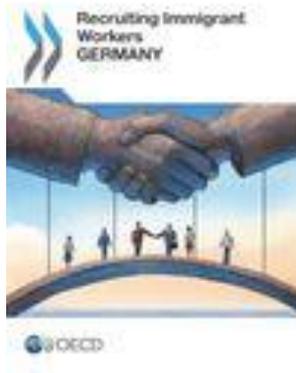
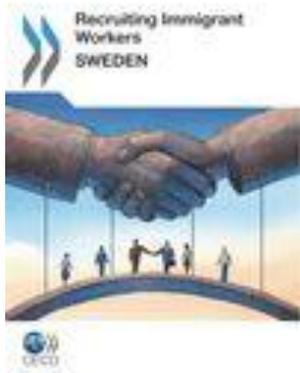
Distribution of points under Points-Based Selection system, selected OECD countries



- Bonus points for domestic qualifications in countries with points systems (e.g. Australia, Austria, Canada, New Zealand)



# Thank you



<https://doi.org/10.1787/22257969>

[www.oecd.org/migration](http://www.oecd.org/migration)

jonathan.chaloff@oecd.org