

Ulrich Teichler, Irina Ferencz and Bernd Wächter (Eds.)

Mapping Mobility in European Higher Education
Volume II: Case Studies

DAAD

Deutscher Akademischer Austausch Dienst
German Academic Exchange Service

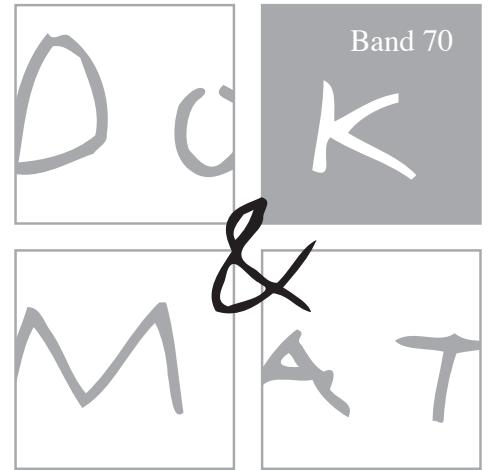


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Volume II: Case Studies

This study is also available on the European Commission`s website under http://ec.europa.eu/education/erasmus/doc922_en.htm



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Bibliographic Information published by the Deutsche Nationalbibliothek

The Deutsche Nationalbibliothek lists this publication in the Deutsche Nationalbibliografie; detailed bibliographic data are available in the Internet at <http://dnb.d-nb.de>

Publisher

DAAD

Deutscher Akademischer Austauschdienst

German Academic Exchange Service

Kennedyallee 50, D-53175 Bonn (Germany)

www.daad.de

Referat „Information für Deutsche über Studium und Forschung im Ausland; Publikationen“

Section „Information for Germans about Study and Research abroad; Publications“

Editors

Ulrich Teichler; INCHER, Kassel (Germany)

Irina Ferencz, Bernd Wächter; ACA, Brussels (Belgium)

Authors

Dominic Orr, Nicolai Netz, Maraja Riechers (HIS)

Nina Volz, Louise Watts (CampusFrance)

Nicole Rohde (DAAD)

with the collaboration of Ute Lanzendorf and Sandra Bürger

Layout (title)

erbach-com, Cologne (Germany)

Printed by

ditges print+more gmbh, Siegburg (Germany)

Circulation December 2011 - Print run 2,500

Copy Deadline Brussels, June 2011

ISBN 978-3-87192-892-5

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Contract - 2009-3287/001-001 ERA-SHEPDE



Education and Culture DG

This **publication** was funded by the Federal Ministry of Education and Research (Germany)



Federal Ministry
of Education
and Research

Table of contents

i Key terms	7
ii Introduction	9
Chapter I: Student mobility in Austria (AT)	11
1 Student mobility data – sources, collectors, availability and quality.....	11
2 Student mobility in Austria.....	14
3 Summary assessment of student mobility in Austria	31
Chapter II: Student mobility in the Flemish Community of Belgium (BE-NL)	33
1 Student mobility data – sources, collectors, availability and quality.....	33
2 Student mobility in the Flemish Community of Belgium.....	36
3 Summary assessment of student mobility in the Flemish community of Belgium	46
Chapter III: Student mobility in the Republic of Cyprus (CY)	47
1 Student mobility data – sources, collectors, availability and quality.....	47
2 Student mobility in Cyprus.....	49
3 Summary assessment of student mobility in Cyprus	67
Chapter IV: Student mobility in Germany (DE)	69
1 Student mobility data – sources, collectors, availability and quality.....	69
2 Student mobility in Germany	74
3 Summary assessment of student mobility in Germany.....	95
Chapter V: Student mobility in Estonia (EE)	97
1 Student mobility data – sources, collectors, availability and quality.....	97
2 Student mobility in Estonia	99
3 Summary assessment of student mobility in Estonia.....	116
Chapter VI: Student mobility in Spain (ES)	119
1 Student mobility data – sources, collectors, availability and quality.....	119
2 Student mobility in Spain.....	122
3 Summary assessment of student mobility in Spain	141
Chapter VII: Student mobility in France (FR)	143
1 Student mobility data – sources, collectors, availability and quality.....	143
2 Student mobility in France.....	147
3 Summary assessment of student mobility in France	167
Chapter VIII: Student mobility in Italy (IT)	169
1 Student mobility data – sources, collectors, availability and quality.....	169
2 Student mobility in Italy	172
3 Summary assessment of student mobility in Italy	195
Chapter IX: Student mobility in Romania (RO)	197
1 Student mobility data – sources, collectors, availability and quality.....	197
2 Student mobility in Romania.....	200
3 Summary assessment of student mobility in Romania	213
Chapter X: Student mobility in Sweden (SE)	215
1 Student mobility data – sources, collectors, availability and quality.....	215
2 Student mobility in Sweden.....	218
3 Summary assessment of student mobility in Sweden.....	234
Chapter XI: Student mobility in the United Kingdom (UK)	235
1 Student mobility data – sources, collectors, availability and quality.....	235
2 Student mobility in the UK.....	238
3 Summary assessment of student mobility in the UK.....	263

i Key terms

Country/institution of destination = the country or institution to which the student moves. These concepts are synonyms of *host country/institution*, and are used interchangeably in the text.

Country/institution of origin = the country or institution from where the student moves. *Home country/institution* are used in the study as equivalent concepts to country/institution of origin. The country of origin can be identical with the country of nationality of the student, and/or with the country of permanent/prior residence or prior education.

Country of permanent/prior residence = the country where the student is formally domiciled, or the country of residence prior to taking up current study.

Country of prior education = the country where the student obtained the education certificate which qualified him/her for study at the subsequent higher education level. Prior education is defined, in the context of this study, as the education level *immediately prior* to the current level of study (e.g. the country where the bachelor degree was obtained for students currently enrolled in a master's programme). This definition is markedly different from the current definition of 'country of prior education' in the UOE statistics, i.e. the country where the upper secondary school leaving certificate – the qualification giving access to higher education studies – was obtained.

Credit/temporary mobility = mobility of a shorter duration (up to 1 academic year) which takes place in the framework of ongoing studies at a home institution. After the credit/temporary mobility phase, students return to their home institution to complete their studies. An example of credit/temporary mobility is student exchanges. In the context of this study we define as credit/temporary mobility those mobility periods that consist of either study or traineeship (placement) abroad. Credit/temporary mobile students go abroad either for study or for a traineeship with the intention to have the mobility period recognised towards the degree at the home institution.

Diploma/degree mobility = mobility aimed at the acquisition of a whole degree or qualification in the country of destination.

Europe 32 countries = 32 European countries including (a) the 27 EU member states Austria, Belgium, Bulgaria, Cyprus, the Czech Republic, Germany, Denmark, Estonia, Spain, Finland, France, the United Kingdom, Greece, Hungary, Ireland, Italy, Lithuania, Luxembourg, Latvia, Malta, the Netherlands, Poland, Portugal, Romania, Sweden, Slovenia, and Slovakia; (b) the 4 EFTA members, i.e. Switzerland, Iceland, Liechtenstein, and Norway and (c) Turkey.

Foreign students = students with a nationality different from that of the country of study.

Graduates = students awarded a tertiary-level degree in a particular year.

Home/national students = students studying in the country of their nationality. To give an example, *home or national students* are Austrian nationals studying in Austria. The term indicates the opposite of *foreign students* in a given country.

Incoming students = students who come to a country for the purpose or in the context of their studies. These students are in most cases also *foreign students*, i.e. have a foreign nationality, but

they can also be *national students*. As for the length and purpose of study, incoming students can be either *degree/diploma-seeking students* or *credit/temporary mobile students*.

Mobile students = students who cross national borders for the purpose or in the context of their studies. The opposite of a mobile student is a *non-mobile student*.

Mobility windows = periods of international mobility that are *embedded* in the curriculum. These phases can be either compulsory or optional, and can take different forms, from a semester abroad integrated in the curriculum, to joint/double degree programmes.

Other European countries = this sub-group includes Albania, Andorra, Belarus, Bosnia and Herzegovina, Croatia, Moldova, Monaco, the Russian Federation, Serbia and Montenegro, Ukraine and the Former Yugoslav Republic of Macedonia.

Outgoing students = students who leave their country and go to another, for the purpose or in the context of their studies. These students can be either *outgoing degree/diploma students*, i.e. aiming to obtain a full-degree in the country of destination, or *outgoing credit mobile students*, i.e. students aiming to do a shorter period of study or a traineeship abroad, as part of their ongoing degree studies. An *incoming student* in one country is an *outgoing student* from another.

Short-cycle programmes = programmes at the ISCED 97 level 5B, i.e. which are below the bachelor level studies. The concept of *sub-bachelor programmes* is used alternatively in the study.

Study abroad students = national students enrolled, towards a degree/diploma, abroad. These students are *not* necessarily *outgoing students*, i.e. they need not have been mobile for the purpose of study. More precisely, they may have resided in the foreign country or completed prior education in the latter, already before starting higher education study there. For a reporting country, e.g. Austria, *study abroad students* are all Austrian nationals that study, in a given year, outside Austria. A *foreign student* in one country is a *study abroad student* from another.

Study-related activities = are genuinely defined in the study as either *study periods* or *traineeships* abroad. The sole exception to this definition in the study is the data coming from the EUROSTUDENT report and which is presented in the country reports in Vol. II. For this dataset the concept of 'study-related activities' is broader, and encompasses traineeships, language courses and summer schools, but not study periods abroad (which are defined in the EUROSTUDENT report as 'enrolment').

ii Introduction

This volume is a continuation of analyses carried out in volume I and covers a total of 11 case studies. They investigate and present in greater detail the student mobility context in 10 and a half Europe 32 countries. The purpose of the volume is to further showcase the great diversity of contexts and student mobility situations which characterise European countries. The countries explored in the volume are: Austria (AT), the Flemish Community of Belgium (i.e. half of Belgium, BE-NL), Cyprus (CY), Germany (DE), Estonia (EE), Spain (ES), France (FR), Italy (IT), Romania (RO), Sweden (SE) and the United Kingdom (UK). They are authored colleagues in CampusFrance – Nina Volz and Louise Watts, in DAAD – Nicole Rohde, and in HIS – Nicolai Netz, Dominic Orr and Maraja Riechers.

The case studies were chosen to reflect a geographical balance between Western, Nordic, Mediterranean and Eastern European states, a mix between smaller-size and larger higher education systems, and a combination of countries where student mobility is a sizeable, moderate-size and fairly modest phenomenon (expressed in the share of mobile students of total enrolment).

The country reports are structured in a similar fashion and aim to

- primarily give an overview of the national data collection system, in order to assess the progress or lack of it made towards genuine mobility data collection, and to understand the explanatory value of national data sources, as well as their limitations in capturing mobility flows. Unlike the chapters in volume I, which exclusively used the international mobility data, the main source of data and information used in these national mobility reports are domestic data collections. They are presented as a complement of international level data (of UOE) and have, in most countries, the great advantage that they cover a wider variety of student mobility aspects and thus allow for a more thorough analysis, although the findings are not comparable across countries. Also, data in the country reports are more recent than those in volume I, and go in all countries up to the most recent year available in the course of this study, which in many cases is the academic year 2008/09.
- secondly, the reports aim to give an account of student mobility trends, by presenting an overview of the country mobility context and its positioning (by means of key figures), as well as major developments observed in student inflows and outflows. The latter are analysed across a variety of mobility descriptors, from countries of origin, destinations, fields and levels of study, types of mobility (degree vs. credit) and organisation of stays abroad.
- and third, to give a concise list of specific traits and major developments in each country, in the period of analysis.

The country analyses have been carried out in close cooperation with national-level statistical experts, to whom the country authors are tremendously grateful. Gratitude also goes to Ute Lanzendorf and Sandra Bürger, who prepared the UOE data for the respective countries, and to ACA colleagues Queenie Lam, Neo Nkhereanye, and Elke Lingier, for their valuable contributions in the editing process.

Chapter I: Student mobility in Austria (AT)

Nicole Rohde

1 Student mobility data – sources, collectors, availability and quality

1.1 Official statistical sources

1.1.1 Collectors and collection procedures

In Austria, the collection of data on tertiary-level education (i.e. ISCED 5B, 5A and 6) is sector specific. On the one hand, the collection on the *university-level education* (levels ISCED 5A and 6) is jointly handled by three institutions: *Statistics Austria (Statistik Austria)*, the *Austrian Federal Ministry of Science and Research (Bundesministerium für Wissenschaft und Forschung, BMWF)* and *FH Council (Fachhochschulrat)*.¹ In parallel, data collection on non-university tertiary-level education (i.e. on programmes at the level ISCED 5B, e.g. *Kolleg.*), is the responsibility of the *Austrian Federal Ministry for Education, Arts and Culture (BMUKK)*.²

For the university-level education, the Austrian data collection procedure is as follows. Statistics Austria carries out each academic year full student surveys (*Primärstatistische Erhebung*) among first year students enrolled in Austrian higher education institutions which offer university-level education.³ In addition, BMWF and the FH Council collect student data from public universities and universities of applied sciences respectively. Data on foreign students gathered by these three institutions are jointly published in the *Statistical Yearbook of Austria (Statistisches Jahrbuch Österreich)*.⁴ In parallel, BMWF hosts an electronic information database called UNI:DATA, which presents higher education statistics on a wider variety of descriptors than the *Statistical Yearbook*. Data on *incoming degree students* as well as on *incoming* and *outgoing credit mobile students*, i.e. exchange students are reported through this database.

Statistics Austria is responsible for reporting the higher education data, for the entire tertiary-level education, ISCED 5/6, to UOE. Contrary to the UOE regulations, the reported figures on *incoming students* in Austria include not only *degree mobile students* (i.e. students that have been enrolled in Austria for more than one academic year) but also students coming to Austria through exchange programmes, i.e. incoming credit mobile students, who come for less than one academic year in the country.

¹ The author would like to thank Helga Posset from BMWF and Wolfgang Pauli from Statistik Austria for their valuable contributions.

² The respective data are reported in the *Schulstatistik*.

³ Since 2006/07 Statistik Austria collects data on students who are enrolled at private universities, theological colleges and other institutions, which provide university courses (Lehrgang universitären Charakters) and reports them to BMWF. Data on students enrolled at University Colleges of Teacher Education are captured by the Austrian Federal Ministry for Education, Arts and Culture (BMUKK).

⁴ Further publications: Press releases, standard publication of the higher education statistics, statistical news etc. are available online under: http://www.statistik.at/web_de/dynamic/services/publikationen/5/publdetail?id=5&listid=5&detail=300

1.1.2 Quality of official mobility data

The Austrian higher education statistics cover both *nationality* and *genuine mobility* student data. In the Austrian data collection, the category *national students* incorporates all students with Austrian nationality, i.e. including all Austrians who have their permanent residence abroad. *Foreign students*, on the other hand, are all students with a *foreign nationality*, i.e. also those who have their permanent residence in Austria. These definitions are in line with the UOE manuals. In case the citizenship/nationality of the student is not clear, the respective students are registered as *foreign students*.

As specified above, next to the *nationality/citizenship* of students, Statistics Austria collects *genuine mobility data* on the criterion *country of prior education*. This makes the distinction between *foreign incoming students (Bildungsausländer)* and *foreign non-mobile students (Bildungsinländer)* possible in the Austrian database.⁵ The information on the *country of prior education* further makes it possible to identify the *Austrian incoming students (the returners)*, i.e. the national students who received their upper secondary school leaving certificate abroad and returned to Austria for the purpose of higher education study. Additionally, data on the *country of permanent residence* of students are collected in Austria. In fact, the data retrievable from the UOE database for Austria and presented in volume I of this study, refer to incoming students in Austria by their *country of prior domicile*. The use of different measures is thus the main reason behind the differences observed between data on incoming students presented in this chapter and those in Chapter I of the first volume.

Moreover, although Statistics Austria collects data on *genuine mobility*, it is not possible to identify in the Austrian database the individual countries of origin of incoming degree students, be they the countries of prior education or of prior residence.

Next to data on *foreign students* and *incoming students*, UNI:DATA provides data on a sub-type of credit mobile students, i.e. on *exchange students*. Data on *student exchanges* are available for both mobility directions: incoming as well as outgoing. *Exchanges* cover funded student mobility through programmes, e.g. national, bilateral, multilateral or European ones. These data are available as of the year 2001⁶ for universities (when tuition fees were introduced in Austria) and since 2002 for students enrolled at universities of applied sciences.

With regard to the coverage of higher education statistics we would like to draw attention to a number of changes that took place in our reference period and which impact on or even hinder to a certain extent our analysis. The first change has to do with the inclusion of private universities in official statistics. These institutions became subject of higher education statistics only in 2003 and were included in the UNI:DATA database in the academic year 2004/05, for the first time. This change within the coverage of higher education institutions generates an artificial increase in total enrolment⁷, an aspect which should be handled with caution.⁸ On the other hand, private institutions are excluded from the *genuine mobility* data collection, which is available only for students enrolled at *public* institutions, i.e. both universities and universities of applied science.

⁵ As in Germany, *Bildungsausländer* are those students that gained their higher education entrance qualification abroad, whereas *Bildungsinländer* are students with the higher education entrance qualification obtained in Austria or at an Austrian school located abroad.

⁶ As for the majority of Europe 32 countries, the years for which data are reported are labelled differently within the national higher education statistics and EUROSTAT. Whereas the reporting year for which Statistics Austria reports higher education statistics corresponds to the reference date (*Stichtag*, winter semester) of the survey, i.e. at the beginning of a school year or semester, the reporting year for UOE data corresponds to the year in which the school year or semester is mainly situated. In other words, it is the convention to label data for 1998/1999 academic year as 1998 (nationally) or 1999 (in the UOE data collection).

⁷ Enrolment in private institutions accounts for increases of +3 608 in 2004/05, +3 872 in 2005/06, +4 237 in 2006/07, +5 014 in 2007/08, and +5 829 in 2008/09.

⁸ Data on students enrolled at university colleges of teacher education became a subject of higher education statistics only in 2007/08, and were not yet included in the data sets used in this study.

Another element of deviation between the national level student data in Austria and those reported by Austrian authorities to UOE comes from the fact that higher education, at the national level, is defined as including only the ISCED 5A and 6 programmes, whereas the UOE data set includes the ISCED 5B level as well.

1.2 Additional data sources

1.2.1 Collectors and collection procedures

Among the non-administrative data sources, the most comprehensive data collections are those covered by the *Social Survey (Studierenden-Sozialerhebung)*⁹, which is carried out by the *Institute for Advanced Studies (Institute für Höhere Studien, IHS)*, as well as by the *Austrian Agency for International Cooperation in Education and Research (Österreichischer Austauschdienst GmbH, OeAD)*, which collects information on student exchanges.¹⁰

The most recent round of the Austrian *Social Survey* was conducted online in 2009, among students of *public universities, universities of applied sciences* and *university colleges of teacher education*, but the results were not available in time for the current study. In consequence, only data from the previous survey – of 2006¹¹ – were included in the analysis below¹². Only part of this survey is related to the international mobility of Austrian students and of incoming students (by country of prior education). The mobility-related findings are reported in a separate report entitled *Internationalisierung im Studium*. The prime purpose of this publication is to highlight international mobility in relation to various socio-demographic aspects and to identify mobility barriers rather than to analyse mobility developments.

The Austrian Agency for International Cooperation in Education and Research (OeAD GmbH), which incorporates the Austrian National Agency for the Lifelong Learning Programme, collects data on students that take part in bilateral, multilateral and European (EU) exchange programmes. For most programmes, the respective data are available for both directions¹³. For students who take part in the ERASMUS Programme, however, OeAD records data on outgoing students only, as do all countries that take part in this programme. The data on ERASMUS incoming students are aggregated by the European Commission.

1.2.2 Quality of additional data on mobility

These non-administrative data sources provide complementary information, on mobility aspects not covered by the official (and highly aggregated) higher education statistics. They allow for an analysis of student mobility to a deeper level, as they encompass various other descriptors, such

⁹ Since the 1970s the Federal Ministry of Science and Research commissions the Social Survey. The Institute for Advanced Studies (Institute für Höhere Studien, IHS) carried out the surveys in 2002, 2006 and 2009. The survey looks into the study and living conditions of students in higher education in Austria.

¹⁰ Additionally, the Austrian Federal Ministry of Science and Research has commissioned a study on the working conditions of graduates (Arbeitssituation von Universitäts- und FachhochschulabsolventInnen 2010 (ARUFA), which provides further information on the international mobility of Austrian graduates. First results of the survey became available in October 2010 at the EMBAC 2010 International Conference cum Workshop in Berlin (Schomburg 2010). All Austrian public universities and universities of applied sciences took part in the project. The survey was carried out by the International Centre for Higher Education Research Kassel (INCHER) and the Institute of Sociology of Klagenfurt University.

¹¹ Unger, M. and Wroblewski, A. (2008), Internationale Mobilität und ausländische Studierende. Ergebnisse der Studierenden-Sozialerhebung 2006.

¹² The survey results are corrected with data retrieved from the higher education statistics provided by Statistics Austria. Around 9 000 completed questionnaires were included in the analysis.

¹³ i.e. i. national students and researchers (i.e. Postgraduate *Stipendien*, Doctoral Research Fellows) who enroll at a foreign higher education institution for a short period (outgoing) and ii. data on students and researchers that take a study- or research-related stay in Austria (incoming) in the context of a mobility programme which is coordinated by the OeAD.

as socio-demographic background, financial support, obstacles to mobility, programme mobility, etc.

Nonetheless, these sources have their limitations as well. For example, the data of the *Social Survey* relate to a cross-section of the student population, leading to an underestimate of real mobility numbers – many students can be mobile in later years of study, after the moment when they have been surveyed. These later ‘mobilities’ are not included in the *Social Survey* data.

On the other hand, as in most Europe 32 countries, the data covered by OeAD are just a subset of total credit mobility into and out of Austria. Technically no information is available on self-organised credit mobility in Austria, i.e. temporary mobility outside exchange programmes.

2 Student mobility in Austria

2.1 Overview: key figures

Total enrolment and Austrian students

In the academic year 2008/09, 262 191 (*ordentliche*)¹⁴ students were enrolled at Austrian higher education institutions (Table 1a).¹⁵ The number of total enrolment increased overall by 14.5% between 1998/99 and 2008/09. After a substantial decrease of the *total number of students* in 2001/02, of 17.8%, compared to the previous year, the *overall number of students* enrolled in higher education increased continuously until 2008/09. The stark decrease in 2001/02 was recorded after the introduction of tuition. It mostly affected ‘dormant students’, i.e. students without any study activity during the previous semesters, as research shows.¹⁶

The introduction of tuition fees had an effect especially among *Austrian students*, whose numbers decreased by not 17.8% but by 18.8% in 2001/02 compared to the previous year. However, since 2001/02 the number of national students increased steadily. In the academic year 2008/09 there were 210 519 Austrian students enrolled at ISCED level 5A and 6, i.e. a moderate increase of 5.3% compared to 1998/99 (Table 1a). It has to be noted, that the share of Austrian students among all students enrolled in Austrian higher education decreased continuously between 1998/99 and 2008/09, and stood at 80.3% in the academic year 2008/09 (Table 1b). In contrast, the share of foreign students increased markedly.

Foreign and study abroad students

In fact, compared to the development of national student numbers between 1998/99 and 2008/09, the number of *foreign students* in Austrian higher education shows a noticeable increase, i.e. 77.0%. The total number of *foreign students* in Austria in 2008/09 stood at 51 672 (Table 1a). Foreign student numbers had also been affected by the introduction of tuition fees (-10.7% in

¹⁴ Depending on the type of study, students are differentiated in: *ordentliche* and *außerordentlich Studierende*. *Ordentliche Studierende* are enrolled in Bachelor-, Diploma-, Master- or Doctoral studies. *Außerordentliche Studierende* are students who are enrolled at a public university for a *außerordentliches Studium* (university course, participation in single courses, visiting students). At the moment this differentiation applies only to students who are enrolled at a public or private university. For students who are enrolled at Universities of Applied Sciences this differentiation will be available from 2009/2010 onwards.

¹⁵ In the academic year 2008/09 academic oriented education was provided at 67 higher education institutions in Austria (ISCED level 5A and 6). Of these, 21 were public universities (*Öffentliche Universitäten*) inclusive of the University for Continuing Education Krems), 12 private universities (*Private Universitäten*). Additionally, 20 universities of applied sciences (*Fachhochschulen*) and 14 university colleges of teacher education (*Pädagogische Hochschulen*) existed.

¹⁶ Pechar, Hans; Wroblewski, Angela (2002), *Retrospektive Schätzung studienaktiver Studierender an Universitäten der Wissenschaften für den Zeitraum 1996-97 bis 2000-01*.

2001/02 compared to the previous year), but to a lesser extent than Austrian students. After this drop, their number increased continuously until 2008/09 (+66%). In the academic year 2008/09 about 1 in 5 students studying in Austria had a *foreign nationality* (rate of 19.7%, Table 1b).

To be able to compare Austrian developments with those in other Europe 32 countries, we have to refer to the academic year 2006/07, the most recent year for which the UOE data were available. According to this data set, in 2006/07, 16.7% of all students participating in Austrian higher education were *foreign students* – i.e. more than twice the Europe 32 average (6.9%) in the same year. Only Liechtenstein, Cyprus, UK and Switzerland showed a higher share of foreign students among all students than Austria in this year.

In parallel, in the academic year 2006/07, the number of Austrian study abroad students stood at 12 965 students, i.e. a ratio of 0.065 when related to the total number of Austrian students enrolled within the country (Table 1b). This share is also close to double the Europe 32 study abroad average ratio, which amounted to 0.033 in the same year (Vol. I, Chapter I). According to the available UOE data, the number of Austrian study abroad students increased by 13.7% between 1998/99 and 2006/07.

Table 1a: Total numbers of all students, Austrian students, foreign and incoming (genuinely mobile) students at Austrian higher education institutions and of Austrian students studying/going abroad, in 1998/99-2008/09

Year	Col. #	Measurements for Austrian students in Austria		Measurements for foreign and incoming students in Austria					Measurements for Austrian study abroad and outgoing students			
		ALL Austrian students at Austrian HEIs	Austrian non-mobile students at Austrian HEIs (XXX)	ALL foreign students	Foreign non-mobile students (YXX)	ALL incoming students	Foreign incoming students (YYX)	Austrian incoming students = returners (XYX)	ALL Austrian study abroad students	Study abroad non-mobile students (XYX)	Outgoing students (XXY)	
Year	Col. #	1	2	3	4	5	6	7	8	9	10	11
2008/09		262 191	210 519	206 723	51 672	6 621	48 847	45 051	3 796	*	*	*
2007/08		252 888	205 343	201 576	47 545	6 291	45 021	41 254	3 767	*	*	*
2006/07		241 714	198 878	195 134	42 836	5 656	40 924	37 180	3 744	12 965	*	*
2005/06		232 788	192 978	189 364	39 810	4 621	38 803	35 189	3 614	-	*	*
2004/05		219 157	184 673	181 157	34 484	2 711	35 289	31 773	3 516	-	*	*
2003/04		213 151	179 444	176 130	33 707	2 556	34 465	31 151	3 314	-	*	*
2002/03		203 635	173 281	170 047	30 354	2 320	31 268	28 034	3 234	12 655	*	*
2001/02		197 143	169 373	166 151	27 770	2 479	28 513	25 291	3 222	12 234	*	*
2000/01		239 691	208 604	204 518	31 087	2 980	32 193	28 107	4 086	11 423	*	*
1999/00		237 272	206 576	*	30 696	*	*	*	*	11 471	*	*
1998/99		228 936	199 752	*	29 184	*	*	*	*	11 407	*	*

Legend for column descriptors: XXX refers to the route of study of the student, i.e. citizenship in country X, prior education in country X, studies in country X

Legend for data:

* = no data;

- = totals excluded because of mixed criteria in the UOE database (nationality and mobility)

Source: Statistik Austria and BMWF UNI:DATA; Col. 9 UOE

Table 1b: Share of Austrian and foreign students amongst all students at Austrian higher education institutions and ratio of Austrian study abroad students to all Austrian students in Austria, in 1998/99-2008/09

Year	Col. #	Measurements for Austrian students in Austria		Measurements for foreign and incoming students in Austria					Measurements for Austrian study abroad and outgoing students			
		ALL Austrian students at Austrian HEIs	Austrian non-mobile students at Austrian HEIs (XXX)	ALL foreign students	Foreign non-mobile students (YXX)	ALL incoming students	Foreign incoming students (YYX)	Austrian incoming students = returners (XYX)	Ratio: Austrian students studying abroad : Austrian students at home	Study abroad non-mobile students (XYY)	Outgoing students (XXY)	
		1	2	3	4	5	6	7	8	9	10	11
2008/09		100%	80.3%	78.8%	19.7%	2.5%	18.6%	17.2%	1.4%	*	*	*
2007/08		100%	81.2%	79.7%	18.8%	2.5%	17.8%	16.3%	1.5%	*	*	*
2006/07		100%	82.3%	80.7%	17.7%	2.3%	16.9%	15.4%	1.5%	0.065	*	*
2005/06		100%	82.9%	81.3%	17.1%	2.0%	16.7%	15.1%	1.6%	-	*	*
2004/05		100%	84.3%	82.7%	15.7%	1.2%	16.1%	14.5%	1.6%	-	*	*
2003/04		100%	84.2%	82.6%	15.8%	1.2%	16.2%	14.6%	1.6%	-	*	*
2002/03		100%	85.1%	83.5%	14.9%	1.1%	15.4%	13.8%	1.6%	0.073	*	*
2001/02		100%	85.9%	84.3%	14.1%	1.3%	14.5%	12.8%	1.6%	0.072	*	*
2000/01		100%	87.0%	85.3%	13.0%	1.2%	13.4%	11.7%	1.7%	0.055	*	*
1999/00		100%	87.1%	*	12.9%	*	*	*	*	0.056	*	*
1998/99		100%	87.3%	*	12.7%	*	*	*	*	0.057	*	*

Legend for column descriptors: XXX refers to the route of study the student, i.e. citizenship in country X, prior education in country X, studies in country X

Legend for data:

* = no data;

- = totals excluded because of mixed criteria in the UOE database (nationality and mobility)

Source: Statistik Austria and BMWF UNI:DATA; Col. 9 UOE

Incoming and outgoing students

As can be seen in Tables 1a and 1b, the absolute number and share of *all incoming students* increased noticeably in the last decade. In the academic year 2008/09, the number of all incoming students (by the criterion *country of prior education*) stood at 48 847, i.e. a share of 18.6% when related to the total number of students enrolled at Austrian higher education institutions (Table 1b). Of these students, the total number of those with a foreign nationality amounted to 45 051 in 2008/09 (+ 60.3% compared to 2000/01). Thus *foreign incoming students* corresponded to 17.2% of all students in Austria in 2008/09 (Table 1b).

As further visible in Table 1b, the total number of *Austrian incoming students* (returners) amounted to 3 796. This number experienced a similar ascendant trend. In the academic year 2008/09 homecoming students had a share of 1.4% of all students enrolled in Austrian higher education, and of slightly more than 7% of all *incoming students* (Table 1b).

As Table 1a and 1b illustrate, UNI:DATA does not provide administrative data on Austrian outgoing (degree-seeking) students. It only collects data on outgoing students who took part in an exchange programme, i.e. on a sub-type of credit mobile students. This type of mobility will be further analysed in section 2.2 of this country report.

Mobility balance

With the lack of data on Austrian outgoing students that went abroad for a degree, we can only use the substitute data – on nationality – to analyse the balance or lack of it between Austrian mobility flows. Based on this UOE data set, it is clear that in 2006/07, the number of *foreign students* in Austria was three times higher than the number of *Austrian students enrolled abroad* (Table 2, ratio of 100:30). In other words, for every Austrian student studying abroad there were about three foreign students enrolled in Austria. Austria is evidently a net import country of degree-seeking students. Furthermore, the imbalance between foreign student and study abroad student numbers was more acute in 2006/07 than in previous years. In 2001/02, the number of Austrians studying abroad was closest to the number of foreign students in Austria (ratio of 100:44).

Table 2: Ratio of foreign students in Austria to Austrian study abroad students, and of incoming students to outgoing students, in 1998/99-2008/09

Year	Foreign students (X)	Study abroad students (Y)	Ratio	Incoming students (Z)	Outgoing students (W)	Ratio
	Abs.	Abs.	(X:Y)	Abs.	Abs.	(Z:W)
2008/09	51 672	*	*	48 847	*	*
2007/08	47 545	*	*	45 021	*	*
2006/07	42 836	12 965	100:30	40 924	*	*
2005/06	39 810	-	*	38 803	*	*
2004/05	34 484	-	*	35 289	*	*
2003/04	33 707	-	*	34 465	*	*
2002/03	30 354	12 655	100:42	31 268	*	*
2001/02	27 770	12 234	100:44	28 513	*	*
2000/01	31 087	11 423	100:37	32 193	*	*
1999/00	30 696	11 471	100:37	*	*	*
1998/99	29 184	11 407	100:39	*	*	*

Data legend: - = totals excluded because of mixed criteria in the UOE database (nationality and mobility)

Source: Statistik Austria and BMWF UNI:DATA

2.2 Student mobility trends

2.2.1 Student inflows

Types of mobility (degree vs. credit)

As indicated in section 2.1, the number of *all incoming students* (by the criterion country of prior education) stood at 48 847 in 2008/09, i.e. equal to a share of 18.6% of all students studying in Austria (Table 1b). Between 2000/01 and 2008/09 the number of incoming foreign and Austrian students increased markedly, as commented above.

As presented in Table 3, a similar development is visible for *incoming exchange students*. Between 2002/03 and 2008/09 the number of these students doubled. Given that mobility through the ERASMUS Programme represented more than 79% of all incoming exchange students in this period, the increase in the total number is mostly due to increases in ERASMUS. It has to be further noted that since 2007/08 student mobility for placements, which was formerly registered within LEONARDO da VINCI statistics, was included in the ERASMUS data. This inflates the

increase of the total number of incoming exchange students to a certain extent. In the academic year 2008/09, 689 incoming ERASMUS students came to Austria for an internship (placement), a number 58% higher than in the previous year (436).

In 2008/09, 10 students for every 100 incoming students came to Austria through an *exchange programme* (be it for enrolment at a higher education institution, internships, etc.). It showed only minor differences in the previous years (Table 3). The ratio (10:100) is the same for incoming ERASMUS students and is slightly below the Europe 32 average (11:100), indicating that the programme plays a more limited role in supporting student inflows in Austria.

Table 3: Incoming exchange students: total and as a percentage of all incoming students, ERASMUS students: total and as a share of all incoming students (ISCED 5-6)

Year	Exchange students, total		ERASMUS students (out of all exchange students)	
	Abs.	as ratio to all incoming students	Abs.	as ratio to all incoming students
2008/09	5 079	10:100	4 728	10:100
2007/08	4 752	11:100	4 419	10:100
2006/07	4 366	11:100	3 776	9:100
2005/06	3 897	10:100	3 735	10:100
2004/05	3 381	10:100	3 536 ¹⁷	10:100
2003/04	3 049	9:100	3 161	9:100
2002/03	2 526	8:100	2 836	9:100
2001/02	*	*	2 483	9:100
2000/01	*	*	2 425	8:100

Source: BMWF UNI:DATA

Countries of prior education/nationality

As mentioned in section 1.1.2 of this country report, the Austrian data do not allow for a breakdown by individual countries of prior education of incoming students, a fact which hinders the analysis of genuine mobility patterns to a significant extent. Alternatively, data on foreign students by country of nationality are retrievable from the UOE data collection. Further data are available on foreign incoming exchange students by country with which the exchange was conducted, i.e. the country of home institutions of mobile students (BMWF, UNI:DATA).

As can be seen in Table 4 the single largest group of foreign students in Austria is, as expected, that of German students. They constitute a share of almost one third of all foreign students enrolled at Austrian higher education institutions in the academic year 2006/07. This trend was kept in the following years, although Austria ranks only third in the top countries of destination of German students (cf. Chapter IV of this volume, on Germany). Austria is an attractive study destination for German students for understandable reasons: the common language, the regional proximity and the provision of access to subject areas where Germany has capacity limits (e.g. medicine). Further, Austria attracts high numbers of students from Italy and Bosnia and Herzegovina (14.2% and 5.9% respectively).

¹⁷ Between 2002/03-2004/05, the total number of exchange students reported by Austrian authorities was smaller than the number of ERASMUS students reported by the European Commission, despite the fact ERASMUS students should be a subset of all exchange students. We have no clear explanation for this phenomenon.

Furthermore, the presence of 6 countries located in Central and Eastern Europe among the top ten countries of nationality of foreign students in Austria is particularly notable, and seems to be in line with the country's mobility policy objectives, aiming to establish itself as a main destination of students from this region (cf. Vol. I, Chapter V). Looking back in history, this Central European focus of Austria is a tradition of centuries.

The numbers of students from the top ten countries of origin of foreign students in Austria amount to 72.1%, which shows that the foreign student body in Austria is more homogenous than in many other Europe 32 countries as well as the average..

Table 4: Major countries of origin of foreign students (Top 10), in 2006/07 (ISCED 5-6)

Rank	Country	Abs.	% of all foreign students
1	Germany	12 386	28.4%
2	Italy	6 209	14.2%
3	Bosnia and Herzegovina	2 582	5.9%
4	Turkey	2 245	5.2%
5	Poland	1 472	3.4%
6	China	1 391	3.2%
7	Serbia and Montenegro	1 303	3.0%
8	Slovakia	1 301	3.0%
9	Bulgaria	1 288	3.0%
10	Croatia	1 259	2.9%
Total (Top ten)		31 436	72.1%
Total (all foreign students)		43 572	100.0%

Source: UOE data collection

As indicated earlier, UNI:DATA provides information on incoming exchange students' major countries of origin/home institution. These data are displayed in Table 5. Given that the data in the table refer to students at public universities only, the totals are necessarily lower than totals presented in Table 3 above. Also bearing in mind, that 93.1% of all incoming exchange students' were ERASMUS students in 2008/09, the distribution by country of origin/home institution mainly reflects the respective trends within the ERASMUS Programme. We present thus in this chapter the data for all exchanges, and not for ERASMUS alone as we have done in most other country reports of this volume.

The largest group of incoming exchange students in 2008/09 was that of Spanish students. Further, Austria attracts a high number of incoming exchange students from Germany and France. Of all ERASMUS students in 2008/09, 2.4% have chosen Austria as a study of destination for their ERASMUS stay. Apart from European students, another large group of incoming exchange students is coming from the United States as visible in Table 5.

Table 5: Incoming exchange students by country of origin/home institution 2001/02, 2006/07, 2008/09 at public universities (ISCED 5A, 6)

Country of origin	2001/02	2006/07	2008/09	% decrease/increase 2001/02-2008/09
<i>Europe 32 countries</i>				
AT Austria host country	*	*	*	*
BE Belgium	45	55	36	-20.0%
BG Bulgaria	16	20	37	131.3%
CH Switzerland	17	37	40	135.3%
CY Cyprus	1	1	*	*
CZ Czech Republic	65	139	146	124.6%
DE Germany	158	271	279	76.6%
DK Denmark	48	33	46	-4.2%
EE Estonia	3	9	5	66.7%
ES Spain	173	244	282	63.0%
FI Finland	86	89	87	1.2%
FR France	173	280	232	34.1%
GR Greece	30	27	26	-13.3%
HU Hungary	39	92	140	259.0%
IE Ireland	25	21	27	8.0%
IS Iceland	1	2	2	100.0%
IT Italy	230	194	195	-15.2%
LI Liechtenstein	*	1	*	*
LT Lithuania	12	25	35	191.7%
LU Luxembourg	2	4	9	350.0%
LV Latvia	*	12	10	*
MT Malta	*	1	*	*
NL The Netherlands	37	33	26	-29.7%
NO Norway	15	21	18	20.0%
PL Poland	50	161	179	258.0%
PT Portugal	18	32	50	177.8%
RO Romania	29	49	59	103.4%
SE Sweden	81	78	52	-35.8%
SI Slovenia	33	63	53	60.6%
SK Slovakia	32	63	69	115.6%
TR Turkey	4	87	85	2 025.0%
UK United Kingdom	58	70	67	15.5%
Total Europe 32 countries	1 481	2 214	2 292	54.8%
<i>Other countries and regions</i>				
Other European Countries	42	100	143	240.5%
... including Russian Federation	21	40	47	123.8%

Country of origin	2001/02	2006/07	2008/09	% decrease/increase 2001/02-2008/09
Northern America	154	204	267	73.4%
... including United States of America	147	179	219	49.0%
Latin America and the Caribbean	25	54	60	140.0%
... including Mexico	7	11	11	57.1%
... including Brazil	2	11	10	400.0%
Africa	93	79	101	8.6%
Asia	179	478	652	264.2%
... including China	30	108	116	286.7%
... including India	5	27	28	460.0%
... including Japan	24	58	59	145.8%
Oceania	14	52	56	300.0%
Total other countries and regions	507	967	1 279	152.3%
Unknown	11	*	1	-90.9%
Total incoming exchange students	1 999	3 181	3 572	78.7%

Source: BMWF, UNI:DATA

Fields of study

The distribution of incoming students across fields of study was only available from national sources (based on total enrolment). Nevertheless, given that the same student can be enrolled in more than one programme at the same time, this method would have resulted in an over count of incoming students. We have thus opted to present the distribution of *foreign students* across fields of study instead, using UOE data for this student group. Table 6 shows that the distribution of foreign students across study fields largely mirrors that of all students in Austria. With very slight differences in percentage shares, the concentration of foreign students in Austria is similar to that of all students enrolled at higher education institutions in the country (BMWF UNI:DATA), as well as to that of all foreign students in Europe 32 area (cf. Vol. I, Chapter I). The majority of foreign students participating in Austrian higher education are enrolled in *social sciences, business and law* (36.1%), which is visible for the vast majority of the Europe 32 countries (34%). The second largest group of foreign students were enrolled in *humanities and arts* (22.7%), i.e. slightly more than in Europe 32 zone (15.9%, cf. Vol. I, Chapter I).

Table 6: Foreign students in Austria by field of study (ISCED 5-6)

Rank	Field of study	Abs.	as % of all foreign students	% of all students
1	Social sciences, business and law	15 747	36.1%	38.1%
2	Humanities and arts	9 911	22.7%	19.6%
3	Engineering, manufacturing and construction	5 211	12.0%	11.0%
4	Science	5 184	11.9%	13.0%
5	Health & welfare	3 259	7.5%	6.0%
6	Education	2 686	6.2%	9.0%
7	Agriculture	742	1.7%	1.4%
8	Services	678	1.6%	1.9%
9	Unknown/ not specified	154	0.4%	0.2%
Total		43 572	100.0%	100.0%

Source: UOE data collection, BMWF:UNI:DATA

Types of higher education institutions

Table 7 compares the development in the number of incoming exchange students at two types of higher education institutions: universities and universities of applied sciences. The vast majority of *incoming exchange students* was concentrated at universities (94.6%). Fewer foreign incoming exchange students opted for a programme at a university of applied sciences. However, between 2002/03 and 2008/09 the number of incoming exchange students enrolled in a university of applied sciences grew much faster than the number of exchange students at universities – the number increased almost 10 times. This development is, nevertheless, less of a real trend, than a consequence of the fact that the sector of universities of applied sciences has noticeably expanded in this period¹⁸. This development is also reflected in the increase of the number of total enrolment at universities of applied sciences, which doubled between 2002/03 and 2008/09 (17 409 to 36 085). In contrast, the number of all students enrolled at universities between 2000/2001 and 2008/09 increased by only 12.8%.

Table 7: Foreign incoming exchange students across types of higher education institutions, (ISCED 5A)

Year	University	University of applied science	Total
2008/09	3 572	1 507	5 079
2007/08	3 433	1 319	4 752
2006/07	3 181	1 185	4 366
2005/06	2 970	927	3 897
2004/05	2 706	675	3 381
2003/04	2 572	477	3 049
2002/03	2 374	152	2 526
2001/02	1 999	*	1 999
2000/01	*	*	*

Source: BMWF, UNI:DATA

¹⁸ Since the introduction of *Fachhochschulstudiengänge* in 1994, 12 Universities of Applied Sciences have been founded. Furthermore, 8 other institutions also provide *Fachhochschulstudiengänge*. Altogether these institutions provide around 315 *Fachhochschulstudiengänge* of which 99% of all are adjusted to the bachelor and master cycles and 46% are extra-occupational.

Levels of programme

Data presented in Table 8 are to an extent, trivial. The table shows that the number of incoming students enrolled in bachelor courses grew substantially since 2000/01¹⁹. In 2008/09 the total number of incoming students enrolled in bachelor courses stood at 21 326. Also, the number of incoming students who received their first higher education degree in a foreign country and who opted for a Master course in Austria increased noticeably since 2000/01, accounting for 2 857 incoming students in 2008/09. The same trend is visible for the number of incoming students at the doctoral level. On the contrary, the number of incoming students enrolled in diploma courses – the pre-Bologna long type of degree - decreased around 15.0% in the same period of time (i.e. 2000/01-2008/09).

The increase in bachelor and master level incoming students is certainly due to the transformation of the Austrian higher education system in line with the three-cycle Bologna degree architecture. Since the academic year 2000/01, the number of bachelor and master degree courses offered at Austrian universities and universities of applied sciences increased to a great extent. Whereas in 2000/01 four bachelor and five master programmes were running at universities and universities of applied sciences, in 2007/08 478 bachelor programmes and 544 master programmes were delivered. Total enrolment increased in both bachelor and master programmes by 34%, at the university level. Interestingly, at universities of applied sciences, the total number of students seeking a master's degree increased to a greater extent (+70%) than those seeking a bachelor's degree (27.2%). Naturally, the number of students enrolled in a diplom programme decreased by 14.7% at universities and by 36.4% at universities of applied sciences between 2000/01 and 2007/08.²⁰

Table 8: Incoming students by level of study (ISCED 5A/6, only universities)

Year	Incoming students			
	Diplom	Bachelor	Master	Doctorate
2008/09	25 899	21 326	2 857	4 897
2007/08	29 804	15 377	1 976	4 324
2006/07	30 532	10 647	1 222	3 812
2005/06	31 108	7 298	736	3 472
2004/05	29 213	5 487	413	3 254
2003/04	30 378	3 887	155	3 421
2002/03	28 894	1 871	31	3 070
2001/02	27 472	521	4	2 884
2000/01	30 566	29	*	3 819
1999/00	*	*	*	*
1998/99	*	*	*	*

Source: BMWF, UNI:DATA

¹⁹ The data illustrated in Table 8 is representative for students enrolled in universities only, and is 'unadjusted', i.e. the number of enrolments is used and as a result students can be counted twice. Because of this method, the total number deviates from the overall number of incoming students presented in Table 1a.

²⁰ *Bologna Bericht 2009*. Stand der Umsetzung der Bologna-Ziele in Österreich in 2009.

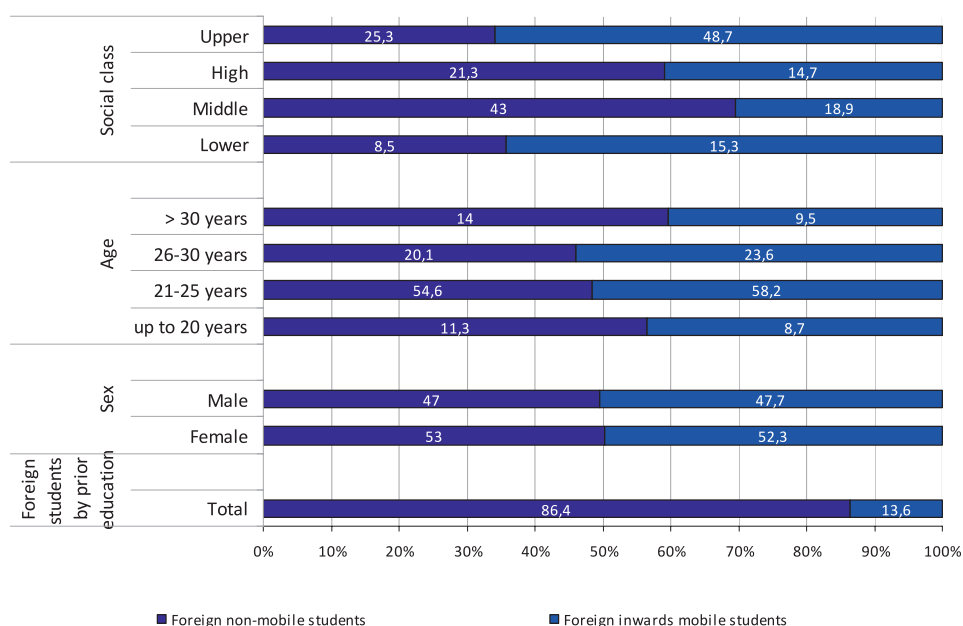
Characteristics of students

The data collected and reported through the Austrian Social Survey (cf. section 1.2.1 and 1.2.2 of this country report) allow further analysis of various characteristics of foreign incoming students.²¹

Surprisingly, some of the results of the 2006 Social Survey starkly contradict the official data presented above. According to the Social Survey 2006, 85.4 % of the survey respondents were *foreign non-mobile students (Bildungsinländer Studierende)* and 13.6 % *foreign incoming students (Bildungsausländer Studierende)* (Chart 1).

Nevertheless, the survey further found that *foreign incoming students* were frequently younger than *foreign non-mobile students*. Regarding the social background of both student groups it became clear that *foreign incoming students* from the upper but also the lower socio-economic strata were more numerous than foreign non-mobile students in these groups, whereas the *foreign non-mobile students* more frequently belonged to the middle and high socio-economic groups.

Chart 1: Foreign non-mobile and foreign incoming students by socio-demographic and socio-economic characteristics (in %)



Source: Social Survey 2006

2.2.2 Student outflows

Types of mobility (degree vs. credit)

In 2006/07, the total number of Austrian study abroad students stood at 12 965, and corresponded to a ratio of 0.065 of all Austrian students enrolled at home (Table 1b). In other words, for every

²¹ Foreign non-mobile students are defined as students who: i. received their upper secondary school degree in Austria, ii. received their upper secondary school degree at an Austrian education institution in a foreign country, iii. received their upper secondary school degree at a foreign education institution which is located in Austria and who lived at least three years in Austria before they start studying. Foreign incoming students are defined as students who: i. received their upper secondary school degree in a foreign country, ii. received their upper secondary school degree at a foreign education institution which is located in Austria and who lived less than three years in Austria before they start studying.

1 000 Austrians studying at home there were 65 Austrians studying abroad towards a degree. The number of study abroad students showed a moderate increase of 13.6% between 1998/99 and 2006/07. Regarding the development of the number of Austrian outgoing exchange students, we observe an even stronger increase. Between 2002/03 and 2008/09 the number of outgoing exchange students increased by 35% from 3 874 to 5 248, corresponding to 2.5% of all national students participating in Austrian higher education (Table 9).

As in the case of incoming exchange students, the majority of outgoing exchange students were mobile through the ERASMUS Programme. In the academic year 2008/09 outgoing ERASMUS students corresponded to 94.1% of all outgoing exchange students. The inclusion of students who go abroad for an internship (SMP) in the ERASMUS database since 2007/08 affected the number of outgoing exchange students. The number of ERASMUS students, who went abroad for an internship stood at 885 in 2008/09, a number 86% higher than in the previous year (475).

Looking at mobility flows within the ERASMUS Programme, it is interesting to note that in the year 2008/09 Austria was among the few Europe 32 countries with a balanced situation between the inflows and outflows via this scheme. This is perhaps not a surprising development considering that most mobility programmes aim for this type of reciprocity, though few countries manage to achieve it, as portrayed in Vol. I, Chapter II.

As can be seen in Table 9, outgoing ERASMUS students represent a significant share of total outflows. For every 100 Austrian students studying abroad for a degree there were 31 outgoing ERASMUS students in the academic year 2006/07 (ratio 31:100). This is above the average ratio of outgoing ERASMUS students to study abroad students across Europe 32 region (24:100, cf. Vol. I, Chapter II). Thus while ERASMUS plays a more limited role in supporting students inflows in Austria, it has a significant impact on Austrian outflows.

Table 9: Outgoing exchange students: total and as a percentage of all study abroad students, ERASMUS students: total and as a share of all study abroad students (ISCED 5-6)

Year	Outgoing exchange students, total	as ratio to all study abroad students	ERASMUS students, total (out of all outgoing exchange students)	as ratio to all study abroad students
	Abs.		Abs.	
2008/09	5 248	*	4 939	*
2007/08	5 396	*	4 608	*
2006/07	5 148	40:100	4 032	31:100
2005/06	4 994	*	3 971	*
2004/05	4 947	*	3 809	*
2003/04	4 395	*	3 721	*
2002/03	3 874	31:100	3 325	26:100
2001/02	*	*	3 024	*
2000/01	*	*	3 024	*
1999/00	*	*	2 952	*
1998/99	*	*	2 711	*

Source: BMWF, UNI:DATA

As presented above, UNI:DATA as well as ERASMUS statistics provide information on temporary mobility for studies or for work placements. The Social Survey provides in addition data on other study related activities, such as language courses. According to the survey results, 10.6% of all Austrian students enrolled at universities and universities of applied sciences had been abroad for

study related activities. Most of these students had been enrolled abroad, i.e. 7.9%, while only a minority completed a language course abroad (1.6%).

Countries of destination

Austrian students studying abroad towards a degree mainly chose other Western European countries, as well as English-speaking study destinations (Table 10). It is interesting to discover that four of the top ten countries of destination of Austrian students are neighbouring countries, i.e. Germany, Italy, Switzerland and Liechtenstein, of which three are also German-speaking states. In 2006/07, Germany alone enrolled more than half of all Austrian students abroad. The second and third largest groups of Austrian students chose to study in the UK (14.1%) and in Switzerland (7.5%). Further, 6.6% of all study abroad students went to the United States. Over three quarters of all Austrian study abroad students went to one of these four destinations. As displayed in Table 10, almost all study abroad students chose one of the top ten countries as a destination for their studies abroad.

Comparing the major countries of nationality of foreign students (Table 4) with the major countries of destination of Austrian students it becomes clear that Austrian mobility flows portray a vertical mobility pattern.

Table 10: Major countries of destination of Austrian study abroad students (Top ten), in 2006/07 (ISCED 5-6)

Rank	Country of destination	Abs.	% of all study abroad students
1	Germany	6 564	50.6%
2	United Kingdom	1 834	14.1%
3	Switzerland	970	7.5%
4	United States	862	6.6%
5	Sweden	497	3.8%
6	France	424	3.3%
7	Liechtenstein	288	2.2%
8	Spain	241	1.9%
9	Netherlands	212	1.6%
10	Italy	211	1.6%
Total (Top ten)		12 103	93.4%
Total (all study-abroad)		12 965	100.0%

Source: UOE data collection

Along these data on Austrian students studying abroad (presumably for a degree) collected by UOE, UNI:DATA reports data on the countries of destination of *outgoing exchange students*. As in the case of incoming exchange students, the data are only available for Austrian students enrolled at public universities, and as a result totals in Tables 11 and 9 do not match.

As indicated in Table 11, in 2006/07 and 2008/09 the largest group of Austrian *outgoing exchange students* went to Spain for study-related activities. Interestingly, the number of Austrian students going to Spain via exchange programmes is higher than the number of Austrian students studying in Spain towards a degree (371 vs. 241) (Table 11 and 10 respectively). The second and third study destinations of Austrian exchange students are France (369) and the United States (316). Germany only comes fourth as a study destination for exchange students (236), at a tie with Italy

(236 as well). From these data we could conclude that Austrian students prefer Spain for temporary studies, and Germany for degree studies.

Interesting as well is the fact that the number of Austrian exchange students that went to other Europe 32 countries between 2001/02 – 2008/09 increased only slightly - by only 7.5% - while the number of those going to non-European countries and regions increased by 25.0%. These values seem to indicate an increased interest on the part of Austrian outgoing exchange students for short study stays or internships outside of Europe. Nevertheless, the number of students that opt for other Europe 32 countries continues to be higher.

In relative terms, the biggest change between 2001/02 and 2006/07 is observed in the share of Austrian students going for a student exchange to Turkey, a development which is mostly likely due to the late participation of Turkey in the ERASMUS Programme. The same development is visible for incoming exchange students (Table 5).

Table 11: Outgoing exchange students by country of destination, in 2001/02, 2006/07 and 2008/09 (ISCED 5A, 6)

Countries of destination	2001/02	2006/07	2008/09	% decrease/increase 2001/02-2008/09
Europe 32 countries				
AT Austria home country	*	*	*	*
BE Belgium	58	36	44	-24.1%
BG Bulgaria	1	6	5	400.0%
CH Switzerland	77	93	91	18.2%
CY Cyprus	*	*	*	*
CZ Czech Republic	28	49	54	92.9%
DE Germany	191	180	236	23.6%
DK Denmark	62	70	83	33.9%
EE Estonia	*	4	7	*
ES Spain	338	384	371	9.8%
FI Finland	67	92	106	58.2%
FR France	428	370	369	-13.8%
UK United Kingdom	324	251	234	-27.8%
GR Greece	19	18	21	10.5%
HU Hungary	29	23	30	3.4%
IE Ireland	53	53	77	45.3%
IS Iceland	10	12	10	0.0%
IT Italy	262	257	236	-9.9%
LI Liechtenstein	*	*	2	*
LT Lithuania	*	4	6	*
LU Luxembourg	1	*	1	0.0%
LV Latvia	*	1	1	*
MT Malta	*	5	6	*
NL The Netherlands	128	98	101	-21.1%

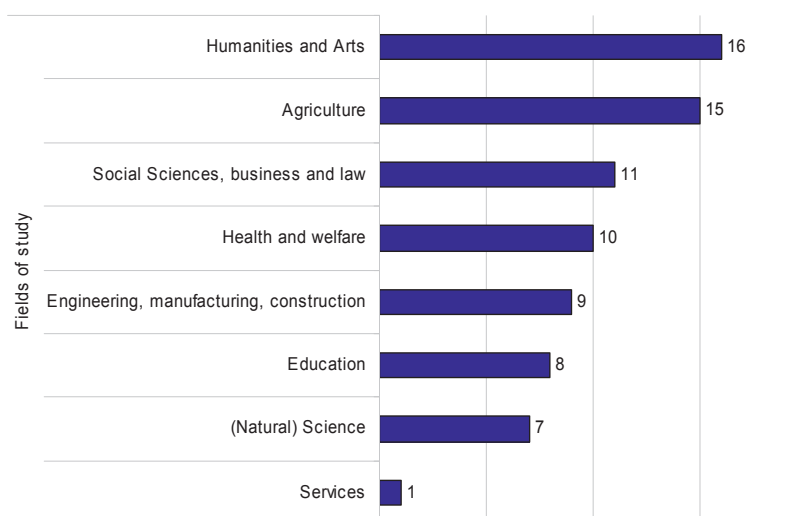
Countries of destination	2001/02	2006/07	2008/09	% decrease/increase 2001/02-2008/09
NO Norway	45	65	78	73.3%
PL Poland	5	32	26	420.0%
PT Portugal	27	50	47	74.1%
RO Romania	8	9	14	75.0%
SE Sweden	161	181	198	23.0%
SI Slovenia	21	14	16	-23.8%
SK Slovakia	*	7	14	*
TR Turkey	1	17	36	3 500.0%
Total Europe 32 countries	2 344	2 381	2 520	7.5%
<u>Other countries and regions</u>				
Other European Countries	26	60	58	123.1%
... including Russian Federation	17	32	42	147.1%
Northern America	407	351	420	3.2%
... including United States of America	325	282	316	-2.8%
Latin America and the Caribbean	52	95	82	57.7%
... including Mexico	12	17	16	33.3%
... including Brazil	6	10	8	33.3%
Africa	30	33	26	-13.3%
Asia	94	159	152	61.7%
... including China	29	67	49	69.0%
... including India	9	13	5	-44.4%
... including Japan	27	34	36	33.3%
Oceania	38	68	71	86.8%
Total other countries and regions	647	766	809	25.0%
Unknown	3	*	*	*
Total outgoing exchange students	2 994	3 147	3 329	112.0%

Source: BMWF, UNI:DATA

Fields of study

Information on the participation of outgoing credit mobile students by field of study is provided by the *Social Survey* as well as by the ERASMUS statistics (cf. Vol. I, Chapter II). UNI:DATA covers this aspect only for students enrolled at universities of applied sciences. Due to this limitation, we will use in the analysis the data provided by the Austrian Social Survey (Chart 2). These data show that the most likely to study abroad are students in *humanities and arts* (16%) followed by 15% of students in *agriculture*. It is also interesting is also that while most students that go abroad via ERASMUS are enrolled in the field of *social sciences, business, and law* (44.9%) (cf. Vol. I, Chapter II), only 11% of the students enrolled in this field have been abroad. In absolute terms, these students are nevertheless, the largest group.

Chart 2: Proportion of outgoing students by fields of study (%)



Source: Social Survey 2006

Types of higher education institutions

As can be seen in Table 12, the number of *outgoing exchange students* enrolled at universities of applied science increased considerably since 2002/03 and grew much faster than the number of *outgoing exchange students* in universities (by 279%). This is mainly due to the expansion of the number of these institutions as well as to the expansion in the provision of mobility programmes in this sector. However, as in the case of incoming exchange students, the majority (i.e. two thirds) of *outgoing exchange students* still study at universities (Table 12).

Table 12: Number of outgoing exchange students by type of higher education institution, in 2000/01-2008/09 (ISCED 5-6)

Year	University	University of applied science	Total
2008/09	3 329	1 919	5 248
2007/08	3 240	2 156	5 396
2006/07	3 147	2 001	5 148
2005/06	3 114	1 880	4 994
2004/05	3 326	1 621	4 947
2003/04	3 202	1 193	4 395
2002/03	3 186	688	3 874
2001/02	2 994		2 994
2000/01	*	*	*

Source: UNI:DATA

Characteristics of study abroad mobile students

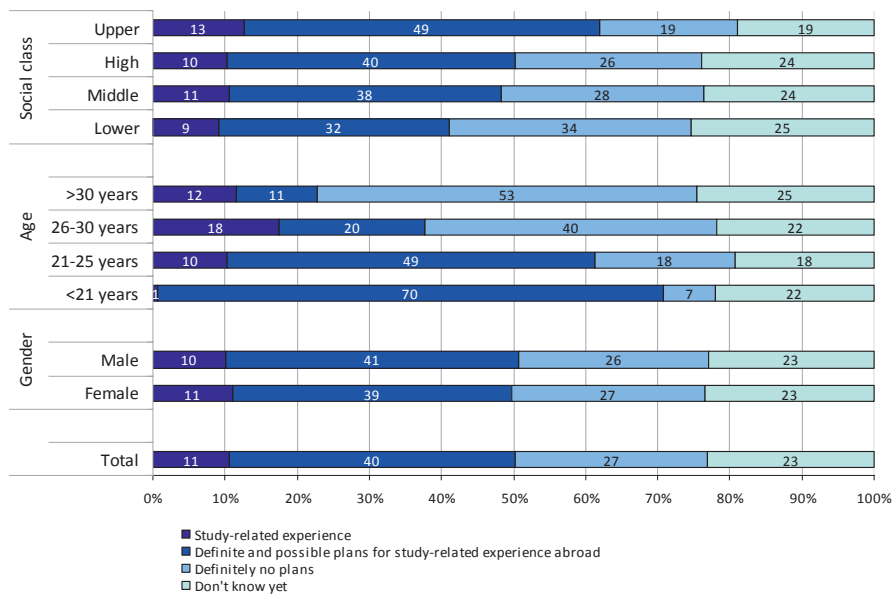
As underlined above, the Social Survey provides additional information on the socio-demographic background of outgoing students²². Only 9% of the students from the lower class, in contrast to

²² The social background is defined by the highest educational attainment of the parents.

13% of those from the upper class have been abroad. According to the authors of the Social Survey, the social-economic background also impacts on the time when students go abroad. Especially during the final phase of the study, students from upper classes are by far more mobile than students from the lower classes. Furthermore, the authors explain that the differences observed so far in the mobility rates of the different classes have decreased remarkably since the last survey. This is due to an administrative change according to which internships in FH-programmes (which are more frequented by students from lower classes) have become mandatory in some programmes. In this case the socio-economic background will have a smaller impact on the mobility rates of students from less favoured backgrounds.

As can be further seen in Chart 3, there are almost no differences in mobility patterns by gender, i.e. male and female students have been internationally mobile to the same extent and have the same interest in planning a stay abroad. With regard to the distribution of outgoing students by age group, we can see that students aged 26-30 have been most mobile (18%).

Chart 3: Outgoing students by socio-demographic characteristics and social class (%)



Source: Social Survey 2006

3 Summary assessment of student mobility in Austria

The Austrian data sets provide a rich material for the interpretation of student mobility into and out of the country. It should be noted though, that given the different types of institutions and different coverage of these sources of information, it is at times challenging to draw conclusions applicable to the entire higher education system. Nevertheless, we would like to highlight the following aspects.

- In 2008/09, there were 51 672 foreign students registered in Austrian higher education, composed of 45 051 *genuinely mobile students*, i.e. foreign incoming students (*Bildungsausländer*) and 6 621 foreign non-mobile students (*Bildungsinländer*). The share of foreign students of all students was thus fairly high in an international comparison, at 19.7%, while the share of incoming students reached the considerable value of 17.2%.
- Austria is thus well-positioned among the Europe 32 countries. Its rate of foreign students of all students in 2006/07, at 17.7%, was well above that of the Europe 32 average, which stood at 6.9% in the same reference year.
- In contrast to foreign student numbers, which have increased by 77% (1998/99 – 2008/09), the number of Austrian students that studied abroad increased only moderately between the shorter interval 1998/99-2006/07, by only 13%. Nevertheless, study abroad of Austrians is comparatively high. For every one thousand Austrians enrolled in Austria, there were 65 enrolled abroad in 2006/07 (while the European average stood at only 33).
- Austria is certainly a net importer of degree-seeking students. In contrast, it is one of the very few countries showing a balanced situation between ERASMUS student inflows and outflows in 2008/09. Counting all registered exchange students, 2.5% of all Austrian students went abroad through an exchange programme in 2008/09.
- Austrian mobility flows highlight a vertical mobility pattern according to the UOE data set (for degree mobility). Of the top ten most frequent countries of nationality of foreign students in Austria, six were from Central and Eastern Europe, showing that historical ties and focus are continued at the national level. This concentration on Central and Eastern European countries is, to our knowledge unique amongst the countries of the Europe 32 area. In contrast, most Austrian students go abroad (presumably for a degree) to Western European and English-speaking countries - Germany, the UK, Switzerland and the US.
- While Germany is the top destination for degree studies, in the context of exchange programmes, Spain is the most frequent choice of Austrian students. The ERASMUS Programme plays an important role in supporting Austrian student outflows. About a fourth of total student outflows (for a degree and credit) are supported by the programme. Also, in 2008/09, as well as in the previous years, Austria was the largest 'exporter' in relative terms of ERASMUS students, with the exception of the particular states Luxembourg or Liechtenstein.
- Survey results seem to indicate that more credit mobility, than it is currently recorded via regular statistics, takes place. According to the Austrian Social Survey of 2006, 10.6% of Austrian students had been abroad in their course of study. An important element of caution is nevertheless the fact that this survey includes, along student mobility for studies or placements, also mobility for language courses, which are in general of a shorter duration.

Chapter II: Student mobility in the Flemish Community of Belgium (BE-NL)

Nicole Rohde

1 Student mobility data – sources, collectors, availability and quality

1.1 Official statistical sources

1.1.1 Collectors and collection procedures

In the Flemish Community of Belgium, the official provider of administrative data on higher education enrolment and student mobility is the *Administration of Higher Education* within the Flemish Ministry of Education and Training (*Vlaams Ministerie van Onderwijs en Vorming*).¹ The Administration is responsible for collecting statistical data on the totality of students in publicly funded higher education institutions in the Flemish Community of Belgium.² In the academic year 2008/09, the Flemish higher education system consisted of 29 publicly funded higher education institutions. The 29 institutions were divided in two major institutional types: seven *universities* (six national and one ‘transnational’) and 22 *hogescholen* (i.e. university colleges in an English translation). Next to *universities* and *hogescholen*, there were in the same academic year four training institutions at the postgraduate level, which offered specialised master programmes requiring already a master’s degree, as well as five ‘non-statutory’ (private) institutions. ‘Academic’ training (at ISCED levels 5A and 6), i.e. bachelor, master and PhD degrees, is provided by the *universities*. *Hogescholen*, on the other hand, typically award ‘professional’ bachelor degrees. Nevertheless, they are also entitled to award ‘academic’ bachelor programmes, as well as master level degrees, and are usually linked to a university, together with other *hogescholen*, in the form of an ‘association’.

As far as the data repositories are concerned, until 2007/08, student data were collected and stored in the *Databank Tertiair Onderwijs (DTO)* which was administered by the same *Administration of Higher Education* unit. Starting from the year 2008/09, the data are collected in a new database - *Databank Hoger Onderwijs (DHO)*. The latter is an ‘event driven’ database, which is able to report student numbers at different points in time during the same academic year (and of course over the years).

With the creation of the DHO database in 2008/09, a new line of data collection was also set up. This concerns *outgoing credit mobility* in the framework of exchange programmes organised by Flemish universities and university colleges with partner institutions abroad. The basic unit of reference in this part of data collection is not the individual student, but the occurrence of mobility. In other words, in the rather unlikely event that a student participates in two exchange programmes with different destinations in the same academic year, the respective student would be counted twice, i.e. as two different students in the yearly statistics. While this is a limitation of the system,

¹ The author would like to thank Ann Van Driessche, Dries Moorkens and the colleagues from the Flemish Ministry of Education and Training for their valuable contributions with regard to this report.

² Before 1999/00, data on students from the universities was collected by the *Vlaamse Interuniversitaire Raad (VLIR)*, the rectors’ conference of Flemish universities.

the unlikelihood of multiple 'mobilities' in one academic year restricts the distorting impact of the procedure.

The *Flemish Ministry of Education and Training* reports student (and mobility) data to the international organisations UNESCO, OECD and EUROSTAT (UOE). The reporting is done in cooperation with the counterpart institution from the French Community of Belgium, for UOE requests data on Belgium as a whole. The data reported to UOE cover thus, each region separately, as well as Belgium, as a country. For the time being, data from the small German-speaking Community of Belgium are not included in the data delivery to UOE. According to information received from the responsible institution, *credit mobile students* are, in line with the UOE manuals, *not* included in the data reported to UOE, meaning that the UOE data for the Flemish Community of Belgium is representative for degree-seeking students only. In fact, incoming credit mobile students are not registered (enrolled) in the hosting Flemish institutions.

1.1.2 Quality of official mobility data

The official Flemish student statistics provide a good basis for the analysis of genuine student mobility. Next to data on the *nationality/citizenship* of the student, data on *mobile* students is also being collected, for a number of years. Between 2003/04 and 2007/08, data on *both* mobility descriptors - *country of prior education* and *country of prior residence* - were gathered, with some differences being observed between the two parallel data sets. Mobility data presented by the UOE database for Belgium referred, up to the year 2006/07, on the *country of prior residence*.

In the new DHO database, it was decided to continue with the collection of mobility data on the *country of prior education* only, next to the traditional collection on students' *nationality*. Consequently, the respective data were also delivered to UOE. Thanks to the two data collections, on nationality and genuine mobility, the Flemish data set allows to identify the Flemish students that completed their previous education or resided abroad and who have returned to the Flemish Community of Belgium to continue their higher education studies, i.e. the *incoming students with home nationality (returners)*.

Still, despite the fact that genuine mobility data have been collected for several years in the Flemish Community of Belgium, these data are not published in the regular higher education statistical report *Statistisch Jaarboek van het Vlaams Onderwijs*, but only used for reporting to UOE. Since the academic year 2008/09, the data published in the annual report no longer refer to the number of students on 1 February, but to the student population on 30 September (counting all enrolments). The time of data collection was changed because one hoped to gain a more realistic picture of the student population at the later point in the year. Another change concerned coverage. Originally, a student was the basic unit, while since 2008/09, enrolments are being counted. Since students can be enrolled in more than one study programme at the same time, the number of enrolments is bound to be higher than that of students. Due to these changes, the comparability of the data collected from 2008/09 onwards with those of previous years is limited.

It should be further pointed out that there are *several differences* between the student and mobility data to be found in the *DHO database* and that reported to *UOE*. The UOE data collection requires the inclusion of data from institutions which are not covered in the regular student statistics in the Flemish Community of Belgium, as they are not domestically regarded as being part of the higher education level. These are mainly students in vocational education programmes (ISCED 5B). Further, UOE data on ISCED level 5A include the following institutions which are not covered in the *Statistisch Jaarboek*: *Open University, Royal Military School, Institute for Tropical Science, Evangelische Theologische Faculteit, Vlerick Management School and Protestantse Theologische Faculteit*.

1.2 Additional data sources

1.2.1 Collectors and collection procedures

In addition to the comprehensive official data sources, the Flemish Community of Belgium avails of non-administrative databases as well. The degree mobility data collection is complemented by the *ERASMUS mobility data*, collected as in all EU member states by the National Agency for the Lifelong Learning Programme in the Flemish Community of Belgium (*Europese Programmas voor Onderwijs, Opleiding en Samenwerking, EPOS*) and by *survey data*, collected on behalf of the *Flemish Ministry of Education and Training*, by the Dutch organisation *ResearchNed*. The name of the survey is *Studentenmonitor Vlaanderen*.³ Third, as mentioned above, in 2008/09 an additional data collection was launched in the DHO tool – that on credit mobility in the context of mobility programmes. Indications are however that this data set was still incipient at the time of this study.

EPOS collects data on outgoing students from Flemish institutions in the framework of the ERASMUS Programme, and reports them to the European Commission, which later generates the data on ERASMUS inflows. The EPOS data on ERASMUS outgoing mobility are published, together with data on incoming students in the *EPOS Yearbook*.⁴

The Flemish *survey data*, in contrast to the ERASMUS data collection, is fairly recent. In 2008/09, the *Studentenmonitor Vlaanderen* survey was conducted for the first time and serves as the data source for the profile of the Flemish Community of Belgium in the forthcoming fourth edition of the EUROSTUDENT Project. The *Studentenmonitor Vlaanderen* follows the EUROSTUDENT methodology and primarily focuses on the social and economic conditions of student life, including a number of questions on the *outgoing temporary mobility* of Flemish students.

1.2.2 Quality of additional data on mobility

The quality of ERASMUS data has been in detail described in volume I of this publication. While a fairly detailed data collection, its main limitation is that it covers only students that are mobile in the framework of the programme, and not other programmes or self-organised credit mobility. As a result, its representativeness for total credit mobility in and out of the Flemish Community of Belgium is limited. Furthermore, even though DHO started collecting data on outgoing exchange students in 2008/09, the main data source for this collection was EPOS' ERASMUS data.

Flemish ERASMUS data are to a great extent supplemented by information from the *Studentenmonitor* on outgoing mobility, on a variety of mobility descriptors from social background of outgoing students, to perceived mobility obstacles, as well as the organisation and funding of stays abroad. While bringing additional valuable information, the survey asks students, as do all countries participating in the EUROSTUDENT project, whether they have been mobile while they are still studying. This unavoidably leads to a likely underestimate of outgoing mobility, as many students can be mobile after the time of the survey. Importantly, the survey only covers students at ISCED level 5A.

While these sources admittedly have their limitations, it should be pointed out, nevertheless, that they form a mobility data base richer than in many other Europe 32 countries.

³ Wartenbergh, F. et. al. 2009, *Studentenmonitor Vlaanderen 2009*. Socio-economische kenmerken 2009 van studenten in het hoger onderwijs, Nijmegen.

⁴ Dewael, A. 2009, *Yearbook EPOS 2007-2008*, Brussels.

2 Student mobility in the Flemish Community of Belgium

2.1 Overview: key figures

Total enrolment and Flemish students in the Flemish Community of Belgium

In the academic year 2007/08 – the latest for which Flemish data were available at the time of the study – there were 216 830 students in Flemish higher education institutions (Table 1a). In the same year, the share of Flemish students of total enrolment in the Flemish Community of Belgium (of all students) amounted to 94.6%, making for a share of 5.4% for foreign students (Table 1b).

Regarding the distribution of students across levels of study, we observe an interesting picture. Only 49.1% of students were pursuing higher education at ISCED level 5A, while as many as 48.7% of all students were enrolled at 5B level. 2.2% of students in the Flemish Community of Belgium studies towards a doctorate (ISCED 6). The high share of ISCED 5B students is certainly determined by the fact that the majority of institutions in the Flemish Community of Belgium – the *hogescholen* - offer education at this level. As a result, the share of 'professional' bachelor degree students is high, in a comparative perspective.

Looking at trends in higher education enrolment in the Flemish Community of Belgium we observe a continuous increase in absolute terms – from 193 226 students in 2000/01 to 216 830 in 2007/08 (i.e. by 12.2%). Interestingly, the number of Flemish students grew at a slower pace than that of foreign students in this Belgian linguistic community. As a result, the share of Flemish students of the total population slightly decreased in the 4 years for which data is available (Table 1b) from 95.5% to 94.6%, despite the increase in absolute numbers.

Foreign and study-abroad students

In 2007/08, the total number of foreign students (i.e. non-citizens) studying towards a degree in the Flemish Community of Belgium stood at 11 615 (Table 1a), i.e. 5.4% of the total student population, according to national statistics (Table 1b). Based on UOE data (for the academic year 2006/07), we further know that foreign students showed a different distribution according to levels of study than all students in the Flemish Community of Belgium. Foreign students largely prefer ISCED 5A level programmes (74.2% of all foreign students), while a significantly lower share (19.8%) compared to all students are studying in ISCED level 5B programmes. Furthermore, foreign students are more inclined than national students to study towards a doctoral degree - 6% students at ISCED level 6 in 2006/07. The distribution by ISCED level differs markedly from that of total enrolment.

In the latest year available, foreign students accounted for 5.4% of total enrolment in the Flemish Community of Belgium. Despite the fact that the total number of foreign students has been progressively growing in our reference period, their share of all students remains below average. In 2006/07 – the latest year for which we had UOE data – the Europe 32 average stood at 6.9% foreign students (Vol. I, Chapter I), while in the Flemish Community of Belgium the value was 4.9% (Table 1b).

Unfortunately, there is barely anything we can say about Flemish students pursuing a degree abroad (study abroad students), given that UOE does not report these data for the Flemish Community of Belgium separately, but only for Belgium as a whole.

Incoming and outgoing students

In the academic year 2007/08, a total of 7 790 incoming students were registered in Flemish higher education, by the descriptor of prior education (Table 1a), corresponding to 3.6% of all students in

the Flemish Community of Belgium. Looking back at the foreign student numbers registered in the same year, we conclude that the nationality data set inflated the real mobility numbers by a third – 33% - from 11 615 to 7 790. Furthermore, more than a third - 38% - of the total number of foreign students in the Flemish Community of Belgium had been actually living or studying there prior to their current studies, i.e. was not mobile. The returning Flemish students accounted for about 7% of all incoming students that same year.

The number and share of incoming students gradually increased over the 4 years for which we have data, from 3.1 % in 2004/05 to 3.6% of all students in the latest year available. Increases are observed in both in the number of foreign and Flemish incoming students, which grew by 20% and by 24% respectively. In parallel, we observe also a tendency of the non-mobile foreign student group to rise in importance, as their share of total enrolment also grew from 1.7% to 2.0% over the same 4 years.

Given the incomplete transition to the genuine mobility data collection of UOE reporting countries, data on outgoing Flemish students are not available. Given also the lack of data on study abroad students, the analysis of balance between inflows and outflows is a not possible, for degree-seeking students, in the Flemish case. The only data set for which balance between inflows and outflows can be analysed is that of ERASMUS students. As can be seen in sections 2.2.1 and 2.2.2 below, flows are fairly balanced in the Flemish Community of Belgium for the most recent year available, Belgium as a whole being one of only 3 Europe 32 countries with balanced ERASMUS mobility in 2008/09.

The only other data source on Flemish outflows comes from the *Studentenmonitor* and refers to temporary mobility in the course of study. These data will be presented in section 2.2.

