



India

Global Student Flows
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Foreword



Ashwin Fernandes
Executive Director - AMESA
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I am delighted to introduce the Global Student Flows: India report. Now in its eighth year, the Global Student Flows Initiative has become a trusted source of evidence and insight for policymakers, university leaders, and higher education stakeholders.

The initiative has entered a new phase. By integrating key QS datasets, including findings from the International Student Survey and our World University Rankings indicators, alongside our established Flows data, we are able to provide a deeper, more holistic view of international student mobility and its implications for India's higher education landscape.

India has long been central to global student mobility. It is not only one of the world's most significant student-sending markets, but also an increasingly influential player in shaping the future of international education, with new partnerships and innovations launching regularly. However, the conditions surrounding mobility are shifting. As more institutions, particularly in markets historically seen as primarily 'sending' actively position themselves as global recruitment destinations, Indian institutions and policymakers must consider how best to build on existing strengths while adapting strategically to remain competitive in a rapidly changing environment.

This report presents a panoramic view of student mobility in relation to India, examining both outbound and inbound trends and exploring how India fits into broader regional and global movement patterns. Using an evidence-led approach, we also model potential recruitment trajectories through to 2030, outlining how international student flows may develop under three future scenarios: Regulated Regionalism, Hybrid Multiversity, and Talent Race Rebound. Together, these scenarios provide higher education leaders with strategic foresight to support confident, long-term planning.

Alongside forecasting student numbers for 2030, we examine what today's mobility patterns mean for institutions seeking to strengthen recruitment, engagement, and retention. When these trends are considered in tandem with insights from the QS International Student Survey, they lead to practical recommendations for refining student experience strategies and strengthening institutional positioning.

At QS, we remain committed to supporting India's higher education sector as it navigates emerging opportunities and evolving competitive pressures. The insights in this report represent the foundation of a potential long-term partnership. Our teams provide advanced analytics for global benchmarking, enable meaningful connections between institutions and prospective students, and support innovation and skills development as drivers of sustainable growth.

We are proud to be a partner with deep, data-driven understanding of international higher education, equipped to help institutions and policymakers interpret uncertainty, define their role in the shifting global landscape, and take confident steps toward their ambitions.

This report has been strengthened through the contributions of policymakers, institutional leaders, and specialists who generously shared their time and expertise. I would also like to recognise my QS colleagues, whose dedication and professionalism have been essential to the continued success of the Global Student Flows Initiative.

Your higher education partner

In today's challenging times, universities are reviewing their strategies and preparing for a different future. We are the partner who can help.

With unrivalled data, global reach, and sector expertise, we have deep knowledge of higher education globally and how to drive performance, engagement, and growth.

Why partner with QS

For more than three decades, we've worked in partnership with thousands of universities across the globe.

We help to:

Transform complex data into clear, actionable intelligence

Provide sector-leading analytics and insights to enable global benchmarking and performance improvement

Connect universities with the right students through our platforms, data, and targeted engagement

Map in-demand skills needs to teaching, research, and employability for future workforce readiness

Support innovation, new models, and market expansion for long-term institutional growth

Get in touch to find out more

Report findings

Executive summary

India is entering a pivotal phase in global student mobility, with inbound enrolments projected to grow by around 7% over the next five years. Regional demand is a major driver: South Asia is set to expand by 10% a year, while Sub-Saharan Africa is forecast to grow by 5%, signalling a structural shift in where international students are looking for opportunity. Within this, Nepal stands out with expected growth of around 11% annually, and Zimbabwe is projected to surge by 13%, moving from India's seventh-largest African source market to fourth by 2030.

This momentum is being accelerated by government policy. The Study in India programme has lowered financial and administrative hurdles, while reforms tied to the National Education Policy 2020, such as enabling foreign universities to establish local campuses and expanding seats for international students, are making India more accessible and globally connected. At the same time, affordability, English-medium delivery, and India's proximity to major sending markets are making it newly competitive as Anglophone destinations tighten their visa routes.

Outbound flows remain substantial. India is still the world's second-largest source of international students, but the traditional 'Big Four' destinations are expected to see a small average decline (-0.5%) in Indian enrolments through 2030, reflecting shifting policies abroad and growing openness elsewhere, including Germany, France and the UAE.

Labour market dynamics are an increasingly important backdrop. India faces major skills pressures: around 18 million Indians are leaving the country to work abroad, and a third of IIT graduates reportedly emigrate. Meanwhile, employers are rapidly demanding AI-, digital-, and green-skills capabilities. The National Education Policy 2020 aims to address these gaps through stronger vocational education, industry linkages, and flexible, multidisciplinary degree pathways. These reforms are designed to improve job readiness and keep more talent within the country, an issue closely tied to India's ambitions as both a study destination and a global skills hub.

The QS International Student Survey findings underscores two decisive factors shaping student decision-making: reputation and employability. More than 70% of Middle Eastern candidates considering India cite institutional reputation as an important influence, while 50% of all surveyed students want universities to communicate work placements and industry ties more clearly. These insights highlight the growing expectation that Indian institutions pair academic quality with credible pathways into employment.

Overall, India's higher-education landscape is becoming more outward-facing, better supported by policy, and increasingly attractive to students seeking quality, affordability, and regional relevance.

Strategic challenges

1. Navigating shifting global mobility and competition

The international higher education sector is undergoing real change. India's ambition to attract more international students comes as other traditional student-sending markets position themselves as recruitment destinations, alongside this, major Anglophone countries are tightening visa routes and becoming more expensive. With a confluence of challenges, Indian institutions must be ready to face a variety of scenarios as they plan for 2030 and beyond.

2. Bridging the gap Between reputation and employability

While Indian institutions are making progress in their Employer Reputation, there remains a significant gap between institutional reputation and actual graduate employment outcomes. Students increasingly demand clear pathways to work placements and industry connections. This disparity risks undermining India's attractiveness as a study destination if not addressed.

3. Managing structural and infrastructural constraints

India's goal to host 500,000 foreign students by 2047 is ambitious, but growth is limited by structural constraints: campus infrastructure, housing supply, and the need for adequate student support. Rapid expansion without addressing these bottlenecks could overburden urban systems and compromise the quality of the student experience.

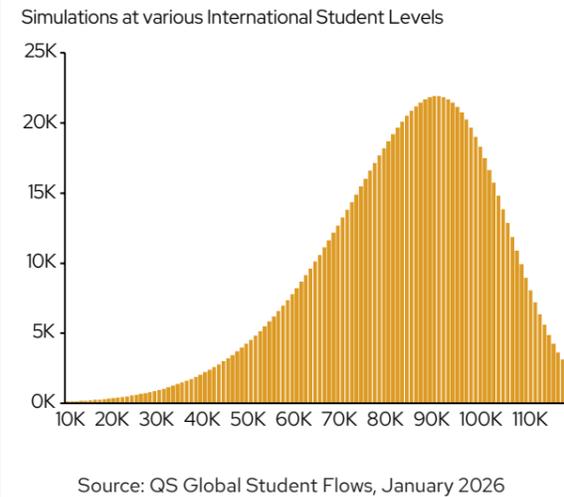
2030 outlook

India's inbound student numbers are expected to grow by about 8% a year over the next five years from an estimated base of 58,000 in 2025, a contrast to the tightening seen across major anglophone destinations. The outlook is being lifted by stronger regional demand, particularly from South Asia and Sub-Saharan Africa, which are projected to expand by about 11% and 6% annually from 2024 to 2030. Government policy is central to this shift. The "Study in India" programme lowers financial and administrative barriers, while India's relative affordability, English-medium delivery, and proximity to major sending markets strengthen its competitive position at a time when anglophone destinations are raising visa hurdles and becoming more expensive.

South Asia continues to anchor India's international enrolments, accounting for nearly half of all foreign students. Nepal and Bangladesh alone contribute over 30%, with Nepal expected to expand at roughly 13% a year. Nepal and Bangladesh alone contribute more than 30%, with Nepal expected to expand at roughly 11% a year. Afghanistan, however, is slowing sharply. Visa approval rates have fallen, dampening growth to less than 1% annually and reducing its share from 10% to 9%. African demand, still modest in absolute terms, is shifting quickly. Zimbabwe stands out, with projected growth of around 11%, which would lift it from India's 7th-largest source in 2024 to 6th by 2030. Demographic pressure, English usage, and rising awareness of Indian institutions across both East and West Africa are helping redirect mobility toward more affordable regional options.

Government reforms are reinforcing these developments. The long-term ambition of hosting 500,000 foreign students by 2047 is bold, but it signals intent rather than a prediction. Measures linked to the National Education Policy 2020 aim to open the door for respected foreign universities to establish local campuses and expand India's transnational education landscape. New branch campuses, even when primarily oriented toward domestic students, help amplify India's reputation as a more globally connected system. The University Grants Commission has further encouraged growth by allowing universities to reserve up

Figure 1. Simulation frequency for total international students to India in 2030



to 25% additional supernumerary seats for international students. These seats increase capacity specifically for foreign students, though actual growth will depend on sustained demand. Visa processes are gradually becoming easier, strengthening India's appeal at a moment when many Anglophone destinations are adding constraints of their own.

Structural constraints remain. Nepal continues to dominate India's inbound flows, with students favouring cities like Bengaluru for cost, familiarity, and established networks. African interest is rising but remains small relative to India's overall ambitions. Expanding into Muslim-majority markets may prove difficult, as the slowdown from Afghanistan illustrates. Domestic pressures, from intense competition for university places to a crowded graduate labour market, further limit how quickly India can scale foreign enrolments.

Even so, India enters the coming years with supportive policy frameworks and a shifting global backdrop that works in its favour. Regional demand is rising, administrative barriers are falling, supernumerary seats are expanding capacity, and perceptions are beginning to improve. If reforms hold and demand materialises, an annual increase of around 8% in inbound students looks achievable, even if the longer-term target will depend on how well India balances domestic pressures with global ambition.

