

University Training Capacity and International Student Mobility: Related How?

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There are two competing theories in the literature regarding why international students leave their homelands to seek higher education elsewhere. The dominant theory in the past was that students went abroad for their tertiary studies because of the lack of study opportunities in their homeland (Cummings 1984; Kindleberger 1968; Thompson 1974). In recent years, some scholars have challenged that view and claimed that study abroad has little to do with tertiary education conditions in students' homelands and more to do with increased wages and work opportunities that become available to students if they obtain their higher education in North America or Europe (Clemens 2009; Rosenzweig 2006). According to this view, investments in higher education in students' homelands will not deter students outflows but may actually increase them because of increases in student numbers (Clemens 2009; Lowell and Khadka 2009; Rosenzweig 2006). It is argued further that remittances and Diaspora ties compensate sending countries adequately for brain drain losses. While the quality of tertiary training available at home, political conditions and a host of other factors undoubtedly enter into students' decision about whether to do their tertiary studies at home or abroad, and if they do go abroad, whether to return home following completion of their studies, the lack of empirical study of these issues makes it difficult to evaluate whether outward student mobility is actually higher in countries that have greater education capacity, as critics claim.

To see the complete paper, please send an email to: mmk5@cornell.edu

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