



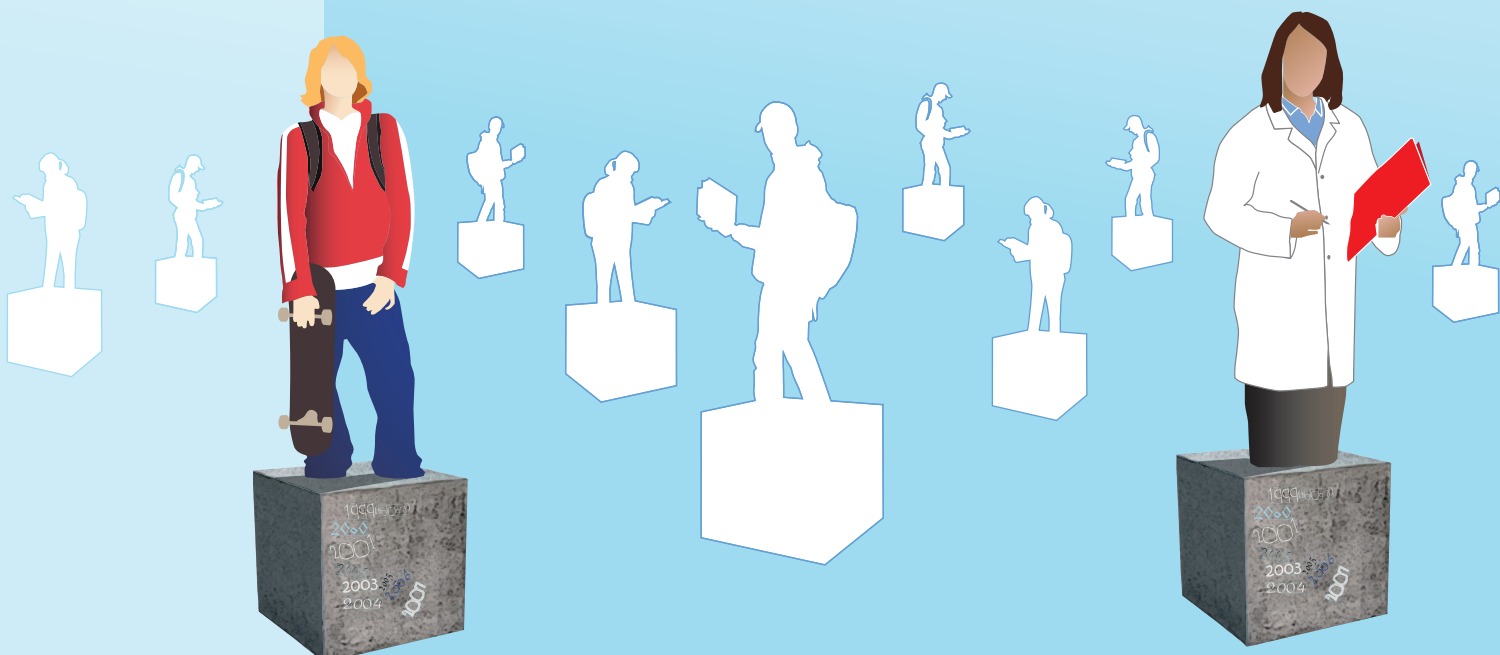
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Mobility Barometer

An assessment of the mobility of academic staff and students in Europe

by Conor Cradden on behalf of
Education International & the European Students Union



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The EI/ESU Mobility Barometer aims to provide an overview and summative assessment of the efforts that have been made to encourage and promote academic mobility in each Bologna Process member state. In order to do so it draws on a number of different sources of information. Principal among these are the following:

- Statistics on the size and origin of the tertiary student population in each country obtained from the UNESCO Institute for Statistics. Data is generally available for the years between 1999 and 2006, but in some cases we have had to use 2005 data because of gaps in the statistics for 2006.
- Government accounts of the process of HE reform, as set out in the 2007 Bologna Process national reports. Wherever we refer to government statements or opinions they are drawn from these reports.
- The Eurydice publication 'Focus on the Structure of Higher Education in Europe', prepared for the 2007 Bologna Process ministerial conference in London.
- The European University Association's 'Trends V' survey of HE institutions, carried out in 2006.
- The Education International/European Students Union surveys on staff and student mobility, carried out in 2008. Wherever we refer to the observations or opinions of staff unions or students' organisations we are referring to data collected in these surveys.
- Statistics on participation in the Erasmus staff and student exchange programmes. When using these statistics we refer to the 'average' participation rate. By this we mean the number of staff and students who participate relative to the total staff and student population of the participating European HE systems. So, if the overall level of student participation in the programme is, say, 2%, then we would expect a country with 10,000 students to have 200 participants. If it has more than this number, its participation is above average; if less, its participation is below average.
- The European University Institute's 'Academic Career Observer'. This programme offers an assessment of the accessibility of European HE systems to non-national staff.

In writing the profile for each member state we have attempted to be as consistent as possible. However, not all sources of information were available for all member states and where information was available it was not always useful or illuminating. Some of the profiles are, therefore, more detailed than others.

Albania's higher education reforms, while significant, have yet to make much of an impact on staff or student mobility. Funding and EU immigration regulations remain the principal problems, along with the difficulty of finding adequate language training.

Students Studying Abroad (2006)		
Destination country	Number of students	% of total population of students abroad
Italy	10959	62,9%
Greece	2652	15,2%
United States	936	5,4%
Germany	660	3,8%
Turkey	620	3,6%
France	444	2,5%
United Kingdom	219	1,3%
Bulgaria	190	1,1%
Romania	175	1,0%
Austria	164	0,9%
Total students in top 5 destination countries	15827	90,8%
Total students in top 10 destination countries	17019	97,6%
Total population of students abroad	17431	100,0%

Albania's pattern of student mobility is clearly influenced principally by historical and geographical factors. From the table we can see that Italy is by far the dominant destination for Albanian students studying for qualifications abroad, with Greece attracting almost half of those who do not go to Italy. UNESCO was unable to provide recent statistics for the number or origin of foreign students in Albania, but we know that before 2004 the foreign student population was very small – less than 1% of the total student population.

Albania has been a member of the Bologna process since 2003 and has since made an honest effort to introduce the required reforms. Albania is working towards the implementation of an ECTS-compatible credit system, but as yet the situation is patchy. Some institutions have both credit accumulation and transfer systems in place, some only accumulation. Both institutions replying to the EUA Trends survey reported that some students returning from abroad have problems with having their credits recognised. Until 2007/8 the Diploma supplement was available on demand only, but it will be issued automatically as of the current academic year. With respect to incoming students, while some foreign diplomas are automatically recognised, in other cases, particularly at Masters level, HEIs follow their own recognition procedures. However, there are national guidelines and regulations for this process. Several international joint degree programmes exist in both the public and private sectors and at both undergraduate and masters level.

The reforms appear to have had little effect on student mobility up to now, however, with one institution reporting no change in incoming and outgoing mobility, and another reporting only a 'slight' increase. More widely, students organisations report that although demand for mobility is very high, Albania's membership of the Bologna process has been associated with very little change in the overall student mobility situation. Funding remains very difficult to find and is largely inadequate even if it can be found – something that the education ministry freely confirms. Many students also have problems getting institutional support for their mobility plans. However, the biggest apparent obstacle, emphasised by both students organisations and government, is obtaining visa and residence permits. In this respect, nothing has changed in the five years since Albania joined the Bologna process. More positively, students' organisations report that the situation for incoming students in Albania has improved a little, notably in terms of funding and administrative support. Language training remains problematic for all students, however, whether Albanian or not.

Staff in Albania face more or less the same problems with funding and visas as do their students. One institution reported that staff mobility had not changed since joining Bologna, and another that it had increased only slightly. Nevertheless, the Government reports that the TEMPUS, CEEPUS and Erasmus Mundus programmes have all had a highly positive impact on staff mobility.

Given Andorra's unique characteristics, it is difficult to compare its efforts with respect to mobility with those of larger countries. However, it is clear that the University of Andorra is making efforts to face outwards towards the world, even if for the moment most of that world is composed principally of Spain and south western France.

Students Studying Abroad (2005)		
Destination country	Number of students	% of total population of students abroad
Spain	850	78,9%
France	193	17,9%
United States	11	1,0%
United Kingdom	6	0,6%
Switzerland	4	0,4%
Portugal	4	0,4%
Germany	2	0,2%
Italy	2	0,2%
Australia	2	0,2%
Chile	1	0,1%
Total students in top 5 destination countries	1064	98,8%
Total students in top 10 destination countries	1075	99,8%
Total population of students abroad	1077	100,0%

Andorra's student mobility situation is unique in that there are three times as many Andorran students studying outside the principality as within it. It is hardly surprising that over 95% of these students are to be found in Spain and France. The dominance of Spain as a student destination is principally the result of linguistic factors – more than three quarters of the Andorran population speaks either Spanish or Catalan. UNESCO had no statistics available on foreign students in Andorra.

Andorra has one university, founded in 1997, and the development of that institution and the Bologna process are obviously inseparable. The recent focus has been on quality assurance, with the establishment of a national quality assurance agency at the end of 2006. Otherwise, ECTS is progressively being introduced, with credit accumulation in place for all courses, and work in progress on the implementation of transfer processes. The Diploma supplement is available on demand. With respect to recognition, the Lisbon convention was ratified by Andorra in April 2008 and came into force on the first of June. Before ratification, Andorra automatically recognised qualifications from France and Spain and had bilateral agreements with Portugal and Quebec. It is not yet clear what procedures will now be put in place. The University of Andorra offers joint degrees with the Open University of Catalonia, as well as participating in a joint dentistry programme with a French University.

While we can probably assume that Andorran students rarely have difficulties with mobility towards France and Spain, we know little else about their situation. With respect to staff, we can simply report the University of Andorra's reply to the EUA's Trends questionnaire, which was that there has been no change in staff mobility since 2003/4.

Armenia is still in the early stages of adapting to the 'Bologna Model' and has not as yet been able significantly to increase staff or student mobility. The introduction of ECTS should go some way to dealing with the existing problems, but it seems likely that funding will continue to be problematic for some time.

Students from Abroad (2006)			Students Studying Abroad (2005)		
Country of origin	Number of students	% of total foreign student population	Destination country	Number of students	% of total population of students abroad
Georgia	1122	26,6%	Russian Federation	1582	45,9%
Iran, Islamic Republic of	1116	26,4%	United States	428	12,4%
Russian Federation	680	16,1%	Germany	391	11,3%
India	611	14,5%	Bahrain	295	8,6%
Syrian Arab Republic	423	10,0%	France	279	8,1%
Turkmenistan	64	1,5%	Poland	64	1,9%
United States of America	28	0,7%	Switzerland	48	1,4%
Kazakhstan	24	0,6%	United Kingdom	47	1,4%
China	23	0,5%	Greece	46	1,3%
Ukraine	23	0,5%	Czech Republic	45	1,3%
Total students from top 5 countries of origin	3952	93,6%	Total students in top 5 destination countries	2975	86,3%
Total students from top 10 countries of origin	4114	97,4%	Total students in top 10 destination countries	3225	93,5%
Total population of students from abroad	4224	100,0%	Total population of students abroad	3449	100,0%

Armenia's tertiary student population increased by more than 50% between 1999 and 2006. Over the same period, its foreign student population has remained more or less steady at a relatively high 4%. The proportion of Armenian students studying abroad has remained steady at between 3 and 4% despite the expansion of domestic HE provision. As with the situation in many other countries, both the origin of foreign students in Armenia and the destinations of Armenian students abroad reflect more general patterns of historical and geographical association. Although further research would be needed to confirm that this is a significant factor, it is striking that a number of the principal destination and origin countries (Russia, Georgia, Iran, the USA and France) are home to large populations of ethnic Armenians.

Armenia became a full member of the Bologna process in 2005, and as such is still in the relatively early stages of organising HE reforms. The full national introduction of the two-cycle degree system is planned for 2010, and planning for ECTS is under way. The Lisbon convention was ratified in 2004, and the Ministry of Education and Science (MoES) states that the new recognition system for foreign qualifications is fully compatible with the Lisbon principles. A pilot joint degree project is also currently being evaluated.

The MoES reports that the teaching of foreign languages in all HEIs is now obligatory, and that new degree courses with an international dimension are being introduced. Some core courses are now delivered in English. Regulation has also been introduced to allow male students to postpone their military service, thus increasing their window of opportunity to spend time abroad. The ministry admits, however, that despite its efforts both staff and student mobility remains low. Interestingly, the principal reason cited is not finance – although this is also an issue – but problems with existing regulation on transferring between institutions. The as yet very limited use of ECTS has had little impact on these problems. Overall, MoES estimates that about 10% of students and staff participate in some kind of mobility programme every year.

Austria

Judging by the information available, Austria's HE system is a very strong performer when it comes to student mobility. It has paid particular attention to attracting students from central, eastern and south-eastern Europe, as well as placing a strong emphasis on providing services for international students. A high proportion of Austrian students also spend time abroad, no doubt encouraged by the system of grant portability. Less positively, staff do not seem to have benefited as much as students from measures to increase mobility.

Students from Abroad (2006)			Students Studying Abroad (2005)		
Country of origin	Number of students	% of total foreign student population	Destination country	Number of students	% of total population of students abroad
Germany	10174	25,9%	Germany	6257	55,5%
Italy	6188	15,7%	United Kingdom	1326	11,8%
Bosnia and Herzegovina	2392	6,1%	United States	924	8,2%
Turkey	2070	5,3%	Switzerland	882	7,8%
Bulgaria	1373	3,5%	France	398	3,5%
Poland	1341	3,4%	Sweden	358	3,2%
China	1320	3,4%	Australia	225	2,0%
Slovakia	1228	3,1%	Italy	217	1,9%
Croatia	1188	3,0%	Spain	89	0,8%
Serbia and Montenegro	1159	2,9%	Netherlands	69	0,6%
Total students from top 5 countries of origin	22197	56,4%	Total students in top 5 destination countries	9787	86,8%
Total students from top 10 countries of origin	28433	72,3%	Total students in top 10 destination countries	10745	95,3%
Total population of students from abroad	39329	100,0%	Total population of students abroad	11278	100,0%

Austria is one of Europe's most successful recruiters of foreign students, with non-Austrians accounting for 15.5% of degree students in 2006, up from 11.8% in 1999. Among these incoming students, Germans and Italians are the dominant groups, although it is clear that Austria is also playing an important rôle as a destination for students from the countries of central, eastern and south-eastern Europe. For Austria's expatriate degree students, about 5% of the total, Germany is by far the principal destination, with the UK, the USA and Switzerland competing for a distant second place.

Austria is one of the member states of the Bologna Process whose HE reforms have been most radical. Austrian HE, which previously followed the 'Germanic' model with institutions forming part of the state apparatus and academic staff having the status of civil servants, has stepped definitively towards the anglo-american pattern. Since 2002, HEIs have a legal personality and control over their own hiring decisions (although not student selection). The greatly increased autonomy of Austrian HEIs is likely to lead to more emphasis on foreign student recruitment. The degree structure has been reformed to follow the Bachelor-Master-PhD pattern, and the degrees have been renamed using the English terminology. Austria was an early signatory of the Lisbon Convention, and has signed a series of bilateral agreements on the automatic mutual recognition of school and university qualifications. Its general recognition procedures are clearly fully compliant with the Convention. ECTS is in place in virtually all institutions for bachelors and masters programmes, and more than a quarter of institutions also use a credit system for doctoral degrees. The diploma supplement is issued automatically to all students in 60% of institutions, with 17% providing it on request and 20% planning to introduce it. Joint degrees are permitted, with 3.3% of the 30 HEIs responding to the EUA's Trends survey reporting that programmes existed in the first cycle, 27% reporting programmes in the second cycle and 7% reporting programmes at doctoral level.

Austria has a very progressive policy on grant portability, with students entitled to a grant permitted to take that grant abroad for up to four semesters. Grant-holding students studying

abroad are also entitled to additional support. As of the academic year 2008/09, grants can be taken abroad for a whole degree programme in the EEA, EU and Switzerland.

The Austrian reform seems to have had important effects on student mobility, although it is clearly also significant that measures to increase mobility are a component of the performance agreements between HEIs and the responsible government ministry. 47% of institutions replying to the EUA reported that incoming student mobility had increased 'significantly' since 2003, with another 33% reporting a 'slight' increase. 40% and 30% reported that outgoing mobility had increased 'significantly' or slightly, respectively. 77% of institutions provide a special support service to incoming students. Austria also has a government agency, the Austria Exchange Service, that offers university preparation courses for foreign students. These courses include not just language but 'cultural integration'.

The change in staff mobility has not been so marked. Only 20% of institutions replying to the Trends survey reported that staff mobility has increased 'significantly' since 2003, with 50% reporting a 'slight' increase. This is despite the existence of similar mobility targets for staff as for students.

Azerbaijan

The sources of information available on the Azerbaijani situation are very limited, and the statistics demand to be treated with caution. However, there is little reason to doubt the government's claim that progress with the reform of HE is being made. At the same time, it is not at all clear what this means for staff and student mobility.

Students from Abroad (2005)			Students Studying Abroad (2005)		
Country of origin	Number of students	% of total foreign student population	Destination country	Number of students	% of total population of students abroad
Turkmenistan	1541	61,1%	Turkey	1503	37,3%
Poland	506	20,1%	Russian Federation	1258	31,2%
Iraq	150	6,0%	Germany	357	8,9%
Cyprus	109	4,3%	United States	263	6,5%
Korea (Republic of)	66	2,6%	France	178	4,4%
Turkey	33	1,3%	Georgia	104	2,6%
Japan	15	0,6%	United Kingdom	92	2,3%
Norway	11	0,4%	Saudi Arabia	26	0,6%
Philippines	10	0,4%	Kazakhstan	23	0,6%
Hong Kong (China), SAR	9	0,4%	Norway	23	0,6%
Total students from top 5 countries of origin	2372	94,1%	Total students in top 5 destination countries	3559	88,4%
Total students from top 10 countries of origin	2450	97,2%	Total students in top 10 destination countries	3827	95,0%
Total population of students from abroad	2521	100,0%	Total population of students abroad	4028	100,0%

UNESCO's statistics for foreign students in Azerbaijan are difficult to interpret and need to be treated with care. The table gives statistics for 2005 which are unusual in themselves as it is surprising to see that there were 500 Poles in Azerbaijani HEIs in that year. However, it is the contrast with 2006 which gives most grounds for caution. From 33 students in 2005, Turkey leaps to 2106. Turkmenistan's representation drops from 1541 to 53, while the Poles disappear altogether. Despite this year-on-year inconsistency, other aspects of the Azerbaijani picture are more credible. The proportion of Azerbaijani students studying abroad, for example, is fairly steady, fluctuating between 3.5% and 4.5% between 1999 and 2006. The principal destinations for students from Azerbaijan are Turkey and Russia.

Since joining the Bologna Process as a full member in 2005, the Azerbaijani authorities have produced a comprehensive action plan for HE which is intended to be implemented by 2010. The plan covers the modernisation of the existing three-cycle degree system, the introduction of ECTS, the introduction of the diploma supplement, recognition of foreign qualifications, quality assurance and measures to increase staff and student mobility. Around 10 institutions are currently using a credit system broadly compatible with ECTS.

Azerbaijan has taken particular measures to promote student mobility, with students permitted to split their studies between an Azerbaijani and a foreign institution with the guarantee that their place in Azerbaijan will be maintained. In addition, around 1000 Azerbaijani students are studying abroad on a fully state-supported basis.

Belgium's two higher education systems have made significant efforts to open up to foreign students, and have had some success in doing so. However, the international student population is not at all heterogenous – it is 59% French – and the languages of instruction are still principally French and Flemish. Teaching staff mobility, although apparently higher than the European average, does not seem to have changed significantly as a result of the Bologna process.

Students from Abroad (2006)			Students Studying Abroad (2005)		
Country of origin	Number of students	% of total foreign student population	Destination country	Number of students	% of total population of students abroad
France	9171	58,7%	France	2623	26,0%
Netherlands	1843	11,8%	United Kingdom	2400	23,8%
Luxembourg	1100	7,0%	Netherlands	1088	10,8%
China	543	3,5%	Germany	997	9,9%
Germany	196	1,3%	United States	776	7,7%
Viet Nam	134	0,9%	Spain	323	3,2%
United States of America	127	0,8%	Switzerland	321	3,2%
India	123	0,8%	Italy	188	1,9%
Nigeria	109	0,7%	Sweden	183	1,8%
Poland	83	0,5%	Denmark	150	1,5%
Total students from top 5 countries of origin	12853	82,3%	Total students in top 5 destination countries	7884	78,2%
Total students from top 10 countries of origin	13429	86,0%	Total students in top 10 destination countries	9049	89,8%
Total population of students from abroad (whose origin is known)	15622	100,0%	Total population of students abroad	10077	100,0%

Note: UNESCO indicates that there were 9232 foreign students in Belgium whose origin was unknown. These have been subtracted from the total population of students from abroad.

Belgium's foreign student population, although it remains relatively high at 6.3%, has fallen significantly in recent years. In 1999, 10.3% of student in Belgium were foreign. The declining proportion of foreign students is due both to the (modest) expansion of the Belgian HE system, and also to an absolute fall in numbers, from 36,000 in 1999 to 25,000 in 2006. Belgium's foreign degree student population is not heterogenous. Almost 59% of international students in Belgium are from France, with 12% coming from the Netherlands and 7% from Luxembourg. Belgians studying abroad are to be found in four principal locations, France, the UK, the Netherlands and Germany. Together these systems account for 70% of Belgium's student diaspora.

Given that higher education in Belgium is the responsibility of the (highly autonomous) French and Flemish communities, in effect Belgium participates in the Bologna Process as two separate HE systems. In both communities the implementation of the Bachelors/Masters degree structure is almost complete, and ECTS is almost universal in the first and second cycles. The diploma supplement is issued automatically in the overwhelming majority of institutions. In the Flemish community, the recognition of foreign qualifications remains the responsibility of individual institutions, whether for entry to initial HE or to Masters or Doctoral programmes. The French community has a centralised recognition service that deals with initial HE entrance qualifications, while second and third cycle admission is at the discretion of individual HEIs. The education ministries of both communities state that despite the fact that Belgium has yet to ratify the Lisbon convention, all procedures comply with its terms. The Belgian community is currently implementing an action plan for improving and simplifying its recognition procedures. The language issue remains sensitive in Belgium for obvious reasons, but a small but increasing number of courses is delivered in languages other than French or Flemish. Joint degrees are also

increasingly common in both communities, although these are principally at masters level. Of the 32 institutions replying to the EUA's Trends survey, 28% reported joint programmes at undergraduate level, 28% had some programmes at masters level and 6% had programmes at doctoral level.

Of the institutions replying to the Trends survey, 41% reported having seen a 'significant' increase in incoming student mobility since 2003, while 28% reported a 'slight' increase. 72% of institutions report that they have a special support service for incoming students. By contrast only 15% of institutions reported a 'significant' increase in outgoing mobility in the same period. 53% reported a 'slight' increase. This is despite efforts in both communities to increase outward mobility. The French community has created a fund to support mobility, has simplified the administrative procedures to be followed when students study at two different institutions, and has introduced courses in which a minimum number of credits have to be earned outside Wallonie. The Flemish community provides means-tested 'top-up' funding for students on the Erasmus programme. However, loans and grants are not currently portable.

The Bologna process appears to have had relatively little effect on staff mobility. 19% of HEIs report a significant increase in staff mobility since 2003, and 22% a 'slight' increase. Academic staff unions report that the number of staff participating in visits and exchanges has increased 'slightly' since the Bologna process began, but that the process itself had little or nothing to do with that increase. They report that the availability of opportunities and funding for exchange is satisfactory, but that administrative support and encouragement for temporary staff mobility could be considerably improved. Belgian HEIs are reasonably keen to attract foreign staff and the funding to do so is adequate. Although comprehensive figures for temporary teaching staff mobility are not available, we know that Belgium has almost double the average participation in the Erasmus teaching exchange programme. Some visiting staff have had problems with obtaining visas, however, notably those from the Ukraine. The unions report that foreign staff seeking permanent posts in Belgium encounter no particular problems and that they are treated in the same manner as Belgian staff.

The EUI's Academic Career Observatory reports that the previously strict language policy in Flanders has been considerably loosened in practice, and that in some cases staff are permitted to learn Flemish after taking up their posts. Although the number of foreign staff in French-speaking HE is high (about 18%), a good level of French is still a requirement for most posts in Wallonia.

