

The future of UK student mobility

The future of UK student mobility – a Europe Unit analysis

26 February 2008

Introduction

1. Promotion of mobility was one of the initial actions lines of the Bologna Process when it began in 1999. At the Bologna Process ministerial summit in London in May 2007, higher education (HE) ministers from the 46 participating countries re-emphasised staff and student mobility as one of the main priorities of the Bologna Process in the period 2007-2009.
2. In response to these developments, the UK HE Europe Unit has adopted mobility as one of two new policy priorities in advance of the 2010 date for creation of the European Higher Education Area (EHEA). To inform its activity until 2010, the Europe Unit conducted a literature review of a number of recent publications on the outward mobility of UK students. The publications reviewed differ in terms of type of author, readership and policy goals. This document draws out key themes and conclusions about UK student mobility. The document is intended to inform the Unit staff's work in this area.
3. It is also hoped this document may be useful to higher education institutions (HEIs) and other stakeholders. The Europe Unit is also holding a conference on 24 June 2008 at Woburn House where UK student mobility will be one of the themes for discussion¹. The Europe Unit welcomes feedback on this document and also suggestions on how UK student outward mobility can be increased.
4. An annex containing statistical data on UK student outward mobility can be found at the end of this document.

Executive summary

5. The number of UK students travelling abroad to study under the EU's Erasmus programme has been in steady decline over the last ten years. UK students are, however, increasingly travelling to other Anglophone countries such as the US, Canada and Australia. The literature review and statistical analysis shows that UK mobile students are most likely to be white, from a

¹ Please see the Europe Unit website and weekly and monthly newsletters for future information.

Tel

+44 (0)20 7419 5405

Fax

+44 (0)20 7383 5766

Email Paul.Dowling
@europeunit.ac.uk

Chief Executive
Baroness Warwick

Europe Unit
Universities UK
Woburn House
20 Tavistock Square
London WC1H 9HQ

Tel +44 (0)20 7419 4111
Fax +44 (0)20 7388 8449
Email info@UniversitiesUK.ac.uk

Company limited by guarantee, registered
in England and Wales No. 2517018
Registered charity No. 1001127

high-income family with previous experience of travelling or living abroad, and generally more self-assured and academically capable than their peers.

6. The primary reasons given for the low levels of student mobility to Europe are financial constraints, language issues and lack of information about the mobility opportunities available. In order to increase the numbers of UK mobile students in the long term, there needs to be an increase in the demand for mobility opportunities. This will require financial investment, the participation of a broad range of HE sector stakeholders and promotion of mobility opportunities to pupils in secondary level education. The views of employers on the value of international experience also need to be canvassed and highlighted where necessary. The paper concludes that HEIs can work with other HE sector stakeholders to highlight the mobility opportunities available, and investigate the greater provision of work placement mobility.

Use of the term 'mobility'

7. This document uses the terms 'degree mobility' and 'credit mobility'. Degree mobility is aimed at the acquisition of a whole degree or certificate in the country of destination. Credit mobility refers to shorter-term mobility such as study and work abroad within the framework of a programme of study, and which usually lasts a semester or one academic year, often as part of an exchange programme, and a return to the 'home' institution (Findlay et al, 2006, p.313).

Identifying UK mobile students

8. In common with most countries, the UK has no mechanism for the direct identification of degree mobile students. Credit mobile students are easier to track since they will by definition be undertaking a programme of study at a UK HEI and will thus be captured in the Higher Education Statistics Agency (HESA) data set.
9. The lack of data on mobile students, both nationally and at a European level, has been recognised as a problem. At the last Bologna Process ministerial summit in London in May 2007, European HE ministers asked the European Commission's statistics agency, Eurostat, in conjunction with Eurostudent², to develop comparable and reliable indicators and data to measure progress towards the overall objective of increasing the numbers of mobile staff and students in all Bologna countries.

Why do students go abroad?

10. In the analyses of data conducted by a number of organisations, it is clear that students in certain circumstances are more predisposed to a period of study abroad than others. Students who have lived or travelled abroad prior to entering HE, eg gap year, or had a parent or close family connection with another country, are more likely than others to be mobile. It is also agreed that mobile students are generally more confident, more self-assured and more academically capable

² Eurostat: <http://ec.europa.eu/eurostat>, Eurostudent: <http://www.eurostudent.eu/abt2/ab21/Eurostudent/>

than their peers. Students from low-income families and an ethnic minority background are less likely to be mobile than white students from higher-income families (Findlay et al, 2006, p.303).

