

Die Deutsche Bibliothek – CIP-Einheitsaufnahme

EURODATA – Student mobility in European higher education/Maria Kelo/Ulrich Teichler/Bernd Wächter (eds.) – Bonn: Lemmens Verlags- & Mediengesellschaft, 2006

ISBN 3-932306-72-4

© 2006 

Lemmens Verlags- & Mediengesellschaft mbH, Bonn

All rights reserved

Publishers

Lemmens Verlags- & Mediengesellschaft mbH

Matthias-Grünewald-Straße 1-3

D-53175 Bonn

phone: + 49 228 4 21 37-0

fax: + 49 228 4 21 37-29

e-mail: info@lemmens.de

www.lemmens.de

Production: Courir-Druck GmbH, Bonn

This project was funded with support from the European Commission. This publication reflects the views only of the authors, and the European Commission cannot be held responsible for any use which may be made of the information contained therein.



Education and Culture

Contents

1. Introduction	3
<i>Maria Kelo, Ulrich Teichler and Bernd Wächter</i>	
2. Foreign students and study abroad students	7
<i>Ute Lanzendorf</i>	
3. Inwards and outwards mobile students	54
<i>Ute Lanzendorf</i>	
4. Student mobility data: current methodological issues and future prospects	78
<i>Eric Richters and Ulrich Teichler</i>	
5. The United Kingdom	96
<i>Robin Sibson</i>	
6. Germany	114
<i>Helmut Buchholt and Gernot Schmitz</i>	
7. Finland	128
<i>Pirjo Zirra</i>	
8. The Netherlands	141
<i>Eric Richters</i>	
9. The Czech Republic	150
<i>Libor Nova ek and Helena Sebkova</i>	
10. Student mobility in European programmes	162
<i>Bernd Wächter and Siegbert Wuttig</i>	
11. Student mobility in national programmes	182
<i>Friedhelm Maiworm and Bernd Wächter</i>	

Chapter 1

Introduction

Maria Kelo, Ulrich Teichler and Bernd Wächter

The international mobility of students has considerably gained in currency as a major policy in Europe over the last decades. The promotion of internationalisation in general, and of international mobility in particular, have come to be regarded as important elements of higher education policy. This applies to individual higher education institutions and to national governments in Europe, but even more so it is true of the European Union and other supra-national actors in Europe. The earliest signs of such policies can be traced back to the recognition conventions initiated in the 1950s, according to some observers. In the 1980s, the development received a big boost through the launch of the Erasmus Programme (1987), the original aim of which it was to enable a minimum of 10 percent of all higher education students in Europe to study for a period of time in another European country. The Sorbonne Declaration of 1998 demands an increase in European mobility as a chief priority, and the Bologna Declaration (1999) continues in this vein. The European Union's "Education & Training 2010" agenda, the educational manifestation of the Lisbon Process, likewise names mobility (and European cooperation) as one of its "concrete objectives" for European education. In parallel to these collective European efforts, national and (sometimes) regional governments have been trying to boost mobility into or out of their countries, through scholarship or loan schemes, amongst others. Many governments have started campaigns which market their countries' higher education institutions world-wide, to attract as many students as possible from other countries and regions, in some cases, or to attract the best ones.

As a result of the heightened political importance attached to international mobility, and the manifold practical attempts to increase it, there is an enhanced need for comprehensive, up-to-date and reliable information on the phenomenon. Apart from information about the effects of mobility, this need concerns first and foremost statistical data on mobility. They are needed to measure progress – or otherwise – towards the various mobility goals set and thus inform the political actors of the impact of the programmes and other measures launched. A first glance at publications of national governments, specialised agencies, research institutes and international organisations, such as the OECD, UNESCO or EU, conveys the impression that there is no shortage of data on international mobility. But this impression is misleading. It is for this reason that the present EURODATA has been produced.

This publication has a double objective. First, it investigates which data on international mobility are being compiled and

made available and which are not, at the international, the national and the programme level. As will be seen, the results of this enquiry are not only uplifting. Second, this study also presents the student mobility data identified; and, based on an analysis of these data, it tries to depict a picture of the main trends in international student mobility into and out of 32 European countries. Due to the suboptimal situation of available data on international student mobility, the patterns drawn are necessarily somewhat blurry.

One of the most important findings of this study, which confirms earlier work by Lanzendorf and Teichler, is that the available "mobility statistics" do not, in most cases, report on mobility at all. Instead, they report on foreign students, using the foreign nationality of students as a measure of mobility. Only 10 out of the 32 countries included in this publication do collect (but do not always publish) data on genuine mobility, i.e. on students moving across country borders for the purpose of study. The use of "nationality" data as a measure of true mobility would not be a major problem if every foreign student (or at least the overwhelming majority) had also been mobile prior to taking up studies in the "host" country. But, as the present study confirms, this is far from being the case. In some cases, up to two fifths of all foreign students had already been resident in the country prior to taking up tertiary studies and/or obtained their upper-secondary school leaving certificate there. At the same time, there are sizeable numbers of own-nationality students enrolled in some countries who lived and/or went to school elsewhere and who entered their country of nationality for the express purpose of starting higher education studies there. These students do not appear as mobile in statistics which try to capture mobility by means of "foreign nationality". The non-existence of genuine mobility data in most countries has severe repercussions on the ability to measure progress in mobility. A recent publication of the European Commission proposing indicators in the context of the "Education & Training 2010" agenda suggests to measure the Union's progress on international student mobility by means of "foreign nationality".¹ This is an expression of helplessness as a result of the lack of genuine mobility data. Instead of measuring what we would need to, we are measuring what we can.

It is important to note in this respect that the problem of missing mobility data does not stop at the national level, but finds its way into the international statistics produced by UNESCO, OECD and EUROSTAT (UOE). These organisations receive their data from national-level sources (national statistical offices and

¹ Cf. European Commission. Progress towards the Lisbon Objectives in Education and Training. Brussels 2005.

specialised agencies), whose limitations are therefore transported into international data publications. Of course, this effect is not limited to the nationality/mobility problem.

The paucity of data on actual mobility is the most severe problem, but by no means the only one. On a fair number of politically highly relevant descriptors, no data are available from many European countries. This applies to the new Bologna degree structure, for example. In international statistics, the Bachelor and Master degrees are both classified in one and the same “level-of-study” category (ISCED 5A), and thus indistinguishable. UOE statistics therefore do not provide any information on the progress of enrolment in the new degrees, be that for mobile or for non-mobile students. The same goes for short-term mobility, for example in mobility programmes such as Erasmus. As this publication shows, there are strong reasons to believe that up to half of all temporarily mobile students do not find their way into official statistics. There are many more examples, which this publication identifies and analyses in detail.

The present publication is structured into 11 chapters, of which this short introduction is the first one.

Chapter 2 presents and analyses international statistical data on foreign students (UOE data), which were obtained from EU-ROSTAT and UNESCO. These are the data most widely used to measure international mobility although, as explained earlier, they are not fit for this purpose. As in all other chapters, the data refer to the 32 EURODATA countries.²

Chapter 3 presents the available data on genuine mobility into and out of the 32 EURODATA countries, which were collected from the national statistical offices in each of the 32 EURODATA countries. Such data are available for 10 of the 32 countries only. The chapter also compares these genuine mobility data with the nationality data from chapter 2, thus displaying the sometimes very considerable differences between the two data sets and demonstrating beyond any doubt that “nationality” cannot be used as a proxy of mobility.

Chapter 4 exploits, in methodological terms, the results of the two previous chapters. It provides an overview of the systems of data collection on students (overall), foreign students and student mobility worldwide and in individual European countries; it discusses the statistical implications of moving towards “mobility” as the key element of information; it gives an account on the limitations of data coverage; and, last, it reports on the strengths and weaknesses of the various educational and socio-biographic categories used in statistics on foreign and mobile students.

Chapters 5 to 9 present and analyse statistical information on mobile and foreign students available in five selected countries: the United Kingdom, Germany, Finland, the Netherlands and the Czech Republic. These chapters go into considerably

more detail than the overview chapters 2 and 3. First, they describe, amongst other things, the data collectors and collection systems, the availability of data on foreign students, mobility into and out of the country, and the coverage and the quality of data. Second, they present the available data and thus give an up-to-date account on foreign students, inwards and outwards mobility, and on a wide range of descriptors such as fields of study and level of study, and types of tertiary institutions, to name but a few. These chapters also identify, where available, additional data sources beyond the official statistics, such as surveys, carried out in the five countries.

Chapters 10 and 11 are meant to complement the information in the preceding chapters by taking a look at the major mobility programmes promoting mobility in Europe. **Chapter 10** presents and analyses the mobility data of European programmes, i.e. those schemes run by the European Union or other actors at a supra-national level in Europe. **Chapter 11** does the same for programmes run at the national level. The data on programme mobility are being contrasted with the findings of the earlier chapters.

Next to analysing and presenting the availability and quality of data on international student mobility, this report also makes recommendations for the improvement of student mobility statistics. It was decided not to devote a separate chapter for this purpose, but to make the recommendations as part of the analysis of the present situation, predominantly in chapter 4. However, it might be appropriate to name the most important recommendations here. First, it is proposed that national and international student statistics include, at least in addition to data on the nationality of students, the data on genuine international student mobility, ideally measured by the criterion of place of prior education, which entails the collection of these data by all countries in the UOE system. Second, it is recommended that future data collection differentiates into temporary mobility (“credit mobility” in this report), where a student spends part of his or her studies at a university in another country, but returns to the university of origin to graduate, and “diploma mobility”, where students study the entire degree programme at an institution in a country other than the one where they obtained their school-leaving certificate. Third, it is recommended that future statistics capture not only the degree of mobility at a given point in time, but also the participation in mobility in the course of study, to get a more reliable picture of the proportion of higher education students who have been mobile at some stage of their studies.

The editors and the authors of this study hope that their proposals will not remain unheard. This hope is not the whim of a few individuals in love with statistical data. If the promotion of international student mobility is a serious political aim, as all political actors agree, we need better data to measure it.

² These 32 countries are the 25 member states of the European Union, the three countries Bulgaria, Romania and Turkey, whose accession to the European was at the time of the start of the project either decided or under discussion, as well as the four countries of the European Free Trade Association (EFTA), who enjoy close links with the Union and are, for the most part, participating in EU education and research programmes. In other words, the choice of countries was guided by likely membership in a future European Union and those countries closely collaborating with it in education and research. For a full list of EURODATA countries, see the list at the end of this chapter.

Key EURODATA terms

EURODATA countries: 32 European countries including (a) the 25 EU member states Austria, Belgium, 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, Sweden, Slovenia, and Slovakia; (b) the 4 EFTA members: Switzerland, Iceland, Liechtenstein, and Norway; and (c) Bulgaria, Romania, and Turkey.

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.

Foreign student: student with a nationality different from that of the country of study.

National students: students with the nationality of the country of study. The term used to indicate the opposite of “foreign students” in a given country.

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”.

Credit mobility: temporary mobility in the framework of ongoing studies at a “home institution” for the purpose of gaining credit. After the mobility phase, students return to their “home institution” to complete their studies. Credit mobility is mostly for study, but it can also take other forms, such as a traineeship.

Diploma mobility: mobility aimed at the acquisition of a whole degree or certificate in the country of destination.

Inwards mobile students: inwards mobile students move into a country for the purpose of study or study related activity. These students are in most cases also “foreign students”, but they can also be “national students”.

Home students: This term is sometimes used in this study as an equivalent for “national students”, i.e. for students studying in the country of their nationality.

Outwards mobile students: students who leave their country to another for the purpose of study or a traineeship in the context of study. An inwards mobile student of one country is an outwards mobile student of another.

Country of origin: the country where the student moves from. This can be identical with the country of the student’s nationality, or with the country of permanent/prior residence or prior education.

Country of destination: the country which the student moves to.

Country of prior education: the country where students obtained the education which qualified them for study in the ISCED level they enrolled in.

Country of permanent/prior domicile: country where the student is formally domiciled, or country of the permanent domicile prior to taking up study.

Host institution/country: the country of study of an inwards mobile student. Often used in this report as an equivalent of “country/institution of destination”.

Home institution/country: the institution /country a mobile student moved from to the country/institution of study.

Recommended reading

CIMO. **Kansainvälinen liikkuvuus yliopistoissa ja ammattikorkeakouluissa (International Mobility at Universities and Polytechnics)**. Kansainvälisen henkilövaihdon keskus – Center for International Mobility CIMO. Helsinki, annual. English Summary.

The Council for Education in the Commonwealth and the Council for International Education (UKCOSA). **Student Mobility on the Map – Tertiary Education Interchange in the Commonwealth on the Threshold of the 21st Century**. UKCOSA. London, 2000.

DAAD. **Wissenschaft weltoffen 2005: Facts and figures on the international nature of studies and research in Germany**. DAAD (the German Academic Exchange Service). W. Bertelsmann Verlag. Bielefeld, 2005.

Davis, Todd M. **Atlas of Student Mobility**. Institute of International Education. New York, 2003.

European Platform, CINOP, NUFFIC. **International Mobility in Education in the Netherlands**. NUFFIC. The Hague, 2005.

EURYDICE. **Key Data on Education in Europe – 2005 Edition**. European Commission, Eurydice, EUROSTAT. Luxembourg, 2005.

HESA. **Destinations of Leavers from Higher Education 2002/03**. Higher Education Statistics Agency. Cheltenham, 2004, annually published serial.

HESA. **Higher Education Statistics for the United Kingdom 2002/03**. Higher Education Statistics Agency (in conjunction with the Government Statistical Service; a National Statistics publication). Cheltenham, 2004, annually published serial.

HESA. **Students in Higher Education Institutions 2002/03 (re-issue)**. Higher Education Statistics Agency. Cheltenham, 2004, annually published serial.

Hochschul-Informationen-System. **EUROSTUDENT Report 2005: Social and Economic Conditions of Student Life in Europe 2005. Synopsis of Indicators**. HIS. Hannover, 2005.

Hochschul-Informationen-System. **Internationalization of Higher Education: Foreign Students in Germany. German Students Abroad**. BMBF. Berlin, 2005.

Institute of International Education. **Open Doors – Report on International Educational Exchange**. Institute of International Education. New York, published annually.

Jallade, Jean-Pierre and Gordon, Jean. **Student Mobility within the European Union: a Statistical Analysis**. Synthesis Report (vol. 1), Database (vol. 2), Report to the European Commission. Paris, 1996.

Lanzendorf, Ute and Teichler, Ulrich. **Statistics on Student Mobility within the European Union**. European Parliament (EDUC 112 EN). Luxembourg, 2003.

Lanzendorf, Ute and Teichler, Ulrich, in cooperation with Murdoch, Jake. **Student Mobility in Secondary and Tertiary-Level Education and in Vocational Training (NATMOB)**. European Parliament. Brussels, 2005.

OECD. **Education at a Glance: OECD Indicators 2005**. OECD. Paris, 2005.

Teichler, Ulrich and Jahr, Volker. "Mobility during the Course of Study and after Graduation", in: **European Journal of Education**, Vol. 36, No. 4, 2001, pp. 443-458.

Teichler, Ulrich (ed.). **Erasmus in the Socrates Programme. Findings of an Evaluation Study**. ACA Papers on International Cooperation in Education, Lemmens. Bonn, 2002.

Teichler, Ulrich. "The Changing Debate on Internationalisation of Higher Education", in **Higher Education**, Vol. 48, No. 1, 2004, pp. 5-26.

UNESCO-UIS, OECD, EUROSTAT. **UOE Data Collection Manual – 2004 Data Collection on Education Systems**. OECD. Paris, 2004.

Chapter 2

Foreign students and study abroad students

Ute Lanzendorf

in cooperation with Sandra Bürger and Michael Thiele

This chapter outlines the overall distribution of foreign students across the EURODATA region and the presence of students with EURODATA nationalities worldwide. The description is based on international data provided by EUROSTAT (foreign students) and UNESCO (students with EURODATA nationalities abroad). UNESCO compiles information worldwide on the presence of foreign students in those countries which provide corresponding data (in 2002/03, 73 out of a total of 194 countries provided information, among them Australia and the United States of America). UNESCO data were drawn upon only with respect to the presence of EURODATA students in non-EURODATA countries. With respect to the presence of EURODATA students in other EURODATA countries, the more comprehensive EUROSTAT data were used. In principle (as far as data are available), full and part-time students, degree and credit study are taken into consideration.

For three EURODATA countries (Ireland, Liechtenstein and Luxembourg), unfortunately no information on students' nationalities is available. Luxembourg does not provide statistical information on foreign students at all, and Liechtenstein does not provide information on foreign students' individual nationalities, but only provides the foreign student total. Ireland collects information on the domicile of students prior to enrolment instead of information on their nationality so that the EUROSTAT and UNESCO databases contain information based on mobility instead of nationality. This is also the case of the United Kingdom, although the United Kingdom collects also information on students' nationality (cf. Chapter 5). The foreign student total corresponds to more than 150 percent of the mobile student total reported to EUROSTAT. The reader should bear this huge discrepancy in mind when drawing conclusions from the analysis of EUROSTAT data which follows. Finally, the foreign student data from Latvia exclude resident foreign students.

The international data from EUROSTAT and UNESCO were first turned into country profiles which are presented at the end of this chapter. The main figures from the country tables are summarised in overview tables which can be found subsequent to this text, after three maps. The three maps at the end of this text provide a EURODATA landscape on the relevance of foreign and study abroad students with respect to overall student populations in individual countries.

From an analysis of available data, the following picture emerges for the international distribution of students with foreign nationality.

Most foreign students in EURODATA countries are non-EURODATA nationals

In 2002/2003, 1.1 million foreign students were enrolled at institutions of tertiary education in the 32 EURODATA countries. This figure corresponds to almost six percent of all tertiary students in the EURODATA region (cf. Table 2.1).

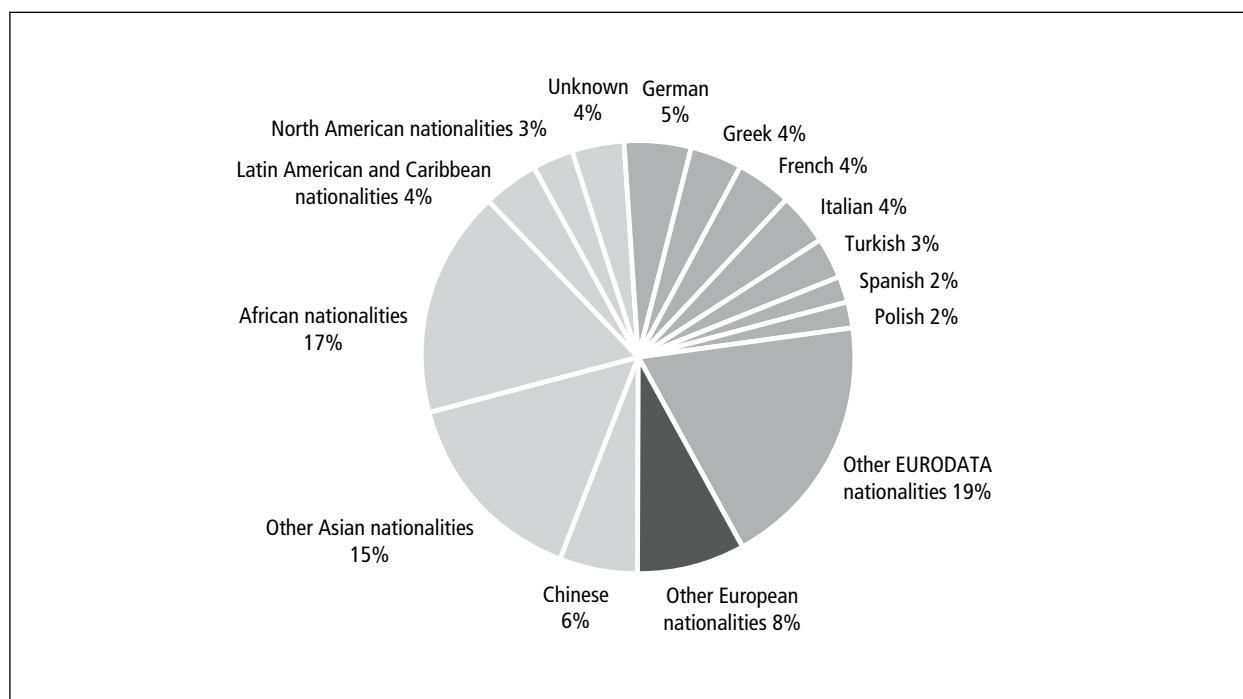
Just more than half of foreign students are nationals of countries outside the EURODATA region (54%, 4% unknown). In other words: the foreign student population in EURODATA countries is slightly dominated by persons from outside the EURODATA region (cf. Figure 1). Among non-EURODATA nationalities, the frequency of the major regions of the world is as follows: about 40 percent of the foreign students from outside the EURODATA region have an Asian nationality, about 31 percent of them have an African nationality, 15 percent have another European nationality, eight percent have a Latin American nationality, and only six percent have a northern American nationality (cf. Table 2.3).

Chinese is the most frequent nationality among foreign students in EURODATA countries

The most frequent nationality of foreign students in the EURODATA region is Chinese: in 2002/2003, more than six percent of foreign students in EURODATA countries were Chinese. The next three most frequent nationalities were German, Greek and French (in decreasing order). Germans and Greeks both account for over 4 percent and French for exactly 4 percent of foreign students in EURODATA countries (cf. Figure 1 and Table 2.3). Just more than 2 percent of foreign students enrolled at European universities are nationals of the United States of America.

When considering only EURODATA nationalities, apart from German, Greek and French students – which each account for around 10 percent if only EURODATA nationalities are considered –, the next most frequent nationalities are Italian (8%), Turkish (8%), and Spanish (5%), followed immediately by Polish (5%) (cf. Table 2.3).

The largest communities of foreign students in individual EURODATA countries are constituted by Chinese students in the United Kingdom and Turkish students in Germany (more than 30 000 and 27 000 students respectively). The next largest groups are Greek students in the United Kingdom and Chinese students in Germany (more than 22 000 and 20 000 students respectively, cf. Table 2.3).

Figure 1 Nationalities of foreign students in EURODATA countries 2002/2003

Female students make up for about half of all foreign students. Only in Cyprus, Turkey and Lithuania their share is especially low (23, 31 and 34% respectively). In contrast, their share is especially high in Iceland (65%, cf. Table 2.1).

EURODATA students enrolled abroad concentrate on other EURODATA countries

In 2002/2003, the number of students with EURODATA nationalities enrolled at foreign universities all over the world amounted to almost 575 000. This corresponds to three percent of all students with EURODATA nationalities enrolled in their home countries (cf. Table 2.2). In other words, for 100 national students in EURODATA countries, there are on average three students with a EURODATA nationality enrolled abroad.

The total number of study abroad students with EURODATA nationalities accounts for about half the number of foreign students in the EURODATA region. This means that taken together the EURODATA countries hosted about twice as many foreign students as there were students with their nationalities enrolled abroad. Students from EURODATA countries enrolled abroad concentrate on a limited number of foreign countries. In 2002/2003, their overwhelming majority studied in another EURODATA country (82%): 471 000 students with EURODATA nationalities were enrolled at universities in EURODATA countries different from those of their nationalities (cf. Tables 2.2 and 2.3).

Germany and the United Kingdom are the most frequent countries of study abroad

The most frequent countries of study abroad of EURODATA students are Germany and the United Kingdom, hosting together 38 percent of all study abroad students from other EU-

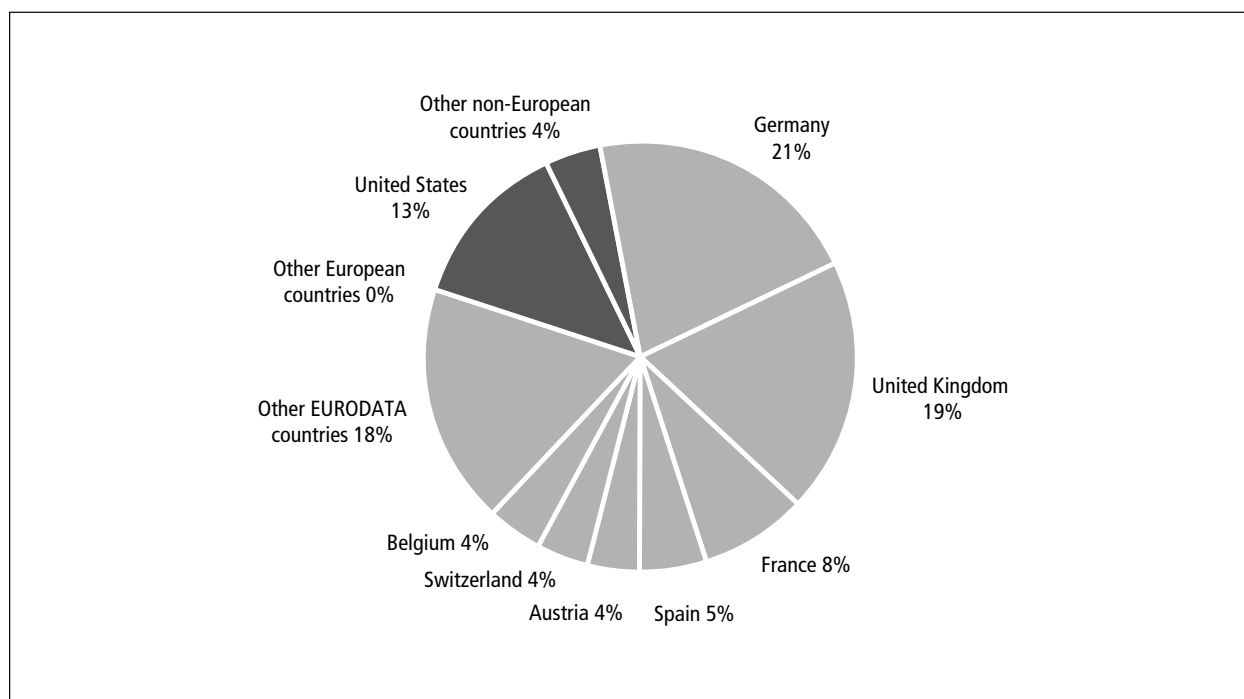
RODATA countries (cf. Table 2.3). In absolute numbers, more than 100 000 students from other EURODATA countries study in each of the two countries. Within a considerable distance, they are followed by France (hosting almost 50 000 students with other EURODATA nationalities or 8 percent of EURODATA students abroad) and Spain (hosting just more than 30 000 students with other EURODATA nationalities or 5 percent of EURODATA students abroad). Among the non-EURODATA study abroad countries, only Australia and the United States of America host a considerable number of students with EURODATA nationalities. Almost 77 000 EURODATA students study in the United States of America. This figure corresponds to 13 percent of EURODATA study abroad students and three quarters of EURODATA students enrolled in non-European countries. Australia, in turn, hosts 18 000 EURODATA students (3% of all EURODATA students abroad and 17% of EURODATA students enrolled outside Europe).

Foreign students in EURODATA countries concentrate on the United Kingdom, Germany and France

The United Kingdom, Germany, and France host by far the largest absolute numbers of foreign students in EURODATA countries (each of them more than 200 000 students). Overall, more than 60 percent of all foreign students in EURODATA countries study in one of these three countries (cf. Table 2.1).

In the United Kingdom, students from other English-speaking countries (Ireland, the United States of America, India) constitute a considerable part of foreign students, next to Chinese, Greek, German and French students (cf. Table 2.3 and the UK country profile).

In Germany, apart from Turkish and Chinese students, students from eastern European countries (Poland, the Russian

Figure 2 Destination countries of EURODATA students abroad 2002/2003

Federation, and Bulgaria) constitute large shares of foreign nationals.

In France, the foreign student population is dominated by African (Morocco, Algeria, Tunisia, Senegal, Cameroon) and Chinese students.

With respect to the proportion of foreign among all tertiary students, Liechtenstein (79%) and Cyprus (29%) stand out (cf. Map 1 and Table 2.1). While there is unfortunately no information available on nationalities of foreign students in Liechtenstein, it can be observed that half of foreign students in Cyprus are either Bangladeshi or Chinese. They concentrate on short, practically-oriented study programmes at ISCED 5B level.

Among the remaining EURODATA countries, another six have a foreign student rate exceeding 10 percent: Switzerland (18%), Austria (14%), Belgium, the United Kingdom, Germany, and France (each 11%).

The number of different nationalities present in an individual EURODATA country is especially high in Denmark, Norway, Sweden, France, and Germany (in decreasing order, cf. Table 2.1). In these countries, the top ten nationalities of foreign students make up less than 50 percent of all foreign students. The countries with an opposite situation – a pronounced concentration of nationalities of foreign students – are Estonia, Latvia, Slovenia, Greece, and Bulgaria. For these countries, the ten most important countries of nationality of foreign students account for over 90 percent of the total foreign student population.

Non-European nationalities had an extraordinary high share among foreign students in Cyprus (83%), Portugal (80%, especially Angolan, Cape Verdean, Brazilian, Mozambican, and Venezuelan), and France (69%, cf. Table 2.1).

Most EURODATA students enrolled abroad are German

By a considerable distance, Germany leads EURODATA countries with respect to the absolute numbers of students enrolled abroad (almost 63 000 or 11% of EURODATA students enrolled at institutions of tertiary education worldwide, cf. Table 2.2). It is followed by French, Turkish and Greek students (each just above 50 000 students enrolled in other countries of the world). It can be observed that Germany and France are the only two EURODATA countries which rank high with respect to the number of students abroad as well as host countries of foreign students.

Study abroad is especially relevant in Liechtenstein and Cyprus (cf. Map 2). In these two countries, the number of home nationality students enrolled abroad exceeds the number of home nationality students in national tertiary education. In Iceland there are two students enrolled abroad per ten home nationality students enrolled at national universities and in Bulgaria, there is one student abroad per ten home nationality students at national universities.

For all EURODATA countries study abroad is concentrated on a limited number of countries: the ten most frequent countries of study abroad together account for 95 percent of the total number of students abroad (cf. Table 2.2).

Cultural and geographical proximity highly influence study abroad

In order to weigh absolute numbers of home nationality students enrolled abroad according to their relative importance, a representation index for students abroad (EURODATA nationalities in other EURODATA countries) was calculated (cf. Table 1.3). The index considers the relation of students enrolled in

a particular foreign country to all study abroad students with the same nationality and sets it in relation to the share of foreign students enrolled in the foreign country among all foreign students in the EURODATA region.

Index values below one denote that the size of a group of students is below a hypothetical even distribution of students with a certain nationality across the EURODATA region. In turn, index values above one denote that a group of study abroad students is actually bigger than it would be under the condition of an even distribution of all study abroad students with a certain nationality. Very high index values are the result of cases where a large proportion of students with the nationality of one country are enrolled in a country which has only a low share of all foreign students in EURODATA countries (only EURODATA nationalities).

Table 2.3 shows that high index values concentrate on three groups of EURODATA countries which will be analysed below.

German-, French- and Dutch-speaking countries: strong study abroad ties among language groups

Study abroad country	AT	DE	CH	FR	BE	NL
Nationality						
AT	*	2.7	1.7	0.5	0.1	0.5
DE	2.2	*	2.7	1.3	0.2	4.0
CH	0.7	1.2	*	1.9	0.4	0.4
FR	0.2	0.6	1.7	*	5.5	0.3
BE	0.2	0.5	0.6	2.8	*	8.4
NL	0.2	0.7	0.6	0.6	5.7	*

The first matrix to be explained concerns the relative importance of students enrolled in neighbouring countries which use the same language. Three languages officially used in more than one country of the EURODATA region are covered, namely German, French and Dutch.

As regards German-speaking countries, the matrix shows a strong reciprocal importance of Germany and Austria. Germany is a highly important destination country for Austrian students, and Austria is a highly important destination country for German students. Between Germany or Austria and Switzerland, however, the study abroad relation has a high importance only for one side. For German students, Switzerland has a high relative importance as a destination country, but among Swiss students, Germany scores just above average. Similarly, Switzerland is more important than average for Austrian student, but from the Swiss perspective Austria has a below average importance. Even for German-speaking Swiss students, Austria seems not to have a particular importance.

For Swiss students, France is the study abroad destination with the highest absolute and second highest relative importance among EURODATA countries (after Italy). As regards French-speaking countries, there are strong reciprocal ties between all neighbouring countries: France is highly important among study abroad destinations of Swiss students and vice versa. The same holds true between Belgium and France. Also, for the Dutch-speaking region, strong reciprocal study abroad ties can be observed between Belgium and the Netherlands.

Central and eastern European students abroad are underrepresented in the United Kingdom

Study abroad country	DE	FR	GB
Nationality			
BG	2.2	1.5	0.1
CZ	1.7	1.0	0.4
EE	1.3	0.5	0.2
HU	1.9	0.9	0.3
LT	1.5	0.5	0.2
LV	1.7	0.5	0.3
PL	2.6	1.4	0.2
RO	1.0	2.3	0.1
SL	1.3	0.3	0.4
SK	0.5	0.3	0.1

The second matrix shows the relative importance of the three major host countries in the EURODATA region for study abroad students with central and eastern European EURODATA nationalities.

Clearly, Germany has an above average relative importance for all EURODATA students from central and eastern Europe, especially for Polish and Bulgarian students. The only exceptions are Romanian and especially Slovak students. For Romanian students, France has a high importance, and for Slovak students, the Czech Republic is a highly important study abroad destination.

Considering absolute numbers, France is among the ten most frequent countries of study abroad of all central and eastern European EURODATA countries. Apart from Romanian study abroad students, however, it has a high relative importance only for Bulgarian and Polish students.

For the United Kingdom, the situation is even more surprising: if absolute numbers are taken as the basis of analysis, the country is among the ten most frequent countries of study abroad for all central and eastern European EURODATA countries. The representation index, however, points to a rather low relative importance of the United Kingdom for central and eastern European students enrolled in other EURODATA countries.

Nordic countries: students abroad study in other Nordic countries

Study abroad country	DK	FI	NO	SE	IS
Nationality					
DK	*	1.2	16.6	4.9	12.5
FI	1.0	*	3.7	12.8	5.1
NO	8.5	0.8	*	3.0	3.0
SE	4.7	7.5	9.3	*	4.3
IS	31.1	2.1	10.8	4.8	*

The third matrix depicts the relative importance of Nordic destination countries for study abroad students with Nordic nationalities. In comparison to other intra-EURODATA groups of countries it shows exceptionally high index values. This means

that study abroad links have a very high importance within this EURODATA region.

In detail, the matrix shows that Sweden has a high relative importance for students from all other four Nordic countries, but especially for Finnish students. Also for Swedish study abroad students the other four Nordic countries have a relatively high importance.

Further important reciprocal links for study abroad students exist between Denmark and Norway and between Iceland and Denmark, and to a somewhat lesser degree between Iceland and Finland or Norway. Norway is also an important study destination for Finnish students, though the importance of Finland for Norwegian students is below average.

Most EURODATA countries host fewer foreign students than the number of their national students enrolled abroad

As stated above, the 32 EURODATA countries altogether host about twice as many foreign students as students of their nationalities study abroad. A close look, however, reveals that for the majority of individual EURODATA countries, many of them small countries, the number of home nationality students enrolled abroad exceeds the number of foreign students at institutions of tertiary education at home (cf. Map 3 and Table 2.2). The highest dominance of home nationality students enrolled abroad over foreign students at national universities can be observed for Liechtenstein, Slovakia (both have nine times more students abroad than foreign students at home) and Lithuania (seven times more students abroad than foreign students at home). They are followed by Iceland, Greece and Poland (in decreasing order) with five to three times more students abroad than foreign students at home.

Only 13 countries host more foreign students than home nationality students are enrolled at institutions of tertiary education abroad. This holds true notably for most of the large EURODATA countries (Germany, Spain, France, United Kingdom). The remaining nine countries are Austria, Belgium, Switzerland, Czech Republic, Denmark, Hungary, the Netherlands, Portugal, and Sweden. The lowest balance of foreign students to study abroad students can be observed for the United Kingdom: for ten foreign students, there is only one British student enrolled for study abroad. Other countries with a low balance in this respect are France (with less than three students abroad per ten foreign students), Switzerland and Germany (cf. Map 3 and Table 2.2).

Foreign students study most frequently programmes in the field Social sciences, business and law

Unfortunately, information on the distribution of students among fields of study is only available for foreign students, not for students abroad. For Estonia, Spain, France, Greece, Ireland, and Portugal, even this information is not available.

For the remaining 25 countries (no data at all are available for Luxembourg), a relatively homogeneous distribution of students can be observed (see individual country profiles). In general, about half of foreign students study a subject belonging to one of the fields Social and behavioural sciences, business and law or Humanities and arts.

Up to about a further third is enrolled in programmes in the fields of Engineering, manufacturing and construction or Science. However, Health and social services is among the most frequently chosen fields of study of foreign students in Romania (42% of foreign students), Bulgaria (37%), Lithuania (30%), Slovakia (28%), Italy (27%), the Czech Republic (26%), Hungary (22%), Denmark, and Poland (18% each). In Latvia Educational sciences are particularly strong among foreign students (25%).

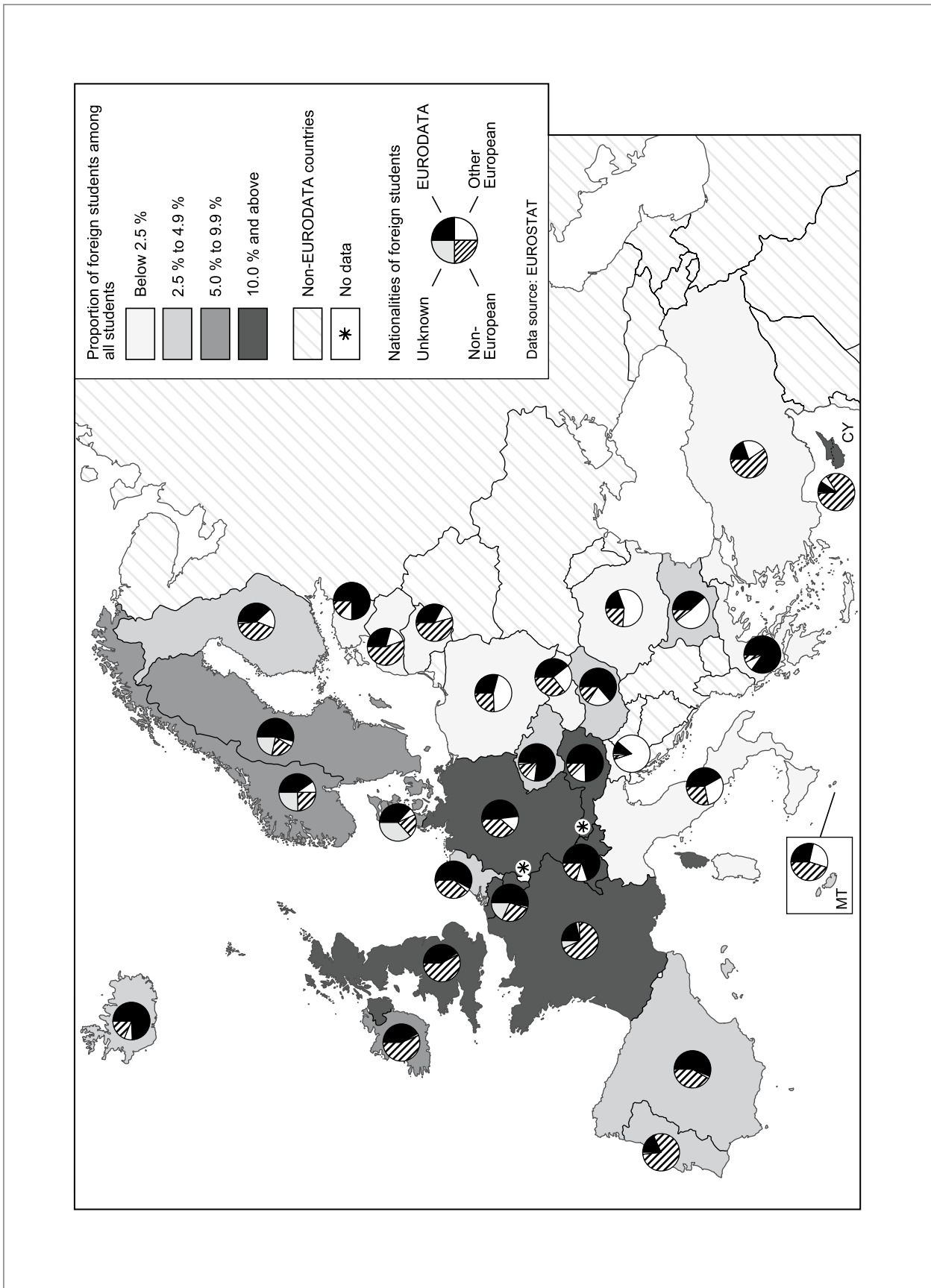
As has been shown by Wilén¹ on the basis of an analysis of data for 25 EURODATA countries, the proportion of foreign students in the two fields of Science and Engineering is in many cases lower than the proportion of all tertiary students enrolled in these fields. Only in Finland and Germany, the proportion of foreign students in Science and Engineering exceeds the proportion of all students enrolled in either of these two fields.

According to the country profiles compiled for this study, Engineering, manufacturing and construction is the most often chosen field of study of foreign students in Finland (29%). In Lithuania, Liechtenstein, Sweden, Slovenia and Turkey, it is second among the most frequent fields of study. It accounts for between a quarter (Lithuania) and 14 percent of foreign students (Turkey).

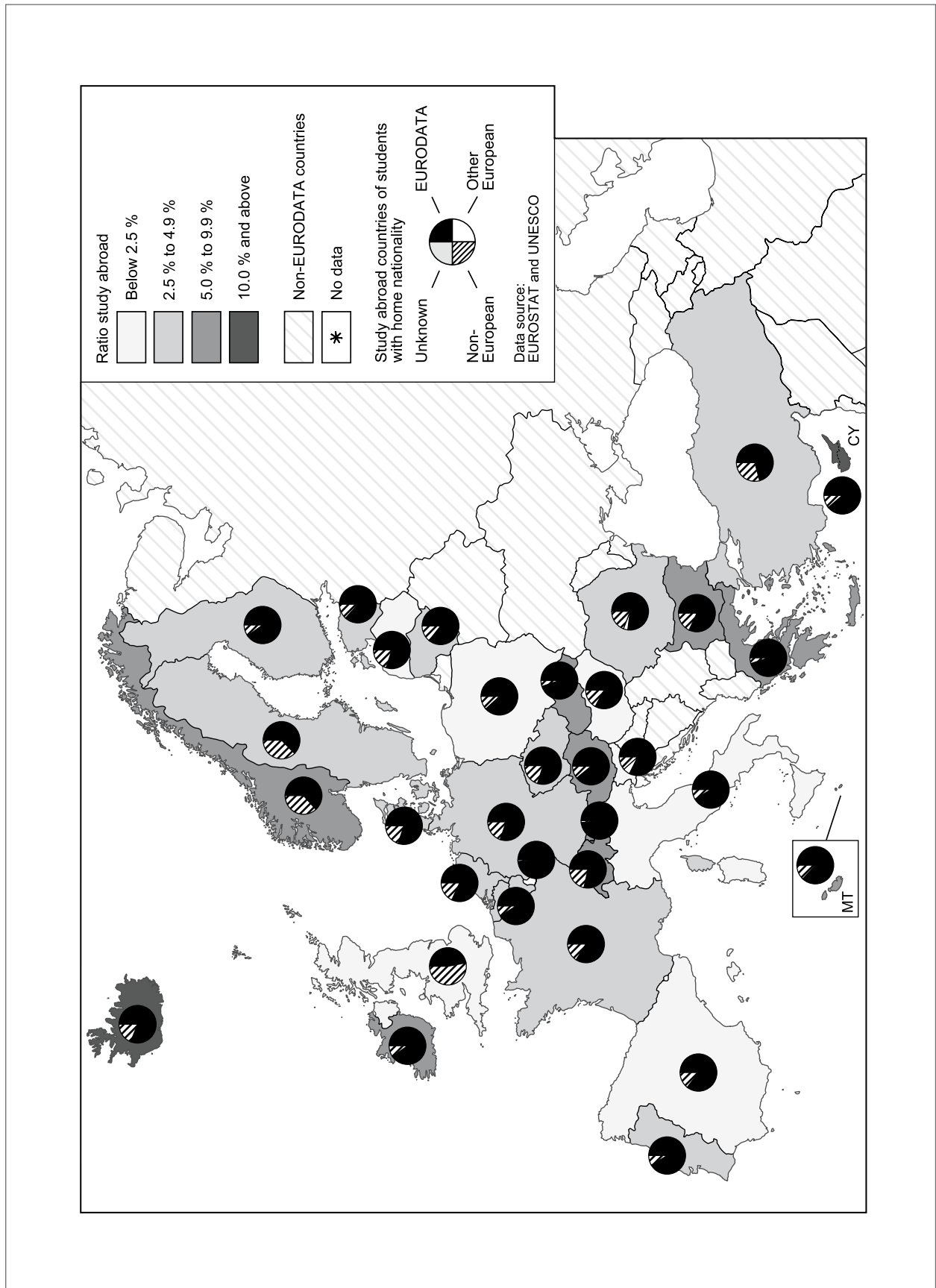
The proportion of foreign students enrolled in practically oriented study programmes at ISCED level 5B is especially high in Cyprus (94%). Very few study places in academically oriented programmes at ISCED 5A level exist in this country. Also, in Belgium (44% of foreign students), Slovenia (28%) and Greece (23%), a large proportion of foreign students is enrolled in practically oriented programmes.

¹ Wilén, H., "Increasing numbers of foreign students in the EU, decreasing job-to-job mobility of HRST", *Statistics in focus (European communities) – Science and technology*, no. 1, 2005.

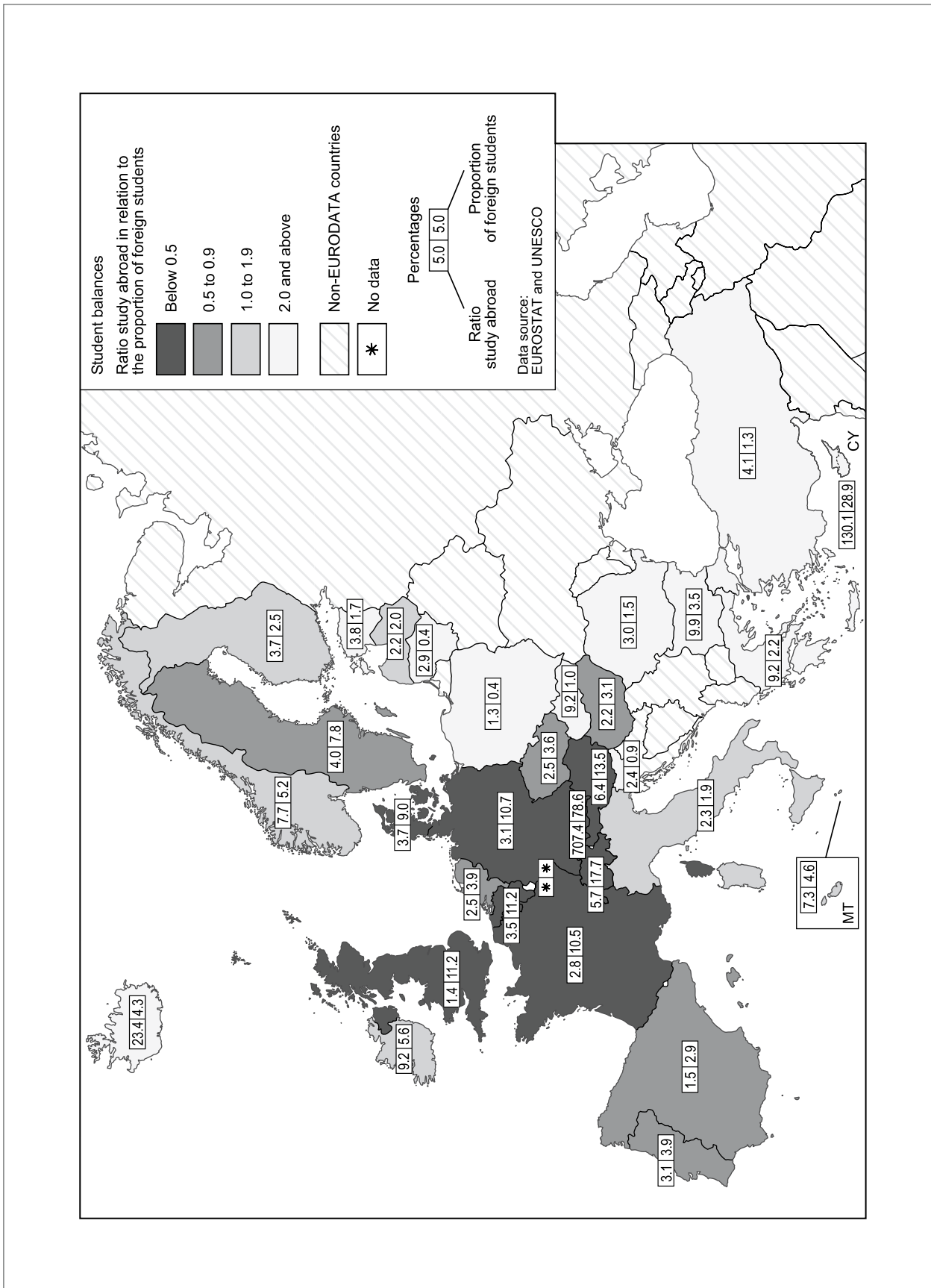
Map 1 Foreign students – the proportion of foreign students among all tertiary students and the regional distribution of foreign students' nationalities 2002/2003



Map 2 Students abroad – home nationality students enrolled abroad in proportion to resident students with home nationality ("ratio study abroad") and regional distribution of study abroad countries 2002/2003



Map 3 Student balances – ratio study abroad¹ in relation to the proportion of foreign students among all tertiary students 2002/2003



¹ Home nationality students enrolled abroad in proportion to resident students with home nationality.

Table 2.1 Foreign tertiary students in EURODATA countries 2002/2003

	All tertiary students	All foreign students	Proportion of foreign among all students %	Female %	Countries of foreign nationality ¹			10 most frequent nationalities of foreign students %
					EURODATA countries %	Other European countries %	Non-European countries %	
EURODATA Countries								
AT Austria	229 802	31 101	13.5	51.9	74.6	13.3	11.7	97.1
BE Belgium	374 532	41 856	11.2	*	53.2	1.7	27.0	60.0
BG Bulgaria	230 513	8 025	3.5	41.6	38.2	51.4	10.4	90.3
CH Switzerland	185 965	32 847	17.7	44.8	69.8	10.0	20.1	61.6
CY Cyprus	18 272	5 282	28.9	22.6	9.5	6.6	82.7	88.6
CZ Czech Republic	287 001	10 338	3.6	48.6	77.0	8.9	12.3	82.0
DE Germany	2 242 397	240 619	10.7	49.3	48.1	13.1	38.0	49.0
DK Denmark	201 746	18 120	9.0	54.1	36.9	6.3	19.9	38.3
EE Estonia	63 625	1 090	1.7	*	75.1	11.2	13.7	94.8
ES Spain	1 840 607	53 639	2.9	56.0	56.2	2.1	41.7	63.8
FI Finland	291 664	7 361	2.5	46.5	38.4	17.3	42.4	58.5
FR France	2 119 149	221 567	10.5	48.7	21.5	2.7	69.1	47.9
GB United Kingdom	2 287 833	255 233	11.2	48.3	40.8	1.5	57.4	55.5
GR Greece	561 457	12 456	2.2	*	84.9	8.3	6.3	92.5
HU Hungary	390 453	12 226	3.1	47.8	63.7	20.9	15.5	84.6
IE Ireland	181 557	10 201	5.6	50.3	42.1	1.7	56.2	72.7
IS Iceland	13 347	580	4.3	65.3	74.3	6.9	18.4	64.5
IT Italy	1 913 352	36 137	1.9	56.3	41.9	30.0	27.7	61.7
LI Liechtenstein	440	346	78.6	*	*	*	*	*
LT Lithuania	167 606	689	0.4	33.8	32.9	12.9	54.1	76.3
LU Luxembourg	3 077	*	*	*	*	*	*	*
LV Latvia	118 944	2 390	2.0	*	29.4	15.4	55.2	93.2
MT Malta	8 946	409	4.6	57.7	28.6	26.2	45.2	59.7
NL The Netherlands	526 767	20 531	3.9	53.9	57.8	3.5	38.0	70.0
NO Norway	212 395	11 060	5.2	56.9	40.4	9.6	24.6	43.2
PL Poland	1 983 360	7 617	0.4	54.0	29.1	45.2	25.5	74.1
PT Portugal	400 831	15 483	3.9	50.1	17.7	0.5	80.1	82.7
RO Romania	643 911	9 730	1.5	47.5	19.4	56.8	23.6	81.8
SE Sweden	414 657	32 469	7.8	56.6	53.7	4.6	20.0	44.9
SI Slovenia	101 458	963	0.9	48.9	11.2	83.8	3.1	92.9
SK Slovakia	158 089	1 651	1.0	46.0	39.4	25.0	35.6	72.0
TR Turkey	1 256 629	15 719	1.3	30.7	15.9	17.0	48.0	55.3
Total	19 430 382	1 117 735	5.8	46.4	42.1	8.0	45.6	56.8

¹ Only students with known nationalities

Source: UNESCO and EUROSTAT

Table 2.2 Students with EURODATA nationalities enrolled abroad 2002/2003

	All resident students with home nationality	Home nationality students enrolled abroad	Ratio study abroad ¹	Study abroad countries ²			10 most frequent countries of study abroad %	Ratio of ratio study abroad ¹ to the proportion of foreign among all students
				EURODATA countries %	Other European countries %	Non-European countries %		
EURODATA countries								
AT Austria	198 701	12 628	0.064	89.1	0.0	10.8	97.1	0.474
BE Belgium	332 676	11 502	0.035	91.0	0.0	9.0	96.5	0.313
BG Bulgaria	222 488	22 072	0.099	81.8	0.2	18.0	93.6	2.829
CH Switzerland	153 118	8 765	0.057	78.4	0.0	21.5	95.4	0.322
CY Cyprus	12 990	16 904	1.301	88.7	0.1	11.2	99.1	4.502
CZ Czech Republic	276 663	6 800	0.025	79.9	0.0	20.1	90.8	0.694
DE Germany	2 001 778	62 821	0.031	80.3	0.0	19.7	92.2	0.290
DK Denmark	183 626	6 733	0.037	80.2	0.0	19.8	93.6	0.411
EE Estonia	62 535	2 399	0.038	86.7	0.0	13.3	93.9	2.235
ES Spain	1 786 968	27 626	0.015	85.5	0.0	14.5	95.3	0.517
FI Finland	284 303	10 430	0.037	90.2	0.0	9.8	92.2	1.480
FR France	1 897 582	53 188	0.028	84.1	0.0	15.9	95.5	0.267
GB United Kingdom	2 032 600	28 596	0.014	47.0	0.0	53.0	91.2	0.125
GR Greece	549 001	50 284	0.092	95.1	0.0	4.9	95.8	4.182
HU Hungary	378 227	8 237	0.022	82.9	0.1	17.0	91.3	0.710
IE Ireland	171 356	15 823	0.092	90.0	0.2	9.8	98.5	1.643
IS Iceland	12 767	2 985	0.234	81.1	0.0	18.9	96.5	5.442
IT Italy	1 877 215	43 061	0.023	91.4	0.0	8.6	97.0	1.211
LI Liechtenstein	94	665	7.074	98.3	0.0	1.7	99.8	9.000
LT Lithuania	166 917	4 817	0.029	85.7	0.0	14.3	90.9	7.250
LU Luxembourg	*	6 513	*	98.7	0.0	1.3	99.3	*
LV Latvia	116 554	2 572	0.022	80.1	0.0	19.9	90.0	1.100
MT Malta	8 537	625	0.073	86.9	0.0	13.1	98.1	1.587
NL The Netherlands	506 236	12 486	0.025	81.9	0.0	18.0	95.0	0.641
NO Norway	201 335	15 453	0.077	63.3	0.0	36.7	93.2	1.481
PL Poland	1 975 743	26 267	0.013	88.1	0.1	11.7	93.7	3.250
PT Portugal	385 348	12 086	0.031	91.4	0.0	8.6	97.1	0.795
RO Romania	634 181	19 181	0.030	77.1	3.9	19.1	91.3	2.000
SE Sweden	382 188	15 254	0.040	62.5	0.0	37.5	91.7	0.513
SI Slovenia	100 495	2 385	0.024	82.4	6.1	11.5	93.3	2.667
SK Slovakia	156 438	14 429	0.092	94.9	0.0	5.1	96.7	9.200
TR Turkey	1 240 910	51 117	0.041	70.7	0.2	29.1	95.4	3.154
Total	18 309 570	574 704	0.031	82.0	0.2	17.8	94.7	0.378

¹ Ratio of students with home nationality enrolled abroad to resident students with home nationality² Only students with known nationalities

Source: UNESCO and EUROSTAT

Table 2.3 Matrix of foreign students in EURODATA countries and EURODATA students enrolled abroad 2002/2003

Host countries	AT Austria		BE Belgium		BG Bulgaria		CH Switzerland		CY Cyprus		CZ Czech Republic		DE Germany		DK Denmark	
	Abs.	Index ¹	Abs.	Index ¹	Abs.	Index ¹	Abs.	Index ¹	Abs.	Index ¹	Abs.	Index ¹	Abs.	Index ¹	Abs.	Index ¹
EURODATA countries																
AT Austria	*	*	47	0.1	4	0.1	851	1.7	0	0.0	11	0.1	6 880	2.7	31	0.2
BE Belgium	70	0.2	*	*	1	0.0	296	0.6	3	0.3	3	0.0	1 063	0.5	21	0.2
BG Bulgaria	1 588	1.8	164	0.2	*	*	290	0.3	69	3.6	57	0.2	9 960	2.2	62	0.2
CH Switzerland	258	0.7	121	0.4	0	0.0	*	*	0	0.0	4	0.0	2 036	1.2	47	0.5
CY Cyprus	21	0.0	15	0.0	443	4.9	10	0.0	*	*	82	0.4	199	0.1	2	0.0
CZ Czech Republic	439	1.6	56	0.2	7	0.2	164	0.6	4	0.7	*	*	2 337	1.7	22	0.3
DE Germany	5 657	2.2	450	0.2	22	0.1	6 843	2.7	4	0.1	62	0.1	*	*	706	1.0
DK Denmark	65	0.2	35	0.1	0	0.0	89	0.3	1	0.2	3	0.0	659	0.5	*	*
EE Estonia	22	0.2	12	0.1	0	0.0	18	0.2	1	0.5	3	0.1	625	1.3	94	3.4
ES Spain	309	0.3	1 039	1.0	0	0.0	1 566	1.4	1	0.0	3	0.0	6 077	1.1	150	0.5
FI Finland	145	0.3	40	0.1	3	0.1	97	0.2	0	0.0	5	0.0	946	0.5	119	1.0
FR France	394	0.2	11 428	5.5	2	0.0	3 540	1.7	6	0.1	7	0.0	6 499	0.6	179	0.3
GB United Kingdom	175	0.2	234	0.2	1	0.0	326	0.3	64	2.6	237	0.6	2 172	0.4	425	1.3
GR Greece	238	0.1	516	0.3	1 736	6.5	269	0.1	309	7.0	193	0.3	7 798	0.8	40	0.1
HU Hungary	1 279	3.8	97	0.3	7	0.2	209	0.6	2	0.3	16	0.1	3 200	1.9	49	0.5
IE Ireland	37	0.1	40	0.1	0	0.0	38	0.1	0	0.0	10	0.0	511	0.2	48	0.3
IS Iceland	23	0.2	11	0.1	1	0.1	11	0.1	0	0.0	1	0.0	162	0.3	1 081	31.1
IT Italy	6 149	3.5	2 185	1.3	10	0.0	4 448	2.6	5	0.1	4	0.0	8 003	0.9	115	0.2
LI Liechtenstein	109	4.1	0	0.0	0	0.0	480	18.1	0	0.0	0	0.0	45	0.3	0	0.0
LT Lithuania	53	0.3	23	0.1	0	0.0	54	0.3	4	0.9	4	0.1	1 465	1.5	249	4.4
LU Luxembourg	294	1.1	1 288	5.1	0	0.0	251	1.0	0	0.0	0	0.0	1 963	1.5	1	0.0
LV Latvia	29	0.3	22	0.2	0	0.0	35	0.3	2	0.9	6	0.2	862	1.7	105	3.5
MT Malta	2	0.1	1	0.0	1	0.3	8	0.3	0	0.0	0	0.0	55	0.4	2	0.3
NL The Netherlands	104	0.2	2 764	5.7	0	0.0	304	0.6	0	0.0	2	0.0	1 880	0.7	101	0.7
NO Norway	68	0.1	23	0.0	2	0.0	138	0.2	2	0.1	73	0.3	835	0.3	1 524	8.5
PL Poland	1 172	1.1	299	0.3	6	0.0	447	0.4	4	0.2	112	0.3	13 629	2.6	331	1.1
PT Portugal	52	0.1	618	1.3	0	0.0	571	1.2	0	0.0	33	0.2	1 945	0.8	33	0.2
RO Romania	451	0.6	330	0.4	72	0.7	452	0.6	17	1.0	15	0.1	3 695	1.0	124	0.6
SE Sweden	207	0.3	31	0.1	3	0.0	243	0.4	3	0.2	45	0.2	839	0.3	829	4.7
SI Slovenia	593	6.2	13	0.1	0	0.0	61	0.6	0	0.0	20	0.6	625	1.3	6	0.2
SK Slovakia	1 387	2.4	47	0.1	9	0.1	159	0.3	3	0.2	6 938	34.7	1 514	0.5	12	0.1
TR Turkey	1 820	0.9	319	0.2	738	2.7	654	0.3	0	0.0	8	0.0	27 253	2.6	180	0.3
Subtotal	23 210	1.0	22 268	1.0	3 068	1.0	22 922	1.0	504	1.0	7 957	1.0	115 732	1.0	6 688	1.0
Other countries and regions																
Other Europ. countries	4 136	*	697	*	4 122	*	3 272	*	348	*	919	*	31 575	*	1 134	*
... incl. Russian Fed.	278	*	285	*	127	*	495	*	197	*	305	*	10 185	*	317	*
Northern America	341	*	294	*	16	*	618	*	11	*	89	*	4 154	*	332	*
... incl. United States	300	*	193	*	13	*	380	*	8	*	63	*	3 469	*	252	*
Latin America and the Caribbean	366	*	936	*	7	*	1 327	*	7	*	98	*	6 634	*	291	*
... including Mexico	48	*	81	*	2	*	107	*	1	*	3	*	730	*	50	*
... including Brazil	43	*	149	*	2	*	234	*	2	*	0	*	1 633	*	62	*
Africa	608	*	7 328	*	146	*	2 245	*	83	*	255	*	22 602	*	656	*
Asia	2 290	*	2 704	*	664	*	2 322	*	4 262	*	828	*	57 781	*	2 278	*
... including China	527	*	1 062	*	7	*	674	*	1 091	*	10	*	20 141	*	1 042	*
... including India	75	*	178	*	224	*	256	*	309	*	39	*	3 429	*	152	*
... including Japan	255	*	158	*	1	*	267	*	0	*	12	*	2 438	*	59	*
Oceania	26	*	36	*	2	*	74	*	6	*	2	*	374	*	53	*
Subtotal	7 767	*	11 995	*	4 957	*	9 858	*	4 717	*	2 191	*	123 120	*	4 744	*
Unknown	124	*	7 593	*	*	*	67	*	61	*	190	*	1 767	*	6 688	*
Total foreign students	31 101	*	41 856	*	8 025	*	32 847	*	5 282	*	10 338	*	240 619	*	18 120	*

¹ Representation index for study abroad students (EURODATA nationalities in other EURODATA countries). Index values below one denote that the number of students with a certain nationality (line) in a particular country (column) is below a hypothetical even distribution of students with that nationality across the EURODATA countries. Index values above one denote the opposite situation.

Source: UNESCO and EUROSTAT

Table 2.3 continued (-2-) Matrix of foreign students in EURODATA countries and EURODATA students enrolled abroad 2002/2003

Host countries	EE Estonia		ES Spain		FI Finland		FR France		GB United Kingdom		GR Greece		HU Hungary		IE Ireland	
Countries of nationality	Abs.	Index ¹	Abs.	Index ¹	Abs.	Index ¹	Abs.	Index ¹	Abs.	Index ¹	Abs.	Index ¹	Abs.	Index ¹	Abs.	Index ¹
EURODATA countries																
AT Austria	2	0.1	725	1.1	32	0.5	485	0.5	1 343	0.6	3	0.0	28	0.2	26	0.3
BE Belgium	3	0.2	1 471	2.4	28	0.5	2 670	2.8	2 307	1.1	6	0.0	1	0.0	65	0.8
BG Bulgaria	2	0.1	306	0.3	41	0.4	2 755	1.5	474	0.1	210	0.5	45	0.2	11	0.1
CH Switzerland	1	0.1	245	0.5	47	1.1	1 368	1.9	1 326	0.8	1	0.0	9	0.1	20	0.3
CY Cyprus	0	0.0	11	0.0	3	0.0	167	0.1	3 570	1.2	10 048	32.3	297	1.3	1	0.0
CZ Czech Republic	0	0.0	284	0.8	47	1.4	585	1.0	435	0.4	7	0.1	23	0.2	21	0.4
DE Germany	7	0.1	5 154	1.6	292	0.9	6 908	1.3	13 145	1.2	73	0.1	519	0.6	474	1.0
DK Denmark	3	0.3	316	0.9	41	1.2	340	0.6	1 737	1.4	1	0.0	0	0.0	20	0.4
EE Estonia	*	*	93	0.7	528	44.7	104	0.5	106	0.2	1	0.0	8	0.2	7	0.4
ES Spain	2	0.1	*	*	102	0.8	4 197	1.8	7 390	1.5	1	0.0	5	0.0	241	1.2
FI Finland	256	17.2	462	0.8	*	*	366	0.4	2 193	1.2	4	0.0	13	0.1	97	1.2
FR France	1	0.0	5 899	2.1	126	0.5	*	*	12 488	1.3	6	0.0	13	0.0	499	1.3
GB United Kingdom	1	0.0	2 253	1.5	160	1.1	2 998	1.3	*	*	7	0.0	23	0.1	2 132	10.0
GR Greece	0	0.0	401	0.2	39	0.2	2 444	0.6	22 485	2.5	*	*	207	0.3	49	0.1
HU Hungary	3	0.3	154	0.4	111	2.7	584	0.9	451	0.3	16	0.1	*	*	10	0.2
IE Ireland	0	0.0	320	0.4	27	0.3	644	0.5	12 305	4.3	0	0.0	6	0.0	*	*
IS Iceland	0	0.0	42	0.3	31	2.1	47	0.2	261	0.5	0	0.0	12	0.3	3	0.1
IT Italy	5	0.1	6 314	2.8	107	0.5	4 740	1.3	5 638	0.7	25	0.0	12	0.0	154	0.5
LI Liechtenstein	0	0.0	2	0.1	0	0.0	0	0.0	13	0.1	0	0.0	0	0.0	0	0.0
LT Lithuania	209	30.4	69	0.3	78	3.3	189	0.5	131	0.2	2	0.0	6	0.1	5	0.1
LU Luxembourg	0	0.0	21	0.1	2	0.1	1 726	3.2	773	0.7	0	0.0	0	0.0	8	0.2
LV Latvia	305	83.2	15	0.1	27	2.1	107	0.5	142	0.3	2	0.0	2	0.1	4	0.2
MT Malta	0	0.0	51	1.6	1	0.3	0	0.0	380	3.4	2	0.2	0	0.0	5	1.1
NL The Netherlands	3	0.2	977	1.5	50	0.8	658	0.6	2 359	1.0	4	0.0	2	0.0	57	0.6
NO Norway	1	0.0	251	0.3	63	0.8	356	0.3	3 548	1.3	2	0.0	642	3.1	179	1.6
PL Poland	2	0.1	749	0.5	88	0.7	3 052	1.4	847	0.2	33	0.1	142	0.4	50	0.3
PT Portugal	0	0.0	2 204	3.5	19	0.3	2 828	2.8	2 326	1.1	2	0.0	5	0.0	15	0.2
RO Romania	2	0.1	623	0.6	98	1.0	3 642	2.3	447	0.1	69	0.2	3 147	12.1	56	0.4
SE Sweden	10	0.5	548	0.7	561	7.5	818	0.6	3 674	1.3	6	0.0	97	0.5	73	0.6
SI Slovenia	0	0.0	53	0.4	8	0.7	54	0.3	190	0.4	0	0.0	35	1.1	4	0.2
SK Slovakia	0	0.0	97	0.1	19	0.3	414	0.3	177	0.1	2	0.0	2 441	12.5	7	0.1
TR Turkey	1	0.0	20	0.0	51	0.2	2 413	0.6	1 411	0.2	45	0.0	42	0.1	0	0.0
Subtotal	819	1.0	30 130	1.0	2 827	1.0	47 659	1.0	104 072	1.0	10 578	1.0	7 782	1.0	4 293	1.0
Other countries and regions																
Other European countries	122	*	1 121	*	1 277	*	6 041	*	3 721	*	1 029	*	2 554	*	178	*
...incl. Russian Fed.	101	*	218	*	1 079	*	2 537	*	1 601	*	101	*	229	*	68	*
Northern America	11	*	641	*	241	*	4 529	*	17 236	*	35	*	268	*	2 224	*
...incl. United States	6	*	585	*	172	*	3 103	*	13 647	*	29	*	205	*	1 953	*
Latin America and the Caribbean	3	*	15 791	*	149	*	9 556	*	7 015	*	16	*	31	*	81	*
...incl. Mexico	0	*	2 209	*	25	*	1 587	*	1 602	*	0	*	0	*	12	*
...incl. Brazil	1	*	1 374	*	21	*	1 737	*	961	*	2	*	1	*	6	*
Africa	6	*	4 646	*	829	*	106 522	*	21 110	*	232	*	191	*	596	*
Asia	129	*	1 269	*	1 867	*	32 229	*	99 271	*	501	*	1 396	*	2 762	*
...incl. China	113	*	289	*	1 107	*	10 665	*	30 690	*	10	*	73	*	645	*
...incl. India	3	*	65	*	71	*	625	*	10 422	*	2	*	57	*	298	*
...incl. Japan	2	*	110	*	98	*	2 490	*	5 729	*	4	*	15	*	50	*
Oceania	0	*	41	*	36	*	341	*	1 923	*	6	*	4	*	67	*
Subtotal	271	*	23 509	*	4 399	*	159 218	*	150 276	*	1 819	*	4 444	*	5 908	*
Unknown	0	*	0	*	135	*	14 690	*	885	*	59	*	0	*	0	*
Total foreign students	1 090	*	53 639	*	7 361	*	221 567	*	255 233	*	12 456	*	12 226	*	10 201	*

¹ Representation index for study abroad students (EURODATA nationalities in other EURODATA countries). Index values below one denote that the number of students with a certain nationality (line) in a particular country (column) is below a hypothetical even distribution of students with that nationality across the EURODATA countries. Index values above one denote the opposite situation.

Table 2.3 continued (-3-) Matrix of foreign students in EURODATA countries and EURODATA students enrolled abroad 2002/2003

Host countries	IS Iceland		IT Italy		LI Liechtenst.		LT Lithuania		LU Luxemb.		LV Latvia		MT Malta		NL Netherlands		NO Norway	
Countries of nationality	Abs.	Index ¹	Abs.	Index ¹	Abs.	Index ¹	Abs.	Index ¹	Abs.	Index ¹	Abs.	Index ¹	Abs.	Index ¹	Abs.	Index ¹	Abs.	Index ¹
EURODATA countries																		
AT Austria	12	1.3	175	0.5	*	*	4	0.8	*	*	0	0.0	0	0.0	131	0.5	26	0.3
BE Belgium	3	0.3	155	0.5	*	*	3	0.7	*	*	1	0.1	1	0.4	1 987	8.4	23	0.3
BG Bulgaria	12	0.7	398	0.7	*	*	0	0.0	*	*	1	0.0	26	5.8	144	0.3	49	0.3
CH Switzerland	5	0.8	946	4.1	*	*	0	0.0	*	*	1	0.1	0	0.0	70	0.4	35	0.5
CY Cyprus	0	0.0	55	0.1	*	*	1	0.1	*	*	1	0.0	7	2.0	1	0.0	1	0.0
CZ Czech Republic	6	1.2	136	0.8	*	*	0	0.0	*	*	4	0.5	0	0.0	60	0.4	36	0.7
DE Germany	60	1.3	1 189	0.7	*	*	37	1.5	*	*	14	0.2	8	0.6	5 252	4.0	446	0.9
DK Denmark	63	12.5	41	0.2	*	*	3	1.1	*	*	13	1.6	1	0.7	87	0.6	868	16.6
EE Estonia	4	2.2	23	0.4	*	*	1	1.1	*	*	109	37.2	2	4.1	7	0.1	53	2.8
ES Spain	19	0.9	298	0.4	*	*	8	0.7	*	*	0	0.0	0	0.0	745	1.3	61	0.3
FI Finland	40	5.1	84	0.3	*	*	16	3.9	*	*	2	0.2	6	2.8	137	0.6	301	3.7
FR France	26	0.7	651	0.5	*	*	7	0.3	*	*	4	0.1	1	0.1	326	0.3	119	0.3
GB United Kingdom	18	0.8	173	0.2	*	*	2	0.2	*	*	3	0.1	12	2.1	603	1.0	343	1.5
GR Greece	3	0.1	7 979	6.0	*	*	0	0.0	*	*	0	0.0	6	0.6	151	0.1	15	0.0
HU Hungary	2	0.3	150	0.7	*	*	0	0.0	*	*	0	0.0	0	0.0	93	0.5	34	0.5
IE Ireland	2	0.2	15	0.0	*	*	0	0.0	*	*	0	0.0	1	0.3	56	0.2	32	0.3
IS Iceland	*	*	11	0.1	*	*	0	0.0	*	*	0	0.0	0	0.0	36	0.6	251	10.8
IT Italy	21	0.7	*	*	*	*	19	1.1	*	*	15	0.3	4	0.5	320	0.4	61	0.2
LI Liechtenstein	0	0.0	1	0.1	*	*	0	0.0	*	*	0	0.0	0	0.0	2	0.1	0	0.0
LT Lithuania	18	5.0	38	0.3	*	*	*	*	*	*	507	86.2	0	0.0	25	0.3	87	2.3
LU Luxembourg	0	0.0	23	0.1	*	*	0	0.0	*	*	0	0.0	0	0.0	18	0.1	1	0.0
LV Latvia	5	2.6	30	0.4	*	*	44	43.3	*	*	*	*	3	5.7	18	0.3	90	4.5
MT Malta	0	0.0	30	1.8	*	*	0	0.0	*	*	0	0.0	*	*	1	0.1	2	0.4
NL The Netherlands	8	0.9	100	0.3	*	*	3	0.6	*	*	1	0.1	5	2.0	*	*	167	1.7
NO Norway	35	3.0	73	0.2	*	*	0	0.0	*	*	2	0.1	17	5.4	104	0.3	*	*
PL Poland	12	0.6	786	1.1	*	*	58	5.6	*	*	6	0.2	2	0.4	268	0.5	98	0.5
PT Portugal	0	0.0	71	0.2	*	*	3	0.6	*	*	0	0.0	1	0.4	141	0.6	28	0.3
RO Romania	2	0.1	908	1.8	*	*	0	0.0	*	*	0	0.0	1	0.3	133	0.3	74	0.5
SE Sweden	49	4.3	120	0.3	*	*	2	0.3	*	*	17	0.9	1	0.3	103	0.3	1 107	9.3
SI Slovenia	0	0.0	223	3.5	*	*	0	0.0	*	*	0	0.0	0	0.0	10	0.2	2	0.1
SK Slovakia	2	0.2	130	0.3	*	*	0	0.0	*	*	1	0.1	2	0.7	67	0.2	20	0.2
TR Turkey	4	0.1	139	0.1	*	*	16	0.8	*	*	0	0.0	10	1.0	780	0.7	40	0.1
Subtotal	431	1.0	15 151	1.0	*	*	227	1.0	*	*	702	1.0	117	1.0	11 876	1.0	4 470	1.0
Other countries and regions																		
Other European countries	40	*	10 824	*	*	*	89	*	*	*	368	*	107	*	719	*	1 057	*
...incl. Russian Fed.	21	*	369	*	*	*	37	*	*	*	330	*	57	*	271	*	544	*
Northern America	53	*	468	*	*	*	15	*	*	*	16	*	8	*	359	*	341	*
...incl. United States	40	*	298	*	*	*	12	*	*	*	12	*	3	*	292	*	294	*
Latin America and the Caribbean	17	*	2 539	*	*	*	3	*	*	*	1	*	4	*	1 320	*	249	*
...incl. Mexico	3	*	125	*	*	*	*	*	*	*	0	*	1	*	31	*	30	*
...incl. Brazil	2	*	471	*	*	*	*	*	*	*	0	*	0	*	69	*	29	*
Africa	9	*	3 111	*	*	*	5	*	*	*	3	*	48	*	2 466	*	839	*
Asia	26	*	3 834	*	*	*	345	*	*	*	1 301	*	122	*	3 601	*	1 262	*
...incl. China	10	*	204	*	*	*	42	*	*	*	3	*	66	*	1 371	*	316	*
incl. India	1	*	228	*	*	*	1	*	*	*	8	*	3	*	76	*	128	*
...incl. Japan	6	*	137	*	*	*	2	*	*	*	1	*	2	*	71	*	25	*
Oceania	2	*	52	*	*	*	5	*	*	*	0	*	3	*	53	*	29	*
Subtotal	147	*	20 828	*	*	*	462	*	*	*	1 688	*	292	*	8 518	*	3 777	*
Unknown	2	*	158	*	*	*	*	*	*	*	*	*	*	*	137	*	2 813	*
Total foreign students	580	*	36 137	*	346	*	689	*	*	*	2 390	*	409	*	20 531	*	11 060	*

¹ Representation index for study abroad students (EURODATA nationalities in other EURODATA countries). Index values below one denote that the number of students with a certain nationality (line) in a particular country (column) is below a hypothetical even distribution of students with that nationality across the EURODATA countries. Index values above one denote the opposite situation.

