Project Atlas: The Value-Add of Data-Sharing

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Agenda

• Project Atlas: What it is and what it does
• Developing world perspective
• Canadian perspective
• Discussion
The Value-add of data sharing

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February 22, 2016 | AIEA 2016 Annual Conference, Canada
Origins
Measuring mobility in the U.S.: **open doors®** Project

Supported by ECA, U.S. Department of State; IIE; and country partners
Annual Project Atlas® Survey

Higher Education Sector
- Public vs. Private HEIs
- Domestic students
- In-bound (int’l) students

In-bound Students
- Top 10 Places of Origin
- Academic Levels/Degrees
- Fields of Study

Out-bound Students
- Top 10 Places of Origin
- Academic Levels/Degrees
- Fields of Study

Data Collection & Reporting
- Entities responsible for collecting, analyzing, & reporting mobility data
- Data Sources
What is the value of shared data?

Harmonizing indicators

Collaborating on research & capacity-building

Disseminating data online

All mobility types

Private institutions

Most current time reference available

Project Atlas®
International Student Growth
But what’s missing?

Source: OECD *Education at a Glance*, 2014
China as a destination

Eg. In-bound Students in China:

*Project Atlas®*

- *UNESCO Institute for Statistics*

  - 377,054
    - (November, 2014)
  - 96,409
    - (2012/13)
Building capacity to gather and report data

**USA, Washington, D.C.**
Capacity-building workshop to gather, understand & use mobility data

**Ireland, Dublin**
International Advisory Group meeting and joint Atlas panel on global mobility trends

**China, Beijing**
Collaboration with China Scholarship Council on data collection around the 100,000 Strong Initiative

**Mexico, Toluca**
Workshop on data collection using Open Doors® methodology

**UK and Australia**
Collaboration on designing new survey on transnational education with the British Council and Australian Education International

**Brazil, Rio de Janeiro**
Presentation on data capacity building at Conference of the Americas

**Kenya, Eldoret**
Workshop on best practices in collecting student mobility data held at Moi University

**Australia, Adelaide**
Data collection capacity-building workshop for the 22 Asia-Pacific Economic Cooperation economies
Challenges & opportunities

• Perfect harmonization?

• Varying capacities for data collection and reporting; varying entities

• Time references differ across countries

• Harnessing data for research

• Value of data
Data and the Developing World

- Definitions still a problem
- Project Atlas and its role over time
- Involve more countries from the developing world especially the large systems
Student Data in the Developing World

• Data use in the developing/emerging world
• Institutional use of data as an incentive to collect data.
• Current data collection experiences by the developing world
• South African data
A Project to Collect and Publish Data in Africa

• The need for the project
• Project outline
• Going live in 2016
CBIE

- CBIE is Canada’s national organization dedicated to international education – sister association to AIEA, IIE, IEASA & organizations worldwide
- 2016 is CBIE’s 50th anniversary year
- Membership spans the education sector
Canada and Data Collection

- Different players with different mandates and definitions
- Statistics Canada, Immigration Canada
Canadian Perspective

- **336,000** international students in Canada at all levels of study in 2014

- **83%** Increase in international student population in Canada from 2008 to 2014

- **51%** of international students plan to apply for permanent residence in Canada

Top 3 reasons international students choose Canada:

1. The quality of the Canadian education system
2. Canada’s reputation as a tolerant and non-discriminatory society
3. Canada’s reputation as a safe country
Canadian Perspective

International students in Canada by year, all levels of study (2008-2014)

CBIE: A World of Learning, Canada’s Performance and Potential in IE

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
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<tbody>
<tr>
<td>2008</td>
<td>184,155</td>
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<td>2009</td>
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<td>2013</td>
<td>304,811</td>
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<tr>
<td>2014</td>
<td>336,497</td>
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Community Engaged Learning Abroad: A credit or non-credit activity abroad which involves community partners or organizations working directly with students on projects of interest to the community.

Field School: A structured group learning experience which takes place outside the classroom in a location which acts as a ‘home base’ for studies. Learning centres around topics which are enhanced by the resources (cultural, environmental or academic) available at or near the field school location.

Internationalizing the Curriculum: Teaching and learning activities which promote an international perspective within courses and academic programs.

Overseas Branch Campus: A campus of an educational institution established in a country outside of the institution’s main location. Educational offerings at the branch campus are usually targeted at local students in that location.

Service Learning: A credit or non-credit experiential learning experience abroad whereby student activities are aimed at ameliorating a community problem or issue.

Volunteer Abroad: An unpaid student placement abroad which may, or may not, be organized by a third-party organization. Volunteering abroad differs from service learning or experiential learning abroad in that the main focus is not necessarily on student learning.
Further Discussion

• What is your reaction to Project Atlas as a source of data?

• What would you recommend to make it more useful?

• What is your data collection priority?
Merci!


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