Evaluation

Student and Staff Mobility in Times of Crisis 2008–2013

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List of Abbreviations

CY	Cyprus
DE	Germany
ES	Spain
GR	Greece
FR	France
IE	Ireland
IS	Iceland
IT	Italy
PL	Poland
PT	Portugal
HEI	Higher education institution
SMS	Student mobility for studies
SMP	Student mobility for placements
STA	Staff mobility for teaching assignments
STT	Staff mobility for training
GDP	Gross Domestic Product
PPS	Purchasing Power Standards

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Introduction

Transnational mobility provides a wide range of opportunities for individuals to study, work, teach or be trained in another country. The German Academic Exchange Service (DAAD) as a joint association of the German institutions of higher education has been providing scholarships for more than 120,000 individuals in 2014, amongst them about 40,000 individuals supported by the Erasmus programme under the umbrella of the Lifelong Learning Programme. In many other European countries, the support of Erasmus as the most prominent EU funding programme presents the biggest share of public funds for mobility experiences.

As the Erasmus programme offers consistent data for every year, in 2013 DAAD decided to evaluate this data with regards to possible effects of the financial crisis on mobility of students and staff. In 2014, a comparable analysis was commissioned in order to include statistics for another year which might have been affected more heavily by the economic conditions. Trends and findings from the previous study have been checked and confirmed in various respects.

In addition to evaluating data from the Erasmus programme as a whole the research is based on case studies from ten European countries including non-crisis countries as well as some countries which have been affected to a large extent by economic changes.

The 2014 edition of "Student and staff mobility in times of crisis" illustrates a number of trends. The considerable increase in mobility in general is most prominent. But also qualitative changes are visible e.g. the shift from mobility for study purposes to training mobility.

This seems to follow the trend of the last few years in which students seem to rather focus on preparing themselves for an international labour market. On the other hand it could also be interpreted as utilitarian behaviour of students who want to benefit from the higher scholarships of Erasmus+ Traineeships.

Decisions for or against mobility are influenced by many factors on the personal, institutional, regional and national level which have not been taken into account in this study. However, since an impact of the crisis on mobility can be seen in many countries only in the last year or two – as the labour market generally reacts to the changes in the GDP with a delay – the continuation of the analysis has been worthwhile.

The constant rise in mobility numbers will reach a new dimension under the new programme Erasmus+. Looking at the easing of economic tensions in many European countries, future analysis might take a different approach in research on motivation, taking into account various factors for a decision for/against mobility opportunities and looking at the attractiveness of countries of destination.

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Dr. Hanns Sylvester
Director, Erasmus+ National Agency "Higher Education"

1. Executive summary

This study takes an explorative look at student and staff mobility within the European Union's Erasmus programme between 2008 and 2013 in the context of the economic and financial crisis. It is focussed on connecting mobility to macroeconomic factors and education policy shifts and does not look directly at the mobility-related factors or individual characteristics that could influence mobility at the personal level. The study is based on the assumption that the effects of the financial crisis may be quantitative, qualitative and/or geographic in nature and either positive or negative: it may make opportunities abroad appear more attractive, but it might also cause financial obstacles to going abroad.

The possible effects of the financial crisis on Erasmus mobility are explored by comparing changes in Erasmus mobility flows to changes in different macroeconomic indicators by finding correlations between them for all countries participating in the Erasmus mobility programme. The data sources for this analysis were the administrative statistics from the Erasmus programme as well as Eurostat Database. To better illustrate these possible links as well as the diverse situation in different countries an in-depth look is provided for 10 chosen countries: Cyprus, France, Germany, Greece, Iceland, Ireland, Italy, Poland, Portugal and Spain. To assure the expert interpretation of the developments in these countries, semi-structured interviews were carried out with the representatives of the National Agencies. The report also includes country sheets with country-specific data and the main results of the national interviews for 10 case-study countries in the appendix.

The analysis shows that the number of students and staff going abroad for Erasmus mobility has continued to grow despite the economic crisis. Outgoing study mobility has been rising annually from academic year 2008/09 to 2012/13 by 6% on average across all Erasmus countries and outgoing placement mobility for 16%. However, this growth started to slow down in 2012/13 for student mobility and many of the interviewed experts pointed out that the effects of the crisis have arrived with a delay in many countries. At the same time, it can be seen from the analysis that whilst the economic crisis appears to have dampened growth in mobility participation in many countries, it actually promoted growth in others. As the demand for placements abroad has still been increasing much faster compared to studies abroad based on statistics as well as the expert opinion, it confirms previous conclusions that the crisis might have had a more qualitative effect on mobility as it is more often used by students as an opportunity to enhance their employability after graduation.

At the same time changes in Erasmus mobility flows during the years of economic crisis are likely to be linked to some of the changes in countries' financial opportunities – the analysis shows that students going abroad could be influenced by the level of GDP per capita in the host country as well as the level of the Erasmus mobility grants provided to them by their home country. One of the reasons behind this could be that countries with stronger economies have also higher living costs and as Erasmus grants provided to students are among other criteria differentiated by the level of living costs in the host country, it could be that higher grants by sending countries attract more students to study in countries with better economic situation. Nevertheless, it is very important to note that GDP per capita in the host country seems to have a relatively strong pull effect on incoming students for studies as it is something that cannot be directly changed or influenced with mobility-policy measures but should still be kept in mind by the policy-makers.

On the other hand Erasmus grants are something that could be more easily used as policy measures to influence mobility numbers as the analysis shows a strong relation with outgoing student mobility – the

increase in the number of students going abroad for placements has been accompanied by an increase in the average Erasmus grants provided to students. Based on the data as well as the interviews carried out in this study there has been a tendency to give higher grants for placements than for studies abroad and national agencies have also started to prioritise placements more during the past years because they have witnessed an increased demand for this (including the requests from higher education institutions). This once again refers to the more utilitarian perception of mobility that has deepened during the recent financial crisis as students increasingly use this to enhance their employability opportunities.

Unemployment rates and expenditure on higher education in the home or host country could also influence mobility rates, but these links are found to be much weaker compared to GDP and grants. These weak connections could be expected as this study tries to connect mobility to mostly exogenous factors that are not directly related to mobility. In most of the interviews carried out with national experts (youth) unemployment was mentioned on the one hand as a strong push factor why students are increasingly interested in going abroad for placements; and on the other hand as an obstacle to mobility as some families are not able to support their children anymore. At the same time, the quantitative analysis did not confirm a strong link between these variables. One reason for this might be the delay-effect – in this study changes in mobility flows were compared to the changes in macroeconomic indicators during the same years. However, generally it is known that the labour market reacts to the changes in the GDP with a delay and many national experts also referred to the fact that the impact of the crisis on mobility can be seen in their countries only in the last year or two. For these reasons it would be more interesting for future analysis to take this delay-effect into consideration and find possible relations between mobility flows and macroeconomic changes by comparing data from different years.

2. Zusammenfassung

Diese Studie bietet eine explorative Sicht auf die Studierenden- und Personalmobilität im Rahmen des Erasmus-Programms der Europäischen Union zwischen 2008 und 2013 im Kontext der Finanzkrise. Der Fokus liegt auf dem Zusammenhang von Mobilität und makroökonomischen Faktoren sowie bildungspolitischen Entwicklungen. Mobilitätsbedingte Faktoren oder bestimmte Bedingungen, die einen Einfluss auf die individuelle Mobilität haben könnten, werden hingegen nicht direkt betrachtet. Die Studie basiert auf der Annahme, dass die Effekte der Finanzkrise quantitativ, qualitativ und/oder geografischer Natur sowie entweder positiv oder negativ sein können: Sie könnte Auslandsaufenthalte attraktiver erscheinen lassen, könnte aber auch finanzielle Hindernisse für Auslandsmobilität mit sich bringen.

Die möglichen Auswirkungen der Finanzkrise auf die Erasmus-Mobilität wurden untersucht, indem Veränderungen in den Mobilitätsflüssen mit Veränderungen verschiedener makroökonomischer Indikatoren verglichen wurden und Wechselbeziehungen zwischen diesen für alle teilnehmenden Staaten gefunden wurden. Datenquellen für diese Analyse waren die administrativen Statistiken des Erasmus-Programms und die Eurostat-Datenbank. Um die Zusammenhänge wie auch die unterschiedlichen Situationen in den einzelnen Staaten besser darstellen zu können, wurde ein tiefergehender Einblick in zehn ausgewählte Staaten (Zypern, Frankreich, Deutschland, Griechenland, Island, Irland, Italien, Polen, Portugal und Spanien) gewährt. Zur Absicherung der Interpretation von Entwicklungen in diesen Ländern wurden semistrukturierte Interviews mit Vertretern der Nationalen Agenturen geführt. Der Bericht beinhaltet im Anhang auch Seiten mit länderspezifischen Daten und den Hauptergebnissen der Interviews für die zehn nationalen Fallstudien.

Die Analyse zeigt, dass die Mobilitätszahlen von Studierenden und Personal im Erasmus-Programm trotz der Finanzkrise weiterhin gestiegen sind. Über alle Erasmus-Staaten hinweg ist vom akademischen Jahr 2008/09 bis 2012/13 Mobilität zu Studienzwecken jährlich um durchschnittlich 6% und Mobilität für Auslandspraktika um 16% gestiegen. Jedoch hat sich für Studierendenmobilität dieses Wachstum 2012/13 verlangsamt und viele der befragten Experten haben erklärt, dass die Effekte der Krise in etlichen Ländern verspätet angekommen seien. Zugleich kann aus der Analyse geschlossen werden, dass die Wirtschaftskrise in vielen Staaten die Mobilitätszuwächse zu verringert haben scheint, in anderen jedoch zu Aufwüchsen beigetragen hat. Da sowohl die Statistiken als auch die Expertenmeinungen belegen, dass der Bedarf an Auslandspraktika im Vergleich zu Studienaufenthalten viel schneller gestiegen ist, wird die Annahme bestätigt, dass die Krise eine eher qualitative Auswirkung auf Mobilität hatte, weil diese von Studierenden häufiger als Chance genutzt werden, ihre Beschäftigungsfähigkeit nach dem Studienabschluss zu verbessern.

Zugleich sind die Veränderungen in den Erasmus-Mobilitätsflüssen während der Wirtschaftskrise wahrscheinlich mit einigen Veränderungen der finanziellen Möglichkeiten in den Staaten verknüpft – die Analyse zeigt, dass Studierende, die ins Ausland gehen sowohl von der Höhe des Pro-Kopf-Bruttoinlandsproduktes der Zielländer beeinflusst sein könnten als auch von der Höhe des ihnen von den Heimatländern zur Verfügung gestellten Erasmus-Stipendiums. Einer der Hintergründe könnte sein, dass Länder mit stärkeren Volkswirtschaften auch höhere Lebenshaltungskosten haben. Da zugleich Erasmus-Stipendien neben anderen Kriterien auch nach Höhe der Lebenshaltungskosten in den Zielländern differenziert sein können, ist anzunehmen, dass höhere Stipendien für diese Zielländer mehr Studierende motivieren, in Ländern mit einer besseren volkswirtschaftlichen Situation zu studieren. Es ist sehr wichtig festzuhalten, dass die Pro-Kopf-Bruttoinlandsprodukte der Zielländer einen relativ starken Anziehungseffekt auf Personen, die zu Studienzwecken kommen zu haben scheinen, weil diese zwar

durch förderpolitische Maßnahmen nicht direkt verändert oder beeinflusst werden können, aber von den politischen Entscheidern trotzdem berücksichtigt werden sollten.

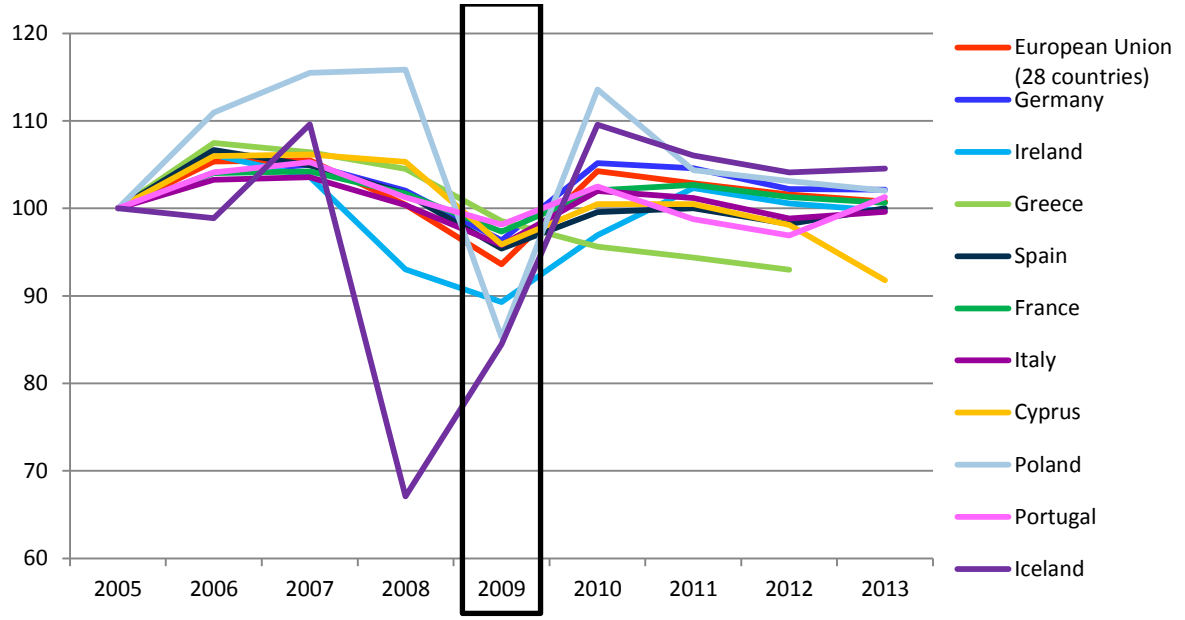
Erasmus-Stipendien können einfacher als politische Maßnahme benutzt werden, um die Mobilitätszahlen zu beeinflussen, da die Analyse einen deutlichen Zusammenhang von Stipendienhöhe und Mobilität (outgoing) zeigt – die steigende Zahl von Studierenden, die für Praktika ins Ausland gehen, wurde von einer Erhöhung der ihnen durchschnittlich gewährten Erasmus-Förderung begleitet. Den statistischen Daten sowie den in dieser Studie durchgeführten Befragungen zufolge gab es eine Tendenz, für Auslandspraktika höhere Stipendien als für Auslandsstudienaufenthalte zu vergeben und Nationale Agenturen haben während der vergangenen Jahre zudem begonnen, Auslandspraktika aufgrund der gestiegenen Nachfrage (auch von Seiten der Hochschulen) stärker zu priorisieren. Dies belegt einmal mehr die eher utilitaristische Wahrnehmung von Mobilität, die sich während der jüngsten Finanzkrise verstärkt hat, da Studierende Auslandspraktika zunehmend zur Erhöhung ihrer Beschäftigungsfähigkeit nutzen.

Arbeitslosenquoten und öffentliche Ausgaben für das Hochschulwesen in den Entsende- oder Zielländern beeinflussen vermutlich auch die Mobilitätsraten, aber diese Zusammenhänge sind viel schwächer als Bruttoinlandsprodukt und Stipendienhöhe. Solch schwache Verbindungen waren zu erwarten, da diese Studie versucht, Mobilität in Bezug zu überwiegend exogenen Faktoren zu setzen, die nicht direkt mit Mobilität in Zusammenhang stehen. In den meisten Interviews mit den nationalen Experten wurde (Jugend-)Arbeitslosigkeit einerseits als starker Beweggrund erwähnt, aus dem Studierende zunehmend Interesse an Auslandspraktika haben, andererseits als Mobilitätshindernis, da einige Familien nicht mehr in der Lage sind, ihre Kinder zu unterstützen. Gleichzeitig hat die quantitative Analyse jedoch keine starke Verbindung zwischen diesen Variablen bestätigt. Einer der Gründe dafür könnte der Verzögerungseffekt sein – in dieser Studie wurden Veränderungen in den Mobilitätsflüssen mit den Veränderungen in makroökonomischen Indikatoren während der gleichen Jahre verglichen. Generell ist jedoch bekannt, dass der Arbeitsmarkt mit Verzögerung auf die Veränderungen des Bruttoinlandsprodukts reagiert und viele nationale Experten verwiesen ebenfalls darauf, dass die Auswirkung der Krise auf Mobilität in ihren Ländern erst in den letzten ein oder zwei Jahren gesehen werden kann. Aus diesen Gründen wäre es für zukünftige Analysen interessanter, diesen Verzögerungseffekt in Betracht zu ziehen und durch den Vergleich von Daten verschiedener Jahre mögliche Zusammenhänge zwischen den Mobilitätsströmen und den makroökonomischen Veränderungen aufzuzeigen.

3. Background and hypotheses

The global financial crisis of 2008 affected many European countries to different magnitudes. All European countries were subject to a major economic slowdown in 2009, where the average gross domestic product (GDP) per capita for the EU-28 countries dropped from €25,100 to €23,500. During this period people lost jobs, lost savings and became insecure about the future. Following this, governments also adopted austerity packages to cope with the levels of public debt. Despite the recovery of GDP in most countries (see Figure 1), in Cyprus, Italy and Ireland GDP in 2013 was still lower compared to 2005 (unfortunately there is no data for Greece in 2013, but the trend until 2012 suggests the same situation of GDP lower than in 2005).

FIGURE 1. CHANGE IN GDP PER CAPITA (IN MARKET PRICES), 2005 = 100



The purpose of this study is to take an explorative look at the possible effects of the European economic and financial crisis on mobility within the European Union's Erasmus programme between 2008 and 2013. The German Academic Exchange Service (DAAD) commissioned the study under the assumption that the crisis might seriously change, or indeed inhibit, mobility participation. That means that this study focusses on macroeconomic and education policy shifts in contrast to many other studies on student mobility, which have focussed on students' individual characteristics.[1]

[1] Cf. Netz, N., Orr, D., Gwosć, C., & Huß, B. (2012). Steeplechase - What deters students from studying abroad ? Evidence from Austria, Switzerland, Germany, The Netherlands and Poland. HIS-Institut für Hochschulforschung. Retrieved from http://www.dzhw.eu/pdf/23/Steeplechase_Discussion_Paper_Online_Version_2012_10_11.pdf

A first attempt to describe the possible links between changes in the economy and Erasmus mobility flows was undertaken in 2013 when DAAD commissioned a study to analyse the data from 2008 to 2012.[2] It found divergent results, which are related to the fact that the economic crisis can in some cases work as a hindrance, largely related to the question of affordability of the period abroad, and as a motivator, which makes opportunities abroad more attractive. The current study aims to follow the main trends up to 2013 and explore further the relationship between the financial crisis and Erasmus mobility.

The financial crisis can have different impacts on students, their parents and the education system, which may affect the conditions and opportunities for going abroad. For example:

For students:

- Changes in student support in those countries experiencing a reduction – either the individual student receives less support, making the stay abroad more expensive, or the number of the recipient(s) is reduced.
- The study costs in the home university will be more expensive due to higher tuition fees or living costs and student income from working or from parents is reduced. This makes it more difficult to have the needed financing to go and live abroad.
- Higher tuition costs in the host countries and the availability of relevant information about the crisis there can prevent students from going to these countries.

For staff:

- Reduction in salaries or working hours or uncertainty about these reduces the chances of having additional funding for going abroad.
- The offers for teaching and research stays are reduced in the respective countries following the financial crisis, so even fewer researchers from other countries have the opportunity.

Possible effects of the crisis on the mobility of persons could also be:

- Quantitative nature, for example less people from these countries will go abroad under Erasmus as well as fewer students will come into those countries.
- Qualitative nature, namely, that the type of participation is altered under these conditions, for example the length of stay is shorter or longer.
- Geographic nature, the location will be different under the conditions.

The aim of the study therefore is to look at the possible effects of the financial crisis on Erasmus mobility on two levels: first, to explore the macro-level by looking at changes in the economic situation of European countries between 2008 and 2013 to see how these trends might contribute to explaining the changes in mobility numbers at the same time. The main question is whether countries with strong economies and a high standard of living attract more students from countries in weaker economies. Although this would explain the attractiveness of mobility in the times of crisis, it does not say much about the affordability of mobility. Second, for this reason the micro-level is explored by looking at

[2] Orr, D., Haaristo, H-S. (2013). Seismic – Student and Staff mobility in Times of Crisis. Praxis Center for Policy Studies. https://eu.daad.de/medien/eu/veranstaltungen/bologna/student_and_staff_mobility_in_times_of_crisis_study.pdf

student income and expenditure and how this has been affected by the economic crisis. Based on these two levels two hypotheses are tested in the analysis:

Hypothesis 1: Erasmus mobility is influenced by the economic situation of countries in times of financial crisis – countries affected by the crisis experience faster growth in outgoing mobility and countries less affected by the financial crisis experience faster growth in incoming mobility.

Reasoning: Stronger economies tend to act as pull factors by attracting incoming people with better opportunities. It is not only the economic situation in the potential sending country, but also in the potential destination country, that may influence the destination choices of students. Stronger economies should receive more foreign students because they are ones where earnings, career prospects, standards of living, etc., are likely to be higher. They are also countries with larger, well-developed higher education sectors, with the capacity to enrol larger numbers of students. Available evidence suggests that countries with higher income per capita receive more international students. Yet it also implies that the economic opportunities are relatively greater in the destination country vis-à-vis the source country, potentially attracting more students from the latter to study in the former with the intention of living and/or working there longer-term. At the same time, a higher ratio of GDP per capita in a particular destination country compared to a particular source country means that the cost of living for students will be higher – possibly impeding flows of students from the latter.

Weaker economies tend to act as push factor – motivating students to study abroad in order to escape limited job, career and earning potential in the domestic economy. Second, weaker economies are likely to be those where tertiary education is supply-constrained. A number of studies have therefore identified the limited number of places at higher education institutions in their own country as an important factor pushing students from developing economies to study abroad in developed ones.

Hypothesis 2: Erasmus mobility is influenced by affordability at the individual level: students from countries with a higher support level are more likely to go abroad for Erasmus mobility compared to students from countries with lower levels of support.

Reasoning: Whether individuals are able to study abroad depends on their financial ability to do so. Tuition fees, living costs and long-distance travel make studying in another country potentially very costly. Studies have shown that expected additional financial burden is the number one obstacle to mobility. According to EUROSTUDENT[3], in the majority of countries the expected additional financial burden associated with a foreign enrolment period is the single most critical (big) obstacle dissuading students from realising a foreign enrolment period. At the same time, public support is the main source of funding of mobility. According to EUROSTUDENT, in more than 50% of the countries for which data are available, public support is the primary source of funding for foreign enrolment periods. Public support can thus be considered a backbone for the realisation of foreign enrolment phases.

[3] EUROSTUDENT IV. See: Orr, D.; Gwosć, C.; Netz, N. (2011): Social and economic conditions of student life in Europe. Online at: http://www.eurostudent.eu/download_files/documents/EIV_Synopsis_of_Indicators.pdf

4. Data and methodology

The study is divided into two main parts:

I. Quantitative analysis of different economic indicators and Erasmus mobility flows

II. Quantitative and qualitative overview of the main trends in 10 case-study countries

I. Quantitative analysis of different economic indicators and Erasmus mobility flows

In the first part of the study different indicators were chosen to describe the economic situation in Erasmus countries over a time period of six years – from 2008 until 2013. These indicators had to, on the one hand, enable the evaluation of the possible depth of the crisis in different countries, and on the other hand could have possible influence on the mobility decisions of students and staff. The final chosen indicators analysed in the study were:

- GDP (Gross Domestic Product) per capita in PPS (Source: Eurostat)
- Total public expenditure on tertiary level of education (ISCED 5–6) in PPS (Source: Eurostat)
- Youth unemployment rate (younger than 25 years old) (Source: Eurostat)
- Unemployment rate (25–64 year-olds) (Source: Eurostat)
- Average Erasmus grants for different types of mobility (Source: Erasmus Statistics)
- Number of outgoing and incoming Erasmus students (study mobility and placement mobility) and staff (assignment mobility and training mobility) (Source: Erasmus Statistics)

To find out possible relations between the economic crisis and Erasmus mobility, the Pearson correlation coefficients were estimated. All countries participating in the Erasmus mobility programme (as a whole population) during the period of 2008/09–2012/13 were included and correlations were calculated on the basis of year on year changes. In other words, the purpose of statistical analysis was testing whether the changes in Erasmus mobility have been related to changes in economic and financial indicators during the last economic crisis. The approximate number of observations included to the calculations of Pearson correlation was 120 compared with 120 (dependent on data availability). For testing results' sensitivity the estimations of correlations were made in two stages: first, results with outliers (Malta, Switzerland and Croatia) and second, results without those three countries. These countries acted like outliers because they did not participate in Erasmus programme for the whole period of time under observation: Croatia was added in 2009/10, Switzerland in 2011/12 and Malta did not participate in the programme in study year 2010/11. As the results were sensitive enough with outliers, the final correlation coefficients in this study are presented without outliers.

To better illustrate the possible links found between different indicators as well as the diverse situation in different countries a zoom-in is provided by using scatter plot diagrams to display the changes in those 10 countries that were chosen as case studies. While analysing the graphs it should be borne in mind that correlations and graphs are not directly related. In order to also observe the impact of the crisis more clearly there is first a zoom-in to the changes between 2008/09 and 2009/10 (when all European countries were subject to a major economic slowdown) and then the average yearly changes from 2009/10 to 2012/13 (when most European economies started to recover). These yearly changes for 10

countries are calculated as geometric mean instead of arithmetic mean as geometric mean is more appropriate than for describing proportional growth.[4] For each of these graphs the data from 10 chosen countries is also compared to the average of all countries participating in the Erasmus programme.

II. Quantitative and qualitative overview of the main trends in 10 case-study countries

In the second part of the study an overview of main mobility trends was provided for each of the 10 chosen countries participating in the Erasmus programme from 2008 to 2013. These 10 countries remained the same as those analysed in the similar study carried out in 2013.

Selection of 10 countries

The DAAD, as commissioning body, determined 7 of the 10 selected countries for a study carried out in 2013. They were chosen as European countries which had attained most attention as crisis countries. The remaining three countries were proposed by the authors to include some non-crisis countries and provide an overall variance, which would support the relevance of the study. These 10 countries are:

Cyprus, France, Greece, Germany, Iceland, Ireland, Italy, Poland, Portugal, Spain

The main criteria in the selection of the countries were: (1) the quantitative importance of the Erasmus programme for the national system; (2) the quantitative importance of the participants from a country for the Erasmus programme as a whole; (3) geographic parity; (4) The development of a country's budget deficit. A longer description about the selection of 10 countries can be found in Annex A.

Country overviews

Country overviews comprise of three parts. The first part is a summary of the main findings from the analysis of the Erasmus data carried out by the authors in combination with the interpretations provided by the national experts in the interviews. The second part is a fact-sheet describing the main indicators and context information of each country. The third part shows the main mobility trends in comparison to all other Erasmus countries.

1. Interviews with the representatives of the National Agencies.

In November and December 2014, named experts from the Erasmus national agencies were interviewed to provide interpretations of the Erasmus data analysis provided by the authors and to add supplementary information on further trends and developments. The interviews were carried out via telephone. Before the interviews, each interviewee was sent the main topics for the interview and asked direct questions, which provided the format for a semi-structured interview. The list of people interviewed for the study can be found in Annex C. Unfortunately, no interview was carried out with the representatives from the national agency in France due to changes of responsibilities.

2. Fact-sheets of main indicators and context information

For each country a fact-sheet was provided to give an overview of the main trends and changes to the economic situation of the country as well as the Erasmus mobility flows between 2008 and 2013. Next to

[4] The geometric mean of growth over periods yields the equivalent constant growth rate that would yield the same final amount.

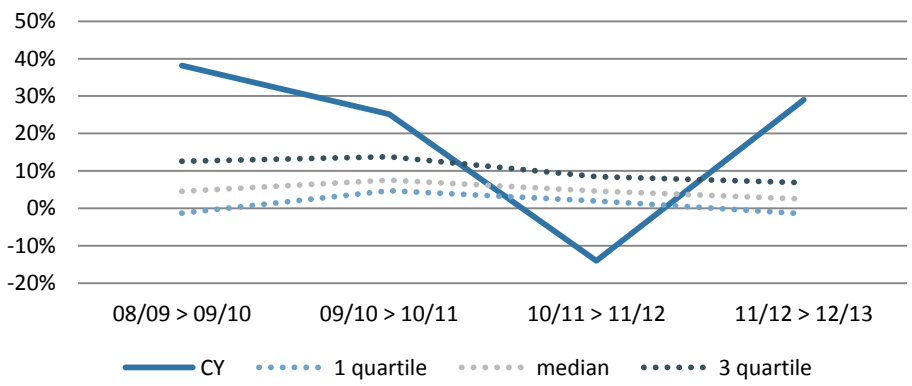
the same indicators that were already used and described in the previous part of the study, additional information was gathered to better illustrate the financial situation of the country as well as students. Data that is used to describe the context of each country includes:

- Economic situation: GDP per capita in PPS, Real GDP growth rate; general government deficit or surplus; expenditure on tertiary level education as a % of GDP; unemployment rate; youth unemployment rate.
- Students and staff in tertiary education: number of students; number of academic staff in full-time equivalent.
- Erasmus budget: Erasmus budget allocated for mobility actions; average Erasmus grant for student mobility of studies, student mobility for placements; staff mobility for teaching assignments; staff mobility for training.
- Public support for students: information on tuition fees; public grants and loans; family support and tax relief; portability of grants and loans; additional support for mobility; share of public support in students' income; share of students' expenditure on study-related costs.
- Mobility indicators: share of all students and staff participating in Erasmus mobility; number of students and staff going abroad; number of incoming students and staff; share of placement mobility for students; share of training mobility for staff.

3. Mobility trends in international comparison

Aside from the overview of the main economic and mobility indicators, key statistics for outgoing and incoming Erasmus student mobility (for studies and placements) and staff mobility (for teaching assignments and trainings) from 2008/09 to 2012/13 are presented. These figures (see example figure below) describe the average growth per study year for outgoing/incoming students/staff by type of mobility compared to the previous study year. Actual mobility rates are not focussed on as these are different for each of the countries under investigation. Instead, the rate of change is analysed, under the assumption that the financial crisis and accompanying effects might impact mobility, by decreasing or increasing the number of people going abroad over time. To see how one certain country is similar/different to other countries participating in the Erasmus programme, the average growth per year for the bottom quarter of all Erasmus countries with the lowest growth (1st quartile), the median growth and the average growth per year for the top quarter of all the countries that have the highest growth (3rd quartile) have been added.