Table 1a: Total numbers of all students, Flemish students, foreign and incoming (genuinely mobile) students at Flemish higher education institutions and of Flemish students studying/going abroad, in 1998/99-2008/09

Col. # Year	ALL students at Flemish HEIs	Measurements for Flemish students		Measurements for foreign and incoming students in the Flemish Community of Belgium					Measurements for Flemish study abroad outgoing students		
		ALL Flemish students at Flemish HEIs	Flemish non-mobile students at Flemish HEIs (XXX)	ALL foreign students	Foreign non-mobile students (YXX)	ALL incoming students	Foreign incoming students (YYX)	Flemish incoming students = returners (XYX)	Flemish study abroad students (national at foreign HEIs)	Study abroad non-mobile students (XYY)	Outgoing students (XXY)
	1	2	3	4	5	6	7	8	9	10	11
2008/09	*	*	*	*	*	*	*	*	*	*	*
2007/08	216 830	205 215	204 647	11 615	4 393	7 790	7 222	568	*	*	*
2006/07	212 858	202 433	201 907	10 425	3 663	7 288	6 762	526	*	*	*
2005/06	212 453	202 546	202 084	9 907	3 551	6 818	6 356	462	*	*	*
2004/05	208 962	199 517	199 060	9 445	3 435	6 467	6 010	457	*	*	*
2003/04	207 065	197 500	*	9 565	*	*	*	*	*	*	*
2002/03	203 722	194 664	*	9 058	*	*	*	*	*	*	*
2001/02	197 549	189 610	*	7 939	*	*	*	*	*	*	*
2000/01	193 226	185 757	*	7 469	*	*	*	*	*	*	*
1999/00	188 102	180 679	*	7 423	*	*	*	*	*	*	*
1998/99	190 826	183 043	*	7 783	*	*	*	*	*	*	*

Legend for column descriptors: XXX refers to the route of study of the student, i.e. citizenship in country X, prior education in country X, studies in country X
Legend for data: * = no data

Source: Vlaams Ministerie van Onderwijs en Vorming; UOE data collection

Table 1b: Share of Flemish and foreign students amongst all students at Flemish higher education institutions and ratio of Flemish study abroad students to all Flemish students in the Flemish Community of Belgium, in 1998/99-2008/09

Year	Col. #	Measurements for Flemish students		Measurements for foreign and incoming students in the Flemish Community of Belgium					Measurements for Flemish study abroad and outgoing students			
		ALL Flemish students at Flemish HEIs	Flemish non-mobile students at Flemish HEIs (XXX)	ALL foreign students	Foreign non-mobile students (YXX)	ALL incoming students	Foreign incoming students (YYX)	Flemish incoming students = returners (XYX)	Ratio: Flemish study abroad students : Flemish students at home	Study abroad non-mobile students (XYX)	Outgoing students (XXY)	
Year	Col. #	1	2	3	4	5	6	7	8	9	10	11
2008/09		-	*	*	*	*	*	*	*	*	*	*
2007/08		-	94.6%	99.7%	5.4%	2.0%	3.6%	3.3%	0.3%	*	*	*
2006/07		-	95.1%	99.7%	4.9%	1.7%	3.4%	3.2%	0.2%	*	*	*
2005/06		-	95.3%	99.8%	4.7%	1.7%	3.2%	3.0%	0.2%	*	*	*
2004/05		-	95.5%	99.8%	4.5%	1.6%	3.1%	2.9%	0.2%	*	*	*
2003/04		-	95.4%	*	4.6%	*	*	*	*	*	*	*
2002/03		-	95.6%	*	4.4%	*	*	*	*	*	*	*
2001/02		-	96.0%	*	4.0%	*	*	*	*	*	*	*
2000/01		-	96.1%	*	3.9%	*	*	*	*	*	*	*
1999/00		-	96.1%	*	3.9%	*	*	*	*	*	*	*
1998/99		-	95.9%	*	4.1%	*	*	*	*	*	*	*

Legend for column descriptors: XXX refers to the route of study of the student, i.e. citizenship in country X, prior education in country X, studies in country X

Legend for data: * = no data

Source: Vlaams Ministerie van Onderwijs en Vorming; UOE data collection

2.2 Student mobility trends

2.2.1 Student inflows

Degree and credit mobility

As shown in section 2.1, incoming students corresponded to 3.6% of the total student population enrolled at higher education institutions in the Flemish speaking community in 2007/08 (Table 1b), and have witnessed an increase of 20% over the 4 years in which data are available.

A similar development is visible for incoming credit mobile students in the framework of the ERASMUS Programme (Table 2). Over time, the number of ERASMUS students coming to the Flemish Community of Belgium has increased steadily. Furthermore, ERASMUS students show a higher presence than average in the Flemish Community of Belgium, where they accounted for 1.5% of the total student population in 2007/08, the latest year for which national data were available. The programme plays a significant role in supporting student inflows into Belgium. In 2007/08, for every 100 incoming students there were 41 incoming ERASMUS students (ratio 41:100). In other words, ERASMUS supports more than a third of all student inflows in the Flemish Community of Belgium. The relative importance of the programme seems to have slightly decreased from the previous year in which the ratio was at 47:100, however.

Table 2: ERASMUS incoming students in relation to all students and to foreign students in the Flemish Community of Belgium, in 2003/04-2008/09

	All students	All incoming students	Incoming ERASMUS students, total	% of incoming ERASMUS students of all students	Ratio Incoming ERASMUS : All incoming students
2008/09	*	*	3 482	*	*
2007/08	216 830	7 790	3 228	1.5%	41:100
2006/07	212 858	7 288	3 396	1.6%	47:100
2005/06	212 453	6 818	3 157	1.5%	46:100
2004/05	208 962	6 467	2 639	1.3%	41:100
2003/04	207 065	*	2 648	1.3%	n.a.

Source: Vlaams Ministerie van Onderwijs en Vorming, ERASMUS statistics

Countries of origin

As can be seen in Table 3, students with Dutch nationality account for a third of all foreign students in the Flemish Community of Belgium. Considering the linguistic commonality, the geographical proximity, and the intense cooperation between the Dutch and the Flemish higher education systems, it is no surprise that The Netherlands tops the countries of nationality of foreign students in the Flemish Community of Belgium. The second largest group of foreign students in Flemish higher education in 2006/07 were Chinese students (8.1%) – the most frequent national group in the Europe 32 area - followed by students from the neighbouring Germany and from Russia with a share of 3.0% each.

The total of students from the top ten countries of nationality of foreign students in the Flemish Community amounts to 54.4%, almost exactly the average across all countries covered in this study (54.3%). Furthermore, when excluding the Dutch students, the body of foreign students in Flemish higher education becomes even more heterogeneous. Only 36.7% of foreign students in the Flemish Community of Belgium are nationals of other Europe 32 countries.

Table 3: Major countries of nationality of foreign students in the Flemish Community of Belgium (Top 10), in 2006/07, ISCED 5-6

Rank	Country of nationality	Abs.	% of all foreign students
1	The Netherlands	3 327	30.1%
2	China	912	8.2%
3	Germany	335	3.0%
4	Russia	335	3.0%
5	France	241	2.2%
6	Morocco	211	1.9%
7	Iran	203	1.8%
8	Turkey	158	1.4%
9	Nigeria	149	1.3%
10	US	154	1.4%
Total (Top ten)		6 025	54.4%
Total (all foreign students)		11 071	100.0%

Note: The total number of non-citizens reported by Flemish statistics (cf. Table 1a) differs from the total number of foreign students by country of citizenship reported by UOE. The deviation is of 544 students.

Source: UOE data collection

Without much surprise, the data on incoming ERASMUS students display a very different mobility pattern by country of origin (Table 4). In the academic year 2008/09, Spain, followed by Poland, Italy, France and Germany sent the largest numbers of ERASMUS students to the Flemish Community of Belgium. Taken together, these countries account for more than half of all incoming ERASMUS students in the Flemish Community of Belgium. In fact, more than one fifth of all incoming ERASMUS students are from Spain alone. Moreover, France and Germany are the only 2 countries that appear in the top five main countries of origin of both incoming degree and ERASMUS students.

According to ERASMUS data provided by EPOS, while the overall totals have increased, the number of students coming from 12 Europe 32 countries has decreased in 2008/09 compared to the academic year 2006/07, despite the introduction of the placement mobility strand. The largest decrease is surprisingly observed in the case of Polish students, which represented nevertheless the second largest group of ERASMUS students in the Flemish Community of Belgium in this year.

Table 4: Incoming ERASMUS students in the Flemish Community of Belgium in 2006/07 and 2008/09 by country of home institution, absolute numbers and percentages of all ERASMUS students

Countries of origin	2006/07		2008/09		Difference 2006/07- 2008/09
	Abs.	% of all	Abs.	% of all	
Austria	45	1.3%	55	1.6%	10
Bulgaria	67	2.0%	66	1.9%	- 1
Cyprus	4	0.1%	16	0.5%	12
Czech Republic	124	3.7%	145	4.2%	21
Denmark	32	0.9%	25	0.7%	- 7
Estonia	12	0.4%	3	0.1%	- 9
Finland	120	3.5%	111	3.2%	- 9
France	207	6.1%	232	6.7%	25
Germany	188	5.5%	201	5.8%	13
Greece	93	2.7%	96	2.8%	3
Hungary	119	3.5%	144	4.1%	25
Iceland	6	0.2%	1	0.0%	- 5
Ireland	23	0.7%	19	0.5%	- 4
Italy	253	7.4%	287	8.2%	34
Latvia	57	1.7%	66	1.9%	9
Liechtenstein	3	0.1%	3	0.1%	0
Lithuania	93	2.7%	83	2.4%	- 10
Luxembourg	1	0.0%	1	0.0%	0
Malta	8	0.2%	13	0.4%	5
Norway	12	0.4%	48	1.4%	36
Poland	420	12.4%	340	9.8%	- 80
Portugal	113	3.3%	127	3.6%	14
Romania	76	2.2%	73	2.1%	- 3
Slovakia	50	1.5%	81	2.3%	31
Slovenia	30	0.9%	39	1.1%	9
Spain	710	20.9%	750	21.5%	40
Sweden	49	1.4%	31	0.9%	- 18
The Netherlands	171	5.0%	192	5.5%	21
Turkey	210	6.2%	166	4.8%	- 44
United Kingdom	100	2.9%	68	2.0%	- 32
Total	3 396	100.0%	3 482	100.0%	86

Source: EPOS

Fields of study

Table 5 presents the distribution of incoming students with foreign nationalities across different fields of study in the academic year 2006/07. According to UOE data, the majority of foreign incoming students enrol in the field of humanities and arts (25.9%). The second largest group is enrolled in the field of social sciences, business and law (21.2%), followed by health and welfare (15.9%), engineering, manufacturing and construction (12.4%) and science (12.1%). When comparing these shares with the distribution of the total student population, major differences appear. As the right column in Table 5 illustrates, the share of all students in humanities and arts and agriculture is significantly lower than that of foreign incoming students in the same fields, whereas the share of all students in the field of social sciences, business and law and education is considerably higher. Much smaller differences appear regarding the proportion of all students enrolled in health and welfare, which is slightly higher than the share of foreign incoming students enrolled in this field.

Country comparisons are possible on the basis of data on foreign students only. According to this data set, the largest group of foreign students in Flemish higher education studied in the field of social sciences, business and law (26.4%). This was also the leading group across majority of Europe 32 countries in the same academic year, though the average percentage was much higher than in the Flemish Community of Belgium (34.2%) (Volume I, Chapter I). The second largest group of foreign students in the Flemish Community of Belgium enrolled in humanities and arts (20.9%), which is above the Europe 32 average of 15.9%. The third and fourth largest groups of foreign students were in the fields of health and welfare (14.9%) and the sciences (14.5%), which are above the Europe 32 averages of 12.6% and 12.7% respectively.

Table 5: Distribution of all students and foreign students in the Flemish Community of Belgium across fields of study, in 2006/07

Rank	Field of study	Abs.	% of all foreign incoming students	% of all students
1	Humanities and Arts	1 885	25.9%	11.6%
2	Social sciences, business and law	1 543	21.2%	31.6%
3	Health and welfare	1 162	15.9%	18.9%
4	Engineering, manufacturing and construction	902	12.4%	11.5%
5	Science	884	12.1%	7.1%
6	Agriculture	487	6.7%	2.1%
7	Services	216	3.0%	2.1%
8	Education (ISC 14)	185	2.5%	15.1%
9	Not known or unspecified	24	0.3%	0.0%
Total		7 288	100.0%	100.0%

Note: Total slightly differs from total presented in Table 1a (by 66 students)
Source: UOE data collection

2.2.2 Student outflows

Types of mobility (degree vs. credit)

As mentioned in section 2.1, UOE does *not* present data on study abroad students separately for the Flemish Community of Belgium, but only for Belgium as a whole. This limits the analysis of student outflows to a great extent. Furthermore, Flemish statistical sources (DHO) collects data

only on the subset of outgoing credit mobile students in the framework of inter-institutional exchanges. These data cover outgoing exchange students that went abroad for the purpose of study only, internships, language courses, and summer schools being excluded from the collection. These data have been collected in the academic year 2008/09 for the first time. According to DHO, 173 students from Flemish institutions went abroad in the framework of such exchanges in 2008/09. The very low figure raises some doubts about whether the recording system is already fully functional. So does the fact that 52% of these students came from two institutions only, the University of Antwerp and the Vrij Universiteit Brussel (VUB).

A more comprehensive picture is presented through data on outgoing ERASMUS students (Table 6). Between 1998/99 and 2008/09, the number of Flemish students going abroad with ERASMUS went up by about 29%, from 2 694 to 3 482. 2007/08 and 2008/09 figures also include students that go abroad on placements, so the overall increase is slightly inflated by these numbers. In 2008/09, 504 students went abroad on placements with ERASMUS (an increase of 53%) on the previous year (329). Outgoing ERASMUS students represent 1.6% of total enrolment in 2006/07 – the reference year for degree mobility. This was twice the average share of outgoing ERASMUS students among all students in the Europe 32 countries, at 0.7% in the same academic year (Volume I, Chapter II).

Table 6: ERASMUS outgoing students in relation to all students in the Flemish Community of Belgium, in 1998/99-2008/09

Year	Outgoing ERASMUS students Abs.	% of all students in Flemish HEIs
2008/09	3 482	*
2007/08	2 954	1.6%
2006/07	2 917	1.6%
2005/06	2 854	1.6%
2004/05	2 728	1.6%
2003/04	2 675	1.6%
2002/03	2 673	1.6%
2001/02	2 728	*
2000/01	2 575	*
1999/00	2 641	*
1998/99	2 694	*

Source: EPOS

Studies and study-related activities abroad

While 1.6% of all Flemish students go abroad every year with ERASMUS, i.e. a total share of about 6.4% of all students that complete a programme with an average duration of 4 years, according to the *Studentenmonitor Vlaanderen*, 10.5% of all students in Flemish higher education had, at the time they were surveyed, spent a period of time abroad for the purpose of study or for some other study-related activities (internships, language courses, summer schools, etc.). This share is for students in the academic year 2008/09. Of the 10.5%, the largest group of all students (4.4%) studied abroad, 3.3% completed an internship, and 0.7% took a language course.

Further, *Studentenmonitor* reveals that participation in study-related activities abroad differs by type of higher education institution in the Flemish community of Belgium. University students go abroad

for such stays more frequently than respondents in Flemish *hogeschoolen* (54% vs. 39%). *Hogeschoolen* students, on the other hand, went more often abroad for work placements than university students (47% vs. 26%), which given the nature of their study programmes (practice-oriented) is not a surprise, however.

Countries of destination

The only data on Flemish outgoing students by country of destination are provided by the ERASMUS statistics and the *Studentenmonitor Vlaanderen*. As can be seen in Table 7, the largest number and share, of Flemish ERASMUS students went to Spain, followed by France and Germany, in 2008/09. This is more or less in line with general flows in ERASMUS in the same year, where Spain was the leading destination, followed by France, Germany and Italy. Together, these three destinations account for over half of the Flemish ERASMUS outflow. Other than that, the outflow to The Netherlands (5.9%) is also remarkable.

Also, as shown in Table 7, slightly fewer Flemish students went on ERASMUS to 11 Europe 32 countries in 2008/09 compared to 2006/07. In contrast, significantly more students went on ERASMUS to France in the same period of time. Furthermore it is interesting to note that France is much better placed in the top destinations of Flemish ERASMUS students than the Netherlands, which heads the top destinations for degree-seeking Flemish students. Furthermore, in general, more students from Eastern European countries come to study in the Flemish Community of Belgium with ERASMUS than Flemish students going to countries of this region.

Table 7: Outgoing Flemish ERASMUS students by country of destination, in 2006/07 and 2008/09

Countries of origin	2006/07		2008/09		Difference 2006/07-2008/09
	Abs.	% of all	Abs.	% of all	
Austria	60	2.1%	49	1.5%	-11
Bulgaria	10	0.3%	2	0.1%	-8
Cyprus	3	0.1%	7	0.2%	4
Czech Republic	55	1.9%	42	1.3%	-13
Denmark	63	2.2%	76	2.3%	13
Estonia	10	0.3%	14	0.4%	4
Finland	144	4.9%	149	4.6%	5
France	544	18.6%	697	21.5%	153
Germany	207	7.1%	224	6.9%	17
Greece	29	1.0%	29	0.9%	0
Hungary	38	1.3%	49	1.5%	11
Iceland	3	0.1%	40	1.2%	37
Ireland	50	1.7%	5	0.2%	-45
Italy	240	8.2%	220	6.8%	-20
Latvia	5	0.2%	1	0.0%	-4
Liechtenstein	0	0.0%	0	0.0%	0
Lithuania	10	0.3%	11	0.3%	1
Luxembourg	*	*	2	0.1%	*
Malta	10	0.3%	20	0.6%	10
Norway	45	1.5%	56	1.7%	11
Poland	54	1.9%	50	1.5%	-4
Portugal	151	5.2%	142	4.4%	-9
Romania	13	0.4%	21	0.6%	8

Slovakia	9	0.3%	8	0.2%	-1
Slovenia	15	0.5%	12	0.4%	-3
Spain	677	23.2%	755	23.3%	78
Sweden	128	4.4%	126	3.9%	-2
The Netherlands	161	5.5%	191	5.9%	30
Turkey	41	1.4%	55	1.7%	14
United Kingdom	141	4.8%	187	5.8%	46
Total	2 917	100.0%	3 243	100.0%	326

Source: EPOS

The survey results in the *Studentenmonitor Vlaanderen* show different patterns regarding the major countries of destination of outgoing students (Table 8). While it is not immediately fully possible to compare destinations due to the limitation on eligible countries in ERASMUS, overall, European destinations dominate (73% of students in universities and 77% in the *hogescholen*). France and The Netherlands are in the lead. However, Table 8 also indicates that over a third of all outgoing students, both at universities and colleges of higher education, chose other European countries for their stay abroad, and that about a quarter chose non-European countries.

Table 8: Major countries of destination of Flemish students that temporarily studied abroad, as a share of all Flemish students that went abroad, by type of higher education institution, in 2008/09

Countries and regions of destination	Universities	Hogescholen
France	13%	12%
Netherlands	12%	14%
Africa	6%	6%
Central or South America	6%	7%
US, Canada	5%	3%
Germany	5%	5%
Asia	5%	4%
UK	5%	5%
Middle East	1%	2%
French-speaking Community of Belgium	1%	2%
Australia, New Zealand	1%	1%
Other European countries	37%	39%

Source: Studentenmonitor Vlaanderen

Mobility by types of higher education institutions

According to the results of the *Studentenmonitor Vlaanderen* (Table 9), respondents who were enrolled at a university have been abroad in the context of their studies more frequently than respondents enrolled at *hogescholen* (14% vs. 9%). On the other hand, ERASMUS data presented by the national agency EPOS, show little differences between the two sectors in absolute numbers.

Table 9: Outgoing Flemish ERASMUS students by type of higher education institution, in 1998/99, 2002/03 and 2006/07

Year	Universities	% of all	Hogescholen	% of all	Total
2006/07	1 502	51.5%	1 415	48.5%	2 917
2002/03	1 256	47.2%	1 406	52.8%	2 662
1998/99	1 390	51.6%	1 304	48.4%	2 694

Source: EPOS

Levels of programme

Table 10 reveals that outgoing mobility was highest amongst students enrolled in second or subsequent master programmes (Master after Master programmes, labelled MAnaMA,) or in postgraduate study programmes (*opleiding (in) afbouw*), i.e. 33% and 30% respectively. bachelor students had the lowest outgoing mobility rate, at 9%. It must be noted that the survey enquired about outgoing mobility *at any time* in the course of study, also at a lower programme level. In other words, the result is partly trivial: students at the master (and MAnaMa) level have studied for a longer time (inclusive of a bachelor) and therefore the share of those students with a mobility experience is bound to be higher than that of bachelor students.

There are no marked differences between the university and *hogeschool* sectors, as far as shares by level are concerned.

Table 10: Outgoing credit mobile students by level of programme, in 2008/09 (ISCED 5A and 5B)

Type of institution	Level of programme	Share of outgoing students
Higher education (total)		11%
University	Academic Bachelor	9%
	Master	20%
	MANaMA	30%
	Specific teacher training	22%
	Schakel-/voorbereidingspr.	20%
	Opleiding in afbouw	33%
	Total	14%
College of higher	Professional Bachelor	7%
	Academic Bachelor	13%
	Master	19%
	BAnaBA	21%
	MANaMA	24%
	Specific teacher training	8%
	Schakel-/voorbereidingspr.	14%
	Opleiding in afbouw	11%
Total	9%	

Legend: *MANaMa* - Master na Master or Master that succeeds a Master, i.e. an advanced or subsequent master programme; *schakelprogramma's* - subsequent bachelor programmes or bridging courses; *opleiding (in) afbouw* = postgraduate study course; *BAnaBA* - profession-oriented specialisation programmes for holders of a professional bachelor's degree.

Source: Studentenmonitor Vlaanderen

3 Summary assessment of student mobility in the Flemish community of Belgium

The Flemish community avails of a sound set of data on international student mobility and the study of foreign nationals. As described in section 1.1, many efforts have been made in the last years in order to improve the collection of data, which refers to genuine mobility. Further, in 2009, the Administration of Higher Education started to collect data on outgoing credit mobility, which is nevertheless still in an initial state of development. The Flemish official data are complemented by ERASMUS statistics and the results of the national survey *Studentenmonitor Vlaanderen* (section 1.2). Unfortunately, information on study abroad students was not retrievable in the Flemish case from the UOE database. This would have enhanced even further the analysis of student outflows from the Flemish Community of Belgium.

- Compared to the average of foreign students in national higher education systems across all Europe 32 countries, which amounted to 6.9% in 2006/07 (UOE), the share of foreign students participating in Flemish higher education is relatively low (4.9%). Foreign enrolment increased, nevertheless, between 1998/99. Also in the subsequent year (2007/08) enrolment went up considerably.
- The total number of incoming foreign students on the other hand, accounted for 7 790 students in 2007/08, which corresponds to 3.3% of all students enrolled at Flemish higher education institutions. Incoming foreign students make up only 62% of all foreign students, implying that a high share of foreign students (of 38%) is already resident in the Flemish Community of Belgium and thus not mobile for the purpose of study. The number of incoming foreign students, for which we avail of data only from 2004/05 onwards, increased by about 20% between this year and 2007/08.
- Incoming credit mobility in the framework of the ERASMUS Programme reached over 3 200 students in 2007/08 (the latest year for which incoming student numbers were available). This was more than a quarter of foreign and incoming students' enrolment in the same year. The programme is therefore playing an important role in the Flemish context.
- Outgoing degree mobility data are not available for the Flemish Community of Belgium, not even from UOE, which can provide data for the whole of Belgium, but not for the Flemish Community of Belgium alone. Outgoing credit mobility data are available though in the ERASMUS Programme, as well as from the *Studentenmonitor* survey. There were close to 3 300 outgoing Flemish ERASMUS students in 2008/09, representing 1.6% of the total student population in the Flemish Community of Belgium. This is more than double the average share of outgoing ERASMUS students among all students across Europe 32 countries (0.7% in 2006/07, cf. Volume I, Chapter II).

Chapter III: Student mobility in the Republic of Cyprus (CY)

Nicolai Netz

1 Student mobility data – sources, collectors, availability and quality

1.1 Official statistical sources

1.1.1 Collectors and collection procedures¹

In Cyprus, the official provider of administrative data on foreign students as well as incoming and outgoing students is Statistical Service of the Republic of Cyprus (*Στατιστική Υπηρεσία Κύπρου*, CYSTAT). CYSTAT is formally integrated into the Ministry of Finance, but enjoys complete autonomy in carrying out its duties. While it was founded in 1950 already, it came to assume its responsibility as a provider of statistical information on a variety of topics – including the mobility of students – only after the independence of Cyprus in 1960. Since 2000 CYSTAT is the institution responsible for reporting data to UOE. The data on foreign students and incoming students are collected through the CYSTAT Annual Survey on Education, during which an electronic questionnaire is sent out to all higher education institutions registered at the Ministry of Education and Culture. The survey cycle usually lasts from January to April of each year. In contrast, data on outgoing students are provided to CYSTAT by the Student Grants Scheme Register, which is located at the Grants and Benefits Services of the Ministry of Finance. Parallel to the data of students enrolled at Cypriot higher education institutions, the Student Grants Scheme Register captures all data on outgoing students with prior residence in Cyprus who receive a grant of the Ministry of Finance whilst being abroad.² A rather comprehensive selection of data on foreign, incoming students as well as outgoing students is published annually in the publicly available series Statistics of Education.³

1.1.2 Quality of official mobility data

Overall, the data on student mobility provided by CYSTAT can be judged as rather comprehensive, clean and valuable for the analysis of genuine ‘diploma’ mobility flows. CYSTAT is able to provide

¹ In order to complement the information that was available in English language via the internet, semi-structured interviews were conducted with a number of experts on the Cypriot higher education system. The authors would like to thank all experts that participated in the interviews. Special thanks go to Efstathios Michael (Ministry of Education and Culture), Roula Kyrillou-Ioannidou (Foundation for the Management of European Lifelong Learning Programmes) and Kyriakos Tsioupanis (Pan-Cypriot Students’ Union) for their support in the realisation of the expert interviews on the ground. Furthermore, we owe special thanks to Demetra Costa (Statistical Service of the Republic of Cyprus) for her support in gathering and processing the data analysed in this chapter.

² Every Cypriot student with (prior) permanent residence in Cyprus is eligible to apply for the grants scheme of the Ministry of Finance. If a student is eligible, the parents of the student receive the grant as a lump sum payment. The level of the grant depends on the number of children living in a family and on whether a student has to pay tuition fees or not. Together with the application for the grant, each student has to submit a certificate of enrolment in January of each year. In case the institution where the student is enrolled is outside Cyprus, he or she classifies as genuinely *outgoing*. Although their number is negligible according to the Grants Services, *outgoing students* with foreign nationality are captured in the scheme as well, provided that they have (had) a (prior) permanent residence in Cyprus. Thus, also Turkish Cypriots with (prior) permanent residence in the Greek part of Cyprus are eligible to the grant.

³ Statistical Service of the Republic of Cyprus: *Statistics of Education 2007/2008*, 2009

data on both foreign students (as determined by their nationality) and incoming students (as measured by their country of prior residence).⁴ What is more, the number of Cypriot mobile homecoming students can be quantified. At the same time, CYSTAT collects data on outgoing students enrolled at foreign higher education institutions via the grants scheme described above. The quality of these data depends on the share of outgoing students being captured in the Student Grants Scheme Register. Only if all outgoing students are receiving the grant from the Ministry of Finance, the entire outgoing mobility flow of students is adequately reflected in the data.⁵

The data on foreign, incoming and outgoing students can all be further subdivided by the sex and age of students, their year, level and field of study as well as the type of institution and ISCED level they are enrolled at. The data on foreign and incoming students are collected at both public and private higher education institutions and include study programmes at ISCED levels 5A, 5B and 6. Thereby, the totality of Cypriot students and study programmes is covered. However, the analysis of incoming mobility flows over time is still impaired by the fact that reliable data on genuine incoming mobility can only be provided from the academic year 2005/06 onwards. According to CYSTAT, only in that year the newly designed tool to capture students' country of prior residence had been introduced at higher education institutions reporting to CYSTAT all over the country.

The data provided by CYSTAT are largely congruent with the data to be found in the UOE data collection and generally correspond to the UOE data conventions. However, contrary to the UOE data conventions CYSTAT data on incoming and outgoing students include ERASMUS participants and students in other exchange programmes.⁶ Moreover, students going abroad with the grant scheme of the Ministry of Finance do not have to spend more than a year abroad in order to be classified as outgoing students, but are registered as such after having submitted the certificate of enrolment of their institutions abroad to the Grants and Benefits Services in Cyprus. Thus, the data collected via the grant scheme do not enable us to differentiate between 'diploma' and credit mobile students. Still, it is a safe assumption according to the experts interviewed for this study that the majority of students captured through the grant scheme are outgoing diploma and not credit mobile.

1.2 Additional data sources

1.2.1 Collectors and collection procedures

Unlike in other countries, the situation in Cyprus is that the official data are rather comprehensive and therefore allow, as described above, for a rather fine-grained analysis of (diploma) mobility flows, whereas the non-official data sources are both limited to a particular group of students and restricted in their coverage or relevant variables. In fact, the only complement to the official sources is the ERASMUS database maintained by the European Commission.

Cypriot higher education institutions started to take part in the ERASMUS programme in the academic year 1998/99. As in other countries participating in ERASMUS there is a national agency in Cyprus responsible for carrying out the programme on the ground and – among other things –

⁴ In addition, CYSTAT is planning to collect data on student's country of prior education for the first time in the 2011. Survey on Education.

⁵ For a number of reasons, it is likely that not all *outgoing students* are captured in the Student Grants Scheme Register. For instance, students having exceeded a certain number of study years are not eligible to the grant anymore and are therefore not captured in the register. Currently, it is being discussed to introduce a means test in order to relieve the public budget from the strains created by the financial crisis. In case the grants ceased to be universal, the data collected via the grants scheme would not reflect outgoing student mobility anymore, in that students from wealthy families and with higher incomes would tend to be excluded. However, for the years referred to in this study the number of *outgoing students* not captured in the register is negligible according to the Grants and Benefits Services.

⁶ However, as can be seen in section 2.2, the number of both *incoming* and *outgoing ERASMUS students* is rather low in Cyprus.

for collecting data on outgoing ERASMUS students. In Cyprus, the institution, that is now called the Foundation for the Management of European Lifelong Learning Programmes, is in charge of these duties. Established in 1997 under the auspices of the Planning Bureau of the Ministry of Finance and the Ministry of Labour, its purpose from the beginning was to administer and promote all lifelong learning programmes of the European Commission in Cyprus and abroad. Although financed by public funds it is an independently operating private body. For each elapsed academic year, it collects data on outgoing ERASMUS students from all Cypriot higher education institutions participating in the programme, aggregates these data and delivers them to the European Commission. The set of variables considered in this process is further described below.

1.2.2 Quality of additional data on mobility

The ERASMUS data provided by the Foundation for the Management of European Lifelong Learning Programmes contain information on genuine outgoing mobility flows of ERASMUS students enrolled at ISCED levels 5 and 6. Similarly, the aggregated data of all National Socrates Agencies published by the European Commission allow for an analysis of genuine incoming mobility flows of students enrolling at Cypriot higher education institutions participating in the programme. The ERASMUS data focus on credit mobility and enable us to differentiate incoming and outgoing students by their countries of origin and destination, respectively. In addition, the data contain information on the number of ERASMUS students by their fields of study and on whether a student is mobile for studying purposes or for the sake of an internship.

Still, the ERASMUS data are by definition restricted to programme mobility as well as mobility in the context of internships. Since participation in ERASMUS is currently limited to the EU-27 countries plus Iceland, Liechtenstein, Norway and Turkey, the range of mobile students' target countries that are covered in the data is limited as well. Other forms of mobility, such as 'diploma' mobility or any form of self-organised mobility, are not taken into account.

2 Student mobility in Cyprus

2.1 Overview: key figures

Total enrolment and Cypriot students

Although the expansion of the Cypriot higher education system has taken place only in the last three decades, Cyprus has by now a comparatively high number of tertiary education students as measured on a per capita basis. In 2007/08, more than 80% of secondary school leavers enrolled into some forms of higher education programme, either in Cyprus or abroad.⁷

The total number of students enrolled at Cypriot higher education institutions in 2007/08 amounted to 25 688. With 53.0% a narrow majority of these students were enrolled at ISCED level 5A, while 45.6% of students were enrolled at ISCED level 5B; only 1.4% were enrolled at ISCED level 6 (CYSTAT data, reference year 2007/08). Just one year before, the share of students enrolled at ISCED levels 5A and 6 lay at only 22.4% and 1.6%, respectively, whereas with 76.0% the large majority of students was enrolled at ISCED level 5B (CYSTAT data, reference year 2006/07). This exemplifies how drastic the changes are that the Cypriot higher education system is currently

⁷ EURYDICE Education, Audiovisual and Culture Executive Agency: Organisation of the education system in Cyprus 2008/09, 2009.

undergoing. To a certain extent, however, the shift from ISCED 5B to 5A education reflected in the figures is also a result of status upgrades of existing institutions.

In 2007/08, there were 3 public and 3 private universities as well as 7 public and 30 private non-university institutions of higher education.⁸ In the past, higher education was primarily offered at colleges focussing on 2-year and 3-year programmes at ISCED 5B level. It was only in 1992, when the University of Cyprus (established in 1989), as the first university in the country, opened its doors to students, that significant number study places at ISCED level 5A were offered within Cyprus. The strong shift from ISCED 5B to 5A education shown above can be explained by two parallel developments. Firstly, the Open University of Cyprus (established in 2002) and the Cyprus University of Technology (established in 2003) accepted a noteworthy number of students in the academic year 2007/08 for the first time.⁹ Secondly, three of the largest private colleges were transformed into private universities in 2007.¹⁰

It is interesting to note that the majority of institutions in Cyprus are private corporations. This is why more than two thirds of students were enrolled at private institutions in 2007/08, while slightly less than one third was enrolled at public institutions (CYSTAT data). However, it is expected that the number of students in public and private institutions will be approximately balanced by 2013 as a result of the strong expansion of teaching capacities currently happening at the Open University of Cyprus and the Cyprus University of Technology.¹¹

As visible in Table 1a, the number of students enrolled at higher education institutions in Cyprus increased substantially between 1998/99 and 2007/08 (+136.9%). This growth can be attributed to both an increasing number of Cypriot students and a rise in the number of students with foreign nationality. Apart from the years 1999/00 and 2005/06 the body of Cypriot students increased steadily and doubled over the nine-year period considered here.

Foreign and study abroad students

The growth in the number of foreign students was even more intense (Table 1a). In 2007/08, the body of foreign students was more than four times as large as in the year 1998/99 (+316.8%). In 2004/05, however, it contracted sharply in reference to the previous year (-26.6%). According to the experts interviewed for this study, the drop in numbers was the result of a more strict enforcement of national immigrations laws. The intention behind this step was to reduce the number of students using enrolment into higher education primarily as a means to gain immediate access to the local labour market instead of for the sake of educating themselves.

⁸ The three public universities are the University of Cyprus (Πανεπιστήμιο Κύπρου), the Open University of Cyprus (Ανοικτό Πανεπιστήμιο Κύπρου) and the Cyprus University of Technology (Τεχνολογικό Πανεπιστήμιο Κύπρου). The private universities are the Frederick University, the European University Cyprus (Ευρωπαϊκό Πανεπιστήμιο Κύπρου) and the University of Nicosia (Πανεπιστήμιο Λευκωσίας). The seven public non-university institutions of higher education are the Higher Technical Institute (Ανώτερο Τεχνολογικό Ινστιτούτο) (HTI), the Forestry College (Δασικό Κολέγιο), the School of Nursing and Midwifery (Νοσηλευτική Σχολή), the Mediterranean Institute of Management (Μεσογειακό Ινστιτούτο Διεύθυνσης) (MIM), the Higher Hotel Institute of Cyprus (Ανώτερο Ξενοδοχειακό Ινστιτούτο Κύπρου) (HHIC), the Tourist Guides School (Σχολή Ξεναγών) and the Police Academy (Αστυνομική Ακαδημία) (Organisation of the education system in Cyprus 2008/09. op.cit., CYSTAT: Statistics of Education 2007/2008, 2009). The variety of private non-university institutions of higher education shall not be described here.

⁹ Organisation of the education system in Cyprus 2008/09. op.cit.

¹⁰ The Frederick Institute of Technology was transformed into the Frederick University (<http://www.frederick.ac.cy>), the Cyprus College was converted into the European University Cyprus (<http://www.euc.ac.cy>), and the Intercollege became the University of Nicosia (<http://www.unic.ac.cy>). Since the Law 109(I)/2005 enables all private institutions to be transformed into universities, provided that they fulfill the conditions formulated by the Ministry of Education and Culture, and since a new private university (Neapolis University Cyprus) will start to operate in the academic year 2010/11, the expansion of ISCED 5A level education is likely to continue in the future (Organisation of the education system in Cyprus 2008/09. op.cit). Another development that supports this hypothesis is that currently, some non-university institutions of higher education are either being closed (such as the Higher Technical Institute) or integrated into existing universities (such as the School of Nursing and Midwifery, which will soon be a branch of the Cyprus University of Technology).

¹¹ Organisation of the education system in Cyprus 2008/09. op.cit.

Together with Luxembourg and Liechtenstein, Cyprus belongs to the group of small countries that in a European comparison, have a particularly high share of foreign students in their overall student population.¹² Already in 1998/99, 17.2% of students enrolled in Cyprus had a foreign nationality (Table 1b). Until 2003/04, their share had increased to 32.0%, before it fell sharply and then fluctuated until 2007/08, when it reached a new four-year high at 30.2%. Although the annual fluctuations were considerable in the time period under observation, the developments since 2004/05 suggest that both the absolute number and the share of foreign students will further grow in the years to come (Tables 1a and 1b).¹³

It is interesting to note that a remarkably high share of foreign students is enrolled at ISCED level 5B (CYSTAT data, reference year 2007/08). With 80.1%, this share is even much larger than in the overall student population (45.6%). In contrast, the share of foreign students enrolled at ISCED level 5A is much lower than in the overall student population (19.6% as opposed to 54.4%) (Table 7). This is related both to the type of students who come to Cyprus and to the institutions of higher education these students enrol at.¹⁴

With regard to study abroad students, the situation in Cyprus is highly interesting as well. According to UOE data, there were 22 411 Cypriot students enrolled abroad in the year 2006/07 (Table 1a). Between 2002/03 and 2006/07, their number increased by 32.6%. When the number of study abroad students is related to the size of the body of Cypriot students at national higher education institutions, it turns out that for both years reported in Tables 1a and 1b, there were more Cypriot students enrolled abroad than at home institutions.

Table 1a: Total numbers of all students, Cypriot students, foreign and incoming (genuinely mobile) students at Cypriot higher education institutions and of Cypriot students studying/going abroad, in 1998/99-2007/08

Col. #	Measurements for Cypriot students in Cyprus			Measurements for foreign and incoming students in Cyprus					Measurements for Cypriot study abroad and outgoing students		
	ALL students at Cypriot HEIs	ALL Cypriot students at Cypriot HEIs	Cypriot non-mobile students at Cypriot HEIs (XXX)	ALL foreign students	Foreign non-mobile students (YXX)	ALL incoming students	Foreign incoming students (YYX)	Cypriot incoming students = returners (XYX)	ALL study abroad students (national at foreign HEIs)	Study abroad non-mobile students (XYY)	Outgoing mobile students (XXY)
Year	1	2	3	4	5	6	7	8	9	10	11
2007/08	25 688	17 936	17 915	7 752	596	7 176	7 156	20	*	*	22 530
2006/07	22 227	16 266	16 183	5 961	454	5 590	5 507	83	22 411	1 223	21 188
2005/06	20 587	14 957	14 954	5 630	324	5 309	5 306	3	-	-	20 969
2004/05	20 078	15 177	*	4 901	*	*	*	*	-	-	19 400
2003/04	20 849	14 170	*	6 679	*	*	*	*	-	-	17 631

¹² According to UOE data, Cyprus is the only European country with a share of foreign students above 25% next to Luxembourg, Liechtenstein and the United Kingdom.

¹³ About three quarters of *foreign students* in Cypriot higher education are male (CYSTAT data). With the exception of the year 2004/05, this is the case since 2002/03. Before that year 'only' about 60% of foreign students were male. It can be hypothesised the share of male foreign students rose with the strong influx of apparently predominantly male students from Asia (see in-depth analysis). Interestingly, the majority of Cypriot students is female. Throughout the period in question female students constituted about 60% of all Cypriot students. It is the difference in the compositions of foreign and Cypriot students that causes the gender ratio in the overall student population to be balanced.

¹⁴ Further information on this issue is provided in subsection 2.2.1.

Col. #	1	Measurements for Cypriot students in Cyprus		Measurements for foreign and incoming students in Cyprus					Measurements for Cypriot study abroad and outgoing students		
		ALL Cypriot students at Cypriot HEIs	Cypriot non-mobile students at Cypriot HEIs (XXX)	ALL foreign students	Foreign non-mobile students (YXX)	ALL incoming students	Foreign incoming students (YYX)	Cypriot incoming students = returners (XYX)	ALL study abroad students (national at foreign HEIs)	Study abroad non-mobile students (XYX)	Outgoing mobile students (XXY)
Year	1	2	3	4	5	6	7	8	9	10	11
2002/03	18 272	12 990	*	5 282	*	*	*	*	16 905	531	16 374
2001/02	13 894	10 836	*	3 058	*	*	*	*	*	*	14 882
2000/01	11 934	9 462	*	2 472	*	*	*	*	*	*	13 650
1999/00	10 414	8 389	*	2 025	*	*	*	*	*	*	12 147
1998/99	10 842	8 982	*	1 860	*	*	*	*	*	*	12 488

Legend for column descriptors: XXX refers to the route of study of the student, i.e. citizenship in country X, prior education in country X, studies in country X

Legend for data:

* = no data;

- = totals excluded because of mixed criteria in the UOE database (nationality and mobility)

Sources: CYSTAT, ISCED 5-6 / Col. 9 UOE, ISCED 5-6

Table 1b: Share of Cypriot and foreign students amongst all students at Cypriot higher education institutions and ratio of Cypriot study abroad students to all Cypriot students in Cyprus, in 1998/99-2007/08

Col. #	1	Measurements for Cypriot students		Measurements for foreign and incoming mobile students in Cyprus					Measurements for Cypriot study abroad and outgoing mobile students		
		ALL Cypriot students at Cypriot HEIs	Cypriot non-mobile students at Cypriot HEIs (XXX)	ALL foreign students	Foreign non-mobile students (YXX)	ALL incoming mobile students	Foreign incoming mobile students (YYX)	Cypriot incoming mobile students = returners (XYX)	Ratio: Cypriot study abroad students : Cypriot students at home	Study abroad non-mobile students (XYX)	Ratio: Outgoing mobile students : Cypriot students at home
Year	1	2	3	4	5	6	7	8	9	10	11
2007/08	100%	69.8%	69.7%	30.2%	2.3%	27.9%	27.9%	0.1%	*	*	0.126
2006/07	100%	73.2%	72.8%	26.8%	2.0%	25.1%	24.8%	0.4%	138:100	7.5%	0.130
2005/06	100%	72.7%	72.6%	27.3%	1.6%	25.8%	25.8%	0.0%	-	-	0.140
2004/05	100%	75.6%	*	24.4%	*	*	*	*	-	-	0.128
2003/04	100%	68.0%	*	32.0%	*	*	*	*	-	-	0.124
2002/03	100%	71.1%	*	28.9%	*	*	*	*	130:100	4.1%	0.124
2001/02	100%	78.0%	*	22.0%	*	*	*	*	*	*	0.137
2000/01	100%	79.3%	*	20.7%	*	*	*	*	*	*	0.144
1999/00	100%	80.6%	*	19.4%	*	*	*	*	*	*	0.145
1998/99	100%	82.8%	*	17.2%	*	*	*	*	*	*	0.139

Legend for column descriptors: XXX refers to the route of study of the student, i.e. citizenship in country X, prior education in country X, studies in country X

Legend for data:

* = no data;

- = totals excluded because of mixed criteria in the UOE database (nationality and mobility)

Sources: CYSTAT, ISCED 5-6 / Col. 9: UOE, ISCED 5-6

Incoming (degree-seeking) and outgoing students

As can be seen in Tables 1a and 1b, the absolute number and share of all incoming students is considerable in Cyprus. Since the year 2005/06, their share was constantly above 25%, which broadly corresponds to the findings of the analysis of foreign students. However, the share of foreign students tends to be slightly higher than the share of incoming students for the years where data are available, which shows that foreign students are not an exact proxy for measuring incoming mobility flows.¹⁵ Based on the three years for which data are available, it is difficult to delineate the developments over time. However, the highest share of incoming students (27.9%) was recorded in the last year available via CYSTAT (Table 1b). What is visible, though, is the fact that the share of non-mobile foreign students has increased since 2005/06, which suggests that it is ever less legitimate to use foreign students as a proxy for measuring incoming mobility.

Through the collection of information from students applying to the grant scheme described in section 1.1.1, CYSTAT is able to provide data on outgoing students (Tables 1a and 1b). For the two years where cleaned study abroad data were available, the rate of outgoing students resembles the rate of study abroad students.

In the academic year 2007/08, 22 530 students with prior residency in Cyprus studied abroad. Between 1998/99 and 2007/08, the number of outgoing students increased by 80.4%. This increase has been steady since 1999/00. However, the ratio of outgoing students to Cypriot students in Cyprus has fallen from 139:100 in 1998/99 to 126:100 in 2007/08 – with considerable fluctuations over time. Especially the fall in the rate of outgoing students since 2005/06 can be read as a first indication of the fact that more students start to enrol in the variety of newly created programmes offered by higher education institutions in Cyprus. In fact, the rise in the number of Cypriot students at national institutions was even stronger (99.7%) between 1998/99 and 2007/08 than the increase in outgoing students (80.4%).

At first sight, Cyprus benefits from the large number of Cypriot students being educated abroad. In the year 2007, the public expenditures on students at higher education institutions in Cyprus amounted to €16 095 per capita (CYSTAT data). Inside the country, financing university education proved to be more expensive (€17 772 per student) than maintaining non-university institutions (€13 522 per student). In sharp contrast to that, the total government aid for students enrolling abroad amounted to ‘only’ €4 463 per student in 2007. Supporting university education abroad was less costly for the Cypriot state (€4 381) than financing non-university education abroad (€6 037).¹⁶ This explains why the Cypriot state has so far supported or rather tolerated that such a large number of students leave the country in order to enjoy university-level education abroad (cf. subsection 2.2.2). In recent years, though, the recognition that the additional costs of offering higher education in Cyprus might be outbalanced by the societal and economic benefits of having a larger number of students educated within the country has driven the expansion of teaching capacities at home.

¹⁵ The distribution of *incoming students* across ISCED levels differs only marginally from the distribution of *foreign students* across ISCED levels. It is still interesting to note that the analysis of *incoming students* confirms the tendency of *foreign students* to be enrolled at ISCED level 5B. In fact, with 83.6% the share of ISCED 5B students is even higher among *incoming* than among *foreign students* (80.1%), while the share of ISCED 5A students is slightly lower (16.2% as opposed to 19.6%). The share of *incoming students* enrolled at ISCED level 6 (0.1%) is almost negligible, as in the case of *foreign students* (0.3%) (CYSTAT data, reference year 2007/08).

¹⁶ According to CYSTAT, the total public expenditure on students at home institutions as well as the government aid for students studying abroad comprise current and capital expenditures. These expenditures also include “student grants, scholarships from the Cyprus State Scholarship Foundation, the child allowance that the students’ families receive and the student loans from the Central Agency for Equal Distribution of Burdens” (Statistics of Education 2007/2008, op.cit., p.279).

Mobility balance

Irrespective of whether foreign students and study abroad students or incoming and outgoing students are juxtaposed, it is visible in Table 2 that the number of (mobile) Cypriot students leaving the country for study purposes is more than three times higher than the number of foreign (mobile) students entering the country for study purposes. The ratios for both kinds of measurements are in fact very similar for the year where data are available. However, as will be elaborated in the following sections, the types of students on either side of the ratios are of an entirely different nature regarding their countries of origin as well as destination, and in terms of the fields of study, types of higher education institutions and levels of programme they are enrolled.

Table 2: Ratios of foreign students in Cyprus to Cypriot study abroad students and of incoming students to outgoing students

	Foreign students (X)	Study abroad students (Y)	Ratio	Incoming students (Z)	Outgoing students (W)	Ratio
Year \ Ratio	Abs.	Abs.	(X:Y)	Abs.	Abs.	(Z:W)
2007/08	7 752	*	*	7 176	22 530	100:314
2006/07	5 961	22 411	100:376	5 590	21 188	100:379
2005/06	5 630	-	*	5 309	20 969	100:395
2004/05	4 901	-	*	*	19 400	*
2003/04	6 679	-	*	*	17 631	*
2002/03	5 282	16 905	100:320	*	16 374	*
2001/02	3 058	*	*	*	14 882	*
2000/01	2 472	*	*	*	13 650	*
1999/00	2 025	*	*	*	12 147	*
1998/99	1 860	*	*	*	12 488	*

Data legend:

- = totals excluded because of mixed criteria in the UOE database (nationality and mobility)

Source: CYPSTAT, ISCED 5-6 / Col. 3: UOE, ISCED 5-6

2.2 Student mobility trends

2.2.1 Student inflows

Countries of origin and prior residence

The large majority of incoming students to Cyprus – i.e. 73.3% according to CYPSTAT data – are coming from Asia (Table 4, reference year 2007/08). More specifically, they are originating from major countries in South Asia (Bangladesh, India, Nepal, Pakistan, Sri Lanka) as well as from China. As Table 3 illustrates, students from Bangladesh constitute the single largest share of incoming students in Cyprus (20.8%), followed by students from India (14.7%) and China (12.8%). With the exception of students from Greece (7.0%), students from the EU-27 are not represented in the top ten countries of origin.

Table 3: Major countries of origin of incoming students (Top 10), in 2007/08

Rank	Country	Abs.	%
1	BD Bangladesh	1 489	20.8%
2	IN India	1 055	14.7%
3	CN China (incl. HK)	916	12.8%
4	PK Pakistan	715	10.0%
5	GR Greece	500	7.0%
6	LK Sri Lanka	408	5.7%
7	NP Nepal	323	4.5%
8	CM Cameroon	246	3.4%
9	RU Russian Federation	186	2.6%
10	UA Ukraine	103	1.4%
Top ten countries		5 941	83.0%
Total incoming students		7 156	

Source: CYSTAT, ISCED 5-6

Table 4 displays the distribution of foreign students as well as incoming students across their countries of origin and countries of prior residence, respectively (CYSTAT, reference year 2007/08). As has been pointed out above already, the incoming mobility flow of students can be estimated quite adequately based on foreign students' nationality in the case of Cyprus.¹⁷ As Table 4 shows, the majority of students coming from the countries listed are actually genuinely incoming. Overall, 92.3% of foreign students were incoming in the year 2007/08. Interestingly, the difference in size between foreign and incoming students is larger with regard to students coming from Europe 32 countries (73.0%) than with regard to students from other countries and regions (95.5%). The reason behind this phenomenon is that the largest group of foreign students in Cyprus from outside the Europe 32 area – i.e. that of students from Asia – is almost entirely composed of mobile students (98.7%). This is especially visible with regard to Indian (99.8%) and Chinese students (99.0%). In comparison to the large number of students from Asia, the number of students from the Europe 32 countries is rather low. Among the Europe 32 countries, the share of foreign students from Greece is disproportionately high accounting for over 60% of the total foreign students from the region. Besides, 29.5% of the foreign students from Greece are *foreign non-mobile*, meaning that the number of foreign mobile students going to Cyprus from the Europe 32 region is even lower than it seems to be.

Table 4: Foreign and foreign incoming students in Cyprus by countries of origin/prior residence, absolute numbers and percentages, in 2007/08

Countries of origin	All foreign students		Foreign incoming	
	Abs.	Abs.	Abs.	%
Europe 32 countries				
AT Austria	3	3	3	100%
BE Belgium	16	15	15	93.8%
BG Bulgaria	129	104	104	80.6%
CH Switzerland	1	1	1	100%

¹⁷ This assertion requires that the number of Cypriot *incoming students* (returners) is negligible. In fact, this is the case in Cyprus, as can be seen in Tables 1a and 1b.

Countries of origin	All foreign students		Foreign incoming	
	Abs.	Abs.	Abs.	%
CY Cyprus	:	:	:	:
CZ Czech Republic	7	5		71.4%
DE Germany	28	21		75.0%
DK Denmark	4	3		75.0%
EE Estonia	11	10		90.9%
ES Spain	16	16		100%
FI Finland	5	5		100%
FR France	19	17		89.5%
GR Greece	708	499		70.5%
HU Hungary	2	1		50.0%
IE Ireland	6	4		66.7%
IS Iceland	0	0		
IT Italy	12	11		91.7%
LI Liechtenstein	0	0		
LT Lithuania	31	25		80.6%
LU Luxembourg	0	0		
LV Latvia	13	9		69.2%
MT Malta	0	0		
NL The Netherlands	0	0		
NO Norway	1	1		100%
PL Poland	33	29		87.9%
PT Portugal	2	2		100%
RO Romania	23	14		60.9%
SE Sweden	3	3		100%
SI Slovenia	0	0		
SK Slovakia	17	15		88.2%
TR Turkey	0	0		
UK United Kingdom	47	17		36.2%
Total Europe 32 countries	1 137	830		73.0%
<u>Other countries and regions</u>				
Other European Countries	591	398		67.3%
... including Russian Federation	300	189		63.0%
Northern America	19	12		63.2%
... including United States of America	14	9		64.3%
Latin America and the Caribbean	23	19		82.6%
... including Mexico	15	15		100%
... including Brazil	0	0		
Africa	543	531		97.8%
Asia	5 313	5 243		98.7%
... including China	925	916		99.0%
... including India	1 057	1 055		99.8%
... including Japan	2	2		100%
Oceania	3	0		0.0%
Total other countries & regions	6 492	6 203		95.5%
Unknown	123	123		100%
Total students	7 752	7 156		92.3%

Source: CYSTAT, ISCED 5-6

Table 5 presents data on incoming ERASMUS students in Cyprus for the period 1998/99-2008/09. It is interesting to see that in year 2007/08, the latest year in which comparative data are available, the total number of ERASMUS students in that year amounted to 'only' 314, while the number of total incoming students in Cyprus lay at 7 156 – and was thus almost 23 times higher (Tables 4 and 5). This fact can be judged as an indication that genuine incoming mobility flows being realised via ERASMUS are of a minor importance for the analysis of student mobility in the case of Cyprus, especially in comparison to the substantial incoming diploma mobility flows from Asia.

In 2008/09, the largest group of ERASMUS students in Cyprus is that of Lithuanian students (14%). Other mentionable groups are those of Polish (13%) and Greek students (12%). However, the absolute numbers of these groups are rather low. Generally, the body of ERASMUS students coming to Cyprus is rather heterogeneous and characterised by the fact that small to very small shares of students come from many different countries participating in the ERASMUS programme. The only Cypriot higher education institution appearing in the top 500 list of institutions in terms of receiving incoming students is the University of Cyprus, which occupied rank 485 in the year 2007/08 (ERASMUS data). In that year, 94 students – or 29.9% of all incoming ERASMUS students– enrolled at the University of Cyprus.

Table 5: Incoming ERASMUS students in Cyprus by country of home institution, in 1998/99, 2002/03, 2006/07 and 2008/09

Year	1998/99		2002/03		2006/07		2007/08		2008/09		Increase/ decrease 1998/99 - 2008/09	
	Abs.	% of all	Abs.	% of all	Abs.	% of all	Abs.	% of all	Abs.	% of all	Abs.	%
AT Austria	0	0%	0	0%	2	1%	4	1.3%	0	0%	0	*
BE Belgium	0	0%	6	9%	13	6%	18	5.7%	11	3%	11	*
BG Bulgaria	0	0%	0	0%	4	2%	19	6.1%	2	1%	2	*
CY Cyprus - host country												
CZ Czech Republic	0	0%	0	0%	2	1%	6	1.9%	4	1%	4	*
DE Germany	1	7%	9	14%	30	14%	18	5.7%	27	7%	26	2 600%
DK Denmark	0	0%	10	16%	4	2%	6	1.9%	4	1%	4	*
EE Estonia	0	0%	0	0%	3	1%	9	2.9%	8	2%	8	*
ES Spain	3	21%	6	9%	34	16%	21	6.7%	36	9%	33	1 100%
FI Finland	4	29%	11	17%	8	4%	22	7.0%	31	8%	27	675%
FR France	2	14%	7	11%	10	5%	15	4.8%	33	8%	31	1 550%
GR Greece	2	14%	2	3%	3	1%	25	8.0%	49	12%	47	2 350%
HU Hungary	0	0%	0	0%	4	2%	3	1.0%	4	1%	4	*
IE Ireland	1	7%	0	0%	3	1%	4	1.3%	0	0%	-1	-100%
IS Iceland	0	0%	0	0%	0	0%	0	0.0%	0	0%	0	*
IT Italy	1	7%	6	9%	13	6%	19	6.1%	23	6%	22	2 200%
LI Liechtenstein	0	0%	0	0%	2	1%	0	0.0%	2	1%	2	*
LT Lithuania	0	0%	0	0%	13	6%	49	15.6%	56	14%	56	*
LU Luxembourg	0	0%	0	0%	0	0%	0	0.0%	0	0%	0	*

Year	1998/99		2002/03		2006/07		2007/08		2008/09		Increase/ decrease 1998/99 - 2008/09	
	Abs.	% of all	Abs.	% of all	Abs.	% of all	Abs.	% of all	Abs.	% of all	Abs.	%
LV Latvia	0	0%	0	0%	4	2%	11	3.5%	16	4%	16	*
MT Malta	0	0%	0	0%	0	0%	0	0.0%	0	0%	0	*
NL The Netherlands	0	0%	0	0%	0	0%	5	1.6%	7	2%	7	*
NO Norway	0	0%	0	0%	0	0%	0	0.0%	0	0%	0	*
PL Poland	0	0%	0	0%	38	18%	30	9.6%	50	13%	50	*
PT Portugal	0	0%	1	2%	0	0%	3	1.0%	2	1%	2	*
RO Romania	0	0%	0	0%	0	0%	2	0.6%	4	1%	4	*
SE Sweden	0	0%	0	0%	3	1%	1	0.3%	1	0%	1	*
SI Slovenia	0	0%	0	0%	1	0%	0	0.0%	0	0%	0	*
SK Slovakia	0	0%	0	0%	2	1%	7	2.2%	5	1%	5	*
TR Turkey	0	0%	0	0%	0	0%	0	0.0%	0	0%	0	*
UK United Kingdom	0	0%	6	9%	15	7%	17	5.4%	19	5%	19	*
Total	14	100%	64	100%	211	100%	314	100%	394	100%	380	2 714%

Source: European Commission

Fields of study

Table 6 shows the distribution of all, national, all foreign, foreign non-mobile and foreign incoming students by fields of study (CYSTAT, reference year 2007/08). The ranking order changes for every group of students considered here. Still, in each case the share of students enrolled in the social sciences, business and law is by far the largest. The share of foreign incoming students enrolled in this field of study (76.4%) is significantly higher than the share of Cypriot students (38.7%), which causes the share of all students enrolled in this field to lie at 49.5%. While Cypriot programmes in social sciences, business and law attract the majority of incoming students, the shares of incoming students enrolled in humanities and arts (4.4%), education (1.8%) as well as health and welfare (0.7%) are rather low if compared to the shares of Cypriot students in these fields.

The low share of incoming students studying education is in line with the situation in other European countries. However, it is uncommon that the shares of incoming students in health and welfare and especially in humanities and arts are so low. As regards the field of health and welfare, the experts interviewed for this study pointed to the fact that most programmes in this field are taught in Greek, as graduates staying in the country have to be able to consult their future patients in their mother language. Whether language barriers can explain the low share of incoming students in humanities and arts as well has to be determined by further research. Nevertheless, the fact that foreign non-mobile students enrolled disproportionately frequently (15.8%) in this field suggests that language barrier may have a smaller implication on those who are familiar with the Greek language. With regard to foreign non-mobile students it is also interesting to note that they are more often enrolled in the field of science than Cypriot and incoming students.

Table 6: Distribution of all students, all national, all foreign, foreign non-mobile and foreign incoming students across fields of study, in 2007/08

Rank	Field of study	All students at national HEIs (N=25 688)	All Cypriot students at national HEIs (N=17 936)	Foreign students (N=7 752)	Foreign non-mobile students (N=596)	Foreign incoming students (N=7 156)
1	Social sciences, business and law	49.5%	38.7%	74.4%	51.0%	76.4%
2	Humanities and arts	10.4%	12.6%	5.3%	15.8%	4.4%
3	Science	9.8%	10.9%	7.3%	12.9%	6.8%
4	Education	8.9%	11.8%	2.1%	5.7%	1.8%
5	Engineering, manufacturing and construction	7.7%	10.0%	2.4%	8.2%	1.9%
6	Services	7.1%	6.9%	7.6%	4.0%	7.9%
7	Health & welfare	6.5%	8.9%	0.8%	2.3%	0.7%
8	Agriculture	0.1%	0.2%	0.1%	0.0%	0.1%
Total		100%	100%	100%	100%	100%

Source: CYSTAT, ISCED 5-6

Types of higher education institutions

As visible in Table 7, the majority (69.3%) of Cypriot students in Cyprus is enrolled at universities (CYSTAT, reference year 2007/08). With 64.4%, a comparable share of foreign non-mobile students is studying at universities. Interestingly, the pattern with foreign and foreign incoming students is completely different: Only 16.2% of foreign incoming students come to study at Cypriot universities, whereas the striking majority enrolls at colleges – i.e. the types of institutions referred to in section 2.1 as non-university institutions of higher education.

Table 7: Distribution of all students, all national, all foreign, foreign non-mobile and incoming students across types of higher education institutions, 2007/08

Type of institution	All students at national HEIs (N= 25 688)	All Cypriot students at national HEIs (N=17 936)	Foreign students (N= 7 752)	Foreign non-mobile students (N= 596)	Foreign incoming students (N= 7 156)
University	54.4%	69.3%	19.9%	64.4%	16.2%
College	45.6%	30.7%	80.1%	35.6%	83.8%
Total	100%	100%	100%	100%	100%

Source: CYSTAT, ISCED 5-6

More specifically, the group of foreign students – and thus arguably also the group of foreign incoming students – enrolls at private colleges. This is known because the CYSTAT data allow to further differentiate the distribution of foreign students across types of institutions by the legal form of the latter (i.e. by public and private bodies). It turns out that 79.7% of foreign students are enrolled at private colleges, while only 0.4% is enrolled at public colleges. At universities, the difference is by far less expressed, but still clearly visible: 11.2% of foreign students study at private institutions and 8.7% study at public institutions. The picture becomes even more interesting when the shares that foreign students make up of the overall student population are calculated for the different types of institutions: At both public and private universities, only approximately every tenth student is a foreign student. At public colleges, only between one or two

in 100 students are foreign students. At private colleges, in contrast, six in ten students have a foreign nationality (CYSTAT data, reference year 2007/08).

According to the experts interviewed for this study, the explanation for this phenomenon is twofold. Firstly, the share of foreign students at public institutions is so low due to the fact that they require the successful completion of specific entry exams, which many foreign students allegedly have difficulty in passing. Secondly – and more importantly – the public institutions in general teach most of their programmes in Greek. Therefore, foreign students often preferred to enrol at private institutions, which have historically played a much stronger role in offering programmes taught in English language. For the disproportionately low share of foreign students at private universities, we cannot offer an explanation. At any rate, the situation is expected to change in the coming years, because both public and private universities are starting to offer programmes in English to an increasing degree, which will also attract a larger number of foreign (incoming) students.

Levels of programme

Table 8 indicates that there are a few differences regarding the distribution of different types of students across the levels of programmes (bachelor, master, PhD and other programmes¹⁸). The highest shares of national, foreign non-mobile and foreign incoming students are enrolled at the bachelor level. Thereby, the share of Cypriot bachelor students (63.0%) is higher than the share of foreign non-mobile (57.4%) and foreign incoming students (51.5%). The most notable characteristic of foreign and foreign incoming students is that they are far more often enrolled in 2-3 year diplomas at ISCED level 5B (39.3% and 40.3%, respectively) than Cypriot students (23.4%). According to the Statistical Service of Cyprus, these diploma programmes are mainly programmes taught in English language and offered by private colleges. This further explains why such a large share of foreign (incoming) students is enrolled in ISCED 5B level programmes at private colleges.

Regarding ISCED level 6, only 8.1% of incoming students are enrolled in master programmes and only 0.1% is following PhD programmes. According to the experts interviewed for this study, it is a well know pattern that foreign (incoming) students complete a bachelor programme in Cyprus, to then enrol in a master programme in another European country. This practice, however, will most likely diminish with the introduction of new master and PhD programmes taught in English language.

Table 8: Distribution of all students, all national, foreign, foreign non-mobile, and incoming students across levels of programmes, in 2007/08

Type of programme	All students at national HEIs (N= 25 688)	All Cypriot students at national HEIs (N=17 936)	Foreign students (N= 7 752)	Foreign non-mobile students (N= 596)	Foreign incoming students (N= 7 156)
Bachelor	59.6%	63.0%	51.9%	57.4%	51.5%
Master	10.8%	11.7%	8.4%	12.2%	8.1%
PhD	1.4%	1.9%	0.3%	3.2%	0.1%
Other ¹	28.2%	23.4%	39.3%	27.2%	40.3%
Total	100%	100%	100%	100%	100%

Note: ¹ 2-3 year diplomas at ISCED level 5B
Source: CYSTAT, ISCED 5-6

¹⁸ These other programmes are diplomas at ISCED level 5B lasting for about two to three years.

2.2.2 Student outflows

Countries of destination

Leaving aside Greece and the Russian Federation, there are no congruencies between the top ten countries with the highest share of incoming students in Cyprus and the top ten countries of destination of Cypriot outgoing students (Table 9). The mobility flows underlying this phenomenon are of an entirely different nature than in the case of incoming students: While the majority of incoming students in Cyprus is from Asia, Cypriot outgoing students are to be found in Eastern, Southern and Western European countries as well as in the United States. It stands out that 98.7% of Cypriot outgoing students are enrolled in the ten countries listed in Table 9. The major outgoing mobility flows are thus focused on a very small number of countries. The large majority of Cypriot outgoing students are enrolled in Greece and the United Kingdom alone (90.0%), to which Cyprus has strong political ties historically.¹⁹

The most striking case, however, is that of Greece, where about 60% of outgoing students are enrolled. According to the experts interviewed for this study, Greece is the preferred country of destination of Cypriot students because it is culturally closer to Cyprus than any other country. The cultural factor seems to play an important role especially for the parents of outgoing students. Supposedly, many parents would not allow their children to study in any other foreign country except Greece. For Cypriot students, a further and not negligible advantage of studying in Greece is the common language. In fact, Greece is the only country next to Cyprus where Greek is the official language used in public institutions. Finally, studying at Greek universities is popular among Cypriot students because their programmes are generally tuition-free. In contrast, most higher education institutions in Cyprus, that is to say all private institutions, are charging tuition fees because they are not or only marginally supported by public funds. The tuition fees sometimes amount to considerable sums even in international comparison.

Table 9: Major countries of destination of Cypriot outgoing students (Top 10), in 2007/08

Rank	Country	No.	%
1	GR Greece	13 342	59.2%
2	UK United Kingdom	6 945	30.8%
3	US United States	519	2.3%
4	BG Bulgaria	398	1.8%
5	HU Hungary	304	1.3%
6	FR France	177	0.8%
7	DE Germany	167	0.7%
8	CZ Czech Republic	159	0.7%
9	IT Italy	138	0.6%
10	RU Russian Federation	92	0.4%
Top ten countries		22 241	98.7%
Total outgoing students		22 530	100%

Source: CYSTAT, ISCED 5-6

¹⁹ If the top ten list of *outgoing students*' countries of destination is compared to the top ten list of *study abroad students*, it turns out that there are only minor differences, i.e. with regard to the ranking order of a few countries. This comparison is based on data for the academic year 2006/07, as EUROSTAT had not yet published the figures on *study abroad students* for the year 2007/08 at the time this study was produced.

As Table 10 shows, the overall number of outgoing students increased by 38% between 2002/03 and 2007/08. This increase resulted mainly from a rise in the number of students going to Europe 32 countries (+50%). The United Kingdom (+4,164 students or +150%) and Greece (+2,745 students or +26% of students) became increasingly popular during the time period in question. There was a longstanding tradition of outgoing Cypriots studying in the United Kingdom. Moreover, with the accession of Cyprus to the EU in 2004, Cypriot students were not classified as non-Europeans anymore and could therefore pay much lower tuition fees. Arguably, this explains the strong boost in the number of outgoing Cypriots enrolling at the higher education institutions in the United Kingdom. Since administrative and travel barriers were lowered after 2004, Cypriot students also made use of their possibility to study in the Czech Republic, France, Italy and the Netherlands more frequently.

The rise in popularity of these destinations coincided with a sharp fall in the numbers of outgoing students going to the United States (-867 students or -63%) and the Russian Federation (-107 students or -54%). At first glance, the data suggest that the opposite trends regarding the two geographical regions are linked, but further research would be needed to be able to judge whether they are causally determined.

Table 10: Outgoing students by country of destination, 2002/03 as opposed to 2007/08

Country of destination	2002/03	2007/08	Abs. change	% change
<u>Europe 32 countries</u>				
AT Austria	14	16	2	14%
BE Belgium	0	6	6	:
BG Bulgaria	399	398	-1	0%
CH Switzerland	14	11	-3	-21%
CY Cyprus	:	:	:	:
CZ Czech Republic	79	159	80	101%
DE Germany	123	167	44	36%
DK Denmark	2	5	3	150%
EE Estonia	0	1	1	:
ES Spain	12	16	4	33%
FI Finland	1	2	1	100%
FR France	107	177	70	65%
GR Greece	10 597	13 342	2 745	26%
HU Hungary	288	304	16	6%
IE Ireland	18	15	-3	-17%
IS Iceland	0	0	0	:
IT Italy	74	138	64	86%
LI Liechtenstein	0	0	0	:
LT Lithuania	1	1	0	0%
LU Luxembourg	0	0	0	:
LV Latvia	0	3	3	:
MT Malta	4	3	-1	-25%
NL The Netherlands	5	28	23	460%
NO Norway	1	0	-1	-100%

Country of destination	2002/03	2007/08	Abs. change	% change
PL Poland	5	10	5	100%
PT Portugal	0	0	0	:
RO Romania	33	23	-10	-30%
SE Sweden	3	6	3	100%
SI Slovenia	1	0	-1	-100%
SK Slovakia	18	26	8	44%
TR Turkey	0	10	10	:
UK United Kingdom	2 781	6 945	4 164	150%
Total Europe 32 countries	14 580	21 812	7 232	50%
<i>Other countries and regions</i>				
Other European Countries	247	125	-122	-49%
... including Russian Federation	199	92	-107	-54%
Northern America	1 471	556	-915	-62%
... including United States of America	1 386	519	-867	-63%
Latin America and the Caribbean	0	0	0	:
... including Mexico	0	0	0	:
... including Brazil	0	0	0	:
Africa	6	4	-2	-33%
Asia	9	9	0	0%
... including China	0	0	0	:
... including India	0	0	0	:
... including Japan	0	0	0	:
Oceania	61	24	-37	-61%
Total other countries & regions	1 794	718	-1 076	-60%
Unknown	0	0	0	0
Total outgoing students	16 374	22 530	6 156	38%

Source: CYSTAT, ISCED 5-6

As with incoming ERASMUS students, the number of outgoing ERASMUS students (152 in the year 2007/08) is negligible in comparison to the total of Cypriot students studying at higher education institutions abroad (Tables 10 and 11). Arguably, the number of outgoing ERASMUS students is rather low precisely due to the fact that a large number of Cypriots take up their studies in a foreign country. Cypriot students having a disposition to be mobile for the sake of studying have tended to be diploma mobile in the past, whereas those students enrolling at home institutions have often refrained completely from being mobile.

It will be interesting to observe whether the current expansion of study programmes at Cypriot institutions will cause more students to understand credit mobility through the ERASMUS scheme as a means to strike a balance between very intense forms of mobility (i.e. diploma mobility) and no mobility at all. For the time being, however, the fact that students at private institutions continue to pay tuition fees even whilst being abroad will work as a strong inhibiting factor to outgoing credit mobility.

A second feature of outgoing mobility through ERASMUS, based on the 2007/08 data, is that they go primarily to countries different than the ones chosen by outgoing students captured via the grant scheme. An exception in this respect is Greece, which occupies rank 3 (12.5%) of the preferred countries of Cypriot ERASMUS students. The major countries of destination are Spain (22.4%) and France (15.1%). As with outgoing grant scheme students, there are many countries where no Cypriot student goes via the ERASMUS programme.

Looking at the institutional level, it turns out that University of Cyprus is the only Cypriot institution to appear in the top 500 list of institutions in terms of sending abroad ERASMUS students (rank 436). 109 students – or 71.7% of all outgoing Cypriot ERASMUS students – were enrolled at the University of Cyprus before going abroad. Again, this situation is likely to change in the coming years, as other Cypriot institutions as well are getting more strongly involved in the promotion of ERASMUS mobility.

Table 11: Cypriot students going abroad through the ERASMUS Programme by country of destination, in 1998/99, 2002/03, 2006/07 - 2008/09

Year	1998/99		2002/03		2006/07		2007/08		2008/09		Increase/ decrease 1998/99 - 2008/09	
	Abs.	% of all	Abs.	% of all	Abs.	% of all	Abs.	% of all	Abs.	% of all	Abs.	%
AT Austria	1	3%	5	5%	4	3%	8	5.3%	10	6%	9	900%
BE Belgium	3	9%	12	13%	11	9%	4	2.6%	16	10%	13	433%
BG Bulgaria	0	0%	0	0%	0	0%	0	0.0%	0	0%	0	*
CY Cyprus – home country												
CZ Czech	0	0%	0	0%	3	2%	2	1.3%	4	3%	4	*
DE Germany	9	26%	4	4%	3	2%	5	3.3%	7	4%	-2	-22%
DK Denmark	0	0%	0	0%	0	0%	0	0.0%	3	2%	3	*
EE Estonia	0	0%	0	0%	0	0%	2	1.3%	1	1%	1	*
ES Spain	1	3%	6	7%	12	9%	34	22.4%	15	10%	14	1400%
FI Finland	2	6%	16	18%	10	8%	11	7.2%	2	1%	0	0%
FR France	5	14%	12	13%	10	8%	23	15.1%	13	8%	8	160%
GR Greece	5	14%	22	24%	28	22%	19	12.5%	45	29%	40	800%
HU Hungary	0	0%	0	0%	6	5%	1	0.7%	0	0%	0	*
IE Ireland	0	0%	0	0%	0	0%	0	0.0%	0	0%	0	*
IS Iceland	0	0%	0	0%	0	0%	0	0.0%	0	0%	0	*
IT Italy	3	9%	2	2%	12	9%	12	7.9%	8	5%	5	167%
LI Liechtenstein	0	0%	0	0%	0	0%	0	0.0%	0	0%	0	*
LT Lithuania	0	0%	0	0%	0	0%	3	2.0%	9	6%	9	*
LU Luxembourg	0	0%	0	0%	0	0%	0	0.0%	0	0%	0	*
LV Latvia	0	0%	0	0%	0	0%	0	0.0%	0	0%	0	*
MT Malta	0	0%	0	0%	0	0%	0	0.0%	0	0%	0	*
NL Netherlands	0	0%	0	0%	0	0%	0	0.0%	4	3%	4	*
NO Norway	0	0%	0	0%	0	0%	0	0.0%	0	0%	0	*
PL Poland	0	0%	0	0%	0	0%	1	0.7%	0	0%	0	*
PT Portugal	0	0%	0	0%	1	1%	4	2.6%	0	0%	0	*

Year	1998/99		2002/03		2006/07		2007/08		2008/09		Increase/ decrease 1998/99 - 2008/09	
	Abs.	% of all	Abs.	% of all	Abs.	% of all	Abs.	% of all	Abs.	% of all	Abs.	%
RO Romania	0	0%	0	0%	0	0%	1	0.7%	0	0%	0	*
SE Sweden	1	3%	2	2%	6	5%	4	2.6%	5	3%	4	400%
SI Slovenia	0	0%	0	0%	0	0%	0	0.0%	0	0%	0	*
SK Slovakia	0	0%	0	0%	0	0%	0	0.0%	0	0%	0	*
TR Turkey	0	0%	0	0%	7	5%	6	3.9%	5	3%	5	*
UK United Kingdom	5	14%	10	11%	16	12%	12	7.9%	10	6%	5	100%
Total	35	100%	91	100%	129	100%	152	100%	157	100%	122	349%

Source: European Commission

Fields of study

Table 12 shows the distribution of Cypriot and outgoing students by the fields of study they are enrolled in (CYSTAT data, reference year 2007/08). The preferred disciplines for outgoing students to enrol in are the social sciences, business and law (28.1%). Compared to Cypriot students remaining in Cyprus (38.7%) and especially compared to the large share of foreign incoming students enrolled in this field (76.4%), a percentage of 28.1% can be judged as rather low. It is in the fields of science (16.3% as opposed to 10.9%) as well as engineering, manufacturing and construction (16.1% as against 10.0%) that significantly more Cypriot students prefer studying abroad to enrolling at home. To a minor extent, this holds true for the fields of humanities and arts (15.7% versus 12.6%), health and welfare (11.3% versus 8.9%) and agriculture (2.7% versus 0.2%) as well. The strong outflow of students choosing these fields could be understood as a form of vertical mobility resulting from an undersupply of study places in Cyprus. However, from a considerable number of new programmes in these fields have been created since the year 2007/08, it is likely that in the future, Cypriot students will to a larger extent decide to enrol at home institutions.

Table 12: Distribution of national, foreign incoming and outgoing students across fields of study, 2007/08

Rank	Field of study	All Cypriot students at national HEIs (N= 17 936)	Foreign incoming students (N=7 156)	Outgoing (N= 22 530)
1	Social sciences, business and law	38.7%	76.4%	28.1%
2	Humanities and arts	12.6%	4.4%	15.7%
3	Science	10.9%	6.8%	16.3%
4	Education	11.8%	1.8%	6.9%
5	Engineering, manufacturing and construction	10.0%	1.9%	16.1%
6	Services	6.9%	7.9%	2.8%
7	Health & welfare	8.9%	0.7%	11.3%
8	Agriculture	0.2%	0.1%	2.7%
	Total	100%	100%	100%

Source: CYSTAT, ISCED 5-6

Types of higher education institutions

As Table 13 shows, the large majority of foreign incoming students in Cyprus (83.8%) enrolls at colleges (CYSTAT data, reference year 2007/08). Interestingly, the situation is completely different with Cypriot students, regardless of whether they are enrolled at home institutions or abroad. A rather high share of Cypriot students (69.3%) is enrolled at universities. This proportion is even higher as regards outgoing students. In fact, 92.9% of outgoing students enrol at universities, while only 7.1% opt for college education. This phenomenon is a classic example of vertical outgoing mobility. The figures suggest that many Cypriot students leave the country because they can more easily enrol in institutions at university level abroad than at home. Although the vertical outgoing mobility flows will arguably continue to persist for a number of years, their magnitude will abate due to the considerable number of new programmes created at Cypriot universities in recent years.

Table 13: Distribution of all national, foreign incoming and outgoing students across types of institutions, 2007/08

Type of institution	All Cypriot students at national HEIs (N= 17 936)	Foreign incoming students (N= 7 156)	Outgoing (N= 22 530)
University	69.3%	16.2%	92.9%
College	30.7%	83.8%	7.1%
Total	100%	100%	100%

Source: CYSTAT, ISCED 5-6

Levels of programme

The data presented in Table 14 are evidence in favour of the hypotheses formulated with regard to the preferred fields of study and types of higher education institutions of outgoing students: Studying abroad is clearly seen as a means to enrol in institutions at ISCED level 5A or 6. As can be seen in Table 14, outgoing students enrol to a much lesser extent in 2-3 year diploma programmes at ISCED level 5B (7.1%) than Cypriot students at home institutions (23.4%). Instead, they enrol disproportionately frequently in bachelor (82.6%) and PhD programmes (2.3%).²⁰

The fact that such a large share of outgoing Cypriots is leaving already before or during the bachelor phase suggests that they are willing to complete their entire study phase abroad. In contrast, mobility for the sake of completing a master programme abroad after having graduated from a bachelor programme in Cyprus does not (yet) seem to be a widespread phenomenon. Again, the current expansion of the Cypriot higher education system is expected to change these tendencies in the coming years. The experts interviewed for this study hypothesised that in future, larger shares of Cypriot students and foreign incoming students will enrol for a PhD in Cyprus, as not only the public universities, but also the private universities are currently developing new PhD programmes. Private institutions were not allowed to offer PhD programmes in the past.

²⁰ At all levels of programme, there is an interesting difference between male and female students. The latter are on average between 1.6 and 1.8 years younger at the time of their outgoing mobility phase. With approximately 1.8 years, the age difference is most expressed at the bachelor stage: While women are on average 19.9 years old, men have an average age of 21.7 years. The age difference can be explained by the fact that many male Cypriot students serve in the army before entering higher education. The military service is mandatory in the Republic of Cyprus and usually lasts for 25 months. At the Master stage, the age difference slightly diminishes: With an average age of 23.1 years, female students are about 1.6 years younger than their male fellows. At the PhD stage, female students are approximately 1.7 years younger, with an average age of 25.7 years (CYSTAT data, reference year 2007/08).

Table 14: Distribution of all national, foreign incoming and outgoing students across levels of programme, in 2007/08

Type of programme	All Cypriot students at national HEIs (N= 17 936)	Foreign incoming students (N= 7 156)	Outgoing (N= 22 530)
Bachelor	63.0%	51.5%	82.6%
Master	11.8%	8.1%	8.1%
PhD	1.9%	0.1%	2.3%
Other ¹	23.4%	40.3%	7.1%
Total	100%	100%	100%

¹2-3 year diplomas at ISCED level 5B

Source: CYSTAT, ISCED 5-6

3 Summary assessment of student mobility in Cyprus

The issue of student mobility is of major importance for the Cypriot higher education system, as both incoming and outgoing mobility flows of students have been of a considerable magnitude in recent years. However, there are fundamental differences with regard to the different directions and different types of mobility, respectively.

- As measured by the sheer number of students entering and leaving the country, diploma mobility plays a far more important role than credit mobility. In this respect, the analysis has shown that outgoing diploma mobility outbalances the incoming mobility flows. Over the past years, the number of outgoing students was constantly more than three times higher than the number of incoming students. Next to this finding, it has turned out that the groups of incoming and outgoing diploma mobile students are of an entirely different nature.
- Generally speaking, incoming diploma mobile students tend to come to Cyprus from Asian countries with the objective of enrolling in bachelor programmes or 2-3 year diploma programmes at ISCED level 5B that are offered in the field of social sciences, business and law. They are primarily studying at private non-university institutions of higher education. According to the experts interviewed for this study, the primary goal of a notable share of these students has in the past not been to study but to gain access to the European labour market more easily. In contrast, the majority of outgoing diploma mobile students tends to go to European countries to which they have cultural or historical ties, i.e. mainly Greece and the UK. They tend to opt for university programmes at ISCED levels 5A and 6 in the fields of science as well as engineering, manufacturing and construction more frequently than Cypriot students at home institutions. Rather than making intercultural experiences in the first place, it can be hypothesised that the main function of outgoing diploma mobility for Cypriot students is to gain access to fields, levels and institutions of higher education they cannot or hardly access in Cyprus (vertical mobility).
- Not only is credit mobility of a minor importance in comparison to diploma mobility flows. Also – leaving aside the case of Greece – the countries of origin and destination of diploma and credit mobile students differ. Most incoming credit mobile students are from Lithuania as well as Poland and most outgoing credit mobile students go to Spain and France. Unlike diploma mobility, the incoming flows are more than two times as intense as the outgoing flows in the case of credit mobility. However, the results of the credit mobility analysis have

to be read with caution, given that the ERASMUS data are the only available proxy for measuring all credit mobility flows.

