



EUROPEAN COMMISSION  
Directorate-General for Education and Culture

Lifelong Learning : policies and programme  
Higher education; "Erasmus"



Education and Culture DG

Lifelong Learning Programme

## Lifelong Learning Programme

### STATISTICAL OVERVIEW OF THE IMPLEMENTATION OF THE DECENTRALISED ACTIONS IN THE ERASMUS PROGRAMME IN 2007/2008

Student mobility (studies and placements)  
Staff mobility (teaching assignments and staff training)  
Erasmus Intensive Language Courses  
Erasmus Intensive Programmes  
Preparatory visits



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## **ACRONYMS USED IN THIS REPORT**

ECTS – European Credit Transfer and Accumulation System  
EILC – Erasmus Intensive Language Courses  
EUR31 – the 31 participating countries in Erasmus  
EUC – Erasmus University Charter  
HEI – Higher education institution/s  
LLP – Lifelong Learning Programme  
LWUTL – Less widely used and taught languages  
SMS – Student mobility for studies  
SMP – Student mobility for placements  
STA – Staff mobility for teaching assignment  
STT – Staff mobility for staff training  
IP – Intensive Programmes  
PV – Preparatory Visits

### **Country acronyms**

BE – België (NL)/ Belgique (FR)/ Belgien (DE)  
BG – Bulgarija  
CZ – Česká republika  
DK – Danmark  
DE – Deutschland  
EE – Eesti  
GR – Ellada  
ES – España  
FR – France  
IE – Éire / Ireland  
IT – Italia  
CH – Schweiz / Suisse  
CY – Kypros / Kibris  
LV – Latvija  
LT – Lietuva  
LU – Luxembourg  
HU – Magyarország  
MT – Malta  
NL – Nederland  
AT – Österreich  
PL – Polska  
PT – Portugal  
RO – România  
SI – Slovenija  
SK – Slovenská republika / Slovensko  
FI – Suomi / Finland  
SE – Sverige  
UK – United Kingdom  
IS – Ísland  
LI – Liechtenstein  
NO – Norge  
TR – Türkiye

**Erasmus key figures from the academic year 2007/2008 (rounded figures)**

**183 000** Erasmus students of which

**163 000** students studying abroad

**20 000** students doing traineeships (placements) abroad

**32 000** Erasmus staff doing

**27 000** teaching assignments abroad

**5 000** staff training periods abroad

**257** Erasmus intensive programmes

**300** Erasmus intensive language courses

**2 500** higher education institutions participate in Erasmus

The source of the data used in this report is based on the statistical reports of the Erasmus National Agencies of the 31 countries participating in the Erasmus programme. The reports contain the statistical results of the Erasmus decentralised activities in 2007/08. The European Commission cannot guarantee the exactness of the data despite its best efforts.

More information on the Erasmus programme and extracts of this report and its annexes can be found at [ec.europa.eu/education/erasmus](http://ec.europa.eu/education/erasmus)

## **Executive summary<sup>1</sup>**

### **Student mobility (for studies and placements) in 2007/08**

- The total number of Erasmus students was 182,697, an annual increase of 14.7% when comparing 2007/08 Erasmus mobility (for studies and placements) with 2006/07 Erasmus mobility (only studies), but 5.9 % when taking previous Leonardo da Vinci student placement mobility into account<sup>2</sup>.
- Germany was the biggest student sender followed by France and Spain. All the countries, except Malta and Norway, experienced growth in outgoing student mobility. The annual growth rate was highest in Luxembourg followed by Turkey.
- Spain, France and Germany, in this order, are the biggest recipients of Erasmus students.
- There was a rise in the number of incoming students in all 31 participating countries, except in Iceland.
- The imbalance between incoming and outgoing students is significant in many countries. The levels of incoming and outgoing students are most balanced in Austria, Liechtenstein and Greece.
- About 0.85 % of the total student population in the 31 participating countries were Erasmus students. However, taking into account the average study duration of approximately 4-5 years, it may be estimated that around 4 % of all European students participate in the Erasmus programme at some stage during their studies.
- The countries sending most Erasmus students as a share of their student population are Luxembourg, Liechtenstein, Austria, the Czech Republic and Spain.
- The average duration of Erasmus student mobility was 6.2 months.
- 165 students with special needs (severe disability) participated in the Erasmus programme, which is about 0.09% of all Erasmus students. This is an increase of 17 % on the previous year.

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<sup>1</sup> Since the academic year 2007/08, the first year of the Lifelong Learning Programme, the traditional Erasmus student mobility for studies was complemented by Erasmus student mobility for placements allowing students to undertake a placement in an enterprise or other organisations abroad.

The report analyses the overall student mobility trends including both mobility types (section 1.0), it also analyses separately the trends in Erasmus student mobility for studies (section 1.1) and in Erasmus student mobility for placements (section 1.2).

<sup>2</sup> The initial figure of 14.400 student placements under Leonardo da Vinci in 2006/07 was revised due to the submission of final data.

## **Staff mobility (teaching assignments and staff training)**

### **Staff mobility for teaching assignments in 2007/08**

- The number of Erasmus teaching assignments has been steadily increasing in recent years. In 2007/08 the number of teaching assignments was 27,157 a 5.2 % increase compared to the previous year.
- Germany, Spain and Poland, in this order, are the biggest sending countries.
- All countries except Belgium, Germany, Greece, Malta, Austria, Romania and Sweden experienced an annual growth in outgoing teachers for teaching assignments.
- The annual increase was highest in Bulgaria, followed by Poland and Latvia.
- Germany, France and Italy are the top recipients of Erasmus teachers for teaching assignments.
- The highest annual increase in incoming teachers was in Iceland and Malta. Six countries had a decrease in the number of incoming teachers.
- Erasmus teachers accounted for 2 % of the total academic staff population in the 31 participating countries, a higher proportion than in student mobility. The Czech Republic, Finland and Liechtenstein stand out as the countries with the highest proportion of outgoing Erasmus teachers.
- The subject area groups that have the most Erasmus teachers are "Humanities and Arts", "Social sciences, Business and Law", "Engineering, Manufacturing and Construction". The less common subject areas are "Education", "Agriculture and Veterinary" and "Health and Welfare".
- Four disabled teachers undertook teaching assignments abroad.

### **Staff mobility for staff training**

- The new mobility opportunity in Erasmus, staff mobility for training, was taken up by 4,883 participants (mostly HEI staff), which is 15.24% of the total Erasmus staff mobility.
- 54 staff members from enterprises also went to higher education institutions abroad for training.
- Poland, Latvia and Finland, in this order, sent the highest number of staff abroad.
- The UK, Germany, and Spain, in this order, are the top recipients of Erasmus staff.
- The main staff training sector is by far the educational sector followed by the professional, scientific and technical sector and the arts and entertainment sector.



### **Erasmus Intensive Language Courses in 2007/08**

- A total of 4,894 Erasmus students took part in EILC, which represents an annual increase of 4.1 %.
- Since 1999, 23,480 Erasmus students benefited from EILC.
- In 2007/08, 303 courses took place in the 23 countries. The vast majority of the courses were offered during the summer. Winter courses were organised in the majority of the participating countries.
- 6.2 % of the Erasmus students going to the 23 countries organising EILC attended an EILC.
- As in previous years EILC courses in Italy were the most popular among students followed by Portugal and Belgium (Flemish Community).
- The highest absolute numbers of EILC students came from Germany. However, when comparing the EILC participation with the number of outgoing students to the countries organising an EILC, Latvia, Estonia and Cyprus have the highest percentage of Erasmus students taking part in EILC.
- Performance of students is being assessed, and certifications and ECTS credits are issued in the majority of the countries.

### **Erasmus Intensive Programmes in 2007/08**

- 257 Intensive Programmes were organised. The largest number of programmes were organised by higher education institutions in France, Austria and Belgium. Cyprus and Luxembourg were the only countries which did not organise an IP.
- In total 11,822 students and teachers participated in the Intensive Programmes, more precisely 9,041 students and 2,781 teachers.
- Highest number of students participated in Intensive Programmes coordinated by French, Belgian and Austrian higher education institutions.
- 77% of the students taking part in IPs were mobile students (incoming students) and 23% of the student participants from the organizing institution (home students).
- The main subject areas groups were “Social Sciences, Business and Law”; “Engineering, Manufacturing and Construction” and “Humanities and Arts”. The least common areas are “Services” and “Education”.
- The average duration was 12 days.

### **Erasmus Preparatory Visits in 2007/08**

- 56 Erasmus preparatory visits took place. Germany funded the highest number of visits, followed by Ireland and Lithuania.
- More than half of the countries did not fund preparatory visits.
- The average duration of the visits was 4.4 days.

## 1.0 Erasmus Student Mobility<sup>3</sup>

### 1.0.1 Student mobility since 1987 and forecast

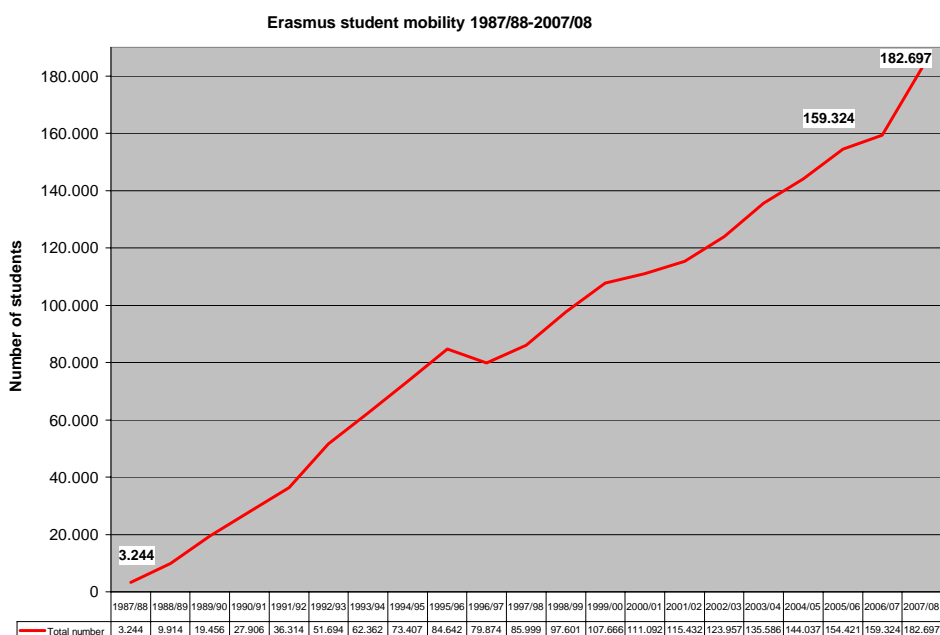
The Erasmus programme was established in 1987 and during the 21 year period, over 1.866 million students have benefited from the programme (see table 1 in the annex). Since the establishment of the programme, Germany (289,687 – 15.52 %), France (288,713 – 15.47 %) and Spain (260,834 – 13.97 %) have moved the most students.

The Erasmus programme has gone through several phases:

- Erasmus 1987/88 – 1989/90 (3 years) with 32,614 mobile students
- Erasmus 1990/91 – 1994/95 (5 years) with 251,683 mobile students
- Socrates I – Erasmus 1995/96 – 1999/00 (5 years) with 455,782 mobile students
- Socrates II – Erasmus 2000/01 – 2006/07 (7 years) with 943,849 mobile students

The academic year 2007/08 was the first year of Erasmus under the newly established Lifelong Learning Programme and in the first year 182,697 students went abroad to study or to do a placement in an enterprise. During this year about 2,500 higher education institutions sent students abroad and 2,464 institutions received Erasmus students.

**Chart 1: Erasmus student mobility 1987/88 – 2007/08**



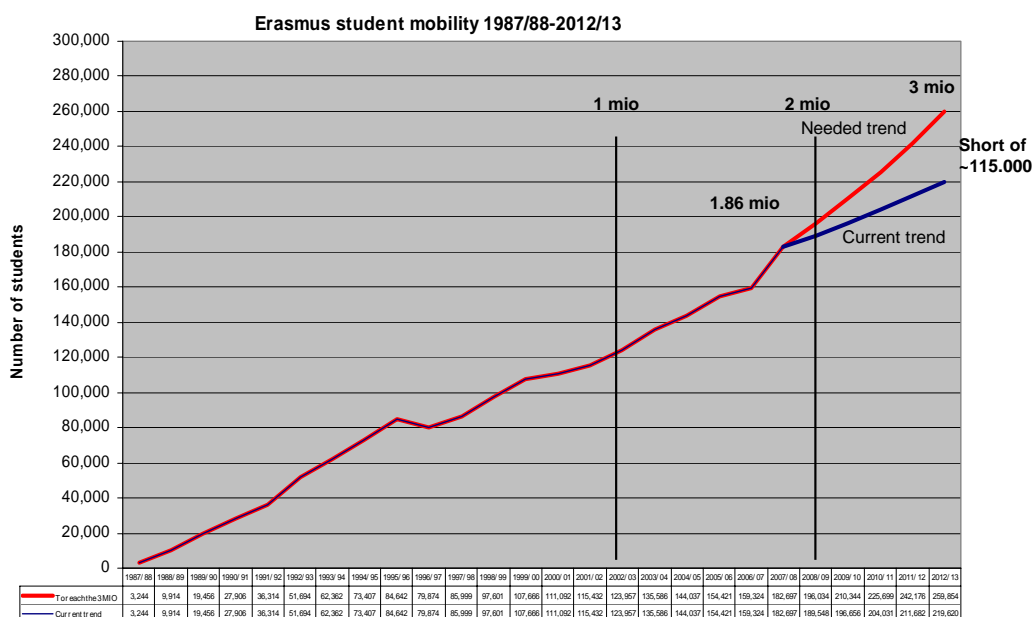
<sup>3</sup> Student mobility under LLP/Erasmus consists of the traditional student mobility for studies (SMS) and student mobility for placements (SMP).

Since the start of the Erasmus programme in 1987 the numbers have increased every year, with the exception of 1996/97<sup>4</sup>. The growth rate was obviously highest in the beginning (chart 1). The annual increase in 2007/08 was 14.7% when comparing 2007/08 Erasmus mobility (for studies and placements) with 2006/07 Erasmus mobility (only study). The increase can be explained by the introduction of the new Erasmus action "Student mobility for placements". However, when taking the 13,153 student placement mobilities under the Leonardo da Vinci in 2006/07 into account the annual increase is 5.9%.

The aim set out in the Decision of the European Parliament and of the Council for the Lifelong Learning Programme is to reach at least 3 million individual participants in student mobility under the Erasmus programme and its predecessor programmes by 2012<sup>5</sup>.

In 2002, one million Erasmus students had participated in the Erasmus programme and the 2 million mark has been reached in 2009. In order to reach the 3 million target by 2012, an annual increase of about 7.5 % is needed, which is considerably higher than the current trend. It is likely that, without additional efforts, the target will be reached only in the subsequent academic year, as based on the extrapolation of existing trends there will be a shortage of approximately 115,000 students (chart 2).

**Chart 2: Erasmus student mobility 1987/88 – 2012/13**



<sup>4</sup> 1996/97 was a year of preparation for the Institutional Contract – the successor of the Inter-University Cooperation Programmes (ICP) which may have contributed to a decrease in mobility that year.

<sup>5</sup> Decision No 1720/2006/EC of the European Parliament and of the Council of 15 November 2006 establishing an action programme in the field of lifelong learning, Article 21a.

## 1.0.2 Outgoing student mobility

In the academic year 2007/08, the first year of the Lifelong Learning Programme, 182,697 students went to another European country for a study or a placement period. The biggest share of outgoing Erasmus students came from Germany (26,286 – 14.39 %), France (25,945 – 14.20 %) and Spain (24,984 – 13.68 %).

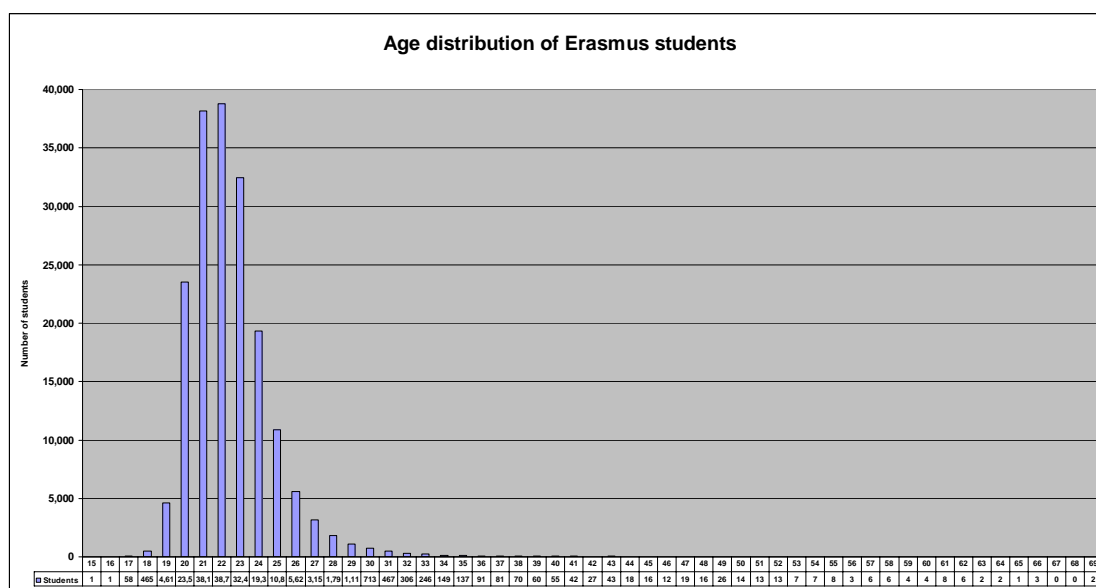
When comparing to the Erasmus mobility data from 2006/07, the annual growth rate was highest in Luxembourg (118.82%), followed by Turkey (over 60%). The growth rate was also high in Liechtenstein (46.7 %). The annual growth rate in the 12 EU Member States which joined the EU in 2004 and 2007 was about 16 %.

