

## ERASMUS – FACTS, FIGURES & TRENDS

The European Union support for student and staff exchanges and university cooperation in 2010-11

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## Preface

In a quarter of a century – the space of one generation – the Erasmus Programme has transformed the experience of studying in Europe.

In 1987, the year Erasmus was launched, 3 244 students spent time studying abroad in one of the 11 countries that initially participated in the Programme. Twenty-five years later, nearly three million students have been abroad for study or training and Erasmus has become not just the best known of all European Union programmes, but the most successful student exchange scheme in the world.

Erasmus mobility, with its core focus on skills development, is at the heart of the European Commission's strategy to combat youth unemployment, featuring prominently in the Europe 2020 strategy for growth and jobs and as a central part of the flagship initiative 'Youth on the Move'.

Student mobility contributes to individuals' personal development and thus supports the broader development of Europe's economies and societies. Learning abroad equips individuals with a wide range of competences and skills that are increasingly valued by employers – from foreign languages to adaptability and greater intercultural awareness. In these ways, mobility boosts job prospects and encourages labour market mobility later in life.

In the past 25 years, the Programme has seen not only a constant increase in the number of students taking part, but also in the quality and diversity of the activities proposed. Work placements in companies abroad have been supported through Erasmus since 2007 and have accounted for the largest increases in the number of students in recent years; grants have already been awarded to nearly 150 000 students to undertake placements.

Teachers and other staff, such as university international relations officers, can also benefit from EU support to teach or be trained abroad, and Higher Education Institutions have the opportunity to invite staff from companies to come and teach in their institutions.

Erasmus not only caters for students and Higher Education staff, but, by funding transnational projects and networks, also enables Higher Education Institutions to work together. For the vast majority of these institutions, taking part in Erasmus has led them to innovate in key areas such as teaching and learning, recognition of study periods abroad, student support services, cooperation with business, and institutional management.

Mobility supported by Erasmus has thus promoted the internationalisation of the European Higher Education system, contributed to its modernisation and to improvements in quality and, ultimately, paved the way for the Bologna Process. This cooperation process, started in 1999 with the goal of creating a European Higher Education Area (EHEA), has made major progress in harmonising

university degree structures and increasing the compatibility of Higher Education systems. Bologna Ministers have also set the goal that by 2020 at least 20% of all graduates from the EHEA should have spent a period of time studying or training abroad.

Erasmus is part of the EU's Lifelong Learning Programme, with a budget of EUR 3.1 billion for the period 2007-13. During the academic year 2010-11, 32 countries took part in the Erasmus Programme: the 27 EU Member States, Croatia, Iceland, Liechtenstein, Norway, and Turkey. With the addition of Switzerland as from the academic year 2011-12, the number of participating countries has now risen to 33.

The new Erasmus for All Programme, to be launched in 2014, will build on the legacy of Erasmus by offering opportunities for a further five million people to go abroad to study, train, or do voluntary work by 2020.

Every year, the European Commission compiles statistics from the National Agencies that run the Erasmus Programme in the participating countries and publishes an annual statistical overview online, providing an overall picture of the different types of actions funded under the Programme, with a comparison of this year's results with those of previous years. We hope you find this information both interesting and useful.

# Erasmus Student Mobility



Erasmus is the world's most successful student mobility programme. Since it began in 1987-1988, the Erasmus Programme has provided more than 2.5 million European students with the opportunity to go abroad and study at a Higher Education Institution or train in a company. In 2010-11 student mobility accounted for more than 81% of the annual Erasmus budget and some 4.5% of all students in participating countries in Europe received Erasmus grants during their studies to go abroad:

- In the 2010-11 academic year, **231 410** students went to another European country to study or train, which represented a year-on-year increase of **8.5%**. A trend of 3.89% for the next two years is needed to reach the Erasmus target of supporting three million students by the end of the academic year 2012-2013.
- As in the previous academic year, Spain **sent the most students abroad** with 36 183 students leaving for another country. France supported the second highest number of students going abroad, followed by Germany, Italy and Poland.
- The **largest number of outgoing Erasmus students as a proportion of the national student population** in 2010-11 included Luxembourg, Liechtenstein, Spain, Latvia and Lithuania.
- The **most popular destination** among European students was Spain, which received 37 433 students, followed by France, Germany, the United Kingdom and Italy.
- The average **monthly EU grant** received by students (including both studies and work placements) was **EUR 250** – a small decrease on the previous year (EUR 254).
- The number of **zero-EU grant students** (6 880) represents around 3% of the total amount of student mobility periods. **This shows the success of the Erasmus 'branding', since in situations where the national Erasmus budget for an academic year has already been allocated, for example, additional students can benefit from all the advantages of being an Erasmus student (such as non-payment of tuition fees to the host institution) without receiving EU funding.**
- The **average duration** of student exchanges was six months. This has remained constant over the past decade.
- Erasmus also actively supports the participation of **students with special needs** by offering a supplementary grant. The number of students with special needs taking part has increased in the past few years. In 2010-11, **254** students with special needs received additional funding to participate in Erasmus, a slight decrease in numbers on the previous year. Although this is a relatively low figure, it reflects the limited low participation rates of students with special needs in Higher Education in general.



- Some **(3 041) European Higher Education Institutions sent students abroad** through Erasmus in 2010-11, out of a total of 4 131 institutions holding an Erasmus University Charter (EUC) that year.

## Mobility for Studies

Erasmus offers students the possibility of studying at another Higher Education Institution. **Erasmus Student Mobility for Studies**, which is the most common action, enables students to spend a study period of 3 to 12 months abroad. It aims to provide students with the opportunity of studying in another country, to promote co-operation between institutions and help enrich their educational environment, and to contribute to building a pool of well-qualified, open-minded and internationally experienced young people.

- In 1987-1988 just over 3 000 students went abroad to study with an Erasmus grant. Out of the 231 410 Erasmus students, **190 498** student exchanges for studying were supported in 2010-11, an increase of 7.2% on the previous year. **This means that on average a student left to study abroad as part of Erasmus every three minutes.**

	Type of student mobility		Total
	Studies	Work placements (traineeships)	Student mobility
<b>Total number of Erasmus students</b>	190 498	40 912	231 410
<b>Average EU monthly grant (EUR)</b>	232	366	250
<b>Average duration (months)</b>	6.4	4.3	6.0
<b>Number of special needs students</b>	226	28	254
<b>Top sending countries (absolute numbers)</b>	ES, FR, DE, IT, PL	FR, DE, ES, UK, PL	ES, FR, DE, IT, PL
<b>Top sending countries (% share of the student population)</b>	LU, LI, ES, IS, PT	LV, LT, LI, FI, DK	LU, LI, ES, LV, LT
<b>Top receiving countries</b>	ES, FR, DE, UK, IT	UK, ES, DE, FR, IT	ES, FR, DE, UK, IT
<b>Level of studies (% share)</b>	Bachelor 69.7% Master 28.8% Doctorate 0.9% Short-cycle 0.6%	Bachelor 56.3% Master 21.9% Doctorate 2.35% Short-cycle 19.41%	Bachelor 67% Master 28% Doctorate 1% Short-cycle 4%
<b>Zero-EU grant students</b>	6 322	558	6 880
<b>Average age of students (years)</b>	22.4	22.8	22.5
<b>Number of Higher Education Institutions sending students in 2010-11</b>	2 229	2 414	3 041
<b>Gender balance (% of women)</b>	60.9%	61.8%	61.0%

- Spain **sent the most students abroad** followed by France, Germany, Italy and Poland. These countries also have the largest student populations in Europe. The same countries together with the United Kingdom, which receives almost twice as many students as it sends, make up **the most popular destination countries**, namely Spain, France, Germany, the United Kingdom and Italy.
- The average length of stay remained at 6.4 months, while the average monthly grant decreased by 1.7% compared to the previous year, to EUR 232.
- Students of social sciences, business and law made up the biggest share (34.7%) of those on exchanges. The second biggest share was made up of students of humanities and arts (31.5%). Students of engineering, manufacturing and construction (12.6%); science, mathematics and computing (7.2%); and education (3.2%) continue to participate actively, though in proportionately lower numbers compared to the overall number of students taking these subjects.

### Mobility for Work Placements (Traineeships)

Erasmus also benefits students who do traineeships in companies. By temporarily working in a company – or an organisation – abroad students gain a better understanding of other economies as well as the chance to develop specific skills.

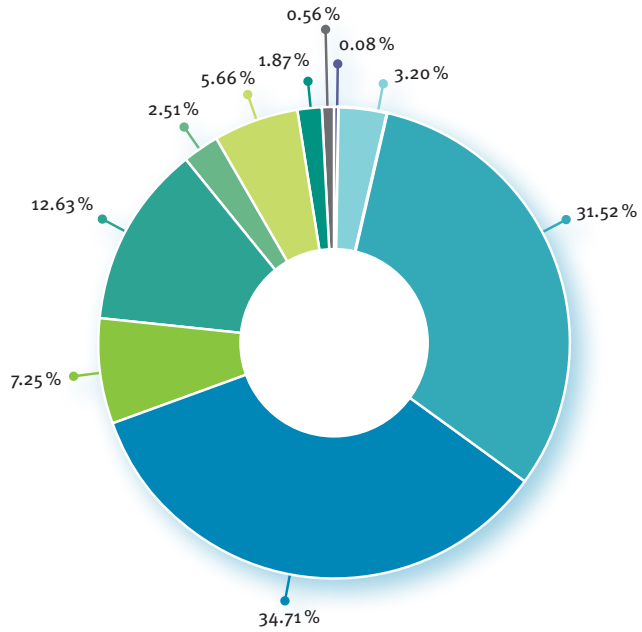
Work placements in companies abroad have been supported through Erasmus since 2007 (they had been previously managed within the Leonardo da Vinci Programme for vocational education and training) and are increasingly popular. By 2010-11, grants have already been awarded to nearly 150 000 students for this purpose.

Grants enable students to spend a period of 3 to 12 months doing a work placement abroad. Spending time in a company abroad helps students to adapt to the requirements of the labour market and develop specific skills. It also boosts cooperation between Higher Education Institutions and companies.

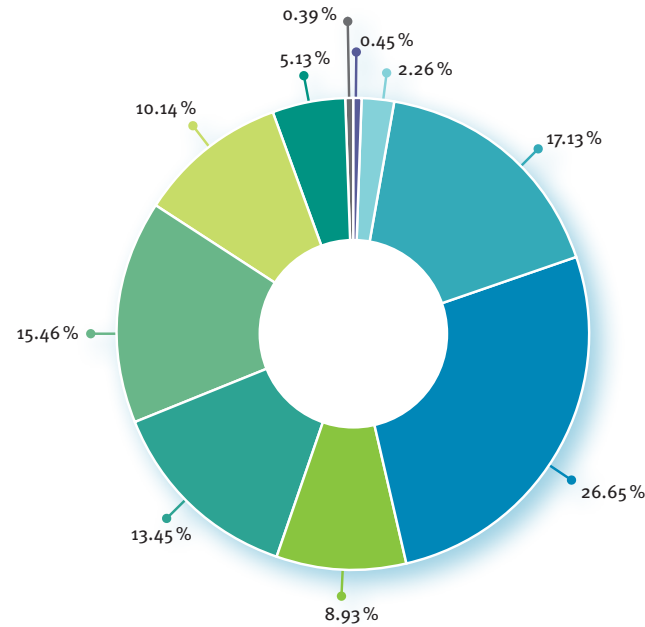
- Out of the 231 410 Erasmus students, **40 912** went on work placements abroad in 2010-11. This represents an annual increase of over 15%. Since its inclusion in the Erasmus Programme, work placements abroad have grown rapidly, and today the annual number of placements has doubled the number of placements in 2007-08.
- Placements represented a **17.7% share of all Erasmus student mobility periods** in 2010-11.
- France **sent the most students abroad** for work placements, followed by Germany, Spain, the United Kingdom and Poland. The **top destinations** for students on work placements were the United Kingdom, Spain, Germany, France and Italy.

