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**Indian student mobility to selected European countries-an  
Overview**

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## **Abstract**

One of the most significant changes in recent years has been an evolution in the role of education in the global arena. As education has increasingly assumed the role of a tradable service, countries from all parts of the world have become active participants in the ongoing internationalization of higher education. One of the key outcomes of this process has been the phenomenal growth in international student mobility since 1998. A burgeoning industry which generates revenues of up to 90 billion dollars clearly spells strong financial incentives for participants of this industry. It also implies that factors influencing international student flows have serious implications for the providers as well as consumers of higher education abroad.

This paper attempts to address the issue of student mobility between two key stakeholders - India and Europe. In particular, it analyses the trends in student mobility from India to three important markets in Europe – the United Kingdom, Germany and France. The paper identifies various factors which motivate Indian students to pursue higher education abroad, in addition to market features of the host countries which attract them. The paper also identifies the constraints faced by Indian students studying in these countries and concludes with recommendations which, if implemented, can further facilitate the flow of Indian students going to Europe for higher education.

**Keywords:** International student mobility, Indian students, Higher education abroad, Europe.

## **1 Introduction**

The last few decades have witnessed the emergence of globalization, a phenomenon which has grown to define the world we live in today. Economic integration of such magnitude has a strong impact on a country's economy as it fuels international trade and investment, which in turn has various socio-economic implications for all countries involved.

Growing interdependence amongst nations is an inevitable consequence of economic integration and this fact has necessitated stronger ties between countries. Economies all over the world recognise international trade as a key engine for growth and thus actively work towards arrangements which ensure mutual economic gains for partners involved.

As countries open up to all forms of cross-border trade, and in particular, trade in services, the concept of cross-border education has also gained momentum. The growth in internationalization of education coupled with a demographic slowdown (due to low fertility rates) and an ever-increasing demand for skilled human capital in developed countries has resulted in a remarkable rise in international student migration as a new form of migration in recent years. The large scale reallocation of students or the 'unfinished human capital' has financial and cultural implications for all countries involved. Subsequently, student migration has featured in the agenda of several countries trying to strengthen international relations and has become an important platform for multilateral cooperation.

The strategic relations between India, an emerging economic power and the European Union (EU) are an ideal example of such economic cooperation. India was one of the first countries to establish relations with the European Union in 1973 and the years which followed witnessed a strengthening of economic and political ties. The bilateral ties were further consolidated in 2004, when India and the EU launched the India- EU strategic partnership Joint Action Plan (JAP) at the India-EU summit in Hague, a joint initiative which would promote cultural and educational interaction between India and the EU, in addition to establishing trade agreements.

A revised version of the JAP (2008) addressed the issue of student migration as well as education and academic exchanges. In particular, it identified key areas of cooperation which included promotion of the India Window under the Erasmus Mundus Scholarship Programme; the development of EU and India studies; better information provision of

academic opportunities and facilitating access to academic institutions in each others' territories.<sup>1</sup> It is therefore apparent that both countries view education as an important area for enhancing cooperation and consolidating bilateral relations. An important way of doing so is to further facilitate the movement of Indian students to European institutions.

This paper analyses the flow of Indian students who choose Europe as a destination to pursue higher education. With the help of student migration data, qualitative information from interviews and evidence from a recently conducted survey, the paper also highlights challenges faced by Indian students in Europe and what can be done to reduce the existing barriers and facilitate their entry into the European market.

The paper is organised as follows: Section 2 provides a discussion on the background of international student mobility along with factors driving the international education market. Section 3 provides an overview of international student distribution, in terms of recent trends and growth rates and analyses the relevance of international students for host countries. This Section also identifies the important host countries providing higher education as well as the main source countries. Section 4 identifies UK, Germany and France as important destinations and presents country-specific trends in Indian student flows and their distribution across levels and fields of study and also identifies country-specific features which attract Indian students. Section 5 provides information on scholarships and initiatives undertaken by European markets to attract Indian students, while Section 6 identifies the constraints experienced by Indian students in each of the main markets. Section 7 presents results from a primary survey on Indian students currently studying in Europe and Section 8 concludes the paper with recommendations for facilitating student mobility between India and the European Union (EU).

## **2 International student migration**

### **2.1 Context**

Cross-border education is regarded as a relatively recent occurrence. It has taken place under the larger phenomenon of internationalization of higher education and a number of factors have contributed to its development.

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<sup>1</sup> India- EU Strategic Partnership Joint Action Plan. <http://commerce.nic.in/india-EU-jap.pdf> (last accessed on 26.10.2011).

The education system in most developed countries went through an important transformation in the last three decades. The structure of the higher education system in particular, was subjected to major alterations. Following the financial crisis and subsequent structural reforms in the eighties, the policies were often designed to reduce public expenditure, especially in social sectors like education. This led to a shortage of funds and created the need for private participation in education. The years which followed witnessed the education sector becoming increasingly market oriented and gave rise to the formation of private universities (Verghese, 2008). Thus, a domain which was traditionally reliant solely on the government now featured a combination of public and private participants. The emergence of this alternative also meant that a majority of the operating costs were funded using tuition fees, and this important attribute of private education created a financial interest in attracting more students. Therefore, the transition to private higher education and increased reliance on students as a source of funding has fuelled institutional or university demand for more students in recent years.

Migration or the movement of individuals from one region to another has taken place for centuries. However, student migration is a relatively new form of migration with its roots dating back to times when countries were under colonial rule. A limited number of persons were selected for higher education in the imperial cities, with the ultimate objective of serving the administrative bodies in the colonies (Verghese, 2008). According to Goodwin (1993), overseas education during the time played a dual role of “efficient administration and a means of social control”.

However, the period following the Second World War revealed a serious deficiency of skilled manpower and renewed interest in developing higher education infrastructure in European countries as well as those previously under colonial rule (Verghese, 2008). In subsequent years, the Cold War too made an impressionable mark by mobilizing foreign aid and technical assistance to strengthen their influence on developing countries ( OECD,2004a: 44) and this resulted in greater financial support for incoming students from other countries. It was therefore a combination of political and economic developments that conditioned a more open and favourable international attitude towards accepting students across borders over time.

A unique characteristic of education which facilitates the ongoing process of ‘internationalization’ is its universal appeal and the manifold role played by education.

Education and development are interdependent and together hold the key to growth and welfare of a country. For an individual, education is a powerful tool used to establish a unique identity for oneself. In the competitive world we live in today, aptly characterised by excess supply and insufficient demand for labour, the need for specialised knowledge is hence essential.

As the world moves towards a knowledge and services-driven economy, the demand for specialised human capital, equipped with the finest resources is ever increasing. Education consequently has a pivotal role to play in this process. Over the years, several higher education providers have identified the strong potential of this sector and diversified their provision of higher education through lucrative mediums to capitalise on labour market requirements. On the 'demand' side, individuals who recognize the factors influencing labour markets in turn work actively towards acquiring this form of 'universal' knowledge.

In light of these developments, higher education providers have established various channels or modes for meeting the growing demand for international tertiary education. These involve the promotion of student and faculty exchange programmes, E-learning based distance education programmes (by duly accredited online universities), establishing branch campuses in potential source countries and twinning programmes, in addition to promoting cross-border student mobility. Through the implementation of programmes which do not require students to relocate outside their home country, the providers ensure that a sizeable share of the entire student market is tapped as effectively as possible.

The large scale provision of 'international' higher education has brought education services under the regulation of GATS (General Agreement on Trade in Services), a WTO agreement which governs the trade of services through four modes of supply. Though the provision of education services is diversified and takes place through all four modes supply, international student migration is the chief component of cross-border education and takes place through the second mode of supply (known as *Consumption Abroad*).

## **2.2 Motivations driving the Demand and Supply of International Students**

The preceding discussion highlights an evolution in the role that education has played for a society. Previously perceived as a necessity and kept principally within national boundaries, it has assumed the role of a tradable service today and transformed into an income-generating force for providers in many countries. The large scale commercialization of education has

therefore resulted in the ‘international’ student market being largely driven by the market forces of demand and supply.

The demand for international students exists for various reasons. International students in top host countries like the USA and UK are especially valuable to these markets as they pay premium fees for acquiring their degree, up to three times the amount charged to local students (Lall, 2008). The inflow of international students therefore injects financial resources into host country economies, in addition to providing the much needed funds for the functioning of private institutions (as discussed earlier). An important motivation for attracting foreign students is also because they raise the performance standards of these universities, which is vital as it bears a positive influence on their global ranking (Khadria, 2001).

Another reason why policies are being increasingly designed in favour of student migration (and migration in general) is due to the declining demographic trend of most developed nations. These countries have an ageing workforce nearing retirement, coupled with very low fertility rates and are thereby heading towards a shrinking workforce and population; an occurrence which will only intensify with time. As fertility rates remain below replacement level in OECD countries, a shrinking workforce is bound to ‘intensify labour-market impacts’ (Hawthorne, 2008).<sup>2</sup> These countries consequently have a serious need to attract migrants who will form a vital component of their labour force in the years to come.

The reliance of labour markets (in OECD countries) on foreign born migrant professionals has increased over the years. Australia has the strongest presence of foreign born individuals in its workforce while United States and United Kingdom are increasingly employing more foreigners.<sup>3</sup>

However, migrants who obtain their degrees as ‘international’ students outside their home country have greater absorbability in foreign labour markets, compared to overseas-qualified migrants from developing countries. This is because the former are equipped with knowledge resources provided by the host country and thus carry a quality assurance, which improves their ‘work readiness’. On the other hand, overseas-qualified migrants in many cases face

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<sup>2</sup> Society at a Glance, 2011: OECD Social Indicators. Fertility rates have remained very low, especially for countries like Italy (1.41), Germany (1.36) and Spain (1.40). Though countries like Australia (1.9), UK (1.94) and USA (2.01) are also reported to have low fertility rates, their figures have improved over the last decade. [http://www.oecd.org/document/24/0,3343,en\\_2649\\_34637\\_2671576\\_1\\_1\\_1\\_1,00.html](http://www.oecd.org/document/24/0,3343,en_2649_34637_2671576_1_1_1_1,00.html) (last accessed on 20.10.2011)

<sup>3</sup> Refer to Table A.1 in the Appendix.



considerable delays in finding employment and differential treatment in their salaries due to the perception of education systems in developing countries. Host country employers have serious concerns about the quality of education imparted in many developing countries, as a UNESCO study revealed that many countries still lacked regulatory bodies and quality assurance systems (Hawthorne, 2008).<sup>4</sup>

Therefore, compared to overseas migrants, there is less ‘discounting of skills’ for international students and their suitability as skilled human capital is guaranteed (Hawthorne, 2008). This is an important factor that fuels the global demand for international students.

In the European context, the growing interest in recruiting international (or non-European) students is also a consequence of the changes in the education policy perspective. Until the early *nineties*, educational programmes in Europe promoted regional or intra-European mobility, an example of which was the launch of the highly successful ERASMUS Programme in 1987. In the Bologna Declaration signed in 1999 (which followed the Sorbonne Declaration in 1998), 29 European countries agreed on streamlining national education systems to a three-cycle structure (Bachelor’s, Master’s and Doctorate level studies), with the ultimate objective of forming a unified ‘European Higher Education Area’, by 2010.<sup>5</sup> The implementation of the Bologna Process (in combination with country-specific education policies in subsequent years) has therefore promoted many European countries at the global stage and facilitated international (non-European) student mobility.

On the ‘supply’ side, a variety of factors provide an impetus to students to pursue their higher education abroad. An important aspect is the prevalent perception in Asian countries that a foreign degree is more valuable and thus increases chances of better employability. Another factor, particularly true for major source countries like China and India is the rising income levels of middle-class families in the last decade, which has made foreign education a feasible alternative. The existing education infrastructure in many of these countries is weak and continues to remain neglected. Consequently, a growing number of students seek better quality education and therefore look to foreign education markets for the same. Low levels of government expenditure on education in most developing countries have invariably resulted

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<sup>4</sup> The doubts arise in relation to the length of academic programmes and available resources in developing countries, perhaps due to the continued absence of Asian and African universities in the list of top universities. Shanghai Tong university ranking in 2011 of the top 500 universities had Europe and America account for over 77% (388 out of 500) of the top universities in the world, with Asia/Pacific and Africa accounting for a fewer (112) number of universities.  
<http://www.shanghairanking.com/ARWU2011.html> (last accessed on 29.10.2011)

<sup>5</sup> [http://ec.europa.eu/education/higher-education/doc1290\\_en.htm](http://ec.europa.eu/education/higher-education/doc1290_en.htm) (last accessed on 30.4.2012)

in a serious shortage of recognised institutions, further aggravated by a limited availability of seats. These limitations have compelled students into exploring other avenues to pursue higher studies or further specialization.

The remainder of the paper focuses on India as the source country and three European countries, namely UK, Germany and France as host countries for higher education. The factors discussed above are equally relevant to these countries and bear a strong influence on the flow of Indian students to these destinations. UK, Germany and France are leading players in higher education and recognise India as an important market with strong potential. The next section presents overall trends in the international student market. The following discussion provides reasons behind the growing interest among Indian students to pursue higher education in European countries.

The paper occasionally refers to statistics on international student flows, which have been sourced from the following databases:

1. **UNESCO:** The data used in subsequent sections have been sourced from the UNESCO database on tertiary education (ISCED levels 5 and 6). The statistics on international or internationally mobile students refers exclusively to students who have crossed national or territorial border for the purpose of higher education and are now enrolled outside their country of origin.
2. **Higher Education Statistics Agency (HESA):** Statistics on the distribution of Indian students by level of study and subject area for UK has been sourced from HESA. For data collected from this source, the ‘Indian students’ category refers to a subset of ‘international students’ who are domiciled in India.
3. **Institute of International Education (IIE):** This source has been used for the list of main source countries for UK, Germany and France.

### **3 International Student Trends**

International student flows are becoming an increasingly important aspect for sending as well as receiving countries. The following discussion provides an overview of the composition of the market, the current scenario and the key players which dominate this market.

**Table 1: International, or Internationally mobile students**

Year	World Total (in Mln)
2000	1.757
2001	1.834
2002	2.143
2003	2.409
2004	2.489
2005	2.542
2006	2.617
2007	2.831
2008	2.944
2009	3.051

Source: Based on statistics from the UNESCO database on International students at tertiary level (ISCED 5 and 6)

<http://stats.uis.unesco.org/unesco/ReportFolders/ReportFolders.aspx> (last accessed on 2.11.2011)

Note: 'World Total' refers to the aggregate of all internationally mobile students received annually by all countries in the world

International student flows have grown steadily over the years, from 0.92 million in 1998 to over 3.05 million in 2009. The growth since 2000, however, has not been consistent.<sup>6</sup> The period between 2001 and 2002 witnessed the strongest rise in international student flows, by over 16 percent. However, since 2004, there has been an overall slowdown as international student flows increased at an average (annual) rate of only 4 percent. A possible reason for this slowdown may have been growing opportunities in the home country of internationally mobile students, which have slowed down the demand for higher education abroad.

