

Student Flow and National Policy in the European Community



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United Kingdom Council for
Overseas Student Affairs

STUDENT FLOW AND NATIONAL POLICY IN THE EUROPEAN COMMUNITY

**A STUDY CONDUCTED FOR THE
COMMONWEALTH SECRETARIAT**

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**United Kingdom Council for
Overseas Student Affairs
(UKCOSA)**

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PREFACE

Global patterns of mobility in higher education are changing rapidly. Student flow within the European Community is expanding dramatically; the ERASMUS exchange programme has this year been extended to cover the EFTA member states; institutional and social transformations in the former Eastern bloc will bring far-reaching, unpredictable changes in academic relationships between what we used to think of as Eastern and Western Europe.

The current pre-occupation in Europe with the development of exchanges among neighbouring industrialised countries has implications for developing countries also. For many years, the educational institutions of the industrialised world have been a primary resource for students from developing countries, providing access to higher education of a quality often not available elsewhere. This pattern too is altering, as a result of changing national policies and resources in both receiving and sending countries.

There is a clear need to monitor these changes in the pattern of student flow as they occur, and to record the concerns and perceptions of policy-makers in governments and elsewhere. From a Commonwealth perspective, the concern is to ensure that the educational needs of its members, especially its developing member states, continue to be recognised and met in the changing world of global international education.

This publication is the outcome of a study commissioned by the Commonwealth Secretariat and conducted by the UK Council for Overseas Student Affairs. A shorter version was presented to a seminar at the Commonwealth Secretariat, sponsored by the Overseas Students Trust, in June 1991 on the implications in education for developing countries of the forthcoming single market. Its purpose is to make available, for the first time in readily accessible form, statistical information on the changing pattern of student flow into and within the EC; and to present a comparative picture of the policy concerns of the principal EC receiving nations towards the education of students from abroad. We hope that the study will prove valuable to Commonwealth and European Governments, policymakers and the international educational community; and that it will foster productive debate on the issues it raises.

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ABSTRACT

A brief study was conducted in May and June 1991 of foreign student mobility among EC member states and into the EC from non-member countries, with particular reference to those of the developing Commonwealth. Statistical tables were constructed by calculation from primary data obtained from UNESCO, together with individual country figures in some cases. The policies of the principal EC receiving nations towards the education of foreign students were investigated, using published material, unpublished briefing papers made available by OECD, and direct consultation with officials in the major host countries.

This report presents statistical information, gives an overview of similarities and differences among EC receiving countries in the 'climate of policy' towards foreign students, analyses individual country policies in some detail, and offers broad suggestions as to themes and issues the Commonwealth may wish to consider in formulating its position on educational policy vis-a-vis Europe.

I. INTRODUCTION

In April 1991 UKCOSA was asked by the Commonwealth Secretariat to conduct a brief study of foreign student mobility both within the EC and into the Community from other countries, with emphasis on intake from the developing world. We were asked to gather statistical data and also to investigate the policies of the main EC receiving nations towards students from abroad in areas such as numbers, admissions, fees and scholarship support, and countries of origin. A summary document based on the study provided background information for a seminar convened by the Overseas Students Trust, in association with the Commonwealth Secretariat, held on 24 June 1991 and entitled *Educational Exchange: the Third World Dimension*. This report, based on that study, is intended as an information resource and discussion document for those concerned with monitoring and facilitating student mobility into and within Europe. Limitations of time have dictated a 'broad-brush' rather than a detailed approach to policy analysis. Likewise, in accordance with our restricted brief, we concentrate on national policies and perspectives within the EC at the expense of multilateral provisions such as those of Lome, in full recognition that this yields only a partial picture of student movement.

It was surprising to discover that comparative policy analysis in this field is a relatively new activity, from a European perspective at least. As Kaoru Okamoto states in his Introduction to *Foreign Students in OECD Countries* (OECD 1990):

'...we should first.. identify the national and institutional policy areas related to the flow of foreign students, look into... existing foreign student policies, institutional practices and the nature of the involvement of various stakeholders, and then analyse the interactions {among these}...Through...such...far-reaching efforts, one could pursue...a comprehensive and overall national foreign student policy. Such...analytical efforts, however, have scarcely been made by any policy makers, relevant committees, researchers or practitioners. Although there have been...policy statements, committee reports, research outcomes, institutional reports etc on the flow of foreign students, they all looked into only a limited number of ...pertinent factors...eg socio-cultural adaptation..., cost/benefit of foreign student enrolment, diplomatic implications of flows.'

Describing the 'national policy' of a given country towards foreign students is no straightforward task. In the course of discussions with representatives of national Governments the view was frequently stated that there was 'no co-ordinated national policy' towards foreign students. Responsibility for policy formulation and implementation is often spread widely across Ministries and at different levels of national and local government and institutions. While policy declarations in the form of Ministerial statements and the like are often not hard to find, policy in action tends to be more a compromise among overlapping interests and agendas. Even a common rhetoric may clothe differing priorities. For example, there is broad consensus among EC government officials and others that the 'internationalisation' of higher education is a value to be promoted, but less agreement on what constitutes this objective and how to achieve it. Some have considered more critically than others how far the goal of internationalism in education goes beyond the import and export of students to call for transformations within the national education system itself. For these reasons, in our view, it is most fruitful to study what might be termed the climate of policy: the constraints and priorities that drive national practice in specific domains such as admission, funding and subsidy, quotas and preferential treatment. This is the approach we have attempted to take.

II. SOURCES AND METHOD

Information on national policies and perspectives has been compiled from published sources together with background papers submitted by country representatives to the OECD, and kindly made available by the latter. This was supplemented by direct consultation with Government officials and representatives of educational organisations in EC capitals. Visits were made to Brussels, Paris, Bonn and the Hague, in the course of which nine extended interviews were conducted. Further consultations were held by telephone with officials in Rome, Copenhagen and Dublin. We are grateful to those consulted for their generous help, and for comments and corrections to relevant sections of this report in draft. Attempts to elicit information by direct contact in Greece, Portugal and Spain were unsuccessful, although in the case of Greece we have been able to extract some data from the country report submitted to the OECD. A full list is given at the end of this report of those to whom acknowledgment is due.

Statistical tables have been constructed by calculation from UNESCO and national sources, showing numbers of students from abroad in full-time 3rd-level study in the EC for the latest years for which comparable figures are available. Composite tables A-D show the pattern of student mobility within the EC (Table A), total numbers of foreign students in each EC country by continent of origin (Table B), student flow into EC member states from each country of the Commonwealth (Table C), and the top 10 sending countries to each EC member state in rank order (Table D). More detailed intake figures showing student flow into nine EC countries (excluding Greece, Luxembourg and Spain) are also given. The notes of explanation to the Tables give some indication of the problems encountered by lack of consistency in data-gathering systems across the EC.

III. NATIONAL POLICY

IIIA. Policy Overview

This section gives a comparative summary of the current policy concerns in relation to foreign students of EC host countries for which information could be assembled: Belgium, Denmark, France, Germany, Greece, Ireland, Italy, the Netherlands and the United Kingdom. It was not possible to obtain parallel information for Luxembourg, Portugal or Spain.

Numbers and distribution

Foreign student numbers as a proportion of total enrolment vary from approximately 3% to 12.5%. Comparison is made difficult by varying definitions of 'foreign student' status by nationality, domicile, nature of pre-entry qualification or (in the case of Greece) descent. Few of the receiving countries have a declared national policy on foreign student numbers *per se*; although where differential fee revenue is a factor in institutional funding (Belgium, Ireland, UK) there is a clear financial incentive to expand recruitment. Nonetheless, 'open door' policies and even commitment to raise foreign-student numbers are found in France, Germany and Italy, where there is no revenue incentive (indeed a substantial taxpayer subsidy on tuition) and heavy pressure on absorption of domestic students into the tertiary system. For purposes of social absorption of students into the surrounding communities some countries (France, Italy) have attempted to spread intake across institutions and cities, but with limited success.

Admission

Host countries vary considerably in degree of centralisation of the admissions process. Denmark, Greece and Italy have highly centralised admissions procedures; France and Germany set common minimal entry standards with decisions on admission made by institutions; while the Netherlands, United Kingdom and Ireland place responsibility for both entry standards and actual admission at the level of institutions.

Although information on area of study is not available for all countries, the past few years have seen a broad trend towards applied and technical disciplines such as science and engineering, administration

and management; and a shift, sometimes with explicit policy encouragement, from sub-degree or undergraduate to postgraduate study. Cutting across this to some extent is a concentration of recruitment in areas of traditional academic strength in particular countries, such as literary and humanistic disciplines in France. *Numerus clausus* restrictions are widespread; sometimes in all disciplines, but most typically in those seen as oversubscribed with limited national scope for absorption of graduates. Some countries (Germany, Italy), allocate a percentage of *numerus clausus* places to foreign students; elsewhere (Ireland) fee-paying foreigners can be admitted outside *numerus clausus* subject to institutional capacity. There is evidence of some concern regarding overflow of students from countries and disciplines subject to *numerus clausus* into those with unrestricted entry, such as Belgium. While immigration controls and visa requirements may be stringent, no host country among those investigated reports national regulation of admissions by country of origin.

Fees

EC host countries can be sharply divided into those which differentiate in fee policy between domestic and foreign (non-EC) students (Ireland and the United Kingdom) and those which do not, either because tuition is free to all students (France, Germany and Denmark) or because fees are levied at the same level for all (eg Italy). Belgium and Greece constitute intermediate cases. Fee policy has implications extending well beyond the financial constraints affecting students and sponsors, severe though these may be. It permeates the funding of institutions, discussion of the taxpayer role in educational support and interchange, and the total climate and language of overseas recruitment. For example in Germany, with no tuition fees and hence no commercial incentive for foreign recruitment, academic issues are central in discussion of 'internationalisation' and concerns are reported regarding quality control and academic recognition. In Britain by contrast international education is increasingly represented as an export industry and policy discussion at institutional and Government levels takes place in the language of the market. As a corollary, issues of responsible recruitment, good practice and customer care have become prominent.

Scholarship support and targeting

Owing to lack of national information on numbers sponsored from non-host-Government sources, it is not generally possible to estimate the proportion of sponsored to self-funded foreign students in the EC. In addition to the massive taxpayer subsidy on tuition provided by host countries which do not charge differential fees, most of those investigated provide some sort of nationally funded scholarship or fellowship support to selected categories of foreign students. This support is sometimes indirect, as in Belgium where nationals of 41 developing countries are admitted at the home-fee rate in addition to non-EC foreign nationals up to a limit of 2% of domestic enrolment. Direct scholarship support is often provided by more than one Ministry, reflecting a range of national objectives (foreign policy, trade links, technical/scientific cooperation, aid and development), and under a number of budgets and measures including bilateral accords and participation in multilateral provisions such as those of Lome.

Host countries vary in the degree to which scholarship funding is targeted to particular categories of recipient and whether it takes the form of country allocation or individual support. In several cases (Italy and the UK) there is an explicit linkage with national foreign-policy priorities and it can safely be assumed that these are never entirely absent from the picture. Surprisingly little evidence has been found of selective targeting of educational support to ex-colonies. An important exception is the Netherlands, with large (but not exclusive) funding directed to Indonesia. While it is evident that bonds of history and common language influence recruitment into former colonial powers independently of nationally-provided financial support, as seen in the flow of francophone Africans into France (see eg Tables 3.4 3.5) it also appears that national considerations governing targeted financial support are generally more oriented to the present and future than to the past.

Perceptions of the future

There is great variation among EC countries in the degree to which the education of foreign students is seen as a significant issue calling for an explicit and coherent national policy. The fact that, for the purpose of this study, it proved impossible to obtain national information from Spain, Portugal or Luxembourg, is itself a minor testimony to the unevenness of policy development and dissemination

across the Community. Denmark is only beginning to look at overseas recruitment in the context of facilitating movement of Danish students abroad. Italy is a relative newcomer to large-scale recruitment, with a commitment to development of an integrated national policy. Germany faces special post-unification uncertainties over integration of the educational provisions of the ex-DDR. Other member states, within differing policy frameworks, have a longer history of reception of foreign students. Most have passed through a restrictive period in the 1970s and early 1980s, and are moving towards some liberalisation of foreign-student entry.

There is a broad consensus that the future will see enhanced intra-Community mobility through the exchange programmes and by 'free movement'. The statistical basis for this perception is discussed in the concluding section of this report. Considerable interest exists in the capacity of the exchange programmes to promote mobility across as well as within the frontiers of the EC, by measures such as expansion of ERASMUS to include the EFTA nations. At the same time, perceptions differ greatly on whether enhanced European integration of higher education will come about at the expense of North-South educational co-operation and support, particularly in the face of external factors such as deteriorating developing-country economies.

IIIB. National Policies of Member States

This section gives more detailed information on structures and policies of the receiving countries for which information is available. Countries are discussed in English alphabetical order. Rankings refer to absolute foreign-student numbers among countries for which comparable statistics have been published by, or submitted to, UNESCO.

1. Belgium

Belgium as a host country currently ranks fourth in the EC and seventh in the world, with some 22,500 foreign students. Educational policy is separately administered by the French-speaking and Dutch/Flemish-speaking communities. The majority of foreign students, many from francophone Africa, are in the French sector; the Dutch/Flemish institutions, many of which use English as a language of instruction, tend to attract more anglophone postgraduates (Source: Vanermen 1986). An annually agreed sum is transferred from the national Government to those of the communities for support of activities related to foreign students. Grant aid is also given to students from developing countries by the national administration. No estimate can be given of numbers of scholarship-aided students, nor of their proportion to the total foreign student body. There is no national policy on numbers or countries of origin and no preferential treatment of students of particular nationalities, although Zaire is the third-ranking single sending country. Likewise there is no national preference for students in particular disciplines, although they are attracted to subjects in which Belgium is academically strong, such as tropical agronomy. No subject quotas or *numerus clausus* restrictions are nationally set. There is concern over pressure on places from an 'overflow' of French and German students in subjects with *numerus clausus* in those countries. Since 1989 the French community has imposed a preadmission test entitled 'Informative test of level of knowledge of the French language' on foreign nationals without a diploma of secondary studies in French who seek first-time inscription ('first candidature') into a francophone institution. This test is described as 'obligatory but not eliminatory', with institutions retaining discretion to admit.

Funding

Belgium has a complex fees policy for both domestic and foreign students. Home students pay a low basic enrolment fee with a proportion of the remaining cost met from public funds. Since 1972 non-EC foreign students have been admitted onto courses at the home rate until their numbers reach 2% of the previous year's home student enrolment; additional students are required to pay the basic fee plus a supplement which varies by course and level of study. For most courses there is a continued public subsidy of tuition fees. Outside the 2% rule, certain groups of foreign students are admitted at the home-fee rate. These include students who are nationals of 41 named developing countries.