Of the 31 participating countries, only Malta and Norway experienced a decline in the total numbers of outgoing students for studies and placements (see chart 3).

Approximately 56.5 % of Erasmus students are undergraduate students, 41.7 % graduate students and under 1.8 % doctoral students.

The average age of Erasmus students in 2007/08 was 22 years, ranging from 15 years to 69 years. Chart 3 represents the age distribution of Erasmus students.

**Chart 3: Age distribution of Erasmus students**



Approximately 62 % of Erasmus students are females. This percentage is slightly higher than the proportion of female students of the total EU27 student population in 2007 (55.2 %)<sup>6</sup>.

<sup>6</sup> Eurostat 2007 data

Chart 4: Outgoing Erasmus students from EUR31: 2000/01-2007/08

Outgoing Erasmus students from EUR31: 2000/01-2007/08

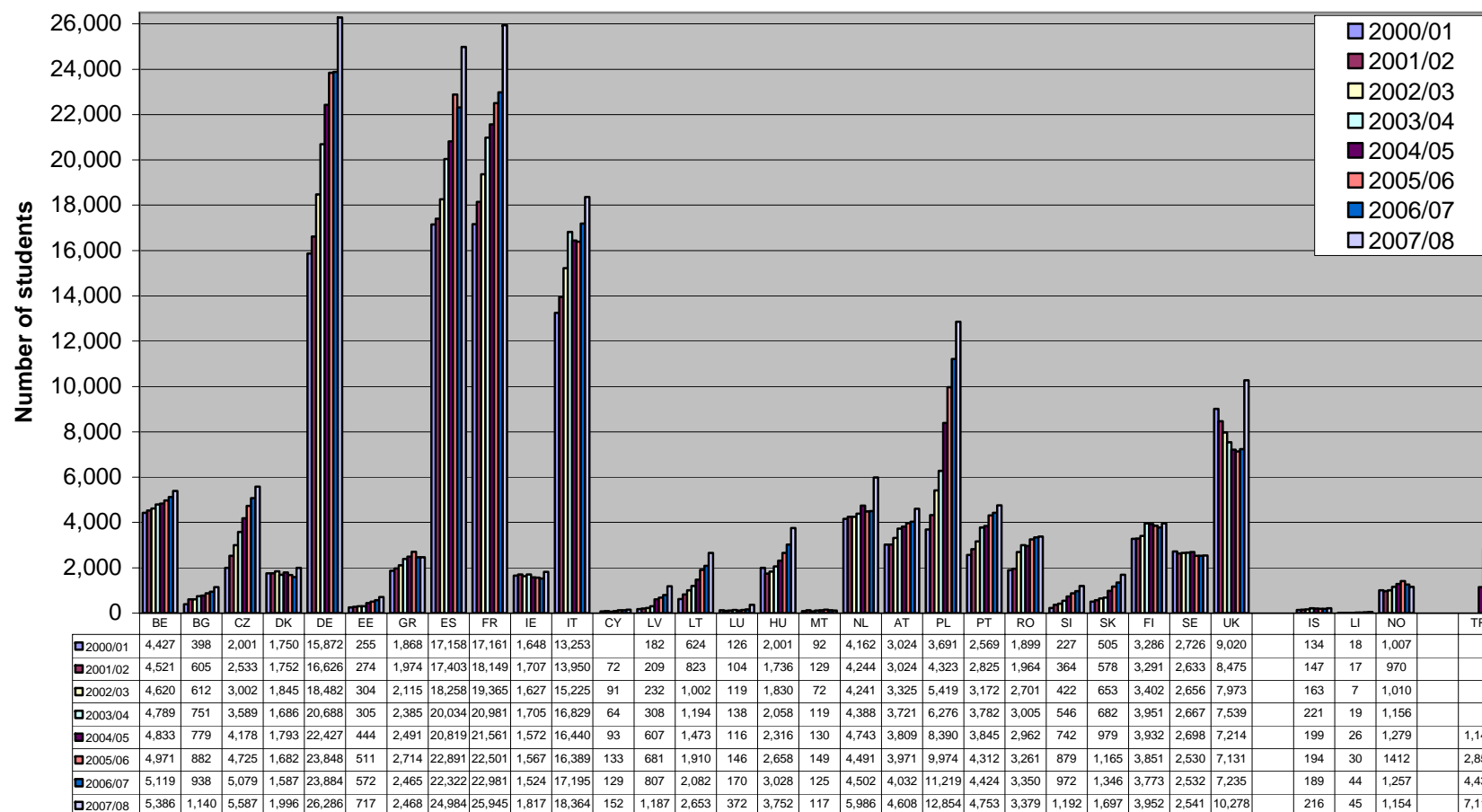


Chart 5 shows the share of student mobility for studies and placements for the participating countries. Liechtenstein, the UK and the Netherlands have the highest share of placement students. On average student mobility for placements represents 11% of all Erasmus student mobility.

**Chart 5: Share of SMS and SMP per home country 2007/08**

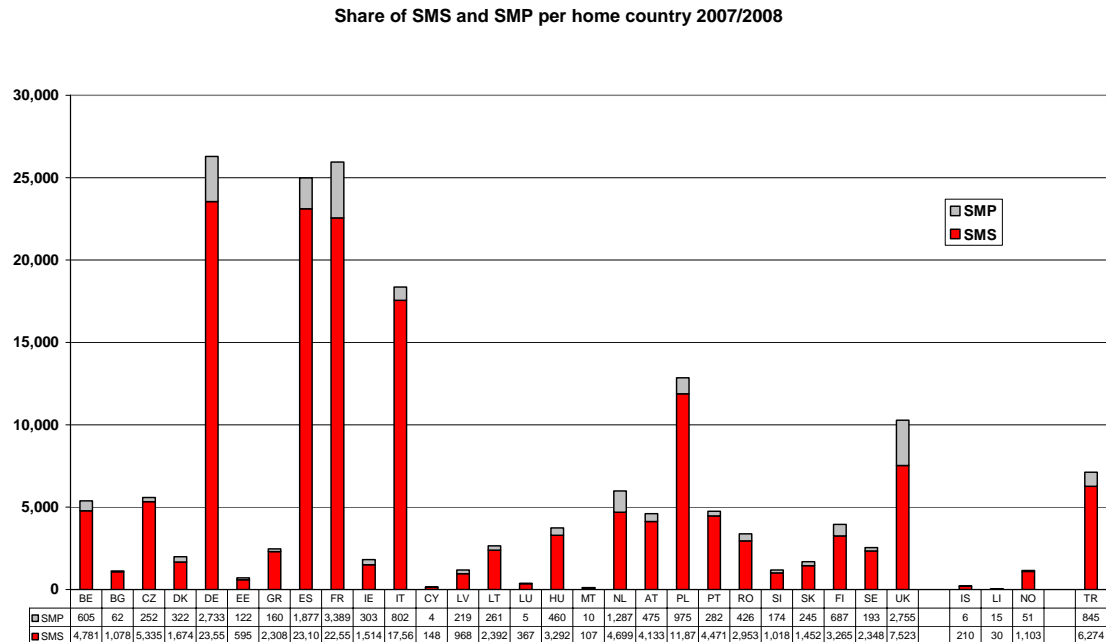


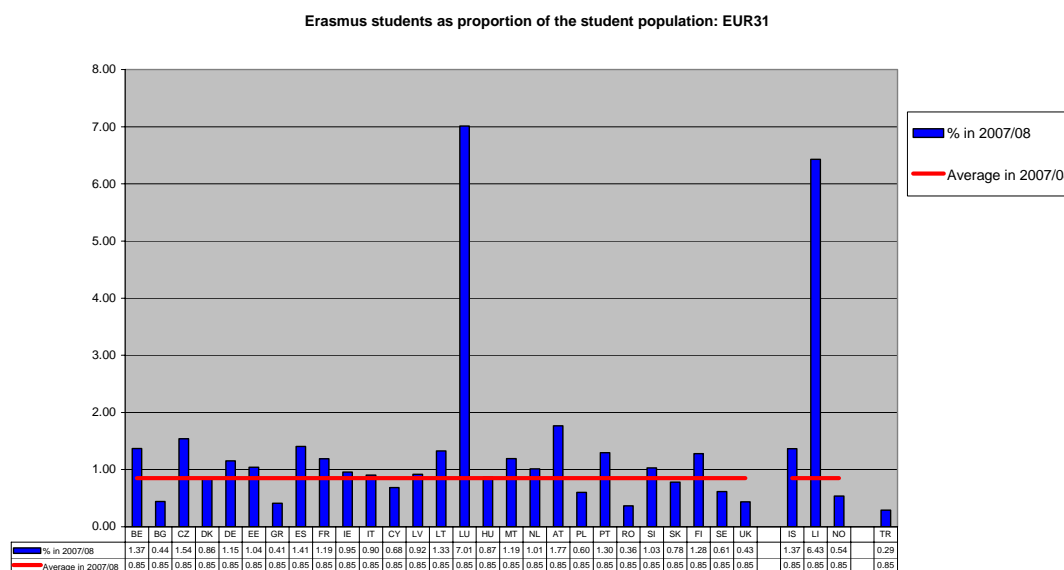
Chart 6 compares the latest Erasmus data (2007/08) with the latest EUR31<sup>7</sup> student population data and shows that the number of Erasmus students per year as a proportion of the student population is on average 0.85 % in the 31 participating countries<sup>8</sup>.

Taking into account the average study duration of approximately 4-5 years, it may be estimated that around 4 % of European students will participate in the Erasmus programme at some stage during their studies.

<sup>7</sup> Eurostat 2007 data.

<sup>8</sup> Here, Erasmus students are divided by the total student population in each country. The total EUR31 student population according to Eurostat 2007 data was around 21.5 million students.

**Chart 6: Erasmus students as proportion of the student population: EUR31**



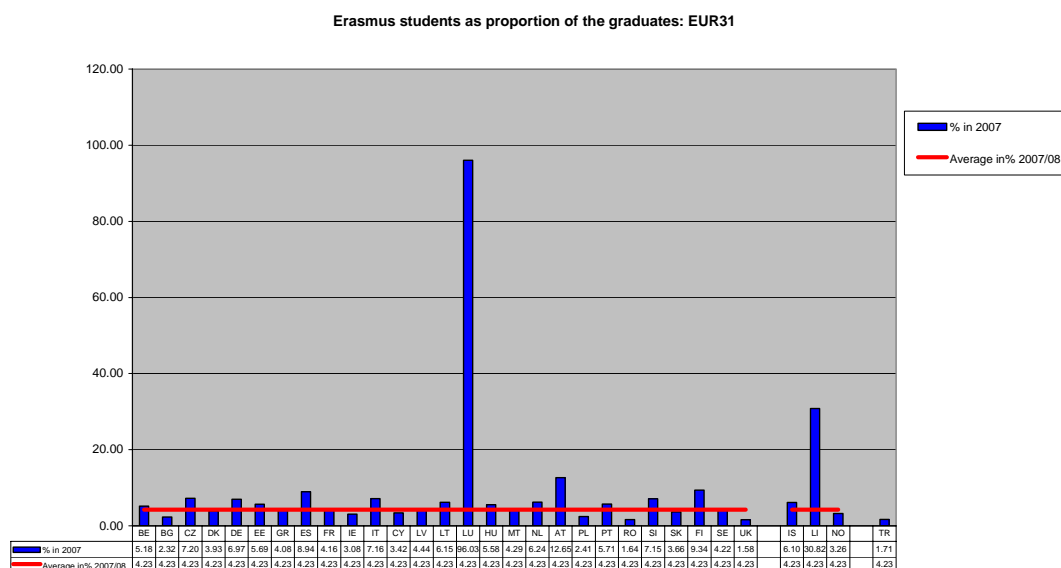
Apart from the very small states, Luxembourg and Liechtenstein with one HEI only, Austria is the best performing country in terms of outgoing Erasmus student mobility with more than double the average rate, followed by the Czech Republic and Spain. Out of the 31 participating countries 20 match or are above the average and 10 countries are below the average namely Turkey, Romania, Greece, the UK, Bulgaria, Norway, Poland, Sweden, Cyprus and Slovak Republic (see table 2 in the annex).

Another method to determine the relative position of a county would be to compare Erasmus students to the number of graduates at Bachelor and Master levels. According to Eurostat, higher education graduates in 2007 accounted for over 4.32 million in the participating countries (EUR31). If we compare that figure with the number of Erasmus students in 2007/08, then Erasmus students can be said to be about 4.23 % of all graduates.

Chart 7 shows that more than half of the participating countries are above the average. Out of the 31 countries the following 13 are below the average: the UK, Romania, Turkey, Bulgaria, Poland, Ireland, Norway, Cyprus, Slovak Republic, Denmark, Greece, France and Sweden. When compared to chart 6 (Erasmus students as a proportion of the student population) some countries such as Greece, Italy, Hungary, Finland and Sweden are performing better when Erasmus student participation is compared with the number of graduates.



**Chart 7: Erasmus students as proportion of the graduates: EUR31**



### 1.0.3 Incoming student mobility

During the academic year 2007/08, Spain (31,129 – 17.04 %) remained the most popular destination followed by France (23,172 – 12.68 %) and Germany (20,822 – 11.40 %) (see table 3 in the annex).

In 2007/08 all the participating countries, except Iceland (-1.22 %), experienced an annual growth in the number of incoming students for studies and placements as compared to Erasmus student mobility in the previous year.

Chart 8 shows the trends in the incoming numbers since the academic year 2000/01. Overall incoming mobility has increased by 64 % since 2000/01 in EUR31. Despite the fact that the number of incoming students to the UK has increased the third year in a row, UK is the only country receiving lower incoming student numbers in 2007/08 than compared to 2000/01 (-1.13 %).

The Member States which joined the EU in 2004 and 2007 are without a doubt attracting more incoming students, with an average annual growth rate of about 23.75 %. The annual growth rate in 2007/08 of incoming students was very high in Bulgaria (50.34%), Turkey (50.03%), Malta (41.39%) and Romania (39.27%).

Chart 8: Incoming Erasmus students from EUR31: 2000/01-2007/08

Incoming Erasmus students from EUR31: 2000/01-2007/08

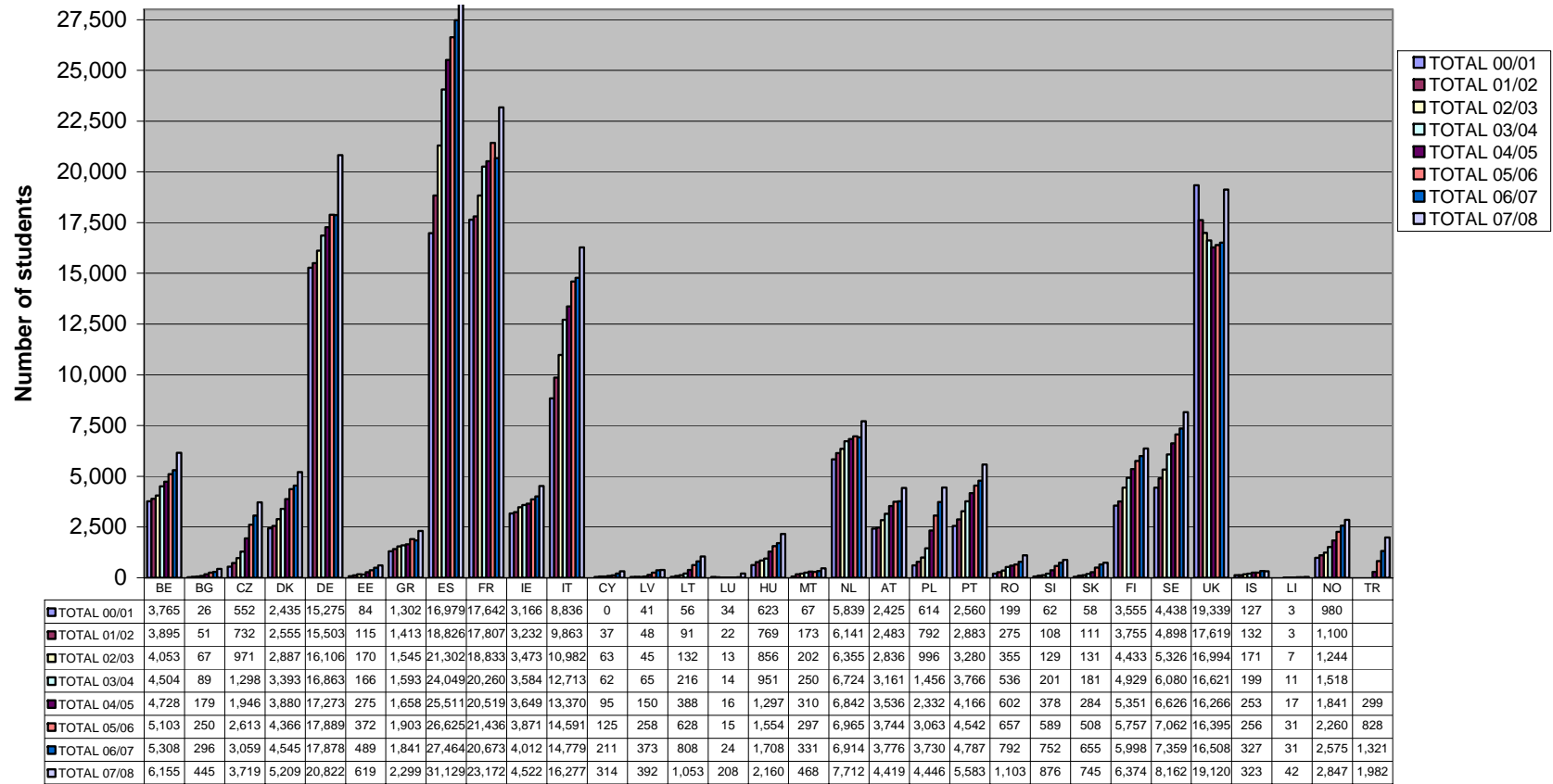
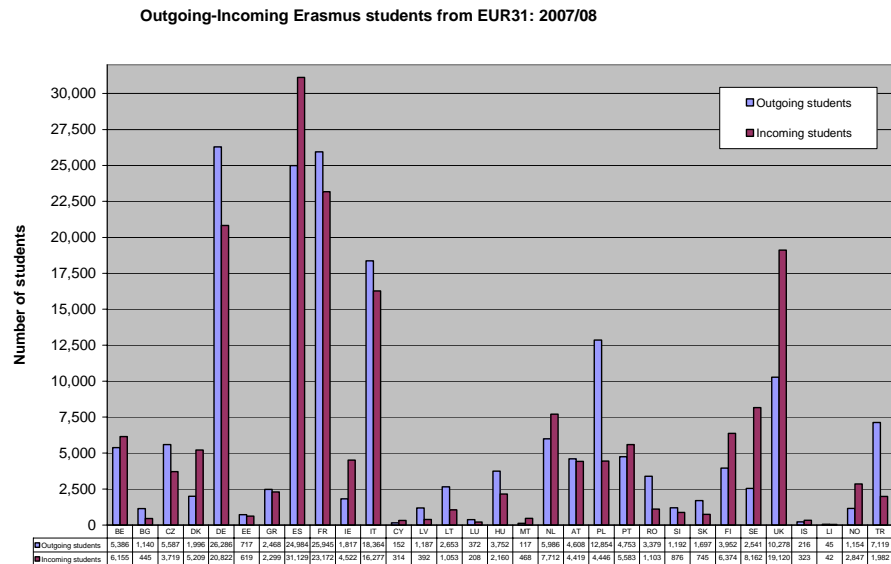


Chart 9 shows the imbalance in terms of incoming and outgoing students. Of all the participating countries (EUR31) there are a number of countries with a significant imbalance in terms of incoming and outgoing numbers. For example Malta, Sweden and Denmark and Ireland have two or more incoming students for every outgoing student. The smallest imbalance between incoming and outgoing students was in Austria, Liechtenstein and Greece.

