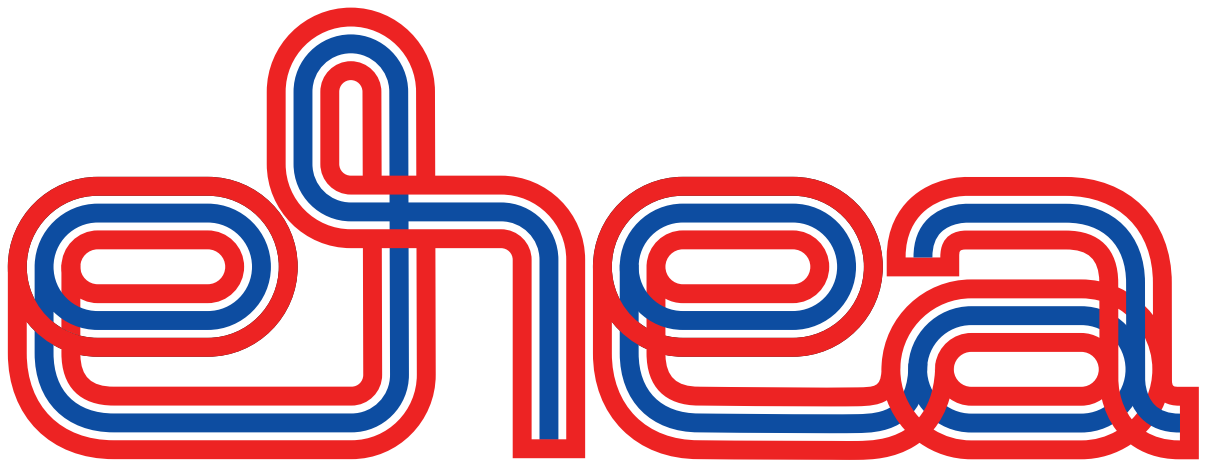




European
Commission

The European Higher Education Area in 2024

*Bologna Process
Implementation Report*



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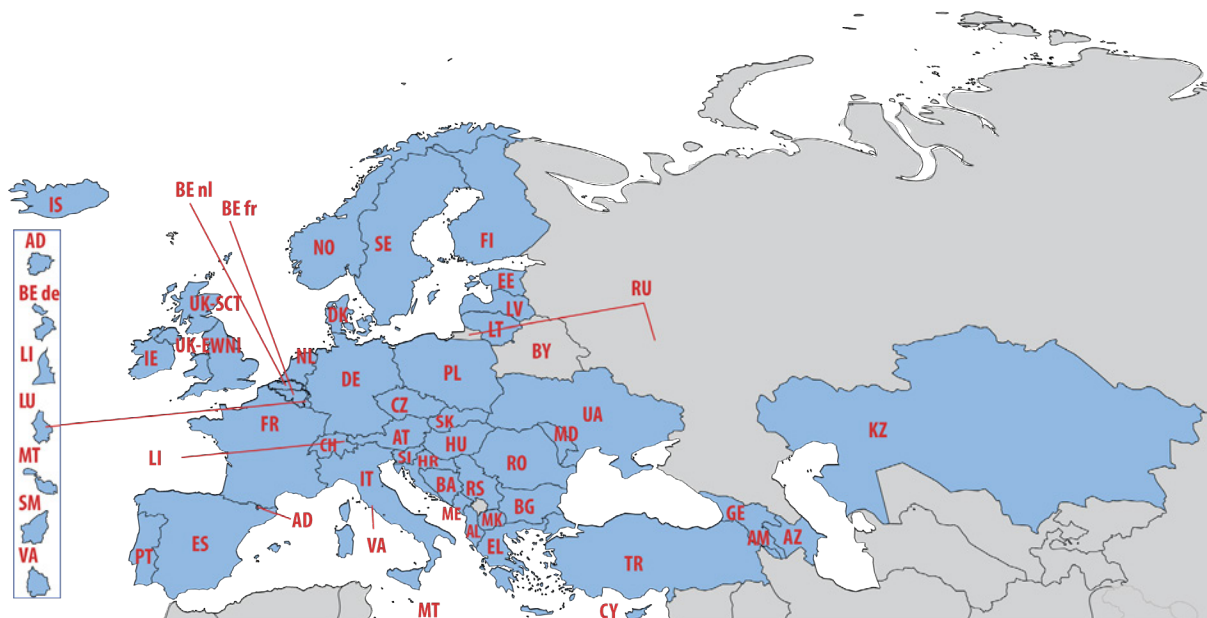
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GLOSSARY AND METHODOLOGICAL NOTES

I. Codes, abbreviations and acronyms

I.1. Country codes



AD	Andorra	EL	Greece	MT	Malta
AL	Albania	ES	Spain	NL	Netherlands
AM	Armenia	FI	Finland	NO	Norway
AT	Austria	FR	France	PL	Poland
AZ	Azerbaijan	GE	Georgia	PT	Portugal
BA	Bosnia and Herzegovina	HR	Croatia	RO	Romania
BE fr	Belgium – French Community	HU	Hungary	RS	Serbia
BE nl	Belgium – Flemish Community	IE	Ireland	RU	Russia
BG	Bulgaria	IS	Iceland	SI	Slovenia
BY	Belarus	IT	Italy	SK	Slovakia
CH	Switzerland	KZ	Kazakhstan	SE	Sweden
CY	Cyprus	LI	Liechtenstein	SM	San Marino
CZ	Czechia	LT	Lithuania	TR	Türkiye
DE	Germany	LU	Luxembourg	UA	Ukraine
DK	Denmark	LV	Latvia	UK-EWNI	United Kingdom – England, Wales and Northern Ireland
EE	Estonia	MD	Moldova	UK-SCT	United Kingdom – Scotland
		ME	Montenegro	VA	Holy See
		MK	North Macedonia		

I.2. Codes and abbreviations

:	Data not available
BFUG	Bologna Follow-Up Group
CPD	continuing professional development
EEA	European Economic Area
ECTS	European Credit Transfer and Accumulation System
EHEA	European Higher Education Area
ENIC	European Network of Information Centres
ENQA	European Association for Quality Assurance in Higher Education
EQAR	The European Quality Assurance Register for Higher Education
EQF	European Qualifications Framework for Lifelong Learning
ESG	Standards and Guidelines for Quality Assurance in the European Higher Education Area
EU	European Union
EUA	European University Association
FTE	Full-time equivalent
HE	higher education
HEI	higher education institution
ISCED	International Standard Classification of Education
ITE	initial teacher education
NARIC	National Academic Recognition Information Centres
NQF	National Qualification Framework
OECD	Organisation for Economic Co-operation and Development
PPS	Purchasing Power Standard
QA-FIT	Quality Assurance fit for the future (project)
QF-EHEA	Qualifications Framework of the European Higher Education Area
R&D	Research and Development
RPL	recognition of prior (non-formal and informal) learning
UNESCO-UIS	UNESCO Institute for Statistics
UOE	UNESCO-UIS/OECD/Eurostat

II. General terms

Academic fraud

Generic term covering plagiarism, dishonesty and cheating, fabrication or falsification in the academic context.

Academic guidance

Information services, special sessions or courses designed to support students' individual academic learning path.

Academic misconduct

Any action which gains, attempts to gain or assists others in gaining or attempting to gain unfair academic advantage. It includes plagiarism, contract cheating, being in possession of unauthorised materials or devices during examinations; fabrication, falsification or misrepresentation of data; personation; breach of research ethics, and the failure to meet legal, ethical and professional obligations.

Administrative data

Refers to data collected primarily for administrative (not research) purposes. This type of data is collected by top-level authorities and other organisations (e.g. higher education institutions) for the purposes of registration, transaction and record keeping, usually during the delivery of a service.

Administrative staff

Refers to staff working in the management, maintenance and supervision of higher education institutions and their constituent structures, as well as in the provision of services supporting the institution, its staff and students.

Automatic recognition of degrees

Refers to the automatic right of an applicant holding a qualification of a certain level to be considered for entry to a programme of further study in the next level in any other EHEA-country (access) (EHEA Pathfinder Group on Automatic Recognition, 2015). Automatic recognition does not imply automatic admission to any specific programme, but rather that holders of a qualification giving access to a programme of study at the next level have the right to be considered for entry.

Blended learning

A mode of learning that combines online teaching with classroom-based learning.

Blended learning mobility

Refers to the combination of a period of physical mobility and a period of online learning.

Career guidance

Information services, special courses and/or contacts with potential employers designed for (higher education) students.

Community engagement (of higher education institutions)

Involvement and participation in action for the welfare of the local or regional community. Includes volunteer action, humanitarian activities, and is generally motivated by values and ideals of social justice.

Continuing professional development (CPD)

CPD refers to formal in-service training undertaken by teachers or higher education staff throughout their career that allows them to broaden, develop and update their knowledge, skills and attitudes. It includes both subject-based training and pedagogical training. Different formats are offered such as courses, seminars, peer observation and support from networks of practitioners. In certain cases, CPD activities may lead to supplementary qualifications.

Contract cheating

The practice of engaging a third party to complete assignments. It may apply to students or staff and may operate through businesses that allow customers to purchase work on a particular topic.

Credit (ECTS)

ECTS credits express the volume of learning based on the defined learning outcomes and their associated workload. 60 ECTS credits are allocated to the learning outcomes and associated workload of a full-time academic year or its equivalent, which normally comprises a number of educational components to which credits (on the basis of the learning outcomes and workload) are allocated. ECTS credits are generally expressed in whole numbers (European Commission, 2015, p. 68).

Credit accumulation/Accumulation of credits

The process of collecting credits awarded for achieving the learning outcomes of educational components in formal contexts and for other learning activities carried out in informal and non-formal contexts. A student can accumulate credits to obtain qualifications, as required by the degree-awarding institution, or to document personal achievements for lifelong learning purposes (European Commission, 2015, p. 66).

Credit mobility

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.

Credit transfer/Transfer of credits

Is the process of having credits awarded in one context (programme, institution) recognised in another formal context for the purpose of obtaining a qualification. Credits awarded to students in one programme may be transferred from an institution to be accumulated in another programme offered by the same or another institution. Credit transfer is the key to successful study mobility. Institutions, faculties, departments may make agreements which guarantee automatic recognition and transfer of credits (European Commission, 2015, p. 68).

Cycle

One of the objectives in the Bologna Declaration in 1999 was the ‘adoption of a system based on two main cycles, undergraduate and graduate’. In 2003, doctoral studies were included in the Bologna structure and referred to as the third cycle. The EHEA thus defined three higher education cycles (first cycle, second cycle and third cycle). In 2018 Paris Communiqué short-cycle qualifications were added as a stand-alone cycle to the overarching qualifications framework for the European Higher Education Area (QH-EHEA). All higher education qualifications in the European Higher Education Area are located within these cycles.

Degree mobility

Degree mobility is a long-term form of mobility which aims at the acquisition of a whole degree or certificate in the country of destination.

Delayed transition students

The term delayed transition students refers to students who enter higher education with a delay of more than 24 months after leaving school for the first time (Hauschildt et al., 2021, p. 82).

Diploma Supplement (DS)

Is a document accompanying a higher education diploma, providing a standardised description of the nature, level, context, content and status of the studies completed by its holder. It is produced by the higher education institutions according to standards agreed by the European Commission, the Council of Europe and UNESCO. The Diploma Supplement is also part of the Europass framework transparency tools. It has the following eight sections of information: the holder of the qualification; the qualification; its level and function; the contents and results gained; certification of the supplement; details of the national higher education system concerned (provided by the National Academic Recognition Information Centres – NARICs); any additional relevant information. Graduates in all the countries taking part in the Bologna Process have the right to receive the Diploma Supplement automatically, free and in a major European language (European Commission, 2015, p. 69).