- The average duration of work placements, which is generally lower than for study periods, was **4.3 months**, compared to 6.4 months for studies. As with study grants, the average monthly grant for work placements decreased, down by 5.2% over the previous year to **EUR 366**.
- **A total of 30 732 enterprises** across Europe received Erasmus placement students in 2010-11, a 13.9% rise (up from 26 968 in the previous year). Around 45.4% of the enterprises were small, 33.8% medium-sized and 20.8% were large.
- Students of social sciences, business and law made up the biggest share (26.6%) of trainees. They overtook students of humanities and arts, which had the biggest share the previous year, becoming the second biggest share (17.1%), followed by the students of agriculture and veterinary sciences (15.4%), whose number was eight times that of the previous year.
- To support work placements abroad, a Higher Education Institution can create a **consortium for placements**. These consortia comprise Higher Education Institutions and other organisations, such as companies or associations. A total of 74 Erasmus Placement Consortia organised 5 736 work placements in 13 countries during 2010-11. Work placements organised through consortia made up over 14% of all work placements abroad under Erasmus.

Share of subject areas in mobility for studies in 2010-11

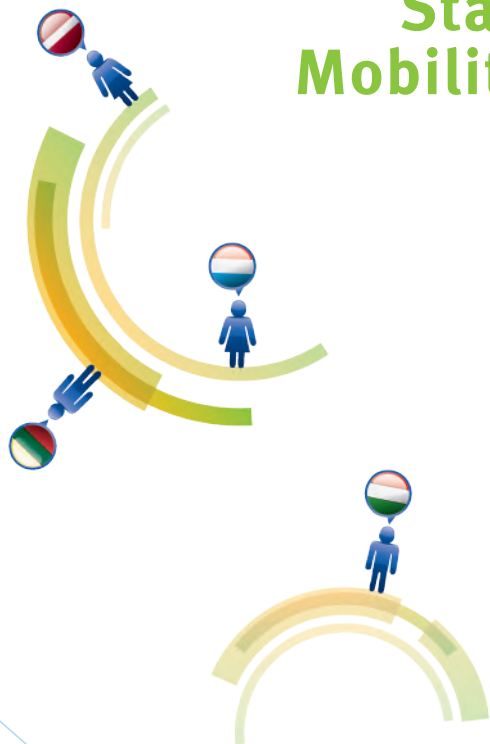


Share of subject areas in mobility for work placements (traineeships) in 2010-11



- General Programmes
- Education
- Humanities and Arts
- Social sciences, Business and Law
- Science, Mathematics and Computing
- Engineering, Manufacturing and Construction
- Agriculture and Veterinary Sciences
- Health and Welfare
- Services
- Not known or unspecified

## Erasmus Staff Mobility



Staff mobility for teaching has become a very popular action since its introduction in 1997. With the creation of the Lifelong Learning Programme in 2007, staff mobility was extended to include staff training as well as the possibility for Higher Education Institutions to invite staff from companies to come and teach at their institutions.

Since its launch, over 300 000 staff exchanges for teaching and training have been supported. Staff mobility aims to enrich the experience of participating staff, to contribute to the internationalisation and modernisation of Higher Education through cooperation among Higher Education Institutions and staff, and to encourage student mobility. Staff mobility counts for approximately 7 % of the overall Erasmus budget.

- Some **42 813** staff exchanges were supported in 2010-11, an impressive year-on-year increase of 13.3 % (the previous year's annual increase was 3.8 %).
- The share of teaching assignments was 73.8 %, while staff training accounted for 26.2 % of all staff exchanges. This share has considerably evolved in the past few years, from 15 % in 2007-08 to the 26 % in 2010-11.
- The **average duration** of a staff mobility period (including teaching assignments and staff training) was **5.7 days** and the **average grant** was **EUR 662** per staff exchange.

- Poland **sent the most staff abroad**, followed by Spain, Germany, France and the Czech Republic. The **five most popular destinations** were Spain, Germany, Italy, France and the United Kingdom.
- Almost the same number of women (48.8 %) and men participated in staff mobility.

### Teaching Assignments

Staff mobility for teaching assignments enables staff from Higher Education Institutions and enterprises to spend a teaching period of a minimum of one day (or at least five teaching hours) up to six weeks at a Higher Education Institution in another participating country in Europe.

- Since its introduction in 1997, the number of teaching assignments has grown constantly. Out of the 42 814 staff exchanges, **31 617** were teaching assignments in 2010-11. This represents an increase of 8.9 % on the previous year.
- The **average duration** of a staff teaching assignment was **5.6 days**. A small but constant decrease has been observed since 2000-01 when the average was 6.9 days. The average grant per staff teaching assignment was **EUR 645**, representing a slight decrease on the previous year.
- Teachers from humanities and arts spent **the most number of periods abroad** on teaching assignments. This was followed by teachers of



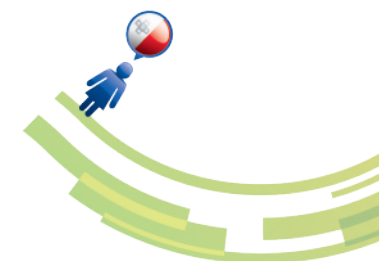
	Type of staff mobility		Total
	Teaching assignments	Training	Staff mobility
Total number of staff mobility periods	31 617	11 196	42 813
Average duration (in days)	5.6	6.2	5.7
Average EU grant (in EUR)	645	708	662
Number of staff with special needs	4	9	13
Top sending countries	PL, ES, DE, FR, CZ	PL, ES, FI, DE, TR	PL, ES, DE, FR, CZ
Top receiving countries (absolute numbers)	DE, ES, IT, FR, PL	ES, DE, UK, IT, FR	ES, DE, IT, FR, UK
Total number of Higher Education Institutions sending out staff in 2010-11	2 090	1 665	2 260
Gender balance (% of women)	42.1%	68%	48.8%

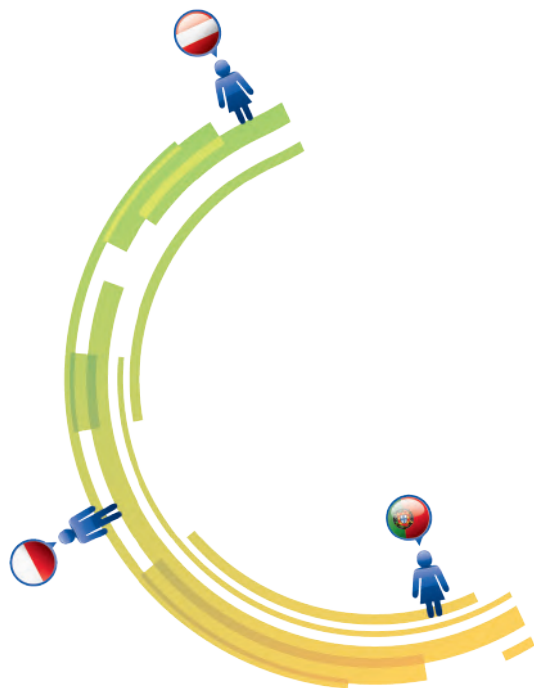
social sciences, business and law and then teachers of engineering, manufacturing and construction. This share has been more or less constant in recent years. On average, teachers taught 8.5 hours abroad per teaching assignment.

- The **five most popular destinations** for staff on teaching assignments were Germany, Spain, Italy, France and Poland. Teachers taught most

often in English, followed by French, German, Spanish and Italian. The **five most active countries in sending teachers abroad** on teaching assignments were Poland, Spain, Germany, France and the Czech Republic.

- Around **42%** of teaching assignments were undertaken by female teachers.





- Some **355** teaching assignments were undertaken by staff from companies who were invited to teach at Higher Education Institutions in other European countries. The increase in participation grew by 37% between years.

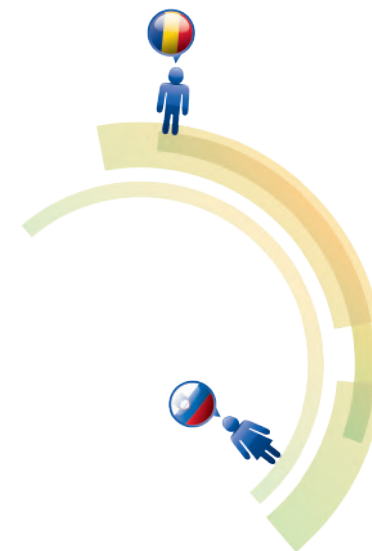
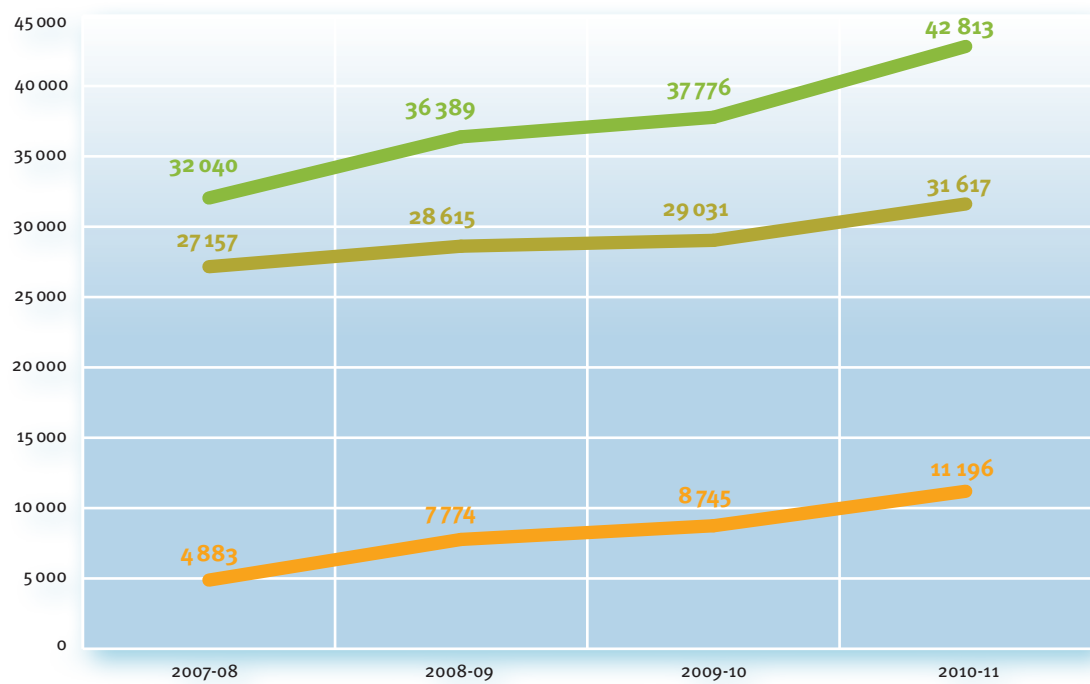
### Staff Training

In addition to teaching assignments, the Programme has been opened up to allow both administrative and academic staff to participate in different forms of training abroad, such as job-shadowing or attending job-related conferences and workshops. Erasmus staff mobility for staff training offers an opportunity to go on training for a period of between one week (five working days) and six weeks in a company or an organisation, such as a Higher Education Institution, in another participating country.

