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## “Wissenschaft weltoffen 2024”

Since 2001, the DAAD has been analysing data on the internationalisation of studies, research and higher education from Germany as well as from particularly relevant countries and regions such as the USA, the United Kingdom or Asia. The current edition presents the most important results and graphics.

These include figures on international students in Germany, data on mobility behaviour, an overview of students' countries of origin and host countries as well as developments in the field of doctorates. Special data analyses shed light on the status quo and trends at universities and research institutes during the Covid-19 pandemic.

The study integrates international data from OECD and UNESCO as well as national data from the Federal Statistical Office in Germany. In combination with other indicators, it provides a valid basis for long-term analyses.

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Academic mobility between the US and Europe is a major aspect of transatlantic university relations. The extent thereof is an important indicator of the intensity and quality of academic exchange. The following therefore examines the development and current scale of student mobility between the United States and Europe, whereby Europe is understood to be the current 27 EU countries as well as Switzerland and the United Kingdom. The UNESCO student statistics, which record degree mobility, served as the data basis.<sup>4,5</sup>

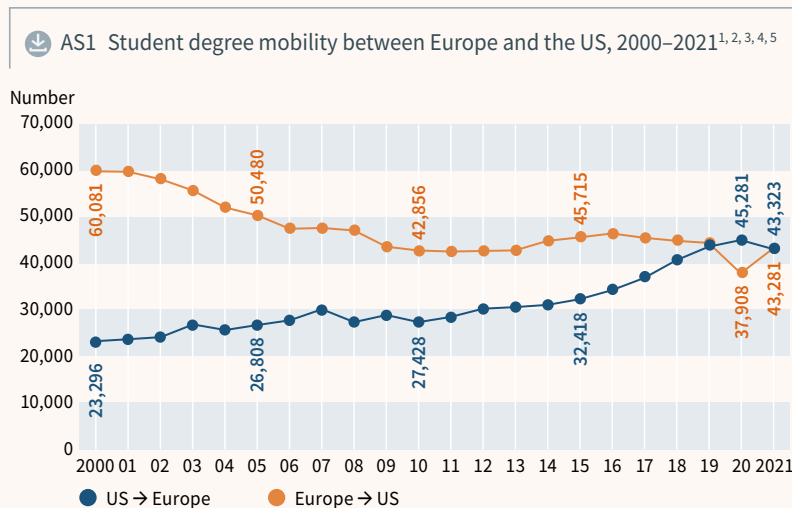
Considering first the development in absolute numbers of US students in Europe and European students in the US between 2000 and 2021, two central findings become apparent: while the number of US students in Europe has almost doubled, from roughly 23,000 to 43,000 (+86%), the number of European students in the US tumbled by almost one third over the same period, from roughly 60,000 to 43,000 (-28%). At

the beginning of the period under review, almost three times as many European students were enrolled in the US than US students in Europe; for 2021, however, the mobility balance is balanced. A closer look at the development of the figures reveals that the decline in student mobility from Europe to the US primarily occurred between 2001 and 2009 (-27%), while the strongest increase in student mobility from the US to Europe was recorded in the period from 2010 to 2020 (+65%).

