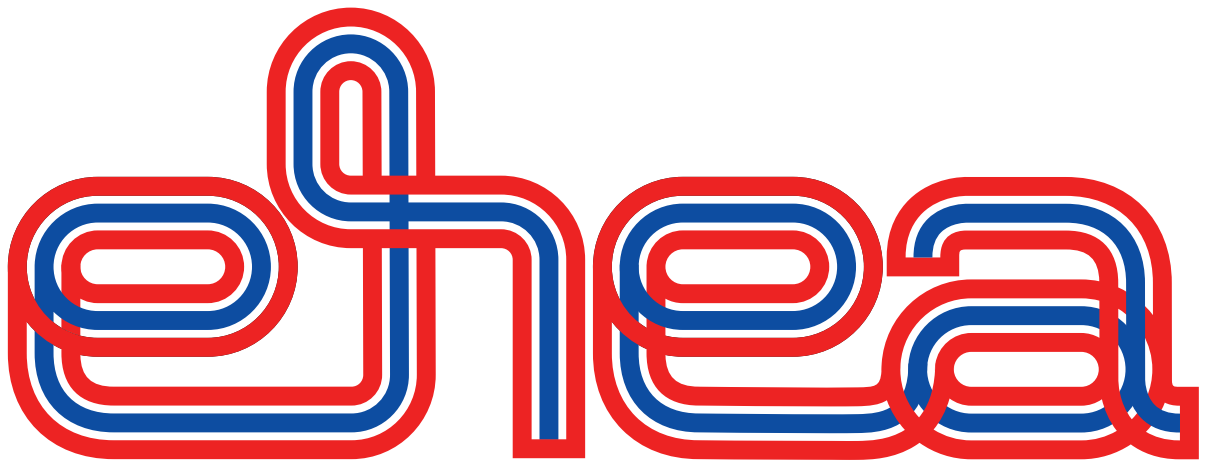




European  
Commission

# The European Higher Education Area in 2024

*Bologna Process  
Implementation Report*



This document is published by the European Education and Culture Executive Agency (EACEA, Unit A6 – Platforms, Studies and Analysis).

**Please cite this publication as:**

European Commission / EACEA / Eurydice, 2024. *The European Higher Education Area in 2024: Bologna Process Implementation Report*. Luxembourg: Publications Office of the European Union.

**European Education and Culture Executive Agency**

Unit A6 – Platforms, Studies and Analysis  
Boulevard Simon Bolivar 34 (Unit A6)  
B-1049 Brussels

E-mail: [eacea-eurydice@ec.europa.eu](mailto:eacea-eurydice@ec.europa.eu)

Website: <http://eurydice.eacea.ec.europa.eu>

*Printed by the Publications Office of the European Union in Luxembourg*

Text completed in April 2024.

Luxembourg: Publications Office of the European Union, 2024

© European Education and Culture Executive Agency, 2024

The reuse policy of European Commission documents is implemented by Commission Decision 2011/833/EU of 12 December 2011 on the reuse of Commission documents (OJ L 330, 14.12.2011, p. 39). Unless otherwise noted, the reuse of this document is authorised under a Creative Commons Attribution 4.0 International (CC BY 4.0) licence (<https://creativecommons.org/licenses/by/4.0>). This means that reuse is allowed provided appropriate credit is given and any changes are indicated.

For any use or reproduction of elements that are not owned by the European Union, permission may need to be sought directly from the respective rightholders.

Print

ISBN 978-92-9488-603-3

doi:10.2797/351309

EC-02-24-018-EN-C

PDF

ISBN 978-92-9488-602-6

doi:10.2797/483185

EC-02-24-018-EN-N

# CHAPTER 6: INTERNATIONALISATION

## 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 <sup>(1)</sup>, 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, set by ministers in Leuven/Louvain-la-Neuve in 2009, 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 issue where internationalisation and solidarity intersect: 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** is the physical crossing of a national border to enrol in a tertiary level degree programme in the country of destination. **Credit mobility** is a short-term form of mobility – usually a maximum of one year – aiming at the acquisition of credits in a foreign institution in the framework of on-going studies at the home institution. The minimum length of stay should be at least three consecutive months, or 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 therefore 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. 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 insufficiencies or lack of capacity in the education system of the country of origin (particularly for degree mobility).

<sup>(1)</sup> Rome Ministerial Communiqué, 19 November 2020.

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, the UOE definition is based on the country of origin understood as the country where the upper secondary diploma was awarded and not the country of citizenship. However, 14 countries in the EHEA still use citizenship/nationality as the criterion to define mobile students. While for many students the country of origin will be identical to the country of the student's citizenship, this is not the case for all students. It is therefore more accurate to consider the country of permanent/prior residence or prior education rather than citizenship/nationality for data collection purposes. Citizenship/nationality provides a reliable estimation of the foreign student population but is not an accurate indicator of inward learning mobility and introduces bias to the data.

This section looks at three aspects of student mobility flows: outgoing (outward) mobility, incoming (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 are examined separately. The number of incoming degree-seeking students is utilised as a proxy for assessing the attractiveness of the EHEA countries and the level of internationalisation achieved. For 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 more information on the EHEA country coverage, see the ‘Glossary and methodological Notes’.

The analysis presents data from 2020/2021. It should be acknowledged that, although this is the most recent dataset available for this report, it is not representative regarding longer-term trends. This is because the Covid-19 pandemic was at its height at this time and undoubtedly had a significant impact on students’ choices or capacity to study abroad – whether for credit or degree mobility. For this reason, comparing data between different time points could result in misleading results. Therefore, comparisons with 2016/2017, which was the reference year for the data presented in the 2020 Bologna Process Implementation Report, are limited and should be read with caution.

### 6.1.1. Outward mobility

The Leuven/Louvain-la-Neuve ministerial conference in 2009 set a target to be achieved by 2020 <sup>(2)</sup>, 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 in relation to this target by reporting the mobility rates in relation to the total student populations, and by identifying the type and level of mobility.

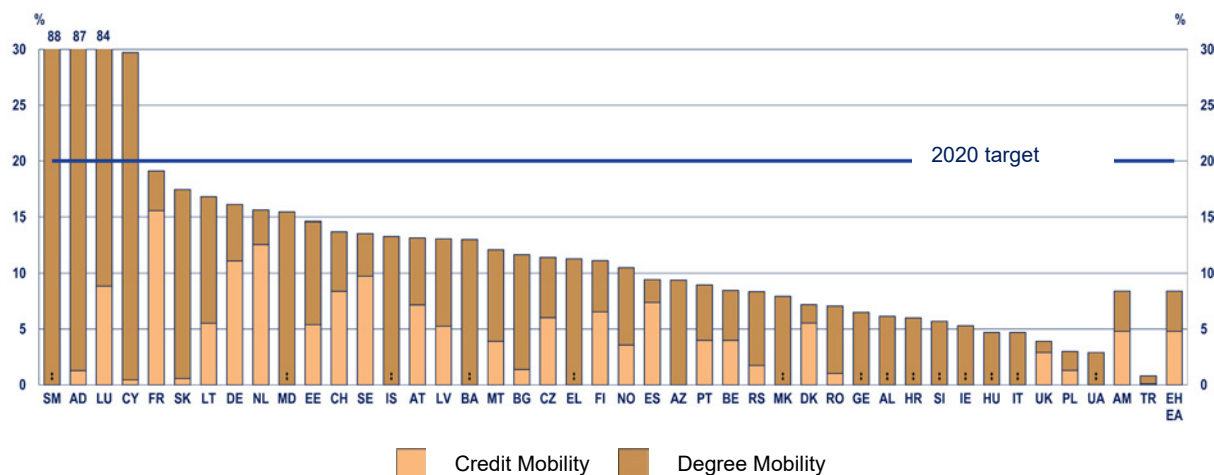
The degree and credit outward mobility rate of a country for tertiary graduates shows the number of students who graduated abroad or spent a study-related period abroad, as a percentage of the total number of graduates from that country. For a given country (of origin), the compilation of outward degree-mobile 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 for degree mobility, data on credit mobility are collected from the country of origin, defined as the country where the graduates are regularly enrolled/obtain their diploma. Where graduates are degree mobile and have also previously been credit mobile (dual mobility status) to avoid double counting, degree mobility takes precedence over any credit mobility. Therefore, throughout the analysis credit mobility data concerns students who were only credit and not degree mobile.

---

<sup>(2)</sup> 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.

Figure 6.1 presents the outward (degree and credit) mobility rate of graduates originating from the EHEA. It highlights the different incidence of the two mobility components across the EHEA countries. 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, 2020/2021 (%)**



2020/2021	SM	AD	LU	CY	FR	SK	LT	DE	NL	MD	EE	CH	SE	IS	AT	LV	BA	MT	BG	CZ	EL	FI
<b>A. Credit Mobility</b>	:	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	:	3.9	1.4	6.0	:	6.6
<b>B. Degree Mobility</b>	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	8.2	10.3	5.4	11.3	4.6
<b>A and B</b>	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	12.1	11.7	11.4	11.3	11.2
2021	NO	ES	AZ	PT	BE	RS	MK	DK	RO	GE	AL	HR	SI	IE	HU	IT	UK	PL	UA	AM	TR	EHEA
<b>A. Credit Mobility</b>	3.6	7.4	:	4.0	4.0	1.7	:	5.5	1.0	:	:	:	:	:	:	:	2.9	1.3	:	:	0.1	4.8
<b>B. Degree Mobility</b>	6.9	2.1	9.4	5.0	4.5	6.6	7.9	1.7	6.1	6.5	6.1	6.0	5.7	5.3	4.7	4.7	1.0	1.7	2.9	2.4	0.7	3.6
<b>A and B</b>	10.5	9.5	9.4	9	8.5	8.3	7.9	7.2	7.1	6.5	6.1	6.0	5.7	5.3	4.7	4.7	3.9	3	2.9	2.4	0.8	8.4

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

**Notes:**

Data are sorted in descending order according to the total outward (degree and credit) mobility rate.

EHEA refers to the EHEA weighted average. It includes all countries for which at least one of the components (credit or degree mobility) is available. Countries for which credit mobile data are not available are considered as having zero credit mobile graduates (degree mobile numbers are included for total graduates in the nominator) and the total graduate population originating from EHEA is used as denominator. Countries with no distinction for graduates with dual mobility are presented with data on degree mobility only (details available in the Glossary and methodological note). As data for credit mobility are not available for some countries, the value of the EHEA average for credit mobility and the total EHEA average for credit and degree mobility could be underestimated.