EXAMPLE FIGURE. AVERAGE GROWTH PER STUDY YEAR FOR OUTGOING STUDY MOBILITY IN CYPRUS, 2008/09-2012/13



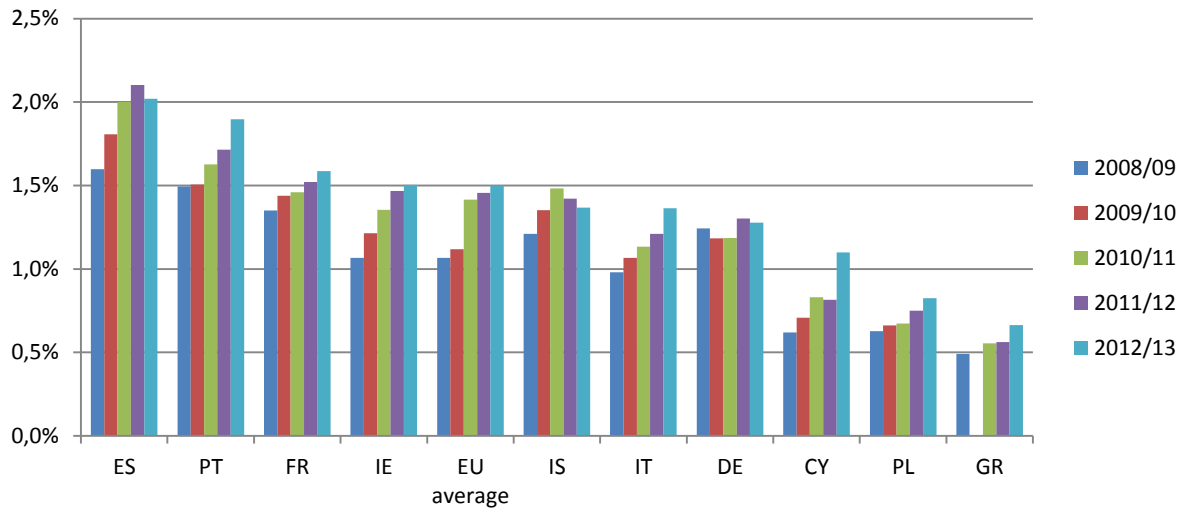
5. Main findings

Main trends in Erasmus mobility

One of the main results of the previous study carried out in 2013[5] was that the mobility numbers of students and staff going abroad continued to increase despite the financial crisis. It showed that the number of students going abroad for placements grew significantly faster than for study mobility. This means that the crisis might have had a more qualitative effect to mobility turning it into something used by students rather to enhance their employability after graduation. A closer look at mobility trends and the interpretation of these facilitated by the national experts in the case-study countries showed, however, that whilst the financial crisis appeared to have dampened growth in mobility participation in many countries, it actually promoted growth in others. Mobility (or at least growth in mobility) thus appeared to be influenced by individual assessments of affordability and opportunity leading to counteracting trends between and in countries.

The new Erasmus data from 2012/13 shows that the main trends seen before have continued – the number of students and staff going abroad for Erasmus mobility has still been increasing despite the economic downturn although some slow-downs can be seen. The share of mobile students (Figure 2) has increased from 1.1% in 2008/09 to 1.5% in 2012/13 in all countries participating in Erasmus programme on average, but the biggest increase took place already between 2009/10 and 2010/11 and since then the yearly growth has been much slower.

FIGURE 2. SHARE OF MOBILE STUDENTS (SMS + SMP COMPARED TO NUMBER OF STUDENTS IN ISCED 5A AND 5B), 2008/09–2012/13



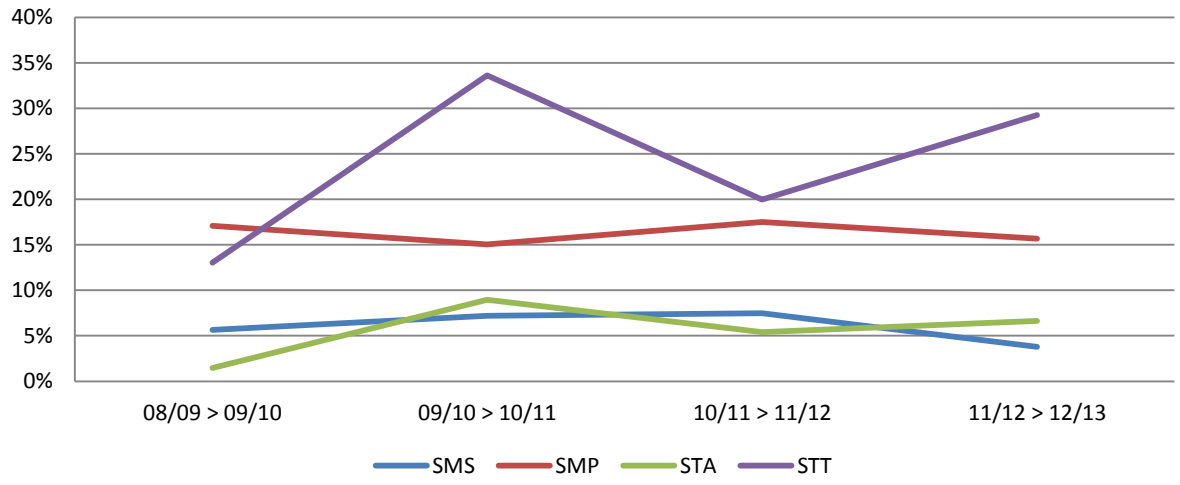
Source: Erasmus Statistics, Eurostat. Own calculations.

[5] Orr, D., Haaristo, H-S. (2013). Seismic – Student and Staff mobility in Times of Crisis. Praxis Center for Policy Studies. https://eu.daad.de/medien/eu/veranstaltungen/bologna/student_and_staff_mobility_in_times_of_crisis_study.pdf

Looking at the 10 case-study countries, the changes in 2012/13 compared to the previous study year have been different – in Spain, Iceland and Germany the share of mobile students has actually decreased while in Cyprus, Portugal and Italy the increase in the share of mobile students has been much higher compared to the previous years. These last three countries stand out as the ones with the weakest economies during the years of financial crisis that also had not recovered yet in 2012/13 similarly to most of the other countries. So it could be that the economic situation has pushed students in these countries to be more mobile. On the other hand it must be kept in mind that Erasmus programme is only one opportunity for students to be mobile – it could be that in countries, where the share of students going abroad under Erasmus programme is not growing so fast, students are increasingly using other ways of being mobile while in other countries Erasmus programme might be one of the only opportunities to study abroad.

Although the number of students and staff going abroad for Erasmus mobility has been still increasing in 2012/13 compared to the previous study years for all types of mobility, the average growth per year has slowed down for student mobility (see Figure 3). Outgoing study mobility (SMS) used to grow around 6-7% each year between 2008/09 and 2011/12, but in 2012/13 the growth compared to the previous study year was only 3,8%. The growth rate for placements (SMP) has been always higher lying on average at 16%, but the growth in 2012/13 was only 15,7% compared to the previous study year, although it used to be 17,5% the year before. Regarding staff, the annual average growth rate from 2008/09 to 2012/13 has been varied from 1,5% to 9% for outgoing assignment mobility (STA) and between 13,1% and 33,6% for training mobility (STT). For both types of mobility the numbers of staff going abroad started to grow faster in 2012/13 compared to the previous study year.

FIGURE 3. AVERAGE GROWTH OF OUTGOING ERASMUS MOBILITY PER STUDY YEAR IN ALL ERASMUS COUNTRIES, 2008/09–2012/13

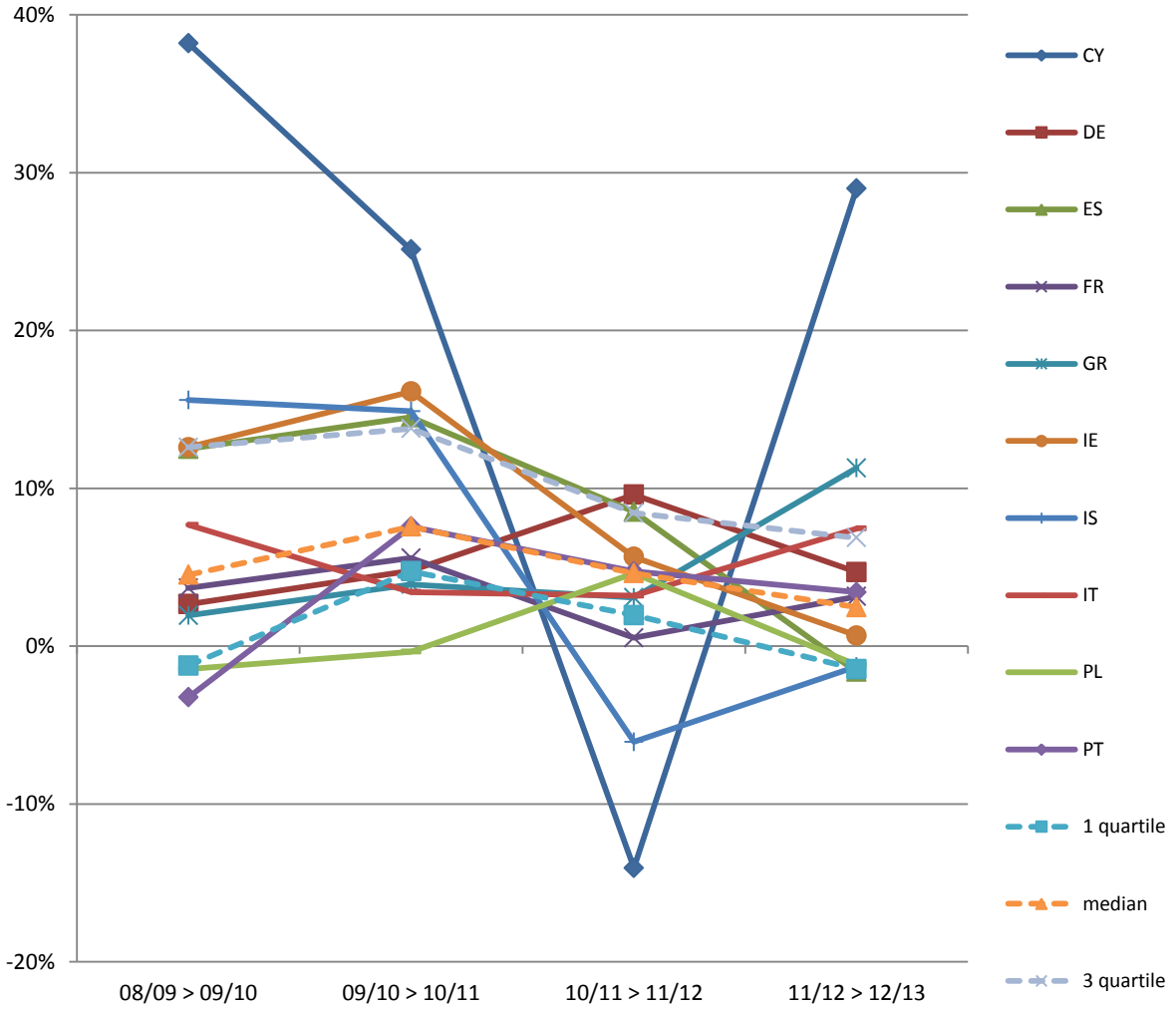


Source: Erasmus Statistics. Own calculations.

Looking at the 10 case-study countries some interesting trends can be seen in 2012/13 compared to the previous study year in outgoing study mobility. Although in general the average growth per study year for outgoing study mobility has slowed down (see Figure 4), there has been an increase in the growth rate for some of the countries observed here: Cyprus, France, Greece and Italy. At the same time, the number of students going abroad for studies has actually decreased in 2012/13 compared to the previous study year

in Spain and Poland. Based on the interviews carried out in this study the decrease in Spain could be related to the effects of economic crisis as students are not able to cover the costs of mobility due to the decrease in the national co-funding for Erasmus mobility as well as the worsening situation of students' families affected by unemployment. On the other hand, as Poland has been one of the stronger economies during the years of crisis this decrease in outgoing mobility numbers could be related to a decrease in the attractiveness of study mobility compared to placement mobility, because students feel the increasing need to enhance their employability.

FIGURE 4. ANNUAL GROWTH OF OUTGOING ERASMUS STUDY MOBILITY, 2008/09–2012/13

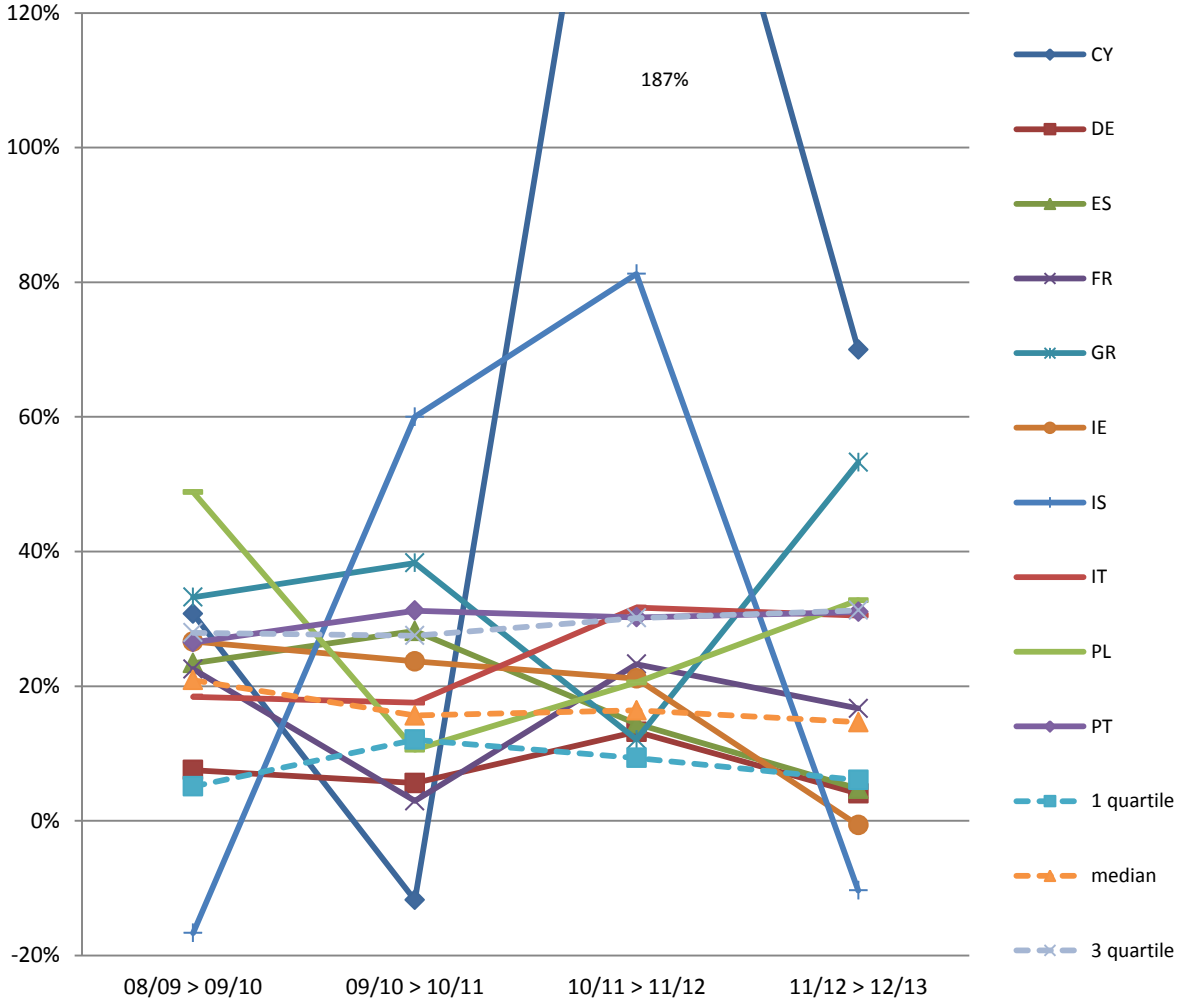


Source: Erasmus Statistics. Own calculations.

How to read this and the following figure: The figure shows the average annual growth for all Erasmus countries. The 1st quartile shows the maximum average growth per year for the bottom quarter of all Erasmus countries, i.e. with the lowest growth, the 3rd quartile shows the minimum average growth per year for the top quarter of all the countries, i.e. with the highest growth and the median shows the average growth. For example, in 2010/11 the number of students studying abroad on the Erasmus programme increased on average about 8% compared to the previous year, but the top quarter of Erasmus countries (countries that had the highest average growth per study year) increased by nearly 14%. The figure shows a large slowdown in growth between the academic years 2010/11 and 2011/12.

For outgoing placement mobility the general trend in most of the Erasmus countries has also been a slowdown in the yearly growth rates (Figure 5) except for the top quarter of countries where the number of students going abroad for placements grew slightly faster in 2012/13 than in the previous study year. Out of the 10 case-study countries Greece, Poland and Portugal are the only countries where the outgoing placement mobility rate continued to grow even faster compared to the previous years. Cyprus still had the highest growth rate, although it grew even faster in 2011/12 compared to the previous study year. On the other hand, in Iceland and Ireland the number of students going abroad for placements actually decreased in 2012/13 compared to the previous study year. According to the interview with the expert from the national agency in Ireland, one of the main reasons for a slow growth in their mobility numbers is the size of the budget allocated to Ireland for mobility actions as it has not been sufficient enough to increase the number of mobile students. The national agency in Iceland on the other hand could not explain the decrease in 2012/13 as they are witnessing an increasing demand for placements abroad again.

FIGURE 5. ANNUAL GROWTH OF OUTGOING PLACEMENT MOBILITY, 2008/09–2012/13



Source: Erasmus Statistics. Own calculations.

Erasmus mobility in relation to GDP, expenditure on education, unemployment rates and average grants

As the main focus of this study is to better understand the interaction between economic situation and mobility flows during the years of financial crisis, the following chapter will highlight the findings from the quantitative analysis of these possible links.

The analysis shows that changes in Erasmus mobility flows during the years of economic crisis are likely to be linked[6] to the changes in the financial situation of a country expressed by GDP per capita and average Erasmus grants provided students. More specifically – incoming study mobility could be influenced by the GDP per capita in the host country and outgoing student mobility (for studies and placements) might be influenced by the Erasmus grants provided in the home country. On the other hand, students and staff going abroad do not seem to be influenced that much by unemployment rates or even less by a country's expenditure on higher education (see Table 1).

TABLE 1. CORRELATION BETWEEN CHOSEN INDICATORS AND MOBILITY RATES FOR ALL ERASMUS COUNTRIES, 2008/09-2012/13

Indicator	Outgoing mobility				Incoming mobility			
	SMS	SMP	STA	STT	SMS	SMP	STA	STT
GDP per capita	-0.1	0	0.2	0.2	**0.4**	-0.1	0.1	-0.1
Expenditure on HE	0	-0.1	0	0	0.2	0	0	0
Youth unemployment (>25 years)	0.2	0			-0.1	0.1		
Unemployment (<25 years)	0.2	0	-0.1	-0.1	-0.1	0.1	-0.1	0.1
Erasmus average grants	**-0.7**	**0.5**	-0.2	0				

How to read the table? A value between 0 and 0.3 indicates weak correlation; a value between 0.3 and 0.7 indicates intermediate correlation; a value higher than 0.7 indicates strong correlation. A positive value means direct correlation – increase in one indicator is (or is not) correlated to the increase in the other. A negative value means indirect or negative correlation – increase in one indicator is (or is not) correlated to the decrease in the other.

Table 1 gives an overview of the possible links between different macroeconomic indicators and Erasmus mobility flows based on the correlations found in the analysis. It shows that mostly the correlations are very weak, although they still exist in many cases. These weak correlations could be expected as this study tries to connect mobility to mostly exogenous factors that are not directly related to mobility. However, for these reasons it is very important to note that GDP per capita in the host country seems to have a relatively strong pull effect on incoming students for studies as it is something that cannot be directly changed or influenced with mobility-policy measures. At the same time, recognising this connection is still useful for policy making, because interventions could be focussed on certain types of countries (either as home or host countries).

As Erasmus grants are the only mobility-related indicators here, they were expected to be more strongly linked to the mobility flows and so they are. Based on the analysis, changes in outgoing student mobility have been strongly connected to changes in the average amount of Erasmus grant provided to students by their home countries during the economic crisis. However, this connection has opposite results for

[6] It is important to keep in mind throughout this study that correlation between two indicators does not mean that changes in one indicator are caused by the changes in the other. Correlation points out that changes in one indicator have occurred at the same time with changes in the other indicator and they could be linked.

different types of student mobility. The analysis shows that increase in the number of students going abroad for studies has been accompanied by a decrease or a slower growth in the level of average Erasmus grants provided to them by home countries. On the other hand, the increase in the average Erasmus grants has been accompanied by a faster growth in outgoing placements as well.

However, this rather surprising finding has to be put in context. The basic logic of how grants are allocated in participating countries already influences the link between the grant size and mobility numbers – national agencies can decide to give higher grants to fewer students or to give lower grants to more students. Therefore, a decrease in the grant size might automatically increase mobility numbers as grants become available for a larger number of people. This could explain the negative relation between Erasmus grants and outgoing study mobility – based on the interviews carried out in this study, many representatives of different national agencies mentioned that they have started to give more priority to placement mobility. This could lead to a decrease in the budget for study mobility compared to previous years and within these limits countries might focus more on giving lower grants to larger number of students – hence the negative relation between the mobility numbers and grant size.

At the same time, as mentioned before the growing number of students going abroad for placements is on the other hand strongly linked to the growing size of the Erasmus grant provided to them by their home country. It seems that the logic of giving higher grants to fewer students or lower grants to more students does not apply here as it did with study mobility. Based on the Erasmus Statistics as well as the interviews carried out in this study there has been a tendency to give higher grants for placements than for studies abroad. National agencies have also started to prioritise placements more during the past years because they have witnessed an increased demand for this (including the requests from higher education institutions). In this situation it could be that when national agencies allocate more funding to placement mobility, the budget for Erasmus grants is not as limited (because they can decrease the budget for study mobility) and allows to give higher grants to more students. This could explain the relatively strong correlation between increasing grants and increasing mobility numbers for outgoing placements[7].

In the next chapters a more in-depth look is given into the possible links between economic crisis and Erasmus mobility for these indicators mentioned above, where a strong or intermediate statistical correlation was found. To better illustrate these possible links as well as the diverse situation in different countries, a zoom-in is provided to the changes in the data for 10 countries that were chosen as case studies. In order to also observe the impact of the crisis more clearly there is a zoom-in to the changes between 2008/09 and 2009/10 (when all European countries were subject to a major economic slowdown) and then the average yearly changes from 2009/10 to 2012/13 (when most European economies started to recover).

➢ Incoming student mobility linked to GDP per capita

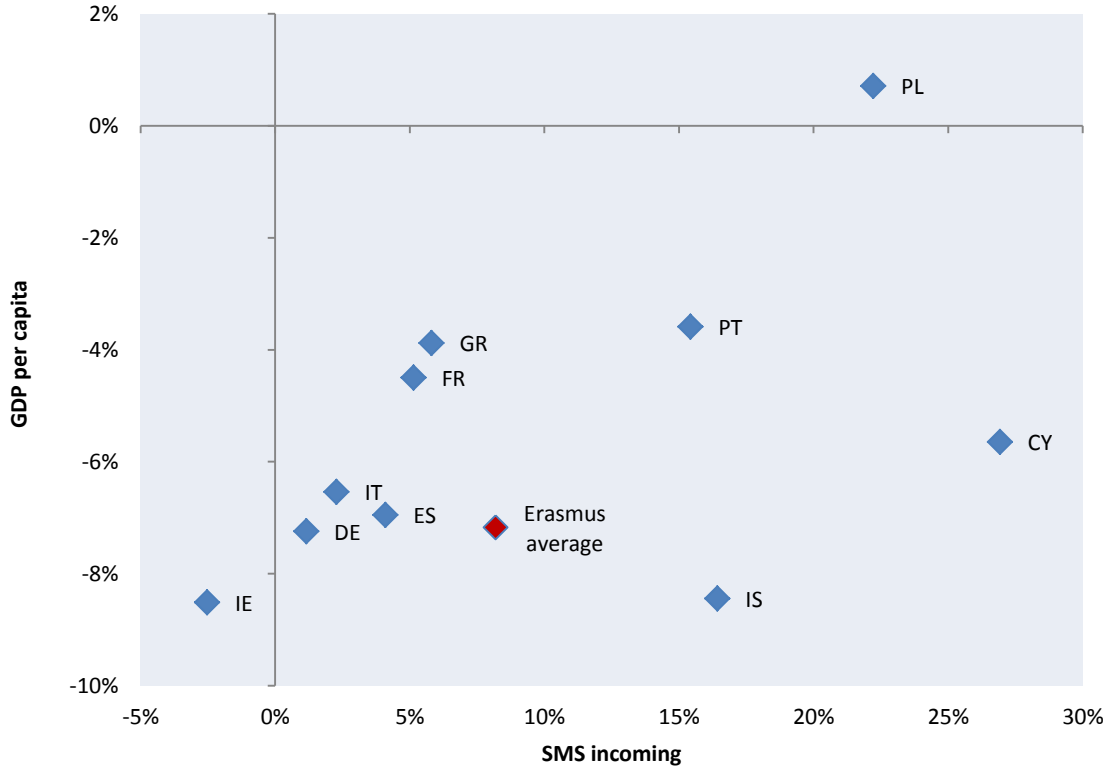
As Table 1 showed there is only a very weak statistical correlation between changes in GDP per capita (in PPS) and outgoing Erasmus mobility during the years of financial crisis. This means that a country's economic situation expressed in the form of GDP (better or worse) does not act as a very strong push factor to make students and staff from this country to go abroad. On the other hand, there are relatively

[7] Another factor influencing students' choice to go abroad for placements instead of studies next to Erasmus grants could be the salaries offered to students by the recipient employers. Not all countries and all companies use this practice but nevertheless many of them do. The opportunity to receive extra income for mobility period abroad might be an important pull-factor for many students – although these salaries were not analysed in this study, it should be still kept in mind.

stronger links between a country's GDP per capita and incoming student mobility for studies meaning that countries doing relatively better during the years of economic crisis based on their GDP per capita also attract a faster growing number of students from other countries for Erasmus studies. One reason behind this could be that countries with stronger economies also have higher living costs and as Erasmus grants provided to students are, among other things, differentiated by the level of living costs in the host country, it could be that higher grants by sending countries attract more students to study in countries with a better economic situation. However, it could also be just that students are more attracted to higher standard of living in general.

ZOOM-IN: incoming study mobility and GDP per capita in 10 countries. In all of the countries except Poland the GDP per capita decreased between 2008 and 2009 (Figure 6). **Ireland** had the most negative change to GDP per capita and was also the only country with an actual decrease in the number of incoming students for study mobility. As most of the students going to Ireland for studies have been from France and Germany it could be that the initial economic downturn in Ireland scared off students coming from stronger economies. On the other hand, **Iceland** witnessed a similarly negative economic situation to Ireland but the number of incoming students still increased almost twice as fast as in all Erasmus countries on average. As Germany and France have also been the main sending countries for incoming students in Iceland for some reasons Iceland still remained to be attractive enough compared to Ireland. **Poland** was the only country with a positive change in the economic situation as well as one of the highest increases in incoming mobility numbers. Based on the interviews this might be related to the fact that international mobility (including increasing the number of incoming students) has become a central goal for Polish HEIs and Poland has also become an increasingly popular destination country for students from Turkey (due to relatively easy visa procedures among other reasons).

FIGURE 6. STUDY MOBILITY AND CHANGE IN GDP / FIRST YEAR OF CRISIS

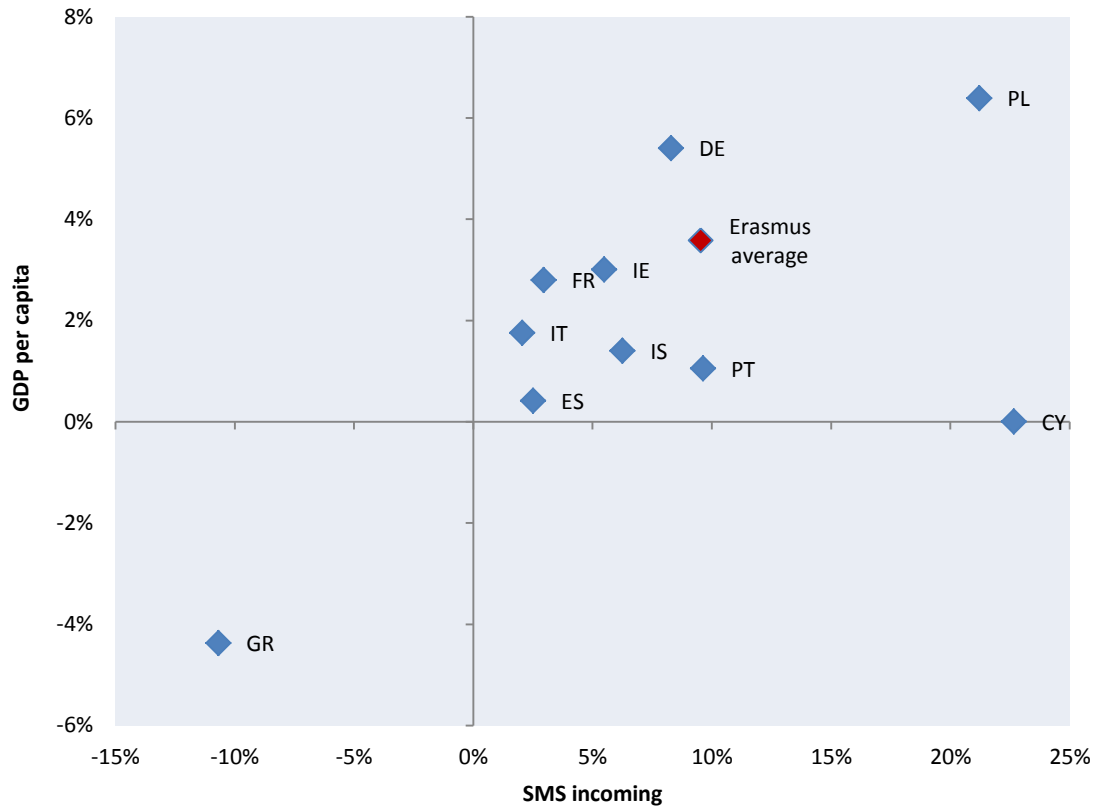


Change in GDP per capita (PPS) and incoming study mobility between 2008 and 2009
Source: Eurostat & Erasmus Statistics. Own calculations.

From 2009 to 2013 (Figure 7) most of the countries had on average a yearly growth in GDP per capita as well as a continuing growth in incoming study mobility numbers. The only exception was **Greece**, where both of these indicators continued to have a negative trend. Based on the interviews carried out for this study, this could be explained by the mostly negative public image Greece gained during the crisis in the media, but also could be explained by the limited number of courses available in English in Greece. As most of the students have been going to Greece for studies from countries with stronger economies (France, Germany and Poland) some of the interviewed experts pointed out that study mobility has become less attractive for students who have the fear of losing out on good employment opportunities in their home countries while being abroad – this could explain the decrease in incoming mobility numbers.

