

Narrowing Diversity of International Students Attending Australian Universities Can Compromise Educational Experiences and Regional Engagement.

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***Summary** – Australian Universities are enrolling international students in record numbers. This trend is likely to accelerate now that the domestic demand-driven undergraduate enrolment policy has been effectively capped. In 2017 some 53.7% of all international student enrollees were from China or India, compared with only 21.7% in 2002. Of the 28 nationalities with more than 1000 enrollees in Australian higher education in 2017, seven nationalities had fewer students enrolled than 25 years ago. They included some of our most important strategic Asian partners – Indonesia, Hong Kong, Singapore, Taiwan, Thailand and Japan – as well as the United Kingdom. Furthermore, some 18 of the top 28 nationalities now represent a smaller proportion of the international student higher education cohort studying in Australia than in 2002. This is because of the dominance of Chinese and Indian nationals and improved educational opportunities at home. A national policy discussion on the impact of unregulated international student enrolments and the corresponding narrowing demographic diversity profile is warranted. The financial vulnerability of the higher education system and the impact on the quality of the academic experience for all students are important considerations. Australia's higher education profile is significantly misaligned internationally, because of the higher proportion of international students enrolled, compared with United Kingdom, United States of America and New Zealand. It is timely for educators to focus on the national implications of these developments. There are also strategic regional engagement issues to be considered by government.*

Introduction

The Commonwealth Minister for Education and Training, Simon Birmingham, recently announced that for 2018 a record number of international students were expected to enrol for studies in Australia (1). Higher education is the leader among the education sectors for international student enrolments. All Australian Universities now have a high level of dependency for their academic and financial viability on international student enrolments. In this article the annual growth trends from 2002 to 2017 and the nationality and State distributions are examined for the higher education sector. A comparison is made with the United Kingdom, United States of America and New Zealand. The consequences of the rising numbers of international students on the overall student profile in universities with the corresponding quality of the education experience are explored.

International Student Enrolment Dataset

An authoritative enrolment dataset is available from the Commonwealth Provider Registration and International Student Management System (PRISMS) released monthly by the Department of Education and Training (2). The period for consistent annual data collection extends from 2002 to 2017. This period is chosen because prior to 2002 there is not strictly comparable data available and any 2018 figures will be incomplete until December 2018. The international student enrolment data are available for all education sectors – higher education, vocational education, schools, ELICOS and non-award. In this paper the

focus is on higher education. The data relates to actual onshore course enrolments, not directly the number of overseas students in Australia because a student enrolled in two different courses during the same reference period will be double counted. By focussing on higher education enrolments, the double counting is expected to be very minor. A student's nationality is based upon citizenship data provided by the Department of Immigration and Citizenship (DIAC) and by educational institutions. New Zealand citizens are not included in the data because of their special status.

The data in the PRISMS database recorded enrolments for students from 174 nationalities in 2017, totalling 349,803 enrolments¹. Nationalities, not countries are recorded, so Hong Kong and Taiwanese students are separately identified. There were 28 nationalities with more than 1000 enrolment each, representing 328,199 enrolments (94% of all enrolments). There were more than 100 enrolments from 78 of the 174 nationalities recorded. In 2002 there were 179 nationalities with higher education student enrolments in Australia, more than in 2017, but the numbers were considerably less at 124,886. Some 20 nationalities had more the 1000 student enrolees in 2002. The nationalities with more than 1000 enrolees are the main focus of this article.

The primary PRISMS enrolment data for the 28 nationalities with more than 1000 enrolees in 2017 are presented in appendix A for the years 2002 to 2017. The data for 2002 and 2017 are shown in table 1, columns 3 and 4. The dominance of Chinese nationals in 2017 is very evident. Numbers increased from 17,439 to 133,698, a 7.7 fold increase between 2002 and 2017 (table 1, column 5, and Appendix C). As a proportion of total higher education enrolees, the increase was from 14% in 2002 to more than 38% in 2017 (table 1, columns 6 & 7). The proportional data for all 28 Nationalities for all years are presented in Appendix B.

Indian nationals form the second largest cohort of HE students in 2017 at 54,212. This represent a six-fold increase from 2002 (9,072 enrolments). As a proportion of the total enrolments Indian nationals have increased from 7.3% in 2002 to 15.5% in 2017. Consequently, China and Indian nationals represented 53.7% of all enrolments in 2017 compared with 21.3% in 2002. The vulnerability of higher education institutions to the dominance of students of two nationalities should be of concern for political, financial and academic reasons. The Department of Education and Training has reported that at February 2018 the number of higher education enrolled international students is 16% higher than in February 2017 (3). This large increase may be attributed in part the government's capping of domestic student funding. The quantitative figure should be treated with caution as it is early in the 2018 enrolment cycle.

The ranking of other nationals in 2017 is of much interest. Nepal nationals now represent the third largest group at 21,408 enrolees in 2017. This 21.6 fold increase since 2002 (table 1, column 5) means that 6% of all international student enrolees in 2017 were from Nepal (table 1, column 7). Nepalese students gravitate predominantly to New South Wales institutions

¹ The data released for February 2018, reference 3, shows slightly amended December 2017 figures to that reported for the time sequence in reference 2.