Bulgaria HE system has benefited from considerable attention in recent years, with a government that clearly recognises the importance of international openness in third level education. However, on the basis of the limited information available, it seems that short-term student mobility remains at a low level, and that there has been little recent change in the number of foreign students studying in Bulgaria. By contrast, the number of Bulgarians studying for whole degrees abroad has increased significantly since 1999. The government claims that staff mobility is increasing, and the level of participation in Erasmus teacher exchange tends to confirm this.

Students from Abroad (2006)			Students Studying Abroad (2005)		
Country of origin	Number of students	% of total foreign student population	Destination country	Number of students	% of total population of students abroad
Macedonia, F.Y.R.	3984	42,6%	Germany	12913	47,6%
Turkey	1672	17,9%	United States	3806	14,0%
Greece	739	7,9%	France	2903	10,7%
Cyprus	521	5,6%	Austria	1370 (estimate)	5,0%
Serbia and Montenegro	440	4,7%	Turkey	1111	4,1%
Moldova (Republic of)	380	4,1%	United Kingdom	607	2,2%
Ukraine	315	3,4%	Italy	583	2,1%
Albania	190	2,0%	Switzerland	316	1,2%
India	96	1,0%	Greece	255	0,9%
Syrian Arab Republic	84	0,9%	Netherlands	215	0,8%
Total students from top 5 countries of origin	7356	78,6%	Total students in top 5 destination countries	22103	81,4%
Total students from top 10 countries of origin	8421	90,0%	Total students in top 10 destination countries	24079	88,7%
Total population of students from abroad	9361	100,0%	Total population of students abroad	27146	100,0%

One of the most immediately striking aspects of UNESCO's statistics on Bulgaria is the very high number of Bulgarians studying for degrees outside Bulgaria. In 2005 the Bulgarian student diaspora represented about 10% of the total Bulgarian student population as compared to a Bologna area average of less than 2%. This also represents a significant increase on the comparable figure for 1999, which was 3.7%. Another striking aspect is the concentration of expatriate Bulgarian students in Germany, where almost half are to be found. Of the international students in Bulgaria, Macedonians are by some way the dominant group, with Turkish students also constituting a significant proportion of the total.

The Bulgarian government appears to see its participation in the Bologna process as an aspect of its reintegration into wider European society, along with its membership of NATO and the EU. As such the reform of HE has been treated very seriously, although arguably its effects have so far been limited. The three-cycle degree system is in place, but a 4-year bachelors degree and 1-year masters appear to be the norm. ECTS is almost universal at bachelors and masters level, but more than 80% of HEIs responding to the EUA's Trends survey report that some returning students have problems with the recognition of their credits. The Diploma supplement is in principle universally available, but in fact only 42% of institutions told EUA that they issue it automatically. Another 17% provide it on demand and 25% have plans to do so. The Bulgarian government reports that as of 2006, 14 joint programmes existed at masters level and 7 at undergraduate level, as well as a joint medical degree and some doctoral level programmes.

One of the principal strategies of the Bulgarian government has been to open the Bulgarian HE market, aiming to attract both HE institutions from elsewhere in Europe to establish bases in Bulgaria, and to make Bulgaria an attractive destination for Erasmus students. More generally, mobility has been given a high priority, with accreditation of HE institutions including criteria relating to both

Bulgaria

student and staff mobility. As yet this appears to have had only moderate success with respect to incoming students. For example, Bulgaria's participation in the Erasmus programme as a 'host' nation for students was only 16% of the European average in 2006/7. A majority of institutions (58%) reported to the EUA that incoming student mobility since 2003 had increased 'slightly' since 2003, with only 17% reporting a 'significant' increase. The situation with respect to outgoing students is rather better. 58% of institutions report that outgoing mobility has increased 'significantly' since 2003. Bulgaria's participation in the Erasmus programme as a 'sending' nation, although still only half of the average, is considerably higher than its hosting activities. 42% of institutions report that they provide a special support service for incoming students. The position on grant and loan portability is unclear.

Staff mobility has also been a priority, and the Bulgarian government reports that more than 60 bilateral agreements have been struck concerning cooperation and exchange in the field of education and science. This has apparently led to increasing academic staff mobility. The government states that for the academic year 2005/6, outgoing mobility increased by 19%. Participation in Erasmus teacher exchange in 2006/7 was a respectable 80% of the average as a host nation and very slightly above average as a sending nation.

HE in Bosnia-Herzegovina is, like the other parts of that society, still engaged in the long process of recovering from the war of 1992-1995. Funding and administrative resources remain very limited. However, efforts are continuing to rebuild the system, and Bosnian HE has benefitted considerably from external assistance in the shape of the TEMPUS and CEEPUS programmes.

Students Studying Abroad (2006)		
Destination country	Number of students	% of total population of students abroad
Croatia	2896	25,6%
Germany	2800 (estimate)	24,7%
Austria	2392	21,1%
Turkey	555	4,9%
United States	382	3,4%
Italy	310	2,7%
Norway	199	1,8%
France	160	1,4%
Slovenia	103	0,9%
United Kingdom	99	0,9%
Total students in top 5 destination countries	9025	79,7%
Total students in top 10 destination countries	9896	87,4%
Total population of students abroad	11319	100,0%

UNESCO is unable to provide any statistics on the Bosnian HE system. On the other hand, we can see that the Bosnian student diaspora is concentrated overwhelmingly in Croatia, Germany and Austria.

The recent history of HE policy in Bosnia-Herzegovina has been dominated by the repeated failure of the national parliament to agree upon HE legislation that would apply across both the Republika Srpska and the Federation of Bosnia and Herzegovina. Thus for the moment it remains difficult for the central authorities to organise a coherent implementation of the Bologna reforms. Implementation of the two-cycle system is uneven, with some institutions favouring a 4+1 pattern and some 3+2. The government estimates that in 2006, 35-40% of Bosnia students were enrolled on 'Bologna pattern' programmes. All of the institutions in question reported that while they did not yet issue the diploma supplement, they had plans to introduce it. Two of the four institutions replying the EUA's Trends survey reported that they used ECTS at Bachelors and Masters level, and one at Doctoral level. 3 institutions reported that many of their students encountered problems with the recognition of their credits on their return from periods abroad. There are apparently a large number of international joint degree programmes in existence, run in collaboration with institutions in the EU but also the USA.

With respect to student mobility, two institutions reported a 'slight' increase since 2003. Outgoing mobility had increased 'significantly' in one institution and 'slightly' in a third. The government states that outgoing student mobility has been limited both by the availability of funding and by visa problems in host countries. The TEMPUS programme has been perhaps the most significant source of funding for both students and teachers. All of the institutions replying to the EUA survey reported that teaching staff mobility had 'slightly' increased since 2003.

Croatia

Croatia is typical of the eastern European participants in the Bologna process in that it recognises the benefits of increased mobility and is willing to adopt positive policies to promote it, but is struggling with funding. Despite clear policy support for staff and student mobility, funding opportunities for both student and staff mobility remain inadequate. Perhaps more seriously, institutions have been slow to adapt to the needs of students in the context of increased mobility and appear to be reluctant to grant the required leave of absence to staff who wish to spend time abroad.

Students from Abroad (2006)			Students Studying Abroad (2005)		
Country of origin	Number of students	% of total foreign student population	Destination country	Number of students	% of total population of students abroad
Bosnia and Herzegovina	2896	84,8%	Germany	5140	45,6%
Serbia and Montenegro	242	7,1%	Italy	1222	10,8%
Slovenia	97	2,8%	Austria	1180 (estimate)	10,5%
Germany	14	0,4%	United States	705	6,3%
Macedonia, F.Y.R.	19	0,6%	Slovenia	532	4,7%
USA	6	0,2%	Switzerland	324	2,9%
Hungary	14	0,4%	United Kingdom	220	2,0%
Canada	2	0,1%	Hungary	215	1,9%
Ukraine	4	0,1%	France	131	1,2%
Austria	2	0,1%	Norway	69	0,6%
Total students from top 5 countries of origin	3268	95,7%	Total students in top 5 destination countries	8779	77,9%
Total students from top 10 countries of origin	3296	96,5%	Total students in top 10 destination countries	9738	86,4%

Croatia's tertiary student population increased by 42% between 1999 and 2006 without this expansion seeming to have had much effect on the proportion of students studying for degrees abroad. This has remained relatively high at around 8%. Although there are gaps in the statistics, it seems that the foreign student population in Croatia has expanded in proportion with the HE system as a whole, remaining steady at about 2.5%. Croatia falls into that category of HE systems that attracts foreign students principally from its neighbouring countries. Nearly 95% of its international students are from countries that also formed part of Yugoslavia, most notably Bosnia-Herzegovina. Like many other countries in central and eastern Europe, Germany, Italy and Austria are the most favoured destinations for Croatian students abroad.

Croatia adopted the 3-cycle degree structure in 2005, and its use is now more or less universal. ECTS is also almost universal and the diploma supplement will be issued automatically to students on Bologna-structure courses from 2008. Recognition of foreign qualifications is an institutional responsibility, but involves the application of nationally-established regulations. Joint degrees are permitted and of the 5 HEIs that responded to the EUA's Trends survey, one reported the existence of joint programmes at bachelor's level, 4 at master's level and three at doctoral level.

The Croatian government states that ECTS in particular has contributed to increasing the level of inward student mobility. The government itself provides scholarships for study abroad, as well as participating in the various TEMPUS and CEEPUS programmes and in bilateral and multilateral interuniversity cooperation programmes. Grants and loans are not portable, however.

The students' view is that opportunities for mobility are both insufficient – funding remains limited and difficult to find – and unfairly distributed, with some groups effectively excluded from mobility. Many students have problems with the recognition of their qualifications by institutions abroad. Student organisations report that the Bologna process appears to have had little effect on the availability of opportunities to study abroad, and indeed that the situation with respect

to visa and residence permits is now slightly more difficult. For incoming students the situation is rather better, with students rarely encountering difficulties with the Croatian authorities.

Staff mobility appears to be increasing – 3 out of five institutions reported a 'slight' increase since 2003, a claim confirmed by the staff unions, who also report that incoming staff mobility has increased significantly. This increase in staff mobility appears to be the outcome of a deliberate government and institutional policy. The government reports that the ratio of outgoing to incoming staff mobility is about 2:1. From 2006, staff mobility has been the responsibility of a dedicated unit with the Agency for Adult Education known as the Centre for Mobility and EU Programmes. The unions also report, however, that funding for incoming mobility is inadequate and that despite institutional willingness to host foreign staff, many potentially useful visits do not happen.

Despite these efforts, the staff unions report that mobility opportunities for their members remain limited, with inadequate funding for traditional academic exchange, and widespread difficulties getting institutions to grant the required leave of absence. More positively, the funding situation has improved slightly since Croatia joined the Bologna process, and the size of mobility grants has increased – the unions report that living on the typical mobility grant is now slightly easier. In contrast to their students, Croatian academics spending a period abroad seem to have little difficulty with visa and residence formalities. Finally, incoming foreign academic visitors have seen their lot improve significantly since Croatia joined the Bologna process, with administrative formalities made easier and institutional support improved.

The upside of having a historically low level of public HE provision is that a culture of mobility at tertiary level becomes established. With public HE provision in Cyprus barely 20 years old, this seems to be what has occurred in Cyprus, where both incoming and outgoing mobility is high despite what could best be described as a patchy implementation of the Bologna reforms. Although public HE is rapidly expanding, there are still more Cypriot students abroad than there are in Cyprus. At the same time, Cypriot HEIs have managed to maintain a high proportion of international students. Staff mobility is also notably high in both directions.

Students from Abroad (2006)			Students Studying Abroad (2006)		
Country of origin	Number of students	% of total foreign student population	Destination country	Number of students	% of total population of students abroad
China	1229	23,1%	Greece	8966	42,1%
Bangladesh	839	15,8%	United Kingdom	7203	33,8%
India	793	14,9%	United States	1150	5,4%
Sri Lanka	452	8,5%	Bulgaria	521	2,4%
Pakistan	402	7,6%	Hungary	280	1,3%
Greece	347	6,5%	France	206	1,0%
Nepal	286	5,4%	Germany	205 (estimate)	1,0%
Russian Federation	163	3,1%	Czech Republic	130	0,6%
Iran, Islamic Republic of	106	2,0%	Italy	108	0,5%
Bulgaria	72	1,4%	Australia	40 (estimate)	0,2%
Total students from top 5 countries of origin	3715	70,0%	Total students in top 5 destination countries	18120	85,0%
Total students from top 10 countries of origin	4689	88,3%	Total students in top 10 destination countries	18809	88,2%
Total population of students from abroad	5309	100,0%	Total population of students abroad	21321	100,0%

Cyprus's colonial history and the linguistic and cultural ties of its population are clearly reflected in the destinations of its overseas degree students, 42% of whom are to be found in Greece and 34% in the UK. These expatriate Cypriot students in fact form a majority (55%) of Cyprus's student population. Only Andorra, Liechtenstein and Luxembourg have a higher proportion of degree students studying abroad. However, the development of HE in Cyprus itself – tertiary student numbers almost doubled between 1999 and 2006 – has meant that this figure is steadily falling. Over the same period, the student population in Cyprus itself has become steadily more international. In 2006 more than 25% of degree students studying at Cypriot institutions were from abroad, up from 17.2% in 1999. China headed the list of nationalities, with Bangladesh, India, Sri Lanka and Pakistan filling the other places in the top 5.

Cyprus has an unusual pattern of HE in that there are only three public institutions – and two of these have been founded within the last five years – as compared to 24 private HEIs. This is one reason why the focus of much of the recent policy effort has been on measures to increase public HE provision and to ensure quality in the private sector. New measures to promote staff and student mobility have been very limited. That having been said, most HEIs follow the three-cycle degree structure, and ECTS and the diploma supplement are gradually being introduced throughout the public system. Recognition of foreign qualifications is handled centrally, via the Cyprus Council for the Recognition of Higher Education Qualifications. Private institutions are not permitted to award joint degrees, but the public universities can do so. The provision that exists is mainly at the Masters level.

Of the five institutions who responded to the EUA Trends survey, 2 reported that both incoming and outgoing student mobility had increased 'slightly' since 2003 and one that both had increased significantly. 3 institutions had a dedicated support service for incoming students. 4 of the five respondents reported that staff mobility had increased 'slightly' since 2003. Of the four types

of mobility supported by the Erasmus programme (student incoming and outgoing, teacher incoming and outgoing) Cypriot participation is higher than average in all except outgoing student mobility. Cypriot academic staff have a particularly good record, with participation standing at 2.7 times the average. Cyprus's public universities are obliged to keep 10% of their teaching posts permanently open to be filled by visiting academics, and the education ministry reports that this policy has been working well, with a continuous flow of foreign staff arriving to teach in Cyprus.

Czech Republic

The Czech Republic is clearly among the most enthusiastic and committed supporters of staff and student mobility, and, perhaps more importantly, appears to have ensured that the funding to make this commitment a reality is available. While certain problems remain, most notably with the recognition of foreign qualifications, the overall picture remains among the most positive of any Bologna process member.

Students from Abroad (2006)			Students Studying Abroad (2005)		
Country of origin	Number of students	% of total foreign student population	Destination country	Number of students	% of total population of students abroad
Slovakia	14664	68,5%	Germany	2439	35,1%
Russian Federation	782	3,7%	United States	942	13,6%
Ukraine	685	3,2%	France	654	9,4%
Viet Nam	368	1,7%	United Kingdom	606	8,7%
United Kingdom	363	1,7%	Slovakia	426	6,1%
Belarus	257	1,2%	Poland	200	2,9%
Poland	246	1,1%	Sweden	186	2,7%
Germany	207	1,0%	Switzerland	186	2,7%
Norway	195	0,9%	Australia	168	2,4%
Portugal	159	0,7%	Italy	163	2,3%
Total students from top 5 countries of origin	16862	78,8%	Total students in top 5 destination countries	5067	72,9%
Total students from top 10 countries of origin	17926	83,8%	Total students in top 10 destination countries	5970	85,9%
Total population of students from abroad	21395	100,0%	Total population of students abroad	6952	100,0%

Although the Czech Republic has the highest proportion of foreign degree students of any of the countries of the former eastern bloc (6.3%), it is notable that 68.5% of these students are from Slovakia. There will undoubtedly be historical reasons for this concentration related to the organisation of HE in the former Czechoslovakia. Czech students studying for degrees abroad are relatively dispersed. Beyond the 35% to be found in Germany and the almost 14% in the USA, no single destination accounts for more than 10% of these students.

While the Czech government has taken the Bologna process very seriously, including it as an integral part of its programme for the development of education, it is frank in its admission that a few significant problems remain. This is particularly the case with recognition, where it states that the Lisbon principles have not been put into common practice. Indeed in some cases, recognition is up to individual faculty members. More positively, the diploma supplement is provided automatically in around 70% of institutions, and ECTS is used in the large majority of bachelors and masters programmes. Joint programmes are permitted and the ministry of education has been encouraging their development. Of the 24 HEIs responding to the EUA's Trends survey, 25% reported the existence of joint degree programmes at bachelor's level, 29% at master's level and 25% at doctoral level

Beyond the implementation of the Bologna-pattern reforms, the Czech Republic has demonstrated a clear policy commitment to mobility, which notably includes the allocation of a high level of additional state funding to the Erasmus programme. Grants are portable for students in Czech HEIs spending a period abroad, and the Government's plan for education envisages giving all students who wish to spend a semester abroad the opportunity to do so. The Government estimates that this may involve anything up to 50% of all students. The Government has also committed itself to ensuring that 60% of PhD courses and 50% of masters courses are taught in languages other than Czech.

The effectiveness of this commitment to short term staff and student mobility is reflected in the available statistics. First of all, almost 80% of institutions responding to the Trends survey reported that incoming student mobility had increased since 2003. 46% reported that mobility had increased 'significantly'. 50% of HEIs reported that outgoing mobility had increased 'significantly', with a

further 29% reporting that it had increased 'slightly'. The statistics for participation in the Erasmus programme are also eloquent. While the Czech Republic's participation as a student host country was slightly higher than average, its participation as a student sending country was more than twice the average. As a teacher host country, the Czech Republic's participation was 2 and a half times the European average and as a teacher sending country it was more than four times the average.

Staff mobility has also been prioritised, not only via the co-funding of the Erasmus programme but also via specific public funding that goes directly to HEIs. In many HEIs mobility is a condition for promotion.

Denmark is typical of the more developed HE systems in that while its compliance with the Bologna reforms has been comprehensive, the focus in terms of mobility has been on attracting foreign students rather than encouraging and facilitating outward mobility. Outward staff mobility in particular has been neglected, with few signs of increased mobility in recent years. There are also worrying signs that foreign staff may be being hired on inferior terms and conditions.

Students from Abroad (2006)			Students Studying Abroad (2005)		
Country of origin	Number of students	% of total foreign student population	Destination country	Number of students	% of total population of students abroad
Norway	1854	15,2%	United Kingdom	1661	29,8%
United Kingdom	1584	13,0%	United States	926	16,6%
Germany	1010	8,3%	Norway	899	16,1%
Iceland	922	7,6%	Germany	589	10,6%
China	958	7,9%	France	272	4,9%
Sweden	816	6,7%	Australia	249	4,5%
United States of America	616	5,1%	Sweden	170	3,0%
France	541	4,4%	Switzerland	109	2,0%
Spain	333	2,7%	New Zealand	77	1,4%
Australia	265	2,2%	Netherlands	59	1,1%
Total students from top 5 countries of origin	6328	51,9%	Total students in top 5 destination countries	4347	77,9%
Total students from top 10 countries of origin	8899	73,1%	Total students in top 10 destination countries	5011	89,8%
Total population of students from abroad	12182	100,0%	Total population of students abroad	5580	100,0%

The UNESCO statistics seem to show that, like several other of the Bologna Process member states, Denmark's foreign degree student population fell sharply between 2003 and 2004 before resuming the increasing trend of previous years. In any case, Denmark's population of foreign degree students is both relatively high at 5.3% and unusually heterogeneous. Only the Norwegians and the British manage a share of the foreign student population of higher than 10%. It is also unusual to see that of the top 4 destination and origin countries, three are the same – Norway, the UK and Germany.

Denmark was an 'early adopter' of both the diploma supplement and ECTS. Almost 90% of institutions issue the diploma supplement automatically, and the use of ECTS has been mandatory since 2001. The recognition of foreign qualifications is semi-centralised. While the decision to admit or not admit a student is up to the individual HEI, institutions have to take into account recommendations and qualification equivalences established by Cirius, an agency within the government department of Science, Technology and Innovation. Joint degrees have been permitted since 2005. Of the 39 HEIs responding to the EUA's Trends survey, 32% reported the existence of joint programmes in the first cycle, 26% in the second cycle and 5% at doctoral level.

Denmark has introduced a range of specific policy supports for student mobility. Grants are fully portable, and new scholarship schemes for outward mobility are due to be implemented soon. There is a scholarship scheme for non-European students in Denmark and easier procedures for work and residence permits for students are being introduced. An element in the public funding of HE depends on the level of inward and outward mobility, and HEIs are now obliged to set targets for mobility and for the number of courses taught in English.

These various measures do seem to have had a positive effect on student mobility, although perhaps more so on incoming mobility. 40% of HEIs responding to the Trends survey reported that incoming mobility had increased 'significantly' since 2003, but only 8% that outgoing mobility had similarly increased. 26% reported that incoming mobility had 'slightly' increased

and 47% that outgoing mobility had 'slightly' increased. The Erasmus programme statistics support the conclusion that Denmark is predominantly a student importing country. While Denmark's participation as a student hosting nation was more than 2 and a half times the average, its participation as a student sending nation was a little below average.

The single specific policy measure aimed at encouraging staff mobility in Denmark is the requirement for universities to set targets for staff mobility. Perhaps not surprisingly, only 5.3% of institutions report that staff mobility has increased 'significantly' since 2003, although if participation in Erasmus teacher exchange is anything to go by, mobility is already relatively high – Denmark's participation as a teacher host nation in 2006/7 was almost 1.9 times the average, and as a teacher sending nation was 1.6 times the average. The faculty union confirms that, whatever the absolute level of mobility, the level of participation in academic exchange has not changed substantially since the Bologna process began. They also take the view that funding for exchange remains wholly inadequate. The union also reports that institutional support for mobility is uneven, and that many staff have problems having periods spent abroad taken into account in their subsequent careers. While institutions seem to be fairly interested in attracting foreign visiting staff, funding for this also remains inadequate, and many academic visitors face difficulties with visa and residence formalities.

According to the EUI's Academic Career Observatory, Denmark's HE system is fairly difficult for outsiders to access. Although English is widely spoken in Danish Universities, staff mobility within the system is low, and permanent posts open relatively rarely. While 24% of PhD students and postdoctoral researchers are non-Danish, only 6% of permanent staff are foreign. Perhaps more seriously, the union is aware of cases in which foreign staff applying for permanent posts in Denmark have had difficulty having their qualifications recognised and have been obliged to accept inferior terms and conditions.

Although Estonia's conformity with the Bologna pattern reforms is patchy, its commitment to staff and student mobility is clearly high. Students organisations report a generally satisfactory level of opportunity for mobility. Perhaps most importantly, attracting foreign students has not been the dominant policy priority and in recent years outward mobility appears to have increased at a greater rate than inward.

Students from Abroad (2006)			Students Studying Abroad (2005)		
Country of origin	Number of students	% of total foreign student population	Destination country	Number of students	% of total population of students abroad
Finland	401	37,8%	Russian Federation	1057	29,3%
Latvia	174	16,4%	Germany	776	21,5%
Lithuania	66	6,2%	Finland	599	16,6%
Russian Federation	79	7,4%	United States	296	8,2%
China	116	10,9%	United Kingdom	187	5,2%
Germany	8	0,8%	Spain	161	4,5%
Ukraine	16	1,5%	France	106	2,9%
Italy	6	0,6%	Norway	83	2,3%
United States of America	9	0,8%	Latvia	65	1,8%
Sweden	10	0,9%	Sweden	38	1,1%
Total students from top 5 countries of origin	836	78,8%	Total students in top 5 destination countries	2915	80,8%
Total students from top 10 countries of origin	885	83,4%	Total students in top 10 destination countries	3368	93,3%
Total population of students from abroad	1061	100,0%	Total population of students abroad	3608	100,0%

Between 1999 and 2006, Estonian's tertiary degree student population increased by over 40%. Over roughly the same period, the proportion of Estonian degree students studying abroad fell from 6.1% to 4.8%, whereas the international student population in Estonia has kept pace with the overall increase, remaining more or less constant at about 1.5%. Estonia's small foreign student population reflects the predominantly regional character of inward mobility to Estonia. Two thirds of Estonia's foreign degree students are from its near neighbours on the Baltic, notably Finland. Russia, Germany and Finland are the unsurprising destinations for two-thirds of Estonia's expatriate degree students.

