

International Mobility
in Education
in the Netherlands
2005

CINOP

Nuffic

European Platform for Dutch Education

Colofon

The Dutch Ministry of Education, Culture and Science commissioned this mobility monitor and it was jointly drawn up by the European Platform for Dutch Education (EP), the Centre for the Innovation of Education and Training (CINOP), and Nuffic, the Netherlands Organization for International Cooperation in Higher Education. Nuffic coordinated this 2005 edition.

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Foreword

The subject of this year's publication – the eighth in as many years – is international mobility in education in the Netherlands in 2005.

The Ministry of Education, Culture and Science commissioned this publication and it was jointly drawn up by the European Platform (for secondary education), CINOP (for vocational and adult education) and Nuffic (for higher education). The opinions presented here do not necessarily reflect those of the Ministry.

The mobility report is largely restricted to the presentation of statistics. This means that for all forms of education (with the exception of higher education) outbound mobility data for Dutch students, teachers and working youth moving abroad through mobility programmes is presented. For higher education, data has also been gathered about other types of mobility for both outbound and inbound student mobility.

For the sake of comparability, we have retained the structure and content of the previous report in so far as possible. The data used in this edition is based on the most recent figures available. These figures are not always from 2005. We have at times used older figures to illustrate trends and developments as clearly as possible.

Whereas the 2004 report showed a general rising trend, the picture for 2005 is more nuanced. To the best of our knowledge, the reasons for this within the various education sectors are incidental rather than representative of a clear trend. We believe, however, that it would be useful to conduct a deeper analysis than this report is able to provide. The organizations involved would like to repeat their call for such a further analysis to be carried out in targeted studies.

To this end, we not only need more research, but also more reliable data. Currently, not all forms of international mobility and internationalization in our country are systematically examined. This means that little is known about the inbound mobility of international students. Moreover, the scope of mobility outside the programmes in the primary, secondary and vocational and adult education sectors is unclear. The data for higher education outside the programmes is based to a large degree on the voluntary contributions of the institutions involved. Such information is often based on estimates and composite data because almost none of the institutions use the same data collection and processing methods. The compilation of a report such as this 2005 monitor would be much more simple – and would lead to a better substantive result – if more information on international mobility were collected in a more uniform way.

For additional information on the programmes referred to in this edition, please visit the websites of the organizations responsible for this publication.

The European Platform, CINOP and Nuffic would like to thank everyone who put time and effort into this report. It is our hope that the data presented here will make a meaningful contribution to the development of the internationalization policy for Dutch education.

The Hague, August 2006.

Summary and trends

Outbound mobility in national and European mobility programmes : a nuanced picture

In 2004, we could still identify a rising trend but the picture for 2005 is different. Last year, within designated programmes, 21,994 students went abroad (representing a slight fall in numbers), together with 2,589 young people from the vocational and adult education sector (representing a significant rise in numbers) and 6,650 students in the higher education sector (representing a slight fall). The number of mobile working youth fell dramatically to just 18.

The picture given by the inbound mobility figures is more nuanced than last year. For the education sectors outside higher education, we can conclude that a great deal of mobility took place within bilateral or multilateral cooperation schemes. Exchange and reciprocity programmes form the basis of this. For European inbound mobility programmes within the higher education sector, the figures are, thankfully, still rising. This does not, however, apply to Dutch programmes where the phasing-out and modification of existing programmes led to a slight fall.

Participation in international mobility programmes remains reserved for the minority

When we examine the mobility percentage against the total number of registered pupils and students, we can conclude that still only a modest minority of pupils and young people are involved in international mobility programmes. For primary and secondary education this translates into 0.86% of the total number of enrolled pupils and for the vocational and adult education sector participation in mobility programmes is even lower at

0.55%. For higher education the figure for participation in mobility programmes is 1.18%, and this is also the sector in which most mobility actually takes place outside the programmes. Data from the European Platform regarding primary and secondary education shows that schools in the Randstad conurbation are under-represented. This also has the consequence that the participation of ethnic-minority pupils in mobility programmes is lower than for other groups. In higher education, participation in international mobility in the higher professional education sector is lagging behind the research university sector (17.1% as against 31.9% respectively).

Ratio of men to women

The mobility figures for the various programmes generally clearly illustrate the participation ratio of men to women. In the higher education sector, women represent a clear majority within Erasmus. For non-language-oriented study visits in the primary and secondary education sectors, it is males who form the largest group. In general, we believe that participation in international mobility in the Netherlands shows a reasonable balance between men and women. For the education sectors in which participation is lagging behind (as noted above), it would be interesting to examine the role played by gender.

Increased participation of teachers through web-based learning

The number of mobile teachers varies greatly. In the primary and secondary education sectors a slight fall can be seen, while in the vocational and adult education

sector a significant rise was recorded. For a long space of time, teacher mobility was a tricky issue and raising the participation numbers proved a difficult process. Now we can finally see a positive development. This break with the existing trend is due in part to the introduction of different forms of international cooperation alongside mobility. This is of great importance to the further development of the internationalization of education. To an increasing degree, other forms of internationalization need to be sought whereby participants have a choice of paths to take along the road to gaining learning and work experience through mobility. The role of teachers is crucial in this regard. They are becoming more and more mobile without actually having to travel. They maintain international contacts via the internet and web-based learning. The expectation is that this type of education cooperation will develop further.

Germany the most important country for the internationalization of Dutch education

The Netherlands' neighbour Germany remains the most popular destination country for primary, secondary and vocational and adult education exchange programmes. Moreover, Germany is by far the leader for intake in higher education as well, and the numbers continue to rise. The inbound mobility of Chinese students into higher education has stabilised.

Nuanced picture of the inbound mobility in higher education for students from outside the EU

The number of study visas issued from 2003 to 2004 showed a quite significant fall in the inbound mobility

of non-EU students into higher education programmes. From 2004 to 2005 a slight rise can be seen. The picture is, however, different for each country of origin.

There was a sharp increase in the number of students from Pakistan, Nepal and Turkey. At the same time, the downward trend for China and Vietnam continued. Alongside changes in Dutch policy (for example, the impact of the NESO certificate) other factors also played a role in this trend, including the increase in the capacity of higher education programmes in the countries of origin, unfavourable exchange rates and increases in tuition fees in the Netherlands.



Primary and secondary education

(source: European Platform for Dutch Education)

A great deal of short-duration mobility takes place in the primary and secondary education sectors and this report therefore focuses on this.

The European Platform administers various scholarship programmes to add impetus to the internationalization of primary and secondary education: European programmes (Comenius, Grundtvig, Arion and Central Actions), and, on the other hand, national and bilateral programmes funded by the Dutch Ministry of Education, Culture and Science (Pluvo, Plato and Buurlanden). Some of the programmes are aimed at pupils themselves while others are aimed at teachers and school administrators. Other programmes are in part focused on students following teacher-training courses and on adults and teachers in the vocational and adult education sector. Specific language-oriented programmes also exist, alongside teacher-training and innovation programmes. In 2005 several new projects were implemented¹.

In total, the European Platform was allocated funds for mobility programmes it administers amounting to about € 8,712,000. This means that the total budget has remained almost the same over the past two years but there are some fluctuations in the programmes. The European share of the total budget has fallen due to a reduction in Central Actions.

1. Dutch pupils and teachers going abroad

Proportional mobility programme participation in primary and secondary education by schools in 2004 and 2005

Year		2004	2005
Total no. of schools	pri	6,694	6,986
	sec	562	569
Schools receiving a subsidy for mobility programmes	pri	442	377
	sec	386	398
	pri	6.6%	5.4%
	pri	68.7%	69.9%

Table I-1. Source: EP

Table I-1

The degree of participation of schools in the secondary education sector rose slightly. 70% of secondary schools with a European Platform subsidy participate in internationalization activities.

For the primary education sector the participation degree is now 5.5%.

This represents a slight fall in the number of participating schools.

Number of participants in the programmes

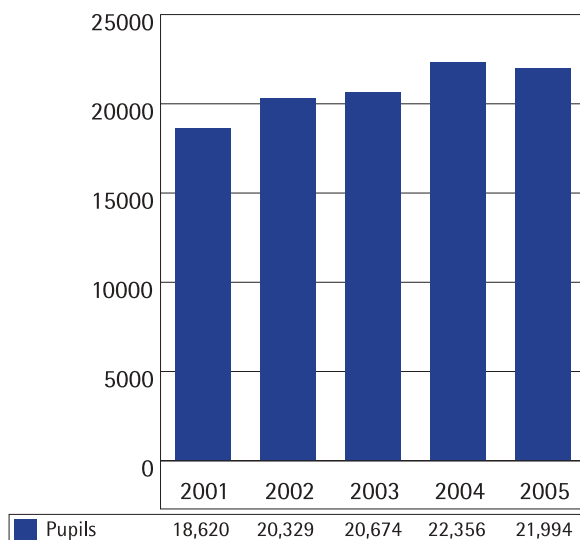
The large majority of pupil mobility takes place within the framework of the Pluvo national exchange programme (secondary education) and the Buurlanden programme (primary education). A clear decline can be seen in terms of participation, particularly in Buurlanden, where numbers fell by almost 1,000 pupils².

¹ These projects are: LinQ (strengthening the language teaching of French and German, implemented in mid-2005), Elos (Europe as a learning environment in schools, throughout 2005), eTwinning (ICT project activities, throughout 2005) and Kans (school partnerships in the Kingdom, implemented at the end of 2005).

² The new German-Dutch school partnership programme probably had an impact on the fall in numbers of the Buurlanden programme. This programme receives European Interreg funding and is generally not taken into account in statistics. In 2005, it involved the awarding of 16 grants for projects that in principle had previously been part of either Buurlanden or Pluvo. In addition, the required attention to ICT within Buurlanden was not properly in line with the practice at schools and consequently fewer primary schools displayed interest than in the past.

Graph I-2 Mobility of Dutch pupils going abroad

Source: EP



Graph I-2

The mobility of Dutch pupils fell by about 400. In total there were almost 22,000 participants. In spite of this drop, the number of mobile pupils is still higher than from 2001 to 2003.

The numbers for the other programmes (Comenius 1, Grundtvig 2 and bilateral programmes) however, showed clear increases. In this way the total number of mobile pupils remained relatively stable. In 2005, almost 20,000 Dutch pupils travelled across the border within the framework of national or bilateral mobility programmes, as well as over 2,000 pupils participating in European programmes.

A number of programmes are specifically aimed at encouraging the mobility of teachers. Teachers also act as supervisors in the programmes aimed at pupils.

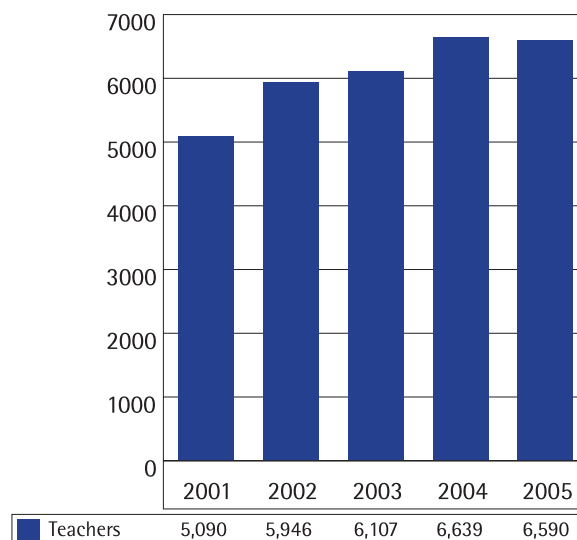
There are fluctuations in the teacher mobility programmes: the number of trainee teachers participating in Plato internships fell, as did the number of supervisor teachers in the Buurlanden, bilateral and Grundtvig 2 programmes. On the other hand, more teachers participated in Comenius and Pluvo programmes than previously.