- Whilst this picture of student mobility might seem particular in an international comparison, it is likely to change in the coming years. The strong expansion of the Cypriot higher education system observed since the early nineties is continuing at an unabated pace. A considerable number of study programmes at ISCED level 5A and 6 – and a large share of those taught in English language – is currently being introduced. The newly founded institutions are expanding their teaching capacities; at the same time, another large university will soon open its doors to students (cf. subsection 2.1). The limited supply of study places at ISCED level 5A and 6 in Cyprus is unlikely to remain the principal reason for outgoing mobility for very much longer.
- Nevertheless, it would arguably be wrong to conclude that student mobility flows from and to Cyprus will come to resemble those that are observed in mainland Europe. Firstly, the experts interviewed for this study indicated that the Ministry of Education and Culture is not planning to expand substantially the teaching capacities in all fields in the medium term; thus for studying certain disciplines, Cypriot students will have to continue to be outgoing diploma mobile. Secondly, studying abroad for a whole degree has become a tradition in Cyprus, and might simply for that reason remain attractive to (future) students. It seems unlikely that all these students will settle for temporary credit mobility, especially as students at private institutions usually continue to pay tuition fees whilst abroad and might therefore refrain from being mobile at all. Finally, it is not yet clear for how long the current expansion of teaching capacities will continue. As the analysis has revealed, study places at home institutions are far more expensive than financing the large-scale outgoing diploma mobility of Cypriot students.
- The level of detail to which prospective developments can be analysed will not least depend on the availability and quality of the data on student mobility. The previous sections have illustrated that the potential for analysis of presumably diploma mobility flows in Cyprus is exceptional in an international comparison, but that the potential to examine credit mobility flows is limited. As far as other study-related activities are concerned, there are no data available at the moment. Since other forms of mobility than diploma mobility are expected to play a more significant role in the future and since the validity of the outgoing mobility data collected via the grant scheme is compromised by the support no longer being universal, it would be worthwhile to develop and introduce new monitoring tools. Otherwise, the interesting developments to be expected in the next years can hardly be traced.

Chapter IV: Student mobility in Germany (DE)

Nicole Rohde

1 Student mobility data – sources, collectors, availability and quality

1.1 Official statistical sources

1.1.1 Collectors and collection procedures

In Germany, the official provider of administrative student (and mobility) data is the Federal Statistical Office (*Statistisches Bundesamt, Destatis*)¹. The student statistics section (*Studierendenstatistik*) of the Federal Statistical Office is responsible for collecting data on all students who are enrolled in accredited higher education institutions in Germany. The data are published in the annual report *Bildung und Kultur. Studierende an Hochschulen*. The scope, content and time frame of this statistical report are defined in the Law on Higher Education Statistics (*Gesetz über das Hochschulwesen, 1992*). The data are collected by the higher education institutions (public and private institutions), which in turn collect them via an enrolment form from the students. After an extensive plausibility check by the state statistical offices (*Statistische Landesämter*), the data are sent in an aggregated and anonymous form to the Federal Statistical Office (*Statistisches Bundesamt*).

Since 1975, the Federal Statistical Office has also been collecting information on German students studying abroad. The data are collected, by means of an electronic questionnaire which is based on the definitions and concepts of the annual UNESCO, OECD and EUROSTAT (UOE) data delivery, from statistics offices, government departments and other specialised agencies in the destination countries. However, this data request is only addressed to those countries for which the UOE reports at least 125 students from Germany. For the other countries, UOE data are used. The data on German study abroad students are published in the annual report *Deutsche Studierende im Ausland*.²

The Federal Statistical Office reports student (and mobility) data to UOE on an annual basis.³ Alongside data on nationality, Germany also reports data on incoming students to the UOE. In deviation from the UOE request, Germany also includes students with a stay of under one year.

1.1.2 Quality of official mobility data

The German official statistical data provide a good basis for a differentiation between 'nationality' and 'mobility'. Not only nationality but also the country of prior education (upper secondary school leaving certificate) is being recorded. This makes the distinction between foreign incoming and foreign non-mobile students possible. Foreign incoming students are students who gained their

¹ The author would like to thank Pia Brugger and her colleagues from DESTATIS for their valuable contributions with regard to this report.

² Statistisches Bundesamt 2009, *Deutsche Studierende im Ausland*. Statistischer Überblick 1998 – 2007, Wiesbaden.

³ Statistisches Bundesamt (verschiedene Jahrgänge), *Bildung und Kultur. Studierende an Hochschulen*. Fachserie 11 Reihe 4.1, Wiesbaden.

upper secondary school leaving certificate in a foreign country or at a *Studienkolleg* (preparatory colleges for foreign students). Foreign non-mobile students are students who gained their higher education entrance qualification in Germany but not at a *Studienkolleg*. Foreign students who passed an entrance examination at a German higher education institution (e.g. college of art or college of music) are classified as *Bildungsinländer* since these students have gained their higher education entrance certificate in Germany. The distinction by country of prior education is currently made only for ISCED4 5A level students. For the majority of students enrolled at ISCED level 5B, the available data are limited to nationality, except students who are enrolled at schools for public administration (*Verwaltungsfachhochschulen*).

For foreign incoming and foreign non-mobile students, the Federal Statistical Office reports data for the following descriptors: country of origin, field of study, type of higher education institution, level of study and type of study. Data on incoming mobile students reported by the Federal Statistical Office are generally highly reliable due to the plausibility checks carried out by the state statistical offices. Further, the official mobility data are very differentiated, and they allow a solid evaluation of mobility developments in higher education over time.

The Federal Statistical Office also reports the number of German mobile home-coming students. National mobile home-coming students are German students who received their upper secondary school leaving certificate in a foreign country.

As in almost every country, some slight problems ('data noise') are created by different administrative practices of individual higher education institutions (mainly relating to the classification and definition of student groups, which can result in an incorrect distinction between foreign incoming and foreign non-mobile students. We would like to stress that these are not impacting on the validity of the data set overall, but we would still want to mention some examples:

In some federal states, students enrolled in preparatory colleges for foreign students (*Studienkolleg*) are registered as (special-status) higher education students, whereas in the majority of the states, they are categorised as secondary education students. Further after graduation from the *Studienkolleg* and upon entry into ordinary tertiary institutions, the data of all former *Studienkolleg* students should be transformed into the category of foreign incoming students, as required by the higher education statistic law. However, the higher education institutions often classify them as foreign non-mobile students. As a result *Studienkolleg* graduates are sometimes classified as foreign incoming students and sometimes as foreign non-mobile students.

Problems can occur in the case of missing information on the country of prior education. Most state statistical offices classify these cases as foreign mobile students (*Bildungsausländer-Studierende*), but some as foreign non-mobile students.

All students who have to pass an entrance examination (e.g. at colleges of art and music) are classified as foreign non-mobile students upon entry to the higher education institution. This practice artificially reduces the number of foreign incoming students in these colleges and thus the overall number.

Student and mobility data of the Federal Statistical Office and of UOE are not identical in terms of the total number of all students, foreign students and foreign incoming students. One reason is the way the reporting year is defined. The Federal Statistical Office's statistics are based on a count at the beginning of the school year, whereas UOE data correspond to the year in which the school year is mainly situated. In other words, the reporting year 1998 corresponds to the academic year 1998/99 in German student statistics, but to the academic year 1997/98 in UOE statistics.

⁴ International Standard Classification of Education (ISCED). According to the International Standard Classification of Education (ISCED) 3 types of educational levels at the tertiary levels are distinguished: ISCED 5B, 5A, 6. The reported national data have to be recalculated for its publication in the UOE data files for ISCED 5B, 5A, 6.

Another explanation is that the German official student statistics do not cover the whole ISCED 5B level as it is included in the data reported by UOE. The national higher education statistics include data on students studying in 'academic oriented courses' (ISCED 5A) as well as on students studying at colleges of public administration, which belong to ISCED classification level 5B. However, ISCED level 5B also includes students at *Fachakademien*, *Schulen des Gesundheitswesens* (only 2-year programmes), *Fachschulen und Berufsakademien* and they are covered by UOE statistics. This is why the data reported in the national annual report differ from those reported by UOE.

The data on outgoing mobile students reported by the Federal Statistical Office provide a solid basis for the evaluation of the development of the number of German study abroad students over time. Data can be processed on lower structural levels compared to the highly aggregated data on study abroad students reported by UOE: the data are reported by country of destination and field of study. The publication *Deutsche Studierende im Ausland* also includes data on German study abroad students who graduated abroad. The following graduation levels are covered: bachelor, master, PhD and 'others'. Graduation data from 19 different countries were gathered in 2007/08. However, different practices of data collection in the destination countries (e.g. time of data collection, sample, inclusion or exclusion of credit mobility data, definition of higher education system) hamper the comparability of the data. It is noteworthy that by the time the data are reported, it is already two years old.⁵ The statistics include also estimated numbers. However, the Federal Statistical Office estimates that the reported data comprise around 99 percent of the German students abroad.

The countries in a position to provide the number of German students are seldom able to differentiate credit and diploma-mobile students. There is also no information about the programme levels (undergraduate, postgraduate or PhD students). Further, the Federal Statistical Office does not receive information on the duration of the stays of German study abroad students. Also, information on the status of residence for German students is scarce. Canada, for example, may report data on permanent and non-permanent residents with German nationality. Australia only may deliver data on German students abroad who have their permanent residence in Germany.

Comparing national and UOE data on German study-abroad students, it becomes clear that the numbers of UOE are higher than the ones from the Federal Statistical Office, for which we do not have a sound explanation. The Federal Statistical Office receives the data from the same source as UOE, but it uses a different questionnaire (for those countries with a German student population of over 125). For 2007/08, data on German study-abroad students were directly delivered to the Federal Statistical Office from Belgium, Denmark, Finland, Ireland, Iceland, Italy, Japan, Canada, New Zealand, Netherlands, Norway, Austria, Poland, Russia, Sweden, Switzerland, Spain, Czech Republic and Hungary. Data on the US and Australia were retrieved from the Internet. France delivered her own table (deviating from the German questionnaire) and the UK delivered only basic data. Data for the Holy See were delivered by the German Embassy.

1.2 Additional data sources

1.2.1 Collectors and collection procedures

In Germany, a variety of institutions collect and provide non-administrative data on student mobility (incoming and outgoing students and foreign nationals), amongst them *HIS (Higher Education Information System)*, *DAAD (German Academic Exchange Service)*, and the *International Centre for Higher Education Research*, at the *University of Kassel (INCHER Kassel)*. Some of these

⁵ This problem applies also to the publications of international organisations, e.g. Education at a Glance.

surveys focus on mobility for purposes of study, while others investigate mobility for a wider set of study-related purposes such as internships, language courses, summer schools, etc. Mobility related questions are also part of thematically broader surveys, such as the regular *Social Survey* the *Deutsches Studentenwerk (DSW)* conducted by HIS.⁶ In addition, statistics on outgoing ERASMUS students are collected by Germany's national agency for this programme (and reported to the European Commission).

The *Social Survey* provides survey data on foreign students in Germany and German students abroad in a separate report called 'Internationalization of higher education'.⁷ The survey is based on a random sample and conducted every three years. For the 19th edition of the Social Survey⁸ in 2009, around 16 000 students at 210 German higher education institutions provided information on stays abroad during the time since the beginning of tertiary studies. The survey covers various mobility aspects such as the motivation for study in Germany and for stays abroad as well as on mobility obstacles for both incoming and outgoing mobile students. The focus of the survey is nevertheless on the social and economic conditions of student life. The data from the Social Survey are also used for the German country profile in the EUROSTUDENT Project.

In 2008/09, INCHER Kassel conducted a survey focusing on the conditions of a successful transition between higher education and the labour market⁹. 36 000 German respondents, graduates of 48 German higher education institutions, around 1.5 years after they graduation (graduates from 2006/07 and 2007) took part in the survey. The study also observed whether international experiences (e.g. study abroad, internship, language course) benefit this transition from study to work. Since the survey covers graduates, it can claim to provide a full picture of mobility in the course of study. In addition, INCHER has carried out various evaluation studies on the ERASMUS Programme, as well as surveys among former ERASMUS students, which shed light on the professional benefits of mobility in the framework of this EU programme (e.g. *VALERA*).

Since 2001, the DAAD has been annually publishing the data report *Wissenschaft Weltoffen*.¹⁰ The report provides a sound and up-to-date statistical account of student (and staff) mobility into and out of Germany. The report contains statistics and analysis on the following areas of student mobility:

- foreign incoming students by type of higher education institutions, type of degree aimed for, and field of studies, amongst others;
- study abroad students;
- foreign and German incoming and outgoing researchers on scholarships from a German agency (e.g. DAAD, *Alexander von Humboldt-Foundation*, *Helmholtz Gesellschaft* etc.).

Wissenschaft Weltoffen uses the official student statistics of the Federal Statistical Office. On request of the DAAD, the Federal Statistical Office delivers pre-processed data to facilitate the analysis of the data by different categories.

⁶ Isserstedt, W., Middendorff, E., Kandulla, M., Borchert, L. & Leszczensky, M. 2010, *Economic and Social Conditions of Student Life in the Federal Republic of Germany*, Hannover.

⁷ Isserstedt, W., Link, J. 2008, *Internationalization of higher education. Foreign students in Germany. German students abroad., Results of the 18th Social Survey* of the Deutsches Studentenwerk (DSW) conducted by HIS Hochschul-Informationssystem, Hannover

⁸ Isserstedt, W., Kandulla, M. 2010, *Internationalization of higher education. Foreign students in Germany. German students abroad., Results of the 19th Social Survey* of the Deutsches Studentenwerk (DSW) conducted by HIS Hochschul-Informationssystem, Hannover

⁹ Schomburg, H. and Teichler, U. (eds). *Employability and Mobility of Bachelor Graduates in Europe*, EMBAC 2010 international conference 30 September – 1 October 2010 in Berlin, Kassel: International Center for Higher Education Research (INCHER).

¹⁰ DAAD (ed.) (verschiedene Jahrgänge), *Wissenschaft Weltoffen. Facts and Figures on the International Nature of Studies and Research in Germany*, Bonn.

On behalf of the DAAD, HIS has carried out an online survey on the international outgoing credit mobility of German students¹¹. For this purpose around 5 000 and 9 000 German students were surveyed in 2007 and 2009 respectively. The purpose of the study is to shed light on the nature of outgoing temporary mobility, especially on motivational aspects and obstacles. Data on German outgoing students are reported by type of higher education institution, type of degree aimed for, field of studies, duration of stay, and other descriptors. The sample covers a cross section of the student population, which implies that the reported percentage of mobile students only refers to the average of all students which are enrolled in higher education at the time of the survey.

The German national agency for the Lifelong Learning Programme in DAAD supplies to the European Commission at the end of each academic year, data on outgoing ERASMUS student mobility, which it collects by means of a standardized questionnaire from the countries' higher education institutions. As in all other countries involved in the programme, the information provided covers field of study, purpose of stay ('study' or 'internship'), level of study, gender, age and year of study at the time of mobility.

1.2.2 Quality of additional data on mobility

In general, non-administrative sources are not as comprehensive as the data reported by the Federal Statistical Office. However, they are the only data sources on incoming and outgoing credit mobility for Germany. They are also the only sources for mobility in the course of studies (official statistics provide only stock, i.e. mobility numbers at a given time), and they often explore additional aspects (social, motivational, etc). A number of them also capture mobility of a study-related sort not consisting of study (enrolment) in another country as such. They therefore complement the highly aggregated data reported in the official student statistics.

One of the great benefits of the surveys conducted by HIS and DAAD is to provide information on the motivations and obstacles of international study-related mobility both for incoming and outgoing students. Such information is not delivered through the administrative data of the Federal Statistical Office. The surveys do also provide insight on the funding and organisation of stays abroad, on the socio-economic background of students and on how they accessed information on study abroad opportunities.

Despite these strengths, each data set has its own limitations. The data sets of the 'Social Survey' as well as that of the HIS/DAAD survey supply information for 'realized' mobility at the time of the survey. Since students in these surveys are surveyed in advanced semesters before graduation, and since some mobility is likely to occur afterwards, there is almost certainly an undercount of 'real' mobility. But both studies provide an extrapolation of 'real' mobility.

In contrast to this type of study, graduate surveys, like the ones conducted by INCHER, survey graduates, who are able to inform about mobility during the entire course of study. The quoted INCHER studies also enquire into mobility in the phase following upon graduation, and between different study cycles (bachelor, master and PhD). Thus the survey gives first hints on 'gap mobility', i.e. mobility between study programmes. This is important information in the light of the discussions about the impact of the Bologna degree structure, and fears that more tightly structured degree programmes could leave less time for mobility in the course of study (but might lead to a shift in mobility between study levels).

Wissenschaft Welt uses mainly the official data of the Federal Statistical Office. The quality of these data has been described earlier (1.1.2).

¹¹ Heublein, U. and Hutzsch, C. 2009, Internationale Mobilität der deutschen Studierenden 2009. Studienbezogene Aufenthalte in anderen Ländern. Hannover.

2 Student mobility in Germany

2.1 Overview: key figures

Total enrolment and German students

According the Federal Statistical Office, 2008/09, total enrolment in German higher education institutions¹² (foreigners and Germans) at ISCED levels 5A and 5B in 2008/09 amounted to 2 025 742 students. A breakdown into ISCED 5A and 5B is not available from the German data. UOE provides such a breakdown, but we only have access to the data for the academic year 2006/07. In that year, 86% of total ISCED level 5 enrolment was at level 5A and 14% at 5B (see Table 1a). After a slight downturn in 2007/08, the overall number of students increased around 4% in 2008/09. The share of German students among all students fell continuously between 1998/99 and 2006/07 (Table 1a), but it increased slightly in 2007/08 and 2008/09. In 2008/09, the share of German students among all students in German higher education amounted to 88.2% and that of foreign nationals to 11.8% (Table 1b). The overall growth in total enrolment between 1998/99 and 2008/09 can be attributed to a rise in the number of both German and foreign students (Tables 1a and 1b).

Foreign and study abroad students

In the academic year 2008/09, the Federal Statistical Office reported a total of 239 143 foreign students in German higher education at ISCED levels 5A and 5B. The distribution of foreign students over levels 5A and 5B is available only for UOE data. In the last year for which UOE data were available (2006/07), the vast majority of all foreign students were enrolled at level 5A (95%), and only 5% at ISCED level 5B. The number of foreign students in Germany increased noticeably between 1998/99 and 2004/05, it remained static between 2004/05 and 2006/07, it even fell in 2007/08 for the first time, but it grew again in 2008/09. In 2008/09, the population of foreign students corresponded to 11.8% of the total enrolment (Table 1b). Compared to 2007/08, the total number of foreign students increased by around 2% (+ 6 000 students). In the longer period between 1998/99 and 2008/09, the number of foreign students increased by about 44%. In the period between 1998/99 and 2006/7, for which we have comparative data for all Europe 32 countries, growth was 48.4% in Germany, whereas it was 49.9% on Europe 32 average (cf. Vol. I, Chapter I).

Despite this slightly under-average growth, the share of foreign students in German higher education is high. At 11.8%, it is almost the double of the Europe 32 average of 6.9% (UOE data).

In the academic year 2008/09, almost a quarter (24.6%) of all foreign students belonged to the group of foreign non-mobile (or resident) students (absolute 58 921), i.e. foreign students who received their higher education entrance certificate in Germany. The number of foreign non-mobile students enrolled at a higher education institution in Germany increased between 1998/99 and 2005/06 (+15%), decreased until 2007/08 and increased again in 2008/09 (+6%), compared to the previous year. Total growth of foreign incoming students in the 1998/99-2007/08 period was very

¹² In the winter semester 2008/09, Germany had a total of 395 state recognised institutions of higher education (266 public, 38 church-run and 91 private), which can be classified into the following types: universities and equivalent institutions of higher education (*Universitäten*, 104), teacher training colleges (*Pädagogische Hochschulen*, 6), theological colleges (*Theologische Hochschulen*, 14), colleges of art and music (*Kunst- und Musikhochschulen*, 51), universities of applied science (*Fachhochschulen*, 190), universities of applied science in the area of public administration (*Verwaltungsfachhochschulen*, 30). Available online under:

<http://www.destatis.de/jetspeed/portal/cms/Sites/destatis/Internet/DE/Content/Statistiken/BildungForschungKultur/Hochschulen/Tabellen/Content50/HochschulenHochschularten,te mplatId=renderPrint.psm1>

low: 1 712 students, or 3%. In comparison, the growth rate of incoming students with a foreign nationality between 1998/99 and 2007/08 was 61.6%.

In the academic year 2007/08, the number of German study abroad students stood at approximately 90 300, or a ratio of 0.053 to the total number of German students in German higher education. The number of study abroad students almost doubled between 1998/99 and 2007/08 (Tables 1a and 1b). In the academic year 1998/99, 46 300 German study abroad students were registered at a foreign higher education institution, in 2007/08 this number had almost doubled, to 90 300 (Table 1a). In other words, in 2007/08, for 1 000 German students enrolled in Germany, 53 German students studied abroad (cf.: 1996/97: 26; 2000/01: 32; 2005/06: 44, 2006/07: 48). In comparative terms, i.e. measured against the average of all countries covered by this study, a study-abroad ratio is 0.053 is high (Europe 32 average ratio based on UOE data in 2006/07: 0.033) (cf. Vol. I, Chapter I).

Table 1a: Total numbers of all students, German students, foreign and incoming (genuinely mobile) students at German higher education institutions and of German students studying/going abroad, in 1998/99-2008/09

Year	Col. #	Measurements for German students in Germany		Measurements for foreign and incoming students in Germany					Measurements for German study abroad and outgoing students			
		All students at German HEIs	All German students at German HEIs	German non-mobile students at German HEIs (XXX)	All foreign students	Foreign non-mobile students (YXX)	All incoming students	Foreign incoming students (YYX)	German incoming students = returners (XYX)	All study abroad students (national at foreign HEIs)	Study abroad non-mobile students (XYX)	Outgoing students (XXY)
		1	2	3	4	5	6	7	8	9	10	11
2008/09		2 025 742	1 786 599	1 767 325	239 143	58 921	199 496	180 222	19 274		*	*
2007/08		1 941 405	1 707 799	1 689 254	233 606	55 754	196 397	177 852	18 545	90 300	*	*
2006/07		1 979 043	1 732 674	1 714 155	246 369	57 933	206 955	188 436	18 519	83 600	*	*
2005/06		1 985 765	1 737 408	1 718 784	248 357	58 907	208 074	189 450	18 624	76 700	*	*
2004/05		1 963 108	1 716 774	1 698 747	246 334	59 678	204 683	186 656	18 027	66 500	*	*
2003/04		2 019 465	1 773 329	1 754 997	246 136	65 830	198 638	180 306	18 332	65 600	*	*
2002/03		1 938 811	1 711 785	1 694 153	227 026	63 813	180 845	163 213	17 632	58 700	*	*
2001/02		1 868 229	1 662 088	1 644 136	206 141	63 355	160 738	142 786	17 952	53 400	*	*
2000/01		1 798 863	1 611 836	1 595 704	187 027	61 313	141 846	125 714	16 132	52 200	*	*
1999/00		1 770 489	1 595 424	1 578 794	175 065	62 182	129 513	112 883	16 630	49 000	*	*
1998/99		1 800 651	1 634 657	1 619 957	165 994	57 209	123 485	108 785	14 700	46 300	*	*

Notes:

1) All incoming students were summed up by the number of foreign incoming students and German mobile home-coming students. The data for both categories are published in two data sets by the Federal Statistical Office (see Footnote 23).

2) German mobile home-coming students are Germans who received their upper secondary school certificate in a foreign country and returned to Germany in order to study. The respective data are published in the data set on *Internationale Studierende* in contrast to foreign incoming students.

Legend for column descriptors: XXX refers to the route of study of the student, i.e. citizenship in country X, prior education in country X, studies in country X

Legend for data: * = no data

Source: Federal Statistical office (Destatis)

Table 1b: Share of German, foreign and incoming students amongst all students at German higher education institutions and ratio of German study abroad students to all German students in Germany, in 1998/99-2008/09

Year	Col. #	Measurements for German students in Germany		Measurements for foreign and incoming students in Germany					Measurements for German study abroad and outgoing students			
		ALL students at German HEIs	All German students at German HEIs	German non-mobile students at German HEIs (XXX)	ALL foreign students	Foreign non-mobile students (YXX)	ALL incoming students	Foreign Incoming students (YYX)	German incoming students = returners (XYX)	Ratio: German study abroad students : German students at home	Study abroad non-mobile students (XYX)	Outgoing students (XXY)
		1	2	3	4	5	6	7	8	9	10	11
2008/09	-	88.2%	87.2%	11.8%	2.9%	9.8%	8.9%	1.0%	*	*	*	
2007/08	-	88.0%	87.0%	12.0%	2.9%	10.1%	9.2%	1.0%	0.053	*	*	
2006/07	-	87.6%	86.6%	12.4%	2.9%	10.5%	9.5%	0.9%	0.048	*	*	
2005/06	-	87.5%	86.6%	12.5%	3.0%	10.5%	9.5%	0.9%	0.044	*	*	
2004/05	-	87.5%	86.5%	12.5%	3.0%	10.4%	9.5%	0.9%	0.039	*	*	
2003/04	-	87.8%	86.9%	12.2%	3.3%	9.8%	8.9%	0.9%	0.037	*	*	
2002/03	-	88.3%	87.4%	11.7%	3.3%	9.3%	8.4%	0.9%	0.034	*	*	
2001/02	-	89.0%	88.0%	11.0%	3.4%	8.6%	7.6%	1.0%	0.032	*	*	
2000/01	-	89.6%	88.7%	10.4%	3.4%	7.9%	7.0%	0.9%	0.032	*	*	
1999/00	-	90.1%	89.2%	9.9%	3.5%	7.3%	6.4%	0.9%	0.031	*	*	
1998/99	-	90.8%	90.0%	9.2%	3.2%	6.9%	6.0%	0.8%	0.028	*	*	

Legend for column descriptors: XXX refers to the route of study of the student, i.e. citizenship in country X, prior education in country X, studies in country X

Legend for data: * = no data

Source: Federal Statistical office (Destatis)

Incoming and outgoing students

In the academic year 2008/09, 180 222 foreign incoming students (country of prior education) were enrolled in German higher education (Table 1a). The total number of incoming students in the same year amounted to 199 496, for there were an additional 19 274 incoming German (homecoming) students.¹³

The number of foreign incoming students increased around 73% between 1998/99 and 2005/06, but decreased around 4% between 2005/06 and 2008/09. The total increase between 1998/99 and 2008/09 amounted to 65.7%. In contrast, the number of German mobile home-coming students increased in every year between 1998/99 and 2008/09, with the overall rise in this period reaching 31% (Table 1b).

¹³ The data on foreign mobile and national home-coming mobile students originate from two different data sets which are reported by the Federal Statistical Office on incoming students in Germany. The number on foreign incoming students comes from the data set on foreign students differentiated in foreign mobile and foreign non-mobile students, which is the most cited source for administrative data on foreign incoming students in Germany (e.g. WWO). A second data set published by the Federal Statistical Office refers to *Internationale Studierende*, which differentiates between foreign mobile and national home-coming students. Only this data set includes data on national mobile home-coming students and it is therefore used within the overview table. Thus the total number of incoming students is derived from numbers coming from two different data sources (i.e. based on own calculations) and therefore cannot be found in other sources.

In 2008/09, foreign incoming students represented 8.9% of the total student population. German home-coming students made up 1% of the total enrolment (Table 1b). Like all other countries in this study, Germany does not have information on the full extent of outgoing mobility.

Mobility balance

Based on the nationality criterion, Germany had almost three times as many foreign students as German nationals studying abroad in 2007/08 (see Table 2). In 2007/08, the ratio was 100:39, which is the highest reached in the period since 1998/99. Increase, though, has not been linear. The overall rise in the ratio value is a result of a steeper rise in numbers of study abroad students than of foreign students enrolled in Germany in the period between 1998/99 and 2007/08 (95.0% vs. 61.5%).

Table 2: Ratios of foreign students in Germany to German study abroad students, and of incoming students to outgoing students

Year	Foreign students	Study abroad students	Ratio	Incoming students	Outgoing students	Ratio
	Abs.	Abs.		Abs.	Abs.	
2008/09	239 143	*	n.a.	199 496	*	*
2007/08	233 606	90 300	100:39	196 397	*	*
2006/07	246 369	83 600	100:34	206 955	*	*
2005/06	248 357	76 700	100:31	208 074	*	*
2004/05	246 334	66 500	100:27	204 683	*	*
2003/04	246 136	65 600	100:27	198 638	*	*
2002/03	227 026	58 700	100:26	180 845	*	*
2001/02	206 141	53 400	100:26	160 738	*	*

Source: Destatis

2.2 Student mobility trends

2.2.1 Student inflows

Types of mobility (degree vs. credit)

As shown in section 2.1.1, the number of incoming diploma students (foreign and German-homecomings students combined) increased around 61.5% between 1998/99 and 2008/09. In the academic year 2008/09, every tenth student in German higher education was incoming mobile (Table 1b)

There was also growth in incoming credit mobility, though less (see Table 3). Between 1998/99 and 2008/09, there was an increase of 4 782 students, from 12 940 to 17 722, which represents about 36.9%. Growth reached a peak in 2006/07 and has since slightly reverted. These figures relate only to ERASMUS stays for the purpose of study. Since 2007/08, ERASMUS has also funded placements, which were earlier part of the LEONARDO da VINCI Programme. The figure in 2008/09 was 4 217. The increase in ERASMUS numbers programme-wide (in all countries

involved) between 1998/99 and 2008/09 was – for study only – 72.4% (from 97 571 to 168 193), and thus considerably higher than in Germany.

Table 3: Incoming ERASMUS students in Germany by country of home institution, in 1998/99, 2002/03, 2006/07, and 2008/09

Year	1998/99		2002/03		2006/07		2008/09		Increase/ decrease 1998/99 - 2008/09	
	Abs.	% of all	Abs.	% of all	Abs.	% of all	Abs.	% of all	Abs.	%
AT Austria	195	2%	275	2%	254	1%	793	4%	598	307%
BE Belgium	425	3%	343	2%	335	2%	392	2%	-33	-8%
BG Bulgaria	0	0%	189	1%	190	1%	303	1%	303	*
CY Cyprus	9	0%	4	0%	3	0%	7	0%	-2	-22%
CZ Czech Republic	238	2%	821	5%	1 020	6%	972	4%	734	308%
DE Germany - host country										
DK Denmark	297	2%	281	2%	309	2%	367	2%	70	24%
EE Estonia	0	0%	37	0%	73	0%	83	0%	83	*
ES Spain	2 106	16%	2 441	15%	2 411	13%	2 990	14%	884	42%
FI Finland	620	5%	561	3%	593	3%	645	3%	25	4%
FR France	2 617	20%	2 819	17%	2 800	16%	3 412	16%	795	30%
GR Greece	231	2%	336	2%	329	2%	378	2%	147	64%
HU Hungary	243	2%	497	3%	751	4%	954	4%	711	293%
IE Ireland	384	3%	336	2%	253	1%	252	1%	-132	-34%
IS Iceland	13	0%	19	0%	16	0%	21	0%	8	62%
IT Italy	1 629	13%	1 895	12%	1 708	10%	1 836	8%	207	13%
LI Liechtenstein	0	0%	0	0%	6	0%	1	0%	1	*
LT Lithuania	0	0%	248	2%	316	2%	308	1%	308	*
LU Luxembourg	2	0%	15	0%	82	0%	186	1%	184	9 200%
LV Latvia	0	0%	86	1%	168	1%	192	1%	192	*
MT Malta	0	0%	2	0%	6	0%	3	0%	3	*
NL The Netherlands	488	4%	407	3%	375	2%	674	3%	186	38%
NO Norway	175	1%	161	1%	197	1%	181	1%	6	3%
PL Poland	500	4%	1 682	10%	2 384	13%	2 237	10%	1 737	347%
PT Portugal	243	2%	300	2%	188	1%	222	1%	-21	-9%
RO Romania	240	2%	426	3%	440	2%	478	2%	238	99%
SE Sweden	651	5%	447	3%	394	2%	398	2%	-253	-39%
SI Slovenia	0	0%	100	1%	153	1%	168	1%	168	*
SK Slovakia	19	0%	181	1%	218	1%	266	1%	247	1 300%
TR Turkey	0	0%	0	0%	904	5%	1 556	7%	1 556	*
UK United Kingdom	1 615	12%	1 204	7%	1 010	6%	1 657	8%	42	3%
Total	12 940	100%	16 113	100%	17 886	100%	21 932	100%	8 992	69%

Source: European Commission

DAAD-funded mobility

ERASMUS is not the only programme funding the mobility of foreign students into Germany. DAAD is one of the many, though by far the largest, provider of mobility scholarships for incoming students in Germany. Looking only at the subset of DAAD programmes which fund mobility of a duration of at least one semester, Germany funded the study of 19 857 incoming mobile students and graduates in 2008/09 (on a basis of a wider definition and including shorter stays, the number goes up to 32 681). It must be stressed, though, that some DAAD programmes fund students over a number of years, so it is not possible to add up annual figures. It is also possible, indeed likely, that some or all of the multi-annual scholarship holders of DAAD are included in the national statistics, since these should include students enrolled for a full year or more.

Countries of origin

Table 4 gives an overview of foreign incoming students' major countries of prior education in the academic year 2008/09. The single largest group of foreign incoming students in Germany is that of Chinese students (12.8%), followed by Russian and Polish students (5.4% and 5.2%). Added up, these three nationalities account for over one fifth of all foreign incoming students in Germany. In comparison to other countries covered in this study, Germany has a remarkably high share of students from Central and Eastern Europe.

The total of students from the top ten countries of origin of foreign incoming students in Germany amounts to 48%. This implies that the body of foreign incoming students in Germany is rather heterogeneous, in that it comprises many small groups of foreign students from a variety of countries, also and especially from outside Europe (Table 4). The EU share amongst students from top 10 countries is low.

Table 4: Major countries of origin of incoming students (Top 10), in 2008/09

Rank	Country of origin	Abs.	as % of all foreign students
1	China	23 140	12.8%
2	Russia	9 740	5.4%
3	Poland	9 401	5.2%
4	Bulgaria	9 162	5.1%
5	Turkey	6 711	3.7%
6	Ukraine	6 324	3.5%
7	Morocco	5 970	3.3%
8	Austria	5 465	3.0%
9	Cameroon	5 363	3.0%
10	France	5 213	2.9%
Total (Top ten)		86 489	48.0%
Total foreign incoming students		180 222	100%

Source: Destatis

For country comparisons, we have to turn back to UOE nationality-based data (of 2006/07), since they are the only source with internationally comparable data. UOE data show that 50.2% of all foreign students in German higher education came from one of the top ten countries in 2006/07.

This is somewhat lower than the average of Europe 32 countries, which stands at 54.3%. This confirms that the concentration of countries of origin in Germany is slightly lower than elsewhere.

According to the Federal Statistical Office, the biggest absolute change between 1998/99 and 2008/09 has been with foreign incoming students who are Chinese (+18,086), Bulgarian (+7,140), Indian (+2,614) and Mexican citizens (+1,211). The biggest percentage increases of foreign incoming students were recorded in the cases of Indians (420.3%), Mexicans (371.5%), Chinese (357.9%), Bulgarians (353.1%), and Romanians (178.8%). However, in line with the slight downturn of the total of incoming students from all countries between 2006/07 and 2008/09, the peak was reached in most of these cases in 2006/07 (see Table 5).

Generally, Germany experienced overall growth in the period 1998/99 to 2008/09 in the inflow of students from all regions outside the Europe 32 area. Countries of origin with a decrease were exclusively in the Europe 32 region. The highest percentage drop was recorded with students from Iceland (-63.7%), Greece (-43.2%), Sweden (-42.2%), the UK (-37.4%), Ireland (-33.1%), and Finland (-30.9%), although absolute numbers in all of these cases were low (Table 5).

Table 5: Foreign incoming students in Germany by country of prior education, in 1998/99, 2002/03, 2006/07 and 2008/09)

Country of prior education	1998/99	2002/03	2006/07	2008/09	Decrease/Increase 1998/99 – 2008/09
<i>Europe 32 countries</i>					
AT Austria	3 557	4 231	4 460	5 465	53.6%
BE Belgium	720	740	744	737	2.4%
BG Bulgaria	2 022	9 499	11 816	9 162	353.1%
CH Switzerland	1 104	1 280	1 600	1 767	60.1%
CY Cyprus	151	184	212	212	40.4%
CZ Czech Republic	934	1 986	1 887	1 574	68.5%
DE Germany - host country					
DK Denmark	480	488	375	346	-27. %9
EE Estonia	251	572	671	580	131.1%
ES Spain	3 421	4 179	3 707	3 702	8.2%
FI Finland	958	818	730	662	-30.9%
FR France	5 449	5 495	5 206	5 213	-4.3%
GR Greece	3 870	3 292	2 447	2 200	-43.2%
HU Hungary	1 881	2 667	2 041	1 827	-2.9%
IE Ireland	481	417	343	322	-33.1%
IS Iceland	193	122	88	70	-63.7%
IT Italy	3 376	3 827	3 469	3 655	8.3%
LI Liechtenstein	10	13	20	23	130.0%
LT Lithuania	503	1 338	1 509	1 217	141.9%
LU Luxembourg	1 247	1 779	2 252	2 529	102.8%
LV Latvia	315	719	743	633	101.0%
MT Malta	22	22	16	20	-9.1%

Country of prior education	1998/99	2002/03	2006/07	2008/09	Decrease/Increase 1998/99 – 2008/09
NL The Netherlands	917	816	727	734	-20.0%
NO Norway	876	753	529	437	-50.1%
PL Poland	5 805	10 284	11 651	9 401	61.9%
PT Portugal	410	554	443	492	20.0%
RO Romania	1 105	3 024	3 749	3 081	178.8%
SE Sweden	816	646	552	472	-42.2%
SI Slovenia	122	211	261	258	111.5%
SK Slovakia	560	1 356	1 441	1 121	100.2%
TR Turkey	6 306	5 728	7 180	6 711	6.4%
UK United Kingdom	1 693	1 327	1 085	1 060	-37.4%
Total Europe 32 countries	49 555	68 367	71 954	65 683	32.5%
<u>Other countries and regions</u>					
Other European Countries	10 029	18 060	22 889	21 733	116.7%
... including Russian Federation	4 280	8 113	9 951	9 740	127.6%
Northern America	3 273	3 217	3 413	3 615	10.4%
... including United States of America	2 921	2 796	2 898	3 080	5.4%
Latin America and the Caribbean	4 282	5 967	7 940	8 672	102.5%
... including Mexico	326	697	1 360	1 537	371.5%
... including Brazil	1 178	1 407	1 875	2 089	77.3%
Africa	14 460	19 246	20 781	20 049	38.7%
Asia	26 129	47 467	60 690	58 520	124.0%
... including China	5 054	19 374	25 651	23 140	357.9%
... including India	622	2 920	3 431	3 236	420.3%
... including Japan	1 587	1 942	1 995	1 765	11.2%
Oceania	213	278	352	361	69.5%
Total other countries and regions	58 386	94 235	116 065	112 950	93.5%
Unknown	844	611	417	1 589	88.3%
Total incoming students	108 785	163 213	188 436	180 222	65.7%

Notes: Remaining America has been put to South America. Stateless was put to unknown.

Source: Destatis

The data on ERASMUS mobility into Germany display a different pattern, since the programme allows flows only between 31 eligible countries (see Table 3). France, Spain, Poland, Italy and UK sent the main share of ERASMUS students to Germany. Taken together, these countries account for more than half of all ERASMUS students in Germany. Considerable numbers of incoming ERASMUS students also came from Turkey. Over one fifth of incoming ERASMUS students came from Eastern or South eastern European countries.

Fields of study

Table 7 gives an overview on the distribution of foreign incoming students and all students across different fields of study. The largest single disciplinary group amongst foreign incoming students is from the social sciences, business and law (25.9%), followed by engineering, manufacturing and construction (20.5%), humanities and arts (20.4%) and science (16.4%). Compared to shares in total enrolment, the shares of students in engineering, manufacturing and construction as well as in the humanities and arts are considerably higher among foreign students.

Comparisons with the subject area distribution in other countries are only possible on the basis of UOE data (for 2006/07), which capture foreign nationality students. In the UOE data set, the largest single group of foreign students in Germany is enrolled in social sciences, business and law (27.2%), which is also the case in the vast majority of Europe 32 countries. However, the share of this subject group in other Europe 32 countries is, on average, much higher (34%) than in Germany (cf. Vol. I, Chapter I). The second largest disciplinary group of foreign students in Germany, with a percentage share of 19.7, are the humanities and arts (above the Europe 32 average of 15.9%), closely followed by engineering, manufacturing and construction (18.8%, above the Europe 32 average of 13.9%). Only Liechtenstein (29.7%), Finland (24.6%), Sweden (23.7%), Denmark (19.9%) and Bulgaria (19.8%) have a larger share of foreign students in this subject area.

Table 6: Distribution of foreign incoming and all students across fields of study, in 2008/09

Rank	Field of study	Foreign incoming students	% foreign incoming mobile	% of all students
1	Social sciences, business and law	46 723	25.9	28.9%
2	Engineering, manufacturing and construction	36 964	20.5	15.9%
3	Humanities and arts	36 768	20.4	16.7%
4	Science	29 491	16.4	17.1%
5	Health & welfare	12 852	7.1	9.2%
6	Education	10 951	6.1	7.8%
7	Agriculture	3 004	1.7	1.5%
8	Services	2 738	1.5	2.9%
9	Unknown/not specified	731	0.4	0.1%
Total		180 222	100.0	100.0%

Source: Destatis

Types of higher education institutions

Table 7 shows the distribution of foreign incoming students and all students across the different types of higher education institutions in Germany.

Almost three quarters of foreign incoming students are enrolled at universities, slightly under a quarter in *Fachhochschulen* (universities of applied science). This is no surprise, since universities and universities of applied sciences also lead in total enrolment. However, the share of incoming students in the university sector exceeds this sector's share of total enrolment (73.2% vs. 66.3%), while the foreigners' share in the *Fachhochschul* segment is below this sector's share of total enrolment (22.8% vs. 29.7%). In other words, the universities are comparatively more successful in attracting foreign incoming students than the *Fachhochschulen*. In this respect, the colleges of music and art stand out: their share of incoming foreigners is more than double as high as their share of

total enrolment (3.4% vs. 1.6%). The schools of art and music have traditionally been a magnet for foreign students, in Germany, but also in other European countries.

What is not visible from Table 7, but from data available to us, is that the *Fachhochschulen* are catching up in terms of incoming students with a foreign nationality over time. While the number of incoming foreign students has stagnated at universities for some years, numbers in the *Fachhochschulen* sector have continuously risen recently.

Table 7: Distribution of foreign incoming students and all students across types of higher education institutions, in 2008/09

Type of institution	Foreign incoming mobile Abs.	% foreign incoming mobile	All students Abs.	% all students
University	131 943	73.2%	1 343 278	66.3%
Colleges of art and music	6 201	3.4%	31 565	1.6%
Universities of applied science	41 040	22.8%	600 568	29.7%
Colleges of public administration	87	0.0%	27 247	1.3%
Total students	180 222	100.0%	2 025 307	100.0%

Source: Destatis, HIS

Levels of programme

Table 8 displays the distribution of foreign incoming students and total enrolment over different levels of programs in 2008/09.

The majority of enrolments, of all students as well as of incoming students with a foreign nationality, is still in pre-Bologna single-cycle long programmes, which underscores the slow pace of the transition to the Bologna degree architecture in Germany¹⁴. However, the share of foreign students is slightly lower in these ‘traditional’ programmes (51.4% vs. 54.4%). At the master level, the share of incoming students is three times as high as in total enrolment (13.6% vs. 4.5%). 9.9% of all foreign incoming students are enrolled in PhD programmes, i.e. more than double as high a share as that of total enrolment. The relationship is the opposite at the bachelor level, where 36.8% of all students are enrolled, but only 25.1% of foreign incoming students.

Table 8: Distribution of foreign incoming and all students by programme level, 2008/09

Level of programme	Foreign incoming students Abs.	% of all foreign incoming students	All students Abs.	% of all students
Bachelor	45 200	25.1%	745 209	36.8%
Masters	24 554	13.6%	91 004	4.5%
PhD	17 845	9.9%	88 152	4.4%
Other	92 623	51.4%	1 100 942	54.4%
Total	180 222	100.0%	2 025 307	100.0%

Source: Federal Statistical Office (Destatis), HIS

¹⁴ This is somewhat surprising given the fact that three quarters of all programmes in German higher education in the year 2008/09 were Bachelors or Masters. Cf. HRK (2008), *Statistische Daten zur Einführung von Bachelor- und Masterstudiengängen. Wintersemester 2008/2009. Statistiken zur Hochschulpolitik* 3/2008.

Gender

Overall, slightly more female than male foreign incoming students were registered in German higher education 2008/2009 (49% vs. 51%). There are some remarkable country differences. Whereas the proportion of female students among foreign incoming students from eastern European countries is two thirds or higher, the share of male foreign incoming students from Austria, Turkey, Mexico, the Northern African countries and India is significantly higher than the proportion of female students coming from these countries (see Table 9).

Table 9: Foreign incoming students by gender, 2008/09

Country of origin	2008/09	Male total	% of male of all students	Female total	% of female of all students
<u>Europe 32 countries</u>					
AT Austria	5 465	3 345	61%	2 120	39%
BE Belgium	737	395	54%	342	46%
BG Bulgaria	9 162	3 266	36%	5 896	64%
CH Switzerland	1 767	910	51%	857	49%
CY Cyprus	212	96	45%	116	55%
CZ Czech Republic	1 574	511	32%	1 063	68%
DE Germany - host country	*	*	*	*	*
DK Denmark	346	147	42%	199	58%
EE Estonia	580	126	22%	454	78%
ES Spain	3 702	1 707	46%	1 995	54%
FI Finland	662	221	33%	441	67%
FR France	5 213	2 230	43%	2 983	57%
GR Greece	2 200	1 126	51%	1 074	49%
HU Hungary	1 827	604	33%	1 223	67%
IE Ireland	322	127	39%	195	61%
IS Iceland	70	25	36%	45	64%
IT Italy	3 655	1 579	43%	2 076	57%
LI Liechtenstein	23	8	35%	15	65%
LT Lithuania	1 217	224	18%	993	82%
LU Luxembourg	2 529	1 439	57%	1 090	43%
LV Latvia	633	121	19%	512	81%
MT Malta	20	7	35	13	65%
NL The Netherlands	734	429	58%	305	42%
NO Norway	437	186	43%	251	57%
PL Poland	9 401	2 158	23%	7 243	77%
PT Portugal	492	224	46%	268	54%
RO Romania	3 081	924	30%	2 157	70%
SE Sweden	472	213	45%	259	55%
SI Slovenia	258	103	40%	155	60%
SK Slovakia	1 121	292	26%	829	74%
TR Turkey	6 711	4 374	65%	2 337	35%
UK United Kingdom	1 060	492	46%	568	54%
Total Europe 32 countries	65 683	27 609	42%	38 074	58%
<u>Other countries and regions</u>					
Other European Countries	21 733	5 496	25%	16 237	75%
... including Russian Federation	9 740	2 071	21%	7 669	79%
Northern America	3 615	1 817	50%	1 798	50%

Country of origin	2008/09	Male total	% of male of all students	Female total	% of female of all students
... including United States of America	3 080	1 581	51%	1 499	49%
Latin America and the Caribbean	8 672	4 459	51%	4 213	49%
... including Mexico	1 537	942	61%	595	39%
... including Brazil	2 089	1 026	49%	1 063	51%
Africa	20 049	15 420	77%	4 629	23%
Asia	58 520	31 927	55%	26 593	45%
... including China	23 140	11 820	51%	11 320	49%
... including India	3 236	2 418	75%	818	25%
... including Japan	1 765	606	34%	1 159	66%
Oceania	361	174	48%	187	52%
Total other countries and regions	112 950	59 293	52%	53 657	48%
Unknown	1 589	893	56%	696	44%
Total foreign students	180 222	87 795	49%	92 427	51%

Source: Destatis

2.2.2 Student outflows

Types of mobility (degree vs. credit)

In section 2.1.1 the development of outgoing diploma mobile students (i.e. study abroad students) was shown (Table 1a). The number of study abroad students almost doubled between 1998/99 and 2007/08 and accounted for 90 300 in 2007/08. In the academic year 2007/08, the ratio of study abroad students to of all German students enrolled in German higher education was 0.053 (Table 1b).

For outgoing study-related mobility (which covers, alongside stays for the purpose of study, also internships, summer and language courses), we have data from various sources, such as the 'Social Survey', DAAD/HIS and INCHER (the latter for graduate surveys). On outgoing credit mobility, the ERASMUS data are used in this study.

Outgoing mobility in the ERASMUS Programme increased by around 90% in the period between 1998/99 and 2008/09 (Table 10). Part of this rise is due to the inclusion of 4 487 students on an internship, which were in earlier years part of the LEONARDO da VINCI Programme (but not in ERASMUS). The number of 4 487 in 2008/09 constituted a very significant rise of 64% over the previous year. However, in parallel the number of outgoing ERASMUS students who studied abroad has slightly decreased since 2006/07. Outgoing ERASMUS students correspond to 1.6% of all German students enrolled in Germany (cf. Vol. I, Chapter II).

Table 10: German students going abroad through the ERASMUS Programme by country of destination in 1998/99, 2002/03, 2006/07, and 2008/09

Year	1998/99		2002/03		2006/07		2008/09		Increase/ decrease 1998/99 - 2008/09	
	Abs.	% of all	Abs.	% of all	Abs.	% of all	Abs.	% of all abroad	Abs.	%
AT Austria	255	2%	354	2%	440	2%	719	3%	464	182%
BE Belgium	251	2%	281	2%	326	1%	502	2%	251	100%
BG Bulgaria	0	0%	15	0%	20	0%	51	0%	51	*
CY Cyprus	1	0%	9	0%	30	0%	27	0%	26	2 600%
CZ Czech Republic	46	0%	176	1%	345	1%	404	1%	358	778%
DE Germany - home country										
DK Denmark	241	2%	340	2%	575	2%	726	3%	485	201%
EE Estonia	0	0%	33	0%	76	0%	99	0%	99	*
ES Spain	2 278	15%	3 894	21%	5 121	21%	5 666	20%	3 388	149%
FI Finland	439	3%	827	4%	1 106	5%	1 179	4%	740	169%
FR France	2 890	20%	3 550	19%	4 319	18%	4 818	17%	1 928	67%
GR Greece	161	1%	169	1%	197	1%	213	1%	52	32%
HU Hungary	47	0%	149	1%	312	1%	388	1%	341	726%
IE Ireland	678	5%	826	4%	869	4%	1 072	4%	394	58%
IS Iceland	16	0%	39	0%	95	0%	95	0%	79	494%
IT Italy	1 142	8%	1 498	8%	1 824	8%	1 750	6%	608	53%
LI Liechtenstein	0	0%	0	0%	9	0%	7	0%	7	*
LT Lithuania	0	0%	29	0%	66	0%	120	0%	120	*
LU Luxembourg	3	0%	1	0%	11	0%	50	0%	47	1 567%
LV Latvia	0	0%	19	0%	61	0%	74	0%	74	*
MT Malta	0	0%	25	0%	41	0%	80	0%	80	*
NL The Netherlands	800	5%	857	5%	764	3%	935	3%	135	17%
NO Norway	233	2%	390	2%	715	3%	863	3%	630	270%
PL Poland	51	0%	219	1%	669	3%	654	2%	603	1 182%
PT Portugal	142	1%	271	1%	368	2%	428	2%	286	201%
RO Romania	15	0%	21	0%	76	0%	85	0%	70	467%
SE Sweden	858	6%	1 336	7%	1 989	8%	2 275	8%	1 417	165%
SI Slovenia	0	0%	11	0%	71	0%	72	0%	72	*
SK Slovakia	5	0%	18	0%	47	0%	54	0%	49	980%
TR Turkey	0	0%	0	0%	337	1%	639	2%	639	*
UK United Kingdom	4 148	28%	3 137	17%	3 005	13%	3 849	14%	-299	-7%
Total	14 700	100%	18 494	100%	23 884	100%	27 894	100%	13 194	90%

Source: European Commission

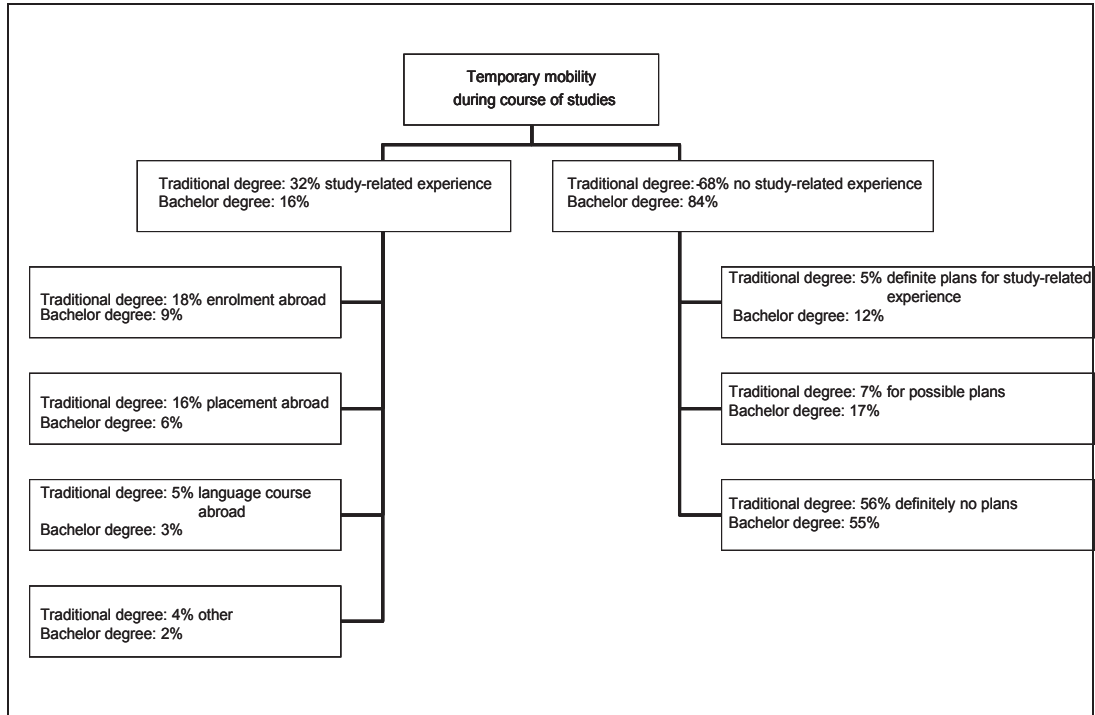
According to the 'Social Survey' of 2009, almost one third (32%) of all students in advanced¹⁵ semesters (enrolled in traditional single-cycle courses) had spent a study-related stay abroad.¹⁶ 18% of those had been enrolled for study at a higher education institution; 16% had undertaken an internship in a foreign country. Smaller groups - of 5% and 6% respectively - attended a language course or had been abroad for other study-related activities (see Figure 1). Most of those students who had not yet been abroad did not rule out a future study-related stay in a foreign country (12%), and 5% had definite plans for such a stay. Assuming that these 5% actually did go abroad later, the total share of students (in long pre-Bologna degrees) with a study-related stay abroad would have been at 37%.

The picture is different for bachelor students – at first glance, anyway. 16% of all bachelor students in advanced semesters had been abroad for study-related reasons. 9% of those had enrolled in study programmes abroad, 6% had undertaken an internship, and 5% had been abroad for some other activities. In addition, there were 12% who had already prepared a stay abroad, or had definite plans for such a stay. This would bring up the share of bachelor students with an experience abroad to 28%, which is 9% less than for students in the long pre-Bologna degrees. To conclude from this that the study and experience rates abroad under the Bologna degree architecture are lower than under the traditional degrees would be daring (not to say, wrong). In order to compare properly, one would have to add up numbers (and percentages) in bachelor and master studies. One might also need to include mobility between the cycles (bachelor and master) in the comparison.

¹⁵ In order to describe to which extent German students have gained international experience HIS calculates the quota of students who have been abroad until they have been surveyed among all students in German higher education (first enrolment, national and foreign non-mobile students). Further, only students in upper semesters are taken into account in order to draw a more adequate picture on how many students have gained international experience at the end of their studies. The changes of the study structure in the course of the Bologna Process caused a considerable reduction of the time for completing a first degree (i.e. bachelor programme). HIS bypassed this development while calculating the number of students in upper semesters separately for students in the traditional long cycles and in the bachelor courses. According to HIS the term upper semester refers to 9th-14th semester for students studying at universities and 7th to 11th semester for students studying at universities of applied science (students in the traditional long cycle studies). Students enrolled in bachelor programmes in advanced semesters are defined as those in the 5th to 10th semester.

¹⁶ According to INCHER 24% of the bachelor students who graduated in 2008 have been temporarily abroad for study-related reasons within the course of study. This is true for 37% of the master students who graduated in 2008, 40% of the diploma graduates and 46% of magister graduates. According to the DAAD/HIS mobility study, 26% of all students who have been enrolled in German higher education in 2008/09 have been international mobile. 40% already prepared or definitively planned a study-related stay abroad in the future. 34% rejected to become international mobile in the future.

Figure 1: Outgoing students as a percentage of all students by type of mobility



Source: 19th Social Survey (2009)

This is confirmed by the already mentioned INCHER study, the methodology of which differs from that of the 'Social Survey' (or EUROSTUDENT) in a number of ways. Most importantly, it is based on a graduate survey, i.e. it can measure (and does not need to extrapolate) the real extent of mobility in the course of study. According to the INCHER study,

- In the *Fachhochschulen* sector, the mobility of bachelor students is even higher than that of traditional *Fachhochschul-Diplom* students
- In the university sector, the bachelor students who leave for employment after the award of a bachelor's degree indeed study abroad less often than graduates of traditional university degree (16% vs. 19%). But assuming that three quarters of university bachelor students continue study at the master level and that about two thirds of the mobile master students have not been mobile on the bachelor level, we might estimate that 8-9% of the bachelor graduates will be mobile at the master level. Thus, we estimate that 24% to 25% (16% plus 8-9%) of all bachelor graduates will eventually become internationally mobile under the new bachelor-master degree architecture.

Table 11: International mobility in the course of study of graduates from German institutions of higher education in 2007 and 2008, by type of higher education institution and study programme (percentages)

Type of HEIs and degree	Study or other related activities abroad	Among them: study abroad
<i>University of applied sciences</i>		
Bachelor	27%	14%
Traditional degree	20%	9%
Master	22%	9%
<i>University</i>		
Bachelor	28%	16%
Traditional degree	37%	19%
Master	35%	17%

Source: Adapted from Schomburg, H. Country Report on Employability and Mobility of Bachelor Graduates in Germany. In: Schomburg, H. and Teichler, U. (eds). *Employability and Mobility of Bachelor Graduates in Europe: EMBAC 2010*. Kassel: International Centre for Higher Education Research Kassel, 2008, mimeo., p. 210.

DAAD scholarships

As mentioned earlier (2.2.1), the DAAD offers a wide range of additional programmes which fund the study abroad of German nationals. In 2008/09, DAAD funded 16 824 German students and graduates in its 'individual' scholarship programmes. 52% of these scholarship holders went abroad for a period of at least three months.

Countries of destination

Study abroad students from Germany choose the major Western European higher education systems for their studies as well as the US and Australia (Table 12). The preferred countries of destination are, in this order; the United Kingdom (20%), the Netherlands (16%), Austria (14%), Switzerland (11%) and the US (10%). Almost two thirds of all German study abroad students went to one of these five countries.

It is interesting to compare the major destinations of study abroad, which is degree mobility, with the destination patterns of ERASMUS (credit mobility). In ERASMUS, Spain is the favourite destination country of German students (and of all ERASMUS students across countries as well), followed by France and the UK. Austria and the Netherlands, major destinations of German study abroad students, play no major quantitative role in ERASMUS. In most countries, the ERASMUS numbers are below the study abroad numbers, as was to be expected. The relationship is 3 005:17 254 for the UK, 764:13 990 for the Netherlands and 440:12 386 for Austria, the three leading destination countries for German study abroad students. But it is inverse in the case of Spain, where there are 5 121 ERASMUS students compare with 1 854 study abroad students. Once again, this underlines that credit mobility in general and ERASMUS in particular is governed by other forces than diploma mobility.

Generally, the concentration of study abroad in (western) European countries is quite typical of the Europe 32 countries. The UK attracts high numbers of students from almost every source country. Switzerland and Austria share a common language with Germany, and also provide access to students in subject areas where Germany has capacity limits (medicine in Austria). The Netherlands has the biggest supply of English-taught programmes in Europe (outside of English-speaking countries) and has heavily invested in marketing their higher education offers – also, and particularly, in Germany.

Table 12: Top ten countries of destination of German study abroad students, in 2006/07

Rank	Country of destination	Abs.	% of all study abroad students
1	United Kingdom	17 254	20.0%
2	Netherlands	13 990	16.2%
3	Austria	12 386	14.3%
4	Switzerland	9 770	11.3%
5	United States	8 847	10.2%
6	France	6 947	8.0%
7	Sweden	3 301	3.8%
8	Italy	2 067	2.4%
9	Australia	1 866	2.2%
10	Spain	1 854	2.1%
Top ten		78 282	90.5%
All study-abroad students		86 476	100.0%

Note: 1) It has to be noted that there are major differences between the number of study abroad students by country of destination reported by Destatis and by UOE. According to Destatis in 2007/08 the Netherlands has been the most popular country of destination for German students (16.550) followed by Austria (14.789) and the UK (11.670). Here we use UOE data since Destatis does not cover all countries of the present study.

Source: UOE

Over the years, the trend towards study in the UK, the Netherlands, Switzerland and Austria has increased. In particular, numbers to the Netherlands have skyrocketed. Interestingly, numbers of German students studying in the US have stagnated (Table 13).

Table 13: Study abroad students by country of destination for 1998/99, 2002/03, 2006/07

Host country	1998/99	2002/03	2006/07	Decrease/ increase 1998/99 – 2006/07
<u>Europe 32 countries</u>				
AT Austria	5 679	5 657	12 386	118.1%
BE Belgium	547	450	588	7.5%
BG Bulgaria	28	22	29	3.6%
CH Switzerland	5 633	6 843	9 770	73.4%
CY Cyprus	6	4	59	883.3%
CZ Czech Republic	37	62	254	586.5%
DE Germany - home country				
DK Denmark	622	706	1 260	102.6%
EE Estonia	2	7	22	1 000.0%
ES Spain	3 370	5 154	1 854	-45.0%
FI Finland	171	292	399	133.3%
FR France	5 162	6 908	6 947	34.6%
GR Greece	*	73	396	*
HU Hungary	504	519	1 520	201.6%
IE Ireland	409	474	773	89.0%
IS Iceland	16	60	112	600.0
IT Italy	707	1 189	2 067	192.4

Host country	1998/99	2002/03	2006/07	Decrease/ increase 1998/99 – 2006/07
LI Liechtenstein	*	*	35	*
LT Lithuania	2	37	105	5 150.0%
LU Luxembourg	34	*	*	*
LV Latvia	7	14	75	971.4%
MT Malta	12	8	17	41.7%
NL The Netherlands	2 059	5 252	13 990	579.5%
NO Norway	304	446	656	115.8%
PL Poland	138	148	398	188.4%
PT Portugal	*	306	303	*
RO Romania	278	128	247	-11.2%
SE Sweden	1 715	2 416	3 301	92.5%
SI Slovenia	*	8	10	*
SK Slovakia	9	8	31	244.4%
TR Turkey	62	115	266	329.0%
UK United Kingdom	14 146	13 145	17 254	22.0%
Total Europe 32 countries	41 659	50 451	75 124	80.3%
<i>Other countries and regions</i>	-	-	-	
Other European Countries	149	19	28	-81.2%
... including Russian Federation	*	*	4	*
Northern America	8 808	9 302	8 847	0.4%
... including United States of America	8 808	9 302	8 847	0.4%
Latin America and the Caribbean	30	205	61	103.3%
... including Mexico	*	*	*	*
... including Brazil	*	14	*	*
Africa	*	5	3	*
Asia	293	395	547	86.7%
... including China	*	29	16	*
... including India	*	12	*	*
... including Japan	258	268	404	56.6%
Oceania	1 141	2 357	1 866	63.5%
Total other countries and regions	10 421	12 370	11 352	8.9%
Unknown				
Total study abroad students	52 080	62 821	86 476	66.0%

Source: UOE

Comparing the major countries of origin of foreign incoming students (Table 4) with the major countries of destination of German students (Table 13), it can be observed that the German higher education system attracts foreign students from a large variety of countries, but especially from Asian, Eastern and South Eastern European countries, while the majority of German study abroad students are leaving for western European countries and the US.

Table 10 shows also the distribution of students from German higher education institutions over the host countries eligible in the ERASMUS Programme. As already mentioned, Spain leads the table, with a share of about one fifth of all German outgoing students, followed by France. Compared to its size, Sweden (and, to a lesser extent, Finland) receives a high number of ERASMUS students from Germany.

According to the above mentioned HIS/DAAD study, which measures study-related stays abroad in the course of study, the top destination countries of German students in 2008/09 were the UK, France and the US. Together, these three countries made up 41% of the destinations stated by the respondents. Spain, which was in the third place in the previous survey (2006/07), dropped by 3% and was replaced by the US.

Fields of study

In the HIS/DAAD study of 2008/09, the largest single group of outgoing students was that of languages, cultural studies and sports. 37% of all students enrolled in this subject group had already been abroad (an increase of 8 percentage points over the earlier survey in 2006/07). The second largest group was medicine and health related studies, where one third of all students had already been abroad within the course of study. Students enrolled in business studies formed the third largest group (28% with a study-related stay abroad). The group of students in education and teacher training showed a big increase compared to the previous survey, from 20% in 2006/07 to 27% in 2008/09.

The likelihood of temporary study abroad (or of study-related stays more widely) is strongly linked to the field of study. In disciplines such as foreign languages and interpretation and translation, for example, a stay abroad is a more obvious option than in other subject areas. Very often, gender issues are behind subject-related preferences. In general, subject areas with a high representation of women also display high rates of temporary stays abroad. Temporary study and stays abroad in male-dominated areas, such as engineering, are relatively rare.

Types of higher education institutions

The 18th Social Survey found that students from universities are more frequently internationally mobile than students from universities of applied science (18% vs. 11%). The earlier-mentioned DAAD/HIS study shows a slight increase in the share of outgoing students from universities of applied science between 2006/07 and 2008/09 (+1%). The earlier-quoted INCHER study even reveals a higher share of outgoing bachelor students enrolled at universities of applied sciences compared to bachelor students enrolled at universities. In contrast, university students enrolled in a *Diplom* programme (pre-Bologna single-cycle programme) at a university are more frequently internationally mobile than *Diplom* students from *Fachhochschulen*. The 18th Social Survey reveals that differences by type of higher education institutions are smaller when comparing only bachelor students (10% at universities and 8% at universities of applied sciences). It expressed the expectation that the ongoing introduction of Bachelor degrees would result in a further reduction in the disparities of mobility rates between the two types of institutions.

Levels of programme

The aforementioned DAAD/HIS study provides helpful insights on outgoing mobility by level of study.¹⁷ According to the survey, 25% of all bachelor students in the 6th and 39% of all bachelor students in the 8th semester at a university had been internationally mobile. At universities of applied sciences, 23% of all bachelor students in the 6th and 26% of all bachelor students in the 8th semester had been internationally mobile. For students enrolled in a master programme, no valid results can be presented since only 4% of all German students are enrolled in master programmes. Because of the low participation rate, there are no indications on how many master students study in advanced semesters. Compared to this, around 50% of *Diplom* students at universities in

¹⁷ General results, 26% of all students who have been enrolled in German higher education in 2009/10 have been internationally mobile. 40% already prepared or definitively planned a study-related stay abroad in the future. 34% rejected to become internationally mobile in the future.

advanced semesters (10th to 14th semester) completed a study-related stay abroad. At universities of applied sciences, around 30% of all *Diplom* students in the 8th and 45% of all *Diplom* students in the 10th semester had been temporarily abroad. The rate of students in advanced semesters with a foreign study-related experience is even higher for the group of students in master level programmes.

ERASMUS data for 2008/09 supplied by the German national agency in DAAD show a share of 34% of outgoing ERASMUS bachelor students from Germany, a percentage only slightly lower than that of all German students enrolled in this type of programme (38%). The share of outgoing ERASMUS students in master programmes was 4.7%, and thus almost the same as the share of German enrolment (4.8%). This means that less than half of all outgoing ERASMUS students were from the new degree programmes, while the majority was still enrolled in pre-Bologna single-cycle degrees.

Characteristics of temporary study abroad students

According to the 18th Social Survey, the frequency of stays abroad correlates significantly with the social origin of students (measured by educational background of parents). The higher the education level of the students' parents, the more students stated that they had a study-related stay in a foreign country. Whereas the foreign study rate of students from families with lower educational levels is 3.8% (of all students belonging to this social group), the foreign study rate of students from families with high education levels stands at 8.9% (2006).

The main motive for embarking on a study-related temporary stay abroad is the development of social and communication skills, according to the 2009 HIS/DAAD study. Almost all students seek to experience another way of life and a different working culture, as well as improve their language skills. Another motivational factor is the hope of increased career opportunities (i.e. enhanced employability). Almost three out of four students state enhanced employability as a motive for going abroad. In contrast to this, only half of the students go abroad primarily in pursuit of specialist (subject-based) knowledge, particular qualifications or specific practical experience. A similar proportion of students embark on stays abroad with the aim of working in a foreign country later on.

The overwhelming majority of internationally mobile students classified their experience abroad as positive. The vast majority felt integrated. Around two thirds gained recognition of courses taken abroad. Interestingly, satisfaction with the academic aspects of the stay abroad was not too high.

Despite the generally positive experiences, remaining problems were identified. A quarter to a third of students reported financial difficulties. A greater cause for concern, particularly for students at universities, is a feared delay in graduation. Recognition problems also feature significantly. One out of four students who had been abroad felt they did not receive enough support from their institution in Germany.

Mobility by different modes (including multiple mobility, graduates etc.)

In 2006/2007, the Federal Statistical Offices collected data on German students who graduated at a foreign higher education institution for the first time. Except for the French part of Belgium, Japan, Romania, Hungary and the US, all covered institutions delivered the requested data.

Five of the six countries most frequently chosen as a destination by German students also reported the highest numbers of German graduates. The majority of German students who graduated abroad were reported by the UK (5 290 graduates in 2007/2008). 40% of all German students enrolled at a UK higher education institution in that year graduated. 45% of the graduates received a bachelor degree, 35% a master degree, 8% a doctoral degree and 12% received another degrees (see Table 14).

The Netherlands reported 3 390 German graduates, which was about one fifth of all German students enrolled at a Dutch higher education institution. More than three fourths of the graduates received a bachelor and around 20% a master degree.

Around 1 729 German students graduated in Switzerland, which corresponded to around 20% of enrolments of Germans in Switzerland. France reported 1 566 graduates (20% of all German students) and Austria 962.

Table 14: German graduates abroad

Country	Reporting year	Bachelor	Master	Doctoral degree	Others
Australia	2007	170	340	54	74
Belgium (NL)	2006/07	47	36	9	
Denmark	2006	120	95	16	
Finland	2008	38	26	14	
France	2006/07	778	681	107	
Ireland	2006/07	59	65	12	
Iceland	2007	6	7	1	
Italy	2006	305	39	8	18
Japan	m	m	m	m	m
Canada	2006/07	111	99	18	9
New Zealand	2007	12	135	30	115
The Netherlands ¹	2007/08	2 680	697	m	13
Norway	2006/07	28	25	10	42
Austria	2006/07	202	45	144	571
Poland ²	2007/08	m	m	m	m
Romania	m	m	m	m	m
Russia	2007/08	m	m	m	m
Sweden	2006/07	124 ³	m	32	11
Switzerland	2007/08	332	161	492	744
Spain	2006/07	m	m	m	m
Czech Republic	2007/08	13	5	9	m
Hungary	m	m	m	m	m
United States	m	m	m	m	m
UK ⁴	2007/08	2 400	1 845	400	645
Total		7 425	4 301	1 356	2 242

Note: m) data not available, 1) without doctoral degree, 2) without doctoral degree and port-diploma, 3) including Master degree, 4) Great Britain and Northern Ireland

Source: Destatis

Concerning multiple mobility (i.e. more than one mobility phase of the same student), DAAD/HIS reveals that 16% of all respondents enrolled at a university were abroad at least once, 11% more than once. Compared to the previous survey, the share of university students who had been abroad more than once increased by around 2%, whereas the share of students who went abroad only once remained the same. For students enrolled at universities of applied science, a similar

development was visible. The share of students who went abroad more than once increased by 2% between 2007 and 2009, to 7%.

3 Summary assessment of student mobility in Germany

In an international comparison, Germany avails of a rich set of data on international student mobility and foreign nationals studying in Germany. The country's official statistics are highly reliable and, in an international comparison, quite 'deep'. Germany is one of the few countries collecting data not only on foreign nationals and incoming students (broken down into foreigners and returning German nationals), but also on German nationals studying abroad.

- Germany's official data are complemented by a rich set of surveys and studies on temporary study and other study-related activities abroad, which measure stays abroad in the course of studies. Amongst them are the 'Social Survey', as well as studies by HIS and INCHER. INCHER usually produces graduate surveys. Some of these additional studies also shed light on further aspects of stays abroad, such as the social composition of the mobile student body, and mobility obstacles.
- Mobility levels in Germany are relatively high in comparison to other countries covered in this study. Incoming degree students made up 10% of the total student population in 2008/09 (9% foreign and 1% German nationals). For the group of foreign nationals (including foreign non-mobile students) and based on the 2006/07 UOE data, the share was even higher, at 11.8% of the total student population. The Europe 32 average for this group was 6.9%. Growth in foreign nationals studying in Germany has, however been below the Europe 32 average. While of the study abroad students with a foreign nationality across all Europe 32 countries was 49.9% between 1998/99 and 2006/07, it was only 40.8% in Germany.
- The number of study abroad students (i.e. degree students with German nationality enrolled abroad) stood at 90 300 in 2007/08. The number of study abroad students almost doubled between 1998/99 and 2007/08. Study abroad of Germans is comparatively high. For every one thousand Germans enrolled in Germany, there were 53 enrolled abroad in 2007/08(while the European average stood at only 33, in 2006/07).
- Regarding outgoing credit and study-related mobility, we note a high level and a continuous increase in the past decade. Inclusive of study-related stays in another country (i.e. internships, language and summer courses), some of which might have been of a rather short duration, Germany would easily meet the Bologna target of a 20% rate of outgoing temporary mobility over the course of study, according to the above mentioned surveys undertaken in Germany. Nevertheless, the number of German students that went abroad with the ERASMUS programme represented just 1.4% of the student population in Germany in 2008/09.

Chapter V: Student mobility in Estonia (EE)

Dominic Orr and Maraja Riechers

1 Student mobility data – sources, collectors, availability and quality

1.1 Official statistical sources

1.1.1 Collectors and collection procedures

The official provider of administrative data on student mobility in Estonia is Statistics Estonia (*Eesti Statistika*). As a government agency, it is located in the administrative area of the Estonian Ministry of Finance. Statistics Estonia provides information on the demographic, economic, social and environmental situation and on the respective trends in Estonia largely according to international classifications and methods. The data on education include all educational institutions with a license to provide education. Since the academic year 2005/06, the data collector for educational statistics on behalf of Statistics Estonia and the Ministry of Education and Research is the Estonian Education Information System (*Eesti Hariduse Infosüsteem*, EHIS). Maintaining a web-based national register, EHIS collects information on a variety of descriptors – including some on student mobility – and feeds them into a centralised database system. The data are then processed, analysed and delivered to Statistics Estonia, which in turn releases most of the data via a publicly accessible internet database with downloading options.¹

1.1.2 Quality of official mobility data

Since Statistics Estonia collects its data regardless of the ownership of educational institutions, it almost covers all public and private higher education institutions. The data on student mobility are based on two mobility measurements. There are data available on students' nationality and on students' country of prior residence. This means, inter alia, that the group of *foreign students* can be divided into *foreign incoming* and *foreign non-mobile students* (i.e. those with residency in Estonia before commencing higher education). Currently, EHIS is collecting data based on students' country of prior education for the first time, which will in the future further broaden the already respectable possibilities of analysing incoming mobility flows to Estonia.

The data on *foreign* and *incoming students* can be differentiated by ISCED levels 5A, 5B and 6, by gender, as well as by students' fields of study and their country of origin. What is more, Statistics Estonia is able to quantify the group of *Estonian incoming students* (returners). Mobility data are available from the year 2005/06 onwards. These data on student mobility flows exclude periods in Estonian higher education which are undertaken as part of the ERASMUS programme.

As with most countries, data on outgoing mobility are not covered by the official statistics of Estonia. Therefore, the only official data source in this respect is the UOE data collection.

¹ <http://pub.stat.ee/px-web.2001/dialog/statfile1.asp>

1.2 Additional data sources

1.2.1 Collectors and collection procedures

The EUROSTUDENT project collects comparable data on the social and economic conditions of student life in Europe, including data on student mobility. To do this, it surveys students currently undertaking a course of study. This means that it surveys returners, who have been abroad, but are now back in the Estonian higher education system. The data presented in this chapter stem from the third cycle of the project, in which 23 countries conducted national surveys and analyses of their student populations between 2005 and 2007. The Estonian survey was coordinated by the Federation of Estonian Student Unions (*Eesti Üliõpilaskondade Liit*, EÜL) and funded by the European Social Fund. While the data collection was realised through an online survey by the *Research Center Klaster (Uuringukeskus Klaster)* in May 2006, EÜL took over the data analysis.

Estonia has participated in the ERASMUS Programme of the European Commission since 1999/2000. As in other participating countries, there is a national agency responsible for carrying out the programme in Estonia and – among other things – for collecting data on *outgoing ERASMUS students* in this context. In Estonia, the institution in charge of these duties is the Centre for Educational Programmes, which was established by the Estonian Government in 1997. It is an independent body that is formally integrated into the Archimedes Foundation. For each elapsed academic year, the Centre for Educational Programmes collects data on *outgoing ERASMUS students* from all Estonian higher education institutions at ISCED levels 5-6, aggregates these data and delivers them to the European Commission. The set of variables considered in this process is further described below.

1.2.2 Quality of additional data on mobility

Overall, the non-official sources are not as comprehensive as the administrative data provided by Statistics Estonia, which not only comprise data based on both the nationality of *foreign students* and on the prior residence of incoming students, but also on a number of descriptors that allow for rather detailed analyses of student mobility flows to Estonia. The non-official data sources – especially the EUROSTUDENT surveys – are valuable in that they provide data on genuine *outgoing credit mobility*, which are not covered by Statistics Estonia.

The EUROSTUDENT data focus on *outgoing credit mobility* phases of students enrolled at Estonian higher education institutions. Unlike other data sources, they enable a differentiation between mobility for the sake of regular enrolment abroad, language courses, internships and other forms of mobility such as summer-schools. What is more, the preferred countries of destination of *outgoing credit mobile students* are captured. A great advantage of the EUROSTUDENT data lies in the fact they allow for in-depth analyses of temporary outgoing mobility flows and an understanding of the general study conditions of students in each country covered.

The Estonian EUROSTUDENT sample of 2006 comprises students from all study years who were enrolled at ISCED level 5A and 5B. Both pre- and post-Bologna programmes are included. The survey was offered in both Estonian and Russian languages (the latter being the mother tongue of around one quarter of the Estonia population).

The ERASMUS data provided by the Centre for Educational Programmes contain information on genuine outgoing mobility flows of ERASMUS students enrolled at ISCED levels 5-6. Similarly, the aggregated data of all National Socrates Agencies published by the European Commission allow for an analysis of genuine incoming mobility flows of ERASMUS students. The ERASMUS data focus on *credit mobility* and enable us to differentiate *incoming* and *outgoing students* by their countries of origin and destination, respectively.

The ERASMUS data are by definition restricted to programme mobility for the purposes of studying or – to a smaller extent – for an internship. Since participation in ERASMUS is currently limited to the EU-27 countries plus Iceland, Liechtenstein, Norway and Turkey, the range of *mobile students'* target countries that are covered in the data is limited as well. Other forms of mobility, such as *'diploma' mobility* or any form of self-organised mobility, are not covered by this data set.

2 Student mobility in Estonia

2.1 Overview: key figures

Total enrolment and Estonian students

In the academic year 2007/08, there were 68 168 students enrolled in the Estonian higher education system. With 62.9% the majority of students are enrolled at ISCED level 5A. Compared to the other case study countries, a rather high share of students (33.6%) is enrolled in ISCED level 5B programmes. However, these students, studying more vocationally oriented programmes, also have access to master programmes following graduation.² In line with most other European countries, 3.5% of students are enrolled at ISCED level 6.

