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Motivations and Experiences of UK
Students Studying Abroad

Statistical Sources
- Summary Metadata Report

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Statistical Sources - Summary Metadata Report

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1. Introduction

Based on OECD statistics an estimated 22,405 UK students were enrolled in foreign tertiary education institutions in 2006. This is not an insignificant number. When compared with the 1,189,390 UK-domiciled students enrolled in UK Higher Education Institutions in 2006/7 (HESA, 2007) it would be equivalent to 1.9 per cent of the total. Yet remarkably little is known about internationally mobile students from the UK. Indeed, there is considerable uncertainty even about the reliability of statistics relating to the number of UK students studying abroad and trends in numbers. It is the overall aim of this report¹ to reduce this uncertainty through a systematic investigation of secondary data on the topic.

The specific questions driving the study are as follows:

- 1) What data do national and international agencies hold on UK students enrolled in foreign tertiary sector institutions?
- 2) What are the best estimates of UK international student numbers and what do recent trend data show?
- 3) Are data sufficient for the requirements of extending the Higher Education Initial Participation Rate (HEIPR) to include students undertaking study outside the UK?

The report commences by investigating general definitional issues. It then turns to summarising the author's more detailed findings relating to existing data sets, before focussing attention on statistics for individual countries. After this the researchers' best estimates are presented for numbers of UK students in each of five important destination countries, before reaching some overall conclusions about the quality of secondary data sources on UK diploma-mobile students and the possibility of using these to extend the HEIPR.

2. Definitional issues

There is no single agreed definition of international student mobility. A basic distinction may be drawn between international mobility which takes place within a student's programme of study in a UK higher education institution (HEI) and mobility of other students who enrol for their entire degree in a foreign HEI. In the context of the current study the latter definition is followed, namely that of UK students who engage in an entire programme of study at an overseas HEI. The UK Higher Education Statistics Agency (HESA) has defined this form of mobility as *diploma mobility* as opposed to foreign study for a part of a programme, referred to as *credit mobility*. However, applying this distinction is difficult when it comes to achieving a clear and unambiguous cross-national comparison over time of trends in UK student mobility. This is because existing data series, especially those apparently offering international comparisons, rely on a diverse range of national sources, each source with different definitions of what constitutes a 'student' and 'mobility'.

Perhaps the single most important distinction that makes international comparison problematic is the difference between students identified by citizenship and those identified by country of domicile, or prior education. In the UK context statistics based on citizenship are problematic because they do not support analysis of student mobility by individual home country (England, Wales, Scotland and Northern Ireland), and. More seriously perhaps, statistics using UK citizenship as the main identifier may include not only UK-domiciled

¹ This report is only a summary of a much longer document (Geddes et al, 2009) initially prepared by the authors which discusses an extensive survey of the main secondary data sources available for analysing the international mobility of students from the UK.

students who have moved abroad to study, but also UK citizens already living outside the UK, either permanently or temporarily, before commencing their studies. To handle this distinction in ‘mobility categories’ national and international statistics would ideally differentiate not (at least not solely based on citizenship, but rather on whether students studying outside the UK are domiciled or not domiciled in the UK². Unfortunately, as will become evident below, the majority of countries continue to collect student mobility data based only on citizenship.

3. Metadata analysis of UK and international sources

The term ‘metadata analysis’ signifies that the primary emphasis here is on providing key descriptive information on the production, coverage and availability of relevant figures, rather than extensive numerical analyses. A variety of sources has been investigated in order to meet the requirements of making ‘best estimates’ of UK diploma-mobile students across key destination countries under study. Table 1 lists the sources which were investigated.

Table 1 - Sources investigated

Source name / type		Specific reason(s) for investigating source
UK sources	International Passenger Survey	- Data on all outbound mobile HE students from the UK and destination countries
	HESA Destinations of Leavers from Higher Education Institutions survey	- Data on outbound mobile students (those leaving UK HEIs) and destination countries and institutions
International sources	UOE (UNESCO-OECD-Eurostat) joint data collection	- UK enrolled in higher education programmes in other EU / OECD / UN member countries
Foreign national sources	National-level sources in: Australia France Germany Ireland USA	- UK students enrolled in HEIs in host country institutions - Sub-national breakdowns (e.g. by region / institution)

As this table shows, sources are identified in three main groups: UK official sources; international-level sources including in particular data produced from the joint UNESCO, OECD and EUROSTAT programme of data collection; and foreign national statistical sources.

²The distinction may sound like a minor one, but in practice because of the very large UK expatriate population living around the world, it makes a major difference to the numbers of UK students recorded in national and international databases. Earlier research (Findlay et al 2003) identified two key constituencies among non-UK domiciled students: 1) students entering the higher education sector in the country they have been living in as a result of being second or later generation resident members of settled immigrant families; and 2) students entering the higher education system of the country where one or both of their parents are working temporarily, i.e. as a result of international labour mobility. For students in both groups (collectively labelled as *non-UK domiciled*), the decision to study outside the UK does not directly require them to make a decision to migrate from the UK (their parents made this decision for them some time earlier). There is however the possibility that some non-UK domiciled students may cross into the UK from a foreign country, for the purposes of study as was revealed by some survey work amongst pupils in international schools that was undertaken by the authors for the current research project.

UK sources

In the UK, systems are in place both for recording incoming international students as well as for recording credit-mobile students participating in exchange programmes. However, there is in contrast no statistical or administrative basis for gathering data specifically on diploma-mobile students who leave the UK. As such the coverage of existing UK data sources can be dealt with quite briefly. Investigations confirmed that what information there is on the numbers of outbound UK international students is available only as part of broader-purpose national surveys of international movements and migration, including the International Passenger Survey (IPS) and the HESA survey of UK higher education graduates, known formally as the Destinations of Leavers from Higher Education (DLHE) survey. However, neither of these sources measures actual enrolments in foreign HEIs. Estimates from the IPS are limited by the small number of survey contacts, while the DLHE survey has a similar limitation and by definition would focus primarily on postgraduate student mobility. For such reasons both of these UK data sources are severely limited when it comes to either making precise estimates of trends in diploma mobility of UK domiciled students. Likewise, neither meets the data requirements for up-to-date figures necessary for calculations of the HEIPR.

This is not to say that the information collected by the IPS and DLHE are not very interesting in the trends that they identify, but for the purposes of this report they provide no significant leverage in answering questions about UK diploma mobility and so they are not discussed further here.

International sources

In the absence of adequate official UK figures on outbound diploma-mobile students, the only alternative is to assess the possibilities for using data on 'inbound' mobility available from other recognised data providers. The joint data collection programme organised by the UNESCO Institute for Statistics, OECD and Eurostat, referred simply to the UOE (UOE = UNESCO, OECD and EUROSTAT) data collection programme, has been described as the most extensive programme for generating internationally comparable data on education systems (Education Task Force of the United Nations Statistical Commission, 2009), including data on international student mobility. It also forms the basis for key statistical reports such as UNESCO's *Global Education Digest* and OECD's *Education at a Glance*. For these reasons statistics based on data collected via the UOE are often taken as highly authoritative.

Metadata analysis indicates several caveats, however:

- UOE data collection on numbers of internationally mobile students is a recent departure, and remains in an uncertain state. The number of participating countries meeting the annual request for figures on internationally mobile students remains relatively small. Collection of data on internationally mobile students remained in a 'pilot' phase at the time of conduct of the present research. Any statistics on numbers of internationally mobile students published from the UOE data are limited.
- Most national authorities are able to supply counts of non-domestic students based on information recorded on student citizenship. Collection of these data on 'foreign students' predates the attempt to collect of data internationally mobile students, the intention being that figures on both categories would be recorded separately. However, while data on foreign-citizen students are more available than data on internationally mobile students, they are not necessarily a reliable indicator of the level or flows of internationally mobile students for reasons discussed above.

- Difficulties experienced with obtaining data are compounded by the differences between UNESCO, the OECD and Eurostat in terms of how each organisation processes the data. Each organisation produces its own statistical indicators specific to its own remit and audience rather than their being a common set across all three organisations. Moreover there are differences between the organisations in terms of how they handle missing data situations (i.e. countries for which no data on internationally mobile students are available). In some cases counts of foreign students are used as the best proxy data, but this is not standard policy across all three organisations
- The conclusion drawn from these points is that none of the statistics published by the three main international agencies could be used alongside the UK's Higher Education Statistical Agency's statistics to calculate a revised HEIPR that would include English-domiciled students studying abroad.

These key points may be amplified as follows. As noted, recording of data on internationally mobile students as part of the UOE is in fact a recent departure, having only been introduced into the annual data collection programme since 2005. Data are requested alongside data on numbers of foreign-citizen students studying in each country participating in the UOE. The latter data have in fact been collected for several years, though it is important to point out that the intention is that data on internationally mobile students and foreign citizen students will be distinguished and recorded separately from one another. In reality, however, experience thus far indicates that most national data providers are able to supply data on foreign citizen students only whereas only a relatively small number of countries have been able to provide figures on internationally mobile students (as defined below). Because of such limited success, the collection of data on internationally mobile students as part of the UOE annual data collection has remains in a 'trial' phase at the time of writing this report.

In the context of the present investigation, a further limitation relates to the fact that not one but two definitions for recording internationally mobile students are being piloted - one definition based on 'Country of Permanent or Usual Residence' and the other according to 'Country of Prior Education'³. National data providers in participating countries are encouraged to supply data according to both these definitions if possible, but at least according to one of them, whichever one best suits. In reality, most countries which have been able to meet the request for mobility data have supplied figures according to one or other definition, but not both. More specifically, a student counted as being internationally mobile 'from the UK' may be categorised as such either because they have their permanent or usual residence in the UK, or because they received prior education in the UK. For example, Germany is a country for which internationally mobile students from the UK are recorded apparently based on prior education in the UK (see Table 2 below). While there is a risk here of overstating the impact this difference in definitions may have - since it seems likely that most students receiving prior education in the UK would also be residents of the UK - it is nevertheless another indication of the difficulty associated with using statistics derived from the UOE to measure the international mobility of UK students. Appendix A provides the full set of definitional criteria adopted for UOE data collection purposes. Appendix B lists additional instructions pertaining to the counting of distance learning students, students enrolled at 'foreign campuses', and those on exchange programs, showing that credit-mobile students are to be excluded from the reported numbers of

³ The former of these is regarded as best suited to use among non-EU / non-EEA countries typically requiring non-resident foreign citizen students to obtain a student visa before entering within their borders for educational purposes. In turn, the country or territory issuing the documents used to obtain the student visa provides the basis for defining a student's country of origin. Within the EU / EEA territory however, free mobility granted to EU / EEA citizens is deemed to make it less feasible to use student visa statistics as a basis for accurate recording of cross-border student movements. For this reason the 'prior education' definition is instead deemed a more appropriate operational definition to apply, especially in capturing intra-EU / EEA mobility (UNESCO-UIS / OECD / EUROSTAT, 2008,10).

international / mobile students requested for UOE purposes. It should also be noted that the definitions are also based on the ISCED classification of education systems⁴.

Table 2, based on OECD's statistics, shows more clearly the limited successes just described above. Further investigations reported elsewhere (Geddes et al., 2009) led the researchers to favour using the OECD statistics as the most carefully constructed set of statistics presently available from the UOE data collection programme⁵. The table includes statistics for the 2004-2006 period and enables comparison between reporting of 'foreign students' from the UK - i.e. having UK citizenship - and reporting of internationally mobile students (termed 'international / mobile students') from the UK⁶. For each of the three years shown, there are consequently three potential values for each destination country shown, in other words taking account of the two definitions of internationally mobile students discussed above as well as the recording of students holding UK citizenship. Figures shown in the body of the table are of recorded numbers of students enrolled in tertiary education across both ISCED 5 and 6 categories. In cases where there are no dates shown, the missing data values as used by OECD are retained and are explained in the footnotes. The column labels are also as per the original OECD data set, again explained in the table footnotes. Further information on data availability is also provided in Appendix E.