Pupil destination countries

All Member States of the European Union can participate in the European programmes as can Bulgaria, Iceland, Lichtenstein, Norway, Romania and Turkey. Of the European programmes, only the Comenius 1 Language Projects are suited to being split between countries because the projects concerned are between schools in two countries. All the other programmes are multilateral.

Graph I-3 Mobility of Dutch teachers going abroad

Source: EP



Graph I-3

Teacher mobility remained at the same almost the same level.

In 2005, the most popular destination country within the Comenius 1 Language Projects was still Spain with 245 participants. This figure is, however, lower than in 2004. Italy with 237 participants received almost as many Dutch pupils. Germany is quite a distance further back in third place with 66 participants. In 2005 changes to the list of countries were again often due to the rejection of foreign partner schools by the National Agency and therefore do not necessarily reflect a change in interest on the part Dutch schools.

The choice of country for Dutch pupils in national programmes is the same as in the European programmes. However, in a programme like Buurlanden the choice of destination country is more limited.

The earlier mentioned shift to unregistered programmes (see footnote 2) explains in part the reduction in the numbers of pupils going to Germany. In addition, however, a move to other destination countries also seems to have taken place. The order of the countries according to numbers per country have clearly changed for the first time in many years. Against all expectations, however, Eastern European countries are no more strongly represented than last year.

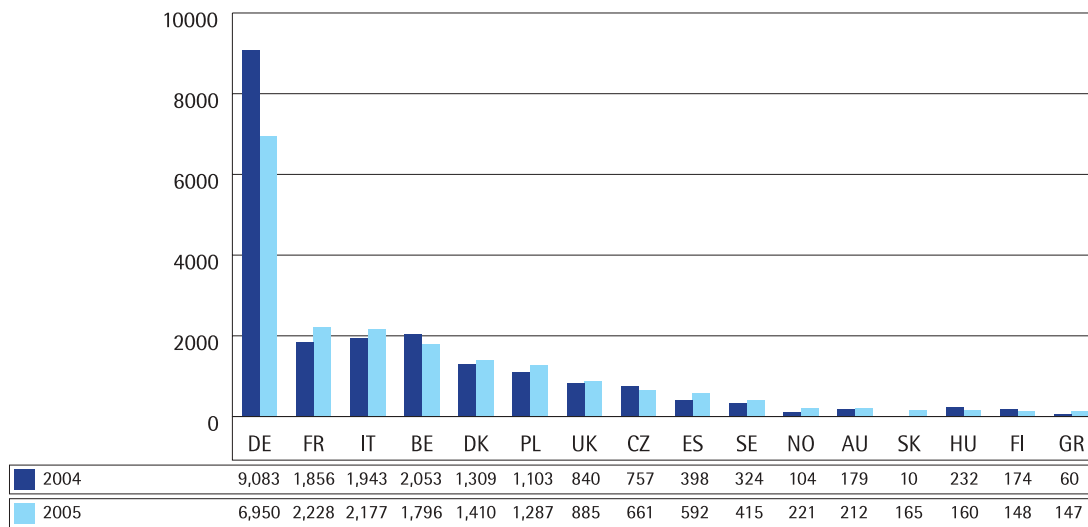
Teacher destination countries

Outgoing teachers within the framework of European programmes, are distributed across 28 destination countries. In this regard, it also applies that only a small proportion of the data can be divided. From the information available, it

Graph I-4

**Pupil destination countries
2005 National / bilateral programmes**
only countries with over 100 participants are shown

Source: EP



Graph I-4

Germany was again the most popular destination country for national and bilateral programmes, but the number of pupils fell by about 2000 compared to 2004. France occupies a new position as no. 2 with an increase of about 400 pupils and Italy is close behind.

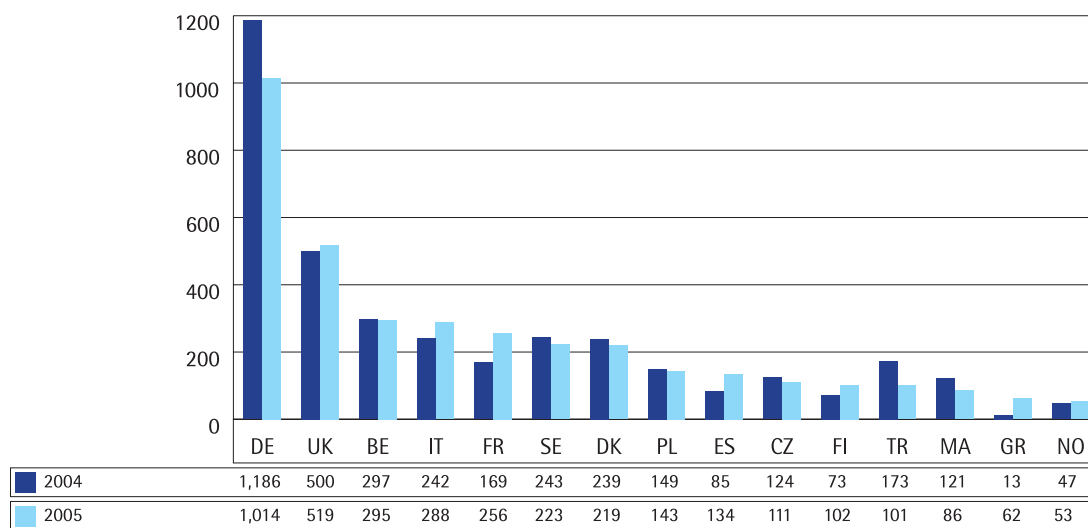
appears that the UK, just as in the past, scores the highest with 197 participants. Italy is much further back with 88 and then Spain with 79 participants. With 75 participants, France also rose in the statistics and it is now a more popu-

lar destination country than Germany with 54 participants. An overview of the destination countries of teachers in national and bilateral programmes is given below. (The choice of destination country was wider than listed).

Graph I-5

**Teacher destination countries
2005 National / bilateral programmes**
only countries with over 50 participants are shown

Source: EP



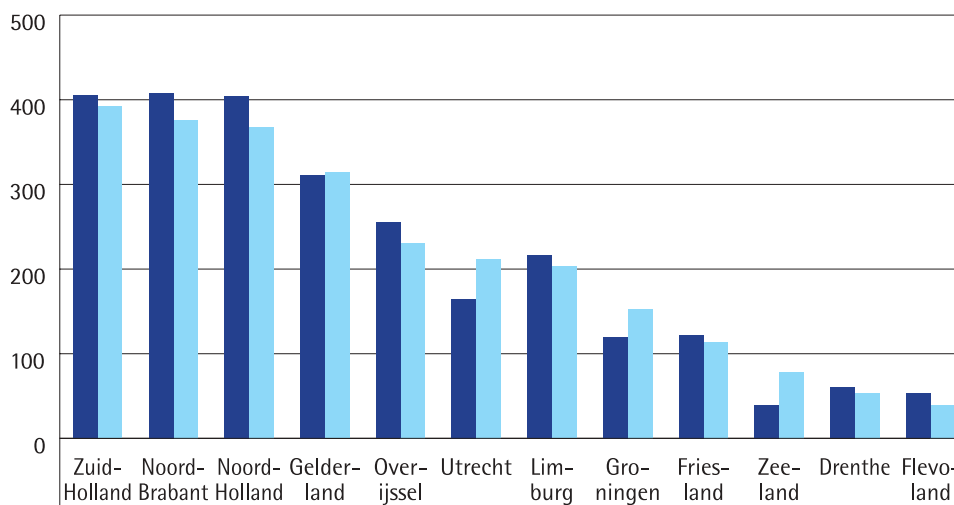
Graph I-5

For teachers too, Germany remains the most popular country for national programmes, but a clear fall in numbers can be seen. This development is an extension of the pupil exchange programmes. France rose in popularity with teachers too, climbing from ninth to fifth place.

Graph I-6

Participation in mobility programmes (primary and secondary school) according to province

Source: EP



2004	405	408	404	311	255	165	216	120	122	39	60	53
2005	392	376	368	314	231	212	203	153	114	78	54	39

Graph I-6

South Holland and North Brabant again switched places at the top. A noteworthy rise can be seen for Utrecht, Groningen and Zeeland.

In 2005, the UK and Sweden remained the most popular countries for study visits within Plato (the largest programme) followed by Germany and Turkey. An interesting point to note for the first countries is the attraction for students of ongoing innovation in education while for Turkey the focus is on intercultural education. For both Germany and Belgium the focus is on individual participation in conferences on specific fields of study. Germany scores highly due to the preparatory visits necessary in connection with the school partnerships.

For Students following teacher training courses within Plato, other destination countries are important for internships. The language of instruction is of great importance for the success of a primary or secondary school internship abroad. In 2005, Germany, Suriname, Morocco and South Africa headed the list.

Ratio of male to female participants

As far as the gender of programme participants is concerned, the figures vary according to the nature of the programme:

- there was an over-representation of men in non-language study visits in 2005;
- moreover, 70% of the preparatory visits for the 'Central Actions' of the Socrates programme were made by men;
- in the often language-oriented Comenius 2.2 Refresher Courses, on the other hand, 60% of the participants were female and in Language Assistants, almost 90%.

Needless to say, the figures not only reflect career patterns in education but also the general composition of the population. In any case, the differences do not appear to have been caused by the programme criteria. This means that the subsidy provider has no influence on the differences either.

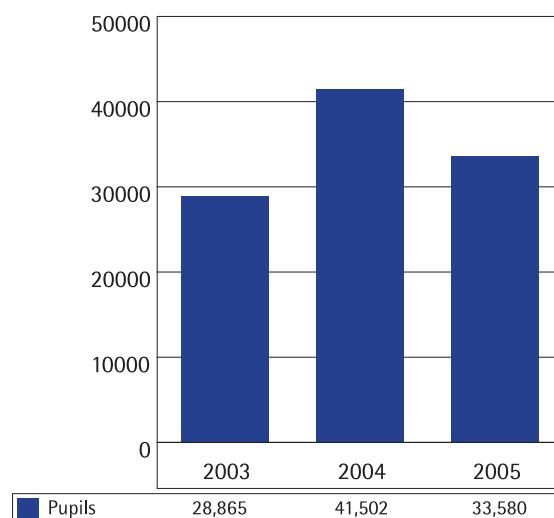
Distribution according to province

The largest numbers of schools are located in the provinces of South Holland, North Holland, North Brabant, Gelderland and Utrecht. This is somewhat – but not entirely – in line with the ranking of the provinces in terms of participation in mobility programmes.

The relative under-representation of the Randstad conurbation and the relative over-representation of the border provinces indicates that internationalization is more accessible for schools in border areas. Large urban (multicultural) schools encounter more difficulties. The number of ethnic-minority pupils (girls in particular) still lags behind. The European Platform is still trying to involve multicultural schools (and therefore the pupils) more intensely in internationalization, but the threshold remains too high.

Graph I-7 Dutch pupils in international cooperation programmes 2005

Source: EP



Graph I-7

The number of pupils participating in cooperation projects without physical mobility is quite flexible. After an enormous rise in 2003 and 2004, participation has now fallen considerably. This runs parallel to the lower number of Comenius 1 School Projects in 2005.

2. International pupils and teachers coming to the Netherlands

Exchange programmes

Pupil exchanges within the framework of national, bilateral and in part, European programmes, are reciprocal. This means that in principle an equal number of pupils and supervising teachers from abroad visit the Netherlands as vice versa. This is undoubtedly the largest incoming group, with a volume estimated at over 22,000 people. However, this data is not systematically recorded.

