

ANNEX

Table 2.1: Share of first cycle-programmes with a workload of 180, 210, 240 or another number of ECTS credits, 2022/2023 (Figure 2.1)

%	AD	AL	AM	AT	AZ	BA	BE fr	BE nl	BG	CH	CY	CZ	DE	DK	EE	EL	ES
180 ECTS	97.0	99.9	0.0	69.0	0.0	35.0	85.0	96.4	9.0	100.0	2.0	96.0	63.0	44.0	73.0	0.0	1.0
210 ECTS	0.0	0.0	0.0	3.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	23.0	49.0	8.0	0.0	0.0
240 ECTS	0.0	0.0	98.0	22.0	94.0	65.0	0.5	3.2	91.0	0.0	98.0	3.0	10.0	6.0	18.0	90.0	94.0
Other workload	3.0	0.0	2.0	5.0	6.0	0.0	14.5	0.4	0.0	0.0	0.0	0.0	4.0	1.0	1.0	10.0	5.0
%	FI	FR	GE	HR	HU	IE	IS	IT	KZ	LI	LT	LU	LV	MD	ME	MK	MT
180 ECTS	36.0	100.0	0.1	77.0	70.0	26.0	99.0	100.0	0.0	100.0	36.0	95.0	25.0	54.0	98.0	13.0	85.0
210 ECTS	41.0	0.0	0.0	0.0	15.0	0.1	0.0	0.0	0.0	0.0	16.0	0.0	1.0	0.0	0.0	0.0	0.0
240 ECTS	22.0	0.0	79.7	7.0	15.0	41.0	1.0	0.0	100.0	0.0	47.0	5.0	60.0	46.0	0.0	83.0	6.0
Other workload	1.0	0.0	20.2	16.0	0.0	32.9	0.0	0.0	0.0	0.0	1.0	0.0	18.0	0.0	2.0	4.0	9.0
%	NL	NO	PL	PT	RO	RS	SE	SI	SK	SM	TR	UA	UK-EWN	UK-SCT	VA		
180 ECTS	10.0	96.0	66.3	88.0	57.0	0.0	84.0	92.0	98.0	100.0	0.0	0.5	0.0	5.0	75.0		
210 ECTS	0.0	0.0	26.1	1.0	0.0	0.0	14.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		
240 ECTS	72.4	4.0	3.1	11.4	39.0	0.0	0.0	8.0	1.5	0.0	100.0	99.4	0.0	88.0	5.0		
Other workload	17.6	0.0	4.5	0.0	4.0	0.0	2.0	0.0	0.0	0.0	0.0	0.0	0.0	7.0	20.0		

Table 2.2: Share of second-cycle programmes with a workload of 60-75, 90, 120 or another number of ECTS credits, 2022/2023 (Figure 2.2)

%	AD	AL	AM	AT	AZ	BA	BE fr	BE nl	BG	CH	CY	CZ	DE	DK	EE	EL	ES
120 ECTS	100.0	72.0	81.0	98.1	97.0	35.0	54.0	51.6	0.0	49.0	12.0	97.0	76.0	93.0	96.0	34.0	7.6
90 ECTS	0.0	0.0	12.5	0.3	3.0	0.0	0.0	1.1	0.0	48.0	82.0	2.0	15.0	0.0	1.0	52.0	13.6
60-75 ECTS	0.0	28.0	6.5	0.0	0.0	65.0	21.0	46.8	0.0	0.0	0.0	0.0	4.0	0.0	3.0	11.0	78.8
Other workload	0.0	0.0	0.0	1.6	0.0	0.0	25.0	0.5	0.0	3.0	6.0	1.0	5.0	7.0	0.0	3.0	0.0
%	FI	FR	GE	HR	HU	IE	IS	IT	KZ	LI	LT	LU	LV	MD	ME	MK	MT
120 ECTS	76.0	100.0	100.0	74.0	66.0	4.0	90.0	100.0	100.0	100.0	0.0	77.0	59.0	65.0	99.0	25.0	18.8
90 ECTS	18.0	0.0	0.0	1.0	4.0	58.0	1.0	0.0	0.0	0.0	64.0	0.0	21.0	35.0	0.0	0.0	54.7
60-75 ECTS	6.0	0.0	0.0	24.0	30.0	22.0	0.0	0.0	0.0	0.0	36.0	23.0	10.0	0.0	0.0	73.0	12.6
Other workload	0.0	0.0	0.0	1.0	0.0	16.0	9.0	0.0	0.0	0.0	0.0	0.0	10.0	0.0	1.0	2.0	13.9
%	NL	NO	PL	PT	RO	RS	SE	SI	SK	SM	TR	UA	UK-EWN	UK-SCT	VA		
120 ECTS	22.4	86.0	69.4	85.0	94.0	0.0	70.0	91.0	99.0	100.0	74.0	10.0	0.0	11.0	90.0		
90 ECTS	6.0	8.0	25.9	12.1	2.0	0.0	9.0	0.0	0.0	0.0	0.0	90.0	0.0	76.0	0.0		
60-75 ECTS	68.3	6.0	0.0	1.7	4.0	0.0	21.0	9.0	0.0	0.0	26.0	0.0	0.0	8.0	5.0		
Other workload	3.4	0.0	4.7	1.1	0.0	0.0	0.0	0.0	1.0	0.0	0.0	0.0	0.0	0.0	5.0		