### **3.1 Main Host Countries**

North America and Western Europe attract the largest number of international students accounting for 60.5 percent of all internationally mobile students in 2009. However, East Asia and the Pacific have succeeded in attracting more students over the years, as their share rose from 11.2 percent in 2000 to 20.4 percent in 2009. Additionally, the falling share of Central and Western Europe is indicative of more diversification in the international student market, due to an increase in the number of student destinations since 2000.

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<sup>6</sup> Refer to Figure A.1 in Annexure (henceforth referred to as Annex) 3.

**Table 2: Regional distribution of International Students (%)**

<b>Host Region</b>	<b>2000</b>	<b>2005</b>	<b>2009</b>
Arab States	2.8	3.6	3.7
Central and Eastern Europe	6.6	8.2	9.7
Central Asia	0.9	1.6	1.5
East Asia and the Pacific	11.2	15.3	20.4
Latin America and the Caribbean	1.0	0.7	1.9
North America and Western Europe	74.4	67.8	60.5
South and West Asia	0.4	0.6	0.1
Sub-Saharan Africa	2.7	2.2	2.1

Source: Based on statistics from the UNESCO database on International students at tertiary level (ISCED 5 and 6) <http://stats.uis.unesco.org/unesco/ReportFolders/ReportFolders.aspx> (last accessed on 2.11.2011)

A country-wise distribution reveals that the market for international students is highly concentrated, with the top five countries receiving over 50 percent of all internationally mobile students.<sup>7</sup> Figure 1 reveals that English speaking nations continue to attract the major share of all international students. The United States in particular, has consistently dominated the market and continues to attract the largest share of international students from the world. The UK and Australia are the most sought after destinations following the US and collectively receive over 20 percent of all internationally mobile students, whereas France and Germany are upcoming destinations with an increasing share in the international student market.

While the market shares of UK and France have remained relatively unchanged, the US has witnessed a considerable fall in its share of international students since 2000 and the same holds true for Germany ( to a lesser extent). This implies that international students have started looking beyond traditionally favoured countries and are choosing from a wider range of host countries to pursue higher education.<sup>8</sup>

It is therefore evident that Europe is an important destination for international students (seen in Figure 1) as three (the UK, France and Germany) out of the five main host countries are in Europe and have cumulatively sourced over 26 percent of all international students between 2000 and 2009.

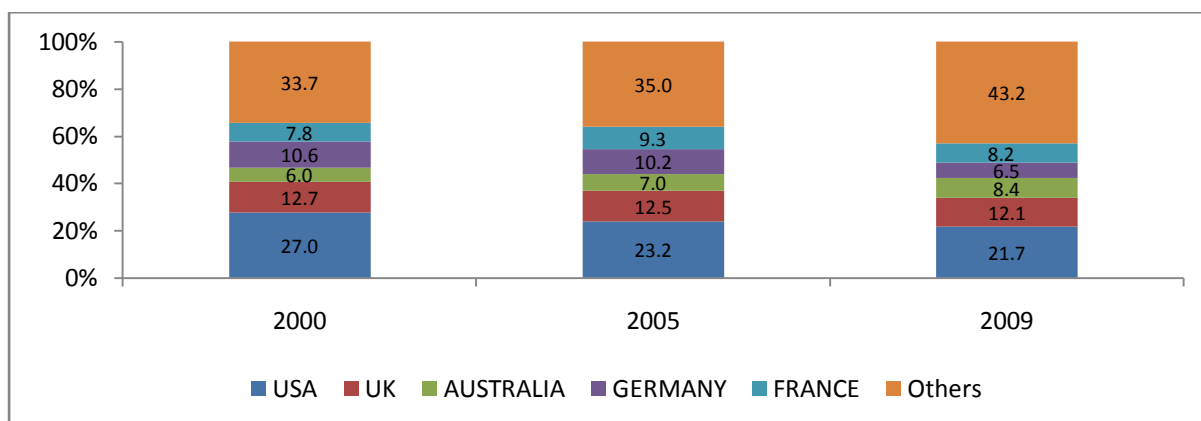
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<sup>7</sup> For the distribution of international students between more countries, Refer to Table A.3 in Annex 3 (includes Canada, Italy, Spain and New Zealand).

<sup>8</sup> This shift is made more visible by the growing share of all other countries, which are aggregated in the 'others' category.

Overall, 48.6 percent of all international students in 2009 chose Europe.<sup>9</sup> However, a major portion of these students were of European origin and travelled within Europe for higher education. Therefore, a significant share of all international students in Europe represents intra-Europe migration and not necessarily migration from all over the world.

**Figure 1: Distribution of internationally mobile students in (host) countries (%)**



Source: Based on statistics from the UNESCO database on International students at tertiary level (ISCED 5 and 6) <http://stats.uis.unesco.org/unesco/ReportFolders/ReportFolders.aspx> (last accessed on 2.11.2011)

### 3.2 Main Source Countries

Asia is undoubtedly the core market (refer to Table A.5 in the Appendix) for international students and was the sending region for 48.2 percent of all internationally mobile students in 2009. China, India, Korea and Germany remain the main source countries for international students and cumulatively sourced over 25 percent of all international students in 2009, as seen in Table 3.<sup>10</sup> China is the most represented country by international students as its share has risen significantly over time and constituted over 15 percent of all international students in 2009.

India in particular has grown into a leading player in the international students market and is the second most important sending country after China. Indian student flows to the world have grown considerably as their share doubled from 3 percent in 2000 to over 6 percent in 2009. Korea and Germany are also major source countries, though the share of Korean students has remained stable since 2000.

<sup>9</sup> For the percentage of International Students received by Europe, refer to Figure A.2 in Annex 3.

<sup>10</sup> Students from Japan, Canada, France and Turkey also form a sizeable share of international students. For a detailed list of source countries, refer to Table A.6 in Annex 3.

**Table 3: Main Source Countries (% Share in Total International students)**

2000		2005		2009	
Country Origin	of Share (%)	Country Origin	of Share (%)	Country Origin	of Share (%)
China	6.6	China	15.6	China	15.9
Korea	4.0	India	5.4	India	6.2
Greece	3.6	Korea	3.9	Korea	4.0
Japan	3.4	Japan	2.5	Germany	3.0
Germany	3.0	Germany	2.2	Malaysia	1.7

Source: UNESCO database on International students at tertiary level (ISCED 5 and 6)  
<http://stats.uis.unesco.org/unesco/ReportFolders/ReportFolders.aspx> (last accessed on 1.11.2011)

It is therefore evident from the preceding discussion that European countries attract the major share of all international students and Indian students constitute an important portion of this international student market. This fact necessitates special emphasis on the distribution of Indian students across countries.

Indian student flows to the world grew by an incredible 256 percent between 2000 and 2009 as the numbers increased from 53,266 to 189,629 in the same period. The annual growth in Indian students going abroad has consistently remained over 7 percent, which implies that there has been a steady demand for foreign higher education in India.<sup>11</sup> This has consequently made India one of the key markets targeted by the leading providers of higher education.

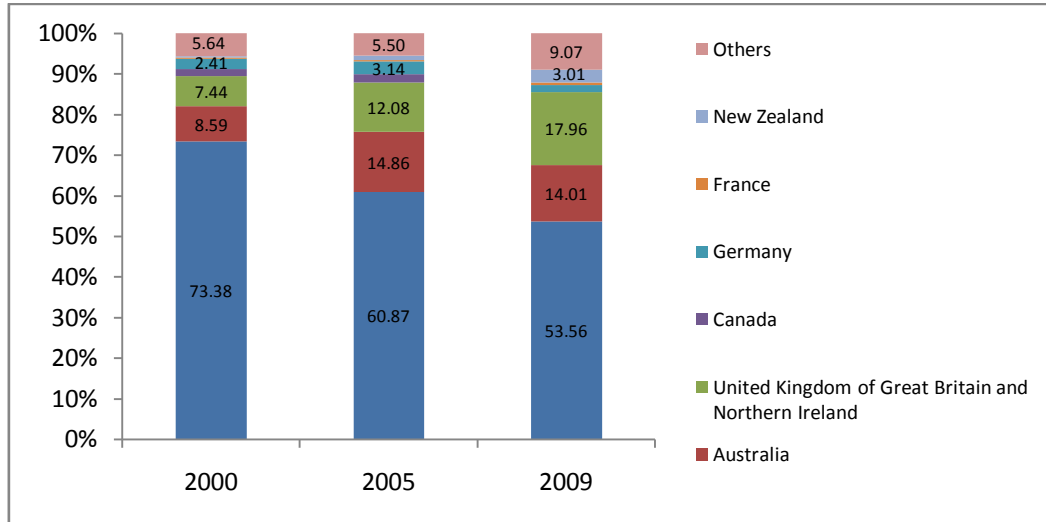
Indian student flows are intensely concentrated in English-speaking regions and attracted over 80 percent of all internationally mobile Indian students. Figure 2 also reveals that the US has been the prime destination for the majority of Indian students. Despite attracting over half of all Indian students, it has lost a sizeable portion of its market share since 2000, as its share reduced from 73.4 percent on to 53.6 percent in 2009. Meanwhile, countries like Australia and UK have succeeded in attracting more Indian students over time and expanded their presence in the Indian student market.

In fact, the UK overtook Australia in 2009 to become the second most important destination for Indian students, attracting over 17 percent of all Indian students in the same year. Over time, countries like Germany and France have received a growing number of Indian students.

<sup>11</sup> The only exception was between 2005 and 2006, when Indian student flows declined by 1.7 percent (from 138,072 in 2005 to 136,238 in 2006).

However, these countries are new entrants into the Indian market and will need to improve their visibility.

**Figure 2: Main Destinations for Indian Students (%)**



Source: UNESCO database on International students at tertiary level (ISCED 5 and 6)  
<http://stats.uis.unesco.org/unesco/ReportFolders/ReportFolders.aspx> (last accessed on 2.11.2011)

The preceding discussion reveals that Indian student flows follow a pattern similar to that seen for international students at large. However, unlike the latter, there has been minimal diversification in the choice of host countries and Indian students have continued to choose the familiar English-speaking markets.

Discussions with country representatives provide a general overview on the (internal) regional distribution of Indian students who go abroad and reveal that a majority of Indian students in the UK are sourced from North India, though the numbers from South India and parts of Western India (Gujarat) are growing. However, very few students tend to come from the East and North-East regions of India.<sup>12</sup> The Indian students in Germany, and in particular, the students who are self-financed come from all parts of India but a number of students who receive financial assistance in the form of grants or scholarships come from the southern states in India.

A unique feature of internationally mobile Indian students is the lack of gender parity. Recent statistics revealed that women from South and West Asia were least likely to study abroad, and India in particular ranked low, with 39 percent of regional/domestic students and merely

<sup>12</sup> As per an interview with a representative of the British Council in India.

27 percent of internationally mobile students being women.<sup>13</sup> However, there is evidence that the distribution varies across major host countries. An example of this is the UK, where over 50 percent of all Indian students are women, and this parity exists across all levels of study.<sup>14</sup> Nonetheless, as a majority of Indian students remain concentrated in a limited number of host countries, the overall figure suggests that unequal gender participation amongst Indian students is an issue which requires specific policy intervention.<sup>15</sup>

### 3.3 Why are international students important to these markets?

Though the UK, Germany and France attract foreign students in large numbers, each of these countries has unique motivations surrounding the presence of foreign students in their countries.

It is evident from the preceding discussion that the UK is a very active player in the international market for higher education. The growing emphasis on attracting more students is in part due to the financial resources they bring into the UK. 'International sources' contribute a remarkable £2.9 billion (or more than 10 percent) to the higher education industry, which reports an earning of £25.4 billion and additionally spend another £2.3 billion on living expenses.<sup>16</sup> It is therefore seen that international students provide a significant injection into the UK economy every year.

The Labour Government in 1999 led by Tony Blair was responsible for adopting a favourable attitude towards labour migration and announced plans to increase the intake of international students by doubling its current intake, with the ultimate aim of 'capturing 25 percent of global market share'. The motivation, however, was not to include *overseas talent* in the UK labour market, but to use foreign fees to bring '*money that feeds into our(UK) institutions (of higher education) and helps our goal to open up opportunities for more people (within the UK) to study*' (Tony Blair, 18<sup>th</sup> June 1999; DFES press release). UK's short-term interest in international students was made further evident by immigration laws which expected students to return home on completion of their studies (Findlay and Stan, 2006). The restrictiveness of the UK labour market, however, has reduced over time. According to Lall (2008), the UK's

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<sup>13</sup> UNESCO Global Education Digest (2010)

<sup>14</sup> The share is based on statistics on Indian students (belonging to the ethnic group of Asians or Asian/British-Indian) provided by HESA. For more information, refer to table A.7.2 in Annex 3.

<sup>15</sup> The low ratio of women in internationally mobile Indian students requires to be treated with caution. A significant number of Indian students travel abroad to pursue higher education in engineering and related fields. Since gender disparity in engineering exists around the world, over-reliance on the ratio (in case of India) may overstate the extent of the gender problem. <http://casi.sas.upenn.edu/system/files/Engineering+Education+in+India+Dec1608-1.pdf>

<sup>16</sup> As per an article titled 'Foreign University Students: Will they still come?', published on 5<sup>th</sup> August, 2010 in The Economist. <http://www.economist.com/node/16743639> (last accessed on 31.10.2011).



interest in Indian students is in part, due to its 'own shortage of students' in areas of science and engineering.

For a long time, the UK government has viewed international students as a short-term instrument to facilitate domestic enrolments and has offered limited scope for employment after studies. Nevertheless, Findlay and Stam (2006) believe that overseas students have been 'repositioned' and are increasingly seen as 'future global talent that will benefit the UK economy'. Therefore, evidence suggests that there has recently been a change in the attitude towards overseas students in the UK.

An important issue which many European countries need to address is the prevalence of a high unemployment rate. Research suggests that until 2008, the overall unemployment in the European Union (EU) had been consistently higher than in the US. In fact, many countries in the EU register high unemployment rates due to the problem of a skills mismatch, which results from an imbalance between the demand and supply of labour across professional fields. As a consequence of this, countries such as Germany record a high vacancy rate along with a high unemployment rate. Recent surveys on labour shortages reveal that high unemployment rates in fact, prevail in low and medium skilled professions.