In light of reciprocity, the ranking of the countries should, in principle, be analogue to that of outgoing mobility: for national and bilateral programmes, Germany leads followed by France, Italy, Belgium, Denmark, Poland and the UK. For European programmes, Italy and Spain enjoy the most exchanges.

Visitors

A limited number of programmes directly facilitate the reception of incoming visitors. These programmes are: Incoming Study Visits (reception of foreign delegations in cooperation with the Ministry of Education, Culture and Science), Arion, Bilateral Programmes (the Sailing Trip – de Zeiltocht), From Assistant to French or German Teacher (*Van Assistent tot Docent Duits en Frans*) Language Assistants (nationally) and Comenius at the European level.

In 2005, 19 foreign delegations were received within the framework of incoming study visits. The groups were noticeably larger than previously. Participants mainly

desired to learn about the innovative aspects of Dutch education. In 2005, the most visitors came from the UK followed by Belgium, Germany and Norway. The total number of visitors amounted to about 600 persons. This figure represents a considerable increase compared to the 350 visitors received the year before. The increased interest from Norway was probably due to an earlier successful visit of local government representatives. Since 2004 there has been structural cooperation in place with the UK.

International cooperation projects

In addition to physical mobility, there are European programmes that are conducted at a distance. In these programmes pupils from several countries are brought into contact with one another without physically crossing any borders. For example, within the framework of the Comenius 1 School Projects, only 4% of the pupils involved actually travelled. The rest of the programme is made up of remote partnerships.



Section II Vocational and adult education

(source: CINOP)

The vocational and adult education sector (Bve) comprises all educational institutions for vocational and adult education. For this sector too, it applies that mobility outside the programmes is rare.

The greatest mobility is thought to take place through the Leonardo da Vinci programme (LdV) and the Bilateral Dutch-German Exchange Programme (BAND) programme. This report therefore focuses on these programmes.

The Leonardo da Vinci programme was established by the European Commission and is aimed at promoting innovation in vocational education. Over € 1,600,000 was made available for pupils in this programme in 2005, € 550,000 for teachers and over € 156,000 for working youth. Compared to 2004 the budget was increased by almost € 300,000.

The Bilateral Dutch-German Exchange Programme (BAND) was established by the Ministry of Education, Culture and Science in collaboration with its German sister ministry. The programme encourages partnerships between Dutch and German vocational education institutions. In 2005, the Ministry of Education, Culture and Science allocated a budget of € 150,000 to this programme and the Ministry of Agriculture, Nature and Food Quality (LNV) supplemented this with an amount of € 39,750.

Until its closure in 2002, the national 'Talent without Borders' programme was in place, aimed at promoting European and global citizenship. No replacement programme has been put in place.

In 2005, CINOP allocated a total of some € 2,500,000 in resources to participants in mobility programmes that it administered.

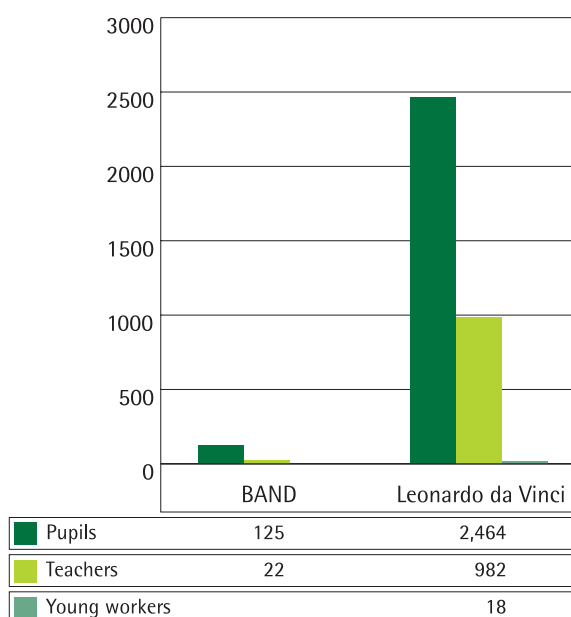
1. Dutch young people and teachers going abroad

Mobility programmes

The two mobility programmes for this education sector are Leonardo da Vinci en BAND.

Graph II-1 Number of participants in 2005 BAND and Leonardo da Vinci

Source: CINOP



Graph II-1

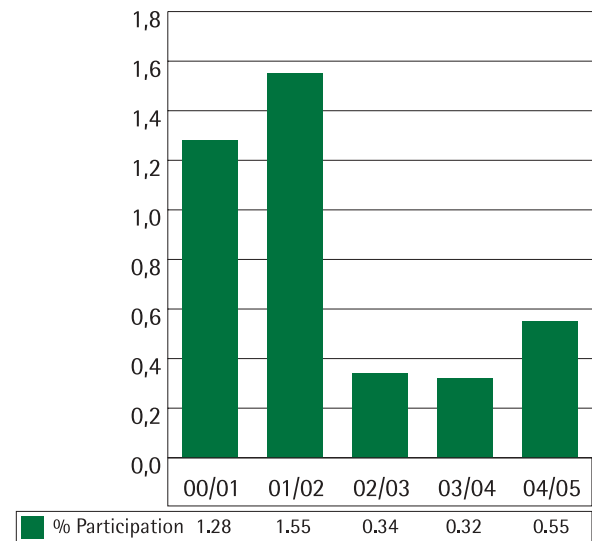
The Leonardo da Vinci programme is far greater in scope than BAND.

Proportional participation in vocational and adult education mobility programmes in 2001–2005

Year	00/01	01/02	02/03	03/04	04/05
Total number of pupils	423,000	440,700	435,000	479,000	474,000
Pupil participation in programmes	5,416	6,841	1,482	1,579	2,589
Participation %	1.28	1.55	0.34	0.32	0.55

Table II-2. Source: CINOP

Graph II-3 **Proportional participation in vocational and adult education mobility programmes 2001–2005**
Source: CINOP



Compared to last year, the percentage of pupils participating in international mobility in 2005 rose significantly from 0.32 to 0.55 percent. This remains, however, a small percentage of the total.

In 2003, the 'Talent without Borders' programme was closed and the financial resources earmarked by schools for mobility and international activities disappeared.

Leonardo da Vinci programme

The number of pupils participating in the Leonardo da Vinci projects rose significantly in 2005 compared to 2004. The budget increase of € 212,000 for this section of the programme seems to have had maximum impact. Moreover, the programme is now consolidated: the education institutions have had successful experiences with the programme in previous years, faith in the mobility projects has grown and the institutions can submit repeat requests. In addition, there are now new, larger projects in place.

Teacher mobility also rose significantly in 2005 compared to 2004. This upward trend has been seen for a number of years. Teachers are therefore a policy priority within the Leonardo da Vinci programme. The growth can in part be explained by the increase in subsidy and the successful experiences of previous years. This builds trust and enables teacher mobility to be expanded. Since 2001, teachers have also had the possibility of going abroad for a one-week period. The previous minimum was a stay of two weeks. The problems of cancelling lessons and arranging substitutes during absences of one week are easier to tackle.

Graph II-3

In 2003 a significant fall was recorded in proportional participation in mobility programmes. Participation is now rising again particularly with greater participation in Leonardo da Vinci programmes.

In 2005 we can see a fall in the number of working youth participating in the Leonardo da Vinci programme. Apart from a brief pick-up last year, this result continues the downward trend that began in 2002. It remains structurally difficult to generate projects for long-term work-experience placements (9 weeks minimum to 52 weeks) for the target group of working youth/recent graduates and premature school leavers. One explanation is that the target group is no longer monitored by the Regional Training Centre (ROC) because the participants are no longer pupils. Furthermore, the target group is a "difficult" one that requires a great deal of support and guidance from the applicant institution. Often only one or two applications per year are received in this respect.

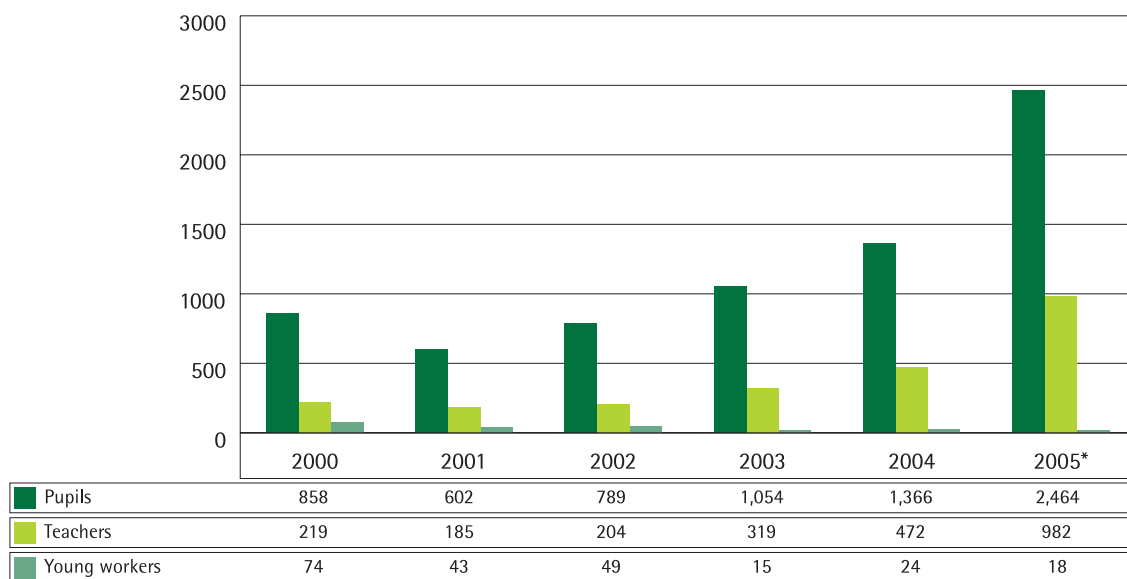
The number of pupils participating in BAND dropped dramatically. The grant criteria are stringent and fewer projects passed the selection procedure. One of the conditions is that the project requests must contain innovative developments. Purely repeat projects are excluded from financing. This criterion apparently created problems for a great many schools.

A second factor is the bilateral nature of the programme. The number of pupils from German and Dutch sides must be in balance in connection with mutual financing. Germany has a dual learning/working system that means that all pupils also work at a company. The companies, however, do not want their pupils to be absent during exchange

Graph II-4

Number of Leonardo da Vinci participants

Source: CINOP



Graph II-4

* The figures for 2005 are based on estimates.

The numbers of pupils and teachers participating in Leonardo da Vinci rose slightly. The numbers of participating working youth, on the other hand, fell.