**Chart 9: Outgoing – Incoming Erasmus students from EUR31: 2007/08**

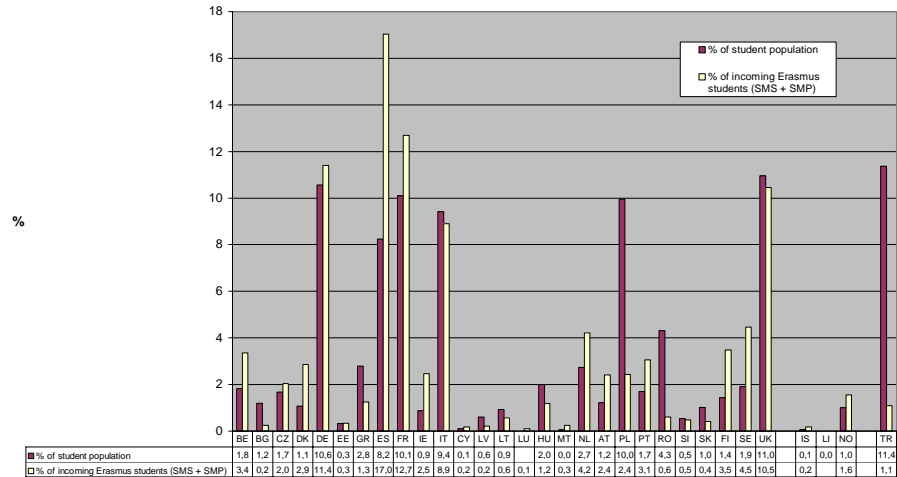


The following 18 countries sent out higher numbers of students than they receive: Bulgaria, Czech Republic, Germany, Estonia, Greece, France, Italy, Latvia, Lithuania, Luxembourg, Hungary, Austria, Poland, Romania, Slovenia, Slovak Republic, Liechtenstein and Turkey. In Latvia, Romania and Turkey the imbalance is more than 1 to 3. Of the Member States which joined the EU in 2004 and 2007, Cyprus and Malta are the only countries that received more students than they sent out.

Chart 10 provides information on the potential of countries to receive students, in other words on their absorption capacity. For each country, the chart presents: a) the country's student population as a percentage of the EUR31 total student population; b) the country's incoming Erasmus students as a percentage of the EUR31 Erasmus students.

**Chart 10: Share of incoming Erasmus students 2007/08 and share of EUR31 student population 2007, by country**

Share of incoming Erasmus students 2007/08 and share of EUR31 student population 2007, by country



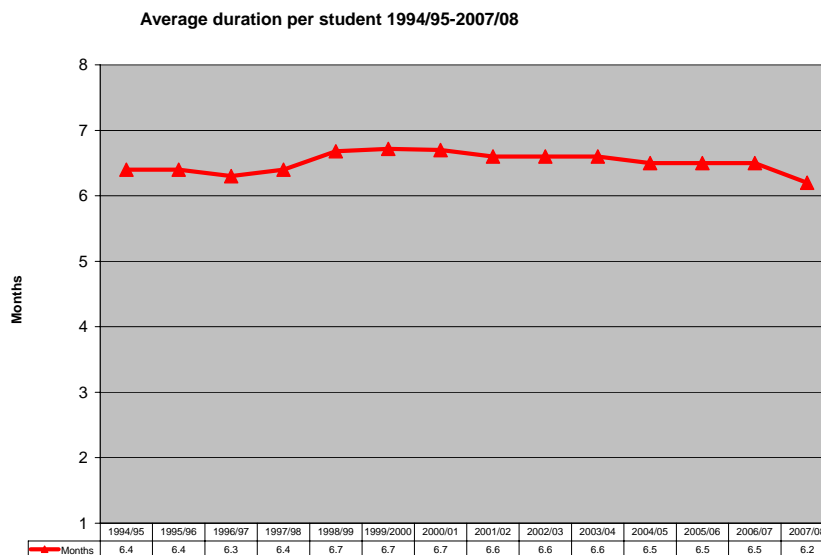
The chart shows the big potential in several countries to receive more incoming students. Note, for example, the low percentage of incoming students in Turkey and Poland compared to their percentage of the student population. Bulgaria, Romania and Greece are in a similar situation. If current growth rates of incoming student continue for some year in the new member states or candidate countries, this gap will substantially narrow down.

On the other hand, about half of the participating countries have a higher percentage of incoming students than their percentage of the student population. The biggest contrasts are in Belgium, Denmark, Spain, Ireland, Austria, Finland and Sweden.

## 1.0.4 Duration

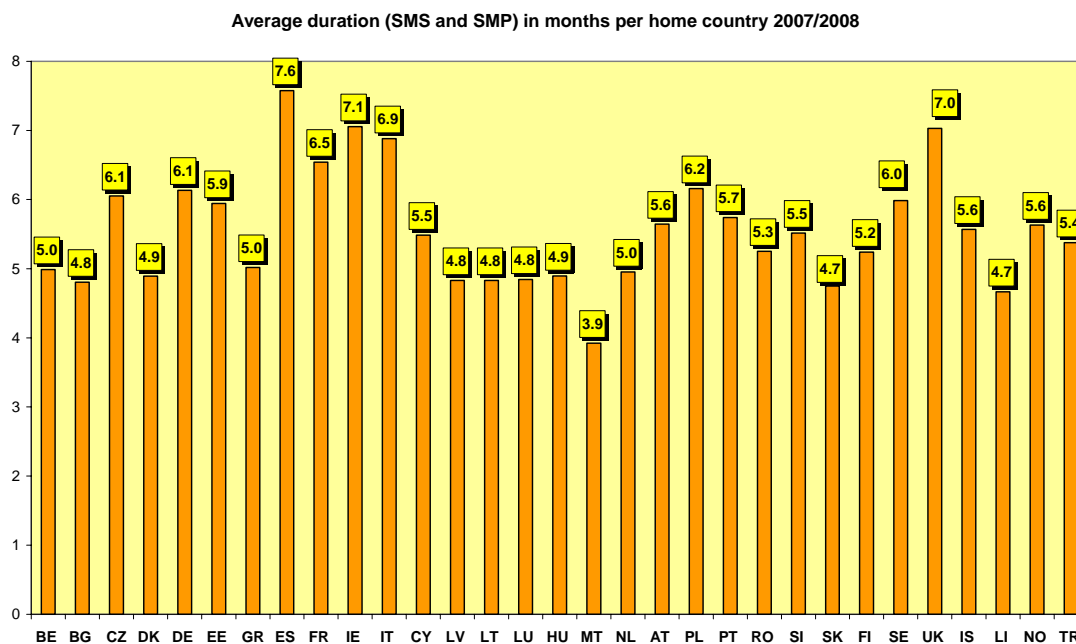
The European average duration of Erasmus student mobility has changed little since 1994/95. A student spent on average 6.2 months on Erasmus mobility.

**Chart 11: Average duration per student 1994/95 – 2007/08**



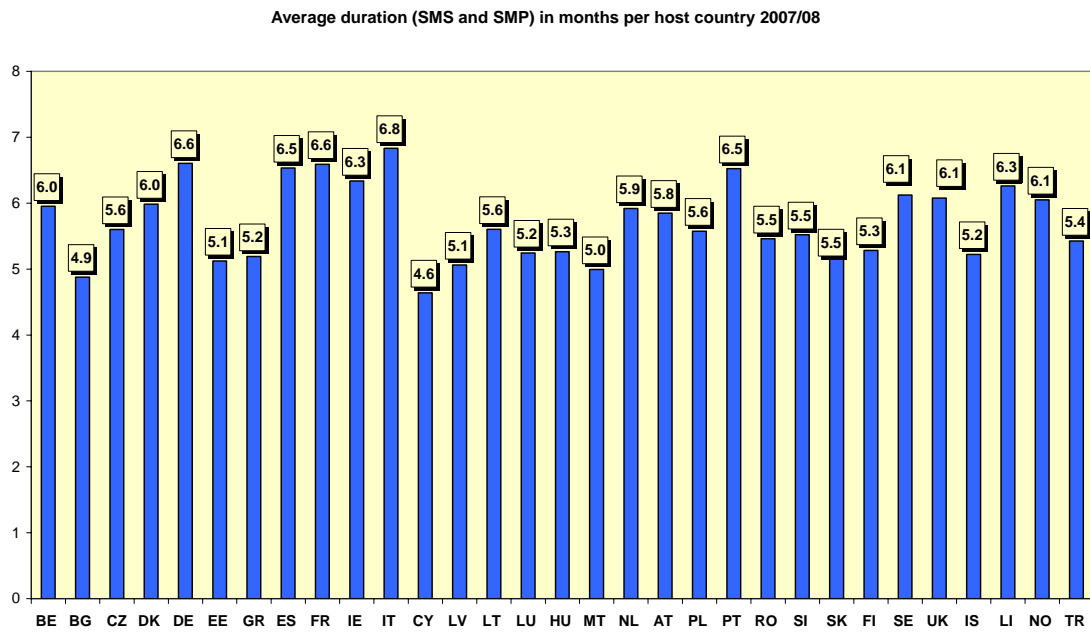
The average duration ranges from 3.9 months for students coming from Malta to 7.6 months for students coming from Spain (see table 4 in the annex).

**Chart 12: Average duration (SMS and SMP) in months per home country 2007/08**



Students stay on average longest in Italy (6.8 months) and the shortest in Cyprus (4.6 months).

**Chart 13: Average duration (SMS and SMP) in months per host country 2007/08**



### **1.0.5 Students with special needs**

During the academic year 2007/08 165 students with special needs/severe disabilities participated in Erasmus, compared to 141 students in 2006/07. This represents 0.09 % of all Erasmus students and an increase of 17 % from the previous academic year. The average duration abroad was 6.5 months. Italy has the highest number of students with special needs participating in the programme (32 students – 19 %), followed by Germany (30 students – 18 %) and Poland (21 students – 13 %). Spain receives the highest number of student with special needs (34 students – 21 %) followed by Germany (30 students – 18 %) and France (17 students – 10 %).

### **1.0.6 Recognition of student mobility (ECTS)**

One of the fundamental principles of the Erasmus programme includes full recognition for students of satisfactorily completed courses specified in the compulsory Learning and Training Agreement.

The statistical reports from the National Agencies only include information about the intended ECTS credits for each individual student participating in the programme. It should be pointed out that the data is not very reliable as many HEI do not report the intended ECTS credits systematically. The data are therefore only an indication of the credits the students will receive when returning to their home institution after a study or placement period abroad.

According to the reports of the National Agencies, the weighted average of anticipated ECTS per student is 28.5 for a study period abroad and 10 for a placement period abroad. Taking into account the different duration of studies and placements the average anticipated ECTS per month is 4.4 ECTS for studies and 2.3 ECTS per month for placements.

## 2 Erasmus Staff Mobility

Since the academic year 2007/08, with the introduction of the Lifelong Learning Programme, the traditional Erasmus teacher mobility for teaching assignments abroad has been complemented by Erasmus staff mobility for staff training. Section 2.1 focuses on staff mobility for teaching assignments and section 2.2 on staff mobility for staff training (see table 5 in the annex).

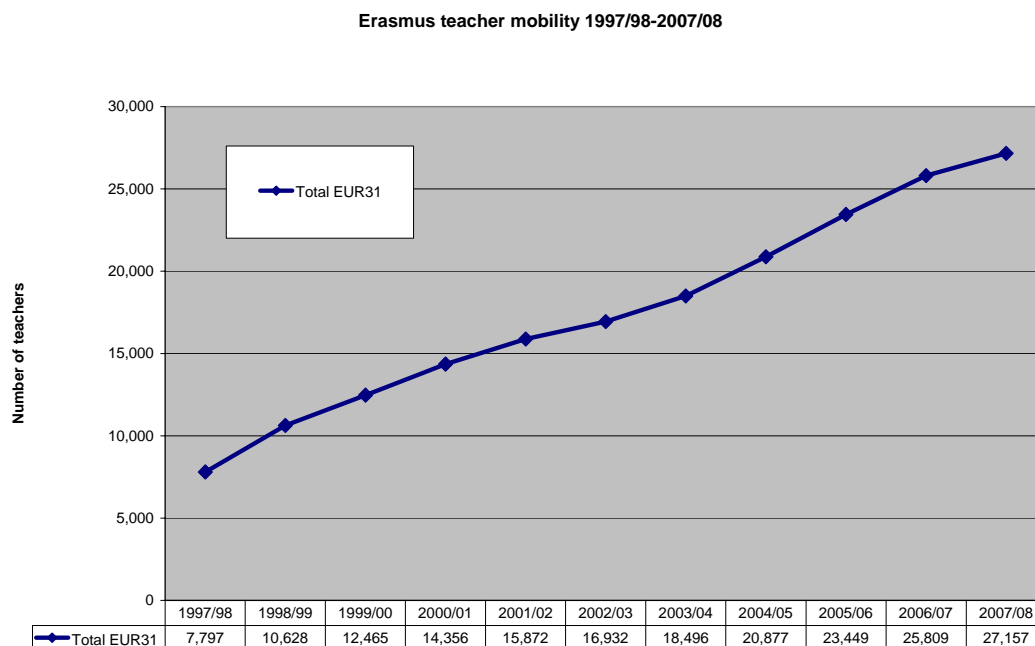
### 2.1. Erasmus Staff Mobility for teaching assignments

#### 2.1.1 Teacher mobility (teaching assignments) since 1997

Erasmus enables staff from higher education institutions and enterprises to spend a teaching period of one day (or at least 5 teaching hours) up to 6 weeks at a higher education institution in another participating country.

The number of teachers that benefited from mobility through Erasmus has been steadily increasing during the last 11 years, from 7,797 in 1997/98 to 27,157 in 2007/08 (chart 32). The growth rate in 2007/08 was 5.2 %, which is lower than the previous academic year (see table 6 in the annex). More than 190,000 teachers have participated in the Erasmus programme since the start of the action in 1997 until 2007/08.