⁴ ISCED: the International Standard Classification of Education (ISCED) developed by UNESCO. ISCED-97 (the version currently used), defines the main education levels from Level 0, 'Pre-Primary' level through to Level 5 (First stage higher education) and Level 6 ('Second stage'). Educational programs classed at Level 6 are distinguished from those classed at Level 5 by the award of advanced research qualifications. Furthermore, educational programmes classed within ISCED Level 5 are sub-divided as belonging to one of two categories, either ISCED 5A, if they are judged to have a strong theoretical basis and are intended to provide sufficient qualifications for gaining entry into advanced research programmes and professions with high skill requirements, or ISCED 5B, encompassing programmes that are generally more practically, technically or occupationally-specific. Ambiguities detected between levels has led to an apparently growing number of countries calling for a review of the criteria adopted (Education Task Force of the United Nations Statistical Commission, 2009).

⁵ Coverage of statistics produced by Eurostat is limited mainly to EU countries, hence greater attention was paid to comparing the UNESCO and OECD statistics (see also Appendices C and D). The reason the OECD statistics owes primarily to the organisations policy of maintaining a clear separation between figures on 'international/mobile' (internationally mobile) students and figures on 'foreign' (foreign citizen) students in reporting its statistics. The UIS does not follow the same policy, and instead merges data on both internationally mobile students and foreign citizen students in order to construct and maintain a time-series set of statistics. Moreover, there is very little information given as to when such merging has been applied. Instead data users are mainly left to deduce this for themselves.

⁶ Data collection is retrospective (i.e. the 2005 data collection programme requests data for the previous year, etc.), and owing to the time lag in producing statistics those for 2006 were the most recent available at the time investigations were undertaken.

Table 2 - OECD statistics on UK-citizen students and UK international / mobile students, OECD countries, 2004-2006

Destination	20: Non-citizen students of reporting country 2004	10: Non-resident students of reporting country 2004	30: Students with prior education outside the reporting country 2004	20: Non-citizen students of reporting country 2005	10: Non-resident students of reporting country 2005	30: Students with prior education outside the reporting country 2005	20: Non-citizen students of reporting country 2006	10: Non-resident students of reporting country 2006	30: Students with prior education outside the reporting country 2006
Austria	186	(m)	(m)	180	(m)	(m)	194	(x)	(x)
Belgium	270	1	(m)	145	31	(m)	210	14	(m)
Czech Republic	265	(m)	(m)	334	(m)	(m)	363	(m)	(m)
Denmark	450	1432	(m)	466	1394	(m)	471	1584	(m)
Finland	172	(m)	(m)	191	(x)	(x)	189	(m)	(x)
France	2611	(m)	(m)	2299	(m)	(m)	2570	(m)	(m)
Germany	2154	(m)	1949	1962.24	(m)	1914	1871.36	(m)	1949
Greece	14	(m)	(m)	19	(m)	(m)	85	(m)	(m)
Hungary	28	(m)	(m)	33	(m)	(m)	53	(m)	(m)
Iceland	8	(m)	(m)	13	(m)	(m)	23	(m)	(m)
Ireland	(m)	(m)	2165	(m)	(m)	1178	(m)	(m)	1196
Italy	247	(m)	(m)	249	(m)	(m)	280	(m)	(m)
Luxembourg	(m)	(m)	(m)	(m)	(m)	(m)	4	(m)	(m)
Netherlands	590	(m)	143	731	190	(m)	772	194	(m)
Norway	337	(m)	(m)	331	(m)	(m)	345	(m)	(m)
Poland	22	(m)	(m)	41	(m)	(m)	45	(m)	(m)
Portugal	90	(m)	(m)	107	(m)	(m)	86	(m)	(m)
Slovak Republic	5	5	(m)	6	6	(m)	12	12	(m)
Spain	593	338	(m)	538	451	(m)	618	485	(m)
Sweden	822	245	(m)	839	306	(m)	761	246	(m)
Switzerland	356	(m)	246	379	(x)	265	387	(m)	251
Turkey	162	(m)	(m)	106	(m)	(m)	117	(m)	(m)
Australia	(m)	1652	(m)	(m)	1662	(m)	(m)	1545	(m)
Canada	2498	781	(m)	(m)	(m)	(m)	2847	1221	(m)
Japan	403	(m)	(m)	393	(x)	(x)	350	(x)	(m)
Korea	11	(m)	(m)	15	(m)	(m)	17	(m)	(m)
Mexico	(m)	(m)	(m)	(m)	(m)	(m)	(m)	(m)	(m)
New Zealand	378	378	(m)	406.25	406.25	(m)	419.2	419.2	(m)
United States	(m)	8439	(m)	(m)	8602.26	(m)	(m)	8567.7	(m)
Column Sub-totals	4,556	13,271	4,503	4,311	13,049	3,357	4,721	14,288	3,396
Total		22,330			20,717			22,405	

- Column headings '20', '10' and '30' are OECD categories, defined as follows:
20 - non-citizen students of reporting country; country of origin refers to country of citizenship;
10 - non resident students of reporting country; country of origin refers to country of permanent residence;
30 - students with prior education outside the reporting country); country of origin refers to country of prior education.
- Coding is retained in original source formatting: (m) indicates a missing value; (x) indicates that data are available but are included elsewhere (i.e. not reported as a separate count).
- Italicized figures relate to the calculation of UK 'foreign student' totals discussed in the main text.
- Additional country notes provided by the OECD:

European countries

- Austria 2004, 2005 and 2006: figures exclude tertiary type B programmes;
- Belgium 2005 and 2006: figures exclude data for social advancement education;
- Czech Republic 2005: figure excludes tertiary programmes (advanced research programmes only);
- Germany 2004, 2005 and 2006: foreign student totals exclude advanced research programmes;
- Greece 2005: figure excludes tertiary programmes (advanced research programmes only);
- Ireland 2005 and 2006: figures exclude part-time students;
- Italy 2005: figure excludes tertiary type-B programmes;
- Netherlands 2004, 2005 and 2006: foreign student figures exclude advanced research programmes;
- Poland 2004 figure excludes advanced research programmes;
- Spain 2004: foreign student figure excludes tertiary type-B programmes;

Other countries

Canada 2004: reference year 2002; Canada 2006: figure for foreign students is for reference year 2005; excludes tertiary type-B programmes; excludes private institutions.

Source: OECD Education Database - 'Foreign / international students enrolled' dataset - www.oecd.org/education/database.

A number of general points emerge from inspecting Table 2:

- First, it is clear that many countries (nearly half) had not reported any figures on internationally mobile students classed as being from the UK from the UK. Instead, the table shows that citizenship-based counts (i.e. of students of UK citizenship) have continued to be the only data that countries are able to supply to the UOE data collection.
- Among European countries mobility statistics were available for only seven states in 2004, and although the total increased to nine in 2006 this was still less than half of the total number of OECD countries within Europe.
- Among the seven non-European OECD countries, data availability is somewhat different. Statistics on non-resident mobile students are available for Australia, New Zealand and the United States for all three years, as well as for Canada for 2004. New Zealand is the only country reporting statistics for both definitions for all years, however. Citizenship-based statistics are reported for Japan and Korea. No data whatsoever are available for Mexico.
- Among the few countries reporting figures on both definitions, the reported number of UK-citizen students is greater than the corresponding count of mobile students recorded against the UK. One might expect this, to the extent that citizenship-based counts include non-UK domiciled students as well as mobile students.
- Exceptions to this general rule also exist, however, such as with Slovakia, New Zealand and notably Denmark.
 - For both Slovakia and New Zealand it can be seen that the statistics recorded in both categories are in fact identical across all three years tabulated. This is suspicious and would suggest that an error has occurred at some stage during preparation of statistics.
 - Denmark presents perhaps the most unusual case, where the recorded figure for mobile UK students (recorded as UK residents) appears to have been running around three times greater than the corresponding number of students holding UK citizenship. This again may be an error, although if accurate the numbers are especially intriguing given the relatively small size of the Danish higher education sector.
- Finally, as the long set of footnotes to Table 2 would suggest, a variety of other definitional differences recorded by the OECD are recorded, reinforcing not only the difficulties of drawing comparisons between countries but likewise in assessing trends over time.

A main message from all of this is that any attempt to assess the overall level of diploma mobility from the UK must be estimated, using the more widely available citizenship based counts as the best available proxy data. The italicised formatting applied to certain values in Table 2 illustrates this approach, and can be interpreted using the sub-totals and totals shown in bold at the base of the table columns. The derivation of these totals assumes that figures on internationally mobile students from the UK are used where they are available, but where they are unavailable, citizenship-based data are used instead. The figures in italics reflect these rules and highlight the values aggregated into the totals shown at the base of the table⁷.

⁷ It may be noted that the OECD itself uses a similar albeit 'reverse' set of rules to derive overall totals for the annual number of students of UK citizenship studying in other OECD countries.

It is possible to derive best estimates for the overall annual total number of diploma mobile students from the UK on the estimation basis just defined. On this basis, best estimates for the overall annual total number of diploma mobile students from the UK which can be derived from the OECD statistics are therefore as follows: 22,330 in 2004, 20,717 in 2005 and 22,405 in 2006. It should however be noted that these estimates are on the high side, given the degree of reliance on citizenship-based figures.

Taking together all the above points, key conclusions from the investigations of UOE data remain as follows:

- a) The statistical breakdowns derived from the UOE data collection cannot be taken at face value. Instead, figures produced for these breakdowns reflect ongoing national variations in data definitions and data availability. This affects the availability of data on UK students studying overseas (just as it would affect data on students from other countries studying overseas).
- b) Differences under a) are in a sense compounded by the separation production of statistics from the data collected via the UOE.
- c) The limited success of the attempts to use the UOE data collection to collect comprehensive and consistent data on international mobility from participant countries is likely to continue into the future. Indeed a recent UOE analysis states that "It is not likely that all the break-downs to capture international / mobile students will be included in future data collections" (UNESCO-UIS / OECD / EUROSTAT, 2008, 38).
- d) As things stand, even the best estimates that can be derived are incompatible with the precision and accuracy levels required of data used in calculation of the HEIPR.

4. Foreign national data sources

National-level data sources were investigated for a number of reasons:

- to help clarify the mobility statistics being produced from the UOE data collections, discussed in the preceding section,
- to determine whether there are additional data breakdowns available that would enable better coverage of diploma mobile students in the HEIPR target group; and
- to summarise recent trends in UK student mobility.

Investigations were conducted for each country in what was judged at the outset of investigations to be the key set of destination countries for internationally mobile students from the UK. Identification of this set, based on figures available in UNESCO reports, includes the following five countries: Australia France, Germany, Ireland and the United States⁸. Detailed analysis for all five countries is contained in Appendix G.

⁸ These countries were initially selected as a focus for investigations based on the statistics contained in UNESCO's *Global Education Digest* report. Recent editions of the *Digest* have included added statistical tables on student mobility, including a table giving, for each country of origin, the top five destinations for students who go abroad to study. In the 2006, 2007 and 2008 editions of the *Digest* - covering years 2004, 2005 and 2006 data collection years respectively - the top five destination countries for 'outbound' internationally mobile students from the UK has included the USA, France Germany, Ireland and Australia. The only two other countries reported in either UNESCO or the OECD statistics as having more than 1000 UK students in any year between 2004 and 2006 were Canada and Denmark.