Future trends

The education of foreign students is not a prominent political issue in Belgium. While numbers, proportions and budgetary levels may shift in small ways over the next few years, there are said to be too many forces in balance within the Belgian nation to make likely any radical change in policy direction or underlying priorities.

2. Denmark

Denmark received 6,600 foreign students in 1988/89, ranking seventh in the EC and 27th in the world as a receiving country. National policy, administered through the Ministry of Education and Research, is to move towards the internationalisation of Danish higher education through exchange programmes for students and teachers, transnational inter-institutional co-operation, and an effort to make study programmes internationally comparable (Source: Ministry statement 1991). There is a desire to increase participation in ERASMUS and NORDPLUS programmes, but beyond this no explicit national or institutional commitment exists to increase numbers of foreign students studying in Denmark. The driving force behind exchange programmes is said to be the need to widen opportunities for Danish students to go abroad for study.

Admission

While exchange students are not subject to national academic entry requirements, those for full-course applicants are stringent, requiring application through the national system, a nationally-set Danish language test and proof of a relevant connection with Denmark. *Numerus clausus* restrictions exist in most disciplines, but within these there is some earmarked provision for foreign students.

Funding

Danish institutions are in general over-subscribed. Funding follows the student and under *numerus clausus* there is no difficulty filling places and hence little financial incentive for institutions to recruit foreign students. With exceptions under some programmes, most foreign students do not pay tuition fees. The Ministry has, however, recently established an International Project Unit part of whose function will be to facilitate postgraduate recruitment on a fee-paying basis. This is described as an embryonic move in the direction of active policy for overseas recruitment; its driving motive is said to be the promotion of foreign-policy objectives as well as income generation. Nationally-funded scholarships are not offered to foreign students, because the Danish Government has no policy commitment to direct support of higher education overseas. Overseas aid is funded under a general aid budget which contains no earmarked allocation for higher educational development.

Future trends

Beyond expanded participation in exchange programmes, there is said to be no visible prospect of a developed policy for foreign students in Denmark. The priority is rather to meet the conditions necessary for facilitating the outward mobility of Danish students. The Danish Research Academy is, however, in process of setting up funded inter-institutional agreements for admitting research associates and students at PhD level under split 'sandwich' schemes. The priority here is to build provision for research co-operation and training.

3. France

With some 125,500 foreign students enrolled in 1988/89, comprising roughly 12.5% of total student enrolment, France ranks highest in the EC and second in the world in foreign student intake. 1989/90 figures show an increase in total numbers to 131,586, of whom 74,721 or 57% are from francophone Africa (principally the Maghreb). The most popular subjects are the humanities, followed by the sciences, medicine, law and economics (Source: data supplied by the *Direction des Affaires Generales Internationales et de la Cooperation, Ministere de l'Education Nationale*). Foreign status is defined by nationality, thus including an unknown proportion of non-French but French-educated settled immigrants; but since French birth carries entitlement to full French or dual nationality, the numbers of 'anomalous' foreign students (unlike the German case, qv) are likely to be small.

At Government level the *Ministere de l'Education Nationale* has overall responsibility for foreign students, although the *Ministere des Relations Exterieures* administers some scholarship programmes. Beyond this the Higher Education system as a whole is somewhat decentralised, with institutional autonomy in admission, curriculum detail and quality control. While there is said to be no declared national policy towards foreign students, the principles governing all aspects of their treatment are stated to be those of *equality* among all students, *welcome* (comprising appropriate pre-admission screening, reception and distribution among institutions and cities) and *institutional autonomy* in pedagogic matters.

Stated rationales for welcoming foreign students are, as elsewhere, a mixture of trade and aid, diplomatic objectives, cultural enrichment, educational development and co-operation. Since no tuition fee is charged (apart from a minimum inscription fee of approx. 1000fr or £100 pa to cover social security), revenue is not an incentive for Government or institutions: on the contrary, the annual taxpayer subsidy to foreign students was estimated in 1989 at some eight billion francs, excluding direct aid-funded support (Source: Chandler 1989:25).

No national policy is said to exist regarding changes in the numbers and percentage of overall foreign student enrolment. There is however heavy pressure on places and a problem of absorption of all students in the university system. Allied to this is a concern over quality control and a high wastage rate in the Universities (not the *Grandes Ecoles*). In May 1991 the Minister of Education announced plans to create seven new Universities, four in Paris, two in the Calais region and one in La Rochelle, with the primary aim of strengthening the European pole of academic interchange and cooperation. In addition, 50,000 new places are to be created for two-year vocational courses (*Diplomes Universitaires de Technologie*) within technical institutes (*Institutes Universitaires de Technologie*). 20 new IUTs are planned.

While these measures are seen primarily as a response to the needs of French students, the facilities created will be equally accessible to those from abroad. There is further concern regarding over-concentration of foreign students in the Paris institutions (reported to be 50% of all students in 1981); the Ministry recently issued a guideline target of 13-14 foreign per 100 French students in each institutional faculty (Source: Okamoto 1990).

Admission

Admission procedures are identical for French and foreign students, with the exception of those seeking entry to the first cycle. Here, foreign applicants are required: a) to demonstrate, while still in the home country, that their level of attainment would qualify them for admission to higher education in that country; b) to demonstrate proficiency in the French language (with exemptions given for those from francophone countries); c) to select three universities in order of preference. Universities make decisions on admission, and are entitled but not compelled to reject those failing the language test. Medical studies are controlled by a *numerus clausus* restriction applying equally to French and foreign applicants. The controls on first-cycle entry are said to be applied in the spirit of avoiding academic failure.

Funding

According to 1985 data, approximately 50% of foreign students in France are self-funded, more than one third receive some funding from their own Governments, national or international bodies, 8% receive French grants from Foreign Ministry funds, and 5% have grants from the Ministry of Education or the aid fund operated by the *Centre National des Oeuvres Universitaires et Scolaires* (Source: Chandler 1989: 25). Some Foreign Ministry-funded scholarship support is given under bilateral co-operation treaties, predominantly with former colonies but no estimate could be obtained of the amount and proportion to the whole support budget represented by this targeted funding. Bilateral funding programmes also exist between France and other countries such as Brazil. Under bilateral programmes, priority is said also to attach to research co-operation with developed countries; it is possible that these needs may compete with those of LDCs and former colonies.

Future trends

The Ministry of National Education foresees no major shifts in patterns of recruitment or policies towards foreign students. There are no plans to introduce subject or country controls or quotas. Numbers of incoming EC students will increase under ERASMUS and the other mobility programmes, but so will those of outgoing French students. France, Germany and Britain will continue to constitute the 'Golden Triangle' of European exchange. The focus on Europe, the developed world and scientific/technical co-operation is not, however, seen as occurring at the expense of commitments to the developing world, particularly francophone Africa; they are thought of as separate issues.

4. Germany

With approximately 92,000 foreign students comprising some 6.2% of total student numbers (1989, pre-unification figures), the Federal Republic before unification was the world's fourth ranking receiving nation. Of the foreign student total, however, an estimated 35–40% are German-educated children of migrant workers not holding German nationality (*Bildungsinlaender*). 1986/87 figures indicate that 27% of foreign enrolments were in engineering, 24% in the humanities, 14% in science and mathematics, and 7% in medicine. (Source: Chandler 1989: 33).

The formal principles determining policy towards foreign students in the Federal Republic are that "...international activities contribute to the quality of research and academic study. In addition...they have strong political and economic impacts in that they foster communication and mutual understanding across national frontiers, shape the image of the FRG abroad, and contribute to strengthening the basis of social and economic stability in a future-oriented perspective, with a view to the highly export-dependent economy of the FRG" (BMBW 1990). Beyond these statements of principle, the country's federal structure is said to hamper the formation of a co-ordinated national policy on foreign students. Responsibility is widely distributed across national bodies (including DAAD), the *Laender*, institutions and even local municipalities which control residence and can therefore limit numbers and nationalities. Since 1989 a Working Group has been in existence to co-ordinate provision for foreign students, with membership drawn from the Foreign Ministry, Ministry of the Interior, Ministry of Economic Co-operation, Chancellor's Office and Ministry of Education and Science. The Group meets two to three times per year; the *Laender*, DAAD and Rectors' Conference attend as guests.

The major uncertainties presently facing German higher education as a whole are, of course, those arising from unification with the ex-DDR. According to the Ministry of Education and Science, Foreign Ministry and DAAD the implications of unification for education, as for the social fabric generally, are only now beginning to be addressed. The new *Laender* should, technically, be fully integrated into the national legal system; but bureaucracies cannot change overnight and the Ministry estimates that two to three years will be needed for the structures affecting foreign students to stabilise. At present a degree of anarchy prevails; students continue to enter the ex-DDR from countries such as North Vietnam without diplomatic relations with the Federal Government; some graduate students now on courses in the ex-DDR were admitted on entry qualifications below those acceptable in the FRG. Ministry policy is to honour undertakings entered into by the ex-DDR towards students, but problems of academic attainment are anticipated.

Numbers

Despite pressure on places for all students, both the Federal Government and institutions favour maintaining the present level of foreign enrolment and even increasing it to some 10% of the total. No country quotas exist. There is a desire to achieve a more even spread across countries of origin, and to increase numbers, in particular, from Africa and South America. (At present about 30% of foreign students, including *Bildungsinlaender*, come from Turkey, Greece, Iran, Korea and Indonesia). There is no general policy regarding levels of study or disciplines, although institutions are free to pursue individual policies in the frame of bilateral arrangements.

Admission

In principle, access to higher education is granted to all foreign applicants who can meet the academic prerequisites set by the KMK (Conference of Ministers of Culture of the *Laender*). These, and provisions for academic recognition, vary according to the educational standards of sending countries; but a basic requirement is evidence of qualification to pursue tertiary studies in the home country, together with German language proficiency assessed by test except where German has been the language of education. Certain subjects are subject to *numerus clausus* restriction; in these, 6% of available places (medicine and pharmacy) and 8% (architecture, biology, forestry, domestic science, food chemistry and psychology) are reserved for non-EC foreign students. EC students share the place allocations of domestic students. These central provisions apart, the admission procedures for foreign students in all disciplines are the responsibility of institutions. Measures to liberalise entry requirements are at present under consideration by the Federal Government and the *Laender*.

Funding

As in France, since tuition is free in publicly-funded institutions there is no financial incentive for recruitment abroad. In 1986, the cost of providing study places for students from developing countries amounted to approximately DM320million (£112,300,000), met by the *Laender*. No precise calculation can be made of the proportion this represents of the total taxpayer contribution to tuition costs of foreign students, although the Ministry estimates that the average public subsidy of tuition for foreign students is DM 12,000 (£4,211) per study place per annum. In addition, the *Laender* awarded scholarships amounting to around DM18 million (£6.3 million) to foreign students in 1986 and the Federal Government (Foreign Ministry and Ministry of Economic Co-operation) of around DM200 million (£70,175,000) in 1991. The difference reflects commitments embraced by the Federal Government post-unification, such as the undertaking noted below to finance foreign students already on courses in the ex-DDR. Funds are channelled through bodies such as DAAD and the Humboldt Foundation; although country allocations exist there is apparently no targeting of scholarship funds towards particular nationalities or regions. No information is available on the proportion of scholarship-funded to self-financing students, although the Ministry estimates that some 90% of all foreign students in West Germany receive no support apart from the general subsidy. In the new *Laender* of the ex-DDR, some 6,000 foreign students are to be supported financially to the end of their courses, at a cost to the Government of DM80 million (£28 million) in 1991.

Future trends

Aside from the major question marks associated with unification, projections for the future include increased European co-operation and interchange, especially through the expansion of ERASMUS and other programmes, but not at the expense of developing-country support. There is a trend towards recruitment at postgraduate level (as in all OECD countries) and a wish to attract better-qualified applicants. Academic recognition will be a problem as long as the rules governing recognition remain complex and obscure. Improved followup and aftercare are seen to be needed, but are considered a task for the Rectors' Conference and the universities themselves to address with government support.

5. Greece

Intake figures are not available for foreign students in Greece comparable to those supplied to UNESCO and used in the tables appended to this paper. Material separately supplied to OECD indicates, however, that foreign students in the HE sector (including those from Cyprus) totalled 1,473 in 1985/6, 1086 in 1988/89 and 1139 in 1989/90. Absolute numbers are therefore low in relation to the rest of the EC, although the proportion of foreign to domestic students may not be (estimated 7% in 1987/88). It must be noted however that Cypriots accounted for 74% of the HE intake for 1988/89; of the residue broken down by continent, 140 were from Asia, 87 from Africa, 51 from Europe (East and West) and three from the Americas. In contrast, Greek nationals studying abroad totalled some 29,700 in 1987/88. Clearly therefore, despite the lack of comparable statistics and with or without allowance made for the special cultural relationship with Cyprus, Greece is very much a net exporter of students. No information is available on subject of study of incoming students. In possible reflection of the recent history of outward migration, Greek educational policy makes a distinction at several points between foreign nationals and those of Greek origin settled abroad.

Admission

Undergraduate entry for domestic students to both higher and technical tertiary education is governed by competitive examination, with the number of available places laid down annually by the Ministry of Education. Foreign students are selected on the basis of the home school-leaving grades. Over and above the domestic allocation of places, separately designated percentages of foreign nationals, those of Greek origin living abroad for over five years (whether Greek nationals or not), and foreigners or applicants of Greek origin holding Greek government scholarships, may be admitted up to a total of 20% of all entrants. 5% of available places at polytechnic colleges and in faculties of medicine, dentistry and veterinary science, and 10% in other faculties, are reserved for Cypriots, with admission through entry examination held by the Cyprus Ministry of Education. Foreign applicants are required to show proficiency in Greek language.

Funding

Domestic students and Greek nationals are not liable to tuition fees. Foreign nationals on undergraduate and graduate courses in HE institutions (not the technical-education sector) pay tuition and registration fees, the former ranging from DR80,000 – DR100,000 (£250 – £314) pa. Exemptions cover scholarship holders and students from countries where Greek students pay no fees. Further categories of students, including those of Greek origin, are exempt from tuition fees for qualifying language courses.