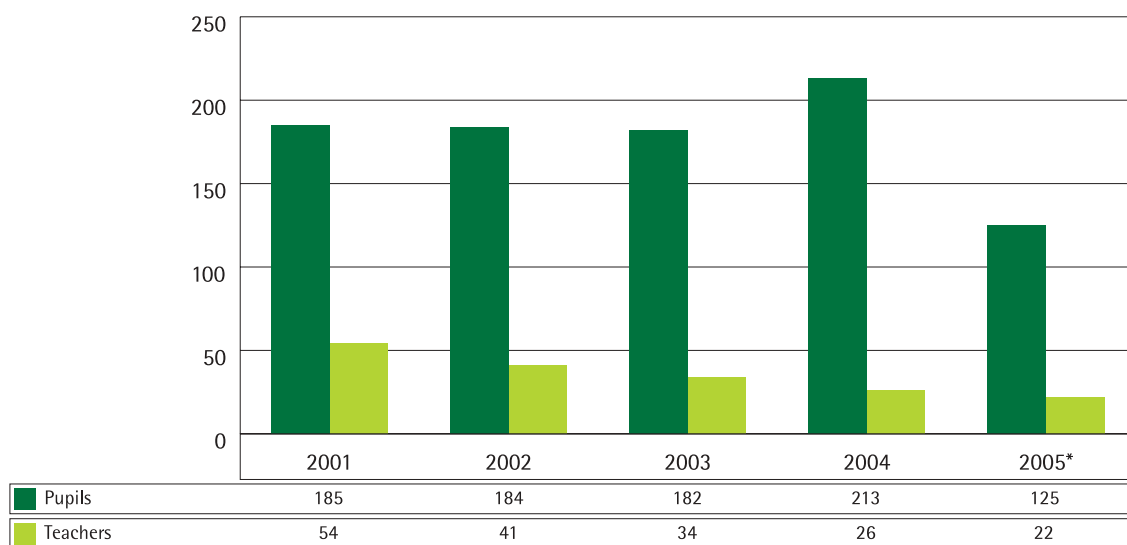
periods. Responsibility for requests in Germany lies with the companies and not with the schools. For this reason, there are not always sufficient German participants.

A drop was also recorded for teachers. The explanation could lie in the fact that fewer preparatory visits, a teacher-specific activity, were requested.

Graph II-5

Bilateral Dutch-German Exchange Programme (BAND)

Source: CINOP



Graph II-5

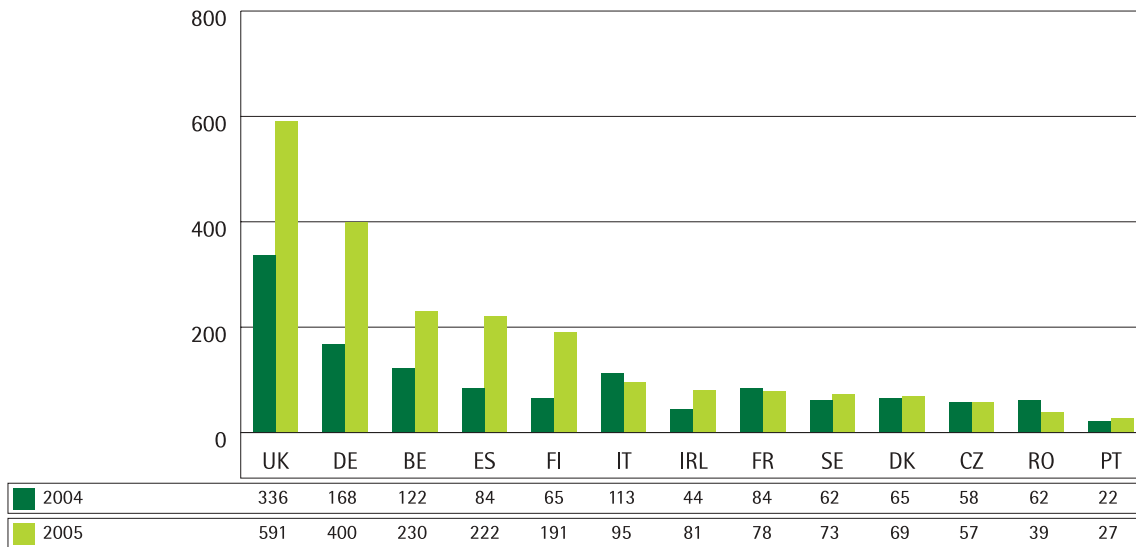
* The figures for 2005 are based on estimates.

The numbers of pupils participating in the BAND programme fell dramatically in 2005.

Graph II-6

Destination countries for Leonardo da Vinci Pupils

Source: CINOP



Graphs II-6 and II-7

(A third table concerning working youth has not been included due to the limited number of participants.)

The bordering countries of the UK, Belgium and Germany received the largest numbers of Dutch pupils in the vocational and adult education sector. These countries are still recording strong growth. In addition, the destination countries of Spain and Finland recorded noteworthy rises, probably in connection with Finland holding the EU Presidency. For the mobility of teachers within the same programme, Finland, Italy and Ireland recorded notable strong rises.

Destination countries

Almost half of the participants travel to the bordering countries of the UK, Belgium and Germany. These countries are close by, language problems are not severe and cultural differences are not too great. In addition, subsidy

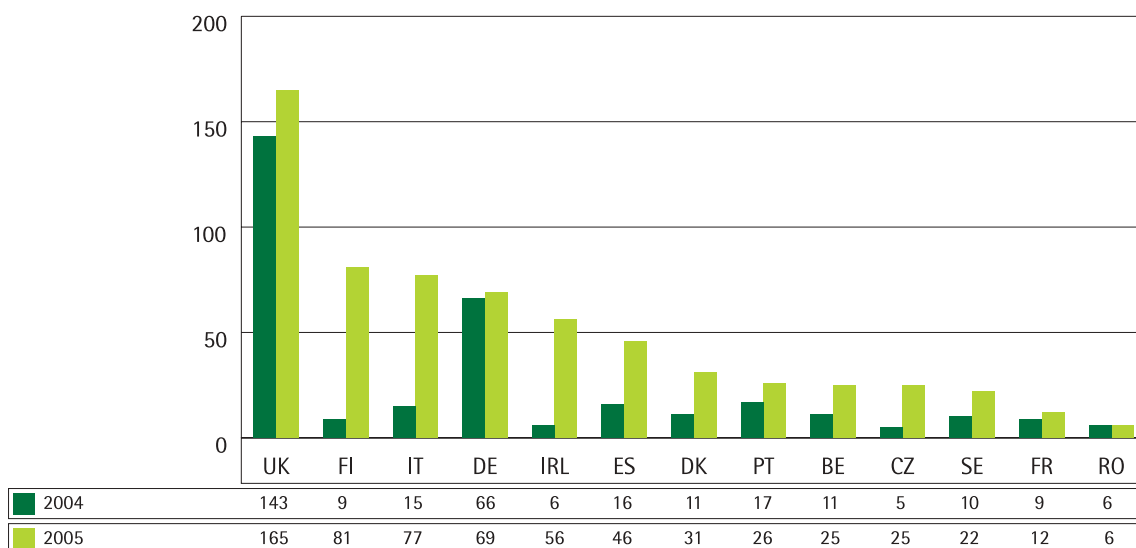
regulations play a role in the preferences of the institutions involved.

The large majority of teachers also travel to the UK but they also choose for other destination countries. The shifts in choice were significant compared to last year.

Graph II-7

Destination countries for Leonardo da Vinci Teachers

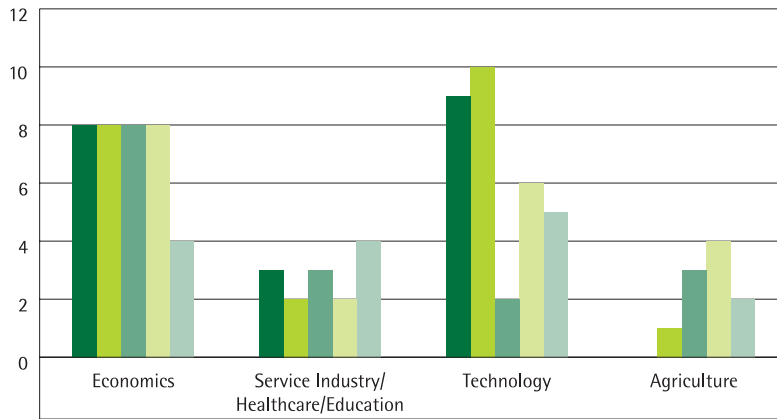
Source: CINOP



Graph II-8

BAND-programme: projects according to sector

Source: CINOP



2001	8	3	9	
2002	8	2	10	1
2003	8	3	2	3
2004	8	2	6	4
2005	4	4	5	2

Graph II-8

The fall in the number of project requests in the field of economics is worth noting.

The Leonardo da Vinci programme cannot fund activities outside Europe. Pupils who go to the US, for instance, have to find funding elsewhere.

Ratio of male to female participants

The graph below shows the ratio of men to women within Leonardo da Vinci. This data is not recorded within BAND.

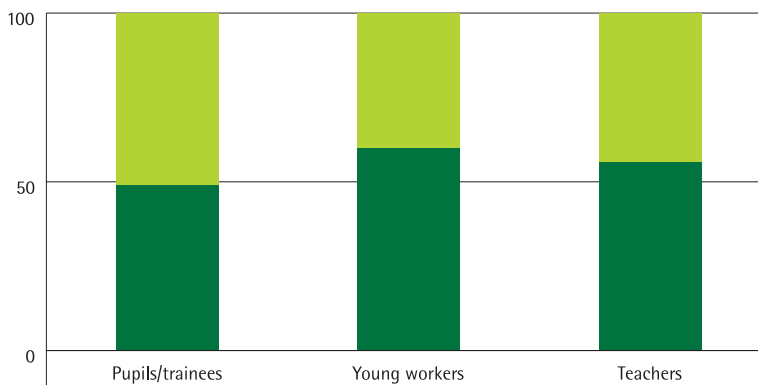
Fields of study

The distribution of projects according to fields of study is only recorded for the BAND programme.

Graph II-9

**Proportion men-women in %
Leonardo da Vinci 2003**

Source: CINOP



m	49	60	56
w	51	40	44

Graph II-9

(N.B. No more recent data was available) The over-representation of male teachers is worth noting.



Section III Higher education

(source: Nuffic)

This chapter first examines mobility financed through exchange programmes. For higher education, more data is available than for the other two sectors. All available sources have therefore been used to provide an overview of the numbers of Dutch students going abroad and vice versa.

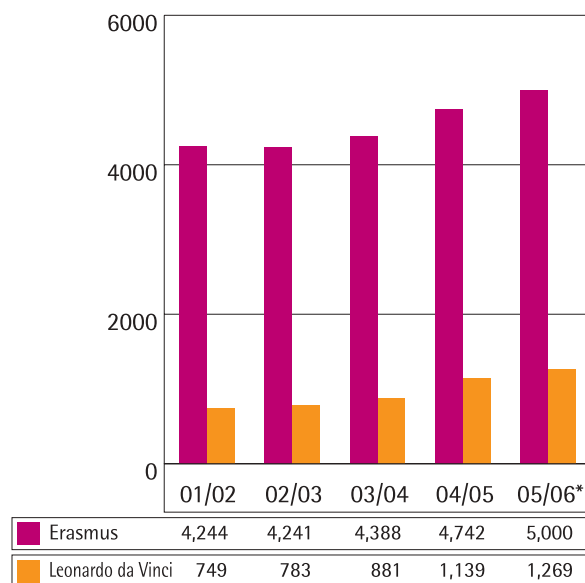
1. Mobility of Dutch and international students and instructors within the framework of the programmes

Overview of mobility programmes

Nuffic administers various mobility programmes aimed at sending Dutch students abroad or attracting international students to the Netherlands. In 2005 the total budget for mobility grants was € 40 million (excluding NPT projects).

