of race or ethnicity so long as they 'fit into the community as soon as possible'. In turn, most migrants want to 'belong' and are willing to accept inclusion on Australian terms.

Third, while there is high unemployment, people have not despaired of life in the region. Adults were asked how they felt about living and/or working in Springvale. Thirty-eight per cent of the total sample responded that they were very content, 46 per cent were moderately content, 11 per cent not very content and 5 per cent not at all content. Almost 90 per cent of the British and Australian born were very or moderately content, 72 per cent of the Indochinese, and 70 per cent of the southern and eastern Europeans. The highest registration in the 'not at all content' category was amongst southern and eastern Europeans at 17 per cent; this compares with three per cent for Australian, five per cent for British and eight per cent for Indochinese birthplace groups.

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TRENDS IN ENROLMENTS OF OVERSEAS STUDENTS IN HIGHER EDUCATION

Ian Dobson

INTRODUCTION

In recent years there have been concerns about the impact overseas students might be having on the availability of higher education to local students.

When the Government instituted its policy of permitting Commonwealth-funded institutions to enrol overseas students willing to meet the full cost of their education, it insisted that existing students would not be displaced.[1] This article will address this issue through a numerical analysis of overseas student enrolments.

The data analysed to assemble the information below were drawn from aggregated data sets supplied to Monash University's Centre for Population and Urban Research by the Department of Employment, Education and Training (DEET). These aggregated data were originally supplied to DEET by individual tertiary institutions, in the form of records on each student enrolled.

HISTORY

Prior to the abolition of tuition fees in 1974, most overseas students were sponsored under the Colombo Plan or other Commonwealth schemes. Other overseas students were sponsored by their own governments, or were private overseas students, paying the same fees as local students. From 1974 until the early 1980s, overseas students enrolled on the same basis as Australian students; that is, there were no fees for tuition. However, many institutions had internal policies relating to the numbers of

overseas students who would be admitted to courses.

By the 1980s, Government policy recognised three categories of overseas students:

* Fully sponsored Australian Development Assistance Bureau (ADAB) students;
* Private subsidised students, meeting some of the cost of their tuition via an Overseas Student Charge (45 per cent of the full average cost from 1987). Revenue from these students was not applied directly to the institution in which they were enrolled, nor necessarily to the education sector;
* Private full-fee overseas students (from 1986), whose fees were paid directly to institutions.[2]

From 1 January 1990, this changed and all overseas students are now admitted on a full fee-paying basis. Fees were required to cover the cost of tuition plus a capital component. Various scholarships were also made available to admit some overseas students at no (or reduced) cost to themselves.[3] In 1993 fee levels vary from sums of about $9,000 per year to more than $24,000 depending on the course, and must be approved by DEET.

DEFINITIONS

The definition of 'overseas' students used by DEET in its published statistics overstates the number by including students for whom there is no information on citizenship, and by including citizens of New Zealand.[4] (In 1992, there were about 5,500 New Zealanders in Australian higher education, and more than 5,000 of these were permanent residents of Australia.)

A different definition, prescribed by DEET for use by higher education institutions in supplying statistical data, has been used here.[5] An overseas student is one who is NOT one of the following:

* an Australian citizen; or
* a citizen of New Zealand; or
* the holder of a permanent entry permit.

Within the set of "Overseas students" are:

* Full-fee paying overseas students, who pay a fee to the institution to cover the full cost of providing tuition and related services and facilities. A subset of this group comprises those overseas students who have their liability met by ADAB or by some other Australian agency ("Sponsored" students.)
* Subsidised overseas students, who commenced courses prior to the Government's policy change.

OVERALL TRENDS IN OVERSEAS STUDENT ENROLMENTS

There is no doubt that there has been a rapid increase in the numbers of overseas students over the past few years. This is despite the introduction of full fees. Between 1989 and 1992, the total number of overseas students increased by 12,840, or 61.1 per cent (Table 1A). At the same time, numbers of local students increased by 105,499, or 25.1 per cent. The pattern is confirmed by looking at numbers of students commencing courses.

But large as the difference between these rates of growth appears, the representation of overseas students in the total of all students increased by only 1.3 per cent, from 4.8 per cent in 1989, to 6.1 per cent in 1992. Likewise, the overseas proportion of commencing enrolments was modest, rising by 2 per cent to 7.4 per cent in 1992.

