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DIRECTORATE-GENERAL FOR RESEARCH

WORKING PAPER

**STATISTICS ON STUDENT MOBILITY
WITHIN THE EUROPEAN UNION**

Education and Culture Series

EDUC 112 EN

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Foreword

This study, *Statistics on Student Mobility within the European Union (SSME)*, tackles the question of how to overcome shortcomings of the available comparative data on student mobility in Europe. It was conducted on behalf of the European Parliament, Directorate-General for Research, by Ulrich Teichler and Ute Lanzendorf from the Centre for Research on Higher Education and Work in Kassel, Germany, during the year 2002. The research was carried out in close collaboration with Eurostat which contributed important information and fruitful comments on the exemplary collection of improved statistical information which was part of the SSME study. The authors are very grateful to the statistical offices and ministries of the EU Member States and other national organisations which kindly provided the basic information necessary for the research. The following institutions responded to a comprehensive questionnaire and/or provided statistical data which, in several cases, were specially compiled for the SSME study:

Statistik Austria; Conseil des Recteurs des Universités Francophones de Belgique; Education Department of the Flemish Community of Belgium; Statistics Denmark; Statistics Finland; Ministère de la Jeunesse; de l'Éducation Nationale et de la Recherche (France); Federal Statistical Office Germany; National Statistical Service of Greece; Department of Education & Science - Statistics Section (Ireland); Ministero dell'Istruzione; dell'Università e Ricerca (Italy); Netherlands Organization for International Cooperation in Higher Education (Nuffic); Ministério da Educação - Direção Geral do Ensino Superior (Portugal); Ministerio de Educación; Cultura y Deporte - Oficina de Estadística (Spain); Statistics Sweden; Department for Education and Skills (UK).

The fact that many of the national administrations and other organisations contacted by the authors expressed their interest in the SSME study shows that a broad concern exists in Europe with regard to the quality of the student mobility information currently available.

As an internationally comparative investigation, the SSME study focuses on general aspects of the European data collection. Its primary interest is to identify common ground for the further development of European criteria and definitions for the statistical recording of inward student mobility. National data collection practices therefore can only roughly be outlined.

The authors hope that the findings of this study will stimulate discussion and can lay the basis for informed decision-making on the further development of European student mobility statistics.

Executive Summary

The present study, *Statistics on Student Mobility within the European Union (SSME)*, was commissioned by the European Parliament to develop recommendations on how to overcome the current shortcomings of official European mobility data. Its aim is to lay the foundation for an improvement of the data collection on student mobility of the EU Member States. The research conducted for the SSME study includes a questionnaire-based survey among the EU Member States on the availability of hitherto untapped student mobility data and the request of exemplary sets of improved mobility data from those countries which had information of interest available.

Reliable statistical data are an important prerequisite for the development of targeted European policy instruments to promote student mobility. For example, the *Detailed Work Programme on the Follow-up of the Objectives of Education and Training Systems in Europe* which was jointly adopted by the European Council and the Commission on 14 February 2002, highlights ‘the need to monitor the volume, directions, [and] participation rates [...] of mobility flows across Europe’ (p. 39) as a means for increasing mobility and exchange.

Currently, however, the paradox situation prevails that the total number of mobile tertiary students in Europe is on the increase and public awareness of the benefits of student mobility in higher education is still growing steadily, whilst the quality of comparable European mobility statistics is diminishing.

Official European data are provided by EU Member States in the context of the UOE data collection which is organised jointly by Unesco, OECD and Eurostat. Data provided are based on enrolment information gathered by individual institutions of higher education under national directives. The European mobility statistics compiled from them by Eurostat therefore refer to *incoming students* in the EU Member States.

Current Challenges to the Collection of Official Mobility Data

For many years, official statistics relied on foreign citizenship as a relatively straightforward criterion to identify incoming tertiary students. Information on foreign nationalities of students was available across the great majority of EU Member States so that it was relatively simple to compile Europe-wide comparative tables on it.

Due to changing social contexts in Europe, however, the traditional correspondence between people’s nationalities and their countries of domicile is gradually becoming looser and foreign citizenship is therefore steadily losing relevance as a statistical criterion for identifying incoming mobile students. This trend has two strands.

First, many tertiary students with foreign citizenship today are no longer mobile students. EU Member States which hosted labour migration were reluctant for many years to naturalise their foreign labourers. Even the second generation of migrants – although born in the country where their parents went to – in many cases kept their foreign passports. So what happened was that suddenly a large number of university students with foreign nationalities had lived all their life in the country where they studied. As a reaction, for example in Germany, the statistical concept of the *Bildungsausländer* was introduced into national student statistics to make it possible to distinguish between resident students with foreign citizenship – the so-called *Bildungsinländer* [educational resident] – and incoming students with foreign citizenship, the so-called *Bildungsausländer* [educational foreigner].

A second development, however, has only received little attention so far: Due to the growing number of families living outside the country of which they are citizens, students with home citizenship increasingly can now also be incoming and thus mobile students. Some students have lived and learned in a country of which they are not a citizen, for example because one or both parents work in a foreign country. Another reason for students with national citizenship being possible mobile students is that the citizenship of a person may change.

Identifying how official European statistics can take account of the two developments mentioned above is the primary challenge for the SSME study. Its main objective is to develop a recommendation on what new common criterion should be introduced into the European data collection in order to overcome the problems associated with the criterion *foreign citizenship* and to once more generate reliable data on inward mobile students in the EU Member States.

The SSME Survey on Data Availability

During the first stage of the SSME project, a questionnaire-based survey across the 15 EU Member States was organised to provide an overview of the different national systems used to monitor and quantify student mobility.

The survey showed that - with the exception of Sweden - all student statistics of those EU Member States which responded to the survey included a chapter on *foreign students* which are generally defined as students with foreign citizenship. It is only in Ireland and in the UK that foreign students are those students who have their *permanent domicile abroad*, irrespective of citizenship. Swedish statistics do not identify *foreign students* but students with *foreign background*. These are defined as being either *foreign-born* or *born in Sweden to two foreign-born parents*.

The survey furthermore revealed that there were hitherto untapped student mobility data available from nine out of the 16 statistical authorities in the EU Member States (Belgium has two statistical authorities). Nine authorities were in a position to provide at relatively short notice information on mobile students which does not rely on the foreign citizenship of students.

In addition to asking about statistical criteria available to identify the population of incoming mobile students in any one country, the SSME survey also referred to categories which would be available to classify overall mobile student populations. As regards *traditional categories*, such as country of origin, level/type of study and field of study, data availability is good. But for other mobility-specific categories, such as degree mobility versus non-degree (temporary) mobility and programme participation (EU programmes/other) data availability is rather limited.

The SSME Data Request

During the second stage of the SSME project, a data request was organised to tap as much hitherto untapped data as possible from the nine EU authorities which had information of interest available. Data provision of single EU Member States had, however, to be structured in such a way as to yield largely comparable data. The basic template which was developed for the data request encompassed two dimensions: the *mobility dimension* and the *nationality dimension*. For each EU Member State, the *mobility dimension* was defined according to the specific statistical criterion that was available at the national level. The criterion *citizenship* was used to also take into account the *nationality dimension*.

The data sets requested for the SSME study rely on three different types of *mobility criteria*:

- foreign country of permanent domicile (*type A data*);
- foreign country of prior education (*type B data*);
- participation in an exchange programme or status of non-registration with the authorities (*type C/D data*).

The country-specific statistical variables had to be applied to all students irrespective of nationality. Hence, in the data request, those students whose country of study was identical to their citizenship were considered as possible incoming students. In relation to the *nationality dimension*, the basic template for the data request required to break down mobile student totals by foreign versus home citizenship (see the heading of the following table). Hence, information on the cultural difference between incoming students and permanently resident students was included.

Further breakdowns of mobile student totals were requested by

- individual foreign country of permanent residence or individual foreign country of prior education or individual foreign country of origin;
- individual foreign country of citizenship;
- ISCED-level/type of education;
- field of study.

Since two of the nine statistical authorities of EU Member States from which data were requested actually use two different mobility criteria of interest for data collection - they have type A and type B data available -, a total of eleven data sets could be analysed in the framework of the SSME study. Examples of complete data sets are presented in the Annex.

Improved Mobility Information for Nine EU Authorities

The table on the following page summarises the improved mobile student totals provided for the SSME study.

Findings

A comparative analysis of the eleven exemplary data sets illustrates the following four issues:

(1) *Results in terms of mobile student populations for the three main statistical criteria available from EU authorities*

Type A and type B data, in principle, inform on all different types of inward student mobility into a country. Type C/D data, however, can only inform on those mobile students who participate in a specific mobility programme or have not lived in their country of study for more than a year. The latter kinds of data therefore largely exclude degree - i.e. long-term - mobility.

The two main types of data – type A and type B data – can best be compared with the example of data sets received from Austria and Germany because these two EU Member States have both of them available. Comparing results in terms of mobile student populations in Austria and Germany for type A and type B data shows that the two different types of statistical criteria under study do not yield comparable results. Data resulting from the two statistical criteria refer to slightly different groups of students.

**Inward mobility and citizenship of tertiary students, total numbers (1999/2000),
by type of statistical variable applied for data collection¹⁾**

Mobile tertiary students			Non-mobile tertiary students			Tertiary students with foreign citizenship		Tertiary students with home citizenship		All tertiary students
Total	Foreign citizenship	Home citizenship	Total	Foreign citizenship	Home citizenship	among them non-mobile	among them mobile	among them mobile		
TYPE A data (mobility criterion is 'foreign country of permanent domicile')										
Austria										
25 899	24 385	1 514	211 373	6 311	205 062	30 696	6 311	206 576	1 514	237 272
100%	94.2%	5.8%	100%	3.0%	97.0%	100%	20.6%	100%	0.7%	/
Belgium – Flemish Community										
3 654	3 456	198	165 808	3 353	162 455	6 809	3 353	162 653	198	169 462
100%	94.6%	5.4%	100%	2.0%	98.0%	100%	49.2%	100%	0.1%	/
Germany										
87 022	79 286	7 736	1 655 212	95 785	1 559 427	175 071	95 785	1 567 163	7 736	1 742 234
100%	91.1%	8.9%	100%	5.8%	94.2%	100%	54.7%	100%	0.5%	/
Ireland²⁾										
7 272	/	/	113 265	/	/	/	/	/	/	122 395
/	/	/	/	/	/	/	/	/	/	/
Spain										
25 014	22 250	2 764	1 798 125	12 591	1 785 534	34 841	12 591	1 788 298	2 764	1 823 139
100%	89.0%	11.0%	100%	0.7%	99.3%	100%	36.1%	100%	0.2%	/
UK²⁾										
225 722	/	/	1 841 627	/	/	/	/	/	/	2 067 349
/	/	/	/	/	/	/	/	/	/	/
TYPE B data (mobility criterion is 'foreign country of prior education')										
Austria										
29 001	25 089	3 912	208 271	5 607	202 664	30 696	5 607	206 576	3 912	237 272
100%	86.5%	13.5%	100%	2.7%	97.3%	100%	18.3%	100%	1.9%	/
Belgium – French Community										
11 545	9 123	2 422	49 251	2 548	46 703	11 671	2 548	49 125	2 422	60 796
100%	79.0%	21.0%	100%	5.2%	94.8%	100%	21.8%	100%	4.9%	/
Germany										
135 447	112 872	22 575	1 606 787	62 199	1 544 588	175 071	62 199	1 567 163	22 575	1 742 234
100%	83.3%	16.7%	100%	3.9%	96.1%	100%	35.5%	100%	1.4%	/
France										
75 200	68 500	6 700	1 347 400	61 000	1 286 400	129 500	61 000	1 293 100	6 700	1 422 600
100%	91.1%	8.9%	100%	4.5%	95.5%	100%	47.1%	100%	0.5%	/
TYPE C/D data (mobility criteria are 'participation in a mobility programme' or 'status of non-registration')										
Sweden										
9 445	9 393	52	1 347 400	16 155	321 278	25 548	16 155	321 330	52	346 878
100%	99.4%	0.6%	100%	4.8%	95.2%	100%	63.2%	100%	0.02%	/

1) For country-specific definitions see chapter 7.1.

2) Ireland and the UK only had data available on the mobility dimension of the request, i.e. they could not break down total numbers of (non-)mobile students by home nationality and foreign nationality.

(2) *The quantitative importance of students with foreign nationalities who are permanent residents of their country of study*

Non-mobile students with foreign citizenship make up between 18,3 % and over 50 % of all students with foreign citizenship in those seven EU Member States for which this kind of information is available. This means that between 18 % and over 50 % of the students with foreign nationalities in the seven countries either went to school there or have their permanent domicile there. A comparison of the two data sets available for Austria and Germany shows that the proportion of non-mobile students with foreign citizenship among all students with foreign citizenship is higher – especially for Germany – when the permanent domicile of students (type A data) is used to identify mobile students than when the country of prior education (type B data) is used.

(3) *The quantitative importance of students with home nationality among mobile students*

The share of students with home citizenship among mobile students ranges from over 5 % to almost 17 %. This group of students is less important among mobile students A than among mobile students B: There are obviously fewer students with home citizenship who permanently live abroad than students with home citizenship who finish school abroad.

(4) *Internal homogeneity of the country-specific definitions subsumed under the two principal types of statistical variables (type A and B)*

Unfortunately, when comparing the individual statistical variables used in single countries to refer to the permanent domicile of students or to their country of prior education, relevant differences in definitions can be observed.

Further Criteria to Identify Mobile Students

To broaden the scope of the SSME study, the definitions used by countries outside the EU which host a large influx of international students were also identified. Studying the statistical data collections in Australia, Canada, Japan, and the United States, it was found that foreign nationality and non-permanent residence status were the key criteria applied to identify incoming students. All the four non-European countries can identify those students with foreign citizenship who are permanent residents by means of their visa status. Since students from EU Member States who are mobile in Europe do not have a specific visa status, this model, however, cannot be applied to Europe.

The European Parliament in its guidelines for the SSME study suggested to consider the *foreign country of domicile of a student in the year (or more precise: twelve months) prior to entering the tertiary education system in each Member State* as a criterion to identify mobile students different than by foreign citizenship.

Recommendations

1. Data on student mobility can be gathered in a consistent way only if internationally coordinated efforts are made to collect the data according to identical criteria and definitions. This is not merely desirable, as in the case of other educational statistics, but indispensable, because the number of outgoing students from a single country is calculated by accumulating the incoming students originating from that country in all other countries. All countries should agree to include one identical variable for student mobility. This would require many countries to introduce this variable anew into the student registration forms of the institutions of higher education and some countries to modify their previous measure. Only few countries could keep their prevailing practice of data collection.

2. In principle, three criteria were identified as being worth considering to improve the European data collection on student mobility. A discussion of their merits led to the decision to recommend the following two. Both can possibly be used next to each other for the enrolment-based collection of comparative statistical data on student mobility in Europe:
 - *Foreign country of prior education*
(this criterion is already applied for data collection by four EU authorities);
 - *Foreign country of domicile in the year (or more precise: twelve months) prior to entering the tertiary education system of a country*
(this criterion is not yet applied in practice in EU Member States).

Both these criteria exclusively indicate that a mobile student came from abroad before he or she enrolled in tertiary education in the host country. At a time when the aim is to increase *lifelong mobility* of European citizens, this definition corresponds to social realities and is also forward-looking.

3. It is further recommended that this newly introduced criterion to identify incoming students should be applied to all students irrespective of nationality so that also those mobile students can be statistically recorded who have home citizenship, i.e. students who lived and/or were in school abroad and subsequently took up study in the country which they are a citizen of.
4. Student mobility should be measured by a combination of the newly introduced variable(s) named above and the citizenship of students. Breaking down totals each of incoming students and resident students by foreign versus home citizenship provides basic information on cultural difference among the student population in a given country.
5. European mobility statistics should report on all tertiary students with a certain minimum duration of study abroad, irrespective of their formal status at their host institution. As the minimum duration of student mobility, one term/semester is adequate, which is also applied, for example, in the case of Erasmus student mobility. Participation in summer schools and short summer courses should not be regarded as part of student mobility, but other students without a regular enrolment status (e.g. guest students) should be included if the minimum duration of study abroad applies.
6. The comparability of data on mobile students in the European Member States would be significantly improved, if data were made available for all tertiary education and not – as it is currently the case for some countries – only for higher education according to country-specific definitions.
7. Certain important aspects of student mobility cannot be established reliably by means of enrolment data. They should instead be covered by large-scale surveys. Thus, information could be gathered on duration of study abroad, the intention of students to obtain a degree in their host country and the support of mobility by specific programmes. Moreover, also information on socio-biographic opportunities of participation in mobility as well as experiences of mobile students and outcomes of student mobility could be gathered by means of surveys.

1. Context and Mandate of the Study

The promotion of cross-border student mobility has been the basic pillar of European educational policy for almost a quarter of a century. Student mobility is valued by European policy-makers to pave the way for intercultural and social integration. Study experience abroad is generally regarded as decisive for broadening the students' minds beyond the culture and the academic paradigms of their home countries, as well as for developing a European identity and international understanding. From the students' point of view, the possibility to improve not only their foreign language proficiency, but also their educational achievements and job prospects are other important arguments in favour of study periods abroad. During the second half of the 1990s, the number of foreign students in EU Member States who came from other EU Member States grew by 40 % to reach nearly 270 000 in 1999/2000. Furthermore, with almost 490 000 students from outside the EU in this year, the number of non-EU students studying in Europe had increased by approximately 15 % during the same period.

The strong European interest in student mobility has remained unabated by political and social changes until today. Recently, the European Parliament and the European Council have again published related recommendations. As furthermore illustrated by the endeavours to establish a European Action Plan for Mobility and by the fact that the removal of obstacles to student mobility constitutes one of the major incentives to realise the European Higher Education Area, student mobility continues to be a priority field of European policy-making in higher education. Over the years, student mobility has increasingly come to be considered as not only a means to foster political integration, but also as a starting point for a *Europe of Knowledge* which is to represent the power of Europe in a globalised economy.

Currently, European policy aims at an extension of student mobility beyond the existing European funding programmes. Additionally, it is intended to improve the co-ordination of European mobility programmes not only with the corresponding support programmes administered at national level, but also with individual students' initiatives to go abroad. Complementing European funding programmes by activities which aim at removing administrative obstacles to study periods abroad has also been high on the political agenda for some years now.

The development of correspondingly targeted programmes is impossible without up-to-date and precise information on the overall scope and patterns of student mobility. For example, the *Detailed Work Programme on the Follow-up of the Objectives of Education and Training Systems in Europe*, which was approved in February 2002, highlights 'the need to monitor the volume, directions, [and] participation rates [...] of mobility flows across Europe' (p. 39) as a means to increase mobility and exchange. This means that reliable statistical data must be readily available. Up to now, however, it has been underlined by a number of studies, e.g. recently Baligant/De Ville et al. (1994) or Jallade/Gordon (1996), that the information base on student mobility within the European Union is rather weak.

Currently, we find ourselves in the paradoxical situation that the total number of mobile students in Europe is on the increase and public awareness of the benefits of student mobility is still growing steadily, whilst the quality of comparable European mobility statistics is diminishing. It has become obvious in recent years that an important mismatch has developed in Europe between information needs and the availability of reliable data on student mobility. Today, the lack of reliable, differentiated statistical data on student mobility is commonly regarded as a major impediment to further developing the policy instruments in this area.