Estonia is still in the throes of adapting its HE system to the Bologna structure. While the two cycle Bachelors-Masters degree structure is more or less in place, some institutions have adopted a 4+1 pattern, while others use 3+2. The transition to Bologna-pattern doctoral studies was due to be completed in the current academic year. Although Estonian HEIs use a credit accumulation and transfer system, it is not the standard ECTS model. However, the ECTS model is due to be implemented by 2010. The diploma supplement is in principle issued automatically to all graduating students, although 27% of the institutions replying to the EUA's Trends survey (11 respondents) reported that it was issued on demand. The recognition of foreign qualifications in Estonia is semi-centralised. A government agency issues a recommendation based on an evaluation of the foreign diploma, but it is ultimately up to the university in question (or employer or professional regulatory body) to decide whether or not to accept a diploma. Unusually, joint degrees are not yet permitted, although legislation to change this is due to be introduced.

The Estonian government cites the Erasmus programme as the most important mobility initiative for undergraduate students, stating that participation has grown dramatically in recent years. In 2006/2007, however, Estonian HEIs hosted a slightly lower than average number of students, and the number of Estonian students heading abroad was only a little higher than the average. At postgraduate level, the government has introduced the Kristjan Jaak initiative, which provides funding for masters and doctoral students and staff to undertake short stays abroad. There is also a PhD scholarship scheme aimed at developing the next generation of academic staff.

Doctoral students are fully funded at foreign institutions on the understanding that they will return to Estonia after having been awarded their doctorate. The level of the grant allocated for subsistence costs is calculated on the basis of the cost of living in the destination country.

While the mobility policies of the Estonian government may appear relatively modest, outgoing mobility seems to have noticeably increased in recent years. Six of the eleven institutions responding to the Trends survey reported that outgoing mobility had 'significantly' increased since 2003, and another three that it had increased slightly. Students organisations confirm that (temporary) outgoing mobility has increased significantly, that funding for such mobility is largely adequate – although students studying in countries where the cost of living is high can have trouble making ends meet – and that students rarely have difficulty getting the support of their institutions for their mobility projects. The picture is less clear with respect to incoming mobility. Three institutions reported a 'significant' increase since 2003 and another three a 'slight' increase, while four reported no change. Students organisations report a 'significant' increase in both temporary and whole-degree incoming mobility since the beginning of the Bologna process. However, as we pointed out above, the proportion of foreign degree students in Estonia has remained more or less constant since 2000 – although, since the absolute number of tertiary-level students in Estonia has increased by 26% since 2000, the foreign student population has obviously increased by a similar amount. In general, neither outgoing nor incoming students have serious problems with visa or residence formalities.

Estonia also seems to be a strong performer in the field of staff mobility. All academic staff have the right to a paid sabbatical once every five years, and the Estonian Academy of Sciences runs an international exchange scheme. There is also a national mobility scholarship scheme aimed at younger academic staff. Five Estonian HEIs reported that staff mobility had increased 'significantly' since 2003, with another three reporting a 'slight' increase. Estonia's participation in Erasmus teacher exchange is also more than twice the average level both as a host and sending nation.

The EUI's Academic Career Observatory reports that the principal barrier to non-national staff is the need to speak Estonian, although the number of courses taught in English is increasing.

Finland

The Finnish education authorities and HE institutions have set about the Bologna-pattern reforms with some enthusiasm, particularly in terms of technical compliance with the Bologna reforms and welcoming staff and students from abroad. However, although the evidence is not fully coherent, there is some reason to think that there is an imbalance between incoming and outgoing mobility, both for students and staff. Policy seems to have emphasised attracting foreign staff and students at the expense of opportunities for Finnish staff and students to go abroad.

Students from Abroad (2006)			Students Studying Abroad (2005)		
Country of origin	Number of students	% of total foreign student population	Destination country	Number of students	% of total population of students abroad
China	1382	16.3%	United Kingdom	1754	29.2%
Russian Federation	1127	13.3%	Germany	934	15.6%
Estonia	599	7.0%	United States of America	595	9.9%
Sweden	538	6.3%	Sweden	557	9.3%
Germany	322	3.8%	Estonia	279	4.7%
Kenya	246	2.9%	France	321	5.4%
United Kingdom	191	2.2%	Norway	283	4.7%
United States of America	187	2.2%	Austria	170 (estimate)	2.8%
India	165	1.9%	Australia	133	2.2%
France	146	1.7%	Switzerland	116	1.9%
Total students from top 5 countries of origin	3968	46.7%	Total students in top 5 destination countries	4119	68.7%
Total students from top 10 countries of origin	4903	57.7%	Total students in top 10 destination countries	5142	85.7%
Total population of students from abroad	8500	100.0%	Total population of students abroad	6000	100.0%

Finland's total tertiary education population grew by 17% between 1999 and 2006. Over the same period, the proportion of foreign students in Finland grew from 1.8% to 3.7% and the proportion of Finnish students studying for degrees abroad fell from 3.7% to 2%. The top 5 countries of origin – China, Russia, Estonia, Sweden and Germany – together accounted for nearly 47% of the international student population, with almost 58% coming from the top 10 countries of origin. Finland's expatriate degree students are not widely dispersed, with almost 90% to be found in the top ten destination countries. The UK is by some way the most popular destination for Finnish students.

The Finnish government has been an enthusiastic proponent of the Bologna reforms, and has adopted the three-cycle structure almost universally. Since 2005, all courses have been based on ECTS. The diploma supplement is issued automatically in most cases – 78% of the 18 HEIs responding to the EUA's Trends survey reported that this was their practice, with the other 22% issuing the DS on request. Recognition of foreign qualifications for the purposes of admission to HE is the responsibility of the HEI concerned, but there is also a central recognition office that deals with recognition for employment and professional regulation. Joint degrees are permitted and actively encouraged by the government. 11% of HEIs responding to the Trends survey reported that they offered joint programmes in the first cycle, 39% in the second and 6% at doctoral level.

Finland has an array of policies designed specifically to promote student mobility, including the development of programmes in English, of which there are now 283. Government policy is pursued via targets and incentives. The National Development Plan for Education and Research includes targets for student mobility, and mobility issues are placed on the table in funding negotiations between HE ministry and university principals.

The outcome in practice, however, shows that Finnish policies are rather skewed towards inward student mobility. Almost 56% of institutions reported that incoming student mobility had increased 'significantly' between 2003 and 2006, with a further 39% reporting that it had increased slightly. By contrast only 5.6% of HEIs reported that outgoing mobility had 'significantly' increased over the same period, with almost 56% saying it had increased slightly, and 22% reporting it had remained at the same level. Half the responding institutions reported that incoming mobility was 'significantly' higher than outgoing mobility. Participation in the Erasmus programme as a student host nation is particularly high at 2.6 times the average rate. Participation as a student sending nation is 1.6 times the average.

The view from students' and staff organisations confirms the un-evenness of Finnish mobility policy. Students' organisations report that since the start of the Bologna process, short-period outgoing student mobility has slightly decreased, and that the number of Finns studying abroad for an entire degree has remained the same. More positively, students rarely have any problems getting the support or permission of their institution, and the available funding is satisfactory. Finnish students rarely encounter visa or residence problems abroad, and generally find a welcoming and hospitable environment. For students' organisations, the principal policy issues remain funding and administrative support and encouragement for outward mobility. In terms of inward mobility, the picture seems to be largely positive. The only problem specifically mentioned was some difficulty with the authentication of documentation from abroad, particularly for African students.

With respect to staff mobility, the different available accounts are not entirely coherent. 56% of institutions reported that staff mobility had increased 'slightly', with only 11% reporting that it had increased significantly. The staff unions' observation is that there has been no significant overall change in staff mobility since the beginning of the Bologna Process. Statistics on Finland's participation in Erasmus teacher mobility suggest that, even if mobility has not recently increased, it is high in absolute terms. Participation as a teacher hosting nation is 3.5 times the average, and as a sending nation just over three times the average. Nevertheless, the unions' view is that the availability of opportunities for staff to spend periods abroad remains entirely unsatisfactory, and that there has been little if any progress on dealing with obstacles to outward staff mobility. The focus, instead, has been on inward mobility – on attracting foreign staff to Finland. Both at the national and institutional level, the emphasis in terms of resources and administrative effort has been firmly placed on inward staff mobility. There is, however, no suggestion of the development of a foreign academic 'underclass'. The terms and conditions of foreign staff are comparable to those of Finnish staff. Interestingly, the unions feel that this change has been largely unrelated to the Bologna process itself.

According to the unions, permanent outward staff mobility or migration has increased 'slightly' since the Bologna process, but is not a major policy issue within the HE system. However, for the unions the retention of qualified younger staff and postgraduates is an important issue. Finland already 'overproduces' PhDs in relation to the academic posts available, and the unions are sceptical about government plans to increase the number of doctoral students.

France

France is one of the world's premier destinations for international degree students, and seems to be becoming a more popular destination for shorter-term mobility. Attracting foreign students is a policy goal that is clearly taken seriously, as the high level of available public funding attests. Staff, however, do not fare so well. The opportunities for academic exchange remain insufficient, institutional support is patchy and incoming staff from outside European Union may face difficulties with immigration regulation. While there is no suggestion that foreign staff are treated any differently once in the system, it remains difficult for foreigners to break into French HE.

Students from Abroad (2006)			Students Studying Abroad (2005)		
Country of origin	Number of students	% of total foreign student population	Destination country	Number of students	% of total population of students abroad
Morocco	29299	13,1%	United Kingdom	11685	22,8%
Algeria	21641	9,7%	Belgium	7583	14,8%
China	17132	7,7%	United States	6847	13,3%
Tunisia	10386	4,7%	Germany	6545	12,7%
Senegal	9399	4,2%	Switzerland	4185	8,1%
Germany	6565	2,9%	Sweden	1180	2,3%
Cameroon	5387	2,4%	Portugal	1015	2,0%
Lebanon	5083	2,3%	Italy	844	1,6%
Romania	4332	1,9%	Spain	807	1,6%
Italy	4455	2,0%	Ireland	700	1,4%
Total students from top 5 countries of origin	87857	39,4%	Total students in top 5 destination countries	36845	71,7%
Total students from top 10 countries of origin	113679	51,0%	Total students in top 10 destination countries	41391	80,6%
Total population of students from abroad (whose origin is known)	222863	100,0%	Total population of students abroad	51358	100,0%

Note: UNESCO indicates that there were 24647 foreign students in France whose origin was unknown. These have been subtracted from the total population of students from abroad.

The most striking thing about UNESCO's statistics on foreign degree students in France is the extraordinary heterogeneity of the international student population. In 2006 there were 46 nationalities that could count more than 1000 students in France. The top 10 countries of origin account for only 51% of France's foreign degree students. Also striking is the fact that 45% of the international student population in France is from Africa. Between 1999 and 2006, the proportion of foreign students studying at France's HEIs increased from 6.5% to 11.2% in the context of an overall tertiary student population which itself increased by more than 9% over the same period. French students studying for degrees abroad are also fairly widely dispersed and, unlike many other nationalities, linguistic factors seem to be a relatively little importance in the choice of destination. The proportion of the French student population studying for degrees abroad has remained more or less constant since 1999 at between 2.5 and 3%.

The wide range of different qualifications traditionally available in French HE, not to mention the different types of institution that exist, meant that the adoption of a single simplified HE structure was initially difficult to conceive and, probably for that reason, controversial. However, by virtue of a great deal of discussion, most universities agreed to adopt the 'licence-master-doctorat' (LMD) structure in 2006. All HE institutions, notably the 'grandes écoles', will be obliged to fall in line from 2010. As of 2008 the diploma supplement will be issued automatically by all HEIs. ECTS is in place for all programmes following the LMD structure. (More than 85% of the 88 HEIs responding to the EUA's Trends survey reported that they used an ECTS scheme for both credit accumulation and transfer in all bachelors and masters programmes.) The recognition of foreign qualifications in France – or rather,

the certification that a certain level of education has been reached, the principal of recognition or equivalence not being established in French law – is semi-centralised. A centralised agency provides a 'certification of educational level', which it is up to an HEI or employer to accept or not accept. There are at least 400 different joint degrees available, of which most are 'trans-european' masters degrees. Of the 88 French HEIs that responded to the EUA's trends survey, 20% reported that they offered joint programmes at undergraduate level, 53% at masters level and 24% at doctoral level.

The government reports that there are a wide range of grants and scholarships available for inwardly and outwardly mobile students. Almost 2.4 billion euros of public funding are available for the support of foreign students.

While it is always difficult to claim that a particular set of reforms has caused particular outcomes, we can at least point out that the Bologna reforms are correlated with some positive results in terms of mobility. As well as the increase in France's foreign degree student population that we mentioned above, the Trends survey reveals that about 40% of institutions experienced a 'significant' increase in both incoming and outgoing student mobility, with another 37% experiencing a 'slight' increase in the two areas. France's participation in the Erasmus programme as a student host nation is 1.25 times the average, while as a student sending nation its participation is 1.4 times the average.

What does not seem to have improved so markedly is staff mobility. Only 10% of institutions reported a 'significant' increase in staff mobility to the EUA, while 52% reported a 'slight' increase. According to the staff unions, the available opportunities for academic exchange remain insufficient. Institutional support for mobility is patchy, and funding for living expenses is in some cases inadequate. The unions also report a 'disciplinary inequality' in mobility opportunities, with staff working in the sciences much more likely to be able to spend periods abroad. With respect to incoming staff mobility, it seems that institutional attitudes vary. For some institutions, attracting visiting foreign staff is a high priority, while for others it is not. Perhaps more worryingly, the unions report some signs that it is becoming more difficult for non-European visiting staff to obtain the required visas and/or residence permits. More positively, since 2001 it has been obligatory for institutions to recognise periods spent working in HEIs outside France for the calculation of seniority. The unions confirm that it is now a little easier for staff to have periods of mobility taken into account in career decisions.

According to the EUI's Academic Career Observatory, it is rare for staff who have not already studied or worked in the French HE system as postdoctoral researchers or visiting professors to get permanent academic posts. In addition, although the number of courses delivered in English is increasing, these are principally at masters level. Undergraduate teaching remains almost exclusively in French.

Georgia has put a great deal of effort into the Bologna process and it is clearly having results. However, the stage of development of the Georgian HE system means that mobility is a relatively low priority. Finding finance for mobility remains a major problem for both students and staff, as – shamefully – does the attitude of immigration authorities in the EU. As yet, attracting foreign teaching staff is not a priority for Georgian HEIs. Language training, whether in the Georgian language or in other European languages, remains underdeveloped.

Students from Abroad (2005)			Students Studying Abroad (2006)		
Country of origin	Number of students	% of total foreign student population	Destination country	Number of students	% of total population of students abroad
Azerbaijan	104	49.3%	Germany	3270 (estimate)	43.4%
Turkey	83	39.3%	Russian Federation	1530	20.3%
Germany	17	8.1%	Armenia	1122	14.9%
Russian Federation	3	1.4%	France	367	4.9%
India	2	0.9%	United States of America	355	4.7%
France	1	0.5%	Azerbaijan	236	3.1%
United States of America	1	0.5%	Greece	151	2.0%
		0.0%	Turkey	144	1.9%
		0.0%	United Kingdom	118	1.6%
		0.0%	Austria	81	1.1%
Total students from top 5 countries of origin	209	99.1%	Total students in top 5 destination countries	6644	88.1%
Total students from top 10 countries of origin	211	100.0%	Total students in top 10 destination countries	7374	97.8%
Total population of students from abroad	211	100.0%	Total population of students abroad	7542	100.0%

Expressed as a percentage of its domestic student population (174,255), the total number of Georgian students studying for qualifications abroad amounts to about 4.1%. Germany is clearly the most popular destination, with Russian and Armenia dominant among the rest of the top 10. Georgia's foreign student population is very small, with the overwhelming majority of students coming from Azerbaijan and Turkey.

The Georgian government has been a determined advocate of the Bologna process, and although the reforms are not so advanced as in those countries who have been participating for longer – Georgia became a full member of the process only in 2005 – great progress has nevertheless been made. A large majority of bachelors and masters programmes are now structured on the basis of ECTS, with a target date of 2009 for 100% implementation. The diploma supplement is in principle issued automatically to all graduating students, and of the 14 HEIs responding to the EUA's Trends survey, 93% reported that this was indeed the case. Recognition of foreign qualifications is centralised. Joint degrees are permitted – or rather, as the government puts it, are not not permitted – and at present exist in collaboration with HEIs in France, Germany and the USA. Of the institutions responding to the Trends survey, 5 reported that they offered programmes at undergraduate level, 3 at masters level and one at doctoral level.

Between 2003 and 2006, incoming student mobility increased in half of the institutions responding to the Trends survey, with about 40% of these institutions reporting a 'significant' increase. 30% of institutions reported an increase in outgoing mobility, of which half said the increase was significant.

Unfortunately, Georgian students who wish to spend a period abroad face a wide array of obstacles. Students' organisations report that despite recent improvements, the main problem

is finance, both finding it at all and then surviving on it once abroad. Although a new loans system has been established, the interest rate charged is very high. There are also severe difficulties with language training, with the recognition of Georgian qualifications abroad, and above all with visas and residence permits. The situation for incoming students has improved a little since Georgia joined the Bologna process, but the provision of training in the Georgian language remains poor, and there are very few courses delivered in other languages.

With respect to staff mobility, half of the institutions responding to the EUA Trends survey reported an increase in teaching staff mobility, with about 43% of these qualifying this increase as significant. However, information from the HE staff union suggests that significant problems remain with mobility. Although it confirms that there has been a modest increase in staff mobility, funding for traditional academic exchange, while a little easier to find since Georgia joined the Bologna process, remains wholly inadequate. Many Georgian staff also face problems with visa and residence permits abroad. Recognition of periods spent abroad in career development decisions is uneven, and depends on the particular policies of each institution. The unions report that attracting foreign staff is not a priority for most institutions and that funding for such visits is limited, although on the positive side it is rarely difficult for foreign staff to find the appropriate visas and other permits. In addition, the small number of foreign staff who do work in Georgian HE do not normally encounter any particular problems.

Germany

The German mobility situation is something of an enigma. Despite some very interesting policy measures, notably the existence and role of the DAAD, and a high and increasing population of international degree students, temporary student mobility and all types of staff mobility appear to be moribund. There is no obvious explanation for this phenomenon, but it may simply be that recent changes aiming to reform the German HE system and to make immigration and residence easier have yet to work their way through the system.

Students from Abroad (2005)			Students Studying Abroad (2005)		
Country of origin	Number of students	% of total foreign student population	Destination country	Number of students	% of total population of students abroad
China	27129	10,6%	United Kingdom	12553	19,4%
Turkey	25421	10,0%	United States	9024	13,9%
Poland	15893	6,2%	Switzerland	7864	12,1%
Bulgaria	12913	5,1%	Netherlands	6753	10,4%
Russian Federation	12158	4,8%	France	5887	9,1%
Ukraine	8455	3,3%	Australia	2290	3,5%
Morocco	8227	3,2%	Sweden	1856	2,9%
Italy	7702	3,0%	Italy	1410	2,2%
Greece	6552	2,6%	Hungary	1151	1,8%
France	6545	2,6%	New Zealand	1075	1,7%
Total students from top 5 countries of origin	93514	36,6%	Total students in top 5 destination countries	42081	65,0%
Total students from top 10 countries of origin	130995	51,3%	Total students in top 10 destination countries	49863	77,0%
Total population of students from abroad	255401	100,0%	Total population of students abroad	64780	100,0%

UNESCO indicates that there were 4396 foreign students in Germany whose origin was unknown. These have been subtracted from the total population of students from abroad.

Between 1999 and 2006, the tertiary student population of Germany increased by about 11%. Over the same period, international degree students in Germany increased from 8.5% to 11.4% of the total, while the proportion of German students studying abroad increased from 2.7% to 3.4%. Like the other major destinations for international students, Germany's population of foreign degree students is highly heterogeneous, with only one country of origin, China, accounting for more than 10% of students (10.6%). Turkish students amount to 10% of the international student population, but it cannot be discounted that a proportion of these are second-generation immigrants who have spent all of their lives in Germany but because of its citizenship regulations do not possess German nationality. German students abroad are also highly dispersed, the great majority of them in non-German speaking countries.

Germany's decentralised system of university governance has meant that the introduction of the three-cycle degree structure and the other Bologna-pattern reforms has taken some time and remains incomplete. The diploma supplement is not issued automatically, but according to the German government was issued in 2006 in 63% of bachelors and 55% of masters courses. ECTS has been partially implemented, with 74% of bachelors and 67% of masters courses structured in this way. The responses from German HEIs to the EUA's Trends survey are coherent with these statistics. Recognition of foreign qualifications in Germany is semi-centralised, but only loosely so. HEIs have the right and responsibility to make admissions decisions, but if necessary they can request an assessment of a foreign qualification from the Central Office for Foreign Education. Joint degrees, especially in collaboration with universities in France, have a long history in Germany. The government reports that there are about 4500 German students studying for joint degrees. 31% of the 52 HEIs responding to the EUA's Trends survey reported that they offered joint programmes at bachelor's level, 36.5% at master's level and 10% at doctoral level.

Putting to one side its rather indifferent efforts at the implementation of the core Bologna Process reforms, Germany scores rather more highly in the high proportion of its bachelors and masters courses that include a period abroad as a standard part of the curriculum. In addition, German students entitled to receive financial aid and who have spent at least one year studying in Germany continue to receive that support if they choose to pursue their studies elsewhere in Europe. Perhaps most importantly, Germany possesses a central, publicly funded agency whose sole concern is student and staff mobility. In 2005, for example, the German Academic Exchange Service (DAAD) supported some 12,000 students from Bologna member states at German HEIs. In the same year, almost 5800 German students received a grant to study abroad. Since 2006 DAAD has been conducting its 'Programme for the support of internationalisation activities in German HEIs'. This central coordination of efforts to internationalise HE is possibly unique in Europe. This is perhaps one reason why 81% of HEIs responding to the EUA's Trends survey reported that they provided a dedicated support service for foreign students.

Despite this concerted financial and policy effort, student mobility in Germany does not seem to have increased dramatically in recent years. We have already seen that the increase in foreign degree students in Germany over the seven years to 2006 was modest. Of the HEIs that replied to the Trends survey, 31% reported that outgoing mobility had increased 'significantly' since 2003, with a further 38.5% reporting a 'slight' increase. Student organisations report that their perception is of a 'slight' increase in outgoing mobility, whether temporary or whole-degree, since the beginning of the Bologna process. 25% of HEIs reported a 'significant' increase in incoming student mobility, and 36.5% a 'slight' increase. Germany's participation in Erasmus student exchange mirrors these findings. In 2006/7 its participation as a host country was merely average, and as a sending country 1.4 times the average. Students' organisations argue that the availability of opportunities – which is to say, funding – for mobility remains entirely inadequate, that institutional support for mobility cannot be counted upon and that it can be difficult to find appropriate language training before departure. In some cases, incoming students can face serious difficulties with immigration formalities, a situation which students organisations report has worsened over the last ten years.

Some serious efforts have also been made in the area of staff mobility. DAAD is once again the central player in this. In 2005 it funded the stays of some 5300 foreign academics and HE administrators in German institutions and around 3600 German academic and administrators in other Bologna member states. More generally, German HEIs usually permit staff to count teaching hours undertaken abroad against their home teaching load. Steps have also been taken at national level to make immigration easier for highly-qualified workers, into which category academic staff obviously fall.