Four main conclusions emerge from the relevant national statistics which were identified in each of these five countries. These conclusions are as follows:

- Inspection of the national-level figures revealed a range of ambiguities in statistics derived from UOE data. In the case of the United States, for instance, the OECD figures on the numbers of UK students since 2004 in the OECD statistics would appear to relate to students studying in the US who are resident in the UK, when in fact investigations suggest that the figures count students of UK citizenship rather than UK residents. Similarly figures for Germany reported since 2004 under the OECD's 'prior education elsewhere category' would appear to be of students of UK citizenship who completed an appropriate level of secondary education outside of Germany but not necessarily in the UK itself. Finally, it remains unclear why figures on UK students in Ireland since 2004 are recorded under the OECD's 'prior education' heading when investigations confirm that the data actually relate to place of domiciliary origin. Only in the case of Australia, where country of residence is obtained from individual students and for which the OECD has reported statistics under its 'non-resident' heading does an unambiguous match-up between collection and reporting bases appear to exist.
- National statistics - which were accessible for all five countries under study - provide a variety of useful and more detailed data cross-tabulations on enrolled students beyond those published by the UIS, OECD or Eurostat. Having said this in no case has data been found that could be broken down to a level of detail in a fashion that would permit HEIPR calculations to include English-domiciled diploma-mobile students in higher education in other countries. Data for most countries remain classified by citizenship, with data for Ireland and Australia being the exceptions,
- It can be said with some confidence that UIS, OECD and Eurostat statistics on diploma mobility exaggerate the actual level of UK diploma-mobility to the five countries under study. A main reason for this remains the fact that citizenship-based counts remain heavily used, so including students of UK citizenship who are normally resident outside of the UK and who have little interest in returning to the UK. In addition the statistics for the United States and Ireland are available only in aggregated format across all ISCED tertiary levels (ISCED 5A, 5B, and 6), rather than counting mobile undergraduates specifically. In the case of Germany, though not for other countries under study, the indications are that the UIS, OECD and Eurostat figures may include short-term mobile students as well as credit-mobile students.
- UK student diploma mobility has not followed a simple global trend across all destination countries. The statistics for each country exhibit different tendencies (Appendix G, Tables A, C, E and F). In Ireland the trend has been clearly upwards, the statistics indicating that this has been driven by the increased enrolments of students with a domiciliary origin in Britain (as opposed to Northern Ireland). In the case of the United States, numbers appear to have increased over the first part of the present decade before then levelling off over the last four years, while for Australia (using HESC statistics) there is similar evidence of an initial increase rising to a peak in numbers in 2004. Since then there has been a very small dip in numbers. Figures for France and Germany provide a different picture. In both cases decreases are apparent in terms of the overall numbers of enrolled UK-citizen students, including in Germany a decrease in the numbers of UK students classed as mobile students on account of having received their entrance qualifications outside the German education system. National-level statistics in France indicate that, having fallen, the overall numbers of UK citizens studying in French universities have stabilised at a lower level in more recent years.

The national datasets discussed in the section provided the basis for the researchers to make the best estimates for BIS of the number of internationally mobile UK diploma students, as reported in the next section of this summary report.

5. Best estimates of UK diploma students in other countries

Table 3 summarises the best estimates of the numbers of diploma mobile students from the UK within each of the five countries on which we have reported in Section 4. The estimates are based on the analysis of each national-level data source. The table provides estimates made of the overall level of diploma mobility from the UK i.e. covering students classed as being from the UK who were enrolled in programmes at any of the three tertiary education levels within the ISCED framework (i.e. ISCED 5A, 5B and 6). Additional columns are included for Ireland and Australia. For Ireland, this reflects the availability of separate figures reported on students with a British domiciliary origin (which together with figures on students domiciled in Northern Ireland form the basis for the UK-level totals also given in Table 3). For Australia both the OECD statistics and the HESC statistics are shown. For France and Germany estimates are based on detailed national level calculations described in Appendix G.

Taking the year 2005-06 it can be seen that the estimates suggest that the USA is approximately four times as important as any other country. The ratio remains the same for 2006-7. Ireland is the second most important destination followed by Australia. If these estimates are compared with the OECD statistics⁹ reported in Table 2, it can also be seen that the authors' best estimates for USA, France and Germany are lower than the OECD. If all five countries are taken together the best estimate figure for 2005-06 would be 14,303. The equivalent OECD total would be 15,827 (or 10.7% higher).

Extrapolating to the overall number of UK international students for all OECD destinations, it now becomes possible to provide a best estimate for the number of UK diploma students studying in other countries in 2005-6. If the OECD estimate for all UK students in all OECD countries bears the same relationship to the researchers' best estimate of the number¹⁰, then the OECD figure would be 10.7% higher than ours. Or put another way, the researchers would estimate 20,473 UK diploma students spread across all OECD destinations compared to the OECD statistic of 22,405 UK students.

Although the authors' best estimates of diploma-mobile students are lower than those that might be made using OECD and other international sources, the total remains quite a significant one and would equate to 1.7% of all UK-domiciled students enrolled in UK HEIs.

⁹ Comparison here is made with the italicised OECD number

¹⁰ This seems reasonable since, for most countries (other than the five included in Table 3), most statistical information is collected based on definitions of students by citizenship rather than place of normal domicile.

Table 3 - Best estimates of number of diploma mobile students for the USA, Ireland, Australia, France and Germany, 1998-2008

Year	United States	Ireland		Australia	France	Germany
		All UK domicile	GB domicile			
1998-09	n/a	1689	605	n/a	n/a	n/a
1999-00	7,990	1809	792	639	n/a	n/a
2000-01	8139	1939	852	888	n/a	n/a
2001-02	8414	1960	872	1933	n/a	n/a
2002-03	8326	2132	1039	2210	n/a	n/a
2003-04	8439	2165	1087	2494	n/a	n/a
2004-05	8236	2254	1153	1966	n/a	512
2005-06	8274	2119	1210	1709	1713	488
2006-07	8438	2282	1313	1783	1620	464
2007-08	n/a	n/a	n/a	n/a	1635	445

Notes:

1. 'n/a' indicates where data are either not available or insufficient for estimation purposes;
2. Figures for United States use citizenship to classify country of origin;
3. UK-level figures for Ireland were derived by summing figures for numbers of students domiciled in Great Britain and in Northern Ireland;
4. UK-level figures for Australia were derived by summing together for numbers of students reported as having permanent residence in England, Scotland or the Channel Islands together with the numbers recorded in the 'UK nfd' (no further detail) category;
5. Figures for France are for numbers of non-bacheliers students, separate figures on which have only recently been produced by France's DEPP, and appear to use citizenship to classify country of origin;
6. Estimates for Germany are based on figures which appear to use citizenship to classify country of origin, but which include only those who were educated at school level outside Germany. National statistics appear to include students enrolled in both undergraduate as well as postgraduate courses.
7. In the final version of this report, Table 3 has been updated with most recent figures available for 2006-2007 for the United States, Ireland and Australia. However There has not been sufficient time to carry out similar updating on figures provided in the appendices of this report.

Sources:

- United States: International Institute of Education - *Open Doors: Report on International Educational Exchange*, 1999-00 to 2003-04, available from CD Open Doors: Report on International Educational Exchange 1948-2004. Figures for 2000-01 to 2005-06 are also from *Open Doors* reports but were obtained from U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics - Digest of Education Statistics 2007 - Table 406 Foreign students enrolled in institutions of higher education in the United States and other jurisdictions, by continent, region, and selected countries of origin: Selected years, 1980-81 through 2005. Figures for 2006-07 are from the Digest of Education Statistics 2008 - Table 420 - available at <http://nces.ed.gov/programs/digest/>.
- Ireland: Figures up to 2005-06 were obtained from annual DES Statistical Reports 1998/1999 to 2005/2006 - available at - <http://www.education.ie/home/home.jsp?pcategory=17241&ecategory=46606&language=EN> - Tables on Domiciliary origin of students enrolled in full-time third level courses by type of institution. Figures for 2006-2007 were obtained from the DES Education Statistics Database - available at <http://www.cso.ie/px/des/database/des/des.asp>
- Australia: DEEWR Higher Education Statistics Collection - "Full Year - Tables", 2000-2007 http://www.dest.gov.au/sectors/higher_education/publications_resources/statistics/publications_higher_education_statistics_collections.htm.
- France: DEPP Statistical Tables - Statistics on Foreign Students Enrolled in Universities and Affiliated Establishments (annual reports for 2004-04 to 2006-07) / Foreign Students Enrolled in Universities and University Research and Training Centres (report for 2007-08) - https://www.pleiade.education.fr/portal/pleiade/depp?paf_dm=full&paf_gear_id=16400028&prevTheme=6002831&itemDesc=structure&contentid=6008723&level1=6002831&level2=6008723&openStructure=6008723.
- German Federal Statistical Service - Fachserie 11, Reihe 4.1 (Students in higher education, winter semester reports), 2003/2004 - 2007/08 - www.destatis.de

6. Overall Assessment and Conclusions

Analysis of the UK's own official survey statistics shows that figures produced on diploma mobile students outside the UK do not support detailed analysis. Key limitations are confidence which can be placed in national estimates, owing to the small number of diploma mobile students actually surveyed, and that information is derived from individual survey responses (often reflecting intentions as opposed to observed behaviour) rather than actual records of student enrolment at foreign institutions. Given that the data collection programmes have been carefully designed to meet other pre-existing purposes, scope for altering them to improve the coverage and reliability of statistics on diploma-mobile students also appears non-existent. Owing to the aforementioned limitations we do not recommend that they are used as a basis for extending the HEIPR.

Statistics derived from the UOE programme represent an improvement over UK national statistics in so far as they are based on returned figures of students actually enrolled at foreign institutions rather than on survey answers. Moreover, these statistics add geographical detail on the international distribution of UK students, within different countries, (within the OECD in particular). Having said this, investigations indicate that the majority of countries participating in the UOE programme are able only to provide figures on students holding UK citizenship rather than on diploma mobility as defined here. Furthermore, additional analysis suggests that such counts of foreign citizen students provide a poor guide to the true number of students who are internationally mobile (see Geddes et al., 2009). The difficulties experienced collecting data on internationally mobile students also intersects with other ongoing challenges associated with meeting UOE requirements, notably the mapping of national educational programmes to the ISCED framework.

In theory statistics from UNESCO, the OECD and by Eurostat should be identical (at least for the countries for which each organisation reports statistics), given that all three organisations draw on the UOE data collection system. In practice this does not appear to be the case. Best metadata are available to accompany statistics produced by the OECD, although in general metadata produced by all organisations explaining the derivation of reported statistics is poor. OECD figures appear more transparent than UNESCO's statistics since national level totals on numbers of internationally mobile students and foreign students are reported under separate headings, and not merged under a single heading, as is the case with the UIS statistics. Based on the comparisons conducted, our view is that the OECD statistics are a more reliable source of figures on UK student mobility. At the same time however it would be inadvisable to contemplate using even the OECD statistics as a source for extending the HEIPR given the limited availability of figures on diploma-mobile students from the UK, as well as in view of the other data difficulties which have been identified.

National-level source statistics were generally found to contain additional detail not included in the UIS, OECD or Eurostat breakdowns. In no case however was the level of detail within these publicly-available data found to be sufficient to enable a breakdown specific to diploma mobile students in the HEIPR group - i.e., for English-resident students pursuing undergraduate degrees.

In Table 3 the researchers offered their best estimates of the numbers of diploma- mobile students from the UK within each of the five countries under study. These estimates were based on analysis of individual national-level data sources. Australia and Ireland were estimated to have higher levels of diploma-mobile students than the total suggested by the OECD. By contrast USA, France and Germany were thought to have fewer diploma-mobile students. Overall the researchers estimate that in OECD countries there are 20,473 UK diploma-mobile students or equivalent of around 1.7% of the UK-domiciled student population enrolled in UK Higher Education Institutions.

Recourse to publicly available sources in the destination countries under study is helpful but it does not itself yield data on diploma mobile students in sufficient detail or quality to permit recalculation of the HEIPR. Our in-country interviews investigated whether special requests for data not published could yield better results. Appendix F provides the list of contacts who assisted us and who in several instances offered to engage in more detailed work if BIS wished to explore commissioning relevant tabulations. In most countries the database simply would not allow extraction of comparable statistics with those used to calculate the HEIPR.