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).

No information is available on EHEA-origin degree mobile graduates who graduated in the US, which implies potential underestimation for some countries.

When it comes to outward mobility data show a total of 569 860 graduates who had an international mobility experience in 2020/2021 either in the framework of a study period abroad (credit mobility) or in the form of a full degree. This corresponds to an 8.4% share of outward mobile graduates in the total EHEA graduates’ population (all ISCED levels combined) for countries with available data. It falls a long way short of the ambition of 20% set in 2009.

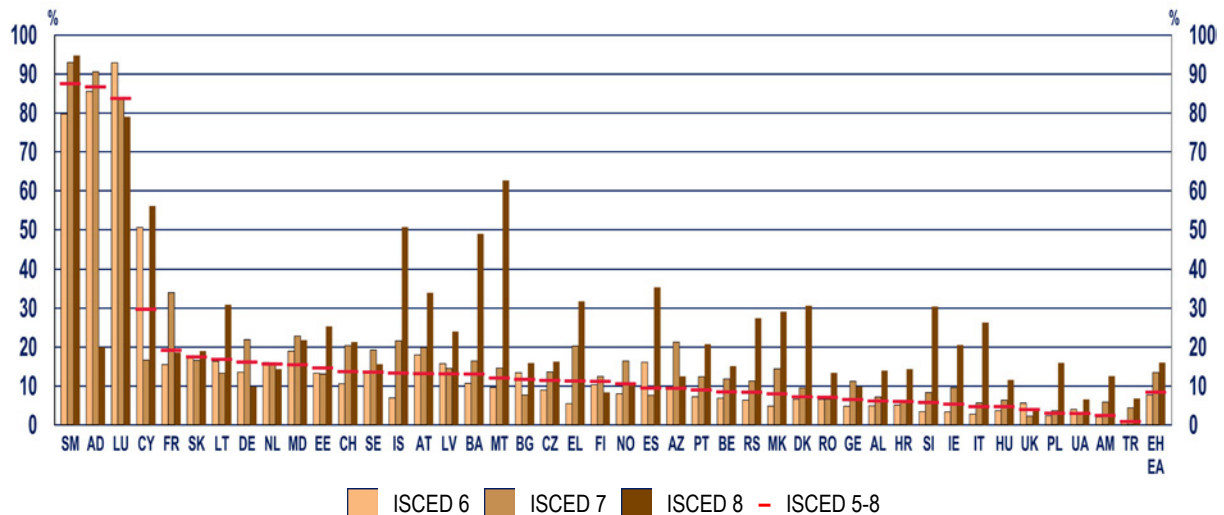
The share of graduates in tertiary education (all ISCED levels considered), who had a temporary experience abroad (credit mobility) was 4.8%, while 3.6% graduated abroad (degree mobility). The total credit mobility graduates’ population (328 669) accounted for 57.7% of the EHEA total mobile graduates’ population in 2020/2021, demonstrating stronger outward credit mobility flows across EHEA countries compared to degree mobility.

Figure 6.1 shows that for all education levels considered, 10 of 43 countries with available data <sup>(3)</sup> registered a share of mobile graduates above 15%. Among these countries with substantial total outward mobility flows, France (credit mobility rate 15.6%), the Netherlands (credit mobility rate 12.6%) and Germany (credit mobility rate 11.1%) registered a larger share of credit mobile than degree mobile graduates. Conversely, Slovakia (17.5%), Lithuania (16.8%) and several small education systems had larger degree mobility flows. San Marino, Andorra, Luxembourg, and Cyprus surpassed the learning mobility benchmark of 20%. Nevertheless, the size of the outward mobility flows in these four countries accounted for just 0.1% of total EHEA outward mobility. In all four countries, the small size of the higher education system clearly operated as a factor inciting many students to study abroad. 13 countries registered mobility flows ranging between 10% and 15% with Norway at the lower (10.5%) and Estonia the upper end (14.6%). A share of less than 10% was found in 20 countries <sup>(4)</sup> – close to half of the countries with available data. The lowest share (less than 5%) of outgoing students ranged between 0.8% in Türkiye and 3.9% in the United Kingdom, with Armenia, Poland and Ukraine also registering mobility rates within this range. The share of the outward mobility population in these countries accounted for 2.2% of the total EHEA outward mobility population.

Compared to the 2016/2017 data reported in the 2020 Bologna Process Implementation Report, most countries maintained the same proportions of credit and degree mobility. The trend of higher outward credit mobility activity across the EHEA was also apparent in 2016/2017. However, in Norway the balanced shares of credit and degree mobility have changed and in 2020/2021 the country registered a higher rate of degree mobility. In Portugal, Belgium, and Italy degree mobility rates were higher than credit mobility in 2020/2021 while in 2016/2017 credit mobility was the preferred option.

Figure 6.2 shows the outward degree and credit mobility rate of graduates originating from the EHEA in 2020/2021. The mobility rates are shown per ISCED level and with the ISCED 5-8 average. The figure provides a comparative and more differentiated view of overall mobility from EHEA countries.

**Figure 6.2: Outward degree and credit mobility of graduates, by country of origin and level of educational attainment, 2020/2021, (%)**



<sup>(3)</sup> Moldova and San Marino: no data on credit mobility.

<sup>(4)</sup> No data on credit mobility is available for AL, AM, AZ, BA, GE, IE, IS, MK, UA. Degree mobile numbers are included for total number of graduates.

%	SM	AD	LU	CY	FR	SK	LT	DE	NL	MD	EE	CH	SE	IS	AT	LV	BA	MT	BG	CZ	EL	FI
ISCED 5	:	75.0	10.5	9.6	4.4	31.0	:	10.4	1.7	0.7	:	46.4	2.0	35.7	0.3	4.5	:	9.1	:	43.9	:	:
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	9.6	13.4	9.0	5.4	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	14.6	7.7	13.6	20.3	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	62.7	15.9	16.3	31.8	8.3
ISCED 5-8	87.5	86.7	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	12.1	11.7	11.4	11.3	11.1
	NO	ES	AZ	PT	BE	RS	MK	DK	RO	GE	AL	HR	SI	IE	IT	HU	UK	PL	UA	AM	TR	EHEA
ISCED 5	4.2	1.7	:	6.3	3.1	:	:	1.7	:	:	9.0	:	3.9	2.6	15.6	5.6	0.8	44.5	:	0.2	0.1	1.8
ISCED 6	8.0	16.1	9.5	7.2	6.9	6.4	4.9	6.6	6.6	4.8	4.9	5.1	3.4	3.4	2.8	3.7	5.6	2.3	3.9	1.9	0.7	7.7
ISCED 7	16.5	7.6	21.3	12.4	11.9	11.3	14.4	9.5	6.6	11.2	7.2	6.0	8.3	9.6	5.6	6.4	2.3	3.6	3.2	5.8	4.4	13.5
ISCED 8	10.6	35.3	12.5	20.8	15.2	27.4	29.1	30.6	13.4	9.8	14.0	14.3	30.4	20.6	26.3	11.5	4.4	16	6.6	12.5	6.8	16.0
ISCED 5-8	10.5	9.4	9.4	9.0	8.5	8.4	7.9	7.2	7.1	6.5	6.1	6.0	5.7	5.3	4.7	4.7	3.9	2.9	2.9	2.4	0.8	8.4

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

### Notes:

Data are sorted in descending order according to the total outward (degree and credit) mobility rate.

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).

EHEA refers to the EHEA weighted average for credit and degree mobility compared to the total EHEA graduate population. It is based on available data for all countries for which at least one of the components (credit or degree mobility) is available.

The weighted averages per ISCED level are calculated based on the total graduates' population at the respective education level.

For countries with partial data (see Glossary and methodological notes), the available data are included in the presentation and in the calculated EHEA averages. Countries with no distinction for graduates with dual mobility are presented with data on degree mobility only (details available in the Glossary and methodological note). Since data for credit mobility are not available for some countries, the value of the EHEA averages could be underestimated.

ISCED 5 data is limited and included only in the table.

No information is available on EHEA-origin degree mobile graduates who graduated in the US, which implies a potential underestimation for some countries.

Data show that the greatest interest in outward mobility studies occurred at doctoral level (ISCED 8), with a decreasing rate of participation at master's (ISCED 7) and bachelor's (ISCED 6) levels. However, the total number of graduates at ISCED 6 was almost twice the number of ISCED 7 graduates, while the number of ISCED 8 graduates was equivalent to just 3.5% of the ISCED 6 graduate population. The difference between the actual number of outward mobile graduates at ISCED 6 and ISCED 7 was small, and this is explained by the higher mobility rate at ISCED 7. The preferred type of outward mobility at ISCED 6 and ISCED 7 levels was credit mobility, while at ISCED 8 most of the mobile graduates chose to follow outward degree studies.

In 23 of 41 countries with data available for ISCED 6-8 education levels, the share of outward mobility graduates increased as ISCED levels raised. The number of countries reaching the 20% target also increased from ISCED 6 to ISCED 8, registering a jump from 4 countries ISCED 6, 10 at ISCED 7 and 22 countries at ISCED 8. Conversely, the number of countries registering lower outward mobility rates (below 10%) decreased with the increase of education level.

The mobility flows in large and small systems followed different trends. Small education systems showed very high outward mobility rates at all education levels with preference for degree mobility studies. Large education systems (above 500 000 graduates) showed diverse mobility rates at the different education levels. Graduates in France and Germany showed greater interest for studies abroad at master's level.

Credit mobility was the preferred type at bachelor's and master's level, while at doctoral level the degree outward mobility was more popular. Graduates from Türkiye preferred degree to credit mobility in all education levels, with the highest interest in outward doctoral degree studies. Conversely graduates from Spain showed a preference for credit mobility at all education levels with the highest share at doctoral level. Graduates from the United Kingdom were more mobile at bachelor's level, with a preference for credit mobility. Lower levels of mobility were registered in the second and third cycles, where degree mobility was the preferred form.



The EHEA total mobility rate in the first cycle (ISCED<sup>6</sup>) was 7.7%. Mobility rates of 20% or higher were registered in four countries – all small education systems. Credit mobility, accounting for 61% of the total mobility flows, considerably outnumbered degree mobility. 12 <sup>(5)</sup> of 43 systems registered a rate above 15%. Among these, four <sup>(6)</sup> countries registered a higher rate of credit than degree mobility (see also Figure 6.1 for reference). In 24 systems, the mobility rate at this level did not exceed 10%. In 11 countries within this group, the total mobility rate was below 5%.