There are three types of higher education institutions in Estonia: universities (*ülikool* – ISCED 5A and 6), professional higher education institutions (*rakenduskõrgkool* – ISCED 5B) and vocational institutions (*kutseõppeasutuse* – ISCED 3, 4 and 5B). Vocational institutions mainly provide education at ISCED levels 3 and 4; however, there are three vocational institutions (two public ones and one private) that offer programmes at ISCED level 5B. Students in these programmes are, therefore, included in the figures analysed in this chapter. Professional higher education institutions exclusively offer programmes at ISCED level 5B. The fact that both vocational institutions and professional higher education institutions are rather active in the field of ISCED 5B education explains the relatively high share of students enrolled in this type of programmes. Overall, there were 34 higher education institutions in the academic year 2008/09 (six public and four private universities, ten public and eleven private professional higher education institutions, two public and one private vocational institutions). After fluctuations since the turn of the century, the number of institutions in recent years (since 2006/07) has remained stable.³

As shown in Table 1a, there has been a strong increase in the overall number of students between 1998/99 and 2007/08 (+69.1%). The strongest expansion of the body of students was between 1998/99 and 2004/05 (from 40 301 to 67 728). After that year the growth continued at a much lower level. In 2007/08, the number of students fell slightly for the first time in the period under observation.⁴

The overall student population can be subdivided into Estonian national students and *foreign students*. The number of Estonian students rose strongly and steadily between 1998/99 and 2004/05, but at diminishing annual growth rates, and has fluctuated since then. In the academic year 2007/08 there were 65 747 Estonian students (96.4%). The number of *foreign students*, in contrast, fluctuated at a comparatively low level throughout the last decade, but lay constantly

² Estonian Ministry of Education and Research, Estonian Higher Education System (1.1.2010) (<http://www.hm.ee/index.php?popup=download&id=10298>)

³ Estonian Ministry of Education and Research (<http://www.hm.ee/kogumik2009/en/53.html>)

⁴ Between the academic years 1998/99 and 2007/08 the share of male students constantly decreased, whereas the number of female students rose. In 2007/08, only around 38% of all students were male (Statistics Estonia, available via http://pub.stat.ee/px-web.2001/1_Databas/Social_life/02Education/08Higher_education/08Higher_education.asp).

above 2 000 students after the year 2005/06. Although it is difficult to read a trend into these figures, it seems that the numbers of both Estonian and *foreign students* are stagnating.

Foreign and study abroad students

According to data collected by Statistics Estonia, there were 2 421 *foreign students* enrolled in Estonian higher education in the academic year 2007/08 (Table 1a). In the period since 1998/99, the body of *foreign students* has increased threefold in relative terms, i.e. from 793 to 2 421 students. This was mainly due to the abrupt rise in the number of *foreign students* in the year 2005/06, which can be led back to the accession of Estonia to the EU in the year 2004. After that year, the number of *foreign students* has fluctuated at a level above 2 000 students. In percentage terms, *foreign students* have consistently made up a share of above 3% of the student population in Estonia since that year. While the body of *foreign students* has grown notably, it is still relatively small in Estonia if compared to the average value for all Europe 32 countries, which lay at 6.9% in the academic year 2006/07 (UOE data).

The number of Estonian *study abroad students* appears to have been around 4 000 students since 2002/03, although there are significant data gaps (UOE data). There has been a growth of 7.5% in the total student population in Estonia since that year; since the number of *study abroad students* has not risen, their ratio to Estonian students studying in the country lay at 0.060 for the most recent year available, i.e. 60 Estonian students studying towards a degree abroad for every 1 000 Estonians enrolled at home. Despite the decrease, the study abroad ratio of Estonian students is still higher, in fact almost double, the Europe 32 average – at 0.033 in the same academic year (cf. Vol. I, Chapter I).

Table 1a: Total numbers of all students, Estonian students, foreign and incoming (genuinely mobile) students at Estonian higher education institutions and of Estonian students studying/going abroad, in 1998/99-2007/08

	ALL students at Estonian HEIs	Measurements for Estonian students in Estonia		Measurements for foreign and incoming students in Estonia					Measurements for Estonian study abroad and outgoing students		
		ALL Estonian students at Estonian HEIs	Estonian non-mobile students at Estonian HEIs (XXX)	ALL foreign students	Foreign non-mobile students (YXX)	ALL incoming students	Foreign incoming students (YYX)	Estonian incoming students = returners (XYX)	ALL study abroad students (nationals at foreign HEIs)	Study abroad non-mobile students (XYY)	Outgoing students (XXY)
Col. #	1	2	3	4	5	6	7	8	9	10	11
Years											
2007/08	68 168	65 747	65 594	2 421	1 529	1 045	892	153	*	*	*
2006/07	68 767	66 567	66 518	2 200	1 283	966	917	49	4 020	*	*
2005/06	68 286	65 423	65 383	2 863	1 242	1 661	1 621	40	-	*	*
2004/05	67 728	66 844	*	884	*	*	*	*	-	*	*
2003/04	65 568	64 738	*	830	*	*	*	*	-	*	*
2002/03	63 425	62 335	*	1 090	*	*	*	*	4 091	*	*
2001/02	60 100	59 646	*	454	*	*	*	*	*	*	*
2000/01	56 036	55 431	*	605	*	*	*	*	*	*	*
1999/00	49 212	48 349	*	863	*	*	*	*	*	*	*
1998/99	40 301	39 508	*	793	*	*	*	*	1 399	*	*

Legend for column descriptors: XXX refers to the route of study of the student, i.e. citizenship in country X, prior education in country X, studies in country X

Legend for data:

* = no data;

- = totals excluded because of mixed criteria in the UOE database (nationality and mobility)

Sources: Statistics Estonia, ISCED 5-6 / Col. 9: UOE, ISCED 5-6

Table 1b: Share of Estonian, foreign and incoming students amongst all students at Estonian higher education institutions and ratio of Estonian study abroad students to all Estonian students in Estonia, in 1998/99-2007/08

Col. #	Measurements for Estonian students in Estonia			Measurements for foreign and incoming students in Estonia					Measurements for Estonian study abroad and outgoing students		
	ALL students at Estonian HEIs	ALL Estonian students at Estonian HEIs	Estonian non-mobile students at Estonian HEIs (XXX)	ALL foreign students	Foreign non-mobile students (YXX)	ALL incoming students	Foreign incoming students (YYX)	Estonian incoming students=returners (XYX)	Ratio: Estonian study abroad students : Estonian students at home	Study abroad non-mobile students (XYY)	Outgoing students (XXY)
Years	1	2	3	4	5	6	7	8	9	10	11
2007/08	100%	96.4%	96.2%	3.6%	2.2%	1.5%	1.3%	0.2%	*	*	*
2006/07	100%	96.8%	96.7%	3.2%	1.9%	1.4%	1.3%	0.1%	0.060	*	*
2005/06	100%	95.8%	95.7%	4.2%	1.8%	2.4%	2.4%	0.1%	-	*	*
2004/05	100%	98.7%	*	1.3%	*	*	*	*	-	*	*
2003/04	100%	98.7%	*	1.3%	*	*	*	*	-	*	*
2002/03	100%	98.3%	*	1.7%	*	*	*	*	0.067	*	*
2001/02	100%	99.2%	*	0.8%	*	*	*	*	*	*	*
2000/01	100%	98.9%	*	1.1%	*	*	*	*	*	*	*
1999/00	100%	98.2%	*	1.8%	*	*	*	*	*	*	*
1998/99	100%	98.0%	*	2.0%	*	*	*	*	0.035	*	*

Legend for column descriptors: XXX refers to the route of study of the student, i.e. citizenship in country X, prior education in country X, studies in country X

Legend for data:

* = no data;

- = totals excluded because of mixed criteria in the UOE database (nationality and mobility)

Sources: Statistics Estonia, ISCED 5-6 / Col. 9: UOE, ISCED 5-6

Incoming (degree-seeking) and outgoing students

Since Statistics Estonia collects data based on different mobility measures (i.e. both the nationality of a student and the country of his/her prior residence), it is possible to analyse incoming mobility flows in a rather detailed manner. However, it remains difficult to examine the developments over time because students' country of prior residence has only been captured since the academic year 2005/06. As far as outgoing mobility flows are concerned, there are no national data available. Therefore, the only proxy for outgoing mobility is that of the UOE data on *study abroad students*, which do not systematically measure mobility on either students' countries of prior residence or education and is subject to data gaps.

Foreign incoming students constituted 2.4% of all students in the year 2005/06. In the subsequent year, their share fell to 1.3% and remained at that level for the latest year available. This was the result of a strong decline in their absolute number (Tables 1a and 1b). At the same time, the number of *foreign non-mobile students* (i.e. those with a foreign citizenship, but prior residency in Estonia) rose markedly. In fact, the group of *foreign non-mobile students* grew as a share of all

foreign students, from about two fifths in 2005/06 to about three fifths in 2007/08. Vice versa, the share of genuinely *incoming foreign students* shrank as a share of all *foreign students*, which illustrates that nationality is – to an increasing degree – an inadequate measure of student mobility flows into the Estonian higher education system. Parallel to these developments, the number of Estonian home-coming students tripled, which caused their share of all students to double – albeit on a low level (Tables 1a and 1b). Overall, there were 1 045 *incoming students* in the year 2007/08 (making up 1.5% of all students enrolled in Estonia).

Mobility balance

As there are no administrative data which comprehensively cover genuine outgoing mobility flows, it is not possible to analyse the balance of *genuine* mobility flows. What is feasible, though, is to juxtapose the number of *foreign students* with the number of *study abroad students*. Data gaps prevent a comparison over time on this ratio, but the data show that in 2006/07 nearly twice as many students from the Estonia higher education system were abroad than there were *foreign students* studying in Estonia (Table 2). The much lower level of *incoming students* shown by looking at prior residency instead of citizenship (966 vs. 2 200) suggests that the real balance in mobility flows is likely to be even more skewed towards outgoing mobility.

Table 2: Ratios of foreign students in Estonia to Estonian study abroad students and of incoming students to outgoing students, in 1998/99-2007/08

	Foreign students (X)	Study abroad students (Y)	Ratio	Incoming students (Z)	Outgoing students (W)	Ratio
# / Ratio	Abs.	Abs.	(X:Y)	Abs.	Abs.	(Z:W)
2007/08	2 421	*	*	1 045	*	*
2006/07	2 200	4 020	100:183	966	*	*
2005/06	2 863	*	-	1 661	*	*
2004/05	884	*	-	*	*	*
2003/04	830	*	-	*	*	*
2002/03	1 090	4 091	100:375	*	*	*
2001/02	454	*	*	*	*	*
2000/01	605	*	*	*	*	*
1999/00	863	*	*	*	*	*
1998/99	793	1 399	100:176	*	*	*

Legend:

- = totals excluded because of mixed criteria in the UOE database (nationality and mobility);

* = missing data

Sources: Col.1 & 4: Statistics Estonia, ISCED 5-6 / Col.2: UOE, ISCED 5-6

2.2 Student mobility trends

2.2.1 Student inflows

Countries of origin and prior residence

Table 3 shows the top ten countries of *incoming students'* major countries of origin. As can be seen, the single largest group of *incoming students* in Estonia is that of students from Finland

(54.0%). Other noticeable groups of students – however at much lower levels – are from Latvia (15.5%), China (9.1%) and the Russian Federation (4.8%). In fact, students from the top five countries account for 86.8% of all *incoming students* in Estonia, which implies that the overall body of *incoming students* is rather homogeneous in terms of their country of origin.

Table 3: Major countries of origin (by prior residency) of incoming students in Estonia (Top 10), in 2007/2008

Rank	Country	Abs.	%
1	FI Finland	482	54.0%
2	LV Latvia	138	15.5%
3	CN China	81	9.1%
4	RU Russian Federation	43	4.8%
5	LT Lithuania	30	3.4%
6	US United States of America	15	1.7%
7	DE Germany	14	1.6%
8	IT Italy	7	0.8%
9	BE Belgium	6	0.7%
9	IN India	6	0.7%
	Top ten countries	822	92.2%
	Total incoming students	892	

Source: Statistics Estonia, ISCED 5-6

While the body of *foreign students* is rather homogeneous as well, the picture with regard to individual countries is rather different. The most striking difference is that according to the data for 2006/2007 based on this criterion (Table 4), almost half (49.8%) of all *foreign students* are Russian, whereas the figures from Statistics Estonia (based on prior residency) show that only 4.8% of *incoming students* are from Russia (Table 3). The reason behind this huge difference is that most Russian students in Estonia are *non-mobile students* (96.2%), who had their residence in Estonia already before enrolling at a higher education institution. Finland is ranked high on both lists. However, while Finnish students make up 21.2% of all *foreign students*, they account for 54% of all *incoming students*.

This analysis serves to remind us that using *foreign students* as a measure for mobility skews the results. Despite this fact, because of data gaps, Table 4 uses this measure in order to investigate trend data over time.

An overall decline in the number of *foreign students* of 4% is observed between the years 2002/03 and 2006/07. The strongest decrease in absolute terms between 2002/03 and 2006/07 was in the number of students from Lithuania (-148 students) and Latvia (-135). Arguably, this decline can be attributed to the accession of Lithuania and Latvia to the EU. Students from those countries could now choose between various possible target countries, which in turn made the Estonian higher education system seem less attractive than before.

Another effect of the accession to the EU is also visible in the statistics: whilst the share of *foreign students* from within the Europe 32 region has remained largely stable (-4%), the share of students from outside has increased significantly (+422%). As found in the study on Cyprus in this volume, the motivation of these students is likely to be a mixture between study wish and wish to live in a state of the European Union.

The strongest increase within the Europe 32 region was that in the number of Finnish students (+211). Following the argument developed above concerning the comparison of Tables 3 and 4, it

can be assumed that a large share of these students were actually mobile for the purpose of studying. The number of students from other countries – such as the US or India – grew strongly in percentage terms, but still at a very low level in absolute terms if compared to Finnish students.

Table 4: Foreign students in Estonia by country of origin, in 2002/03 compared to 2006/07

Country of origin	2002/03	2006/07	Abs. change	% change
<i>Europe 32 countries</i>				
AT Austria	2	2	0	0%
BE Belgium	3	3	0	0%
BG Bulgaria	2	5	3	150%
CH Switzerland	1	1	0	0%
CY Cyprus	0	0	0	:
CZ Czech Republic	0	0	0	:
DE Germany	7	22	15	214%
DK Denmark	3	5	2	67%
EE Estonia	*	*	*	:
ES Spain	2	8	6	300%
FI Finland	256	467	211	82%
FR France	1	3	2	200%
GR Greece	0	1	1	:
HU Hungary	3	2	-1	-33%
IE Ireland	0	1	1	:
IS Iceland	0	1	1	:
IT Italy	5	6	1	20%
LI Liechtenstein	0	0	0	:
LT Lithuania	209	61	-148	-71%
LU Luxembourg	0	0	0	:
LV Latvia	305	170	-135	-44%
MT Malta	0	0	0	:
NL The Netherlands	3	2	-1	-33%
NO Norway	1	2	1	100%
PL Poland	2	2	0	0%
PT Portugal	0	1	1	:
RO Romania	2	4	2	100%
SE Sweden	10	9	-1	-10%
SI Slovenia	0	0	0	:
SK Slovakia	0	0	0	:
TR Turkey	1	4	3	300%
UK United Kingdom	1	4	3	300%
Total Europe 32 countries	819	786	-33	-4%

Country of origin	2002/03	2006/07	Abs. change	% change
<i>Other countries and regions</i>				*
Other European Countries	122	1 206	1 094	889%
... including Russian Federation	101	1 095	994	984%
Northern America	11	17	6	55%
... including United States of America	6	16	10	167%
Latin America and the Caribbean	3	6	3	100%
... including Mexico	0	1	1	:
... including Brazil	1	1	0	0%
Africa	6	3	-3	-50%
Asia	129	182	53	41%
... including China	113	123	10	9%
... including India	3	17	14	467%
... including Japan	2	4	2	100%
Oceania	0	0	0	:
Total other countries and regions	271	1 414	1 153	422%
Unknown	0	0	0	*
Total foreign students	1 090	2 200	1 120	102%

Source: UOE, ISCED 5-6

In 2008/09, 708 ERASMUS incoming students studied in Estonian institutions of higher education. In the context of looking at where students come from, the ERASMUS data present a slightly different picture to the above. In the academic year 2006/07 (the latest for UOE data above) Finnish students continue to make up a significant share of incoming ERASMUS students (9%), but the largest groups of students were those from Germany (16%) and France (11%). Notable shares of students also came from Italy (11%) and Poland (8%). In 2008/09, the largest number of incoming ERASMUS students were however German, followed by French and Finnish students.

The overall number of ERASMUS students in Estonia is considerable if compared to the 1 045 *foreign incoming diploma mobile students* who came to Estonia in the same year (Table 1a). Consequently, the ERASMUS Programme is of major importance to the realisation of incoming mobility flows to Estonia.

Table 5: Incoming ERASMUS students in Estonia by country of home institution, in 1999/00, 2002/03, 2006/07 - 2008/09

Year	1999/00		2002/03		2006/07		2007/08		2008/09		Increase/ decrease 1998/99 – 2008/09	
	Abs.	% of all	Abs.	% of all	Abs.	% of all	Abs.	% of all	Abs.	% of all	Abs.	%
AT Austria	0	0%	4	2%	18	4%	32	5%	30	4%	30	*
BE Belgium	0	0%	7	4%	15	3%	13	2%	21	3%	21	*
BG Bulgaria	0	0%	0	0%	8	2%	12	2%	3	0%	3	*
CY Cyprus	0	0%	0	0%	0	0%	2	0%	1	0%	1	*
CZ Czech Republic	0	0%	0	0%	20	4%	24	4%	32	5%	32	*
DE Germany	6	11%	33	19%	76	16%	78	13%	99	14%	93	1 550%
DK Denmark	2	4%	5	3%	5	1%	10	2%	16	2%	14	700%
EE Estonia – host country												
ES Spain	1	2%	9	5%	24	5%	40	6%	34	5%	33	3 300%
FI Finland	33	62%	52	30%	46	9%	62	10%	68	10%	35	106%
FR France	1	2%	26	15%	56	11%	64	10%	85	12%	84	8 400%
GR Greece	0	0%	1	1%	4	1%	7	1%	4	1%	4	*
HU Hungary	0	0%	0	0%	10	2%	10	2%	14	2%	14	*
IE Ireland	0	0%	0	0%	1	0%	0	0%	0	0%	0	*
IS Iceland	0	0%	0	0%	2	0%	2	0%	0	0%	0	*
IT Italy	4	8%	18	11%	54	11%	55	9%	55	8%	51	1 275%
LI Liechtenstein	0	0%	0	0%	0	0%	0	0%	0	0%	0	*
LT Lithuania	0	0%	0	0%	11	2%	20	3%	34	5%	34	*
LU Luxembourg	0	0%	0	0%	0	0%	0	0%	0	0%	0	*
LV Latvia	0	0%	0	0%	7	1%	16	3%	18	3%	18	*
MT Malta	0	0%	0	0%	0	0%	0	0%	0	0%	0	*
NL The Netherlands	2	4%	5	3%	20	4%	16	3%	20	3%	18	900%
NO Norway	0	0%	0	0%	7	1%	4	1%	4	1%	4	*
PL Poland	0	0%	0	0%	38	8%	53	9%	55	8%	55	*
PT Portugal	0	0%	2	1%	14	3%	25	4%	28	4%	28	*
RO Romania	0	0%	0	0%	4	1%	1	0%	0	0%	0	*
SE Sweden	3	6%	4	2%	9	2%	10	2%	9	1%	6	200%
SI Slovenia	0	0%	0	0%	5	1%	5	1%	5	1%	5	*
SK Slovakia	0	0%	0	0%	1	0%	3	0%	3	0%	3	*
TR Turkey	0	0%	0	0%	20	4%	36	6%	45	6%	45	*
UK United Kingdom	1	2%	5	3%	14	3%	19	3%	25	4%	24	2 400%
Total	53	100%	171	100%	489	100%	619	100%	708	100%	655	1 236%

Note: Estonia took part in ERASMUS as of 1999/00

Source: European Commission

Fields of study

Table 6 shows the distribution of all the different groups of students across the fields of study they are enrolled in (Statistics Estonia, reference year 2007/08). The ranking order is different for each group of students, but the most significant differences exist between Estonian and *foreign incoming students*. Although students of the social sciences, business and law make up the single largest group of students among both Estonian and *foreign incoming students*, the share is much higher among the latter group (55.6% as opposed to 40.2%). That is to say that over half of the *foreign incoming students* coming to study in Estonia take a course in that field of study. *Foreign incoming students* are disproportionately well represented in the fields of humanities and arts (19.1% vs. 12.0%) as well as agriculture (10.9% vs. 2.3%). In contrast, they are underrepresented in comparison to Estonian students within the fields of science, education, services and especially in engineering, manufacturing and construction (1.0% vs. 13.0%). At the same time, these shares are based on a low number of actual students, so that these tendencies can only be interpreted with caution. The high share of agricultural students among *foreign incoming students* is based, in fact, on 97 students.

Table 6: Distribution of different groups of students across fields of study, in 2007/08

Field of study	All students at national HEIs (N=68 168)	All national students at national HEIs	Foreign students	Foreign non-mobile students	Foreign incoming students
		(N=65 747)	(N=2 421)	(N=1 529)	(N=892)
Social sciences, business and law	40.2%	39.8%	49.3%	45.7%	55.6%
Humanities and arts	12.1%	12.0%	15.5%	13.5%	19.1%
Science	9.6%	9.7%	7.4%	9.9%	3.0%
Education	6.7%	6.8%	3.3%	5.1%	0.3%
Engineering, manufacturing and construction	13.0%	13.2%	7.6%	11.4%	1.0%
Services	7.9%	8.1%	2.2%	3.1%	0.7%
Health & welfare	8.2%	8.1%	10.0%	10.3%	9.4%
Agriculture	2.3%	2.2%	4.7%	1.0%	10.9%
Total	100%	100%	100%	100%	100%

Source: Statistics Estonia, ISCED 5-6

Types of higher education institutions

Table 7 compares the distribution of students across different types of higher education institutions in Estonia (Statistics Estonia, reference year 2007/08). For all groups of students, the majority is enrolled at universities. *Foreign incoming students* are almost exclusively enrolled at universities (96.4%). Since less than 15% of university study places are in the private sector, we can assume that the large majority of these *incoming students* study at a public university. Only a very small share of them decides to study at professional higher schools (3.6%) and hardly any *incoming students* opt for a programme at vocational education institutions. In this respect, *foreign incoming students* differ from Estonian and *foreign non-mobile students*, who are enrolled at professional higher schools far more frequently (25.7% and 40.5%, respectively).

Table 7: Distribution of different groups of students across types of higher education institutions, in 2007/08

Type of institution	All students at national HEIs	All Estonian students at national HEIs	Foreign students	Foreign non-mobile students	Foreign incoming students
	(N=68 168)	(N=65 747)	(N=2 421)	(N=1 529)	(N=892)
Vocational education institutions	2.7%	2.7%	0.7%	1.2%	*
Professional higher schools	25.7%	25.7%	26.9%	40.5%	3.6%
University	71.6%	71.6%	72.3%	58.3%	96.4%
Total	100%	100%	100%	100%	100%

Source: Statistics Estonia, ISCED 5-6

Levels of programme

Table 8 illustrates the distribution of students across different levels of study programmes (Statistics Estonia, reference year 2007/08). With regard to all groups, the largest share of students is enrolled in bachelor programmes. However, *foreign incoming students* are enrolled more frequently in bachelor programmes than both Estonian and *foreign non-mobile students* (54.0% as opposed to 41.0% and 33.5%). In turn, a smaller share of them is enrolled in integrated, professional and vocational higher education programmes (23.4% in contrast to 39.3% and 53.4%). It is also interesting to note that there is a considerable share of *incoming students* enrolled in PhD programmes (7.7%). This share is more than twice as high as the share of doctoral candidates within the Estonian student population (3.5%) – albeit at a low level, as the share is based on 69 students.

Table 8: Distribution of different groups of students across levels of programmes, in 2007/08

Type of programme	All students at national HEIs	All Estonian students at national HEIs	Foreign students	Foreign non-mobile students	Foreign incoming students
	(N= 68 168)	(N=65 747)	(N= 2 421)	(N= 1 529)	(N= 892)
Bachelor	41.0%	41.0%	41.1%	33.5%	54.0%
Master	16.2%	16.4%	11.9%	10.3%	14.8%
PhD	3.5%	3.4%	4.7%	2.9%	7.7%
Other ¹	39.3%	39.2%	42.3%	53.4%	23.4%
Total	100%	100%	100%	100%	100%

¹ Integrated programmes providing professional and vocational higher education at level ISCED 5B

Source: Statistics Estonia, ISCED 5-6

2.2.2 Student outflows

Countries of destination

There is a high exchange between the Estonian and Finnish higher education systems. Not only among *foreign incoming students* is the largest group of students coming from Finland; also among Estonian *study abroad students*, a large share is enrolled in Finland (see Table 3 for comparison). Indeed, 16.5% of all Estonian *study abroad students* study in Finland. Germany (18.4%) and the United Kingdom (17.7%) are on the first two ranks. Table 9 shows that the picture of the countries of destination for Estonian *study abroad students* is more heterogeneous than for *incoming students*, although one third of *outgoing students* goes to either Germany or the United Kingdom. In contrast to the secondary school level, only few higher education courses are offered in Russian language (and this is largely in the private sector).⁵ This may account for the large share of students leaving Estonian higher education for the Russian Federation.

Table 9: Major countries of destination of Estonian study abroad students (Top 10), in 2006/2007

Rank	Country of destination	Abs.	%
1	DE Germany	740	18.4%
2	UK United Kingdom	710	17.7%
3	FI Finland	664	16.5%
4	RU Russian Federation	558	13.9%
5	SE Sweden	259	6.4%
6	US United States	245	6.1%
7	DK Denmark	152	3.8%
8	FR France	122	3.0%
9	ES Spain	104	2.6%
10	NL The Netherlands	76	1.9%
	Top ten countries	3 630	90.3%
	Total study abroad students	4 020	100%

Source: UOE, ISCED 5-6

Between 2002/03 and 2006/07, the group of Estonian *study abroad students* enrolled in the Netherlands increased most strongly – i.e. by ten times (Table 10); this caused the Netherlands to appear under the top ten destinations of *study abroad students* in 2006/07 (Table 9). The United Kingdom was ranked in second place in 2006/07, as it received seven times more students than in 2002/03. The highest decrease is shown for Latvian students, where the number nearly halved. A comparison between these results and those in Table 4 shows that the previous close connection between the two Baltic countries seems to be loosening over the time. In general, a comparison between the total number of *outgoing students* going abroad in wider Europe (here: Europe 32 countries) and outside of this region shows that a change has occurred within the time period shown in the table: whilst the former has increased by half and roughly 1 000 *outgoing students*, the latter has decreased by half and roughly 1 000 students. This is related to the accession of Estonia and the other Baltic states to the European Union, which occurred in 2004, and opened up wider Europe to *mobile students*.

⁵ OECD (2007): OECD Reviews of Tertiary Education – Country Note Estonia, p.51 and passim.

Table 10: Estonian study abroad students by country of destination, in 2002/03 compared to 2006/07

Country of destination	2002/03	2006/07	Abs. change	% change
<u>Europe 32 countries</u>				
AT Austria	22	41	19	86%
BE Belgium	12	15	3	25%
BG Bulgaria	0	0	0	:
CH Switzerland	18	21	3	17%
CY Cyprus	1	3	2	200%
CZ Czech Republic	3	6	3	100%
DE Germany	625	740	115	18%
DK Denmark	94	152	58	62%
EE Estonia	*	*	*	n.a.
ES Spain	93	104	11	12%
FI Finland	528	664	136	26%
FR France	104	122	18	17%
GR Greece	1	7	6	600%
HU Hungary	8	6	-2	-25%
IE Ireland	7	20	13	186%
IS Iceland	4	8	4	100%
IT Italy	23	57	34	148%
LI Liechtenstein	*	0	*	n.a.
LT Lithuania	1	7	6	600%
LU Luxembourg	*	*	*	n.a.
LV Latvia	109	60	-49	-45%
MT Malta	2	3	1	50%
NL The Netherlands	7	76	69	986%
NO Norway	53	71	18	34%
PL Poland	14	17	3	21%
PT Portugal	1	2	1	100%
RO Romania	0	0	0	n.a.
SE Sweden	242	259	17	7%
SI Slovenia	1	2	1	100%
SK Slovakia	0	0	0	n.a.
TR Turkey	0	0	0	n.a.
UK United Kingdom	106	710	604	570%
Total Europe 32 countries	2 079	3 173	1 094	53%
<u>Other countries and regions</u>				
Other European Countries	1 686	568	-1 118	-66%
... including Russian Federation	1 686	558	-1 128	-67%

Country of destination	2002/03	2006/07	Abs. change	% change
Northern America	298	245	*	-18%
... including United States of America	298	245	-53	-18%
Latin America and the Caribbean	0	0	0	n.a.
... including Mexico	0	0	0	n.a.
... including Brazil	0	0	0	n.a.
Africa	0	0	0	n.a.
Asia	15	27	12	80%
... including China	0	0	0	n.a.
... including India	0	0	0	n.a.
... including Japan	9	23	14	156%
Oceania	13	5	-8	-62%
Total other countries and regions	2 012	868	-1 144	-57%
Unknown	*	*	*	n.a.
Total study abroad students	4 091	4 020	-71	-2%

Source: UOE, ISCED 5-6

There were 758 Estonian ERASMUS students studying abroad in 2008/09. If this number is related to the total number of students in Estonia higher education, we get a share of 1.1% of all students participating in outgoing mobility via ERASMUS. This share is somewhat higher than the average of 0.7% for European countries.⁶

As can be seen in Table 11, the outgoing ERASMUS student mobility flows also show differences in comparison to the UOE data. ERASMUS students are more heterogeneously distributed across countries of destination. The top four countries of destination account, in the most recent year available, for 46% of all *outgoing students* within this programme.

The top countries of destination for Estonian ERASMUS students in 2008/09 are Finland (14%) and Spain (14%), closely followed by Germany (11%). Germany and Finland, together with France, are also top sending countries of ERASMUS students to Estonia. However, Spain sent a much lower number of ERASMUS students to Estonia (5%) than it received from Estonia (Table 5).

⁶ According to the EUROSTUDENT data, only around one quarter of Estonian students undertake a temporary study-related period abroad within the ERASMUS Programme. For this reason, the following analysis on ERASMUS host countries for outgoing mobility should not be taken as representative for *temporary outgoing mobility*, but only for mobility within the framework of the ERASMUS Programme. The EUROSTUDENT data give the following ranking for the most popular five countries as hosts for *temporary outgoing mobility*: Germany, Sweden, Finland, USA and the United Kingdom, respectively. [Source for statement on ERASMUS average: <http://ec.europa.eu/education/erasmus/doc/stat/graph1.pdf>]

Table 11: Estonian students going abroad through the ERASMUS Programme in 1999/00, 2002/03, 2006/07, and 2008/09

Year	1999/00		2002/03		2006/07		2007/08		2008/09		Increase/ decrease 1998-99 - 2008/09	
	Abs.	% of all	Abs.	% of all	Abs.	% of all	Abs.	% of all	Abs.	% of all	Abs.	%
AT Austria	2	1%	14	5%	15	3%	21	3%	21	3%	19	950%
BE Belgium	3	2%	12	4%	15	3%	15	2%	8	1%	5	167%
BG Bulgaria	0	0%	0	0%	13	2%	5	1%	3	0%	3	*
CY Cyprus	0	0%	0	0%	3	1%	9	1%	8	1%	8	*
CZ Czech Republic	0	0%	0	0%	12	2%	9	1%	18	2%	18	*
DE Germany	36	20%	37	12%	73	13%	93	13%	83	11%	47	131%
DK Denmark	12	7%	25	8%	40	7%	50	7%	35	5%	23	192%
EE Estonia - home country									0%			
ES Spain	4	2%	16	5%	57	10%	82	11%	103	14%	99	2 475%
FI Finland	72	39%	66	22%	83	15%	103	14%	106	14%	34	47%
FR France	7	4%	31	10%	56	10%	63	9%	53	7%	46	657%
GR Greece	0	0%	10	3%	14	2%	35	5%	57	8%	57	*
HU Hungary	0	0%	0	0%	8	1%	10	1%	8	1%	8	*
IE Ireland	0	0%	2	1%	4	1%	1	0%	2	0%	2	*
IS Iceland	0	0%	0	0%	2	0%	2	0%	1	0%	1	*
IT Italy	5	3%	24	8%	50	9%	54	8%	63	8%	58	1 160%
LI Liechtenstein	0	0%	0	0%	0	0%	0	0%	0	0%	0	*
LT Lithuania	0	0%	0	0%	4	1%	5	1%	3	0%	3	*
LU Luxembourg	0	0%	0	0%	0	0%	0	0%	1	0%	1	*
LV Latvia	0	0%	0	0%	5	1%	4	1%	5	1%	5	*
MT Malta	0	0%	0	0%	1	0%	1	0%	1	0%	1	*
NL Netherlands	11	6%	16	5%	18	3%	37	5%	28	4%	17	155%
NO Norway	0	0%	0	0%	6	1%	6	1%	3	0%	3	*
PL Poland	0	0%	0	0%	5	1%	12	2%	5	1%	5	*
PT Portugal	2	1%	6	2%	19	3%	16	2%	43	6%	41	2 050%
RO Romania	0	0%	0	0%	2	0%	3	0%	0	0%	0	*
SE Sweden	22	12%	24	8%	23	4%	18	3%	29	4%	7	32%
SI Slovenia	0	0%	0	0%	1	0%	3	0%	3	0%	3	*
SK Slovakia	0	0%	0	0%	2	0%	0	0%	0	0%	0	*
TR Turkey	0	0%	0	0%	14	2%	9	1%	11	1%	11	*
UK United Kingdom	7	4%	19	6%	27	5%	51	7%	57	8%	50	714%
Total	183	100%	302	100%	572	100%	717	100%	758	100%	575	314%

Source: European Commission

Fields of study

A breakdown of *outgoing students* by fields of study is not available for *study abroad students* in the international data sources. National data sources cannot be of much help here, since the data on outgoing mobility are dependent on all receiving countries applying the same conventions for data classification.

The EUROSTUDENT data set covers this issue for students undertaking study-related periods abroad. Mobility rates are calculated which reflect the share of students in a certain field who go abroad to undertake either studies, a language course or placements.⁷ The EUROSTUDENT data show that 9.1% of Estonian students had previously been abroad at the time of the survey. Table 12 shows that the highest shares for temporary mobility are found within the field of humanities and arts (15.9%), health and welfare (12.2%) and the social sciences (9.1%).

Table 12: Study-related experience abroad by field of study as a share of all students in a field, in 2005/06

Field of study	% of all students in field
Social sciences, business and law	9.1%
Humanities and arts	15.9%
Science	8.9%
Education	8.1%
Engineering, manufacturing and	3.3%
Services	4.5%
Health & welfare	12.2%
Agriculture	2.9%

Source: EUROSTUDENT III, ISCED 5A & 5B

Characteristics of students

As mentioned in the introduction, the availability of data from the EUROSTUDENT data set makes it possible to look more closely at the characteristics of those students, who go abroad for a study-related activity temporarily. However, this data set only covers returners, leaving those students who go abroad with the aim of completing a full programme underexposed.

On the basis of rough estimations, i.e. using the EUROSTUDENT percentages and the total number of students, we can extrapolate a figure of approximately 3 000 Estonian students, who go abroad for a period of study, i.e. 4.4% of all Estonian students (Table 13). Language courses represent the second most important activity undertaken abroad.

Table 13: Study-related experience abroad by type of activity, in 2005/06

Type of activity ¹	% of all students
Studies	4.4%
Internship	1.8%
Language course	2.5%
Other ²	3.1%

¹ Multiple responses possible by students.

² Survey category 'other' not further specified.

Source: EUROSTUDENT III, ISCED 5A & 5B.

⁷ The data are collected through surveying the current student population in which field they study and on whether they have been abroad previous to the survey period. The advantage of this source over programme statistics (e.g. ERASMUS) is that it surveys all students and covers any type of study-related period abroad.

Those are high shares of the Estonian study body in relative terms. It is therefore of relevance to utilise this data set to gain more insight into these *mobile students*. These *mobile students* can be further analysed by their social background. The EUROSTUDENT data set uses parents' highest educational attainment as a proxy for this measure.

The data show that students whose parents have attained higher education themselves are more likely to go abroad than students whose parents have a lower educational attainment (Table 14). Indeed, the share of students whose parents have higher education is twice as high as those of students whose parents did not complete an educational training at upper secondary level. As this result does not seem surprising, it is remarkable that students whose parents have up to lower secondary education have a share for enrolments abroad that is slightly higher than that of their counterparts from higher educated backgrounds (6.6% vs. 6.2%). However, overall, the data show that mobile Estonian students on temporary study-periods abroad tend to be from higher social backgrounds (i.e. have parents with high education attainment), as the mobility levels of their counterparts from lower education backgrounds is around 40% lower (14.4% vs. 8.9%).

Table 14: Breakdown of mobility rates of students by parents' educational attainment, in 2005/06

Level of programme	Enrolled (i.e. studies) at a foreign HEI	Internship or language course	Total study-related stays abroad
higher education / university	6.2%	8.2%	14.4%
upper secondary	3.2%	4.8%	8.0%
up to lower secondary	6.6%	2.3%	8.9%
Ratio: low to high	1.1	0.3	0.6

Source: EUROSTUDENT III, ISCED 5A

EUROSTUDENT looks at the obstacles to mobility as perceived by those who did and who did not go abroad. Table 15 shows that 68.9% of students who have not been abroad and 53% of students who have been abroad see the financial burden of a study-related period abroad as a major obstacle. This is in line with the results for all EUROSTUDENT countries, although the figures for Estonia are higher than the EUROSTUDENT average (second two columns in the table). Other major concerns are the loss of earning opportunities during a period abroad, the separation from the partner, child(ren) and friends, and problems with accommodation. In both cases, the figures for students who have not been abroad are higher than those who have been abroad, but both are higher than for the EUROSTUDENT averages. This shows that Estonian students consider financial issues as a major barrier. These results should be considered within their context. In Estonia, a large part of the student population studies part-time and personal earnings alongside studies are a major form of student financing.⁸

At the same time, aspects more closely related to studies are of concern for both groups. These include the perception of difficulties in getting into the preferred institution or study programme, a presumed low benefit for the students' studies, and a general lack of information on opportunities (31.2%, 26.1% and 24.5%, respectively). These are all aspects on which institutions and policy makers could work in order to increase the share of students undertaking studies abroad.

⁸ EUROSTUDENT 2008, p.62 and p.93.

Table 15: Share of students considering certain factors as barriers to study-related stays abroad (items which scored as strong or very strong obstructions), in 2005/06

Rank	Individual items	Estonia		EUROSTUDENT Average	
		Students who have been have not been abroad	Students who have been have not been abroad
1	insufficient skills in foreign language	13.2%	22.3%	24.0%	26.5%
2	difficulties in getting information	25.0%	24.5%	17.4%	19.9%
3	problems with accommodation in the	25.0%	39.4%	20.4%	23.1%
4	separation from partner, child(ren)	23.7%	41.7%	24.3%	40.9%
5	loss of social benefits (e.g. child	36.7%	46.3%	11.1%	18.3%
6	loss of opportunities to earn money	47.6%	55.5%	16.5%	24.1%
7	expected additional financial burden	53.0%	68.9%	40.9%	51.9%
8	lack of personal drive	18.3%	24.6%	14.6%	23.9%
9	expected delay in progress in my	13.9%	26.8%	22.4%	29.7%
10	presumed low benefit for my studies at home	22.7%	26.1%	19.6%	21.6%
11	problems with recognition of results achieved in foreign countries	17.7%	29.1%	20.6%	23.3%
12	limited access to mobility programmes in home country	23.5%	26.3%	18.2%	20.7%
13	problems with access regulations to the preferred country (visa, residence permit)	16.6%	20.2%	18.9%	19.7%
14	limited admittance to the preferred institution and/or study programme in foreign country	30.7%	31.2%	19.6%	22.0%

As multiple answers were possible, the columns do not add up to 100%.
Source: EUROSTUDENT III, ISCED 5A, for Estonia 5A and 5B.

The EUROSTUDENT data set enables us to go one step further and compare the perceived obstacles by social background of the students. In this case, the individual items are put together into five groups.⁹ Table 16 shows the results, with the figures for all students who have been or have not been abroad as reference groups.

It is interesting to see that the main differences between students from high and those from low education backgrounds (as measured by parents' educational attainment) exist with regard to individual motivation and language competency. Indeed, compared to the EUROSTUDENT averages (47.9% and 28.7%, respectively), students with low education backgrounds are relatively more concerned about these issues. This might go some way to explaining the results in Table 14 above, since these aspects are most likely to play a role when a student is undertaking study-related activities other than enrolling in a study programme abroad, where many of the

⁹ The items were grouped as follows: lack of language competency (1), insufficient support of mobility in home country (2, 9, 10, 11, 12), insufficient support of mobility in guest country (13, 14), financial insecurities (3, 5, 6, 7) lack of individual motivation (4, 8).

organisational aspects, otherwise necessary for self-initiated periods abroad, will already have been taken care of by home and host institutions.

Table 16: Share of mobile and non-mobile students considering certain factors as barriers to study-related stays abroad (items which scored as strong or very strong obstructions), in 2005/06

Grouped items	Students who have been abroad	Students who have not been abroad by parental education		
	total	total	up to lower secondary education	higher education
	(very) strongly	(very) strongly	(very) strongly	(very) strongly
lack of individual motivation	37.7%	52.0%	66.5%	48.7%
financial insecurities	68.3%	80.7%	79.1%	78.0%
insufficient support of mobility in guest	32.6%	35.2%	31.0%	32.3%
insufficient support of mobility in home	53.8%	62.8%	54.2%	61.9%
lack of language competency	13.2%	22.3%	42.9%	19.8%

As multiple answers were possible, the columns do not add up to 100%.
Source: EUROSTUDENT III, ISCED 5A

3 Summary assessment of student mobility in Estonia

In terms of quantity, an analysis of the data presented in this chapter gives the impression that mobility remains a peripheral dimension for Estonian higher education. Neither is there a large share of *incoming students* studying in Estonia, nor is there a large share of students leaving Estonia to pursue courses elsewhere. In fact, both aspects have been subject to decline or stagnation over recent years. This trend partially arises from the strong increase in the number of Estonian students at home institutions.

- The excellent availability of data on *foreign* and *incoming students* is likely to have been motivated instead by a decision to clean up the mobility statistics, which previously would have defined members of the large Russian-speaking minority in Estonia as *mobile students*. For such an analysis as the above, this is a positive development.
- Over the past decade, significant changes have occurred to the mobility flows from and to Estonia. The main cause of these developments is related to the country's accession to the European Union in 2004. This has led to changes in destination and sending countries. In terms of *foreign students*, the share of students coming from other Europe 32 countries has remained stable between 2002/03 and 2006/07 (the latest year available), but the share from outside of this region has increased fivefold. Such changes should be analysed carefully, as they imply that there might be other motives for sending students to Estonia than the wish to study in the Estonian higher education system (see country chapter on Cyprus in this volume).
- Regarding *study abroad students* there has been an interesting development in the time period under consideration. The number of *study abroad students* remained the same, but

for around half of them the destination changed from countries outside of wider Europe to countries inside wider Europe (here: Europe 32 countries). In terms of the establishment of the European Higher Education Area (EHEA) with its complementary study structures in all signatory states, this trend can be viewed as a success. Major destinations are now Germany, the United Kingdom, Finland and Russia, all hosting more than 500 Estonian students in 2006/07. Particularly the choice of Germany and the United Kingdom, two of the largest higher education systems in Europe, suggests that students are vertically mobile, i.e. going abroad in order to study something which is not available or not available at the same level in Estonia. Besides traditional ties, one motivation for students to embark on studies in Russia will be associated with the language. Whilst Estonia does have Russian language teaching at school level, there is very little provision in higher education institutions.

- Estonia joined the ERASMUS scheme, which offers an organised form of temporary mobility for students, about ten years ago. It has marginally more students going abroad with the scheme than students choosing Estonia as a destination. In both cases, close ties between Finland, Germany, France and Italy are evident.
- However, it is interesting to note that – according to EUROSTUDENT data – ERASMUS only accounts for one quarter of all *temporarily outgoing students* from Estonia. The EUROSTUDENT data show that the financial burden is of significant concern for all students before embarking on a temporary period abroad. Here, Estonian students emphasise this issue more than many of their counterparts from other countries in Europe. Interestingly, students from both low and high social backgrounds express their concern with the same vigour. This is likely to be related to the way many Estonian students undertake their studies – part-time and with a high reliance on employment to finance their studies and living costs. This means, in turn, that students find it hard to leave these structures for a period abroad. This dilemma is particularly expressed by students from low socio-economic backgrounds, who see motivational and social barriers as second only to financial ones.

Chapter VI: Student mobility in Spain (ES)

Nina Volz

1 Student mobility data – sources, collectors, availability and quality

1.1 Official statistical sources

1.1.1 Collectors and collection procedures¹

In Spain, the *Ministerio de Educación (Ministry of Education)* collects, analyses and disseminates data on student mobility in higher education. Within the ministry, two units are responsible for developing these data: The *Secretaría General de Universidades* collects data on university education (ISCED 5A and 6) and the *Oficina de Estadística* is responsible for the collection of data on non-university education (ISCED 5B). Both units collect data on incoming, but not on outgoing mobility. In collaboration with the *Instituto Nacional de Estadística (INE - National Statistics Institute)*, the *Oficina de Estadística* also reports to UOE (UNESCO, OECD, EUROSTAT) the data gathered from different national sources. Mobility-related data on programmes of level 5B of the International Standard Classification of Education (ISCED) applied by UOE is mainly provided by the *Oficina* itself, while data on ISCED levels 5A and 6 which basically correspond to university education comes from the *Secretaría General*. The *Oficina* adds data on a small number of programmes developed by other Spanish ministries such as the *formaciones de especialistas médicos* of the *Ministerio de Sanidad y Política Social (Ministry of Health and Social Policy)*.

Within the period examined by the present study, the *Ministry of Education* frequently changed its name and scope. In 2008, the responsibility for university education, including statistical publications, was transferred to the newly created *Ministerio de Ciencia e Innovación (Ministry of Science and Innovation)*, but reassigned to the Ministry of Education in 2009.

In 2008/09, university-level education was delivered by 77 universities of which 50 were public and 27 private, functioning under the *patronage* of the Catholic Church. Five among these institutions were distance-learning universities, while two universities only offered postgraduate programmes. The total number of universities has more than doubled since 1985. Within universities, the institutions responsible for education provision are faculties, *escuelas técnicas superiores*, *escuelas politécnicas superiores*, *escuelas universitarias* and *escuelas universitarias politécnicas*. They are all called *centros propios* (i.e. universities' own centres). In addition, private or public educational institutions can be assigned to public universities via agreements approved by the relevant Autonomous Community. In contrast, these entities are called *centros adscritos (attached centres)*.

Non-university tertiary education (ISCED 5B) comprises advanced vocational training, courses that offer specific qualifications and the *enseñanzas de régimen especial* comprising advanced artistic studies, advanced vocational plastic arts and design studies as well as advanced sports studies. The final secondary education degree (*bachillerato*) is required to enrol in the advanced levels of

¹ The author of this chapter would like to thank for their contributions and support to Mr Luis Hernández Glück, Subdirección General de Análisis, Estudios y Prospectiva Universitaria, Secretaría General de Universidades, Ministry of Education of Spain; Mr Jesús Ibáñez Milla, Subdirector General de la Oficina de Estadística, Ministry of Education of Spain; Ms Mónica Margarit, Director of the Fundación Universidad.es; Ms Cristina Moneo Ocaña, Subdirectora General de Análisis, Estudios y Prospectiva Universitaria, Secretaría General de Universidades, Ministry of Education of Spain; Ms M^a Eugenia Noriega, Deputy Director of the Fundación Universidad.es; Ms Maite Viudes, Your Global Liaison.

these types of education. Student enrolment in non-university programmes made up 15% of all enrolments in tertiary education programmes in Spain in 2006/07.²

Information on university and non-university education is presented separately. Once a year, the *Oficina* publishes data on *non-university education* in the *Datos y cifras* report. Data on *foreign students* are available by type of education, including primary education, secondary education, vocational education and *enseñanzas de régimen especial*. The *Oficina* also collects data on *foreign students* by type of institution, Autonomous Community, country of nationality and gender. These data are partly available in the overview publication *Las cifras de la Educación en España, Estadísticas e Indicadores of the Oficina*, providing statistical information on all types of education. Information on university and non-university education is presented separately.

Data on foreign students in university education are provided by the *Secretaría General de Universidades*. More detailed data on university education including incoming student mobility are available in the yearly publications *Datos y cifras del sistema universitario*, introduced in 2005/06, and *the Avance de la Estadística de Alumnado Universitario* of the *Secretaría*. The *Avance* publication provides information on students enrolled in first and second cycle, before the end of the academic year (provisional data). The date of reference for the upload of these data is 15th March every year. Information is uploaded and processed again after the end of the academic year, leading to the definite data³. The *Datos y cifras* publication is based on provisional and definite data including all levels of study. The data collection of the *Secretaría* also includes data on foreign students by type of institution, Autonomous Community, field of study, country of nationality, gender, age and information on graduation. Although not published via the regular publications, the *Secretaría* also collects data by country of permanent residence.

1.1.2 Quality of official mobility data

The data collection process for university-level education was substantially improved in 2005/06. Since then, information has been extracted from individual student records. Before, universities provided the ministry with aggregate tables on student numbers by level of study, enrolment and graduation. The change of the working method allows for more rigorous quality assurance and resulted in correction of 2 to 2.5 percent for the data provided after 2005/06. In the same year, direct contact mechanisms with the universities and *centros* were established, leading to an improvement of the response rate of institutions, which today reaches almost 100%.

In the academic year 2009/10, the *traditional organisation* of university studies coexisted with the Bologna Process *three-cycle structure*. According to the *old organisation*, there are four types of programmes: *primer ciclo* studies (short cycle) of 3 years' duration; *primer y segundo ciclo* studies (long cycle) of 4-6 year duration; *segundo ciclo* studies (2-year duration); and *tercer ciclo* studies which are studies at doctoral level (of at least 2-year duration). The *new structure established by the Royal Decree 1393/2007* organises higher education in three cycles namely *Grado* (bachelor), master and doctorate. Data on bachelor programmes are available since 2008/09, data on master programmes since 2006/07. Data on the doctoral level include the *old Doctorate (tercer ciclo)* and the *new Doctorate* adapted to the European Higher Education Area (EHEA). Data on *primer* and *segundo ciclo* are provided within one category.

The national publications present student mobility data on the citizenship/nationality criterion and do not include data on students by country of permanent residence, although the Ministry of

² European Commission/ Education, Audiovisual and Culture Executive Agency/ Eurydice, *Organisation of the education system in Spain 2008/09*, European Commission, 2009.

³ The publications of the *Secretaría General de Universidades* include provisional and definite data. The *Secretaría* has not yet developed definite data for the years 2006/07 and 2008/09. Thus, provisional data has been used for these years in this chapter.

Education reports these data to UOE since 2003/04. The introduction of these data in the UOE data collection of 2003/04 explains the apparent drop observed in this data set for Spain, compared to values of previous years. These data provided to UOE rely on data collection by the *Secretaría General de Universidades*. As a result, they refer to university education only. UOE data on non-resident students of ISCED level 5B is estimation; therefore no breakdown by country of permanent residence is available. The quality of the data on mobility by country of permanent residence of the *Secretaría* is improving from year to year with the rising awareness among universities about the importance of this descriptor to identify *genuine mobility*. In 2003, the Spanish Ministry of Education also revised its data reporting to UOE, *to remove data on foreign students that are enrolled in Spain for less than one academic year* such as ERASMUS students, as demanded by the international data collectors. In the national publications, data on temporary mobility are also excluded from the general data sets on mobility.

As specified above, the Spanish Ministry of Education only collects, and thus provides valuable information for the analysis of incoming mobility. Sources for outgoing mobility are the UOE data collection on Spanish nationals that study abroad, the European Commission (ERASMUS data) and the EUROSTUDENT project.

1.2 Additional data sources

1.2.1 Collectors and collection procedures

As highlighted already in other country reports, the European Commission gathers data on participation in the ERASMUS mobility programme, which is collected by the different national agencies responsible for the ERASMUS Programme, and publishes overviews on incoming and outgoing flows for all ERASMUS countries. In Spain, the *Organismo Autónomo Programas Educativos Europeos* collects data on ERASMUS outgoing mobility, based on information delivered by the participating higher education institutions.

The EUROSTUDENT project collects data on the *social and economic conditions of student life in Europe*, including data on *outgoing student mobility*. In the third project cycle from 2005 to 2007, 23 countries carried out national surveys to analyse the national situations. In Spain, the project was implemented by the Autonomous University of Madrid and financed by the Ministry of Education. The data were collected in spring 2006 and spring 2007 via face-to-face interviews.

1.2.2 Quality of additional data on mobility

The results of the Spanish EUROSTUDENT contribution are based on a sample of 4 059 face-to-face interviews which were carried out in 73 universities. A stratified sampling method was applied. The data are less reliable than the administrative data, but present the advantage of examining other aspects and providing information on aspects related to subjective perceptions, such as mobility obstacles and future plans for study and (possibly) mobility. The project measures temporary outgoing mobility of ISCED level 5A students based on the students' country of home institution. While ERASMUS data provide information on credit mobility in the framework of a specific programme, the EUROSTUDENT data allow for a distinction between different types of temporary mobility (i.e. between enrolment abroad on the one hand and other study-related activities, such as internships, language courses and summer schools, on the other hand). Both data sources also inform about countries of destination as well as fields, levels of study and other mobility descriptors.

2 Student mobility in Spain

2.1 Overview: key figures

Spanish students vs. foreign students

In Spain, the number of all students enrolled at *universities and their centres* decreased continuously from 1 650 777 in 1999/00 to 1 500 295 in 2007/08 (Table 1a). Between 2007/08 and 2008/09 a slight growth was recorded, which can be attributed to the growing number of foreign students at Spanish universities. While the number of foreign students increased continuously from 1998/99 to reach 65 581 in 2008/09, the number of national (Spanish nationality) students decreased from 1 631 475 in 1999/00 to reach 1 438 695 in 2008/09. This decrease of 11.8% may be attributed to a drop of 18.3% in the population of 18 to 24 years old during the last decade⁴. The overall high increase in the number of foreign students since 1998/99 (263.7%) is partly linked to a refinement of the census method between 2005/06 and 2006/07 (see above), with an increase in the number of reporting institutions (see above).

The rise of the number of *foreign students* is also reflected in an increasing proportion of foreign students among all students since 1998/99 (Table 1b). In 2006/07 the share of foreigners of all students amounted to 3.3%. However, compared to the Europe 32 countries' average of foreign students among all students which stood at 6.9% in the same year (cf. Chapter I, Table I), the Spanish share is relatively low.

Data on *foreign mobile students by country of permanent residence* are collected by the *Secretaría General de Universidades* of the Ministry of Education since 2003/04. Since then, the registered number of *mobile foreign students* has increased significantly, to the value of 32 281 students in 2006/07. However, these data require some caution in interpretation: being relatively new, the response rate of universities on this descriptor is improving from one year to the other, and as a result increases in numbers may be due to more institutions reporting rather than to more students coming.

⁴ Ministerio de Educación, Secretaría General de Universidades, *Datos y cifras del sistema universitario 2009/10*, Madrid, 2009, <http://www.educacion.es/educacion/universidades/estadisticas-informes.html>

Table 1a: Total number of all students, Spanish students, foreign and incoming (genuinely mobile) students at Spanish higher education institutions and of Spanish students studying/going abroad, in 1998/99-2008/09

Year	Col. #	Measurements for Spanish students in Spain		Measurements for foreign and incoming students in Spain					Measurements for Spanish study abroad and outgoing students			
		ALL Spanish students at Spanish HEIs	Spanish non-mobile students at Spanish HEIs (XXX)	ALL foreign students	Foreign non-mobile students (YXX)	ALL incoming students	Foreign incoming students (YYX)	Spanish incoming students = returners (XYX)	ALL study abroad students	Study abroad non-mobile students (XYY)	Outgoing students (XXY)	
		1	2	3	4	5	6	7	8	9	10	11
2008/09		1 504 276	1 438 695	*	65 581	*	*	*	*	*	*	*
2007/08		1 500 295	1 443 371	*	56 924	*	*	*	*	*	*	*
2006/07		1 505 494	1 456 356	*	49 138	16 857	*	32 281	*	29 027	*	*
2005/06		1 518 835	1 478 479	*	40 356	22 150	*	18 206	*	-	*	*
2004/05		1 532 143	1 498 211	*	33 932	16 257	*	17 675	*	-	*	*
2003/04		1 556 622	1 525 860	*	30 762	15 711	*	15 051	*	-	*	*
2002/03		1 571 677	1 543 657	*	28 020	*	*	*	*	22 447	*	*
2001/02		1 587 459	1 563 893	*	23 566	*	*	*	*	27 183	*	*
2000/01		1 614 873	1 592 990	*	21 883	*	*	*	*	26 145	*	*
1999/00		1 650 777	1 631 475	*	19 302	*	*	*	*	27 237	*	*
1998/99		1 648 495	1 630 465	*	18 030	*	*	*	*	25 909	*	*

Legend for column descriptors: XXX refers to the route of study of the student, i.e. citizenship in country X, prior education in country X, studies in country X

Legend for data:

* = no data;

- = totals excluded because of mixed criteria in the UOE database (nationality and mobility)

Note: UOE data covers ISCED 5 and 6. The national data covers ISCED 5A and 6

Sources: Columns 1 and 4, *Ministerio de Educación, Secretaría General de Universidades*, provisional data for 2006/07 and 2008/09, Column 2 is product of (1-4). Columns 6 and 9, UOE.

Table 1b: Share of Spanish students and foreign students of all students at Spanish higher education institutions and ratio of Spanish study abroad students to all Spanish students in Spain, in 1998/99-2008/09

Year	Col. #	Measurements for Spanish students in Spain		Measurements for foreign and incoming students in Spain					Measurements for Spanish study abroad and outgoing students			
		ALL students at Spanish HEIs	ALL Spanish students at Spanish HEIs	Spanish non-mobile students at Spanish HEIs (XXX)	ALL foreign students	Foreign non-mobile students (YXX)	ALL incoming students	Foreign incoming students (YYX)	Spanish incoming students = returners (XYX)	Ratio: Spanish study abroad students: Spanish students at home	Study abroad non-mobile students (XYY)	Outgoing students (XXY)
Year	Col. #	1	2	3	4	5	6	7	8	9	10	11
2008/09		100%	95.6%	*	4.4%	n.a.	*	n.a.	*	n.a.	*	*
2007/08		100%	96.2%	*	3.8%	n.a.	*	n.a.	*	n.a.	*	*
2006/07		100%	96.7%	*	3.3%	1.1%	*	2.1%	*	0.020	*	*
2005/06		100%	97.3%	*	2.7%	1.5%	*	1.2%	*	-	*	*
2004/05		100%	97.8%	*	2.2%	1.1%	*	1.2%	*	-	*	*
2003/04		100%	98.0%	*	2.0%	1.0%	*	1.0%	*	-	*	*
2002/03		100%	98.2%	*	1.8%	n.a.	*	n.a.	*	0.015	*	*
2001/02		100%	98.5%	*	1.5%	n.a.	*	n.a.	*	0.017	*	*
2000/01		100%	98.6%	*	1.4%	n.a.	*	n.a.	*	0.016	*	*
1999/00		100%	98.8%	*	1.2%	n.a.	*	n.a.	*	0.017	*	*
1998/99		100%	98.9%	*	1.1%	*	*	*	*	1.6%	*	*

Legend for column descriptors: XXX refers to the route of study of the student, i.e. citizenship in country X, prior education in country X, studies in country X

Legend for data:

* = no data;

- = totals excluded because of mixed criteria in the UOE database (nationality and mobility)

Note: UOE data covers ISCED 5 and 6. The national data covers ISCED 5A and 6

Sources: Columns 1 and 4, *Ministerio de Educación, Secretaría General de Universidades*, provisional data for 2006/07 and 2008/09, Column 2 is product of (1-4). Columns 6 and 9, UOE.

Study abroad students

In the academic year 2006/07, the number of study abroad students stood at 29 027, which constitutes a share of 2.0% when related to the number of Spanish students in Spanish higher education. Between 1998/99 and 2002/03, the number of study abroad students fluctuated and stood at its lowest number in 2002/03 (22 447 students). If compared to the Europe 32 countries' study abroad ratio (i.e. a ratio of 0.033 in 2006/07 cf. Vol. I, Chapter I), the ratio of Spanish students abroad in 2006/07 can be considered as relatively low – at 0.020. Consequently there were, in this year, 20 Spanish students studying abroad for a degree for every 1 000 Spanish students enrolled at home.

Mobility balance

From 1998/99 to 2001/02 the number of study abroad students surpassed the number of foreign students in Spain, but the difference diminished from year to year: for 100 foreign students in Spain, 144 Spanish study abroad students were registered in 1998/99 and 115 in 2001/02. From

2002/03 the inverse situation can be found: for 100 foreign students in Spain, only 80 Spanish students studied abroad in 2002/03. In 2006/07 they were even fewer – 59. The inversion of the situation can be attributed to the significant increase of the number of foreign students in Spain. The country has moved thus from being a sending country of Spanish students abroad to a host country of foreign students. Between 1998/99 and 2006/07 the number of study abroad students also increased, but much less.

Table 2: Ratios of foreign students in Spain to Spanish study abroad students, and of incoming to outgoing students, in 1998/99-2008/09

Year	Foreign students (X)	Study abroad students (Y)	Ratio	Incoming students (Z)	Outgoing students (W)	Ratio
	Abs.	Abs.	(X:Y)	Abs.	Abs.	(Z:W)
2008/09	65 581	*	*	*	*	*
2007/08	56 924	*	*	*	*	*
2006/07	49 138	29 027	100:59	32 281	*	*
2005/06	40 356	*	*	18 206	*	*
2004/05	33 932	*	*	17 675	*	*
2003/04	30 762	*	*	15 051	*	*
2002/03	28 020	22 447	100:80	*	*	*
2001/02	23 566	27 183	100:115	*	*	*
2000/01	21 883	26 145	100:119	*	*	*
1999/00	19 302	27 237	100:141	*	*	*
1998/99	18 030	25 909	100:144	*	*	*

Legend for data: * = no data

Note: UOE data covers ISCED 5 and 6. The national data covers ISCED 5A and 6 and therefore is an underestimation.

Sources: Column 1, *Ministerio de Educación, Secretaría General de Universidades*, provisional data for 2006/07 and 2008/09, Columns 2 and 4, UOE.

2.2 Student mobility trends

2.2.1 Student inflows

Types of mobility (degree vs. credit)

Two sources measure two different types of mobility to Spain: degree mobility and credit mobility. The data from the Spanish Ministry of Education capture foreign and non-resident students that enrol at a Spanish higher education institution for more than a full academic year and generally intend to obtain a qualification in Spain (degree mobility). Given the limitations of the reliability of data based on the *country of permanent residence* for Spain (see above), however, the data shown in Table 3 are based on the *nationality of foreign students*. These data thus also include *non-mobile foreign students* who are permanent residents in Spain as a result of immigration. Thus they do not indicate *genuine mobility*, but they are one possible approximation.

The ERASMUS data from the European Commission capture mobility in the framework of the ERASMUS Programme of students originally enrolled in another ERASMUS country. ERASMUS can be defined as a credit mobility programme which means that only part of a study programme is pursued abroad and that the period spent abroad is generally recognized as a component of the

study programme at the 'home institution'. For Spain, no data is available on incoming *credit mobility within other programmes* and *self-organised credit mobility*.

As stated above, the percentage of foreign students among all students who study in Spain for more than a full academic year (3.3% in 2006/07) is relatively low compared to the other Europe 32 countries (average: 6.9%). In contrast, the share of incoming ERASMUS students among all students enrolled in Spain (1.5% in 2006/07) is above the ERASMUS country average of 0.7%. In terms of absolute numbers, Spain has been the most frequent destination of ERASMUS students since 2001/02, when it surpassed France. In 2006/07, Spain hosted 27 464 ERASMUS students. In 2008/09 – the most recent year for ERASMUS data – this number rose to 28 175 ERASMUS students.

Considering the ratio of foreign students studying in Spain to ERASMUS incoming students, the importance of the ERASMUS Programme for mobility flows to Spain becomes visible: for 100 degree mobile students with a foreign nationality, 56 ERASMUS students studied in Spain in 2006/07 (the most recent year for UOE data). Comparatively speaking, this share is fairly significant, as shown in Vol. I, Chapter II. If we were to calculate the ratio against the total of incoming students in Spain in 2006/07, then the importance of the EU funding scheme increases even further, at 85 for each 100 foreign incoming degree students in Spain.

Table 3: Type of mobility of foreign incoming students, in 2002/03-2007/08

Type of mobility	Foreign students		Incoming ERASMUS students		Ratio foreign students: incoming ERASMUS students
	Source				
Year	Abs.	% of all students	Abs.	% of all students	
2007/08	56 924	3.8%	27 831	1.9%	100:49
2006/07	49 138	3.3%	27 464	1.8%	100:56
2005/06	40 356	2.7%	26 611	1.8%	100:66
2004/05	33 932	2.2%	25 515	1.7%	100:75
2003/04	30 762	2.0%	24 039	1.5%	100:78
2002/03	28 020	1.8%	21 297	1.3%	100:76

Note: As the *Ministerio de Educación* data do not include ERASMUS students, the percentage for ERASMUS students is an overestimation. Further, the ratios do not coincide with those presented in Vol. I Chapter II, as foreign student numbers in this table come from national sources, while those in Chapter II from UOE. The overall proportions are nevertheless kept.

Sources: Number of diploma mobile students: *Ministerio de Educación, Secretaría General de Universidades*, ISCED 5A and 6, provisional data for 2006/07. Number of ERASMUS students: European Commission, ISCED 5 and 6. Calculated in relation to the total number of Spanish students on ISCED levels 5A and 6: *Ministerio de Educación*.

Countries of citizenship

Table 4 shows the major countries of citizenship of foreign students in Spain in 2008/09. The top ten countries are composed of the geographically close Morocco, three European Romanic-language countries and six Latin American countries, which, with the exception of Brazil, are Spanish-speaking states and former Spanish colonies. Colombia is the first ranked country of citizenship of foreign students in Spain, making up 8.6% of all foreign students in 2008/09, followed by Morocco (7.4%), Italy (6.7%) and Mexico (6.4%). It is interesting to see that no single country is dominantly represented. The top ten countries altogether make up 56.3% of all foreign students, which implies that the body of foreign students in Spain is composed of small groups of students from a variety of countries.

The number of students with a Latin-American nationality is particularly high in Spain: 22 997 students in 2006/07 which made up 46.8% of all students with foreign citizenship (Table 5). It was the highest among all Europe 32 countries in 2006/07, both in terms of absolute numbers and share of all foreign students coming from this world region (UOE data). The average share of Latin-American students among all foreign students in all Europe 32 countries was 5.3% in the same academic year. Spain was followed by Portugal (15.7%), which notably had a high share of Brazilian students, and Italy (9.1%). In terms of the total cohort of Latin-American students hosted by Europe 32 countries, Spain was followed by the UK (14 445) and by France (11 951), which counted among the European countries with the overall highest number of foreign students.

The second highest share of foreign students in Spain came from Europe (i.e. 29.7% of foreign students in Spain in 2006/07 have the citizenship of another Europe 32 country). Students with an Italian, Portuguese and Romanian citizenship are most represented among them. In 2006/07, Spain was the first Europe 32 country of destination of Portuguese students (5.6% among all foreign students in Spain, Table 5). The Europe 32 average was 1% (UOE data). Spain was also the fourth Europe 32 country of destination of students with an Italian citizenship (5.9% among all foreign students in Spain, Table 5). The Europe 32 average in 2006/07 was 2.7% (UOE data). The Spanish share of Romanian students among all foreign students (2.4%, Table 5) also surpassed the Europe 32 average of 1.4% (UOE data).

Compared to the Europe 32 average of 24.1%, the group of students with the nationality of an Asian country (cf. Chapter I) was strongly underrepresented in Spain which held a share of 4.1% of Asian students among all foreign students in 2006/07 (Table 5). In parallel, students with the nationality of an African country made up 12.4% of all foreign students in Spain in 2006/07. Spain lied therewith under the Europe 32 average of 16.6% (UOE data). The highest percentage of students from Africa in Spain had Moroccan citizenship (9% in 2006/07, *Ministerio de Educación* data). In 2006/07, Spain was the third country of destination of Moroccan students worldwide after France and Germany (UOE data). However, between 2006/07 and 2008/09 the number of students with a Moroccan citizenship in Spain increased slower (9.8%) than the number of students from the other top ten countries except Mexico (8%, Table 4).

From 2006/07 to 2008/09 the number of foreign students in Spain rose by 33.5%. This general increase is reflected in an increase in the number of students from all top ten countries. The increase of the number of Romanian (109.2%), Italian (50.6%) and Brazilian students (48%) is particularly remarkable. The number of foreign students from Europe 32 countries in Spain increased by 36.5% during this period, with particularly high increases in the number of students from Luxembourg (100%), Turkey (86.7%) and Lithuania (78.7%) (Table 5). However, these students only make up a very small percentage of all foreign students. A more significant number of foreign students enrolled in Spain were from China (1.5% of all foreign students) which is the country of nationality with the highest increase between 2006/07 and 2008/09 (152.9%). Chinese students contributed to a significant increase of the number of Asian students (45.3%). Major increases were recorded for other European non-Europe 32 countries (46.1%) and Latin America and the Caribbean (36.9%).

Table 4: Major countries of citizenship of foreign students in Spain (top 10), in 2008/09

Rank	Country of nationality	Abs.	Increase/Decrease 2006/07-2008/09	% of all foreign students 2008/09
1	Colombia	5 643	46.5%	8.6%
2	Morocco	4 861	9.8%	7.4%
3	Italy	4 383	50.6%	6.7%
4	Mexico	4 224	8.0%	6.4%
5	Portugal	3 366	22.2%	5.1%
6	Argentina	3 347	25.5%	5.1%
7	Brazil	2 977	48.0%	4.5%
8	Peru	2 925	38.4%	4.5%
9	Venezuela	2 720	46.2%	4.1%
10	Romania	2 490	109.2%	3.8%
	Total top ten	36 936	30.5%	56.3%
	Total	65 581	33.5%	100.0%

Source: Ministerio de Educación, Secretaría General de Universidades, provisional data , ISCED levels 5A and 6

Table 5: Foreign students in Spain, by country of citizenship, in 2006/07 and 2008/09

Country of citizenship	2006/07		2008/09		Increase/Decrease	
	Abs.	% of all	Abs.	% of all	Abs.	%
<u>Europe 32 countries</u>						
AT Austria	135	0.3%	158	0.2%	23	17.0%
BE Belgium	290	0.6%	409	0.6%	119	41.0%
BG Bulgaria	616	1.3%	891	1.4%	275	44.6%
CH Switzerland	257	0.5%	351	0.5%	94	36.6%
CY Cyprus	46	0.1%	33	0.1%	-13	-28.3%
CZ Czech Republic	97	0.2%	128	0.2%	31	32.0%
DE Germany	1 687	3.4%	1 966	3.0%	279	16.5%
DK Denmark	68	0.1%	78	0.1%	10	14.7%
EE Estonia	103	0.2%	80	0.1%	-23	-22.3%
FI Finland	69	0.1%	88	0.1%	19	27.5%
FR France	1 793	3.6%	2 120	3.2%	327	18.2%
GR Greece	243	0.5%	372	0.6%	129	53.1%
HU Hungary	62	0.1%	105	0.2%	43	69.4%
IE Ireland	110	0.2%	88	0.1%	-22	-20.0%
IS Iceland	10	0.0%	15	0.0%	5	50.0%
IT Italy	2 911	5.9%	4 383	6.7%	1 472	50.6%
LI Liechtenstein	0	0.0%	<5	*	*	*
LT Lithuania	61	0.1%	109	0.2%	48	78.7%
LU Luxembourg	11	0.0%	22	0.0%	11	100.0%
LV Latvia	18	0.0%	27	0.0%	9	50.0%
MT Malta	26	0.1%	34	0.1%	8	30.8%
NL The Netherlands	266	0.5%	321	0.5%	55	20.7%
NO Norway	69	0.1%	88	0.1%	19	27.5%
PL Poland	681	1.4%	911	1.4%	230	33.8%

Country of citizenship	2006/07		2008/09		Increase/ Decrease	Increase/ Decrease
	Abs.	% of all	Abs.	% of all	Abs.	%
PT Portugal	2 755	5.6%	3 366	5.1%	611	22.2%
RO Romania	1 190	2.4%	2 490	3.8%	1 300	109.2%
SE Sweden	191	0.4%	212	0.3%	21	11.0%
SI Slovenia	56	0.1%	44	0.1%	-12	-21.4%
SK Slovakia	83	0.2%	147	0.2%	64	77.1%
TR Turkey	75	0.2%	140	0.2%	65	86.7%
UK United Kingdom	608	1.2%	735	1.1%	127	20.9%
Total Europe 32 countries	14 587	29.7%	19 912	30.4%	5 325	36.5%
<i>Other countries and regions</i>						
Other European Countries	2 239	4.6%	3 272	5.0%	1 033	46.1%
... including Russian Federation	580	1.2%	383	0.6%	-197	-34.0%
Northern America	860	1.8%	998	1.5%	138	16.0%
... including United States of	772	1.6%	879	1.3%	107	13.9%
Latin America and the Caribbean	22 997	46.8%	31 489	48.0%	8 492	36.9%
... including Mexico	3 910	8.0%	4 224	6.4%	314	8.0%
... including Brazil	2 012	4.1%	2 977	4.5%	965	48.0%
Africa	6 072	12.4%	6 894	10.5%	822	13.5%
Asia	2 029	4.1%	2 949	4.5%	920	45.3%
... including China	401	0.8%	1 014	1.5%	613	152.9%
... including India	146	0.3%	243	0.4%	97	66.4%
... including Japan	155	0.3%	134	0.2%	-21	-13.5%
Oceania	59	0.1%	54	0.1%	-5	-8.5%
Unknown	295	0.6%	13	0.0%	-282	-95.6%
Total other countries and regions	34 256	69.7%	45 656	69.6%	11 400	33.3%
Total incoming students	49 138	100.0%	65 581	100.0%	16 443	33.5%

Source: Ministerio de Educación, Secretaría General de Universidades, provisional data, ISCED levels 5A and 6

In 2008/09, 33 172 students went to Spain for an ERASMUS stay (Table 6). These represented 16.8% of all ERASMUS students of the year. The overall number of ERASMUS students as well as the number of ERASMUS students hosted in Spain increased since the programme was set up in 1987. The increase of 152.4% registered for Spain between 1998/99 and 2008/09 surpasses the overall increase of the number of ERASMUS students of 72.5% during this period. Against the assumptions at the launch of the ERASMUS Programme that most students would go to France, Germany and the UK, Spain has been the top country of destination of ERASMUS students since 2001/02.

The major countries of origin of ERASMUS students in Spain in 2008/09 were Italy (21%), followed by France (19%) and Germany (17%). These countries are among the countries with the highest number of total enrolments in Europe and the largest cohorts of students mobile via the ERASMUS Programme. The highest increases in the absolute number of ERASMUS students in Spain between 1998/99 and 2008/09 were recorded for Italy (4 432), Germany (3 388) and France (3 313), while the number of students from Poland recorded a significant increase in both absolute numbers (1 716) and percentages (2 724%).

Table 6: Incoming ERASMUS students in Spain by country of home institution, in 1998/99, 2002/03, 2006/07, and 2008/09

Year	1998/99		2002/03		2006/07		2008/09		Increase/ decrease 1998/99 - 2008/09	
	Abs.	% of all	Abs.	% of all	Abs.	% of all	Abs.	% of all	Abs.	%
AT Austria	379	3%	558	3%	718	3%	748	2%	369	97%
BE Belgium	788	6%	1 226	6%	1 296	5%	1 525	5%	737	94%
BG Bulgaria	0	0%	25	0%	85	0%	107	0%	107	*
CY Cyprus	1	0%	6	0%	12	0%	15	0%	14	1 400%
CZ Czech Republic	54	0%	238	1%	424	2%	574	2%	520	963%
DE Germany	2 278	17%	3 894	18%	5 121	19%	5 666	17%	3 388	149%
DK Denmark	229	2%	268	1%	226	1%	281	1%	52	23%
EE Estonia	0	0%	16	0%	57	0%	103	0%	103	*
ES Spain – host country										
FI Finland	230	2%	395	2%	493	2%	692	2%	462	201%
FR France	2 949	22%	4 480	21%	5 454	20%	6 262	19%	3 313	112%
GR Greece	218	2%	300	1%	380	1%	482	1%	264	121%
HU Hungary	23	0%	100	0%	210	1%	317	1%	294	1 278%
IE Ireland	172	1%	245	1%	271	1%	316	1%	144	84%
IS Iceland	19	0%	33	0%	23	0%	14	0%	-5	-26%
IT Italy	2 612	20%	4 822	23%	6 350	23%	7 044	21%	4 432	170%
LI Liechtenstein	0	0%	0	0%	7	0%	2	0%	2	*
LT Lithuania	0	0%	57	0%	118	0%	197	1%	197	*
LU Luxembourg	0	0%	0	0%	16	0%	16	0%	16	*
LV Latvia	0	0%	10	0%	43	0%	120	0%	120	*
MT Malta	0	0%	0	0%	3	0%	6	0%	6	*
NL The Netherlands	578	4%	804	4%	818	3%	1 266	4%	688	119%
NO Norway	134	1%	162	1%	177	1%	170	1%	36	27%
PL Poland	63	0%	442	2%	1 171	4%	1 779	5%	1 716	2 724%
PT Portugal	410	3%	728	3%	1 240	5%	1 397	4%	987	241%
RO Romania	62	0%	256	1%	356	1%	423	1%	361	582%
SE Sweden	269	2%	374	2%	283	1%	309	1%	40	15%
SI Slovenia	0	0%	39	0%	117	0%	233	1%	233	*
SK Slovakia	2	0%	65	0%	114	0%	180	1%	178	8 900%
TR Turkey	0	0%	0	0%	249	1%	543	2%	543	*
UK United Kingdom	1 697	13%	1 754	8%	1 632	6%	2 385	7%	688	41%
Total	13 167	100%	21 297	100%	27 464	100%	33 172	100%	20 005	152%

Source: European Commission

Levels of study

Table 7 shows the distribution of all students and foreign students across levels of study. In 2008/09 the traditional Spanish study cycles coexisted with the new structure of study levels adapted to the European Higher Education Area (see 1.1.2). It is expected that the traditional cycles will be fully replaced within a few years. Data on enrolments at bachelor and master levels refer to 163 bachelor programmes and 1 736 master programmes, which were officially approved and implemented in 2008/09⁵. Data on enrolments of doctoral students include enrolments in the new and the old doctoral studies.

⁵ Ministerio de Educación, Secretaría General de Universidades, Datos y cifras del sistema universitario 2009/10, Madrid, 2009, <http://www.educacion.es/educacion/universidades/estadisticas-informes.html>

In 2008/09, the majority of all students were enrolled in the traditional first and second cycle studies, making up 90.3% of all students at all levels. The *distribution of foreign students across levels of study* differs significantly from the distribution of all students. While the highest number of foreign students is also enrolled at first and second cycle level but with a lower share (55.8%), high percentages can be found at the doctoral level (25.8%) and the master level (17.4%). The share of foreign students at doctoral level among all foreign students in Spain is remarkably high compared to other Europe 32 countries⁶.

The share of foreign students *among all* master students is particularly high (22.9%). Also, the share of foreign students among all bachelor students (3.6%) is higher than among students enrolled in first and second cycles (2.7%). This shows a clear interest of foreign students for the three-cycle degrees.⁷

Considering the distribution of students from different world regions across study levels, the percentage of Latin American students at doctoral level among all Latin American students in Spain (35.3%) is higher than the average. With regard to the master level, students from the same world region (21.6%), as well as from the US and Canada (27.4%) and Asia and Oceania (27.9%), surpass the percentage of all foreign students at the master level. Students from Northern Africa have a particularly low representation at these advanced study levels (master: 7%; doctorate: 9.7%).⁸

Table 7: Foreign students in Spain by level of study, in 2008/09

Level	2008/09				
	all students enrolled at this level	% of all students enrolled at this level	foreign students enrolled at this level	% of all foreign students enrolled at this level	% of foreign students among all students at respective level
1st and 2nd	1 358 875	90.3%	36 562	55.8%	2.7%
Bachelor	18 353	1.2%	668	1.0%	3.6%
Master	49 799	3.3%	11 392	17.4%	22.9%
Doctorate	77 249	5.1%	16 959	25.9%	22.0%
Total	1 504 276	100.0%	65 581	100.0%	4.4%

Note: ISCED levels 5A and 6

Source: Ministerio de Educación, Secretaría General de Universidades, provisional data

Types of universities

In Spain, 50 universities are public and 27 are private and universities and of the Catholic Church in 2008/09. Correspondingly, the majority of all students, as well as of all foreign students in their first and second cycle of study and in bachelor programmes, were enrolled at public universities in 2008/09 (Table 8). However, the share of foreign students among all students enrolled at public universities (2.7%) is also higher than their share at private universities (2.2%). Students with the nationality of an EU member state have a higher representation among all foreign students at private institutions (37.8%) than they have among foreign students at public institutions (35.2%). The inverse situation can be found for students that do not have the nationality of an EU member state.

⁶ Comparison based on UOE data on enrolment at ISCED level 6. However, national data collection practices differ significantly one from the other, in particular for ISCED level 6 and data have to be interpreted with caution.

