

CHAPTER 6. MOBILITY

The 2020 Rome Communiqué

The 2020 Rome Communiqué, adopted by ministers of higher education of the European Higher Education Area (EHEA) in the Rome Ministerial Conference in November 2020 ⁽¹⁾, puts emphasis on a shared commitment to mobility. This is part of the key concept of an interconnected EHEA, where ‘our shared frameworks and tools will continue to facilitate and enhance international cooperation and reform, exchange of knowledge and mobility of staff and students.’

The Communiqué reaffirms the commitment that at least 20% of those graduating in the EHEA should have experienced a study or training period abroad. In addition to this recognition of the importance of physical mobility ministers ‘further commit to enabling all learners to acquire international and intercultural competences through internationalisation of the curricula or participation in innovative international environments in their home institutions, and to experience some form of mobility, whether in physical, digitally enhanced (virtual) or blended formats.’

Ministers also acknowledge the role of European programmes in supporting mobility, noting in particular the importance of the Erasmus programme.

Chapter outline

This chapter combines both statistical analysis and more qualitative information. The first section (6.1) focuses on recent mobility trends, and considers the 2020 target that at least 20 % of those graduating in the EHEA should have had a period of higher education-related study or training period abroad. This is followed by a section on qualitative data addressing the issues of portability of grants and loans, which is a long-term commitment first made by ministers in the Berlin Communiqué, 2003. Finally, section 6.3 deals with a specific aspect of internationalisation and solidarity: the response of EHEA countries in supporting Ukrainian higher education following the invasion by Russia in February 2022.

6.1. Assessing student mobility flows

This section provides data and analysis on student mobility flows, building on indicators previously published in the 2020 Bologna Process Implementation Report. Specific terms are used to describe the different forms of student mobility. Firstly, **degree mobility**, the long-term form of mobility, is the physical crossing of a national border to enrol in a tertiary level degree programme in the country of destination. **Credit mobility** is defined as temporary tertiary education and/or a study-related traineeship abroad within the framework of enrolment in a tertiary education programme at a ‘home institution’ for the purpose of gaining academic credits (i.e. credits that will be recognised at the home institution). The minimum length of stay should be at least three months in a row, or alternatively 15 ECTS credits.

There is also a distinction to be drawn regarding the direction of mobility flows. **Inward mobility** takes the perspective of the country of destination – the country to which the student moves to study. The inward mobility rate may be considered as an indicator of the country’s attractiveness, relative to the size of its tertiary education system. **Outward mobility** takes the perspective of the country of origin – the country from which the student moves. While for many students this will be identical to the country

⁽¹⁾ Rome Ministerial Communiqué, 19 November 2020

of the student's nationality, it is more accurate to consider the country of permanent/prior residence or prior education for data collection purposes. The outward mobility rate may be considered as an indicator of a pro-active policy for students to acquire international experience (particularly for credit mobility). However, it may also be an indicator of possible insufficiencies in the education system of the country of origin (particularly for degree mobility).

Before 2013, the UNESCO OECD Eurostat (UOE) joint data collection defined 'mobile students' as foreign students (non-citizens of the country in which they study) who have crossed a national border and moved to another country to study. Starting from 2013 reference year, the UOE definition is based on the country of origin understood as the country where the upper secondary diploma was awarded (or the best national estimate) and not the country of citizenship. 15 countries in the EHEA still use the foreign citizenship/nationality as criteria to define mobile students.

The main problem with using citizenship to define the country of origin is that it conflates genuine mobile students with those who may have moved to the destination country earlier, for example during school education. As a result, the indicator 'citizenship' provides an estimation of the foreign student population rather than providing an indication of inward learning mobility.

The first comprehensive data on credit mobility were made available in 2018. This report provides information on the academic years 2016/2017 and 2020/2021 ⁽²⁾&. Data on the degree mobility component were progressively collected with updated definitions from academic years 2012/13 and made available from 2015 onwards. Therefore, data on both degree and credit outward mobility are available from 2016, although with limitations due to incomplete data coverage.

This section looks at three aspects of student mobility flows: Outward mobility, inward mobility and mobility balance. The report presents the total rates, and then takes a closer look at the differences in levels of student mobility between degree and credit mobility in the different cycles of higher education. Throughout the analysis, degree and/or credit mobility flows from outside the EHEA to inside the EHEA, and degree mobility flows within the EHEA are examined separately.

Information on inward mobility from countries outside the EHEA includes data from all countries. For the outward mobility towards countries outside the EHEA, only Australia, Brazil, Canada, Chile, Colombia, Japan, New Zealand and the United States have been included due to issues with data availability and quality. For the EHEA country coverage, see the 'Glossary and Methodological Notes'.

6.1.1. Outward mobility

The Leuven/Louvain-la-Neuve ministerial conference in 2009 set a target to be achieved by 2020 ⁽³⁾, that at least 20 % of those graduating in the EHEA should have had a period of higher education-related study or training period abroad. This section of the report discusses outward mobility flows in EHEA countries with relation to this target by reporting the mobility rates and percentages of total student populations, and by identifying the type and level of mobility.

The analysis presents data developments from 2016 to 2021 often focusing on the developments since 2017 which was the reference year for the data presented in the 2020 Bologna Process Implementation Report.

The degree and credit outward mobility rate of a country for tertiary graduates shows the number of students who graduated abroad or spent a study-related period abroad, as a percentage of the total number of graduates from that country (i.e., the total number of graduates from the same country of

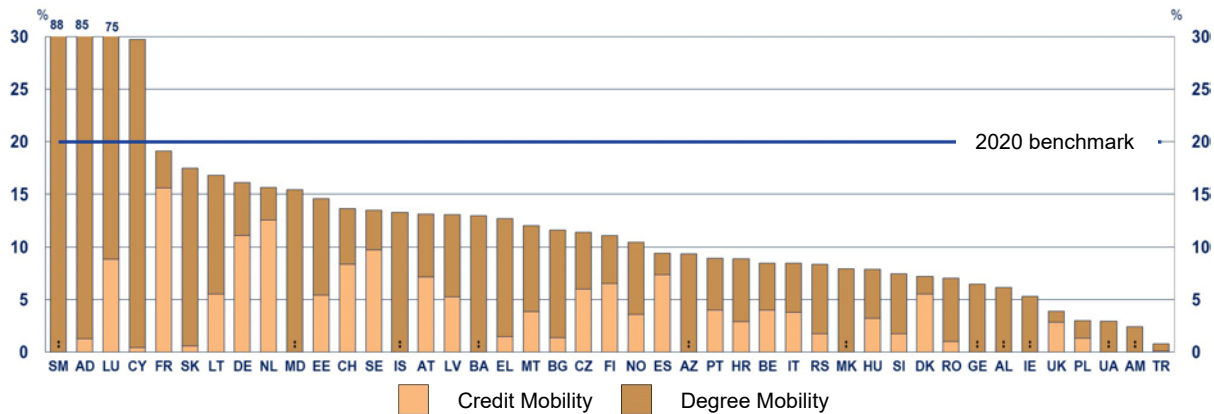
⁽²⁾ European Commission, 2017c. Progress report on a Learning Mobility Benchmark. COM (2017)148 final.

⁽³⁾ Leuven/Louvain-la-Neuve Communiqué: the Bologna Process 2020 – The European Higher Education Area in the new decade. Communiqué of the Conference of European Ministers responsible for Higher Education, Leuven and Louvain-la-Neuve, 28-29 April, p.4.

origin). For a given country (of origin), the compilation of outward degree mobile students/graduates relies on the records of all other countries in the world. Indeed, only each hosting country can collect data on students/graduates from this country of origin in its own tertiary education system. Unlike degree mobility data, data on credit mobility are collected at the level of the country of origin, defined in this case as the country where the graduates are regularly enrolled/obtain their diploma (i.e., the country of full registration/graduation is where the institution of full registration – the ‘home institution’ – is located).

Figure 6.1 presents the outward (degree and credit) mobility rate of graduates who have graduated abroad or have received their tertiary education in another country in 2021, thus highlighting the different incidence of the two mobility components across the EHEA. The figure shows the state of mobility in the EHEA in relation to the 20% target set in the Leuven/Louvain-la-Neuve Communiqué.

Figure 6.1: Outward (degree and credit) mobility rate of graduates (ISCED level 5-8) by country of origin, 2021, (%)



Source: Eurostat, UOE and additional collection for the other EHEA countries, OECD.

| 2021 | SM | AD | LU | CY | FR | SK | LT | DE | NL | MD | EE | CH | SE | IS | AT | LV | BA | EL | MT | BG | CZ | FI |
|-----------------------------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| Credit Mobility | : | 1.3 | 8.9 | 0.5 | 15.6 | 0.6 | 5.5 | 11.1 | 12.6 | : | 5.4 | 8.4 | 9.7 | : | 7.2 | 5.3 | : | 1.5 | 3.9 | 1.4 | 6.0 | 6.6 |
| Degree Mobility | 87.5 | 85.4 | 74.9 | 29.3 | 3.6 | 16.9 | 11.3 | 5.0 | 3.1 | 15.4 | 9.2 | 5.3 | 3.8 | 13.3 | 6.0 | 7.8 | 13.0 | 11.3 | 8.2 | 10.3 | 5.4 | 4.6 |
| Credit and Degree Mobility | 87.5 | 86.7 | 83.8 | 29.8 | 19.2 | 17.5 | 16.8 | 16.1 | 15.7 | 15.4 | 14.6 | 13.7 | 13.5 | 13.3 | 13.2 | 13.1 | 13 | 12.8 | 12.1 | 11.7 | 11.4 | 11.2 |
| 2021 | NO | ES | AZ | PT | HR | BE | IT | RS | MK | HU | SI | DK | RO | GE | AL | IE | UK | PL | UA | AM | TR | EHEA |
| Credit Mobility | 3.6 | 7.4 | : | 4.0 | 2.9 | 4.0 | 3.8 | 1.7 | : | 3.2 | 1.7 | 5.5 | 1.0 | : | : | : | 2.9 | 1.3 | : | : | 0.1 | 5.2 |
| Degree Mobility | 6.9 | 2.1 | 9.4 | 5.0 | 6.0 | 4.5 | 4.7 | 6.6 | 7.9 | 4.7 | 5.7 | 1.7 | 6.1 | 6.5 | 6.1 | 5.3 | 1.0 | 1.7 | 2.9 | 2.4 | 0.7 | 3.6 |
| Credit and Degree Mobility | 10.5 | 9.5 | 9.4 | 9 | 8.9 | 8.5 | 8.5 | 8.3 | 7.9 | 7.9 | 7.4 | 7.2 | 7.1 | 6.5 | 6.1 | 5.3 | 3.9 | 3 | 2.9 | 2.4 | 0.8 | 8.8 |

EHEA = EHEA weighted average

| 2016 | SM | AD | LU | CY | FR | SK | LT | DE | NL | MD | EE | CH | SE | IS | AT | LV | BA | EL | MT | BG | CZ | FI |
|----------------------------|------|-----|------|------|----|------|------|------|------|----|----|------|------|----|------|------|-----|------|------|------|----|------|
| Credit mobility | : | : | 13.8 | 2.5 | : | : | 6.9 | 12.9 | 20.8 | : | : | 7.7 | 10.2 | : | 9.8 | 6.4 | : | : | 5.4 | 1.52 | | 15.8 |
| Degree mobility | : | : | 70.6 | 13.2 | : | 11.9 | 8.6 | 4.9 | 2.4 | : | : | 3.4 | 4.1 | : | 4.6 | 8 | : | | 8.4 | 7.4 | | 3.6 |
| Credit and Degree Mobility | : | : | 84.4 | 15.7 | : | 11.9 | 15.5 | 17.8 | 23.2 | : | : | 11.1 | 14.3 | : | 14.4 | 14.4 | : | | 13.8 | 8.89 | | 19.4 |
| 2016 | NO | ES | AZ | PT | HR | BE | IT | RS | MK | HU | SI | DK | RO | GE | AL | IE | UK | PL | UA | AM | TR | EHEA |
| Credit mobility | 9.1 | 7.6 | | 7.7 | : | : | : | : | : | : | :: | 8.39 | 1.9 | : | : | :: | 3.4 | : | : | : | : | : |
| Degree mobility | 9.1 | 1.4 | | 2.9 | : | : | : | : | : | : | | 1.35 | 4.9 | : | : | | 0.7 | 0.9 | : | : | : | : |
| Credit and Degree Mobility | 18.2 | 9.0 | | 10.6 | : | : | : | : | : | : | | 9.74 | 6.8 | : | : | : | 4.1 | 0.92 | : | : | : | : |

Notes:

Total outward mobility rates for country X are calculated as (outward degree-mobile graduates from country X + outward credit-mobile graduates who were not degree mobile from country X)/graduates originating in country X.

Graduates originating in country X are calculated as (total graduates in country X – inward mobile graduates from any other country to country X + outward mobile graduates from country X to any other country).

When it comes to absolute numbers of (outward) mobility, the data show that a total of 6.8 million graduates had an international mobility experience in 2021 either in the framework of a study period abroad (credit mobility) or in the form of a full degree. Overall, for countries with available data the total mobility rate stands at 8.8%. This is a weighted average that is calculated by considering the respective total numbers of graduates of the EHEA and the number of graduates of the EHEA who have undertaken mobility. It falls a long way short of the ambition set in 2009. The share of graduates in tertiary education who had a temporary experience abroad (credit mobility) was 5.2%, while 3.6% graduated abroad, i.e., in a country different from the one of their country of origin (degree mobility).

Over a five-year period, compared to 2016 the EHEA average credit mobility registered in 2021 decreased, while the degree mobility average slightly increased. These numbers, and particularly the decline in credit mobility, are certainly affected by the Covid-19 pandemic in the 2020-2021 period, as both the possibility and, for many, the desire to move abroad to study were restricted.