In our view such an approach would be most likely to be workable in the case of Ireland. As has been seen the Irish data are distinctive in that breakdowns for British-domiciled students are available, in which regard they are the data closest to the HEIPR requirements for residence-based data. A second reason to recommend Ireland is the fact that it is the only country among all five investigated for which diploma mobility from the UK has clearly shown steady growth, notably driven by the increase in numbers of British-domiciled students. Third, as has also been shown, the figures from Ireland are consistent with the statistics reported by UNESCO and the OECD, thus circumventing issues of data consistency.

If the HEIPR coverage is to be extended to students at foreign institutions we therefore suggest that this process should start by including diploma mobile students in the UK's closest neighbour - Ireland. This would necessitate obtaining more detailed data breakdowns, firstly on students' year and / or level of study - so that first time participants in higher education can be identified - as well as in such a way as to enable figures on English-domiciled students to be selected from among figures for all British-domiciled students.

Overall, the findings from this study give rise to two main messages. First, the level of diploma mobility from the UK is not quite as great as 'headline' statistics produced by the UIS and OECD suggest. Second, secondary data generally remain insufficient to expand the HEIPR to count all students at foreign education institutions. Having said this, there are grounds to consider extending the HEIPR to include diploma mobile students in Ireland, and we therefore recommend discussions further exploring those possibilities.

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(Note: references listed below are for in-text citations whereas data sources used for tables in this report are included in the 'source' information beneath each table).

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Appendix A - Definitions for 'foreign' and 'international/mobile' students adopted for UOE data collection

Foreign students

- defined as non-citizens of the country in which they study. Most countries have data on country of citizenship, which in most cases is a clear and well-defined variable.
- This information is important to maintain time series on foreign students and measure tertiary participation rates of specific immigrant communities within countries.
- Students are non-citizens students if they do not have the citizenship of the country for which the data are collected.
- Normally citizenship corresponds to the nationality of the passport which the student holds or would hold. Countries unable to provide data or estimates for non-citizens on the basis of the passport held should fill information on international / mobile students depending on the concept available in their data sources (country of permanent or usual residence, country of prior education)

International / mobile students

- defined as students who have crossed borders and moved to another country with the objective to study. Measurement of student mobility depends to a large extent on country-specific immigration legislations and data availability constraints.
- Permanent or usual residence in the reporting country or in other countries should be counted according to the national legislations and no attempt is done to harmonize. Legislation concerning residence can vary widely between countries and countries are asked to complete the tables in the way they can apply the concept of 'permanent or usual residence'. In practice, distinguishing between 'resident' and 'non-resident' students can be done in a number of ways, for example according to whether students hold a student visa or permit or had a foreign country of domicile in the year prior to entering the education system of the country reporting data.
- In cases where a student has more than one residence authorisation, the classification selected should be the primary or first immigration document. For example, if a person came to the country on a work permit and was subsequently granted a study authorisation, the student should be classified as a resident student.
- Prior education refers to the education which qualified for entrance to the ISCED level the student is enrolled in. Prior education refers to ISCED 3 or 4 for students enrolled in ISCED 5A or 5B and to ISCED 5A for students enrolled in ISCED 6.

Source: UNESCO-UIS / OECD / EUROSTAT - UOE data collection on education systems 2008 - Volume 1, pp.37-39 - http://circa.europa.eu/Public/irc/dsis/edtc/library?l=public/unesco_collection.

Appendix B - UOE Guidance for reporting figures on distance learners, students at 'foreign campuses' and exchange students

Distance learning students

- Students from country A who are enrolled with institutions in country B should be reported in the statistics of country B and not in the statistics of country A. This applies equally to students who enrol in distance learning programmes with an institution based in country B but who remain resident in country A. However, in cases where it is not possible in practice to report these students, documentation must be provided.

Students at 'foreign campuses'

- Also, an institution in country A may have a campus or out-post in country B (i.e. a foreign campus). Here country B should report the enrolments and finance for the foreign campus in the same manner as it reports activities of its domestic educational institutions. The foreign or international / mobile status of the students at these campuses should be determined in relation to the country reporting the data. So, all students enrolled at campuses outside their home country should be recorded as international / mobile students. Conversely, students enrolled in their home country at campuses of universities headquartered in another country (i.e. foreign campuses of universities of another country) are not to be recorded as international / mobile students.
- Foreign campuses that in practice do not accept students from the host country (for example schools provided for the children of military personnel based outside their home country) should be treated in the same way as other foreign campuses. Although, in practice, the host country may not have access to the data to report such students, their numbers are not likely to be statistically significant. However, in cases where it is not possible in practice to report these students, documentation must be provided.

Students in exchange programmes

- All students in exchange programmes, on short-term postings (a school-year or less than a full school year) to institutions in other countries should be excluded in the enrolment statistics of the host country but be reported only in the home country, the country of original enrolment. It is recognised that this will result in an undercount of student mobility, but as data on participants in exchange programmes are available from other sources, it can be overcome.

Source: UNESCO-UIS / OECD / EUROSTAT - UOE data collection on education systems 2008 - Volume 1, pp.10-11 -

http://circa.europa.eu/Public/irc/dsis/edtcslibrary?l=/public/unesco_collection.

Appendix C - UIS statistics on international flows of mobile UK students - 2004

1. United States (8439)	8439	Finland	172		
2. France (2611)	2611	Turkey	162		
3. Ireland (2165)	2165	Netherlands	143		
4. Germany (2154)	2154	Portugal	90		
5. Australia (1652)	1652	Hungary	28		
Denmark	1432	Poland	22		
Japan	403	Greece	14		
New Zealand	378	Rep. of Korea	11		
Switzerland	356	Iceland	8		
Spain	338	Slovakia	5		
Norway	337	Belgium	1		
Czech Rep.	265	Canada	...		
Italy	247	Luxembourg	...		
Sweden	245	Mexico	...		
Austria	186	United Kingdom	.		
Saudi Arabia	82	Colombia	...	Nigeria	...
Cyprus	66	Comoros	...	Niue	...
Jordan	62	Cook Islands	...	Oman	...
India	54	Côte d'Ivoire	...	Pakistan	...
Malaysia	48	Croatia	...	Palau	...
Trinidad & Tobago	25	Dem. People's Rep. of Korea	...	Panama	...
Hong Kong (China), SAR	20	Dem. Rep. of the Congo	...	Papua New Guinea	...
Indonesia	15	Djibouti	...	Paraguay	...
Romania	14	Dominican Rep.	...	Peru	...
Malta	10	Ecuador	...	Qatar	...
Philippines	7	Egypt	...	Russian Federation	...
Venezuela	7	El Salvador	...	Rwanda	...
Latvia	6	Equatorial Guinea	...	St. Vincent & the Grenadines	...
Brazil	4	Eritrea	...	Samoa	...
Costa Rica	4	Ethiopia	...	San Marino	...
Lithuania	4	Fiji	...	Senegal	...
Brunei Darussalam	3	Gabon	...	Serbia	...
Bulgaria	3	Ghana	...	Sierra Leone	...
Georgia	3	Gibraltar	...	Singapore	...
Macao, China	3	Guatemala	...	Solomon Islands	...
Estonia	2	Guinea	...	Somalia	...
Iran, Islamic Rep. of	2	Guinea Bissau	...	South Africa	...
United Rep. of Tanzania	2	Guyana	...	Sri Lanka	...
Morocco	1	Haiti	...	Sudan	...
Slovenia	1	Holy See	...	Suriname	...
Afghanistan	...	Honduras	...	Swaziland	...
Algeria	...	Iraq	...	Syrian Arab Rep.	...
Andorra	...	Israel	...	Thailand	...
Angola	...	Jamaica	...	Timor Leste	...
Antigua & Barbuda	...	Kenya	...	Togo	...
Argentina	...	Kiribati	...	Tokelau	...
Bahamas	...	Kuwait	...	Tonga	...
Bahrain	...	Lebanon	...	Tunisia	...
Bangladesh	...	Lesotho	...	Turkmenistan	...
Barbados	...	Liberia	...	Tuvalu	...
Benin	...	Libyan Arab Jamahiriya	...	Uganda	...
Bermuda	...	Malawi	...	Ukraine	...
Bhutan	...	Maldives	...	United Arab Emirates	...
Bolivia	...	Mali	...	Uruguay	...
Bosnia & Herzegovina	...	Marshall Islands	...	Uzbekistan	...
Botswana	...	Mauritania	...	Vanuatu	...
Burkina Faso	...	Micronesia (Fed. States of)	...	Viet Nam	...
Burundi	...	Montenegro	...	Yemen	...
Cambodia	...	Mozambique	...	Zambia	...
Cape Verde	...	Myanmar	...	Zimbabwe	...
Cayman Islands	...	Namibia	...		
Central African Rep.	...	Nauru	...		
Chad	...	Nepal	...		
Chile	...	Netherlands Antilles			
China	...	Nicaragua			
No. of countries with negligible or nil values	21				

(Continued) - 2005

1. United States (8602)	8602	Finland	191				
2. Australia (5412)	5412	Netherlands	190				
3. France (2299)	2299	Portugal	107				
4. Germany (1962)	1962	Turkey	106				
5. Denmark (1394)	1394	Poland	41				
Canada	1221	Hungary	33				
Ireland	1178	Belgium	31				
Spain	451	Greece	19				
New Zealand	406	Rep. of Korea	15				
Japan	393	Slovakia	6				
Switzerland	379	Iceland	...				
Czech Rep.	334	Austria	...				
Norway	331	Luxembourg	...				
Sweden	306	Mexico	...				
Italy	249	United Kingdom	.				
Malaysia	116	Comoros	...	Mozambique	...	Uruguay	...
Saudi Arabia	88	Congo	...	Myanmar	...	Uzbekistan	...
Cyprus	77	Cook Islands	...	Namibia	...	Vanuatu	...
Hong Kong (China), SAR	19	Costa Rica	...	Nauru	...	Venezuela	...
Romania	16	Côte d'Ivoire	...	Nepal	...	Yemen	...
Malta	13	Dem. People's Rep. of Korea	...	Netherlands Antilles	...	Zambia	...
Bulgaria	10	Dem. Rep. of the Congo	...	Nicaragua	...	Zimbabwe	...
Latvia	8	Dominica	...	Niger	...		
Lithuania	8	Dominican Rep.	...	Nigeria	...		
Chile	5	Ecuador	...	Niue	...		
Brunei Darussalam	4	Egypt	...	Oman	...		
Azerbaijan	2	Equatorial Guinea	...	Pakistan	...		
Belarus	2	Eritrea	...	Palau	...		
Estonia	2	Ethiopia	...	Palestinian Autonomous Terr.	...		
Iran, Islamic Rep. of	2	Fiji	...	Panama	...		
Slovenia	2	Gabon	...	Papua New Guinea	...		
Lao People's Dem. Rep.	1	Gambia	...	Paraguay	...		
Macao, China	1	Ghana	...	Peru	...		
Afghanistan	...	Grenada	...	Qatar	...		
Albania	...	Guatemala	...	Rwanda	...		
Algeria	...	Guinea	...	St. Kitts & Nevis	...		
Andorra	...	Guinea Bissau	...	Saint Lucia	...		
Angola	...	Guyana	...	St. Vincent & the Grenadines	...		
Anguilla	...	Haiti	...	Samoa	...		
Antigua & Barbuda	...	Holy See	...	San Marino	...		
Arab States	...	Honduras	...	Senegal	...		
Argentina	...	India	...	Serbia	...		
Aruba	...	Indonesia	...	Sierra Leone	...		
Bahamas	...	Iraq	...	Singapore	...		
Bangladesh	...	Israel	...	Solomon Islands	...		
Barbados	...	Jamaica	...	Somalia	...		
Belize	...	Jordan	...	South Africa	...		
Benin	...	Kenya	...	Sri Lanka	...		
Bermuda	...	Kiribati	...	Sudan	...		
Bhutan	...	Kuwait	...	Suriname	...		
Bolivia	...	Lebanon	...	Swaziland	...		
Bosnia & Herzegovina	...	Lesotho	...	Syrian Arab Rep.	...		
Botswana	...	Liberia	...	Thailand	...		
Brazil	...	Libyan Arab Jamahiriya	...	Timor Leste	...		
British Virgin Islands	...	Liechtenstein	...	Togo	...		
Burkina Faso	...	Malawi	...	Tokelau	...		
Burundi	...	Maldives	...	Tonga	...		
Cambodia	...	Mali	...	Trinidad & Tobago	...		
Cameroon	...	Marshall Islands	...	Tunisia	...		
Cape Verde	...	Mauritania	...	Turkmenistan	...		
Cayman Islands	...	Mauritius	...	Turks & Caicos Islands	...		
Central African Rep.	...	Micronesia (Fed. States of)	...	Tuvalu	...		
Chad	...	Monaco	...	Uganda	...		
China	...	Montenegro	...	United Arab Emirates	...		
Colombia	...	Montserrat	...	United Rep. of Tanzania	...		
No. of countries with negligible or nil values	19						