The National Scholarship Board (IKY) awards scholarships to domestic and foreign students in several categories, including Greek Cypriot undergraduates, and foreign degree-holders at doctoral level from member states of the Council of Europe and from Asia, Africa and Latin America. For foreigners and those of Greek origin, scholarships include allowances for maintenance, travel and thesis printing costs. IKY scholarships in a recent (unspecified) year amounted to 40 awarded to foreign nationals from the regions above designated, and 30 to foreigners of Greek origin.

Further scholarship funding is provided by the Ministry of National Education and Religion under bilateral cultural agreements. In 1990/91, agreements providing undergraduate support were in place with Ethiopia, Jordan, China, Lebanon, Syria and Bulgaria; and at postgraduate level with a longer list of partner states from most continents. The Ministry may also award individual scholarships to foreign students on course on the basis of academic merit and financial hardship. Finally, the Ministry of Foreign Affairs awards approximately 60 scholarships per annum to foreign students and five to those of Greek origin. The 1988/89 list of new recipients indicates some targeting: 18 were from South Africa (community unspecified), ten from the Occupied Territories, nine Israeli, four Kurdish, three Syrian, two each from China, Argentina, Iraq, Nigeria, South Korea, Chile, Iran and Tanzania, one each from Lebanon, Algeria, Tunisia and Zaire.

(Note: Direct consultation with responsible government officials has not proved possible in the case of Greece. The source for all information in the above section is the *National Report* of the Greek Representative to the OECD Seminar, Hannover, April 1990)

6. Ireland

Ireland currently ranks lowest in the EC and 36th in the world in terms of foreign student numbers, with 2,703 overseas students (1988/89) comprising around 4% of total numbers in third level study. Data-gathering bodies define 'overseas students' as those whose permanent address is outside Ireland and who are temporarily resident in Ireland for the purpose of study. The USA, Malaysia and Britain accounted for some 18%, 11.5% and 9.6% respectively of enrolments in 1988/89; other significant countries of origin are Germany, France and Canada. While numbers are small overall, the general trend is towards an increase in numbers from the USA and EC countries. Numbers from Africa are in decline; they now represent 9.6% of the total foreign student population compared with 14.6% in 1987/88 and around 40% between 1982 and 1983. Medicine (including paramedical and health sciences) attracted 36.4% of foreign students in 1988/89; Arts and Social Sciences 34.2%, followed in rank order by science, business, engineering, interdisciplinary studies and architecture (Source: *Statistics of Overseas Students in Ireland*, ICOS 1990).

Numbers

Recent years have seen increasing pressure overall for places in third-level education. Contrary to trends in other parts of Europe, a burgeoning population of 18-year-olds has widened the demand gap in a manner likely to continue in the medium term. Measures have been announced by the Irish Government to increase capacity overall by some 8,800 third-level places, some of which may involve a private-sector financial contribution (Source: *Programme for Economic and Social Progress* 1991). While there is no declared Government policy to expand numbers of foreign students, institutions are said to anticipate a gradual increase in recruitment, both EC and non-EC. Some predict an eventual non-Irish intake of around 10% of the total. Recruitment efforts are currently directed towards the Far East and USA. The sharp drop in recruitment from Africa is said to result from cost factors together with a decline in traditional (eg mission-based) channels of recruitment; there are no national plans to reverse this.

Numerus clausus provisions restrict entry of Irish students to medicine and dentistry courses. No allocation is made for foreign students within these quotas, but they are admitted outside the *numerus clausus* on a full fee-paying basis. No other subject restrictions are imposed nationally, although institutions operate their own controls according to teaching capacity. Institutions set their own admission requirements.

Funding

All students pay tuition fees in Irish third-level education. For non-EC students, institutions are encouraged to set these at an 'economic' (ie full-cost) level. Consequently, as in the UK, market considerations are prominent in all discussion of policies for international education. Consideration has been given to establishing a national body modelled on the British Council's Education Counselling Service for promoting Irish education abroad, and this proposal has been incorporated in the Irish Government's *Programme for Economic and Social Progress* issued in January 1991.

The Irish Government offers Bilateral Aid Fellowships for full-time third-level study designated to priority countries. In 1988/89 long-term fellowships in this category numbered 35, of which 14 were awarded to students from Tanzania, six to Lesotho, three to Burundi, two each to India, Sudan and Zambia, one each to Bangladesh, China, Ethiopia, Rwanda, Sri Lanka and Uganda. A further 36 bilateral aid-funded awards were made for short and professional courses. 89 EC Commission Fellowships, mainly for short professional courses, were held by students from Africa (23), the Caribbean, Central and South America (18) and Asia (48). (Source: *Statistics of Overseas Students in Ireland*, ICOS 1990). No current information is available on students sponsored from other sources; hence no conclusions can be drawn regarding proportion of sponsored to self-financed students. In the early 1980s, 4% of foreign students were supported by Irish Government bilateral awards, and 0.7% by multilateral (European Development Fund) Fellowships. (Source: O'Riordan 1986).

Future trends

While there is little by way of stated government policy towards international education in Ireland, there is a strong sense of the need to establish and maintain a place in an increasingly competitive overseas education market. Much discussion focuses on ways of achieving this by publicising Ireland's advantages as a place to study. Beyond this, the Irish Government in its *Programme for Economic and Social Progress* announced its intention to establish Ireland as an 'International Education Centre' through measures including:

- exploitation of opportunities in EFL,
- development of international education projects,
- exploitation of opportunities in paramedical and agricultural sectors,
- exploitation of opportunities in outward consulting,
- encouragement of third-level colleges to seek additional postgraduates and summer students.

7. Italy

Italy received 21,411 foreign students in 1988/89, ranking fifth in the EC and eighth in the world. Within the Ministry for University Research, Science and Technology, a Department for International Relations (URI) plays a co-ordinating role in the implementation of national policy, distributes funds and collects statistics. There is also a Rectors Conference which provides a link between the ministry and institutions in academic matters. Italy is described as a relative newcomer to large-scale foreign-student recruitment, with a national commitment to policy development and participation in internationalisation.

Numbers

Definitions of foreign-student status are imprecise, involving a combination of nationality, domicile and nature of secondary qualification. There is a policy to have at least 10% average foreign student enrolment on courses, with no preference as to nationality or discipline. Despite Government measures to achieve even distribution of foreign students in Italian universities, in 1987/88 over 70% were concentrated in nine traditional institutions. In the same year, 70% of foreign students were enrolled in faculties of medicine, architecture, engineering, mathematics/physics/natural science, and pharmacy (Source: *Studiare da Stranieri in Italia*; paper prepared for the OECD Seminar, Hannover 1990).

Admission

Admission procedures are centralised in Italy. Applications for full-course admission are made to the Italian Embassy in the country of origin; applicants must be of an academic standard sufficient for entry in the home country, and must qualify in Italian language. Non-EC students are placed in an Italian institution by the Ministry of Foreign Affairs; EC nationals may choose the institution of study. *Numerus clausus* operates in State universities for medicine, veterinary science and dentistry, with an allocation of approximately 10% of *numerus clausus* places to foreign students.

Funding

Foreign students in general pay tuition fees on the same basis as Italian students. These are low for state universities – currently around 400,000*lire* pa (£190) – reflecting a heavy taxpayer subsidy for the tuition of all students. Independent universities are allowed to set their own fees but must give equal fee treatment to Italian and foreign students. Under certain bilateral agreements, the Ministry of Foreign Affairs gives maintenance grants (currently some 800,000*lire* or £377 per student per month) to some students, mainly from the OECD countries and Europe. In addition, under a special agreement between the Ministries of Foreign Affairs and of University Research, Science and Technology, scholarship support is provided to students from some developing countries. 600 such maintenance grants were made for the academic year 1990/91 from a total budget of 6,000*mlire* (£2.8 million). Students under both schemes pay tuition fees at 50% of the full rate. Countries eligible for student support under the second scheme are selected annually by the Ministry of Foreign Affairs in accordance with foreign-policy priorities of the Italian Government. The 1990/91 awards were distributed across Africa (320), Asia (131) and Latin America (149). Country distribution within continents indicates no preferential treatment of those with historical connections with Italy, although educational support programmes for Somalia and Ethiopia are said to have been in place until the collapse of civil order in those countries. (Source: data supplied by URI.) No estimate can be made of the proportion of self-financing to sponsored foreign students.

Future trends

The main problems facing overseas-student policy in Italy are said to be infrastructural: living costs, language support and accommodation. Some of these affect all students; the growth of exchange programmes is said to be raising institutional awareness of the pressures facing Italian students. A slow expansion is forecast in intra-EC mobility, both inwards and outwards. Italian students are becoming more willing to go abroad for study, and there is a tendency for non-Italians entering on exchange programmes to seek to remain for postgraduate work. As regards developing country recruitment, future constraints are likely to be external to Italian Government policy: maintenance funds, currency exchange, deteriorating developing-country economies. A proposed new act is currently before the Italian parliament which is intended to improve the overall position of foreign students in Italy. No further details are available.

8. Luxembourg

No information available.

9. The Netherlands

The Netherlands ranks sixth in the EC and 20th in the world as a host country, with 8,351 foreign students received in 1987/88. Foreign students, including those enrolled in specialised Institutes of International Education established in 1952 for Third World students, constitute between 2.5% and 3% of the total student body. Those from developing countries constitute approximately 45% of foreign students and 0.9% of all students (Source: data supplied by NUFFIC; years 1986–88). Foreign-student status is defined by nationality. No information is available on subject choice. Responsibility for promoting international co-operation in higher education lies with the Ministry of Education and Culture, which established a funding and sponsorship programme, directed principally to European co-operation, in 1988. The Directorate-General for International Co-operation, within the Ministry of Foreign Affairs, has responsibility for developing-country educational support under the aid budget. Both programmes are administered through NUFFIC, the Netherlands Organisation for International Co-operation in Higher Education, which also plays a key co-ordinating and advisory role. Diplomatic, trade and revenue arguments are not nationally prominent in discussion of foreign-student policy; the rhetoric is rather that of 'internationalisation'. There is said to be a distinctively European focus to the national debates, under the stimulus of the approaching single market. At the same time, voices are heard warning against neglect of broader (eg third-world) educational needs, and calling for more critical examination of the concept of 'internationalisation' (Source: Netherlands country report prepared by NUFFIC for the OECD Seminar, Hannover 1990).

Numbers and Admission

There is no national policy at present to increase the total numbers or percentage enrolment of foreign students, nor to regulate their distribution across institutions. Admission requirements are set by institutions without discrimination between Dutch and foreign applicants; NUFFIC gives advice on academic equivalence. There are no general foreign-student quotas. *Numerus clausus* applies to all students in a few disciplines, including medicine.

Funding

Foreign students are not subject to differential fees; hence there is no financial incentive for institutions to recruit overseas. A variety of scholarship support programmes exist for developing-country nationals to study in the Netherlands, with funding from both national and international sources. In 1990 129 UN fellowships were awarded, a further 55 under Lome Convention provisions and 96 under bilateral cultural agreements funded by the Netherlands Ministry of Education. The Ministry of Foreign Affairs (Directorate-General for International Co-operation) provides 80 fellowships under a targeted programme for Indonesians with an annual budget of approximately 6million guilders (£1.87 million).

In addition, the DGIC funds programmes of developing-country educational support with the following 1991 budgets: direct support to training institutes in developing countries (DSO) (17 million guilders: £5.3 million); Inter-institutional co-operation programme (SV) (60 million guilders: £18.7 million); Netherlands Fellowship Programme (NFP) (40 million guilders: £12.46 million). Indonesia received 125 NFP awards in 1989 and 188 in 1990. Of the 1989 NFP allocation of 1308 awards excluding those to Indonesia, the principal recipient countries were Tanzania (134), Uganda (80), the Philippines (66), Bangladesh, Ethiopia and Nigeria (62 each). (Source: documents supplied by NUFFIC.) While there is a clear targeting of educational support to Indonesia as a former colony (but not to Surinam), no other preferential treatment is given to Indonesian students. As elsewhere, no estimate can be made of the overall proportion of sponsored to self-financing students.

Future trends

The next few years are expected to bring an expansion in intra-Europe co-operation and mobility, with further refinement of the goal of 'internationalising' Dutch higher education as a whole. There is some evidence that the present Government is turning towards a self-described 'bicycle relationship' in education (ie one of easy mobility) with the neighbouring European states, and setting its face somewhat against bilateral agreements as instruments of educational co-operation. Opinions differ, however, on whether the shift towards European collaboration will be at the expense of North-South partnership and support.

10. Portugal

No policy information is available. Statistical information has however been compiled from the country return submitted to UNESCO, and is included in the Tables.

11. Spain

No information available.

12. United Kingdom

The United Kingdom as a receiving country currently ranks fifth in the world and third in the EC. Overseas students comprise approximately 10% of total full-time enrolment in publicly funded higher education (Source: Williams 1990). There is no single locus of responsibility within government for overseas student policy; aspects of direction and implementation are distributed across ministries (Foreign and Commonwealth Office, Department of Education and Science, Overseas Development Administration, Home Office) and the British Council. An Inter-Departmental Group is in place to co-ordinate and review policy issues on overseas students; broader consultation machinery exists in the form of a Round Table which meets intermittently for discussion between IDG members and non-Governmental bodies. A policy of full-cost fees for overseas students (defined as those whose normal residence is outside the UK, EC nationals being treated as home students for fee purposes) was introduced in 1979, and modified by the 'Pym Package' of 1983 which provided targeted scholarship support in furtherance of specific British priorities. The current Government's overall position is that a) Britain welcomes overseas students; b) their education should not be indiscriminately subsidised by the British taxpayer; c) 'in accordance with perceived national priorities, carefully targeted awards should be made available to selected individuals and categories of students from abroad' (Source: Williams 1990). There continues to be criticism of the impact of the fees policy on educational opportunities for students from poorer countries, particularly those of the developing Commonwealth. Partly in response to the controversies surrounding the 'marketisation' of British higher education as an export industry, issues of 'responsible recruitment' and 'good practice' have become prominent policy matters at institutional level (British Council 1989; UKCOSA 1991).

Numbers

With energetic recruitment by the British Council and institutions, overall numbers of overseas students have risen to within 18% of their pre-1979 levels, despite the financial impact of full-cost fees. There have however been radical changes in the patterns of study level and country of origin, attributable in part to the fees policy but also to other factors such as economic changes outside Britain. The trend since 1982 has been for substantial increase in incoming students from EC and OECD member countries, while those from the Commonwealth and developing countries have remained relatively static. Numbers from the poorest 50 countries have, however, recovered to near pre-1979 levels, reflecting a concentration of aid-funded scholarship support to this group. There has been a marked shift since 1979 towards recruitment to higher education (undergraduate and postgraduate) at the expense of non-advanced further education. Overseas students are heavily concentrated in three subject areas which in 1986 together accounted for nearly two thirds of all enrolment: engineering and technology, social, administrative and business studies, and natural sciences (Sources: Dept of Education & Science; Williams 1990).