Graph III-1 Outbound mobility through mobility programmes

Source: Nuffic



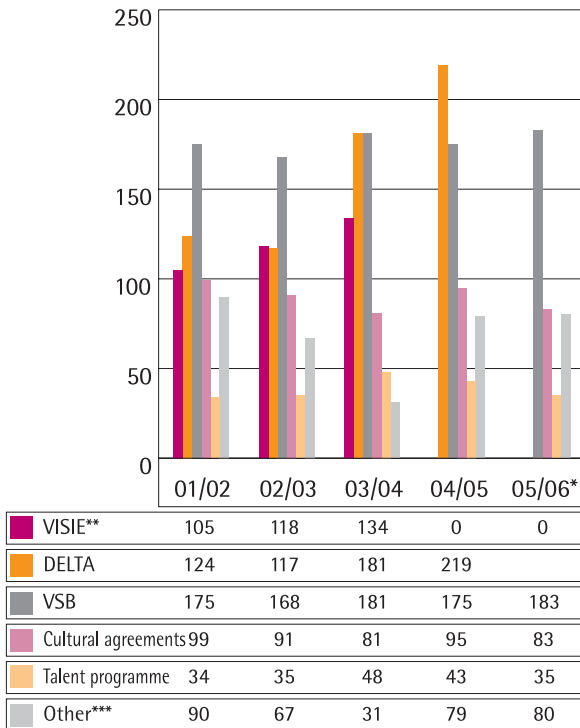
Graph III-1

* Data for the year 05/06 is based on estimates.

Dutch students going abroad with scholarships usually do so through the assistance of the two European programmes (Erasmus and Leonardo da Vinci). A slight rise in numbers can be seen.

Graph III-2 Outbound students through Dutch mobility programmes

Source: Nuffic



Graph III-2

* The data for the year 05/06 is partially based on estimates.

** VISIE grants run for more than a single academic year. In the overview above, only the awarded grants have been recorded. Any given grant is only recorded for the year in which it was awarded even if the grant runs for several more years.

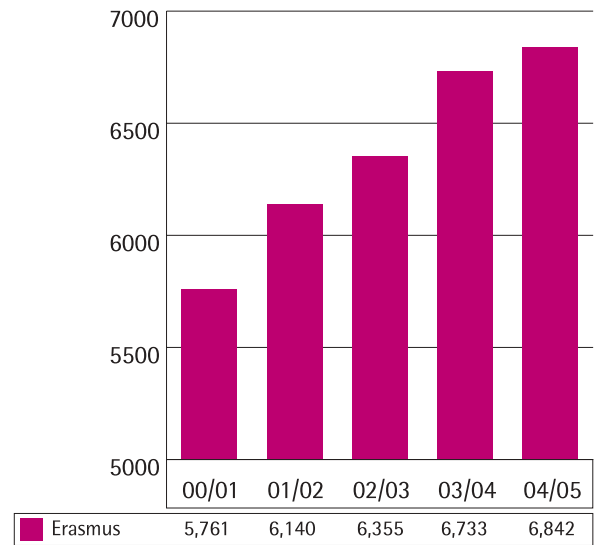
*** The 'Other' column comprises:

Cultural Treaty Institutes, The European University Institute in Florence, since 04/05 the International Association for the Exchange of Students for Technical Experience (IAESTE), Japan Prize Winners Programme and the Tinbergen Scholarship Programme (both until 02/03). The fluctuations in this column are created by the introduction and phasing-out of a number of programmes.

In addition, there are national (outbound mobility) programmes. The DELTA programme is now the largest programme in terms of scope. VISIE is currently in the process of being phased out.

Graph III-3 Inbound mobility through European mobility programmes*

Source: Nuffic



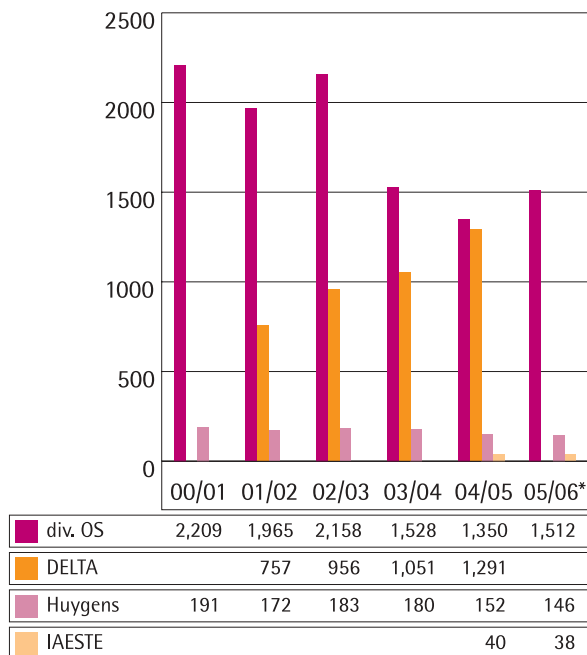
Graph III-3

* The Leonardo programme also belongs to this category but unfortunately insufficient data was available.

For inbound mobility too, the European Erasmus programme is the most important mobility programme. Participation shows a sharp upward trend.

Graph III-4 **Inbound mobility through Dutch mobility programmes**

Source: Nuffic



Graph III-4

* The data for the year 05/06 is partially based on estimates.

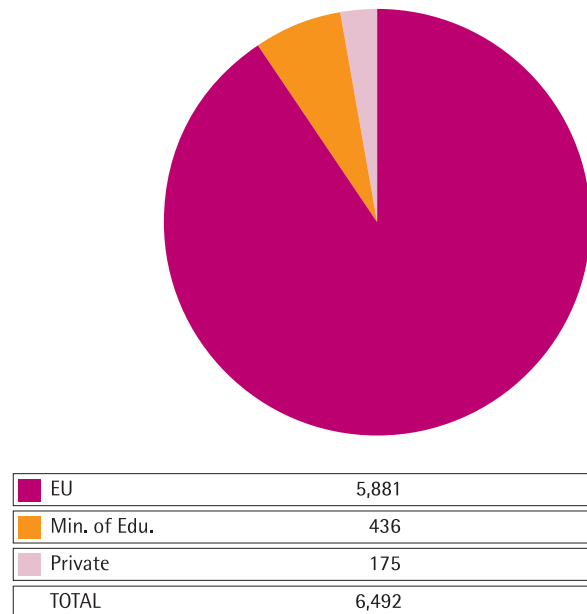
For Dutch inbound mobility programmes for Development Cooperation (OS) those sponsored by the Dutch Ministry of Foreign Affairs) are the largest in scope.

Inbound through mobility programmes

The drop in the number of development cooperation programmes is linked to a change in the NFP programmes that went into effect in 2002. Up until 2002, international education institutions administered the main part of the NFP budget. The institutions awarded many grants. As of 2003, higher professional education institutions and research universities began to participate in the NFP. Furthermore, the way in which NFP programme resources are used has changed. Currently, almost only full scholarships are awarded. In addition, the costs per scholarship have risen because tuition fees and the administrative charges for residence permits have increased, and also because of the increase in personal allowances and the effects of inflation.

Graph III-5 **Inbound mobility programmes by sector**

Source: Nuffic



Graph III-5

Over 90% of outbound mobility scholarships are awarded within the framework of European mobility programmes.

The national programmes of the Dutch Ministry of Education, Culture and Science (OCW) form the basis of almost 7% of the outbound mobility scholarships; the private sponsor VSB accounts for almost 3% of outbound mobility scholarships.

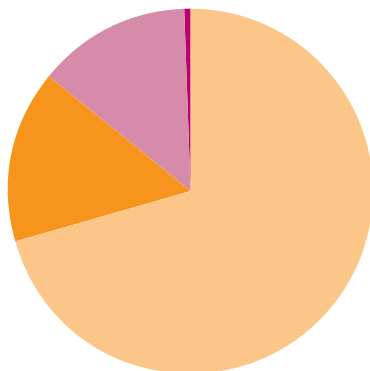
Sponsors of mobility programmes

In the graphs III-5 and III-6, a description of mobility programme sponsors is given, based on the number of students who were mobile through certain scholarships. Please note that this does not necessarily correspond with the size of budget spent on those programmes, as some scholarships may be significantly higher than others. A PhD mobility programme in development cooperation, for instance, may involve € 74,000 for a four-year scholarship, whereas as Erasmus student receives € 573 for a study period of three months.

The number of OCW-sponsored international students has risen over the past years and the number of scholarships provided by the Ministry of Foreign Affairs has fallen – at least up until the year 2004/05.

Graph III-6 **Inbound mobility programmes by sponsor**

Source: Nuffic



EU	6,842
Min. of Edu.	1,483
Min. of For. Aff.	1,297
Foreign govt.	53
TOTAL	9,793

Graph III-6

For inbound mobility too, with almost 71% of the total, European mobility programmes account for the largest share.

The Dutch government finances over 28% of the inbound mobility scholarships:

- over 15% is financed by OCW

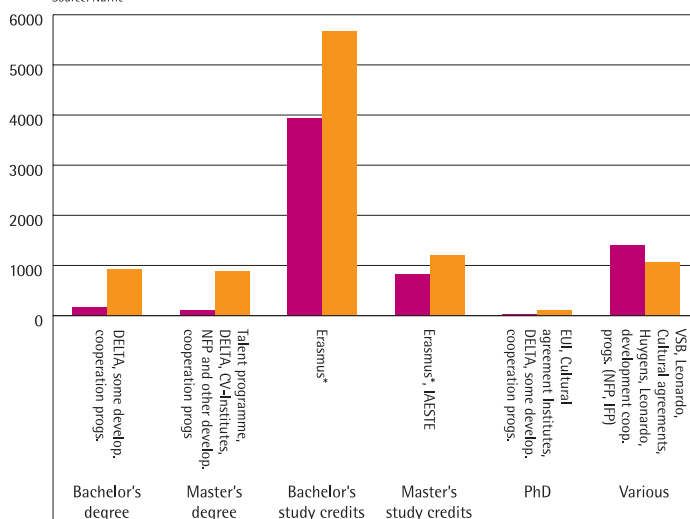
- over 13% is financed by the Dutch Ministry of Foreign Affairs (BuZa)

Mobility programmes according to type of education

A large proportion of the mobility programmes are aimed at credit-point mobility. In this way, students can earn credit points in the host country during a certain study period. A smaller number of the mobility programmes involve following a complete course of study in another country. This is known as diploma mobility. There are only a very few mobility programmes for PhD candidates.

Graph III-7 **Mobility according to type of education, 04/05**

Source: Nuffic

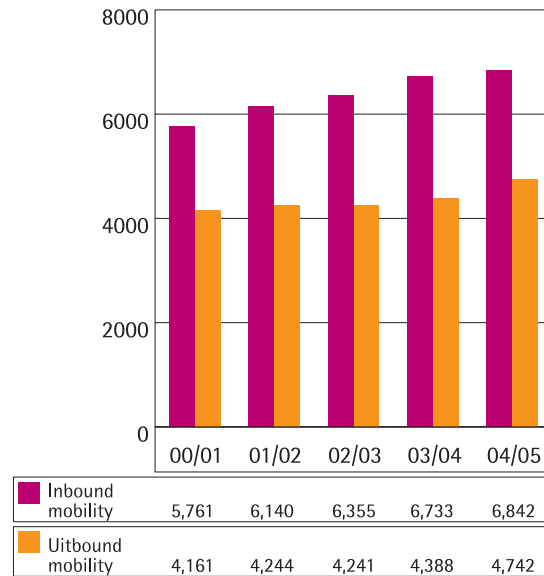


Graph III-7

* Erasmus is a credit point mobility programme. The ratio of bachelor's credit points to master's credit points is, however, only recorded for outgoing students. For incoming students this figure has been estimated based on the outbound mobility ratio.

Graph III-8 Participation in Erasmus programmes

Source: Nuffic



Erasmus mobility

Erasmus has by far the largest scope of all mobility programmes, for both inbound and outbound mobility. For this reason, Erasmus is treated separately in this chapter.

