



The role of community colleges in facilitating global talent mobility: A comparative policy and economic analysis

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Abstract

International talent mobility functions as a fundamental requirement which enables global economic development between countries. The research examines international talent mobility by assessing various policy frameworks and their resulting economic impacts. The open-access educational system of community colleges together with their cost-effective programs. The focus on workforce training creates essential pathways for students to enter higher education which helps people gain skills and find jobs in their field. The study examines existing studies to demonstrate how community colleges enable international student mobility through their transfer pathways and vocational training programs. Also, national policies that integrate immigration regulations with financial systems and institutional strategies affect international students. The maintenance of unified educational and immigration systems demonstrates greater success with their community colleges' student mobility. Community colleges create economic advantages that stem from their international student spending and their long-term productivity. The organization faces multiple challenges which include misaligned policies and limited international access for some individuals. The full potential of community colleges as global talent flow support systems remains constrained by these barriers. The study shows that international student development requires institutions and build their operational strengths and create fair student access pathways.

Keywords: Community Colleges; Global Talent Mobility; International Student Mobility; Education Policy; Economic Impact

1. Introduction

The workers who cross borders create economic growth and innovation with knowledge transfer. Global talent mobility refers to the movement of students and skilled workers across countries for education and employment opportunities. It may contribute to the development of human capital in both host and home nations. Higher education institutions play a critical role in facilitating this process, developing skill pathways, and fostering cross-border academic collaborations [1].

Community colleges provide necessary access to higher education through their open admission system and low-cost programs. It may focus on vocational training, which attracts diverse and non-traditional student populations. The institutions deliver fundamental academic education, which enables their students to acquire both practical skills. Also, the international competencies that match the requirements of the job market. Community colleges implement internationalization strategies, including student exchange programs and global curricula, to improve students' ability to work with diverse cultures and gain skills needed for employment in international markets [2].

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International student mobility creates substantial economic advantages for host nations. International students contribute directly through tuition fees and living expenses, and they create knowledge and innovation, and they participate in the workforce for extended periods. Many countries have established particular education and immigration regulations to attract and keep international talent from different parts of the world [3]. The different policies established among regions create different effects, which determine how much talent people will be able to move between countries.

The study of community colleges function as global talent mobility facilitators has remained incomplete while their importance grows especially in relation to international educational and economic assessment. The internationalization efforts of these colleges depend on three key factors, which include their institutional capacity and funding arrangements and their existing policy framework. International education systems require policy frameworks that exhibit both resilience and flexibility in response to global events, which include economic downturns and pandemics that have exposed system vulnerabilities [4].

This review paper aims to address this gap by analyzing the role of community colleges in promoting global talent mobility through a comparative examination of policy frameworks and economic impacts. The study collects existing research to show better ways that community colleges should work for global workforce development and to create guidelines for future policy development.

2. Conceptual Framework

The function of community colleges in enabling worldwide talent movement needs established theoretical knowledge which includes human capital development and international movement and global educational frameworks. The process of worldwide talent movement depends on human capital development because people acquire knowledge and skills which they utilize in different contexts. Community colleges deliver training programs which match the requirements of employers by making their programs available to all students. The institution's focus on vocational education together with its adaptable educational options allows students from various backgrounds to take part in both worldwide academic programs and professional development initiatives which benefit their personal careers and the economic strength of their country [5].

The theory of human capital establishes that spending money on educational programs leads to better work performance which results in greater economic benefits. The community college system needs this funding because it helps more people access college education while helping minority groups to gain better job opportunities. The research shows that community colleges help developing countries achieve economic growth by teaching better workforce skills which lead to improved job training possibilities and business development in their countries [6]. The institutions serve educational purposes while they function as essential elements which support economic policies at both national and international levels.

International student mobility theories develop their frameworks around three essential elements which include policy frameworks and institutional support and socioeconomic conditions which affect students' decision-making process about studying overseas. The ability to move to different locations depends on three main factors which include academic resource availability and financial aid accessibility and job opportunities after completing their studies. Global talent development needs effective policies which connect education and immigration and labor market objectives because these policies improve talent retention and attract international professionals who create links between education systems and migration patterns [7]. The framework establishes national and regional policies as the primary forces which shape college internationalization capacity to operate within these educational systems.