Table 4.1: Top-level strategies on the social dimension of higher education with the aim of strengthening diversity, equity and inclusion of students and/or staff, 2022/2023

	Name of the strategy, including weblink Adoption year (timeframe)
AL	National Strategy on Education 2021-2026 Adoption year: 2021 (timeframe: 2021-2026)
AM	Law of the Republic of Armenia on the 'Education Development State Programme of Armenia until 2030' Adoption year: 2022 (timeframe: 2022-2030)
AT	National strategy on the social dimension of higher education: Towards more inclusive access and wider participation Adoption year: 2017 (timeframe: 2017-2025)
BG	Higher Education Development Strategy Adoption year: 2021 (timeframe: 2021-2030)
CH	Diversity, Inclusion and Equity in Higher Education Development (in French , in German) Adoption year: 2020 (timeframe: 2021-2024) Dispatch on the promotion of Education, Research and Innovation in the years 2021-2024 (in French , in German) Adoption year: 2020 (timeframe: 2021-2024) Strategy on 'Equality 2030' (in French , in German) Adoption year: 2021 (timeframe: 2021-2030)
CZ	Strategic plan of the ministry for higher education for the period from 2021 Adoption year: 2021 (timeframe: 2021-2025)
EE	Education Strategy Adoption year: 2021 (timeframe: 2021-2035)
EL	National Action Plan of the Hellenic Ministry of Education and Religious Affairs Adoption year: 2022 (timeframe: 2022)
FI	Towards more accessible higher education and higher education institutions Adoption year: 2021 (timeframe: 2021-2030)
FR	The Student Plan Adoption year: 2017 (timeframe: 2018+)
GE	Unified National Strategy for Education and Science of Georgia for 2022-2030 Adoption year: 2022 (timeframe: 2022-2030)
HU	Shifting of Gears in Higher Education: Mid-term Policy Strategy 2016 Adoption year: 2016 (timeframe: 2016-2030)
IE	National Access Plan: A Strategic Action Plan for Equity of Access, Participation and Success in Higher Education Adoption year: 2022 (timeframe: 2022-2028)
IT	National Recovery and Resilience Plan Adoption year: 2021 (timeframe: 2021-2026)
KZ	Concept for the development of higher education and science in the Republic of Kazakhstan for 2023-2029 Adoption year: 2023 (timeframe: 2023-2029)
LI	Integration Strategy Adoption year: 2021 (timeframe: 2021+)
LT	National progress plan Adoption year: 2020 (timeframe: 2021-2030), social dimension priorities adopted in 2022, for the period 2023-2026.
LV	Education Development Guidelines 2021-2027: Future skills for a future society