There is no national target regarding numbers or percentage of foreign students in British institutions. Government policy for higher education as a whole, however, calls for an expansion in the age participation rate from 15% to 30% over the next 25 years, together with improved access for non-traditional students: changes which will not be fully financed from public funds. This, together with other reductions in central government funding of institutions and projected demographic decline in numbers of home-grown 18-year-olds, creates pressure for alternative income generation through recruitment of fee-paying foreign students. Some but not all institutions set internal recruitment targets: 5%–10% would be typical figures.

Admission

Decisions on admission of overseas students are made by individual institutions; there are no nationally imposed entry standards, although national clearing houses make possible a common admission procedure within the publicly funded sector. A broad range of overseas qualifications is recognised, and some evidence of English-language proficiency would normally be required. In all types of institution and levels of study, there is increasing provision of courses specially tailored to the needs of foreign students and their sponsors.

Funding

In purely financial terms, the net cost in taxpayer subsidy of the overseas student presence in Britain pre-1979 (then estimated at £100 million pa: Chandler 1989: 1) has probably been converted to a net gain. Disregarding the cost of scholarship support and the institutional costs attributable to overseas marketing and specialised support, overseas student fees for the university sector are estimated to constitute some 9% of recurrent income in 1990/91. The total economic benefit, including balance of payments gains from student consumption in the private sector, was estimated at £1 billion pa in 1987: roughly one sixth of the total income generated by the tourist industry (Source: Williams 1990).

British Government-funded award schemes for targeted student support totalled approximately £126.94 million in 1989/90, spread over 23,993 awards (Source: Williams 1990). A number of separate programmes exists, reflecting the division of financial responsibility among several Departments of State. The scope of targeted schemes is also intended by government to facilitate achievement of the full range of British policy objectives: political/diplomatic, commercial, developmental and educational (ibid). There is increasing emphasis on project-related training funded within the aid budget through the Overseas Development Administration's Technical Co-operation Training Programme (TCTP). Since there are no national figures on numbers of overseas students supported from other sources, it is not possible to estimate the proportion of sponsored to self-financing students.

Future Trends

Realistically, future trends in Britain must be viewed within the frame of the existing Government's commitment to full-cost fees and targeted support, together with changes affecting higher education as a whole. There is a broad consensus that market forces will create increasing international competition for able students, and that historical ties will not of themselves guarantee a continued market share. Recent and projected changes within Europe seem certain to promote increasing mobility within the EC, and between it and the former Eastern European bloc. Against this background, the preservation and enhancement of educational opportunities to the developing countries of the Commonwealth and elsewhere call for urgent consideration.

IV. ISSUES AND CONCLUSIONS

The most consistent theme to emerge from the consultation exercise reported above is a growing emphasis among EC member states on within-Europe student mobility and academic co-operation. The development of the existing exchange programmes, expansion of ERASMUS to encompass the EFTA countries, and increased East-West interchange through TEMPUS and other schemes, will clearly promote this trend. Views differ among officials of EC member governments on the extent to which it will compete with commitments to North-South partnership, either within the frame of bilateral agreements or as part of multilateral provisions such as those of Lome.

This perception of a Eurocentrist trend is in general supported by the statistics available. Table B compares the numbers of foreign students by continent of origin entering each EC country over a 3-year period. From these figures it can be calculated that intra-Community mobility expanded over the period in question (1985-88) by some 26.25%. Student intake from the African continent increased for some EC countries; but into the Community as a whole it fell by 7.5%. Changes in Community composition and methods of data collection make precise interpretation of the figures difficult, but the direction is clear. It becomes even clearer if we look at the UK as a single receiving country: here, over the same period, intake from the EC rose by 115% while that from Africa fell by 22%.

With regard to the Commonwealth, the picture is less clearcut. Table C shows very little change between 1985 and 1988 in Community intake from the Commonwealth states. Of the total increase of 3%, virtually all is accounted for by the 'developing' Commonwealth according to OECD classification: ie all Commonwealth countries except Britain, Australia, New Zealand and Canada. Hence the relatively static picture encompasses large increases in intake (principally to the UK) from the industrialising countries of Asia: Hong Kong, Malaysia and Singapore; and masks a 45% decline in recruitment from Nigeria. It must also be noted that, in the case of recruitment to Britain, the largest drop in Commonwealth intake took place before the study period: numbers fell from 44,600 in 1978/79 to 27,900 in 1984/85.

This report concludes by drawing attention, in summary form, to issues which the Commonwealth will particularly wish to consider in the context of educational policy vis-a-vis Europe.

The first point to note is the diversity within the EC in the degree of articulation of any concerted national policy towards the education of foreign students. For some member States it proved impossible in the time available to elicit any national position (in one case we were told we were 'asking Northern European questions in Southern Europe'). Elsewhere, responsibility for policy is distributed over several ministries and exercised at many levels of central and local government, academic bodies and institutions. As documented above, there is substantial public investment in student mobility and educational support, whether through taxpayer subsidy on tuition or targeted scholarship provision as an open or tacit instrument of national policy. This takes place, however, within hugely varying rationales; the terms and assumptions of national debate on foreign students differ correspondingly. The Commonwealth will in turn need to take account of this diversity in arguing its case for the educational interests of its member nationals in Europe.

The second point concerns the concept of 'internationalism' and how this is understood. Some recognise more clearly than others that the movement of people between countries and institutions might not be all that is entailed by internationalism in education. Such movement might in itself, for example, create healthy pressures towards change in domestic educational structures. Related to this is the question of developing alternatives to the traditional pattern of recruiting students from developing to developed countries. A danger to be avoided is that of concentrating on student inflow to Europe at the expense of in-country resource enhancement. The developmental potential of outward academic mobility from Europe to the developing Commonwealth is one among many areas for exploration.

Thirdly, there seems everywhere to be a large information gap in follow-up and monitoring of the long-term effects of international education programmes. There was broad agreement among those consulted for this study that lack of knowledge of outcomes is a serious hindrance to educational

planning. The CSFP Tracer Study (Commonwealth Secretariat 1989) is a valuable but rare exercise. While rigorous evaluation may occasionally be perceived as politically counterproductive from the viewpoint of donor governments or agencies, there is a clear need to develop more sophisticated methodologies than exist at present for evaluating programmes of educational support *from the recipient perspective*.

If outcomes constitute one end of an educational continuum, access in its broadest sense represents the other. Here we would draw attention to a single aspect of access: the issue of gender. The national figures submitted to UNESCO and reproduced here include no reference to gender, although limited gender breakdowns are to be found in the detailed national statistics of some EC members. In view of a) the likelihood that men and women from the developing Commonwealth will be differently situated as regards access and takeup of educational opportunities in Europe, and b) the Commonwealth commitment to enhancement of women's educational/professional opportunities through CHES and otherwise, the gender dimension of Commonwealth student enrolment in Europe calls for close attention.

Finally, it is worth noting that education itself cannot be divorced from the broader context of changing global economies and labour markets. This obvious fact is well recognised in intra-EC discussion of, for example, credit recognition and the harmonisation of professional qualifications. Nonetheless there may be a case for forceful representations by the Commonwealth to place these broader needs and priorities of its developing members on the European educational agenda.

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ANNEX: STATISTICAL TABLES

This Annex presents two sets of statistical tables. Composite Tables A–D give an overall picture, calculated from individual country statistics, of foreign student intake to receiving countries of the EC from (respectively): other EC countries, continents of origin, member states of the Commonwealth excluding Britain, and top sending countries in rank order.

More comprehensive figures for individual EC receiving states are presented in Country Tables 1–12. These give country-by-country profiles of foreign student intake to the EC receiving states for which statistical information is available. EC members have been numbered in alphabetical order to preserve consistency with the rest of the report; but since there are no statistics for Greece, Luxembourg or Spain there are no Tables 5, 8 or 11.

For each receiving country, 5 Tables are given in the form 1.1 to 1.5, 2.1 to 2.5 etc. Tables 1.1–12.1 show foreign student intake from the Commonwealth (excluding UK) and UK dependencies; 1.2–12.2 intake from other members of the EC; 1.3–12.3 total foreign student numbers by continent of origin; 1.4–12.4 the principal sending countries by rank order within continents; and 1.5–12.5 the top sending countries by developmental status (OECD classification). Figures for the latest year available are given, set against a comparison year where applicable (1988 and 1985 respectively except where otherwise indicated).

Notes to all tables

Sources. Calculations have been made from:

UNESCO Statistical Yearbooks, and individual country returns submitted to UNESCO as indicated below.

British Council statistics as indicated below.

ERASMUS figures supplied by the ERASMUS Bureau, Brussels.

UNESCO defines students from abroad by reference to domicile. Some EC countries however use nationality as the criterion of foreign status.

No figures are available for students from abroad in Greece, Luxembourg or Spain comparable with those used here.

Figures refer to third level study as defined by the ISCED.

Year = that in which academic year begins.

Table headings indicate where only the most significant sending countries, or those specified in original sources, have been taken into account.

Pakistan is not included among Commonwealth countries in tables for 1985 to 1988: it rejoined the Commonwealth in 1989. Fiji was a member of the Commonwealth until 1987.

Notes to all receiving country data

Denmark: source for all statistics: country return submitted to UNESCO

France: data refers to public universities only.

Ireland: source for all statistics: country return submitted to UNESCO. Data refers to full time students.

Italy: source for 1985 statistics: country return submitted to UNESCO

Netherlands: figures may exclude enrolments in open university and specialised Institutes of International Education.

Portugal: source for all statistics: country return submitted to UNESCO for 1989

UK: source for all statistics: British Council *Statistics of Students from Abroad in the United Kingdom 1985/86* and (forthcoming) *1988/89*. This, unlike data submitted to UNESCO, includes figures for Northern Ireland. All data refers to publicly funded institutions and full time students.

Notes to Country Tables 1 – 12

Tables 1.1 – 12.1.

Not all Commonwealth countries are included; only those specified in the *UNESCO Statistical Yearbooks*. These may change from year to year according to numbers of students.

Tables 1.2 – 12.2

Neither Spain nor Portugal were members of the EC during 1985; hence no figures are included. Figures for Germany include only the FRG pre-unification.

ERASMUS from 1988 onward: columns (1) & (2). Data collection for ERASMUS students is unclear. We have assumed that column (1) (UNESCO figures) includes exchange students present in institutions on the day of count, while column (2) (figures received from ERASMUS) represents the total numbers of ERASMUS students present through relevant stages of the academic year. A proportion of column (2) may thus already be represented in column (1). This point could not be clarified by either UNESCO or ERASMUS; it would therefore be unsafe to attempt to assimilate the 2 columns.

EC dependencies and territories: note (3). These include only dependencies and territories specified in the *UNESCO Yearbooks*. Specified UK dependencies are excluded; figures for the most significant of these in terms of student numbers are found in Tables 1.1 – 12.1. Where dependencies and territories are not specified in the UNESCO sources they are included in figures for the metropolitan countries.

Tables 1.3 – 12.3

Europe non-EC: note (1): includes the ex-DDR and, for 1985, Portugal and Spain.

In line with UNESCO's classification Turkey and Cyprus are included in Asia, not Europe.

Dependencies and territories specified in UNESCO sources are entered according to geographical location, not in relation to the metropolitan country.

Tables 1.5 – 12.5

The OECD classification system based on per capita GNP has been used for the developmental status of sending countries, despite the anomalies this creates in some cases. Where South Africa appears as a sending country it is included under 'Miscellaneous'. Where Greece and Portugal appear they are included within the EC.

COMPOSITE STATISTICAL TABLES

Table A	Student mobility intra EC 1988
Table B	Total numbers of students from abroad by continent of origin 1988 & (1985)
Table C	Total numbers of students from the Commonwealth studying in the EC 1988, with percentage change from 1985
Table D	Top ten sending countries to each EC member state in rank order, 1988

TABLE A
STUDENT MOBILITY INTRA EC 1988

	H O S T C O U N T R Y											TOTAL	
	BG(87)	G(FR)	DK	SP	FR	G	IT	IRL	LUX	NETH(87)	P(89)		UK
H BELGIUM	-	630	5	-	970	-	90	24	-	606	7	530	2,862
O GERMANY (FR)	565	-	414	-	3,931	-	1,400	175	-	1,605	52	3,128	11,270
M DENMARK	26	308	-	-	229	-	27	7	-	52	0	298	947
E SPAIN	1,218	2,283	14	-	2,770	-	92	57	-	237	47	981	7,699
FRANCE	1,620	3,076	72	-	-	-	290	99	-	136	177	2,328	7,798
C GREECE	808	6,434	21	-	2,613	-	7,010	10	-	87	0	2,575	19,558
O ITALY	3,144	2,972	34	-	1,623	-	-	39	-	291	12	774	8,889
U IRELAND	22	216	11	-	223	-	8	-	-	29	0	2,970	3,479
N LUXEMBOURG	1,076	1,090	2	-	935	-	12	8	-	15	0	119	3,257
T NETHERLANDS	1,689	2,165	51	-	584	-	70	29	-	-	3	589	5,180
R PORTUGAL	266	687	5	-	2,835	-	28	7	-	74	-	330	4,232
Y UK	242	2,158	239	-	2,087	-	185	814	-	478	39	-	6,242
TOTAL	10,676	22,019	868	-	18,800	-	9,212	1,269	-	3,610	337	14,622	81,413

TABLE B

TOTAL NUMBERS OF STUDENTS FROM ABROAD BY CONTINENT 1988 & (1985). WITH PERCENTAGE CHANGE.
(UNESCO classification of continents)

