

English Summary: Student mobility in higher education 2006/07

This is an English summary of the Danish-language report "Mobility Statistics for Higher Education 2006/07". The report (.pdf) can be found [here](#).

This summary describes international student mobility to and from Denmark, providing information on both:

- **Exchange students:** Students studying abroad temporarily for a period of at least three months; and
- **Students enrolled in a full-degree programme:** Students enrolled in a full-degree programme in a country other than that of original residence.

Using data from the academic year 2006/07, the summary considers the number of Danish students who study abroad, and where they go and what they study. Likewise, it describes patterns in the international student¹ population in Denmark. On this basis, the summary aims to give a picture of international student mobility in Danish higher education² for the year 2006/07. By drawing on similar data from previous years, the summary also seeks to highlight general trends.

The data used in the original report have been collected by various public sources: The Danish Ministry of Education, The Ministry of Science, Technology and Innovation, The Danish Ministry of Culture and Statistics Denmark. It should be noted that only exchange students on stays of study of three months or more are included in the data. Exchange student numbers therefore slightly understate actual exchange student mobility, as shorter stays such as summer school programmes are unaccounted for.

For further research, the underlying data is accessible (in Danish) at:

www.ciriusonline.dk/statistik

¹ An *international student* is defined as a student who has moved to Denmark for the purpose of studying. Students who hold foreign citizenship but have resided in Denmark for more than a year prior to the beginning of his/her studies are therefore not included in the term.

² Higher education in Denmark can be divided into three sectors, the names of which are used in this summary. *Short-cycle* higher education includes two-year academy profession programmes, *medium-cycle* higher education is used to denote professional bachelor's programmes, usually lasting 3-4 years, while *long-cycle* higher education includes the academic bachelor's and master's programmes offered at university level.

Key trends

- The international student population in Denmark continues to grow. In 2006/07 there were 6713 exchange students and 7757 international students studying for a full degree in Denmark. This constitutes a total rise of about 4% compared to 2005/06.
- The number of Danish students studying for a full degree in another country has decreased. In contrast, the number of Danish exchange students abroad in 2006/07 was slightly higher than in previous years.
- As has been the case in previous years, about 80% of foreign exchange students in Denmark came from another European country. As destinations, European countries accounted for just over half (52%) of the outgoing Danish exchange student mobility.
- The share of non-European students coming to Denmark to study for a full degree has fallen. The development should be seen in light of the introduction of tuition fees for non-EU/EEA students in 2006/07.
- Students from Norway constitute the largest group of international full-degree students in Denmark. Students from the China constitute the second-largest such group.

Table 1: Student mobility in Danish higher education 2006/07. Exchange, full-degree and totals.

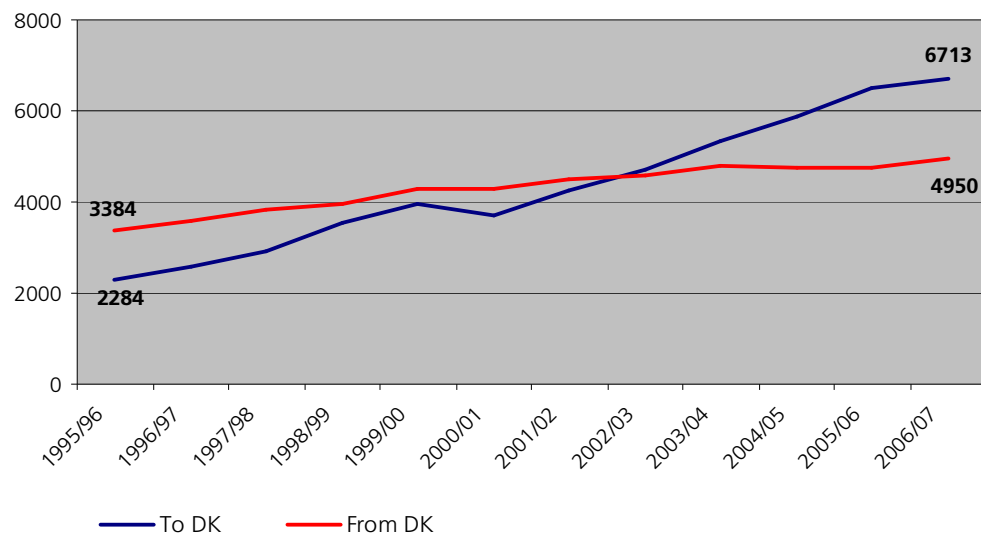
	Danish students abroad	International students in Denmark
Exchange	4950	6713
Full-degree	3154	7757
Total	8104	14 470

2. Exchange students

Exchange students include Danish students studying abroad and foreign students studying in Denmark for periods of at least three months. Among exchange students are students abroad on a period of study or training supported by an international programme such as the EU Erasmus Programme, students abroad as part of bilateral agreements between institutions in different countries and students abroad on self-arranged periods of study.