Prior research has analysed the problems associated with the collection of internationally comparative data on student mobility. For example, investigations directed by Ulrich Teichler provided abundant evidence on country-specific differences with regard to definitions employed and data available (Steube/Teichler, 1997). The most recent study which was published (Jallade/Gordon, 1996) was carried out for the European Commission in order to collect more precise data from national authorities than those regularly published at the European level and to recalculate student flows between EU Member States on the basis of these data. The authors of this study came to the conclusion that they could cover only a limited portion of the vast and complex subject of student mobility statistics and recommended that their findings should be updated later.

The present study, *Statistics on Student Mobility in Europe* (SSME), was commissioned by the European Parliament to develop recommendations on how to overcome the shortcomings of the European mobility statistics described in prior studies. Its aim is to contribute to the improvement of the European information base on student mobility by laying the foundation for a common reporting system of the EU Member States. In its specification of the SSME project, the European Parliament stressed its interest in updating the methods used for collecting data on student mobility in the EU Member States. This study, therefore, attempts to find common ground for a new type of standardisation of statistical information that would allow to compile reliable and internationally comparable, but at the same time more comprehensive student mobility statistics. To address existing information gaps in a strategic way, new criteria and definitions for recording mobile students at European level must be identified and discussed.

As an introduction, the following chapter elucidates the challenges which the collection of student mobility data in Europe currently is confronted with. After that, the basic conditions for the improvement of European student mobility statistics established in the guidelines for the SSME study will be summarised. Then, the findings of a questionnaire-based survey of EU Member States on the availability of additional mobility data will be presented. On the basis of the information obtained from this survey, a data request can be developed which tries to tap hitherto largely disregarded national data for European mobility statistics. The analysis of the exemplary data sets which were provided by nine EU authorities in response to the data request, and an in-depth comparison of different statistical criteria which allow to identify mobile students will lead to recommendations on further action in relation to statistics on student mobility in the European Union.

2. European Student Mobility Data: Current Challenges

The basic characteristic of student mobility which statistical data should inform upon is that someone leaves his or her country of residence to study at a higher education institution abroad. A mobile student can be considered to be the opposite of a student who resides permanently in his or her country of study.

At the European level, there are two different sources of comparable student mobility data:

- official data, and
- mobility programme related data.

Official European data are compiled by Eurostat, the statistical office of the European Union. They are provided by EU Member States in the context of the UOE data collection which is organised jointly by Unesco, OECD and Eurostat. Official data are based on enrolment information gathered by individual higher education institutions under national directives. As a rule, every young person wanting to study at any higher education institution in Europe must fill in a fairly comprehensive national student record at the time of enrolment. The statistics compiled by Eurostat therefore refer to *incoming students* in the EU Member States.

On the other hand, the Socrates/Erasmus database informs on participation in European mobility programmes. Additional data which are collected by those agencies which administer the mobility programmes of the EU Member States, unfortunately could rarely be tapped for European comparative statistics. Although student mobility within the national funding structures is relatively well documented, the related information is difficult to compare, not only between countries, but also over time because of the different and continuously changing support structures at national level.

For official statistics, foreign citizenship served for many years as a relatively straightforward criterion to identify incoming tertiary students in the EU Member States. Citizenship reliably denoted if a student was a foreigner in his or her country of study. Moreover, information on foreign nationalities of students was available across the great majority of EU Member States. Hence, it was relatively easy to compile Europe-wide comparative tables on it.

In the wake of changing social realities in Europe, however, foreign citizenship is steadily losing relevance as a statistical criterion for measuring student mobility in Europe. A declining validity of nationality as an indicator for mobility has been observed for some time now. Overcoming this problem constitutes the primary challenge to the further development of European mobility statistics, which is the focus of this study.

Changing Social Realities in Europe – Foreign Nationality Loses Reliability as an Indicator for Student Mobility

For some years now, it has been observed that the traditional correspondence between people's nationalities and their countries of domicile is gradually losing importance in Europe. The reality of the foreign students has become increasingly complex. There are two reasons for this.

First, as a result of labour migration, many tertiary students who have foreign citizenship today are no longer mobile students. Several EU Member States with an influx of labour migrants were for many years reluctant to naturalise their foreign labourers. Even the second generation of migrants – although born in the country where their parents migrated to – often kept their foreign citizenship. Hence, suddenly a large number of tertiary education students

who had foreign citizenship had lived all their life or at least a substantive period in the country where they studied. When the second generation of migrants took up study in their country of residence, the phenomenon arose that they had the same country of residence and possibly the same country of award of entry qualification for higher education as their fellow students, although they were foreign citizens.

Currently, in many EU Member States, a considerable number of non-national students are no strangers to the education system any more. One has to bear in mind, however, that these resident students with foreign citizenship differ to some extent from those who are nationals in terms of their cultural and educational background and especially with regard to certain formal rights. They are often treated differently in terms of eligibility for tuition-free or reduced-tuition study, for scholarships and other social benefits, as well as for subsequent employment possibilities.

From prior research it is known that, in the meantime, some EU Member States have reacted to this situation. They try to correct the imprecision of foreign nationality where student mobility is concerned. This is done by combining different statistical variables in order to be able to distinguish resident students with foreign citizenship from mobile foreign students. For example, in Germany, the statistical concept of the *Bildungsausländer* [educational foreigner] was introduced into national student statistics to clearly identify the mobile student population.

A second trend, however, has only received little attention so far: Due to the growing number of families living outside their home country, students with national citizenship now increasingly belong to the group of inward mobile students. Some have lived and learned in a country of which they are not a citizen because one or both of the parents work in a foreign country. This development can be attributed to the rise of multinational firms and the opening up of borders in Europe for labour mobility reasons. Families more often than before change their country of residence while their children grow up and this may also be related to the fact that there are more bi-national marriages. When the children of *outward mobile* families return to their native country to study, they can be regarded as mobile students, although they are nationals of the country where they are enrolled in tertiary education.

Another reason for students who have national citizenship being possible mobile students is that citizenship does not necessarily remain constant during a person's life. Some students change their citizenship when they come to the country where they study. In Germany, for example, young people from the successor states of the Soviet Union and from Poland whose parents were of German origin automatically obtain German nationality when they immigrate to Germany and start to study there. The findings of a graduate survey coordinated by the Centre for Research on Higher Education and Work give empirical evidence of unusual student cases (Teichler/Jahr, 2001). It was found that, of those graduates of the academic year 1994/95 who were citizens of the country where they graduated (data are available for five countries),

- 2 % had another citizenship at the time of birth;
- 7 % had lived abroad for some period prior to enrolment in higher education;
- 1 % had obtained secondary education credentials abroad.

Summarising the argument so far, it must be stated that foreign nationality is no longer a precise indicator for student mobility. A further challenge to official statistics must be mentioned briefly, although it cannot be pursued further in the context of this study: Concomitantly to the recent loosening of the link between people's citizenship and their country of residence, a change in public interest with regard to student mobility can be observed. It can be argued

that the notion of *foreign student* is currently being replaced by that of *international student*. This development suggests that, in future, student mobility statistics might change from *foreign student statistics* to *international student statistics*.

Changing social realities lead to students with foreign citizenship often being non-mobile students and students with home citizenship increasingly being mobile students.

Thus, foreign nationality is no precise statistical indicator any more to capture student mobility.

At a first glance, it seems tempting to ask supra-national and national institutions in charge of the promotion of student mobility to provide their statistical accounts and to merge these data in order to establish statistics on student mobility. This seems to be tempting, because a large number of mobile students is either supported by Erasmus within the Socrates programme or by national support programmes for which data are available. Admittedly, Erasmus covers the bulk of organised student mobility in Europe, so that Erasmus participation statistics provide important up-to-date information. There are for example good time series available on student mobility within Erasmus, since the basic conditions of the programme have barely changed since it was set up 15 years ago. A closer look, however, reveals that merging programme-based data from different sources does not constitute a real alternative to information gathering as customary for the official student statistics.

- First, such an approach most likely would not succeed in getting valid data on all students mobile with the help of support schemes, because there are small local or private schemes which are unlikely to be tapped comprehensively.
- Second, a substantial number of students from European countries are mobile without being awarded any grant.
- Third, such an approach also would cover most students coming from outside Europe – irrespective whether they get support from schemes of their home country or whether they are mobile without any grant.

Therefore, merging programme-based data from different sources would yield too incomplete data to be seriously considered as a valid method.

3. Study Specification

In view of a decreasing validity of foreign citizenship as an indicator of student mobility, the SSME study will examine possibilities for the further development of the European data collection on foreign students. Its main objective is to develop a recommendation on the introduction of a new common criterion to identify mobile students in the EU Member States. To reach this objective, the SSME study will compare data availability at the level of individual EU Member States. What kind of data is collected by a Member State, and still more important, how data are aggregated for official statistical publications, depends on particular political, legal and social concerns, as well as on specific national conceptualisations of student mobility. Since student mobility has not only a spatial, but also a cultural and a legal dimension, different statistical concepts could highlight any of these aspects. Hitherto untapped statistical criteria available must be identified and discussed together with proposals for reform. Overall, it must be determined how the current database on student mobility could be improved to obtain more reliable information without neglecting the practical limitations of statistical data collection processes.

The research is organised in two stages that build on each other: During the first stage of the SSME project,

- the different national systems used to monitor and quantify student mobility in each EU Member State are described and compared;
- from the corresponding findings, it must be specified how far nationally available data on student mobility allow to draw up more differentiated statistical tables than those currently provided by Eurostat, Unesco and the OECD.

During the second stage of the project,

- exemplary data sets are to be requested from countries which have data available that hitherto do not form part of European mobility statistics;
- the statistical variables used in individual EU Member States to identify mobile students are to be compared, taking also into account criteria discussed politically or used in important non-European countries (the European Parliament, for example, suggested the criterion *foreign country of domicile of a student in the year prior to entering the tertiary education system in each Member State* to identify mobile students);
- finally, recommendations with regard to a better common European framework of data collection on student mobility are to be specified.

In addition to asking which statistical criterion might supplement *foreign citizenship* in order to identify mobile students more precisely, recommendations of the SSME study will also have to tackle the questions of which students should be included in the data collection and by what categories mobile student totals should be broken down in future mobility statistics. To date, the internationally comparative statistical information published by Eurostat, Unesco and OECD reports on total numbers of foreign students by home and host country. Increasingly, however, a further differentiation of mobile student data is seen as desirable.

The European Parliament asked for the following *traditional categories* to be shown in exemplary data sets:

- Country of origin;
- Level/type of studies (ISCED 5A/6 or 5B);
- Field of study.

Two further classifications of mobile students are considered by the European Parliament to be especially important for the new type of mobility statistics envisaged:

- First, a distinction should be made between *long-term/degree mobility* and *short-term/non-degree mobility* lasting not more than one year.
- Second, it has to be studied how far students mobile within EU or national support programmes could be distinguished from other students.

In order to differentiate between long-term and short-term mobility, it has to be examined which mobile students are enrolled under standard conditions of their host country and which are enrolled as guest or exchange students. Those students who enrol under standard local conditions generally want to pursue a whole study programme up to a degree and usually stay in their host country for more than a year. This type of mobility will be referred to as *degree mobility*. Degree mobility is often self-organised by the students.

Those students who are enrolled as guest or exchange students, generally have already attended higher education in the country they come from and plan to spend a temporary study period abroad, in general for one term/semester up to one year (mobility during the course of study). They intend to take their degree in the country they came from or even in a third country. They are not entitled to participate in degree examinations, but their learning results in many cases will be recognised at the institution where they go to afterwards. This type of student mobility will be referred to as *non-degree mobility*. It has come to enjoy a high estimation and is especially common for students who go from one EU Member State to another. Non-degree mobility primarily takes place within a mobility programme.

The European Parliament established also basic parameters for the student population to be taken into account for the compilation of exemplary national data sets. As for European student statistics in general, data collection is to be based on tertiary education enrolments in the EU Member States. According to the guidelines for this study, exemplary statistical tables are to take into account mobile students who participate in tertiary education programmes as defined for the UOE (Unesco, OECD, Eurostat) data collection. Thus, tertiary education for the purpose of this study is to comprise ISCED levels 5 and 6. Accordingly, participation in adult education is only to be included in European mobility statistics if the subject content of a programme is similar to regular educational programmes or if a programme leads to similar potential qualifications as corresponding regular educational programmes (Unesco, OECD, Eurostat 2001, p. 30). Students participating in language courses only, students participating in summer schools, students in internships and guest students in principle are to be excluded from the data collection.

It has to be borne in mind that country-specific definitions of the education sector for which enrolment data are collected differ among EU Member States. In some cases, student enrolment data is collected only for *higher education* and therefore excludes certain programmes that form part of *tertiary education*.

4. Carrying out a European Survey on Data Availability

The European survey carried out during the first stage of the SSME study was to provide answers to the following questions:

- Would there be hitherto untapped student mobility data of interest available in EU Member States?
- Would there be new information available for a sufficient number of EU Member States so that exemplary comparative tables could be compiled with a better quality than those available at the moment?
- Would the statistical variables available in EU Member States to identify mobile students be sufficiently defined for the merits of alternative criteria to be compared?
- Would it be possible to break down mobile student data according to the classifications asked for by the European Parliament?

At the beginning of 2002, the project team organised a questionnaire-based survey across the 15 EU Member States. For each country, one questionnaire was sent to a key person responsible for (higher) education statistics. In Belgium, both the French and the Flemish Communities were asked to participate. The persons contacted had been selected from the list of UOE (Unesco, OECD, Eurostat) data providers which Eurostat had kindly made available to the project team. Some of the persons contacted work for national education ministries, others belong to national statistical offices, and the respondent from the Netherlands works for the national student exchange agency. The questionnaire was sent out by e-mail and also as a hard copy.

The survey asked for information which is not yet reported in the UOE (Unesco, OECD, Eurostat) data collection. Since it was known from prior research that most EU Member States collect data on students with foreign citizenship and some Member States specify these data gathering information on the number of permanently resident students with foreign citizenship, the survey was focused accordingly. The questionnaire was partly standardised and divided into 11 sections. These sections were arranged in such a way as to develop the issues associated with the statistical recording of student mobility from the general question of distinguishing mobile students with foreign citizenship from permanently resident foreign students to the specific question of classifications available for mobile students (see the following overview).

Sections of the SSME questionnaire

- 0 Data sources in relation to foreign tertiary students
- 1 The definition of foreign / non-national tertiary students
- 2 Making a distinction between tertiary students with foreign citizenship who are mobile and those who are permanent residents
- 3 Outgoing tertiary students
- 4 Institutional mobility of tertiary students at the national level
- 5 Tertiary student mobility within mobility programmes
- 6 Consistency of foreign student data collection for all tertiary education
- 7 Inclusion of student subgroups in data collection
- 8 Duration of mobility
- 9 Classification of foreign students
- 10 Modes of data collection

Respondents were asked to provide copies of the student statistics published in their respective countries as well as lists of the variables contained in their student records.

Twelve EU Member States replied to the survey. No responses to the SSME questionnaire could be obtained from Belgium - French Community, France, Ireland and Luxembourg. Three of these four official authorities which, even after repeated phone calls and e-mails, did not provide information (Belgium - French Community, France, and Ireland) were treated as if their data collection methods reported in Jallade/Gordon (1996) had not changed. In several cases, the project team inquired on parts of the information provided to clarify the country-specific methods of data collection. With respect to exemplary national statistics, many respondents referred the project team to the websites of their institutions.

5. Findings on the Availability of Student Mobility Data in the EU Member States

This chapter summarises the main findings of the SSME survey on data availability in relation to tertiary student mobility in the EU Member States. The twelve returns to the postal survey among 16 official authorities (two of them in Belgium) revealed a positive trend: The situation with regard to the collection of statistical information on student mobility has improved markedly as compared to the mid-1990s when data availability in Europe was studied for the last time by Jallade/Gordon. Some changes were introduced in the collection of official data. Other recent developments concern the building up of specific data collections or data compilations that supplement official statistics.

As regards the availability of official data in EU Member States in general, it must be noted that information provided in annual statistical publications does not normally include all available data. Statistical offices generally collect more information than is regularly published. Hence, certain pools of data exist which are (temporarily) not analysed.

Data Sources

The survey showed that, apart from the Netherlands, all public authorities which provided information collect official enrolment data on *incoming students*. Additionally, some of the public authorities compile official examination statistics. Examination statistics are based on a compulsory questionnaire which, *inter alia*, includes questions on study periods abroad. In some other Member States, certain information on mobile students is obtained by combining enrolment data with data collected on the basis of the obligation of people to register with the authorities.

In four cases, specific databases complement official enrolment data. In the Flemish Community of Belgium, currently a database on the *Internationalisation of Tertiary Education* called DITO is being compiled which will provide information on all students participating in mobility programmes (inward and outward mobility) as from the academic year 2002/2003. In Germany, the triennial survey on the social situation of students conducted on behalf of the national organisation for student affairs refers to students' study abroad experience. And in Italy, since 1994, a group of universities conducts an annual survey among their graduates which includes questions on study periods abroad. In the Netherlands, as from 2002, higher education institutions will have to present internationalisation statistics as part of their annual reports.

In other cases, countries regularly publish special data compilations. In Germany, the Federal Statistical Office every year compiles information on outward mobile German students which is derived from other countries' incoming students accounts. Also in Germany, in 2001 the first volume of an annual compilation of national mobility data was published which tries to present similar information as provided in the American *Open Doors* report on International Educational Exchange. In the Netherlands, the national exchange organisation Nuffic started in 1998 to compile an annual publication called *BISON Monitor* on participation in scholarship programmes.

Definitions of Foreign/Non-National Students

It should be noted that so far none of the official student statistics of the different EU Member States explicitly refers to student *mobility*. Instead, with the exceptions of Sweden, all

student statistics of those EU Member States that responded to the SSME survey and collect information on incoming students include a chapter on *foreign* students.

Foreign students are commonly defined as students with non-national citizenship. In the majority of countries which participated in the survey, foreign citizenship is employed as indicator of student mobility.

Students with no citizenship are often recorded in a separate statistical category. In case of dual citizenship, students who have an additional citizenship apart from home citizenship are normally classified as students with home nationality. If students have two foreign nationalities, they can usually decide which citizenship should be recorded for statistical purposes. Changes of citizenship are usually not accounted for in student statistics.

In Ireland, Sweden, and the UK, foreign students are not defined as having foreign citizenship. In Ireland and the UK, foreign students are those students who have their *permanent domicile abroad*, irrespective of citizenship. In Swedish statistics, students with *foreign background* are identified. They are defined as those students who are either *foreign-born* or *born in Sweden to two foreign-born parents*.

Availability of Statistical Variables to Make a Distinction Between Mobile Students with Foreign Citizenship and Resident Students with Foreign Citizenship or to Complement Nationality as a Criterion to Identify Mobile Students

The primary concern of the survey conducted during the first stage of the SSME project was to find out if there would be hitherto untapped statistical data available in EU Member States that allow to make a distinction between mobile students with foreign citizenship and non-mobile students with foreign citizenship (i.e. permanently residents). Statistical variables used for such a distinction are possible substitutes for foreign nationality as an indicator for student mobility. The following findings constituted the starting point of the data request to be carried out during the second stage of the SSME study:

- **Germany** publishes regular information on those students with foreign citizenship who are not permanent residents.
- **Three** other countries (**Austria, France, and Spain**) and the **two Communities of Belgium** have data at their disposal which would make it possible to make a distinction on demand between those students with foreign citizenship who are mobile and those students with foreign citizenship who are permanent residents.
- In **Finland**, a complex data co-ordination process would be necessary to generate mobile student data which do not solely rely on foreign citizenship of students. And in **the Netherlands**, it is currently under discussion to extend the collection of statistical information in such a way as to be able to identify those students with foreign citizenship who are permanent residents.
- **Three** other official authorities are not concerned by the problem of how to identify those students with foreign citizenship who are non-mobile because they use other criteria to identify their mobile student populations (**Ireland, Sweden, and the United Kingdom**).
- The remaining **five** countries (**Denmark, Greece, Italy, Luxembourg, and Portugal**) are not in a position to generate information on how many students with foreign citizenship are permanent residents.