**Chart 14: Erasmus teacher mobility 1997/98 - 2007/08**



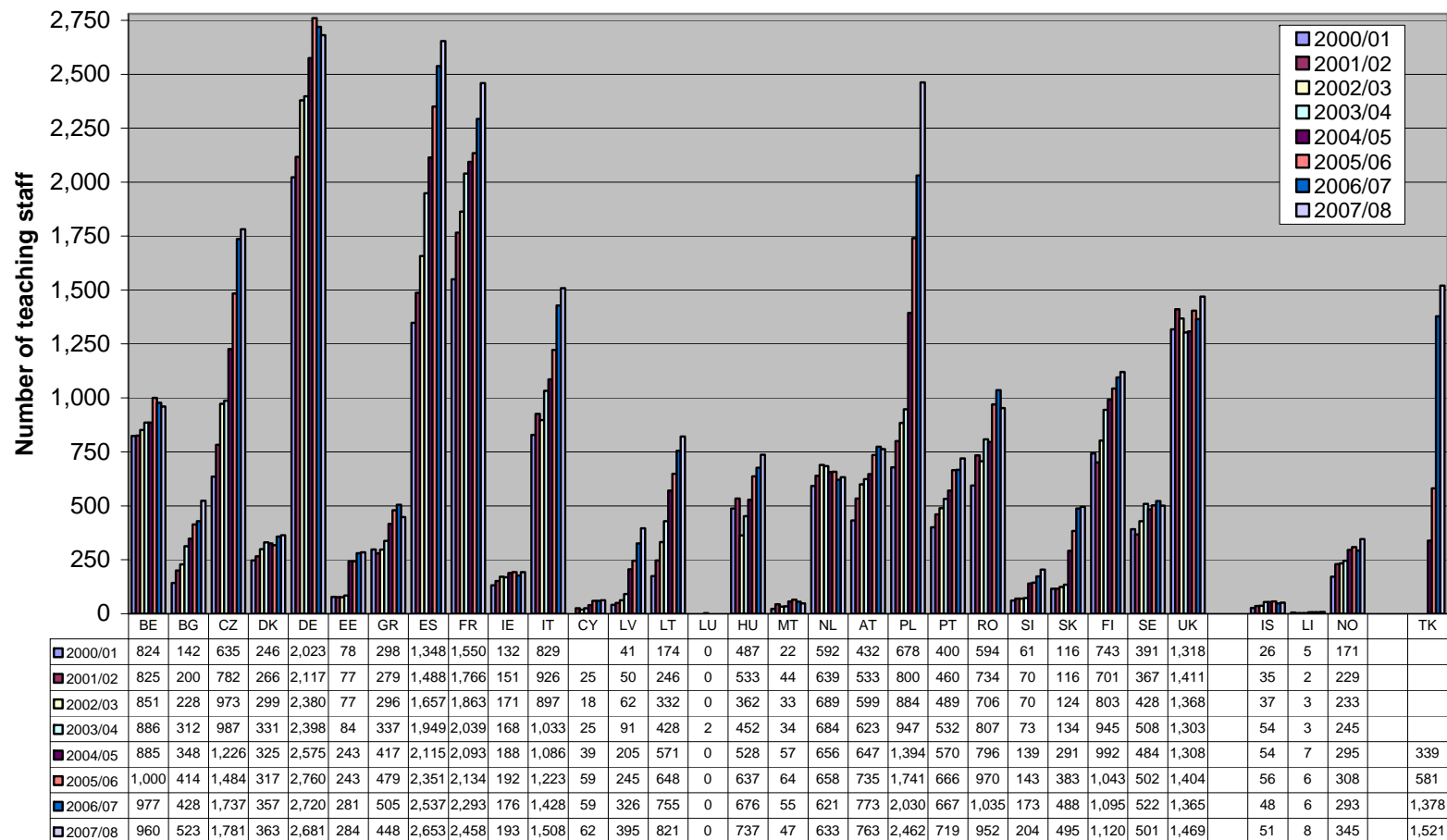
#### 2.1.2 Outgoing staff mobility for teaching assignments

Germany (2,681 – 9.87 %), Spain (2,653 – 9.77 %) and Poland (2,462 – 9.07%) sent the highest number of teachers (see table 7 in the annex).



Chart 14: Outgoing Erasmus teachers from EUR31: 2000/01-2007/08

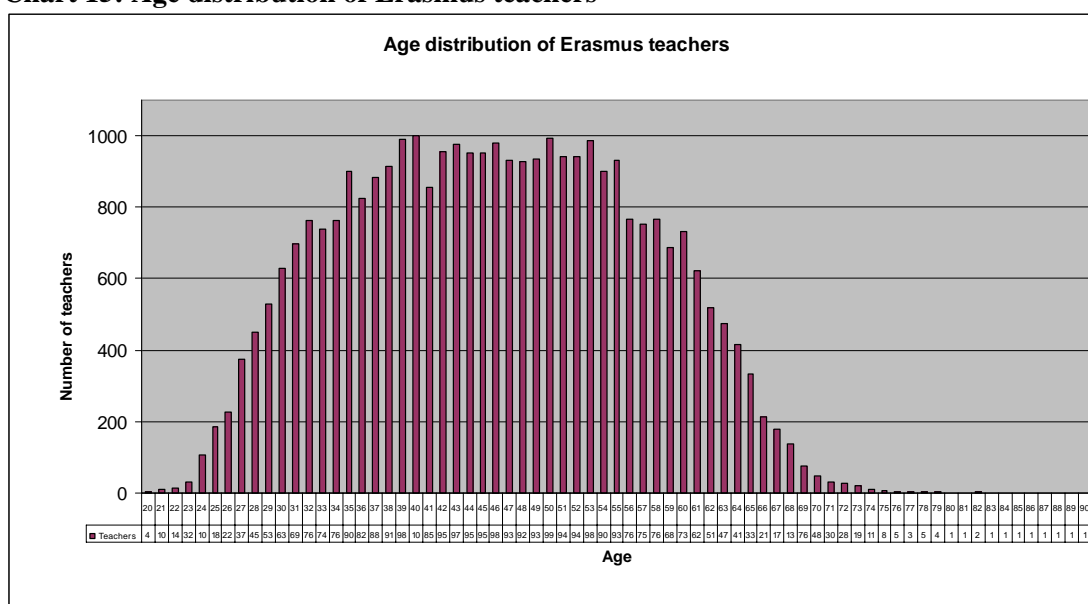
Outgoing Erasmus teachers from EUR31, 2000/01-2007/08



Seven countries experienced declining or stagnating numbers in teacher mobility in 2007/08 compared to the previous year. The following seven countries had declining numbers: Belgium (-1.74 %), Germany (-1.43 %), Greece (-11.29 %), Malta (-14.55 %), Austria (-1.29 %), Romania (-8.02 %) and Sweden (-4.02 %). Chart 33 shows clearly that in a majority of the participating countries the numbers have been growing in recent years. Of the EUR31 the highest relative increase was in Liechtenstein (33.3 %), Bulgaria (22.2 %) followed by Poland (21.3 %). The numbers of internationally mobile teachers from Ireland, the Netherlands, the UK and Norway are increasing again in 2007/08.

61 % of Erasmus teachers are male and the average age is about 47 years, ranging from 21 year to 90 years. Female Erasmus teachers are on average younger. 41% are senior teachers (with over 20 years of experience), 39% intermediate (with over 10 years of experience) and 20% junior teachers (with less than 10 years of experience)<sup>9</sup>.

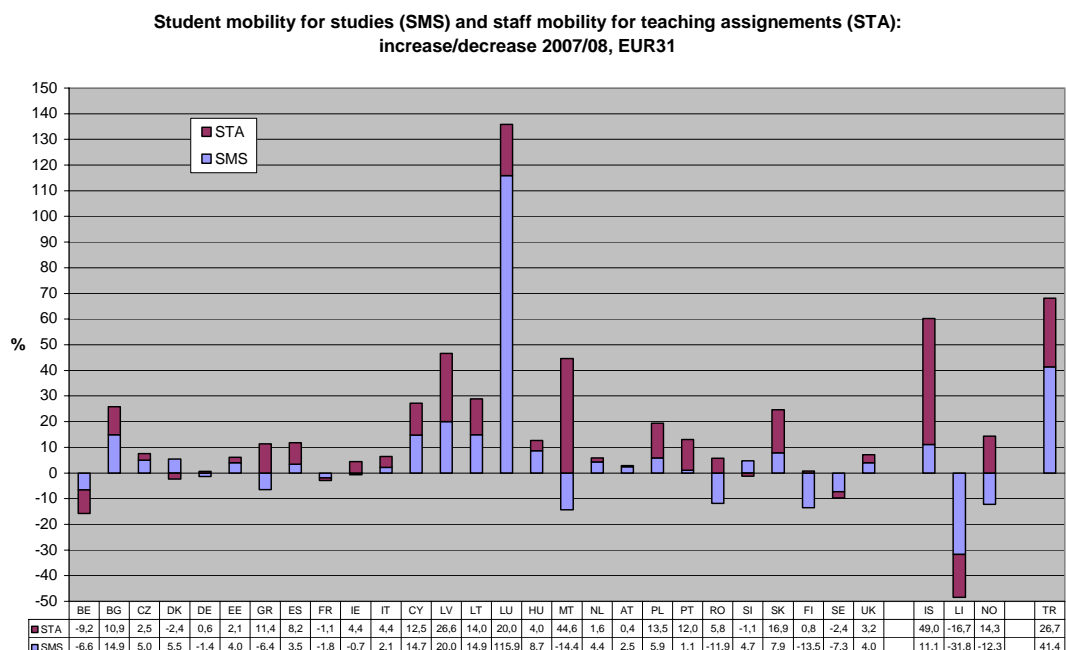
**Chart 15: Age distribution of Erasmus teachers**



The relationship between staff mobility for teaching assignments (STA) and student mobility for studies (SMS) does not appear to be simple. Chart 35 compares the percentage increase/decrease in the outgoing student mobility for studies and staff mobility for teaching assignments in 2007/08. The majority of the countries have an increase both in SMS and STA (some have considerably higher growth rates in STA, others in SMS). In Belgium, France, Sweden and Liechtenstein there has been a decrease in both student and teacher mobility. In a number of countries STA and SMS are growing in opposite directions (Denmark, Greece, Ireland, Malta, Romania, Finland and Norway). The chart shows high increase in both student and teacher mobility in Luxembourg (135.9%), Turkey (68.1 %) and Iceland (60.1 %).

<sup>9</sup> The seniority definition is just included for clarification as the age brackets were only introduced in 2008/09.

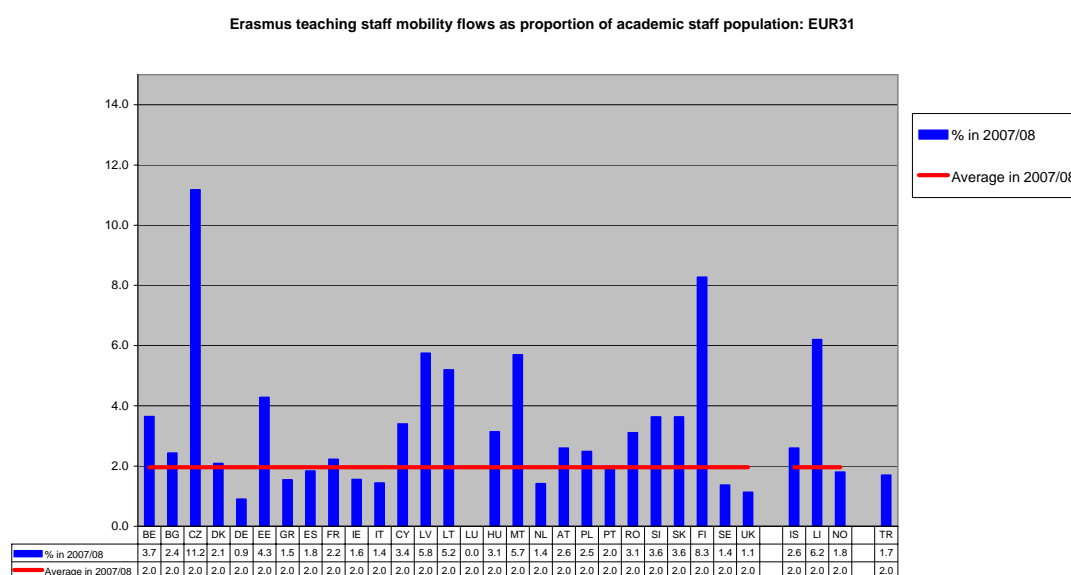
**Chart 16: Student mobility for studies (SMS) and staff mobility for teaching assignments (STA): increase/decrease 2007/08, EUR31**



About 2 % of academic staff population in EUR31 went on a teaching assignment with Erasmus in 2007/08. It should however be pointed out that the same teachers can go abroad more than once and in 2007/08 about 64% of the mobile teachers had carried out a teaching assignment before. Proportionally the mobility flows of teachers is higher than for students within Erasmus (the average proportion of student mobility in EUR31 is 0.85 %, see chart 6).

Of the EUR31 countries, Czech Republic (11.2 %), Finland (8.3 %) and Liechtenstein (6.2 %) have the highest ratio of outgoing Erasmus teachers. Ten countries, including Turkey, Germany, Greece, Spain, Italy, Ireland, the Netherlands, Sweden, Norway and the UK, have relatively low numbers of outgoing teachers (chart 36).

**Chart 17: Erasmus teaching staff as a proportion of academic staff population: EUR31<sup>10</sup>**



### 2.1.3 Incoming staff mobility for teaching assignments

Chart 37 shows that, as for teacher mobility, Germany (2,927 – 10.78 %), Italy (2,560 – 9.43 %) and Spain (2,510 – 9.24 %) are the three most popular destinations during the academic year 2007/08.

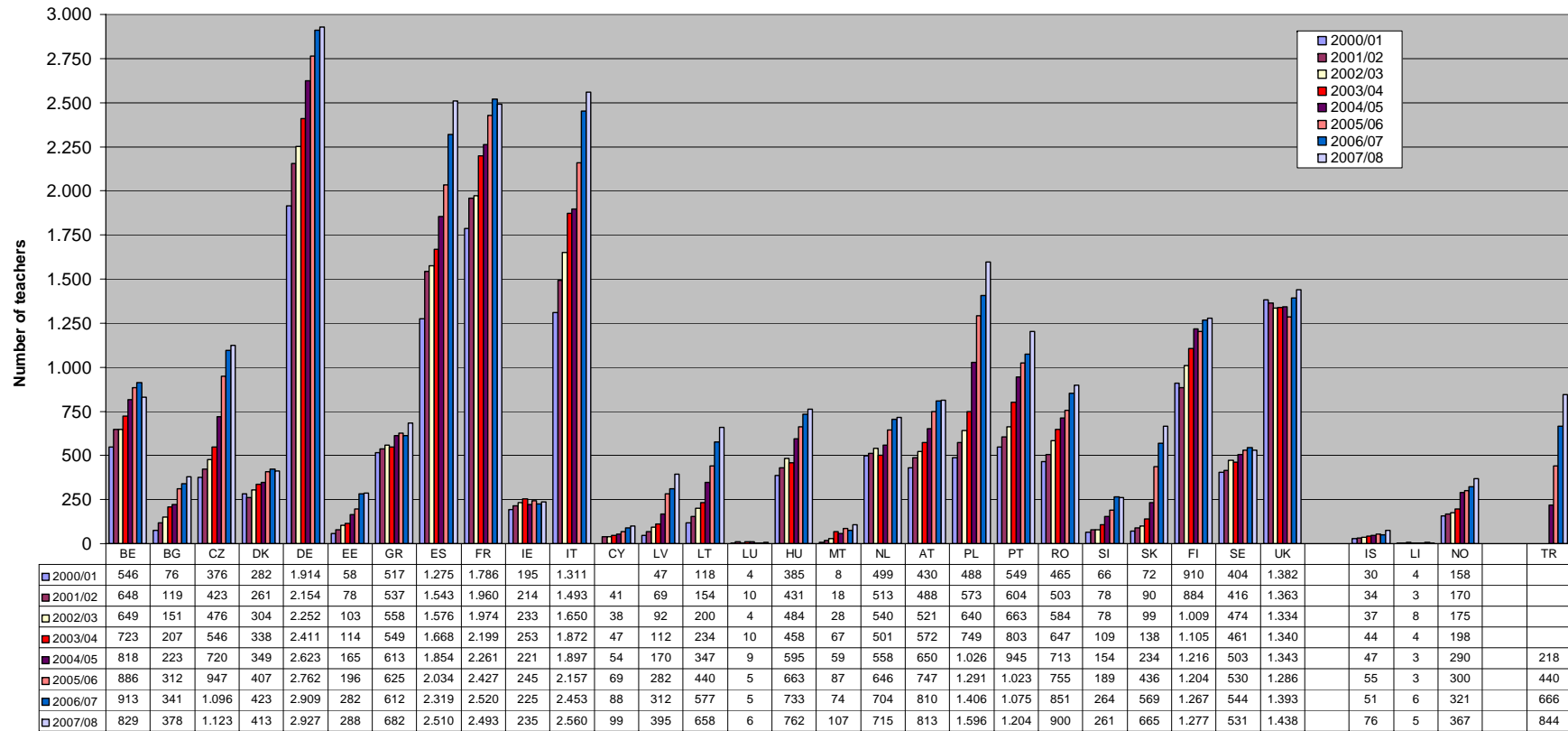
The increase in teacher mobility seems to have spread rather evenly among the countries. Incoming mobility has increased by about 90 % since 2000/01.

The annual increase among EUR31 countries is highest in Iceland (49 %) and Malta (44.6 %). Six of the EUR31 countries had a decrease in terms of more incoming teachers. Liechtenstein (-16.7 %) and Belgium (-9.2 %) had the biggest decrease.

<sup>10</sup> The academic staff population data is from 2007 (Source: Eurostat).

Chart 18: Incoming teachers EUR31: 2000/01 – 2007/08

Incoming teachers EUR31, 2000/01-2007/08

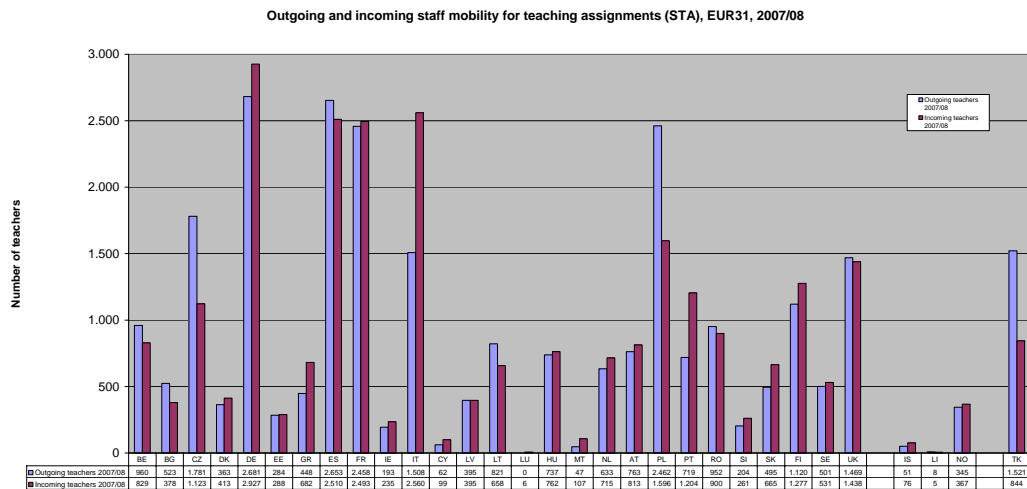


The following 20 countries received more teachers than they sent: Denmark, Germany, Estonia, Greece, France, Ireland, Italy, Cyprus, Hungary, Malta, the Netherlands, Austria, Portugal, Slovenia, Slovak Republic, Finland, Sweden, the UK, Iceland and Norway. The greatest imbalance in the ratio of incoming and outgoing teachers is 1 to 2 in Turkey.