Table 2.3 continued (-4-) Matrix of foreign students in EURODATA countries and EURODATA students enrolled abroad 2002/2003

Host countries	PL Poland		PT Portugal		RO Romania		SE Sweden		SL Slovenia		SK Slovakia		TR Turkey		Total EURODATA		
	Abs.	Index ¹	Abs.	Index ¹	Abs.	Index ¹	Abs.	Index ¹	Abs.	Index ¹	Abs.	Index ¹	Abs.	Index ¹	Abs.	%	%
EURODATA countries																	
AT Austria	19	0.4	8	0.1	5	0.1	388	1.0	5	2.1	3	0.2	12	0.2	11 256	2.4	1.0
BE Belgium	4	0.1	72	1.3	4	0.1	205	0.6	0	0.0	2	0.2	0	0.0	10 468	2.2	0.9
BG Bulgaria	114	1.3	32	0.3	186	2.6	87	0.1	2	0.5	22	0.9	948	9.9	18 055	3.8	1.6
CH Switzerland	4	0.1	62	1.5	6	0.2	254	1.0	0	0.0	3	0.3	5	0.1	6 874	1.5	0.6
CY Cyprus	9	0.1	0	0.0	27	0.5	6	0.0	0	0.0	18	0.9	0	0.0	14 995	3.2	1.3
CZ Czech Republic	242	9.2	7	0.2	0	0.0	190	0.9	6	4.7	316	41.1	0	0.0	5 434	1.2	0.5
DE Germany	148	0.6	306	1.0	128	0.6	2 416	1.3	8	0.7	8	0.1	115	0.4	50 451	10.7	4.5
DK Denmark	10	0.4	5	0.2	1	0.0	995	4.9	0	0.0	0	0.0	3	0.1	5 400	1.1	0.5
EE Estonia	14	1.5	1	0.1	0	0.0	242	3.3	1	2.2	0	0.0	0	0.0	2 079	0.4	0.2
ES Spain	18	0.2	485	3.7	2	0.0	890	1.1	1	0.2	1	0.0	2	0.0	23 613	5.0	2.1
FI Finland	7	0.2	17	0.3	1	0.0	4 054	12.8	0	0.0	0	0.0	1	0.0	9 412	2.0	0.8
FR France	28	0.1	1 177	4.6	12	0.1	1 295	0.8	2	0.2	1	0.0	10	0.0	44 746	9.5	4.0
GB United Kingdom	26	0.2	91	0.7	6	0.1	839	1.0	0	0.0	4	0.1	114	0.9	13 442	2.9	1.2
GR Greece	25	0.1	21	0.1	1 283	7.8	269	0.2	1	0.1	119	2.1	1 212	5.5	47 808	10.1	4.3
HU Hungary	68	2.1	9	0.2	81	3.0	179	0.7	3	1.9	17	1.8	4	0.1	6 828	1.4	0.6
IE Ireland	2	0.0	12	0.2	1	0.0	132	0.3	1	0.3	0	0.0	1	0.0	14 241	3.0	1.3
IS Iceland	0	0.0	2	0.1	0	0.0	434	4.8	0	0.0	0	0.0	0	0.0	2 420	0.5	0.2
IT Italy	20	0.1	167	0.8	44	0.3	686	0.5	70	8.7	1	0.0	11	0.1	39 353	8.4	3.5
LI Liechtenstein	0	0.0	1	0.3	0	0.0	1	0.0	0	0.0	0	0.0	0	0.0	654	0.1	0.1
LT Lithuania	628	33.8	2	0.1	0	0.0	268	1.8	0	0.0	1	0.2	12	0.6	4 127	0.9	0.4
LU Luxembourg	0	0.0	54	1.7	0	0.0	5	0.0	0	0.0	0	0.0	0	0.0	6 428	1.4	0.6
sLV Latvia	71	7.1	0	0.0	0	0.0	134	1.7	0	0.0	0	0.0	0	0.0	2 060	0.4	0.2
MT Malta	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	1.4	1	0.4	543	0.1	0.0
NL The Netherlands	3	0.1	47	0.8	2	0.0	630	1.7	0	0.0	0	0.0	1	0.0	10 232	2.2	0.9
NO Norway	411	6.9	9	0.1	6	0.1	1 406	3.0	0	0.0	15	0.9	0	0.0	9 785	2.1	0.9
PL Poland	*	*	79	0.6	6	0.1	846	1.1	2	0.4	23	0.8	4	0.0	23 153	4.9	2.1
PT Portugal	7	0.1	*	*	1	0.0	148	0.4	0	0.0	0	0.0	0	0.0	11 051	2.3	1.0
RO Romania	43	0.6	48	0.5	*	*	205	0.4	2	0.6	85	3.9	38	0.5	14 779	3.1	1.3
SE Sweden	102	1.7	19	0.3	21	0.4	*	*	1	0.3	3	0.2	2	0.0	9 534	2.0	0.9
SI Slovenia	10	1.1	6	0.5	2	0.3	44	0.6	*	*	5	1.9	2	0.2	1 966	0.4	0.2
SK Slovakia	180	3.2	0	0.0	1	0.0	53	0.1	3	1.1	*	*	1	0.0	13 686	2.9	1.2
TR Turkey	7	0.0	2	0.0	57	0.3	148	0.1	0	0.0	2	0.0	*	*	36 160	7.7	3.2
Subtotal	2 220	1.0	2 741	1.0	1 883	1.0	17 449	1.0	108	1.0	650	1.0	2 499	1.0	471 033	100.0	42.1
Other countries and regions																	
Other European countries	3 446	*	70	*	5 530	*	1 491	*	807	*	413	*	2 678	*	89 885	15.0	8.0
...incl. Russian Fed.	346	*	28	*	9	*	643	*	17	*	32	*	720	*	21 547	3.6	1.9
Northern America	486	*	698	*	122	*	1 306	*	1	*	17	*	21	*	34 951	5.8	3.1
...incl. United States	359	*	495	*	76	*	954	*	0	*	6	*	16	*	27 235	4.5	2.4
Latin America and the Caribbean	71	*	2 460	*	34	*	922	*	11	*	14	*	12	*	49 965	8.3	4.5
...incl. Mexico	5	*	11	*	1	*	155	*	0	*	0	*	1	*	6 820	1.1	0.6
...incl. Brazil	28	*	1 760	*	4	*	107	*	1	*	1	*	0	*	8 700	1.4	0.8
Africa	265	*	8 831	*	685	*	778	*	5	*	132	*	384	*	185 616	30.9	16.6
Asia	1 112	*	382	*	1 450	*	3 181	*	12	*	425	*	7 106	*	236 712	39.2	21.1
...incl. China	37	*	53	*	31	*	868	*	2	*	2	*	103	*	71 254	12.1	6.4
...incl. India	28	*	19	*	213	*	301	*	5	*	5	*	3	*	17 224	2.9	1.5
...incl. Japan	16	*	15	*	2	*	192	*	0	*	4	*	15	*	12 176	2.0	1.1
Oceania	8	*	38	*	4	*	291	*	1	*	0	*	29	*	3 506	0.6	0.3
Subtotal	5 388	*	12 479	*	7 825	*	7 969	*	837	*	1 001	*	10 230	*	600 634	100.0	53.7
Unknown	9	*	263	*	22	*	7 051	*	18	*	*	*	2 990	*	45 722	*	4.1
Total foreign students	7 617	*	15 483	*	9 730	*	32 469	*	963	*	1 651	*	15 719	*	1 117 735	*	100.0

¹ Representation index for study abroad students (EURODATA nationalities in other EURODATA countries). Index values below one denote that the number of students with a certain nationality (line) in a particular country (column) is below a hypothetical even distribution of students with that nationality across the EURODATA countries. Index values above one denote the opposite situation.

Table 2.3 continued (-5-) Matrix of foreign students in EURODATA countries and EURODATA students enrolled abroad 2002/2003

Host countries Countries of nationality	Total EURODATA		Other European countries		Non-European countries		...including USA		...including Japan		...including Australia		Total (73 countries)		
	Abs.	%	Abs.	%	Abs.	%	Abs.	%	Abs.	%	Abs.	%	Abs.	%	%
EURODATA countries															
AT Austria	11 256	89.1	3	0.0	1 369	10.8	1 060	8.4	36	0.3	226	1.8	12 628	100.0	2.2
BE Belgium	10 468	91.0	0	0.0	1 034	9.0	847	7.4	40	0.4	98	0.9	11 502	100.0	2.0
BG Bulgaria	18 055	81.8	45	0.2	3 972	18.0	3 725	16.9	121	0.6	67	0.3	22 072	100.0	3.8
CH Switzerland	6 874	78.4	4	0.1	1 887	21.5	1 562	17.8	28	0.3	244	2.8	8 765	100.0	1.5
CY Cyprus	14 995	88.7	18	0.1	1 891	11.2	1 834	10.9	0	0.0	56	0.3	16 904	100.0	2.9
CZ Czech Republic	5 434	79.9	0	0.0	1 366	20.1	1 180	17.4	32	0.5	126	1.9	6 800	100.0	1.2
DE Germany	50 451	80.3	18	0.0	12 352	19.7	9 302	14.8	268	0.4	2 049	3.3	62 821	100.0	10.9
DK Denmark	5 400	80.2	0	0.0	1 333	19.8	901	13.4	25	0.4	307	4.6	6 733	100.0	1.2
EE Estonia	2 079	86.7	0	0.0	320	13.3	298	12.4	9	0.4	6	0.3	2 399	100.0	0.4
ES Spain	23 613	85.5	1	0.0	4 012	14.5	3 633	13.2	63	0.2	158	0.6	27 626	100.0	4.8
FI Finland	9 412	90.2	0	0.0	1 018	9.8	739	7.1	33	0.3	158	1.5	10 430	100.0	1.8
FR France	44 746	84.1	4	0.0	8 438	15.9	7 223	13.6	227	0.4	610	1.2	53 188	100.0	9.3
GB United Kingdom	13 442	47.0	2	0.0	15 152	53.0	8 326	29.1	370	1.3	5 968	20.9	28 569	100.0	5.0
GR Greece	47 808	95.1	8	0.0	2 468	4.9	2 341	4.7	18	0.0	80	0.2	50 284	100.0	8.7
HU Hungary	6 828	82.9	7	0.1	1 402	17.0	1 200	14.6	108	1.3	82	1.0	8 237	100.0	1.4
IE Ireland	14 241	90.0	24	0.2	1 558	9.9	1 055	6.7	18	0.1	471	3.0	15 823	100.0	2.8
IS Iceland	2 420	81.1	1	0.0	564	18.9	537	18.0	6	0.2	18	0.6	2 985	100.0	0.5
IT Italy	39 353	91.4	2	0.0	3 706	8.6	3 287	7.6	67	0.2	288	0.7	43 061	100.0	7.5
LI Liechtenstein	654	98.3	0	0.0	11	1.7	9	1.4	0	0.0	2	0.3	665	100.0	0.1
LT Lithuania	4 127	85.7	1	0.0	689	14.3	647	13.4	20	0.4	21	0.4	4 817	100.0	0.8
LU Luxembourg	6 428	98.7	0	0.0	85	1.3	73	1.1	3	0.1	8	0.1	6 513	100.0	1.1
LV Latvia	2 060	80.1	0	0.0	512	19.9	447	17.4	10	0.4	53	2.1	2 572	100.0	0.4
MT Malta	543	86.9	0	0.0	82	13.1	38	6.1	5	0.8	39	6.2	625	100.0	0.1
NL The Netherlands	10 232	81.9	1	0.0	2 253	18.0	1 672	13.4	62	0.5	450	3.6	12 486	100.0	2.2
NO Norway	9 785	63.3	4	0.0	5 664	36.7	1 568	10.2	21	0.2	3 859	25.0	15 453	100.0	2.7
PL Poland	23 153	88.1	33	0.1	3 081	11.7	2 744	10.5	77	0.3	227	0.9	26 267	100.0	4.6
PT Portugal	11 051	91.4	1	0.0	1 034	8.7	881	7.3	31	0.3	77	0.7	12 086	100.0	2.1
RO Romania	14 779	77.1	739	3.9	3 663	19.1	3 407	17.8	119	0.7	111	0.6	19 181	100.0	3.3
SE Sweden	9 534	62.5	1	0.0	5 719	37.5	3 709	24.3	58	0.4	1 665	10.9	15 254	100.0	2.7
SI Slovenia	1 966	82.4	145	6.1	274	11.5	238	10.0	9	0.4	19	0.8	2 385	100.0	0.4
SK Slovakia	13 686	94.9	0	0.0	743	5.2	610	4.2	23	0.2	109	0.8	14 429	100.0	2.5
TR Turkey	36 160	70.7	94	0.2	14 863	29.0	11 601	22.7	126	0.3	277	0.5	51 117	100.0	8.9
Subtotal	471 033	82.0	1 156	0.2	102 515	17.8	76 694	13.3	2 033	0.4	17 929	3.1	574 704	100.0	100.0
Other countries and regions															
Other European countries	89 885	*	*	*	*	*	*	*	*	*	*	*	*	*	*
...incl. Russian Fed.	21 547	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Northern America	34 951	*	*	*	*	*	*	*	*	*	*	*	*	*	*
...incl. United States	27 235	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Latin America and the Caribbean	49 965	*	*	*	*	*	*	*	*	*	*	*	*	*	*
...incl. Mexico	6 820	*	*	*	*	*	*	*	*	*	*	*	*	*	*
...incl. Brazil	8 700	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Africa	185 616	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asia	236 712	*	*	*	*	*	*	*	*	*	*	*	*	*	*
...incl. China	71 254	*	*	*	*	*	*	*	*	*	*	*	*	*	*
...incl. India	17 224	*	*	*	*	*	*	*	*	*	*	*	*	*	*
...incl. Japan	12 176	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Oceania	3 506	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Subtotal	600 634	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Unknown	45 722	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Total foreign students	1 117 735	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Table 2.4 AT Austria – Nationality data

Foreign students in Austria and Austrian students enrolled abroad 2002/2003

All students	All foreign students	% of foreign among all students	% of female among foreign students	All resident students with home nationality	Students enrolled abroad	Ratio of students enrolled abroad to all resident students with home nationality	% of female among students enrolled abroad
229 802	31 101	13.5	51.9	198 701	12 628	0.064	*

Foreign students	ISCED levels		Students enrolled abroad	ISCED levels	
	5A&6	5B		Absolute	%
Absolute	30 354	747	Absolute		*
%	97.6	2.4	%		

Countries of nationality of foreign students				Countries of study abroad of national students			
Rank	Country	Absolute	%	Rank	Country	Absolute	%
1	Italy	6 149	19.8	1	Germany	6 880	54.5
2	Germany	5 657	18.2	2	United Kingdom	1 343	10.6
3	Turkey	1 820	5.9	3	United States	1 060	8.4
4	Bulgaria	1 588	5.1	4	Switzerland	851	6.7
5	Slovakia	1 387	4.5	5	Spain	725	5.7
6	Bosnia & Herzegovina	1 308	4.2	6	France	485	3.8
7	Hungary	1 279	4.1	7	Sweden	388	3.1
8	Poland	1 172	3.8	8	Australia	226	1.8
9	Serbia & Montenegro	1 007	3.2	9	Italy	175	1.4
10	Croatia	947	3.0	10	The Netherlands	131	1.0
Top ten countries		22 314	71.7	Top ten countries		12 264	97.1

Fields of study of foreign students				Fields of study of national students enrolled abroad			
Rank	Field of study	Absolute	%	Rank	Field of study	Absolute	%
1	Social & behavioural sciences, business & law	11 061	35.6				
2	Humanities & arts	7 233	23.3				
3	Engineering, manufacturing & construction	3 957	12.7				
4	Science	3 488	11.2				*
5	Health & social services	2 811	9.0				
6	Educational sciences	1 639	5.3				
7	Agriculture	456	1.5				
8	Services	392	1.3				
9	Unknown or not specified	64	0.2				
Total		31 101	100.0	Total			

Source: UNESCO and EUROSTAT

Table 2.5 BE Belgium – Nationality data
Foreign students in Belgium and Belgian students enrolled abroad 2002/2003

All students	All foreign students	% of foreign among all students	% of female among foreign students	All resident students with home nationality	Students enrolled abroad	Ratio of students enrolled abroad to all resident students with home nationality	% of female among students enrolled abroad
374 532	41 856	11.2	*	332 676	11 502	0.035	*

Foreign students	ISCED levels		Students enrolled abroad	ISCED levels	
	5A&6	5B			
Absolute	23 517	18 339	Absolute	*	
%	56.2	43.8	%		

Countries of nationality of foreign students				Countries of study abroad of national students			
Rank	Country	Absolute	%	Rank	Country	Absolute	%
1	France	11 428	27.3	1	France	2 670	23.2
2	The Netherlands	2 764	6.6	2	United Kingdom	2 307	20.1
3	Morocco	2 658	6.4	3	The Netherlands	1 987	17.3
4	Italy	2 185	5.2	4	Spain	1 471	12.8
5	Congo	1 373	3.3	5	Germany	1 063	9.2
6	Luxembourg	1 288	3.1	6	United States	847	7.4
7	China (incl. HK)	1 062	2.5	7	Switzerland	296	2.6
8	Spain	1 039	2.5	8	Sweden	205	1.8
9	Cameroon	708	1.7	9	Italy	155	1.3
10	Portugal	618	1.5	10	Australia	98	0.9
Top ten countries		25 123	60.0	Top ten countries		11 099	96.5

Fields of study of foreign students				Fields of study of national students enrolled abroad			
Rank	Field of study	Absolute	%	Rank	Field of study	Absolute	%
1	Health & social services	10 535	25.2	*			
2	Social & behavioural sciences, business & law	8 330	19.9				
3	Humanities & arts	4 575	10.9				
4	Science	3 422	8.2				
5	Engineering, manufacturing & construction	2 911	7.0				
6	Agriculture	2 368	5.7				
7	Educational sciences	1 726	4.1				
8	Services	916	2.2				
9	Unknown or not specified	7 073	16.9				
Total		41 856	100.1	Total			

Source: UNESCO and EUROSTAT

Table 2.6 BG Bulgaria – Nationality data

Foreign students in Bulgaria and Bulgarian students enrolled abroad 2002/2003

All students	All foreign students	% of foreign among all students	% of female among foreign students	All resident students with home nationality	Students enrolled abroad	Ratio of students enrolled abroad to all resident students with home nationality	% of female among students enrolled abroad
230 513	8 025	3.5	41.6	222 488	22 072	0.099	*

Foreign students	ISCED levels		Students enrolled abroad	ISCED levels	
	5A&6	5B		Absolute	%
Absolute	7 676	349	Absolute	*	
%	95.7	4.3	%		

Countries of nationality of foreign students				Countries of study abroad of national students			
Rank	Country	Absolute	%	Rank	Country	Absolute	%
1	Macedonia	2 690	33.5	1	Germany	9 960	45.1
2	Greece	1 736	21.6	2	United States	3 725	16.9
3	Turkey	738	9.2	3	France	2 755	12.5
4	Cyprus	443	5.5	4	Austria	1 588	7.2
5	Ukraine	435	5.4	5	Turkey	948	4.3
6	Moldava	382	4.8	6	United Kingdom	474	2.1
7	Serbia & Montenegro	306	3.8	7	Italy	398	1.8
8	India	224	2.8	8	Spain	306	1.4
9	Albania	162	2.0	9	Switzerland	290	1.3
10	Russian Federation	127	1.6	10	Greece	210	1.0
Top ten countries		7 243	90.3	Top ten countries		20 654	93.6

Fields of study of foreign students				Fields of study of national students enrolled abroad			
Rank	Field of study	Absolute	%	Rank	Field of study	Absolute	%
1	Health & social services	2 941	36.6				
2	Social & behavioural sciences, business & law	1 669	20.8				
3	Engineering, manufacturing & construction	1 053	13.1				
4	Humanities & arts	872	10.9				
5	Educational sciences	782	9.7				
6	Agriculture	225	2.8				
7	Services	212	2.6				
8	Science	172	2.1				
9	Unknown or not specified	99	1.2				
Total		8 025	99.8	Total			

Source: UNESCO and EUROSTAT

Table 2.7 CH Switzerland – Nationality data
Foreign students in Switzerland and Swiss students enrolled abroad 2002/2003

All students	All foreign students	% of foreign among all students	% of female among foreign students	All resident students with home nationality	Students enrolled abroad	Ratio of students enrolled abroad to all resident students with home nationality	% of female among students enrolled abroad
185 965	32 847	17.7	44.8	153 118	8 765	0.057	*
ISCED levels				ISCED levels			
	5A&6	5B				*	
Absolute	28 106	4 741		Absolute			
%	85.6	14.4		%			
Countries of nationality of foreign students				Countries of study abroad of national students			
Rank	Country	Absolute	%	Rank	Country	Absolute	%
1	Germany	6 843	20.8	1	Germany	2 036	23.2
2	Italy	4 448	13.5	2	United States	1 562	17.8
3	France	3 540	10.8	3	France	1 368	15.6
4	Spain	1 566	4.8	4	United Kingdom	1 326	15.1
5	Austria	851	2.6	5	Italy	946	10.8
6	China (incl. HK)	674	2.1	6	Austria	258	2.9
7	Turkey	654	2.0	7	Sweden	254	2.9
8	Serbia & Montenegro	598	1.8	8	Spain	245	2.8
9	Portugal	571	1.7	9	Australia	244	2.8
10	Russian Federation	495	1.5	10	Belgium	121	1.4
Top ten countries		20 240	61.6	Top ten countries		8 360	95.4
Fields of study of foreign students				Fields of study of national students enrolled abroad			
Rank	Field of study	Absolute	%	Rank	Field of study	Absolute	%
1	Social & behavioural sciences, business & law	11 280	34.3				
2	Humanities & arts	5 522	16.8				
3	Engineering, manufacturing & construction	5 030	15.3				
4	Science	4 683	14.3				
5	Health & social services	2 140	6.5				
6	Services	2 049	6.2				
7	Educational sciences	1 469	4.5				
8	Agriculture	277	0.8				
9	Unknown or not specified	397	1.2				
Total		32 847	99.9	Total			

Source: UNESCO and EUROSTAT

Table 2.8 CY Cyprus – Nationality data

Foreign students in Cyprus and Cypriot students enrolled abroad 2002/2003

All students	All foreign students	% of foreign among all students	% of female among foreign students	All resident students with home nationality	Students enrolled abroad	Ratio of students enrolled abroad to all resident students with home nationality	% of female among students enrolled abroad
18 272	5 282	28.9	22.6	12 990	16 904	1.301	*

Foreign students	ISCED levels		Students enrolled abroad	ISCED levels	
	5A&6	5B		Absolute	%
Absolute	274	5 008	Absolute		*
%	5.2	94.8	%		

Countries of nationality of foreign students				Countries of study abroad of national students			
Rank	Country	Absolute	%	Rank	Country	Absolute	%
1	Bangladesh	1 633	30.9	1	Greece	10 048	59.4
2	China (incl. HK)	1 091	20.7	2	United Kingdom	3 570	21.1
3	Pakistan	505	9.6	3	United States	1 834	10.8
4	Sri Lanka	379	7.2	4	Bulgaria	443	2.6
5	Greece	309	5.9	5	Hungary	297	1.8
6	India	309	5.9	6	Germany	199	1.2
7	Russia	197	3.8	7	France	167	1.0
8	Iran	111	2.1	8	Czech Republic	82	0.5
9	Nepal	76	1.4	9	Australia	56	0.3
10	Bulgaria	69	1.3	10	Italy	55	0.3
(10)	Serbia & Montenegro	69	1.3				
Top ten countries		4 679	88.6	Top ten countries		16 751	99.1

Fields of study of foreign students				Fields of study of national students enrolled abroad			
Rank	Field of study	Absolute	%	Rank	Field of study	Absolute	%
1	Social & behavioural sciences, business & law	2 883	54.6				
2	Services	1 058	20.0				
3	Humanities & arts	615	11.6				
4	Science	592	11.2				
5	Educational sciences	59	1.1				*
6	Engineering, manufacturing & construction	58	1.1				
7	Health & social services	9	0.2				
8	Agriculture	8	0.2				
9	Unknown or not specified	0	0.0				
Total		5 282	100.0	Total			

Source: UNESCO and EUROSTAT

Table 2.9 CZ the Czech Republic – Nationality data
Foreign students in the Czech Republic and Czech students enrolled abroad 2002/2003

All students	All foreign students	% of foreign among all students	% of female among foreign students	All resident students with home nationality	Students enrolled abroad	Ratio of students enrolled abroad to all resident students with home nationality	% of female among students enrolled abroad
287 001	10 338	3.6	58.7	276 663	6 800	0.025	*

Foreign students	ISCED levels		Students enrolled abroad	ISCED levels	
	5A&6	5B			
Absolute	9 941	397	Absolute		*
%	96.2	3.8	%		

Countries of nationality of foreign students				Countries of study abroad of national students			
Rank	Country	Absolute	%	Rank	Country	Absolute	%
1	Slovakia	6 938	67.1	1	Germany	2 337	34.4
2	Russian Federation	305	3.0	2	United States	1 180	17.4
3	Ukraine	302	2.9	3	France	585	8.6
4	United Kingdom	237	2.3	4	Austria	439	6.5
5	Greece	193	1.9	5	United Kingdom	435	6.4
6	Belarus	117	1.1	6	Slovakia	316	4.6
7	Poland	112	1.1	7	Spain	284	4.2
8	Vietnam	101	1.0	8	Poland	242	3.6
9	Israel	85	0.8	9	Sweden	190	2.8
10	Cyprus	82	0.8	10	Switzerland	164	2.4
Top ten countries		8 472	82.0	Top ten countries		6 172	90.8

Fields of study of foreign students				Fields of study of national students enrolled abroad			
Rank	Field of study	Absolute	%	Rank	Field of study	Absolute	%
1	Social & behavioural sciences, business & law	3 940	31.6	*			
2	Health & social services	3 258	26.1				
3	Engineering, manufacturing & construction	1 753	14.1				
4	Science	1 555	12.5				
5	Humanities & arts	1 303	10.4				
6	Agriculture	332	2.7				
7	Services	174	1.4				
8	Educational sciences	159	1.3				
9	Unknown or not specified	0	0.0				
Total		12 474¹	100.1	Total			

¹ Part-time students and doctoral students included, multiple-counting of students enrolled in more than one subject

Source: UNESCO and EUROSTAT

Table 2.10 DE Germany – Nationality data

Foreign students in Germany and German students enrolled abroad 2002/2003

All students	All foreign students	% of foreign among all students	% of female among foreign students	All resident students with home nationality	Students enrolled abroad	Ratio of students enrolled abroad to all resident students with home nationality	% of female among students enrolled abroad
2 242 397	240 619	10.7	49.3	2 001 778	62 821	0.031	*

Foreign students	ISCED levels		Students enrolled abroad	ISCED levels	
	5A	5B			
Absolute	226 931	13 688	Absolute	*	
%	94.3	5.7	%		

Countries of nationality of foreign students				Countries of study abroad of national students			
Rank	Country	Absolute	%	Rank	Country	Absolute	%
1	Turkey	27 253	11.3	1	United Kingdom	13 145	20.9
2	China (incl. HK)	20 141	8.4	2	United States	9 302	14.8
3	Poland	13 629	5.7	3	France	6 908	11.0
4	Russian Federation	10 185	4.2	4	Switzerland	6 843	10.9
5	Bulgaria	9 960	4.1	5	Austria	5 657	9.0
6	Italy	8 003	3.3	6	The Netherlands	5 252	8.4
7	Greece	7 798	3.2	7	Spain	5 154	8.2
8	Morocco	7 616	3.2	8	Sweden	2 416	3.8
9	Austria	6 880	2.9	9	Australia	2 049	3.3
10	France	6 499	2.7	10	Italy	1 189	1.9
Top ten countries		117 964	49.0	Top ten countries		57 915	92.2

Fields of study of foreign students				Fields of study of national students enrolled abroad			
Rank	Field of study	Absolute	%	Rank	Field of study	Absolute	%
1	Social & behavioural sciences, business & law	64 365	26.7	*			
2	Humanities & arts	52 716	21.9				
3	Engineering, manufacturing & construction	41 318	17.2				
4	Science	37 783	15.7				
5	Health & social services	14 372	6.0				
6	Educational sciences	10 591	4.4				
7	Agriculture	2 718	1.1				
8	Services	2 585	1.1				
9	Unknown or not specified	14 171	5.9				
Total		240 619	100.0	Total			

Source: UNESCO and EUROSTAT

Table 2.11 DK Denmark – Nationality data
Foreign students in Denmark and Danish students enrolled abroad 2002/2003

All students	All foreign students	% of foreign among all students	% of female among foreign students	All resident students with home nationality	Students enrolled abroad	Ratio of students enrolled abroad to all resident students with home nationality	% of female among students enrolled abroad
201 746	18 120	9.0	54.1	183 626	6 733	0.037	*
ISCED levels				ISCED levels			
Foreign students	5A&6	5B		Students enrolled abroad			
Absolute	15 540	2 580		Absolute		*	
%	85.8	14.2		%			
Countries of nationality of foreign students				Countries of study abroad of national students			
Rank	Country	Absolute	%	Rank	Country	Absolute	%
1	Norway	1 524	8.4	1	United Kingdom	1 737	25.8
2	Iceland	1 081	6.0	2	Sweden	995	14.8
3	China (incl. HK)	1 042	5.8	3	United States	901	13.4
4	Sweden	829	4.6	4	Norway	868	12.9
5	Germany	706	3.9	5	Germany	659	9.8
6	Bosnia & Herzegovina	432	2.4	6	France	340	5.0
7	United Kingdom	425	2.3	7	Spain	316	4.7
8	Poland	331	1.8	8	Australia	307	4.6
9	Russian Federation	317	1.7	9	Switzerland	89	1.3
10	United States	252	1.4	10	The Netherlands	87	1.3
Top ten countries		6 939	38.3	Top ten countries		6 299	93.6
Fields of study of foreign students				Fields of study of national students enrolled abroad			
Rank	Field of study	Absolute	%	Rank	Field of study	Absolute	%
1	Social & behavioural sciences, business & law	5 476	30.2				
2	Health & social services	3 177	17.5				
3	Humanities & arts	3 007	16.6				
4	Engineering, manufacturing & construction	2 937	16.2				
5	Science	2 306	12.7				
6	Educational sciences	707	3.9				
7	Agriculture	383	2.1				
8	Services	127	0.7				
9	Unknown or not specified	0	0.0				
Total		18 120	99.9	Total			

Source: UNESCO and EUROSTAT

Table 2.12 EE Estonia – Nationality data

Foreign students in Estonia and Estonian students enrolled abroad 2002/2003

All students	All foreign students	% of foreign among all students	% of female among foreign students	All resident students with home nationality	Students enrolled abroad	Ratio of students enrolled abroad to all resident students with home nationality	% of female among students enrolled abroad
63 625	1 090	1.7	*	62 535	2 399	0.038	*

Foreign students	ISCED levels		Students enrolled abroad	ISCED levels	
	5A&6	5B		Absolute	%
Absolute	1 059	31	Absolute	*	
%	97.2	2.8	%		

Countries of nationality of foreign students				Countries of study abroad of national students			
Rank	Country	Absolute	%	Rank	Country	Absolute	%
1	Latvia	305	28.0	1	Germany	625	26.1
2	Finland	256	23.5	2	Finland	528	22.0
3	Lithuania	209	19.2	3	United States	298	12.4
4	China	113	10.4	4	Sweden	242	10.1
5	Russian Federation	101	9.3	5	Latvia	109	4.5
6	Ukraine	21	1.9	6	United Kingdom	106	4.4
7	Sweden	10	0.9	7	France	104	4.3
8	Germany	7	0.6	8	Denmark	94	3.9
9	United States	6	0.6	9	Spain	93	3.9
10	Canada	5	0.5	10	Norway	53	2.2
Top ten countries		1 033	94.8	Top ten countries		2 252	93.9

Fields of study of foreign students				Fields of study of national students enrolled abroad			
Rank	Field of study	Absolute	%	Rank	Field of study	Absolute	%
1	Social & behavioural sciences, business & law	*	*				
2	Humanities & arts	*	*				
3	Engineering, manufacturing & construction	*	*				
4	Science	*	*				
5	Health & social services	*	*				
6	Educational sciences	*	*				
7	Agriculture	*	*				
8	Services	*	*				
9	Unknown or not specified	1 090	100.0				
Total		1 090	100.0	Total			

Source: UNESCO and EUROSTAT

Table 2.13 ES Spain – Nationality data
Foreign students in Spain and Spanish students enrolled abroad 2002/2003

All students	All foreign students	% of foreign among all students	% of female among foreign students	All resident students with home nationality	Students enrolled abroad	Ratio of students enrolled abroad to all resident students with home nationality	% of female among students enrolled abroad
1 840 607	53 639	2.9	56.0	1 786 968	27 626	0.015	*

Foreign students	ISCED levels		Students enrolled abroad	ISCED levels	
	5A&6	5B			
Absolute	49 224	4 415	Absolute	*	
%	91.8	8.2	%		

Countries of nationality of foreign students				Countries of study abroad of national students			
Rank	Country	Absolute	%	Rank	Country	Absolute	%
1	Italy	6 314	11.8	1	United Kingdom	7 390	26.8
2	France	5 899	11.0	2	Germany	6 077	22.0
3	Germany	5 154	9.6	3	France	4 197	15.2
4	Morocco	3 468	6.5	4	United States	3 633	13.2
5	Colombia	3 144	5.9	5	Switzerland	1 566	5.7
6	United Kingdom	2 253	4.2	6	Belgium	1 039	3.8
7	Mexico	2 209	4.1	7	Sweden	890	3.2
8	Portugal	2 204	4.1	8	The Netherlands	745	2.7
9	Argentina	2 124	4.0	9	Portugal	485	1.8
10	Belgium	1 471	2.7	10	Austria	309	1.1
Top ten countries		34 240	63.8	Top ten countries		26 331	95.3

Fields of study of foreign students				Fields of study of national students enrolled abroad			
Rank	Field of study	Absolute	%	Rank	Field of study	Absolute	%
*				*			
Total				Total			

Source: UNESCO and EUROSTAT

Table 2.14 FI Finland – Nationality data

Foreign students in Finland and Finnish students enrolled abroad 2002/2003

All students	All foreign students	% of foreign among all students	% of female among foreign students	All resident students with home nationality	Students enrolled abroad	Ratio of students enrolled abroad to all resident students with home nationality	% of female among students enrolled abroad
291 664	7 361	2.5	46.5	284 303	10 430	0.037	*

Foreign students	ISCED levels		Students enrolled abroad	ISCED levels	
	5A&6	5B		Absolute	%
Absolute	7 351	10	Absolute	*	
%	99.9	0.1	%		

Countries of nationality of foreign students				Countries of study abroad of national students			
Rank	Country	Absolute	%	Rank	Country	Absolute	%
1	China (incl. HK)	1 107	15.0	1	Sweden	4 054	38.9
2	Russian Federation	1 079	14.7	2	United Kingdom	2 193	21.0
3	Sweden	561	7.6	3	Germany	946	9.1
4	Estonia	528	7.2	4	United States	739	7.1
5	Germany	292	4.0	5	Spain	462	4.4
6	United States	172	2.3	6	France	366	3.5
7	Kenya	162	2.2	7	Norway	301	2.9
8	United Kingdom	160	2.2	8	Estonia	256	2.5
9	France	126	1.7	9	Australia	158	1.5
10	Bangladesh	120	1.6	10	Austria	145	1.4
Top ten countries		4 307	58.5	Top ten countries		9 620	92.2

Fields of study of foreign students				Fields of study of national students enrolled abroad			
Rank	Field of study	Absolute	%	Rank	Field of study	Absolute	%
1	Engineering, manufacturing & construction	2 146	29.2	*			
2	Social & behavioural sciences, business & law	1 856	25.2				
3	Humanities & arts	1 348	18.3				
4	Science	745	10.1				
5	Health & social services	728	9.9				
6	Services	215	2.9				
7	Educational sciences	186	2.5				
8	Agriculture	137	1.9				
9	Unknown or not specified	0	0.0				
Total		7 361	100.0	Total			

Source: UNESCO and EUROSTAT

Table 2.15 FR France – Nationality data

Foreign students in France and French students enrolled abroad 2002/2003

All students	All foreign students	% of foreign among all students	% of female among foreign students	All resident students with home nationality	Students enrolled abroad	Ratio of students enrolled abroad to all resident students with home nationality	% of female among students enrolled abroad
2 119 149	221 567	10.5	48.7	1 897 582	53 188	0.028	*
ISCED levels				ISCED levels			
Foreign students	5A&6	5B		Students enrolled abroad			
Absolute	206 222	15 345		Absolute		*	
%	93.1	6.9		%			
Countries of nationality of foreign students				Countries of study abroad of national students			
Rank	Country	Absolute	%	Rank	Country	Absolute	%
1	Morocco	34 826	15.7	1	United Kingdom	12 488	23.5
2	Algeria	18 432	8.3	2	Belgium	11 428	21.5
3	China (incl. HK)	10 665	4.8	3	United States	7 223	13.6
4	Tunisia	9 409	4.2	4	Germany	6 499	12.2
5	Senegal	7 978	3.6	5	Spain	5 899	11.1
6	Germany	6 908	3.1	6	Switzerland	3 540	6.7
7	Italy	4 740	2.1	7	Sweden	1 295	2.4
8	Cameroon	4 612	2.1	8	Portugal	1 177	2.2
9	Lebanon	4 420	2.0	9	Italy	651	1.2
10	Spain	4 197	1.9	10	Australia	610	1.1
Top ten countries		106 187	47.9	Top ten countries		50 810	95.5
Fields of study of foreign students				Fields of study of national students enrolled abroad			
Rank	Field of study	Absolute	%	Rank	Field of study	Absolute	%
	*				*		
Total				Total			

Source: UNESCO and EUROSTAT

Table 2.16 GB the United Kingdom – Mobility data

Inwards mobile students in the United Kingdom and British students enrolled abroad 2002/2003

All students	All inwards mobile students	% of inwards mobile among all students	% of female among inwards mobile students	All resident students with home nationality	Students enrolled abroad	Ratio of students enrolled abroad to all resident students with home nationality	% of female among students enrolled abroad
2 287 833	255 233	11.2	48.3	2 032 600	28 596	0.014	*

Inwards mobile students	ISCED levels		Students enrolled abroad	ISCED levels	
	5A&6	5B		Absolute	%
Absolute	217 457	37 776	Absolute	*	
%	85.2	14.8	%		

Countries of nationality of inwards mobile students				Countries of study abroad of national students			
Rank	Country	Absolute	%	Rank	Country	Absolute	%
1	China (incl. HK)	30 690	12.0	1	United States	8 326	29.1
2	Greece	22 485	8.8	2	Australia	5 968	20.9
3	United States	13 647	5.3	3	France	2 998	10.5
4	Germany	13 145	5.2	4	Spain	2 253	7.9
5	France	12 488	4.9	5	Germany	2 172	7.6
6	Ireland	12 305	4.8	6	Ireland	2 132	7.5
7	India	10 422	4.1	7	Sweden	839	2.9
8	Malaysia	9 715	3.8	8	The Netherlands	603	2.1
9	Hong Kong from 1997 (CN)	9 357	3.7	9	Denmark	425	1.5
10	Spain	7 390	2.9	10	Japan	370	1.3
Top ten countries		141 644	55.5	Top ten countries		26 086	91.2

Fields of study of inwards mobile students				Fields of study of national students enrolled abroad			
Rank	Field of study	Absolute	%	Rank	Field of study	Absolute	%
1	Social & behavioural sciences, business & law	100 357	39.3				
2	Humanities & arts	40 239	15.8				
3	Engineering, manufacturing & construction	38 667	15.1				
4	Science	36 538	14.3				
5	Health & social services	20 602	8.1				
6	Educational sciences	9 013	3.5				
7	Agriculture	2 231	0.9				
8	Services	0	0.0				
9	Unknown or not specified	7 586	3.0				
Total		247 647	100.0	Total			

Source: UNESCO and EUROSTAT

Table 2.17 GR Greece – Nationality data

Foreign students in Greece and Greek students enrolled abroad 2002/2003

All students	All foreign students	% of foreign among all students	% of female among foreign students	All resident students with home nationality	Students enrolled abroad	Ratio of students enrolled abroad to all resident students with home nationality	% of female among students enrolled abroad
561 457	12 456	2.2	*	549 001	50 284	0.092	*
ISCED levels				ISCED levels			
Foreign students	5A&6	5B		Students enrolled abroad			
Absolute	9 536	2 920		Absolute	*		
%	76.6	23.4		%			
Countries of nationality of foreign students				Countries of study abroad of national students			
Rank	Country	Absolute	%	Rank	Country	Absolute	%
1	Cyprus	10 048	80.7	1	United Kingdom	22 485	44.7
2	Albania	725	5.8	2	Italy	7 979	15.9
3	Bulgaria	210	1.7	3	Germany	7 798	15.5
4	Russian Federation	101	0.8	4	France	2 444	4.9
5	Syria	92	0.7	5	United States	2 341	4.7
6	Germany	73	0.6	6	Bulgaria	1 736	3.5
7	Palestine	72	0.6	7	Romania	1 283	2.6
8	Romania	69	0.6	8	Turkey	1 212	2.4
9	Jordan	65	0.5	9	Belgium	516	1.0
10	Ukraine	61	0.5	10	Spain	401	0.8
Top ten countries		11 516	92.5	Top ten countries		48 195	95.8
Fields of study of foreign students				Fields of study of national students enrolled abroad			
Rank	Field of study	Absolute	%	Rank	Field of study	Absolute	%
*				*			
Total				Total			

Source: UNESCO and EUROSTAT

Table 2.18 HU Hungary – Nationality data

Foreign students in Hungary and Hungarian students enrolled abroad 2002/2003

All students	All foreign students	% of foreign among all students	% of female among foreign students	All resident students with home nationality	Students enrolled abroad	Ratio of students enrolled abroad to all resident students with home nationality	% of female among students enrolled abroad
390 453	12 226	3.1	47.8	378 227	8 237	0.022	*

Foreign students	ISCED levels		Students enrolled abroad	ISCED levels	
	5A&6	5B		Absolute	%
Absolute	12 196	30	Absolute	*	
%	99.8	0.2	%		

Countries of nationality of foreign students				Countries of study abroad of national students			
Rank	Country	Absolute	%	Rank	Country	Absolute	%
1	Romania	3 147	25.7	1	Germany	3 200	38.8
2	Slovakia	2 441	20.0	2	Austria	1 279	15.5
3	Serbia & Montenegro	1 194	9.8	3	United States	1 200	14.6
4	Ukraine	1 005	8.2	4	France	584	7.1
5	Israel	664	5.4	5	United Kingdom	451	5.5
6	Norway	642	5.3	6	Switzerland	209	2.5
7	Germany	519	4.2	7	Sweden	179	2.2
8	Cyprus	297	2.4	8	Spain	154	1.9
9	Russian Federation	229	1.9	9	Italy	150	1.8
10	Iran	209	1.7	10	Finland	111	1.3
Top ten countries		10 347	84.6	Top ten countries		7 517	91.3

Fields of study of foreign students				Fields of study of national students enrolled abroad			
Rank	Field of study	Absolute	%	Rank	Field of study	Absolute	%
1	Social & behavioural sciences, business & law	2 679	21.9				
2	Health & social services	2 623	21.5				
3	Engineering manufacturing & construction	1 743	14.3				
4	Humanities & arts	1 742	14.2				*
5	Agriculture	1 313	10.7				
6	Educational sciences	1 168	9.6				
7	Science	715	5.8				
8	Services	243	2.0				
9	Unknown or not specified	0	0.0				
Total		12 226	100.0	Total			

Source: UNESCO and EUROSTAT

Table 2.19 IE Ireland – Mobility data

Inwards mobile students in Ireland and Irish students enrolled abroad 2002/2003

All students	All inwards mobile students	% of inwards mobile among all students	% of female among inwards mobile students	All resident students with home nationality	Students enrolled abroad	Ratio of students enrolled abroad to all resident students with home nationality	% of female among students enrolled abroad
181 557	10 201	5.6	50.3	171 356	15 823	0.092	*
ISCED levels				ISCED levels			
Inwards mobile students				Students enrolled abroad			
Absolute				Absolute			
%				%			
*				*			
Countries of nationality of inwards mobile students				Countries of study abroad of national students			
Rank	Country	Absolute	%	Rank	Country	Absolute	%
1	United Kingdom	2 132	20.9	1	United Kingdom	12 305	77.8
2	United States	1 953	19.1	2	United States	1 055	6.7
3	Malaysia	663	6.5	3	France	644	4.1
4	China (incl. HK)	645	6.3	4	Germany	511	3.2
5	France	499	4.9	5	Australia	471	3.0
6	Germany	474	4.6	6	Spain	320	2.0
7	India	298	2.9	7	Sweden	132	0.8
8	Canada	270	2.6	8	The Netherlands	56	0.4
9	Spain	241	2.4	9	Denmark	48	0.3
10	Pakistan	240	2.4	10	Belgium	40	0.3
Top ten countries		7 415	72.7	Top ten countries		15 582	98.5
Fields of study of inwards mobile students				Fields of study of national students enrolled abroad			
Rank	Field of study	Absolute	%	Rank	Field of study	Absolute	%
*				*			
Total				Total			

Source: UNESCO and EUROSTAT

Table 2.20 IS Iceland – Nationality data

Foreign students in Iceland and Icelandic students enrolled abroad 2002/2003

All students	All foreign students	% of foreign among all students	% of female among foreign students	All resident students with home nationality	Students enrolled abroad	Ratio of students enrolled abroad to all resident students with home nationality	% of female among students enrolled abroad
13 347	580	4.3	65.3	12 767	2 985	0.234	*

Foreign students	ISCED levels		Students enrolled abroad	ISCED levels	
	5A&6	5B		Absolute	%
Absolute	568	12	Absolute	*	
%	97.9	2.1	%		

Countries of nationality of foreign students				Countries of study abroad of national students			
Rank	Country	Absolute	%	Rank	Country	Absolute	%
1	Denmark	63	10.9	1	Denmark	1 081	36.2
2	Germany	60	10.3	2	United States	537	18.0
3	Sweden	49	8.4	3	Sweden	434	14.5
4	Finland	40	6.9	4	United Kingdom	261	8.7
5	United States	40	6.9	5	Norway	251	8.4
6	Norway	35	6.0	6	Germany	162	5.4
7	France	26	4.5	7	France	47	1.6
8	Italy	21	3.6	8	Spain	42	1.4
9	Russian Federation	21	3.6	9	The Netherlands	36	1.2
10	Spain	19	3.3	10	Finland	31	1.0
Top ten countries		374	64.5	Top ten countries		2 882	96.5

Fields of study of foreign students				Fields of study of national students enrolled abroad			
Rank	Field of study	Absolute	%	Rank	Field of study	Absolute	%
1	Humanities & arts	263	45.3	*			
2	Social & behavioural sciences, business & law	133	22.9				
3	Science	69	11.9				
4	Educational sciences	47	8.1				
5	Engineering, manufacturing & construction	30	5.2				
6	Health & social services	25	4.3				
7	Services	7	1.2				
8	Agriculture	6	0.0				
9	Unknown or not specified	0	0.0				
Total		580	98.9	Total			

Source: UNESCO and EUROSTAT

Table 2.21 IT Italy – Nationality data

Foreign students in Italy and Italian students enrolled abroad 2002/2003

All students	All foreign students	% of foreign among all students	% of female among foreign students	All resident students with home nationality	Students enrolled abroad	Ratio of students enrolled abroad to all resident students with home nationality	% of female among students enrolled abroad
1 913 352	36 137	1.9	56.3	1 877 215	43 061	0.023	*

Foreign students	ISCED levels		Students enrolled abroad	ISCED levels	
	5A&6	5B			
Absolute	34 864	1 291	Absolute	*	
%	96.5	3.6	%		

Countries of nationality of foreign students				Countries of study abroad of national students			
Rank	Country	Absolute	%	Rank	Country	Absolute	%
1	Greece	7 979	22.1	1	Germany	8 003	18.6
2	Albania	6 623	18.3	2	Spain	6 314	14.7
3	Croatia	1 311	3.6	3	Austria	6 149	14.3
4	Germany	1 189	3.3	4	United Kingdom	5 638	13.1
5	Switzerland	946	2.6	5	France	4 740	11.0
6	Israel	910	2.5	6	Switzerland	4 448	10.3
7	Romania	908	2.5	7	United States	3 287	7.6
8	Cameroon	897	2.5	8	Belgium	2 185	5.1
9	Poland	786	2.2	9	Sweden	686	1.6
10	San Marino	753	2.1	10	The Netherlands	320	0.7
Top ten countries		22 302	61.7	Top ten countries		41 770	97.0

Fields of study of foreign students				Fields of study of national students enrolled abroad			
Rank	Field of study	Absolute	%	Rank	Field of study	Absolute	%
1	Social & behavioural sciences, business & law	10 812	29.9	*			
2	Health & social services	9 809	27.1				
3	Humanities & arts	6 430	17.8				
4	Engineering, manufacturing & construction	4 953	13.7				
5	Science	2 219	6.1				
6	Agriculture	720	2.0				
7	Educational science	636	1.8				
8	Services	466	1.3				
9	Unknown or not specified	92	0.3				
Total		36 137	100.0	Total			

Source: UNESCO and EUROSTAT

Table 2.22 LI Liechtenstein – Nationality data

Foreign students in Liechtenstein and Liechtenstein students enrolled abroad 2002/2003

All students	All foreign students	% of foreign among all students	% of female among foreign students	All resident students with home nationality	Students enrolled abroad	Ratio of students enrolled abroad to all resident students with home nationality	% of female among students enrolled abroad
440	346	78.6	*	94	665	7.074	*

Foreign students	ISCED levels		Students enrolled abroad	ISCED levels	
	Absolute	%		Absolute	%
	*			*	

Countries of nationality of foreign students				Countries of study abroad of national students			
Rank	Country	Absolute	%	Rank	Country	Absolute	%
			*	1	Switzerland	480	72.2
				2	Austria	109	16.4
				3	Germany	45	6.8
				4	United Kingdom	13	2.0
				5	United States	9	1.4
				6	Australia	2	0.3
				6	The Netherlands	2	0.3
				6	Spain	2	0.3
				9	Italy	1	0.2
				10	Portugal	1	0.2
				(10)	Sweden	1	0.2
Top ten countries				Top ten countries			
						664	99.8

Fields of study of foreign students				Fields of study of national students enrolled abroad			
Rank	Field of study	Absolute	%	Rank	Field of study	Absolute	%
1	Social & behavioural sciences, business & law	180	52.0				
2	Engineering, manufacturing & construction	88	25.4				
3	Humanities & arts	44	12.7				
4	Science	34	9.8				*
5	Services	0	0.0				
6	Agriculture	0	0.0				
7	Educational science	0	0.0				
8	Services	0	0.0				
9	Unknown or not specified	0	0.0				
Total		346	99.9	Total			

Source: UNESCO and EUROSTAT

Table 2.23 LT Lithuania – Nationality data
Foreign students in Lithuania and Lithuanian students enrolled abroad 2002/2003

All students	All foreign students	% of foreign among all students	% of female among foreign students	All resident students with home nationality	Students enrolled abroad	Ratio of students enrolled abroad to all resident students with home nationality	% of female among students enrolled abroad
167 606	689	0.4	33.8	166 917	4 817	0.029	*
ISCED levels				ISCED levels			
Foreign students	5A&6	5B		Students enrolled abroad			
Absolute	674	15		Absolute		*	
%	97.8	2.2		%			
Countries of nationality of foreign students				Countries of study abroad of national students			
Rank	Country	Absolute	%	Rank	Country	Absolute	%
1	Lebanon	148	21.5	1	Germany	1 465	30.4
2	Israel	61	8.9	2	United States	647	13.4
3	Poland	58	8.4	3	Poland	628	13.0
4	Pakistan	45	6.5	4	Latvia	507	10.5
5	Latvia	44	6.4	5	Sweden	268	5.6
6	China	42	6.1	6	Denmark	249	5.2
7	Germany	37	5.4	7	Estonia	209	4.3
8	Russian Federation	37	5.4	8	France	189	3.9
9	Belarus	35	5.1	9	United Kingdom	131	2.7
10	Italy	19	2.8	10	Norway	87	1.8
Top ten countries		526	76.3	Top ten countries		4 380	90.9
Fields of study of foreign students				Fields of study of national students enrolled abroad			
Rank	Field of study	Absolute	%	Rank	Field of study	Absolute	%
1	Health & social services	206	29.9	*			
2	Engineering, manufacturing & construction	174	25.3				
3	Social & behavioural sciences, business & law	148	21.5				
4	Educational sciences	87	12.6				
5	Humanities & arts	55	8.0				
6	Services	8	1.2				
7	Science	7	1.0				
8	Agriculture	4	0.6				
9	Unknown or not specified	0	0.0				
Total		689	100.1	Total			

Source: UNESCO and EUROSTAT

Table 2.24 LU Luxembourg – Nationality data

Foreign students in Luxembourg and Luxembourg students enrolled abroad 2002/2003

All students	All foreign students	% of foreign among all students	% of female among foreign students	All resident students with home nationality	Students enrolled abroad	Ratio of students enrolled abroad to all resident students with home nationality	% of female among students enrolled abroad
3 077	*	*	*	*	6 513	*	*
ISCED levels				ISCED levels			
Foreign students				Students enrolled abroad			
Absolute				Absolute			
%				%			
*				*			
Countries of nationality of foreign students				Countries of study abroad of national students			
Rank	Country	Absolute	%	Rank	Country	Absolute	%
				1	Germany	1 963	30.1
				2	France	1 726	26.5
				3	Belgium	1 288	19.8
				4	United Kingdom	773	11.9
				5	Austria	294	4.5
				6	Switzerland	251	3.9
				7	United States	73	1.1
				8	Portugal	54	0.8
				9	Italy	23	0.4
				10	Spain	21	0.3
Top ten countries				Top ten countries			
				6 466			
				99.3			
Fields of study of foreign students				Fields of study of national students enrolled abroad			
Rank	Field of study	Absolute	%	Rank	Field of study	Absolute	%
Total				Total			

Source: UNESCO and EUROSTAT

Table 2.25 LV Latvia – Mobility data

Inwards mobile foreign students in Latvia and Latvian students enrolled abroad 2002/2003

All students	All inwards mobile foreign students	% of inwards mobile foreign among all students	% of female among inwards mobile foreign students	All resident students with home nationality	Students enrolled abroad	Ratio of students enrolled abroad to all resident students with home nationality	% of female among students enrolled abroad
118 944	2 390	2.0	*	116 554	2 572	0.022	*
ISCED levels				ISCED levels			
Inwards mobile foreign students	5A&6	5B		Students enrolled abroad		*	
Absolute	2 355	35		Absolute			
%	98.5	1.5		%			
Countries of nationality of inwards mobile foreign students				Countries of study abroad of national students			
Rank	Country	Absolute	%	Rank	Country	Absolute	%
1	Israel	1 092	45.7	1	Germany	862	33.5
2	Lithuania	507	21.2	2	United States	447	17.4
3	Russian Federation	330	13.8	3	Estonia	305	11.9
4	Estonia	109	4.6	4	United Kingdom	142	5.5
5	Sri Lanka	70	2.9	5	Sweden	134	5.2
6	Lebanon	54	2.3	6	France	107	4.2
7	Sweden	17	0.7	7	Denmark	105	4.1
8	Ukraine	17	0.7	8	Norway	90	3.5
9	Syrian Arab Republic	16	0.7	9	Poland	71	2.8
10	Belarus	16	0.7	10	Australia	53	2.1
Top ten countries		2 228	93.2	Top ten countries		2 316	90.0
Fields of study of inwards mobile foreign students				Fields of study of national students enrolled abroad			
Rank	Field of study	Absolute	%	Rank	Field of study	Absolute	%
1	Social & behavioural sciences, business & law	1 381	57.8				
2	Educational sciences	602	25.2				
3	Health & social services	158	6.6				
4	Science	80	3.3				
5	Services	70	2.9				
6	Engineering, manufacturing & construction	51	2.1				
7	Humanities & arts	48	2.0				
8	Agriculture	0	0.0				
9	Unknown or not specified	0	0.0				
Total		2 390	99.9	Total			

Source: UNESCO and EUROSTAT

Table 2.26 MT Malta – Nationality data

Foreign students in Malta and Maltese students enrolled abroad 2002/2003

All students	All foreign students	% of foreign among all students	% of female among foreign students	All resident students with home nationality	Students enrolled abroad	Ratio of students enrolled abroad to all resident students with home nationality	% of female among students enrolled abroad
8 946	409	4.6	57.7	8 537	625	0.073	*

Foreign students	ISCED levels		Students enrolled abroad	ISCED levels	
	5A&6	5B		Absolute	%
Absolute	394	15	Absolute	*	
%	96.3	3.7	%		

Countries of nationality of foreign students				Countries of study abroad of national students			
Rank	Country	Absolute	%	Rank	Country	Absolute	%
1	China (incl. HK)	66	16.1	1	United Kingdom	380	60.8
2	Russian Federation	57	13.9	2	Germany	55	8.8
3	Bulgaria	26	6.4	3	Spain	51	8.2
4	Albania	17	4.2	4	Australia	39	6.2
4	Norway	17	4.2	5	United States	38	6.1
6	Palestine	16	3.9	6	Italy	30	4.8
7	Serbia & Montenegro	14	3.4	7	Switzerland	8	1.3
8	United Kingdom	12	2.9	8	Ireland	5	0.8
9	Turkey	10	2.4	8	Japan	5	0.8
10	Libya	9	2.2	10	Austria	2	0.3
(10)	Tunisia	9	2.2	(10)	Denmark	2	0.3
				(10)	Greece	2	0.3
				(10)	Norway	2	0.3
Top ten countries		244	59.7	Top ten countries		613	98.1

Fields of study of foreign students				Fields of study of national students enrolled abroad			
Rank	Field of study	Absolute	%	Rank	Field of study	Absolute	%
1	Social & behavioural sciences, business & law	242	59.2	*			
2	Health & social services	54	13.2				
3	Humanities & arts	52	12.7				
4	Educational sciences	26	6.4				
5	Engineering, manufacturing & construction	22	5.4				
6	Science	13	3.2				
7	Services	0	0.0				
8	Agriculture	0	0.0				
9	Unknown or not specified	0	0.0				
Total		409	100.1	Total			

Source: UNESCO and EUROSTAT

Table 2.27 NL the Netherlands – Nationality data

Foreign students in the Netherlands and Dutch students enrolled abroad 2002/2003

All students	All foreign students	% of foreign among all students	% of female among foreign students	All resident students with home nationality	Students enrolled abroad	Ratio of students enrolled abroad to all resident students with home nationality	% of female among students enrolled abroad
526 767	20 531	3.9	53.9	506 236	12 486	0.025	*

Foreign students	ISCED levels ¹		Students enrolled abroad	ISCED levels	
	5A	5B		Absolute	%
Absolute	20 422	109	Absolute	*	
%	99.5	0.5	%		

¹ISCED 6 not available

Countries of nationality of foreign students				Countries of study abroad of national students			
Rank	Country	Absolute	%	Rank	Country	Absolute	%
1	Germany	5 252	25.6	1	Belgium	2 764	22.1
2	Belgium	1 987	9.7	2	United Kingdom	2 359	18.9
3	Morocco	1 664	8.1	3	Germany	1 880	15.1
4	China (incl. HK)	1 371	6.7	4	United States	1 672	13.4
5	Suriname	952	4.6	5	Spain	977	7.8
6	Turkey	780	3.8	6	France	658	5.3
7	Spain	745	3.6	7	Sweden	630	5.0
8	Indonesia	695	3.4	8	Australia	450	3.6
9	United Kingdom	603	2.9	9	Switzerland	304	2.4
10	France	326	1.6	10	Norway	167	1.3
Top ten countries		14 375	70.0	Top ten countries		11 861	95.0

Fields of study of foreign students				Fields of study of national students enrolled abroad			
Rank	Field of study	Absolute	%	Rank	Field of study	Absolute	%
1	Social & behavioural sciences, business & law	9 380	45.7				
2	Health & social services	2 937	14.3				
3	Humanities & arts	2 615	12.7				
4	Engineering, manufacturing & construction	2 117	10.3				
5	Science	1 600	7.8				
6	Educational sciences	1 162	5.7				
7	Services	534	2.6				
8	Agriculture	185	0.9				
9	Unknown or not specified	1	0.0				
Total		20 531	100.0	Total			

Source: UNESCO and EUROSTAT

Table 2.28 NO Norway – Nationality data

Foreign students in Norway and Norwegian students enrolled abroad 2002/2003

All students	All foreign students	% of foreign among all students	% of female among foreign students	All resident students with home nationality	Students enrolled abroad	Ratio of students enrolled abroad to all resident students with home nationality	% of female among students enrolled abroad
212 395	11 060	5.2	56.9	201 335	15 453	0.077	*

Foreign students	ISCED levels		Students enrolled abroad	ISCED levels	
	5A&6	5B		Absolute	%
Absolute	10 815	245	Absolute	*	
%	97.8	2.2	%		

Countries of nationality of foreign students				Countries of study abroad of national students			
Rank	Country	Absolute	%	Rank	Country	Absolute	%
1	Sweden	1 107	10.0	1	Australia	3 859	25.0
2	Denmark	868	7.8	2	United Kingdom	3 548	23.0
3	Russian Federation	544	4.9	3	United States	1 568	10.1
4	Germany	446	4.0	4	Denmark	1 524	9.9
5	United Kingdom	343	3.1	5	Sweden	1 406	9.1
6	China (incl. HK)	316	2.9	6	Germany	835	5.4
7	Bosnia & Herzegovina	307	2.8	7	Hungary	642	4.2
8	Finland	301	2.7	8	Poland	411	2.7
9	United States	294	2.7	9	France	356	2.3
10	Iceland	251	2.3	10	Spain	251	1.6
Top ten countries		4 777	43.2	Top ten countries		14 400	93.2

Fields of study of foreign students				Fields of study of national students enrolled abroad			
Rank	Field of study	Absolute	%	Rank	Field of study	Absolute	%
1	Social & behavioural sciences, business & law	3 029	27.4				
2	Science	2 107	19.1				
3	Humanities & arts	1 744	15.8				
4	Health & social services	1 626	14.7				
5	Educational sciences	865	7.8				*
6	Engineering, manufacturing & construction	740	6.7				
7	Services	345	3.1				
8	Agriculture	229	2.1				
9	Unknown or not specified	375	3.4				
Total		11 060	100.1	Total			

Source: UNESCO and EUROSTAT

Table 2.29 PL Poland – Nationality data

Foreign students in Poland and Polish students enrolled abroad 2002/2003

All students	All foreign students	% of foreign among all students	% of female among foreign students	All resident students with home nationality	Students enrolled abroad	Ratio of students enrolled abroad to all resident students with home nationality	% of female among students enrolled abroad
1 983 360	7 617	0.4	54.0	1 975 743	26 267	0.013	*

Foreign students	ISCED levels		Students enrolled abroad	ISCED levels	
	5A&6	5B			
Absolute	7 608	9	Absolute		*
%	99.9	0.1	%		

Countries of nationality of foreign students				Countries of study abroad of national students			
Rank	Country	Absolute	%	Rank	Country	Absolute	%
1	Ukraine	1 809	23.8	1	Germany	13 629	51.9
2	Belarus	1 088	14.3	2	France	3 052	11.6
3	Lithuania	628	8.3	3	United States	2 744	10.4
4	Kazakhstan	430	5.7	4	Austria	1 172	4.5
5	Norway	411	5.4	5	United Kingdom	847	3.2
6	United States	359	4.7	6	Sweden	846	3.2
7	Russian Federation	346	4.5	7	Italy	786	3.0
8	Czech Republic	242	3.2	8	Spain	749	2.9
9	Slovakia	180	2.4	9	Switzerland	447	1.7
10	Vietnam	148	1.9	10	Denmark	331	1.3
Top ten countries		5 641	74.1	Top ten countries		24 603	93.7

Fields of study of foreign students				Fields of study of national students enrolled abroad			
Rank	Field of study	Absolute	%	Rank	Field of study	Absolute	%
1	Social & behavioural sciences, business & law	2 791	36.6	*			
2	Humanities & arts	1 922	25.2				
3	Health & social services	1 400	18.4				
4	Educational sciences	683	9.0				
5	Engineering, manufacturing & construction	465	6.1				
6	Services	160	2.1				
7	Science	135	1.8				
8	Agriculture	61	0.8				
9	Unknown or not specified	0	0.0				
Total		7 617	100.0	Total			

Source: UNESCO and EUROSTAT

Table 2.30 PT Portugal – Nationality data

Foreign students in Portugal and Portuguese students enrolled abroad 2002/2003

All students	All foreign students	% of foreign among all students	% of female among foreign students	All resident students with home nationality	Students enrolled abroad	Ratio of students enrolled abroad to all resident students with home nationality	% of female among students enrolled abroad
400 831	15 483	3.9	50.1	385 348	12 086	0.031	*

Foreign students	ISCED levels		Students enrolled abroad	ISCED levels	
	5A&6	5B		Absolute	%
Absolute	15 296	187	Absolute		*
%	98.8	1.2	%		

Countries of nationality of foreign students				Countries of study abroad of national students			
Rank	Country	Absolute	%	Rank	Country	Absolute	%
1	Angola	3 367	21.7	1	France	2 828	23.4
2	Cape Verde	3 011	19.4	2	United Kingdom	2 326	19.2
3	Brazil	1 760	11.4	3	Spain	2 204	18.2
4	France	1 177	7.6	4	Germany	1 945	16.1
5	Mozambique	1 066	6.9	5	United States	881	7.3
6	Venezuela	595	3.8	6	Belgium	618	5.1
7	Sao Tome & Principe	496	3.2	7	Switzerland	571	4.7
8	United States	495	3.2	8	Sweden	148	1.2
9	Spain	485	3.1	9	The Netherlands	141	1.2
10	Guinea-Bissau	348	2.2	10	Australia	77	0.6
Top ten countries		12 800	82.7	Top ten countries		11 739	97.1

Fields of study of foreign students				Fields of study of national students enrolled abroad			
Rank	Field of study	Absolute	%	Rank	Field of study	Absolute	%
	*				*		
Total				Total			

Source: UNESCO and EUROSTAT

Table 2.31 RO Romania – Nationality data
Foreign students in Romania and Romanian students enrolled abroad 2002/2003

All students	All foreign students	% of foreign among all students	% of female among foreign students	All resident students with home nationality	Students enrolled abroad	Ratio of students enrolled abroad to all resident students with home nationality	% of female among students enrolled abroad
643 911	9 730	1.5	47.5	634 181	19 181	0.030	*

Foreign students	ISCED levels		Students enrolled abroad	ISCED levels	
	5A&6	5B			
Absolute	9 655	75	Absolute	*	
%	99.2	0.8	%		

Countries of nationality of foreign students				Countries of study abroad of national students			
Rank	Country	Absolute	%	Rank	Country	Absolute	%
1	Moldova	4 111	42.3	1	Germany	3 695	19.3
2	Greece	1 283	13.2	2	France	3 642	19.0
3	Ukraine	782	8.0	3	United States	3 407	17.8
4	Israel	471	4.8	4	Hungary	3 147	16.4
5	Albania	302	3.1	5	Italy	908	4.7
6	Tunisia	225	2.3	6	Moldova	734	3.8
7	India	213	2.2	7	Spain	623	3.2
8	Serbia & Montenegro	213	2.2	8	Switzerland	452	2.4
9	Bulgaria	186	1.9	9	Austria	451	2.4
10	Morocco	175	1.8	10	United Kingdom	447	2.3
Top ten countries		7 961	81.8	Top ten countries		17 506	91.3

Fields of study of foreign students				Fields of study of national students enrolled abroad			
Rank	Field of study	Absolute	%	Rank	Field of study	Absolute	%
1	Health & social services	4 038	41.5	*			
2	Social & behavioural sciences, business & law	2 897	29.8				
3	Humanities & arts	1 273	13.1				
4	Engineering, manufacturing & construction	769	7.9				
5	Educational sciences	236	2.4				
6	Science	154	1.6				
7	Agriculture	121	1.2				
8	Services	86	0.9				
9	Unknown or not specified	156	1.6				
Total		9 730	100.0	Total			

Source: UNESCO and EUROSTAT

Table 2.32 SE Sweden – Nationality data

Foreign students in Sweden and Swedish students enrolled abroad 2002/2003

All students	All foreign students	% of foreign among all students	% of female among foreign students	All resident students with home nationality	Students enrolled abroad	Ratio of students enrolled abroad to all resident students with home nationality	% of female among students enrolled abroad
414 657	32 469	7.8	56.6	382 188	15 254	0.040	*

Foreign students	ISCED levels		Students enrolled abroad	ISCED levels	
	5A&6	5B		Absolute	%
Absolute	31 669	800	Absolute	*	
%	97.5	2.5	%		

Countries of nationality of foreign students				Countries of study abroad of national students			
Rank	Country	Absolute	%	Rank	Country	Absolute	%
1	Finland	4 054	12.5	1	United States	3 709	24.3
2	Germany	2 416	7.4	2	United Kingdom	3 674	24.1
3	Norway	1 406	4.3	3	Australia	1 665	10.9
4	France	1 295	4.0	4	Norway	1 107	7.3
5	Denmark	995	3.1	5	Germany	839	5.5
6	United States	954	2.9	6	Denmark	829	5.4
7	Spain	890	2.7	7	France	818	5.4
8	China (incl. HK)	868	2.7	8	Finland	561	3.7
9	Poland	846	2.6	9	Spain	548	3.6
10	United Kingdom	839	2.6	10	Switzerland	243	1.6
Top ten countries		14 563	44.9	Top ten countries		13 993	91.7

Fields of study of foreign students				Fields of study of national students enrolled abroad			
Rank	Field of study	Absolute	%	Rank	Field of study	Absolute	%
1	Social & behavioural sciences, business & law	8 953	27.6				
2	Engineering, manufacturing & construction	6 166	19.0				
3	Humanities & arts	5 287	16.3				
4	Health & social services	4 627	14.3				
5	Science	4 201	12.9				
6	Educational science	2 373	7.3				
7	Services	476	1.5				
8	Agriculture	281	0.9				
9	Unknown or not specified	105	0.3				
Total		32 469	100.1	Total			

Source: UNESCO and EUROSTAT

Table 2.33 SL Slovenia – Nationality data
Foreign students in Slovenia and Slovenian students enrolled abroad 2002/2003

All students	All foreign students	% of foreign among all students	% of female among foreign students	All resident students with home nationality	Students enrolled abroad	Ratio of students enrolled abroad to all resident students with home nationality	% of female among students enrolled abroad
101 458	963	0.9	48.9	100 495	2 385	0.024	*

Foreign students	ISCED levels		Students enrolled abroad	ISCED levels	
	5A&6	5B			
Absolute	600	363	Absolute		*
%	62.3	27.7	%		

Countries of nationality of foreign students				Countries of study abroad of national students			
Rank	Country	Absolute	%	Rank	Country	Absolute	%
1	Croatia	425	44.1	1	Germany	625	26.2
2	Bosnia & Herzegovina	231	24.0	2	Austria	593	24.9
3	Italy	70	7.3	3	United States	238	10.0
4	Yugoslavia	62	6.4	4	Italy	223	9.4
5	Macedonia	55	5.7	5	United Kingdom	190	8.0
6	Russian Federation	17	1.8	6	Croatia	145	6.1
7	Ukraine	16	1.7	7	Switzerland	61	2.6
8	Germany	8	0.8	8	France	54	2.3
9	Czech Republic	6	0.6	9	Spain	53	2.2
10	Austria	5	0.5	10	Sweden	44	1.8
Top ten countries		895	92.9	Top ten countries		2 226	93.3

Fields of study of foreign students				Fields of study of national students enrolled abroad			
Rank	Field of study	Absolute	%	Rank	Field of study	Absolute	%
1	Social & behavioural sciences, business & law	272	28.2	*			
2	Engineering, manufacturing & construction	165	17.1				
3	Humanities & arts	162	16.8				
4	Health & social services	142	14.7				
5	Science	87	9.0				
6	Educational sciences	63	6.5				
7	Services	51	5.3				
8	Agriculture	21	2.2				
9	Unknown or not specified	0	0.0				
Total		963	99.8	Total			

Source: UNESCO and EUROSTAT

Table 2.34 SK Slovakia – Nationality data

Foreign students in Slovakia and Slovakian students enrolled abroad 2002/2003

All students	All foreign students	% of foreign among all students	% of female among foreign students	All resident students with home nationality	Students enrolled abroad	Ratio of students enrolled abroad to all resident students with home nationality	% of female among students enrolled abroad
158 089	1 651	1.0	46.0	156 438	14 429	0.092	*
ISCED levels				ISCED levels			
Foreign students	5A&6	5B	Students enrolled abroad				
Absolute	1 639	12	Absolute	*			
%	99.3	0.7	%				
Countries of nationality of foreign students				Countries of study abroad of national students			
Rank	Country	Absolute	%	Rank	Country	Absolute	%
1	Czech Republic	316	19.1	1	Czech Republic	6 938	48.1
2	Serbia & Montenegro	210	12.7	2	Hungary	2 441	16.9
3	Ukraine	135	8.2	3	Germany	1 514	10.5
4	Greece	119	7.2	4	Austria	1 387	9.6
5	Kuwait	118	7.1	5	United States	610	4.2
6	Israel	111	6.7	6	France	414	2.9
7	Romania	85	5.1	7	Poland	180	1.2
8	Kenya	34	2.1	8	United Kingdom	177	1.2
9	Russian Federation	32	1.9	9	Switzerland	159	1.1
10	Libya	28	1.7	10	Italy	130	0.9
Top ten countries		1 188	72.0	Top ten countries		13 950	96.7
Fields of study of foreign students				Fields of study of national students enrolled abroad			
Rank	Field of study	Absolute	%	Rank	Field of study	Absolute	%
1	Health & social services	467	28.3	*			
2	Social & behavioural sciences, business & law	302	18.3				
3	Engineering, manufacturing & construction	258	15.6				
4	Humanities & arts	209	12.7				
5	Agriculture	167	10.1				
6	Educational sciences	95	5.8				
7	Science	81	4.9				
8	Services	72	4.4				
9	Unknown or not specified	0	0.0				
Total		1 651	100.1	Total			

Source: UNESCO and EUROSTAT

Table 2.35 Turkey – Nationality data

Foreign students in Turkey and Turkish students enrolled abroad 2002/2003

All students	All foreign students	% of foreign among all students	% of female among foreign students	All resident students with home nationality	Students enrolled abroad	Ratio of students enrolled abroad to all resident students with home nationality	% of female among students enrolled abroad
1 256 629	15 719	1.3	30.7	1 240 910	51 117	0.041	*

Foreign students	ISCED levels		Students enrolled abroad	ISCED levels	
	5A&6	5B			
Absolute	14 286	1 433	Absolute	*	
%	90.9	9.1	%		

Countries of nationality of foreign students				Countries of study abroad of national students			
Rank	Country	Absolute	%	Rank	Country	Absolute	%
1	Azerbaijan	1 395	8.9	1	Germany	27 253	53.3
2	Uzbekistan	1 293	8.2	2	United States	11 601	22.7
3	Greece	1 212	7.7	3	France	2 413	4.7
4	Bulgaria	948	6.0	4	Austria	1 820	3.6
5	Kyrgyzstan	784	5.0	5	United Kingdom	1 411	2.8
6	Kazakhstan	781	5.0	6	Azerbaijan	1 376	2.7
7	Russian Federation	720	4.6	7	The Netherlands	780	1.5
8	Albania	608	3.9	8	Bulgaria	738	1.4
9	Iran	554	3.5	9	Kyrgyzstan	697	1.4
10	Bosnia & Herzegovina	394	2.5	10	Switzerland	654	1.3
Top ten countries		8 689	55.3	Top ten countries		48 743	95.4

Fields of study of foreign students				Fields of study of national students enrolled abroad			
Rank	Field of study	Absolute	%	Rank	Field of study	Absolute	%
1	Social & behavioural sciences, business & law	6 728	42.8	*			
2	Engineering, manufacturing & construction	2 227	14.2				
3	Health & social services	2 110	13.4				
4	Science	1 269	8.1				
5	Educational sciences	1 143	7.3				
6	Humanities & arts	1 045	6.6				
7	Services	766	4.9				
8	Agriculture	431	2.7				
9	Unknown or not specified	0	0.0				
Total		15 719	100.0	Total			

Source: UNESCO and EUROSTAT

Chapter 3

Inwards and outwards mobile students

Ute Lanzendorf

in cooperation with Sandra Bürger and Michael Thiele

3.1 Introduction

This chapter provides key data and brief textual analyses for those nine EURODATA countries that have mobility data available. It demonstrates the strengths of this type of data as compared to nationality data. The nine countries to be presented provided the project team with data on inwards mobile as distinct from foreign nationality students. One country (Cyprus) also provided data on outwards mobile students as distinct from national students enrolled abroad. With the inclusion of the United Kingdom and Germany, two of the three countries which receive by far the biggest absolute inflow of students in the EURODATA region are covered. The nine countries further comprise Spain and several smaller EURODATA countries, i.e. Austria, the Flemish Community of Belgium, Switzerland, Cyprus, Ireland, and Latvia. These nine countries together host 57 percent of all foreign students in the EURODATA region.