At ISCED 7, the EHEA average mobility rate was 13.5% – considerably higher than at ISCED 6. As in the first cycle, credit mobility accounted for nearly 60% of the total mobility flows at this level. In 10 of 43 countries, the share of outward mobility reached or exceeded 20%. San Marino, Andorra, and Luxembourg registered the highest mobility rates (above 80%), followed by France (34%) and Moldova (22.9%). France and Germany, the systems with the largest number of outward mobile graduates in this group, had a significantly higher share of credit mobile graduates. Fifteen countries had mobility rates below 10%. The United Kingdom, Poland and Ukraine were among the countries with the largest total graduates' populations (above 100 000) at this education level but registered outward mobility rates below 5%.

At doctoral level (ISCED 8), the EHEA average mobility rate was 16%, higher than the rates at both ISCED 6 and ISCED 7 levels. However, the size of the graduates' and mobile graduates' populations was much smaller compared to the other education cycles. Contrary to the trends at ISCED 6 and ISCED 7 levels, degree mobility outstripped credit mobility. In 22 of 43 countries the share of outward mobility graduates was 20% or higher. Seven countries had a mobility rate between 15% and 20%. Only six countries had a rate lower than 10%. Two of the countries with a large total graduate population (above 10 000) at this education level – Germany and Spain – registered mobility participation rates of respectively 9.8% and 35.3%. In Spain the mobile graduates preferred by far to follow credit mobility activities. The United Kingdom, while having the second largest graduate population at this level, was the only country among the 43 with a mobility rate below 5%.

When observing the differences between ISCED 6 and ISCED 7, 31 out of 43 countries had higher mobility rates at ISCED 7 level. Very large gaps between the mobility rates at ISCED 6 and ISCED 7 (more than 10 percentage points) were observed in six countries, with France registering an ISCED 7 mobility rate 18.5 percentage points higher than at ISCED 6. Conversely, Cyprus registered a significantly lower mobility rate at ISCED 7 level (33.9 percentage points difference compared to ISCED 6).

32 out of 43 countries had a higher mobility rate at ISCED<sup>8</sup> level compared to ISCED<sup>7</sup>. 19 countries registered large differences (more than 10 percentage points) between the mobility rates at ISCED 7 and ISCED 8. Andorra (70.6 percentage points), France (15 percentage points) and Germany (12 percentage points) showed higher outward mobility rates at ISCED 7 compared to ISCED 8 level.

The EHEA total mobility rate in the first cycle dropped from 9.6% in 2016/2017 to 7.7% in 2020/2021. Overall, the levels of outward mobility for second-cycle students across EHEA countries in 2020/2021 marked a decrease from 16.1% in 2016/2017 to 13.5% in 2020/2021. At doctoral level, the outward mobility in 2020/2021 showed a slight decrease from 17% to 16%. The impact of the COVID-19 pandemic should be considered in contextualising this drop.

Data reported in 2016/2017 indicated that in 18 out of 33 (54%) of the countries with available data, the interest in engaging in outward mobility activities was higher at the second and third cycles compared to the first cycle. This trend was confirmed for 2020/2021, where in 23 out of 41 countries with available

---

<sup>(5)</sup> Moldova and San Marino: data available for degree mobility only.

<sup>(6)</sup> Austria, Spain, France, the Netherlands.

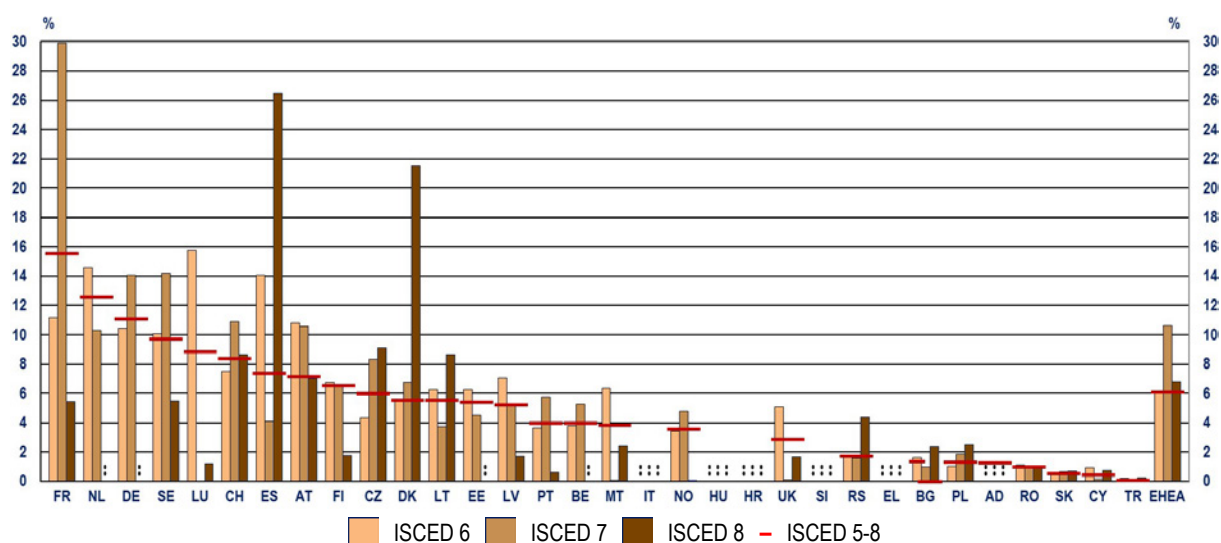


data, the outward mobility rates at ISCED 7 and ISCED 8 registered higher share of mobile participants compared to ISCED 6.

25 of 43 countries with available data achieved the 20% target in at least one of the education levels. However, the share of graduates (all ISCED levels considered in all EHEA countries with available data) who had at least one study experience abroad was still far from the 20% target.

Figure 6.3 presents the percentages of outward credit mobility graduates by ISCED level. It looks at credit mobility in particular to show the differences between ISCED levels across EHEA countries for this type of mobility. The figure depicts 27 countries with available data.

**Figure 6.3: Outward credit mobility rate – tertiary mobile graduates from the EHEA as a percentage of the total number of graduates from the country, by country of origin and level of educational attainment, 2020/2021 (%)**



Source: Eurostat, OECD.

%	FR	NL	DE	SE	LU	CH	ES	AT	FI	CZ	DK	LT	EE	LV	PT	BE	MT
ISCED 6	11.2	14.6	10.4	10.1	15.8	7.5	14.1	10.8	6.8	4.3	5.4	6.3	6.3	7.1	3.7	3.8	6.4
ISCED 7	29.9	10.3	14.1	14.2	:	10.9	4.1	10.6	6.5	8.3	6.8	3.7	4.5	5.1	5.8	5.3	0.1
ISCED 8	5.4	:	:	5.5	1.2	8.7	26.5	7.0	1.8	9.1	21.6	8.6	:	1.7	0.6	:	2.4
ISCED 5-8	15.6	12.6	11.1	9.7	8.9	8.4	7.4	7.2	6.6	6.0	5.5	5.5	5.4	5.3	4.0	4.0	3.9
	IT	NO	HU	HR	UK	SI	RS	EL	BG	PL	AD	RO	SK	CY	TR		EHEA
ISCED 6	:	3.4	:	:	5.1	:	1.7	:	1.6	1.0	:	1.1	0.5	0.9	0.2		6.0
ISCED 7	:	4.8	:	:	0.1	:	1.6	:	1.0	1.9	:	0.9	0.7	0.2	0.1		10.6
ISCED 8	:	0.1	:	:	1.7	:	4.4	:	2.3	2.5	:	0.9	0.7	0.8	0.3		6.8
ISCED 5-8	:	3.6	:	:	2.9	:	1.7	:	1.4	1.3	1.3	1.0	0.6	0.5	0.1		6.1

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

### Notes:

EHEA weighted average includes countries for which credit mobility data are available.

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

Credit mobility is calculated considering only one component at the numerator. Data on countries with no distinction for graduates with dual mobility are not presented (details available in the Glossary and methodological note). Since data for credit mobility is not available for all education levels in some countries and for countries with dual mobility counting, the value of the EHEA averages for credit mobility could be underestimated.

Data are sorted in descending order based on the ISCED 5-8 values reported.

The total number of credit mobility graduates in 2020/2021 was 328 669 corresponding to a share of outward credit mobility across EHEA countries of 6.1%. The education level with the largest graduates' population was ISCED 6 and was almost the double of the graduates' population at ISCED 7. Despite the larger number of outward credit mobility graduates at bachelor's level (165 105), the difference in the number of outward credit graduates between bachelor's and master's level was of only 15 150, hence the higher outward credit mobility rate at ISCED 7 level. Indeed, in nearly half of the countries with available data the outward credit mobility rate at ISCED 7 was higher compared to ISCED 6 indicating that the graduates at master's level were more interested to engage in credit mobility studies

abroad compared to their counterparts at bachelor's level. The total number of graduates at ISCED 8 was considerably lower corresponding to respectively 2.8% of the total graduates' population at ISCED 6 and 3.1% of the total graduates' population at ISCED 7 level. 11 of 26 countries with data available for both education levels, registered higher credit mobility rate at master's compared to doctoral level. Conversely, 15 countries registered higher outward credit mobility rates at ISCED 8 compared to ISCED 7. Large education systems (more than 500 000 graduates) registered different outward credit mobility activity (all ISCED levels considered). France had the largest number of outward credit mobility graduates, followed by Germany, Spain, the Netherlands, and the United Kingdom, while Türkiye had a very limited number of credit mobile graduates, despite being the country with the largest total graduates' population. In the United Kingdom 97% of the total outward credit mobility occurred at bachelor's level. France had considerably larger shares of outward credit mobility at master's level, compared to bachelor's and doctoral levels.

Data for all ISCED levels combined (ISCED 5-8) <sup>(7)</sup>, show that France had the highest outward credit mobility rate (15.6%), followed by the Netherlands and Germany with respectively 12.6% and 11.1%. France, Spain, and Denmark reached the 20% threshold in at least one of the education levels. All ISCED levels considered, France had the second largest total graduates' population (826 823 graduates) and registered the highest number of outward credit mobility graduates (128 638 graduates) for 2020/2021. Very large number of countries (24 of 27 with available data for all education levels) registered rates below 10% while 13 of those had mobility rates below 5%. Türkiye having the largest graduate's population (1 157 630) had a very low level of mobility participation (1 041 outward credit mobility graduates) which was also below the median for the EHEA countries with available data (3 474 graduates) and registered a credit mobility rate of 0.1%. Interestingly, the Netherlands, with significantly less numerous total graduates' population (150 556) registered total credit mobility rate slightly lower than France and higher than all the other large education systems. Small education systems had limited total credit outward mobility.

