

What is Eurydice?

The task of the Eurydice network is to understand and explain how Europe's different education systems are organised and how they work. The network provides descriptions of national education systems, comparative studies devoted to specific topics, indicators and statistics. Through its work, Eurydice aims to promote understanding, cooperation, trust and mobility at European and international levels. The network consists of national units located in European countries and is co-ordinated by the EU Education, Audiovisual and Culture Executive Agency. All Eurydice publications are available free of charge on the Eurydice website or in print upon request. For more information about Eurydice, see <http://ec.europa.eu/eurydice>

The full report

Mobility Scoreboard – Higher Education Background Report is available in English on the Eurydice website <http://ec.europa.eu/eurydice>

Consult the website

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Printed copies of the report

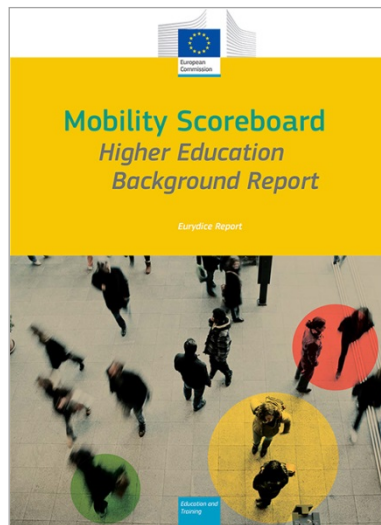
are available upon request at: eacea-eurydice@ec.europa.eu

Contact

Wim Vansteenkiste,
Communication and Publications:
+32 2 299 50 58

Eurydice Highlights

Mobility Scoreboard Higher Education Background Report



Learning mobility is often a major experience in students' lives. It helps them grow professionally and academically, broadens their social networks, and develops intercultural and linguistic skills, all of which have positive repercussions on their future employability. Students' mobility also impacts on education systems and individual educational institutions, pushing them to have a more international outlook, widening their reach, and improving their quality overall.

However, the path towards free movement of students, researchers and trainees in Europe is still curbed by **several obstacles**, including issues related to the portability of grants and

loans, the recognition of qualifications and credits, the accessibility and relevance of information and guidance, or linguistic skills. These call for a structural systemic reform to ease participation in, and access to, mobility.

These 'Highlights' provide a snapshot of the Eurydice background report on higher education mobility produced to support the European Commission's Mobility Scoreboard. It has been developed to follow up on the 2011 **'Youth on the Move' Recommendation** ⁽¹⁾ of the Council of the European Union promoting the learning mobility of young people. The purpose of the Mobility Scoreboard is to provide a framework for monitoring progress made by European countries in promoting, and removing obstacles to, learning mobility.

The Higher Education Mobility Scoreboard includes **six indicators** in five thematic areas: information and guidance, foreign language preparation, portability of grants and loans, support provided to students with low socio-economic background, recognition of learning outcomes and qualifications. The six scoreboard indicators are **composite indicators** combining different criteria relevant to the specific policy field. For each indicator, categories are coded with colours indicating the stage of development.

The report provides background information for the six featured indicators, mapping the policy environment for international mobility of higher education students. Information for the year 2015/16 was provided by Eurydice National Units and covers the 28 EU Member States, Bosnia and Herzegovina, Iceland, Liechtenstein, Montenegro, Norway, Serbia and Turkey.

⁽¹⁾ Council Recommendation of 28 June 2011 on 'Youth on the move' – OJ C199, 7.7.2011.

Information and guidance on learning mobility

This indicator examines the extent to which central authorities have taken steps in the direction of accessible, transparent and tailored information and guidance on learning mobility opportunities.

Besides overarching central-level actions (strategies, initiatives, etc.), it considers centralised, publicly-supported web portal(s), the monitoring of personalised services providing guidance and information, as well as the involvement of multipliers.

Main findings

- While central strategies or initiatives enhancing the visibility of mobility opportunities are widespread, only a minority of education systems have centralised web-portals providing practical information.
- Personalised services are often provided by higher education institutions without central quality assurance, making the quality of information and guidance potentially uneven.

Foreign language preparation

This indicator analyses national approaches to foreign language teaching in schools. It focuses on the duration of compulsory foreign language teaching available to all pupils in full-time education, from pre-primary level until the end of upper secondary education. It considers educational pathways or tracks giving direct access to higher education, including both general and vocational education.