Fig. 1 shows the development in exchange student mobility 1995/96 - 2006/07. Since 2002/03, the number of foreign exchange students coming to Denmark has exceeded the number of Danish exchange students going abroad.

Fig. 1: Exchange students to and from Denmark 1995/96 - 2006/07.



A total of 4950 Danish students undertook a stay of study in another country in 2006/07, while Denmark was host to 6713 exchange students from abroad. Both figures represent a rise in exchange student mobility. For both groups, students enrolled in university-level (long-cycle) higher education constitute a significant majority.

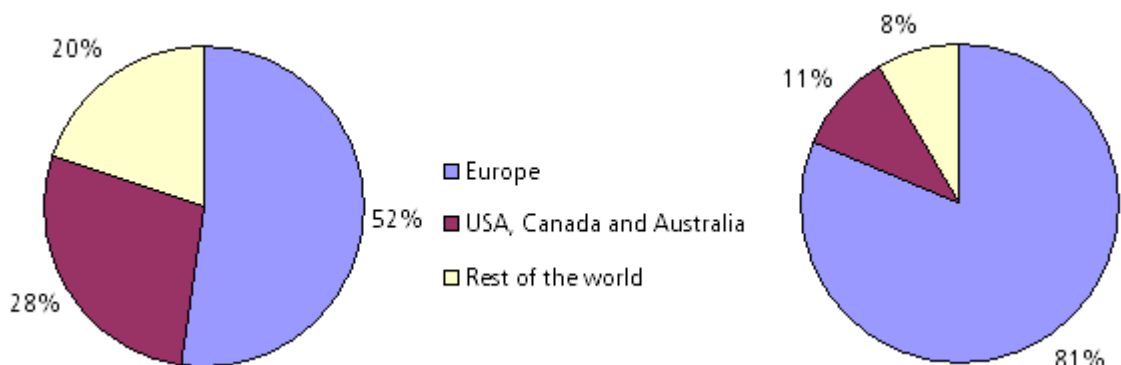
Destinations and origin

Over half (52%) of the Danish exchange students completed their stay of study in another European country. Another group of size, 28%, did so in one of the large English-speaking countries; the USA, Canada or Australia.

Those most likely to complete a stay of study outside Europe are students enrolled in university-level education. In fact, the single destination attracting most Danish exchange students was the USA (551 in 2006/07). Looking at relative figures, Canada, Australia and New Zealand have each experienced a significant rise in the number of Danish university students opting for a stay of study, and the trend towards non-European exchange visible in the university sector is greatly due to the popularity of these destinations as "alternative" English-language study options.

Students enrolled in medium- or short-cycle higher education were generally more European in orientation (54% and 67%, respectively), with medium-cycle students particularly often choosing a another Nordic country as destination.

Figure 2: Destination choices of Danish exchange students abroad (left) and origin of international students in Denmark (right). By region 2006/07.



Over four-fifths (81%) of the international exchange students in Denmark in 2006/07 were European. The figure reflects the fact that most ingoing stu-

dent mobility to Denmark takes place within the framework of the EU ERASMUS programme. In fact, 71% of all international exchange students in Denmark are students under this programme, while this is only the case for 31% of the Danish exchange students abroad.

At university-level, about 80% of international exchange students were European, with Germany (539 students), France (493) and Spain (438) being the countries most well represented. The USA followed in fourth place (334). Both medium- and short-cycle higher education institutions experienced greater than average shares of European exchange students, the latter seeing almost no exchange mobility from outside Europe. Unfortunately, figures at country-level are unavailable for the medium- and short-cycle sectors.

Subjects

Variation in the level of exchange mobility can be seen when comparing the academic fields represented among exchange students.

Of the Danish students opting for a stay of study abroad in 2006/07, most were students within the social sciences or humanities. This, however, does to some extent reflect that these are also among the largest fields in terms of student population. Students of pedagogy constituted the largest group at medium-cycle level, while marketing students made up the great majority among those in short-cycle higher education.

Like their Danish counterparts, international exchange students within the social sciences were the largest group at university level and marketing students likewise in the short-cycle sector. Technology students, however, made up the greatest number by far at medium-cycle-level.