- Staff mobility for training continues to increase in popularity. Out of the 42 814 staff exchanges **11 196** were staff training periods in 2010-11. This represented a **28 %** increase over the previous academic year.
- In 2010-11, **2 728** Higher Education staff went on training to companies abroad. This represented an increase of **48.6 %** compared to the previous academic year (up from 1835 in 2009-10). Training in companies thus constituted 24.4 % of all Erasmus mobility for staff training (up from 21 % in 2009-10).

- Staff went abroad for training for **6.2 days** on average and received an average grant of **EUR 708** which is somewhat lower than in the previous year.
- Most training periods abroad were undertaken by academic staff (39.7%), followed by finance staff (23.1%), general administrative and technical staff (19.2 %) and staff from international offices (10.1%).
- Most staff received specific training (45.3%) abroad, while nearly 25 % of staff went for job-shadowing. Around 18 % of beneficiaries used the action to participate in workshops, while 12 % went abroad for other purposes.
- Staff from Polish Higher Education Institutions spent the **most periods abroad for training** with 1834 staff training periods supported. They were followed by staff from Spain, Finland, Germany and Turkey. The five **most popular destinations** for staff training were Spain, Germany, the United Kingdom, Italy and France.

### Growth in staff mobility numbers from 2007-08 to 2010-11



- Staff mobility periods total
- Teaching assignments
- Staff training

# Erasmus Intensive Programmes



Erasmus also funds Intensive Programmes, which are short subject-related programmes of study (of between 10 days and 6 weeks in length), bringing together students and teaching staff from Higher Education Institutions from at least three European countries. These short study programmes encourage the multinational learning of specialist topics; provide students with access to academic knowledge that is not available in one Higher Education Institution alone; allow teachers to exchange views on course content and new curricula approaches; and to test teaching methods in an international classroom environment.

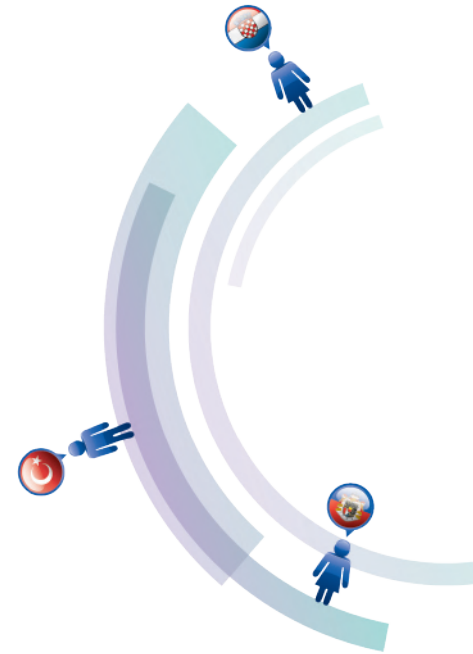
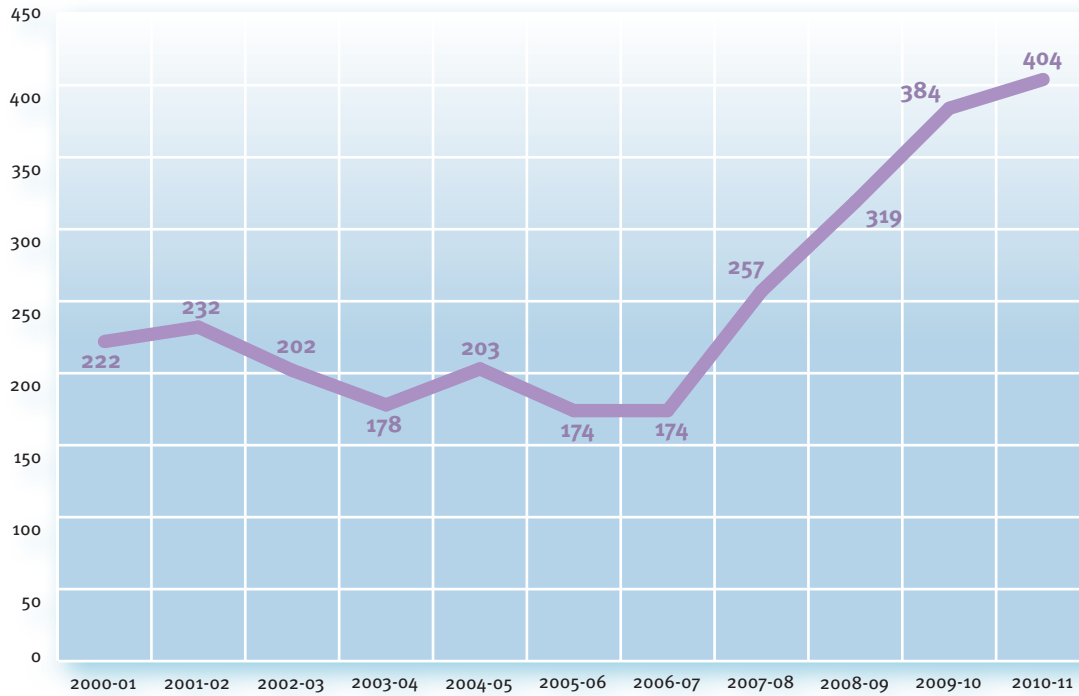
- Since 2007-08 Erasmus Intensive Programmes have been managed individually by the participating countries. They have also experienced strong growth during this time. A total of **404** Intensive Programmes were organised in 30 countries during the academic year 2010-11, which represents more than a 5% increase on the previous year.
- Altogether **13 963** students and **5 010** teachers participated in Intensive Programmes in 2010-11.

- The highest number of courses (51) was organised by Italy, which represents 12.6% of the total number of courses organised in 2010-11. Germany organised 38 courses followed by France (32), the Netherlands (29) and Poland (23).
- The **most popular subjects** for Intensive Programmes were social sciences, business and law (26%), engineering, manufacturing and construction (18%), humanities and arts (15%), and science, mathematics and computing (15%).

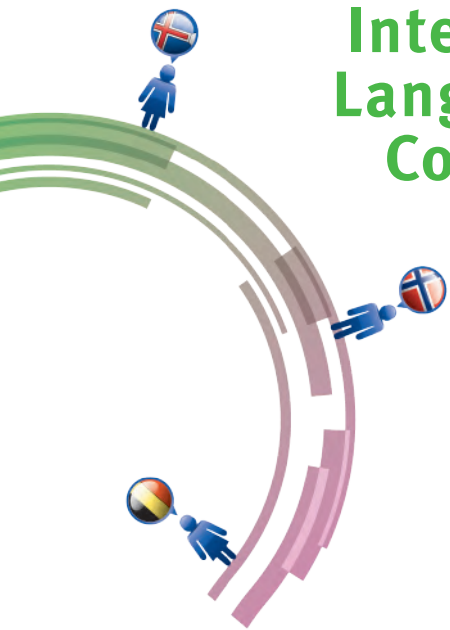
Number of Intensive Programmes courses	404
Total number of participating students	13 963
Total number of participating teachers	5 010
Top five organising countries	IT, DE, FR, NL, PL
Average duration of Intensive Programmes	12.2 days



Number of Erasmus Intensive Programmes from 2000-01 to 2010-11



## Erasmus Intensive Language Courses



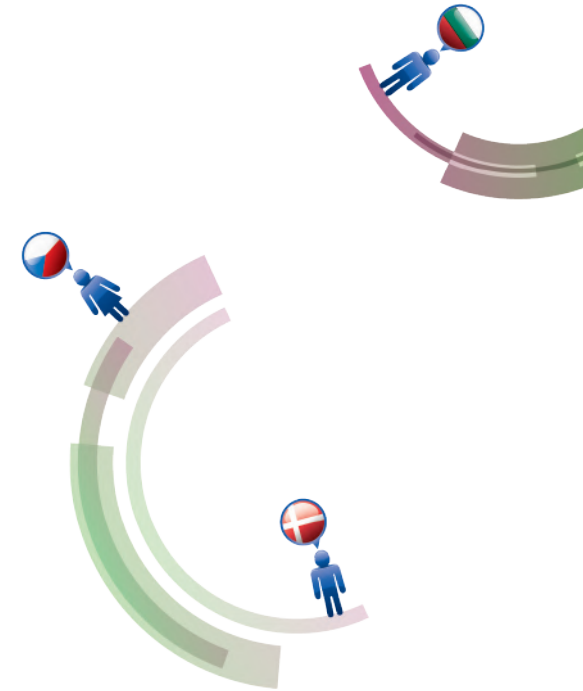
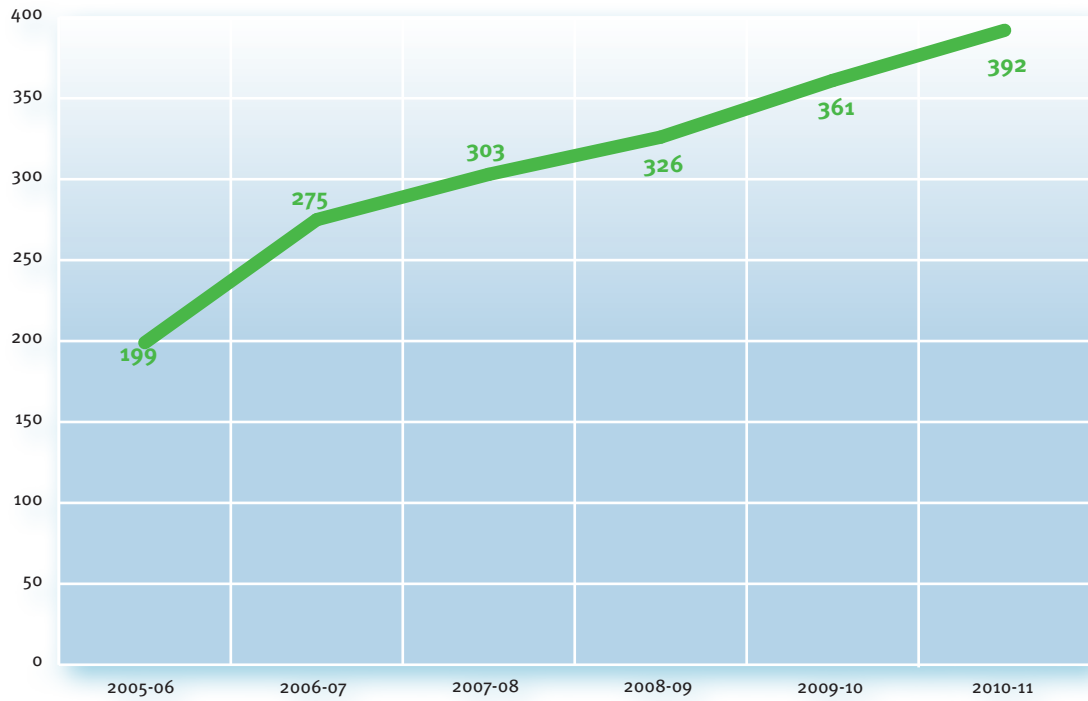
Since 1996, Erasmus has financed specialised courses in the less widely used and taught languages for students going abroad as part of the Programme. The aim is to prepare incoming students for their study exchange or work placement through a linguistic and cultural introduction to the host country. Language courses are not organised for the most widely taught languages, namely English, German, French and Spanish (Castilian).