Inwards mobile students are defined as either having lived permanently abroad before they enrolled at an institution of tertiary education in their current country of study or having been awarded their entry qualification for tertiary education abroad. If for an individual country data are available for both groups of students, only data referring to the country of entry qualification for tertiary education are reported.¹ Map 4 shows which statistical criterion or criteria are available in the nine individual countries covered in this chapter to identify inwards mobile students.

Two of the countries considered have only mobility data but no overall information on foreign students available (Latvia and Ireland). For those seven countries which collect mobility as well as nationality data, this chapter compares the extent of inward mobility to the number of foreign students enrolled at national institutions of tertiary education. For the presentation of selected national data, the same table format is used as for the country profiles in chapter 2. If two national data sets – on inwards mobile and on foreign students – are available, they are presented in vertical comparison. With respect to tertiary student totals, the tables consider only those stages of tertiary education (ISCED levels) for which data on inwards mobile or foreign students are available.

Inwards mobile students can have any nationality, either a foreign one or the one of the country where they study. This means that students with home nationality belong to the mobile student population if they lived abroad or went to school or university abroad before they enrolled at their current institution of tertiary education. Some national statistics, however, can identify mobile students only out of foreign student populations (among the nine countries in this chapter, this applies to Cyprus and Latvia). The findings for individual countries have been summarised in overview tables which will be presented and analysed before the individual countries are dealt with.

3.2 Overview of country findings

Table 3.1a compares total numbers of inwards mobile to total numbers of foreign students in those seven countries for which data are available. In all cases, the number of foreign students exceeds the number of inwards mobile students, although inwards mobile student totals in six countries include inwards mobile students with home nationality (“inwards mobile citizens”, cf. Table 3.2). The larger number of foreign compared to mobile students is primarily due to the fact that some foreign students already lived in their country of study before they enrolled at an institution of tertiary education there or received their entry qualification for tertiary education in the same country where they study.

Table 3.1a illustrates that the difference between total numbers of foreign and inwards mobile students amounts to between almost 90 000 students in the United Kingdom or 36 000 in Germany and more than 3 000 students in Austria and the Flemish Community of Belgium. As a consequence, proportions of foreign among all tertiary students exceed the proportions of inwards mobile among all students. A particularly large difference can be observed for Cyprus and the United Kingdom, where the proportion of inwards mobile among all students is about four percentage points lower than the proportion of foreign among all students.

In relation to foreign student totals, the differences between absolute numbers of inwards mobile and foreign students are highest in Spain and the Flemish Community of Belgium where they amount to more than 30 and 40 percent respectively. Again, in relation to foreign student totals, the difference between absolute numbers of inwards mobile and foreign students is lowest in Austria where it amounts to only 10 percent.

In analogy to Table 3.1a, Table 3.1b summarises the difference between the number of outwards mobile students and the number of national students enrolled abroad. Data on outwards mobile students are available only for Cyprus. They include only students with Cypriot nationality, and thus students with foreign nationality who have their permanent residence in Cyprus and are enrolled at an institution of tertiary education abroad are not included. It can be observed that there is no significant difference between outwards mobile students and Cypriot students enrolled abroad. Nevertheless, the ratio of outwards mobile students to resident students in Cyprus is 10 percent lower than the corresponding ratio for nationality data (Cypriot students enrolled abroad in proportion to resident students with home nationality).

¹ Lanzendorf, U. & Teichler, U. “Statistics on Student Mobility within the European Union.” (Working Paper, Education and Culture Series 112), Luxembourg: European Parliament, 2003.

Map 4 Data quality – most reliable statistical criterion available to identify inwards mobile students 2002/2003

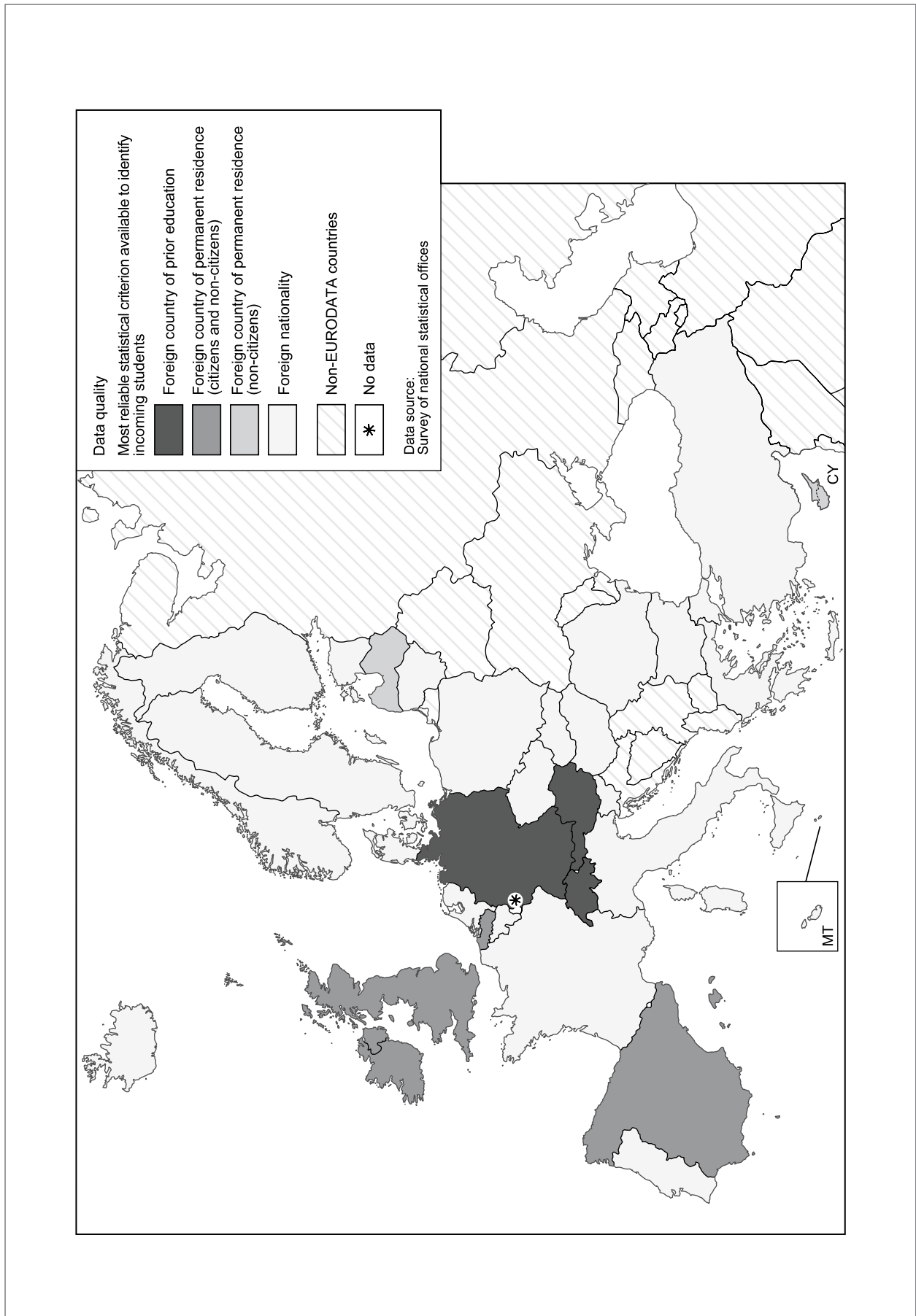


Table 3.1a Inwards mobile student totals¹ as compared to foreign student totals at identical ISCED levels in select EURODATA countries 2002/2003

Country of destination/ of study abroad	Inwards mobile students		Foreign students		Difference	
	All inwards mobile students	% of inwards mobile among all students	All foreign students	% of foreign among all students	Absolute	% of foreign students
AT Austria (ISCED 5A&6)	27 309	13.4	30 354	14.9	3 045	10.0
BE-NI Belgium Flemish Community (ISCED 5&6, however, certain programmes of tertiary education are excluded)	4 513	2.6	8 095	4.6	3 582	44.2
CH Switzerland (ISCED 5A&6)	22 923	16.1	27 738	19.4	4 815	17.4
CY Cyprus (ISCED 5&6)	4 620	25.3	5 282	28.9	662	12.5
DE Germany (ISCED 5A)	190 782	10.0	226 931	11.9	36 149	15.9
ES Spain (ISCED 5A&6)	33 604	2.1	49 224	3.1	15 620	31.7
GB United Kingdom (ISCED 5&6)	300 060	13.6	388 365	17.6	88 300	22.7

¹ Mobility criterion is foreign country of prior education or permanent residence.

Source: National statistical offices and EUROSTAT

Table 3.1b Outwards mobile students¹ as compared to home nationality students enrolled abroad 2002/2003

Country of origin	Outwards mobile students		National students enrolled abroad		Difference	
	All outwards mobile students	Ratio of outwards mobile students to re- sident students with home nationality	All national students enrolled abroad	Ratio of national students enrolled abroad to resident students with home nationality	Absolute	% of national students enrolled abroad
CY Cyprus	16 374	119.9	16 896	130.1	522	3.1

¹ Mobility criterion is foreign country of permanent residence.

Source: Statistical service of Cyprus and UNESCO

Table 3.2 provides detailed information on “unusual” sub-groups of inwards mobile and of foreign students for six countries. It refers to inwards mobile citizens – i.e. students with home nationality among inwards mobile students – and permanently resident foreign students. To complete the corresponding data, information on inwards mobile students with foreign nationality has also been included.

First of all, the table draws attention to the fact that students with home nationality make up quite significant proportions of inwards mobile students in the six countries for which corresponding data are available. The range stretches from almost 15 percent in Germany to four percent in the Flemish Community of Belgium. In absolute numbers, there are nearly

28 000 Germans among inwards mobile students in Germany and almost 13 000 British among inwards mobile students in the United Kingdom.

In addition, Table 3.2 shows that permanently resident foreign students account for at least 20 percent of all foreign students. In the Flemish Community of Belgium and Spain they even make up more than 40 percent. The highest absolute numbers of permanently resident foreign students can be observed for the United Kingdom and Germany with more than 100 000 and 60 000 permanently resident foreign students respectively.

A more in depth analysis of data presented in Table 3.2 will be undertaken in the individual country chapters which follow.

Table 3.2 Inwards mobile students with home nationality, inwards mobile foreign students and permanently resident foreign students in select EURODATA countries 2002/2003

Countries of destination or of nationality	Inwards mobile students with home nationality ¹			Inwards mobile students with foreign nationalities			Permanently resident foreign students			% of residents among foreign students with a particular nationality	
	Total	% of inwards mobile students	Countries of origin	Total	% of inwards mobile students	Countries of origin	Total	% of foreign students	Countries of nationality		
AT Austria (ISCED 5A&6)	3 049	11.2	*	24 260	88.8	Italy Germany Bulgaria Turkey	6 094	20.1	Germany Slovakia Hungary Croatia	19.7 7.6 7.6 6.1	21.9 33.8 36.7 40.2
BE-NI Belgium Flemish Community (ISCED 5&6)	177	3.9	The Netherlands Luxembourg Germany France	4 336	96.1	The Netherlands China India Nigeria	3 759	46.4	*	*	*
CH Switzerland (ISCED 5A&6)	2 907	12.7	France Germany Italy Liechtenstein United States	20 016	87.3	Germany France Italy China	7 722	27.8	Italy Germany Spain France	25.0 17.7 11.4 6.1	57.8 22.2 68.6 14.8
CY Cyprus	*	*	*	4 620	100.0	Bangladesh China Pakistan Sri Lanka	662	12.5	India China Bangladesh Pakistan	22.7 15.3 12.1 11.8	48.5 9.3 4.9 15.5
DE Germany (ISCED 5A)	27 604	14.5	Russian Fed. Poland Kazakhstan France	163 178	85.5	China Poland Bulgaria Russian Fed.	63 753	28.1	Turkey Greece Croatia Italy	28.8 6.2 6.2 5.1	76.2 54.6 83.2 45.8
ES Spain (ISCED 5A&6)	2 929	8.7	Andorra Germany France Equatorial Guinea	30 675	91.3	Italy France Germany United Kingdom	18 549	42.8	Colombia Morocco Argentina Mexico	11.0 10.6 6.9 6.7	80.3 70.3 74.8 69.3
GB United Kingdom (ISCED 5&6)	12 815	4.3 ²	China France Germany Ireland Belgium	286 550	95.5 ²	China Greece United States Germany France	101 815	26.2	Ireland Nigeria Zimbabwe France Germany	12.5 6.1 3.9 3.4 3.4	49.6 57.2 57.9 20.5 19.4

¹ Mobility criterion is foreign country of prior education or foreign country of permanent residence. ² For 0.2 percent of students (695 people), domicile and nationality are unknown.

Source: National statistical offices

3.3 AT Austria

Table 3.3 Inwards mobile students (ISCED 5A and 6)¹ versus foreign students (ISCED 5 and 6) in Austria 2002/2003

All students	All inwards mobile students	% of inwards mobile among all students	% of female among inwards mobile students	All students	All foreign students	% of foreign among all students	% of female among foreign students
203 635	27 309	13.4	52.1	229 802	31 101	13.5	51.9
ISCED levels				ISCED levels			
Inwards mobile students	5A&6	5B		Foreign students	5A&6	5B	
Absolute	27 309	*		Absolute	30 354	747	
%	100.0			%	97.6	2.4	
Countries of origin of inwards mobile students				Countries of nationality of foreign students			
Rank	Country	Absolute	%	Rank	Country	Absolute	%
1	Italy	5 843	21.4	1	Italy	6 149	19.8
2	Germany	4 287	15.7	2	Germany	5 657	18.2
3	Bulgaria	1 436	5.3	3	Turkey	1 820	5.9
4	Turkey	1 416	5.2	4	Bulgaria	1 588	5.1
5	Bosnia & Herzegovina	910	3.3	5	Slovakia	1 387	4.5
6	Slovakia	903	3.3	6	Bosnia & Herzegovina	1 308	4.2
7	Poland	868	3.2	7	Hungary	1 279	4.1
8	Hungary	796	2.9	8	Poland	1 172	3.8
9	Yugoslavia	728	2.7	9	Serbia & Montenegro	1 007	3.2
10	Croatia	550	2.0	10	Croatia	947	3.0
Top ten countries		17 737	65.0	Top ten countries		22 314	71.8
Fields of study of inwards mobile students				Fields of study of foreign students			
Rank	Field of study	Absolute	%	Rank	Field of study	Absolute	%
1	Social & behavioural sciences, business & law	12 212	35.6	1	Social & behavioural sciences, business & law	11 061	35.6
2	Humanities & arts	7 340	21.4	2	Humanities & arts	7 233	23.3
3	Engineering, manufacturing & construction	4 474	13.0	3	Engineering, manufacturing & construction	3 957	12.7
4	Science	4 052	11.8	4	Science	3 488	11.2
5	Health & social services	3 532	10.3	5	Health & social services	2 811	9.0
6	Educational sciences	1 740	5.1	6	Educational sciences	1 639	5.3
7	Agriculture	590	1.7	7	Agriculture	456	1.5
8	Services	302	0.9	8	Services	392	1.3
9	Unknown or not specified	45	0.1	9	Unknown or not specified	64	0.2
Total		34 287²	100.0	Total		31 101	100.0

¹ Mobility criterion is foreign country of prior education.² Each enrolment on a subject is counted separately, even if individual students enrol on several ones.

Source: Statistics Austria, EUROSTAT

Austria hosts more than 27 000 inwards mobile students (only academically oriented programmes, i.e. ISCED levels 5A and 6 are covered by the available data), about half of which are female. Inwards mobile students account for more than 13 percent of all tertiary students. More than 3 000 of them (11%) take part in PhD programmes. This figure corresponds to 20 percent of all PhD students in Austria. Almost 2 000 inwards mobile students (7%) chose one of the newly established Bachelor and Master programmes.

Inwards mobility is dominated by flows from the two neighbouring countries to the south and the north, namely Italy and Germany. 21 percent and 16 percent of inwards mobile students come from these two countries. The next most frequent countries of origin are located in Eastern Europe. However, each of them accounts for only 5 percent (Bulgaria and Turkey) or less of all inwards mobile students. If only inwards mobile students with foreign nationality are considered, Italy and Germany have even bigger shares among the countries of origin of inwards mobile students (cf. Table 3.2).

According to Table 3.2, 11 percent of inwards mobile students have Austrian nationality. Unfortunately, the available data do not allow for identification of the countries where these students acquired their entry qualification for tertiary education.

Comparing the number of inwards mobile students at ISCED levels 5A and 6 to the number of foreign students at these levels, one can observe that there are about 3 000 more foreign than inwards mobile students (cf. Table 3.1a). Table 3.2 devotes a total of more than 6 000 permanently resident foreign students. This figure corresponds to 20 percent of foreign students. The difference in size between the two groups of students in consideration is to a great extent caused by resident German, Slovakian and Hungarian students (cf. Table 3.2). There are about 1 200 German, about 460 Slovakian and about 460 Hungarian students who acquired their entry qualification for tertiary education in Austria and can therefore be assumed to be permanent residents. As a proportion of all students with a particular foreign nationality, permanently resident students are especially frequent among Croatian students, amounting to 40 percent (cf. Table 3.2).

More than half of inwards mobile students in Austria are enrolled in the study fields Social and behavioural sciences, business and law and Humanities and arts. These fields of study are followed by Engineering, manufacturing and construction, Science, and Health and social sciences, accounting for between 13 and 10 percent (in decreasing order). The frequency of individual fields of study does not vary substantially if their distribution among mobile students is compared to that among foreign students.

3.4 BE Belgium Flemish Community

Table 3.4 Inwards mobile students¹ versus foreign students (ISCED 5 and 6) in Belgium Flemish Community 2002/2003

All students ²	All inwards mobile students	% of inwards mobile among all students	% of female among inwards mobile students	All students	All foreign students	% of foreign among all students	% of female among foreign students
174 882	4 513	2.6	45.2	203 722	9 058	4.4	47.9
ISCED levels				ISCED levels			
Inwards mobile students	5A&6	5B		Foreign students	5A&6	5B	
Absolute	4 229	284		Absolute	7 308	1 750	
%	93.7	6.3		%	80.7	19.3	
Countries of origin of inwards mobile students				Countries of nationality of foreign students			
Rank	Country	Absolute	%	Rank	Country	Absolute	%
1	The Netherlands	1 465	32.5	1	The Netherlands	2 665	29.4
2	China	494	10.9	2	China (incl. HK)	871	9.6
3	Germany	132	2.9	3	Morocco	328	3.6
4	India	129	2.9	4	Italy	252	2.8
5	United States	123	2.7	5	Germany	244	2.7
6	Nigeria	122	2.7	6	Spain	183	2.0
7	Vietnam	98	2.2	7	France	182	2.0
8	France	97	2.1	8	Nigeria	181	2.0
9	Greece	81	1.8	8	Russian Federation	181	2.0
10	Poland	72	1.6	9	India	167	1.8
Top ten countries		2 813	62.3	Top ten countries		5 254	57.9
Fields of study of inwards mobile students				Fields of study of foreign students			
Rank	Field of study	Absolute	%	Rank	Field of study	Absolute	%
1	Engineering, manufacturing & construction	1 070	21.1	1	Social & behavioural sciences, business & law	2 304	25.4
2	Social & behavioural sciences, business & law	932	18.4	2	Humanities & arts	1 644	18.1
3	Science	879	17.3	3	Health & social services	1 608	17.8
4	Humanities & arts	826	16.3	4	Science	1 426	15.7
5	Health & social services	770	15.2	5	Engineering, manufacturing & construction	1 015	11.2
6	Agriculture	386	7.6	6	Educational sciences	459	5.1
7	Services	110	2.2	7	Agriculture	453	5.0
8	Educational sciences	96	1.9	8	Services	149	1.6
9	Unknown or not specified	0	0.0	9	Unknown or not specified	0	0.0
Total		5 069	100.0	Total		9 058	100.0

¹ Mobility criterion is foreign country of permanent residence. ² Certain programmes of tertiary education are excluded.

Source: Ministry of the Flemish Community, EUROSTAT

In the Flemish-speaking Community of Belgium there are 4 500 inwards mobile students, accounting for approximately 3 percent of all tertiary students. Nearly half of them are female. A small percentage of inwards mobile students is enrolled in practically oriented programmes (6%, ISCED level 5B), and almost 10 percent of inwards mobile students (432 students) take part in PhD programmes. They account for more than 13 percent of all PhD students in the Flemish-speaking Community of Belgium.

By far the most important country of origin of inwards mobile students is the Netherlands. About one third of inwards mobile students have their permanent residence there. A further 10 percent of inwards mobile students come from China. The remaining countries of origin do not account for more than 3 percent of inwards mobile students each.

According to Table 3.2, 4 percent of inwards mobile students are Belgian nationals (just under 200 students). Inwards mobile Belgians come from a large variety of different countries, among which the Netherlands and Luxembourg are the most frequent ones accounting for nearly 9 and 7 percent of inwards mobile students with Belgian nationality respectively.

Foreign students outnumber inwards mobile students by two to one. In absolute numbers, there are almost 4 000 more for-

eign than inwards mobile students. These students, who account for almost half of all foreign students, are permanent residents in the Flemish Community of Belgium (cf. Table 3.2). An important part of the difference between foreign and inwards mobile student totals can be explained by Dutch students permanently living in Belgium. Among foreign students, the proportion of students in practically oriented programmes (ISCED level 5B) is much more pronounced than among inwards mobile students.

The distribution of inwards mobile students across fields of study is clearly distinct from that of foreign students. Remarkably, the biggest share of inwards mobile students (one fifth) is enrolled on programmes in the field Engineering, manufacturing and construction. Together with Science (17%), it makes up for almost 40 percent of inwards mobile students. Social sciences, business and law (18%) and Humanities and arts (16%) together account only for one third of incoming students.

In contrast, among foreign students, the “standard” distribution can be observed: most foreign students are enrolled on programmes in the fields of Social sciences, business and law (one quarter) and Humanities and arts (almost one fifth of foreign students).

3.5 CH Switzerland

Table 3.5 Inwards mobile students (ISCED 5A and 6)¹ versus foreign students (ISCED 5-6) in Switzerland 2002/2003

All students	All inwards mobile students	% of inwards mobile among all students	% of female among inwards mobile students	All students	All foreign students	% of foreign among all students	% of foreign among all students
142 616	22 923	16.1	46.9	185 965	32 847	17.7	44.8
ISCED levels				ISCED levels			
Inwards mobile students	5A&6	5B		Foreign students	5A&6	5B	
Absolute	22 923	*		Absolute	28 106	4 741	
%	100			%	85.6	14.4	

Countries of origin of inwards mobile students				Countries of nationality of foreign students			
Rank	Country	Absolute	%	Rank	Country	Absolute	%
1	Germany	5 237	22.8	1	Germany	6 843	20.8
2	France	3 568	15.6	2	Italy	4 448	13.5
3	Italy	1 507	6.6	3	France	3 540	10.8
4	Austria	537	2.3	4	Spain	1 566	4.8
5	China	531	2.3	5	Austria	851	2.6
6	Liechtenstein	497	2.2	6	China (incl. HK)	674	2.1
7	Russian Federation	444	1.9	7	Turkey	654	2.0
8	Romania	434	1.9	8	Serbia & Montenegro	598	1.8
8	Spain	434	1.9	9	Portugal	571	1.7
9	United States	430	1.9	10	Russian Federation	495	1.5
Top ten countries		13 619	59.4	Top ten countries		20 240	61.6

Fields of study of inwards mobile students				Fields of study of foreign students			
Rank	Field of study	Absolute	%	Rank	Field of study	Absolute	%
1	Social & behavioural sciences, business & law	7 741	33.8	1	Social & behavioural sciences, business & law	11 280	34.3
2	Humanities & arts	4 505	19.7	2	Humanities & arts	5 522	16.8
3	Engineering, manufacturing & construction	3 708	16.2	3	Engineering, manufacturing & construction	5 030	15.3
4	Science	3 705	16.2	4	Science	4 683	14.3
5	Health & social services	1 253	5.5	5	Health & social services	2 140	6.5
6	Educational sciences	830	3.6	6	Services	2 049	6.2
7	Services	527	2.3	7	Educational sciences	1 469	4.5
8	Agriculture	265	1.2	8	Agriculture	277	0.8
9	Unknown or not specified	389	1.7	9	Unknown or not specified	397	1.2
Total		22 923	100.0	Total		32 847	100.0

¹⁾ Mobility criterion is foreign country of prior education.

Source: OFS/BFS/UST – Office fédéral de la statistique/Bundesamt für Statistik/ Ufficio federale di statistica/Uffizi federal da statistica, EUROSTAT

In Switzerland, there are about 23 000 inwards mobile students (data exclude practically oriented programmes), of which almost half are female. Thus, inwards mobile students account for about 16 percent of students in academically oriented first degree programmes and among PhD students. More than 6 000 inwards mobile students, i.e. more than a quarter of them, came to Switzerland for a doctoral degree. Inwards mobile PhD students account for 40 percent of all PhD students in Switzerland. Only a small number of inwards mobile students are enrolled on newly established Bachelor or Master programmes.

Inwards mobility is clearly dominated by flows from the neighbouring countries. Almost 40 percent of inwards mobile students come from either Germany or France. The languages of these countries are among the official languages in Switzerland. The other two bordering countries with languages which are official Swiss languages (Italy and Austria) send the third and fourth largest groups of students. Students from Italy and Austria, however, account for rather small proportions of inwards mobile students (7 and 2 percent respectively). The further countries of origin of inwards mobile students are widely spread. Each of them accounts for a maximum of 2 percent of inwards mobile students.

Among inwards mobile students, there are nearly 3 000 students with Swiss nationality (cf. Table 3.2), accounting for 13 percent of inwards mobile students. Almost half of them obtained their

entry qualification for tertiary education in Germany or France, but on the list of the five most frequent countries of origin figure also Italy, Liechtenstein, and the United States of America.

Table 3.1a compares the number of inwards mobile students to the number of foreign students at ISCED levels 5A and 6. It shows that in Switzerland there are almost 5 000 more foreign than mobile students. Table 3.2 shows that there are almost 8 000 permanently resident foreign students, this figure corresponding to almost 30 percent of all foreign students. A quarter of permanently resident foreign students are Italian, a further 17 percent are German and 11 percent are Spanish. These students have a foreign nationality, but obtained their entrance qualification for tertiary education in Switzerland. Therefore, it can be assumed that many of these students are descendants of labour immigrants. The proportion of resident students among all students with a particular foreign nationality is especially high among Portuguese and Spanish students (80 and 70 percent respectively).

As regards fields of study, more than half of inwards mobile students are enrolled either in a study programme in the field Social sciences, business and law (35%) or in Humanities and arts (19%). A further third of inwards mobile students study either Engineering, manufacturing and construction, or Science. The frequency of individual fields of study does not vary substantially when their distribution among mobile students is compared to that among foreign students.

3.6 CY Cyprus

Table 3.6a Inwards mobile students¹ versus foreign students (ISCED 5 and 6) in Cyprus 2002/2003

All students	All inwards mobile students	% of inwards mobile among all students	% of female among inwards mobile students	All students	All foreign students	% of foreign among all students	% of foreign among all students
18 271	4 620	25.3	22.4	18 272	5 282	28.9	22.6
ISCED levels				ISCED levels			
Inwards mobile students	5A&6	5B		Foreign students	5A&6	5B	
Absolute	274	4 346		Absolute	*	5 008	
%	5.9	94.1		%		94.8	
Countries of origin of inwards mobile students				Countries of nationality of foreign students			
Rank	Country	Absolute	%	Rank	Country	Absolute	%
1	Bangladesh	1 553	33.6	1	Bangladesh	1 633	30.9
2	China	990	21.4	2	China (incl. HK)	1 091	20.7
3	Pakistan	427	9.2	3	Pakistan	505	9.6
4	Sri Lanka	369	8.0	4	Sri Lanka	379	7.2
5	Greece	275	6.0	5	Greece	309	5.9
6	India	159	3.4	6	India	309	5.9
7	Russian Federation	156	3.4	7	Russian Federation	197	3.8
8	Iran	92	2.0	8	Iran	111	2.1
9	Bulgaria	63	1.4	9	Nepal	76	1.4
10	Yugoslavia	56	1.2	10	Bulgaria	69	1.3
				(10)	Serbia & Montenegro	69	1.3)
Top ten countries		4 191	90.7	Top ten countries		4 679	88.8
Fields of study of inwards mobile students				Fields of study of foreign students			
Rank	Field of study	Absolute	%	Rank	Field of study	Absolute	%
				1	Social & behavioural sciences, business & law	2 883	54.6
				2	Services	1 058	20.0
				3	Humanities & arts	615	11.6
				4	Science	592	11.2
				5	Educational sciences	59	1.1
				6	Engineering, manufacturing & construction	58	1.1
				7	Health & social services	9	0.2
				8	Agriculture	8	0.2
				9	Unknown or not specified	0	
Total				Total			
						5 282	100.0

¹ Mobility criterion is foreign country of permanent residence. Data consider only students with foreign nationalities, i.e. Cypriot students who permanently live abroad and come to Cyprus in order to study there are excluded. Source: Statistical service of Cyprus, EUROSTAT

In Cyprus, there are 4 600 inwards mobile students (only students with foreign nationality are considered by the available data). The proportion of female students among inwards mobile students is exceptionally low at 22 percent. Inwards mobile students account for a quarter of the overall tertiary student population in Cyprus. They study almost exclusively practically oriented programmes (ISCED level 5B) and all of them are degree mobile. Nine inwards mobile students are enrolled on PhD programmes, corresponding to 9 percent of all PhD students in Cyprus.

Inwards mobility is dominated by flows from Asian countries, where about three quarters of inwards mobile students come from. One third of inwards mobile students come from Bangladesh alone. A further fifth originates from China, and 9 and 8 percent from Pakistan and Sri Lanka respectively. India has a small share of 3 percent. Only 6 percent of students come from culturally closely linked Greece.

Comparing the number of inwards mobile students (all of them with a foreign nationality) to the number of foreign students in Cyprus, one observes that there are 662 more foreign than inwards mobile students, all in practically oriented pro-

grammes. This means that 12.5 percent of foreign students in Cyprus are permanent residents. In absolute numbers, most foreign resident students are Indian (150 students), followed by Chinese (101), Bangladeshi (80) and Pakistani (78) students (cf. Table 3.2). The proportion of permanently resident foreign students is especially high among Indian (almost 50%), Russian (21%), Iranian (17%) and Pakistani students (15%).

The strong dominance of practically oriented study programmes is similar among foreign and inwards mobile students. Unfortunately, no information on fields of study of inwards mobile students is available. However, because of the relatively small difference between total numbers of foreign and inwards mobile students, it can be assumed that the distribution of inwards mobile students by fields of study is similar to that of foreign students. This means that by far the most frequent field of study of mobile students is Social sciences, business and law, with about half of students studying in this field. The field of Services is also frequently chosen, with about 20 percent of students enrolled on a programme belonging to this field. 10 percent of students study in each of the fields Humanities and arts, and Science. Engineering subjects are practically not relevant.

Table 3.6b Outwards mobile students¹ versus national students enrolled abroad 2002/2003 in Cyprus

All students with home nationality at national universities	Outwards mobile students	Ratio of outwards mobile students to all home nationality students at national universities	% of female among outwards mobile students	All students with home nationality	Home nationality students enrolled abroad	Ratio of national students enrolled abroad to all students with home nationality at national universities	% of female among home nationality students enrolled abroad
13 651	16 374	119.9	54.0	12 990	16 896	130.1	*
ISCED levels				ISCED levels			
Outwards mobile students	5A&6	5B		Students studying abroad			
Absolute	15 484	890		Absolute		*	
%	94.6	5.4		%			
Countries of study abroad of outwards mobile students				Countries of study abroad of home nationality students			
Rank	Country	Absolute	%	Rank	Country	Absolute	%
1	Greece	10 597	64.7	1	Greece	10 048	59.5
2	United Kingdom	2 781	17.0	2	United Kingdom	3 570	21.1
3	United States	1 386	8.5	3	United States	1 834	10.9
4	Bulgaria	399	2.4	4	Bulgaria	443	2.6
5	Hungary	288	1.8	5	Hungary	297	1.8
6	Russian Federation	199	1.2	6	Germany	199	1.2
7	Germany	123	0.8	7	France	167	1.0
8	France	107	0.7	8	Czech Republic	82	0.5
9	Canada	85	0.5	9	Australia	56	0.3
10	Czech Republic	79	0.5	10	Italy	55	0.3
Top ten countries		16 044	98.1	Top ten countries		16 751	99.2
Fields of study of outwards mobile students				Fields of study of home nationality students abroad			
Rank	Field of study	Absolute	%	Rank	Field of study	Absolute	%
		*				*	
Total				Total			

¹ Mobile students are Cypriot students whose country of permanent residence is Cyprus.

Source: Statistical service of Cyprus, UNESCO

For Cyprus, the number of outwards mobile students is almost four times higher than the number of inwards mobile students. More than 16 000 students with Cypriot nationality left Cyprus to enrol at an institution of tertiary education abroad, about half of them female. This means that outwards mobile students outnumber Cypriot students at institutions of tertiary education in Cyprus by 20 percent. This is likely to be due to a limited offer of tertiary education in Cyprus. Nearly all outwards mobile students are enrolled in academically oriented programmes abroad and are degree mobile. 90 percent of outwards mobile students in academically oriented programmes (ISCED 5A and 6) are enrolled in Bachelor programmes, 7 percent in Master programmes and 2 percent in PhD programmes.

By far the most frequent country of destination of outwards mobile students is Greece with which close cultural and language ties exist. Almost two thirds of outwards mobile students go there. The second and third most frequent countries of destination are English-speaking ones: 17 percent of outwards mobile students go to the United Kingdom and almost 9 percent to the United States of America. Thus, more than 90 percent of outwards mobile students from Cyprus go to one of only three foreign countries. The total number of Cypriot students enrolled at institutions of tertiary education abroad

exceeds the number of outwards mobile students by 522. This is due to the students with Cypriot nationality with a permanent residence outside Cyprus, most notably in the United Kingdom, the United States of America, and Bulgaria.

According to the available data, the proportion of permanently resident Cypriot students among all students with Cypriot nationality enrolled in a particular country is highest in Germany and France (38% and 36% respectively). These two countries are followed by the United States of America and the United Kingdom with 24 and 22 percent of permanent residents among Cypriot students respectively.

According to Table 3.6b, the number of students with Cypriot nationality enrolled at Greek universities is lower than the number of outwards mobile Cypriot students to Greece (by 549 students). This observation might be explained by Greek institutions of tertiary education not counting all Cypriot students as foreign, possibly due to dual citizenship, or to the method of data collection. Alternatively, there might be inaccuracies in the statistical recording either of foreign students in Greece or outwards mobile students in Cyprus.

Unfortunately, no data are available on the fields of study either of outwards mobile students or Cypriot students enrolled abroad.

3.7 DE Germany

Table 3.7 Inwards mobile students (ISCED 5A)¹ versus foreign students (ISCED 5A and 5B) in Germany 2002/2003

All students	All inwards mobile students	% of inwards mobile among all students	% of female among inwards mobile students	All students	All foreign students	% of foreign among all students	% of female among foreign students
1 902 408	190 782	10.0	50.0	2 242 397	240 619	10.7	49.3
ISCED levels				ISCED levels			
Inwards mobile students	5A	5B		Foreign students	5A	5B	
Absolute	190 782	*		Absolute	226 931	13 688	
%	100.0			%	94.3	5.7	
Countries of origin of inwards mobile students				Countries of nationality of foreign students			
Rank	Country	Absolute	%	Rank	Country	Absolute	%
1	China	18 519	9.7	1	Turkey	27 253	11.3
2	Poland	11 301	5.9	2	China (incl. HK)	20 141	8.4
3	Russian Federation	10 000	5.2	3	Poland	13 629	5.7
4	Bulgaria	9 396	4.9	4	Russian Federation	10 185	4.2
5	France	6 307	3.3	5	Bulgaria	9 960	4.1
6	Turkey	5 794	3.0	6	Italy	8 003	3.3
7	Ukraine	4 959	2.6	7	Greece	7 798	3.2
8	Spain	4 639	2.4	8	Morocco	7 616	3.2
9	Austria	4 486	2.4	9	Austria	6 880	2.9
10	Cameroon	4 423	2.3	10	France	6 499	2.7
Top ten countries		79 824	41.7	Top ten countries		117 964	49.0
Fields of study of inwards mobile students				Fields of study of foreign students			
Rank	Field of study	Absolute	%	Rank	Field of study	Absolute	%
1	Social & behavioural sciences, business & law	53 507	28.0	1	Social & behavioural sciences, business & law	64 365	26.7
2	Humanities & arts	46 203	24.2	2	Humanities & arts	52 716	21.9
3	Engineering, manufacturing & construction	33 482	17.5	3	Engineering, manufacturing & construction	41 318	17.2
4	Science	31 154	16.3	4	Science	37 783	15.7
5	Health & social services	11 341	5.9	5	Health & social services	14 372	6.0
6	Educational sciences	9 522	5.0	6	Educational sciences	10 591	4.4
7	Agriculture	2 788	1.5	7	Agriculture	2 718	1.1
8	Services	2 307	1.2	8	Services	2 585	1.1
9	Unknown or not specified	478	0.3	9	Unknown or not specified	14 171	5.9
Total		190 782	100.0	Total		240 619	100.0

¹ Mobility criterion is foreign country of prior education.

Source: Federal Statistical Office, EUROSTAT

In Germany, there are almost 191 000 inwards mobile students (data consider only academically oriented programmes at the first stage of tertiary education, i.e. ISCED 5A), exactly half of them female. Inwards mobile students account for 10 percent of all students on ISCED 5A programmes. Almost 6 000 inwards mobile students (3%) enrolled on newly established Bachelors programmes. Additionally, more than 10 000 inwards mobile students (5%) participate in one of the newly established Masters programmes. Data on inwards mobility cover students in courses preparing for university entrance (Studienkolleg), and students on short-term mobility in case they are enrolled at a university.

The countries of origin of inwards mobile students are rather diverse. The ten most frequent countries cover only 42 percent of inwards mobile students. By far the most frequent individual country of origin (China) accounts for just below 10 percent of all inwards mobile students. Central and eastern European countries have a relatively strong weight: Poland, the Russian Federation, Bulgaria and the Ukraine together account for about 19 percent of inwards mobile students, while students from Turkey only account for 3 percent of incoming students. Among western European countries, Spain and Austria are the most frequent countries of origin of inwards mobile students. The majority of African students come from Cameroon.

Almost 28 000 inwards mobile students are German. They obtained their entrance qualification for tertiary education in various countries, the most significant being the Russian Feder-

ation, Poland and Kazakhstan (cf. Table 3.2). In many cases, students from these three countries will have received German nationality when coming to Germany, because of their legal right to receive it provided that they can demonstrate that their ancestors were German.

A comparison between the number of foreign students and the number of inwards mobile students at ISCED level 5A shows that there are about 36 000 more foreign than mobile students enrolled at German universities. As Table 3.2 shows, on the whole there are nearly 64 000 permanently resident foreign students (28% of foreign students) in Germany. Almost one third of them (29%) are Turkish. This is due to high numbers of Turkish labour immigrants whose descendants retain Turkish nationality although they grow up and go to school in Germany. A similar, but less pronounced phenomenon can be observed for Greek and Italian students. There are 4 000 and more than 3 000 resident foreign students with these nationalities. Among Croatian students in Germany, the proportion of resident students is especially high at more than 80 percent (or 4 000).

More than half of inwards mobile students are enrolled in either Social and behavioural sciences, business and law, or Humanities and arts. An additional third of students study programmes in the fields Engineering, manufacturing and construction, and Science. The frequency of individual fields of study does not vary substantially if their distribution among mobile students is compared to that among foreign students.

3.8 ES Spain

Table 3.8 Inwards mobile students (ISCED 5A and 6)¹ versus foreign students (ISCED 5 and 6) in Spain 2002/2003

All students	All inwards mobile students	% of inwards mobile among all students	% of female among inwards mobile students	All students	All foreign students	% of foreign among all students	% of foreign among all students
1 592 572	33 604	2.1	59.2	1 840 607	53 639	2.9	56.0
ISCED levels				ISCED levels			
Inwards mobile students	5A&6	5B		Foreign students	5A&6	5B	
Absolute	33 604	*		Absolute		4 415	
%	100.0			%		8.2	
Countries of origin of inwards mobile students				Countries of nationality of foreign students			
Rank	Country	Absolute	%	Rank	Country	Absolute	%
1	Italy	5 441	16.2	1	Italy	6 314	11.8
2	France	5 132	15.3	2	France	5 899	11.0
3	Germany	4 511	13.4	3	Germany	5 154	9.6
4	United Kingdom	2 028	6.0	4	Morocco	3 468	6.5
5	Portugal	1 906	5.7	5	Colombia	3 144	5.9
6	Belgium	1 458	4.3	6	United Kingdom	2 253	4.2
7	Morocco	1 165	3.5	7	Mexico	2 209	4.1
8	The Netherlands	885	2.6	8	Portugal	2 204	4.1
9	Mexico	800	2.4	9	Argentina	2 124	4.0
10	Austria	677	2.0	10	Belgium	1 471	2.7
Top ten countries		24 003	71.4	Top ten countries		34 240	63.9
Fields of study of inwards mobile students				Fields of study of foreign students			
Rank	Field of study	Absolute	%	Rank	Field of study	Absolute	%
1	Social & behavioural sciences, business & law	3 621	42.2				
2	Humanities & arts	1 363	15.9				
3	Health & social services	1 072	12.5				
4	Engineering, manufacturing & construction	919	10.7				
5	Science	809	9.4				
6	Educational sciences	418	4.9				
7	Agriculture	213	2.5				
8	Services	161	1.9				
9	Unknown or not specified	0	0.0				
Total		8 576²	100.0	Total			

¹ Mobility criterion is foreign country of permanent residence.² Only degree mobile students.

In Spain there are 33 600 inwards mobile students (data only refer to ISCED levels 5A and 6, thereby excluding students in practically oriented programmes). 60 percent of inwards mobile students are female. Inwards mobile students in Spain account for only 2 percent of all students at ISCED levels 5A and 6. Interestingly, almost two thirds of them (63% or 21 300 students) participate in the Socrates/Erasmus programme of the European Commission. Further 3 800 inwards mobile students (11%) are enrolled on PhD programmes, corresponding to 5 percent of all PhD students in Spain.

Inwards mobility is dominated by flows from two other Latin countries, namely Italy and France, accounting for almost a third of inwards mobile students. The third most frequent country of origin is Germany (13%). The majority of the further countries of origin are also European which is probably due to the high proportion of Socrates/Erasmus students. The only non-European countries among the ten most frequent countries of origin are Morocco (4% of inwards mobile students) and Mexico (2%).

Almost 3 000 inwards mobile students (9%) have Spanish nationality. According to Table 3.2, their most frequent countries of origin are Andorra (14%), Germany (8%), France (8%) and Equatorial Guinea (7%).

Comparing the number of inwards mobile students to the number of foreign students at ISCED levels 5A and 6, it can be observed that there are almost 16 000 more foreign than mobile students. Since the inwards mobile student total includes students with Spanish nationality, overall there are up to 18 600 permanently resident foreign students. This figure corresponds to more than 40 percent of all foreign students. The biggest groups among permanently resident students are Colombians, Moroccans, Argentines and Mexicans (with up to 2 000 more foreign than inwards mobile students for each of these nationalities). The proportion of resident students among each of these four nationalities amounts to between 70 and 80 percent.

Information on the distribution of inwards mobile students among fields of study is only available for those students who do not participate in the Socrates/Erasmus programme. Among these roughly 8 500 students, more than half are enrolled on a programme from the fields Social sciences, business and law or Humanities and arts. Another 20 percent of inwards mobile students study either Engineering, manufacturing and construction, or Science. Health and social services accounts for an additional 13 percent of degree mobile students. For foreign students, no information on fields of study is available.

3.9 GB the United Kingdom

Table 3.9 Inwards mobile students¹ versus foreign students² (ISCED 5-6) in the United Kingdom 2002/2003

All students ³	All inwards mobile students	% of inwards mobile among all students	% of female among inwards mobile students	All students ³⁾	All foreign students	% of foreign among all students	% of foreign among all students
2 201 690	300 060	13.6	48.3	2 201 690	388 365	17.6	50.9
ISCED levels				ISCED levels			
Inwards mobile students	5A&6	5B		Foreign students	5A&6	5B	
Absolute	250 040	50 020		Absolute	309 770	78 595	
%	83.3	16.7		%	79.8	20.2	
Countries of origin of inwards mobile students				Countries of nationality of foreign students			
Rank	Country	Absolute	%	Rank	Country	Absolute	%
1	China	51 170	17.1	1	China	50 450	13.0
2	Greece	26 175	8.7	2	Greece	27 960	7.2
3	United States	18 625	6.2	3	Ireland	25 660	6.6
4	Germany	15 085	5.0	4	United States	21 010	5.4
5	France	14 780	4.9	5	Germany	17 700	4.6
6	Ireland	13 510	4.5	6	France	17 060	4.4
7	India	12 505	4.2	7	India	16 140	4.2
8	Malaysia	11 810	3.9	8	Malaysia	13 125	3.4
9	Spain	8 815	2.9	9	Spain	11 295	2.9
10	Italy	6 965	2.3	10	Nigeria	10 760	2.8
Top ten countries		179 435	59.8	Top ten countries		211 165	54.4
Fields of study of inwards mobile students				Fields of study of foreign students			
Rank	Field of study	Absolute	%	Rank	Field of study	Absolute	%
1	Social & behavioural sciences, business & law	116 580	38.9	1	Social & behavioural sciences, business & law	142 580	36.7
2	Humanities & arts	48 255	16.1	2	Humanities & arts	60 195	15.5
3	Engineering, manufacturing & construction	44 845	14.9	3	Science	55 320	14.2
4	Science	42 675	14.2	4	Engineering, manufacturing & construction	50 720	13.1
5	Health & welfare	22 805	7.6	5	Health & welfare	46 595	12.0
6	Educational sciences	12 300	4.1	6	Educational sciences	17 285	4.5
7	Agriculture	2 660	0.9	7	Agriculture	2 955	0.8
8	Services	0	0.0	8	Services	0	0.0
	Unknown or not specified	9 945	3.3	9	Unknown or not specified	12 705	3.3
Total		300 060	100.0	Total		388 365	100.0

¹ Mobility criterion is foreign country of prior domicile.

Source: Higher Education Statistics Agency HESA

² For 14 725 students, nationality had to be imputed from domicile so that the foreign student total can be assumed to be a slight over-estimate.³ Data exclude higher education students enrolled at Colleges of further education.

With about 300 000 inwards mobile students at tertiary education institutions, the United Kingdom receives by far the largest inflow of students in the EURODATA region. Inwards mobile students account for almost 14 percent of all tertiary level students. Almost half of inwards mobile students are female. A relatively large proportion (17%) of inwards mobile students is enrolled on programmes at ISCED level 5B; many qualifications at this level in the United Kingdom are practically or vocationally oriented. 14 percent of inwards mobile students study towards a PhD (ISCED Level 6). Only 8 percent of all inwards mobile students are credit mobile, but the proportion for the EURODATA countries is somewhat higher at 13 percent.

In principle, the range of countries of origin of inwards mobile students is broad. By far the largest group of inwards mobile students comes from China (including Hong Kong), accounting for 17 percent of all inwards mobile students. The second most frequent country of origin is Greece. Its share among all countries of origin, however, is only half that of China (9%). Germany and France each account for a further 5 percent of inwards mobile students. Linguistic, cultural, and historical links can be considered a cause for comparable numbers of inwards mobile students from the United States of America, Ireland, India, and Malaysia, ranging between 6 and 4 percent of all inwards mobile students. The numbers of inwards mobile students from Hong Kong, included in the numbers for China, are also boosted by these factors.

Nearly 13 000 inwards mobile students (4%) have known British nationality. A quarter of them come from China (includ-

ing Hong Kong) (cf. Table 3.2). Further frequent countries of origin of inwards mobile students with British nationality are France, Germany, Ireland and Belgium. Their shares range between almost 8 and 4 percent.

The total (known plus imputed) number of foreign students exceeds the total number of inwards mobile students by more than 88 000. This figure corresponds to more than a fifth of foreign students (cf. Table 3.1a). By far the largest difference between inwards mobile and foreign students can be observed for Ireland.

Table 3.2 shows that Irish students constitute the biggest group among the about 100 000 permanently resident foreign students in the United Kingdom (almost 13%). Almost half of Irish students in the United Kingdom are actually permanent residents (nearly 13 000 students). More than half of Nigerian and Zimbabwean students are also permanently resident; numbers are about 6 000 and 4 000 respectively. At about 3 500 each, numbers of permanently resident French and German students are also large, but in each case constitute only around one fifth of students of those nationalities.

The distribution of inwards mobile students by fields of study is similar to that in most other EURODATA countries: more than half of inwards mobile students are enrolled in the study fields Social and behavioural sciences, business and law, and Humanities and arts. A further third of students study programmes in the fields Engineering, manufacturing and construction, and Science. The proportion of inwards mobile students studying at ISCED level 5B is a little lower than the corresponding proportion of foreign students.

3.10 IE Ireland

Table 3.10 Inwards mobile students (ISCED 5A and 6)¹ in Ireland 2002/2003

All students	All inwards mobile students	% of inwards mobile among all students	% of female among inwards mobile students	All students	All foreign students	% of foreign among all students	% of foreign among all students
98 174	10 201	10.4	50.3	*	*	*	*
ISCED levels				ISCED levels			
Inwards mobile students		5A&6	5B	Foreign students			
Absolute		10 201	*	Absolute		*	
%		100.0		%			
Countries of origin of inwards mobile students				Countries of nationality of foreign students			
Rank	Country	Absolute	%	Rank	Country	Absolute	%
1	United Kingdom	2 132	20.9				
2	United States	1 953	19.1				
3	Malaysia	663	6.5				
4	China	645	6.3				
5	France	499	4.9				
6	Germany	474	4.6				
7	India	298	2.9				
8	Canada	270	2.6				
9	Spain	241	2.4				
10	Pakistan	240	2.4				
Top ten countries		7 415	72.7	Top ten countries			
Fields of study of inwards mobile students				Fields of study of foreign students			
Rank	Field of study	Absolute	%	Rank	Field of study	Absolute	%
*				*			
Total				Total			

¹ Mobility criterion is foreign country of prior domicile.

Ireland receives more than 10 000 inwards mobile students, exactly half of whom are female. Data consider only full-time students on academically oriented programmes and PhD students (ISCED 5A and 6). Among all tertiary students at ISCED levels 5A and 6, inwards mobile students make up more than 10 percent.

Two other English-speaking countries – the United Kingdom and the United States of America – are by far the most frequent countries of origin of inwards mobile students. Each of them accounts for around 20 percent of all incoming students. The next eight most frequent countries of origin add up to just an additional 30 percent of inwards mobile students. Individu-

al countries of origin apart from the United Kingdom and the United States of America reach a maximum share of just over 6 percent (Malaysia and China). France and Germany account for about 5 percent of inwards mobile students each.

Unfortunately, no information is available on nationalities of inwards mobile students so that it cannot be established how many students with Irish nationality are among inwards mobile students. For the same reason, a comparison of inward mobile student totals to foreign student totals is not possible either. Information on the distribution of inwards mobile students by fields of study is not available.

3.11 LA Latvia

Table 3.11 Inwards mobile students (ISCED 5 and 6)¹ in Latvia 2002/2003

All students	All inwards mobile students	% of inwards mobile among all students	% of female among inwards mobile students	All students	All foreign students	% of foreign among all students	% of foreign among all students
118 944	2 390	2.0	*	*	*	*	*

Inwards mobile students	ISCED levels		Foreign students	ISCED levels	
	5A&6	5B		Absolute	%
Absolute	2 355	35	Absolute	*	
%	98.5	1.5	%		

Countries of origin of inwards mobile students				Countries of nationality of foreign students			
Rank	Country	Absolute	%	Rank	Country	Absolute	%
1	Israel	1 092	45.7				
2	Lithuania	507	21.2				
3	Russian Federation	330	13.8				
4	Estonia	109	4.6				
5	Sri Lanka	70	2.9			*	
6	Lebanon	54	2.3				
7	Sweden	17	0.7				
8	Ukraine	17	0.7				
9	Syrian Arab Republic	16	0.7				
10	Belarus	16	0.7				
Top ten countries		2 228	93.3	Top ten countries			

Fields of study of inwards mobile students				Fields of study of foreign students			
Rank	Field of study	Absolute	%	Rank	Field of study	Absolute	%
1	Social & behavioural sciences, business & law	1 381	57.8				
2	Educational sciences	602	25.2				
3	Health & social services	158	6.6				
4	Science	80	3.3				
5	Services	70	2.9			*	
6	Engineering, manufacturing & construction	51	2.1				
7	Humanities & arts	48	2.0				
8	Agriculture	0	0.0				
9	Unknown or not specified	0	0.0				
Total		2 390	99.9	Total			

¹ Mobility criterion is foreign country of permanent residence. Data include students with non-Latvian nationalities only.

Source: Central Statistical Bureau of Latvia (CBS)

Almost 2 400 inwards mobile students with foreign nationality come to Latvia. They constitute a rather small proportion of all tertiary students (2%). Practically all of them are enrolled in academically oriented programmes or Doctoral degrees.

Almost half of inwards mobile students study at a Latvian university branch in Israel. About 40 percent of inwards mobile students come from neighbouring countries: about one fifth from Lithuania, and another 14 percent from the Russian Federation. An additional 5 percent of inwards mobile students come from Estonia. Further frequent countries of origin are Sri Lanka and Lebanon.

Among the fields of study of inwards mobile students in Latvia, Social sciences, business and law is by far the most

frequent one. Nearly 60 percent of inwards mobile students are enrolled in a programme belonging to this field. Another quarter of inwards mobile students study a programme within Educational sciences.

Since data refer to inwards mobile students with foreign nationality only, no statement can be made on inwards mobile citizens.

Moreover, no data are available on the overall foreign student population in Lithuania so that the difference between inwards mobile and foreign students cannot be established. The issue of permanently resident foreign students cannot be tackled either.

Chapter 4

Student mobility data: current methodological issues and future prospects

Eric Richters and Ulrich Teichler

4.1 Introduction

The aim: to present the best mobility statistics available

The aim of this publication, as already pointed out in the introduction, is to present and interpret the best available statistics on student mobility, into and out of the European countries which closely cooperate in facilitating and promoting mobility, as well as between these European countries and other parts of the world. These statistics on student mobility should help to show the extent to which student mobility takes place and how it is distributed by countries, higher education and socio-biographic characteristics, and modes of mobility. Moreover, they provide food for thought for the debates on barriers to mobility and about the impact of measures to facilitate and promote mobility in general.

This publication intends to address international student mobility as directly and validly as possible. International student mobility is defined as crossing country borders for the purpose of or in the context of tertiary education. This definition is in line with the various efforts in Europe to facilitate and promote mobility, be it through conventions of recognition, scholarships for study abroad, international portability of grants or loans, transparent and internationally readable recording of study achievements, the establishment of convergent structures of study programmes, and cooperation in the establishment of curricular and qualification frameworks as well as of quality assurance. These efforts are widely shared by students, scholars, institutions of higher education, national and supra-national coordination and expert organisations of higher education, regional and national governments as well as supra-nationally by the Council of Europe, UNESCO, OECD, the European Commission, and by the Europe-wide cooperation of national ministers of education in the framework of the so-called Bologna Process. Many experts argue that the recognition conventions initiated already in the 1950s were an early move in this direction; the establishment of the Erasmus programme in 1987 is often viewed as a major step for a breakthrough of the view that student mobility should be an opportunity for large numbers of students; finally, the Bologna Declaration of 1999 can be interpreted as the official confirmation of student mobility as a major policy objective in higher education and as a start of comprehensive policies aimed at facilitating and promoting student mobility.

The problem: most statistics have not caught up with the changes

To date, it is not possible simply to present and interpret the statistics available on border-crossing student mobility. This is because the most comprehensive data base available does not register genuine mobility, i.e. crossing border for the purpose of study or in the context of study, but rather the numbers of foreign students and students abroad. Moreover, there is a broad range of problems regarding the definitions used, the quality of data collection, the coverage of the data actually collected, the descriptors used and the range of information. Impressive steps have been taken to improve the data base, but currently only a minority of countries provide genuine information on mobility, and there are even some setbacks in efforts of improving the statistical base.

We should not be surprised at times of reforms and change, that the available statistics are not a good mirror of what goes on. Statistical information systems tend to be inherently conservative. They can only produce time series on social phenomena over a long period and thus can only meaningfully measure change over time if the system of data-gathering is not changed every time a new political fashion is in the limelight of public debate. For example, the available UNESCO statistics provide evidence that the proportion of foreign students among all the students in the world has remained more or less constant at a level of about 2 percent over a period of four decades, in spite of all the prevailing claims of an increase. In fact, the number of both foreign students and all students has increased at a similar pace. The statistics show as well that the proportion of foreign students among all students in European countries and some other economically advanced countries has increased. These seemingly contradictory findings can be explained primarily by the fact that the overall higher education participation outside Europe expanded at a higher pace than inside Europe.

Historical stability of the modes of data gathering is to some extent required and a virtue. But statistics have to be changed, if other issues become highly relevant socially and politically than those which guided the statistical data collection in the past.

Major shortcomings and directions of improvement

As will be discussed in detail in this chapter, a careful analysis of the current state of statistical information on international student mobility, notably with regard to the European countries, reveals various substantial shortcomings. But it also shows that there are significant moves towards improvements and often underrated sources of valuable information. A short overview of the major issues is presented here before the subsequent sections will specify and illustrate the current deficiencies and the valuable improved information already available.

From nationality to mobility

The first issue to be discussed is by far the most salient one. We note that statistics are slow in following the paradigmatic shift in European tertiary education from “foreign students” and “study abroad” to “international student mobility”. The most widely spread and best known statistics in this domain, those collected and published jointly by UNESCO, OECD and EUROSTAT (the UOE statistics), show predominantly the numbers of foreign students in each country and the numbers of nationals of each country studying abroad (cf. chapter 2). The concept for these data was developed when being a citizen of the country of study had a salient impact on the right to study, the financial conditions, etc. Increasingly, however, a substantial number of people move to other countries already at an earlier stage in their life and attend both schools and universities in a country (or countries) different from their nationality. Also, some individuals live abroad in the early stages of their life and return to their country for the purpose of study. Furthermore, an increasing number of students criss-cross various borders in the course of their study. As these developments towards multiple modes of mobility have become more positively viewed and have gained support in various ways, we have become interested in the numbers of students crossing a border for the purpose of study (or in the context of study) in another country. Nationality might be viewed as remaining an important descriptor, but it is not anymore a sufficient indicator for mobility.

So far, the majority of European countries have only data on foreign students, while outwards mobility can only be derived by adding up the nationalities of foreign students of the countries concerned, in the other countries of the world. Fortunately, as chapter 3 shows, ten of the 32 EURODATA countries have started to collect data on internationally mobile students (instead of or in addition to collecting data on foreign students).

There is only one country in Europe where the available statistics allow us to measure or estimate how strongly the data are actually affected by the definitions of nationality and mobility chosen. In the United Kingdom, there are in one extreme about 250 000 and the other extreme about 400 000 foreign and/or inwards mobile students depending on the concept and definition chosen.

Credit mobility

The second issue is of crucial importance, too. When border-crossing student mobility became a major item of higher education policy in Europe, the focus was put on temporary study

(or other study-related activities) in another European country, in the context of an ongoing study “at home”. In Europe, the largest growth in the last two decades probably occurred in this mode of mobility. The EU programme Erasmus has been the most visible driver of this change, the Sorbonne Declaration formulated the most ambitious targets in this respect, and efforts to facilitate student mobility in Europe, called for in the Bologna Declaration, obviously are most directed at this type of student mobility. Since this type of mobility is generally directed at gaining study points or credits, we suggest calling this type of mobility “credit mobility”.

Unfortunately, however, we have good reasons to estimate that more than half of credit mobility in Europe is not included in the official statistics on foreign or inwards mobile students in Europe.

New degree structure

Third, Europe is moving towards a convergent structure of study programmes and degrees. Continental European countries are in the process of introducing a two level system of study programmes and degrees, with a Bachelor and a Master level. In the international statistics established by UOE, however, most students enrolled in Bachelor and Master programmes are recorded jointly as studying at ISCED 5A level, and a minority of Bachelor programmes is recorded at ISCED 5B level.

Doctoral students

Fourth, statistics on doctoral candidates and other persons involved in postgraduate training beyond the master level are not satisfactory. The current international data collection on students, and thus also on foreign mobile students, is characterised by salient gaps as far as ISCED 6, i.e. the category used for doctoral and other advanced graduate students, is concerned. No data on ISCED 6 students are reported in the UOE statistics of several of the 32 EURODATA countries. Moreover, substantial numbers of doctoral candidates are not registered as students during some years of their doctoral training and work, but rather as employees or research staff.

In addition to these four major problems the currently available statistics pose, we could name many areas in which an improvement of the statistics is desirable. For example, the established international statistical systems and also most national higher education statistics inform only about the nationality, or possibly the mobility of students, at a certain moment in time and thus at certain moment in the course of their study, but as a rule not about participation in mobility in the course of study. We know, however, as will be discussed below, that the higher the proportion of credit mobile students is among all students, the more does the participation quota in mobility surpass the mobility quota among students of any single calendar year.

Further, major statistical sources tend to be limited to a small range of themes, such as the number of students, the types and level of institutions and programmes, major socio-biographic profile data such as gender and age, and at most the type of mobility. These areas of information may not be sufficient for the development and assessment of policies.

Finally, difficulties in establishing complete student statistics and, thus, complete statistics on student mobility, grow at a time when the borderlines between official tertiary education and tertiary education not officially approved or acknowledged become fuzzy. This is due to the rise of private tertiary education, uncertainties in the process of establishing accreditation systems, increase in trans-national education, and growth of various kinds of continuing education.

The themes of the chapter

The prime aim of this publication is to make available and to analyse the available statistical information. Given the limitations of data sources named above, however, this chapter is included in this publication to make the readers aware of the current deficiencies in the existing data base and of the moves already underway for improvement. This account is hoped to contribute to future efforts for improvement of the data base.

First, an overview will be provided on the system of data collection on students, foreign students and student mobility both worldwide and in individual European countries. Second, the statistical implications of moving towards "mobility" as the core element of information will be discussed. Third, an account will be given on the limitations in the coverage of the data. Finally, fourth, an account will follow about strengths and weaknesses of the various educational and socio-biographic categories used in statistics on foreign students and mobile students.

4.2 Data sources, collectors and procedures

National sources

In most countries of the world statistical data are collected regularly on the economy and on the society and country in general. This data collection, usually undertaken by government agencies or delegated by them, is generally government policy related. It often forms a basis for the government policy, as well as for the ex post assessment of the effects thereof. The data collection is generally supported, and also limited, by laws and regulations, for instance with respect to the conditions under which various organisations and also individual citizens are obliged to provide the information, and with respect to the use of the information, once collected.

In this framework, almost all countries of the world have a system of annual data collection, where a number of tertiary education dimensions is recorded, e.g. the numbers of institutions, staff and students, as well as some of their characteristics, e.g. students' year of study, gender, field of study and nationality. As a rule, the officially recognised tertiary education institutions are obliged to deliver these data to the government or the agency entrusted by government to compile the official statistics according to rules provided. The government or these agencies, in turn, deliver data to the international agencies in charge of compiling international statistics, i.e. in Europe jointly to UNESCO, OECD and EURO-

STAT, according to rules set by these three supra-national agencies in cooperation with the participating countries. Table 4.1 lists the government offices or agencies providing data to UOE.

International sources

Internationally, an important step toward the development and collection of education statistics was the creation of the International Bureau of Education (IBE) in 1925, in Geneva (Switzerland). 1933 saw the publication of the IBE's first *International Yearbook on Education*. After World War II, IBE became part of UNESCO. In 1950, a statistical service was set up within UNESCO. From 1952-1962 data were published in *Basis Facts and Figures*, from 1963-1999 in UNESCO's *Statistical Yearbook*, and more recently in *STE Statistical Issues* and in the *World Education Reports*. Since 1999, the newly established UNESCO Institute for Statistics (UIS) in Montreal (Canada) makes data available in different ways. With the creation of the statistical service, UNESCO also became active in the standardisation of education statistics. The International Standard Classification of Education, ISCED, was first agreed on in 1975, and came to be known as ISCED-76. After a moderate revision in 1997, ISCED-97 has been used up to the present.

UNESCO's approach is mainly descriptive. The uncontroversial data presentation ensures world-wide support. Other supranational organisations moved ahead in interpreting data as indicators, in highlighting quantitative and qualitative differences between countries, or in analysing effectiveness and efficiency in terms of development goals. This holds true for the OECD, the World Bank, UNICEF and the European Union which partly draw from the UNESCO statistics and partly collect additional statistics.¹

Since the 1980s, the OECD – in cooperation with UNESCO – collects, processes and disseminates statistics on its member states. Since 1997, the OECD also collects data from about twenty non-OECD countries (WEI countries) in the context of the OECD/UNESCO World Education Indicators project. The WEI project is financed by the World Bank. In 1989, EUROSTAT started to collect data from Poland and Hungary. This effort was later extended to include also 11 other Eastern and Central European countries.

The standardised questionnaires used by EUROSTAT and OECD were derived from UNESCO's statistical questionnaires and were enlarged somewhat to serve the wider aims indicated above. Later on, these questionnaires were referred to as the "UOE questionnaires" or "UOE tables", reflecting the three organisations involved. The system of cooperation ensures on the one hand an international comparability of the data, but, on the other, provides room for the various, competing supranational organisations to move to somewhat varied approaches of data collection and interpretation.

Procedures

UNESCO, OECD and EUROSTAT cooperate with the agencies responsible in the individual countries, in order to ensure comparability of data. The following tools are used:

¹ Cf. Cussò and D'Amico in *Comparative Education*, vol 41, no 1, February 2005

Table 4.1 National data providers to UOE data collection in EURODATA countries

Austria	Statistik Österreich, Direktorat Bevölkerung
Belgium (NL)	Ministry of the Flemish Community, Education Department, Budget and Data Management Division
Belgium (FR)	Ministère de la Communauté française de Belgique, Direction des Relations Internationales
Bulgaria	National Statistical Institute of Bulgaria – NSI
Switzerland	Swiss Federal Statistical Office
Cyprus	Statistical Service of Cyprus
Czech Republic	Institute for Information on Education
Germany	Statistisches Bundesamt – DESTATIS
Denmark	Danish Ministry of Education, National Authority for Institutional Affairs
Estonia	Statistical Office of Estonia, Socio-Economic Statistics and Analysis Section
Spain	Ministerio de Educación, Cultura y Deporte Consejero Técnico en la Oficina de Planificación y Estadística
Finland	Statistics Finland, 4B
France	Ministère de l'Éducation Nationale, de la Recherche et de la Technologie
United Kingdom	Department for Education and Skills – DFES Analytical Services: Central Economics and International
Greece	Ministry of National Education and Religious Affairs, Section of Statistics
Hungary	Hungarian Central Statistical Office – HCSO, Culture Statistics Section
Ireland	Department of Education and Science, Statistics Section
Iceland	Statistics Iceland, Education Statistics
Italy	Istituto Nazionale di Statistica – ISTAT
Liechtenstein	Schulamt, Education Statistics
Liechtenstein	Amt für Volkswirtschaft
Lithuania	Statistics Lithuania, Education and Culture Statistical Division
Luxembourg	Ministère de l'Éducation Nationale et de la Formation Professionnelle – MENFP
Latvia	Central Statistical Bureau of Latvia Culture, Education, Science and Health Statistics Section
Malta	National Statistics Office, Education and Culture Statistics Division
The Netherlands	Centraal Bureau voor de Statistiek – CBS
Norway	Statistics Norway – SSB, Division for Population and Education statistics
Poland	Central Statistical Office Poland, Services Statistics Division
Portugal	Ministerio da Educação Departamento de Avaliação, Prospectiva e Planeamento – DAPP GIASE
Romania	National Institute for Statistics and Economic Studies - INSSE General Direction of Social Statistics
Sweden	Statistics Sweden – SCB, Department of Labour and Education statistics
Slovenia	Statistical Office of the Republic of Slovenia, Social Services Statistics Department
Slovak Republic	Institute of Information and Prognoses of Education
Turkey	Ministry of National Education, Research, Planning and Co-ordination Board

- Common definitions and criteria have been developed for the data to be collected in cooperation with the national agencies in charge of statistical data collection.
- The annual manual for data collection of UOE asks the national statistical agencies to deliver statistics according the guidelines. For example, the countries were asked in May 2004 to deliver data on the academic year 2002/03 by the end of September 2004.
- The three supra-national organisations share among themselves the work of processing and verifying the data. This cleaning process is based on the commonly agreed checking rules and might require further communication with the national agencies.
- Eventually, the three agencies begin to publish the comparative statistics about half a year later, i.e. about one and half years after the end of the respective academic year.

This process of cooperation has in many instances the effect that national data collection is adapted to the internationally agreed standards. This adaptation to international stand-

ards may take time, especially when national data collection is somewhat diffuse in terms of responsibilities, e.g. due to the number of agencies involved. In some cases this results in countries delivering deviating data, sometimes with and sometimes without explanation, thus leaving it to the international data collectors to decide whether to consider the information as “comparable” or “not comparable”. It also happens that (some of) the statistical information requested is still unavailable nationally, or it is judged as of insufficient quality by the national agency.

Almost all European countries are accustomed to deliver to UOE annual data on the number of foreign students in tertiary education in their country, sub-divided, as will be discussed below, by

- Country of nationality;
- Level of educational programme (changing definitions over time);
- Field of study;
- Gender.

As basically the same system of data collection is coordinated by UNESCO all over the world, UNESCO does not only receive information about foreign students, but, by getting these data from many countries, is also in the position to deliver data on study abroad, i.e. on the number of students who study in a country other than their own. By adding up in all participating countries how many of the foreign students have a certain nationality, the country can be provided with information on the number of their nationals studying abroad.

For the academic year 2002/2003, UOE set the following major standards of providing data on foreign students/mobile students:

- Data were collected on students (head count).
- No data were collected on the nationality of graduates.
- The individual countries were encouraged to disaggregate between national and foreign students and among foreigners between resident and non-resident foreign students. Resident foreign students are foreign students who are in the country as a result of prior migration by themselves or their parents. Non-resident foreign students are those who have come to the country expressly for the purpose of pursuing their education there (actually, few countries delivered such data, and the collecting agencies did not publish them).
- According to specifications given, distance learning students should be reported in the country where the institution providing the distance learning programme is registered. If the student resides in another country, he or she is to be registered as a foreign student in the country of the institution providing the distance learning programme.
- Students enrolling on a foreign campus should be registered – again according to the specifications given – in the country where this campus is located (i.e. irrespective of the location of the mother institution). Students coming from another country are to be registered as foreign students.
- Finally, it was pointed out that students abroad on short-term postings (less than a full academic year) to institutions in other countries and remaining enrolled in their home institution and/or continuing to pay fees to their home institution, should not be recorded as foreign students in the host country. (It was recognised that this will result in an undercount of student mobility: “Further consideration needs to be given to these definitions and to other data items which are needed to properly record student mobility.”).²

In the recently published UOE data collection 2005 manual, for the 2003/04 academic year, various major adjustments were introduced with respect to internationally mobile students. First, the terminology changed from “Non-national/foreign students” to “Mobile/international students”, reflecting the limitations of student nationality as a student mobility criterion.

Mobile/international students are now defined by their “country of citizenship”, “country of permanent or usual residence”

and “country of prior education”. As regards citizenship, a distinction is made between students who are citizens of the country and those who are not (‘non-citizen students’ instead of foreign students). A further differentiation is made between non-citizen students resident in the reporting country and non-citizen students who received their prior education in the reporting country of all non-citizen students. Non-residency status is to be indicated on the basis of student visa or permit data or on factual data of countries of residence in the year prior to entering the education system of the reporting country. Information is collected also on the country of prior education (i.e. in addition to information on whether or not the prior education occurred in the reporting country). Prior education refers to the education which qualified the students for the ISCED level they enrolled in.

The category “short stay abroad”, mentioned in the 2004 manual and referred to above, changed to “exchange programmes” in the 2005 manual, and refers now to all students in exchange programmes and (still) to students on short term postings to institutions in other countries, i.e. irrespective of their participation, or not, in formal exchange programmes. In the latter case the time limit, compared to that of the previous year, was extended to include a full academic year. Thus, “short term” refers now to a full academic year, or any shorter period. The condition that the students remain enrolled in their home institution and/or pay their fees there, though implied, was made less explicit than in the 2004 manual. However, it is clear that as before, non-citizen students in the category “exchange students” are not to be included in the count.

UOE stress in the 2005 manual that the UOE tables are a full-scale pilot and do not expect all breakdowns to capture mobile/international students to be included in following data collections. The three organisations will draw their conclusions and propose amendments or issue further instructions in 2006.

Strengths and weaknesses of the new system of data collection

As will be discussed below, the recent UOE manual encourages the European countries to collect genuine data on student mobility, in addition to data on students’ nationality, according to one or two approaches. If this is implemented by an increasing number of European countries, the information base on inwards mobile students will be improved significantly, and if this is implemented worldwide, information on outwards mobile students will become available, too.