	Name of the strategy, including weblink Adoption year (timeframe)
	Adoption year: 2021 (timeframe: 2021-2027)
ME	Strategy on Inclusive Education Adoption year: 2019 (timeframe: 2019-2025)
MT	Malta's National Strategic Action Plan for Further and Higher Education 2022-2030 Adoption year: 2022 (timeframe: 2022-2030)
NL	National action plan for diversity and inclusion in academic education and research Adoption year: 2020 (timeframe: 2020-2025)
PT	National Strategy for the Inclusion of People with Disabilities Adoption year: 2021 (timeframe: 2021-2025)
RO	Educated Romania Adoption year: 2021 (timeframe: 2021-2030) National Recovery and Resilience Plan Adoption year: 2021 (timeframe: 2021-2025)
SE	Power, goals and authority – feminist politics for an equal future Adoption year: 2016 (timeframe: 2016-2030)
SI	Resolution on the National Programme of Higher Education to 2030 Adoption year: 2022 (timeframe: 2022-2030)
TR	11th Development Plan of the Presidency of the Republic of Türkiye Adoption year: 2019 (timeframe: 2019-2023)
UA	National Strategy for the creation of a barrier-free space in Ukraine for the period until 2030 Adoption year: 2021 (timeframe: 2021-2030)
UK-EWNI	Access and participation reboot Adoption year: 2021 (timeframe: 2021+)
UK-SCT	Scottish Framework for Fair Access Adoption year: 2017 (timeframe: 2017-2030)

Table 4.2: Measurable targets in top-level strategies aiming to strengthen diversity, equity and inclusion in higher education, 2022/2023

Targets concerning students	
AT	<p>Reducing the recruitment quota/probability factor for admission to higher education of students whose parent have no higher education entrance qualification from 2.38 (2015) to 2.25 (by 2020) and 2.10 (by 2025).</p> <p>Halving the number of degree programmes at each higher education institution where men or women comprise less than 30% by 2025.</p> <p>Increasing the percentage of (educational resident) students admitted to higher education who are second-generation children of immigrants from 22% to 30% by 2025.</p> <p>Source document: Austrian National strategy on the social dimension of higher education: Towards more inclusive access and wider participation, p. 10.</p>
GE	<p>The percentage of students of different categories from the total number of students enrolled in higher education institutions (students representing ethnic minorities; people with disabilities; low socio-economic status, and other groups) should increase to 17% by 2025, and 37% by 2030.</p> <p>The percentage of graduates of different categories from the total number of graduates (students representing ethnic minorities; people with disabilities; low socio-economic status, and other groups) should increase by 10% by 2025, and by 20% by 2030.</p> <p>Source document: 2022-2030 Unified National Strategy of Education and Science of Georgia, Annex II</p>
IE	<p>Proportion of students with disabilities among new entrants should be 16% of by 2028.</p> <p>New mature entrants from socioeconomically disadvantaged areas should increase to 54% from existing 42%.</p> <p>The number of entrants from the Traveller community should increase from 33 to 150 by end of 2028.</p> <p>Source document: Irish National Access Plan: A Strategic Action Plan for Equity of Access, Participation and Success in Higher Education 2022-2028</p>
RO	<p>At least 40% of new and upgraded infrastructure is intended for students from disadvantaged backgrounds, by 2025.</p> <p>Source document: National Recovery and Resilience Plan</p>
UA	<p>The share of students with special educational needs should correspond to their share in society.</p> <p>Source document: Ukrainian National Strategy for the creation of barrier-free space in Ukraine for the period up to 2030</p>
UK-SCT	<p>By 2026, 18% (and by 2030, 20%) of full-time first-degree Scottish domiciled entrants to higher education institutions in Scotland should come from the 20% most deprived communities as measured by the Scottish Index of Multiple Deprivation (SIMD).</p> <p>Source document: Scottish Framework for Fair Access</p>
Targets concerning staff	
CH	<p>Within the domain of the Swiss Federal Institutes of Technology (ETH), there shall be a proportion of at least 35% of women of newly appointed professorships by 2024.</p> <p>Within the domain of ETH, there shall be a proportion of at least 25% of women in leading positions by 2024.</p> <p>Source document: 2030 Equality Strategy, point 1.1.2.4.</p>
SE	<p>Half of all newly appointed professors shall be women by 2030.</p> <p>There should be gender parity in the distribution of research grants.</p> <p>Source document: Power, goals and authority – feminist politics for an equal future, Regeringens skrivelse 2016/17:10.</p>