As with student mobility, however, the situation on the ground does not yet seem to reflect these efforts. Staff unions take the view that opportunities for academic exchange have not substantially increased since the inception of the Bologna process and remain entirely inadequate. Many staff have problems getting the required leave of absence from their institution, and returning staff frequently encounter problems with having periods spent abroad counted for the purposes of seniority. Staff unions report that the level of incoming staff mobility has not significantly changed either, with HEIs remaining relatively uninterested in hosting exchanges. (The results of the Trends survey and statistics on Erasmus teacher mobility confirm the limited effect of measures to improve staff mobility. Fewer than 10% of HEIs reported a 'significant' increase in staff mobility since 2003, and the level of Germany's participation in Erasmus teacher exchange is among the lowest in Europe – around 60% of the average whether as a host or sending nation). In some cases visiting foreign staff, especially those from non-EU countries, encounter problems with immigration regulation, or experience financial difficulties due to the inadequate level of their mobility grant. Foreign staff arriving to take up permanent posts face the same immigration problems, but do not appear to be at any disadvantage when it comes to pay and conditions.

Greece

Despite a long history of whole degree student mobility, Greece is one of the poorer performers with respect to overall staff and student mobility. The Greek HE system appears to be very static, attempts at Bologna pattern reforms having so far failed to make a significant impact. The foreign student population is not very heterogeneous, and participation in the Erasmus programme is low.

Students from Abroad (2006)			Students Studying Abroad (2006)		
Country of origin	Number of students	% of total foreign student population	Destination country	Number of students	% of total population of students abroad
Cyprus	8966	54,1%	United Kingdom	17676	42,5%
Albania	2652	16,0%	Germany	6500 (estimate)	15,6%
Bulgaria	506	3,1%	Italy	5473	13,2%
Germany	341	2,1%	United States	2162	5,2%
Syrian Arab Republic	283	1,7%	France	2014	4,8%
Romania	244	1,5%	Turkey	994	2,4%
Jordan	242	1,5%	Bulgaria	739	1,8%
Russian Federation	211	1,3%	Romania	427	1,0%
Palestinian Autonomous Territories	196	1,2%	Cyprus	347	0,8%
Ukraine	185	1,1%	Switzerland	213	0,5%
Total students from top 5 countries of origin	12748	77,0%	Total students in top 5 destination countries	33825	81,3%
Total students from top 10 countries of origin	13826	83,5%	Total students in top 10 destination countries	36545	87,9%
Total population of students from abroad	16558	100,0%	Total population of students abroad	41580	100,0%

Greece has historically had one of the highest levels of tertiary level 'educational emigration' in Europe. However, recent years have seen that level fall dramatically as the number of tertiary level students in Greece increases. In 1999 almost 15% of Greek degree students were studying at institutions outside Greece. In 2006 that had fallen to 5.2%. Over the same period, the Tertiary education sector grew by more than 68%. Far and away the favoured destination for those Greek students who still go abroad is the UK – Greek students are the third-largest group of foreign students in the UK, second only to China and India – with Germany and Italy competing for second place. 70% of the foreign students in Greece come from just two countries, Cyprus (54%) and Albania (16%).

The Bologna reforms have been somewhat controversial in Greece, in particular the issue of whether to permit – or rather to recognise the education provided by – private HEIs. At present this issue has still to be resolved. The three-cycle structure has not been universally implemented, and as of 2006 the takeup of ECTS was patchy. Only around 40% of the 17 institutions responding to the EUA's Trends survey used ECTS for credit accumulation and transfer, and, at the time the survey was carried out (2006), none of the responding institutions issued the diploma supplement. However, the supplement is apparently now in use. 30-40 joint degrees exist, principally at masters level. Of the institutions responding to the Trends survey, 3 reported offering joint programmes in the first cycle, 7 at masters level and 4 at doctoral level. Greece has not ratified the Lisbon convention, but the recognition of foreign qualifications is the responsibility of a centralised agency.

There is little to report in terms of specific policy measures designed to promote mobility. Despite this, 35% of Greek HEIs reported to the EUA that incoming student mobility had increased 'significantly' since 2003, with another 47% reporting a 'slight' increase. 41% reported a 'significant' increase in incoming mobility, with another 41% reporting a 'slight'

increase. On the other hand, Greece's level of participation in Erasmus student exchange is very low – 38% of the average level as a host nation and 51% as a sending nation.

Very little information is available about staff mobility beyond the Trends survey finding that staff mobility had increased 'significantly' in 18% of responding institutions and 'slightly' in a further 41%. However, it is widely recognised that the Greek HE system is difficult to 'break into' even for Greek nationals, and hence we can assume that foreign staff will find it difficult to establish a career in Greece.

Hungary is well on the way to a comprehensive implementation of the Bologna reforms and, unusually, has recognised that an important aspect of the promotion of mobility is ensuring that the level of public investment in HE remains high. Hungary's student mobility situation is positive in many respects – it has particularly good information resources, for example – but as with so many other countries, the overall level of funding is insufficient to meet demand. Those students that do spend time abroad may also find that they have problems with the credit system when they return. The level of traditional academic staff exchange, whether inward or outward, remains unsatisfactory.

Students from Abroad (2006)			Students Studying Abroad (2005)		
Country of origin	Number of students	% of total foreign student population	Destination country	Number of students	% of total population of students abroad
Romania	3334	23,0%	Germany	2881	37,7%
Slovakia	2324	16,0%	Austria	1130 (estimate)	14,8%
Ukraine	1333	9,2%	United States	976	12,8%
Germany	1408	9,7%	France	601	7,9%
Serbia and Montenegro	1163	8,0%	United Kingdom	584	7,6%
Israel	761	5,3%	Switzerland	216	2,8%
Norway	750	5,2%	Italy	177	2,3%
Iran, Islamic Republic of	404	2,8%	Netherlands	108	1,4%
Cyprus	280	1,9%	Finland	101	1,3%
United States of America	220	1,5%	Japan	93	1,2%
Total students from top 5 countries of origin	9562	66,0%	Total students in top 5 destination countries	6172	80,8%
Total students from top 10 countries of origin	11977	82,7%	Total students in top 10 destination countries	6867	89,9%
Total population of students from abroad	14491	100,0%	Total population of students abroad	7638	100,0%

Hungary attracts its small international degree student population principally from neighbouring states. Four out of the top five student countries of origin share a border with Hungary. The proportion of foreign students in Hungary remained constant at just over 3% between 1999 and 2006, but given the very significant increase in Hungary's overall HE population over this period, this means that in absolute terms it increased by almost 60%. Hungary is principally a regional recruiter of foreign students, with over 55% coming from Romania, Slovakia, Ukraine and Serbia. The expansion of HE in Hungary has also meant that the proportion of Hungarian students studying for degrees abroad has declined – from 2.4% in 1999 to 1.7% in 2006. Germany is by some way the most favoured destination, with Austria and the USA in second and third place, some way behind.

After a short transition period in which certain long-cycle degree programmes co-existed with courses organised on the Bologna three cycle pattern, Hungary has now implemented the bachelors-masters-doctorate structure in most disciplinary areas. There is some conflicting information about ECTS and the diploma supplement. While the government states that ECTS is the only existing credit scheme, only 60% of the 15 institutions replying to the EUA's Trends survey said that they used ECTS, while 33% said that they operated a credit scheme that was not the ECTS. The government also states that as of March 2006, the diploma supplement has been issued automatically and free of charge, but only 27% of institutions said that this was their policy, with another 33% issuing the supplement on request. It may be, however, that these inconsistencies simply reflect the differing timetables for the implementation of reforms in different institutions. Recognition of foreign qualifications for academic purposes is the responsibility of the HEIs themselves. Joint degrees are permitted, and of the HEIs responding to the Trends survey, 4 reported that they offered joint degrees in the first cycle, 3 offered joint masters degrees and two joint doctoral degrees.

Beyond the implementation of the central Bologna reforms, the Hungarian government and HE system have taken several other steps to attract more students from abroad. Perhaps the most notable of these is the creation of an international student recruitment agency, Campus Hungary, but the government also cites measures to increase the overall quality and attractiveness of Hungarian HE, including an infrastructure development programme in partnership with the private sector. With respect to outgoing mobility, the government reports that measures to ensure loan portability will soon be in place, along with improved language training capacity and expanded mobility information networks.

Different information sources conflict about the trends in short-term student mobility in Hungary. While 53% of institutions responding to the EUA survey reported that outgoing mobility had increased 'significantly' since 2003, with a further 27% reporting a 'slight' increase, the perception of students organisations is that the overall level of outgoing mobility has increased only slightly since Hungary joined the Bologna process. The situation is similar with incoming mobility. 40% of institutions report a 'significant' increase, and 27% a 'slight' increase, but students organisations believe that incoming mobility has increased only slightly overall. The statistics on participation in the Erasmus programme tend to support the student view. Hungary's participation as a student hosting nation is just half the European average, and as a student sending nation is 93% of the average.

Students' organisations remain critical of the overall student mobility situation. They take the view that the overall level of funding for outward mobility is entirely inadequate, and that many mobile students have difficulties making ends meet while abroad. While most students have little difficulty getting the support or permission of their institution to spend a period abroad, and few encounter problems with visas and residence permits, many appear to have problems with the recognition of their credits when they return. This last finding is confirmed by the Trends survey – two thirds of HEIs report that 'some' students have problems with the recognition of credits earned abroad. With respect to incoming students the picture is mixed. While some incoming students – mostly from non-EU countries – still have problems with visa and immigration formalities, students organisations report that the situation has improved in recent years. Few incoming students have problems surviving on their grant or scholarship. However, many have problems finding appropriate language training after their arrival.

Hungarian university staff, as with the staff of many other HE systems, have not benefited from any significant increase in mobility opportunities. Although 53% of HEIs report a 'slight' increase in staff mobility since 2003, 40% report no change and none a 'significant' increase. On the other hand, Hungary's participation in Erasmus teacher exchange is about one and a half times the European average both as a host and as a sending nation. Even though faculty employment contracts and collective agreements guarantee staff mobility, staff unions report that the overall level of mobility opportunities is unsatisfactory. Many staff who wish to spend time abroad cannot find the funding to do so, and many staff also find their institutions unwilling to grant them the required leave of absence. Even those staff who do manage to organise a period abroad are likely to find that they have difficulty surviving on their grant or fellowship. The unions' view is that the Bologna process has had little impact on any of this. With respect to incoming staff mobility, the unions agree that Hungarian HEIs place a high priority on attracting foreign staff, but report that funding to pay for this is very limited.

The unions also report that the emigration of younger staff and postgraduate students is thought to be a major problem in Hungary. The rate of emigration appears to have increased slightly since Hungary joined the EU in 2004. Despite significant pay increases for academic staff, and the introduction of grants for study abroad that are conditional on the grantholder returning to Hungary at the end of the study period, retaining younger academics in Hungary remains a major issue for the unions.

Iceland

Like many small nations, Iceland has a long tradition of outward HE mobility. However, the recent development of Icelandic HE has meant that ‘full-degree’ mobility is in relative decline. Short-term mobility has increased only modestly in recent years, although students’ organisations report that the availability of opportunities to go abroad is satisfactory. With respect to incoming students, the picture is mixed. Iceland has made significant and successful efforts to make its HE system an attractive destination for foreign students, but there is also worrying evidence that some students are rather less welcome than others.

Students from Abroad (2006)			Students Studying Abroad (2006)		
Country of origin	Number of students	% of total foreign student population	Destination country	Number of students	% of total population of students abroad
Germany	98	13,7%	Denmark	804	33,2%
Denmark	58	8,1%	United States	453	18,7%
Sweden	53	7,4%	United Kingdom	346	14,3%
United States of America	49	6,9%	Norway	264	10,9%
Norway	39	5,5%	Germany	135	5,6%
Spain	37	5,2%	France	45	1,9%
Finland	31	4,3%	Netherlands	41	1,7%
France	28	3,9%	Sweden	30	1,2%
Lithuania	27	3,8%	Hungary	27	1,1%
Italy	24	3,4%	Australia	25	1,0%
Total students from top 5 countries of origin	297	41,5%	Total students in top 5 destination countries	2002	82,6%
Total students from top 10 countries of origin	444	62,1%	Total students in top 10 destination countries	2170	89,5%
Total population of students from abroad	715	100,0%	Total population of students abroad	2424	100,0%

Iceland is one of those rare countries whose principal student destination and origin countries are more or less the same – the USA, Norway, Denmark and Germany are all to be found in the top five destination countries for Icelandic students as well as the top five countries of origin of foreign students in Iceland. On the other hand, while Icelandic degree students abroad are heavily concentrated (83% in the top five destination countries), Iceland’s foreign students are a heterogeneous group, who for the most part have no obvious regional or cultural/linguistic connection with Iceland. Iceland’s HE system has recently experienced a period of rapid expansion, with the total number of students in tertiary education almost doubling between 1999 and 2006 to reach almost 16,000. This expansion has been associated with a fall in the proportion of Icelandic degree students studying abroad (down from 23% in 1999 to just less than 14% in 2006). The government suggests that a significant proportion of this fall is due to the increased availability of postgraduate courses in Iceland. The proportion of foreign students in Iceland has remained steady over the last five years or so at 4 to 4.5%, although this represents a significant increase in absolute terms given the overall expansion of Icelandic HE.

Iceland has recently passed an HE act that reaffirms Bologna-pattern reforms that were in any case mostly in place already. The three-cycle degree structure is in operation for almost all programmes, the diploma supplement is issued automatically and ECTS has now replaced the existing, ECTS-compatible credit system. Recognition of foreign qualifications is an institutional responsibility, but HEIs’ recognition procedures have to conform with the Lisbon principles. Joint degrees have been permitted since 2006, and of the 6 HEIs responding to the EUA’s Trends survey, 3 offer programmes at master’s level and one at doctoral level.

Iceland takes particular care in the welcome and assistance it provides to foreign students. Icelandic language training is offered to all incoming students both before and during their courses of study, as well as online as self-study programmes. HEIs provide assistance with housing and the majority of institutions (5 of the 6 responding to the EUA's Trends survey) provide a dedicated general support service for foreign students. Incoming student mobility seems to have increased as a result, with two thirds of institutions reporting to the EUA that this type of mobility had increased significantly since 2003. The fact that in 2006/7 Iceland's participation in the Erasmus programme as a student host country was almost 2.8 times the average confirms its success as a destination for international students. With respect to outward mobility, no particular policy steps have been taken other than an emphasis on information provision. Only one institution reported to the EUA that outgoing mobility had increased significantly, with another three reporting a 'slight' increase. Students organisations confirm the impression of a modest overall increase in outward mobility, reporting that the availability of opportunities for study abroad is largely satisfactory. Icelandic students face no particular obstacles or difficulties before or during their periods abroad, although there are the usual occasional problems with immigration formalities outside the EEA/EU. In this general context it is surprising to note that students' organisations are aware that some students have had difficulty winning the support of their institutions for their mobility projects.

While the mobility picture in Iceland is largely very positive, it is worrying to note the concerns raised by students' organisations that incoming students from outside the EU can face multiple hurdles in getting access to Icelandic HE. Whether in terms of finding an institution willing to accept them as students, having their qualifications recognised, dealing with immigration formalities or financing their studies, it seems that the situation for non-EU/EEA students can be very difficult.

At present we know little about staff mobility in Iceland. Its participation in Erasmus teacher exchange is a little higher than average (both as a host and sending country) and one institution reported a 'significant' increase in staff mobility since 2003, with four reporting a 'slight' increase. The government states that Icelandic HEIs are preparing measures to increase staff mobility, but does not specify what these might be beyond increased provision of language training.

Ireland

Ireland has all the characteristics of a successful 'exporter' of HE – including the less positive ones like a policy emphasis on getting foreign students in and distinct neglect of the goal of getting Irish students moving abroad. Teacher mobility has not been a priority. Despite the existence of an independent report detailing the factors that have obstructed significant increases in staff mobility, there is little evidence of any attempt to deal with the problem.

Students from Abroad (2006)			Students Studying Abroad (2005)		
Country of origin	Number of students	% of total foreign student population	Destination country	Number of students	% of total population of students abroad
United States of America	2051	16,7%	United Kingdom	16345	84,0%
China	1722	14,0%	United States	1019	5,2%
United Kingdom	1196	9,8%	Australia	482	2,5%
Malaysia	1043	8,5%	France	458	2,4%
France	800	6,5%	Germany	418	2,1%
Germany	713	5,8%	Denmark	116	0,6%
India	440	3,6%	Sweden	68	0,3%
Canada	416	3,4%	Spain	54	0,3%
Spain	388	3,2%	Switzerland	42	0,2%
Kuwait	254	2,1%	Finland	37	0,2%
Total students from top 5 countries of origin	6812	55,6%	Total students in top 5 destination countries	18722	96,2%
Total students from top 10 countries of origin	9023	73,6%	Total students in top 10 destination countries	19039	97,8%
Total population of students from abroad (whose origin is known)	12258	100,0%	Total population of students abroad	19461	100,0%

Note: UNESCO indicates that there were 482 foreign students in Ireland whose origin was unknown. These have been subtracted from the total population of students from abroad.

The most obvious characteristic of Ireland's student diaspora is the overwhelming concentration of Irish degree students in the UK. In fact, no Bologna member state has a higher concentration of its expatriate degree students in one country. Beyond the more general historical and cultural connections between the UK and the Republic of Ireland and the closely integrated academic networks that exist, part of this concentration is undoubtedly due to the large number of Irish students studying at the two universities in Northern Ireland, which of course is part of the UK. Ireland's foreign degree student population shares the pattern that occurs in the most successful international student recruiters, which is to say an absence of regional or linguistic focus and a high level of heterogeneity in national origins. The foreign student population increased from 4.8% in 1999 to 6.8% in 2006.

As in the UK, HE in Ireland was organised on the three-cycle structure before the Bologna Process began, so no radical reform of the degree structure has been necessary. ECTS, while not mandatory, is very widely used, with over 80% of institutions using it at both bachelors and masters level. The diploma supplement has been delivered automatically since 2007.

Few specific policy measures designed to increase student mobility appear to have been implemented, even though the government admits that it has 'traditionally' been difficult to increase outward mobility. A quarter of the 16 institutions replying to the EUA Trends survey reported that incoming student mobility had increased 'significantly', with 44% reporting a 'slight' increase. Only

two institutions reported a 'significant' increase in outward mobility, with another 6 reporting a 'slight' increase. Ireland's participation in the Erasmus programme was almost 3 times the average as a student hosting nation, but only barely above average as a student sending nation. Joint programmes are available in the 'polytechnic' sector but not as yet in the university sector. However, the National University of Ireland has recently changed its statutes to permit joint awards. 4 HEIs reported to EUA that they offered joint programmes in the first cycle and 5 in the second cycle.

2 Irish HEIs reported to the EUA that teaching staff mobility had increased 'significantly' since 2003, 4 reported that it increased 'slightly' and 8 that it had not changed. One institution even reported a fall in mobility. Ireland's participation in the Erasmus programme as a teacher hosting nation in 2006/7 was just about average, but its teacher sending was only 77% of the average. In discussing staff mobility, the Irish government refers to the problems identified in an independent study of Ireland's participation in the Erasmus scheme. The report found that the need to find teaching cover, the lack of recognition of mobility in recruitment and promotion procedures and the availability of funding were all factors working against Irish HE teacher mobility.

The staff unions largely confirm the picture painted in the Erasmus evaluation. Their view is that the opportunities available for traditional academic exchange in Ireland are unsatisfactory, and that this situation has not changed since the Bologna process began. Many staff have difficulties getting the required leave of absence, and it remains difficult in some institutions to have periods abroad taken into account in recruitment and promotion procedures.

According to the EUI's Academic Careers Observatory, permanent academic posts in Ireland are very accessible to non-nationals. Not only are posts usually advertised in the international academic press, but appointment boards usually include international experts in the relevant field.

Italy

Italy clearly ranks among the poorer performers in terms of both staff and student mobility. Although some tentative steps have been taken to improve the situation, the degree structure remains complex and procedures for the recognition of foreign qualifications are uneven. There is little indication that Italian HEIs have taken any significant steps to promote either student or staff mobility, both of which remain at a low level. The academic labour market remains one of the most difficult for foreigners to break into.

Students from Abroad (2006)			Students Studying Abroad (2005)		
Country of origin	Number of students	% of total foreign student population	Destination country	Number of students	% of total population of students abroad
Albania	10959	22,5%	Germany	7702	22,7%
Greece	5473	11,2%	Austria	6150 (estimate)	18,1%
Romania	1874	3,8%	United Kingdom	5317	15,7%
Germany	1638	3,4%	Switzerland	4469	13,2%
Cameroon	1405	2,9%	France	4021	11,9%
Croatia	1334	2,7%	United States	3406	10,1%
Poland	1332	2,7%	Spain	698	2,1%
Switzerland	1269	2,6%	Sweden	401	1,2%
Israel	1060	2,2%	Australia	281	0,8%
Serbia and Montenegro	1014	2,1%	Ireland	199	0,6%
Total students from top 5 countries of origin	21349	43,8%	Total students in top 5 destination countries	27659	81,6%
Total students from top 10 countries of origin	27358	56,1%	Total students in top 10 destination countries	32644	96,3%
Total population of students from abroad (whose origin is known)	48771	100,0%	Total population of students abroad	33885	100,0%

Note: UNESCO indicates that there were 319 foreign students in Italy whose origin was unknown. These have been subtracted from the total population of students from abroad.

The proportion of foreign degree students in Italy, although it rose from 1.3% of the HE population in 1999 to 2.2% in 2005 while that overall population also grew by over 12%, remains among the lowest of any of the pre-2004 EU member states. The major countries of origin of foreign students in Italy are Albania and Greece, although together these account for only 34% of students. Otherwise the foreign student population is highly heterogeneous. The Italian students who go abroad for their studies head overwhelmingly for six countries – Germany, Austria, the UK, Switzerland, France and the USA. Only 8% of Italian students go elsewhere. The proportion of Italian degree students studying abroad is also relatively low, at between 2 and 2.5% of the total Italian student population.

The administration of Italy's HE system is notoriously bureaucratic, and this goes some way to explaining the difficulty that successive governments have had with the reform of HE. While in principle Italy has adopted the three-cycle degree structure, the situation is still complex. Italy persists in offering what are in effect two levels of first-cycle and three levels of second-cycle degree. Like many other countries, it has also retained long-cycle course structures for medicine, dentistry, veterinary science, pharmacy and architecture. ECTS is used for accumulation and transfer in the majority of courses – of the 63 HEIs responding to the EUA's Trends survey, around three quarters reported using ECTS on all first- and second-cycle courses. The diploma supplement has been compulsory since January 2005. However, three-quarters of institutions responding to the EUA in mid-2006 still did not issue the DS, although they all reported that they had plans to do so. Recognition of foreign qualifications remains a major problem in Italy. Recognition is the responsibility of individual HEIs – in effect, the institution is required to grant the applicant an Italian degree – and despite what

appear to have been determined government efforts, procedures, timescales and criteria remain enormously variable. In some circumstances, however, this antiquated approach can be circumvented. A law enacted in 2006 permits public bodies directly to recognise EU and EFTA qualifications as equivalent to Italian diplomas under certain circumstances. The government reports that the development of joint degrees has been a priority aspect of the internationalisation of Italian HE. There are currently about 75 joint degree programmes in Italy. 20% of HEIs responding to the Trends survey reported offering programmes in the first cycle, 38% in the second cycle and 44% at doctoral level.

Increasing student mobility is in principle a priority of the education ministry. The major policy measure in this respect is the co-financing of HEI projects intended to increase mobility. A special fund has been set up to support both incoming and outgoing mobility. In general, loans and grants are not portable, but two regional governments in Italy (Aosta and Bolzano) have introduced internationally portable types of student support. In practice, student mobility in the Italian HE system does seem to be increasing. Of the institutions responding to the Trends survey, 45% stated that incoming mobility had increased 'significantly' since 2004, with another 42% reporting a 'slight' increase. 33% reported a 'significant' increase in outgoing mobility, and 45% a 'slight' increase. Italy's participation in the Erasmus student mobility programme in 2000/2007 was around the average level both in terms of student hosting and student sending.

The government states that 'measures' have been taken to support staff mobility, but it is not clear what these are. Different sources of information conflict on the question of trends in staff mobility. 23% of the respondents to the Trends survey reported that teaching staff mobility had increased 'significantly' since 2003, with another 41% reporting a 'slight' increase. The staff unions' perception, however, is that traditional academic exchange has not noticeably increased since the Bologna process began, and that the availability of opportunities for exchange is unsatisfactory. A 'significant' number of staff who wish to spend a period abroad are unable to do so, and in some cases those that find funding have difficulty getting their institution to concede the required leave of absence. On the other hand, the unions' perception is that incoming staff mobility has slightly increased, even though attracting visiting foreign staff is not thought to be a high priority for institutions. Statistics on Italy's participation in Erasmus teacher exchange seem to confirm this gap. Participation as a teacher sending nation was only 75% of the average, while teacher hosting was 1.3 times the average.