Figure 2. Total international students studying in India, 2000-2030F

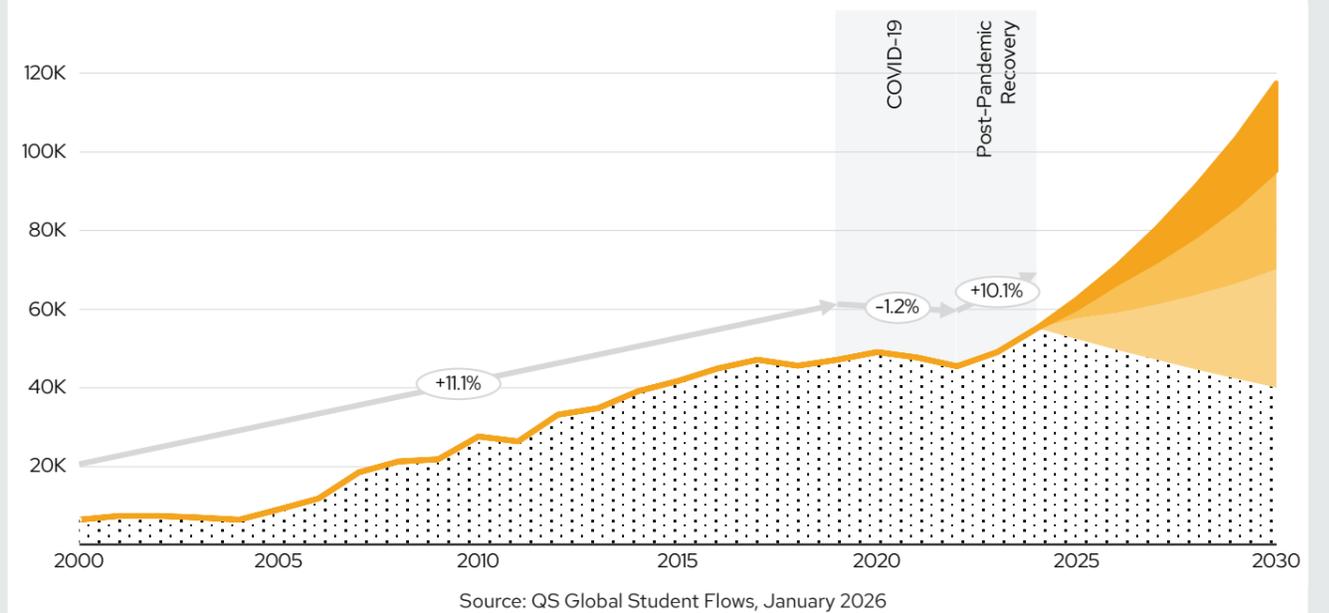


Figure 3. Top 20 source countries to India, 2024-2030F

Country	2024 Rank	2024 Flow	2030 Rank	2030 Flow	2024 - 2030 CAGR	Lower to Upper Confidence Interval - CAGR Spread
Nepal	1	16K	1	32K	12.6%	-8% to 18%
Bangladesh	2	4K	2	8K	13.9%	-5% to 20%
UAE	3	3K	3	4K	5.1%	-5% to 9%
Bhutan	6	2K	4 ▲	3K	10.2%	-6% to 15%
Afghanistan	4	3K	5 ▼	3K	0.3%	-6% to 9%
Zimbabwe	7	2K	6 ▲	3K	11.2%	-5% to 20%
Tanzania	5	2K	7 ▼	3K	8.6%	-2% to 12%
Nigeria	9	1K	8 ▲	2K	5.4%	-4% to 9%
Ethiopia	8	1K	9 ▼	2K	3.7%	-2% to 8%
Qatar	10	1K	10	2K	6.0%	-4% to 13%
United States	11	1K	11	1K	3.5%	-4% to 9%
Sri Lanka	17	1K	12 ▲	1K	11.1%	-3% to 16%
Saudi Arabia	14	1K	13 ▲	1K	5.9%	-6% to 14%
Syria	13	1K	14 ▼	1K	5.2%	-6% to 12%
Yemen	12	1K	15 ▼	1K	3.5%	-3% to 6%
Sudan	15	1K	16 ▼	1K	5.0%	-4% to 8%
Oman	16	1K	17 ▼	1K	5.5%	-4% to 12%
Malawi	18	1K	18	1K	8.7%	-6% to 17%
Zambia	20	1K	19 ▲	1K	6.5%	-4% to 13%
Uganda	21	0K	20 ▲	1K	4.9%	-5% to 12%

Source: QS Global Student Flows, January 2026

The three scenarios for 2030

and how they impact India



Regulated Regionalism

Regulated Regionalism, where geopolitical fragmentation leads to strong intra-regional mobility and emerging destinations accelerate ahead.



Hybrid Multiversity

Hybrid Multiversity, a world of blended, tech-enabled models that reshape where and how students learn, featuring a strong push towards transnational campuses.



Talent Race Rebound

Talent Race Rebound, a high-growth, globally competitive environment where nations aggressively seek international students as future citizens and workers.

Regulated Regionalism

Regulated Regionalism in India's context describes a future in which the country becomes a central node in a more regionally distributed higher-education system, shaped by formal national policies rather than loose market forces. India tightens its governance of international education through clearer annual targets for foreign enrolments, linked to domestic capacity in areas such as campus infrastructure, housing supply, and labour-market priorities. Institutions seeking to host more international students are expected to show that they can provide adequate support and offer programmes aligned with the country's skills agenda and NEP 2020. These controls allow India to expand its international footprint without overburdening urban systems already under strain.

As global demand for higher education keeps rising, mobility in this scenario becomes increasingly intra-regional. South Asia, West Asia, and Africa emerge as the fastest-growing corridors, and India becomes a natural destination for students from neighbouring countries looking for affordability, reputable institutions, and geographic proximity. At the same time, India invests heavily in its own educational infrastructure, accelerates the establishment of foreign university branch campuses, and expands dual-degree and twinning arrangements. Regional governments, including in the Gulf and Southeast Asia, also strengthen their higher-education ecosystems, but India's scale and growing regulatory openness give it a notable advantage. These developments are supported by emerging regional credit-recognition systems and cross-border qualification frameworks that make it easier for students to combine study across multiple institutions.

This distributed model lowers the cost of international study for families across the region, shortens travel times, and allows students to access global credentials through Indian or India-linked providers. For India, it reduces pressure on metropolitan housing markets and helps concentrate incoming talent in sectors where it has explicit workforce goals, from engineering to health care.

Ultimately, regulated regionalism for India represents a more managed and evenly spread approach to international mobility, one that supports quality and relevance while anchoring student flows within the capacities and priorities of the national system.

Hybrid Multiversity

Hybrid Multiversity in India's context imagines a system in which international education is delivered through coordinated, multi-campus models that mix online, domestic, and overseas study. Indian students complete a large share of their degree at home or within the region, often through digital platforms or partner institutions, before undertaking shorter, purpose-built stints abroad. These overseas phases focus on activities that gain the most from physical presence: internships, laboratory work, clinical rotations, design workshops, language immersion, and industry networking. The model gives Indian families access to global exposure without the full cost of long-term study overseas.

Indian universities, together with partners in the Gulf, Southeast Asia, and Anglophone systems, develop shared credit-transfer rules, harmonised curricula, and aligned quality-assurance processes. This coordination allows students to shift between delivery sites with minimal friction. Faculties work across borders to synchronise learning outcomes and assessment cycles. The physical campus in India is repositioned as a specialised environment centred on facilities that cannot be replicated online, such as advanced engineering labs, simulation centres, and spaces for workplace-integrated learning.

Career preparation is built in from the outset. Micro-credentials earned during the India-based phase are embedded within academic records, giving employers earlier insight into skills. Many programmes include remote internships during the first years of study, followed by compulsory in-person placements during the global phase. Regulators support this design by easing short-term mobility pathways, refining visa processes, and formally recognising hybrid and online components for postgraduate work eligibility, both in India and in partner countries.

For India, the Hybrid Multiversity model offers a flexible and more affordable route to global education. It supports quality and relevance while matching student preferences, institutional capacity, and labour-market demands, ultimately positioning India as both a source and hub of digitally enabled, internationally connected higher education.

Talent Race Rebound

Talent Race Rebound in India's context envisions a scenario in which the country positions itself as a premier hub for attracting global talent in response to domestic skills gaps and regional workforce pressures. By 2030, India must implement targeted policies to expand enrolments in high-demand fields such as artificial intelligence, cyber and quantum technologies, advanced manufacturing, biotechnology, healthcare, and renewable energy. Administrative bottlenecks that constrained international student intake in the late 2020s are replaced by streamlined, student-centred systems. Visas and study permits are processed rapidly, and extended post-study work opportunities are explicitly tied to structured, merit-based migration pathways, especially in STEM and priority sectors.

Universities deepen their alignment with government priorities and industry needs. National scholarship programmes focus on fields of strategic importance, while private-sector partners co-invest in internships, research projects, and employment pipelines for graduates. Research ecosystems benefit from multi-year grants, upgraded infrastructure, and recruitment of internationally recognised faculty, enhancing India's attractiveness as both a study and research destination.

Infrastructure pressures, particularly on housing and campus capacity, are managed through coordinated investment, including public-private partnerships in tier-2 and tier-3 cities. This approach allows for higher enrolments while distributing students more evenly across regions, easing the strain on metropolitan centres.

For international students, India offers a compelling proposition: a full-degree, on-campus experience with access to quality academic programmes, professional networks, and credible pathways to employment and residency. Families increasingly regard study in India as a strategic investment in future opportunities. Demand rises sharply from neighbouring South Asian countries, the Gulf, Africa, and Southeast Asia, positioning India as a key player in the global competition for talent. International education in this scenario evolves from a tool of cultural engagement into a deliberate strategic lever for national development and human-capital leadership.

Outbound trends

Study abroad

With one of the world's largest youth populations and a growing demand for global education, Indian student flows continue to shape the international mobility landscape. Over the past decade, India has emerged as the second leading source of foreign student enrolments globally, closely behind China. As of 2024, over 800,000 Indian students study in higher education institutions overseas, with traditional Anglophone destinations attracting a majority of flows. India remains the top source of foreign enrolments in the US, UK, and Canada. However, in recent years, these major education hubs have restricted inbound numbers through stricter visa requirements and policy reforms, diverting immigration pathways and redirecting interest towards more welcoming destinations. Indian student flows to the 'Big Four' are forecasted to decline at an average of 0.5% through 2030.

Indian students account for approximately a quarter of the United States' international student population, with numbers expected to drop by nearly 6% over the next five years. Historically, work potential and the availability of globally recognised universities, along with perceptions of safety, have been key factors driving mobility from India. The UK's Graduate Route Visa offers students post-study work opportunities - an initiative that has improved the country's stance as a viable destination for Indian students. This policy was launched for the 2020/21 intake of students, acting as a major contributor to the 100% and 50% increase in Indian student enrolments in 2020 and 2021, respectively. The UK's reputation for high-quality education and top-ranked programmes has led to sustained growth over the years. Despite COVID-19 restrictions and uncertainty, the UK was still viewed as a more accessible destination for Indian students, as visa acceptances doubled over the previous year. In 2023, India accounted for more than 40% of the country's graduate visa grants. Over the next five years, enrolments in the UK are expected to increase by approximately 5.5%, representing

the highest estimated growth rate out of the top four destinations.

Canada has seen the most sustained long-term growth until 2024, with an annual growth rate of almost 50% from 2015 to 2019. Canada's Post-Graduation Work Permit and pathways to permanent residency make Canada uniquely attractive for Indian students. Currently accounting for the largest share of its international enrolments, the government's recent visa reforms and international student caps have seen a significant decline in numbers since 2024. By 2030, Indian student enrolments in Canadian universities are forecast to decrease by 5%.

Policy changes and increased challenges in traditional destinations have redirected interest toward countries like Germany, the UAE, and France. Initiatives by the Indian government, such as scholarship programs and bilateral partnerships, have boosted outward mobility. Indian students are the largest international population in both Germany and the UAE, holding a share of over 10% in each country. Germany's academic excellence, research opportunities, and high demand for skilled professionals in fields such as engineering and IT make it an ideal destination for Indian students.

Outbound student mobility from India grew at an average rate of 11% from 2022 to 2025. As established Anglophone destinations become more restrictive, flows have redirected attention towards more affordable and accessible alternatives. Indian students are increasingly diversifying their international education choices, exploring opportunities in non-traditional destinations that offer high-quality programs, post-study work prospects, and strong industry linkages. This shift signals a dynamic growth trajectory for Indian students, highlighting their increasing global presence in the international higher education landscape.

Transnational education

With international migration and student mobility under increasing political pressure worldwide, India's higher education sector is shifting its focus toward exporting education through transnational education as a pathway for global engagement. Top Indian higher education institutions (HEIs) are expanding overseas through branch campuses, joint degrees, and academic partnerships guided by the National Education Policy (NEP) 2020, which envisions India as a global knowledge hub.

In recent years, several leading Indian universities have established offshore campuses, highlighting a new era of institutional expansion beyond national borders. Birla Institute of Technology & Science, Pilani (BITS-Pilani), opened India's first overseas campus in Dubai. IIT Madras opened its first overseas campus in Zanzibar (Tanzania) in 2023, followed by IIT Delhi's campus in Abu Dhabi in 2024. Private institutions are also strengthening India's footprint abroad. The Manipal Academy of Higher Education operates successful branch campuses in Dubai, and Amity University has expanded into the Gulf and Southeast Asia. Collectively, these initiatives signal India's emergence as a serious player in the international education market.

Policy support has been central to this growth. Government programs such as the Scheme for Promotion of Academic and Research Collaboration (SPARC) and the Global Initiative of Academic Networks (GIAN) have fostered more than 700 international partnerships by funding research exchanges, joint teaching, and dual-degree projects. The Institutions of Eminence (IoE) framework grants top universities autonomy to establish international campuses, while the University Grants Commission (UGC) has identified Africa, the Gulf, Thailand, and Vietnam as priority regions for Indian HEI expansion.