In other countries, the number of incoming students continued to increase, although in most of the countries observed the average yearly growth rate remained lower than the Erasmus average. **Cyprus** stands out as an exception, with the highest growth in the number of incoming students for studies despite having no positive changes in its economic situation based on the GDP per capita. This might indicate that at least for some students going abroad to countries more affected by the economic crisis might still be attractive (lower costs of living; other non-financial reasons). For example, in the case of Cyprus most of the incoming students have been from Poland and Germany – countries least affected by the economic crisis. As the living costs in their home countries could be higher, they might be attracted to countries with lower costs. On the other hand Cyprus has also been an attractive destination for students from Greece and Spain (although the share of students from Spain has decreased during the years of crisis).

FIGURE 7. STUDY MOBILITY AND CHANGE IN GDP / RECENT DEVELOPMENT



Change in GDP per capita (PPS) and incoming study mobility from 2009/10 to 2012/13
Source: Eurostat & Erasmus Statistics. Own calculations.

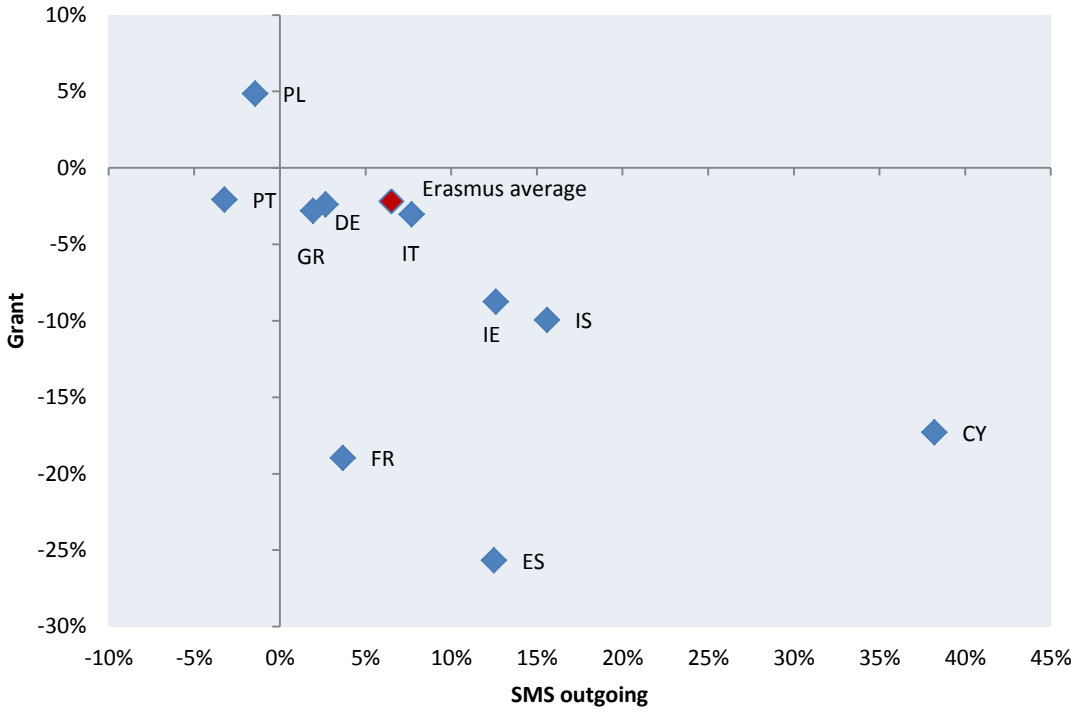
➢ Outgoing student mobility rates linked to Erasmus grants

As described before, based on the analysis, changes in outgoing student mobility have been strongly connected to changes in the average amount of Erasmus grant provided to students by their home countries during the years of economic crisis. However, this connection has opposite results for different types of student mobility. The analysis shows that a faster growth in the number of students going abroad for studies has been accompanied by a decrease or a slower growth in the level of average Erasmus grants provided to them by home countries. On the other hand, the increase in the average Erasmus grants has been accompanied by a faster growth in outgoing placements as well.

ZOOM-IN: Outgoing study mobility and average Erasmus grants in 10 countries. As can be seen in Figure 8 average Erasmus grants for study mobility decreased in most of the 10 countries observed between 2008 and 2009 except in Poland. However, at the same time most of the countries followed the main trend described above – despite the decrease in grants the number of students going abroad for studies continued to grow. For example, in **Cyprus** the average Erasmus grant decreased by around 17%, while the number of students going abroad for studies increased by 38%. The trend was similar in Spain, Iceland and Ireland. On the other hand, the number of outgoing students actually decreased in **Poland** while the average grant size increased. These trends could be partially explained by the basic logic behind the allocation of Erasmus grants – national agencies can decide to give higher grants to fewer students or to give lower grants to more students. It could be that countries like Cyprus, Spain, Iceland and Ireland decreased the amount of the average grant in order to provide it for a larger number of students to still

support increasing mobility and on the other hand when Poland increased the average grant, due to the limited budget, could provide it only to a smaller number of students.

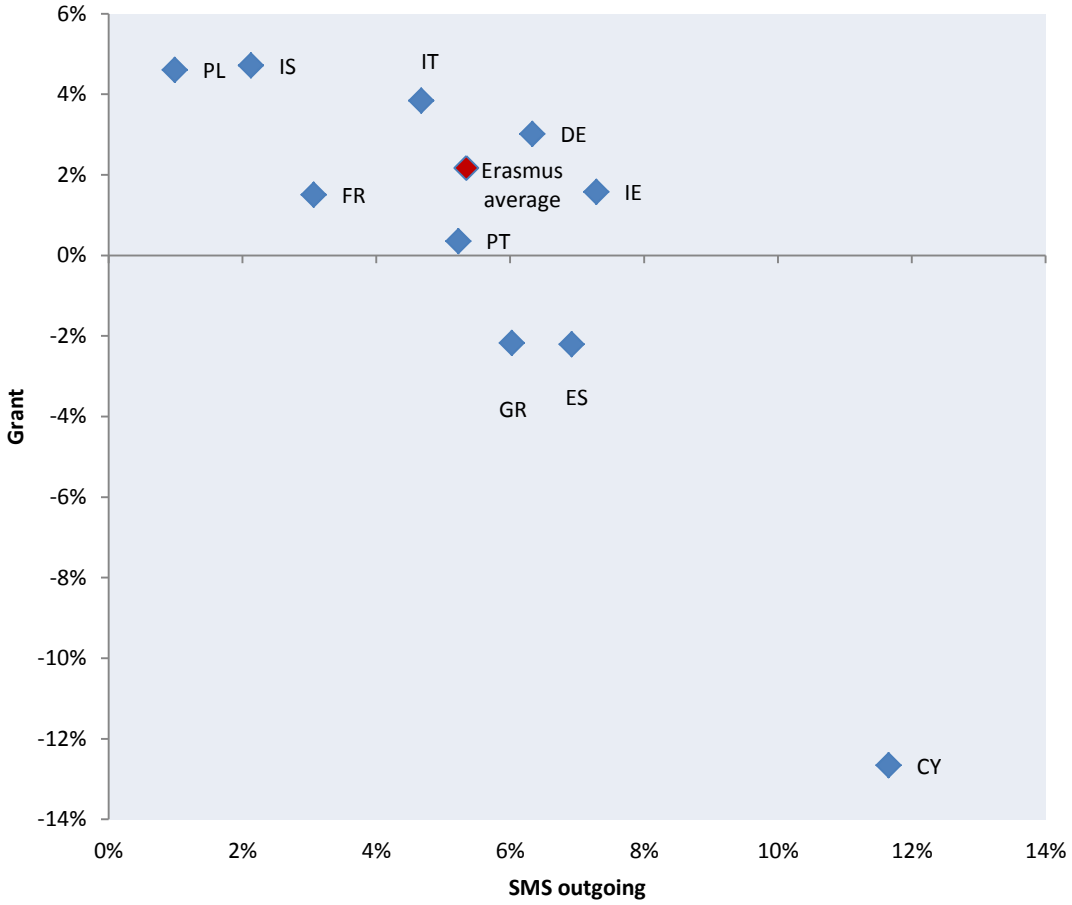
FIGURE 8. STUDY MOBILITY AND CHANGE IN ERASMUS GRANTS / FIRST YEAR OF CRISIS



Changes in the average Erasmus grants and outgoing study mobility between 2008/09 and 2009/10
Source: Erasmus Statistics. Own calculations.

The main trend from 2009/10 to 2012/13 (Figure 9) in the countries observed here was a slow increase in the average amount of Erasmus grants, except in Cyprus, Greece and Spain. The fastest average yearly growth took place in **Iceland**, **Poland** and **Italy**, although at the same time the number of students going abroad for studies from these countries increased very slowly compared to many other countries. Based on the interviews in various countries, this slow increase in outgoing study mobility numbers could be explained by the decreasing attractiveness of studies compared to placements abroad as there are still some problems with recognition of the credits gained abroad as well as students might fear to lose job opportunities back home at the same time. Despite the biggest average yearly decrease in the amount of Erasmus grants, the number of students going abroad for studies from **Cyprus** has been increasing the fastest compared to all other countries. This could partially be explained by one interesting trend in Cyprus that was pointed out in the interview with the expert from the local national agency. Namely, during the years of crisis there has been an increasing trend of Greek students moving to Cyprus for degree mobility and then using Erasmus mobility opportunities to go back to Greece for some period of time. This might be one of the explanations behind this big increase in outgoing study mobility in Cyprus. It is also important to keep in mind that although the average Erasmus grant decreased a lot in Cyprus, the average amount still remained the highest in all Erasmus countries.

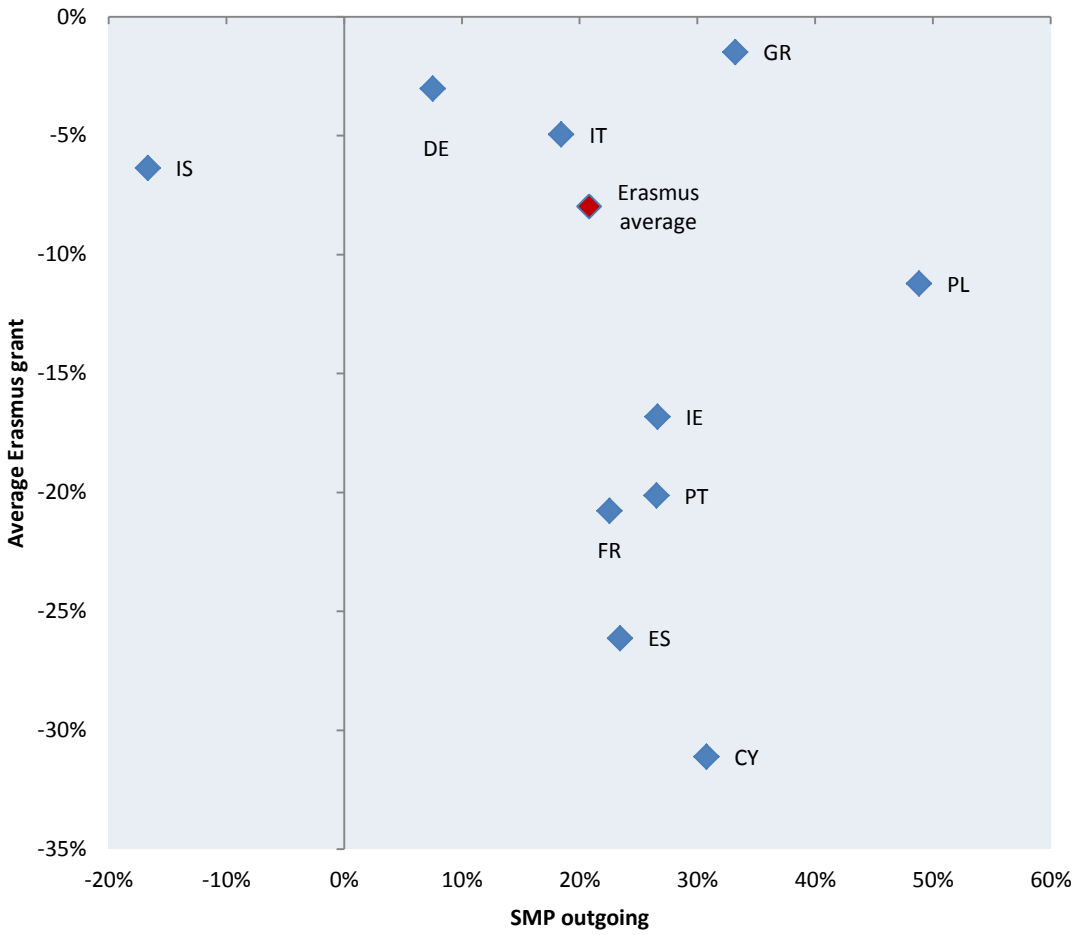
FIGURE 9. STUDY MOBILITY AND CHANGE IN ERASMUS GRANTS / RECENT DEVELOPMENTS



Changes in the average Erasmus grants and outgoing study mobility from 2009/10 to 2012/13
source: Erasmus statistics. own calculations.

ZOOM-IN: Outgoing placement mobility and average Erasmus grants in 10 countries. As can be seen in Figure 10, the average Erasmus grants for placements abroad decreased in all countries observed here between study years 2008/09 and 2009/10 with the deepest decrease in Cyprus (-31%) and smallest in Greece (-1.5%). At the same time, most of the countries had an average growth in the number of students going abroad for placements. **Iceland** stands out as an exception as the only country where the number of outgoing students actually decreased between 2008/09 and 2009/10 (although grants in Iceland did not decrease less compared to the Erasmus average). Based on the interview with the expert from the Icelandic national agency, there was a decrease in outgoing student mobility in the first years of the crisis due to the large uncertainty about the local currency – although students had the grant to go abroad there was a large possibility for deflation in their national currency. On the other hand, **Poland** had the biggest increase in the number of outgoing placement mobility between 2008/09 and 2009/10. Although Poland has been one of the stronger economies during the years of crisis, the interview with the representative from the local national agency pointed out that placements abroad nevertheless have been seen as something to enhance the CV and increase opportunities for future employability. The same was pointed out in the interviews about Cyprus and Greece.

FIGURE 10. PLACEMENT MOBILITY AND CHANGE IN ERASMUS GRANTS / FIRST YEAR OF CRISIS

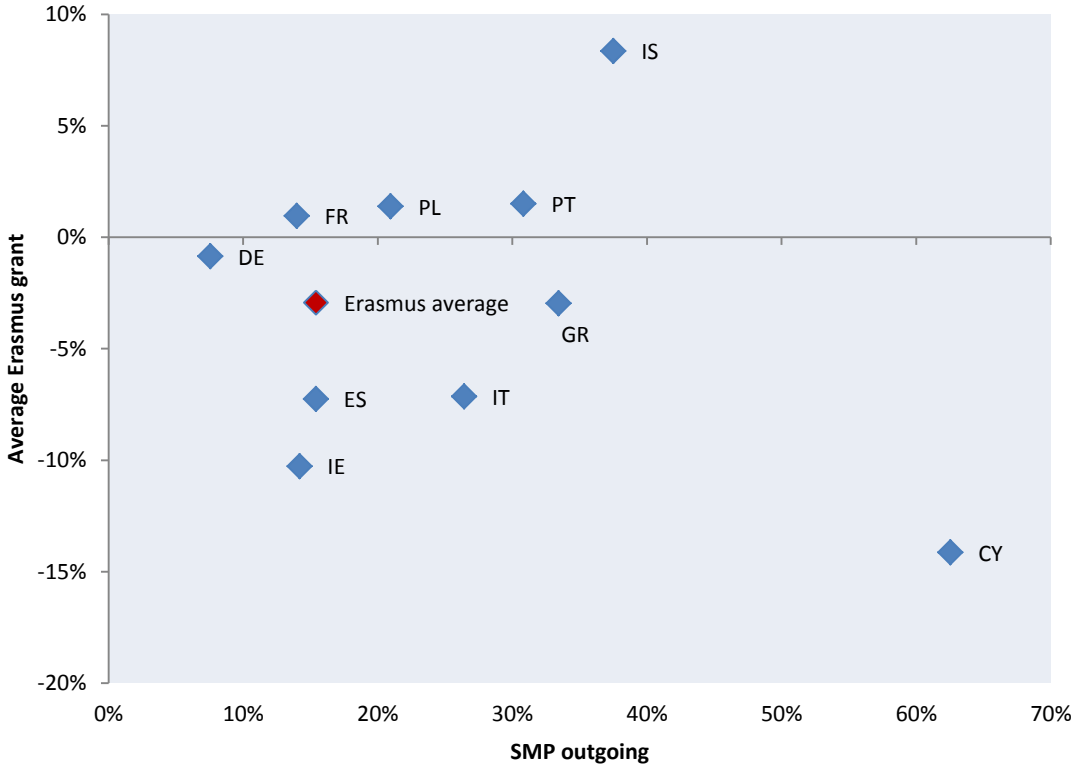


Changes in the average Erasmus grants and outgoing placement mobility between 2008/09 and 2009/10
Source: Erasmus Statistics. Own calculations.

As can be seen in Figure 11 in most of the countries analysed in this study the average Erasmus grant provided to students going abroad for placements continued to have a mainly negative trend although the decrease was not as sharp anymore as it was between 2008/09 and 2009/10. **Cyprus** continued to be the country with the fastest growing mobility rates despite the fastest decrease in the average grant size. As most of the students go from Cyprus to Greece this could again be partially explained by the trend of Greek students studying in Cyprus and using the opportunities of Erasmus mobility to go abroad to Greece. On the other hand, the interviews also emphasised the increased demand in Cyprus for placements as students feel the need to get work experience and enhance their employability options for the future and for these reasons the national agency has also allocated more funding to placement mobility. Although initially between 2008/09 and 2009/10 the number of outgoing placements actually decreased in **Iceland**, in the following years it had one of the fastest growing rates. This trend was explained by the representative from the national agency that as the financial situation of students improved after the first economic shock, they became more motivated to go abroad again. **Germany** had the smallest average increase in outgoing placements between 2009/10 and 2012/13 – according to the opinion of the representative of the national agency in Germany one of the main reasons for a low interest in placements abroad is the relatively good economic situation in Germany compared to the

neighbouring countries – German students have better opportunities to find internships in their home country than abroad. On the other hand, according to the interview with the expert from the national agency in **Ireland** one of the main reasons for a slow growth in their outgoing mobility numbers is the size of the budget allocated to Ireland for mobility actions as it is not sufficient enough to increase the number of mobile students.

FIGURE 11. PLACEMENT MOBILITY AND CHANGE IN ERASMUS GRANTS / RECENT DEVELOPMENTS



Changes in the average Erasmus grants and outgoing placement mobility from 2009/10 to 2012/13
Source: Erasmus Statistics. Own calculations.

The interviewed experts from the national agencies emphasised that in their experience and opinion the financial situation has influenced students' opportunities and decisions about mobility abroad in general. They pointed out that the financial crisis has mostly had a negative effect on middle-class families that due to the crisis could not support their children in their mobility aspirations. Financial aspects are especially seen as the main obstacles for students from low socio-economic backgrounds. Some countries have offered additional funding for these students (for example in Greece and Ireland) but the effects of these are not clear yet. On the other hand, Italy offers national co-funding for outgoing placement mobility and this has resulted in an increasing demand for placements abroad. Even so, although Cyprus has had the highest average Erasmus grants, students and their families still believe that it is not enough and when families are not able to provide extra support to their children due to the crisis, the numbers of mobile students are not growing as fast as they could. In Iceland, for example, when the average Erasmus grant was increased in 2014/15 this was followed by an increase in the demand for mobility – this could hint that financial situation of students still might be an obstacle for mobility. On the other hand, many of the interviewed experts pointed to financial aspects as mainly obstacles for students that were already uncertain about mobility in the first place – those who really want to go abroad do so despite the financial obstacles.

Appendices

6. Appendix A: Selection of countries

The DAAD, as commissioning body, determined 7 of the 10 selected countries for a study carried out in 2013. They were chosen as European countries which had attained most attention as crisis countries. The remaining three countries in the study were proposed by the authors. In the opinion of the authors, the case studies should include some non-crisis countries and provide an overall variance, which would support the relevance of the study.

The following criteria justify the selection of the countries listed in the table below.

- *The quantitative importance of the Erasmus programme for the national system* – It can be assumed that some impacts are only apparent when the proportion of foreign mobile students and university staff has a certain size. Regarding quantitative importance, the Erasmus programme is particularly relevant for the mobility of people in the countries of origin: Spain (ES), France (FR), Ireland (IE), Portugal (PT) and Iceland (IS). Currently, in these countries a relatively high percentage of students utilise the Erasmus programme abroad (about 1.5%). In addition, this also applies to Ireland and France for international placements.

- *The quantitative importance of the participants from a country for the Erasmus programme as a whole* – When important countries of origin of the Erasmus programme are included, the study's conclusions will be particularly relevant for the programme overall. Therefore, the major university systems are important, even if the proportion of students is lower relative to the national population. Around 58% of Erasmus students and 43% of all mobile university staff come from the countries of Spain (ES), France (FR), Germany (DE), Italy (IT) and Poland (PL).

- *Geographic parity* – The majority of the countries designated by the DAAD are in southern Europe. However, it is known that there are significant differences in programme participation between the geographical parts of Europe. The authors added a Western and an Eastern European country (Germany and Poland) to the list in order to reduce the dominance of countries where particularly the family plays such a prominent role in financing.[8]

- *The development of a country's budget deficit* – In the debates the budget deficit of a country has emerged as a main distinguishing feature of the crisis that restricts the action of governments in terms of public support.[9] Efforts to improve the national budget have led to cuts in the education budget in many countries.[10] The table below shows Germany (DE) as the only country with a positive balance in this regard. Countries with particularly large deficits are Spain (ES), Greece (GR), Ireland (IE), Portugal (PT) and Cyprus (CY).

[8] EUROSTUDENT IV. See: Orr, D.; Gwosć, C.; Netz, N. (2011): Social and economic conditions of student life in Europe. Online at: http://www.eurostudent.eu/download_files/documents/EIV_Synopsis_of_Indicators.pdf

[9] Cf. Press release Eurostat 2013 online at: http://epp.eurostat.ec.europa.eu/cache/ITY_PUBLIC/2-22042013-AP/DE/2-22042013-AP-DE.PDF

[10] Cf. European Commission/EACEA/Eurydice, 2013. Funding of Education in Europe 2000-2012: The Impact of the Economic Crisis. Eurydice Report. Luxembourg: Publications Office of the European Union. Online at: http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/147EN.pdf

TABLE 2. BASIC DATA FOR THE SELECTED COUNTRIES

	Geo-graphic region	No. of students 2010	Share of national Erasmus participants in all Erasmus participants 2010 (%)				Share of national Erasmus participants in all national students 2010 (%)			Public deficit / surplus (%)	
			Students	Studies	Placement	HEI staff	Students	Studies	Placement	Average 2008–2012	2012
CY	south-east	19,356	0.1%	0.1%	0.0%	0.2%	1.4%	1.3%	0.1%	-4.6%	-6.3%
DE	west	2,093,394	13.1%	13.2%	12.5%	8.6%	1.4%	1.2%	0.2%	-1.6%	0.2%
ES	south	1,529,759	15.6%	16.5%	11.6%	10.5%	2.4%	2.1%	0.3%	-9.1%	-10.6%
FR	west	1,611,605	13.7%	13.5%	14.6%	6.8%	2.0%	1.6%	0.4%	-5.6%	-4.8%
GR	south-east	400,375	1.5%	1.5%	1.3%	1.8%	0.9%	0.7%	0.1%	-11.1%	-10.0%
IE	west	141,415	1.1%	1.0%	1.6%	0.5%	1.8%	1.3%	0.5%	-14.6%	-7.6%
IS	north	17,412	0.1%	0.1%	0.0%	0.2%	1.5%	1.4%	0.1%	-9.8%	-5.4%
IT	south	1,937,167	9.5%	10.4%	5.5%	4.8%	1.1%	1.0%	0.1%	-3.9%	-3.0%
PL	east	2,094,226	6.2%	6.1%	6.5%	12.2%	0.7%	0.6%	0.1%	-5.6%	-3.9%
PT	south	366,647	2.6%	2.6%	2.3%	2.3%	1.6%	1.4%	0.3%	-6.9%	-6.4%

Sources: Student data ISCED 5a, Eurostat (educ_enrl1tl); Erasmus Statistics Website of the European Commission; Public budget to GDP, Eurostat (gov_dd_edpt1), Data on Iceland 2011. Geographic division of Europe based on suggestion of Standing Commission for Geographic Division of Europe according to cultural criteria.

7. Appendix B: Country overviews

MAIN TRENDS IN CYPRUS

Looking at the economic trends of Cyprus in comparison to economic trends in all Erasmus countries on average between 2008 and 2013, it can be seen that Cyprus stands out as a country that has not yet recovered. Different indicators observed in this analysis show that Cyprus had a relatively big downfall similarly to most other Erasmus countries between 2008 and 2009 for most indicators, but unlike many others, the situation in 2013 was not better compared to 2009. For some indicators the situation became even worse. For example, the real GDP growth rate in 2013 was almost three times lower than it was in 2009 and youth unemployment rate has been constantly increasing and was also three times higher in 2013 than it was in 2009.

At the same time, the number of students in tertiary education has been increasing as in 2013 there were almost 24% more students in HEIs compared to 2008. The number of full-time academic staff increased around 10% at the same time. The share of all students that went abroad for Erasmus study and placement mobility has been slowly increasing each year since 2008/09 and reached 1.1% in 2012/13 which is still lower than the Erasmus average[11] (1.5%). The share of staff going abroad for Erasmus mobility was the highest in 2008/09, but after a decrease has started to increase again and reached 6.2% in 2012/13 (Erasmus average was 7.7%).

The Erasmus budget allocated to Cyprus by the European Commission for mobility actions increased constantly from 2008/09 to 2011/12, but decreased sharply in 2012/13. At the same time, average Erasmus grants provided in Cyprus for outgoing students have been decreasing constantly since 2008 – from €960 to €529 for study mobility and from €1,215 to €530 for placement mobility in 2012/13.

Students in Cyprus have relatively big public support – there are no tuition fees for 1st cycle students and all Cypriot students receive an annual education grants. Loans are also available and although there is no additional support for mobility provided in Cyprus, public grants and loans are portable for credit mobility.

There have been some changes to the mobility trends in Cyprus in 2012/13 compared to the previous years. The number of students going abroad for studies increased again 29% compared to the previous year after it had been decreasing. The number of students going abroad for placements also increased, but not as fast it had been growing a year before. Compared to all other Erasmus countries, Cyprus still has one of the fastest growing rates for outgoing study mobility. The numbers for incoming student mobility have also been growing faster in 2012/13 compared to the previous year and similarly to outgoing student mobility, Cyprus has also one of the highest growing numbers in incoming student mobility, especially for studies.

The interviewed expert from the national agency in Cyprus believes that the growing mobility numbers are definitely related to the crisis as it has increased the demand among students to enhance their opportunities to get employed. The national agency has seen a growing interest in Erasmus mobility opportunities, even by students from low socio-economic background that are usually less mobile. There have also been growing numbers of Greek students moving to Cyprus for studies due to the economic crisis in their home country and then using the opportunities of Erasmus mobility to go abroad to Greece

[11] Erasmus average in this study refers to the average of all countries participating in the Erasmus Programme.

for credit mobility or traineeships. The increase in outgoing student mobility can also be explained by the growing number of HEIs in Cyprus participating in Erasmus programme as well as the fact that the national agency has shifted more funds to placement mobility due to a higher demand in this type of Erasmus mobility. At the same time, the expert believes that the crisis has had some negative effects as well. Although Cyprus has had one of the highest average Erasmus grants, students and their families still believe that it is not enough and when families are not able to provide extra support to their children due to the crisis, so the numbers of mobile students are not growing as fast as they could. Another negative side of the crisis as seen by the national agency is the brain-drain effect – due to high unemployment rates in Cyprus students are also looking for a job abroad. If they go abroad for Erasmus studies or placements and find a job in the host country at the same time, they are less likely to return to Cyprus. On the other hand, the interviewed expert from the national agency believes that Erasmus mobility in times of the economic crisis has made Cypriot students more independent and less reliant on their family support.

In staff mobility Cyprus stands out as a country with one of the highest growth rates for assignment mobility in 2012/13 compared to the previous year after it had been decreasing for several years. Both types of outgoing staff mobility have seen one of the highest growths compared to other Erasmus countries, as well as both types of incoming staff mobility. The interviewed expert from the national agency explained that this has less to do with an increased demand and more to do with changes in the funding system – the national agency has been suggesting the HEIs lower the grant size in order to be able to provide it to a larger number of staff.

For the near future it is believed that the demand for study mobility and traineeships after graduation will definitely increase greatly, already the national agency sees a higher demand than there is funding available – this has not been the case before as usually there has been money left over from the Erasmus budget each year.

COUNTRY OVERVIEW: FUNDING INDICATORS

Economic situation[12]	2008	2009	2010	2011	2012	2013
GDP per capita in PPS (€)	27,200	25,600	25,900	24,900	24,700	23,600
Real GDP growth rate (%)	3.6	-1.9	1.3	0.4	-2.4	-5.4
General government deficit (% of GDP)	0.9	-5.6	-4.8	-5.8	-5.8	-4.9
Expenditure on tertiary level education (% of GDP)	1.86	2.06	2.12	2.11	*No data*	*No data*
Unemployment rate (%)	3.7	5.4	6.3	7.9	11.9	15.9
Youth unemployment rate (%)	9.0	13.8	16.6	22.4	27.7	38.9

Students and staff in tertiary education[1]	2008/09	2009/10	2010/11	2011/12	2012/13
Number of students	25,688	30,986	32,233	32,118	31,772
Number of academic staff	1,722	1,778	1,848	1,873	1,907

Erasmus budget allocation[13]	2008/09	2009/10	2010/11	2011/12	2012/13
Erasmus budget for mobility actions (€)	1,235,000	1,265,000	1,282,000	1,361,000	1,083,787
Average EU grant					
Student mobility for studies (€)	960	794	653	613	529
Student mobility for placements (€)	1,215	837	652	622	530
Staff mobility for teaching assignments (€)	1,096	1,292	1,257	1,189	1,003
Staff mobility for training (€)	983	1,258	1,242	1,251	1,146

Public support for students[14]	
Tuition fees	Fees for 1st cycle Cypriot students and for students admitted from EU countries are paid fully by the state, international students from non-EU countries pay fees of about €3,417 per semester. All 2nd cycle students pay fees which range from €5,125 to €10,250.
Public grants	All Cypriot students receive an annual educational grant (basic grant) by the Ministry of Finance. Since 2012, the educational grant is given based on family income criteria. The minimum is €1,450 and the maximum is €3,420 per year. Approximately 10 % of Cypriot and other EU students receive targeted need-based grants to cover living, books and computer expenses based on their socio-economic status. The minimum targeted grant is €300 and the maximum is €3,692 per year. About 2% of students receive merit and need-based scholarships. The criteria for scholarships are academic excellence and socio-economic status.
Public loans	Study loans are available only for owners of property in Northern Cyprus.
Family support and tax relief	There are no tax benefits for parents or family allowances.
Portability of grants and loans	Grants and loans are portable for credit mobility.
Additional support for mobility	No additional support provided.
Share of public support in students' total monthly income[15]	No data.
Share of students' expenditure on study-related costs[16]	No data.