(68% in 2017). The Nepalese government has been pursuing a very progressive education policy in recent years (4,5).

Vietnam, Pakistan, Philippines, Saudi Arabia, Iran and Nigeria are all countries that have provided exceptional growth (table 1, column 5). In some cases, from a very low base. The concentration is predominantly in Asia and the Middle East, but Africa (principally Kenya and Nigeria) and South America (Columbia and Brazil) are of increasing importance. Clearly, there are emerging markets that it is timely for Australian HEIs to develop to achieve greater diversity for the student community. This nationality mix is important to provide the richness of the educational experience for all students.

Several countries in the group of 28 had fewer HE students studying in Australia in 2017 than in 2002 (table 1, columns 3, 4, 5)). They are Indonesia, Hong Kong, Singapore, Taiwan, Thailand, Japan and the United Kingdom. A contributory factor in the decline for some nationalities is more quality undergraduate educational opportunities at home. Six of these countries are important partners for Australia in the Asian region. It is clearly in Australia's strategic political, economic and social interests to encourage more students from these countries to study in Australia, as well as enhancing diversity through emerging markets.

The data in Appendix B provides the proportion of total annual HE enrolments from each of the 28 nationalities from 2002 to 2017. One can map the growth or decline of the contribution of nationalities to Australian higher education over this period. The data for 2002 and 2017 is presented in table 1 column 8. Some 18 of the 28 nationalities reviewed are now a smaller proportion of the international student cohort studying in Australia than in 2002. This adverse trend does have implications for the diversity and richness of the educational experiences that HEI can offer to students. Indonesia, Hong Kong, Singapore, Taiwan, Thailand, Japan and the United Kingdom have a lower proportion of the total annual enrolments in 2017, compared with 2002, because of reduced absolute student enrolments discussed above. Malaysia, Bangladesh, South Korea, USA, Canada, Iran, Kenya, Nigeria, Colombia, Germany and Mauritius represent a declining proportion of all enrollees even though there was a modest increase in absolute numbers.

In 2002 international student numbers represented 20.6% of all student enrolments, while by 2016 the proportion had increased to 26.8% (6) with further increases to be expected. In an earlier article (7) the financial impact of international student recruitment by Australian universities from 2004 to 2014 were examined. Revenue from international student enrolments has become an increasing proportion of most university budgets (Ref 8, table A5) with the average in 2014 being 17.3%. With the growth in international student numbers the financial dependency of universities on this revenue stream will increase. This dependence risk will be greater because of the associated risks due to a narrowing nationality profile.

Table 1. International Student Enrolment Data for 2002 and 2017. The Twenty Eight Nationalities with more the 1000 enrolees in Australian Higher Education in 2017 are shown along with the total enrolment numbers, proportional change and percentage changes.

Rank in 2017	Nationality	2002	2017	Proportional Change relative to 2002	% Total 2002	% Total 2017	Percent Changed Contribution to Total IS Enrolments
1	China	17,439	133,698	7.67	14.0	38.2	24.2
2	India	9,072	54,212	5.98	7.3	15.5	8.2
3	Nepal	993	21,408	21.56	0.8	6.1	5.3
4	Vietnam	1,816	15,043	8.28	1.5	4.3	2.8
5	Malaysia	14,375	14,679	1.02	11.5	4.2	-7.3
6	Pakistan	1,315	10,957	8.38	1.1	3.1	2.1
7	Indonesia	12,847	9,286	0.72	10.3	2.7	-7.6
8	Hong Kong	9,988	8,890	0.89	8.0	2.5	-5.5
9	Sri Lanka	2,318	7,549	3.26	1.9	2.2	0.3
10	Singapore	10,819	7,211	0.67	8.7	2.1	-6.6
	Sub-total 10 Institutions	80,982	282,933	3.49	64.8	80.9	16.1
11	Bangladesh	2,277	5,392	2.37	1.8	1.5	-0.3
12	South Korea	4,026	5,073	1.26	3.2	1.5	-1.8
13	Philippines	461	4,194	9.10	0.4	1.2	0.8
14	Saudi Arabia	42	3,998	95.19	0.0	1.1	1.1
15	United States America	2,273	2,814	1.24	1.8	0.8	-1.0
16	Taiwan	4,154	2,649	0.64	3.3	0.8	-2.6
17	Canada	1,433	2,629	1.83	1.1	0.8	-0.4
18	Thailand	5,130	2,580	0.50	4.1	0.7	-3.4
19	Iran	200	2,300	11.50	0.2	0.7	-0.5
20	Kenya	1,103	2,078	1.88	0.9	0.6	-0.3
21	Nigeria	94	1,893	20.14	0.1	0.5	-0.5
22	Brazil	389	1,629	4.19	0.3	0.5	0.2
23	Japan	2,792	1,592	0.57	2.2	0.5	-1.8
24	Colombia	649	1,537	2.37	0.5	0.4	-0.1
25	United Kingdom	1,591	1,444	0.91	1.3	0.4	-0.9
26	Germany	818	1,253	1.53	0.7	0.4	-0.3
27	France	477	1,186	2.49	0.4	0.3	0.0
28	Mauritius	778	1,025	1.32	0.6	0.3	-0.3
	Sub-total 28 Nationalities	109,669	328,199	2.99	87.8	93.8	6.0
	Total IS All Nationalities	124,886	349,803	2.80	100.0	100.0	

