

# Student Mobility: Measuring trends in and out of Africa

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# INTRODUCTION

- Higher Education in Africa: The International Dimension Project
- African Network for the Internationalisation of Education (ANIE)
- Network of Emerging Scholars for the Internationalisation of Higher Education Africa (NESI) – regarded as a SIG

# CHALLENGES

- From the 12 papers presented Project meetings it seemed that there was very little research done on student mobility
- It was also evident that there a lack of reliable data
- Definitions – “Who is an African student?”
- Rationale for mobility

# GOALS

- Collection of reliable data for the higher education sector in Africa
- To propose that Pan African statistics on the mobility of African students are consistent with those collected elsewhere in the world.

# DATA SOURCES

Analyses of trends uses data from two main sources:

- a. “External sources” - this is data from UNESCO, OECD, and Open Doors.
- b. “Internal sources” – data from the ANIE Project papers.

# INTERNAL DATA

Analysis of trends from papers presented by the authors of 4 of the country reports as follows:

- a. Students from Africa who are pursuing studies in these countries
- b. Non-African students studying in these countries from outside the continent

C. Regional trends – these are influenced by historical and local factors

# EXTERNAL DATA

## GENERAL MOBILITY TRENDS

- a. UNESCO data (2005) shows that over 300000 African students travelled to various destination in 2004.
  
- b. Top four sending countries were: Nigeria (15138); Kenya (14123); Senegal (10677); and Botswana (9471)

# COLONIAL LEGACY MOVEMENT

## –outbound

- A striking feature of the mobility on the African continent is the link with its colonial history:
  - a. Inter-country mobility reproduces patterns of colonisation.
  - b. Southern and Eastern Africa - UK colonial influence.
  - c. West Africa – largely French influence.
  - d. Central and North Africa – France and Germany.

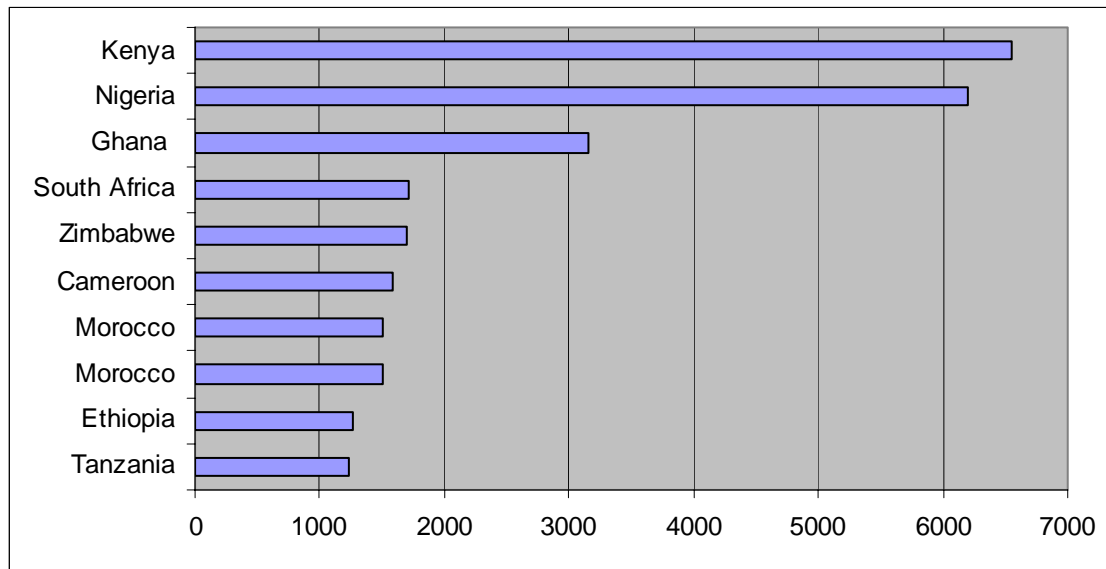
# EXAMPLES

- FRANCE: Benin, Gabon, Congo, DRC Congo, Cote d'Ivoire, Madagascar, and Senegal: each of these countries send more than 2000 students every year.
- PORTUGAL: Angola, Cape Verde, and Mozambique

- There are of course exceptions – these include students from Cameroon, Eritrea, and Ethiopia.
- This is also seen in the pattern of those who study in the USA as seen in Figure 1.

# African students studying in the USA.

- **Figure 1. *African Students in the United States by Country, 2005 (minimum of 1,000 students)***



# UNIQUE MOBILITY TRENDS

- The outward bound patterns of student movement from sub-Saharan Africa demonstrate two unique characteristics:
- a. The high level of mobility – UNESCO reports that 1 in 16 students study abroad
  - b. Several countries have more students abroad than at home. These students are not counted in the national statistics.