In two respects, however, the 2005 UOE manual has not moved towards a collection of comprehensive information on student mobility. Students studying abroad for a period of up to and including one year are excluded, and distance students enrolled abroad continue to be counted as home students of the country of their institution. The UOE approach might be viewed as reasonable in terms of the economy of the higher education institutions (in terms of distinguishing by where fees are paid), but it does not help to identify the size and composi-

² Cf. UNESCO, OECD, EUROSTAT. UOE Data Collection Manual. Paris: OECD, 2004, p. 18.

tion of large sub-groups of mobile students, among them the short-term mobile students who are a major target group of current European policies of cooperation and mobility.

Short stay abroad/exchange students are excluded from the UOE data collection, even if these students may gain significant international experience during their stay (in fact, European programmes like Socrates/Erasmus and Leonardo da Vinci find their justification in this reality). It is therefore recommended that a distinction of distance education students, short stay students, as well as of the category “foreign campus”, should be continued. The distinction would be made in the country where the students in question are registered, i.e. in the case of distance learners in the country of the distance learning institution, in the case of foreign campus students, in the country where the campus is located, and in the case of short stay abroad/ exchange students, in the country of their home institution.

The change of terminology from “short stay abroad” to “exchange programme” may not resolve uncertainty regarding this category, while the current implicitness of continued enrolment at “home” may actually increase it. It is recommended, therefore, to make continued enrolment at “home” explicit again and to clearly reserve this category for students who go abroad in the framework of their studies at home, for study or to gain practical experience. In principle, their experience should be rewarded with study credits by their home institutions. Therefore, the term “credit mobility” is suggested for this category (to pair the term “diploma mobility”, i.e. mobility aimed at gaining a diploma, degree, or certificate abroad).

Consequences for improvement

Although the justification for assessing and monitoring international student mobility is at present fairly clearly established, certainly in the European context, the definition and organisation of the required statistical data base are developing only slowly. An important reason for this slow development is the interdependence of national and international discussions on the issue: the setting of international standards, so useful to stimulate and guide the national discussions, can only happen on the basis of the national experience. Still, there has been quite considerable progress, especially since the realisation at UOE level that the nationality of students is no longer an appropriate criterion for student mobility. A number of good amendments are being put to the test in this year’s UOE data gathering. It is now up to the participating countries to generate the data as agreed and instructed. To do so, adjustments will have to be made in often complex landscapes of national statistical data collection. Prior to that, discussions will have to progress on what really needs to be known to answer actual national and institutional policy needs. The general idea becomes clearer, but as often, the problem lies in the detail. This is the case for example as different policy perspectives are regarded as relevant.

With the treatment of the special cases distinguished in the UOE manual i.e. those related to “distance learning”, “foreign campuses”, and “short stays abroad in the context of ongoing studies at home”, UOE seem to follow an “economic per-

spective” (fees as determinants of mobility), while a consideration of the educational impact of mobility on the individual would lead to a different treatment of the data. It is proposed to keep on distinguishing these special cases in the registration, and not to group them in general categories, as is suggested at present, so that policy development and assessment from either point of view remain possible.

Because of the considerable (and growing) size of the student group involved and because of the special policy relevance at EU and at national level, it is suggested to further distinguish the category “short stay abroad” and to refer to this category as “credit mobility”, and to stress the importance of its proper registration at the home institution.

In a wider context, questions arise on student mobility to (or, in the case of credit mobility: from) non government financed/ acknowledged institutions. Although the students involved are not meant to be excluded from the UOE data, in effect they may be, since statistical data gathering often occurs in relation to government sponsored programmes. Because of opening markets, the group of students involved is likely to grow, while their qualitative difference with “regular” students is likely to diminish. Special attention for the issue may therefore be necessary.

4.3 International student mobility: concepts and measurements

The generally agreed concept

The international debates are not very controversial as far as the meaning of “international student mobility” is concerned. Most policy and analytical documents do not present any detailed definition of student mobility, because it can be taken for granted that there is a conventional wisdom of what student mobility means. An internationally mobile student is a student having crossed a national border in order to study or to undertake other study-related activities for at least a certain unit of a study programme or a certain period of time in the country he or she has moved to. However, as discussed above, this has not led to consensus about mobility statistics: there is a view as well that mobility statistics should not include short-term mobility while on the other hand, according to the same view, distance learners should be included (though they would not be when transgressing the national border is the mobility criterion).

In formulating the conventional wisdom of the phenomenon of international student mobility we exclude a number of somewhat related phenomena:

- We exclude one phenomenon of cross-border education which seems to have spread substantially in recent years, i.e. mobility of study programmes and institutions. In doing so, we have set a rule for data collection according to which we consider a French student enrolled in a programme of an US university delivered at a branch campus in France as a non-mobile student.

- We exclude mobility within countries, i.e. between fields of study or between institutions of higher education within one and the same country. Though we often talk in an abbreviated way of “student mobility”, we mean “international student mobility”.
- Though sometimes even the term “international education” is used in this context, we exclude internationally oriented study programmes “at home”, e.g. foreign language, philology, area studies, study programmes offered in a foreign language, or generally “internationalisation at home”.

In some analyses, as already pointed out, the expression “student mobility” is used as an abbreviation for the complete term “international student mobility”. Recently, some authors prefer “cross-border mobility” or “trans-national mobility” without adding anything substantially to the conventional “international student mobility”. Occasionally, we even find terms such as “international students”, the wording of which does not indicate at all whether the students addressed differ from the majority of students in terms of nationality and/or prior location of living, studying or working.

The traditional data collection of foreign students

Data relevant for student mobility have already been available for several decades on an international basis in the form of the number of foreign students enrolled in each country. In the internationally comparative statistics, data are presented on foreign students for most countries and on mobile students for a minority of countries – for Ireland and the United Kingdom among the 32 EURODATA countries (cf. also the list of “operational definitions” of foreign students in OECD, 2004).³

The UOE Data Collection Manual⁴ defines as follows: “Students are non-national students (or foreign students) if they do not have the citizenship of the country for which the data are collected. Normally citizenship corresponds to the nationality of the passport which the student holds or would hold.”

A “foreign student” could be really viewed as an “internationally mobile student”, if all students prior to crossing a border for the purpose of study have actually lived in the country of their nationality, and if no students change their nationality during the course of study abroad to that of their country of study. Ironically, however, the more mobility becomes a frequent and relevant feature in the rapid process of Europeanisation, internationalisation and globalisation, the less these conditions apply. Thus, the more mobility grows, the less valuable are data of “foreign student” or “study abroad” as valid indicators of “student mobility”.

There are several possible reasons why not all foreign students are mobile students and why not all mobile students are foreign students and, as a consequence, why foreign nationality does not necessarily serve anymore as an indication of border-crossing mobility for the purpose of study.

- Foreigners since birth: Persons might have been born in a country other than that of their nationality (this might be so if their parents lived abroad at the time of their birth and if the nationality at the time of birth is not determined by the location of birth, but by the parents’ nationality), and they might have spent all their life prior to and during the period of study in that country.
- Migrants: At some time between birth and the start of current study, persons might have moved to another country, for example because their parents intended to get employed in a country different from their nationality. In those cases, the persons are likely to be foreigners, but to have passed through primary and secondary education in the country of study, and possibly to have their permanent residence in the country of study. This is an important factor in countries where immigrants do not rapidly acquire the nationality of their new country of work and residence.
- Double nationalities: Persons might have two nationalities, for example as a consequence of having parents with different nationalities, being born in a country different from the nationality of their parents and where the nationality is awarded according to the location of birth, or preservation of the old nationality while acquiring a new one. Accordingly, students with a double nationality might be counted either as foreign or national students in the country of one of the nationalities. According to UOE instructions, they should be counted as nationals, not as foreigners
- Change of nationality: If mobile students are awarded the nationality of the country of study at the start of study, they will be registered as national students. If a student adopts the nationality of the host country in the course of study, he or she will no longer be registered as a foreign student, but rather as a national student.
- Move to or return to the country of study: Persons might have lived in a country different from that of their nationality prior to study and eventually transgress the border in order to study in the country of their nationality.

It should be noted that we use the term “nationality” intentionally, and that we prefer it to the widely used term “citizenship”, in order to make it clear that we are talking of persons who move to a country of study different from that of their “passport”. The term “nationals” is preferred, because “citizenship” has recently been often applied for rights of residence, work, social benefits or voting, even if the “nationality” is different (for example “European citizens”).

For the majority of European countries we do not know how much the picture of “international student mobility” is distorted by using data of “foreign student” as a substitute. But the available data suggest that the distortion is grave. This was illustrated already in chapter 3. Some prior studies are worth consulting in this context:

³ OECD. Internationalisation and Trade in Higher Education: Opportunities and Challenges. Paris: OECD, 2004, pp. 309-311).

⁴ UOE Data Collection Manual, op.cit., p.23.

- According to an analysis of foreign and mobile students in the EU countries in 1999/2000 for which both data were available, the proportion of foreign students in European countries who had lived and learned there already prior to study ranged between one fifth and about a half.⁵
- According to the same study, up to 3 percent of nationals of the country of study had gained their entry qualification abroad.
- A survey of 1994/95 graduates from higher education institutions in 11 European countries illustrates the various stages of mobility and change of nationality from birth to a few years after graduation. Among those graduating in their country of nationality, 2 percent had changed their nationality at birth, 7 percent had lived abroad for some period prior to enrolment in higher education, 1 percent obtained their entry qualification abroad, and 18 percent went abroad while being enrolled in higher education for study, internships, employment etc. for a period of time.⁶

This does not mean that statistics on foreign students (as distinct from mobile students) completely lose their relevance in the course of increasingly diverse patterns of mobility. For example, if only nationals of a country studying in that country are eligible for needs-based scholarships or if all foreigners have to pay higher fees than national students, data on the number of national students and foreign students are valid pieces of information.

Reasons for the emphasis on mobility

The basic idea behind the growing emphasis on mobility as an educational right of students suggests, starting from the negative, that opportunities of study should be limited, as also national policies emphasise, neither by socio-economic background, gender and other possible socio-biographic barriers within a society, nor should they be limited by the typical barriers existing between national societies, i.e. rights of residence, work, etc. Positively formulated, study away from the usual surroundings is viewed as widening the options of quality and diversity of study provision not available in the vicinity.

It is possible to differentiate between “vertical mobility” and “horizontal mobility” in this context.⁷ Vertical mobility can be understood as a move from a country or institution of lower academic quality to a country or institution of higher education of superior quality. Higher academic achievement is primarily expected as a result of mobility. This holds true mostly for mobility for a whole study programme, i.e. diploma mobility, and is most common in fields of study with predominantly universalistic knowledge. A substantial proportion of mobility from African, Asian and Latin American countries to economically advanced regions of the world tends to be interpreted as vertical mobility. In contrast, horizontal mobility can be understood as a move between countries and institutions of similar academic quality. Mobility of this kind is expected to

provide the chance of learning from an academic programme and environment different from prior experiences, thus fostering reflective thinking, a broader mind, and an understanding of varying and contrasting academic, cultural, economic and technological settings. On the basis of educational statistics, we cannot clearly differentiate between vertical and horizontal mobility. But when interpreting the causes and barriers for opportunities of students mobile between various countries, we have to bear in mind this distinction.

A nationality approach is most appropriate to establish both the most salient barriers and define the character of mobility if, in fact, nations are relatively closed societal units and if nation states and nation-based societies establish the major rules which might turn out as barriers or facilitating mechanisms of student mobility. In fact, we are living in an age in which national powers determine the conditions of education and the conditions of educational mobility still to a substantial extent. Therefore, it should not come as a surprise that interest in “foreign students” and “study abroad” is still vivid.

However, the modes of individual mobility for the purpose of living, learning and working in a country different from that of one's nationality have diversified. As a consequence, as pointed out above, the proportion of cases of mobility for the purpose of study, where mobility is not a move from education in the country of one's nationality to a country of another nationality, is clearly on the rise in Europe. Therefore, it does not make sense anymore to focus the information base merely on a nationality approach. It is timely to add or to move completely to a mobility between countries approach. If we look closely at European conventions for student mobility or efforts to create convergent structures of study programmes and degrees, we note the aim to facilitate the mobility from one stage of education to the subsequent one in another country and from education to employment in another country, irrespective of the fact that the mobile person's nationality is that of the stage prior to mobility, subsequent to mobility or neither of them. This might change again in the future. We might move towards a genuinely spatial approach to mobility, i.e. to a geographical distance and move between different regions. We might also put more emphasis on a cultural approach to mobility. In this framework, we note that mobility between countries of the same or a similar language might be less difficult and challenging for learning from contrasts than a move within a country with different languages (for example mobility between the Flemish part of Belgium and Netherlands as compared to mobility between the Walloon and Flemish parts of Belgium, or similarly between the different language zones of Switzerland). Moreover, we note cultural islands within European nation states which require cultural mobility in order to benefit from the predominantly prevailing education provisions in the respective country without the crossing of national borders. Moving from educational institutions dominated by ethnic minorities to institutions dominated by the domi-

⁵ Lanzendorf, Ute and Teichler, Ulrich. Statistics on Student Mobility within the European Union. Luxembourg: European Parliament, 2003 (EDUC 112 EN), p. IV.

⁶ Teichler, Ulrich and Jahr, Volker. “Mobility during the Course of Study and after Graduation”. *European Journal of Education*, Vol. 36, No. 4, 2001, pp. 443-458.

⁷ Cf. Teichler, Ulrich. “The Changing Debate on Internationalisation of Higher Education”. *Higher Education*, Vol. 48, No. 1, 2004, 5-26.

nant culture and ethnicity of the country, might be equally difficult, challenging and potentially beneficial as moving across national boundaries.

At the beginning of the 21st century, however, mobility within Europe is characterised by two facts. On the one hand, we still perceive the nation as the core unit of society, and the nation states in Europe have not ceased to play a key role in shaping common conditions and frameworks for study programmes and common conditions and frameworks for subsequent graduate employment and work. On the other hand, student mobility in Europe is facilitated and promoted both by targeted measures and by increasing steps towards intra-European cooperation and European integration in various respects. Therefore, an interest in solid information on genuine student mobility in terms of border-crossing for the purpose of study is timely, while information on the nationality of students remains an interesting supplementary element of information.

It should be added that the UOE data collection up to the academic year 2002/03 was not completely confined to foreign students. First, the individual countries were asked to provide a substitute for the disaggregation between national and foreign students, if they could not disaggregate them. "Countries unable to provide data or estimates for non-nationals on the basis of the passport held are requested to substitute data according to an alternative related concept (for example, the country of residence, the non-national mother tongue, or non-national parentage when this is possible). Corresponding annotations must be made in the data collection instruments."⁸ As a consequence of the national policy of data delivery in the United Kingdom, the UOE report the number of students with permanent residence outside the UK as "foreign students" in the UOE tables on foreign studies (even though data on the nationality of students are also available in the UK). Second, UOE also asked the individual countries to provide data on mobile students in terms of "non-resident foreign students": "Table ENRL-7 also distinguishes resident foreign students from non-resident foreign students. This distinction is essential for analyses of international student mobility across countries, it is thus essential to provide this information whenever possible."⁹ The supra-national organisations collected these data, although they never published them, but the number of countries collecting this information and delivering it to UOE remained small. Therefore, the 2005 UOE manual makes a strong call for an improvement of national data collection towards genuine mobility data.

The potential and limits of the use of data on foreign students and mobile students

In most public debates and analytical documents, data on foreign students are still interpreted as indicating student mobility. In many cases, the actors involved in these debates even

do not seem to know the limitations of using information on the nationality of students as an indication of student mobility. In other cases, they are aware of the limitations, but continue to refer to data on foreign students as the most widely available data base.

In principle, there are three different possible options of handling the current situation of data and concepts. First, one might keep "foreign students" and "study abroad" data as a statistical approximation to inward student mobility and outward student mobility. In spite of the limited validity of such "indicators", they might be kept as the best feasible indicators. (This applies to the majority of publications available, for example OECD, 2004). In that case, nationality data are interpreted as mobility data; the public is informed about mobility by means of nationality data whereby the discrepancy tends to be explained as a caveat in a presentation, often only as a footnote and in some instances not at all.

In reverse, one might report only data suitable to measure "mobility" in a genuine way. Actually, as shown in chapter 3, there are data available on inward mobile students in a minority of countries (this applies to the most recent study of Teichler, Lanzendorf and Murdoch commissioned by the European Parliament).¹⁰ One might do so, because the validity of "foreign students" as an indicator for mobility is viewed too low and because strongly underscoring the limitations of the currently available data might stimulate efforts to improve the data base.

Third, one might choose a way between those options and report data on both "foreign students" and "mobile students", each according to their rationales as well as the most stringent and best possible measurements. The data according to these two dimensions might even be combined. For example, Lanzendorf and Teichler noted in a study for the European Parliament that among the higher education students registered in statistics in Germany in 1999/2002, 6.5 percent were mobile students and had a foreign nationality; 1.3 percent were inwards mobile German students; 3.6 percent were students with a foreign nationality not mobile for the purpose of study, but with an entry qualification acquired in Germany; and 88.6 percent of the students were non-mobile German students.¹¹

Measurement of mobility

For various reasons, it is not easy to measure mobility. On the basis of various analyses of mobility, e.g. migration, inter-generational professional mobility, career mobility, or credit mobility, various approaches are conceivable:

- Persons can be asked at two points in the course of their lives, and changes identified between the different points in time could be viewed as indicating mobility.
- Persons can be asked at a certain point in time about their current situation, for example in this case the country of study, and retrospectively about a certain prior situation;

⁸ UOE Data Collection Manual, op.cit., p. 23.

⁹ UOE Data Collection Manual, op.cit., p. 23.

¹⁰ Lanzendorf, Ute and Teichler, Ulrich, in cooperation with Murdoch, Jake. Student Mobility in Secondary and Tertiary-Level Education and in Vocational Training (NATMOB). Brussels: European Parliament, 2005 (PE 361.212).

¹¹ Lanzendorf, Ute and Teichler, Ulrich. Statistics on Student Mobility within the European Union, op.cit., p. 55.

again the change between the two points in time is viewed as indicating mobility.

- Persons could be asked at several points in time about their country of nationality, school attendance and enrolment in higher education, or could be asked retrospectively about any “event” of change in those respects. In that case, one could establish eventual multiple mobility.
- Finally, as international mobility was defined above as border-crossing mobility for the purpose of study, one could survey students having changed the country of education, domicile or nationality, about the motives of their moves.

In almost all of the ten European countries collecting information on genuine mobility of students instead of merely taking foreign nationality as an indicator of mobility, the second approach is taken: students are asked to provide information on a country with respect to a single issue (residence, prior education etc.) different from that of the current country of study and possibly different from that of the nationality. They are not asked about their motives for mobility, and except for the United Kingdom, they are also not asked about possible multiple mobility. Thus, a different situation at two points in time serves as an indication of mobility, and this is measured through the institutions of higher education collecting retrospective information from their students.

Actually, we note most frequently one of the two major approaches of measuring international student mobility through retrospective surveying (see the categorisation by Lanzendorf and Teichler)¹²:

- The prior or permanent domicile approach: students are asked to provide information about their domicile prior to enrolment or about their permanent domicile, for example understood as family residence, as valid at the time the information is gathered. For example, the British student statistics record the country of domicile of students prior to entry to study at UK institutions of tertiary education. Mobile students, thus, are students whose domicile prior to study in the country in question was different from the country of current study – independent of nationality.
- The prior education approach: students are asked to provide information about the country where they successfully completed the kind of secondary education required for entry to tertiary education. Students having obtained their entry qualification in a country other than that of study can be viewed as internationally mobile students – independently of their nationality. Or one can combine information on nationality and mobility thus measured. For example, German statistics make a distinction between *Bildungsausländer*, i.e. students with foreign nationality having obtained the entry qualification in other countries, and *Bildungsinländer*, i.e. students of foreign nationality who have obtained their entry qualification in Germany. Since not only foreign stu-

dents, but also the Germans enrolled at German higher education institutions are asked about the country where they obtained the entry qualification, it is also possible to determine the number of inwards mobile German students, i.e. those moving from another country to Germany for the purpose of study (see above).

As already pointed out, UOE has asked the individual countries to categorise foreign students into “resident” and “non-resident”, but the explanation provided does not clearly differentiate between a “residence approach” and a “prior education approach”: “The key criterion for distinguishing between the two categories of foreign students [...] is whether or not the student moved to the country solely for the purpose of pursuing their education. A resident foreign student is a foreign student who is in the country as a result of a prior migration by themselves or their parents (e.g. children or parents of families with work visas or permits or with diplomatic appointments, refugees, immigrants with permanent residence status, etc.) and who subsequently enrolls in an educational programme. A non-resident foreign student is one who has come to the country expressly for the purpose of pursuing their education. The terms ‘resident’ and ‘non-resident’ here are intended merely to convey this distinction and not to suggest that the distinction necessarily be made on the basis of some form of ‘official’ residence status in the country.”¹³

Both measurements, i.e. based on prior education or on domicile, are by no means perfect.

- The prior domicile named might be the location of official registration or the domicile of the parents, while the students themselves could have lived, studied or worked somewhere else, possibly even in the country of current study.
- Prior education is not a perfect measure in various respects. In some countries, a difference might exist between the country where secondary education was completed successfully and the country where the entry qualification is obtained. For example, many persons wishing to enrol at German universities are required to study an additional year at a *Studienkolleg* in Germany on top of their secondary education abroad in order to qualify for enrolment in higher education programmes, and persons studying Arts and music are viewed as obtaining their qualification to study through passing an admission examination. German institutions of higher education are asked by the statistical offices to consider those students as *Bildungsausländer* (mobile foreign students) who terminated secondary education abroad, but the German institutions of higher education do not consistently follow this instruction.
- Students might have been internationally mobile between obtaining the entry qualification and current enrolment. For example, a Spanish student obtaining the entry qualification in Germany, thereafter studying for some period in Spain

¹² Lanzendorf, Ute and Teichler, Ulrich. Statistics on Student Mobility within the European Union, op.cit., p. 12.

¹³ UOE Data Collection Manual, op.cit., p. 45.

and finally enrolling at a German institution of higher education, will be counted as a *Bildungsinländer* (a non-mobile foreigner), while she or he is in fact a mobile student.

In their study on the state of student mobility statistics commissioned by the European Parliament, Lanzendorf and Teichler argued that a “prior education” approach is more valid than a “domicile approach” for measuring student mobility.¹⁴ The supra-national organisations jointly collecting internationally comparative data on education, i.e. UNESCO, OECD and EUROSTAT, however, actually asked the European countries in 2005 to undertake a pilot data collection from 2003/04 onwards both regarding nationality and mobility in terms of prior education or prior domicile.

Consequences for improvement

So far, most European countries included in this EURODATA publication collect information only on the nationality of their students, but they do not enquire into mobility in terms of crossing borders for the purpose of study. Only 10 of the 32 countries collect genuine information on international mobility. The supra-national organisations jointly collecting educational statistical data, i.e. UNESCO, OECD and EUROSTAT, have recently taken a major step forwards. In their data request for the academic year 2003/2004 issued in summer 2005, they suggest that national agencies provide in a pilot study, in addition to data on foreign students, data on student mobility based either on a “prior education” approach or on a “domicile” approach. The success of this “instruction” will depend on the practice of the national agencies in charge of collecting these data, their supervisory bodies, and the individual institutions of higher education of most European countries. It is now predominantly a national issue to take action in terms of revising the national systems of data collection.

It would certainly have been preferable if the actors involved in UOE had agreed on a single approach of measuring mobility rather than leaving a choice between a “prior education” approach and a “domicile” approach during the pilot phase of new data collection. We propose that countries newly introducing a system of collection of genuine mobility data should opt for a “prior education” approach.

4.4 Coverage of the data collection

Limits of perfection

In the academic year 2002/03, the total number of foreign students at institutions of higher education in the 32 EURODATA countries was more than 1.1 million, and almost 600 000 students from these European countries studied abroad. Table 2.1 (cf. chapter 2) provides impressively detailed data suggesting precision and validity at a first glance. However, if we really had precise data and a full coverage according to the prevailing definitions, and if we really had used the desirable definitions, the total number of foreign students might have been 200 000 higher or even more.

In this section, the limitations of data collection already briefly addressed above will be treated systematically. We will refer to limits as regards the overall number of students which automatically affect the overall number of foreign and mobile students before addressing the specific limits of data coverage with regard to foreign and mobile students. In doing so, we will draw on issues of definition presented in the UOE Data Collection Manual, on responses given by the country experts to our own survey on available data, on conversations with experts, and on issues of data coverage in the five countries addressed in subsequent chapters. These rich sources notwithstanding, it is not possible to provide a complete account of problems of data coverage across all European countries. Naturally, it is also not possible to provide any reliable estimate of the total margin of error due to weaknesses of data coverage in the official data presented. However, the authors of chapters 5-9 of this report provide estimates on the total proportion of inward mobile students of all students in the five countries addressed, and thereby also of the total margin of error in the official statistics.

Coverage of overall student data

According to the UOE data the total number of students in the 32 EURODATA countries in the academic year 2002/03 was 19.4 million. But experts know that there are many limits to consistent definitions and data coverage. And these are bound to affect the precision of data on foreign and mobile students, since these are sub-groups of the total number of students.

First, in spite of efforts to present accurate data, we have to allow for an error of a few percent – certainly varying by country – due to data noise: administrative problems of coverage and errors, incomplete reporting, and possible manipulation of data by the individual institutions of higher education. Some of these problems might apply, on a smaller scale, to the statistical offices and to the international data compilation as well. As student figures are often used as indicators affecting the reputation and the public funding of tertiary education institutions, we cannot even exclude the possibility that the inclination to manipulate data and thus the overall margin of data noise are on the rise.

Second, the data might be incomplete in terms of the educational institutions providing tertiary education: in some countries, tertiary education students of the following institutional sectors are not included in the official education statistics:

- tertiary education institutions supervised by ministries other than the one in charge of education (or of tertiary education, higher education etc.), i.e. ministries supervising the high-level training of specific professions, e.g. agricultural professions, legal professions, health professions, police, military, etc.;
- education and training institutions primarily serving other education and training purposes, but providing some tertiary education programmes;
- tertiary education institutions and/or programmes lacking official recognition or not receiving public funds (usually private institutions and programmes).

¹⁴ Cf. Lanzendorf, Ute and Teichler, Ulrich. Statistics on Student Mobility within the European Union, op.cit.

Third, national practices vary substantially in respect of the statistical coverage of special-status students, e.g.

- part-time students;
- distance education students;
- students in short programmes not leading to regular diplomas and degrees;
- students in programmes leading to sub-degree certificates and diplomas;
- students in adult and continuing professional education;
- students in preparatory courses;
- participants of language courses;

- participants of summer schools;
- students in internships;
- “guest” students, and, as will be discussed below;
- short-term mobile students.

We have asked institutions responsible for the compilation of national data in the various European countries which categories are included in their data collection and which are not. Table 4.2 suggests that the data collected are predominantly in line with UOE instructions. However, practices vary notably regarding the inclusion of students in distance education, preparatory courses, as well as adult and continuing professional education. Moreover, Swedish statistics also include students enrolled only for short study periods for various purposes.

Table 4.2 Coverage of national data collections on tertiary students (ISCED 5 and 6)

	Part-time students	Distance education	Language courses only	Preparatory courses	Summer schools	Internships	Short tertiary	Sub-degree programmes	Adult / continuing education	Short-term mobility	Guest students
AT Austria	0	–	–	–	–	–	–	–	–	–	–
BE Belgium	*	*	*	*	*	*	*	*	*	*	*
BG Bulgaria	X	X	–	–	–	–	–	–	–	–	–
CH Switzerland	X, 0	–	0	0	X	*	0	0	X	0	0
CY Cyprus	X	–	–	X	–	0	0	0	0	X	–
CZ Czech Republic	X	X	–	X	–	–	X	X	X	–	–
DE Germany	X	X	–	X	–	–	–	X	–	*	X
DK Denmark	*	*	*	*	*	*	*	*	*	*	*
EE Estonia	0	X	–	–	–	X	–	*	–	–	–
ES Spain	X	X	–	–	–	–	X	–	–	–	–
FI Finland	X	0	–	–	–	–	–	–	0	–	–
FR France	*	*	*	*	*	*	*	*	*	*	*
GB United Kingdom	*	*	*	*	*	*	*	*	*	*	*
GR Greece	*	*	*	*	*	*	*	*	*	*	*
HU Hungary	X	X	–	–	–	–	*	–	X	–	–
IE Ireland	X	0	–	*	–	*	X	X	–	–	*
IS Iceland	*	X	X	*	–	*	X	X	*	*	*
IT Italy	X	X	–	–	–	–	–	–	–	–	–
LI Liechtenstein	X	X	–	–	–	–	–	–	–	X	X
LT Lithuania	X	X	–	–	–	0	X	*	0	0	–
LU Luxembourg	*	*	*	*	*	*	*	*	*	*	*
LV Latvia	*	*	*	*	*	*	*	*	*	*	*
MT Malta	*	*	*	*	*	*	*	*	*	*	*
NL The Netherlands	*	*	*	*	*	*	*	*	*	*	*
NO Norway	X	X	0	X	*	0	X	*	*	0	0
PL Poland	X	0	–	–	–	0	0	–	0	0	–
PT Portugal	–	X	–	–	–	–	–	–	–	X	–
RO Romania	*	*	*	*	*	*	*	*	*	*	*
SE Sweden	X	X	X	X	X	0	X	X	0	X	0
SI Slovenia	X	X	–	–	–	–	–	X	X	–	–
SK Slovakia	*	*	*	*	*	*	*	*	*	*	*
TR Turkey	0	X	–	–	–	*	–	*	*	–	–

X: Included as a distinct category, 0: Included, but not identifiable as a distinct category, –: Not included, *: No information was given concerning a particular type of programme or group of students, question was not answered or questionnaire was not completed at all.

Source: Survey of national statistical offices

Fourth, data quality differs strikingly by levels of tertiary education:

- Overall, the highest quality of data is available for students in ISCED 5A, i.e. students in first degree programmes of higher education and possibly first advanced programmes, such as Master programmes.
- Regarding 5B, i.e. short and often vocational programmes, one has to bear in mind that the sector is less clearly structured, in some cases less well organised, and that it is a matter of debate which programmes and institutions should be included and excluded. Moreover, this sector often has other modes of legal supervision and other practices of data collection and, thus, cannot easily be included, in some countries, in the overall statistics of tertiary education.
- ISCED 6 only provides very incomplete information on the number of persons preparing for advanced degrees, notably doctoral degrees. In some countries, more or less all doctoral candidates are registered as students. In others, only those on taught courses are, in yet others those not being employed concurrently, while in some countries it is almost completely left to students whether to register as advanced students prior to the award of a doctorate.

Fifth, there are cases of double-counting of students. This can happen in countries where students can enrol in more than one field of study, or when a student is at the same time enrolled in two different programmes or at two different institutions of tertiary education. It seems justified to estimate, though, that this is the smallest issue of the five areas of definition and coverage mentioned in this context.

As already pointed out, the UOE Data Collection Manual provides various instructions on how to handle these cases. However, the individual countries often pursue national practices of data collection which are incompatible with these supra-national instructions, and many national agencies actually report these differences to UOE only incompletely or not at all.

Coverage of specific foreign students

Regarding the specific category of foreign student, there are four additional sources of “error”, “incomplete coverage” or inflated figures of foreign students. Again, we do not know to what exact extent they actually affect the available data.

First, cross-border educational programmes might be handled inconsistently across countries. According to the UOE instructions for the academic year 2002/03, distance students should be treated like on-site students. In other words, a national of country A enrolled in a distance programme in country B should be counted as a foreign student of country B. Similarly, a student of country C enrolled at a branch campus in country B of a university of country A should be counted as foreign student of country B. But this is certainly not consistently applied in all cases. For example, as already stated, national practices of including distance students in the general statistics vary. Moreover, some universities report data on their

branch campuses abroad only to the agencies of their own country, but not to those of the host country of the branch campus.¹⁵

Second, foreign students might be covered incompletely or inconsistently in general student statistics. For example, students in border regions, who continue to live in one country while studying in the neighbouring country might, for lack of proper residency data in the country of study, be registered there as home nationals. Students with double nationality might be registered as home nationals or as foreign nationals. In some cases, it is left to the students themselves to decide with which nationality they register. Foreigners in terms of nationality (“passport”) may not be registered anymore as foreigners in official registers and statistics after a period of residence, study, or work, even though their nationality has not changed. Such policies, beneficial as they might be to facilitate the integration of migrants, are likely to lead to inconsistency and gaps of international data collection.

Third, data on foreign students might be incomplete by sectors. For example, the nationality of students is not reported for students at German other tertiary education institutions (ISCED 5B). As a consequence, the proportion of foreign students among all students is seemingly lower in OECD publications, where it is calculated as a percentage of all tertiary students, than in German publications, where it is calculated as a percentage of higher education students.

Fourth, practices of recording short stays abroad vary in statistics on foreign students. The UOE instructions for the academic year 2002/03 were formulated as follows: “Students on short-term postings (less than a full school year) to institutions in other countries and who remain enrolled in their ‘home’ institution and/or continue to pay their fees to their home institution should not be recorded as foreign students in the host country”.¹⁶ In the most recent UOE instructions (for 2003/04), as pointed out above in section 4.2, the category “short stay abroad” changed to “exchange programmes”, and refers to all students on exchange programmes and (still) to students on short-term postings to institutions in other countries, i.e. irrespective of their participation in formal exchange programmes. In the latter case, the time limit, compared to last year’s, was extended to include a full academic year. Thus, “short term” now means any period up to and including a full academic year. The condition that the students remain enrolled in their “home” institution and/or pay their fees there, though implied, was made less explicit than in the 2002/03 manual.

If the individual countries followed these latter instructions, they would register incoming non-exchange programme students, who are hosted for longer than one academic year, as foreign students, and they would not register incoming exchange programme students (e.g. Erasmus students) and students who are hosted for one academic year or less as foreign students.

We do not know exactly to which extent European countries (are able to) faithfully implement this instruction in their na-

¹⁵ UOE Data Collection Manual, op.cit. pp. 17-18.

¹⁶ UOE Data Collection Manual, op.cit. p. 18.

tional data collection or their data reporting to the UOE. According to our own survey, about half of the countries responding include and half do not include short-term mobile students in their statistics, and additional information suggest that only few countries actually divide short-term students according the UOE instructions valid for the academic year 2002/03. As a consequence, for example, a Dutch student moving in the framework of the Erasmus programme from a Dutch to a German university for a year was counted twice, as a national student in the Netherlands and as a foreign student in Germany; while a German Erasmus student going to the Netherlands was likely not to show up statistically at all.

Coverage of mobile students

As stated earlier, all problems of coverage, both with regard to the total number of students and the number of foreign students, have an effect on the statistics of mobile students as well. Altogether, we note six major problems related to the coverage of mobile students. Some of them have already been stated above, in relation to the coverage of foreign students.

First, there are only few countries that collect genuine mobility data. As pointed out in chapter 3, only ten of the 32 EURO-DATA countries collect mobility data, while all other countries only collect data on the students' nationality.

Second, a dramatic problem in this respect is the undercount of short-term mobility. Given the high priority of short-term student mobility in European policies, as expressed for example in the Socrates-Erasmus programme, the 1997 Lisbon Convention on Recognition, the Sorbonne Declaration and many documents in the framework of the Bologna Process, it is deplorable that most short-term student mobility in Europe is not covered at all in the general statistics on foreign and on mobile students.

Third, the different systems of collecting genuine mobility data reduce the international comparability of data. While some countries, as already pointed out, measure mobility with the help of information on the country of prior education, other countries use the criterion "country of prior residence".

Fourth, there is a lack of useful statistics on outwards mobile students. As outgoing students are not registered in most countries, statistics on outward mobile students can only be produced if all countries worldwide register inward mobile students: in that case, the number of outwards mobile students of a certain country is calculated by adding up all inwards mobile students who went from that country to all other countries. Therefore, one hopes that efforts to collect genuine mobility data will be made globally, and not just in Europe.

Fifth, some countries collecting mobility data do not provide information on students moving from another country into the country of their nationality. As shown in chapter 3, the numbers of mobile students of this kind is by no means negligible. A study on student mobility in the EU in 1999/2000 showed that information on national incoming students can be traced in four EU countries. In these countries, students

who had lived and studied abroad before moving to their country of nationality made up between 5 and 22 percent of all mobile students.¹⁷

Sixth, mobility in terms of spending a period in another country exclusively for an internship as an integral part of the curriculum is unlikely to be recorded. The data on mobility are as a rule delivered by the host education institution of the incoming mobile student, while the hosts of these mobile students are usually employers who are neither required nor asked to report internships for the purpose of educational statistics.

Consequences for improvement

The above issues show that there is a need for the improvement of data coverage in order to get more valid and detailed information on student mobility. Three issues deserve special attention.

1. The total number of students presented in the statistics would be more realistic if efforts were made to cover students on short and vocational certificate and diploma programmes (ISCED 5B), doctoral candidates, as well as students in other advanced postgraduate programmes (ISCED 6).
2. As pointed out in the previous section, the supra-national organisations jointly collecting educational data have made a step forward in recommending to national agencies to provide genuine data on student mobility from the academic year 2003/04 onwards. One would hope that the number of countries and thus the number of individual higher education institutions collecting and providing genuine data on inwards mobile students in addition to those on foreign students will grow in the future.
3. With regard to the collection of statistical information on temporary student mobility (credit mobility), the UOE took a step back: they recommended for the academic year 2003/04 not to register anymore those students as mobile who spend a period "up to and including one year" abroad, instead of continuing to apply the previously used limit of "less than one year". Had countries accepted the instruction valid until 2002/03, they would have included, as already pointed out above, about half of the Erasmus students in the statistics on foreign and possibly on mobile students. The new manual now instructs countries to exclude all Erasmus students. In line with the widespread concepts of the academic, cultural and professional value of short-term study in another European country, we propose to include all short-term mobility lasting at least a typical period of study, i.e. a semester or a term, in the regular statistics on foreign and mobile students. We recommend that UOE revise their instructions correspondingly and that all countries include short-term mobile students in their regular statistics.

4.5 Descriptors of mobility

As the previous sections have shown, substantial efforts are needed in order to be able to get a complete and valid picture of the number of mobile students and in order to subdivide

¹⁷ Lanzendorf, Ute and Teichler, Ulrich. Statistics on Student Mobility within the European Union, op. cit., p. IV.

the total number of mobile students according to country of origin and destination as well as according to the descriptors of student populations usually used in educational statistics (e.g. level of educational programme, field of study and major socio-biographical descriptors). But even complete and valid enrolment data on mobile students cannot be viewed as satisfying the widespread requests for comprehensive data on student mobility. The aim of this section is to discuss additional descriptors of mobility which are often named as desirable in the public debate and already gathered in specific data collections (e.g. in the framework of national programmes for student mobility or of national graduate surveys) and in surveys on selected groups of mobile students (e.g. surveys on Socrates/Erasmus students or on European students in general).

Periods and purposes of mobility

The major statistics available on study abroad and on student mobility only show how many students study in a country different from that of their nationality or different from that of their domicile or prior education at a given moment in time: during a given academic year or, most likely, at a given date during that academic year. Such data are not suitable to show how many students actually study abroad in the course of their study, because some mobile students spend only a period of study (of less than one year) in another country. One should bear in mind, for example, that the major EU student mobility programme, Erasmus, funds mobility periods of a maximum of one year in another country, and that the Sorbonne and the Bologna Declarations, both advocating measures to facilitate student mobility, predominantly address temporary student mobility. Therefore, the percentage of recent graduates having spent some period or the whole study period abroad is bound to be higher than the percentage of mobile students measured at any given point in time. For example, the initial aim of Erasmus to provide an opportunity to study in another European country for 10 percent of European students would have been achieved if 2.5 percent of eligible students had studied abroad annually in the framework of Erasmus, provided that the average overall period of study was four years.

The following measurements of the periods and purposes of mobility are of particular interest:

- With respect to the purposes of international mobility, a distinction should be made between diploma mobility and credit mobility. Diploma mobility is mobility aimed at gaining a diploma abroad.¹⁸ In this case, as a rule, students cross borders prior to the first enrolment in a study programme and spend the whole study period, up to the award of a degree or other qualification, in the same country (abroad). Credit mobility, in contrast, is temporary and denotes going to another country to gain knowledge and experience in addition to what is learned at home. As a rule, this mobility is undertaken in the course of study, and students return to the country of prior study in order to continue and complete their programme there. Study achievements (of-

ten measured in terms of credits) in the country of destination of temporary mobility are hopefully recognised as part of the total study programme "at home". It is possible, though, that credit mobile students do not intend to study up to degree level at all, or that they intend to continue to study in a third country.

- One might also be interested in information on the duration of mobility: How many months, semesters or years have students spent in another country in the course of their study? Depending on the perspective of mobility, one might ask how many months, semesters or years have students spent in a country other than the country of domicile, the country of prior education, the country of graduation or the country of employment after graduation.
- A further aspect is the frequency of mobility: have temporarily mobile students been abroad once or more often and how many cases of multiple mobility can be observed?
- Finally, one could measure participation in student mobility: the number of students having been mobile for the purpose of study or study-related activities in the course of study.

Three different operational approaches can be adopted in order to collect information on periods and purposes of study:

- Purposes and intentions of mobility could be identified: credit mobile students might be registered in separate data sets, which is customary in Finland (cf. chapter 7), or they might be registered in the general student statistics as non-degree students. One should bear in mind, though, that any method of inquiring into the intention of credit or diploma mobility is vulnerable because students might change their minds later and institutions of higher education might accept such a change: credits students might decide eventually to study on up to a degree, and degree students might decide to leave the country of study prior to a degree in order to continue study in another country.
- A longitudinal data system could be created. As explained in chapter 5, in the United Kingdom the data collections at different points in time can be connected through identification codes of individual students. Thus, it is possible to follow the study paths of students. However, even the longitudinal data are bound to be incomplete because temporarily mobile students cannot be followed up until they graduate, if they leave the country prior to getting their degree. Complete information could only be provided if all countries cooperated in using identical identification codes for an individual and if they merged data sets.
- One could identify periods and purposes of mobility as well as participation in student mobility retrospectively through collecting information from students in advanced study years, immediately prior to graduation, or from recent graduates. For example, information given by advanced students is presented in the EUROSTUDENT study (Hochschul-Informationssystem, 2005).¹⁹ In the Italian ALMALAUREA system, students are surveyed shortly before graduation, and even-

¹⁸ The term "diploma" is used in a wide sense and may refer to a degree, certificate or other diploma.

¹⁹ Hochschul-Informationssystem. EUROSTUDENT Report 2005: Social and Economic Conditions of Student Life in Europe 2005. Synopsis of Indicators. Hannover: HIS, 2005.

tually the data of those students who did not pass are excluded.²⁰ Various graduate surveys, e.g. the one mentioned in Chapter 5 on the United Kingdom, gather information on the study path up to graduation. However, national surveys of this kind do not include mobile students graduating in another country (notably outward mobile diploma students). Again, complete information could be provided only if all countries identified study paths retrospectively and if they identified the country of prior study periods.

Currently, data on graduates are collected in the UOE system without any identification of the country of nationality and without any identification of prior credit mobility and the country (countries) of prior study. As already pointed out, credit mobile students are included completely in the general statistics of some countries, partly in other countries, and excluded completely in yet other countries. Realistic steps towards improvement could be to include all credit mobile students in the regular student statistics and to introduce the distinction between the intention to study temporarily or for the whole study period and/or to add to the graduation statistics the countries and periods of study of students not having spent the whole study period in the country of graduation.

One might object that multiple mobility within a single academic year is likely to inflate the number of mobile students in the regular student statistics in a given year. This could be avoided if all countries collected their statistics at the same date within an academic year. Similarly, if statistics on credit mobility were created, only those students should be registered who do not spend a longer period in a third country during the same academic year.

Moreover, any retrospective measurement of mobility at the time of graduation could be affected adversely by a double counting of the graduates awarded a double degree. This could be avoided, if a lead institution of double degree students was identified and if graduates were only included in the statistics of the country of that lead institution.

Type of activity

In various surveys, information is collected on the activities of credit mobile students. Such information can include, for example, whether they spent the period in another country for study at a host institution, a work period related to study, or self-study (such as work on thesis). Such information is useful with respect to curricular approaches, exchange arrangements, funding of study periods, or recognition. One might expect that this information is gathered in the framework of surveys, instead of general student statistics.

Distance learning and e-learning

The currently prevailing modes of registering study abroad or student mobility in national and international statistics are based on the concept of physical mobility. Distance education students registering from abroad are recorded in UOE statistics as foreign students in the country where the providing institu-

tion of distance education is located, even though they may in fact never enter the country providing the education.

The patterns of virtual mobility and physical mobility have in recent years become increasingly complex through e-learning and “trans-national higher education”. Moreover, distance education might imply stays in another country shorter than necessary for a meaningful educational experience (e.g. for guidance or assessment).

Currently, these developments are still too divergent and fuzzy to propose any general system of statistical recording of “mobility” other than the customary recording of physical student mobility for a meaningfully long period of educational experience.

Programmes and exchange, costs and funding

The institutions involved in supporting and arranging student mobility, and those who are at the sending and receiving end of enrolling and teaching mobile students, are interested in additional information, which is not included in the general student statistics. Often, they spend substantial energy and resources to get hold of these additional data in their own area of responsibility. The disadvantage of these activities is obvious: information is collected according to individual systems of data collection on certain “islands” of mobility, which is not suitable to identify the relative weight of this “island” in the overall “ocean” of mobility. Information regarding one “island” is usually incompatible with information regarding the next “island”.

In analysing the wealth of institution-related data collections, we note four dimensions as priority areas of institution-related information on student mobility:

- Programme mobile students vs. non-programme mobile students: whether students move to another country for the purpose of study (as credit or diploma mobile students) through the stimulation and possibly the support of mobility programmes, i.e. arrangements made by institutions other than individuals or groups of higher education institutions to stimulate and possibly financially support international student mobility, or whether they are mobile outside such programmes.
- Exchange students vs. “free movers”: whether students move in the framework of partnership arrangements between two or more institutions of higher education or their sub-units, unilaterally or reciprocally, to and from the partner institutions, or whether students move freely to institutions of higher education not linked to the institution of origin in such way.
- Scholarship students or self-paying students: Whether mobile students receive financial support for the purpose of student mobility or obtain general financial support for study from agencies in charge of student financial support, other donors or higher education institutions, either from the country of origin, the country of destination, or from a third

²⁰ Camelli, Andrea et al. Profilo dei Laureati 2004: Pre et post reforma. Bologna: Consorzio Interuniversitario ALMALAUREA, 2005

country or a supra-national agency, or whether students do not receive any such support while being mobile. In addition, one might want to determine whether a scholarship is expected to cover the study costs more or less completely or only partially, or to identify the amount of support, and if it was provided in the form of a grant or a loan.

- Fee-paying students vs. non-fee paying students: Whether mobile students pay tuition at the institution of destination or not, and whether credit-mobile students pay fees at the institution of origin while being mobile or not. Additionally, one might want to know whether students are paying the full tuition fee or a part of it. One might identify the amount and the type of tuition as well as tuition waivers.

There are often combinations of these four dimensions. For example, the Erasmus programme primarily stimulates mobility within exchange (partnership) arrangements, it provides partial scholarships, and it expects the higher education institutions of destination not to charge tuition fees. But as these combinations are not the same within and across all programmes, exchange arrangements, scholarship modes and fee modes, information has to be collected separately according to these four dimensions. Obviously, a general system of institution-related data collection on student mobility cannot be established easily. The institutions involved cannot easily agree on the set of variables, and even a data collection for a minimum set would be too large to be included in the general student statistics.

From descriptors to indicators

Most advocates of the improvement of data collection on student mobility do not merely call for more data or more valid data on student mobility. They call for meaningful and interesting “indicators” of mobility. In the popular use of the term “indicator”, two analytically different, but often de facto combined dimensions are addressed:

- ‘Indicators’ should sort data in a way that they can be interpreted meaningfully. For example, many observers are interested in the ratio of outwards mobile students and inwards mobile students of all students. Some observers, in transforming these data into indicators, consider those countries as most successful in international education which import many mobile students while exporting few students. Other observers regard those countries as successful which have both many inwards mobile and outwards mobile students, and yet others those countries where the figures of inwards and outwards mobile students are most balanced.
- Indicators are viewed as indirect measurements of what one would really like to measure. For example, the average “success rate” of mobile students (e.g. those awarded a degree from among those enrolled) compared to the success rate of non-mobile students can be viewed as an indicator of “effectiveness” of student mobility.

In the preceding two chapters of this publication, the authors argued that categories “students studying abroad” or “foreign” students are not suitable anymore to be considered as indicators of outwards and inwards mobile students. Instances of a non-match between mobility and foreign nationality are

so frequent today that nationality has ceased to be a suitable approximation to mobility.

The preceding two chapters showed as well that the – completely or partially – collected data on nationality and mobility of students allow us to easily establish a few simple or complex indicators:

- The percentage of inward mobile students of all students, viewed as an indicator of “major host country” or “attractive country” for students from other countries, for example.
- The percentage of outwards mobile students of all students enrolled in the country of origin, viewed as an indicator of a “major sending country” or a country encouraging outward mobility, for example.
- The proportion of intra-European mobility (or intra-EURODATA mobility) of all mobility.
- The ratio of inwards mobility to outwards mobility of students, viewed differently as “success of attracting students”, “high quality higher education system”, and “import success”, or as success in terms of reciprocity.
- The representation index in terms of balanced or non-balanced flows between two countries where the different size of the higher education systems and the different total numbers of all inward mobile and all outward mobile students of both countries are taken into consideration.

Of course, a substantially broader range of indicators are frequently being discussed, and some of them could be established on the basis of the available data. A few examples of further indicators discussed are:

- Students of science and engineering of all students;
- Credit mobile students of all mobile students;
- “Vertically” mobile students versus “horizontally” mobile students;
- Success rates of mobile students compared to success rates of non-mobile students;
- Mobility in graduate education vs. mobility in undergraduate education;
- Representation of gender in mobility;
- Links between student mobility and professional mobility (among others “brain drain” vs. “brain gain”).

A reporting system on quantitative information available on student mobility, such as the present EURODATA report, can present indicators if (1) relevant information is available, (2) the available information is sufficiently valid to indicate what it is expected to indicate, and (3) there is widespread public interest in the indicator and the underlying values of the indicator are widely shared.

Further, such an analysis might show other indicators discussed or actually used, provided it also critically discusses their limitations. If the data on student mobility are improved in the future and if the public interest in student mobility remains high or even grows, substantial efforts will certainly be

made to agree on and establish a wider set of indicators than those one can establish and agree on today.

Consequences for improvement

On the basis of the data currently available and the current debates on improvement, we suggest considering next steps for widening the descriptors of mobility to include the collection of data on:

- credit mobility vs. diploma mobility;
- participation in mobility in the course of study.

The most interesting improvements of the descriptors of mobility cannot be undertaken within a limited set of variables of student mobility collected in the general higher education statistics. One can expect improvement only if the range of the official statistical data collection in tertiary education is widened substantially. Alternatively, one must establish a general

system of surveying, i.e. extended questionnaires with voluntary participation of respondents. If surveys were improved, it would be preferable not to establish specific surveys of mobile students or mobile graduates, but rather to extend and improve the system of EUROSTUDENT surveys or a similar EUROGRADUATE survey as explored in the pilot project CHEERS.²¹ These surveys could provide sufficient room for mobility variables and thus show the proportion of mobility in the overall study and employment system.

The use of indicators in the framework of the Lisbon Process shows that we have to apply relatively simple indicators in “official” political contexts as long as the data base is weak. Thus, we should not be surprised that a recent study on indicators for the Lisbon Process²² used the number of foreign students as the major indicator for student mobility, which, from our point of view is no longer a justifiable indicator. But we have to agree in one respect: improved indicators presuppose an improved data base.

²¹ Teichler, Ulrich and Jahr, Volker. *Op cit.*

²² Commission of the European Communities. *Progress Towards the Lisbon Objectives in Education and Training*. Brussels, 2005.

Chapter 5

The United Kingdom

Robin Sibson¹

5.1 Introduction

Data collection procedures and data collectors

Higher Education data from publicly-funded higher education institutions (HEIs) in the United Kingdom is collected by a single organisation, the Higher Education Statistics Agency (HESA).²

Student data, in the form of individual records, is collected annually from around 170 higher education institutions in the early autumn, and comprises data on all students registered with them (on a credit-bearing basis) at any point during the immediately preceding academic year, running from 1 August to 31 July. Normally HEIs provide HESA with one record per student, although a student involved in more than one programme of higher education during the year would generate multiple records. Each record contains about 200 fields, although only a subset of these will be relevant for any one student. Students who leave a programme of study within two weeks of its commencement are excluded from the collection.

The collection of individual-level data provides a very powerful tool for analysis. First, it lends itself to rigorous quality assurance. Secondly, it allows analyses to be carried out by cross-tabulation on combinations of fields in ways that may not have been anticipated at the time of data collection, in contrast to aggregate data collection, which permits no such flexibility. Thirdly, the records contain an identifier field together

with enough personal information to allow linkage of records from year to year, thus permitting the progression of individuals to be analysed – although the records are never used for administrative interactions with individual students.³ Because of the obligation on institutions to provide it, the student data set is complete, but there is a low “noise” level inevitable in any large data set.

The other data set used in this article is the data on destinations of leavers.⁴ This is a comprehensive muster survey (not a sample survey) of all those EU-domiciled students completing qualifications during the year, and is designed to establish in some detail what they are doing on a test date about six months after completion. If a qualifier responds to the survey, the response can be linked to the corresponding student record(s).

There is no way of compelling former students to respond to such a survey, but a remarkably high response rate is achieved: for students of UK domicile the response rate is about 80 percent for qualifiers from full-time programmes, and about 70 percent for qualifiers from part-time programmes. The collection covers students of other EU domicile, where the response rates are lower, typically around 45 percent. It does not cover non-EU students.

¹ Data prepared by Kate Lang.

² Higher education in the United Kingdom (UK, but the standard two-letter code GB is used in tabulations) is administered separately in England and through the devolved administrations in Wales, Scotland and Northern Ireland. However, the collection of data from HEIs is carried out across the whole of the UK by HESA, which is owned collectively by the UK HEIs and has formal agreements with the government departments and funding bodies in each of the four countries setting out its data collection responsibilities. HESA collects data about current students, destinations of leavers, non-credit-bearing provision, staff, and finance. The Isle of Man and the Channel Islands – the Bailiwick of Jersey, and the Bailiwick of Guernsey which includes the smaller Channel Islands – are Crown Dependencies and are not part of the UK or of the European Union (EU). Gibraltar is a dependent territory of the UK within Europe, and as such is part of the EU. For the purposes of the present study, Isle of Man and Channel Islands student numbers (about 5 000) and Gibraltar student numbers (about 700) are included with GB student numbers, and are not regarded as representing inwards mobility. There are no higher education institutions in these territories, so all inwards mobility from other countries is actually to the UK.

³ Data protection and precision. In order to minimise the risk that publication of data and analyses will breach UK data protection legislation, HESA adopts a number of standard practices for the presentation of quantitative information. Student number counts are rounded to the nearest multiple of 5. Because of this, a total as shown may differ slightly from the sum of its components. Percentages are suppressed if the base population size is 52 or less, that is, 50 or less after rounding. These practices also reduce the risk of over-interpretation by data users. The numbers supplied to the EURODATA project by EUROSTAT (in Table 5.2a) are presented as received from EUROSTAT and are not rounded. The same applies to the versions of these numbers corrected and adjusted by HESA and presented in Table 5.2b. In this particular case, the lack of rounding is not thought to create any data protection risk. In the standard comparative tables, percentages are expressed to a precision of one decimal place, but all other percentages are presented to integer precision, even where the base population would be large enough to justify a higher level of precision, since integer precision is sufficient to reveal differences at the level of materiality relevant to the study of student mobility.

⁴ UKCOSA survey. In December 2004 the results of a survey conducted by UKCOSA: The Council for International Education were published under the title *Broadening our horizons: international students in UK universities and colleges*. A sample of 5 000 international students were surveyed on their experience of higher education in the UK, with the aim of establishing their views on a wide variety of aspects of that experience, including how they perceived the quality of the teaching and facilities, how they coped with working in English, their concerns about accommodation and finance, and their levels of integration into the student body. The full report and an executive summary can be downloaded freely at www.ukcosa.org.uk/survey/index.htm as PDF files.

Data dissemination and publication

HESA publishes an annual volume *Higher Education Statistics for the United Kingdom*⁵ providing summary quantitative information on many aspects of higher education including mobility. This publication falls within the framework of UK National Statistics. More detailed information is published annually in *Students in Higher Education Institutions*⁶, which in addition to the printed tables contains tables on the companion CD that include extensive data on mobility. The annual volume *Destinations of Leavers from Higher Education*⁷ (also with a companion CD) includes some destinations information for inwards diploma mobile students, but coverage of the survey on which this publication is based is limited to home and other EU students. HESA operates an Information Provision service to meet the needs of users for bespoke analyses and presentations of data, and that service deals with around 1 500 enquiries each year. Almost all the material presented in this study has been drawn directly from raw data by the Information Provision team in order to conform to the specifications agreed for the EURODATA project, which differ in a number of ways from those normally used by HESA. This should be borne in mind if comparisons are made between data presented here and those in the regular HESA publications.

Coverage

Around 10 percent of higher education students in the UK are studying at other than higher education institutions, for example further education colleges (FECs). Data collection on those students takes place through different channels (or, in the case of private provision, not at all), and the data cannot readily be made comparable with the HESA data. No attempt has been made to incorporate such data in the present chapter. However, it is known that most of the higher education students studying in FECs are at ISCED 5B level. It is thought that relatively few inwards mobile students study at higher education level in FECs, so the main effect of excluding higher education students at FECs is to reduce the number of home students against which inwards mobile student numbers can be compared.

Availability of data on mobility

The country of residence from which a student enters a UK HEI is a compulsory field in the HESA student record. In this

study it is used to identify inwards mobile students, and the term “prior domicile” is used in table headings. UK data collection does not support the use of country of prior education for this purpose.

Inwards credit mobile students are distinguished from inwards diploma mobile students through the “special students” field specifying the EU mobility scheme if any, but also flagging students who are credit mobile outside such schemes. The period of study of inwards credit mobile students can be determined from other fields. This allows inwards credit mobile students to be divided into three groups:

1. short-stay students studying for less than one teaching period of the academic year;
2. medium-stay students studying for at least one teaching period but less than a full year;
3. long-stay students studying for a full year (or longer).

For the EURODATA study, medium- and long-stay inwards credit mobile students are included in total student numbers, while some other publications include only long-stay students. Inwards credit-mobile students are typically participating in some form of bilateral exchange scheme, and the ideal (although not the reality in the case of the United Kingdom) is that inwards and outwards flows should balance. To avoid double-counting, inwards credit mobile students are not included at all in the student numbers in HESA's own publications.⁸

Because inwards diploma mobile students are registered for a full programme of study, it is assumed that they are not short-stay students, and they are all included in the normal HESA student populations and thus in the numbers reported in this section. This probably leads to the inappropriate inclusion in the numbers published here of a few short-stay students, but the effect is not thought to be material.

Availability of data on foreign students

Nationality is also collected in the student record. This field is optional, but is completed for a large proportion of students, and is the basis for the calculation of “foreign” as distinct from “inwards mobile” student numbers in the terminology of the EURODATA project.⁹ It is of interest to compare nationality with domicile. Table 5.1 shows nationality-by-domicile for 2002/2003.

⁵ HESA. *Higher Education Statistics for the United Kingdom 2002/03*. Higher Education Statistics Agency (in conjunction with the Government Statistical Service; a National Statistics publication). Cheltenham, 2004

⁶ HESA. *Students in Higher Education Institutions 2002/03 (re-issue)*. Higher Education Statistics Agency. Cheltenham, 2004

⁷ HESA. *Destinations of Leavers from Higher Education 2002/03*. Higher Education Statistics Agency. Cheltenham, 2004

⁸ For the EURODATA study, the cut-off figures used to separate these groups in the UK have been taken as (1) less than eight weeks of study, (2) eight weeks but less than 24 weeks, and (3) 24 weeks or more. The 24-week criterion is used by funding bodies in the UK to identify students who are studying for a full year, allowing for vacations, so the treatment here is consistent with an existing standard. The eight-week criterion derives from it on the basis that UK HEIs typically operate on a three-term year (although some impose a semester pattern on this for teaching and perhaps examining) and so the criterion is a reasonable test of participation for at least one term. It is not practicable to apply a separate semester-based criterion in those cases where it might be appropriate.

⁹ The nationality field uses the same framework as the domicile field but with UK as a single nationality. The lead indicator of nationality is the passport or other travel document held by the student. There is not at present any provision for students to identify themselves as belonging to a particular community or language group within a nationality, nor for recording citizenship as an attribute possibly different from nationality.

Table 5.1 United Kingdom: nationality of students, by prior domicile 2002/2003

Prior domicile	Nationality (% of known)				% known	Total
	same	GB	other EURODATA	other		
EURODATA countries						
AT Austria	82	5	7	6	85	1 550
BE Belgium	48	23	25	4	90	2 615
BG Bulgaria	94	0	0	5	87	575
CH Switzerland	56	18	16	10	86	1 460
CY Cyprus	84	10	4	2	91	3 940
CZ Czech Republic	89	4	2	5	80	575
DE Germany	89	6	3	2	86	15 085
DK Denmark [1]	92	3	3	2	89	2 120
EE Estonia	86	4	1	10	87	125
ES Spain [2]	90	6	3	2	84	8 815
FI Finland [3]	96	2	1	1	87	2 510
FR France [4]	87	8	3	3	83	14 780
GB United Kingdom [5] host country	*	*	*	*	*	*
GR Greece	98	2	1	0	92	26 175
HU Hungary	90	3	2	4	79	520
IE Ireland	91	7	1	1	76	13 510
IS Iceland	96	2	1	1	94	295
IT Italy [6]	91	5	2	2	87	6 965
LI Liechtenstein	*	*	*	*	*	15
LT Lithuania	90	1	2	8	92	155
LU Luxembourg	47	22	28	3	91	815
LV Latvia	84	1	2	13	94	170
MT Malta	92	4	1	3	87	465
NL The Netherlands	76	14	6	5	87	2 960
NO Norway [7]	94	3	2	1	90	3 885
PL Poland	96	2	1	2	87	1 080
PT Portugal [8]	89	6	2	3	91	2 675
RO Romania	98	1	1	1	85	610
SE Sweden	94	2	2	1	92	4 150
SI Slovenia	98	1	1	0	44	280
SK Slovakia	91	2	4	3	83	215
TR Turkey	95	2	2	1	93	1 765
Total EURODATA countries						120 860
Other countries and regions						
Other European Countries	96	2	1	2	89	3 545
...incl. Russian Federation	96	1	1	3	89	1 850
Northern America	91	4	2	4	83	22 910
...incl. United States of America	91	4	2	4	82	18 625
Latin America and the Caribbean	92	5	2	2	92	8 565
...incl. Mexico	96	2	1	1	92	2 010
...incl. Brazil	93	2	3	2	90	1 180
Africa	94	3	1	1	94	24 380
Asia	94	5	0	1	93	116 265
...incl. China [9]	91	7	0	2	93	51 170
...incl. India	98	1	0	1	96	12 505
...incl. Japan	94	2	1	3	92	6 685
Oceania	86	9	2	4	88	2 405
Total other countries and regions						178 070
Unknown	*	7	3	90	39	1 130
Total inwards mobile students						300 060
Home students	93	*	3	4	81	1 901 805
Total students						2 201 865

All numbers are rounded to the nearest multiple of 5. Rounded totals may not be exactly the sum of rounded summands. Notes for tables: [1] Faeroe Islands and Greenland are included under DK. [2] Canary Islands, Ceuta and Melilla are part of ES. [3] Åland Islands are included under FI. [4] Réunion is included under FR. [5] Northern Ireland is part of GB. Guernsey, Jersey, Isle of Man and Gibraltar are included under GB. [6] Holy See is included under IT. [7] Svalbard and Jan Mayen Islands are included under NO. [8] Madeira and Azores are part of PT. [9] Hong Kong SAR, Macao SAR, and Taiwan are included under China.

Source: HESA Student Record 2002/03

In this table, the meaning of “same” is as follows. Where the “Prior domicile” row relates to a single country, the nationality coincides with that domicile. Where it relates to a group of countries, the nationality also falls within that group, but may not match the individual country of prior domicile.

As might be expected, to a very large extent nationality coincides with domicile, but there are significant numbers of students whose nationality differs from their domicile. This is most apparent for students with Belgium or Luxembourg domicile, only about half of whom have nationality coinciding with domicile, and for the remainder nationality is split roughly equally between GB and other EURODATA countries. A similar but less striking effect is apparent for Switzerland. It is tempting to conjecture that the presence of major international organisations is at least partly responsible for this. Table 5.1 gives an indication of the sensitivity of analyses to the use of varying or ambiguous definitions of what constitutes inwards mobility.

The starting-point for the construction of a table of GB foreign student numbers is the reported nationality of those for whom this field is completed. Students whose nationality is not reported can initially be placed in an explicit “unknown” category. This will lead to under-counting in all but the unknown category. However, domicile is known for almost all (99.95%) students, and for each domicile the distribution across nationalities is known, as illustrated in Table 5.1. The strong diagonal dominance of the domicile-nationality table justifies making a first-order correction by assuming that all those of a particular domicile but unknown nationality have the nationality of their domicile; we call this “imputed”, as distinct from “known”, nationality. Higher-order corrections could be made, but are not explored here.

Data on outwards mobility (study abroad)

In common with most countries, the UK has no mechanism for the direct identification of outwards diploma mobility; there is no reason why students who decide to study a complete programme in another country should ever appear in the HESA data set, because there is no UK HEI in whose return they could appear. For outwards credit mobility, the situation is different, since a credit-mobile student will by definition be undertaking a programme of study at a UK HEI and will thus be captured in the HESA data set. There is provision

for credit-mobile students to be identified as such in the year in which mobility takes place, but it is known (from comparison with Socrates/Erasmus records) that institutions are not always scrupulous about updating the relevant field from year to year, and some level of under-counting has to be expected. There has never been a requirement for the HESA student return to identify the destination country for outwards credit mobility, so no breakdown by destination countries is available. No attempt has been made to use the limited information available from other sources.¹⁰

Level of study

The HESA student record contains a very detailed breakdown of level of study, and in HESA publications these levels are grouped into a smaller number of categories, which in fact correspond well to the ISCED definitions. The HESA categories have accordingly been equated to ISCED levels in this analysis without any further fine-tuning, but advantage has been taken of the greater detail available in the HESA data to sub-divide Level 5A into undergraduate (UG) and postgraduate (PG) components. To a good approximation, Level 5A UG contains all and only those programmes of study that would be regarded as First Cycle as understood in the Bologna Process, which is in itself a good reason for making this sub-division.

Because the reporting of level is done in terms of qualification aim within GB, inwards credit mobile students are often, quite correctly, reported as studying for undergraduate credits. However, students with this qualification aim are included in a HESA reporting category which in general corresponds to Level 5B, whereas their programmes of study in their home countries would probably be at Level 5A UG. To avoid misinterpretation, “credit” has been split out as a sub-category of Level 5B for inwards mobile students, since it might be regarded as preferable to include this group within Level 5A UG. This problem does not arise for inwards diploma mobile students.

Field of study

The fields of study used for reporting in this analysis are the broad groups defined in the ISCED 1997 standard. The General programmes and Services broad groups are not applicable in relation to higher education in the UK. For convenience in tabulation by columns, three-letter mnemonic codes have been assigned to the groups that are relevant.¹¹

¹⁰ A number of higher education institutions in the UK have “offshore” operations, on scales up to that of a complete campus located outside the UK. There are also distance-learning programmes in which students from outside GB may participate, and which are not supported by local facilities. Students studying through these channels and whose whole programme of study takes place outside the UK, although “studying abroad”, are not mobile students in the sense of the present analysis, and are excluded from tabulations.

¹¹ The subject classification scheme used within the UK for higher education is the Joint Academic Coding System (JACS), and the mapping from JACS codes to ISCED is shown. JACS “principal subject” level codes can be found at www.hesa.ac.uk/jacs/JACS_PS.htm.

EDU	Education [X]
HUM	Humanities and arts [Q,R,T,V,W]
SOC	Social sciences, business and law [C8,L excluding L5,M,N,P]
SCI	Science [C excluding C8,F,G]
ENG	Engineering, manufacturing and construction [H,J,K]
AGR	Agriculture [D]
HTH	Health and welfare [A,B,L5]
UNS	Not known or unspecified [Y]

Students on programmes of study involving major components from different fields of study are apportioned across the fields concerned if possible, rather than being allocated arbitrarily to a single field. If apportionment is not possible, they are included under UNS.

Comparison with EUROSTAT data

Table 5.2a shows data on students in the United Kingdom as provided to the EURODATA project by EUROSTAT.¹²

Table 5.2a United Kingdom: summary of EUROSTAT data on "foreign"* students 2002/2003

Overview					
Total students		"Foreign"* students		Female "foreign"* students	
incl. HE-in-FE		Absolute	% of total	% of "foreign"*	
2 287 833		255 233	11.2	48.3	
ISCED Levels					
		5A and 6		5B	
		Absolute	% of "foreign"*	Absolute	% of "foreign"*
		217 457	85.2	37 776	14.8
Most frequent countries					
Rank	Country	Absolute		% of "foreign"*	
1	China	39 957		15.7	
2	Greece	22 485		8.8	
3	United States of America	13 647		5.3	
4	Germany	13 145		5.2	
5	France	12 488		4.9	
6	Ireland	12 305		4.8	
7	India	10 422		4.1	
8	Malaysia	9 715		3.8	
9	Spain	7 390		2.9	
10	Japan	5 729		2.2	
Fields of study					
Rank	Field of study	Absolute		% of "foreign"*	
1	Social sciences, business and law	100 357		39.3	
2	Humanities and arts	40 239		15.8	
3	Engineering, manufacturing and construction	38 667		15.1	
4	Science	36 538		14.3	
5	Health and welfare	20 602		8.1	
6	Education	9 013		3.5	
7	Agriculture	2 231		0.9	
8	Services	0		0.0	
9	Not known or unspecified	7 586		3.0	

* "foreign" proves to be "inwards mobile"

Source: EUROSTAT

The most important remarks to make about the EUROSTAT data are first that in the terminology of the EURODATA project, for GB these are numbers of inwards mobile students (using the prior domicile criterion) and not of foreign students (using the nationality criterion). DfES does not supply any data

to OECD based on the (optional) nationality field in the HESA student record. Secondly, the DfES HE-in-HE population definition underlying the EUROSTAT data is different from that normally used by HESA and adapted by HESA to meet the requirements of the present study.¹³

¹² The numbers in this table are derived from HESA data, but have passed through a succession of different organisations. HESA supplies data to the Department for Education and Skills (DfES), which is a UK Department of State with an England remit and with the responsibility for carrying out certain functions on behalf of the devolved administrations in Wales, Scotland, and Northern Ireland, including the supply of data to international bodies. DfES holds a full set of HESA data on HE-level students in HE institutions (including indirectly funded HE-level students in further education colleges), and receives data on directly funded HE-level students in further education colleges from the relevant further education funding bodies in each administration. DfES extracts the numbers required for OECD, and the relevant numbers have then been supplied to the EURODATA project by EUROSTAT. It should be noted that no attempt has been made by DfES to use any available domicile information for the HE-in-FE students, and the effect is that they are all being regarded as home students.

¹³ Because the HESA student data collection covers all student activity during the course of a year, it is necessary to apply an appropriate population definition when extracting statistical information, for example to exclude students studying wholly overseas, students studying in higher education institutions but below higher education level, and students classed as "dormant" in that year. The HESA Standard Registration Population (SRP) now provides the normal mechanism for this purpose, and has been recommended as a standard in a recent National Statistics review of the student data collection. As stated above, the tabulations presented here by HESA are based on this population supplemented by the medium- and long-stay inwards credit mobile students, who are not included in the SRP. However, the data supplied by DfES to OECD is based on a different definition, namely a 1 December "snapshot" population, which is considerably smaller than the SRP. Also, all inwards credit mobile students are included, but students classed as "writing up" (just under 41 000) or as student union sabbatical officers (about 200) are excluded.

Using the DfES definition, HESA has been able to reproduce exactly from raw data a large proportion of the numbers supplied by EUROSTAT. The exceptions to this are as follows.

1. DfES/HESA calculations identify the total number of HE students in higher education institutions (on the DfES definition) as 2 020 180. The number of directly funded students studying at HE level in further education colleges is reported by DfES as 202 328; this derives from data not held by HESA. These sum to 2 222 508, and this number should replace 2 287 833; the latter number was supplied by DfES to OECD in error.
2. There are several examples where EUROSTAT numbers have been provided on a basis inconsistent with EURODATA country and region definitions.¹⁴

3. There are small discrepancies in regional numbers that are likely to have arisen from inconsistencies in the treatment of minor dependent territories and anomalous cases.

4. The EUROSTAT and HESA numbers in individual fields of study differ slightly, although the ranking is unchanged and the numbers sum correctly to the relevant total.

Table 5.2b incorporates all the adjustments in (1) and (2) and the HESA versions of (3) and (4), together with their knock-on effects on sub-totals and percentages.

No attempt has been made to resolve the remaining discrepancies in (3) and (4).

Table 5.2b United Kingdom: summary of HESA data, treatment to match EUROSTAT 2002/2003

Overview			
Total students incl. HE-in-FE		Female i.m. students % of i.m. students	
2 222 508		48.3	
ISCED Levels			
		5B	
		Absolute	% of i.m.
		37 714	14.8
Most frequent countries of domicile			
Rank	Country	Absolute	% of i.m.
1	China	44 586	17.5
2	Greece	22 485	8.8
3	United States of America	13 647	5.4
4	Germany	13 145	5.2
5	France	12 488	4.9
6	Ireland	12 305	4.8
7	India	10 422	4.1
8	Malaysia	9 715	3.8
9	Spain	7,390	2.9
10	Japan	5 729	2.3
Fields of study			
Rank	Field of study	Absolute	% of i.m.
1	Social sciences, business and law	100 844	39.6
2	Humanities and Arts	40 010	15.7
3	Engineering, manufacturing and construction	38 324	15.1
4	Science	35 989	14.1
5	Health and welfare	20 187	7.9
6	Education	9 777	3.8
7	Agriculture	2 200	0.9
8	Services	0	0.0
9	Not known or unspecified	7 228	2.8

Source: HESA

¹⁴ Gibraltar numbers (674) have been treated as Other European Country numbers rather than as GB numbers. Greenland (in the case of inwards mobility to GB, Greenland & Faroe Islands) numbers (57) have been treated as Other European Country numbers rather than as Denmark numbers. China numbers cover PRC in the narrow sense plus Hong Kong Special Administrative Region (and the arithmetic is incorrect, probably through a transcription error) but omit Macao SAR and Taiwan.

Table 5.2c provides numbers in the same layout as Table 5.2a but calculated on the basis of the conventions adopted for the data presented throughout this section, namely HESA Standard Registration Population, Gibraltar numbers treated as GB, medium- and

long-stay credit mobile numbers included. In this table the number of students studying at HE level in further education colleges has not been included in the total, because the number provided by DfES cannot be recalculated on the HESA population definition.

Table 5.2c United Kingdom: summary of HESA data, standard treatment 2002/2003

Overview				
Total students		Inwards mobile students		Female i. m. students
excl. HE-in-FE		Absolute	% of total	% of i. m.
2 201 865		300 060	13.6	48.3
ISCED Levels				
		5A and 6		5B
		Absolute	% of i.m.	Absolute
				% of i.m.
		250 040	83.3	50 020
				16.7
Most frequent countries of domicile				
Rank	Country			
		Absolute	% of i.m.	
1	China	51 170	17.1	
2	Greece	26 175	8.7	
3	United States of America	18 625	6.2	
4	Germany	15 085	5.0	
5	France	14 780	4.9	
6	Ireland	13 510	4.5	
7	India	12 505	4.2	
8	Malaysia	11 810	3.9	
9	Spain	8 815	2.9	
10	Italy	6 965	2.3	
Fields of study				
Rank	Field of study			
		Absolute	% of i.m.	
1	Social sciences, business and law	116 580	38.9	
2	Humanities and Arts	48 255	16.1	
3	Engineering, manufacturing and construction	44 845	14.9	
4	Science	42 675	14.2	
5	Health and welfare	22 805	7.6	
6	Education	12 300	4.1	
7	Agriculture	2 660	0.9	
8	Services	0	0.0	
9	Not known or unspecified	9 945	3.3	

Source: HESA

Comparison of Tables 5.2a/b with Table 5.2c shows that definitional changes can have a substantial impact on absolute numbers, but that ratios between numbers are considerably more stable. The "top ten" ranking is the same (except that the last position in each of Tables 5.2a/b differs from that in Table 5.2c), as is the ranking of fields of study, and the percentages are very similar throughout.