Staff

11. This document focuses on UK student mobility. However, there is a strong link between the mobility of staff and the mobility of students. The attitude of academic staff towards mobility is described as being a very important determinant in students' decisions to go abroad. If staff themselves have had a positive experience of being mobile, they are likely to encourage their students to try and do the same (*International student mobility*, 2004, p.27-28).

The Erasmus programme

12. The EU's Socrates-Erasmus staff and student mobility programme is the most well-known mobility programme³. It celebrated its twentieth anniversary in 2007 and so far over 1.5 million students have participated in the scheme. The goal is to have 3 million participants by 2013⁴. Every HEI taking part in the Erasmus Programme is expected to follow the guidelines included in the Erasmus Charter. The Charter highlights some distinguishing features of Erasmus mobility: free tuition and full recognition of studies abroad. Other points included in the Charter are: usage of the European Credit Transfer System (ECTS)⁵ or a comparable system, linguistic preparation, provision of information, integration of incoming students, assistance in looking for accommodation and many others. The British Council is the national agency responsible for administering the Erasmus programme in the UK⁶.
13. Although the large majority of UK HEIs are signed up to the Erasmus Charter, the UK sends far fewer students abroad via the Erasmus programme than other countries in Europe with a similar sized student population. Furthermore, non-UK EU students made up 11% of outgoing Erasmus students in the UK in 2002-03. The number of UK students participating in the Erasmus programme has fallen from over 16,000 students in the mid-nineties to 7,131 students in 2005/06. The level of homogeneity in the type of UK student participating in the Erasmus programme reaffirms that mobile UK students are more likely to be female (64% in 2005/06), white and drawn from higher-income social groups⁷. The EU's Lifelong Learning Programme 2007-2013, of which the Erasmus programme is a part, seeks to broader participation in all EU mobility schemes to include societal groups that have traditionally been under-represented.

³ The EU's Erasmus programme is student exchange programme for higher education in 31 countries.

http://ec.europa.eu/education/programmes/lfp/erasmus/index_en.html

⁴ EU's Erasmus webpage http://ec.europa.eu/education/programmes/lfp/erasmus/index_en.html

⁵ ECTS was developed by the European Commission and HE credit experts to facilitate the transfer and recognition of academic credit between HEIs in Europe participating in the Erasmus programme.

⁶ <http://www.britishcouncil.org/socrates-erasmus.htm>

⁷ Statistics supplied by the British Council.

UK student mobility outside Europe

14. While the UK has comparatively low levels of Erasmus student mobility, the mobility rate of UK students outside Europe is consistently higher than other Anglophone countries (Australia, New Zealand, Canada), and very close to the OECD average (Findlay et al, 2006, p.298). UK students are increasingly travelling to far-away English speaking destinations. In 2002/03, almost 60% of British students studying abroad did so in English-speaking countries. The major host countries of British degree mobile students⁸ in that year were the US (27.6%) and Australia (19.8%) (Kelo et al, 2006, p.111). UK student mobility destinations are less Eurocentric and orient students increasingly to study and work opportunities in North America and other parts of the world. UK HEIs have altered their priorities and marketing considerations as a result.

15. The main destination for mobile UK students is the US. According to the Institute of International Education's Open Doors 2007 publication, there were 8,438 degree and credit mobile students from the UK studying in the US in the academic year 2006/07. This makes the UK the eleventh-leading place of origin for students going to the US, following Germany (8,656). The majority of these students study at undergraduate level⁹. Conversely, the UK is the number one destination for US study abroad students, over 32,000 students in 2005/06.

Preference for overseas work placements

16. Students have more recently indicated a preference for overseas work placements. One reason for this may be that students on placements usually receive a fee waiver or reduction, but may also be paid for the work they undertake. English Language Assistantships (ELAs) and the EU's Leonardo da Vinci programme¹⁰ also account for other types of professional and vocational mobility (see annex for information). The International Association for the Exchange of Students for Technical Experience (IAESTE) runs a programme which provides science, engineering and applied arts undergraduates with training experience abroad¹¹. 217 UK students undertook IAESTE work placements in different countries around the world in 2007.

17. The legislation governing the status of students on work placement (full-time/part-time staff, apprentice, stagiaire, etc.) varies between countries, and this makes work placements more costly for HEIs to administer than study-abroad schemes. Work placements have, however, been highlighted as an area for further exploration and development (*International Student mobility*, 2004, p.17).