Foreign staff seeking permanent posts in Italy are likely to have great difficulty. The system of academic staff employment in Italian HE is exceptionally difficult to navigate, and appointments are still heavily reliant on personal patronage and contacts.

Latvia's policies and performance in terms of staff and student mobility could perhaps best be described as 'honest'. It has taken advantage of its membership of the EU to participate in the various mobility programmes that exist and while in some areas, notably attracting foreign visiting students, it has had little success, its efforts have had generally positive results. The importance of mobility seems to be widely recognised, although as usual HEIs are in practice a little reluctant to allow their own staff to spend periods away from their posts.

Students from Abroad (2005)			Students Studying Abroad (2005)		
Country of origin	Number of students	% of total foreign student population	Destination country	Number of students	% of total population of students abroad
Lithuania	838	50,0%	Germany	919	26,2%
Russian Federation	323	19,3%	Russian Federation	884	25,2%
Sri Lanka	78	4,7%	United States	426	12,2%
Estonia	65	3,9%	United Kingdom	271	7,7%
Germany	42	2,5%	Estonia	204	5,8%
Ukraine	39	2,3%	France	130	3,7%
Belarus	34	2,0%	Norway	106	3,0%
Lebanon	28	1,7%	Poland	63	1,8%
Syrian Arab Republic	24	1,4%	Australia	61	1,7%
India	24	1,4%	Switzerland	46	1,3%
Total students from top 5 countries of origin	1346	80,3%	Total students in top 5 destination countries	2704	77,1%
Total students from top 10 countries of origin	1495	89,1%	Total students in top 10 destination countries	3110	88,7%
Total population of students from abroad	1677	100,0%	Total population of students abroad	3506	100,0%

Fully half of Latvia's small number of foreign degree students are from neighbouring Lithuania, with another 20% from Russia. Perhaps surprisingly, the third-largest contingent (almost 5%) comes from Sri Lanka. The proportion of foreign students in Latvia is erratic, jumping from 2.3% in 1999 to 7.7% in 2001 and down to 1.3% in 2005. We are unable to suggest any explanation for this inconsistency. Latvian students abroad are less concentrated, but the top five destination countries still account for 77% of all mobile degree students, with Germany and Russia competing for top position. The proportion of Latvian students studying abroad has remained more or less constant in recent years at around 3%, even though the tertiary student population as a whole grew by almost 60% between 1999 and 2005.

Latvia had embarked on a series of more or less Bologna-compatible reforms to its structure of higher education even before the Bologna Process began. Continuing along the same road has appeared to cause few difficulties. Except for certain vocationally-oriented courses like medicine and veterinary science, all programmes follow the three cycle structure. An ECTS-compatible credit scheme has been in use since 1991, and since 2004 the diploma supplement has been issued automatically. Recognition of foreign qualifications is centralised, and the procedure is fully compatible with the Lisbon convention. Joint degrees are now explicitly permitted, and as of 2006 around 10% of institutions offered such programmes, with another 15% planning to do so. Restrictions on the language in which courses could be offered were lifted in 2006. The 21 responses from Latvian HEIs to the EUA's Trends survey seem to confirm that the reforms are firmly in place. The sole area of concern is the credit system. Two-thirds of the respondents did report that some students had problems with the recognition of credits earned abroad, with 5% reporting that many students had problems in this area. However, plans currently exist to move to a full implementation of ECTS.

Latvian policy on outward student mobility is centered on maximising the value of existing EU programmes by adding supplementary funding and by using a flexible system of funding allocation and reallocation between institutions based on monitoring of the take-up of funds. Student loans are fully portable. Incoming mobility has been specifically promoted mainly through measures relating to language, for example increasing the number of courses delivered in English.

Since 2003, most institutions have seen an increase in incoming student mobility, with 24% reporting a 'significant' increase and 57% a 'slight' increase. The increase in outward mobility is more impressive, with 52% of institutions reporting a 'significant' increase, and another 38% reporting a 'slight' increase. Despite these improvements Latvian participation in the Erasmus student mobility programme remains low, although it confirms the greater success in the area of outgoing mobility. As a student hosting nation, Latvia's participation was only 38% of the average in 2006/7, while as a student sending nation it was 83% of the average.

The Latvian government states that the importance of 'internationalisation at home' is widely recognised in Latvian HE, and that HEIs have started to allocate funds to invite foreign staff as guest professors. Staff unions confirm that the number of visiting foreign staff in Latvia has increased 'significantly' in recent years, that HEIs tend to put a fairly high priority on attracting them, and that in general immigration formalities are unproblematic. However, the unions also take the view that the level of funding is unsatisfactory and that a significant number of academically worthwhile visits cannot be funded. While the government claims that outgoing staff mobility has been increasing 'intensively' in recent years – mainly due to increases in the available funding, but also because of the increasing importance of foreign experience in decisions about recruitment and promotion – the unions state that the overall level of outgoing mobility has only slightly increased since the Bologna process began. It also reports that many staff members with mobility projects have problems getting the required leave of absence from their institution. Despite these problems, Latvia's participation in the Erasmus teacher mobility programmes is very high, with over two and a half times the average level of both incoming and outgoing teaching staff in 2006/7.

One final factor to note in the Latvian case is that the possibility of 'brain drain' is a concern for both government and unions, although little concrete evidence that it is a problem for institutions has been cited.

Liechtenstein is the Bologna member state with the highest level of mobility relative to its HE population, but of course it cannot fairly be compared to the larger members. That having been said, the government and HEIs do not appear to have rested on their laurels, and appear to have implemented the Bologna-pattern reforms effectively. We might simply note that whole-degree mobility, whether from or into Liechtenstein, is perhaps unhealthily concentrated on German-speaking countries.

Students from Abroad (2006)			Students Studying Abroad (2006)		
Country of origin	Number of students	% of total foreign student population	Destination country	Number of students	% of total population of students abroad
Austria	265	46,2%	Switzerland	568	72,3%
Switzerland	129	22,5%	Austria	137	17,4%
Germany	100	17,5%	Germany	19 (estimate)	2,4%
Turkey	9	1,6%	Denmark	18	2,3%
China	6	1,0%	United States	14	1,8%
Hungary	5	0,9%	United Kingdom	11	1,4%
Italy	5	0,9%	France	4	0,5%
Poland	4	0,7%	Sweden	3	0,4%
The Former Yugoslav Rep. of Macedonia	3	0,5%	Netherlands	1	0,1%
Ireland	3	0,5%	Ireland	1	0,1%
Total students from top 5 countries of origin	509	88,8%	Total students in top 5 destination countries	756	96,2%
Total students from top 10 countries of origin	529	92,3%	Total students in top 10 destination countries	776	98,7%
Total population of students from abroad	573	100,0%	Total population of students abroad	786	100,0%

Liechtenstein, the second smallest of the Bologna Process member states after the Vatican, is a case apart. Not only do a large majority of Liechtensteiner degree students study abroad (93% in 2006), but a large majority (90%) of the degree students in Liechtenstein's HE system are foreign. Student exports and imports are also overwhelming to or from other German-speaking countries. 86% of the foreign students in Liechtenstein are from Austria, Switzerland and Germany, and 92% of expatriate Liechtensteiner students are studying in those same three countries.

The three-cycle degree structure has been in place in Liechtenstein's HE system since 2005, while the use of ECTS was extended to accumulation as well as transfer from the same date. The diploma supplement is issued automatically to all graduating students. Joint degrees, however, do not currently exist.

Outward student mobility is obviously a high priority and is promoted in a number of ways. The government provides additional support to the Erasmus and other EU programmes, there is an extensive range of bilateral cooperation agreements, international offices in HEIs are well-staffed and resourced and many programmes require or at least strongly encourage students to spend a period abroad. In 2006/7, Liechtenstein's participation in Erasmus student exchange as a sending country is more than nine times the average. To promote incoming mobility, an increasing number of modules are delivered in English, and courses in German are offered to foreign students, who also have the option of attending a four week preparatory course before beginning their studies. The principal difficulty for incoming students is finding accommodation. As a host country, Liechtenstein accommodates more than 6 times the average number of Erasmus students.

Liechtenstein's HEIs are legally obliged to engage in international collaboration and cooperation, of which staff mobility is an important part. While there are no statistics available about staff mobility – other than that in 2006/7 Liechtenstein hosted 6 Erasmus teacher exchanges and send 6 staff abroad – there is little reason to believe that it too is maintained at a high level.

Lithuania, much like its neighbour Latvia, has an honest but not especially enthusiastic approach to staff and student mobility. 'Internationalisation at home' is clearly the weakest area. The Lithuanian HE system has not managed to attract a high proportion of foreign students, whether for visits or entire degrees. The situation is a little better with staff exchange, which seems to be at a relatively high level in both directions. The Lithuania HE system remains an unattractive destination for foreigners seeking permanent posts.

Students from Abroad (2005)			Students Studying Abroad (2005)		
Country of origin	Number of students	% of total foreign student population	Destination country	Number of students	% of total population of students abroad
Belarus	140	16,3%	Germany	1729	25,3%
Lebanon	98	11,4%	Russian Federation	1376	20,2%
Poland	81	9,5%	Latvia	838	12,3%
Israel	79	9,2%	United States	663	9,7%
Germany	46	5,4%	Poland	558	8,2%
Latvia	43	5,0%	United Kingdom	421	6,2%
United States of America	35	4,1%	France	246	3,6%
Pakistan	32	3,7%	Norway	148	2,2%
Russian Federation	32	3,7%	Sweden	125	1,8%
Turkey	27	3,2%	Italy	112	1,6%
Total students from top 5 countries of origin	444	51,8%	Total students in top 5 destination countries	5164	75,7%
Total students from top 10 countries of origin	613	71,5%	Total students in top 10 destination countries	6216	91,1%
Total population of students from abroad	857	100,0%	Total population of students abroad	6822	100,0%

HE in Lithuania has been expanding rapidly in recent years, with the number of tertiary-level students almost doubling between 1999 and 2006. However, in contrast to some other expanding HE systems, there has been no discernable effect on the proportion of Lithuania students studying abroad, which has remained constant at around 3.5%. This suggests that Lithuanians were not looking abroad for HE opportunities before the current expansion began. Neither has the proportion of foreign students in Lithuania changed significantly, remaining among the lowest in any of the Bologna member states at around 0.4%. Aside from the 30 or so percent arriving from neighbouring Belarus, Poland and Latvia, the small number of foreigners who choose to study in Lithuania are surprisingly heterogeneous. In 2005, 11.4% were Lebanese, 9.2% Israeli, 4.1% American and 3.7% Pakistani. The destinations of expatriate Lithuanian degree students are more predictable, with Germany, Russia and Latvia having the largest concentrations.

Lithuania is one of the original members of the Bologna Process and implemented an initial set of reforms in 2000. The second stage of the process is now in the planning stage, and is expected to be completed by 2010. A degree structure based on three main cycles was in fact introduced as early as 1993 and at present 96% of students below doctoral level are studying for Bologna pattern degrees. An ECTS-compatible credit accumulation system is in almost universal use, with ECTS used for credit transfer purposes in many cases. 57% of the 14 Lithuanian HEIs responding to the EUA's Trends survey reported that some students had problems with the recognition of credits earned abroad. A move to a full ECTS system is currently under consideration. Since 2006, all graduating students have received the diploma supplement. Recognition of foreign qualifications is centralised and fully compatible with the terms of the Lisbon convention. Joint degrees have been explicitly permitted only since 2006, although 14% of HEIs reported that there were joint programmes in the first cycle, and 36% that joint programmes existed at masters level.

The Lithuanian government reports that short-term student mobility is organised and financed principally via EU programmes, although the Ministry of Education and Science also provides a certain amount of funding. Lithuania's participation in the Erasmus programme as a student sending country is well above average (1.4 times), although it is not a popular destination for students from elsewhere in Europe, with participation as a host country at only 55% of the average. Despite this, half of the institutions responding to the EUA reported that incoming student mobility had increased 'significantly' since 2003. Another 43% reported a 'slight' increase. Outgoing mobility had increased 'significantly' in 36% of cases and 'slightly' in 50%. Students organisations, however, put the relative emphasis the other way around, reporting that the overall increase in outgoing mobility since the Bologna process began has been 'significant', and that incoming mobility has increased only slightly. The view in the Lithuanian students organisations is also that the availability of opportunities for short-term mobility is satisfactory, although some students still have problems getting the support of their institutions. Language training in English, French, German, Russian and Spanish is unproblematic, but students wishing to study other languages may have some difficulty finding an appropriate course. Visa and residence permits are generally unproblematic for Lithuanian students with the notable exceptions of the USA and Russia. Perhaps inevitably, Lithuanian students abroad frequently encounter financial problems. Incoming students from outside the EU are obviously more likely to face difficulties with immigration formalities than those from within it.

The available information about Lithuanian academic staff is limited, but the situation appears to be reasonably positive. Staff are entitled to a sabbatical every five years, and the government reports that this is increasingly being taken abroad. Statistics from the Erasmus programme show that Lithuania's participation as a teacher sending nation is almost three times the average. Participation as a host nation is also very high, at 2.3 times the average.

Although admittedly we do not have a students' organisation view to confirm this, it seems that in terms of student mobility, Luxembourg is a – perhaps the – model Bologna member state. Its insistence that students in the first cycle spend a period abroad, but perhaps most notably the support it provides to help them achieve this, is exemplary. Aside from a surprisingly low level of participation as an Erasmus host country, inward student mobility is also impressive. The multilingual course delivery is one obvious reason that the student population of Luxembourg is highly international. Certainly, a high proportion of these students are from neighbouring countries, there is also significant representation from further afield. Information about staff mobility is too limited to draw any firm conclusions.

Students from Abroad			Students Studying Abroad (2005)		
Country of origin	Number of students	% of total foreign student population	Destination country	Number of students	% of total population of students abroad
France	387	34,0%	Germany	2198	31,3%
Portugal	181	15,9%	France	1670	23,8%
Belgium	160	14,1%	Belgium	996	14,2%
Germany	111	9,8%	United Kingdom	822	11,7%
Italy	48	4,2%	Austria	420 (estimate)	6,0%
Cameroon	38	3,3%	Switzerland	281	4,0%
Serbia and Montenegro	16	1,4%	Denmark	70	1,0%
China	15	1,3%	Portugal	57	0,8%
Morocco	13	1,1%	Spain	53	0,8%
Bosnia and Herzegovina	13	1,1%	United States	41	0,6%
Total students from top 5 countries of origin	887	78,0%	Total students in top 5 destination countries	6106	86,8%
Total students from top 10 countries of origin	982	86,4%	Total students in top 10 destination countries	6608	94,0%
Total population of students from abroad	1137	100,0%	Total population of students abroad	7031	100,0%

Luxembourg, like other small nations, has a long history of student mobility. While the unification of Luxembourg's various small HEIs into a single university in 2003 was followed by a rapid expansion of provision, it remains the case that there are more Luxembourgers studying for degrees abroad than there are in Luxembourg itself. The student population of the University of Luxembourg is also highly international, with around a quarter of its more than 4100 students coming from abroad. While almost 60% of these students are from neighbouring France, Germany and Belgium, there is also a strong Portuguese contingent – probably because the Portuguese are the largest immigrant group in Luxembourg – as well as significant representation from Africa and Eastern Europe. Expatriate Luxembourgish students are to be found overwhelmingly in Germany, France and Belgium, but are also well-represented in the UK.

Since the foundation of the University of Luxembourg, only Bologna-pattern courses have been offered. All courses use ECTS and the diploma supplement has been mandatory for masters courses since 2007 and bachelors courses from 2008. Recognition of foreign qualifications is centralised. In line with the historical importance of mobility in Luxembourgish HE, all bachelors level courses include a mandatory period abroad and loans and grants are fully portable. Joint degrees exist, but it is not clear how programmes are offered or of what type.

The University of Luxembourg describes itself as a 'multilingual' university, with the majority of courses taught in a combination of two of French, German and English. The university's international office has a high profile, and is committed to assisting all students to find a

Luxembourg

partner institution for their period abroad. Not surprisingly, Luxembourg's participation in the Erasmus programme as a student sending nation in 2006/7 was over 5.5 times the average. On the other hand, Erasmus student hosting is only 79% of the average.

Little detailed information is available about staff mobility, but we do know that the staff of the University of Luxembourg is highly international – according to the university itself there are twenty different staff nationalities. Recruitment of foreign staff to permanent positions is made easier by the fact that staff are employed on private law contracts, which is to say that they do not have civil or public servant status and are thus insulated from the regulation that tends to accompany it.

Like several of the other Bologna Process member states that were formerly part of the Communist bloc, Macedonia's HE system is struggling honestly with reform but has so far had only limited success. The constraints that it faces – outdated administrative structures, lack of finance, as yet only partial integration into Europe – certainly do not arise from any lack of will or vision in government or HEI management. For this reason, however, they cannot simply be wished away. It seems likely that it will be some years before the Macedonian HE system is in a position to attract a significantly higher number of foreign visiting staff or students or to send more of its own staff and students abroad.

Students from Abroad (2005)			Students Studying Abroad (2005)		
Country of origin	Number of students	% of total foreign student population	Destination country	Number of students	% of total population of students abroad
Serbia and Montenegro	118	43,5%	Bulgaria	3404	46,0%
Bosnia and Herzegovina	78	28,8%	Germany	1450	19,6%
Albania	54	19,9%	United States	398	5,4%
Turkey	11	4,1%	Romania	357	4,8%
Greece	6	2,2%	Turkey	304	4,1%
United States of America	1	0,4%	Austria	220	3,0%
Palestinian Autonomous Territories	1	0,4%	Italy	181	2,4%
Bulgaria	1	0,4%	Switzerland	133	1,8%
Australia	1	0,4%	Norway	129	1,7%
			Saudi Arabia	114	1,5%
Total students from top 5 countries of origin	267	98,5%	Total students in top 5 destination countries	5913	79,9%
Total students from top 10 countries of origin	271	100,0%	Total students in top 10 destination countries	6576	88,9%
Total population of students from abroad	271	100,0%	Total population of students abroad	7401	100,0%

In terms of both inward and outward whole-degree student mobility, Macedonia demonstrates a strong regional focus. Almost 80% of expatriate Macedonian students are to be found in Bulgaria, Germany, Romania, Turkey and Austria. Around 93% of Macedonia's small foreign student population is from Serbia, Montenegro, Bosnia Herzegovina or Albania. Although the overall Macedonia student population increased by 40% between 1999 and 2005, the proportion of Macedonians students studying abroad also increased significantly, from 6% to 13%. The foreign student population in Macedonia has fluctuated between 0.3% and 0.8% in recent years, with no discernible trend.

The Macedonian government itself admits that the HE system has historically been over-regulated, and over the last few years has been attempting the difficult task of trying to increase HEI autonomy while at the same time coordinating the introduction of Bologna-pattern reforms. As the government carefully put it, these attempts at reform 'have raised serious debates and reactions within the universities in Macedonia'. In principle, the three-cycle system exists, but its use is inconsistent. While some programmes operate with a three-year first cycle, others have maintained a four-year degree, and in some cases first cycle courses can even last five years. Masters courses are tending towards a two-year standard. ECTS is also unevenly used, with 2 out of the three institutions responding to the EUA's Trends survey reporting that they used a compatible system at bachelors level, and one of three using ECTS at masters level. The diploma supplement is not yet widely issued, although the government is continuing its attempts to promote its introduction. Recognition of foreign qualifications appears to be centralised, and the government states that it operates according to the Lisbon principles. Joint degrees exist in both the first and second cycles.

In terms of student mobility policy, the Macedonian government has quite frankly admitted that many serious obstacles remain. Among these, finance is perhaps the most serious. While Macedonian HEIs participate in the TEMPUS and CEEPUS programmes, they are not eligible to participate in Erasmus & Socrates actions. Students frequently have visa problems, difficulties finding appropriate language training and difficulties with the recognition of their credits earned abroad. Loans and grants are very low, and are not portable. With respect to incoming mobility, HEI administrations have only a limited capacity to support foreign students. All of these obstacles were also mentioned by students' organisations in their responses to the EI/ESU survey.

The government's strategy in the face of these problems has been to try to negotiate with the EU for a liberalisation of the visa regime and access to the mobility programmes. It also intends to invest in improved HEI infrastructure, notably student accommodation.

As yet, the government's efforts appear to have had little effect, although information on the issue is limited. Students' organisations report a 'slight' increase in both incoming and outgoing mobility since the Bologna Process began, while the sole HEI responding to the Trends survey that was able to say whether mobility had changed reported no change in either direction since 2003.

As with student mobility, staff mobility in Macedonia relies heavily on external funding from the Tempus and CEEPUS programmes, as well as grants from organisations like DAAD. Macedonia also has bilateral academic mobility agreements with 15 EU and non-EU countries. Staff are entitled to up to a year's leave for every four years of teaching although, again, the government freely admits that visa and residence formalities, the cost of living in destination countries and limited language training opportunities are serious obstacles to staff mobility.

For its size, Malta is an outstandingly popular destination for students from the rest of Europe. However, there is some evidence that it is the culture and climate that is attractive rather than the HE system itself. Students' organisations suggest both that Malta's attitude to foreign students may be slightly cynical, and that little has been done to encourage or assist outward mobility. Too little information is available about staff mobility to be able to make any comment on the subject.

Students from Abroad (2005)			Students Studying Abroad (2005)		
Country of origin	Number of students	% of total foreign student population	Destination country	Number of students	% of total population of students abroad
China	183	30,2%	United Kingdom	590	69,7%
Bulgaria	72	11,9%	Australia	53	6,3%
San Marino	47	7,8%	Germany	41	4,8%
Nigeria	25	4,1%	Italy	36	4,3%
Albania	19	3,1%	United States	28	3,3%
Palestinian Autonomous Territories	15	2,5%	Spain	26	3,1%
United Kingdom	13	2,1%	France	11	1,3%
Kuwait	12	2,0%	Switzerland	6	0,7%
The Former Yugoslav Rep. of Macedonia	11	1,8%	Japan	5	0,6%
Norway	11	1,8%	Malaysia	4	0,5%
Total students from top 5 countries of origin	346	57,2%	Total students in top 5 destination countries	748	88,3%
Total students from top 10 countries of origin	408	67,4%	Total students in top 10 destination countries	800	94,5%
Total population of students from abroad	605	100,0%	Total population of students abroad	847	100,0%

Malta's small HE system is home to a relatively high proportion of foreign degree students – around 6% of the total HE population. The foreign student population is relatively heterogeneous, although Chinese students (30%) are clearly the largest single group. Almost 70% of those Maltese students studying for a degree abroad are to be found in the UK, no doubt as a result of the historical and linguistic connections between the two countries. (Malta is one of only three EU member states that were formerly part of the British Empire – the others are Cyprus and the Republic of Ireland – and English is one of its two official languages along with Maltese.) The overall tertiary student population of Malta increased by 66% between 1999 and 2005, but over the same period there was no particular trend either in the foreign student population in Malta or in the proportion of Maltese degree candidates studying abroad. Between 1999 and 2005, the latter fluctuated between just over 7% and more than 13%.

Malta has three public HEIs, although the University of Malta is by some way the largest. A three-cycle degree structure has been in place since well before the Bologna Process, although there are a relatively high number of short diploma courses within the first cycle. ECTS is used for all bachelors and masters programmes. The diploma supplement was initially introduced in 2007, and the intention is that it will be issued to all students by 2009. Recognition of foreign qualifications for any purpose is centralised. Joint degrees do not currently exist.

Although student mobility does not seem to have been the object of close policy attention by the Maltese government, both incoming and outgoing mobility appear to be high. Malta's participation in the Erasmus programme as a student host nation was 4.7 times the average, and as a sending nation was 1.8 times the average. This balance between incoming and outgoing students, incidentally, is confirmed by the single Maltese response to the EUA's Trends survey, which reported that incoming mobility was 'significantly higher' than outgoing. While the same response reported that outgoing mobility had increased 'significantly' since 2003, students' organisations have

observed only a 'slight' increase, and take the view that the opportunities for outward mobility remain unsatisfactory. Students' organisations are also aware of some cases in which students have problems getting the support of their institution for their mobility projects, and of many cases in which students spending periods abroad encounter financial problems. A respondent to the EI/ESU survey commented that while Malta has for many years been an attractive destination for students from abroad, there is little encouragement for Maltese students to be mobile. Apart from information and assistance, the major problem is finance. The same respondent pointed out that there is a tendency for foreign students to be looked on as a 'cash cow' in Malta, but they may nevertheless face problems with poor administration and poor accommodation.