In the remaining countries the number of outgoing teachers is higher than the number of incoming teachers. This is the case for Belgium, Bulgaria, Czech Republic, Spain, Lithuania, Poland, Romania, Liechtenstein and Turkey (chart 38).

The best balance of incoming and outgoing teachers was in Latvia, Estonia and France.

**Chart 19: Outgoing and incoming staff mobility for teaching assignments (STA), EUR31, 2007/08**



### 2.1.4 Subject areas

The subject areas that have the most Erasmus teachers are “Humanities and Arts” (26%), “Social Sciences, Business and Law” (25%), “Engineering, Manufacturing and Construction” (15%). “Education”, “Agriculture and Veterinary” and “Health and Welfare” are less common subject areas. Similar trends can be noted when looking at the total duration of teaching assignments where “Humanities and Arts” takes the first place, “Social Sciences, Business and Law” the second place and “Engineering, Manufacturing and Construction” the third place.

**Chart 20: Share of staff mobility for teaching assignments per subject area 2007/2008**

Share of staff mobility for teaching assignments per subject area 2007/2008

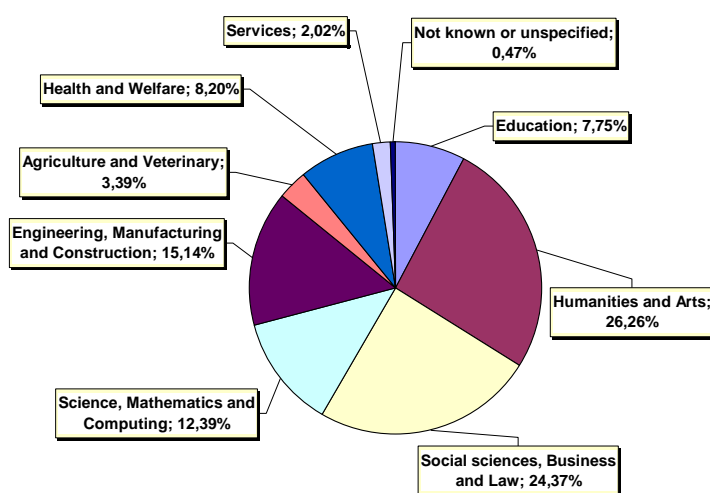
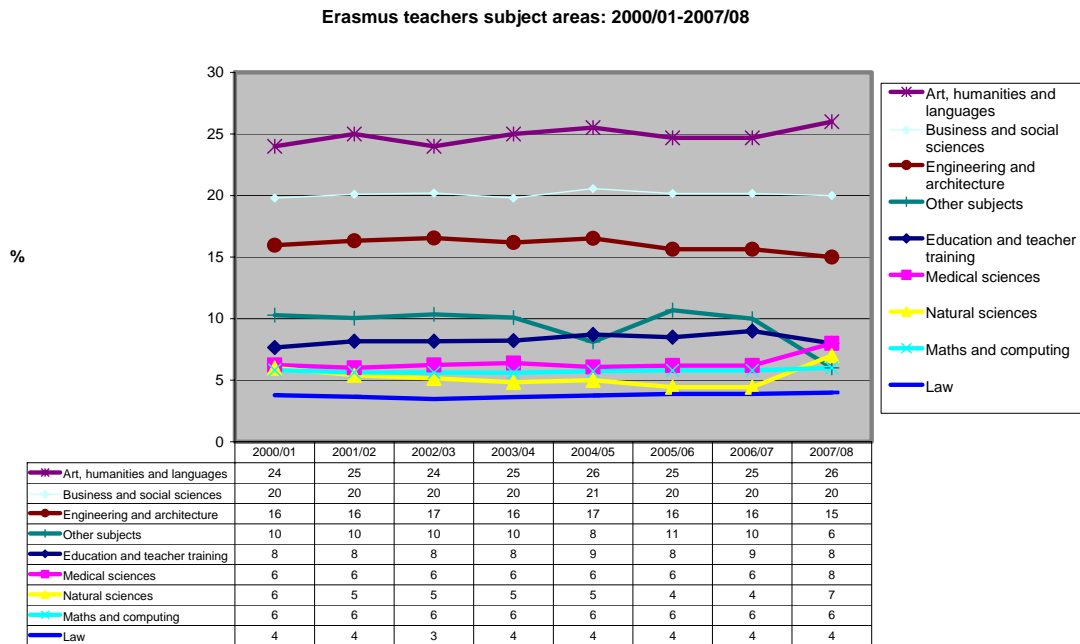


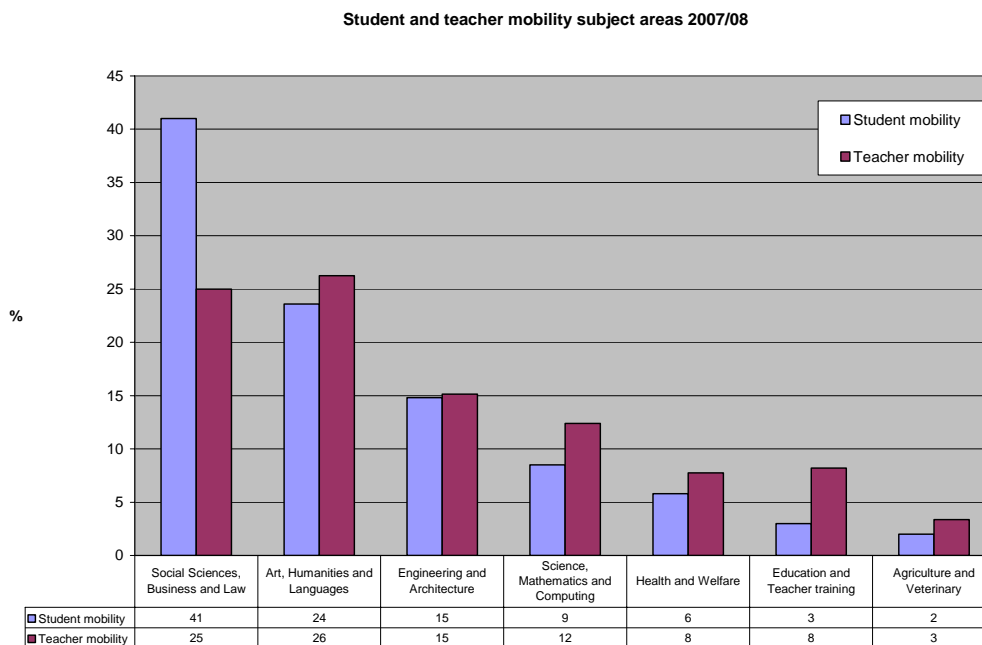
Chart 40 consists of more or less straight lines, revealing, as in student mobility, the stability in the distribution of subject areas over time. There were no major changes between the academic year 2006/07 and 2007/08.

**Chart 21: Erasmus teachers subject areas: 2000/01 – 2007/08<sup>11</sup>**



If compared with student mobility for studies, Erasmus staff mobility for teaching assignments are relatively more represented in all subject areas but "Social Sciences, Business and Law" (chart 41).

**Chart 22: Student and teacher mobility subject areas 2007/08**



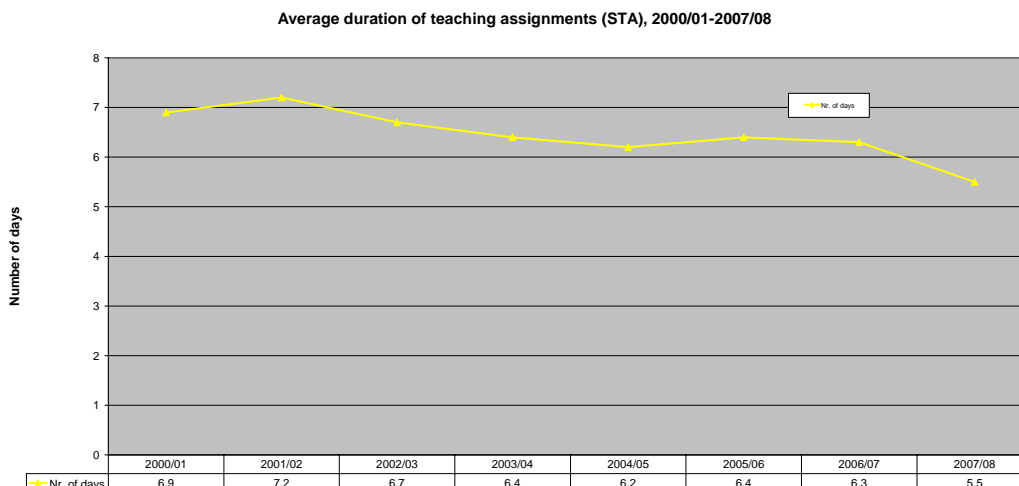
<sup>11</sup> In chart 38, "other subjects" comprises general programmes, agricultural science, personal services and unspecified areas of study.



## 2.1.5 Duration of teaching assignments

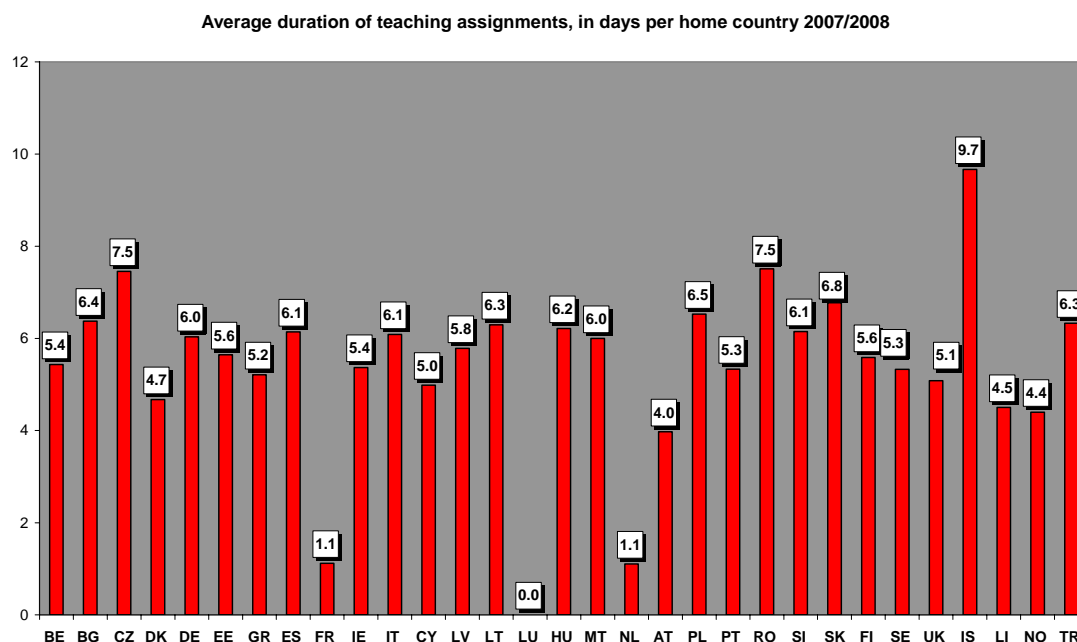
Chart 23 shows that the European average duration of an Erasmus teaching assignment has decreased from 6.9 days in 2000/01 to 5.5 days in 2007/08.

**Chart 23: Average duration of teaching assignments (STA), 2000/01 – 2007/08**



The duration varies between countries, ranging from almost 10 days for teachers travelling from Iceland to about 1 day for Dutch and French teachers (see chart 24 and table 8 in the annex).

**Chart 24: Average duration of teaching assignments (STA), 2007/08 by home country**



The teachers stay on average longest in Malta (over 6 days) and shortest in Romania (4.3 days). The total number of teaching days is highest in Germany (17,038 days), France (15,120 days) and Italy (14,487 days).

### **2.1.6 Teachers with special needs**

During the academic year 2007/08 four disabled teachers participated in the Erasmus programme, from Lithuania, Germany and Italy. The average duration of stay was 6.5 days.

## **2.2 Erasmus Staff Mobility for staff training**

### **2.2.1 Staff mobility for staff training since 2007**

The academic year 2007/08 was the first year of the Erasmus action staff mobility for staff training which allows both teachers, other higher education staff and staff from enterprises (only in 2007/08) to spend a period of training between 1 week (5 working days) and 6 weeks in an enterprise or organisation such as a higher education institution in another participating country. With the introduction of this action, Erasmus now addresses all staff in higher education.

### **2.2.2 Outgoing staff mobility for staff training**

The new possibility of staff mobility for training abroad was taken up by 4,883 participants in 2007/08. Both academic staff and non-academic staff from central administration and support services, such as international officers, participated in it. In 2007/08 staff members from enterprises could also go to higher education institutions abroad for training.

The majority of the outgoing staff came from Poland (652 – 13.35 %), Latvia (443 – 9.07 %) and Finland (435 – 8.91%) (see chart 25).

Approximately 66 % of Erasmus staff training mobility participants are female and the average age is about 40 years, ranging from 20 year to 72 years.

About 0.3 % of academic staff population in EUR31 went on staff training with Erasmus in 2007/08.

### **2.2.3 Incoming staff mobility for staff training**

Chart 26 shows that the United Kingdom (615 – 12.69%), Germany (555 – 11.37 %), and Spain (480 – 9.83 %) are the three most popular destinations for staff training during the academic year 2007/08.