Table 4.3: Flexible study modes in higher education, 2022/2023

	AD	AL	AM	AT	AZ	BA	BE fr	BE nl	BG	CH	CY	CZ	DE	DK	EE	EL	ES	FI	FR	GE	HR	HU	IE	IS	IT
Part-time studies	●				●	●	●	●	●	●	○	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Blended learning	●		●	●		●	●	●		●	○	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Distance learning	●		●	●	●	●	●	●	●	●	○	●	●	●	●	●	●	●	●	●	○	●	●	●	●
	KZ	LI	LT	LU	LV	MD	ME	MK	MT	NL	NO	PL	PT	RO	RS	SE	SI	SK	SM	TR	UA	UK- EWNI	UK- SCT	VA	
Part-time studies		●	●	●	●	○		●	●	●	●	●	●	●	:	●	●	●	●	●	●	●	●	●	
Blended learning	●	●	●	●	●				●	●	●	●	●	●	:	●	●	●		●	●	●	●	●	
Distance learning	●	●	●	●	○		●		●	●	●	●	●	●	:	●	●	●	○	●	●	●	●	●	

● Legally possible in all HEIs ○ Legally possible in some HEIs : Not available

Source: BFUG data collection.

Table 4.4: Existing requirements for quality assurance agencies to address the recognition of prior non-formal and/or informal learning in higher education in their external evaluation procedures, 2022/2023

	AD	AL	AM	AT	AZ	BA	BE fr	BE nl	BG	CH	CY	CZ	DE	DK	EE	EL	ES	FI	FR	GE	HR	HU	IE	IS	IT
Required							●			●			●		●			●					●		●
Not required	●			●				●				●		●			●		●		●	●		●	
Not applicable (no RPL)		●	●		●	●			●		●					●				●					
	KZ	LI	LT	LU	LV	MD	ME	MK	MT	NL	NO	PL	PT	RO	RS	SE	SI	SK	SM	TR	UA	UK- EWNI	UK- SCT	VA	
Required			●	●	●				●			●		:		●			●	●					
Not required		●									●	●			:	●			●			●		●	
Not applicable (no RPL)	●					●	●	●		●				●	:			●					●		

Source: BFUG data collection.

Table 4.5: Top-level measures supporting adult learners (delayed transition students), 2022/2023

	AD	AL	AM	AT	AZ	BA	BE fr	BE nl	BG	CH	CY	CZ	DE	DK	EE	EL	ES	FI	FR	GE	HR	HU	IE	IS	IT
	●			●			●	●	●	●	●	●	●	●	●	●	●	●	●		●	●	●	●	
	KZ	LI	LT	LU	LV	MD	ME	MK	MT	NL	NO	PL	PT	RO	RS	SE	SI	SK	SM	TR	UA	UK- EWNI	UK- SCT	VA	
	●		●					●	●	●	●	●		:	●				:	●		●	●	●	

Source: BFUG data collection.

Table 4.6: Initial and continuous teacher education: requirements, recommendations and support, 2022/2023

	AD	AL	AM	AT	AZ	BA	BE fr	BE nl	BG	CH	CY	CZ	DE	DK	EE	EL	ES	FI	FR	GE	HR	HU	IE	IS	IT
Requirements for ITE		●	●	●	●		●	●		●		●		●	●		●		●			●	●	●	●
Recommendations for ITE							●			●								●			●				
Support for CPD	●	●	●	●			●	●	●	●	●	●		●	●	●	●	●	●		●	●	●	●	●
	KZ	LI	LT	LU	LV	MD	ME	MK	MT	NL	NO	PL	PT	RO	RS	SE	SI	SK	SM	TR	UA	UK- EWNI	UK- SCT	VA	
Requirements for ITE	●		●								●		●		:	●			:			●	●	na	
Recommendations for ITE					●	●			●					●	:				:	●				na	
Support for CPD	●	●	●	●			●	●		●	●	●		●	●	:	●	●		:	●	●	●	na	

Source: BFUG data collection.