Table 1A also illustrates the switch from subsidised to full-fee enrolment by overseas students. The number of full

Table 1: Higher education enrolments 1989 and 1992 by overseas/local; by gender; by home residence

		Total enrolments			Commencing enrolments		
		1989	1992	% increase	1989	1992	% increase
A	Total students	441076	559365	26.8	180812	210599	16.5
	Overseas students	21010	33850	61.1	9766	15671	60.5
	Subsidised O/S	12669	3734	-70.5	4251		-100.0
	Full fee paying O/S	8341	30116	261.1	5515	15671	184.2
	Full fee % O/S	40	89		57	100	
	Local Students	420066	525515	25.1	171046	194928	14.0
	O/S % of total students	4.8	6.1		5.4	7.4	
B	Female students	229791	298812	30.0	97599	114532	17.3
	Overseas students	7918	14431	82.3	3820	6875	80.0
	Local students	221873	284381	28.2	93779	107657	14.8
	O/S % of female students	3.4	4.8		3.9	6.0	
C	Home residence of O/S students						
	Malaysia	7026	7824	11.4	2341	2578	10.1
	HongKong	2486	7001	181.6	1369	3281	139.7
	Singapore	2287	4390	92.0	1137	2114	85.9
	Indonesia	1569	2527	61.1	825	1113	34.9
	China	936	2011	114.9	469	1011	115.6
	All Other	6706	10097	50.6	3625	5574	53.8

fee paying students grew from 8,341 in 1989 to 30,116 in 1992, whilst subsidised numbers declined from 12,669 to 3,734. The proportion of fee-paying overseas enrolment has grown, therefore, from just under 40 per cent to 89 per cent. Policy decreed that no more subsidised overseas students would commence courses from 1990.

ENROLMENT BY GENDER

Women have been in the majority in Australian higher education since 1987. The proportion of local women increased slightly between 1989 and 1992, from 53 per cent to 54 per cent of all local students. In the same period, overseas women increased from 37.7 per cent to 42.6 per cent of all overseas students. Figures for female students are shown in Table 1B. Commencing numbers also reflect this growth of overseas females. The representation of overseas females increased substantially over the period, from 3.9 per cent to 6.0 per cent of all females commencing higher education courses.

ENROLMENT BY COUNTRY OF HOME RESIDENCE

The distribution of overseas enrolments by country of home residence demonstrates some interesting movements. Between 1989 and 1992, there was no change in the "Big Five" source nations (Malaysia, Hong Kong, Singapore, Indonesia, and China), nor in their ranked order. (Refer Table 1C). Enrolments of overseas students from these countries constituted 68 per cent and 70 per cent of all overseas enrolments respectively. What is notable is the rapid 182 per cent increase in the numbers of overseas students whose home is

Hong Kong. Hong Kong's representation in higher education increased from 12 per cent of overseas numbers in 1989, to 21 per cent in 1992. These patterns are duplicated for commencing overseas students.

ENROLMENT BY FIELD OF STUDY AND LEVEL OF COURSE

Higher Education institutions report enrolments in courses, classified into 'fields of study' (FOS). The main purpose of this classification is to ensure comparability across different institutions.[6] Likewise, courses are often grouped by level, into undergraduate and postgraduate, with postgraduate being further bisected into "Higher Degrees by Research" (Higher Doctorates, PhD. and Masters by Research) and "Other Postgraduate" (Postgraduate Diplomas, Masters Prelim., Masters by Coursework).[7]

Undergraduate Students

The growth of overseas students has been the most spectacular at the undergraduate level, increasing by more than 65 per cent over the period. At the same time, local student numbers increased by 21 per cent. However, the actual increase in the proportion of overseas undergraduates to total undergraduate enrolments has been relatively modest, rising from 4.2 per cent in 1989 to 5.7 per cent in 1992.

Table 2 distributes overseas and local undergraduate student numbers by field of study. It can be seen that the rate of growth of total overseas student numbers exceeded local student growth in all fields of study except Engineering although the rate of increase of overseas students commencing Engineering courses is nearly double that of locals. Overseas growth was particularly strong

Table 2: Higher education undergraduate enrolments 1989 & 1992 by overseas/local; by field of study