San Marino, Andorra, and Luxembourg had very strong mobility flows, and together with Cyprus surpassed the learning mobility benchmark of 20% of national graduates in 2021. In all four countries, the small size of the higher education system clearly operates as factor that incites many students to move abroad, and indeed the share of degree mobility is significantly higher than the share of students who performed credit mobility. Compared to 2016, in this group of countries (4) Luxembourg remained above the 20% benchmark, while in Cyprus the degree mobility rate decreased by almost 16 percentage points, bringing the country's overall mobility rate below the 20% benchmark.

In 2021 France came very close to the EHEA target with a rate equal to 19%, while Slovakia reached 17.5%, and Lithuania and Germany followed closely with 16.8% and 16.1% respectively. Compared to 2016, in this group of countries the rate of mobile students increased in Slovakia and Lithuania while in Germany and the Netherlands, the mobility rates decreased. In the Netherlands credit mobility decreased by 8 percentage points, thus lowering the total mobility rate from 23.2% (above the 20% benchmark) in 2016 to 15.7% in 2021.

Seven countries registered mobility flows ranging between 13% and 15% in 2021. In Estonia, Switzerland, Sweden, Iceland, Austria, Latvia, and Bosnia and Herzegovina the share of students who experienced mobility ranged between 14.6% (Estonia) and 13% (Bosnia and Herzegovina). Compared to 2016, the highest increase was observed in Switzerland (2.6 percentage points) where both credit and degree mobility expanded. Latvia and Austria registered slight increase in credit mobility and a decrease in degree mobility rates, while Sweden, registered a decrease in both credit and degree mobility rates, with higher reduction of the credit mobility.

A share of less than 10% for total mobility was found in 20 countries – close to half of the countries for which data is available. The lowest share (less than 5%) of outgoing students who completed degrees or had a study-related period outside the country of origin was recorded in Türkiye (0.8%), Armenia, Ukraine, Poland and the United Kingdom (3.9%).

A strong decrease was observed in Finland, where the mobility rate dropped from 19.4% in 2016 to 11% in 2021 with a strong decrease of the credit mobility rates.

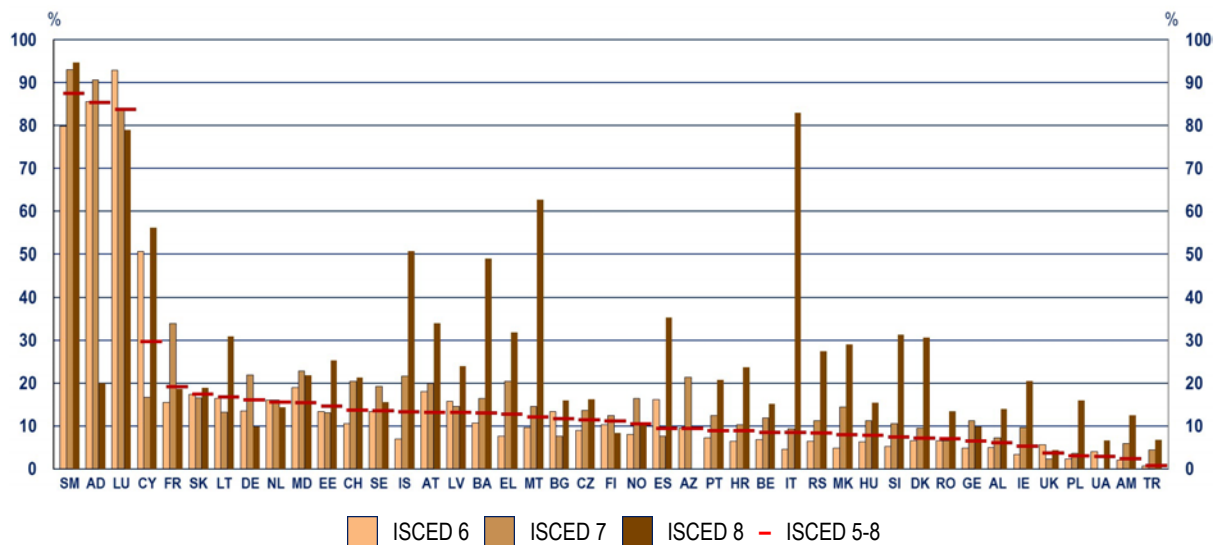
Figure 6.1 shows that the Netherlands, France, Germany, and Sweden, recorded a higher percentage of credit mobile graduates compared to degree mobile graduates. A considerable difference between credit and degree mobility can be observed in the Netherlands (12 percentage points) and France (9.5 percentage points). Austria, Czechia, Denmark, and Spain also recorded a higher percentage of credit mobile graduates compared to degree mobile graduates, with less disparity between the two mobility types, ranging between 0.6 (Czechia) and 5.9 (Sweden) percentage points.

⁴ Data not available for Andorra and San Marino for 2016

Conversely, Lithuania and Slovakia registered trends like San Marino, Andorra, Luxembourg, and Cyprus, evidencing a higher outward degree mobility flow compared to credit mobility. Compared to 2016, the Netherlands, Germany, Switzerland, Austria, Finland and Spain, still maintained the trend to have outward credit mobility rates higher than the degree mobility rates.

Figure 6.2 shows the outward degree and credit mobility rate of graduates across the EHEA in 2020/2021 by education level providing the ISCED level 5-8 average and then showing ISCED levels 6-8 separately. It is at ISCED levels 6-8 that data collection across EHEA members is most complete and thus most comparable. The figure enables a more differentiated view of the overall mobility reality to be established.

Figure 6.2: Outward degree and credit mobility of graduates, by country of origin and level of educational attainment, 2021, (%)



| | SM | AD | LU | CY | FR | SK | LT | DE | NL | MD | EE | CH | SE | IS | AT | LV | BA | EL | MT | BG | CZ | FI |
|------------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| ISCED 6 | 79.8 | 85.6 | 92.9 | 50.6 | 15.5 | 17.4 | 16.4 | 13.5 | 16.0 | 19.0 | 13.3 | 10.6 | 13.4 | 6.9 | 18.0 | 15.8 | 10.7 | 7.7 | 9.6 | 13.4 | 9.0 | 10.3 |
| ISCED 7 | 93.0 | 90.6 | 83.4 | 16.7 | 34.0 | 16.6 | 13.3 | 21.9 | 16.0 | 22.9 | 13.1 | 20.4 | 19.3 | 21.6 | 19.9 | 14.6 | 16.4 | 20.4 | 14.6 | 7.7 | 13.6 | 12.4 |
| ISCED 8 | 94.7 | 20.0 | 79.0 | 56.2 | 18.6 | 19.0 | 30.9 | 9.8 | 14.3 | 21.8 | 25.4 | 21.3 | 15.6 | 50.7 | 34.0 | 24.0 | 49.0 | 31.8 | 62.7 | 15.9 | 16.3 | 8.3 |
| ISCED 5-8 | 87.5 | 85.4 | 83.8 | 29.7 | 19.1 | 17.5 | 16.8 | 16.1 | 15.6 | 15.4 | 14.6 | 13.7 | 13.6 | 13.3 | 13.2 | 13.1 | 13.0 | 12.7 | 12.1 | 11.7 | 11.4 | 11.1 |
| | NO | ES | AZ | PT | HR | BE | IT | RS | MK | HU | SI | DK | RO | GE | AL | IE | UK | PL | UA | AM | TR | EHEA |
| ISCED 6 | 8.0 | 16.1 | 9.5 | 7.2 | 6.4 | 6.9 | 4.5 | 6.4 | 4.9 | 6.3 | 5.3 | 6.6 | 6.6 | 4.8 | 4.9 | 3.4 | 5.6 | 2.3 | 4.0 | 2.0 | 0.7 | 8.0 |
| ISCED 7 | 16.5 | 7.6 | 21.3 | 12.4 | 10.3 | 11.9 | 9.3 | 11.3 | 14.4 | 11.3 | 10.5 | 9.5 | 6.6 | 11.2 | 7.2 | 9.6 | 2.3 | 3.7 | : | 5.9 | 4.4 | 14.0 |
| ISCED 8 | 10.6 | 35.3 | 0.0 | 20.8 | 23.7 | 15.2 | 83.0 | 27.4 | 29.1 | 15.5 | 31.3 | 30.6 | 13.4 | 9.8 | 14.0 | 20.6 | 4.4 | 16.0 | 6.6 | 12.5 | 6.8 | 20.7 |
| ISCED 5-8 | 10.5 | 9.4 | 9.4 | 9.0 | 8.9 | 8.5 | 8.5 | 8.4 | 7.9 | 7.9 | 7.5 | 7.2 | 7.1 | 6.5 | 6.1 | 5.3 | 3.9 | 3.0 | 2.9 | 2.4 | 0.8 | 8.7 |

EHEA = EHEA weighted average

Note: data not available for Montenegro, Liechtenstein, Holy See and Kazakhstan

Source: Eurostat, UOE and additional collection for the other EHEA countries/OECD.

For countries with available data the EHEA average mobility rate in the first cycle (ISCED⁶) stands at 8%. Outward mobility data by education level show that among first-cycle graduates, Luxembourg has the highest shares of graduates with mobility experience (92.9%) together with Andorra (85.6%), followed by San Marino (79.8%), Cyprus (50.6%), Moldova (19%) and Austria (18%). The range of the mobility rates for the same education level in Slovakia and Lithuania was respectively 17.4% and 16.4%. In twelve countries, the total mobility rate did not exceed 10%. In four countries within this group, the total mobility rate at first cycle did not exceed 5%, ranging between 0.8% (Türkiye) and 4.9% (Albania).

The reported figures clearly show a decreasing trend in the outward mobility for first cycle students in 2021. The EHEA average of the total mobility rate in the first cycle dropped from 9.6% in 2017, which was reported in the 2020 edition of the Bologna Process Implementation Report, to 8% in 2021. The impact of the COVID-19 pandemic should be considered in contextualising this decrease.

For second-cycle graduates (ISCED 7), data for 2021 indicates that the EHEA average mobility rate was 14%, while more than a fifth of the countries (Luxembourg, Andorra, San Marino, Moldova, France, Germany, Switzerland, Azerbaijan, Greece, and Iceland) with available data reached the 20% benchmark. San Marino, Andorra, and Luxembourg had the highest mobility rates achieving a share of above 80%, followed by France with a 34 % share. Compared to 2017, the 2021 outward mobility rates at second cycle level decreased below the 20% threshold in Cyprus, the Netherlands, Finland, Norway, Sweden, Austria, and Malta levels. Conversely in Switzerland the share of outward mobility students increased to exceed the 20% benchmark. France has increased its mobility rates, while Germany, Greece and Luxembourg remained above the 20% benchmark but registered a slight decrease in their mobility rates. Eleven countries had mobility rates below 10% while four of these registered mobility rates of below 5%. For comparison, in 2017, 13 countries registered rates below 10% and of these three had rates below 5%. Overall, the levels of outward mobility for second cycle students across EHEA countries in 2021 marked a decrease from 16.1% in 2017 to 14% in 2021. Nevertheless in both 2017 and 2021, there is considerably higher interest in engaging in outward mobility activities in the second cycle compared to the first cycle.

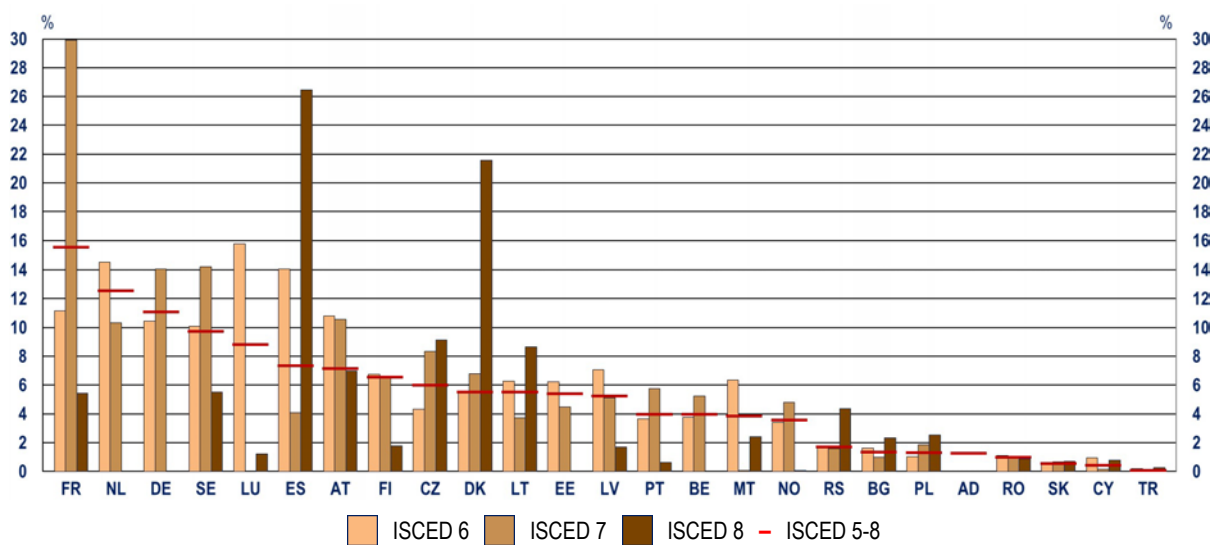
At doctoral level (ISCED 8), in 2021 the EHEA average mobility rate was 20.7%. The number of countries which reached the 20% benchmark was 23 (53% of the countries with available data) and this was considerably higher compared to first (9%) and second cycle (23%) education levels. Three countries (San Marino, Italy and Luxembourg) registered outward mobility rates for this education cycle of above 80% with Italy increasing the rate from 48.7% to 83% in 2021. In Malta, Cyprus and Iceland more than 50% of the students had a mobility experience at doctoral level. In the remaining 9% of countries, which achieved the 20% benchmark but had rates below 50%, the mobility rates ranged between 20% (Andorra) and 49% (Bosnia and Herzegovina). Six countries registered levels of mobility below 10% ranging between 4.4% (United Kingdom) and 9.8% (Germany and Georgia). Compared to 2017 the outward mobility at doctoral level registered an important increase in 2021 rising from 17.3% to 20.7%.