Top Ten Nationalities for 2017

A more detailed examination of the nationalities that were ranked as the top ten for higher education student enrolments in 2017 has been undertaken. These nationalities represented 80.9% of all student enrollees in 2017. The trends in enrolments from 2002 to 2017 are presented in figure 1. The relevant data are in Appendix A. The increasing dominance of Chinese nationals especially from around 2008 is most striking. The emergence of India as an important student provider since 2012 is also very evident. The decline of Indian students between 2009 and 2012, from 28,041 to 12,638 (Appendix A row 3), highlights the vulnerability of intakes to political and social difficulties.

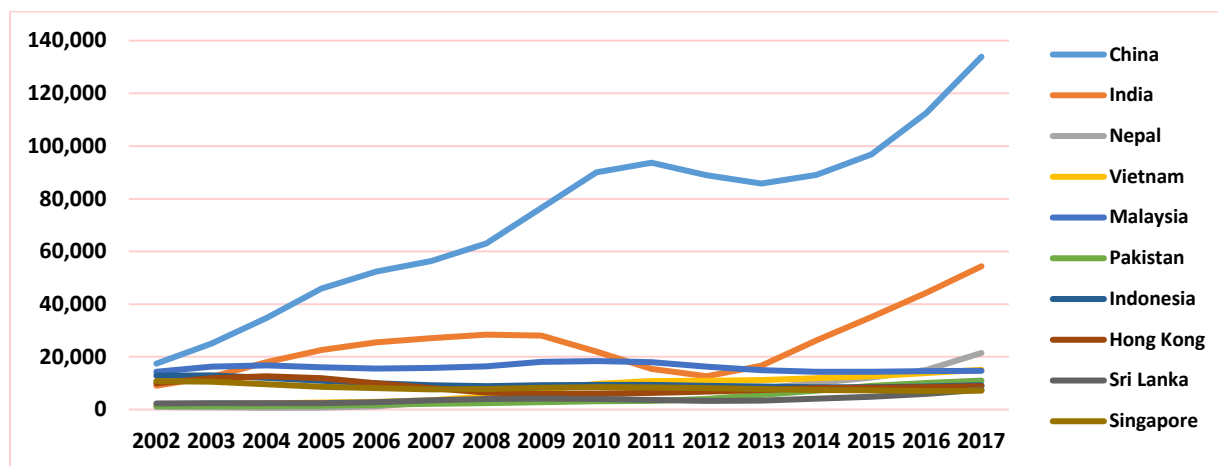


Figure 1 Trends in International Students Higher Education Enrolments Top 10 Nationalities Ranked in 2017

The trends for nationalities ranked 3 to 10 are shown expanded in figure 2 to provide a more informative overview. There are several interesting observations to be made.

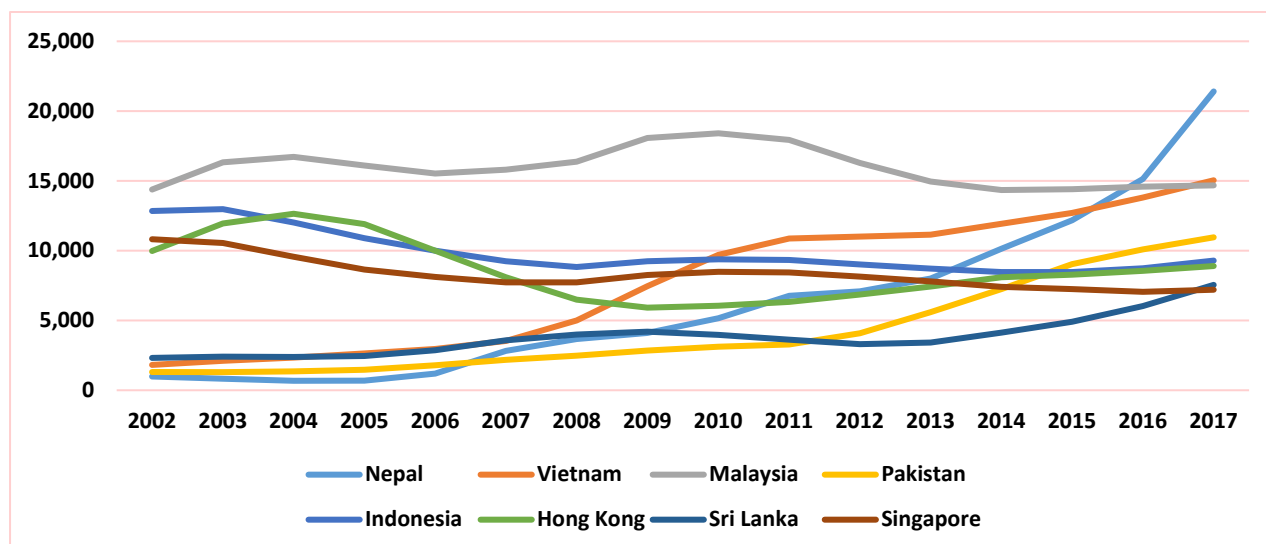


Figure 2 Trends in International Students Higher Education Enrolments Nationalities 3 to 10 Ranked in 2017

The emergence of Nepal as a major provider of higher education students to Australia is most interesting. The upward trend has been strong since 2006. Pakistan and Sri Lanka have both

reported more than a 100% increase in enrolments since 2012, while Vietnam’s numbers have doubled since 2009. Student enrolments from Malaysia, Indonesia, Hong Kong and Singapore have fluctuated over the years since 2002, with all three nationalities providing proportionally fewer students in 2017 than in 2002.

