International students as educational migrants: east and southwest Asian perspectives
Projected to reach one million people next year, international students in the United States are undergoing a transformative educational migration. Moving away from the existing study abroad paradigm is the first step to more accurately understand the lived experience of an educational migrant. Discovering the perceptions of what value an American education holds and accomplishes for students back home is central to revealing the major conditions and influences both propelling educational migration, the experience, and the course, features, and impacts of reentry migration. What prompts students to engage in this risky transformative activity? How can U.S. academic institutions better adapt to the international student experience by adapting a lens of migration? What is the role of cultural capital acquired while abroad in the process of reentry migration? Is the reentry process facilitated by the educational objectives obtained in the U.S? This study examines the lived experience of South Korea and Saudi Arabians as a window into the lives of international students as educational migrants. Acquiring cultural capital - the personal resources and assets an individual uses to negotiate their social environment - abroad is perceived as a way to better navigate the conditions of economic precarity. However, what unfolds is a significant transformative experience in the interstices of liminal spaces abroad that often results into a liminal condition upon reentry migration. The role of cultural capital acquired from the educational migration process has a stronger influence than the actual educational achievements obtained. This research seeks to work towards an anthropology of higher education, bringing the topic of student mobility into an anthropological frame in order to expand scholarship and inform educational curriculum and policy affecting the international student experience.
East and South-East Asia face major demographic changes over the next few decades as many countries' labour forces start to decline, while others experience higher labour force growth as populations and/or participation rates increase. A well-managed labour force can offset these demographic challenges.

The sharp demographic changes in East Asia, with mortality and fertility rates falling dramatically over the 1965-1990 period, contributed to the rapid economic growth of those times. These contributions occurred through the working-age population growing at a much faster rate than its dependent population, expanding the labour force as well as the per capita productive capacity of the East Asian economies (Bloom and Williamson, 1998).

Historically, Asia has faced a student mobility deficit. As of 2015, Asian countries sent an estimated 2.3 million degree seeking students abroad, and attracted just 928,977 in return. Estimated based on the data from the UIS Statistics. From the Western perspective, what's clear is that significant numbers of students from top sending countries may no longer be in play within just a few years. In all, internationally mobile students from Asia account for an estimated 55 percent of the world total today. Estimated based on the data from the UIS Statistics.

Other Asian-Pacific countries are seeking to increase enrollments among students from across the region as well. The Asian Universities Alliance was launched by the end of April. “Sadly, international education has been weaponised,” said Ly Tran, professor of education at Deakin University, during a virtual conference hosted by the University of Hong Kong (HKU). “Learning abroad is no longer just about serving individual students' educational needs and institutional partnerships, but about nation-states' political, diplomatic and economic agendas.” Professor Tran cited destabilising factors in the West such as “Brexit, the rise of far-right parties in Europe and Trump's isolationist policies”. She called the US attempt to cancel thousands of visas for Chinese students specifically on international students from East Asia. allows the researcher to study intercultural friendships. from the alternative perspectives of the understudied. ethnic groups, and, more importantly, to enable more. significant contribution to the field of communication. studies instead of confirming to the established. one-sided Eurocentric perspectives in the current. communication discipline (Miike, 2002). With respect to research endeavors, the majority of.