In just over half of the countries with data available for all education levels, the share of degree and credit outward mobility graduates increased as ISCED levels rose. In three-quarters of the countries, mobility rates were higher at master's than at bachelor's level. Very large gaps between the mobility flows at ISCED 6 and ISCED 7 (more than 10 percentage points) were observed in five countries with France registering a difference of 18.5 percentage points. Conversely, in a fifth of the countries with available data, the mobility rates at ISCED⁶ level were higher than those at ISCED⁷ education level. In Cyprus the level of outward mobility at ISCED 6 level was much higher (50.6%) than the mobility flow at ISCED 7 (16.7%).

When observing the evolution between ISCED 7 and ISCED 8, three-quarters of the countries with available data had higher mobility flows at ISCED 8 level. Italy and Malta registered the greatest differences by respectively 73 and 48 percentage points. Similar to the trends between ISCED 6 and ISCED 7, a fifth of the countries with available data had a higher mobility rate at ISCED 7 level than at ISCED 8. In Andorra the difference was of 70.5 percentage points in favour of mobility at ISCED 7. Cyprus (39 percentage points), France (15 percentage points) and Germany (12 percentage points) also showed strong differences in favour of ISCED 7 mobility.

Figure 6.3 presents the percentages of outward credit mobility of graduates by ISCED level. It looks at credit mobility in particular to show the differences between ISCED levels across countries for this type of mobility. The figure shows available data on the rates of 25 countries.

Figure 6.3: Outward credit mobility rate – tertiary mobile students from the EHEA studying in the country as a percentage of the total number of students enrolled, by country of destination and level of educational attainment, 2021 (%)



Source: Eurostat, OECD.

| % | FR | NL | DE | SE | LU | ES | AT | FI | CZ | DK | LT | EE | LV |
|-----------|------|------|------|------|------|------|------|-----|-----|------|-----|-----|------|
| ISCED 6 | 11.2 | 14.6 | 10.4 | 10.1 | 15.8 | 14.1 | 10.8 | 6.8 | 4.3 | 5.4 | 6.3 | 6.3 | 7.1 |
| ISCED 7 | 29.9 | 10.3 | 14.1 | 14.2 | 0.0 | 4.1 | 10.6 | 6.5 | 8.3 | 6.8 | 3.7 | 4.5 | 5.1 |
| ISCED 8 | 5.4 | 0.0 | 0.0 | 5.5 | 1.2 | 26.5 | 7.0 | 1.8 | 9.1 | 21.6 | 8.6 | 0.0 | 1.7 |
| ISCED 5-8 | 15.6 | 12.6 | 11.1 | 9.7 | 8.9 | 7.4 | 7.2 | 6.6 | 6.0 | 5.5 | 5.5 | 5.4 | 5.3 |
| | PT | BE | MT | NO | RS | BG | PL | AD | RO | SK | CY | TR | EHEA |
| ISCED 6 | 3.7 | 3.8 | 6.4 | 3.4 | 1.7 | 1.6 | 1.0 | 0.0 | 1.1 | 0.5 | 0.9 | 0.2 | |
| ISCED 7 | 5.8 | 5.3 | 0.1 | 4.8 | 1.6 | 1.0 | 1.9 | 0.0 | 0.9 | 0.7 | 0.2 | 0.1 | |
| ISCED 8 | 0.6 | 0.0 | 2.4 | 0.1 | 4.4 | 2.3 | 2.5 | 0.0 | 0.9 | 0.7 | 0.8 | 0.3 | |
| ISCED 5-8 | 4.0 | 4.0 | 3.9 | 3.6 | 1.7 | 1.4 | 1.3 | 1.3 | 1.0 | 0.6 | 0.5 | 0.1 | |

EHEA = EHEA weighted average

Source: Eurostat, OECD.

Notes:

Total outward mobility rates for country X are calculated as (outward degree-mobile graduates from country X + outward credit-mobile graduates who were not degree mobile from country X)/graduates originating in country X. Graduates originating in country X are calculated as (total graduates in country X – inward mobile graduates from any other country to country X + outward mobile graduates from country X to any other country).

Credit and degree mobility are calculated considering only one component at the numerator.

At ISCED 6, Luxembourg shows the strongest credit mobility rates (15.8%) while at ISCED 7, France reaches a rate of 29.9%. In the third cycle (ISCED 8) Spain has the highest rate at 26.5 %.

At ISCED 6 level just under a third of the countries with data available registered rates of credit mobility above 10 %, . Most of the countries in this group registered a decrease of credit mobility flows

between 2017 and 2021 with only Luxembourg registering an increase, and Spain maintaining the same level of credit mobility.

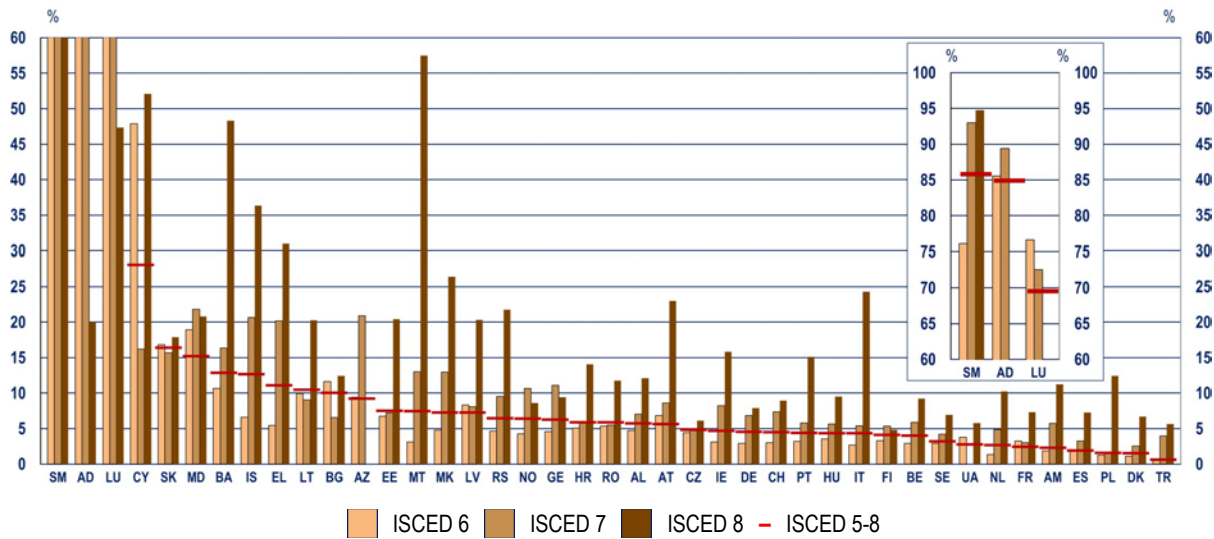
At ISCED 7 level less than a quarter of the countries considered had a credit mobility rate of more than 10 % whereas this fraction reached two fifths in 2017. Most of the countries registered a decrease in 2021 with France being the only exception. Finland registered the strongest decrease - 11 percentage points.

At ISCED 8 level, two countries (Denmark and Spain) reached 20 %. For most of the countries with available data, a slight decreasing trend could be observed compared to the levels registered in 2017.

In 2021, nine countries (Bulgaria, Cyprus, Poland, Romania, Slovakia, Norway, Serbia, Türkiye, and Andorra), registered a rate of credit mobility below 5 % for all of the ISCED levels. In 10 of the countries with available data for 2020/2021, the credit mobility flows at ISCED 6 level were lower than those at ISCED 7 level. The highest gap was observed in France where at ISCED 6 level the share of credit mobility reached 11.2 %, while at ISCED 7 it was 29.9 %. Conversely, 12 countries registered a larger share of credit mobility at ISCED 6 level with Spain registering a gap of 10 percentage points between the two education levels. This analysis shows that credit mobility at ISCED 6 level was slightly higher than at ISCED 7 level.

Figure 6.4 focuses only on outward degree mobility graduates, i.e., the number of graduates who have received a degree in another EHEA country.

Figure 6.4: Outward degree mobility of graduates within the EHEA, by country of origin and level of educational attainment, 2020/2021, (%)



| | SM | AD | LU | CY | SK | MD | BA | IS | EL | LT | BG | AZ | EE | MT | MK | LV | RS | NO | GE | HR | RO |
|-----------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|-----|------|------|------|------|
| % | 76.1 | 85.6 | 76.6 | 47.9 | 16.8 | 18.9 | 10.7 | 6.6 | 5.4 | 9.9 | 11.6 | 9.4 | 6.8 | 3.1 | 4.8 | 8.3 | 4.6 | 4.2 | 4.6 | 5.1 | 5.4 |
| ISCED 6 | 76.1 | 85.6 | 76.6 | 47.9 | 16.8 | 18.9 | 10.7 | 6.6 | 5.4 | 9.9 | 11.6 | 9.4 | 6.8 | 3.1 | 4.8 | 8.3 | 4.6 | 4.2 | 4.6 | 5.1 | 5.4 |
| ISCED 7 | 93.0 | 89.4 | 72.5 | 16.2 | 15.7 | 21.8 | 16.3 | 20.6 | 20.2 | 9.1 | 6.6 | 20.9 | 7.2 | 13.0 | 13.0 | 8.1 | 9.5 | 10.7 | 11.1 | 6.0 | 5.5 |
| ISCED 8 | 94.7 | 20.0 | 47.3 | 52.1 | 17.9 | 20.8 | 48.3 | 36.4 | 31.0 | 20.3 | 12.4 | 20.4 | 57.5 | 26.4 | 20.3 | 21.8 | 8.6 | 9.4 | 14.1 | 11.8 | |
| ISCED 5-8 | 85.8 | 84.9 | 69.5 | 28.1 | 16.4 | 15.2 | 12.9 | 12.7 | 11.1 | 10.5 | 10.1 | 9.2 | 7.5 | 7.5 | 7.3 | 7.3 | 6.5 | 6.4 | 6.3 | 5.9 | 5.9 |
| | AL | AT | CZ | IE | DE | CH | PT | HU | IT | FI | BE | SE | UA | NL | FR | AM | ES | PL | DK | TR | EHEA |
| % | | | | | | | | | | | | | | | | | | | | | A |

| | | | | | | | | | | | | | | | | | | | | | |
|-----------|------|------|-----|------|-----|-----|------|-----|------|-----|-----|-----|-----|------|-----|------|-----|------|-----|-----|-----|
| ISCED 6 | 4.7 | 6.8 | 4.4 | 3.1 | 2.9 | 3.0 | 3.2 | 3.5 | 2.7 | 3.3 | 2.9 | 2.9 | 3.8 | 1.4 | 3.2 | 1.9 | 2.0 | 1.2 | 1.1 | 0.5 | 4.2 |
| ISCED 7 | 7.0 | 8.6 | 5.0 | 8.2 | 6.8 | 7.4 | 5.8 | 5.7 | 5.4 | 5.4 | 5.9 | 4.2 | 0.0 | 4.9 | 3.0 | 5.8 | 3.2 | 1.7 | 2.5 | 4.1 | 4.2 |
| ISCED 8 | 12.1 | 23.0 | 6.1 | 15.9 | 7.9 | 8.9 | 15.1 | 9.5 | 24.3 | 4.8 | 9.2 | 7.0 | 5.8 | 10.2 | 7.3 | 11.2 | 7.3 | 12.4 | 6.7 | 5.6 | 5.6 |
| ISCED 5-8 | 5.7 | 5.7 | 4.9 | 4.7 | 4.5 | 4.5 | 4.4 | 4.4 | 4.3 | 4.1 | 4.0 | 3.2 | 2.8 | 2.7 | 2.4 | 2.3 | 1.9 | 1.6 | 1.5 | 0.6 | 0.6 |

EHEA = EHEA weighted average

Source: Eurostat, OECD.

The median of the share of outward degree mobile graduates within the EHEA at ISCED 6 education level was 4.2 % in 2021, indicating that half of the countries with available data had degree mobility shares below this value. The highest values were 85.6% (Andorra), with more than 76 % in both San Marino and Luxembourg. In around half of the countries with available data, the share of students who graduated in another EHEA country was lower than 5 %. In this group of countries, the outward degree mobility rate were lowest in the Netherlands, Armenia, Denmark, Poland, and Türkiye, all with an outward degree mobility rate that did not exceed 2 %. Four countries (Bulgaria, Slovakia, Moldova, and Bosnia and Herzegovina) registered shares of outward degree mobility between 10 % and 20 % with shares ranging between 10.7 % in Bosnia and Herzegovina and 18.9 % in Moldova. Most of the countries registered a slight increase compared to 2017 although Cyprus, Bosnia and Herzegovina, Latvia, Norway, Albania, Ireland, Germany, Sweden, and Armenia registered a slight decrease. The gap between the countries with a high share of degree mobility and the countries with a low share (below 5 %) was significant at more than 80 percentage points between the highest and the lowest.

Comparing data between degree and credit mobility, in half of the countries with available data, students were more interested to engage in credit rather than degree mobility at ISCED 6 level.