Beyond the report to the EUA Trends survey that staff mobility has increased 'significantly' since 2003 in one of Malta's HEIs, we have very little information on staff mobility.

Moldova has made what appear to be significant efforts at reform in the short amount of time that it has been a member of the Bologna Process. As far as can be told from the limited amount of information that is available, these efforts are having some success. However, as Moldova is the poorest country in Europe, it is likely to be many years before funding for HE in general and mobility in particular can be increased to the level prevailing in other Bologna member states.

Students from Abroad (2006)			Students Studying Abroad (2006)		
Country of origin	Number of students	% of total foreign student population	Destination country	Number of students	% of total population of students abroad
Ukraine	512	26,6%	Romania	3668	38,8%
Romania	366	19,0%	Russian Federation	1669	17,7%
Syrian Arab Republic	292	15,2%	Ukraine	1063	11,2%
Russian Federation	174	9,0%	Germany	710 (estimate)	7,5%
Jordan	156	8,1%	France	634	6,7%
Israel	130	6,7%	Bulgaria	380	4,0%
Turkey	90	4,7%	United States	372	3,9%
Bulgaria	55	2,9%	Italy	331	3,5%
Sudan	48	2,5%	Turkey	162	1,7%
Belarus	14	0,7%	Poland	84	0,9%
Total students from top 5 countries of origin	1500	77,8%	Total students in top 5 destination countries	7744	81,9%
Total students from top 10 countries of origin	1837	95,3%	Total students in top 10 destination countries	9073	96,0%
Total population of students from abroad	1927	100,0%	Total population of students abroad	9450	100,0%

Whole-degree mobility in Moldova is strongly regionally-focused. 68% of expatriate Moldovan students are to be found in Romania, Ukraine and Russia, and 56% of Moldova's foreign degree students are from these same three countries. Almost 40% of Moldova's expatriate students are to be found in neighbouring Romania, which is unsurprising given the geographical and linguistic links between the two countries (the Moldovan and Romanian languages are closely related and share their written form). Between 1999 and 2005 the overall number of tertiary-level students in Moldova grew by around 40% and the proportion studying abroad fell from 8.1% to 6.2%. The trend in foreign student participation in Moldova is difficult to explain, rising from 1.6% in 1999 to 2.7% in 2002 before falling back to 1.3% in 2006.

Moldova joined the Bologna Process as a full member only in 2005, and for that reason has obviously not advanced as far as the longer-standing member states in the reform of its HE system. The move to the three-cycle degree system began in 2005, along with the introduction of ECTS at bachelors level. ECTS is due to be introduced for second-cycle courses in 2008. The diploma supplement has been issued automatically since 2005. Moldova was among the earliest signatories of the Lisbon convention, and has a centralised recognition service that operates in the absence of bilateral recognition agreements, of which there are several. The joint degrees that exist are principally at masters level, and include most notably a joint degree in winemaking with the University of Bordeaux and an joint MBA with the University of Grenoble.

The Moldovan government clearly recognises the importance of mobility, and offers scholarships for study abroad as well as information and encouragement. Certain HEIs also fund scholarships from within their own resources. Together with opportunities arising from bilateral agreements and externally funded scholarships, some 300 Moldovan students are able to spend a period abroad every year. Both of the HE institutions that responded to the EUA's Trends survey reported that outgoing mobility had increased 'significantly' since 2003. There seem to have been no

special measures taken to encourage inward mobility, although one institution did report that it had a dedicated support service for incoming students. One HEI reported to the EUA that incoming mobility had increased 'significantly' and the other that it had increased 'slightly'.

Staff mobility is facilitated by bilateral cooperation agreements (particularly with Bulgaria, Italy, Turkey, Ukraine and Russia) and by the Tempus and Erasmus Mundus programmes. Around 120 teaching staff per year are able to spend a period abroad. One respondent to the Trends survey reported a 'significant' increase in staff mobility since 2003, while the other reported a 'slight' increase.

Too little information is available about Montenegro to make any substantial comment. However, it is obvious that the University of Montenegro is an active participant in international cooperation and exchange of all kinds.

Students Studying Abroad (2005)		
Destination country	Number of students	% of total population of students abroad
Germany	2769	29,2%
Austria	1150 (estimate)	12,1%
Hungary	1132	11,9%
Italy	752	7,9%
Switzerland	670	7,1%
France	487	5,1%
United States	445	4,7%
United Kingdom	347	3,7%
Bulgaria	312	3,3%
Croatia	249	2,6%
Total students in top 5 destination countries	6473	68,3%
Total students in top 10 destination countries	8313	87,7%
Total population of students abroad	9482	100,0%

Statistical information about Montenegro is obviously limited by the fact that it has only been an independent state since mid-2006. Disaggregated figures for Montenegrin HE before this date are unavailable, and statistics for 2007 have not yet been published.

Montenegro has one public university, the University of Montenegro, and one recently-established private university, the Mediterranean University. The University of Montenegro, which has around 10,000 students, has adopted the three-cycle degree system, and ECTS will have been fully implemented by 2009.

The University of Montenegro participates fully in the relevant European and regional cooperation programmes, as well as being involved in an impressive number of bilateral international cooperation programmes involving staff and student exchange. All of these programmes are detailed on an easily-accessible website.

The Netherlands is rapidly becoming a popular destination for foreign students, a success that is presumably due in part to the very high availability of courses taught in English and the ease of use of the available information resources. Outward mobility is clearly less of a priority for the government, although students' organisations report that outward student mobility is at a 'satisfactory' level. However, both outward and inward staff exchange seems to be limited. According to the staff unions this is principally due to institutional attitudes rather than to any more fundamental problems.

Students from Abroad (2005)			Students Studying Abroad (2006)		
Country of origin	Number of students	% of total foreign student population	Destination country	Number of students	% of total population of students abroad
Germany	6753	40,6%	United Kingdom	2432	23,3%
China	2192	13,2%	Germany	1703	16,3%
Belgium	1088	6,5%	Belgium	1589	15,2%
Indonesia	618	3,7%	United States	1540	14,8%
Morocco	376	2,3%	France	571	5,5%
Suriname	352	2,1%	Sweden	485	4,6%
Poland	322	1,9%	Australia	452	4,3%
Russian Federation	291	1,8%	Switzerland	328	3,1%
Viet Nam	278	1,7%	Norway	163	1,6%
France	263	1,6%	Spain	131	1,3%
Total students from top 5 countries of origin	11027	66,4%	Total students in top 5 destination countries	7835	75,1%
Total students from top 10 countries of origin	12533	75,4%	Total students in top 10 destination countries	9394	90,0%
Total population of students from abroad (whose origin is known)	16615	100,0%	Total population of students abroad	10436	100,0%

Note: UNESCO indicates that there were 9772 foreign students in the Netherlands whose origin was unknown. These have been subtracted from the total population of students from abroad.

Between 1999 and 2005 the foreign degree student population in the Netherlands more than doubled, increasing from 2.9% to 4.7% of the a total tertiary student population that itself increased by around 20% over the same period. Meanwhile, the number of Dutch degree students outside the Netherlands fell both in absolute terms and as a percentage of the total Dutch student population – from 2.8% to 1.9%. About 70% of the Netherlands' expatriate degree students are to be found in just four countries: the UK, Germany, Belgium and the USA. Beyond the substantial proportion of Germans (almost 41%), the foreign student population in the Dutch HE system is fairly diverse, reflecting success in international student recruitment. Nevertheless, linguistic and colonial links are also evident, with Belgium, Indonesia and Suriname all figuring in the top 6 nationalities.

The Netherlands has now fully adopted the three-cycle degree structure. In principle, this has meant phasing out older divisions between academic and professional HE, although it may be some time before the distinction between different types of institution is fully worked through. ECTS is universal at both bachelors and masters level for both credit accumulation and transfer. The diploma supplement is issued automatically to most graduating students, and 100% coverage is expected by 2009. Recognition of diplomas for academic purposes is centralised and the procedure is administered by Nuffic (the Netherlands Organization for International Cooperation in Higher Education) that also acts as a 'one-stop-shop' for information and advice on all aspects of living and studying in the Netherlands. Joint degrees are permitted, and of the 22 HEIs responding to the EUA's Trends survey, 27% reported that they offered joint programmes in the first cycle, 41% had programmes at master's level and 18% at doctoral level.

The existence of Nuffic is a testament to the efforts that the Netherlands has made to attract international degree students, as is the fact that there are around 1300 courses in the Dutch

HE system that are entirely taught in English. The Dutch government funds a large number of foreign students each year, and has abolished the need for foreign students to obtain a work permit if taking on a part-time job. Where visas are necessary, these are only granted to students with places at HEIs that adhere to a national code of conduct for the treatment of international students. Funding is also available for outward mobility, and loans and grants are fully portable.

Although the policy emphasis in the Netherlands has been placed on attracting foreign degree students, the number of Dutch students spending a period abroad seems to be reasonably high. Of the 22 institutions responding to the EUA's Trends survey, 4.5% reported a 'significant' increase in outward student mobility since 2003. 23% reported a 'slight' increase. The Netherlands' participation in the Erasmus programme as a student sending country was average. Students' organisations report an overall 'slight' increase in outgoing mobility since the Bologna Process began, but take the view the availability of opportunities is satisfactory. Some students still have problems getting the support of their institutions for their mobility projects, but they do not usually encounter financial problems once abroad.

Incoming student mobility seems to have increased more rapidly, with 27% of HEIs reporting a 'significant' increase and another 27% reporting a 'slight' increase. Participation as an Erasmus student host country in 2006/7 was 1.6 times the average. According to students' organisations, incoming mobility has increased 'slightly' since the Bologna Process began, and although the picture is generally positive, some problems remain with visa and residence formalities.

With respect to staff mobility, the situation is similar to that found in a number of the larger and better-funded HE systems: the funding for traditional academic exchange is there, but HEIs are reluctant to let their staff take advantage of it. Staff unions report that outgoing staff mobility has increased 'slightly' since the Bologna Process began. However, although funding is satisfactory, many staff have difficulty getting the required leave of absence from their institution. The unions report that incoming staff mobility has also increased 'slightly', but that despite the Bologna Process, institutions remain relatively uninterested in attracting visiting foreign staff. Statistics from the Erasmus programme show that the Netherlands' participation in teacher exchange, whether as a host or sending nation, is below average – 83% in terms of teacher hosting and 74% in terms of teacher sending. As for permanent staff, the Netherlands has one of the more internationally open HE systems, although non-EU nationals have the usual problems with visa and residence formalities. Once in the system, foreign staff rarely if ever encounter any particular problems related to their nationality.

Norway is arguably the country that has most successfully implemented the spirit of the Bologna Process approach to mobility. It has managed to attract an increasing number of foreign students to its HEIs, including via the provision of publicly funded scholarships, while at the same time not neglecting the encouragement of outward mobility, where it has perhaps the most progressive provisions of any Bologna Process member. Staff mobility also seems to be reasonably high, and the HE employment system is very accessible to non-Norwegians.

Students from Abroad (2006)			Students Studying Abroad (2005)		
Country of origin	Number of students	% of total foreign student population	Destination country	Number of students	% of total population of students abroad
Sweden	1179	11,5%	United Kingdom	3343	26,4%
Denmark	863	8,4%	Australia	2437	19,2%
Russian Federation	772	7,5%	Denmark	1529	12,1%
China	630	6,2%	United States	1477	11,7%
Germany	579	5,7%	Germany	763	6,0%
United Kingdom	345	3,4%	Hungary	691	5,5%
United States of America	344	3,4%	Poland	586	4,6%
Finland	291	2,8%	France	281	2,2%
Iran, Islamic Republic of	274	2,7%	New Zealand	253	2,0%
Ethiopia	252	2,5%	Ireland	175	1,4%
Total students from top 5 countries of origin	4023	39,3%	Total students in top 5 destination countries	9549	75,4%
Total students from top 10 countries of origin	5529	54,0%	Total students in top 10 destination countries	11535	91,1%
Total population of students from abroad (whose origin is known)	10243	100,0%	Total population of students abroad	12663	100,0%

Note: UNESCO indicates that there were 3157 foreign students in Norway whose origin was unknown. These have been subtracted from the total population of students from abroad.

UNESCO's statistics about foreign degree students in Norway strongly suggest that Norway has been succeeding as an 'exporter' of HE. The proportion of foreign students in the Norwegian HE system, which increased in size by 14% between 1999 and 2006, has been growing steadily. From 4.8% in 1999, the proportion of foreign students increased to 6.7% in 2006. The foreign student population is also highly heterogeneous, with only 54% coming from the top 10 countries of origin. Norway's expatriate students are more concentrated, with over 57% in the UK, Australia and the USA. It is also notable that three out of the top five destinations are English-speaking. The proportion of Norwegian degree students studying outside Norway rose from 6.8% in 1999 to 7.9% in 2002, since when it has steadily declined to 6%.

Norway has diligently implemented the Bologna reforms, and the three-cycle system is now firmly in place. The only exceptions are medicine and dentistry, which are integrated programmes leading directly to a second-cycle degree, and a form of short-cycle programmes that exists within the first cycle. ECTS is almost universal in first and second cycle programmes. The diploma supplement has been compulsory since 2002, although of the 22 HEIs responding to the EUA's Trends survey, only 77% reported that it was issued automatically. Another 18% reported that it was issued on request. Recognition of foreign qualifications is centralised within the HE quality assurance agency NOKUT, which has a very accessible and comprehensible website. Joint degrees are concentrated in the second cycle, with 43% of the HEIs responding to the Trends survey reporting that they offered joint programmes at this level. 9.5% of institutions reported offering joint degrees in the first cycle, and the same percentage at doctoral level.

Norway has introduced some very progressive policies on outward student mobility. The government has decided that each student should be entitled to a period abroad as an integrated part of their degree programme, and that it is the home HE institution that should be responsible for organising this stay abroad. In order to promote the adoption of this policy in all HE institutions, student mobility has been made one of the indicators in the results-based component of the HE funding system. The other major policy measure has been making loans and grants fully portable, regardless of the nature of the mobility scheme and, unusually, even for those students taking full degrees abroad. The sole exception is for students in the first year of their undergraduate programmes in the USA and certain other non-European countries as this is not considered to be at HE level.

Measures have also been taken to promote inward mobility, notably a scheme awarding scholarships to students from developing countries and from Central and Eastern Europe and Central Asia. 1100 of these scholarships are available each year, but they have to be repaid if the student in question does not return to their home country at the end of their studies.

Possibly because of the comprehensive loan and grant portability, Norway's participation in the Erasmus programme as a student sending country is only 79% of the average. As a student hosting country it participates at 1.6 times the average rate. In any case, students organisations report that the availability of opportunities for outward mobility is satisfactory and that most students who wish to spend a period abroad can find funding without too many problems. 45.5% of the HEIs responding to the Trends survey reported that outgoing mobility had 'significantly' increased since 2003, with another 45.5% reporting a 'slight' increase. Half of the responding HEIs also reported a 'significant' increase in incoming mobility, with another 32% reporting a 'slight' increase. Students' organisations report that incoming students from outside the EU/EEA are more likely to face visa and residence problems than those from within it, and that many have financial problems, Norway being a very expensive country. However, financial assistance is available to foreigners once they have lived and worked legally in Norway for more than two years.

According to the HEIs responding to the Trends survey, staff mobility has increased 'significantly' since 2003 in 18% of cases, and 'slightly' in 41%. This is coherent with the staff unions' impression of an overall 'slight' increase in staff mobility since the Bologna process began. Participation in the Erasmus teacher exchange programme is relatively low, at 93% of the average rate as a hosting country and 85% as a sending country. Norway's HEIs have a fairly international faculty, around 11% of staff being non-Norwegians. There are no particular barriers for foreign staff seeking permanent positions, and no reports of inferior treatment at any stage.

Poland's 'mobility performance' is relatively poor. Its HE system is not yet fully aligned with the Bologna model, there appear to be limited opportunities for outward student mobility, and inward mobility is very low. Opportunities for traditional academic exchange remain unsatisfactory, and Poland's membership of the EU seems to have exacerbated permanent academic emigration, which now appears to have reached a problematic level.

Students from Abroad (2005)			Students Studying Abroad (2006)		
Country of origin	Number of students	% of total foreign student population	Destination country	Number of students	% of total population of students abroad
Ukraine	2482	21,8%	Germany	15893	51,1%
Belarus	1483	13,0%	France	3217	10,3%
United States of America	758	6,7%	United States	2988	9,6%
Norway	739	6,5%	United Kingdom	2183	7,0%
Lithuania	485	4,3%	Austria	1340 (estimate)	4,3%
Russian Federation	456	4,0%	Italy	1151	3,7%
Kazakhstan	457	4,0%	Azerbaijan	506	1,6%
Germany	344	3,0%	Switzerland	503	1,6%
Viet Nam	226	2,0%	Sweden	347	1,1%
Canada	260	2,3%	Netherlands	322	1,0%
Total students from top 5 countries of origin	5947	52,3%	Total students in top 5 destination countries	25621	82,3%
Total students from top 10 countries of origin	7690	67,7%	Total students in top 10 destination countries	28450	91,4%
Total population of students from abroad	11365	100,0%	Total population of students abroad	31132	100,0%

Between 1999 and 2006, Poland's tertiary student population increased by 53% to over 2.1 million. During this time, the proportion of foreign students remained more or less steady at around 0.5%, while the proportion of Polish students studying for degrees abroad increased slightly from 1.1% to 1.5%. More than half of Poland's expatriate students are to be found in Germany, while France and the USA account from another ten percent each. Poland's small population of foreign students is relatively heterogeneous, although well over half are from former 'eastern bloc' countries, notably Ukraine and Belarus.

Poland's implementation of the principal Bologna Process reforms remains a little patchy. The three-cycle degree structure is not yet fully in place, with a significant number of long-cycle masters courses remaining. Around three-quarters of the 99 HEIs responding to the EUA's Trends survey reported that they used ECTS for credit accumulation and transfer in both bachelors and masters programmes. The diploma supplement appears to be very widely used, with 85% of institutions reporting that it is issued automatically to all graduating students. Recognition of foreign qualifications is principally an institutional responsibility, but there are also several bilateral recognition agreements in place. Joint degrees are permitted. 13% of HEIs responding to the Trends survey reported offering programmes in the first cycle, 25% offered second-cycle joint programmes and 8% joint doctoral programmes.

Aside from participation in the Erasmus programme, there seem to be very few concrete policy measures to promote outward student mobility in Poland. However, 53% of HEIs responding to the Trends survey reported a 'significant' increase in outgoing mobility. Despite this, participation in the Erasmus programme as a student sending country remains below average, at 70% of the overall EU rate. The government reports that measures have been taken to promote inward mobility, notably the provision of courses in English, and 23% of Polish HEIs responding to the Trends survey reported a 'significant' increase in incoming mobility since 2003. However, participation in the Erasmus programme as a student host country is very low indeed, at only 23% of the average.

Poland

Staff mobility is the subject of some conflict between our different sources of information. The staff unions report that overall levels of staff mobility have not changed since the Bologna Process began, whereas 12% of HEIs responding to the Trends survey report a 'significant' increase in mobility since 2003, and another 54% report a 'slight' increase. The unions take the view that funding constraints mean that opportunities for academic exchange remain unsatisfactory, whether inward or outward, even though institutions are very willing to host visiting staff. The primary policy vehicle for staff mobility remains the Erasmus programme, and Polish participation as a teacher sending nation is a little above average. The unions are aware of cases in which Polish staff going outside the EU, notably to the USA, have had problems with visas and residence formalities, as well as many cases of staff having financial problems while abroad.

More worryingly, the unions report that the number of staff and postgraduate students leaving Poland to take up academic employment abroad since Poland joined the EU has increased significantly. Although pay has been increased in response, retaining Polish staff in Poland is now a major policy priority for the unions.

Portugal's efforts in the field of student mobility could be described as average, but are certainly no more than that. Funding for student mobility is insufficient – it is rarely enough to rely on participation in EU programmes – and language training is difficult to find. Unusually, staff mobility seems to have benefited from more government attention. In particular, the cooperation programmes with US universities hold out the possibility of increased opportunities for mobility.

Students from Abroad (2006)			Students Studying Abroad (2005)		
Country of origin	Number of students	% of total foreign student population	Destination country	Number of students	% of total population of students abroad
Angola	4116	24,1%	United Kingdom	2785	23,0%
Cape Verde	4086	23,9%	France	2554	21,1%
Brazil	1907	11,2%	Germany	1746	14,4%
Mozambique	1216	7,1%	Spain	1651	13,6%
France	746	4,4%	United States	890	7,3%
Spain	679	4,0%	Switzerland	844	7,0%
Sao Tome and Principe	556	3,3%	Republic of Moldova	521	4,3%
Venezuela	480	2,8%	Italy	103	0,8%
Guinea-Bissau	376	2,2%	Czech Republic	103	0,8%
Germany	300	1,8%	Sweden	99	0,8%
Total students from top 5 countries of origin	12071	70,7%	Total students in top 5 destination countries	9626	79,3%
Total students from top 10 countries of origin	14462	84,7%	Total students in top 10 destination countries	11296	93,1%
Total population of students from abroad	17077	100,0%	Total population of students abroad	12133	100,0%

Portugal has a relatively large foreign degree student population whose countries of origin reflect above all colonial and linguistic ties. The top 4 foreign student countries of origin – Angola, Cape Verde, Brazil and Mozambique – are all lusophone, and three of these were Portuguese colonies until 1975. 6 of the top 10 origin countries are lusophone. The foreign student population increased from around 3% in 1999 to 4.6% in 2006 in the context of an HE system whose overall size increased only slightly over the same period. Portugal's expatriate degree students – a steady 3% of the total Portuguese student population between 1999 and 2006 – are to be found principally in the UK, France, Germany and Spain.

Portugal's HE system is currently towards the end of a period of transition to the Bologna-pattern three cycle degree structure. The transition for all first and second-cycle courses is due to be completed in the academic year 2008/9. ECTS is not yet fully in use as it is being introduced as part of the transition of each programme to the three-cycle structure. As of 2007, about 75-80% of programmes use ECTS. The diploma supplement is issued automatically to all graduating students. Portugal has taken a notably progressive attitude to the recognition of foreign qualifications. It already recognises PhDs from other Bologna member states, and is intending to grant automatic recognition to first and second-cycle degrees awarded by HEIs that comply with the Bologna Process generic descriptors for each cycle. Joint degrees are a relatively recent phenomenon in Portugal, but have been given a boost by the recent cooperation agreements with the USA. Of the 20 HEIs responding to the EUA's Trends survey, 16% reported offering joint programmes in the first cycle, 37% at master's level and 42% at doctoral level.

As the Portuguese government puts it, the 'main lever' for the internationalisation of HE in Portugal has been the EU's mobility programmes. There have been no other significant policy initiatives in the field of student mobility. That having been said, Portugal's participation in the Erasmus programme as both a student host and sending country is well above average – 1.75 times for hosting and 1.67 times for sending in 1006/2007. Of the institutions responding to the Trends

survey, 25% reported a 'significant' increase in outgoing student mobility since 2003, with another 60% reporting a 'slight' increase. This corresponds with the students' organisations impression of a 'slight' increase in outgoing mobility on the national level. Half of the responding HEIs reported a 'significant' increase in incoming mobility, while the other half reported a 'slight' increase.

Students' organisations report that the overall level of funding for mobility is unsatisfactory. This shortage of funding is all the more serious given that that grants and loans are not portable. Many students who do manage to fund funding have difficulty finding appropriate language training before their departure. More positively, students rarely if ever encounter difficulties in getting the support of their institution for their mobility project.

Aside from participation in the usual EU and other European programmes, staff mobility in Portugal is promoted principally via grants for postdoctoral study provided by the (public) Foundation for Science and Technology, bilateral agreements with other lusophone countries and via a series of large-scale cooperation projects agreements with several US universities, notably Carnegie Mellon University and MIT.

Even allowing for its very low national income, Romania is not a strong performer in the student mobility stakes. Although student mobility in Romania is clearly increasing, it remains very low. This low level of participation may well be related to the very wide range of problems with mobility reported by students' organisations. The situation with respect to staff mobility appears to be a little better – for example, participation in Erasmus teacher exchange is high – although this can only be a tentative conclusion as the information available is very limited.