The global education market operates as an interconnected system which involves educational institutions and government entities and students who compete in a market environment that becomes more market-oriented over time. International student mobility describes an educational process which creates economic value because students learn while contributing to the financial interests of their host countries. The two functions of the organization show how institutional activities should match the economic objectives of the country. The current research establishes distinct areas which researchers need to study in order to understand how global mobility functions throughout different regions while exploring how countries manage their student movement activities and how student movements impact knowledge sharing and innovation development in the long term [8]. The conceptual framework establishes community colleges as educational institutions which connect educational programs with government policies and economic development activities. The framework establishes human capital development as the foundation for understanding how institutions help people move between countries while creating a global workforce (Figure 1).

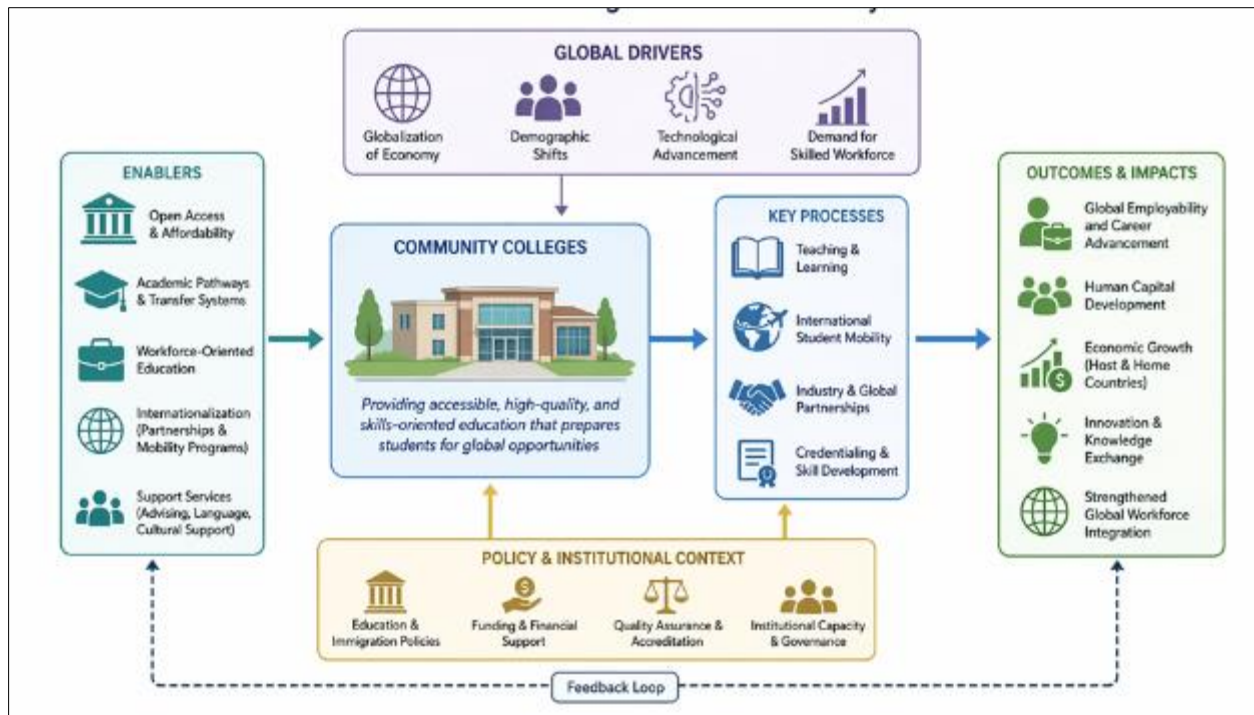


Figure 1 Conceptual Framework: The Role of Community Colleges in Facilitating Global Talent Mobility.

3. Role of Community Colleges in Facilitating Global Talent Mobility

The educational institutions serve dual purposes by providing students with initial access to college while helping them develop their skills for obtaining higher academic credentials and professional success. Students from both home and abroad find the school attractive because it maintains an open-access policy together with its low-cost tuition system which provides them with inexpensive ways to reach educational standards that compete on a global level. The program enables students from different economic backgrounds to obtain international career-focused competencies together with official recognition of their achievements.

The community colleges develop structured academic pathways through which students can access educational opportunities which include transfer systems that enable students to move from two-year institutions into four-year universities. The pathways enable students to achieve higher educational levels because they create ways for students to move into advanced studies but the research shows that credit transfer systems which contain operational problems will prevent students from advancing their studies while reducing the efficiency of the pathways. The three main obstacles that limit student mobility between institutions stem from their insufficient planning of academic paths and their failure to establish student guidance systems. The community colleges need to resolve these issues so they can serve as effective bridges between the national education systems and global educational frameworks [9-12].