Disability

Any long-term physical, mental, intellectual, or sensory impairment which, in interaction with various barriers, may hinder a person’s full or effective participation in society on an equal basis with others.

Distance learning

Education of students who are not present at an institution. This may be through online education or correspondence courses.

Equity (in higher education)

A principle of social justice that reflects the notion of fairness. In the context of this report, fairness refers to equal opportunity for all in terms of accessing higher education and progressing towards the completion of studies. A broad definition of equity refers not only to nominally equal access and progression rights (i.e. same rights for all), but also to targeted measures and rights that enhance the access and progression of individuals who tend to be underrepresented in higher education institutions (HEIs), even if they appear to contradict the nominal equality principle (i.e. allowing for special rights reserved to certain categories of people only).

European Association for Quality Assurance in Higher Education (ENQA)

The association of quality assurance agencies in the European Higher Education Area was set up in 2000. It aims to disseminate information, experiences, and good practices in the field of quality assurance in higher education. Membership of the association is open to quality assurance agencies in the EHEA member states. Membership of ENQA represents recognition that an agency complies with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

European Credit Transfer and Accumulation System (ECTS)

ECTS is a learner-centred system for credit accumulation and transfer, based on the principle of transparency of the learning, teaching and assessment processes. Its objective is to facilitate the planning, delivery and evaluation of study programmes and student mobility by recognising learning achievements and qualifications and periods of learning (European Commission, 2015, p. 69).

European Qualifications Framework for Lifelong Learning (EQF)

The European Qualifications Framework for lifelong learning is a common European reference framework which aims to increase the transparency, comparability and portability of qualifications systems and all types and levels of qualifications in Europe. The EQF uses eight common European reference levels based on learning outcomes that are defined in terms of knowledge, skills and competences. The EQF is implemented by referencing levels of national qualifications frameworks to the levels of the EQF. The EQF was adopted by the Council of Ministers in the EU in 2008 and revised in 2017.

European Quality Assurance Register for Higher Education (EQAR)

The Register ⁽¹⁾ aims at increasing transparency of quality assurance in higher education across Europe. It has been founded in 2008 by the European Association for Quality Assurance in Higher Education (ENQA), the European Students' Union (ESU), the European University Association and the European Association of Institutions in Higher Education (EURASHE). EQAR publishes and manages a list of quality assurance agencies that substantially comply with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) to provide clear and reliable information on quality assurance agencies operating in Europe.

External quality assurance

External quality assurance refers to the process of evaluation or audit of a higher education programme or institution undertaken by a specialised body outside the institution. Typically, the body may be a quality assurance or accreditation agency, or an ad hoc panel of experts and peers constituted by the responsible ministry. The evaluation will involve the collection of data, information and evidence for assessment against agreed standards.

⁽¹⁾ <http://www.eqar.eu/>

Fee

All costs charged to students in higher education, including for tuition, registration, admission and certification, but excluding payments to student unions.

Formal learning

Formal learning means learning that takes place in an organised and structured environment, specifically dedicated to learning, and typically leads to the award of a qualification, usually in the form of a certificate or a diploma. It includes systems of general education, initial vocational training and higher education ⁽²⁾.

Framework for Qualifications of the European Higher Education Area/Qualifications Framework for the European Higher Education Area (QF-EHEA)

Refers to the overarching framework for qualifications in the EHEA, which comprises three cycles (including, within national contexts, the possibility of intermediate qualifications), generic descriptors for each cycle based on learning outcomes, and credit ranges in the first and second cycles. In order to prove the compatibility of national qualifications frameworks for higher education with the QF-EHEA, NQFs need to be self-certified to the QF-EHEA ⁽³⁾.

Governing body

Body with responsibility for overseeing the institutions' activities, including the effective and efficient use of resources, determining future direction and fostering an environment in which the institutional mission is achieved. In some systems a governing body may involve external members (e.g. Governing Board) while in others it may be composed entirely of members of the academic community (e.g. Senate).

Grant/Public grant

Refers to domestic public financial support that does not need to be paid back.

Higher education institution

Any institution providing services in the field of higher and/or tertiary education, as defined by national law. This report focuses on 'Public higher education institutions' (see the related term).

⁽²⁾ Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning, O.J. 2012/C 398/01.
⁽³⁾ Appendix III of the Paris Communiqué.

Higher education qualification

Any degree, diploma or other certificate issued by a competent authority attesting the successful completion of a higher education programme (4). Inclusion/Social inclusion

The process of improving the ability, opportunity and worthiness of people, disadvantaged on the basis of their identity, to take part in society (World Bank, 2013).

Incoming (inward) mobility

Incoming mobility refers to students that moved (i.e., crossed a national border) to a specified country to study.

Informal learning

Informal learning means learning resulting from daily activities related to work, family or leisure and is not organised or structured in terms of objectives, time or learning support; it may be unintentional from the learner's perspective; examples of learning outcomes acquired through informal learning are skills acquired through life and work experiences, project management skills or ICT skills acquired at work, languages learned and intercultural skills acquired during a stay in another country, ICT skills acquired outside work, skills acquired through volunteering, cultural activities, sports, youth work and through activities at home (e.g. taking care of a child) (5).

Initial teacher education (ITE)

Period of study and training during which prospective teachers attend academic subject-based courses and undertake professional training (either concurrently or consecutively) to acquire the knowledge and skills necessary to be a teacher. This period ends when prospective teachers qualify as teachers.

Integrated/long programmes

Programmes including both the first and the second cycle and leading to a second-cycle qualification.

Internal quality assurance

Internal quality assurance refers to the processes involved in assuring and/or improving the quality of defined areas of activity within higher education institutions. Typically, it involves the systematic collection and analysis of administrative data, as well as the feedback of students, lecturers, other staff and external stakeholders.

Internal steering body

Refers to the highest-level internal structure responsible for the organisation and management of a higher education institution. Often in universities this will be the Senate.

Internationalisation at home

A set of instruments and activities 'at home' that aim to develop international and intercultural competences of students. A variety of instruments can be used to internationalise teaching and learning, including guest lectures, international case studies or, increasingly, digital learning and online collaboration (Beelen and Jones, 2015).

Joint degree

A joint degree is a single document officially recognised by the appropriate (national or, if applicable, regional) authorities of at least two countries.

(4) Convention on the Recognition of Qualifications concerning Higher Education in the European Region, p. 3.

(5) Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning, O.J. 2012/C 398/01.

Joint programme

A joint programme is a programme organised and delivered by a partnership of two or more higher education institutions, and leading to a double, multiple or joint degree. Certified learning undertaken by students at partner institutions should be recognised automatically within the consortium.

Large-scale measures

Are the measures that operate throughout the whole country or a significant geographical area rather than a particular higher education institution or geographical location. Typically, they receive funding from national or regional bodies.

Learning outcomes

Learning outcomes are statements of what the individual knows, understands and is able to do on completion of a learning process. The achievement of learning outcomes has to be assessed through procedures based on clear and transparent criteria. Learning outcomes are attributed to individual educational components and to programmes at a whole. They are also used in European and national qualifications frameworks to describe the level of the individual qualification (European Commission, 2015, p. 72).

Lisbon Recognition Convention (LRC)

The Convention on the Recognition of Qualifications concerning Higher Education in the European Region ⁽⁶⁾ was developed by the Council of Europe and UNESCO and adopted in 1997 in Lisbon. It aims to ensure that holders of a qualification from one European country have that qualification recognised through appropriate and fair procedures in another.

Loan

Repayable financial aid. Student loan models may differ in many aspects, such as in their repayment plans, the level of subsidy, the expenses covered, eligibility rules, etc. A student loan is subsidised when the government bears a part of the costs. This can take the form of a government guarantee, when student loans are guaranteed or insured by the government against the risk of default and loss (Salmi and Hauptman, 2006, p. 43).

Measurable targets

Quantitative/numerical objectives. They are commonly expressed as a percentage or a number to be reached.

Migrants or from a migrant background

People who move from one country to another, or whose parents or grandparents have moved from one country to another. In the European Union, citizens moving to another Member State are not considered migrants but EU mobile. Consequently, only people born in a non-EU country are considered migrants in the EU.

National qualifications frameworks (for higher education)

National qualifications frameworks describe qualifications in terms of level, workload, learning outcomes and profile. They relate qualifications and other learning achievements in higher education coherently and are internationally understood.

⁽⁶⁾ Convention on the Recognition of Qualifications concerning Higher Education in the European Region.

Non-formal learning

Non-formal learning means learning which takes place through planned activities (in terms of learning objectives, learning time) where some form of learning support is present (e.g. student-teacher relationships); it may cover programmes to impart work skills, adult literacy and basic education for early school leavers; very common cases of non-formal learning include in-company training, through which companies update and improve the skills of their workers such as ICT skills, structured on-line learning (e.g. by making use of open educational resources), and courses organised by civil society organisations for their members, their target group or the general public ⁽⁷⁾.

Outgoing (outward) mobility

Outward mobility refers to students that left their country of residence (i.e., crossed a national border) to study elsewhere (in which they are counted as inwardly mobile students).

Part-time study

In opposition to full-time study, part-time study is based on taking fewer course credits, for example fewer than 60 ECTS per year.

Plagiarism

Presenting someone else's work or ideas as your own, with or without their consent. Applies to published or unpublished work.

Portability

The possibility to take abroad the support available to students in their home country (within EHEA) for credit mobility (credit portability) or degree mobility (degree portability).

Preparatory courses for refugees

Courses designed to address the academic potential of refugees, leading to their integration into regular higher education programmes.

Private higher education institutions

Licensed higher education institutions that receive less than 50% of their core funding from public sources.

Psychological counselling services

Psychological support structures which aim to improve interpersonal relations, and hence the academic performance of students. This may include a variety of professional services aimed to increase students' capacity to overcome personal and social problems that hinder their attainment of academic success.

Public higher education institutions

Higher education institutions directly or indirectly administered by a public education authority. Public higher education institutions thus include two categories of institution: 'public institution', i.e. an institution directly managed by a government agency/authority or by a governing body, most of whose members are either appointed by a public authority or elected by public franchise, and 'government-dependent private higher education institution', i.e. an institution controlled/managed by a non-governmental organisation or where the governing board consists of members not selected by a public agency but receiving 50 percent or more of its core funding from government agencies or whose teaching personnel are paid by a government agency – either directly or through government.

⁽⁷⁾ Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning, O.J. 2012/C 398/01.

Quality assurance agency

A body established by national authorities or private entities with responsibility for external quality assurance. Agencies are intended to play a strong role in ensuring accountability of higher education institutions and may have specific objectives aimed at enhancing quality related to teaching, learning or other higher education missions.

Recognition of prior (non-formal and informal) learning

Validation and formal recognition of learners' non-formal and informal learning experiences in order to: (a) provide higher education access to candidates without an upper secondary school leaving certificate; or (b) within a higher education programme, allocate credits towards a qualification and/or provide exemption from some programme requirements.

Recommendation

A recommendation is understood as a suggestion or proposal. A top-level recommendation is expected to be found in top-level (national) steering documents (e.g. guidelines for all HEIs).