⁷ New entry is still possible for the old study cycles.

⁸ Ministerio de Educación, Secretaría General de Universidades, *Datos y cifras del sistema universitario 2009/10*, Madrid, 2009, <http://www.educacion.es/educacion/universidades/estadisticas-informes.html>

Table 8: Foreign students in *primer* and *segundo ciclo* and bachelor programmes by type of university, in 2008/09

Type of institution	Total	Total foreign students		EU 27		Other		
		Abs.	%	Abs.	% of foreign	Abs.	% of foreign	
Public universities	<i>Centros propios</i>	1 177 309	32 898	2.8%	11 549	35.1%	21 349	64.9%
	<i>Centros adscritos</i>	53 301	1 132	2.1%	357	31.5%	775	68.5%
Private and Catholic Church universities		146 618	3 200	2.2%	1 209	37.8%	1 991	62.2%
Total		1 377 228	37 230	2.7%	13 115	35.2%	24 115	64.8%

Source: Ministerio de Educación, Secretaría General de Universidades, provisional data. ISCED level 5A

Fields of study

Table 9 shows the distribution of foreign students in the first and second cycles and bachelor programmes across fields of study. The major percentage of foreign students is enrolled in *Social Science and Law* (48.1%), followed by *Engineering and Architecture* (22.4%) and *Health* (13.7%). The share of foreign students enrolled in the two latter fields of study is significantly higher than the share of all students (9.6% in *Engineering and Architecture*; 6.2% in *Health*), while the shares for *Social Science and Law* are comparable. In contrast, the shares of foreign students in *Humanities* (11.4%) and in *Science* (4.4%) are less than half of the shares of all students in these fields (23.8% in *Humanities*; 8.9% in *Science*).

Table 9: Foreign students in Spain in *primer* and *segundo ciclo* and bachelor programmes by field of study, in 2008/09

Field of study	Number of foreign students	Distribution of foreign students across fields	Number of all students	Distribution of all students across fields	% of foreign students among all students in respective field
Social Science, Law	17 908	48.1%	702 369	51.6%	2.5%
Humanities	4 244	11.4%	323 976	23.8%	1.3%
Science	1 638	4.4%	121 607	8.9%	1.3%
Engineering and Architecture	8 340	22.4%	130 354	9.6%	6.4%
Health	5 100	13.7%	83 867	6.2%	6.1%
Total	37 230	100.0%	1362173	100.0%	2.7%

Source: Ministerio de Educación, Secretaría General de Universidades, provisional data. ISCED level 5A

Region of study

Spain is made up of 17 Autonomous Communities that have executive and administrative powers, which allow them to oversee the education system within their own territory together with the central government. Table 10 shows the number of foreign students in *primero* and *segundo ciclo* and bachelor programmes by Autonomous Community.

The highest absolute number of students in first and second cycle and bachelor programmes is enrolled at universities of the four Communities with the highest number of inhabitants⁹: Andalusia, Catalonia, Madrid and the Valencian Community. The shares of foreign students among all students are also among the highest in three of these Communities (Catalonia: 3.9%, Madrid: 3.6%, Valencian Community: 3%), the Communities with Spain's three most populous cities¹⁰. With a share of 2.4% of foreign students, only Andalusia lies under the national average of 2.7% for non distance-learning universities. Three other Communities lie over this national average: the Balearic Islands (4.7%), the Canary Islands (3.8%) and Navarra (2.8%) which is one of the three Spanish Communities with the smallest overall population. The high share of foreign students on the Balearic Islands and the Canary Islands might be linked to the touristic attractiveness of the isles. The Balearic Islands are also the Community with the highest proportion of foreigners generally (20.8 per 100 inhabitants in 2009) and the Canary Islands follow on, ranked sixth among all Spanish Communities (13.7 foreigners per 100 inhabitants)¹¹. The lowest shares of foreign students can be found in the Communities of Asturias (0.7%), Castile-la Mancha (0.9%) and Extremadura (1%). Asturias and the Extremadura are together with Galicia the Autonomous Communities with the lowest general proportion of foreigners¹².

The share of foreign students at Spain's two distance-learning universities (2.4%) is slightly lower than the average share for the non-distance-learning universities. The number of foreign students at the public *Universidad Nacional de Educación a Distancia* (UNED) is more than four times higher than the number of foreign students of the private *Universitat Oberta de Catalunya* (UOC) offering programmes in Catalan and Spanish, and furthermore increased by 69.3% since 2006/07.

Major increases can also be found for La Rioja (109.4%), the Basque Country (56.2%) and Cantabria (54%), but all of these Communities start from a relatively low number of foreign students. In contrast, the number of foreign students in Asturias increased only slightly (3.8%) compared to the average increase of foreign students at all non-distance-learning universities (21.8%) and for Castile and León a decrease was registered (-27.1%).

Table 10: Foreign students in Spain in *primero* and *segundo ciclo* and bachelor programmes by Autonomous Community, in 2006/07 and 2008/09

Regions	2006/07			2008/09			% Increase /Decrease
	Total	Foreign	% of total	Total	Foreign	% of total	
Non- distance-learning universities	1 222 464	26 754	2.2%	1 186 246	32 599	2.7%	21.8%
Andalucía	226 944	4 690	2.1%	221 672	5 388	2.4%	14.9%
Aragón	31 755	362	1.1%	30 551	465	1.5%	28.5%
Asturias (Principado de)	27 984	158	0.6%	24 929	164	0.7%	3.8%
Balears (Illes)	13 363	436	3.3%	13 361	623	4.7%	42.9%
Canarias	44 339	1 257	2.8%	43 116	1 644	3.8%	30.8%
Cantabria	10 777	100	0.9%	10 101	154	1.5%	54.0%
Castilla y León	83 577	2 080	2.5%	77 232	1516	2.0%	-27.1%
Castilla-La Mancha	26 633	178	0.7%	26 234	229	0.9%	28.7%

⁹ Instituto Nacional de Estadística, *Indicadores sociales. Edición 2009*, available on the INEbase database, <http://www.ine.es/daco/daco42/sociales09/sociales.htm>

¹⁰ Ibid

¹¹ Ibid

¹² Ibid

Cataluña	175 058	5 192	3.0%	171 382	6 631	3.9%	27.7%
Comunitat Valenciana	138 837	3 489	2.5%	137 235	4 122	3.0%	18.1%
Extremadura	23 317	197	0.8%	22 512	228	1.0%	15.7%
Galicia	70 840	864	1.2%	65 560	1 154	1.8%	33.6%
Madrid (Comunidad de)	231 799	6 424	2.8%	231 897	8 372	3.6%	30.3%
Murcia (Región de)	37 906	464	1.2%	37 739	667	1.8%	43.8%
Navarra (Comunidad Foral de)	16 020	365	2.3%	15 434	436	2.8%	19.5%
País Vasco	56 862	445	0.8%	51 417	695	1.4%	56.2%
Rioja (La)	6 453	53	0.8%	5 874	111	1.9%	109.4%
Distance-learning universities	183 430	2 882	1.6%	190 982	4 631	2.4%	60.7%
UNED	144 649	2 253	1.6%	149 410	3 814	2.6%	69.3%
UOC	38 781	629	1.6%	41 572	817	2.0%	29.9%
Total	1 405 894	29 636	2.1%	1 377 228	37 230	2.7%	25.6%

Source: Ministerio de Educación, Secretaría General de Universidades, provisional data. ISCED level 5A

2.2.2 Student outflows

Types of mobility (degree vs. credit)

Three different sources capture outgoing mobility of students from Spain. UOE data measure students with Spanish citizenship studying outside Spain for more than a full academic year and generally intending to obtain a qualification in the host country. Being based on the nationality of the students, these data include non-mobile Spanish students who are permanent residents in the host country as a result of immigration. They do thus not indicate genuine mobility, but they are the only usable approximation. The ERASMUS data of the European Commission capture mobility in the framework of the ERASMUS Programme of students originally enrolled in Spain.

The EUROSTUDENT survey measures temporary enrolment of students from Spain at a foreign higher education institution (in the framework of the ERASMUS Programme or not) and other study-related activities abroad such as internships, language courses or summer schools. Focusing on different types of mobility, the three sources are complementary although an overlap exists between the ERASMUS and EUROSTUDENT data.

As shown in Table 11 the ratio of students with Spanish nationality that study abroad for presumably more than a full academic year against those that study at home (i.e. for a degree) is of 0.020 in 2006/07, which is, as stated above, relatively low in comparison to the other Europe 32 countries (Europe 32 average: 0.033). In contrast, the share of outgoing ERASMUS students among all Spanish students (1.3% in 2008/09) is relatively high compared to the other ERASMUS countries (cf. Vol. I, Chapter II). The ERASMUS country average is 0.7% and only five other Europe 32 countries have a share higher or equal with that of Spain, in the same academic year¹³. Taking into account the absolute number of outgoing ERASMUS students, Spain is the first sending country of ERASMUS students in 2008/09. The importance of the ERASMUS programme for outgoing mobility from Spain is also evidenced by the ratio of study abroad (diploma mobile) students to ERASMUS students which is the lowest for Spain among all ERASMUS countries: for 100 ERASMUS students, 130 diploma mobile students with Spanish nationality study abroad

¹³ No data for Luxembourg

compared to 418 diploma mobile students on ERASMUS country average (UOE and EC data for 2006/07¹⁴).

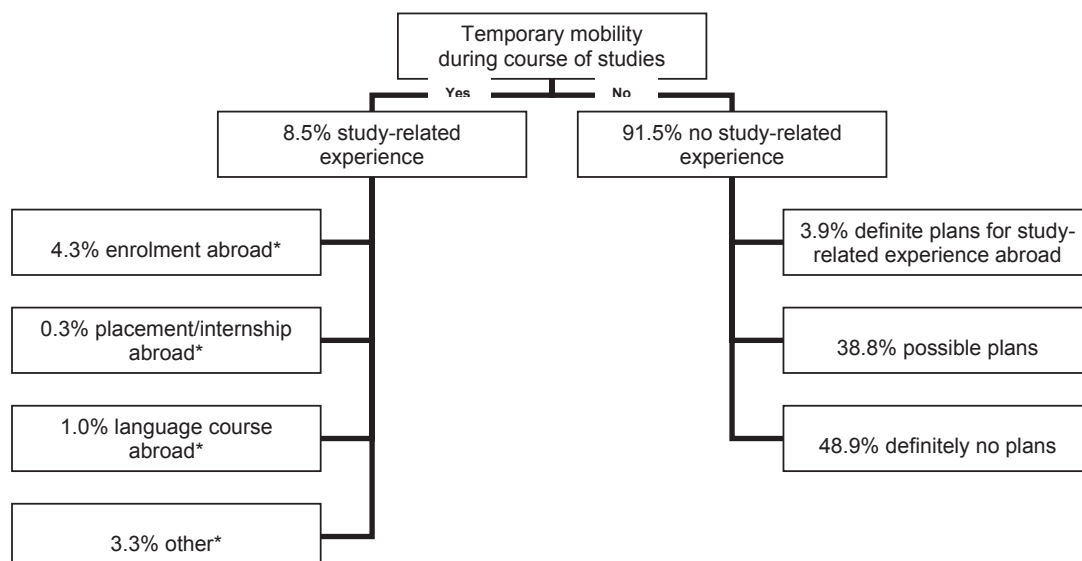
Table 11: Types of mobility of outgoing students, in 2002/03-2007/08

Type of mobility (Source)	Study abroad students (UOE)		Outgoing ERASMUS students		Ratio Spanish study abroad students: Spanish outgoing ERASMUS
	Abs.	% of all students	Abs.	% of all students	
2007/08	*	*	23 107	1.6%	*
2006/07	29 027	2.0%	22 322	1.5%	130:100
2005/06	*	*	22 885	1.6%	*
2004/05	*	*	20 818	1.4%	*
2003/04	*	*	20 035	1.3%	*
2002/03	22 447	1.5%	18 258	1.2%	120:100

Sources: Number of study abroad students: UOE, ISCED 5 and 6. Number of ERASMUS students: European Commission, ISCED 5 and 6. Calculated in relation to the total number of Spanish students on ISCED levels 5A and 6: *Ministerio de Educación, Secretaría General de Universidades*

Figure 1 shows the participation of students from Spain in study-related periods abroad. Compared to the other countries participating in the EUROSTUDENT project, the percentage of students from Spain that went abroad is rather low (8.5%). Spain is ranked fourteenth among the 22 countries which surveyed students on that question. The highest share of Spanish students went abroad to enrol at a foreign HEI (4.3%) while the shares of students having been abroad for a language course (1%) or an internship/ placement (0.3%) are among the lowest of all EUROSTUDENT countries. 62.8% of the students with a foreign enrolment went abroad in the framework of a mobility programme and 37.2% without any programme (free-movers). The percentage of free-movers is rather low in comparison to the other 21 countries that surveyed students on that question (Spain is on rank 14).

Figure 1: Participation in study-related periods abroad, in 2006/07



*Multiple choice

Source: EUROSTUDENT III, National Profile Spain, ISCED 5A

¹⁴ No data for Luxembourg

Countries of destination

The large majority of students with Spanish nationality studying abroad are hosted by ten countries (93.7%) (Table 12). The first ranked country of destination of Spanish students is the UK (30.8%), followed by Germany (17.1%), France (13.3%) and the US (12.6%). These four countries are also the main host countries of all students with Europe 32 country nationalities. Comparing the top ten host countries of Spanish students to the top ten countries of nationality of foreign students in Spain (see Table 4), a clear imbalance appears: while the major countries of origin are Latin American, African and European, only European countries and the US are represented among the major host countries. Only Italy and Portugal are represented in both tables, but appear with a higher percentage in the top ten countries of origin.

Table 12: Major host countries of Spanish study abroad students (top 10), in 2006/07

Rank	Country of destination	Abs.	% of all study abroad students
1	United Kingdom	8 930	30.8%
2	Germany	4 974	17.1%
3	France	3 860	13.3%
4	United States of America	3 654	12.6%
5	Switzerland	1 496	5.2%
6	Sweden	1 195	4.1%
7	Belgium	1 101	3.8%
8	The Netherlands	821	2.8%
9	Portugal	648	2.2%
10	Italy	519	1.8%
	Top ten countries	27 198	93.7%
	Total study abroad students	29 027	100.0%

Source: UOE data collection. ISCED levels 5 and 6.

Table 13: Spanish study abroad students by country and world region of destination, in 1998/1999, 2002/03 and 2006/07

Host country	1998/99	2002/03	2006/07	Abs. Increase/ Decrease 1998/99 - 2006/07	% Increase/ Decrease 1998/99 - 2006/07	% of all study abroad students 2006/07
Europe 32 countries						
AT Austria	343	309	419	76	22.2%	1.4%
BE Belgium	1 393	1 039	1 101	-292	-21.0%	3.8%
BG Bulgaria	1	0	10	9	900.0%	0.0%
CH Switzerland	1 464	1 566	1 496	32	2.2%	5.2%
CY Cyprus	*	1	34	*	*	0.1%
CZ Czech Republic	2	3	34	32	1 600.0%	0.1%
DE Germany	5 501	839	4 974	-527	-9.6%	17.1%
DK Denmark	85	150	130	45	52.9%	0.4%

Host country	1998/99	2002/03	2006/07	Abs. Increase/ Decrease 1998/99 - 2006/07	% Increase/ Decrease 1998/99 - 2006/07	% of all study abroad students 2006/07
EE Estonia	3	2	8	5	*	0.0%
FI Finland	39	102	117	78	200.0%	0.4%
FR France	3 537	4 197	3 860	323	9.1%	13.3%
GR Greece	*	1	31	*	*	0.1%
HU Hungary	15	5	33	18	120.0%	0.1%
IE Ireland	227	241	350	123	54.2%	1.2%
IS Iceland	5	19	26	21	420.0%	0.1%
IT Italy	163	298	519	356	218.4%	1.8%
LI Liechtenstein	*	0	0	*	*	0.0%
LT Lithuania	*	8	65	*	*	0.2%
LU Luxembourg	7	0	*	*	*	*
LV Latvia	*	0	7	*	*	0.0%
MT Malta	*	0	0	*	*	0.0%
NL The Netherlands	379	745	821	442	116.6%	2.8%
NO Norway	45	61	116	71	157.8%	0.4%
PL Poland	5	18	66	61	1 220.0%	0.2%
PT Portugal	*	485	648	*	*	2.2%
RO Romania	1	2	8	7	700.0%	0.0%
SE Sweden	572	890	1 195	623	108.9%	4.1%
SI Slovenia	*	1	2	*	*	0.0%
SK Slovakia	*	1	6	*	*	0.0%
TR Turkey	2	2	4	2	100.0%	0.0%
UK United Kingdom	7 673	7 390	8 930	1 257	16.4%	30.8%
Total Europe 32 countries	21 462	18 375	25 010	3 548	16.5%	86.2%
<i>Other countries and regions</i>	-	-	-	-		
Other European Countries	386	1	6	-380	-98.4%	0.0%
... including Russian Federation	0	0	0	0	*	0.0%
Northern America	3 862	3 633	3 654	-208	-5.4%	12.6%
... including United States of	3 862	3 633	3 654	-208	-5.4%	12.6%
Latin America and the Caribbean	49	163	76	27	55.1%	0.3%
... including Mexico	0	0	0	0	*	0.0%
... including Brazil	0	12	0	0	*	0.0%
Africa	0	2	6	6	*	0.0%
Asia	63	121	124	61	96.8%	0.4%
... including China	0	4	4	4	*	0.0%
... including India	0	5	0	0	*	0.0%
... including Japan	48	63	111	63	131.3%	0.4%
Oceania	87	152	151	64	73.6%	0.5%
Total other countries and regions	4 447	4 013	4 017	-430	-9.7%	13.8%
Total study abroad students	25 909	22 388	29 027	3 118	12.0%	100.0%

Note: for 2002/03 the total of Spanish students enrolled in Germany (839) is certainly an underestimate. Source: UOE data collection, ISCED 5 and 6.

The number of outgoing students with Spanish nationality increased by 12% between 1998/99 and 2006/07. An even higher increase can be found for Spanish students studying in other Europe 32 countries (16.5%) while the number of students in non-Europe 32 countries decreased by 9.7%. This decrease is related to a decrease of the number of Spanish students in non-Europe 32 European countries and the US. The share of Spanish students in other Europe 32 countries (86.2%) is comparable to the average share of students from Europe 32 countries studying in other countries of this region (85.5%).

Table 14: Spanish students going abroad through the ERASMUS Programme by country of destination, in 1998/99, 2002/03, 2006/07, and 2008/09

Year	1998/99		2002/03		2006/07		2008/09		Increase/ decrease 1998/99 - 2008/09	
	Abs.	% of all	Abs.	% of all	Abs.	% of all	Abs.	% of all	Abs.	%
AT Austria	254	2%	267	1%	365	2%	493	2%	239	94%
BE Belgium	803	6%	969	5%	1250	6%	1409	5%	606	75%
BG Bulgaria	0	0%	11	0%	34	0%	48	0%	48	*
CY Cyprus	3	0%	6	0%	34	0%	36	0%	33	1 100%
CZ Czech Republic	17	0%	120	1%	377	2%	532	2%	515	3 029%
DE Germany	2 106	15%	2 441	13%	2 411	11%	2 990	11%	884	42%
DK Denmark	342	2%	517	3%	619	3%	731	3%	389	114%
EE Estonia	0	0%	9	0%	24	0%	34	0%	34	*
ES Spain - home country										
FI Finland	247	2%	482	3%	686	3%	792	3%	545	221%
FR France	2 926	20%	3 121	17%	3 230	14%	3 714	14%	788	27%
GR Greece	154	1%	155	1%	238	1%	325	1%	171	111%
HU Hungary	11	0%	59	0%	124	1%	206	1%	195	1 773%
IE Ireland	393	3%	487	3%	613	3%	874	3%	481	122%
IS Iceland	17	0%	17	0%	24	0%	33	0%	16	94%
IT Italy	1 968	14%	3 493	19%	5 124	23%	6 532	24%	4 564	232%
LI Liechtenstein	0	0%	0	0%	4	0%	3	0%	3	*
LT Lithuania	0	0%	14	0%	64	0%	124	0%	124	*
LU Luxembourg	0	0%	0	0%	2	0%	6	0%	6	*
LV Latvia	0	0%	1	0%	27	0%	45	0%	45	*
MT Malta	0	0%	12	0%	27	0%	59	0%	59	*
NL The Netherlands	839	6%	1 149	6%	1 119	5%	1 211	4%	372	44%
NO Norway	91	1%	156	1%	350	2%	365	1%	274	301%
PL Poland	12	0%	123	1%	471	2%	860	3%	848	7 067%
PT Portugal	473	3%	915	5%	1 214	5%	1 450	5%	977	207%
RO Romania	4	0%	54	0%	98	0%	142	1%	138	3 450%
SE Sweden	444	3%	593	3%	860	4%	979	4%	535	120%
SI Slovenia	0	0%	19	0%	79	0%	124	0%	124	*
SK Slovakia	5	0%	15	0%	55	0%	78	0%	73	1 460%
TR Turkey	0	0%	0	0%	24	0%	91	0%	91	*
UK United Kingdom	3 272	23%	3 053	17%	2 775	12%	3 119	11%	-153	-5%
Total	14 381	100%	18 258	100%	22 322	100%	27 405	100%	13 024	91%

Source: European Commission

The most popular countries of destination of ERASMUS students from Spain in 2008/09 were Italy (24%), France (14%), the UK (11%) and Germany (11%). Although the number of outgoing

ERASMUS students from Spain increased by 91% between 1998/1999 and 2008/09, decreases were recorded for the UK (-5%). Among the countries with major increases in hosting Spanish ERASMUS students in the period 1998/99 to 2008/09, Italy registered the most significant increase in absolute terms (4 564). In terms of percentage increase, Poland registered a significant increase of (7 067%), which translated into 848 in absolute terms. The other countries which experienced a similar level of growth, in absolute numbers, were Portugal (977) and Germany (884).

Years of study

According to the EUROSTUDENT survey, most students from Spain undertake mobility initiatives in their third year of study. The mobility rate rises from 3.6% in the second year to 5.2% in the third year which is the highest increase compared to the other years of study (Table 15). The third and the fourth years have been identified as the period in which most students from all EUROSTUDENT countries appear to go abroad for a foreign study-related experience.

Table 15: Foreign study-related experience of Spanish students by year of study, in 2006/07

Year of study	%	Cumulative %
First year of study	2.8%	2.8%
Second year of study	0.8%	3.6%
Third year of study	1.6%	5.2%
Fourth year of study	1.4%	6.6%
Fifth year of study	0.9%	7.5%
All study-related experiences abroad	1%	8.5%

Source: EUROSTUDENT III, ISCED 5A

Sources of financing

Spain counts among the five EUROSTUDENT countries where the highest percentage of financial support for study-related activities abroad comes from the students' families, income before the period abroad as well as other private sources in the home country (70% altogether). According to data in Table 16, public support only makes up 25% and income from earnings during the stay abroad 5%. The percentage of financing through public support by stay abroad is rather low in Spain compared to the other EUROSTUDENT countries. It is composed of grants from the home state (14%), the EU (10%) and the host country (1%).

Table 16: Source of financing during study-related stays abroad, in 2006/07

Sources of finance for study-related activities abroad	%
Parents/family	47%
Income from previous job	19%
Income from job during studies abroad	5%
Study grants/loans from host country	1%
EU study grants	10%
Home state loans (repayable)	0%
Home state grant (non-repayable)	14%
Special support for studies abroad	0%
Other	4%

Source: EUROSTUDENT III, ISCED 5A

Obstacles to mobility

With a median value of 57% of all responses, financial insecurity is perceived as the major obstacle to mobility by students from all EUROSTUDENT countries that have not been abroad (Table 17). In Spain, this issue is mentioned even more often as an obstacle (64%). Other important aspects mentioned by the students are a lack of individual motivation (47%), a lack of language competency (47%) and insufficient support from the home country (46%). Insufficient support from the host country plays a minor role (25%). In comparison to the EUROSTUDENT median (23%), the lack of language competency is mentioned more often as a barrier to mobility in Spain while the percentages of the three other aspects approximately match the EUROSTUDENT country averages. As in all other EUROSTUDENT countries, in Spain the mobility rate among students fluent in at least one foreign language (27%) is significantly higher than among students with very poor ability in foreign languages (1%).

Table 17: Issues that influence plans of Spanish students for a study-related stay abroad, in 2006/07

Perceived barriers by students who have not been abroad	
Grouped items	(very) strongly
lack of language competency	47%
insufficient support of mobility in home country	46%
insufficient support of mobility in guest country	25%
financial insecurities	64%
lack of individual motivation	47%

Note: multiple choice

Source: EUROSTUDENT III, ISCED 5A

3 Summary assessment of student mobility in Spain

The following findings on mobility to and from Spain can be drawn from the analysis of the available data:

- While the number of Spanish students enrolled at Spanish universities has continuously decreased since 1999/00, a significant rise of the number of foreign students is recorded for the same period. However, compared to the other Europe 32 countries the share of foreign students among all students is relatively low (3.3% in 2006/07). The share of study abroad students among all Spanish students is also inferior to the Europe 32 average.
- The ERASMUS Programme constitutes an important factor for mobility from and to Spain. Spain has been the first host country of ERASMUS students since 2001/02 and the share of incoming ERASMUS students among all students enrolled in Spain is above the ERASMUS country average. Spain is also the third sending country of ERASMUS students.
- The number of foreign students from Latin-American countries, which are with the exception of Brazil, Spanish-speaking and former Spanish colonies, is the highest among all Europe 32 countries in 2006/07, both in terms of absolute numbers and the share among all foreign students. Students with the nationality of a Latin-American country make up nearly half of all foreign students in Spain.
- The number of foreign students from Latin-American countries in Spain is significantly increasing in absolute number, but major increases are also recorded for European and Asian countries.
- Further major countries of nationality of foreign students in Spain are Morocco, Italy, Portugal and Romania.
- With the exception of Portugal and Italy Spanish students tend to study abroad for a degree to other countries than those that send most foreign students to Spain. There is, in other words, only a small overlap between the main countries of origin of foreign students in Spain and the main countries of destination of Spanish study abroad students.
- Within the ERASMUS Programme, Germany and France exchange a high number of students with Spain. The UK is an important country of destination for Spanish students and Italy a major sending country.
- Foreign students in Spain are generally enrolled at higher levels of study than Spanish students and have a high interest for the new Spanish degrees which are adapted to the European Higher Education Area.
- The percentage of Spanish students that went abroad for a study-related experience other than enrolment at a foreign higher education institution is very low compared to other European countries.
- Study-abroad experiences are mainly financed by the students' families and income from previous jobs. Financial insecurity is perceived as the major obstacle to mobility by Spanish students.

Chapter VII: Student mobility in France (FR)

Nina Volz

1 Student mobility data – sources, collectors, availability and quality

1.1 Official statistical sources

1.1.1 Collectors and collection procedures¹

In France, the *Ministère de l'Enseignement supérieur et de la Recherche* (MESR - Ministry of Higher Education and Research) and the *Ministère de l'Éducation nationale* (MEN - Ministry of National Education) are the official providers of data on education. The common *Direction de l'évaluation, de la prospective et de la performance* (DEPP) and the *Sous-direction des systèmes d'information et études statistiques* (SIES) of the Ministry of Higher Education and Research are responsible for the supervision and quality assurance of the data collection system. The SIES collects and processes data on higher education and research, including data on incoming student mobility. These data are mainly collected through the web-based *Système d'information sur le suivi de l'étudiant* (SISE). Data on a small number of higher education programmes are collected by other ministries which employ their own collection systems. The SIES centralises data on the whole higher education system and reports these data to the European and international data collectors UOE, i.e. UNESCO, OECD and EUROSTAT. Outgoing mobility is not covered by the national official data providers.

The SISE data collection include data on foreign students by type of higher education institution, by higher education institution, by *académie* (administrative district of education institutions), level of study, year of study, degree envisaged, field of study, gender, type of *baccalauréat* (upper secondary school leaving qualification), year of completion of secondary education and profession of the students' parents².

Each year, the ministries publish the *Repères et références statistiques sur les enseignements, la formation et la recherche* (RERS). This publication which provides data on all stages of education, includes information on incoming student mobility. Furthermore, the ministries publish regular *Notes d'information*, i.e. summary overviews on new findings and data analyses. Data are also available in Excel tables and/or PDF format in the common publication database of the two ministries³. Only a part of the published data on incoming student mobility is available for all higher education institutions; the other part only covers universities. Publications generally focus on data on metropolitan France and the *départements d'outre-mer* (DOM – overseas departments)⁴.

¹ The author of this chapter would like to thank for their contributions and support to Ms Nathalie Caron-Caillaux, Chef du département des études statistiques, Sous-direction des systèmes d'information et des études statistiques, DGEISIP – DGRI, Ministère de l'enseignement supérieur et de la recherche; Mr Olivier Lefebvre, Sous-directeur des systèmes d'information et des études statistiques, DGEISIP-DGRI, Ministère de l'enseignement supérieur et de la recherche; Ms Valérie Liogier, Département des études statistiques, Sous-direction des systèmes d'information et des études statistiques, DGEISIP-DGRI, Ministère de l'enseignement supérieur et de la recherche; Mr Bruno Lutinier, Département des études statistiques, Sous-direction des systèmes d'information et des études statistiques, DGEISIP – DGRI, Ministère de l'enseignement supérieur et de la recherche; Ms Solange Pizarz, Agence d'évaluation de la recherche et de l'enseignement supérieur; Mr Ronan Vourc'h, Observatoire de la vie étudiante.

² The response rate for the profession of parents of foreign students is low.

³ <http://www.infocentre.education.fr/acadoc/>

⁴ Overseas departments (DOM): Departments outside metropolitan France that are integral parts of France and the European Union. French laws and regulations generally apply in DOM as in the mainland, but can be adapted to their

However, the ministries also dispose of data on the *collectivités d'outre-mer* (COM – overseas collectivities) and New Caledonia⁵.

The French higher education system is composed of more than 3,500 institutions, both public and private. In 2008/09, it comprised 79 universities, 231 engineering schools, 206 schools of business and management and 233 *écoles supérieures artistiques et culturelles* (art schools). Some engineering schools are university-based. Apart from bachelor, master and PhD programmes in all disciplines, the 79 universities also offer *licences professionnelles* (career-oriented bachelor degrees)⁶, teacher training at the 27 *instituts universitaires de formation des maîtres* (IUFM, institutes for teacher training)⁷ and technical programmes at the 115 *instituts universitaires de technologie* (IUT, university-affiliated institutes of technology)⁸. In addition, more than 800 specialised schools and institutes provide instruction in specific sectors, such as social work, paramedical functions, administration, journalism and architecture. Many secondary schools (*lycées*) offer postsecondary programmes that prepare students for the entrance examinations for the *grandes écoles* (422 CPGE - *classes préparatoires aux grandes écoles*)⁹ or that lead to a 2-year technical certificate (2182 STS- *sections de techniciens supérieurs*)¹⁰.

The complexity of the French higher education system and the diversity of institutions are reflected in the data collection system. The main data collectors are the ministries of Higher Education, Research and National Education, but not all higher education institutions are under their supervision. Their main data collection system, SISE, has progressively been extended since it was set up in 1995¹¹ to include today all universities and *grands établissements*¹², the *instituts universitaires de formation des maîtres* (IUFM), the *instituts catholiques* (catholic institutes), the engineering schools and approximately 75% of management schools. SISE surveys exist by type of institution¹³. Non-university engineering schools have been included successively since 2003 and management schools since 2005. They were covered by other surveys before their inclusion in SISE.

Complementary surveys exist outside the SISE application. Postsecondary programmes such as the *classes préparatoires aux grandes écoles* and the *sections de techniciens supérieurs* are covered by the *scolarité* survey of the Ministry of National Education. Further surveys exist on programmes under the supervision of the Ministry of Agriculture and Fishing, art schools under the supervision of the Ministry of Culture and Communication and the *formations aux professions paramédicales et sociales* (paramedical and social programmes) under the Ministry of Health and Sports. Information is centralised by the SIES to provide a picture of the whole higher education system.

specific situation. In 2010, the overseas departments are Guadeloupe, French Guyana, Martinique and Reunion Island. Source: République française. Direction de l'information légale et administrative : Quelles sont les collectivités territoriales situées en outre-mer ? <http://www.vie-publique.fr/decouverte-institutions/institutions/collectivites-territoriales/outre-mer/>

⁵ Overseas collectivities (COM): Each collectivity has a different statute defined by an organic law. Laws and decrees of the central government apply as provided in the respective organic law. In 2010, the COM are French Polynesia, Mayotte, Saint Barthélemy, Saint-Martin, Saint Pierre and Miquelon and Wallis and Fortuna. New Caledonia has a special statute in between autonomy and independence. Source: Idem. Saint Barthélemy and Saint-Martin are part of the *académie* (administrative district of education institutions) of Guadeloupe.

⁶ ISCED level 5A

⁷ In 2008, IUFM are based in universities except those in Guadeloupe, Guyana and Martinique. ISCED level 5A

⁸ ISCED level 5B

⁹ ISCED level 5A

¹⁰ ISCED level 5B

¹¹ The main data collection system before was the *Enquête Fichier Universitaire* (EFU).

¹² These are the following public institutions : Institut d'Etudes Politiques de Paris, Ecole Nationale des Chartres, Ecole Pratique des Hautes Etudes, Ecole des Hautes Etudes Sociales, Institut National des Langues et Civilisations Orientales, Observatoire de Paris, Institut de Physique du Globe, Ecole Nationale Supérieure des Sciences de l'Information et des Bibliothèques, Paris IX, INP de Grenoble

¹³ SISE - UNIVERSITES, IUT; SISE – IUFM; SISE – INGENIEURS; SISE - INST CATHO; SISE – MANAGEMENT.

1.1.2 Quality of official mobility data

The main statistical system, SISE, records each student individually. Higher education institutions directly supply statistical information to the system and data are uploaded by the SIES on January 15th of the ongoing academic year. In order to ensure the data quality, the data are submitted to the higher education institutions for a supplementary validation process after the upload and possible errors can be corrected.

SISE records all students that are enrolled at an institution covered by the SISE surveys and in a programme that lasts at least one year and leads to an officially approved national degree or a *diplôme d'université*¹⁴ or preparing a public service entrance examination. It therefore does normally not record incoming credit mobile students. All types of programmes are taken into account including distance learning, dual education programmes and continuing education. Students that take part in an exchange programme abroad and that have paid tuition fees for a programme in France that lasts at least one year are also recorded in SISE. The definition of a student according to SISE includes students *stricto sensu*, interns and apprentices¹⁵ within higher education.

The SISE system provides information on the main registration of a student. The main registration descriptor corresponds to one physical person per institution. Accordingly, an individual involved in more than one programme of an institution is counted only once while a person enrolled in more than one institution is recorded several times.

Relying on SISE and other surveys, data on the whole higher education system is available including breakdowns by type of institution. However, due to changes in the French higher education landscape and methodological redefinitions, the diversity of types of higher education institutions and the definition of higher education as a whole are slightly fluctuating over time. An important modification to the definition of higher education was implemented in 2001/02 increasing the total number of students by 11,000¹⁶.

The SIES provides data on foreign students based on citizenship. The citizenship of a student can be crossed with the descriptor of *bachelier/non-bachelier* available for the SISE universities survey. A *bachelier* is a student that passed the French *baccalauréat* qualification for the completion of secondary education; a *non-bachelier* is a student that passed a foreign equivalent. The *baccalauréat* as well as the foreign equivalents can be passed by foreign and national students within France and abroad¹⁷. However, the descriptor allows for a good approximation of genuine incoming mobility, because only a small number of foreign students get the French *baccalauréat* outside France and a foreign equivalent within France. The *non-bachelier* students mainly received their secondary education outside France and came expressly to France for the purpose of study.

¹⁴ In parallel with the system of officially approved national degrees, which do not vary from one university to another, individual universities offer degrees that are not regulated at the national level. These have a variety of names, the most common of which is *diplôme d'université* (DU).

¹⁵ The ministries apply the term "apprenti" (apprentice) for students in dual or continuing professional and technology programmes of the secondary and tertiary level. SISE only includes apprentices in higher education programmes such as the STS programmes.

¹⁶ The following programmes were added:

- the formations d'ingénieurs en partenariat (dual engineering programmes) that have been created in 1991,
- the mastères des écoles d'ingénieurs (postgraduate professionally-oriented programme of two semesters minimum, accredited by the Conférence des Grandes Ecoles (Association of Grandes Ecoles)),
- different postsecondary programmes offered by private secondary schools and private higher education institutions,
- postsecondary programmes of the social sector.

¹⁷ In 2010, 461 institutions outside France are officially recognized by the Ministry of National Education to provide French primary and secondary programmes preparing students for the French national qualifications (Source: Agence pour l'enseignement français à l'étranger - AEFÉ).

The former French study cycles which have progressively been adapted to those of the European Higher Education Area since 2002 are difficult to translate to the new three-tier *Licence-Master-Doctorat* scheme (LMD - Bachelor-Master-Doctorate) and long-term time series on study levels are therefore not recommended. A number of specifically French degrees have not been replaced by the new LMD degrees¹⁸. However, the ministries of Higher Education, Research and National Education provide data by study level according to the LMD scheme, including data on the homonymous degrees and on specifically French degrees of the respective equivalent level.

UOE data are systematically lower than the data published by the ministries of Higher Education, Research and National Education, although they come from the same source. In the ministries' understanding a number of ISCED level 4 programmes such as preparatory pre-university programmes, French language programmes and *formations aux carrières sanitaires et sociales* are part of the higher education system and thus include data on these programmes in their figures. In contrast, UOE data only include ISCED level 5 and 6 programmes. Also, the *habilitations à diriger des recherches*¹⁹ candidates are included as doctoral students by the French ministries, but not by UOE. Furthermore, the data on apprentices is processed in a different way for the UOE data collection and for the ministries' publications.

The definitions applied in the French data collections are adapted to the specific national context and have been developed over a long period of time, since data on higher education have been collected since 1900. The data provided by the ministries of Higher Education, Research and National Education are a valuable and comprehensive source for the analysis of foreign students in France. Outgoing mobility can be analysed on the basis of international UOE data as well as data on ERASMUS students from the European Commission and data on temporary mobility from the French *Observatoire de la vie étudiante*.

1.2 Additional data sources

1.2.1 Collectors and collection procedures

The ERASMUS Programme of the European Commission is the most popular European temporary credit mobility programme enabling each year a high number of students to study and do a placement abroad in the framework of their regular study programme. In France, the Agence Europe-Education-Formation-France collects data on outgoing ERASMUS mobility from all French higher education institutions holding an ERASMUS university charter. Like all other European national agencies for ERASMUS, the agency reports these data once a year to the European Commission which calculates incoming mobility flows from the different national sources and publishes an overview for all ERASMUS countries.

The *Observatoire de la vie étudiante* (OVE), a research body created by the Ministry of National Education, is an important information source on the conditions of student life in France. Its most significant research project, the triennial *Conditions de la vie étudiante* survey initiated in 1994, covers all aspects of student life and includes information on temporary outgoing mobility. Data are collected through paper questionnaires and from 2010 onwards online. As part of the same data collection procedure and utilising the same questionnaire, the OVE also carries out the EUROSTUDENT survey for France. This pan-European project collects comparable data on the social and economic conditions of student life in Europe, including data on student mobility.

¹⁸ For instance, the brevets de technicien supérieurs (BTS) which are the degrees awarded after completion of a STS programme, the diplômes universitaires de technologie (DUT) which are the degrees awarded after completion of an IUT programme and the licence professionnelle have not been replaced.

¹⁹ HDR – Accreditation to supervise research. It is not obligatory to have a doctoral degree to pass the HDR but very common. During the year of academic defense, the candidate is registered as a student.

In 2008, the OVE also published the study *Les étudiants étrangers en France*, on the conditions of life of foreign students in France²⁰. The publication contains the results of a one-time survey among 1 715 foreign students in France. It provides valuable complementary information to the administrative data of the ministries, for example on the motivations of foreign students coming to France.

1.2.2 Quality of additional data on mobility

The EUROSTUDENT project is an integral part of the *Conditions de la vie étudiante* survey of the OVE, which is sent to one fifteenth of all students enrolled at national universities (including IUTs) and a significant part of students enrolled at CPGE and STS. In the academic year 2005/06 (the year of the last survey), students enrolled at these types of institutions represented 72% of all students. The next survey (2010) will be extended to further types of institutions such as engineering and management schools to be representative of 80% of all students. The return rate is about 25%, thus providing about 25 000 completed questionnaires. Data are balanced with statistical information from the ministries of Higher Education, Research and National Education in order to increase their reliability.

While the *conditions de la vie étudiante* survey comprises data on students enrolled at all levels of study, the EUROSTUDENT survey only includes students of ISCED level 5A. Both surveys measure student mobility based on a student's country of home institution and assess temporary outgoing mobility of students (as a regular component of the study programme or not).

The OVE's *Etudiants étrangers en France* publication is based on 1 715 responses to a questionnaire of foreign students enrolled at ten universities throughout France which receive approximately 27% of all foreign students at French universities. The data were collected between May and July 2005. 35 interviews were conducted afterwards in order to provide further information for qualitative analysis. The survey includes students of all levels and fields of study and from different countries of nationality. The distribution of students by countries of nationality is similar to the national distribution provided by the ministries of Higher Education, Research and National Education. Students that had already been living in France more than three years before enrolment were not included in the survey.

2 Student mobility in France

2.1 Overview: key figures

French students vs. foreign students

Total student enrolment (French and foreign students) in French higher education increased continuously from 1998/99 to 2005/06, when it reached a peak of 2 283 267 students enrolled at national higher education institutions in 2005/06 (Table 1a). From then on, the number of students decreased, to reach 2 231 745 in 2008/09. The development of the numbers of French national students is similar: they increased from 1 974 792 in 1998/99 to 2 017 557 in 2005/06, and then decreased to 1 965 297 in 2008/09. Considering the share of the national students among all students, a continuous decrease was recorded between 1998/99 (92.9%) and 2008/09 (88.1%) (Table 1b).

²⁰ Ennaffaa, Ridha/ Paivandi, Saeed : *Les étudiants étrangers en France. Enquête sur les projets, les parcours et les conditions de vie* réalisée pour l'Observatoire national de la vie étudiante, La documentation française, Paris, 2008

Table 1a: Total numbers of all students, French students and foreign students at French higher education institutions and of French students studying/going abroad, in 1998/99-2008/09

Year	Col. #	Measurements for French students in France		Measurements for foreign and incoming students in France					Measurements for French study abroad and outgoing students			
		ALL students at French HEIs	ALL French students at French HEIs	French non-mobile students at French HEIs (XXX)	ALL foreign students	Foreign non-mobile students (YXX)	ALL incoming students	Foreign incoming students (YYX)	French incoming students = returners (XYX)	ALL French study abroad students	Study abroad non-mobile students (XYY)	Outgoing students (XXY)
		1	2	3	4	5	6	7	8	9	10	11
2008/09		2 231 745	1 965 297	*	266 448	*	*	*	*	*	*	*
2007/08		2 231 495	1 970 973	*	260 522	*	*	*	*	*	*	*
2006/07		2 253 832	1 990 738	*	263 094	*	*	*	*	61 593	*	*
2005/06		2 283 267	2 017 557	*	265 710	*	*	*	*	-	*	*
2004/05		2 269 797	2 014 212	*	255 585	*	*	*	*	-	*	*
2003/04		2 256 150	2 011 815	*	244 335	*	*	*	*	-	*	*
2002/03		2 208 421	1 986 950	*	221 471	*	*	*	*	53 242	*	*
2001/02		2 163 902	1 967 154	*	196 748	*	*	*	*	52 014	*	*
2000/01		2 160 253	1 986 173	*	174 080	*	*	*	*	47 381	*	*
1999/00		2 136 543	1 976 010	*	160 533	*	*	*	*	47 119	*	*
1998/99		2 126 761	1 974 792	*	151 969	*	*	*	*	44 593	*	*

Legend for column descriptors: XXX refers to the route of study of the student, i.e. citizenship in country X, prior education in country X, studies in country X

Legend for data:

* = no data

- = totals excluded because of mixed criteria in the UOE database (nationality and mobility).

Sources: Cols. 1 and 4, RERS - MESR-DGESIP/DGRI-SIES and MEN- MESR DEPP, Data on DOM and metropolitan France, Col. 2 is product of (1-4). Col. 9, UOE. UOE data cover ISCED 5 and 6. The national data cover ISCED 5-6 and include a small number of level 4 programmes.

Correspondingly, the percentage of foreign students among all students increased during this period: In 1998/99 they made up 7.1% of all students; in 2008/09 their share was 11.9%. The absolute number of foreign students has increased from 1998/99 to 2005/06. In 2008/09 a new peak of 266 448 foreign students was reached, after two years of slight decrease. Overall, the number of foreign students in French higher education increased by 75.3% from 1998/99 to 2008/09. Interestingly, a phase of decrease in the number of foreign students preceded this period: In 1990/91, 161 148 foreign students (9.4% of all students) studied in France. In 1998/99, the absolute number was 151 969 and the share 7.1%.

Table 1b: Share of French and foreign students amongst all students at French higher education institutions and ratio of French study abroad students to all French students in France, in 1998/99-2008/09

Col. #	Measurements for French students in France			Measurements for foreign and incoming students in France				Measurements for French study abroad and outgoing students			
	ALL French students at French HEIs	French non-mobile students at French HEIs (XXX)	ALL foreign students	Foreign non-mobile students (YXX)	ALL incoming students	Foreign incoming students (YYX)	French incoming students = returners (XYX)	Ratio: French study abroad students : French students at home	Study abroad non-mobile students (XYX)	Outgoing students (XXY)	
Year	1	2	3	4	5	6	7	8	9	10	11
2008/09	100%	88.1%	*	11.9%	*	*	*	*	*	*	*
2007/08	100%	88.3%	*	11.7%	*	*	*	*	*	*	*
2006/07	100%	88.3%	*	11.7%	*	*	*	*	0.031	*	*
2005/06	100%	88.4%	*	11.6%	*	*	*	*	*	*	*
2004/05	100%	88.7%	*	11.3%	*	*	*	*	*	*	*
2003/04	100%	89.2%	*	10.8%	*	*	*	*	*	*	*
2002/03	100%	90.0%	*	10.0%	*	*	*	*	0.027	*	*
2001/02	100%	90.9%	*	9.1%	*	*	*	*	0.026	*	*
2000/01	100%	91.9%	*	8.1%	*	*	*	*	0.024	*	*
1999/00	100%	92.5%	*	7.5%	*	*	*	*	0.024	*	*
1998/99	100%	92.9%	*	7.1%	*	*	*	*	0.023	*	*

Legend for column descriptors: XXX refers to the route of study of the student, i.e. citizenship in country X, prior education in country X, studies in country X
Legend for data: * = no data

Sources: Cols. 1 and 4, RERS - MESR-DGESIP/DGRI-SIES and MEN- MESR DEPP, Data for DOM and metropolitan France, Col. 2 is product of (1-4). Col. 9, UOE. UOE data cover ISCED 5a and 6. The national data cover ISCED 5-6 and include a small number of level 4 programmes.

Foreign and study abroad students

A general increase of mobility in both directions can be observed during the examined period. As is the case for foreign students, the share of study abroad students among all French national students has constantly risen between 1998/99 and 2006/07. The number of French students studying abroad increased by 38.1% during this period. However, comparing incoming and outgoing mobility flows a clear imbalance appears: in 2006/07, 3.1% of all French students studied abroad whereas 11.7% of all students enrolled at French institutions were foreign citizens²¹. The imbalance has continuously increased over time: for 100 French students enrolled at foreign higher education institutions, in 1998/99 341 foreign students were enrolled at French higher education institutions and 427 in 2006/07 (Table 2).

Compared to other Europe 32 countries, the share of foreign students among all students is rather high. With a share of 11.7% in 2006/07 (according to the Higher Education and Research and National Education ministries' data), France is well above the Europe 32 country average of 6.9% in the same year (UOE data). In contrast, the ratio of French study abroad students to all French students studying in France (0.031 in 2006/07) was slightly under the Europe 32 country average ration of 0.033 (cf. Vol. I, Chapter I).

²¹ In contrast to the UIS data (study abroad students), the French ministries' data (foreign students) includes a small number of ISCED 4 programmes and therefore is an overestimation. However, the data indicates a clear tendency which is slightly reinforced by this difference.

Table 2: Ratios of foreign students in France to French study abroad students, and of incoming students to outgoing students, in 1998/99-2008/09

Year	Foreign students (X)	Study abroad students (Y)	Ratio	Incoming students (Z)	Outgoing students (W)	Ratio
	Abs.	Abs.	(X:Y)	Abs.	Abs.	(Z:W)
2008/09	267 117	*	*	*	*	*
2007/08	260 522	*	*	*	*	*
2006/07	263 094	61 593	427:100	*	*	*
2005/06	265 710	*	*	*	*	*
2004/05	255 585	*	*	*	*	*
2003/04	244 335	*	*	*	*	*
2002/03	221 471	53 242	416:100	*	*	*
2001/02	196 748	52 014	378:100	*	*	*
2000/01	174 080	47 381	367:100	*	*	*
1999/00	160 533	47 119	341:100	*	*	*
1998/99	151 969	44 593	341:100	*	*	*

Legend for data: * = no data

Sources: Cols. 1, MESR-DGESIP/DGRI-SIES and MEN- MESR DEPP, Data for DOM and metropolitan France, Col. 2, UOE. UOE data cover ISCED 5a and 6. The national data cover ISCED 5-6 and includes a small number of level 4 programmes.

2.2 Student mobility trends

2.2.1 Student inflows

Types of higher education institutions

Table 3 gives an overview of the enrolment of foreign students and all students at different types of higher education institutions. Clearly, the majority of all students are enrolled at universities (60.1% in 2008/09), followed by the *sections de techniciens supérieurs* (STS) (10.5%) and paramedical and social schools (6%). These two professionally-oriented types of higher education institution only register a small percentage of foreign students while universities are also their most popular choice (77.5%). The remainder of foreign students are spread over different types of institutions including schools of business and management, the second most popular choice (5.1%) and recording large increases in the number of foreign students since 2002/03 (60.4%).

With a general increase of the number of foreign students in all types of institutions of 20.3 % between 2002/03 and 2008/09, increases can also be noted for the majority of types of higher education institutions. The number of foreign students has especially grown in engineering programmes, notably those of the three public universities of technology (323.2%) and other non-university engineering programmes (99.2%). Decreases in the number of foreign students are only recorded for four types of institutions and programmes: STS, CPGE, accounting programmes and national institutes of technology. At the same time, the numbers of all students enrolled at the latter have nearly halved, but those of CPGE and accounting programmes have increased.

The share of foreign students amongst all students is highest for universities of technology and national institutes of technology (22.4% and 19.5%) showing again a strong interest of foreign students in engineering programmes. With 15.4% and 13.4% of students with a foreign nationality

amongst all students, universities and schools of business and management are also among the most popular receiving institutions.

Table 3: Breakdown of foreign students and all students across types of higher education institutions, 2002/03 and 2008/09 (DOM and metropolitan France)

Type of institution	2002/03		2008/09					% Increase/ Decrease all students	% Increase/ Decrease foreign students
	All students	Foreign students	All students	Distribution of all students across types of HEI	Foreign students	Distribution of foreign students across types of HEI	% of foreign students among all students		
Universities	1 392 531	174 864	1 341 632	60.1%	206 475 (a)	77.5%	15.4%	-3.6%	18.1%
General fields of study and health	1 277 066	168 420	1 223 717	54.8%	199 559	74.7%	16.3%	-4.2%	18.5%
Of which: university-based engineering programmes	25 240	1 782	20 429	0.9%	2 798	1.0%	13.7%	-19.1%	57.0%
IUT	115 465	6 444	118 115	5.3%	6 916	2.6%	5.9%	2.3%	7.3%
IUFM total	89 062	408	64 037	2.9%	674	0.3%	1.1%	-28.1%	65.2%
STS	235 459	9 693	234 164	10.5%	5 122	1.9%	2.2%	-0.5%	-47.2%
CPGE	72 015	2 955	80 003	3.6%	2 440	0.9%	3.0%	11.1%	-17.4%
Non-university programmes for accounting	7 682	435	8 377	0.4%	316	0.1%	3.8%	9.0%	-27.4%
Universities of technology	6 603	841	8 248	0.4%	1 849	0.7%	22.4%	24.9%	119.9%
Of which: engineering programmes	4 075	285	5 795	0.3%	1 206	0.5%	20.8%	42.2%	323.2%
National Institutes of Technology	12 392	2 040	6 763	0.3%	1 320	0.5%	19.5%	-45.4%	-35.3%
Of which: engineering programmes	9 252	902	4 992	0.2%	578	0.2%	11.6%	-46.0%	-35.9%
Other non-university engineering programmes	63 840	4 503	83 211	3.7%	8 968	3.4%	10.8%	30.3%	99.2%
Schools of business and management	74 680	8 408	100 609	4.5%	13 483	5.0%	13.4%	34.7%	60.4%
Art schools	60 366	6 721	61 617	2.8%	7 772	2.9%	12.6%	2.1%	15.6%
Paramedical and social schools	111 191	1 442	134 407	6.0%	1 717	0.6%	1.3%	20.9%	19.1%
Other schools and programmes	82 600	9 161	108 477	4.9%	16 312	6.1%	15.0%	31.3%	78.1%
Total	2 208 421	221 471	2 231 745	100.0%	266 448	100.0%	11.9%	1.1%	20.3%

Source: RERS - MESR-DGESIP/DGRI-SIES and MEN- MESR DEPP. ISCED levels 5-6 and a small number of ISCED 4 programmes. Paramedical and social schools: Data of 2007 for 2008. In 2008, IUFM are based in universities except from those of Guadeloupe, Guyana and Martinique. (a) If university-based IUFM are included, there are 207 144 foreign students enrolled at universities in 2008/09.

Countries of citizenship

Students of three world regions are represented among the top ten countries of citizenship of foreign students in France, as becomes apparent Table 4.

The three traditionally strongly represented countries of the Maghreb area are among the top four countries of origin in 2008/09, with Morocco on top (11.5% of all foreign students), Algeria (7.9%) on rank three and Tunisia (4.8%) in fourth place. Two other francophone African countries are among the major countries of nationality: Senegal (3.6%) and Cameroon (2.5%). However, except for Tunisia and Cameroon, numbers of students from these countries have decreased since 2008/09. A decrease has also been registered for Africa as a whole (-3%), but African students still make up 44.1% of the foreign student population in France. In 2006/07, France was the Europe 32 country with the second highest share of African students among all foreign students (43.8%) after Portugal (64.8%) which mainly attracts lusophone Africans, and largely above the Europe 32 average of 16.6% (UOE data).

The number of Asian students which makes up 23.9% of all foreign students in France has increased by 10.4% since 2006/07. Chinese students make up the largest group of Asian students and the second most numerous in France. Also, their numbers are growing the fastest (20.8%) among the top ten countries. The two other Asian countries represented among the top ten, Vietnam and Lebanon, are both former French colonies.

Two neighbouring countries to France, Germany and Italy, are also among the major countries of origin. In the group of Europe 32 countries, they are followed by Romania and Spain (see Table 5). In 2006/07, France was the Europe 32 country with the third lowest share of European students among all foreign students (22.6%), after Portugal (16.7%) and Cyprus (21.7%) (UOE data).

Although mainly non-European, the countries of origin of foreign students in France are fairly widely spread, with no single dominant country; overall, the body of foreign students in France is composed of many small groups of students from a variety of countries.

Table 4: Foreign students by country of citizenship, in 2008/09 (DOM and metropolitan France)

Rank	Country	Abs.	% Increase/Decrease 2006/07 - 2008/09	% of all foreign students
1	Morocco	30 284	-5.7%	11.5%
2	China	27 112	20.8%	10.3%
3	Algeria	20 789	-7.0%	7.9%
4	Tunisia	12 821	7.9%	4.8%
5	Senegal	9 623	-5.4%	3.6%
6	Germany	8 005	-4.2%	3.0%
7	Cameroon	6 641	4.4%	2.5%
8	Italy	6 352	9.7%	2.4%
9	Vietnam	6 254	10.0%	2.4%
10	Lebanon	5 620	-4.9%	2.1%
	<i>Europe</i>	59 845	-2.5%	22.6%
	<i>Africa</i>	116 677	-3.0%	44.1%
	<i>Asia</i>	63 187	10.4%	23.9%
	<i>America</i>	21 667	15.0%	8.2%

Rank	Country	Abs.	% Increase/Decrease 2006/07 - 2008/09	% of all foreign students
	<i>Oceania</i>	450	4.4%	0.2%
	<i>Other</i>	2 526	-6.6%	1.0%
	Total foreign students	264 352	1.3%	100.0%

This table excludes paramedical and social programmes and programmes depending on the Ministry of Agriculture and Fishing.
ISCED levels 5-6 and a small number of ISCED 4 programmes
Source: MESR-DGESIP/DGRI-SIES and MEN- MESR DEPP

Table 5: Foreign students by country and world region of citizenship 2008/09 (DOM and metropolitan France)

Country of origin		Abs.	% of all Europe 32 countries' students in France
<i>Europe 32 countries</i>			
AT	Austria	486	0.9%
BE	Belgium	3 387	6.4%
BG	Bulgaria	2 387	4.5%
CH	Switzerland	1 974	3.7%
CY	Cyprus	280	0.5%
CZ	Czech Republic	859	1.6%
DE	Germany	8 005	15.1%
DK	Denmark	213	0.4%
EE	Estonia	125	0.2%
ES	Spain	4 487	8.4%
FI	Finland	312	0.6%
GR	Greece	2 151	4.0%
HU	Hungary	681	1.3%
IE	Ireland	439	0.8%
IS	Iceland	33	0.1%
IT	Italy	6 352	12.0%
LI	Liechtenstein	0	0.0%
LT	Lithuania	253	0.5%
LU	Luxembourg	1 612	3.0%
LV	Latvia	186	0.4%
MT	Malta	18	0.0%
NL	Netherlands	804	1.5%
NO	Norway	316	0.6%
PL	Poland	3 433	6.5%
PT	Portugal	3 105	5.8%
RO	Romania	4 510	8.5%
SE	Sweden	527	1.0%
SI	Slovenia	96	0.2%
SK	Slovakia	477	0.9%

Country of origin		Abs.	% of all Europe 32 countries' students in France
TR	Turkey	2 675	5.0%
UK	United Kingdom	2 936	5.5%
Total Europe 32 countries		53 119	100.0%
Total foreign students		264 352	

ISCED levels 5-6 and a small number of ISCED 4 programmes

This table excludes paramedical and social programmes and programmes depending on the Ministry of Agriculture and Fishing.

Source: MESR-DGESIP/DGRI-SIES and MEN- MESR DEPP

Incoming ERASMUS students

The ERASMUS data capture mobility in the framework of the ERASMUS Programme, of students originally enrolled in another country eligible for ERASMUS. Mobility in ERASMUS is by definition credit mobility. The ERASMUS student mobility data are the only ones available on credit mobility into France. There are no data on incoming credit mobility in other (national) funding programmes, and there are no data on self-organised credit mobility.

France has been the country attracting the second largest number of ERASMUS students since 2001/02, when it lost rank 1 to Spain. In 2008/09, 24 614 students came to France in order to spend an ERASMUS period (see Table 6). These were about 13% of all ERASMUS students that year. Between 1998/1999 and 2008/09 the number of ERASMUS students hosted in France increased by 51.3%.

The leading country of home institutions of ERASMUS students in France, in 2008/09, is Germany (20%), followed, in that order, by Spain, the UK and Italy. Of course, these countries have large student populations. High increases between 1998/99 and 2008/09 were found for Germany, Italy and Poland in absolute numbers, and in relative terms, in Luxembourg, the Czech Republic and Poland. The absolute number of increase for Luxembourg is low (92), however.

Table 6: Incoming ERASMUS students in France by country of home institution, in 1998/99, 2002/03, 2006/07, and 2008/09

Year	1998/99		2002/03		2006/07		2008/09		Increase/ decrease 1998/99 - 2008/09	
	Abs.	% of all	Abs.	% of all	Abs.	% of all	Abs.	% of all	Abs.	%
AT Austria	450	3%	499	3%	504	2%	525	2%	75	17%
BE Belgium	729	4%	745	4%	715	3%	977	4%	248	34%
BG Bulgaria	0	0%	109	1%	118	1%	152	1%	152	*
CY Cyprus	5	0%	12	0%	10	0%	13	0%	8	160%
CZ Czech Republic	98	1%	404	2%	606	3%	768	3%	670	684%
DE Germany	2 890	18%	3 550	19%	4 319	21%	4 818	20%	1 928	67%
DK Denmark	224	1%	324	2%	190	1%	199	1%	-25	-11%
EE Estonia	0	0%	31	0%	56	0%	53	0%	53	*
ES Spain	2 926	18%	3 121	17%	3 230	16%	3 714	15%	788	27%
FI Finland	313	2%	355	2%	435	2%	429	2%	116	37%
FR France – host country										
GR Greece	301	2%	375	2%	438	2%	516	2%	215	71%
HU Hungary	133	1%	214	1%	329	2%	361	1%	228	171%
IE Ireland	569	3%	544	3%	439	2%	473	2%	-96	-17%
IS Iceland	15	0%	12	0%	8	0%	17	0%	2	13%
IT Italy	1 927	12%	2 665	14%	2 687	13%	3 004	12%	1 077	56%
LI Liechtenstein	0	0%	0	0%	4	0%	0	0%	0	*
LT Lithuania	0	0%	53	0%	139	1%	200	1%	200	*
LU Luxembourg	13	0%	13	0%	15	0%	105	0%	92	708%
LV Latvia	0	0%	8	0%	61	0%	112	0%	112	*
MT Malta	0	0%	6	0%	13	0%	2	0%	2	*
NL The Netherlands	532	3%	523	3%	468	2%	664	3%	132	25%
NO Norway	129	1%	190	1%	199	1%	199	1%	70	54%
PL Poland	168	1%	745	4%	1 188	6%	1 183	5%	1 015	604%
PT Portugal	398	2%	357	2%	230	1%	318	1%	-80	-20%
RO Romania	406	2%	959	5%	1 140	6%	1 110	5%	704	173%
SE Sweden	540	3%	479	3%	438	2%	469	2%	-71	-13%
SI Slovenia	0	0%	38	0%	73	0%	77	0%	77	*
SK Slovakia	0	0%	86	0%	155	1%	176	1%	176	*
TR Turkey	0	0%	0	0%	307	1%	443	2%	443	*
UK United Kingdom	3 498	22%	2 408	13%	2 159	10%	3 537	14%	39	1%
Total	16 264	100%	18 825	100%	20 673	100%	24 614	100%	8 350	51%

Source: European Commission

Bachelier and non-bachelier students

Crossed with citizenship, the *non-bachelier* descriptor identifies foreign students who do not hold a French *baccalauréat*, but a foreign equivalent. This indicator is a good proxy for genuine incoming degree mobility. As we already said, this distinction is only made in the university sector, which is why the below figures are lower than total foreign enrolment in France.

The percentage of *non-bachelier* students in France has continuously increased since 1998/99 to reach the number of 162 687 students in 2008/09 (Table 7). While their share among all foreign students only made up 57.2% in 1998/99, ten years later 78.8% of all foreign students were *non-bacheliers*, which indicates a strong rise of genuine incoming mobility into France.

Table 7: Bachelier and non-bachelier students enrolled at French universities, from 1998/99 to 2008/09 (DOM and metropolitan France)

	1998/99	2002/03	2006/07	2008/09
Foreign students	118 433	174 864	208 007	206 475
of which <i>non-bacheliers</i>	67 704	120 192	160 701	162 687
% <i>non-bacheliers</i> among all foreign students	57.2%	68.7%	77.3%	78.8%

ISCED levels 5-6 and a small number of ISCED 4 programmes
Source: RERS - MESR-DGESIP/DGRI-SIES and MEN- MESR DEPP

Motivation for choosing France as study destination

The 2005 *Observatoire de la vie étudiante* study assessed the motivations of foreign students for choosing France as a destination for study. France was the first choice study destination of 81% of the students that participated in the survey. This share was 7% higher among students from the Maghreb. Among students for which France was not the first choice, francophone students would mainly have preferred Canada as a host country, Asian students the US and European students another European country.

Table 8 shows that the knowledge of the French language was the mostly cited reason for choosing France (69%), followed by cultural interest (50%), the value of French qualifications (49%) and scientific interest (36%). A link has been found between the geographical origin of the students and their motivations for studying in France: students from the Maghreb mainly indicate as a motivation scientific interest, the high value of French qualifications, encouragement from parents and having parents in France; the three latter motivations are shared by students from Sub-Saharan Africa (who partly also indicate that the pursuit of studies is impossible in their countries of origin). Americans and non-EU Europeans are attracted to France because of cultural interest; this motivation is shared by Asian students who also choose France because of the low cost of study. EU students indicate the low cost and exchange programmes as motivations.

The most frequently cited motivation, the knowledge of the French language, is a reason for choosing France for 82% of the students that auto-evaluate their language skills as 'very good' or 'good', but also for approximately one quarter of the students who think that their skills are low and who mainly go to France to enhance them. The OVE study also reveals that a major percentage of the foreign students speak French as a mother tongue, learned it within their families and/or pursued their education in French or partly in French. Students from the Maghreb and Sub-Saharan Africa are strongly represented within these categories.

Overall, the OVE study shows the importance of the colonial heritage for the mobility pattern. The factors of language and schooling in French as well as family ties play an important role in the choice of France as a study destination, especially for students from the Maghreb and Sub-Saharan Africa who traditionally make up a high share of the foreign student population in France.

Table 8: Motives of foreign students for choosing France as a study destination, 2005 (OVE)

Motivations for choosing France as a study destination (multiple choice)	
Knowledge of the French language	69%
Cultural interest	50%
High value of French qualifications	49%
Scientific interest	36%
Low cost of study	31%
Encouragement from parents	26%
Pursuit of studies impossible in country of origin	18%
Parents resident in France	17%
Friends studying in a French HEI	16%
Interuniversity exchange	9%

Source: OVE

Fields of study

Table 9 shows how foreign students from different world regions and all students are distributed across fields of study in French universities in 2008/09. The leading fields of study of foreign students are the humanities (30.4%), followed by science and sports (23.7%); and business studies and economics (21.8%). The total enrolment (French and foreigners) in these fields is lower: humanities (29.8%), science and sports (20.1%). In business studies and economics (13.2%) the difference between the percentages of all students and foreign students is strikingly high. In the remaining subject areas (law, health, IUT), the percentages of all enrolled students are higher than the percentages of foreign students.

As a consequence of the above, the proportion of foreign students of all students is the highest for the same fields of study, but in reverse order: foreign students are represented the most in business studies and economics (25.4%), followed by science and sports (18.1%) and the humanities (15.7%). The *IUT* programmes which are professional-oriented and mainly undergraduate programmes attract only few foreign students (3.3% among all foreign students) and their share among all students is the lowest (5.9%).

The choices of fields differ strongly between students from different world regions. More than half of the students from the Americas and Oceania and a high share of European students enrol in the humanities. Business studies and economics as well as science and sports are the most popular among Asian and African students. The latter are also represented above-average in health-related subject areas.

Table 9: Foreign students in universities by fields of study, region and gender, in 2008/09

Field		Europe	Africa	Asia	Americas	Oceania	Stateless or non-declared	Total foreign students	Total all students	% of foreign among all students in this field
Law	<i>absolute</i>	7 547	10 244	3 395	1 959	59	17	23 221	183 731	12.6%
	<i>% of all students from region</i>	16.1%	10.6%	7.3%	11.9%	17.7%	11.3%	11.2%	13.7%	
Business, studies economics	<i>absolute</i>	7 070	24 075	11 679	2 096	22	17	44 959	176 661	25.4%
	<i>% of all students from region</i>	15.1%	25.0%	25.2%	12.8%	6.6%	11.3%	21.8%	13.2%	
Humanities	<i>absolute</i>	20 622	18 470	14 448	8 968	192	57	62 757	400 249	15.7%
	<i>% of all students from region</i>	44.1%	19.2%	31.1%	54.7%	57.5%	37.7%	30.4%	29.8%	
Science, sports	<i>absolute</i>	6 533	28 258	11 585	2 391	46	32	48 845	269 922	18.1%
	<i>% of all students from region</i>	14.0%	29.3%	25.0%	14.6%	13.8%	21.2%	23.7%	20.1%	
Health	<i>absolute</i>	3 991	11 515	3 459	783	13	16	19 777	193 154	10.2%
	<i>% of all students from region</i>	8.5%	11.9%	7.5%	4.8%	3.9%	10.6%	9.6%	14.4%	
IUT	<i>absolute</i>	1 028	3 837	1 840	197	2	12	6 916	118 115	5.9%
	<i>% of all students from region</i>	2.2%	4.0%	4.0%	1.2%	0.6%	7.9%	3.3%	8.8%	
Total	<i>absolute</i>	46 791	96 399	46 406	16 394	334	151	206 475	1 341 832	15.4%
	<i>of which women (%)</i>	68.4%	41.9%	54.1%	61.6%	64.4%	53.6%	52.3%	57.0%	
	<i>% of all foreign students</i>	22.7%	46.7%	22.5%	7.9%	0.2%	0.1%	100%		

ISCED levels 5-6 and a small number of ISCED 4 programmes
 Source: RERS - MESR-DGESIP/DGRI-SIES and MEN- MESR DEPP

Gender

Females represent 57% of all foreign students in France. Their share is more than half from all world regions, except for Africa (41.9%). The highest percentage of female students in French universities comes from Europe (68.4%), followed by Oceania (64.4%) and the Americas (61.6%). The share of female students among all students enrolled at French universities is of 57%.

Levels of study

The ministries of Higher Education, Research and National Education provide data by study level according to the Bachelor-Master-Doctorate classification. Degrees which have not been adapted to the Bologna degree architecture are included in the scheme according to an equivalence table of the ministries.

As Table 10 reveals, in 2008/09 the majority of foreign students in French universities were enrolled at master level (43.9%), closely followed by students at bachelor level (43.5%). Students enrolled at the PhD level make up 12.6% of all foreign students which is relatively high compared to other Europe 32 countries¹. In relation to the number of all students enrolled at the respective levels, foreign students at bachelor level only make up 10.8%, foreign students at master level 20.4% and foreign doctoral students 39.9%.

The data show that foreign students are generally enrolled at a higher level of study than national students. This general picture is confirmed by the 2006/07 and 2008/09 data and the comparison of both years reveals a trend of increasing numbers of foreign students enrolled at the master level (4.1%) and doctoral level (3.5%).

Table 10: Foreign students at universities by level of study, in 2006/07 and 2008/09

Year	Type of students	Bachelor	Master	Doctorate	Total
2006/07	<i>Foreign students</i>	95 082	87 686	25 239	208 007
	<i>% of all foreign students</i>	45.7%	42.2%	12.1%	100.0%
	<i>All students</i>	878 053	452 886	68 238	1 399 177
	<i>% of all students</i>	62.8%	32.4%	4.9%	100.0%
	<i>% of foreign among all students at this level</i>	10.8%	19.4%	37.0%	14.9%
2008/09	<i>Foreign students</i>	89 784	90 573	26 118	206 475
	<i>% of all foreign students</i>	43.5%	43.9%	12.6%	100,0%
	<i>All students</i>	832140	444273	65419	1341832
	<i>% of all students</i>	62.0%	33.1%	4.9%	100.00%
	<i>% of foreign among all students at this level</i>	10.8%	20.4%	39.9%	15.4%
% Increase/ decrease of all students		-5.2%	-1.9%	-4.1%	-4.1%
% Increase/ decrease of foreign students		-5.6%	3.3%	3.5%	-0.7%

Source: MESR-DGESIP/DGRI-SIES and MEN- MESR DEPP. ISCED levels 5-6 and a small number of ISCED 4 programmes

¹ Comparison based on UOE data on enrolment at ISCED level 6. However, as we explain in chapter IV, data on the PhD level are hardly comparable between countries and have to be treated with caution.

2.2.2 Student outflows

Types of mobility (degree vs. credit)

Three different sources capture the outgoing mobility of students from France. UOE data measure students with French citizenship studying outside France for more than a full school year and generally intending to obtain a qualification in the host country. Being based on the nationality of the students, these data include non-mobile French students who are permanent residents in the host country as a result of immigration.

The ERASMUS data of the European Commission capture the credit mobility of students enrolled in France and spending a period of study (or an internship) abroad.

The OVE *Conditions de la vie étudiante* surveys measure credit mobility (for study purposes), but also other study-related activities abroad, such as internships, language courses or summer schools. These surveys follow the 'event logic', i.e. they do not count the number of students abroad at a given point in time, but the occurrence of having been abroad over the course of studies. Focusing on different types of mobility, the three sources are complementary although an overlap exists between the ERASMUS and the OVE data.

Increases can be found for all types of mobility. According to the 2006 OVE survey, 16.7% of students that were primarily enrolled in France had one or more study-related experiences abroad at some stage of their studies (16.2% in 2000). UOE records a ratio of French students studying abroad of 0.027 (i.e. approx. 2.7%) in 2002/03 and of 0.031 in 2006/07 (i.e. approx. 3.1%) (Table 1b). Furthermore, about 1% of all French students went abroad within the framework of the ERASMUS Programme in 2002/03, while in the most recent year available for ERASMUS data - 2008/09 - they made up 1.2% of all students in France.

Table 11 gives an overview of the type of temporary mobility measured in relation to the percentage of all students with a study-related experience abroad. The major percentage of temporary mobile students in 2006 had an experience abroad that fell into the category 'professional activity', which includes internship (36.7%) followed by enrolment at a foreign higher education institution (26.6%). Between 2000 and 2006, enrolment at a foreign higher education institution and professional activities had gained increasing importance.

Table 11: Type of study-related experience abroad (number of journeys in relation to the number of all students with a study-related experience abroad, multiple choice), in 2000, 2003, 2006 (OVE)

Type of study abroad stay	2000	2003	2006
Artistic or cultural activity	13.7%	11.8%	11.9%
Language course	13.9%	13.7%	13.1%
Enrolment at a foreign HEI	17.6%	19.3%	26.6%
Professional activity (internship, etc.)	30.2%	32.8%	36.7%
Other (summer school, study tour, etc.)	43.0%	41.0%	40.0%

Source: OVE, extracted from the *conditions de vie* database

Countries of destination (UOE)

Table 12 shows the top ten host countries of degree students with a French nationality studying abroad. Comparing the major host countries of French students with the top ten countries of citizenship of foreign students in France, a completely different picture appears. While France notably attracts students from Africa and Asia, French students are mainly attracted to other European countries and English-speaking countries. Belgium, which is partly francophone, is the

most popular study destination of French students in 2006/07 (29.0%), followed by the English-speaking countries United Kingdom (25.7%) and US (11.1%). Only Germany and Italy appear in the incoming and outgoing top ten lists. Mobility flows between France and Germany are relatively balanced, whilst the number of Italian students in France is more than four times higher than the number of French students in Italy (UOE data). The highest increases of the absolute numbers of French study abroad students in the top ten countries since 1998/99 were registered for Belgium and the United Kingdom (Table 12).

Table 12: French study abroad students by country of destination, in 1998/99, 2002/03 and 2006/07 (UOE)

Country of destination	1998/99	2002/03	2006/07	% Increase/Decrease 1998/99 - 2006/07	% of all study abroad students 2006/07
<i>Europe 32 countries</i>					
AT Austria	456	394	495	8.6%	0.8%
BE Belgium	8 226	11 428	17 882	117.4%	29.0%
BG Bulgaria	1	2	6	500.0%	0.0%
CH Switzerland	2 627	3 540	4 335	65.0%	7.0%
CY Cyprus	*	6	4	*	0.0%
CZ Czech Republic	3	7	30	900.0%	0.0%
DE Germany	6 403	6 499	6 274	-2.0%	10.2%
DK Denmark	133	179	230	72.9%	0.4%
EE Estonia	*	1	3	*	0.0%
ES Spain	4 130	5 899	1 907	-53.8% ²	3.1%
FI Finland	65	126	160	146.2%	0.3%
GR Greece	*	6	59	*	0.1%
HU Hungary	11	13	47	327.3%	0.1%
IE Ireland	403	499	855	112.2%	1.4%
IS Iceland	2	26	60	2 900.0%	0.1%
IT Italy	447	651	1 083	142.3%	1.8%
LI Liechtenstein	*	*	0	*	0.0%
LT Lithuania	1	7	93	9 200.0%	0.2%
LU Luxembourg	301	*	*	*	*
LV Latvia	*	4	19	*	0.0%
MT Malta	1	1	4	300.0%	0.0%
NL The Netherlands	217	326	801	269.1%	1.3%
NO Norway	82	119	168	104.9%	0.3%
PL Poland	35	28	100	185.7%	0.2%
PT Portugal	*	1 177	653	*	1.1%
RO Romania	136	12	53	-61.0%	0.1%

² The data for Spain before 2004/05 are based on the country of citizenship of a student. Since then it has been replaced by data based on the Table 11. UOE data for Germany is based on the country of prior education since 2006/07.

Country of destination	1998/99	2002/03	2006/07	% Increase/Decrease 1998/99 - 2006/07	% of all study abroad students 2006/07
SE Sweden	788	1 295	1730	119.5%	2.8%
SI Slovenia	*	2	4	*	0.0%
SK Slovakia	*	1	8	*	0.0%
TR Turkey	13	10	20	53.8%	0.0%
UK United Kingdom	13 795	12 488	15 809	14.6%	25.7%
Total Europe 32 countries	38 276	44 746	52 892	38.2%	85.9%
<u>Other countries and regions</u>					
Other European Countries	105	4	5	-95.2%	0.0%
... including Russian Federation	0	0	0	*	0.0%
Northern America	5 745	7 223	6 852	19.3%	11.1%
... including United States of America	5 745	7 223	6 852	19.3%	11.1%
Latin America and the Caribbean	14	162	57	307.1%	0.1%
... including Mexico	0	0	0	*	0.0%
... including Brazil	0	4	0	*	0.0%
Africa	7	5	33	371.4%	0.1%
Asia	190	365	497	161.6%	0.8%
... including China	0	13	16	*	0.0%
... including India	0	15	0	*	0.0%
... including Japan	149	227	445	198.7%	0.7%
Oceania	256	737	1 254	389.8%	2.0%
Total other countries and regions	6 317	8 496	8 701	37.7%	14.1%
Total study abroad students	44 593	53 242	61 593	38.1%	100.0%

ISCED 5 and 6
Source: UOE

The number of outgoing students with French nationality has increased by 38.1% between 1998/99 and 2006/07 (and thus about half as much in percentage terms as the number of foreign students in France). The vast majority of them study in other Europe 32 countries (85.9%); only 14.1% study in other countries and regions. The major share of these students enrol at US higher education institutions (11.1%), followed by Oceanic institutions (2%) which have become increasingly popular since 1998/99 (increase of 389.8%). The percentage of enrolment in non-Europe 32 countries is slightly below the (low) average of all Europe 32 study abroad students (14.5%) while the percentage of French students in the US and Oceania is slightly above the Europe 32 averages (US: 10.7%; Oceania: 1.8%).

Countries of destination of French ERASMUS students

The most popular countries of French ERASMUS students in 2008/09 were Spain (22%), the UK (20%) and Germany (12%) (Table 13). Interestingly, the number of ERASMUS students from France in Spain and the UK surpasses the number of incoming ERASMUS students from these

countries: For 100 students from France 62 students from the UK and 59 students from Spain are in France. The inverse situation can be found for Germany: for 100 French students in Germany 141 students from Germany come to France. Overall, the total number of outgoing ERASMUS students from France slightly surpasses the number of incoming ERASMUS students to France (100 outgoing students for 87 incoming student) (compare Table 13 with Table 6).

Table 13: French students going abroad through the ERASMUS Programme by country of destination, in 1998/99, 2002/03, 2006/07, and 2008/09

Year	1998/99		2002/03		2006/07		2008/09		Increase/decrease 1998/99 - 2008/09	
	Abs.	% of all	Abs.	% of all	Abs.	% of all	Abs.	% of all	Abs.	%
AT Austria	270	2%	330	2%	396	2%	450	2%	180	67%
BE Belgium	245	1%	379	2%	413	2%	739	3%	494	202%
BG Bulgaria	0	0%	10	0%	29	0%	43	0%	43	*
CY Cyprus	2	0%	7	0%	10	0%	33	0%	31	1 550%
CZ Czech Republic	37	0%	157	1%	346	2%	494	2%	457	1 235%
DE Germany	2 617	16%	2 819	15%	2 800	12%	3 412	12%	795	30%
DK Denmark	289	2%	392	2%	620	3%	730	3%	441	153%
EE Estonia	0	0%	26	0%	56	0%	85	0%	85	*
ES Spain	2 949	18%	4 480	23%	5 454	24%	6 262	22%	3 313	112%
FI Finland	333	2%	635	3%	879	4%	987	3%	654	196%
FR France – home country										
GR Greece	137	1%	193	1%	217	1%	309	1%	172	126%
HU Hungary	46	0%	160	1%	240	1%	338	1%	292	635%
IE Ireland	869	5%	1 083	6%	1 241	5%	1 532	5%	663	76%
IS Iceland	14	0%	18	0%	47	0%	61	0%	47	336%
IT Italy	874	5%	1416	7%	1638	7%	1789	6%	915	105%
LI Liechtenstein	0	0%	0	0%	0	0%	7	0%	7	*
LT Lithuania	0	0%	11	0%	88	0%	156	1%	156	*
LU Luxembourg	5	0%	7	0%	4	0%	127	0%	122	2 440%
LV Latvia	0	0%	6	0%	36	0%	36	0%	36	*
MT Malta	0	0%	24	0%	61	0%	131	0%	131	*
NL The Netherlands	649	4%	828	4%	823	4%	1 139	4%	490	76%
NO Norway	123	1%	190	1%	370	2%	505	2%	382	311%
PL Poland	34	0%	198	1%	514	2%	594	2%	560	1 647%
PT Portugal	257	2%	253	1%	264	1%	324	1%	67	26%
RO Romania	33	0%	86	0%	213	1%	287	1%	254	770%
SE Sweden	552	3%	936	5%	1 257	5%	1 632	6%	1 080	196%
SI Slovenia	0	0%	14	0%	84	0%	111	0%	111	*
SK Slovakia	1	0%	28	0%	69	0%	78	0%	77	7 700%
TR Turkey	0	0%	0	0%	139	1%	211	1%	211	*
UK United Kingdom	6 036	37%	4 710	24%	4 673	20%	5 681	20%	-355	-6%
Total	16 372	100%	19 396	100%	22 981	100%	28 283	100%	11 911	73%

Source: European Commission

Fields of study (ERASMUS and OVE)

As shown in Table 15, the largest single group of outgoing ERASMUS students is enrolled in the field of business studies (30.2%), followed by languages and philological science (15.7%) and engineering and technology (14%). The enrolment of students from French higher education institutions in these fields surpasses the ERASMUS country averages (languages and philological science: 14.9% and engineering and technology: 10.8%) with a notably high difference for the business studies (ERASMUS average: 20.4%).