[12] Eurostat Database

[13] Erasmus Statistics

[14] Eurydice

[15] Eurostudent

COUNTRY OVERVIEW: MOBILITY INDICATORS

Mobility numbers and shares	2008/09	2009/10	2010/11	2011/12	2012/13
Share of students on study and placement mobility	0.6%	0.7%	0.8%	0.8%	1.1%
Share of staff on teaching assignments and training mobility	7.0%	5.7%	5.2%	5.2%	6.2%
Outgoing students					
Study mobility	144	199	249	214	277
Placement mobility	13	17	15	43	73
Share of placement mobility	8%	8%	6%	17%	21%
Incoming students					
Study mobility	234	297	399	462	548
Placement mobility	160	155	212	230	279
Share of placement mobility	41%	34%	35%	33%	34%
Outgoing staff					
Assignment mobility	67	58	52	47	55
Training mobility	54	44	44	50	63
Share of training mobility	45%	43%	46%	52%	53%
Incoming staff					
Assignment mobility	100	105	110	131	156
Training mobility	53	53	79	99	123
Share of training mobility	35%	34%	42%	43%	44%

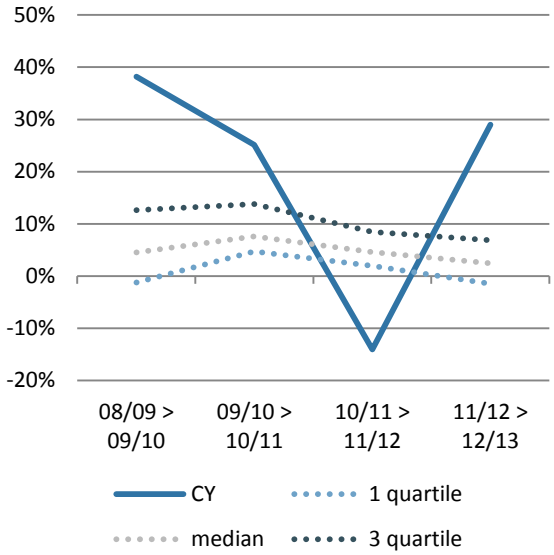
Average duration of outgoing mobility	2008/09	2009/10	2010/11	2011/12	2012/13
Outgoing student mobility for studies (in months)	5.0	4.9	5.6	5.5	5.6
Outgoing student mobility for placements (in months)	3.0	3.1	3.2	3.5	3.4
Outgoing staff mobility for teaching assignments (in days)	5.2	5.8	5.3	4.9	4.3
Outgoing staff mobility for trainings (in days)	4.8	5.7	5.4	5.0	5.2

[16] Eurostudent: Expenditure on accommodation, transportation and different types of fees.

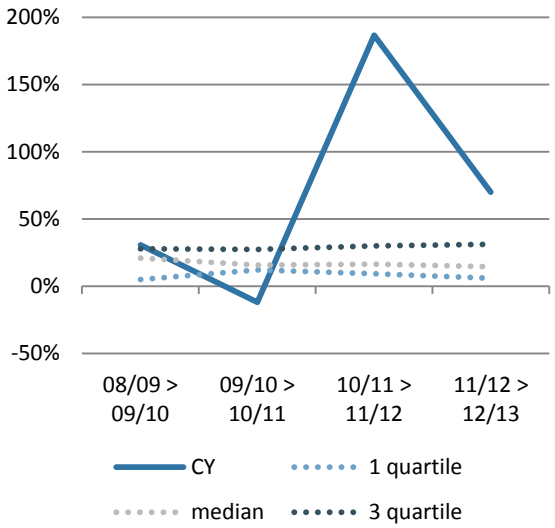
CYPRUS IN COMPARISON TO ALL ERASMUS COUNTRIES

STUDENT MOBILITY

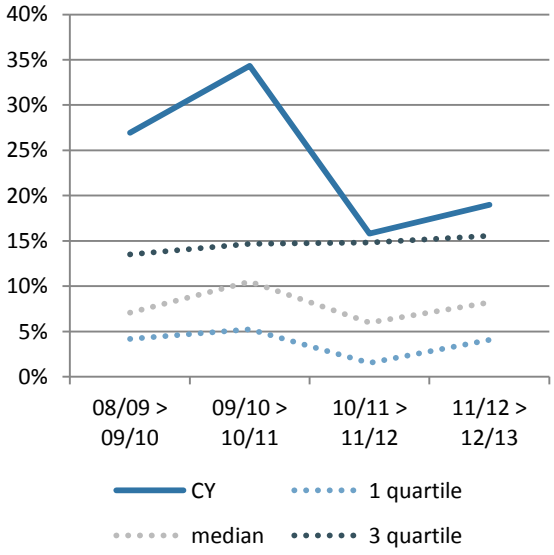
Average growth per study year for outgoing study mobility



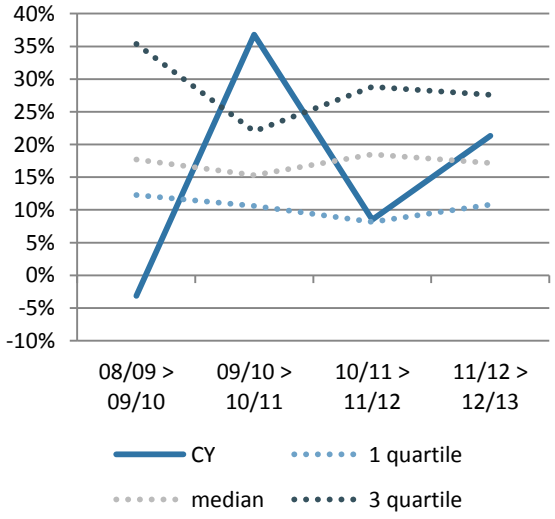
Average growth per study year for outgoing placement mobility



Average growth per study year for incoming study mobility

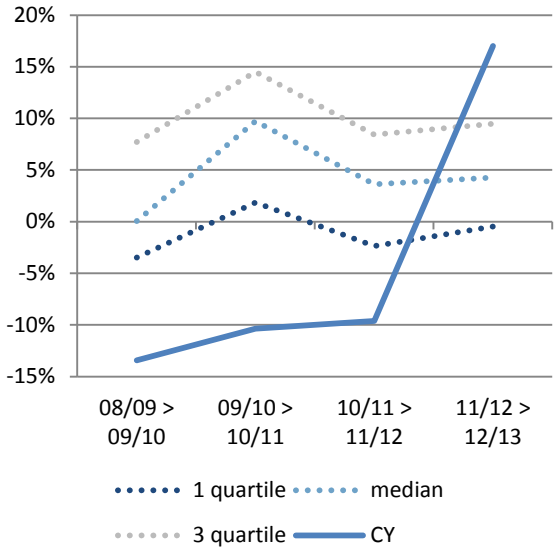


Average growth per study year for incoming placement mobility

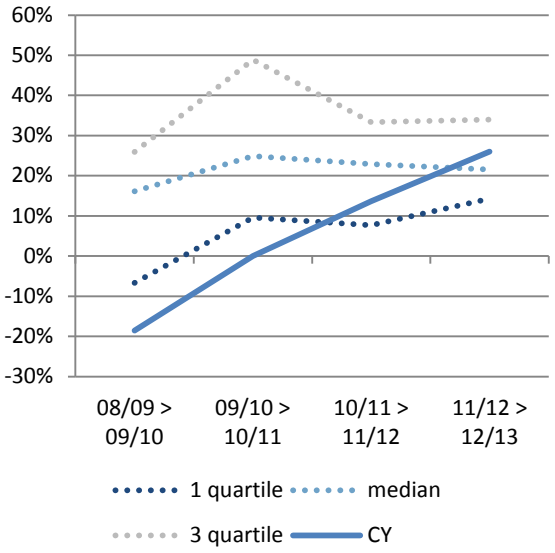


STAFF MOBILITY

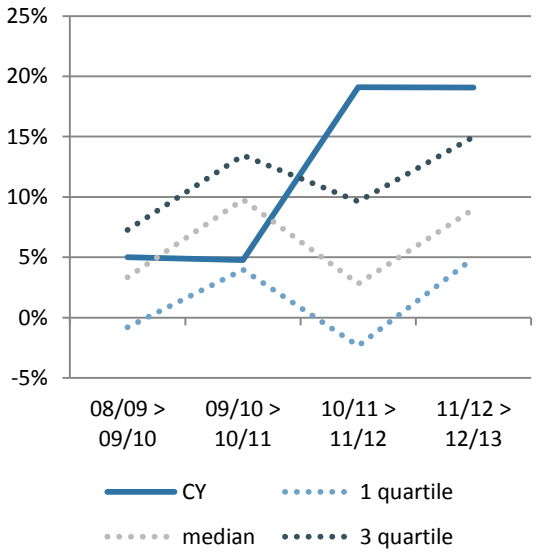
Average growth per study year for outgoing assignment mobility



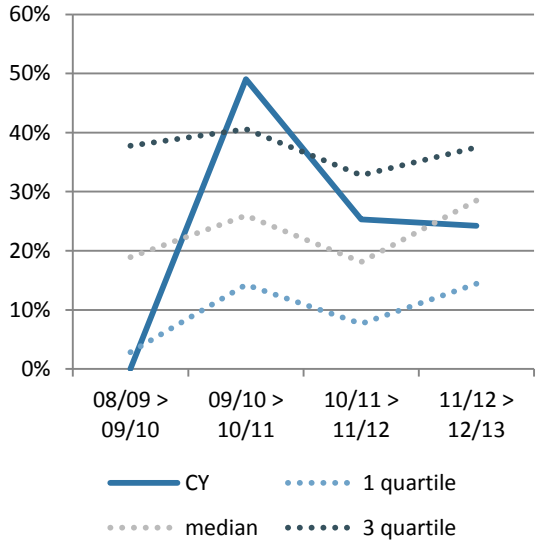
Average growth per study year for outgoing training mobility



Average growth per study year for incoming assignment mobility



Average growth per study year for incoming training mobility



MAIN TRENDS IN FRANCE

Looking at the main economic indicators describing the depth of the crisis in France between 2008 and 2013 it can be said that the situation of France has been rather average – it mainly follows the same values and trends as all Erasmus countries on average. For example, the deepest downturn in the GDP occurred in 2009, as in everywhere else, and since then it has been recovering, but slowing down in year-to-year growth. The general government deficit in France has been somewhat larger than the Erasmus average, but it has followed the same trends from 2008 to 2013. The unemployment rate used to be somewhat higher in 2008 and 2009 but has since then been again very similar to the average in all Erasmus countries together.

The number of students in tertiary education has been constantly increasing as well as the number of full-time academic staff in France. The share of all students that have been also participating in the Erasmus mobility programme has been slowly increasing since 2008/09 and was similar to the Erasmus average[17] in 2012/13. At the same time, the share of mobile staff has been decreasing and compared to the average in all Erasmus countries, staff from France were more than three times less mobile in 2012/13.

The Erasmus budget allocated to France for mobility actions by the European Commission has been increasing and decreasing throughout the years observed in this study and in 2012/13 it decreased again compared to the previous study year. The average amount of the Erasmus grant provided to outgoing students and staff in France has decreased in 2012/13 compared to 2008/09, although it increased again compared to 2011/12.

Although the majority of students pays fees, these are rather low and a third of students receive grants which also exempts them from paying any fees. Loans are available although these are rarely taken. Nevertheless, grants and loans are portable and there is some additional support provided for credit mobility, so in general France can be seen rather as a country with higher public support for students. Students have to spend a relatively high share of their total expenditure on study-related costs (more than two-thirds in 2011) and at the same time cannot rely much on public support to cover these costs.

There have been some changes to the main mobility trends in 2012/13 compared to the previous study year. The number of students going abroad has been constantly increasing although not as fast as the year before in placement mobility. For incoming study mobility the number of students remained basically the same compared to the previous year, while the number of students coming to France for placements started to grow faster again compared to the previous year. Nevertheless, compared to the trends in other Erasmus countries France has had one of the slowest growth rates in incoming student numbers.

For staff mobility the number of staff going abroad for assignments has continued to decrease compared to the previous years, but at the same time the number of staff going abroad for placements increased again in 2012/13 despite the decrease in number a year before. The number of incoming staff mobility has been increasing, but very slowly. This has made France one of the countries with the slowest growing rates for incoming staff mobility in Europe.

[17] Erasmus average in this study refers to the average of all countries participating in the Erasmus Programme.

COUNTRY OVERVIEW: FUNDING INDICATORS

Economic situation[18]	2008	2009	2010	2011	2012	2013
GDP per capita in PPS (€)	27,500	26,200	27,400	28,200	28,400	28,400
Real GDP growth rate (%)	-0.1	-3.1	1.7	2	0	0.2
General government deficit (% of GDP)	-3.2	-7.2	-6.8	-5.1	-4.9	-4.1
Expenditure on tertiary level education (% of GDP)	1.25	1.34	1.33	1.29	*No data*	*No data*
Unemployment rate (%)	7.4	9.1	9.3	9.2	9.8	10.3
Youth unemployment rate (%)	19.0	23.6	23.3	22.6	24.4	24.8

Students and staff in tertiary education[19]	2008/09	2009/10	2010/11	2011/12	2012/13
Number of students	2,164,538	2,172,855	2,245,097	2,259,448	2,296,306
Number of academic staff	109,039	109,398	111,525	113,599	114,044

Erasmus budget allocation[20]	2008/09	2009/10	2010/11	2011/12	2012/13
Erasmus budget for mobility actions (€)	48,593,000	45,493,000	46,829,000	48,376,000	45,930,383
Average EU grant					
Student mobility for studies (€)	216	175	176	166	183
Student mobility for placements (€)	438	347	347	349	357
Staff mobility for teaching assignments (€)	721	601	592	677	680
Staff mobility for training (€)	864	660	593	716	713

Public support for students[21]	
Tuition fees	About 65% of students pay fees. The amount of fees per year fixed by the Ministry of Higher Education and Research is €89.10 in the 1st cycle and €261.10 in the 2nd cycle. In addition fees of €213 per year, irrespective of the cycle of studies, are charged to all students aged 20–28.
Public grants	About 35% of students receive grants. Grants are awarded on the basis of financial need to students less than 28 years of age. All grant holders receive free tuition and a waiver from social security contributions (€213). In 2014/15, the amount of the annual grant ranges from €0 (for lower middle-class students who only receive a fee waiver) to €5,500.
Public loans	Loans are available for students, but only 0.1% of university students take out loans.
Family support and tax relief	Parents are eligible for tax relief if students are financially dependent on them and are less than 25 years old. Family allowances are paid for two or more dependent children that are under 20 years old.
Portability of grants and loans	Grants and loans are portable for credit mobility.
Additional support for mobility	Additional support is provided for mobility.
Share of public support in students' total monthly income[22]	38% for students living with parents and 25% for students not living with parents.
Share of students' total expenditure on study-related costs[23]	71% for students not living with parents.

[18] Eurostat Database
[19] Eurostat Database
[20] Erasmus Statistics
[21] Eurydice
[22] Eurostudent
[23] Eurostudent: Expenditure on accommodation, transportation and different types of fees.

COUNTRY OVERVIEW: MOBILITY INDICATORS

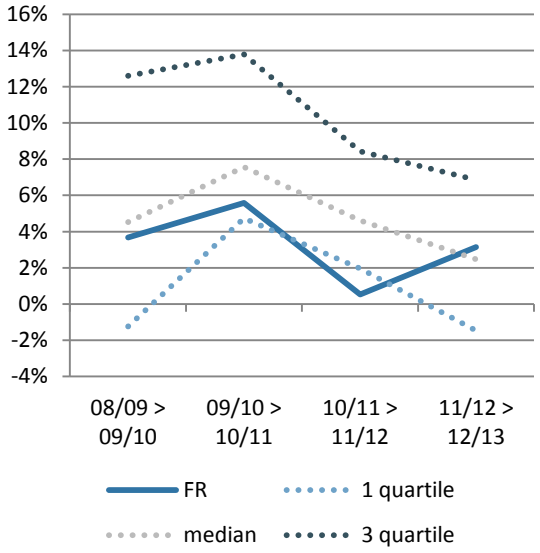
Mobility numbers and shares	2008/09	2009/10	2010/11	2011/12	2012/13
Share of students on study and placement mobility	1.4%	1.4%	1.5%	1.5%	1.6%
Share of staff on teaching assignments and training mobility	2.6%	2.8%	2.6%	2.4%	2.3%
Outgoing students					
Study mobility	23,560	24,426	25,789	25,924	26,740
Placement mobility	4,723	5,787	5,958	7,345	8,571
Share of placement mobility	17%	19%	19%	22%	24%
Incoming students					
Study mobility	20,955	22,033	23,173	23,924	24,038
Placement mobility	3,660	4,108	4,548	4,695	5,255
Share of placement mobility	15%	16%	16%	16%	18%
Outgoing staff					
Assignment mobility	2,462	2,555	2,480	2,354	2,242
Training mobility	378	456	465	351	424
Share of training mobility	13%	15%	16%	13%	16%
Incoming staff					
Assignment mobility	2,519	2,600	2,706	2,641	2,684
Training mobility	558	634	775	834	860
Share of training mobility	18%	20%	22%	24%	24%

Average duration of outgoing mobility	2008/09	2009/10	2010/11	2011/12	2012/13
Outgoing student mobility for studies (in months)	6.9	6.8	6.8	6.7	6.6
Outgoing student mobility for placements (in months)	3.5	3.3	3.7	3.8	3.8
Outgoing staff mobility for teaching assignments (in days)	5.5	5.7	5.5	5.6	5.7
Outgoing staff mobility for trainings (in days)	7.4	7.2	7.1	7.0	6.8

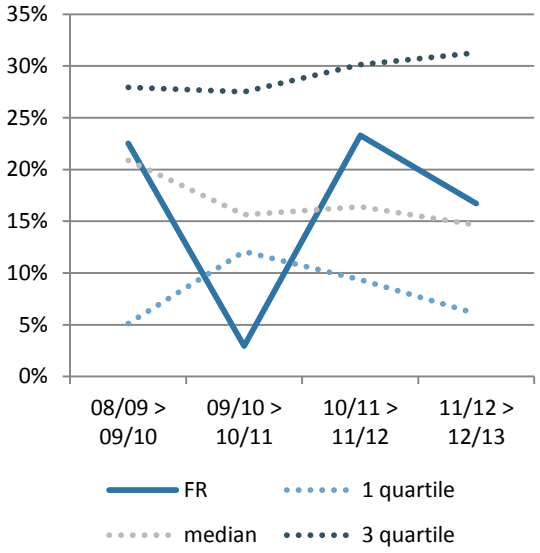
FRANCE IN COMPARISON TO ALL ERASMUS COUNTRIES

STUDENT MOBILITY

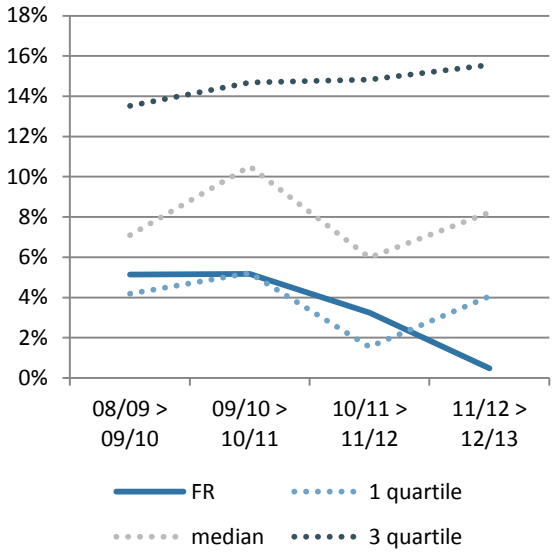
Average growth per study year for outgoing study mobility



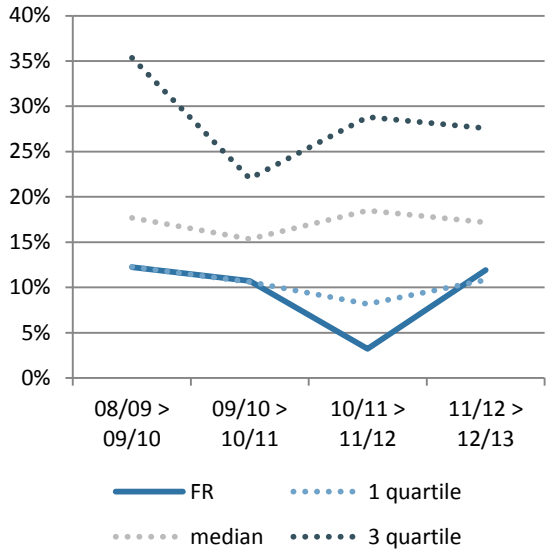
Average growth per study year for outgoing placement mobility



Average growth per study year for incoming study mobility

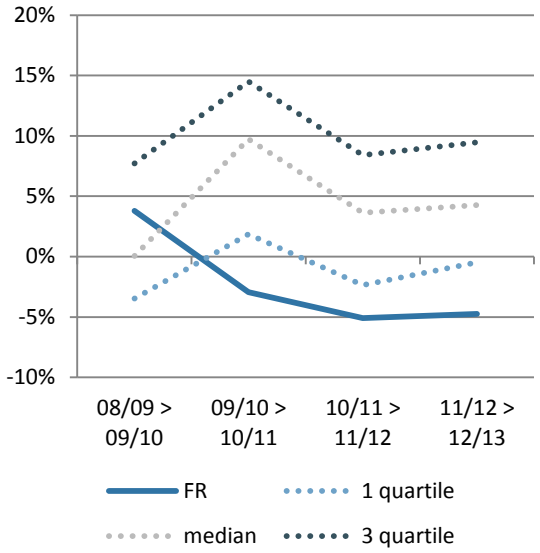


Average growth per study year for incoming placement mobility

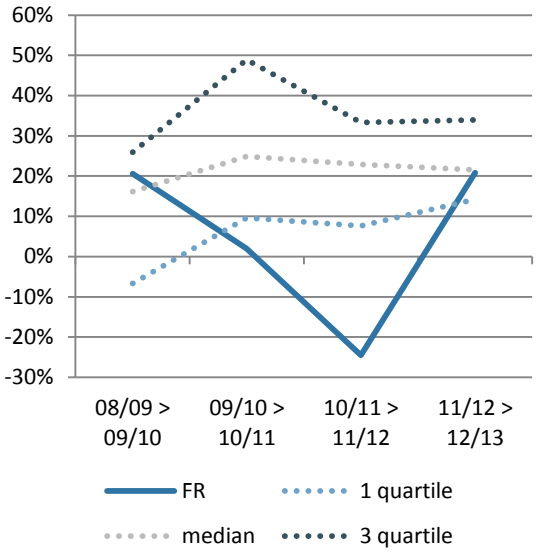


STAFF MOBILITY

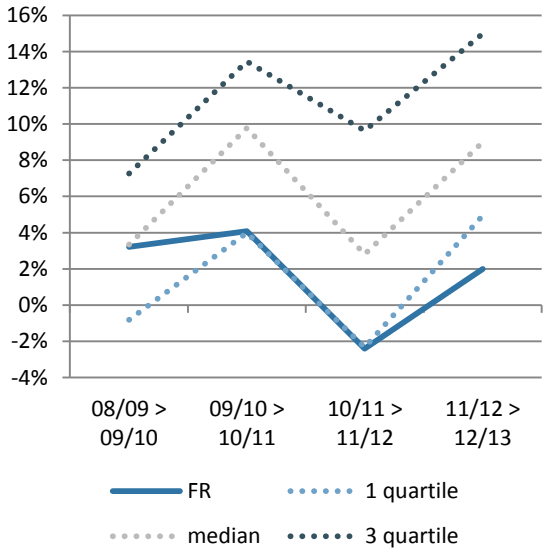
Average growth per study year for outgoing assignment mobility



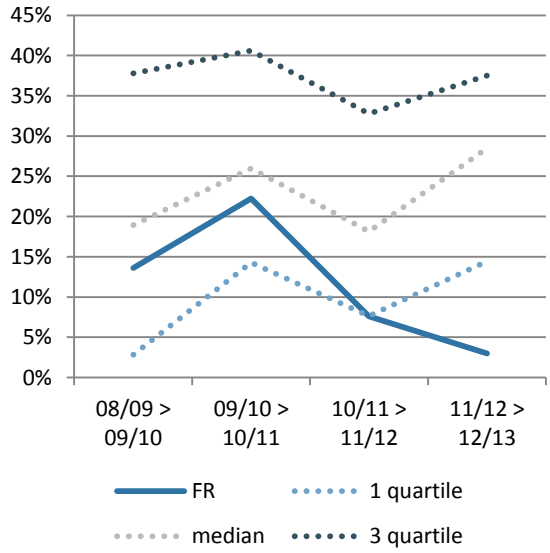
Average growth per study year for outgoing placement mobility



Average growth per study year for incoming assignment mobility



Average growth per study year for incoming training mobility



MAIN TRENDS IN GERMANY

Although the GDP per capita in Germany fell in 2009 similarly to the situation in all Erasmus countries on average, Germany has managed to recover faster and get out of the general government deficit in 2012, although the real GDP growth rate has decreased to close to zero in 2013. Although in 2008 Germany had a higher unemployment rate than all Erasmus countries on average had, it has been mainly decreasing since then, while in most of the other countries it has been increasing. The youth unemployment rate has always been one of the lowest.

The number of students in tertiary education in Germany has constantly been growing, being about 31% higher in 2012/13 than it was in 2008/09. The number of full-time academic staff has been growing similarly. The share of all students that have also participated in the Erasmus programme has not been increasing since 2008/09 and is lower than the Erasmus average[24]. Similarly, the share of mobile staff has not increased, but compared to the average share in all Erasmus countries it is almost four times lower in 2012/13. But based on the interview with the national representative it has to be taken into account that the share of students going abroad in Germany is twice as high in reality as students make also use of numerous other national grant schemes besides Erasmus.

The Erasmus budget for mobility actions that has been allocated to Germany has seen some changes during the years of economic crisis – it had its increases and decreases and in 2012/13 it decreased again to the same level it was in 2008/09. The average Erasmus grants provided in Germany have been growing slowly for study mobility and assignment mobility, but decreased compared to 2008/09 for placement and training mobility.

Compared to other countries public student support in Germany is relatively generous – there are no tuition fees, only some low administrative fees. About a quarter of students receive grants which are half grant and half loan and this is also portable for credit mobility. There is also additional support provided for credit mobility to cover study, travel and living costs as well as language courses. Public support to students is also supplemented by family allowances and tax reliefs for parents with children in higher education. More than half of students' income comes from public support and compared to this they need to spend relatively less for study-related costs.

Some changes can be seen in the main mobility trends in 2012/13 compared to the previous study year. The number of outgoing students did not grow as fast as it did before and next to other Erasmus countries Germany has one of the lowest growth rates for outgoing placement mobility. The numbers of incoming students have been increasing even faster compared to the previous year for study mobility, but slower for placement mobility. According to the opinion of the representative of the national agency in Germany, one of the main reasons for a low interest in placements abroad is the relatively good economic situation in Germany compared to the neighbouring countries – German students have better opportunities to find internships in their home country than abroad. On the other hand, for incoming students one of the main obstacles to get a placement in German companies might be the language issue – very good English or German knowledge is usually demanded from trainees and local students might have an advantage for these skills over foreign students. Outgoing student mobility might also be not growing fast because there still remains a big group of students that might be interested in mobility but need more information to be convinced. For those students who are already willing to go abroad, financial aspects do not seem to be obstacles, but for those hesitating the questions of sufficient funding could become important. Another

[24] Erasmus average in this study refers to the average of all countries participating in the Erasmus Programme.

reason for lower interest in study mobility might also be the fear of losing time – students feel they have to graduate as soon as possible to enter the labour market as soon as possible.

The numbers of outgoing and incoming staff have been increasing for all types of staff mobility, although the growth rate has been slowing down, making Germany similar to the countries with the lowest growth rates for staff mobility. The only exception in 2012/13 was incoming assignment mobility, that grew faster compared to the previous year. Based on the opinion of the interviewed expert from the national agency, the financial situation does not have much relevance as an obstacle for staff mobility, rather the contractual agreements staff have with HEIs.

For the next years to come, the national agency expects the mobility trends to grow again.

COUNTRY OVERVIEW: FUNDING INDICATORS

Economic situation[25]	2008	2009	2010	2011	2012	2013
GDP per capita in PPS (€)	30,000	27,900	30,200	31,800	32,500	32,600
Real GDP growth rate (%)	1.1	-5.1	4	3.3	0.7	0.4
General government deficit / surplus (% of GDP)	0	-3	-4.1	-0.9	0.1	0.1
Expenditure on tertiary level education (% of GDP)	1.22	1.34	1.38	1.40	*No data*	*No data*
Unemployment rate (%)	7.5	7.8	7.1	5.9	5.5	5.3
Youth unemployment rate (%)	10.6	11.2	9.9	8.6	8.1	7.9

Students and staff in tertiary education[26]	2008/09	2009/10	2010/11	2011/12	2012/13
Number of students	2,245,138	2,438,600	2,555,559	2,763,116	2,939,463
Number of academic staff	185,739	198,441	212,909	225,664	231,941

Erasmus budget allocation[27]	2008/09	2009/10	2010/11	2011/12	2012/13
Erasmus budget for mobility actions (€)	49,187,225	47,504,000	48,585,000	50,588,000	49,257,428
Average EU grant					
Student mobility for studies (€)	209	204	203	194	223
Student mobility for placements (€)	363	352	338	323	343
Staff mobility for teaching assignments (€)	728	694	711	712	740
Staff mobility for training (€)	910	868	829	852	891

Public support for students[28]	
Tuition fees	In all of the German Länder studying is free of charge. In the majority of Länder, low administrative fees are charged to all students.
Public grants	General needs-based public student support (BAföG) is awarded as a grant for one-half of the individual amount, and as an interest free loan for the other half. Total amounts range from €10 to €670/month for 12 months/year. About 25% of students receive needs-based support.
Public loans	General needs-based public student support (BAföG) is awarded as a grant for one-half of the individual amount, and as an interest free loan for the other half.
Family support and tax relief	Students' parents receive a monthly family allowance of €184 for the first two children, €190 for the third and €215 for the fourth and more, and a lump sum tax relief (€3,504 per annum, per child, per parent), until students are 25 years old.
Portability of grants and loans	Grants and loans are portable for credit mobility with additional requirements.
Additional support for mobility	Additional support for credit mobility is available to cover study, travel and living costs as well as language courses.
Share of public support in students' total monthly income[29]	60.5% for students living with parents and 51.5% for students not living with parents.
Share of students' total expenditure on study-related costs[30]	42% for students not living with parents.