- The number of Intensive Language Courses supported has grown tremendously since their launch. Some **392** courses were organised in 24 participating countries in 2010-11, an increase of 8.6 % compared to the previous year, and they have almost doubled as compared with 2005-06.
- A total of more than 45 000 Erasmus students have benefited from a language course prior to their study exchange or work placement since 1999. Some 5 872 students participated in an Intensive Language Course in 2010-11 (up from 5 386 the previous year, representing a 9 % increase). This represents 2.5 % of the total number of students participating in the Programme. If we take the share of the incoming Erasmus students only to those countries eligible to organise an Intensive Language Course, the percentage is around 5.8 %.

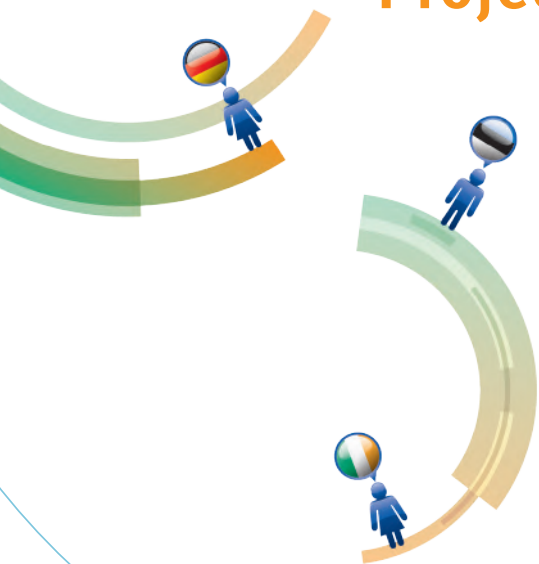
- The **most popular destination** was Italy with 1 006 participants, followed by Belgium (Dutch-speaking region), Portugal, Sweden and Turkey.
- The **highest proportion of incoming students** participating in a language course was in Slovenia, where 18.9 % of incoming students took part, followed by Iceland (13.9 %) and Estonia (12.7 %).

Number of courses	392
Total number of students	5 872
Top hosting countries	IT, BE, PT, SE, TR

### Number of Erasmus Intensive Language Courses from 2005-06 to 2010-11



# Erasmus University Cooperation Projects



Together with mobility, the Erasmus Programme also fosters the modernisation of European Higher Education through funding joint projects. These projects, which run from between one and three years, aim to stimulate policy reforms through transnational cooperation among Higher Education Institutions and other relevant stakeholders across Europe. Applications are submitted once every calendar year and around EUR 20 million is allocated annually to these projects.

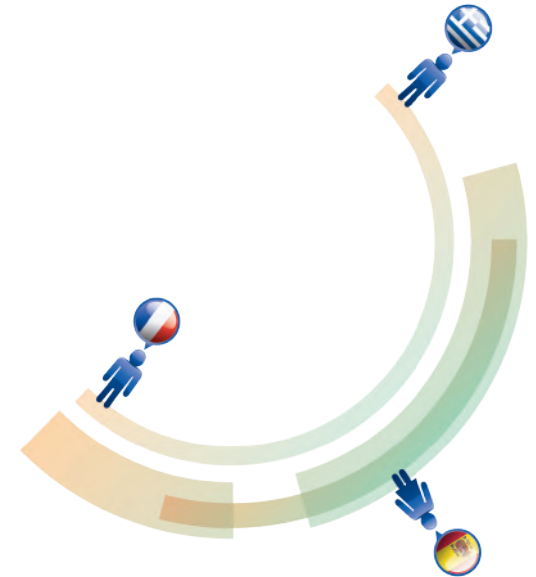
Most of the 2011 funded projects are closely linked to the following EU Higher Education policy areas: Agenda for new skills and jobs, activities addressing the knowledge triangle (higher education, research and innovation), promoting employability, developing mobility strategies and the removal of barriers to mobility in higher education. It is important to note that some of these projects tackle more than one policy area.

Type of action		Number of applications received	Number of applications approved	Applications success rate in (%)
<b>Multilateral Projects</b>	Cooperation between Higher Education Institutions and enterprises	45	14	31.1
	Mobility strategies and removal of barriers to mobility in Higher Education	17	8	47.1
	Social dimension of Higher Education	12	4	33.3
	Fostering excellence and innovation in Higher Education	21	9	42.9
	Support to the modernisation of Higher Education	64	19	29.7
	<b>Total</b>	<b>159</b>	<b>54</b>	<b>34.0</b>
<b>Academic Networks</b>		19	8	42.1
<b>Accompanying measures</b>		19	7	36.8
<b>Total</b>		<b>197</b>	<b>69</b>	<b>35</b>



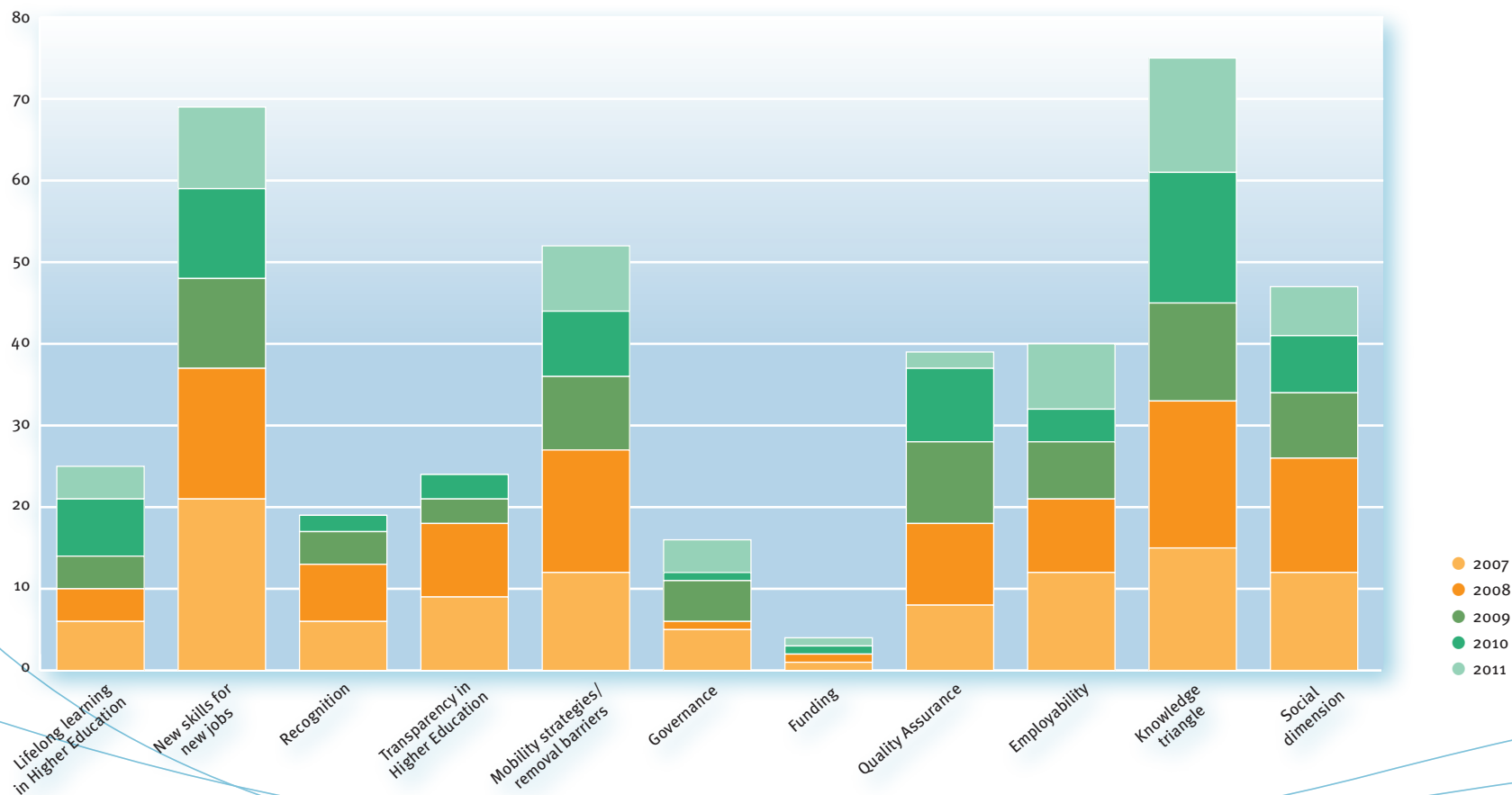
- The number of applications has grown year-on-year. Some **197** applications were submitted in 2011 (up from 194 in 2010). Among these **69** were selected for funding, which represents, on average, a **35 % success rate**, which is quite constant in recent years.
  - Most applications (54 out of 69) have been approved under the so-called ‘Multilateral Projects’, in the fields of support to the modernisation of Higher Education; cooperation between Higher Education Institutions and enterprises; fostering excellence and innovation in Higher Education; mobility strategies and removal of barriers to mobility in Higher Education; and social dimension of Higher Education.
  - Applications received as part of cooperation between Higher Education Institutions and enterprises have experienced strong growth: 45 applications as compared to 33 last year, which represents a year-on-year increase of 36.3 %, and a 40 % increase in terms of selected projects (14 compared to 10 the previous year). These projects mainly focused on promoting creativity, competitiveness, entrepreneurial spirit and employability; the development of innovative practices; and improving quality and increasing student and staff mobility throughout Europe.
- Eight applications have been selected from the ‘Academic Networks’ proposals, designed to promote innovation in a specific discipline, set of disciplines, or in a multidisciplinary area, and requiring the participation of Higher Education Institutions from all participating countries.
  - Finally, seven applications have been approved from the ‘Accompanying Measures’ proposals. These are innovative projects with the aim to have a clear relevance to the European Higher Education Modernisation Agenda and to raise awareness of relevant target groups or the general public on the importance of European cooperation in the field of Higher Education.
  - The United Kingdom submitted the highest number of proposals (29), followed by Finland and Belgium (21 each), Italy (18) and Spain (16). The United Kingdom was also the most successful country in terms of applications approved, with 17 accepted.

Many of the projects funded under this part of the Erasmus Programme have led to important policy developments. For example, the European Credit Transfer and Accumulation System (ECTS) was originally an Erasmus project, before becoming a major tool to foster mobility that is used throughout Europe.