CONTINENT	H O S T C O U N T R Y																	
	BE(87)	+/-	DK	+/-	FR	+/-	GER(FR)	+/-	IRL	+/-	IT	+/-	NETH(87)	+/-	PORT(89)	+/-	UK	+/-
AFRICA	7,664 (8,375)	-8%	72 (64)	+13%	71,281 (77,261)	-8%	5,413 (4,614)	+17%	215 (301)	-29%	1,940 (2,329)	-17%	540 (303)	+78%	2,224 (1,805)	+23%	7,890 (10,084)	-22%
NORTH AMERICA	492 (546)	-10%	220 (227)	-3%	5,445 (5,992)	-9%	5,442 (5,272)	+3%	535 (486)	+10%	642 (903)	-29%	367 (405)	-9%	138 (68)	+103%	7,355 (6,015)	+22%
SOUTH AMERICA	524 (579)	-9%	68 (61)	+11%	4,164 (4,998)	-17%	2,926 (2,579)	+13%	7 (8)	-13%	433 (521)	-17%	920 (170)	+441%	873 (717)	+22%	1,214 (812)	+50%
ASIA	2,240 (2,464)	-9%	1,039 (307)	+238%	21,026 (21,750)	-3%	39,221 (33,041)	+19%	794 (673)	+18%	5,700 (8,002)	-29%	2,109 (1,335)	+58%	17 (14)	+21%	29,726 (25,141)	+18%
EUROPE EC *	10,676 (9,398)	+14%	868 (716)	+21%	18,800 (13,563)	+39%	22,019 (17,542)	+26%	1,269 (1,056)	+20%	9,212 (12,775)	-28%	3,610 (2,568)	+41%	337 (80)	+321%	14,622 (6,790)	+115%
EUROPE NON EC*	366 (2,905)	-87%	1,714 (1,762)	-3%	3,234 (8,574)	-62%	15,070 (14,542)	+4%	44 (50)	-12%	1,688 (1,496)	+13%	667 (799)	-17%	8 (56)	-86%	2,721 (2,273)	+20%
EUROPE (NOT SPECIFIED)	11 (74)	-85%	1 (5)	-80%	226 (115)	+97%	244 (219)	+11%	4 (10)	-60%	1,702 (12)	+14083%	4 (20)	-80%	0 (0)	0 (0)	0 (0)	0
OCEANIA	8 (10)	-20%	21 (13)	+62%	119 (147)	-19%	168 (175)	-4%	21 (22)	-5%	44 (35)	+26%	59 (55)	+7%	11 (4)	+175%	638 (686)	-7%
USSR	3 (3)	0%	8 (4)	+100%	84 (113)	-26%	108 (92)	+17%	0 (0)	0 (0)	6 (0)	+600%	3 (1)	+200%	0 (0)	0 (83)	47 (83)	-43%
NOT SPECIFIED	571 (407)	-9%	2,598 (8)	+32375%	1,195 (1,335)	-10%	1,315 (1,278)	+3%	0 (0)	0 (44)	44 (44)	0 (49)	72 (49)	+47%	0 (0)	0 (1,554)	1,931 (1,554)	+24%
TOTAL	22,555 (24,761)	-9%	6,609 (3,167)	+109%	125,574 (133,848)	-6%	91,926 (79,354)	+16%	2,889 (2,606)	+11%	21,411 (26,268)	-18%	8,351 (5,705)	+46%	3,608 (2,744)	+31%	66,144 (53,438)	+24%

* 1985-88 shifts reflect changes in EC membership over that period and should be interpreted with caution. Figures in parenthesis are the comparison figures for 1985 except for France where they refer to 1984.

TABLE C

TOTAL NUMBERS OF STUDENTS FROM THE COMMONWEALTH STUDYING IN THE EC
1988 WITH PERCENTAGE CHANGE FROM COMPARISON YEAR 1985.

SENDING COUNTRY	H O S T C O U N T R Y							N T H P O R T		TOTAL	% CHANGE 85-88
	BE (87)	DK	FR	G(FR)	IRL	IT	(87)	(89)	UK		
New Zealand	0	6	20	23	1	1	22	0	176	249	+11%
Australia	6	1	85	134	18	43	36	8	434	765	-5%
Canada	83	30	921	399	90	60	71	83	1,018	2,755	+1%
Antigua & Barbuda	0	0	0	0	0	0	0	0	6	6	0%
Bahamas	0	0	0	0	0	0	0	0	44	44	+63%
Bangladesh	71	1	44	128	1	0	6	0	332	583	+5%
Barbados	1	0	3	2	1	0	0	0	134	141	+50%
Belize	0	0	0	0	0	0	0	0	15	15	+25%
Bermuda	0	0	0	0	0	0	0	0	68	68	+15%
Botswana	1	0	2	3	0	0	0	0	326	332	+47%
Brunei	0	0	13	0	0	0	0	0	779	792	-4%
Cyprus	6	0	196	625	1	152	4	0	1,400	2,384	0%
Fiji	0	0	1	1	0	0	0	0	48	50	-2%
The Gambia	1	0	30	3	0	0	0	0	107	141	-3%
Ghana	29	2	61	278	7	0	9	0	315	701	0%
Grenada	1	0	0	0	0	0	0	0	19	20	+25%
Guyana	22	1	7	4	4	0	3	0	83	124	+70%
Hong Kong	1	0	59	6	42	0	1	0	6,441	6,550	+14%
India	81	8	214	604	20	46	34	9	991	2,007	+1%
Jamaica	2	1	40	12	0	0	1	0	94	150	+6%
Kenya	19	5	36	85	5	0	1	0	1,180	1,331	+28%
Lesotho	0	0	2	0	3	0	0	0	108	113	+30%
Malawi	0	0	15	3	6	0	0	1	435	460	+39%
Malaysia	116	2	164	49	292	0	2	0	6,262	6,887	+10%
Malta	7	0	9	5	5	25	7	0	128	186	+35%
Mauritius	28	0	1,396	22	29	0	0	1	329	1,805	-4%
Nigeria	59	2	501	226	16	477	6	0	1,211	2,498	-45%
Papua New Guinea	1	0	1	2	0	0	0	0	30	34	-6%
St Lucia	0	0	11	2	0	0	0	0	29	42	+147%
St Vincent	0	0	4	2	0	0	0	0	13	19	+217%
Seychelles	0	0	31	0	0	0	0	0	88	119	+47%
Sierra Leone	2	1	55	76	1	0	1	0	126	262	-7%
Singapore	2	0	25	23	45	0	2	0	2,015	2,112	+27%
Sri Lanka	25	7	39	136	11	0	13	0	618	849	+15%
Swaziland	1	0	0	3	1	0	0	0	97	102	+31%
Tanzania	17	4	37	91	0	0	4	1	389	543	+9%
Tonga	1	0	0	1	0	0	0	0	8	10	+67%
Trinidad & Tobago	2	0	24	6	29	0	7	0	238	306	-9%
Uganda	10	3	38	83	2	0	4	0	308	448	+18%
Zambia	19	0	10	15	0	0	0	0	700	744	+12%
Zimbabwe	0	0	35	33	4	0	3	3	348	426	+27%
TOTAL	614	74	4,129	3,085	634	804	237	106	27,490	37,173	
% CHANGE 85-88	-8%	-6%	-18%	-4%	-5%	-30%	+21%	+147%	+9%	Total percentage change	85-88 : +3%

TABLE D

TOP 10 SENDING COUNTRIES TO EACH EC MEMBER STATE IN RANK ORDER. 1988

H O S T C O U N T R Y

	BELGIUM(87)	DENMARK	FRANCE	GERMANY(FR)	IRELAND	ITALY	NETHERLANDS(87)	PORTUGAL (89)	UK
R 1	Italy	Norway	Morocco	Turkey	UK	Greece	Germany(FR)	Angola	Hong Kong
A 2	Morocco	Iran	Algeria	Iran	USA	Iran	Surinam	Brazil	Malaysia
N 3	Zaire	Iceland	Tunisia	Greece	Malaysia	Germany(FR)	Indonesia	Mozambique	USA
K 4	Netherlands	Germany(FR)	Cameroon	Austria	Germany(FR)	Jordan	Turkey	Cape Verde	Germany(FR)
5	France	UK	Lebanon	USA	France	Israel	Belgium	Venezuela	Ireland
O 6	Spain	Sweden	Iran	South Korea	Canada	Lebanon	UK	Guinea-Bissau	Greece
R 7	Luxembourg	Turkey	Germany(FR)	France	Kuwait	Switzerland	Morocco	France	France
D 8	Greece	Vietnam	Madagascar	Italy	Spain	USA	Italy	Sao-Tome & Principe	Singapore
E 9	Germany(FR)	France	USA	Yugoslavia	Singapore	Nigeria	USA	Canada	Norway
R 10	Lebanon	Poland	Syria	China	Hong Kong	Yugoslavia	Spain	USA	China

Calculated from UNESCO statistical data

INDIVIDUAL COUNTRY TABLES: EUROPEAN COMMUNITY

	Table	Pages
1. Belgium	1.1–1.5	26–29
2. Denmark	2.1–2.5	30–33
3. France	3.1–3.5	34–37
4. Germany	4.1–4.5	38–41
5. Greece	No data available	
6. Ireland	6.1–6.5	42–45
7. Italy	7.1–7.5	46–49
8. Luxembourg	No data available	
9. The Netherlands	9.1–9.5	50–53
10. Portugal	10.1–10.5	54–57
11. Spain	No data available	
12. United Kingdom	12.1–12.5	58–61

For all host countries numbered alphabetically 1–12

Table 1.1–12.1	Student numbers by country of origin for 1988 against comparison year 1985: Commonwealth & UK Dependencies
Table 1.2–12.2	Student numbers by country of origin for 1988 against comparison year 1985: European Community
Table 1.3–12.3	Total student numbers by continent of origin 1985 & 1988
Table 1.4–12.4	Principal sending countries by continent 1988
Table 1.5–12.5	Top 20 sending countries by country status 1988

1. BELGIUM

TABLE 1.1
STUDENT NUMBERS BY COUNTRY OF
ORIGIN FOR 1987 AGAINST
COMPARISON YEAR 1985:
COMMONWEALTH & UK DEPENDENCIES.

COUNTRY	1985	1987	CHANGE %
New Zealand	0	0	
Australia	7	6	-14%
Canada	76	83	9%
Antigua & Barbuda	0	0	
Bahamas	1	0	-100%
Bangladesh	86	71	-17%
Barbados	1	1	0%
Belize	0	0	
Bermuda	0	0	
Botswana	0	1	
Brunei	0	0	
Cyprus	17	6	-65%
Fiji	0	0	
The Gambia	0	1	
Ghana	27	29	7%
Grenada	1	1	0%
Guyana	0	22	
Hong Kong	1	1	0%
India	73	81	11%
Jamaica	2	2	0%
Kenya	15	19	27%
Lesotho	0	0	
Malawi	1	0	-100%
Malaysia	155	116	-25%
Malta	8	7	-13%
Mauritius	38	28	-26%
Nigeria	75	59	-21%
Papua New Guinea	1	1	0%
St Lucia	0	0	
St Vincent	---	0	
Seychelles	1	0	-100%
Sierra Leone	1	2	100%
Singapore	3	2	-33%
Sri Lanka	36	25	-31%
Swaziland	0	1	
Tanzania	21	17	-19%
Tonga	1	1	0%
Trinidad & Tobago	2	2	0%
Uganda	9	10	11%
Zambia	8	19	138%
Zimbabwe	0	0	
TOTAL	667	614	-8%

BELGIUM

TABLE 1.2
STUDENT NUMBERS BY COUNTRY OF ORIGIN FOR 1987
AGAINST COMPARISON YEAR 1985 : EUROPEAN COMMUNITY

COUNTRY	1985	1987	% CHANGE
France	1,563	1,620	4%
Denmark	37	26	-30%
Germany(FR)	713	565	-21%
Greece	843	808	-4%
Ireland	23	22	-4%
Italy	3,201	3,144	-2%
Luxembourg	1,017	1,076	6%
Netherlands	1,734	1,689	-3%
Portugal	---	266	
Spain	---	1,218	
UK	267	242	-9%
TOTAL EC Countries	9,398	10,676	14%
EC dependencies & territories (3)	1	0	
TOTAL EC Countries & dependencies	9,399	10,676	

TABLE 1.3
TOTAL STUDENT NUMBERS BY CONTINENT 1985 & 1987

CONTINENT	1985	1987	% CHANGE
Africa	8,375	7,664	-8%
America (North)	546	492	-10%
America (South)	579	524	-9%
Asia	2,464	2,240	-9%
Europe (non EC)(1)	2,905	366	-87%
Europe (EC)	9,398	10,676	14%
Europe not specified	74	11	-85%
Oceania	10	8	-20%
USSR	3	3	0%
Not Specified	407	571	40%
TOTAL	24,761	22,555	-9%

BELGIUM

TABLE 1.4
PRINCIPAL SENDING COUNTRIES BY CONTINENT 1987

	RANK		NUMBER		RANK		NUMBER	
AFRICA	1	Morocco	2,871	NORTH AMERICA	1	USA	220	
	2	Zaire	2,311		2	Canada	83	
	3	Algeria	430		3	Haiti	75	
	4	Cameroon	416		4	Mexico	39	
	5	Tunisia	332		5	Costa Rica	17	
	6	Rwanda	232		6	Nicaragua	15	
	7	Burundi	152		7	Cuba	8	
	8	Cote D'Ivoire	104		7	Guatemala	8	
	9	Senegal	83					
	10	Madagascar	69			Not specified		3
		Not specified			42			
SOUTH AMERICA	1	Chile	115	ASIA	1	Lebanon	445	
	2	Peru	96		2	Turkey	379	
	3	Brazil	83		3	Iran	310	
	4	Colombia	67		4	China	247	
	5	Surinam	47		5	Malaysia	116	
	6	Bolivia	35		6	Indonesia	88	
	7	Argentina	27		7	India	81	
	8	Uruguay	13		8	Syria	80	
	9	Paraguay	9		9	Bangladesh	71	
	10	Venezuela	4		10	Israel	50	
							Not specified	
EUROPE EC	1	Italy	3,144	EUROPE NON EC	1	Switzerland	98	
	2	Netherlands	1,689		2	Yugoslavia	75	
	3	France	1,620		3	Poland	62	
	4	Spain	1,218		4	Sweden	29	
	5	Luxembourg	1,076		5	Austria	23	
	6	Greece	808		5	Norway	23	
	7	Germany (FR)	565		6	Hungary	12	
	8	Portugal	266		6	Bulgaria	12	
	9	UK	242		7	Finland	9	
	10	Denmark	26		8	Malta	7	
	OCEANIA	1	Australia		6			
2		Papua New Guinea	1					
2		Tonga	1					

BELGIUM

TABLE 1.5
TOP 20 SENDING COUNTRIES BY COUNTRY STATUS FOR 1987

CATEGORY	NUMBER	RANK
COMMONWEALTH (Developed)		

COMMONWEALTH (Developing)		

EC INCLUDING THE UK		
Italy	3,144	1
Netherlands	1,689	4
France	1,620	5
Spain	1,218	6
Luxembourg	1,076	7
Greece	808	8
Germany (FR)	565	9
Portugal	266	16
UK	242	18
NON COMMONWEALTH/ NON EC (Developed)		
USA	220	20
NON COMMONWEALTH /NON EC (Developing)		
Morocco	2,871	2
Zaire	2,311	3
Algeria	430	11
Cameroon	416	12
Tunisia	332	14
Rwanda	232	19
Lebanon	445	10
Turkey	379	13
Iran	310	15
China	247	17