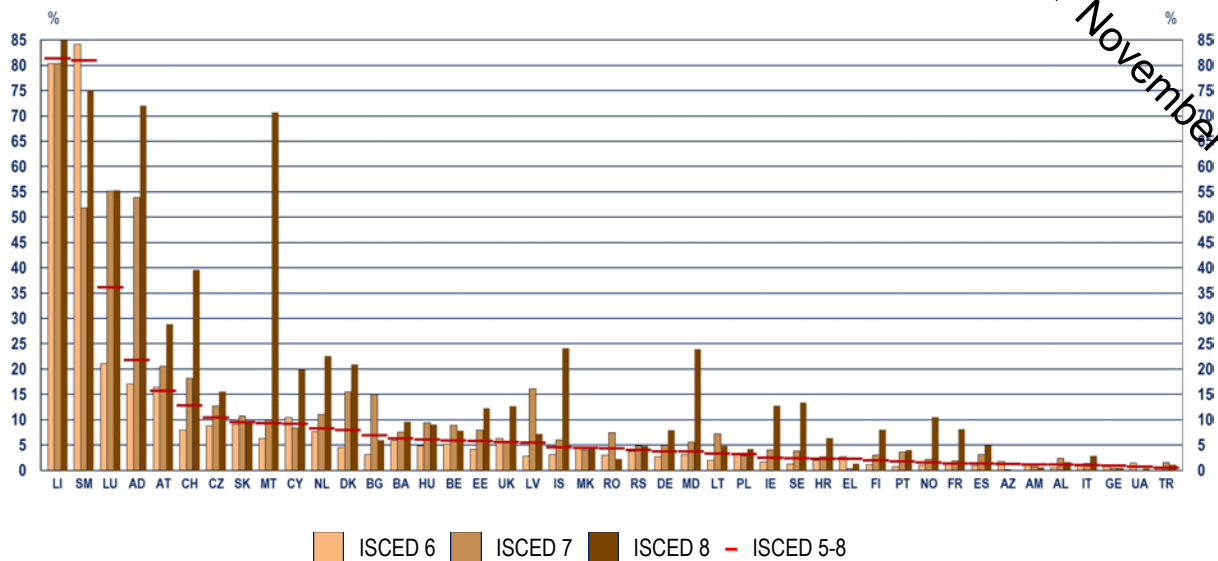
The highest rates of second-cycle (ISCED 7) outgoing degree students were registered in San Marino (93 %), Andorra (89.4 %) and Luxembourg (72.5 %). More than 20 % of graduates from Iceland, Moldova, Greece, and Azerbaijan also obtained a degree in another country within the EHEA. Six countries (Cyprus, Slovakia, Bosnia and Herzegovina, Malta, Norway and North Macedonia) had a share of outward degree mobile students between 10 % and 20 %. The shares ranged from 10.7 % in Norway to 16.3 % in Bosnia and Herzegovina. In contrast to ISCED 6 findings, at ISCED 7 level there is a higher preference for degree mobility compared to credit mobility.

In 2021, at doctoral level (ISCED 8), more than half of the outward degree graduates from Cyprus (52 %), Malta (57.54 %) and San Marino (94.7 %) completed their studies in another EHEA country. 16 of the countries with available data exceeded 20 %. Compared to 2017, the rate of outgoing doctoral degree students from Cyprus decreased by 14.2 percentage points, while Malta slightly increased the number of outgoing doctoral students. Luxembourg registered an important fall compared to 2017 decreasing the share of outward doctoral degree students from 76.3 % to 47.3 %. Albania also had a strong fall from 35.1 % to 12.1 %. The lowest rates were observed from Finland (4.8%). Ukraine increased the share of outgoing doctoral degree students from 3.5 to 5.8 %. Moldova, Italy and Austria increased the share of outgoing doctoral degree students to reach 20 % in 2021.

6.1.2. Inward degree mobility

Figure 6.5 presents the percentage of mobile students coming from inside the EHEA to individual EHEA countries. It compares the share of mobile students with the total student population in the EHEA destination country. The purpose of this indicator is to provide an estimation of the attractiveness of each EHEA country for degree students who originate from another EHEA country.

Figure 6.5: Incoming degree mobility rate per level of educational attainment within the EHEA, 2021



| | LI | SM | LU | AD | AT | CH | CZ | SK | MT | CY | NL | DK | BG | BA | HU | BE | EE | UK | LV | IS | MK | RO |
|------------------|------|------|------|------|------|------|------|------|------|------|------|------|------|-----|-----|-----|------|------|------|------|-----|------|
| ISCED 6 | 80.4 | 84.2 | 21.1 | 17.0 | 16.4 | 8.0 | 8.8 | 9.1 | 6.3 | 10.5 | 7.6 | 4.6 | 3.1 | 5.8 | 4.8 | 5.2 | 4.1 | 6.3 | 2.8 | 3.1 | 4.6 | 3.0 |
| ISCED 7 | 80.3 | 51.8 | 55.2 | 53.9 | 20.6 | 18.2 | 12.7 | 10.7 | 9.9 | 8.4 | 11.1 | 15.5 | 14.9 | 7.5 | 9.4 | 8.8 | 7.9 | 5.6 | 16.1 | 6.0 | 4.1 | 7.4 |
| ISCED 8 | 85.0 | 75.0 | 55.3 | 72.0 | 28.9 | 39.6 | 15.5 | 9.7 | 70.7 | 19.9 | 22.6 | 21.0 | 6.0 | 9.5 | 9.1 | 7.8 | 12.2 | 12.7 | 7.2 | 24.1 | 4.2 | 2.2 |
| ISCED 5-8 | 81.4 | 81.0 | 36.2 | 21.9 | 15.7 | 12.9 | 10.5 | 9.5 | 9.4 | 9.2 | 8.4 | 8.0 | 6.9 | 6.4 | 6.2 | 5.9 | 5.8 | 5.6 | 5.5 | 4.6 | 4.5 | 4.4 |
| | RS | DE | MD | LT | PL | IE | SE | HR | EL | FI | PT | NO | FR | ES | AZ | AM | AL | IT | GE | UA | TR | EHEA |
| ISCED 6 | 3.8 | 2.7 | 3.2 | 1.9 | 3.3 | 1.7 | 1.2 | 2.0 | 2.7 | 1.2 | 0.8 | 1.1 | 1.2 | 1.0 | 1.7 | 1.3 | 0.5 | 0.9 | 1.0 | 1.5 | 0.8 | 2.7 |
| ISCED 7 | 4.9 | 4.9 | 5.6 | 7.2 | 2.9 | 4.1 | 3.8 | 2.7 | 0.3 | 3.0 | 3.6 | 2.1 | 1.8 | 3.1 | 0.2 | 0.8 | 2.4 | 1.4 | 0.4 | : | 1.6 | 4.6 |
| ISCED 8 | 4.8 | 8.0 | 23.9 | 4.8 | 4.1 | 12.8 | 13.4 | 6.4 | 1.3 | 8.0 | 3.9 | 10.5 | 8.1 | 4.9 | 0.0 | 0.5 | 1.6 | 2.8 | 0.5 | 0.4 | 1.1 | 8.3 |
| ISCED 5-8 | 4.0 | 3.7 | 3.7 | 3.4 | 3.2 | 2.5 | 2.4 | 2.4 | 2.3 | 2.0 | 1.8 | 1.7 | 1.4 | 1.4 | 1.3 | 1.2 | 1.1 | 1.1 | 0.9 | 0.8 | 0.6 | 2.9 |

EHEA = EHEA weighted average

Source: Eurostat, UOE and additional collection for the other EHEA countries.

Apart from small countries like Liechtenstein, San Marino, Luxembourg and Andorra, which host very high shares of students from other EHEA countries, Austria, Switzerland and Czechia also show high shares of degree-seeking incoming mobile students (above 10 %), especially at ISCED 7 and ISCED 8 levels. The countries with the lowest share of incoming degree students from the EHEA were Portugal, Norway, France, Spain, Azerbaijan, Armenia, Albania, Italy, Georgia, Ukraine and Türkiye (less than 2 %).

The analysis of outward degree mobility identified a trend of increasing mobility as the ISCED level increased. A similar trend is observed when analysing the incoming degree mobility flows. Indeed, in around half of the countries with available data, the number of incoming degree students was constantly higher compared to the number at the previous education level, reaching the highest shares at ISCED 8 level.

However, this was not the case in just over a third of the countries. In nine countries (San Marino, Cyprus, United Kingdom, North Macedonia, Poland, Greece, Azerbaijan, Armenia and Georgia) the

number of students at ISCED 7 level was lower compared to ISCED 6 with differences between the two education levels ranging between 32.4 percentage points (San Marino) and 0.5% (North Macedonia and Armenia). In Slovakia, Bulgaria, Hungary, Latvia, Romania, Serbia, Belgium, Lithuania, Armenia, Albania and Türkiye the rates of the incoming degree students were lower at ISCED 8 level compared to ISCED 7 level. The gap between the two education levels is less important than the difference observed between ISCED 6 and ISCED 7 levels. Armenia registered the opposite trend having decreasing numbers of mobile students as the ISCED level increased, while in San Marino the number of incoming students at ISCED 8 level was lower compared to ISCED 6.

Liechtenstein, San Marino, Andorra, and Luxembourg received high numbers of students at both master's and doctoral level, with incoming student rates above 50 %. However at bachelor's level (ISCED 6) Luxembourg (21 %) and Andorra (17 %) received a considerably lower number of incoming degree students while Liechtenstein and San Marino both had rates above 80 %. Malta had incoming students' rate above 70 % at doctoral level (ISCED 8) but considerably lower rates at ISCED 6 and ISCED 7 levels (below 10 %).

Switzerland hosted about 40 % of incoming mobile students at ISCED level 8 from the EHEA, but registered rates below 10 % for ISCED 6 education level.

Austria, Iceland, Moldova and the Netherlands registered a rate above 20 % at ISCED 8 level. However, while Austria registered rather balanced distribution of incoming degree students among the three education levels, this was not the case in the other countries. Rates of incoming students in Moldova and Iceland were rather low, and not exceeding 6 %, while in the Netherlands the rates at ISCED 6 level were below 8 % and at ISCED 7 above 10 %.

In 70 % of the countries, the share of first-cycle incoming degree mobile students (ISCED 6) was below 5 %. This indicates that students at lower ISCED levels tend to move less frequently to another country to follow a full degree programme. At ISCED 7 level, 46 % of the countries registered incoming students levels below 5 %, while at ISCED 8 education level the corresponding figure is 34 %.

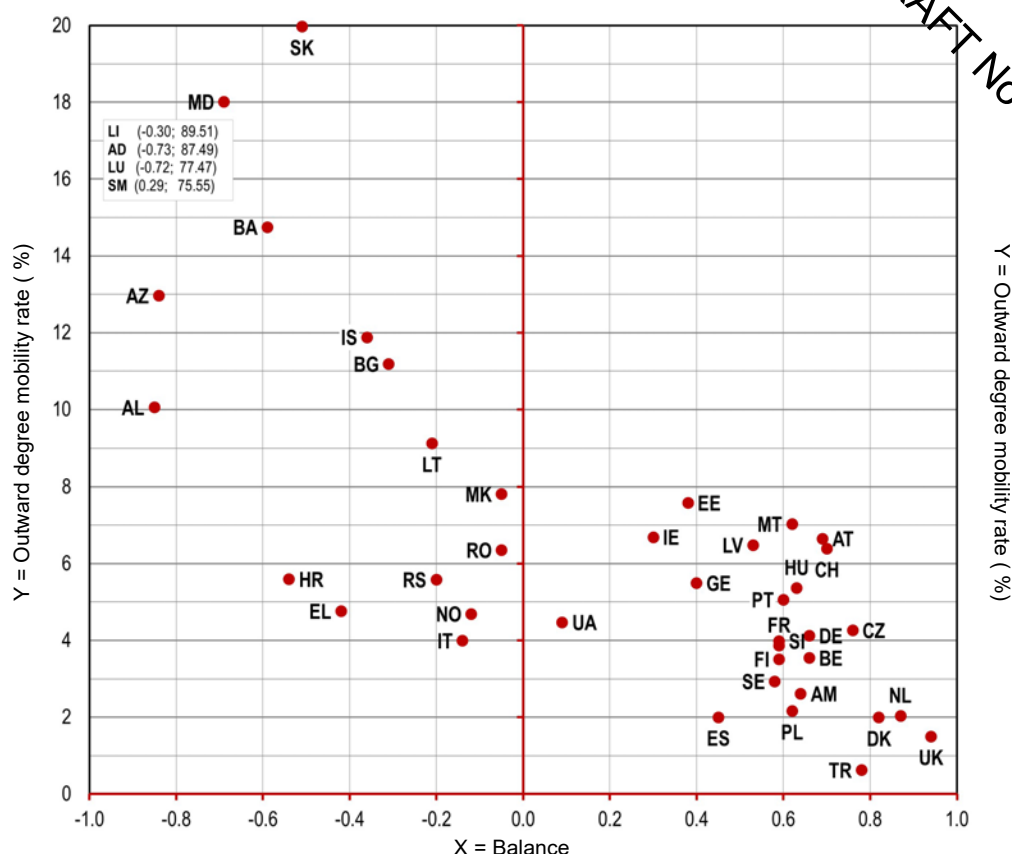
6.1.3. Mobility balance

The concept of balanced mobility was formulated as a desirable objective in the 2012 Bucharest ministerial communiqué, but increasingly acknowledged as a complex issue for policy-making and comprising various aspects in which balance may not be the only consideration. For example, assuming that mobility is desirable, balanced mobility at low levels of mobility (low inward and low outward mobility rates) may be perceived as less positive than balanced mobility at high levels (high inward and high outward mobility rates).

Figure 6.6 provides information on the (degree) mobility balance in 2021. Whereas the X axis indicates the mobility balance, it does so with reference to the outward degree mobility rate of the respective country depicted in the Y Axis. Hence, the figure shows how balanced the mobility flow of the respective country is with regards to its outward flows.