[25] Eurostat Database
[26] Eurostat Database
[27] Erasmus Statistics
[28] Eurydice
[29] Eurostudent
[30] Eurostudent: Expenditure on accommodation, transportation and different types of fees.

COUNTRY OVERVIEW: MOBILITY INDICATORS

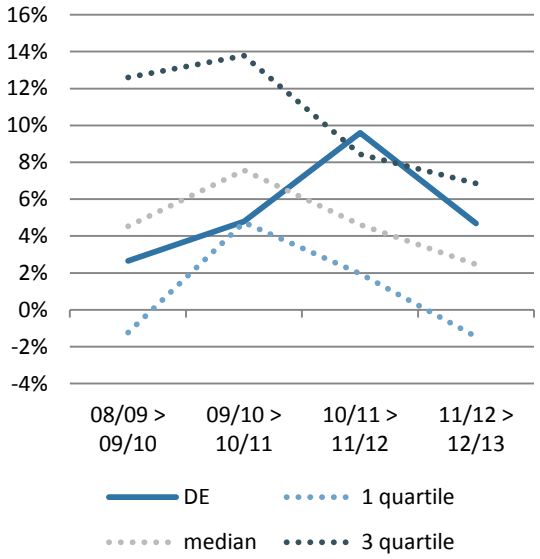
Mobility numbers and shares	2008/09	2009/10	2010/11	2011/12	2012/13
Share of students on study and placement mobility	1.2%	1.2%	1.2%	1.3%	1.3%
Share of staff on teaching assignments and training mobility	1.7%	1.7%	1.7%	1.7%	1.8%
Outgoing students					
Study mobility	23,407	24,029	25,178	27,593	28,887
Placement mobility	4,487	4,825	5,096	5,770	6,004
Share of placement mobility	16%	17%	17%	17%	17%
Incoming students					
Study mobility	17,722	17,927	19,120	20,692	22,766
Placement mobility	4,217	4,582	5,616	6,655	7,602
Share of placement mobility	19%	20%	23%	24%	25%
Outgoing staff					
Assignment mobility	2,696	2,837	3,002	3,110	3,136
Training mobility	421	535	668	827	997
Share of training mobility	14%	16%	18%	21%	24%
Incoming staff					
Assignment mobility	2,909	2,947	3,062	3,103	3,338
Training mobility	868	828	1,136	1,320	1,495
Share of training mobility	23%	22%	27%	30%	31%

Average duration of outgoing mobility	2008/09	2009/10	2010/11	2011/12	2012/13
Outgoing student mobility for studies (in months)	6.2	6.0	5.9	5.8	5.7
Outgoing student mobility for placements (in months)	4.7	4.6	4.6	4.7	4.6
Outgoing staff mobility for teaching assignments (in days)	5.6	6.0	6.1	6.0	6.2
Outgoing staff mobility for trainings (in days)	6.0	6.4	6.3	6.4	6.2

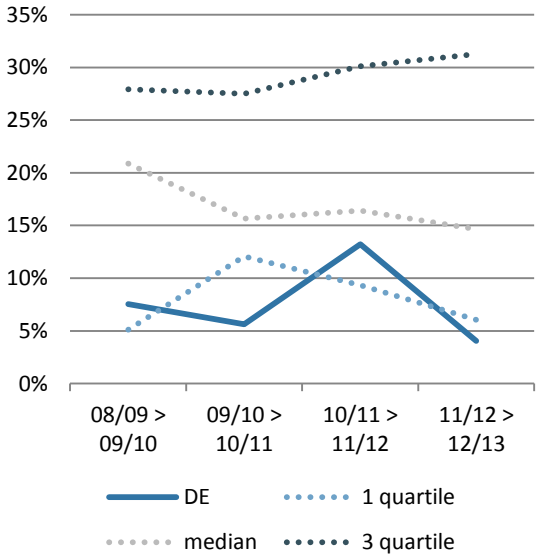
GERMANY IN COMPARISON TO ALL ERASMUS COUNTRIES

STUDENT MOBILITY

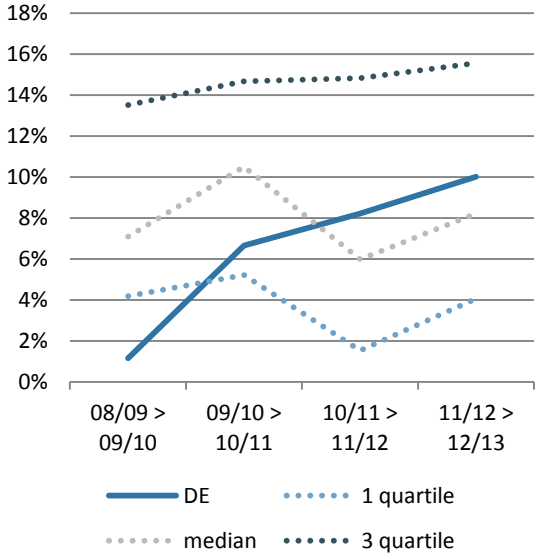
Average growth per study year for outgoing study mobility



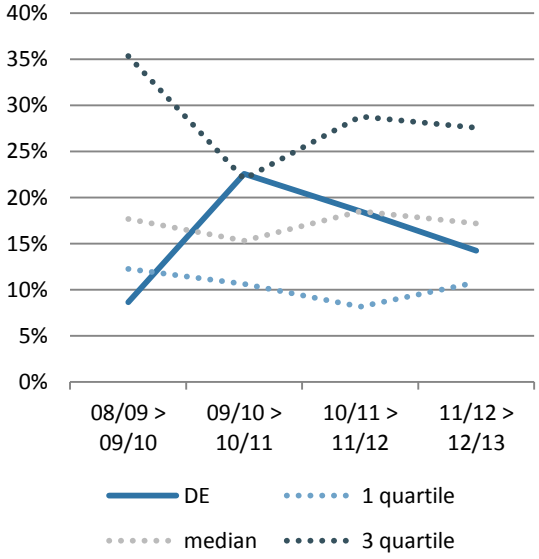
Average growth per study year for outgoing placement mobility



Average growth per study year for incoming study mobility

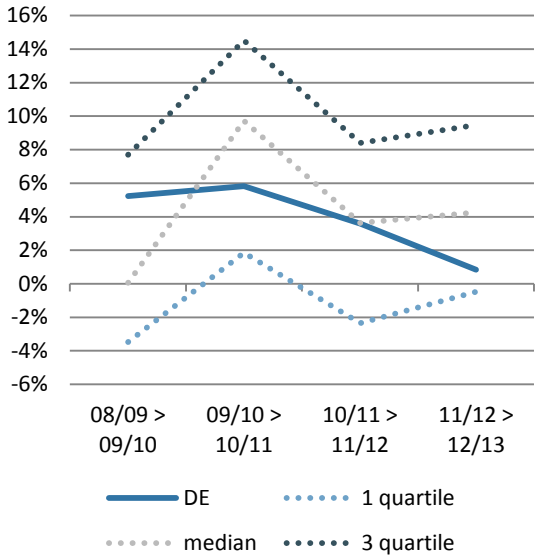


Average growth per study year for incoming placement mobility

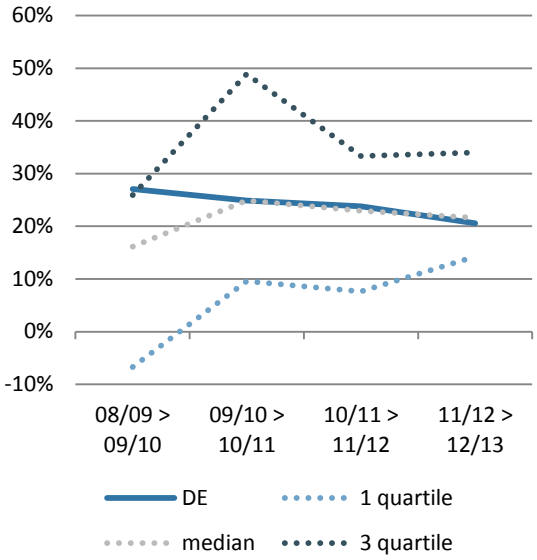


STAFF MOBILITY

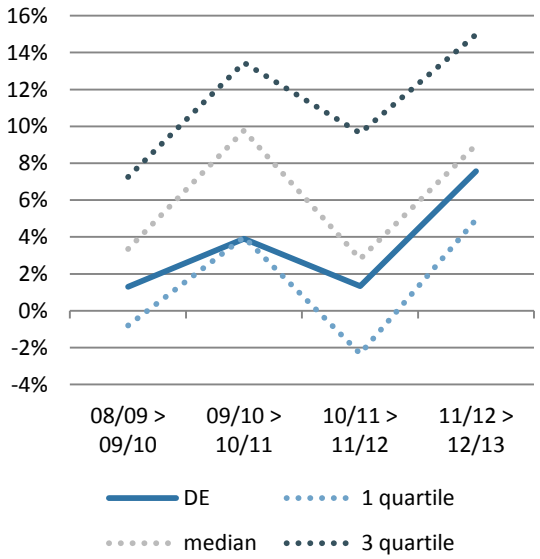
Average growth per study year for outgoing assignment mobility



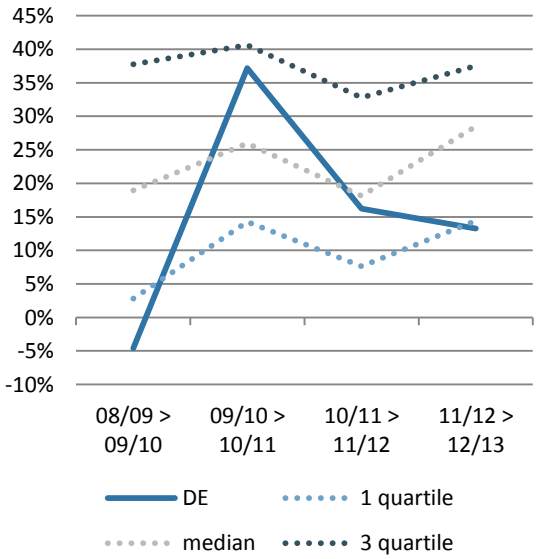
Average growth per study year for outgoing training mobility



Average growth per study year for incoming assignment mobility



Average growth per study year for incoming training mobility



MAIN TRENDS IN GREECE

Out of all the 10 countries analysed in this study, Greece has had one of the worst situations based on the main indicators in the times of economic crisis since 2008. The real GDP growth rate turned negative in 2009 similarly to the average in all Erasmus countries, but did not recover the next year as it did in many other countries. It continued to decrease until 2012 and started to grow in 2013. The general government deficit has been mostly three times as high as the Erasmus average and it grew even larger in 2013. Greece has had one of the highest unemployment rates that has constantly increased, although not as fast in 2013 as it did before. Nevertheless, the youth unemployment rate in Greece was almost 60% in 2013.

The number of students in tertiary education has been increasing since 2008/09 but unfortunately there is no data available for the number of full-time academic staff in Greece. The share of all students that have been participating in Erasmus programme has been growing slowly but still remains almost twice as low as the Erasmus average[31].

The size of the Erasmus budget allocated to Greece for mobility actions increased until 2011/12 but then decreased in 2912/13 compared to the previous study years. The average amount of the Erasmus grant provided to outgoing students in Greece decreased from 2008/09 to 2011/12 but was increased again in 2012/13 compared to the previous study year. The average grants for staff, on the other hand, have been constantly growing in Greece. Compared to the average Erasmus mobility grants in all countries participating in the Erasmus programme, the grants in Greece have been relatively higher.

Although there are no tuition fees for full-time 1st cycle students in Greece, only 1% of students receive public grants. There are loans available, but nevertheless grants and loans are not portable for credit mobility. However, there is additional support provided for credit mobility for 2nd cycle studies. Students' parents can receive family allowances.

There have been some changes to the mobility trends in Greece in 2012/13 compared to the previous study year. The number of students going abroad has seen the biggest increase during the years observed in this study, making Greece a country with one of the highest growing rates of outgoing Erasmus student mobility. This growth has been especially large for placements abroad. At the same time, the number of students coming to Greece for studies has continued to decrease even more in 2012/13, none of the countries observed in this study have had this kind of decrease in their mobility numbers. The average yearly growth for incoming placement mobility has also remained one of the lowest in Europe. The number of staff going abroad has continued to increase although the growth has slowed down in 2012/13 compared to the previous study year. At the same time, incoming staff mobility has had one of the fastest growths among Erasmus countries in 2012/13.

According to the comments from the interviewed expert from the national agency, they really expected the financial crisis to have a negative impact on mobility numbers, but have not seen it yet. They believe that in the context of economic crisis students feel the need to be mobile to find new opportunities and not to feel isolated. Students are really determined to go abroad so they get a lot of support from their families and many of them also work during summer to save money for mobility. Placements abroad are being seen as a good way to enhance CVs for future employability options but also to find jobs abroad due to high unemployment rates in Greece. The demand for placement mobility has been constantly increasing and the national agency expects it to increase even more in the next years. At the same time,

[31] Erasmus average in this study refers to the average of all countries participating in the Erasmus Programme.

the national agency believes that middle-class families have been mostly influenced by the economic crisis and face big challenges to support their children from their savings. There has been also additional support provided for students from lower socio-economic backgrounds for mobility, but in the opinion of the interviewed expert it is not enough.

On the other hand, it has been surprising for the national agency as well that despite the crisis in Greece and high unemployment rates, incoming placement mobility has still been increasing fast. They cannot fully explain it, but believe that one reason behind this could be the tourism sector that is a big industry in Greece, and foreign students might have a greater value for the tourism industry due to their language and cultural skills compared to local students.

Although the mobility numbers have continued to have a positive trend, the expert from the national agency is not too optimistic about the long-term future as Greece is probably facing new cuts on pensions and salaries and this could have a shocking effect on mobility as well.

COUNTRY OVERVIEW: FUNDING INDICATORS

Economic situation[32]	2008	2009	2010	2011	2012	2013
GDP per capita in PPS (€)	24,100	22,900	22,100	20,100	19,600	19,300
Real GDP growth rate (%)	-0.2	-3.1	-4.9	-7.1	-7	-3.9
General government deficit (% of GDP)	-9.9	-15.2	-11.1	-10.1	-8.6	-12.2
Expenditure on tertiary level education (% of GDP)	*No data*	*No data*	*No data*	*No data*	*No data*	*No data*
Unemployment rate (%)	7.8	9.6	12.7	17.9	24.5	27.5
Youth unemployment rate (%)	21.9	25.7	33.0	44.7	55.3	58.3

Students and staff in tertiary education[33]	2008/09	2009/10	2010/11	2011/12	2012/13
Number of students	637,623	*No data*	641,844	660,741	663,698
Number of academic staff	*No data*	*No data*	*No data*	*No data*	*No data*

Erasmus budget allocation[34]	2008/09	2009/10	2010/11	2011/12	2012/13
Erasmus budget for mobility actions (€)	10,224,830	11,446,000	12,104,000	12,373,000	11,821,890
Average EU grant					
Student mobility for studies (€)	500	486	442	440	455
Student mobility for placements (€)	672	662	576	571	605
Staff mobility for teaching assignments(€)	1,005	1,040	1,049	1,073	1,136
Staff mobility for training (€)	1,139	1,179	1,173	1,189	1,261

Public support for students[35]	
Tuition fees	No fees for full-time students in the 1st cycle. Only students of the Hellenic Open University pay fees for the 1st cycle studies. 2nd cycle students may pay fees. Amounts are specified by HEIs. Some students are exempt from paying fees, for example scholars of the State Scholarships Foundation (IKY), for the amount related to the net tuition fees.
Public grants	1% of students enrolled to each HEI department receive a scholarship for undergraduate studies. IKY (the State Scholarships Foundation) grants the lump sum of €1,467/per year to first year undergraduates based on their performance and financial situation of the family.
Public loans	Graduate students may apply for state guaranteed loans based on academic and socio-economic criteria.
Family support and tax relief	Students' parents can claim family allowances in the form of a housing allowance of €1,000 per year. The allowance is granted to 1st cycle students not living at home, provided that their family income does not exceed €30,000. No tax benefits.
Portability of grants and loans	Grants and loans are not portable.
Additional support for mobility	There is additional support provided for credit mobility for 2nd cycle studies that aims to cover living costs difference.
Share of public support in students' total monthly income[36]	No data.
Share of students' total expenditure on study-related costs[37]	No data.

[32] Eurostat Database
[33] Eurostat Database
[34] Erasmus Statistics
[35] Eurydice
[36] Eurostudent
[37] Eurostudent: Expenditure on accommodation, transportation and different types of fees.

COUNTRY OVERVIEW: MOBILITY INDICATORS

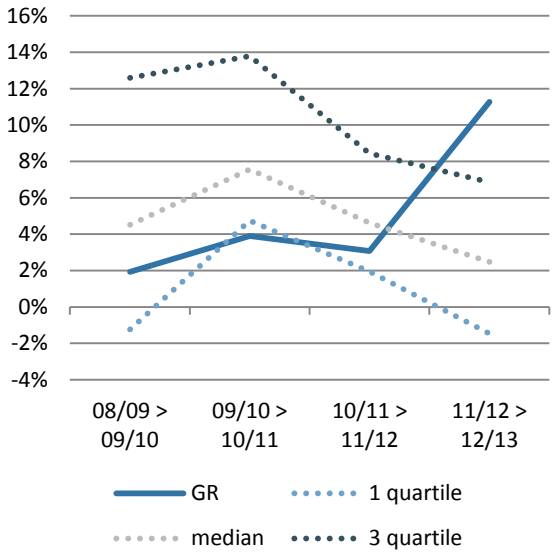
Mobility numbers and shares	2008/09	2009/10	2010/11	2011/12	2012/13
Share of students on study and placement mobility	0.5%	*No data*	0.6%	0.6%	0.7%
Share of staff on teaching assignments and training mobility	*No data*	*No data*	*No data*	*No data*	*No data*
Outgoing students					
Study mobility	2,737	2,790	2,899	2,988	3,325
Placement mobility	292	389	538	603	924
Share of placement mobility	10%	12%	16%	17%	22%
Incoming students					
Study mobility	1,946	2,059	1,981	1,811	1,467
Placement mobility	905	924	879	943	1040
Share of placement mobility	32%	31%	31%	34%	41%
Outgoing staff					
Assignment mobility	438	422	564	602	632
Training mobility	124	144	212	294	398
Share of training mobility	22%	25%	27%	33%	39%
Incoming staff					
Assignment mobility	641	656	698	636	816
Training mobility	126	159	209	211	294
Share of training mobility	16%	20%	23%	25%	26%

Average duration of outgoing mobility	2008/09	2009/10	2010/11	2011/12	2012/13
Outgoing student mobility for studies (in months)	5.1	5.2	5.3	5.3	5.2
Outgoing student mobility for placements (in months)	4.7	4.4	4.6	4.8	4.9
Outgoing staff mobility for teaching assignments (in days)	5.6	6.4	6.5	6.5	6.6
Outgoing staff mobility for trainings (in days)	6.2	6.6	6.7	7.0	6.8

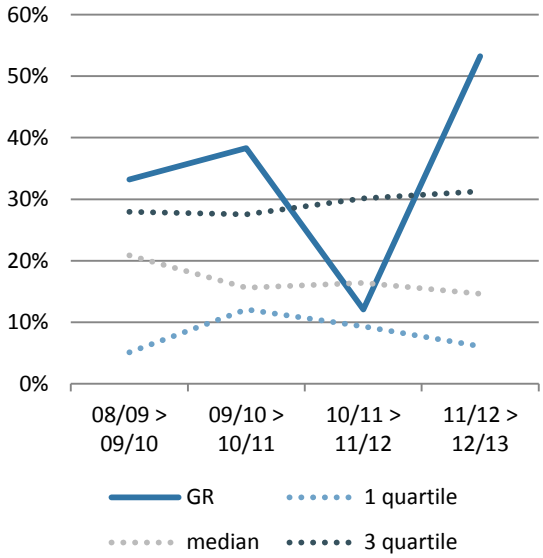
GREECE IN COMPARISON TO ALL ERASMUS COUNTRIES

STUDENT MOBILITY

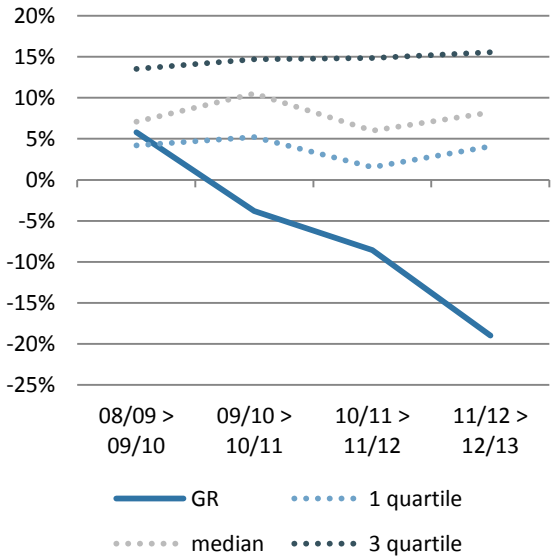
Average growth per study year for outgoing study mobility



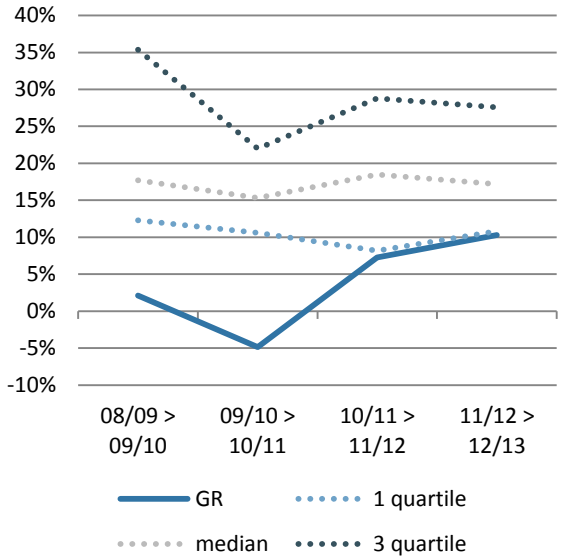
Average growth per study year for outgoing placement mobility



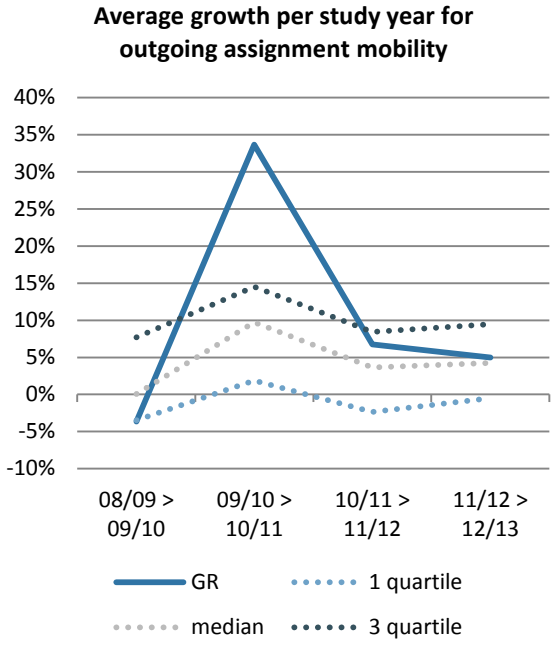
Average growth per study year for incoming study mobility

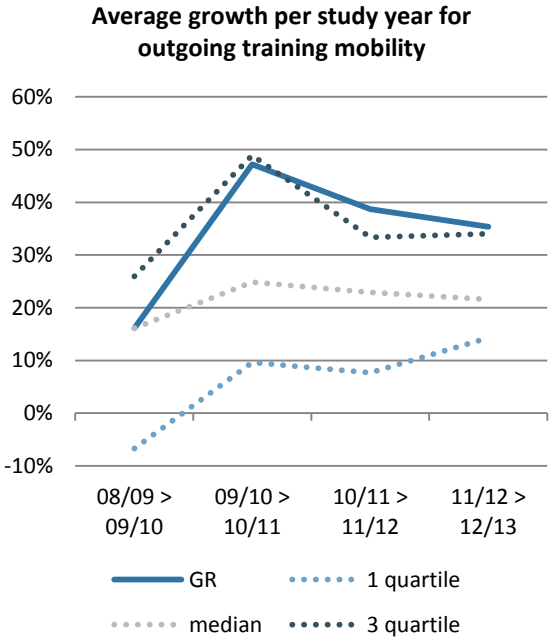


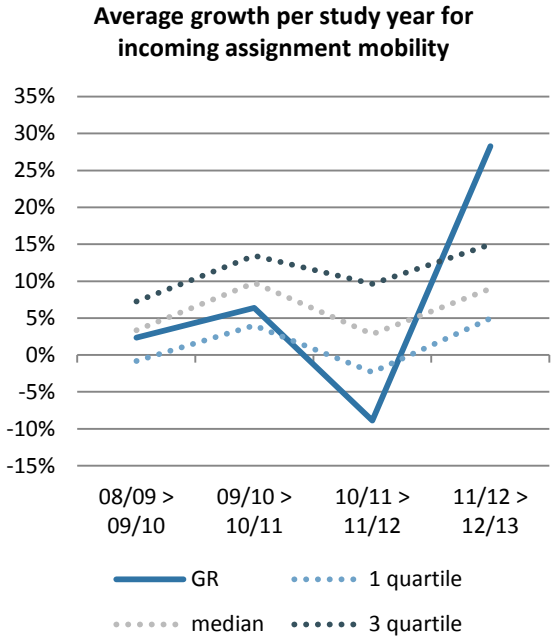
Average growth per study year for incoming placement mobility

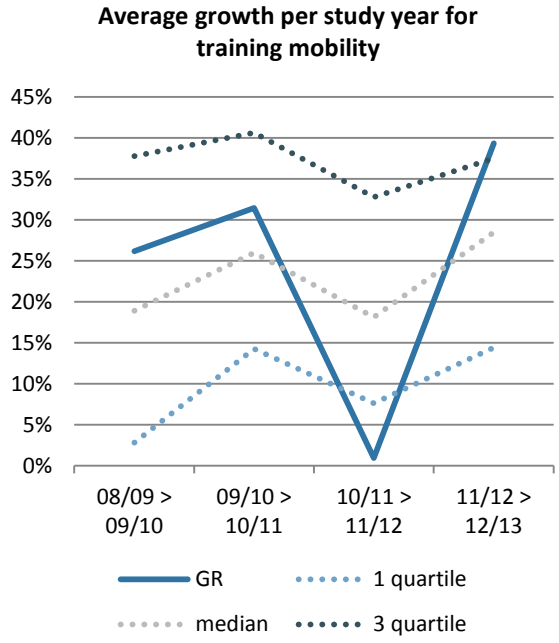


STAFF MOBILITY









MAIN TRENDS IN ICELAND

Based on the main economic indicators observed in this study, the Icelandic economy had the largest downfall between 2008 and 2009 when the GDP per capita decreased more than in all Erasmus countries on average, but has since started to recover and the yearly real GDP growth rate in Iceland has been already higher than the Erasmus average since 2011. Although the unemployment rate increased considerably between 2008 and 2009, it still remained to be lower than the average in all Erasmus countries and in contrast to the Erasmus average has been decreasing since then. These trends have been the same for overall unemployment as well as youth unemployment rate.

The number of students in tertiary education has been constantly increasing in Iceland being 15% bigger in 2012/13 compared to 2008/09. At the same time, the number of full-time staff in tertiary education has been slowly decreasing. The share of all students that have been participating in the Erasmus mobility programme has not changed much during the years of economic crisis in Iceland, in 2012/13 the share was 1.4% which is slightly lower than the Erasmus average[38]. The share of Erasmus students going abroad for placements has remained low – 10% in 2012/13, although at the same time the share of incoming students going for placements in Iceland was 20%. The share of mobile staff has been increasing more although also remaining slightly below the Erasmus average in 2012/13.

The Erasmus budget for mobility actions allocated to Iceland from the European Commission was constantly increasing but decreased in 2012/13 compared to the previous study year. Compared to 2008/09, the average Erasmus grants provided in Iceland were higher in 2012/13, although these used to be lower in the years between. The average Erasmus grants for staff mobility have roughly remained the same. Compared to the average grants in all Erasmus countries, Iceland has had one of the highest grants level.

Compared to other countries in this study, Iceland does not provide very big public support to students in higher education – all of them in public institutions have to pay administrative fees and there are no public grants available. At the same time, about half of the students take out student loans. Although no additional public support is provided for mobility in Iceland, public loans are still portable for credit mobility.

There have been some changes to the main mobility trends in Iceland in 2012/13 compared to the previous study year, which made Iceland one of the countries with the lowest growth rates for student mobility. Although the number of students going abroad for studies still decreased, it was not as sharp as it was the year before that. However, the number of students going abroad for placements also decreased compared to 2011/12 when it had been increasing for more than 80% in comparison to the previous study year. For both types of outgoing student mobility, in 2012/13 Iceland was one of the countries with the lowest growth rates. For incoming student mobility the numbers for studies started to grow faster again compared to 2011/12, but at the same time the growth for incoming placements slowed down four times in comparison to the previous year. In 2012/13 Iceland was one of the countries with the lowest growth in incoming placement mobility. The number of staff going abroad did increase in 2012/13 – for teaching assignments the increase was one of the sharpest in all Erasmus countries, while for trainings it slowed down to be one of the lowest. The number of incoming staff continued to decrease in 2012/13.

Based on the opinion of the interviewed expert from the national agency in Iceland, financial aspects are probably not the biggest obstacles for mobility for students but rather problems with recognition of the

[38] Erasmus average in this study refers to the average of all countries participating in the Erasmus Programme.

credits gained abroad, as most of the HEIs in Iceland do not recognise these as compulsory courses. They also see that the overall financial situation of students has been improving compared to the first years of the economic crisis and the fear or uncertainty about going abroad has decreased among students. On the other hand, the financial obligations still might have been an obstacle for many students, because when the average Erasmus grant was increased in 2014/15 there was also an increase in the demand for mobility. The national agency cannot really explain why there was a negative trend in outgoing mobility numbers in 2012/13, but they see an increase in the demand for placements abroad and believe that the trends will be positive again.