### Higher Education policy priorities addressed by Erasmus University Cooperation Projects from 2007 to 2011



# Annexes

## Outbound student mobility growth rates between 2009-10 and 2010-11

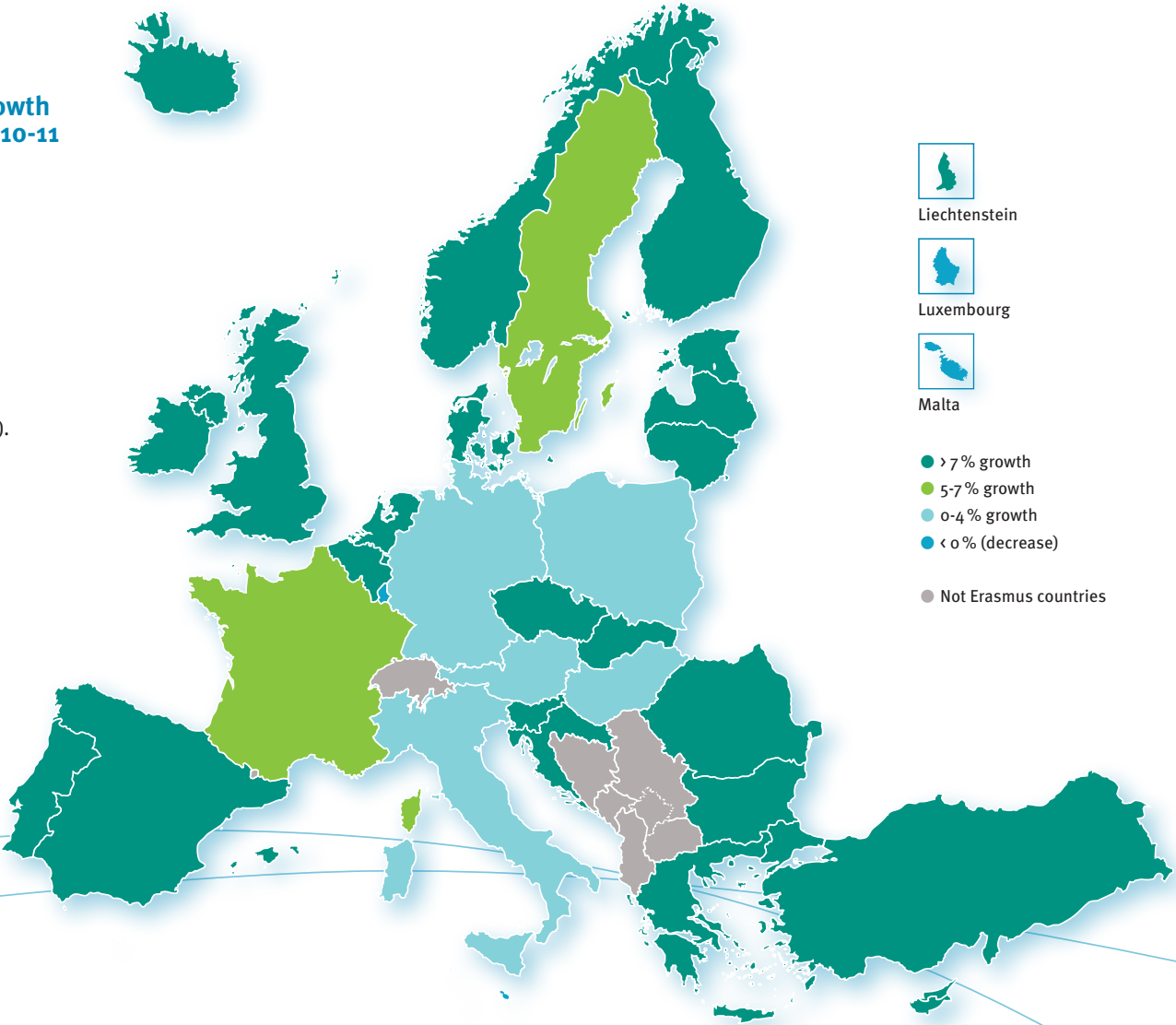
1 country experienced a decrease (LU).

3 countries experienced only small growth (AT, HU, PL).

4 countries experienced modest growth (DE, FR, IT, SE).

23 countries grew by more than 7% (BE, BG, CZ, CY, HR, DK, EE, GR, IS, IE, LT, LV, LI, NL, PT, RO, SK, SI, FI, ES, NO, TR, UK).

1 country – MT – did not send out any students under the Erasmus Programme in 2010-11.



## Outbound student mobility growth rates between 2007-08 (start of the Lifelong Learning Programme) and 2010-11

1 country experienced a decrease (LI).

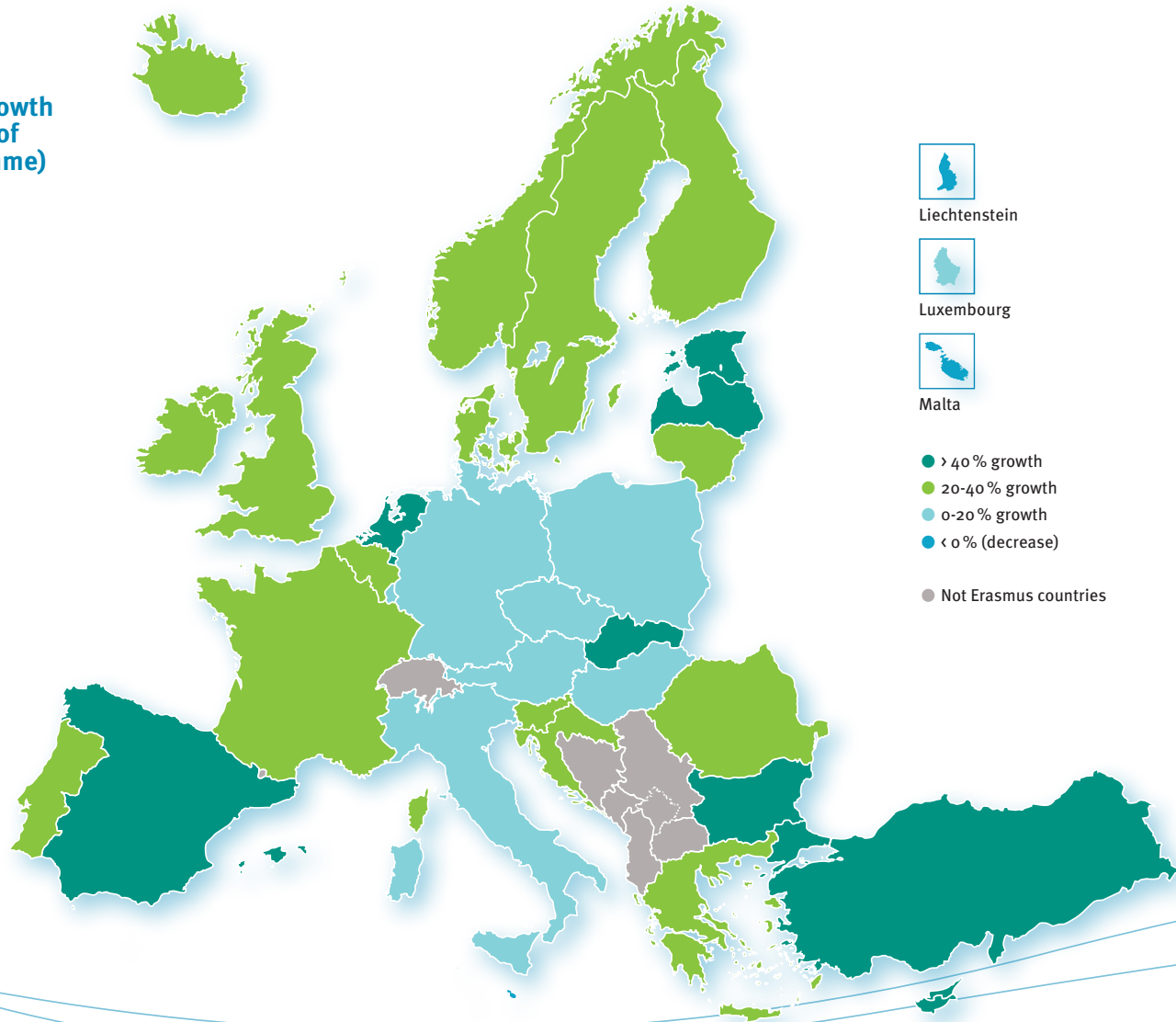
7 countries experienced growth between 0 and 20% (CZ, DE, IT, LU, HU, AT and PL).

14 countries experienced growth between 20% and 40% (BE, DK, GR, FR, IE, LT, PT, RO, SI, FI, SE, UK, IS and NO).

8 countries grew by more than 40% (BG, EE, ES, CY, LV, NL, SK and TR).

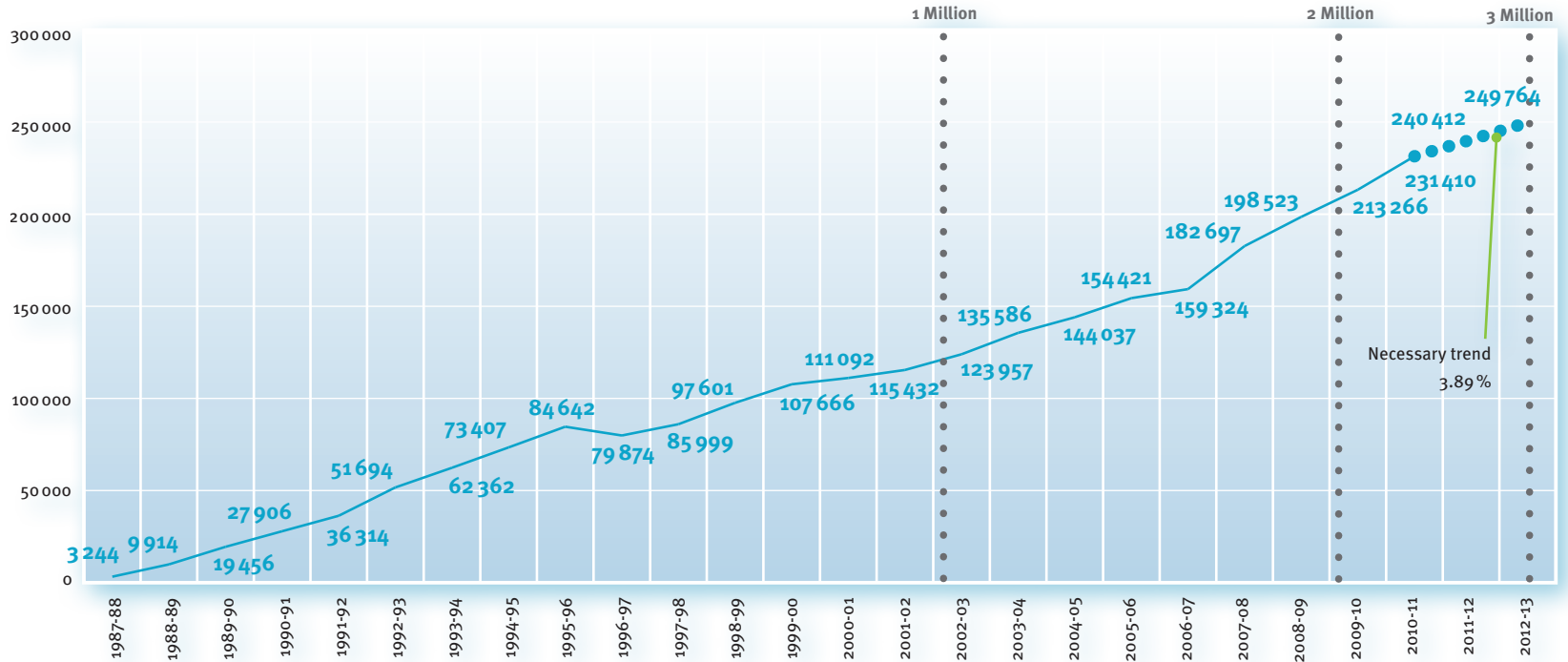
1 country (HR) has had mobility only as from 2009-10.

1 country – MT – did not send out any students under the Erasmus Programme in 2010-11.