Table 4.7: Eurostudent participatory countries, 2023

AD	AL	AM	AT	AZ	BA	BE fr	BE nl	BG	CH	CY	CZ	DE	DK	EE	EL	ES	FI	FR	GE	HR	HU	IE	IS	IT
	●		●						●		●	●	●	●			●	●		●	●	●	●	●
KZ	LI	LT	LU	LV	MD	ME	MK	MT	NL	NO	PL	PT	RO	RS	SE	SI	SK	SM	TR	UA	UK- EWNI	UK- SCT	VA	
		●	●					●	●	●	●	●	●		●	●			●					

Source: Eurostudent.

Table 4.8: Requirements for quality assurance agencies to consider whether higher education students have access to academic, career and/or psychological counselling services, 2022/2023

QA requirements regarding...	AD	AL	AM	AT	AZ	BA	BE fr	BE nl	BG	CH	CY	CZ	DE	DK	EE	EL	ES	FI	FR	GE	HR	HU	IE	IS	IT	
academic guidance services		●	●		●	●			●	●	●	●	●	●	●	●	●			●	●			●	●	
careers guidance services		●	●		●	●				●	●	●	●	●		●	●	●			●	●	●		●	●
psychological counselling services					●					●	●		●		●		●				●				●	
QA requirements regarding...	KZ	LI	LT	LU	LV	MD	ME	MK	MT	NL	NO	PL	PT	RO	RS	SE	SI	SK	SM	TR	UA	UK- EWNI	UK- SCT	VA		
academic guidance services	●	●	●		●		●								●	●	●			●			●	●		
careers guidance services	●	●	●		●	●	●								●	●	●			●			●			
psychological counselling services	●		●		●										●	●	●			●						

Source: BFUG data collection.

Table 4.9: Existence of public institutions with formal role in mediating conflicts particularly related to diversity, equity and inclusion in higher education, 2022/2023

AD	AL	AM	AT	AZ	BA	BE fr	BE nl	BG	CH	CY	CZ	DE	DK	EE	EL	ES	FI	FR	GE	HR	HU	IE	IS	IT
●	●						●					●		●			●	●			●			
KZ	LI	LT	LU	LV	MD	ME	MK	MT	NL	NO	PL	PT	RO	RS	SE	SI	SK	SM	TR	UA	UK- EWNI	UK- SCT	VA	
●		●	●					●							●	●			●		●			●

Source: BFUG data collection.

Table 4.10: Top-level authorities that provide funding to HEIs on the basis of achieving, or making progress towards, targets on widening access, increasing participation or completion rates 2022/2023

AD	AL	AM	AT	AZ	BA	BE fr	BE nl	BG	CH	CY	CZ	DE	DK	EE	EL	ES	FI	FR	GE	HR	HU	IE	IS	IT
			●								●	●		●			●							●
KZ	LI	LT	LU	LV	MD	ME	MK	MT	NL	NO	PL	PT	RO	RS	SE	SI	SK	SM	TR	UA	UK- EWNI	UK- SCT	VA	
										●			●		●				●					

Source: BFUG data collection.

Table 4.11: Top-level authorities that provide funding for indirect study costs, including accommodation, transport and meals 2022/2023

AD	AL	AM	AT	AZ	BA	BE fr	BE nl	BG	CH	CY	CZ	DE	DK	EE	EL	ES	FI	FR	GE	HR	HU	IE	IS	IT
●		●	●		●	●	●	●		●	●	●	●		●	●	●	●		●	●		●	●
KZ	LI	LT	LU	LV	MD	ME	MK	MT	NL	NO	PL	PT	RO	RS	SE	SI	SK	SM	TR	UA	UK-EWNI	UK-SCT	VA	
●	●	●	●		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Source: BFUG data collection.

Table 4.12: Top-level authorities that provide support for students studying part-time 2022/2023

	AD	AL	AM	AT	AZ	BA	BE fr	BE nl	BG	CH	CY	CZ	DE	DK	EE	EL	ES	FI	FR	GE	HR	HU	IE	IS	IT
Indirect funding for part-time study costs	●			na				●					●			●	●	●				●			●
Grants for part-time students	●				●											●									●
	KZ	LI	LT	LU	LV	MD	ME	MK	MT	NL	NO	PL	PT	RO	RS	SE	SI	SK	SM	TR	UA	UK-EWNI	UK-SCT	VA	
Indirect funding for part-time study costs		●	●	●									●		●	●			●			●	●		
Grants for part-time students		●			●	●						●	●		●	●			●		●				

Source: BFUG data collection.