Enrolment Distribution by State

Overall percentage distribution of international student enrolments by state in 2002 and 2017 are shown in figure 3A and 3B respectively. The states of New South Wales and Victoria have been consistently the preferred destinations for international student accounting for more than 65 % (2002) and 70% (2017) of all enrolments. They both increased their proportion of enrolled students during this period, principally to the detriment of Western Australia (a decrease from 11.2% to 6.0%) and Queensland (from 16.1% to 13.1%).

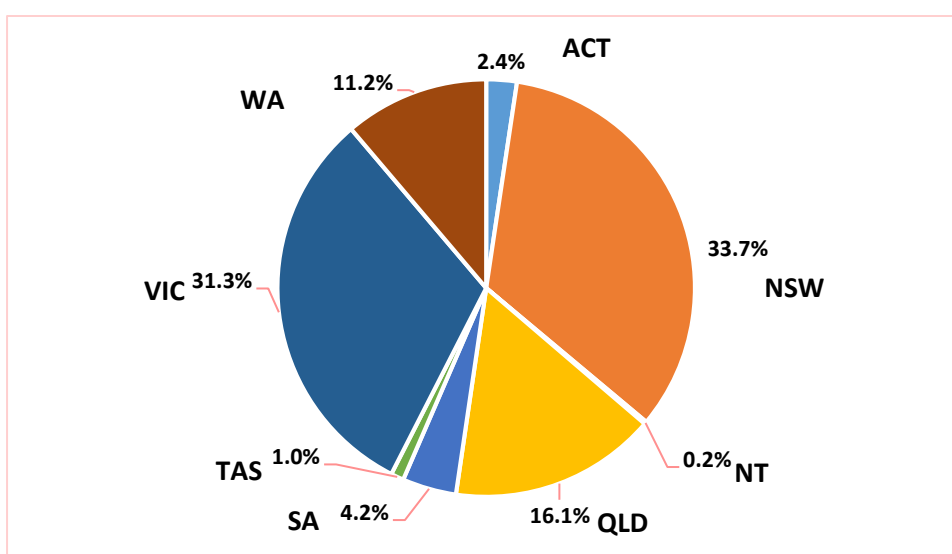


Figure 3A State Distribution of International Student Higher Education Enrolments in 2002.

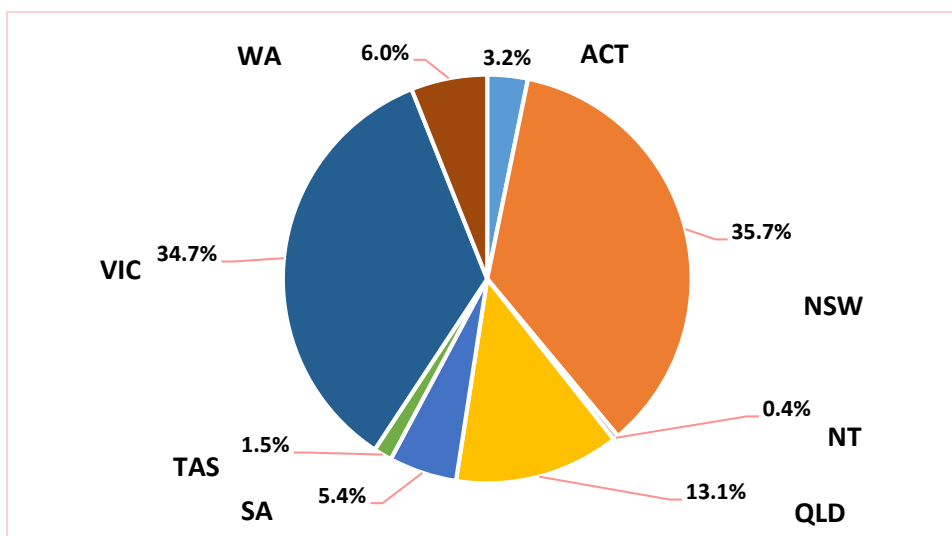


Figure 3B State Distribution of International Student Higher Education Enrolments in 2017.

Collectively, South Australia, Tasmania, ACT and Northern Territory accounted for only 10.5% of all enrollees in 2017.

State Distribution by Nationality.

The ten nationalities with the highest enrolments in 2017 ranked in table 1 have been examined for their state distribution. New South Wales is the dominant preferred destination for four of these nationalities (China, Nepal, Hong Kong and Pakistan). For six nationalities (India, Vietnam, Malaysia, Indonesia, Sri Lanka and Singapore) Victoria is the dominant preferred destination. Queensland is the third ranked most preferred state. The data are summarised in table 2.