A Labour Shortage Survey in 2009 found that nearly 25 percent of employers in Europe had difficulty in filling vacancies, though the UK and France had the lowest share of such employers (11 percent and 18 percent, respectively). Up to 35 percent of employers in Germany, however, faced problems in recruitment and filling vacant positions. The existing problem with skills mismatch is evident from the findings of the survey, which revealed that low and medium skilled positions like technicians and sales representatives were difficult positions to fill.<sup>17</sup> The exception to this case was Germany, which faced difficulty in filling the positions of skilled professionals such as engineers.

Growing unfilled vacancies in certain sectors have induced European countries to look out for external sources of labour and this is an important factor driving the demand of international students. The student migration route has the potential to channelize skilled human capital to economies which are experiencing a declining workforce and is therefore being encouraged by many European countries.

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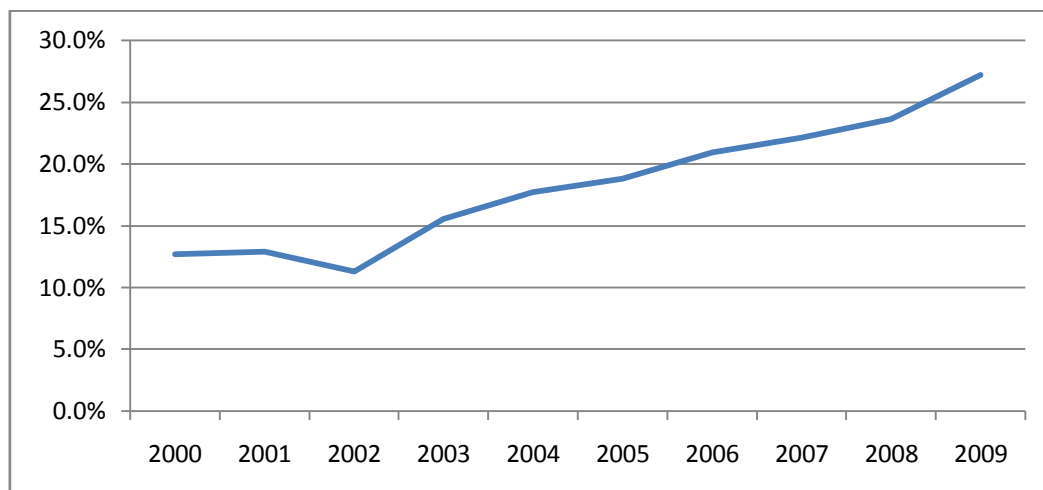
<sup>17</sup> Labour Skills Shortage Survey conducted by Manpower(2009): [http://www.manpower.com.tw/pdf/2009Talent\\_Shortage\\_Results.pdf](http://www.manpower.com.tw/pdf/2009Talent_Shortage_Results.pdf) (last accessed on 31.10.2011).

The discussion above reveals that a variety of factors contributes towards the growing demand for international students in the UK, Germany and France. The next section presents the market scenario in each of these countries and captures the relevance of Indian students for these markets.

#### 4 Indian students in Europe

Europe has succeeded in drawing more Indian students since 2000 as the number of Indian students increased from 3348 in 2000 to 51,556 in 2009. Moreover, there has been a strong growth of over 9 percent (in the intake of Indian students) on an annual basis and this has led to Europe collectively receiving over 25 percent of all Indian students going abroad for higher education, as seen in Figure 3.<sup>18</sup>

**Figure 3: Indian students in Europe (Europe’s share of (all) internationally mobile Indian Students) (%)**



Source: UNESCO database on International students at tertiary level (ISCED 5 and 6)  
<http://stats.uis.unesco.org/unesco/ReportFolders/ReportFolders.aspx> (last accessed on 2.11.2011)

Within the European Union (EU), Indian students remain concentrated in the UK, which received 76.9 percent of all Indian students in Europe, as seen in Table 4. Germany and France are countries which attract the remaining Indian students, though Germany has experienced a drop in its intake and thus a fall in its market share between 2005 and 2009.

<sup>18</sup> Refer to Table A.7.1 in Annex 3.

It is seen from Table 4 that Indian students are gradually exploring other countries within the EU such as Sweden, Italy, Ireland and Denmark which are countries where education is considerably cheaper and part-time jobs are easier to secure.<sup>19</sup>

**Table 4: Distribution of Indian students within the European Union**

Country	Number of Indian students	
	2005	2009
Bulgaria	0.6%	0.2%
Estonia	0.0%	0.0%
Hungary	0.2%	0.1%
Latvia	0.1%	0.0%
Lithuania	0.0%	0.1%
Poland	0.8%	0.8%
Romania	1.1%	0.4%
Slovakia	0.0%	0.0%
Slovenia	0.0%	0.0%
Austria		0.8%
Belgium	0.5%	0.3%
Cyprus	2.4%	3.4%
Denmark	0.4%	0.7%
Finland	0.7%	0.7%
France	2.1%	2.8%
Germany	18.1%	7.4%
Greece	0.0%	
Ireland	1.4%	1.1%
Italy	1.2%	1.6%
Luxembourg		
Malta	0.0%	0.0%
Netherlands	0.2%	0.1%
Portugal	0.1%	0.0%
Spain	0.0%	0.3%
Sweden	0.1%	2.1%
UK	69.7%	76.9%

Indian Students in EU-Total
<b>2005:</b> 23,926
<b>2009:</b> 44,315

Source: UNESCO database on International students at tertiary level (ISCED 5 and 6)  
<http://stats.uis.unesco.org/unesco/ReportFolders/ReportFolders.aspx> (last accessed on 3.11.2011)

The remainder of the paper therefore focuses on three European countries- UK, Germany and France, which receive the most number of Indian students for higher education.

#### 4.1 United Kingdom (UK)

The United Kingdom (UK) is amongst the most favoured destinations by international students for higher education. The strength of international students in the UK increased from

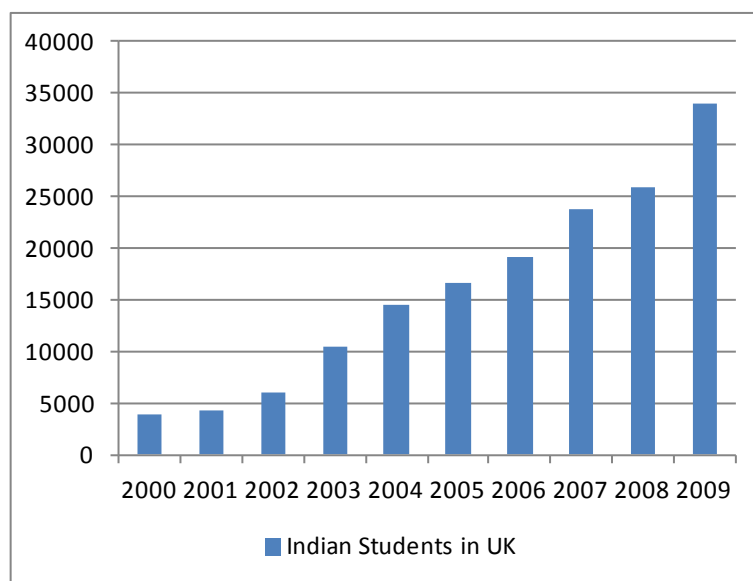
<sup>19</sup> As per an article titled 'Indian students now heading to Europe, South East Asia', published on 14<sup>th</sup> June,2009 in Financial Chronicle(last accessed on 1.11.2011).  
<http://www.mydigitalfc.com/education/indian-students-now-heading-europe-se-asia-634> (last accessed on 17.11.2011).

209,554 in 2000 to 368,968 in 2009. As seen in Table 5, most international students in the UK came from China and constituted over 12 percent of all international enrolments in 2009. However, there has been a decline in the number of Chinese students in the UK since 2006.<sup>20</sup>

**Table 5: Top sending places of origin and share in total international enrolment (UK): 2009**

Place of Origin	Number of Students	Percent of Total
China	50,460	12.10%
India	36,105	8.70%
United States	21,815	5.20%
Germany	17,980	4.30%
France	17,660	4.20%
Ireland	15,850	3.80%
Nigeria	15,105	3.60%
Greece	13,380	3.20%
Malaysia	13,355	3.20%
Pakistan	10,190	2.50%
All Others	203,685	49.20%

**Figure 4: Indian students in UK**



Source: (Figure 4): UNESCO database on International students at tertiary level (ISCED 5 and 6) <http://stats.uis.unesco.org/unesco/ReportFolders/ReportFolders.aspx> (last accessed on 2.11.2011)

Source: (Table 5): Institute of International Education <http://www.iie.org/en/Services/United-Kingdom/International-Students-In-UK> (last accessed on 25.10.2011)

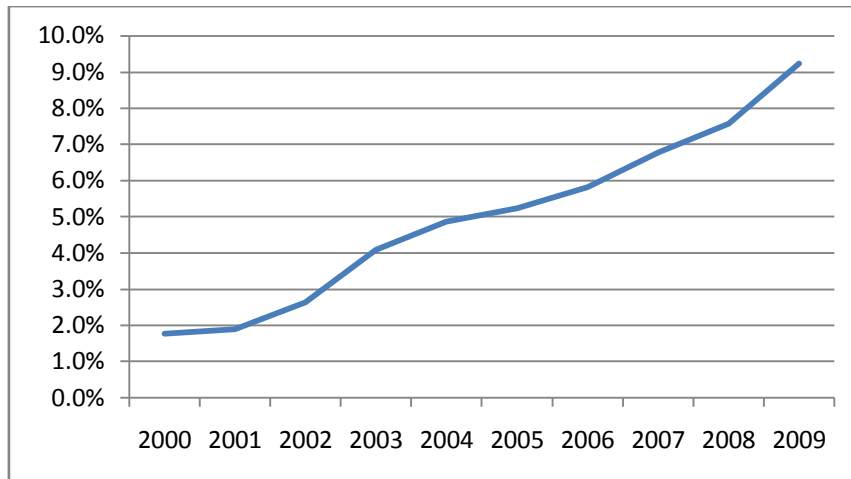
Table 5 also reveals that India is the second most important source country for the UK. Between 2000 and 2009, the number of Indian students who chose UK for higher education increased phenomenally from 3962 to 34,065. The strong annual growth since 2000 peaked in 2003 when the intake rose by 73.2 percent.<sup>21</sup> As a result of such exceptional growth, Indian students represented 9.2 percent of all international students in UK in 2009, up from a mere 1.8 percent in 2000(seen in the Figure 5).

Such phenomenal growth in Indian student enrolments could be in part due to the tightening of immigration (and student visa) policies in the US, following the terrorist attack in 2001. As a result of this, the flow of students may have been partially diverted towards the other English-speaking markets like the UK and Australia.

<sup>20</sup> Refer to Table A.8.1 in Annex 3.

<sup>21</sup> Refer to Table A.8.2 in Annex 3.

**Figure 5: Indian students (as a percentage of all International students in the UK)**



Source: UNESCO database on International students at tertiary level (ISCED 5 and 6)  
<http://stats.uis.unesco.org/unesco/ReportFolders/ReportFolders.aspx> (last accessed on 2.11.2011)

A distribution across levels of study reveals that fewer than 20 percent of all Indian students who choose the UK pursue undergraduate courses, while the majority are enrolled for post graduation degrees, as seen in Table 6.

**Table 6: Breakdown of Indian students in the UK by Level of Study- 2009/10**

<b>First Degree</b>	5550
<b>Other undergraduate</b>	1500
<b>Higher degree (research)</b>	1510
<b>Higher degree (taught)</b>	29185
<b>Other postgraduate</b>	755
<b>Total</b>	38500

Source: HESA (data refers to the subset of 'international students' who are domiciled in India)  
<http://www.hesa.ac.uk/index.php/content/view/1973/239/> (last accessed on 25.10.2011)

A distribution across areas of specialization reveals that that a majority of Indian students (37.6 percent) in 2009 studied Business and Management in UK, followed by Engineering (18.4 percent) and Mathematics and Computer sciences (16.6 percent). The preference of Indian students has remained relatively unchanged since 2004 as the students were similarly distributed and the above fields cumulatively attracted over 70 percent of all students.<sup>22</sup> In recent years, a number of Indian students are opting for new areas like healthcare, English and linguistics while vocational training has also become popular.<sup>23</sup>

<sup>22</sup> For the distribution of Indian students across fields of study in 2004-05, refer to Table A.9 in Annex 3.

<sup>23</sup> As per an interview with a representative of the British Council in India (New Delhi).

It is worth noting that the preference for Business studies and Engineering is uniformly visible for all international students in UK.<sup>24</sup>

**Table 7: Breakdown of Indian students by field of study: 2009/10**

Business and Management	15,235	Social Sciences	1,105
Engineering	7,440	Fine and Applied Arts	700
Mathematics and Computer Sciences	6,710	Education	360
Health Professions	3,735	Agriculture	210
Other/Unspecified Subject Areas	2,510	Humanities	135
Physical and Life Sciences	2,335	<b>Total</b>	<b>40,475</b>

Source: Institute of International Education  
<http://www.iie.org/en/Services/United-Kingdom/International-Students-In-UK>

Therefore, Indian students in the UK represent 9.2 percent of all international students and are mostly enrolled in post graduate degrees pursuing courses in Business Management, Engineering or Mathematics.

## 4.2 GERMANY

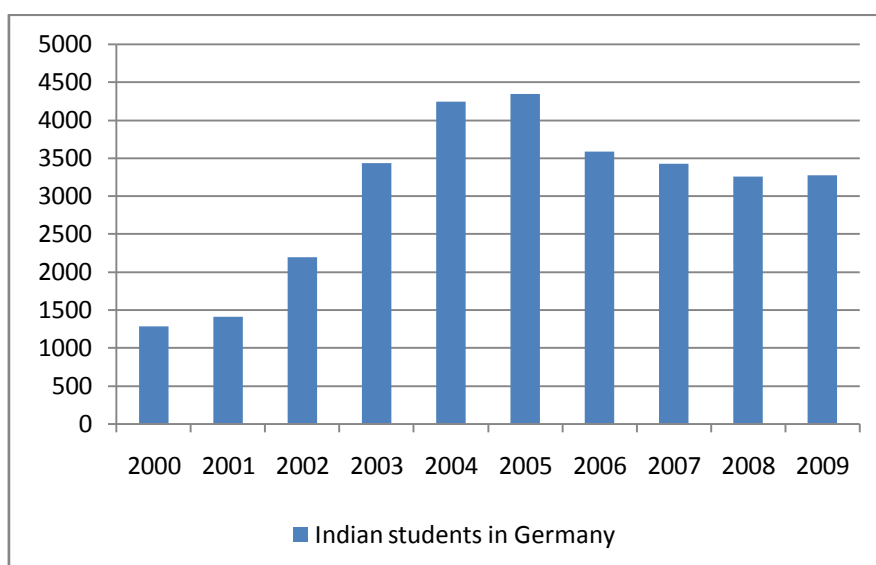
Germany has always been an important host country as it received over 10 percent of all international students till 2005. However, the international enrolments have declined since then and stood at 189,347 in 2008 (from 259,797 in 2005), though the figure rose to 197,895 in 2009. China, Turkey, Russia and Poland are the main source countries for international students in Germany and cumulatively represent 30 percent of all international students.<sup>25</sup>

The flow of Indian students to Germany replicates the growth pattern of total international student enrolments. Figure 6 reveals that in recent years, there has been a decline in the number of Indian students going to Germany. While the number of Indian students increased by over 238 percent between 2000 and 2005, the enrolments declined by 24.6 percent between 2005 and 2009.