2. DENMARK

TABLE 2.1
STUDENT NUMBERS BY COUNTRY OF
ORIGIN FOR 1988 AGAINST
COMPARISON YEAR 1985:
COMMONWEALTH & UK DEPENDENCIES

COUNTRY	1985	1988	% CHANGE
New Zealand	2	6	200%
Australia	11	1	-91%
Canada	31	30	-3%
Antigua & Barbuda	0	0	
Bahamas	0	0	
Bangladesh	3	1	-67%
Barbados	0	0	
Belize	0	0	
Bermuda	0	0	
Botswana	0	0	
Brunei	0	0	
Cyprus	0	0	
Fiji	0	0	
The Gambia	0	0	
Ghana	2	2	0%
Grenada	0	0	
Guyana	0	1	
Hong Kong	0	0	
India	9	8	-11%
Jamaica	1	1	0%
Kenya	5	5	0%
Lesotho	0	0	
Malawi	0	0	
Malaysia	0	2	
Malta	0	0	
Mauritius	1	0	-100%
Nigeria	3	2	-33%
Papua New Guinea	0	0	
St Lucia	0	0	
St Vincent	---	0	
Seychelles	0	0	
Sierra Leone	0	1	
Singapore	1	0	-100%
Sri Lanka	1	7	600%
Swaziland	0	0	
Tanzania	1	4	300%
Tonga	0	0	
Trinidad & Tobago	1	0	-100%
Uganda	6	3	-50%
Zambia	0	0	
Zimbabwe	1	0	-100%
TOTAL	79	74	-6%

DENMARK

TABLE 2.2
STUDENT NUMBERS BY COUNTRY OF ORIGIN FOR 1988 AGAINST
COMPARISON YEAR 1985 : EUROPEAN COMMUNITY

COUNTRY	(1)		%	(2)
	1985	1988		ERASMUS 1988
Belgium	5	5	0%	25
France	70	72	3%	13
Germany(FR)	320	414	29%	9
Greece	13	21	62%	12
Ireland	14	11	-21%	41
Italy	25	34	36%	13
Luxembourg	0	2	200%	0
Netherlands	54	51	-6%	33
Portugal	---	5		5
Spain	---	14		20
UK	193	239	24%	63
TOTAL EC Countries	694	868	25%	234
EC dependencies & territories (3)	0	0		
Total EC Countries & dependencies	716	868	21%	

TABLE 2.3
TOTAL STUDENT NUMBERS BY CONTINENT 1985 & 1988

CONTINENT	1985	1988	% CHANGE
Africa	64	72	13%
America (North)	227	220	-3%
America (South)	61	68	11%
Asia	307	1,039	238%
Europe (non EC)(1)	1,762	1,714	-3%
Europe (EC)	716	868	21%
Europe not specified	5	1	-80%
Oceania	13	21	62%
USSR	4	8	100%
Not Specified	8	2,598	32375%
TOTAL	3,167	6,609	109%

DENMARK

TABLE 2.4
PRINCIPAL SENDING COUNTRIES BY CONTINENT, 1988

	RANK		NUMBER		RANK		NUMBER
AFRICA	1	Algeria	11	NORTH AMERICA	1	Canada	30
	2	Ethiopia	10		2	Mexico	7
	3	Morocco	8		3	Cuba	1
	4	Somalia	6		3	Honduras	1
	5	Kenya	5		3	Jamaica	1
	6	Tunisia	4				
	6	South Africa	4			Not specified	180
	6	Tanzania	4				
	7	Egypt	3				
		Not specified	1				
SOUTH AMERICA	1	Chile	21	ASIA	1	Iran	628
	2	Brazil	18		2	Turkey	125
	3	Argentina	10		3	Vietnam	100
	4	Colombia	6		4	China	45
	4	Peru	6		5	Iraq	36
	5	Uruguay	3		6	Pakistan	23
	6	Venezuela	2		7	Israel	19
	7	Ecuador	1		8	Japan	17
7	Guyana	1	9	India	8		
				10	Sri Lanka	7	
				10	Afganistan	7	
EUROPE EC	1	Germany (FR)	414	EUROPE NON EC	1	Norway	684
	2	UK	239		2	Iceland	552
	3	France	72		3	Sweden	236
	4	Netherlands	51		4	Poland	57
	5	Italy	34		5	Finland	43
	6	Greece	21		6	Yugoslavia	41
	7	Spain	14		7	Switzerland	38
	8	Ireland	11		8	Austria	29
	9	Belgium	5		9	Germany	10
9	Portugal	5	10	Czechoslovakia	8		
OCEANIA	1	Australia	15				
	2	New Zealand	6				

DENMARK

TABLE 2.5
TOP 20 SENDING COUNTRIES BY COUNTRY STATUS FOR 1988

CATEGORY	NUMBER	RANK
COMMONWEALTH (Developed)		
Canada	30	18
COMMONWEALTH (Developing)		
EC INCLUDING THE UK		-----
Germany(FR)	414	4
UK	239	5
France	72	9
Netherlands	51	11
Italy	34	17
NON COMMONWEALTH/NON EC (Developed)		
Norway	684	1
Iceland	552	3
Sweden	236	6
Finland	43	13
Switzerland	38	15
Austria	29	19
NON COMMONWEALTH/NON EC (Developing)		
Iran	628	2
Turkey	125	7
Vietnam	100	8
China	45	12
Iraq	36	16
Pakistan	23	20
Yugoslavia	41	14
FORMER SOVIET BLOC		
Poland	57	10

3. FRANCE

TABLE 3.1
STUDENT NUMBERS BY COUNTRY OF ORIGIN
FOR 1988 AGAINST COMPARISON YEAR 1984:
COMMONWEALTH & UK DEPENDENCIES.

COUNTRY	1984	1988	% CHANGE
New Zealand	31	20	-35%
Australia	113	85	-25%
Canada	949	921	-3%
Antigua & Barbuda	0	0	
Bahamas	0	0	
Bangladesh	29	44	52%
Barbados	3	3	0%
Belize	0	0	
Bermuda	0	0	
Botswana	3	2	-33%
Brunei	2	13	550%
Cyprus	467	196	-58%
Fiji	0	1	
The Gambia	50	30	-40%
Ghana	94	61	-35%
Grenada	0	0	
Guyana	7	7	0%
Hong Kong	60	59	-2%
India	300	214	-29%
Jamaica	51	40	-22%
Kenya	69	36	-48%
Lesotho	0	2	
Malawi	16	15	-6%
Malaysia	175	164	-6%
Malta	15	9	-40%
Mauritius	1,548	1,397	-10%
Nigeria	723	501	-31%
Papua New Guinea	2	1	-50%
St Lucia	0	11	
St Vincent	---	4	
Seychelles	30	31	3%
Sierra Leone	66	55	-17%
Singapore	40	25	-38%
Sri Lanka	74	39	-47%
Swaziland	0	0	
Tanzania	33	37	12%
Tonga	0	0	
Trinidad & Tobago	26	24	-8%
Uganda	48	38	-21%
Zambia	12	10	-17%
Zimbabwe	28	35	25%
TOTAL	5,064	4,130	-18%

FRANCE

TABLE 3.2
STUDENT NUMBERS BY COUNTRY OF ORIGIN FOR 1988
AGAINST COMPARISON YEAR 1984:EUROPEAN COMMUNITY

COUNTRY	(1)		% CHANGE	(2)
	1984	1988		ERASMUS 1988
Belgium	887	970	9%	146
Denmark	185	229	24%	16
Germany(FR)	3,649	3,931	8%	831
Greece	3,643	2,613	-28%	73
Ireland	198	223	13%	95
Italy	1,453	1,623	12%	317
Luxembourg	996	935	-6%	0
Netherlands	495	584	18%	107
Portugal	-	2,835		64
Spain	-	2,770		596
UK	2,057	2,087	1%	1,412
TOTAL EC Countries	13,563	18,800	39%	3,657
EC dependencies & territories (3)	117	131	12%	
TOTAL EC Countries & dependencies	13,680	18,931	38%	

TABLE 3.3
TOTAL STUDENT NUMBERS BY CONTINENT 1984 & 1988

CONTINENT	1984	1988	% CHANGE
Africa	77,261	71,281	-8%
America (North)	5,992	5,445	-9%
America (South)	4,998	4,164	-17%
Asia	21,750	21,026	-3%
Europe (non EC)(1)	8,574	3,234	-62%
Europe (EC)	13,563	18,800	39%
Europe not specified	115	226	97%
Oceania	147	119	-19%
USSR	113	84	-26%
Not Specified	1,335	1,195	-10%
TOTAL	133,848	125,574	-6%

FRANCE

TABLE 3.4
PRINCIPAL SENDING COUNTRIES BY CONTINENT, 1988

	RANK		NUMBER		RANK		NUMBER
AFRICA	1	Morocco	23,975	NORTH AMERICA	1	USA	3,214
	2	Algeria	10,949		2	Canada	921
	3	Tunisia	6,999		3	Mexico	573
	4	Cameroon	4,867		4	Haiti	253
	5	Madagascar	3,420				
	6	Cote d'Ivoire	2,714		Not specified		7
	7	Congo	2,685				
	8	Senegal	2,652				
	9	Zaire	1,767	SOUTH AMERICA	1	Brazil	1,327
	10	Mauritius	1,397		2	Columbia	768
					3	Argentina	498
			4		Peru	454	
			5		Venezuela	257	
	Not specified		406				
ASIA	1	Lebanon	4,706				
	2	Iran	3,953				
	3	Syria	3,088				
	4	China	2,024				
	5	South Korea	1,343				
	6	Japan	863	EUROPE EC	1	Germany (FR)	3,931
	7	Turkey	816		2	Portugal	2,835
	8	Vietnam	778		3	Spain	2,770
	9	Cambodia	419		4	Greece	2,613
	10	Indonesia	398		5	UK	2,087
					6	Italy	1,623
			7		Belgium	970	
			8		Luxembourg	935	
			9		Netherlands	584	
			10		Denmark	229	
	Not specified		2				
EUROPE NON EC	1	Poland	838				
	2	Switzerland	430	OCEANIA	1	Australia	85
	3	Yugoslavia	391		2	New Zealand	20
	4	Sweden	251		3	Pacific Islands	12
	5	Norway	234				
	6	Romania	223				
	7	Austria	204				
	8	Monaco	131				
	9	Finland	125				
	10	Hungary	92				

FRANCE

TABLE 3.5
TOP 20 SENDING COUNTRIES BY COUNTRY STATUS FOR 1988

CATEGORY	NUMBER	RANK
COMMONWEALTH (Developed) excluding the UK	-----	
COMMONWEALTH (Developing)	-----	
EC INCLUDING THE UK		
Germany (FR)	3,931	7
Portugal	2,835	11
Spain	2,770	12
Greece	2,613	16
UK	2,087	17
Italy	1,623	20
NON COMMONWEALTH/ NON EC (Developed)		
USA	3,214	9
NON COMMONWEALTH /NON EC (Developing)		
Algeria	10,949	2
Morocco	23,975	1
Tunisia	6,999	3
Madagascar	3,420	8
Cote D'Ivoire	2,714	13
Congo	2,685	14
Senegal	2,652	15
Zaire	1,767	19
Lebanon	4,706	5
Iran	3,953	6
Syria	3,088	10
China	2,024	18
Cameroon	4,867	4

4. GERMANY

TABLE 4.1
STUDENT NUMBERS BY COUNTRY OF
ORIGIN FOR 1988/9 AGAINST
COMPARISON YEAR 1985 : COMMONWEALTH
& UK DEPENDENCIES

COUNTRY	1985	1988	% CHANGE
New Zealand	30	23	-23%
Australia	142	134	-6%
Canada	429	399	-7%
Antigua & Barbuda	0	0	
Bahamas	0	0	
Bangladesh	135	128	-5%
Barbados	2	2	0%
Belize	0	0	
Bermuda	0	0	
Botswana	2	3	50%
Brunei	0	0	
Cyprus	686	625	-9%
Fiji	1	1	0%
The Gambia	1	3	200%
Ghana	248	278	12%
Grenada	1	0	-100%
Guyana	2	4	100%
Hong Kong	0	6	
India	583	604	4%
Jamaica	11	12	9%
Kenya	96	85	-11%
Lesotho	1	0	-100%
Malawi	7	3	-57%
Malaysia	43	49	14%
Malta	6	5	-17%
Mauritius	18	22	22%
Nigeria	274	226	-18%
Papua New Guinea	1	2	100%
St Lucia	0	2	
St Vincent	---	2	
Seychelles	0	0	
Sierra Leone	58	76	31%
Singapore	45	23	-49%
Sri Lanka	125	136	9%
Swaziland	1	3	200%
Tanzania	92	91	-1%
Tonga	0	1	
Trinidad & Tobago	7	6	-14%
Uganda	88	83	-6%
Zambia	15	15	0%
Zimbabwe	51	33	-35%
TOTAL	3,201	3,085	-4%

GERMANY

TABLE 4.2
STUDENT NUMBERS BY COUNTRY OF ORIGIN FOR 1988
AGAINST COMPARISON YEAR 1985: EUROPEAN COMMUNITY

COUNTRY	(1)		% CHANGE	(2)
	1985	1988		ERASMUS 1988
Belgium	586	630	8%	87
Denmark	269	308	14%	23
France	2,654	3,076	16%	792
Greece	6,693	6,434	-4%	92
Ireland	171	216	26%	80
Italy	2,266	2,972	31%	221
Luxembourg	958	1,090	14%	1
Netherlands	1,985	2,165	9%	239
Portugal	---	687		32
Spain	---	2,283		221
UK	1,960	2,158	10%	864
TOTAL EC Countries	17,542	22,019	26%	2,652
EC dependencies & territories (3)	2	0	-100%	
TOTAL EC Countries & dependencies	17,544	22,019	26%	

TABLE 4.3
TOTAL STUDENT NUMBERS BY CONTINENT 1985 & 1988

CONTINENT			% CHANGE
	1985	1988	
Africa	4,614	5,413	17%
America (North)	5,272	5,442	3%
America (South)	2,579	2,926	13%
Asia	33,041	39,221	19%
Europe (non EC)(1)	14,542	15,070	4%
Europe (EC)	17,542	22,019	26%
Europe not specified	219	244	11%
Oceania	175	168	-4%
USSR	92	108	17%
Not Specified	1,278	1,315	3%
TOTAL	79,354	91,926	16%