⁸ Degree mobile: mobility aimed at the acquisition of a whole degree or certificate in the country of destination.

⁹ IIE Open Doors: Report on International Educational Exchange, 2006/07. www.opendoors.ieenetwork.org

¹⁰ The Leonardo programme funds overseas work placements and the development of training materials with the objective of improving the provision of VET across Europe. There were over 160 Leonardo funded projects in the UK in 2006. <http://www.leonardo.org.uk/>

¹¹ IAESTE UK: <http://www.iaeste.org.uk/>

The type of institution

18. The literature review and statistical information shows that pre-1992 universities have more mobile students than 'new' universities (former polytechnics given university status after 1992). Pre-1992 universities accounted for two-thirds of all outward mobility in 2002-03. Older HEIs (and departments and faculties within them) tend to have more established and trusted links with other HEIs in Europe than their newer counterparts. Language departments are more securely embedded in old HEIs, whereas in newer HEIs they are less well established and more difficult to maintain in a student market where the demand for languages degrees has fallen away sharply since the mid-1990s (Findlay et al, 2006, p.308).

Why are overall UK numbers falling?

Financial barriers

19. The literature review highlights financial worries as the main reason why UK students are not academically mobile in Europe. Students in England and Wales paying roughly £3,000 in annual tuition fees are finishing HE with large levels of debt. As a result, graduates are keen to reach the jobs market as soon as possible. Graduates equate an exchange year or semester to a delay in their graduation and are therefore reluctant to participate. Meanwhile, roughly 40% of students have a paid job during term time, mostly in low skilled jobs such as retail, bar work and catering to help pay for their education and living costs. A common fear reported by students is that they will lose their jobs if they leave to study abroad (*International student mobility*, 2004, p.31).
20. HEIs have been advised and encouraged to make clear to students the financial support available to them, eg Erasmus grant. In terms of UK Erasmus student mobility, the cost of the living in many other European countries is lower than in the UK. In 2005, the average student monthly expenditure in the UK was between 1,030 to 1,136 Euro. This compares with between 193 to 276 Euro in Latvia, between 360 to 434 Euro in Spain and between 848 to 861 Euro in Austria (Brus and Scholz, eds, 2007, p.19). However, even when the available grants, fee waivers and employment opportunities abroad (eg teaching English) have been explained, it appears that greater numbers of students are choosing more expensive long-haul mobility to other global destinations over the lower cost of Erasmus-financed mobility. There is a danger that mobility will become a property of students from higher-income families attending more well known HEIs, leaving the majority socially, financially and linguistically excluded (Findlay et al, 2006, p.313).
21. Scottish and English HE sector representatives participate in a Bologna Process Working Group with the Netherlands and Sweden offering practical solutions for countries to implement portable student support, and a forum to address obstacles. A recent case decision by the European Court of Justice concerning the portability of grants and loans may also influence future developments in this area¹².

¹² The European Court of Justice (ECJ) made a final ruling in October 2007 that Germany has to provide education and training grants (Bafög) to German students who wish to do their whole degree abroad without studying for a first year at a German

Language barriers

22. Language is both a channel and a barrier for mobility. It is a channel in that many language courses in UK HEIs involve a period of study abroad in a country where the study language is spoken. There are very few countries in Europe that apply language restrictions to their outgoing students, eg by making it a precondition for receipt of funding. Bulgaria, Germany, and Lithuania require that students should have a sound knowledge of the host country language. In Scotland, HEIs that so wish can make receipt of funding for a period of study abroad dependent on language capability. This is especially important in the case of students intending to take a foreign programme in languages for which a certain level of linguistic competence is needed. (*Key Data on Higher Education in Europe*, 2007 edition, p.126).
23. Students see the ability (or lack of) to speak a foreign language as a powerful barrier to studying abroad. The fall in UK Erasmus student mobility is closely paralleled by the decline in students studying European languages. The languages that local immigrant-origin students speak, ie Asian languages, Arabic, do not correspond to the Erasmus country languages. These students are also unlikely to visit a university in India, Bangladesh etc, because their parents may consider it to be a 'backward step' (Findlay et al, 2006, p.309). However, the proliferation of courses being offered through English in many mainland European HEIs, especially those in Scandinavia, Netherlands and Germany, means that UK students have more options to study abroad.