<sup>24</sup> For a detailed distribution of main source countries of the UK (by level of study), refer to Table A.10 in Annex 3.

<sup>25</sup> For the list of top ten source countries of international students in Germany, refer to Table A.11 in Annex 3.

**Figure 6: Indian students in Germany**



Source: UNESCO database on International students at tertiary level (ISCED 5 and 6)  
<http://stats.uis.unesco.org/unesco/ReportFolders/ReportFolders.aspx> (last accessed on 2.11.2011)

Overall, Indian students as a percentage of international students in Germany have always remained below 2 percent (the share rose from 0.7 percent in 2000 to 1.7 in 2009), which explains why India does not feature in the list of main source countries for Germany. However, in recent years, a variety of steps have been taken by Germany to attract more students from India.

The distribution of Indian students in Germany is highly skewed as only 10 percent of all Indian students enrol in under graduate courses while the majority opt for post graduate and doctorate degrees, as seen in Table 8. The Table also highlights that there has been a shift in favour of doctoral studies as the share of Indian students under this level increased from 21.5 percent to over 30 percent between 2004-05 and 2009-10.

**Table 8: Breakdown of Indian students in Germany by level of study (%)**

Level of Study/Year	2004-05	2009-10
Overall, before Master's degrees	15.2	10.3
Undergraduate degrees including Masters	58.2	56.9
Doctoral Studies	21.5	30.5
Not studying for a degree	5.0	2.3

Source: Federal Statistical Office, Germany (last accessed on 30.10.2011)

Indian students in Germany mostly specialise in areas of Engineering (Mechanical and Process Engineering), Information Technology (IT), Sciences (Biology and Chemistry) and Economics, as shown in Table 9. The distribution of Indian students across subjects also illustrates that, contrary to the popular belief, very few Indian students in Germany join art, culture and social science related courses.

**Table 9: Breakdown of Indian students in Germany by subject area (%)**

Subject Area	2004-05	2009-10
Electrotechnology	20.9	12.6
Biology	7.5	11.8
Mechanical and Process Engineering	16.5	11.5
Information Technology	12.1	10.8
Economics	4.7	10.3
Chemistry	9.2	8.0
Physics, Astronomy	4.0	4.0
Traffic Engineering, Nautical Science	0.9	4.0
Human Medicine	2.4	3.5
Engineering in general	4.5	3.1
Mathematics, Natural Sciences in general	1.1	2.3
Others	16.2	18.1

Source: Federal Statistical Office, Germany (last accessed on 30.10.2011)

Therefore, Indian students form a minor share (1.7 percent in 2009) of the international student population in Germany and a majority of them pursue post graduate or doctorate courses in the preferred fields of engineering, Sciences (Biology and Chemistry), IT and Economics.

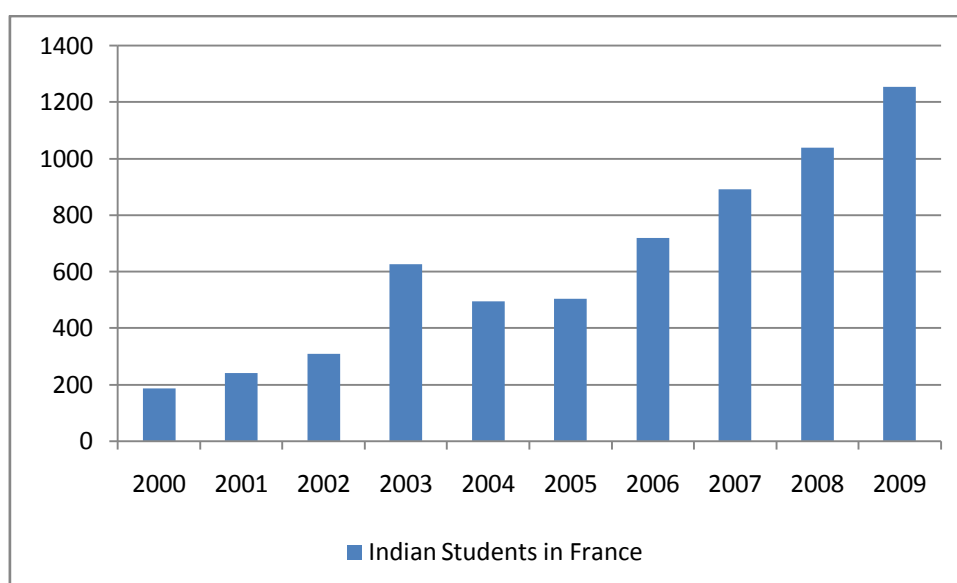
### **4.3 FRANCE**

Nearly 8 percent of all international students have chosen France as a destination for higher education since 2000. Though its share in (world) international enrolments has remained



relatively unchanged, the number of international students in France has increased by 81.7 percent since 2000.<sup>26</sup> Morocco, Algeria, China and Tunisia are the main countries of origin for international students and cumulatively represent almost 25 percent of all international students in France.<sup>27</sup> The number of Indian students in France has increased from 185 in 2000 to 1252 in 2009. However, their share in international students has remained well below 1 percent throughout the time period (though the share rose from 0.1 percent in 2000 to 0.5 percent in 2009).<sup>28</sup>

**Figure 7: Indian students in France**



Source: UNESCO database on International students at tertiary level (ISCED 5 and 6)  
<http://stats.uis.unesco.org/unesco/ReportFolders/ReportFolders.aspx> (last accessed on 2.11.2011)

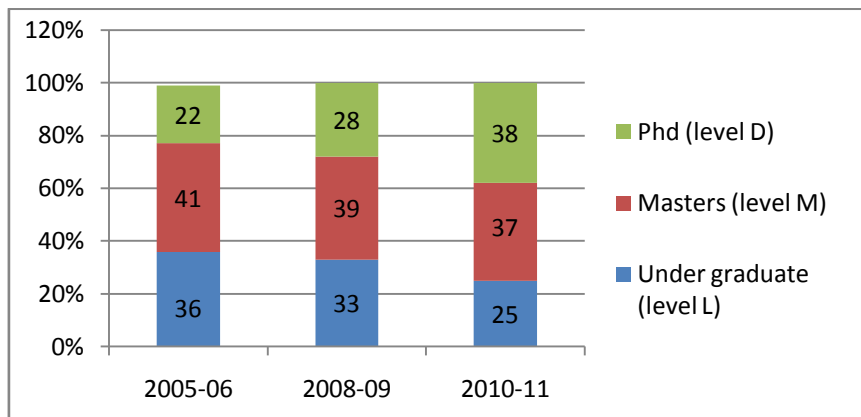
A distribution of Indian students across levels of study in France suggests that there has been a significant shift in favour of doctorate level studies since 2005, as seen in Figure 8. Similar to Indian students in UK and Germany, there has been a decline in the strength of undergraduate students from India.

<sup>26</sup> Refer to Table A.12 in the Appendix.

<sup>27</sup> For the distribution of international student shares in France, refer to Table A.13 in Annex 3.

<sup>28</sup> Refer to Table A.12 in Annex 3.

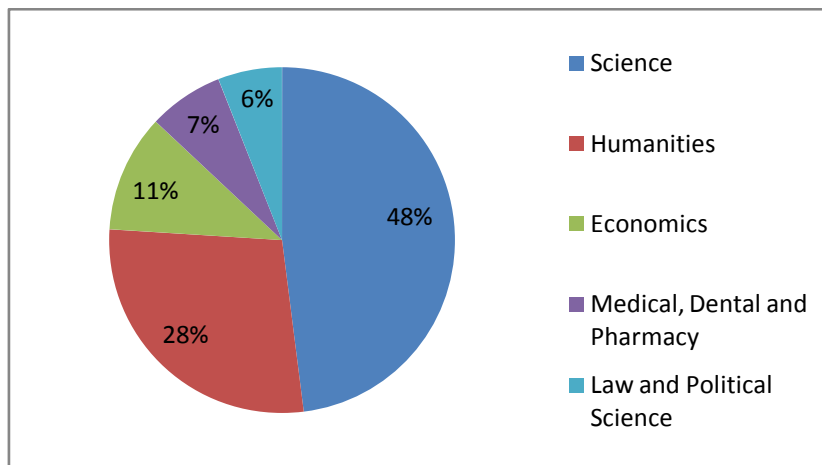
**Figure 8: Distribution of Indian students in France by level of study (%)**



Source: International Mobility Records- Campus France: India  
<http://www.campusFrance.org/fr/ressource/les-dossiers-pays-campusFrance-inde>(last accessed on 4.11.2011)

A subject-wise distribution suggests that Indian students are concentrated in the fields of science and humanities, which account for almost 70 percent of all Indian students followed by Economics, as seen in Figure 9. In recent years, a number of Indian students are also opting for niche areas like helicopter and aerospace engineering and wine management.<sup>29</sup> Moreover, as much as 88.4 percent (260 out of 294) of all Indian doctorate students were specializing in science in the academic year 2010-11.<sup>30</sup>

**Figure 9: Breakdown of Indian students in France by discipline in 2008-09**



Source: International Mobility Records- Campus France: India  
<http://www.campusFrance.org/fr/ressource/les-dossiers-pays-campusFrance-inde>(last accessed on 4.11.2011)

<sup>29</sup> As per an interview with a representative from Campus France, India (New Delhi).

<sup>30</sup> The share of (Indian) PhD students within the science stream is 56 percent and the highest amongst all streams in France.

Therefore, Indian students form a very small share (0.5 percent) of international students in France and mostly tend to pursue post graduate and doctorate degrees in the fields of Science, Humanities and Economics.

#### **4.4 What attracts Indian Students to UK, Germany and France?**

The section on international trends identifies the US, UK and Australia as the main destinations as they cumulatively received 42.2 percent of all international students in 2009. These markets also attract a majority (over 80 percent) of Indian students. The US is the front runner, receiving over 50 percent of all Indian (international) students in 2009.

Within Europe, the UK remains the most preferred destination by Indian students for higher education and this can be attributed to a number of factors. Due to the colonial presence for over two hundred years, India has shared a long-standing relationship with Britain and this has often encouraged more Indian students to choose the UK for higher studies.<sup>31</sup> Additionally, English-speaking countries have a natural advantage over others and this is an important reason why Indian students choose the UK. Familiarity with the English language often ensures that Indian students are able to integrate into a new environment with minimal difficulties.

The well established education system in the UK is another important feature which attracts Indian students. The UK education system comprises of reputed institutions and is supported by a strong infrastructure which provides world-class facilities and thereby ensures the dissemination of quality education. Additionally, the system has the required capacity to absorb the growing number of international students flows every year. A degree from a UK university is therefore held in high regard by many Indians.

The increased visibility of UK universities through various mediums has also played a vital role in increasing student enrolments in UK. In this regard, the British Council in India has played a pivotal role in promoting UK as a destination for Higher Education.

Despite the advantages listed above, many Indian students have usually preferred the US over the UK for higher education. This is partly due to certain exclusive features of the US education system which give the country a strong edge over its competitors. For example, the

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<sup>31</sup> It is important to note that Indian students have traditionally had a linkage with UK, as many had migrated during British rule and thus the familiarity with the UK as a higher education destination is an old one.

US has over 4000 accredited institutions and thus a stronger capacity to absorb students than most other countries.<sup>32</sup> The presence of a large number of institutions also implies that compared to the UK, students can choose from a wider range of institutions and courses within the US. A majority of the most reputed institutions in the world are also located in the US which is another factor that attracts international students seeking quality education. Therefore, the US provides greater variety and flexibility to international students compared to the UK.

One of the main considerations which affect the choice of Indian students is the financial cost of higher education. Both the US and the UK charge premium fees from international students, tuition fees in UK can be up to ‘U.S.\$ 10,000 cheaper, for a similar degree in a British Institution’(Verbik and Lasanowski, 2007). However, living costs in the UK are significantly higher than in the US. This makes the UK a more costly destination overall and acts as a deterrent for Indian as well as other international students.

What is perhaps, more relevant in the case of India is the perception of higher education in the US. A degree from the US is still considered more valuable and useful in securing better jobs. Therefore, many students choose the US over other countries to ensure the highest returns on their financial investment. Moreover, as most Indian students who migrated abroad for higher education traditionally went to the US, an average Indian student’s awareness of possibilities in the ‘foreign’ market is skewed in favour of the US. Many of the prospective students in India also have family linkages with US returned Indians, which aids the favourable impression about the US for higher studies.

An important reason for many Indians choosing to study abroad is the lack of good institutions in India and growing competition for limited seats amongst the existing institutes. Very few universities in India provide good quality education and thus the challenge of securing admission in them becomes more daunting each year. An example of this is Delhi University, which has consistently set challenging cut-offs for admission and made headlines in 2011, with a 100 percent cut-off required for admission into Sri Ram College of Commerce.<sup>33</sup> Though the cut-offs vary across subjects, most subjects require students to score in excess of 80 percent, with the cut-offs for popular subjects like economics ranging

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<sup>32</sup> Institute of International Education (2006). ‘How are nations responding to student mobility?’, presentation at the British Council’s Going Global 2 Conference in December. (last accessed on 6.11.2011)

<sup>33</sup> This was the first list cut-off for admission into the B.Com (Bachelor of Commerce) degree offered by SRCC. <http://www.ndtv.com/article/india/delhi-university-cut-offs-reach-record-high-100-for-b-com-at-srcc-112355> (last accessed on 26.3.2012)

between 90 to 98 percent.<sup>34</sup> Similarly, an engineering aspirant has lower than a one in fifty chance of securing admission into the highly reputed Indian Institutes of Technology.<sup>35</sup> Moreover, the reservation policy reduces the availability of seats to 'general' category students, thereby weakening the prospects of a majority of students.<sup>36</sup> Such stringent and often unrealistic requirements put students through extreme levels of pressure and lower their chances of attaining quality education.

In contrast, foreign universities list sufficiently more realistic and achievable targets for competent students and as a consequence, a growing number of Indian students opt for foreign education. A comparison of international GMAT scores reveals that Indian students tend to perform better and score 578 on average, which is above the world average of 544.<sup>37</sup> This also implies that Indian students are well placed to secure admissions into Business Administration programmes in the UK, where the minimum GMAT score required is 500.<sup>38</sup> This is undoubtedly an attractive alternative for many Indian students, who would otherwise stand a mere 1.75 percent chance of getting admission in reputed business schools such as the Indian Institutes of Management. In view of the current trends, this situation is likely to persist and therefore favour the host countries which are likely to benefit/gain from the growing preference of Indian students for foreign education.