Graph III-8

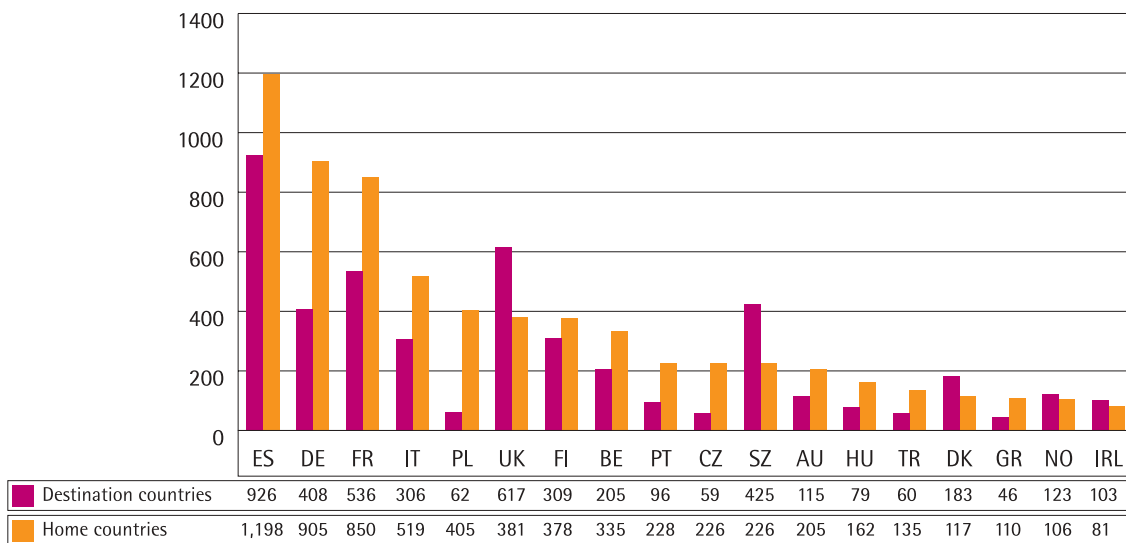
The number of incoming Erasmus students is structurally higher than the number of outgoing Erasmus students.

An upward trend has recently been recorded for or the number of outgoing Erasmus students.

Graph III-9

Erasmus home countries and destination countries 04/05 all countries with more than 100 students

Source: Nuffic

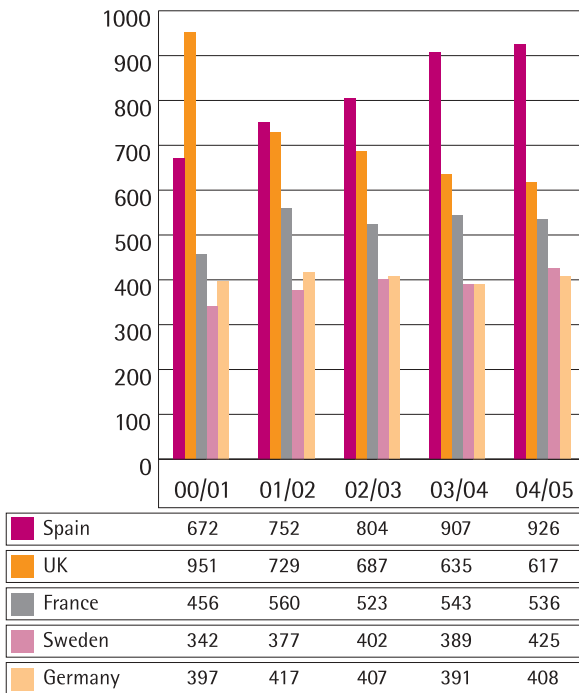


Graph III-9

A popular destination country is not always an important country of origin within Erasmus. Despite this, Spain scores the highest in both categories. Germany, France, Italy and Poland are important countries of origin but score lower as destination countries.

Graph III-10 Erasmus top-5 destination countries

Source: Nuffic

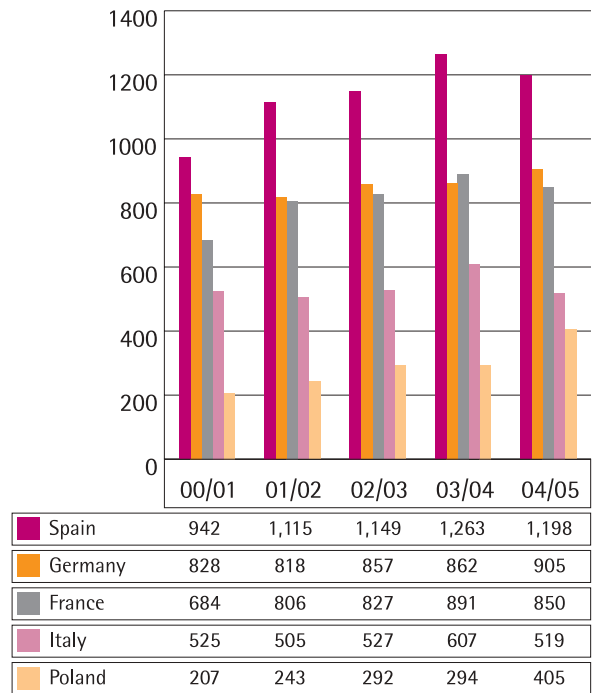


Graph III-10

The order of the most popular destination countries is subject to change. Four years ago, Spain pushed the UK from first place and it is now still the most popular destination for an Erasmus study period.

Graph III-11 Erasmus top-5 countries of origin

Source: Nuffic



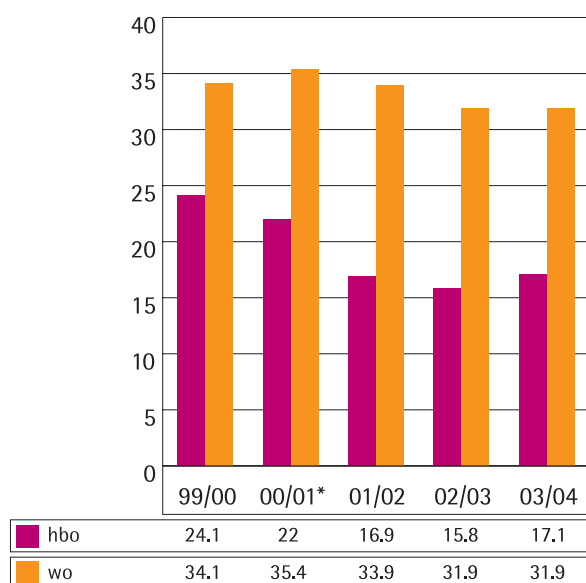
Graph III-11

The top country of origin positions for Erasmus students in the Netherlands are still held by Spain, Germany and France. The number of Polish Erasmus students rose considerably. Poland has taken over fifth place from the UK.

Graph III-12 Relevant outbound mobility of graduates during their studies

- in % -

Source: ROA



Graph III-12

* Up until 00/01: Total minus 15% = the group that when monitored was going abroad for 3 months or longer. The correction factor concerns mobility for a period of less than 3 months. After 00/01 the ROA adjusted the factor.

The number of (credit point) mobile Dutch students remained reasonably stable during the period of measuring. Mobility in the higher professional education sector is lower than in the academic university education sector.

2. Outbound mobility: Dutch students going abroad

In the analysis of this mobility, a distinction can be made between two forms:

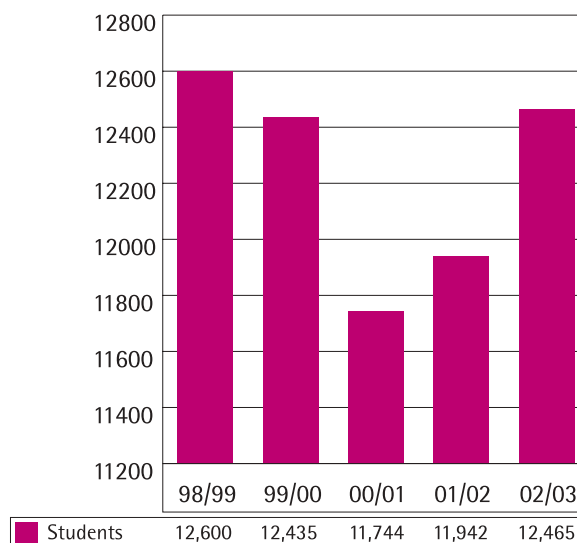
- credit point mobility: mobility within the framework of a Dutch course. In many cases this consists of a student exchange;
- diploma mobility: following a course of study abroad with the intention of obtaining a foreign diploma.

Credit point mobility

Every year, the Research Centre for Education and the Labour Market (ROA) interviews students who have graduated in that year. They are asked to indicate whether they studied for a period abroad during their academic university studies (wo) or professional higher education courses (hbo).

Graph III-13 Dutch students registered in another country

Source: OESO



Graph III-13

After a reduction in numbers around the year 2000, the number of Dutch students enrolled abroad has again risen.

Diploma mobility

In addition, there is a group of Dutch students who follow a course of study in its entirety abroad. This group therefore does not overlap with the group mentioned above.

	Total no. of students in their own country, academic year 02/03	No. of students registered in another country	Percentage
Netherlands	526,767	12,465	2.4 %
Belgium	374,532	11,481	3.1 %
Germany	2,242,397	62,459	2.8 %
Denmark	201,746	6,637	3.3 %
Finland	291,664	10,115	3.5 %
Sweden	414,657	14,770	3.6 %
Total EU countries	16,408,342	419,545	2.6 %
US	16,611,711	36,321	0.2 %
Japan	3,984,400	63,626	1.6 %

Table III-14 Source: OESO

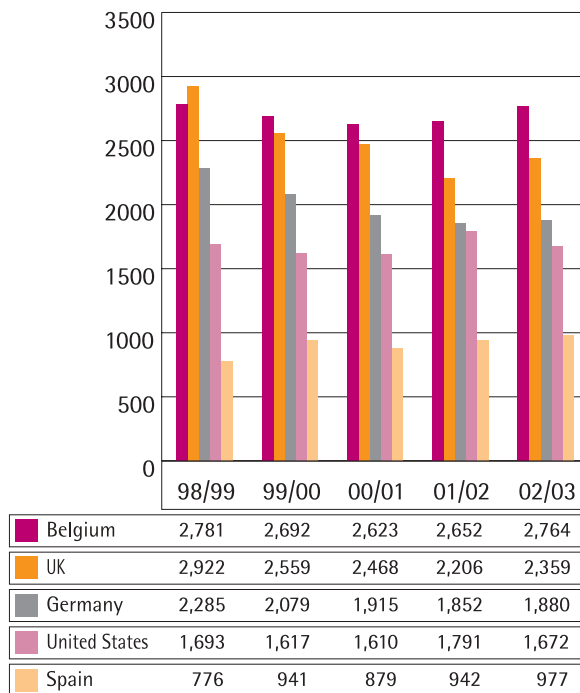
Table III-14

Compared to other countries:

Although the percentage of Dutch students abroad rose by 0.1% compared to last year, the relative position of the Netherlands remained the same because mobility in other countries also increased.

Graph III-15 Top 5 destination countries (diploma mobility)*

Source: OESO



Graph III-15

* No new information has become available since the last mobility monitor was published.

The most students abroad are found in Belgium, followed by the UK and Germany.

It is worth noting that the number of Dutch students in Germany fell. Enrolment in the UK rose again after a long-lasting downward trend.

Destination countries

When Dutch students choose to follow an entire course of study abroad, (diploma mobility) the host country is in seventy-five percent of cases, a fellow EU Member State.