Availability of information

24. Financial worries and language (or more the lack of ability to speak foreign languages) are the two most quoted barriers to UK student mobility. The third most quoted barrier according to the *International student mobility* publication is the lack of information. This is easily the most rectifiable barrier. HEIs have been encouraged to highlight mobility opportunities and support mechanisms to students at Open Days, in course catalogues, etc. Providing sufficient and widespread information to prospective students about the mobility opportunities available is however a financial pressure on HEIs. The full spectrum of UK HE stakeholders needs to be involved in this process and to share the task equally. There is a strong 'Erasmus brand' in other European countries and undergraduate students begin their studies expecting to be able to avail of a mobility opportunity. This is an area where HEIs and national governments can work more closely with secondary schools in the future.

Recognition of time spent abroad

25. The European Commission and other Bologna Process stakeholders developed the European Credit Transfer System (ECTS) and qualifications frameworks to better facilitate the recognition of academic credit achieved during a period of mobility. In the EU's Erasmus programme, recognition of ECTS credits is obligatory and automatic between the home institution, the host institution and

university. Previously, Germany only awarded funding to students studying abroad who had first attended a German HEI for at least a year. The ECJ ruled that this situation presented students with unnecessary costs and possible delays in their education, and might discourage future students from participating in HE.

the student. This is due to the signing of a prior Learning Agreement. However, the EUA's Trends V report found that across the EHEA, the level of problems associated with the recognition of credits for students returning from a period of study abroad remains stubbornly high¹³. Students are being left without credits that can be fully and meaningfully included in their degrees (Brus and Scholz, 2007, p.11; and Krupnik and Krzaklewska, 2006, p.26). Students' fear that this might lead to their degree, or part of their degree, not being recognised and having their graduation and entry to the workforce delayed. This fear is a strong disincentive to become mobile (Findlay et al, 2005, p.306). The Europe Unit and other UK HE sector stakeholders are influencing the development of ECTS to make it more fit-for-purpose for use as a credit accumulation system in Europe.

26. The Europe Unit survey of UK HEIs in summer 2007 revealed a number of instances where degrees from UK HEIs are not being recognised by institutions in other European countries¹⁴.

Employability and the professional value of mobility

27. The value of mobility experience in terms of finding a job or improving employment prospects has come under increasing scrutiny. It has long been thought that employers value students with mobility experience more so than those without. A survey by the University of Kassel¹⁵ suggests that that university leaders and employers across Europe place a higher professional value on Erasmus mobility than the students themselves. In terms of income, former Erasmus students do not think their Erasmus experience has led to a higher income than their peers. The students, particularly those from Central and Eastern European countries, did see their mobility period as leading to further international mobility, international competences and visibly more international work tasks than their non-mobile peers (Janson et al, 2006, p.xxii).
28. University leaders, academic staff and employers alike note above-average strengths of Erasmus students in terms of academic knowledge, intellectual competences and socio-communicative skills. Furthermore, Erasmus students are more likely to get first-class or 'good' degrees than non-Erasmus graduates (Findlay et al, p.301).

Threats to the employability of Erasmus students

29. Comparing former Erasmus students from 1988/89 and 2000/01, a survey by the University of Kassel found that the percentage of students who:
- used the language of the host country orally
 - used the language of the host country in reading and writing

¹³ The Trends reports are designed to gather reliable information about how the European Higher Education and Research Areas are being developed across the continent.

http://www.eua.be/fileadmin/user_upload/files/Publications/Trends_V_universities_shaping_the_european_higher_education_at_ea.pdf

¹⁴ http://www.europeunit.ac.uk/sites/europe_unit2/resources/E-07-07.pdf

¹⁵ The project leaders surveyed former Erasmus students and Erasmus teachers of the academic year 2000/01, university leaders and employers.

- used firsthand professional knowledge of host country
- used firsthand knowledge of host country culture/society
- travel back to host country in a professional capacity

had declined, particularly with regard to the use of the host country language (Janson et al, 2006, p.xviii). The study suggests that the more international components of employment and work become common, and the more students acquire international competences, the less pronounced is the professional value of Erasmus (Ibid, p.xxii). Furthermore, the Council for Industry and Higher Education (CIHE) report in November 2007 suggests that some employers operating in the UK who need multilingual and culturally diverse staff are increasingly recruiting from the pool of overseas multilingual students coming to the UK (Fielden, 2007, p.27).