(Continued) - 2006

1. United States (8568)	8568	Greece	85				
3. France (2570)	2570	Hungary	53				
5. Denmark (1584)	1584	Poland	45				
Ireland	1196	Iceland	23				
Spain	485	Rep. of Korea	17				
Czech Rep.	363	Belgium	14				
Japan	350	Slovakia	12				
Norway	345	Luxembourg	4				
Italy	280	Finland	...				
Switzerland	251	New Zealand	...				
Sweden	246	2. Australia (5412)	...				
Netherlands	194	4. Germany (1949)	...				
Austria	194	Canada	...				
Turkey	117	Mexico	...				
Portugal	86	United Kingdom	.				
Philippines	108	China	...	Pakistan	...	Monaco	...
Saudi Arabia	88	Colombia	...	Palau	...	St. Kitts & Nevis	...
Cyprus	24	Comoros	...	Panama	...	Sao Tome & Principe	...
Hong Kong (China), SAR	13	Cook Islands	...	Papua New Guinea	...	Turks & Caicos Islands	...
Bulgaria	10	Côte d'Ivoire	...	Paraguay	...		
Romania	10	Dem. People's Rep. of Korea	...	Peru	...		
Bahrain	3	Dem. Rep. of the Congo	...	Qatar	...		
Estonia	2	Dominican Rep.	...	Rwanda	...		
Brunei Darussalam	2	East Asia & the Pacific	...	St. Vincent & the Grenadines	...		
Croatia	2	Ecuador	...	Samoa	...		
Belarus	2	Egypt	...	San Marino	...		
Liechtenstein	2	Equatorial Guinea	...	Senegal	...		
Saint Lucia	2	Eritrea	...	Serbia	...		
Costa Rica	1	Ethiopia	...	Sierra Leone	...		
Azerbaijan	1	Fiji	...	Singapore	...		
Lao People's Dem. Rep.	1	Gabon	...	Solomon Islands	...		
Iran, Islamic Rep. of	...	Ghana	...	Somalia	...		
United Rep. of Tanzania	...	Gibraltar	...	South Africa	...		
Brazil	...	Guatemala	...	Sri Lanka	...		
Lithuania	...	Guinea	...	Sudan	...		
Latvia	...	Guinea Bissau	...	Suriname	...		
Venezuela	...	Guyana	...	Syrian Arab Rep.	...		
Malta	...	Haiti	...	Thailand	...		
Indonesia	...	Holy See	...	Timor Leste	...		
Trinidad & Tobago	...	Honduras	...	Togo	...		
Malaysia	...	Iraq	...	Tokelau	...		
India	...	Israel	...	Tonga	...		
Afghanistan	...	Jamaica	...	Tunisia	...		
Algeria	...	Kenya	...	Turkmenistan	...		
Andorra	...	Kiribati	...	Tuvalu	...		
Angola	...	Kuwait	...	Uganda	...		
Antigua & Barbuda	...	Lebanon	...	United Arab Emirates	...		
Arab States	...	Liberia	...	Uruguay	...		
Argentina	...	Libyan Arab Jamahiriya	...	Vanuatu	...		
Bahamas	...	Malawi	...	Viet Nam	...		
Bangladesh	...	Maldives	...	Yemen	...		
Barbados	...	Mali	...	Zambia	...		
Benin	...	Marshall Islands	...	Zimbabwe	...		
Bermuda	...	Mauritania	...	Albania	...		
Bhutan	...	Micronesia (Fed. States of)	...	Belize	...		
Bolivia	...	Montenegro	...	Cameroon	...		
Bosnia & Herzegovina	...	Mozambique	...	Congo	...		
Botswana	...	Myanmar	...	Gambia	...		
Burkina Faso	...	Nauru	...	Mauritius	...		
Burundi	...	Nepal	...	Niger	...		
Cape Verde	...	Netherlands Antilles	...	Palestinian Autonomous Terr.	...		
Cayman Islands	...	Nicaragua	...	Former Yug. Rep. Macedonia	...		
Central Asia	...	Nigeria	...	British Virgin Islands	...		
Chad	...	Niue	...	Dominica	...		
Chile	...	Oman	...	Grenada	...		
No. of countries with negligible or nil values	25						

Notes:

1. coding is retained in original source formatting - thus a '...' denotes a missing value, while '.' indicates a non-applicable value for the UK.
2. At the time of writing this report 2006 figures for Australia and Germany were not available from the UIS Data Centre table, although they are included in the *Digest* report.

Sources: UIS *Digest* reports (UIS, 2006; 2007; 2008) and UIS Data Centre, Table 18 - <http://stats.uis.unesco.org>.

Appendix D - Eurostat statistics on UK-citizen students enrolled at ISCED 5 and 6, 2004-2006

Destination	ISCED 5 & 6: 2004	ISCED 5 & 6: 2005	ISCED 5 & 6: 2006
Austria	186	180	194
Belgium	270	238	210
Czech Republic	265	334	363
Denmark	450	466	471
Finland	172	191	189
France	2611	2299	2570
Germany	2154	1962	1871
Greece	14	19	85
Hungary	28	33	53
Iceland	8	13	23
Ireland	2165	1178	1196
Italy	247	249	280
Luxembourg	:	:	4
Netherlands	590	731	772
Norway	337	331	345
Poland	22	41	45
Portugal	90	107	86
Slovakia	5	6	12
Spain	593	538	618
Sweden	822	839	761
Switzerland	356	379	387
Turkey	162	106	117
Japan	403	393	350
United States	:	:	:
Albania	0	:	0
Bulgaria	3	3	5
Croatia	0	0	1
Cyprus	66	77	50
Estonia	2	2	3
Latvia	6	8	15
Liechtenstein	:	0	2
Lithuania	4	8	8
Macedonia	0	0	0
Malta	10	13	16
Romania	14	16	10
Slovenia	1	2	0

Notes:

1. Coding is retained in original source formatting: indicates a missing value.
2. Statistics for all years 1998-2006 are included in the Eurostat data set 'educ_enr18'. United States and Japan are included among the countries in the data set, though for the subset shown here no statistics are provided for the United States while for Japan only the tertiary (ISCED 5 and 6) total enrolment is available.
3. In the case of Ireland the Eurostat data set reports the same value as given in the OECD data set for students with prior education in the UK.

Source: Eurostat Reference Database - data set educ_enr18 'Foreign students in tertiary education (ISCED 5-6) by country of citizenship' -

http://epp.eurostat.ec.europa.eu/portal/page?_pageid=1090,30070682,1090_30298591&_dad=portal&_schema=PORTAL.

Appendix E - Summary of availability of statistics and statistical definitions used in recording foreign and international / mobile students among OECD member countries, 2004-2006

Destination country	2004: Data on Foreign Students	2004: Data on International Students	2005: Data on Foreign Students	2005: Data on International Students	2006: Data on Foreign Students	2006: Data on International Students
Austria	Yes	(m)	Yes	(m)	Yes	(x)
Belgium	Yes	Non-residents	Yes	Non-residents	Yes	Non-residents
Czech Republic	Yes	(m)	Yes	(m)	Yes	(m)
Denmark	Yes	Non-residents	Yes	Non-residents	Yes	Non-residents
Finland	Yes	(m)	Yes	(x)	Yes	(x)
France	Yes	(m)	Yes	(m)	Yes	(m)
Germany	Yes	Prior education	Yes	Prior education	Yes	Prior education
Greece	Yes	(m)	Yes	(m)	Yes	(m)
Hungary	Yes	(m)	Yes	(m)	Yes	(m)
Iceland	Yes	(m)	Yes	(m)	Yes	(m)
Ireland	(m)	Prior education	(m)	Prior education	(m)	Prior education
Italy	Yes	(m)	Yes	(m)	Yes	(m)
Luxembourg	(m)	(m)	(m)	(m)	Yes	(m)
Netherlands	Yes	Prior education	Yes	Non-residents	Yes	Non-residents
Norway	Yes	(m)	Yes	(m)	Yes	(m)
Poland	Yes	(m)	Yes	(m)	Yes	(m)
Portugal	Yes	(m)	Yes	(m)	Yes	(m)
Slovak Republic	Yes	(m)	Yes	Non-residents	Yes	Non-residents
Spain	Yes	Non-residents	Yes	Non-residents	Yes	Non-residents
Sweden	Yes	Non-residents	Yes	Non-residents	Yes	Non-residents
Switzerland	Yes	Prior education	Yes	(x)	Yes	Prior education
Turkey	Yes	(m)	Yes	(m)	Yes	(m)
Japan	Yes	(m)	Yes	(x)	Yes	(x)
Korea	Yes	(m)	Yes	(m)	Yes	(m)
Mexico	(m)	(m)	(m)	(m)	(m)	(m)
Australia	(m)	Non-residents	(m)	Non-residents	(m)	Non-residents
Canada	Yes	Non-residents	(m)	(m)	Yes	(m)
New Zealand	Yes	Non-residents	Yes	Non-residents	Yes	Non-residents
United States	(m)	Non-residents	(m)	Non-residents	(m)	Non-residents

Note: coding is retained in original source formatting: (m) indicates a missing value; (x) indicates that data are available but are included elsewhere (i.e. not reported as a separate count).

Source: OECD Education Database - 'Foreign / international students enrolled' dataset -- www.oecd.org/education/database.

Appendix F - List of key interviews associated with access to secondary data sources on UK students abroad that BIS might wish to contact for future data exchanges

Individuals marked with an asterisk specifically welcomed the prospect of data exchanges with BIS or agreed that they could be approached to provide statistics tailored to UK needs. This is not to say that the statistics provided could be made available in a format suitable for calculating the HEIPR.

Australia

Interviewed October 27th 2008

Fiona Buffinton*, CEO Australia Education International, Department for Education, Employment and Workplace Relations, Australian Government, Canberra
Fiona.BUFFINGTON@Deewr.gov.au

France

Interviewed 16th December 2008

Claude Sauvegeot*, Director for Foresight and Evaluation, Ministere de l'Enseignement Superieur, Paris

Also interviewed

Etienne Cazin, Statistics Director for Europe, Campus France (National Agency responsible for promoting French Higher Education abroad), Paris

Germany

Interviewed June 12 2008

German Federal Statistical Office (Statistische Bundesamt), Berlin

Ireland

Interviewed 23rd February 2008 (follow up exchange 16th April 2008)

Gillian Roe*, Director Statistics, Education, Dublin, Ireland
groe@educationireland.ie

Also interviewed

Oliver Mooney, Higher Education Authority, Dublin, Ireland

USA

Interviewed March 3rd 2008

Rajika Bhandari, Director Research and Evaluation, Institute of International Education, New York, USA (follow up with Patricia Chow May 21st 2008)
RBhandari@iie.org

Also e-mail exchanges with Michael Hoefer, Director, Office of Immigration Statistics, Department for Home Affairs, Washington, USA (October 22nd 2008)

immigrationstatistics@dhs.gov

Appendix G - Meta data analysis of statistics from the United States, Australia, Germany, France and Ireland

United States

OECD statistics for the 2004-2006 period suggest that international / mobile students enrolled in US tertiary education are recorded using the 'non-resident' definition of mobility. Adoption of this definition of student mobility is consistent US immigration rules which require the vast majority of non-US citizens studying in the country to obtain a non-immigrant 'temporary presence' student visa. In effect, the change in the UOE programme to include recording of international / mobile students has provided an opportunity to re-categorise these figures more appropriately. This is seen from inspection of the OECD statistics in Table A: prior to 2004, the same data were being reported under the OECD's foreign 'non-citizen' heading, while similarly Eurostat citizenship-based statistics which extend from 1998 to 2003, are not available for more recent years. The change further implies that the UIS mobility statistics shown for the entire 1999 to 2006 period are an accurate reflection of the annual flows of mobile students to the US.