Students from Abroad (2005)			Students Studying Abroad (2005)		
Country of origin	Number of students	% of total foreign student population	Destination country	Number of students	% of total population of students abroad
Moldova (Republic of)	3668	42,7%	Germany	4520	21,4%
Israel	586	6,8%	France	4320	20,5%
Tunisia	538	6,3%	United States	3360	15,9%
Greece	427	5,0%	Hungary	3171	15,0%
Ukraine	344	4,0%	Italy	1521	7,2%
Serbia and Montenegro	253	2,9%	Austria	620	2,9%
India	215	2,5%	United Kingdom	581	2,8%
Germany	197	2,3%	Switzerland	552	2,6%
Bulgaria	189	2,2%	Republic of Moldova	360	1,7%
Albania	175	2,0%	Spain	218	1,0%
Total students from top 5 countries of origin	5563	64,8%	Total students in top 5 destination countries	16892	80,1%
Total students from top 10 countries of origin	6592	76,8%	Total students in top 10 destination countries	19223	91,1%
Total population of students from abroad	8587	100,0%	Total population of students abroad	21099	100,0%

Between 1999 and 2006, Romania's tertiary student population more than doubled, while the absolute number of foreign degree students fell. As a result, the proportion of foreign students, which stood at a relatively high 3.3% in 1999, had fallen to 1% by 2006. By contrast, the proportion of Romanian students studying for degrees abroad has remained more or less constant at around 3%, which of course means that it too doubled between 1999 and 2006. Apart from the almost 43% of Moldovan students, Romania's foreign students are fairly heterogeneous. Expatriate Romanian students are rather more concentrated, and are to be found principally in Germany, France, the USA and Hungary.

As of 2008, all of Romania's older short and long cycle programmes will have been replaced with Bologna-pattern bachelors and masters degrees. ECTS was first introduced in Romania in 1998 and became compulsory for all programmes – including doctoral programmes – in 2005. Although the diploma supplement was introduced in 2000, by 2006 its coverage was still patchy. Of the 15 institutions responding the EUA's Trends Survey, only 27% reported that they issued it to all graduating students with another 33% reporting that it was issued on request. The recognition of foreign qualifications is centralised at national level, while being the main responsibility of the National Centre for Diploma Recognition and Equivalence. Since May 2008, the recognition procedures are eased, especially for the graduates coming from Bologna States, but a lot still needs to be done, especially in the area of automatic recognition and recognition of PhD programmes. Joint programmes are permitted but are concentrated at postgraduate level. Of the HEIs responding to the Trends survey, 7% offer programmes at undergraduate level, 40% at masters level and 20% at doctoral level

Aside from its implementation of the Bologna-pattern reforms, the Romania government seems to have taken few other policy initiatives to promote student mobility, although membership of the EU has obviously made it easier for outwardly mobile students to gain access to HE in other member states. The available information suggests that mobility is low but increasing. Participation in the Erasmus programme in 2005/6 was only half the European average as a student sending country,

and only 13% of the average as a student host country. However, 40% of institutions responding to the Trends survey reported a 'significant' increase in outgoing mobility since 2003 and 47% a 'slight' increase. One third of respondents reported a 'significant' increase in incoming mobility and 47% a 'slight' increase. Students' organisations have observed a 'significant' overall increase in both outward and inward mobility since the Bologna Process began, but take the view that the available funding remains unsatisfactory. Students' organisations also report that the whole mobility process tends to be difficult for Romanian students. Many students have problems getting the permission of their institution to go abroad, many have difficulty finding language training before they leave and many have problems having their existing qualifications recognised outside Romania. Once they are abroad, many students also face financial problems. Foreign students in Romania also have their share of difficulties. Problems tend to arise with residence and work permits, as well as with finance.

We have very little information about staff mobility. 20% of the HEIs responding to the Trends survey reported a 'significant' increase in staff mobility since 2003, with another 67% reporting a 'slight' increase. Participation in Erasmus teacher exchange is relatively high, at 1.4 times the average for teacher hosting and 1.7 times the average for teacher sending.

Drawing any conclusions about academic mobility in Russia is difficult as the available information is very limited. Clearly, however, organising coherent national practices in an HE system that counts between 9 and 10 million staff and students and over 1100 HEIs is likely to be very difficult. This may explain the lack of progress in implementing the general Bologna-pattern reforms. While the establishment of ROSAM is an encouraging sign, the statistics reported by the government suggest that at present mobility is very low indeed. The Russian government also requires that foreign students take an HIV test before entering.

Students from Abroad (2005)			Students Studying Abroad (2005)		
Country of origin	Number of students	% of total foreign student population	Destination country	Number of students	% of total population of students abroad
Kazakhstan	20780	42,5%	Germany	12158	31,0%
Ukraine	6922	14,2%	United States	5299	13,5%
Belarus	5977	12,2%	Ukraine	3673	9,4%
Uzbekistan	3190	6,5%	France	2672	6,8%
Armenia	1582	3,2%	Kazakhstan	2516	6,4%
Georgia	1381	2,8%	United Kingdom	2027	5,2%
Lithuania	1376	2,8%	Finland	1127	2,9%
Moldova (Republic of)	1328	2,7%	Norway	750	1,9%
Azerbaijan	1258	2,6%	Turkey	625	1,6%
Tajikistan	1160	2,4%	Australia	609	1,6%
Total students from top 5 countries of origin	38451	78,7%	Total students in top 5 destination countries	26318	67,2%
Total students from top 10 countries of origin	44954	92,0%	Total students in top 10 destination countries	31456	80,3%
Total population of students from abroad	48881	100,0%	Total population of students abroad	39179	100,0%

Although Russia's foreign student population is relatively large in absolute terms – the fourth largest of all the Bologna Process members after the UK, Germany and France – as a percentage of the 9 million tertiary level students in Russia it is rather small at around 0.8%. The foreign degree student population is in one sense also very homogenous, being composed almost entirely of students from former member states of the Soviet Union. By contrast, only 15% of expatriate Russian degree students are to be found in former Soviet Socialist Republics – Ukraine and Kazakhstan – the rest being distributed principally among the major student-importing countries, Germany, the USA, France and the UK. UNESCO data on Russian HE is only available from 2003, so it is difficult to discern any particular trend in incoming or outgoing whole-degree mobility.

Russia joined the Bologna Process in 2003, but as yet has not attempted to reorganise its existing degree structure, which includes a 4-year bachelors degree, a five year 'specialist' degree and a 6 year masters qualification. The vast majority of students are still enrolled on the five-year intermediate level specialist degree courses. ECTS is not widely used – only 10-15% of the 51 institutions responding to the EUA's Trends survey reported that they used it – although there are plans to extend it. Prior to 2008 the diploma supplement was not widely available, but as of this year accredited HEIs are obliged to issue the diploma supplement automatically to all graduating students. Recognition of foreign qualifications is centralised, but there are also bilateral recognition agreements with a large number of countries, notably the former Soviet socialist republics and most of the former communist states of central and eastern Europe. Joint degrees are permitted, and according to the government about 2.3% of Russia's students are studying on joint programmes. Around 50% of Russian HE have some kind of agreement with a foreign partner. Of the institutions responding to the EUA's Trends survey, 24% report that they offer joint programmes in the first cycle, 34% in the second cycle and 18% at doctoral level.

Specifically with respect to mobility, the government reports that it has established a system of mobility grants for both individuals and institutions, although the mobility in question is both within Russia and internationally. 100 Russian Federation Presidential Scholarships are available to undergraduate and postgraduate students, and 260 stays abroad are funded by the Federal Agency for Education. The ministry of education is also participating in more than 70 different projects and programmes that involve an element of international mobility. The government states that each year more than 2000 Russian citizens are able to spend periods abroad, but this includes staff, students at all levels and researchers.

Incoming student mobility has 'significantly' increased since 2003 in 16% of the HEIs responding to the trends survey, and has 'slightly' increased in another 30%. Outgoing mobility has increased 'significantly' in only 10% of responding HEIs, and 'slightly' in 32%.

Staff mobility is promoted via participation in the Tempus and Erasmus Mundus programmes, as well as programmes operated by DAAD and other similar agencies. Russia now has its own equivalent to DAAD, the Russian Council for Academic Mobility, known as ROSAM. At present, however, we know little about this organisation or its activities.

According to the EUI's Academic Career Observatory, permanent posts in Russia are generally inaccessible to foreigners. Even those foreigners who have taken their PhDs in Russia very rarely stay on.

The Bologna-pattern reform of the Serbian HE system is still in its very early stages. In so far as it is possible to judge, staff and student mobility in Serbian HE remains very low. Given the political and administrative turbulence of the last twenty years, not to mention the effects of this turbulence on the Serbian economy, all of this is hardly surprising. Nevertheless it is encouraging to see that the reform process has begun in earnest and that student mobility seems to be increasing, even if from a low base.

Students Studying Abroad (2005)		
Destination country	Number of students	% of total population of students abroad
Germany	2769	29,2%
Austria	1150 (estimate)	12,1%
Hungary	1132	11,9%
Italy	752	7,9%
Switzerland	670	7,1%
France	487	5,1%
United States	445	4,7%
United Kingdom	347	3,7%
Bulgaria	312	3,3%
Croatia	249	2,6%
Total students in top 5 destination countries	6473	68,3%
Total students in top 10 destination countries	8313	87,7%
Total population of students abroad	9482	100,0%

There are two problems with the UNESCO HE statistics referring to Serbia. The first is that they refer to the former Serbia & Montenegro rather than Serbia alone, and the second is that they only cover Serbian & Montenegrin students abroad and not the HE population at home. Nevertheless, bearing in mind that the population of Serbia is around 10 million, and that of Montenegro something less than 700,000, the combined statistics for Serbia and Montenegro are unlikely to be significantly different than those for Serbia alone. So, we can note that by far the most popular destination for Serbian/Montenegrin expatriate degree students is Germany, with Hungary, Austria, the USA and Italy all competing in a close race for second place.

The HE system in Serbia has obviously suffered from the political and administrative turbulence of the last twenty years. Although it joined the Bologna Process in 2003, the reform process in Serbia seems only to have begun in earnest in 2005 with a new HE law that took effect from the 2006/7 academic year. The three-cycle structure is currently being introduced, and the process is intended to be completed by June 2009. The same HE law made the use of ECTS and the automatic provision of the diploma supplement obligatory. Recognition of foreign qualifications appears to be centralised, but as the ENIC website is only available in Serbian this is difficult to confirm. Joint degrees are permitted, and according to the government a 'large number' of Serbian HEIs offer joint programmes.

Aside from participation in the Tempus, Erasmus Mundus and CEEPUS programmes, there appear as yet to be very few specific policy measures designed to promote either staff or student mobility. Loans and grants are not currently portable, although the government reports that their introduction is currently under consideration. It is difficult to assess the overall level of student mobility, although students organisations report that both outward and inward mobility have 'slightly' increased since Serbia joined the Bologna Process. However, students' organisations also report that the level of funding available for mobility is entirely unsatisfactory, that institutional support for mobility is patchy and that many students have problems with visa and residence formalities.

Of those Bologna Process member states that joined the EU in 2004, Slovakia has perhaps the most impressive 'on-paper' academic mobility performance. Although we have been unable to corroborate this positive picture with the opinions of student and staff organisations, there is little reason to suppose that outward mobility in the Slovakian HE system is not now running at an impressively high level. What remains to be seen is whether Slovakia can now improve its attractiveness as a destination for foreign students.

Students from Abroad (2006)			Students Studying Abroad (2005)		
Country of origin	Number of students	% of total foreign student population	Destination country	Number of students	% of total population of students abroad
Czech Republic	467	29,0%	Czech Republic	10119	54,5%
Serbia and Montenegro	198	12,3%	Hungary	2341	12,6%
Israel	153	9,5%	Germany	1707	9,2%
Greece	97	6,0%	Austria	1228 (estimate)	6,6%
Norway	92	5,7%	United States	636	3,4%
Romania	65	4,0%	Republic of Moldova	539	2,9%
Ukraine	64	4,0%	France	420	2,3%
Croatia	28	1,7%	United Kingdom	353	1,9%
United States of America	24	1,5%	Switzerland	198	1,1%
Kuwait	24	1,5%	Italy	164	0,9%
Total students from top 5 countries of origin	1007	62,4%	Total students in top 5 destination countries	16031	86,4%
Total students from top 10 countries of origin	1212	75,1%	Total students in top 10 destination countries	17705	95,4%
Total population of students from abroad	1613	100,0%	Total population of students abroad	18561	100,0%

Slovakia's HE system expanded rapidly between 1999 and 2006, with an increase of over 60% in the total tertiary student population. Despite this increase in capacity, the proportion of Slovakian degree students studying abroad increased from around 4% to around 10% over the same period. The number of foreign students also increased slightly in absolute terms, but declined as a proportion of the tertiary student population from 1.2% to 0.8%. Well over 50% of expatriate Slovakian degree students are to be found in the Czech Republic, with smaller contingents in Hungary, Germany and Austria. Slovakia's small foreign student population is predominantly from other central European countries, most notably the Czech Republic and Serbia.

Aside from the usual long-cycle exceptions of medicine, veterinary science and pharmacology, Slovakian HE now operates on the Bologna-pattern three-cycle system. ECTS is fully in place for all bachelors and masters courses, and the diploma supplement is issued automatically. Recognition of foreign qualifications is partially centralised in the sense that applications are made via the Centre for Recognition of Diplomas, but are generally actually dealt with by individual HEIs. Automatic recognition is granted to certain types of qualification covered by bilateral agreements with Austria, Croatia, the Czech Republic, Germany, Hungary, Poland and Romania. Only one joint degree programme currently exists in Slovakia – a masters programme offered in conjunction with a German university – but new legislation designed to make such degrees easier to operate is now in place.

The Slovak government seems to have made very serious efforts to increase student mobility, perhaps most notably the creation of the Slovak Academic Information Agency, clearly modelled on Germany's DAAD. The SAIA acts as a clearing house not only for Slovakia's own national scholarship programmes (designed to support both outgoing and incoming mobility) but also for other bilateral cooperation projects (notably with Austria) and multilateral grant schemes like the CEEPUS, Erasmus and Tempus programmes. The EUA's Trends survey appears to confirm that

these efforts have paid off. Of the 11 Slovak HEIs responding, 7 reported a 'significant' increase in outgoing student mobility since 2003, and 3 a 'slight' increase. 3 reported a 'significant' increase in incoming mobility, and 7 and 'slight' increase. In this context, it seems slightly incongruous that Slovakia's participation in the Erasmus programme should be below average – 44% of the average as a student host country, and 91% of the average as a student sending country.

While the Slovak government states that staff mobility is the responsibility of individual HEIs and is to be funded from within their own budgets, it has nevertheless established a 'National Scholarship Programme for Mobility Support of Students, Doctorands, University Teachers and Research Workers', which, as its name suggests, funds both incoming and outgoing staff mobility. 4 HEIs responding to the Trends survey reported a 'significant' increase in staff mobility since 2003, and 5 a 'slight' increase. Participation in the Erasmus teacher exchange programme is impressively high: 2.3 times the average as a host country, and twice the average rate as a sending country.

Slovenia has been rather slow off the mark with its Bologna reforms, with the three-cycle system (not yet fully operational), ECTS and the diploma supplement only introduced in 2005. However, its recent policies with respect to both student and staff mobility seem to have been fairly successful, if not at the same level as the best performers in the region.

Students from Abroad (2006)			Students Studying Abroad (2005)		
Country of origin	Number of students	% of total foreign student population	Destination country	Number of students	% of total population of students abroad
Croatia	524	48,1%	Germany	623	23,3%
The Former Yugoslav Rep. of Macedonia	133	12,2%	Austria	550 (estimate)	20,5%
Serbia and Montenegro	115	10,6%	United States	320	11,9%
Bosnia and Herzegovina	103	9,5%	United Kingdom	317	11,8%
Italy	91	8,4%	Italy	305	11,4%
Austria	14	1,3%	Croatia	137	5,1%
Hungary	13	1,2%	France	83	3,1%
Russian Federation	11	1,0%	Switzerland	45	1,7%
Ukraine	10	0,9%	Sweden	32	1,2%
India	9	0,8%	Czech Republic	26	1,0%
Total students from top 5 countries of origin	966	88,7%	Total students in top 5 destination countries	2115	79,0%
Total students from top 10 countries of origin	1023	93,9%	Total students in top 10 destination countries	2438	91,0%
Total population of students from abroad	1089	100,0%	Total population of students abroad	2678	100,0%

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The Slovak government seems to have made very serious efforts to increase student mobility, perhaps most notably the creation of the Slovak Academic Information Agency, clearly modelled on Germany's DAAD. The SAIA acts as a clearing house not only for Slovakia's own national scholarship programmes (designed to support both outgoing and incoming mobility) but also for other bilateral cooperation projects (notably with Austria) and multilateral grant schemes like the CEEPUS, Erasmus and Tempus programmes. The EUA's Trends survey appears to confirm that these efforts have paid off. Of the 11 Slovak HEIs responding, 7 reported a 'significant' increase in outgoing student mobility since 2003, and 3 a 'slight' increase. 3 reported a 'significant' increase

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Spain

Spain is on paper a poor performer with respect to mobility. It has been very slow to implement the Bologna-pattern reforms, it has neither signed nor ratified the Lisbon Convention and specific policy measures to encourage and facilitate student and student mobility are conspicuous by their absence. Reports from students' organisations, however, suggest that the picture with respect to student mobility is not nearly so bad as it would appear. The situation has improved considerably since the Bologna Process began, and the availability of funding and the level of individual grants seems to be satisfactory. Staff mobility, however, remains very problematic. Spanish HEIs tend to be rather insular and are generally uninterested in attracting visiting staff. Outward academic exchange is very limited, and permanent posts are difficult for foreign staff to access.

Students from Abroad (2006)			Students Studying Abroad (2005)		
Country of origin	Number of students	% of total foreign student population	Destination country	Number of students	% of total population of students abroad
Mexico	1705	9,4%	United Kingdom	6001	24,0%
Portugal	1655	9,1%	Germany	5669	22,7%
Morocco	1613	8,9%	United States	3668	14,7%
Peru	1035	5,7%	France	3448	13,8%
Argentina	975	5,4%	Switzerland	1649	6,6%
Italy	939	5,2%	Sweden	792	3,2%
Colombia	929	5,1%	Portugal	567	2,3%
France	892	4,9%	Italy	445	1,8%
Germany	826	4,5%	Austria	390 (estimate)	1,6%
Brazil	663	3,6%	Ireland	350	1,4%
Total students from top 5 countries of origin	6983	38,4%	Total students in top 5 destination countries	20435	81,7%
Total students from top 10 countries of origin	11232	61,7%	Total students in top 10 destination countries	22979	91,8%
Total population of students from abroad	18206	100,0%	Total population of students abroad	25024	100,0%

UNESCO's statistics on foreign students in Spanish tertiary education are hard to interpret. Between 2003 and 2004, the foreign student population apparently collapsed from over 50,000 to 17,000. Closer analysis reveals that although some kind of drop was recorded in all continents, it was the disappearance of students from Europe that accounted for most of the precipitous decline. At present we are unable to explain this drop in numbers, but it seems unlikely that Spain suddenly lost its attractiveness as a destination for foreign degree students. The explanation is probably related to some technical issue with the collection of statistics. In any case, there is no reason to think that the static figures for 2006 are not to be trusted. These show that Spain's international students are principally from Latin America, Portugal and Morocco, reflecting obvious historical, geographical and linguistic links. The proportion of Spanish students studying for degrees outside Spain remained more or less constant between 1999 and 2006 at around 1.5%. The preferred destinations of expatriate Spanish students are the UK, Germany, the USA and France.

Spain has been rather slow in introducing the Bologna pattern reforms, none of which are yet fully in place. The transition to the three-cycle degree structure began in 2006/7 for masters and doctoral degrees, and new bachelors-type first cycle degrees will be offered from 2008/9. The transition is expected to be completed by 2012. ECTS is not currently widely used – Spain has an older credit system, incompatible with ECTS – but will be introduced along with the new degree structure. At present the diploma supplement is issued only on request and in return for payment. Spain has not yet ratified the Lisbon convention and the recognition of foreign qualifications is split between HEIs themselves (for university HE) and the Ministry of Education & Science (non-university HE). Spain is currently working on updating and extending a series of bilateral recognition agreements, for example with Italy, Germany, France & Portugal. Legislation to permit joint degrees is pending.

The Spanish government limits its comments on the measures taken to promote mobility to noting the updating of the bilateral recognition agreements and mentioning a plan to amend visa regulation to make it easier for non-EU students to come to Spain. However, there are some publicly-funded scholarships available to foreign students, although they usually have a prior residence requirement. Regular grants and loans are not portable, although some doctoral and masters scholarship programmes do allow for stays abroad. Despite this apparently unfavourable picture, students' organisations report that the number of students spending a period abroad has 'significantly' increased since Spain joined the Bologna Process and that availability of opportunities for outward mobility is satisfactory. What is more, the level of the grants available to students spending a period abroad is now 'much better'. As reported by students' organisations, the picture is similarly positive for incoming students. The funding available for inward mobility is now much improved, and the number of foreign students has 'significantly' increased. Spain's participation in the Erasmus programme is coherent with these observations. As a student host country in 2006/7, Spain participated at more than twice the average rate, and as a sending country its participation was almost 1.7 times the average.

The Spanish government reports that the budget for staff mobility has significantly increased in recent years, and that in 2005 a national mobility programme funded stays abroad for Spanish staff and 246 stays in Spain for staff from abroad. However, given the size of the Spanish HE system this seems to be rather a small number of visits. The staff unions responding to the EI/ESU survey report that staff mobility has at best slightly increased since the Bologna Process began, and that the level of funding is in most cases entirely unsatisfactory. Participation in Erasmus teacher exchange in 2006/7 was only 84% of the average as a hosting country and 91% of average as a sending country. Many staff still have problems getting the required leave of absence from their institution, and policies with respect to the recognition of time spent abroad in career decisions are highly inconsistent between different HEIs. Unfortunately, what is not inconsistent is the institutional attitude to attracting foreign visiting staff. According to a number of union reports, Spanish HEIs are generally uninterested in bringing in staff from abroad, and the budget for this type of exchange is very limited. This disinterest in foreign staff apparently also extends to permanent posts. According to the EUI's Academic Career Observatory, the Spanish HE system is very difficult for foreigners to enter. The use of languages other than Spanish – whether in teaching or in calls for applications – is rare, the application process is long, bureaucratic and dependent in many cases on existing contacts, and the existing staff body tends to be dominated not simply by Spaniards but by staff from the region in which the HEI is located.

Sweden is in some respects a very good 'mobility performer'. Funding is generally high, and the HE system is clearly attractive to foreign students. However, the situation is far from universally positive. The government has as yet been fairly unsuccessful in persuading Swedish students to leave Sweden, and Swedish HEIs are reluctant to facilitate or recognise the benefits of staff mobility and are uninterested in attracting foreign visiting staff.

Students from Abroad (2006)			Students Studying Abroad (2005)		
Country of origin	Number of students	% of total foreign student population	Destination country	Number of students	% of total population of students abroad
Germany	1958	19,0%	United Kingdom	3431	25,4%
France	1269	12,3%	United States	3244	24,0%
Spain	898	8,7%	Norway	1130	8,4%
Finland	630	6,1%	Australia	1100	8,1%
Netherlands	491	4,8%	Germany	772	5,7%
United States of America	471	4,6%	Denmark	636	4,7%
Italy	407	4,0%	France	568	4,2%
Poland	387	3,8%	Finland	538	4,0%
Austria	319	3,1%	Switzerland	253	1,9%
Canada	284	2,8%	New Zealand	204	1,5%
Total students from top 5 countries of origin	5246	51,0%	Total students in top 5 destination countries	9677	71,7%
Total students from top 10 countries of origin	7114	69,1%	Total students in top 10 destination countries	11876	88,0%
Total population of students from abroad (whose origin is known)	10295	100,0%	Total population of students abroad	13499	100,0%

As in the case of Spain, Sweden's international student population dropped sharply between 2003 and 2004, having been increasing steadily, if modestly, over the four previous years. After 2004, the year-on-year increases resumed. Also as in the case with Spain, it is not at all clear why this should have happened. Between 1999 and 2006, Sweden's tertiary level student population increased by 26%. Over the same period the proportion of Sweden's students studying abroad fell from 4.3% to 3.3%. By 2006, 5% of Sweden's tertiary level students were from abroad. Expatriate Swedish students principally favour anglophone destinations, with almost 58% of these students to be found in the UK, the USA and Australia. Perhaps the most striking feature of Sweden's fairly heterogeneous foreign student population is the absence of representation from Central and Eastern Europe and the developing world. Among the top ten countries of origins, only one, Poland, is not a longstanding 'wealthy Western' state.