Finally, many Indians who go abroad for higher education also seek employment opportunities outside India. US student visa regulations, compared to other countries are more permissible and thus increase the chances of finding employment after completing the degree. It is therefore a combination of attaining quality education in addition to employment opportunities which result in more Indians going to the US for higher education.

Indians also choose countries like Germany and France where higher education is considerably cheaper. Since universities charge lesser fees, students are mostly required to cover only the living costs. Germany additionally has an advantage in the field of engineering and has thus attracted many Indian students who wish to specialize in engineering. The active

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<sup>34</sup> As per the Delhi University (first) cut-off list released on 14<sup>th</sup> June, 2011: [www.web4.du.ac.in/firstpdfs/firstcutoff11ac.pdf](http://www.web4.du.ac.in/firstpdfs/firstcutoff11ac.pdf) (last accessed on 26.3.2012)

<sup>35</sup> In 2011, 485,000 candidates appeared for the relevant competitive exam (IIT-JEE) and competed for 9618 seats. [http://en.wikipedia.org/wiki/Indian\\_institute\\_of\\_technology](http://en.wikipedia.org/wiki/Indian_institute_of_technology) (last accessed on 26.3.2012)

<sup>36</sup> The reservation policy allots a predetermined share of seats to individuals hailing from certain regions of India and a number of minority groups (classified by religion and castes within the same).

<sup>37</sup> As per an article titled, 'GMAT: Indians are good at Math, Chinese are better', Times of India, January 2011: [http://articles.timesofindia.indiatimes.com/2011-01-21/india/28369036\\_1\\_graduate-management-admission-council-quantitative-section-math](http://articles.timesofindia.indiatimes.com/2011-01-21/india/28369036_1_graduate-management-admission-council-quantitative-section-math)

<sup>38</sup> <http://www.britishcouncil.org/india-scholarships-faq-studying-uk.htm>

participation of representative bodies like DAAD ( for Germany) and Campus France coupled with the growing availability of scholarships have created greater awareness amongst Indian students and aided the flow of Indian students to these destinations.

Until recently, European countries like Sweden and Netherlands levied no tuition fees (for domestic as well as international students) and thus received many Indian students until 2009.<sup>39</sup> Another important catalyst in this process has been the tremendous growth in programmes (exceeding 500) taught in English.

Europe, therefore, provides an attractive combination of financial incentives (in the form of scholarships), easy recognition of Indian qualifications ( as it adheres to the same Bachelor-Master structure followed in India) and programmes taught in English, which has a positive impact on drawing more Indians to Europe every year.

## **5 Initiatives by Host Countries**

### **5.1 Scholarships**

The European Union identifies financial issues as a key factor determining an Indian student's choice of destination and has therefore made several scholarships available over time. Students can apply for a variety of scholarships offered by universities, the Indian government or corporate scholarships. The structure of scholarships, however, varies between countries. As the paper covers the case of UK, Germany and France, general information on scholarships available to Indian students is provided as an annexure to this paper.<sup>40</sup>

#### **5.1.1 The Erasmus Mundus Programme:**

One of the most sought after funded programmes for students going to Europe is the Erasmus Mundus Programme. The programme was conceived by the European Commission in 2001 in an attempt to strengthen EU- third country cooperation in higher education and entered into force on 20<sup>th</sup> January, 2004. This initiative was complemented by the launch of the

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<sup>39</sup> As per an article titled, 'Advantage Europe' by R.Andre.T, published on 19<sup>th</sup> October, 2009 in 'The Hindu' Newspaper. (last accessed on 30.10.2011).

However, this trend has changed since 2010, with the introduction of tuition fees for non-EEA (or foreign) students in Sweden (and a similar change was introduced in Netherlands). While this was introduced as a 'means of quality assurance' by Sweden, the enrollments from India have suffered and reduced by nearly 85 percent in the following academic year (2010-11).

<http://www.thelocal.se/38368/20120106/> (last accessed on 1.3.2012)

<http://www.nuffic.nl/international-students/dutch-education/tuition-fees> (last accessed on 1.3.2012)

<sup>40</sup> The list only covers scholarships mentioned in the respective websites of British Council (India), DAAD (German Academic Exchange Program, India) and Campus France (India).

*Erasmus Mundus External Cooperation Window* in 2006, which offered scholarships to enhance student mobility between European institutions and certain countries.<sup>41</sup>

Since its inception in 2004, the Erasmus Mundus Programme has promoted European universities as world class providers of higher education and encouraged international students by offering EU- funded scholarships for European Masters courses (for non-EU nationals). After three years of implementation, 57 Erasmus Mundus consortia were selected to offer joint masters courses (Lall, 2008).

In aggregate, more than 2170 Indian students<sup>42</sup> have been offered Erasmus Mundus scholarships, and 1380 students were selected under the Erasmus Mundus programme (Masters Course).<sup>43</sup>

Statistics reveal that students from India received the maximum number of scholarships since 2004, followed by China.<sup>44</sup> The distribution of Indian students under this programme reveals that students do not confine themselves to UK or Germany, but instead choose universities in countries like Spain and Italy, though the preference for business and engineering remains strong (Lall, 2008). This implies that Indian students may increasingly look at other opportunities within Europe, provided they have the necessary financial assistance.

## **5.2 Other initiatives to promote Student Mobility:**

### **5.2.1 UK**

In recent years, UK has taken a number of steps to facilitate student mobility and establish stronger academic ties with India. An example of this is the UK - India Education and Research Initiative (UKIERI) which was launched by the British Council in 2006, with the aim of promoting educational links between UK and India. In the last five years, UKIERI has made significant progress and established partnerships between universities, facilitated grants and enabled mobility of students between India and UK. These include 182 UK-India partnerships involving 600 institutions on higher education & research, schools, professional

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<sup>41</sup> Erasmus Mundus –Overview, The European Commission Website (Education and Training) [http://ec.europa.eu/education/erasmus-mundus/doc514\\_en.htm](http://ec.europa.eu/education/erasmus-mundus/doc514_en.htm) (last accessed on 5.11.2011).

<sup>42</sup> The Erasmus Mundus factsheet -India. [http://ec.europa.eu/education/study-in-europe/testimonials\\_en.html](http://ec.europa.eu/education/study-in-europe/testimonials_en.html) (last accessed on 5.11.2011).

<sup>43</sup> [http://eacea.ec.europa.eu/erasmus\\_mundus/results\\_compendia/documents/statistics/emmscol\\_country\\_2004to2011.pdf](http://eacea.ec.europa.eu/erasmus_mundus/results_compendia/documents/statistics/emmscol_country_2004to2011.pdf) (last accessed on 5.11.2011).

<sup>44</sup> As per Erasmus Mundus Statistics (from the Erasmus Mundus Students and Alumni Association website): <http://www.em-a.eu/cn/erasmus-mundus/erasmus-mundus-statistics.html> (last accessed on 5.11.2011).

& technical Skills, and 55 individual awards for PhD students and scholarships and other achievements.<sup>45</sup>

An initiative by the UKIERI is the Study India Programme which has enabled 393 British students to visit India since 2006. In light of the success and increased scope for more collaboration, the funding for this project has been extended for another five years (2011-16) to comprehensively cover all areas of education in India.

Over 20 UK universities have also set up their regional offices in India and represent a combination of technical (Middlesex and Greenwich) and research oriented universities (like Lancaster and Imperial College). Other universities with regional offices include Leeds, Birmingham, Oxford and Brookes. These universities have partnerships and work towards establishing a long term relationship with India by engaging in course tie-ups, faculty exchanges and research tie-ups, in addition to student recruitment from India.

Perhaps the most successful strategy for the UK has been the clever promotion of UK universities in India. In cooperation with the British Council, universities have held two large scale education fairs each year, covering nine cities in India. These education fairs have provided a platform to more than 60 universities each year, including some well known universities like King's College, London. They cover a range of issues like visas, employment and subject selection. In addition to this, other cities are also targeted by conducting virtual discussions over the internet. These activities have succeeded to a large extent in providing quality assurance to students, in addition to increasing the visibility of the UK as a higher education destination. Evidently, the payoff for UK has been high as about 27,000 Indian students were recruited through these fairs.

### **5.2.2 Germany**

Germany has had a strong affiliation with India and has received a number of Indian students since 2000. The German education system has been restructured since 1998 to accommodate more international students, one of the major changes being the phenomenal growth in English-taught programmes. In particular, there are over a 1000 Masters courses offered in German universities today.<sup>46</sup>

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<sup>45</sup> More information on achievements from the implementation of the Phase one programme of UKIERI can be found in the UKIERI website: [http://www.ukieri.org/phaseonefocusarea\\_aboutukieriphaseone.html](http://www.ukieri.org/phaseonefocusarea_aboutukieriphaseone.html). ( last accessed on 3.11.2011)

<sup>46</sup> Campus France report on India (2010-11) (last accessed on 1.11.2011).



Germany has traditionally specialised in the field of engineering and science and therefore seeks to attract Indian students mostly at the research level (such as doctorate and post doctorate degrees) to enhance ongoing research activities. In this regard, there have been exchange programmes initiated between German and Indian institutions. An example of this is the exchange of scientists under the new youth project titled *Projektbezogenen Personenaustausch* programme, undertaken jointly by DAAD and the Indian Department of Science and Technology (DST). This resulted in 120 new collaborations and facilitated the visit of 600 Indian scientists to Germany and 300 German scientists to India.

DAAD (Deutscher Akademischer Austausch Dienst) is the German Academic Exchange Programme and the representative body which disseminates information on higher education in Germany. DAAD has allotted €6 Million to develop relations with India, €4 million of which was dedicated exclusively for the stock of Indian students.<sup>47</sup> Germany views India as an important partner in enhancing its research capacity and has consequently made significant financial provisions to facilitate mutual participation in areas of science and engineering.

### **5.2.3 France**

France has taken a number of steps to increase the inflow of Indian students. In private universities, the tuition fees average around 8000 Euros (professional business, management and engineering schools charge between 10,000 to 40,000 Euros every year), in addition to another 6000 Euros to cover living costs. Since Indians usually opt for private universities (as public universities require strong command<sup>48</sup> over French), the financial cost is an important consideration. To address this issue, there are a variety of scholarships given by the French embassy and companies, in addition to the Erasmus Mundus programme which offers scholarships to study in France.<sup>49</sup> France has also reduced the entry requirements to facilitate greater student flows. In particular, a GRE score is not required for students who choose engineering and the TOEFL score is also not mandatory, provided one has studied in an English-medium institution. A statement of purpose, merit and recommendations are sufficient to apply for this course.

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<sup>47</sup> Campus France report on India (2010-11) (last accessed on 1.11.2011).

<sup>48</sup> Students who enroll into public universities in France are expected to complete a course from Alliance Francaise before joining the course (Lall, 2008).

<sup>49</sup> Refer to Annex 1 for a list of scholarships.

A number of agreements have been signed between Indian and French colleges and universities and the areas for cooperation include science and technology, literary and linguistic studies, Economics, Humanities and Social Sciences. An example of this is a recent partnership that was signed between the Association of Indian Universities (AIU), Conference of Presidents of Universities (CPU) and Conference of Directors of Engineering Institutions (CDEFI) in 2006. The partnership was designed to facilitate the exchange of faculty, researchers and students and work on mutual recognition of diplomas. Partnerships have also been signed between French universities and Delhi University, ESSEC and the Indian Institute of Management (IIM), Ahmedabad, etc. Overall, more than 226 MoU's (Memorandum of Understanding) on exchange programmes have been signed between India and France. Additionally; Indian institutions are working with French schools like Ecole Central and Ecole de Mines-Nantes on issues of recognition.

Campus France is the representative body for French universities and has a partnership with more than a hundred French institutions. As it is the nodal body responsible for the entire recruitment process, all students going to France are required to register with Campus France. It monitors the entire process and ensures that student visa provisions are not misused and only genuine students go to France.

Campus France plays an active role in promoting French higher education by giving presentations at public and private institutes in India. It has 9 offices in India and is supported by a strong network of 13 counsellors and 15 Alliance Francaise institutions across India. It also organises education fairs and counselling sessions to establish an interactive platform between students and recruiters. It has resorted to other mediums of promotion like Facebook and Twitter, in addition to corporate advertising to attract Indian students to France. French universities are also proactive as many visit India twice a year to recruit students and enter into MoU's with Indian universities.

## **6 Constraints**

Despite undertaking initiatives to promote the inflow of Indian students, certain regulatory and cultural barriers continue to exist and hamper the process. These have been broadly classified under the categories listed below. The information presented here is collected from a combination of secondary sources and corroborated by interviews with country representatives of the UK, Germany and France.

## 6.1 Visa and Immigration policies:

This is perhaps the most serious concern for the UK. Though the UK benefited from the tightening of visa restrictions by the US, following the 9/11 attack in 2001, recent developments have created a considerable barrier for many aspiring Indian students.

The tightening of student visas was initiated in 2008 with the introduction of the Points Based System (PBS). The new student visa system (under Tier 4 of PBS) requires colleges and universities to carefully monitor international students and report those who fail to attend courses after obtaining visas. Universities who wish to recruit international students would require a special license to do so.<sup>50</sup>

Matters worsened in early 2010 when the UK Border Agency (UKBA) temporarily banned visa applications from North India (New Delhi, Chandigarh and Jalandar) following a sudden spurt in these applications from 1380 in 2008 to 13,500 the following year.<sup>51</sup> Though a part of it could be due to a drastic fall in applications to Australia (following the racial attack on Indians), this raised serious concern about the 'student' route being used to find employment in the UK. Following this, the UKBA revoked the licenses of 97 Tier 4 education providers and suspended the licenses of another 37.<sup>52</sup>

The situation has deteriorated since then, sparked off by an early 2011 advert on Indian streets which revealed a scam that sold student visas for legal entry into UK. This incident, coupled with recent occurrences of illegal migration via the student route has given way to tighter regulations. Institutes wanting to sponsor foreign students now have to be classified as a Highly Trusted Sponsor by the UKBA. Student applications are also being put through tighter scrutiny as students are now required to secure considerably higher scores (5.5 in IELTS AND 87 in TOEFL) to be eligible.<sup>53</sup> The most recent step was taken on 25<sup>th</sup> October, 2011 when the UK banned the financial statements of 1,900 Indian banks for student visa purposes. This has been implemented as part of the reforms introduced to have stricter vigilance over student migration and to ensure that students coming from India have legitimate proof of the funds required to support their stay in the UK.<sup>54</sup>

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<sup>50</sup> From an article titled 'UK announces new visa rules for foreign students', 30<sup>th</sup> July, 2008 (last accessed on 10.11.2011).