Community colleges establish academic pathways which serve their educational mission while building their international presence to develop internationally skilled workers for the worldwide job market. The organization operates by bringing in international students who take part in study abroad programs while creating global competencies as part of their educational programs. The higher education sector has expanded its international operations but educational institutions and geographical areas maintain different levels of internationalization implementation. Institutional strategies include internationalization as a standard component yet the implementation of mobility programs and language development receives insufficient attention which restricts their international operations. The actual execution of policy objectives at the institutional level shows that the complete fulfillment of policy objectives remains unaccomplished.

The educational institutions provide training programs which enhance student mobility by creating workforce development programs that meet the needs of both local companies and international markets. The school system trains students in practical skills and vocational education which enables them to begin work in modern workplaces that increasingly operate worldwide. The economic downturns make the role of community colleges which adapt to labor market changes. Community colleges play a vital role in economic recovery during periods of economic decline.

The educational field establishes international connections and educational exchange partnerships with local schools. The partnerships enable organizations to develop their ability to support international knowledge transfer and mobility between borders. The adoption of community college models in developing nations leads to better labor market results and enhanced economic competitiveness which shows their ability to work in various settings beyond their primary educational function. The discoveries highlight how community colleges possess the ability to operate on a global scale in education while they maintain their functions as educational organizations which serve their local communities.

The educational institutions use their functions to deliver low-cost learning and academic assistance programs which help students progress through their studies while matching their workforce development needs and international educational programs. The educational institutions face different challenges which occur because of their different capacity levels and resource distribution which affect their operational success. The educational institutions need to work together to create a unified strategy which will enhance their capacity to improve their operations (Table 1).

Table 1 Comparative Role of Community Colleges in Global Talent Mobility

Dimension	Function	Impact on Mobility	Key Limitation
Access & Affordability	Low-cost, open admission	Expands participation in global education	Limited funding
Transfer Pathways	Articulation to universities	Enables upward academic mobility	Credit transfer issues
Internationalization	Student exchange, global curricula	Enhances cross-cultural competencies	Uneven implementation
Workforce Training	Skill-based education	Supports global employability	Localized focus

4. Comparative Policy Analysis

The ability of community colleges to help students migrate between countries depends upon how national and regional governments establish their policies. The policies help determine which students will be recruited by educational institutions while creating pathways for student mobility and providing institutions with financial support and post-study work options. The analysis shows that different countries demonstrate distinct approaches to their educational and immigration rules which either facilitate or restrict student movement.

The US higher education system gives community colleges their operational structure through a combination of federal regulations and state policies which select community colleges through US Department of Education standards. The colleges face challenges which hinder their ability to attract international students because of the difficulties presented by immigration rules and visa restrictions. International student enrollment suffers when visa regulations and work policy changes occur because these changes directly affect students' ability to study abroad and their corresponding economic impact [13]. Global talent mobility suffers from disturbances which political and regulatory frameworks create across the world.

Canada implements immigration control through its educational system as the country established its integrated policy framework which links education to immigration and labor market requirements. The Canadian institutions appeals to international students through policies which establish definite post-graduation employment options. The educational pathways needs results in improved student retention and attracts additional educational system. The study of comparative policy research establishes that financial support, access and living conditions. Also, the career development opportunities serve as crucial factors which influence student mobility decisions. Comprehensive policy design is necessary to maintain global competitiveness within higher education institutions [14].

Developing a proficient workforce necessitates that developing countries implement community college systems. The educational systems fail to create effective policy frameworks which the country needs with more educational frameworks. The community college systems expanded through international partnerships and capacity-building programs to address ongoing issues in resource distribution and implementation. International students depend on universities matching their recruitment processes with existing regulations for achieving both sustainability and ethical practices [15].

The process of establishing global educational standards requires countries to implement their internationalization strategies through proper institutional systems. The community colleges develop internationalization strategies which they place into their plans but actual program execution shows different results according to program implementation across different programs. The organizations experience different results because their institutional capacity and leadership preferences and policy support exist in different levels. International policy discussions show that knowledge gaps about international student movement lead to no integrated policy approaches which use evidence to demonstrate how foreign students drive innovation and spread knowledge and use their connections for global outreach [16]. Community colleges have a vital function in global talent mobility which depends on how well governmental bodies create and implement their educational policies. Countries with unified educational and immigration and economic policies achieve better success in attracting global talent than countries with disjointed systems which limit their ability to gain benefits from international educational exchanges.