At ISCED 6, Luxembourg, the Netherlands, Spain, France, Austria, Germany, and Sweden showed the highest credit mobility rates (above 10%). The combined credit outward graduates' population of these countries accounted for 74 of the total outward credit degree population at ISCED 6 level. 19 out of 26 countries with available data registered credit mobility rates below 10%, while 11 of these countries had credit mobility rate below 5%.

At ISCED 7, France reached the highest outward credit mobility rate of 29.9% and was the only country reaching the threshold of 20%. Sweden, Germany, Switzerland, Austria, and the Netherlands registered rates between 10% and 15%. The number of outward credit graduates of the countries reaching rates of above 10% accounted for 87% of the total outward credit graduate's population at this level. 19 out of 25 countries with available data had credit mobility rate of less than 10%, while 13 countries in this group didn't reach 5%.

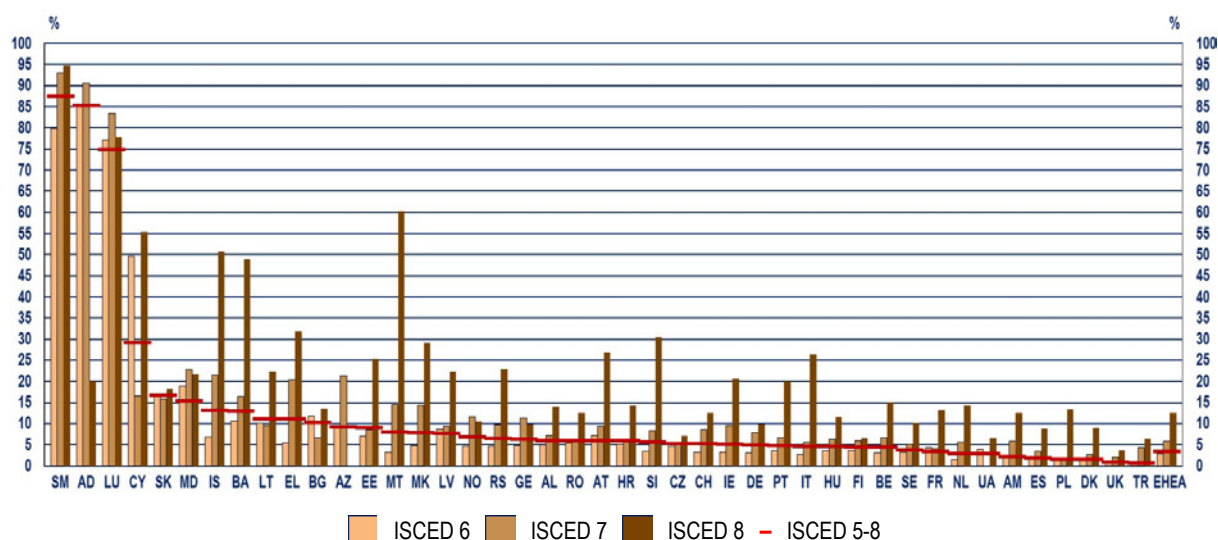
At doctoral level, Spain (26.5%) and Denmark (21.6%) achieved a rate above 20%. The remaining countries with available data didn't reach 10% and 14 of these had rates below 5%. The total number of outward credit mobility graduates registered at ISCED 8 level was significantly lower at this level compared to ISCED 6 and ISCED 7.

---

(7) BG, DE, EE, EL, IT,LT, LU, HU, AT, RO, SK, FI, NO, CH: total excludes ISCED 5.

Figure 6.4 focuses only on outward degree mobility graduates, i.e., the number of graduates originating from EHEA countries who have received a degree in a country within or outside EHEA compared to the total graduates' population of the country of origin.

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



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

**Notes:**

Data are sorted in descending order according to the total outward degree mobility rate.

Total outward mobility rates for country X are calculated as (outward degree-mobile graduates from country X to any other country within and outside the EHEA)/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).

No information on EHEA-origin degree mobile graduates who graduated in the US, which implies potential underestimation for some countries.

%	SM	AD	LU	CY	SK	MD	IS	BA	LT	EL	BG	AZ	EE	MT	MK	LV	NO	RS	GE	AL	RO	AT
ISCED 6	79.8	85.6	77.1	49.7	16.9	19.0	6.9	10.7	10.2	5.5	11.8	9.5	7.0	3.3	4.9	8.7	4.6	4.7	4.8	4.9	5.4	7.2
ISCED 7	93.0	90.6	83.4	16.5	15.9	22.9	21.6	16.4	9.6	20.3	6.7	21.3	8.6	14.5	14.4	9.5	11.6	9.7	11.2	7.2	5.7	9.4
ISCED 8	94.7	20.0	77.8	55.4	18.3	21.8	50.7	49.0	22.3	31.8	13.6	25.4	60.2	29.1	22.3	10.5	23.0	9.8	14.0	12.5	27.0	
ISCED 5-8	87.5	85.4	74.9	29.3	16.9	15.4	13.3	13.0	11.3	11.3	10.3	9.4	9.2	8.2	7.9	7.8	6.9	6.6	6.5	6.1	6.1	6.0
	HR	SI	CZ	CH	IE	DE	PT	IT	HU	FI	BE	SE	FR	NL	UA	AM	ES	PL	DK	UK	TR	EHEA
ISCED 6	5.1	3.4	4.6	3.2	3.4	3.1	3.6	2.8	3.7	3.5	3.1	3.3	4.3	1.5	4.0	2.0	2.1	1.3	1.2	0.5	0.6	3.0
ISCED 7	6.0	8.3	5.3	8.6	9.6	7.8	6.6	5.7	6.4	6.0	6.6	5.1	4.0	5.7	3.2	5.9	3.5	1.8	2.8	2.1	4.4	5.8
ISCED 8	14.3	30.4	7.2	12.5	20.6	9.8	20.1	26.3	11.6	6.6	15.2	10.1	13.2	14.3	6.6	12.5	8.9	13.5	9.1	3.6	6.5	12.5
ISCED 5-8	6.0	5.7	5.4	5.3	5.3	5.0	5.0	4.7	4.7	4.6	4.5	3.8	3.6	3.1	2.9	2.4	2.1	1.7	1.7	1.0	0.7	3.5

The EHEA total outward degree mobility population was smaller compared to the outward credit degree flows, hence the lower outward degree mobility rate of 3.5% compared to the 6.1% outward credit mobility rate for 2020/2021. 19 of 42 countries with available data registered increase of the mobility rates with moving to a higher education level. Similarly, to the trends reported for the outward credit mobility flows, the total graduates' population at ISCED 6 was twice larger compared to ISCED 7. The number of graduates pursuing a degree programme abroad however was almost the same at both levels, explaining the higher EHEA outward degree mobility rate at ISCED 7 level (5.8%) compared to ISCED 6 (3%). Nearly half of the countries (20 of 42) registered rates of 20% in at least one of the education levels, seven reached the threshold in two education cycles and another three countries reached the threshold in all education levels. The education level with highest number of countries (19 of 42) reaching the 20% benchmark was ISCED 8. For comparison, only four countries reached the 20% threshold in at least one education level observing the outward credit mobility flows. Data for all ISCED levels combined (ISCED 5-8), show that most of the graduates in small education systems chose to study abroad reaching and largely overpassing the 20% threshold in all three education cycles. Data in Figure 6.4 shows also that five countries had rates between 10% and 20% while 32 of 43 countries with

available data noted outward degree mobility rates below 10%. Within this group, 14 countries registered rate of below 5%. All ISCED levels considered, in the countries with the largest graduates' populations (above 500 000) the level of outward mobility varied considerably. Germany, France, and Spain, despite having the largest outward degree mobility populations as well, registered mobility rates of 5% and below. These countries, however registered large shares of outward credit mobility flows (see Figure 6.3). The United Kingdom and Türkiye, with outward degree mobility population below 10 000 registered the lowest outward degree mobility rates of 1% and below. Considering the total outward mobility rates (see Figure 6.2), the finding may also indicate that a considerable number of graduates (all education levels considered) in the United Kingdom and Türkiye preferred to obtain a degree in their country of origin.

At ISCED 6, in four countries, more than half of the graduates engaged in outward degree studies and in most of the countries (34 of 43), less than 10% of the graduates decided to follow degree studies abroad. Türkiye was the country with the largest graduates' population but only 0.6% of the graduates chose to study abroad. The countries with the large total graduates' population (above 100 000) at this level registered very low outward mobility rates of 5% and below. France registered almost the same outward mobility rates at both ISCED 6 and ISCED 7 levels, while the graduates in Germany, Italy and Poland registered a higher rate of participation at master's level. In the Netherlands the total number of graduates at ISCED 6 was more than the double compared to ISCED 7, while the outward degree graduates' rate at ISCED 7 (5.7%) was nearly four times bigger than ISCED 6 rate, indicating enhanced interest of graduates at master's level to engage in degree studies abroad. At ISCED 6 more than 70% of the graduate's population in small education systems chose to study abroad for obtention of a degree. In 19 of 32 countries with available data for both outward credit and degree mobility, at this level the interest in outward degree mobility was lower compared to credit mobility.