Table 4.13: Guidelines issued by public authorities to quality assurance agencies to address equity, diversity and inclusion in evaluation processes, 2022/2023

AD	AL	AM	AT	AZ	BA	BE fr	BE nl	BG	CH	CY	CZ	DE	DK	EE	EL	ES	FI	FR	GE	HR	HU	IE	IS	IT	
	●	●		●	●	●		●	●			●		●	●	●	●	●		●					●
KZ	LI	LT	LU	LV	MD	ME	MK	MT	NL	NO	PL	PT	RO	RS	SE	SI	SK	SM	TR	UA	UK-EWNI	UK-SCT	VA		
	●				●			●					●	●	●				●		●	●	●	●	

Source: BFUG data collection.

Table 4.14: Top-level authorities that provide support to HEIs to adapt their buildings and infrastructure to the needs of underrepresented, disadvantaged and vulnerable students and staff, 2022/2023

AD	AL	AM	AT	AZ	BA	BE fr	BE nl	BG	CH	CY	CZ	DE	DK	EE	EL	ES	FI	FR	GE	HR	HU	IE	IS	IT	
●	●							●			●				●						●	●			
KZ	LI	LT	LU	LV	MD	ME	MK	MT	NL	NO	PL	PT	RO	RS	SE	SI	SK	SM	TR	UA	UK-EWNI	UK-SCT	VA		
		●				●		●					●	●	●				●		●				

Source: BFUG data collection.

Table 4.15: Measurable targets concerning the mobility participation of vulnerable, disadvantaged or underrepresented groups of students, 2022/2023

	Targets
AT	<p>Increasing participation in overseas study programmes by students whose parents have no university entrance qualifications to at least 18% by 2025.</p> <p>Source document: Austrian National strategy on the social dimension of higher education: Towards more inclusive access and wider participation, p. 10.</p>
BE fr	<p>Minimum 10% of the available Funds for the Assistance to Mobility should be devoted to awarding mobility grants for students with fewer opportunities.</p> <p>Source document: 12/01/2023 - Decree amending the Decree of 19 May 2004 establishing a student mobility fund within the European Higher Education Area and other provisions on student mobility, Article 4.</p>

	Targets
BE nl	33% of mobile students should come from underrepresented groups. Source document: Brains on the move – mobility action plan 2013 .
EL	In 2022/2023, 20% of Erasmus+ students should be students with fewer opportunities.
MT	In 2022/2023, the participation of disadvantaged learners in higher education mobility programmes should be at least 5%.
PT	In 2022/2023, 2% of students in higher education mobility programmes should be students with fewer opportunities.

Table 4.16: Top-level support provided to higher education institutions to foster blended learning mobility and/or internationalisation at home, 2022/2023

AD	AL	AM	AT	AZ	BA	BE fr	BE nl	BG	CH	CY	CZ	DE	DK	EE	EL	ES	FI	FR	GE	HR	HU	IE	IS	IT
●	●		●			●	●				●	●		●		●	●		●		●			
KZ	LI	LT	LU	LV	MD	ME	MK	MT	NL	NO	PL	PT	RO	RS	SE	SI	SK	SM	TR	UA	UK-EWNI	UK-SCT	VA	
	●				●								●	:	●				●	●	●		na	

Source: BFUG data collection.

Table 4.17: Requirements for quality assurance agencies to evaluate community engagement activities of HEIs focused on diversity, equity and inclusion, 2022/2023

AD	AL	AM	AT	AZ	BA	BE fr	BE nl	BG	CH	CY	CZ	DE	DK	EE	EL	ES	FI	FR	GE	HR	HU	IE	IS	IT
	●	●					●							●		●	●		●					●
KZ	LI	LT	LU	LV	MD	ME	MK	MT	NL	NO	PL	PT	RO	RS	SE	SI	SK	SM	TR	UA	UK-EWNI	UK-SCT	VA	
		●										●	●	:					:	●				

Source: BFUG data collection.