30. The University of Kassel report also questions the durability of the Erasmus programme. While there are good reasons to broaden the 'social dimension' of mobility and increase participation in Erasmus, the authors recommend that greater focus should be placed on academic quality of the experience abroad and that it should be tied more to curriculum development rather than just being an administratively smooth European experience (Janson et al, 2006, p.xxiv).
31. While the above suggests that the value of Erasmus per se is falling in terms of guaranteeing students jobs, the value of international experience has not fallen. The CIHE commissioned an i-Graduate survey of employers in the UK and their views on graduates with international experience. 230 employers responded to the survey. 29% of employers feel that a graduate with overseas study experience is more employable. A general message is that if two graduates were equal in terms of personal attributes and skills, international experience might tip the balance in terms of selection (Fielden, 2007, p.27). It is also true that there are a greater number of international students graduating in the UK and competing for the same jobs as 'home' UK students. UK 'home' students need to be able to compete on this level. This is a powerful message that HEIs can use when promoting mobility.

Conclusions for the UK HE sector

32. While the UK Erasmus statistics show a decline in the numbers of students participating in the programme, there are still a considerable number of UK students traveling to English speaking countries for degree or credit mobility. While UK students are encouraged by UK governments to learn foreign languages, students can still gain important experience from a period of study in, for example, Canada or New Zealand.
33. The literature review revealed a strong interest by students in more professionally orientated study and work abroad placements. There is an increasing demand for these placements in North America and Oceania. While these may prove more costly to administer, they can also be an effective marketing tool for HEI's in recruiting students.

34. The lack of demand for mobility opportunities has been attributed to a lack of information, especially at the secondary school stage. UK HEIs can work with other HE stakeholders (eg British Council, DIUS) to highlight to secondary level students and other prospective undergraduates the mobility opportunities that are available to them.
35. The CIHE report 'Global Horizons for UK Students – A guide for universities'¹⁶ proposes some helpful solutions for HEIs to encourage mobility among students. Among the suggestions are for HEIs to:
- encourage the promotion of mobility opportunities at Open Days,
 - encourage greater staff mobility - this has been proven to have a positive effect on the levels of student mobility,
 - highlight the financial support available to students under the Erasmus programme,
 - collate & disseminate messages from international employers and successful alumni who have benefited from overseas study,
 - ensure recognition of study abroad by making agreements with partner HEIs in mobility, and
 - use returning students to promote travel abroad.
36. As mentioned at the beginning of the document, the Europe Unit is holding a conference on 24 June 2008 at Woburn House where UK student mobility will be one of the themes for discussion¹⁷. The Europe Unit will present examples of UK and other European HEIs that have increased their numbers of mobile students, and looks forward to discussing these examples with UK HE sector colleagues at the event in June.
37. The Europe Unit invites feedback from HEIs and other HE sector colleagues on this paper, as well as suggestions for future Europe Unit activity in this area.

¹⁶ The document is free to download at: <http://www.cihe-uk.com/docs/PUBS/0707GLOBAL.pdf>

¹⁷ Please see the Europe Unit website and weekly and monthly newsletters for future information.



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ANNEX I – STATISTICAL DATA

Numbers of outgoing UK students on the Erasmus programme

	1995-96	2002-03	2003-04	2004-05	2005-06
England	9,469	6,211	6,002	5,568	5,519
Northern Ireland	310	218	162	163	185
Scotland	1,127	951	944	1,021	977
Wales	770	577	439	468	450
UK total	11,742 ¹⁸	7,957	7,547	7,220	7,131

Data from the British Council, November 2007

- The main destinations for UK students in 2005/06 were:
 - England: France (1,752), Spain (1,237), Germany (810)
 - Northern Ireland: France (41), Spain (38), Netherlands (23)
 - Scotland: France (264), Spain (195), Germany (102)
 - Wales: France (135), Spain (108), Italy (68)
- Of the new EU Member States, the Czech Republic was the top destination for UK domiciled students in 2004/05 and 2005/06 with an average of 116 students. As a whole, the 12 new EU Member States plus Turkey accounted for almost four per cent of UK Erasmus students in 2005/06.

Incoming Erasmus students to the UK

	1995-96	2002-03	2003-04	2004-05	2005-06
England	16,641	13,215	12,517	12,540	12,532
Northern Ireland	482	488	425	450	476
Scotland	2,403	2,189	2,263	2,169	2,259
Wales	1,375	1,076	1,086	1,105	1,054
Unknown*	181	19	327	N/A	N/A
UK total	21,082	16,987	16,618	16,264	16,321

Unknown = a small proportion of the data on incoming students does not allow for their precise attribution to a particular institution in the UK.