Thus, nine out of the 16 statistical authorities in the EU Member States are in a position to provide mobility data which are different from the statistical information currently published at the European level at relatively short notice. In Finland, it must be tested if it would be feasible to compile better mobility data. The nine public authorities which can provide better

data at relatively short notice have four different statistical criteria available to generate information. Two countries among the group of nine – Austria and Germany – even have data for two different statistical criteria available. The first two criteria in the following list of four allow to identify the totality of incoming students in a given country. By means of the third and fourth criterion, however, only a subgroup of incoming students can be statistically recorded.

Nine out of the 16 statistical authorities in the EU Member States can compile improved mobility data at relatively short notice.

Four different statistical criteria are available to generate this information.

– **Criterion A: Permanent domicile abroad**

(corresponding information is collected by **six** official authorities)

This criterion is used to identify foreign students in **Ireland** and in the **United Kingdom**. Official statistics there report on the *country of normal domicile* of students enrolled in higher education. Information on citizenship, however, is generally only available for those foreign students who are not visiting or exchange students.

In the **Flemish Community of Belgium** and in **Spain**, it would be possible to classify students according to their *country of permanent domicile*. It must be noted that in Spain, the definition of *permanent domicile* is linked to family residence. At present, in **Austria**, data are collected but not published on the *country of permanent domicile* of students as well, and in **Germany**, the students' country of *home residence* is available. The last two countries mentioned, however, in their statistical publications use a different criterion, as described below.

– **Criterion B: Foreign country of prior education**

(corresponding information is collected by **four** official authorities and might also be generated in an additional one)

In **Germany**, information is published regularly on those tertiary students with foreign citizenship who obtained their entry qualification for higher education abroad (*Bildungsausländer*). For students with national citizenship, the country where they obtained their entry qualification for higher education is also recorded, but not normally compiled for publication. **Austria**, **France** and **Belgium - French Community** also ask their students in which country they obtained their entry qualification for higher education or what kind of entry qualification for higher education they hold.

– **Criterion C: Participation in an exchange programme**

(corresponding information is currently available in **Sweden**)

In **Sweden**, since 1996 *exchange students* is a standard category in undergraduate tertiary education enrolment tables (referring to Bachelor and Master programmes). The category *exchange students* comprises those students from abroad who attend Swedish higher education institutions in the framework of a mobility programme.

– **Criterion D: The status of non-registration of students with the authorities**

(corresponding information is currently available in **Sweden** and **Finland**)

In **Sweden**, *students without a national registration number* is also a standard category in undergraduate tertiary education enrolment tables. It refers to students from abroad who

do not take part in a mobility programme and have spent less than one year in Sweden at the time of data collection. This category consequently corresponds to *free movers* having stayed in Sweden for less than one year. After a student from abroad has stayed one year in Sweden, he or she must register with local authorities. From then on, he or she can no longer be distinguished any more from permanently resident students. In **Finland**, similar data would be available on demand. It is generally not requested because the group of mobile students captured is very small.

The European Parliament in its guidelines for the compilation of exemplary data sets suggested to use the criterion *country of domicile of a student in the year prior to entering the tertiary education system in each Member State* (brief: *origin*) for identifying *mobile students*, but unfortunately no EU Member State has related information available. There are no indications from the survey that any country could provide data which describe the origin of a student irrespective of citizenship, home country or country of prior education.

Those countries which do not have statistical data available which would allow to identify mobile students different than by foreign citizenship, did not report specific difficulties with respect to the recording of this kind of statistical information. Rather, in **Denmark, Portugal and Greece**, the statistical information collected on tertiary students for official statistics is generally limited. In **Denmark**, for example, even citizenship is not available for all students enrolled. In **Italy**, enrolment data refer to permanent domiciles of national students. For foreign students, however, citizenship is recorded instead of permanent domicile.

Outward Student Mobility

Information on national students who go abroad is only recorded in a few cases for the official statistics of the EU Member States. If data are collected, information is only available ex post (after the mobile student has returned to his home institution). Students are requested to provide information on study-programme-related stays at foreign higher education institutions at the time when they register for their final exams. The resulting information, however, cannot fulfil the requirements of a regular reporting system, as it may only be available years after a mobile student returned to his or her home institution.

Consistency of Mobile Student Data for All Tertiary Education

Apart from Sweden, in the other eight EU authorities which can identify incoming students differently than by foreign citizenship at relatively short notice, the related data generally are not available for all different sectors of tertiary education. This fact reduces the comparability of student mobility data to an important degree. Table 1 lists for each statistical authority those sectors of tertiary education for which no information is available.

In addition to the exclusion of certain sectors of tertiary education from data collection, for most countries the non-enrolment of important numbers of mobile students at the higher education institutions which they attend can be presumed to be a sore point of the recording of inward student mobility.

Table 1: Sectors of tertiary education for which no data on incoming mobile students is available (EU authorities which can identify mobile students different than by foreign citizenship)

Authorities which can identify mobile students other than by foreign citizenship	Sectors of tertiary education excluded from data collection
Austria	<ul style="list-style-type: none"> – Distance universities, private universities and private university-type courses – Distance education, short tertiary programmes (less than 2 years), sub-degree programmes
Belgium – Flemish Community	<ul style="list-style-type: none"> – ISCED 5B (social advancement education) – Short-term mobility / exchange students, guest students
Belgium – French Community	<ul style="list-style-type: none"> – Non-university sector
France	<ul style="list-style-type: none"> – Non-university sector
Germany	<ul style="list-style-type: none"> – Universities of co-operative education (<i>Berufsakademien</i>) – PhD students are only recorded if they have enrolled. Enrolment will become compulsory nation-wide only in the future – Short tertiary programmes (less than 2 years), sub-degree programmes
Ireland	<ul style="list-style-type: none"> – No information provided
Spain	<ul style="list-style-type: none"> – Sub-degree programmes, adult / continuing education, guest students
United Kingdom	<ul style="list-style-type: none"> – Private institutions see information on their students from abroad as commercially sensitive and therefore are reluctant to provide it

Classification of Foreign Students

In addition to asking about statistical criteria available for identifying the population of incoming mobile students in any one country, the SSME survey also referred to categories which would be available to classify mobile students. As regards the traditional categories requested by the European Parliament, namely country of origin, level/type of study and field of study, data availability is good. For the other categories, namely degree mobility versus non-degree (temporary) mobility and programme participation (EU programmes/other), however, data availability is limited. The results of the survey show that very little information is available. Finland, Spain, and the United Kingdom can distinguish degree mobility from non-degree mobility lasting up to one year. Two countries have data available to identify either degree mobility or short-term temporary mobility only (Germany and Sweden). And finally, with the exception of Sweden, programme participation is not recorded by official data collections.

6. Improving Student Mobility Information - Outlining the SSME Data Request

The SSME survey on the availability of student mobility data in the EU Member States showed that it would be feasible during the second stage of the SSME project to compile exemplary data sets on student mobility which go beyond the information published in European student statistics at present. As was described in detail in the previous chapter, nine out of 16 official authorities responsible for national statistics in the EU Member States have one or even two other data categories than *foreign citizenship* available to identify mobile students and could generate related information at relatively short notice. Four among these nine authorities already publish related statistical information regularly (Germany, Ireland, Sweden, and the UK), and five could generate better information on mobile students specially for the SSME study (Austria, the two Communities of Belgium, France, and Spain). As was explained before, data are only available for incoming students.

The data request organised during the second stage of the SSME project was meant to tap as many hitherto untapped data on student mobility as possible which are comparable among EU Member States. Data sets to be asked for, therefore, should include as comprehensive national information as possible but fit into a common template. The data on mobile student totals were then to be classified by as many subordinate criteria as possible.

The basic template for the data request was organised according to the *mobility dimension* and the *nationality dimension*. The inclusion of the mobility dimension does not require any further explanation, since it is the main object of research: foreign citizenship has proved to be no longer a reliable indicator for cross-border student mobility. Hence, an alternative criterion must be sought. Yet the general impression of the project team was that present student mobility statistics cannot completely forego the *citizenship* criterion either. The *nationality dimension* was also seen as an integral part of better mobility statistics because it provides important information on the cultural difference between incoming and resident students. The *intercultural experience* during study periods abroad is commonly considered to be one important feature of contemporary student mobility in Europe.

The basic template used for the SSME data request was developed from the assumption that alternative statistical variables available at national level for the identification of mobile students should be applied to all students irrespective of nationality. In other words, the data request considers not only students with foreign citizenship, but also those students whose country of study is identical to their citizenship as possible incoming students. The basic template for the data request breaks down the resulting mobile student totals by foreign versus home citizenship (see table 2).

Table 2: The basic template used for the SSME data request

Mobile tertiary students			Non-mobile tertiary students			(1a) + (2a)	(1b) + (2b)	(1) + (2)
(1)	(1a)	(1b)	(2)	(2a)	(2b)	Tertiary students with foreign citizenship	Tertiary students with national citizenship	All tertiary students
Total	Foreign citizenship	Home citizenship	Total	Foreign citizenship	Home citizenship			

Country-specific statistical definitions were applied to generate data on the *mobility dimension*, i.e. it was defined according to the statistical variable(s) available in a EU Member State. As a result, data sets requested rely on the following three criteria:

- Foreign country of permanent residence (*type A data*);
- Foreign country of prior education (*type B data*);
- Participation in an exchange programme or status of non-registration with the authorities (*type C/D data*).

The basic template used for data requests encompasses the *mobility dimension* and the *nationality dimension*. Data on the *mobility dimension* were requested according to three different types of country-specific statistical variables.

As regards classifications of mobile students, information was requested by country of permanent domicile or by country of prior education or by country of origin of mobile students (depending on the particular mobility criterion used). For the purpose of analytical comparison, also a classification of mobile students by foreign countries of citizenship was asked for.

Further data classifications were requested by level/type of education and field of study. Since there is only very limited information available with regard to the duration of mobility and virtually no information on which mobile students participate in mobility programmes, data of this kind were not requested. The reference year of the data request was the academic year 1999/2000. Since of the nine official authorities which had data available, two collect information according to two different statistical variables, altogether eleven data sets were requested.

Statistical information requested for eleven SSME data sets

Mobility and citizenship of tertiary students (ISCED 5 and 6) during 1999/2000

- total numbers and by foreign versus home citizenship
- by foreign country of permanent residence or foreign country of prior education or foreign country of origin
- by foreign country of citizenship
- by ISCED-level/type of education
- by field of study

7. Analysis of the Exemplary Data Sets

All nine public authorities from which data were requested provided the project team with information. Two countries collect statistical information according to two different mobility criteria so that a total of eleven data sets can be analysed in this chapter. Two of the EU Member States contacted (Ireland and the UK) only had data on the mobility dimension of the basic template used for the request. They could not break down total numbers of mobile students by foreign nationality versus home nationality. The following table 3 summarises the information which could be obtained by means of the data request.

Table 3: Overview of eleven data sets provided in response to the SSME data request

Mobile students total	... by foreign country of permanent domicile or of prior education	... by ISCED-level/type of education	... by field of study	... by foreign country of citizenship
Country					
Type A data (mobility criterion is 'foreign country of permanent domicile')					
Austria	✓ excl. certain programmes at ISCED 5B level	not available	✓	✓	✓
Belgium-NI	✓ excl. certain institutions	✓	✓	✓	✓
Germany	✓ only for ISCED 5A	✓	not available	✓	✓
Ireland	✓	✓	not available	not available	not available
Spain	✓	✓	✓	✓	✓
UK	✓	✓	✓	✓	not available
Type B data (mobility criterion is 'foreign country of prior education')					
Austria	✓ excl. certain programmes at ISCED 5B level	not available	✓	✓	✓
Belgium-Fr	✓ only for universities	not available	✓	✓	✓
France	✓ only for universities	not available	not provided	not provided	✓
Germany	✓ only for ISCED 5A	✓	not available	✓	✓
Type C/D data (mobility criteria are 'participation in an exchange programme' or 'status of non-registration')					
Sweden	✓	✓	✓	✓	not available

Seven public authorities provided data according to both the mobility dimension and the nationality dimension. Two, however, do not collect information on the particular country where students reside permanently or where they pursued prior education. Sweden can make

a distinction between students with foreign nationalities and students with home nationality, but cannot easily differentiate foreign students by nationalities. The four data sets which contain all major data classifications are presented in the Annex.

We shall now analyse the data sets under systematic aspects to find out what they suggest with regard to the improvement of European student mobility statistics. Thereafter, exemplary enhanced mobility information will be presented for the nine EU Member States which provided improved data.

7.1. Systematic Aspects of Exemplary Data Sets

The data sets received will be analysed comparatively with regard to four questions which relate to the key issues of concern. The discussion of data sets will primarily refer to the information provided on the mobility and the nationality dimensions of the basic template used for the data request. To a lesser extent, the data classifications by country of origin and country of citizenship of mobile students will also be referred to.

The first two questions refer to the extent to which current statistics on citizenship are not reliable any more to indicate student mobility:

- (1) To what extent are data on students with foreign citizenship inadequate to quantify student mobility, or, in other words, what is the proportion of non-mobile students with foreign citizenship in different EU Member States?
- (2) How large is the share of mobile students who have the citizenship of the country where they study, or, how many students with home citizenship have come from abroad?

To make the most of the fact that there are several other statistical criteria than foreign citizenship available to identify mobile students, it will also attempt to compare the influence of individual statistical criteria on student mobility results. Such information makes it possible to answer a third question:

- (3) Can the three main statistical criteria available to identify mobile students other than by foreign citizenship be used next to each other, i.e. is the resulting mobility information comparable?

Finally, the statistical variables available in individual EU Member States to generate better mobility information could relatively easily be grouped into three types of criteria which have been referred to as type A, B, and C/D criteria. But different concepts behind the individual type A and type B variables have to be clarified (as far as type C/D data is concerned, no comparison of different concepts is possible, since related data were provided only by one Member State). Therefore, a fourth analysis will be guided by the following question:

- (4) How far do the country-specific type A statistical variables and type B statistical variables differ?

Analysis 1 -

The quantitative importance of students with foreign nationalities who are permanent residents of their country of study

According to the data presented in table 4, non-mobile students with foreign citizenship make up between 18.3% and over 50% (in the case of Sweden, for which data do exclude important parts of student mobility even over 60%) of all students with foreign nationalities in those seven EU Member States for which information is available.

Table 4: Inward mobility and citizenship of tertiary students, total numbers (1999/2000), by type of statistical variable applied for data collection

Mobile tertiary students			Non-mobile tertiary students			Tertiary students with foreign citizenship		Tertiary students with home citizenship		All tertiary students
Total	Foreign citizenship	Home citizenship	Total	Foreign citizenship	Home citizenship	among them non-mobile	among them mobile	among them mobile		
TYPE A data (mobility criterion is 'foreign country of permanent domicile')										
Austria (mobile students have their permanent domicile abroad, ISCED 5/6)										
25 899	24 385	1 514	211 373	6 311	205 062	30 696	6 311	206 576	1 514	237 272
100%	94.2%	5.8%	100%	3.0%	97.0%	100%	20.6%	100%	0.7%	/
Belgium – Flemish Community (mobile students have their permanent residence abroad, ISCED 5/6)										
3 654	3 456	198	165 808	3 353	162 455	6 809	3 353	162 653	198	169 462
100%	94.6%	5.4%	100%	2.0%	98.0%	100%	49.2%	100%	0.1%	/
Germany (mobile students have their home residence abroad, ISCED 5A)										
87 022	79 286	7 736	1 655 212	95 785	1 559 427	175 071	95 785	1 567 163	7 736	1 742 234
100%	91.1%	8.9%	100%	5.8%	94.2%	100%	54.7%	100%	0.5%	/
Ireland (mobile students have their permanent residence abroad, full-time students only, ISCED 5/6)										
7 272	/	/	113 265	/	/	/	/	/	/	122 395
/	/	/	/	/	/	/	/	/	/	/
Spain (mobile students have their family residence abroad, ISCED 5/6)										
25 014	22 250	2 764	1 798 125	12 591	1 785 534	34 841	12 591	1 788 298	2 764	1 823 139
100%	89.0%	11.0%	100%	0.7%	99.3%	100%	36.1%	100%	0.2%	/
UK (mobile students have their normal domicile abroad, full-time and part-time students, ISCED 5/6)										
225 722	/	/	1 841 627	/	/	/	/	/	/	2 067 349
/	/	/	/	/	/	/	/	/	/	/
TYPE B data (students with foreign country of prior education)										
Austria (mobile students acquired their entrance qualification for higher education abroad, ISCED 5/6)										
29 001	25 089	3 912	208 271	5 607	202 664	30 696	5 607	206 576	3 912	237 272
100%	86.5%	13.5%	100%	2.7%	97.3%	100%	18.3%	100%	1.9%	/
Belgium – Flemish Community (mobile students hold a foreign leaving-certificate of secondary education, universities only)										
11 545	9 123	2 422	49 251	2 548	46 703	11 671	2 548	49 125	2 422	60 796
100%	79.0%	21.0%	100%	5.2%	94.8%	100%	21.8%	100%	4.9%	/
Germany (mobile students acquired their entrance qualification for higher education abroad, ISCED 5A)										
135 447	112 872	22 575	1 606 787	62 199	1 544 588	175 071	62 199	1 567 163	22 575	1 742 234
100%	83.3%	16.7%	100%	3.9%	96.1%	100%	35.5%	100%	1.4%	/
France (mobile students hold a foreign leaving-certificate of secondary education equivalent to the baccalauréat, universities only)										
75 200	68 500	6 700	1 347 400	61 000	1 286 400	129 500	61 000	1 293 100	6 700	1 422 600
100%	91.1%	8.9%	100%	4.5%	95.5%	100%	47.1%	100%	0.5%	/
TYPE C/D data (participation in a mobility programme/status of non-registration)										
Sweden (mobile students participate in a mobility programme or do not have a national registration number, ISCED 5/6)										
9 445	9 393	52	1 347 400	16 155	321 278	25 548	16 155	321 330	52	346 878
100%	99.4%	0.6%	100%	4.8%	95.2%	100%	63.2%	100%	0.02%	/

Annotations to table 4:

- *Austria*: several vocational education and training programmes at ISCED 5B level are not included
- *Belgium – Flemish Community*: students at the Royal Military School, the Open University and in higher education for social advancement are not included.
- *Germany*: Data on non-mobile students include 2 977 unspecified students (75 foreigners, 2902 Germans).
- *Ireland*: 1 858 unspecified students are not included in (non-)mobile student numbers. Mobile student totals cannot be broken down by citizenship.
- *Spain*: 5 848 unspecified students are not included.
- *UK*: Mobile student totals cannot be broken down by citizenship.
- *Sweden*: Data is based on the evaluated material used for the UOE-data collection. The values of citizenship are *Swedish*, *foreign* and *unknown*. (Non-)mobile foreign student data include *foreign* and *unknown*.