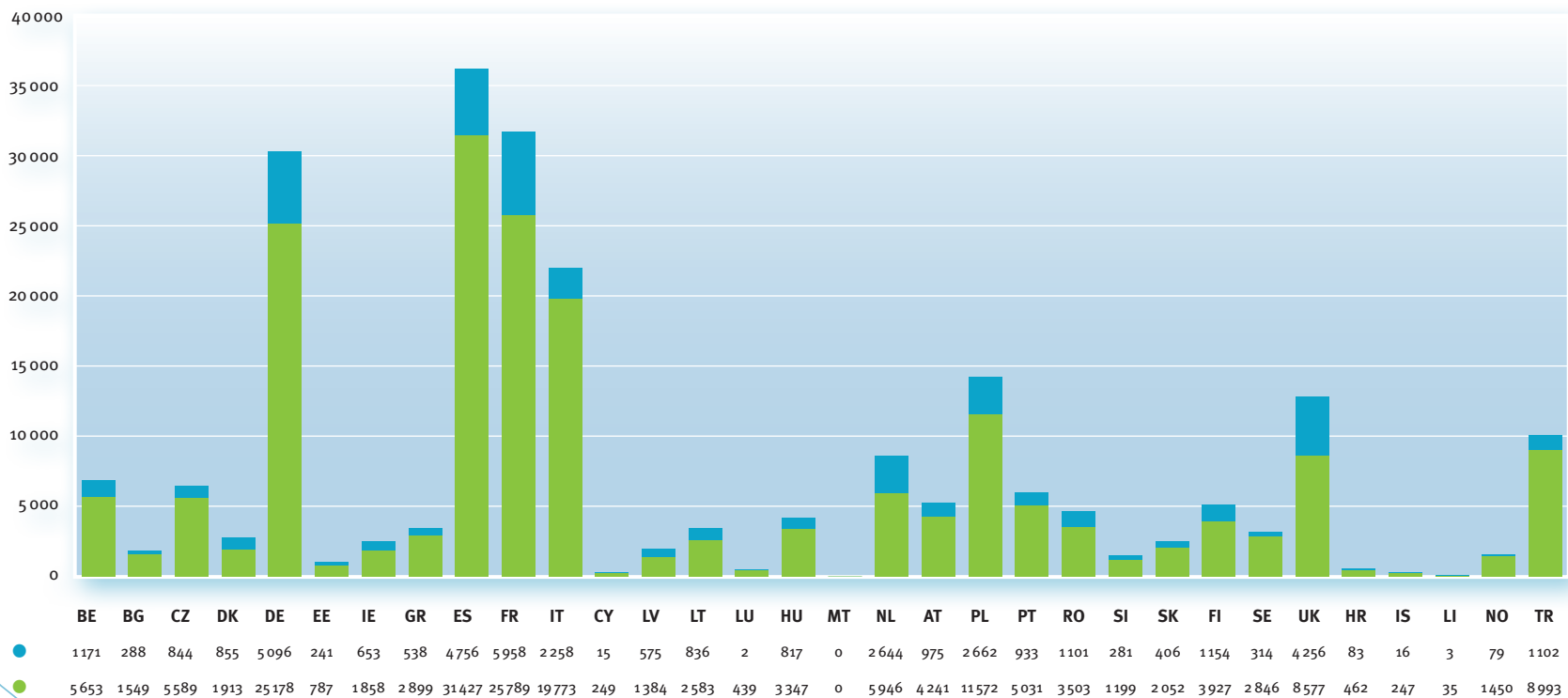


## Progress to achieving the three million student mobility target



● Reaching the three million mobility goal

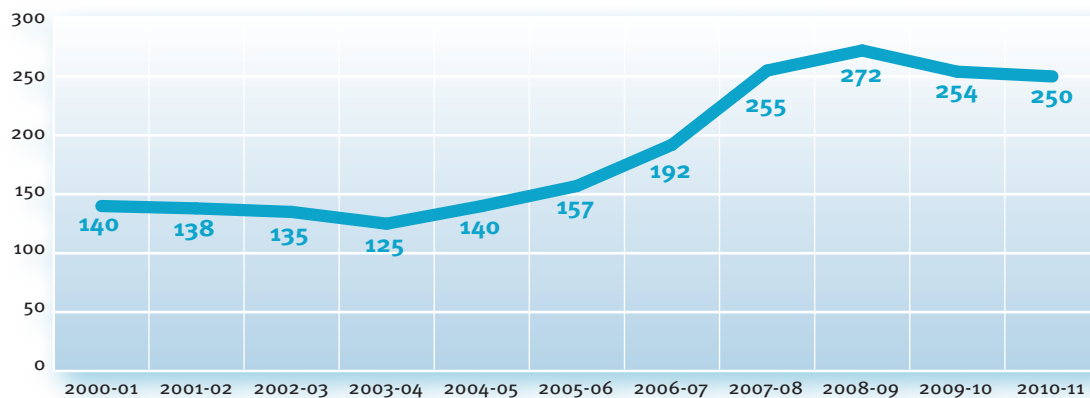
### Distribution of outgoing students studying or doing work placements abroad in 2010-11



● Mobility for placements  
● Mobility for studies

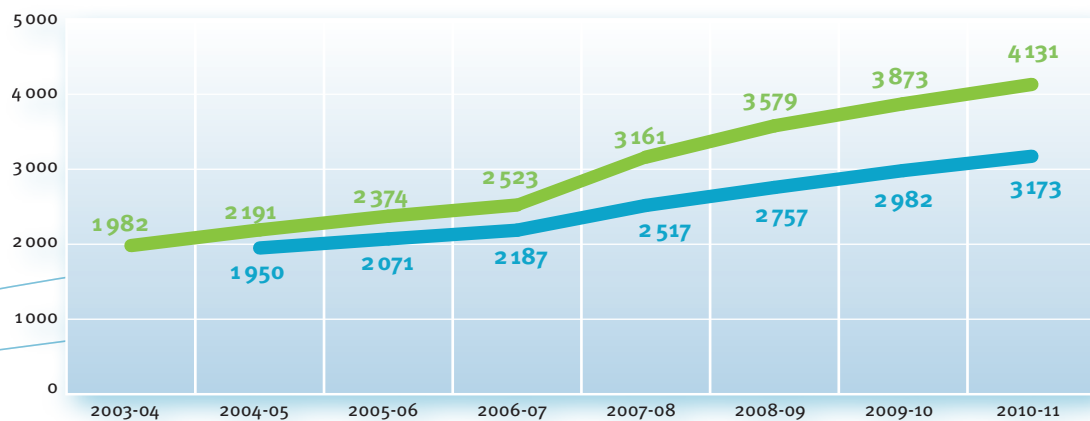


Average monthly EU grant for student mobility (in EUR) from 2000-01 to 2010-11



● Average monthly EU grant for student mobility (in EUR)

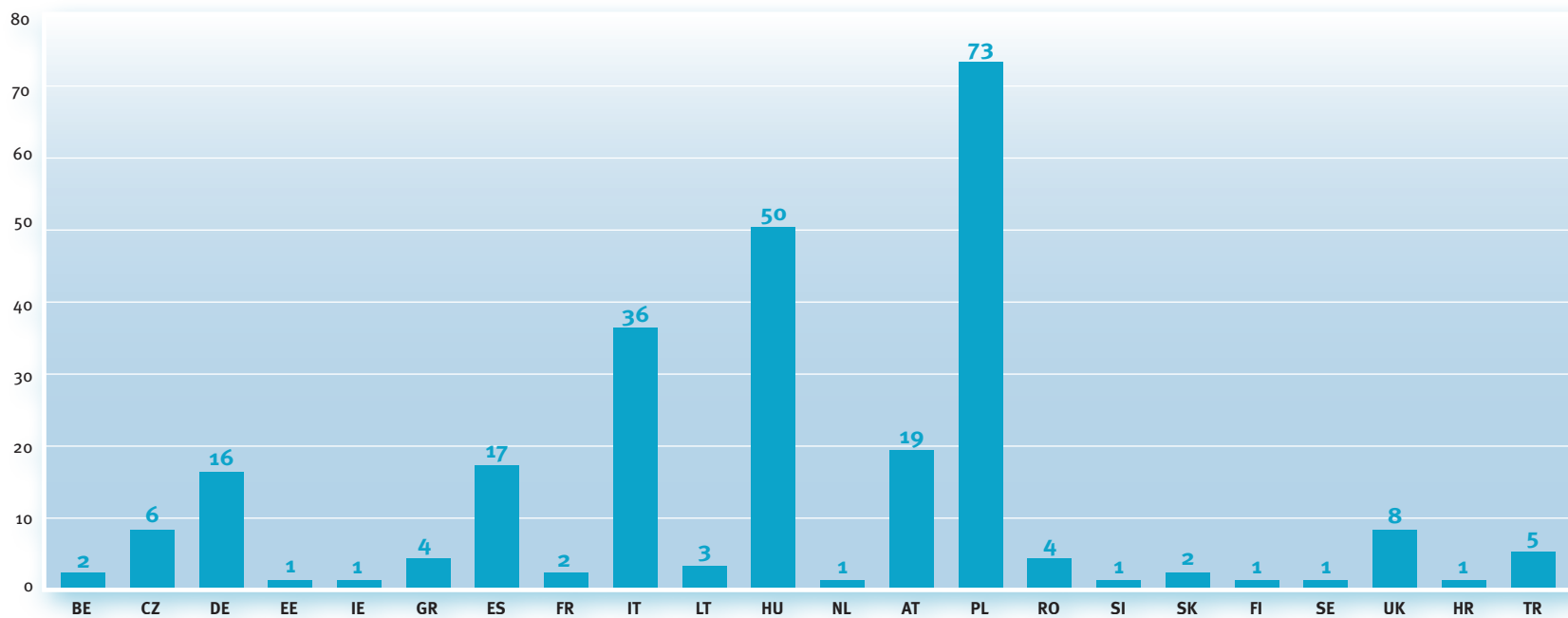
Growth of Higher Education Institutions active in Erasmus from 2003 to 2011



● Number of Erasmus University Charter (EUC) holders  
 ● Number of Higher Education Institutions sending out students and staff