While India's outbound TNE remains at an early stage relative to established leaders like the UK and Australia, its trajectory is clear. The combination of policy support, institutional ambition, and regional demand positions India to emerge as a significant new provider of transnational higher education, exporting its academic expertise.

Online and hybrid transnational education

In recent years, India has made major progress in expanding online and hybrid higher education. The shift began during the COVID-19 pandemic but has since turned into a long-term trend. Universities are now using digital platforms to reach more students and improve access to quality education across regions. This growth is supported by new government policies and a fast-developing EdTech ecosystem.

Evidence of this expansion can be seen in several areas. According to government and market data, India had around 7.6 million online postgraduate learners in 2024, which is 27% of total PG enrolments, and this number is expected to exceed 10 million by 2026. The National Education Policy 2020 encouraged flexible learning and credit transfers, allowing up to 40% of courses to be delivered online. The creation of the National Digital University (NDU) further strengthens this shift by connecting universities through a shared digital platform.

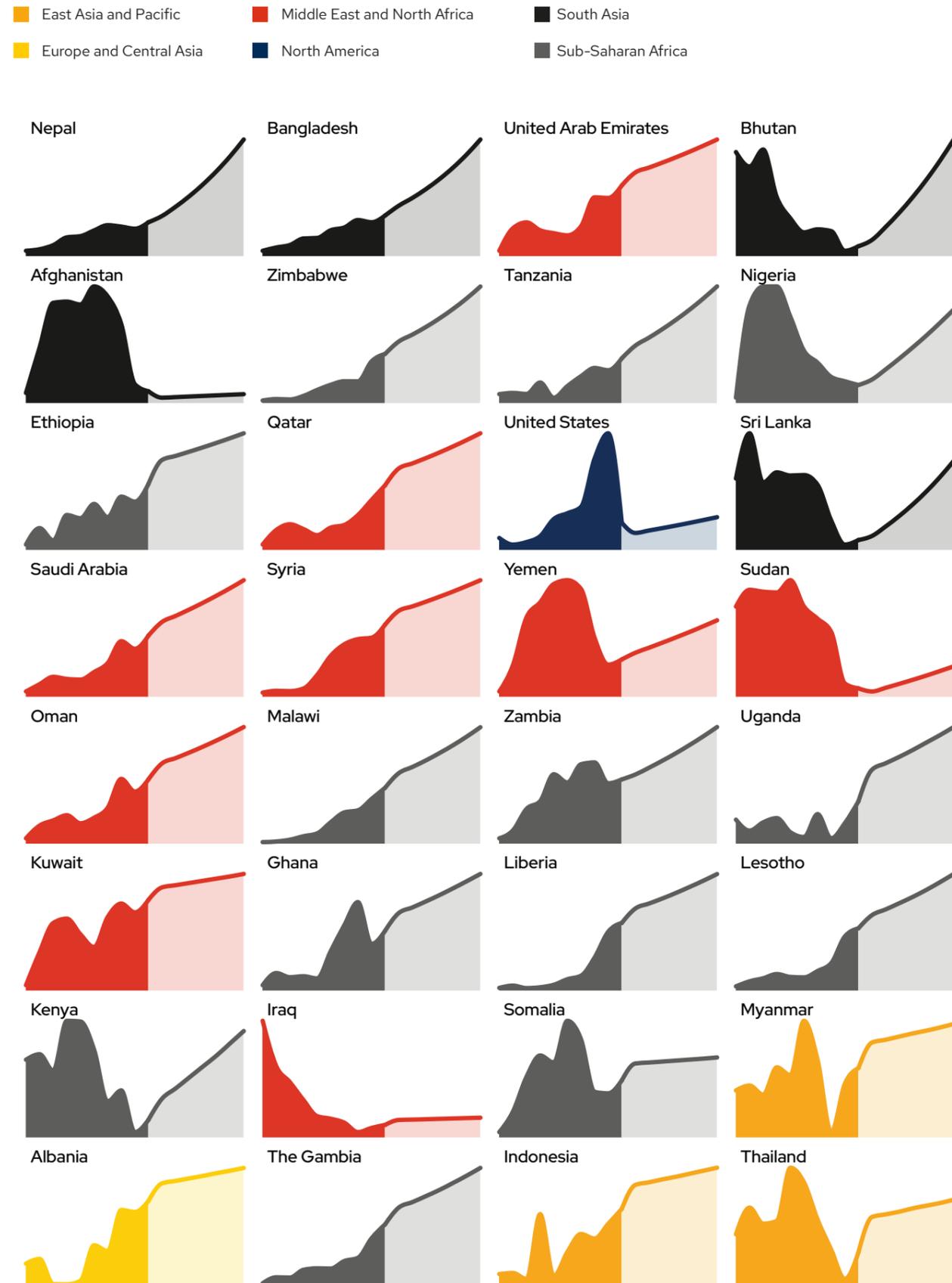
Institutions are also adapting quickly. The Indira Gandhi National Open University (IGNOU) now delivers fully online programs to students in countries such as the UAE, Vietnam, and Malaysia. Private and public universities are partnering with EdTech companies like upGrad and Coursera to design hybrid and flexible degree programmes. For example, the Indian Institutes of Technology (IITs) and other leading universities now offer “HyFlex” courses that combine in-person classes with real-time online options.

These changes show how India is using technology to make higher education more flexible, inclusive, and globally connected. Students from smaller towns and working professionals can now access quality education without relocating. However, challenges remain. Uneven internet access and the need for stronger quality assurance are still major issues.

Overall, India’s move toward hybrid and online learning is transforming its higher education system. Supported by strong policies, growing digital infrastructure, and increasing student demand, India is not only meeting domestic needs but also becoming a potential regional hub for online and transnational education in Asia. This shift positions the country as a key player in shaping the future of flexible learning in the region.

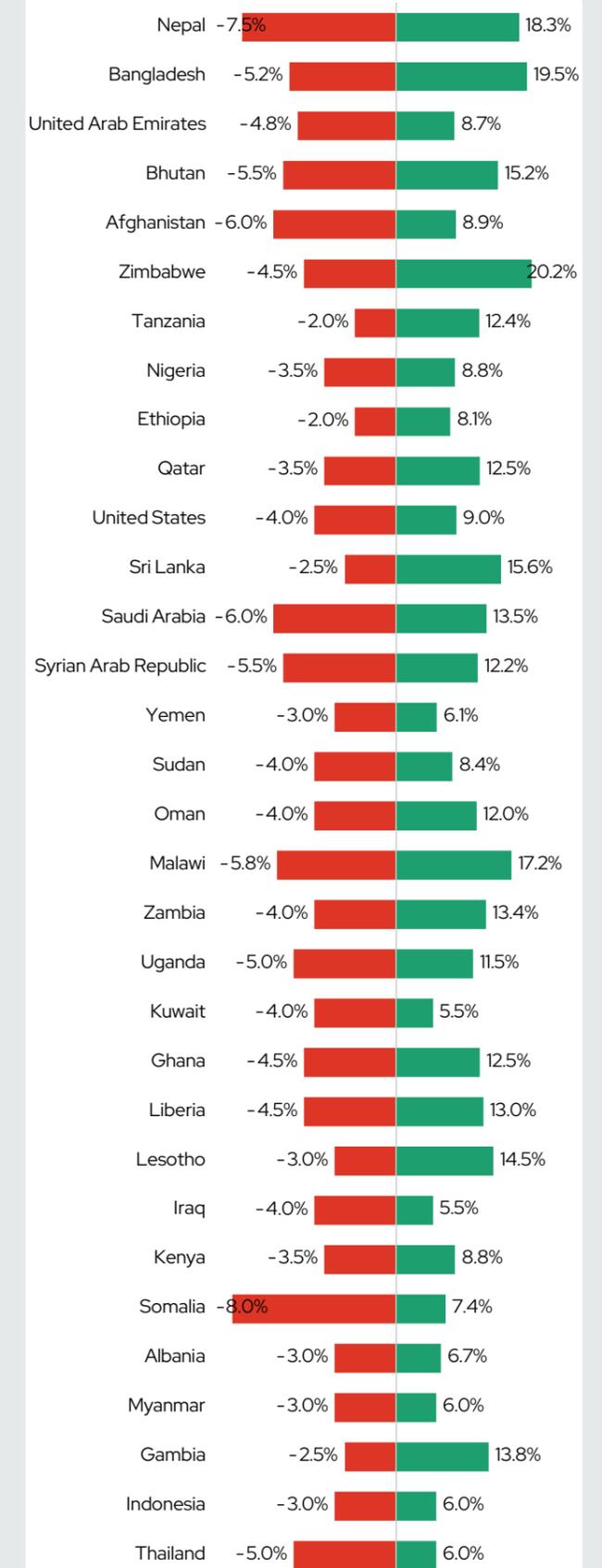
Inbound trends

Figure 4. India major student origin growth, 2014–2030f (point estimate growth outlook)



Source: QS Global Student Flows, January 2026

Figure 5. India student origin growth outlook. Lower and upper 95% confidence intervals 2024–2030f



Source: QS Global Student Flows, January 2026

South Asia

South Asian student mobility to India is expected to grow strongly, with inbound enrolments projected to rise by around 11% annually through 2030. As of 2024, South Asian students account for almost half of India's foreign enrolments, with roughly 25,000 students from the region. Growth is driven largely by Nepal and Bangladesh, which together account for over 30% of arrivals, with Nepal alone expected to grow at about 13% annually over the next five years.

The appeal of India lies in a combination of affordability, English-medium instruction, and proximity. Rising numbers of English-taught courses, the expansion of international branch campuses, and lower tuition costs than traditional Anglophone destinations have made India a compelling alternative for regional students seeking quality education at a manageable cost. Geographical closeness and cultural familiarity, particularly for Nepali students who favour cities such as Bengaluru, further reinforce this preference.

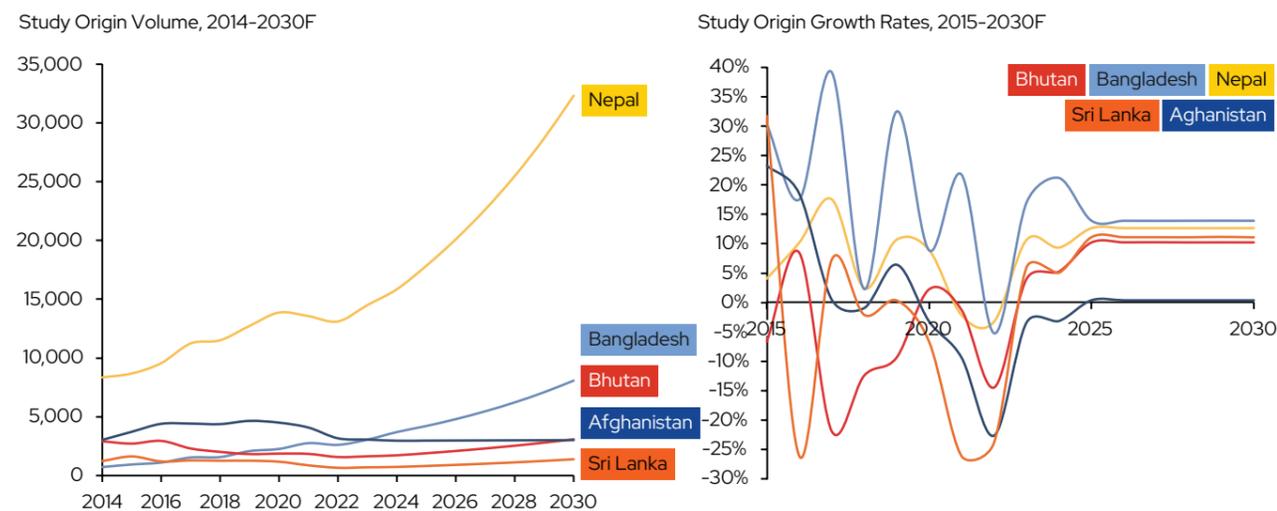
Government initiatives have been central to this growth. The Indian Council for Cultural

Relations offers scholarships to students from SAARC nations, while the SAARC Fellowship and Scholarship Scheme provides additional support to nationals from Bangladesh, Bhutan, the Maldives, Nepal, and Sri Lanka. Some universities have reduced tuition fees to make studying in India more accessible, and the Study in India programme, launched in 2020, has simplified admissions for foreign students.