This means that between 18 % and over 50% of the students with foreign nationalities in the seven countries studied either went to school in the country where they studied or have their permanent domicile there. A comparison of the two different data sets available for Austria and Germany shows that this proportion is higher – especially for Germany – when the permanent domicile of students (type A data) is used to identify mobile students.

Analysis 2 -

The Quantitative Importance of Students with Home Nationality who Come from Abroad

The share of students with home nationality among mobile students ranges from over 5% to almost 17%. In Sweden, this share is insignificant because of the specific nature of data collection. Regarding Austria and Germany, it can be observed in table 4 that mobile students with home citizenship are less numerous among mobile students A (country of permanent residence abroad) than among mobile students B (country of prior education abroad). There are obviously fewer students with home citizenship who permanently live abroad than students with home citizenship who complete secondary school abroad.

Data presented in the Annex, tables 2, allow to identify countries of permanent residence or prior education of mobile students with home citizenship.

Analysis 3 -

Results in Terms of Mobile Student Populations for the Three Main Statistical Criteria

Type A and type B data in principle inform on all different types of incoming mobile students. Type C/D data, however, can only inform on those mobile students who participate in a specific mobility programme or have not lived in their country of study for more than a year. Type C/D data, in addition, largely exclude degree mobility and therefore are not sufficiently comprehensive to be considered for a European reporting system on student mobility.

The two main types of data (i.e. type A and type B) can be compared for Austria and Germany because these two EU Member States collect statistical information according to both (see table 5). From the data provided by Austria and Germany, total numbers of students with permanent domicile abroad (type A data) can be compared to total numbers of students who come from foreign education systems (type B data). Table 5 shows that information resulting from these two statistical criteria is not the same. There are clearly more students in both countries who obtained their entrance qualification for higher education abroad than there are students who have their permanent domicile abroad. This difference between total numbers of mobile student populations according to statistical criterion used can easily be explained by the fact that a number of students finished secondary school abroad and, subsequently, changed their place of residence permanently to their country of study. They are included in mobile students B but not in mobile students A.

Table 5: Comparison of mobile student totals for the two principal statistical variables available in EU Member States (at the example of Austrian and German data)

1999/ 2000	Tertiary students (total)	Tertiary students with foreign citizenship	Mobile tertiary students, type A data (students with permanent domicile abroad)			Mobile tertiary students, type B data (students with country of prior education abroad)		
			Total	Foreign citizenship	Home citizenship	Total	Foreign citizenship	Home citizenship
Austria	237 272 (ISCED 5/6)	30 696	25 899	24 385	1 514	29 001	25 089	3 912
			100%	94.2%	5.8%	100%	86.7%	13.5%
Germany	1 742 234 (ISCED 5A)	175 071	87 022	79 286	7 736	135 447	112 872	22 575
			100%	91.1%	8.9%	100%	83.3%	16.7%

In Germany, other difficulties with regard to the validity of type A data were reported, namely that the related question in the student questionnaire is often not accurately answered by students.

Student mobility information relying on type A data may deviate importantly from information relying on type B data. Numbers of mobile students tend to be systematically higher in the case of type B data than in the case of type A data.

Analysis 4 -

Internal Homogeneity of the Two Principal Types of Data (type A and B)

Unfortunately, even when comparing the individual statistical variables used in single countries to refer to the permanent domicile of students or to the country of prior education of students, certain differences in definitions can be observed. With regard to the country of permanent domicile of a student, Spanish data, for example, refer to the country of *family residence* and German data to the country of *home residence* of students, whereas other EU Member States' data refer more generally to the country of *permanent domicile* or *permanent residence* of students. Among the four EU Member States which collect statistical information on the prior education of tertiary education students, Austria and Germany make a distinction between students who obtained their entrance qualification for tertiary education at home or abroad. In Germany, special attention has to be given to the recording of those incoming young people from certain countries who attend a preparatory course to be admitted to higher education because their leaving-certificate of secondary education is not recognised as equal to the German *Abitur*. In a strict sense, these students acquire their entrance qualification for higher education only in Germany, but they are nevertheless mobile students.

The French Community of Belgium and France, on the contrary, record students who have a foreign leaving-certificate of secondary education. They identify students who have a national type of leaving-certificate as distinct from those who have a foreign type of leaving-certificate but do not differentiate according to the country where a leaving-certificate was obtained. Hence, as far as data from the French Community of Belgium and from France are concerned, students who in a foreign country obtained a national leaving-certificate of secondary education are wrongly considered non-mobile students, whereas students who obtained a foreign secondary education qualification in the country where they study are wrongly considered to be mobile students.

7.2. Improved Student Mobility Information for Nine EU Authorities

This chapter will present select mobility data analyses carried out on the basis of data sets received for the SSME study. As was explained in the previous chapter, data generated with the help of different types of criteria do refer to slightly different student populations and therefore should be compared only with caution. In the following, the two different types of data presented for Austria and Germany, however, will show that the main characteristics of incoming student flows as analysed here do vary only marginally when different types of mobility data are interpreted.

The first data analysis refers to the frequency of incoming students as a share of total students. The following table 6 gives an overview of the proportion of incoming students in the different national tertiary education systems of the EU Member States. It shows that shares of incoming students vary considerably between the EU Member States for which data are available.

Table 6: Incoming mobile students as a share of total tertiary students [percentages]

1999/ 2000	Austria		Belg.- Fr	Belg.- NI	Germany		Spain	France	Ireland	Sweden	UK
	Type A data	Type B data	Type B data	Type A data	Type A data	Type B data	Type A data			Type C/D data	Type A data
ISCED 5A	10.7	11.8	13.0	3.3	5.0	7.8	1.4	/	/	2.8	12.4

Second, the following table 7 identifies the 20 main countries of origin of incoming students in those EU Member States for which data are available. For those EU Member States for which the data received do not inform on countries of permanent residence/prior education/origin of mobile students, the countries of citizenship of students are listed. It becomes clear on the one hand, that similarity of culture and language as well as geographical proximity of countries are important determinants of international student flows. On the other hand, certain countries are attractive for very specific reasons. For example, the UK obviously is an attractive target country of international students because it is the home of the world's most widely used foreign language.

Third, the distribution of incoming students by the main areas of study is shown in table 8. Incoming students in most of the six countries for which data are available study a subject that belongs to the ISCED category *social sciences, business and law*. The proportions of this area of study vary at approximately 30 %. Only in the Flemish Community of Belgium, *health and welfare* is the most frequent area of study of incoming students.

Table 7: The 20 major countries of origin of incoming students 1999/2000

	Austria		Belgium – Fr		Belgium – NI		France			
	Type A mobile students ¹⁾ by foreign country of citizenship	Type B mobile students ²⁾ by foreign country of citizenship	Type B mobile students ²⁾ by foreign country of citizenship	Type A mobile students ¹⁾ by foreign country of permanent residence	Type B mobile students ²⁾ by foreign country of citizenship					
1	Italy	6 770	Italy	6 777	France	2 311	Netherlands	1 586	Morocco	6 549
2	Germany	4 333	Germany	4 645	Morocco	1 446	China	271	Algeria	5 053
3	Bulgaria	1 208	Bulgaria	1 248	Rep. Dem. Congo	849	Germany	120	Germany	4 010
4	Hungary	858	Turkey	861	Luxembourg	520	USA	112	Tunisia	2 966
5	Slovakia	803	Hungary	723	Cameroon	455	France	96	Italy	2 678
6	Turkey	729	Yugoslavia, Fed. Rep.	694	Italy	301	India	84	UK	2 317
7	Yugoslavia, Fed. Rep.	666	Iran, Islamic Rep.	674	Spain	269	Nigeria	71	Spain	2 301
8	Iran, Islamic Rep.	620	Poland	633	Greece	229	Greece	64	USA	2 100
9	Croatia	595	Croatia	579	Algeria	171	Ireland	59	Greece	2 023
10	Poland	556	Bosnia and Herzeg.	561	Burundi	122	Vietnam	56	Senegal	1 819
11	Bosnia and Herzeg.	527	Slovakia	551	Lebanon	120	Spain	49	Romania	1 750
12	Slovenia	455	France	463	Portugal	115	Ethiopia	46	China	1 451
13	France	384	Slovenia	380	Germany	105	Indonesia	45	Poland	1 244
14	Spain	314	Spain	342	Rumania	100	Kenya	44	Bulgaria	1 233
15	China	300	USA	301	Tunesia	92	Poland	42	Lebanon	1 231
16	Luxembourg	293	Romania	297	Rwanda	78	Luxembourg	39	Korea (Rep. of)	1 175
17	Korea (Republic of)	289	Luxembourg	294	Brazil	70	Philippines	36	Russian Fed.	1 124
18	Greece	287	Greece	268	Chile	70	Holy See	36	Japan	1 119
19	Japan	267	China	261	China	67	Bulgaria	34	Cameroon	1 049
20	USA	240	Russian Federation	244	Ivory Coast	65	Morocco	32	Brazil	1 034

¹⁾**Type A mobile students:** students with permanent residence abroad

²⁾**Type B mobile students:** students with country of prior education abroad

Table 7: The 20 major countries of origin of incoming students 1999/2000 - continued

	Germany		Ireland		Spain		Sweden		UK			
	Type A mobile students ¹⁾ by foreign country of domicile	Type B mobile students ²⁾ by foreign country of prior education	Type A mobile students ¹⁾ by foreign country of permanent residence	Type A mobile students ¹⁾ by foreign country of permanent residence	Type A mobile students ¹⁾ by foreign country of permanent residence	Type C/D mobile students ³⁾ by foreign country of origin	Type A mobile students ¹⁾ by foreign country of domicile					
1	Poland	5 857	Poland	7 748	USA	1 580	Italy	3 703	Germany	1 044	Greece	28 640
2	France	4 635	Russian Fed.	6 592	UK	702	France	3 646	France	627	Germany	13 388
3	China	4 089	France	6 221	Malaysia	621	Germany	3 122	Finland	539	France	12 496
4	Turkey	3 740	China	5 881	France	555	UK	2 177	Spain	465	Ireland	12 217
5	Russian Fed.	3 380	Turkey	4 741	Germany	474	Morocco	1 341	USA	421	USA	11 771
6	Austria	3 304	Spain	4 122	Spain	221	Belgium	1 138	Netherlands	370	China	10 388
7	Spain	3 039	Austria	3 712	Canada	133	Portugal	1 042	Italy	358	Malaysia	9 193
8	Korea (Rep. of)	2 986	Italy	3 699	Italy	127	Netherlands	689	UK	340	Hong Kong	8 317
9	Italy	2 879	Greece	3 539	Norway	120	Austria	508	Austria	210	Spain	7 287
10	Morocco	2 746	Korea (Rep. of)	3 514	Kuwait	118	Andorra	506	Canada	172	Japan	6 206
11	Greece	2 430	USA	3 429	Finland	84	Argentina	467	Belgium	139	Italy	6 086
12	USA	2 277	Cameroon	3 222	United Arab Emirates	78	Brazil	420	Denmark	138	Singapore	4 628
13	Bulgaria	2 240	Morocco	3 014	Botswana	69	Mexico	414	Norway	121	India	4 302
14	Cameroon	1 959	Bulgaria	2 904	Sweden	65	Equatorial Guinea	372	Poland	116	Sweden	4 059
15	Iran, Islamic Rep.	1 936	Iran, Islamic Rep.	2 394	Belgium	63	Colombia	369	Australia	108	Norway	3 879
16	Hungary	1 758	Ukraine	2 340	Australia	60	Sweden	335	Russian Fed.	89	Cyprus	3 737
17	Switzerland	1 653	Hungary	2 150	Netherlands	57	Venezuela	332	Greece	76	Canada	3 046
18	Luxembourg	1 482	United Kingdom	2 072	China	54	Peru	302	Switzerland	69	Thailand	2 720
19	Japan	1 462	Romania	1 993	Austria	54	Finland	298	Lithuania	68	Finland	2 539
20	Ukraine	1 394	Japan	1 685	India	53	Chile	296	Portugal	62	Netherlands	2 468

¹⁾**Type A mobile students:** students with permanent residence abroad

²⁾**Type B mobile students:** students with country of prior education abroad

³⁾**Type C/D mobile students:** students participating in a mobility programme/with the status of non-registration

Table 8: Distribution of incoming students by field of study [percentages], 1999/2000

Field of study	Austria		Belg.-Fr	Belg.-NI	France	Germany		Ireland	Spain	Sweden	UK
	Type A mobile students ¹⁾	Type B mobile students ²⁾		Type A mobile students ¹⁾		Type A mobile students ¹⁾	Type B mobile students ²⁾	Type A mobile students ¹⁾	Type A mobile students ¹⁾	Type C/D mobile students ³⁾	Type A mobile students ¹⁾
Education	6.1	5.8	/	1.1	/	4.1	4.8	/	5.3	2.8	4.2
Humanities and arts	26.8	23.8	/	20.4	/	30.6	27.6	/	16.6	15.1	17.2
Social science, business and law	30.8	31.8	/	14.8	/	26.5	27.3	/	37.8	40.7	33.9
Science	10.3	11.5	/	14.0	/	13.0	13.6	/	8.9	12.1	15.5
Engineering, manufacturing and construction	14.4	14.7	/	11.4	/	17.0	16.9	/	12.0	16.1	17.3
Agriculture	1.7	1.7	/	10.5	/	1.7	1.6	/	1.7	1.0	1.3
Health and welfare	9.2	9.9	/	26.2	/	6.1	7.1	/	16.1	11.1	9.1
Services	0.7	0.7	/	1.5	/	1.0	1.1	/	1.6	1.2	1.4

¹⁾Type A mobile students: students with permanent residence abroad

²⁾Type B mobile students: students with country of prior education abroad

³⁾Type C/D mobile students: students participating in a mobility programme/with the status of non-registration

Annotations:

Austria, Germany, Spain, Sweden:
Belgium - French Community:
France:
Ireland:

Students for whom the field of study is not known are excluded
Data on fields of study of students refer to different categories
No information on study fields of mobile students was provided
No information on study fields of mobile students is available

8. Merits of Different Statistical Criteria for Recording Inward Student Mobility

From the analysis of exemplary data sets, two different types of statistical variables applied in the EU Member States to identify mobile students differently than by foreign citizenship were identified as being of interest to improve the common European data collection. To broaden the view of this study, this chapter will look for additional criteria which are not yet applied in Europe but might nevertheless be of interest for the further development of European mobility statistics. All conceivable criteria will then be discussed.

An interesting criterion was proposed by the European Parliament. In its guidelines for the SSME study, the European Parliament suggested to identify students who had a foreign country of domicile in the year prior to entering the tertiary education system of a country as mobile students.

Additionally, it seems sensible to analyse the definitions of mobile students used by countries outside the EU which host a large influx of international students. The following table 9 gives an overview of how foreign students are defined and which statistical variables are available in Australia, Canada, Japan, and the United States to measure student mobility. The information was taken from a study by Wolfgang Steube and Ulrich Teichler (1997).

Table 9: Student mobility data collections outside Europe

	Definition of foreign students	Statistical variables available
Australia	<p><i>Overseas students are</i></p> <ul style="list-style-type: none"> – not Australian citizens (including Australian citizens with dual citizenship); – not New Zealand citizens; – not students with permanent residence status; – but students who have a temporary entry permit or are diplomats or dependents of a diplomat (except New Zealand and reside in Australia during semester). 	<ul style="list-style-type: none"> – Country of permanent home residence; – Country of birth; – Year of arrival in Australia.
Canada	<p><i>Visa students are</i></p> <ul style="list-style-type: none"> – students of non-Canadian nationality; – not landed immigrants (who have permanent resident status); – not refugees. 	<ul style="list-style-type: none"> – Country of origin – Residence status (student visa, asylum seeker); – Entry qualification for higher education acquired in Canada.
Japan	<p><i>Foreign students are</i></p> <ul style="list-style-type: none"> – students of non-Japanese nationality. 	<ul style="list-style-type: none"> – Country of origin; – Students with foreign nationalities who came from abroad for the purpose of study; – Permanent resident students with foreign nationalities.
USA	<p><i>Foreign/international students are</i></p> <ul style="list-style-type: none"> – students of non-US nationality; – no immigrants (permanent residents); – Refugees are considered mobile students. 	<ul style="list-style-type: none"> – Place (=country) of origin.

The US *Open Doors Report on International Educational Exchange* is generally considered to be the most exhaustive national information on student mobility published on a yearly basis. It is based on a comprehensive survey of higher education institutions, not on official data. As regards incoming students, it presents information on

- academic level of enrolment;
- countries of origin (nationalities);
- fields of study;
- repartition of enrolment in different types of national institutions;
- repartition of enrolment in given institutions;
- participation of national regions in international student enrolment;
- contribution of tuition fees of international students to the U.S. economy;
- (primary) sources of financial support of international students by level of enrolment.
- Additionally, respondents are asked if they agree with select statements on the future development of international enrolments.

Summarising the situation with regard to the collection of student mobility data outside Europe, foreign nationality and non-permanent residence status are the key criteria applied to identify incoming students. Interestingly, the four non-European countries identify those students with foreign citizenship who are permanent residents and do not consider them as mobile students. This is made possible by the specific visa status of permanent resident students with foreign citizenship. In other words, in the case of non-European countries, the residence status of students is determined by their visa status. This model, however, cannot be applied to Europe since students from EU Member States who are mobile in Europe do not have a specific visa status – for official purposes, they are largely treated like nationals. Any inhabitant of the EU is entitled to unlimited residence in any of the Member States. Although in Europe, students coming from other EU countries must register with the authorities after having lived for a certain period abroad, this *residence status* does not allow one to determine if a student is a permanent resident or is to leave the country again. The *non-permanent resident status* criterion will therefore not be discussed in this study as an option for improving the European data collection on student mobility.

The additional statistical criteria for which information is collected outside Europe are not new to this study: Canada, for example, records where a student obtained the entry qualification for higher education and Australian data refer to the country of permanent home residence of a student. In addition, Australia records the year of arrival of a student in the country. The latter data give largely similar information as data on the country of domicile of a student in the year prior to entering the tertiary education system in a EU Member State which the European Parliament proposed to collect.

Student mobility data collections outside Europe cannot contribute new information to the discussion on the improvement of the collection of student mobility data in Europe.

Overall, therefore the following discussion of different criteria for the identification of mobile students will remain limited to four types of statistical variables. Foreign citizenship as the traditional criterion to record student mobility in Europe will be compared to the two criteria for which data is already available in some EU Member States and also to the criterion proposed by the European Parliament to be considered in this study. In the following overview, options C and E are listed for the sake of completeness only.

Whereas the criterion *foreign citizenship* categorically excludes students with home nationality from the mobile student population, all other criteria may either be used to distinguish mobile students with foreign citizenship from permanently resident students with foreign citizenship or to identify mobile students irrespective of nationality.