Figure 6.6: Balance as a measure of the attractiveness of the education system of the country at tertiary education level (mobility flows within and outside EHEA), 2020/2021

X = Balance



| % | LI | AD | LU | SM | CY | SK | MD | BA | AZ | IS | BG | AL | LT | MK | EE |
|--------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|------|
| Balance | -0.30 | -0.73 | -0.72 | 0.29 | -0.57 | -0.51 | -0.69 | -0.59 | -0.84 | -0.36 | -0.31 | -0.85 | -0.21 | -0.05 | 0.38 |
| Outward rate | 89.51 | 87.49 | 77.47 | 75.55 | 39.12 | 19.97 | 18.01 | 14.75 | 12.96 | 11.88 | 11.18 | 10.05 | 9.13 | 7.81 | 7.58 |
| | MT | IE | AT | LV | CH | RO | HR | RS | GE | HU | PT | EL | NO | UA | CZ |
| Balance | 0.62 | 0.30 | 0.69 | 0.53 | 0.70 | -0.05 | -0.54 | -0.20 | 0.40 | 0.63 | 0.60 | -0.42 | -0.12 | 0.09 | 0.76 |
| Outward rate | 7.03 | 6.69 | 6.65 | 6.48 | 6.39 | 6.35 | 5.59 | 5.58 | 5.49 | 5.36 | 5.06 | 4.76 | 4.69 | 4.47 | 4.26 |
| | DE | IT | SI | FR | BE | FI | SE | AM | PL | NL | ES | DK | UK | TR | |
| Balance | 0.66 | -0.14 | 0.59 | 0.59 | 0.66 | 0.59 | 0.58 | 0.64 | 0.62 | 0.87 | 0.45 | 0.82 | 0.94 | 0.78 | |
| Outward rate | 4.12 | 3.99 | 3.98 | 3.86 | 3.54 | 3.51 | 2.93 | 2.61 | 2.16 | 2.03 | 2.00 | 1.99 | 1.50 | 0.62 | |

Source: Eurostat, UOE and additional collection for the other EHEA countries.

How far are outward and inward flows balanced? The figure shows an inverse relationship between the mobility balance on the X axis (measured against all students in the countries) taking the outward mobility rate on the Y axis (measured against all students originated from these countries) as point of orientation. The higher the importing balance, the lesser the outward mobility rate. Both axes include mobility flows within and outside the EHEA. For graphical readability purpose, balance is computed as the absolute difference (incoming – outgoing students) divided by the total number of incoming students (when the balance is positive) or by the total number of outgoing students (in case of negative balance). The results are more readable when plotted than taking the ratio (incoming/outgoing) which is below 1 for most countries.

The graph highlights interesting differences within the group of countries with very imbalanced importing or exporting mobility flows. Denmark and the Netherlands are situated on the right side of the X-axis with the highest imbalance other than the United Kingdom (respectively 82 % and 87 %). Both countries reported very low shares of outgoing mobile students (around 2 %). Nevertheless, in comparison to 2017 the Netherlands has slightly decreased the share of outward mobility to just above 2 %, while Denmark indicated a slight increase in the outward mobility compared to the same reference year. Czechia also registered a high rate of incoming students (76 %), but with respect to Denmark and the Netherlands registered a higher outward degree mobility rate (around 4.3 %).

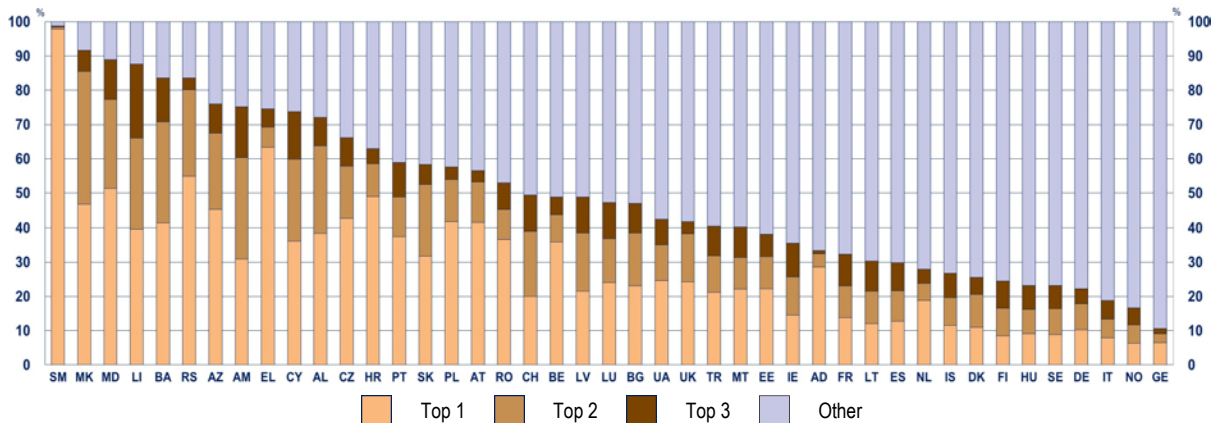
Austria, Belgium, and Armenia registered imbalance above 60 %, indicating still high rates of incoming mobility students. However, in these three countries the rate of outward mobility varies between 2.6 % in Armenia and 6.7 % in Austria. While Austria and Belgium remained with the same level of incoming mobility compared to 2017, Armenia had an important shift from 20 % balance of outgoing mobility and 5.2 % outward rate to 67 % incoming mobility balance and decreased outward rate of 2.6 % in 2021. Despite being much more an importer than an exporter, Austria displays an exporting flow above the general trend levels (5.6 % is the median value for the outward mobility rates).

Those systems that are both attractive and also export significant numbers of students can be considered as ‘open systems’ with students moving easily into and out of the system for further study.). For the moment, they are a minority within the EHEA area. Ukraine presents rather balanced mobility flows with 9 % incoming mobility and a 4.4 % outward rate. Conversely Türkiye and the United Kingdom appear to be the countries with the greatest disparity.

Among countries with strongly imbalanced mobility flows, differences in the outward mobility rates are particularly evident. Andorra and Luxembourg were the highest net exporting countries in the EHEA registering very high outgoing flows (above 70 %) together with very high outward mobility rates reaching 87% in Andorra. The next highest outward rates are found in Cyprus (39 %), Slovakia (20 %) and Moldova (18 %). These three countries also had very high outgoing mobility flows reaching 69 % in Moldova. Albania and Azerbaijan have high balance (above 70 %) but compared to Cyprus, Slovakia and Moldova have lower outward mobility rates (respectively 10 % and 13 %). Croatia (situated in the left side of the X axis with a balance above 50 %) also exports a number of students abroad that is equal to the median value from the countries with available data (5.6 % in Croatia).

Figure 6.7 denotes the number of incoming tertiary students enrolled in a given country from the top three countries of origin inside and outside EHEA, as a percentage of all incoming students enrolled in the country. Just like Figures 6.5 and 6.6, this indicator thus covers only degree mobile students. The purpose of this indicator is to provide an estimation of the diversity in the origin of mobile students who may come from different parts of the world. A high percentage indicates that the top country sends a significant number of students to the receiving country.

Figure 6.7: Student mobility flows: Top three countries of ORIGIN (INWARD) in %, 2021



| % | SM | MK | MD | LI | BA | RS | AZ | AM | EL | CY | AL | CZ | HR | PT | SK | PL | AT | RO | CH | BE | LV | LU |
|----------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| Top 1 % | 97.8 | 46.9 | 51.3 | 39.6 | 41.4 | 54.9 | 45.3 | 30.9 | 63.3 | 36.1 | 38.4 | 42.8 | 48.9 | 37.5 | 31.8 | 41.8 | 41.6 | 36.6 | 20.0 | 35.9 | 21.5 | 24.0 |
| Top 2 % | 0.5 | 38.5 | 26.1 | 26.5 | 29.4 | 25.3 | 22.1 | 29.4 | 5.9 | 23.8 | 25.3 | 15.1 | 9.7 | 11.4 | 20.7 | 12.2 | 11.7 | 8.8 | 19.0 | 7.9 | 17.1 | 12.9 |
| Top 3 % | 0.4 | 6.2 | 11.6 | 21.5 | 12.8 | 3.3 | 8.6 | 14.8 | 5.3 | 13.8 | 8.3 | 8.3 | 4.3 | 10.1 | 5.9 | 3.6 | 3.3 | 7.6 | 10.4 | 5.1 | 10.3 | 10.5 |
| Other % | 1.2 | 8.3 | 11.1 | 12.4 | 16.4 | 16.5 | 24.0 | 24.9 | 25.4 | 26.3 | 28.0 | 33.9 | 37.1 | 41.1 | 41.7 | 42.5 | 43.4 | 47.0 | 50.6 | 51.2 | 51.2 | 52.6 |
| % | BG | UA | UK | TR | MT | EE | IE | AD | FR | LT | ES | NL | IS | DK | FI | HU | SE | DE | IT | NO | GE | |
| Top 1 % | 23.1 | 24.6 | 24.3 | 21.2 | 22.1 | 22.3 | 14.5 | 28.5 | 13.8 | 12.0 | 12.8 | 18.7 | 11.6 | 11.0 | 8.5 | 9.0 | 8.8 | 10.2 | 7.9 | 6.4 | 6.5 | |
| Top 2 % | 15.4 | 10.5 | 14.0 | 10.6 | 9.2 | 9.3 | 11.2 | 3.9 | 9.3 | 9.5 | 8.9 | 5.0 | 8.1 | 9.6 | 8.1 | 7.2 | 7.6 | 7.7 | 5.5 | 5.3 | 2.6 | |

| | | | | | | | | | | | | | | | | | | | | | | |
|---------------|------|------|------|------|------|------|------|-------|------|------|------|------|------|------|------|------|------|------|------|------|------|----|
| Top 3 % | 8.7 | 7.4 | 3.5 | 8.7 | 9.0 | 6.6 | 9.9 | 0.9 | 9.2 | 8.8 | 8.1 | 4.2 | 7.1 | 5.0 | 7.9 | 7.0 | 6.8 | 4.4 | 5.4 | 4.9 | 1.5 | |
| Other % | 52.8 | 57.5 | 58.2 | 59.6 | 59.7 | 61.9 | 64.4 | 66.6 | 67.7 | 69.8 | 70.2 | 72.0 | 73.3 | 74.4 | 75.5 | 76.8 | 76.9 | 77.7 | 81.3 | 81.4 | 89.4 | |
| | SM | MK | MD | LI | BA | RS | AZ | AM | EL | CY | AL | CZ | HR | PT | SK | PL | AT | RO | CH | BE | LV | LU |
| Top 1 country | IT | RS | RO | DE | HR | HR | TR | RU | DE | EL | EL | SK | DE | CV | CZ | BY | DE | FR | DE | FR | DE | BE |
| Top 2 country | MK | TR | IN | AT | ME | ME | IR | IN | CY | IN | IT | RU | FR | GW | DE | UA | IT | MD | FR | NL | UZ | BE |
| Top 3 country | UA | XK | IL | CH | RS | BA | GE | GE | AL | NP | XK | UA | BA | BR | UA | IN | BA | IL | IT | CM | IN | FR |
| | BG | UA | UK | TR | MT | EE | IE | AD | FR | LT | ES | NL | IS | DK | FI | HU | SE | DE | IT | NO | GE | |
| Top 1 country | DE | MA | : | TM | IT | FI | US | ES | DZ | BY | FR | DE | DE | DE | RU | DE | DE | CN | CN | DE | UK | |
| Top 2 country | EL | TM | : | AZ | UK | RU | CN | FR | MA | UA | IT | IT | US | SE | CN | RO | CN | IN | IN | SE | RU | |
| Top 3 country | UK | IN | : | SY | IN | NG | IN | PT/CA | CN | IN | CO | CN | PH | NO | VN | CN | IN | SY | IR | CN | AZ | |

Source: Eurostat, UOE and additional collection for the other EHEA countries.

The Nordic countries (Denmark, Finland, Sweden, Iceland, and Norway) as well as France, Germany Hungary, and Lithuania show the greatest diversity in geographical backgrounds of incoming mobile students. In these countries the top three destination countries represent a relatively low percentage of the total (less than 30 %).

At the other end of the spectrum, in 42 % of the analysed countries in 2021, the origin of students was not diverse, as more than 50 % of incoming students came from the top three countries. In San Marino, North Macedonia, Moldova, Liechtenstein, Bosnia and Herzegovina and Serbia, more than 80 % of the incoming students originated from the top three countries. Azerbaijan, Armenia, Greece, Cyprus and Albania followed with incoming students flows from the three leading countries above 70 %. In San Marino, the larger number of incoming students originated from Italy and accounted for 98 % of the total number of incoming degree mobility students in this country. Similarly, in Liechtenstein where the share of incoming degree mobility students was very high (81.4 %), the incoming students originating from the top 3 countries accounted for 71.2 % of the total student population, while the incoming students originating from other countries accounted for 9.9 %. In this country the shares of incoming students from the 3 top countries was more balanced compared to San Marino with 41.6 % coming from Austria, 27.8 % originating from Germany and 22.6 % from Switzerland.