Table 4.18: International policy dialogue established on implementation of the Principles and Guidelines, 2022/2023

AD	AL	AM	AT	AZ	BA	BE fr	BE nl	BG	CH	CY	CZ	DE	DK	EE	EL	ES	FI	FR	GE	HR	HU	IE	IS	IT
			●				●	●		●				●				●	●	●				
KZ	LI	LT	LU	LV	MD	ME	MK	MT	NL	NO	PL	PT	RO	RS	SE	SI	SK	SM	TR	UA	UK-EWNI	UK-SCT	VA	
●		●							●					:	●	●			:	●				

Source: BFUG data collection.

Table 4.19: Outcomes of policy dialogue on implementation of the Principles and Guidelines, 2022/2023

	AD	AL	AM	AT	AZ	BA	BE fr	BE nl	BG	CH	CY	CZ	DE	DK	EE	EL	ES	FI	FR	GE	HR	HU	IE	IS	IT
Regulatory changes			●														●								
Guidelines to HEIs																●		●		●	●		●		
Input to strategy			●												●			●			●				
	KZ	LI	LT	LU	LV	MD	ME	MK	MT	NL	NO	PL	PT	RO	RS	SE	SI	SK	SM	TR	UA	UK-EWNI	UK-SCT	VA	
Regulatory changes			●									●			:					:	●				
Guidelines to HEIs												●			:					:	●	●			
Input to strategy					●										:					:	●				●

Source: BFUG data collection.

Table 5.1: Top-level strategies with major references to the enhancement of learning and teaching in higher education, 2022/2023

	Name of the strategy, including weblink Adoption year (timeframe)
AL	National Strategy on Education 2021-2026 Adoption year: 2021 (timeframe: 2021-2026)
AM	Law of the Republic of Armenia on the 'Education Development State Programme of Armenia until 2030' Adoption year: 2022 (timeframe: 2022-2030)
AT	Higher Education Plan Adoption year: 2022 (timeframe: 2022-2030)
AZ	State strategy for the development of education in the Republic of Azerbaijan Adoption year: 2015 (timeframe: 2015-2025)
BG	Higher Education Development Strategy Adoption year: 2021 (timeframe: 2021-2030)
CH	Policy for the promotion of education, research and innovation 2021-2024 (in French , in German) Adoption year: 2020 (timeframe: 2021-2024)
CZ	Strategic plan of the ministry for higher education for the period from 2021 Adoption year: 2021 (timeframe: 2021-2025)
EE	Education Development Plan 2021-2035 Adoption year: 2021 (timeframe: 2021-2035)
FI	Digivisio 2030 Education Policy Report of the Finnish Government Teacher Education Development Programme 2022-2026 Note for FI: Data not finalised. Exchange ongoing. Please refer to the template with data collectors' questions that was sent to you in September 2023.
FR	The Student Plan Adoption year: 2017 (timeframe: 2018+)
GE	Unified National Strategy for Education and Science of Georgia for 2022-2030 Adoption year: 2022 (timeframe: 2022-2030)
HU	Shifting of Gears in Higher Education: Mid-term Policy Strategy 2016 Adoption year: 2016 (timeframe: 2016-2030)
IT	National Recovery and Resilience Plan Adoption year: 2021 (timeframe: 2021-2026)
KZ	Concept for the development of higher education and science in the Republic of Kazakhstan for 2023-2029 Adoption year: 2023 (timeframe: 2023-2029) Note for KZ: Data not finalised. Exchange ongoing. Please refer to the template with data collectors' questions that was sent to you in September 2023.
LI	Education Strategy 2025+ Adoption year: 2021 (timeframe: 2025+)
LT	National progress plan Adoption year: 2022 (timeframe: 2022-2030) Note for LT: Data not finalised. Exchange ongoing. Please refer to the template with data collectors' questions that was sent to you in September 2023 (you should specify the adoption year).
MD	Strategy 'Education 2023' Adoption year: 2023 (timeframe: 2023-2030)