The Bologna-pattern three-cycle degree structure was introduced in Sweden in 2007. An ECTS-compatible credit system was been in use in Sweden for almost forty years, but ECTS itself was adopted in 2007. The diploma supplement was introduced in 2003 and is obligatory for all programmes. Recognition of foreign qualifications is centralised. Strictly speaking, joint degrees are not permitted, although institutions are allowed to organised joint study programmes leading to double degrees.

Sweden has a wide array of policy measures designed to increase student mobility. Indeed, the internationalisation of Swedish HE has been the focus of an entire policy programme developed by the Ministry of Education. There are two principal organisations that deal with mobility. The Swedish Institute is the public agency that acts as a clearing house for over 500 inward grant and scholarship opportunities each year, providing information about and administering a range of different bilateral and multilateral programmes. The International Programme Office for

Education and Training (IPK) is more focused on outward mobility, with information and assistance aimed at Swedish students and researchers aiming to participate in, for example, the various EU or Nordplus programmes. It is interesting to note that one priority of the internationalisation programme has been to encourage a greater take-up of EU mobility opportunities. While Sweden's participation in Erasmus student exchange as a host country is 2.3 times the average rate, as a sending country its participation is only 80% of the average. Recent trends in mobility seem to confirm the imbalance between inward and outward mobility. Of the 22 HEIs responding to the EUI's Trends Survey, 64% reported a 'significant' increase in inward mobility since 2003, while only 13% reported a similar increase in outward mobility. 87% of respondents reported that there was 'significantly' more incoming than outgoing mobility in their institution. This apparent tendency of Swedish students to stay at home is despite the full portability of loans and grants and indeed the availability of additional funds for those going abroad. 87% of respondents reported that there was 'significantly' more incoming than outgoing mobility in their institution.

Staff mobility in Sweden is promoted and funded principally by three organisations: IPK, the Swedish Foundation for International Cooperation in Research and Higher Education (STINT) and the Swedish International Development Agency (SIDA). All of these organisations provide funding for both inward and outward mobility. The staff unions report that the overall level of funding for academic exchange is satisfactory, but that the attitude of institutions leaves a lot to be desired. Many staff still have problems getting the required leave of absence and having their stays abroad taken properly into account in career decisions. The typical institutional attitude appears to be that if a member of staff can find funding to go abroad and if they can find someone to cover their teaching responsibilities then fine, but they should not expect any recognition for their mobility. The unions also report that institutions are generally uninterested in attracting foreign visiting staff and that funding for inward mobility is unsatisfactory. Staff from outside the EU face problems with visa and residence formalities, as well as difficulties surviving on their grant. Perhaps one of the most worrying issues raised by the unions is the difference in treatment between teaching and research-oriented mobility. In terms of mobility, teaching is treated as a 'second-class' activity.

According to the EUI's Academic Career Observatory, foreigners' access to permanent positions in Sweden is fairly good and around 18% of the academic workforce is non-Swedish. English is increasingly used as a teaching language, and appointment procedures are neither bureaucratically complex nor over-dependent on existing contacts and networks.

Switzerland

Switzerland's HE system has an almost unrivalled degree of 'internationalisation at home' by virtue of the high proportions of foreign staff and students. It is less clear that outward mobility, particular outward student mobility, is satisfactory. Partially because of the difficulty of coordinating HE policy at the federal level, both funding and institutional support for student mobility are inconsistent. Switzerland's non-membership of the EU also means that visa and residence problems are more common than in other European countries. Too little information is available about the level of traditional academic exchange to draw any firm conclusions.

Students from Abroad (2006)			Students Studying Abroad (2005)		
Country of origin	Number of students	% of total foreign student population	Destination country	Number of students	% of total population of students abroad
Germany	6654	24,2%	Germany	2167	22,1%
France	4569	16,6%	United Kingdom	1501	15,3%
Italy	1885	6,9%	France	1471	15,0%
China	666	2,4%	United States	1422	14,5%
Austria	619	2,3%	Italy	1057	10,8%
Liechtenstein	568	2,1%	Australia	390	4,0%
Russian Federation	555	2,0%	Austria	290 (estimate)	3,0%
Romania	535	1,9%	Spain	204	2,1%
Turkey	484	1,8%	Sweden	161	1,6%
United States of America	472	1,7%	Denmark	148	1,5%
Total students from top 5 countries of origin	14393	52,4%	Total students in top 5 destination countries	7618	77,7%
Total students from top 10 countries of origin	17007	62,0%	Total students in top 10 destination countries	8811	89,9%
Total population of students from abroad (whose origin is known)	27452	100,0%	Total population of students abroad	9804	100,0%

Note: UNESCO indicates that there were 3385 foreign students in Switzerland whose origin was unknown. These have been subtracted from the total population of students from abroad.

Switzerland has one of the highest proportions of foreign tertiary level students of any of the Bologna member states at around 18%. The foreign student population has been increasing gradually in recent years, rising from 16.2% in 1999. The proportion of Swiss students studying for a degree abroad seems to fluctuate between 5 and 7%, with no particular trend evident. Swiss students tend to favour destinations where English or one of Switzerland's three principal languages is spoken. The top five destination countries, accounting for almost 78% of expatriate Swiss students, are Germany, the UK, France, the USA and Italy. Foreign students in Switzerland are fairly heterogeneous, although it is true that linguistic factors play a role, with 47% coming from Germany, France and Italy.

Switzerland began its implementation of the Bologna-pattern three-cycle degree system in 2001, and the process was due to be completed in 2007. ECTS was introduced alongside the move to the three-cycle structure and 95% of all courses are intended to be covered by 2011. The diploma supplement is in principle available automatically to all graduating students, although only 75% of the 17 HEIs responding to the EUA's Trends survey reported that they issued it to all students. Recognition of foreign qualifications for HE purposes is the responsibility of individual institutions, although for professional purposes the Swiss Recognition Information Centre can issue non-binding recommendations. Joint degrees are permitted, with those that exist being principally at the masters level. Of those institutions responding to the Trends survey, 25% offered joint programmes in the first cycle, 44% at master's level and 6% offered joint programmes at doctoral level.

As the Swiss government points out, the fact that HE is a cantonal rather than a federal responsibility makes policy coordination rather difficult. Student support, for example, varies from canton to canton, with some types of grant being portable and others not. In this as in other areas, Switzerland is attempting to develop intercantonal agreements to harmonize policies across the country. Otherwise, policy on student mobility revolves around maintaining the existing high level of foreign students and increasing the mobility of Swiss students. Plans are under discussion to introduce a 'mobility window' in all bachelors and masters courses so that spending a period away from the 'home' HEI, whether in another part of Switzerland or abroad, becomes standard practice.

Despite these positive plans, students' organisations report that for the moment, funding for mobility remains unsatisfactory, and that institutional attitudes to outward mobility are inconsistent. Probably as a result of Switzerland's non-membership of the EU, there seem to be more than the usual number of problems with visa and residence formalities, whether for Swiss students abroad or foreign students in Switzerland. In some cases, particularly that of Italy, there can also be problems with the mutual recognition of qualifications. Of the HEIs responding to the Trends survey, only 19% reported a 'significant' increase in outward mobility since 2003, with another 37% reporting a 'slight' increase. Rather more HEIs – 37% – reported a 'significant' increase in inward mobility.

Staff mobility in Switzerland appears to be high, although again it is incoming mobility that seems to dominate. Around 35% of Swiss HE teachers are not Swiss nationals, with this figure rising to over 50% in some institutions. Clearly, then, the Swiss HE recruitment system is highly accessible to foreigners. It is rather more difficult to estimate the extent of shorter-term academic exchange. Sabbatical leave is a well-established practice in Swiss universities, and funding for mobility is provided by HEIs themselves as well as organisations like the Swiss National Science Foundation and via the various EU programmes in which, by virtue of bilateral agreements between Switzerland and the EU, Switzerland now participates as a full member.

With the benefit of neither staff nor student organisation opinion the academic mobility situation in Turkey is difficult to assess. On the one hand, concrete steps to improve mobility, particularly teaching staff mobility, have clearly been taken. Many HEIs also report that outward student mobility has increased significantly over the last few years. On the other hand, participation in the Erasmus programme remains very low indeed.

Students from Abroad (2006)			Students Studying Abroad (2006)		
Country of origin	Number of students	% of total foreign student population	Destination country	Number of students	% of total population of students abroad
Azerbaijan	1586	11,8%	Germany	25500 (estimate)	42,5%
Turkmenistan	1209	9,0%	United States	12035	20,0%
Bulgaria	1163	8,7%	France	2412	4,0%
Greece	994	7,4%	Azerbaijan	2106	3,5%
Iran, Islamic Republic of	796	5,9%	United Kingdom	2084	3,5%
Kazakhstan	738	5,5%	Austria	2070	3,4%
Kyrgyzstan	698	5,2%	Bulgaria	1672	2,8%
Albania	620	4,6%	Kyrgyzstan	1033	1,7%
Russian Federation	604	4,5%	Kazakhstan	614	1,0%
Bosnia and Herzegovina	555	4,1%	Switzerland	484	0,8%
Total students from top 5 countries of origin	5748	42,9%	Total students in top 5 destination countries	44137	73,5%
Total students from top 10 countries of origin	8963	66,9%	Total students in top 10 destination countries	50010	83,3%
Total population of students from abroad	13401	100,0%	Total population of students abroad	60063	100,0%

Note: UNESCO indicates that there were 5678 foreign students in Turkey whose origin was unknown. These have been subtracted from the total population of students from abroad.

Although Turkey's tertiary student population increased by almost 60% between 1999 and 2006, its small foreign student population changed little. As a result the percentage of foreign students in Turkey fell from 1.3% to 0.8% over this same period. The number of Turkish students studying for degrees abroad has also remained more or less constant, so the general expansion of Turkish tertiary education has led to a fall in the percentage of outwardly mobile degree students – from 3.2% in 1999 to 2.4% in 2005. The preferred destinations for this latter group are Germany and the USA, which together account for more than 62% of expatriate Turkish students. Foreign student recruitment in Turkey follows a strongly regional pattern, with the majority of students coming from the Balkans and central Asia.

Turkey's established three-cycle degree system, in place since 1981, has not been changed as a result of the Bologna Process. ECTS was introduced in 2001 and has been compulsory since 2005, although it is used exclusively for transfer purposes in the context of EU exchange programmes. Plans are currently being drawn up to replace Turkey's own ECTS-incompatible credit accumulation scheme with ECTS. The diploma supplement has also been compulsory since 2005, although when the EUA's Trends survey was carried out in 2006, only 13% of the 30 responding institutions reported that they issued the DS to all students, with another 30% issuing it on request. The remaining HEIs reported that the introduction of the DS was planned. Recognition of foreign qualifications appears to be an institutional responsibility, although this is not entirely clear. Joint degrees are permitted and exist in all cycles. 37% of HEIs responding to the Trends survey reported offering joint programmes in the first cycle, 27% in the second cycle and 20% at doctoral level.

The Turkish government is rather vague about policy measures put in place to promote student mobility, referring principally to its participation in the Erasmus programme. Turkey also provides scholarships to students from what it describes as 'Turkish republics and Turkish

originated countries', by which it means Azerbaijan, Bosnia and Herzegovina, Kazakhstan, Kyrgyzstan, Macedonia, Mongolia, Moldova, Uzbekistan, Tadjikistan, Turkmenistan, Ukraine and several of the republics of the Russian Federation. The existence of these scholarships goes some way to explaining the composition of Turkey's foreign student population.

Despite the government's emphasis on EU programmes, Turkey's participation in Erasmus student exchange is extremely low. In 2006/7 it stood at only 8% of the average for student hosting and 25% for student sending. On the other hand, two-thirds of the HEIs responding to the Trends survey reported a 'significant' increase in outgoing mobility since 2003, and 43% a 'significant' increase in incoming mobility, with another 30% reporting a 'slight' increase.

Staff mobility has recently been promoted via small but significant innovations such as the development of lodgings for visiting staff, the possibility of paying higher salaries to visiting staff and, for outgoing staff, expanded opportunities for taking leaves of absence. Of the institutions responding to the Trends survey, 27% reported a 'significant' increase in teaching staff mobility, with another 53% reporting a 'slight' increase. Participation in Erasmus teacher exchange in 2006/7 was at a higher rate than student exchange, but was still lower than average – 41% for hosting and 86% for sending.

According to the EUI's academic career observatory, permanent posts in Turkish universities are reasonably accessible to non-Turkish staff. It seems that language is not a major obstacle. In certain universities and university departments the language of instruction is English, and some private universities were established as 'English-speaking' universities. There are also research institutions that provide teaching in French and German.

The UK is the most successful international student recruiter among the Bologna Process member states, and has one of the most open and accessible academic employment systems. However, UK students are among the least mobile in Europe and, in so far as it is possible to say from the limited information available, traditional academic exchange is relatively low. What is more, the low level of mobility seems to arise from low demand for mobility rather than 'supply-side' factors such as funding. Even those students that do go abroad are concentrated in English-speaking countries. The only plausible explanation for these apparently contradictory phenomena is the UK's notoriously low general level of competence in foreign languages. It seems that neither students nor staff feel that they have sufficient language competence to cope in a non-English-speaking context. Moreover, students and staff are not all aware of funding opportunities and recognition tools, thus increasing their lack of confidence in studying or working abroad.

Students from Abroad (2006)			Students Studying Abroad (2005)		
Country of origin	Number of students	% of total foreign student population	Destination country	Number of students	% of total population of students abroad
China	50753	15,7%	United States	8602	33,0%
India	19204	6,0%	Australia	5412	20,8%
Greece	17676	5,5%	France	2299	8,8%
Ireland	16790	5,2%	Germany	1962	7,5%
United States of America	14755	4,6%	Denmark	1394	5,4%
Germany	13267	4,1%	Ireland	1178	4,5%
France	12456	3,9%	Spain	451	1,7%
Malaysia	11448	3,6%	New Zealand	406	1,6%
Nigeria	9604	3,0%	Japan	393	1,5%
Hong Kong (China), SAR	9445	2,9%	Switzerland	379	1,5%
Total students from top 5 countries of origin	119178	37,0%	Total students in top 5 destination countries	19669	75,5%
Total students from top 10 countries of origin	175398	54,4%	Total students in top 10 destination countries	22476	86,3%
Total population of students from abroad (whose origin is known)	322477	100,0%	Total population of students abroad	26055	100,0%

Note: UNESCO indicates that there were 7483 foreign students in the UK whose origin was unknown. These have been subtracted from the total population of students from abroad.

The UK's foreign student population is the highest of any Bologna member state and is still increasing faster than the overall student population. While the tertiary education population grew by 12% between 1999 and 2006, its foreign student population increased by 42% over the same period. The percentage of foreign degree students thus increased from 11% to 14%. The UK's other distinction is its very low level of student expatriation. Only Russia, Poland and Ukraine have a smaller proportion of their total student population studying abroad. It is logical, then, that the UK should have the greatest imbalance between inward and outward mobile degree students. The number of expatriate British students is equivalent to only 8% of the foreign student population in the UK. The UNESCO statistics suggest that those UK students who do go abroad are conservative in their choice of destinations, with 60% choosing English-speaking destinations. Foreign students in the UK are, as in the other major student recruiting countries, highly heterogeneous. The Chinese are the largest single group, at almost 16%. In 2006, 40 nationalities had more than 1000 students in the UK.

The UK's degree system (varying in Scotland, Wales, England and Northern Ireland) has required no reform in order to conform to the Bologna-pattern three cycle structure, which given the very high

degree of autonomy of the UK's universities is perhaps just as well. Scotland has however completed its compatibility verification process with the Bologna cycle structure in 2006. The effects of higher education institutions' autonomy can be observed in uneven implementation of the ECTS,.. A variety of credit schemes exist, some of which are fully compatible with ECTS (for example the scheme used in Scotland) and some of which are not. Of the 56 HEIs responding to the EUA's Trends Survey, only 12.5% reported that they used ECTS for credit accumulation, with another 71% reporting that they used some other credit system. 18% used ECTS for credit transfer purposes, with 58% using a non-ECTS system. UK HEIs are apparently gradually introducing the Diploma Supplement, although there is no national agreement on its design. Only 21% of responding institutions reported to the EUA that they issued the DS automatically, with another 12.5% issuing it on request. Recognition of foreign qualifications for the purposes of HE entrance is generally an institutional responsibility, although there is also a central recognition agency. The large number of international students suggests current recognition practices work well. Joint degrees are possible, although their extent is not clear.

Putting to one side the very successful policy measures designed to attract whole-degree students from abroad, the focus of the UK's efforts on student mobility has been to encourage more UK students to spend short periods abroad, the emphasis being placed most firmly on the Erasmus scheme. Although the UK's participation as a host country is just about average, its participation as a student sending country is only 42% of the average. A fairly determined effort has therefore been made to publicise the opportunities offered by EU mobility programmes, as well as to make financing a stay abroad easier (e.g. looking into portable student support). Students spending a year abroad are exempt from the usual fee charged by their home university, and the grant system for lower-income students guarantees the payment of the grant during an Erasmus study period.

Despite these efforts, mobility remains stubbornly low. Only 9% of the HEIs responding to the EUA reported a 'significant' rise in outgoing mobility since 2003, with just less than 20% reporting a 'slight' increase. There seems to be significant regional variation in the pattern of student mobility. While students' organisations in England, Wales & N. Ireland report that outgoing mobility has slightly decreased since the Bologna Process began and that opportunities for mobility are unsatisfactory, Scottish students' organisations report that mobility has slightly increased and that the availability of opportunities to go abroad is satisfactory. Scottish students' organisations also take the view that the availability of funding and pre-departure language training is now much better, whereas according to students' organisations in the rest of the UK the situation has changed little. In Scotland the situation with respect to the recognition of credits gained abroad is now 'much better' as opposed to only a little better in other regions.

That the UK's principal concern is full-programme mobility is also apparent in its relatively poor performance with respect to shorter-term incoming mobility. 18% of institutions reported a 'significant' increase in incoming student mobility, with 41% reporting a slight increase. The UK's 2006/7 participation in the Erasmus programme as a host nation was a little lower than average. Students' organisations report the usual problems with visa and residence formalities for non-EU students.

There is a clear sense in which staff mobility has followed the same pattern as student mobility in UK HE, which is to say that the recruitment of permanent staff from abroad has been privileged over traditional academic exchange, whether outward or inward. Certainly, the UK's exemplary openness in terms of the recruitment of non-UK staff is to be commended, but this does not in itself compensate for relatively poor performance in other areas. Participation in Erasmus teacher exchange, for example, is very low at 58% as a host nation and 57% as a sending nation. Of the institutions responding to the Trends survey, only 11% reported a 'significant' increase in staff mobility since 2003, with 27% reporting a 'slight' increase. It is interesting to see in this context that the staff unions' view is that the available funding for both inward and outward mobility is satisfactory and that institutions are reasonably keen to attract visiting foreign staff. On the other hand, the unions are aware of some cases in which staff have had difficulty getting the required leave of absence and having periods spent abroad properly recognised in career decisions.

Ukraine

The information available about Ukrainian HE is limited, but all the indications suggest that both staff and student mobility are very low. In the absence of more determined policy measures this situation looks unlikely to change.

Students from Abroad (2006)			Students Studying Abroad (2005)		
Country of origin	Number of students	% of total foreign student population	Destination country	Number of students	% of total population of students abroad
China	4469	20.2%	Germany	8455	31.5%
Russian Federation	4362	19.7%	Russian Federation	6922	25.8%
Syrian Arab Republic	2256	10.2%	Poland	2470	9.2%
Malaysia	1684	7.6%	United States	1912	7.1%
Iran, Islamic Republic of	1552	7.0%	Hungary	1294	4.8%
Jordan	1459	6.6%	France	1066	4.0%
India	1170	5.3%	Romania	605	2.3%
Moldova (Republic of)	1063	4.8%	Czech Republic	603	2.2%
Turkmenistan	998	4.5%	United Kingdom	524	1.9%
Viet Nam	705	3.2%	Bulgaria	379	1.4%
Total students from top 5 countries of origin	14323	64.7%	Total students in top 5 destination countries	21053	78.3%
Total students from top 10 countries of origin	19718	89.1%	Total students in top 10 destination countries	24230	90.2%
Total population of students from abroad	22130	100.0%	Total population of students abroad	26874	100.0%

Note: UNESCO indicates that there were 4493 foreign students in the Ukraine whose origin was unknown. These have been subtracted from the total population of students from abroad.

Between 1999 and 2006, Ukraine's tertiary student population increased by 58% to 2.7 million, making it the largest HE system of any Bologna Process member state except Russia. During this period, both the foreign student population and the proportion of Ukrainian students studying for degrees abroad remained more or less constant, in both cases at around 1%. The favoured destinations of expatriate Ukrainian students are Germany and Russia, which together account for more than 57% of this group. Ukraine's foreign students are principally from the middle east, east Asia and the former Soviet Union.

Ukraine joined the Bologna process in 2005 but has already adopted a three-cycle degree structure. Unusually, there are in effect two levels or types of degree within the first and second cycles. As well as the four-year bachelors degree there is a three-year, vocationally-oriented 'junior specialist' qualification. The division in the second cycle is between technical and professional specialism, and teaching and research activity. Graduates can follow a one-year programme leading to a 'specialist' degree. A second year can be devoted to a programme focusing on teaching and research methods, and this leads to a masters degree. ECTS was introduced in 2006/7, although the current extent of its use is not clear. The diploma supplement is due to be introduced in the 2008/9 academic year. It will be issued automatically to all graduating students. Joint degrees are permitted, but according to government figures are available only in 3% of HEIs. Recognition of foreign qualifications is centralised, and relies heavily on bilateral recognition agreements.

The Ukrainian government seems to have taken few positive policy measures to encourage student mobility. A new scholarship scheme has recently been established aiming to fund the mobility of 50 students and researchers a year, but in general government financial support is not portable. The government mentions bilateral agreements as contributing to academic mobility, but does not specify with whom these agreements exist or what they involve. Finance and visa problems are cited as factors acting as obstacles to increasing student mobility. Of the eight HEIs responding to the EUA's Trends survey, one reported that outgoing student mobility had increased 'significantly' since 2003, with another three reporting a 'slight' increase. One HEI reported a 'significant' increase in incoming mobility and two a 'slight' increase.

Staff mobility in Ukraine has been promoted via some administrative measures, such as allowing staff to hold more than one appointment, and via bilateral cooperation agreements. These measures appear to have had more success than those directed at student mobility, with two HEIs reporting 'significantly' increased staff mobility since 2003 and another four reporting a 'slight' increase.

The EUI's Academic Career Observatory reports that academic mobility within Ukraine is very low. Postgraduate students almost always continue in the institution where they took their first degree and typically two-thirds of the faculty of a given institution will have been awarded their PhD and habilitation by that same institution. For these reasons positions rarely become open. In addition, there are very few courses taught in languages other than Ukrainian or Russian.

Mobility Barometer

An assessment of the mobility of academic staff and students in Europe

Academic mobility in the European Union and in the European Higher Education Area (EHEA) has been a high political priority over the last decade, but what has been achieved in practice is questionable. Published jointly by Education International and the European Students' Union, the Mobility Barometer looks at the reality of mobility in Europe's higher education system.

The Barometer draws together the most important available statistics on academic mobility in Europe, information about the implementation of the 'Bologna Process' of higher education convergence, and the results of a new survey of staff and student unions. The states participation in the process are individually profiled, providing an assessment of the efforts made to promote both inward and outward academic mobility and to deal with obstacles to mobility.

The Barometer will be essential reading for higher education policy-makers in Europe and beyond. As the Bologna Process nears its tenth anniversary, this publication is a timely evaluation of how much this remarkable example of intergovernmental policy concertation has achieved in the field of mobility, but also of how much remains to be done.



The European Students' Union (ESU)

represents the social, cultural and economic interests of students in Europe. Through its members, the 49 national unions of students from 38 European countries, ESU represents more than 11 million students in Europe.

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is the global union federation representing 30 million teachers and education workers in more than 170 countries. Among them are 100 national organisations that give voice to more than 3 million university and research personnel. EI's Pan-European Structure is active in 36 of the 46 countries participating in the Bologna Process.

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