COUNTRY OVERVIEW: FUNDING INDICATORS

Economic situation[39]	2008	2009	2010	2011	2012	2013
GDP per capita in PPS (€)	32,200	29,900	29,500	29,800	30,700	31,600
Real GDP growth rate (%)	1.2	-6.6	-4.1	2.7	1.5	3.3
General government deficit (% of GDP)	*No data*					
Expenditure on tertiary level education (% of GDP)	1.49	1.59	1.63	1.43	*No data*	*No data*
Unemployment rate (%)	3.0	7.2	7.6	7.1	6.0	5.4
Youth unemployment rate (%)	8.2	16.0	16.2	14.6	13.6	10.7

Students and staff in tertiary education[40]	2008/09	2009/10	2010/11	2011/12	2012/13
Number of students	16,631	16,919	18,051	18,845	19,099
Number of academic staff	1,486	1,479	1,484	1,447	1,440

Erasmus budget allocation[41]	2008/09	2009/10	2010/11	2011/12	2012/13
Erasmus budget for mobility actions (€)	787,428	809,000	873,000	939,000	915,386
Average EU grant					
Student mobility for studies (€)	472	425	393	447	488
Student mobility for placements (€)	534	500	555	673	636
Staff mobility for teaching assignments (€)	1,254	1,267	1,348	1,238	1,303
Staff mobility for training (€)	1,213	1,197	1,196	1,233	1,190

Public support for students[42]	
Tuition fees	All students at public HEIs pay an administrative registration fee of ISK 75,000 per academic year (over 80% of students at 1st and 2nd cycle study at public HEIs). Government dependent private HEIs charge a tuition fee that covers registration costs and teaching. The fee is around ISK 400,000–1,000,000 per academic year.
Public grants	In principle no public grants/scholarships are available. However, some merit-based grants are provided by universities and by the Icelandic Research Fund for Graduate Students for the 2nd cycle students.
Public loans	Loans are provided to full-time students by the Icelandic Student Loan Fund. The amount depends on the size of student's family and personal circumstances including income. The basic individual support for academic year 2014/15 is ISK 144,867/month. Around 50% of students take out a student loan.
Family support and tax relief	No tax benefits for parents and no family allowances.
Portability of grants and loans	Loans are portable for credit mobility.
Additional support for mobility	No additional support.
Share of public support in students' total monthly income[43]	No data.
Share of students' expenditure on study-related costs[44]	No data.

[39] Eurostat Database
[40] Eurostat Database
[41] Erasmus Statistics
[42] Eurydice
[43] Eurostudent
[44] Eurostudent: Expenditure on accommodation, transportation and different types of fees.

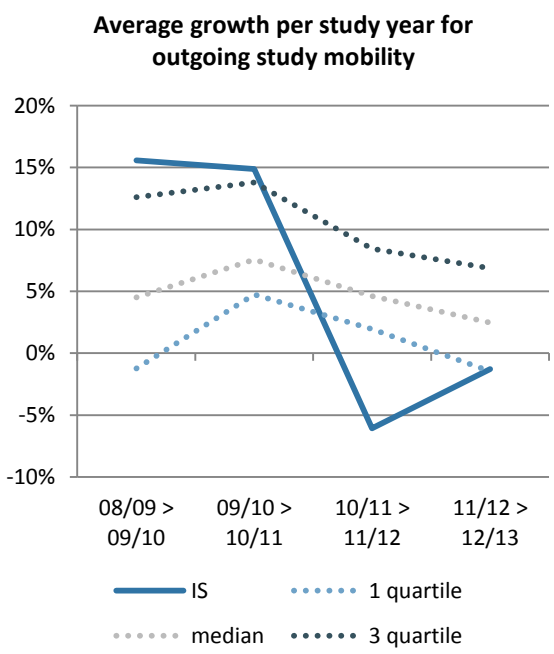
COUNTRY OVERVIEW: MOBILITY INDICATORS

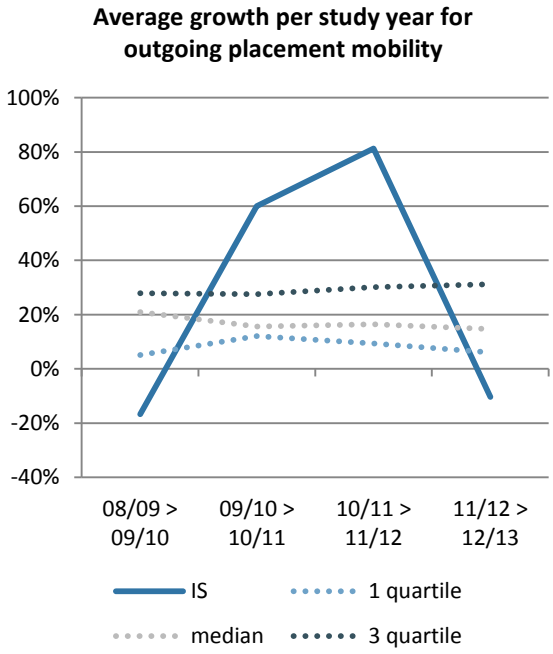
Mobility numbers and shares	2008/09	2009/10	2010/11	2011/12	2012/13
Share of students on study and placement mobility	1.2%	1.4%	1.5%	1.4%	1.4%
Share of staff on teaching assignments and training mobility	6.7%	6.4%	6.0%	6.6%	7.4%
Outgoing students					
Study mobility	186	215	247	232	229
Placement mobility	12	10	16	29	26
Share of placement mobility	6%	4%	6%	11%	10%
Incoming students					
Study mobility	353	411	451	456	493
Placement mobility	61	80	81	115	127
Share of placement mobility	15%	16%	15%	20%	20%
Outgoing staff					
Assignment mobility	73	60	59	53	61
Training mobility	27	34	30	43	45
Share of training mobility	27%	36%	34%	45%	42%
Incoming staff					
Assignment mobility	78	83	107	116	104
Training mobility	40	185	124	85	85
Share of training mobility	34%	69%	54%	42%	45%

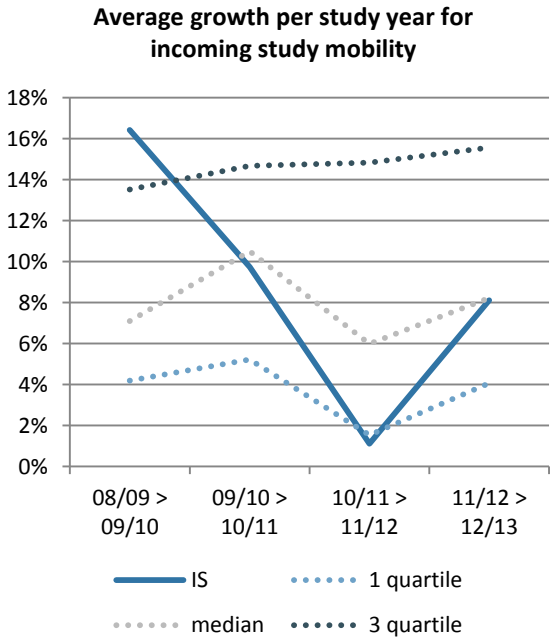
Average duration of outgoing mobility	2008/09	2009/10	2010/11	2011/12	2012/13
Outgoing student mobility for studies (in months)	5.8	6.0	6.3	6.0	6.3
Outgoing student mobility for placements (in months)	4.5	4.0	4.8	3.9	5.0
Outgoing staff mobility for teaching assignments (in days)	9.1	9.5	10.7	9.1	9.0
Outgoing staff mobility for trainings (in days)	9.3	8.5	8.1	8.2	7.2

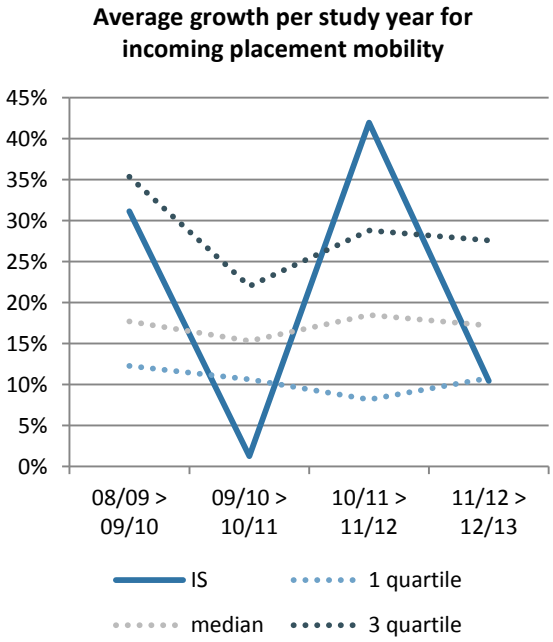
ICELAND IN COMPARISON TO ALL ERASMUS COUNTRIES

STUDENT MOBILITY

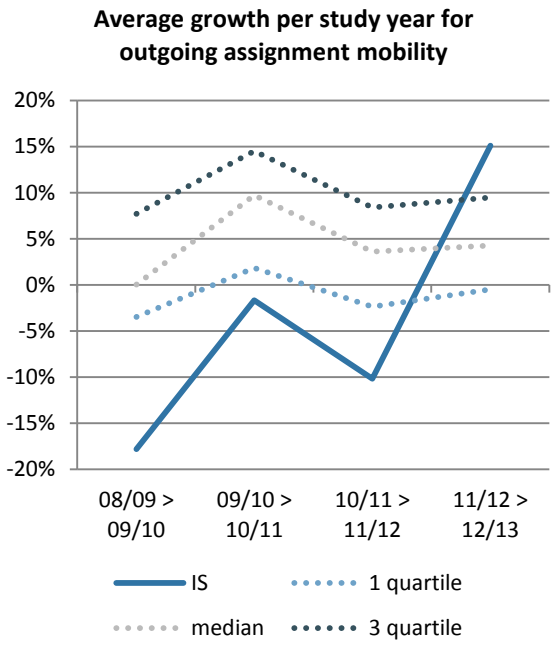


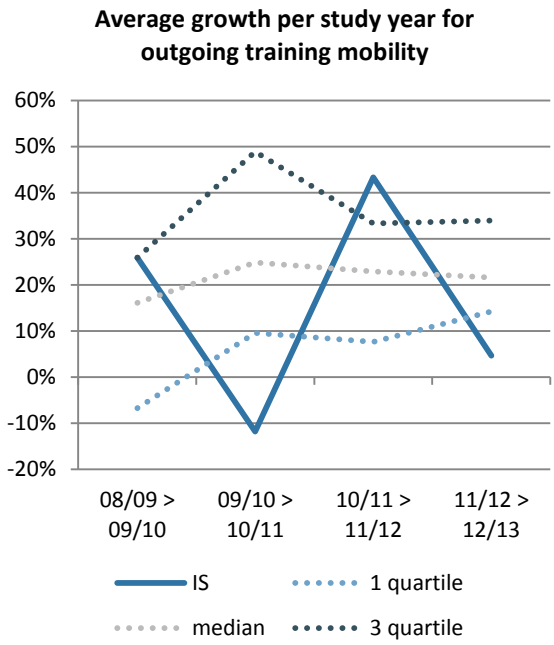


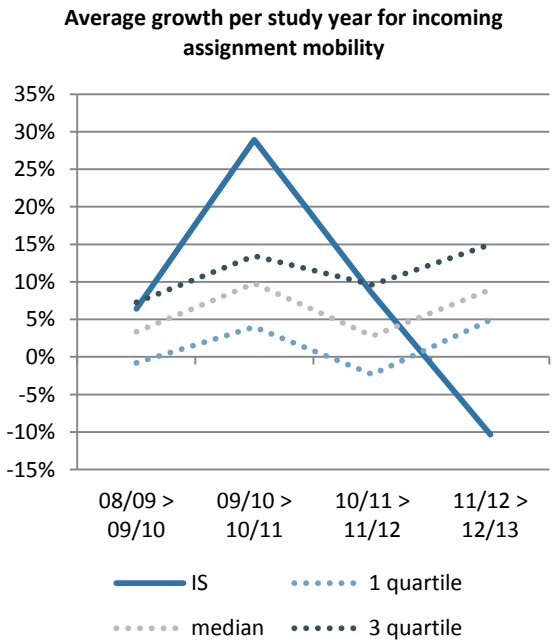


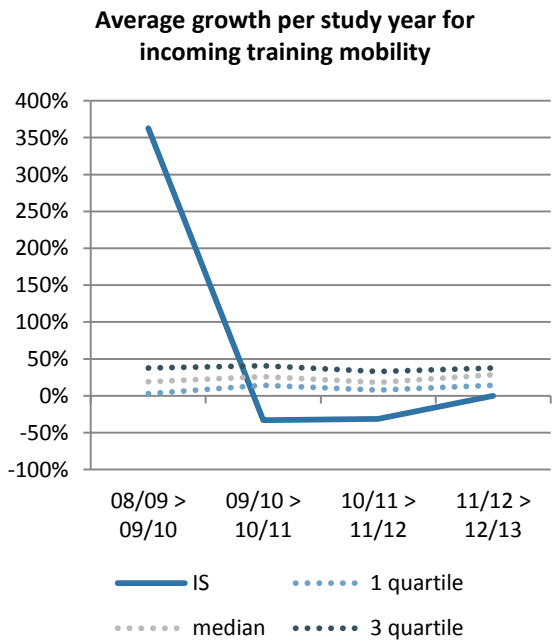


STAFF MOBILITY









MAIN TRENDS IN IRELAND

Looking at the rates of different economic and social indicators between 2008 and 2013 it can be seen that the crisis hit Ireland stronger than all Erasmus countries on average. For example, the real GDP growth rate decreased to a lower level in 2009 and the general government deficit was about six times as high in 2010 in Ireland as it was in all Erasmus countries on average at the same time. The unemployment rates (including youth unemployment) also increased faster than the Erasmus average, although these have started to decrease in 2013 compared to the previous years. In addition, based on other indicators previously mentioned, Ireland has been recovering since then and has been more similar to the Erasmus average in 2013.

The number of students in tertiary education in Ireland was increasing until 2011/12 and started to decrease in the next study year, while similar changes happened to the number of full-time academic staff. The share of all students that have been participating in the Erasmus mobility programme has been increasing since 2008/09, although has remained similar to the previous study year in 2012/13, being the same as the Erasmus average[45]. Although the share of mobile staff has also been increasing since 2008/09, it is still more than twice as low as in all Erasmus countries on average.

The Erasmus budget allocated to Ireland for mobility actions by the European Commission has been changing greatly during the years of economic crisis with decreases and increases each year, although in 2012/13 it remained higher than it used to be in 2008/09. The average Erasmus grants provided in Ireland decreased for all types of mobility until 2012/13, when these increased again. However, compared to 2008/09 the average grant size was lower in 2012/13 for students as well as staff. There is some additional public support provided in Ireland for credit mobility to cover the costs for study and travel and regular public grants are portable for credit mobility for 1st cycle students.

There have been some changes to the mobility trends in 2012/13 compared to the previous study year. The number of students going abroad remained almost the same as it was a year before and did not increase anymore as it used to. The numbers of incoming students, on the other hand, did increase at the same time – for study mobility the growth rate was rather high but for placement mobility rather low compared to other Erasmus countries.

According to the interview with the expert from the national agency, one of the main reasons for a slow growth in mobility numbers is the size of the budget allocated to Ireland for mobility actions as it is not big enough to increase the number of mobile students. The numbers are still growing, but very slowly and this will continue for the few next years as well before the funding will be increased significantly. The national agency believes that the economic crisis has had some negative and some positive impact on Erasmus mobility in Ireland. The impact could have been mostly negative for middle-class families that have not been able enough to support mobility abroad. To test this possibility, the national agency allocated some additional funds in 2014/15 to support the mobility of students from lower socio-economic backgrounds – if they see an increasing demand for this, the impact of the crisis would be clearer. On the other hand, the crisis might also have had positive effects as it has motivated students to be more mobile in order to enhance their CV and employability opportunities for the future.

Although the number of staff going abroad and coming to Ireland increased in 2012/13, it slowed down significantly compared to the growth rates in the previous study year. Based on the interview, it is not the

[45] Erasmus average in this study refers to the average of all countries participating in the Erasmus Programme.

personal financial situation of staff, but the general financial situation of the HEI behind this – as the crisis has led to budget cuts and less staff in universities, the staff have less time to be mobile.

COUNTRY OVERVIEW: FUNDING INDICATORS

Economic situation[46]	2008	2009	2010	2011	2012	2013
GDP per capita in PPS	34,100	31,200	32,700	33,900	34,300	34,500
Real GDP growth rate	-2.2	-6.4	-1.1	2.2	0.2	-0.3
General government deficit	-7	-13.9	-32.4	-12.6	-8	-5.7
Expenditure on tertiary level education as % of GDP	1.32	1.53	1.42	1.34	*No data*	*No data*
Unemployment rate	6.4	12.0	13.9	14.7	14.7	13.1
Youth unemployment rate	13.3	24.0	27.6	29.1	30.4	26.8

Students and staff in tertiary education[47]	2008/09	2009/10	2010/11	2011/12	2012/13
Number of students	178,518	182,609	194,009	196,321	192,647
Number of academic staff	10,642	11,275	11,046	13,114	9,418

Erasmus budget allocation[48]	2008/09	2009/10	2010/11	2011/12	2012/13
Erasmus budget for mobility actions (€)	4,821,000	5,508,000	5,191,000	5,484,000	5,273,410
Average EU grant					
Student mobility for studies (€)	251	229	218	219	240
Student mobility for placements (€)	654	544	386	319	393
Staff mobility for teaching assignments (€)	921	993	922	887	873
Staff mobility for training (€)	1,075	1,004	860	854	933

Public support for students[49]	
Tuition fees	60% of students pay fees. For the 1st cycle, full-time EU students are exempt from full tuition fees if they meet the terms of the 'free fees scheme', but pay a 'student contribution' of €2,750 per academic year. Others pay the average EU consolidated fee of about €6,000.
Public grants	47% of 1st cycle students receive grants (2012/13). Needs-based grants range from €305 to €5,915 per academic year, depending on means, family size and distance from institutions. Students who qualify for grants also have the student contribution or tuition fees paid on their behalf.
Public loans	No loans.
Family support and tax relief	Tax relief is available for the expenses paid for tuition fees at a recognised HEI. No family allowances.
Portability of grants and loans	Grants are portable for credit mobility with additional requirements only for 1st cycle students.
Additional support for mobility	There is additional support for credit mobility to cover study and travel costs.
Share of public support in students' total monthly income[50]	44% for students living with parents and 43% for students not living with parents.
Share of students' total expenditure on study-related costs[51]	60% for students not living with parents.

[46] Eurostat Database
[47] Eurostat Database
[48] Erasmus Statistics
[49] Eurydice
[50] Eurostudent
[51] Eurostudent: Expenditure on accommodation, transportation and different types of fees.

COUNTRY OVERVIEW: MOBILITY INDICATORS

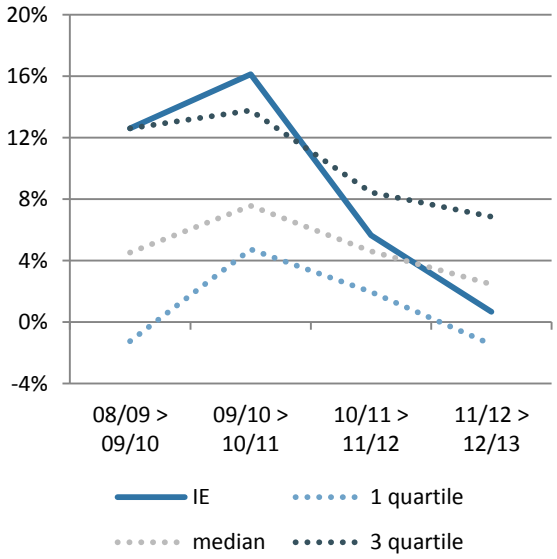
Mobility numbers and shares	2008/09	2009/10	2010/11	2011/12	2012/13
Share of students on study and placement mobility	1.1%	1.2%	1.4%	1.5%	1.5%
Share of staff on teaching assignments and training mobility	2.0%	2.0%	2.0%	2.1%	3.0%
Outgoing students					
Study mobility	1,421	1,600	1,858	1,963	1,976
Placement mobility	417	528	653	791	786
Share of placement mobility	23%	25%	26%	29%	28%
Incoming students					
Study mobility	4,061	3,958	4,103	4,216	4,646
Placement mobility	1,090	1,115	1,278	1,476	1,631
Share of placement mobility	21%	22%	24%	26%	26%
Outgoing staff					
Assignment mobility	189	189	180	198	205
Training mobility	28	38	43	74	79
Share of training mobility	13%	17%	19%	27%	28%
Incoming staff					
Assignment mobility	251	225	247	266	281
Training mobility	148	176	180	327	378
Share of training mobility	37%	44%	42%	55%	57%

Average duration of outgoing mobility	2008/09	2009/10	2010/11	2011/12	2012/13
Outgoing student mobility for studies (in months)	7.3	7.1	7.1	7.1	7.1
Outgoing student mobility for placements (in months)	5.3	5.3	5.5	5.4	5.4
Outgoing staff mobility for teaching assignments (in days)	4.6	5.3	4.4	4.6	4.5
Outgoing staff mobility for trainings (in days)	5.2	4.6	3.9	4.1	4.7

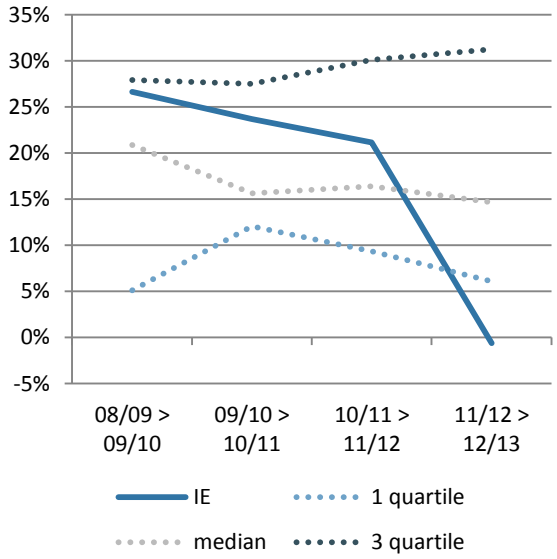
IRELAND IN COMPARISON TO ALL ERASMUS COUNTRIES

STUDENT MOBILITY

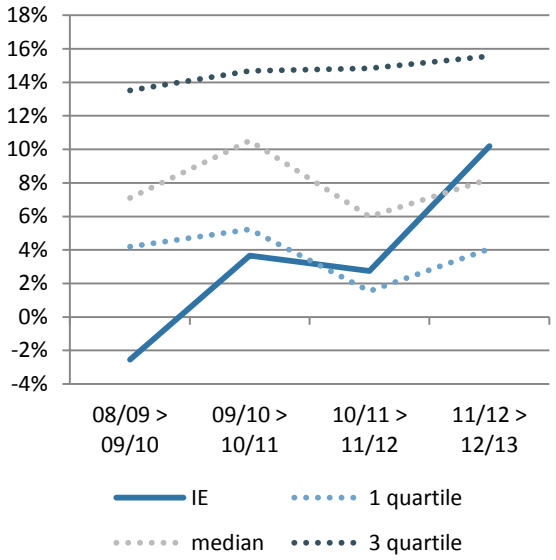
Average growth per study year for outgoing study mobility



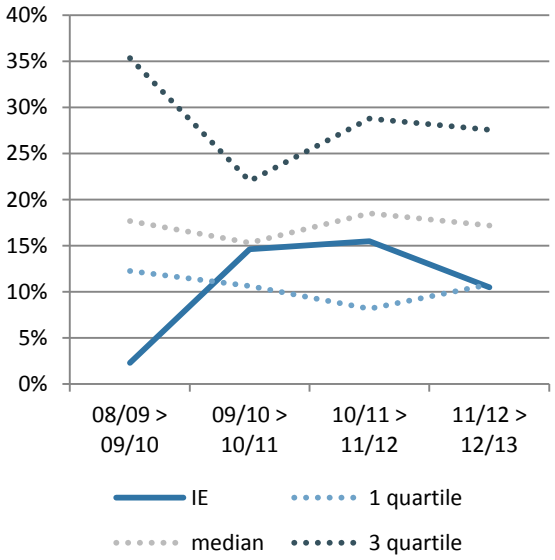
Average growth per study year for outgoing placement mobility



Average growth per study year for incoming study mobility

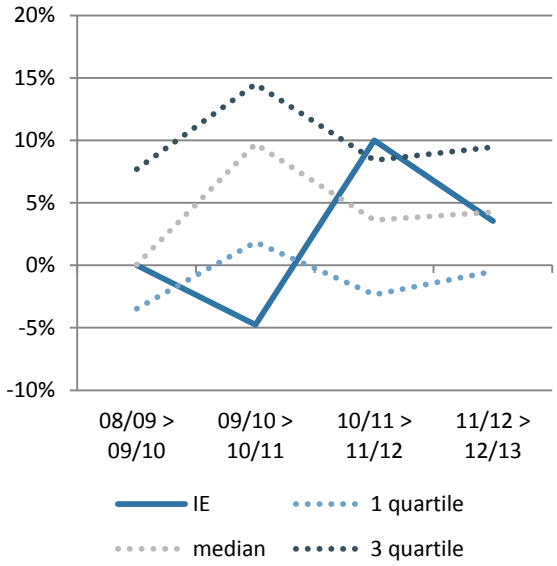


Average growth per study year for incoming placement mobility

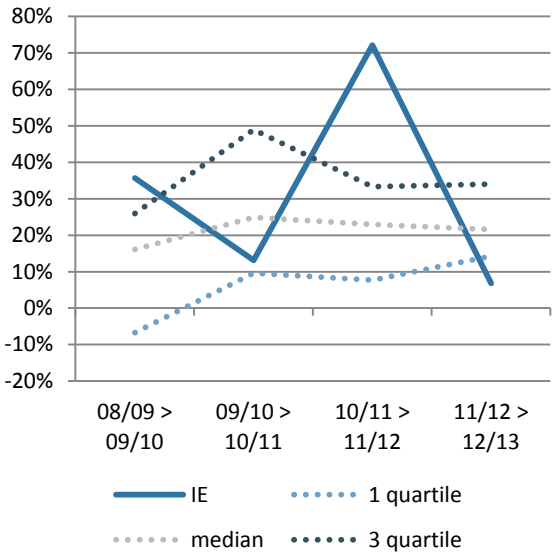


STAFF MOBILITY

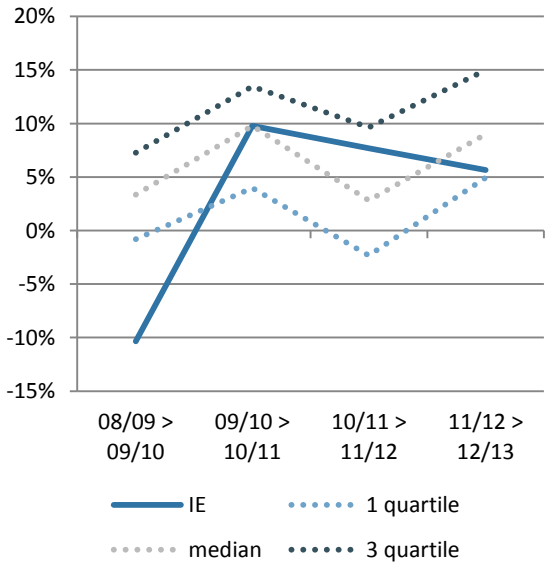
Average growth per study year for outgoing assignment mobility



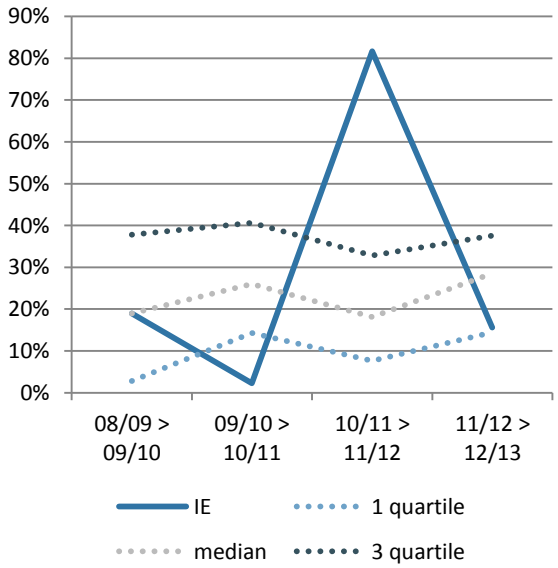
Average growth per study year for outgoing training mobility



Average growth per study year for incoming assignment mobility



Average growth per study year for incoming training mobility



MAIN TRENDS IN ITALY

Looking at the main economic indicators, Italy reacted to the financial crisis similarly to Erasmus countries on average in 2009, with a deep decrease in GDP per capita and growth in general government deficit. Since then the situation in Italy has recovered although compared to the average situation in all Erasmus countries the real GDP growth rate has been negative since 2012. On the other hand, the general government deficit has not been as large as in Erasmus countries on average. The unemployment rate used to be lower than the Erasmus average for several years during the economic crisis, but since 2012 it has increased to become higher. The youth unemployment rate has been increasing as well and in 2012 it was twice as high as in all Erasmus countries on average.

The number of students in tertiary education in Italy has been constantly decreasing since 2008/09 and the number of academic staff as well since 2009/10. The share of all students going abroad for Erasmus mobility has been increasing since 2008 but has still remained lower than the Erasmus average[52]. The same trends can be seen for staff mobility.

The Erasmus budget allocated to Italy for mobility actions did increase until 2011/12, but decreased in 2012/13 compared to the previous study year. The average amount of the Erasmus grant provided in Italy has slowly increased for study mobility but decreased for all other types of mobility. However, at the same time compared to the average grants in all Erasmus countries the grants in Italy for study mobility are relatively lower and for other types of mobility higher in 2012/13.

Looking at the student support system Italy can be seen as a county with lower levels of support as almost all students have to pay tuition fees, only 8% receive public grants and there are no student loans available. At the same time, there is some additional support available for credit mobility to cover study, travel and living costs as well as language courses abroad.

There were some changes in the mobility trends in Italy in 2012/13 compared to the previous study year. The number of students going abroad for studies started to increase faster again and as the growth in placement mobility numbers continued to be very high, Italy was one of the countries with the highest growth rates in outgoing student mobility in 2012/13 compared to 2011/12. At the same time, the number of incoming students for studies decreased and the number of incoming placements continued to increase rather slowly, making Italy one of the countries with the slowest growth rates for incoming student mobility.