What these statistics also show is:

1) that, in terms of numbers of students enrolled, the US is by far and away the most important destination country for internationally mobile students from the UK, and

2) that numbers have grown in net terms over the period between 1998 and 2006. Since 2002 in fact the number of enrolled students has approached and subsequently (in 2005 and 2006) surpassed the 8,500 mark. The 9/11 terror attacks in 2001 and the widely-publicised tightening of procedures for monitoring international students which this led to did not have an immediate effect on the numbers of UK students.

Table A - UIS, OECD and Eurostat statistics on UK students in the United States, 1998-2006

Year	UIS International flows of mobile students	OECD 20: Non-citizen students of reporting country	OECD 10: Non- resident students of reporting country	OECD 30: Students with prior education outside the reporting country	Eurostat: Foreign students by country of citizenship
1998	n/a	6743.56	..	..	6744
1999	7148	7148.116	..	..	7148
2000	1506	7376.007	..	..	7376
2001	7059.14	7059.142	..	..	7059
2002	8414	8414	..	..	8414
2003	8326	8326	..	..	8326
2004	8439	m	8439	m	:
2005	8602	m	8602.26	m	:
2006	8567.71	m	8567.7	m	:

Note: coding is retained in original source formatting: 'm' '..' and ':' indicate missing values.

Sources:

- UIS Data Centre, Table 18 - <http://stats.uis.unesco.org> ;
- OECD Education Database - 'Foreign / international students enrolled' dataset – www.oecd.org/education/database;
- Eurostat Reference Database - data set educ_enr18 'Foreign students in tertiary education (ISCED 5-6) by country of citizenship' - http://epp.eurostat.ec.europa.eu/portal/page?_pageid=1090,30070682,1090_30298591&_dad=portal&_schema=PORTAL.

In addition to UIS, OECD and Eurostat statistics, the US is also home to the International Institute for Education (IIE). Additional information was also obtained from reports published by the National Center for Education Statistics (NCES).

OECD confirmed that the NCES, through the Integrated Postsecondary Education System (IPEDS) it administers, is the main source of US data for UOE purposes. Described elsewhere as “the most comprehensive data system for postsecondary education [in the US]” (Snyder et al., 2008, 625), in part owing to its coverage of around 6,500 post-secondary institutions, IPEDS collects data on enrolments and student characteristics, including basic count data for enrolled ‘non resident aliens’.¹¹ However, though these data form the basis for the international student figures supplied for UOE purposes, NCES uses statistics produced by the IIE to inform it about country of origin information. In turn IIE statistics are obtained by the latter’s annual ‘census’ of international students enrolled at accredited US HEIs, following a definition for an international student similar to that used for the IPEDS, and with the IIE going to lengths to maintain a high survey response rate.¹² Importantly however, the IIE censuses are held as having more limited coverage than the IPEDS (notably in respect of smaller HEIs). For this reason the NCES uses the IIE statistics broken down by country of origin to estimate a proportionate breakdown from the IPEDS, data. It is the latter which are then eventually supplied to the UOE data collection programme.

IIE reported that, in most instances, the country / territory issuing the documents with which the student entered the US is the main basis used to determine their country of origin - in other words corresponding with citizenship. This information has significant implications for the IIE’s own figures, and consequently also for the UOE returns on ‘UK students’, since it implies that the figures erroneously include UK citizen students who are resident outside the UK, and similarly that they exclude UK residents of other non-UK nationality. In reality it seems most likely that the numbers of students in the first of these categories will be greater than the number in the second category, suggesting therefore that the reported figures are a net over-estimate of the actual level of diploma mobility to the UK.

In summary, national-level investigations conducted for the US reveal that statistics on the level of UK student mobility to the country will tend to over-estimate the actual level of mobility from the UK as a result of the manner in which international students’ country of origin is classified based primarily on citizenship. This together with the processes of imputation (by IIE) and estimation (by NCES) should caution against interpreting statistics as precise or absolute numbers of diploma-mobile students. They may have less effect on interpreting trends in the level of participation over time though additional data is required before this can be properly confirmed. Finally it should be remembered that the data are for all UK students rather than for English-resident students only. In consequence, the level of enrolment at the undergraduate level recorded by the IIE statistics, which has been above 4,900 students since 2001, is only a rough guide to the actual level of initial participation of English-domiciled students within the US higher education system.

¹¹ For completeness, the IPEDS survey defines a non-resident alien as “a person who is not a citizen or national of the United States and who is in the country on a visa or temporary basis and does not have the right to remain indefinitely” (Snyder et al., 2008, p.663). Enrolment and student characteristics form one of the nine components of the national education system on which IPEDS collects data.

¹² These annual censuses are better known as the basis for the IIE’s *Open Doors* reports. They are in fact censuses of conducted through data received from campus officials of participating HEIs, rather than be obtaining data directly from international students. An ‘international student’ is defined as “an individual who is enrolled for courses at a higher education institution in the US on a temporary visa, and who is not an immigrant (permanent resident with an I-151 or ‘Green Card’), a citizen, an illegal alien (undocumented immigrant), or a refugee” (Koh Chin, 2004, p.90) Response rates are provided in the methodological notes included in the *Open Doors* reports.

Australia

As in the US situation the 2004-2006 statistics reported by the OECD define UK students in Australia according to the non-residence definition of mobility although the numbers of students involved are considerably smaller. Over the three year period the number of UK resident students enrolled annually in Australia appears to have been around less than one-fifth the corresponding number enrolled in the US, the total furthermore appearing to have undergone a slight net decrease of just over 100 students.

Counts of UK-citizen students appear to be a poor guide to the actual level of diploma-mobility from the UK to Australia, as shown by the size differences between values reported up to 2004 and those reported since then. It seems clear that the UIS series have been formed simply by joining the foreign and international/mobile figures together. Nevertheless it is curious that that reporting of students of UK citizenship appears to have ended in 2004 rather than continuing alongside the reporting of mobile student numbers. No metadata explaining this change is available either from the UIS or the OECD. In addition, differences between the UIS and OECD sets for 1999, 2001, 2005 and 2006 are similarly unaccounted for.

Table B - UIS and OECD statistics on UK students in Australia, 1998-2006

Year	UIS International flows of mobile students	OECD 20: Non-citizen students of reporting country	OECD 10: Non- resident students of reporting country	OECD 30: Students with prior education outside the reporting country
1998	n/a	5339	..	..
1999	4690	x	..	..
2000	4430	4430	..	..
2001	m	4529	..	..
2002	5968	5968	..	..
2003	5924	5924	..	..
2004	1652	m	1652	m
2005	5412	m	1662	m
2006	m	m	1545	m

Notes:

1. Coding is retained in original source formatting: 'x', 'm' '..' and ':' indicate missing values;
2. Eurostat statistics on foreign students do not include foreign students in Australia.

Sources:

- UIS Data Centre, Table 18 - <http://stats.uis.unesco.org>;
- OECD Education Database - 'Foreign / international students enrolled' dataset - www.oecd.org/education/database.

According to the OECD the Australian government's Department of Education, Employment and Workplace Relations (DEEWR) is the source for the national statistics provided for UOE purposes.¹³ In practice DEEWR produces several datasets, some under the auspices of its international agency, Australia Education International (AEI) and some through the Higher Education Student Collection (HESC) system.¹⁴ In the best estimate of UK diploma students

¹³ DEEWR subsumes responsibilities formerly held by the Department of Education, Science and Technology (DEST) which was abolished by the current Australian administration. Much material on the Web still refers to DEST, however.

¹⁴ The DEEWR website indicates that enquiries about international enrolment statistics should be directed to AEI - http://www.dest.gov.au/sectors/higher_education/publications_resources/statistics/default.htm

in Australia (below) we include HESC data because it is submitted at four different census dates throughout the year¹⁵, involving a standardised set of data collection files which providers are required to return, including data on each student enrolled in a higher education course within the specified census period.¹⁶ The HESC data can therefore properly be described as a statistical collection produced using survey methods. In contrast, the AEI enrolment figures are derived from an administrative system known as the Commonwealth Provider Registration and International Student Management System based on updates supplied both by education providers and the Department of Immigration and Citizenship. A key difference to emphasise is that the AEI data are counts of enrolments, whereas the HESC data consist of non-duplicated counts of enrolled students (i.e. taking account of instances where a student may be enrolled on multiple courses). Secondly, a further difference is that AEI coverage are limited to so-called 'onshore' enrolments by students studying on student visas whereas the HESC data include both 'onshore' and 'offshore' students.¹⁷ Other overseas students, including those on Australian-funded scholarships or sponsorships and those undertaking study while holding a tourist or other temporary entry visa, are also excluded from the AEI data. Another key point is that HESC expects overseas students to provide an address in an overseas country as their permanent home address from which a breakdown of overseas students by country of residence is subsequently produced. In theory then, the fact that overseas students are both defined as being non-residents and may also be classified based on information recorded on country of foreign residence means that the HESC statistics are capable of providing a more reliable picture of actual international student mobility to Australia.

Table B contains statistics for UK-resident students extracted from the HESC data files cross-tabulated by mode and type of attendance as well as by gender¹⁸ It may be seen from this table that an attempt has been made to code country of residence at a more detailed level compared to statistics from other countries, separate figures being reported on students from England, Scotland and even the Channel Islands. However, the much larger values reported in a separate category headed 'United Kingdom nfd' (presumed here as meaning 'no further detail') indicate that this level of country coding has not been possible for the majority of UK-resident students. Accordingly, the final column in the table headed 'England plus nfd' represents a derived variable created for the current analysis simply by summing together the values for the England and 'nfd' categories. This involves making the assumption that most students included under the 'nfd' heading are more likely to be resident in England than in any of the other home countries, but at the same time also reduces the chances of erroneous reporting based on using figures under the 'England' heading alone. Further detail on the trends evident in Table B and how they differ from Table A is included in the full metadata report produced by Geddes et al (2009). Our meetings with statistical officers in Australia suggested that they would be most willing to consider some more detailed data exchange with the UK should this be deemed desirable by BIS. Our assessment as researchers is that the AEI and HESC data bases are of very high quality, but that it would not be possible to use them for HEIPR purposes.

¹⁵ The legislation applies to major universities and colleges, while a number of smaller private providers are required to provide data on Commonwealth-assisted students only.

¹⁶ Higher education courses include those leading to award of a diploma and non-award courses as well as other defined as 'Bridging for Overseas Trained Professionals' or 'enabling'. Courses classified as being technical courses or further education courses are excluded, however. Information obtained from the HEIMSHelp web site - <http://www.heimshelp.deewr.gov.au/>.

¹⁷ A distinction is drawn between 'onshore' and 'offshore' campuses, the latter defined as a campus of an Australian higher education provider located outside Australia through which a programme of study is being delivered. 'Offshore' students are those undertaking a programme of study at such campuses.

¹⁸ A list of all HESC reports and data tables is available at http://www.dest.gov.au/sectors/higher_education/publications_resources/statistics/publications_higher_education_statistics_collections.htm.