GERMANY

TABLE 4.4
PRINCIPAL SENDING COUNTRIES BY CONTINENT, 1988

	RANK		NUMBER		RANK		NUMBER
AFRICA	1	Egypt	840	NORTH AMERICA	1	USA	4,240
	2	Tunisia	559		2	Canada	399
	3	Ethiopia	445		3	Mexico	245
	4	Morocco	422		4	Costa Rica	69
	5	Cameroon	406		5	El Salvador	67
	6	Ghana	278		6	Haiti	44
	7	Algeria	274		7	Guatemala	38
	8	Nigeria	226		8	Nicaragua	34
	9	Zaire	199		9	Panama	19
	10	Sudan	122		10	Dominican Republic	18
	Not Specified	262		Not specified	218		
SOUTH AMERICA	1	Brazil	729	ASIA	1	Turkey	11,857
	2	Chile	508		2	Iran	9,511
	3	Peru	458		3	South Korea	3,557
	4	Colombia	371		4	China	2,378
	5	Argentina	291		5	Indonesia	2,143
	6	Bolivia	247		6	Vietnam	1,148
	7	Venezuela	125		7	Japan	1,200
	8	Ecuador	93		8	Jordan	974
	9	Paraguay	50		9	Israel	902
	10	Uruguay	49		10	Afganistan	684
	Not specified	1		Not specified	1,386		
EUROPE NON EC	1	Austria	5,110	EUROPE EC	1	Greece	6,434
	2	Yugoslavia	2,896		2	France	3,076
	3	Poland	1,877		3	Italy	2,972
	4	Switzerland	1,377		4	Spain	2,283
	5	Norway	905		5	Netherlands	2,165
	6	Finland	716		6	UK	2,158
	7	Czechoslovakia	635		7	Luxembourg	1,090
	8	Sweden	457		8	Portugal	687
	9	Hungary	403		9	Belgium	630
	10	Romania	271		10	Denmark	308
						244	
OCEANIA	1	Australia	134				
	2	New Zealand	23				
	Not specified	7					

GERMANY

TABLE 4.5
TOP 20 SENDING COUNTRIES BY COUNTRY STATUS FOR 1988

CATEGORY	NUMBER	RANK
COMMONWEALTH (Developed) excluding the UK	-----	
COMMONWEALTH (Developing)	-----	
EC INCLUDING THE UK		
Greece	6,434	3
France	3,076	7
Italy	2,972	8
Spain	2,283	11
Netherlands	2,165	12
UK	2,158	13
Luxembourg	1,090	19
NON COMMONWEALTH /NON EC (Developed)		
USA	4,240	5
Austria	5,110	4
Switzerland	1,377	16
Japan	1,200	17
NON COMMONWEALTH /NON EC (Developing)		
Yugoslavia	2,896	9
Turkey	11,857	1
Iran	9,511	2
South Korea	3,557	6
China	2,378	10
Indonesia	2,143	14
Vietnam	1,148	18
Jordan	974	20
FORMER SOVIET BLOC		
Poland	1,877	15

6. IRELAND

TABLE 6.1
STUDENT NUMBERS BY COUNTRY OF
ORIGIN FOR 1988 AGAINST COMPARISON
YEAR 1985: COMMONWEALTH & UK
DEPENDENCIES

COUNTRY	1985	1988	% CHANGE
New Zealand	0	1	
Australia	15	18	20%
Canada	87	90	3%
Antigua & Barbuda	0	0	
Bahamas	0	0	
Bangladesh	2	1	-50%
Barbados	0	1	
Belize	0	0	
Bermuda	0	0	
Botswana	0	0	
Brunei	0	0	
Cyprus	0	1	
Fiji	1	0	-100%
The Gambia	1	0	-100%
Ghana	13	7	-46%
Grenada	0	0	
Guyana	5	4	-20%
Hong Kong	59	42	-29%
India	21	20	-5%
Jamaica	0	0	
Kenya	8	5	-38%
Lesotho	6	3	-50%
Malawi	5	6	20%
Malaysia	241	292	21%
Malta	4	5	25%
Mauritius	45	29	-36%
Nigeria	48	16	-67%
Papua New Guinea	0	0	
St Lucia	1	0	-100%
St Vincent	---	0	
Seychelles	0	0	
Sierra Leone	10	1	-90%
Singapore	28	45	61%
Sri Lanka	11	11	0%
Swaziland	4	1	-75%
Tanzania	13	0	-100%
Tonga	0	0	
Trinidad & Tobago	22	29	32%
Uganda	5	2	-60%
Zambia	8	0	-100%
Zimbabwe	4	4	0%
TOTAL	667	634	-5%

IRELAND

TABLE 6.2
STUDENT NUMBERS BY COUNTRY OF ORIGIN FOR 1988
AGAINST COMPARISON YEAR 1985: EUROPEAN COMMUNITY

COUNTRY	(1)		% CHANGE	(2)
	1985	1988		ERASMUS 1988
Belgium	26	24	-8%	29
Denmark	3	7	133%	30
Germany(FR)	127	175	38%	93
Greece	6	10	67%	2
France	41	99	141%	98
Italy	9	39	333%	27
Luxembourg	5	8	60%	0
Netherlands	5	29	480%	28
Portugal		7		10
Spain	---	57		27
UK	834	814	-2%	58
TOTAL EC Countries	1,056	1,269	20%	402
EC dependencies & territories (3)	0	0		
TOTAL EC Countries & dependencies	1,056	1,269	20%	

TABLE 6.3
TOTAL STUDENT NUMBERS BY CONTINENT 1985 & 1988

CONTINENT			% CHANGE
	1985	1988	
Africa	301	215	-29%
America (North)	486	535	10%
America (South)	8	7	-13%
Asia	673	794	18%
Europe (non EC) (1)	50	44	-12%
Europe (EC)	1,056	1,269	20%
Europe not specified	10	4	-60%
Oceania	22	21	-5%
USSR	0	0	
Not Specified	0	0	
TOTAL	2,606	2,889	11%

IRELAND

TABLE 6.4
PRINCIPAL SENDING COUNTRIES BY CONTINENT, 1988

	RANK		NUMBER		RANK		NUMBER
AFRICA	1	Libya	34	NORTH AMERICA	1	USA	407
	2	South Africa	31		2	Canada	90
	3	Mauritius	29		3	Trinidad & Tobago	29
	4	Nigeria	16				
	5	Egypt	8				
	6	Ghana	7			Not specified	7
	7	Malawi	6				
		Not specified	51	ASIA	1	Malaysia	292
					2	Kuwait	63
					3	Singapore	45
SOUTH AMERICA	1	Guyana	4		4	Hong Kong	42
	2	Chile	1		5	Qatar	36
	2	Brazil	1				
		2	1		Not specified	38	
		Not specified	0	EUROPE EC	1	UK	814
EUROPE NON EC	1	Switzerland	9		2	Germany (FR)	175
	2	Austria	7		3	France	99
	3	Norway	5		4	Spain	57
		Sweden	5		5	Italy	39
		Finland	5		6	Netherlands	29
	Malta	5	7		Belgium	24	
					8	Luxembourg	8
OCEANIA	1	Australia	18				
	2	New Zealand	1				
		Not specified	2				

IRELAND

TABLE 6.5
TOP 17 SENDING COUNTRIES BY COUNTRY STATUS FOR 1988

CATEGORY	NUMBER	RANK
COMMONWEALTH (Developed) excluding the UK		
Canada	90	6
Australia	18	17
COMMONWEALTH (Developing)		
Malaysia	292	3
Singapore	45	9
Hong Kong	42	10
Nigeria	16	18
Trinidad & Tobago	29	14
Mauritius	29	14
EC INCLUDING THE UK		
UK	814	1
Germany(FR)	175	4
Spain	57	8
Italy	39	10
Netherlands	29	14
Belgium	24	16
France	99	5
NON COMMONWEALTH/ NON EC (Developed)		
USA	407	2
NON COMMONWEALTH/ NON EC (Developing)		
Libya	34	13
Kuwait	63	7
Qatar	36	11
MISC		
South Africa	31	12

7. ITALY

TABLE 7.1
STUDENT NUMBERS BY COUNTRY OF
ORIGIN FOR 1988 AGAINST COMPARISON
YEAR 1985 : COMMONWEALTH & UK
DEPENDENCIES

COUNTRY	%		
	1985	1988	CHANGE
New Zealand	0	1	
Australia	35	43	23%
Canada	68	60	-12%
Antigua & Barbuda	0	0	
Bahamas	0	0	
Bangladesh	0	0	
Barbados	0	0	
Belize	0	0	
Bermuda	0	0	
Botswana	0	0	
Brunei	0	0	
Cyprus	237	152	-36%
Fiji	0	0	
The Gambia	0	0	
Ghana	0	0	
Grenada	0	0	
Guyana	0	0	
Hong Kong	0	0	
India	69	46	-33%
Jamaica	0	0	
Kenya	0	0	
Lesotho	0	0	
Malawi	0	0	
Malaysia	0	0	
Malta	27	25	-7%
Mauritius	0	0	
Nigeria	712	477	-33%
Papua New Guinea	0	0	
St Lucia	0	0	
St Vincent	---	0	
Seychelles	0	0	
Sierra Leone	0	0	
Singapore	0	0	
Sri Lanka	0	0	
Swaziland	0	0	
Tanzania	0	0	
Tonga	0	0	
Trinidad & Tobago	0	0	
Uganda	0	0	
Zambia	0	0	
Zimbabwe	0	0	
TOTAL	1,148	804	-30%

ITALY

TABLE 7.2
STUDENT NUMBERS BY COUNTRY OF ORIGIN FOR 1988 AGAINST
COMPARISON YEAR 1985 : EUROPEAN COMMUNITY

COUNTRY	(1)		% CHANGE	(2)
	1985	1988		ERASMUS 1988
Belgium	81	90	11%	53
Denmark	78	27	-65%	12
Germany(FR)	1,902	1,400	-26%	174
Greece	10,082	7,010	-30%	20
Ireland	8	8	0%	27
France	351	290	-17%	226
Luxembourg	16	12	-25%	0
Netherlands	58	70	21%	125
Portugal	---	28		35
Spain	---	92		157
UK	199	185	-7%	298
TOTAL EC Countries	12,775	9,212	-28%	1,127
EC dependencies & territories (3)	0	1		
TOTAL EC Countries & dependencies	12,775	9,213	-28%	

TABLE 7.3

TOTAL STUDENT NUMBERS BY CONTINENT 1985 & 1988

CONTINENT	1985	1988	% CHANGE
Africa	2,329	1,940	-17%
America (North)	903	642	-29%
America (South)	521	433	-17%
America not specified	151	----	-100%
Asia	8,002	5,700	-29%
Europe (non EC)(1)	1,496	1,688	13%
Europe (EC)	12,775	9,212	-28%
Europe not specified	12	1,702	14083%
Oceania	35	44	26%
USSR	0	6	
Not Specified	44	44	0%
TOTAL	26,268	21,411	-18%

ITALY

TABLE 7. 4
PRINCIPAL SENDING COUNTRIES BY CONTINENT, 1988

	RANK		NUMBER		RANK		NUMBER
AFRICA	1	Nigeria	477	NORTH AMERICA	1	USA	480
	2	Ethiopia	178		2	Canada	60
	3	Somalia	149		3	Panama	17
	4	Zaire	97				
	5	Libya	82			Not specified	71
		Not specified	794				
SOUTH AMERICA	1	Venezuela	169	ASIA	1	Iran	2,246
	2	Argentina	62		2	Jordan	1,043
	3	Brazil	53		3	Israel	959
	4	Columbia	41		4	Lebanon	629
	5	Peru	35		5	Iraq	197
		Not specified	44	6	Cyprus	152	
OCEANIA	1	Australia	43	7	Syria	151	
	2	New Zealand	1	8	Turkey	63	
				9	India	46	
				10	Vietnam	31	
						Not specified	142
EUROPE NON EC	1	Switzerland	591	EUROPE EC	1	Greece	7,010
	2	Yugoslavia	318		2	Germany (FR)	1,400
	3	San Marino	301		3	France	290
	4	GDR	141		4	UK	185
	5	Poland	60		5	Spain	92
	6	Finland	55		6	Belgium	90
	7	Austria	52		7	Netherlands	70
	8	Sweden	32		8	Portugal	28
	9	Malta	25		9	Denmark	27
	10	Norway	20		10	Luxembourg	12

ITALY

TABLE 7.5
TOP 20 SENDING COUNTRIES BY COUNTRY STATUS FOR 1988

	NUMBER	RANK
COMMONWEALTH (Developed) excluding the UK		
COMMONWEALTH (Developing)	-----	
Nigeria	477	9
Cyprus	152	17
EC INCLUDING THE UK		
Greece	7,010	1
Germany (FR)	1,400	3
France	290	12
UK	185	14
NON COMMONWEALTH /NON EC (Developed)		
USA	480	8
Switzerland	591	7
NON COMMONWEALTH /NON EC (Developing)		
Jordan	1,043	4
Iran	2,246	2
Israel	959	5
Lebanon	629	6
Yugoslavia	318	10
Iraq	197	13
Ethiopia	178	15
Venezuela	169	16
Syria	151	18
Somalia	149	19
San Marino	301	11
FORMER SOVIET BLOC		
Germany (DDR)	141	20

9. THE NETHERLANDS

TABLE 9.1
STUDENT NUMBERS BY COUNTRY OF
ORIGIN FOR 1987 AGAINST
COMPARISON YEAR 1985 :
COMMONWEALTH & UK DEPENDENCIES.