Requirement

A requirement is understood as a compulsory element/condition (a rule that has to be followed). A top-level requirement is expected to be found in in top-level (national) steering document (e.g. national legislation).

Self-certification

A procedure when national authorities, other bodies and stakeholders certify the compatibility of their national qualifications framework for higher education with the overarching Qualifications Framework for the European Higher Education Area. A set of procedures for the transparent self-certification of compatibility by member states was agreed by higher education ministers in the Bologna Process.

Short cycle

Programmes of less than 180 ECTS (or lasting less than 3 years), leading to a qualification that is recognised at a lower level than a qualification at the end of the first cycle. Short-cycle qualifications are recognised as level 5 in the overarching framework of qualifications for the Framework for Qualifications of the European Higher Education Area / Qualifications Framework for the European Higher Education Area (QF-EHEA) and also at level 5 in the ISCED classification.

Social dialogue

An organised process of mutual exchanges and communication between policy-makers and defined stakeholders on issues of common interest related to public policy. Often a social dialogue aims to help policy-makers to consult stakeholders, but unlike typical consultation processes, the participants of the social dialogue are specified in advance and are expected to contribute their insights in a dynamic process of exchanges of views. In some cases, social dialogue is a form of negotiation. Normally, a social dialogue involves actual meetings between the participants, although these meetings can be also virtual or disjointed (i.e. there is a flow of exchanges between the participants at different moments). Often a mark of success of a social dialogue process is that any decisions or conclusions have been reached through consensus.

Socio-economic status

A combined economic and sociological measure of an individual's or family's economic and social position relative to others, based on income, level of education, and occupation. Definitions of socio-economic status might differ depending on the national context.

Special educational needs

Can cover a range of needs related to physical or mental disabilities, and cognition or educational impairments.

Staff (in higher education)

Refers to the combination of academic staff and administrative staff. It includes personnel at all stages of their career within all the varieties of the current contractual modalities within higher education systems: full time, part time, contractual and on demand academic staff.

Steering documents

Official documents containing guidelines, obligations and/or recommendations for higher education policy and/or institutions.

Strategy (or other major policy plan)

An official policy document developed by the top-level authorities in an effort to achieve an overall goal. A strategy can comprise a vision, identify objectives and goals (qualitative and quantitative), describe processes, authorities and people in charge, identify funding sources, make recommendations, etc. Depending on the particular education system, a strategy may refer to a specific document bearing the term 'strategy', but it may refer also to a document (or documents) that describe a major policy plan equivalent to a strategy without, however, bearing the title 'strategy'.

Top-level (or top-level authority)

The highest level of authority with responsibility for education in a given country, usually located at national (state) level. However, for Belgium, Germany and Spain, the *Communautés*, *Länder* and *Comunidades Autónomas* respectively are either wholly responsible or share responsibilities with the state level for all or most areas relating to education. Therefore, these administrations are considered as the top-level authority for the areas where they hold the responsibility, while for those areas for which they share the responsibility with the national (state) level, both are considered to be top-level authorities.

Top-level coordination structure (mechanism)

A working group, body or institution which is set up or has a specific mandate to coordinate top-level policies in a well-defined field. Its members typically represent different top-level authorities and stakeholders which are responsible for the development and implementation of top-level policies in a specific field.

Underrepresented students (or staff)

Societal groups that may be considered as not being proportionally represented in higher education in different countries. Examples might include people with disabilities, migrants, ethnic groups, lower socio-economic status groups, women/men, etc.

Workload

An estimation of the time learners typically need to complete all learning activities such as lectures, seminars, projects, practical work, work placements, individual study required to achieve the defined learning outcomes in formal learning environments. The correspondence of the fulltime workload of an academic year to 60 credits is often formalised by national legal provisions. In most cases, student workload ranges from 1 500 to 1 800 hours for an academic year, which means that one credit corresponds to 25 to 30 hours of work. It should be recognised that this represents the normal workload and that for individual learners the actual time to achieve the learning outcomes will vary (European Commission, 2015, p. 77).

III. Statistical terms

Academic staff (ISCED 5-8)

This category includes:

- Personnel employed at the tertiary level of education whose primary assignment is instruction or research;
- Personnel who hold an academic rank with such titles as professor, associate professor, assistant professor, instructor, lecturer or the equivalent of any of these academic rank;
- Personnel with other titles, (e.g. dean, director, associate dean, assistant dean, chair or head of department), if their principal activity is instruction or research.

It excludes student teachers, teachers' aides and paraprofessionals (UNESCO-UIS, OECD and Eurostat, 2020 ⁽⁸⁾, p. 43).

Educational attainment ⁽⁹⁾ (Figures 1.4, 1.7, 1.8)

Educational attainment refers to the highest level of education successfully completed. Indicators using the International Standard Classification of Education (ISCED) often distinguish between low, medium and high educational attainment.

⁽⁸⁾ UOE data collection manual, 2020 (<https://uis.unesco.org/sites/default/files/documents/uo-e-data-collection-manual-2020-en.pdf>)

⁽⁹⁾ EU-LFS, Educational attainment, https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Educational_attainment_statistics#Level_of_educational_attainment_by_age

These categories are compiled as follows (in EU LFS):

- Low educational attainment corresponds to completed pre-primary, primary and lower secondary education (ISCED 2011 levels 0, 1 and 2). For figures in Chapter 6, low educational attainment refers to completed lower secondary education (ISCED 2).
- Medium educational attainment corresponds to upper secondary and post-secondary non-tertiary education (ISCED 2011 levels 3 and 4). For figures in Chapter 6, medium educational attainment refers to completed upper secondary education (ISCED 4).
- High educational attainment corresponds to tertiary education (ISCED 2011 levels 5 to 8).

First-cycle new entrants (Figure 1.4) with high educational background are those whose parents' highest educational level of attainment is at ISCED 5-8; and students without higher education background are those whose parents' highest degree is at ISCED level 0-4. Expenditure on tertiary education (Figures 1.16, 1.17, 1.18, and 1.19)

Within the UOE data collection, education expenditure includes the following financial data:

- Goods and Services of educational institutions: All direct public, private and international expenditure whether educational or non-educational (e.g. ancillary services), but with some exceptions; and;
- Goods and Services purchased outside educational institutions: private expenditure on educational goods and services; plus
- Public subsidies to students for student living costs regardless of where or how the student spends these subsidies (UNESCO-UIS, OECD and Eurostat 2020 ⁽¹⁰⁾, p. 48).

Public expenditure refers to spending of public authorities. Expenditure on education by other ministries or equivalent institutions, for example Health and Agriculture is included. It includes subsidies provided to households and other private entities (often in the form of financial aid to students) which can be attributable to educational institutions (e.g. fees) or not (e.g. private living costs outside of institutions). Expenditure that is not directly related to education (e.g., culture, sports, youth activities, etc.) is excluded unless provided as ancillary services. (Ibid, p. 56).

Three main types of government expenditure (at central, regional or local levels) on education are distinguished:

- Direct expenditure on educational institutions,
- Intergovernmental transfers for education, and
- Transfers or other payments from governments to households and other private entities.

Public subsidies to households include:

- Scholarships and other grants (including child allowances contingent to student status, special public subsidies in cash or in kind that are contingent on student status) and
- Student loans (including those not attributable to household payments for educational institutions, such as subsidies for student living costs) (Ibid, p. 58).

Full-time equivalent student (Figures 1.17, 1.18, 1.19)

A full-time equivalent (FTE) is a unit to measure students in a way that makes them comparable although they may study a different number of hours per week. The unit is obtained by comparing a student's average number of hours studied to the average number of hours of a full-time student. A full-time

⁽¹⁰⁾ UOE data collection on formal education, 2020, p. 48, <https://uis.unesco.org/sites/default/files/documents/uoecollection-manual-2020-en.pdf>; Public expenditure in education, https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Educational_expenditure_statistics#Public_expenditure

student is therefore counted as one FTE, while a part-time student gets a score in proportion to the hours he or she studies (Eurostat, 2020¹¹).

Incoming (inward) mobility rate (Figures 6.5, 6.6, and 6.7)

Incoming mobility rate refers to mobile students (enrolments or graduates) from abroad studying in the country of destination as a percentage of the total number of students enrolled/graduating in the country.

International Standard Classification of Education (ISCED)

The International Standard Classification of Education (ISCED) has been developed to facilitate comparisons of education statistics and indicators across countries on the basis of uniform and internationally agreed definitions. The coverage of ISCED extends to all organised and sustained learning opportunities for children, young people and adults, including those with special educational needs, irrespective of the institutions or organisations providing them or the form in which they are delivered.

The ISCED classification 2011 (¹²) refers to the following levels of education:

ISCED 0: Pre-primary education

Programmes at level 0 (pre-primary), defined as the initial stage of organised instruction, are designed primarily to introduce very young children to a school-type environment, i.e. to provide a bridge between the home and a school-based atmosphere. Upon completion of these programmes, children continue their education at level 1 (primary education).

ISCED level 0 programmes are usually school-based or otherwise institutionalised for a group of children (e.g. centre-based, community-based, home-based).

Early childhood educational development (ISCED level 010) has educational content designed for younger children (in the age range of 0 to 2 years). Pre-primary education (ISCED level 020) is designed for children aged at least 3 years.

ISCED 1: Primary education

Primary education provides learning and educational activities typically designed to provide students with fundamental skills in reading, writing and mathematics (i.e. literacy and numeracy). It establishes a sound foundation for learning, a solid understanding of core areas of knowledge and fosters personal development, thus preparing students for lower secondary education. It provides basic learning with little specialisation, if any.

This level begins between 5 and 7 years of age, is compulsory in all countries and generally lasts from four to six years.

ISCED 2: Lower secondary education

Programmes at ISCED level 2, or lower secondary education, typically build upon the fundamental teaching and learning processes which begin at ISCED level 1. Usually, the educational aim is to lay the foundation for lifelong learning and personal development that prepares students for further educational opportunities. Programmes at this level are usually

(¹¹) Eurostat, Full-time equivalent (FTE), [https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Glossary:Full-time_equivalent_\(FTE\)#:~:text=A%20full-time%20person%20is%20therefore%20counted%20as%20one,of%2040%20hours%2C%20is%20counted%20as%200.5%20FTE](https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Glossary:Full-time_equivalent_(FTE)#:~:text=A%20full-time%20person%20is%20therefore%20counted%20as%20one,of%2040%20hours%2C%20is%20counted%20as%200.5%20FTE) (accessed 10/03/2024).

(¹²) International Standard Classification of Education, ISCED 2011, <https://uis.unesco.org/sites/default/files/documents/isced-2011-en.pdf>

organised around a more subject-oriented curriculum, introducing theoretical concepts across a broad range of subjects.

This level typically begins around the age of 11 or 12 and usually ends at age 15 or 16, often coinciding with the end of compulsory education.

ISCED 3: Upper secondary education

Programmes at ISCED level 3, or upper secondary education, are typically designed to complete secondary education in preparation for tertiary or higher education, or to provide skills relevant to employment, or both. Programmes at this level offer students more subject-based, specialist and in-depth programmes than in lower secondary education (ISCED level 2). They are more differentiated, with an increased range of options and streams available.

This level generally begins at the end of compulsory education. The entry age is typically age 15 or 16. Entry qualifications (e.g. completion of compulsory education) or other minimum requirements are usually needed. The duration of ISCED level 3 varies from two to five years.