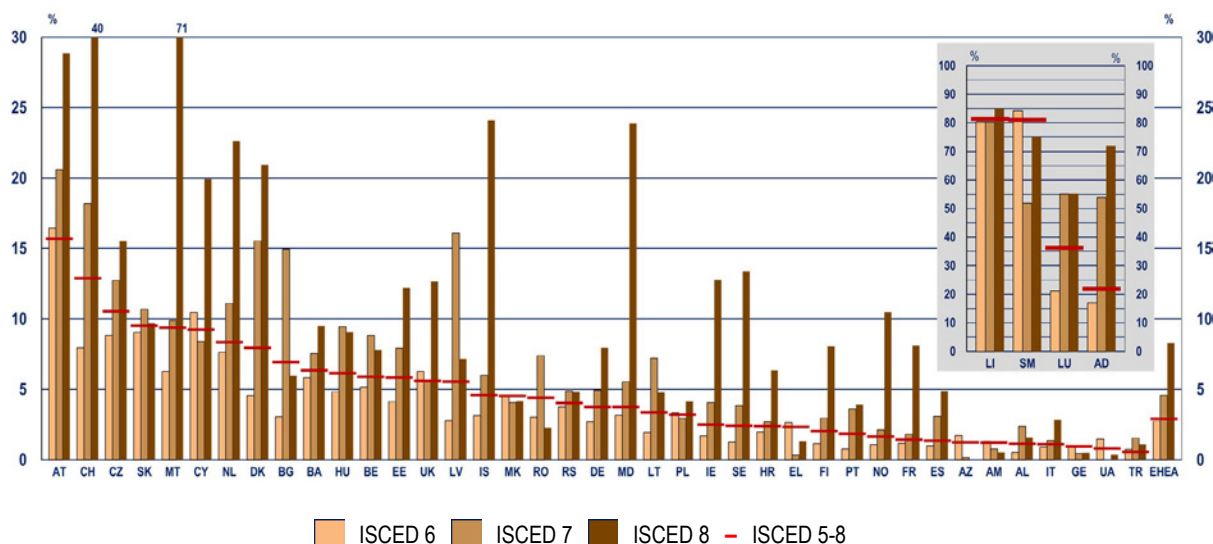
At master's level, seven countries reached rates of above 20%. Similarly, to bachelor's level, small education systems registered the highest outward degree mobility rates, while in education systems with large graduates' populations at this level, the share of graduates interested to follow degree studies abroad was of less than 10% (Germany and Italy) or even less than 5% (France, Spain, Poland, and the United Kingdom). More than half of the countries (37 of 42) with available data registered higher shares of outward degree mobile graduates at master's level compared to bachelor's level. In terms of total number of outward degree graduates, comparing with the credit mobility flows at this level, the degree mobility shares were less important.

At ISCED 8, the EHEA outward degree mobility rate was 12.5%, largely overpassing the ISCED 6 and ISCED 7 levels. The total number of graduates at this level was significantly lower compared to the other two education cycles and so was the total number of outward degree mobility graduates. However, the outward degree mobility rates indicate that, compared to bachelor and master levels, at doctoral level larger shares of the graduates followed degree studies abroad. Indeed, the level of achievement of the 20% target at this level concerned much higher number of countries – 19 of 42 compared to the other two education levels. Smaller education systems except Andorra, registered the highest participation rates in this education level as well. Large education systems (more than 10 000 graduates) at this level registered different outward mobility rates. Germany, the United Kingdom, and Spain didn't reach 10%, while Italy reached 26.3%. About half of the doctoral level graduates in Bosnia and Herzegovina and Iceland chose to study abroad which was a considerably higher share compared to bachelor's and master's level. In 15 countries, between 10% and 20% of the graduates studied abroad for obtention of a doctoral degree.

## 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 per education level. The purpose of this indicator is to provide an estimation of the attractiveness of each EHEA country for degree-mobile students who originate from another EHEA country and their distribution across the education levels.

**Figure 6.5: Inward degree mobility rate per level of educational attainment within the EHEA, 2020/2021**



	LI	SM	LU	AD	AT	CH	CZ	SK	MT	CY	NL	DK	BG	BA	HU	BE	EE	UK	LV	IS	MK	RO
<b>ISCED 6</b>	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
<b>ISCED 7</b>	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
<b>ISCED 8</b>	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
<b>ISCED 5-8</b>	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
<b>ISCED 6</b>	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
<b>ISCED 7</b>	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
<b>ISCED 8</b>	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
<b>ISCED 5-8</b>	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

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

### Notes:

EHEA = EHEA weighted average.

Data are sorted in descending order according to the total incoming mobility rate.

In 2020/2021, the inward degree mobility across EHEA countries all ISCED levels considered rated 2.9%. Compared to 2016/2017 rates reported in the Bologna Process Implementation Report, 2020, the attractiveness of ISCED 6 education level remained the same while for all the other education levels, the incoming mobility flows registered for 2020/2021 increased. In 2021, the largest number of incoming students was registered at bachelor's level. However, the total number of students at this level considerably outnumbered the students at the other education levels and therefore the inward mobility rate at ISCED 6 was much lower compared to the other education cycles. Similarly, to outward degree mobility flows, the inward mobility flows increased with the education level indicating ISCED 7 (4.6%) and ISCED 8 (8.3%) as more attractive education cycles for inward mobility students compared to ISCED 6 (2.7%). The number of countries with rate above 10% increased with the education level, doubling between first (ISCED 6) and second (ISCED 7) cycle and reaching at third cycle (ISCED 8) 18 of 43 countries. All education levels considered, Austria, Switzerland, and Czechia (rates above 10%), together with small education systems (rates above 80%) showed high shares of degree-seeking students. 11 out of 43 countries had the lowest rate of incoming degree students (less than 2%). Small education systems like Liechtenstein and San Marino registered very high inward mobility rates of above 80%, followed by Luxembourg and Andorra with 36.2% and 21.9% respectively. However, the total



number of inward students for this group of countries represent 0.5% of the total inward mobility population in EHEA.

All education levels considered, the country with the largest number of inward degree mobility students was the United Kingdom (167 382) and was third as regards the total graduates' population (2 993 903 students). However, with an inward mobility rate of 5.6%, the United Kingdom ranked 18<sup>th</sup> among the 43 countries with available data. On the other side, Liechtenstein, despite the highest rate of inward degree mobility (81.4%), with 790 inward degree students was among the three countries with the lowest number of inward mobility population (less than 800 students) and had a total number of student population of 971 students.

At ISCED 6 the EHEA inward mobility rate was 2.7%. The largest inward degree graduates' population was registered in the United Kingdom (115 740) registering rate of 6.3%. The highest-ranking countries in terms of inward mobility rate were Liechtenstein and San Marino with rates above 80%. However, Liechtenstein and San Marino, had inward degree population of respectively 348 and 680 and were among the five countries with the lowest number of total student population (below 1 000). On the other side Albania, Italy, Ukraine, and Türkiye registered a rate below 1%. 29 of 43 (67% of the countries with available data) registered rates of below 5%, indicating that at this education level, in most of the countries the share of inward degree mobility students in the total student population was low.

At ISCED 7 level, the EHEA average rate for inward degree mobility (4.6%) was higher compared to ISCED 6 rate. The total inward mobility population at this level was 235 823 and was smaller compared to ISCED 6 inward mobility population as was the total student population, hence the difference in the inward mobility rates. Only Liechtenstein registered a rate of above 80%, while San Marino, Luxembourg and Andorra had rates of above 50%. In much smaller number of countries (19 of 42 – 45% of the countries with available data), compared to ISCED 6, the rate of inward degree mobility was below 5%, indicating a higher share of inward degree mobility students in the total student population at ISCED 7 compared to ISCED 6 level. Germany was among the countries which registered low inward mobility rate (4.9%). However, Germany had the largest student population both in terms of inward degree mobility (55 027 students) and total student population (1 115 918).

At doctoral level, the total inward mobility population and the total student population were significantly lower compared to ISCED 7, thus explaining the larger rate. Switzerland (39.6%), Austria (28.9%) and the Netherlands (22.6%) registering rates above 20% and being among the 20 countries with large total students' population (above 10 000), hosted more than a third of the total inward mobile students at this education level. The Scandinavian countries, except Finland also reached high rates (above 10%) of inward student mobility, with Iceland reaching 24% and Denmark achieving 21%. Estonia registered 12.2% inward mobility rate while the other Baltic countries remained with rates below 10%. Czechia, among the Central European countries, showed higher rates of degree-seeking incoming mobile students of above 10%. Inward mobile graduates in Ireland, Sweden and Norway were more interested to follow doctoral studies, indicated by the higher mobility rate at ISCED 8 (10%) compared to the other education levels. Austria Iceland, Moldova, the Netherlands, and Denmark, 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. At ISCED 6 and ISCED 7, rates of incoming students in Moldova and Iceland were rather low, and not exceeding 6%, while in Denmark and the Netherlands the rates at ISCED 6 level were respectively 4.6% and 7.6%. Similarly, to ISCED 7, at ISCED 8 level, Liechtenstein registered the highest rate of 85%. In 15 of 43 (34% of the countries with available data), the rate was below 5%. The largest number of incoming degree students was registered in Germany (15 284), followed by the United Kingdom (14 418) and Switzerland (10 549). Germany had the largest student population at this level (192 270), the United Kingdom was the third largest (113 877). Switzerland had a much smaller total number of students

(26 656) but had the highest inward degree mobility rate (39.6%) among the three countries. The EHEA average inward degree mobility rate for this level (8.3%) was higher compared to ISCED 6 and ISCED 7.

10 out of 42 countries with available data had a lower share of incoming degree mobility students at ISCED 7 compared to ISCED 6 level while 12 registered lower shares at ISCED 8 compared to ISCED 7 level. A lower number of countries (8 of 42) registered a decrease between ISCED 6 and ISCED 8 level.

### 6.1.3. Mobility balance

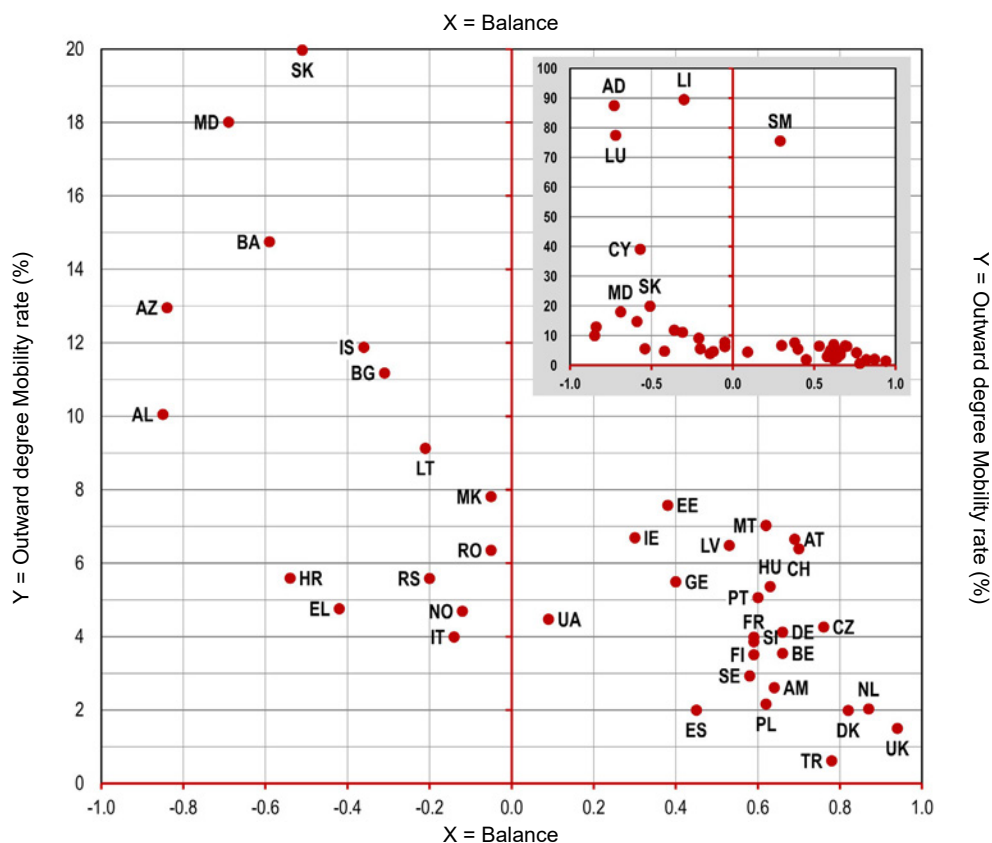
The concept of balanced mobility was formulated as a desirable objective in the 2012 Bucharest ministerial communiqué, but increasingly acknowledged as a complex issue for policymaking and comprising various aspects in which balance may not be the only consideration. For example, assuming that mobility 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 of students in 2021. It does not factor in credit mobility. 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.