Table C - Department of Education, Employment and Workplace Relations statistics on UK students in Australian higher education, by country of permanent home residence, mode and type of attendance, and gender, 2000-2006

	Internal			External			Multi-modal			Total		
	Full-time	Part-time	Sub-total	Full-time	Part-time	Sub-total	Full-time	Part-time	Sub-total	Males	Females	Persons
England												
2000	69	66	135	26	26	52	19	11	30	114	103	217
2001	226	45	271	2	28	30	5	1	6	165	142	307
2002	375	81	456	8	50	58	10	1	11	266	259	525
2003	414	74	488	8	42	50	19	7	26	277	287	564
2004	433	82	515	5	33	38	17	7	24	282	295	577
2005	429	72	501	6	39	45	17	5	22	249	319	568
2006	398	95	493	4	59	63	20	6	26	254	328	582
Scotland												
2000												
2001	20	3	23	0	10	10	0	0	0	11	22	33
2002	26	6	32	1	13	14	3	0	3	18	31	49
2003	45	6	51	1	15	16	1	3	4	33	38	71
2004	45	4	49	1	12	13	1	0	1	28	35	63
2005	42	15	57	2	7	9	6	1	7	32	41	73
2006	42	9	51	1	10	11	1	0	1	33	30	63
Channel Islands												
2000												
2001												
2002												
2003												
2004	19	5	24	0	0	0	0	0	0	9	15	24
2005	26	2	28	0	1	1	0	0	0	11	18	29
2006	22	5	27	0	0	0	0	0	0	11	16	27
United Kingdom, nfd												
2000	102	97	199	76	46	122	69	32	101	247	175	422
2001	291	124	415	33	91	124	7	2	9	362	186	548
2002	537	106	643	345	345	690	21	5	26	904	455	1359
2003	644	130	774	358	422	780	20	1	21	1015	560	1575
2004	723	124	847	537	412	949	29	5	34	1207	623	1830
2005	686	128	814	202	239	441	34	7	41	744	552	1296
2006	617	124	741	41	220	261	25	10	35	566	471	1037
England + nfd												
2000	171	163	334	102	72	174	88	43	131	361	278	639
2001	517	169	686	35	119	154	12	3	15	527	328	855
2002	912	187	1099	353	395	748	31	6	37	1170	714	1884
2003	1058	204	1262	366	464	830	39	8	47	1292	847	2139
2004	1156	206	1362	542	445	987	46	12	58	1489	918	2407
2005	1115	200	1315	208	278	486	51	12	63	993	871	1864
2006	1015	219	1234	45	279	324	45	16	61	820	799	1619

Note: The final subset of statistics headed 'England + nfd' is the sum of the corresponding figures reported under the 'England' and 'United Kingdom nfd' categories.

Source: DEEWR Higher Education Statistics Collection - "Full Year - Tables", 2000 to 2006 -

http://www.dest.gov.au/sectors/higher_education/publications_resources/statistics/publications_higher_education_statistics_collections.htm.

France

Of the five countries under investigation France is the only one for which the OECD's statistics do not include counts of internationally mobile students. Numbers of foreign-citizen students in French higher education are reported however. Table C provides numbers of enrolled UK-citizen students and further shows that the OECD figures are identical to those reported by the UIS and by Eurostat. Over the past decade a clear downwards trend is evident in the recorded annual figures, decreasing from a level of over 3,000 students a decade ago, although numbers in recent years have remained well over 2,000 students. Year on year decreases have occurred throughout the period except for in 2003, when the total grew by over 450 students, and in 2006, with a smaller increase of 271 students. In aggregate terms however a net decrease of over 800 students has occurred compared to the over 3,400 students reported for 1998.

Despite the lack of figures on international / mobile students in France the numbers of students of foreign students entering French higher education in recent years has been subject to a number of analyses, primarily based on statistics produced by the Ministère Éducation Nationale (MEN) (Teissier et al., 2004a; Girardot, 2006; Fabre, 2007; Fabre and Guillerm, 2007). Within the MEN the Directorate of Evaluation and Planning (DEPP) has responsibility for statistics on education and research, including contributing most of the

statistics for UOE purposes.¹⁹ In-country fieldwork included a meeting with a senior official within DEPP as well as with the statistical co-ordinator within Campus France²⁰.

Particular attention was paid to clarifying the coverage of national statistics, given the diversity of French institutions providing higher education, as well as to the enumeration of 'non-bacheliers' students - i.e. those foreign students enrolled within higher education who had not obtained the qualifying French baccalauréat.

According to the DEPP official interviewed among the best recorded data are those obtained from the 80-plus universities which are public funded, and which between them enrol the majority of all higher education students. Data on these students attending French universities which are fed into the DEPP's SISE (Système d'Information sur les Étudiants) include records of their nationality, other socio-demographic characteristics and programme of study. Data are sought for the majority of students enrolled during the year (including those engaged in remote learning) against a reference date specified in mid-January. Certain enrolment and programme types are not counted however, including students who are only auditing courses, those on teacher courses and those or those on training courses for less than the year. A set of prioritisation rules is applied in cases where a student is enrolled in multiple courses, such students being recorded by their major course of enrolment, and in turn avoiding double-counting. Until recently the coverage of the university sector also included a smaller number of institutions collectively classed as 'affiliated establishments'. More recent reporting policy has been to exclude the latter from statistical breakdowns report from 2006-07 onwards.²¹

¹⁹ For information on DEPP see

https://www.pleiade.education.fr/portal/pleiade/depp?openTheme=6005902&openStructure=6005902&itemDesc=structure&contentid=6005902&level1=6005902&paf_dm=full&paf_gear_id=16400028.

²⁰ CampusFrance (formerly EduFrance) is an agency supervised by the MEN and the Ministry of Foreign Affairs, established to promote French higher education abroad.

²¹ Twelve affiliated establishments listed in the introduction to the 2005-2006 tables include the following: five *grands établissements* (IEP de Paris, INALCO, Institut de physique du globe, Paris Observatory, Paris-Dauphine), three National Polytechnic Institutes (Grenoble, Nancy and Toulouse), three Universities of Technology (Compiègne, Troyes and Belfort-Montbéliard); and l'école nationale du paysage de Blois (REF DEPP 2006). The report for the following year states that a separate statistical volume for these institutions was to be prepared henceforth.

Table D - UIS, OECD and Eurostat statistics on students with UK citizenship enrolled in France, 1998-2006

Year	UIS International flows of mobile students	OECD 20: Non-citizen students of reporting country	OECD 10: Non- resident students of reporting country	OECD 30: Students with prior education outside the reporting country	Eurostat: Foreign students by country of citizenship ISCED 5&6	Eurostat: Foreign students by country of citizenship ISCED 5A	Eurostat: Foreign students by country of citizenship ISCED 5B	Eurostat: Foreign students by country of citizenship ISCED 6
1998	n/a	3411	..	..	3411	:	126	:
1999	3192	3192	..	..	3192	:	100	:
2000	3147	3147	..	..	3147	:	108	:
2001	2721	2721	..	..	2721	:	73	:
2002	2545	2545	..	..	2545	:	74	:
2003	2998	2998	..	..	2998	:	97	:
2004	2611	2611	m	m	2611	2017	419	175
2005	2299	2299	m	m	2299	1818	345	136
2006	2570	2570	m	m	2570	1954	512	104

Note: coding is retained in original source formatting: 'm' '.' and ':' indicate missing values.

Sources:

- UIS Data Centre, Table 18 - <http://stats.uis.unesco.org>;
- OECD Education Database - 'Foreign / international students enrolled' dataset - www.oecd.org/education/database;
- Eurostat Reference Database - data set educ_enr18 'Foreign students in tertiary education (ISCED 5-6) by country of citizenship' - http://epp.eurostat.ec.europa.eu/portal/page?_pageid=1090,30070682,1090_30298591&_dad=portal&_schema=PORTAL.

Table E - Ministère Éducation Nationale / Direction de l'évaluation, de la prospective et de la performance (DEPP) statistics on UK students in French universities, 2003-04 to 2007-08

	Overall			Licence		Masters		Doctorate		Cycle 0	1st Cycle	2nd Cycle	3rd Cycle
	Total	Non-bacheliers	Female	Total	Non-bacheliers	Total	Non-bacheliers	Total	Non-bacheliers				
2003-04	2445	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59	903	1197	286
2004-05	2374	n/a	n/a	1404	n/a	842	n/a	128	n/a	72	930	1091	281
2005-06	2500	n/a	n/a	1598	n/a	791	n/a	111	n/a	68	1120	1023	289
2006-07	2366	1620	1561	1507	974	763	581	96	65	n/a	n/a	n/a	n/a
2007-08	2377	1635	1522	1478	970	795	593	104	72	n/a	n/a	n/a	n/a

Source: DEPP Statistical Tables - Statistics on Foreign Students Enrolled in Universities and Affiliated Establishments (annual reports for 2004-04 to 2006-07) / Foreign Students Enrolled in Universities and University Research and Training Centres (report for 2007-08) -

https://www.pleiade.education.fr/portal/pleiade/depp?paf_dm=full&paf_gear_id=16400028&prevTheme=6002831&itemDesc=structure&contentid=6008723&level1=6002831&level2=6008723&openStructure=6008723.

Table E shows recorded numbers of students holding UK citizenship extracted from this university series, derived from data sets available on the DEPP web site for the 2003-04 academic year onwards. As the data shows figures include both overall annual totals and a number of further breakdowns by gender, programme level, 'cycle' and bachelier / non-bachelier status. These statistics are aggregated from the data obtained from 83 universities and up until 2006-07 they also include data from affiliated establishments.²²

As noted above the investigations carried out were also aimed at clarifying the basis on which non-bachelier students are enumerated. Non-bacheliers students are able to enter the French university system on the strength of a foreign qualification deemed as being equivalent to the French baccalauréat. By contrast, students not of French citizenship but who are recorded as holding the baccalauréat are assumed to have undertaken their secondary-level education in France, as a consequence of being part of a resident foreign family, whereas the holder of a baccalauréat-equivalent is assumed to have come to France expressly for study. The former assumption is an acknowledged approximation to the extent that it is possible to obtain the baccalauréat abroad (Teissier et al., 2004a). Nevertheless it is defended as the most practicable solution for identifying inbound international students. Looking at Table E it can be seen that there have been around 970 students enrolled in recent years at the License level categorised as non-bacheliers. These students form around two-thirds of all UK-citizen students enrolled at the License level and provide a clearer indication of the numbers of mobile students from the UK studying at the undergraduate level. In 2006/7 and 2007/8 the overall number of non-bacheliers (ie at all levels of the French Higher Education system) made up 68.5 and 68.7% of the total. If the same proportion (68.5%) were applied to the statistics for 2005/6 then this would produce a figure of 1712 UK non-bacheliers for this year.

In summary in relation to French data, it seems clear that the 'foreign student' statistics reported by the UIS, OECD and Eurostat - and even the ISCED 5A totals reported by the Eurostat - are not a reliable guide to the level of student mobility from the UK to France and that the levels of student diploma mobility is much less that UOE data suggest.

Germany

Germany appears to be one of a small number of UOE-participant countries to have supplied data both on foreign-citizen students and on international/mobile students since 2004. Mobile students are reported following the 'prior education' definition, in other words relating to students moving to Germany having received a prior qualifying education elsewhere. Table E provides the corresponding figures reported for UK students. As in France, the number of students of UK-citizenship appears to have been shrinking over the last decade, exhibiting year on year decreases throughout the period, though these figures do not include students enrolled in programmes classified at ISCED level 6 (OECD, 2006; 2007; 2008). The Eurostat statistics confirm this, there being no figures reported under the 'ISCED 6' heading.

According to the OECD's reports, data on enrolled students returned for UOE purposes are obtained from the Statistisches Bundesamt (the German Federal Statistical Service, in English). Investigations carried out indicate that these data are in turn sourced from a national-level series known as the Official Higher Education Statistics, also produced by the Federal Statistical Service. Powers under the Higher Education Statistics Act require German higher education institutions to collect data on enrolled students, with the statistical offices of the individual Bundesländer also playing a role by carrying out plausibility checks on the figures (see www.wissenschaft-weltoffen.de).