Field of Study	Total enrolments			Commencing enrolments		
	1989	1992	% increase	1989	1992	% increase
Overseas Students	15764	26106	65.6	6859	11220	63.6
Agriculture	111	166	49.5	53	35	-34.0
Business/Admin./Economics	6879	12672	84.2	3178	5248	65.1
Engineering/Surveying	2529	2808	11.0	805	977	21.4
Health	1178	2287	94.1	498	1036	108.0
Medicine (incl. in Health)	449	762	69.7	114	200	75.4
Science	2481	3688	48.6	1205	1480	22.8
Other Fields of Study	2586	4485	73.4	1120	2444	118.2
Local Students	355317	429804	21.0	137706	145406	5.6
Agriculture	6424	8741	36.1	2576	3396	31.8
Business/Admin./Economics	72507	103605	42.9	28263	25451	-9.9
Engineering/Surveying	26092	33790	29.5	9012	10158	12.7
Health	41801	54928	31.4	15734	18824	19.6
Medicine (incl. in Health)	7118	7624	7.1	1361	1305	-4.1
Science	48825	62964	29.0	20021	21815	9.0
Other Fields of Study	159668	165776	3.8	62100	65762	5.9
O/S % of UG Students	4.2	5.7		4.7	7.2	
Total Undergraduate	371081	455910	22.9	144565	156626	8.3

Table 3: Higher education post-graduate enrolments 1989 & 1992 by overseas/ local; by course level; by field of study

	Course Level/Field of Study	Total enrolments			Commencing enrolments		
		1989	1992	% increase	1989	1992	% increase
A	HIGHER DEGREE BY RESEARCH	14751	24287	64.6	4668	9337	100.0
	Overseas Students	2586	3569	38.0	826	1477	78.8
	Agriculture	290	315	8.6	104	112	7.7
	Business/Admin./Economics	111	182	64.0	42	85	102.4
	Engineering/Surveying	612	808	32.0	210	339	61.4
	Health	203	324	59.6	59	121	105.1
	Science	806	1148	42.4	245	465	89.8
	Other Fields of Study	564	792	40.4	166	355	113.9
	Local Students	12165	20718	70.3	3842	7860	104.6
	Agriculture	402	640	59.2	107	211	97.2
	Business/Admin./Economics	488	1180	141.8	165	538	226.1
	Engineering/Surveying	1126	2170	92.7	368	976	165.2
	Health	1541	2487	61.4	461	890	93.1
	Science	3423	5127	49.8	1029	1740	69.1
	Other Fields of Study	5185	9114	75.8	1712	3505	104.7
	O/S % of HDR Students	17.5	14.7		17.7	15.8	
B	OTHER POSTGRADUATE	55244	79168	43.3	31579	44636	41.3
	Overseas Students	2660	4175	57.0	2081	2974	42.9
	Local Students	52584	74993	42.6	29498	41662	41.2
	O/S % of OPG Students	4.8	5.3		6.6	6.7	
C	TOTAL POSTGRADUATE	69995	103455	47.8	36247	53973	48.9

in Business and Health courses. Most of the growth in Health has been in Nursing, but overseas growth in Medicine courses has been very strong. It is apparently unaffected by full fees of around $24,000 per year (for each of six course-years). In engineering courses, overseas commencements constituted 8.8 per cent of all commencements, and in science, 6.4 per cent. These proportions were only marginally higher in 1992 than in 1989. The only area of decline in overseas involvement has been in commencements into Agriculture but the numbers here are small.

A concern has been expressed in the past about high rates of overseas participation in science courses, on the grounds that overseas students are committed to return home, and that the places they take will mean that fewer science graduates will join the Australian work force.[8] Given the fact that actual science enrolments of local students have expanded at rates far higher than those projected,[9] it is not likely that overseas enrolments will have an adverse indirect effect on the Australian labour force.

Postgraduate Students

Growth in overseas student enrolments in higher degrees by research (Table 3A) has been at a slower rate than for local students, when compared with other course levels. Between 1989 and

1992, the total number of overseas research students increased by 38 per cent, compared with 70 per cent for locals. With regard to commencing students the overall rate of growth is particularly high, but the growth rate for overseas students still lags behind that for local students (78.8 per cent against 104.6 per cent).

The overseas proportion of all higher degree by research enrolments has declined, but high levels of overseas student representation remain in some fields, predominantly in science/ technology areas:

FOS	Overseas % of total	
	1989	1992
Agriculture	41.9	33.0
Engineering	35.2	27.1
Science	19.1	18.3
All FOS	17.5	14.7

It will be noted that most of this over-represention is in science/ technology areas. If the growth in local enrolment continues, it will mean in essence that Australia is "exporting" a smaller proportion of its science/ technology research knowledge. It might also ensure that more postgraduates move into the Australian workforce, increasing the effectiveness of science/technology expenditure, by providing a research "multiplier effect" in local research.