## Number of students with special needs participating in student mobility in 2010-11



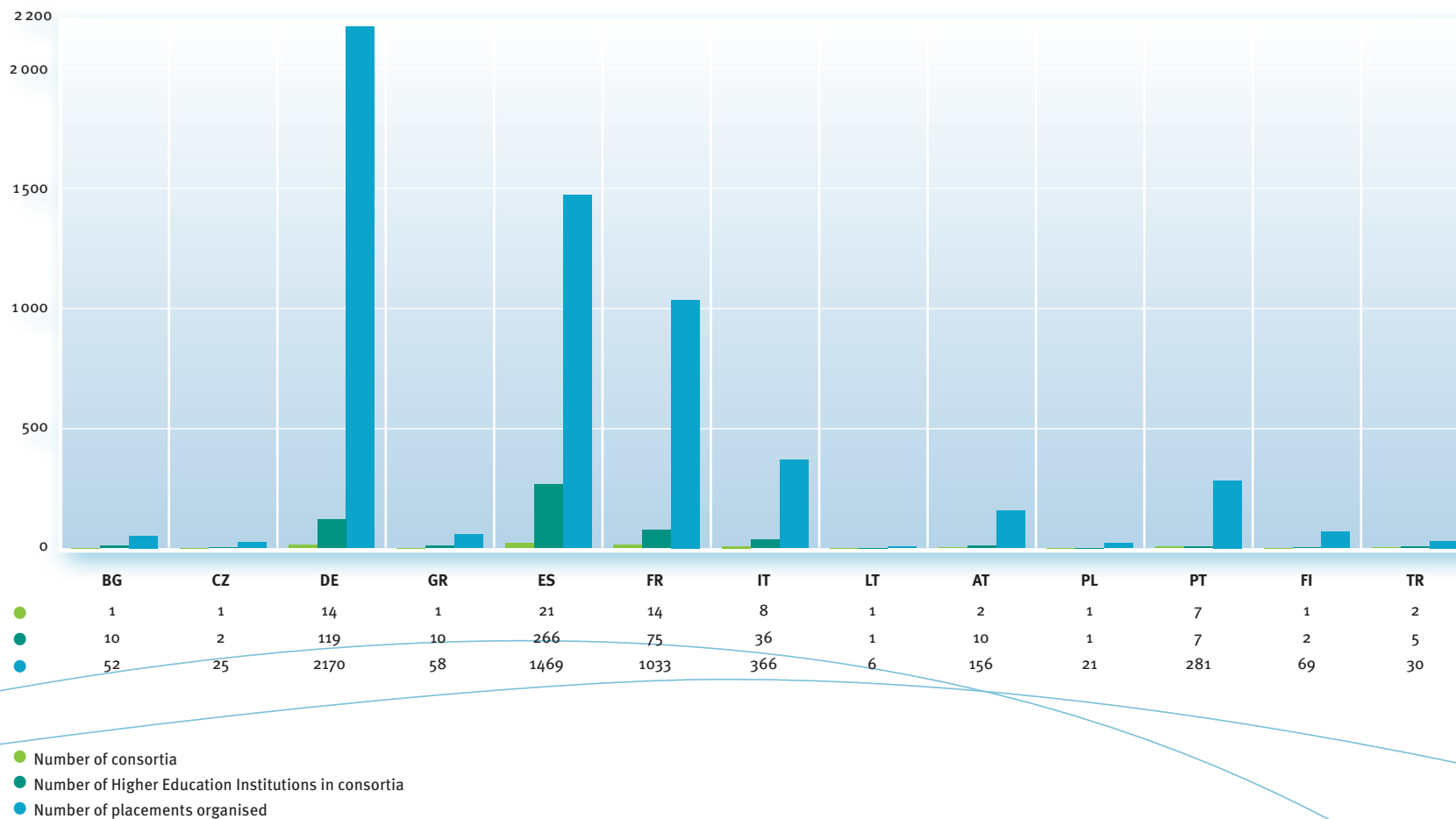
● Number of special needs students

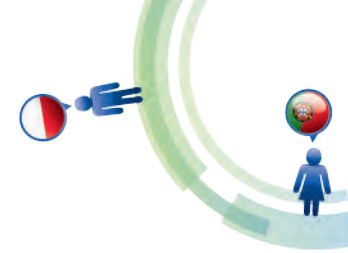
Note: only countries with at least one student with special needs are displayed in the chart.



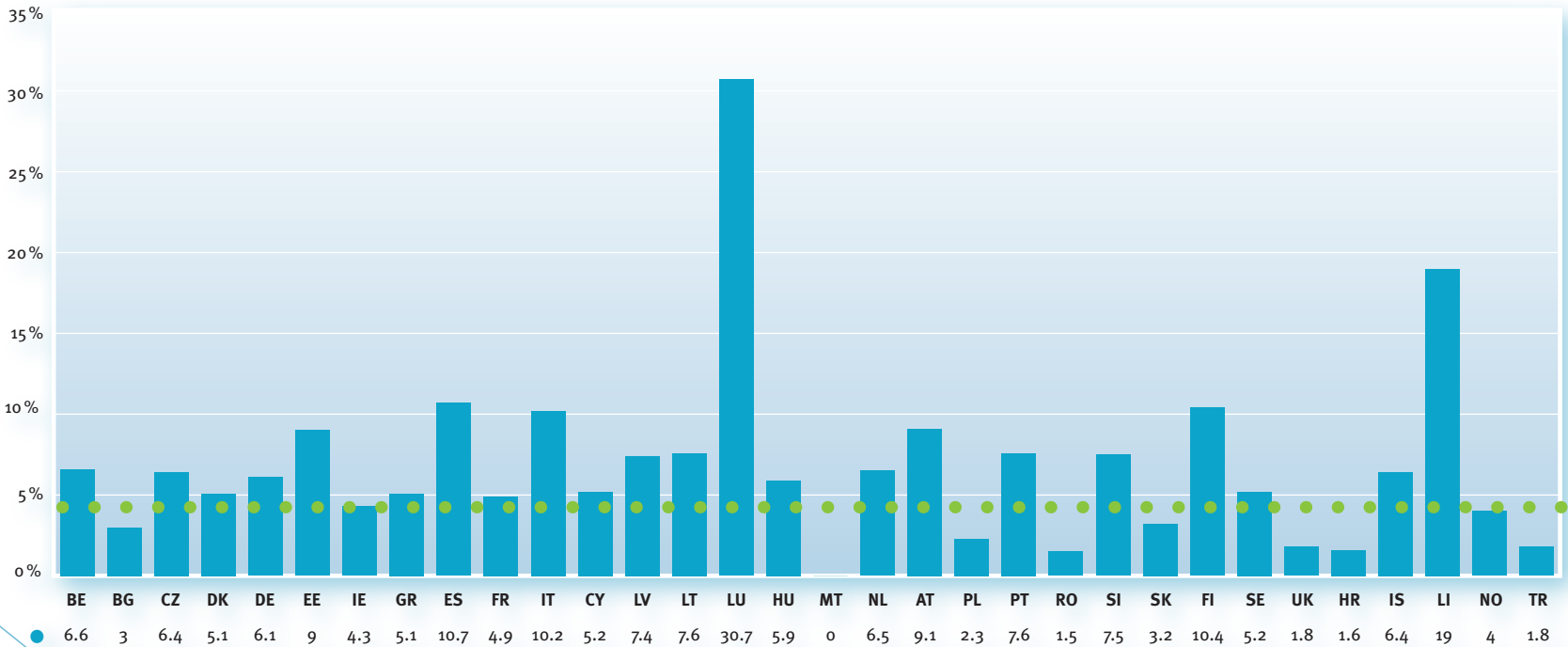


## Consortia for work placements per country in 2010-11





### Erasmus students as proportion of the graduates in 2010 (in %)



● 2010-11 (in %)  
● Average: 4,5 %

Data from Eurostat, 2010.  
For Belgium, Denmark and Greece provisional data are used.

## Outbound staff mobility growth rates between 2009-10 and 2010-11

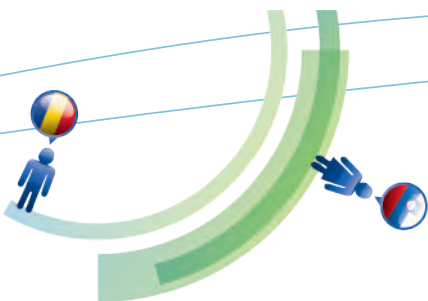
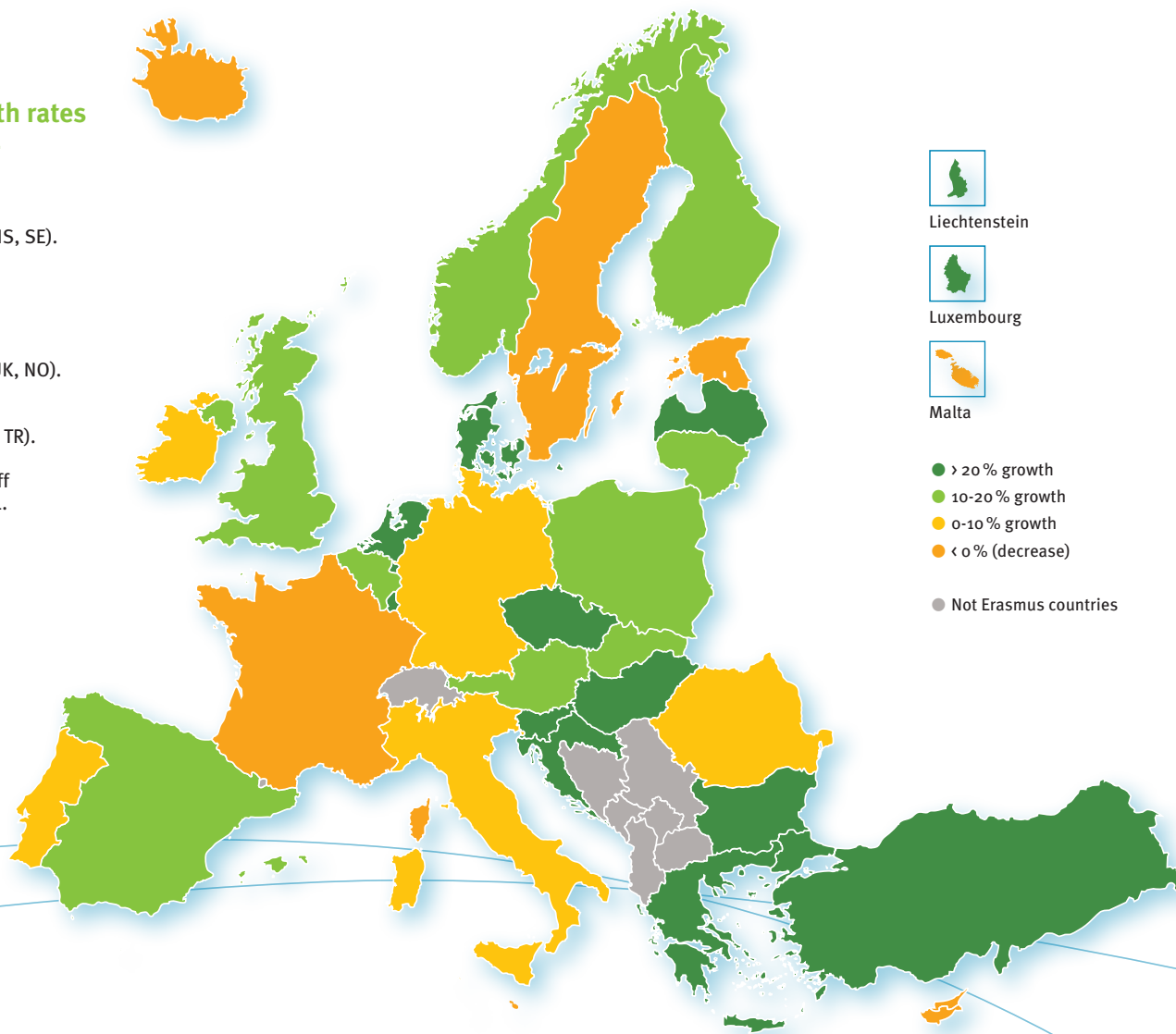
6 countries experienced a decrease (or stagnation) in mobility (CY, EE, FR, IE, IS, SE).

4 countries experienced growth between 0 and 10 % (DE, IT, PT, RO).

9 countries experienced growth between 10 % and 20 % (BE, ES, LT, AT, PL, SK, FI, UK, NO).

12 countries grew by more than 20 % (BG, CZ, DK, GR, HR, HU, LI, LU, LV, NL, SI, TR).

1 country – MT – did not send out any staff under the Erasmus Programme in 2010-11.



## Outbound staff mobility growth rates between 2007-08 (start of the Lifelong Learning Programme) and 2010-11

1 country experienced a decrease (EE).