Main findings

- Foreign language learning is compulsory for at least a short period of time in the large majority of European countries.
- However, with the exception of a few exceptional school years, the majority of countries follow a 'one foreign language at a time' approach.
- In many countries, pupils in vocational education are required to learn foreign languages for shorter periods of time than pupils in general education.

Portability of public grants and loans

This indicator considers whether the main forms of public student support (public grants and publicly subsidised loans) can be used for short-term study abroad (credit mobility) or for a full degree in another country.

Main findings

- Only nine higher education systems offer unrestricted portability of all domestic support measures for credit as well as degree mobility.
- Portability for credit mobility is more commonly implemented than for degree mobility. In addition, where they exist, loans are often portable for both credit and degree mobility, while there are more limitations on grants.

Indicator 1: Information and guidance on learning mobility	Indicator 2: Foreign language preparation	Indicator 3: Portability of public grants and loans	
●	●	●	Belgium (BE fr)
●	●	●	Belgium (BE de)
●	●	●	Belgium (BE nl)
●	●	●	Bulgaria
●	●	●	Czech Republic
●	●	●	Denmark
●	●	●	Germany
●	●	●	Estonia
●	●	●	Ireland
●	●	●	Greece
●	●	●	Spain
●	●	●	France
●	●	●	Croatia
●	●	●	Italy
●	●	●	Cyprus
●	●	●	Latvia
●	●	●	Lithuania
●	●	●	Luxembourg
●	●	●	Hungary
●	●	●	Malta
●	●	●	Netherlands
●	●	●	Austria
●	●	●	Poland
●	●	●	Portugal
●	●	●	Romania
●	●	●	Slovenia
●	●	●	Slovakia
●	●	●	Finland
●	●	●	Sweden
●	●	●	UK-England
●	●	●	UK-Wales
●	●	●	UK-Notern Ireland
●	●	●	UK-Scotland
●	●	●	Bosnia and Herzegovina
⋮	⋮	⋮	Switzerland
●	●	●	Iceland
●	●	●	Liechtenstein
●	●	●	Montenegro
⋮	⋮	⋮	The former Yugoslav Republic of Macedonia
●	●	●	Norway
●	●	●	Serbia
●	●	●	Turkey

●	All criteria are fully met	●	Systems fulfil only a limited part of the criteria analysed
●	Most aspects appear in the system	●	None of the elements exist
●	Only some aspects are implemented		

	Indicator 4: Mobility support to students with low SES	Indicator 5: Recognition of learning outcomes through ECTS	Indicator 6: Recognition of qualifications for learner mobility
Belgium (BE fr)	●	●	●
Belgium (BE de)	●	●	●
Belgium (BE nl)	●	●	●
Bulgaria	●	●	●
Czech Republic	●	●	●
Denmark	●	●	●
Germany	●	●	●
Estonia	●	●	●
Ireland	●	●	●
Greece	●	●	●
Spain	●	●	●
France	●	●	●
Croatia	●	●	●
Italy	●	●	●
Cyprus	●	●	●
Latvia	●	●	●
Lithuania	●	●	●
Luxembourg	●	●	●
Hungary	●	●	●
Malta	●	●	●
Netherlands	●	●	●
Austria	●	●	●
Poland	●	●	●
Portugal	●	●	●
Romania	●	●	●
Slovenia	●	●	●
Slovakia	●	●	●
Finland	●	●	●
Sweden	●	●	●
UK-England	●	●	●
UK-Wales	●	●	●
UK-Northern Ireland	●	●	●
UK-Scotland	●	●	●
Bosnia and Herzegovina	●	●	●
Switzerland	⋮	⋮	⋮
Iceland	●	●	●
Liechtenstein	●	●	●
Montenegro	●	●	●
The former Yugoslav Republic of Macedonia	⋮	⋮	⋮
Norway	●	●	●
Serbia	●	●	●
Turkey	●	●	●

●	All criteria are fully met	●	Systems fulfil only a limited part of the criteria analysed
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Mobility support provided to students with low socio-economic background

This indicator focuses on the extent to which support for mobility is targeted to students with a low socio-economic background. It analyses whether education systems set quantitative targets on the participation of such students in mobility programmes, monitor their participation in a comprehensive manner, and provide non-repayable financial support.