The figure shows the relationship between inward and outward degree mobility. Both axes include mobility flows within and outside the EHEA. Positive balance indicates higher flows of incoming students (attractive education systems), while negative balance indicates higher flows of outgoing students. Countries placed near the X axis are called “open systems” with balanced inward and outward flows.



Figure 6.6: Extent of balance in degree mobility flows within and outside the EHEA, ISCED 5-8, 2020/2021



%	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.

**Notes:**

For presentation purposes, the scale has been adjusted to 20%. For graphical readability purpose, balance is computed as the absolute difference (incoming – outgoing students). The results are more readable when plotted than taking the ratio (incoming/outgoing) which is below 1 for most countries. 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).

In the left quadrant of the graph 19 of 44 countries with available data show higher share of outgoing students resulting in a negative balance between outward and inward mobility flows. On the other side, in the right quadrant of the graph, 25 countries show the inverse trend, with higher share of inward mobility flows demonstrating a positive balance.

Denmark, the Netherlands, and the United Kingdom are situated on the right side of the X-axis and show positive balance extending towards 100% (respectively 82%, 87% and 94%) determined by the significantly larger inward mobility shares (8%, 8.4% and 5.6% respectively per country) compared to the outward mobility rates (1.7%, 3.1% and 1% respectively). 19 out of 44 countries with available data registered a positive balance above 50%.

Among the countries with negative balance, on the left side of the graph, there are two countries (Azerbaijan and Albania) with significant difference between the outward and inward flows (above

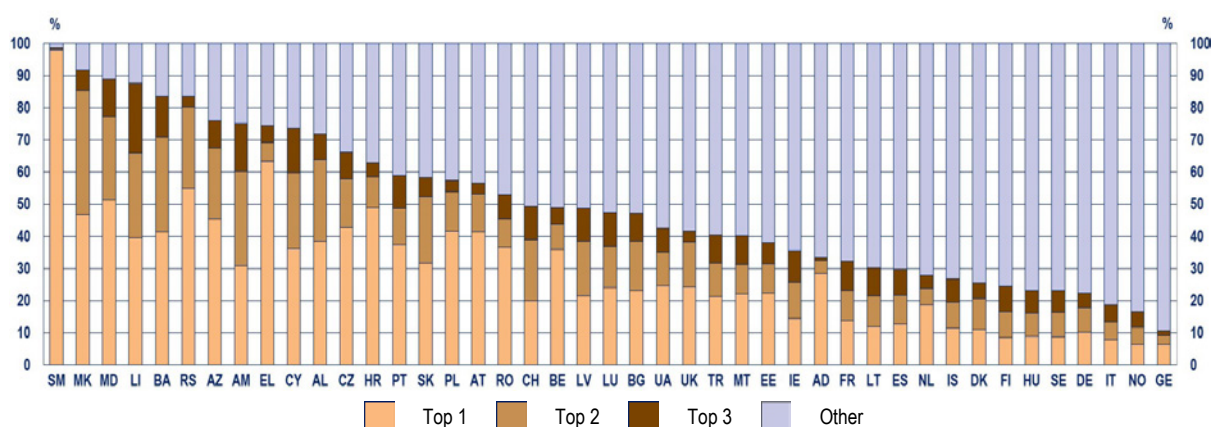
10 percentage points), showing considerably higher outward mobility rates compared to inward mobility. 9 out of 44 countries, registered negative rates of above 50%.

The distribution of the countries with positive and negative balance indicates that there are slightly more countries registering higher inward mobility flows.

In 2020/2021, the countries considered “open systems” were minority within the EHEA. Romania and North Macedonia (-0.05% balance), show rather balanced inward and outward mobility shares, with a slightly larger share of the outward mobility flows, while Ukraine with a positive (0.09%) balance shows a slightly larger number of inward mobility graduates.

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 covers only degree mobility. 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. The percentage indicates the share of students originating from the top inward mobility countries among the total inward mobility of the receiving country.

**Figure 6.7: Student mobility flows: Top three countries of ORIGIN (INWARD) in %, 2020/2021**



%	SM	MK	MD	LI	BA	RS	AZ	AM	EL	CY	AL	CZ	HR	PT	SK	PL	AT	RO	CH	BE	LV	LU
<b>Top 1 %</b>	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
<b>Top 2 %</b>	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
<b>Top 3 %</b>	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
<b>Other %</b>	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	
<b>Top 1 %</b>	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	
<b>Top 2 %</b>	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	
<b>Top 3 %</b>	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	
<b>Other %</b>	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	83.4	89.4	
	SM	MK	MD	LI	BA	RS	AZ	AM	EL	CY	AL	CZ	HR	PT	SK	PL	AT	RO	CH	BE	LV	LU
<b>Top 1 country</b>	IT	TR	RO	AT	HR	BA	TR	IN	CY	EL	IT	SK	BA	BR	UA	UA	DE	MD	FR	FR	IN	FR
<b>Top 2 country</b>	UA	XK	IL	DE	RS	ME	IR	RU	AL	IN	XK	RU	DE	CV	CZ	BY	IT	FR	DE	NL	UZ	DE
<b>Top 3 country</b>	MK	RS	IN	CH	ME	HR	GE	GE	DE	NP	EL	UA	FR	GW	DE	IN	BA	IL	IT	CM	DE	BE
	BG	UA	UK	TR	MT	EE	IE	AD	FR	LT	ES	NL	IS	DK	FI	HU	SE	DE	IT	NO	GE	
<b>Top 1 country</b>	EL	IN	CN	SY	IT	FI	CN	ES	MA	BY	FR	DE	US	DE	VN	DE	CN	CN	CN	CN	AZ	
<b>Top 2 country</b>	UK	MA	IN	AZ	IN	RU	IN	FR	CN	UA	CO	IT	DE	NO	RU	CN	IN	IR	SE	RU		
<b>Top 3 country</b>	DE	TM	NG	TM	UK	NG	US	PT, CA	DZ	IN	IT	CN	PH	SE	CN	RO	DE	SY	IN	DE	UK	

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

**Notes:**

Data are sorted in decreasing order by the rate for the 'other' category.

The rate of diversity of inward mobility was above 50% in 25 out of 43 countries, indicating greater diversity in geographical backgrounds of incoming mobile students in more than half of the EHEA countries with available data. In countries with diversity rate above 70% in this group (11 of 25), the top three destination countries' combined shares ranged between 29.8% in Spain (other countries' share of 70.2%) and 10.6% in Georgia (other countries' share of 89.4%).

At the other end of the spectrum, in 18 out of 43 countries, more than 50% of the inward mobility students came from the top 3 countries combined, evidencing limited geographical diversity of the incoming student flows. In this group, 11 countries registered a share of inward mobility from the top 3 countries above 70%. The diversity rate in these 11 countries was below 30% and ranged between 1.2% in San Marino and 28% in Albania. In five countries more than 50% of the inward mobility came from the top 1 country. The diversity rate in these countries ranged from 1.2 in San Marino to 25.4% in Greece.

Large education systems, receiving the highest number of incoming students (above 200 000), all registered diversity rates above 50%, with Germany noting the highest rate of 77.7%. Only 10.2% of the incoming mobility in Germany came from the top 1 country. The United Kingdom with diversity rate of 58.2% was the country with the largest incoming mobility population and had 24.3% of inward mobility originating from the top 1 country. The Netherlands with incoming mobility above 100 000 also registered a very high diversity rate of 72%. The finding indicates that in these countries the origin of the inward mobility had a very diverse geographical background.

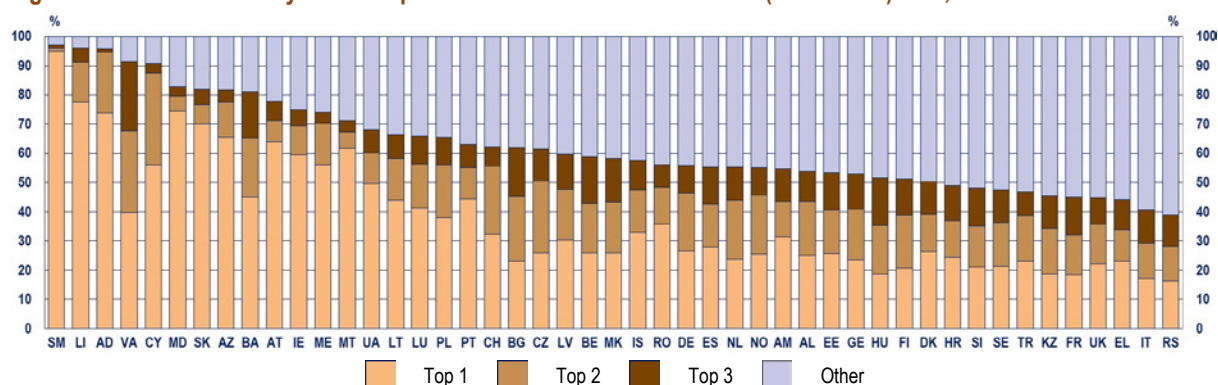
Small education systems like Liechtenstein, San Marino, Luxembourg, Andorra, Malta, and Cyprus presented very diverse patterns of mobility flows. There were large disparities in the total incoming degree mobility rates (all ISCED level considered) in this group ranging between more than 80% (Liechtenstein and San Marino) and around 9% in Malta and Cyprus (see Figure 6.5). Liechtenstein, San Marino, and Cyprus showed limited diversity receiving incoming students mostly from the top 1 country (Austria, Italy, and Greece respectively), eventually indicating interest determined by language or geographical proximity. Conversely, more than half of the inward student population in Luxembourg (52.6%), Malta (59.7%) and Andorra (66.6%) had diverse origin.

