



**2016**

**Association of International  
Education Administrators  
ANNUAL CONFERENCE**

# **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





# Project Atlas®

## The Value-add of data sharing

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# Origins

## Measuring mobility in the U.S.: opendoors® Project

INSTITUTE OF  
INTERNATIONAL  
EDUCATION

*Opening Minds to the World®*

20 *Institute of International Education*

TABLE SHOWING COMPARISON OF THE NUMBER OF FOREIGN STUDENTS  
IN THE COLLEGES AND UNIVERSITIES OF THE UNITED STATES  
DURING THE PAST FIVE YEARS

(An attempt has been made by the Institute in compiling these figures  
to include bona fide foreign students coming to this country under their  
national quotas as well as those entering on student visas. Duplication  
of return, when the same student is reported by two institutions, has  
been eliminated as far as possible also, in the hope of making these partial  
returns fairly accurate.)

	1921-22	22-23	23-24	24-25	25-26
Abyssinia.....	..	1	1	4	3
Afghanistan.....	..	..	2	1	..
*Africa.....	4	6	7	17	3
Alaska.....	12	..	2	2	1
Albania.....	4	4	5	1	1
Algeria.....	1	2	1	1	..
Arabia.....	..	1	2	4	3
Argentina.....	..	57	33	38	35
Armenia.....	54	92	101	103	47
*Asia Minor.....	6	6	7	7	1

Project Atlas®

2001

2016

1919

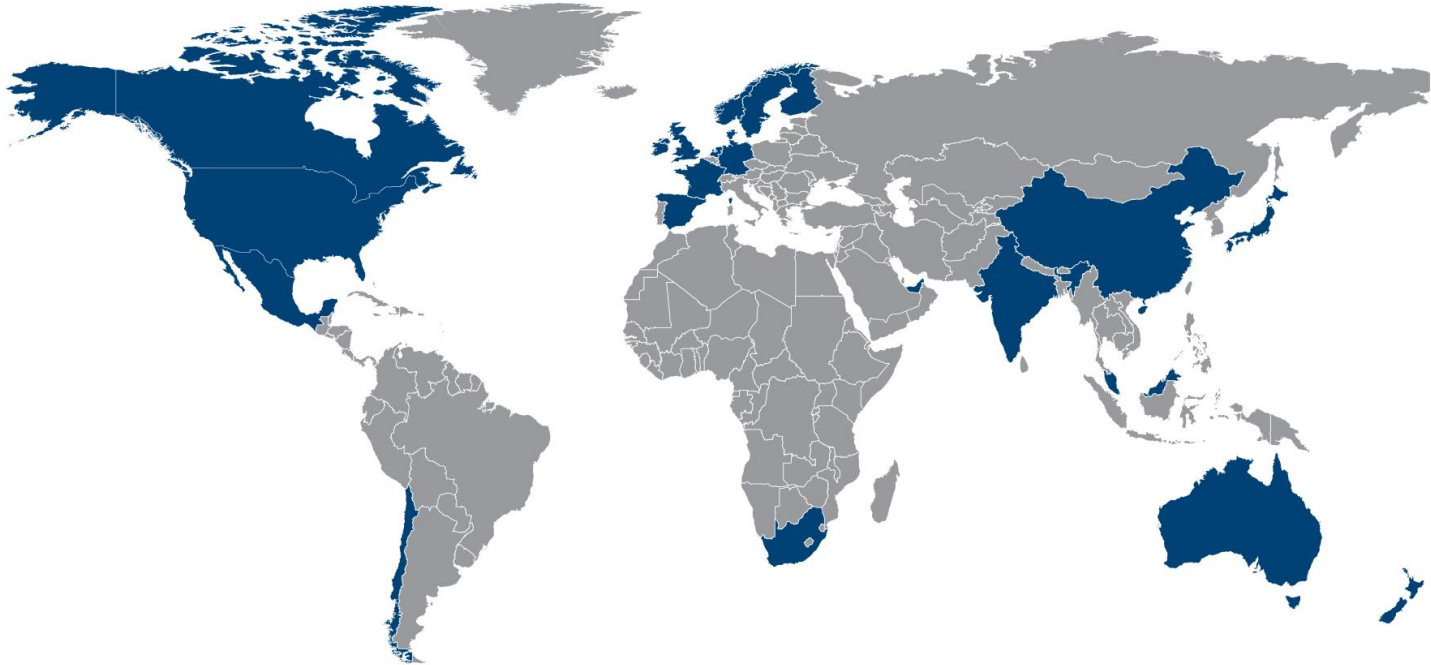


Supported by ECA, U.S. Department of State; IIE; and country partners



# Project Atlas<sup>®</sup>

## Measuring Global Student Mobility



# Annual Project Atlas<sup>®</sup> 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

# Online Data & Resources

## iie.org/atlas

Institute of International Education | Find a Program

Project Atlas®

Home

About Project Atlas

Glossary of Project Atlas terms

Resources

Infographics

Mobility Publications


FAQs

Resources For...