Main countries of origin in 2004/05, 05/06 (average number)

- England: France (3,601), Germany (2,308), Spain (2,252)
- Northern Ireland: Germany (120), France (96), Spain (75)
- Scotland: France (519), Germany (452), Spain (343)
- Wales: France (312), Germany (219), Spain (203)
(Spain has increased the numbers of students it is sending to the UK.)

¹⁸ The destination of 66 students was not accounted for and as a result, these students were not classified according to their UK country of origin.

Incoming Erasmus students from the 12 newest EU Member States (including Turkey since 04/05)

- In 2005/06, Erasmus students from the 12 new EU Member States plus Turkey accounted for just under 9% of incoming Erasmus students.

2005-06	1380 (1434 including Turkey)
2004-05	1238 (1265 including Turkey)
2003-04	987
2002-03	964

Comparison with the Netherlands

Dutch students on the Erasmus programme

	2001/02	2002/03	2003/04	2004/05	2005/06
Inbound	6,140	6,355	6,733	6,842	6,785
Outbound	4,244	4,241	4,388	4,742	4,623

The number of Polish Erasmus students in the Netherlands rose sharply (2002/03: 292, 2004/05: 405). Poland overtook the UK to move into fifth position in 2004/05. Turkey participated for the first time in 2004/2005 sending 135 students to the Netherlands¹⁹.

UK students in the US

The figures below represent both degree mobile and credit mobile UK students in the US. In 2006/07, the breakdown of UK students in the US was as follows:

- 51.6% undergraduate
- 30.6% graduate students
- 6.8% other
- 11.0% OPT (Optional Practical Training)

Year	Number of Students from UK
2006/07	8,438
2005/06	8,274
2004/05	8,236
2003/04	8,439
2002/03	8,326

Source: IIE Open Doors: Report on International Educational Exchange, 2006/07. www.opendoors.iienetwork.org

English Language Assistants (ELAs) Abroad: 2006 – 2007

Of the total number of 2,192 ELAs, 1,749 were still studying for their third level qualifications when they worked as ELAs. ELA's worked in 18 different countries, only six of which were in the EU.

	England	Wales	Scotland	N.Ireland	Total from UK
Total per UK country	1,616	125	339	112	2,192

¹⁹ <http://www.nuffic.nl/international-organizations/information/key-figures-of-mobility>

Broader comparison of mobility in Europe

mobile students total 2003, incoming and outgoing, according to available data of all countries concerned; number and percentage of students per country					
country	students total	outgoing students		incoming students	
	number	number	in %	number	in %
1 Russian Federation	8.671.052	28.263	0,3	68.602	0,8
2 United Kingdom/ Northern Ireland	2.287.833	28.469	1,2	255.233	11,2
3 Germany	2.242.397	62.459	2,8	240.619	10,7
4 France	2.119.149	53.159	2,5	221.567	10,5
5 Poland	1.983.360	26.219	1,3	7.617	0,4
6 Turkey	1.918.483	47.561	2,5	15.719	0,8
7 Italy	1.913.352	42.904	2,2	36.137	1,9
8 Spain	1.840.607	27.629	1,5	53.639	2,9
9 Greece	561.468	46.918	8,4	12.456	2,2
10 Netherlands	526.767	12.465	2,4	20.531	3,9
11 Sweden	414.657	14.770	3,6	25.523	6,2
12 Portugal	400.831	12.081	3	15.483	3,9
13 Hungary	390.453	8.059	2,1	12.226	3,1
14 Belgium	374.532	11.481	3,1	41.856	11,2
15 Finland	291.664	10.115	3,5	7.361	2,5
16 Czech Republic	287.001	6.802	2,4	12.474	4,3
17 Austria	229.802	12.613	5,5	31.101	13,5
18 Norway	212.395	15.185	7,1	8.247	3,9
19 Denmark	201.746	6.637	3,3	18.120	9
20 Switzerland	185.965	8.796	4,7	32.847	17,7
21 Ireland	181.557	15.817	8,7	10.201	5,6
22 Slovakia	158.089	14.436	9,1	1.651	1
23 Iceland	13.347	2.978	22,3	580	4,3
24 Luxembourg	3.077	6.512	211,6	m	-

m= no data available
data source: OECD

Source: Brus and Scholz, eds, (2007), p.21