ISCED 4: Post-secondary non-tertiary education

Post-secondary non-tertiary programmes build on secondary education to provide learning and educational activities to prepare students for entry into the labour market and/or tertiary education. It typically targets students who have completed upper secondary (ISCED level 3) but who want to improve their skills and increase the opportunities available to them. Programmes are often not significantly more advanced than those at upper secondary level as they typically serve to broaden rather than deepen knowledge, skills and competencies. They are therefore pitched below the higher level of complexity characteristic of tertiary education.

ISCED 5: Short-cycle tertiary education

Programmes at ISCED level 5 are short-cycle tertiary education, and are often designed to provide participants with professional knowledge, skills and competencies. Typically, they are practice-based and occupation-specific, preparing students to enter the labour market. However, these programmes may also provide a pathway to other tertiary education programmes.

Academic tertiary education programmes below the level of a Bachelor's programme or equivalent are also classified as ISCED level 5.

ISCED 6: Bachelor's or equivalent level

Programmes at ISCED level 6 are at Bachelor's or equivalent level, which are often designed to provide participants with intermediate academic and/or professional knowledge, skills and competencies, leading to a first degree or equivalent qualification. Programmes at this level are typically theory-based but may include practical elements; they are informed by state of the art research and/or best professional practice. ISCED 6 programmes are traditionally offered by universities and equivalent tertiary educational institutions.

ISCED 7: Master's or equivalent level

Programmes at ISCED level 7 are at Master's or equivalent level, and are often designed to provide participants with advanced academic and/or professional knowledge, skills and competencies, leading to a second degree or equivalent qualification. Programmes at this level may have a substantial research component but do not lead to the award of a doctoral qualification. Typically, programmes at this level are theory-based but may include practical

components and are informed by state of the art research and/or best professional practice. They are traditionally offered by universities and other tertiary educational institutions.

ISCED 8: Doctoral or equivalent level

Programmes at ISCED level 8 are at doctoral or equivalent level, and are designed primarily to lead to an advanced research qualification. Programmes at this ISCED level are devoted to advanced study and original research and are typically offered only by research-oriented tertiary educational institutions such as universities. Doctoral programmes exist in both academic and professional fields.

Mature students (Figure 1.10)

For the purposes of this report, mature students are defined as students aged 30 or more years old.

Median

The median is the middle value in a group of numbers ranked in order of size, thus dividing the group into two halves. In other words, it is the number in a range of scores that falls exactly in the middle so that 50% of the scores are above and 50 % are below (Eurostat, 2020 ⁽¹³⁾). In this report, the EHEA median refers to the median of values among the EHEA countries where data are available.

New entrants (Figures 1.4, 1.5)

New entrants to a level of education are students who, during the course of the reference school or academic year, enter for the first time any programme in a given level of education, irrespective of whether the students enter the programme at the beginning or at an advanced stage of the programme (e.g. by virtue of credits gained for relevant work experience or courses taken at another level of education) (UNESCO, OECD and Eurostat 2020, p. 38).

Odds ratio (Figure 1.8)

The odds ratio refers to the ratio of the likelihood that an event may occur in one group in comparison to its likelihood ratio in another group. An odds ratio of 1 indicates that the condition or event under study is equally likely to occur in both groups. An odds ratio greater than 1 indicates that the condition or event is more likely to occur in the first group. And an odds ratio less than 1 indicates that the condition or event is less likely to occur in the first group. An odds ratio is calculated in the following way (probabilities of the event in each of the groups are p1 (first group) and p2 (second group)): $(p1/(1-p1))/(p2/(1-p2))$.

Outgoing (outward) mobility rate (Figures 6.1, 6.2, 6.3, 6.4, 6.6, and 6.8)

Outward mobility rate refers to students (enrolment or graduates) from a country of origin studying abroad (outwardly mobile students) as a percentage of the total number of students with the same country of origin.

Purchasing power parity (PPP) ⁽¹⁴⁾

A currency conversion rate which converts economic indicators expressed in a national currency into an artificial common currency that equalises the purchasing power of different national currencies. In other words, PPP eliminates the differences in price levels between countries in the process of conversion to an artificial common currency, called Purchasing Power Standard (PPS) ⁽¹⁵⁾.

⁽¹³⁾ Eurostat, 2020, https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Beginners:Statistical_concept_-_Mean_and_median (accessed 10/03/2024)

⁽¹⁴⁾ Purchasing Power Parity, Eurostat, https://ec.europa.eu/eurostat/cache/metadata/en/prc_ppp_esms.htm

⁽¹⁵⁾ Purchasing Power Standard, Eurostat, [https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Glossary:Purchasing_power_standard_\(PPS\)](https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Glossary:Purchasing_power_standard_(PPS))

Purchasing power standard (PPS) ⁽¹⁶⁾ (Figures 1.18, 1.19)

The artificial common reference currency unit used in the European Union to express the volume of economic aggregates for the purpose of spatial comparisons in such a way that price level differences between countries are eliminated. Economic volume aggregates in PPS are obtained by dividing their original value in national currency units by the respective PPP (Purchasing power parity). PPS thus buys the same given volume of goods and services in all countries, whereas different amounts of national currency units are needed to buy this same volume of goods and services in individual countries, depending on the price level.

Students enrolled as part-timers (Figure 1.9)

Within the UOE data collection, the part-time/full-time classification is regarded as an attribute of student participation rather than as an attribute of the educational programmes or the provision of education in general. A part-time student is one who is enrolled in an education programme whose intended study load is less than 75% of the normal full-time annual study load (UNESCO-UIS, OECD and Eurostat 2020 ⁽¹⁷⁾, p. 27).

Tertiary education (as defined within the ISCED classification)

Tertiary education builds on secondary education, providing learning activities in specialised fields of education. It aims at learning at a high level of complexity and specialisation. Tertiary education includes what is commonly understood as academic education but also includes advanced vocational or professional education. It comprises ISCED levels 5, 6, 7 and 8, which are labelled as short-cycle tertiary education, Bachelor's or equivalent level, Master's or equivalent level, and doctoral or equivalent level, respectively. The content of programmes at the tertiary level is more complex and advanced than in lower ISCED levels.

⁽¹⁶⁾ Purchasing Power Standard, Eurostat, [https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Glossary:Purchasing_power_standard_\(PPS\)](https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Glossary:Purchasing_power_standard_(PPS))

⁽¹⁷⁾ UOE data collection on formal education 2020, <https://uis.unesco.org/sites/default/files/documents/uoe-data-collection-manual-2020-en.pdf>

IV. Data sources

BFUG data collection

This direct data collection was aimed at collecting information for the present report. The reference year was the academic year 2022/2023. The questionnaires primarily focused on qualitative information, and consisted of five sections, namely:

1. Key commitments, portability, higher education institutions;
2. Social dimension;
3. Fundamental values;
4. Learning and teaching;
5. Ukrainian refugees in HE.

When filling in the questionnaires, the Bologna Follow-Up Group representatives were asked to consult all the relevant actors/stakeholders in their respective systems to ensure the highest degree of accuracy possible.

EQAR

The European Quality Assurance Register for Higher Education (EQAR) is the EHEA's official register of quality assurance agencies, listing those that substantially comply with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

EQAR maintains a Knowledge Base with country information, describing the national quality assurance frameworks of the European Higher Education Area (EHEA) countries, and other information on quality assurance in Europe.

EQAR also hosts DEQAR – a database of higher education institutions and programmes that have been subject to external quality assurance providing easy access to the corresponding reports.

EU Labour Force Survey (EU-LFS) ⁽¹⁸⁾

The EU-LFS is the largest European household sample survey providing quarterly and annual results on labour participation of people aged 15 and over as well as on persons outside the labour force. It covers residents in private households. The EU-LFS is an important source of information about the situation and trends in the EU labour market.

The EU-LFS currently covers thirty-four countries (participating countries) providing Eurostat with data from national labour force surveys: the 28 Member States of the European Union, three EFTA countries (Iceland, Norway and Switzerland), and four candidate countries, i.e. (Montenegro, North Macedonia, Serbia and Türkiye). The EU-LFS provides quarterly and annual data; depending on the labour status of the people (employed, unemployed, economically inactive) different variables are collected.

The EU-LFS is conducted by the national statistical institutes in accordance with Council Regulation (EEC) No. 577/98 of 9 March 1998 and the data are centrally processed by Eurostat.

The EU-LFS data collection covers demographic background, labour status, employment characteristics of the main job, hours worked, employment characteristics of the second job, time-related

⁽¹⁸⁾ EU Labour Force Survey (EU-LFS), https://ec.europa.eu/eurostat/statistics-explained/index.php?title=EU_labour_force_survey

underemployment, search for employment, education and training, previous work experience of persons not in employment, situation one year before the survey, main labour status and income ⁽¹⁹⁾.

The main statistical objective of the EU-LFS is to divide the resident population of working age (15 years and above) into three mutually exclusive and exhaustive groups – persons employed, unemployed and economically inactive persons – and to provide descriptive and explanatory data on each of these categories.

Regulation (EU) 2019/1700, in force from 1 January 2021 onwards, provides for a framework that applies to several data collections in the field of social statistics, including the LFS. More details about the new methodology are provided in [Eurostat's Statistics Explained](#).

Between the presented reference years (2016, 2021), comparisons at country level should be made with caution, since series report a break in 2021 due to changes in the EU-LFS methodology.

Data for first cycle new entrants according to the educational attainment of the parents until 2020 are based on the previous regulation of the LFS. Since the information on the level of education of the parents was collected only if the person was in the same household with their parents was incomplete, it has stopped to be collected.

Data for 2021 come from the 2021 EU-LFS [adhoc module](#) dedicated on labour market situation of migrants and their immediate descendants, in which the information about the level of education of parents was asked to all respondents.

Eurostudent survey

Reference year: Eurostudent 8 survey: 2022 for all participating countries except Austria, France, Portugal, Romania, Spain (2023), Germany (2021) and Switzerland (2020); Eurostudent VII survey: 2019 for all participating countries except Germany (2016), France, Switzerland (2020), Italy, Portugal, Romania and Türkiye (2020/2021).

Coverage: Austria, Czechia, Croatia, Denmark, Estonia, Finland, France, Georgia, Germany, Hungary, Iceland, Ireland, Lithuania, Malta, the Netherlands, Norway, Poland, Portugal, Romania, Sweden, Switzerland (both rounds); Albania, Italy, Luxembourg, Slovenia, Türkiye (Eurostudent VII only); Azerbaijan, Latvia, Slovakia, Spain (Eurostudent 8 only).

Description:

The Eurostudent project collects and analyses comparable data on the social dimension of European higher education. A wide range of topics related to students' social and economic conditions are covered. The project strives to provide reliable and insightful cross-country comparisons. It does this through coupling a central coordination approach with a strong network of national partners in each participating country. The Eurostudent consortium provides national contributors with the Eurostudent core questionnaire, as well as extensive instructions for conducting the field phase at the national level, data cleaning and weighting, calculation of indicators, and data delivery. The national research teams are chosen and funded by the participating national ministries. The national research teams are responsible for implementing a national student survey, delivering the data to the Eurostudent data team in accordance with Eurostudent conventions, and providing national interpretations of the delivered data. The delivered data are checked in a series of feedback loops for accuracy and comparability and are validated for publication by the national research team.

⁽¹⁹⁾ For more details on the EU-LFS, see: <https://ec.europa.eu/eurostat/web/microdata/european-union-labour-force-survey> [Accessed 10 March 2018].