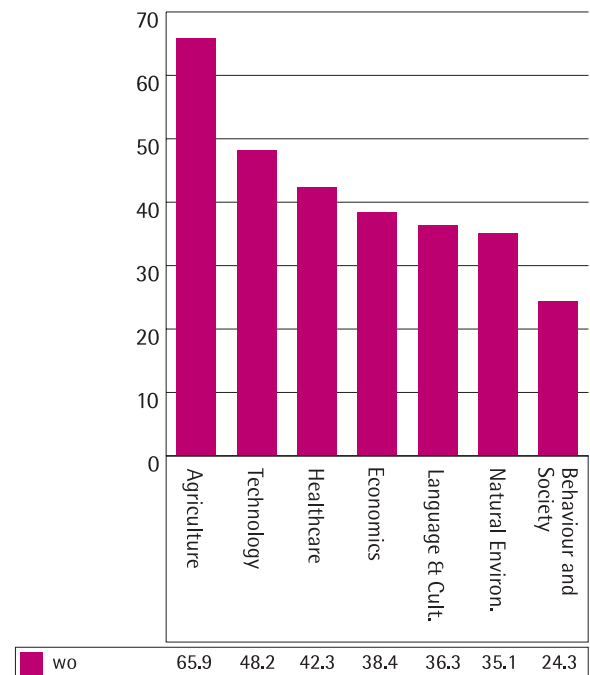
For destination countries for credit point mobility, no information is available apart from that of the Erasmus programme. See the section on Erasmus.

Fields of study

These outcomes are clearly different to those of the Erasmus programme. Contrary to the high percentages for Engineering, Healthcare and Agriculture, the Erasmus programme actually has the greatest numbers of participants in Business Administration, the Social Sciences and Education. This indicates that students in certain fields are often mobile outside the Erasmus programme. It is most likely that what is involved here, is in many cases work placement abroad rather than study

Graph III-16 Mobility during a course of study (03/04 university graduates)

Source: ROA



periods abroad. This is a usual part of studies at universities of technology in particular.

Ratio of male to female students

Contrary to the results of the graduate survey, which showed an equal number of men and women stating that they had been mobile, there is a significant discrepancy in participation in the Erasmus programme: of the Dutch Erasmus students in the 04/05 academic year, 60% was female and 40% male (see Graph III-17 on page 29).

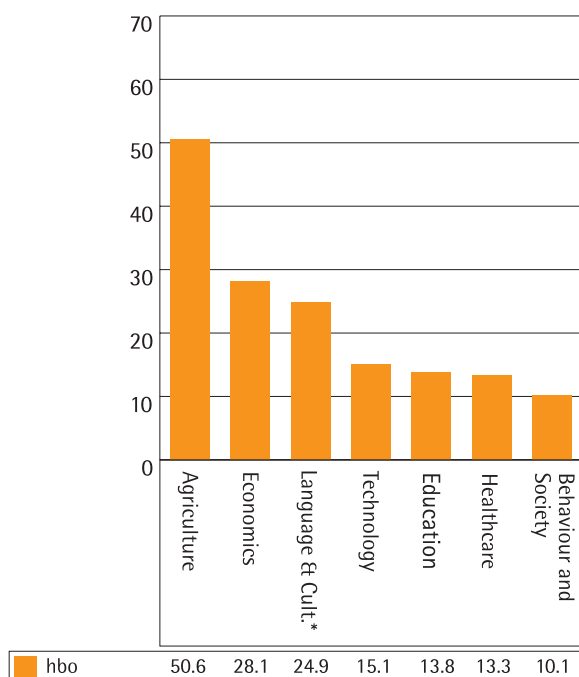
3. Inbound mobility: International students coming to the Netherlands

Inbound mobility – Estimate of the total number of international students

How many international students are studying in the Netherlands under credit point or diploma mobility? The following estimate can be made in this respect (see Table III-18 on page 29):

Mobility during a course of study (03/04 higher professional education graduates)

Source: ROA



Graph III-16

(* data 02/03)

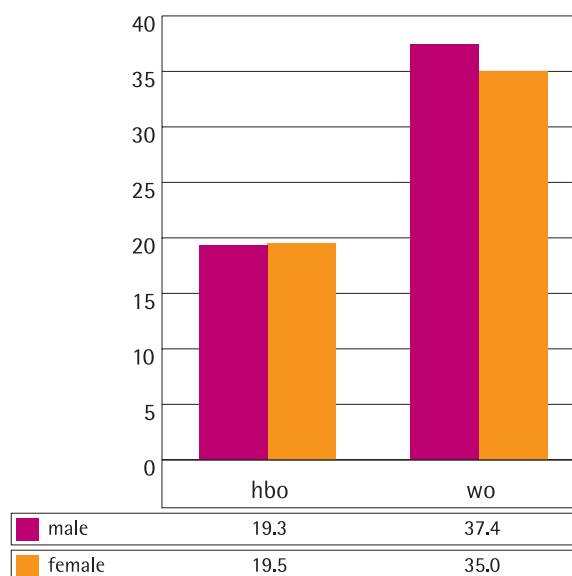
Estimated no. of international students in the Netherlands in 05/06

Non-EU/EEA students	New entry visas issued for study and internships in 2005	7,200	15,853
	Extensions of existing residence permits for study	8,653	
EU/EEA students	EU/EEA students in government-funded higher education, registered with the IB-groep		21,261
	EU students following programmes not registered with the IB-groep*		approx. 3,000
	Erasmus exchange programme students		6,842
	Leonardo programme participants		approx. 1,500
	Exchange students on other programmes or with other grants		T.B.A.
Total no. of international students (43,956 plus over 4,500)			approx. 48,500
Total university and university of professional education students (CBS data)			561,720
% of international students			8.6 %

Table III - 18 Source: various, processed by Nuffic

Graph III-17 Percentages of male and female graduates 03/04 with experience abroad

Source: ROA



Graph III-17

A survey conducted among graduates showed equal numbers of men and women had spent time abroad during the course of their studies.

Table III-18

* Information provided voluntarily by the higher education institutions (Study in Holland database)

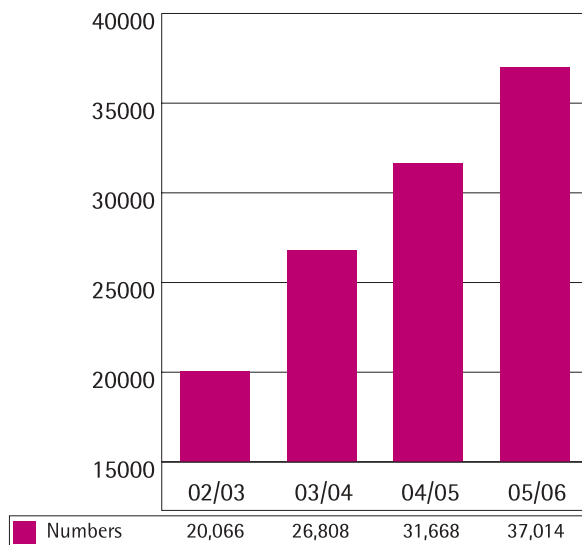
The above estimate was calculated based on a different dataset to last year. The result is therefore not comparable on a one-to-one basis with the total figure for last year, and there can be no statement made regarding increases or decreases in numbers.

The main reason for choosing a different calculation method, was that this year for the first time, complete figures were available for the number of visas and residence permits issued. This made it possible to count quite reliably all the non-EU/ non-EEA students who stay in the Netherlands with a residence permit for study or internships. Compared to this method, the registration data of the IB-groep used last year is skewed because that data also included non-mobile students with a different nationality (Moroccan, and Turkish students as well as those from Suriname, for example) who had already completed their prior education in the Netherlands. The estimate above therefore gives a clearer picture than last year's estimate.

The new calculation, however, is not one hundred percent accurate either. It does not include, for example, Dutch students who had completed their prior education elsewhere and had returned to the Netherlands for subsequent study. Conversely, EU/EEA students are counted although they may have had residence in the Netherlands before they commenced their studies.

Graph III-19 Foreign students enrolled at government-funded Dutch higher education institutions

Source: CBS



Graph III-19

The number of international students enrolled at Dutch government-funded higher education institutions rose.

Diploma mobility

The significant increase in diploma mobility is only in part a true rise in mobility; it also concerns in part a steady improvement in the recording by the CBS of the numbers of students crossing border in border regions. Previously, these students were grouped with students whose nationality was unknown.

	Total no. of students, academic year 2002-03	Percentage of enrolled foreign-national students
Netherlands	526,767	3.9 %
Belgium	374,532	11.2 %
Germany	2,242,397	10.7 %
Denmark	201,746	9.0 %
Finland	291,664	2.5 %
Sweden	414,657	6.2 %
Total EU countries	16,406,342	6.2 %
US	16,611,711	3.5 %
Japan	3,984,400	2.2 %
Australia	1,005,977	18.7 %

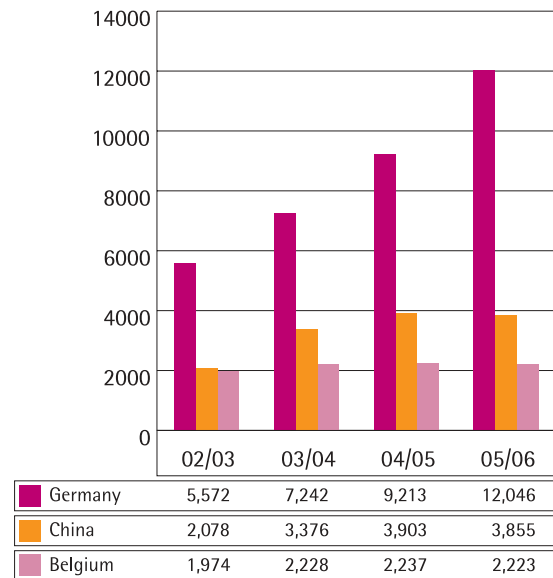
Table III-20 Source: OESO

Table III-20

In comparison: The number of international students in government-funded education in the Netherlands is on the average lower than in the rest of the EU. In neighbouring countries and other EU countries like Denmark and Sweden the percentages are often much higher. Poland with 0.4%, scores the lowest in the EU.

Graph III-21 Diploma mobility by country of origin - top 3 -

Source: CBS



Graph III-21

Germany is still by far the major country of origin for students enrolled in government-funded higher education (representing 33% of the international students).

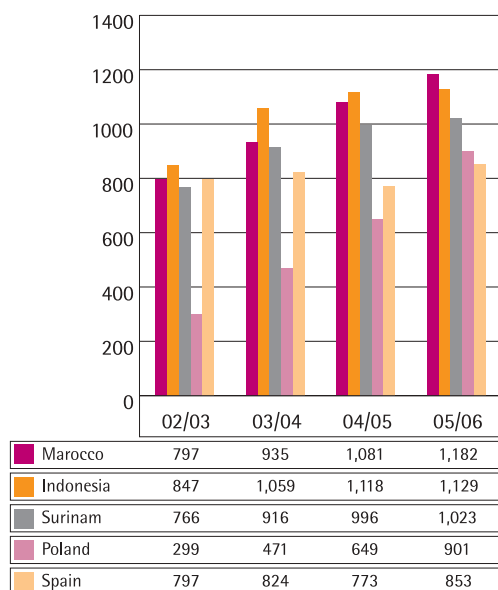
Countries of origin

The increase in the numbers for Poland typify the trend within the 10 new EU Member States. However, the group of students from the new EU Member States still makes up only 10% of the total number of EU students.

The significant reduction in the number of entry visas (MVVs) issued to, among others, Chinese and Vietnamese students (see below) does not translate one-on-one into enrolment figures. The explanation of this is that many students take part in courses for which there is no funding or to which no usual enrolment procedure is attached and therefore the CBS has no record of the figures for these courses. In addition, the CBS figures also incorporate re-enrolments for subsequent study years within the same course while the entry visas issued only represent newly arrived students.