Project Atlas® Partners

Project Atlas Workshop

IIE holds annual Project Atlas workshops on data-driven decision-making in international education: building capacity to gather, understand, and use student mobility data.



About Project Atlas

Project Atlas® tracks migration trends of the millions of students who pursue education outside of their home countries each year. Data are collected on global student mobility patterns as well as leading countries involved in international higher education mobility. For more information, please visit About Project Atlas.


Access Data

New 2015 Project Atlas Trends and Global Data Fact Sheet

To access data for each country, select the country profile page in the drop down menu on the left.

[Download the Project Atlas Fast Facts sheet \(810 KB, PDF\)](#)

Reports



Open Doors 2015: Report on International Educational Exchange provides a comprehensive statistical analysis of the latest global higher education mobility trends. Open Doors features graphic displays, maps, tables, figures and to-the-point policy-oriented analysis. The complete set of tables in this book is an essential resource for those concerned with the worldwide movement of students. The Bureau of Educational and Cultural Affairs of the U.S. Department of State provides funding for this effort.

[Pre-Order Open Doors 2015](#)

Project Atlas®

The Project Atlas one-page overview

Project Atlas® Home

Home

Higher Education Sector

International Students in China

China's Students Overseas

Resources

Visit Other Country Profiles

Please Select

International Students in China

2014

2013

2012

2011

2010

2009

2008

2007

2006

2005

2004

Total international student enrollment: 377,054

Do these counts of international students reflect both public and private institutions? Yes

Rank	Place of Origin	Number of Students	Percent of Total
1	South Korea	62,923	16.7%
2	United States	24,203	6.4%
3	Thailand	21,296	5.6%
4	Russia	17,202	4.6%
5	Japan	15,057	4.0%
6	Indonesia	13,689	3.6%
7	India	13,578	3.6%
8	Pakistan	13,380	3.5%
9	Kazakhstan	11,764	3.1%
10	France	10,729	2.8%

Total number of international students from all places of origin by field of study:

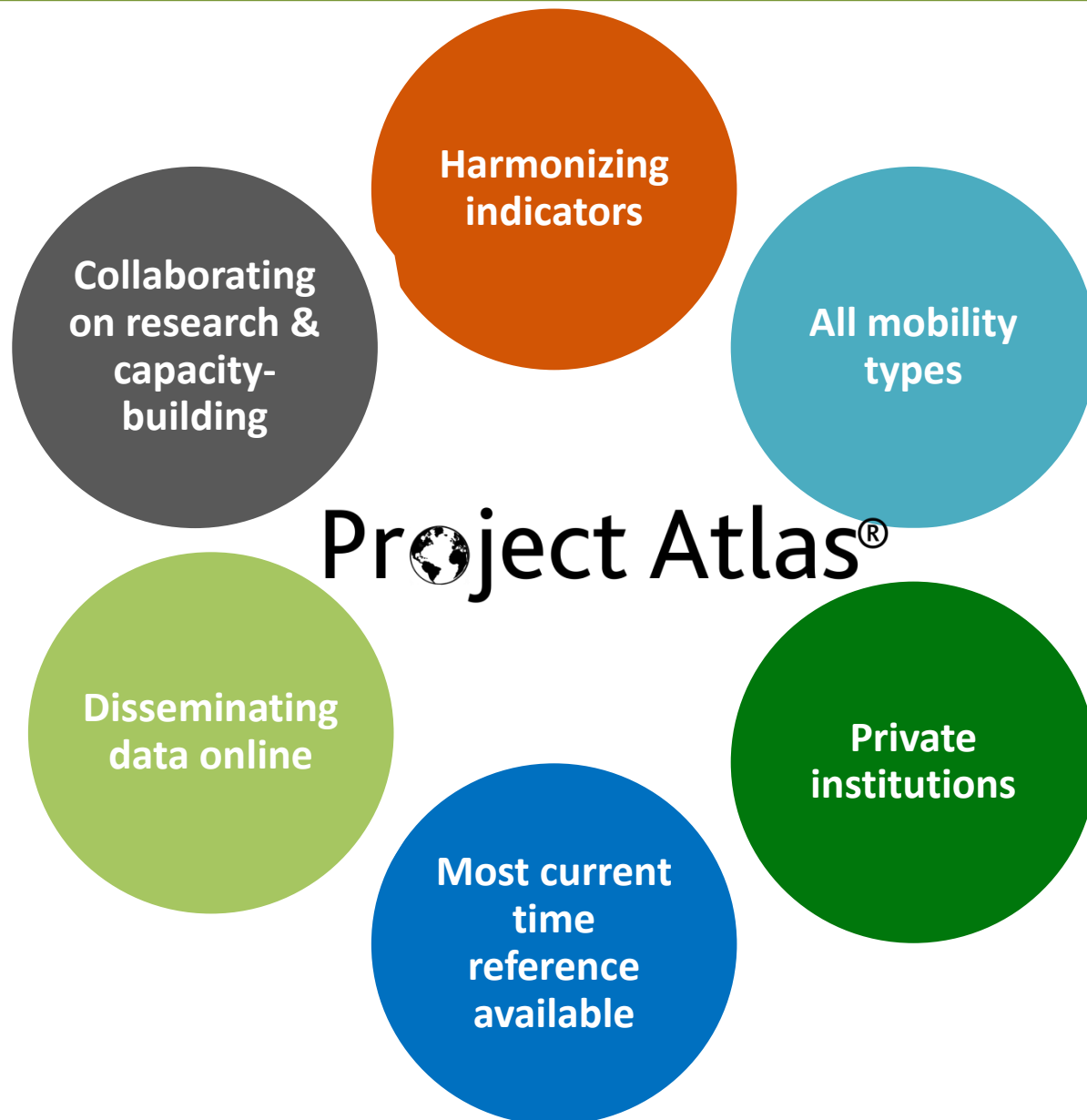
Rank	Field of Study	Number of Students	Percent of Total
1	Humanities	208,472	55.3%
2	Business and Management	54,750	14.5%
3	Health Professions	52,090	13.8%
4	Engineering	34,134	9.1%
5	Social Sciences	9,118	2.4%
6	Education	8,664	1.8%
7	Fine and Applied Arts	5,531	1.5%
8	Physical and Life Sciences	3,927	1.0%
9	Agriculture	2,368	0.6%

Total number of international students from all places of origin by academic levels:

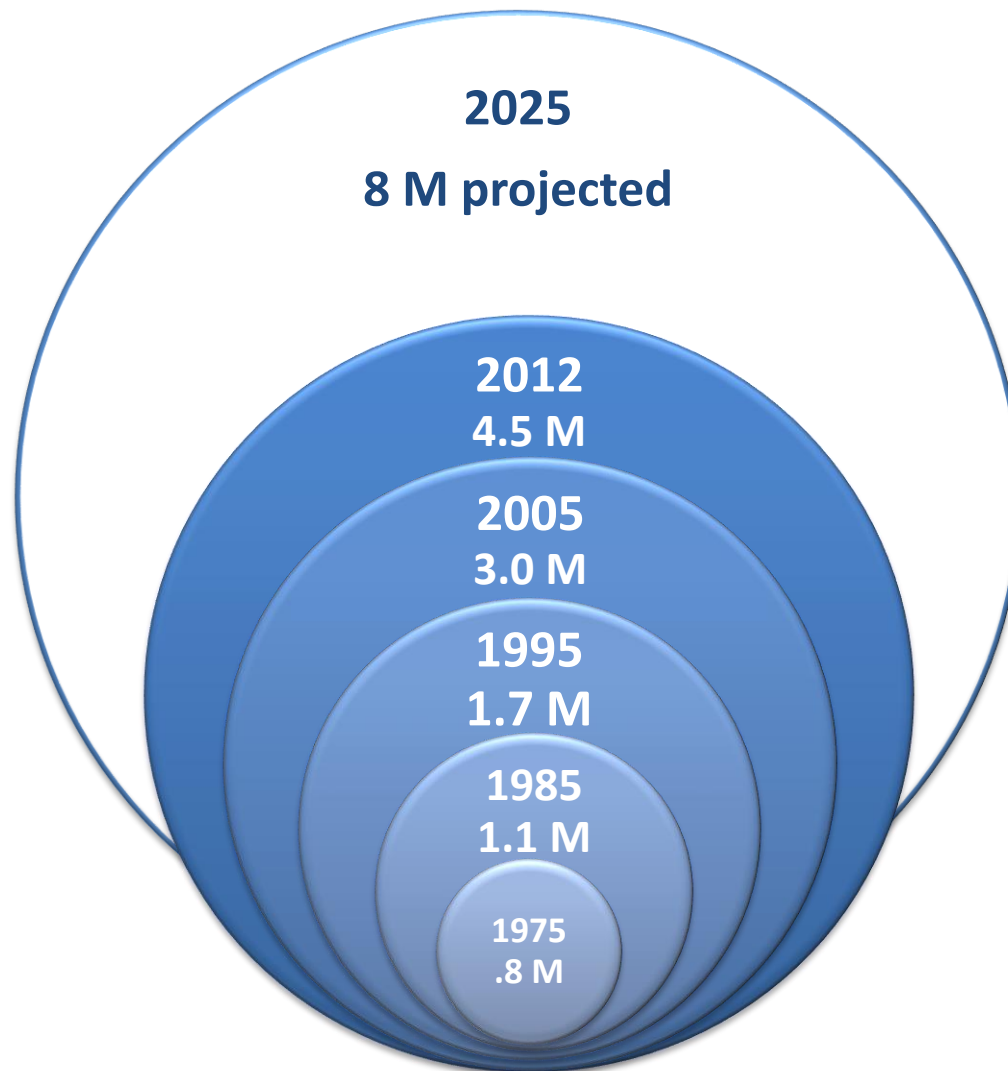
Academic Levels	Number of students	Percent of Total
Undergraduate Degree/Qualification International Students	116,404	30.9%
Undergraduate Study Abroad/Non-award study International Students	209,456	55.6%

ina/International-Students-In-China#2013

# What is the value of shared data?







## International Student Growth But what's missing?

# China as a destination

Eg. In-bound Students in China:

*Project  
Atlas<sup>®</sup>*

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*<sup>®</sup> methodology

## Kenya, Eldoret

Workshop on best practices in collecting student mobility data held at Moi University

## Brazil,

## Rio de Janeiro

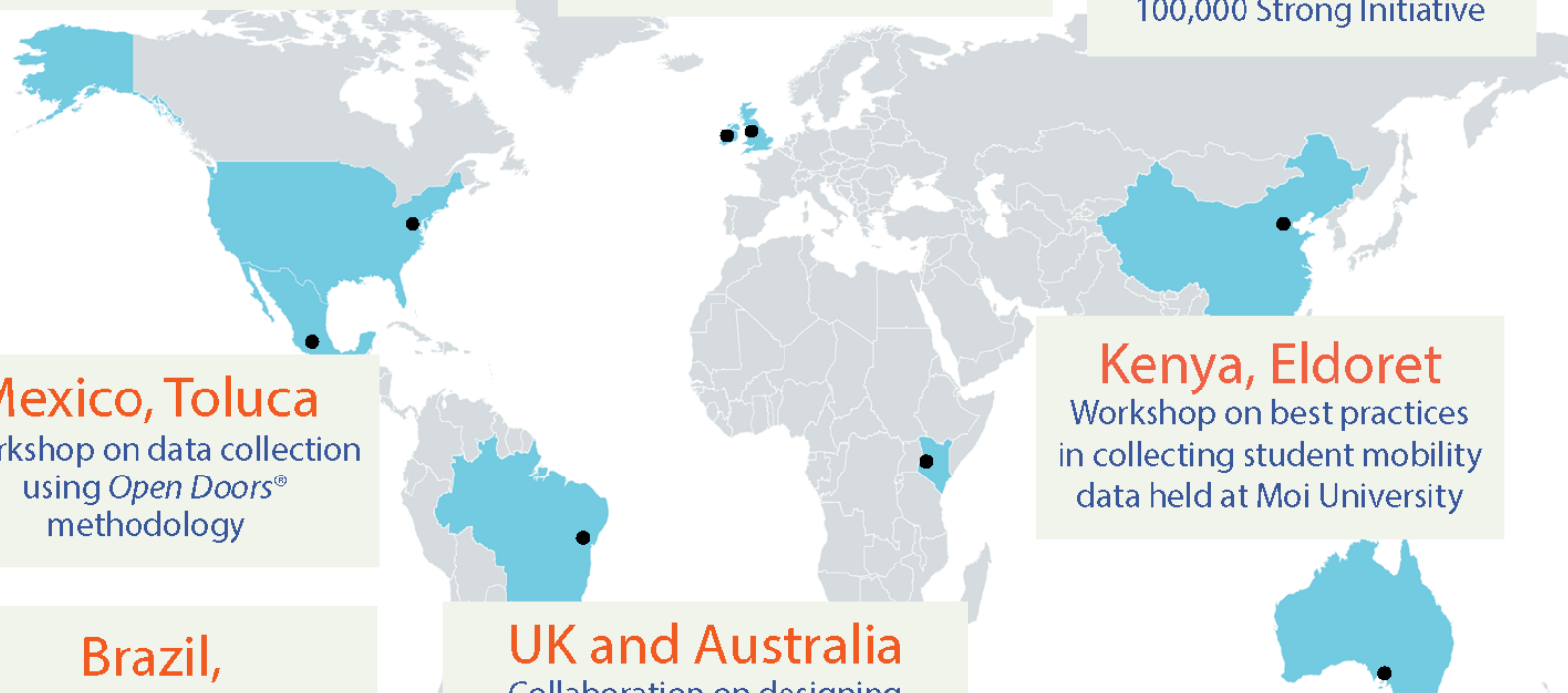
Presentation on data capacity building at Conference of the Americas