However, not all regional flows are rising. Afghanistan's share of students is slowing sharply, with growth projected at just 0.3% annually. Low visa approval rates reflect both security concerns and broader diplomatic caution. More generally, India has remained selective with applicants from Muslim-majority countries, with Pakistan ranking far down the list of source nations, reflecting geopolitical sensitivities alongside the practical challenges of conflict and instability.

Although the COVID-19 pandemic temporarily disrupted flows, regional demand remains resilient. India is now among the top ten destinations for South Asian students studying abroad. Bilateral partnerships, targeted scholarship programmes, and an expanding range of English-taught degrees are gradually strengthening India's competitive position. Supported by policy and proximity advantages, India is steadily establishing itself as a credible regional hub.

Figure 6. India student origin growth, 2014-2030F. Point estimate growth outlook



Source: QS Global Student Flows, January 2026

Africa

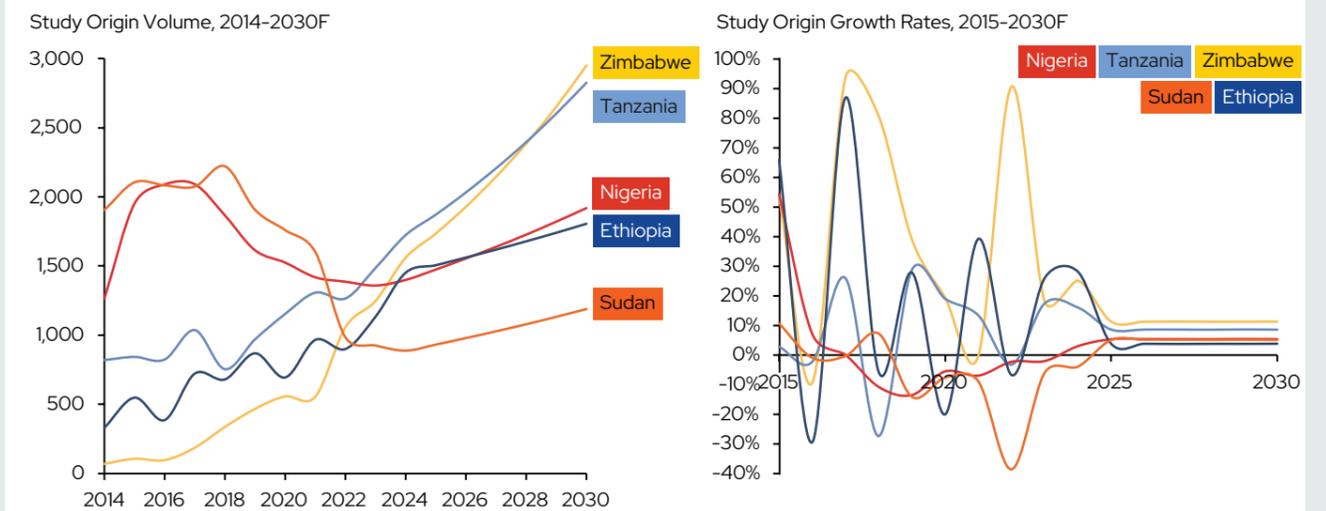
Student flows from Africa to India are projected to grow at around 6% annually over the next five years from an estimated base of 15,500 students in 2025. African students accounted for roughly a quarter of India's total international enrolments in 2024, with Tanzania, Zimbabwe, Ethiopia, Nigeria and Sudan collectively representing nearly half of African inflows. Demand is driven by large youth populations, limited higher education capacity at home, and the appeal of affordable, English-medium programmes in India. Following the post-COVID reopening of Indian borders, African enrolments jumped by 13% in 2023, reflecting both pent-up demand and renewed government efforts to position India as a preferred destination for the continent.

Zimbabwe stands out as a particularly dynamic source. Growth there is projected at around 11% annually, which would lift the country from India's 7th-largest African source in 2024 to 6th by 2030. Demographic pressures, limited domestic higher education opportunities, and strong bilateral ties underpin this surge. Other African countries continue to contribute more modestly, but overall regional interest is rising steadily.

India's appeal lies in its affordable, English-medium higher education system and the wide choice of programmes, particularly in medicine, pharmacy, nursing, engineering, IT, and management. The Study in India platform facilitates access to more than 600 institutions and 8,000 courses, streamlining applications, providing fast-tracked e-visas, and enabling students to register online upon arrival. Low tuition fees, generous scholarship programmes, and dedicated seats for foreign students further enhance India's attractiveness. The Indian Council for Cultural Relations supplements this with the India-Africa Maitri Scholarship, offering fully funded places annually for African students.

Together, these factors, affordability, programme variety, streamlined admissions, and targeted scholarship support, are steadily increasing India's profile as a regional hub for African students. While absolute numbers remain smaller than South Asian inflows, growth is strong in key markets, and countries like Zimbabwe illustrate the potential for rapid upward shifts in ranking among India's source nations.

Figure 7. India student origin growth, 2014-2030F. Point estimate growth outlook



Source: QS Global Student Flows, January 2026

Middle East and North Africa

Outbound student flows from the MENA region to India are modest but steady, with enrolments projected to grow by around 4% annually over the next five years. As of 2024, students from the region made up roughly 18% of India’s foreign student body, with the UAE emerging as the largest source. Growth is driven by the search for high-quality yet affordable education, as well as the increasing availability of English-taught programmes and the expansion of international branch campuses across India. Historical ties between India and the UAE, alongside India’s prominence as a leading source of students for the Emirates, further reinforce these flows. By 2030, UAE students are expected to account for about 5% of India’s inbound student population.

Other countries in the region, including Yemen, Oman, and Iran, contribute smaller but stable numbers. For conflict-affected nations such as

Yemen and Iraq, India offers a relatively safe and viable alternative. Yemeni students, for example, account for about 4% of India’s international students, and their numbers grew at an average of 4% between 2022 and 2025. Gulf students generally prefer cities such as Bengaluru, Pune, Hyderabad, and Chennai, drawn by established networks, quality education, and cultural familiarity.

Government initiatives play a central role in supporting MENA student mobility. The Study in India programme streamlines applications and visa processes, while scholarship schemes such as those offered by the Indian Council for Cultural Relations, extend financial support to students from Oman, Yemen, and Saudi Arabia. These targeted programmes, alongside the expanding range of English-taught courses, help mitigate cost and accessibility barriers, making India an increasingly viable option.

Overall, while flows from the MENA region remain relatively modest compared with South Asia or Africa, they are growing steadily. The combination of affordability, safety, scholarships, and English-language provision signals a gradual and strategic deepening of India’s educational ties with the Middle East, reinforcing its position as a regional study destination.

East Asia

Student flows from East Asia to India are projected to grow by around 2% annually over the next five years. In 2024, East Asian students accounted for roughly 6% of India’s total international enrolments, with Malaysia, Thailand, Myanmar, and Vietnam representing the bulk of arrivals. After a dip during the COVID-19 pandemic, numbers have begun to recover, rising by about 18% over the past two years.

Growth remains modest because East Asian mobility is largely intra-regional, with many students opting for destinations within the region as it increasingly solidifies itself as an education hub. Nevertheless, India attracts students through a combination of conventional and distinctive fields of study, offering strong programmes in engineering, IT, and management alongside AYUSH, Indology, Sanskrit, and Buddhist studies, appealing to learners from Japan, Korea, and Taiwan seeking experiences not readily available in Western countries.

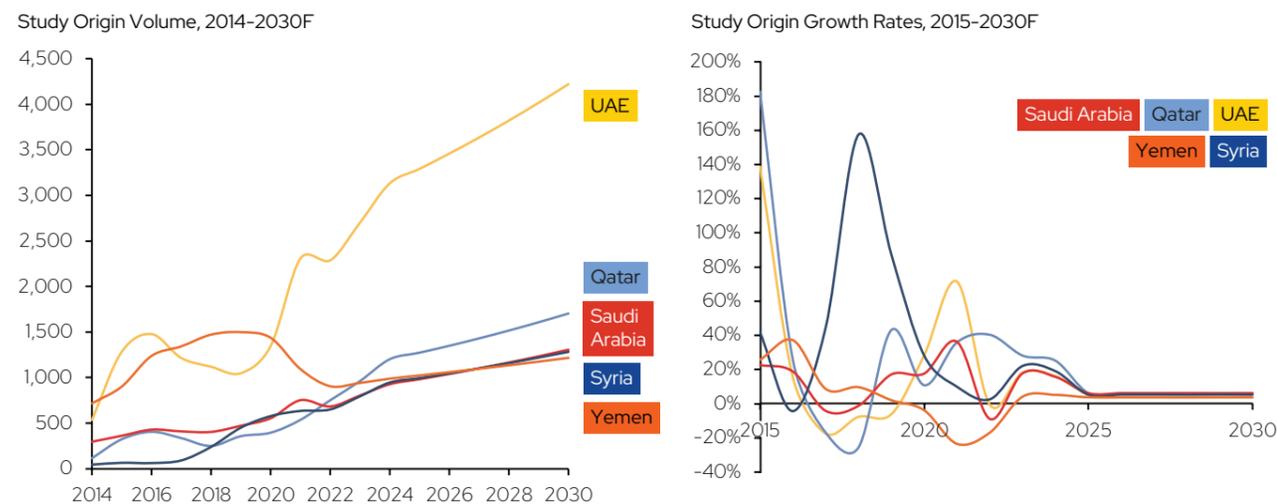
Policy support and scholarships underpin this demand. The Study in India platform simplifies

applications, fast-tracks visas, and provides access to more than 600 institutions, while ICCR scholarships enhance affordability. These measures align with the National Education Policy’s objectives to strengthen global connections and foster student exchanges.

Academic partnerships and cultural initiatives further reinforce India’s appeal. Longstanding collaborations with Japan have expanded under initiatives such as the AIU–Acumen partnership, while Korean institutions, including Kyungpook National University, have established linkages with Indian universities like Delhi University in Korean studies. Taiwan supports student exchanges and joint programmes through Taiwan Education Centres in India.

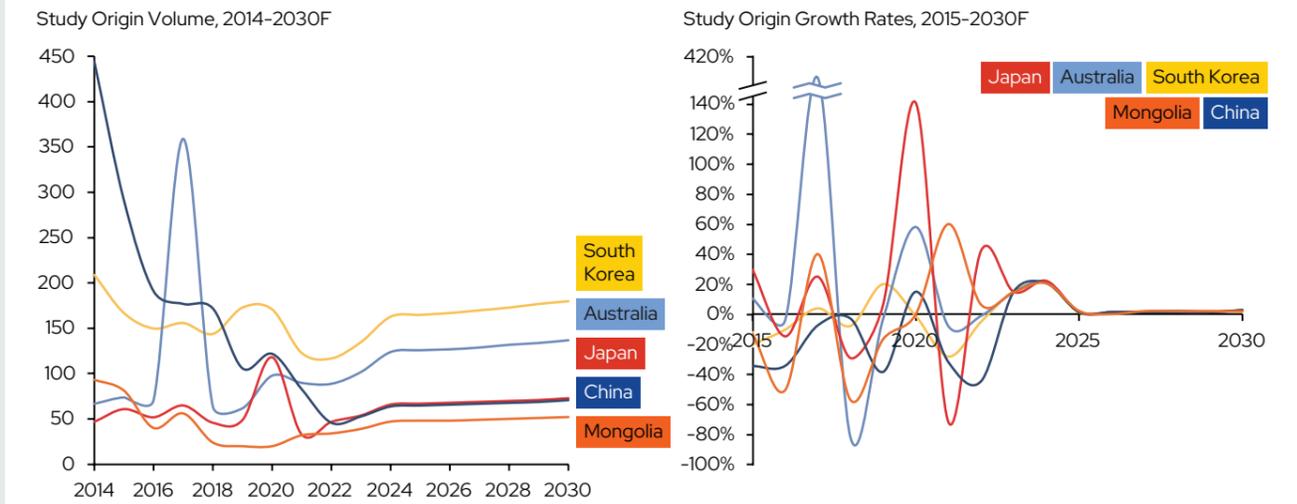
Together, these factors, affordability, diverse programmes, scholarships, and strengthened institutional and cultural ties, are gradually increasing India’s visibility in East Asia. While numbers remain modest relative to South Asia or Africa, the region’s intra-regional preference and the consolidation of nearby study hubs explain the slower growth, even as India slowly deepens its role as a regional alternative.