The Eurostudent target group includes all students who are enrolled in any national study programme regarded to be higher education in a country. Usually that corresponds to ISCED levels 5, 6 and 7. This means all students should be included regardless of their nationality, full-time/part-time status, or character of their higher education institution or study programme. The target group changed from Eurostudent VII to Eurostudent 8 to include distance students (except those not living in the country of survey). Excluded from the Eurostudent target group are: students on (temporary) leave, students on credit mobility (i.e. short-term mobile students), students in ISCED 8 study programmes, students at very specialised higher education institutions, and students in programmes classified as ISCED levels 5 or 6 which are not regarded to be higher education in the national context.

Trends 2024 (European University Association)

Reference year: 2024 (survey conducted in 2023)

Coverage: 490 responses from 46 countries across the EHEA

Description:

The Trends series has been published by the European University Association (EUA) and its predecessor organisation since the signing of the Bologna Declaration in 1999, with Trends 2024 presenting the ninth edition. Trends provides an institutional perspective on higher education policy and institutional developments in Europe. Over the years, the focus of Trends has been evolving. Trends 2024 examines the broader context in which higher education institutions continue to evolve, and hone in on learning and teaching, social inclusion, engagement with society, internationalisation and the situation of staff and students. It also addresses ongoing transformations due to digitalisation, the emergence of new formats, such as micro-credentials, and the consequences from and responses to the Covid-19 pandemic and the war in Ukraine.

UOE data collection on education and training systems (UOE)

The UNESCO Institute for Statistics (UIS-UNESCO), the Organisation for Economic Co-operation and Development (OECD) and the Statistical Office of the European Union (Eurostat) jointly provide internationally comparable data on key aspects of education and training systems through the annual UOE data collection.

For tertiary education the collection covers entrants (input), enrolments (stock) and graduates (output). Data on education expenditure and personnel is also provided. The data are broken down by educational level (using the ISCED classification), as well as by sex, age, sector and field of education. Separate tables provide information on mobile and foreign students and graduates by country of origin (as well as by level, sex and field of education).

Within the UOE data collection, Eurostat collects and disseminates data from the EU Member States, candidate countries and EFTA countries. The OECD collects data from other OECD countries (such as Australia, Canada, Japan and the United States), while the UIS-UNESCO collects data from other participating countries. The validated data are used by the three organisations ⁽²⁰⁾.

EHEA countries use multiple definitions to identify and report mobile students. Starting from 2013 reference year the UOE definition is based on the country of origin understood as the country where the upper secondary diploma was awarded (or the best national estimate (upper secondary diploma, vs. residence, vs. citizenship).

⁽²⁰⁾ For more details on the UOE data collection, see: [https://ec.europa.eu/eurostat/statistics-explained/index.php?title=UNESCO_OECD_Eurostat_\(UOE\)_joint_data_collection_%E2%80%93_methodology#Introduction](https://ec.europa.eu/eurostat/statistics-explained/index.php?title=UNESCO_OECD_Eurostat_(UOE)_joint_data_collection_%E2%80%93_methodology#Introduction) [Accessed 10 March 2024].

For the incoming (inward) mobility to the EHEA from countries outside the EHEA information from all declaring countries in the world was considered. For the outgoing (outward) mobility from the EHEA towards countries outside the EHEA only Australia, Canada, Brazil, Chile, Colombia, the United States, Japan and New Zealand were considered.

V. Country-specific notes

Chapter 1

Figure 1.1: Number of students enrolled in tertiary education by ISCED level, 2020/2021

Bosnia and Herzegovina, Bulgaria, Estonia, Greece, Finland, Georgia, Lithuania, Montenegro, North Macedonia, Romania, Serbia, San Marino: ISCED 5 not applicable.

Belgium: data on independent private institutions refer to the Flemish Community only.

Kazakhstan, Holy See: data not available.

Liechtenstein: zero or negligible number of students under ISCED 5 (2021).

Netherlands: estimated data for ISCED 8 (2021); enrolments data only include publicly financed institutions, referred to as 'public institutions' in the Dutch national statistical and educational environment.

United Kingdom: short-cycle tertiary level includes a small number of students enrolled in vocational programmes at bachelor's and master's level.

Figure 1.2: Enrolment rates in tertiary education for the 18-34 olds, 2015/2016-2020/2021

Bosnia and Herzegovina, Bulgaria, Estonia, Greece, Finland, Georgia, Lithuania, Montenegro, North Macedonia, Romania, Serbia, San Marino: ISCED 5 not applicable.

Belgium: break in time-series in 2020 for ISCED 5 from this year onwards; associate degree programmes of higher vocational education (at ISCED 5) are organised by university colleges; data on the German-speaking Community are not integrated in the enrolments (2016, 2021); data on independent private institutions refer to the Flemish Community only (2016, 2021).

Czechia: break in time series in 2018, the 2016 Higher Education Law introduced new study programmes, new data collection was introduced for bachelor's, master's and equivalent.

Germany: break in time series in 2020 for ISCED 8, change in the data collection method to provide accurate figures, which have been incomplete until 2019; for 2020, data 10% lower than estimated data compared to previous sample survey, while in 2021, data increased by further 5%, thus almost reaching the previous amount.

Kazakhstan, Holy See: data not available

Liechtenstein: ISCED 5 not applicable (2016), Zero or negligible number of students under ISCED 5 (2021).

Netherlands: estimated data for ISCED 8 (2021); enrolments data only include publicly financed institutions, referred to as 'public institutions' in the Dutch national statistical and educational environment (2016, 2021).

Poland: between 2020-2021, methodological changes were introduced; a new administrative data source on tertiary education is used.

United Kingdom: short-cycle tertiary level includes a small number of students enrolled in vocational programmes at bachelor's and master's level (2016).

Figure 1.3: Enrolment rates in tertiary education for the 18-34 olds, 2015/2016-2020/2021

Albania: data for 2016 is not available.

Armenia, Kazakhstan, Holy See: data not available.

Bosnia and Herzegovina, Bulgaria, Estonia, Greece, Finland, Georgia, Lithuania, Montenegro, North Macedonia, Romania, Serbia, San Marino: ISCED 5 not applicable

Belgium: break in time-series in 2020 for ISCED 5; from 2020, associate degree programmes of higher vocational education (at ISCED 5) are organised by university colleges; previously, these courses could be followed at the centres for adult education; data on the German-speaking Community are not integrated in the enrolments (2016, 2021); data on independent private institutions refer to the Flemish Community only (2016, 2021).

Germany: break in time series in 2020 for ISCED 8, change in the data collection method to provide accurate figures, which have been incomplete until 2019; for 2020, data 10% lower than estimated data compared to previous sample survey, while in 2021, data increased by further 5%, thus almost reaching the previous amount.

Liechtenstein: ISCED 5 not applicable (2016); zero or negligible number of students under ISCED 5 (2021).

Netherlands: estimated data for ISCED 8 (2021); enrolments data only include publicly financed institutions, referred to as 'public institutions' in the Dutch national statistical and educational environment (2016, 2021).

Poland: between 2020-2021 academic year, methodological changes were introduced; a new administrative data source on tertiary education is used.

Slovenia: definition differs for ISCED 7 (2016).

United Kingdom: definition differs for ISCED 5 (2016); no data available for 2021.

Figure 1.4: Relationship between the educational background of first-cycle new entrants (ISCED 6) and the educational attainment of their parents' cohort (population aged 45-64), 2020/2021

Data come from the EU Labour Force Survey (LFS). Regulation (EU) 2019/1700, which is in force from 1 January 2021 onwards,

provides for a framework that applies to several data collections in the field of social statistics, including the LFS. More details about the new methodology are provided in Eurostat's Statistics Explained articles:

Data for first cycle new entrants according to the educational attainment of the parents until 2020 are based on the previous regulation of the LFS. Since the information on the level of education of the parents was collected only if the person was in the same household with their parents was incomplete, it has stopped to be collected.

Data for 2021 come from the 2021 EU-LFS adhoc module dedicated on labour market situation of migrants and their immediate descendants, in which the information about the level of education of parents was asked to all respondents.

Albania, Armenia, Azerbaijan, Bosnia Herzegovina, Georgia, Iceland, Kazakhstan, Liechtenstein, Moldova, San Marino, Ukraine, Holy See: data not available.

Armenia, Bosnia and Herzegovina, Moldova, San Marino, Ukraine: data for share of first-cycle new entrants not provided.

Andorra: data on share of population aged 45-64 with high educational attainment refer to 2022.

Croatia, Slovenia: unreliable data for first cycle new entrants with highly educated parents for 2021.

Montenegro, North Macedonia, Serbia, Türkiye, United Kingdom: no data available for 2021.

Figure 1.5: Share of women among new entrants in tertiary education (ISCED 5-8), 2015/2016 and 2020/2021

Albania, Bosnia and Herzegovina, Bulgaria, Estonia, Greece, Finland Lithuania, Montenegro, North Macedonia, Romania, Serbia: total excludes ISCED 5.

Belgium: under-coverage at ISCED 5, new entrants exclude the Flemish Community of Belgium (2016, 2021); total excludes ISCED 8 (2016); break in time series, introduction of the associate degree programmes which were previously followed at the centres for adult education and for which no data was available (2021).

Bulgaria: estimated data for ISCED 6-7 (2021).

Germany: definition differs for ISCED 8 (2016); break in time series; new source of data based on administrative data instead of sample survey (2021).

Hungary: distribution by sex is estimated because of grade repeaters (2016).

Kazakhstan Moldova, Montenegro, Holy See: no data available.

Netherlands: estimated data for ISCED 8 (2021).

Poland: break in time series, since in 2019/2020 academic year, doctoral studies are gradually phased out and for newly enrolled students; doctoral training is provided only in doctoral schools (2021); in 2020-2021, methodological changes were introduced; a new administrative data source on tertiary education is used. Definition differs for ISCED 6-8 (2016).

United Kingdom: definition differs for ISCED 5-7 (2016).

Figure 1.6: Median percentage of women among enrolled students in Bologna structures by field of education and level of Bologna structure (ISCED 6 and 7), 2021

Kazakhstan, Holy See: no data available.

Netherlands: estimated data for ISCED 8 (2021)

Poland: between 2020-2021 academic year, methodological changes were introduced; a new administrative data source on tertiary education is used.

Slovenia, Sweden: definition differs (2021).

United Kingdom: no data available for 2021, instead data for 2019 are reported; short-cycle tertiary level includes a small number of students enrolled in vocational programmes at bachelor's and master's level (2019).

ISCED 6 excludes (fields are listed in the order followed in the report and not in alphabetical order:

Education: Liechtenstein, Luxembourg (2021)

Arts and humanities: Liechtenstein

Social sciences, journalism and information: Liechtenstein

Business, administration and law: not applicable

Natural sciences, mathematics and statistics: Liechtenstein

Information and communication technologies: Liechtenstein

Engineering, manufacturing and construction: not applicable

Agriculture, forestry, fisheries and veterinary: Liechtenstein, Luxembourg

Health and welfare: Liechtenstein

Services: Luxembourg (2021)

ISCED 7 excludes:

Education: Liechtenstein
Arts and humanities: Liechtenstein
Social sciences, journalism and information: Liechtenstein
Business, administration and law: not applicable
Natural sciences, mathematics and statistics: Liechtenstein
Information and communication technologies: Liechtenstein
Engineering, manufacturing and construction: not applicable
Agriculture, forestry, fisheries and veterinary: Liechtenstein, Luxembourg, Cyprus (2021), Malta
Health and welfare: Liechtenstein
Services: Luxembourg (2016)

Figure 1.7: Participation rates in tertiary education among people aged 18 to 29, foreign-born, native-born and total population, 2016 and 2021

Break in series in 2021 due to revised EU-LFS methodology. Regulation (EU) 2019/1700, which is in force from 1 January 2021 onwards, provides for a framework that applies to several data collections in the field of social statistics, including the LFS. More details about the new methodology are provided in Eurostat's Statistics Explained articles ⁽²¹⁾.