Graph III-22 **Diploma mobility by country of origin - top 4 to 8 -**

Source: CBS



Graph III-22

It can clearly be seen that the numbers of particularly Polish students but also French and Turkish students are rising considerably. The rising numbers of Indonesian students has levelled off. The numbers of students from China and Suriname have stabilised.

Fields of study

International students in government-funded education in the Netherlands:

According to fields of study, 05/06

Social Sciences, Business, and Law	15,369
Linguistics, History and Fine Arts	6,397
Health and Welfare	5,210
Natural Sciences, Maths and Computer Science	2,880
Technology, Industry and Architecture	2,867
Personal Services, Transport, Environmental Studies, Health and Safety	1,637
Education	1,624
Agriculture and Veterinary Science	1,064
Total	37,048*

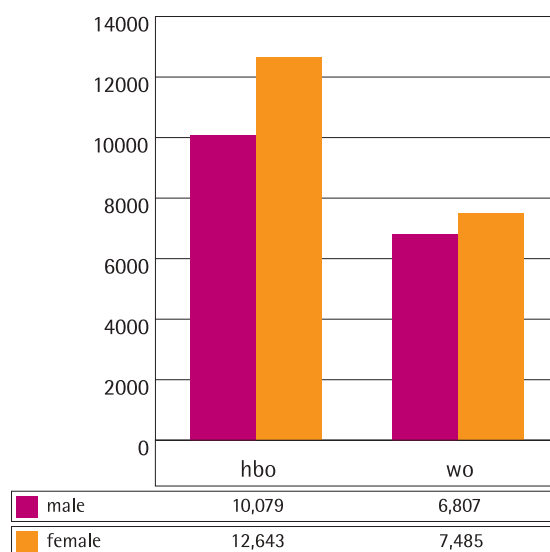
Table III-23. Source: CBS

Table III-23

* Including several stateless students and some with special Dutch citizenship. International students enrolled in the Netherlands in government-funded education mainly study the Social Sciences, Business and Law – these are also the preferred disciplines in the Erasmus programme.

Graph III-24 **Foreign students in government-funded higher education according to gender in 05/06**

Source: CBS



Graph III-24

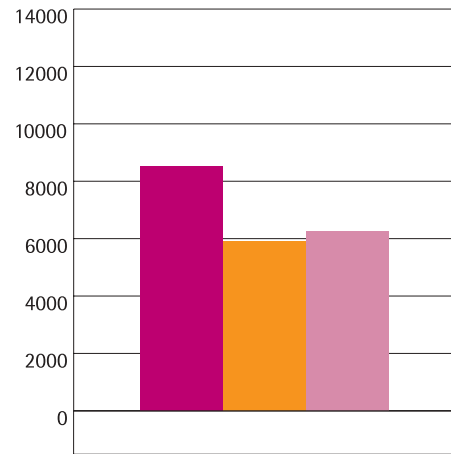
More male than female international students are enrolled in government-funded education. This trend is more pronounced in higher professional education than at universities.

Ratio of male to female students

The male-female ratio shown above has changed in recent years. In 98/99 the ratio was still 54% male to 46% female. The turning point was in 00/01 and this ratio is now precisely the reverse: 54% of international students is female and 46% male.

Graph III-25 Number of visas issued for study or for prep-year 2005

Source: IND, processed by Nuffic



2003*	8,535
2004	5,921
2005	6,268

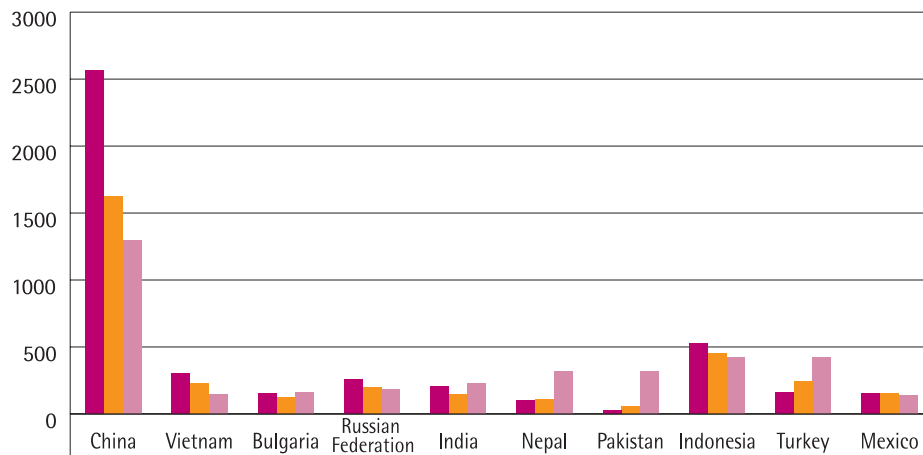
Graph III-25

* The number 8,535 for 2003 is a corrected calculation of the figures of earlier reports. In previous publications, work placements were also counted in 2003.

Graph III-26

Student visas (MVV) issued, according to country of origin - top 10* -

Source: IND, processed by Nuffic



2003**	2,566	301	153	257	208	99	23	523	161	153
2004	1,621	230	126	195	144	105	56	451	240	151
2005	1,293	144	164	186	228	316	320	421	425	141

Graph III-26

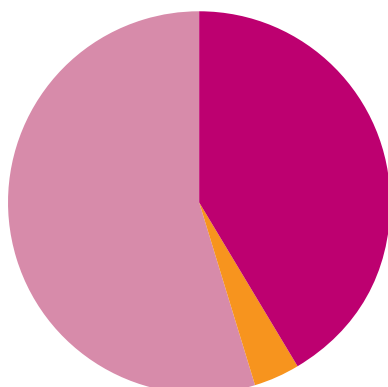
* Excluding Taiwan.

** The figures for 2003 are in part corrected calculations of the figures of earlier reports. In previous publications, work placements were also counted in 2003.

The number of entry visas issued to students from China has dropped over the past two years. The figures for Turkey, Pakistan and Nepal rose.

Graph III-27 **Number of students and trainees from outside the EU**

Source: IND, processed by Nuffic



entry visas issued in 2005	6,600
first residence permits issued to visa-free nationals	600
renewals of existing residence permits	8,653

Graph III-27

We can see from the number of student visa issued that in 2005, 7,200 students and interns came to the Netherlands from non-EU countries for study periods of three months or longer. This amounts to 400 more students than last year.

In addition, almost 8,700 existing residence permits for study purposes were extended.

In total, just under 15,900 students or interns with a nationality from outside the EU were studying in the Netherlands according to figures from the Immigration and Naturalization Service (IND).

Mobility from visa countries

The Immigration and Naturalization Service (IND) has provided figures on the numbers of authorisations for temporary stays (MVVs) issued to students for study or work placements in the 2005 calendar year.

On 1 May 2004, the EU was enlarged with the addition of ten new Member States. Citizens of those countries have since that date no longer needed an MVV. In comparison: in 2002 there were still 1,034 MVVs issued for study to students with the nationality of one of the 10 new Member States. In addition, the number for China fell in 2004 by 945 compared to 2003.

The number of MVVs for students from China has fallen over the past two years. The reason for this lies in part with China (the increase in capacity in China's own education system), and in part with the Netherlands (emphasis on quality requirements through the introduction of the NESO certificate, the aim of achieving a diverse student population and the increase in tuition fees). The opening up of the Erasmus programme to include Turkey, played a large

role in the increase in the number of Turkish students. The fall in the number of Indonesian students had largely to do with factors in Indonesia itself (demographic developments, the increase in the capacity of the national education system and the exchange rate of the euro). Pakistan and Nepal are worth noting in fourth and fifth places. This may be due to the targeted acquisition activities of a few education institutions.

For the nationals of some countries, no MVV is required but they will need a residence permit on arrival in the Netherlands. This applies to Americans, Japanese, Canadians, Australians and New Zealanders. In 2005, 600 students and interns from these countries applied for residence permits. In addition, the US and Japan are significant countries of origin with 384 and 110 students respectively.

Needles to say, a large group of students and interns from the EU also came to the Netherlands in 2005. However, the figures from the IND do not include any numbers in this regard because it is not mandatory for this group to apply for residence permits.



Annex List of abbreviations

ARION	<i>Algemene Reizen met een Instructief karakter op onderwijsgebied</i> General Travel of an Instructive nature in the education sector	IND	<i>Immigratie- en Naturalisatiedienst</i> Immigration and Naturalization Service
AOC	<i>Agrarische Opleidings Centrum</i> Agricultural Training Centre	Leonardo da Vinci	<i>(Europees actieprogramma voor beroepsopleidingen)</i> (European action programme for vocational education)
BAND	<i>Bilateraal Austausch programma Nederland-Duitsland</i> Bilateral Exchange programme between the Netherlands and Germany	MWV	<i>Machtiging tot Voorlopig Verblijf</i> Authorisation for a temporary stay
BISON	<i>Beraad Internationale Samenwerking Onderwijs Nederland</i> Forum for informal discussion among the three main organizations concerned with the internationalization of Dutch education	NESO	Netherlands Education Support Office
Bve	<i>Beroepsonderwijs en Volwasseneneducatie</i> Vocational and Adult education	NFP	Netherlands Fellowship Programmes
BuZa	<i>Ministerie van Buitenlandse Zaken</i> Ministry of Foreign Affairs	NPT	Netherlands Programme for the Institutional Strengthening of Post-secondary Education and Training
CBS	<i>Centraal Bureau voor de Statistiek</i> Netherlands Statistics Office	Nuffic	<i>Nederlandse organisatie voor internationale samenwerking in het hoger onderwijs</i> Netherlands organization for international cooperation in higher education
CINOP	<i>Centrum voor Innovatie van Opleidingen</i> Centre for Innovation and Training	OCW	<i>Ministerie van Onderwijs, Cultuur en Wetenschap</i> Ministry of Education, Culture and Science
Comenius	<i>(Europees actieprogramma, is deel van Socrates)</i> (European activities programme, part of Socrates)	OESO	<i>Organisatie voor Economische Samenwerking en Ontwikkeling</i> Organization for Economic Cooperation and Development
CROHO	<i>Centraal Register Hoger Onderwijs (IB-Groep)</i> Central Register of Higher Education Study Programmes	OS	<i>Ontwikkelingsamenwerking</i> Development cooperation
Delta	Dutch Education: Learning at Top level Abroad	po	<i>primair onderwijs</i> primary education
EP	<i>Europees Platform voor het Nederlandse Onderwijs</i> European Platform for Dutch Education	ROA	<i>Research Centrum voor Onderwijs en Arbeidsmarkt</i> Research Centre for Education and the Labour Market
Erasmus	<i>(Europees actieprogramma voor het ho, is deel van Socrates)</i> (European activities programme for higher professional education, part of Socrates)	ROC	<i>Regionaal opleidingscentrum</i> Regional Training Centre
hbo	<i>hoger beroepsonderwijs</i> higher professional education	VISIE	<i>Volledige Internationale Studie In Europa</i> Full International Study in Europe Programme by which Dutch student grants can be used to complete entire degree programmes abroad.
ho	<i>hoger onderwijs</i> higher education	vmbo	<i>voorbereidend middelbaar beroepsonderwijs</i> preparatory secondary vocational education
Huygens	<i>(Nederlands mobiliteitsprogramma voor het ho)</i> (Dutch higher education mobility programme)	vo	<i>voortgezet onderwijs</i> secondary education
IAESTE	International Association for the Exchange of Students for Technical Experience	VSB	<i>Verenigde Spaarbanken (financiert een ho-mobiliteitsprogramma)</i> Umbrella organization of Dutch savings banks (donor for a higher education mobility programme)
IB-groep	<i>Informatie Beheer Groep</i> Organisation responsible for administering the national system of student grants and loans	wo	<i>wetenschappelijk onderwijs</i> university education