Table 2. Percent Higher Education International Student Distribution of Top 10 Nationalities in 2017.

		NSW	VIC	QLD	WA	SA	ACT&TAS
1	China	38.2	33.7	11.1	3.7	6.3	7.0
2	India	28.9	45.0	13.2	6.3	4.0	2.6
3	Nepal	67.6	16.5	8.0	2.8	2.5	2.6
4	Vietnam	34.4	42.0	9.3	5.7	5.7	2.9
5	Malaysia	15.0	45.0	13.8	12.6	9.2	4.4
6	Pakistan	42.5	36.8	7.3	7.7	2.5	3.2
7	Indonesia	31.9	46.2	7.9	7.5	2.7	3.9
8	Hong Kong	30.0	24.6	20.7	8.5	12.3	3.9
9	Sri Lanka	11.5	69.7	8.2	5.1	2.5	3.0
10	Singapore	18.3	33.2	18.2	17.1	6.9	6.3

It is interesting that 67.6 percent of the 21,408 Nepalese students are in NSW, while 69.7 percent of the 7,549 Sri Lanka students study in Victoria. Hong Kong, Singapore and Malaysia have the highest proportion of their students outside the three eastern mainland states.

International Comparisons

United Kingdom, United States of America and New Zealand are English-speaking countries competing with Australia to attract international students. The latest 2016-17 higher education data for these countries provide useful comparators. In the UK 81% of all enrolments were domestic, with the European Union providing 6% of foreign students and the rest of the world only 13% (8). For the United States only 5.3% (one million of the twenty million higher education enrollees) were international students (9), while the figure for New Zealand was 15% (10). Australia’s intake was much higher than these countries at 26.8% in 2016 (6). This misalignment does raise important questions regarding the balance of the educational experience being provided to students by Australian universities.

The top 10 nationalities from which these countries source international students and the distribution is informative. The data are presented in table 3. China is the dominant nationality for all four countries with Indian students very prominent in three countries.

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Australia and New Zealand have the narrowest of the profile distributions with 80-81% of students from ten countries. China and India do provide 50% or more of the international students to Australia, USA and New Zealand, United Kingdom is the exception. Australia is the only country for which Nepal, Pakistan, Indonesia and Sri Lanka appear in the top ten nationalities.

Table 3. Top 10 international Student Nationalities and their percentage of enrolments for Australia, UK, USA and New Zealand in 2016-17

Australia (6)	United Kingdom (8)	United States (9)	New Zealand (10)
China 38.2%	China 30.9%	China 32.5 %	China 34.2%
India 15.5%	USA 5.7%	India 17.3%	India 25.9%
Nepal 6.1%	Hong Kong 5.4%	South Korea 5.4%	USA 4.3%
Vietnam 4.3%	India 5.4%	Saudi Arabia 4.9%	Philippines 3.2%
Malaysia 4.2%	Malaysia 5.3%	Canada 2.5%	Malaysia 2.8%
Pakistan 3.1%	Nigeria 4.1%	Vietnam 2.1%	South Korea 2.5%
Indonesia 2.7%	Saudi Arabia 2.6%	Taiwan 2.0%	Vietnam 2.2%
Hong Kong 2.5%	Singapore 2.3%	Japan 1.7%	Japan 1.9%
Sri Lanka 2.2%	Thailand 2.0%	Mexico 1.6%	Saudi Arabia 1.6%
Singapore 2.1%	Canada 1.9%	Brazil 1.2%	United Kingdom 1.5%
Top 10 80.9%	Top 10 65.6%	Top 10 71.2%	Top 10 80.1%

New Zealand is dependent on China and India for more than 60% of its 2016 international enrolments. Proportionally, the USA, Philippines, South Korea, Japan, Saudi Arabia, Japan and United Kingdom feature more prominently in the NZ enrolment profile than in the Australian profile.

Policy Considerations

Australia has by a considerable margin the highest proportion on international students studying in its universities when compared with other English-speaking nations. The profile is also heavily skewed toward two nations, China and India. In this regard, Australia is not unique as the USA and New Zealand also have more than 50% of their international students from these two countries. The difference is that international students do represent a smaller proportion of total enrolments in the USA and New Zealand. Hence, providing less financial risk. A narrow demographic does lead to a vulnerability for higher education institutions due to political and social disruptions. The 2010-12 negative developments involving Indian students and recent concerns by the Chinese government about the safety of its students are examples.

This nationality concentration has meant that the spread of representation from 18 of the 28 nationalities contributing more than 1000 students has decline compared with earlier times. Perhaps more serious is the development that some of our regional neighbours who are vital for strategic alliances, Indonesia, Singapore, Thailand, Japan, Hong Kong and Taiwan, now have fewer students studying in Australia than 25 years ago in 2002. It is timely that a broader discussion be held about the changing trends in the nationality distribution of international student enrollees in Australian universities. The outcomes have implications for Australian society beyond education, including economic and strategic

security. The Melbourne Vice Chancellor, Glyn Davis has proposed that the government establish a Higher Education Commission. The involvement of international students in Australian higher education and associated risk factors is one issue such a commission could consider.