<sup>51</sup> From an article titled 'UK acts on student visa increase', published by BBC News in January, 2010 (last accessed on 10.11.2011).

<sup>52</sup> From an article titled 'Strict UK Visa rules to affect Indian students', published in Business Standard on 13<sup>th</sup> October, 2011 (last accessed on 11.11.2011).

<sup>53</sup> From an article titled '40 percent Indian students used 'fraud' to get UK visas', published in Hindustan times on 1<sup>st</sup> April, 2011 (last accessed on 10.11.2011).

<sup>54</sup> From an article titled 'UK bans nearly 1900 Indian bank statements for student visa purpose', published in The Economic Times on 25<sup>th</sup> October, 2011 (last accessed on 10.11.2011).

*A billboard on the streets of Gujarat, India with the slogan that read ‘Get a Free Ride to UK. Apply for admissions, get your visas and fly FREE to London’.*



Source: <http://www.dailymail.co.uk/news/article-1368488/Student-visa-London-bus-centre-Indian-advertising-scam-paign.html> (last accessed on 5.11.2011)

The series of extreme steps taken to reduce illegal migration are likely to have a strong impact on the flow of genuine students from India. According to Rahul Choulaha, this would make the UK a ‘less attractive destination for students as they see fewer prospects in future jobs and immigration’.<sup>55</sup> Thus, the implementation of new visa regulations in the UK may have caused a serious setback in its appeal to Indian students, who are now more likely to look at other destinations for higher education.

For Germany, the restrictions have eased over time but the duration of securing a student visa is the main concern. A senior representative from DAAD, New Delhi states that it usually takes between two to three months to complete the process, which is much longer than that of other European countries.

## **6.2 Financial issues**

Indian students who go abroad for higher studies usually do so with the support of scholarships. Those who are unable to secure one, have to rely solely on education loans to

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<sup>55</sup> From an article titled ‘Strict UK Visa rules to affect Indian students, published in Business Standard on 13<sup>th</sup> October, 2011 (last accessed on 8.11.2011).

fund their stay. As the fees and livings costs are very high, this usually converts into a significant loan amount and places a severe financial burden on their families.

Greater provision of financial assistance is therefore central to attracting more Indian students. Among the three countries discussed, this is most applicable to the UK as it charges exorbitant fees from international students. Combined with a high cost of living and travel expenses, the financial stress on most Indian students is enormous. Lall (2008) finds that the UK is lacking in scholarships on offer at the national and the individual institution level, and the ones on offer are not centralised which cover fees as well as living expenses. Moreover, the amount offered through scholarships varies across levels and field of study, making the overall assistance quite limited.

France is comparatively a better option from this perspective as the tuition fees are lower and a large number of scholarships are available through various avenues which cover all costs. Financial support is an issue mostly for Indian students who go to Germany for undergraduate degrees. This is because scholarships are offered almost entirely for researchers only. Another issue would be the sole reliance on the government to provide assistance, as the institutes face an acute shortage of funds.

### **6.3 Linguistic and Cultural Barriers**

This is possibly a major reason why many Indian students don't consider non-English speaking countries for higher education. Though Germany is taking crucial steps towards offering more courses in English, very few Indians may be aware of these developments. According to the senior representative of DAAD, New Delhi, the number of Indian students going should be much higher, but most Indian students have a preoccupation with English speaking countries and this is an important factor restricting greater flow of Indians to Germany.

The issue with France is more intense as there is a strong resistance in France to adopt English as a teaching language. Though a few business schools use English to teach, their numbers are minimal.<sup>56</sup> A number of Indians find it difficult to adjust with the rigid system prevailing in France. The cultural baggage is challenging for many Indians and attracts an

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<sup>56</sup> From an article titled 'Advantage Europe', published by The Hindu Newspaper, on 19<sup>th</sup> October, 2009 (last accessed on 20.10.2011).

unfavourable response. Therefore, despite the presence of good schools, France lags behind other countries in attracting Indian students.<sup>57</sup>

#### **6.4 Employment issues**

Better employment possibilities are one of the key factors which influence Indian students going to Europe. However, host countries have varying reservations about foreign participation in their workforce.

The UK, for example, views international students as short-term visitors who return to their home countries after acquiring their degree. This in itself reduces the chances of finding employment for many Indian students. In the wake of recent developments, the UK government has closed the Tier 1 Post Study Work Visa and increased fear among international students about their employment prospects. Under the new visa rules, overseas graduates would only be able to stay on if they have secured a graduate-level job with a sponsoring employer. As a consequence of such tightening, many Indian students are running out of incentives to choose the UK for further studies. At the same time, these changes are making Indians explore other European countries as destinations for higher education.

The situation is not as stringent in Germany. Employment rules have been relaxed since 2004 and Indian students can now stay back in Germany after studies and secure a work permit. A senior representative of DAAD (New Delhi) states that international students are given a grace period of one year to find a suitable job, as per their qualifications. In the meanwhile, they enjoy the status of a 'student' and are permitted to work in part time jobs. The German immigration laws allow the transfer of student visas to work permits. Additionally, securing citizenship is easier and can be done in a few years time.

Finding employment is challenging for Indian students in France as one cannot work after being on a student visa. Students can get a six-month extension to find employment after completing their studies, following which they can change their visa to a work visa. A temporary work visa can be secured but authorities are usually unwilling to provide long work permits, largely in order to limit the influx of African countries. Securing long term work permits or residence requires a renewal of papers and is often a complicated and lengthy process. Though one could earlier obtain citizenship after five years of stay, the limit

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<sup>57</sup> As per an interview with an Indian student who has worked in France for several years and pursued an MBA course at the HEC Business School, France.

has been increased recently to ten to fifteen years. Moreover, French companies are usually rigid in their approach and tend to recruit only from particular business schools. As a result of this, many deserving candidates may not get a fair opportunity to apply for well-paying jobs.

## **6.5 Recognition**

In addition to the constraints identified above, the issue of recognition remains a concern for students returning to India. Though the implementation of the Bologna process has ensured that European universities adhere to a Bachelor- Master structure, the one year Masters degree from Europe is not recognised by most Indian universities ( with the exception of IIT's, IIM's and Delhi University) as the conventional duration for the course is two years in India. This creates a problem for foreign-returned Indians who wish to pursue further studies in India.

The Association of Indian Universities (AIU) is the national agency which grants equivalence to foreign degrees and diplomas. In general, foreign degrees which are secured on the completion of full-time courses are recognised in India. However, transnational provisions remain unregulated and thus any degree secured by an Indian student through a transnational programme is not formally recognised in India ( Prakash, 2005).<sup>58</sup>

In addition to the factors above, an important issue with Germany and France is the lack of Indian Diaspora in these countries. Since many Indians have a strong cultural affinity and tend to limit their interaction to other Indians, the presence of smaller Indian communities may often discourage many of them to consider these markets.

## **7 Results from a Primary Survey on Indian Students in Europe**

A primary survey was conducted on Indian students to get their perspective on the main issues faced while studying in Europe. In this regard, an online version of the survey was circulated to various groups and associations of Indian students in European countries and responses were collected between the months of October and December of 2011. A summary of the results is presented in Table 10.

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<sup>58</sup> For more information on recognition, refer to Annex 2.

**Table 10: Summary of Survey results (in %)**

Country	Options	UK	Germany	France	Sweden	Others (Italy and Spain)
<b>Sample size</b>	Total = 116	14.66	26.72	20.69	16.38	21.55
<b>Current Status</b>	Student	41.2	77.4	91.7	89.5	88.0
	Employed	58.8	22.6	8.3	10.5	12.0
<b>Funding</b>	Scholarship	17.6	19.4	29.2	21.1	64.0
	Educational Loan	64.7	71.0	41.7	63.2	8.0
	A combination of both	17.6	9.7	29.2	15.8	28.0
<b>Reasons for studying outside India *</b>	International Exposure	82.4	87.1	95.8	89.5	92.0
	Employment overseas	29.4	29.0	50.0	26.3	28.0
	Migrate overseas	11.8	6.5	41.7	21.1	40.0
	Lack of institutions/excessive competition in India	23.5	38.7	16.7	15.8	16.0
	A foreign degree is worth more	17.6	32.3	4.2	0.0	12.0
<b>Reasons for choosing the Host country (over other European countries)*</b>	Good quality of education	82.4	74.2	79.2	63.2	72.0
	Prior knowledge of the language	41.2	3.2	8.3	0.0	12.0
	Cheaper education	17.6	51.6	45.8	63.2	48.0
	Employment opportunities in host country	17.6	38.7	25.0	5.3	0.0
	Lower costs of living	5.9	6.5	4.2	10.5	12.0
	Relaxed visa norms	11.8	6.5	16.7	15.8	28.0
<b>Challenges faced while studying in the Host country*</b>	Cultural differences	52.9	74.2	79.2	84.2	92.0
	Strict student visa norms	58.8	67.7	54.2	63.2	56.0
	Strict visa regulations for employment	100.0	71.0	95.8	84.2	88.0
	High cost of living	88.2	83.9	83.3	89.5	84.0

Note: (\*) Refers to questions for which each respondent could choose multiple options.

Nearly 120 Indian students participated in the survey, 78 percent of whom are currently studying in Europe, while 16 percent were educated in Europe and are currently working outside India. The overall distribution of students across levels of study is skewed in favour of higher studies, as 78 percent of all respondents are pursuing post graduate courses and another 18 percent are in doctorate level studies. The respondents support their study with various sources of funding, while a majority of 51 percent of them are partially or fully funded by various scholarships, the remaining 49 percent are entirely self-financed. Though the respondents are spread across different European countries, nearly 25 percent of them are studying in Germany, while those in France and the UK constitute 19.7 percent and 14.5



percent, respectively. The remaining students are pursuing courses in countries such as Sweden, Italy and Spain.

An overall assessment of host countries revealed that over 86 percent of all respondents found Germany, the US and Singapore to be suitable for higher education, while over 26 percent of them rated Australia and UK as unsuitable.

A summary of responses from Indian students in the UK shows that they follow courses in all fields including engineering and business management. An important observation is that a majority of them (64.7 percent) rely entirely on their own funds for financing their study, and only 17 percent are supported by full scholarships. International exposure is the most common reason for these students to pursue higher education outside India, while the possibility of overseas employment is also a motivating factor for nearly 29 percent of them. In particular, over 82 percent of these students chose the UK over other European countries due to the good quality of education and reputed institutes, while prior knowledge of the English language was an additional reason for 41 percent of them. Moreover, the results suggest that employment is not an immediate objective for choosing the UK, and this is true for nearly 82 percent of the respondents. The biggest challenge for nearly all respondents (88 percent) from the UK is the high cost of living and the strict visa regulations surrounding post work employment.

The results for Germany highlight that the respondents are mostly concentrated in the fields of Information Technology (IT) and Engineering. Similar to Indian students in the UK, a majority of them in Germany (70 percent) are not on any scholarships and use personal sources such as educational loans to finance their education. The most frequently cited reason for pursuing higher studies abroad is to gain international exposure (for 87 percent of all respondents) and also the lack of good institutions or excessive competition (for limited seats) in India (for 40 percent of the respondents). A third of the respondents in Germany are also motivated to study abroad as they believe that a foreign degree is worth more. The expectation of good quality education is an important reason why over 76 percent of the students chose Germany for higher education, while lower costs of education are an influencing factor for 50 percent of them. A considerable share of respondents is also more optimistic about employment prospects in Germany; as this influenced nearly 37 percent of them to choose Germany over other European countries. With regard to challenges faced while in studying in Germany, the most frequently cited difficulty are the existing language

and cultural differences. A number of respondents believe that insufficient knowledge of the German language often hampers daily life and has a dampening effect on their job prospects.

The results for France show that most respondents are pursuing business and finance related courses and a sizeable share ( 56.5 percent) of them receive some form of (external) financial support ( in the form of partial or full scholarships). Gaining international exposure is a common motive for all respondents for studying abroad, while the prospect of overseas employment is an additional motivation for nearly half (48 percent) of them. Good quality and lower costs of higher education are the most frequently cited reasons for choosing France over other European countries (78 percent and 48 percent respectively). Though employment opportunities in France may not be an immediate reason for choosing France ( for nearly 80 percent of the respondents), the visa regulations regarding work post studies is a cause for concern for a majority of respondents ( 82 percent). However, the most frequently stated challenges (by almost all the respondents) while studying in France remain the language and cultural differences and a high cost of living.

The survey also includes students currently pursuing higher education in Sweden, Italy and Spain. While education is free for all respondents in Sweden, nearly all of them (92 percent) in Italy and Spain are supported by partial or full scholarships. Across fields of study, while most respondents in Sweden are enrolled in engineering courses, those in Italy and Spain pursue an array of courses in the fields on engineering, science, economics and business management. Good quality and lower costs of education are the main reasons which attracted the respondents to these newer markets, while the foremost challenges are the language barrier (for securing jobs) and almost no availability of part time jobs. In particular, a number of respondents in Sweden find the visa regulations for employment/work permit regulations to be excessively strict, which often prevents local companies from employing Indian students.

Overall, the results from the survey broadly support the prior analysis, based largely on secondary evidence. The UK is clearly the most expensive destination for education, with average annual fees of over 13,000 pounds. The financial strain on Indian students is evident as most are entirely self-financed and the limited availability of part time jobs or internships has contributed to a worsening the situation for many of these students. In this regard, France and Germany may have a stronger appeal. The results suggest that while France attracts

Indian students due to greater availability of scholarships and lower costs of education, Germany is preferred because it offers cheaper education as well as better job prospects.

The growing presence of Indian students in newer markets like Sweden and Italy suggest that the financial feasibility of foreign education and employment prospects are the driving forces for a number of Indians in European (non-English speaking) countries and if these incentives are provided, many of them are willing to take the effort to learn a new language to seize the benefit. The results from the survey therefore suggest that while Germany has already established considerable visibility amongst Indian students, newer markets like Sweden and Italy are well-positioned to attract many more Indians in the coming years.

## **8 Conclusion**

The preceding section has provided an overview of the current scenario of Indian students in Europe. The statistics reveal that UK, Germany and France receive the most Indian students in Europe and that the UK dominates the market for international as well as Indian students in Europe. The evidence presented in this paper suggests that the choice of destination by Indian students is governed by a combination of economic and cultural factors and markets like Australia which have (until recently) successfully addressed these issues have subsequently received a growing number of Indian students.