Main findings

- National targets are extremely rare, existing in only one education system.
- Only a handful of countries monitor systematically the mobility participation of students by socio-economic background, thus have information on whether disadvantaged students can participate proportionally in mobility programmes.
- Financial support (targeted or mainstream) is available in most countries – mostly in the form of portable need-based grants – but not everywhere.

Recognition of learning outcomes through ECTS

Following the commitment of all countries to implement the 2015 ECTS Users' Guide, this indicator takes stock of action to ensure that the main elements of the ECTS system supporting mobility (i.e. awarding and transferring credits, using ECTS supporting documents, having appeals procedures on credit recognition, and using grade distribution tables) are correctly used.

Main findings

- The 2015 ECTS Users Guide is not yet used as the basis to assess implementation of ECTS in many countries.
- Sixteen systems do not require any aspects of ECTS usage to be monitored by quality assurance agencies.

Recognition of qualifications

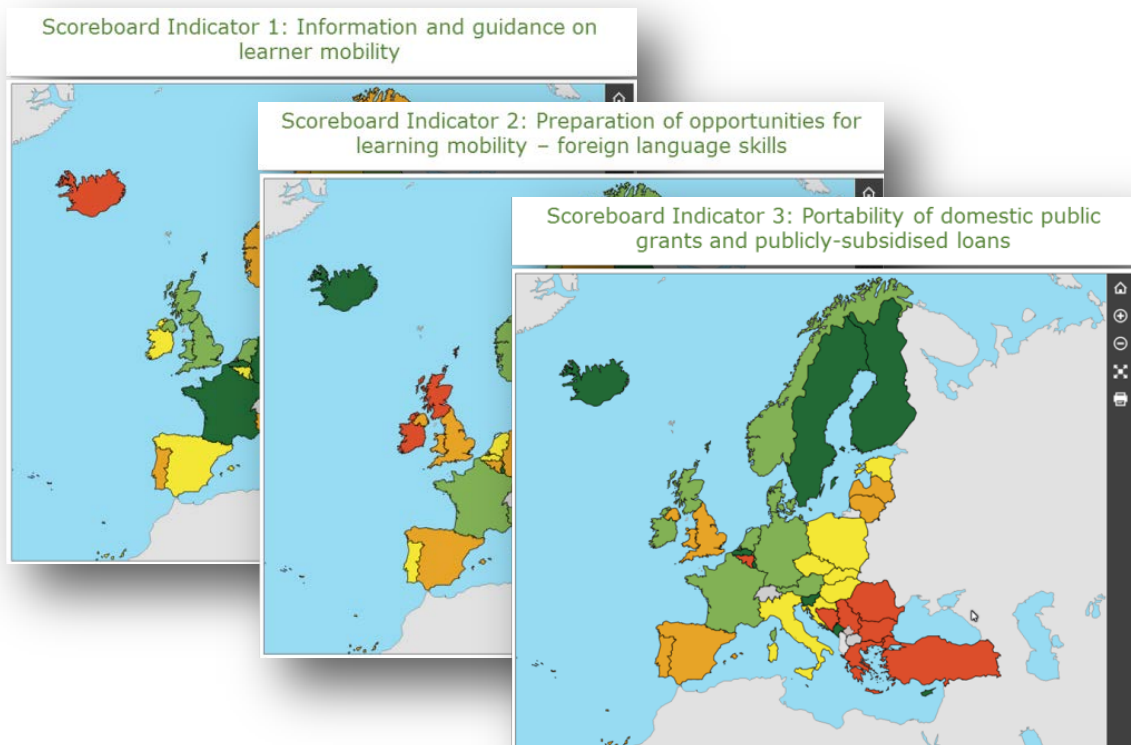
The objective of this indicator is to assess national level progress in adapting recognition practice to ensure more automatic recognition of qualifications from other European countries.

Main findings

- This indicator reveals the greatest need for progress in most European countries. Only six countries apply automatic recognition practices to all European country qualifications, and only an additional seven systems use such practice in recognising qualifications from some European countries.
- Nevertheless, most countries have taken at least some steps towards automatic recognition, for example through applying the principles of the Lisbon Recognition Convention.



At a glance, dynamic maps show all the **indicators** mapping the policy environment for **learning mobility** in Europe.



The full report ***Mobility Scoreboard: Higher Education Background Report*** is available in English on the Eurydice website: <http://ec.europa.eu/eurydice>