²² Two Centre Universitaire de Formation et Recherche (University Training and Research Centres) are included as well as 81 universities proper.

For present purposes the most important information contained in these reports relates to figures reported separately on numbers of *bildungsinländer* foreign students and numbers of *bildungsausländer* foreign students. The *bildungsinländer* category in particular reflects the country's distinctive immigration history, providing the main basis for recording students of immigrant families (e.g. Turks) who grew up in Germany and gaining their higher education entrance qualification in the country, but who nevertheless retain a foreign nationality. In contrast the *bildungsausländer* category (see Table G) applies to students of foreign nationality (or stateless students) who gained their higher education qualification at a foreign secondary school, in other words including students whose mobility to Germany corresponds more closely with the notion of diploma mobility (e.g. see <http://www.daad.de/deutschland/hochschulen/hochschultypen/05949.en.html>; definition repeated in Bradenburg et al., 2008).²³

²³ www.daad.de is the home web page for the DAAD - in English the German Academic Exchange Service.

Table F - UIS, OECD and Eurostat statistics on UK students in Germany, 1998-2006

Year	UIS International flows of mobile students	OECD 20: Non-citizen students of reporting country	OECD 10: Non- resident students of reporting country	OECD 30: Students with prior education outside the reporting country	Eurostat: Foreign students by country of citizenship ISCED 5&6	Eurostat: Foreign students by country of citizenship ISCED 5A	Eurostat: Foreign students by country of citizenship ISCED 5B	Eurostat: Foreign students by country of citizenship ISCED 6
1998	n/a	2820	..	..	2820	2680	140	:
1999	2679	2679	..	..	2679	2542	137	:
2000	2599	2599	..	..	2599	2474	125	:
2001	2397	2397	..	..	2397	2279	118	:
2002	2242	2242	..	..	2242	2138	104	:
2003	3814	2172	..	..	2172	2080	92	:
2004	2154	2154	m	1949	2154	2027	127	:
2005	1962	1962.24	m	1914	1962	1868	94	:
2006	m	1871	m	1949	1871	1793	78	:

Notes:

1. coding is retained in original source formatting: 'm' '..' and ':' indicate missing values.
2. The OECD's *Education at a Glance* reports indicates that students enrolled in programmes leading to advanced research qualifications (ISCED 6) are not covered by the OECD statistics. In addition, students enrolled in ISCED 5B programmes also appear to be excluded from the figures under the 'prior education' heading. This suggests that the figures under the Eurostat 'ISCED 5&6' heading consist of students in ISCED 5A and 5B programmes only.
3. The flow value reported by the UIS for 2003 = (3814) appears anomalously high by comparison to surrounding values.
4. The totals on inbound mobile students from the UK to Germany reported in the 2006 and 2007 editions of the UIS's *Global Education Digest* (for 2004 and 2005 respectively) are identical to the flow values shown in the table extracted from the UIS Data Centre table. Statistics reported by the two other organisations confirm these figures are in fact counts of students holding UK citizenship. In contrast, the total reported in the 2008 Digest (for 2006) is 1949, in other words the same as the value reported for 2006 under the OECD's 'prior education' heading.
5. An identical total appears under the OECD 'prior education elsewhere' heading for 2004 and 2006 (=1949)

Sources:

- UIS Data Centre, Table 18 - <http://stats.uis.unesco.org>;
- OECD Education Database - 'Foreign / international students enrolled' dataset - www.oecd.org/education/database;
- Eurostat Reference Database - data set educ_enr18 'Foreign students in tertiary education (ISCED 5-6) by country of citizenship' - http://epp.eurostat.ec.europa.eu/portal/page?_pageid=1090,30070682,1090_30298591&_dad=portal&_schema=PORTAL.

The full metadata report explains how the researchers used the *bildungsausländer* statistics to calculate an estimate of the number of UK diploma students. This estimate consisted of a 'scaled down' *bildungsausländer* total omitting credit mobile students, the number of which is estimated using the proportion of first semester *bildungsinländer* as a guide. For example, an estimate for diploma mobility from the 2007-08 figures can be made based on including only 17 per cent of first semester *bildungsausländer* as genuinely new starts in degree programmes (i.e. at the same rate of first semester participation among *bildungsinländer* students for the year), adding to this all remaining reported *bildungsausländer* not listed as being in their first semester. The estimate resulting from these steps is a figure of slightly under 450 UK nationals who might be considered as being in the HEIPR target group of diploma mobile students. Estimates for earlier years made in the same way indicate a gentle decrease in the small numbers of diploma students moving from the UK.

Table G - German Federal Statistics Service statistics on UK students in French universities, 2000-04 to 2007-08

Year	All <i>Bildungsinländer</i> students	All <i>Bildungsausländer</i> students	Combined: <i>Bildungsinländer</i> plus <i>Bildungsausländer</i>	<i>Bildungsinländer</i> students in their 1st semester	<i>Bildungsausländer</i> students in their 1st semester
2003-04	799	1229	2028	132	768
2004-05	739	1130	1869	94	708
2005-06	731	1063	1791	105	672
2006-07	703	1085	1788	100	724
2007-08	657	994	1651	112	662

Source: German Federal Statistical Service - Fachserie 11, Reihe 4.1 (Students in higher education, winter semester reports), 2003/2004 - 2007/08 - www.destatis.de.

Ireland

Similar to the case with the US statistics discussed earlier, OECD figures on UK students in Ireland have been re-categorised since 2004 at the point when international / mobile student categories were first introduced. The arm of Irish government responsible for making the UOE returns is the Department of Education and Science (DES). The primary mode for obtaining data on student participation in Third Level education is the Annual Census of Third Level Institutions, coverage of which includes all public institutions with some additional coverage of private institutions.²⁴ As well as supplying data to the UOE (Table H), DES also has its own responsibility for publishing statistics on enrolled students, including numbers in Third Level programmes. Detailed breakdowns on student enrolled in Third Level courses are available from these statistics.

Table H provides figures on UK full-time students extracted from the DES annual reports from 1999 up until 2006 (the most recent year for which data are available).²⁵ Figures were extracted separately on students domiciled in Great Britain and those domiciled in Northern Ireland, since UK-level figures are not included in the DES statistics. Comparing the figures in Table I with the UIS, OECD and Eurostat figures in Table H provides proof of how the latter figures have been constructed. For years between 1999 and 2004 the derived UK-level figures in Table I match those reported in the UIS, OECD and Eurostat data sets, while the much lower figures reported for 2005 and 2006 are close in size to the figures on British-domiciled students reported in the DES data set for those years, suggesting that figures on students from Northern Ireland are omitted from the UIS, OECD and Eurostat figures.

²⁴ Public institutions are those receiving aid through DES and which are administered by the Irish Higher Education Authority (HEA).

²⁵ Reports dating further back to 1997 are also available, containing data provided in somewhat different format than more recent reports.

Table H - UIS, OECD and Eurostat statistics on UK students in Ireland, 1998-2006

Year	UIS International flows of mobile students	OECD 20: Non-citizen students of reporting country	OECD 10: Non- resident students of reporting country	OECD 30: Students with prior education outside the reporting country	Eurostat: Foreign students by country of citizenship ISCED 5&6	Eurostat: Foreign students by country of citizenship ISCED 5A	Eurostat: Foreign students by country of citizenship ISCED 5B	Eurostat: Foreign students by country of citizenship ISCED 6
1998	n/a	1735	..	..	1735	:	:	:
1999	1689	1689	..	..	1689	:	:	:
2000	1809	1809	..	..	1809	:	1809	:
2001	1939	1939	..	..	1939	:	1939	:
2002	1960	1960	..	..	1960	:	:	:
2003	2132	2132	..	..	2132	:	:	:
2004	2165	m	m	2165	2165	2165	:	:
2005	1178	m	m	1178	1178	:	:	:
2006	1196	m	m	1196	1196	:	:	:

Notes

1. Coding is retained in original source formatting: 'm' '..' and ':' indicate missing values;
2. OECD data on international students are reported to include only full-time enrolments.

Sources:

- UIS Data Centre, Table 18 - <http://stats.uis.unesco.org>;
- OECD Education Database - 'Foreign / international students enrolled' dataset - www.oecd.org/education/database;
- Eurostat Reference Database - data set educ_enr18 'Foreign students in tertiary education (ISCED 5-6) by country of citizenship' - http://epp.eurostat.ec.europa.eu/portal/page?_pageid=1090,30070682,1090_30298591&dad=portal&schema=PORTAL

Table I also serves to highlight a contrast between the increased numbers of enrolled students domiciled in Britain and decrease in the number of enrolled students domiciled in Northern Ireland. The numbers of students from Britain has actually grown considerably more than the scale of reduction in number of students from Northern Ireland, resulting in a total reported figure in 2006 which appears exactly double that of the 1999 figure of 605 students.

Since 2004, the number of students with a domiciliary origin in Britain has overtaken the number of students domiciled in Northern Ireland, with the difference in totals widening even further between 2005 and 2006. Looking in more detail at breakdown by institutional type in Table I shows not surprisingly that the greatest numbers of students from the UK are concentrated in Irish universities (labelled as Higher Education Authority institutions receiving government support) compared to other Irish institutions. The total flow of students domiciled in the UK is in reality over 2,000 persons per year and has increased by about a third over the last decade.

Table I - Department of Education and Science statistics on UK students enrolled in full-time 'Third level' courses in Ireland by type of institution, 1999-2006

Year	Coverage	Teacher training - primary	Teacher training - home economics	Higher Education Authority institutions (aided)	Institutes of Technology & Other Technological Colleges	Other DES-aided institutions	Institutions aided by other Departments	Non-aided institutions	Total
1998-1999	GB	0	0	507	61	0	0	37	605
1999-2000	GB	0	0	579	88	2	1	32	702
2000-2001	GB	0	0	711	119	11	1	10	852
2001-2002	GB	0	0	681	101	12	0	78	872
2002-2003	GB	-	-	778	156	14	-	91	1039
2003-2004	GB	0	0	819	196	9	0	63	1087
2004-2005	GB	-	-	859	246	6	-	42	1153
2005-2006	GB	-	8	900	208	13	-	81	1210
1998-1999	NI	0	0	967	53	2	0	62	1084
1999-2000	NI	0	0	981	65	28	2	31	1107
2000-2001	NI	0	2	934	86	22	4	39	1087
2001-2002	NI	0	2	935	80	29	5	37	1088
2002-2003	NI	-	2	929	85	25	6	46	1093
2003-2004	NI	0	2	956	57	26	3	34	1078
2004-2005	NI	-	5	987	59	19	-	31	1101
2005-2006	NI	-	2	783	58	14	5	47	909
1998-1999	UK	0	0	1474	114	2	0	99	1689
1999-2000	UK	0	0	1560	153	30	3	63	1809
2000-2001	UK	0	2	1645	205	33	5	49	1939
2001-2002	UK	0	2	1616	181	41	5	115	1960
2002-2003	UK	0	2	1707	241	39	6	137	2132
2003-2004	UK	0	2	1775	253	35	3	97	2165
2004-2005	UK	0	5	1846	305	25	0	73	2254
2005-2006	UK	0	10	1683	266	27	5	128	2119

Notes:

- '-' is the flag used in the DES reports to denote instances in which there are no data; zero is also used;
- 'Institutions aided by other departments' includes aid from Departments of Justice and Defence;
- The final subset of statistics headed 'UK' is the sum of the corresponding figures reported under the 'GB' and 'NI' categories.

Source: annual DES Statistical Reports 1998/1999 to 2005/2006 - <http://www.education.ie/home/home.jsp?pcategory=17241&ecategory=46606&language=EN>. (The Higher Education Authority is attributed as the source of data on numbers of students enrolled in Higher Education Authority institutions).