A narrowing of the nationality profile with 53.7% from two nationalities and 81% from ten nationalities in 2017 compared with 21.3% and 64.8% respectively in 2002 highlights the adverse trend. In some instances, these developments have led to a significant decrease in the ethnic diversity of participants in some classes, especially at the graduate level. There are faculties in some universities where the majority of the students are from overseas, with more than half of one nationality. Most university students continue to express overall satisfaction with their university experience (11). International student satisfaction levels are lower than for their domestic counterparts. Demographic profile changes may accentuate concerns. Students do have concerns that the richness of the educational class experience is being compromised. There is a strong case for a more coordinated national response to the management of international student trends.

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Appendix A International Students Nationality Enrolments in Higher Education 2002 to 2017

Appendix A	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
China	17,439	25,038	34,773	45,982	52,351	56,357	63,020	76,542	90,041	93,706	88,992	85,826	89,083	96,775	112,566	133,698
India	9,072	12,426	18,025	22,560	25,527	27,102	28,442	28,041	21,969	15,402	12,638	16,655	26,240	35,137	44,365	54,212
Nepal	993	837	678	697	1,195	2,816	3,663	4,098	5,168	6,776	7,094	8,011	10,149	12,179	15,136	21,408
Vietnam	1,816	2,106	2,343	2,645	2,959	3,543	4,994	7,453	9,701	10,868	10,998	11,139	11,925	12,697	13,815	15,043
Malaysia	14,375	16,339	16,724	16,108	15,530	15,804	16,380	18,071	18,410	17,944	16,281	14,965	14,345	14,400	14,596	14,679
Pakistan	1,315	1,298	1,359	1,477	1,778	2,189	2,466	2,834	3,114	3,274	4,077	5,592	7,239	9,034	10,086	10,957
Indonesia	12,847	12,975	12,017	10,890	9,994	9,239	8,825	9,254	9,390	9,331	9,015	8,717	8,469	8,469	8,738	9,286
Hong Kong	9,988	11,957	12,644	11,910	10,010	8,104	6,480	5,918	6,063	6,339	6,849	7,429	8,103	8,281	8,544	8,890
Sri Lanka	2,318	2,405	2,387	2,460	2,856	3,577	3,996	4,194	3,970	3,624	3,308	3,411	4,120	4,905	6,021	7,549
Singapore	10,819	10,560	9,564	8,656	8,124	7,723	7,733	8,262	8,483	8,430	8,143	7,809	7,414	7,257	7,052	7,211
Bangladesh	2,277	2,993	3,644	3,893	3,650	3,076	2,365	2,286	2,611	3,038	3,393	3,586	3,938	4,459	4,806	5,392
South Korea	4,026	4,883	5,592	6,187	6,664	7,324	7,987	8,496	8,696	8,671	8,231	7,450	6,589	5,814	5,315	5,073
Philippines	461	472	512	535	627	667	788	1,026	1,386	1,897	2,291	2,676	3,400	3,865	4,338	4,194
Saudi Arabia	42	85	177	348	677	1,126	1,928	3,773	5,634	6,122	5,595	4,963	4,826	4,753	4,450	3,998
USA	2,273	2,432	2,502	2,627	2,592	2,548	2,474	2,489	2,575	2,514	2,427	2,438	2,414	2,465	2,641	2,814
Taiwan	4,154	4,451	4,509	4,232	4,105	3,959	3,718	3,631	3,606	3,281	2,873	2,501	2,396	2,357	2,438	2,649
Canada	1,433	1,885	2,224	2,551	2,850	3,129	3,361	3,518	3,433	3,230	3,021	2,866	2,787	2,646	2,643	2,629
Thailand	5,130	5,898	5,936	5,457	5,107	4,905	4,405	4,249	4,156	3,703	3,434	3,155	2,887	2,662	2,553	2,580
Iran	200	347	521	622	783	1,008	1,250	1,610	2,073	2,392	2,540	2,574	2,595	2,438	2,281	2,300
Kenya	1,103	1,270	1,277	1,201	1,254	1,292	1,370	1,365	1,331	1,264	1,111	1,095	1,211	1,402	1,760	2,078
Nigeria	94	97	92	91	119	148	142	191	250	265	334	499	837	1,105	1,585	1,893
Brazil	389	424	435	432	471	511	604	688	752	767	758	787	853	936	1,195	1,629
Japan	2,792	3,155	3,529	3,825	3,794	3,491	3,029	2,700	2,436	2,077	1,829	1,726	1,648	1,517	1,494	1,592
Colombia	649	783	704	611	611	662	744	908	1,112	1,237	1,308	1,312	1,357	1,366	1,438	1,537
United Kingdom	1,591	1,889	2,113	2,179	2,216	2,226	2,145	2,185	2,222	1,999	1,759	1,643	1,579	1,501	1,475	1,444
Germany	818	1,089	1,399	1,584	1,625	1,634	1,621	1,774	1,922	1,736	1,437	1,246	1,183	1,129	1,189	1,253
France	477	542	594	707	885	1,137	1,296	1,590	1,914	1,746	1,486	1,341	1,247	1,220	1,175	1,186
Mauritius	778	944	940	908	953	1,034	1,184	1,440	1,454	1,328	1,128	1,002	1,014	995	1,019	1,025
Total all Nationalities	124,886	146,391	164,404	178,231	185,841	192,545	202,564	226,108	242,477	241,419	230,340	230,713	249,354	271,650	305,486	349,803