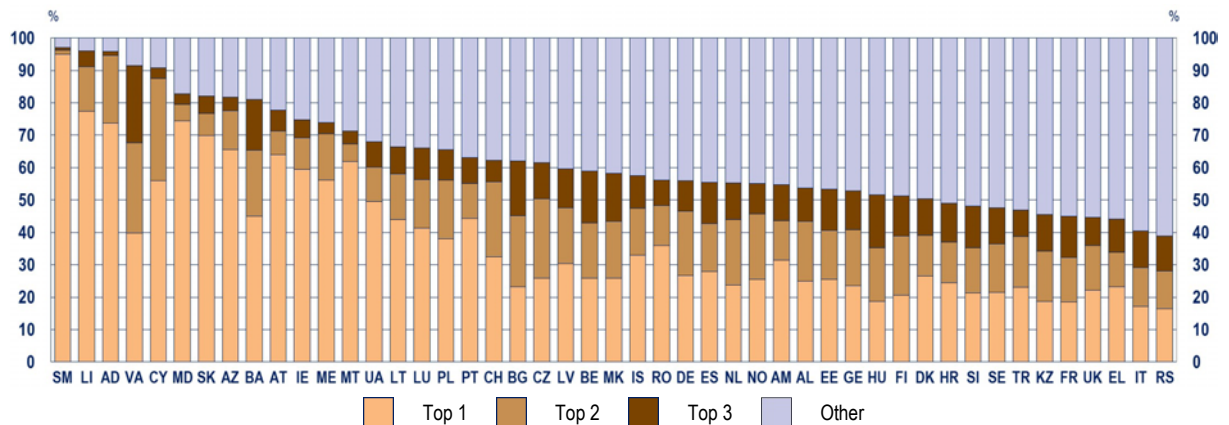
Latvia and Switzerland registered a very balanced distribution of incoming students' with regards to their origin. The distribution was almost even between incoming students originating from the top 3 countries and the share of those originating from other countries. In these countries, disparities were observed in the number of students among the top 3 countries, with top 1 country accounting for 20 % and more of the total incoming students' flow. In Switzerland, where the share of incoming mobility was 12.9 %, the share of the incoming students originating from the top 1 country (France) accounted for 2.58 % of the total student population in the country, while in Latvia (5.5 % share of incoming mobility), the share of the students from top 1 country (India) was 2.7 % of the total student population. Belgium had also a balanced distribution of incoming students. However, the share of the students originating from the top 1 country (France) was higher (35.9 %). In Belgium, where the total incoming mobility was 5.9 %, more than a third of these students came from one country – France.

Geographical proximity as well as a common language of instruction or cultural and historical legacies are factors influencing the origin and the size of the incoming student population from particular countries. For instance, such factors may explain the pattern of students received in, Serbia (from Montenegro, Croatia and Bosnia and Herzegovina), Portugal (from Cabo Verde, Guinea-Bissau and Brazil)) and Denmark (from Norway, Sweden and Germany). Chinese students also study in significant numbers in the EHEA, with the most often chosen degree mobility destinations being the United Kingdom (24.3 %), Ireland (14.5 %), Germany (10.2 %), Sweden and Norway (less than 10 %). Malta is an attractive degree mobility destination for Italian students, while while high numbers also come from India with 9.2 % incoming students from this country. Ukraine attracted incoming degree

mobility students from India as well (top 1 country of origin for Ukraine), and they accounted for 24.6 % of the total incoming mobility in the country. Students, which accounted for 22 % of the incoming mobility in this country. It is interesting to note that countries with high shares of incoming students from non-EHEA countries show overall more diversity regarding the origin of inward students. For Ireland, France, Germany, the United Kingdom, Ukraine and Portugal the top 3 countries were outside the EHEA and they registered considerably high rate of incoming student diversity. The Netherlands had also very high rate of incoming mobile students from other countries (73 %) considerably exceeding the share of the top 3 countries (27 %). The United Kingdom was the first top destination for 31.9 % of the analysed countries. It was the second choice for outward mobility students in 23.4 % and the third destination country for 10.6 % of the countries with available data. The United Kingdom was the country receiving the larger number of incoming degree mobile students.

Figure 6.8 shows the top three countries of destination, computing the number of mobile tertiary students of a given country of origin enrolled in the top three destination countries, as a percentage of all mobile tertiary students of that country. Again, this indicator considers degree mobility only. The variety of destinations is impacted by certain restrictions in the data collection of mobility beyond the EHEA. Only Australia, Brazil, Canada, Chile, Colombia, Japan, New Zealand and the United States are covered in the collection of data when it comes to outward degree mobility outside the EHEA. At national level, the various measures aimed at fostering student mobility also have an impact on the extent of diversity, since they usually prioritise particular geographical regions, sub-geographical areas or specific countries for privileged cooperation.

Figure 6.8: Student mobility flows: Top three countries of DESTINATION (OUTWARD) in %, 2020/2021



| % | SM | LI | AD | VA | CY | MD | SK | AZ | BA | AT | IE | ME | MT | UA | LT | LU | PL | PT | CH | BG | CZ | LV | BE | MK |
|---------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| Top 1 % | 95.0 | 77.5 | 73.7 | 39.8 | 56.1 | 74.5 | 69.9 | 65.6 | 44.9 | 63.9 | 59.5 | 56.1 | 61.8 | 49.6 | 44.0 | 41.4 | 38.1 | 44.4 | 32.4 | 23.2 | 25.9 | 30.4 | 25.9 | 25.9 |
| Top 2 % | 1.1 | 13.7 | 21.0 | 27.8 | 31.5 | 5.0 | 6.7 | 12.1 | 20.5 | 7.4 | 9.8 | 14.3 | 5.4 | 10.6 | 14.2 | 15.0 | 18.1 | 10.7 | 23.1 | 22.0 | 24.5 | 17.3 | 17.1 | 17.5 |
| Top 3 % | 1.0 | 4.9 | 1.1 | 23.9 | 3.3 | 3.3 | 5.4 | 4.1 | 15.7 | 6.4 | 5.5 | 3.6 | 4.0 | 7.9 | 8.4 | 9.7 | 9.3 | 8.0 | 6.7 | 16.9 | 11.1 | 12.1 | 15.9 | 14.9 |
| Other % | 2.9 | 4.0 | 4.2 | 8.6 | 9.2 | 17.2 | 18.0 | 18.3 | 18.9 | 22.3 | 25.2 | 26.0 | 28.7 | 32.0 | 33.5 | 34.0 | 34.5 | 36.9 | 37.7 | 37.9 | 38.5 | 40.3 | 41.2 | 41.8 |
| % | IS | RO | DE | ES | NL | NO | AM | AL | EE | GE | HU | FI | DK | HR | SI | SE | TR | KZ | FR | UK | EL | IT | RS | |
| Top 1 % | 33.0 | 35.9 | 26.7 | 27.9 | 23.7 | 25.5 | 31.5 | 25.1 | 25.6 | 23.5 | 18.7 | 20.6 | 26.5 | 24.5 | 21.3 | 21.4 | 23.1 | 18.8 | 18.6 | 22.2 | 23.2 | 17.2 | 16.4 | |
| Top 2 % | 14.4 | 12.4 | 19.9 | 14.8 | 20.3 | 20.1 | 12.1 | 18.4 | 15.1 | 17.4 | 16.5 | 18.3 | 12.5 | 12.6 | 13.9 | 15.0 | 15.6 | 15.5 | 13.7 | 13.8 | 10.6 | 12.0 | 11.8 | |
| Top 3 % | 10.1 | 7.9 | 9.4 | 12.7 | 11.3 | 9.5 | 11.1 | 10.4 | 12.8 | 12.0 | 16.4 | 12.5 | 11.4 | 12.0 | 13.0 | 11.1 | 8.2 | 11.3 | 12.8 | 8.7 | 10.3 | 11.4 | 10.7 | |
| Other % | 42.5 | 43.8 | 44.1 | 44.6 | 44.7 | 44.9 | 45.3 | 46.2 | 46.6 | 47.1 | 48.4 | 48.7 | 49.6 | 51.0 | 51.8 | 52.5 | 53.1 | 54.5 | 55.0 | 55.3 | 55.9 | 59.5 | 61.2 | |
| % | SM | LI | AD | VA | CY | MD | SK | AZ | BA | AT | IE | ME | MT | UA | LT | LU | PL | PT | CH | BG | CZ | LV | BE | MK |
| Top 1 | IT | CH | ES | DE | EL | RO | CZ | TR | RS | DE | UK | RS | UK | PL | UK | DE | UK | DE | DE | SK | UK | NL | NL | BG |
| Top 2 | CA | AT | FR | AT | UK | DE | UK | UA | AT | UK | NL | BA | NL | DE | NL | BE | DE | ES | UK | UK | UK | NL | UK | TR |
| Top 3 | UK | DE | UK | IT | DE | IT | HU | DE | HR | CH | US | TR | US | SK | DE | AT | NL | NL | IT | TR | DE | DE | DE | DE |
| | IS | RO | DE | ES | NL | NO | AM | AL | EE | GE | HU | FI | DK | HR | SI | SE | TR | KZ | FR | UK | EL | IT | RS | |
| Top 1 | DK | UK | AT | UK | BE | UK | DE | IT | UK | DE | UK | SE | UK | BA | AT | UK | DE | TR | BE | US | UK | UK | HU | |
| Top 2 | US | NL | NL | DE | UK | DK | US | DE | NL | UA | DE | UK | DE | UK | DE | US | US | CZ | UK | DE | DE | DE | BA | |
| Top 3 | UK | DE | UK | US | DE | US | FR | EL | FI | AM | AT | NL | US | DE | UK | DK | UK | US | CA | NL | CY | AT | AT | |

Source: Eurostat, UOE and additional collection for the other EHEA countries.

San Marino, Andorra, and Liechtenstein show the least diverse outward mobility patterns ranging from 2.9 % to 4.2 %. More than 90 % of outgoing students of those countries study in only three countries

of destination, among which the top 1 country received more than 70 % of the outward mobility students. For San Marino, the top 1 country (Italy) received 95 % of outgoing students, while outward students from Liechtenstein and Andorra preferred for their studies, respectively, Switzerland (77.5 %) and Spain (73.7 %). In 14 % of the countries with available data, mobile students spread wider as the top three destinations covered a minimum of 49.6 % (Denmark) to a maximum of 55 % (France) of all outgoing students.

The median value for the top 3 destination countries was 52.9 %, while the median for other destinations was 41.8 %, indicating that in half of the countries with available data, the rate of the outward mobility towards the three top countries of destination was higher by 11 percentage points compared to the rate of other destination countries, hence half of the countries had a lower level of outward mobility destination diversity.

The United Kingdom receives by far the highest number of mobile students, and hence it is not surprising that it is a top destination for students from many countries (see statistics in section 6.7). The outward mobility rate in the United Kingdom is of 1.5 % and the top destination countries are the United States of America (22.2 %), followed by Germany (13.8 %) and the Netherlands (8.7 %). The share of outward mobility to other countries is 55.3 %, evidencing a slightly higher preference of students from the United Kingdom to experience outward degree mobility in countries other than the top 3.

Germany was the first top destination for 17 % of the countries, while for the students in 23.4 % (same percentage for second and third top destination) of the countries it was second and third preferred choice. The United Kingdom attracted 72.2 % of the outward mobility students in the analysed countries, while Germany was the preferred destination for 63.8 % of the outgoing degree mobility students. The United Kingdom was by far the first top destination for outward degree mobility students. The Netherlands and the United States are also among the top destination countries for degree mobile students.

In some cases, the mobility flows are not as heterogeneous. For instance, nearly 56 % of Cypriot mobile students go to Greece, which sends 23 % of its mobile students to Cyprus. Austria, the Netherlands and Switzerland receive 63.9 %, 11.3 % and 32.4 % respectively of German mobile students, while Germany sends 26.7 % of its outgoing students to Austria, 19.9 % to the Netherlands but none to Switzerland. Moldova sends 74.5 % of the outgoing degree mobility students to Romania, while Romania has 35.9 % of its outgoing students studying in Moldova. Similar disparity is observed in Slovakia, in which 69 % of the outgoing students choose Czechia as destination for their degree studies, while the opposite flow is at a rate of 25 %. Most students from Luxembourg, Montenegro and Liechtenstein move to neighbouring countries.

6.2. Qualitative Data

6.2.1. Portability of public grants and publicly-subsidised loans

Lack of (sufficient) funding is often identified as a main obstacle to learning mobility, as the Eurostudent report again demonstrates (DZHW, 2018, p. 25). One important aspect of mobility funding is the possibility for students to take domestic grants and/or loans to another EHEA system. This possibility – that is referred to as 'portability' – should ideally apply to both short-term study visits in the framework of a home-country programme (credit mobility) and entire-degree courses (degree mobility).

The commitment to portability was first made by ministers in the Berlin Communiqué, 2003. The text stated:

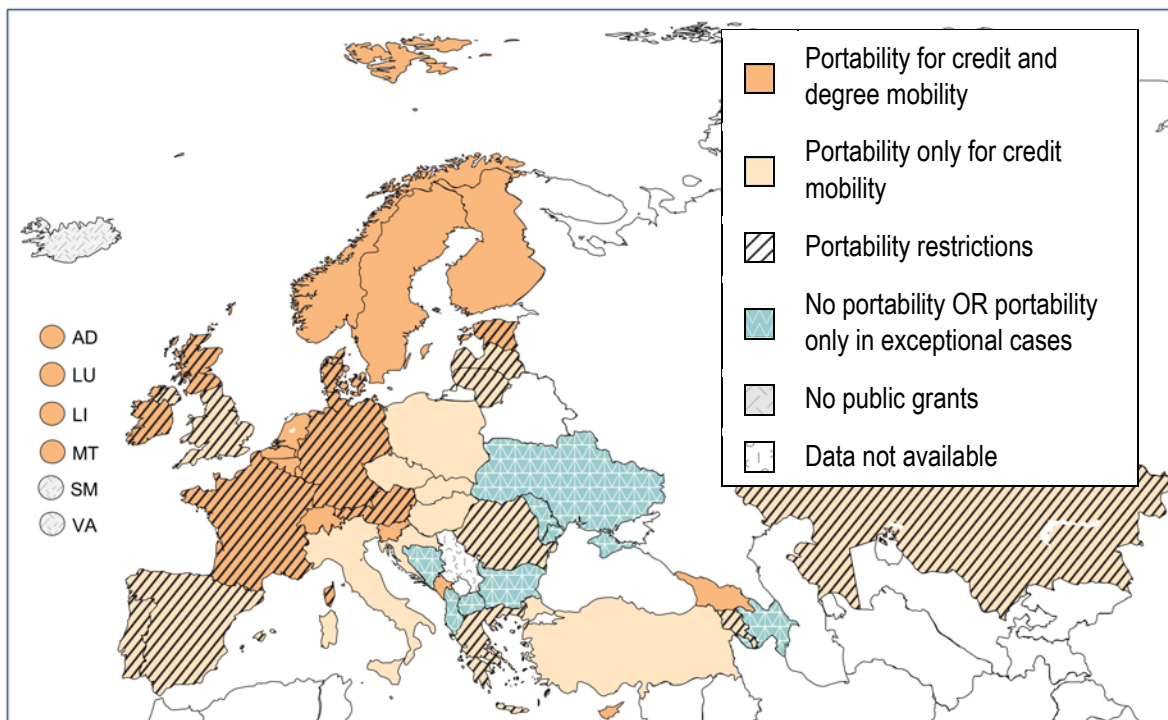
‘With a view to promoting student mobility, Ministers will take the necessary steps to enable the portability of national loans and grants.’