In comparison to other regions, Europe has been attracting a sizeable portion of Indian students and this trend is likely to continue in the near future. An important factor in favour of Europe is the fall in demand for Australian higher education. The series of racial attacks on Indians have tainted the image of Australian education in India and adversely affected the flow of Indians to Australia. Subsequently, many Indian students are trying to explore other options with European countries like Germany, France and Sweden increasingly gaining popularity. Certain regulatory barriers, however, continue to exist which prevent European countries from attracting a larger share of Indians and thus need to be addressed more effectively.

Given the financial strain that foreign higher education places on most Indians, it is imperative for countries to provide a suitable framework which eases the monetary impact. Increasing the number of scholarships (which cover tuition and living costs) is a realistic way of achieving this. Reduction in the tuition fees charged to international students is another

possibility, though unlikely to be implemented by countries like the UK which depend crucially on international students for funding. However, the UK will need to acknowledge the magnitude of financial pressure that its education system places on Indian students and fewer employment opportunities for them further intensifies this pressure as it reduces the possibility of repaying the loan amount. As a result, many Indian students are running out of incentives to go to the UK for higher education and this will be a serious concern for the UK in the years to come.

Language and cultural differences, especially for non-English speaking countries like Germany and France is another issue which requires attention. Trends in Indian student flows have revealed that a good majority prefer English-speaking countries for higher education. The need to learn a foreign language often creates a negative mindset and inhibits many Indians from exploring education markets within Europe. Therefore, European countries who seek to attract more Indian students will have to implement significant changes in their existing education system and incorporate programmes taught in English. This is already being implemented by countries like Sweden, Netherlands and Germany, but requires a conscious effort from others such as France to effectively divert more Indians away from other markets and towards Europe.

Provision of better employment opportunities for Indian students can be a mutually beneficial arrangement as it addresses the growing skills shortage in OECD countries in addition to providing a strong incentive to Indian students. The US acknowledges the importance of employment for international students and has a multi-cultural labour market which successfully absorbs Indian students.

On the other hand, employment opportunities for Indian students in Europe have been considerably fewer and of lesser quality, which has resulted in many of them returning to India after completion of their degrees. Evidently, the prospect of employment is central in the choice of destination by Indian students and European countries need to offer better prospects. One way of achieving this could be to increase the number of internships offered to (Indian) post graduate students, which would give them necessary exposure and increase their chances of full-time employment with these companies. Another possibility, especially for France could be to have more tie-ups between French universities and companies (with offices in India) which would improve employment prospects for Indian students once they return after completing studies.

The pattern of Indian student flows also reveals that they are not diversified in their choice of host countries and constantly choose from the top three or four markets. A significant effort is therefore required to improve the visibility of newer countries in the Indian student market and international or regional offices of universities can play an important role in this aspect by promoting these markets in India. More tie-ups with Indian universities will also aid this purpose and make their presence known to Indian students.

European universities can further expand their reach to Indian students through branch campuses in India. By passing the Education Bill (still pending) which will permit the establishment for branch campuses in India, the Indian government can also play an important part in providing better access to the Indian market.

While some of the policy measures stated above can be beneficial in attracting more Indian students, it is important to acknowledge that studying abroad is a comprehensive experience which includes the financial, academic as well as the social aspect of existence. The treatment rendered to Indians by individuals of the host country is particularly important because it affects the quality of one's daily existence. Unfortunately, till date, racism is an issue which Indians have been subjected to, occasionally; with the incidence of such occurrences being largely limited to parts of the UK. Violent crimes committed against a couple of Indian students (in the UK) in recent weeks have raised serious questions regarding the safety of Indians and may have renewed the fear of racism in many. Discrimination on the grounds of race, religion or colour is illegal and utterly unacceptable in a civilized society and will be a grave matter of concern for the UK. It is important to remember that student flows to Australia have suffered immensely due to this issue, and in the light of recent incidents of similar attacks in the UK, the UK may well face a similar drop in student flows from India.

Following the tightening of visa regulations and a severe impediment to the employment route (by the removal of the Post Study Work visa); the UK is unlikely to receive a growing number of Indian students in coming years. As a result, the student flows are expected to be channelized to other parts of Europe, the likely beneficiaries being Germany, France, Sweden and Netherlands. This is therefore a good opportunity for Europe to attract the best students from India to Europe. However, in recent years one has also witnessed growing competitiveness in the higher education market. With new players like Canada, New Zealand and Japan stepping up their efforts to offer affordable and better quality education, European countries will have to address the underlying issues to augment their market share.

## ANNEX 1

### Scholarships offered by UK:

1. Chevening Scholarships: Founded in 1983, this is one of the leading scholarship schemes and supports about 2000 students from over 130 countries to study in UK. About 50 students are given this scholarship every year (the second largest single group) and recipients get complete scholarships covering tuition fees (up to £12,000), living costs and travel costs.
2. Chevening Gurukul Scholarships: Launched in 1997 by the London School of Economics (LSE), it is an advanced leadership programme which offers a twelve week residential course to 12 selected candidates and all expenses are covered.
3. HSBC Chevening Scholarship: This is offered to 3 Indian candidates every year who pursue a one year Masters degree in areas of Finance, Economics and Environmental Studies, in any UK university. The scholarship covers full tuition fees, accommodation and expenses for 1 year and return airfare along with the student visa.
4. Charles Wallace India Trust: Launched in 1981 as an English charity, has made around 2500 grants to Indians going to UK who are interested in the domain of arts and humanities. It provides visiting fellowships for duration of 2-3 months and covers the cost of a short research, among other activities.
5. Commonwealth Scholarships and Fellowships: This is an annual scheme provided by the commonwealth Scholarships Commission to Indian students ( and students from all Commonwealth countries) going to UK for masters, M.Phil, PhD and six-months clinical training or fellowship. The funding includes university fees, travel costs and personal maintenance and a Fixed Research Support grant for researchers.
6. The Dr. Manmohan Singh Scholarships: This scholarship is awarded to exceptional Indian students going to St. John's College, University of Cambridge to pursue doctoral studies in areas of science and technology, social sciences and economics. This scholarship is fully covered and offers a monthly stipend to cover living expenses, in addition to academic fees and return airfare.
7. The Goa Education Trust (GET) Scholarships: This scholarship is offered by the British Council to to Goan students who wish to pursue a master's degree (in any field) in UK. This is a limited scholarship which covers tuition fees (or a part of it) only. Living costs and other expenses are not covered.

8. Newton International Fellowships: This fellowship is offered to post doctoral researchers in areas of natural and social sciences, engineering and the humanities and covers costs for two years.
9. Dr.D.C.Pavate Memorial Fellowships in Cambridge: Karnatak University, Dharwad: This scheme offers three visiting fellowships for a period of four months to University of Cambridge.
10. Huck Scholarship (for M.Sc Management students): Relevant students can apply to this scholarship upon receiving a letter of offer and payment of fees.

### **Scholarships offered in France:**

1. The French Embassy in India Scholarship Programme/ Incentive Scholarship Programme: The French Ministry of Foreign Affairs offers this scheme through the Embassy of France in India to students applying to any degree and field of study. The duration of the scholarship ranges between 3 and 24 months and living expenses are covered (615 Euros a month) in addition to overseas medical insurance and accommodation provided by Egide.
2. Krishna Kirti Foundation Co-financed Scholarships for Fine Arts: Two scholarships are jointly offered by Krishna Kirti Foundation, Hyderabad and French Embassy in India for a duration of 6 months and 12 months. The living expenses are covered (615 Euros a month) in addition to overseas medical insurance and accommodation provided by Egide.
3. Neemrana Music Foundation Co-financed Scholarships for Music: Two scholarships offered by jointly the French Embassy and Neemrana Music Foundation for duration of 12 months. The living expenses are covered (615 Euros a month) in addition to overseas medical insurance and accommodation provided by Egide.
4. Eiffil Scholarship Programme: This scheme is offered to Indian students in the field of engineering, management, political science and law. The scholarship covers living expenses (1200 Euros a month) in addition to travel expenses, overseas medical insurance and accommodation provided by Egide.
5. Institutional Scholarships: These are offered by :
  - a. ROUEN BUSINESS SCHOOL
  - b. LA ROCHELLE BUSINESS SCHOOL

These schemes award up to 1300 Euros for students in pursuing Masters in International Project Development, Marketing French Excellence, Global Management, and in Finance and up to 10,000 Euros for the International MBA programme.

### **Scholarships offered by Germany:**

The DAAD website does not provide a complete list of scholarships as the scholarships offered by German universities vary across courses and fields of study. More information can be found in the following link: <http://www.daad.de/deutschland/foerderung/stipendiendatenbank/00462.en.html>

## **ANNEX 2**

### **Recognition and Accreditation of Foreign Degrees in India<sup>59</sup>**

The Association of Indian Universities (AIU) is responsible for granting equivalence to degrees awarded by accredited foreign universities/institutes for the purpose of pursuing higher studies in Indian universities. The AIU has additionally signed a Memorandum of Understanding (MOU) with Australia, Germany, Sri Lanka, Russia and Egypt, which has provisions for the acceptance of degrees awarded by accredited universities in these countries, in India.<sup>60</sup> Table 1 provides a list of foreign universities whose Law degrees are duly recognized in India and awarded equivalence by the Bar Council of India.

**Table 1: List of Recognized Foreign Universities providing degrees in Law:**

University of Singapore	Council for National Academic Awards, UK
Oxford University, UK	Institute of Science and Technology, University of Wales
Cambridge University, UK	University of Birmingham
London University, UK	Buckingham University
Leeds University	Durham University
University of Staphen Batroi, Poland	Warwick University
Inns of Court School of Law, UK	University of Liverpool
City University of London	Leicester University

Source: <http://www.lawentrance.com/recognisedunivs.htm> (last accessed on 23.11.2011).

Overall, the Bachelor's and Master's Degrees awarded by most countries are recognized and accorded equivalence by the AIU. Since the Bachelor's degree in India is for duration of three years, the admission for a Master's programme requires a total length of study of fifteen years to issue

<sup>59</sup> Providing further detail on the accreditation and recognition of foreign degrees in India was beyond the scope of this paper. This issue will be addressed in an elaborate manner in a subsequent paper.

<sup>60</sup> <http://www.aiuweb.org/Evaluation/evaluation.asp> (last accessed on 23.12.2011)



equivalence. In particular, European Universities which allow the completion of degrees within a shorter duration are typically not recognized by the AIU, though exceptions are made in rare cases. Importantly, a one-year Master's Degree from any foreign university is not recognized by the AIU and thus not granted an equivalence certificate.

Foreign universities with campuses in India are normally not recognized by the AIU; only those institutions which establish branch campuses with prior consent of the AICTE are accorded equivalence by the AIU. Programmes which are offered by foreign universities in collaboration with Indian institutions and award degrees by the parent university (located abroad) are also not recognized by the AIU. Only programmes which are pursued full-time on the campus of the University (of Origin) are duly granted equivalence. Diploma degrees, and in particular, vocational training attained in foreign universities of some countries are not recognized by the AIU. Till date, distance and online education are also not recognized and granted equivalence by the AIU.<sup>61</sup>

For more information on Recognition of Foreign Degrees, one can refer to the AIU publication titled, 'Equivalence of Foreign Degrees'.

### ANNEX 3

Table A.1: Foreign-born labour force in OECD Countries (% share)

	Share of Foreign-born labour force in OECD countries									
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Australia		24.5	24.6	24.7	24.9	25	25.2	25.8	26.5	26.9
Austria	12.4	13.5	13.3	14.3	15.3	15.6	16.2	16.8	16.3	16.3
Belgium	10.4	10.7	11.3	11.4	11.5	11.7	12.3	10.6	10	13.8
Canada		19.9					21.2			
Denmark				5.4	5.9	6.1	6.4	6.6	6.8	6.9
Finland				3.1	3.4	3.6	3.9	4.2	4.6	
France				10.7	11.3	11.1	11.4	11.9	11.8	11.6
Greece	5.9	6.5	7.4	7.5	8.5	8.9	8.3	8.8	9.8	11.8
Hungary	1.7	1.4	1.3	1.9	2.1	1.9	1.7	1.8	2.1	2.3
Ireland	7.9	8.7	9.5	10.1	9.9	11.8	13.9	15.8	20.3	19
Italy						7.9	8.6			7.9
Netherlands	11.2	10.7	11.3	10.9	11.2	11.6	11	11.1	11.4	11.5
New Zealand		19.9					23.8			
Norway	6	6	6.5	7	7.1	7.4	7.8	8.4	8.5	9.5
Poland					0.4	0.3	0.3	0.3	0.3	0.3
Portugal	5.6	6.1	6.3	6.8	7.4	7.8	7.9	8.4	9.4	9.4
Slovenia										8.7
Spain	4.5	6.1	7.8	9.5	11.2	13.4	15.1	16.9	18.2	18.5
Sweden	10.1	10	9.9	10.1	10.3	10.8	11.2			
United Kingdom							11	11.8	12.6	12.9
United States	12.9	13.4	14.6	14.8	15.1	15.2	15.6	16.3	16.4	16.2

Source: Based on statistics from the UNESCO database on International students at tertiary level (ISCED 5 and 6)

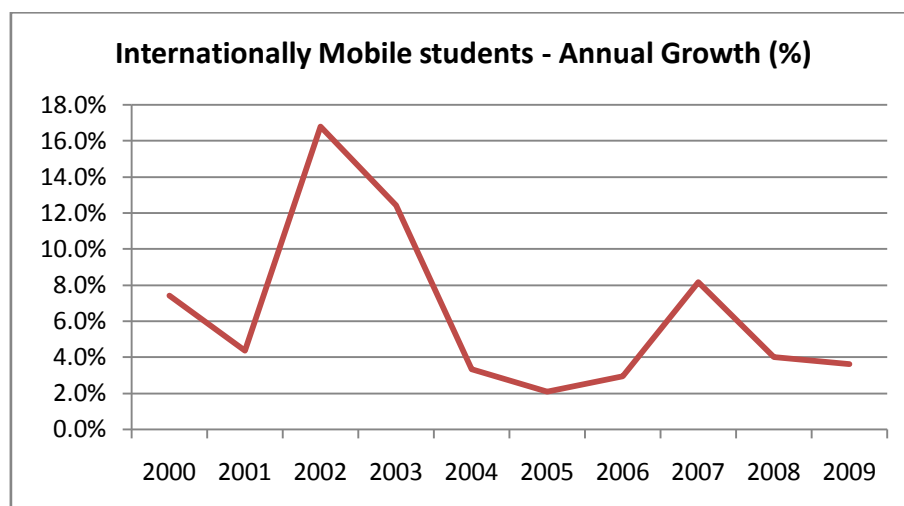
<sup>61</sup> [http://www.educationobserver.com/institute\\_news/index.php/aiu-norms-of-recognition-and-equivalency-of-bachelors-and-masters-degrees-of-foreign-universities-in-india.htm](http://www.educationobserver.com/institute_news/index.php/aiu-norms-of-recognition-and-equivalency-of-bachelors-and-masters-degrees-of-foreign-universities-in-india.htm) (last accessed on 15.12.2011)