The OVE survey of the same year (Table 14) gives a similar picture of the main fields of study of students carrying out a temporary study-related experience abroad. It must be mentioned, however, that the subject area classifications of ERASMUS and the OVE survey differ, so that comparisons are delicate.

Table 14: Temporary outgoing students by fields of study, in 2006 (OVE)

Field of study	% of all stays abroad
Languages	35.4%
Economics	24.8%
Engineering	23.5%
CPGE	17.1%
Literature, linguistics, arts	16.9%
Law, political science	16.6%
Physics, chemistry	16.1%
Humanities	15.7%
STS	13.3%
Biology	12.8%
IUT	9.2%
Health	9.1%
Economic and social administration	9.0%
Sport	3.2%

Source: OVE, *Conditions de vie* 2006

Table 15: Outgoing ERASMUS students by field of study, in 2006/07

Field of study	Abs.	% of all outgoing ERASMUS students
Agricultural Sciences	489	2.1%
Architecture, Planning	684	3.0%
Art & Design	784	3.4%
Business Studies	6 951	30.2%
Education, Teacher Training	187	0.8%
Engineering, Technology	3 210	14.0%
Geography, Geology	320	1.4%
Humanities	639	2.8%
Languages and Philological Sci.	3 617	15.7%
Law	1 619	7.0%
Mathematics, Informatics	585	2.5%
Medical Sciences	539	2.3%
Natural Sciences	731	3.2%
Social Sciences	2 076	9.0%
Communic. & Information Sci.	356	1.5%
Other areas	194	0.8%
Total	22 981	100.0%

Note: Data in table are according to the ERASMUS fields of study. This classification of fields of study does not coincide with that presented in Vol. I, Chapter II, which groups ERASMUS data according to the ISCED 97 classification of fields of study.
Source: European Commission

Years of study (OVE)

Table 16 shows at which point of their studies students left France for a temporary study-related stay abroad according to the 2006 OVE survey. The highest percentage of students of this group went abroad in their first or second year of higher education (36.8%), followed by students in their third or fourth year of higher education (35.2%). Only 13.8% went abroad after the fourth year.

Table 16: Temporary outgoing students by year of study, 2006 (OVE)

Year of study	% of all students with a study-related experience abroad
First or second year of higher education	36.8%
Between second and third year of higher education	14.2%
Third or fourth year of higher education	35.2%
After fourth year of higher education	13.8%

Source: OVE *Conditions de vie* survey 2006

3 Summary assessment of student mobility in France

The following findings on mobility to and from France can be drawn from the analysis of available data:

- With growing percentages of foreign and study abroad students amongst all students enrolled at French higher education institutions, mobility in both directions has increased considerably within the French higher education system since 1998.
- The increasing number of *non-bachelier* students in France indicates a rise of genuine incoming mobility to France.
- Compared to other Europe 32 countries the share of foreign students among all students in France is rather high. In contrast, the share of French study abroad students among all national students is slightly below the Europe 32 country average.
- In 2006/07, for 100 French students enrolled at foreign higher education institutions, 427 foreign students were enrolled at French higher education institutions.
- Colonial ties still play an important role in the choice of France as a host country. The countries of nationality of incoming students are mainly non-European and African countries. However, the major countries of citizenship of foreign students in France are becoming more diverse with a notable increase in the number of Asian students.
- Students from France are mainly attracted to European and English-speaking countries which are scarcely represented among the major countries of citizenship of foreign students in France.
- Foreign students mainly enrol at French universities with a growing interest in engineering and business and management schools and programmes.
- The leading fields of study of foreign students in France are the humanities, science and business and economics.
- Foreign students are on average enrolled at a higher level of study than French students, with a trend for increasing foreign student numbers at master and doctoral levels.
- France is the second country of destination and of origin of ERASMUS students. Increases are recorded for ERASMUS mobility in both directions. There are slightly more outgoing than incoming students in the framework of the ERASMUS Programme.
- Germany, Italy, Spain and the UK are the countries with a high number of student exchanges with France in both directions.

Chapter VIII: Student mobility in Italy (IT)

Nicolai Netz and Dominic Orr

1 Student mobility data – sources, collectors, availability and quality

1.1 Official statistical sources

1.1.1 Collectors and collection procedures¹

In Italy, the official provider of administrative data on student mobility is the *Ministero dell'Istruzione, dell'Università e della Ricerca (MIUR)*. The MIUR's sphere of responsibility includes the competency to report mobility statistics to UOE on a regular basis. Since 1999, the MIUR collects data on *foreign students* in Italy and on *Italian students going abroad* for a short period, i.e. *outgoing credit mobile students*, in its annual surveys of Italian higher education institutions (*Indagine sull'Istruzione Universitaria* and *Rilevazione degli Iscritti al 31 Gennaio*). Previously, these surveys were carried out by the National Statistical Office (*Istituto Nazionale di Statistica, ISTAT*). Unlike other European countries, ISTAT is no longer involved in the collection of primary data on student mobility flows. The results of the surveys are presented in a yearly publication (*Università in cifre*), which contains a small section on *foreign students* in Italy.²

Further valuable data are published in a yearly report of the *Comitato Nazionale per la Valutazione del Sistema Universitario (CNVSU)*, which was created as an organ of the MIUR in 1999.³ The CNVSU is – among other things – responsible for the evaluation of the data collected through the official survey mechanisms of the MIUR described above. It does so by drawing on the expertise of evaluation units – the *Nuclei di valutazione di Ateneo* – that have recently been installed at all Italian universities.⁴ The data cleared by the CNVSU are available on request via the Statistical Office of the MIUR. In addition, the annual *Rapporto sullo Stato del Sistema Universitario* contains a section on student mobility in the context of both European and Non-European mobility programmes.⁵

1.1.2 Quality of official mobility data

The data gathered by the Statistical Office of the MIUR and subsequently cleared by the CNVSU cover Italian and *foreign students* at both public and private universities and AFAM institutions. Students from other types of higher education institutions – with the exception of military academies – are not covered.⁶ In line with the UOE conventions, ERASMUS students are not

¹ The authors would like to particularly thank the following country experts from Italy for their valuable and patient assistance: Paolo Turchetti (EUROSTAT), Marzia Foroni (*Ministero dell'Istruzione, dell'Università e della Ricerca*), and Matteo Sgarzi (*AlmaLaurea Inter-University Consortium*).

² Ministero dell'Istruzione, dell'Università e della Ricerca: *Università in cifre 2008, 2009*.

³ The CNVSU is to be incorporated into the newly founded Agenzia nazionale di valutazione del sistema universitario e della ricerca (ANVUR).

⁴ Ministero dell'Istruzione, dell'Università e della Ricerca: Comitato nazionale per la valutazione del sistema universitario. Note tecniche su dati ed informazioni per la Rilevazione 'Nuclei 2009'.

⁵ Ministero dell'Istruzione, dell'Università e della Ricerca: *Decimo Rapporto sullo Stato del Sistema Universitario, 2009*.

⁶ The group of higher education institutions referred to as universities include primarily state universities (55 in the year 2009), but also non-state, legally-recognised universities (14), some technical universities (3) and special universities for foreigners (2) as well as universities specialised in postgraduate studies (3) (Ministero dell'Istruzione, dell'Università e della

included in the group of *foreign students* reported to EUROSTAT. In the MIUR data sets, it is possible to distinguish the bodies of Italian and *foreign students* inter alia by ISCED levels (5A, 5B and 6) as well as by field of study and gender. Moreover, *foreign students* can be differentiated by their countries of nationality (origin). In contrast, it is not possible to further subdivide *outgoing credit mobile students* by their countries of destination. The only official data source on *Italian study abroad students* by countries of destination is UOE.

The MIUR data cover reasonably well the group of *incoming* and *outgoing students* in the context of mobility programmes. Although these students make up only a fraction of *credit mobility* flows, the group of *programme mobile students* can be differentiated by a number of descriptors. Beyond the differentiation by ISCED levels, fields of study and gender, it is possible to determine both *incoming* and *outgoing students'* countries of origin and destination, respectively. What is more, students' levels of study (first-cycle bachelor level, second-cycle master level, single-cycle master level programmes) and their type of programmes (pre- and post-Bologna reform courses, i.e. according to *vecchio ordinamento* versus the *nuovo ordinamento*) are indicated. In this case, the restrictions of the data lie in the fact that only mobility in the context of programmes is captured, but not self-organised forms of *credit mobility*. Furthermore, the data on *programme mobility* are limited to universities. Finally, a minor shortcoming is that *outgoing students* are recorded only if they are enrolled according to the *nuovo ordinamento*. Since students can no longer enrol according to *vecchio ordinamento*, this limitation will disappear over time.

Analyses of mobility trends are made more complicated by the fact(that most national publications such as *Università in cifre* and the *Rapporti sullo Stato del Sistema Universitario* focus on university ISCED 5A students ⁷. In contrast, international publications usually cover *foreign* and *mobile students* enrolled at ISCED levels 5-6. What is more, all figures reported by the MIUR are based on students' *nationality* (i.e. on their country of citizenship/passport). With the exception of data on programme mobility, there are no official data on *genuine mobility* (i.e. on students' country of prior residence or education). This greatly impedes the assessment of mobility flows from and to the Italian higher education system.

1.2 Additional data sources

1.2.1 Collectors and collection procedures

The most valuable data among the non-administrative data sources are those collected by the Italian institution responsible for the ERASMUS Programme, the EUROSTUDENT project and the AlmaLaurea Inter-University Consortium.

Italian higher education institutions have taken part in the ERASMUS Programme from the outset, i.e. from the academic year 1987/88. As in other countries participating in ERASMUS, there is a national agency in Italy responsible for carrying out the programme on the ground and collecting data on *outgoing ERASMUS students*. In Italy, the institution in charge of this is the *Agenzia Scuola*. For each academic year, the *Agenzia Scuola* collects data on *outgoing ERASMUS students* from all Italian higher education institutions at ISCED levels 5-6, aggregates these data

Ricerca: *Higher Education in Italy*, retrieved from <http://www.miur.it/guida/guide.htm>, in Jan./Feb. 2010). The term AFAM stands for *Alta formazione artistica e musicale*. It is offered by Academies of Fine Arts, the National Academy of Drama, Higher Institutes for Artistic Industries (ISIA), *Conservatoires*, the National Dance Academy and officially recognised music institutes. Together with other institutions such as Military Academies and Higher Institutes of Religious Sciences they form the non-university research system (EURYDICE Education, Audiovisual and Culture Executive Agency: *Organisation of the education system in Italy 2008/09*. Retrieved from the EURYBASE database <http://www.eurydice.org>). Apart from students at Military Academies enrolled in higher education programmes, students from other higher education institutions are not included in the MIUR data on students of higher education.

⁷ On request, however, it is possible to obtain data on (foreign) students in Italy differentiated by ISCED levels 5A, 5B and 6.

and delivers them to the European Commission. The set of variables considered in this process is described below.

The EUROSTUDENT project collects comparable data on the social and economic conditions of student life in Europe, including data on student mobility. The data presented in section 2 stem from the third cycle of the project, in which 23 countries conducted national surveys and analyses of their student populations between 2005 and 2007. In Italy, the responsible institution for the EUROSTUDENT project is the *Fondazione Rui*. Every three years it coordinates a survey of the Italian student population. The data used in this chapter were collected in 2006 by the *Istituto Doxa* via computer assisted telephone interviews (CATI) and based on a standardised – and therefore internationally comparable – questionnaire. Whereas the ERASMUS data report the number of students who are mobile on an annual basis, the EUROSTUDENT III project captures the occurrence of study abroad over the course of study by asking surveyed students whether they had been internationally mobile during their studies. The survey thus captures retrospectively the event(s) of study abroad.

A similar enquiry is performed in Italy by the AlmaLaurea Inter-University Consortium, but mostly at the level of higher education graduates. AlmaLaurea has provided a variety of information on graduates of Italian higher education institutions and their employment conditions after graduation since 1994. Among other things, it records information on graduates' study related experiences abroad and estimates the returns of student mobility. In 2010, 60 Italian universities participated in the initiative. Taken together, their graduates accounted for 76% of all graduates in Italy.⁸ The AlmaLaurea data collection combines three different types of data: administrative data on students provided by universities; data collected through a survey of final-year students; data on graduates' employment conditions obtained through telephone and web-based interviews one, three and five years after graduation.⁹

1.2.2 Quality of additional data on mobility

Generally speaking, the non-official sources are not as comprehensive as the administrative data sources presented above, but provide valuable information on *genuine mobility* flows.

As stated before, the *Agenzia Scuola* gives information on *outgoing* flows of ERASMUS students enrolled at ISCED levels 5-6. The data of all National Agencies responsible for the implementation of this EU programme are then aggregated and published by the European Commission, allowing for an analysis of *incoming ERASMUS mobility flows* to Italy. The ERASMUS data differentiates between *incoming* and *outgoing students* by their countries of origin and destination, respectively. In addition, the data contain information on the number of ERASMUS students by field of study and on whether a student is mobile for study purposes or to complete an internship (i.e. a 'placement' in ERASMUS terminology). Still, the ERASMUS data are by definition restricted to *programme mobility*, being thus just a sub-type, a share of the total *credit mobility* to and from Italy. Since at the time of this study participation in ERASMUS was only open to the EU 27 member states plus Iceland, Liechtenstein, Norway and Turkey, the range of *mobile students'* target and source countries was limited to this group of countries.

⁸ AlmaLaurea website, <http://www.almalaurea.it/en/>. April 2010.

⁹ Cammelli, A.; Ghiselli, S.; Mignoli, G. P.: "Study Experience Abroad: Italian Graduate Characteristics and Employment Outcomes". In: Byram, M.; Dervin, F.: *Students, Staff and Academic Mobility in Higher Education*. Cambridge Scholars Publishing, 2008. Details on the methodology and survey instruments used by AlmaLaurea can also be found in Antonelli, G.; Camillo, F.; Cammelli, A.; di Francia, A.; Ghiselli, S.; Sgarzi, M.: *Graduates' employment and employability after the "Bologna Process" reform. Evidence from the Italian experience and methodological issues*, presented at: International Conference – DECOWE (Development of Competencies in the World of Work and Education) September 24th-26th, 2009, University of Ljubljana, Slovenia (<http://www.almalaurea.it/en/universita/altro/bolognaprocess2009/>)

The EUROSTUDENT III data focus on phases of mobility abroad of students enrolled at Italian higher education institutions. Unlike other data sources, they enable to distinguish between mobility for regular enrolment abroad, language courses, internships and other forms of mobility, such as summer schools. What is more, the countries of destination of *outgoing students* who were temporarily *mobile* are captured. A great advantage of the EUROSTUDENT III data is that they allow for in-depth analyses of *temporary outgoing mobility* flows: in addition to information on the financing and the organisation of the stay abroad (i.e. in the context of a programme or self-organised), they inform about students' socio-economic background (as measured by their parents' educational attainment), their language skills, their future mobility plans and, finally, the perceived obstacles to mobility.

The Italian EUROSTUDENT III sample referred to in this study includes students from all study years at ISCED level 5A in the academic year 2005/06. It is restricted to students of Italian nationality and those having a permanent residence status. Students were only surveyed if they were enrolled in first-cycle bachelor level courses (*corsi di laurea triennale*) or single-cycle master level courses (*corsi di laurea specialistica a ciclo unico*). Students enrolled in second-cycle master level courses (*corsi di laurea specialistica*) were not included.¹⁰ Moreover, students having entered higher education before the academic year 2000/01 were not considered. Since because of these restrictions the majority of Italian second-cycle students were not included in the survey, the results are not representative for master level students.

Last but not least, AlmaLaurea concentrates on surveying final-year students and graduates of Italian universities at ISCED level 5A. The focus is on *temporary outgoing mobility* of graduates from Italian universities. Since only graduates from Italian institutions are considered, it is not possible to analyse *outgoing diploma mobility*, but merely *credit mobility* and other study-related activities. However, the forms of temporary mobility can be differentiated by the organisation of the stay abroad (i.e. via EU/other programmes or as self-organised mobility phases), by their duration and by students' countries of destination. Further examples of the variables included are fields of study, the home institutions and regions of enrolment of *outgoing students*, as well as students' socio-economic background.

2 Student mobility in Italy

2.1 Overview: key figures

Total enrolment and Italian students

Measured by the overall student population, Italy has the sixth largest higher education system of the Europe 32 countries. According to data provided by UOE, in the reference year of the study - 2006/07 - there were 2 033 642 students enrolled in higher education institutions in Italy (Table 1a). According to the same source, the large majority of these students - 97.5% - were enrolled at ISCED level 5A, while only 0.5% was enrolled at ISCED level 5B and only 2.0% were enrolled at ISCED level 6.

Over the years covered in Table 1a, the overall student population grew by 13.2%; since the academic year 1999/2000, this growth has been continuous. Interestingly, the body of students of Italian nationality grew at a slightly slower pace (only +11.4%) and even decreased in the year

¹⁰ A second-cycle master (*corso di laurea specialistica*) is a study programme that usually requires a candidate student to hold a first higher education degree at bachelor level (*corso di laurea triennale*). In line with the Bologna structure, second-cycle master typically last for one to two years. A single-cycle master (*laurea specialistica a ciclo unico*) is a programme that does not follow the Bologna study architecture. It is a single qualification lasting for about five years or more that leads to a graduation certificate equivalent to a second-cycle master.

2006/07. This implies that the increase in the overall student population was, to a significant extent, accounted for by a rise in the number of *foreign students* studying towards a degree in Italy.¹¹

Foreign and study abroad students

The body of *foreign students* grew by 143.7% between 1998/99 and 2006/07 (UOE data). The strongest annual increase occurred only recently, between the years 2005/06 and 2006/07. It brought the number of *foreign students* to 57 271 and the share of *foreign students* to 2.8% of all students in the academic year 2006/07 (Tables 1a and 1b). However, this share is still low by European standards. The Europe 32 average was 6.9% in the same academic year (cf. Vol. I, Chapter I). The number and share of *foreign students* are expected to rise in the near future. This hypothesis is backed by MIUR data on new entrants. The share of new foreign entrants has constantly grown since 2001/02 and already reached 3.7% in the academic year 2007/08.¹²

Judging by the figures available from UOE, the changes in the number of *Italian students studying abroad* have not been as marked as in the case of *foreign students* in Italy. Although their absolute number increased by 4.1% between 1998/99 and 2006/07 (cf. data in Table 1a), the size of the group of *Italians studying abroad* has remained almost constant if compared to the body of *Italian students enrolled in Italy* (Tables 1b), at a rate of slightly above 0.020. The number of *Italian students studying in Italy* has therefore grown at a faster pace than that of *Italian students studying abroad*. Whereas in 1998/99 for every 1 000 Italian students enrolled in Italy there were 25 Italians studying abroad (ratio of 0.025), in 2006/07 the number of Italians abroad was just 2 students lower, at 23, for every 1 000 Italian students at home (ratio of 0.023). The Italian study abroad ratio is almost one third below the Europe 32 average. In 2006/07, there were 33 European students studying outside their country of origin for every 1 000 students enrolled in the latter (ratio of 0.033, cf. Vol. I, Chapter I) and this ratio had gone up from 1998/99.

¹¹ Looking at the publications based on MIUR data (e.g. *Università in cifre 2008*), these trends are generally confirmed. However, the absolute student numbers in these publications are lower than the numbers presented in Table 1a because they do not include students at ISCED level 5B and 6 (cf. subsection 1.1.1).

¹² *Università in cifre 2008*, op.cit., p.61.

Table 1a: Total numbers of all students, Italian students, foreign and incoming (genuinely mobile) students at Italian higher education institutions and of Italian students studying/going abroad, in 1998/99-2007/08

Col.	Measurements for Italian students			Measurements for foreign and incoming students in Italy				Measurements for Italian study abroad and outgoing students			
	ALL Italian students at Italian HEIs	Italian non-mobile students at Italian HEIs (XXX)	ALL foreign students	Foreign non-mobile students (YXX)	ALL incoming students	Foreign incoming students (YYX)	Italian incoming students = returners (XYX)	ALL Italian study abroad students	Study abroad non-mobile students (XYY)	Outgoing students (XXY)	
Year	1	2	3	4	5	6	7	8	9	10	11
2007/08	*	*	*	*	*	*	*	*	*	*	*
2006/07	2 033 642	1 976 371	*	57 271	*	*	*	*	45 044	*	*
2005/06	2 029 023	1 980 257	*	48 766	*	*	*	*	-	*	*
2004/05	2 014 998	1 970 077	*	44 921	*	*	*	*	-	*	*
2003/04	1 986 497	1 945 856	*	40 641	*	*	*	*	-	*	*
2002/03	1 913 352	1 877 215	*	36 137	*	*	*	*	43 092	*	*
2001/02	1 854 200	1 825 753	*	28 447	*	*	*	*	*	*	*
2000/01	1 812 325	1 783 097	*	29 228	*	*	*	*	*	*	*
1999/00	1 770 002	1 745 073	*	24 929	*	*	*	*	*	*	*
1998/99	1 797 241	1 773 745	*	23 496	*	*	*	*	43 268	*	*

Legend for column descriptors: XXX refers to the route of study of the student, i.e. citizenship in country X, prior education in country X, and current studies in country X

Legend for data: * = no data; - = totals excluded because of mixed criteria in the UOE database (nationality and mobility)

Source: UOE, ISCED 5-6

Table 1b: Share of Italian and foreign students amongst all students at Italian higher education institutions and ratio of Italian study abroad students to all Italian students in Italy, in 1998/99-2007/08

Col.	Measurements for Italian students in Italy			Measurements for foreign and incoming students in Italy					Measurements for Italian study abroad and outgoing students		
	ALL students at Italian HEIs	ALL Italian students at Italian HEIs	Italian non-mobile students at Italian HEIs (XXX)	ALL foreign students	Foreign non-mobile students (YXX)	ALL incoming students	Foreign incoming students (YYX)	Italian incoming students = returners (XYX)	Ratio: Italian study abroad students : Italian students at home	Study abroad non-mobile students (XYY)	Outgoing students (XXY)
Year	1	2	3	4	5	6	7	8	9	10	11
2007/08	*	*	*	*	*	*	*	*	*	*	*
2006/07	100%	97.2%	*	2.8%	*	*	*	*	0.023	*	*
2005/06	100%	97.6%	*	2.4%	*	*	*	*	-	*	*
2004/05	100%	97.8%	*	2.2%	*	*	*	*	-	*	*
2003/04	100%	98.0%	*	2.0%	*	*	*	*	-	*	*
2002/03	100%	98.1%	*	1.9%	*	*	*	*	0.023	*	*
2001/02	100%	98.5%	*	1.5%	*	*	*	*	*	*	*
2000/01	100%	98.4%	*	1.6%	*	*	*	*	*	*	*
1999/00	100%	98.6%	*	1.4%	*	*	*	*	*	*	*
1998/99	100%	98.7%	*	1.3%	*	*	*	*	0.025	*	*

Legend for column descriptors: XXX refers to the route of the student, i.e. citizenship in country X, prior education in country X, and current studies in country X
Legend for data:

* = no data;

- = totals excluded because of mixed criteria in the UOE database (nationality and mobility)

Sources: UOE, ISCED 5-6

Incoming and outgoing students

As can be seen in the two tables above, Italy is not (yet) able to provide administrative data on *incoming or outgoing students* that represent the overall student population. Therefore, a further analysis of *genuine mobility* is not possible here.

Mobility balance

Data on *genuine mobility* flows are not (yet) available in Italy, which makes it impossible to analyse the Italian balance of mobility flows. What is possible, though, is to make use of the less valuable yet useful proxy for mobility – the nationality criterion – and juxtapose the number of *foreign students* in Italy to the number of *students with Italian nationality abroad* (Table 2). During the time period in question, the ratio of *foreign to Italian study abroad students* changed significantly. While there were almost twice as many *Italian study abroad students* as *foreign students* in Italy in the late 1990s (ratio of 100:184, i.e. 100 foreign students for every 184 Italians abroad), *foreign students* had outnumbered *study abroad students* by the year 2006/07. There were only 100 foreign students in Italy in 2006/07 for every 79 Italians studying towards a degree abroad (ratio of 100:79).

Table 2: Ratio of foreign students in Italy to Italian study abroad students, and ratio of incoming students to Italian outgoing students, in 1998/99-2007/08

Year	Foreign students (X)	Italian study abroad students (Y)	Ratio (X:Y)	Incoming students (Z)	Outgoing students (W)	Ratio (Z:W)
	Abs.	Abs.		Abs.	Abs.	
2007/08	*	*	*	*	*	*
2006/07	57 271	45 044	100:79	*	*	*
2005/06	48 766	-	*	*	*	*
2004/05	44 921	-	*	*	*	*
2003/04	40 641	-	*	*	*	*
2002/03	36 137	43 092	100:119	*	*	*
2001/02	28 447	*	*	*	*	*
2000/01	29 228	*	*	*	*	*
1999/00	24 929	*	*	*	*	*
1998/99	23 496	43 268	100:184	*	*	*

Legend: - = totals excluded because of mixed criteria in the UOE database (nationality and mobility);

Source: UOE, ISCED 5-6

2.2 Student mobility trends

2.2.1 Student inflows

Types of mobility (degree vs. credit)

In addition to the data on *foreign students* in Italy presented above, Italy also avails of data on *incoming students* through the ERASMUS Programme. Although this data set covers only part of *incoming credit mobile students* in Italy, it provides an interesting picture. Comparing the total number of *incoming ERASMUS students* to the number of all *foreign students* in Italy for the years 1998/99-2006/07 (the most recent year for which data on *foreign students* were available from UOE) provides a rough idea of the role which *incoming mobility* through the ERASMUS scheme plays for Italy. Between 1998/99 and 2006/07, the ratio of incoming ERASMUS to *foreign students* registered values between 26:100 and 35:100.¹³ This means that, in 2006/07, for every 100 *foreign students* there were 26 *incoming ERASMUS students* to Italy. The ERASMUS Programme was thus of significant importance in generating incoming mobility into Italian higher education. This is shown by the fact that 9.3% of all students in Europe participating in the ERASMUS Programme spent their stay abroad in Italian higher education institutions in 2006/07 (cf. Vol. I, Chapter II). It should be noted, though, that the body of ERASMUS students in Italy still accounts for less than 1% of the overall student population in the country. This picture is nevertheless consistent with that of most European countries participating in the programme.

¹³ The figures on *foreign students* in Italy, which are reported to UOE by the MIUR, do not include ERASMUS students.

Table 3: ERASMUS incoming students in relation to all students and to foreign students in Italy, in 1998/99-2008/09

Year	All students at Italian HEIs (X)	Foreign students in Italy (Y)	ERASMUS incoming students in Italy (Z)	ERASMUS incoming students as share of all students in Italy (%)	Ratio ERASMUS incoming students : foreign students in Italy (Z:Y)
2008/09	*	*	17 492 ¹⁴	*	*
2007/08	*	*	14 982	*	*
2006/07	2 033 642	57 271	14 779	0.7%	26:100
2005/06	2 029 023	48 766	14 591	0.7%	30:100
2004/05	2 014 998	44 921	13 370	0.6%	30:100
2003/04	1 986 497	40 641	12 704	0.6%	31:100
2002/03	1 913 352	36 137	10 968	0.5%	30:100
2001/02	1 854 200	28 447	9 862	0.5%	35:100
2000/01	1 812 325	29 228	8 737	0.4%	30:100
1999/00	1 770 002	24 929	8 030	0.4%	32:100
1998/99	1 797 241	23 496	6 886	0.0%	29:100

Source: UOE, European Commission, ISCED 5-6

Countries of origin

Table 4 gives an overview of *foreign students*' major countries of nationality. The totality of students from the top 10 countries of nationality amounts to 'only' 52.7%. This implies that the body of *foreign students* in Italy is rather heterogeneous, in that it is composed of many small groups of *foreign students* from a variety of countries. Within this general picture, however, a few phenomena deserve special attention.

To begin with, it stands out that, with the exception of Germany (3.6%) and Switzerland (2.4%), no Western European or G8 countries are represented in Table 4. Instead, the single largest group of *foreign students* in Italy is that of Albanian students (20.7%). Ranks 2 and 3 are occupied by Greek (8.8%) and Romanian students (4.3%). Thus, the top 3 countries of origin are all located in South-East Europe. Taken together, approximately 33.8% of *foreign students* in Italy are nationals of these countries.

¹⁴ The ERASMUS data for 2007/08 and 2008/09 include both mobility for studies (SMS) and mobility for placements (SMP).

Table 4: Major countries of nationality of foreign students in Italy (Top 10), in 2006/07

Rank	Country of nationality	Abs.	%
1	AL Albania	11 883	20.7%
2	GR Greece	5 054	8.8%
3	RO Romania	2 456	4.3%
4	DE Germany	2 067	3.6%
5	CN China	1 684	2.9%
6	CM Cameroon	1 614	2.8%
7	PL Poland	1 478	2.6%
8	CH Switzerland	1 371	2.4%
9	HR Croatia	1 353	2.4%
10	PE Peru	1 243	2.2%
	Top ten countries	30 203	52.7%
	Total foreign students	57 271	

Source: UOE, ISCED 5-6

The number of students from South-East Europe increased markedly between 2002/03 and 2006/07 (UOE data).¹⁵ However, with regard to the individual countries, different developments can be observed (Table 5, figures for Albania not shown). While the number of Albanian and Romanian students increased strongly between 2002/03 and 2006/07 (+5 260 Albanian students in absolute terms, i.e. +79.4% in relative ones, and +1 548 Romanian students, i.e. +170.5%, respectively), the number of Greek students decreased significantly (-2 925 student, i.e. -36.7%).¹⁶

The dominant position of Albanian students (Table 4) within the group of *foreign students* is a rather recent phenomenon. In the academic year 1998/99, there were 'only' 1 539 Albanian students enrolled in Italy. At that time, they represented a 'mere' 6.6% of *foreign students*. In sharp contrast, the number of Greek students stood at 8 916, which corresponded to 37.9% of all *foreign students* enrolled in Italy in 1998/99 (UOE data). There are thus indications that the composition of *foreign students* in Italy has changed significantly in the past years and will continue to do so in the future.

In case it continues to grow at a similar rate as in recent years, one group that could assume a major role in the near future is Chinese students. Between 2002/03 and 2006/07, the group of Chinese students grew by 722.5% (1 474 students), thereby increasing more strongly in relative terms than any other group of students.¹⁷ This trend is also observed at the European level, where Chinese students saw the highest increase in relative terms among foreign students in the Europe 32 regions over the period 1998/99-2006/07 (cf. Vol. I, Chapter I).

¹⁵ The comparison concentrates on these two years and not on the academic year 1998/99 as a starting point because the breakdown by country of nationality of foreign students in Italy was not available for the year 1998/99.

¹⁶ Since the data presented in this section only go to the academic year 2006/07, the effect of Romania's accession to the EU in 2007 is not yet fully reflected. It will be interesting to observe whether the number of Romanian students enrolled in Italy will increase in the future. Looking at the MIUR data presented in *Università in cifre 2008*, this seems to be the case. For the year 2007/08, MIUR reports a number of 2 853 Romanian students, solely at ISCED level 5A. This figure is already higher than the number of Romanian students UOE reports for the year 2006/07 (cf. Table 5), although the latter includes students at ISCED levels 5A, 5B and 6.

¹⁷ The MIUR data presented in *Università in cifre 2008* suggest that the number Chinese students continued to rise even after the academic year 2006/07. For the year 2007/08, MIUR reports 2 739 students enrolled in Italian universities (ISCED level 5A).

Table 5: Foreign students in Italy by country of nationality, in 2002/03 and 2006/07

Country of nationality \ Year	Year		Increase/decrease 2002/03-2006/07	
	2002/03	2006/07	Abs.	%
<i>Europe 32 countries</i>				
AT Austria	175	211	36	20.6%
BE Belgium	155	283	128	82.6%
BG Bulgaria	398	771	373	93.7%
CH Switzerland	946	1 371	425	44.9%
CY Cyprus	55	124	69	125.5%
CZ Czech Republic	136	175	39	28.7%
DE Germany	1 189	2 067	878	73.8%
DK Denmark	41	53	12	29.3%
EE Estonia	23	57	34	147.8%
ES Spain	298	519	221	74.2%
FI Finland	84	94	10	11.9%
FR France	651	1 083	432	66.4%
GR Greece	7 979	5 054	-2 925	-36.7%
HU Hungary	150	206	56	37.3%
IE Ireland	15	42	27	180.0%
IS Iceland	11	18	7	63.6%
<i>IT Italy – host country</i>				
LI Liechtenstein	1	1	0	0.0%
LT Lithuania	38	175	137	360.5%
LU Luxembourg	23	49	26	113.0%
LV Latvia	30	63	33	110.0%
MT Malta	30	44	14	46.7%
NL The Netherlands	100	114	14	14.0%
NO Norway	73	148	75	102.7%
PL Poland	786	1 478	692	88.0%
PT Portugal	71	121	50	70.4%
RO Romania	908	2 456	1 548	170.5%
SE Sweden	120	124	4	3.3%
SI Slovenia	223	387	164	73.5%
SK Slovakia	130	186	56	43.1%
TR Turkey	139	384	245	176.3%
UK United Kingdom	173	298	125	72.3%
Total Europe 32 countries	15 151	18 156	3 005	19.8%
<i>Other countries and regions</i>				

Country of nationality	Year 2002/03	2006/07	Increase/decrease 2002/03-2006/07	
			Abs.	%
Other European Countries	10 824	18 091	7 267	67.1%
... including Russian Federation	369	930	561	152.0%
Northern America	468	619	151	32.3%
... including United States of America	298	481	183	61.4%
Latin America and the Caribbean	2 539	5 217	2 678	105.5%
... including Mexico	125	262	137	109.6%
... including Brazil	471	1 087	616	130.8%
Africa	3 111	5 503	2 392	76.9%
Asia	3 834	7 445	3 611	94.2%
... including China	204	1 684	1 474	722.5%
... including India	228	589	361	158.3%
... including Japan	137	316	179	130.7%
Oceania	52	67	15	28.8%
Total other countries and regions	20 828	36 942	16 114	77.4%
Unknown	158	2 173	2 015	1 275.3%
Total foreign students	36 137	57 271	21 134	58.5%

Source: UOE, ISCED 5-6

The major countries of origin of *incoming mobile ERASMUS students* differ rather strongly from those of *foreign students* both in the reference year for the *foreign students* data - 2006/07 - and in the most recent year for the ERASMUS Programme data - 2008/09 (Table 6). The most significant share of ERASMUS students came to Italy from Spain (35% in 2006/07 and 37% in 2008/09). In 2008/09, notable shares of ERASMUS students also came from France (10%), Germany (10%), Poland (7%) and Portugal (5%). Taken together, these five countries account for close to two thirds of all ERASMUS students in Italy. It is interesting to note that although France and Germany remain among the top three countries of origin of ERASMUS students in Italy, their share of all ERASMUS students in the country decreased over time, while Spanish ERASMUS students have become more frequent in Italian higher education institutions over the same period.

Between 1998/99 and 2008/09, the total number of incoming ERASMUS students more than doubled (Table 6). The increases in the number of Spanish and Polish students are responsible for about half of this growth in absolute numbers. It should also be specified that as from the academic year 2007/08 the ERASMUS Programme also covers placement mobility, which was previously funded through the LEONARDO da VINCI Programme. In 2008/09, out of the 17 492 incoming ERASMUS students to Italy, 1 962 (11%) completed placements. ERASMUS placements also mainly account for the growth in sheer numbers observed in Table 5 between the years 2006/07 and 2008/09. In terms of top three countries of origin of ERASMUS students in Italy completing practical training, Spain (732), followed at some distance by Germany (201) and France (200), are in the lead in the academic year 2008/09.

In comparing data in Table 5 with data in Table 6 we observe another interesting phenomenon. From the two data sets it seems that Spanish students largely prefer Italy for temporary study (5

124 Spanish ERASMUS *incoming students* vs. 519 *Spanish degree-seeking students* in Italy in the academic year 2006/07), whereas Greek, Romanian, and Polish students target Italy to obtain full degrees (the foreign students in Italy with these three nationalities by far outnumber the *ERASMUS incoming students* from these countries in the same reference year).

Table 6: Incoming ERASMUS students in Italy in 1998/99, 2002/03, 2006/07, and 2008/09 by country of home institution

Year	1998/99		2002/03		2006/07		2008/09 ¹⁸		Increase/decrease 1998/99 - 2008/09	
	Abs.	% of all	Abs.	% of all	Abs.	% of all	Abs.	% of all	Abs.	%
AT Austria	320	5%	399	4%	437	3%	415	2%	95	30%
BE Belgium	345	5%	424	4%	487	3%	482	3%	137	40%
BG Bulgaria	0	0%	45	0%	69	0%	97	1%	97	*
CY Cyprus	3	0%	2	0%	12	0%	8	0%	5	167%
CZ Czech Republic	29	0%	148	1%	210	1%	256	1%	227	783%
DE Germany	1 142	17%	1 494	14%	1 824	12%	1 750	10%	608	53%
DK Denmark	87	1%	101	1%	87	1%	90	1%	3	3%
EE Estonia	0	0%	24	0%	50	0%	63	0%	63	*
ES Spain	1 968	29%	3 493	32%	5 124	35%	6 532	37%	4 564	232%
FI Finland	153	2%	136	1%	158	1%	180	1%	27	18%
FR France	870	13%	1 415	13%	1 638	11%	1 789	10%	919	106%
GR Greece	171	2%	226	2%	258	2%	284	2%	113	66%
HU Hungary	50	1%	208	2%	275	2%	328	2%	278	556%
IE Ireland	63	1%	103	1%	94	1%	84	0%	21	33%
IS Iceland	10	0%	11	0%	15	0%	12	0%	2	20%
IT Italy - host country										
LI Liechtenstein		0%	0	0%	2	0%	1	0%	1	*
LT Lithuania	0	0%	55	1%	137	1%	170	1%	170	*
LU Luxembourg	0	0%	0	0%	6	0%	9	0%	9	*
LV Latvia	0	0%	11	0%	35	0%	76	0%	76	*
MT Malta	0	0%	38	0%	36	0%	37	0%	37	*
NL The Netherlands	168	2%	267	2%	269	2%	379	2%	211	126%
NO Norway	52	1%	60	1%	75	1%	77	0%	25	48%
PL Poland	71	1%	403	4%	881	6%	1 149	7%	1 078	1
PT Portugal	280	4%	593	5%	753	5%	888	5%	608	217%
RO Romania	132	2%	385	4%	512	3%	423	2%	291	220%
SE Sweden	105	2%	105	1%	154	1%	148	1%	43	41%
SI Slovenia	0	0%	46	0%	70	0%	59	0%	59	*
SK Slovakia	5	0%	43	0%	89	1%	110	1%	105	2
TR Turkey	0	0%	0	0%	368	2%	787	4%	787	*
UK United Kingdom	862	13%	733	7%	654	4%	809	5%	-53	-6%
TOTAL	6 886	100%	10 968	100%	14 779	100%	17 492	100%	10 606	154%

Source: European Commission, ISCED 5-6

¹⁸ The ERASMUS data for 2008/09 include both mobility for studies (SMS) and mobility for placements (SMP).

Regions

Two national data sources provide information on the regional spread of *incoming temporarily mobile* students within Italy: (i) the *Decimo Rapporto sullo Stato del Sistema Universitario* published by the MIUR and (ii) the ERASMUS figures published by the *Agenzia Scuola*. Both are limited to programme mobility and do not capture self-organised mobility. They differ in that the *Decimo Rapporto* looks at geographical regions, while the ERASMUS data are provided for individual institutions.

The data from the *Decimo Rapporto* reveal that there was a growth in the number of *incoming programme mobile students* between 2005/06 and 2007/08, especially in the regions of Northwest and Central Italy (Table 6). In fact, the increase in Northwest Italy was so strong (+23.6%) that this region outstripped the Centre in merely two years, which so far had been the preferred region of *programme mobile students*.

Table 7: Distribution of incoming students in the context of mobility programmes across geographical regions in Italy, in 2005/06-2007/08

Region	Year						Increase/decrease 2005/06-2007/08	
	2005/06		2006/07		2007/08		Abs.	%
	Abs.	%	Abs.	%	Abs.	%		
Northwest	4 788	27.9%	5 349	30.1%	5 918	31.6%	1 130	23.6%
Northeast	4 873	28.4%	4 842	27.2%	4 965	26.5%	92	1.9%
Centre	5 229	30.5%	5 271	29.6%	5 533	29.6%	304	5.8%
South and Islands	2 262	13.2%	2 321	13.1%	2 302	12.3%	40	1.8%

Source: MIUR, ISCED 5A

Overall, the ERASMUS data for 2008/09 confirm that institutions in Northwest and Central Italy are most popular among *incoming programme mobile students*.¹⁹

Fields of study

Table 8 shows that *foreign students* in Italy have clear preferences for certain fields of study. In 2006/07, 86.6% were enrolled in the following four disciplines: social sciences, business and law (31.8%); health and welfare (20.4%); humanities and arts (19.9%); engineering, manufacturing and construction (14.5%). While *foreign students* are less frequently enrolled in the social sciences, business and law and especially in teacher training and education science than national students, they are disproportionately strongly represented in the fields of health and welfare as well as humanities and arts. However, due to the relatively small size of the body of *foreign students*, the distribution of all students across study fields in Italy is not greatly influenced by the specific distribution of *foreign students*.

¹⁹ Although the role of individual institutions is not the focus of this chapter, it is interesting to note that 44 of the top 500 European institutions receiving ERASMUS students for studies are located in Italy. The *Università di Bologna* and the *Università degli Studi di Firenze* are the only two institutions represented in the top ten list of receiving ERASMUS institutions that are not based in Spain. European Commission:

<http://ec.europa.eu/education/erasmus/doc/stat/studentin0809.pdf>

Table 8: Distribution of all students, Italian students and foreign students in Italy across fields of study, in 2006/07

Rank	Field of study	All students at Italian HEIs (N=2 033 642)	All Italian students at Italian HEIs (N=1 976 371)	Foreign students (N=57 271)
1	Social sciences, business and law	35.6%	35.7%	31.8%
2	Engineering, manufacturing and construction	15.6%	15.6%	14.5%
3	Humanities and arts	15.3%	15.2%	19.9%
4	Health and welfare	12.9%	12.7%	20.4%
5	Science, mathematics and computing	7.9%	7.9%	6.6%
6	Teacher training and education	7.3%	7.5%	2.3%
7	Services	2.7%	2.7%	1.7%
8	Agriculture and veterinary	2.3%	2.3%	2.0%
9	Unknown or not specified	0.4%	0.4%	0.8%
	Total	100%	100%	100%

Source: UOE, ISCED 5-6

There are two further national data sources on the distribution of *foreign students* and *incoming students* through mobility programmes across fields of study. It is important to note that both aggregate the fields of study at a lower level and include only students at ISCED level 5A. Therefore, these data cannot be easily compared to the UOE data. However, once the figures of *foreign students* in Italy published by the MIUR²⁰ are aggregated to the fields of study used by UOE, there are only minor deviations (reference year 2007/08). A much stronger difference is visible in the data published in the *Decimo Rapporto sullo Stato del Sistema Universitario*, since the latter reflects only *incoming mobility* in the context of mobility programmes. *Incoming* programme mobile students enrol to a lesser extent in humanities and arts, and much less frequently in health and welfare studies (reference year 2007/08).

Types of higher education institutions

Table 9 shows the distribution of Italian students compared to *foreign students* across two different types of higher education institutions in Italy (MIUR data, reference year 2007/08, ISCED 5-6). One can see that the large majority (98.1%) of students in Italian higher education is enrolled in universities. The difference between national and *foreign students* is that the latter tend to be more frequently enrolled in AFAM institutions. Still, with 4.9%, only every twentieth *foreign student* decides to enrol in an AFAM institution.

Table 9: Distribution of Italian and foreign students in Italy across types of higher education institutions, in 2007/08

Type of institution	All students at Italian HEIs (N=2 013 856)	Italian students at Italian HEIs (N=1 952 241)	Foreign students (N=61 615)
University	98.1%	98.2%	95.1%
AFAM	1.9%	1.8%	4.9%
Total	100%	100%	100%

Source: MIUR, ISCED 5-6

²⁰ Università in cifre 2008, p.61

Levels of study

Table 10 provides information on the distribution of all, Italian and *foreign students* across different levels of programme (MIUR data, reference year 2007/08, ISCED 5-6). Overall, the distribution of students belonging to the three groups is quite similar. Minor differences between national and *foreign students* are that the latter tend to be enrolled more frequently in bachelor and PhD programmes. Italian students, in contrast, are enrolled more frequently into second-cycle master and other (single-cycle master level) programmes.

Table 10: Distribution of all students, Italian students and foreign students in Italy across levels of study, in 2007/08

Level of study	All students at Italian HEIs (N=2 013 856)	Italian students at Italian HEIs (N=1 953 408) ¹	Foreign students (N=60 448) ¹
Bachelor	56.4%	56.4%	57.8%
Master	12.8%	12.9%	10.5%
PhD	2.0%	1.9%	4.6%
Other ²	28.8%	28.8%	27.2%
Total	100%	100%	100%

¹ In this table, the total numbers of national and foreign students differ from the figures presented in the previous tables. The MIUR classified some foreign students as national students in the data on the levels of programme.

² Other programmes include single-cycle master level degrees as well as tertiary education programmes lasting up to two years.

Source: MIUR, ISCED 5-6

2.2.2 Student outflows

Types of mobility (degree vs. credit)

In addition to data on *Italian students studying abroad* for full degrees available from UOE and analysed in section 2.1 above, the Italian institutions also collect data on *outgoing students* through the ERASMUS Programme. By juxtaposing the number of *outgoing ERASMUS students* and that of *Italian students studying abroad* we get a more complete picture of mobility outflows from Italy. In the reference year 2006/07, the most recent year for which the two data sets were available, for every 100 Italian students enrolled abroad there were 38 Italians going abroad on the ERASMUS Programme (i.e. a ratio of 38:100, Table 11). Assuming that the figures on *Italian study abroad students* reflect to a certain extent the outgoing mobility flows of Italian students, this implies that the ERASMUS Programme is of significant importance for Italian higher education in terms of promoting outgoing mobility. This is also illustrated by the fact that students from higher education institutions in Italy account for 10.8% of all students in Europe participating in the ERASMUS Programme.²¹ The programme thus plays an important role in supporting *outgoing credit mobility* in Italy, generating close to one third of all Italian outflows in 2006/07. In 2007/08 and 2008/09 the number of *outgoing ERASMUS students* further increased, but the lack of data for *Italians studying abroad* in the same years prevents further comparisons for the time being. Nevertheless, still less than 1% of all Italian students go abroad with the ERASMUS Programme, though the share has constantly increased over the years.

²¹ The ERASMUS data capture temporary enrolment periods as well as internships abroad. They do not capture other study-related activities. The latter are included in the data collected through the EUROSTUDENT project. The EUROSTUDENT data show that Italian students are as actively realising enrolment periods and internships abroad (3.4% taken together) as they are engaging in language courses, summer academies, study visits and other study-related activities abroad (3.5% taken together). Overall, however, the Italian *temporary mobility* rate is relatively low in a European comparison (EUROSTUDENT data, reference year 2005/06).

Table 11: ERASMUS outgoing students in relation to all Italian students in Italy and to Italian students studying abroad, in 1998/99-2008/09

Year	All Italian students at Italian HEIs (X)	Italian study abroad students (Y)	ERASMUS outgoing students from Italy (Z)	Share of outgoing ERASMUS students of all Italians enrolled at Italian HEIs	Ratio ERASMUS outgoing : Italians studying abroad (Z:Y)
2008/09	*	*	19 376 ²²	*	*
2007/08	*	*	17 562	*	*
2006/07	1 976 371	45 044	17 195	0.9%	38:100
2005/06	1 980 257	-	16 389	0.8%	*
2004/05	1 970 077	-	16 419	0.8%	*
2003/04	1 945 856	-	16 809	0.9%	*
2002/03	1 877 215	43 092	15 215	0.8%	35:100
2001/02	1 825 753	*	13 951	0.8%	*
2000/01	1 783 097	*	13 237	0.7%	*
1999/00	1 745 073	*	12 407	0.7%	*
1998/99	1 773 745	43 268	10 868	0.6%	0.25

Source: UOE, European Commission, ISCED 5-6

Countries of destination

Table 12 lists the major countries of destination of *Italian study abroad students*. As can be seen, the preferred country of destination is the United Kingdom (21.5%). The top 5 countries are all in Western Europe. Almost three quarters (72.7%) of *Italian study abroad students* enrol in these countries alone. The only country outside Europe appearing in the top 10 destinations is the United States (7.6%).

Study abroad students' major countries of destination (Table 12) and *foreign students'* major countries of nationality (Table 4) differ rather strongly: with the exception of Germany and Switzerland, which appear in both lists of countries, there are no congruencies.²³ Another difference is that *study abroad students* enrol in a rather small group of countries: 95.5% of all *Italian study abroad students* are enrolled in just 10 countries. As pointed out above, the body of *foreign students* in Italy is composed of many small groups from a variety of countries and a larger group from a few South-East European countries.

Overall, the mobility balance of students - as estimated according to their nationality - can be sketched as follows: The Italian higher education system attracts *foreign students* from a large variety of countries, but especially from South-East Europe, while the majority of *Italian study abroad students* is enrolled in Western European countries and the United States.

²² The ERASMUS data for 2007/08 and 2008/09 include both mobility for studies (SMS) and mobility for placements (SMP).

²³ However, the number of Italian students enrolled in Germany and Switzerland is much higher than the number of German and Swiss students enrolled in Italy (UOE data, reference year 2006/07).

Table 12: Major countries of destination of Italian study abroad students (Top 10), in 2006/07

Rank	Country of destination	Abs.	%
1	UK United Kingdom	9 691	21.5%
2	DE Germany	7 457	16.6%
3	AT Austria	6 209	13.8%
4	FR France	4 790	10.6%
5	CH Switzerland	4 598	10.2%
6	US United States	3 416	7.6%
7	ES Spain	3 226	7.2%
8	BE Belgium	2 219	4.9%
9	SE Sweden	826	1.8%
10	NL The Netherlands	584	1.3%
	Top ten countries	43 016	95.5%
	Total study abroad students	45 044	

Source: UOE. ISCED 5-6

As Table 13 shows, the overall number of *Italian study abroad students* rose by 4.5% between 2002/03 and 2006/07²⁴. This increase mainly resulted from a strong growth in the number of students enrolled in the United Kingdom (+71.9% or 4 053 students). At a much lower level in terms of absolute numbers, The Netherlands became more popular as a country of destination (+82.5% or 264 students). Moreover, the number of Italian students increased markedly in all Northern European countries (Denmark, Finland, Norway, and Sweden). In contrast, the number of Italian students studying in Spain decreased significantly (-48.9% or -3 088 students). Similarly – but again to a lesser degree – the number of Italian students in Germany fell (-6.8% or -546 students) as well.²⁵

²⁴ The distribution of Italian study abroad students by country of destination was not immediately retrievable for the purpose of this study, and as a result the change is observed only for the years 2002/03 and 2006/07.

²⁵ The changes in the number of *study abroad students* over time should be read with caution. The criteria and methodology according to which data on *foreign students* – and thus data on *study abroad students* – are collected by UOE have been revised repeatedly in recent years. For instance, some countries have adopted the UOE data collection convention to not include students staying in the country for less than one year in the groups of *foreign* and *incoming students*. Therefore, it cannot be excluded that e.g. the sharp fall in the number of Italian students registered in Spain partly results from the fact that the large number of Italian students going to Spain with ERASMUS were suddenly no longer included in the UOE statistics (cf. country chapter on Spain in this publication).

Table 13: Italian study abroad students by country of destination, in 2002/03 and 2006/07

Country of destination	Year		Increase/decrease 2002/03-2006/07	
	2002/03	2006/07	Abs.	%
<i>Europe 32 countries</i>				
AT Austria	6 149	6 209	60	1.0%
BE Belgium	2 185	2 219	34	1.6%
BG Bulgaria	10	13	3	30.0%
CH Switzerland	4 448	4 598	150	3.4%
CY Cyprus	5	9	4	80.0%
CZ Czech Republic	4	33	29	725.0%
DE Germany	8 003	7 457	-546	-6.8%
DK Denmark	115	185	70	60.9%
EE Estonia	5	6	1	20.0%
ES Spain	6 314	3 226	-3 088	-48.9%
FI Finland	107	159	52	48.6%
FR France	4 740	4 790	50	1.1%
UK United Kingdom	5 638	9 691	4 053	71.9%
GR Greece	25	81	56	224.0%
HU Hungary	12	36	24	200.0%
IE Ireland	154	278	124	80.5%
IS Iceland	21	34	13	61.9%
<i>IT Italy – home country</i>				
LI Liechtenstein	*	2	*	
LT Lithuania	19	50	31	163.2%
LU Luxembourg	*	*	*	
LV Latvia	15	5	-10	-66.7%
MT Malta	4	9	5	125.0%
NL The Netherlands	320	584	264	82.5%
NO Norway	61	95	34	55.7%
PL Poland	20	48	28	140.0%
PT Portugal	167	240	73	43.7%
RO Romania	44	134	90	204.5%
SE Sweden	686	826	140	20.4%
SI Slovenia	70	104	34	48.6%
SK Slovakia	1	8	7	700.0%
TR Turkey	11	15	4	36.4%
Total Europe 32 countries	39 353	41 144	1 791	4.6%
<i>Other countries and regions</i>				

Country of destination	Year		Increase/decrease 2002/03-2006/07	
	2002/03	2006/07	Abs.	%
Other European Countries	2	9	7	350.0%
... including Russian Federation	0	2	2	
Northern America	3 287	3 416	129	3.9%
... including United States of America	3 287	3 416	129	3.9%
Latin America and the Caribbean	60	29	-31	-51.7%
... including Mexico	0	0	0	
... including Brazil	8	0	-8	-100.0%
Africa	1	0	-1	-100.0%
Asia	94	135	41	43.6%
... including China	0	0	0	
... including India	0	0	0	
... including Japan	67	122	55	82.1%
Oceania	295	287	-8	-2.7%
Total other countries and regions	3 739	3 876	137	3.7%
Unknown	*	24	*	
Total study abroad students	43 092	45 044	1 952	4.5%

Source: UOE, ISCED 5-6

Although the ERASMUS data cover only *programme mobility*, they give a partial picture of the directions of *outgoing credit mobility* from Italy. Table 14 shows a larger presence of ERASMUS students from Italy in Romance-language countries, and among them especially Spain, both for the reference year of the study – 2006/07 – and the most recent year available for the ERASMUS Programme – 2008/09. In 2008/09, over one third of the students (36%) went to Spain and, in second place, about one sixth of students to France. Thereby, the country pattern of outgoing ERASMUS mobility flows differs from the list of preferred countries of destination of *Italian study abroad students* (Tables 13 and 14).

Table 14: Italian students going abroad through the ERASMUS Programme in 1998/99, 2002/03, 2006/07, and 2008/09

Year	1998/99		2002/03		2006/07		2008/09 ²⁶		Increase/ decrease 1998/99 - 2008/09	
	Abs.	% of all	Abs.	% of all	Abs.	% of all	Abs.	% of all	Abs.	%
AT Austria	329	3%	335	2%	266	2%	292	2%	- 37	-11%
BE Belgium	500	5%	576	4%	600	3%	712	4%	212	42%
BG Bulgaria	0	0%	11	0%	13	0%	18	0%	18	*
CY Cyprus	1	0%	6	0%	13	0%	23	0%	22	2 200%
CZ Czech Republic	11	0%	75	0%	126	1%	178	1%	167	1 518%
DE Germany	1 629	15%	1 895	12%	1 708	10%	1 836	9%	207	13%
DK Denmark	219	2%	305	2%	363	2%	402	2%	183	84%
EE Estonia	0	0%	18	0%	54	0%	55	0%	55	*
ES Spain	2 611	24%	4 821	32%	6 350	37%	7 044	36%	4 433	170%
FI Finland	241	2%	352	2%	392	2%	436	2%	195	81%
FR France	1 927	18%	2 664	18%	2 687	16%	3 004	16%	1 077	56%
GR Greece	131	1%	168	1%	139	1%	136	1%	5	4%
HU Hungary	30	0%	131	1%	137	1%	159	1%	129	430%
IE Ireland	161	1%	236	2%	261	2%	359	2%	198	123%
IS Iceland	11	0%	26	0%	22	0%	35	0%	24	218%
IT Italy - home country										
LI Liechtenstein	0	0%	0	0%	0	0%	0	0%	0	*
LT Lithuania	0	0%	22	0%	50	0%	72	0%	72	*
LU Luxembourg	0	0%	0	0%	0	0%	4	0%	4	*
LV Latvia	0	0%	2	0%	8	0%	26	0%	26	*
MT Malta	0	0%	42	0%	89	1%	90	0%	90	*
NL The Netherlands	523	5%	527	3%	630	4%	671	3%	148	28%
NO Norway	108	1%	135	1%	190	1%	226	1%	118	109%
PL Poland	11	0%	123	1%	269	2%	307	2%	296	2 691%
PT Portugal	299	3%	620	4%	789	5%	853	4%	554	185%
RO Romania	25	0%	89	1%	142	1%	149	1%	124	496%
SE Sweden	333	3%	386	3%	468	3%	514	3%	181	54%
SI Slovenia	0	0%	17	0%	23	0%	32	0%	32	*
SK Slovakia	0	0%	32	0%	25	0%	21	0%	21	*
TR Turkey	0	0%	0	0%	55	0%	118	1%	118	*
UK United Kingdom	1 768	16%	1 601	11%	1 326	8%	1 604	8%	- 164	-9%
TOTAL	10 868	100%	15 215	100%	17 195	100%	19 376	100%	8 508	78%

Source: European Commission, ISCED 5-6

²⁶ The ERASMUS data for 2008/09 include both mobility for studies (SMS) and mobility for placements (SMP).

Over the period 1998/99-2008/09, the number of Italian students going abroad through the ERASMUS Programme almost doubled (growth rate of +78%), the highest increases in absolute numbers being observed in students going to the two Romance-language countries Spain and France. As in the case of incoming students, it is interesting to observe that more Italian students prefer Spain for temporary mobility rather than for full degree studies (Tables 13 and 14), whereas the number of Italian degree-seeking students in the UK, Germany and Austria greatly outnumber the outgoing ERASMUS Italian students in these countries. As mentioned above, the 2008/09 ERASMUS data include placement mobility (1 622 or 8%) in addition to student mobility for studies, being responsible for part of the growth rate mentioned above. The top 3 destinations of Italian students going abroad for this type of practical training in 2008/09 were Spain (496), the UK (292) and Germany (156).

Regions

In addition to the data sources that were used to analyse *incoming mobility flows* by regions (MIUR and ERASMUS data), a third source is available for the analysis of *outgoing flows* by regions: the AlmaLaurea graduate surveys.

The MIUR data presented in Table 15 show that the number of students from Italian universities participating in mobility programmes increased in all regions between 2005/06 and 2007/08. The largest increase by far – both in absolute and relative terms – was observed for institutions in Northwest Italy, which, already in 2005/06, was the region with most *outgoing credit mobile students*. Interestingly, there was also a considerable increase of *outgoing students* in Southern Italy and the Islands (+20.4% between the years under study). Thus, while institutions from Southern Italy and the Islands have difficulty in attracting *programme mobile students* from other countries, they seem to have made progress in enabling their students to spend a study-related stay abroad.

Table 15: Distribution of outgoing students in the context of mobility programmes across geographical regions in 2005/06-2007/08

Region	Year						Increase/decrease 2005/06-2007/08	
	2005/06		2006/07		2007/08		Abs.	%
	Abs.	%	Abs.	%	Abs.	%		
Northwest	5 890	31.2%	6 897	32.8%	7 694	34.1%	1 804	30.6%
Northeast	4 837	25.6%	4 992	23.7%	5 238	23.2%	401	8.3%
Centre	4 806	25.4%	5 326	25.3%	5 584	24.7%	778	16.2%
South and Islands	3 371	17.8%	3 819	18.2%	4 058	18.0%	687	20.4%

Source: MIUR, ISCED 5A

The ERASMUS data for 2008/09 generally confirm the picture in Table 14. However, most ERASMUS mobile students were enrolled in institutions in Central Italy and not in Northwest Italy prior to their temporary stay abroad.²⁷

²⁷ In the case of *outgoing ERASMUS students*, a look at the institutional level is useful. In 2008/09, 46 of the top 500 European institutions sending ERASMUS students abroad were based in Italy. With 1 469 students, the *Università di Bologna* was number two in Europe in terms of sending students abroad via the ERASMUS Programme. The *Università degli Studi di Roma 'La Sapienza'* occupied the 7th rank (1 108 students). At the same time, more than half of all Italian higher education was either not at all or only very marginally engaged in sending students abroad with ERASMUS. (European Commission: <http://ec.europa.eu/education/erasmus/doc/stat/studiesout0809.pdf>).

It is important to note that the MIUR data inform on the spread of *outgoing students* in the context of mobility programmes across regions. However, they do not tell us anything about the likelihood of students from a certain region undertaking a study-related stay abroad, since they are not compared to the total number of students studying in a certain region. This information can be retrieved from the AlmaLaurea graduate surveys. However, as with any graduate survey restricted to one country, they do not contain information on *outgoing students* who went abroad but did not return to their home institutions.

Table 16 presents data from the 2008 AlmaLaurea graduate survey. It can be seen that the likelihood of having studied abroad with ERASMUS or another EU programme is highest in Northeast Italy (7.7%). In contrast, graduates are more likely to have been abroad for another foreign study experience in Northwest Italy (7.6%). Graduates are least likely to have been abroad if they were enrolled in institutions in Southern Italy and the Islands during their studies (4.0% of graduates went abroad with ERASMUS or another EU programme and 3.5% went abroad for another foreign study experience).

Table 16: Italian graduates according to the geographical location of their university and the type of study abroad experience, 2008 (line percentages)¹

Region	ERASMUS or other EU programmes	Other foreign study abroad experiences	No foreign study experience	Not specified
Northwest	6.3%	7.6%	85.7%	0.3%
Northeast	7.7%	6.4%	85.6%	0.3%
Centre	6.1%	5.8%	87.7%	0.4%
South and Islands	4.0%	3.5%	91.8%	0.6%
Total	6.1%	5.6%	87.9%	0.4%

¹including various types of temporary programme and self-organised mobility, from regular enrolment to other study-related experiences

Source: AlmaLaurea, ISCED 5A

Fields of study

In Italy, two national and one international data sources provide information on the fields of study of *Italians temporarily studying abroad*.

The MIUR published data on the spread of *outgoing programme mobile students* in the *Decimo Rapporto sullo Stato del Sistema Universitario*. The classifications used in this publication can be aggregated approximately to the study fields used by UOE; the result is shown in Table 17.

Table 17: Outgoing programme mobile students from Italy by fields of study, in 2007/08

Rank	Field of study	Abs.	%
1	Social sciences. business and law	7 949	35.2%
2	Humanities and arts	6 695	29.7%
3	Engineering. manufacturing and construction	3 836	17.0%
4	Health and welfare	1 735	7.7%
5	Science. mathematics and computing	1 448	6.4%
6	Teacher training and education science	355	1.6%
7	Agriculture and veterinary	326	1.4%
8	Services ¹	*	*
9	Unknown or not specified	227	1.0%
	Total	22 574	100 0%

¹ None of the fields of study used in the MIUR data corresponded to the subjects belonging to services according to UOE.
Source: MIUR, ISCED 5A

As Table 17 illustrates, the largest group of *outgoing programme mobile students* was enrolled in the field of social sciences, business and law (35.2%) at their home institution in 2007/08, followed by students of humanities and arts (29.7%) and engineering, manufacturing and construction (17.0%). Unfortunately, these groups of students cannot be compared to the number of national students at home institutions, as the *Decimo rapporto* does not provide these figures and as MIUR uses yet another classification for the fields of study in its publication *Università in cifre 2008*.

However, two other data sources (EUROSTUDENT III and AlmaLaurea) allow us to examine the mobility rates of students by fields of study. Instead of showing the distribution of *programme mobile students* by fields of study, Table 18 illustrates how many students of a certain discipline had study-related experiences abroad²⁸ during their studies (reference year 2005/06).

Table 18: Study-related experiences abroad by fields of study, in 2005/06

Field of study	% of all students in field
Humanities and Arts	14.3%
Agriculture	7.9%
Social Sciences business and law	5.2%
Engineering manufacturing construction	5.1%
(Natural) Science	3.5%
Education	3.2%
Services	2.0%
Health and Welfare	1.9%

Source: EUROSTUDENT III, ISCED 5A

Italian students in humanities and arts are most likely to leave their home institution for a study-related experience abroad (14.3%). Interestingly, students in Agriculture have the second highest outgoing mobility rate (7.9%). This is likely to be related to field trips abroad, which are integrated in the home curriculum or coursework, but are not supported through mobility programmes (and are

²⁸ In the EUROSTUDENT III data, study-related experiences include temporary enrolment periods abroad, internships, language courses, summer academies, study visits and other study-related activities abroad.

thus not counted in the MIUR data presented above). According to EUROSTUDENT III data, only 5.2% of students in Social sciences, business and law have study-related experiences abroad.²⁹

Levels of study

As the AlmaLaurea graduate survey data in Table 19 illustrate, the share of single-cycle master level students with a study-related experience abroad was higher in recent years than the share of bachelor students with similar experiences. However, the highest mobility rates are observed for second-cycle master level students.

Table 19: Share of graduates having been abroad during their studies by level of study, in 2006-2008¹

Level of study at the time of going abroad	Share of graduates 2006 (N=185 361)	Share of graduates 2007 (N=184 669)	Share of graduates 2008 (N=187 359)
First-cycle Bachelor level (<i>laurea triennale</i>)	8.6%	10.6%	10.5%
Second-cycle Master (<i>laurea specialistica</i>)	15.1%	14.8%	14.7%
Single-cycle Master level (<i>laurea specialistica</i>)	11.1%	14.0%	14.6%

¹including various types of temporary programme and self-organised mobility from regular enrolment to other study-related experiences
Source: AlmaLaurea. ISCED 5A

This seems to be related to the higher participation rates of master level students in EU mobility programmes. While 8.5% of the 2008 graduates from both single-cycle and second-cycle master level programmes took part in ERASMUS or other EU mobility programmes during their studies, the share of bachelor students stood at 'only' 5.3% in the same year (AlmaLaurea data, reference year 2008). With regard to study-related experiences other than enrolment abroad, bachelor students are only slightly less mobile than single-cycle and second-cycle master level students (5.2% compared to 6.1% and 6.2%, respectively).³⁰ Nevertheless, the share of mobility should be considered across the two levels taken together for any comparison with mobility levels in the pre-Bologna study programmes to be meaningful.

Characteristics of students

One of the focuses for the analysis of *credit mobility* is the students' socio-economic background. Several studies have shown that in most European countries students from upper social backgrounds are more likely to spend periods abroad than students from lower social backgrounds.³¹ In this respect, Italy is no exception. As the AlmaLaurea data presented in Table 20 show, the educational attainment of students' parents significantly influences the likelihood of students being temporarily mobile during their studies. One fifth of students with both parents holding a higher education degree were mobile during their studies. In contrast, only 5.7% of students whose parents went to primary school or had no qualification had study-related experiences abroad. The higher the educational attainment of the students' parents, the higher the

²⁹ The AlmaLaurea data for the last years – although aggregated to different fields of study than the EUROSTUDENT data – generally confirm the finding that students in humanities and arts and – to a lesser extent – students in agriculture show high mobility rates. AlmaLaurea finds slightly higher mobility rates for students in social sciences, business and law than EUROSTUDENT III. In line with EUROSTUDENT III data, AlmaLaurea data include temporary enrolment periods abroad as well as other study-related activities, both in the context of mobility programmes and self-organised ones.

³⁰ Overall, these findings are evidence in favour of the hypothesis that mobility tends to take place at later stages of studies (cf. Orr, D.; Schnitzer, K.; Frackmann, E.: *Social and Economic Conditions of Student Life in Europe. Synopsis of Indicators*, 2008).

³¹ cf. Orr, Schnitzer, Frackmann, 2008, op.cit. and Di Pietro, G; Page, L.: "Who Studies Abroad? Evidence from France and Italy". *European Journal of Education*, 43 (3), 389-398.

likelihood that a student will spend a period abroad whilst studying. This does not only apply to what is labelled here as other study abroad experiences – i.e. self-organised mobility – but also to ERASMUS and other EU programmes.

Table 20: Graduates according to their parents' educational qualifications and type of study abroad experience, in 2008 (line percentages)

Parents' educational background	ERASMUS or other EU programmes	Other study abroad experiences	No study abroad experience	Not specified
Both parents with higher education degree (N=16 534)	10.4%	8.9%	80.4%	0.2%
Only one parent with higher education degree (N=26 749)	8.1%	6.9%	84.8%	0.2%
High school diploma (N=74 930)	5.8%	5.4%	88.5%	0.2%
Middle schooling (N=36 732)	4.4%	4.1%	91.3%	0.3%
Primary school or no qualification (N=10 421)	2.5%	3.2%	93.9%	0.4%

Source: AlmaLaurea. ISCED 5A

Interestingly, the educational background of the students' parents seems to play a more crucial role for temporary enrolment periods abroad – e.g. via ERASMUS or other EU programmes – than for other study abroad experiences. Students whose parents hold a higher education degree are 4.2 times more likely to be temporarily enrolled abroad than students whose parents went to primary school or have no qualification. In contrast, they are 'only' 2.8 times more likely to spend periods devoted to other activities abroad.³²

Another important aspect in the context of analysing student mobility is the range of obstacles to mobility phases that students perceive. Information on the hindrances to mobility can be retrieved from the EUROSTUDENT III data. The two greatest perceived obstacles for both *mobile* and *non-mobile Italian students* seem to be financial insecurities and the insufficiency of support offered by Italian institutions (Table 21). Financial insecurities are mentioned more often by *non-mobile* than by *mobile students* (26.9% as opposed to 20.9%). As can be seen in Table 21, 36.2% of students from less educated backgrounds compared to 'only' 16.3% of students whose parents hold a higher education degree perceive financial insecurities as a barrier to mobility.

The fact that *non-mobile students* consider financial insecurities as the strongest barrier to mobility could imply that additional resources for mobility programmes may be needed if an increase in the temporary mobility of Italian students is to remain a political goal.

³² Further evidence on this phenomenon can be found in the Italian EUROSTUDENT III data set (reference year 2005/06).

Table 21: Shares of mobile and non-mobile students considering certain factors to be a (very) great barrier to mobility, in 2005/06¹

Types of obstacles	Students who have been abroad	Students who have not been abroad by parental education		
	Total	Total	Up to lower secondary education	Higher education
	(very) strong barrier	(very) strong barrier	(very) strong barrier	(very) strong barrier
Lack of individual motivation	5.3%	16.3%	16.4%	14.4%
Financial insecurities	20.9%	26.9%	36.2%	16.3%
Insufficient support of mobility in guest country	20.1%	15.7%	19.5%	13.4%
Insufficient support of mobility in home country	32.7%	24.1%	30.6%	17.8%
Lack of language competency	10.6%	11.2%	13.0%	9.3%

¹As multiple answers were possible, the columns do not add up to 100%.
Source: EUROSTUDENT III, ISCED 5A

3 Summary assessment of student mobility in Italy

In Italy, various data sources allow us to analyse student mobility flows into and especially out of the country. If taken together, they cover a broad range of aspects that are relevant for the analysis of student mobility. However, the explanatory power of these data is limited in several respects. On the one hand, the administrative data covering the entire student population are not (yet) collected according to students' countries of prior residence or education, but to the nationality of students. This makes it impossible to separate students with a migration background from *genuinely mobile students*. On the other hand, the data sources that do capture *genuine mobility* flows are all restricted to periods of *temporary mobility*. Among these, the programme statistics (MIUR, ERASMUS) are confined to organised forms of mobility, while the student and graduate survey data (EUROSTUDENT III, AlmaLaurea) are limited to outgoing mobility, with no information on inflows. Since all these data sources refer to different groups of students and since different methodologies were used to obtain them, they are hardly comparable. In order to obtain a clear and coherent picture of student mobility flows into and out of the country, more comprehensive and methodologically standardised data are needed.

- The analysis has shown that in recent years, there has been a very strong rise in the number of *foreign students* enrolled in Italian higher education. As the number of *Italian study abroad students* has increased only slightly, there are more *foreign students* in Italy now than *Italian students abroad*. Looking at the most recent data available it can be estimated that both the numbers of *foreign* and *study abroad students* will continue to grow in the next few years. At present, however, their absolute numbers remain rather low by European standards.
- Beyond the trends that are visible at the highest aggregate level, there are interesting differences between *foreign* and *study abroad students* as well as between *incoming* and *outgoing programme mobile students* with respect to specific descriptors. In the case of Italy, student mobility concentrates on the European area both with regard to *inflows* and

outflows. While *foreign students* in Italy tend to be from a variety of countries, but especially from Albania and other South-East European countries, *Italian study abroad students* prefer to enrol in a limited number of Western European countries, above all in the United Kingdom. *Credit mobility* flows via ERASMUS are to a much greater extent focused on two Romance-language countries: Spain and – to a much lesser degree – France.

- For historical reasons, the analysis of differences between individual regions of the country plays an important role in Italy. As shown above. Northwest Italy has surpassed the Centre regarding the number of *incoming programme mobile students* in the last few years. Similarly, it has consolidated its top position in terms of sending *outgoing programme mobile students* abroad. Interestingly, students from this region spend study periods abroad more frequently outside of the ERASMUS Programme and engage more often in other study-related experiences abroad than their fellows from other regions. Further studies could examine whether this has to do with the initiatives of institutions in this region or with students' background, e.g. their language skills or their financial situation.
- Regarding the fields of study in which *foreign* and *study abroad students* are enrolled, the different data sources do not always provide consistent evidence. Still, it seems safe to conclude that both *incoming* and *outgoing students* in humanities and arts, and above all in languages, are among the most mobile groups of students, both with regard to *credit mobility* and other study-related activities. A particularly interesting phenomenon is the high share of *foreign students* in Italy enrolled in health and welfare studies.
- With regard to *temporary outgoing mobility*, the available data provide us with a good idea of the patterns of social selectivity and factors that inhibit students to be mobile. The likelihood of students spending a study-related stay abroad rises with the educational qualifications of their' parents. In this respect, the parents' educational background seems to play an even more crucial role for temporary enrolment periods abroad than for other study-related experiences.

Chapter IX: Student mobility in Romania (RO)

Nicole Rohde

1 Student mobility data – sources, collectors, availability and quality

1.1 Official statistical sources

1.1.1 Collectors and collection procedures

In Romania, the official collector and provider of administrative data on higher education enrolment, including incoming mobile students, is the National Institute of Statistics (*Institutul Național de Statistică - INS*)¹. INS is responsible for collecting statistical data on all students enrolled at public and private higher education institutions within the country. The Romanian higher education system is composed of public as well as private universities (*universități*), institutes (*institute*), academies (*academii de studii*) and schools of postgraduate study (*școli de studii postuniversitare*)². The mission of these higher education institutions is either dual, i.e. both teaching and research, or teaching only. Higher education institutions normally include several faculties, university colleges departments, and chairs and units for scientific research.³ In the academic year 2007/08 the Romanian higher education system consisted of 56 public higher education institutions, namely universities and academies providing education at the levels ISCED 5A and 6, and 54 private institutions. In the same academic year, the 56 public institutions incorporated 432 faculties, while the private ones comprised only 199.

Both public and private institutions are surveyed at the beginning and at the end of each academic year by INS. Student data are retrieved through a questionnaire which is sent to all public and private higher education institutions. The statistical institute is also in charge of bringing together all the data into a single database and of doing a number of plausibility checks to ensure the veracity of the information so received. The information thus collected is published in the *Statistical Yearbook (Anuarul statistic)*, at the end of each calendar year, and covers the previous academic year, e.g. the Statistical Yearbook published in December 2009 refers to data for the academic year 2007/08. Along INS, the Romanian Ministry of Education also collects data on students enrolled at Romanian higher education institutions. This is not a fully fledged data collection however – the Ministry focuses only on a number of selected institutions and uses this information to elaborate thematic reports.

Similar to all other countries except for Germany, Romania does not collect data on Romanian *students studying abroad* for a degree, nor on *outgoing students*. The number of Romanians *studying abroad* can nevertheless be calculated by UOE, based on the *foreign students* data.

At the national level, INS is in charge of reporting to EUROSTAT the Romanian data on education, which are then included in the UOE data collection. The data delivery on higher education comprises, amongst others, the total number of students enrolled at a higher education institutions in Romania as well as information on the number of *Romanian students* (i.e. students with a

¹ The author would like to thank Mrs. Georgeta Istrate and her colleagues from the National Institute of Statistics for their valuable contributions for this report.

² EURYDICE 2009, Organisation of the education system in Romania 2007/08, Brussels.

³ EURYDICE 2010, National summary sheets on education systems in Europe and ongoing reforms, Brussels.

Romanian nationality), *foreign students* and *incoming students*, which are identified on the criterion of *country of prior education*⁴.

1.1.2 Quality of official mobility data

Romanian national statistics include, in addition to data on the *nationality of students* enrolled in higher education institutions within the country (i.e. data on *foreign students*), also *genuine mobility data* (i.e. data on *incoming students*). The genuine mobility data collection is nevertheless fairly new in the country – *mobility data* was available for only two academic years at the time of writing this study, namely for 2006/07 and 2007/08. The criteria used for collecting data on *genuine mobility* are the *country of prior education*⁵ and to a limited extent, the *country of prior residence*. This practice makes the distinction between *foreign incoming* and *foreign non-mobile students* possible. However, data included in the UOE data collection on Romania is on the criterion *country of prior education* only.

Additionally, the Romanian data allows identifying an important category of mobile students – the *homecoming, returner students*, thanks to information on the country of prior residence of students which is collected by INS. In other words, INS collects data on Romanian-nationality students that used to live abroad (have a permanent residence in a foreign country), but who returned to Romania to start or to continue their higher education studies. This information is collected through enrolment documents. Nonetheless, this data is not crossed with the prior education information, meaning that it is impossible to say in which country the homecoming students have completed their previous level of education.

Because of national-level practice, a number of differences exist between the data on all students and on student mobility that is presented on the one hand in the *Statistical Yearbook* and on the other hand in the UOE database and publications. First and foremost, data presented in the *Statistical Yearbook* covers only students enrolled at the levels ISCED 5A and 5B, whereas the data transmitted to UOE also includes data on doctoral level students (ISCED 6). Starting from the academic year 2002/03, some inconsistencies exist also at the level ISCED 5A, where totals retrievable from the UOE database are constantly higher than the national ones⁶. Also, genuine mobility data delivered to UOE covers *incoming students with a foreign nationality only*, whereas the national data set also includes *incoming students with Romanian nationality* (homecoming students)⁷.

⁴ In spite of our inquiries, it is still unclear if the data delivered to UOE on foreign and incoming students refer only to students studying for a whole degree in Romania, i.e. for more than one academic year, or whether they include some or all credit mobile students as well.

⁵ In Romania, the country of prior education is considered to be the country of immediate prior education, i.e. the country where the previous level of education, which grants access to the current level of higher education, was completed. For example, for students currently enrolled at the master level in Romania, the country of prior education is the country where the bachelor degree was obtained. This contrasts to the current practice of UOE, for which the country of prior education is the country prior to any higher education study, irrespective of the current level of study (ISCED 5B, 5A or 6). See Vol. I, Chapter IV for further details.

⁶ In parallel, the number of ISCED 5B students decreased significantly within the last decade and especially between 2006/07 and 2007/08.

⁷ The UOE total for incoming students in the academic year 2006/07 was 9 383 students, whereas the total number of incoming students was 10 231, including 850 homecoming Romanian students, cf. Table 1a below.

1.2 Additional data sources

1.2.1 Collectors and collection procedures

Apart from the national data collection of INS, two other non-administrative sources collect data and offer interesting insights into the temporary study of Romanian nationals abroad. Primarily, as in any member state of the European Union, the National Agency for European Programmes (*Agenția Națională pentru Programe Comunitare in Domeniul Educației și Formării Profesionale – ANPCDEFP*)⁸ annually collects data on Romanian students going to study abroad, for up to one academic year, via the ERASMUS Programme. The European Commission, after receiving the national reports on outgoing flows from the 31 countries that take part in this programme, computes the totals for inflows, i.e. the number of students coming to study in each country via the ERASMUS Programme. In this respect, the data collection principle in ERASMUS is the complete opposite of the UOE data collection, which collects data on foreign and incoming students and then generates the total of study abroad and outgoing students.