5.2 Foreign students in the United Kingdom

Table 5.3 is the only table in this GB section to show foreign student numbers as distinct from inwards mobile student numbers. Some numbers have also been computed on the known-plus-imputed basis for inclusion in chapter 3 of this report.

Table 5.3 United Kingdom: foreign students by nationality 2002/2003

Nationality	Known	Imputed	Estimated total
EURODATA countries			
AT Austria	1 570	235	1 805
BE Belgium	1 660	255	1 915
BG Bulgaria	815	75	890
CH Switzerland	1 000	200	1 200
CY Cyprus	3 330	345	3 675
CZ Czech Republic	700	115	815
DE Germany	15 610	2 085	17 700
DK Denmark [1]	2 650	230	2 880
EE Estonia	125	15	140
ES Spain [2]	9 845	1 450	11 295
FI Finland [3]	2 785	320	3 105
FR France [4]	14 610	2 450	17 060
GB United Kingdom [5] host country	*	*	*
GR Greece	25 890	2 070	27 960
HU Hungary	635	110	745
IE Ireland	22 395	3 265	25 660
IS Iceland	360	15	380
IT Italy [6]	9 250	885	10 130
LI Liechtenstein	5	5	10
LT Lithuania	250	10	260
LU Luxembourg	370	70	445
LV Latvia	200	10	210
MT Malta	490	60	550
NL The Netherlands	3 510	400	3 910
NO Norway [7]	3 740	400	4 145
PL Poland	1 855	145	2 000
PT Portugal [8]	3 840	230	4 070
RO Romania	785	95	875
SE Sweden	5 020	320	5 335
SI Slovenia	150	155	305
SK Slovakia	360	35	395
TR Turkey	2 935	125	3 065
Total EURODATA countries	136 750	16 195	152 945
Other countries and regions			
Other European Countries	5 870	405	6 275
... including Russian Federation	2 565	210	2 775
Northern America	22 970	3 870	26 835
... including United States of America	17 595	3 415	21 010
Latin America and the Caribbean	13 195	710	13 905
... including Mexico	2 055	150	2 210
... including Brazil	1 790	120	1 910
Africa	49 640	1 545	51 185
Asia	123 390	7 910	131 300
... including China [9]	46 715	3 730	50 450
... including India	15 640	500	16 140
... including Japan	6 955	540	7 490
Oceania	5 625	285	5 915
Total other countries and regions	220 695	14 725	235 420
Total foreign students	357 445	30 920	388 365
National students	1 456 395	356 415	1 812 810
Unknown	388 030	-387 335	695
Total students	2 201 865	0	2 201 865

All numbers are rounded to the nearest multiple of 5. Rounded totals may not be exactly the sum of rounded summands. Notes: see Table 5.1

Source: HESA

As described in the methodological section above, known numbers based on completion of the (optional) nationality field are shown, then the number of unknowns for which that nationality can be imputed from domicile, and finally the total. For all nationalities except GB, the first figure is thought to be an under-estimate, typically at around the level of 80 percent to 90 percent of the true number, and the final number is probably a slight over-estimate of the true number.

On the basis of the available information we can thus estimate that the total number of foreign students in the United Kingdom is about 388 000. More than 17 percent of students in the United Kingdom have a foreign nationality. Assuming that UOE statistics in various other countries include foreign credit students to a lesser extent than this figure, we still can estimate that the United Kingdom has the second highest percentage of foreign students of all EURODATA countries next to Switzerland (excluding the exceptional cases of Liechtenstein and Cyprus).

The largest foreign student groups in the United Kingdom are nationals of China (about 50 000), Greece, Ireland and United States of America (each more than 20 000) as well as Germany, France and India (each more than 15 000). Among relatively small European countries, the relatively high numbers of students from Cyprus (in addition to Ireland) are worth noting.

5.3 Mobile students in the United Kingdom

Changes in inwards mobile student numbers over a five-year period

Table 5.4 shows a short time series of inwards mobile student numbers by prior domicile. The 2002/2003 column of this table reappears as a totals column in a number of subsequent tables, and may be compared with the numbers for foreign students in Table 5.3.

The numbers include both diploma-mobile and medium- and long-stay credit-mobile students, at all levels, in both full-time and part-time modes, and are headcounts rather than full-time equivalents (FTE), that is, part-time numbers are not down-weighted.

The total number of inwards mobile students in the United Kingdom in 2002/03 was, as Table 5.4 shows, just over 300 000. Thus, inwards mobile students comprise more than 13 percent of all students in the United Kingdom. Without knowing exact figures according to the same definitions across all European countries we still are in the position to estimate that this percentage is among the highest in Europe.

The largest numbers of inwards mobile students in 2002/03 come from China (51 170), Greece (26 175), the United States of America (18 625), Germany (15 085), France (14 780), Ireland (13 510) and India (12 505). However, in comparison to the data on foreign students we note that about half of the

students of Irish nationality studying in the UK (12 735 out of 25 660) lived there already prior to study. On the other hand, it should be noted that not all inwards mobile students from Ireland have Irish nationality, and thus the number of inwards mobile Irish students is more than half of the number of students with Irish nationality.

Over the period 1998/1999 to 2002/2003, the total number of inwards mobile students increased by about one quarter. However, the total number of students from EURODATA countries has declined slightly. This is attributable mainly to reductions in inwards mobility from Greece and Ireland. Numbers from the Baltic States and countries in eastern Europe (with the exception of Hungary) have increased rapidly, but are still only a small part of the total. There has been a 55 percent increase in inwards mobility from outside the EURODATA countries, much of it attributable to a tripling of numbers from China and India. Numbers from the Russian Federation have doubled, but are only a small part of the total.

Level-of-study distribution by prior domicile

Table 5.5 provides a breakdown of inwards mobility by level of study. In terms of the distribution of student numbers across levels of study, inwards mobile students study at higher levels than home students, with 47 percent at postgraduate levels compared to 19 percent of home students.

Field-of-study distribution by prior domicile

Table 5.6 shows how the total number of inwards mobile students from each country or region is distributed across fields of study.

Both for EURODATA countries as a whole, and for other countries and regions, the proportion of science students is the same as for home students, at 14 percent. The proportion of humanities students among all inwards mobile students, at 16 percent, is also the same as the home proportion, although in this case it is somewhat higher for the EURODATA countries and lower for other countries and regions. Both for EURODATA countries and for other countries and regions, the proportion of social science students is much larger than for home students, with balancing reductions in the proportions in other fields of study. A more detailed breakdown would show that a major factor in this difference is the popularity of business studies among inwards mobile students.

Although the general shape of the distribution is fairly consistent country by country, there are some interesting exceptions for individual countries. The very variable interest in engineering is noteworthy, as is the high proportion of health students from a few countries. The high proportion in the unspecified category for the United States of America is attributable to the large number of visiting or exchange students (categorised as credit mobile) on the popular "year abroad" programmes; these students typically register for modules from a variety of fields of study.

Table 5.4 United Kingdom: inwards mobile students 1998/99-2002/03

Prior domicile	1998/1999	1999/2000	2000/2001	2001/2002	2002/2003
EURODATA countries					
AT Austria	1 280	1 375	1 395	1 395	1 550
BE Belgium	2 525	2 590	2 620	2,555	2 615
BG Bulgaria	330	340	415	470	575
CH Switzerland	1 495	1 590	1 485	1 455	1 460
CY Cyprus	3 600	3 895	4 040	4 010	3 940
CZ Czech Republic	355	395	595	520	575
DE Germany	14 780	14 890	15 170	14 360	15 085
DK Denmark [1]	1 975	2 145	2 005	1 995	2 120
EE Estonia	75	90	105	125	125
ES Spain [2]	8 565	8 660	8 740	8 445	8 815
FI Finland [3]	3 070	2 940	2 925	2 625	2 510
FR France [4]	14 985	14 640	14 480	14 310	14 780
GB United Kingdom [5] host country	*	*	*	*	*
GR Greece	29 860	31 085	31 380	28 765	26 175
HU Hungary	500	520	490	480	520
IE Ireland	15 960	14 755	13 570	13 280	13 510
IS Iceland	240	235	255	280	295
IT Italy [6]	6 510	6 795	7 025	6 705	6 965
LI Liechtenstein	10	15	5	10	15
LT Lithuania	85	100	125	145	155
LU Luxembourg	555	620	715	720	815
LV Latvia	90	95	130	155	170
MT Malta	370	395	450	495	465
NL The Netherlands	3 525	3 375	3 090	2 705	2 960
NO Norway [7]	4 290	4 305	4 180	3 955	3 885
PL Poland	790	790	875	965	1 080
PT Portugal [8]	2 370	2 465	2 565	2 540	2 675
RO Romania	450	485	530	555	610
SE Sweden	4 105	4 315	4 610	4 235	4 150
SI Slovenia	95	165	175	180	280
SK Slovakia	105	150	185	180	215
TR Turkey	1 900	1 990	1 955	1 820	1 765
Total EURODATA countries	124 835	126 210	126 275	120 435	120 860
Other countries and regions					
Other European Countries	1 995	2 400	2 825	3 135	3 545
... including Russian Federation	975	1 160	1 480	1 650	1 850
Northern America	18 070	19 110	20 110	20 605	22 910
... including United States of America	14 485	15 475	16 430	16 670	18 625
Latin America and the Caribbean	6 680	7 010	7 570	8 015	8 565
... including Mexico	1 200	1 285	1 645	1 850	2 010
... including Brazil	1 155	1 160	1 270	1 280	1 180
Africa	16 795	18 735	20 410	21 860	24 380
Asia	69 085	71 130	76 365	90 360	116 265
... including China [9]	17 050	20 390	25 175	34 770	51 170
... including India	3 855	4 160	4 900	7 600	12 505
... including Japan	6 300	6 785	6 935	6 785	6 685
Oceania	2 020	2 095	2 180	2 270	2 405
Total other countries and regions	114 650	120 475	129 465	146 245	178 070
Unknown	430	405	1 235	730	1 130
Total inwards mobile students	239 920	247 090	256 970	267 405	300 060
Home students	1 712 690	1 730 570	1 761 525	1 845 040	1 901 805
Total students	1 952 610	1 977 655	2 018 495	2 112 445	2 201 865

All numbers are rounded to the nearest multiple of 5. Rounded totals may not be exactly the sum of rounded summands. Notes: see Table 5.1

Source: HESA

Table 5.5 United Kingdom: inwards mobile students, by ISCED level 2002/2003

ISCED Level: Prior domicile	6		5A PG		5A UG		5B		credit
		%		%		%		%	
EURODATA countries									
AT Austria	155	10	370	24	625	40	400	26	270
BE Belgium	290	11	585	22	1 325	51	415	16	265
BG Bulgaria	135	23	160	28	200	35	80	14	30
CH Switzerland	205	14	495	34	555	38	200	14	105
CY Cyprus	365	9	1 170	30	2 270	58	140	4	50
CZ Czech Republic	65	11	120	21	125	21	270	47	150
DE Germany	1 970	13	3 070	20	6 030	40	4 015	27	2 295
DK Denmark [1]	220	10	640	30	865	41	395	19	230
EE Estonia	30	22	50	39	30	23	20	16	5
ES Spain [2]	855	10	1 615	18	2 990	34	3 360	38	1 805
FI Finland [3]	165	7	370	15	1 380	55	590	24	370
FR France [4]	1 325	9	2 940	20	5 635	38	4 880	33	2 795
GB United Kingdom [5] host country	*	*	*	*	*	*	*	*	*
GR Greece	3 095	12	11 700	45	10 495	40	885	3	285
HU Hungary	90	17	245	47	90	18	95	19	70
IE Ireland	1 140	8	3 815	28	6 225	46	2 330	17	480
IS Iceland	60	20	170	57	55	18	15	5	5
IT Italy [6]	1 575	23	1 610	23	1 890	27	1 890	27	920
LI Liechtenstein	0	*	5	*	10	*	0	*	0
LT Lithuania	15	10	50	33	60	38	30	19	15
LU Luxembourg	70	9	160	20	555	68	30	3	10
LV Latvia	10	6	70	40	70	40	25	14	10
MT Malta	135	30	230	50	65	14	30	7	5
NL The Netherlands	335	11	1 045	35	970	33	610	21	375
NO Norway [7]	175	5	925	24	2 450	63	335	9	190
PL Poland	165	15	295	27	290	27	330	31	180
PT Portugal [8]	710	27	575	22	1 100	41	285	11	115
RO Romania	230	37	200	33	105	17	75	13	35
SE Sweden	245	6	875	21	2 345	57	680	16	380
SI Slovenia	45	16	200	71	10	4	25	9	15
SK Slovakia	30	14	60	28	55	25	70	33	40
TR Turkey	350	20	795	45	460	26	160	9	75
Total EURODATA countries	14 255	12	34 615	29	49 320	41	22 670	19	11 575
Other countries and regions									
Other European Countries	690	19	1 230	35	1 315	37	310	9	170
... including Russian Federation	300	16	630	34	750	40	175	10	100
Northern America	3 800	17	6 270	27	3 195	14	9 645	42	5 040
... including United States of America	2 680	14	4 560	25	2 445	13	8 935	48	4 645
Latin America and the Caribbean	2 180	25	3 400	40	2,120	25	865	10	230
... including Mexico	885	44	805	40	110	6	205	10	95
... including Brazil	425	36	450	38	200	17	100	9	45
Africa	3 210	13	8 730	36	8 565	35	3 875	16	300
Asia	15 985	14	44 860	39	43 555	38	11 870	10	3 710
... including China [9]	4 645	9	20 545	40	19 370	38	6 615	13	2 260
... including India	1 205	10	8 385	67	2 270	18	645	5	165
... including Japan	1 005	15	2 115	32	2 020	30	1 540	23	490
Oceania	685	28	830	35	420	18	465	19	245
Total other countries and regions	26 545	15	65 315	37	59 170	33	27 040	15	9 695
Unknown	85	8	455	40	280	25	310	28	65
Total inwards mobile students	40 885	14	100 385	34	108 770	36	50 020	17	21 335
Home students	67 800	4	290 010	15	986 515	52	557 480	29	236 300
Total students	108 685	5	390 395	18	1 095 285	50	607 500	28	257 640

All numbers are rounded to the nearest multiple of 5. Rounded totals may not be exactly the sum of rounded summands. Notes: see Table 5.1.

Source: HESA

Table 5.6 United Kingdom: inwards mobile students, by field of study 2002/2003

Field of study: Prior domicile	EDU %	HUM %	SOC %	SCI %	ENG %	AGR %	HTH %	UNS %	Total
EURODATA countries									
AT Austria	5	22	38	16	9	2	4	5	1 550
BE Belgium	3	21	41	14	11	1	7	3	2 615
BG Bulgaria	2	18	53	12	8	1	4	2	575
CH Switzerland	6	22	42	12	6	1	7	4	1 460
CY Cyprus	10	13	45	15	10	1	6	1	3 940
CZ Czech Republic	4	25	32	14	12	2	6	5	575
DE Germany	2	23	41	13	9	1	4	6	15 085
DK Denmark [1]	3	23	45	11	7	1	6	5	2 120
EE Estonia	2	31	45	11	4	2	6	1	125
ES Spain [2]	3	24	32	17	14	1	3	6	8 815
FI Finland [3]	3	26	45	10	5	1	6	5	2 510
FR France [4]	3	18	36	14	20	1	2	6	14 780
GB United Kingdom [5] host country	*	*	*	*	*	*	*	*	*
GR Greece	3	12	38	16	25	1	5	1	26 175
HU Hungary	5	23	40	12	14	1	4	2	520
IE Ireland	8	13	21	12	15	2	29	1	13 510
IS Iceland	8	24	41	13	8	0	5	1	295
IT Italy [6]	3	27	35	16	10	1	4	6	6 965
LI Liechtenstein	*	*	*	*	*	*	*	*	15
LT Lithuania	10	21	52	10	4	1	2	1	155
LU Luxembourg	3	35	32	17	8	0	4	1	815
LV Latvia	5	15	66	4	5	0	2	2	170
MT Malta	12	13	33	11	10	1	18	2	465
NL The Netherlands	6	19	41	13	10	2	7	4	2 960
NO Norway [7]	2	26	50	8	6	1	5	2	3 885
PL Poland	4	25	37	13	11	1	4	5	1 080
PT Portugal [8]	4	19	32	20	16	1	7	1	2 675
RO Romania	5	20	38	17	10	1	5	5	610
SE Sweden	3	25	43	12	8	1	5	3	4 150
SI Slovenia	1	10	69	8	6	1	5	0	280
SK Slovakia	2	26	45	8	7	1	8	2	215
TR Turkey	5	13	57	9	13	0	2	1	1 765
Total EURODATA countries	4	19	37	14	15	1	7	3	120 860
Other countries and regions									
Other European Countries	1	16	58	13	6	0	4	2	3 545
... including Russian Federation	1	17	64	11	4	0	3	1	1 850
Northern America	4	30	31	8	4	1	5	17	22 910
... including United States of America	3	32	29	8	3	1	4	20	18 625
Latin America and the Caribbean	6	10	46	13	14	2	8	1	8 565
... including Mexico	5	11	37	18	22	3	2	3	2 010
... including Brazil	6	16	45	17	9	1	5	2	1 180
Africa	4	5	37	16	16	2	20	1	24 380
Asia	4	13	42	16	18	1	6	1	116 265
... including China [9]	4	15	50	15	13	0	2	1	51 170
... including India	2	5	40	23	22	1	8	0	12 505
... including Japan	6	43	32	6	5	0	3	6	6 685
Oceania	6	22	34	12	9	1	12	5	2 405
Total other countries and regions	4	14	40	14	15	1	8	3	178 070
Unknown	3	18	35	14	12	1	12	6	1 130
Total inwards mobile students	4	16	39	14	15	1	8	3	300 060
Home students	8	16	25	14	7	1	18	11	1 901 805
Total students	8	16	27	14	8	1	16	10	2 201 865

All numbers are rounded to the nearest multiple of 5. Rounded totals may not be exactly the sum of rounded summands. Notes: see Table 5.1

Source: HESA

Age distribution by prior domicile

“Age” is the age in years at 31 August 2002, an early point in the 2002/2003 reporting year. The clearest picture is obtained by looking at the age distribution of students at a fixed programme stage and a single level, and for inwards diploma mobile students the obvious choice is the age distribution of first year students at ISCED Level 5A UG; this is presented in Table 5.7 and can be compared directly with the same distribution for home students, also shown in the table. Similar tabulations could be produced for Level 5A PG and, somewhat more patchily, for Level 6, but these have been excluded for reasons of space.

In the home student distribution, the large peak at ages 18 and 19 corresponds to school leavers entering higher education either immediately from school, or after a “gap year”; some gap year students will be 20 by the time they enter. There is then a long tail of older students entering higher education following a significant gap after leaving school; many such students study part-time because they continue to work to support themselves while studying, although there is also a substantial proportion of part-timers among the “young participation” group. For inwards mobile students the distribution is much less concentrated on ages 18 and 19, with many students entering higher education in the UK in their twenties. Interestingly, there are a few countries from which the proportion of very young entrants, aged 17 or less, is high: among the EURODATA countries this is true of Belgium, Cyprus, Greece, and Ireland; it is also true of the non-EURODATA European countries as a whole, and specifically for the Russian Federation, and very apparent for India.

It is less easy to compare the ages of inwards credit mobile students with those of home students because of the difficulty of identifying a suitable comparison population, so no tabulation is provided here. However, the numbers do show considerable diversity between the age distributions of inwards credit mobile students coming from different countries, with patterns similar to those seen in Table 5.7.

5.4 Diploma and credit mobility

Table 5.8 shows the total number of inwards mobile students (the 2002/2003 column of Table 5.4) broken down between diploma mobile and credit mobile students, and showing the proportions of female students.

The most striking observation from this table is the small proportion of all inwards mobile students classified as credit mobile, at a little over 8 percent. The proportion of inwards mobile students from the EURODATA countries classified as credit mobile is somewhat higher than the overall figure, at a little over 13 percent. This higher proportion may well be attributable to the existence of the Socrates/Erasmus scheme, but may still be seen as surprisingly small. Among non-EURODATA countries three quarters of credit mobile students come from the United States of America, which provides the largest number of credit mobile students from any country. Less than 1 percent of inwards mobile students from Asia and Africa are credit mobile, but numbers of credit mobile students from China and Japan are comparable to numbers from Austria, Belgium, and Denmark among the EURODATA countries.

At 48 percent the proportion of inwards mobile students that are female is lower than that of home students at 58 percent. The proportion of female students varies greatly from country to country, by far the lowest figure among the countries listed being 25 percent from India. Some of the highest proportions are those for the Baltic and eastern European countries. For almost all countries where numbers are large enough to allow a comparison to be made, the proportion of credit mobile students that are female is substantially larger than for diploma mobile students.

There are very few short-stay students, so choosing to exclude them is not a decision with any material impact even on the pattern of credit mobility. Almost all of them have the United States of America as prior domicile.

For a substantial number of students, the duration of stay cannot be determined because institutions have opted not to complete the relevant fields in the records for these students. In view of the very small number of known short-stay students, it is reasonable to include unknowns with medium- and long-stay students, of which total they form 36 percent. Only 9 percent of this total is represented by known medium-stay students; we have no means of estimating how many of the unknowns should be added to this category. Although further investigation would be needed to confirm this, it is likely from the distribution across countries of prior domicile that most of the known medium-stay students are participating either in EU mobility programmes, primarily Socrates/Erasmus, or in bilateral exchange or visiting schemes bringing them from the United States of America.

Table 5.7 United Kingdom: age of first year 5A undergraduate diploma mobile students 2002/2003

Age:	≤ 17	18	19	20	21	22	23	24	25-29	30-39	≥ 40	Total
Prior domicile	%	%	%	%	%	%	%	%	%	%	%	
EURODATA countries												
AT Austria	3	26	23	13	13	6	4	1	8	3	1	225
BE Belgium	11	42	25	9	3	3	3	1	3	0	1	440
BG Bulgaria	4	23	26	18	6	6	7	2	4	2	1	80
CH Switzerland	1	28	24	16	9	8	4	3	4	2	1	180
CY Cyprus	8	18	22	23	13	8	3	2	2	0	0	810
CZ Czech Republic	*	*	*	*	*	*	*	*	*	*	*	40
DE Germany	2	10	14	13	14	14	10	7	15	3	1	2 270
DK Denmark [1]	1	6	6	8	14	14	14	9	23	6	1	410
EE Estonia	*	*	*	*	*	*	*	*	*	*	*	10
ES Spain [2]	3	14	8	5	11	14	13	10	19	4	1	1 260
FI Finland [3]	0	6	16	22	17	11	10	6	9	3	1	425
FR France [4]	3	11	15	27	21	12	5	2	3	1	0	2 780
GB United Kingdom [5] host country	*	*	*	*	*	*	*	*	*	*	*	*
GR Greece	11	21	14	13	13	10	7	5	7	1	0	2 710
HU Hungary	*	*	*	*	*	*	*	*	*	*	*	40
IE Ireland	8	19	13	11	13	11	7	4	8	4	3	2 375
IS Iceland	*	*	*	*	*	*	*	*	*	*	*	25
IT Italy [6]	4	18	17	10	9	9	7	5	13	5	3	685
LI Liechtenstein	*	*	*	*	*	*	*	*	*	*	*	5
LT Lithuania	*	*	*	*	*	*	*	*	*	*	*	25
LU Luxembourg	5	22	27	17	14	7	3	1	3	1	1	170
LV Latvia	*	*	*	*	*	*	*	*	*	*	*	20
MT Malta	*	*	*	*	*	*	*	*	*	*	*	20
NL The Netherlands	4	31	16	13	13	8	4	4	4	2	1	370
NO Norway [7]	0	5	15	19	19	15	10	6	8	2	1	885
PL Poland	1	16	24	12	11	7	8	5	12	4	1	105
PT Portugal [8]	4	23	17	9	12	8	7	4	12	4	0	415
RO Romania	*	*	*	*	*	*	*	*	*	*	*	45
SE Sweden	1	6	18	16	12	14	9	6	14	3	1	775
SI Slovenia	*	*	*	*	*	*	*	*	*	*	*	0
SK Slovakia	*	*	*	*	*	*	*	*	*	*	*	15
TR Turkey	4	19	23	13	11	9	3	6	8	4	0	145
Total EURODATA countries	5	16	15	15	14	11	7	5	9	2	1	17 765
Other countries and regions												
Other European Countries	8	36	22	14	4	3	3	1	6	2	0	485
... including Russian Federation	8	39	23	14	5	3	2	1	4	1	0	280
Northern America	5	23	14	12	9	8	6	4	9	6	6	1 230
... including United States of America	5	25	13	13	9	8	5	3	8	6	6	950
Latin America and the Caribbean	2	13	15	9	6	4	5	4	18	16	7	820
... including Mexico	*	*	*	*	*	*	*	*	*	*	*	40
... including Brazil	2	21	26	9	5	5	6	3	14	8	3	65
Africa	4	18	19	12	8	7	5	4	12	9	3	3 570
Asia	3	13	21	19	14	10	6	4	7	3	1	21 130
... including China [9]	2	13	24	22	15	10	5	3	4	2	1	10 485
... including India	12	23	18	15	11	7	4	2	6	1	1	1 170
... including Japan	0	8	16	21	14	9	9	6	13	4	1	735
Oceania	4	24	16	8	5	8	3	6	12	12	3	145
Total other countries and regions	3	15	20	17	13	9	6	4	8	4	2	27 380
Unknown	4	9	18	19	13	11	6	4	9	5	2	160
Total inwards diploma mobile students	4	15	18	16	13	10	6	4	8	4	1	45 305
Home students	3	41	20	7	5	3	2	2	5	8	5	351 960
Total students	3	38	20	8	6	4	3	2	6	7	5	397 265

Notes: see Table 5.1

Source: HESA

Table 5.8 United Kingdom: inwards mobile students, by type of mobility and gender 2002/2003

Type of mobility: Prior domicile	Diploma mobile		Credit mobile		Total	
	%	F	%	F	%	F
EURODATA countries						
AT Austria	49	1 180	58	370	51	1 550
BE Belgium	49	2 300	60	315	50	2 615
BG Bulgaria	59	520	70	55	60	575
CH Switzerland	49	1 320	57	140	50	1 460
CY Cyprus	49	3 915	*	20	49	3 940
CZ Czech Republic	56	325	53	250	55	575
DE Germany	51	11 785	58	3 300	53	15 085
DK Denmark [1]	56	1 785	63	335	57	2 120
EE Estonia	66	110	*	15	67	125
ES Spain [2]	49	6 095	64	2 720	54	8 815
FI Finland [3]	67	1 975	69	535	67	2 510
FR France [4]	45	10 560	59	4 215	49	14 780
GB United Kingdom [5] host country	*	*	*	*	*	*
GR Greece	40	26 005	63	165	40	26 175
HU Hungary	48	445	58	75	49	520
IE Ireland	60	13 460	*	50	60	13 510
IS Iceland	54	290	*	10	55	295
IT Italy [6]	51	5 440	62	1 520	53	6 965
LI Liechtenstein	*	15	*	0	*	15
LT Lithuania	68	130	*	25	66	155
LU Luxembourg	50	805	*	10	50	815
LV Latvia	66	155	*	15	67	170
MT Malta	44	455	*	10	43	465
NL The Netherlands	48	2 430	70	530	52	2 960
NO Norway [7]	55	3 660	65	225	56	3 885
PL Poland	61	790	57	290	60	1 080
PT Portugal [8]	49	2 495	66	180	50	2 675
RO Romania	60	535	63	70	61	610
SE Sweden	61	3 615	62	535	61	4 150
SI Slovenia	68	250	*	25	66	280
SK Slovakia	71	165	*	50	69	215
TR Turkey	45	1 755	*	15	45	1 765
Total EURODATA countries	49	104 770	61	16 090	51	120 860
Other countries and regions						
Other European Countries	52	3 410	66	135	53	3 545
... including Russian Federation	52	1 750	73	100	53	1 850
Northern America	56	15 350	65	7 560	59	22 910
... including United States of America	57	11 630	65	6 995	60	18 625
Latin America and the Caribbean	49	8 295	49	265	49	8 565
... including Mexico	39	1 885	40	125	39	2 010
... including Brazil	46	1 135	*	45	46	1 180
Africa	40	24 300	63	85	40	24 380
Asia	45	115 210	62	1 055	45	116 265
... including China [9]	53	50 820	63	355	53	51 170
... including India	25	12 465	*	35	25	12 505
... including Japan	62	6 300	71	385	63	6 685
Oceania	47	2 100	71	305	50	2 405
Total other countries and regions	46	168 670	65	9 400	47	178 070
Unknown	43	1 125	*	5	43	1 130
Total inwards mobile students	47	274 565	62	25 495	48	300 060
Home students	*	*	*	*	58	1 901 805
Total students	*	*	*	*	57	2 201 865

All numbers are rounded to the nearest multiple of 5. Rounded totals may not be exactly the sum of rounded summands. Notes: see Table 5.1

Source: HESA

5.5 United Kingdom outwards mobile students

According to UOE statistics, 30 201 British students studied abroad in 2002/03. This corresponds to 1.5 percent of all British students that year. This proportion is about half the average of students of the EURODATA countries studying abroad. The proportion is only lower for Spanish and Polish students (1.3% each).

The major host countries of British diploma mobile students are the United States of America (27.6%) and Australia (19.8%). Among the small European countries, Ireland's share (7.1%) is noteworthy. Altogether, almost 60 percent of British students studying abroad study in English-speaking countries. In reverse,

we note that British students are a small minority, from less than 1 percent up to 3 percent, of foreign students in the other EURODATA countries except for Ireland, where British students comprise about one fifth of all foreign students.

Outwards credit mobility by level of study and gender

It was noted above that there is no GB data on outwards diploma mobility, but that, with some caveats, outwards credit mobility can be recognised in the data, although the target country of mobility is not recorded. Table 5.9 shows aggregate outwards credit mobility (study abroad) broken down between inwards mobile and home students, and also by level of study.

Table 5.9 United Kingdom: outwards credit mobility as compared to all students, by level and gender 2002/2003

	All students		Studying abroad	
	%	F	%	F
Inwards mobile students				
			% of sub-total	
ISCED Level 6	40	40 885	14	80
ISCED Level 5A PG	46	100 385	34	640
ISCED Level 5A UG	48	108 770	36	1 345
ISCED Level 5A (PG+UG)	47	209 155	70	1 985
ISCED Level 5B	60	50 020	17	30
... including credit	61	21 335	7	5
ISCED Level 5 (5A+5B)	50	259 175	86	2 015
			% of total	
Sub-total inwards mobile	48	300 060	14	2 095
Home students			% of sub-total	
ISCED Level 6	45	67 800	4	40
ISCED Level 5A PG	58	290 010	15	310
ISCED Level 5A UG	55	986 515	52	9 670
ISCED Level 5A (PG+UG)	55	1 276 525	67	9 985
ISCED Level 5B	65	557 480	29	185
ISCED Level 5 (5A+5B)	58	1 834 005	96	10 165
			% of total	
Sub-total home	58	1 901 805	86	10 205
All students			% of total	
ISCED Level 6	43	108 685	5	115
ISCED Level 5A PG	55	390 395	18	950
ISCED Level 5A UG	54	1 095 285	50	11 020
ISCED Level 5A (PG+UG)	54	1 485 680	68	11 970
ISCED Level 5B	65	607 500	28	215
ISCED Level 5 (5A+5B)	57	2 093 180	95	12 185
Total	57	2 201 865	100	12 300

All numbers are rounded to the nearest multiple of 5. Rounded totals may not be exactly the sum of rounded summands.

Source: HESA Student Record 2002/03

In addition to providing a picture of outwards credit mobility, Table 5.9 also shows that the proportion of inwards mobile students who are female is lower than that of home students at each level and, for both inwards mobile and home students, the proportion decreases from Level 5B to Level 5A to Level 6, although in each case there is not much difference

between the proportions in Level 5A postgraduate and Level 5A undergraduate.

Only a very small proportion of students study abroad, below 0.6 percent. However, credit mobility will normally lead to study abroad during only one year of a programme that may

well have a duration of three or four years, so the number of students who participate in outwards credit mobility at some point, rather than just in the current year, is probably around 2 percent. Although most students studying abroad are home students (that is, in the case of GB data, of GB prior domicile), this is not necessarily the case. For example, it is quite possible for an inwards diploma mobile student to participate in outwards credit mobility as part of a programme of study, either back to the country of prior domicile, or to a third country. Of those students studying abroad, the proportion who are not of GB prior domicile is surprisingly large at 17 percent.

By far the largest amount of outwards credit mobility takes place at level 5A undergraduate in both absolute and proportionate terms: the proportion is around 1 percent for both inwards mobile and home students, so the figures are still very small. At this level, in each case the proportion of female students among those studying abroad is substantially higher than among the totality of inwards mobile and of home students respectively. This may be an indirect effect of subject choice, arising from the high proportion of female students among those studying modern languages.

5.6 Data from other sources

Destinations of Leavers from Higher Education survey

As mentioned above, the HESA Destinations of Leavers from Higher Education (DLHE) return is limited to students with GB or other EU prior domicile, and inwards credit mobile students are not surveyed because, by definition, they do not qualify directly from their study in GB. For 2002/03, the EU comprised 15 member states including GB, and tabulations using DLHE are accordingly limited to that subset of the EURODATA countries. The expansion of the EU to 25 member states will be reflected in the DLHE collection in future, and any further expansion of the EU will also be tracked, but there are no plans to extend coverage beyond that. To provide useful comparisons, analyses based on DLHE are limited to qualifiers from full-time study on a diploma-mobile basis at level 5A undergraduate.

Despite this limitation, some interesting questions can be addressed through the use of the DLHE return and its linkage to the student return. Table 5.10 gives a breakdown by employment status.

Table 5.10 United Kingdom: Employment status of formerly diploma mobile students (ISCED 5A undergraduates), by country of prior domicile 2002/2003

Activity :	work only	work and study	study only	unemployment	other	response		
Prior domicile	%	%	%	%	%	%	%	total
Other EU countries								
AT Austria	27	8	50	12	3	75	44	170
BE Belgium	35	5	44	8	8	170	50	335
DE Germany	42	8	39	6	5	905	48	1 885
DK Denmark [1]	41	6	39	9	6	160	51	315
ES Spain [2]	45	10	27	12	6	480	44	1 100
FI Finland [3]	54	7	29	7	3	170	42	405
FR France [4]	26	8	55	8	4	995	45	2 230
GB United Kingdom [5] host country	*	*	*	*	*	*	*	*
GR Greece	18	5	68	5	4	1 330	41	3 215
IE Ireland	64	8	18	7	4	925	54	1 705
IT Italy [6]	42	10	34	8	6	235	43	550
LU Luxembourg	24	9	57	9	1	75	54	140
NL The Netherlands	46	9	29	10	6	125	49	255
PT Portugal [8]	39	10	33	12	7	105	44	235
SE Sweden	47	8	29	11	5	365	52	700
Total other EU countries	38	7	43	7	5	6 120	46	13 245
Home students	64	8	15	7	6	178 465	83	214 645
Total EU students including GB	63	8	16	7	6	184 585	81	227 890

All numbers are rounded to the nearest multiple of .
Rounded totals may not be exactly the sum of rounded summands. Notes: see Table 5.1

Source: HESA Destinations of Leavers from Higher Education 2002/2003

The very real possibility of non-response bias in a survey of this kind means that numbers should be interpreted with caution, particularly those relating to rates of unemployment. However, it is probably safe to conclude that the work-study balance for qualifiers varies considerably from one country to another, from a high of around two thirds in the work-only category for

the United Kingdom and Ireland to a low of around a quarter for Austria, France and Luxembourg; this variation is to a large extent balanced by variation in the proportion in the study-only category.

Table 5.11 shows the location of work of those who are working or working and studying.

Table 5.11 United Kingdom: Location of work of formerly mobile students (ISCED 5A undergraduates), by country of prior domicile 2002/2003

Location of work :	GB	Country of prior domicile	EU	other	
Prior domicile	%	%	%	%	Total
EU EURODATA countries					
AT Austria	*	*	*	*	25
BE Belgium	73	15	8	5	65
DE Germany	42	47	5	7	450
DK Denmark [1]	63	35	1	1	75
ES Spain [2]	38	56	4	3	255
FI Finland [3]	60	30	6	4	100
FR France [4]	48	42	4	6	330
GB United Kingdom [5] host country	*	*	*	*	*
GR Greece	47	49	1	3	305
IE Ireland	49	47	2	2	655
IT Italy [6]	58	33	4	5	120
LU Luxembourg	*	*	*	*	25
NL The Netherlands	56	40	0	4	70
PT Portugal [8]	*	*	*	*	50
SE Sweden	58	29	8	5	195
Total other EU countries	49	43	4	4	2 730
Home students	97	*	1	2	126 210
Total EU students including GB	96	1	1	2	128 940

All numbers are rounded to the nearest multiple of 5.
Rounded totals may not be exactly the sum of rounded summands. Notes: see Table 5.1

Source: HESA Destinations of Leavers from Higher Education 2002/03

There is a strong tendency in general for qualifiers who respond to the survey to work in GB; the balance largely return to work in their country of prior domicile. Even if it is assumed that non-respondents to the survey have all returned to their countries of prior domicile, the proportions remaining in GB are surprisingly large, but it can be seen that only fairly small absolute numbers are involved.

5.7 Expert assessment of real mobility

The data presented in Table 5.4 present an almost accurate account of the number of mobile students in the United Kingdom. Only a small margin of error exists, concerning mobile students in other than HE institutions.

Chapter 6

Germany

Helmut Buchholt and Gernot Schmitz

6.1 Introduction

Data collection procedures and data collectors

The official student statistics of all German institutions of higher education are collected and published in the annual report *Bildung und Kultur. Studierende an Hochschulen* by the Federal Statistical Office (Statistisches Bundesamt). The content and scope of this statistical report is defined in the Law on Higher Education Statistics (Gesetz über das Hochschulwesen). For reasons of data protection, the student statistics may only contain information on features which are defined in section 3 of this law.

Data for the official higher education statistics are provided by the higher education institutions themselves (public as well as private institutions) which are legally bound to collect and provide data on the basis of certain specified formats. The higher education institutions pass on their data to the state statistical offices (Statistische Landesämter), which subject them to a plausibility test and homogenise them. At this point, there are still individual data records available for all students with unequivocal identification marks (registration number). This means that, in principle, a connection between student statistics and examination statistics could be made. However, since German legislation on data protection forbids that such a link is made, the Statistische Landesämter pass on these data only in aggregated form to the Statistisches Bundesamt. Still, all individual data records are transferred to and stored by the State Statistical Office of Bavaria.

Data quality

Due to the plausibility check carried out by the state statistical offices, the data are generally highly reliable, with few exceptions due to differing administrative practice of individual higher education institutions. The fundamentally high degree of data validity is largely due to the fact that they originate from total surveys, in which differing degrees of willingness on the part of individual groups to provide answers do not play a role, in contrast to random sample surveys. The state statistical offices pass on a defined selection of their analysed data to the Federal Statistical Office. In other words, all data concerning a single person derive from one data source and need not – as is the case in many other countries – be collected from different sources. Despite of the above, there are some problems.

The original data source is a registration form to be filled in by each student. The students receive relatively little support in filling in this form, which is likely to have an impact on the accuracy of information entered, especially in the case of foreign students not yet proficient in German.

Another problem consists of the treatment of students enrolled in the so-called *Studienkollegs* (pathway colleges for foreign students). In some states, *Studienkolleg* students are registered as (special-status) tertiary students, whereas in the majority of *Länder*, 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 inwards mobile students (*Bildungsausländer*), as required by the higher education statistics law. Unfortunately, the tertiary institutions often classify them as *Bildungsinländer* (non-mobile foreign students). As a result, *Studienkolleg* graduates are sometimes classified as *Bildungsausländer* and sometimes as *Bildungsinländer*.

Problems also occur in the case of missing information on the country of prior education (*Ort der Hochschulzugangsberechtigung*). Most state statistical offices classify these cases as *Bildungsinländer* (foreign non-mobile), but some as *Bildungsausländer* (foreign inwards mobile). Efforts are now underway to homogenise the treatment of these cases.

The last example concerns the colleges of art and music. In these institutions, an inwards mobile foreign student (*Bildungsausländer*) who passes the entrance examination is transformed into a non-mobile foreign student (*Bildungsinländer*). This practice artificially reduces the share of foreign inwards mobile students in these colleges and thus overall.

Availability of nationality and mobility data

German statistical data provide a good basis for a differentiation between “nationality” and “mobility”. Next to the nationality of the student, the country where the secondary school leaving examination was obtained is being recorded, which makes the distinction between mobile and non-mobile foreigners possible. In principle, this also enables the *Statistische Bundesamt* to identify the number of inwards mobile German students (based on the country of prior education), although this information is not normally published.

Unfortunately, this distinction by “nationality” and “country of prior education” is currently made only for ISCED 5A level students. For most ISCED 5B students, the available information is limited to nationality. Students at schools for public administration (*Verwaltungsfachhochschulen des Bundes*) form an exception: they are included in the higher education statistics, although they are classified as ISCED 5B. The number of foreign students at *Verwaltungsfachhochschulen* in 2002/2003 was 95, of whom 60 were *Bildungsinländer* (foreign non-mobile). Since this number is negligibly small, we will use in this chapter the German instead of the EUROSTAT data (163 213 *Bildungsausländer* instead of 163 178).

Availability of data on students abroad

The Federal Statistical Office annually requests information from institutions responsible for collecting education statistics in selected destination countries of German students in order to determine the number of Germans studying in these countries (by field of study). This data request is only addressed to institutions in countries where the OECD reports more than 125 German students. In some cases, the survey results may be complemented by estimates. The Federal Statistical Office estimates that between 97 and 99 percent of the German students abroad are actually captured this way. However, the official higher education statistics, which generally serve as the basis for the country surveys carried out by the Federal Statistical Office, do not include everywhere credit mobility (for example as part of exchange schemes such as the Erasmus programme). The Federal Statistical Office’s data on study abroad of Germans must therefore be regarded as minimum numbers.

Other data sources on outwards mobile students or German students abroad are:

- data on study abroad collected by German higher education institutions. This data collection is not standardised and the data are therefore not used for further data analysis.
- the Social Survey of the Deutsches Studentenwerk/DSW. This survey presents data on German students abroad based on a random sample. The DSW Social Survey also asks German students about any interruption of study prior to the time the survey was undertaken. The results of the survey are representative and can be analysed down to a deep structural level. The analysis concerns students in advanced semesters – upwards from semester eight at universities and upwards from semester six at Fachhochschulen (universities of applied sciences) – since most study abroad occurs in mid-study. Since the DSW Social Survey does not contain any students enrolled abroad at the time of the survey or those graduating at a foreign university, the real number of German students abroad is necessarily higher than the number revealed by the survey.

Problems and difficulties

By the time they are published, data on German students abroad are about three years old. They are also based on dif-

ferent practices of data collection in the destination countries (e.g. time of data collection, sample, and inclusion or exclusion of credit mobility data). It is not always possible to identify whether or not (and to which extent) the data have been collected on the basis of comparable or identical criteria. For example, the exact definition of the higher education sector (and its demarcation lines with other sectors) in other countries remains often unclear and therefore also their comparability with higher education as it is understood in Germany. This has often made readjustments necessary.

A number of data are based on estimates, but estimates do not reflect sudden changes. Since the data are highly aggregated, it is neither possible to conduct any further analyses (areas of study, first degree students, postgraduate students, etc.) nor to link student and examination statistics.

Data dissemination and publication

The results of the data collection of higher education statistics are annually published in the higher education database *Education and culture. Students at higher education institutions*, series 11, issue 4.1 (Bildung und Kultur. Studierende an Hochschulen, Fachserie 11, Reihe 4.1). They are also available at www.destatis.de.¹ Comparable data on mobile students have been available since 1997.

Since 2001 the German Academic Exchange Service (DAAD) has published every year the data report *Wissenschaft Weltoffen*. The report provides a relatively sound and up-to-date statistical basis for assessing and analysing the status and progress of international student mobility in Germany. The report contains statistics and comments on the following areas of student mobility:

- Inwards mobile foreign students (*Bildungsausländer*) at German higher education institutions
- Inwards mobile foreign students (*Bildungsausländer*) graduating from German higher education institutions;
- German students abroad; and
- international comparison of study-related mobility (OECD data)

The data source of *Wissenschaft Weltoffen* is the official higher education statistics of the Federal Statistical Office. In response to a DAAD request, the Federal Statistical Office produces aggregated data records from the official student statistics. For the chapter on the international comparison of study-related mobility in *Wissenschaft Weltoffen*, the highly aggregated OECD data are used.

Definition of inwards mobile students

The official higher education statistics on foreign students in Germany fall into two categories: *Bildungsausländer* (inwards mobile foreign students) and *Bildungsinländer* (non-mobile foreign students). *Bildungsausländer* are foreign students who gained their higher education entrance qualification outside

¹ Statistisches Bundesamt (ed.), *Bildung und Kultur: Studierende an Hochschulen. Wintersemester 2002/2003*. (Fachserie 11, Reihe 4.1). Wiesbaden 2003.

of Germany and are thus internationally mobile (foreign) students. *Bildungsinländer* are students with a higher education entrance qualification gained in Germany. *Bildungsausländer* and *Bildungsinländer* together account for the total number of foreign students in Germany.

Coverage

The majority of ISCED 5B level students are not included in the official German higher education statistics. Instead, ISCED 5B students in Germany are classified as belonging to vocational education. For these students, no distinction is made between *Bildungsausländer* and *Bildungsinländer*. In 2002/2003, there were about 14 000 foreign students (including both mobile and non-mobile students) at ISCED 5B level in Germany. Doctoral students at German universities do not often enrol until shortly before the award of their title. As a result, the recorded number of doctoral students in Germany is not internationally comparable. The estimated number of non-recorded foreign doctoral students is around 2 000.

As already stated earlier, in the cases where the student registration form contains no information on the country of prior education, a particular problem arises: most state statistical offices classify these cases as *Bildungsinländer* (non-mobile foreign students), but a few (incorrectly) classify them as *Bildungsausländer* (inwards mobile foreign students). The estimated number of incorrectly classified students is 10 000.

As already stated, the official German higher education statistics do not identify Germans who completed secondary school in another country, even though the data are available. The number of German students, who are in fact inwards mobile, is about 28 000 (ISCED 5A only).

All public and state-approved German higher education institutions (a total of 358) must deliver data for the official higher education statistics. In other words, the data of all institutions awarding degrees at ISCED levels 5A and 6 are included in the higher education statistics. This amounts to 98 universities, 6 teacher training colleges, 17 theological colleges, 50 colleges of art and music, and 158 Fachhochschulen (universities of applied sciences). Institutions at ISCED level 5B are not included, with the exception of 28 colleges of public administration.

Credit and diploma mobility

The official German statistics on mobile students do not make the distinction between credit and diploma mobile students. A distinction between credit and diploma mobile students can only be made on the basis of the student registration forms at

institutions of higher education for every single student. As a rule, both credit and diploma mobile students are registered as foreign students.

Other descriptors

The discipline classification used in the official German statistics consists of 275 single study fields (*Studienfächer*), which are again grouped into 56 broader areas of study (*Studienbereiche*). On the third and most general level, they are clustered into 10 subject groups (*Fächergruppen*). This classification system obviously deviates from the ISCED 97 classification. This is a source of possible confusion, particularly since the German and the ISCED fields of study can have identical names but be classified differently. For example, Psychology is categorised as a Social and behavioural science in ISCED 97, but as Humanities (*Sprach- und Kulturwissenschaften*) in the German system.²

Depending on the institutions of higher education, different kinds of degrees are awarded. Because of the general overhaul of the German higher education system in line with the Bologna-process, there are at present two incompatible systems of degrees. On the one hand, there are still the traditional degrees, which are "institution-specific" (universities, Fachhochschulen, colleges etc). On the other hand, the new degrees (Bachelor and Master) are recorded independent of the type of higher education institution. Statistics are available on the level and type of degrees awarded to foreign students.

National data versus UOE data

The data source for national and UOE data is identical. The differences between the published data are largely due to different definitions of tertiary education in both systems. As mentioned above, higher education institutions of the ISCED 5B type are not included in German higher education statistics, except for the colleges of public administration (*Verwaltungsfachhochschulen*). The inclusion of *Verwaltungsfachhochschulen* causes a negligible difference of 35 foreign mobile students between the UOE data (163 178 concerning ISCED 5A and 6) and the German data (163 213). The exclusion of most of the ISCED 5B level reduces the total of all foreign students from 240 619 (UOE data) to 227 026 (German data). Moreover, any calculation of the percentage of foreign students on the basis of UOE data refers to all students in tertiary education (ISCED 5A, 5B, and 6), while any similar percentage presented in German sources refers only to all German students at higher education institutions.

² For the classification of fields of study and exams used in German higher education statistics see www.destatis.de/allg/d/veroe/hoch/hochdow3.htm

6.2 Foreign students in Germany

Table 6.1 Germany: foreign and mobile students 2002/2003, by country of origin (UOE and national data)

Nationality	inwards mobile (German data)	non-mobile foreign (German data)	all foreign (German data)	inwards mobile (UOE, ISCED 5A+6)	inwards mobile by prior edu. (UOE, ISCED 5A+6)	inwards mobile Germans by prior edu. (UOE, ISCED 5A+6)	all mobile by prior edu. (UOE, ISCED 5A+6)	non-mobile foreign (UOE, ISCED 5A+6)	all foreign (UOE, ISCED 5A+6)	all foreign (UOE, ISCED 5+6)
EURODATA countries										
AT Austria	4 231	2 158	6 389	4 230	4 052	434	4 486	2 157	6 387	6 880
BE Belgium	740	231	971	740	875	543	1 418	231	971	1 063
BG Bulgaria	9 499	398	9 897	9 498	9 250	146	9 396	398	9 896	9 960
CH Switzerland	1 280	486	1 766	1 280	1 318	384	1 702	486	1 766	2 036
CY Cyprus	184	13	197	184	195	23	218	13	197	199
CZ Czech Republic	1 986	257	2 243	1 986	1 843	107	1 950	256	2 242	2 337
DE Germany host country	*	*	*	*	10 133	9 704	19 837	*	*	0
DK Denmark	488	152	640	488	472	104	576	152	640	659
EE Estonia	572	45	617	572	459	8	467	45	617	625
ES Spain	4 179	1 594	5 773	4 178	4 126	513	4 639	1 594	5 772	6 077
FI Finland	818	111	929	817	802	57	859	110	927	946
FR France	5 495	750	6 245	5 492	5 586	721	6 307	750	6 242	6 499
GB United Kingdom	1 327	755	2 082	1 327	1 370	625	1 995	753	2 080	2 172
GR Greece	3 292	3 962	7 254	3 292	3 052	403	3 455	3 960	7 252	7 798
HU Hungary	2 667	462	3 129	2 664	2 517	169	2 686	462	3 126	3 200
IE Ireland	417	89	506	417	415	88	503	89	506	511
IS Iceland	122	27	149	122	126	3	129	27	149	162
IT Italy	3 827	3 247	7 074	3 827	3 657	437	4 094	3 239	7 066	8 003
LI Liechtenstein	13	2	15	13	17	6	23	2	15	45
LT Lithuania	1 338	127	1 465	1 335	1 163	29	1 192	127	1 462	1 465
LU Luxembourg	1 779	136	1 915	1 779	1 816	182	1 998	136	1 915	1 963
LV Latvia	719	120	839	718	647	22	669	120	838	862
MT Malta	22	31	53	22	33	11	44	31	53	55
NL The Netherlands	816	939	1 755	816	773	213	986	939	1 755	1 880
NO Norway	753	68	821	753	749	34	783	68	821	835
PL Poland	10 284	2 317	12 601	10 278	9 865	1 436	11 301	2 310	12 588	13 629
PT Portugal	554	1 113	1 667	554	505	142	647	1 109	1 663	1 945
RO Romania	3 024	425	3 449	3 023	2 953	459	3 412	425	3 448	3 695
SE Sweden	646	171	817	645	631	73	704	171	816	839
SI Slovenia	211	350	561	211	212	8	220	350	561	625
SK Slovakia	1 356	125	1 481	1 356	1 145	41	1 186	125	1 481	1 514
TR Turkey	5 728	18 386	24 114	5 727	5 225	569	5 794	18 374	24 101	27 253
Total EURODATA countries	68 367	39 047	107 414	68 344	75 982	17 694	93 676	39 009	107 353	115 732
Other countries and regions										
Other European Countries	18 060	10 815	28 875	18 056	17 193	2 471	19 664	10 805	28 861	31 575
...incl. Russian Federation	8 113	1 488	9 601	8,110	7 943	2 057	10 000	1 485	9 595	10 185
Northern America	3 217	667	3 884	3 217	3 366	690	4 056	664	3 881	3 982
...incl. United States	2 796	588	3 384	2 796	2 917	586	3 503	585	3 381	3 469
Latin America + Caribbean	5 967	577	6 544	5 966	5 445	1 052	6 497	577	6 543	6 806
...incl. Mexico	697	33	730	697	681	112	793	33	730	730
...incl. Brazil	1 407	143	1 550	1 407	1 300	178	1 478	143	1 550	1 633
Africa	19 246	2 778	22 024	19 245	16 025	980	17 005	2 778	22 023	22 602
Asia	47 467	8 974	56 441	47 461	43 640	2 196	45 836	8 965	56 426	57 781
...incl. China	19 374	767	20 141	19 372	18 299	229	18 536	767	20 139	20 141
...incl. India	2 920	440	3 360	2 920	2 915	71	2 986	383	3 303	3 429
...incl. Japan	1 942	383	2 325	1 942	1 920	107	2 027	440	2 382	2 438
Oceania	278	82	360	278	344	98	442	82	360	374
Total other countries and regions	94 235	23 893	118 128	94 223	86 013	7 487	93 500	23 871	118 094	123 120
Unknown	611	873	1 484	611	1 183	2 423	3 606	873	1 484	1 767
Total foreign students	163 213	63 813	227 026	163 178	163 178	27 604	190 782	63 753	226 931	240 619

Source: UOE

Table 6.2 Germany: foreign students 2003 – summary

Foreign students				
Overview				
Total students	"Foreign" students		Female "foreign" students	
	Absolute	% of total	% of "foreign"	
2 242 397	240 619	10.7	49.3	
	5A and 6		5B	
	Absolute	% of "foreign"	Absolute	% of "foreign"
	226 931	94.3	13 688	5.7
Most frequent countries				
Rank	Country	Absolute		% of "foreign"
1	Turkey	27 253		11.3
2	China	20 141		8.4
3	Poland	13 629		5.7
4	Russian Federation	10 185		4.2
5	Bulgaria	9 960		4.1
6	Italy	8 003		3.3
7	Greece	7 798		3.2
8	Morocco	7 616		3.2
9	Austria	6 880		2.9
10	France	6 499		2.7
Top ten countries		117 964		49.0
Fields of study				
Rank	Field of study	Absolute		% of "foreign"
1	Social sciences, business & law	64 365		26.7
2	Humanities & arts	52 716		21.9
3	Engineering, manufacturing & construction	41 318		17.2
4	Science	37 783		15.7
5	Health & welfare	14 372		6.0
6	Education	10 591		4.4
7	Agriculture	2 718		1.1
8	Services	2 585		1.1
9	Unknown or not specified	14 171		5.9

Source: DESTATIS/HIS

According to EUROSTAT figures, in absolute terms, Germany hosts the second largest number of foreign students of all EURODATA countries, fewer than the United Kingdom and slightly more than France. These three countries together host almost two thirds of all foreign students in the 32 EURODATA countries.

The percentage of foreign among all students enrolled in German higher education is close to 11 percent, and thus one-and-a-half times the EURODATA average. Leaving aside the exceptional and therefore hardly comparable cases of Liechtenstein and Cyprus, only Switzerland and Austria have clearly higher foreign student shares. The percentages of the United Kingdom, Belgium and France differ from the German figures only marginally.*

48.1 percent of all foreign students in Germany have the nationality of another EURODATA country. Together with 13.1 percent of nationals from other European countries, the total share of Europeans among foreign students in Germany amounts to 61.2 percent, which is clearly above the average of all EURODATA countries (50.4%) and also that of France (24.3%) and the United Kingdom (42.3%).

The top ten countries of origin of foreign students in Germany together have a share of 49.0 percent of all foreign students. This is one of the lowest percentages of EURODATA countries, indicating that foreign students in Germany are very widely spread by country of origin. Turkey (11.3%), China (8.4%) and Poland (5.7%) are the major countries of origin of foreign students. Together, the nationals of these countries account for over 60 000 or one fourth of all foreign students in Germany.

* Editors' note: the above conclusions are based on the fact that EUROSTAT data as a rule refer to students of foreign nationality. As the preceding chapter on the UK shows, this is not the case for the UK. The foreign student numbers in the UK are therefore higher than assumed in the present chapter, and their share of all students is 17 percent.

Germany as a destination for study abroad is particularly popular among students from Austria, Bulgaria and Poland: more than half of the outbound mobility of nationals of these countries goes to Germany. At the other end of the spectrum, the

attractiveness of Germany as a host country is low among outgoing students from the Nordic countries and the United Kingdom. From these countries, only between 5 and 10 per cent of outwards mobile students study in Germany.

6.3 Inwards mobile students in Germany

Table 6.3 Germany: foreign inwards mobile students 2003 – summary

Inwards mobile students				
Overview				
Total students	Inwards mobile students		Female f.i.m. students	
	Absolute	% of total	Absolute	% of f.i.m. students
2 242 397	163 213	8.4	82 236	50.4
ISCED Levels				
	5A and 6		5B	
	Absolute	% of f.i.m.	Absolute	% of f.i.m.
	163 178	100.0	35	0.0
Most frequent countries of domicile				
Rank	Country		Absolute	% of i.m.
1	China		19 374	11.9
2	Poland		10 284	6.3
3	Bulgaria		9 499	5.8
4	Russian Federation		8 113	5.0
5	Morocco		6 159	3.8
6	Turkey		5 728	3.5
7	France		5 495	3.4
8	Ukraine		4 975	3.0
9	Cameroon		4 709	2.9
10	Austria		4 231	2.6
Top ten countries			78 567	48.1
Fields of study				
Rank	Field of study		Absolute	% of i.m.
1	Law, economics/ business administration, social sciences		42 099	25.8
2	Languages and cultural studies		41 887	25.7
3	Engineering		31 251	19.1
4	Mathematics, natural sciences		28 807	17.6
5	Art, art theory		7 787	4.8
6	Human medicine		6 622	4.1
7	Agricultural, forestry and nutritional sciences		2 928	1.8
8	Sport		977	0.6
9	Veterinary medicine		379	0.2
10	Others		476	0.3

Source: DESTATIS/HIS

Table 6.4 Germany: foreign non-mobile students 2003 – summary

Foreign students				
Overview				
Total students	Foreign non-mobile students		Female f.n.m. students	
	Absolute	% of total	Absolute	% of f.n.m. students
2 242 397	63 813	2.8	27 585	43.2
ISCED Levels				
	5A and 6		5B	
	Absolute	% of f.n.m.	Absolute	% of f.n.m.
	63 753	99.9	60	0.1
Most frequent countries of domicile				
Rank	Country		Absolute	% of i.m.
1	Turkey		18 386	28.8
2	Greece		3 962	6.2
3	Croatia		3 935	6.2
4	Italy		3 247	5.1
5	Iran		2 524	4.0
6	Poland		2 317	3.6
7	Serbia & Montenegro		2 206	3.5
8	Austria		2 158	3.4
9	Spain		1 594	2.5
10	Russian Federation		1 488	2.3
Top ten countries			41 817	65.5

Source: DESTATIS/HIS

As stated above, Germany is one of the few European countries which can provide data on inwards mobility (even though they are not published for the sub-set of inwards-mobile German students). The share of foreign inwards mobile students (*Bildungsausländer*) is 8.4 percent of all students enrolled in German higher education. They make up 72 percent of all foreign students, the remaining 28 percent being *Bildungsinländer* (foreign non-mobile). The major countries of origin of the foreign inwards mobile students are China (11.9%), Poland (6.3%), Bulgaria (5.8%) and the Russian Federation (5.0%).

Some of the top ten countries of origin of foreign students in Germany (according to UOE data) have a considerable share of the non-mobile *Bildungsinländer*, for example Turkey (76%), Greece (55%), and Italy (46%). These are mostly the children and grandchildren of work migrants, who entered the country decades ago, but whom German legislation has prevented from becoming German citizens. On average, the share of inwards mobile foreign students of all foreign students of that nationality in Germany is 64 percent for EURODATA countries as well as for other European countries, whereas it is 85 percent for non-European countries of origin.

As Table 6.5 shows, over the five years from 1998/1999 to 2002/2003, the total number of inwards mobile foreign students in Germany has increased by 50 percent. In absolute

as well as in relative terms, the main “growth engines” were Asia (+82%) and Europe (+45%). There was a particularly steep growth in the case of China and India: the number of inwards mobile students from these two countries quadrupled between 1998/99 and 2002/03. In the same period, numbers from North America decreased by 2 percent.

The development with regard to European source countries is uneven. On average, the increase from all EURODATA countries is 38 percent. However, while the number of students from central and eastern Europe more than doubled (+135%), inwards mobility from the Nordic countries, the United Kingdom and Ireland decreased by 17 percent.

Data on incoming mobile students of German nationality are not available from official German statistics. However, the report *Statistics on Student Mobility within the European Union (SSME)* shows that a considerable number of Germans (27 604, cf. Table 6.1) with a foreign university entrance qualification studied in German HEIs in 2002/03. The most frequent countries of origin of these students are the Russian Federation (7.5%) and Poland (5.2%). Among them are many so called “late emigrants” (*Spätaussiedler*), members of German ethnic communities in central and eastern Europe who immigrated to Germany and became German nationals. Another group is composed of Germans who went to school abroad.³

³ 9 706 appear in row “Germany”. For 8 335 of them, no information is available on the country of university entrance qualification, while 1 369 achieved their entrance qualification at German *Studienkollegs*.

Table 6.5 Germany: inwards mobile students 1998/99-2002/03, by country of origin

Nationality	1998/1999	1999/2000	2000/2001	2001/2002	2002/2003	% change over 5 y.
EURODATA countries						
AT Austria	3 557	3 597	3 761	4 182	4 231	18.9
BE Belgium	720	696	679	702	740	2.8
BG Bulgaria	2 022	2 970	4 699	6 954	9 499	369.8
CH Switzerland	1 104	1 183	1 245	1 285	1 280	15.9
CY Cyprus	151	156	165	175	184	21.9
CZ Czech Republic	934	1 066	1 397	1 735	1 986	112.6
DE Germany host country	*	*	*	*	*	*
DK Denmark	480	455	489	514	488	1.7
EE Estonia	251	325	406	537	572	127.9
ES Spain	3 421	3 602	3 889	4 015	4 179	22.2
FI Finland	958	962	864	887	818	-14.6
FR France	5 449	5 461	5 523	5 612	5 495	0.8
GB United Kingdom	1 693	1 629	1 470	1 354	1 327	-21.6
GR Greece	3 870	3 550	3 457	3 391	3 292	-14.9
HU Hungary	1 881	2 132	2 334	2 455	2 667	41.8
IE Ireland	481	491	466	443	417	-13.3
IS Iceland	193	171	133	135	122	-36.8
IT Italy	3 376	3 465	3 700	3 724	3 827	13.4
LI Liechtenstein	10	12	11	14	13	30.0
LT Lithuania	503	643	879	1 105	1 338	166.0
LU Luxembourg	1 247	1 335	1 485	1 664	1 779	42.7
LV Latvia	315	440	514	648	719	128.3
MT Malta	22	23	24	19	22	0.0
NL The Netherlands	917	797	741	737	816	-11.0
NO Norway	876	857	841	791	753	-14.0
PL Poland	5 805	6 642	7 586	8 827	10 284	77.2
PT Portugal	410	410	455	504	554	35.1
RO Romania	1 105	1 413	1 846	2 451	3 024	173.7
SE Sweden	816	694	684	638	646	-20.8
SI Slovenia	122	127	166	197	211	73.0
SK Slovakia	560	678	892	1 156	1 356	142.1
TR Turkey	6 306	4 774	5 104	5 188	5 728	-9.2
Total EURODATA countries	49 555	50 756	55 905	62 039	68 367	38.0
Other countries and regions						
Other European Countries	10 029	11 128	13 168	15 638	18 060	80.1
... including Russian Federation	4 280	5 045	5 955	7 098	8 113	89.6
Northern America	3 273	3 184	3 134	3 087	3 217	-1.7
... including United States of America	2 921	2 853	2 784	2 700	2 796	-4.3
Latin America and the Caribbean	4 282	4 497	4 894	5 357	5 967	39.4
... including Mexico	326	388	468	559	697	113.8
... including Brazil	1 178	1 206	1,308	1 375	1 407	19.4
Africa	14 460	15 205	16 536	17 706	19 246	33.1
Asia	26 129	27 215	31 208	38 099	47 467	81.7
... including China	5 054	6 179	8 745	13 523	19 374	283.3
... including India	622	853	1 120	1 745	2 920	369.5
... including Japan	1 587	1 619	1 789	1 889	1 942	22.4
Oceania	213	222	240	260	278	30.5
Total other countries and regions	58 386	61 451	69 180	80 147	94 235	61.4
Unknown	844	676	629	600	611	-27.6
Total inwards mobile students	108 785	112 883	125 714	142 786	163 213	50.0

Inwards mobile students by fields of study

Table 6.6 Germany: inwards mobile students 2002/2003, by field of study

Field of study ¹ :	Languages and cultural studies	Sport	Business administration, social sciences	Mathematics, natural sciences	Human medicine	Veterinary medicine	Agricultural, forestry and nutritional sciences	Engineering	Art, art theory	Others	Total
	%	%	%	%	%	%	%	%	%	%	
EURODATA countries											
AT Austria	30	0	32	15	2	0	3	12	5	0	4 231
BE Belgium	35	0	31	13	2	0	1	11	5	0	740
BG Bulgaria	22	0	37	20	4	0	1	13	3	0	9 499
CH Switzerland	36	0	26	12	2	0	1	8	15	0	1 280
CY Cyprus	25	2	11	13	27	0	2	14	7	0	184
CZ Czech Republic	36	2	32	9	3	0	2	11	5	0	1 986
DE Germany host country	*	*	*	*	*	*	*	*	*	*	*
DK Denmark	39	1	33	8	3	1	0	6	9	0	488
EE Estonia	38	0	38	9	2	0	1	4	7	0	572
ES Spain	34	0	21	13	3	0	1	21	5	0	4 179
FI Finland	28	1	35	10	6	1	2	8	9	0	818
FR France	36	0	33	9	1	0	1	15	4	0	5 495
GB United Kingdom	48	0	26	11	2	0	1	7	5	0	1 327
GR Greece	29	2	27	14	12	0	1	12	4	0	3 292
HU Hungary	37	1	32	10	3	0	2	8	6	0	2 667
IE Ireland	37	0	44	12	1	0	0	4	2	0	417
IS Iceland	28	1	19	10	7	2	0	22	11	0	122
IT Italy	47	0	19	13	2	0	1	12	6	0	3 827
LI Liechtenstein	15	0	54	15	0	0	8	8	0	0	13
LT Lithuania	36	0	36	10	3	0	2	7	5	0	1 338
LU Luxembourg	33	4	11	19	5	0	3	21	4	0	1 779
LV Latvia	33	0	42	11	2	0	0	5	7	0	719
MT Malta	32	0	9	18	0	0	0	36	5	0	22
NL The Netherlands	23	0	30	16	2	0	2	18	8	0	816
NO Norway	18	0	14	6	43	8	1	5	5	0	753
PL Poland	36	1	40	8	2	0	1	8	4	0	10 284
PT Portugal	48	1	16	13	3	1	1	12	5	0	554
RO Romania	29	1	24	26	4	0	1	10	5	0	3 024
SE Sweden	26	0	32	13	5	2	2	14	6	0	646
SI Slovenia	33	0	32	8	1	1	1	9	14	0	211
SK Slovakia	33	1	37	11	4	0	1	9	5	0	1 356
TR Turkey	20	1	30	18	3	0	1	24	2	0	5 728
Total EURODATA countries	32	1	31	14	4	0	1	13	5	0	68 367
Other countries and regions											
Other European Countries	32	0	30	16	4	0	2	10	5	0	18 060
... incl. Russian Federation	34	0	33	15	3	0	1	8	5	0	8 113
Northern America	53	0	18	10	3	0	1	8	6	0	3 217
... incl. United States of America	55	0	18	10	3	0	1	8	6	0	2 796
Latin America and the Caribbean	27	1	26	17	3	0	4	22	6	0	5 965
... including Mexico	32	1	20	13	4	1	4	18	6	0	1 407
... including Brazil	15	1	25	18	3	0	3	30	5	0	697
Africa	13	1	16	26	4	0	3	37	0	0	19 246
Asia	18	0	21	21	5	0	2	25	6	0	47 462
... including China	12	0	30	24	1	0	1	28	3	1	19 374
... including India	6	0	7	35	2	0	2	48	0	0	2 920
... including Japan	44	1	13	5	1	0	1	4	31	0	1 942
Oceania	43	0	15	13	2	0	1	12	13	0	278
Total other countries and regions	21	0	22	21	4	0	2	24	5	0	94 228
Unknown	17	0	17	24	21	0	1	20	0	0	611
Total inwards mobile students	26	1	26	18	4	0	2	19	5	0	163 206

¹This German field of study categorisation differs from that of ISCED.

The leading fields of study of incoming foreign students are Languages and cultural studies and Law, economics/business administration, social sciences (each 26%), followed by Engineering (19%) and Mathematics, natural sciences (18%). However, the choice of students from European countries and from elsewhere in the world differ markedly:

whereas nearly two thirds of all European incoming students are enrolled in Languages and cultural studies and Law, economics/business administration, social sciences, less than 40 percent of non-Europeans are. Instead, almost half of all non-European incoming students study Engineering (27%) or Mathematics, natural sciences (22%).

Inwards mobile students by level of study and type of institution

Table 6.7 Germany: inwards mobile students 2002/2003, by type of institution

	Universities		music/art schools		Fachhochschulen		all HEIs	
	total	%	total	%	total	%	total	%
EURODATA countries								
AT Austria	3 196	76	124	3	911	22	4 231	100
BE Belgium	589	80	21	3	130	18	740	100
BG Bulgaria	8 329	88	139	1	1 031	11	9 499	100
CH Switzerland	1 011	79	141	11	128	10	1 280	100
CY Cyprus	165	90	4	2	15	8	184	100
CZ Czech Republic	1 683	85	55	3	248	12	1 986	100
DE Germany host country	*	*	*	*	*	*	*	*
DK Denmark	420	86	27	6	41	8	488	100
EE Estonia	448	78	22	4	102	18	572	100
ES Spain	3 403	81	125	3	651	16	4 179	100
FI Finland	618	76	43	5	157	19	818	100
FR France	4 178	76	133	2	1 184	22	5 495	100
GB United Kingdom	1 134	85	48	4	145	11	1 327	100
GR Greece	2 990	91	78	2	224	7	3 292	100
HU Hungary	2 239	84	106	4	322	12	2 667	100
IE Ireland	345	83	5	1	67	16	417	100
IS Iceland	98	80	9	7	15	12	122	100
IT Italy	3 412	89	106	3	309	8	3 827	100
LI Liechtenstein	12	92	0	0	1	8	13	100
LT Lithuania	1 101	82	32	2	205	15	1 338	100
LU Luxembourg	1 588	89	33	2	158	9	1 779	100
LV Latvia	586	82	30	4	103	14	719	100
MT Malta	16	73	1	5	5	23	22	100
NL The Netherlands	585	72	33	4	198	24	816	100
NO Norway	698	93	26	3	29	4	753	100
PL Poland	8 726	85	228	2	1 330	13	10 284	100
PT Portugal	487	88	19	3	48	9	554	100
RO Romania	2 584	85	109	4	331	11	3 024	100
SE Sweden	561	87	25	4	60	9	646	100
SI Slovenia	179	85	21	10	11	5	211	100
SK Slovakia	1 170	86	31	2	155	11	1 356	100
TR Turkey	4 587	80	72	1	1 069	19	5 728	100
Total EURODATA countries	57 138	84	1 846	3	9 383	14	68 367	100
Other countries and regions								
Other European Countries	15 104	84	586	3	2 370	13	18 060	100
... including Russian Federation	6 834	84	279	3	1 000	12	8 113	100
Northern America	2 817	88	96	3	304	9	3 217	100
... including United States of America	2 457	88	74	3	265	9	2 796	100
Latin America and the Caribbean	4 689	79	189	3	1 087	18	5 965	100
... including Mexico	1 156	82	43	3	208	15	1 407	100
... including Brazil	532	76	16	2	149	21	697	100
Africa	12 822	67	28	0	6 396	33	19 246	100
Asia	37 374	79	2 047	4	8 041	17	47 462	100
... including China	15 824	82	277	1	3 273	17	19 374	100
... including India	2 126	73	2	0	792	27	2 920	100
... including Japan	1 440	74	445	23	57	3	1 942	100
Oceania	225	81	29	10	24	9	278	100
Total other countries and regions	73 031	78	2 975	3	18 222	19	94 228	100
Unknown	497	81	0	0	114	19	611	100
Total inwards mobile students¹	130 666	80	4 821	3	27 719	17	163 206	100

¹ We have no explanation for the difference.

As Table 6.7 shows, universities are by far the most important higher education institutions for incoming foreign students. 130 666 or 80 percent of them are enrolled at universities, compared to 71 percent of all German students. Only 17 percent study at Fachhochschulen and a mere 3 percent at music and art schools. However, art and music schools are more attractive for foreign students: only 1 percent of all German students is enrolled in this type of HEI, while the remaining 27 percent study at Fachhochschulen. Among the most important countries of origin of inwards mobile foreign students, the share of those in Fachhochschulen oscillates between 11 percent (Bulgaria) and 53 percent (Morocco). The average of all EURODATA countries is 14 percent. A noteworthy phenomenon is the attractiveness of German music and art schools for Japanese students. Whereas the average proportion of foreign inwards mobile students for all countries is

3 percent (and for the whole of Asia not much higher at 4%), 23 percent of Japanese inwards mobile students study at music and art schools.

53 percent of foreign inwards mobile students are enrolled in traditional university programmes (*Diplom, Magister*, state examination), 2 percent are studying in teacher education programmes, and 3 percent at arts and music programmes. 14 percent are students of traditional Fachhochschule programmes (while the remaining 3% of foreign students in Fachhochschulen are enrolled in Bachelor or Master type programmes or did not specify their programme). 8 percent of all foreign are doctoral students, and 12 percent are from other programmes or do not state their programme at all. Altogether 9 percent study in new "Bologna-type" programmes, among them 3 percent in Bachelor and 6 percent in Master programmes.