Previous editions of the Bologna Process Implementation Report have shown that during the two decades following this commitment, very few countries have actually taken those “necessary steps”.

The indicators that follow start by examining portability of domestic public grants and publicly-subsidised loans (see Figures 6.9 and 6.10). These two aspects are then brought together in Scorecard indicator n°12 on portability (see Figure 6.11).

Figure 6.9 shows the main characteristics of portability in the case of grants. It distinguishes between portability for short-term study visits which lead to credits in the framework of a home country programme (credit mobility) and portability for an entire degree course (degree mobility). Moreover, the figure provides details on portability restrictions, which means additional requirements that students and/or the chosen study programme abroad need to fulfil for the grant to be portable. These include, for example, specifying the countries to which students can take their grants (e.g., portability within the European Economic Area only) or placing limits on the time spent abroad. The most severe restriction is when students can only take their grants abroad to study if no equivalent programme is available in the home country. Since this means that portability is allowed only in exceptional cases, countries applying this condition are depicted in the same way as those having ‘no portability’.

Figure 6.9: Portability of public grants, first and second cycle, 2022/2023



Source: BFUG data collection.

Notes:

The figure covers domestic public grants, i.e. different types of grants issued by public authorities in the home country. It excludes public grants dedicated specifically to mobility.

The figure focuses on the portability of grants within the European Higher Education Area (EHEA).

When the category ‘portability for credit and degree mobility’ is combined with ‘portability restrictions’, it means that there are restrictions related either to both types of portability (i.e. credit **and** degree) or to one type only (i.e. credit **or** degree).

In 22 EHEA systems, grants are portable for both credit and degree mobility purposes. Seven of these systems apply portability restrictions (Austria, Denmark, Estonia, France, Germany, Ireland and the United Kingdom – Scotland). For example, Germany limits degree portability to EU countries and to

Switzerland, whereas the United Kingdom (Scotland) applies even stricter criteria, limiting portability to a small number of selected higher education institutions. Ireland provides a further example of portability restrictions, limiting credit portability to mobility explicitly required by home country programmes, and portability for degree purposes to EU countries only. In Estonia, two grant schemes (need-based study allowance and scholarships for students with special needs) are fully portable, but the portability of other grants is limited to credit mobility.

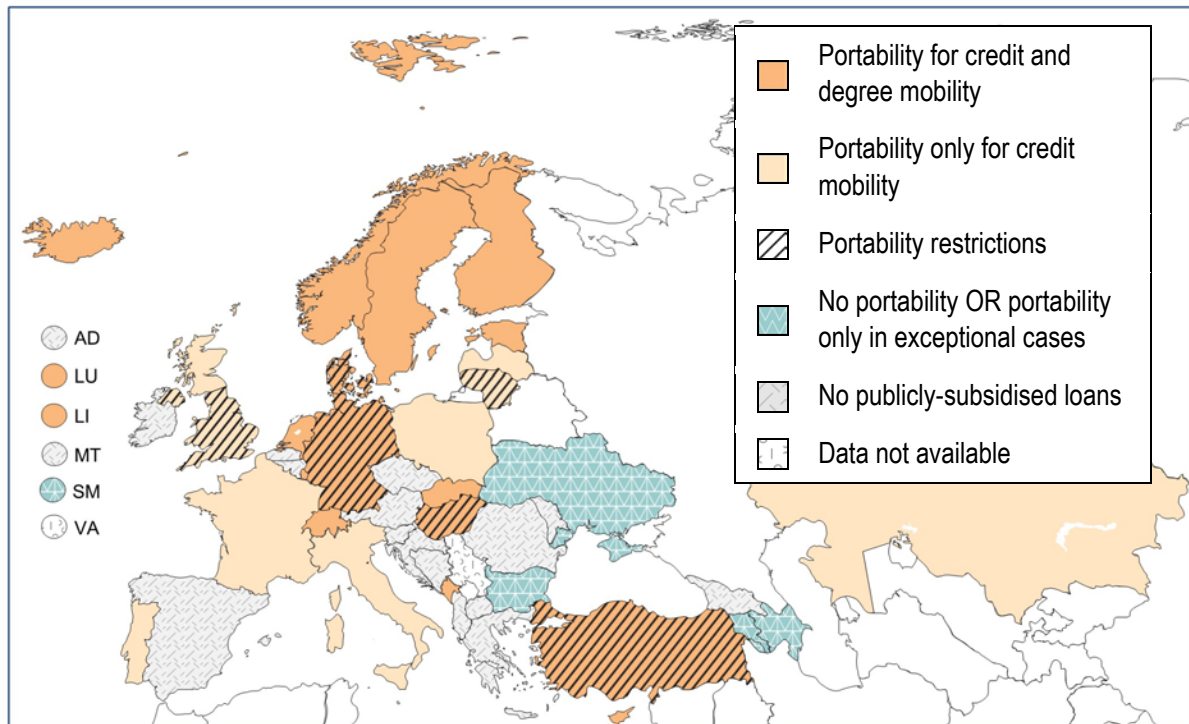
The figure indicates that the most restrictive policies in terms of grant portability are found in Albania, Azerbaijan, Bosnia and Herzegovina, Bulgaria, North Macedonia, Georgia, Serbia and Ukraine. Students from these countries cannot use their domestic grants when studying abroad, whether for a short period of time (credit mobility) or for a longer period (degree mobility).

The French Community of Belgium used to be among this group of restrictive countries. However, it reformed its legislation and practice in 2021. Contrary to the previous system where grants were portable only if there were no equivalent programme in the home system, this condition of not having similar programmes is no longer applied.

For around one third of all higher education systems considered, grant portability is limited to credit mobility, i.e. when students move abroad for a short period of time (e.g. a semester or an academic year) in the framework of their home-country programme. Some of these systems apply portability restrictions (Armenia, Greece, Kazakhstan, Latvia, Lithuania, Portugal, Romania, Spain and the United Kingdom – England, Wales and Northern Ireland), limiting, in particular, the portability of grants to programme exchanges within recognised schemes such as Erasmus+ (e.g. Greece, Latvia, Lithuania, Portugal, Spain.)

Figure 6.10 examines whether publicly-subsidised loans are portable and, if so, whether there are any specific restrictions on portability. As with information on grants, the figure distinguishes between portability for credit and degree mobility, and identifies countries with portability restrictions.

Figure 6.10: Portability of publicly-subsidised loans, first and second cycle, 2022/2023



Source: BFUG data collection.

Notes:

The figure covers publicly-subsidised loans, i.e. different types of loans subsidised by public authorities in the home country. It excludes publicly-subsidised loans dedicated specifically to mobility.

The figure focuses on portability within the European Higher Education Area (EHEA).

When the category 'portability for credit and degree mobility' is combined with 'portability restrictions', it means that there are restrictions related either to both types of portability (i.e. credit **and** degree) or to one type only (i.e. credit **or** degree).

The figure shows that no publicly-subsidised loans are offered in 17 EHEA systems. This form of support is therefore less widespread than public grants. Moreover, among the higher education systems that offer loans, only a negligible proportion of students take up the offer. For example, fewer than 1 % of students take out a publicly-subsidised loan in the French Community of Belgium, France, Italy, Slovakia and Switzerland. In these systems loans cannot be regarded as a major element of national student support and their portability is not considered in Scorecard indicator n°x – Figure 6.11).

In general, countries that offer publicly-subsidised loans allow at least a certain level of portability. Exceptions to this pattern are Armenia, Azerbaijan, Bulgaria, San Marino and Ukraine, where students cannot benefit from their loans if they study abroad, whether for credit or degree purposes.

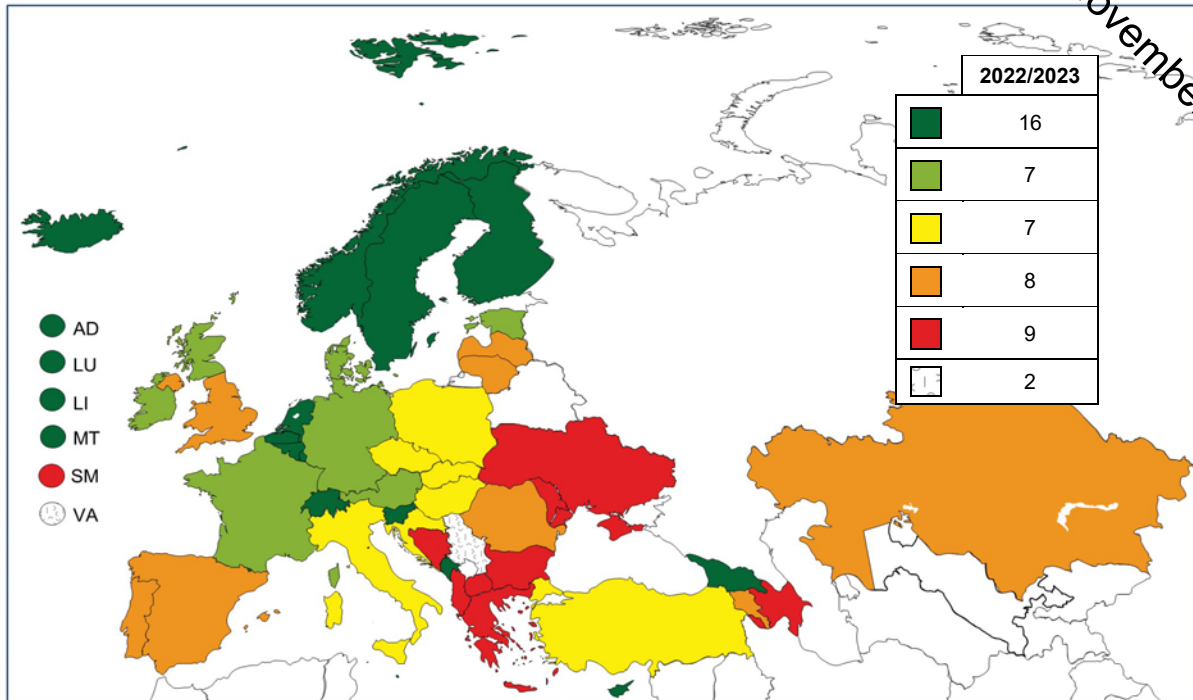
Among systems where loans are portable, nine limit portability to credit mobility (France, Italy, Kazakhstan, Latvia, Lithuania, Poland, Portugal and the United Kingdom. In some of these systems (e.g. Lithuania and the United Kingdom) loans are only portable if the mobility experience takes place within a recognised exchange scheme.

Most systems that offer publicly-subsidised loans allow portability for both credit and degree mobility (with or without restrictions). While the overall geographical pattern is very similar to the portability of grants, some countries with limited grant portability – in particular Hungary, Slovakia and Türkiye – are more flexible when it comes to the portability of publicly-subsidised loans (i.e. loans are portable – with or without restrictions – for credit as well as degree mobility, whereas grants are only portable for credit mobility). Iceland is another noteworthy case, as although there is no standard grant package, publicly-subsidised loans are portable with no restrictions.

Scorecard indicator n°x (Figure 6.11) brings together the elements presented in the two previous figures and puts countries' existing schemes into pre-defined categories.

The indicator is based on a five-category colour-coded scheme where dark green represents full portability of all available domestic student support (this means that equivalent conditions apply to the awarding of public grants and/or provision of loans regardless of whether students intend to study in the home country or abroad). At the other end of the scale, the red category signifies no portability, or portability that is only permitted if no equivalent programme is available in the home country, i.e. domestic support is only portable in exceptional circumstances. There are three transitional categories between dark green and red. The first of them – light green – refers to systems where domestic support can be taken abroad for credit and degree mobility. However, some restrictions apply, e.g. portability only applies to certain defined countries or there are limits on the time spent abroad. The two other categories – yellow and orange – cover systems that limit the portability of all or most forms of domestic support to credit mobility, the distinguishing feature between the two categories being the presence or absence of portability restrictions.

Figure 6.11: Scorecard indicator n°x: Portability of public grants and publicly-subsidised loans, 2022/2023



Source: BFUG data collection.