Based on the interview with the expert from the national agency, one of the main reasons behind the fast increase in outgoing placement mobility is the national co-funding that has been specifically targeted on placement mobility. In general, they believe that although the financial crisis has had some impact on mobility numbers, the financial situation of students and their families has not been the only main obstacle for mobility – it is also the recognition of credits gained abroad and bureaucracy. Financial aspects have mainly been the main obstacle for students from low socio-economic backgrounds and for those students that were not that motivated to go abroad in the first place. The national agency believes that those students who have been motivated to go abroad have still found solutions to do that despite the financial obstacles. For the next years to come, the number of mobile students is expected to grow even more.

The number of outgoing and incoming staff continued to increase in 2012/13 with one of the highest growth rates for incoming staff mobility compared to all other Erasmus countries. The expert from the

[52] Erasmus average in this study refers to the average of all countries participating in the Erasmus Programme.

national agency commented that outgoing mobility is not very popular among staff in Italy because although the mobility period might give personal gains to the person, it is not recognised as something important in the career.

COUNTRY OVERVIEW: FUNDING INDICATORS

Economic situation[53]	2008	2009	2010	2011	2012	2013
GDP per capita in PPS (€)	27,300	25,500	26,300	26,800	26,900	26,500
Real GDP growth rate (%)	-1.2	-5.5	1.7	0.4	-2.4	-1.9
General government deficit (% of GDP)	-2.7	-5.3	-4.2	-3.5	-3	-2.8
Expenditure on tertiary level education (% of GDP)	0.84	0.86	0.84	0.83	*No data*	*No data*
Unemployment rate (%)	6.7	7.8	8.4	8.4	10.7	12.2
Youth unemployment rate (%)	21.3	25.4	27.8	29.1	35.3	40.0

Students and staff in tertiary education[54]	2008/09	2009/10	2010/11	2011/12	2012/13
Number of students	2,013,856	2,011,713	1,980,399	1,967,569	1,925,930
Number of academic staff	103,283	110,314	106,119	103,468	99,221

Erasmus budget allocation[55]	2008/09	2009/10	2010/11	2011/12	2012/13
Erasmus budget for mobility actions (€)	37,969,833	37,781,000	38,667,000	41,496,000	40,105,600
Average EU grant					
Student mobility for studies (€)	198	192	199	200	215
Student mobility for placements (€)	586	557	493	428	446
Staff mobility for teaching assignments (€)	801	758	745	746	760
Staff mobility for training (€)	837	814	840	818	811

Public support for students[56]	
Tuition fees	88% of 1st and 2nd cycle students pay fees. HEIs define the fees and differentiate them according to the students' socio-economic background, field of studies, cycle, study status – full-time or part-time – and year of registration.
Public grants	8% of 1st and 2nd cycle students receive grants that are allocated on the basis of both economic need and academic merit. The amount depends on whether the student lives with her/his parents. For instance, the amounts for need-based grants range from €1,904 (students living with parents) to €5,052/year (students not living with parents). There are, however, some planned reforms in the grants system to provide more support for students with low socio-economic background.
Public loans	No public loans.
Family support and tax relief	Parents can receive tax benefits based on real educational expenditure, if the child has a proven student status and is tax dependent on parents. No family allowance.
Portability of grants and loans	Needs-based grants are portable for credit mobility.
Additional support for mobility	Additional support is provided for credit mobility to cover study, travel and living costs as well as language courses.
Share of public support in students' total monthly income[57]	No data.
Share of students' total expenditure on study-related costs[58]	No data.

[53] Eurostat Database
[54] Eurostat Database
[55] Erasmus Statistics
[56] Eurydice
[57] Eurostudent
[58] Eurostudent: Expenditure on accommodation, transportation and different types of fees.

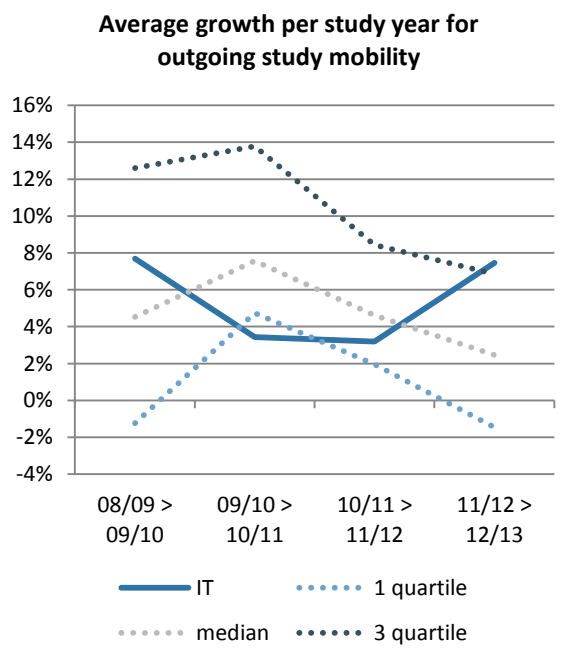
COUNTRY OVERVIEW: MOBILITY INDICATORS

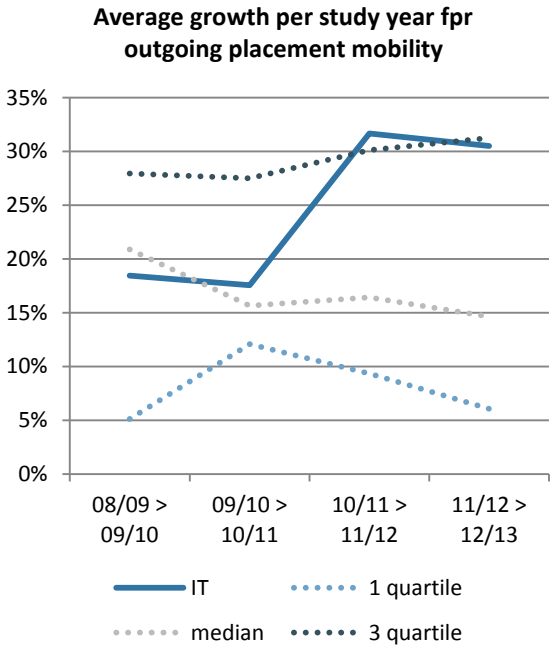
Mobility numbers and shares	2008/09	2009/10	2010/11	2011/12	2012/13
Share of students on study and placement mobility	1.0%	1.1%	1.1%	1.2%	1.4%
Share of staff on teaching assignments and training mobility	1.9%	1.9%	2.0%	2.1%	2.3%
Outgoing students					
Study mobility	17,754	19,118	19,773	20,404	21,925
Placement mobility	1,622	1,921	2,258	2,973	3,880
Share of placement mobility	8%	9%	10%	13%	15%
Incoming students					
Study mobility	15,530	15,884	16,737	17,334	16,878
Placement mobility	1,966	2,253	2,435	2,743	3,086
Share of placement mobility	11%	12%	13%	14%	15%
Outgoing staff					
Assignment mobility	1,587	1,626	1,629	1,675	1,728
Training mobility	333	416	457	468	569
Share of training mobility	17%	20%	22%	22%	25%
Incoming staff					
Assignment mobility	2,679	2,688	2,848	2,877	3,174
Training mobility	542	670	844	972	1,312
Share of training mobility	17%	20%	23%	25%	29%

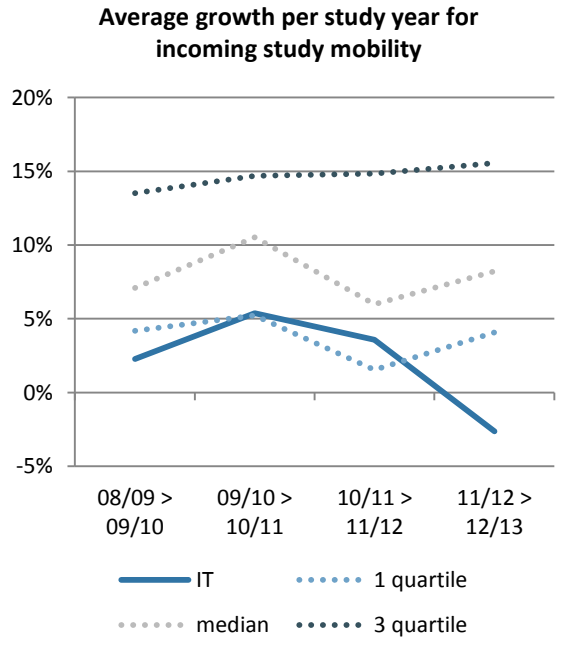
Average duration of outgoing mobility	2008/09	2009/10	2010/11	2011/12	2012/13
Outgoing student mobility for studies (in months)	7.1	7.0	6.9	6.8	6.6
Outgoing student mobility for placements (in months)	3.9	4.0	3.9	4.0	4.1
Outgoing staff mobility for teaching assignments (in days)	6.0	5.8	5.9	6.0	5.9
Outgoing staff mobility for trainings (in days)	7.8	7.5	7.3	6.4	6.8

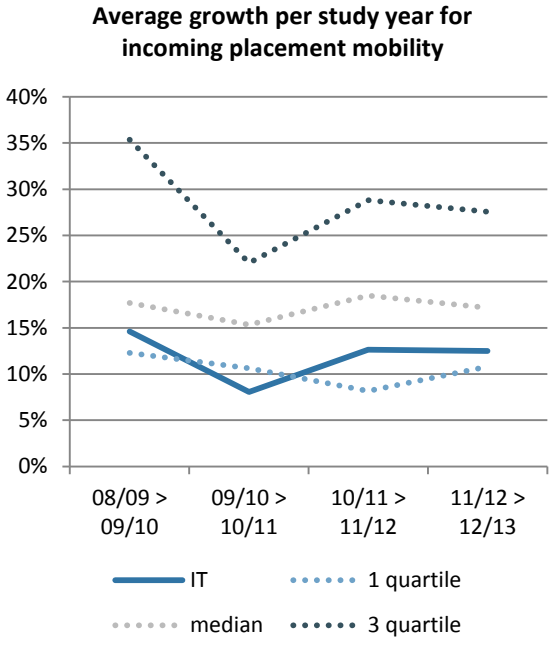
ITALY IN COMPARISON TO ALL ERASMUS COUNTRIES

STUDENT MOBILITY



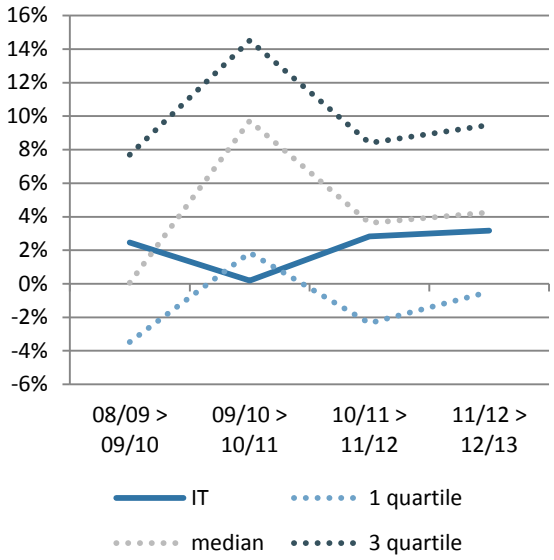




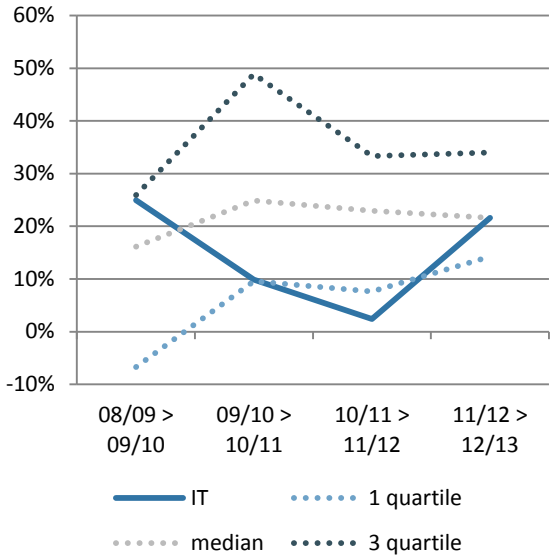


STAFF MOBILITY

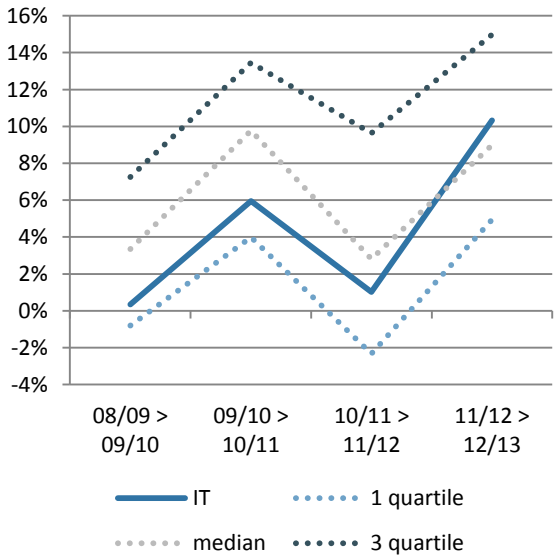
Average growth per study year for outgoing assignment mobility



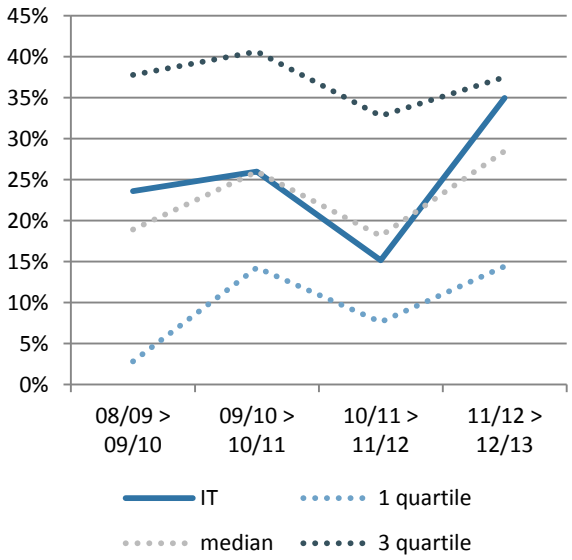
Average growth per study year for outgoing training mobility



Average growth per study year for incoming assignment mobility



Average growth per study year for incoming training mobility



MAIN TRENDS IN POLAND

Looking at the economic trends in Poland between 2008 and 2013 in comparison to economic trends in all Erasmus countries on average at the same time, it can be seen that Poland has been one of the countries doing relatively better than many others in the years of economic crisis. Although the real GDP growth rate is lower in 2013 than it was in 2008, it has never turned negative. On the other hand, the general government deficit has been similar to the average for all Erasmus countries. The unemployment rate has been increasing slowly similarly to the Erasmus average (10.3% in 2013), but the youth unemployment rate has grown slightly faster (up to 27.3% in 2013).

At the same time, the number of students in tertiary education has been decreasing since 2008 and in 2012/13 there were slightly more than two million students in Poland. The number of full-time academic staff in tertiary education increased until 2011/12 but started to decrease the next study year. The share of all students that have been using the opportunities of Erasmus mobility has been slowly increasing although still remaining twice as low as in all Erasmus countries on average. At the same time, the share of mobile staff has been growing faster and becoming more similar to the Erasmus average[59].

The Erasmus budget for mobility actions allocated to Poland from the European Commission was constantly increasing until 2011/12 and then decreased the next study year. At the same time, the average Erasmus grant provided for study mobility has been constantly increasing. The average grant provided for outgoing placement mobility is not as high in 2012/13 as it used to be in 2008/09, but after some decrease has started to increase again. The average Erasmus grants provided in Poland were higher than the Erasmus average for all types of mobility in 2012/13.

There are no tuition fees for full-time students in public HEIs, about one-fifth of students receive public grants and student loans are also available. Students cannot rely much on public support as it comprises only less than a third of their total income and at the same time their expenditure on study-related costs adds up to almost a half of their total expenditure. There is no additional support for mobility available.

Main mobility trends in 2012/13 in Poland did see some changes compared to the previous study year. For example, the number of students going abroad for studies decreased, making Poland one of the countries with the slowest growth rates. On the other hand, the number of students going abroad increased more than 30% in 2012/13 compared to the previous study year and Poland is one of the top countries with this growth rate. Since 2008, Poland has had one of the highest yearly increase in incoming study mobility and this trend continued in 2012/13 as well, at the same time the growth in incoming placement mobility continued to slow down, similarly to previous years.

According to the opinions of the interviewed expert from the national agency, there have not been any large changes to the overall financial situation of students in Poland compared to the previous years. The demand for placements abroad has been increasing and is expected to continue increasing in the next years as a placement abroad is probably more valued by the students compared to studies abroad as it is seen as something to enhance the CV and increase opportunities for future employability. Studies abroad might be also not be so desired anymore as students might fear to lose job opportunities back home at the same time. Consequently, the national agency expects less interest for study mobility in the future.

The numbers of outgoing and incoming staff mobility also continued to increase in 2012/13, but compared to the previous study year the growth started to slow down for outgoing staff mobility, but at

[59] Erasmus average in this study refers to the average of all countries participating in the Erasmus Programme.

the same time increased even faster for incoming staff mobility. In international comparison, Poland is still one of the countries with the highest growth rates in staff mobility (both outgoing and incoming).

COUNTRY OVERVIEW: FUNDING INDICATORS

Economic situation[60]	2008	2009	2010	2011	2012	2013
GDP per capita in PPS (€)	14,100	14,300	15,600	16,600	17,400	17,900
Real GDP growth rate (%)	5.1	1.6	3.9	4.5	2.0	1.6
General government deficit (% of GDP)	*No data*	*No data*	-7.6	-4.9	-3.7	-4.0
Expenditure on tertiary level education (% of GDP)	1.04	1.07	1.18	1.13	*No data*	*No data*
Unemployment rate (%)	7.1	8.1	9.7	9.7	10.1	10.3
Youth unemployment rate (%)	17.2	20.6	23.7	25.8	26.5	27.3

Students and staff in tertiary education[61]	2008/09	2009/10	2010/11	2011/12	2012/13
Number of students	2,165,980	2,149,998	2,148,676	2,080,334	2,007,212
Number of academic staff	103,190	103,974	105,309	105,425	104,434

Erasmus budget allocation[62]	2008/09	2009/10	2010/11	2011/12	2012/13
Erasmus budget for mobility actions (€)	35,413,000	37,505,000	39,207,000	43,158,000	42,791,250
Average EU grant					
Student mobility for studies (€)	350	367	389	393	420
Student mobility for placements (€)	508	451	434	440	470
Staff mobility for teaching assignments (€)	812	752	733	756	758
Staff mobility for training (€)	889	765	755	815	846

Public support for students[63]	
Tuition fees	Full-time studies in public HEIs are free of charge, all students pay administrative fees (maximum about €40 per cycle).
Public grants	Needs-based grants about €980 (2012) per year, merit-based grants about €930 (2012) per year. About 20% of students receive grants from the state budget.
Public loans	Loans of about €1,430 per year may be taken out in any cycle for those students whose personal income is below €550 net/month (in 2013).
Family support and tax relief	Tax benefits exist for parents/guardians of students up to 25 years of age in the form of tax relief of about €265 per child per year provided income did not exceed a specified level, and if the student did not earn a taxable income (including capital gains) exceeding about €735/year. Family allowances are based on low income of parents or disability of a student.
Portability of grants and loans	Grants and loans are portable for credit mobility.
Additional support for mobility	No additional support for mobility.
Share of public support in students' total monthly income[64]	29.1% for students living with parents and 18.6% for students not living with parents (2011).
Share of students' total expenditure on study-related costs[65]	44.6% for students not living with parents.

[60] Eurostat Database
[61] Eurostat Database
[62] Erasmus Statistics
[63] Eurydice
[64] Eurostudent
[65] Eurostudent: Expenditure on accommodation, transportation and different types of fees.

COUNTRY OVERVIEW: MOBILITY INDICATORS

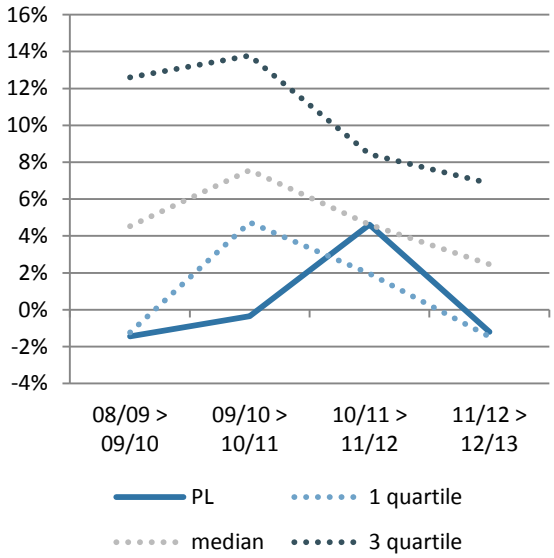
Mobility numbers and shares	2008/09	2009/10	2010/11	2011/12	2012/13
Share of students on study and placement mobility	0.6%	0.7%	0.7%	0.7%	0.8%
Share of staff on teaching assignments and training mobility	4.2%	4.3%	5.0%	6.0%	6.9%
Outgoing students					
Study mobility	11,784	11,613	11,572	12,106	11,961
Placement mobility	1,618	2,408	2,662	3,209	4,260
Share of placement mobility	12%	17%	19%	21%	26%
Incoming students					
Study mobility	4,528	5,534	6,932	8,159	9,856
Placement mobility	400	536	651	794	916
Share of placement mobility	8%	9%	9%	9%	9%
Outgoing staff					
Assignment mobility	3,078	2,967	3,381	3,994	4,394
Training mobility	1,262	1,476	1,834	2,318	2,800
Share of training mobility	29%	33%	35%	37%	39%
Incoming staff					
Assignment mobility	1,679	1,817	2,026	2,128	2,371
Training mobility	221	294	341	469	723
Share of training mobility	12%	14%	14%	18%	23%

Average duration of outgoing mobility	2008/09	2009/10	2010/11	2011/12	2012/13
Outgoing student mobility for studies (in months)	6.2	6.1	6.0	5.9	5.9
Outgoing student mobility for placements (in months)	3.7	3.4	3.3	3.3	3.3
Outgoing staff mobility for teaching assignments (in days)	6.5	6.5	6.4	6.1	6.2
Outgoing staff mobility for trainings (in days)	7.2	6.4	6.5	6.2	6.0

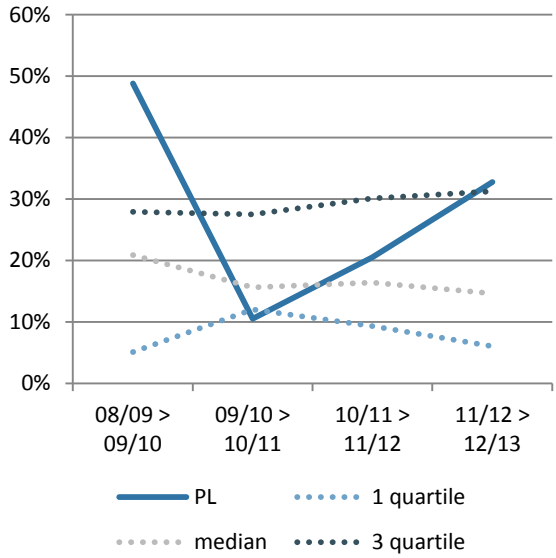
POLAND IN COMPARISON TO ALL ERASMUS COUNTRIES

STUDENT MOBILITY

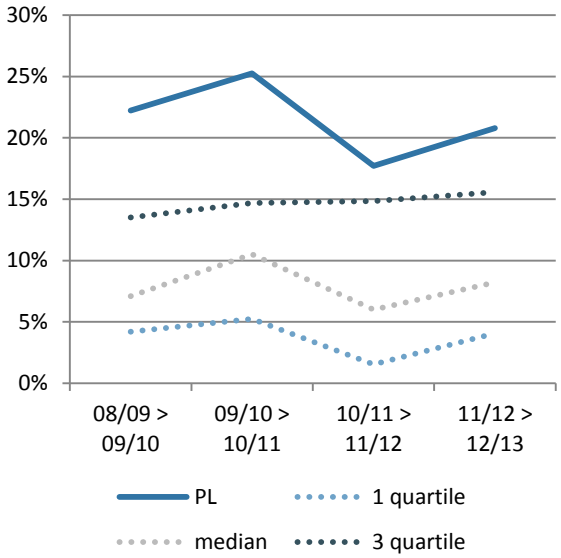
Average growth per study year for outgoing study mobility



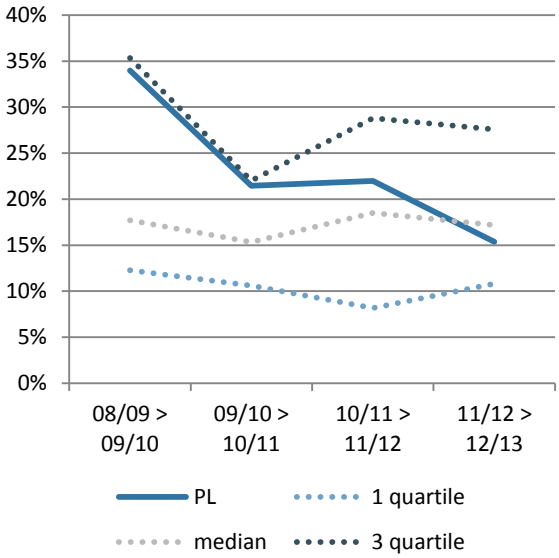
Average growth per study year for outgoing placement mobility



Average growth per study year for incoming study mobility

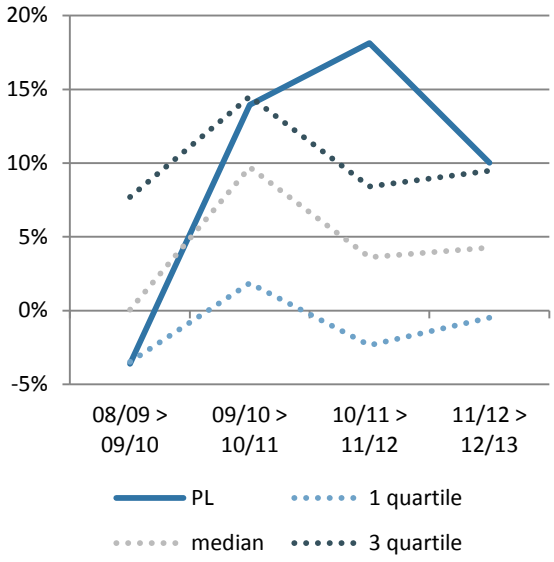


Average growth per study year for incoming placement mobility

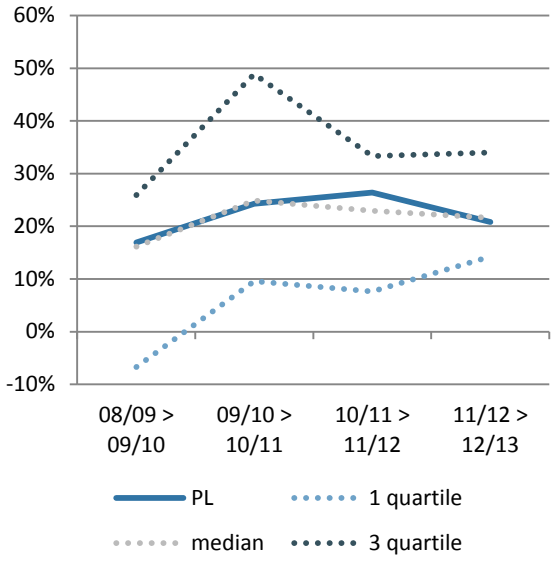


STAFF MOBILITY

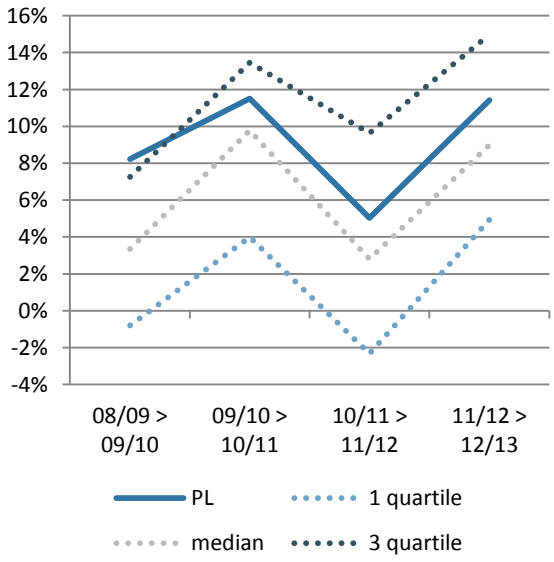
Average growth per study year for outgoing assignment mobility



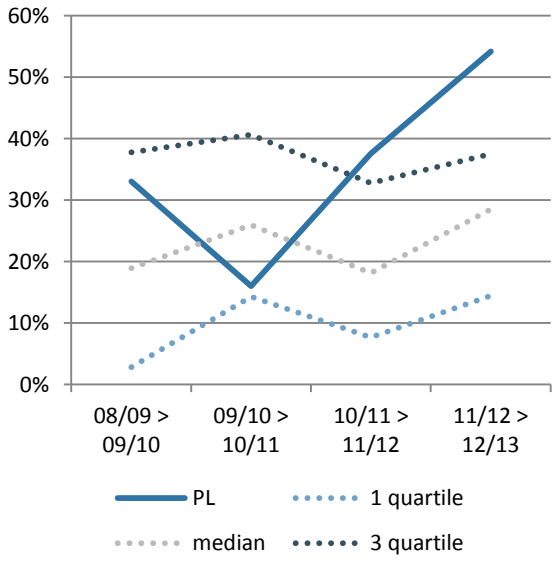
Average growth per study year for outgoing training mobility



Average growth per study year for incoming assignment mobility



Average growth per study year for incoming training mobility



MAIN TRENDS IN PORTUGAL

Looking at the economic trends in Portugal in comparison to economic trends in all Erasmus countries on average between 2008 and 2013, it can be seen that similarly to other countries, the big downfall hit Portugal in 2009 and in 2010 but it has taken longer time for Portugal to recover. For example, in 2012 the real GDP growth rate in Portugal was even lower than in 2009, but in 2013 the indicators for Portugal started to compare more to the average in all Erasmus countries. The unemployment rate (both the overall and youth unemployment) has been constantly increasing, although it slowed down between 2012 and 2013. On the other hand, it is still much higher than the average unemployment rate in all Erasmus countries.

The number of students in tertiary education had been increasing until 2011/12 but then decreased to 390 273 students in 2012/13. The number of full-time staff in tertiary education has remained almost the same during the years of economic crisis. The share of all students in Portugal going abroad for Erasmus mobility has been constantly growing since 2008 and was 1.9% in 2012/13, which is higher than the Erasmus average[66]. On the other hand, the share of mobile staff has remained relatively low compared to the average share in all Erasmus countries.