Additionally, the EUROSTUDENT III survey gives valuable information on the number of Romanian students that have had a study abroad experience during their higher education studies. In 2005-2008, Romania took part in the EUROSTUDENT survey for the first time. The survey was conducted by the Academy of Economic Studies of Bucharest (*Academia de Științe Economice, București*) on behalf of the Romanian Ministry of Education. Of a sample of 10 000 students, only one fifth responded. Although the representativeness of the survey is limited, this source provides interesting information on a number of aspects of outgoing mobility of Romanian students.

1.2.2 Quality of additional data on mobility

Obviously, the ERASMUS data gathered by ANPCDEFP is restricted to the 31 countries that take part in this mobility scheme. Apart from this data collection, no other entity in Romania collects data on annually credit mobile students or on other sub-types of credit mobility. As a result, we have no further information on the rest of credit mobile students in and out of Romania.

The EUROSTUDENT III data set provides information on the share of Romanian students that have had a study abroad experience (enrolment, internship, language courses or summer schools) at some point during their studies. The survey also collects information on financial aspects of mobility and on mobility obstacles. However, it has to be noted that the data set provided by EUROSTUDENT relates to a cross section of the student population (i.e. students at different stages of higher education, from the first to the last semester of study) and to students that have already finished their stays abroad and returned to Romania. The data set does not include students who were abroad at the moment the survey was conducted. Because of these two elements and the fact that only students studying at ISCED level 5A are included in the survey, the real rate of outgoing temporary mobile students is certainly higher than the value presented in the survey.

⁸ ANPCDEFP – ERASMUS statistics (<http://www.llp-ro.ro/llp.php?id=196&d=42&menu=154>)

2 Student mobility in Romania

2.1 Overview: key figures

Total enrolment and Romanian students

According to INS figures, in the academic year 2007/08, there were 1 056 622 students enrolled at Romanian higher education institutions (ISCED level 5/6)⁹. This represents an increase of more than 100 000 students compared to the previous year (2006/07). Nevertheless, this impressive growth is, at least in part, due to a more accurate reporting of students at private institutions, who were not always fully covered in data sets of previous years (World Bank, 2008).¹⁰ According to UOE data, in the academic year 2006/07, 95.6% of all students participating in Romanian higher education were enrolled at the ISCED 5A level, while only 1.3% of students studied in programmes at ISCED 5B and 2.9% at ISCED 6.

Looking at the evolution of total enrolment in Romania, it is impressive to discover that student numbers almost tripled between 1998/99 and 2007/08 (Table 1a). In fact, of the Europe 32 countries, Romania witnessed the strongest increase in total student numbers in the period 1998/99 – 2006/07, of 127.7% (see Vol. I, Chapter I). This growth pattern is not atypical within the region. A number of other Central and Eastern European countries experienced wide expansion as well, though not of the same magnitude, namely Lithuania (86.1%) and Slovakia (77.4%), but also Czech Republic, Hungary and Poland - all with increases slightly above 50%.

Paradoxically, this increase took place in Romania during a period of declining numbers of 18-24 year olds – the typical university age group. What explains the growth, however, is an increased participation in higher education of this group, from less than 11% in 1998 to almost 25% in 2006 (World Bank, 2008). Participation of older age groups also increased in this interval. Nevertheless, the Romanian higher education participation rate still lags behind those of other EU member states, given the high share of population living in rural areas (45% in 2005/06) with more limited access to tertiary education. To cope with the rampantly increasing demand in the period of analysis, the number of higher education institutions also grew substantially, above all in the private sector, while public institutions experienced strong undergrowth, i.e. they have expanded in size, by multiplying the number of faculties, colleges and departments under their umbrella.

In 2007/08 the share of Romanian students among all students enrolled in Romanian higher education amounted to 98.8% (Table 1b). Given that the share of own-nationals has been above 96% throughout the 10 years for which data is presented in Table 1b, it can be concluded that the overall growth in total enrolment in this period can be attributed mainly to the rise in the number of Romanian students.

⁹ The Romanian higher education system is composed of public as well as private universities (universităţi), institutes (institute), academies (academii de studii) and schools of postgraduate study (şcoli de studii postuniversitare). The mission of these higher education institutions is either dual, i.e. both teaching and research, or teaching only. Higher education institutions normally include several faculties, university colleges departments, and chairs and units for scientific research (EURYDICE, 2010). In the academic year 2007/08 the Romanian higher education system consisted of 56 public higher education institutions, namely universities and academies providing education at the levels ISCED 5A and 6, and 54 private institutions. Of the 54 private higher education institutions, 28 were accredited (recognised), 5 were in the process of gaining accreditation and 21 were functioning with a temporary accreditation in 2007/08, according to the Romanian Ministry of Education, Research, Youth and Sports <http://www.edu.ro/index.php/articles/c108>. In the same academic year, the 56 public institutions incorporated 432 faculties, while the private ones comprised only 199.

¹⁰ World Bank 2008, Introducing a student loan scheme in Romania, Washington DC.

Foreign and study abroad students

In the academic year 2007/08, INS recorded 13 857 foreign students enrolled at Romanian higher education institutions. According to UOE, in the academic year 2006/07, the stark majority, i.e. 92.8%, of foreign students were enrolled at ISCED 5A, while 0.2% were registered at ISCED 5B and 6.9% at ISCED 6. Whilst the number of foreign students in Romania in the year 2007/08 (13 857) was slightly above the 1998/99 value (13 279), it should be noted that foreign student numbers in Romania did not increase linearly. In the period 1998/99 – 2002/03 the number of foreign students decreased constantly, and then entered an ascendant path between 2002/03 – 2007/08. In 2007/08 foreign students represented just 1.3% of the total student population participating in Romanian higher education, a value considerably below the Europe 32 average of 6.9% (academic year 2006/07). Nevertheless, the proportion is comparable to those of other countries like Slovenia and Lithuania (cf. Vol. I, Chapter I, Table 1). It is also interesting to know that despite the increase in foreign student numbers between 2002/03 – 2007/08, this growth happened at a slower pace than the increase in total enrolment, which in practice resulted in a continuous decrease of the share of foreign students of all student population (from 1.5% to 1.3%).

In the academic year 2006/07, the number of Romanian students that studied abroad stood at 24 597, and corresponded to a share of 2.7% of all Romanian students enrolled within the country (i.e. of All Romanian students at national HEIs). The share is much closer to the Europe 32 average of study abroad, at 3.3 (ratio of 0.033, cf. Vol. I, Chapter I). In contrast to the evolution of foreign student numbers, the number of Romanian students enrolled at a foreign higher education institution almost tripled between 1998/99 and 2006/07 (+266%, Tables 1a and 1b).

Table 1a: Total numbers of all students, Romanian students, foreign and incoming (genuinely mobile) students at Romanian higher education institutions and of Romanian students studying/going abroad, in 1998/99-2007/08

Col. #	ALL students at Romanian HEIs	Measurements for Romanian students in Romania		Measurements for foreign and incoming students in Romania					Measurements for Romanian study abroad and outgoing students		
		All Romanian students at Romanian HEIs	Romanian non-mobile students at Romanian HEIs (XXX)	ALL foreign students	Foreign non-mobile (YXX)	ALL incoming students	Foreign incoming students (YYX)	Romanian incoming students = returners (XYX)	ALL study abroad students (Romanian at foreign HEIs)	Study abroad non-mobile students (XYY)	Outgoing students (XXY)
Year	1	2	3	4	5	6	7	8	9	10	11
2007/08	1 056 622	1 042 765	1 042 072	13 857	3 870	10 680	9 987	693	*	*	*
2006/07	928 175	915 987	915 137	12 188	2 807	10 231	9 381	850	24 597	*	*
2005/06	834 969	823 179	*	11 790	*	*	*	*	-	*	*
2004/05	738 806	727 994	*	10 812	*	*	*	*	-	*	*
2003/04	685 718	675 232	*	10 486	*	*	*	*	-	*	*
2002/03	643 911	634 181	*	9 730	*	*	*	*	19 174	*	*
2001/02	582 221	571 613	*	10 608	*	*	*	*	17 202	*	*
2000/01	533 152	521 483	*	11 669	*	*	*	*	14 633	*	*
1999/00	452 621	440 030	*	12 591	*	*	*	*	9 726	*	*
1998/99	407 720	394 441	*	13 279	*	*	*	*	9 247	*	*

Legend for column descriptors: XXX refers to the route of study of the student, i.e. citizenship in country X, prior education in country X, studies in country X

Legend for data:

* = no data;

- = totals excluded because of mixed criteria in the UOE database (nationality and mobility)

Source: INSSE Statistical Yearbook; UOE

Table 1b: Share of Romanian and foreign students amongst all students at Romanian higher education institutions and ratio of Romanian study abroad students to all Romanian students at home, in 1998/99-2007/08

	ALL students at Romanian HEIs	Measurements for Romanian students in Romania		Measurements for foreign and incoming students in Romania					Measurements for Romanian study abroad and outgoing students		
		All Romanian students at Romanian HEIs	Romanian non-mobile students at Romanian HEIs (XXX)	ALL foreign students	Foreign non-mobile (YXX)	ALL incoming students	Foreign incoming students (YYX)	Romanian incoming students = returners (XYX)	Ratio: Romanian study abroad students : Romanian students at home	Study abroad non-mobile students (XYY)	Outgoing students (XXY)
Col. #	1	2	3	4	5	6	7	8	9	10	11
Year											
2007/08	-	98.7%	98.6%	1.3%	0.4%	1.0%	0.9%	0.1%	*	*	*
2006/07	-	98.7%	98.6%	1.3%	0.3%	1.1%	1.0%	0.1%	0.027	*	*
2005/06	-	98.6%	*	1.4%	*	*	*	*	-	*	*
2004/05	-	98.5%	*	1.5%	*	*	*	*	-	*	*
2003/04	-	98.5%	*	1.5%	*	*	*	*	-	*	*
2002/03	-	98.5%	*	1.5%	*	*	*	*	0.030	*	*
2001/02	-	98.2%	*	1.8%	*	*	*	*	0.030	*	*
2000/01	-	97.8%	*	2.2%	*	*	*	*	0.028	*	*
1999/00	-	97.2%	*	2.8%	*	*	*	*	0.022	*	*
1998/99	-	96.7%	*	3.3%	*	*	*	*	0.023	*	*

Legend for column descriptors: XXX refers to the route of study of the student, i.e. citizenship in country X, prior education in country X, studies in country X

Legend for data:

* = no data ;

- = totals excluded because of mixed criteria in the UOE database (nationality and mobility)

Source: INS Statistical Yearbook; UOE

Incoming and outgoing students

The genuine mobility data is available in Romania only for the years 2006/07 and 2007/08. The collection and differentiation of mobility data by *country of prior education* enables INS to distinguish between *foreign students* who completed the previous level of education in Romania (i.e. *foreign non-mobile*) and those who pursued it in a foreign country (i.e. *foreign incoming students*, or *foreign mobile students*). In the academic year 2007/08, there were 9 987 *foreign incoming students* enrolled at Romanian higher education institutions (ISCED level 5/6). According to UOE data, in 2006/07, 95.9% of all *incoming students* in Romanian higher education were enrolled at ISCED 5A, 0.2% at ISCED 5B and 3.7% at ISCED level 6. This distribution is in line with enrolment of *foreign students* in Romania, presented above. In 2007/08 the number of *foreign incoming students* constituted 0.9% of the total student population. Furthermore, in 2007/08, out of the 10 680 *incoming students*, 693 (6.5%) were *homecoming students* (i.e. *incoming students with home nationality*).

The analysis of mobility developments over time is very much restricted by the limited availability of data. Between the two years in which data was collected, i.e. between 2006/07 and 2007/08, it is visible that the number of *foreign incoming students* slightly increased (+6.5%) while the number of Romanian mobile homecoming students decreased (-18.5%).

As illustrated by Tables 1a and 1b, INS does not collect administrative data on *outgoing students*.

Mobility balance

Given the lack of data on outgoing students, we can only refer to the nationality data in this section and assess the balance between *foreign students* and *study abroad student numbers*. The only year when Romania got closer to a balanced situation between foreign students and study abroad students was the academic year 2000/01 – the number of foreign students was only 25% smaller than the number of Romanian students enrolled abroad. For the rest of the years, there was a clear imbalance between the two data sets. It is interesting to note that Romania went through a profile change in this interval. In 1998/99 Romania was mainly a receiving country of foreign students (ratio 100:70) - the latter outnumbered the number of Romanians enrolled abroad. In 2007/08 Romania evolved to be a sending country of its own nationals abroad – the number of Romanians abroad was twice the number of foreign students in the country (ratio 100:202).

Table 2: Ratios of foreign students in Romania to Romanian study abroad students, and of incoming students to outgoing students, in 1998/99-2007/08

Year	Foreign students (X)	Study abroad students (Y)	Ratio	Incoming students (Z)	Outgoing students (W)	Ratio
	Abs.	Abs.	(X:Y)	Abs.	Abs.	(Z:W)
2007/08	13 857	*	n.a.	*	*	*
2006/07	12 188	24 597	100:202	10 680	*	*
2005/06	11 790	-	n.a.	10 231	*	*
2004/05	10 812	-	n.a.	*	*	*
2003/04	10 486	-	n.a.	*	*	*
2002/03	9 730	19 174	100:197	*	*	*
2001/02	10 608	17 202	100:162	*	*	*
2000/01	11 669	14 633	100:125	*	*	*
1999/00	12 591	9 726	100:77	*	*	*
1998/99	13 279	9 247	100:70	*	*	*

Legend: - = totals excluded because of mixed criteria in the UOE database (nationality and mobility);

Source: INS Statistical Yearbook, EUROSTAT, UIS

2.2 Student mobility trends

2.2.1 Student inflows

Types of mobility (degree vs. credit)

As shown in section 2.1.1 the number of *incoming students* (foreign and homecoming students combined) increased by 4% between 2006/07 and 2007/08. In the academic year 2007/08, the number of *incoming students* in Romania stood at 10 680, corresponding to just 1.0% of all students in Romania.

In addition to the UOE data, the European Commission also makes available the total number of students coming to Romania for a shorter period, via the ERASMUS Programme. Between 1998/99 and 2008/09 the number of incoming ERASMUS students increased tenfold. Since 2007/08, in addition to mobility for study (SMS), the ERASMUS data incorporated the student

mobility for placements (SMP) which was previously organized under the LEONARDO da VINCI Programme. In 2008/09, 216 incoming ERASMUS students came to Romania in order to do an internship (placement), an increase of 78% compared to the previous year (169). This explains, in part, the significant increase of ERASMUS students since 2007/08. In 2008/09, the number of incoming ERASMUS students for work placements (SMP) in Romania stood at 216.

As in all countries participating in the programme, the share of incoming ERASMUS students of all students is fairly low. In the Romanian case this is however very small even compared to the Europe 32 average (0.7% in 2006/07) – at only 0.1% (Table 3). Furthermore, the programme plays a much smaller role than in other Europe 32 countries in supporting student inflows. Only 11 ERASMUS students came to Romania in the academic years 2006/07 and 2007/08 for every 100 incoming degree-seeking students.

Table 3: Incoming ERASMUS students, absolute numbers, as a share of all students and ratio of incoming ERASMUS to incoming degree-seeking students, in 1998/99-2008/09

Year	Incoming ERASMUS students	% of all students	Ratio of incoming ERASMUS: incoming (degree) students
2008/09	1 206	*	n.a.
2007/08	1 103	0.1%	11:100
2006/07	792	0.1%	11:100
2005/06	653	0.1%	*
2004/05	602	0.1%	*
2003/04	535	0.1%	*
2002/03	355	0.1%	*
2001/02	275	0.0%	*
2000/01	204	0.0%	*
1999/00	206	0.0%	*
1998/99	116	0.0%	*

Source: European Commission

Countries of origin

Table 4 gives an overview of foreign incoming students by major countries of prior education. The single largest group of incoming students with a foreign nationality is unsurprisingly that of students from the Republic of Moldova (42.9%). This is certainly due to the linguistic similarity between the languages of the two countries, which enables Moldavian students to study in the Romanian language without any additional language training, as well as to the geographical proximity. The second and third largest groups of incoming students are those of Tunisian and Israeli students (8.3% and 5.6%). The latter groups of students tend to be, almost unanimously enrolled in medical programme that are fully or partly taught in English. Looking at the other countries represented among the first ten countries of origin of foreign mobile students in Romania like Ukraine, Bulgaria, Serbia and Montenegro and Greece, it is clear that geographic proximity plays an important role in mobility patterns.

It is further interesting to note that the majority of *foreign incoming students* in Romania are from non-Europe 32 countries, i.e. 85.8% (Table 5) and especially from other European countries and from Northern Africa. This seems to be a continuation of previous trends, particularly during the communist period, when, for political reasons, students from African countries constituted the largest cohort of incoming students in Romania.

The totality of students from the top ten countries of origin of foreign incoming students in Romania amounts to 74.9% in the academic year 2006/07. Comparatively speaking, the body of incoming students in Romania is more homogeneous than in other Europe 32 countries. This value is also above the average share of the ten most frequent nationalities of foreign students Europe 32 countries overall, which amounted to 54.3% in 2006/07 (cf. Vol. I, Chapter I).

Table 4: Major countries of origin of foreign incoming students (Top 10), in 2006/07 (ISCED 5-6)

Rank	Country of prior education	Abs.	%
1	Republic of Moldova	4 029	42.9%
2	Tunisia	777	8.3%
3	Israel	527	5.6%
4	Greece	382	4.1%
5	Ukraine	275	2.9%
6	Serbia and Montenegro	267	2.8%
7	Bulgaria	205	2.2%
8	Germany	203	2.2%
9	Mauritius	190	2.0%
10	Jordan	176	1.9%
Total (Top ten)		7 031	74.9%
Total foreign incoming students		9 383	100%

Source: UOE data collection

Table 5: Incoming students by country and region of prior education, in 2006/2007(ISCED 5-6)

Europe 32 countries	Abs.	% of all incoming students
AT Austria	12	0.1%
BE Belgium	9	0.1%
BG Bulgaria	205	2.2%
CH Switzerland	6	0.1%
CY Cyprus	19	0.2%
CZ Czech Republic	*	0.0%
DE Germany	203	2.2%
DK Denmark	3	0.0%
EE Estonia	*	0.0%
ES Spain	8	0.1%
FI Finland	1	0.0%
FR France	51	0.5%
GR Greece	382	4.1%
HU Hungary	86	0.9%
IE Ireland	*	0.0%
IS Iceland	*	0.0%
IT Italy	130	1.4%
LI Liechtenstein	*	0.0%
LT Lithuania	*	0.0%
LU Luxembourg	2	0.0%
LV Latvia	1	0.0%
MT Malta	*	0.0%
NL The Netherlands	4	0.0%
NO Norway	3	0.0%

Europe 32 countries	Abs.	% of all incoming students
PL Poland	7	0.1%
PT Portugal	8	0.1%
RO Romania	*	0.0%
SE Sweden	43	0.5%
SI Slovenia	13	0.1%
SK Slovakia	1	0.0%
TR Turkey	81	0.9%
UK United Kingdom	33	0.4%
Total Europe 32 countries	1 311	14.0%
Other countries and regions		0.0%
Other European Countries	4 846	51.6%
... including Russian Federation	14	0.1%
Northern America	189	2.0%
... including United States of America	91	1.0%
Latin America and the Caribbean	24	0.3%
... including Mexico	*	0.0%
... including Brazil	5	0.1%
Africa	1 363	14.5%
Asia	1 628	17.4%
... including China	44	0.5%
... including India	160	1.7%
... including Japan	17	0.2%
Oceania	4	0.0%
Total other countries and regions	8 054	85.8%
unknown	18	0.2%
Total students	9 383	100%

Source: UOE data collection

Shifting to the analysis of mobility patterns within the ERASMUS Programme, we note that France, Portugal, Spain and Italy, i.e. the only four countries that speak Romance languages in the Europe 32 area, apart from Romania, send most students to Romania. Taken together, the students coming from these four countries account for nearly two thirds of all ERASMUS students in Romanian higher education in the academic year 2008/09 (Table 6). As for developments over time, the highest increases in the number of incoming ERASMUS students is observed, in absolute terms in the same four countries. In relative terms, students from Spain (3 450%), Austria (1 900%) and Portugal (1 083%) are the fastest growing national groups of ERASMUS students in Romania.

Table 6: Incoming ERASMUS students in Romania by country of host institution, in 1998/99, 2002/03, 2006/07, and 2008/09

Year	1998/99		2002/03		2006/07		2008/09		Increase/ decrease 1998/99 - 2008/09	
	Abs.	% of all	Abs.	% of all	Abs.	% of all	Abs.	% of all	Abs.	%
AT Austria	1	1%	2	1%	14	2%	20	2%	19	1 900%
BE Belgium	9	8%	20	6%	25	3%	45	4%	36	400%
BG Bulgaria	0	0%	0	0%	0	0%	23	2%	23	*
CY Cyprus	0	0%	0	0%	0	0%	0	0%	0	*
CZ Czech Republic	0	0%	0	0%	14	2%	13	1%	13	*
DE Germany	15	13%	21	6%	76	10%	85	7%	70	467%
DK Denmark	6	5%	6	2%	0	0%	7	1%	1	17%
EE Estonia	0	0%	0	0%	2	0%	0	0%	0	*
ES Spain	4	3%	54	15%	98	12%	142	12%	138	3 450%
FI Finland	1	1%	10	3%	10	1%	6	0%	5	500%
FR France	33	28%	86	24%	213	27%	287	24%	254	770%
GR Greece	0	0%	5	1%	10	1%	9	1%	9	*
HU Hungary	0	0%	0	0%	13	2%	43	4%	43	*
IE Ireland	0	0%	0	0%	2	0%	1	0%	1	*
IS Iceland	0	0%	0	0%	0	0%	0	0%	0	*
IT Italy	25	22%	89	25%	142	18%	149	12%	124	496%
LI Liechtenstein	0	0%	0	0%	0	0%	0	0%	0	*
LT Lithuania	0	0%	0	0%	9	1%	11	1%	11	*
LU Luxembourg	0	0%	0	0%	0	0%	1	0%	1	*
LV Latvia	0	0%	0	0%	8	1%	16	1%	16	*
MT Malta	0	0%	0	0%	1	0%	0	0%	0	*
NL The Netherlands	7	6%	7	2%	8	1%	17	1%	10	143%
NO Norway	0	0%	0	0%	0	0%	4	0%	4	*
PL Poland	0	0%	0	0%	24	3%	55	5%	55	*
PT Portugal	12	10%	37	10%	96	12%	142	12%	130	1 083%
RO Romania - host country										
SE Sweden	1	1%	9	3%	4	1%	1	0%	0	0%
SI Slovenia	0	0%	0	0%	2	0%	2	0%	2	*
SK Slovakia	0	0%	0	0%	0	0%	10	1%	10	*
TR Turkey	0	0%	0	0%	0	0%	98	8%	98	*
UK United Kingdom	2	2%	9	3%	21	3%	19	2%	17	850%
Total	116	100%	355	100%	792	100%	1 206	100%	1 090	940%

Source: European Commission

Fields of study

Table 7 illustrates the distribution of incoming and all students across different fields of study. According to INS, the majority of all foreign incoming students study in the field of *health and welfare* (39.8%). The second largest group of foreign mobile students opt for a programme in the field of *social sciences, business and law* (31.6%), followed by students enrolled in *humanities and arts* (11%) and *engineering, manufacturing and construction* (10.5%).

When comparing these shares with the shares of students enrolled in these fields of studies in the general student population major differences appear. As the right column in Table 7 illustrates, the

share of all students in the field of *health and welfare* is significantly lower than the share of foreign incoming students who opt for this subject (5.6% vs. 39.8%). However, this is not a surprising fact. A number of other Central and Eastern European countries (see Chapter I, Table 5) offer medical programmes partly or fully taught in English, which results in a higher concentration of incoming or foreign students in this subject area. Further, the share of foreign incoming students in the field of *humanities and arts* is slightly higher than the share of all students. On the contrary, the share of all students enrolled in Romanian higher education is higher in the three field of *social sciences, business and law* (51%) as well as in *engineering, manufacturing and construction* than the share of foreign incoming students who opted for these subjects. Considering the distribution of *foreign students* in Romania across subject areas (Chapter I, Table 5), we note a similar distribution.

Table 7: Distribution of foreign incoming and all students in Romania across fields of study, in 2006/07

Rank	Fields of study	Incoming students		All students %
		Abs.	%	
1	Health & welfare	3 735	39.8%	5.6%
2	Social sciences, business and law	2 961	31.6%	51.0%
3	Humanities and arts	1 036	11.0%	9.9%
4	Engineering, manufacturing and construction	981	10.5%	17.2%
5	Science	254	2.7%	6.2%
6	Services	215	2.3%	4.3%
7	Agriculture	119	1.3%	2.7%
8	Education	44	0.5%	2.5%
9	Unknown	36	0.4%	0.6%
Total		9 381	100.0%	100.0%

Source: INS (ISCED 5-6)

Types of higher education institutions

Table 8 compares the distribution of incoming students and all students across different types of higher education institutions in Romania. For both groups of students, the majority is enrolled at universities. Almost all foreign incoming students enrolled at universities (99.9%), only 13 students opted for a programme at a college (0.1%). The distribution is fairly similar to that of all students within the country.

Table 8: Distribution of incoming students and of all students in Romania across types of higher education institutions, in 2006/07

Type of institutions	Foreign incoming students		All students	
	Abs.	%	Abs.	%
Universities (including Academies)	9 368	99.9%	915 238	98.6%
Colleges	13	0.1%	12 937	1.4%
Total	9 381	100.0%	928 175	100.0%

Source: INS (ISCED 5/6)

Levels of study

Table 9 illustrates the distribution of foreign incoming students, all students and of incoming ERASMUS students cross different levels of higher education in 2006/07. Since the academic year 2005/06, all higher education institutions in Romania have been requested to implement the Bologna Process three-cycle structure (Law no. 288/2004)¹¹ and as a result the differentiation by level of study below is Bologna Process-compatible. With regard to the three groups of students, the vast majority in each group is enrolled in a bachelor-level degree. 92.8% of all foreign incoming students opted for a bachelor programme in 2006/07, 3.4% for a master and 3.8% for a PhD. Furthermore, on average, smaller shares of ERASMUS students come to Romania during their PhD studies compared to foreign and all students, while the student body in Romania and ERASMUS students show a higher concentration on master-level studies than foreign incoming students.

Table 9: Distribution of foreign incoming students and all students across levels of programme, 2006/07

Level of programme	Foreign incoming students		All students		Incoming ERASMUS students	
	Abs.	%	Abs.	%	Abs.	%
Bachelor	8 704	92.8%	785 506	84.6%	523	67.0%
Master	323	3.4%	114 957	12.4%	252	32.3%
PhD	354	3.8%	27 712	3.0%	6	0.8%
Total	9 381	100.0%	928 175	100.0%	781	100.0%

Source: INS (ISCED 5/6)

2.2.2 Student outflows

Types of mobility (degree vs. credit)

As shown in section 2.1.1, the number of Romanian students who study abroad almost tripled between 1998/99 and 2006/07. In the academic year 2006/07, the number of study abroad students was 24 597 which corresponds to 2.7% of all Romanian students enrolled in Romanian higher education (Table 1b). The same development is visible for outgoing credit mobile students via the ERASMUS Programme, though it is fairly difficult to draw meaningful comparisons between the two data sets.

Between 1998/99 and 2008/09 the number of outgoing ERASMUS students tripled. From 2007/08, a significant increase is noted, which is partially due to incorporation of mobility for work placements (SMP) in the ERASMUS data. In 2008/09, 680 Romanian ERASMUS students went abroad to complete an internship (an increase by 254 students compared to 2007/08).

The total number of Romanian outgoing ERASMUS students corresponded to only 0.4% of all Romanian students studying at home, while the ratio of ERASMUS to Romanian students studying abroad towards a degree was 14:100, in the same academic year. These data confirm that, in contrast to other Europe 32 countries, ERASMUS plays a more limited role in the Romanian higher education context.

¹¹ “The first (Bachelor’s) cycle includes a minimum of 180 and a maximum of 240 transferable study credits equivalent with ECTS and lasts three to four years, depending on the field and area of specialisations. The second (Master’s) cycle include a minimum of 90 and a maximum of 120 transferable study credit and lasts one or two years. Both cycles should enable the accumulation of at least 300 transferable study credits. Doctoral studies can be organised on a full- or part-time basis by higher education or research institutions. The length of doctoral courses corresponds to three years of full time work.” EURYDICE 2010, op. cit.

Table 10: Outgoing ERASMUS students as a percentage of all students (ISCED 5/6)

Year	Outgoing ERASMUS students	% of ERASMUS of all students	% of all study abroad students
2008/09	3 744	*	*
2007/08	3 349	0.3%	*
2006/07	3 347	0.4%	14:100
2005/06	3 260	0.4%	-
2004/05	2 961	0.4%	-
2003/04	3 005	0.4%	-
2002/03	2 701	0.4%	14:100
2001/02	1 965	0.3%	11:100
2000/01	1 899	0.4%	13:100
1999/00	1 687	0.4%	17:100
1998/99	1 250	0.3%	14:100

Source: European Commission

Countries of destination

Study abroad students from Romania chose most frequently Western European countries for their studies, as well as the US (Table 11). The preferred countries of destination of Romanian students in 2006/07 were France (18.8%), Germany (17.8%), Hungary (13.4%), the United States (13%) and Italy (10%). Almost three quarters of all Romanian study abroad students went to one of these five countries. Romanian students obviously target countries with widely spoken languages. Also, knowing that 6.6% of Romania's population is formed of Hungarian ethnics, and that there continues to be a small German minority within the country, it is not surprising that Germany and Hungary are amongst the top five countries of destination of Romanian students. Furthermore, 91.5% of all study abroad students went to one of the top ten countries, i.e. there is a high concentration on these destinations, as in all other Europe 32 countries (cf. Vol. I, Chapter I).

Comparing the major countries of origin of foreign incoming students (Table 4) with the major countries of destination of Romanian students (Table 11), it becomes immediately visible the vertical character of mobility patterns thus observed. The Romanian higher education system enrolls incoming and foreign students from a large variety of countries, but especially from Eastern and South-East Europe and North Africa, while the majority of Romanian study abroad students are leaving for countries in continental Europe, as well as English-speaking countries, with obviously mature higher education systems. There is no match between the first ten countries of prior education of incoming students and the first ten countries of destination of Romanian students abroad, except for Germany. But even in the latter case it has to be mentioned that the number of Romanian students studying in Germany is much higher than the number of students from Germany studying in Romania.

Table 11: Major countries of destination of Romanian nationals that study abroad (Top ten), 2006/07 (ISCED 5/6)

Rank	Country of destination	Abs.	%
1	France	4 617	18.8%
2	Germany	4 373	17.8%
3	Hungary	3 296	13.4%
4	United States	3 203	13.0%
5	Italy	2 456	10.0%
6	Spain	1 725	7.0%
7	United Kingdom	1 133	4.6%
8	Austria	697	2.8%
9	Switzerland	584	2.4%
10	Belgium	414	1.7%
Total (Top ten)		22 498	91.5%
Total study abroad students		24 597	100%

Source: UOE data collection

Table 12 shows that France is the preferred country of destination of Romanian ERASMUS students as well. Nevertheless, Germany, Spain and Italy also received a substantial share of Romanian ERASMUS students in 2008/09. The share of Romanian outgoing ERASMUS students who went to one of these four countries corresponds to nearly two thirds of all outgoing ERASMUS students. A comparison with Table 6 above, on the countries of origin of students that come to Romania via the ERASMUS Programme confirms that there is more reciprocity on this type of mobility. The four main countries of destination of Romanian students are also those that send most students to Romania via this programme. Nevertheless, the number of Romanian students that go abroad to these countries with ERASMUS is significantly higher than the number of ERASMUS students from these countries that choose Romania as a destination (see Tables 6 and 12).

Table 12: Romanian students going abroad through the ERASMUS Programme by country of destination, in 1998/99, 2002/03, 2006/07, and 2008/09

Year	1998/99		2002/03		2006/07		2008/09		Increase/ decrease 1998/99 - 2008/09	
	Abs.	% of all	Abs.	% of all	Abs.	% of all	Abs.	% of all	Abs.	%
AT Austria	27	2%	38	1%	59	2%	73	2%	46	170%
BE Belgium	0	0%	0	0%	0	0%	162	4%	162	*
BG Bulgaria	112	9%	149	6%	184	5%	2	0%	-110	-98%
CY Cyprus	0	0%	0	0%	0	0%	4	0%	4	*
CZ Czech Republic	0	0%	0	0%	15	0%	18	0%	18	*
DE Germany	240	19%	426	16%	440	13%	478	13%	238	99%
DK Denmark	16	1%	39	1%	50	1%	79	2%	63	394%
EE Estonia	0	0%	0	0%	3	0%	0	0%	0	*
ES Spain	62	5%	256	9%	355	11%	423	11%	361	582%

Year	1998/99		2002/03		2006/07		2008/09		Increase/ decrease 1998/99 - 2008/09	
Country of host institution	Abs.	% of all	Abs.	% of all	Abs.	% of all	Abs.	% of all	Abs.	%
FI Finland	10	1%	29	1%	45	1%	38	1%	28	280%
FR France	406	32%	959	36%	1140	34%	1110	30%	704	173%
GR Greece	69	6%	111	4%	82	2%	181	5%	112	162%
HU Hungary	0	0%	0	0%	60	2%	88	2%	88	*
IE Ireland	3	0%	13	0%	17	1%	16	0%	13	433%
IS Iceland	0	0%	0	0%	0	0%	2	0%	2	*
IT Italy	132	11%	385	14%	512	15%	423	11%	291	220%
LI Liechtenstein	0	0%	0	0%	0	0%	0	0%	0	*
LT Lithuania	0	0%	0	0%	4	0%	8	0%	8	*
LU Luxembourg	0	0%	0	0%	0	0%	0	0%	0	*
LV Latvia	0	0%	0	0%	1	0%	1	0%	1	*
MT Malta	0	0%	0	0%	0	0%	13	0%	13	*
NL The Netherlands	63	5%	79	3%	77	2%	82	2%	19	30%
NO Norway	0	0%	0	0%	0	0%	19	1%	19	*
PL Poland	0	0%	0	0%	48	1%	66	2%	66	*
PT Portugal	37	3%	99	4%	131	4%	184	5%	147	397%
RO Romania - home country										
SE Sweden	12	1%	43	2%	33	1%	24	1%	12	100%
SI Slovenia	0	0%	0	0%	7	0%	5	0%	5	*
SK Slovakia	0	0%	0	0%	8	0%	7	0%	7	*
TR Turkey	0	0%	0	0%	0	0%	50	1%	50	*
UK United Kingdom	61	5%	75	3%	76	2%	188	5%	127	208%
Total	1 250	100%	2 701	100%	3 347	100%	3 744	100%	2 494	200%

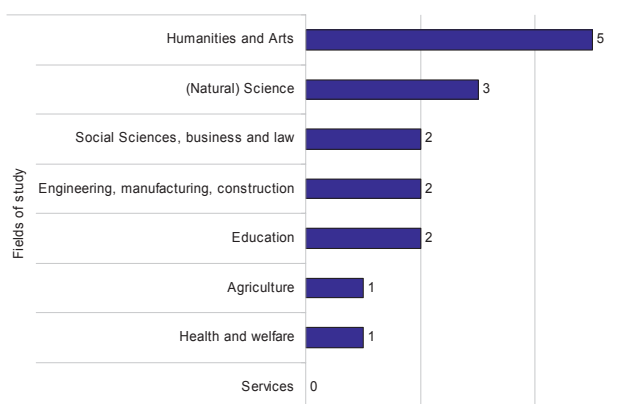
Source: European Commission

Fields of study

The distribution of study abroad students by subject fields is not available in the UOE data collection. Information is though available on this particular mobility aspect via the ERASMUS Programme (cf. Vol. I, Chapter II), for outgoing mobility via this instrument, and from the EUROSTUDENT III survey.

Within the EUROSTUDENT survey, the data on outgoing students by field of study refer to the proportion of all students from a subject area that went abroad, i.e. to the share of outgoing students from a certain field of study. The survey finds that the proportion of students who have been abroad varies significantly by field of study: students enrolled in *humanities and arts* seem to be most likely to go abroad (5%), while students studying *services* have the lowest tendency to go abroad (Chart 1).

Chart 1: Proportion of mobile students by field of study, in % (ISCED 5A)



Source: EUROSTUDENT III

Characteristics of Romanian outgoing students

According to the Romanian data gathered via the EUROSTUDENT III survey, and similar to the trends observed in other countries, the higher the level of social class of students, the more likely they are to opt for a study experience in a foreign country. Whereas only 1.2% of the students from a lower social class stated that they have been internationally mobile in the context of their studies, 3.7% of those from an upper social stratum experienced the said activity.

The survey also reveals that the most common sources of financing for study-related activities abroad of Romanian students are the support of parents or family (31%) and the EU study grants (22%).

3 Summary assessment of student mobility in Romania

A number of higher education developments over the past decade make Romania an interesting case example, particularly in light of our student mobility analysis:

- The total enrolment in higher education between the years 1998/99 – 2007/08 more than doubled, Romania experiencing the highest increase in total student numbers of all Europe 32 countries (of about 127%).
- In contrast with past developments, the number of foreign students dropped continuously between the years 1998/99 – 2002/03, and then started to rise again until 2007/08.
- Foreign students numbers, while increasing since 2002/03, have grown slower than total enrolment, meaning that the share of foreign students of all students in Romania continued drop, reaching 1.3% in 2007/08, i.e. much below the Europe 32 average of 6.9% (2006/07).
- Incoming students on the other hand, amounted to 1.0% of all students in Romania in 2007/08. Of these, about 6.5% (693 students) were Romanian nationals returning for higher education study in their country of nationality.
- Against the drop and then moderate increase in foreign student numbers, the number of Romanian nationals studying abroad more than doubled in the period of analysis. While the Romanian students study more abroad, they do so less frequently than the Europe 32 study abroad average: 2.7% in 2006/07 vs. 3.3% respectively.

- The number of Romanian students abroad outnumbered the number of foreign incoming students in Romania in 2007/08. This also accounts for a profile change of Romania in this interval, when the imbalance between foreign students and study abroad numbers was reversed. While in 1998/99 Romania was a primarily a host country for foreign students, in 2007/08 it was mainly a source country, sending more students abroad than foreign students hosted at home.
- Comparing the top countries of destination of Romanian students that go abroad with the top countries of prior education of incoming students, a vertical pattern of mobility becomes apparent. Romania is a major host country for students from less advanced higher education systems from Central and Eastern Europe and Northern Africa, while Romanian students go abroad to mature systems in Western Europe and in English-speaking countries.
- As in all countries participating in the ERASMUS Programme, the number of students that go abroad via this programme is marginal when compared to the total student population, though participation in the programme has increased over the years.
- According to the EUROSTUDENT III survey, the share of Romanian students with a study abroad experience was about 6% in 2006. Lacking other sources of data on credit mobility, it is not possible to analyse these movements further.

Chapter X: Student mobility in Sweden (SE)

Nicole Rohde

1 Student mobility data – sources, collectors, availability and quality

1.1 Official statistical sources

1.1.1 Collectors and collection procedures

In Sweden, the *Swedish National Agency for Higher Education (Högskoleverket, HsV)* is by law in charge of the official statistics on Swedish higher education, with a decision-making role on the coverage and methodologies used in data collection.¹ In practice, the entirety of data on higher education, including data on student mobility, is collected on behalf of HsV by *Statistics Sweden (Statistiska centralbyrån, SCB)*. *Statistics Sweden* gathers data on individual records for all students registered at Swedish institutions of higher education.² Data is collected in the *Higher Education Register* by Statistics Sweden and includes information on all higher education applicants, enrolment, study progress and graduation.³ This data collection only covers incoming students. Data on outgoing students is captured separately. Outgoing students are defined, in the Swedish context, as all those students that go abroad, either for a short stay (credit mobility) or for a full degree (diploma mobility) and receive financial support for their stay from *Centrala Studiestödsnämnden (CSN)*, i.e. the *Swedish Board for Study Support*. However, it is unclear whether all Swedish students that go abroad take advantage of this scheme and are therefore registered in the outgoing students statistics.

In 2009, the Swedish higher education system consisted of:

- 21 universities (*universitet*) and institutions of higher education that had the right to award third-cycle (doctoral) degrees. 18 of these were public institutions and 3 private.
- 19 university colleges (*högskola*) mainly providing undergraduate degrees. 11 of these institutions were public and 9 private. And
- 9 university colleges of arts, of which were 8 public and 2 private⁴.

Apart from collection the national data, Statistics Sweden is also responsible for reporting to UOE the higher education and student mobility data for Sweden. The data delivery comprises the total number of students enrolled at a higher education institution in Sweden and information on national students, foreign and mobile students (by the criterion country of prior/permanent residence). Data

¹ The author would like to thank Anna Gärdqvist and Kenny Petersson from *Statistics Sweden* as well as Gunnar Enequist from the *Swedish National Agency for Higher Education (HsV)* for their valuable contributions for this report.

² Higher education statistics as well as data on the international mobility of students is published annually by Statistics Sweden in a series of publications called *Statistiska Meddelanden (Statistical Messages)*. Högskoleverket, SCB (different years), *International mobility in higher education from a Swedish perspective, Serie utbildning och forskning, Statistiska meddelanden*, Stockholm. And Högskoleverket, SCB (different years), *Undergraduate students and postgraduate students with foreign background, Serie utbildning och forskning, Statistiska meddelanden*, Stockholm. The figures in the various reports differ from year to year. This is due to that the register of higher education is continuously updated including information back in time. Literally speaking the register of higher education is “alive”, i.e. the numbers for all academic years are updated in a new report.

³ Swedish higher education institutions input the requested data through an IT data management system – *Ladok*.

⁴ Almgren, E. 2009, *Swedish Universities & University Colleges Short Version of Annual Report 2009*, Högskoleverkets Rapportserie 2009: 23 R, Högskoleverket, Stockholm.

on mobile students is reported to UOE irrespective of the duration of stay, i.e. also for those students who stayed less than one academic year in the Swedish higher education system, i.e. the credit mobile students.

1.1.2 Quality of official mobility data

The Swedish data collection on foreign and mobile students exhibits a number of unique traits and a different data collection logic compared to the ten other countries analysed in this volume. Because of these characteristics, the Swedish data collection is neither fully compatible with the UOE definitions either, and as a result, nor with the terminology that we use in the present study.

More specifically, Statistics Sweden collects data on national and foreign students enrolled in the Swedish higher education system. However, in contrast to the other Europe 32 countries and to the UOE definition of foreign students, i.e. students with a nationality/citizenship other than that of the country of study, *Swedish statistics define foreigners according to a logic of immigration*. The country of birth and not the country of nationality decides a student's status. *Foreign students*, or more precisely *students with a foreign background* in Sweden, are either students born abroad, or students born in Sweden with both parents born in a foreign country, irrespective of their nationality. In contrast, national students are defined as *students with a Swedish background*, i.e. students born in Sweden with at least one parent born in Sweden.

Additionally, Statistics Sweden gathers data on *genuinely mobile students*. However, the differentiation that we make within the context of this study between *credit mobile students* on the one hand and *diploma mobile students* on the other hand is not fully applicable to the Swedish mobility data collection either. Swedish data make a delineation between mobile students who are *free movers* and *exchange students*. In the latter category are all students that go abroad or come to Sweden for a short period through an *organised mobility programme* (e.g. ERASMUS), *exchange students* being a sub-type of *credit mobile students*. At the other end there are *free mover students* – i.e. students who organise the mobility experience themselves, outside a mobility scheme, be it for a temporary stay or for a degree. The category *free mover* encompasses as a result both *degree mobile* as well as *credit mobile* students. No differentiation is made between the two types of mobility within the *free mover* data set.

Data on *free movers* is collected for both directions of mobility – outgoing and incoming. *Outgoing free movers* are students that go abroad from Sweden and who benefit of financial aid offered by *Centrala Studiestödsnämnden (CSN)*, i.e. the *Swedish Board for Study Support*.⁵ In contrast, *incoming free movers* are defined as students who are not *exchange students* and who have arrived in Sweden *shortly* before enrolling in the current level of higher education study. At undergraduate level, students should have arrived in Sweden no longer than 6 months before starting their studies, whereas the limit for postgraduate students is of one year. This method of registration and the fact that incoming *free movers* are granted a *residence permit for studies* in Sweden, poses a number of limitations for the data reporting on incoming students by country of residence to UOE.

As already mentioned above, Statistics Sweden reports to UOE the number of incoming students by country of residence, i.e. it reports the number of students enrolled in Sweden who are non-residents. However, given that most incoming *free movers* are granted a residence permit in Sweden upon arrival, almost only *exchange students* could be classified as non-residents and reported to UOE. Acknowledging this limitation, Statistics Sweden intends to revise its data

⁵ The student financial aid is, in principle, open to all Swedish students for study, at home or abroad.

reporting procedure in the near future, to make it more compatible with the international data collection system.⁶

Important to mention in this context would be that a student can be both an *exchange student* and a *free mover student* in the same academic year. In this case, the student is registered for each type of mobility in the respective data set. However, for the totals on incoming and outgoing students (i.e. free movers and exchange students combined) these students are only counted once. This data collection practice will become clear mainly in the tables, where, for this reason the total of all incoming and outgoing free movers and exchange students does not coincide with the sum of the individual parts (see e.g. columns 4, 5, and 6 in Table 1).

Furthermore, additional differences exist between the student and mobility data reported by Statistics Sweden and that presented by UOE. A first issue is related to the ISCED classification. The data reported within the Swedish annual statistical reports refers to the ISCED levels 5/6. At the ISCED 5B level however, only those studies that take place at universities and university colleges are taken into account. In contrast, the UOE data includes in addition data on vocational education training at the ISCED 5B level (Advanced Vocational Education and Training), which are not classified as higher education studies at national level (i.e. not included in national higher education statistics). As a result, the totals presented within national higher education statistics are lower than those available from UOE.

Given the various points of difference between the Statistics Sweden and the UOE data, we will focus our attention in the present chapter on data coming from the national sources, and only complement the mobility picture with information from international-level collectors when necessary.

1.2 Additional data sources

1.2.1 Collectors and collection procedures

In addition to the mobility data collected by Statistics Sweden, the Swedish student mobility picture is complemented by credit mobility data collected by the *International Programme Office for Education and Training (Internationella Programkontoret, IPK)* and by information from the national survey conducted in the framework of the EUROSTUDENT III European survey.

IPK provides mobility statistics on students taking part in the *Nordplus Programme* and in EU mobility programmes (mainly ERASMUS). The data collection on outgoing ERASMUS students provides the same level of differentiation as the data sets of all other countries participating in the programme. Data on incoming and outgoing credit mobile students is further collected and reported in the context of mobility that takes place through the *Nordplus Programme*, which offers financial support for student exchanges and educational cooperation between the eight participating countries in the Nordic region (Denmark, Finland, Iceland, Norway and Sweden as well as the three autonomous areas, the Faroe Island, Greenland and the Åland Islands).

Further, in the period 2005-2008, Sweden took part for the first time in the EUROSTUDENT project (3rd edition). The survey was implemented and carried out by Statistics Sweden on behalf of the

⁶ A further limitation is that distance learners are included in the total number of incoming students (free movers plus exchange students). In 2008/09 the number of distance learners included in this total corresponded to 9% of all incoming students. Distance learners more frequently appear in the category of Free mover students (13% of all incoming Free movers vs. 1.7% of all incoming exchange students).

Swedish Ministry of Education and Research.⁷ The Swedish survey followed the EUROSTUDENT methodology on student mobility data collection.

1.2.2 Quality of additional data on mobility

Although the non-administrative data are not as comprehensive as the data reported by HsV, they are a helpful complement to the highly aggregated data reported within the official student statistics. As mentioned in previous country analyses in this volume, the added value of survey data is mainly that they cover additional descriptors, such as: socio-demographic background, financial support, obstacles to mobility, programme mobility, which highlight further characteristics of outgoing credit mobile students. As commented in other country reports that have the same two additional sources of credit mobility data, these collections have, apart from many strengths also some weaker points, from a methodological point of view.⁸

2 Student mobility in Sweden

2.1 Overview: key figures

Total enrolment and Swedish students

In the academic year 2008/09, 398 337 students were enrolled at Swedish higher education institutions (Table 1).⁹ The number of total enrolment saw increases (1998/99 – 2004/05 and 2006/07 – 2008/09) as well as moments of downward trends (2004/05 – 2006/07) in the period of analysis. Overall, the total number of students increased by 29% between 1998/99 and 2008/09.

In 2008/09, the share of national students (students with a Swedish background) among all students enrolled in Swedish higher education amounted to 76.8%, but has been declining ever since 1998/99, in spite of increasing absolute numbers in most years (Tables 1 and 2). This is a sign that the numbers of incoming students have been increasing at a faster pace, and as a result their share of total student population also grew in the same interval.

Foreign and study-abroad students

The total number of *students with a foreign background* enrolled at higher education institutions in Sweden stood at 55 644 in 2008/09, which corresponds to 14.0% of all students (Table 1). The number of *foreign background students* increased steadily and significantly within the last decade, i.e. by 83% between 1998/99 and 2008/09. This steady increase was paralleled by an increase of international marketing efforts by and of Swedish universities and institutions of higher education. In the same period, the range of education and courses offered in English has increased

⁷ 5 000 students have been contacted in Nov/Dec 2006 via a postal questionnaire to take part in the survey (net response rate 55%). The survey results refer to the winter semester 2006/07. Some results of the survey have also been presented in the annual higher education statistics in the section *International Perspectives* (Almgren 2009).

⁸ Despite these strengths, each data set has its limitations. In case of the ERASMUS statistics, the data is restricted to the 31 countries that take part in this mobility scheme. The EUROSTUDENT III data set relates to a cross section of the student population (i.e. students at different stages of higher education, from the first to the last semester of study) and to students that have already finished their stays abroad and returned to Sweden. The data set does not include students who were abroad at the moment the survey was conducted. Because of these two elements, the real rate of outgoing temporary mobile students is certainly higher than the value presented in the survey. Another aspect, which affects the representativeness of the survey results is that only students studying at ISCED level 5A are included in the survey.

⁹ Higher education is provided at some fifty university colleges and other institutions that vary greatly in size and degree of specialisation. In 2009, 21 universities (universitet) and institutions of higher education had the right to award third-cycle (doctoral) degrees, of which 18 were public institutions and 3 private. Another 19 university colleges (högskola) mainly provided undergraduate degrees, of which 11 were public and 9 private. Further 9 university colleges of arts existed, of which were 8 public and 2 private.

constantly. In 2006/07 the proportion of study programmes taught in English accounted to 4.1% of all programmes offered at higher education institutions, a high share, compared to other European countries.¹⁰

For a cross-country analysis we need to refer to the UOE data set and to the academic year 2006/07. The total population of *students with a foreign background* corresponded to 13.1% of the total student population participating in Swedish higher education in this year (Table 1). Compared to the average share of foreign students across Europe 32 countries, the Swedish rate scores relatively high, being almost twice as high in percent terms than the Europe 32 average of 6.9% (Volume I, Chapter I). Interestingly, the share of foreign students in Sweden in 2006/07 of all students is the highest of all other Nordic countries in the same year, i.e. of Norway (7.3%), Finland (3.3%), Denmark (9.0%), and Iceland (4.9%).

Furthermore, we note that in the academic year 2008/09, 30% of all *foreign background students* have been born in Sweden, while 70% of foreign background students were born in a foreign country – i.e. were genuinely mobile.

According to UOE data, the number of Swedish study abroad students, i.e. studying for a degree, stood at 15 791 in 2006/07. In this year, the ratio of study abroad to the number of Swedish students enrolled at home was 0.053 (Table 1). In other words for every 1 000 Swedish students studying in Sweden there were 53 students from Sweden going abroad for a degree. When compared to the average ratio of all Europe 32 students studying abroad (0.033, cf. Volume I, Chapter I, Table 7) the Swedish ratio of 0.053 can be judged as fairly high. It remains, however, modest if compared to that of other Nordic countries like Iceland in the same year. The UOE data (Table 2) also shows that the number of Swedish study abroad students saw an increase of 15% between 1998/99 and 2006/07.

Incoming and outgoing (degree-seeking) students

For the academic year 2008/09, Statistics Sweden reported 36 564 incoming students, i.e. incoming *free mover* students and incoming *exchange students* (Table 1). Incoming mobility (standing for both diploma and credit mobility) has increased to a great extent in the last decade. The number of incoming *free movers* enrolled in Sweden more than quadrupled between 1998/99 and 2008/09, while the number of *incoming exchange students* doubled within the same period. In 2008/09 the group of incoming students corresponded to 9.2% of all students in Swedish higher education (Table 1). In the same year, the share of *free mover* students corresponded to 65% of all incoming students in Sweden.

As visible in Table 1, outgoing mobility experienced decreases, stagnation as well as increases in this interval. The peak in outgoing totals was reached in 2002/03 (26 217). For the academic year 2008/09, Statistics Sweden reported 24 368 outgoing students, i.e. with 10 students less than in 1998/99. Nevertheless, the share of Swedish students that go abroad (8% both in 2006/07 and 2008/09) either for a short period or for a full degree is relatively high. The decrease in the number of outgoing students was mainly due to a decrease in the number of outgoing *free mover* students, which dropped by 12% between 2002/03 and 2008/09. 80% of all outgoing students were *free mover* students in this particular year.

¹⁰ Wächter, B. and Maiworm, F. (2007), *English-Taught Programmes in European Higher Education. The Picture in 2007*. ACA Papers on International Cooperation in Education. Lemmens, Bonn.

Table 1: Number and percentages of all students, students with Swedish background, students with foreign background, incoming and outgoing students (time series), Swedish data (ISCED 5-6)

Col. no.	All students		Students with Swedish background at national HEIs		Students with foreign background at national HEIs		Measurements for incoming students				Measurements for outgoing students							
	1		2		3		4		5		6		7		8		9	
	Abs.	% of all	Abs.	% of all	Abs.	% of all	Abs.	% of all	Abs.	% of	Abs.	% of	Abs.	% of all students with Swedish background	Abs.	% of all students with Swedish background	Abs.	% of all students with Swedish background
2008/09	398 337	76.8%	306 083	76.8%	55 644	14.0%	36 564	9.2%	23 732	6.0%	13 090	3.3%	24 368	8.0%	19 472	6.4%	5 007	1.6%
2007/08	382 754	78.1%	298 958	78.1%	52 351	13.7%	31 423	8.25	19 515	5.1%	12 112	3.2%	23 638	7.9%	18 912	6.3%	4 834	1.6%
2006/07	378 482	79.5%	300 749	79.5%	49 752	13.1%	27 948	7.4%	16 911	4.5%	11 230	3.0%	24 114	8.0%	19 196	6.4%	5 066	1.7%
2005/06	387 615	80.7%	312 844	80.7%	49 186	12.7%	25 568	6.6%	15 315	4.0%	10 442	2.7%	24 194	7.7%	19 484	6.2%	4 892	1.6%
2004/05	393 226	81.7%	321 399	81.7%	49 018	12.5%	22 778	5.8%	13 036	3.3%	9 922	2.5%	24 681	7.7%	19 891	6.2%	4 979	1.5%
2003/04	396 415	82.9%	328 460	82.9%	47 983	12.1%	19 930	5.0%	11 067	2.8%	9 069	2.3%	24 833	7.6%	20 373	6.2%	4 683	1.4%
2002/03	384 227	84.1%	323 107	84.1%	44 409	11.6%	16 655	4.3%	8 924	2.3%	7 894	2.1%	26 217	8.1%	22 233	6.9%	4 244	1.3%
2001/02	353 677	85.1%	300 968	85.1%	38 756	11.0%	13 909	3.9%	6 904	2.0%	7 215	2.0%	25 908	8.6%	22 155	7.4%	4 050	1.3%
2000/01	329 380	85.9%	282 880	85.9%	34 552	10.5%	11 921	3.6%	5 583	1.7%	6 533	2.0%	25 377	9.0%	21 354	7.5%	4 100	1.4%
1999/00	318 542	86.4%	275 153	86.4%	32 213	10.1%	11 137	3.5%	5 290	1.7%	6 034	1.9%	25 603	9.3%	21 267	7.7%	4 444	1.6%
1998/99	309 772	86.9%	269 069	86.9%	30 434	9.8%	10 210	3.3%	5 166	1.7%	5 304	1.7%	24 378	9.1%	20 230	7.5%	4 253	1.6%

Legend for data: * = no data

Source: Statistiska meddelanden UF 20 SM 0901; UF 19 SM 0801

Table 2: Number and percentages of all students, students with Swedish background, students with foreign background, incoming and outgoing students (time series), UOE data
ISCED 5-6

Col. no.	Year	All students		Measurements for National students		Measurement for foreign students			Measurements for Incoming students			Measurements for Outgoing students		
		Abs.	% of all	All national students at national HEIs	National non-mobile students at national HEIs	All foreign students	Foreign non-mobile	All incoming students	Foreign mobile	Nat. mobile home-coming students	All study abroad students (national at foreign HEIs)	Study abroad non-mobile students	All outgoing students	
1	2	3	4	5	6	7	8	9	10	11				
2008/09	*	*	*	*	*	*	*	*	*	*	*	*	*	
2007/08	*	*	*	*	*	*	*	*	*	*	*	*	*	
2006/07	413 710	370 941	89.7%	*	42 769	10.3%	20 634	5.0%	22 135	5.4%	15 791	0.053	*	
2005/06	422 614	381 204	90.2%	*	41 410	9.8%	20 095	4.8%	21 315	5.0%	-	n.a.	*	
2004/05	426 723	387 425	90.8%	*	39 298	9.2%	19 377	4.5%	19 921	4.7%	-	n.a.	*	
2003/04	429 623	393 165	91.5%	*	36 458	8.5%	19 205	4.5%	17 253	4.0%	-	n.a.	*	
2002/03	414 657	382 188	92.2%	*	32 469	7.8%	*	*	*	*	16 047	0.050	*	
2001/02	382 851	354 187	92.5%	*	28 664	7.5%	*	*	*	*	15 323	0.051	*	
2000/01	358 020	331 716	92.7%	*	26 304	7.3%	*	*	*	*	13 838	0.049	*	
1999/00	346 878	321 330	92.6%	*	25 548	7.4%	*	*	*	*	12 269	0.045	*	
1998/99	335 124	310 712	92.7%	*	24 412	7.3%	*	*	*	*	13 758	0.051	*	

Legend for data: * = no data;
Source: UOE

Mobility balance

The number of students 'entering' Sweden was higher than the number of students leaving Sweden in 2008/09. As can be seen in Table 3, over the time period considered here, the balance of incoming to outgoing students has changed considerably. Whereas in 1998/99 the number of outgoing students was over two times higher than the number of incoming students, between 1999/00 and 2004/05 the gap narrowed visibly and in 2005/06 incoming students outnumbered outgoing students. Sweden changed, from being mainly an export country of its nationals abroad to be an import country of mobile students. The same pattern is observed in the case of incoming and outgoing students through the ERASMUS Programme, which are already incorporated in the student exchange numbers. In fact, since 2005/06, the number of incoming students kept rising whereas the number of Swedish outgoing students continuously decreased until 2007/08.

Table 3: Number of all incoming and outgoing students and ratio of incoming to outgoing students, ISCED 5-6

	All Incoming students (free mover and exchange students)	All Outgoing students (free mover and exchange students)	Ratio
Col. no.	1	2	1:2
Year			
2008/2009	36 564	24 368	100:67
2007/2008	31 423	23 638	100:75
2006/2007	27 948	24 114	100:86
2005/2006	25 568	24 194	100:95
2004/2005	22 778	24 681	100:108
2003/2004	19 930	24 833	100:125
2002/2003	16 655	26 217	100:157
2001/2002	13 909	25 908	100:186
2000/2001	11 921	25 377	100:213
1999/2000	11 137	25 603	100:230
1998/1999	10 210	24 378	100:239

Source: HsV, Statistics Sweden;

2.2 Student mobility trends

2.2.1 Student inflows

Free movers and exchange students

As shown in section 2.1, the number of incoming students (*free mover* and *exchange students*) to Sweden increased significantly between 1998/99 and 2008/09. In 2008/09, the total number of incoming students stood at 36 564, and accounted for 9.2% of all students in Swedish higher education (Table 1). Interestingly, the number of incoming free mover students was twice the

number of incoming exchange students in 2008/09 (Table 4). Nevertheless, according to Statistics Sweden, the majority of incoming students (incoming exchange and free mover students) were credit mobile students in this academic year, i.e. they studied for only one or two semesters in Sweden. It seems that this trend is explained by the fact that most free mover students tend to study in second-cycle one or two-year master programmes, having thus a shorter time window to spend abroad. This is an interesting evolution considering that in 1998/99 the number of incoming exchange students was almost equal to that of free mover students.

Furthermore, 68% of incoming exchange students in 2008/09 were ERASMUS students. Since 1998/99, the number of incoming ERASMUS students more than doubled (+ 5 217 in total). The programme plays a significant role in supporting student inflows in Sweden, ERASMUS students accounting for a third of all incoming students in 2008/09.

Table 4: Incoming students – exchange, free mover and ERASMUS students

Year	Incoming Exchange students		Incoming free mover students (Abs.)	All incoming students
	Abs.	ERASMUS students (out of all Exchange students), absolute		
2008/09	13 090	8 840	23 732	36 564
2007/08	12 112	8 162	19 515	31 423
2006/07	11 230	7 359	16 911	27 948
2005/06	10 442	7 048	15 315	25 568
2004/05	9 922	6 625	13 036	22 778
2003/04	9 069	6 078	11 067	19 930
2002/03	7 894	5 320	8 924	16 655
2001/02	7 215	4 901	6 904	13 909
2000/01	6 533	4 412	5 583	11 921
1999/00	6 034	4 201	5 290	11 137
1998/99	5 304	3 623	5 166	10 210

Note: ERASMUS students including studies and placement; Students can be registered for each type of mobility in the respective year, i.e. as exchange and free mover students. But, for the totals on incoming students these students are only counted once. Thus the total of free movers and exchange students does not coincide with the sum of the individual parts (cf. 1.1.2).

Source: HsV, Statistics Sweden

Countries of origin

As visible in Table 5, the most frequent group of students among incoming free movers in Swedish higher education is that of Chinese students 2 708 (11.4%). Finnish students rank second and Indian students third (with 5.4% and 3.4% respectively). Surprisingly, only two of the Nordic countries, i.e. Finland and Norway, appear in the 10 most frequent countries of origin of free mover students. The totality of students from the top ten countries of origin amounts to only 31.3% of all incoming free movers, but this against a very high share of students with unknown countries of origin (25%). For the latter case, Statistics Sweden doesn't have any information on the citizenship of students in the population register, and as a result, the students cannot be assigned to their country of nationality.

Table 5: Major countries of origin of incoming free mover students (Top 10), in 2008/09

Rank	Country of origin	Abs.	% of all incoming free mover students
1	China	2 708	11.4%
2	Finland	1 280	5.4%
3	India	797	3.4%
4	Germany	725	3.1%
5	US	376	1.6%
6	Norway	353	1.5%
7	France	351	1.5%
8	Turkey	334	1.4%
9	Russia	311	1.3%
10	Spain	185	0.8%
Total (top ten)		7 420	31.3%
Total (all foreign incoming students)		23 732	100.0%

Source: HsV, Statistics Sweden

Looking at the evolution of free mover student numbers by country of origin (Table 6), the most frequent student group in Sweden – that of Chinese students – increased the fastest in this interval (by 2 580 students, and in relative terms, more than 20 times). Also the number of students from India and Germany increased substantially between 1998/99 and 2008/09. Overall, the largest increases in relative terms are observed in the non-Europe 32 countries, in line with the general trend observed in the Europe 32 region.

Among all countries of origin taken into account in this analysis, only Norway shows a declining trend, sending less free movers to Sweden in 2008/09 than in 1998/99 (-19,4%). This is however not necessarily a sign of decreased attractiveness of Sweden as a study destination for Norwegian students, but possibly a consequence of the fact that fewer Norwegian students go abroad for degree studies now, than they did in the day.

Table 6: Incoming free mover students, by country of origin, time series (ISCED 5/6)

<i>Europe 32 countries</i>	1998/99	2002/03	2006/07	2008/09	% Increase/Decrease 1998/99 - 2008/09
AT Austria	39	41	43	60	53.8%
BE Belgium	12	20	23	23	91.7%
BG Bulgaria	15	50	75	75	400.0%
CH Switzerland	20	36	33	46	130.0%
CY Cyprus	*	*	*	*	*
CZ Czech Republic	6	25	12	23	283.3%
DE Germany	273	346	510	725	165.6%
DK Denmark	74	130	191	180	143.2%
EE Estonia	62	113	79	93	50.0%
ES Spain	55	98	155	185	236.4%
FI Finland	1 090	1 273	1 242	1 280	17.4%

<i>Europe 32 countries</i>	1998/99	2002/03	2006/07	2008/09	% Increase/Decrease 1998/99 - 2008/09
FR France	93	172	290	351	277.4%
UK United Kingdom	41	66	89	119	190.2%
GR Greece	32	41	120	167	421.9%
HU Hungary	18	11	24	34	88.9%
IE Ireland	*	13	15	24	*
IS Iceland	84	114	158	143	70.2%
IT Italy	48	79	120	176	266.7%
LI Liechtenstein	*	*	*	*	*
LT Lithuania	39	90	92	122	212.8%
LU Luxembourg	*	*	5	5	*
LV Latvia	47	62	40	67	42.6%
MT Malta	*	*	*	*	*
NL The Netherlands	44	53	60	114	159.1%
NO Norway	438	439	370	353	-19.4%
PL Poland	29	110	133	153	427.6%
PT Portugal	*	16	22	45	*
RO Romania	11	50	68	96	772.7%
SE Sweden <small>host country</small>	*	*	*	*	*
SI Slovenia	*	*	5	12	*
SK Slovakia	7	13	7	13	85.7%
TR Turkey	13	52	171	334	2469.2%
Total Europe 32 countries	2 590	3 513	4 152	5 018	93.7%
<i>Other countries and regions</i>					
Other European Countries	117	367	607	765	553.8%
... including Russian Federation	71	204	252	311	338.0%
Northern America	166	268	408	615	270.5%
... including United States of America	121	198	248	376	210.7%
Latin America and the Caribbean	81	184	325	446	450.6%
... including Mexico	25	79	114	155	520.0%
... including Brazil	20	32	54	87	335.0%
Africa	118	350	1 116	1 397	1 083.9%
Asia	373	1 361	5 206	9 367	2 411.3%
... including China	128	430	1 372	2 708	2 015.6%
... including India	20	283	865	797	3 885.0%
... including Japan	28	57	92	125	346.4%
Oceania	25	33	61	76	204.0%
Total other countries and regions	880	2 563	7 723	12 666	1 339.3%
Unknown	1 698	2 806	4 990	6 044	255.9%
Total incoming free over students	5 168	8 882	16 865	23 732	359.2%

Source: HsV, Statistics Sweden

Table 7: Incoming ERASMUS students in Sweden in 1998/99, 2002/03, 2006/07, and 2008/09

Year	1998/99		2002/03		2006/07		2008/09		Increase/ decrease 1998/99 - 2008/09	
	Abs.	% of all	Abs.	% of all	Abs.	% of all	Abs.	% of all	Abs.	%
AT Austria	190	5%	239	4%	349	5%	376	4%	186	98%
BE Belgium	165	5%	151	3%	219	3%	214	2%	49	30%
BG Bulgaria	0	0%	5	0%	21	0%	22	0%	22	*
CY Cyprus	1	0%	2	0%	6	0%	5	0%	4	400%
CZ Czech Republic	35	1%	125	2%	178	2%	211	2%	176	503%
DE Germany	858	24%	1336	25%	1 989	27%	2 275	26%	1 417	165%
DK Denmark	44	1%	28	1%	25	0%	48	1%	4	9%
EE Estonia	0	0%	24	0%	23	0%	29	0%	29	*
ES Spain	444	12%	593	11%	860	12%	979	11%	535	120%
FI Finland	84	2%	68	1%	122	2%	178	2%	94	112%
FR France	552	15%	936	18%	1 257	17%	1 632	18%	1 080	196%
GR Greece	53	1%	77	1%	76	1%	92	1%	39	74%
HU Hungary	30	1%	56	1%	64	1%	96	1%	66	220%
IE Ireland	20	1%	56	1%	71	1%	76	1%	56	280%
IS Iceland	9	0%	1	0%	7	0%	20	0%	11	122%
IT Italy	333	9%	387	7%	468	6%	514	6%	181	54%
LI Liechtenstein	0	0%	0	0%	2	0%	1	0%	1	*
LT Lithuania	0	0%	125	2%	118	2%	144	2%	144	*
LU Luxembourg	0	0%	0	0%	8	0%	13	0%	13	*
LV Latvia	0	0%	25	0%	31	0%	51	1%	51	*
MT Malta	0	0%	4	0%	5	0%	7	0%	7	*
NL The Netherlands	350	10%	402	8%	458	6%	574	6%	224	64%
NO Norway	49	1%	33	1%	23	0%	49	1%	0	0%
PL Poland	32	1%	246	5%	373	5%	395	4%	363	1 134%
PT Portugal	52	1%	76	1%	111	2%	119	1%	67	129%
RO Romania	12	0%	43	1%	33	0%	24	0%	12	100%
SE Sweden – host country										
SI Slovenia	0	0%	24	0%	40	1%	39	0%	39	*
SK Slovakia	3	0%	11	0%	27	0%	58	1%	55	1 833%
TR Turkey	0	0%	0	0%	133	2%	284	3%	284	*
UK United Kingdom	307	8%	247	5%	262	4%	315	4%	8	3%
Total	3623	100%	5 320	100%	7 359	100%	8 840	100%	5 217	144%

Source: European Commission

ERASMUS statistics, limited to intra-Europe 32 mobility only, show a different mobility patterns (Table 7). German, French and Spanish students are the most numerous national groups of ERASMUS students in Sweden. Taken together, the students from these countries account for 56% of all ERASMUS students in Sweden. Interesting is also to note that very few students (less than 300) from other Nordic countries come to Sweden with the ERASMUS Programme.

Fields of study

According to Statistics Sweden the majority (33.9%) of incoming free movers study in the field of *Technology and production* (national classification of subject fields). The second largest group is enrolled in *Social sciences, business and law* (25.6%), followed by *Nature sciences, mathematics and dates* (14.8%). The preference of incoming students (UOE data) in Sweden for technical fields is also apparent in the distribution of incoming students by ISCED 97 subject fields in the UOE data collection (cf. Volume I, Chapter I). Based on this data set, 23.7% of incoming students were enrolled in *Engineering, manufacturing and construction* in 2006/07. Only Finland and Liechtenstein appeared to have larger share of foreign students enrolled in this field of study (29.7% and 24.6%).

Table 8: Distribution of foreign incoming free mover students across different fields of study, ISCED 5/6, 2008/09

Rank	Field of study	Abs.	% of all incoming free mover students
1	Technology and production	8 039	33.9%
2	Social and behavioural science, law, business	6 086	25.6%
3	Nature sciences, mathematics and dates	3 518	14.8%
4	Humanities and art	3 111	13.1%
5	Health-related science	1 496	6.3%
6	Pedagogy and teacher training	755	3.2%
7	Services	492	2.1%
8	Unknown	126	0.5%
9	Agriculture and Forestry	100	0.4%
10	General education	9	0.05
Total		23 732	100.0%

Source: HsV, Statistics Sweden

Types of higher education institutions

As can be seen in Table 9, in 2008/09, the majority of incoming free movers (two thirds) were enrolled in a programme at a Swedish university, while 37.5% of these students studied in a university college. Nevertheless, the number of incoming *free mover* students enrolled at a university college seems to have risen much faster than the number of students who opted for a programme at university (+1 261%).

Table 9: Incoming free mover students by types of higher education institutions, times series

Type of institutions	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09
Universities	4 498	4 531	4 718	5 650	7 100	8 875	9 859	11 279	12 149	12 635	16 806
University colleges	747	808	986	1 434	2 126	2 620	6 229	4 874	5 829	7 271	9 013
Total	5 168	5 290	5 583	6 904	8 924	11 067	13 036	15 315	16 911	19 515	23 732

Note: Students can be registered for each type of mobility in the respective year, i.e. as exchange and free mover students. But, for the totals on incoming students these students are only counted once. Thus the total of free movers and exchange students does not coincide with the sum of the individual parts (cf. 1.1.2).

Source: Statistics Sweden

Mobility in exchange programmes

In 2008/09, the number of incoming exchange students in Sweden amounted to 13 090. The number of students who came to Sweden in the context of an exchange programme has more than doubled during the last decade (Table 10). Between 1998/99 and 2008/09 the number of incoming *exchange students* via a bilateral programme increased stronger (+195%) compared to those taking part in an EU-programme (+154%). Table 10 also highlights a decrease in the number of students coming to Sweden through the Nordplus programme between 1998/99 – 2008/09 (-5%). In the same year, only 4% of all exchange students of came to Sweden via the Nordplus programme.

Table 10: Incoming exchange students by exchange programme, time series (ISCED 5/6)

Type of exchange	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09
Bilateral programmes	1 264	1 387	1 298	1 449	1 612	1 948	2 152	2 268	2 647	3 271	3 731
EU-	3 465	4 019	4 567	5 070	5 596	6 421	7 060	7 414	7 862	8 186	8 799
Nordplus	591	636	692	704	695	708	714	764	737	647	563
Total	5 304	6 034	6 533	7 215	7 894	9 069	9 922	10 442	11 232	12 099	13 090

Source: Statistics Sweden

2.2.2 Student outflows

Free movers and exchange students

The total number of outgoing students stood at 24 368 in 2008/09, accounting for 8.0% of all *students with Swedish background* in Sweden (Table 1). As illustrated in Table 11 the number of outgoing students increased between 1998/99 and 2002/03, but entered a descendent path in 2003/04 and continued until 2007/08. The decline was mainly due to a decrease of the number of outgoing *free mover* students. Whereas the number of outgoing *exchange students* increased around 18% between 1998/99-2008/09, the number of outgoing *free mover* students decreased by 4% in the same period. Furthermore, the vast majority of outgoing students organised their stay outside of a mobility programme, i.e. belonged to the group of outgoing *free mover* students (80%).

The number of ERASMUS students, already included in the number of outgoing *exchange students* decreased by 19.2% between 1998/99 and 2008/09. Students mobile for work placements that became part of the ERASMUS statistics in 2007/08 could not reverse this trend. The programme plays a much smaller role for supporting Swedish outflows than inflows – ERASMUS students accounted for just 11% of all outgoing students in 2008/09.

Table 11: Swedish outgoing students by type of mobility, time series

Year	Exchange students		Free mover students (Total)	All outgoing students
	Total	ERASMUS students (out of all Exchange students), absolute		
2008/09	5 007	2 684	19 472	24 368
2007/08	4 834	2 541	18 912	23 638
2006/07	5 066	2 532	19 196	24 114
2005/06	4 892	2 530	19 484	24 194
2004/05	4 979	2 698	19 891	24 681
2003/04	4 683	2 667	20 373	24 833
2002/03	4 244	2 656	22 233	26 217
2001/02	4 050	2 633	22 155	25 908
2000/01	4 100	2 726	21 354	25 377
1999/00	4 444	3 087	21 267	25 603
1998/99	4 253	3 321	20 230	24 378

Note: ERASMUS students including placements and studies, Students can be registered for each type of mobility in the respective year, i.e. as exchange and free mover students. But, for the totals on outgoing students these students are only counted once. Thus the total of free movers and exchange students does not coincide with the sum of the individual parts (cf. 1.1.2).

Source: HsV, Statistics Sweden

Furthermore, the EUROSTUDENT III survey gives insights regarding the different types of study-related stays abroad. Altogether, 13.7% of all Swedish students who took part in the survey had already been abroad for study-related stays. In contrast with trends in other countries though, the majority of them took a language course abroad (7.2%). Further, 6.4% were enrolled at a higher education institution and 1.4% completed an internship in a foreign country.

Countries of destination

As visible in Table 12 the English-speaking, Western European as well as Nordic countries were chosen most frequently by Swedish students for their studies abroad. In the academic year 2008/09, the top destinations of Swedish free mover students were two Anglophone countries - the UK (21.4%), followed closely by the US (18.1%). The third largest group chose Denmark (9.5%), followed by those students who decided to study in Spain (6.5%). Given that part of the Swedish outgoing free movers are credit mobile students, it is not surprising that Spain appears among the top destinations. Interestingly, only one Asian country appears amongst the favourite ten destinations of Swedish free movers, i.e. Japan.

Table 12: Major countries of destination of outgoing free mover students (Top 10) (ISCED 5/6)

Rank	Country of destination	Abs.	% of all outgoing free mover students
1	United Kingdom	4 162	21.4%
2	United States	3 534	18.1%
3	Denmark	1 843	9.5%
4	Spain	1 274	6.5%
5	France	880	4.5%
6	Poland	822	4.2%
7	Italy	696	3.6%
8	Germany	510	2.6%
9	Norway	503	2.6%
10	Japan	477	2.4%
Total top ten		14 701	75.5%
Total outgoing free mover students		19 472	100.0%

Source: HsV, Statistics Sweden

As seen in Table 13, fewer free mover Swedish students went abroad in 2008/09 compared to 1999/00. This is reflected by the drop in the number of Swedish students in major countries of destination, like the US, the UK, but also in Germany and the Nordic countries (Table 13). This decreased tendency of Swedish students to go abroad (from 9.1% in 1998/99 to 8.0% in 2008/09, cf. Table 1) is paralleled by a decrease in total enrolment in Sweden, starting from the academic year 2003/04.

In contrast, the biggest relative change between 1998/99 and 2008/09 has been observed in an atypical destination - Japan (+2 285%), while also the proportion of outgoing free mover students who went to Poland and China increased substantially between 1998/99 and 2008/09 (Table 13). In absolute terms, however, the number of students that went to the UK, Denmark and Spain grew the most.

When comparing the major countries of origin of incoming free movers with the major countries of destination of Swedish students abroad, we come to the conclusion that mobility patterns are not typically vertical in the Swedish case. 4 countries appear in both lists, namely the US, Spain, France and Germany. Interestingly, Swedish students also go east, to countries like Poland or Japan.

Table 13: Outgoing free mover students by country of destination, time series (ISCED 5/6)

Country of destination	1999/00	2002/03	2006/07	2008/09	% Increase/Decrease 1998/99-2008/09
Europe 32 countries					
AT Austria	199	170	94	72	-63.8%
BE Belgium	74	44	55	42	-43.2%
BG Bulgaria	*	*	7	7	*
CH Switzerland	243	202	267	325	33.7%
CY Cyprus	*	*	5	*	*
CZ Czech Republic	48	49	92	147	206.3%

Country of destination	1999/00	2002/03	2006/07	2008/09	% Increase/Decrease 1998/99-2008/09
DE Germany	568	620	524	510	-10.2%
DK Denmark	705	1 098	1 765	1 843	161.4%
EE Estonia	12	6	11	7	-41.7%
ES Spain	2 704	3 283	1 674	1 274	-52.9%
FI Finland	247	211	177	182	-26.3%
FR France	2 114	1 788	979	880	-58.4%
UK United Kingdom	4 836	5 060	4 139	4 162	-13.9%
GR Greece	83	97	81	52	-37.3%
HU Hungary	116	123	282	447	285.3%
IE Ireland	235	187	124	120	-48.9%
IS Iceland	18	19	17	15	-16.7%
IT Italy	681	987	775	696	2.2%
LI Liechtenstein	*	*	*	*	*
LT Lithuania	*	*	6	12	*
LU Luxembourg	*	*	*	*	*
LV Latvia	*	*	18	46	*
MT Malta	208	304	123	72	-65.4%
NL The Netherlands	156	157	159	198	26.9%
NO Norway	665	577	569	503	-24.4%
PL Poland	71	103	519	822	1 057.7%
PT Portugal	23	34	25	19	-17.4%
RO Romania	45	30	64	254	464.4%
SE Sweden <small>host country</small>	*	*	*	*	*
SI Slovenia	*	*	*	*	*
SK Slovakia	*	*	30	75	*
TR Turkey	5	6	27	23	360.0%
Total Europe 32 countries	14 056	15 155	12 608	12 805	-8.9%
Other countries and regions					
Other European Countries	157	181	183	107	-31.8%
... including Russian Federation	95	123	89	43	-54.7%
Northern America	5 273	3 777	3 508	3 696	-29.9%
... including United States of America	5 132	3 614	3 331	3 534	-31.1%
Latin America and the Caribbean	317	288	331	338	6.6%
... including Mexico	8	17	14	18	125.0%
... including Brazil	*	11	18	14	*
Africa	52	52	111	97	86.5%
Asia	171	195	911	1 235	622.2%
... including China	52	63	341	348	569.2%
... including India	*	*	9	10	*
... including Japan	20	32	288	477	2 285.0%
Oceania	1 279	2 775	1 687	1 393	8.9%
Total other countries and regions	7 249	7 268	6 731	6 866	-5.3%
Unknown	*	*	*	*	*
Total outgoing free mover students	21 267	22 233	19 196	19 472	-8.4%

Source: HsV, Statistics Sweden

Table 14 shows that the UK tops the countries of destination of Swedish ERASMUS students as well, although the number of Swedish students going to this country on ERASMUS has been declining. France, Germany and Spain also received substantial shares of ERASMUS students from Sweden. Over three quarters of all Swedish outgoing ERASMUS students went to one of these four countries.