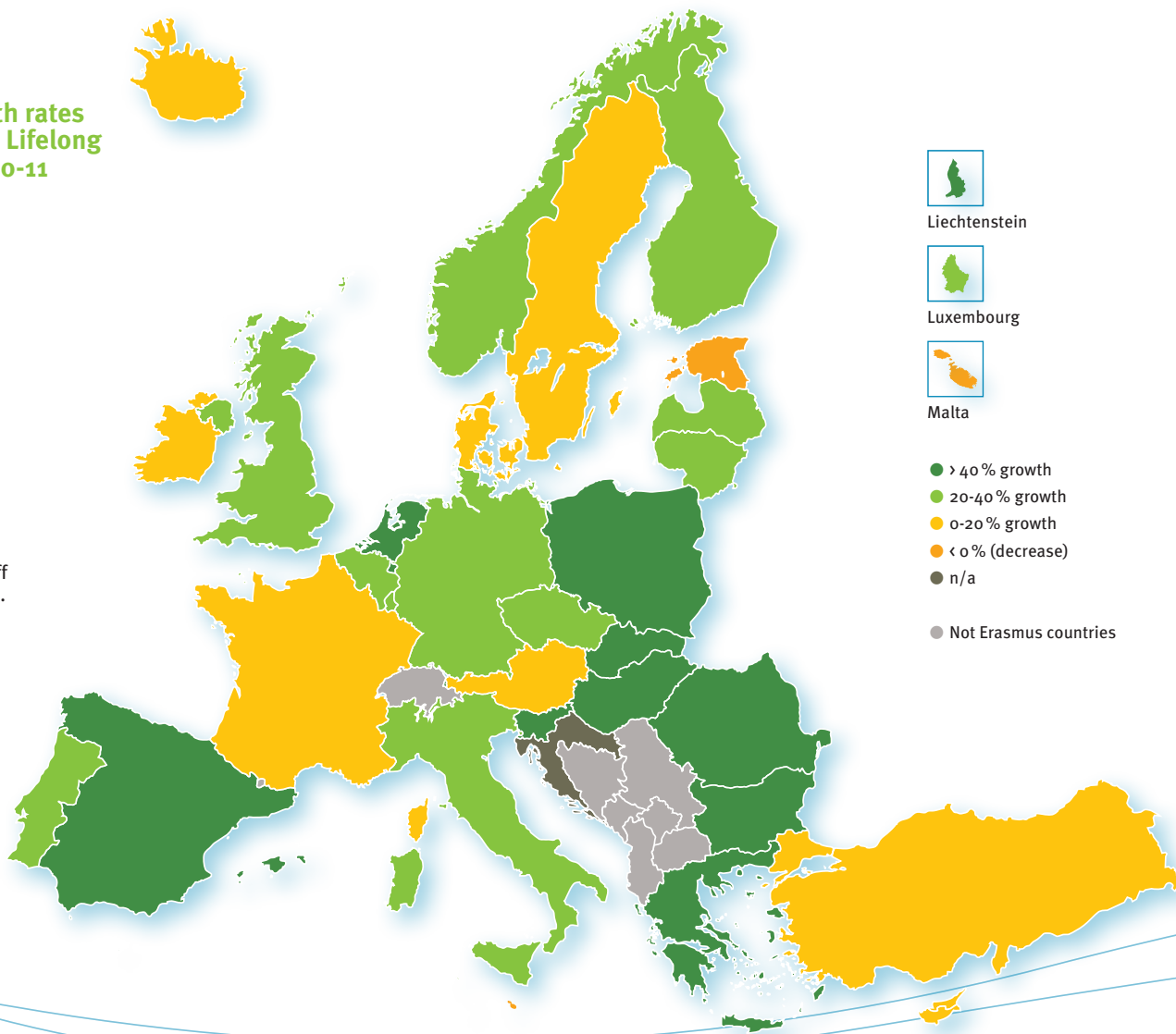
8 countries experienced growth between 0 and 20% (DK, FR, IE, CY, AT, SE, IS, TR).

11 countries experienced growth between 20% and 40% (BE, CZ, DE, IT, LV, LT, LU, PT, FI, UK, NO).

10 countries grew by more than 40% (BG, GR, ES, HU, NL, PL, RO, SI, SK, LI).

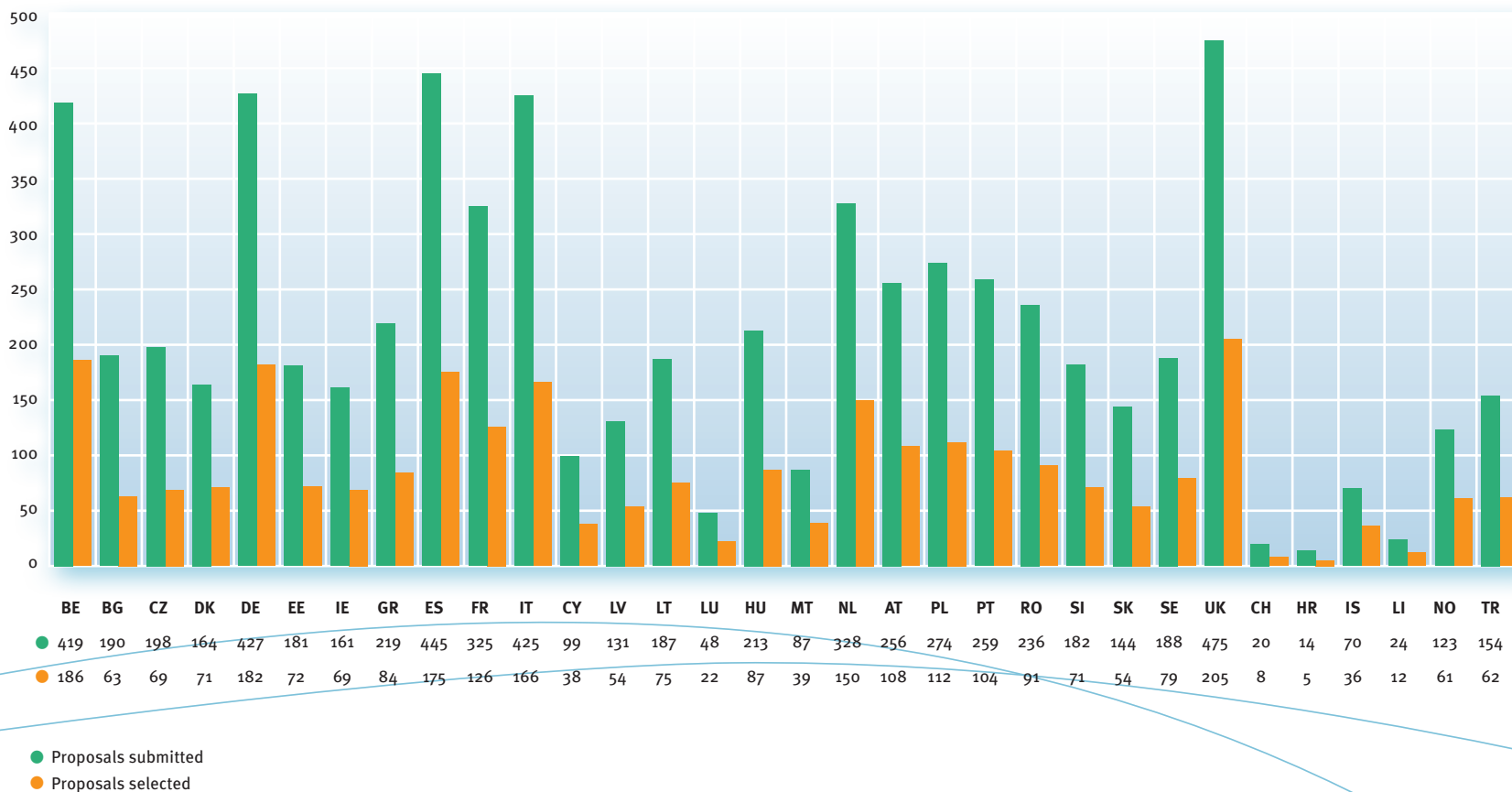
1 country (HR) has had mobility only as from 2009-10.

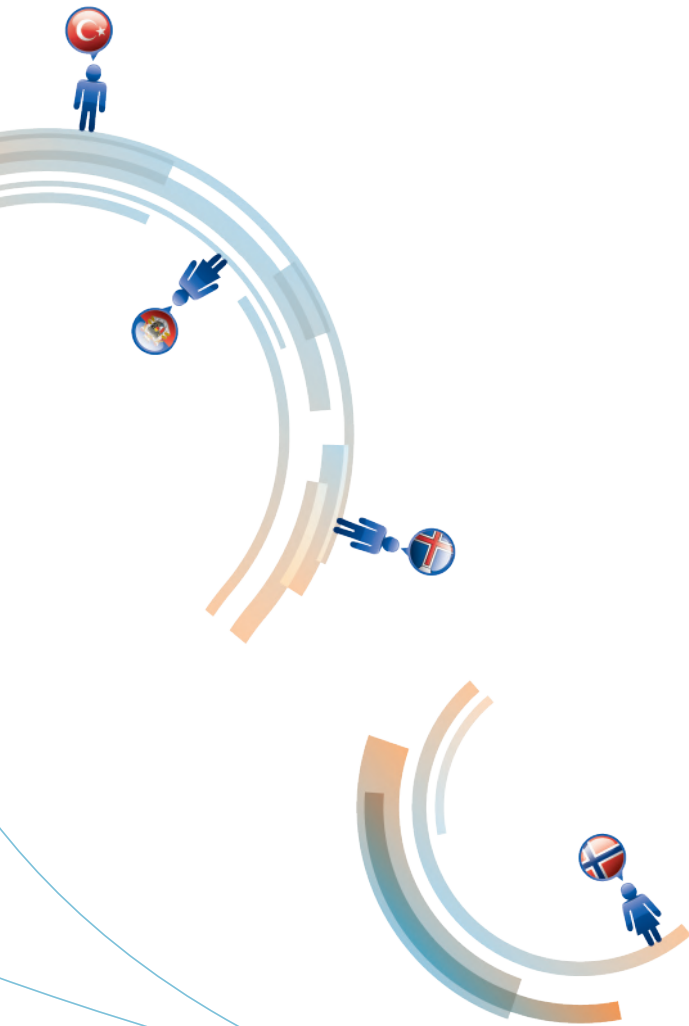
1 country – MT – did not send out any staff under the Erasmus Programme in 2010-11.





## Number of Erasmus University Cooperation project applications submitted and selected per country participation (coordinators and partners) from 2007 to 2011





### Acronyms for country names

<i>Iso Code</i>	<i>Country Name</i>		
AT	Austria	IT	Italy
BE	Belgium	LI	Liechtenstein
BG	Bulgaria	LT	Lithuania
CY	Cyprus	LU	Luxembourg
CZ	Czech Republic	LV	Latvia
DE	Germany	MT	Malta
DK	Denmark	NL	Netherlands
EE	Estonia	NO	Norway
GR	Greece	PL	Poland
ES	Spain	PT	Portugal
FI	Finland	RO	Romania
FR	France	SE	Sweden
HR	Croatia	SI	Slovenia
HU	Hungary	SK	Slovakia
IE	Ireland	UK	United Kingdom
IS	Iceland	TR	Turkey

European Commission

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Or turn to the Lifelong Learning Programme National Agency in your country:  
**[http://ec.europa.eu/education/lifelong-learning-programme/doc1208\\_en.htm](http://ec.europa.eu/education/lifelong-learning-programme/doc1208_en.htm)**



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