Andorra: data refer to 2017 instead of 2016. Data refer to 2022 instead of 2021.

Armenia, Iceland: data not available for 2016.

Armenia: data refer to 2022 instead of 2021.

Bulgaria, Lithuania, Romania and Slovakia: due to low reliability of data, data for foreign-born students in 2016 and 2021 are indicated as not available.

Croatia, Latvia, Montenegro, North Macedonia, Poland: data for migrants are of low reliability (2016).

Croatia, Latvia, Poland: data for migrants are of low reliability (2021).

Germany, Estonia, Iceland: due to low reliability of data, data for foreign-born students in 2016 are indicated as not available.

Germany: changes in the survey methodology have led to a break in German data in 2020. Estimates for 2020 and 2021 can therefore not be compared directly with those of previous years. In addition, data collection in 2020 and 2021 was impacted by technical issues and COVID-19 measures.

Moldova, San Marino, Ukraine: data not available.

Montenegro, North Macedonia, Türkiye, United Kingdom: data not available for 2021.

Figure 1.8: Tertiary education attainment of 25 to 34-year-olds by country of birth: odds ratio of native-born over foreign-born population to complete tertiary education, 2016 and 2021

.Break in series in 2021 due to revised EU-LFS methodology. Regulation (EU) 2019/1700, which is in force from 1 January 2021 onwards, provides for a framework that applies to several data collections in the field of social statistics, including the LFS.

Albania, Andorra, Azerbaijan, Georgia, Kazakhstan, Latvia, Liechtenstein, Lithuania, Moldova, Ukraine: data not available.

Armenia, Iceland, Montenegro, North Macedonia, Portugal, Switzerland: data for 2016 not available.

Armenia, Bosnia and Herzegovina, Montenegro, North Macedonia, Portugal, San Marino: data refer to 2022 instead of 2021.

Bosnia and Herzegovina, Croatia, Germany, San Marino, Slovenia: data refer to 2017 instead of 2016.

Bulgaria, Estonia, Greece, Hungary, Lithuania, Latvia, Malta, Poland, Romania, Slovakia: due to low reliability of data, 2016 and 2021 data is not published.

Croatia, Ireland, Luxembourg, Norway, Slovenia, Türkiye, United Kingdom: data for 2021 not available.

Figure 1.9: Students enrolled as part-timers in tertiary education, by country and age (%), 2016 and 2021

Albania, Bosnia and Herzegovina, Bulgaria, Estonia, Greece, Lithuania, Romania, Montenegro, North Macedonia, Serbia, Finland: ISCED 5 not applicable.

Albania: data considered as not available due to unreliable data for 2021

Armenia, Kazakhstan: data not available (2016, 2021).

Belgium: definition differs (2016); data on 'Independent private institutions' not included, except at ISCED 6 and 7.

Austria, France, Georgia, Iceland, Italy, Liechtenstein, Moldova, Montenegro, Norway, Serbia, Switzerland, Türkiye, United Kingdom: data for age group 30-34 not available for both reference years.

Czechia: data not available for 2016; data may be underestimated, since breakdown by age for ISCED 5 and 8 is not available (2021).

Czechia: unreliable data for age group 20-24 for 2021 since detailed breakdown per ISCED level is not available.

Denmark: data may be underestimated, since breakdown by age for ISCED 8 is not available (2016, 2021).

Greece: unreliable data for 20-24 age group; data refer to ISCED 7 only (2016, 2021).

Georgia, Serbia: part-time programs are not applicable.

⁽²¹⁾ Eurostat, Statistics explained, https://ec.europa.eu/eurostat/statistics-explained/index.php?title=EU_labour_force_survey_-_documentation&stable=0&redirect=no#Explanatory_notes_and_user_guide_for_the_core_variables

Luxembourg: zero or negligible data for ISCED 5 (2016); missing data for ISCED 5 (2021).

Netherlands: data may be underestimated, since breakdown by age for ISCED 8 is not available (2016, 2021).

Poland: insufficient data on the number of students by some age breakdowns (2016); missing data for ISCED 5 (2016, 2021).

San Marino: part-time programs not applicable (2016).

Romania: breakdown of students by age 30-34 not available. Data are presented instead for under 30.

Ukraine: Data not available for 2021

Figure 1.10: Adults (30-64) who attained their tertiary education degree during adulthood (aged 30-64) as a percentage of all adults (30-64), 2016 and 2021.

Break in series in 2021 due to revised EU-LFS methodology. Regulation (EU) 2019/1700, which is in force from 1 January 2021 onwards, provides for a framework that applies to several data collections in the field of social statistics, including the LFS. More details about the new methodology are provided in Eurostat's Statistics Explained articles. References for the concepts and definitions used in the LFS can be found here.

Andorra, Bosnia and Herzegovina, Moldova: data for 2017 and 2022 reported instead of 2016 and 2021 as unavailable.

Iceland: data refer to 2022 instead of 2021.

Montenegro, North Macedonia, Türkiye, United Kingdom, Ukraine: data for 2021 is not available.

Ukraine: data for 2017 instead of 2016 is presented.

Figure 1.11: Percentage change in the total number of academic staff in 2016 and 2021

All data cover all types of higher education institutions (i.e. public, private government dependent and private government independent).

Belgium: data on independent private institutions are not included (2016).

Czechia: number of full-time and part-time educational staff (all ISCED levels) – only FTE data are available.

France: ISCED level 5 coverage is partial. ISCED level 6-8 includes ISCED level 4 and a part of ISCED level 5 (2016); under-coverage, at ISCED 5-8 excludes private institutions (2016, 2021).

Iceland, Kazakhstan, Holy See: no data available.

Ireland: data refer to 2015 instead of 2016; partial coverage of enrolments in private non-aided educational institutions – the coverage varies by ISCED level.

Liechtenstein, United Kingdom: data refer to 2019 instead of 2021.

Luxembourg: definition differs (2016); ISCED 5 is included in ISCED 3, thus not reported in total.

Poland: estimated data for ISCED 5 (2021); definition differs (2021), new administrative data source used.

Portugal: definition differs (2016).

Figure 1.12: Percentage of academic staff aged 50 or over, 2016 and 2021

All data covers all types of higher education institutions (i.e. public, private government dependent and private government independent).

Andorra Belgium, Germany, Greece, France, Italy, Moldova, North Macedonia, Austria, San Marino: total excludes academic staff of unknown age.

Armenia, Azerbaijan, Georgia, Iceland, Ireland, Kazakhstan, Montenegro, Serbia, Ukraine, Holy See: data not available.

Belgium: data on independent private institutions are not included (2016).

Czechia: number of full-time and part-time educational staff (all ISCED levels) - only FTE data are available.

France: ISCED level 5 coverage is partial. ISCED level 6-8 includes ISCED level 4 and a part of ISCED level 5 (2016); under-coverage, at ISCED 5-8 excludes private institutions (2016, 2021).

Liechtenstein: data refer to 2019 instead of 2021.

Luxembourg: definition differs (2016); ISCED 5 is included in ISCED 3.

Poland: estimated data for ISCED 5 (2021); definition differs (2021), new administrative data source used.

Portugal: definition differs (2016); no data available broken down by age for 2021, instead data for 2020 are reported.

Figure 1.13: Percentage of female academic staff, 2016 and 2021

All data covers all types of higher education institutions (i.e. public, private government dependent and private government independent).

Belgium: data on independent private institutions are not included (2016).

Czechia: number of full-time and part-time educational staff (all ISCED levels) – only FTE data are available.

France: ISCED level 5 coverage is partial. ISCED level 6-8 includes ISCED level 4 and a part of ISCED level 5 (2016); under-coverage, at ISCED 5-8 excludes private institutions (2016, 2021).

Iceland, Kazakhstan, Holy See: no data available.

Ireland: data refer to 2015 instead of 2016. Partial coverage of enrolments in private non-aided educational institutions – the coverage varies by ISCED level.

Liechtenstein: data refer to 2019 instead of 2021.

Luxembourg: definition differs (2016); ISCED 5 is included in ISCED 3.

Poland: Estimated data for ISCED 5 (2021). Definition differs (2021), new administrative data source used.

Portugal: definition differs (2016).

Ukraine: data not available for 2016.

Figure 1.14: Number of higher education institutions (HEIs) in the EHEA, 2022

Bosnia and Herzegovina, Serbia, Holy See: data not available.

Belgium (French Community), Denmark, Greece, Finland: data not available for number of private higher education institutions.

IT: data includes public HEIs and legally recognised non-public HEIs

Figure 1.15: Number of higher education institutions (HEIs), public and total per million population (MP) in the EHEA, 2022/2023

Andorra, Albania, Armenia, Azerbaijan, Bosnia and Herzegovina, Georgia, Liechtenstein, Moldova, Montenegro, North Macedonia, Kazakhstan, San Marino, Ukraine, Holy See: data not available.

Denmark: data refer to 2016 instead of 2015.

Greece: definition differs (2015).

Ireland: definition differs (2020).

Croatia: data refer to 2016 instead of 2015. Definition differs (2016).

Portugal: definition differs (2015).

Türkiye: definition differs (2015).

United Kingdom: data refer to 2019 instead of 2020.

Figure 1.16: Annual public expenditure on tertiary education as a % of GDP (including R&D), 2015 and 2020

Albania, Andorra, Armenia, Azerbaijan, Bosnia and Herzegovina, Georgia, Holy See, Kazakhstan, Liechtenstein, Montenegro, Moldova, North Macedonia, San Marino, Ukraine: data not available.

Greece, United Kingdom: data refer to 2019 instead of 2020.

Croatia, Denmark: data refer to 2016 instead of 2015.

Figure 1.17: Annual public expenditure on tertiary education per full-time equivalent student in euro, 2015 and 2020

Croatia: data refer to 2016 instead of 2015; definition differs (2016).

Denmark: data refer to 2016 instead of 2015.

Greece: definition differs (2015); Data refer to 2019 instead of 2020.

Ireland: definition differs (2020).

Portugal: definition differs (2015).

Serbia: data for 2020 not available

Türkiye: definition differs (2015).

United Kingdom: data refer to 2019 instead of 2020.

Figure 1.18: Percentage change in the annual public and private expenditure on public and private tertiary education institutions in PPS per full-time equivalent student between 2015 and 2020

Albania, Andorra, Armenia, Azerbaijan, Bosnia and Herzegovina, Georgia, Holy See, Ireland, Kazakhstan, Liechtenstein, Montenegro, Moldova, North Macedonia, San Marino, Serbia, Slovakia, Ukraine: data not available.

Cyprus, Czechia, Greece, Croatia, United Kingdom: data refer to 2019 instead of 2020.

Denmark: data refer to 2016 instead of 2015.

Iceland: definition differs (2020).

Portugal: definition differs (2015).

Türkiye: definition differs (2015).

Figure 1.19: Annual public and private expenditure on public and private education institutions on tertiary education per FTE relative to the GDP per capita in PPS

Croatia, Cyprus, Czechia, Greece, United Kingdom: data refer to 2019 instead of 2020.

Denmark: data refer to 2016 instead of 2015.