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 distinct 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 Switzerland (from France, Germany, and Italy).

EHEA countries attract large number of students from outside EHEA countries. Indian students have registered high interest in following graduate studies in EHEA countries. Indian students formed the highest share of incoming students in Latvia (21.5%), Armenia (30.9%) and Ukraine (24.6%), while for six EHEA recipient countries it was the second largest inward mobility flow accounting for 23.8% of the inward mobility in Cyprus, 7.7% in Germany, 9.2% in Malta, 7.6% in Sweden, 14% in the United Kingdom and 11.2% in Ireland. For Italy, Lithuania, Poland and Moldova, India was the third ranking country of origin for inward mobility students. Inward student mobility originating from China represented the largest share of inward mobility for the United Kingdom (24.3%) and Ireland (14.5%). China was the first country of origin also for the inward student flows in Sweden, Germany, Italy, and Norway. Chinese students were the second ranking inward mobility share in France (9.3%) and Hungary (7.2%). For Finland (7.9%) and the Netherlands (4.2%), Chinese students were third important flow of the total inward mobility. Students from the United States were the highest share of inward mobility for Iceland (11.5%) and the third ranking flow for Ireland (9.9%). Most incoming students in Ukraine originated from India (24.6% of the total incoming mobility). For Ireland, France, Germany, the United Kingdom, Ukraine, and Portugal the greatest shares of incoming mobility originated outside the EHEA. These countries however, also registered considerably high rate of incoming student diversity.

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 specific geographical regions, sub-geographical areas, or 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
<b>Top 1 %</b>	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
<b>Top 2 %</b>	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
<b>Top 3 %</b>	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
<b>Other %</b>	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
<b>Top 1 %</b>	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
<b>Top 2 %</b>	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
<b>Top 3 %</b>	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
<b>Other %</b>	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

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

**Notes:**

Data are arranged by the sum of top three destination countries out of the total outgoing students.

There was a great diversity in the outward mobility flows across EHEA in 2020/2021. 10 out of 47 countries with available data, registered diversified outward mobility with more than half of the students choosing other than the first three high-ranking destinations. Conversely, in half of the countries with available data, the three most preferred countries of destination attracted the majority of the outward mobility students.

The United Kingdom was the preferred destination of a fourth of the mobility students in EHEA countries with available data, while 18% of all mobile students (first three destination countries considered) chose Germany for their studies abroad.

The United Kingdom was the most preferred outward mobility destination for outward mobile students across EHEA countries (outward students from 32 countries chose the United Kingdom as one of the three most preferred destinations). For 15 out of 47 EHEA countries (nearly 33% of EHEA countries) the United Kingdom was the first destination country, while for 11 countries it was the second most preferred destination. For the outward mobility students in 6 of 47 countries it was the third most chosen country of destination. The outward mobility rate of the United Kingdom was 1% (all ISCED levels considered) indicating that the country was mostly mobility flows receiver. The outward mobility destination diversity was 55.3%, indicating that most of the UK outward students targeted a variety of destination countries. The preferred study destination of UK students was the United States of America (22.2% of outward mobility students), followed by Germany (13.8%) and the Netherlands (8.7%).

Germany was the preferred study destination for the students of 8 out of 47 countries (17%), and the second most chosen destination country for the outward students in 11 countries, and a third option for outward studies of the students in another 11 countries. The outward mobility of German students was less diversified (44% diversity rate) compared to the United Kingdom. Most of the German outward students preferred to study in Austria (26.7%), and the Netherlands (19.9%), while the United Kingdom was the third preferred destination for 9.4% of the students originating from Germany.

Certain level of reciprocity was observed in the mobile students' exchanges among Germany, the Netherlands, and the United Kingdom. In each of these three countries, the other two were second or third preferred destination.

The preferred destination of outward students from the Netherlands was Belgium (23.7%), while the United Kingdom was the second preferred destination (20.3%), and Germany was the third choice of 11.3% of the outward students in the country.

Among the countries with available data, small education systems which registered the highest rates of outward mobility (above 80%) and had the most limited diversity of the outward mobility flows (San Marino and Andorra with diversity rate below 5%), the preferred destination seemed to be determined by language and/or geographical proximity. Most students from Montenegro and Liechtenstein chose as preferred outward study destination neighbouring countries. Luxembourg also registered a very high outward mobility (above 70%) but evidenced a more balanced diversity of destination (more than a third of the outward mobility was directed towards other than the 3 top destination countries). Germany, despite being a large education system registered diversity rate below 50% and the most preferred destination (Austria) seemed to be determined by language and/or geographical vicinity. Conversely, other large education systems like the United Kingdom, Italy, and France registered diversity rates of above 50%, indicating that the choice of mobility destination for the larger share of mobile students was influenced by factors other than language and/or geographical proximity. In terms of reciprocity, there were divergencies among the observed countries. For example, Cyprus (diversity rate below 10%) sent nearly 56% of its mobile students to Greece (top 1 destination), while 10% of the Greek mobile students (diversity rate above 50%) chose to study in Cyprus (third-raking choice for Greek students), indicating that a very small proportion of the Greek outward students undertook studies in Cyprus. In Slovakia (diversity rate 18%), the majority of the outgoing students choose Czechia as first destination for their studies abroad. Conversely, Slovakia was the preferred choice for 25.9% of the Czech (diversity rate 38.5%) outgoing students. Germany was the top destination for the outward students in Austria (63.9%), Luxembourg (41.4%) and Switzerland (32.4%). However, while Austria was the top destination for German outward students as well (26.7%), Luxembourg and Switzerland were not among the top 3 destinations for German outward mobility students. Language and geographical proximity seemed to determine the choice for outward mobility of students from Moldova where 74.5% of the outgoing degree mobility students went to Romania. This was, however, not the case for Romanian outward students, the majority of which chose the United Kingdom as study destination.



## 6.2. Qualitative Data

### 6.2.1. Portability of public grants and publicly-subsidised loans

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:

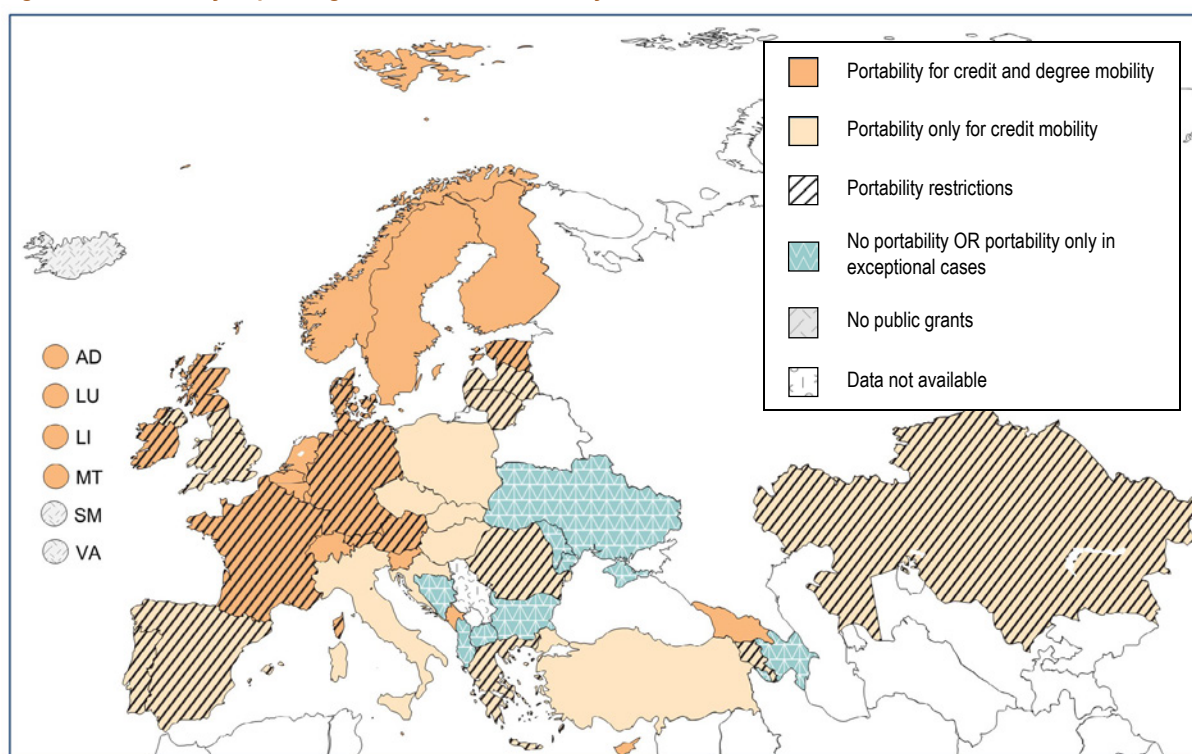
'With a view to promoting student mobility, Ministers will take the necessary steps to enable the portability of national loans and grants.'

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).

**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).

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'.

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, and 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.