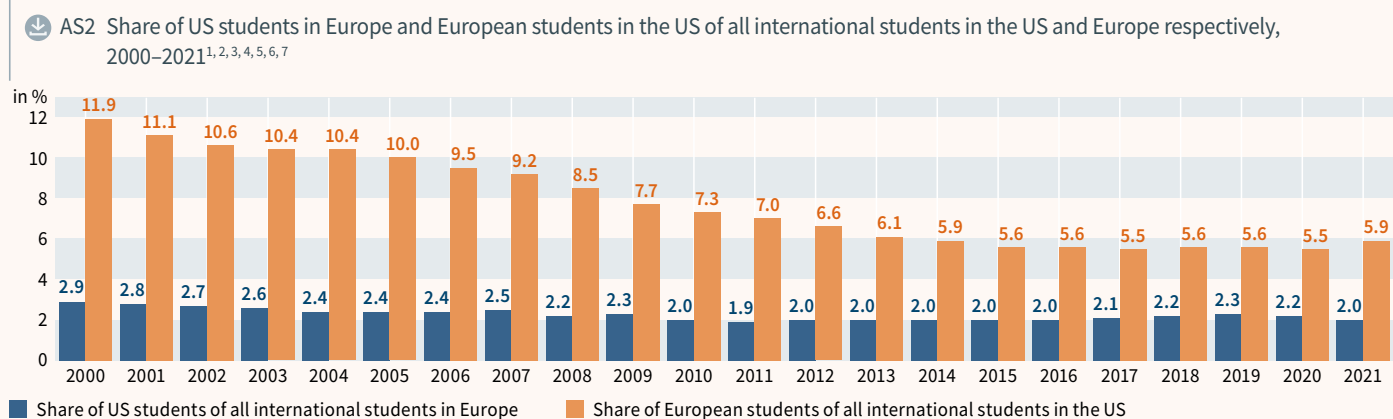
The development in absolute mobility numbers also leads to changes in the relative significance of transatlantic student mobility in the context of overall student mobility in the US and Europe. An initial glance at the inbound mobility of students to the US shows that the share of European students of all international students in the US between 2000 and 2021 has halved, from almost 12% to a mere 6%. Moreover, an analysis of the inbound mobility of students to Europe during the same

period demonstrates that the share of US students of all international students in Europe has also fallen by about one third, from just under 3% to 2%, despite the significant rise in the absolute number of US students in Europe. This development is a consequence of the growing number of international students from other countries (+176%), which increased more than twice as much as the number of US students in Europe over the same period (+86%).

The relative importance of the US as a host country for European students also dropped sharply by slightly over half, from over 13% to just 5%, between 2000 and 2021. Despite the dramatic increase in the number of US students in Europe between 2000 and 2021, Europe also suffered a relative loss of importance as a host region for US students during this period. Nonetheless, this is at a markedly higher level than the opposite direction: in 2000, more than half (51%) of all internationally mobile students from the US were enrolled in one of the European countries here under review. By 2021, this proportion had fallen to 42%.

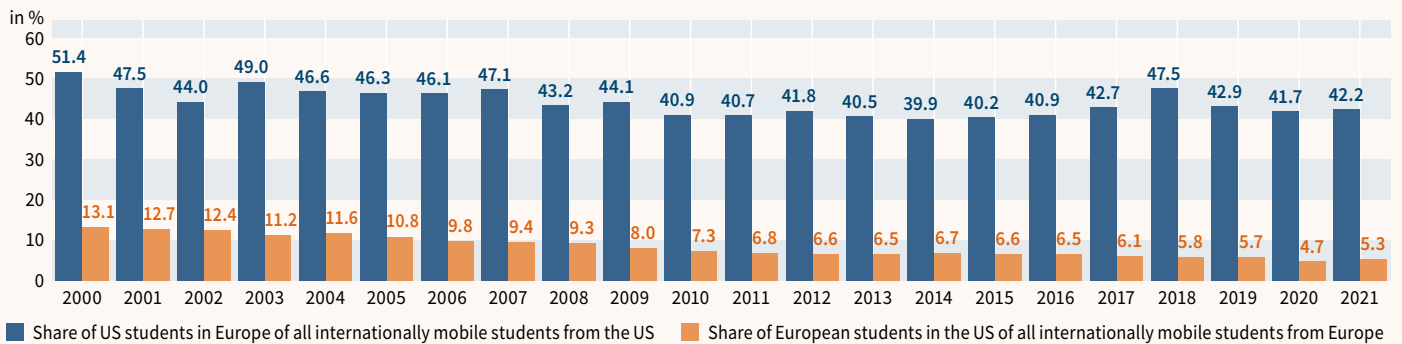


Sources: UNESCO, student statistics; Federal Statistical Office, student statistics; Institute of International Education (IIE), Open Doors Report on International Educational Exchange; Nuffic, student statistics; country-specific reporting periods



Sources: UNESCO, student statistics; Federal Statistical Office, student statistics; Institute of International Education (IIE), Open Doors Report on International Educational Exchange; Nuffic, student statistics; country-specific reporting periods; DAAD calculations