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Appendix B: Proportion of Total Higher Education Student Enrolments Each Year by Nationality

Appendix B	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
China	14.0	17.1	21.2	25.8	28.2	29.3	31.1	33.9	37.1	38.8	38.6	37.2	35.7	35.6	36.8	38.1
India	7.3	8.5	11.0	12.7	13.7	14.1	14.0	12.4	9.1	6.4	5.5	7.2	10.5	12.9	14.5	15.5
Nepal	0.8	0.6	0.4	0.4	0.6	1.5	1.8	1.8	2.1	2.8	3.1	3.5	4.1	4.5	5.0	6.1
Vietnam	1.5	1.4	1.4	1.5	1.6	1.8	2.5	3.3	4.0	4.5	4.8	4.8	4.8	4.7	4.5	4.3
Malaysia	11.5	11.2	10.2	9.0	8.4	8.2	8.1	8.0	7.6	7.4	7.1	6.5	5.8	5.3	4.8	4.2
Pakistan	1.1	0.9	0.8	0.8	1.0	1.1	1.2	1.3	1.3	1.4	1.8	2.4	2.9	3.3	3.3	3.1
Indonesia	10.3	8.9	7.3	6.1	5.4	4.8	4.4	4.1	3.9	3.9	3.9	3.8	3.4	3.1	2.9	2.7
Hong Kong	8.0	8.2	7.7	6.7	5.4	4.2	3.2	2.6	2.5	2.6	3.0	3.2	3.2	3.0	2.8	2.5
Sri Lanka	1.9	1.6	1.5	1.4	1.5	1.9	2.0	1.9	1.6	1.5	1.4	1.5	1.7	1.8	2.0	2.2
Singapore	8.7	7.2	5.8	4.9	4.4	4.0	3.8	3.7	3.5	3.5	3.5	3.4	3.0	2.7	2.3	2.1
Bangladesh	1.8	2.0	2.2	2.2	2.0	1.6	1.2	1.0	1.1	1.3	1.5	1.6	1.6	1.6	1.6	1.5
South Korea	3.2	3.3	3.4	3.5	3.6	3.8	3.9	3.8	3.6	3.6	3.6	3.2	2.6	2.1	1.7	1.5
Philippines	0.4	0.3	0.3	0.3	0.3	0.3	0.4	0.5	0.6	0.8	1.0	1.2	1.4	1.4	1.4	1.2
Saudi Arabia	0.0	0.1	0.1	0.2	0.4	0.6	1.0	1.7	2.3	2.5	2.4	2.2	1.9	1.7	1.5	1.1
United States America	1.8	1.7	1.5	1.5	1.4	1.3	1.2	1.1	1.1	1.0	1.1	1.1	1.0	0.9	0.9	0.8
Taiwan	3.3	3.0	2.7	2.4	2.2	2.1	1.8	1.6	1.5	1.4	1.2	1.1	1.0	0.9	0.8	0.8
Canada	1.1	1.3	1.4	1.4	1.5	1.6	1.7	1.6	1.4	1.3	1.3	1.2	1.1	1.0	0.9	0.8
Thailand	4.1	4.0	3.6	3.1	2.7	2.5	2.2	1.9	1.7	1.5	1.5	1.4	1.2	1.0	0.8	0.7
Iran	0.2	0.2	0.3	0.3	0.4	0.5	0.6	0.7	0.9	1.0	1.1	1.1	1.0	0.9	0.7	0.7
Kenya	0.9	0.9	0.8	0.7	0.7	0.7	0.7	0.6	0.5	0.5	0.5	0.5	0.5	0.5	0.6	0.6
Nigeria	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.3	0.4	0.5	0.5
Brazil	0.3	0.3	0.3	0.2	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.4	0.5
Japan	2.2	2.2	2.1	2.1	2.0	1.8	1.5	1.2	1.0	0.9	0.8	0.7	0.7	0.6	0.5	0.5
Colombia	0.5	0.5	0.4	0.3	0.3	0.3	0.4	0.4	0.5	0.5	0.6	0.6	0.5	0.5	0.5	0.4
United Kingdom	1.3	1.3	1.3	1.2	1.2	1.2	1.1	1.0	0.9	0.8	0.8	0.7	0.6	0.6	0.5	0.4
Germany	0.7	0.7	0.9	0.9	0.9	0.8	0.8	0.8	0.8	0.7	0.6	0.5	0.5	0.4	0.4	0.4
France	0.4	0.4	0.4	0.4	0.5	0.6	0.6	0.7	0.8	0.7	0.6	0.6	0.5	0.4	0.4	0.3
Mauritius	0.6	0.6	0.6	0.5	0.5	0.5	0.6	0.6	0.6	0.6	0.5	0.4	0.4	0.4	0.3	0.3
28 Nationalities % total	87.8	88.5	89.5	90.5	91.1	91.6	92.0	92.3	92.3	92.4	92.2	92.1	92.2	92.7	93.2	93.8

