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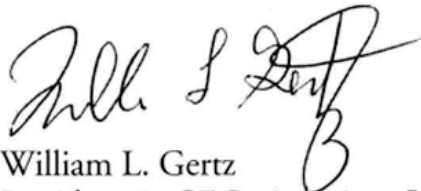
Any discussion related to global student mobility must be seen in the context of the current worldwide financial crisis.

While it is quite clear that students have the desire to be educated abroad and that educators and administrators are working hard to eliminate a wide variety of barriers (e.g., credit transfer, university calendars, course offerings), it is also apparent that financial considerations will be the number one factor limiting student mobility. For example, last year some 150,000 South Korean students went abroad for some kind of study. This year, that number is likely to fall by 30 to 40 percent, according to a recent article in the *New York Times*. Reductions in other countries are sure to follow, reversing a decade-long trend of increases.

That said, we believe there is much momentum building which will enable student mobility to increase after the downturn ends. Long-term mobility trends are extremely positive—the British Council, in its own *Vision 2020 Forecast on International Student Mobility* (published in 2004), reported that global demand for international higher education student placements will increase from 2.1 million students in 2003 to 5.8 million students in 2020.

National governments and private sector organizations will play a role in building a globally educated generation, but it is the students themselves who will make student mobility a reality. According to Mark Kopenski, Vice President and Dean of Enrollment for Richmond, The American International University in London which enrolls nearly 1100 students from across the globe, “Students want to consume education in a variety of ways delivered in traditional and nontraditional methods (podcasts for example) when they want to consume it. They want to be portable—take courses in Boston, London, Dubai and Beijing, do it seamlessly and obtain a degree that will get them a management job as quickly as possible.”

The essays in this book outline some of the challenges and possibilities and present new research in student mobility in higher education. Many thanks to the authors for their critical thinking and fresh view points.



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