AS3 Share of US students in Europe and European students in the US of all internationally mobile students from the US and Europe respectively, 2000–2021<sup>1, 2, 3, 4, 5</sup>



Sources: UNESCO, student statistics; Federal Statistical Office, student statistics; Institute of International Education (IIE), Open Doors Report on International Educational Exchange; Nuffic, student statistics; country-specific reporting periods; DAAD calculations

To conclude, the relevance of the US as a host country and country of origin will be presented from the perspective of the individual European countries considered here. To evaluate the importance of the US as a host country, the percentage of students in the US of all internationally mobile students from the respective European country of origin was first calculated. The results range from 0.4% in the case of Luxembourg to over 20% for the United Kingdom. For five of the 29 European countries analysed, the share of the US as host country is 10% or above, whereas for 18 countries it is less than 5%. By contrast, the differences between the European

AS4 Relevance of the US as host country and country of origin for the individual European countries of origin and host countries, in 2021<sup>1, 4</sup>

Host country	Number of US students	Share of US students of all international students in the respective host country in %	Country of origin	Number of students in the US	Share of students in the US of all internationally mobile students from the respective country of origin in %
Ireland	2,293	9.9	UK	8,072	20.4
UK	19,027	3.2	Sweden	2,074	14.7
Denmark	795	2.6	Spain	5,669	12.1
Finland	629	2.6	Denmark	642	11.0
Estonia	120	2.3	Netherlands	1,863	10.1
Malta	68	2.3	Slovenia	204	6.6
Spain	1,800	2.2	Italy	4,806	5.7
Switzerland	1,319	2.2	Ireland	892	5.6
Croatia	86	2.0	Greece	2,091	5.2
Sweden	636	2.0	Czech Republic	629	5.1
Lithuania	145	1.9	Switzerland	950	5.1
Germany	6,988	1.9	Poland	1,339	4.9
Italy	1,062	1.5	Estonia	168	4.8
Netherlands	1,558	1.1	Finland	492	4.8
France	2,876	1.1	France	4,963	4.7
Austria	914	1.1	Hungary	636	4.6
Luxembourg	42	1.1	Latvia	235	4.6
Poland	763	1.0	Belgium	745	4.3
Belgium	538	1.0	Germany	5,361	4.2
Czech Republic	428	0.8	Malta	47	4.0
Bulgaria	142	0.8	Croatia	420	4.0
Portugal	340	0.7	Portugal	794	3.3
Latvia	70	0.7	Lithuania	284	2.9
Hungary	261	0.7	Austria	666	2.6
Romania	189	0.6	Romania	827	2.4
Greece	130	0.5	Bulgaria	563	2.2
Slovenia	28	0.4	Cyprus	374	1.4
Cyprus	37	0.3	Slovakia	278	0.9
Slovakia	39	0.3	Luxembourg	56	0.4

Sources: UNESCO, student statistics; Nuffic, student statistics; country-specific reporting periods; DAAD calculations

countries studied here are somewhat smaller when considering the relevance of the US as a country of origin. The share of US students of all international students in the respective host countries ranges from 0.3% in Slovakia and Cyprus to just under 10% in Ireland. Even a country like the United Kingdom, with its multifaceted transatlantic relations, only reports a share of 3% of US students among its international students. For Germany, the figure is just under 2%.

Footnotes

- 1 Europe: EU countries plus Switzerland and the United Kingdom.
- 2 The number of US students in Germany was provided by the Federal Statistical Office as no complete time series was available in the UNESCO database at the time of writing.
- 3 The few missing numbers in the UNESCO time series were supplemented by the previous year's figures.
- 4 The numbers of US students in the Netherlands in 2020 and 2021 have been combined with data from Nuffic as they were not available in the UNESCO database at the time of writing.
- 5 The number of European students in the US was taken from the "Open Doors" database published by the Institute of International Education (IIE) as no complete time series was available in the UNESCO database at the time of writing.
- 6 Not including all numbers of international students in Luxembourg between 2000 and 2005 as they were not available in the UNESCO database at the time of writing.
- 7 The number of all international students in Germany was provided by the Federal Statistical Office as no complete time series was available in the UNESCO database at the time of writing.