Figure 8. India student origin growth, 2014–2030F. Point estimate growth outlook



Source: QS Global Student Flows, January 2026

Figure 9. India student origin growth, 2014–2030F. Point estimate growth outlook



Source: QS Global Student Flows, January 2026

Latin America

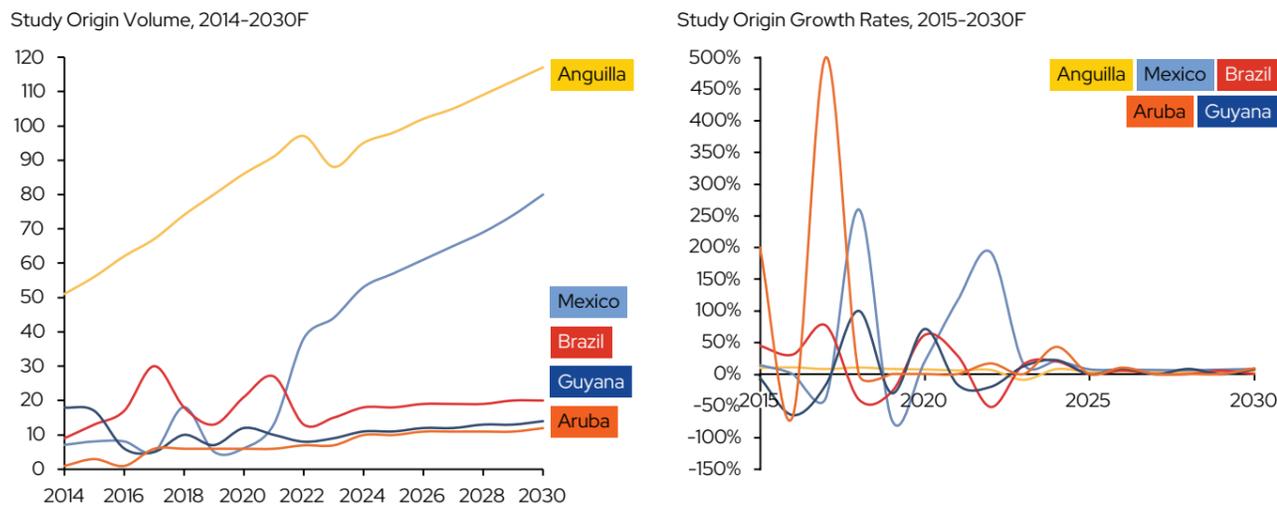
Student enrolments from Latin America to India remain limited but are gradually increasing, with numbers projected to grow by around 4% annually through 2030. Brazil, Mexico, and Guyana account for the bulk of arrivals, reflecting a small but steady flow. Growth is being driven by affordability, English-medium instruction, targeted scholarship initiatives, and the expanding reach of India's higher education system.

For Latin American students, India offers a significantly lower-cost alternative to most Western destinations. Tuition and living expenses are comparatively modest, while qualifications remain internationally recognised. Initiatives such as Jawaharlal Nehru University's 80% fee reduction for students from the region illustrate India's commitment to improving access and affordability. The country's reputation as a provider of "Affordable Quality Education" is central to its appeal.

Academic offerings also attract students seeking specialised or emerging fields. Indian institutions provide programmes across engineering, business, and the humanities, while English as the primary language of instruction reduces adaptation barriers and enhances the learning experience. Scholarship schemes further support accessibility. The Indian Council for Cultural Relations (ICCR) offers fully funded programmes, covering tuition, stipends, and travel for students from Argentina, Brazil, Colombia, Cuba, Mexico, and others.

Simplified visa procedures and the Study in India platform make admissions and onboarding smoother. Studying in one of the world's fastest-growing economies exposes Latin American students to a dynamic technology and business ecosystem, providing potential internships and employment opportunities. Although the numbers remain modest, India's affordability, English-medium programmes, and scholarship support are gradually attracting growing interest from Latin American students.

Figure 10. India student origin growth, 2014-2030F. Point estimate growth outlook



Source: QS Global Student Flows, January 2026

Rest of the world

India is gradually broadening its appeal as an international education destination beyond its traditional source markets. In 2024, students from regions outside South Asia, Africa, and the Middle East are estimated to account for roughly 6% of India's foreign enrolments, with the United States alone representing nearly half of that share. Growth from these markets is modest but steady, projected at around 1% annually through 2030, with US enrolments expected to rise by about 4%. India's cost-effectiveness remains central to its appeal, combining lower tuition fees and affordable living costs with a growing array of high-quality programmes.

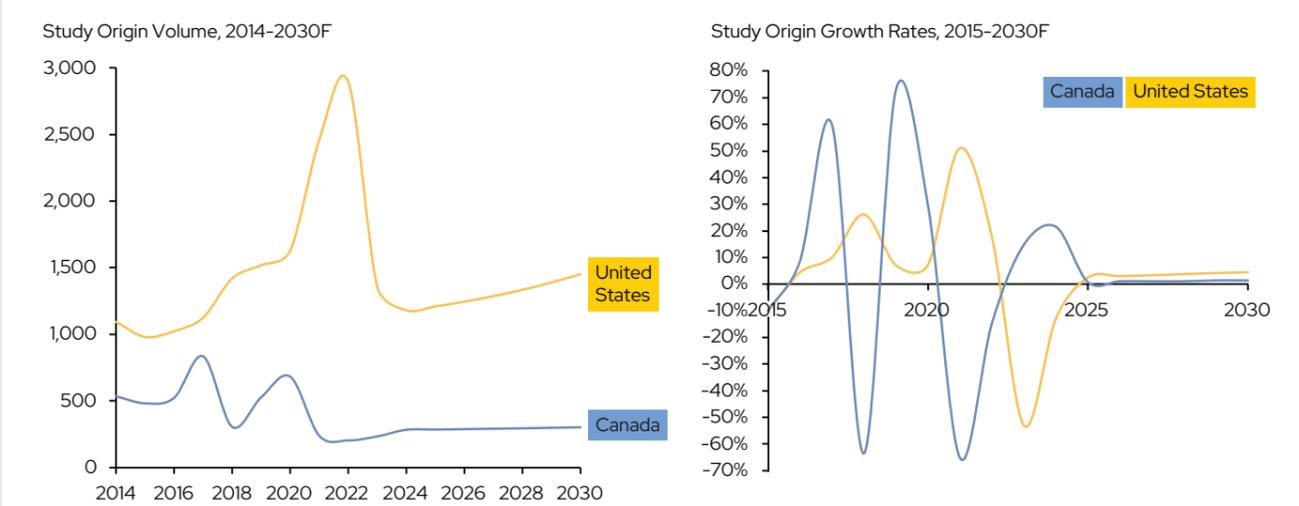
Policy and infrastructure support underpin this slow diversification. The Study in India programme, has improved accessibility through its online portal, while the introduction of the e-student visa system has streamlined entry for international students. Branch campuses from the UK and Australia allow students to gain globally recognised qualifications at a fraction of Western costs, enhancing India's attractiveness. Between 2022 and 2025,

student interest from countries such as Albania and the UK rose by 22% and 13%, respectively, though absolute numbers remain low, with fewer than 1,000 students per country.

Government initiatives and scholarship programmes are helping reshape these flows. The National Education Policy aligns curricula with global standards and promotes academic exchanges and research collaboration. ICCR scholarships extend financial support across diverse fields, while India's economic growth, spanning traditional sectors like banking and manufacturing to emerging areas such as technology, startups, and fintech, adds to the country's appeal as a study destination.

Nonetheless, challenges persist. Enrolments from the US fell by over 50% in 2023, reflecting limited capacity in quality programmes and highly competitive admissions. Language barriers, unfamiliar teaching styles, and concerns over safety and cultural adjustment continue to constrain flows from non-traditional markets. Even so, India's affordability, expanding scholarship opportunities, and increasing international recognition position it as an increasingly viable option for students from North America, Europe, and other emerging source regions.

Figure 11. India student origin growth, 2014-2030F. Point estimate growth outlook



Source: QS Global Student Flows, January 2026

Drivers for growth

Labour market dynamics

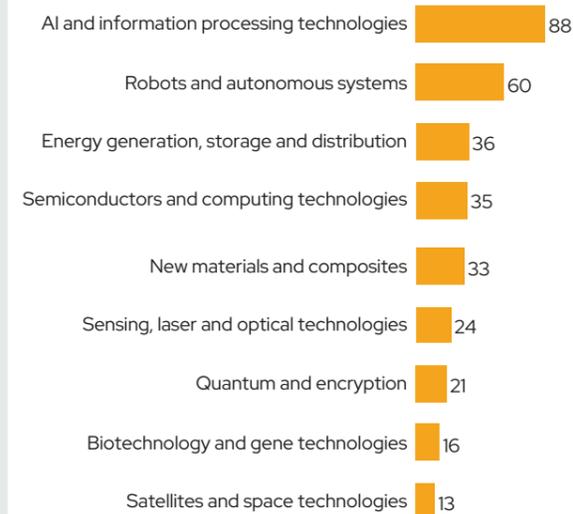
India's labour market is being reshaped by a large, youthful workforce and rapid growth in services, digital roles, and modern manufacturing. The national ambition articulated through Viksit Bharat @ 2047 frames this transition as a long-term competitiveness agenda: leveraging India's demographic dividend through higher productivity, stronger skills pipelines, and innovation-led growth. Policy discussions under VB2047 repeatedly emphasise inclusive workforce participation, technology-aligned skilling, and public-private partnerships as key levers for sustained employment expansion.

However, the World Economic Forum reports that around 18 million people are leaving India to find work, "close to double the number leaving any other nation," resulting in skills gaps in key industries for the future of work. Research published in the Journal of Development Economics found that a third of Indian Institutes of Technology graduates emigrate abroad for work.

This brain drain comes at a challenging moment. The World Economic Forum's Future of Jobs Report 2025 highlights that Indian employers think that AI and information processing technologies, robots and autonomous systems, and semi-conductors and computing technologies are the top factors that will drive business transformation (Figure 12). Losing skilled labour talent abroad risks India not keeping pace with global peers. Compounding this challenge is business readiness for the

future of work. In the QS World Future Skills Index, India is the highest-scoring country in our Future of Work indicator, which examines how many job postings by Indian businesses are seeking AI, digital and green competencies. It's clear that Indian businesses are ready to hire skilled graduates, yet they leave anyway.

Figure 12. Share of organizations surveyed that identify the technology trend as likely to drive business transformation



Source: World Economic Forum Future of Jobs Report 2025

Within this context, universities are central to labour market upgrading, and the NEP 2020 provides the architecture for how they can drive change. The NEP 2020 supports labour market impact through a stronger emphasis on vocational education, internships, and experiential learning. Crucially for stemming brain-drain, the NEP 2020 encourages universities to build deeper industry linkages and embed work-integrated learning into degree programmes, reducing friction in graduate hiring by improving job-readiness and aligning learning outcomes with employer expectations. The QS World Future Skills Index highlights this as an area for improvement for India, with the nation's Academic Readiness Score sitting below Malaysia and the UAE (Figure 13). By working with Indian employers,

universities can build industry-ready graduates that align with workforce demands.