Chart 25: Outgoing Erasmus staff mobility for staff training from EUR31: 2007/08

Outgoing Erasmus staff mobility for staff training from EUR31, 2007/08

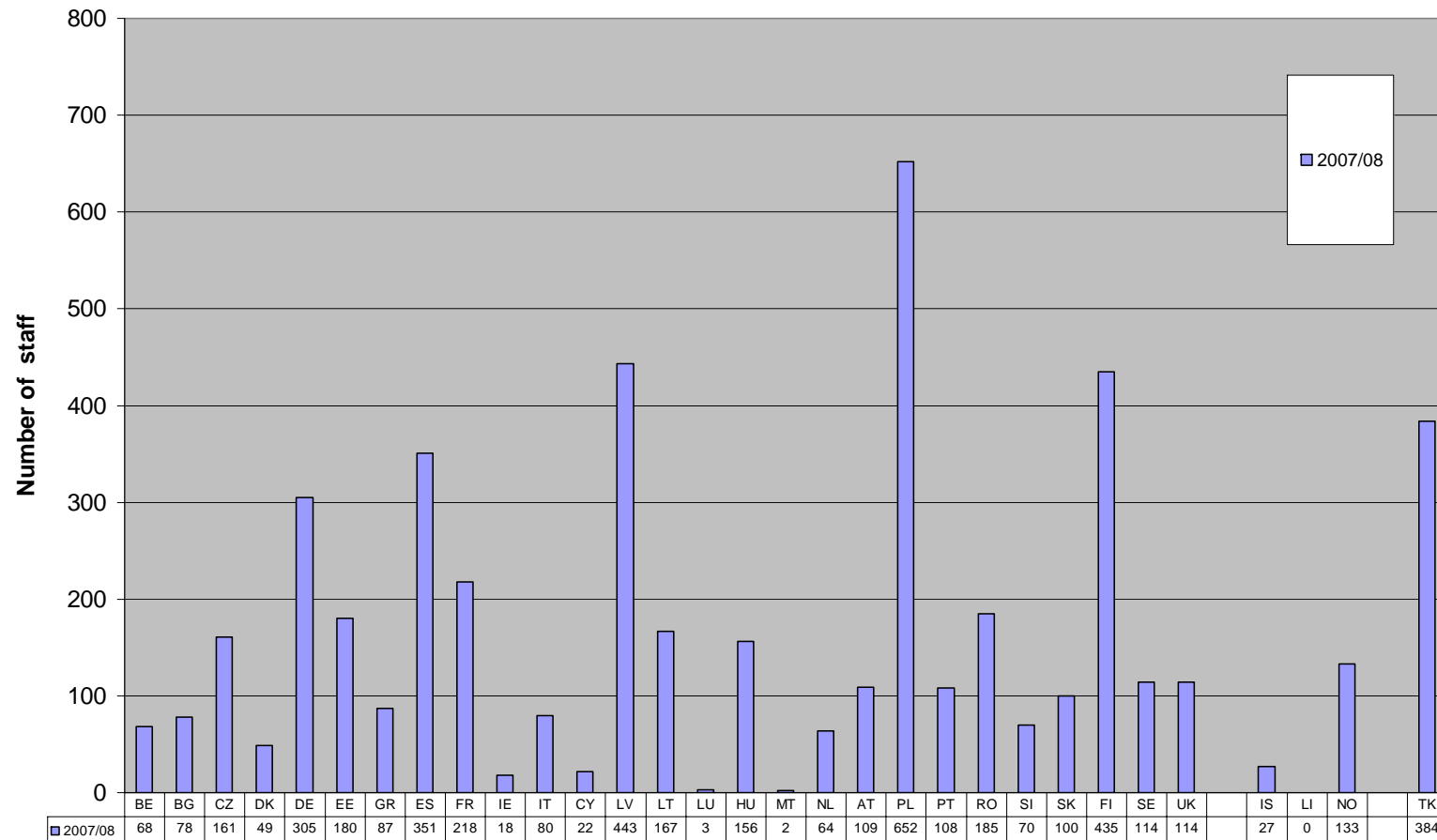


Chart 26: Incoming staff mobility for staff training EUR31: 2007/08

Incoming staff mobility for staff training EUR31, 2007/08

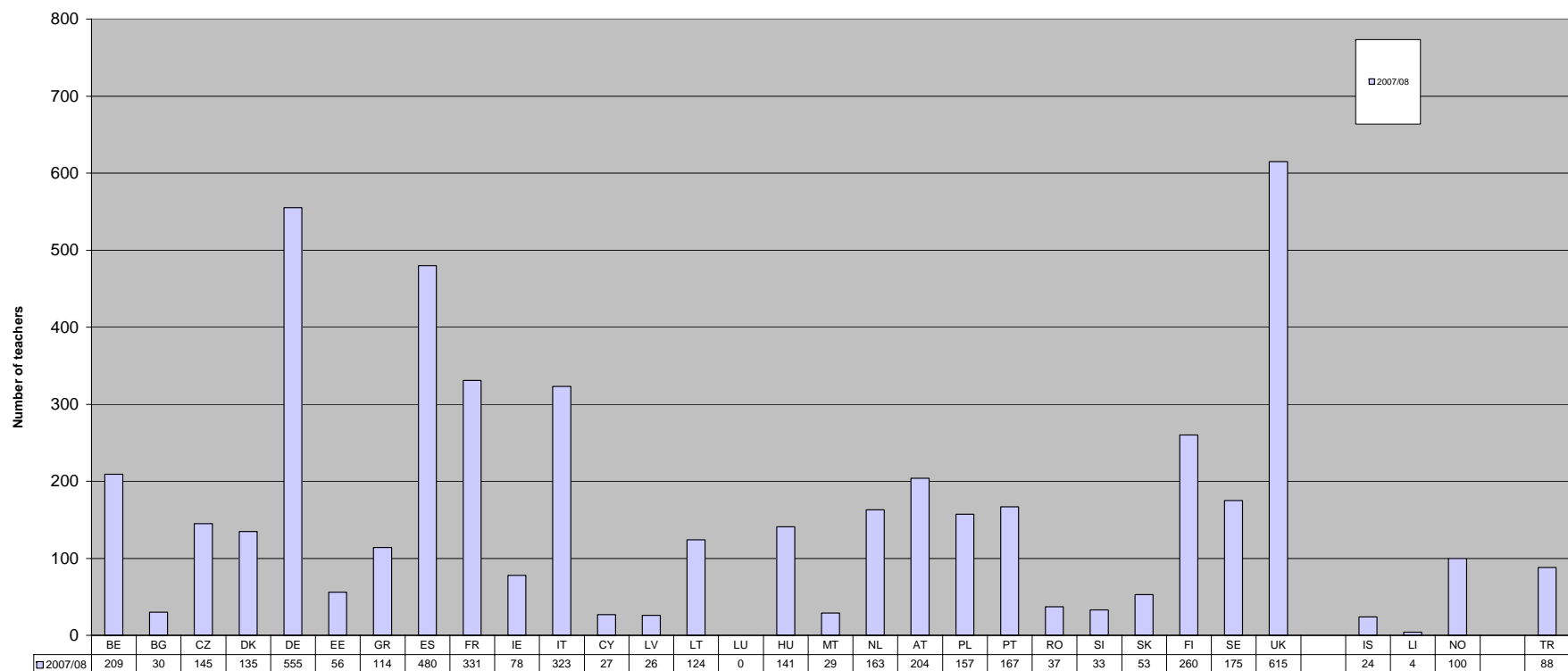
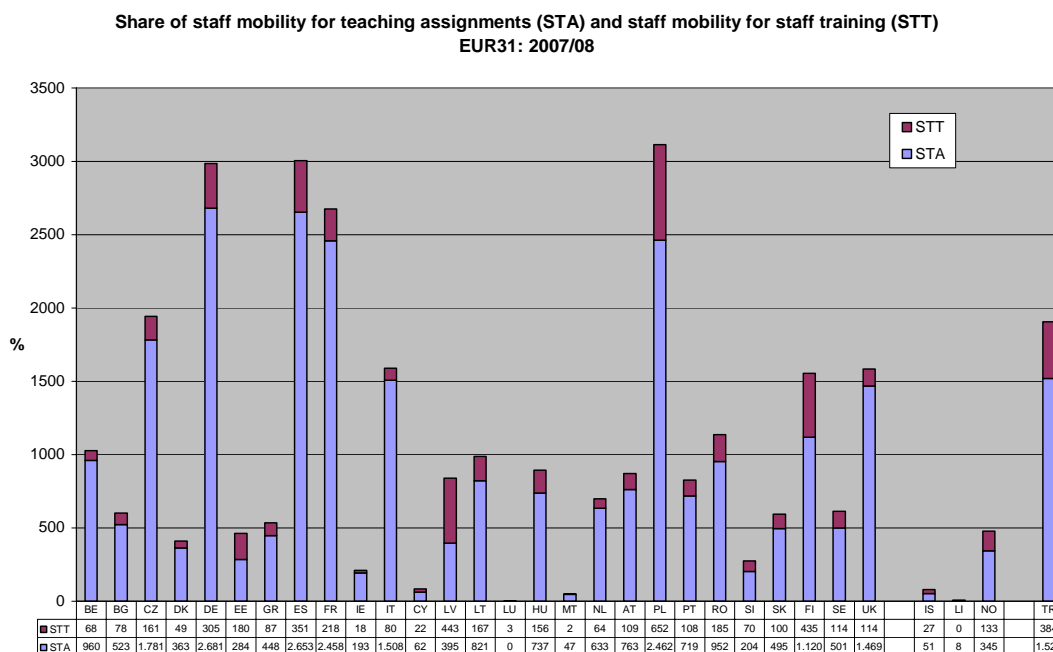


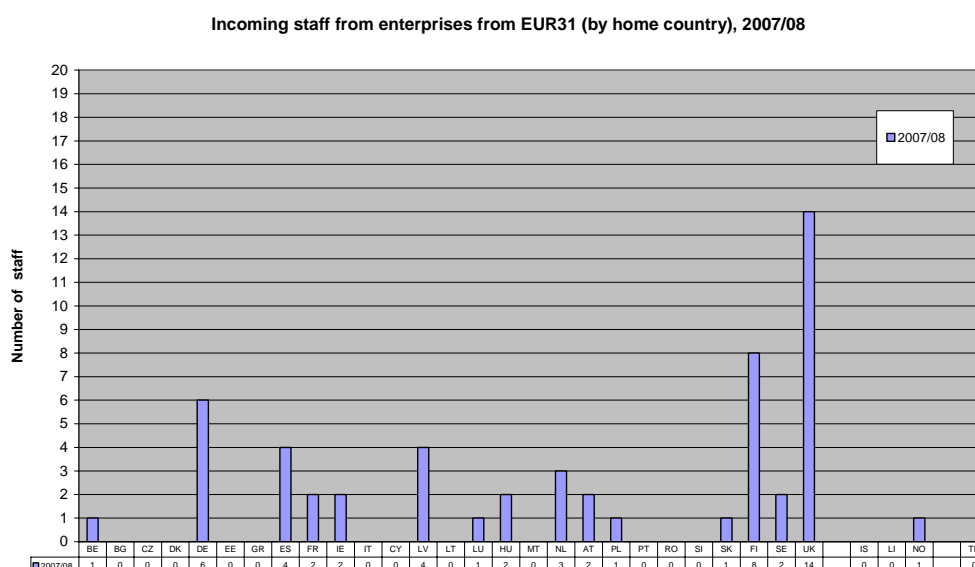
Chart 27 shows the share of staff mobility for staff training and staff mobility for teaching assignments. Latvia, Estonia, Iceland and Finland have the highest share of staff mobility for staff training compared to staff mobility for teaching assignments.

**Chart 27: Share of staff mobility for teaching assignments (STA) and staff mobility for staff training (STT) EUR31: 2007/08**



In 2007/08 54 staff members from enterprises could also go to higher education institutions abroad for training. Most of the invited staff came from the UK, Finland, and Germany (see chart 28) and they went mainly to Finland, Estonia and Germany<sup>12</sup>.

**Chart 28: Incoming staff from enterprises from EUR31 (by home country), 2007/08**

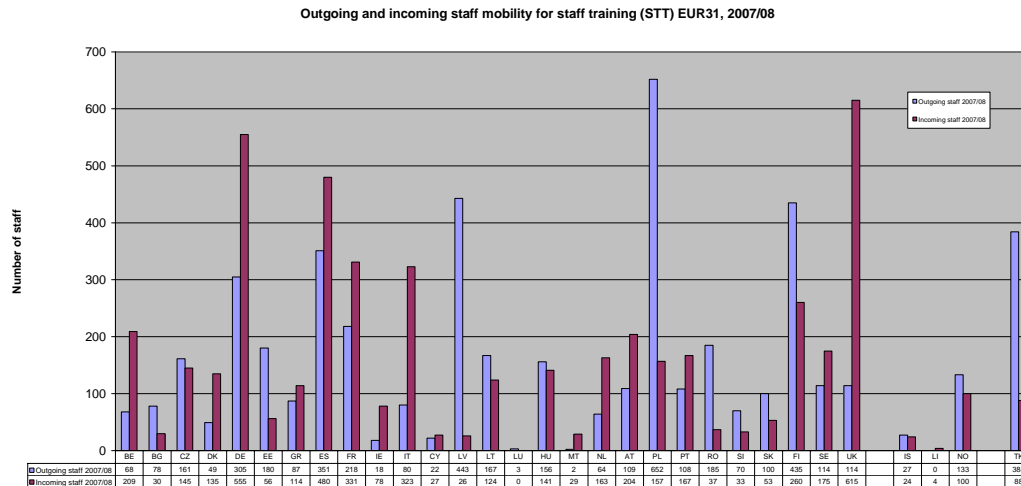


<sup>12</sup> In 2007/08 this number may include some invited staff from enterprises which carried out teaching assignments in higher education institutions.

The following 18 countries receive more staff for staff training than they send: Belgium, Denmark, Germany, Greece, Spain, France, Ireland, Italy, Cyprus, Malta, the Netherlands, Austria, Portugal, Sweden, the UK and Liechtenstein. The imbalance in the ratio of incoming and outgoing staff is 1 to 4 in Turkey and Poland.

In the remaining countries the number of outgoing teachers is higher than the number of incoming teachers. This is the case for Bulgaria, Czech Republic, Estonia, Latvia, Lithuania, Luxembourg, Hungary, Poland, Romania, Slovenia, Slovak Republic, Iceland, Norway and Turkey (chart 29).

**Chart 29: Outgoing and incoming staff mobility for staff training (STT) EUR31, 2007/08**



## 2.2.4 Staff composition in staff training

Academic staff made up the biggest of staff participating in staff training (35%), followed by general administration and technical staff (24%) and staff in international offices (21%).

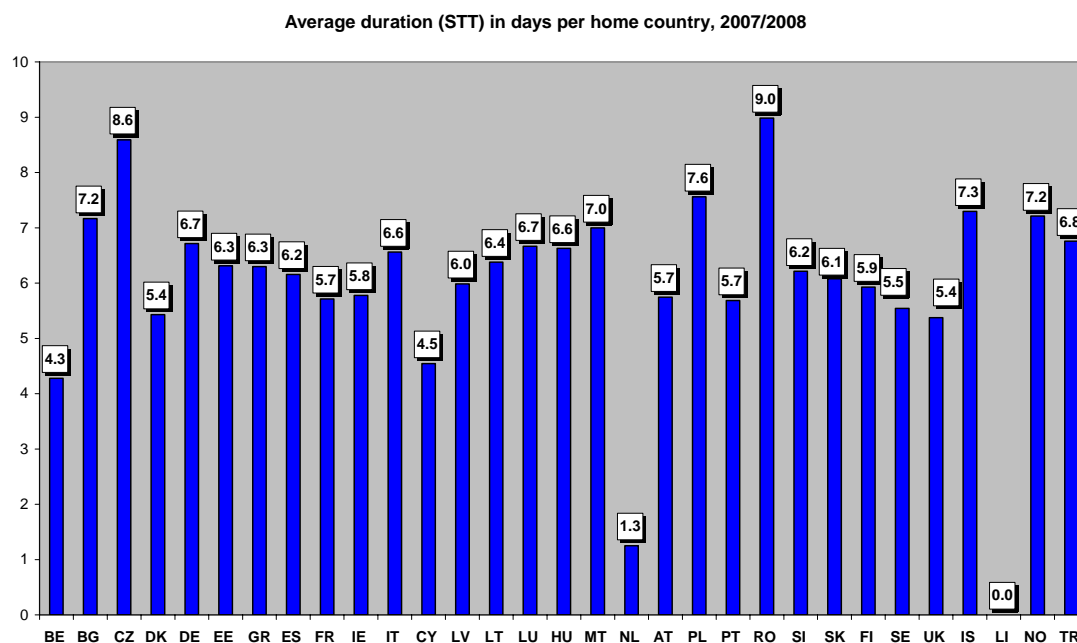
## 2.2.5 Staff training sectors

The most common staff training sector of Erasmus staff is by far the educational sector (44%) followed by professional, scientific and technical sector (11%) and the arts and entertainment sector (9%) (see table 10 in the annex).

## 2.2.6 Duration of staff training

European average duration of Erasmus staff training is 6.5 days which is longer duration than Erasmus teaching assignments (5.5 days). The duration varies between countries, staff leaving Romania stay abroad longest for about 9 days abroad (see chart 30 and table 11 in the annex). Higher education staff stay on average longest in Liechtenstein (9 days). In total staff spent most time in the UK (4,496 days) followed by Germany.

**Chart 30: Average duration (STT) in days per home country, 2007/2008**



## 2.2.7 Staff with special needs

During the academic year 2007/08 one staff member with special needs from Poland participated in the Erasmus staff training. The duration of the stay was 7 days.



### **3. Erasmus Intensive Language Courses<sup>13</sup>**

#### **3.1 Erasmus Intensive Language Courses since 2001**

The Erasmus Intensive Language Courses (EILC) are specialised courses in the EU's less widely used and less taught languages helping Erasmus students prepare for their studies or placement abroad. They are organised in the countries where these languages are used as teaching languages at higher education institutions. EILC are not organised for the most widely taught languages English, German, French and Spanish (Castilian).

The history of EILC goes back to 1996. Between 1996 and 1999 was a pilot phase, under the name "Intensive Language Preparation Courses" (ILPC). EILCs were (re)launched in 2001<sup>14</sup> and in 2004 the name "Erasmus Intensive Language Courses" was introduced for stronger identification with the Erasmus programme.

In 2007/08 303 EILCs took place in the following 23 countries: Belgium (Flemish Community), Bulgaria, Cyprus, Czech Republic, Denmark, Estonia, Finland, Greece, Hungary, Iceland, Italy, Latvia, Lithuania, Malta, the Netherlands, Norway, Poland, Portugal, Romania, Slovakia, Slovenia, Sweden and Turkey.

#### **3.2 Participation in EILC**

The EILC are available for students who have been selected for an Erasmus study period. Comenius Assistants may also participate in the EILC, if there is a surplus of places. The aim of courses is to prepare the students for the Erasmus mobility period and to provide the incoming students with a linguistic and cultural introduction to the host country.

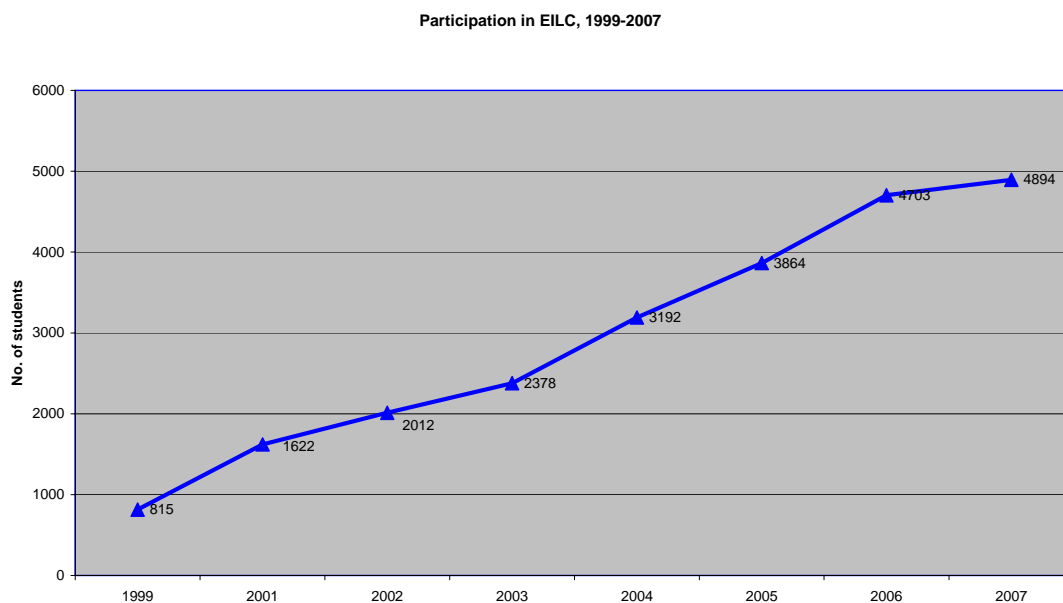
In total, 23,480 Erasmus students (including students from the pilot phase period in 1999) have benefited from Erasmus Intensive Language Course prior to their study or placement period abroad, with 4,894 students participating in 2007/08. The annual increase in participation was about 4 % which is much lower compared to previous years (see table 12 in the annex). Only 8 Comenius Assistants participated in an EILC compared to 23 in 2006/07.

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<sup>13</sup> The Erasmus Intensive Language Courses (EILC) are specialised courses in the less widely used and less taught languages, organised in the countries where these languages are spoken.

<sup>14</sup> There was no EILC scheme in 2000.