# INTERNAL DATA MOBILITY TRENDS

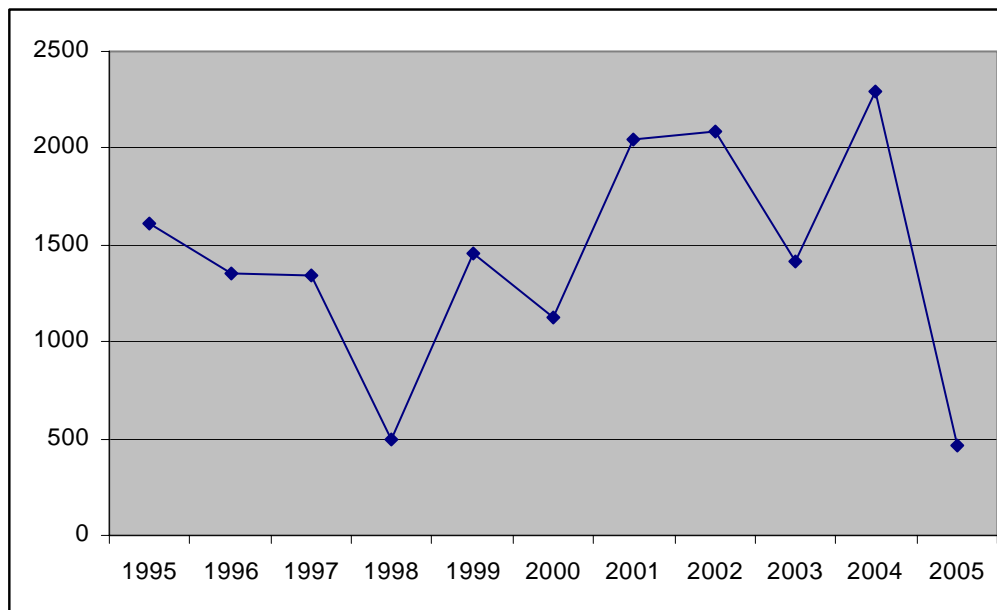
Focus on inbound mobility to the following countries:

- a. Egypt
- b. Nigeria
- c. Botswana
- d. South Africa.

- The data was collected by the authors of 4 country reports.
- The analyses was categorized as follows in relation to the 4 countries:
  - a. Inbound mobility: Students from African countries
  - b. Inbound mobility: Students from outside of Africa
  - c. Regional mobility: Students from within the continent

# INBOUND MOBILITY TO EGYPT

**Figure 2.** *Scholarship students from other African countries studying in Egypt, 1995-2005*



- The Egyptian practice of giving scholarships has been institutionalised.
- Generally stable but numbers tend to fluctuate depending on budgetary constraints.

# NIGERIA

## Table: Nigeria

Year	1997	1998	1999	2000	2001	2002	2003	2004	2005
Total	365	243	160	331	304	261	395	67	200

- Nigeria has a policy of attracting international students but this has not been pursued systematically.
- In 1997-2005 the numbers did not exceed 400.

# BOTSWANA

	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
• SADC	590	665	650	685	728	786	624	760	800	773	632
• Rest of World	160	158	164	151	157	154	148	175	160	140	136
<b>TOTAL</b>	<b>750</b>	<b>823</b>	<b>814</b>	<b>836</b>	<b>885</b>	<b>940</b>	<b>772</b>	<b>935</b>	<b>960</b>	<b>913</b>	<b>768</b>

- Botswana reserves a percentage of its enrollment slots for international students but the numbers are small.
- The numbers fluctuated between a minimum of 750 and a maximum of 960.
- It is interesting to note that Botswana attracts more students from “rest of the world” than from its African neighbours.

# SOUTH AFRICA

Region/ Year	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
SADC	<b>7497</b>	<b>7876</b>	<b>7822</b>	<b>9800</b>	<b>14987</b>	<b>21318</b>	<b>25546</b>	<b>31724</b>	<b>36207</b>	<b>36302</b>	<b>35218</b>
REST OF AFRICA	<b>1769</b>	<b>2021</b>	<b>2079</b>	<b>2593</b>	<b>3314</b>	<b>4263</b>	<b>4854</b>	<b>6317</b>	<b>6664</b>	<b>6874</b>	<b>7200</b>
REST OF WORLD	<b>4858</b>	<b>5399</b>	<b>5268</b>	<b>4736</b>	<b>4496</b>	<b>5568</b>	<b>5648</b>	<b>6156</b>	<b>7108</b>	<b>7836</b>	<b>7839</b>
TOTAL	<b>14124</b>	<b>15296</b>	<b>15169</b>	<b>17129</b>	<b>22797</b>	<b>31149</b>	<b>36048</b>	<b>44197</b>	<b>49979</b>	<b>51012</b>	<b>50257</b>

- South Africa represents the most dramatic increase in the numbers of students coming to study at its institutions in the short period since 1994.
- The numbers more than quadrupled from around 12,500 in 1994 to 53,000 in 2005.
- SADC number growth is most impressive – from 7500 to 35000.

# INBOUND MOBILITY FROM OUTSIDE OF AFRICA

- African Universities have not attracted large numbers full-time, degree seeking non-African students from outside the continent.
- Most of those who come are in short term programmes.
- Egypt and South Africa may be the exception in that they do attract numbers of full time students as seen the tables presented.

# REGIONAL MOBILITY

- The regional nature of mobility is evident by observing that:
  - a. West African Students – go mainly to Nigeria, Ghana, Cameroon, and Senegal.
  - b. East African Students - go mainly to Uganda, Kenya, Rwanda, and Tanzania.
  - c. Southern African Students – go mainly to South Africa

- The “colonial legacy movement” is evident by the continued collaborative relationship of colonial institutions that had affiliated colleges but which were now independent universities.
- These collaborations took the form of student and faculty exchanges.

# CONCLUSION

- Study is limited but presents enormous opportunities for further research.
- Study demonstrates that African countries are hampered by the crippling lack of reliable data to develop an effective strategy to attract international students and manage brain drain, etc
- That African students may be motivated by an entirely different set of reason for studying in another country.