**Table A.2: International, or Internationally mobile students in the world**

Year	World Total (in Mln)	Growth
2000	1.757	7.4%
2001	1.834	4.4%
2002	2.143	16.8%
2003	2.409	12.4%
2004	2.489	3.3%
2005	2.542	2.1%
2006	2.617	2.9%
2007	2.831	8.2%
2008	2.944	4.0%
2009	3.051	3.6%

Source: Based on statistics from the UNESCO database on International students at tertiary level (ISCED 5 and 6)

**Figure A.1 Internationally mobile students (% Annual growth)**



Source: Based on statistics from the UNESCO database on International students at tertiary level (ISCED 5 and 6)

**Table A.3 International students (% share of Main Host countries)**

Year	USA	UK	AUSTRALIA	GERMANY	FRANCE	CANADA	ITALY	SPAIN	NEW ZEALAND	Others
2000	27.0%	12.7%	6.0%	10.6%	7.8%	2.1%	1.4%	2.3%	0.5%	29.5%
2001	25.9%	12.3%	6.6%	10.9%	8.0%	2.3%	1.6%	2.2%	0.6%	29.6%
2002	27.2%	10.6%	8.4%	10.2%	7.7%	2.3%	1.3%	2.1%	0.8%	29.3%
2003	24.3%	10.6%	7.8%	10.0%	9.2%	2.5%	1.5%	2.2%	1.1%	30.8%
2004	23.0%	12.1%	6.7%	10.5%	9.5%	2.6%	1.6%	0.6%	1.7%	31.7%
2005	23.2%	12.5%	7.0%	10.2%	9.3%	2.7%	1.8%	0.7%	1.6%	31.0%
2006	22.3%	12.6%	7.1%	7.9%	9.5%	2.6%	1.9%	0.7%		35.4%
2007	21.0%	12.4%	7.5%	7.3%	8.7%	3.3%	2.0%	1.1%	1.2%	35.4%
2008	21.2%	11.6%	7.8%	6.4%	8.3%	3.2%	2.3%	1.3%	1.1%	36.8%
2009	21.7%	12.1%	8.4%	6.5%	8.2%		2.2%	1.6%	1.3%	38.2%

Source: Based on statistics from the UNESCO database on International students at tertiary level (ISCED 5 and 6)

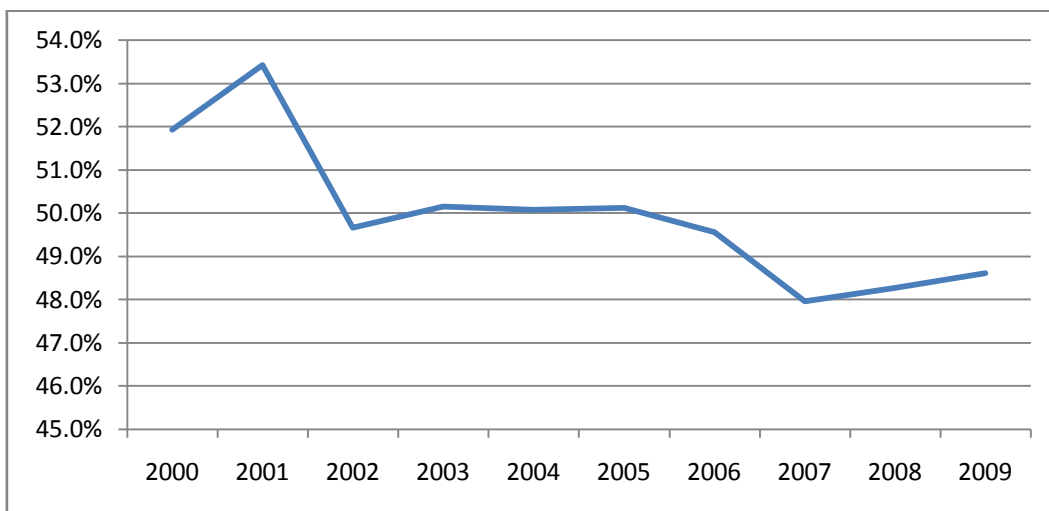
**Table A.4 International students in Europe**

Year	International students	International students-World	Share of Europe(%)
1999	850990	1635218	52.0%
2000	912290	1757021	51.9%
2001	979729	1834161	53.4%
2002	1064026	2142506	49.7%
2003	1208030	2408867	50.1%
2004	1246335	2489251	50.1%
2005	1273939	2541752	50.1%
2006	1296592	2616701	49.6%
2007	1357703	2830829	48.0%
2008	1421161.25	2944328.25	48.3%
2009	1483229	3050941	48.6%

Source:

Based on statistics from the UNESCO database on International students at tertiary level (ISCED 5 and 6)

**Figure A.2 International students in Europe (% share in total international students)**



Source: Based on statistics from the UNESCO database on International students at tertiary level (ISCED 5 and 6)

**Table A.5 Asian students (% share in total international students)**

Year	International students from Asia (in Mln)	International students - World (in Mln)	Share of Asian Students
1999	0.659	1.635	40.3%
2000	0.706	1.757	40.2%
2001	0.669	1.834	36.5%
2002	0.935	2.143	43.6%
2003	1.069	2.409	44.4%
2004	1.150	2.489	46.2%
2005	1.215	2.542	47.8%
2006	1.202	2.617	45.9%
2007	1.322	2.831	46.7%
2008	1.444	2.944	49.0%
2009	1.469	3.051	48.2%

Source: Based on statistics from the UNESCO database on International students at tertiary level (ISCED 5 and 6)

**Table A.6 Main source countries (% share in total international students)**

2000		2005		2009	
Country of Origin	Share (%)	Country of Origin	Share (%)	Country of Origin	Share (%)
China	6.6%	China	15.6%	China	15.9%
Korea	4.0%	India	5.4%	India	6.2%
Greece	3.6%	Korea	3.9%	Korea	4.0%
Japan	3.4%	Japan	2.5%	Germany	3.0%
Germany	3.0%	Germany	2.2%	Malaysia	1.7%
India	3.0%	Turkey	2.0%	Turkey	1.5%
France	2.8%	France	1.9%	France	1.5%
Turkey	2.7%	Morocco	1.8%	Canada	1.5%
Mrocco	2.4%	USA	1.7%	Russian Federation	1.4%
Italy	2.3%	Malaysia	1.7%	Japan	1.4%
Others	66.2%	Others	61.4%	Others	61.9%

Source: Based on statistics from the UNESCO database on International students at tertiary level (ISCED 5 and 6)

### A.7.1 Indian Students in Europe (% share)

	Indian students in Europe	Share of Europe	Growth in the intake of Indian students
1999	6787	14.3%	
2000	6772	12.7%	-0.2%
2001	7585	12.9%	12.0%
2002	10327	11.3%	36.2%
2003	17227	15.6%	66.8%
2004	22345	17.8%	29.7%
2005	25962	18.8%	16.2%
2006	28496	20.9%	9.8%
2007	34084	22.1%	19.6%
2008	41735	23.7%	22.4%
2009	51566	27.2%	23.6%

Source: Based on statistics from the UNESCO database on International students at tertiary level (ISCED 5 and 6)

### A.7.2 Gender Distribution of Indian Students in the UK (2010/11)

		Undergraduate		Postgraduate		All levels	
		Indian students	Share in FT/PT	Indian students	Share in FT/PT	Indian students	Share in FT/PT
<b>Full-time</b>	Female	7300	50.0%	1615	54.9%	8910	50.8%
	Male	7295	50.0%	1325	45.1%	8620	49.2%
	Total Full-time (FT)	14590		2940		17530	
<b>Part-time</b>	Female	3550	66.9%	1925	50.9%	5480	60.3%
	Male	1755	33.1%	1855	49.1%	3610	39.7%
	Total Part-time(PT)	5310		3780		9090	
	Total (all students)	19900		6720		26620	
	Total Female(FT & PT)		54.5%		52.7%		54.1%

Source: HESA (data refers to the subset of 'international students' who are domiciled in India)  
<http://www.hesa.ac.uk/index.php/content/view/1973/239/> (last accessed on 25.10.2011)

## A.8 International Students in the UK

### A.8.1 Chinese Students in the UK

Year	International Students- Total	Chinese Students in UK	Share of Chinese students in UK international student market
1998	209554	2877	1.4%
1999	232540	4250	1.8%
2000	222936	6158	2.8%
2001	225722	10388	4.6%
2002	227273	17483	7.7%
2003	255233	30690	12.0%
2004	300056	47738	15.9%
2005	318399	52677	16.5%
2006	330078	50753	15.4%
2007	351470	49594	14.1%
2008	341791	45356	13.3%
2009	368968	47033	12.7%

Source: Based on statistics from the UNESCO database on International students at tertiary level (ISCED 5 and 6)

### A.8.2 Indian students in the UK

Year	International Students- Total	Indian Students in UK	Share of Indian student in UK International student market	Growth in Indian students in UK
1998	209554	3112	1.5%	
1999	232540	3922	1.7%	26.0%
2000	222936	3962	1.8%	1.0%
2001	225722	4302	1.9%	8.6%
2002	227273	6016	2.6%	39.8%
2003	255233	10422	4.1%	73.2%
2004	300056	14625	4.9%	40.3%
2005	318399	16685	5.2%	14.1%
2006	330078	19204	5.8%	15.1%
2007	351470	23833	6.8%	24.1%
2008	341791	25901	7.6%	8.7%
2009	368968	34065	9.2%	31.5%

Source: Based on statistics from the UNESCO database on International students at tertiary level (ISCED 5 and 6)

## A.9 Breakdown of Indian students by Subject area: 2004-05

Indian Students in UK HE 2004-5 (HESA)	India				India Total	Percentage
	PG Research	PG Taught	UG Degree	UG Other		
(1) Medicine & dentistry	155	255	30	0	445	2.66%
(2) Subjects allied to medicine	90	660	100	300	1150	6.88%
(3) Biological sciences	195	500	125	10	830	4.96%
(4) Veterinary science	10	5	5	0	15	0.09%
(5) Agriculture & related subjects	20	50	5	5	75	0.45%
(6) Physical sciences	135	225	30	5	395	2.36%
(7) Mathematical sciences	30	65	35	5	130	0.78%
(8) Computer science	140	1815	335	25	2315	13.84%
(9) Engineering & technology	455	2060	735	35	3280	19.61%
(A) Architecture, building & planning	45	250	35	5	335	2.00%
(B) Social studies	130	340	180	30	675	4.04%
(C) Law	25	290	135	5	450	2.69%
(D) Business & administrative studies	75	4065	1135	170	5450	32.58%
(E) Mass communications & documentation	10	170	40	10	230	1.38%
(F) Languages	40	35	20	130	225	1.35%
(G) Historical & philosophical studies	80	30	10	5	120	0.72%
(H) Creative arts & design	25	105	145	40	310	1.85%
(I) Education	20	190	5	40	255	1.52%
(J) Combined	5	5	5	35	40	0.24%
<b>Total</b>	<b>1685</b>	<b>11100</b>	<b>3107</b>	<b>834</b>	<b>16727</b>	<b>100.00%</b>

Source: Marie Lall (2008), 'Indian students in Europe: trends, constraints and prospects, living in the age of "migration"', pg 5.

## A.10 Breakdown of International students in the UK by field of Study: 2009/10

Places of Origin	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	Total of All Places
Places of Origin (Top 10)	China	India	United States	Germany	France	Nigeria	Ireland	Malaysia	Greece	Cyprus (EU)	
Business and Management	27,155	15,235	2,230	5,285	4,715	5,375	1,765	3,365	2,090	2,300	69,520
Engineering	7,775	7,440	570	1,655	2,735	3,460	1,630	3,285	2,360	1,230	32,140
Physical and Life Sciences	2,060	2,335	1,840	2,160	1,625	1,095	1,815	1,035	1,305	1,145	16,410
Social Sciences	4,390	1,105	3,480	1,935	1,340	1,185	810	540	975	595	16,360
Mathematics and Computer Sciences	4,855	6,710	470	980	1,110	2,085	335	945	1,010	1,285	19,785
Fine and Applied Arts	2,135	700	1,595	925	900	90	1,005	315	850	855	9,380
Health Professions	860	3,735	890	955	505	1,350	4,710	2,300	1,050	625	16,975
Education	1,310	360	715	520	455	310	1,935	350	605	610	7,165
Humanities	250	135	2,995	705	415	70	600	105	265	130	5,660
Agriculture	240	210	80	70	135	90	195	65	80	100	1,265
Other/Unspecified Subject Areas	9,675	2,510	8,845	4,400	4,635	2,445	2,350	2,540	2,360	2,575	42,330

Source: Institute of International Education  
<http://www.iie.org/en/Services/United-Kingdom/International-Students-In-UK>

### A.11 International students in Germany: Top sending countries: 2008-09

Place of Origin	China	Turkey	Russia	Poland	Bulgaria	Ukraine	Austria	Italy	Morocco	France	All Others
Percent of Total	10.30%	9.30%	5.20%	5.10%	4.00%	3.60%	2.90%	2.90%	2.80%	2.50%	51.40%

Source: Institute of International Education

<http://www.iie.org/Services/Germany/International-Students-In-Germany>

### A.12 Indian students in France (% share)

	International Students- Total	Indian Students in France	Share of Indian students
2000	137085	185	0.1%
2001	147402	239	0.2%
2002	165437	309	0.2%
2003	221567	625	0.3%
2004	237587	494	0.2%
2005	236518	502	0.2%
2006	247510	717	0.3%
2007	246612	891	0.4%
2008	243436	1038	0.4%
2009	249143	1252	0.5%

Source: Based on statistics from the UNESCO database on International students at tertiary level (ISCED 5 and 6)

### A.13 International students in France: Top sending countries: 2007-08

Place of Origin	Morocco	Algeria	China	Tunisia	Senegal	Germany	Cameroon	Lebanon	Italy	Vietnam	All Others
Percent of Total	8.60%	7.20%	7.00%	3.70%	3.40%	2.40%	1.90%	1.90%	1.70%	1.70%	60.50%

Source: Institute of International Education

<http://www.iie.org/Services/France/International-Students-In-France>



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**Data sources:**

Statistics on international student flows have been sourced from the following databases:

1. UNESCO Statistics on Education (International flow of mobile students at the tertiary level) <http://stats.uis.unesco.org/unesco/TableViewer/tableView.aspx?ReportId=171>
2. Higher Education Statistics Agency (HESA): (For statistics on Indian students in the UK) <http://www.hesa.ac.uk/content/view/1897/706/>
3. Institute of International Education (IIE): Open Doors Data on International students <http://www.iie.org/en/Research-and-Publications/Open-Doors/Data>