**Chart 31: Participation in EILC, 1999-2007**



### **3.3 Incoming EILC participants**

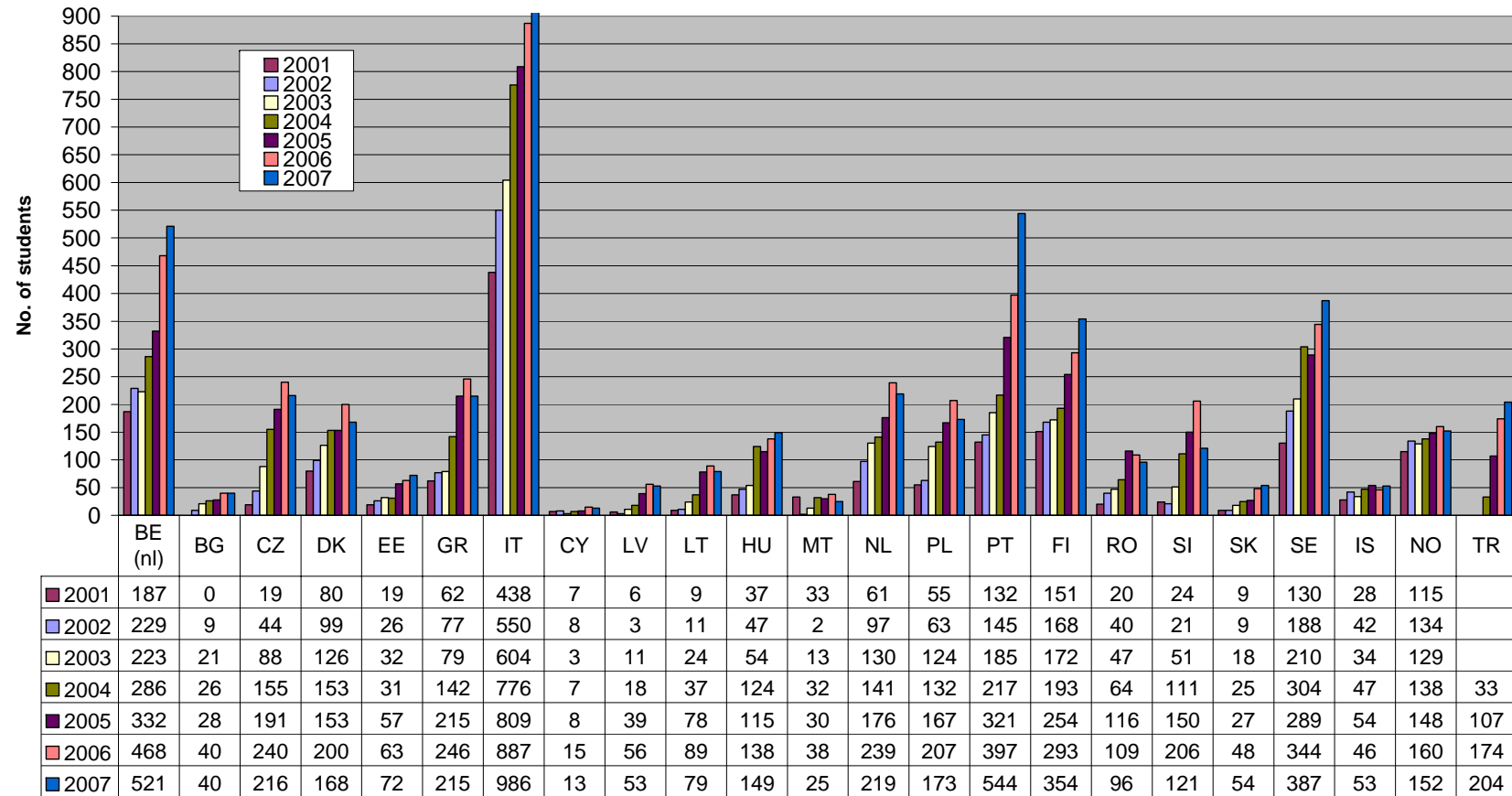
In 2007/08 more than half of the 23 countries organising EILC received less EILC students than in 2006/07. The highest decrease occurred in Slovenia (-41.3%) and Malta (-34.4%).

As in previous years Italy received the highest number of students, 986 students, over 20 % of all students participating in the EILC scheme. Portugal was in second place with around 11 % of the total and the Flemish community of Belgium in the third place (see table 12 in the annex).

The highest annual increase occurred in Portugal (37 %), followed by Finland (20.8 %).

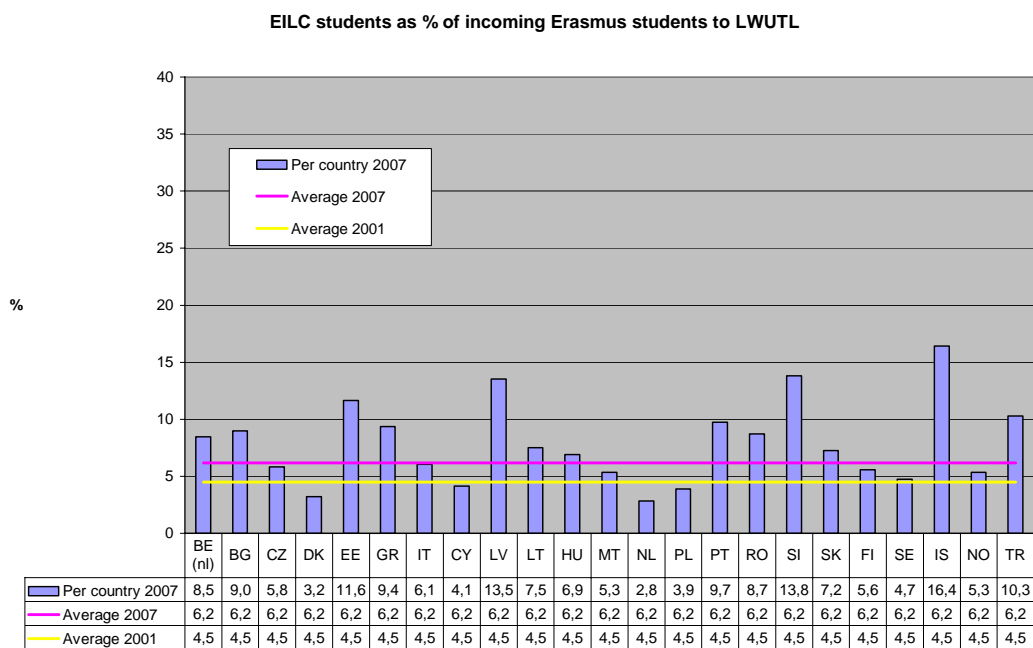
Chart 32: Incoming EILC participants 2001-2007

Incoming EILC participants 2001-2007



The average percentage of Erasmus students going to LWUTL countries and participating in EILC is 6.2 %<sup>15</sup>. In 2001, this percentage was 4.5 %. Five countries (Estonia, Latvia, Slovenia, Iceland and Turkey) have more than 10 % of incoming Erasmus students participating in EILC. Ten countries are below the average. The Member States which joined the EU in 2004 and 2007 have clearly a higher percentage on average in this regard, but it should be noted that they have proportionally fewer incoming Erasmus students than most of the older established Member States.

**Chart 33: EILC students as % of incoming Erasmus students to LWUTL**



<sup>15</sup> Participation in EILC 2007 as proportion of incoming Erasmus students in 2007-08.

### 3.4 Outgoing EILC participants

German students form by far the largest group of EILC students, with 1.016 students (20.8 % of the total), followed by Poland with 512 students. In absolute terms, the biggest increase was in the number of Czech students (an increase of 98 students). In relative terms, the biggest increase was in the number of EILC students from Greece, Ireland and Czech Republic.

**Chart 34: Average Outgoing EILC participants, 2001-2007**

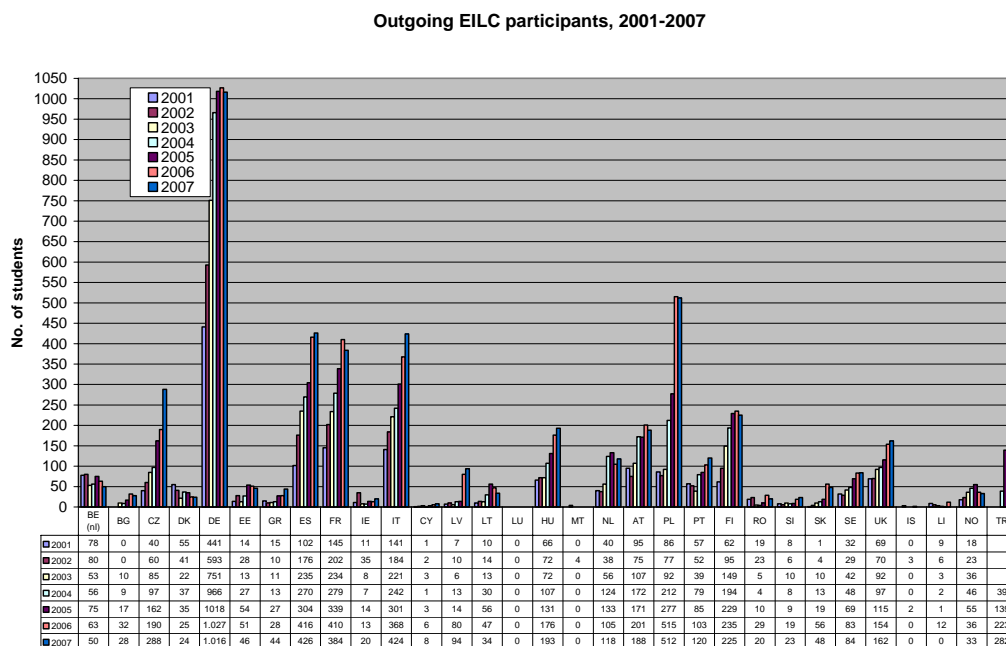
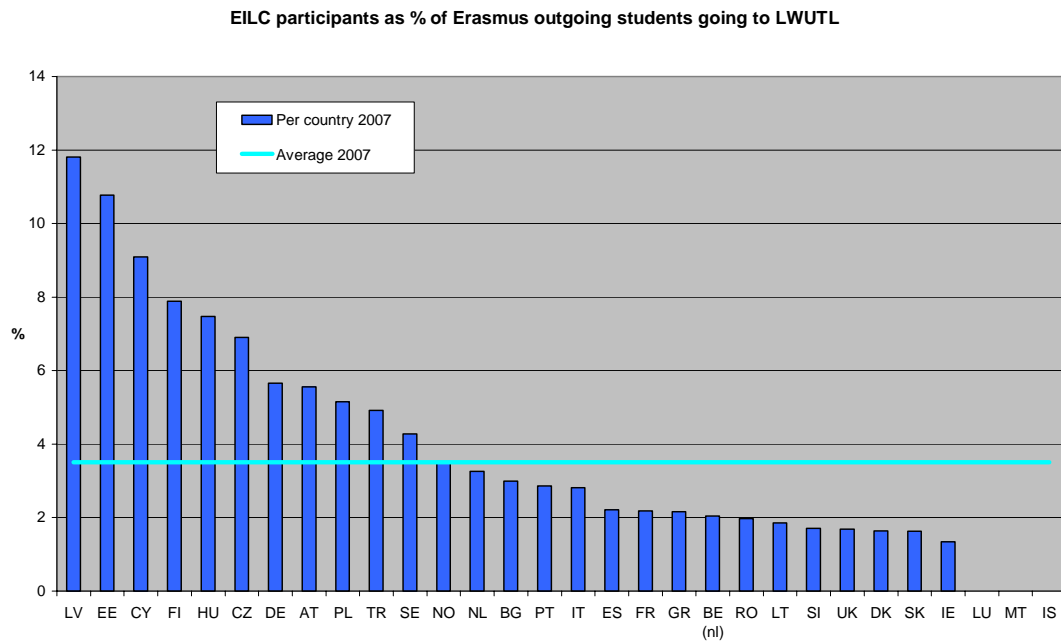


Chart 35 compares the EILC participation with the number of students visiting the 23 countries which organise an EILC. The chart shows that students from Latvia are the most active participants in EILC, followed by Estonian students, where over 10% of students going to LWUTL countries take part in EILC.

Iceland, Malta, Luxembourg did not send any EILC students and a number of countries have a low percentage of their students taking EILC, such as Ireland, Slovak Republic and Denmark. Big senders of Erasmus students, like France and Spain are among these countries.

**Chart 35: EILC participants as % of Erasmus outgoing students going to LWUTL**



### 3.5 Types of EILC

In 2007/08 the majority of the 303 courses organised took place in the summer period before the autumn semester. In 2005 it became possible for the first time to organise winter EILC. These courses usually take place in January/February, before the spring semester. In 2007/08, a majority of the countries organised winter courses, with a total of 1,053 participants (21.5 % of the total EILC students) which represents an annual decrease of 7 %. Italy, Portugal and Belgium received proportionally most students for winter EILC.

The EILC are organised at beginners and intermediate level and over 80 % of the participants attend the beginner courses.

In Finland, the organising institutions offer courses in Finnish and Swedish.

### **3.6 Recognition of EILC**

Since 2004, the guidelines of the European Commission have recommended assessment of the performance of the students as well as issuing certifications and ECTS credits achieved for participation in the course. Whether actual recognition takes place at the home institution depends on what had been agreed at the outset.

According to the reports of the National Agencies, the majority of the EILC organising institutions seem to be issuing ECTS credits, ranging from 2 to 9 ECTS credits depending on the workload and the number of contact hours.

Due to the fact that the use of ECTS is only recommended the situation varies between institutions within the same country, some institutions issue ECTS credits while others do not.

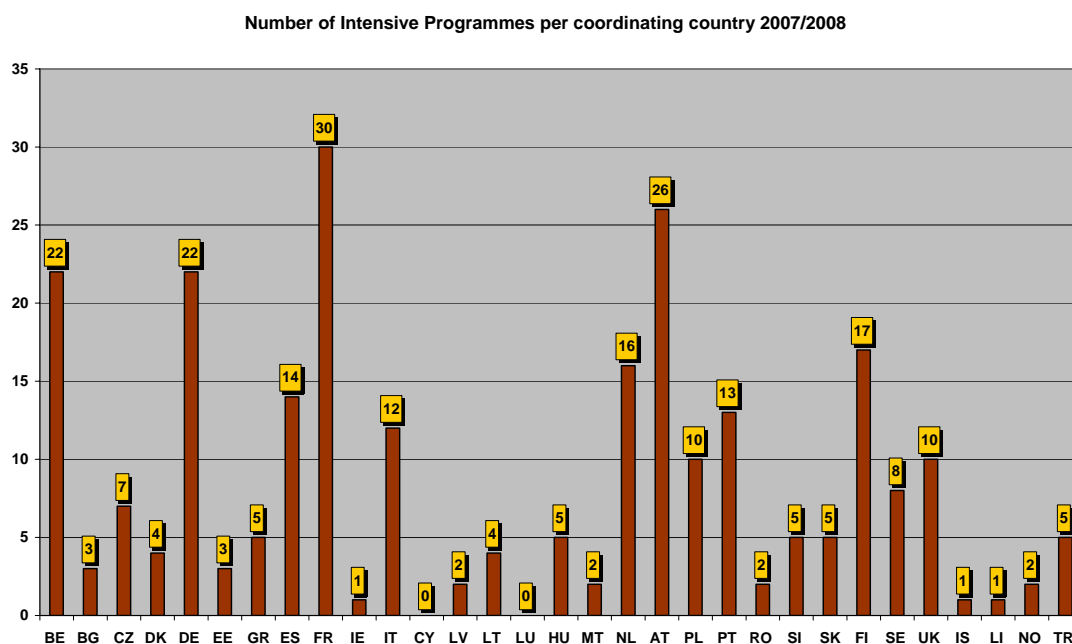
## 4. Erasmus Intensive Programmes

An Intensive Programme (IP) is a short programme of study of 10 days to 6 weeks of subject related work which brings together students and teaching staff from higher education institutions of at least three participating countries.

### 4.1 Number of Intensive Programmes

In the academic year 2007/08 the IPs were for the first time managed by the National Agencies. In total 257 IPs were organized. France (30 – 11.67%), Austria (26 – 10.12%), Belgium and Germany (22 – 8.56%) organized the highest numbers of IPs.

**Chart 36: Number of Intensive Programmes per coordinating country 2007/2008**



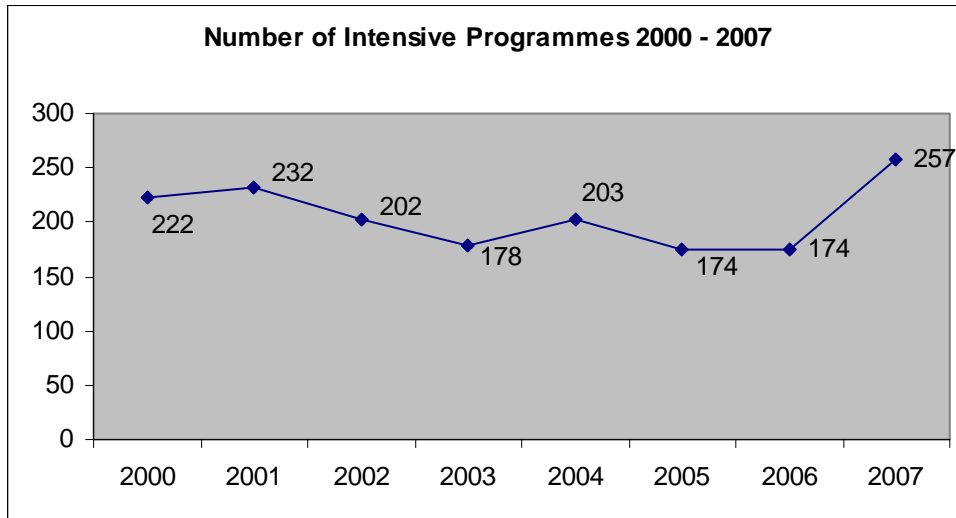
Cyprus and Luxembourg were the only countries which did not organize Intensive Programmes in 2007/08.

The majority, or 42%, of the Intensive Programmes in 2007/08 were 3<sup>rd</sup> year projects, 30% were new projects and 28% 2<sup>nd</sup> year projects.