Another major transformation from the NEP 2020 is the move toward multidisciplinary higher education, enabling graduates to combine technical and domain skills (for example, engineering plus business or data science plus public policy), which better reflects how modern jobs are structured. NEP 2020 also introduces flexible degree pathways, including multiple entry-multiple exit points and the Academic Bank of Credits (ABC), improving learner mobility and supporting lifelong learning, important in a labour market where reskilling is increasingly routine.

Figure 13. Academic Readiness indicator Top 30 locations (normalised score out of 100)



Source: QS World Future Skills Index 2025

International student trends

Using insights into what students
want to future-proof your strategy

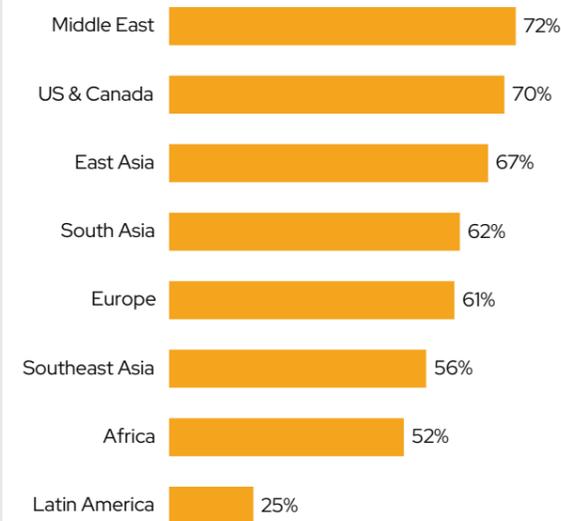
The growing influence of reputation on student choices

For students looking to study in India, institutional reputation is of increasing importance. When choosing a university, over 70% of candidates from the Middle East considering India as a study destination cite reputation as an important factor (Figure 14).

This trend reiterates the importance of Indian institutions raising their Academic Reputation, despite making little progress in recent years (Figure 15). For India to fully realise its potential and disrupt the dominance of the 'Big Four' study destinations will require institutions to enhance their global profile. The good news is that institutions have already begun to activate

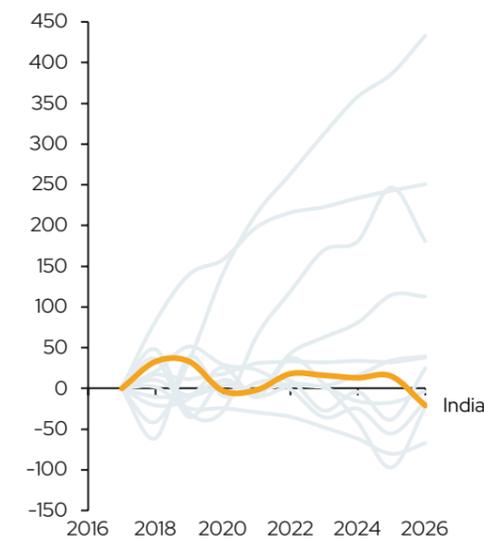
these strategies amongst graduate employers, where the reputation of Indian institutions has seen significant progress in recent years. The median Employer Reputation rank of Indian institutions has improved by 61 places since 2017 (Figure 16).

Figure 14. Importance of reputation to students when choosing a university



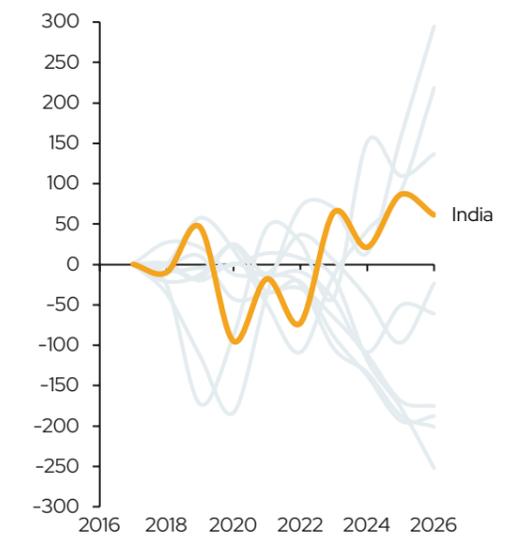
Source: QS International Student Survey 2025

Figure 15. Change in Median Academic Reputation Rank since 2017



Source: QS World University Rankings

Figure 16. Change in Median Employer Reputation Rank since 2017



Source: QS World University Rankings

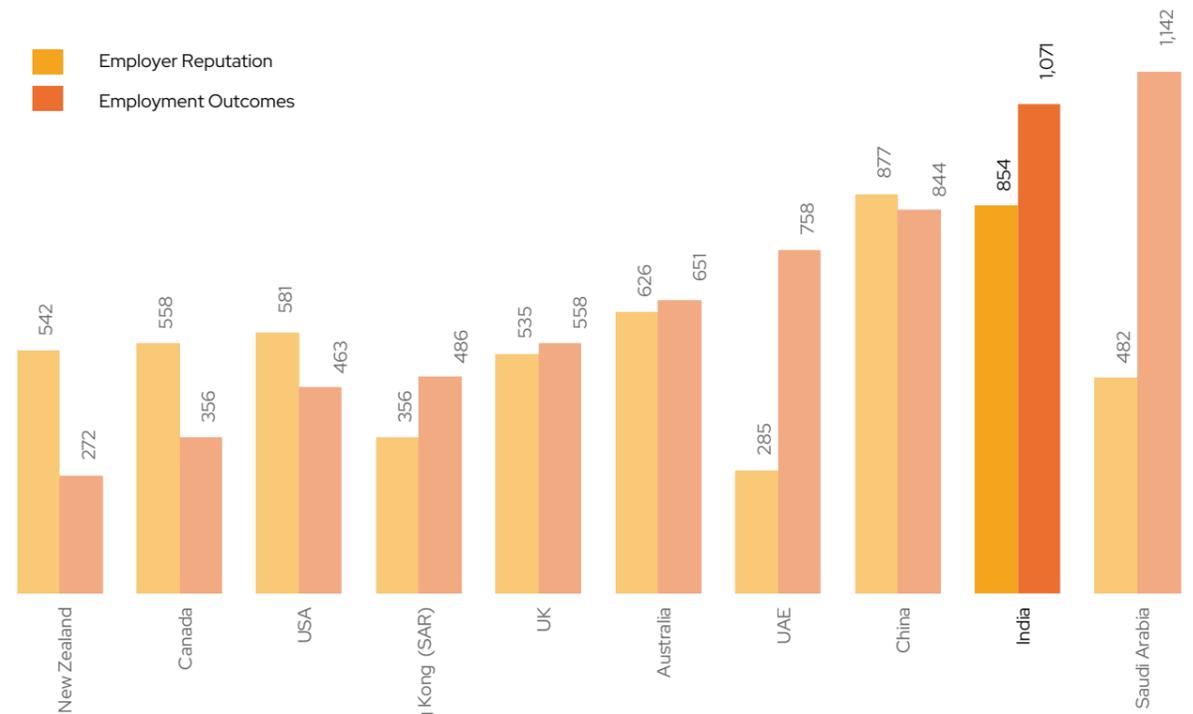
Employability on students' minds

The rising reputation of Indian institutions amongst graduate employers bodes well for students, who are increasingly focused on post-study employment outcomes when making study decisions. When asked about their marketing communication preferences, 50% of students cited information on work placements and links to industry as something they would want to hear about from universities, the second highest rated answer to that question. Students from Southeast Asia are the most likely audience to cite this as an important factor.

This reiterates the need for Indian institutions to embed graduate employability into their strategic planning and ensure students are equipped with the skills needed by employers. According to a 2025 report from Mercer-Mettl, only 42.6% of Indian graduates are employable. In India, institutions employment outcomes are on average significantly worse than the reputation of those institutions amongst employers would suggest (Figure 17). This disparity suggests that whilst institutions have made significant progress in raising their reputation, this hasn't yet led to material improvements for the graduate experience.

To create parity, institutions need to make graduate skills development a core component of existing and upcoming curricula creation. Ensuring that graduates have the appropriate mix of skills to meet the existing and future demands of local employers should be central to this strategy. In doing so, institutions can transform their capacity to become drivers of economic growth and enhance their reputation among employers.

Figure 17. Average Employer Reputation Rank vs Average Employment Outcomes Rank



Source: QS World University Rankings 2026

Strategic imperatives

Diversify recruitment and partnerships

Proactively position your institution as a regional education leader

- Actively promote your institution through the “Study in India” program and leverage its streamlined admissions, e-visa, and scholarship opportunities to attract students from South Asia, Africa, and emerging markets.
- Build and strengthen bilateral partnerships with universities in key source countries (e.g., Nepal, Zimbabwe, UAE) to create joint programmes, student exchanges, and targeted scholarships.
- Pursue opportunities to host or partner with foreign university branch campuses and develop dual-degree programmes, enhancing your institution’s global connectivity and reputation.

Embedding employability and industry linkages

- Collaborate with employers to co-design curricula and offer micro-credentials in high-demand areas such as AI, digital, and green skills, ensuring graduates are equipped for the future workforce.
- Integrate mandatory work placements, internships, and industry projects into degree programmes, ensuring alignment with labour market needs and the National Education Policy 2020.
- Clearly communicate employment outcomes, industry partnerships, and work pathways to prospective and current students. Use marketing materials, open days, and alumni networks to highlight success stories.

Sustainable capacity building and quality assurance

- Set realistic annual targets for international student enrolment that are directly linked to your campus capacity, housing, and support services.
- Invest in expanding and upgrading campus facilities, including through public-private partnerships, especially in tier-2 and tier-3 cities to distribute growth and reduce pressure on metropolitan centers.
- Consider how to further develop online and distance learning solutions to build capacity, without the need to increase your campus footprint.
- Develop robust student support services, such as orientation, academic advising, and career guidance, to enhance the international student experience and improve retention.

Methodology

Global Student Flows

The Global Student Flows (GSF) initiative comprises three core components: QS' Open Source Framework for Global Student Flows, a proprietary Flow Mapping and Analytics Technology, and a Scenario-Based Forecasting Methodology designed to simulate over 4,000 discrete source-to-destination flows. Together, these instruments offer a comprehensive, 360-degree view of the global outlook for international student mobility.

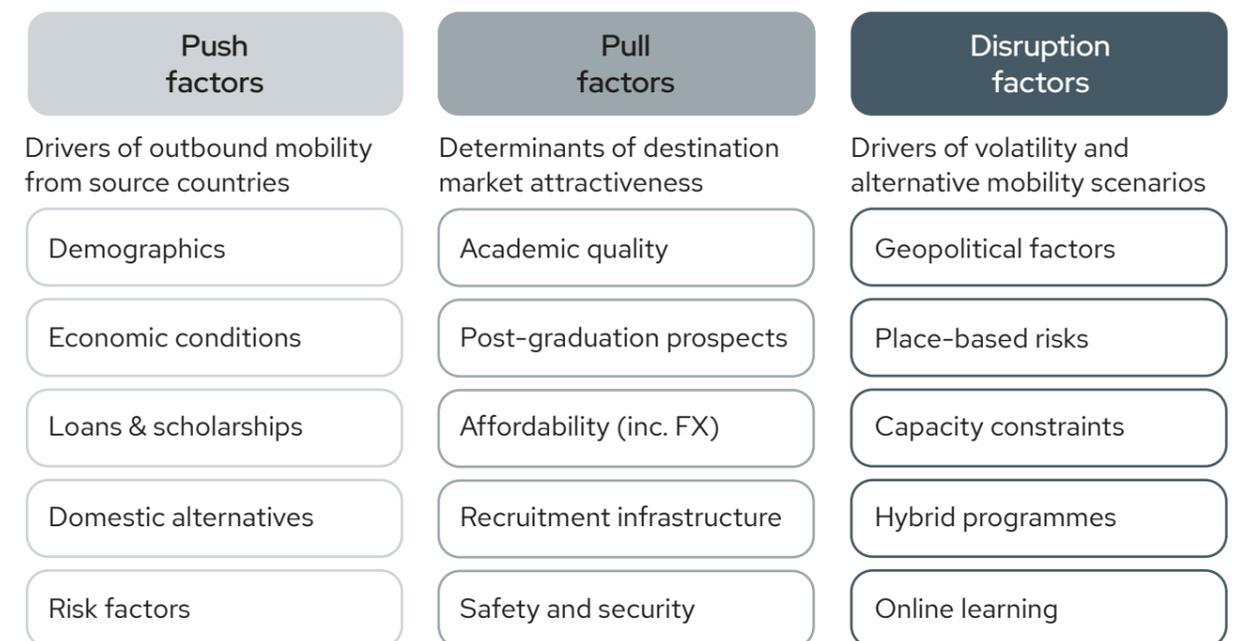
Open source framework

The GSF framework integrates both qualitative and quantitative research within an open-source structure that supports the historical analysis and future forecasting of international student flows. The framework organises 15 core drivers of mobility into three overarching categories - push, pull, and disruption factors. These drivers form the analytical basis for assessing patterns in student movement and are reviewed and refined annually through expert consultation.