5. Economic Impact Analysis

Community colleges affect worldwide economies because their global talent movement costs create direct economic benefits which produce indirect economic effects. Community colleges now function as economic entities which produce revenue through their educational programs while they serve as educational institutions because international student enrollment keeps increasing.

International students create immediate economic benefits through their financial support of international students in their home country. International students spend money on tuition and housing while they purchase products and services which create economic growth for the city. While international students spend money directly in the area they also help the region develop through their tourism activities and their ongoing interactions with local residents. International students function as both customers and unofficial representatives of their host communities which leads to permanent economic advantages and marketing effects for the areas where they study [17]. Community college systems need international student recruitment and retention to operate effectively.

Community colleges create short-term economic benefits because they develop skilled workers who drive economic growth throughout their operational time. The institutions provide training programs which teach essential skills and vocational skills that match current industry requirements. Community college graduates enter the job market with valuable skills which enable them to drive productivity and strengthen competitive advantage. Community college education provides students who pursue technical and vocational education with the highest post-college earnings which demonstrate its worth for their future careers [18]. The economic impact of an area depends on both financial funding systems, which provide financial assistance to residents. Community colleges lack sufficient funding may provide comprehensive assistance to all domestic and international students. Research suggests that students in community colleges often receive less financial aid compared to those in other types of institutions, which may affect enrollment patterns and overall institutional sustainability [19]. Community college institutions must eliminate these funding differences to achieve their maximum economic impact.

Employer-sponsored educational assistance programs become crucial funding sources which help students achieve better academic results while creating economic benefits. The programs provide students with financial support which matches their educational needs to current workforce requirements. Evidence shows that students who receive such support tend to have better long-term academic and employment outcomes, indicating a positive link between employer engagement and human capital development [20]. Community colleges can achieve better educational outcomes through stronger partnerships with local businesses which will also improve economic development. Community colleges create economic effects in their global talent mobility programs because of their multiple economic impact pathways. The workforce development program creates economic growth through its direct connection to financial system operations which require funding for economic development. Community colleges need to develop their functions through joint efforts from both educational and industrial partners to become essential organizations which drive worldwide economic development (Figure 5).