Modes and duration of mobility

Table 6.8 Germany: foreign and German students 2003, by semesters studied

	foreign inwards mobile	%	foreign non mobile	%	all foreign	%	all students	%
number of Semester								
1.	41 327	25	8 269	13	49 596	22	299 649	15
2.	13 829	8	1 882	3	15 711	7	59 491	3
3.	23 930	15	7 717	12	31 647	14	256 224	13
4.	8 843	5	1 527	2	10 370	5	47 821	2
5.	15 066	9	6 465	10	21 531	9	212 772	11
6.	6 042	4	1 418	2	7 460	3	40 491	2
7.	10 631	7	5 822	9	16 453	7	175 642	9
8.	4 110	3	1 210	2	5 320	2	33 862	2
9.	7 752	5	5 314	8	13 066	6	154 178	8
10.	3 096	2	1 170	2	4 266	2	32 699	2
11.	5 018	3	4 190	7	9 208	4	119 459	6
12.	2 151	1	959	2	3 110	1	27 418	1
13.	3 720	2	3 634	6	7 354	3	93 435	5
14.	1 676	1	836	1	2 512	1	24 761	1
15.	2 782	2	2 760	4	5 542	2	65 253	3
16.	1 268	1	681	1	1 949	1	19 174	1
17.	2 070	1	2 060	3	4 130	2	46 707	2
18.	969	1	535	1	1 504	1	14 869	1
19.	1 575	1	1 581	2	3 156	1	35 427	2
20. or more	6 580	4	5 409	8	11 989	5	167 628	9
Total other countries and regions	19 987	100	12 189	99	32 176	99	346 034	99
Unknown	778	0	374	1	1 152	1	11 851	1
Total inwards mobile students	163 213	100	63 813	100	227 026	100	1 938 811	100

Source: DESTATIS/HIS

Data on German and foreign students are recorded individually, but they are not connected with individual data of preceding years (cf. section 6.1). Therefore, there are no data on the duration of foreign students' stays at German higher education institutions, or their stage of study. Information exists only on the number of semesters studied. The share of first

and second year students among foreign inwards mobile students (54%) is remarkably higher than among foreign non-mobile students (30%). This is, however, at least partly due to the recording of credit mobile students as first semester students, regardless of previous studies in their country of origin or elsewhere.

Inwards mobile students by gender

Table 6.9 Germany: inwards mobile students 2003, by country of origin and gender

Nationality	2002/2003	male total	%	female total	%
EURODATA countries					
AT Austria	4 231	2 400	57	1 831	43
BE Belgium	740	398	54	342	46
BG Bulgaria	9 499	3 882	41	5 617	59
CH Switzerland	1 280	646	50	634	50
CY Cyprus	184	90	49	94	51
CZ Czech Republic	1 986	648	33	1 338	67
DE Germany host country	*	*	*	*	*
DK Denmark	488	175	36	313	64
EE Estonia	572	107	19	465	81
ES Spain	4 179	1 721	41	2 458	59
FI Finland	818	212	26	606	74
FR France	5 495	2 044	37	3 451	63
GB United Kingdom	1 327	558	42	769	58
GR Greece	3 292	1 710	52	1 582	48
HU Hungary	2 667	831	31	1 836	69
IE Ireland	417	147	35	270	65
IS Iceland	122	55	45	67	55
IT Italy	3 827	1 490	39	2 337	61
LI Liechtenstein	13	7	54	6	46
LT Lithuania	1 338	239	18	1 099	82
LU Luxembourg	1 779	1 105	62	674	38
LV Latvia	719	152	21	567	79
MT Malta	22	11	50	11	50
NL The Netherlands	816	498	61	318	39
NO Norway	753	306	41	447	59
PL Poland	10 284	2 668	26	7 616	74
PT Portugal	554	187	34	367	66
RO Romania	3 024	975	32	2 049	68
SE Sweden	646	267	41	379	59
SI Slovenia	211	92	44	119	56
SK Slovakia	1 356	345	25	1 011	75
TR Turkey	5 728	3 965	69	1 763	31
Total EURODATA countries	68 367	27 931	41	40 436	59
Other countries and regions					
Other European Countries	18 060	6 199	34	11 861	66
... including Russian Federation	8 113	2 357	29	5 756	71
Northern America	3 217	1 569	49	1 648	51
... including United States of America	2 796	1 383	49	1 413	51
Latin America and the Caribbean	5 967	2 926	49	3 041	51
... including Mexico	697	591	42	816	58
... including Brazil	1 407	370	53	327	47
Africa	19 246	15 469	80	3 777	20
Asia	47 467	26 316	55	21 151	45
... including China	19 374	9 960	51	9 414	49
... including India	2 920	2 481	85	439	15
... including Japan	1 942	647	33	1 295	67
Oceania	278	118	42	160	58
Total other countries and regions	94 235	52 597	56	41 638	44
Unknown	611	449	73	162	27
Total inwards mobile students	163 213	80 977	50	82 236	50

Source: DESTATIS/HIS

Amongst inwards mobile students, the number of females is slightly higher than the number of males. However, there are deviations from this pattern with regard to different countries of origin. Of all inwards mobile students from Turkey, for example, 69.2 percent are male and only 30.8 percent female, whereas the gender composition of Turkish *Bildungsinländer* is 59.1 percent to 40.9 percent, resulting in a difference of 10 percentage-points. This not only shows that females from Tur-

key are not as mobile as their male counterparts, but it also reveals a greater participation of Turkish female *Bildungsinländer* in higher education in Germany.

Females are in the majority for the EURODATA and other European countries: more than three quarters of Estonian, Finnish, Lithuanian and Latvian students are female. On the other hand, Asian and African students were predominantly male (55 and 80% respectively).

6.4 Outwards mobile students and students abroad

Table 6.10 Germany: German students abroad 1998/99-2002/03, by destination

Nationality	1998/1999	1999/2000	2000/2001	2001/2002	2002/2003
EURODATA countries					
AT Austria	5 679	5 973	5 889	4 979	5 486
BE Belgium	340 ¹	350	375	371	372
BG Bulgaria	*	*	*	*	*
CH Switzerland	4 548	4 476	5 142	5 444	6 131
CY Cyprus	*	*	*	*	*
CZ Czech Republic	*	*	*	*	*
DE Germany ^{host country}	*	*	*	*	*
DK Denmark	421	351	524	548	550
EE Estonia	*	*	*	*	*
ES Spain	3 326	3 798	4 111	4 411	4 400
FI Finland	154	176	190	195	292
FR France	5 162	5 422	5 378	5 412	5 792
GB United Kingdom	9 565	10 120	10 115	9 770	10 495
GR Greece	*	*	*	*	*
HU Hungary	504	522	520 ¹	518	640
IE Ireland	245 ¹	230	240	240 ¹	289
IS Iceland	*	*	*	*	*
IT Italy	706	663	764	870	870
LI Liechtenstein	*	*	*	*	*
LT Lithuania	*	*	*	*	*
LU Luxembourg	*	*	*	*	*
LV Latvia	*	*	*	*	*
MT Malta	*	*	*	*	*
NL The Netherlands	1 399	1 650	3 176 ²	4 194	4 200
NO Norway	296	410	439	439	443
PL Poland	140 ¹	147	154	133	148
PT Portugal	258	318	296	300 ¹	306
RO Romania	300 ¹	300 ¹	170	139	124
SE Sweden	695	1 860 ³	2 033	2 234	2 230
SI Slovenia	*	*	*	*	*
SK Slovakia	*	*	*	*	*
TR Turkey	*	*	*	96 ¹	100
Total EURODATA countries	33 738	36 766	39 516	40 293	42 868
Other countries and regions					
United States of America	9 568	9 800	10 128	9 613	9 302
Australia	278	361	471	569	1 330
Canada	769	770 ¹	770 ¹	770 ¹	770
New Zealand	135	194	237	321	320
Japan	244	255	255	262	300
Holy See	180	180	180	194	190
Chile	*	*	*	133	148
Total other countries and regions	11 174	11 560	12 041	11 862	12 360
Inwards mobile students (reported)	44 912	48 326	51 557	52 155	55 228

*only countries with at least 125 reported German students are filed in these statistics, ¹an estimate, based on the number of the previous years, ² from 1999/2000 on including hogescholen, ³definition changed in 1999

Table 6.10 presents the German statistics on outwards mobile students. As mentioned above, these data tend to underestimate the number of German students abroad. For this reason, the following section is based on UOE data (cf. chapter 2). According to UOE statistics, Germany has the highest absolute numbers of students abroad of all EURODATA countries: more than 60 000, compared to slightly more than 50 000 from France, Turkey and Greece (and to only about 30 000 from the United Kingdom).

In relative terms, the percentage of German students abroad stands at 3.1 percent, and is thus close to the EURODATA average. This share is lower than that of the traditional exporting countries Ireland and Greece, as well as that of Austria, Switzerland, some Central and Eastern European and South-West European countries, and also lower than that of Nordic countries. But it exceeds the share in France, Italy, the United Kingdom, Spain, and a number of Central and Eastern European countries.

The highest percentages of all German students studying abroad are in the United Kingdom and the United States of America. However, as a proportion of all foreign students in the destination country, Germans have a sizeable share of more than 20% in the Netherlands and Switzerland, and almost 20% in Austria.

6.5 Other data sources

On behalf of the *Deutsches Studentenwerk (DSW)* and financed by the German Federal Ministry of Education and Research (BMBF), the *Hochschul-Informationssystem GmbH (HIS)* conducts the Social Survey on the Economic and Social Situation of Students in the Federal Republic of Germany.⁴ The social survey has been carried out for about 50 years in three-year intervals. In 2003, the 17th Social Survey was published based on data from questionnaires completed by more than 21 400 students (of which 21 060 German students and 364 foreign mobile students). The random sample is representative for the Federal Republic of Germany.

All higher education institutions in Germany (with the exception of business schools, military academies and correspondence schools) were asked, in addition to the mandatory random sample for the Social Survey, to make a second random sampling to include one out of every 15 foreign inwards mo-

bile students (*Bildungsausländer*). According to the participating colleges and universities, the questionnaire was sent to 9 652 students, of whom nearly 2 300 returned a questionnaire. In the end, only 2 152 of the returned questionnaires could be used, which corresponds to a net return rate of 22.3 percent. The actual analysis is based on a weighted data set compensating for disproportionate return rates according to gender and field of study.

The survey contains a great variety of current data concerning the relationship between the economic and social framework on the one hand and student life on the other. According to this survey, a total of 83 percent of all inwards mobile students (*Bildungsausländer*) in Germany have organised their studies themselves, i.e. they move outside of mobility programmes. The remaining 17 percent participate in mobility, partnership, cooperation, or exchange programmes.

The majority of inwards mobile students are enrolled in first degree programmes and aim towards a degree. Roughly one fifth are graduate students. More than 10 percent are in Germany in the framework of credit mobility.

6.6 Expert assessment of real mobility

The German higher education statistics are relatively accurate in measuring real mobility. However, the following groups of inwards mobile students are missing in mobility statistics for systematic reasons:

- 2 000 doctoral students (estimate) not (yet) enrolled at their university;
- ISCED 5B level students: approximately 14 000 foreign students, of whom 4 000 are estimated to be inwards mobile;
- About 10 000 inwards mobile students (estimate) who provided no information on the country of prior education and who are therefore classified as non mobile (*Bildungsinländer*);
- Nearly 28 000 inwards mobile students of German nationality.

When adding the above to the 163 000 recorded students, the “real” estimated number of inwards mobile students is about 207 000. This corresponds to about 9 percent of all tertiary-level students in Germany.

⁴ *Internationalization of Higher Education. Foreign Students in Germany – German Students Abroad. Results of the 17th Survey of the Deutsches Studentenwerk (DSW)*. HIS Hochschul-Informationssystem, Federal Ministry of Education and Research (MBF), Berlin 2005

Chapter 7

Finland

Pirjo Zirra

7.1 Introduction

Data collection procedures and data collectors

The data on student mobility presented in this article are based on data collected by three Finnish organisations: Tilastokeskus (Statistics Finland), Kansainvälisen henkilövaihdon keskus CIMO (Centre for International Mobility) and Kansaneläkelaitos (Social Insurance Institution SII).

Availability of data on foreign students

Statistics Finland is the national statistical office of Finland. Statistics Finland annually collects data on all education leading to an officially recognised degree or qualification in the Finnish regular education system from pre-primary education to adult education. The data are collected on students and qualifications directly from all providers of education (e.g. municipalities providing regular education). Data on post-comprehensive school education (post-ISCED level 2) are collected as individual-level data, which makes it possible to connect the data with other data sources by a person's identity number. The data cover 100 percent of students in the regular education system.

Foreign students in Finnish regular education are distinguished by citizenship. Data on the citizenship are obtained from the Population Register Centre. When necessary, the missing data on citizenship are supplemented from the annual data collections targeted at the providers of education/educational institutions. Statistics Finland's data on citizenship cover almost 100 percent of the post-ISCED 2 level student population, and the missing data on the citizenship are negligible.

Statistics Finland is the Finnish body responsible for reporting to UOE. The data on foreign students used in the report to UOE are obtained from the national data collection. The foreign students in the Finnish report to UOE are students who have a citizenship other than Finnish and who take their whole degree at a Finnish higher education institution. In EURODATA terms, these students are mobile or non-mobile foreign diploma students.

At present, Statistics Finland does not collect data on mobility. The possibility to adopt a criterion such as prior education or permanent resident status for mobile students is being considered for the UOE 2005 data collection where the data on mobility will be requested for the first time.

Data on foreign students in Finnish regular education are published in a yearly publication *Oppilaitostilastot*¹ (Educational Institutions) by Statistics Finland. The data used in this article are derived from the above publication and Statistics Finland's contribution to the UOE data collections 1999-2003. The national data completely match the UOE data.

Availability of data on inwards mobility

The Centre for International Mobility (CIMO) is an expert and service organisation under the Ministry of Education. CIMO is responsible for collecting data on inwards and outwards credit mobile students.

CIMO's data collection was initiated by the Finnish Ministry of Education and forms a part of the performance management of higher education. The performance agreements concluded between the Ministry and the higher education institutions determine quantitative and qualitative targets, the resources needed to achieve these targets, the monitoring and evaluation of outcomes, and further development of operations. Internationalisation has been a focus of national higher education policy since the early 1990s, and student mobility is one of the quantitative targets set for the performance management period 2004-2006.

CIMO's data collection covers 20 universities and 29 polytechnics governed by the Ministry of Education.² The data are collected annually by 31 January of the succeeding year. CIMO's data collection covers all types of mobility arrangements, such as mobility based on transnational or bilateral mobility programmes, scholarship schemes, or individual arrangements.

The inwards credit mobile students are identified by nationality and country of origin. The country of origin refers to the country where a student is enrolled at a higher education institution for studies leading to a formal degree or qualification. Outwards credit mobile students, on the other hand, are identified by country of destination. This denotes the country to which students are moving for temporary study.

Due to the performance management criteria set by the Ministry of Education, CIMO's data collection makes a distinction between mobility lasting three months or more and mobility lasting less than three months. The data on credit mobility presented in this article mainly include "long-term" mobility,

¹ *Oppilaitostilastot 2004*. Tilastokeskus-Statistikcentralen-Statistics Finland 2005. Helsinki.

² The data collection of CIMO does not cover the Åland Polytechnic and Police College, which is not under the Ministry of Education.

i.e. periods of three months or longer. The close connection with the performance management system is an advantage because the higher education institutions are highly motivated to submit their data in an appropriate way. On the other hand, the differences in the performance target setting make it to some degree difficult to compare the two higher education sectors, e.g. the data on short mobility are systematically collected from the polytechnic sector only.³ The data provided in this article are derived from the individual-level data which are comparable between the two sectors over the period 1999-2003.

The results of CIMO's data collection are presented in the annual statistical publications *Kansainvälinen liikkuvuus yliopistoissa ja ammattikorkeakouluissa*⁴ (International Mobility at Universities and Polytechnics), which are also available at www.cimo.fi. The data are also obtainable from the higher education databases KOTA (universities) and AMKOTA (polytechnics) of the Ministry of Education (www.minedu.fi).

Availability of data on outwards mobility

The Social Insurance Institution, Finland (SII) registers all students who receive student financial aid. The statistics of SII include data on foreign recipients of student financial aid in Finland, as well as on Finnish recipients of student financial aid abroad.⁵ Individual-level data are provided by nationality (foreigners in Finland) and country of study (Finnish students abroad). The data on level and field of study are not available by ISCED classification. In EURODATA terms, the foreign recipients of student financial aid are non-mobile diploma students in Finland. The Finnish students abroad are mobile diploma or credit students in their countries of study.

The data on outwards mobility provided in this article are taken from the Statistical Yearbook of the Social Insurance Institution 2003⁶ and from the *Kelan opintoetuustilasto*⁷ (Statistics on student financial aid) for the academic years 1998/1999 to 2002/2003.

Coverage

The data of Statistics Finland cover all students who are foreign nationals, but do not distinguish mobile and non-mobile foreign students. CIMO's data include all inwards and out-

wards credit students. The data of SII cover all foreign and national students receiving student financial aid for degree studies in Finland or abroad.

Quality of data

Based on individual-level data collection, the three national data sources provide reliable and versatile data sets on foreign and mobile students. Since the data collection systems have been developed for purposes and objectives different from each other, comparisons between the data sets are possible only to a limited extent. The dimension of mobility is so far missing in Statistics Finland data. The data on short-term mobility are inconsistent between the university and polytechnic sectors in CIMO data. The data on descriptors such as level of study and field of study are not available in an internationally compatible form in the data sets of the Social Insurance Institution. Since the results of the three individual data collections are usually presented separately, it is not easy to obtain a full picture on international mobility in Finnish higher education.

Higher education institutions and levels of study

Finnish tertiary education comprises two parallel higher education sectors: universities (20) and polytechnics (31). The degrees awarded by universities are a lower university degree equivalent to a Bachelor (180 credits), a higher university degree corresponding to a Master (120 credits), a Licentiate, and a Doctorate degree.⁸ The polytechnics provide a Polytechnic degree (140-180 credits) and a postgraduate polytechnic degree.⁹ The degrees awarded by the Finnish higher education institutions correspond to ISCED levels 5A/6 at the university sector and 5A at the polytechnic sector. Vocational college level education (ISCED 5B) is being phased out in Finland.

Fields of study

The Finnish Standard Classification of Education (Koulutusluokitus)¹⁰ follows, as far as possible, the principles and categories of UNESCO's International Standard Classification of Education 1997 (ISCED 1997). However, as its levels of education reflect the Finnish education system, a separate conversion key from the Finnish classification to ISCED 1997 is still required. The definitions for the contents of fields of education follow the ISCED 1997 fields of education. The main fields of education are:

³ The number of short-term inwards mobile credit students was 1 349 in 2003. This corresponds to about one fifth of inwards mobile credit students staying at least three months.

⁴ *Kansainvälinen liikkuvuus yliopistoissa ja ammattikorkeakouluissa*. CIMO Publications 8/1999, 4/2000, 4/2001, 3/2002, 2/2003, 2/2004, 1/2005. Kansainvälisen henkilövaihdon keskus CIMO. Helsinki. English Summary.

⁵ For studies in Finland, student financial aid can be granted to Finnish citizens, employed persons from EU/EEA member states and their dependent spouse and children, and others who are not Finnish citizens, provided that they have been resident in Finland for at least two years in a capacity other than that of a student and their residence can be considered permanent. For studies outside Finland, student financial aid can be granted to Finnish citizens and employed persons from EU/EEA member states and their dependent spouse and children, provided that they have been resident in Finland for at least two years prior to the start of their studies and the residence abroad can be regarded temporary. Financial help for studies outside Finland is available if the studies correspond to Finnish studies that would be covered by the student financial aid provisions or alternatively form a part of a Finnish degree programme.

⁶ *Kansaneläkelaitoksen tilastollinen vuosikirja 2003*. Statistical Yearbook of the Social Insurance Institution, Finland 2003. Kansaneläkelaitoksen julkaisuja T1:39. A Publication by the Social Insurance Institution T1:39. Helsinki.

⁷ *Kelan opintoetuustilasto* 1998/99, 1999/00, 2000/01, 2001/02, 2002/03. Kansaneläkelaitos. Tilastoryhmä. Helsinki.

⁸ Government Decree on University Degrees 794/2004.

⁹ Government Decree amending the Government Decree on Polytechnics 411/2005

¹⁰ *Koulutusluokitus 2003*. Tilastokeskus-statistikcentralen-Statistics Finland 2004. Helsinki.

- General education
- Teacher education and educational science
- Humanities and arts
- Social sciences and business
- Natural sciences
- Technology
- Agriculture and forestry
- Health and welfare
- Services
- Not known or unspecified

The data on fields of study in the statistics of SII are not classified according to the standard classification of education, and accordingly are not convertible into ISCED classification.

7.2 Foreign students in Finland

Table 7.1 provides the key data on foreign students in Finnish tertiary education in 2003. The data are based on EUROSTAT data collection which equals that of Statistics Finland, an organisation responsible for submitting the UOE data from Finland.

Table 7.1 Finland: Foreign students 2002/2003 (EUROSTAT data)

All students	All foreign students	% of foreign among all students	% of female among foreign students
291 664	7 361	2.5	46.5

	ISCED levels	
	5A and 6	5B
Absolute	7 351	10
Percentage	99.9	0.1

Most frequent countries of nationality of foreign students			
Rank	Country	Absolute	%
1	China	1 107	15.0
2	Russian Federation	1 079	14.7
3	Sweden	561	7.6
4	Estonia	528	7.2
5	Germany	292	4.0
6	USA	172	2.3
7	Kenya	162	2.2
8	United Kingdom	160	2.2
9	France	126	1.7
10	Bangladesh	120	1.6

Fields of study of foreign students			
Rank	Field of study	Absolute	%
1	Engineering, manufacturing & construction	2 146	29.2
2	Social sciences, business & law	1 856	25.2
3	Humanities & arts	1 348	18.3
4	Science	745	10.1
5	Health & welfare	728	9.9
6	Services	215	2.9
7	Education	186	2.5
8	Agriculture	137	1.9

Sources: EUROSTAT, Statistics Finland (UOE data collection 2002/2003)

When compared internationally, the proportion of foreign students among all students is still small in Finland, at 2.5 percent. The proportion of foreign diploma students in Finland in the academic year 2002/03 is among the smallest in the 15 EU countries. The share of 2.5 percent corresponds approximately to that of foreign citizens permanently resident in Finland (2.1%). The percentage of females among all foreign diploma students is 46.5 percent. This is somewhat lower than that among all students (53.5%). If foreign credit students covered by the data collection of CIMO are added, the foreign students' total is 13 925 in 2003, i.e. 4.8 percent of all students.

A vast majority of foreign students (82.1%) pursue degree studies at ISCED 5A level. Among all students, the percentage of students at ISCED 5A level is even higher, i.e. 93 percent. Correspondingly, the proportion of foreign students at ISCED 6 level (17.8%) is higher than that of all students (6.8%).

Except for China, most foreign students in Finland are nationals of neighbouring countries: the Russian Federation, Sweden, and Estonia. These four countries account for nearly half of all foreign students (45.5%). The ten leading countries as presented in Table 7.1 account for 60 percent of all foreign students. However, this concentration on a few countries of origin in Finland is lower than in many other European countries. More than two thirds of foreign students (72.7%) study

in the fields of Humanities and arts (18.3%), Social sciences, business and law (25.2%), and Engineering (29.2%). The figures are close to those enrolled in these fields among all students. The corresponding figures are 14.8 percent for Humanities and arts, 22.2 percent for Social sciences, business and law, and 26.6 percent for Engineering.

Table 7.2 shows the key data on foreign students in Finland by country and region of origin. The EURODATA countries account for almost 40 percent (38.4%) of all foreign students. This is moderately lower than the average of EURODATA countries (42.3%). Among EURODATA countries, two geographically close countries – Sweden (7.6%) and Estonia (7.2%) – are strongly represented, and Finland is also one of the main destinations for study abroad students from these two countries. One fourth (25.4%) of foreign students are nationals of Asian countries, and some 17 percent are nationals of European non-EURODATA countries. The large proportion of nationals of other countries and regions (61.6%) is to a great extent attributable to the Russians and Chinese. Russian students make up 14.7 percent of all foreign students in Finland (as compared to 1.9% in all EURODATA countries), and Chinese students 15.4 percent of all foreign students in Finland (as compared to 6.5% in all EURODATA countries). In contrast, Latin American and Oceanian students are hardly represented in Finnish higher education.

Table 7.2 Finland: Foreign students 2002/2003, by country and region of nationality

EURODATA countries		EURODATA countries	
AT Austria	32	PT Portugal [8]	19
BE Belgium	28	RO Romania	98
BG Bulgaria	41	SE Sweden	561
CH Switzerland	47	SI Slovenia	8
CY Cyprus	3	SK Slovakia	19
CZ Czech Republic	47	TR Turkey	51
DE Germany	292	Total EURODATA countries	2 827
DK Denmark [1]	41	Other countries and regions	
EE Estonia	528	Other European Countries	1 277
ES Spain [2]	102	... including Russian Federation	1 079
FI Finland [3] host country	*	Northern America	241
FR France [4]	126	... including United States of America	172
GB United Kingdom [5]	160	Latin America and the Caribbean	149
GR Greece	39	... including Mexico	25
HU Hungary	111	... including Brazil	21
IE Ireland	27	Africa	829
IS Iceland	31	Asia	1 867
IT Italy [6]	107	... including China [9]	1 107
LI Liechtenstein	0	... including India	71
LT Lithuania	78	... including Japan	98
LU Luxembourg	2	Oceania	36
LV Latvia	27	Unknown	135
MT Malta	1	Total other countries and regions	4 534
NL The Netherlands	50	Total foreign students	7 361
NO Norway [7]	63		
PL Poland	88		

Notes for tables [1] Faeroe Islands and Greenland are included under DK. [2] Canary Islands, Ceuta and Melilla are part of ES. [3] Åland Islands are included under FI. [4] Réunion is included under FR. [5] Northern Ireland is part of GB. Guernsey, Jersey, Isle of Man and Gibraltar are included under GB. [6] Holy See is included under IT. [7] Svalbard and Jan Mayen Islands are included under NO. [8] Madeira and Azores are part of PT. [9] Hong Kong SAR, Macao SAR, and Taiwan passport holders are included under China.

Sources: EUROSTAT, Statistics Finland (UOE data collection 2002/2003)

Table 7.3 aims to compare the data on foreign recipients of student financial aid in Finnish higher education to those of all foreign diploma students. The data are taken from the Statistics of Social Insurance Institution (SII) and Statistics Finland's data for the UOE 2003 data collection.

The statistics of SII give an insight into the number of permanently resident foreign students in Finland. In 2002/2003 the resident students numbered 1 986. The biggest groups were citizens of the Russian Federation (27%), Estonia (11%), and Sweden (8%). These countries account for 46 percent of all

foreign recipients of student financial aid. The numbers above correspond to the proportion of Russians (23%), Estonians (13%) and Swedes (8%) of all foreign citizens in Finland.

The comparison between the data of SII and Statistics Finland suggests that nearly one third (27%) of all foreign diploma students were permanently resident foreign students, i.e. non-mobile diploma students. It seems that a substantial proportion of Russian (more than half), Estonian and Swedish diploma students in Finland were non-mobile, while almost all Chinese were mobile.

Table 7.3 Finland: Top ten countries of origin of foreign students and recipients of student financial aid 2002/2003

All foreign students			Foreign recipients of student financial aid		
Rank	Country		Rank	Country	
1	CN China	1 107	1	RU Russian Federation	547
2	RU Russian Federation	1 079	2	EE Estonia	214
3	SE Sweden	561	3	SE Sweden	159
4	EE Estonia	528	4	GB United Kingdom	65
5	DE Germany	292	5	DE Germany	57
6	US United States of America	172	6	US United States of America	57
7	KE Kenya	162	7	IR Iran	41
8	GB United Kingdom	160	8	CN China	39
9	FR France	126	9	SO Somalia	34
10	BD Bangladesh	120	10	NE Niger	31
Other		3 054	Other		742
Total		7 361	Total		1 986

Source: Statistics Finland

Source: Social Insurance Institution (SII)

Changes in foreign student numbers over a five-year period

The trend in foreign diploma student numbers in 1998/99-2002/03 is presented in Table 7.4. The total number of foreign diploma students grew by 51.9 percent over the last five years. There was hardly any change in regional distribution during this period. The percentage of EURODATA countries has remained the same (38.4%). The only countries which have shown expan-

sive growth among foreign nationalities are China and the Russian Federation. In fact, the number of Chinese and Russian students increased by over 100 percent from 1999 to 2003. In the case of Russian students, the growth can be explained primarily by immigration, while Chinese students seem to have entered the country increasingly for the purpose of study.

Table 7.4 Finland: Foreign diploma students 1999-2003, by country of nationality

Country of nationality	1999	2000	2001	2002	2003
EURODATA countries					
AT Austria	20	17	24	26	32
BE Belgium	11	14	21	24	28
BG Bulgaria	30	30	33	38	41
CH Switzerland	42	34	38	40	47
CY Cyprus	3	7	4	2	3
CZ Czech Republic	12	16	25	41	47
DE Germany	171	216	240	253	292
DK Denmark [1]	38	42	46	44	41
EE Estonia	400	463	474	493	528
ES Spain [2]	39	58	87	108	102
FI Finland [3] host country	*	*	*	*	*
FR France [4]	65	86	108	118	126
GB United Kingdom [5]	111	143	147	141	160
GR Greece	26	25	33	36	39
HU Hungary	66	70	82	106	111
IE Ireland	20	28	22	25	27
IS Iceland	27	33	34	29	31
IT Italy [6]	58	72	88	90	107
LI Liechtenstein	1	1	1	0	0
LT Lithuania	28	43	54	65	78
LU Luxembourg	0	1	0	2	2
LV Latvia	17	20	26	29	27
MT Malta	0	2	2	2	1
NL The Netherlands	38	45	56	46	50
NO Norway [7]	49	52	60	58	63
PL Poland	56	60	60	83	88
PT Portugal [8]	16	21	18	19	19
RO Romania	56	74	74	86	98
SE Sweden	403	543	588	581	561
SI Slovenia	2	3	3	5	8
SK Slovakia	5	9	14	19	19
TR Turkey	52	40	41	45	51
Total EURODATA countries	1 862	2 268	2 503	2 654	2 827
Other countries and regions					
Other European Countries	607	852	1 007	1 112	1 277
... including Russian Federation	509	656	764	911	1 079
Northern America	217	234	255	243	241
... including United States of America	151	165	184	173	172
Latin America and the Caribbean	94	102	108	127	149
... including Mexico	9	13	16	21	25
... including Brazil	13	14	20	24	21
Africa	657	650	716	761	829
Asia	1 099	1 367	1 621	1 698	1 867
... including China [9]	583	817	1 007	1 026	1 107
... including India	46	44	47	55	71
... including Japan	57	73	78	82	98
Oceania	16	23	27	32	36
Total other countries and regions	2 690	3 228	3 734	3 973	4 399
Unknown	295	74	51	133	135
Total foreign students	4 847	5 570	6 288	6 760	7 361

Notes: see table 7.2

Source: Statistics Finland

Level of study

As stated above, 17.8 percent of all foreign students are at ISCED 6 level. Table 7.5 presents the trend of the number of foreign students by ISCED levels from 1998/99 to 2002/03. The growth of the proportion of foreign students at ISCED 5A level (11.3%) was parallel to that of all students (12%). The increase

in numbers of ISCED 5A level students is to a great extent attributable to the growth of the polytechnic sector. Enrolment growth in this sector stood at 9.3 percent and was thus double as strong as in universities (4.8%). Correspondingly, the proportion of foreign students at ISCED 6 level slightly declined, although absolute numbers rose between 1999 and 2003.

Table 7.5 Finland: Foreign students 1999-2003, by ISCED levels

Year	Foreign students	ISCED levels			
		5A	5B	5	6
1999	absolute	3 431	358	3 789	1 058
	%	70.8	7.4	78.2	21.8
2000	absolute	4 229	217	4 446	1 124
	%	75.9	3.9	79.8	20.2
2001	absolute	4 987	70	5 057	1 231
	%	79.3	1.1	80.4	19.6
2002	absolute	5 370	40	5 410	1 350
	%	79.4	0.6	80.0	20.0
2003	absolute	6 043	10	6 053	1 308
	%	82.1	0.1	82.2	17.8

Source: Statistics Finland

Age

Table 7.6 displays that foreign students are slightly older than Finnish diploma students. Among national students, the proportion of students in the 20-to-24-year age group is around 45 percent, while the corresponding figure for foreign students is

only 32 percent. In parallel, the percentage of the 30-to-34-year age group is higher among the foreign (12.3%) than the national students (8.2%). However, almost one quarter of both foreign and national students are between 25 and 29 years old.

Table 7.6 Finland: Foreign students as compared to national students 2003, by age

Age group	ISCED 5A		ISCED 6	
	Foreign %	National %	Foreign %	National %
19 years and under	2.9	4.4	0.0	0.0
20 years	4.2	7.5	0.0	0.0
21 years	6.6	9.4	0.0	0.0
22 years	7.3	9.9	0.0	0.0
23 years	7.1	9.7	0.1	0.0
24 years	6.8	8.4	0.4	0.1
25-29 years	24.2	22.5	5.3	1.4
30-34 years	12.3	8.2	4.6	1.6
35-39 years	6.1	5.4	3.5	1.2
40 years and over	4.6	7.6	3.9	2.5
Age unknown	0.0	0.0	0.0	0.0
Total	82.1	93.0	17.8	6.8

Source: Statistics Finland

Gender

The percentage of female among all foreign students (46.5%) is lower than that of all students (53.4%). However, the proportion of females has grown more among foreign students (3.8%) than among all students (0.2%) over the period from 2000 to 2003 (cf. Table 7.9 below).

Admission to higher education

The official Finnish statistics also provide information on the admission to higher education of Finnish and foreign students. In the academic year 2002/03, the number of foreign first-year students

was 1 857, which corresponds to a share of 3.2 percent of all first-year students (3.9% of first year university students and 2.9% of first-year polytechnic students). This proportion is markedly higher than the proportion of foreign students of all diploma students (2.5%, as stated above). As can be seen from the data presented in Table 7.8, the proportion of foreign among all first-year students increased from 2.6% to 3.2% within a few years. Available data on the number of applicants show that the number of Finnish applicants remained about three times as high as the number of first year students both in universities and polytechnics. In contrast, this ratio increased among foreigners regarding universities from 3:1 to 4:1 and regarding polytechnics from 7:1 to 9:1.

Table 7.7 Finland: Foreign applicants 2000-2003, by type of higher education institution

Year	Polytechnics			Universities		
	All applicants	Foreign applicants	% foreign applicants	All applicants	Foreign applicants	% foreign applicants
2000	105 602	4 799	4.5	65 041	2 286	3.5
2001	103 583	6 758	6.5	68 513	2 592	3.8
2002	100 717	7 634	7.6	68 465	2 829	4.1
2003	110 370	9 396	8.5	69 000	3 428	5.0

Source: Statistics Finland

Table 7.8 Finland: Foreign entrants 2000-2003, by type of higher education institution

Year	Polytechnics			Universities		
	All 1st year students	Foreign 1st year students	% foreign 1st year students	All 1st year students	Foreign 1st year students	% foreign 1st year students
2000	33 149	710	2.1	20 521	698	3.4
2001	33 562	930	2.8	21 077	733	3.5
2002*	33 001	895	2.7	22 509	864	3.8
2003	34 691	1 004	2.9	22 574	853	3.8

* Since 2002, the data also include students registered as absent.

Source: Statistics Finland

Graduates

In the academic year 2002/03, 2.5 percent of all graduates were foreign. As Table 7.9 shows, the number of foreign graduates increased more rapidly than the number of foreign students. In 2002/03, the proportion of foreign graduates among

all graduates was identical to the proportion of foreign students to all students. This suggests that the success rate of foreign students is by no means lower than the success rate of Finnish students.

Table 7.9 Finland: foreign graduates 1999-2003

Year	All students	Female %	All foreign students	% female among all students	All graduates	% female among all graduates	Foreign graduates	% female among foreign graduates
2000	253 249	53.7	4 927	41.3	27 104	60.0	496	37.7
2001	271 816	53.9	6 195	43.0	31 023	61.7	605	40.7
2002	280 952	54.2	6 709	44.9	34 867	61.9	710	42.7
2003	291 079	53.5	7 349	46.5	38 170	62.3	946	43.1

* Since 2002, the data also include students registered as absent.

Source: Statistics Finland

7.3 Mobile students in Finland

As stated above, separate statistics are collected in Finland for credit mobile students. As Table 7.10 presents the data whatever the nationality of incoming students, they include also Finnish students taking their whole degree abroad and a part of it in Finland. The number of Finnish nationals among all inwards credit mobile students was 118 in 2003. As Table 7.10 shows, the total number of foreign inwards credit mobile students in 2003 in Finland was 6 616. This was almost as high as the number of foreign diploma students. Although most European countries do not have exact corresponding figures, it seems justified to estimate that Finland is well integrated into intra-European short-term mobility in both directions. The table shows also that the number of inwards mobile foreign students has increased by 65 percent within the five year period (1999-2003). This increase was even higher than that of the foreign diploma students during that period (50%).

Inwards credit mobility is strongly focused on EURODATA countries. The proportion of these countries has been more than 80 percent through the last five years. The number of students orig-

inating from EURODATA countries has also grown more substantially (72.7%) than that of students coming from other countries and regions (49.4%). The largest numbers of inwards mobile students come from Germany, France and Spain. Compared to the size of the country and to their student numbers, Hungary, Austria, and the Netherlands are frequent countries of origin of inwards mobile students to Finland as well. While inwards mobility has been increasing from almost all EURODATA countries, there are a few exceptions: the number of incoming students from the United Kingdom is slightly declining, and mobility from other Nordic countries seems to have more or less stagnated over the observation period. Inwards mobility from Asia, Latin America and Oceania shows a growing trend, while that from Northern America and Africa has been more or less stable.

Foreign diploma students in Finland are mostly nationals of China, the Russian Federation, Sweden and Estonia. The leading destination countries of outwards mobile students are Germany, the United Kingdom, Sweden and Spain. Except for the Russian Federation and the United States of America, the ten top countries are all EURODATA countries.

Table 7.10 Finland: Inwards credit mobile students 1999-2003, by country of origin

Country of origin	1999	2000	2001	2002	2003
EURODATA countries					
AT Austria	112	109	173	170	244
BE Belgium	168	173	192	201	201
BG Bulgaria	6	3	10	14	21
CH Switzerland	22	30	44	35	48
CY Cyprus	3	7	15	19	10
CZ Czech Republic	55	96	140	204	234
DE Germany	566	613	806	963	1 081
DK Denmark [1]	41	56	60	46	52
EE Estonia	87	147	163	131	99
ES Spain [2]	326	393	494	524	552
FI Finland [3] host country	*	*	*	*	*
FR France [4]	415	520	547	646	784
GB United Kingdom [5]	245	286	299	280	277
GR Greece	52	60	69	89	103
HU Hungary	151	194	219	205	243
IE Ireland	41	45	49	59	45
IS Iceland	11	14	17	15	15
IT Italy [6]	291	351	356	391	386
LI Liechtenstein	0	0	2	0	1
LT Lithuania	47	68	116	158	167
LU Luxembourg	0	2	1	0	0
LV Latvia	17	37	52	32	45
MT Malta	0	0	0	0	5
NL The Netherlands	228	254	262	287	289
NO Norway [7]	43	37	31	34	42
PL Poland	131	177	220	254	340
PT Portugal [8]	50	55	78	81	100
RO Romania	26	37	30	37	41
SE Sweden	98	116	86	110	113
SI Slovenia	3	14	10	23	20

SK Slovakia	14	43	38	59	72
TR Turkey	14	6	13	7	5
Total EURODATA countries	3 263	3 943	4 592	5 074	5 635
Other countries and regions					
Other European Countries	156	325	298	277	278
... including Russian Federation	142	307	287	267	265
Northern America	209	172	202	216	216
... including United States of America	171	136	145	158	137
Latin America and the Caribbean	48	62	59	73	96
... including Mexico	19	25	25	47	56
... including Brazil	8	8	9	7	5
Africa	23	25	18	33	24
Asia	216	250	285	328	340
... including China [9]	112	97	78	93	89
... including India	13	17	24	35	35
... including Japan	40	30	44	51	62
Oceania	1	15	23	18	22
Total other countries and regions	653	849	885	945	976
Unknown	84	13	19	7	5
Total inwards students	4 000	4 805	5 496	6 026	6 616
Home students	258 890	265 380	274 132	277 779	285 048
Total students	262 890	270 185	279 628	283 805	291 664

Notes: see table 7.2

Source: CIMO

7.4 Finnish students abroad and outwards mobility

According to UOE statistics, the total number of Finnish students abroad in the academic year 2001/02 was 6 361. This figure corresponds to 3.6 percent of the Finnish students enrolled in Finland. According to UOE statistics, Finland is among the minority of the "old" 15 EU countries where more students study abroad than foreign students study in their country. As already pointed out, Finland is among the "old" 15 EU countries with a relatively small proportion of foreign diploma students, but it is justified to estimate that Finland is close to the 15 EU countries' average as far as diploma study abroad as well as inwards and outwards credit mobile students in the academic year 2002/03 was 7 555. This figure, recorded by CIMO, is slightly higher than the number

of foreign inwards credit mobile students (6 616), as Table 7.12 shows. As explained in the introduction, SII statistics provide information on the number of Finnish students studying abroad with the help of Finnish student financial aid. The total number of these financially supported Finnish students abroad is 12 365, as Table 7.11b shows. According to these data, 7 663 of the Finnish students abroad were credit students and 4 702 were diploma students. One might estimate that almost all Finnish outwards mobile credit students and – comparing the SII figures with UOE data – that about three quarters of the Finnish diploma students abroad are supported by Finnish student financial aid. This corresponds to the percentage of student financial aid recipients of all students (60%) in higher education.

Table 7.11a Finland: Top ten destinations of outwards mobile students 2001/2002 (EUROSTAT and UNESCO data)

Rank	Country	Absolute	%
1	SE Sweden	3 596	36.0
2	GB United Kingdom	2 337	23.4
3	DE Germany	1 042	10.4
4	US United States of America	819	8.2
5	ES Spain	373	3.7
6	FR France	312	3.1
7	NO Norway	276	2.8
8	EE Estonia	267	2.7
9	BE Belgium	202	2.0
10	AT Austria	159	1.6

Source: EUROSTAT, UNESCO

Table 7.11b Finland: Top ten destinations of outwards mobile students 2001/2002 (national data)

Rank	Country	Diploma students	Credit students*	All	%
1	GB United Kingdom	1 873	550	2 423	19.6
2	SE Sweden	937	650	1 587	12.8
3	DE Germany	350	954	1 304	10.5
4	US United States of America	424	353	777	6.3
5	FR France	94	550	644	5.2
6	ES Spain	32	522	554	4.5
7	NL The Netherlands	149	466	615	5.0
8	IT Italy	80	246	326	2.6
9	AT Austria	24	284	308	2.5
10	EE Estonia	241	59	300	2.4
Other		498	3 029	3 527	28.5
Total		4 702	7 663	12 365	100.0

* SII data include short-term mobility of less than three months (cf. CIMO data).

Source: Social Insurance Institution (SII)

Table 7.12 Finland: Inwards and outwards credit mobile students 2003 (national data)

All students	Inwards credit students	% inwards credit students among all students	% female among inwards credit students	All students	Outwards credit students	% outwards credit students among all students	% female among outwards credit students
291 664	6 616	2.3	53.5	291 664	7 555	2.6	69

Inwards credit students	ISCED levels		Outwards credit students	ISCED levels	
	5A	6		5A	6
Absolute	6 416	82	Absolute	7 430	84
%	98.7	1.3	%	98.9	1.1

Country of origin of inwards credit students				Country of destination of outwards credit students			
Rank	Country	Absolute	%	Rank	Country	Absolute	%
1	DE Germany	1 081	16.3	1	DE Germany	878	11.6
2	FR France	784	11.9	2	GB Great Britain	762	10.1
3	ES Spain	552	8.3	3	SE Sweden	618	8.2
4	IT Italy	386	5.8	4	ES Spain	578	7.7
5	PL Poland	340	5.1	5	FR France	487	6.4
6	NL The Netherlands	289	4.4	6	NL The Netherlands	459	6.1
7	GB Great Britain	277	4.2	7	US United States of America	334	4.4
8	RU Russian Federation	265	4.0	8	IT Italy	250	3.3
9	AT Austria	244	3.7	9	AT Austria	244	3.2
10	HU Hungary	243	3.7	10	BE Belgium	200	2.6
Total ten countries		4 461	67.4	Total ten countries		4 810	63.7
Other		2 155	32.6	Other		2 745	36.3
Total		6 616	100	Total		7 555	100

Fields of study of inwards credit students			Fields of study of outwards credit students		
Field of study	Absolute	%	Field of study	Absolute	%
Education	204	3.1	Education	175	2.3
Humanities and arts	1 137	17.2	Humanities and arts	1 731	22.9
Social science, business and law	2 709	40.9	Social science, business and law	2 812	37.2
Science	269	4.1	Science	412	5.5
Engineering, manufacturing and construction	1 297	19.6	Engineering, manufacturing and construction	1 073	14.2
Agriculture	191	2.9	Agriculture	218	2.9
Health and welfare	564	8.5	Health and welfare	696	9.2
Services	198	3.0	Services	433	5.7
Not known	47	0.7	Not known	5	0.1
Total	6 616	100	Total	7 555	100

Source: CIMO

By far the most frequent countries of study abroad, according to UOE statistics, are Sweden (36.0%) and the United Kingdom (23.4%). Germany (10.4%) and the United States of America (8.2%) are likewise frequent destination countries of Finnish students abroad (Table 7.11a). One has to bear in mind, though, that the Netherlands and Italy are missing in the UOE data. The data on Finnish recipients of financial aid show similar results: the United Kingdom, Sweden, and Germany are the most frequent destination countries. Among the smaller countries, Estonia, the Netherlands and Austria are important destinations.

Frequent destination countries of Finnish outwards credit mobile students, according to CIMO, are Germany, the United Kingdom, Sweden, Spain, France and the Netherlands (Table 7.12). Compared to the country's size and student numbers, the Netherlands are a relatively frequent destination country for credit mobility, too. Altogether, outwards credit mobility focuses more strongly on Europe, where about 80 percent go to EURODATA countries, while in outwards diploma mobility (for a degree abroad), the United States of America is a frequent destination.

Table 7.13 presents a time series of all outwards credit mobile students by country of destination over the period from 1999 to 2003. CIMO's data collection does not distinguish outgoing students by nationality, which is why foreign diploma students who take a part of their degree outside Finland are included in the data set. Compared to inwards credit mobility, outwards mobility has been nearly stable, with a modest growth of 14.5 percent through the five-year period. The data collection of 2004 showed an increase of over 9 percent from 2003 to 2004 that may indicate an exceptional year, but also a start of a growing interest in study abroad. The increase was, however, less marked than that of foreign students coming to study in Finland.

7.5 Expert assessment of real mobility

As already reported, the official Finnish statistics report an absolute number of 7 361 and a proportion of 2.5% foreign students among all students in Finnish tertiary education. Similarly, UOE statistics show that the number of Finnish students enrolled in other countries corresponds to about 3.6% of Finnish students studying in Finland.

In trying to estimate the total number of inwards mobile students (including diploma mobility and credit mobility of at least three months), we might add the number of inwards credit mobile students which is about as high as the number of foreign diploma students in Finland. Thus, the total proportion of foreign students in Finland would come up to 5 percent. On the other hand, we have to deduct about 2 000 foreign recipients of Finnish student financial aid, because foreigners eligible for this aid must have lived in Finland prior to study and are thus not coming to Finland for the purpose of study. On this basis, we estimate that about 12 300 students, i.e. 4.2 percent of all students studying in Finnish tertiary education institutions, are inwards mobile students.

It is more difficult to estimate the number of outwards mobile Finnish students, because we cannot establish clearly the extent to which registration of Finnish students in other countries include credit mobile students and Finnish students having already lived abroad prior to study. However, we can consider the Finnish recipients of Finnish financial aid for study in another country as the minimum figure of outwards mobile students. This was about 12 400 students in the academic year 2001/02, i.e. again about 4.2 percent. Taking the other figures into account as well, we have reason to believe that more than 5 percent of Finnish students leave the country for the purpose of study abroad – either for a period of study or to gain a degree abroad.

Table 7.13 Finland: Outwards credit mobile students 1999-2003, by destination

Country of destination	1999	2000	2001	2002	2003
EURODATA countries					
AT Austria	205	197	250	218	244
BE Belgium	171	176	215	191	200
BG Bulgaria	4	0	2	5	7
CH Switzerland	91	111	108	110	96
CY Cyprus	9	6	13	16	12
CZ Czech Republic	40	66	90	96	136
DE Germany	911	915	921	798	878
DK Denmark [1]	119	99	176	148	156
EE Estonia	47	69	78	96	70
ES Spain [2]	282	349	429	502	578
FI Finland [3] host country	*	*	*	*	*
FR France [4]	446	403	469	465	487
GB United Kingdom [5]	1 072	1 017	948	867	762
GR Greece	83	80	118	126	96
HU Hungary	92	114	159	135	170
IE Ireland	205	190	178	197	160
IS Iceland	62	42	60	50	54
IT Italy [6]	169	204	224	229	250
LI Liechtenstein	0	1	0	0	0
LT Lithuania	10	11	19	14	26
LU Luxembourg	0	4	5	3	3
LV Latvia	5	8	10	21	23
MT Malta	0	4	7	12	13
NL The Netherlands	456	427	429	425	459
NO Norway [7]	115	136	119	138	96
PL Poland	34	49	57	67	76
PT Portugal [8]	35	41	52	49	68
RO Romania	1	3	4	16	13
SE Sweden	585	625	614	657	618
SI Slovenia	3	3	3	9	19
SK Slovakia	7	11	14	15	23
TR Turkey	4	5	4	9	6
Total EURODATA countries	5 263	5 366	5 775	5 684	5 799
Other countries and regions					
Other European Countries	131	195	183	198	189
... including Russian Federation	124	182	175	190	178
Northern America	462	553	586	513	494
... including United States of America	320	432	455	386	334
Latin America and the Caribbean	36	64	109	126	153
... including Mexico	17	21	45	60	58
... including Brazil	6	6	5	6	22
Africa	59	88	155	188	222
Asia	407	504	507	549	494
... including China [9]	114	125	121	154	85
... including India	22	20	25	26	22
... including Japan	39	41	45	47	47
Oceania	40	77	112	134	164
Total other countries and regions	1 135	1 481	1 652	1 708	1 716
Unknown	200	33	48	42	40
Total outwards students	6 598	6 880	7 475	7 434	7 555
Other	256 292	263 305	272 153	276 371	284 109
Total students	262 890	270 185	279 628	283 805	291 664

Notes: see table 7.2

Source: CIMO

Chapter 8

The Netherlands

Eric Richters

8.1 Introduction

Data collection procedures and data collectors

In the Netherlands, relatively little information is regularly published on international student mobility. The main source for this type of data is Nuffic, the Netherlands Organization on International Cooperation in Higher Education, where data on different types of student mobility to and from the Netherlands are compiled. The results of the yearly compilation of data are published in the *Monitor on International Mobility in Education* (the “BISON-monitor”)¹ on assignment of the Netherlands Ministry of Education, Culture and Science (MinOCW). Nuffic coordinates and administers EU and Dutch government scholarship programmes directed at fostering international mobility in higher education (e.g. Socrates/Erasmus), and is also a primary data source on student and staff participation in these programmes. Additional data on student and staff mobility are obtained from other sources in the Netherlands. They give information on different types of mobility.

Altogether, available data in the Netherlands provide the opportunity to differentiate students into the following sub-groups:

- diploma mobility, aimed at completing a study abroad,
- credit mobility, i.e. for a period of study, and
- (scholarship) programme mobility of credit or diploma mobile students, graduates, and staff.

No direct information is presently available on inwards diploma mobility. Inwards diploma mobility can only be estimated from data on foreign students. The same is true for outwards diploma mobility, where the only sources at present are the nationality data accumulated by EUROSTAT, OECD and UNESCO. While an overall estimate exists on outwards credit mobility, no such information of sufficient quality exists on credit mobility into the Netherlands. However, information on inwards credit mobility is available for some scholarship programmes, notably the EU Socrates/Erasmus programme.

Availability of data on foreign students

The bulk of data on student participation in higher education in general is collected by the Information Management

Group in Groningen (IB-Groep). The IB-Groep maintains an active database (CRI-HO) on students’ registration in MinOCW financed higher education in the Netherlands. From this database, the number and nationality of foreign students participating in MinOCW financed education can be derived.

The CRI-HO database is constantly up-dated, in order to keep track of changes of students’ enrolment status in the course of the academic year. For general statistics on student registration, the situation on 1 October is taken as a basis for the ongoing academic year, which runs from September to September. The CRI-HO database includes all students registered for a degree, diploma or certificate at a co-financed and/or recognised higher education institution. Inwards credit mobile students (e.g. exchange students) are not registered here. The CRI-HO database distinguishes between full-time, part-time and dual-degree students. Information is collected on nationality, country of origin, field of study, the institution where the study takes place, and in some cases on some personal details.

At least four types of higher education institutions are distinguished in the Netherlands: (1) MinOCW assisted (co-financed) institutions, (2) MinOCW acknowledged (not co-financed) institutions, (3) other institutions, and (4) institutions for international higher education.

Most qualified Dutch secondary school graduates stream into MinOCW assisted education institutions. Students can choose between 13 research oriented universities (WO: wetenschappelijk onderwijs), or between about 50 universities for professional education (HBO: hoger beroepsonderwijs). Through reorganisation and mergers, the number of HBO institutions is gradually decreasing. The second category consists of privately funded institutions whose education programmes are organised in accordance with government regulations and whose titles are recognised by MinOCW. The third category consists of institutions that are wholly privately funded and presently not recognised by MinOCW. The fourth category consists of twelve specific institutes, which are focused on development oriented English language taught short courses, Masters and PhD degree programmes. They are targeted at mid-career pro-

¹ BISON stands for “Beraad Internationale Samenwerking Onderwijs Netherlands”, i.e. Netherlands Council on International Education Cooperation. BISON is a forum made up of the European Platform for Dutch Education (EP), responsible for scholarship programmes for primary and secondary education; the Centre for the Innovation of Vocational Education and Training (CINOP), responsible for scholarship programmes for vocational education; and the Netherlands Organization for International Cooperation in Higher Education (Nuffic), responsible for scholarship programmes for the HE sector.

professionals from developing and transition countries. These institutions, and many of their students, generally receive financial assistance from the Ministry of Foreign Affairs/Development cooperation. Their umbrella organisation is FION (Federation of Institutes for International Education in the Netherlands).

The main data source on foreign diploma students in regular, first category Dutch higher education is CBS (Centraal Bureau voor de Statistiek), or Statistics Netherlands. CBS is the official Dutch data provider to UNESCO, OECD and EUROSTAT. CBS does not regularly publish the data in the Netherlands, but they are available on request. Although CBS does not regularly publish data on current nationality of students, they do publish data on the national origin of students. A distinction is made between autochtone students, (i.e. from the Netherlands) and allochtone students (from elsewhere) (cf. section 8.4). CBS receives the bulk of foreign student data from the IB-Groep (the Information Management Group in Groningen). It also collects data from other sources and through surveys, with which the core set is supplemented as required. Such supplementary sources of data are for example CFI (the Central Finances (of education) Institutions Office in the MinOCW), higher education umbrella organisations, e.g. for data on PhD contracts (in the Netherlands, PhD candidates are generally regarded as employees, not as students), and individual higher education institutions.

Availability of data on mobility

As already pointed out, no information on diploma mobility is presently available. In addition, though credit mobility has historically been seen as crucial toward reaching education quality oriented internationalisation objectives, no central data collection on credit mobile students exists in the Netherlands. To a varying degree, data on outwards and inwards credit mobility are recorded by higher education institutions, or by parts thereof. Nuffic has been collecting these data from individual higher education institutions for the BISON-monitor.

Availability of data on outwards mobility and students abroad

Data on outwards credit mobility can only be derived from an annual survey of graduates on their first performance in the labour market. The Research Centre for Education and the Labour Market (ROA) at the University of Maastricht, carries out annual surveys, through which all graduates of MinOCW assisted higher education institutions are approached with a questionnaire about one and a half years after graduation. Graduates provide information on a voluntary basis and generally a 40 to 50 percent response rate is achieved.

In this survey, graduates are asked to provide information on foreign experience during the course of studies: whether or not such experience exists, the length of the experience, and whether it was directed at a (sub) study, traineeship (a "stage"), or another goal, or at a combination of some or all of these. Since the survey is wider in scope, the mobility data can be related to other information collected in the survey, e.g. high school marks or university final examination marks, current job and income levels, etc (cf. section 8.4).

The survey results are published annually by the two main higher education institution umbrella organisations, VSNU and HBO-raad, in the "WO-Monitor" and "HBO-monitor" respectively. The credit mobility data from the survey are published and analysed further in the BISON-monitor.

Data quality and coverage

Mobility registration in the Netherlands is very much in flux. There are two main reasons for this: the first one is the government's requirement for a greater insight into the flow of public funds to higher education institutions and students. The second one is the introduction of Bologna measures in the Netherlands. The depth and quality of the data are an issue, too. In the Netherlands, there is an intention to include national or foreign origin of (upper) secondary school diploma as an additional criterion into the data collection. This criterion has already been applied up to now, but only at a very general and facultative basis, resulting in an incomplete database. Unfortunately, for the time being, the nationality of the foreign secondary school diploma will not be asked.

Due to registration procedures students in border regions, who study in the Netherlands while continuing to live abroad, are presently not registered as foreign students. This could at present apply to about 4 percent of regular higher education students in the Netherlands; if they were counted as foreign, this would result in a net increase of about 40 percent in the number of foreign students in regular Dutch higher education.

As already pointed out, students in non-MinOCW supported higher education in the Netherlands are not included at all in the data presented in this report.

Level of study

The Dutch study levels are transferred to ISCED format in the following manner: 4-year HBO (as opposed to Short-HBO) and WO degrees are together in ISCED 5A and Short-HBO degrees are in ISCED 5B (as of 2003/04, ISCED 5B will be added to ISCED 5A).

8.2 Foreign students in the Netherlands

Overview: foreign students in the Netherlands 2002/03 (EUROSTAT data)

Table 8.1 The Netherlands: overview of foreign students 2002/2003, by country and region of nationality (EUROSTAT data)

All students	All foreign students	% of foreign among all students	% of female among foreign students
526 767	20 531	3.9	53.9
Foreign students	ISCED levels ¹		
	5A	5B	
Absolute	20 422	109	
%	99.5	0.5	
¹ ISCED 6 not available			
Countries of nationality of foreign students			
Rank	Country	Absolute	%
1	Germany	5 252	25.6
2	Belgium	1 987	9.7
3	Morocco	1 664	8.1
4	China (incl. HK)	1 371	6.7
5	Suriname	952	4.6
6	Turkey	780	3.8
7	Spain	745	3.6
8	Indonesia	695	3.4
9	United Kingdom	603	2.9
10	France	326	1.6
Top ten countries		14 375	70.0
Fields of study of foreign students			
Rank	Field of study	Absolute	%
1	Social & behavioural sciences, business & law	9 380	45.7
2	Health & social services	2 937	14.3
3	Humanities & arts	2 615	12.7
4	Engineering, manufacturing & construction	2 117	10.3
5	Science	1 600	7.8
6	Educational sciences	1 162	5.7
7	Services	534	2.6
8	Agriculture	185	0.9
9	Unknown or not specified	1	0.0
Total		20 531	100.0

Source: EUROSTAT

According to the EUROSTAT data, 20 531 foreign students were enrolled at tertiary education institutions in the Netherlands in the academic year 2002/2003. This corresponds to 3.9 percent of the overall 526 767 students. This is only about two thirds of the EURODATA average and the second lowest proportion (with only Finland reporting an even lower proportion at 2.5%) of all western and northern European countries.

The Netherlands are relatively more popular with students from Europe than from other parts of the world. 57.8 percent of foreign students in 2002/2003 were from other EURODATA countries and a further 3.5 percent from other European countries.

Only 38.7 percent of the students came from outside Europe. The corresponding figures for all EURODATA countries are 42.3, 8.1, and 49.6 percent.

German students make up about one quarter of all foreign students in the Netherlands. As pointed out in chapter 3, Germans study about four times as often in the Netherlands than could be expected in an even spread of mobility between countries.

As regards other countries of origin, it should be noted that students with Moroccan, Surinamese and Turkish nationality often reside long term in the Netherlands and may well be born there. A recent internal CBS survey on secondary school attendance suggests that the number of Moroccan, Surinamese and Turkish students who come to the Netherlands for their tertiary education is only a fraction of the total numbers in the tables.

Overview: foreign students in the Netherlands 2002/2003 (CBS data)

According to national data presentations (CBS data), the percentage of foreign students of all students in the Netherlands is 4.0 percent. The difference is caused by 6 585 PhD and 12 338 Open University students, who are included in the EUROSTAT data, but not in the CBS data, plus 4 students, apparently missing in the CBS data. Since no record is made of the number of foreign students in the PhD and Open University categories, their inclusion in the EUROSTAT total somewhat lowers the foreign student percentage of this total.

As data on the numbers of students per nationality are essentially the same in the Netherlands' national data collection and in the EUROSTAT data, they are not repeated here. On the other hand, as indicated above, two types of MinOCW financed higher education exists in the Netherlands: HBO and WO. This distinction, not available in the EUROSTAT tables, is presented in the Table 8.3.

Table 8.2 The Netherlands: total number of foreign students 2002/2003 (EUROSTAT and national data)

	All students	All foreign students	Percentage of foreign among all students	Percentage of female among foreign students	All students with home nationality
EUROSTAT data	526 767	20 531	3.9	53.9	506 236
CBS data	507 840	20 531	4.0	53.9	487 309

Source: CBS

Table 8.3 The Netherlands: foreign students 2002/2003, by type of institution

Foreign students	HBO (Bachelor)*	WO (Master)**	Total
Absolute	10 344	10 187	20 531
% of foreign students	50.4	49.6	100
% of all students	3.2	5.6	4.0

* includes occasional Master level students
 ** in fact Bachelor and Master: includes students who may stop at Bachelor level

Source: CBS

In Dutch presentation, a distinction is usually made between the two types of higher education institutions. As Table 8.3 shows, there is a marked difference between the proportions of foreign students in different types of higher education. The WO student population consists of 5.6 percent of foreign students, while they make up for only 3.2 percent of all students in HBO. However, in absolute terms, there are slightly more foreign students in the HBO institutions than in WO.

Table 8.4 shows the enrolment of foreign students in the various fields of study according to the classification applied in the Netherlands. The largest numbers are enrolled in Economics (33.7%). High numbers can be found also on Engineering, Behaviour and society, and Language and culture/art, with each more than 13 percent of all foreign students.

Table 8.4 The Netherlands: foreign students 2002/2003, by field of study

Field of study	Absolute	%
Agriculture	464	2.3
Nature (WO only)	697	3.4
Engineering	3 104	15.1
Health	1 805	8.8
Economics	6 914	33.7
Law (WO only)	817	4.0
Behaviour and society	2 819	13.7
Language and culture/art	2 701	13.2
Education/pedagogy	1 075	5.2
UCU/TUL*	135	0.7
Total	20 531	100.0

*University College Utrecht/Transnational University Limburg

Source: CBS

Foreign students in the Netherlands in a five-year period

The proportion of foreign students in the Netherlands according to CBS was 3.0 percent in 1998/99 (13 427 students). It remained about the same level in the subsequent two years (2.9% and 3.3%), but increased thereafter to 3.8 percent in 2002/02 and 4.0 percent in 2002/03.

Table 8.5 shows a strongly increasing number of German students registering in Dutch higher education. There was a significant increase also in the number of students from China, Belgium, Spain (in spite of a marked decrease between 2002-02 and 2002-03) and Indonesia. In percentage terms the inflow from China increased by over 700 percent, from Germany by close to 160 percent, Spain just over 100 percent, Indonesia by nearly 80 percent, and Belgium by almost 75 percent. While Germany and Belgium are neighbouring countries, both China and Indonesia have been and are Dutch education export target countries. About 70 percent of all foreign students come from the top ten countries.

Table 8.5 The Netherlands: top ten countries of origin of foreign students 1998/99-2002/03 (EUROSTAT data)

Country	1998/99	1999/00	2000/01	2001/02	2002/03
Germany	2 059	2 292	3 184	4 197	5 252
Belgium	1 183	1 373	1 745	1 896	1 987
Morocco	1 829	1 874	1 956	1 953	1 664
China	169	182	410	813	1 371
Surinam	901	846	871	878	952
Turkey	1 501	1 158	1 025	909	780
Spain	379	498	934	1 027	745
Indonesia	391	407	530	569	695
United Kingdom	670	661	648	628	603
France	217	274	337	393	326
Total of top ten	9 299	9 565	11 640	13 263	14 375
Grand total	13 619	14 012	16 589	18 888	20 531

Source: EUROSTAT

8.3 Study abroad and outwards mobility in the Netherlands

Dutch students abroad

Table 8.6 The Netherlands: top ten destination countries of Dutch students abroad 1998/99-2002/03 (EUROSTAT data)

Country	1998/99	1999/00	2000/01	2001/02	2002/03
Belgium	2 781	2 692	2 623	2 652	2 764
United Kingdom	2 922	2 559	2 468	2 206	2 359
Germany	2 285	2 079	1 915	1 852	1 880
United States	1 693	1 616	1 610	1 791	1 672
Spain	776	941	879	942	977
France	604	586	470	486	658
Sweden	538	561	536	585	630
Australia	nd	372	381	450	450
Switzerland	258	262	264	271	304
Norway	121	118	140	147	167
Total of top ten	11 978	11 786	11 286	11 382	11 861
Grand total	12 588	12 466	11 820	11 899	12 470

Source: EUROSTAT

According to EUROSTAT data on study abroad, most Dutch students outside the Netherlands register for studies in Belgium, followed by the United Kingdom, Germany and the United States of America. In the two last years of the reporting period the overall declining trend in study abroad, visible from 1998-99, seems to have turned into a positive curve. The registration of Dutch students in French, British and Belgian higher education has picked up, quite strongly so in the case of France, though the decline of Dutch students registering in German higher education institutions is still apparent. The increase in the other countries occurred in a fairly regular manner over the years. In the United States of America, the increase from 2000-01 has turned into a decrease since 2001-02. This may be at least part-

ly attributable to the events of 9/11. Table 8.6 shows also that some 95 percent of all students abroad study in the top ten destination countries and about 78 percent of total in the eight EURODATA countries in this list.

If these data are compared with the top ten countries of origin of foreign students studying in the Netherlands, among the top three, two countries remain the most important both as a country of origin and as a destination, namely Germany and Belgium. Several important countries of origin of foreign students, such as Morocco, China, Surinam, Turkey and Indonesia are not however significant destination countries for outwards mobile Dutch students. In fact, China and Indonesia are Dutch target countries for education export, while the

student flows from the other three countries are in reality far more modest than may seem from the numbers: many Moroccan, Surinamese and Turkish students reside permanently in the Netherlands.

In total, the ratio of Dutch students abroad to those studying at home (2.5%) is below the EURODATA average (3.1%). Among the northern and western European countries, it is the second lowest after the United Kingdom (1.5%). However,

er, compared to all 32 EURODATA countries, the Netherlands ranks above Italy (2.3%), Hungary (2.2%), Latvia (2.2%), Poland (1.3%), and Spain (1.3%).

Outwards credit mobility

In the Netherlands, information on outwards credit mobile students is derived from the annual ROA survey on higher education graduates.

Table 8.7 The Netherlands: graduates having been mobile during their course of study 1996-2001, by mobility objective (percentage of all graduates)

Year	HBO graduates					Total
	Internship	Study	Combination*	Other	Combination**	
1996-97	14.5	2.7	2.3	5.1	2.5	27.1
1997-98	14.4	3.1	2.3	4.7	2.4	26.9
1998-99	15.8	3.3	2.4	5.6	2.3	29.4
1999-00	14.7	3.6	2.5	5.3	2.3	28.4
2000-01	13.4	3.3	2.3	4.8	2.1	25.9

*Combination of internship and study. **Combination of study and/or internship with other activities

Source: , 2004

Year	WO graduates*					Total
	Internship	Study	Combination**	Other	Combination***	
1996-97	13.8	9.0	3.2	8.4	5.4	39.8
1997-98	16.5	7.9	2.9	5.7	2.7	36.1
1998-99	15.7	8.7	2.9	7.1	3.9	38.3
1999-00	16.8	8.7	3.3	7.3	4.2	40.1
2000-01	18.0	9.2	3.0	6.9	4.5	41.6

Combination: combination of previous objectives *Percentage of all WO graduates. **Combination of internship and study.

***Combination of study and/or internship with other activities

Source: ROA, 2004

Table 8.8 The Netherlands: graduates having been mobile during their course of study 1996-2001, by field of study (percentage of all graduates)

Field	HBO graduates				
	1996-97	1997-98	1998-99	1999-2000	2000-01
Agriculture	53.4	56.4	57.8	59.7	56.0
Art & culture	38.9	42.1	38.0	38.8	39.0
Economics	33.5	33.7	36.9	34.9	31.4
Health care	18.9	19.0	23.7	20.4	21.0
Engineering	21.7	21.6	22.3	21.6	19.3
Behaviour & society	13.9	13.3	16.6	15.1	14.6

Source: ROA, 2004

Field	WO graduates				
	1996-97	1997-98	1998-99	1999-2000	2000-01
Engineering	44.7	41.3	47.1	53.6	52.9
Health care	47.4	49.8	50.8	50.7	49.4
Language & culture	47.1	42.3	44.7	45.7	45.8
Natural sciences	47.2	39.8	42.3	45.8	44.2
Economics	37.1	34.8	34.9	38.3	39.8
Law	32.6	23.9	25.5	28.2	31.7
Behaviour & society	28.5	25.4	28.7	29.0	27.8

Source: ROA, 2004 (excluding Agriculture, with traditionally, considerably high outgoing credit mobility)

Of the 2000/01 responding graduates from Dutch universities, 41.6 percent had spent some period of time abroad for study and study-related experiences. The corresponding figure for HBO graduates was 25.9 percent.

The survey suggests also an overall decline in graduates reporting international credit mobility. Among Dutch HBO graduates, the decline has been relatively sharp since 1998-99. However, no exhaustive explanation can be given for the decline. From research elsewhere it would appear that international mobility may be inversely related to the economic situation in the country. At the time of the mobility decline, the Dutch economy was booming, and it is expected that the more locally oriented HBO graduates may be more sensitive to this economic context than WO graduates. These are however assumptions.

The most recent ROA survey (of 2001/02 graduates) indicates a further decline of credit oriented student mobility, with 20.1 percent and 38.6 percent mobility reported by HBO and WO graduates respectively. The survey also found that about 86 percent of the students were abroad for a period of three months or longer.

Assuming that "other activities" are not necessarily relevant for study and that periods of less than three months are too brief to have significant impact on the individual we might es-

timate that 33 percent of the 2001/02 university graduates and 17 percent of the HBO graduates have been mobile for relevant study-related experiences. Assuming also that they were all mobile once and not for more than one year, we can estimate the annual credit mobility rate to be about 8 percent for university students and 4 percent for HBO students.

Typically, among HBO graduates, those in the field of Agriculture are the most mobile, followed by those in the fields of Art & culture and Economics. Over time, the number of mobile Engineering students has outdone the number of mobile student in the field of Health care. Among WO graduates, the most mobile students are in the field of Engineering, Health care, and Language & culture. Both for HBO and WO students, the students studying Behaviour and society were the least mobile.

8.4 Other data

Scholarship programme mobility

Scholarship programme mobility is typically programme-objective oriented, and in accordance with these objectives, often refers to a rather mixed bag of student, graduate, credit and diploma mobility, and even to staff mobility (as in the Erasmus programme). The following picture arises for Nuffic-managed programmes in 2002-03:

Table 8.9 The Netherlands: mobility in Nuffic-managed scholarship programmes 2002/2003, by level of study

Mobility type	Inwards mobility				Outwards mobility			
	Total non EU programmes*	Erasmus**	Leonardo da Vinci**	Total	Total non EU programmes*	Erasmus	Leonardo da Vinci	Total
Credit-Bachelor	10	6 355	28***	6 393	53	3 507	783	4 343
Credit-Master	96			96	57	734		791
Diploma-Bachelor	650			650	248			248
Diploma-Master	474			474	196			196
Diploma-PhD	78			78	4			4
Other	442			442	20			20
Unknown	1 667			1 667	0			0
Total	3 417	6 355	28***	9 800	578	4 241	783	5 602

*Dutch Government or privately funded programmes. **Including credit mobility at Master level (EU inflow programmes managed in sending countries). ***Incomplete Source: Nuffic

Inwards mobile scholarship students correspond with around 2 percent of students in the Netherlands, and outwards mobile scholarship students with 1 percent. Though no perfect data are available, the scholarship programme students are clearly a minority among all mobile students. One has to bear in mind though that some additional mobile students have been awarded scholarships from other sources than the Nuffic, and thus do not appear in these data. For example at least several hundreds outwards mobile students receive some financial assistance from their university or from one of many, usually small private funds (often dedicated to the advancement of science and/or arts) in the Netherlands.

"Allochtone" students versus "autochtone" students

CBS provides information on "allochtone" students, who themselves and/or of whom at least one of the parents was born abroad, and "autochtone" students who themselves and of whom both parents were born in the Netherlands. Foreign students are part of the allochtone student group. The allochtone group is further divided into a "Western allochtone" and a "non-Western allochtone" group, while in the "non-Western allochtone" group, students who were born (or of whom at least one of the parents was born) in Morocco, Turkey, Surinam, Dutch Antilles or Aruba, are specified. In all allochtone groups (Western, non-Western, Moroccan, Turkish, Surinamese, from the Dutch Antilles or Aruba) distinction is made between the 1st and the 2nd generation.

Further data on credit mobile students

The above mentioned ROA survey of Dutch HBO and WO graduates provides information on formerly mobile students

in comparison to non-mobile students. Table 8.10 shows that formerly mobile students hardly differ from non-mobile students in their final marks.

Table 8.10 The Netherlands: average final exam mark of formerly credit mobile students (on a scale 1 to 10)

	Without mobility	With mobility	< 3 mnths	≥ 3mnths
HBO	7.28	7.25	7.29	7.25
WO	7.25	7.31	7.29	7.32
HE average	7.28	7.28	7.29	7.28

Source: ROA

As Table 8.11 shows, in terms of job and income level about 1.5 years after graduation, HBO graduates who went abroad scored (slightly) lower than those who stayed at home. In contrast, WO graduates who went abroad scored better than those who stayed at home. The fact that HBO students seem

to benefit little from their foreign experience shortly after graduation begs for an explanation. It may be caused by a non related factor: students who (think to) have a job lined up during their study may go abroad less than those who do not, for example.

Table 8.11 The Netherlands: credit mobility experience and average gross income (€) of formerly credit mobile students, about 1.5 years after graduation

	Without mobility	With mobility	< 3 mnths	≥ 3mnths
HBO	1 914.97	1 828.74	1 798.78	1 836.93
WO	2 190.09	2 243.95	2 292.29	2 233.77
HE average	1 985.33	2 035.05	2 000.38	2 042.22

Source: ROA

Further data on inwards mobility

Steadily, more information is becoming available on inwards mobility from the Dutch Immigration and Naturalization Service (IND), an agency of the Dutch Ministry of Justice. The IND gives out visas and permits for stay in the Netherlands to persons staying longer than three months in the country, not coming from EU/EEA, Australia, Canada, Japan, Monaco, New-Zeeland, United States of America and Switzerland. Although this will change in the future, presently only informa-

tion on entry numbers and not on the present status of the persons who entered the country (whether they are still there) is available. As such, the data are not comparable to those deriving from registration in higher education. Nevertheless, the data indicate a relatively sharp recent decline of entries into the Netherlands for purposes of study. There may be many reasons, both internal and external to the Netherlands, for the general decline between 2003 and 2004. If the decline persists, it is likely that, eventually, this will become apparent also in registration figures.

Table 8.12 The Netherlands: approved visas for study 2002-2004 for citizens from selected countries

Country	2002	2003	2004
China	2 414	2 579	1 621
Indonesia	718	687	451
Vietnam	547	304	230
Russia	228	293	195
India	158	217	144
Turkey	190	165	240
Mexico	208	153	151
Taiwan	113	148	77
South Africa	112	87	67
Brazil	81	84	70
Thailand	62	62	115
Malaysia	24	24	24

Source: IND

Surveys on study experiences of mobile students

In 2003 the Nuffic supervised a survey undertaken by Research & Marketing BV on expectations of Dutch higher education students regarding international experience during the study. In the survey – after a stocktaking of existing experience and plans for internships and study abroad – motives, bottlenecks, facilities and possibilities of mobility were analysed. The objective was to provide a basis for dedicated internationalisation policy development at institutional and central level. The following results are worth noting:

- Some 14 percent of Dutch WO students had foreign experience prior to their present study (versus 2% of Dutch HBO students).
- 39 percent of students (even 68% of allochtone students) planned to go abroad, usually to complete an internship, while, toward the end of the study, 37 percent of the students, autochtone and allochtone, said to have actually gained foreign experience.
- The major reason stated for going abroad was to improve chances and performance at the labour market. This was even more frequently the case with allochtone students.
- Costs, family situation, fear for delays in the study, lack of knowledge on mobility possibilities, or plain lack of interest were perceived bottlenecks.