A recent claim foreshadowing shortages of Engineering academics has suggested that only a quarter of engineering students completing Ph.D. courses are Australian.[10] In fact, less than 39 per cent of Ph.D course completions in Engineering in 1991 were by overseas students,[11] and the trends in higher degree enrolments clearly indicate that more Australian students will be available for employment in the future. Earlier fears that there may be a future shortage of academics[12] in these areas seems unfounded in light of these trends.

Another concern, often voiced from within the science faculties, is that the full-fee regime imposed on overseas-origin postgraduates will reduce enrolments and thus reduce the research capacity of these faculties. However, the number of such enrolments, including those in the sciences have increased since the imposition of full fees, though at a lower rate than for local students. The current trend might be reversed by expansion at the undergraduate level, or by future changes in numbers of scholarships available. Also relevant is the effect that recession has had in keeping local students in higher education, instead of entering the workforce.

Numbers of overseas students enrolled in **other postgraduate courses** have grown at a lower rate than numbers in undergraduate courses, but they have grown nonetheless. These courses increased their popularity with overseas and local students alike. The growth of overseas numbers as a proportion of total enrolments in 'other postgraduate' courses has been modest, rising from 4.8 per cent to 5.3 per cent of the total (Table 3B).

The data sets do not allow us to analyze the source of overseas students' tuition fees. Some students receive direct Australian financial support in the form of scholarships etc. Others may be sponsored by overseas governments who receive various forms of Australian aid. It must also be remembered that overseas students make indirect contributions to the Australian economy by their personal expenditure while they are studying in this country, in effect offsetting some to the costs of their tuition.

References

1 Commonwealth of Australia Gazette No. S50, 9 February 1989, p. 3.

[2] See Commonwealth Tertiary Education Commission *Report for the 1988-90 Triennium, vol 1, part 1 - Recommendations on Guidelines*, AGPS, Canberra, 1987, Para. 5.74 -5.88.

[3] Commonwealth Tertiary Education Commission *Report for the 1989-91 Triennium*, AGPS, Canberra, Para. 3.19.

[4] Department of Employment Education & Training, *Selected Higher Education Statistics 1992*, AGPS, Canberra, 1993, p. 190.

[5] Department of Employment Education & Training, *Higher Education Student Data Collection: Main Documentation*, 1988, p. 132.

[6] Commonwealth Tertiary Education Commission, *Field of Study Classification of Higher Education Courses*, AGPS, Canberra, April 1986, p. 1.

[7] Ministry of Higher Education and Employment Services *Assessment of the Relative Funding Position of Australia's Higher Education Institutions*, August 1990, p. 13.

[8] Australian Science and Technology Council, *The Demand and Supply of Scientists and Engineers in Australia*, Occasional Paper No 16, March 1991, AGPS, Canberra, p. 8.

[9] Australian Science and Technology, op.cit. p. 13.

[10] Kylie Davis, 'Retirements to spark acute shortages', *Weekend Australian*, 8 May 1993, p. 55.

[11] Department of Employment Education and Training, 1993, op.cit., Tables 43 and 46.

[12] Judith Sloan & Meredith Baker with others, *Study of the Labour Market for Academics*, AGPS, Canberra, 1990, e.g. p. 134.

NET MIGRATION TO AUSTRALIA, CANADA AND THE UNITED STATES

Christabel Young

In the last issue of *People and Place*, Birrell[1] highlighted the recent large increase in the number of immigrants being admitted under the Canadian program, in contrast to the recent decline in the number being admitted under the Australian Migration Program. However, if the aim is to compare the actual contribution of immigration to population increase, it is not appropriate to compare Canada's planned intake of 250,000 (from 1992) with Australia's planned Migration Program of 80,000 (in 1992/93) or to compare immigration rates per 1000 in the host population based on these figures (as has also been done by Stoffman[2]). The level of *net migration* is the relevant figure as far as questions about the impact of immigration on population size are concerned. In 1992, the 248,700 immigrants to Canada are expected to be reduced by emigration to a net migration of around 204,400[3] and the 80,000 planned for Australia's Migration Program in 1992/93 will not necessarily result in net migration of 80,000. In Australia, the Planned Migration Program for a given year does not necessarily equal the Program Outcome and there is no simple direct relationship between the Program Outcome for a given year and the net migration for that year (as the Program excludes New Zealanders and other off-program entrants).

Statistics of *net migration* are compiled by the population estimates divisions of the various government departments of statistics,[4] and these are shown