Alternative criteria for the recording of incoming students

- X Foreign citizenship
- A Foreign country of permanent residence**
- B Foreign country of prior education**
- (C Participation in a mobility programme)
- D Foreign country of domicile in the year prior to entering the tertiary education system of a country**
- (E Non-permanent residence status in the country of study)

The starting point of the discussion of the four criteria of interest will be the most general definition of a mobile student, namely that he or she came to a particular country to study there (study-related mobility). Under such a basic assumption, the distinctive feature of a mobile student is that he or she moved from country X to country Y shortly before enrolling at a higher education institution in country Y. In the absence of specific or similar visa regulations, this can only be examined by recording the *spatial before* of enrolment. This is taken into account differently by each of the mobility criteria under discussion:

- *Foreign citizenship (without any additional qualification)*
This criterion assumes that people permanently live in the country of which they are citizens. It is presumed that students who live outside the country of which they hold the citizenship do so only temporarily and, as a rule, will return to their country of origin. Thus, the *foreign citizenship* criterion not only refers to the *spatial before* of inward mobility, but also presupposes that it equals the *spatial after* (or that a (former) student stays in the host country under legal and social conditions clearly distinct from the home citizens). Since these assumptions are losing relevance because of changing social contexts, foreign citizenship (without any additional qualification) should only be referred to as an indicator for cultural difference in future European mobility statistics.
- *Foreign country of permanent residence*
Assuming that a mobile student has a *foreign country of permanent residence* does also build on the idea that every person can be related to a particular country. Although passport is not seen as decisive any more for the relation between a person and a specific country, it is assumed that students who come from abroad will eventually go back to the country from which they came. With the free circulation of EU citizens and the promotion of the European Higher Education Area, however, more and more students will combine study periods in different countries and not necessarily go back to their *home country* after having attended tertiary education abroad. Thus, the *foreign country of permanent residence* criterion represents a relatively traditional concept of student mobility.
- *Foreign country of prior education*
The focus of this criterion is on the educational origin of a student. It does not necessarily have to be identical to the country where a student lived immediately before enrolling in tertiary education in a EU Member State. When this criterion is applied, it is left open where students will live after completing a study period or study programme in the host

country; it is no longer assumed that they will go back to their country of origin. Although this criterion denotes a rather modern concept of student mobility, using *foreign country of prior education* as an indicator for student mobility has certain drawbacks with regard to precision.

- First, a student who is to be regarded as mobile under this definition may come to a country to study and concomitantly live there, becoming a permanent resident or a citizen there before enrolling. *Stricto sensu*, such cases could be termed *student migration* (migration = moving from one country to another to live there permanently).
- Second, the time span between coming to a given country and enrolling in higher education there may be relatively long, so that it is possible that a student originally came to the country of current study not specifically to enrol for tertiary education there.
- Third, a further imprecision of data generated by means of the *foreign country of prior education* criterion can derive from the fact that young people from given countries must complete their secondary education in the country where they want to study before being admitted to enrol there. These students were educated in their country of study immediately prior to enrolment, although they are genuine mobile students.
- *Foreign country of domicile in the year (or more precise: twelve months) prior to entering the tertiary education system of a country*

This criterion identifies study-related mobility by focusing on a close correspondence between the time of enrolment in higher education and the change of the country of residence of a student. Whereas the intention behind a young person's enrolment in higher education can hardly be recorded in the context of a statistical data collection, a correspondence in time, however, can denote a linkage between cross-frontier mobility and study purposes. An important disadvantage of this criterion, however, is that in certain cases a distinction between outward mobility and inward mobility becomes impossible. Above all, students who return to their country of normal residence after having spent a short study period (under one year duration) abroad might be recorded as inward mobile students in that country if this criterion were to be applied.

As the main result of this analysis, a certain proximity between the first two and the last two criteria discussed can be established: *Foreign citizenship* and *foreign country of permanent domicile* are similar in that they refer not only to the *spatial before* of the enrolment of a student, but also imply a *spatial after*. The *foreign country of prior education* and the *foreign country of domicile in the year prior to entering the tertiary education system of a country*, in contrast, refer only to the *spatial before* of students. Consequently, mobile student totals captured for statistics when the two latter criteria are applied will be greater than when the more restrictive criterion of *foreign country of permanent domicile* is used.

The general idea of student mobility which lies behind the criterion *foreign country of permanent domicile* corresponds to that behind the criterion *foreign citizenship*. These two criteria are more restrictive than the *foreign country of prior education* and the *foreign country of domicile in the year prior to entering the tertiary education system of a country*. The latter two criteria represent a forward-looking concept of student mobility which takes account of the fact that student movements between countries are becoming ever more flexible.

9. Recommendations in View of an Improvement of European Mobility Statistics

The SSME study started from the observation that there is an acute need to improve the European data base on student mobility. Data on student mobility can be gathered in a consistent way only if internationally coordinated efforts are made to collect the data according to identical criteria and definitions. This is not merely desirable, as in the case of other educational statistics, but indispensable, because the number of outgoing students from a single country is calculated by accumulating the incoming students originating from that country in all other countries. All countries should agree to include one identical variable for student mobility. This would require many countries to introduce this variable anew into the student registration forms of the institutions of higher education and some countries to modify their previous measure. Only few countries could keep their prevailing practice of data collection.

As a result of the study, recommendations in relation to the following three aspects of European mobility statistics will be made:

- Definitions and criteria;
- Consistency and completeness of official data collection;
- Generation of supplementary information by means of regular surveys.

Definitions and Criteria

Recommendation 1:

The introduction of one additional variable – preferably identical in all European countries – is recommended for the official European data collection on student mobility.

Two variables are the best options:

*country of prior education or
country of domicile in the year (or more precise: twelve months) prior to entering the tertiary education system of a country.*

The focus of the SSME study was the diminishing value of official European data on citizenship as an indicator for student mobility. Due to changing social contexts, *foreign citizenship* cannot any more capture precisely the movement of students from one country to another before enrolling for tertiary education. According to the findings of the SSME study, this situation can be improved by only slightly supplementing statistical data collections in EU Member States.

The study identified three criteria as being worth considering for the improved measurement of cross-border movement of students:

- Foreign country of permanent residence;
- Foreign country of prior education;
- Foreign country of domicile in the year (or more precise: twelve months) prior to entering the tertiary education system of a country.

A systematic process of decision-making about the new statistical criterion to be used to improve European mobility statistics encompasses three, interrelated levels of discussion:

- First, the current socio-political concept of student mobility needs to be clarified. The corresponding question is: Why is student mobility a topic of interest, and why will it be important in the near future?
- Second, the definition of student mobility which results from a particular socio-political concept must be identified: What are the distinctive characteristics of mobile students?
- Third, the adequate criterion to measure student mobility can be decided on: Which of the envisageable statistical variables is adequate to make a distinction between mobile and non-mobile students?

In addition, decision-making may also be influenced by practical considerations as, above all, the interest in making use of as much already available statistical information as possible. Also, the feasibility of data collection and the precision of data obtained when using a statistical variable may be important for decision-making.

The previous chapter discussed the specific merits of each of the three criteria enumerated above from a theoretical point of view. At a time when lifelong mobility of European citizens is promoted, the two criteria *foreign country of prior education* and *foreign country of domicile in the year (or twelve months) prior to entering the tertiary education system of a country* are seen as most adequate to improve the European data collection on student mobility. They identify student mobility by the mere fact that a student came from abroad before his or her enrolment in tertiary education in the host country.

On the contrary, the *foreign country of permanent residence* criterion is considered as representing a relatively restricted concept of student mobility because it supposes that incoming students plan to permanently live in a given country (normally the country where they came from). Therefore, it is seen as not forward-looking enough to be considered for a permanent improvement of European student mobility statistics.

Statistical variables which correspond to the *prior education* criterion are already used by four EU authorities (Austria, Belgium – French Community, France, and Germany) for data collection on student mobility. The *foreign country of domicile in the year (or twelve months) prior to entering the tertiary education system of a country* criterion, however, is not yet applied in practice. Therefore, no empirical evidence is available about the comparability of data obtained by using the two recommended criteria. Theoretically, it can, however, be expected that data comparability is good.

Recommendation 2:

A newly introduced criterion to identify incoming students should be applied to all students irrespective of nationality so that those mobile students who have home citizenship can be statistically recorded.

It is further recommended that students with home nationality be considered potentially mobile students. For the purpose of statistically recording student mobility, those students who lived and/or were in school abroad and subsequently took up study in the country which they are a citizen of, should be treated in the same way as incoming students with foreign citizenship.

Recommendation 3:

Student mobility should be measured by a combination of the newly introduced variable(s) named above and the citizenship of students. Breaking down totals each of incoming students and resident students by foreign versus home citizenship provides basic information on cultural difference among the student population in a given country.

The cultural difference among students in the EU Member States could be determined by breaking down the totals of incoming students and of resident students by foreign versus home citizenship, as demonstrated in the basic template used for the SSME data request.

To further refine the basic information on student mobility in Europe, changes of citizenship could be recorded which might have occurred prior to enrolment of students in their host country. Moreover, it would be fruitful to have information available on multiple mobility of students (successive study periods abroad in different countries). However, since there might still be only few students who spend study periods in different countries, it is considered to be sufficient to record multiple mobility by means of large-scale surveys outside official data collection.

Consistency and Completeness of Official Data Collection

Recommendation 4:

European mobility statistics should include all those students – irrespective of formal enrolment status – who study abroad for a certain minimum of time. For the purpose of official European data collection, one term/semester is considered an adequate minimum duration of study periods abroad.

One term/semester is also the minimum duration of Erasmus student mobility and corresponds to approximately three months of minimum stay abroad. Only in some cases may it mean not more than 10 or 11 weeks of stay at a foreign institution of higher education. Participation in summer schools and short summer courses should not be regarded as part of student mobility. In contrast, students without a regular enrolment status (e.g. guest students) should be included into the group of mobile students if the minimum duration of study abroad applies.

Recommendation 5:

Not only higher education programmes should be taken into account for the official European data collection on student mobility, but all tertiary education programmes in a country should be included.

The completeness of data on mobile students in the European Member States would be significantly improved, if data were made available for all tertiary education and not – as it is currently the case for some countries – only for higher education according to country-specific definitions. In Germany, for example, about one quarter of tertiary education is currently excluded from data collection on foreign students. Since it can be assumed that student mobility is very low in the programmes excluded from data collection, integrating them would have a significant effect on the overall proportion of mobile students.

The SSME survey on data availability in the EU Member States showed that there exists a number of further aspects of incompleteness of national data collections. For example, currently not all temporarily mobile students are registered at their host institutions abroad. Fur-

thermore, registration practices of individual institutions vary in detail although there often exist standardized rules at the national level. The comparability of official European mobility data could be improved significantly if the completeness of national data collections was improved.

Generation of Supplementary Information by Means of Regular Surveys

Recommendation 6:

Certain important aspects of student mobility cannot be established reliably by means of enrolment data. In order to improve European mobility statistics, it is therefore recommended to introduce joint European student surveys in addition to the collection of enrolment data.

Important aspects of student mobility which should be covered by large-scale surveys are the duration of study abroad, the intention of students to obtain a degree in their host country and the support of mobility by specific programmes.

Large-scale European student surveys should be introduced which are directed to students at approximately the time of graduation. Such student surveys should refer to at least partially identical aspects in each of the EU Member States.

For example, the information on the duration of study abroad and on the intention to obtain a degree in their host country which students can provide at the time of their enrolment there has only limited value because the tertiary education systems in Europe normally allow their students to change their respective plans. Hence, how long students stay in their host country and if they take a degree there can best be examined retrospectively, i.e. at the time of graduation.

Also, those incoming students who receive programme support should be identified by means of surveys. The key conclusion which one would like to draw from information on how many mobile students are supported under specific programmes is how many of them participate in organised mobility. Information on this aspect of mobility cannot be obtained from official enrolment questionnaires because of operational problems, i.e. it could not easily be determined which programmes would have to be included and which not.

Finally, changes of citizenship during the life-course and multiple mobility could be addressed by means of surveys if they are not taken up in the official statistics.

In discussions among the project team, students' mobility paths during the course of study were considered a further type of information which is especially suitable for data collection by means of large-scale surveys. Regular surveys would offer an opportunity to obtain information on additional aspects according to specific political interests, for example questions on the financing of study, the socio-biographic origin of students, as well as on the impact of study conditions on student mobility.

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Annex

**Improved Data Sets on Student Mobility
for Three Countries which have Information Available
According to All Data Classifications Requested:**

**Flemish Community of Belgium,
Germany (two data sets),
Spain**

Each data set comprises the following three tables
for the **academic year 1999/2000**:

Table 1	Table 2	Table 3	
Mobile students with foreign/home citizenship...			
...total and by ISCED-level/type of education	...by foreign country of permanent residence/ of prior education	...by foreign country of citizenship	...by field of study

Coding of missing data:

a: category not applicable

x: data included in other categories

m: data not available

Belgium - NI, Table 1:

*Mobility and citizenship of tertiary students (ISCED 5 and 6),
total numbers and by ISCED-level/type of education*

Level / type of educa- tion	Mobile tertiary students *			Non-mobile tertiary students			(1a) + (2a)	(1b) + (2b)	(1) + (2)
	(1) Total	(1a) Foreign citizenship	(1b) Home citizenship	(2) Total	(2a) Foreign citizenship	(2b) Home citizenship	Tertiary students with foreign citizenship	Tertiary stu- dents with home citizenship	All tertiary students
ISCED 5/6	3 654	3 456	198	165 808	3 353	162 455	6 809	162 653	169 462
ISCED 5	3 321	3 131	190	163 803	2 966	160 837	6 097	161 027	167 124
ISCED 5A	3 080	2 937	143	90 151	2 129	88 022	5 066	88 165	93 231
ISCED 5B	241	194	47	73 652	837	72 815	1 031	72 862	73 893
ISCED 6	333	325	8	2 005	387	1 618	712	1 626	2 338

* Students with permanent residence abroad

Belgium – NI, table 2:

**Mobility and citizenship of tertiary students (ISCED 5 and 6),
by foreign country of permanent residence and by foreign country of citizenship**

Foreign country ...	Mobile tertiary students			Tertiary students with foreign citizenship		
	Total	Foreign citizenship	Home citizenship	Total	Mobile tertiary students	Permanently resident tertiary students
	... of permanent residence			...of citizenship		
Total: All countries	3 654	3 456	198	6 809	3 456	3 353
Total: Europe	2 336	2 149	187	3 916	2 134	1 782
Albania	12	12	0	22	13	9
Andorra	0	0	0	0	0	0
Austria	4	4	0	17	4	13
Belarus	3	3	0	6	4	2
Belgium	a					
Bosnia and Herzegovina	0	0	0	13	0	13
Bulgaria	34	34	0	63	33	30
Croatia	3	3	0	12	3	9
Czech Republic	1	1	0	16	4	12
Denmark	2	2	0	11	2	9
Estonia	2	2	0	3	2	1
Finland	10	10	0	24	10	14
France	96	78	18	133	66	67
Germany	120	90	30	215	86	129
Greece	64	63	1	126	65	61
Holy See	36	36	0	0	0	0
Hungary	5	5	0	63	36	27
Iceland	6	5	1	8	5	3
Ireland	59	58	1	16	5	11
Italy	2	2	0	182	61	121
Latvia	0	0	0	4	2	2
Liechtenstein	0	0	0	0	0	0
Lithuania	10	10	0	12	9	3
Luxembourg	39	10	29	6	4	2
Macedonia	1	1	0	5	1	4
Malta	0	0	0	0	0	0
Moldova	0	0	0	2	0	2
Monaco	0	0	0	0	0	0
Netherlands	1 586	1 490	96	2 334	1 480	854
Norway	12	11	1	11	9	2
Poland	42	41	1	111	41	70
Portugal	16	15	1	43	17	26
Romania	28	27	1	71	31	40

Foreign country ...	Mobile tertiary students			Tertiary students with foreign citizenship		
	Total	Foreign citizenship	Home citizenship	Total	Mobile tertiary students	Permanently resident tertiary students
	... of permanent residence			... of citizenship		
Russian Federation	19	19	0	70	19	51
San Marino	0	0	0	0	0	0
Slovakia	9	9	0	19	9	10
Slovenia	4	4	0	7	5	2
Spain	49	46	3	129	49	80
Sweden	10	10	0	20	13	7
Switzerland	9	7	2	10	4	6
Ukraine	13	13	0	32	13	19
United Kingdom	21	19	2	67	23	44
Yugoslavia	6	6	0	33	6	27
Europe not specified	3	3	0	0	0	0
Total: Africa	397	392	5	1 091	397	694
Algeria	7	5	2	27	4	23
Angola	1	1	0	2	1	1
Benin	2	2	0	4	3	1
Botswana	2	2	0	2	2	0
Burkina Faso	0	0	0	0	0	0
Burundi	11	11	0	23	12	11
Cameroon	22	22	0	61	23	38
Cape Verde	1	1	0	2	1	1
Central African Republic	0	0	0	0	0	0
Chad	1	1	0	1	1	0
Comoros	0	0	0	0	0	0
Congo	3	3	0	30	12	18
Côte d'Ivoire	4	4	0	6	4	2
Congo	19	19	0	57	10	47
Djibouti	0	0	0	0	0	0
Egypt	25	25	0	40	25	15
Equatorial Guinea	0	0	0	0	0	0
Eritrea	3	3	0	3	3	0
Ethiopia	46	46	0	69	47	22
Gabon	0	0	0	0	0	0
Gambia	1	1	0	2	1	1
Ghana	12	12	0	23	12	11
Guinea	0	0	0	0	0	0
Guinea-Bissau	0	0	0	0	0	0
Kenya	44	43	1	64	43	21
Lesotho	0	0	0	0	0	0

Belgium - NI, Table 2

Foreign country ...	Mobile tertiary students			Tertiary students with foreign citizenship		
	Total	Foreign citizenship	Home citizenship	Total	Mobile tertiary students	Permanently resident tertiary students
	... of permanent residence			... of citizenship		
Liberia	0	0	0	0	0	0
Libyan Arab Jamahiriya	2	2	0	5	3	2
Madagascar	1	0	1	0	0	0
Malawi	1	1	0	3	1	2
Mali	1	1	0	1	1	0
Mauritania	0	0	0	0	0	0
Mauritius	0	0	0	0	0	0
Morocco	32	32	0	404	33	371
Mozambique	0	0	0	0	0	0
Namibia	1	1	0	0	0	0
Niger	0	0	0	2	0	2
Nigeria	71	71	0	115	74	41
Rwanda	3	3	0	13	3	10
Sao Tome and Principe	0	0	0	0	0	0
Senegal	2	2	0	4	1	3
Seychelles	0	0	0	0	0	0
Sierra Leone	1	1	0	1	1	0
Somalia	0	0	0	0	0	0
South Africa	17	16	1	30	15	15
Sudan	3	3	0	12	5	7
Swaziland	0	0	0	1	0	1
Togo	1	1	0	4	1	3
Tunisia	5	5	0	10	4	6
Uganda	11	11	0	15	11	4
United Republic of Tanzania	27	27	0	35	27	8
Zambia	10	10	0	14	9	5
Zimbabwe	4	4	0	6	4	2
Africa not specified	0	0	0	0	0	0
Total: North America	179	175	4	244	167	77
Antigua and Barbuda	0	0	0	0	0	0
Aruba	0	0	0	0	0	0
Bahamas	0	0	0	0	0	0
Barbados	0	0	0	0	0	0
Belize	0	0	0	0	0	0
Bermuda	0	0	0	0	0	0
British Virgin Islands	0	0	0	0	0	0
Canada	31	31	0	32	23	9
Costa Rica	2	2	0	4	2	2
Cuba	13	13	0	24	13	11