8.5 Expert assessment of real mobility to and from the Netherlands

The information given above suggests that there are about 4 percent foreign diploma students in the Netherlands. The number of non-registered foreign students living close to the Dutch border suggests a further 1.5 percent or possibly even more foreign diploma mobile students. Other available information suggest that there are additionally about 13 000 inwards credit mobile students and about 9 000 students in international education programmes (in the Netherlands) not supported by the Ministry of Education, Culture and Science. Thus the total number of foreign and/or mobile students would be more than 42 000. It is difficult to estimate the number of those who had not been mobile for the purpose of study, but had lived and learned in the Netherlands already prior to study at tertiary level. Altogether, we might assume that the total inwards mobility is about 7 percent of all students in the Netherlands.

About 12 500 Dutch students were reported as being enrolled abroad (mostly diploma mobility). In addition, about 21 000 Dutch students seem to undertake credit study or study-related activity abroad. Again, some of the Dutch students abroad might have lived in the destination country already prior to study. Yet, it seems safe to estimate that the number of outwards mobile students corresponds to about 6 percent of students enrolled at Dutch higher education institutions.

Clearly, overall inwards and outwards mobility is substantially higher than one would infer from the available official statistics on the nationality of degree students. This obviously calls for an improvement of the database.

Chapter 9

The Czech Republic

Libor Nováček and Helena Sebková

9.1 Introduction

Data collection procedures and data collectors

In the Czech Republic various collectors using different procedures collect data on foreign students in tertiary education. The tertiary education sector is composed of higher education institutions of university and non-university types, tertiary professional schools (TPS), and other institutions that provide post secondary education. Higher education is the main sector of tertiary education; its current overall capacity is 231 470 students while the capacity of the tertiary professional sector is only 27 241 (11.8%) students. This report includes only foreign students studying either at accredited study programmes of higher education institutions (Bachelor, Master and Doctoral levels) or at programmes of tertiary professional schools. Data on foreign students attending courses at other tertiary institutions are not collected.

The Students' Union Register

The Higher Education Act of 1 July 1998 places since 1 January 1999 a duty on HEIs to keep a register of all students in higher education. Data on all students in Czech public and private higher education institutions (HEIs; 2 state HEIs are not included) are collected by the Students' Union Register (USR, or *Sdružení informace matrik studentů (SIMS)*) administered by the Institute of Computer Science – Masaryk University in Brno (ICS MUB). The USR register, which contains specified elementary data on particular students of HEIs matriculated for Bachelor, Master and Doctoral study programmes, is used for keeping records of students as well as for budgetary and statistic purposes. Data collections are organised four times a year.

Foreign students are registered in the database according to their Personal Identity Number (PIN).¹ A data sheet for each PIN is comprised of 48 information units and can be divided into three main areas: personal data, data on studies, and data on study history. Of all data items almost two thirds are linked to code lists², which allows for a high precision of information. Indeed, statistical data on nationality of foreign diploma students collected by USR are very precise, with only 0.05 percent of students not having declared their nationality.

The Institute for Information on Education

Data on foreign students in tertiary education are collected by the Institute for Information on Education (IIE, or *Ústav pro informace ve vzdělávání (UIV)*) and published in the Statistical Yearbook on Education. Detailed data on the nationality of TPS students (collected by the IIE) are available only since 2002/2003. The IIE is officially in charge of the collection of all data on education and supplies them to the national authorities, the Czech Statistical Office (CSO, or *Český statistický úřad (ČSU)*), and the international statistical offices, including the EUROSTAT.

Availability of data on mobility

International offices of the Czech HEIs keep track on inwards and outwards credit mobility only in the framework of the Socrates/Erasmus programme. Higher education institutions' data collection in most cases does not include any kind of credit mobility (short- or long-term) within other programmes, nor data on faculty-organised mobility based on other projects or organised by students themselves. There is no mechanism at the national level for the direct identification of inwards diploma mobility or of credit mobility outside the European programmes.

Availability of data on students abroad

Data on Czech students studying abroad are stored in the database of the Ministry of Education, Youth and Sports (MEYS). This database includes however only those students who have requested the MEYS to issue confirmation letters of studies abroad for purposes of health insurance, income tax, pension insurance, etc. In addition, the numbers available at the MEYS include only students who started their studies abroad in the given year, i.e. not sums of all those abroad in a given year. Consequently, the MEYS data on students abroad do not give an accurate picture of the number of Czech students abroad.

Coverage

The tables using data from the USR exclude foreign students in HEIs funded by the Ministry of Defence (the Military Academy) and the Ministry of the Interior (Police Academy). Data on military and police academies can be extracted from the IIE publica-

¹ Allocation of PINs is based on the regulation of the Federal Statistical Office No. 55/1976 Coll. on PIN as amended by subsequent acts. A PIN must be given to all foreigners.

² Code lists comprise of obligatory codes of states and counties, as well as optional codes of municipalities, parts of municipalities and post codes at addresses, codes of higher education institutions, codes of study programmes, specialisations and qualifications, codes of types and forms of studies, etc.

tions, but they are not included in this report due to their specificity and the overall very small number of foreign students (only 18 in 2002/03). The IIE data on TPS students excludes students attending last years of conservatories (ISCED 5B).

Quality of data

Data collected by the USR are considered very accurate. While some double count may occur due to the characteristics of the USR register (it uses two main terms according to which numbers are determined: “student” and “study”). The term “student” registers one physical entity based on the PIN and the term “study” registers the actual study programme or programmes the students has registered for) the margin of error for foreign students is negligible, as only a few foreign students are registered on more than one study programme at a time. USR data may be finely subdivided and evaluated, and the contents, extent and processing of the register can be considered excellent.

Data on foreign students at tertiary professional schools available in the IIE Statistical Yearbook on Education are less detailed. However, due to very low numbers of foreign students compared to the higher education sector (USR data collec-

tion), this factor does not influence in a significant manner the overall figures presented in this report.

As explained above, data on numbers of Czech students studying abroad are very imprecise: they cover only a part of all students abroad, and capture only those starting their studies abroad in a given year.

9.2 Foreign students in the Czech Republic

According to UOE data, the proportion of foreign students in the Czech Republic is smaller than in the majority of the 15 EU countries but the highest among the central and eastern European countries who joined the EU in May 2004. This relatively high proportion of foreign students can be explained predominantly by a single factor, i.e. the high student numbers from neighbouring Slovakia. Indeed, 64.9 percent of foreign students in 2002/03 were from Slovakia. The close ties to Slovakia do not stem only from geographic and historical conditions (the Czech Republic and Slovakia formed a common state until the early 1990s), but also from the considerable proximity of their languages: students from Slovakia can study without problems in the Czech language.

Discrepancies between UOE and national data

Table 9.1 Czech Republic: foreign students 2000/2003, by level of study (IIE data)

	Day-to-day studies ³	Studies in distance or combined form ⁴	Total
Tertiary studies (ISCED 5B)	397	-	397
Bachelor study programmes	2 315	457	
Master programmes	7 626	148	
Sub-total 1	10 338		
Doctoral programmes	753	779	
Sub-total 2 – HEI programmes	10 694	1 384	12 078
Total	11 091	1 384	12 475

³ Traditional (day to day) form of study means that the student is mostly present at lectures, seminars, etc. and has a permanent contact with a teacher. ⁴ Distance form of study means the use of ICT for flexibly designed studies without a constant contact with a teacher. Combined form means a mix of day-to-day and distance study. Source: IIE

According to EUROSTAT, in the academic year 2002/03, 10 338 foreign nationals studied at Czech tertiary education institutions (i.e. higher education institutions and technical professional schools). The proportion of foreign students among all tertiary education students (altogether 287 001) was thus 3.6 percent. According to IIE, who delivers data to UOE, the total number of foreign students in the same year was 12 475 (12 078 of these in the ISCED levels 5A and 6 and 397 in ISCED 5B), or 4.6 percent of the overall number of students in the Czech Republic.

An explanation for this major discrepancy (of more than 200 students) is that the total number appearing in EUROSTAT includes only students in Bachelor and Master study programmes, while the IIE data include also Doctoral students (753 in full-time study) and students in distance or combined education (1 384 students in total). The CHES takes data on HEIs students in the following text and tables only from the USR regis-

ter.⁵ USR data is used instead of the IIE data, as the USR register allows for more detailed classifications. These USR data do not match completely with the data published by the IIE, nor with those published by EUROSTAT. The USR data exclude 172 foreign students, who have not declared their nationality and 18 foreign students in conservatories (ISCED 5B), whose nationality is unknown. The difference of the remaining 37 students in respect to EUROSTAT data could be scored to students studying two and more programmes (the basis of calculation are not the individuals, but their studies) or to a statistical error.

Also the table on ten top countries of origin of foreign students in the Czech Republic shows a significant difference in totals between the CHES and UOE data. In addition, Germany and Bulgaria – on places nine and ten in the CHES data – do not appear at all in the EUROSTAT top ten list, and are replaced by Israel (9th) and Cyprus (10th).

⁵ With the exception of data regarding students in tertiary professional schools (TPS), which are taken from the IIE statistics.

Overview: foreign students in the Czech Republic 2002/2003

Table 9.2a Foreign students 2002/2003 (EUROSTAT data)

All students	All foreign students	Percentage of foreign among all students	Percentage of female among foreign students
287 001	10 338	3.6	58.7
ISCED levels			
	5A and 6	5B	
Absolute	9 941	397	
Percentage	96.2	3.8	

Most frequent countries of nationality of foreign students

Rank	Country	Absolute	Percentage
1	Slovakia	6 938	67.1
2	Romania	305	3.0
3	Ukraine	302	2.9
4	United Kingdom	237	2.3
5	Greece	193	1.9
6	Belarus	117	1.1
7	Poland	112	1.1
8	Vietnam	101	1.0
9	Israel	85	0.8
10	Cyprus	82	0.8

Fields of study of foreign students

Rank	Field of study	Absolute	Percentage
1	Social sciences, business & law	3 940	31.6
2	Health & welfare	3 258	26.1
3	Engineering, manufacturing & construction	1 753	14.1
4	Science	1 555	12.5
5	Human & arts	1 303	10.4
6	Agriculture	332	2.7
7	Services	174	1.4
8	Education	159	1.3

EURODATA countries

AT Austria	11
BE Belgium	3
BG Bulgaria	57
CH Switzerland	4
CY Cyprus	82
CZ Czech Republic	0
DE Germany	62
DK Denmark	3
EE Estonia	3
ES Spain	3
FI Finland	5
FR France	7
GB United Kingdom	237
GR Greece	193
HU Hungary	16
IE Ireland	10
IS Iceland	1
IT Italy	4
LI Liechtenstein	0
LT Lithuania	4
LU Luxembourg	0
LV Latvia	6
MT Malta	0
NL The Netherlands	2
NO Norway	73
PL Poland	112
PT Portugal	33
RO Romania	15
SE Sweden	45

EURODATA countries

SI Slovenia	20
SK Slovakia	6 938
TR Turkey	8
Total EURODATA countries	7 957
Other countries and regions	
Other European Countries	919
... including Russian Federation	305
Northern America	89
... including United States of America	63
Latin America and the Caribbean	98
... including Mexico	3
... including Brazil	0
Africa	255
Asia	828
... including China [9]	10
... including India	39
... including Japan	12
Oceania	2
Unknow	190
Total other countries and regions	2 381
Total foreign students	10 338

Source: EUROSTAT

Table 9.2b Foreign students 2002/2003 (national data)

All students	All foreign students	Percentage of foreign among all students	Percentage of female among foreign students
270 959	12 248	4.5	48.6
ISCED levels			
	5A and 6	5B	
Absolute	11 869	379	
Percentage	96.9	3.1	

Most frequent countries of nationality of foreign students			
Rank	Country	Absolute	Percentage
1	SK Slovakia	7 944	64.9
2	UA Ukraine	463	3.8
3	RU Russian Federation	380	3.1
4	GB United Kingdom	244	2.0
5	GR Greece	204	1.7
6	PL Poland	169	1.5
7	VN Vietnam	148	1.2
8	BY Belarus	139	1.1
9	DE Germany	126	1.0
10	BG Bulgaria	98	0.8
Total top ten		9 915	81.1
Others		2 333	18.9
Total		12 248	100.0

EURODATA countries	
AT Austria	39
BE Belgium	3
BG Bulgaria	98
CH Switzerland	7
CY Cyprus	88
CZ Czech Republic	n.a.
DE Germany	126
DK Denmark	4
EE Estonia	7
ES Spain	8
FI Finland	5
FR France	13
GB United Kingdom	244
GR Greece	204
HU Hungary	22
IE Ireland	12
IS Iceland	2
IT Italy	19
LI Liechtenstein	0
LT Lithuania	6
LU Luxembourg	0
LV Latvia	3
MT Malta	0
NL The Netherlands	6
NO Norway	73
PL Poland	169
PT Portugal	36

HEIs foreign students in the Czech Republic 2002/2003, by fields ¹		
Field of study	Absolute	Percentage
Natural science	1 280	10.8
Technical disciplines	1 971	16.6
Agricultural science and veterinary medicine	312	2.6
Medical sciences and pharmacy	2 963	25.0
Humanities and social sciences	1 249	10.5
Economical sciences	2 630	22.2
Law	647	5.5
Education and teacher training	327	2.8
Psychology	100	0.8
Art and design	390	3.3
Total	111 869	100.0

¹Only ISCED 5A and ISCED 6, State HEIs not included, 379 TPS students not included because of different classification of study fields.

EURODATA countries	
RO Romania	39
SE Sweden	46
SI Slovenia	25
SK Slovakia	7 944
TR Turkey	11
Total EURODATA countries	9 259
Other countries and regions	
Other European Countries	1 222
... including Russian Federation	380
Northern America	110
... including United States of America	79
Latin America and the Caribbean	160
... including Mexico	10
... including Brazil	0
Africa	280
Asia	1 179
... including China [9]	21
... including India	57
... including Japan	18
Oceania	3
Unknow	35
Total other countries and regions	2 989
Total foreign students	12 248

Sources:

HEIs – Union Students' Register (USR) – ICS MUB, 2005/Sdružené informace matrik student (SIMS) – Ústav výpočetní techniky Masarykovy univerzity v Brně ÚVT-MUB TPS – Institute for Information on Education (IIE), 2004/Ústav pro informace ve vzdělávání (ÚIV)

Overall, out of the total of 12 248 students (according to the USR), more than 80 percent (9 915 students) came from the top ten countries. The percentage is similar to that of the EUROSTAT top ten countries.

Foreign students in a five-year period

The total number of foreign students in the Czech Republic is growing fast. As table 9.4 shows, according to USR data the total number of foreign students in tertiary education more than doubled from 1999/2000 (5 629 students) to 2002/2003 (12 248 students). In October 2002, the total number of students in Czech tertiary education was 270 959.⁶ As can be observed from the table below, compared to the previous year the growth in 2002/2003 represents 9.6 percent for the total, 8.7 percent for Czech students and 31.2 percent for foreign students. In 2002, 4.5 percent of all students in higher education were foreign.

As already pointed out, the largest number of foreign students comes from Slovakia (in total 7 944, i.e. 64.9%). In addition, there has been an increase in numbers of foreign students from most countries, and especially since 1999/2000 in the numbers of students coming from the countries of the former Soviet Union: the proportion of students from these countries is 9.2 percent (1 131 students). Of these 70 percent came from Ukraine (423 students) and the Russian Federation (365 students). The growth has been significant also for the number of students from the United Kingdom. The interest to study in the Czech Republic has grown thanks to the increasing provision of courses and programmes in the English language. Greece is the only important country of origin with a significant decrease of incoming students in recent years. Nevertheless, it has remained one of the most important countries of origin of foreign students in the Czech Republic.

A relatively high number (1 315) of foreign students come from EURODATA countries other than Slovakia. Most of these are nationals of the United Kingdom (224), Greece (204), Poland (169), and Germany (126). A non-negligible number of students from Asia came from Vietnam (147) and Israel (92). Other continents are represented only by small numbers of students (Northern America: 0.9%, Latin America and Caribbean: 1.3%, Africa: 2.3%).

CHES has identified that 236 students out of the total 244 from the United Kingdom studied medical sciences and pharmacy. This study field is the most popular also among students from other EURODATA countries, mainly because all subjects of relevant study programmes are taught in English. On the other hand, the low interest of students from France for studies in the Czech Republic (only 13 in total in 2002/2003) could possibly be explained by the fact that there are almost no courses taught in French in the Czech Republic.

Until 1999, data on foreigners educated at tertiary professional schools (TPS) did not include their nationality. This explains the high proportion of students from "unknown" origins for the first three years in the table. The total numbers of foreigners studying at TPS increased in 2002/03 by 170 students (more than 80%) in comparison to year 1999/2000 (cf. Table 9.3).

The upwards trend in the number of foreign students in the Czech Republic is expected to continue also in the coming years, thanks to continuously improved provision of courses and programmes in English as well as the increasing number of foreigners residing in the country.

Table 9.3 Czech Republic: foreign students in tertiary education as compared to national students 1999/2000-2002/03, by type/nationality

Type	1999/00		2000/01		2001/02		2002/03	
	National students	Foreign students	National students	Foreign students	National students	Foreign students	National students	Foreign students
Public HEIs	194 275	5 420	200 067	7 403	210 214	9 300	224 033	11 417
Private HEIs	*	*	*	*	1 402	33	7 437	452
Total HEIs *	194 275	5 420	200 067	7 403	211 616	9 333	231 470	11 869
TOTAL HEIs national and foreign students		199 699		207 472		220 949		243 339
Total TPS **	30 864	209	26 352	253	26 371	309	27 241	379
Total TPS national and foreign students		31 073		26 605		26 680		27 620
Tertiary all		230 772		234 077		247 629		270 959
Tertiary education – foreign students		5 629		7 656		9 642		12 248

*HEIs – Vysoké školy (VS); State HEIs not included. **TPS – Vyšší odborné školy (VOS), 6 students at music conservatories not included.

Source HEIs: Union Students' Register (URS) – ICS MUB, 2005. Sdružené informace matrik student (SIMS) – Ústav výpočetní techniky Masarykovy univerzity v Brně ÚVT-MUB. Source TPS: Institute for Information on Education (IIE), 2004. Ústav pro informace ve vzdělávání (UIV)

⁶ The sum of students at HEIs and TPS.

Table 9.4 Czech Republic: Foreign students 1999/2000-2002/03, by nationality

Nationality	1999/2000	2000/2001	2001/2002	2002/2003
EURODATA countries				
AT Austria	3	9	35	39
BE Belgium	3	3	2	3
BG Bulgaria	60	75	79	98
CH Switzerland	7	8	9	7
CY Cyprus	63	77	83	88
CZ Czech Republic host country	*	*	*	*
DE Germany	59	59	98	126
DK Denmark [1]	7	3	3	4
EE Estonia	7	6	8	7
ES Spain [2]	5	4	6	8
FI Finland [3]	9	9	5	5
FR France [4]	9	12	10	13
GB United Kingdom [5]	237	246	239	244
GR Greece	540	437	305	204
HU Hungary	16	16	17	22
IE Ireland	13	12	11	12
IS Iceland	3	3	3	2
IT Italy [6]	10	13	18	19
LI Liechtenstein	0	0	0	0
LT Lithuania	10	10	8	6
LU Luxembourg	0	0	0	0
LV Latvia	2	4	4	3
MT Malta	0	0	0	0
NL The Netherlands	5	7	7	6
NO Norway [7]	41	51	59	73
PL Poland	110	114	132	169
PT Portugal [8]	14	14	18	36
RO Romania	38	36	42	39
SE Sweden	46	54	46	46
SI Slovenia	22	20	30	25
SK Slovakia	2 224	3 950	5 564	7 944
TR Turkey	3	6	5	11
Total EURODATA countries	3 566	5 258	6 846	9 259
Other countries and regions				
Other European Countries	498	658	871	1222
... including Russian Federation	152	212	270	380
Northern America	98	106	107	110
... including United States of America	67	71	77	79
Latin America and the Caribbean	129	155	158	160
... including Mexico	13	14	11	10
... including Brazil	1	2	1	0
Africa	257	276	267	280
Asia	833	913	1 054	1 179
... including China [9]	19	17	18	21
... including India	37	41	46	57
... including Japan	9	13	17	18
Oceania	3	2	4	3
unknown*	245	288	335	35
Total other countries and regions	2 063	2 398	2 796	2 989
Total foreign students	5 629	7 656	9 642	12 248
Total Czech HE students	194 275	200 067	211 615	231 470
Total Czech TPS students	30 864	26 352	26 371	27 241
Total all students	230 768	234 075	247 628	270 959

*1999/2000-2001/02 all TPS foreign students included. Notes for tables: [1] Faeroe Islands and Greenland are included under DK. [2] Canary Islands, Ceuta and Melilla are part of ES. [3] Åland Islands are included under FI. [4] Réunion is included under FR. [5] Northern Ireland is part of GB. Guernsey, Jersey, Isle of Man and Gibraltar are included under GB. [6] Holy See is included under IT. [7] Svalbard and Jan Mayen Islands are included under NO. [8] Madeira and Azores are part of PT. [9] Hong Kong SAR, Macao SAR, and Taiwan are included under China. Source HEIs: Union Students' Register (URS) – ICS MUB, 2005. Sdružené informace matrik studentů (SIMS) – Ústav výpočetní techniky Masarykovy univerzity v Brně ÚVT-MUB. Source TPS: Institute for Information on Education (IIE), 2004. Ústav pro informace ve vzdělávání (UIV)

Level of study

Table 9.5 Czech Republic: HEIs* foreign students 2002/2003, by level of study and gender

Programme	Total	% of total	Male	Female	% of female
Bachelor programmes	2 591	21.8	1 284	1 307	50.4
SK Slovakia	1 732		822	910	52.5
RU Russian Federation	147		56	91	61.9
UA Ukraine	133		45	88	66.2
BY Belarus	80		38	42	52.5
PL Poland	63		35	28	44.4
VN Vietnam	35		24	11	31.4
GR Greece	30		30	0	0.0
DE Germany	32		14	18	56.3
KZ Kazakhstan	24		10	14	58.3
BG Bulgaria	18		12	6	33.3
Other nationality	297		198	99	33.3
Master programmes	7 445	62.7	3 757	3 688	50
SK Slovakia	5 182		2 360	2 822	54.5
GB United Kingdom	235		160	75	31.9
GR Greece	158		110	48	30.4
UA Ukraine	138		55	83	60.1
RU Russian Federation	134		45	89	66.4
CY Cyprus	75		32	43	57.3
NO Norway	73		34	39	53.4
IL Israel	73		69	4	5.5
VN Vietnam	60		37	23	38.3
US United States of America	59		38	21	35.6
Other nationality	1 258		817	441	35.1
Short Master programmes	314	2.6	173	141	44.5
SK Slovakia	185		101	84	45.4
RU Russian Federation	16		9	7	43.8
UA Ukraine	12		4	8	66.7
VN Vietnam	8		2	6	75.0
BG Bulgaria	8		2	6	75.0
BA Bosnia and Herzegovina	6		3	3	50.0
PL Poland	6		3	3	50.0
HR Croatia	5		1	4	80.0
CS Serbia and Montenegro	5		5	0	0.0
AL Albania	4		2	2	50.0
Other nationality	59		41	18	30.5
Doctoral programmes	1 519	12.8	944	575	37.9
SK Slovakia	569		301	268	47.1
UA Ukraine	140		93	47	33.6
RU Russian Federation	68		30	38	55.9
DE Germany	61		50	11	18.0
VN Vietnam	44		39	5	11.4
LZ Libya	32		29	3	9.4
YN Yemen	30		29	1	3.3
PL Poland	26		15	11	42.3
RO Romania	25		9	16	64.0
IN India	18		16	2	11.1
Other nationality	506		333	173	34.2
Total	11 869	100.0	6 158	5 711	48.1

* HEIs – Vysoké školy (VŠ); State HEIs not included.

Source HEIs: Union Students' Register (USR) – ICS MUB, 2005. Sdružené informace matrik student (SIMS) – Ústav výpo etní techniky Masarykovy univerzity v Brn ÚVT-MUB

Almost all foreign students (11 869, or 96.9%) study at higher education institutions. Of these, 2 591 (21.8%) study at Bachelor level, 7 445 (62.7%) at Master level, and only 314 (2.6%) on short Master programmes.⁷ Of all foreign students 1 519 (12.8%) are Doctoral students. The proportion of female students is overall nearly half of all students, though at the Doctoral level, male students are in clear majority (62%). For the country

distribution of students at different levels some interesting points emerge: the United Kingdom is the second largest country of origin for students on Master programme, but does not feature in the top ten list of any other level. The situation is similar for the United States of America. A significant number of Doctoral students come from Germany, while the country does not have particularly large numbers of students at other study levels.

Field of study

The following tables will present number of foreign students in HEIs and TPS by field of study.

Table 9.6 Czech Republic: HEIs foreign students 2002/2003, by field of study*

Field of study	Total	%	Male	Female	% of female
Natural sciences	1 280	10.8	878	402	31.4
Technical disciplines	1 971	16.6	1 427	544	27.6
Agricultural sciences and veterinary medicine	312	2.6	140	172	55.1
Medical sciences and pharmacy	2 963	25.0	1 410	1 553	52.4
Humanities and social sciences	1 249	10.5	525	724	58.0
Economical sciences	2 630	22.2	1 167	1 463	55.6
Law	647	5.5	330	317	49.0
Education and teacher training	327	2.8	70	257	78.6
Psychology	100	0.8	33	67	67.0
Art and design	390	3.3	178	212	54.4
Total	11 869		6 158	5 711	48.1

* HEIs – Vysoké školy (VŠ); State HEIs not included.

Source HEIs: Union Students' Register (USR) – ICS MUB, 2005. Sdružené informace matrik student (SIMS) – Ústav výpočetní techniky Masarykovy univerzity v Brně (ÚVT-MUB)

Table 9.7 Czech Republic: Tertiary professional school foreign students 1999-2003, by field of study

Field of study	1999/2000			2000/2001			2001/2002			2002/2003		
	Total	Present	Distance	Total	Present	Distance	Total	Present	Distance	Total	Present	Distance
Health care	0	0	0	39	22	17	88	29	59	102	28	74
Philosophy, theology	7	5	2	13	6	7	14	8	6	13	8	5
Economics and administration	102	92	10	123	107	16	144	128	16	127	107	20
Industries-related business	17	13	4	15	10	5	15	9	6	16	10	6
Gastronomy, hotel industry, tourism	23	21	2	52	52	0	52	48	4	55	51	4
Law, legal and public administrative activities	23	16	7	19	15	4	23	13	10	21	9	12
Journalism, librarianship, informatics	10	10	0	8	8	0	7	7	0	6	6	0
Pedagogy, tutorship and social care	15	11	4	14	10	4	13	11	2	10	6	4
Arts, applied arts	15	15	0	20	20	0	13	13	0	33	33	0
Other	2	2	0	6	6	0	10	10	0	14	13	1
Total	214	185	29	309	256	53	379	276	103	397	271	126

Tertiary Professional Schools (TPS) – Vyšší odborná škola (VOŠ).

Source TPS: Institute for Information on Education (IIE), 2004

The USR register contains ten study field categories and these are used for the Czech Republic reporting. In contrast the IIE Statistical Yearbook presents nine categories including also military and police science. Both of them correspond neither with each other, nor with the ISCED97, though the USR data could be transformed into the EUROSTAT tables with fractional differences (+196 students). Interest of foreign students in studies of particular fields is influenced by many factors, which however cannot be objectively eval-

uated and quantified. The most favoured fields of study of foreign students are Medical sciences and pharmacy (2 963 students), and Economical sciences (2 630). Together, they cover almost half of all foreign students at HEIs. The same trend can be observed at the tertiary professional schools: the most favoured field of study (127 students) is Economics and administration, followed by Health care (102 students). Students in these fields make up almost 60 percent of all TPS foreign students (385 in 2002/2003).

⁷ The Czech HEIs have implemented or are implementing the three tier study structure of Bachelor, Master, and Doctoral levels. Besides Bachelor – Master structure there still exist some so called long (undivided) Master programmes. The standard length of short Master programmes is at least two and at most three years. In the case of non-divided Master study programmes its length is at least four and at most six years. As a consequence of the structure reform, it is not possible to divide HE programme into professionally or academically oriented programmes, and thus the Czech system distinguishes among higher education students only by the ISCED 5 (Bachelor and Master programmes) and ISCED 6 (Doctoral study). Conversely, the ISCED 5B category can be used for students of tertiary professional schools.

Age

The USR captures the students' age in years on 31st October, including already all registered students for the starting academic year. A majority of foreign students start at the age of

18 to 21 years. Slightly over half (approx. 52%) of the students in this age group are female. Among older foreign students (22 to 30 years) males are however in clear majority (at about 60%).

Table 9.8 Czech Republic: foreign students in HE 1999/2000-2002/03, by age and gender*

Year	1999/2000			2000/2001			2001/2002			2002/2003		
	Average age	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
14 - 17	70	42	112	67	39	106	55	47	102	58	64	122
18	526	502	1 028	847	880	1 727	1 057	1 231	2 288	1 363	1 515	2 878
19	548	539	1 087	815	816	1 631	1 033	1 136	2 169	1 373	1 505	2 878
20	376	277	653	441	418	859	525	531	1 056	673	724	1 397
21	207	156	363	257	205	462	337	279	616	409	387	796
22	190	134	324	234	167	401	273	221	494	343	279	622
23	189	109	298	229	155	384	277	213	490	343	268	611
24	187	110	297	214	141	355	233	180	413	305	227	532
25	161	87	248	187	99	286	200	114	314	226	158	384
26	113	49	162	125	61	186	134	84	218	162	110	272
27	112	41	153	121	47	168	121	68	189	120	80	200
28	82	44	126	99	58	157	86	58	144	99	65	164
29	56	26	82	74	36	110	91	44	135	92	55	147
30	66	14	80	86	23	109	95	24	119	102	28	130
18 - 30	2 813	2 088	4 901	3 729	3 106	6 835	4 462	4 183	8 645	5 610	5 401	11 011
31 - 35	180	53	233	189	69	258	233	93	326	254	125	379
36 - 40	71	19	90	88	27	115	106	34	140	131	70	201
41 - 45	32	10	42	35	14	49	44	16	60	54	29	83
46 - 50	13	8	21	12	8	20	21	11	32	27	17	44
51 - 55	7	1	8	7	2	9	12	2	14	13	4	17
56 - 60	5	0	5	7	0	7	8	2	10	7	1	8
61 +	8	0	8	3	1	4	4	0	4	4	0	4
Total	3 199	2 221	5 420	4 137	3 266	7 403	4 945	4 388	9 333	6 158	5 711	11 869

*HEIs – Vysoká škola (VŠ); State HEIs not included.

Source: HEIs: Union Students' Register (USR) – ICS MUB, 2005. Sdružené informace matrik student (SIMS) – Ústav výpočetní techniky Masarykovy univerzity v Brně ÚVT-MUB

Newly registered foreign students

In the academic year 2002/03 there were 3 017 newly registered foreign students (6.1% of all new students in the Czech

Republic). The new students registered mostly at public higher education institutions. Data on newly registered foreign students at TPS are not available.

Table 9.9 Czech Republic: HEIs foreign new entrants 1999/2000-2002/03, by nationality and ownership of higher education institution

Year	Type	Total	National students	Foreign students	% of foreign students
1999/00	Total	41 495	40 266	1 229	3.0
	Public	41 495	40 266	1 229	3.0
	Private	0	0	0	0.0
2000/01	Total	31 855	29 542	2 313	7.3
	Public	31 855	29 542	2 313	7.3
	Private	0	0	0	0.0
2001/02	Total	42 365	40 128	2 237	5.3
	Public	41 202	38 990	2 212	5.4
	Private	1 163	1 138	25	2.1
2002/03	Total	49 771	46 754	3 017	6.1
	Public	43 121	40 530	2 591	6.0
	Private	6 650	6 224	426	6.4

HEIs – Vysoké školy (VS); State HEIs not included.

Source: Union Students' Register (USR) – ICS MUB, 2005. Sdružené informace matrik student (SIMS) – Ústav výpočetní techniky Masarykovy univerzity v Brně ÚVT-MUB

Graduates

The number of foreign graduates has grown by 58 per cent since 1999 from 445 graduates in 1999/2000 to 770

in 2002/2003. These figures start to be gradually affected by the high increase in number of new entrants in the previous years.

Table 9.10 Czech Republic: HEIs foreign graduates 1999/2000-2002/03, by nationality and ownership of higher education institution

Year	Type	Total	National students	Foreign students	% of foreign students
1999	Total	23 847	23 402	445	1.9
	Public	23 847	23 402	445	1.9
	Private	0	0	0	0.0
2000	Total	29 136	28 542	594	2.0
	Public	29 124	28 530	594	2.0
	Private	12	12	0	0.0
2001	Total	30 010	29 440	570	1.9
	Public	29 884	29 318	566	1.9
	Private	126	122	4	3.2
2002	Total	31 343	30 670	673	2.1
	Public	30 987	30 323	664	2.1
	Private	356	347	9	2.5
2003	Total	33 154	32 384	770	2.3
	Public	32 431	31 683	748	2.3
	Private	723	701	22	3.0

HEIs – Vysoké školy (VS); State HEIs not included.

Source: Union Students' Register (USR) – ICS MUB, 2005. Sdružené informace matrik student (SIMS) – Ústav výpočetní techniky Masarykovy univerzity v Brně ÚVT-MUB

Of the altogether 770 foreign graduates in 2003, 374 were from Slovakia, 41 from Greece, 32 from Poland and 28 from the United Kingdom. 276 students came from other countries.

9.3 Mobile students in the Czech Republic

Data on mobile students are not collected centrally in the Czech Republic. However data on credit mobility in the framework of scholarship programmes are collected by a number of entities: data on mobility within the Socrates/Erasmus programme are collected by the Socrates National Agency, data on the Aktion and Ceepus programmes are registered and organised by the House for International Services (HIS), credit mobility in the framework of international agreements is managed by the Academic Information Agency (AIA), and mobility in the framework of the Leonardo da Vinci programme is registered by the National Training Fund, p.b.o. (NTF). Only data on Socrates/Erasmus mobility, which is the single most frequent form of inwards and outwards credit mobility, are extremely accurate.

In order to obtain more information and create more unified statistical structure on mobility data, the CHES initiated a survey in the framework of the EURODATA project. This attempt had only a limited success, as will be explained further in section 9.5.

9.4 Czech students abroad and outwards mobility

Students with home nationality studying abroad

On the request of the CHES, the department of the research and development programs of the MEYS prepared a search from the database of those Czech students abroad who have asked a certificate of study abroad for insurance, tax, or other purposes. For the five-year period 1998-2003 there were 5 140 valid entries, and a total of 831 students in 2003. However, as this number includes only those students who have requested a certificate from the MEYS, and of these only those students who have started their studies abroad in a given year, this figure should be considered as an absolute minimum indication of Czech students abroad. Indeed, according to the UOE data, the number of Czech students abroad in 2002/2003 was 6 800, i.e. eight times more than the MEYS figures suggest.

The target countries of Czech diploma students registered at the MEYS database are mainly Germany, Slovakia, the United States of America, Australia, the United Kingdom, and France. A large majority (86%) of the students go to one of the top ten countries. It should be noted, however, that overall the figures are very low compared to the UOE data sets (cf. chapter 2).

Table 9.11 Czech Republic: top ten destination countries of outwards mobile diploma students 2003 (in percentage) – MEYS data

Rank	Destination country	% of total
1	DE Germany	24.1
2	SK Slovakia	15.9
3	US United States of America	14.7
4	AU Australia	9.5
5	GB United Kingdom	6.8
6	FR France	5.4
7	AT Austria	4.6
8	PL Poland	2.5
9	HU Hungary	1.7
10	CA Canada	1.6
Top ten		86.8

Source: Ministry of Education, Youth and Sports (MEYS), 2005

According to UOE data (cf. chapter 3), 6 800 Czech students, i.e. 2.5 percent of all Czech students, studied abroad in 2002/2003. This is slightly below the EURODATA average (3.1%). 80 percent (5 434) of the students abroad study in other EURODATA countries. Interestingly, only very few of them (316) go to Slovakia. Indeed, for each student who goes from the Czech Republic to Slovakia, 22 students from Slovakia go to the Czech Republic. Yet, Czech students make up for almost one fifth of foreign students studying in Slovakia. 34 percent of the Czech students go to Germany and 14 percent to the USA. One should bear in mind, though, that these figures in most cases do not comprise Erasmus students who are more widely spread across Europe.

Data on outwards credit mobility

Data on outwards credit mobility are not centrally documented in the Czech Republic and as mentioned above, only the Socrates/Erasmus programme keeps thorough statistics. Erasmus students are mostly interested in Germany (27.3%), France (13.5%), the United Kingdom, and Spain as study destination. Except for the United Kingdom, where there are more credit students at the Doctoral level, credit mobility concentrates on long Master programmes. Majority of students go abroad in the age of 22 to 24 years.

Credit mobility in the framework of other programmes is mainly directed to neighbouring countries, i.e. Slovakia, Poland, Germany, Austria and Hungary. The country spread is naturally influenced by the nature and aims of the programmes in question (e.g. cooperation with neighbouring countries). Thus, it cannot be excluded that there are significant numbers of credit mobile students from the Czech Republic in other countries, which do not feature in the available statistics.

9.5 Other data sources

CHES survey I

From 2001 to 2003 the CHES realised a study for the Ministry of Education, Youth and Sports called Evaluation of activities within Socrates/Erasmus programme, monitoring of results and analysis of their contribution for educational system in the Czech Republic.⁸ The main objective of the study was to collect information for the evaluation of international activities, student mobility, and administration mechanisms of Czech HEIs. The study also looked into the influence of mobility on employment prospects, career development, languages skills, adaptation abilities, and inter-cultural skills of the mobile individuals. 17 selected HEIs in the Czech Republic were addressed through a questionnaire, monitoring visits, and consultations with representatives of the institutions. Private HEIs were not evaluated, as their activity in the field of the international contacts and exchanges of students is still fairly minor.

The study included also an evaluation of Erasmus students' stay abroad. The questionnaires were sent by e-mail to a selection of students who had participated in the Socrates/Erasmus programme in 2002/2003. As the CHES cannot directly address these students, coordinators of the Socrates/Erasmus programme at individual higher education institutions were given free rein as far as selection of the sample was concerned. The CHES received 362 completed questionnaires via e-mail and the results are considered very representative of the total Czech Erasmus student cohort.

The survey results show that outwards mobile students stay abroad in the framework of the Socrates/Erasmus programme on average 6 months. One quarter of students spend a shorter than 4-month period in the host country. Equally, a quarter of the students stay for 6.5 months or longer. The most visited country by the Czech Erasmus students is the neighbouring Germany. It is interesting to note the high ranking of Finland, just behind the United Kingdom and France, which demonstrates a particularly high preferences for higher education in this country. There is a considerable imbalance between outgoing and incoming students in countries where teaching is provided in English, like the United Kingdom, or Sweden.

CHES survey II

In January and February 2005 the CHES realised a survey on the registration of mobility actions implemented by HEIs beyond official programmes. CHES requested data on mobility activities in the 32 EURODATA countries and managed to obtain data from 24 public HEIs, one state school, and 13 private schools. International exchange activities of private HEIs are less significant and except for two institutions no mobility activities were registered.

⁸ Novacek L., Svaton O., Petrova D.: Project of the MYES-MSMT: "Hodnoceni aktivit v ramci projektu Socrates/Erasmus, sledovani vyuziti vysledku a vyzkum jejich prinosu pro vzdelavaci system CR", CHES, October 2003

The biggest number of credit mobile students were reported by the Masaryk University in Brno, the Technical University of Liberec and the Charles University in Prague. In total, it can be observed that inwards mobility prevails by almost 50 percent over outwards mobility.

In the framework of the Socrates/Erasmus programme the group of outwards credit mobile students represents a triplicate compared to inwards mobile students. On the other hand, within mobility activities organised by HEIs the proportions are reversed: approximately three times more students come from abroad to the Czech Republic than Czech students go abroad. The difference between the Socrates/Erasmus programme and HEIs' activities can be mainly explained by the significant financial support provided to outgoing students in the framework of the Erasmus programme. The proportion of Bachelor students of the totals is significantly higher for inwards than outwards mobile students (35% compared to 24%). More than half of all outgoing students are at the Master level, while the corresponding figure is 40 percent for the incoming students.

Table 9.12 Czech Republic: HEIs credit outwards and inwards mobility beyond official programmes 2002/2003*

Level of programme	Outwards mobile students	Inwards mobile students
Bachelor	211	433
Master	441	497
PhD	142	126
Other	79	197
Total	873	1 253

*Only 32 European countries: EU, EFTA and candidate countries and without official programmes (Erasmus, Aktion, Ceepus, Leonardo, international agreements)
Source: CHES Questionnaire, January 2005.

Despite the fact that the CHES obtained results from all public and private HEIs, many of them did not include data on gender, length of stay, study programme, or specialisation. Therefore only aggregate numbers can be presented here. The CHES cannot establish the accuracy rate of these data, but expects that the overall trends correspond very closely to the reality.

9.6 Expert assessment of real mobility

The number of foreign students at Czech HEIs is influenced without doubt by the number of foreign citizens permanently residing in the Czech Republic. The biggest numbers of foreign citizens with a permanent residence in the Czech Republic come from Vietnam, Slovakia, Ukraine, and Poland.

A qualified estimate on foreign domicile students/students by country of prior education is presented in Table 9.13⁹:

Table 9.13 Total mobility – foreign students with domicile outside the Czech Republic 2002/2003 (estimate)

Study	Total number	Estimate of real mobility
Foreign students at HEIs	11 869	10 089 *
Foreign Students at TPS	397	337 *
Erasmus	971	971
International agreements	203	203
Aktion	15	15
CEEPUS	229	229
Leonardo da Vinci	*	70**
Credit mobility outside official programmes	1 253	1 253
Total	14 937	13 097

*excluding about 15% of foreign students, who have permanent residence in the Czech Republic. **Approved, though not necessarily realised mobility.
Estimate: Centre for Higher Education Studies (CHES), 2005

USR data can differentiate HEIs students according to permanent residence. Indeed, 85 percent of foreign students are classified as students without permanent residence, and consequently only about 15 percent of the total are presumably non-mobile foreign students with a domicile in the Czech Republic. These have been deducted from the total numbers of foreign students at HEIs and TPS to arrive at a reliable estimate of inwards diploma mobility. Adding credit mobile students in the official programmes (1 488, of which 971 in the Erasmus programme) and outside them (1 253 students [cf. section 9.5]) results in an overall estimate of around 13 100 inwards mobile students in the Czech Republic. This correspond with almost 5 percent of all students in the Czech Republic.

⁹ For purposes of calculation, the table includes exact figures. It should be noted, however, that as we talk about estimates, apart from the figures on official programmes, the numbers should be taken as indicative of the real figures.

Chapter 10

Student mobility in European programmes

Bernd Wächter and Siegbert Wuttig

10.1 Introduction

The previous chapters of EURODATA dealt with the entirety of student mobility (and foreign students), i.e. with all (recorded) movements. The present chapter, as well as the following one, narrows down this wide scope to mobility inside of mobility programmes. While the last chapter addresses “national” mobility programmes, the present one is about mobility inside of “European” programmes. European programmes are schemes run at the supra-national level. In most cases, the programme provider is the European Commission. In one case, it is the Nordic Council of Ministers and in another, a group of ten countries in south-eastern Europe.

While it is difficult to set out in detail what constitutes a “programme” (and what does not), there are some broad characteristics common to all of them. In contrast to “free” mobility, mobility inside of programmes is

- **Organised:** the students embark on a “package tour” rather than on individual tourism;
- **Funded:** the students receive a grant or scholarship to cover all or part of the mobility costs;
- **Temporary:** the students move for a limited period of time from a “home institution” to a “host institution” abroad, and later return to finish their studies “at home”. In the terminology of EURODATA, programme mobility is a form of credit mobility.

It is implicit in the above that programme mobility is genuine international mobility, or, to put it differently, that the student always moves to another country. In the vast majority of cases, the “programme-mobile” student is also a national of the country of origin and therefore a foreigner in the country of destination. But most programmes also allow the participation of nationals of the country of destination, and sometimes of third-country nationals, as long as the mobile student originates from an institution in a country other than that to which he/she moves.

Programmes covered

The chapter provides mobility data for eight programmes. Six of these are European Union schemes, namely Socrates/Erasmus, Leonardo da Vinci, Tempus, Alban, the EU-US Cooperation Programme, and the Marie Curie Programme. The seventh one is Nordplus, a programme of the Nordic Council of Ministers, and the last one is Ceepus, which is run by a group of ten countries in eastern, central and south-eastern Europe. This choice is the result of deliberate selection, but also of severe constraints. The criteria for inclusion of programmes in chapter 10 of EURODATA were the following:

- **Critical size:** Only programmes with a minimum number of 500 mobility movements per year were included.
- **Availability of a minimum set of data of acceptable quality:** This condition led to the exclusion of a number of programmes originally selected for inclusion. These schemes were:
 - The ALFA Programme of DG EuropeAid of the European Commission;
 - The EU-Canada Cooperation Programme of DG Education and Culture of the European Commission;
 - The Nordic-Baltic Scholarship Scheme of the Nordic Council of Ministers.
- **“Programme age”:** Two schemes, which in principle satisfied the above conditions and which would thus have merited inclusion, had to be excluded from this chapter because they had been so recently started that the organisers did not yet have an overview of the mobility taking place in the first year, which was the case of Erasmus Mundus, or because the mobility quantities in the first year were exceptionally low (the Asia Link Programme).

Data sources, data collection and data coverage

The data presented in this chapter were collected in the form of a survey targeting the providers or organisers of the programmes. This survey was carried out between February and August 2005. The tables below include thus only data material directly delivered by the responsible organisations. Data from earlier programme reports or programme evaluations were only used to “contextualise” the data directly received, i.e. to provide comparative figures for earlier programme years.

The providers were asked to supply mobility data for the most recent year on which final figures were available. As was to be expected, this resulted in different reference years (ranging from 2001/02 to 2004/05). The data requested concerned “real mobility”, derived from the final reports of contractors, and not data from the selection stage. Further, they were asked to provide the data additionally for the four years prior to this last year for which data were available, if this was possible. The data asked of providers were the following:

- Number of students by country of origin and country of destination;
- Number of students by country of origin and gender;

- Number of students by country of destination and gender;
- Number of students by country of origin and duration;
- Number of students by country of destination and duration;
- Number of students by country of origin and level of studies;
- Number of students by country of destination and level of studies;
- Number of students by country of origin and field of study;
- Number of students by country of destination and field of study.

With regard to “level of studies”, providers were asked to minimally differentiate into ISCED 5B, 5A and 6, and, preferably, into Sub-Bachelor, Bachelor, Master and PhD levels. With regard to fields of study, providers were asked to classify according to the system used in their programme (if any).

With the exception of the Erasmus and, to a lesser extent, the Nordplus programmes, the data supplied by programme providers fell very much short of the data request. For the majority of programmes (which supplied data at all), only data on the number of students by country of origin and destination were obtained. Time series could also rarely be supplied. It is not altogether clear to what exactly this deplorable state of affairs is due. It appears that the vast majority of programmes do request their contractors to report on their activities, mobility included, but in very many cases, the data requested are very limited, and, what is more regrettable, they are not being processed and captured in databases, let alone transformed into ready-to-use statistics.

Limits of comparability

It must be stressed that mobility programme data are not easily comparable with data relating to “free” (non-programme) mobility. “Free” mobility can be regarded, within limits, as an expression of the preferences of the mobile students. This is not necessarily so in the case of programme mobility. In mobility programmes, at least three factors shape mobility patterns. First, student choice obviously plays a role here too, as a consequence of the perceived degree of attractiveness of different destination countries. Second, the capacity and willingness of a particular country and its institutions to admit the students intending to study there is an important factor. Third, the programme providers intervene by trying to put into reality their ideal of student flows, for example in the form of reciprocity. The first factor applies to “free mobility” as well. The second can, but need not. An institution from country x might in principle be willing to accept students from country y, but not in the framework of an exchange programme, because conditions that apply in the exchange programme (a ban on

tuition fees, for example) make this unattractive. The third factor obviously only applies in the case of mobility programmes, and not in “free” mobility.

10.2 Programmes

The annual total number of mobile students in the programmes included in this chapter is 141 229. This figure compares to overall 1.1 million foreign students in the EURODATA region (data for 2002/03: cf. chapter 2). Mobility in European programmes therefore amounts to slightly more than a tenth of all foreign students in EURODATA countries.¹

Of the total number of mobile students in European programmes, 123 897 (or 87.7%) are Erasmus students. This fact is the single most important reason why the mobility data in this chapter are presented separately for each programme. In cumulative statistics, Erasmus would “drown out” all other programmes. Beyond that, they could of course not do justice to the peculiarities of each scheme.

SOCRATES/ERASMUS

The Erasmus Programme was legally established in 1987 and went into operation in the academic year 1987/88. In terms of size as in any other respect, it became the Union’s “flagship programme” in the field of education. The programme funds a wide variety of activities, ranging from the development of European curricula to summer schools, amongst others. It also developed and introduced the ECTS system into European higher education. However, its core activity has been and remains the promotion of the mobility of students (and, to a lesser extent, teaching staff). In its original design, Erasmus was the paradigmatic “network programme”: a consortium of higher education institutions from a minimum of three countries applied for funding for a wide range of activities and, if successful, was entrusted with the organisation of its own project. It was also to this network that the students applied for scholarships. Shortly after the integration of Erasmus into the wider Socrates programme in 1995, Erasmus modified its *modus operandi*, but its original design became the model for many programmes (and most of those in this chapter).

Over its nearly 20 years of existence, Erasmus has witnessed phenomenal growth. Starting with the then twelve EU member states, participation has today risen to 31 countries. The number of mobile students rose from 3 244 in the first year (1987/88) to 123 897 in 2002/03.

For comparison, the number of foreign students from the EURODATA area in 2002/03 was 471 033. Erasmus student mobility therefore amounts to about one quarter of foreign students from the EURODATA area.²

¹ The total of 1.1 million students and the 141 229 in European programmes are not fully comparable. The 1.1 million are foreign students in the EURODATA area. The 141 229 European programme students also contain a small number of outwards mobile students (out of the EURODATA area).

² It is important to note two things in this respect. First, according to UOE rules (at the time), foreign students studying for a period shorter than a full year in the country of destination were not to be counted. If national statistical offices did apply this rule, most Erasmus students are not included in the figure of 471 033 foreign students. Second, Erasmus did, in 2002/03, not cover the whole EURODATA area. Turkey was, at the time, not participating in the programme. Neither was Switzerland, and it is not today either.

Table 10.1 Socrates/Erasmus Programme: students by country of origin and destination 1998/99-2002/03

Country	1998/1999		1999/2000		2000/2001		2001/2002		2002/2003	
	outward	inward	outward	inward	outward	inward	outward	inward	outward	inward
AT Austria	2 705	2 196	2 954	2 503	3 026	2 431	3 026	2 465	3 312	2 834
BE Belgium	4 470	3 375	4 434	3 670	4 417	3 729	4 551	3 897	4 653	4 046
BG Bulgaria	0	0	134	8	398	26	622	51	612	67
CY Cyprus	35	14	42	18	0	4	72	37	91	64
CZ Czech Republic	879	243	1 249	461	2 001	556	2 533	732	3 002	970
DE Germany	14 700	12 940	15 726	14 687	15 890	15 118	16 641	15 506	18 494	16 113
DK Denmark	1 751	1 945	1 764	2 310	1 750	2 408	1 752	2 555	1 847	2 883
EE Estonia	0	0	183	53	255	85	274	115	302	171
ES Spain	14 381	13 167	16 299	15 188	16 383	17 008	17 405	18 830	18 258	21 297
FI Finland	3441	2 423	3 486	3 026	3 286	3 542	3 291	3 757	3 402	4 427
FR France	16 372	16 264	16 835	17 894	17 179	17 475	182 20	17 813	19 396	18 825
GB United Kingdom	10 005	21 261	10 064	20 689	9 028	19 142	8 479	17 660	7 957	16 987
GR Greece	1765	1 086	1 911	1 284	1 922	1 298	1 974	1 410	2 115	1 545
HU Hungary	856	277	1 627	456	1 996	624	1 736	769	1 830	853
IE Ireland	1504	2 907	1 689	3 085	1 648	3 119	1 708	3 245	1 627	3 472
IS Iceland	147	112	138	114	134	127	147	132	163	170
IT Italy	10 868	6 890	12 407	8 032	13 237	8 751	13 951	9 867	15 217	10 973
LI Liechtenstein	1	0	2	0	12	3	17	3	7	7
LT Lithuania	0	0	361	36	624	57	823	91	1 001	132
LU Luxembourg	23	12	24	18	28	34	30	22	33	13
LV Latvia	0	0	166	23	182	40	209	48	232	45
MT Malta	0	0	0	0	92	69	129	173	72	202
NL The Netherlands	4 332	5 750	4 418	5 899	4 162	5 761	4 244	6 144	4 241	6 349
NO Norway	1 101	983	1 107	1 010	1 007	974	970	1 100	1 010	1 244
PL Poland	1 426	312	2 813	465	3 691	621	4 323	792	5 419	994
PT Portugal	2 179	1 754	2 471	2 230	2 569	2 536	2 825	2 883	3 171	3 279
RO Romania	1 250	116	1 687	206	1 899	204	1 965	275	2 701	355
SE Sweden	3 321	3 623	3 087	4 201	2 726	4 412	2 633	4 901	2 656	5 320
SI Slovenia	0	0	170	9	227	61	364	108	422	129
SK Slovakia	59	20	380	53	505	59	578	111	654	131
Total	97 571	97 571	107 628	107 628	110 274	110 274	115 274	115 274	123 897	123 897

Source: European Commission, DG Education and Culture

Table 10.1 shows the total of outward and inward mobility by country in Erasmus for the five academic years from 1998/99 to 2002/03.

One clear trend is continuous growth. The total number of Erasmus students rose by 26 326 or 21.2 percent in the five-year period between 1998/99 and 2002/03, from 97 571 to 123 897. This trend is reflected in the development of most individual countries. Amongst the larger countries, Spain witnessed the highest growth rates. While being only third to the United Kingdom and France in inwards mobility in 1998/99, with a total of 13 167 students, it topped the table with 21 297 in 2002/03, making for an increase of 8 130 or 61.7 percent. This finding stands in a marked contrast to the pattern of mobility outside of programmes, in which Spain does not figure as an important destination country at all (cf. chapters 2 and 3). Some new EU member states and participating countries apart, which started from a low level in 1998/99 or 1999/00 and whose growth rates are therefore hardly comparable, only mobility into Finland grew more markedly (from 2 423 to 4 427 or by 82.7%). The opposite trend of a downward movement can be observed in the case

of the United Kingdom, for both inwards and outwards mobility. In 1998/99, the UK was the most popular destination, with a total of 21 261 students. By 2002/03, the UK as a destination had dropped to third place behind Spain and France, with a total of 16 987 students and a decrease of 4 274 or 20.1 percent. For comparison, in "free" mobility the UK was, in 2002/03, the top destination among EURODATA countries for foreign students generally, and the no. 2 destination for foreign students from the EURODATA area (cf. chapter 2). The UK also lost at the outbound end (where, however, it had never been particularly strong in Erasmus), from 10 005 outgoing students in 1998/99 to 7 957 (a decrease of 20.5%) in 2002/03. Outbound mobility from Sweden dropped by 665 from 3 321 to 2 656 in the 5-year period (but the country gained tremendously in inwards mobility, from 3 623 to 5 320 (46.8%).

The ten new EU member states and Romania and Bulgaria show the strongest growth rates, but this finding clouds the fact that overall numbers remain in most cases very low. In 1999/00, the first year in which all of them with the exception of Malta participated in Erasmus, the total number of outbound students from

these twelve countries was 8 812 (or 8.2% of all outgoing mobility), and there were 1 788 inwards movements (or 1.7%). By 2002/03, these numbers had risen to 16 338 for outbound mobility, an increase of 85.4 percent, and to 4 113 for inwards mobility (increase of 130%). However, despite relatively strong growth

in the case of some countries, these countries' combined share of all mobility in Erasmus was still low, at 13.2 percent for outbound and 3.3 percent for inbound mobility. Particularly the low level of inwards mobility is a mirror image of the relatively low numbers of "free mobility" into these countries (cf. chapter 2).

Table 10.2 Socrates/Erasmus Programme: students by country and origin-destination ratio 2002/2003

	Origin		Destination		Origin-destination ratio
	number	%	number	%	
AT Austria	3 312	2.67	2 834	2.29	1.17
BE Belgium	4 653	3.76	4 046	3.27	1.15
BG Bulgaria	612	0.49	67	0.05	9.13
CY Cyprus	91	0.07	64	0.05	1.42
CZ Czech Republic	3 002	2.42	970	0.78	3.09
DE Germany	18 494	14.93	16 113	13.01	1.15
DK Denmark	1 847	1.49	2 883	2.33	0.64
EE Estonia	302	0.24	171	0.14	1.77
ES Spain	18 258	14.74	21 297	17.19	0.86
FI Finland	3 402	2.75	4 427	3.57	0.77
FR France	19 396	15.65	18 825	15.19	1.03
GB United Kingdom	7 957	6.42	16 987	13.71	0.47
GR Greece	2 115	1.71	1 545	1.25	1.37
HU Hungary	1 830	1.48	853	0.69	2.15
IE Ireland	1 627	1.31	3 472	2.80	0.47
IS Iceland	163	0.13	170	0.14	0.96
IT Italy	15 217	12.28	10 973	8.86	1.39
LI Liechtenstein	7	0.01	7	0.01	1.00
LT Lithuania	1 001	0.81	132	0.11	7.58
LU Luxembourg	33	0.03	13	0.01	2.54
LV Latvia	232	0.19	45	0.04	5.16
MT Malta	72	0.06	202	0.16	0.36
NL The Netherlands	4 241	3.42	6 349	5.12	0.67
NO Norway	1 010	0.82	1 244	1.00	0.81
PL Poland	5 419	4.37	994	0.80	5.45
PT Portugal	3 171	2.56	3 279	2.65	0.97
RO Romania	2 701	2.18	355	0.29	7.61
SE Sweden	2 656	2.14	5 320	4.29	0.50
SI Slovenia	422	0.34	129	0.10	3.27
SK Slovakia	654	0.53	131	0.11	4.99
Total	123 897	100.00	123 897	100.00	

Source: European Commission, DG Education and Culture

Table 10.2 provides the outwards-inwards mobility balance by country for 2002/03. Values below 1.0 indicate a "net import", whereas values above 1.0 show a "net export". Ignoring Malta, whose overall very low figures make an outwards-inwards comparison a dubious affair, the United Kingdom and Ireland lead the table, with a value of

0.47, followed by Sweden (0.50), Denmark (0.64) and the Netherlands (0.67). At the other end of the spectrum, Bulgaria has the highest "trade deficit" (9.27), followed by Romania (7.72) and Lithuania (7.69). All 12 new EU member states and participating countries with the exception of Malta are "net exporters".

Table 10.3 Socrates/Erasmus Programme: students by level of study 1998/99-2002/03

Year	Undergraduate		Postgraduate		PhD		Total
1998/99	58 654	60.1%	34 049	34.9%	4 868	5.0%	97 517
1999/00	64 537	60.0%	37 648	35.0%	5 443	5.0%	107 628
2000/01	64 187	58.2%	41 218	37.4%	4 869	4.4%	110 274
2001/02	66 117	57.2%	47 936	41.6%	1 439	1.2%	115 492
2002/03	70 499	56.9%	51 429	41.5%	1 969	1.6%	123 897

Source: European Commission, DG Education and Culture

The Erasmus data in Table 10.3 on the level of study of students reveal that in the year 2002/03 undergraduate students form the largest group, with a share of almost 57 percent, followed by postgraduate students (41%) and a small group of PhD students (under 2%). Over the five-year period from 1998/99 to 2002/03, the share of postgraduates has risen by 6 percentage points, whereas, in the same period, the number of undergraduates has fallen by 3 percent. The share of PhD students shows a marked drop over time, from about 5 per-

cent to below 2 percent. It is tempting to interpret the rise in the postgraduate share as a result of the creation of a genuine postgraduate (Master) level in the framework of the "Bologna Process" and the sector. However, caution is needed in interpreting the level-of-study data in the Erasmus programme. Apparently, there are no clear rules in the programme for the classification of students into the three levels, and it is quite possible that a number of countries changed their classification principles over time.

Table 10.4 Socrates/Erasmus Programme: students by field of study 1998/99-2002/03

Field of study	1998/1999	%	1999/2000	%	2000/2001	%	2001/2002	%	2002/2003	%
Agriculture	1 747	1.8	2 050	1.9	2 184	2.0	2 448	2.1	2 484	2.1
Architecture, urban + regional planning	3 414	3.5	3 792	3.5	4 078	3.7	4 217	3.6	4 464	3.6
Art and design	3 811	3.9	4 531	4.2	4 679	4.2	5 079	4.4	5 629	4.5
Business + management	20 353	20.9	22 186	20.6	23 079	20.9	24 627	21.3	26 507	21.4
Education + teacher training	3 803	3.9	3 808	3.6	4 125	3.7	4 228	3.7	4 244	3.4
Engineering + technology	9 558	9.8	10 724	10.0	10 912	9.9	11 670	10.1	13 005	10.5
Geography + geology	1 647	1.7	1 760	1.6	1 800	1.6	2 037	1.8	2 199	1.8
Humanities	3 671	3.8	4 101	3.8	4 405	4.0	4 248	3.7	4 715	3.8
Languages + philology	17 920	18.4	19 223	17.7	19 182	17.4	19 395	16.8	20 195	16.3
Law	7 885	8.1	8 584	8.0	8 685	7.9	8 743	7.6	8 800	7.1
Mathematics + informatics	2 273	2.3	2 662	2.5	2 707	2.5	2 854	2.5	3 442	2.8
Medical sciences	4 515	4.6	5 211	4.9	5 266	4.8	5 679	4.9	6 237	5.0
Natural sciences	4 265	4.4	4 735	4.4	4 503	4.1	4 611	4.0	4 842	3.9
Social sciences	10 001	10.2	11 074	10.3	11 199	10.2	11 797	10.2	12 694	10.3
Communication + information	1 780	1.8	2 106	2.0	2 329	2.1	2 720	2.3	3 152	2.5
Other	918	0.9	1 081	1.0	1 141	1.0	1 139	1.0	1 288	1.0
Total	97 571	100.0	107 628	100.0	110 274	100.0	115 492	100.0	123 897	100.0

Source: European Commission, DG Education and Training

Table 10.4 gives an overview of the distribution of Erasmus students by fields of study in the five-year period from 1998/99 to 2002/03. The single largest Erasmus field of study is Business and management, with slightly above one fifth of all students, ahead of Languages and philology, with a share of upwards of one sixth, the Social sciences as well as Engineering (around 10%) and Law. All other subject areas have a share of less than 5 percent. The most striking phenomenon is that this order is stable over the five-year period from 1998/99 to

2002/03. The percentage shares of the individual fields fluctuate, if at all, within a band of 1 percent. The only exception is the field of Languages and philology, whose share decreased by 1.9 percent between 1998/99 and 2002/03.

For comparison, the distribution by field of study in national programmes (cf. chapter 11) is much more even, and the leading field in these programmes is Engineering (13.3%), closely followed by Languages and philology.

Table 10.5 Socrates/Erasmus Programme: students by gender 1998/99-2002/03

Year	Female	Male	Total
1998/1999	60.1	39.9	100.0
1999/2000	60.4	39.6	100.0
2000/2001	61.4	38.6	100.0
2001/2002	61.3	38.7	100.0
2002/2003	61.4	38.6	100.0

Source: European Commission, DG Education and Training

Table 10.5 shows the gender distribution of Erasmus students. In the year 2002/03, 61 percent were females and 39 percent males. Over the five-year period, female supremacy has slightly increased (by 1.3%). Female dominance in Erasmus is less marked than in Nord-

plus, where women account for 70.5 percent of all students, but stronger than in Leonardo da Vinci (56.3%). For comparison, the gender distribution of all foreign students in the EURODATA area shows almost equal shares for males and females (cf. chapter 2).

The duration of Erasmus mobility periods presents such a clear picture that it is unnecessary to display it in a table. It is almost stable over time, marginally falling from 6.7 months in 1998/99 to 6.6 months in 2002/03. However, these averages hide the important fact that about half of the students stay for one semester and the other half for two, so that the average says little about the individual cases.

LEONARDO DA VINCI

The origins of the student mobility part of the Leonardo da Vinci programme go back to the second half of the 1980s, when the European Commission started a number of programmes in the field of training, one of which was COMETT. Amongst other things, COMETT funded “placements” (traineeships) of higher education students in companies abroad. In 1995, COMETT ceased to exist as a separate scheme and was integrated into the new Leonardo da Vinci programme. Starting with modest numbers, COMETT placements grew steadily. In COMETT I (1987-89), the programme provided 4 115 scholarships. In the programme’s second phase (1990-94), there were 31 300 mobile trainees, of which 7 800 in the last year (1995). Since then, i.e. in the Leonardo period, numbers have roughly levelled out, with 8 273 in the last available year (2001/02).

Table 10.6 shows all student flows in the student placement strand of the Leonardo da Vinci programme in the year 2001/02. In line with the definition of student mobility in this publication, the data do not contain placements under the Leonardo programme categories of “recent graduates” and “young workers” who are not enrolled as students. The data refer to the calendar year 2001.

Leonardo da Vinci student mobility displays a certain concentration on a few larger countries participating in the scheme. The top four countries of origin – France, Germany, the United Kingdom and the Netherlands – together account for 4 977 of all 8 263 movements corresponding with 60.2 percent. The top three destination countries – Germany, the United Kingdom and Spain – hold a share of 48.9 percent or 4 040 students. The share of these countries is about 1.5 times as high as could be expected in the case of an equal distribution of students based on these countries’ share of all students enrolled in the EURODATA zone.

As a country of origin, France (1 938) tops the table followed by Germany (1 564). The Netherlands (749) and the United Kingdom (726) follow at quite a distance. From among the larger countries, Italy (438), Spain (347) and Poland (291) appear to be “weak senders”. The new member states who joined the Union in 2004 and Bulgaria and Romania together account for 1 029 or about one eighth (12.5%) of all outwards mobility. This share is smaller than in the Erasmus programme (13.2%).

As a country of destination, Germany leads (1 500), followed by the United Kingdom (1 422), Spain (1 282) and France (1 118). Given their size, Ireland and Luxemburg must be regarded as quite attractive, with 337 and 101 incoming students respectively. The combined number of students moving to the new EU member states and Bulgaria and Romania is very low at a mere 412 (or 5.0%), but the proportion is still larger than in Erasmus (3.3%). The picture is also in line with the low number of foreign EURODATA (and other) students in this group of countries, which together make up about 5 percent of all foreign EURODATA students in EURODATA countries (cf. chapter 2).

Table 10.6 Leonardo da Vinci Programme: students by country of origin and destination (2001)³

ORIGIN	Destination																										Total				
	AT	BE	BG	CY	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LI	LT	LU	LV	MT	NL	NO	PL	PT		RO	SE	SI	SK
AT	8				18	141	1	37	2	53	22	13	5	1	22								19	1	11	7	2	1	364		
BE	5				22	2	43	19	72	47	1	9	15	13									11		6	8	3		282		
BG	20				75					50																			145		
CY																													0		
CZ	2	10			20		2	5	21	4	1											5							70		
DE	48	42			32	14	3	342	47	252	323	18	10	93	4	103	4	103	7	6	2	5	106	29	12	15	13	34	2	1 564	
DK	6	2			30	1	15	6	46	8	17	2									2		4	10	1	6	2	3	161		
EE					10					1	2	1																	29		
ES	8	18	1	1	69	4		3	45	37	7	10	10	10	10	10	10	10	10	2	2	20	5	2	5	8			347		
FI	1	10		2	2	30		14	5	21	3	1	10	15							8	1	1	3	4			2	132		
FR	10	123		2	21	348	17	2	363	11	475	24	18	105	100	1	9	30	11	117	19	44	27	34	25	1	1	1 938			
GB	4	14		4	7	171	1	112	1	301	15	3	24	41						2	2	19	2	2		1		726			
GR	2				6			6		13		1	10									1							39		
HU	4	2			60			10	27	20	3	10																	136		
IE	3	4			40		1	16	6	29	28									28		8	2	1	1	2		171			
IS					1																								3		
IT	12	24			49	4	1	111	6	89	63	9	7	29						2	2	1	10	3	9	1	8	438			
LI								2	2	2				1							1	1							9		
LT	2				14																								26		
LU											2										29								31		
LV	2				10				3	8													5			4			32		
MT																													10		
NL	17	140	1		4	167	6	112	6	84	112	7	8	9	28					2	1	4	3	7	12	3	15	1	749		
NO	1	3			13	1		13	5	9	6				2							4							58		
PL	5	14			2	112	4	25	5	11	91	1			6						2	3			6	4		291			
PT	4				7	10		29	8	5	8	8	2		7							12		6		1	1	2	110		
RO	19				20	8		11	42	57					18														175		
SE	4	2			34		4	6	10	27		7	8		8					2	2	6		1	1			112			
SI	5				6			8	2	5		2			6											2			36		
SK	10	1			42			5	3	3	4	2			1							3			5				79		
Total	186	435	2	9	94	1 500	61	13	1 282	126	1 118	1 422	114	71	337	6	501	8	18	101	16	23	349	77	97	104	55	124	6	8	8 263

³ Note: data for ES, IE, MT and GB are provisional.

Source: European Commission DG Education and Culture

Table 10.7 Leonardo da Vinci Programme: students by country of origin and destination and origin-destination ratio 2001

Country	Origin number	Destination number	Origin-Destination ratio
AT Austria	364	186	1.96
BE Belgium	282	435	0.65
BG Bulgaria	145	2	72.50
CY Cyprus	0	9	0.00
CZ Czech Republic	70	94	0.74
DE Germany	1 564	1 500	1.04
DK Denmark	161	61	2.64
EE Estonia	29	13	2.23
ES Spain	347	1 282	0.27
FI Finland	132	126	1.05
FR France	1 938	1 118	1.73
GB United Kingdom	726	1 422	0.51
GR Greece	39	114	0.34
HU Hungary	136	71	1.91
IE Ireland	171	337	0.51
IS Iceland	3	6	0.50
IT Italy	438	501	0.87
LI Liechtenstein	9	8	1.12
LT Lithuania	26	18	1.44
LU Luxembourg	31	101	0.31
LV Latvia	32	16	2.00
MT Malta	10	23	0.43
NL The Netherlands	749	349	2.15
NO Norway	58	77	0.75
PL Poland	291	97	3.00
PT Portugal	110	104	1.06
RO Romania	175	55	3.18
SE Sweden	112	124	0.90
SI Slovenia	36	6	6.00
SK Slovakia	79	8	9.87
Total	8 263	8 263	

Source: European Commission, DG Education and Culture

Table 10.7 displays, amongst other things, the ratio between inwards and outwards mobility by country. Countries with a value below 1.0 have a net surplus of inwards mobile students. In countries with a higher value than 1.0, outwards mobile students outnumber inwards mobile students.

Next to Cyprus, which is statistically a problematic case due to very low numbers and no outbound mobility at all, Spain leads the attractiveness table, with a value of 0.27. It is also the country with the highest "net import" in absolute numbers (+935). Of the larger countries, the United Kingdom comes second with a value of 0.51 (and a "net surplus" of 696). Greece (0.34), Iceland (0.50) and Belgium (0.65) do surprisingly well. At the bottom of rank, i.e. from among the countries with a "net export",

Bulgaria has a stunning value of 72.5. The next in line are Slovakia (9.87), Slovenia (6.00), Romania (3.18) and Poland (2.97). The highest "deficit" in absolute figures is that of France with 793 students, although the ratio value is not very high (1.71). It is noteworthy that, with the exceptions of Cyprus, Malta and the Czech Republic, all new EU member states and accession countries have a "trade deficit". In that respect, the Leonardo da Vinci pattern is similar to that in Erasmus.

Beyond the movements between countries, Leonardo statistics only record a breakdown by gender. Data on "level of study", "field of study", and "duration" are not available. The duration of Leonardo da Vinci placements is, in any case, not shorter than three and not longer than twelve months.

Table 10.8 Leonardo da Vinci Programme: students by gender and country of origin 2001

Country of Origin	Male students	Female students
AT Austria	42.9	57.1
BE Belgium	34.4	65.6
BG Bulgaria	42.8	57.2
CY Cyprus	0	0
CZ Czech Republic	58.8	41.2
DE Germany	42.5	57.5
DK Denmark	31.1	68.9
EE Estonia	55.2	44.8
ES Spain	42.9	57.1
FI Finland	24.2	75.8
FR France	53.4	46.6
GB United Kingdom	32.6	67.4
GR Greece	28.2	71.8
HU Hungary	44.9	55.1
IE Ireland	47.4	52.6
IS Iceland	33.3	66.7
IT Italy	40.6	59.4
LI Liechtenstein	88.9	11.1
LT Lithuania	26.9	73.1
LU Luxembourg	90.3	9.7
LV Latvia	28.1	71.8
MT Malta	0.00	100.0
NL The Netherlands	45.5	54.5
NO Norway	46.6	64.4
PL Poland	44.3	55.7
PT Portugal	47.3	52.7
RO Romania	26.3	73.7
SE Sweden	24.1	75.9
SI Slovenia	58.3	41.7
SK Slovakia	44.3	55.7
Total	43.60	56.40

Source: European Commission DG Education and Culture

Female students outnumber male students overall, as Table 10.8 shows. However, the lead of female students, with a percentage of 56.4, is less marked than in the Erasmus programme, where the female share in the same reference year was 61.3 percent, and in the Nordplus programme, where women made up more than 70 percent of all students (2002/03).

The highest percentages of female students are to be found among Swedes (75.9%) and Finns (75.8%). Luxembourg and

Liechtenstein have the highest proportions of male students, at 90.3 percent and 88.9 percent, but absolute numbers in these small countries are almost negligible. The only large country with a male surplus is France (53.4%).

The only other data available for the Leonardo programme are on disability. In total, 35 of the mobile Leonardo students in 2001/02 were disabled. As indicated above, there are no data on level of study and field of study. The latter is particularly deplorable, because a better knowledge of the disciplinary distribution might help explain the rather low female dominance in this programme. It is, for example, possible that this phenomenon is due to a concentration on Engineering and technology students (which in the predecessor programme, COMETT, were in the majority).

TEMPUS

The Tempus programme was legally established in 1990 and originally funded out of the PHARE scheme. Becoming operational still in the same year (1990/91), Tempus promoted and continues to promote higher education cooperation between EU and "partner" countries, and helps modernising these countries' higher education systems. The number of partner countries in Tempus rapidly grew over time. Starting with Poland, Hungary and Czechoslovakia, it was gradually extended to other countries in the Central, Eastern, South-Eastern and Baltic regions of Europe, and most recently to a number of North African countries bordering on the Mediterranean Sea. At the same time, a number of participating countries "changed sides", by becoming EU members, and others dropped out due to the end of their existence (e.g. the German Democratic Republic or Czechoslovakia).

Like Erasmus, Tempus was designed as a "network programme", in which consortia of higher education institutions (and, to a lesser degree, other entities) are the actual organisers of cooperative activity.

Tempus supports a wide range of activities, which also partly changed over time. One of these activities is the support of mobility for students and academic staff. The number of Tempus student grants awarded increased from 1 218 in 1990/91 to 6 408 in 1992/93⁴, but decreased from then onwards and stood at only 1 139 in the last year for which data are available (2002/03), the reference year for the mobility data presented in this chapter.⁵

Tempus student mobility in 2002/03 could take place in four directions:

- from the "partner countries" in Eastern and South-Eastern Europe into the then 15 member states of the EU;
- from the "EU-15" countries into the "partner countries";
- between the different "partner countries";
- inside a "partner country", from one university to another.