Table 14: Swedish students going abroad through the ERASMUS Programme in 1998/99, 2002/03, 2006/07, and 2008/09

Year	1998/99		2002/03		2006/07		2008/09		Increase/ decrease 1998/99 - 2008/09	
	Abs.	% of all	Abs.	% of all	Abs.	% of all	Abs.	% of all	Abs.	%
AT Austria	160	5%	152	6%	139	5%	127	5%	-33	-21%
BE Belgium	125	4%	52	2%	65	3%	77	3%	-48	-38%
BG Bulgaria	0	0%	0	0%	1	0%	1	0%	1	*
CY Cyprus	0	0%	0	0%	3	0%	1	0%	1	*
CZ Czech Republic	15	0%	25	1%	33	1%	43	2%	28	187%
DE Germany	651	20%	447	17%	394	16%	398	15%	-253	-39%
DK Denmark	20	1%	16	1%	22	1%	63	2%	43	215%
EE Estonia	0	0%	4	0%	9	0%	9	0%	9	*
ES Spain	269	8%	374	14%	283	11%	309	12%	40	15%
FI Finland	11	0%	10	0%	4	0%	16	1%	5	45%
FR France	0	0%	0	0%	0	0%	469	17%	469	*
GR Greece	540	16%	479	18%	438	17%	21	1%	-519	-96%
HU Hungary	21	1%	25	1%	16	1%	26	1%	5	24%
IE Ireland	10	0%	23	1%	28	1%	79	3%	69	690%
IS Iceland	88	3%	97	4%	71	3%	13	0%	-75	-85%
IT Italy	6	0%	3	0%	7	0%	148	6%	142	2 367%
LI Liechtenstein	105	3%	105	4%	154	6%	0	0%	-105	-100%
LT Lithuania	0	0%	0	0%	0	0%	4	0%	4	*
LU Luxembourg	0	0%	5	0%	4	0%	0	0%	0	*
LV Latvia	0	0%	1	0%	5	0%	6	0%	6	*
MT Malta	0	0%	8	0%	7	0%	8	0%	8	*
NL The Netherlands	348	10%	235	9%	232	9%	214	8%	-134	-39%
NO Norway	31	1%	4	0%	18	1%	42	2%	11	35%
PL Poland	5	0%	24	1%	47	2%	32	1%	27	540%
PT Portugal	25	1%	23	1%	36	1%	34	1%	9	36%
RO Romania	1	0%	9	0%	4	0%	1	0%	0	0%
SE Sweden - home country										
SI Slovenia	0	0%	2	0%	2	0%	9	0%	9	*
SK Slovakia	0	0%	1	0%	0	0%	1	0%	1	*
TR Turkey	0	0%	0	0%	32	1%	41	2%	41	*
UK United Kingdom	890	27%	532	20%	478	19%	491	18%	-399	-45%
Total	3 321	100%	2 656	100%	2 532	100%	2 683	100%	-638	-19%

Source: European Commission

Fields of study

Table 15 illustrates the distribution of outgoing *free mover* students across fields of study. According to Statistics Sweden the majority of outgoing *free mover* students got enrolled in the field of humanities and arts (36.4%). It is interesting to observe that while more than 33% of incoming *free mover* students were enrolled in the field of Technology and production, only 3.1% of outgoing students enrol in the same field.

Table 15: Outgoing free mover students by fields of study, 2008/09 (ISCED 5/6)

Rank	Field of study	Abs.	%
1	Humanities and art	7 084	36.4%
2	Social and behavioural science, law, business	5 112	26.3%
3	Health-related science	3 284	16.9%
4	General education	926	4.8%
5	Unknown	883	4.5%
6	Services	835	4.3%
8	Technology and production	609	3.1%
7	Natural sciences, mathematics and statistics	599	3.1%
9	Agriculture and Forestry	425	2.2%
10	Pedagogy and teacher training	134	0.7%
Total		19 472	100.0%

Source: HsV, Statistics Sweden

Credit mobility in exchange programmes

The number of outgoing *exchange students* decreased between 2000/01 - 2001/02, but increased from 2002/03 until 2008/09 (Table 16). In the academic year 2008/09, over 5 007 outgoing students took part in an exchange programme arranged by a Swedish higher education institution. Between 1998/99 and 2008/09 the number of outgoing *exchange students* taking part in a bilateral programme doubled. In contrast, the number of outgoing students who took part in an EU-programme, as well as in the Nordplus programme slightly decreased (-16% and -25% respectively).

In 2008/09, more than half of all outgoing *exchange students* (51%) went abroad in the context of a bilateral programme, and around 45% took part in an EU-programme.

These patterns differ markedly from the ones visible for incoming *exchange students*, where the majority of students enter Sweden in the context of an EU programme. In other words the programme has a bigger role in supporting student inflows than outflows in Sweden.

Table 16: Outgoing (exchange) students by exchange programme (ISCED 5/6)

Type of exchanges	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09
Bilateral programmes	1 266	1 487	1 456	1 525	1 685	1 994	2 287	2 269	2 524	2 473	2 557
EU-programmes	2 706	2 684	2 409	2 353	2 367	2 479	2 525	2 388	2 334	2 124	2 268
Nordplus	290	287	250	192	227	245	217	284	266	275	217
Total	4 253	4 444	4 100	4 050	4 244	4 683	4 979	4 892	5 066	4 832	5 007

Source: HsV, Statistics Sweden

3 Summary assessment of student mobility in Sweden

The analysis of the national and international data sets on student mobility to and out of Sweden, highlighted a number of unique and interesting characteristics of the Swedish system of mobility data collection. What makes the Swedish statistics so particular are the definitions on which data on *foreign students* and *mobile students* is collected. In the Swedish context, foreigners in higher education are *students with a foreign background* (i.e. born abroad or born in Sweden but with parents born abroad), thus not foreign nationals (as in the UOE data collection), whereas mobile students are defined as: exchange students (i.e. organised mobility via programmes) and free mover students (i.e. non-programme, self-organised mobility). Apart from the innovative definitions used in data collection, Sweden is also one of only two countries in this volume that uses student financial support data to capture outgoing student numbers. The national statistics offer thus a rich set of information on student mobility.

- In the period of analysis, the number of *incoming students in Sweden* (free movers and incoming exchange students combined) tripled. In the academic year 2008/09, there were 36 564 incoming students in the country, corresponding to a share of 9.2% of the total student population. This rate is above the Europe 32 genuine mobility average share.
- Nevertheless, the number of outgoing Swedish students (free movers and exchange students combined) decreased in this interval, and the imbalance between inflows and outflows reversed. As a result, Sweden transformed from a net export country of students to an import country, receiving more students than it sends abroad. This trend is observed in the context of the ERASMUS Programme as well. Nevertheless, Sweden had a higher study abroad ratio (0.053) than the Europe 32 average (0.033) in 2006/07 (UOE data).
- The ERASMUS Programme is more important in the context of inflows than outflows in the Swedish context. About a third of all students coming to Sweden did so via this mobility scheme in 2008/09.
- Incoming and outgoing mobility flows in Sweden do not show a typical vertical pattern, probably because of the fact that the free mover data includes both degree and credit mobile students.

Chapter XI: Student mobility in the United Kingdom (UK)

Louise Watts

1 Student mobility data – sources, collectors, availability and quality

1.1 Official statistical sources

1.1.1 Collectors and collection procedures

The *Higher Education Statistics Agency (HESA)* is the official agency for the collection, analysis and dissemination of quantitative information about higher education in the United Kingdom (UK). The agency was set up in 1993, following a white paper calling for more coherence in higher education statistics and the 1992 *Further and Higher Education Acts*¹. HESA is a private limited company which has formal agreements with government departments to provide the data which they require and is funded by subscriptions from higher education institutions (HEIs) in the United Kingdom.

HESA publishes *Students in Higher Education Institutions* annually, a publication which contains detailed analyses of the student data set that the agency collects. Data include breakdowns by field, level and mode of study, qualification obtained, class of first degree, age, gender, ethnicity and disability. Incoming student numbers, including country of prior domicile, are also featured. The latest volume at the time of writing this report, published in March 2010², presents data on students in higher education institutions during the academic year 2008/09.

Other annual HESA publications include *Higher Education Statistics for the UK*, a reference guide to data on different aspects of higher education in the United Kingdom, and *Destinations of Leavers from Higher Education Institutions*, which provides information on the activities of students, such as patterns of employment and further study or training, approximately six months after they leave a UK higher education institution. The leavers' data do not cover the entire graduate population since they are based upon a voluntary survey sent out uniquely to UK and European Union-domiciled graduates, as per the country of residency at the time of entry to the study programme³.

Higher education institutions in the UK are diverse and include *universities*, *higher education colleges* and *university colleges*. The size, characteristics and legal basis of institutions vary considerably. Many institutions were established either by a Royal Charter or an Act of Parliament. Since the *Further and Higher Education Acts* of 1992, higher education in the UK has moved away from a binary system focusing on traditional universities and more vocationally-oriented

¹ www.opsi.gov.uk/acts/acts1992/ukpga_19920013_en_1

² Higher Education Statistics Agency, 2010, *Students in Higher Education Institutions 2008/09*

³ Earlier editions of HESA publications can be downloaded from the www.hesa.ac.uk website and certain data tables can also be viewed online. UK higher education institutions may subscribe to a web-based management information service that provides access to quantitative data on UK higher education. Through its Information Provision Service, HESA also offers a customised data enquiry service which provides information that may not be available through its existing publications for each academic year from 1994/1995.

Additionally, HESA produces performance indicators on behalf of the Higher Education Funding Council for England, the Scottish Funding Council, the Higher Education Funding Council for Wales and the Department for Employment and Learning. These indicators provide comparative data on the performance of institutions in the areas of widening participation, student retention, learning and teaching outcomes, research output and the employment of graduates.

polytechnics. As a result of the Acts, a large number of the universities created or renamed after 1992 were formerly polytechnics or colleges or institutes of higher education.

The power to award degrees and the right to use the title *university* is regulated by law. Institutions in England and Wales awarding only taught degrees and with a minimum number of full-time enrolled students are now allowed to apply for the title of *university*. In Scotland and Northern Ireland, universities must continue to have taught and research degree awarding powers. The title *university college* may be awarded to institutions in England and Wales that award taught degrees but whose enrolments do not meet the minimum requirement to be classified as *universities*⁴.

A relatively recent development to occur within higher education in the UK is the introduction of tuition fees. For the 2009/10 academic year, fees were capped at GBP 3 225⁵ (EUR 3 716⁶) per annum in England and Northern Ireland for a UK or a European Union (EU) undergraduate student⁷ with considerably higher upper limits planned to be brought in. This upper limit does not apply to students from outside the European Union who may pay several times the amount of a home or EU student, nor to postgraduate courses for which tuition fees are considerably higher.

HESA's data collection procedure is the same across all UK institutions, regardless of location, type, size or nature. The agency does not collect data from further education colleges and data on higher education provision in further education colleges are only included in the case of students funded indirectly through HEIs, in which case they are reported by the HEI through which the funding passes.

The higher education enrolment population definitions were changed in 2000/01. Whereas enrolments were formerly calculated as of 1st December of the ongoing academic year, under the new system they are counted at the end of the academic year, which runs from 1st August to 31st July, irrespective of the date of the actual enrolment. All enrolments of two weeks or more are included in the statistical records. Since data cover enrolments and not persons, the same student enrolled on two different courses would be counted twice.

1.1.2 Quality of official mobility data

Data on UK higher education are collected regularly by HESA, have a wide coverage and clearly-defined collection procedures and are extremely complete and accurate.

Data collected by HESA cover 165 higher education institutions (131 in England, 11 in Wales, 19 in Scotland and four in Northern Ireland). One of the English higher education institutions is a non-publicly-funded institution voluntarily providing data to HESA.

The *HESA Standard Registration Population* excludes certain subsets of students: *dormant students* (those who have ceased studying but have not formally de-registered), *incoming visiting and exchange students (IVES)*⁸, students for whom the whole of the programme of study is delivered by a UK higher education institution outside of the UK (*transnational provision*) and, from 2007/08, students *on sabbatical* and *writing-up students*. These subsets have similarly been excluded from all years of the HESA data presented below, except where indicated otherwise.

⁴ Quality Assurance Agency for Higher Education (QAA): www.qaa.ac.uk

⁵ Source: www.direct.gov.uk

⁶ Exchange rate as of May 2010 (<http://ec.europa.eu/budget>)

⁷ The same rate applied to Wales, with additional financial support available for students living in Wales and enrolling in a Welsh institution. Students previously residents in Scotland were exempt from paying in 2009/10 the GBP 1 820 (EUR 2 097) fees for undergraduate courses at Scottish HEIs and special arrangements also exist in Scotland for other EU students formerly resident outside of the UK.

⁸ The UK is one of very few countries to collect data on incoming credit mobile students.

Country of prior domicile (i.e. residence) is used by the agency to identify incoming students. Unlike in the majority of countries included in the Europe 32 region, the availability of data on foreign students in the UK is a fairly recent phenomenon. The criterion *nationality* was included for the first time in 2007/08 as a compulsory field in data submitted by UK institutions, with the exception of those in Northern Ireland. Given that *nationality* had not been previously a mandatory descriptor in the UK, data on students' citizenship, and thus on foreign students, from earlier years contain a high percentage of unknown nationalities (around 28-40% of the total student enrolments for 1998/1999 to 2001/02 and 12-18% for the years 2002/03 to 2006/07).

Data collected by HESA differentiate between the study levels of *doctorate*, *Master's*, *other postgraduate*, *first degree* and *other undergraduate*.⁹ Differentiation according to the International Standard Classification of Education (ISCED) levels 5A, 5B and 6 is not automatically built in to the data collection procedure. However, parallels can be drawn between British and ISCED classifications, and applied to data for the past two reporting years. Within this chapter, HESA data cover ISCED levels 6, 5A, 5B and a small quantity of level 4 students which it is not possible to separate from level 5B.

In addition to the *country of prior domicile*, UK destination country¹⁰ (England, Wales, Scotland or Northern Ireland) and level, HESA collects data on incoming students according to gender, age, mode of study (part-time or full-time), academic field, qualification obtained and class of first degree. Data on the socio-economic background of students only concern those applying for a course through the British organisation UCAS, which is not the case of many students from outside the UK.

Although changes to the enrolment population definitions, as described in 1.1.1 above, were officially introduced in the 2000/01 reporting year, HESA can produce data according to the new system from 1998/99 onwards, hence enabling the consistent interpretation of data in time series.

Whilst data on incoming mobility are very comprehensive, limited national statistics are available on outgoing mobility. Although HESA obtains data on outgoing exchange students and, since 2007/08, has included a field on the country of destination of exchange students, there is a lack of full and detailed British data on outgoing student mobility from the United Kingdom.

HESA is not responsible for submitting data to the international data collectors. This is carried out by the Department for Business, Innovation and Skills (BIS), based upon data collected by HESA.

1.2 Additional data sources

1.2.1 Collectors and collection procedures

The *British Council*¹¹ was appointed as the UK British agency for the European Commission's ERASMUS Programme in 2007. It collects data from UK higher education institutions on ERASMUS mobility which it submits to the European Commission.

⁹ In England, Wales and Northern Ireland a bachelor's degree (Honours) generally requires three years' full-time study, compared to four in Scotland. Some Scottish universities also offer four-year Master's of Arts courses as first degrees.

¹⁰ Within this chapter the term 'country' is used to describe the four constituent parts of the UK (England, Wales, Scotland and Northern Ireland).

¹¹ The *British Council* is the United Kingdom's international organisation for educational opportunities and cultural relations, working in five main sectors: arts, education, science, governance and English. Created in 1934, it is incorporated by Royal Charter, registered as a charity and classified as an executive non-departmental public body www.britishcouncil.org

1.2.2 Quality of additional data on mobility

The data supplied by the *British Council* provide, as in all other countries that participate in the programme, a detailed breakdown of outgoing ERASMUS mobility, according to host country, level of study, UK country of enrolment, subject area and use of the European Credit Transfer System (ECTS). These data present a comprehensive view of outgoing credit mobility within the scope of the ERASMUS Programme and, despite only covering a limited number of destination countries, constitute a valuable resource, notably in light of the scarcity of detailed national data on outgoing degree and credit mobility from the UK.

2 Student mobility in the UK

2.1 Overview: key figures

Total enrolment and UK students

The UK registered a steady year-to-year increase in total student enrolments between 1998/99 and 2008/09 and an overall rise of 27.3% over this period. In 2008/09, the higher education student population in the UK was 2 396 050, of which 1 688 835 students (70.5%) had UK nationality (Tables 1a and 1b). Whilst the number of British students increased between 1998/99 and 2008/09, a fall in enrolments was recorded for three years running from 1999/00 onwards¹². An explanation for this decrease could be the reaction to the introduction of tuition fees in 1998/99. However, there was no further decrease after the new system of 'top-up' fees was brought into effect in 2006/07. The positive effects of widening participation actions by higher education institutions could be one reason for the continual growth in the number of national students from 2002/03 onwards. Such initiatives, reflecting the former Labour government's aim of achieving a higher education participation rate of 50% of young people aged 30 and below by 2010, are now widespread. Figures for 2010 are not yet available but data published by the *Department for Business, Innovation and Skills* show that in 2007/08 the participation rate amongst students in England was 43% with provisional figures for 2008/09 at 45%¹³.

In 2008/09, the large majority of students with UK citizenship (82.4%) were enrolled at the undergraduate level, with 60.8% studying towards a first degree. These rates are higher than for the total student population (77.6% and 56.4% respectively). The percentage of UK nationals in 2008/09 studying at the postgraduate level (15.3%) and doctoral level (2.4%) showed a slight increase on the 2006/07 rates of 15.1% and 2.3%¹⁴ (Table 11).

Foreign and study abroad students

The UK has a high percentage of foreign students compared to other Europe 32 countries. According to national data from HESA (as shown in Table 1b), the share of foreign students amongst all enrolled students in 2006/07 was 18.8%, growing to 20.8% in 2008/09. UOE data put the rate slightly higher at 19.5% for the 2006/07 academic year, thus placing the UK after the smaller Europe 32 countries of Liechtenstein (88.3%) and Cyprus (26.9%)¹⁵ and well ahead of two other major destination countries, Germany and France, which both hosted 11.3% of foreign

¹² Care should be taken when analysing data on the nationality of students in the UK due to the large 'unknown' category.

¹³ Department for Business, Innovation and Skills, Participation rates in Higher Education: academic years 2006/2007-2008/2009 (provisional), 2010.

¹⁴ Source: HESA Student Record 1998/99-2008/09

¹⁵ 2006/2007 data are not available for Luxembourg, which recorded 24 % of foreign students in 1998/1999.

students (cf. Vol. I, Chapter I). The UK was the top study destination for foreign students amongst the Europe 32 countries in 2006/07 and hosted just over 30% of all foreign students in the Europe 32 zone.

National sources indicate that the total number of foreign students in the UK in 2008/09 was 498 995. In addition, the nationality of a further 208 220 students (8.7% of all students) was unknown. Since this 'unknown' category may also contain some foreign students, the number of foreign students in the UK could therefore be even higher than 498 995. As shown in Tables 1a and 1b, whilst foreign students increased by 145.6% since 1998/99, the number of students with unknown nationality fell by 60.6%, from 529 145 to 208 220. It is not possible to compare the rise in the number of foreign students between 1998/99 and 2008/09 on a European-wide scale due to a lack of comprehensive data. However, comparisons can be made with individual countries based on national data. As shown in the respective country analyses, over the same period foreign students increased by 75.3% in France¹⁶ and by 44.1% in Germany¹⁷ (cf. Vol. I, Chapter I).

In 2008/09, 155 035 foreign students in the UK (31.1% of all foreign students) were considered as non-mobile since they were already residents in the country prior to commencing their higher education course. This high number may be explained in part by the fact that some foreign students already move to the UK to follow a pre-university course, such as 'A' Levels, a foundation courses or language tuition, and are therefore counted as being resident in the UK when they make their application to a higher education institution. Long-term residents with foreign citizenship would also fall within this category of students.

Over half of the foreign students in the UK in 2008/09 were enrolled at the undergraduate level. However, as explained in more detail in section 2.2.1 below, foreign students are more likely than national ones to be pursuing a master's degree or a doctorate-level programme.

According to UOE data, there were 23 393 UK students studying abroad students in 2006/07, down on the 2002/03 and 1998/99 figures of 30 298 and 26 098 respectively. When compared to national students in the UK, for every 1 000 British nationals studying at home in 2006/07, there were only 15 national students studying abroad (ratio of 0.015). Furthermore, UK study abroad students account for merely 3.5% of the total number of study abroad students from all Europe 32 countries, i.e. 23 393 of a total of 672 786.

¹⁶ Source: MESR-DGESIP/DGRI-SIES and MEN-MESR DEPP

¹⁷ Source: Desastis

Table 1a: Total numbers of all students, UK students, foreign and incoming (genuinely mobile) students in UK higher education institutions and of UK students studying/going abroad, in 1998/99-2008/09

ALL students at UK HEIs	Measurements for UK students in the UK			Measurements for foreign and incoming students in the UK					Measurements for UK study abroad and outgoing students			
	ALL UK students at UK HEIs	National non-mobile students at UK HEIs (XXX)	Unknown nationality	ALL foreign students	Foreign non-mobile students (YXX)	Foreign incoming students (YYX)	UK incoming students = returners (XYX)	ALL incoming students	ALL UK study abroad students	Study abroad non-mobile students (XYY)	Outgoing students (XXY)	
Col. #	1	2	3	3b	4	5	6	7	8	9	10	11
Year												
2008/09	2 396	1 688 835	1 672 940	208 220	498 995	155 035	343 960	15 890	368 965	*	*	*
2007/08	2 306	1 642 405	1 625 625	201 085	462 605	145 510	317 095	16 785	341 790	*	*	*
2006/07	2 304	1 595 680	1 581 475	276 845	432 175	134 935	297 235	14 205	325 985	23 393	*	*
2005/06	2 281	1 550 560	1 536 920	336 415	394 255	123 410	270 845	13 640	307 040	-	*	*
2004/05	2 236	1 510 330	1 496 970	353 115	372 815	112 315	260 500	13 360	297 115	-	*	*
2003/04	2 200	1 454 860	1 441 780	400 390	344 925	102 445	242 475	13 080	281 495	-	*	*
2002/03	2 131	1 432 295	1 419 425	374 155	324 655	99 135	225 520	12 865	259 275	30 298	*	*
2001/02	2 042	1 028 245	1 020 065	810 815	203 520	63 010	140 510	8 180	227 645	28 190	*	*
2000/01	1 948	1 049 965	1 041 005	698 850	199 315	55 380	143 935	8 955	216 565	20 935	*	*
1999/00	1 907	1 067 990	1 058 730	641 830	197 230	54 435	142 790	9 260	206 725	20 556	*	*
1998/99	1 882	1 149 785	1 140 575	529 145	203 165	58 160	145 005	9 210	199 375	26 098	*	*

Legend for column descriptors: XXX refers to the route of study of the student, i.e. citizenship in country X, prior education in country X, studies in country X
Legend for data:

* = data unavailable; - = totals excluded because of mixed criteria in the UOE database (nationality and mobility)

Sources: HESA Student Record 1998/99-2008/09¹⁸, ¹⁹, ²⁰; column 9: UIS

¹⁸ Source: *HESA Student Record 1998/99-2008/09*. Copyright Higher Education Statistics Agency Limited 2010. HESA cannot accept responsibility for any inferences or conclusions derived from the data by third parties.

¹⁹ Due to the provisions of the *Data Protection Act 1998* and the *Human Rights Act 1998*, all data provided by HESA are rounded to the nearest multiple of 5 (0, 1, 2 are rounded to 0; all other numbers are rounded to the nearest multiple of 5). This rounding strategy is also applied to total figures and sub-totals. Consequently, totals may not be the exact sum of numbers or components in a particular table. Percentages, ratios, increases and decreases based on HESA data in the current chapter have been calculated based on raw data and then rounded according to HESA's rounding strategy. In line with HESA policy, percentages calculated on populations containing 52 or fewer individuals have been suppressed and represented as '..'.

²⁰ HESA data for 2007/2008 are based on a new coding of British domicile. Definitions of classifications of territories for these fields can be found at the following addresses:

www.hesa.ac.uk/index.php/component?option=com_studrec/task/show_file/Itemid,233/mnl,08051/href,a%5E_%5ENATION.html/

www.hesa.ac.uk/index.php/component?option=com_studrec/task/show_file/Itemid,233/mnl,08051/href,a%5E_%5EDOMICILE.html/

For years prior to 2006/2007 countries have been mapped to the new codings where possible. For details of the mapping:

www.hesa.ac.uk/index.php/component?option=com_studrec/task/show_file/Itemid,233/mnl,07051/href,MappingCountryCode_s2.html/

Table 1b: Share of UK and foreign students amongst all students at UK higher education institutions and ratio of UK study abroad students to all students in the UK, in 1998/99-2008/09

Col. #	ALL students at UK HEIs	Measurements for national students in the UK			Measurements for foreign and incoming students in the UK					Measurements for UK study abroad and outgoing students		
		ALL UK students at UK HEIs	UK non-mobile students at UK HEIs (XXX)	Unknown nationality	ALL foreign students	Foreign non-mobile students (YXX)	Foreign incoming students (YYX)	UK incoming students = returners (XYX)	ALL incoming students	Ratio: UK study abroad students : UK students in the UK ¹	Study abroad non-mobile students (XYX)	Outgoing students (XXY)
Year	1	2	3	3b	4	5	6	7	8	9	10	11
2008/09	100%	70.5%	69.8%	8.7%	20.8%	6.5%	14.4%	0.7%	15.4%	*		*
2007/08	100%	71.2%	70.5%	8.7%	20.1%	6.3%	13.8%	0.7%	14.8%	*	*	*
2006/07	100%	69.2%	68.6%	12.0%	18.8%	5.9%	12.9%	0.6%	14.1%	0.015	*	*
2005/06	100%	68.0%	67.4%	14.7%	17.3%	5.4%	11.9%	0.6%	13.5%	-	*	*
2004/05	100%	67.5%	66.9%	15.8%	16.7%	5.0%	11.6%	0.6%	13.3%	-	*	*
2003/04	100%	66.1%	65.5%	18.2%	15.7%	4.7%	11.0%	0.6%	12.8%	-	*	*
2002/03	100%	67.2%	66.6%	17.6%	15.2%	4.7%	10.6%	0.6%	12.2%	0.021	*	*
2001/02	100%	50.3%	49.9%	39.7%	10.0%	3.1%	6.9%	0.4%	11.1%	0.027	*	*
2000/01	100%	53.9%	53.4%	35.9%	10.2%	2.8%	7.4%	0.5%	11.1%	0.020	*	*
1999/00	100%	56.0%	55.5%	33.7%	10.3%	2.9%	7.5%	0.5%	10.8%	0.019	*	*
1998/99	100%	61.1%	60.6%	28.1%	10.8%	3.1%	7.7%	0.5%	10.6%	0.023	*	*

Legend for column descriptors: XXX refers to the route of study of the student, i.e. citizenship in country X, prior education in country X, studies in country X

Legend for data:

* = data unavailable;

- = totals excluded because of mixed criteria in the UOE database (Nationality and mobility)

¹Ratio calculated against the total of BRITISH students at home universities.

Sources: HESA Student Record 1998/99-2008/09, column 9: UIS and HESA Student Record 1998/99-2008/09

Incoming (degree-seeking) and outgoing students

Based on the criterion of country of prior domicile, the UK hosted 368 965 incoming students in 2008/09, representing a rise of 85.1% on 1998/99 figures. This compares to an increase of 27.3% in the total number of all student enrolments over the same period.

Incoming students are even more likely than foreign and British students to study for a master's or doctorate-level degree in the UK. Inversely, the percentage of students enrolled on a first degree, another undergraduate programme or a postgraduate programme other than a master's degree, including for example, the *Postgraduate Certificate in Education* teaching qualification, is highest amongst UK students (see section 2.2.1) (Table 11).

Of all incoming students in 2008/09, 343 960 (93.2%) were recorded as having foreign nationality and 15 890 (4.3%) as having UK nationality. The remaining 2.5% were not accounted for. At 368 965, the total number of students with prior non-UK domicile is lower than that of all students with foreign citizenship (498 995) and constitutes a more accurate indicator of student mobility to the UK (Table 1a).

Students formerly domiciled outside of the UK made up 15.4% of all student enrolments in the 2008/09 academic year. This relatively high rate has risen from 10.6% in 1998/99, with a steady year-on-year increase, except between 2000/01 and 2001/02 when the rate remained stable

(Table 1b). Comparison with the other Europe 32 host countries for 2006/07 shows that the UK was the top destination country for incoming students within the zone. On a global scale, UOE data put the UK second only to the United States in terms of the number of incoming students received²¹.

The country has invested heavily in promoting itself as a destination for students from abroad. The two phases of *The Prime Minister's Initiative (PMI)*, launched respectively in 1999 and 2006, set targets to attract 50 000 more students from overseas to higher education by 2004/05 and an additional 70 000 by 2011²². One of the main elements of the PMI has been investment in a UK education marketing campaign focusing on the development of the *Education UK* umbrella brand.

Detailed analysis of outgoing student mobility from the UK is not possible due to a lack of data.

Mobility balance

The comparison of foreign versus study abroad students, as illustrated in Table 2, reveals an enormous imbalance in the case of the UK. In 2006/07, the latest year for which both sets of data are available, for 432 175 foreign students, there were over 18 times fewer UK study abroad students (23 393). This ratio of 100 foreign students to 5.4 study abroad students is even greater than in 1998/99, when it stood at 100 for 12.8 (i.e. 7.8 times more foreign than study abroad students). Whilst the absolute number of study abroad students fell by 10.4 % over this eight-year period, a rise of 112.7 % in the number of foreign students was recorded. However, due to the unreliability of data on the nationality of students in the UK in earlier years, a comparison of this kind should only be made whilst asserting a high degree of caution.

The large imbalance between inflows and outflows in the case of the UK is also reflected in the ERASMUS Programme. In 2008/09, UK higher education institutions received nearly twice as many students as they sent abroad (i.e. 20 850 to 10 826). That same year, all countries except for Malta and Cyprus sent more ERASMUS students to the UK than they received.

The European Commission's lists of the top sending and hosting institutions within the ERASMUS Programme for the 2008/09 academic year confirm this tendency²³. No UK higher education institutions appear in the top 100 of the former list for ERASMUS mobility for studies, whilst seven universities are amongst the top 100 hosting institutions. The situation improves somewhat if work placements are taken into consideration as 19 UK higher education institutions appear in the list of the top 100 sending institutions for ERASMUS placements.

²¹ UNESCO-UIS, Global Education Digest 2009 Comparing Education Statistics across the World, 2009

²² www.britishcouncil.org/eumd-pmi2-about.htm

²³ http://ec.europa.eu/education/erasmus/doc920_en.htm#2

Table 2: Ratios²⁴ of foreign students in the UK to national study abroad students, and of incoming students to outgoing students, in 1998/99-2008/09

Year	Foreign students (X)	Study abroad students (Y)	Ratio	Incoming students (Z)	Outgoing students (W)	Ratio
	Abs.	Abs.	(X:Y)	Abs.	Abs.	(Z:W)
2008/09	498 995	*	*	368 965	*	*
2007/08	462 605	*	*	341 790	*	*
2006/07	432 175	23 393	100:5.4	325 985	*	*
2005/06	394 255	-	-	307 040	*	*
2004/05	372 815	-	-	297 115	*	*
2003/04	344 925	-	-	281 495	*	*
2002/03	324 655	30 298	100:9.3	259 275	*	*
2001/02	203 520	28 190	100:13.9	227 645	*	*
2000/01	199 315	20 935	100:10.5	216 565	*	*
1999/00	197 230	20 556	100:10.4	206 725	*	*
1998/99	203 165	26 098	100:12.8	199 375	*	*

Data legend: * = data unavailable; - = totals excluded because of mixed criteria in the UOE database (Nationality and mobility)

Sources: HESA Student Record 1998/99-2008/09, Study abroad students: UIS

2.2 Student mobility trends

2.2.1 Student inflows

Types of mobility (credit vs. degree)

Incoming visiting and exchange students (IVES) are not incorporated into HESA's standard student population, or into any of the data presented in this present chapter. However, IVES have been isolated as a separate set of credit mobile students in Table 3 to show their size in comparison to the standard population of foreign and incoming students. For 100 incoming visiting and exchange students in 2008/09, the UK hosted 1 875 foreign students and 1 387 incoming students. If added to the total number of students enrolled in 2008/09 (2 396 050), IVES would represent just 1.1% of the new total.

Table 3: Ratios²⁵ of incoming visiting and exchange students (IVES) to foreign students and incoming students in the UK in 2006/2007 and 2008/2009

Year	IVES	Foreign students	Ratio IVES: foreign students	Incoming students	Ratio IVES: incoming students
2008/09	26 610	498 995	100:1 875	368 965	100:1 387
2006/07	25 640	432 175	100:1 686	325 985	100:1 271

Source: HESA Student Record 1998/99-2008/09

²⁴ The ratio has been calculated as follows: for 100 foreign students in the country, there are (y) national students studying abroad.

²⁵ One hundred IVES students for (x) foreign or incoming students

Countries of nationality and prior domicile

Through HESA's collection of data on the prior domicile of students we are able to have an accurate picture of incoming student mobility to the UK. Data collected on nationality, although still including a certain degree of unknown nationalities, enable us to complete the analysis.

As shown in Table 4, 68.9% of foreign students in the UK in 2008/09 were domiciled outside of the country before commencing their studies in the UK. In absolute numbers, there were therefore 343 960 incoming students with a foreign citizenship (Table 1a).

Amongst the total population of foreign students in 2008/09 (498 995), just over one third (171 975) had the nationality of another Europe 32 country than the UK (Table 5). Within the Europe 32 countries, Irish nationals were the largest contingent in absolute numbers (22 150), followed by Germans (18 910), Poles (17 630), French students (16 815) and Greeks (13 945). The largest group of foreign nationals amongst all countries were the Chinese with 53 685 students (10.8% of all foreign students), rising to 62 280 (12.5% of all foreign students) with the addition of Hong Kong, Macao and Taiwan. Indian citizens followed with 42 405 (8.5% of all foreign students) and Nigerians took third place (23 615 students) (Table 6). As shown in Table 6, three Asian countries, five European, one North American and one African constitute the top ten countries of citizenship of foreign students in 2008/09.

When compared to the other Europe 32 host countries, UOE data show that in 2006/2007 (the latest year available for such comparisons) the UK was the top Europe 32 destination for Chinese, Indian, Irish, German, American and Greek students and second for Polish and French students, after Germany and Belgium respectively²⁶.

Table 4: Students by UK or non-UK prior domicile 2008/09 (all, national and foreign students)

Country of prior domicile	All students at British HEIs	All British students at British HEIs	Foreign students
	N = 2 396 050	N = 1 688 835	N = 498 995
United Kingdom	84.6%	99.1%	31.1%
Other	15.4%	0.9%	68.9%
Total	100.0%	100.0%	100.0%

Source: HESA Student Record 1998/99-2008/09

Table 5: Foreign students in the UK in 2008/09²⁷

Country of nationality	Total
Europe 32 countries	
AT Austria	1 915
BE Belgium	2 125
BG Bulgaria	3 355
CH Switzerland	1 365
CY Cyprus (EU)	6 135
CZ Czech Republic	2 175
DE Germany	18 910
DK Denmark	2 465

²⁶ Data are unavailable for Nigerian and Pakistani students.

²⁷ Only the HESA category 'Cyprus (EU)' is considered as a Europe 32 country. The 90 students with 'Cyprus (Non-EU)' nationality and the 3 645 students with 'Cyprus (Not otherwise specified)' nationality are included in the total for 'Other countries and regions'.

Spain includes Ceuta and Melilla, France includes Corsica, Italy includes Sardinia and Sicily, Portugal includes Madeira and Azores (see footnote 14).

Country of nationality	Total
EE Estonia	1 210
ES Spain	8 400
FI Finland	2 405
FR France	16 815
UK United Kingdom - host country	
GR Greece	13 945
HU Hungary	2 120
IE Ireland	22 150
IS Iceland	825
IT Italy	10 450
LI Liechtenstein	15
LT Lithuania	4 125
LU Luxembourg	415
LV Latvia	1 965
MT Malta	1 005
NL The Netherlands	5 575
NO Norway	3 335
PL Poland	17 630
PT Portugal	6 080
RO Romania	3 265
SE Sweden	4 850
SI Slovenia	360
SK Slovakia	2 515
TR Turkey	4 055
Total Europe 32 countries	171 975
<i>Other countries and regions</i>	327 020
... including Russian Federation	4 345
... including United States of America	16 510
... including Mexico	1 515
... including Brazil	2 515
... including China (excluding Hong Kong, Macao and Taiwan)	53 685
... including Hong Kong	3 035
... including Taiwan	5 505
... including India	42 405
... including Japan	4 390
... including Australia	3 920
Total foreign students	498 995

Source: HESA Student Record 1998/99-2008/09

Table 6: Top ten countries of citizenship of foreign students in the UK in 2008/09

Rank	Country of citizenship	Abs.	% of all foreign students
1	China (excluding Hong Kong, Macao and Taiwan)	53 685	10.8%
2	India	42 405	8.5%
3	Nigeria	23 615	4.7%
4	Ireland	22 150	4.4%
5	Germany	18 910	3.8%
6	Poland	17 630	3.5%
7	France	16 815	3.4%
8	United States of America	16 510	3.3%
9	Pakistan	14 190	2.8%
10	Greece	13 945	2.8%
Total of top ten countries		239 870	48.1%

Source: HESA Student Record 1998/99-2008/09

Amongst the countries of prior domicile of incoming students to the UK in 2008/09, we can observe a similar trend as for the countries of citizenship of foreign students. Just under one third of incoming students (32.5%) were previously residents in a Europe 32 country other than the UK, compared to 34.5 % of foreign students with citizenship of a Europe 32 country (Tables 7 and 5). As illustrated in Table 7, the top Europe 32 countries of prior residence in 2008/09 were the neighbouring countries of Ireland, Germany and France, but also Greece. The only difference with the top Europe 32 countries of citizenship of foreign students is the position of Poland which was third in terms of foreign students and fifth in terms of incoming students. The variation between the number of students with Polish nationality (17 630) and the number of students with former domicile in Poland (9 145) suggests that a large proportion of Polish students took up residency in the UK before enrolling at a higher education institution. This also corresponds to a heightened interest in opportunities in the UK after Poland joined the EU in 2004.

When all countries are observed, China is the top country of prior domicile of incoming students to the UK (47 035 students), followed by India (34 065). If Hong Kong and Macao are added to the figure for China, this reaches 62 075. Together, India and China (including Hong Kong and Macao) represent over one fifth of incoming students in the UK. The increase in students from mainland China has been spectacular since 1998/99, with a rise of 1068.5 %. In a similar manner, the number of students from India has also grown at a huge rate, from 3 485 in 1998/99, representing an increase of 877.5 %. This tendency can be explained by the changing socio-economic situations of these two emerging countries, the need for highly-qualified workers, the lack of adequate local higher education provision and the overall trend in studying abroad and targeted marketing efforts to attract students from these countries. With regards to India, the UK's status as an English speaking country and its former colonial ties also play an important role in the choice of the UK as a study destination.

High percentage increases have also been recorded from the Europe 32 countries, notably from Estonia, Latvia, Lithuania, Poland and Slovakia. Lithuania recorded the greatest overall rise (3342.9%), from 70 students in 1998/99 to 2 410 in 2008/09. Access to the same rate of tuition fees as UK students and more lenient entry and residency regulations are undoubtedly a key reason for this increased attraction amongst the new EU member states.

An interesting case to observe is that of Greece. Whilst still one of the major countries of prior residence of students in the UK in 2008/09, the number of students from Greece has fallen dramatically since 1998/99, by 57.2%. This is probably due to both demographic reasons and to more student places becoming available within the Greek higher education system, resulting in reduced demand for overseas provision.

Overall, just over half of all incoming students formerly resided in one of the top ten countries of prior domicile. The list of top ten countries (Table 8) includes the same ones as for the top ten countries of citizenship of foreign students, with one exception. Malaysia is ranked eighth in terms of prior domicile but does not appear within the top ten nationalities, whilst Poland appears only in the top ten countries of citizenship (cf. Tables 6 and 8). Malaysia, like India, and other countries within the top ten countries of prior domicile of incoming students, such as Nigeria and Pakistan, has historical links to the UK. Numerous off-shore programmes have been established in Malaysia by UK institutions. Consequently, it is common practice for students to study towards a first degree awarded by a UK higher education institution in Malaysia before moving to the UK to follow a postgraduate course.

Table 7: Incoming students in the UK by country of prior domicile, in selected years²⁸

Country of prior domicile	1998/99	2002/03	2006/07	2008/09	Abs. increase/decrease 1998/99-2008/09	% increase/decrease 1998/99-2008/09
AT Austria	825	1 145	1 355	1 380	555	66.9%
BE Belgium	1 915	2 215	2 440	2 565	645	33.7%
BG Bulgaria	290	470	645	2 185	1 895	651.5%
CH Switzerland	1 235	1 265	1 790	2 085	850	68.7%
CY Cyprus (EU)	*	*	*	5 465	*	*
CZ Czech Republic	195	305	1 130	1 315	1 125	581.9%
DE Germany	9 840	11 150	13 145	14 125	4 285	43.6%
DK Denmark	1 485	1 645	1 470	1 525	40	2.8%
EE Estonia	65	100	520	835	775	1 190.8%
ES Spain	5 405	5 825	5 965	5 685	285	5.3%
FI Finland	2 200	1 915	1 625	1 665	-535	-24.3%
FR France	9 205	9 995	12 385	13 085	3 885	42.2%
GR Greece	28 085	24 005	14 025	12 035	-16 055	-57.2%
HU Hungary	375	415	995	1 130	755	198.7%
IE Ireland	15 500	13 015	15 585	15 360	-140	-0.9%
IS Iceland	195	260	345	370	175	87.8%
IT Italy	4 545	5 005	5 430	6 035	1 495	32.9%

²⁸ Only the HESA category 'Cyprus (EU)' is considered as a Europe 32 country. For 2008/09, the 145 students with prior domicile in 'Cyprus (non-EU)' are included in the 'Total other countries and regions'. The 4 905 students with prior domicile in 'Cyprus (Not otherwise specified)' are included in 'Country unknown or exact country not specified'. HESA introduced changes to the definition of country of prior domicile in 2007/08. Before that date, one single category existed for Cyprus, including both EU and non-EU. The 3 425 'Cyprus' students in 1998/99, the 3 695 students in 2002/03 and the 8 360 students in 2006/07 have been included in the 'Country unknown or exact country not specified' category.

Country of prior domicile	1998/99	2002/03	2006/07	2008/09	Abs. increase/decrease 1998/99-2008/09	% increase/decrease 1998/99-2008/09
LI Liechtenstein	10	15	15	15	5	40.0%
LT Lithuania	70	125	1 465	2 410	2 340	3 344.3%
LU Luxembourg	520	780	830	890	365	70.5%
LV Latvia	75	145	865	1 365	1 295	1 724.%
MT Malta	325	415	745	895	575	178.3%
NL The Netherlands	2 545	2 260	2 620	3 200	655	25.6%
NO Norway	3 830	3 545	2 875	2 935	-895	- 23.4%
PL Poland	495	740	6 640	9 145	8 655	1 743.5%
PT Portugal	2 005	2 305	2 785	2 755	750	37.4%
RO Romania	320	470	645	2 160	1 840	575.%
SE Sweden	3 205	3 530	3 275	3 185	-25	- 0.7%
SI Slovenia	75	235	255	265	190	240.5%
SK Slovakia	75	155	875	1 305	1 225	1 554.4%
TR Turkey	1 625	1 585	1 995	2 685	1 055	64.8%
Total Europe 32 countries	96 575	95 065	104 745	120 085	23 515	24.3%
Total other countries and regions	98 645	158 935	211 300	241 860	143 215	145.2%
... including Russian Federation	870	1 645	2 425	2 955	2 080	238.6%
... including United States of America	7 195	10 830	14 665	14 345	7 145	99.3%
... including Mexico	995	1 655	1 310	1 325	335	33.5%
... including Brazil	970	1 010	1 175	1 375	405	41.6%
... including China (excluding Hong Kong, Macao and Taiwan)	4 025	33 835	45 850	47 035	43 005	1 068.5%
... including Hong Kong	7 925	9 700	9 305	9 600	1 675	21.1%
... including Taiwan	3 565	4 930	5 935	5 235	1 665	46.7%
... including India	3 485	11 945	21 830	34 065	30 575	876.4%
... including Japan	5 510	5 830	5 205	3 870	-1 640	- 29.8%
... including Australia	1 105	1 315	1 630	1 645	540	49.0%
Country unknown or exact country not specified	4 155	5 265	9 935	7 015	2 860	68.8%
Total incoming students	199 375	259 275	325 985	368 965	169 590	85.1%

Source: HESA Student Record 1998/99-2008/09

Table 8: Top ten countries of prior domicile of incoming students in the UK, in 2008/09

Rank	Country of prior domicile	Abs.	% of all incoming students
1	China (excluding Hong Kong, Macao and Taiwan)	47 035	12.7%
2	India	34 065	9.2%
3	Ireland	15 360	4.2%
4	Nigeria	14 380	3.9%
5	United States of America	14 345	3.9%
6	Germany	14 125	3.8%
7	France	13 085	3.5%
8	Malaysia	12 695	3.4%
9	Greece	12 035	3.3%
10	Pakistan	9 605	2.6%
Total of top ten countries		186 740	50.6%

Source: HESA Student Record 1998/99-2008/09

Whilst the number of incoming students to the UK increased year-to-year from 1998/99 onwards, the number of incoming ERASMUS students fell by 2% over the 11-year period from 1998/99 to 2008/09 (Table 9). If we exclude from the 2008/09 total the number of ERASMUS students undertaking study placements in the UK (4 786), then the fall in ERASMUS mobility for studies is very sharp in the UK, that of 24% since 1998/99. One explanation for this trend could be a greater focus by UK higher education institutions on attracting more non-programme mobile students from outside of the European Union. Although ERASMUS mobility from all 15 older EU member states except Luxembourg and Liechtenstein decreased over this period, the number of ERASMUS students from the new EU members increased as these countries became (more) involved in the programme. As can be seen in Table 9, the greatest percentage decreases between 1998/99 and 2008/09 concerned Sweden (-45%), Finland (-44%) and Greece (-31%). The top two sending countries, France and Germany, recorded respective falls of 6% and 7%. However, incoming ERASMUS students from Slovakia rose more than twentyfold over the same period while student numbers from Poland increased by 391%.

Table 9: Incoming ERASMUS students in the UK in 1998/99, 2002/03, 2006/07, and 2008/09

Year	1998/99		2002/03		2006/07		2008/09*		Increase/decrease 1998/99 - 2008/09	
	Abs.	% of all	Abs.	% of all	Abs.	% of all	Abs.	% of all	Abs.	%
AT Austria	494	2%	408	2%	351	2%	371	2%	-123	-25%
BE Belgium	646	3%	361	2%	327	2%	450	2%	-196	-30%
BG Bulgaria	0	0%	49	0%	44	0%	66	0%	66	*
CY Cyprus	5	0%	10	0%	16	0%	10	0%	5	100%
CZ Czech Republic	158	1%	294	2%	409	2%	527	3%	369	234%
DE Germany	4 148	20%	3 137	18%	3 005	18%	3 849	18%	-299	-7%

Year	1998/99		2002/03		2006/07		2008/09*		Increase/decrease 1998/99 - 2008/09	
Country of home institution	Abs.	% of all	Abs.	% of all	Abs.	% of all	Abs.	% of all	Abs.	%
DK Denmark	500	2%	383	2%	331	2%	426	2%	-74	-15%
EE Estonia	0	0%	19	0%	27	0%	57	0%	57	*
ES Spain	3 272	15%	3 053	18%	2 775	17%	3 119	15%	-153	-5%
FI Finland	1 003	5%	582	3%	466	3%	561	3%	-442	-44%
FR France	6 036	28%	4 710	28%	4 673	28%	5 681	27%	-355	-6%
GR Greece	267	1%	155	1%	115	1%	183	1%	-84	-31%
HU Hungary	87	0%	96	1%	161	1%	205	1%	118	136%
IE Ireland	70	0%	58	0%	43	0%	224	1%	154	220%
IS Iceland	18	0%	9	0%	14	0%	17	0%	-1	-6%
IT Italy	1 768	8%	1 602	9%	1 326	8%	1 604	8%	-164	-9%
LI Liechtenstein	0	0%	0	0%	6	0%	1	0%	1	*
LT Lithuania	0	0%	24	0%	74	0%	123	1%	123	*
LU Luxembourg	0	0%	0	0%	10	0%	11	0%	11	*
LV Latvia	0	0%	11	0%	31	0%	66	0%	66	*
MT Malta	0	0%	10	0%	16	0%	26	0%	26	*
NL The Netherlands	1 180	6%	687	4%	554	3%	1 041	5%	-139	-12%
NO Norway	241	1%	148	1%	205	1%	206	1%	-35	-15%
PL Poland	151	1%	314	2%	627	4%	742	4%	591	391%
PT Portugal	261	1%	198	1%	147	1%	165	1%	-96	-37%
RO Romania	61	0%	75	0%	76	0%	188	1%	127	208%
SE Sweden	890	4%	532	3%	478	3%	491	2%	-399	-45%
SI Slovenia	0	0%	26	0%	31	0%	74	0%	74	*
SK Slovakia	5	0%	36	0%	39	0%	104	0%	99	1 980%
TR Turkey	0	0%	0	0%	130	1%	262	1%	262	*
UK United Kingdom - host country										
Total	21 261	100%	16 987	100%	16 507	100%	20 850	100%	-411	-2%

Data legend: * Total includes student mobility for studies (SMS) and for work placements (SMP)
Source: European Commission

UK destination country

Table 10 presents the UK country of destination of all students and of incoming students in 2008/09. The percentage of the total student population enrolling in an institution in England is slightly higher than for incoming students (83.7% compared to 82.6%). This is also true for Northern Ireland which was chosen by 2% of all students and 1.5% of incoming students. However, the analysis of further data shows that students with prior domicile in Europe 32 countries are significantly more likely to study in Northern Ireland than those from other countries, due possibly to the inclusion of students from the Republic of Ireland in this category. The share of incoming students enrolling in higher education institutions in Wales and Scotland is greater than that for all students. In the case of Scotland, the specific tuition fee arrangements for prior non-UK, EU-domiciled students may explain, to some extent, this difference.

Table 10: Students by UK country of destination in 2008/09 (all and incoming students)

UK country of institution	All students at UK HEIs	Incoming students
	N = 2 396 050	N = 368 965
England	83.7%	82.6%
Wales	5.3%	5.7%
Scotland	9.0%	10.2%
Northern Ireland	2.0%	1.5%
Total	100.0%	100.0%

Source: HESA Student Record 1998/99-2008/09

Levels of programme

In 2008/09, the large majority of students in the UK (77.6%) were enrolled at the undergraduate level, with 56.4% studying towards a first degree (see table 11). These rates were even higher amongst UK students, reaching 82.4% and 60.8% respectively. Foreign students and incoming students were more likely to be pursuing a course at a higher level than national students. 57.1% of foreign students and 50.3% of incoming students were enrolled in an undergraduate programme and just under one third of foreign students (31.3%) were studying towards a master's degree, compared to 37.2 % of incoming students and 8.9 % of national students. The proportion of foreign and incoming students at the doctorate level was over three times higher that of national students.

As in other destination countries, many foreign and incoming students first complete a bachelor's degree in their home country before going on to continue their studies abroad.

Table 11: All, national, foreign and incoming students at UK higher education institutions by level of study in 2008/09

Level of programme	All students at UK HEIs	All national students at UK HEIs	Foreign students	Incoming students
	N = 2 396 050	N = 1 688 835	N = 498 995	N = 368 965
Doctorate	3.4%	2.4%	7.8%	9.4%
Master's	13.3%	8.9%	31.3%	37.2%
Other postgraduate	5.7%	6.4%	3.9%	3.1%
First degree	56.4%	60.8%	43.8%	41.6%
Other undergraduate	21.2%	21.6%	13.3%	8.7%
Total	100.0%	100.0%	100.0%	100.0%

Source: HESA Student Record 1998/99-2008/09

When looking at ISCED levels, we can see that 11% of incoming students to the UK in 2008/09 were at level 6, the large majority (82.8%) at level 5A and 2.8% at 5B. The remaining students were recorded at level 5B or 4 (see Table 12).

Table 12: Incoming students by ISCED level 2008/2009

ISCED level	number	% of total
6	40 525	11.0%
5A	305 645	82.8%
5B	10 190	2.8%
5B/4	12 595	3.4%
Total	368 965	100.0%

Source: HESA Student Record 1998/99-2008/09

Table 13 presents the level of qualification obtained in 2008/09 by different categories of students: all students, those with prior UK domicile and incoming students. Whilst the general distribution tendencies observed in Table 11 are confirmed, some differences do exist. In particular, the percentage of incoming students obtaining a doctorate or master's degree is lower than that of incoming students registered on these programmes. This is likely to be due to the timescale involved since students included in the data on the level of qualification obtained in 2008/09 commenced their course at least one and possibly several years previously. The pattern and number of enrolled students per level in 2008/09 will similarly lead to results in terms of qualification obtained in several years time.

It is interesting to note the share of incoming students amongst all students obtaining a given qualification. Amongst students awarded a doctorate-level degree in 2008/09, 43.7% were incoming students. Furthermore, students with prior non-UK domicile made up more than half of all students receiving a master level degree.

Table 13: All students, students with prior UK domicile and incoming students to the UK by level of qualification obtained, in 2008/09

Level of qualification obtained	All students at UK HEIs	Students with prior UK domicile	Incoming students	% of incoming students amongst all students obtaining a qualification at that level
	N = 674 415	N = 534 665	N = 139 745	
Doctorate	2.6%	1.9%	5.5%	43.7%
Master's	18.3%	10.4%	48.4%	54.8%
Other postgraduate	9.4%	10.3%	6.3%	13.8%
First degree	49.5%	53.8%	32.9%	13.8%
Other undergraduate	20.2%	23.7%	6.9%	7.1%
Total	100.0%	100.0%	100.0%	20.7%

Source: HESA Student Record 1998/99-2008/09

Amongst students obtaining a first degree, the results of incoming students are weaker than those of students with prior UK domicile (Table 14). Non-mobile students were more likely than mobile students to obtain a first or an upper second-class honours degree (58.7% of non-mobile students compared to 49% of incoming students). Such results can be expected due to the differences in language and study techniques between the UK and the home countries of students.

Table 14: All students, students with prior UK domicile and incoming students to the UK obtaining a first degree by class of first degree, in 2008/09

Class of first degree	All students at UK HEIs	Students with prior UK domicile	Incoming students
	N = 333 720	N = 287 705	N = 46 015
First class honours	12.9%	13.0%	12.3%
Upper second class honours	44.5%	45.7%	36.7%
Lower second class honours	27.9%	27.2%	32.0%
Third class honours / Pass	7.1%	6.5%	11.3%
Unclassified	7.6%	7.6%	7.6%
Classification not applicable	0.0%	0.0%	0.1%
Total	100.0%	100.0%	100.0%

Source: HESA Student Record 1998/99-2008/09

Fields of study

In line with the global tendency amongst foreign and incoming students, these categories of students in the UK also tend to favour courses in the area of business studies. In 2008/09, 25.1% of foreign and 27.6% of incoming students in the UK were enrolled in the field of *business studies and administration* (see Table 15), i.e. more than double the rate of British students (10.8%). *Engineering and technology* was the second most popular field of study for both foreign and incoming students (10.7% and 12.5% respectively), followed by *subjects allied to medicine*²⁹ for foreign students (9%) and by *social studies*³⁰ for incoming students (8.5%). At 5.1%, the share of British students enrolled on *engineering and technology* programmes was less than half that of foreign and incoming students. The top three academic fields, which can be perceived as subjects leading to heightened career prospects, represent 44.9% of all fields chosen by foreign students and 48.6% for students previously domiciled outside of the UK.

Table 15: All, national, foreign and incoming students to the UK by field of study, in 2008/09

Field of study	All students at UK HEIs	All national students at UK HEIs	Foreign students	Incoming students
	N = 2 396 050	N = 1 688 835	N = 498 995	N = 368 965
Medicine & dentistry	2.7%	2.9%	2.6%	2.5%
Subjects allied to medicine	12.3%	13.6%	9.0%	5.6%
Biological sciences	7.2%	7.8%	5.0%	4.5%
Veterinary science	0.2%	0.3%	0.2%	0.2%
Agriculture & related subjects	0.8%	0.9%	0.5%	0.6%
Physical sciences	3.6%	3.9%	2.6%	3.0%
Mathematical sciences	1.5%	1.4%	1.6%	1.7%
Computer science	4.0%	3.4%	6.0%	6.0%

²⁹ Includes, amongst others, pharmacy, physiotherapy, optometry and nursing

³⁰ Includes, amongst others, economics. See www.hesa.ac.uk/jacs2 for the full description of subject areas.

Field of study	All students at UK HEIs	All national students at UK HEIs	Foreign students	Incoming students
	N = 2 396 050	N = 1 688 835	N = 498 995	N = 368 965
Engineering & technology	6.2%	5.1%	10.7%	12.5%
Architecture, building & planning	2.7%	2.9%	2.5%	2.5%
Social studies	8.6%	8.6%	8.5%	8.5%
Law	3.8%	3.7%	4.7%	4.9%
Business & administrative studies	13.8%	10.8%	25.1%	27.6%
Mass communications & documentation	2.0%	2.3%	1.9%	2.0%
Languages	5.5%	5.5%	5.4%	5.8%
Historical & philosophical studies	3.9%	4.4%	2.2%	2.4%
Creative arts & design	6.8%	8.0%	5.1%	5.2%
Education	9.1%	10.6%	4.3%	3.5%
Combined	5.4%	4.0%	2.0%	1.1%
Total	100.0%	100.0%	100.0%	100.0%

Source: HESA Student Record 1998/99-2008/09

Characteristics of students

Amongst all students enrolled at higher education institutions in the UK in 2008/09, 56.9 % were female. This rate rises to 58.7% amongst prior UK-domiciled students. As illustrated in Table 16, the opposite is true in the case of incoming students, with 52.8% of males compared to 47.2% of females.

Table 16: Gender of students 2008/2009 (all and incoming students)

Gender	All students at UK HEIs	Students with prior UK domicile	Incoming students
	N = 2 396 050	N = 2 027 085	N = 368 965
Female	56.9%	58.7%	47.2%
Male	43.1%	41.3%	52.8%
Indeterminate	0.0%	0.0%	0.0%
Total	100.0%	100.0%	100.0%

Source: HESA Student Record 1998/99-2008/09

In the UK, the 'standard' age of students having completed their secondary education without re-sitting a year or taking a year out and enrolling in the first year of a first degree programme is 18. It is therefore unsurprising that the percentage of British students aged 18, 19 and 20 (corresponding to the first three years of an undergraduate degree programme) in 2008/09 accounts for as much as 38.9 % of the total (see Table 17). The share of British students aged 18 (10.7%) is over twice that of foreign (4.2%) and incoming students (4.3%) (Table 17). Foreign and incoming students are more likely than British students to be aged 25-29 or 30-39, which corresponds to the higher levels of study favoured by these categories of students. Furthermore, foreign and incoming students frequently work before completing their studies abroad. The relatively high rate of British students

aged 40 and over (16.3%) may also be due to individuals returning to higher education or could be linked to their mode of study.

As can be seen in Table 18, British students are more likely to study part-time than foreign and incoming students (34% compared to 23.7% and 17.1% respectively). In the case of incoming students in particular, a study stay in the UK can represent a considerable financial investment and studying part-time would multiply the cost by making the programme longer. The part-time mode favoured by many British students enables them to work alongside their studies.

Table 17: Age of all, national, foreign and incoming students in the UK, in 2008/09

Age of students	All students at UK HEIs	All national students at UK HEIs	Foreign students	Incoming students
	N = 2 396 050	N = 1 688 835	N = 498 995	N = 368 965
16 and under	0.3%	0.2%	0.1%	0.1%
17	0.6%	0.6%	0.7%	0.9%
18	8.7%	10.7%	4.2%	4.3%
19	11.8%	14.0%	7.3%	7.7%
20	12.4%	14.2%	9.3%	10.1%
21	9.0%	9.4%	9.5%	10.7%
22	6.2%	5.6%	9.2%	10.6%
23	4.6%	3.8%	8.0%	9.2%
24	3.7%	2.9%	6.6%	7.5%
25-29	12.7%	9.9%	20.9%	20.9%
30-39	14.4%	12.3%	17.2%	13.1%
40 and over	15.5%	16.3%	6.9%	4.8%
Unknown	0.1%	0.1%	0.1%	0.0%
Total	100.0%	100.0%	100.0%	100.0%

Source: HESA Student Record 1998/99-2008/09

Table 18: Mode of study of all, national, foreign and incoming students to the UK, in 2008/09

Mode of study	All students at UK HEIs	All national students at UK HEIs	Foreign students	Incoming students
	N = 2 396 050	N = 1 688 835	N = 498 995	N = 368 965
Full-time	64.3%	66.0%	76.3%	82.9%
Part-time	35.7%	34.0%	23.7%	17.1%
Total	100.0%	100.0%	100.0%	100.0%

Source: HESA Student Record 1998/99-2008/09

Some data exist on the socio-economic background of students in higher education in the UK. For the 2008/09 academic year, data are based on the socio-economic background of a student's parent, step-parent or guardian if the student is in full-time education, or otherwise, on that of the student. Provision of this information is only compulsory for students applying through UCAS. Consequently, as shown in Table 19, data are only partial, notably for incoming students. Despite not being able to provide a full picture, the data show that students are more likely to come from higher socio-economic backgrounds, be they formerly domiciled in the UK or abroad. Amongst all students with prior UK domicile, 23.3% are classified as belonging to the top two managerial

categories (9.8% higher, 13.5% lower). When this is alternatively calculated as a proportion of all students with the exception of the 'Not classified'³¹ category, the rate soars to over 50% (22.5% higher, 31% lower). A similar pattern emerges for students whose former domicile was outside the UK, with the rate for the top two managerial professions rising from 4.2 % of all incoming students to 62% of 'classified' students only (29.2% higher, 32.8% lower).

Table 19: All, students with prior UK domicile and incoming students to the UK by socio-economic background, in 2008/09

Socio-economic background	All students at UK HEIs	Students with prior UK domicile	Incoming students
	N = 2 396 050	N = 2 027 085	N = 368 965
Higher managerial & professional occupations	8.6%	9.8%	2.0%
Lower managerial & professional occupations	11.8%	13.5%	2.2%
Intermediate occupations	5.6%	6.4%	0.9%
Small employers & own account workers	2.7%	3.2%	0.4%
Lower supervisory & technical occupations	1.7%	2.0%	0.2%
Semi-routine occupations	5.2%	6.0%	0.6%
Routine occupations	2.2%	2.5%	0.3%
Never worked & long-term unemployed	0.2%	0.2%	0.2%
Not classified	62.1%	56.4%	93.2%
Total	100.0%	100.0%	100.0%

Source: HESA Student Record 1998/99-2008/09

Programmes delivered by UK HEIs outside the United Kingdom

HESA recently started to collect data on the number of students studying outside the UK for qualifications awarded by UK higher education institutions. Results from this separate data set for 2008/09 are presented in Table 20. As can be seen, a total of 388 135 students were enrolled on transnational programmes involving a UK higher education institution outside the UK. The top country for offshore provision was Malaysia, accounting for 11% of all student enrolments, followed by Singapore. Five of the top ten overseas locations were Asian, representing 36.9% of the total enrolments.

It is interesting to note that the majority of offshore students were enrolled at an overseas partner organisation whilst studying towards a qualification awarded by a UK institution. Only 9 985 students (2.5% of the total) were enrolled at a UK institution and studying for a UK qualification at an overseas campus of the UK higher education institution. Further data show that over three quarters of offshore students were pursuing a bachelor's degree (with Honours and ordinary) and 18.6 % a master level degree³².

³¹ 'Not classified' includes students, occupations not stated or inadequately described and not classifiable for other reasons.

³² Source: HESA Aggregate Offshore Record 2008/09

Table 20: Students studying outside the United Kingdom for an award by a UK institution in 2008/09

Type of provision Country of provision	Registered at reporting institution - studying overseas for UK HEI award at overseas campus of reporting institution	Registered at reporting institution - studying overseas for UK HEI award other than at an overseas campus of reporting institution	Registered at reporting institution - distance, flexible and distributed learning for UK HEI award where the location of the student is known to be overseas	Registered at overseas partner organisation - studying overseas for an award of the reporting institution	Any other student studying overseas for an award of the reporting institution	Total
Malaysia	2 925	13 155	5 035	21 410	0	42 535
Singapore	0	3 285	13 390	23 675	0	40 355
Pakistan	0	235	2 105	20 795	0	23 145
Hong Kong (Special Administrative Region of China)	120	8 625	10 590	2 810	20	22 170
Nigeria	0	5	2 905	12 745	5	15 665
China	3 515	7 950	1 225	2 315	0	15 005
Ireland	0	1 005	6 115	6 850	0	13 975
Ghana	0	0	1 405	12 015	0	13 420
Trinidad and Tobago	0	715	6 535	5 825	0	13 075
Greece	0	6 985	2 650	2 035	0	11 675
Other countries	3 320	26 625	60 415	86 710	30	177 105
Total	9 985	68 595	112 385	197 205	65	388 135

Source: HESA Aggregate Offshore Record 2008/09

2.2.2 Student outflows

Types of mobility (credit vs. degree)

National data recorded 12 540 outgoing exchange students from the UK in 2008/09 and 6 455 in 2006/07. However, the real number of outgoing credit mobile students is expected to be considerably higher, in particular for 2006/07, since the number of outgoing ERASMUS students for that year recorded by the British Council (7 235) was in itself greater than that of the total for outgoing exchange students. Despite this inconsistency, the larger proportion of incoming visiting and exchange students (IVES) compared to outgoing exchange students is not questioned. Table 21 puts the ratio at 100 outgoing exchange students to 212 IVES students in 2008/09.

Table 21: Ratio of outgoing exchange students to incoming visiting and exchange students (IVES) in 2006/07 and 2008/09

Year	Outgoing exchange students	IVES	Ratio outgoing exchange students: IVES
2008/09	12 540	26 610	100:212
2006/07	6 455	25 640	100:397

Source: HESA Student Record 1998/99-2008/09

According to UOE data (Table 22), the total number of UK study abroad students (national students enrolled abroad) increased between 1998/99 and 2002/03, to then fall between 2002/03 and 2006/07, reaching a total of 23 393 in the academic year 2006/2007. This was over three times the number of outgoing exchange students in the same year. When considered as a percentage of national students in the UK, the ratio of study abroad students to national students studying in the UK is very low, at 0.015, i.e. 15 study abroad students for every 1 000 national students studying at home (see Table 1b). An analysis of all Europe 32 countries based solely on UOE data puts the UK at the bottom in terms of the ratio of study abroad students to national students in the UK (cf. Vol. I, Chapter I). According to UOE data in 2006/07, the rate for Ireland, another English-speaking Europe 32 country, is over 14 times that of the UK. France and Germany, two other major hosting countries, record ratios, respectively, 2.7 and 3.6 times higher than that of the UK.

Over the period 1998/99 to 2008/09, outgoing credit mobility from the UK within the scope of the ERASMUS Programme increased by 8%. Over the period 1998/99-2006/07, the study abroad student numbers dropped by 10.4%. The increase in UK outgoing mobility in the ERASMUS Programme is due, to a large extent, to participation in the new component of the programme – study placements (SMP). The number of UK students that went abroad for work placements with ERASMUS amounted to 2 756 in 2007/08 and to 3 397 in 2008/09. In fact, if we were to leave out the study placement numbers, the number of UK students that went abroad with ERASMUS for studies (SMS) had decreased by 25.7% between 1998/99 and 2008/09, from 10 005 students to respectively 7 429 students. The UK was third after France and Germany for outgoing ERASMUS work placements in 2008/09. This format therefore appears to be well adapted to the needs and expectations of students in the UK and work placements may contribute to improving the popularity of the programme amongst this audience.

When calculated as a proportion of all students enrolled in UK higher education institutions in 2008/09, outgoing national ERASMUS students represent just 0.5% of the total.

Countries of destination

As illustrated in Table 22, over the period from 1998/99 to 2006/07, the percentage decrease in the number of UK study abroad students is marginally lower for the Europe 32 host countries (10.2%) than for all destination countries together (10.4%). Amongst the Europe 32 destination countries, Spain recorded the highest loss in terms of absolute numbers and percentage decrease. However, this is most likely caused by changes to reporting criteria in Spain. Outside of the Europe 32 countries and over the shorter period between 2002/03 and 2006/07, another significant fall concerns Australia which moved from the 2nd to 5th overall position, with respectively 5 924 and 1 687 UK study abroad students (incorporated within the total for Oceania), a drop of 251.2% over the said period. The United States not only maintained its position as the top destination country for *UK study abroad students* between 1998/99 and 2006/07, but also recorded a continual increase between the three reference years, 1998/99, 2002/03 and 2006/07. Ireland also gained in popularity over the same period and in 2006/07 it was the third most frequent destination, after the US and France and before Germany and Australia. It is interesting to note that the three English-speaking countries within the top five host over half of the UK study abroad population. Other than France, Germany and Spain, traditional study destinations for UK students whose languages are also the most widely taught in the UK, but which all recorded falls between 2002/2003 and 2006/2007, the other key study abroad destinations are either English-speaking countries or countries offering high numbers of courses taught in English, such as The Netherlands, Sweden and Denmark.

Table 22: National study abroad students by country of destination, in 1998/99-2006/07

Country of destination	1998/99	2002/03	2006/07	Abs. increase/decrease 1998/99 - 2006/07	% increase/decrease 1998/99 - 2006/07
<u>Europe 32 countries</u>					
AT Austria	188	175	200	12	6.4%
BE Belgium	239	234	266	27	11.3%
BG Bulgaria	*	1	7	*	*
CH Switzerland	312	326	364	52	16.7%
CY Cyprus	38	64	43	5	13.2%
CZ Czech Republic	207	237	405	198	95.7%
DE Germany	2 679	3 814	1 854	-825	-30.8%
DK Denmark	403	425	479	76	18.9%
EE Estonia	*	1	4	*	*
ES Spain	2 231	2*253	662	-1 569	-70.3%
FI Finland	111	160	189	78	70.3%
FR France	3 192	2 998	2 595	-597	-18.7%
UK United Kingdom - home country					
GR Greece	*	7	106	106	*
HU Hungary	33	23	76	43	130.3%
IE Ireland	1 689	2 132	2 282	593	35.1%
IS Iceland	2	18	23	21	1050.0%
IT Italy	150	173	298	148	98.7%
LI Liechtenstein	*	*	0	*	*
LT Lithuania	1	2	8	7	700.0%
LU Luxembourg	3	*	*	*	*
LV Latvia	*	3	17	*	*
MT Malta	16	12	19	3	18.8%
NL The Netherlands	670	603	802	132	19.7%
NO Norway	376	343	343	-33	-8.8%
PL Poland	22	26	77	55	250.0%
PT Portugal	*	91	90	*	*
RO Romania	*	6	33	*	*
SE Sweden	822	839	789	-33	-4.0%
SI Slovenia	*	0	1	*	*
SK Slovakia	2	4	26	24	1200.0%
TR Turkey	154	114	102	-52	-33.8%
Total Europe 32 countries	13 540	15 084	12 160	-1 380	-10.2%
<u>Other countries and regions</u>					
Other European Countries	88	2	6	-82	-93.2%
... including Russian Federation	0	0	0	0	*
Northern America	7 148	8 326	8 625	1 477	20.7%
... including United States of America	7 148	8 326	8 625	1 477	20.7%
Latin America and the Caribbean	59	102	16	-43	-72.9%
... including Mexico	0	0	0	0	*

Country of destination	1998/99	2002/03	2006/07	Abs. increase/decrease 1998/99 - 2006/07	% increase/decrease 1998/99 - 2006/07
... including Brazil	0	4	0	0	
Africa	0	4	2	2	*
Asia	486	610	466	-20	-4.1%
... including China	0	20	14	14	*
... including India	0	54	0	0	*
... including Japan	295	370	400	105	35.6%
Oceania	4 777	6 170	2 118	-2 659	-55.7%
...including Australia	*	5 924	1 687	-4 327	-*251.2%
Total other countries and regions	12 558	15 154	11 233	-1 325	-10.6%
Unknown					
Total study abroad students	26 098	30 238	23 393	-2 705	-10.4%

Source: UIS

Between 1998/99 and 2008/09, out of all the Europe 32 countries, Greece recorded the steepest decrease in relative terms in the number of incoming British ERASMUS students (-56%), while The Netherlands recorded the largest decrease in absolute numbers (-172) (Table 23). In parallel, the top destination country of ERASMUS students from the UK, France, experienced an increase of only 1% over the eleven-year reporting period. Whilst the popularity amongst UK students of traditional ERASMUS destination countries seems to be diminishing over the long term, the number of ERASMUS students from UK institutions studying in the new EU member states, that joined the EU in 2004 and 2007 and first participated in the ERASMUS Programme in the late 1990s is on the increase, though the number of UK ERASMUS to these countries remains still fairly low.

Despite the differences between incoming and outgoing ERASMUS mobility, in 2008/09, the top four sending countries with regards to the UK (France, Germany, Spain and Italy) were the same as the top four receiving countries, albeit in a slightly different order (France, Spain, Germany and Italy).

Recent HESA data include a field on the country of destination of outgoing exchange students. For the 2008/09 academic year, the top destination country recorded is France, attracting 2 990 students, or 23.8% of the total. Since data collected on outgoing exchange students include ERASMUS study periods abroad it is not surprising to see the more popular ERASMUS host countries for students from UK institutions of France, Germany, Italy, The Netherlands and Sweden within the top ten destinations of outgoing exchange students (Table 24). It is also interesting to note that China appears as the ninth most popular destination for outgoing exchange students from the UK, with 195 students.

Table 23: UK students going abroad through the ERASMUS Programme in 1998/99, 2002/03, 2006/07, and 2008/09

Year	1998/99		2002/03		2006/07		2008/09*		Increase/ decrease 1998/99 - 2008/09	
	Abs.	% of all	Abs.	% of all	Abs.	% of all	Abs.	% of all	Abs.	%
AT Austria	181	2%	136	2%	139	2%	228	2%	47	26%
BE Belgium	260	3%	130	2%	123	2%	189	2%	-71	-27%
BG Bulgaria	0	0%	1	0%	7	0%	6	0%	6	*
CY Cyprus	0	0%	6	0%	15	0%	19	0%	19	*
CZ Czech Republic	46	0%	94	1%	122	2%	137	1%	91	198%
DE Germany	1 615	16%	1 204	15%	1 010	14%	1 657	15%	42	3%
DK Denmark	179	2%	155	2%	146	2%	194	2%	15	8%
EE Estonia	0	0%	5	0%	14	0%	25	0%	25	*
ES Spain	1 697	17%	1 754	22%	1 632	23%	2 385	22%	688	41%
FI Finland	317	3%	277	3%	202	3%	224	2%	-93	-29%
FR France	3 498	35%	2 408	30%	2 159	30%	3 537	33%	39	1%
GR Greece	110	1%	53	1%	49	1%	48	0%	-62	-56%
HU Hungary	22	0%	32	0%	27	0%	18	0%	-4	-18%
IE Ireland	61	1%	38	0%	26	0%	172	2%	111	182%
IS Iceland	15	0%	16	0%	12	0%	17	0%	2	13%
IT Italy	862	9%	735	9%	654	9%	809	7%	-53	-6%
LI Liechtenstein	0	0%	0	0%	0	0%	0	0%	0	*
LT Lithuania	0	0%	4	0%	5	0%	12	0%	12	*
LU Luxembourg	0	0%	0	0%	0	0%	8	0%	8	*
LV Latvia	0	0%	1	0%	0	0%	3	0%	3	*
MT Malta	0	0%	17	0%	22	0%	44	0%	44	*
NL The Netherlands	612	6%	437	5%	323	4%	440	4%	-172	-28%
NO Norway	84	1%	52	1%	94	1%	106	1%	22	26%
PL Poland	34	0%	42	1%	53	1%	70	1%	36	106%
PT Portugal	100	1%	86	1%	86	1%	106	1%	6	6%
RO Romania	2	0%	9	0%	21	0%	19	0%	17	850%
SE Sweden	307	3%	247	3%	262	4%	315	3%	8	3%
SI Slovenia	0	0%	12	0%	8	0%	3	0%	3	*
SK Slovakia	3	0%	6	0%	10	0%	9	0%	6	200%
TR Turkey	0	0%	0	0%	14	0%	26	0%	26	*
UK United Kingdom - home country										
Total	10 005	100%	7 957	100%	7 235	100%	10 826	100%	821	8%

Data legend: * Totals for student mobility for studies (SMS) and for work placements (SMP)

Source: European Commission

Table 24: Top ten countries of outgoing exchange students 2008/2009

Rank	Country of destination	Abs.	% of all outgoing exchange students
1	France	2 990	23.8%
2	Spain	1 615	12.9%
3	Germany	1 230	9.8%
4	United States of America	1 025	8.2%
5	Italy	585	4.6%
6	Canada	315	2.5%
7	Australia	300	2.4%
8	Netherlands	240	1.9%
9	China	195	1.5%
10	Sweden	175	1.4%
Total of top ten countries		8 670	69.1%

Source: HESA Student Record 1998/99-2008/09

Fields of study

The only complete data set available on the field of study of outgoing students from the UK concerns credit mobile students within the framework of the ERASMUS Programme. In the academic year 2006/07 for example, the most popular subject area of outgoing ERASMUS students from UK institutions was languages and philological studies (40.7%), followed by business studies and management sciences (13.6%) and law (10.5%). This picture is consistent with the 2008/09 situation. As Table 25 indicates, slight differences exist throughout the UK, with education and teacher training being the top subject area of students from Northern Ireland and medical sciences the second most popular academic field of those from a Welsh HEI. Considering that only 5.9 % of the total student population in the UK was enrolled on a languages course in 2006/07³³, it is clear that the ERASMUS Programme continues to be of particular interest to students in this field.

Table 25 also presents the rate of use of ECTS amongst outgoing ERASMUS students from the UK. Overall, ECTS were used by 66% of outgoing students in 2006/07, the highest rate recorded in the social sciences (78.9%) and the lowest in the field of medical sciences (39.7%).

³³ Source : HESA Student Record 1998/99-2008/09

Table 25: Outgoing UK students on ERASMUS by ERASMUS subject area, UK home country and use of ECTS in 2006/07 (studies only)

Subject area	England	Wales	Scotland	Northern Ireland	Total UK	%	ECTS used	% ECTS
Agricultural Sciences	23	6	*	*	29	0.4%	13	44.8%
Architecture, Urban and Regional Planning	49		42	1	92	1.3%	66	71.7%
Art and Design	397	20	75	6	498	6.9%	223	44.8%
Business Studies and	821	24	140	2	987	13.6%	731	74.1%
Education, Teacher Training	107	4	10	41	162	2.2%	73	45.1%
Engineering Technology	157	4	54	8	223	3.1%	162	72.6%
Geography, Geology	85	3	9	3	100	1.4%	61	61.0%
Humanities	174	8	30	3	215	3.0%	163	75.8%
Languages and Philological Studies	2 349	225	336	37	2 947	40.7%	1 941	65.9%
Law	561	58	119	22	760	10.5%	570	75.0%
Mathematics, Informatics	68	1	6	3	78	1.1%	41	52.6%
Medical Sciences	144	59	40	34	277	3.8%	110	39.7%
Natural Sciences	117	13	31		161	2.2%	94	58.4%
Social Sciences	544	9	44	14	611	8.4%	482	78.9%
Communication and Information Sciences	53	1	5	7	66	0.9%	29	43.9%
Other Areas of Study	19	1	3	6	29	0.4%	13	44.8%
Total	5 668	436	944	187	7 235	100.0%	4 772	66.0%

Source: British Council

3 Summary assessment of student mobility in the UK

The comprehensive data collected by the *Higher Education Statistics Agency* based on the country of prior domicile of students enable us to put together an accurate picture of incoming student mobility to the UK. Complementary data from international sources allow for a more detailed look at outgoing mobility and for comparisons with other countries to be made. The main findings that we can draw from the data presented in this chapter are as follows:

- In terms of absolute numbers, the UK is the top host country amongst all Europe 32 countries for both incoming and foreign students.
- Between 1998/99 and 2008/09, the number of incoming students increased annually and at a much greater rate than that of all students in the UK (85.1% compared to 27.3%). Over this period, the proportion of incoming students rose to 15.4% of the total student population and the number of students from certain geographical regions, such as Asia and the new EU member states, grew at incredibly high rates.
- China (including Hong Kong and Macao) and India, the top two countries of prior domicile, together accounted for more than a fifth of all incoming students in 2008/09. English-speaking countries, those with historical links to the UK and neighbouring countries were particularly present amongst the top countries of prior domicile of students.

- The number of foreign students recorded is considerably higher than that of *incoming* ones. However, a large proportion of foreign students (almost one third in 2008/09) were already resident in the UK prior to commencing their higher education course and can therefore be considered as non-mobile.
- Amongst all foreign students in 2008/09, the top countries of nationality were very similar to the countries of prior domicile of incoming students. Other characteristics are also relatively consistent between the two categories of students, such as the patterns concerning the levels and fields of study. Much higher proportions of foreign and incoming students than British students were enrolled at the postgraduate and doctorate levels and over a quarter of both foreign and incoming students were pursuing a course in the field of business and administrative studies.
- Diploma mobility to the UK is more frequent than credit mobility. For one hundred incoming visiting and exchange students (IVES), the UK hosted 1 387 incoming students in 2008/09.
- A large imbalance exists in the UK between incoming and outgoing mobility. For 100 foreign students hosted in 2006/07, the UK sent just 5.4 *study* abroad students to another country. Amongst the Europe 32 countries, the UK has the lowest ratio of study abroad students with regards to the total number of British students.
- An imbalance is also observed within the scope of the ERASMUS Programme, whereby in 2008/09 the UK received close to double the number of credit mobile students than it sent abroad.