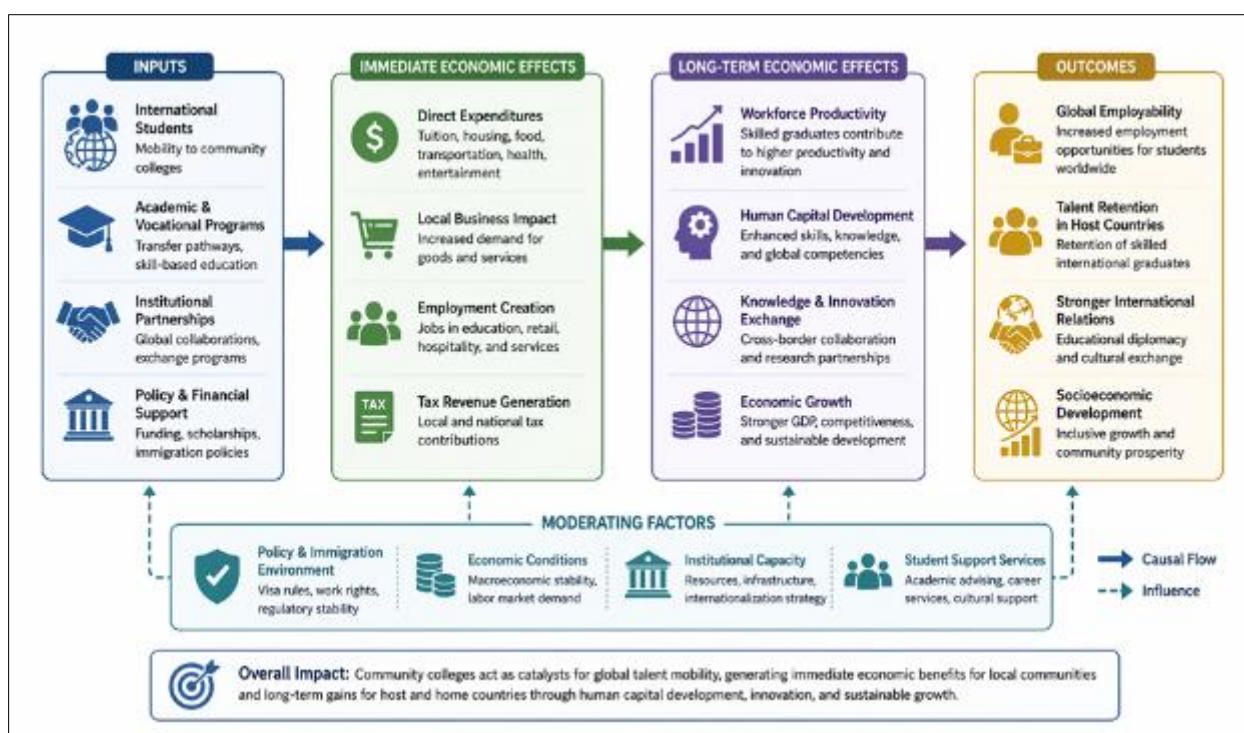


Figure 2 Economic Impact of Community Colleges through Global Talent Mobility.

6. Challenges and Gaps

The educational system currently faces hurdles which prevent it from allowing community colleges to show their full potential in building international talent networks which exist between two countries. The existing obstacles originate from three different sources which include policy inconsistencies and institutional constraints and the global disparities that determine who can access international educational programs and mobility options.

The main problem stems from how community colleges execute internationalization strategies which different colleges choose to implement. The majority of colleges define international education as an essential aspect of their institutional identity yet their international educational programs suffer from weak program execution. Community colleges need institutional capacity, which includes staff dedication and financial resources, along with administrative backing, to establish international programs that help students study abroad. The absence of sufficient resources forces organizations to create internationalization programs which only demonstrate their dedication instead of providing genuine educational programs that support student mobility and engagement [21].

The existing gap between education systems and immigration policies creates a significant barrier that prevents students from gaining access to educational opportunities in international study programs. The success of global talent mobility between educational institutions links academic pathways with employment options that become available after students finish their studies. The tight visa requirements and imprecise work authorization rules, along with fewer post-graduation work options, create obstacles for international students who want to enter the job market. The barriers create an entire system of global talent mobility, which leads to decreasing international student enrollment at community colleges [22].

The main problem regarding equity exists because both equity and access remain essential elements of educational systems. The present design of community colleges aims to provide equal educational access for all students yet particular groups still struggle to gain entry into international education programs. The three main obstacles which hinder students from low-income backgrounds to access global learning opportunities include their lack of financial resources and their unawareness of available options and the institutional barriers they face. The belief that international students exist only to generate revenue creates an unfair distribution of resources between students and staff which creates challenges for organizations to build systems that support mobility in an equitable manner [23-24].

International education systems were exposed to their weaknesses during global disturbances and public health emergencies. The COVID-19 pandemic created three main disruptions which affected student mobility and institutional funding and program delivery operations. The financial situation of community colleges poses a special problem in handling such disruptive events. The existing problems require governments to establish policy systems which help internationalization work during times of international crisis. The research gap that exists about how community college mobility affects innovation systems and knowledge transmission. The global workforce development needs to be examined alongside the existing structural problems. The present study focuses on short-term economic impacts and enrollment patterns. It may pay insufficient attention to how community colleges facilitate the movement of global talent between educational institutions. Research that connects the existing knowledge gap between academic knowledge and practical implementation. It will help create evidence-based policies which need to make full use of these institutions. The present section shows three main requirements that need coordinated policy solutions and dedicated efforts to achieving sustainable results. Community colleges currently lack the capacity to fully support international talent mobility.

7. Conclusion

Community colleges play a role in facilitating global talent mobility by providing accessible education. It may support the academic progression, and aligning skills with labor market needs. The review demonstrates that educational institutions achieve their best results when national educational policies establish clear connections between educational systems and work placement programs which supports their economic development. Students from outside the country show better academic performance and economic development for their host countries when those countries have developed policies that provide them with integrated support systems. Community colleges struggle to fulfill their potential because they must deal with three major obstacles which include their inadequate financial resources and their different policy standards and their failure to deliver international access to all students. The solution needs three components, which include policy reforms that need to happen across multiple areas and institutions, must spend more money on internationalization efforts, and industry partners should work with university staff to develop international partnerships. The process of strengthening these specific areas will enable community colleges to achieve their goals of supporting global workforce development while driving economic development through international partnerships. The future of talent mobility will be determined by how well educational systems develop inclusive educational systems which adapt to changing needs while maintaining global connections through their partnerships with international organizations.

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