COUNTRY	1985	1987	% CHANGE
New Zealand	22	22	0%
Australia	33	36	9%
Canada	74	71	-4%
Antigua & Barbuda	0	0	
Bahamas	0	0	
Bangladesh	0	6	
Barbados	0	0	
Belize	0	0	
Bermuda	0	0	
Botswana	0	0	
Brunei	0	0	
Cyprus	1	4	300%
Fiji	0	0	
The Gambia	0	0	
Ghana	11	9	-18%
Grenada	0	0	
Guyana	0	3	
Hong Kong	0	1	
India	29	34	17%
Jamaica	0	1	
Kenya	0	1	
Lesotho	0	0	
Malawi	0	0	
Malaysia	0	2	
Malta	1	7	600%
Mauritius	0	0	
Nigeria	8	6	-25%
Papua New Guinea	0	0	
St Lucia	0	0	
St Vincent	---	0	
Seychelles	0	0	
Sierra Leone	1	1	0%
Singapore	1	2	100%
Sri Lanka	4	13	225%
Swaziland	0	0	
Tanzania	4	4	0%
Tonga	0	0	
Trinidad & Tobago	5	7	40%
Uganda	2	4	100%
Zambia	0	0	
Zimbabwe	0	3	
TOTAL	196	237	21%

THE NETHERLANDS

TABLE 9.2
STUDENT NUMBERS BY COUNTRY OF ORIGIN FOR 1987 AGAINST
COMPARISON YEAR 1985 : EUROPEAN COMMUNITY

COUNTRY	1985	1987	% CHANGE
Belgium	444	606	36%
Denmark	39	52	33%
Germany(FR)	1,271	1,605	26%
Greece	72	87	21%
Ireland	22	29	32%
Italy	221	291	32%
Luxembourg	14	15	7%
France	123	136	11%
Portugal	----	74	
Spain	----	237	
UK	362	478	32%
TOTAL EC Countries	2,568	3,610	41%
EC dependencies & territories (3)	0	1	
TOTAL EC Countries & dependencies	2,568	3,611	

TABLE 9.3
TOTAL STUDENT NUMBERS BY CONTINENT 1985 & 1987

CONTINENT	1985	1987	% CHANGE
Africa	303	540	78%
America (North)	405	367	-9%
America (South)	170	920	441%
Asia	1,335	2,109	58%
Europe (non EC)(1)	799	667	-17%
Europe (EC)	2,568	3,610	41%
Europe not specified	20	4	-80%
Oceania	55	59	7%
USSR	1	3	200%
Not Specified	49	72	47%
TOTAL	5,705	8,351	46%

THE NETHERLANDS

TABLE 9.4
PRINCIPAL SENDING COUNTRIES BY CONTINENT, 1987

	RANK		NUMBER		RANK		NUMBER
AFRICA	1	Morocco	310	NORTH AMERICA	1	USA	266
	2	Ethiopia	62		2	Canada	71
	3	Egypt	43		3	Mexico	11
	3	South Africa	43		4	Trinidad & Tobago	7
	4	Tunisia	14		5	Guatemala	3
	5	Ghana	9				
	5	Algeria	9			Not specified	1
	6	Zaire	6				
	6	Nigeria	6				
		Not specified	6				
SOUTH AMERICA	1	Surinam	750	ASIA	1	Indonesia	725
	2	Chile	65		2	Turkey	704
	3	Brazil	34		3	Iran	204
	4	Argentina	21		4	Vietnam	109
	5	Venezuela	14		5	Israel	69
	6	Uruguay	12		6	Japan	57
	7	Colombia	10		7	China	51
				8	India	34	
				9	South Korea	27	
				10	Jordan	14	
					Not specified	17	
EUROPE EC	1	Germany (FR)	1,605	EUROPE NON EC	1	Norway	108
	2	Belgium	606		2	Switzerland	100
	3	UK	478		3	Austria	91
	4	Italy	291		4	Poland	85
	5	Spain	237		5	Sweden	62
	6	France	136		6	Yugoslavia	52
	7	Greece	87		7	Iceland	34
	8	Portugal	74		8	Hungary	24
	9	Denmark	52		9	Germany (DDR)	22
	10	Ireland	29		10	Czechoslovakia	21
OCEANIA	1	Australia	36				
	2	New Zealand	22				
	3	Samoa	1				

THE NETHERLANDS

TABLE 9.5
TOP 20 SENDING COUNTRIES BY COUNTRY STATUS FOR 1987

CATEGORY	NUMBER	RANK
COMMONWEALTH (Developed)		
Canada	71	20
COMMONWEALTH (Developing)		

EC INCLUDING THE UK		
Germany	1,605	1
Belgium	606	5
UK	478	6
Italy	291	8
Spain	237	10
France	136	12
Greece	87	17
Portugal	74	19
NON COMMONWEALTH/ NON EC (Developed)		
USA	266	9
Norway	108	14
Switzerland	100	15
Austria	91	16
NON COMMONWEALTH/ NON EC (Developing)		
Indonesia	725	3
Turkey	704	4
Iran	204	11
Vietnam	109	13
Morocco	310	7
Surinam	750	2
FORMER SOVIET BLOC		
Poland	85	18

10. PORTUGAL

TABLE 10.1
STUDENT NUMBERS BY COUNTRY OF
ORIGIN FOR 1989 AGAINST COMPARISON
YEAR 1985: COMMONWEALTH & UK
DEPENDENCIES

COUNTRY	%		
	1985	1989	CHANGE
New Zealand	0	0	
Australia	4	8	100%
Canada	28	83	196%
Antigua & Barbuda	0	0	
Bahamas	0	0	
Bangladesh	0	0	
Barbados	0	0	
Belize	0	0	
Bermuda	0	0	
Botswana	0	0	
Brunei	0	0	
Cyprus	0	0	
Fiji	0	0	
The Gambia	0	0	
Ghana	0	0	
Grenada	0	0	
Guyana	0	0	
Hong Kong	0	0	
India	6	9	50%
Jamaica	0	0	
Kenya	1	0	-100%
Lesotho	0	0	
Malawi	0	1	
Malaysia	0	0	
Malta	0	0	
Mauritius	0	1	
Nigeria	0	0	
Papua New Guinea	0	0	
St Lucia	0	0	
St Vincent	---	0	
Seychelles	0	0	
Sierra Leone	0	0	
Singapore	0	0	
Sri Lanka	0	0	
Swaziland	0	0	
Tanzania	1	1	0%
Tonga	0	0	
Trinidad & Tobago	0	0	
Uganda	0	0	
Zambia	1	0	-100%
Zimbabwe	2	3	50%
TOTAL	43	106	147%

PORTUGAL

TABLE 10.2
STUDENT NUMBERS BY COUNTRY OF ORIGIN FOR 1989 AGAINST
COMPARISON YEAR 1985: EUROPEAN COMMUNITY.

COUNTRY	(1)		% CHANGE	(2)
	1985	1989		ERASMUS 1989
Belgium	6	7	17%	33
Denmark	2	0	-100%	12
Germany(FR)	26	52	100%	72
France	17	177	941%	109
Ireland	1	0	-100%	13
Italy	11	12	9%	54
Luxembourg	0	0		0
Netherlands	0	3		21
Greece	3	0	-100%	7
Spain	---	47		54
UK	14	39	179%	71
TOTAL EC Countries	80	337	321%	446
EC dependencies & territories (3)	0	1		
TOTAL EC Countries & dependencies	80	338	323%	

TABLE 10.3
TOTAL STUDENT NUMBERS BY CONTINENT 1985 & 1989

CONTINENT	1985	1989	%
			CHANGE
Africa	1,805	2,224	23%
America (North)	68	138	103%
America (South)	717	873	22%
Asia	14	17	21%
Europe (non EC)(1)	56	8	-86%
Europe (EC)	80	337	321%
Europe not specified	0	0	
Oceania	4	11	175%
USSR	0	0	
Not Specified	0	0	
TOTAL	2,744	3,608	31%

PORTUGAL

TABLE 10.4
PRINCIPAL SENDING COUNTRIES BY CONTINENT 1989

	RANK		NUMBER		RANK		NUMBER
AFRICA	1	Angola	809	NORTH AMERICA	1	Canada	83
	2	Mozambique	512		2	USA	53
	3	Cape Verde	406	SOUTH AMERICA	1	Brazil	527
	4	Guinea-Bissau	297		2	Venezuela	336
	5	Sao-Tome & Principe	118		3	Argentina	9
	6	South Africa	52				
	7	Zaire	16				
	8	Zimbabwe	3				
	9	Marocco	2				
ASIA	1	India	9	EUROPE EC	1	France	177
	2	Iran	5		2	Germany(FR)	52
	3	China	2		3	Spain	47
EUROPE NON EC	1	Germany(DR)	3		4	UK	39
	2	Sweden	3		5	Italy	12
	3	Finland	1		6	Belgium	7
	4	Poland	1		7	Netherlands	3
				OCEANIA	1	Australia	8

PORTUGAL

TABLE 10.5
TOP 15 SENDING COUNTRIES BY COUNTRY STATUS FOR 1989

	NUMBER	RANK
COMMONWEALTH (Developed) excluding the UK		
Canada	83	9
COMMONWEALTH (Developing)		

EC INCLUDING THE UK		
France	177	7
Spain	47	13
Germany (FR)	52	11
UK	39	14
NON EC/ NON COMMONWEALTH (Developed)		
USA	53	10
NON EC/ NON COMMONWEALTH (Developing)		
Angola	809	1
Cape Verde	406	4
Guinea-Bissau	297	6
Mozambique	512	3
Sao-Tome & Principe	118	8
Zaire	16	15
Brazil	527	2
Venezuela	336	5
MISC		
South Africa	52	11

12. UNITED KINGDOM

TABLE 12.1
STUDENT NUMBERS BY COUNTRY OF ORIGIN FOR
1988 AGAINST COMPARISON YEAR 1985:
COMMONWEALTH & UK DEPENDENCIES

COUNTRY	1985	1988	% CHANGE
New Zealand	140	176	26%
Australia	442	434	-2%
Canada	998	1,018	2%
Antigua & Barbuda	6	6	0%
Bahamas	26	44	69%
Bangladesh	298	332	11%
Barbados	88	134	52%
Belize	12	15	25%
Bermuda	59	68	15%
Botswana	221	326	48%
Brunei	826	779	-6%
Cyprus	977	1,400	43%
Fiji	49	48	-2%
The Gambia	94	107	14%
Ghana	308	315	2%
Grenada	14	19	36%
Guyana	59	83	41%
Hong Kong	5642	6,441	14%
India	897	991	10%
Jamaica	77	94	22%
Kenya	847	1,180	39%
Lesotho	80	108	35%
Malawi	302	435	44%
Malaysia	5672	6,262	10%
Malta	77	128	66%
Mauritius	235	329	40%
Nigeria	2661	1,211	-54%
Papua New Guinea	32	30	-6%
St Lucia	16	29	81%
St Vincent	6	13	117%
Seychelles	50	88	76%
Sierra Leone	146	126	-14%
Singapore	1551	2,015	30%
Sri Lanka	487	618	27%
Swaziland	73	97	33%
Tanzania	332	389	17%
Tonga	5	8	60%
Trinidad & Tobago	274	238	-13%
Uganda	223	308	38%
Zambia	619	700	13%
Zimbabwe	249	348	40%
TOTAL	25,170	27,490	9%

UNITED KINGDOM

TABLE 12.2
STUDENT NUMBERS BY COUNTRY OF ORIGIN FOR 1988 AGAINST
COMPARISON YEAR 1985 : EUROPEAN COMMUNITY

COUNTRY	(1)		% CHANGE	(2) ERASMUS 1988
	1985	1988		
Belgium	247	530	115%	86
Denmark	111	298	168%	83
Germany(FR)	1,624	3,128	93%	1,089
Greece	2,168	2,575	19%	74
Ireland	733	2,970	305%	79
Italy	468	774	65%	340
Luxembourg	68	119	75%	0
Netherlands	376	589	57%	273
Portugal	---	330		44
Spain	---	981		457
France	995	2,328	134%	1,673
TOTAL EC Countries	6,790	14,622	115%	4,198
EC dependencies & territories (3)	9	13	44%	
TOTAL EC Countries & dependencies	6,799	14,635	115%	

TABLE 12.3
TOTAL STUDENT NUMBERS BY CONTINENT 1985 & 1988

CONTINENT	1985	1988	% CHANGE
Africa	10,084	7,890	-22%
America (North)	6,015	7,355	22%
America (South)	812	1,214	50%
Asia	25,141	29,726	18%
Europe (non EC)(1)	2,273	2,721	20%
Europe (EC)	6,790	14,622	115%
Oceania	686	638	-7%
USSR	83	47	-43%
Not Specified	1,554	1,931	24%
TOTAL	53,438	66,144	24%

UNITED KINGDOM

TABLE 12.4
PRINCIPAL SENDING COUNTRIES BY CONTINENT 1988

	RANK		NUMBER		RANK		NUMBER
AFRICA	1	Kenya	1,180	NORTH AMERICA	1	USA	5,238
	2	Zambia	700		2	Canada	1,018
	3	Algeria	575		3	Mexico	258
	4	South Africa	504		4	Trinidad & Tobago	238
	5	Malawi	435		5	Barbados	134
	6	Cameroon	424		6	Jamaica	94
	7	Tanzania	389		7	Bermuda	68
	8	Sudan	372		8	Bahamas	44
	9	Zimbabwe	348		9	St Lucia	29
	10	Mauritius	329		10	Grenada	19
SOUTH AMERICA	1	Brazil	736	ASIA	1	Hong Kong	6,441
	2	Colombia	108		2	Malaysia	6,262
	3	Guyana	83		3	Singapore	2,015
	4	Chile	60		4	China	1,422
	5	Peru	55		5	Cyprus	1,400
	6	Venezuela	55		6	Pakistan	1,109
	Ecuador	36	7		Iran	1,009	
			8		India	991	
			9		Iraq	915	
			10		Brunei	779	
EUROPE EC	1	Germany (FR)	3,128	EUROPE NON EC	1	Norway	1,466
	2	Ireland	2,970		2	Switzerland	322
	3	Greece	2,575		3	Sweden	210
	4	France	2,328		4	Malta	128
	5	Spain	981		5	Austria	82
	6	Italy	774		6	Yugoslavia	69
	7	Netherlands	589		7	Poland	57
	8	Belgium	530				
	9	Portugal	330				
	10	Denmark	298				
OCEANIA	1	Australia	343				
	2	New Zealand	176				
	3	Fiji	48				
	4	Papua New Guinea	30				

UNITED KINGDOM

TABLE 12.5
TOP 20 SENDING COUNTRIES BY COUNTRY STATUS FOR 1988

CATEGORY	NUMBER	RANK
COMMONWEALTH (Developed) excluding the UK		
Canada	1,018	14
COMMONWEALTH (Developing)		
Hong Kong	6,441	1
Malaysia	6,262	2
Singapore	2,015	8
Cyprus	1,400	11
Kenya	1,180	12
India	991	16
Brunei	779	19
EC INCLUDING THE UK		
Germany (FR)	3,128	4
Ireland	2,970	5
Greece	2,575	6
France	2,328	7
Spain	981	17
Italy	774	20
NON COMMONWEALTH / NON EC (Developed)		
Norway	1,466	9
USA	5,238	3
NON COMMONWEALTH /NON EC (Developing)		
Iran	1,009	15
China	1,422	10
Pakistan	1,109	13
Iraq	915	18

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