Foreign country ...	Mobile tertiary students			Tertiary students with foreign citizenship		
	Total	Foreign citizenship	Home citizenship	Total	Mobile tertiary students	Permanently resident tertiary students
	... of permanent residence			... of citizenship		
Dominica	0	0	0	0	0	0
Dominican Republic	0	0	0	0	0	0
El Salvador	0	0	0	1	0	1
Grenada	0	0	0	0	0	0
Guatemala	0	0	0	0	0	0
Haiti	0	0	0	0	0	1
Honduras	0	0	0	0	0	0
Jamaica	0	0	0	2	0	2
Mexico	19	19	0	35	26	9
Netherlands Antilles	0	0	0	1	1	0
Nicaragua	0	0	0	1	0	1
Panama	2	2	0	4	2	2
St. Kitts and Nevis	0	0	0	0	0	0
St. Lucia	0	0	0	0	0	0
St. Vincent and the Grenadines	0	0	0	0	0	0
Trinidad and Tobago	0	0	0	1	0	1
Turks and Caicos Islands	0	0	0	0	0	0
United States of America	112	108	4	138	100	38
North America not specified	0	0	0	0	0	0
Total: South America	65	65	0	362	72	72
Argentina	2	2	0	26	5	5
Bolivia	8	8	0	14	8	2
Brazil	13	13	0	87	13	15
Chile	10	10	0	24	11	10
Colombia	10	10	0	74	12	12
Ecuador	11	11	0	19	11	6
Guyana	0	0	0	0	0	0
Paraguay	1	1	0	1	1	1
Peru	2	2	0	81	2	5
Suriname	4	4	0	0	5	11
Uruguay	1	1	0	6	1	0
Venezuela	3	3	0	30	3	4
South America not specified	0	0	0	0	0	1
Total: Asia	670	668	2	1 362	679	683
Afghanistan	0	0	0	0	0	0
Armenia	0	0	0	5	0	5
Azerbaijan	1	1	0	1	1	0

Belgium - NI, Table 2

Foreign country ...	Mobile tertiary students			Tertiary students with foreign citizenship		
	Total	Foreign citizenship	Home citizenship	Total	Mobile tertiary students	Permanently resident tertiary students
	... of permanent residence			... of citizenship		
Bahrain	0	0	0	0	0	0
Bangladesh	23	23	0	59	24	35
Bhutan	0	0	0	0	0	0
Brunei Darussalam	0	0	0	0	0	0
Cambodia	0	0	0	1	0	1
China	271	271	0	493	263	230
Cyprus	4	4	0	3	3	0
Georgia	2	2	0	7	3	4
Hong Kong	8	8	0	0	0	0
India	84	84	0	102	83	19
Indonesia	45	45	0	71	45	26
Iran	11	11	0	49	14	35
Iraq	2	2	0	11	3	8
Israel	14	14	0	23	11	12
Japan	29	29	0	87	30	57
Jordan	3	3	0	10	7	3
Kazakstan	2	2	0	2	2	0
Republic of Korea	16	16	0	23	16	7
Korea	1	1	0	4	2	2
Kuwait	0	0	0	0	0	0
Kyrgyzstan	0	0	0	0	0	0
Lao	0	0	0	0	0	0
Lebanon	2	2	0	6	2	4
Macau	0	0	0	0	0	0
Malaysia	4	4	0	8	5	3
Maldives	1	1	0	1	1	0
Mongolia	1	1	0	1	1	0
Myanmar	0	0	0	0	0	0
Nepal	9	9	0	16	9	7
Oman	0	0	0	0	0	0
Pakistan	4	4	0	11	5	6
Palestine	5	5	0	12	5	7
Philippines	36	36	0	48	37	11
Qatar	0	0	0	0	0	0
Saudi Arabia	1	1	0	0	0	0
Singapore	2	2	0	2	1	1
Sri Lanka	3	3	0	6	4	2
Syrian Arab Republic	3	3	0	13	3	10
Tajikistan	0	0	0	0	0	0

Foreign country ...	Mobile tertiary students			Tertiary students with foreign citizenship		
	Total	Foreign citizenship	Home citizenship	Total	Mobile tertiary students	Permanently resident tertiary students
	... of permanent residence			... of citizenship		
Thailand	9	9	0	19	9	10
Turkey	14	14	0	163	15	148
Turkmenistan	0	0	0	0	0	0
United Arab Emirates	1	0	1	2	0	2
Uzbekistan	0	0	0	2	0	2
Viet Nam	56	55	1	76	55	21
Yemen	0	0	0	0	0	0
Asia not specified	3	3	0	25	20	5
Total: Oceania	7	7	0	12	7	5
Australia	7	7	0	11	7	4
Cook Islands	0	0	0	0	0	0
Fiji	0	0	0	0	0	0
Kiribati	0	0	0	0	0	0
New Zealand	0	0	0	1	0	1
Niue	0	0	0	0	0	0
Pacific Islands	0	0	0	0	0	0
Papua New Guinea	0	0	0	0	0	0
Samoa	0	0	0	0	0	0
Solomon Islands	0	0	0	0	0	0
Tonga	0	0	0	0	0	0
Oceania not specified	0	0	0	0	0	0
Not specified	0	0	0	40	0	40

Belgium - NI, Table 3:**Mobility and citizenship of tertiary students (ISCED 5 and 6), by field of study***(according to EUROSTAT's Fields of Education and Training Manual)*

Field of study	Mobile tertiary students			Non-mobile tertiary students			(1a) + (2a)	(1b) + (2b)	(1) + (2)
	(1) Total	(1a) Foreign citizen-ship	(1b) Home citizen- ship	(2) Total	(2a) Foreign citizen- ship	(2b) Home citizen- ship	Tertiary students with for- eign citi- zenship	Tertiary students with home citizenship	All tertiary students
ALL FIELDS	3 654	3 456	198	165 808	3 353	162 455	6 809	162 653	169 462
Education	42	28	14	20 110	139	19 971	167	19 989	20 152
Teacher training	17	5	12	18 488	101	18 387	106	18 399	18 505
Education science	25	23	2	1 622	38	1 584	61	1 586	1 647
Humanities and arts	746	706	40	22 099	675	21 424	1 381	21 464	22 845
Arts	216	193	23	8 455	346	8 109	539	8 132	8 671
Humanities	530	513	17	13 644	329	13 315	842	13 332	14.174
Social science, business and law	542	488	54	53 238	1 018	52 220	1 506	52 274	53 780
Social and behavioural science	119	108	11	8 032	144	7 888	252	7 899	8 151
Journalism and information	5	4	1	1 847	27	1 820	31	1 821	1 852
Business and administration	271	242	29	33 662	707	32 955	949	32 984	33 933
Law	147	134	13	9 697	140	9 557	274	9 570	9 844
Science	512	495	17	15 020	619	14 401	1 114	14 418	15 532
Life science	269	262	7	5 183	254	4 929	516	4 936	5.452
Physical sciences	125	121	4	2 634	163	2 471	284	2 475	2.759
Mathematics and statistics	16	16	0	711	25	686	41	686	727
Computing	102	96	6	6 492	177	6 315	273	6 321	6.594

Field of study	Mobile tertiary students			Non-mobile tertiary students			(1a) + (2a)	(1b) + (2b)	(1) + (2)
	(1) Total	(1a) Foreign citizen- ship	(1b) Home citizen- ship	(2) Total	(2a) Foreign citizen- ship	(2b) Home citizen- ship	Tertiary students with foreign citizenship	Tertiary students with home citizenship	All tertiary students
Engineering, manufacturing and construction	416	383	33	23 776	310	23 466	693	23 499	24 192
Engineering and engineering trades	259	238	21	17 764	244	17 520	482	17 541	18.023
Manufacturing and processing	51	51	0	366	5	361	56	361	417
Architecture and building	106	94	12	5 646	61	5 585	155	5 597	5.752
Agriculture	384	381	3	2 078	40	2 038	421	2 041	2 462
Agriculture, forestry and fishery	33	32	1	888	8	880	40	881	921
Veterinary	351	349	2	1 190	32	1 158	381	1 160	1 541
Health and welfare	959	922	37	28 450	529	27 921	1 451	27 958	29 409
Health	938	905	33	20 441	448	19 993	1 353	20 026	21.379
Social services	21	17	4	8 009	81	7 928	98	7 932	8.030
Services	53	53	0	1 037	23	1 014	76	1 014	1 090
Personal services	11	11	0	137	0	137	11	137	148
Transport services	22	22	0	142	6	136	28	136	164
Environmental protection	19	19	0	684	15	669	34	669	703
Security services	1	1	0	74	2	72	3	72	75
Not known or unspecified	0	a	a	0	a	a			0

Germany - type A data, Table 1:

**Mobility and citizenship of tertiary students (ISCED 5A),
total numbers and by ISCED-level/type of education**

Level / type of education	Mobile tertiary students *			Non-mobile tertiary students			(1a) + (2a)	(1b) + (2b)	(1) + (2)
	(1) Total	(1a) Foreign citizenship	(1b) Home citizenship	(2) Total	(2a) Foreign citizenship	(2b) Home citizenship	Tertiary students with foreign citizenship	Tertiary students with home citizenship	All tertiary students
ISCED 5/6	m	m	m	m	m	m	m	m	m
ISCED 5	m	m	m	m	m	m	187 033	1 867 805	2 054838
ISCED 5A	87 022	79 286	7 736	1 655 212	95 785	1 559 427	175 071	1 567 163	1 742 234
ISCED 5B	m	m	m	m	m	m	11 962	300 642	312 604
ISCED 6	m	m	m	m	m	m	m	m	m

* Students who have their home residence (Heimatwohnsitz) abroad

Data on non-mobile students include 2 977 students (75 foreigners and 2 902 Germans) in university education (ISCED 5A) for whom detailed information was not submitted by their respective universities. In addition, data on non-mobile students include 52 648 students (5 225 foreigners, 47 423 Germans) in university education (ISCED 5A) for whom the country of home residence is unknown.

Germany – type A data, Table 2:
Mobility and citizenship of tertiary students (ISCED 5A),
by foreign country of home residence and by foreign country of citizenship

Foreign country ...	Mobile tertiary students			Tertiary students with foreign citizenship		
	Total	Foreign citizenship	Home citizenship	Total	Mobile tertiary students	Permanently resident tertiary students
...	... of permanent residence			...of citizenship		
Total: All countries	87 022	79 286	7 736	175 071	79 286	95 785
Total: Europe	46 860	41 981	4 879	86 292	42 130	44 162
Albania	168	167	1	334	172	162
Andorra	1	1	0	5	1	4
Austria	3 304	3 032	272	6 105	3 217	2 888
Belarus	354	348	6	564	345	219
Belgium	1 205	647	558	925	599	326
Bosnia and Herzegovina	415	408	7	1 641	453	1 188
Bulgaria	2 240	2 215	25	3 307	2 223	1 084
Croatia	564	551	13	4 372	608	3 764
Czech Republic	897	846	51	1 292	847	445
Denmark	356	315	41	607	323	284
Estonia	215	210	5	346	204	142
Finland	687	641	46	1 099	652	447
France	4 635	4 008	627	6 203	4 007	2 196
Germany	a	a	a	a	a	a
Greece	2 430	2 254	176	7 704	2 278	5 426
Holy See	7	7	0	9	4	5
Hungary	1 758	1 687	71	2 568	1 704	864
Iceland	142	138	4	204	139	65
Ireland	338	321	17	573	329	244
Italy	2 879	2 662	217	6 542	2 721	3 821
Latvia	352	344	8	514	336	178
Liechtenstein	13	9	4	18	12	6
Lithuania	436	430	6	710	433	277
Luxembourg	1 482	1 312	170	1 463	1 235	228
Macedonia	125	122	3	474	131	343
Malta	23	20	3	46	10	36
Moldova	123	120	3	233	121	112
Monaco	3	1	2	3	1	2
Netherlands	960	640	320	1 926	654	1 272
Norway	730	704	26	924	704	220
Poland	5 857	5 075	782	8 177	5 098	3 079
Portugal	380	320	60	1 464	335	1 129
Romania	1 044	910	134	1 788	925	863

Germany - type A data, Table 2

Foreign country ...	Mobile tertiary students			Tertiary students with foreign citizenship		
	Total	Foreign citizenship	Home citizenship	Total	Mobile tertiary students	Permanently resident tertiary students
	... of permanent residence			... of citizenship		
Russian Federation	3 380	3 162	218	5 945	3 153	2 792
San Marino	2	1	1	2	0	2
Slovakia	467	462	5	773	475	298
Slovenia	121	116	5	482	117	365
Spain	3 039	2 775	264	5 344	2 727	2 617
Sweden	668	612	56	882	523	359
Switzerland	1 653	1 190	463	1 772	1 111	661
Ukraine	1 394	1 372	22	2 835	1 377	1 458
United Kingdom	1 244	1 105	139	2 474	1 148	1 326
Yugoslavia	769	721	48	3 632	677	2 955
Europe not specified	0	0	0	11	1	10
Total: Africa	9 372	9 076	296	17 696	9 141	8 555
Algeria	204	194	10	359	198	161
Angola	86	85	1	125	84	41
Benin	74	73	1	145	80	65
Botswana	9	9	0	13	9	4
Burkina Faso	44	43	1	83	45	38
Burundi	15	13	2	35	14	21
Cameroon	1 959	1 946	13	3 628	1 960	1 668
Cape Verde	9	9	0	25	10	15
Central African Republic	2	1	1	6	1	5
Chad	23	23	0	47	21	26
Comoros	1	1	0	4	1	3
Congo	63	62	1	109	61	48
Côte d'Ivoire	103	102	1	253	104	149
Congo	129	126	3	239	130	109
Djibouti	0	0	0	2	0	2
Egypt	737	710	27	1 126	705	421
Equatorial Guinea	0	0	0	0	0	0
Eritrea	28	19	9	110	19	91
Ethiopia	304	293	11	639	299	340
Gabon	49	49	0	114	49	65
Gambia	7	6	1	13	6	7
Ghana	181	178	3	353	185	168
Guinea	73	70	3	157	71	86
Guinea-Bissau	7	7	0	9	5	4
Kenya	123	114	9	193	112	81
Lesotho	3	2	1	2	2	0

Foreign country ...	Mobile tertiary students			Tertiary students with foreign citizenship		
	Total	Foreign citizenship	Home citizenship	Total	Mobile tertiary students	Permanently resident tertiary students
	... of permanent residence			...of citizenship		
Liberia	11	10	1	11	4	7
Libyan Arab Jamahiriya	113	111	2	175	109	66
Madagascar	74	73	1	128	73	55
Malawi	9	8	1	12	9	3
Mali	52	51	1	88	54	34
Mauritania	44	44	0	79	39	40
Mauritius	8	8	0	16	8	8
Morocco	2 746	2 682	64	5 699	2 710	2 989
Mozambique	30	28	2	49	27	22
Namibia	27	15	12	31	14	17
Niger	9	9	0	16	12	4
Nigeria	377	368	9	664	369	295
Rwanda	56	53	3	107	54	53
Sao Tome and Principe	3	3	0	1	1	0
Senegal	131	131	0	237	129	108
Seychelles	2	2	0	3	3	0
Sierra Leone	40	39	1	69	41	28
Somalia	14	13	1	30	13	17
South Africa	120	61	59	126	58	68
Sudan	294	293	1	602	307	295
Swaziland	5	4	1	3	3	0
Togo	167	166	1	361	169	192
Tunisia	612	590	22	1 074	589	485
Uganda	70	69	1	124	71	53
United Republic of Tanzania	59	51	8	78	49	29
Zambia	23	20	3	44	17	27
Zimbabwe	32	30	2	69	32	37
Africa not specified	11	9	2	11	6	5
Total: North America	3 254	2 916	338	4 969	2 847	2 122
Antigua and Barbuda	0	0	0	1	0	1
Aruba	0	0	0	0	0	0
Bahamas	4	1	3	1	0	1
Barbados	4	4	0	5	4	1
Belize	34	34	0	24	9	15
Bermuda	0	0	0	0	0	0
British Virgin Islands	0	0	0	1	1	0
Canada	274	236	38	419	228	191
Costa Rica	65	59	6	118	60	58
Cuba	89	68	21	105	66	39

Germany - type A data, Table 2

Foreign country ...	Mobile tertiary students			Tertiary students with foreign citizenship		
	Total	Foreign citizenship	Home citizenship	Total	Mobile tertiary students	Permanently resident tertiary students
	... of permanent residence			... of citizenship		
Dominica	0	0	0	12	0	12
Dominican Republic	15	13	2	19	12	7
El Salvador	46	41	5	69	39	30
Grenada	1	1	0	1	1	0
Guatemala	21	18	3	40	18	22
Haiti	11	11	0	24	12	12
Honduras	16	15	1	21	14	7
Jamaica	4	3	1	7	3	4
Mexico	298	258	40	417	262	155
Netherlands Antilles	0	0	0	0	0	0
Nicaragua	42	41	1	61	40	21
Panama	24	21	3	26	19	7
St. Kitts and Nevis	3	3	0	0	0	0
St. Lucia	2	2	0	1	0	1
St. Vincent and the Grenadines	0	0	0	0	0	0
Trinidad and Tobago	16	15	1	15	8	7
Turks and Caicos Islands	0	0	0	0	0	0
United States of America	2 277	2 068	209	3 574	2 047	1 527
North America not specified	8	4	4	8	4	4
Total: South America	2 484	2 262	222	4 153	2 240	1 913
Argentina	268	248	20	389	226	163
Bolivia	100	88	12	186	93	93
Brazil	832	758	74	1 325	748	577
Chile	270	244	26	472	241	231
Colombia	276	261	15	497	263	234
Ecuador	129	111	18	206	112	94
Guyana	2	1	1	4	1	3
Paraguay	27	21	6	36	18	18
Peru	400	369	31	756	380	376
Suriname	1	1	0	2	0	2
Uruguay	33	27	6	41	19	22
Venezuela	146	133	13	239	139	100
South America not specified	0	0	0	0	0	0
Total: Asia	23 144	22 266	878	60 094	22 381	37 713
Afghanistan	135	114	21	592	116	476
Armenia	130	130	0	219	131	88
Azerbaijan	68	66	2	129	68	61
Bahrain	3	3	0	5	2	3

Foreign country ...	Mobile tertiary students			Tertiary students with foreign citizenship		
	Total	Foreign citizenship	Home citizenship	Total	Mobile tertiary students	Permanently resident tertiary students
	... of permanent residence			...of citizenship		
Bangladesh	72	68	4	133	73	60
Bhutan	1	1	0	2	1	1
Brunei Darussalam	0	0	0	1	0	1
Cambodia	73	66	7	42	23	19
China	4 089	4 049	40	6 526	4 124	2 402
Cyprus	147	137	10	169	137	32
Georgia	756	751	5	1 096	766	330
Hong Kong	22	19	3	27	18	9
India	624	606	18	1 116	609	507
Indonesia	1 087	1 073	14	2 056	1 084	972
Iran	1 936	1 852	84	7 070	1 899	5 171
Iraq	149	142	7	343	143	200
Israel	585	567	18	926	486	440
Japan	1 462	1 417	45	2 023	1 420	603
Jordan	507	498	9	1 106	567	539
Kazakstan	339	263	76	428	264	164
Republic of Korea	2 986	2 951	35	4 890	2 990	1 900
Korea	97	89	8	198	80	118
Kuwait	37	36	1	12	8	4
Kyrgyzstan	69	58	11	112	61	51
Lao	33	26	7	39	25	14
Lebanon	187	176	11	440	172	268
Macau	0	0	0	0	0	0
Malaysia	72	67	5	156	66	90
Maldives	0	0	0	1	0	1
Mongolia	554	552	2	774	551	223
Myanmar	28	27	1	34	27	7
Nepal	58	57	1	82	57	25
Oman	3	2	1	3	2	1
Pakistan	298	280	18	579	281	298
Palestine	0	0	0	0	0	0
Philippines	74	70	4	138	70	68
Qatar	10	8	2	6	2	4
Saudi Arabia	48	44	4	27	18	9
Singapore	58	48	10	67	42	25
Sri Lanka	65	62	3	154	62	92
Syrian Arab Republic	511	491	20	865	492	373
Tajikistan	25	22	3	33	20	13
Thailand	256	226	30	405	228	177
Turkey	3 740	3 489	251	23 741	3 540	20 201