3. Full-degree students

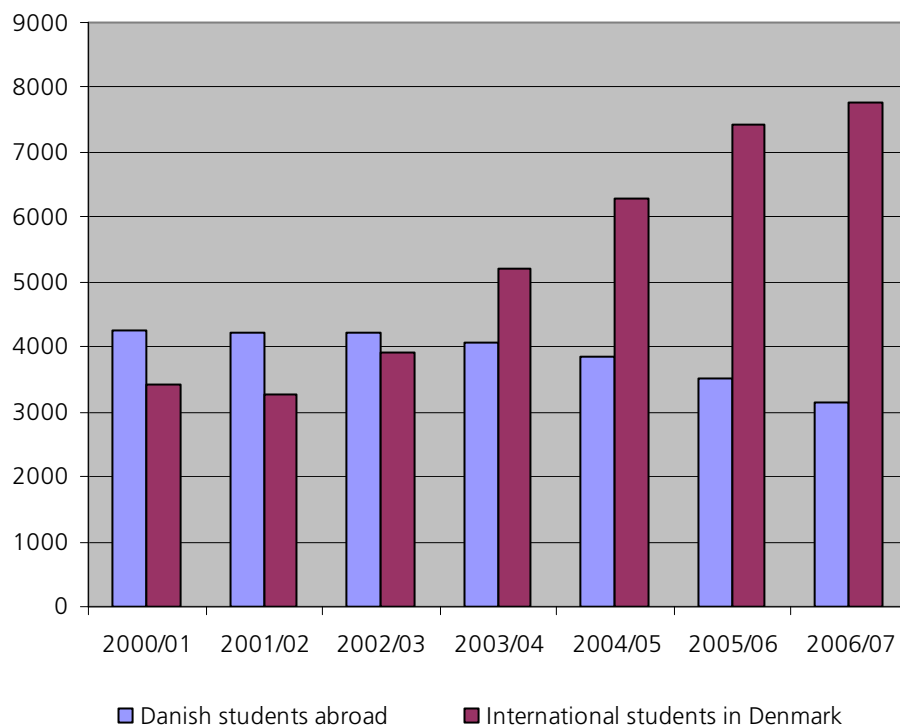
This section describes the mobility of *Danish students enrolled in full-degree programmes abroad, and international students in full-degree programmes in Denmark.*

A total of 3154 Danish students³ were in 2006/07 in the process of completing a full degree in a foreign country, while the number of international full-degree students studying in Denmark was 7757. These figures represent opposing trends that have been visible for number of years, with a falling num-

³ Please note that this figure includes only students receiving the State Educational Support (SU). This means that some students, such as those taking certain business degree (e.g. MBA) will be omitted, as will those that for other reasons have not applied for the State Educational Support.

ber of Danish students taking a degree abroad, while the number of international students taking a full degree in Denmark continues to rise. It should be noted however, that the number of international students, while still rising, is doing so at a lesser level than previously. In fact, figures for student intake show a drop only when compared to the year earlier. This is considered to be the effect of the introduction of tuition fees for non-EU/EAA students effective from 2006/07, an explanation supported by the fact that the falling numbers in intake apply only to students from these countries.

Fig 3: Full-degree student mobility. Danish students abroad and international students in Denmark 2006/07.



Destinations and origin

Of the 3154 Danish students taking a full degree abroad in 2006/07, around 80% did so in another European country – a share that has been constant for the last few years. The UK was the most popular destination (1352 students), with Sweden (347) and the USA (295) some way behind in second and third place. Australia (84) is the only other non-European destination present on the top-ten list.

Most of the 7757 international students taking a full degree in Denmark in 2006/07 were studying at university level (5341), mostly for master's degrees

(3637), although the number of international undergraduate students was also significant at 1714.

Great variation is visible between sectors when looking at the national origin of the international full-degree students. At universities, students from the other Nordic countries were greatest in number among the international full-degree students, particularly at undergraduate level. At graduate level, also the number of Asian students was considerable. Nordic students also make up the largest group – about half – of international students in the medium-cycle higher education sector, while students from Asian countries constituted a similar share at the short-cycle higher education institutions. At country-level, Norway was the origin of the greatest number of international students (1521 students), followed by China (1115) and Sweden (904). While the Chinese full-degree students usually seek either a short-cycle degree or a master's degree, the Scandinavian students are more likely to be completing a medium-cycle degree or an undergraduate degree.

Table 2: International full-degree students in Denmark. By origin and sector 2006/07.

	Short-cycle	Medium-cycle	Long-cycle Bachelor's	Long-cycle Master's	Ph.d	Total
Nordic countries	191	531	1154	1364	44	3284
Rest of Europe	259	252	326	860	151	1848
Asia	457	212	161	1042	100	1972
USA and Canada	5	9	20	103	16	153
Latin America and the Caribbean	9	8	29	73	26	145
Africa	41	74	20	187	12	334
Australia, New Zealand and the Pacific islands	1	4	4	6	3	18
Stateless persons and others	0	0	0	2	1	3
Total	963	1090	1714	3637	353	7757

Subjects

The Danish students completing a full degree abroad in 2006/07 were similar to the Danish exchange students with respect to subject areas. The greatest number of students studied for a degree within social science or business economics (1391) or within the humanities (785).

The international full-degree students in Denmark studied mainly within the technical sciences and the social sciences, the former being especially well represented at medium-cycle level while social science was particularly popular at university level as well as in the short-cycle higher education sector.

Table 3: International full-degree students in Denmark. By academic field and sector 2006/07.

	Short-cycle	Medium-cycle	Long-cycle Bachelor's	Long-cycle Master's	Ph.d	Total
Humanities	68	119	377	421	43	1028
Natural Sciences	13	0	215	441	125	794
Social Sciences	455	68	426	1323	8	2280
Health Sciences	26	280	445	549	34	1334
Technical Sciences	401	623	251	903	143	2321
Total	963	1090	1714	3637	353	7757