## UK and Australia

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

## Australia, Adelaide

Data collection capacity-building workshop for the 22 Asia-Pacific Economic Cooperation economies







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# Challenges & opportunities

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- **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

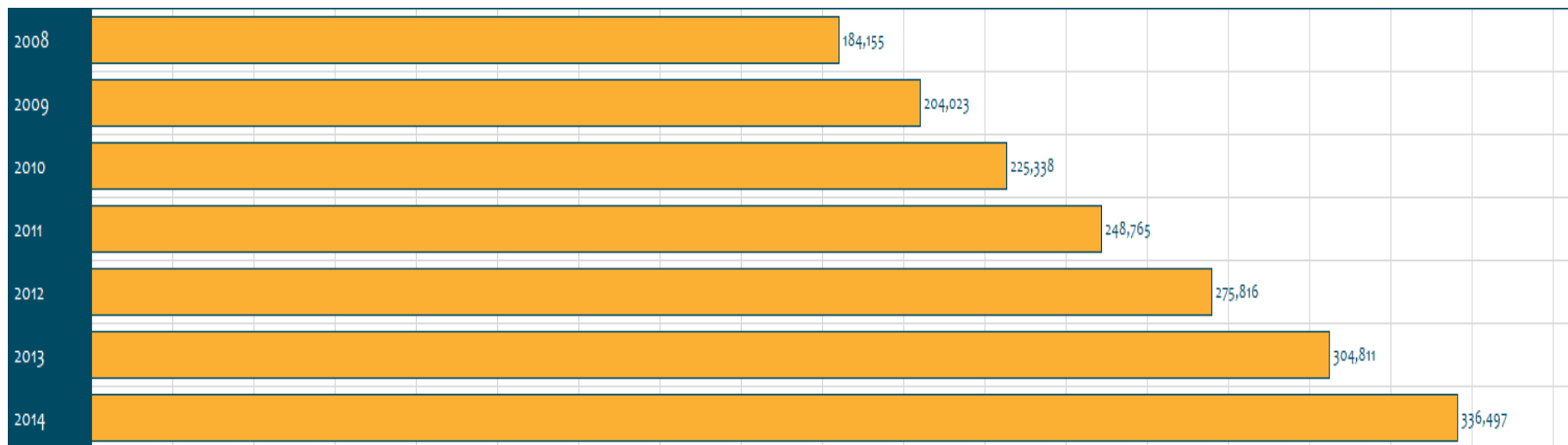
Top 3 reasons international students choose Canada:

- 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



# CBIE Education Abroad Lexicon

**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!

- [www.iie.org/en/Research-and-Publications/Project-Atlas](http://www.iie.org/en/Research-and-Publications/Project-Atlas)
- Jennifer Humphries- [jhumphries@cbie.ca](mailto:jhumphries@cbie.ca)
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