	Name of the strategy, including weblink Adoption year (timeframe)
MT	Malta's National Strategic Action Plan for Further and Higher Education 2022-2030 Adoption year: 2022 (timeframe: 2022-2030)
NO	Long-term plan for research and higher education 2023–2032 Adoption year: 2022 (timeframe: 2023-2032) White Paper No 14 2022-2023 'Utsynsmeldinge' Note for NO: Data not finalised. Exchange ongoing. Please refer to the template with data collectors' questions that was sent to you in September 2023.
PL	State Science Policy Adoption year: 2022 (timeframe: not defined, but performance evaluation every five years)
SI	Resolution on the National Programme of Higher Education to 2030 Adoption year: 2022 (timeframe: 2022-2030)
UA	Decree of the Cabinet of Ministers of Ukraine 'On approval of the Strategy for Higher Education Development in Ukraine for 2022-2032' Adoption year: 2022 (timeframe: 2022-2032)

Source: BFUG data collection.

Table 5.2: Top-level regulations requiring academic staff with a teaching role to receive training in teaching, 2022/2023

	Content of the regulation Source document, including weblink
BE fr	Those teaching in <i>Hautes Ecoles</i> and higher education establishments for social advancement (établissements d'enseignement supérieur de promotion sociale) are expected to obtain, within six years, a teaching aptitude certificate (<i>Certificat d'Aptitude Pédagogique Approprié à l'Enseignement Supérieur</i>). This requirement does not apply to those teaching at universities. Source document: Decree defining the Certificate of Pedagogical Aptitude Appropriate for Higher Education (CAPAES) in Hautes Ecoles and the conditions for its obtaining.
DK	All those having teaching responsibilities in higher education are expected to complete postgraduate teacher training (<i>universitetspædagogikum</i>). Its scope, format and content must be described in each university's plan for pedagogical development. The completion of the teacher training is a pre-requisite for higher academic positions, including a position of professor. Source document: The Ministerial Order on Job Structure of Academic Staff in Universities , Annex 1.
FR	Lecturers are appointed as trainees for a period of one year by order of the minister in charge of higher education. During this period, they are requested to follow training aimed at deepening their teaching skills. Source documents: Decree n°84-431 of 6 June 1984 fixing the common statutory provisions applicable to teacher-researchers and establishing the special status of the corps of university professors and the corps of lecturers , Article 32; Order of February 8, 2018 setting the national framework for training aimed at deepening the teaching skills of trainee lecturers.
KZ	Online courses can be delivered only by those who have completed professional development courses related to the methodology of online learning of no less than 72 hours. Source document: Requirements for the provision of distance learning and the rules for organising distance and online learning in higher or postgraduate education.
MD	Any higher education staff recruited is required to take the teacher training module that can be followed either during studies or taken additionally as a microcredential, prior to being engaged in the process of teaching. Source document: The Education Code.
NO	Generally, a 200-hour course is required. The requirements increase according to the level of the position. Professors need to document further educational qualifications than the minimum. Source document: Regulations concerning appointment and promotion to teaching and research posts , Chapter 2.

Source: BFUG data collection.

Table 6.1: Large-scale support measures to Ukrainian students and academic staff, 2022/2023

	AD	AL	AM	AT	AZ	BA	BE fr	BE nl	BG	CH	CY	CZ	DE	DK	EE	EL	ES	FI	FR	GE	HR	HU	IE	IS	IT
Grants for students from UA	●			●					●		○	●	●	●	●		●	●	●		●	●	●		●
Language training							○	●		○	○	●	●	●	●		●	●	●	○	●		●		●
Preparatory courses										○	○	●	●	●				●	●	○	○				●
Counselling (academic or psychological)									○	○		○	●	●						○			●		●
	KZ	LI	LT	LU	LV	MD	ME	MK	MT	NL	NO	PL	PT	RO	RS	SE	SI	SK	SM	TR	UA	UK- EWNI	UK- SCT	VA	
Part-time studies			●	●	●	●			:	●			●	●	:			●	●			●	●		
Language training			●	●	●	●			:	○	●	○	●	●	:		●			●		○	●		
Preparatory courses									:	○	●	○		●	:		●	○		●		○			
Counselling (Academic or psychological)									:	●					:			○		●					

● Publicly funded ○ Funded by HEIs : Not available

Source: BFUG data collection.