Chart 37 shows that 1.642 Intensive Programmes have been organized since the year 2000 and the numbers have varied year from year. There is a considerable increase in the number of Intensive Programmes organized between 2006 (under Socrates) and 2007 (in the LLP).



**Chart 37: Number of Intensive Programmes 2000 - 2007**



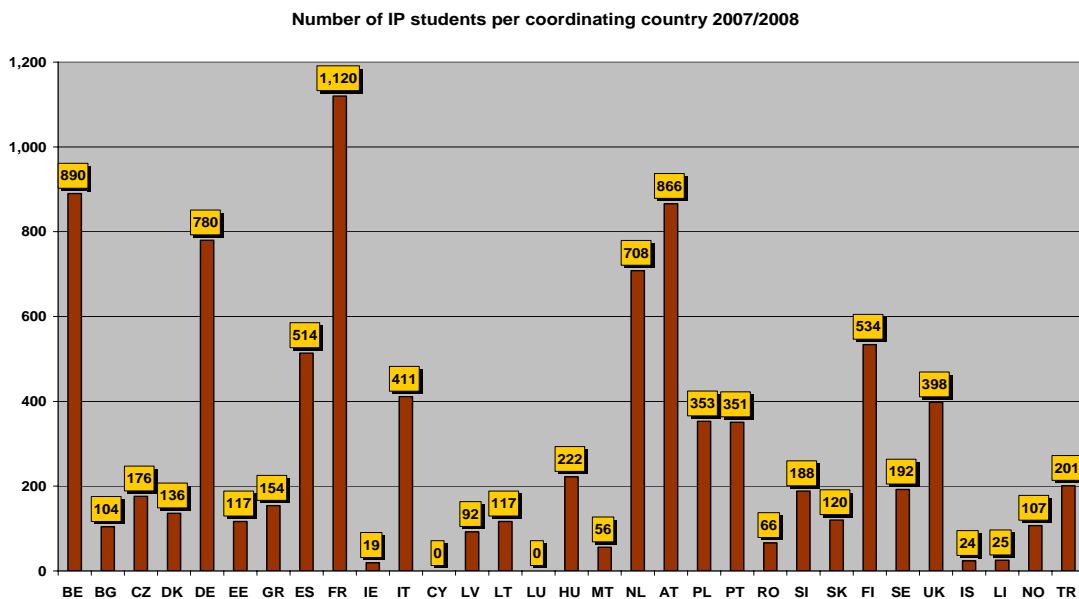
#### 4.2 Participation in Intensive Programmes

The total number of participants in the Intensive Programmes organized in 2007/08 was 11.822, involving both students and teachers.

In total, 9.041 students participated in the Intensive Programmes which represent 76.5% of the participants. About 77% of the students taking part in IPs were mobile students (incoming students) and 23% of the student participants came from the organizing institution (home students). The average number of participants per IP was 46. The average age of IP students is higher than Erasmus students for studies and placements. On average IP students are 24 years old, the youngest students were 17 years old and the oldest 65 years old.

Majority of the students participating in an IP attended an Intensive Programme coordinated by France, Belgium and Austria (see chart 38).

**Chart 38: Number of IP students per coordination country 2007/2008**



2.781 teachers participated in the Intensive Programmes organized in 2007/08, which represents 23% of the participants. The highest number of teachers came from Belgium and the participating teachers were on average 45 years old, ranging from 20 years to 78 years.

**Chart 39: Number of IP teachers per coordinating country 2007/2008**

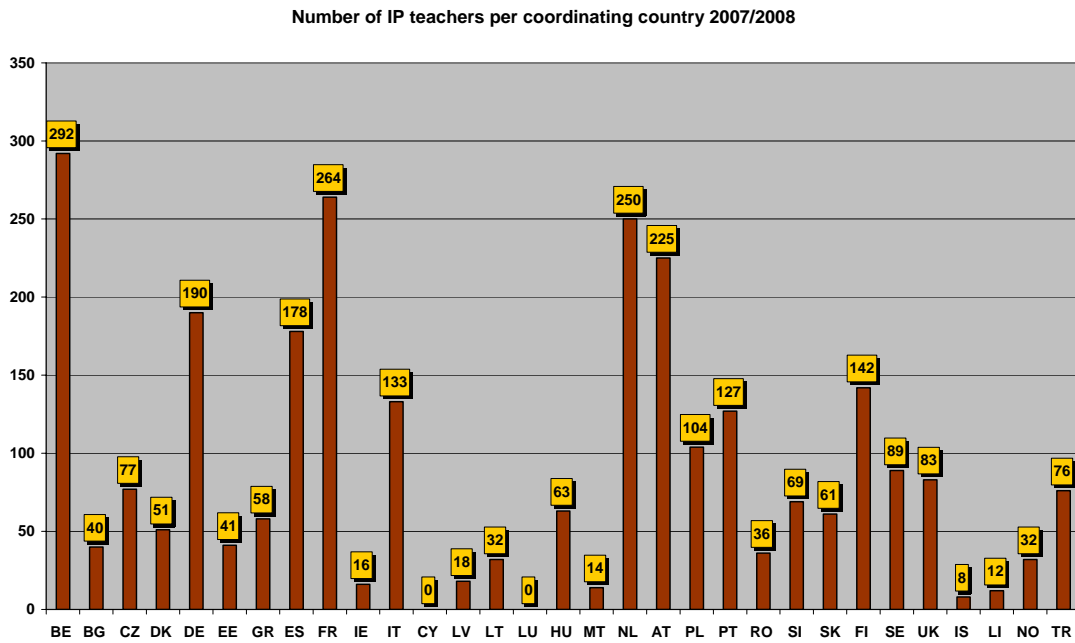
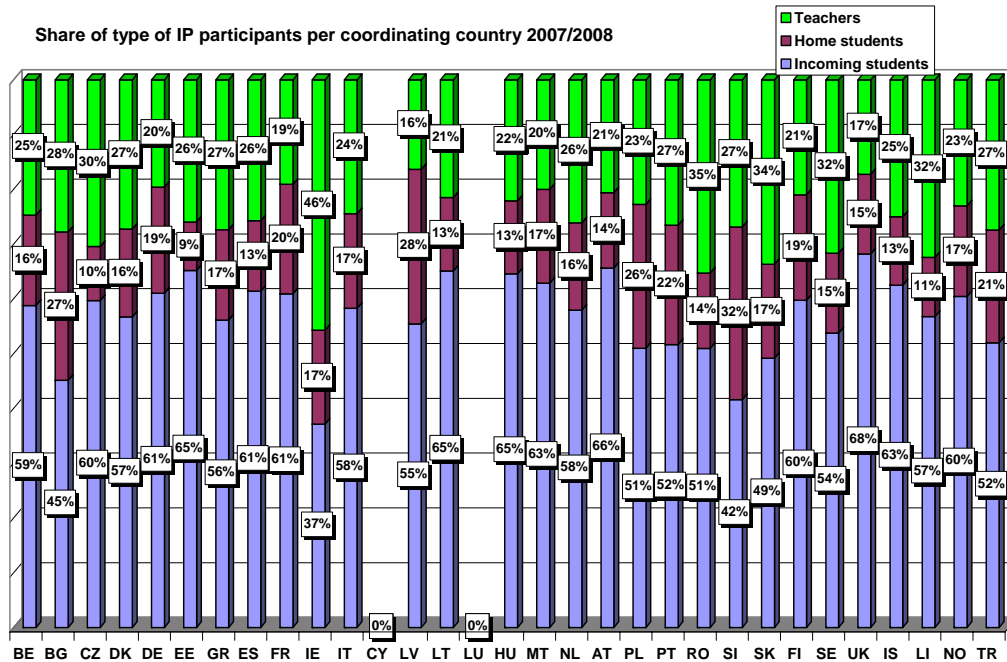


Chart 40 shows the share of different types of participants in Intensive Programmes for each of the countries where IPs took place.

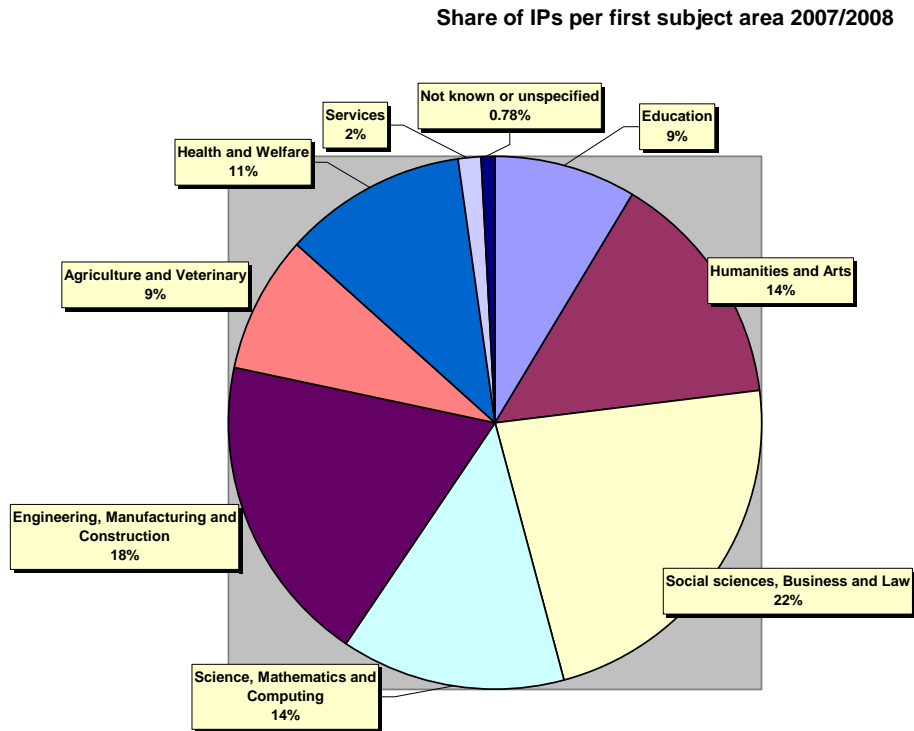
**Chart 40: Share of type of IP participants per coordinating country 2007/2008**



### 4.3 Subject Areas of Intensive Programmes

The main subject areas covered were "Social Sciences, Business and Law" (22%), "Engineering, Manufacturing and Construction" (18%), "Humanities and Arts" and "Science, Mathematics and Computing" (14%). The least common areas are "Services" (2%) and "Education" (9%) (see chart 41). Intensive Programmes can have more than one subject area and the trends for the second subject area are very similar. On average the Intensive Programmes award 6 ECTS credits.

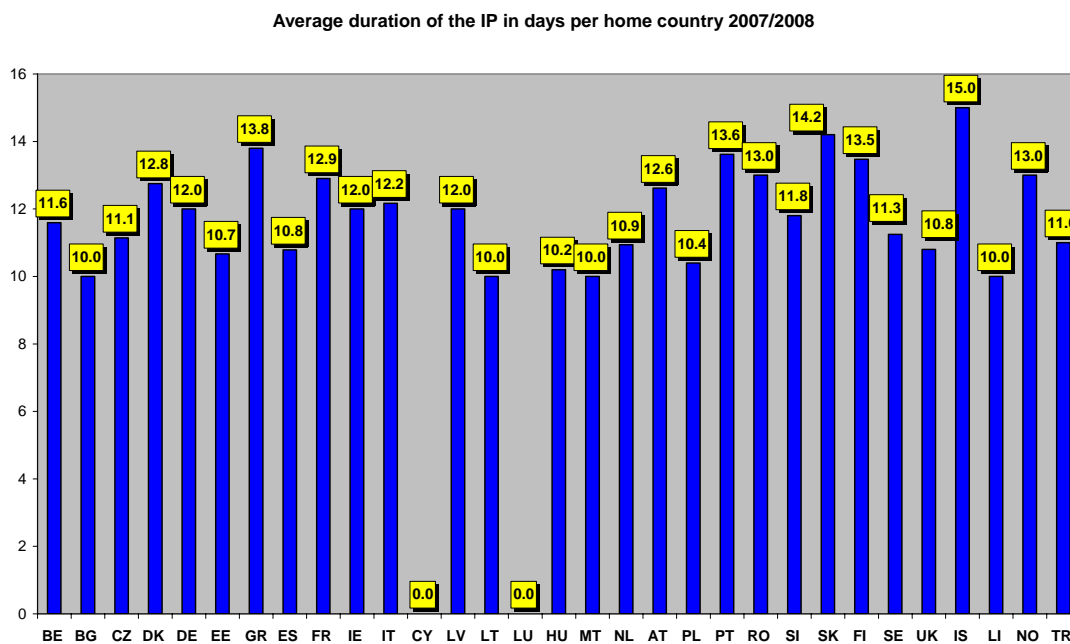
**Chart 41: Share of IPs per first subject area 2007/2008**



#### 4.4 Duration of Intensive Programmes

The total duration of Intensive Programmes in 2007/08 was 3,083 days or on average 12 days, ranging from 10 to 35 days and the country averages ranging from 10 to 15 days (see chart 42).

**Chart 42: Average duration of the IP in days per coordinating country 2007/2008**



## **5. Erasmus Preparatory Visits**

Erasmus Preparatory Visits is a new Erasmus action in the Lifelong Learning Programme. The main objective of the action is to help higher education institutions to establish contacts with prospective partner institutions with a view to establishing:

- New inter-institutional agreements relating to student and/or staff mobility;
- Erasmus Intensive Programmes;
- Erasmus student placements.

In order for a HEI to be able to receive a PV grant, it must be the holder of an Erasmus University Charter (EUC).

The preparatory visit grant may be used to visit:

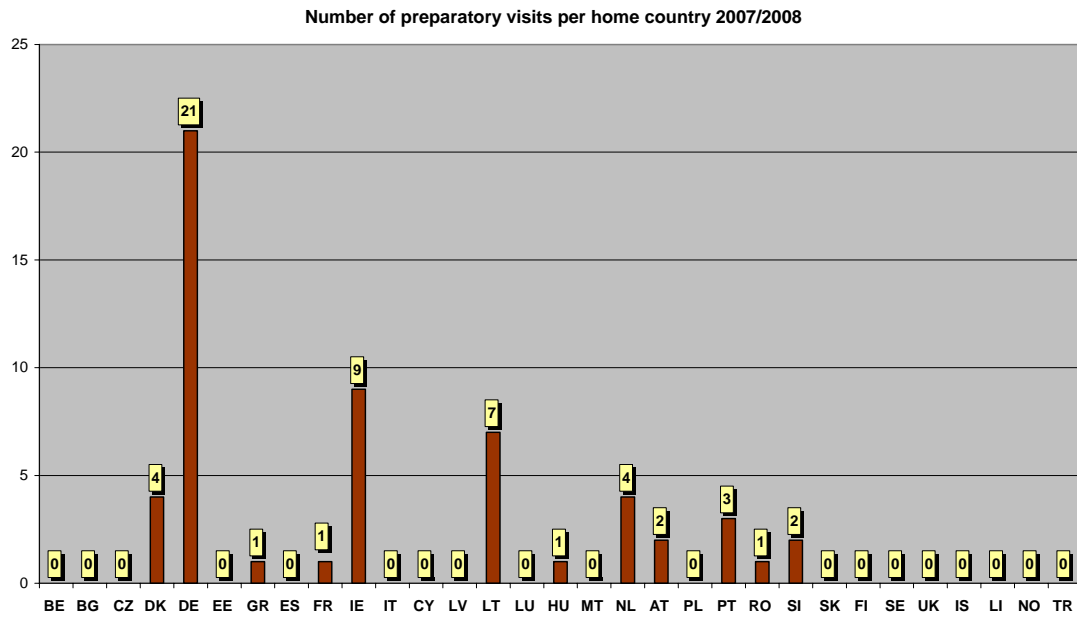
- Either one or more prospective partner higher education institutions, which must be holders of an EUC;
- Or an enterprise or related body where the establishment of a new scheme for Erasmus student placements or a staff mobility scheme involving an enterprise is the focus of the visit.

Preparatory visit grants may also be used to participate in a partner-finding "contact seminar" organised by a National Agency.

In addition, preparatory visit grants may be awarded to staff at other organisations for the purpose of helping them to establish consortia for the organisation of Erasmus student placements.

In the academic year 2007/08 56 Erasmus Preparatory Visits took place. Germany carried out the highest number of preparatory visits (21 – 37.50%), followed by Ireland (9 – 16.07%) and Lithuania (7 – 12.50%) (see chart 43)

**Chart 43: Number of preparatory visits per home country 2007/2008**



More than half of the participating countries did not organize any Preparatory Visits in 2007/08. It can be expected that this action will expand in the coming years.

The total duration of Preparatory Visits in 2007/08 was 246 days or on average 4.4 days.

## **Annex: Statistics**

### **List of tables:**

**Table 1:** Outgoing Erasmus students from 1987/1988 to 2007/2008

**Table 2:** Table 2: Outgoing Erasmus students as a share of student population in 2007/2008 by country

**Table 3:** Outgoing and incoming Erasmus student mobility for studies and placements combined in 2007/2008

**Table 4:** Erasmus student mobility: Average duration 1994/95 to 2007/08

**Table 5:** Outgoing and incoming Erasmus staff mobility for teaching assignments and staff training combined in 2007/2008

**Table 6:** Erasmus teacher mobility 1997/1998 - 2007/08

**Table 7:** Outgoing and incoming Erasmus staff mobility for teaching assignments in 2007/2008

**Table 8:** Erasmus teacher mobility 2000/01 - 2007/08: Average duration

**Table 9:** Outgoing and incoming Erasmus staff mobility for staff training in 2007/2008

**Table 10:** Erasmus staff mobility for staff training 2007/08: Staff training sectors

**Table 11:** Erasmus staff mobility for staff training 2007/08: Average duration

**Table 12:** EILC 2007/08: Total number of EILC participants by home and host country