⁴ The data from the early years and those of 2002 are not fully comparable. First, the figures for 1990/91 and 1992/93 refer to awarded grants, from which "real" mobility probably somewhat deviates. Second, they do not include a small number of "free movers" in the early Tempus years.

⁵ According to the European Training Foundation, mobility was not a priority in the reference year 2002/03. It expects that numbers will go up again.

Table 10.9 Tempus Programme: students by “partner-country origin” and EU destination 2002/2003

Country of Origin	AT	BE	DK	DE	ES	FI	FR	GB	GR	IE	IT	LU	NL	PT	SE	Total
AL Albania		2		11			3		6		12			3		37
AM Armenia				1									1			2
BA Bosnia Herzegovina	5			13	3		6				5					32
BY Belarus		1					3	1			1					6
CS Serbia and Montenegro				1												1
MK Mazedonia		4	4				9	1			2		3	1	3	27
HR Croatia				4				7								11
KZ Kasakistan		5		3	5								3			16
MN Mongolia							6									6
RU Russian Federation	4	22		105	31	9	120	88		4	36		62	7	36	524
UA Ukraine	9	9	2	67			32	6	3		7			9	1	145
UZ Uzbekistan				12				6					1			19
Total	18	43	6	217	39	9	179	109	9	4	63	0	70	20	40	826

Source: European Training Foundation, Turin

The picture in Tempus East-West mobility is not one of balance. Russia is very dominant as a source country, with 524 students (63.4%). Ukraine follows at a large distance, with 145 movements (17.6%). The rest of the partner countries together reach only a 20 percent share of all East-West mobility. The situation at the destination end is likewise uneven, though not to the same degree. Germany leads with 26.3

percent and 217 students (a picture not unfamiliar from total mobility, cf. chapter 2), followed by France with 179 (21.7%) and the United Kingdom with 109 students (13.2%). Given their size, the Netherlands score remarkably well, with an inward mobility flow of 70 (8.5%). Unlike in the Erasmus and Leonardo da Vinci schemes, Spain is not at all a sought-after destination.

Table 10.10 Tempus Programme: students by EU country origin and “partner-country” destination 2002/2003

Destination	AT	BE	DK	DE	ES	FI	FR	GB	GR	IE	IT	LU	NL	PT	SE	Total
RU Russian Federation	0	17	0	15	21	12	36	15	0	0	15	0	1	0	3	135
Total	0	17	0	15	21	12	36	15	0	0	15	0	1	0	3	135

Source: European Training Foundation, Turin

Table 10.10 contains one overriding finding: West-East mobility in Tempus knows only one destination, the Russian Federation.

Concerning East-East mobility, the reality is so simple that it makes a table superfluous. It does not take place, apart from five students who went from Albania to FYROM. Compared to this, intra-country mobility in the East (which is not international in the definition of EURODATA and thus, strictly speaking, outside the scope of this publication) plays a much more important role. However, of the overall 173 students who moved to another university in their own country, almost all were from Bosnia-Herzegovina, a very untypical nation-state,

where the crossing of internal borders for the purposes of study is unusual, for political, religious and cultural reasons.

The overall trends are amazingly clear:

- East-West mobility is by far the most popular, outperforming West-East movements by 6:1;
- Intra-country mobility is a surprising no. 2, with 173 (non-border-crossing) movements;
- East-East mobility is not taken up by programme participants;
- Tempus mobility from the EU is entirely geared towards Russia.

Table 10.11 Tempus Programme: students by field of study 2002/2003

Area of study	Total	%
Agriculture	142	12.4
Architecture, urban + regional planning	2	0.2
Art + design	2	0.2
Business + management	119	10.4
Education + teacher training	6	0.5
Engineering + technology	23	2.0
Geography + geology	2	0.2
Humanities	0	0.0
Languages + philology	148	13.0
Law	78	6.8
Mathematics + informatics	2	0.2
Medical sciences	159	14.0
Natural sciences	13	1.1
Social sciences	408	35.8
Communication + information	0	0.0
Other	35	3.1
Total	1 139	100.0

Source: European Training Foundation, Turin

The Tempus field of study distribution emerging from Table 10.11 deviates from that in other European programmes in a number of ways. Social sciences are the clear leader, with 408 students and a share of 35.8 percent, followed at a large distance by Medical sciences (159; 14%), Languages and philology (148; 13%), Agriculture (142; 12.4%) and Business and management (119; 10.4%). In Erasmus, Business and management lead, followed by Languages and philology, Engineering, and Social sciences. In Nordplus, medical students form the strongest group, ahead of Business and management, Education/teacher training, and Art and design. What is particularly striking in the Tempus distribution is the low or non-participation of a sizeable group of fields of study which play a mid-field role in other programmes.

It must be stressed, though, that the above data might not be totally reliable. They were generated by the author who transformed the extremely detailed and "unusual" Tempus field of study classification into the one used in most European programmes. The attribution this entailed might be challengeable. For example, students from the single largest project (227), which in the Tempus classification were categorised as "Economics and applied science", were attributed to the field of Social sciences. Should this have been a Business studies

project, for example, the Social sciences would drop to the second rank, and Business and management would move up to the top rank.

Tempus mobility in 2002/03 was strongly geared towards shorter stays. 57 percent of students stayed for a period of up to three months. 37 percent spent between three and six months, and the remaining students (7 %) for over six months. Tempus cannot provide data on level of study and gender.

ALBAN

Alban is one of the more recent creations among European Union schemes. The programme was adopted in 2002 and started its operations in the academic year 2003/04. Its overall aim is to reinforce relations between the EU and Latin America. Alban provides scholarships for the study of Latin American⁶ Master and PhD students (as well as a few "professionals") at universities in the European Union (in its first programme year, the EU-15, and after EU enlargement, the EU-25). The programme is based on the "individual mobility" principle, meaning that students apply directly to and are selected by the programme provider. Alban, which is to run until the academic year 2010/11, is to support some 3 900 students until then. Alban funded 257 scholarships in its first year of operation (2003/04) and 779 in 2004/05.

⁶ There are 18 "eligible" countries in Latin America.

Table 10.12 Alban Programme: students by country of origin and destination 2004/2005

Origin	Destination											Total	
	AT	BE	DE	DK	ES	FR	GB	IE	IT	NL	PT		SE
AR Argentina	1	2	4		42	13	9		6	3		1	81
BO Bolivia			2		5	3	1		1				12
BR Brazil	1	2	17	1	41	41	40		9	4	57	1	214
CL Chile		2	2		30	12	16		2	1			65
CO Colombia		4	12		58	11	20	1	2	3	2		113
CR Costa Rica		1	1		6	3	1						12
CU Cuba			1		5	2					1		9
EC Ecuador		1		1	9		1		1	2		1	16
GT Guatemala						1	1				1		3
HN Honduras					5								5
MX Mexico	2	2	13	1	58	17	44		2	2		2	143
NI Nicaragua					1								1
PA Panama					5		2						7
PE Peru		1	2		23	1	6		1	4		1	39
PY Paraguay			1		1	1	1						4
SV El Salvador					4				1				5
UY Uruguay			1		5	1	1						8
VE Venezuela		1	3		26	1	6		4	1			42
Total	4	16	59	3	324	107	149	1	29	20	61	6	779

Source: European Commission, EuropeAid Office

The data contained in Table 10.12 regard “approved” scholarships, i.e. they are not taken from final reports. In the case of Alban, the author deviated from the otherwise standard practice in this chapter to use only “real” mobility data, since in this “individual” mobility programme, the difference between “approved” and “real” mobility can be expected to be minimal.

Amongst countries of origin, mobility is relatively widely spread across Latin American countries. Unsurprisingly, the two largest countries, Brazil (214) and Mexico (143), are in the lead, with Colombia (113) and Argentina (81) following. There is a much higher concentration of flows into single European destination countries. Spain alone receives 324 of all 779 Alban students (41.6%), followed by the United Kingdom (149; 19.1%) and France (107; 13.7%). All other countries combined host only 199 or 25.5 percent of all students. Finland, Greece and Luxembourg receive no students at all (and are therefore not included in the table).

The pattern of destination countries appears to suggest that a common language and historical ties do play a strong role in the choice behaviour of Alban students. Not only do 41.6% percent choose Spain: of the 61 Brazilian students, 57 opt for Portugal, the former colonial power with whom they share a common language. The strong Iberian focus of Latin American students in Alban deviates very much from that of students in other EU “third country” programmes. In both the EU-US Programme and in TEMPUS, Iberian destinations play only a very marginal role. By the same token, Germany, which figures high in these two schemes, so far plays no significant role in Alban.

Table 10.13 Alban Programme: students by fields of study 2004/2005

Field of study	Total	%
Agriculture	25	3.2
Architecture, urban + regional planning	33	4.2
Art + design	31	4.0
Business + management	71	9.1
Education + teacher training	30	3.9
Engineering + technology	132	16.9
Geography + geology	44	5.7
Humanities	34	4.4
Languages + philology	19	2.4
Law	47	6.0
Mathematics + informatics	32	4.1
Medical sciences	53	6.8
Natural sciences	72	9.2
Social sciences	117	15.0
Communication + information	30	3.9
Other	9	1.2
Total	779	100

Source: European Commission, DG Education and Culture

Overall, the pattern in Table 10.13 shows a relatively wide spread over fields of study. Engineering and technology leads (16.9%), which is also the case in national programmes (cf. chapter 11) and make up, together with the Natural sciences (9.2%) and Mathematics and informatics (4.1%), almost a third of all mobile students. Business and management students, who make up 9.1 percent, are less strongly represented

than in the national programmes (10.1%), in Erasmus (21.4% in 2002/03) and in Nordplus (12.6% in 2002/03).

Alban cannot provide data on level of study, but all Alban students are either postgraduates or PhD students.

EU-US Cooperation Programme

The EU-US Cooperation Programme was adopted in 1995, after an "exploratory phase" of two years, and started in the academic year 1996/97. Its primary aim is to promote understanding between the people of the European Union and the United States of America, and to develop human resources.

The scheme is designed on the network model of the original Erasmus programme. Applicants are the higher education institutions (and not individuals), who must form a consortium of a minimum of six partners, of which at least three each from the EU and the USA. Up to the academic year 2003/04, the eligible European countries were the then 15 EU members. From 2004/05 onwards, participation has been open also to the ten

new member states. The programme supports, amongst other things, the development of innovative joint curricula, of short intensive courses, and the mobility of academic staff and students. Student mobility takes place either in the form of study (majority of students) or traineeship. Since the programme is also open to "vocational" institutions (although few participate), a few of the students contained in the data below are from sub-tertiary institutions (mostly ISCED 5B).

In the first three programme years (1996/97-1998/99), a total of 983 students participated in the programme, 412 of whom went from Europe to the US and 571 in the other direction. Of these 412, half moved in the last year.⁷ The estimated total for the period 1999 to 2002 is 1 363⁸, indicating that there has not been any major growth between 1998/99 and 2002/03. As can be seen from the table below, in 2003/04, the most recent academic year for which data could be provided, numbers were considerably on the rise, with an annual total of 880. Despite of this, the EU-US Cooperation Programme is one of the smallest schemes presented in this chapter.

Table 10.14 EU-US Programme: students by country of origin and destination 2003/2004

US-bound mobility from	numbers	%	Mobility from US Destination country	numbers	%
AT Austria	23	5.04	AT	20	4.72
BE Belgium	5	1.10	BE	4	0.94
DE Germany	104	22.81	DE	136	32.08
DK Denmark	15	3.29	DK	16	3.77
ES Spain	77	16.89	ES	41	9.67
FI Finland	15	3.29	FI	16	3.77
FR France	80	17.54	FR	72	16.98
GB United Kingdom	54	11.84	GB	66	15.57
GR Greece	4	0.88	GR	2	0.47
IE Ireland	0	0.00	IE	3	0.71
IT Italy	29	6.36	IT	6	1.42
LU Luxembourg	0	0.00	LU	0	0.00
NL The Netherlands	21	4.60	NL	21	4.95
PT Portugal	18	3.95	PT	9	2.12
SE Sweden	11	2.41	SE	12	2.83
Total	456	100.00	Total	424	100.00

Source: Fund for the Improvement of Postsecondary Education (FIPSE), Washington, D.C.

Mobility from the EU to the US is only slightly higher than in the other direction in the EU-US Higher Education Cooperation Programme. This pattern deviates strongly from the overall transatlantic mobility (including programme and "free" mobility), in which flows into the US are much larger than into the EU (cf. chapter 2: US-bound mobility outnumbers EURODATA-bound mobility by almost 3:1).

Germany is both the top destination (136) and origin (104) of mobile students in the EU-US Programme, which is also the case in the Fulbright Programme (cf. chapter 11.3). But it is untypical of overall mobility from the US into Europe, which does not favour Germany (cf. chapter 2). France comes second (72/80). Spain is third in outwards mobility (77), a place occupied by the United Kingdom in inwards mobility. The relatively low numbers

for the United Kingdom are a surprise, particularly in EU-bound mobility: in overall mobility, the United Kingdom hosts half of all US students in the EURODATA area (cf. chapter 2).

In overall mobility, Germany is also the most important European source country for study in the US. But it figures much less highly in US-EU flows, where the United Kingdom, Spain and France outperform Germany. It is also noteworthy that 630 out of the total of 880 programme participants (71.6%) move into or out of Germany, France, Spain, and the UK. No data could be obtained on gender, fields of study, level of study, or duration. Duration, in any event, is between the limits of three and twelve months.⁹ The level of study is, with very few exceptions (for example, Community colleges), within the bounds of ISCED 5A and ISCED 6.

⁷ These data, which contain an element of extrapolation, are taken from the 1999 interim evaluation of the programme, conducted by the Circa Group (Dublin).

⁸ These data are taken from the second interim evaluation of the programme, conducted by ECORYS-NEI (Rotterdam) and published in March 2005. They appear not to be fully comparable with the data of the first evaluation.

⁹ Except for the very few cases of mobility from "vocational training institutions", where mobility may be for periods as short as three weeks.

Marie Curie Fellowship Programme

The Marie Curie Fellowships are grants awarded to researchers at the doctoral, postdoctoral and experienced researcher stage. The scheme has its roots in the Human Capital and Mobility Programme (HCM, 1992-94) and its successor, the Training and Mobility of Researchers Programme (TMR, 1994-98). In these two predecessor programmes, about 7 000 individual research fellowships were awarded. The Marie Curie Fellowship Programme started in 1999, with the launch of the EU's 5th Framework Programme.

The data in this section refer to the period from 1999 to 2002, the lifetime of the 5th Framework Programme. The data were provided by the European Commission's DG for Research and they contain exclusively PhD students.

As Table 10.15 below reveals, the total number of mobile students in the three mobility modes of the Marie Curie Fellow-

ship Programme was 7 038. The data for the "Training Site Fellows" are for the four-year period from 1999 to 2002, while the numbers for the fellows in the other two modes, "Research Training Networks" and "Host Fellows in Industry", cover only the years 1999 to 2000. Due to the reporting requirements in the programme, it was not possible for the data provider to deliver numbers for an individual year. If one assumes an even distribution over the years and divides the number of training site fellows by four and the fellows in the two other modes by two, the average number of Marie Curie Fellows in the years 1999 and 2000 was 2 426. It is interesting to note that the number of PhD students in the Erasmus programme was higher in these two years, with 5 443 students in 1999/2000 and 4 869 in 2000/01. However, as already mentioned above, the number of doctoral students in the Erasmus programme fell very markedly in the year after.

Table 10.15 Marie Curie Programme: students by destination country and programme mode 1999-2000/02

Destination Country	Training Sites Fellows 1999-2002	Research Training Networks 1999-2000	Host Fellows in Industry 1999-2000	Total (all types/years)
AT Austria	94	63	3	160
BE Belgium	184	86	10	280
BG Bulgaria	0	1	0	1
CH Switzerland	0	18	0	18
CY Cyprus	5	6	0	11
CZ Czech Republic	62	10	0	72
DE Germany	514	487	35	1 036
DK Denmark	209	60	1	270
EE Estonia	0	3	0	3
ES Spain	254	181	0	435
FI Finland	91	21	0	112
FR France	657	398	8	1 063
GB United Kingdom	1 096	399	12	1 507
GR Greece	44	111	0	155
HU Hungary	2	0	0	2
IE Ireland	60	41	10	102
IS Iceland	0	6	0	6
IT Italy	289	344	5	638
LI Liechtenstein	0	0	0	0
LT Lithuania	0	5	0	5
LU Luxembourg	0	0	0	0
LV Latvia	0	0	0	0
MT Malta	0	0	0	0
NL The Netherlands	273	149	27	449
NO Norway	110	35	0	145
PL Poland	72	31	0	103
PT Portugal	33	48	0	81
RO Romania	0	7	0	7
SE Sweden	112	81	0	193
SI Slovenia	29	8	0	37
SK Slovakia	8	4	0	12
Sub-Total	4 198	2 603	102	6 903
Other European	0	0	0	0
North America	0	0	0	0
Latin America/Caribbean	0	0	0	0
Asia (Israel)	10	63	0	73
Africa	0	0	0	0
Unknown	62	0	0	62
Total	4 270	2 666	102	7 038

Source: European Commission, DG Research

Table 10.15 shows that the United Kingdom is the leading destination country (1 507), followed, at quite a distance, by France (1 063) and Germany (1 036). Given the (far smaller) size of their university and research system and infrastructure, the numbers of inwards mobile students into the Netherlands (449) and into Denmark (270) are remarkable. On the other

hand, Spain (435), the leading destination country in Erasmus, and Italy (638), receive by the same relative measure rather few Marie Curie Fellows, as does Poland (103). The 13 countries made up of the new member states and Bulgaria, Romania and Turkey together receive only 253 students and are thus rather underrepresented as destination countries.

Table 10.16 Marie Curie Programme: students country of origin and programme mode 1999-2000/02

Country/Region of birth of fellows	Training Sites Fellows 1999-2002	Research Training Networks 1999-2000	Host Fellows in Industry 1999-2000	Total all types + years
AT Austria	56	30	3	89
BE Belgium	94	69	2	165
BG Bulgaria	114	57	1	172
CH Switzerland	3	4	0	7
CY Cyprus	3	8	0	11
CZ Czech Republic	159	36	1	196
DE Germany	455	339	7	801
DK Denmark	50	47	0	97
EE Estonia	21	2	2	25
ES Spain	472	237	20	792
FI Finland	80	14	0	94
FR France	249	494	8	751
GB United Kingdom	147	230	4	381
GR Greece	183	107	6	296
HU Hungary	164	57	1	222
IE Ireland	58	37	3	98
IS Iceland	0	4	0	4
IT Italy	654	356	18	1 028
LI Liechtenstein	0	1	0	1
LT Lithuania	42	15	0	57
LU Luxembourg	0	1	0	1
LV Latvia	10	7	0	17
MT Malta	3	0	0	3
NL The Netherlands	85	68	1	154
NO Norway	33	13	0	46
PL Poland	435	123	12	570
PT Portugal	92	39	2	133
RO Romania	339	107	8	454
SE Sweden	73	49	2	124
SI Slovenia	32	7	0	39
SK Slovakia	75	33	1	109
TR Turkey	0	2	0	2
Sub-Total	4 181	2 593	102	6 876
Other European	13	4	0	17
North America	1	0	0	1
Latin America/Caribbean	7	1	0	8
Asia	51	11	0	62
Africa	6	0	0	6
Unknown	11	57	0	68
Total	4 270	2 666	102	7 038

Source: European Commission, DG Research

Table 10.16 shows the distribution of Marie Curie fellows by origin. "Origin" in these data refers to the "country of birth" of fellows. The country of birth of a Marie Curie fellow need not necessarily be identical with the country out of which he or she has been mobile prior to taking up the fellowship. This has to be borne in mind when comparing numbers of inwards and outwards mobile students in the scheme.

It is remarkable that, in most cases, the leading countries of "origin" (birth) are not to be found among those who are substantial receivers, quite the opposite. Italy, a country which is underrepresented as a destination, is the leading country of

"origin" (1 228). The same phenomenon – strong export, little import – can be observed in the cases of Poland and Romania (570 and 454 students). In line with this, the United Kingdom, the top destination with 1 507, is the country of birth of a relatively small number of fellows (381).

The picture is very similar with regard to the Netherlands. Still following the same pattern, the ten new EU member states together with Bulgaria, Turkey and Romania have a much larger share of "outbound" than inbound mobility. This picture also emerges when looking at the inwards/outwards ratio of the different countries, which is contained in Table 10.17 below.

Table 10.17 Marie Curie Programme: inwards and outwards mobility and origin/destination ratio, by country 1999-2000/02

Country EURODATA only	Inwards mobile students (destination)	Outwards mobile students ("origin")	Origin/destination ratio
AT Austria	160	89	0.56
BE Belgium	280	165	0.59
BG Bulgaria	1	172	172.0
CH Switzerland	18	7	0.39
CY Cyprus	11	11	1.0
CZ Czech Republic	72	196	2.72
DE Germany	1 036	801	0.77
DK Denmark	270	97	0.36
EE Estonia	3	25	8.33
ES Spain	435	792	1.82
FI Finland	112	94	0.84
FR France	1 063	751	0.71
GB United Kingdom	1 507	381	0.25
GR Greece	155	296	1.91
HU Hungary	2	222	111.0
IE Ireland	102	98	0.96
IS Iceland	6	4	0.67
IT Italy	638	1 028	1.61
LI Liechtenstein	0	1	*
LT Lithuania	5	57	11.4
LU Luxemburg	0	1	*
LV Latvia	0	17	*
MT Malta	0	3	*
NL The Netherlands	449	154	0.34
NO Norway	145	46	0.32
PL Poland	103	570	5.54
PT Portugal	81	133	1.64
RO Romania	7	454	64.86
SE Sweden	193	124	0.64
SI Slovenia	37	39	1.05
SK Slovakia	12	109	9.08
TR Turkey	0	2	*

Source: European Commission, DG Research

In Table 10.17, values below 1.0 indicate a higher number of inwards than outwards mobile fellows, and values above 1.0 the opposite. The United Kingdom has the highest "trade surplus" (0.25), followed by Norway (0.32), the Netherlands (0.34) and Denmark (0.36). Of the larger countries, France

(0.71) and Germany (0.77) have a modest surplus, and Italy (1.61) and Spain (1.82) display a "deficit". Most of the 13 non-member states (at the time) have strong or very strong deficits. No data on fields of study, gender and duration are available for the Marie Curie Fellowship Programme.

NORDPLUS

The Nordplus Programme is a non-EU, regional European scheme run by the Nordic Council of Ministers. It was started already in 1988. Its purpose is to further close cooperation and links between higher education institutions in the five member states (Denmark, Finland, Iceland, Norway and Sweden) and three “autonomous territories” (Åland, Faeroe Is-

lands and Greenland) of the Nordic Council of Ministers. Both in terms of structure and activities, the programme closely resembles Erasmus. Nordplus is a “network” programme, in which consortia of higher education institutions from the Nordic area cooperate. Activities funded by the scheme include, amongst others, course development, short intensive courses, and the mobility of academic staff and students.

Table 10.18 Nordplus Programme: students by country of origin and destination 2002/2003

Country of Origin	Destination country					Total
	DK	FI	IS	NO	SE	
DK Denmark	0	54	39	187	171	451
FI Finland	159	0	45	114	491	809
IS Iceland	60	17	0	15	33	125
NO Norway	217	55	35	0	149	456
SE Sweden	134	143	45	147	0	469
Total	570	269	164	463	844	2 310

Source: Norwegian Centre for International Cooperation in Higher Education, Bergen

As can be seen from Table 10.18, Finland is the clear leader in outwards mobility, with a share of 35 percent of all Nordplus students. Small Iceland apart, it is, however, also the least popular destination country (11.6%). The strong Finnish import-export imbalance has been one of the programme's problems from the outset. Sweden is the most popular Nordplus destination country (36.5%), although its share is almost identical with the Swedish proportion of all students enrolled in

the five Nordic countries. As a country of origin, Sweden is clearly underrepresented, with a proportion of just over 20 percent. In relative terms, Iceland's share is highest. This country, whose student population is about 1 percent of all students in the Nordic region, has a share of over 5 percent of outwards and more than 7 percent of inwards mobility in Nordplus. The above findings also become apparent in Table 10.20.

Table 10.19 Nordplus Programme: students by country and origin-destination ratio 2002/2003

Country	Origin		Destination		Origin-destination ratio
	number	%	number	%	
DK Denmark	451	19.5	570	24.7	0.79
FI Finland	809	35.0	269	11.6	3.01
IS Iceland	125	5.4	164	7.1	0.76
NO Norway	456	19.7	463	20.0	0.98
SE Sweden	469	20.3	844	36.5	0.55

Source: Norwegian Centre for International Cooperation in Higher Education, Bergen

As Table 10.19 displays, Sweden is the leading “net importer”, followed by Iceland. Finland is the only “net exporter”.

Table 10.20 Nordplus Programme: students by field of study and country of origin 2002/2003

	Country of origin					Total
	DK	FI	IS	NO	SE	
Agriculture	18	13	1	10	6	48
Architecture, urban + regional planning	7	10	0	16	29	62
Art + design	27	69	18	66	40	220
Business + management	55	167	13	23	33	291
Education + teacher training	76	35	18	70	21	220
Engineering + technology	6	60	7	6	51	130
Geography + geology	8	16	2	0	7	33
Humanities	16	14	5	6	4	45
Languages + philology	27	77	9	13	16	142
Law	12	44	6	17	31	110
Mathematics + informatics	0	1	0	0	4	5
Medical sciences	110	89	9	137	117	462
Natural sciences	0	17	4	0	4	25
Social sciences	29	52	1	36	23	141
Communication + information	13	7	1	8	14	43
Other	47	138	31	48	69	333
Total	451	809	125	456	469	2 310

Source: Norwegian Centre for International Cooperation in Higher Education, Bergen

The field of study distribution which emerges from Table 10.20 holds a surprise. Medical sciences is the strongest field of study, with 20 percent of all students. Not counting the "other" category, Business and management comes next (12.6%), followed by Education/teacher training and Art/design, with 9.5 percent each.

This distribution differs markedly from Erasmus in the same year (2002/03), where Business and management is in first place, followed by Languages and philology, Engineering, and Social sciences. It must be noted, however, that the Nordplus field of study totals hide important differences between countries.

Table 10.21 NORDPLUS Programme: average duration in months by country of origin 2002/2003

	Country					Total
	DK	FI	IS	NO	SE	
Average duration in months (origin)	4.3	4.7	5.2	3.9	4.4	4.4
(n)	(451)	(809)	(125)	(456)	(469)	(2 310)

Source: Norwegian Centre for International Cooperation in Higher Education, Bergen

As Table 10.21 shows that the average duration of mobility in Nordplus is 4.4 months. This is about two thirds of the average duration of stay in Erasmus in 2002/03 (6.6 months). It is most likely however, that most Nordplus students stay one

semester abroad, whereas the Erasmus duration is essentially the result of some students staying one, and others staying two semesters. Icelanders stay for the longest periods, while the mobility of Norwegians is shortest.

Table 10.22 NORDPLUS Programme: students by gender and country of origin 2002/2003

Gender	Country of origin					Total
	DK	FI	IS	NO	SE	
Female	62.7	76.0	65.6	72.8	67.6	70.5
Male	37.3	24.0	34.4	27.2	32.4	29.5
Total	100.0	100.0	100.0	100.0	100.0	100.0
(n)	(451)	(809)	(125)	(456)	(469)	(2 310)

Source: Norwegian Centre for International Cooperation in Higher Education, Bergen

Table 10.22 reveals that Nordplus mobility is predominantly a female affair, with an overall proportion of 70.5 percent. This share is higher than in Erasmus (61.4% in 2002/03, cf. Table 10.5), and it deviates markedly from the more or less balanced gender distribu-

tion of foreign students in the EURODATA zone (cf. chapter 2). The differences between the countries of origin are not very marked. As can be seen from Table 10.23 below, men outnumber women in the fields of Mathematics/informatics and Engineering/technology.

Table 10.23 NORDPLUS Programme: students by gender and field of study 2002/2003 (percentages)

Field of study	Gender		Total
	Female	Male	
Agriculture	58.3	41.7	100.0
Architecture, urban + regional planning	59.7	40.3	100.0
Art + design	65.9	34.1	100.0
Business + management	60.1	39.9	100.0
Education + teacher training	77.7	22.3	100.0
Engineering + technology	41.5	58.5	100.0
Geography + geology	72.7	27.3	100.0
Humanities	68.9	31.1	100.0
Languages + philology	78.2	21.8	100.0
Law	62.7	37.3	100.0
Mathematics + informatics	40.0	60.0	100.0
Medical sciences	85.3	14.7	100.0
Natural sciences	76.0	24.0	100.0
Social sciences	75.2	24.8	100.0
Communication + information	65.1	34.9	100.0
Other	70.6	29.4	100.0
Total	70.5	29.5	100.0
(n)	(1 629)	(681)	(2 310)

Source: Norwegian Centre for International Cooperation in Higher Education, Bergen

There are no Nordplus data on level of study.

CEEPUS: Central European Exchange Programme for University Studies

The Ceepus programme is a regional mobility and cooperation scheme in the central and south-eastern part of Europe. Membership in Ceepus has grown from the five founding countries Austria, Bulgaria, Hungary, Poland, the Slovak Republic and Slovenia to twelve members today, adding Albania, Croatia, Hungary, Macedonia (FYROM), Romania, and Serbia and Montenegro.

Ceepus started operations in the summer term of 1995. Like many other programmes in this chapter, its basic design and

main activity pattern displays a close similarity to the Erasmus programme in its original form. Cooperation takes place within consortia of at least three universities, from a minimum of two different countries. Next to the mobility of students (undergraduate and graduate level) and academic staff, it funds intensive programmes, language courses, "student excursions" and, since 2005, the development of joint degrees. Mobility is, however, the core component of the programme. The number of mobile students in Ceepus increased substantially over time. In the start year 1994/95, the total volume of student mobility was 178.¹⁰ In the last available year (2003/04), the total number was 1 530.

Table 10.24 CEEPUS Programme: students by country of origin and destination 2002/2003

Origin	Destination									Total
	AT	BG	CZ	HU	HR	PL	RO	SK	SI	
AT Austria	*	18	35	43	26	32	41	17	10	222
BG Bulgaria	4	*	4	19	9	19	6	5	1	67
CZ Czech Republic	11	6	*	42	15	50	20	52	15	211
HU Hungary	19	9	27	*	17	30	137	40	14	293
HR Croatia	9	7	19	7	*	13	3	3	7	68
PL Poland	6	5	55	18	16	*	18	43	0	161
RO Romania	5	6	12	81	2	16	*	10	0	132
SI Slovenia	3	7	24	19	17	20	8	13	*	111
SK Slovakia	2	3	13	16	7	37	18	*	8	104
Total	59	61	189	245	109	217	251	183	55	1 369

Source: CEEPUS Office, Vienna

¹⁰ Since the start-up year actually consisted only of one semester, the 1995 figure is artificially low.

Table 10.25 CEEPUS Programme: students by country of origin and destination 2003/2004

Origin	Destination									Total
	AT	BG	CZ	HU	HR	PL	RO	SK	SI	
AT Austria	*	9	11	17	6	9	2	4	3	61
BG Bulgaria	11	*	14	8	13	3	2	9	4	64
CZ Czech Republic	30	17	*	29	27	47	15	19	26	210
HU Hungary	58	47	39	*	21	37	62	16	15	295
HR Croatia	20	3	17	16	*	17	2	3	10	88
PL Poland	24	20	59	49	23	*	25	43	26	269
RO Romania	28	23	14	98	10	10	*	17	15	215
SI Slovenia	7	3	14	13	10	14	3	7	*	71
SK Slovakia	33	31	45	38	12	58	26	*	14	257
Total	211	153	213	268	122	195	137	118	113	1 530

Source: CEEPUS Office, Vienna

As Tables 10.24 and 10.25 display, the turnover in the CEEPUS programme is by no means negligible and has actually surpassed that of the Tempus programme. Due to the further expansion in terms of participating countries, this trend is likely to continue.

However, apart from an overall rise in numbers, no very clear tendency emerges from the two-year comparison. There are very strong fluctuations. In both years, Hungary leads as a country of origin as well as destination, but the data for Austria show strong volatility: Austria is the second country of origin in 2002/03, but also the second but last country of destination. In 2003/04, it is the country of origin which sends least students, but the third most popular destination.

To some degree, these fluctuations can be explained by the so-called "quota system" on which CEEPUS mobility is funded.

Scholarships are financed by the country of destination, which annually fixes the number of scholarships it provides (the "quota"). Apparently, these numbers can (and in some cases do) change markedly from year to year.

It is also important to know that the above data contain an unknown (but probably not small) number of students mobile in short-term "intensive programmes". This explains the otherwise incomprehensible fact that the average duration of all stays in both 2002/03 and 2003/04 is 1.65 months, whereas CEEPUS student mobility "proper" is to be of a minimum of three and a maximum duration of twelve months.

There are no CEEPUS data on fields of study, gender and levels of study. However, the programme is open to undergraduate, graduate and doctoral students.

Chapter 11

Student mobility in national programmes

Friedhelm Maiworm and Bernd Wächter

11.1 Introduction

Like the previous one, this chapter addresses mobility taking place within programmes. Whereas the last chapter looked at programmes provided at a supra-national level, this one addresses programmes provided at the national level. The chapter aims to give an overview of such programmes as well as of the student mobility taking place inside them, both into and out of the 32 EURODATA countries. The concept of a “national programme” entails that it is provided by a national-level organisation and that it is accessible nation-wide. It excludes thus scholarship schemes of individual higher education institutions. The Fulbright Programme was included in the survey, since this US scheme is, in the case of many countries at any rate, co-financed by the government of the “partner country”. On the other hand, national student grant and loan funds (which in a number of cases allow for the funding of study abroad) were excluded.

The information and data presented in this chapter are based on a survey which was carried out in the first half of 2005. This survey was carried out in two stages.

Stage 1 was devoted to the identification of programmes and programme providers. For this purpose, a wide range of actors from higher education was contacted in each country and asked to name the national programmes they were aware of, as well as the organisations and persons in charge of them. The actors contacted included ministries of education and research, Socrates National Agencies, NARICS, ECTS and Bologna promoters, foundations, student associations, and ACA member organisations (mostly themselves mobility programme providers). All of these organisations and persons were asked to deliver the information requested in the form of a “Scholarship Programme Identification Form”. As a result of this first step, a total of 117 programme providers were identified. There were substantial variations between countries: the highest number of providers (16) was identified in Germany, while it was not possible to identify any programmes in, amongst others, Poland, Bulgaria or Portugal. It is very likely that the survey did not capture all providers in the 32 EURODATA countries.

In **stage 2**, all identified programmes were sent two questionnaires, one for inwards and one for outwards mobility. Each questionnaire contained ten questions with about 150 variables. Descriptors used were the number of students and mobility directions, the level of study, the duration of study abroad, and the fields of study of students. The reference year was 2002/03.

For both inwards and outwards mobility, providers were given the choice to fill in a separate questionnaire for each pro-

gramme, or to provide cumulative data for all or for a number of their programmes. Especially for organisations running a large number of programmes, this led to a considerable reduction of time and effort needed. All organisations not responding to the first request were reminded at least once. As a result, filled-in questionnaires were received from 34 programme-providing organisations, which together reported 160 programmes. This response rate, which amounts to 29 percent of providers, is low. Possible reasons could be that some providers and programmes were erroneously named, that providers do not keep statistics, or that providers were not willing or able to produce the data in the requested format and time frame.

The low response rate raises serious questions as to the completeness of the information received. For example, in 14 out of the 32 EURODATA countries, no programme provider could be identified or none of the contacted organisations reported any data. Especially the lack of information from some large countries like Spain, Italy and Poland, suggests that there is a completeness problem. As a result of this, the original plan of a presentation of the mobility data by country had to be given up. Much speaks for it that the survey could not, in a number of countries at least, adequately capture the exact volumes and characteristics of programme mobility **by country**.

What is possible, however, is a meaningful presentation of data **by provider**, and a comparison between providers. This approach has therefore been adopted for the presentation of mobility data in this chapter. Only the statistical overview of programme providers and programmes (cf. Table 11.1) is presented in a country perspective. However, it must be mentioned that even the presentation by providers does not solve all problems. In the case of some organisations, there is a difference between the number of reported programmes and the number of programmes for which data were delivered. In other words, the data are also not fully complete at the level of providers. However, the discrepancy at provider level is much smaller than that at the country level.

All requests for mobility data were constructed in a way which allowed the responding organisation to either provide answers in the form of absolute numbers or in the form of percentages. In order to create a database for the statistical analysis contained in this report, it was necessary to recalculate percentages into absolute numbers. It is in the nature of this recalculation process that it can only arrive at approximate numbers. This is why some of the tables presented below have been labelled as showing “estimated” numbers.

11.2 National programmes

Altogether, 34 programme providers filled in questionnaires and reported on student mobility within 160 programmes. As Table 11.1 shows, most programmes were reported by German providers (50), followed at a large distance by Austrian (21 programmes), Dutch (15), and Danish organisers (13). The majority of the national programmes support inwards mobility (51%).

41 percent fund outwards mobility and only 8 percent support mobility in both directions. The share of German programmes of all programmes is almost one third (31.2%). The providers from the three countries whose providers offer the highest number of programmes (Germany, Austria and the Netherlands) together account for over half of all programmes (55%).

Table 11.1 National Programmes: number of scholarship providers, national programmes and participating students, by country of provider 2002/2003

Country of provider	Scholarship Provider		National Programmes for			Total
	Identified	Respondents	Inwards mobile students only	Outwards mobile students only	Both directions	
AT Austria	3	2	8	10	3	21
BE Belgium	9	1	*	1	*	1
BG Bulgaria	*	*	*	*	*	*
CH Switzerland	2	1	*	3	*	3
CY Cyprus	7	0	*	*	*	*
CZ Czech Republic	8	2	*	1	2	3
DE Germany	16	1	30	20	*	50
DK Denmark	6	6	10	2	1	13
EE Estonia	2	1	2	*	1	3
ES Spain	3	0	*	*	*	*
FI Finland	3	2	4	3	3	10
FR France	10	2	2	4	*	6
GB United Kingdom	1	1	1	-	*	1
GR Greece	6	3	5	2	*	7
HU Hungary	4	2	*	4	*	4
IE Ireland	2	1	1	*	*	1
IS Iceland	3	1	1	*	*	1
IT Italy	5	0	*	*	*	*
LI Liechtenstein	*	*	*	*	*	*
LT Lithuania	3	2	*	5	*	5
LU Luxembourg	*	*	*	*	*	*
LV Latvia	2	0	*	*	*	*
MT Malta	1	0	*	*	*	*
NL The Netherlands	7	1	11	3	1	15
NO Norway	4	1	3	4	*	7
PL Poland	*	*	*	*	*	*
PT Portugal	*	v	*	*	*	*
RO Romania	1	0	*	v	*	*
SE Sweden	3	3	2	5	*	7
SI Slovenia	2	1	2	*	*	2
SK Slovak Republic	2	0	*	*	*	*
TR Turkey	2	0	*	*	*	*
Total	117	34	82	67	11	160

Source: Survey on national mobility programmes

Table 11.2 National Programmes: inwards and outwards mobile students, by programme provider 2002/2003 (estimated numbers)

Programme provider	Inwards	Outwards
AT-1	*	46
AT-2	383	17
BE-1	*	109
CH-1	*	79
CZ-1	244	118
CZ-2	*	131
DE-1	7 268	3 668
DK-1	199	82
DK-2	*	30
DK-3	2	*
DK-4	12	*
DK-5	174	*
DK-6	*	25
EE-1	97	21
FI-1	477	146
FI-2	23	70
FR-1	3 755	473
FR-2	*	252
GB-1	40	*
GR-1	*	132
GR-2	17	*
GR-3	257	502
HU-1	*	37
HU-2	*	47
IE-1	17	*
IS-1	27	*
LT-1	*	7
LT-2	*	25
NL-1	1 842	924
NO-1	111	56
SE-1	105	*
SE-2	106	*
SE-3	*	251
SI-1	192	*
Total	15 348	7 248

Source: Survey on national mobility programmes

Table 11.2 gives an overview of inwards and outwards mobility by provider. The total number of students in those national programmes which responded in the survey is 22 596 (the sum of the 15 348 inwards and 7 248 outwards mobile students), and thus only a small fraction (about one tenth) of those funded by the European programmes included in the previous chapter. Even if this number were to be well below the “real” number of students funded under national programmes, as there is ample reason to believe, it can safely be assumed that European schemes, rather than national programmes, are by now - in quantitative terms – the main support instruments of programme mobility in the EURODATA countries.

There is a strong concentration of mobile students on a few providers. The top provider – DE-1 – alone accounts for 10 936 of the total of 22 596 students, and thus for nearly half of them. Between them, the top three providers – DE-1, FR-1 and NL-1 – have around four fifths of all students on national programmes. Even though two of these three providers are from large countries which one would expect to have

a bigger share than smaller ones, these shares are well above an even distribution based on the size of the higher education systems of these countries. This goes particularly for the Netherlands. On the other hand, the low numbers of the UK provider are noteworthy.

The national programmes included in Table 11.2 predominantly fund inbound mobility. The number of inwards mobile students in the national programmes is more than twice as large as that of outwards mobile ones (67.9% and 31.1% respectively). This pattern is obviously heavily influenced by the quantitative dominance of the three large providers mentioned above (as is almost every finding in this chapter): of the 17 930 students they fund together, 12 865 or 71.7 percent are inwards mobile. The dominance of inwards over outwards mobility is far less pronounced for the remaining providers, who together fund 2 483 inbound students, and 2 183 outbound students. Of those non-top-three providers who fund mobility in both directions, only GR-3 and FI-2 have an “export surplus”.

Table 11.3 National Programmes: inwards mobile students' country/region of origin, by programme provider 2002/2003 (estimated student numbers)

	Programme provider																			Total			
	AT-2	CZ-1	DE-1	DK-1	DK-3	DK-4	DK-5	EE-1	FI-1	FI-2	FR-1	GB-1	GR-2	GR-3	IE-1	IS-1	NL-1	NO-1	SE-1		SE-2	SI-1	
AT	0	0	9	0	0	0	0	0	6	0	0	0	0	0	1	1	0	1	0	0	0	5	23
BE	0	2	8	2	0	0	0	1	8	1	0	0	0	0	1	0	0	1	0	0	0	0	24
BG	0	0	94	4	0	0	0	0	3	0	16	0	3	18	0	2	2	1	0	0	0	3	146
CH	0	4	3	1	0	0	0	0	3	1	0	0	0	0	0	1	0	2	0	0	0	0	15
CY	0	0	78	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	79
CZ	44	0	3	6	0	0	0	2	7	0	9	0	0	1	0	1	0	8	0	0	0	8	89
DE	0	10	0	8	0	0	0	0	8	1	0	0	0	1	2	1	0	2	0	0	0	2	35
DK	0	3	6	0	0	0	0	2	4	0	0	0	0	0	0	3	0	0	0	0	0	0	18
EE	0	4	30	14	0	0	0	0	9	1	1	0	0	0	0	1	0	0	0	0	0	0	60
ES	0	0	81	3	0	0	0	0	8	2	1	0	0	2	2	1	0	6	0	0	0	1	107
FI	0	6	9	3	0	0	0	0	0	0	2	0	0	0	0	1	0	1	0	0	0	0	22
FR	0	7	196	9	0	0	0	0	14	0	0	0	0	4	1	1	0	0	0	0	0	3	235
GB	0	0	45	0	0	0	0	0	11	1	0	0	0	0	3	1	0	4	0	0	0	0	65
GR	0	1	39	7	0	0	0	0	6	0	0	0	0	0	1	0	0	0	0	0	0	0	54
HU	8	32	178	8	0	0	0	5	25	1	19	0	0	2	0	1	1	1	0	0	0	5	286
IE	0	0	30	0	0	0	0	0	3	0	0	0	0	0	0	0	1	1	0	0	0	0	35
IS	0	1	8	5	0	0	0	0	9	0	0	0	0	0	0	0	0	1	0	0	0	0	24
IT	0	14	24	14	0	0	0	0	14	0	18	0	0	1	4	1	0	8	0	0	0	67	165
LI	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LT	0	6	66	12	0	0	0	0	5	1	1	0	0	0	0	1	0	0	0	0	0	0	92
LU	0	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5
LV	1	10	39	10	0	0	0	0	2	1	0	0	0	1	0	1	0	0	0	0	0	0	65
MT	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
NL	0	1	7	6	0	0	0	0	2	0	0	0	0	0	1	1	0	4	0	0	0	0	22
NO	0	2	5	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	8
PL	3	35	377	23	0	0	0	0	20	0	30	0	0	5	0	1	6	5	0	0	0	9	514
PT	0	0	11	5	1	0	0	0	6	0	0	0	0	2	0	0	0	3	0	0	0	0	28
RO	1	4	134	5	0	0	0	0	10	1	68	0	2	41	0	0	3	3	0	0	0	2	274
SE	0	1	4	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	1	8
SI	1	10	21	0	1	0	0	0	1	0	9	0	0	0	0	0	0	0	0	0	0	0	43
SK	58	50	71	5	0	0	0	0	5	0	9	0	0	2	0	0	0	5	0	0	0	4	209
TR	11	0	171	4	0	0	0	0	5	1	0	0	1	5	0	0	0	8	0	0	0	0	206
Other Europe	1	0	992	13	0	0	1	86	174	4	114	0	11	74	0	1	49	33	3	0	0	70	1 626
Northern America	1	0	259	0	0	0	0	0	9	3	41	40	0	2	1	3	0	0	0	0	0	2	361
Latin America	16	0	1 198	0	0	4	0	0	17	2	359	0	0	1	0	0	196	0	30	20	6	1 849	
Africa	83	0	944	5	0	12	59	0	4	0	2 219	0	0	23	0	0	896	2	43	6	0	4 296	
Asia	155	0	2 073	27	0	0	110	1	75	2	825	0	0	70	0	1	686	11	29	80	2	4 147	
Oceania	0	0	49	0	0	0	0	0	1	0	13	0	0	0	0	0	3	0	0	0	0	1	67
Total	383	244	7 268	199	2	12	174	97	477	23	3 755	40	17	257	17	27	1 842	111	105	106	192	15 348	

Source: Survey on national mobility programmes

Table 11.3 shows the origin of students supported by national inward-bound programmes, which, as mentioned above, make up more than two thirds of all students. The most striking finding is the low degree of intra-EURODATA mobility, or, to put it differently, the strong dominance of students from outside of Europe and from European countries beyond the EURODATA area. More than four fifths of inwards mobile programme students (12 346) came from outside the EURODATA region. This stands in some contrast to the pattern found in “free” mobility (mobility out-side programmes), where only 54 percent of all foreign students in EURODATA countries come from the EURODATA zone, and it also deviates very markedly from mobility in European programmes (largely due to Erasmus mobility which is 100% inside the EURODATA zone). African students are the largest single group of inwards mobile students from outside of the EURODATA area in national programmes (4 296 or 34.8%, while their proportion of all foreign students in “free” mobility is only half of that), closely followed by Asians (4 147 or 33.6%). Latin Americans (1 849 or 15%) and students from “other Europe” (1 626 or 13.2%) still play a role, while Northern Americans and students from Oceania do not. Overall, the picture tempts one to conjecture that inwards mobility in national programmes very often serves development aid purposes.

Again, the above pattern is heavily dependent on the three top providers for inwards mobility (DE-1, FR-1 and NL-1), who between themselves fund 10 916 (88.4%) of all mobility from outside the EURODATA area. However, the individual providers do not impact in the same way. Africa’s position as the leading region of origin is mainly due to mobility programmes of the French provider, who funds over half (51.6%) of all mobility from Africa. The German provider, on the other hand, funds half of all mobility from Asia, and well over 60 percent of all mobility from Latin America and “other Europe”.

Intra-EURODATA mobility in inbound programmes is modest, as a consequence of the above. Only 3 002, or just under one fifth, of all inwards mobile students on national programmes belong to this group. The largest contingent among EURODATA nationalities is that of Poles (514), followed by Hungarians (286) and Romanians (274). The group of the ten new member states who joined the EU in 2004, together with Romania, Bulgaria and Turkey, are the origin of over two thirds (2 064, 68.7%) of all intra-EURODATA mobility. Mobility originating from the “old EU” (EU-15) and the four EFTA countries is just under one third (938).

Again, the German programme provider (DE-1) funds most of the students mobile within the EURODATA area (1 753). In contrast to its strong role with regard to non-EURODATA regions of origin, the French provider is not a key actor in intra-EURODATA mobility, and the Dutch provider is a *quantité négligable*.

There are very few providers who fund more students from EURODATA countries than from elsewhere, but overall numbers are small in each case. One is the Czech provider, whose 244 programme students come exclusively from the EURODATA area. In the case of one of the Danish providers (DK-1), as well as the Norwegian and Slovene scholarship organisation, the majority of students also come from EURODATA countries.

As Table 11.4 displays, the total number of students in outbound programmes is 7 248 and thus, as discussed above, much smaller than that in inbound programmes.

Outbound mobility in national programmes is also predominantly directed towards non-EURODATA regions, although the dominance of these regions is, at 57.6 percent, less pronounced than in inwards programme mobility. Amongst non-EURODATA regions (overall), Northern America, which played no role in inwards mobility, is the top destination, with 1 687 students and a share of 40.4 per cent of all non-EURODATA destinations. Asia comes second (915, 21.9%) and Africa, the leading region of origin in inwards mobility, plays only a minor role, which also applies to Latin America and the “other Europe”. It appears that, in their policies towards non-EURODATA countries, the providers concentrate on destinations where they expect a quality level of higher education equal to or better than at home.

As in inbound programmes, the overall picture as well as that with regard to non-EURODATA destinations is largely the result of the dominance of one provider, DE-1 (with 3 668 students). No other provider comes close to this number, although, compared to the size of the country of origin of the provider(s), the numbers of the Dutch provider (NL-1: 924) and the two Greek providers (GR-1 and GR-3: together 384) are not small at all. As a result of the dominance of DE-1, the overall picture of destination countries and regions is heavily influenced by the programmes of this provider, and so is the pattern outside of the EURODATA area. The leading position of North America as a destination is to a very large extent due to the programmes of DE-1, which account for almost three fourths of all students moving there. Programmes of this provider also support more than half of all students going to Asia, Latin America and Asia.

Mobility into EURODATA countries in outbound programmes is dominated by the United Kingdom as the leading destination country (which occupies the second place among all destinations, behind North America). The United Kingdom’s share of all destinations is 14.7 percent, and it receives more than one third of all students mobile to EURODATA countries. Germany and France are not very important destinations in these outbound programmes. It is also noteworthy that Spain, which is the top destination country in Erasmus, receives very few students.

A comparison between the group of “old EU” countries, on the one hand, and the 10 new member states together with Romania, Bulgaria and Turkey, on the other, reveals a mirror image of that in the inbound programmes. The EU-15/EFTA group is the destination of over four fifths (2 565) of all intra-EURODATA-mobile students in outbound programmes. The group of the 10 new member states plus Romania, Bulgaria and Turkey, on the other hand, receives under one fifth of all intra-EURODATA mobile students on outbound programmes.

Table 11.4 National Programmes: outwards mobile students' country/region of destination, by programme provider 2002/2003 (estimated numbers)

	Programme provider																										Total
	AT-1	AT-2	BE-1	CH-1	CZ-1	CZ-2	DE-1	DK-1	DK-2	DK-6	EE-1	FI-1	FI-2	FR-1	FR-2	GR-1	GR-3	HU-1	HU-2	IT-1	IT-2	NL-1	NO-1	SE-3	Total		
AT	0	0	0	0	0	2	13	1	0	0	0	3	0	0	1	1	3	37	3	0	0	1	0	0	0	65	
BE	3	0	0	1	0	2	8	1	0	0	1	18	0	26	5	1	3	0	0	0	0	0	12	5	14	100	
BG	0	0	0	0	0	0	0	2	0	0	0	0	0	4	2	0	0	0	0	0	0	0	0	0	5	13	
CH	0	0	0	0	0	6	54	2	0	0	2	2	4	3	4	1	1	0	0	0	0	4	2	0	3	88	
CY	0	0	0	0	0	0	14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	14	
CZ	0	0	0	2	0	0	0	4	0	0	1	4	0	32	6	0	0	0	0	0	0	0	1	1	7	58	
DE	0	0	0	1	0	3	0	5	0	0	8	8	0	13	6	23	0	9	0	0	0	18	30	29	153		
DK	0	0	0	0	0	1	6	0	0	0	11	2	0	0	1	0	0	0	0	0	0	1	0	0	22		
EE	0	0	0	0	0	0	5	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7		
ES	0	0	0	1	0	2	81	7	0	0	0	0	3	9	2	10	0	2	0	0	0	12	0	0	129		
FI	0	0	0	2	0	4	10	2	0	0	0	0	5	1	0	0	0	3	0	0	0	0	0	0	28		
FR	2	0	0	0	0	15	267	0	0	0	3	8	0	0	0	5	43	0	3	0	0	8	0	8	362		
GB	12	0	0	5	0	14	428	0	0	11	0	0	21	17	11	72	362	0	8	0	0	106	0	2	1 069		
GR	0	0	0	0	0	3	1	1	0	0	0	1	0	3	2	0	0	0	0	0	0	0	1	0	12		
HU	0	0	0	2	7	1	16	4	0	0	5	5	0	73	3	0	0	0	0	0	21	0	1	10	148		
IE	0	0	0	1	0	0	37	0	0	0	0	1	0	0	0	0	2	0	1	0	0	0	2	0	44		
IS	0	0	0	0	0	0	3	1	0	0	0	2	0	1	0	0	0	0	0	0	0	0	1	1	9		
IT	12	0	0	3	0	4	129	12	0	0	0	2	0	13	27	3	9	0	8	0	0	6	5	7	240		
LI	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
LT	0	0	0	2	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8		
LU	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
LV	0	0	0	0	0	0	4	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	6		
MT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
NL	2	0	0	0	0	3	36	1	0	0	1	0	7	5	6	14	0	8	0	0	0	0	0	0	83		
NO	0	0	0	2	0	1	13	0	0	0	0	1	2	0	1	0	0	0	0	0	0	1	0	0	21		
PL	2	0	0	1	41	1	33	7	0	0	0	7	0	49	6	0	0	0	0	0	0	1	4	16	168		
PT	0	0	0	0	0	4	7	1	0	0	0	1	0	1	5	0	0	0	1	0	0	0	2	0	22		
RO	0	0	0	0	0	0	5	1	0	0	0	0	5	2	1	0	0	0	1	0	0	0	1	9	25		
SE	0	0	0	3	0	4	38	0	0	0	0	1	6	4	1	0	2	0	0	0	0	4	3	0	66		
SI	0	0	0	0	0	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	4		
SK	0	5	0	0	12	4	0	0	0	0	0	1	0	15	0	0	0	0	0	0	0	0	0	0	3	40	
TR	0	0	0	0	0	0	15	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	2	20	
Other Europe	0	0	0	11	0	6	123	8	0	0	0	59	6	55	18	0	0	0	0	0	0	0	0	0	87	373	
Northern America	11	0	0	11	0	27	1 214	0	0	14	0	10	14	68	40	34	29	0	0	7	0	202	0	6	1 687		
Latin America	0	0	20	0	0	2	218	0	7	0	0	2	1	13	25	0	0	0	0	0	0	70	0	0	358		
Africa	0	0	70	2	0	4	108	0	10	0	0	1	0	9	28	0	0	0	0	0	0	244	0	0	476		
Asia	1	12	19	29	0	13	582	20	13	0	0	11	0	62	32	0	0	0	0	0	0	81	0	40	915		
Oceania	1	0	0	0	0	3	199	0	0	0	0	0	2	4	0	1	0	0	0	0	0	153	0	0	363		
Total	46	17	109	79	118	131	3 668	82	30	25	21	146	70	473	252	132	502	37	47	7	25	924	56	251	7 248		

Source: Survey on national mobility programmes

Table 11.5 National Programmes: students' level of study, by programme provider 2002/2003

Programme provider	Inwards mobile students			Total	Outwards mobile students			Total
	Under-graduate students	Post-graduate students	Doctoral students		Under-graduate students	Post-graduate students	Doctoral students	
AT-1	*	*	*	*	0.0	100.0	0.0	100.0
AT-2	8.9	16.4	74.7	100.0	0.0	5.9	94.1	100.0
BE-1	*	*	*	*	91.7	8.3	0.0	100.0
CH-1	*	*	*	*	53.2	30.4	16.5	100.0
CZ-1	10.2	70.9	18.9	100.0	22.0	59.3	18.6	100.0
CZ-2	*	*	*	*	0.8	6.1	93.1	100.0
DE-1	2.0	76.0	22.0	100.0	69.0	22.0	9.0	100.0
DK-1	79.9	10.1	10.1	100.0	80.5	9.8	9.8	100.0
DK-2	*	*	*	*	0.0	100.0	0.0	100.0
DK-3	0.0	0.0	100.0	100.0	*	*	*	*
DK-4	0.0	0.0	100.0	100.0	*	*	*	*
DK-5	1.7	56.3	42.0	100.0	*	*	*	*
DK-6	*	*	*	*	0.0	0.0	100.0	100.0
EE-1	66.0	23.7	10.3	100.0	42.9	47.6	9.5	100.0
FI-1	21.0	2.5	76.5	100.0	45.2	41.8	13.0	100.0
FI-2	4.3	13.0	82.6	100.0	0.0	10.0	90.0	100.0
FR-1	7.4	46.3	46.3	100.0	42.1	33.0	24.9	100.0
FR-2	*	*	*	*	0.0	0.0	100.0	100.0
GB-1	12.5	75.0	12.5	100.0	*	*	*	*
GR-1	*	*	*	*	65.2	34.8	0.0	100.0
GR-2	0.0	70.6	29.4	100.0	*	*	*	*
GR-3	0.0	92.2	7.8	100.0	0.0	66.9	33.1	100.0
HU-1	*	*	*	*	0.0	64.9	35.1	100.0
HU-2	*	*	*	*	0.0	100.0	0.0	100.0
IE-1	0.0	0.0	100.0	100.0	*	*	*	*
IS-1	100.0	0.0	0.0	100.0	*	*	*	*
LT-1	*	*	*	*	0.0	100.0	0.0	100.0
LT-2	*	*	*	*	0.0	88.0	12.0	100.0
NL-1	12.9	85.9	1.2	100.0	86.6	13.4	0.0	100.0
NO-1	0.0	66.7	33.3	100.0	0.0	94.6	5.4	100.0
SE-1	57.1	42.9	0.0	100.0	*	*	*	*
SE-2	0.0	100.0	0.0	100.0	*	*	*	*
SE-3	*	*	*	*	64.9	28.7	6.4	100.0
SI-1	78.1	18.8	3.1	100.0	*	*	*	*
Total	8.4	63.7	27.9	100.0	56.4	27.2	16.4	100.0

Source: Survey on national mobility programmes

Table 11.5 reveals remarkable differences in the level of study of students in inwards and outwards mobility programmes. While the focus of programmes for inwards mobility is clearly on the postgraduate (Master) level (almost two thirds), out-bound programmes cater in the first place to undergraduates (56.4%). Generalising, one might say that the policies behind national programmes aim at attracting students at advanced levels into the EURODATA zone, and at providing first-cycle students with a study abroad experience. This very important difference apart, the inward-outward comparison shows also a similarity: there is a surprisingly large share of doctoral students (almost 28% in inbound programmes, over 16% in out-bound schemes) in both programme types. The proportion of doctoral students in national programmes is substantial-

ly larger than in Erasmus, and it is probably also higher than the share of doctoral students of all students anywhere in the world.

The above overall result is, for the well-known reasons, of course heavily influenced by the three large providers DE-1, FR-1 and NL-1. In inward programmes, the dominance of postgraduate students is even stronger than average in the case of DE-1 and NL-1, and FR-1 is at least not a counterbalance. There are examples to the opposite, though: in the inbound programmes of DK-1, FI-1, IS-1, SE-1 and SI-1, there is a majority of undergraduate over postgraduate students. But student numbers in the programmes of these providers are too modest for this to have a palpable effect on the overall distribution.

In programmes for outwards mobility, the above pattern is repeated. DE-1, NL-1 and, though to a lesser extent, FR-1, have very low percentages for postgraduates. Again, there are a number of providers with a majority of postgraduate students, but their programmes are too small to impact the overall figures. It should be noted that the above data have to be treated

with some caution. In many European countries, a genuine distinction into undergraduate and postgraduate study in the form of Bachelor and Master degree did not yet exist in the reference year. This has almost certainly led to classification problems on the part of the reporting providers, and it would be surprising if the categorisation principles applied were the same everywhere.

Table 11.6 National Programmes: inwards mobile students' field of study, by programme provider 2002/2003 (estimates)

	Programme provider																				Total
	AT-2	DE-1	DK-1	DK-3	DK-4	DK-5	EE-1	FI-1	FI-2	FR-1	GB-1	GR-2	GR-3	IE-1	IS-1	NL-1	NO-1	SE-1	SE-2	SI-1	
Agricultural sciences	31	584	22	0	0	61	5	6	1	138	0	1	13	0	0	511	15	1	9	2	1 400
Architecture, urban and regional planning	4	194	5	0	0	2	1	4	1	29	0	0	3	0	0	39	2	0	0	7	291
Art and design	1	252	4	0	0	0	7	22	1	33	0	1	11	0	0	7	5	4	0	19	367
Management, business studies	20	738	15	0	0	1	7	38	1	564	0	1	5	0	0	47	2	10	3	7	1 459
Education, teacher training	8	55	2	0	0	19	5	7	0	33	0	0	10	0	0	0	1	3	0	24	167
Engineering, technology	77	1 086	12	1	0	2	1	48	2	534	2	3	16	0	0	49	15	8	55	4	1 915
Geography, geology	6	142	4	1	0	1	2	3	0	116	0	0	2	0	0	7	5	2	0	0	291
Humanities	41	288	27	0	0	0	1	55	6	54	9	4	54	9	0	0	15	6	0	27	596
Languages and philological sciences	30	1 330	22	0	0	0	31	76	2	220	0	5	55	0	27	0	5	0	0	48	1 851
Law	12	324	3	0	0	0	11	11	0	186	1	0	3	0	0	122	1	2	1	6	683
Mathematics, informatics	9	332	10	0	0	0	3	10	0	295	2	0	12	0	0	63	2	1	2	6	747
Medical sciences	18	298	8	0	8	47	6	50	0	204	3	2	32	0	0	42	14	30	2	11	775
Natural sciences	101	761	10	0	2	34	0	99	6	642	4	0	28	0	0	11	17	12	8	6	1 741
Social sciences	25	305	14	0	2	6	9	46	1	469	18	0	12	9	0	55	8	23	16	5	1 023
Communication and information	0	55	12	0	0	1	6	3	2	176	0	0	2	0	0	1	4	1	10	12	285
Other areas of study	1	524	29	0	0	0	2	0	0	62	0	0	1	0	0	216	0	2	0	8	845
Total	384	7 268	199	2	12	174	97	478	23	3 755	39	17	259	18	27	1 170	111	105	106	192	14 436

Source: Survey on national mobility programmes

As Table 11.6 shows, no single field of study is overly dominant in inwards mobility. In the total of all providers, Engineering is in the lead (13.3%), closely followed by Languages and philology (12.8%), Natural sciences (12.1%), and Business and management (10.1%). For comparison, in the Erasmus Programme, the differences are larger, and the order of the leading fields somewhat different. In this EU programme, Business and management top the table (with 21.4%), followed by Languages and philology (16.3%). Natural sciences

play only a small role in Erasmus (about 4%). There are visible differences between providers, though. The German organisation DE-1 funds students of Languages and philology in the first place, followed by students of Engineering and Natural sciences. The largest group of students funded by FR-1 are natural scientists, which is also the case with AT-2 and FI-1. Almost half of all students of NL-1 are in the Agricultural sciences (who are likely to be students from the developing world).

Table 11.7 National Programmes: outwards mobile students' field of study, by programme provider 2002/2003 (estimates)

	Programme provider																	Total						
	AT-2	BE-1	CH-1	CZ-2	DE-1	DK-1	DK-2	DK-6	EE-1	FI-1	FI-2	FR-1	FR-2	GR-1	GR-3	HU-1	HU-2		IT-1	IT-2	NL-1	NO-1	SE-3	
Agricultural sciences	1	8	0	5	45	0	16	1	0	3	0	0	5	0	50	0	0	0	0	0	3	1	0	138
Architecture, urban and regional planning	5	8	1	2	132	1	0	0	1	0	0	3	7	4	24	0	0	0	0	0	0	0	0	188
Art and design	0	5	6	17	230	6	0	0	0	7	0	15	8	22	77	1	0	0	0	0	34	5	0	433
Management, business studies	0	6	2	9	654	4	0	0	2	12	4	5	22	11	42	12	0	2	0	0	217	15	0	1019
Education, teacher training	0	32	0	3	19	0	0	0	0	1	0	0	3	2	25	0	47	0	0	0	8	0	6	146
Engineering, technology	2	7	0	25	275	0	0	0	0	10	6	0	14	12	23	1	0	0	0	0	28	0	8	411
Geography, geology	0	0	1	3	67	2	1	0	0	1	0	0	10	4	15	17	0	0	0	0	0	0	0	121
Humanities	0	0	11	15	175	11	0	8	1	39	11	5	60	10	57	0	0	0	0	0	137	0	163	703
Languages and philological sciences	5	0	39	4	695	39	0	0	6	17	1	168	26	9	26	0	0	0	0	0	16	17	0	1 068
Law	1	0	8	1	201	9	0	0	0	13	0	30	11	7	37	4	0	3	2	92	9	0	0	428
Mathematics, informatics	0	0	0	3	174	0	0	0	2	3	0	0	19	6	22	1	0	0	0	0	0	1	0	231
Medical sciences	0	0	3	12	114	2	4	3	2	3	28	10	14	15	45	0	0	0	0	0	280	1	4	540
Natural sciences	3	0	2	22	399	2	2	8	2	7	4	101	26	8	16	0	0	0	2	2	25	0	16	645
Social sciences	0	0	6	3	278	5	7	5	3	29	18	112	26	8	13	0	0	1	21	84	7	50	0	676
Communication and information	0	0	0	7	75	1	0	0	1	1	0	1	1	5	12	0	0	1	0	0	0	0	0	105
Other areas of study	0	43	0	0	135	0	0	0	1	0	0	23	0	9	18	0	0	0	0	0	0	0	4	233
Total	17	109	79	131	3 668	82	30	25	21	146	72	473	252	132	502	36	47	7	25	924	56	251	7 085	

Source: Survey on national mobility programmes

Table 11.7 shows that the field of study distribution in outwards mobility is somewhat different from that in inwards mobility. Engineering, the leader in inwards mobility, is of no importance in outbound mobility. Languages and philology, the number 2 in inwards mobility, tops the table in outbound mobility. Business and management, number 4 in inbound mobility, is a close second in outwards mobility. The Social sci-

ences, the Natural sciences and Medicine follow (in decreasing order).

The ranking order of the first three fields of study for all providers are identical with those of the largest provider DE-1. Most of the students funded by NL-1 are in Medical studies. Interestingly, the largest groups of the Greek providers GR-1 and GR-3 consist of students of Art and design.

Table 11.8 National Programmes: students' duration of stay, by programme provider 2002/2003

Programme provider	Inwards mobile students			Outwards mobile students		
	3-6 months	7 months and more	Total	3-6 months	7 months and more	Total
AT-1	*	*	*	0.0	100.0	100.0
AT-2	74.4	25.6	100.0	58.8	41.2	100.0
BE-1	*	*	*	100.0	0.0	100.0
CH-1	*	*	*	13.9	86.1	100.0
CZ-1	*	*	*	*	*	*
CZ-2	*	*	*	87.8	12.2	100.0
DE-1	13.0	87.0	100.0	18.0	82.0	100.0
DK-1	73.9	26.1	100.0	40.2	59.8	100.0
DK-2	*	*	*	76.7	23.3	100.0
DK-3	50.0	50.0	100.0	*	*	*
DK-4	33.3	66.7	100.0	*	*	*
DK-5	36.2	63.8	100.0	*	*	*
DK-6	*	*	*	0.0	100.0	100.0
EE-1	7.2	92.8	100.0	76.2	23.8	100.0
FI-1	41.1	58.9	100.0	30.1	69.9	100.0
FI-2	13.0	87.0	100.0	10.0	90.0	100.0
FR-1	0.0	100.0	100.0	*	*	*
FR-2	*	*	*	100.0	0.0	100.0
GB-1	0.0	100.0	100.0	*	*	*
GR-1	*	*	*	0.0	100.0	100.0
GR-2	0.0	100.0	100.0	*	*	*
GR-3	0.0	100.0	100.0	0.0	100.0	100.0
HU-1	*	*	*	100.0	0.0	100.0
HU-2	*	*	*	59.6	40.4	100.0
IE-1	0.0	100.0	100.0	*	*	*
IS-1	0.0	100.0	100.0	*	*	*
LT-1	*	*	*	0.0	100.0	100.0
LT-2	*	*	*	8.0	92.0	100.0
NL-1	59.4	40.6	100.0	63.9	36.1	100.0
NO-1	56.8	43.2	100.0	32.1	67.9	100.0
SE-1	84.8	15.2	100.0	*	*	*
SE-2	0.0	100.0	100.0	*	*	*
SE-3	*	*	*	55.4	44.6	100.0
SI-1	31.8	68.2	100.0	*	*	*
Total	19.6	80.4	100.0	31.5	68.5	100.0

Source: Survey on national mobility programmes

Table 11.8 shows the distribution of mobile students by length of stay, broken down into shorter (three to six months) and longer stays (seven months and longer), for both inbound and outbound mobility. Overall, the number of students on longer stays is larger both in inbound and outbound mobility. However, the share of students on longer stays is particularly high on

inbound mobility, at over 80 percent. There are only two providers – AT-2 and NL-1 – with more short-term students both in inward and outward mobility. In inbound mobility, there is a total of five providers with a majority of students on short stays (AT-1, DK-1, NL-1, NO-1, SE-1). The respective number on outbound mobility is eight.

11.3 The Fulbright Program

The Fulbright Program is a US scheme, which promotes the mobility of students and scholars from and into the US. It was included in the survey because, in many cases, the programme is co-financed by the “partner” country. To a degree, the Fulbright scheme is therefore a national programme of each partner country.

Table 11.9 Fulbright Program: inwards and outwards mobile students, by country of origin or destination 2002

Country of origin/ destination	US to EURODATA	EURODATA to US
AT	30	19
BE	34	14
BG	11	6
CH	9	12
CY	12	3
CZ	16	8
DE	261	170
DK	25	6
EE	5	2
ES	48	34
FI	12	10
FR	29	22
GB	21	20
GR	24	8
HU	24	9
IE	8	6
IS	17	7
IT	25	28
LU	1	0
LT	5	1
LV	9	3
NL	19	23
NO	19	13
PL	15	13
PO	26	1
RO	20	5
SI	3	2
SK	7	3
SE	11	13
TR	19	11
Total	765	472

Source: Survey on national mobility programmes

As Table 11.9 shows, there are more students in the Fulbright Program moving from the US into the EURODATA countries than from these countries into the US. Over two thirds (61.8%) of all mobility in the programme is towards the EURODATA region. This pattern is repeated at the level of most countries, with the exception of the Czech Republic, Norway and Sweden, from where slightly more students move to the US than in the opposite direction. The dominance of Europe-bound students in the Fulbright Program stands in a marked contrast to the flows in “free” (non-programme) mobility (measured by nationality) between the US and the EURODATA zone, where EURODATA students in the US outnumber US students in the EURODATA region by almost 3:1 (about 77 000 to 27 000, cf. chapter 2). It is also in sharp contrast to the distribution in national programmes (cf. Tables 11.3 and 11.4), in which almost five times as many

EURODATA students study in the US as US students in the EURODATA area (1 687:361). The pattern is, however, not dissimilar to the mobility distribution in the EU-Cooperation Programme, where mobility to Europe is also stronger than mobility to the US. Both the Fulbright and the EU-US scheme counter a strong trend in favour of the US as a destination.

There is a further parallel between the Fulbright and the EU-US Cooperation Program. Both are heavily focused on one single country, Germany. In the EU-US scheme, slightly over one quarter of students (27.3%) move from or to Germany. In the Fulbright Program, this share is even above one third (34.8%). In comparison to Germany, no other EURODATA country plays any significant role as a “receiver” or “sender” of students. Especially the comparatively low Fulbright numbers for the United Kingdom and France come as a surprise.

11.4 Conclusions

Even though the survey of national mobility programmes almost certainly did not capture the entirety of schemes, and thus of mobility, the pattern that emerges from the data received allow us to note some safe conclusions.

First, the volume of mobility in national programmes is fairly modest, when compared to mobility in European programmes and to overall mobility. That is so even if one departs from the (probably too) pessimistic assumption that the survey managed to capture only half of all mobility in national programmes. The total number of mobile students in this survey is 22 596, while the total number in European programmes is 141 229, i.e. more than six times as many. Mobility in national programmes amounts only to slightly over 1 percent of all “free” (non-programme) mobility, both for outwards and inwards mobile students. The 15 348 inwards mobile students correspond to some 1.1 million incoming students (foreigners) in “free” mobility. The 7 248 outwards mobile students correspond to 578 000 outbound students overall.

Second, the national programmes are used, first and foremost, as instruments to attract inwards mobile students. Two thirds of all mobility in these programmes is inbound, and only one third outbound.

Third, approaches differ markedly with regard to inwards and outwards mobile students. While inwards mobility in national programmes is focused on postgraduate and doctoral students, outbound mobility concentrates on first-cycle students. One is almost tempted to conjecture that inwards mobility is part of a strategy to attract future researchers into Europe, while outbound mobility is intended to provide European first-degree students with a culturally and personally enriching foreign experience.

Fourth, much more than “free” mobility or mobility in European programmes, national programmes concentrate on non-EURODATA and non-European countries of origin and destination.

In a nutshell, it can be said that national programmes in the EURODATA countries do have an added value. They facilitate mobility which would not otherwise happen, or not happen easily. They are thus doing exactly what mobility programmes should be there for. They make a difference.

What is ACA?

Founded in 1993, the Academic Cooperation Association (ACA) is a not-for-profit pan-European network of major organisations responsible in their countries for the promotion of internationalisation in education and training. Current membership is comprised of 20 such organisations in 15 European countries, as well as associate members from North America and Australia. ACA's secretariat is located in Brussels, Belgium, in easy reach of the European institutions.



ACA is active in the following fields

- The promotion of innovation and internationalisation in (higher) education and training;
- The enhancement of contacts and cooperation between its members, and the provision, to its members, of fast and up-to-date information on important developments in the European institutions and international organisations;
- Research into and publications on internationalisation in education and training;
- The provision, to third parties, of know-how and expertise in the management of international cooperation projects and programmes;
- Contract work for third parties.

ACA projects cover a wide spectrum and are too numerous to be listed here. However, the recent policy focus of ACA's activities has been on themes related to the relative position of European higher education on a global scale. This orientation has also found expression in the latest publications in the monograph series, the *ACA Papers on International Cooperation in Education*, as well as in ACA's many international seminars and conferences.

Academic Cooperation Association (ACA)

15, rue d'Egmontstraat

B-1000 Brussels

phone: +322 5 13 22 41

fax: +322 5 13 17 76

e-mail: info@aca-secretariat.be

www.aca-secretariat.be

EURODATA

Student mobility in European higher education

The international mobility of students has considerably gained ground as a major policy in Europe over the last decades. As a result of the heightened political importance attached to international mobility, and the manifold practical attempts to increase it, there is an enhanced need for comprehensive, up-to-date, and reliable information on the phenomenon: statistical data on mobility are needed to measure progress – or otherwise – towards the various mobility goals and thus to inform the political actors of the impact of the programmes and other measures launched. However, data measuring real mobility (as opposed to foreign nationality) is not always available and is rarely sufficiently differentiated.

This publication has therefore a double objective. First, it investigates which data on international mobility are being compiled and made available and which are not, both at the international, the national and the programme level. Second, this study presents in one volume the student mobility data identified, and – based on an analysis of these data – it tries to depict a picture of the main trends in international student mobility into and out of 32 European countries. Next to analysing and presenting the availability and quality of data on international student mobility, this report also makes recommendations for the improvement of student mobility statistics both at national and international level.