Chapter 6

Starting from 2013 reference year the UOE definition is based on the country of origin understood as the country where the upper secondary diploma was awarded (or the best national estimate (upper secondary diploma, vs. residence, vs. citizenship).

For the incoming (inward) mobility to the EHEA from countries outside the EHEA information from all declaring countries in the world was considered. For the outward mobility from the EHEA towards countries outside the EHEA only Australia, Canada, Brazil, Chile, Colombia, the United States, Japan and New Zealand were considered.

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

For 2021 the criteria used to define country of origin are as follows:

Bosnia and Herzegovina, Hungary, Slovakia, Serbia, Türkiye: country of citizenship.

Belgium, Cyprus, Czechia, Denmark, Germany, Greece, France, Croatia, Iceland Lithuania, Luxembourg, Malta, the Netherlands, Austria, Poland, Portugal, Romania, Finland, Norway, Spain (ISCED 5), Switzerland: country of upper secondary diploma.

Denmark: country of upper secondary diploma is a proxy.

Estonia, Ireland, Spain (for ISCED 6-8), Italy, Liechtenstein, North Macedonia, Slovenia, United Kingdom: country of usual residence.

France: a mobile student is a foreign student who has obtained his upper secondary diploma abroad. If this country is unknown, so the citizenship is used.

Bulgaria: estimations.

Kazakhstan, Montenegro, Liechtenstein, Holy See: no data available.

Latvia: country of prior education is considered.

Netherlands: for all levels, except ISCED 8, the country of upper secondary diploma has been used; for ISCED 8 an estimation has been made for the number of mobile students, calculated from the number of foreign students.

Poland: ISCED 6 and 7 - country of upper secondary diploma; lack of information on some programmes at ISCED 6 and ISCED 8; as a best national estimate Poland use data on: ISCED 6 (postgraduate studies) and ISCED 8 level – country of prior education (country of Master diploma).

Sweden: international students are defined as students who have a student residence permit or are either non-residents or have moved to Sweden not more than six months before starting their studies; for students at ISCED 8, the time limit is 24 months; students with student residence permit are reported by country of citizenship while other students are reported by country of birth.

Specific notes regarding degree mobility:

Albania, Bosnia and Herzegovina, Bulgaria, Estonia, Greece, Lithuania, Montenegro, North Macedonia, Romania, Serbia Finland: ISCED 5 not applicable

Azerbaijan: breakdown for degree mobility for ISCED 8 by country of origin not available.

Belgium: under-coverage, at ISCED 5, mobile students exclude the French Community.

Bulgaria: definition differs for ISCED 6-8 (2016).

Germany: total excludes ISCED 5 (2016, 2021).

Germany, Croatia, Italy, Netherlands, Poland, Switzerland: degree mobile graduates at ISCED 5 are negligible and reported with value zero.

Greece: definition differs for ISCED 6-8 (2016).

Netherlands: estimated data for ISCED 8 (2021).

Poland: mobile graduates at ISCED 5 are negligible and reported with value zero (2016, 2021); break in series in for ISCED 6 and 8 in 2020.

Slovenia: no inward degree mobility data available by country of origin; this implies a potential underestimation of degree mobility for the other countries.

United Kingdom: definition differs for ISCED 5 (2016).

Ukraine: ISCED 6 includes also graduates at ISCED 5 and 7.

Switzerland: mobile graduates at ISCED 5 are negligible and reported with value zero (2021).

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

Specific notes regarding credit mobility:

Albania, Armenia, Azerbaijan, Bosnia and Herzegovina, Georgia, Iceland, Ireland, Kazakhstan, Liechtenstein, North Macedonia, Moldova, Montenegro, San Marino, Ukraine, Holy See: no information on outward credit mobility available.

Belgium, Estonia, Germany, Greece, Netherlands: total for credit mobility excludes ISCED 8.

Belgium: under-coverage, data on credit mobility refer only to the Flemish Community (2021).

Bulgaria: breakdown unavailable for ISCED 6-8 by type of mobility not available (2021).

Czechia: under-coverage at ISCED 5; only programmes conservatories are reported (2021).

Bulgaria, Germany, Estonia, Greece, Italy, Lithuania, Luxembourg, Hungary, Norway, Austria, Romania, Slovakia, Finland, Switzerland: total excludes ISCED 5.

Cyprus, Czechia, Croatia, Poland: zero or negligible value for ISCED 5.

Germany: breakdown unavailable, at ISCED 6 and 7 by countries of destination except for ZA, CA, US, CN, FI, FR, IE, IT, PL, ES, SE, GB, AU. All other countries are included in the category Country of destination not specified. Detail of data, due to sample size all data are rounded to full hundreds (2021). 'Total graduates with credit mobility of at least 3 months or 15 ECTS points' are equal to 'Of which those who were not degree mobile'. Data does not cover graduates that are simultaneously credit and degree mobile (2016). Data for credit mobility for ISCED 6 and 7 could only be provided for the 10 most popular countries of destination. All other countries are included in the category 'Country of destination not specified'. Due to sample size all data are rounded to

full hundreds (2016). Data for credit mobility for ISCED 8 are of insufficient availability, thus numbers for this level cannot be provided (2016). Credit mobility for ISCED 5 only exists in academic programmes, but not in professional programmes (2016).

Greece, Croatia, Italy, Hungary, Slovenia: data on graduates with credit mobility who were not degree mobile is considered missing due to non-availability of data on graduates with dual mobility; for this reason, the presented EHEA averages could be underestimated.

Denmark: data for credit mobility for ISCED 6 and 7 are included in total (2016).

Estonia: under-coverage; the count of credit mobile graduates might be undervalued (2021).

Netherlands: estimated data for ISCED 5-7 in 2016.

Austria: break in series for ISCED 6-8 in 2021.

Sweden: 'Total graduates with credit mobility of at least 3 months or 15 ECTS points' are equal to 'Of which those who were not degree mobile'. Data do not cover graduates that are simultaneously credit and degree mobile (2016).

Switzerland: data refer to 2020 instead of 2021.

United Kingdom: data refer to 2020 instead of 2021.

Türkiye: under-coverage, graduates with credit mobility exclude credit mobility under EU programmes (i.e. ERASMUS or other EU programmes) and credit mobility in other programmes (2021).

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

As for figure 6.1.

Belgium, Estonia, Netherlands, Germany, Greece: total for credit mobility excludes ISCED 8.

Belgium, Estonia, Netherlands, Germany, Greece: data for ISCED 8 refer only to degree mobile graduates.

Greece, Croatia, Italy, Hungary, Slovenia: data on graduates with credit mobility who were not degree mobile is considered missing due to non-availability of data on graduates with dual mobility; for this reason, the presented EHEA averages could be underestimated.

Figure 6.3: Outward credit mobility rate, by country of destination and level of educational attainment, 2021 (%)

Andorra: no data available broken down by ISCED level.

Albania, Armenia, Azerbaijan, Bosnia and Herzegovina, Georgia, Iceland, Ireland, Kazakhstan, Liechtenstein, Moldova, Montenegro, North Macedonia, San Marino, Ukraine, Holy See: no data on outward credit mobility available.

Belgium, Germany, Greece Estonia, Netherlands: total for credit mobility excludes ISCED 8.

Bulgaria, Germany, Estonia, Greece, Italy, Lithuania, Luxembourg, Hungary, Austria, Romania, Slovakia, Finland, Norway, Switzerland: total excludes ISCED 5.

Czechia, Croatia, Cyprus, Poland: zero or negligible value for ISCED 5.

Greece, Croatia, Italy, Hungary, Slovenia: data on graduates with credit mobility who were not degree mobile is considered missing due to non-availability of data on graduates with dual mobility; data is not included in the EHEA averages in order to avoid bias which leads to potential underestimation of the presented figures.

Luxembourg: zero or negligible value for ISCED 7.

Switzerland: data refer to 2020 instead of 2021.

United Kingdom: data refer to 2020 instead of 2021.

Türkiye: under-coverage, graduates with credit mobility exclude credit mobility under EU programmes (i.e. ERASMUS or other EU programmes) and credit mobility in other programmes (2021).

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

Albania, Bosnia and Herzegovina, Bulgaria, Estonia, Greece, Lithuania, Montenegro, North Macedonia, Romania, Finland, Serbia: ISCED 5 not applicable

Azerbaijan: breakdown for degree mobility for ISCED 8 by country of origin not available.

Belgium: under-coverage, at ISCED 5, mobile students exclude the French Community.

Bulgaria: definition differs for ISCED 6-8 (2016).

Greece: definition differs for ISCED 6-8 (2016).

Germany: total excludes ISCED 5 (2016, 2021).

Germany, Croatia, Italy, Netherlands, Poland, Switzerland: degree mobile graduates at ISCED 5 are negligible and reported with value zero.

Liechtenstein, Montenegro, Kazakhstan, Holy See: no data available.

Netherlands: estimated data for ISCED 8 (2021).

Poland: mobile graduates at ISCED 5 are negligible and reported with value zero (2016, 2021). Break in series in for ISCED 6 and 8 in 2020.

Slovenia: no inward degree mobility data available for SI by country of origin. This implies a potential underestimation of degree mobility for the other countries.

United Kingdom: definition differs for ISCED 5 (2016).

Ukraine: ISCED 6 includes also graduates at ISCED 5 and 7.

Switzerland: mobile graduates at ISCED 5 are negligible and reported with value zero (2021).

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

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

For 2021 the criteria used to define country of origin are as follows:

Bosnia and Herzegovina Hungary, Slovakia, Serbia, Türkiye: country of citizenship.

Belgium, Bulgaria, Czechia, Denmark (country of upper secondary diploma is a proxy), Cyprus, Germany, Greece, France, Croatia, Lithuania, Luxembourg, Malta, Montenegro, the Netherlands, Austria, Poland, Portugal, Romania, Finland, Iceland, Norway, Spain (ISCED 5), Switzerland: country of upper secondary diploma.

Latvia: country of prior education.

Estonia, Ireland, Spain (for ISCED 6 – 8), Italy, Liechtenstein, Slovenia United Kingdom: country of usual residence.

Denmark: country of upper secondary diploma is a proxy.

France: a mobile student is a foreign student who has obtained his upper secondary diploma abroad. If this country is unknown, so the citizenship is used.

Poland: ISCED 6 and 7 - country of upper secondary diploma; Lack of information on some programmes at ISCED 6 and ISCED 8. As a best national estimate Poland use data on: ISCED 6 (postgraduate studies) and ISCED 8 level - country of prior education (country of Master diploma).

Netherlands: the country of upper secondary diploma does only distinguish between Netherlands and 'abroad' The country for 'abroad' is approximately the country of nationality.

Sweden: international students are defined as students who have a student residence permit or are either non-residents or have moved to Sweden not more than six months before starting their studies. For students at ISCED 8, the time limit is 24 months. Students with student residence permit are reported by country of citizenship while other students are reported by country of birth.

Specific notes:

Albania, Bosnia and Herzegovina, Bulgaria, Estonia, Greece, Lithuania, Romania, Finland, Montenegro, North Macedonia, Serbia: ISCED 5 not applicable.

Belgium: Break in series in 2020. Under-coverage, at ISCED 5, mobile students exclude the French Community.

Germany, Italy, Croatia, Liechtenstein, Switzerland: zero or negligible value for ISCED 5.

Germany: estimated data (2021); break in series in 2020.

Greece: The data refer to 81.3% of the total of academic departments and 63.1% of professional departments that have responded to mobility question (2016).