AUSTRALIAN HIGHER EDUCATION POLICY ANALYSIS

Appendix C Proportional Change in Higher Education enrolments for each Nationally Relative to 2002

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
China	1	1.44	1.99	2.64	3.00	3.23	3.61	4.39	5.16	5.37	5.10	4.92	5.11	5.55	6.45	7.67
India	1	1.37	1.99	2.49	2.81	2.99	3.14	3.09	2.42	1.70	1.39	1.84	2.89	3.87	4.89	5.98
Nepal	1	0.84	0.68	0.70	1.20	2.84	3.69	4.13	5.20	6.82	7.14	8.07	10.22	12.26	15.24	21.56
Vietnam	1	1.16	1.29	1.46	1.63	1.95	2.75	4.10	5.34	5.98	6.06	6.13	6.57	6.99	7.61	8.28
Malaysia	1	1.14	1.16	1.12	1.08	1.10	1.14	1.26	1.28	1.25	1.13	1.04	1.00	1.00	1.02	1.02
Pakistan	1	0.99	1.03	1.12	1.35	1.66	1.88	2.16	2.37	2.49	3.10	4.25	5.50	6.87	7.67	8.33
Indonesia	1	1.01	0.94	0.85	0.78	0.72	0.69	0.72	0.73	0.73	0.70	0.68	0.66	0.66	0.68	0.72
Hong Kong	1	1.20	1.27	1.19	1.00	0.81	0.65	0.59	0.61	0.63	0.69	0.74	0.81	0.83	0.86	0.89
Sri Lanka	1	1.04	1.03	1.06	1.23	1.54	1.72	1.81	1.71	1.56	1.43	1.47	1.78	2.12	2.60	3.26
Singapore	1	0.98	0.88	0.80	0.75	0.71	0.71	0.76	0.78	0.78	0.75	0.72	0.69	0.67	0.65	0.67
Bangladesh	1	1.31	1.60	1.71	1.60	1.35	1.04	1.00	1.15	1.33	1.49	1.57	1.73	1.96	2.11	2.37
South Korea	1	1.21	1.39	1.54	1.66	1.82	1.98	2.11	2.16	2.15	2.04	1.85	1.64	1.44	1.32	1.26
Philippines	1	1.02	1.11	1.16	1.36	1.45	1.71	2.23	3.01	4.11	4.97	5.80	7.38	8.38	9.41	9.11
Saudi Arabia	1	2.02	4.21	8.29	16.12	26.81	45.90	89.83	134.14	145.76	133.21	118.17	114.90	113.17	105.95	95.10
United States America	1	1.07	1.10	1.16	1.14	1.12	1.09	1.10	1.13	1.11	1.07	1.07	1.06	1.08	1.16	1.24
Taiwan	1	1.07	1.09	1.02	0.99	0.95	0.90	0.87	0.87	0.79	0.69	0.60	0.58	0.57	0.59	0.64
Canada	1	1.32	1.55	1.78	1.99	2.18	2.35	2.45	2.40	2.25	2.11	2.00	1.94	1.85	1.84	1.83
Thailand	1	1.15	1.16	1.06	1.00	0.96	0.86	0.83	0.81	0.72	0.67	0.62	0.56	0.52	0.50	0.50
Iran	1	1.74	2.61	3.11	3.92	5.04	6.25	8.05	10.37	11.96	12.70	12.87	12.98	12.19	11.41	11.50
Kenya	1	1.15	1.16	1.09	1.14	1.17	1.24	1.24	1.21	1.15	1.01	0.99	1.10	1.27	1.60	1.88
Nigeria	1	1.03	0.98	0.97	1.27	1.57	1.51	2.03	2.66	2.82	3.55	5.31	8.90	11.76	16.86	20.14
Brazil	1	1.09	1.12	1.11	1.21	1.31	1.55	1.77	1.93	1.97	1.95	2.02	2.19	2.41	3.07	4.19
Japan	1	1.13	1.26	1.37	1.36	1.25	1.08	0.97	0.87	0.74	0.66	0.62	0.59	0.54	0.54	0.57
Colombia	1	1.21	1.08	0.94	0.94	1.02	1.15	1.40	1.71	1.91	2.02	2.02	2.09	2.10	2.22	2.37
United Kingdom	1	1.19	1.33	1.37	1.39	1.40	1.35	1.37	1.40	1.26	1.11	1.03	0.99	0.94	0.93	0.91
Germany	1	1.33	1.71	1.94	1.99	2.00	1.98	2.17	2.35	2.12	1.76	1.52	1.45	1.38	1.45	1.53
France	1	1.14	1.25	1.48	1.86	2.38	2.72	3.33	4.01	3.66	3.12	2.81	2.61	2.56	2.46	2.49
Mauritius	1	1.21	1.21	1.17	1.22	1.33	1.52	1.85	1.87	1.71	1.45	1.29	1.30	1.28	1.31	1.32