Germany - type A data, Table 2

Foreign country ...	Mobile tertiary students			Tertiary students with foreign citizenship		
	Total	Foreign citizenship	Home citizenship	Total	Mobile tertiary students	Permanently resident tertiary students
...	... of permanent residence			... of citizenship		
Turkmenistan	13	13	0	32	14	18
United Arab Emirates	39	33	6	16	11	5
Uzbekistan	85	82	3	152	84	68
Viet Nam	465	414	51	1 385	419	966
Yemen	114	113	1	147	111	36
Asia not specified	1 034	1 008	26	1 597	1 017	580
Total: Oceania	204	174	30	299	165	134
Australia	151	129	22	233	130	103
Cook Islands	0	0	0	0	0	0
Fiji	0	0	0	2	0	2
Kiribati	0	0	0	1	0	1
New Zealand	37	33	4	55	29	26
Niue	0	0	0	0	0	0
Pacific Islands	0	0	0	0	0	0
Papua New Guinea	1	1	0	1	1	0
Samoa	4	2	2	2	2	0
Solomon Islands	0	0	0	0	0	0
Tonga	3	3	0	1	0	1
Oceania not specified	8	6	2	4	3	1
Not specified	1 704	611	1 093	1 568	382	1 186

Germany - type A data, Table 3:

Mobility and citizenship of tertiary students (ISCED 5A), by field of study

(according to EUROSTAT's Fields of Education and Training Manual)

Field of study	Mobile tertiary students			Non-mobile tertiary students			(1a) + (2a)	(1b) + (2b)	(1) + (2)
	(1) Total	(1a) Foreign citizen- ship	(1b) Home citizen- ship	(2) Total	(2a) Foreign citizen- ship	(2b) Home citizen- ship	Tertiary students with foreign citizenship	Tertiary students with home citizenship	All tertiary students
ALL FIELDS	87 022	79 286	7 736	1 655 212	95 785	1 559 427	175 071	1 567 163	1 742 234
Education	3 588	3 189	399	129 132	4 496	124 636	7 685	125 035	132 720
Teacher training	108	78	30	20 555	193	20 362	271	20 392	20 663
Education science	3 480	3 111	369	108 577	4 303	104 274	7 414	104 643	112 057
Humanities and arts	26 521	24 959	1 562	309 750	18 211	291 539	43 170	293 101	336 271
Arts	6 485	6 095	390	72 522	3 686	68 836	9 781	69 226	79 007
Humanities	20 036	18 864	1 172	237 228	14 525	222 703	33 389	223 875	257 264
Social science, business and law	22 977	20 222	2 755	482 602	29 621	452 981	49 843	455 736	505 579
Social and behavioural science	6 869	6 176	693	114 414	6 498	107 916	12 674	108 609	121 283
Journalism and information	586	531	55	16 009	692	15 317	1 223	15 372	16 595
Business and administration	11 592	10 202	1 390	249 256	16 949	232 307	27 151	233 697	260 848
Law	3 930	3 313	617	102 923	5 482	97 441	8 795	98 058	106 853
Science	11 274	10 347	927	247 081	13 393	233 688	23 740	234 615	258 355
Life science	1 577	1 347	230	46 427	1 886	44 541	3 233	44 771	48 004
Physical sciences	3 923	3 630	293	82 326	3 438	78 888	7 068	79 181	86 249
Mathematics and statistics	1 396	1 270	126	37 586	1 573	36 013	2 843	36 139	38 982
Computing	4 378	4 100	278	80 742	6 496	74 246	10 596	74 524	85 120

Field of study	Mobile tertiary students			Non-mobile tertiary students			(1a) + (2a)	(1b) + (2b)	(1) + (2)
	(1) Total	(1a) Foreign citizen- ship	(1b) Home citizen- ship	(2) Total	(2a) Foreign citizen- ship	(2b) Home citizen- ship	Tertiary students with foreign citizenship	Tertiary students with home citizenship	All tertiary students
Engineering, manufacturing and construction	14 687	13 554	1 133	270 179	19 370	250 809	32 924	251 942	284 866
Engineering and engineering trades	9 765	9 098	667	144 813	11 773	133 040	20 871	133 707	154 578
Manufacturing and processing	760	712	48	11 135	788	10 347	1 500	10 395	11 895
Architecture and building	4 162	3 744	418	114 231	6 809	107 422	10 553	107 840	118 393
Agriculture	1 482	1 415	67	23 383	749	22 634	2 164	22 701	24 865
Agriculture, forestry and fishery	1 214	1 169	45	15 767	572	15 195	1 741	15 240	16 981
Veterinary	268	246	22	7 616	177	7 439	423	7 461	7 884
Health and welfare	5 248	4 414	834	163 627	8 784	154 843	13 198	155 677	168 875
Health	4 733	4 018	715	102 210	7 025	95 185	11 043	95 900	106 943
Social services	515	396	119	61 417	1 759	59 658	2 155	59 777	61 932
Services	833	774	59	26 407	1 031	25 376	1 805	25 435	27 240
Personal services	343	318	25	15 332	660	14 672	978	14 697	15 675
Transport services	196	182	14	3 067	169	2 898	351	2 912	3 263
Environmental protection	294	274	20	7 589	194	7 395	468	7 415	7 883
Security services	0	0	0	419	8	411	8	411	419
Not known or unspecified	412	412	0	3 051	130	2 921	542	2 921	3 463

Germany - type B data, Table 1:

*Mobility and citizenship of tertiary students (ISCED 5A),
total numbers and by ISCED-level/type of education*

Level / type of education	Mobile tertiary students *			Non-mobile tertiary students			(1a) + (2a)	(1b) + (2b)	(1) + (2)
	(1) Total	(1a) Foreign citizenship	(1b) Home citizenship	(2) Total	(2a) Foreign citizenship	(2b) Home citizenship	Tertiary students with foreign citizenship	Tertiary students with home citizenship	All tertiary students
ISCED 5/6	m	m	m	m	m	m	m	m	m
ISCED 5	m	m	m	m	m	m	187 033	1 867 805	2 054 838
ISCED 5A	135 447	112 872	22 575	1 606 787	62 199	1 544 588	175 071	1 567 163	1 742 234
ISCED 5B	m	m	m	m	m	m	11 962	300 642	312 604
ISCED 6	m	m	m	m	m	m	m	m	m

* Students who acquired their entrance qualification for higher education abroad

Data on non-mobile students include 2 977 students (75 foreigners, 2 902 Germans) in university education (ISCED 5A) for whom detailed information was not submitted by their respective universities.

Germany – type B data, Table 2:

**Mobility and citizenship of tertiary students (ISCED 5A),
by foreign country of prior education and by foreign country of citizenship**

Foreign country ...	Mobile tertiary students			Tertiary students with foreign citizenship		
	Total	Foreign citizenship	Home citizenship	Total	Mobile tertiary students	Permanently resident tertiary students
...	... of permanent residence			...of citizenship		
Total: All countries	135 447	112 872	22 575	175 071	112 872	62 199
Total: Europe	79 099	63 077	16 022	86 292	56 945	29 347
Albania	227	224	3	334	277	57
Andorra	3	3	0	5	3	2
Austria	3 712	3 403	309	6 105	3 597	2 508
Belarus	514	477	37	564	501	63
Belgium	1 442	871	571	925	695	230
Bosnia and Herzegovina	593	584	9	1 641	768	873
Bulgaria	2 904	2 833	71	3 307	2 970	337
Croatia	581	554	27	4 372	716	3 656
Czech Republic	1 088	1 004	84	1 292	1 066	226
Denmark	517	432	85	607	455	152
Estonia	254	251	3	346	325	21
Finland	1 012	951	61	1 099	962	137
France	6 221	5 488	733	6 203	5 461	742
Germany*	15 472	8 450	7 022	a	a	a
Greece	3 539	3 178	361	7 704	3 550	4 154
Holy See	8	6	2	9	5	4
Hungary	2 150	2 006	144	2 568	2 132	436
Iceland	177	171	6	204	171	33
Ireland	540	472	68	573	491	82
Italy	3 699	3 294	405	6 542	3 465	3 077
Latvia	423	405	18	514	440	74
Liechtenstein	19	14	5	18	12	6
Lithuania	553	536	17	710	640	70
Luxembourg	1 514	1 362	152	1 463	1 334	129
Macedonia	108	106	2	474	162	312
Malta	35	29	6	46	23	23
Moldova	196	183	13	233	198	35
Monaco	3	3	0	3	3	0
Netherlands	999	764	235	1 926	796	1 130
Norway	885	851	34	924	857	67

*Data include 9 135 students (8 071 foreigners, 1 064 Germans) who acquired their university entrance qualification at a Studienkolleg and 6 337 students (379 foreigners, 5 958 Germans) for whom information on the country where they acquired their university entrance qualification was not available.

Foreign country ...	Mobile tertiary students			Tertiary students with foreign citizenship		
	Total	Foreign citizenship	Home citizenship	Total	Mobile tertiary students	Permanently resident tertiary students
	... of permanent residence			... of citizenship		
Poland	7 748	6 291	1 457	8 177	6 640	1 537
Portugal	524	381	143	1 464	410	1 054
Romania	1 993	1 366	627	1 788	1 413	375
Russian Federation	6 592	4 951	1 641	5 945	5 045	900
San Marino	2	2	0	2	1	1
Slovakia	609	592	17	773	678	95
Slovenia	126	123	3	482	127	355
Spain	4 122	3 575	547	5 344	3 602	1 742
Sweden	760	686	74	882	694	188
Switzerland	1 525	1 182	343	1 772	1 182	590
Ukraine	2 340	2 210	130	2 835	2 386	449
United Kingdom	2 072	1 597	475	2 474	1 629	845
Yugoslavia	1 277	1 208	69	3 632	1 059	2 573
Europe not specified	21	8	13	11	4	7
Total: Africa	13 137	12 355	782	17 696	15 205	2 491
Algeria	299	279	20	359	304	55
Angola	74	74	0	125	93	32
Benin	112	109	3	145	128	17
Botswana	15	14	1	13	11	2
Burkina Faso	52	51	1	83	71	12
Burundi	31	26	5	35	28	7
Cameroon	3 222	3 180	42	3 628	3 466	162
Cape Verde	8	8	0	25	16	9
Central African Republic	13	12	1	6	5	1
Chad	33	33	0	47	40	7
Comoros	0	0	0	4	1	3
Congo	81	78	3	109	95	14
Côte d'Ivoire	253	242	11	253	237	16
Congo	151	146	5	239	206	33
Djibouti	1	1	0	2	1	1
Egypt	1 203	1 045	158	1 126	1 054	72
Equatorial Guinea	1	0	1	0	0	0
Eritrea	17	17	0	110	38	72
Ethiopia	375	368	7	639	448	191
Gabon	107	106	1	114	100	14
Gambia	11	11	0	13	11	2
Ghana	279	272	7	353	287	66
Guinea	101	96	5	157	136	21

Germany - type B data, Table 2

Foreign country ...	Mobile tertiary students			Tertiary students with foreign citizenship		
	Total	Foreign citizenship	Home citizenship	Total	Mobile tertiary students	Permanently resident tertiary students
	... of permanent residence			... of citizenship		
Guinea-Bissau	11	9	2	9	7	2
Kenya	178	148	30	193	182	11
Lesotho	2	2	0	2	1	1
Liberia	12	11	1	11	9	2
Libyan Arab Jamahiriya	134	127	7	175	154	21
Madagascar	91	89	2	128	109	19
Malawi	12	9	3	12	11	1
Mali	68	63	5	88	77	11
Mauritania	40	39	1	79	63	16
Mauritius	16	12	4	16	13	3
Morocco	3 014	2 915	99	5 699	4 569	1 130
Mozambique	26	26	0	49	27	22
Namibia	67	20	47	31	26	5
Niger	15	11	4	16	13	3
Nigeria	581	541	40	664	610	54
Rwanda	58	55	3	107	83	24
Sao Tome and Principe	2	2	0	1	1	0
Senegal	222	218	4	237	226	11
Seychelles	5	1	4	3	3	0
Sierra Leone	53	52	1	69	62	7
Somalia	13	9	4	30	16	14
South Africa	253	98	155	126	102	24
Sudan	371	365	6	602	540	62
Swaziland	13	4	9	3	2	1
Togo	303	297	6	361	330	31
Tunisia	852	796	56	1 074	910	164
Uganda	98	97	1	124	105	19
United Republic of Tanzania	74	69	5	78	72	6
Zambia	43	39	4	44	40	4
Zimbabwe	55	51	4	69	58	11
Africa not specified	16	12	4	11	8	3
Total: North America	4 904	4 132	772	4 969	4 054	915
Antigua and Barbuda	1	1	0	1	1	0
Aruba	0	0	0	0	0	0
Bahamas	1	1	0	1	1	0
Barbados	5	4	1	5	4	1
Belize	49	49	0	24	13	11
Bermuda	0	0	0	0	0	0
British Virgin Islands	0	0	0	1	1	0

Foreign country ...	Mobile tertiary students			Tertiary students with foreign citizenship		
	Total	Foreign citizenship	Home citizenship	Total	Mobile tertiary students	Permanently resident tertiary students
	... of permanent residence			... of citizenship		
Canada	428	352	76	419	331	88
Costa Rica	127	101	26	118	104	14
Cuba	113	101	12	105	100	5
Dominica	13	13	0	12	12	0
Dominican Republic	14	13	1	19	15	4
El Salvador	54	49	5	69	60	9
Grenada	1	1	0	1	1	0
Guatemala	47	32	15	40	35	5
Haiti	12	8	4	24	18	6
Honduras	24	21	3	21	18	3
Jamaica	8	8	0	7	3	4
Mexico	460	364	96	417	388	29
Netherlands Antilles	0	0	0	0	0	0
Nicaragua	54	49	5	61	51	10
Panama	28	22	6	26	26	0
St. Kitts and Nevis	2	2	0	0	0	0
St. Lucia	2	2	0	1	1	0
St. Vincent and the Grenadines	0	0	0	0	0	0
Trinidad and Tobago	19	19	0	15	14	1
Turks and Caicos Islands	0	0	0	0	0	0
United States of America	3 429	2 913	516	3 574	2 853	721
North America not specified	13	7	6	8	4	4
Total: South America	3 881	3 163	718	4 153	3 627	526
Argentina	438	341	97	389	342	47
Bolivia	156	113	43	186	141	45
Brazil	1 301	1 124	177	1 325	1 206	119
Chile	483	365	118	472	376	96
Colombia	459	388	71	497	446	51
Ecuador	187	134	53	206	184	22
Guyana	2	2	0	4	1	3
Paraguay	38	28	10	36	27	9
Peru	550	463	87	756	659	97
Suriname	1	1	0	2	2	0
Uruguay	48	35	13	41	31	10
Venezuela	218	169	49	239	212	27
South America not specified	0	0	0	0	0	0

Germany - type B data, Table 2

Foreign country ...	Mobile tertiary students			Tertiary students with foreign citizenship		
	Total	Foreign citizenship	Home citizenship	Total	Mobile tertiary students	Permanently resident tertiary students
	... of permanent residence			... of citizenship		
Total: Asia	30 411	28 384	2 027	60 094	32 143	27 951
Afghanistan	114	97	17	592	170	422
Armenia	189	186	3	219	196	23
Azerbaijan	116	112	4	129	122	7
Bahrain	4	4	0	5	3	2
Bangladesh	109	105	4	133	112	21
Bhutan	2	2	0	2	2	0
Brunei Darussalam	2	2	0	1	0	1
Cambodia	156	133	23	42	24	18
China	5 881	5 790	91	6 526	6 179	347
Cyprus	172	156	16	169	156	13
Georgia	1 031	1 024	7	1 096	1 061	35
Hong Kong	29	17	12	27	16	11
India	881	842	39	1 116	853	263
Indonesia	1 166	1 128	38	2 056	1 708	348
Iran	2 394	2 309	85	7 070	3 590	3 480
Iraq	282	242	40	343	277	66
Israel	865	801	64	926	797	129
Japan	1 685	1 584	101	2 023	1 619	404
Jordan	586	555	31	1 106	889	217
Kazakstan	1 023	358	665	428	385	43
Republic of Korea	3 514	3 469	45	4 890	3 661	1 229
Korea	144	141	3	198	105	93
Kuwait	89	77	12	12	11	1
Kyrgyzstan	148	90	58	112	103	9
Lao Lao	20	20	0	39	23	16
Lebanon	222	203	19	440	289	151
Macau	0	0	0	0	0	0
Malaysia	113	107	6	156	138	18
Maldives	2	0	2	1	0	1
Mongolia	652	648	4	774	719	55
Myanmar	32	29	3	34	33	1
Nepal	61	60	1	82	75	7
Oman	2	1	1	3	1	2
Pakistan	452	428	24	579	461	118
Palestine	0	0	0	0	0	0
Philippines	127	109	18	138	112	26
Qatar	17	16	1	6	4	2
Saudi Arabia	61	57	4	27	22	5
Singapore	101	67	34	67	65	2

Foreign country ...	Mobile tertiary students			Tertiary students with foreign citizenship		
	Total	Foreign citizenship	Home citizenship	Total	Mobile tertiary students	Permanently resident tertiary students
	... of permanent residence			... of citizenship		
Sri Lanka	58	52	6	154	75	79
Syrian Arab Republic	706	645	61	865	768	97
Tajikistan	59	34	25	33	29	4
Thailand	295	278	17	405	308	97
Turkey	4 741	4 384	357	23 741	4 774	18 967
Turkmenistan	21	18	3	32	20	12
United Arab Emirates	45	38	7	16	15	1
Uzbekistan	158	131	27	152	139	13
Viet Nam	464	445	19	1 385	511	874
Yemen	95	95	0	147	128	19
Asia not specified	1 325	1 295	30	1 597	1 395	202
Total: Oceania	329	256	73	299	222	77
Australia	220	178	42	233	165	68
Cook Islands	2	2	0	0	0	0
Fiji	2	2	0	2	2	0
Kiribati	11	7	4	1	1	0
New Zealand	82	60	22	55	47	8
Niue	0	0	0	0	0	0
Pacific Islands	0	0	0	0	0	0
Papua New Guinea	2	1	1	1	1	0
Samoa	0	0	0	2	2	0
Solomon Islands	0	0	0	0	0	0
Tonga	4	3	1	1	1	0
Oceania not specified	6	3	3	4	3	1
Not specified	3 686	1 505	2 181	1 568	676	892

Germany - type B data, Table 3:**Mobility and citizenship of tertiary students (ISCED 5A), by field of study***(according to EUROSTAT's Fields of Education and Training Manual)*