Ireland: ISCED 5 is included in all programmes (2016).

Kazakhstan, Montenegro, Holy See: data not available.

Malta: break in series 2021.

Netherlands: estimated data for ISCED 8 (2021); total excludes ISCED 5 (2016, 2021).

Poland: definition differs for ISCED 6 and 7 (2016); country of upper secondary diploma; Lack of data on some programmes at ISCED 6 and 8 level. As a best national estimate Poland used data on: ISCED 6 (postgraduate studies) and ISCED 8 level - country of prior education (country of Master diploma); ISCED 6 –postgraduate studies -- country of prior education. Estimated data (2021).

Slovenia: no detailed data available by country of origin (2016, 2021).

Switzerland: mobile new entrants to ISCED 5 are negligible and reported with value zero (2021). Under-coverage, at ISCED 6 and 7, students in universities or universities of applied sciences are included (2021).

Ukraine: data for ISCED 7 not available

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

Same to figure 6.5.

Kazakhstan, Montenegro, Holy See: data not available.

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

Same to figure 6.5.

Kazakhstan, Montenegro, Holy See: data not available.

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

Same to figure 6.5.

Kazakhstan, Montenegro, Holy See: data not available.

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	6.0	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	14.0	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	43,6	96,0	66,3	88,0	59,4	:	84,0	92,0	98,0	100,0	0,0	0,5	:	5,0	75,0		
210 ECTS	0,0	0,0	26,1	1,0	0,0	:	14,0	0,0	0,0	0,0	0,0	0,0	:	0,0	0,0		
240 ECTS	35,0	4,0	3,1	11,4	40,6	:	0,0	8,0	1,5	0,0	100,0	99,4	:	88,0	5,0		
Other workload	21,4	0,0	4,5	0,0	0,0	:	2,0	0,0	0,0	0,0	0,0	0,0	:	7,0	20,0		

Source: BFUG data collection.

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	:	70.0	91.0	99.0	100.0	74.0	10.0	:	11.0	90.0		
90 ECTS	6.0	8.0	25.9	12.1	2.0	:	9.0	0.0	0.0	0.0	0.0	90.0	:	76.0	0.0		
60-75 ECTS	68.3	6.0	0.0	1.7	4.0	:	21.0	9.0	0.0	0.0	26.0	0.0	:	8.0	5.0		
Other workload	3.4	0.0	4.7	1.1	0.0	:	0.0	0.0	1.0	0.0	0.0	0.0	:	0.0	5.0		

Source: BFUG data collection.

Table 3.1: Legal requirements to include employer representatives in HEI governing bodies, 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
Employer representatives	●	:	●	●	●	●	:	:	●	/	:	●	●	○	:	:	●	○	●	/	:	●	:	○	●
	KZ	LI	LT	LU	LV	MD	ME	MK	MT	NL	NO	PL	PT	RO	RS	SE	SI	SK	SM	TR	UA	UK-EWN	UK-SCT	VA	
Employer representatives	○	/	●	●	●	○	:	/	:	/	○	:	●	●	:	○	●		●	○	○	:	●	○	

● Legally required ○ Legally not required but usually included : Not available / Not legally required and usually not included

Source: BFUG data collection.

Table 3.2: Decision on responsibilities of HEIs governing bodies, 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
Deciding on responsibilities	●	●	●	●	●	●	◇	●○	●	●	●○	●○	●◇	●	●○	●○	●○	●	●○	●	●○	●○	○	●○	
	KZ	LI	LT	LU	LV	MD	ME	MK	MT	NL	NO	PL	PT	RO	RS	SE	SI	SK	SM	TR	UA	UK-EWN	UK-SCT	VA	
Deciding on responsibilities	●	●○	●	●	●	●	●○	:	●	●○	●○	●	●○	:	●	●	●○	●	●	●	:	●	●○◇		

● Legislation ○ HEIs ◇ Other : Not available

Source: BFUG data collection.

Table 3.3: Appointment and dismissal of HEI leaders (Rectors or equivalent), 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
HEI's highest level governing body	● ○		● ○	● ○				○	●		● ○		● ○	● ○	● ○	●		● ○	● ○	● ○		● ○	● ○		● ○
Government/public authority		○	● ○		● ○		● ○	●	○	○	○	○												○	
Internal HEI steering body						● ○				● ○	● ○	● ○	● ○	● ○			○		● ○		● ○	● ○		● ○	● ○
HEI's staff		●																							● ○
HEI's students		●																							
Other							●				● ○				●		○	●		○					
	KZ	LI	LT	LU	LV	MD	ME	MK	MT	NL	NO	PL	PT	RO	RS	SE	SI	SK	SM	TR	UA	UK-EWN	UK-SCT	VA	
HEI's highest level governing body	● ○	● ○	● ○	● ○	●		● ○	● ○			● ○		●		:					● ○					
Government/public authority	● ○	● ○				●						○		● ○	:	● ○			● ○	● ○					
Internal HEI steering body												● ○		● ○	:			● ○	● ○				● ○	● ○	
HEI's staff														● ○	:		●							● ○	
HEI's students														● ○	:		●							● ○	
Other					●					● ○				●	:						● ○			● ○	

● Appointment ○ Dismissal : Not available

Source: BFUG data collection.

Table 3.4: Appointment and dismissal of institutional faculty leaders (Deans or equivalent), 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
HEI's highest level governing body			●	●			●	○			●				●	●			●			●	●	●	●
Government/public authority		○					●	○																	
Internal HEI steering body						●	○		●	●		●	○	●	●				●	○	●	○			●
HEI's staff		●			●																				●
HEI's students		●																							○
Other	●					●	○					●	○				○	●	○	●					
	KZ	LI	LT	LU	LV	MD	ME	MK	MT	NL	NO	PL	PT	RO	RS	SE	SI	SK	SM	TR	UA	UK-EWN	UK-SCT	VA	
HEI's highest level governing body	●	●		●		●	●	●	:	●	●		●		:	●	○	●	○	●	○	○	:		
Government/public authority									:						:	○							:		
Internal HEI steering body			●			○			:					●	:		●	○	○				:	●	○
HEI's staff									:						:		●						:		●
HEI's students									:						:		●						:		●
Other					●				:			●	○	●	:					○			:		●

● Appointment ○ Dismissal : Not available

Source: BFUG data collection.

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)
BE fr	Decree on Inclusive Higher Education for Students with Disabilities Adoption year: 2014 (timeframe: 2014+)
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)

	Name of the strategy, including weblink Adoption year (timeframe)
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)
HR	Plan of measures for improving the social dimension of higher education for the period 2023-2025 Adoption year: 2023 (timeframe: 2023-2025)
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 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)
NO	Policy for gender balance and gender perspectives in research and innovation Adoption year: 2019 (timeframe: 2019+)
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: 2021-2026)
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-EWN	Access and participation reboot Adoption year: 2021 (timeframe: 2021+)
UK-SCT	Scottish Framework for Fair Access Adoption year: 2017 (timeframe: 2017-2030)

Source: BFUG data collection.

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

	Targets concerning students
AM	<p>Proportion of higher education institutions offering environments with reasonable physical adaptations for students with special educational needs (ramp, toilet, elevator, literature for students with impaired eyesight, etc.) should be minimum 20% by 2023, 25% by 2024, 30% by 2026, and 50% by 2030.</p> <p>Source document: Law of the Republic of Armenia on the 'Education Development State Programme of Armenia until 2030', Annex 1.</p>
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>
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>

Source: BFUG data collection.

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- EWN	UK- SCT	VA	
Part-time studies		●	●	●	●	○		●	●	●	●	●	●	●	:	●	●	●	●	●	●	●	●	na	
Blended learning	●	●	●	●	●				●	●	●	●	●	●	:	●	●	●		●	●	●	●	●	
Distance learning	●	●	●	●	○		●		●	●	●	●	●	●	:	●	●	●	○	●	●	●	●	●	

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

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- EWN	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- EWN	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- EWN	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, rounds VII and/or 8, 2019–2023

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- EWN	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- EWN	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- EWN	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- EWN	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-EWN	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-EWN	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-EWN	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-EWN	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	Increasing participation in overseas study programmes by students whose parents have no university entrance qualifications to at least 18% by 2025. Source document: Austrian National strategy on the social dimension of higher education: Towards more inclusive access and wider participation , p. 10.
BE fr	Minimum 10% of the available Funds for the Assistance to Mobility should be devoted to awarding mobility grants for students with fewer opportunities. 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.

	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.

Source: BFUG data collection.

Table 4.16: Monitoring the participation of beneficiaries in all types of international mobility programmes, including their background characteristics (gender, age and at least one other student characteristic), 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-EWN	UK-SCT	VA	
●				●						●			●	:	●				●	●			na	

Source: BFUG data collection.

Table 4.17: 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
Blended learning	●	●		●			●	●				●	●		●		●	●							
Internat. at home	●	●		●				●					●		●		●			●		●			
	KZ	LI	LT	LU	LV	MD	ME	MK	MT	NL	NO	PL	PT	RO	RS	SE	SI	SK	SM	TR	UA	UK-EWN	UK-SCT	VA	
Blended learning															:					●	●	●		na	
Internat. at home														●	:					●	●	●		na	

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-EWN	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-EWN	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)
DE	Future Contract for Strengthening Studying and Teaching in Higher Education Adoption year: 2019 (timeframe: 2021+)
EE	Education Development Plan 2021-2035 Adoption year: 2021 (timeframe: 2021-2035)
FI	Teacher Education Development Programme 2022-2026 Adoption year: 2022 (timeframe: 2022-2026)
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)
HR	National Plan for the Development of Education until 2027 Adoption year: 2023 (timeframe: 2023-2027)
HU	Shifting of Gears in Higher Education: Mid-term Policy Strategy 2016 Adoption year: 2016 (timeframe: 2016-2030)
IE	National Strategy for Higher Education to 2030 Adoption year: 2011 (timeframe: 2011-2030)
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)
LI	Education Strategy 2025+ Adoption year: 2021 (timeframe: 2025+)
LT	National progress plan Adoption year: 2022 (timeframe: 2022-2030)

	Name of the strategy, including weblink Adoption year (timeframe)
MD	Strategy 'Education 2023' Adoption year: 2023 (timeframe: 2023-2030)
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)
PL	State Science Policy Adoption year: 2022 (timeframe: not defined, but performance evaluation every five years)
RO	National Recovery and Resilience Plan Adoption year: 2021 (timeframe: 2021-2026)
SI	Resolution on the National Programme of Higher Education to 2030 Adoption year: 2022 (timeframe: 2022-2030)
TR	Council of Higher Education 2019-2023 Strategic Plan Adoption year: 2019 (timeframe: 2019-2023)
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 (<i>établissements d'enseignement supérieur de promotion sociale</i>) 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.
ES	Professors and assistant professors must undertake, in the first year of the contract, an initial teacher training course defined by universities' units responsible for training and innovation. Source document: Organic Law 2/2023 of 22nd March on the University System , Article 78.
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 8 February 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 .

	Content of the regulation Source document, including weblink
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- EWN	UK- SCT	VA	
Grants for students from UA			●	●	●	●			:	●			●	●	:			●	●			●	●		
Language training			●	●	●	●			:	○	●	○	●	●	:		●			●		○	●		
Preparatory courses									:	○	●	○		●	:		●	○		●		○			
Counselling (Academic or psychological)									:	●				●	:			○		●					

● Publicly funded

○ Funded by HEIs

: Not available

Source: BFUG data collection.

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