The budget allocated to Portugal by the European Commission for Erasmus mobility actions has been increasing since 2009/10 and reached the highest level at €11,886,000 in 2012/13. The average amount for Erasmus mobility grants provided to Portuguese students has not changed much for study mobility and increased again after some decrease for placement mobility. Compared to the average Erasmus grant in all countries, grants in Portugal are similar to the average. Grants for staff mobility have decreased between 2008 and 2013, being lower than the Erasmus average. Although there is no additional support provided to students for mobility by the state, the needs-based public grants are portable for credit mobility.

In 2012/13 the same trends in Erasmus mobility have mainly continued as they were in the previous study years. The number of students going abroad for studies is still increasing, but the growth has been slowing down. The number of students going abroad for placements is still growing by about 30% each year compared to the previous one, making Portugal continuously one of the countries with the highest growth rate in outgoing placement mobility. The numbers for incoming student mobility have also continued to increase, although the number of students going to Portugal for placements slowed down even more compared to the previous years, making Portugal one of the countries with the lowest growth rates in incoming placement mobility.

The expert from the national agency believes that financial aspects are not the only main obstacle for outgoing students as despite the financial crisis students still keep using mobility opportunities. This might be mainly because these experiences are valued, especially the labour market experience students get from placements abroad as they feel the need to improve their skills and increase opportunities for employment in the future. The increase in outgoing placement mobility could also be explained by the increased participation of HEIs in Erasmus consortia projects which they also promote within universities. The slow growth in incoming placement mobility could be mainly explained by the economic situation in the country as companies lack time and human resources to provide placement opportunities for students.

[66] Erasmus average in this study refers to the average of all countries participating in the Erasmus Programme.

For the next years to come the national agency expects a decrease in the number of outgoing students as the amount of the grants have increased, but for this reason the number of recipients will have to decrease. The number could also decrease due to an increase in drop-out rates in HEIs as many students are not able to cover their study costs. However, for these reasons the number of incoming students might increase as HEIs have more capacity to accept more students from abroad.

In outgoing staff mobility there was a fast growth for both types of mobility in 2012/13 compared to the previous year, making Portugal one of the countries with the highest growth rate for outgoing assignment mobility. The number of staff going to Portugal from other countries has also been increasing each year, but the average growth rate continued to slow down in 2012/13 similarly to the previous study year. According to the comments from the national agency, the number of outgoing staff could be higher, but as the Erasmus grant does not cover their expenses for travel and subsistence they rather use other opportunities to go abroad instead of Erasmus programme. Another obstacle for staff might be the lack of human resources in HEIs which means there is less time and opportunities to be mobile.

COUNTRY OVERVIEW: FUNDING INDICATORS

Economic situation[67]	2008	2009	2010	2011	2012	2013
GDP per capita in PPS (€)	20,400	19,700	20,600	20,300	20,200	21,000
Real GDP growth rate (%)	0	-2.9	1.9	-1.3	-3.2	-1.4
General government deficit (% of GDP)	-3.8	-9.8	-11.2	-7.4	-5.5	-4.9
Expenditure on tertiary level education (% of GDP)	0.95	1.07	1.13	1.04	*No data*	*No data*
Unemployment rate (%)	8.5	10.6	12.0	12.9	15.8	16.4
Youth unemployment rate (%)	20.5	25.1	28.2	30.3	37.9	38.1

Students and staff in tertiary education[68]	2008/09	2009/10	2010/11	2011/12	2012/13
Number of students	376,917	373,002	383,627	396,268	390,273
Number of academic staff	27,300	26,892	27,005	27,700	27,056

Erasmus budget allocation[69]	2008/09	2009/10	2010/11	2011/12	2012/13
Erasmus budget for mobility actions (€)	10,964,000	10,858,000	11,154,000	11,774,000	11,886,000
Average EU grant					
Student mobility for studies (€)	289	283	276	270	286
Student mobility for placements (€)	467	373	352	377	390
Staff mobility for teaching assignments (€)	860	765	723	598	587
Staff mobility for training (€)	832	613	673	586	657

Public support for students[70]	
Tuition fees	All students pay tuition fees that are fixed by each public HEI and range from €631 to €1,068.
Public grants	Need-based grants range from €1,068 to €5,679 a year and are determined by the income of the student and his family. Merit-based grants are €2,415 per year (2013/14). In 2013/14 about 18% of students received needs-based grants.
Public loans	There is a special loan scheme for higher education students at low rates, with government guarantee.
Family support and tax relief	Tax benefits for parents are provided through tax deduction on educational expenses. Family allowance is granted to families with children enrolled in higher education less than 24 years old when the household income does not exceed a certain level and when the family assets are below a certain level.
Portability of grants and loans	Needs-based grants are portable for credit mobility; the portability of loans depends on the specification of the banks.
Additional support for mobility	No additional support.
Share of public support in students' total monthly income[71]	8% for students living with parents and 5% for students not living with parents.
Share of students' total expenditure on study-related costs[72]	50% for students not living with parents.

[67] Eurostat Database
[68] Eurostat Database
[69] Erasmus Statistics
[70] Eurydice
[71] Eurostudent
[72] Eurostudent: Expenditure on accommodation, transportation and different types of fees.

COUNTRY OVERVIEW: MOBILITY INDICATORS

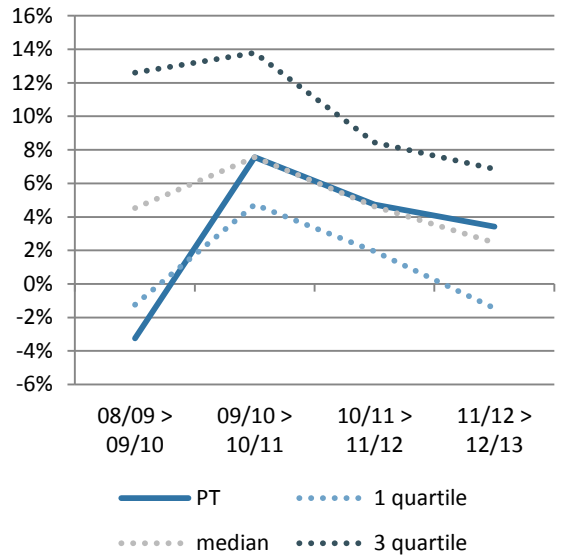
Mobility numbers and shares	2008/09	2009/10	2010/11	2011/12	2012/13
Share of students on study and placement mobility	1.5%	1.5%	1.6%	1.7%	1.9%
Share of staff on teaching assignments and training mobility	3.2%	3.4%	3.7%	3.4%	4.0%
Outgoing students					
Study mobility	4,834	4,677	5,031	5,269	5,449
Placement mobility	562	711	933	1,215	1,592
Share of placement mobility	10%	13%	16%	19%	23%
Incoming students					
Study mobility	5,732	6,616	7,582	8,054	8,716
Placement mobility	502	769	954	1,110	1,178
Share of placement mobility	8%	10%	11%	12%	12%
Outgoing staff					
Assignment mobility	770	777	820	748	846
Training mobility	117	150	170	183	229
Share of training mobility	13%	16%	17%	20%	21%
Incoming staff					
Assignment mobility	1,319	1,322	1,507	1,685	1,861
Training mobility	310	337	548	696	761
Share of training mobility	19%	20%	27%	29%	29%

Average duration of outgoing mobility	2008/09	2009/10	2010/11	2011/12	2012/13
Outgoing student mobility for studies (in months)	5.9	5.7	5.6	5.6	5.5
Outgoing student mobility for placements (in months)	3.9	3.9	4.2	4.2	4.2
Outgoing staff mobility for teaching assignments (in days)	5.0	5.1	5.1	5.0	5.0
Outgoing staff mobility for trainings (in days)	5.1	4.8	5.7	5.1	5.2

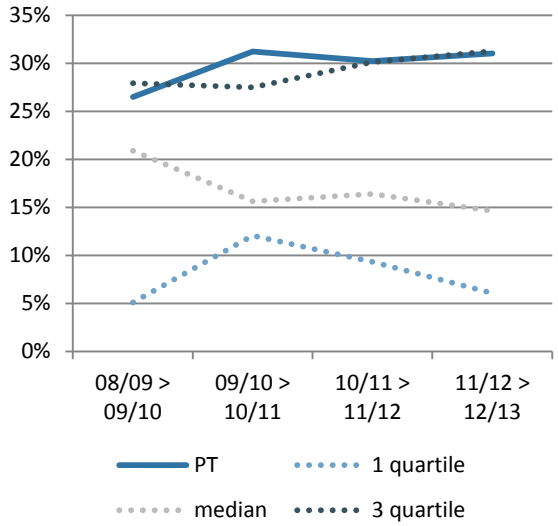
PORTUGAL IN COMPARISON TO ALL ERASMUS COUNTRIES

STUDENT MOBILITY

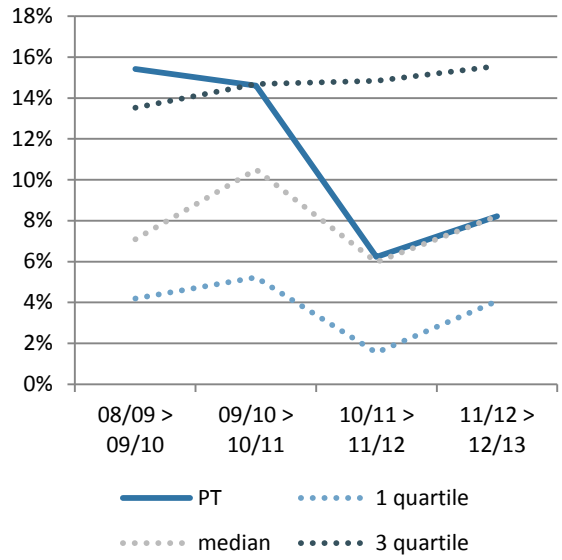
Average growth per study year for outgoing study mobility



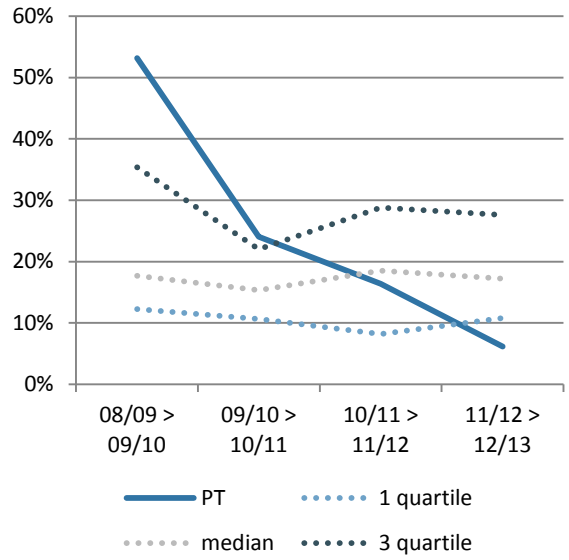
Average growth per study year for outgoing placement mobility



Average growth per study year for incoming study mobility

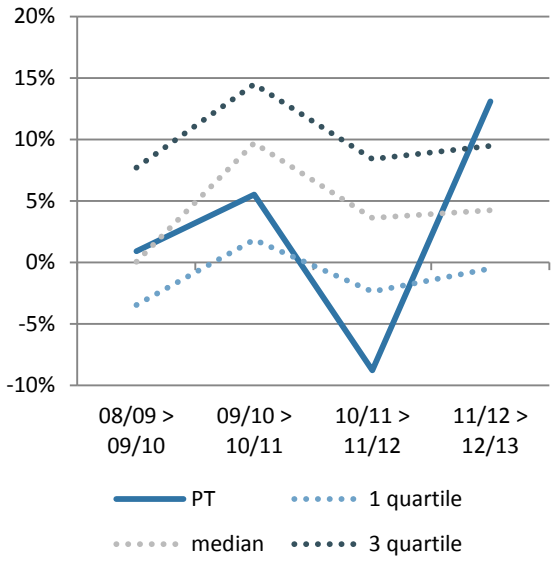


Average growth per study year for incoming placement mobility

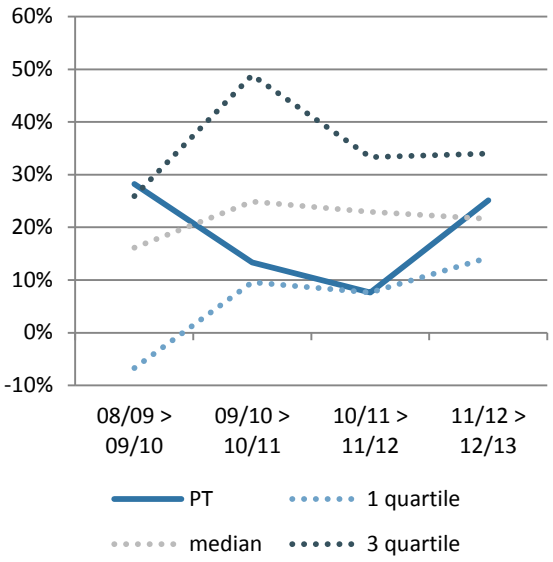


STAFF MOBILITY

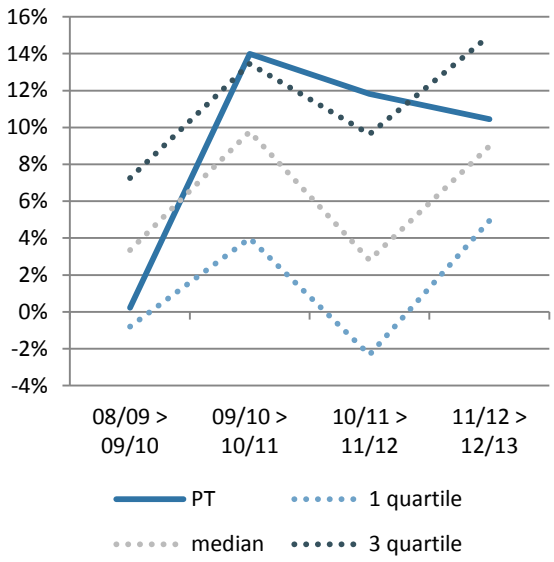
Average growth per study year for outgoing assignment mobility



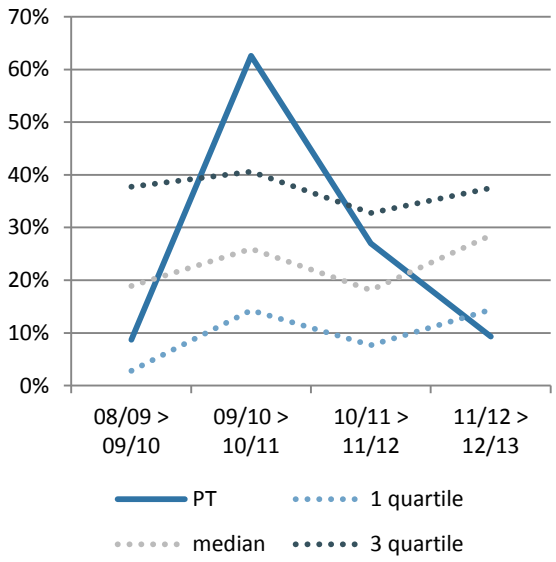
Average growth per study year for outgoing training mobility



Average growth per study year for incoming assignment mobility



Average growth per study year for incoming training mobility



MAIN TRENDS IN SPAIN

Based on the main indicators analysed in this study, Spain seems to be one of the countries that has been more affected by the economic crisis in Europe. Although the real GDP growth rate in 2009 did not fall as low as it did in the Erasmus countries on average, it has taken Spain more time to recover from this compared to many other countries. The impact can be seen in the general government deficit that was still twice as high as the Erasmus average in 2012, although it has been improving in 2013. The unemployment rate has been constantly increasing and the youth unemployment rate in 2013 was more than twice as high as in all Erasmus countries on average.

The number of students in tertiary education has been constantly increasing in Spain as well as the number of full-time academic staff. The share of students participating in the Erasmus mobility programme has increased compared to 2008/09, although it has not changed much in recent years. Nevertheless, the share of mobile students in Spain has been higher than in Erasmus countries on average. On the other hand, the share of mobile staff, although increasing, still remains below Erasmus average[73] in 2012/13.

The Erasmus budget allocated to Spain for mobility actions has been decreased in 2012/13 compared to 2008/09 although it did increase for a few years in the meantime. The average Erasmus grant provided for students and staff in Spain has been decreasing for all types of mobility and compared to the average grants in all Erasmus countries the Spanish grants have been very low. There is additional support provided for credit mobility and regular public grants are portable for credit mobility with additional requirements.

There have been some changes to the main mobility trends in Spain in 2012/13 compared to the previous study year. For the first time the number of outgoing study mobility actually decreased and the average growth for other types of outgoing and incoming student mobility continued to slow down. Compared to other countries participating in Erasmus programme, Spain had some of the lowest average growth rates for outgoing and incoming student mobility in 2012/13. At the same time, the numbers of outgoing and incoming staff have been increasing faster compared to the previous study year.

According to the comments of the interviewed expert from the national agency, there was no negative impact of the financial crisis witnessed in the first years of the crisis as it rather boosted the demand and numbers continued to increase despite the stagnation in the national co-funding. However, the impact has only become visible since 2012 when the slight decrease in outgoing student mobility numbers marked a change in the historical trend of constant growth. In 2013/14, the national agency has seen that the decrease has continued. As the Spanish ministry has allocated some additional funding for mobility, the national agency expects to keep the mobility numbers similar to the previous years.

[73] Erasmus average in this study refers to the average of all countries participating in the Erasmus Programme.

COUNTRY OVERVIEW: FUNDING INDICATORS

Economic situation[74]	2008	2009	2010	2011	2012	2013
GDP per capita in PPS (€)	26,300	24,700	24,700	24,700	24,900	25,000
Real GDP growth rate (%)	0.9	-3.8	-0.2	0.1	-1.6	-1.2
General government deficit (% of GDP)	-4.4	-11	-9.4	-9.4	-10.3	-6.8
Expenditure on tertiary level education (% of GDP)	1.07	1.15	1.17	1.13	*No data*	*No data*
Unemployment rate (%)	11.3	17.9	19.9	21.4	24.8	26.1
Youth unemployment rate (%)	24.5	37.7	41.5	46.2	52.9	55.5

Students and staff in tertiary education[75]	2008/09	2009/10	2010/11	2011/12	2012/13
Number of students	1,781,019	1,800,834	1,878,973	1,950,482	1,965,829
Number of academic staff	122,659	127,228	129,293	128,400	129,920

Erasmus budget allocation[76]	2008/09	2009/10	2010/11	2011/12	2012/13
Erasmus budget for mobility actions (€)	50,403,926	43,192,000	43,994,000	45,616,000	43,572,129
Average EU grant					
Student mobility for studies (€)	187	139	120	111	130
Student mobility for placements (€)	509	376	320	287	300
Staff mobility for teaching assignments(€)	706	617	596	544	540
Staff mobility for training (€)	735	650	631	584	574

Public support for students[77]	
Tuition fees	70% of students pay fees. The amount of fees is determined by the kind of studies, the number of ECTS taken and the number of exams failed in each subject. In addition, amounts differ between regions as each one has a different fee range. In the 1st cycle the fees range from €713–2,011, €1,110 being the most common amount. For the 2nd cycle fees range from €1,060–3,952.
Public grants	About 27% of students receive grants and grants are offered on national, regional and local level. Those students who receive grants are also exempt from paying tuition fees. Students can receive different types of grants for different amounts, depending on their family income. The average amount of a state level grant is €2,539 with the minimum of €244 and the maximum €6,056. Grants are need-based, but a minimum level of academic performance is also required.
Public loans	No loans.
Family support and tax relief	No tax relief and family allowances.
Portability of grants and loans	Grants are portable for credit mobility with additional requirements.
Additional support for mobility	For credit mobility to cover study, travel and living costs.
Share of public support in students' total monthly income[78]	8% for students living with parents and 12% for students not living with parents.
Share of students' expenditure on study-related costs[79]	59% for students not living with parents.

[74] Eurostat Database
[75] Eurostat Database
[76] Erasmus Statistics
[77] Eurydice
[78] Eurostudent
[79] Eurostudent: Expenditure on accommodation, transportation and different types of fees.

COUNTRY OVERVIEW: MOBILITY INDICATORS

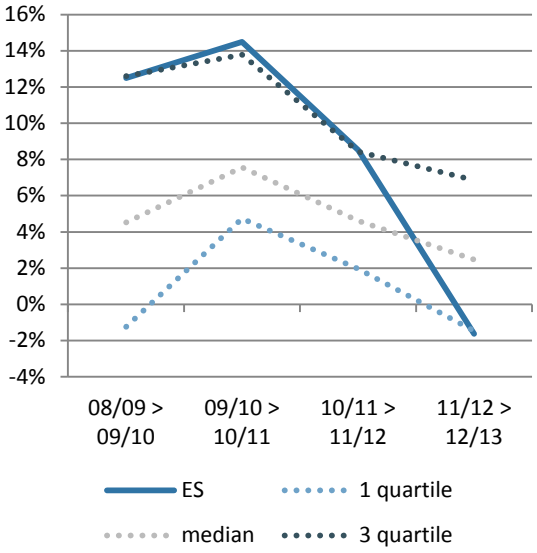
Mobility numbers and shares	2008/09	2009/10	2010/11	2011/12	2012/13
Share of students on study and placement mobility	1.6%	1.8%	2.0%	2.1%	2.0%
Share of staff on teaching assignments and training mobility	3.0%	3.0%	3.5%	3.6%	3.9%
Outgoing students					
Study mobility	24,399	27,448	31,427	34,103	33,548
Placement mobility	3,006	3,710	4,756	5,442	5,701
Share of placement mobility	11%	12%	13%	14%	15%
Incoming students					
Study mobility	28,175	29,328	30,581	31,144	31,592
Placement mobility	5,003	6,061	6,852	7,807	8,610
Share of placement mobility	15%	17%	18%	20%	21%
Outgoing staff					
Assignment mobility	2,938	2,914	3,254	3,256	3,281
Training mobility	757	883	1,234	1,398	1,735
Share of training mobility	20%	23%	27%	30%	35%
Incoming staff					
Assignment mobility	2,601	2,688	3,035	3,241	3,587
Training mobility	848	927	1,287	1,286	1,570
Share of training mobility	25%	26%	30%	28%	30%

Average duration of outgoing mobility	2008/09	2009/10	2010/11	2011/12	2012/13
Outgoing student mobility for studies (in months)	8.0	8.0	8.0	8.0	7.8
Outgoing student mobility for placements (in months)	3.2	3.4	3.6	3.8	3.8
Outgoing staff mobility for teaching assignments (in days)	5.5	5.1	4.9	5.0	5.0
Outgoing staff mobility for trainings (in days)	6.0	5.4	5.5	5.4	5.3

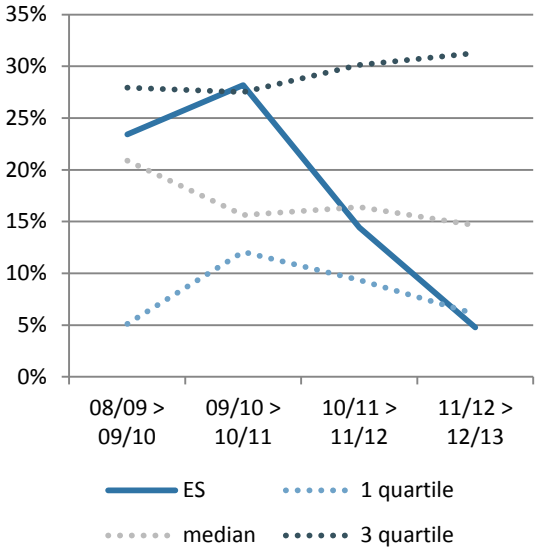
SPAIN IN COMPARISON TO ALL ERASMUS COUNTRIES

STUDENT MOBILITY

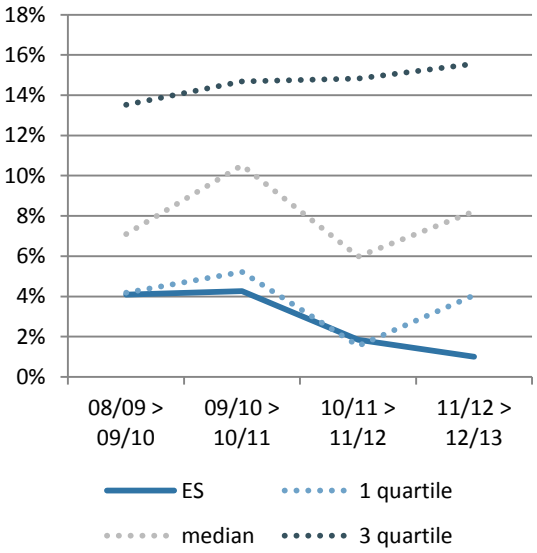
Average growth per study year for outgoing study mobility



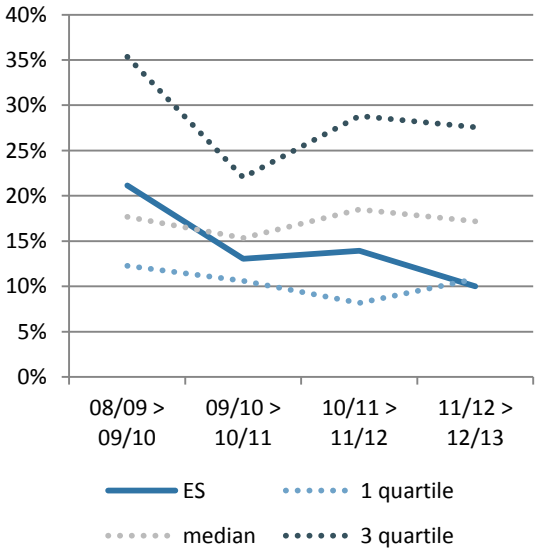
Average growth per study year for outgoing placement mobility



Average growth per study year for incoming study mobility

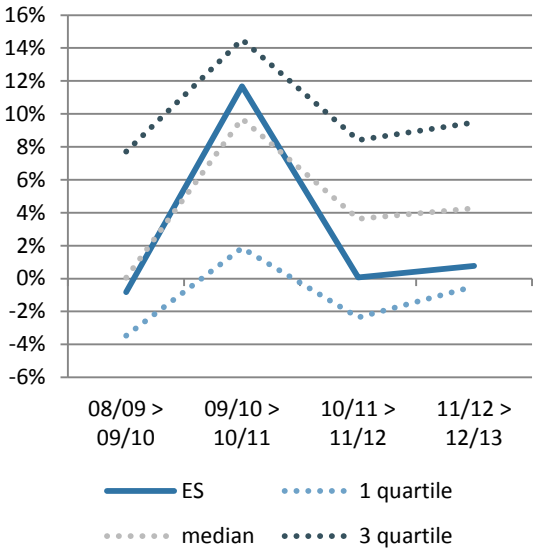


Average growth per study year for incoming placement mobility

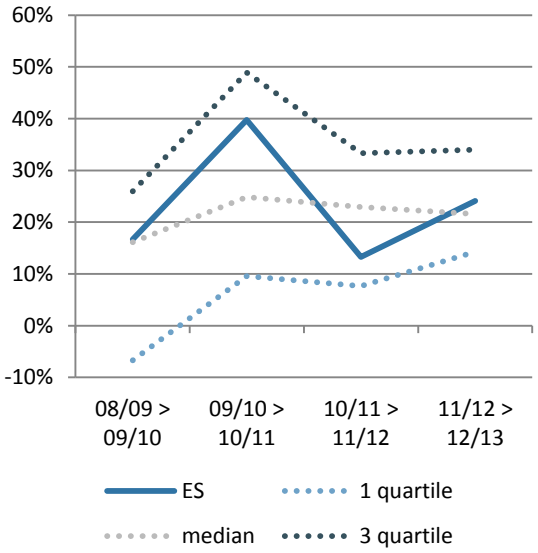


STAFF MOBILITY

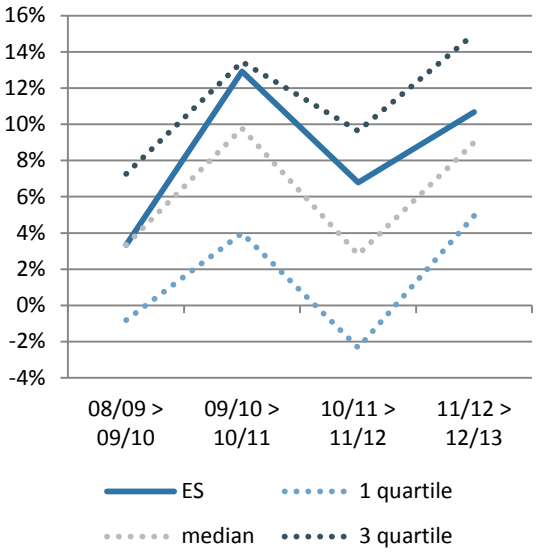
Average growth per study year for outgoing assignment mobility



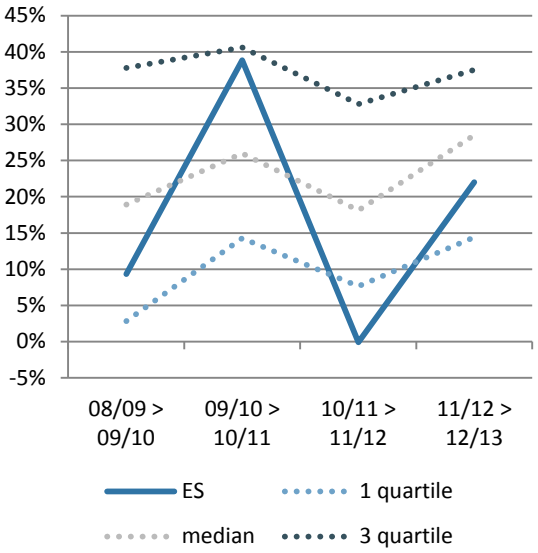
Average growth per study year for outgoing training mobility



Average growth per study year for incoming assignment mobility



Average growth per study year for incoming training mobility



8. Appendix C: Interviews

In November and December 2014, named experts from the Erasmus national agencies were interviewed to provide interpretations of the Erasmus data analysis provided by the authors and to add supplementary information on further trends and developments.

The interviews were carried out via telephone. Before the interviews, each interviewee was sent the main topics for the interview and asked direct questions, which provided the format for a semi-structured interview.

Unfortunately, no interview was carried out with the representatives from the national agency in France due to changes of responsibilities.

Country	Name	Position
Cyprus	Roula Kyrillou-Ioannidou	Coordinator Erasmus+
Germany	Hanns Sylvester	Director
Greece	Elina Mavrogiorgou	Responsible for Strategic Partnerships & traineeships
Ireland	Gerry O'Sullivan	Head of International Education
Island	Óskar E. Óskarsson	Senior Advisor
Italy	Claudia Peritore	Head of Higher Education Unit
Poland	Beata Skibinska	Deputy Director
Portugal	Carlos Santos e Sousa	Head of Unit
Spain	José M. González	Director