Field of study	Mobile tertiary students			Non-mobile tertiary students			(1a) + (2a)	(1b) + (2b)	(1) + (2)
	(1) Total	(1a) Foreign citizen- ship	(1b) Home citizen- ship	(2) Total	(2a) Foreign citizen- ship	(2b) Home citizen- ship	Tertiary students with foreign citizenship	Tertiary students with home citizenship	All tertiary students
ALL FIELDS	135 447	112 872	22 575	1 606 787	62 199	1 544 588	175 071	1 567 163	1 742 234
Education	6 544	4 926	1 618	126 176	2 759	123 417	7 685	125 035	132 720
Teacher training	240	128	112	20 423	143	20 280	271	20 392	20 663
Education science	6 304	4 798	1 506	105 753	2 616	103 137	7 414	104 643	112 057
Humanities and arts	37 271	32 730	4 541	299 000	10 440	288 560	43 170	293 101	336 271
Arts	7 168	5 958	1 210	71 839	3 823	68 016	9 781	69 226	79 007
Humanities	30 103	26 772	3 331	227 161	6 617	220 544	33 389	223 875	257 264
Social science, business and law	36 807	29 152	7 655	468 772	20 691	448 081	49 843	455 736	505 579
Social and behavioural science	10 258	8 720	1 538	111 025	3 954	107 071	12 674	108 609	121 283
Journalism and information	1 016	843	173	15 579	380	15 199	1 223	15 372	16 595
Business and administration	19 768	15 005	4 763	241 080	12 146	228 934	27 151	233 697	260 848
Law	5 765	4 584	1 181	101 088	4 211	96 877	8 795	98 058	106 853
Science	18 319	15 787	2 532	240 036	7 953	232 083	23 740	234 615	258 355
Life science	2 574	2 179	395	45 430	1 054	44 376	3 233	44 771	48 004
Physical sciences	5 962	5 160	802	80 287	1 908	78 379	7 068	79 181	86 249
Mathematics and statistics	2 216	1 845	371	36 766	998	35 768	2 843	36 139	38 982
Computing	7 567	6 603	964	77 553	3 993	73 560	10 596	74 524	85 120

Field of study	Mobile tertiary students			Non-mobile tertiary students			(1a) + (2a)	(1b) + (2b)	(1) + (2)
	(1) Total	(1a) Foreign citizen- ship	(1b) Home citizen- ship	(2) Total	(2a) Foreign citizen- ship	(2b) Home citizen- ship	Tertiary students with foreign citizenship	Tertiary students with home citizenship	All tertiary students
Engineering, manufacturing and construction	22 857	19 515	3 342	262 009	13 409	248 600	32 924	251 942	284 866
Engineering and engineering trades	15 393	13 224	2 169	139 185	7 647	131 538	20 871	133 707	154 578
Manufacturing and processing	1 178	1 023	155	10 717	477	10 240	1 500	10 395	11 895
Architecture and building	6 286	5 268	1 018	112 107	5 285	106 822	10 553	107 840	118 393
Agriculture	2 169	1 904	265	22 696	260	22 436	2 164	22 701	24 865
Agriculture, forestry and fishery	1 712	1 552	160	15 269	189	15 080	1 741	15 240	16 981
Veterinary	457	352	105	7 427	71	7 356	423	7 461	7 884
Health and welfare	9 588	7 190	2 398	159 287	6 008	153 279	13 198	155 677	168 875
Health	7 488	6 176	1 312	99 455	4 867	94 588	11 043	95 900	106 943
Social services	2 100	1 014	1 086	59 832	1 141	58 691	2 155	59 777	61 932
Services	1 424	1 201	223	25 816	604	25 212	1 805	25 435	27 240
Personal services	745	617	128	14 930	361	14 569	978	14 697	15 675
Transport services	244	202	42	3 019	149	2 870	351	2 912	3 263
Environmental protection	425	374	51	7 458	94	7 364	468	7 415	7 883
Security services	10	8	2	409	-	409	8	411	419
Not known or unspecified	468	467	1	2 995	75	2 920	542	2 921	3 463

Spain, Table 1:

**Mobility and citizenship of tertiary students (ISCED 5 and 6),
total numbers and by ISCED-level/type of education**

Level / type of education	Mobile tertiary students *			Non-mobile tertiary students			(1a) + (2a)	(1b) + (2b)	(1) + (2)
	(1) Total	(1a) Foreign citizenship	(1b) Home citizenship	(2) Total	(2a) Foreign citizenship	(2b) Home citizenship	Tertiary students with foreign citizenship	Tertiary students with home citizenship	All tertiary students
ISCED 5/6	m	m	m	1 798 125	12 591	1 785 534	34 841	1 788 298	1 823 139
ISCED 5	m	m	m	1 736 077	7 718	1 728 359	28 004	1 730 736	1 758 740
ISCED 5A	22 663	20 286	2 377	1 576 508	6 648	1 569 860	26 934	1 572 237	1 599 171
ISCED 5B	m	m	m	159 569	1 070	158 499	1 070	158 499	159 569
ISCED 6	2 351	1 964	387	62 048	4 873	57 175	6 837	57 562	64 399

* Students with family residence abroad

For 5 848 students (4 572 in ISCED 5A and 1 276 in ISCED 6), the country of family residence is unknown.

Spain, Table 2:

**Mobility and citizenship of tertiary student (ISCED 5A and 6),
by foreign country of family residence and by foreign country of citizenship**

Foreign country ...	Mobile tertiary students			Tertiary students with foreign citizenship		
	Total	Foreign citizenship	Home citizenship	Total	Mobile tertiary students	Permanently resident tertiary students
...	... of permanent residence			...of citizenship		
Total: All countries	24 978	22 250	2 728	34 841	22 250	12 591
Total: Europe	19 281	17 568	1 713	21 969	17 568	4 401
Albania	9	5	4	21	5	16
Andorra	506	223	283	307	223	84
Austria	508	497	11	560	497	63
Belarus	0	0	0	5	0	5
Belgium	1 138	920	218	1 103	920	183
Bosnia and Herzegovina	3	3	0	24	3	21
Bulgaria	54	49	5	119	49	70
Croatia	4	3	1	13	3	10
Czech Republic	102	99	3	108	99	9
Denmark	248	242	6	272	242	30
Estonia	112	66	46	165	66	99
Finland	298	297	1	324	297	27
France	3 646	3 389	257	4 174	3 389	785
Germany ²⁾	3 122	2 878	244	3 718	2 878	840
Greece	256	245	11	294	245	49
Holy See	3	3	0	8	3	5
Hungary	79	78	1	92	78	14
Iceland	16	16	0	16	16	0
Ireland	262	251	11	281	251	30
Italy	3 703	3 625	78	4 186	3 625	561
Latvia	9	9	0	9	9	0
Liechtenstein	0	0	0	0	0	0
Lithuania	16	15	1	17	15	2
Luxembourg	34	11	23	15	11	4
Macedonia	0	0	0	0	0	0
Malta	31	29	2	50	29	21
Moldova	0	0	0	2	0	2
Monaco	0	0	0	2	0	2
Netherlands	689	687	2	816	687	129
Norway	174	167	7	238	167	71
Poland	224	223	1	296	223	73
Portugal	1 042	958	84	1 339	958	381
Romania	158	144	14	235	144	91

Spain, Table 2

Foreign country ...	Mobile tertiary students			Tertiary students with foreign citizenship		
	Total	Foreign citizenship	Home citizenship	Total	Mobile tertiary students	Permanently resident tertiary students
	... of permanent residence			...of citizenship		
Russian Federation	22	15	7	79	15	64
San Marino	0	0	0	0	0	0
Slovakia	34	33	1	46	33	13
Slovenia	10	8	2	11	8	3
Spain	0	0	0	0	0	0
Sweden	335	314	21	407	314	93
Switzerland	233	59	174	192	59	133
Ukraine	2	2	0	10	2	8
United Kingdom	2 177	1 987	190	2 341	1 987	354
Yugoslavia	22	18	4	74	18	56
Europe not specified	0	0	0	0	0	0
Total: Africa	1 886	1 623	263	3 680	1 623	2 057
Algeria	29	25	4	126	25	101
Angola	11	11	0	41	11	30
Benin	2	2	0	7	2	5
Botswana	0	0	0	0	0	0
Burkina Faso	0	0	0	1	0	1
Burundi	0	0	0	5	0	5
Cameroon	11	10	1	27	10	17
Cape Verde	2	1	1	9	1	8
Central African Republic	2	2	0	2	2	0
Chad	0	0	0	0	0	0
Comoros	1	0	1	2	0	2
Congo	5	5	0	16	5	11
Côte d'Ivoire	2	1	1	12	1	11
Congo	0	0	0	1	0	1
Djibouti	0	0	0	0	0	0
Egypt	8	6	2	58	6	52
Equatorial Guinea	372	240	132	441	240	201
Eritrea	0	0	0	0	0	0
Ethiopia	1	1	0	10	1	9
Gabon	3	3	0	14	3	11
Gambia	3	1	2	1	1	0
Ghana	5	1	4	4	1	3
Guinea	3	2	1	30	2	28
Guinea-Bissau	1	1	0	4	1	3
Kenya	8	3	5	8	3	5
Lesotho	1	0	1	1	0	1
Liberia	1	1	0	2	1	1

Foreign country ...	Mobile tertiary students			Tertiary students with foreign citizenship		
	Total	Foreign citizenship	Home citizenship	Total	Mobile tertiary students	Permanently resident tertiary students
	... of permanent residence			...of citizenship		
Libyan Arab Jamahiriya	3	2	1	14	2	12
Madagascar	1	1	0	5	1	4
Malawi	0	0	0	0	0	0
Mali	0	0	0	1	0	1
Mauritania	7	7	0	33	7	26
Mauritius	1	1	0	2	1	1
Morocco	1 341	1 244	97	2 625	1 244	1 381
Mozambique	10	10	0	37	10	27
Namibia	0	0	0	0	0	0
Niger	0	0	0	4	0	4
Nigeria	12	12	0	16	12	4
Rwanda	2	1	1	6	1	5
Sao Tome and Principe	1	1	0	2	1	1
Senegal	4	4	0	12	4	8
Seychelles	0	0	0	1	0	1
Sierra Leone	0	0	0	2	0	2
Somalia	1	1	0	1	1	0
South Africa	1	0	1	3	0	3
Sudan	1	1	0	5	1	4
Swaziland	5	5	0	9	5	4
Togo	0	0	0	4	0	4
Tunisia	9	7	2	23	7	16
Uganda	3	1	2	5	1	4
United Republic of Tanzania	6	3	3	7	3	4
Zambia	1	1	0	10	1	9
Zimbabwe	3	2	1	6	2	4
Africa not specified	3	3	0	25	3	22
Total: North America	920	686	234	2 412	686	1 726
Antigua and Barbuda	0	0	0	0	0	0
Aruba	0	0	0	0	0	0
Bahamas	0	0	0	1	0	1
Barbados	0	0	0	0	0	0
Belize	0	0	0	1	0	1
Bermuda	0	0	0	0	0	0
British Virgin Islands	0	0	0	0	0	0
Canada	13	4	9	41	4	37
Costa Rica	7	6	1	47	6	41
Cuba	117	107	10	510	107	403
Dominica	2	1	1	6	1	5

Spain, Table 2

Foreign country ...	Mobile tertiary students			Tertiary students with foreign citizenship		
	Total	Foreign citizenship	Home citizenship	Total	Mobile tertiary students	Permanently resident tertiary students
	... of permanent residence			...of citizenship		
Dominican Republic	33	19	14	88	19	69
El Salvador	28	25	3	59	25	34
Grenada	0	0	0	2	0	2
Guatemala	14	10	4	33	10	23
Haiti	0	0	0	10	0	10
Honduras	20	19	1	53	19	34
Jamaica	1	1	0	2	1	1
Mexico	414	315	99	992	315	677
Netherlands Antilles	0	0		1	0	1
Nicaragua	20	18	2	67	18	49
Panama	30	21	9	73	21	52
St. Kitts and Nevis	0	0	0	0	0	0
St. Lucia	0	0	0	0	0	0
St. Vincent and the Grenadines	0	0	0	0	0	0
Trinidad and Tobago	1	1	0	1	1	0
Turks and Caicos Islands	0	0	0	0	0	0
United States of America	220	139	81	425	139	286
North America not specified	0	0	0	0	0	0
Total: South America	2 395	2 007	388	5 711	2 007	3 704
Argentina	467	368	99	1 045	368	677
Bolivia	42	39	3	113	39	74
Brazil	420	335	85	790	335	455
Chile	295	250	45	679	250	429
Colombia	369	323	46	1 020	323	697
Ecuador	102	90	12	194	90	104
Guyana	0	0	0	0	0	0
Paraguay	23	18	5	49	18	31
Peru	302	284	18	829	284	545
Suriname	0	0	0	0	0	0
Uruguay	43	34	9	155	34	121
Venezuela	332	266	66	837	266	571
South America not specified	0	0	0	0	0	0
Total: Asia	457	335	122	1 014	335	679
Afghanistan	70	0	70	28	0	28
Armenia	5	5	0	12	5	7
Azerbaijan	0	0	0	1	0	1
Bahrain	1	0	1	0	0	0
Bangladesh	1	0	1	2	0	2

Foreign country ...	Mobile tertiary students			Tertiary students with foreign citizenship		
	Total	Foreign citizenship	Home citizenship	Total	Mobile tertiary students	Permanently resident tertiary students
	... of permanent residence			...of citizenship		
Bhutan	0	0	0	0	0	0
Brunei Darussalam	1	0	1	24	0	24
Cambodia	2	2	0	2	2	0
China	51	44	7	137	44	93
Cyprus	5	5	0	8	5	3
Georgia	3	3	0	4	3	1
Hong Kong	0	0	0	0	0	0
India	11	9	2	47	9	38
Indonesia	0	0	0	1	0	1
Iran	37	37	0	89	37	52
Iraq	2	2	0	21	2	19
Israel	22	19	3	60	19	41
Japan	59	41	18	108	41	67
Jordan	24	22	2	70	22	48
Kazakistan	0	0	0	0	0	0
Republic of Korea	23	21	2	82	21	61
Korea	3	3	0	9	3	6
Kuwait	10	8	2	28	8	20
Kyrgyzstan	0	0	0	0	0	0
Lao	0	0	0	1	0	1
Lebanon	13	12	1	47	12	35
Macau	0	0	0	0	0	0
Malaysia	1	0	1	0	0	0
Maldives	1	1	0	1	1	0
Mongolia	0	0	0	0	0	0
Myanmar	0	0	0	0	0	0
Nepal	1	1	0	3	1	2
Oman	0	0	0	0	0	0
Pakistan	1	1	0	4	1	3
Palestine	0	0	0	0	0	0
Philippines	67	65	2	92	65	27
Qatar	5	5	0	8	5	3
Saudi Arabia	1	1	0	19	1	18
Singapore	0	0	0	0	0	0
Sri Lanka	0	0	0	2	0	2
Syrian Arab Republic	27	21	6	65	21	44
Tajikistan	0	0	0	0	0	0
Thailand	2	1	1	6	1	5
Turkey	3	2	1	8	2	6
Turkmenistan	0	0	0	0	0	0

Spain, Table 2

Foreign country ...	Mobile tertiary students			Tertiary students with foreign citizenship		
	Total	Foreign citizenship	Home citizenship	Total	Mobile tertiary students	Permanently resident tertiary students
...	... of permanent residence			...of citizenship		
United Arab Emirates	3	2	1	12	2	10
Uzbekistan	0	0	0	0	0	0
Viet Nam	2	2	0	12	2	10
Yemen	0	0	0	0	0	0
Asia not specified	0	0	0	1	0	1
Total: Oceania	13	6	7	27	6	21
Australia	11	5	6	22	5	17
Cook Islands	0	0	0	0	0	0
Fiji	0	0	0	0	0	0
Kiribati	0	0	0	0	0	0
New Zealand	2	1	1	5	1	4
Niue	0	0	0	0	0	0
Pacific Islands	0	0	0	0	0	0
Papua New Guinea	0	0	0	0	0	0
Samoa	0	0	0	0	0	0
Solomon Islands	0	0	0	0	0	0
Tonga	0	0	0	0	0	0
Oceania not specified	0	0	0	0	0	0
Not specified	26	25	1	28	25	3

Spain, Table 3:

Mobility and citizenship of tertiary students (ISCED 5A and 6), by field of study
(according to EUROSTAT's Fields of Education and Training Manual)

Field of study	Mobile tertiary students			Non-mobile tertiary students			(1a) + (2a)	(1b) + (2b)	(1) + (2)
	(1) Total	(1a) Foreign citizen- ship	(1b) Home citizen- ship	(2) Total	(2a) Foreign citizen- ship	(2b) Home citizen- ship	Tertiary students with foreign citizenship	Tertiary students with home citizenship	All tertiary students
ALL FIELDS	25 014	22 250	2 764	1 798 125	12 591	1 785 534	34 841	1 788 298	1 823 139
Education	446	267	179	150 551	m	m	m	m	150 997
Teacher training	151	99	52	103 778	m	m	m	m	103 929
Education science	295	168	127	46 773	m	m	m	m	47 068
Humanities and arts	1 389	981	408	193 539	m	m	m	m	194 928
Arts	212	175	37	63 305	m	m	m	m	63 517
Humanities	1 177	806	371	130 234	m	m	m	m	131 411
Social science, business and law	3 171	1 849	1 322	670 799	m	m	m	m	673 970
Social and behavioural science	789	368	421	142 830	m	m	m	m	143 619
Journalism and information	154	136	18	25 000	m	m	m	m	25 154
Business and administration	1 129	740	389	327 195	m	m	m	m	328 324
Law	1 099	605	494	175 774	m	m	m	m	176 873
Science	746	524	222	229 039	m	m	m	m	229 785
Life science	115	92	23	36 954	m	m	m	m	37 069
Physical sciences	193	111	82	65 751	m	m	m	m	65 944
Mathematics and statistics	106	81	25	22 629	m	m	m	m	22 735
Computing	332	240	92	103 705	m	m	m	m	104 037

Field of study	Mobile tertiary students			Non-mobile tertiary students			(1a) + (2a)	(1b) + (2b)	(1) + (2)
	(1) Total	(1a) Foreign citizen- ship	(1b) Home citizen- ship	(2) Total	(2a) Foreign citizen- ship	(2b) Home citizen- ship	Tertiary students with foreign citizenship	Tertiary students with home citizenship	All tertiary students
Engineering, manufacturing and construction	1 004	853	151	294 262	m	m	m	m	295 266
Engineering and engineering trades	586	466	120	196 842	m	m	m	m	197 428
Manufacturing and processing	30	15	15	11 818	m	m	m	m	11 848
Architecture and building	388	372	16	85 602	m	m	m	m	85 990
Agriculture	141	123	18	59 635	m	m	m	m	59 776
Agriculture, forestry and fishery	54	46	8	48 273	m	m	m	m	48 327
Veterinary	87	77	10	11 362	m	m	m	m	11 449
Health and welfare	1 348	1 236	112	155 941	m	m	m	m	157 289
Health	1 306	1 216	90	136 885	m	m	m	m	138 191
Social services	42	20	22	19 056	m	m	m	m	19 098
Services	133	98	35	62 948	m	m	m	m	63 081
Personal services	113	88	25	48 286	m	m	m	m	48 399
Transport services	13	5	8	3 156	m	m	m	m	3 169
Environmental protection	7	5	2	8 550	m	m	m	m	8 557
Security services	0	0	0	2 956	m	m	m	m	2 956
Not known or unspecified	16 636	16 319	317	m	m	m	m	m	3 895