Scorecard categories

| | |
|-------------|---|
| Dark Green | Full portability across the EHEA of all available domestic student support measures – grants and/or loans – for credit and degree mobility. Equivalent requirements for public grants and/or loans if students study in the home country or abroad. |
| Light Green | Portability of available domestic student support measures – grants and/or loans – for credit and degree mobility, but with some restrictions related to geography (country limitations), and/or types of programme, and/or field of study or time. |
| Yellow | Portability for credit mobility, without restrictions. No portability for degree mobility OR not all major support measures are portable for degree mobility. |
| Orange | Portability for credit mobility but with some restrictions related to geography (country limitations), and/or types of programme, and/or field of study or time. No portability for degree mobility OR not all major support measures are portable for degree mobility. |
| Red | No portability: public grants and/or loans are only provided if students study in the home country or in exceptional cases (no equivalent programme is available in the home country). |
| White | Not available |

In accordance with the above criteria, the indicator shows that unrestricted portability of all domestic support for credit as well as degree mobility ('dark green') exists only in 16 EHEA systems. The majority of these systems offer their student population both grants and loans. However, Andorra, the Flemish Community of Belgium, Malta and Slovenia offer grants exclusively while Iceland has no grants but a system of publicly-subsidised loans.

In seven higher education systems (Austria, Denmark, Estonia, France, Germany, Ireland and the United Kingdom – Scotland), all major support schemes are portable for credit as well as degree mobility; yet, there are various portability restrictions ('light green'). As discussed previously, these are mainly related to geography (i.e. mobility only towards certain countries).

A further seven systems (Croatia, Czechia, Hungary, Italy, Poland, Slovakia and Türkiye) limit the portability of their domestic grant schemes to credit mobility only, generally with no restrictions ('yellow').

Eight countries (Armenia, Kazakhstan, Latvia, Lithuania, Portugal, Romania, Spain and the United Kingdom – England, Wales and Northern Ireland) apply various restrictions to credit mobility ('orange'). Among them, Latvia offers fully portable loans, but limits grant portability to credit mobility with

restrictions. Kazakhstan provides loans that are portable for credit mobility without restrictions, while grants are portable for credit mobility with restrictions.

Finally, nine higher education systems (Albania, Azerbaijan, Bosnia and Herzegovina, Bulgaria, Greece, North Macedonia, Moldova, San Marino and Ukraine) provide domestic support with no portability or allow portability only under exceptional circumstances, such as when there is no equivalent programme in the home system. ('red').

Overall the analysis suggests that this is a slow-moving and neglected policy commitment.

6.3. European solidarity with Ukrainian higher education

Introduction

On 24 February 2022, Russia invaded Ukraine. This was the biggest attack on a European country since the end of World War II and, in addition to over 8 million people being internally displaced in Ukraine, led to a similar number fleeing the country and seeking refuge - mostly in Europe. Host countries have all taken their responsibility by providing various support measures to facilitate the successful, temporary integration of citizens fleeing from Ukraine.

On 4 March 2022, the European Council unanimously adopted an implementing decision introducing temporary protection for people fleeing Ukraine as a consequence of Russia's invasion. Temporary protection status and conditions of applications are defined by Council Directive 2001/55/EC of 20 July 2001, whereas the Council Decision 2022/382 of 4 March 2022 introduces temporary protection for displaced persons from Ukraine within the meaning of Article 5 of Directive 2001/55/EC. Temporary protection is an exceptional measure to provide immediate and temporary protection to displaced persons from non-EU countries and those unable to return to their country of origin. It applies when there is a risk that the standard asylum system will struggle to cope with demands stemming from a mass inflow, risking a negative impact on the processing of claims. Access to education was recognised as an immediate priority for the integration and well-being of Ukrainian children and young people.

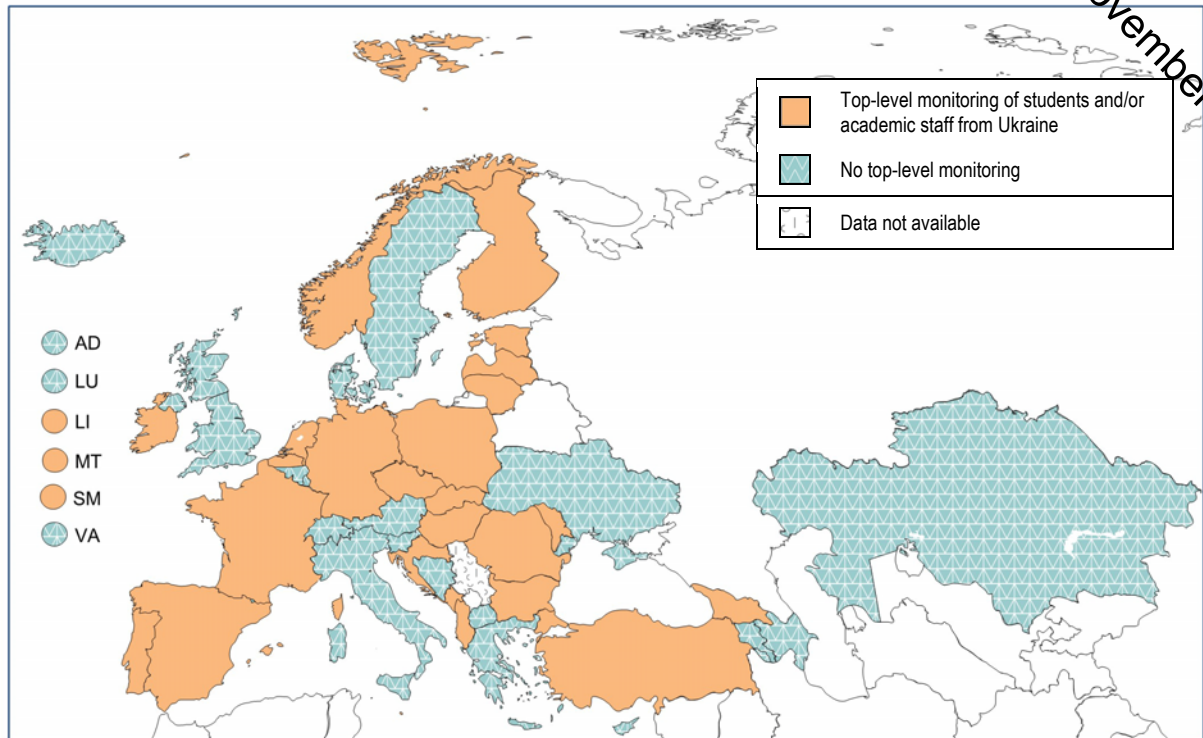
The Bologna Follow Up Group (BFUG) responded to the Russian invasion of Ukraine by suspending Russia and Belarus. It has also looked to support the coordination of support to Ukrainian higher education during this period of conflict, and called for monitoring of support from higher education systems as a form of international solidarity. This section reports on action that has been taken.

6.3.1. Top-level monitoring of participation of Ukrainian refugees in higher education

Monitoring the integration of Ukrainian nationals in higher education can serve a number of purposes. Firstly, it is important to know where best to focus support measures, and information on students and academics from Ukraine is essential for that purpose. Monitoring also provides regular feedback on the implementation of support measures, thus helping to identify areas where improvements can be made. It is therefore desirable for national authorities to collect information on Ukrainian students and academics in order to be able to focus action where it is most needed.

While monitoring should be a rather sophisticated process, involving purposeful data gathering and analysis to assess the impact of policy action, for this report national authorities were only asked about very basic information on enrolments. Figure 6.12 below shows a distinction between countries where top level authorities are directly collecting enrolment data that enable them to identify Ukrainian students and staff, and those that do not collect such data.

Figure 6.12: Top-level monitoring of participation of refugee students and/or academics from Ukraine in higher education, 2022/2023



Source: BFUG data collection.

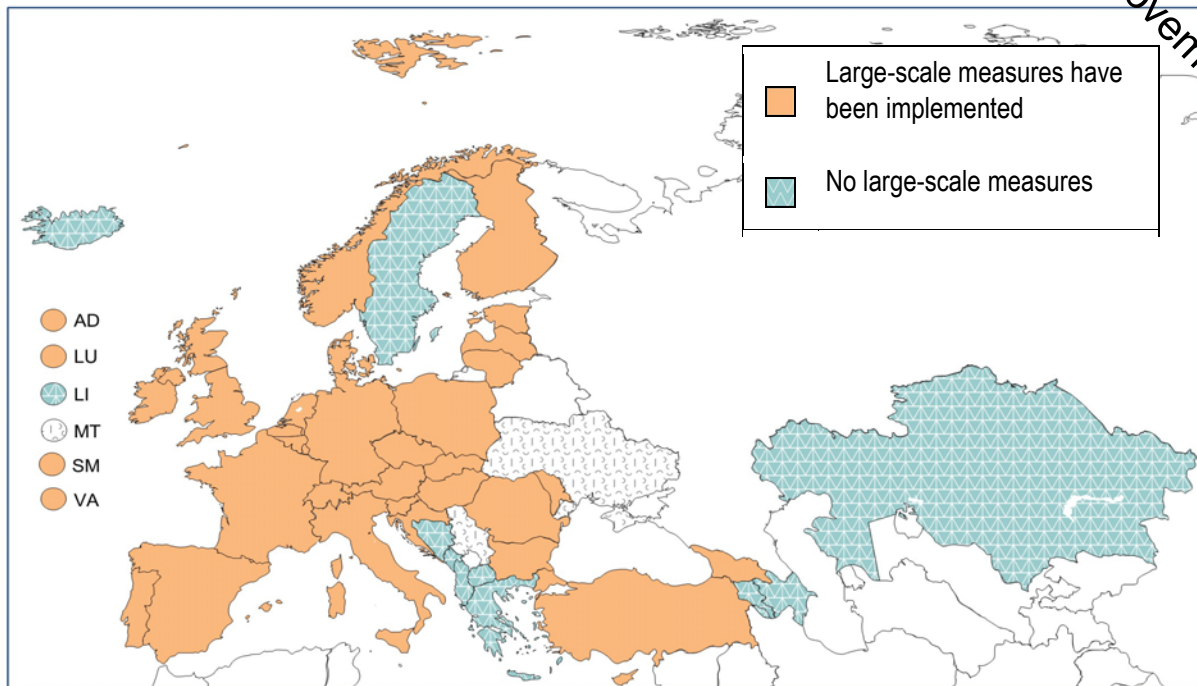
More than half of the systems (26) collect enrolment data at the top level. With 26 308 Ukrainian students enrolled, Poland is the country with the largest share. Slovakia has 10,169 and Czechia 8,250 Ukrainian students enrolled. Finland (2 357) and Lithuania (2 250) have also enrolled large numbers, while France and Spain also have around 2000 Ukrainian students in their systems. Germany provides a figure of 6,359, but the data are for 2021/2022. The Netherlands and Bulgaria are the other countries with over 1000 Ukrainian students. For all other systems the numbers are below 1 000, with 3 738 Ukrainian students distributed among 16 higher education systems.

6.3.2. Large-scale measures supporting the integration in higher education of students and academic staff from Ukraine

This section focuses on large-scale measures to support learners and academic staff from Ukraine. Large-scale refers to measures that are implemented throughout the entire system, or at least throughout a significant geographical area. They are also measures that receive public funding. Initiatives taken by individual higher education institutions are not considered.

As Figure 6.13 shows, the vast majority of European systems (35) have some large-scale measures in place that help with the integration of refugees in higher education.

Figure 6.13: Presence of large-scale measures supporting the integration of students and academic staff from Ukraine, 2022/2023



Source: BFUG data collection.

The most widespread form of support is through the provision of grants to students from Ukraine. Such grants or scholarships are provided in 25 EHEA systems. In a further 21 systems, language learning support has been put in place for Ukrainian students, and in a further ten countries preparatory courses have been set up as a bridge into the national higher education system for Ukrainian students. Finally, targeted academic or psychological counselling services have been established in six systems. (see annex, table 6.1)

6.4. Conclusions

Stimulating mobility and internationalisation within the European Higher Education Area has always been a core objective of the Bologna Process. Indeed many of the structural reforms and commitments have been designed with this purpose in mind. Mobility flows have always been problematic to measure, and current measurements still remain partial and incomplete. Nevertheless despite problems in measuring the different forms of student mobility, it is clear from the data collected for this report that during the period from 2016/2017 to 2020/2021, the pace of development of international student mobility was disrupted by the COVID-19 pandemic and that significant differences are evident among EHEA countries.

In 2009, a target was set by ministers that 20 % of graduates in the EHEA should experience mobility by 2020. It is very clear that this target has not been met, as the overall weighted average for the EHEA stands at 8.8 %. The rate of increase in mobility numbers has slowed down and a clear negative impact of the COVID-19 pandemic is apparent. However, despite the limitations for mobility opportunities during the pandemic, numbers of mobile students at ISCED 7 and ISCED 8 education levels have continued to grow.

Even though it is impossible to prove direct causality, and other societal factors are in play, the focus throughout the Bologna Process on improving recognition, ECTS, Diploma Supplement and portability of student support are likely to have facilitated both credit and degree mobility. The introduction of a common three cycle degree system has made it much easier to study one cycle in one country and another in a different country. Nowadays the majority of degree-mobile students in the EHEA – both from outside and from within the EHEA – are studying at master level. The Bologna three-cycle system also underpins the success of joint international master programmes as developed within the Erasmus Mundus programme and more recently in the European University Alliances.

This chapter has also reported on portability of student support - a long-standing commitment of European ministers taken initially in 2003. Overall the analysis suggests that this is a neglected policy commitment, although one system – Belgium French Community – has taken action to remove restrictions to portability of student support.

Finally, this chapter reported on the action taken by EHEA countries to support Ukrainian higher education following the invasion by Russia. There has been considerable supportive action from both governments, higher education institutions and European citizens, and everyone involved should feel satisfaction for having provided the response required and merited by the Ukrainian higher education community. There are also lessons to be learned to ensure that Ukrainian higher education continues to be fully supported and regenerated on sound foundations in the future.