The qualitative research process is informed by extensive interviews with global experts, including economists, policy leaders, and institutional decision-makers. These contributors provide deep contextual insight

into specific country-to-country flows, policy settings, and sectoral trends. Quantitative analysis is anchored in both historical datasets and current indicators, supported by HolonIQ by QS' proprietary global flows model. This model employs advanced analytics to simulate multi-factor, high-dimensional data across more than 4,000 unique international student flows.

By combining structured expert insight with data-driven modelling, the GSF framework delivers a robust, adaptive foundation for understanding the forces shaping global student mobility - past, present, and future.



Push factors: Drivers of outbound mobility from source countries

Push factors refer to the underlying conditions within a student's country of origin that influence the decision to pursue education abroad. These drivers encompass a broad range of demographic, economic, educational, and geopolitical dimensions that collectively shape outbound mobility patterns.

Demographics

This factor analyses population trends and structures within source countries, including youth population growth, urbanisation, and educational attainment levels. Demographic pressures, such as a growing tertiary-aged population, are often strong predictors of increased outbound student mobility.

Economic conditions

The economic context of the source country directly impacts the capacity of individuals to finance international study. A slow economy, low gross domestic product (GDP) per capita,

poor income distribution and overall household wealth can all motivate students to seek more prosperous environments abroad.

Loans & scholarships

The availability of financial support mechanisms such as scholarships, student loans and private funding options plays a significant role in enabling students to pursue study overseas. These instruments help mitigate affordability constraints and expand access.

Domestic alternatives

This factor assesses the quality, capacity, and perceived value of domestic higher education offerings. When local institutions are unable to meet student expectations, the likelihood of outbound mobility increases.

Risk factors

Geopolitical and geo-economic factors, and the environmental stability of a source country can reduce the attractiveness of remaining in-country, and contribute to students' aspirations of studying abroad.

Pull factors: Determinants of destination market attractiveness

Pull factors encompass the characteristics of destination countries that enhance their attractiveness to prospective international students. These include academic reputation, employment outcomes, cost, recruitment infrastructure, and overall safety and wellbeing. Together, these factors influence a student's decision to select a particular destination.

Academic quality

Academic quality refers to the presence of highly-ranked universities and globally recognised academic programmes.

Post-graduation prospects

This factor examines the availability and attractiveness of work opportunities. It includes the accessibility of internships, co-operative education programmes, and post-study employment pathways, especially those aligned with immigration or residency options.

Affordability (inc. FX)

Affordability encompasses the total cost of studying and living in the destination country. This includes tuition fees, living expenses, and currency exchange rates. Destinations that can offer an affordable study location tend to be more attractive to prospective students.

Recruitment infrastructure

This dimension assesses the effectiveness and maturity of international student recruitment systems. It includes agent networks, application processes, and institutional outreach and support throughout the student journey.

Safety and security

Safety considerations include physical security and student wellbeing. This factor evaluates the destination's political stability, health infrastructure, crime rates, and student support services. It also evaluates the destination's inclusivity and the presence of established diaspora communities.

Disruption factors: Drivers of volatility and alternative mobility scenarios

Disruption factors encompass external events and structural shifts that introduce volatility into international student mobility patterns. These variables can either constrain or accelerate mobility depending on their scale, duration, and impact. Key disruption factors include geopolitical developments, health and security risks, infrastructure limitations, and the emergence of alternative models of international education.

Geopolitical factors

This category refers to international and regional developments that influence policy decisions in both source and destination countries. Geopolitical tensions, diplomatic conflicts, and perceptions of political instability, particularly in key destination markets, can shape public sentiment, government regulation, and ultimately the volume and direction of student flows.

Place-based risks

This dimension includes disruptions tied to specific locations or global events that affect students' ability or willingness to travel. These include pandemics, armed conflicts, civil unrest, and natural disasters, as well as logistical challenges such as temporary flight suspensions or travel restrictions.

Capacity constraints

This factor encompasses limitations within destination countries that restrict the ability to accommodate international students. Constraints may include housing shortages, visa processing delays, limited institutional capacity, or insufficient support infrastructure. Conversely, improvements in these areas may significantly enhance student mobility.

Hybrid programmes

Hybrid delivery models, combining online and in-person components, represent an evolving alternative to traditional mobility. These programmes allow students to begin or complete their studies partially in their home country, offering flexibility and reducing the need for long-term physical relocation.

Online learning

Online learning offers a substitute for in-person study, potentially reducing demand for international travel. As digital delivery becomes more sophisticated and accepted, it presents a disruptive force to conventional student mobility models.

Mapping flows

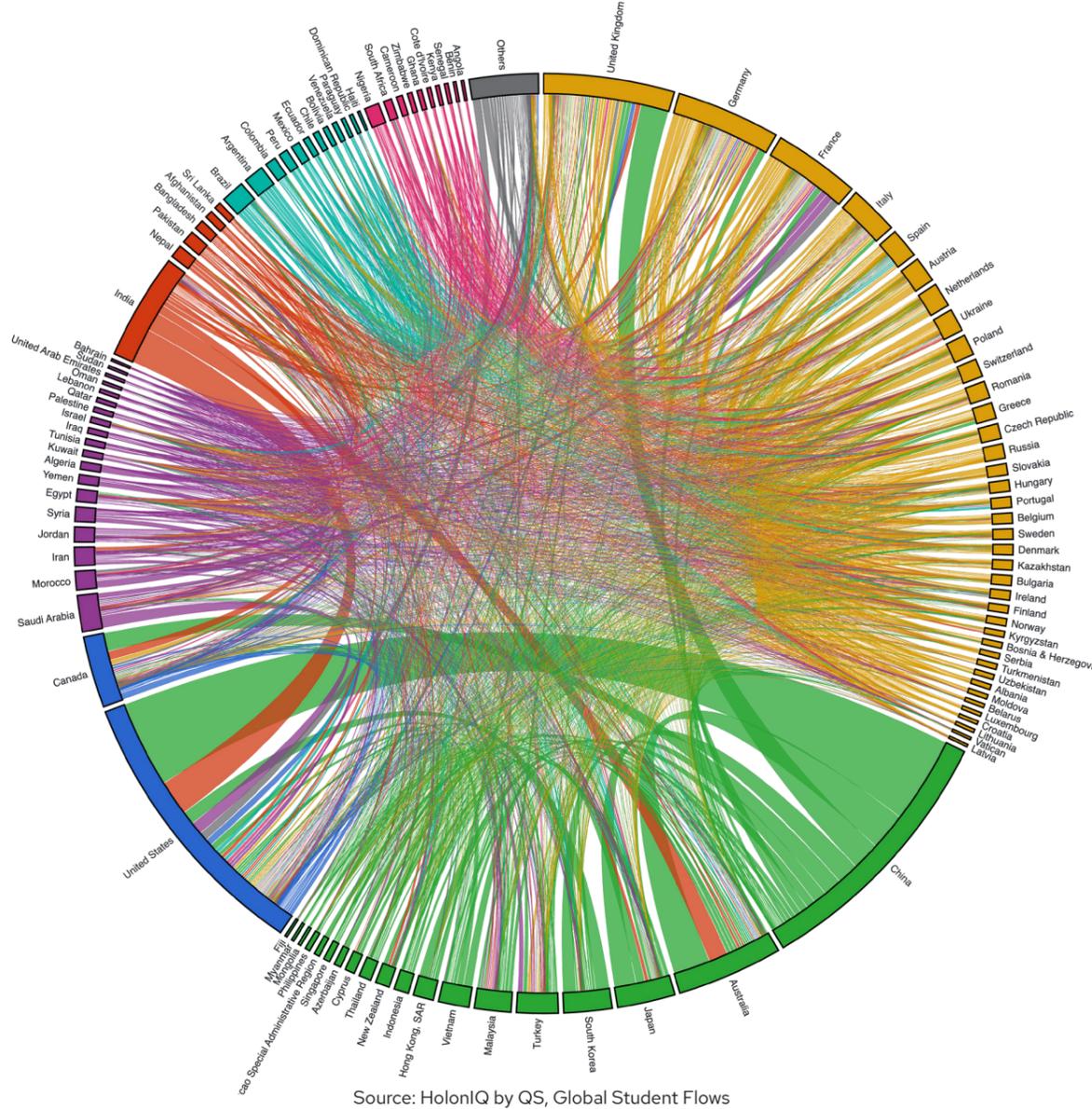
HolonIQ by QS has developed proprietary technology to map and analyse the complexity of global student mobility and cross-border flows. Each year, over seven million students travel from more than 150 source countries to study in over 100 destination countries, representing more than 4,000 unique country-to-country flow patterns.

The platform enables users to analyse over 4,000 discrete flows over time, identifying trends and patterns that inform strategic

planning, policy development, and investment decisions. The platform is designed to simplify the management, evaluation, and forecasting of international mobility and related datasets.

While the current focus of the Flows tool is on country-to-country education flows, the platform is progressively expanding to include subnational (state or province-level) and city-level resolution at both the source and destination ends.

Global Student Flows interactive flows explorer tool



Source: HolonIQ by QS, Global Student Flows

The GSF project employs a Monte Carlo simulation framework to forecast international student mobility across more than 4,000 discrete country-to-country flows. This simulation-based approach integrates probabilistic modelling with expert-informed qualitative research and quantitative machine learning to estimate future volumes under uncertainty.

As illustrated in the figure below, the forecasting model combines three core dimensions:

1. **Push factors** (source country conditions)
2. **Pull factors** (destination country conditions)
3. **Disruption factors** (external shocks and structural volatility)

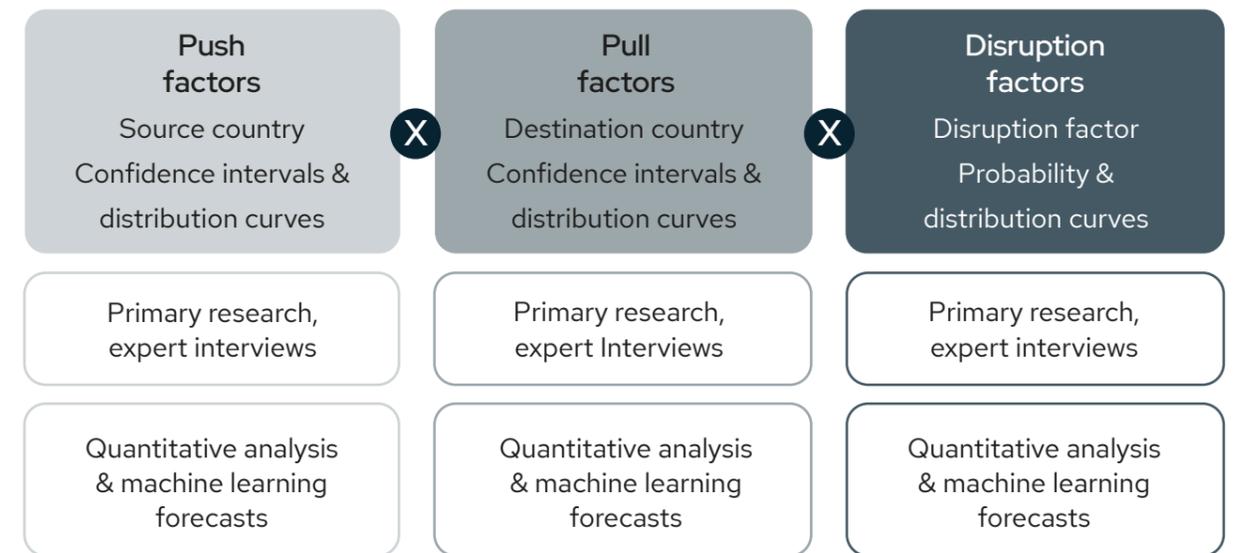
Each factor is associated with a statistical distribution and confidence interval derived from a combination of primary expert interviews and historical quantitative data. Push and pull factors each generate growth rate distributions for every source and destination country respectively, while disruption factors contribute additional probabilistic shifts in overall flow volumes.