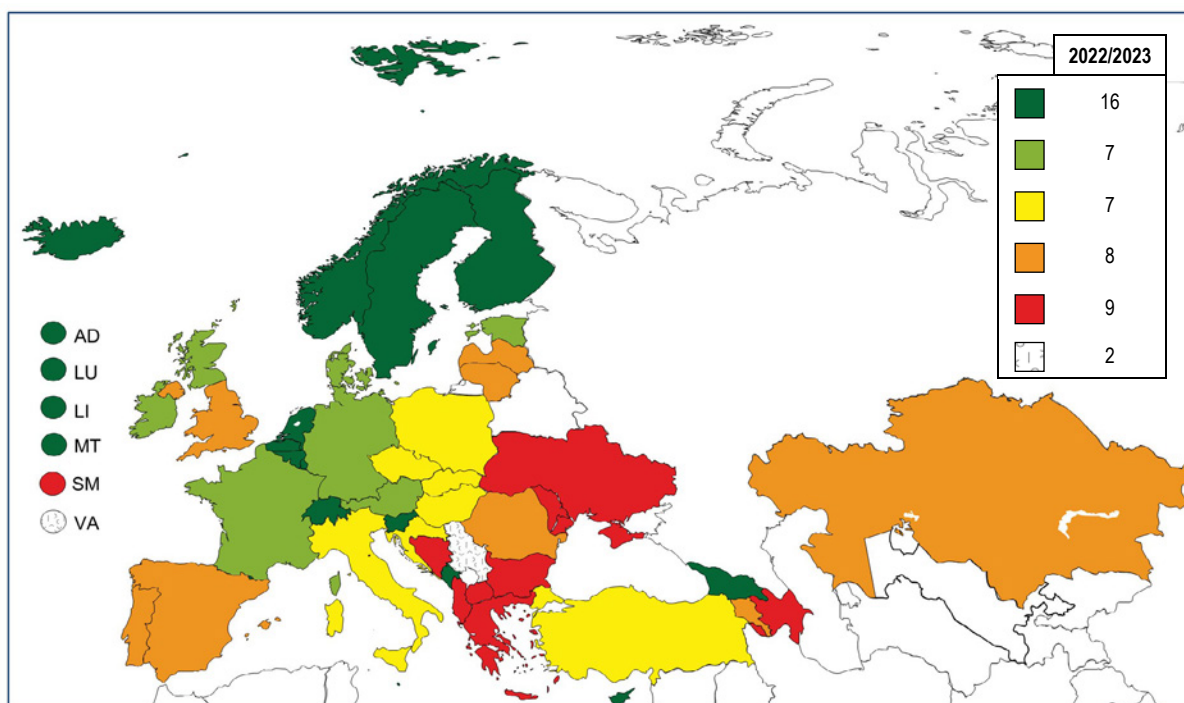




Scorecard indicator n°18 (Figure 6.11) brings together the elements presented in the two previous figures and puts countries' existing schemes into pre-defined categories.

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°18: Portability of public grants and publicly-subsidised loans, 2022/2023**



Source: BFUG data collection.

### Scorecard categories

	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.
	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 programmes, and/or field of study or time.
	Portability for credit mobility, without restrictions. No portability for degree mobility OR not all major support measures are portable for degree mobility.
	Portability for credit mobility but with some restrictions related to geography (country limitations), and/or types of programmes, and/or field of study or time. No portability for degree mobility OR not all major support measures are portable for degree mobility.
	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).
	Data 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 conditions to support for credit mobility ('orange'). Among them, Latvia and Kazakhstan offer fully portable loans, but limit grant portability to 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 neglected EHEA policy commitment.

## 6.3. European solidarity with Ukrainian higher education

### Introduction

On 24 February 2022, Russia began a war of aggression by invading 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, has 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.

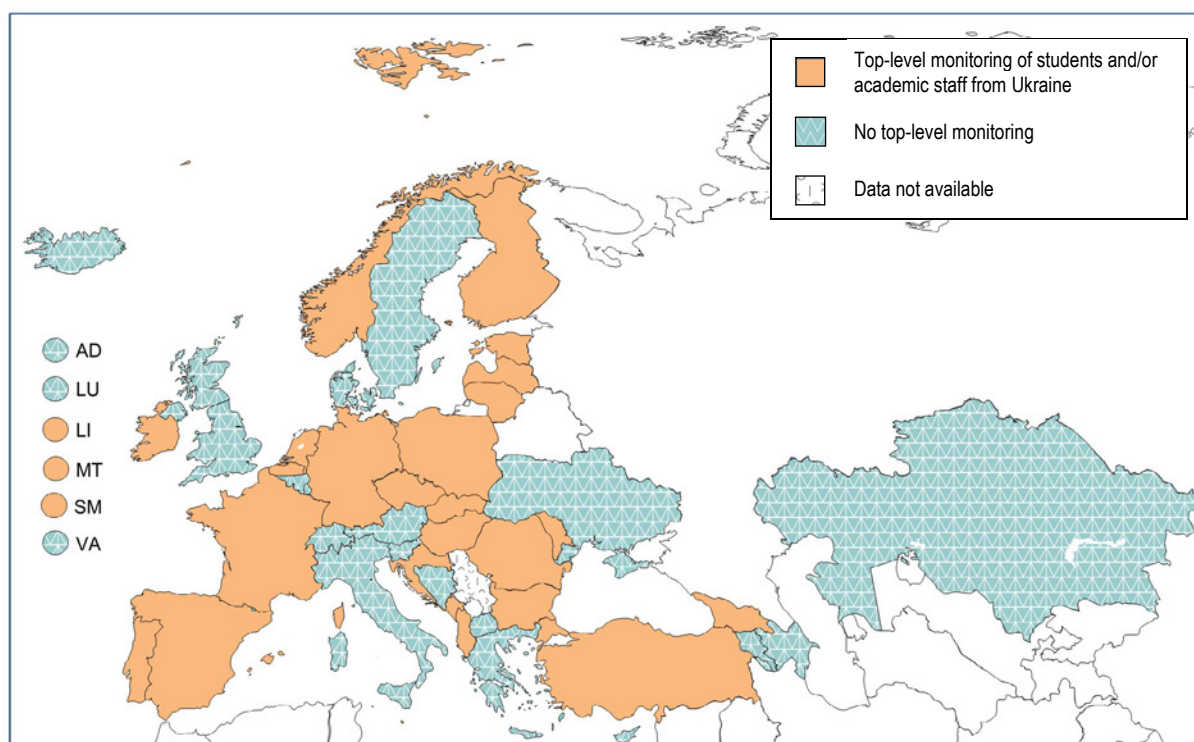
The Bologna Follow Up Group (BFUG) responded to the Russian invasion of Ukraine by suspending Russia and Belarus. It also encouraged the coordination of support to Ukrainian higher education during this period of conflict and called for monitoring of support from higher education systems as a form of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

### 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 involve 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 1 000 Ukrainian students. For all other systems the numbers are below 1 000, with 3 738 Ukrainian students distributed among 16 higher education systems.

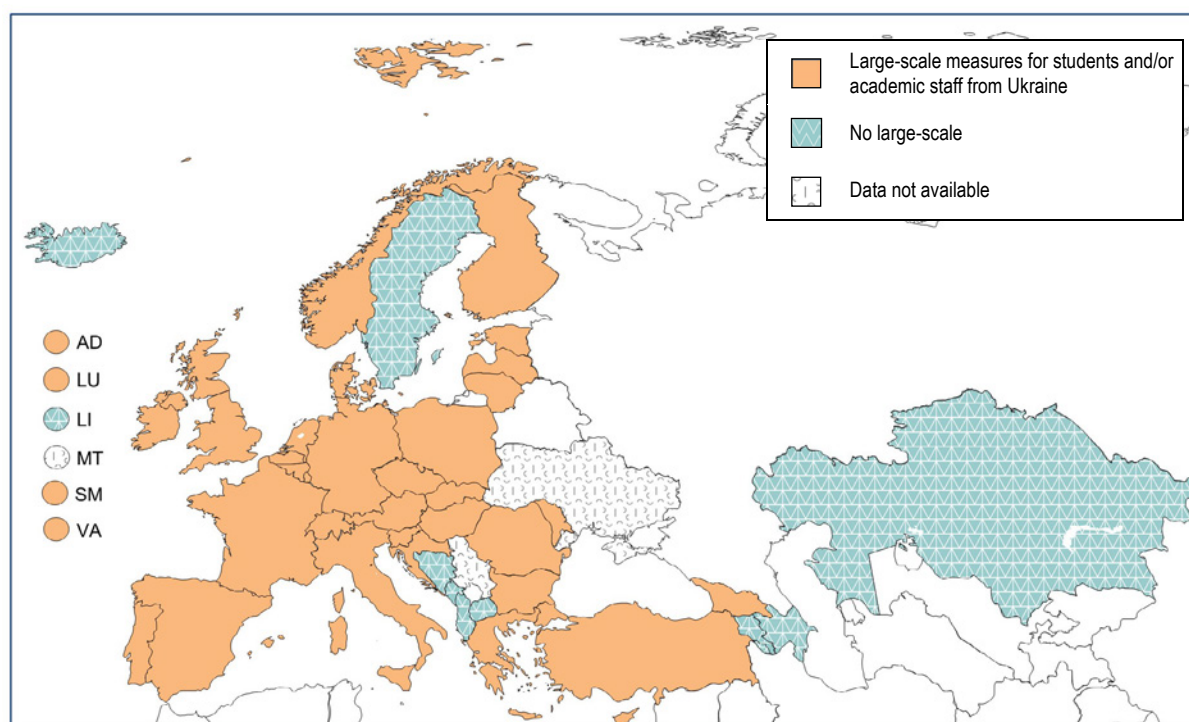


### 6.3.2. Large-scale measures supporting the integration in higher education of students and academic staff from Ukraine.

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.

Figure 6.13 shows the EHEA systems where some large-scale measures have been established to 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.

Most European systems (36) have developed large-scale support measures. The most widespread form of support is through the provision of grants to students from Ukraine. Such grants or scholarships are provided in 26 EHEA systems. Some countries have also extended such financial support to academic and research staff.

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 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.

## Getting in touch with the EU

### IN PERSON

All over Europe there are hundreds of local EU information centres. You can find the address of the centre nearest to you at: [europa.eu/contact](http://europa.eu/contact)

### ON THE PHONE OR BY EMAIL

Europe Direct is a service that answers your questions about the European Union. You can contact this service:

- by freephone: 00 800 6 7 8 9 10 11 (certain operators may charge for these calls),
- at the following standard number: +32 22999696, or
- by electronic mail via: [europa.eu/contact](http://europa.eu/contact)

## Finding information about the EU

### ONLINE

Information in all the official languages of the European Union is available on the Europa website: [europa.eu](http://europa.eu)

### EU PUBLICATIONS

You can download or order free and priced EU publications from EU Bookshop at: <http://bookshop.europa.eu>.

Multiple copies of free publications may be obtained by contacting Europe Direct or your local information centre (see <http://europa.eu/contact>).

### EU LAW AND RELATED DOCUMENTS

For access to legal information from the EU, including all EU law since 1951 in all the official language versions, go to EUR-Lex at: <https://eur-lex.europa.eu>

### OPEN DATA FROM THE EU

The EU Open Data Portal (<http://data.europa.eu/euodp/en/data>) provides access to datasets from the EU.

Data can be downloaded and reused for free, for both commercial and non-commercial purposes.