For each simulation run, randomised values are sampled from these distributions to produce one unique realisation of global mobility. The model executes one million iterations of Monte Carlo simulations, resulting in a distribution of total international student numbers and enabling robust scenario analysis.

While it is computationally intensive to model all 4,000+ flows individually, the GSF platform utilises detailed simulations for high-priority flows, while grouping long-tail flows under aggregated probabilistic assumptions. This balance allows for both granularity and computational efficiency.

Each iteration of the simulation refines the input parameters through enhanced expert consultation and data enrichment, ensuring continuous improvement of the model. As a result, the GSF Monte Carlo engine offers a dynamic, evolving, and academically rigorous methodology for anticipating the future landscape of international education.

Global Student Flows, open-source framework



Source: QS, Global Student Flows. This work is licensed under CC BY-SA 4.0

QS International Student Survey

The QS International Student Survey offers an unparalleled view into pre-enrolled international students. The 2025 iteration draws on responses from over 70,000 students in 191 locations.

The questions in the Survey are designed to enable higher education institutions to make sound decisions on recruitment and communication strategies. Now combined with Global Student Flows data, we offer a well-rounded view of where students are choosing to study, and how they make that decision.

To understand what matters to students, we ask a wide range of questions about their pre-enrolment journey. We want to know what students prioritise when choosing a location, university and course, and we want to understand what they perceive as high-quality teaching. We ask students how their family influence decision making, and we gather data on the social media and digital channels they use to find study information.

The International Student Survey also benefits from its longevity – 2025 is our 13th edition. The consistency in our questioning allows us to see how students’ answers change over time, and predict future trends and shifts. Its yearly format allows us to add new questions to get a snapshot of student perception. Over the past three years, we’ve gathered crucial data on transnational education, sustainability and Generative AI.

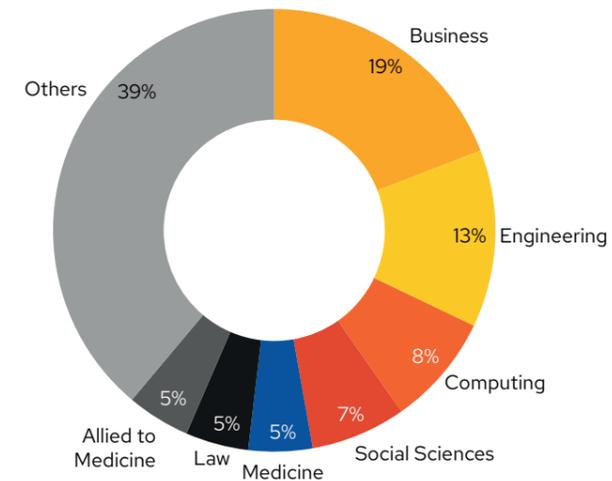
The International Student Survey’s robust methodology ensures we truly represent the perception of pre-enrolled international students. Respondents for the International Student Survey are collected in partnership with global universities. This year, we partnered with 146 universities globally, who were invited to share the Survey with their own prospective international students.

Fieldwork for the Survey was conducted between 6 January and April 7 2025, via Qualtrics, an online survey management platform. The Survey contains 50 unique questions, covering a range of topics relating to prospective student decision-making, from their study background to their priorities, marketing communication preferences, through to their principal information sources, career aspirations, and post-study plans.

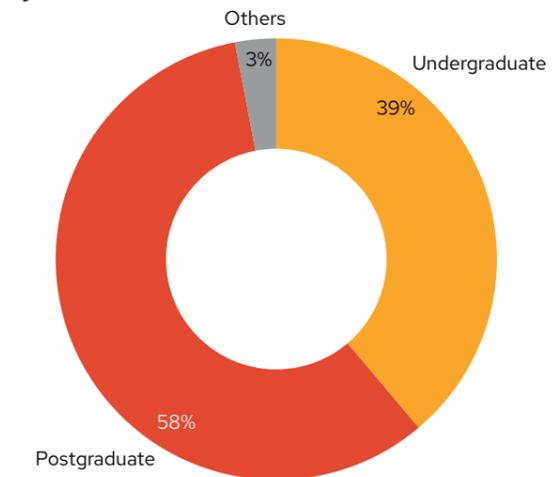
The 2025 iteration of the Survey also contains questions on candidate perceptions of branch campuses, scholarship preferences and opinions on tuition fees. Each institution that took part received a tailored benchmarking report detailing the results of their own prospective students.

International Student Survey respondent demographics

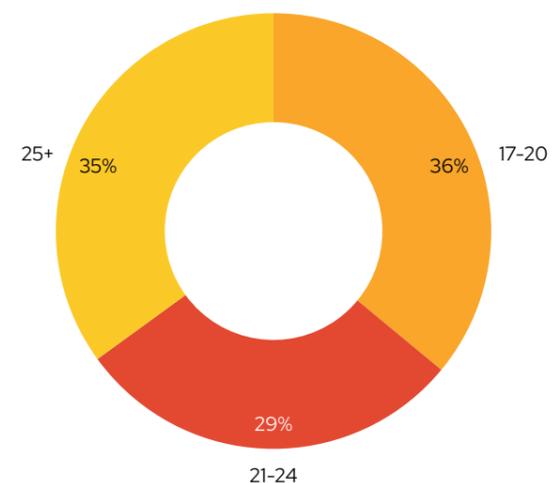
Subject preference



Study level



Age



Source: QS Global Student Flows, September 2025

Sign up for the
QS International
Student Survey
2026



Sources

The Global Student Flows model is built on a diverse and authoritative foundation of international data sources, ensuring high-quality, representative, and up-to-date insights into global student mobility. Drawing from multilateral agencies, national governments, statistical bureaus, and specialised education bodies, the model integrates both inbound and outbound mobility data across all major world regions. These sources reflect the latest available figures on enrolments, visas, migration, scholarships, and institutional capacity, and are harmonised to support robust forecasting and scenario analysis.

Key sources include:

UNESCO Institute for Statistics, 2023
 World Bank Education Statistics, 2021
 OECD, 2022
 Eurostat, 2023
 IOM Migration Data Portal, 2022
 IIE Project Atlas, 2024

All India Survey on Higher Education (AISHE), 2021/22

Australian Government, Department of Education, 2023

Belgium Federal Public Service for Education, 2023

Campus France, 2023/24

Council of Higher Education (YÖK), 2022

Department of Higher Education and Training, South Africa, 2022

Department of Home Affairs – Australia Student Visa Data, 2024

Education Bureau, The Government of Hong Kong Special Administrative Region of the People's Republic of China, 2023

Education Malaysia Global Services, 2024

Education New Zealand (ENZ), Government of New Zealand, 2024

ETH Zurich, 2023

Federal Ministry of Education and Research (BMBF), 2024/25

Federal Ministry of Education, Science and Research, Austria, 2023

General Statistics Office of Vietnam (GSO), 2023

Government of Canada, 2023

Higher Education Commission (HEC), Pakistan, 2023

Higher Education Statistics Agency (HESA), 2022/23

Hungarian Central Statistical Office (KSH), 2022

Immigration, Refugees & Citizenship Canada (IRCC), 2023

Institute of International Education (Open Doors), USA, 2024/25

Japan Student Services Organization (JASSO), 2024

Ministry of Education, Argentina, 2023

Ministry of Education, Brazil, 2022

Ministry of Education, China, 2021

Ministry of Education, Colombia, 2023

Ministry of Education, Ghana, 2021

Ministry of Education, Singapore, 2023

Ministry of Education, South Korea, 2024

Ministry of Education, UAE, 2021

Ministry of Education & Science, Czech Republic, 2022

Ministry of Education and Science, Poland, 2023

Ministry of Education and Science, Uzbekistan, 2023

Ministry of Higher Education & Scientific Research (MESRS), 2025

Ministry of Higher Education, Morocco, 2021

Ministry of Higher Education, Saudi Arabia, 2022

Ministry of Higher Education, Science and Technology, Indonesia, 2023

Ministry of Higher Education, Tunisia, 2021

Ministry of Science & Higher Education, Russia, 2022

Ministry of University and Research (MUR), Italy, 2023

Ministry of Universities, Spain, 2022/23

National Universities Commission, Nigeria, 2020

Norwegian Directorate for Higher Education (HK-dir), 2022

Nuffic, 2023/24

Philippines Commission on Higher Education (CHED), 2023

Portugal Directorate - General for Education and Science Statistics, 2023

State Secretariat for Education, Research and Innovation (SERI), 2023

Statistics Canada, 2022/2023

Statistics Finland (Tilastokeskus), 2023

Statistics Norway (SSB), 2023

Statistics Sweden (SCB), 2023

Statistisches Bundesamt (Destatis), 2024/25

Student and Exchange Visitor Information System (SEVIS), 2023

Sub-Directorate of Information Systems and Statistical Studies (SIES), 2022/23

Swedish Higher Education Authority (UKÄ), 2022

Ukraine State Center for International Education, 2023

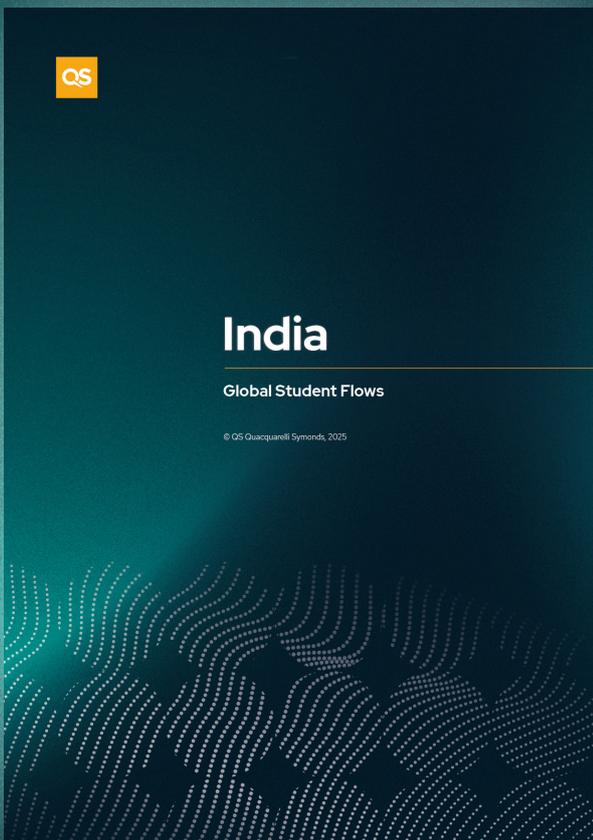
University Grants Commission, Bangladesh, 2023

Wissenschaft weltoffen, 2023/24

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