Towards a **Mobility Scoreboard:**

Conditions for **Learning Abroad**

in **Europe**

Eurydice Report

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Education and Training

CONTENTS

BACKGROUND AND PURPOSE

This feasibility report contains a set of draft proposals for indicators of conditions for learner mobility in higher education. It has been produced by Eurydice as a direct follow-up of the Council Recommendation on promoting the learning mobility of young people, adopted by the Council of the European Union in 2011 ([1]).

Through this Recommendation, Member States commit to promoting, and removing obstacles to, learner mobility and, additionally, to supporting work by the European Commission to create a methodological framework for monitoring progress in promoting and removing obstacles to such mobility. This 'methodological framework' was referred to as a 'Mobility Scoreboard' in the Commission Communication on 'Youth on the Move' ([2]). Eurydice was charged with developing options for this methodological framework through a preparatory study, to be undertaken, in cooperation with central DG Education and Culture services and taking into account advice from an *ad hoc* expert group composed of Member State representatives established to support the study.

The main role of the expert group has been to advise the Eurydice team and the Commission on the most appropriate way to use and present the information gathered by the Eurydice Network to fulfil the requirements of the Council Recommendation. The group has also provided recommendations on how this work can be finalised and taken forward. The group met on three occasions: 30 March 2012, 29 October 2012 and 23 March 2013.

Developing and using such a methodological framework as a basis for a 'Mobility Scoreboard' involves defining indicators which can capture or measure different elements of the Council Recommendation in a meaningful way and then assembling and presenting the relevant information and data. This task has been addressed and the results are presented in this document.

This document is structured according to the key thematic areas covered by the 2011 Council Recommendation. For the thematic areas and the related mobility obstacles outlined in the Council Recommendation, indicators are presented with text explaining their focus, as well as their strengths and limitations. The indicators have been developed by the project team in Eurydice, taking into account the advice of the Member State expert group, and the relevant information for each indicator collected by the Eurydice Network.

Some areas covered by the Council Recommendation have, however, proved to be too difficult either to develop robust indicators or to collect reliable data. This applies to the topics of motivation, administrative and institutional issues, and partnerships and funding. Some aspects of mobility funding are covered in the section on portability of grants and loans. Furthermore, the role of multipliers is included in the section on information and guidance. With regard to administrative obstacles, although an attempt was made to develop indicators and gather information, the challenge proved to be too complex for this study. The topics addressed require information to be gathered from sources beyond the competence of education authorities (e.g. ministries responsible for immigration, health and labour) and as there are legal implications to the issues addressed, it would be important to have

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([1]) Council Recommendation of 28 June 2011 on 'Youth on the move' – promoting the learning mobility of young people, OJ C199, 7.7.2011.

([2]) Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions on 'Youth on the Move: An initiative to unleash the potential of young people to achieve smart, sustainable and inclusive growth in the European Union'. Brussels, 15.9.2010, COM(2010) 477 final.

absolute confidence in the accuracy of information. It is therefore recognised that this topic would require more thorough investigation and that the approach to information gathering should be linked to monitoring of relevant European Directives.

The information in this report relates primarily to higher education, reflecting the core focus of Eurydice expertise, as well as the content of the Council Recommendation. The intention is to expand the indicators used to cover Vocational Education and Training (VET) in future updates of the Mobility Scoreboard.

For each thematic area covered in this report, two kinds of presentation are made. The first is a series of *maps*, which attempt to present the most important variables covered as clearly and objectively as possible on the basis of the available information. The advantage of maps is that they focus on individual issues separately, so that exact differences between countries are visible. However, it is difficult to fully grasp the different country models based only on a series of maps. The second type of presentation fits more closely to the task of developing a scoreboard indicator. Here, *composite indicators* have been developed, with clear choices made on elements to be included. Composite scoreboard indicators combine the different variables shown on the maps into pre-defined categories and list the countries accordingly. The model for these indicators has been the Bologna Process Scorecard – used in the series of stocktaking reports and the 2012 Bologna Implementation Report. However, the Eurydice team has not restricted itself to five-stage indicators used in the Bologna context, but has selected the most appropriate number of stages according to the information.

The results of the groupings of countries according to the different composite scoreboard indicators are summarised on a single page in Annex 1.

CHAPTER 1: INFORMATION AND GUIDANCE

1.1. Council Recommendation

The Council Recommendation states the following with regard to information and guidance on opportunities for learning mobility:

- improve the quality of information and guidance on national, regional and local mobility opportunities and grant availability, targeting specific groups of learners, both within and outside the Union. Member States should make use of new, creative and interactive ways to disseminate information, communicate and exchange with young people and all other stakeholders;

- make information easily accessible to all young people regarding learning mobility, for example through centralised web portals and other web services, support centres (such as 'European offices'), information and counselling services. The use of Internet-based services can also be helpful. It is recommended to use the Euroguidance network in this context;

- cooperate with the Commission to further develop and update the PLOTEUS portal on learning opportunities, namely by increasing the number of national information resources that citizens can directly access through the multilingual PLOTEUS interface;

- encourage the relevant national and regional agencies to ensure that their work is integrated with that of stakeholders in learning mobility to ensure a clear, coherent and simple flow of information.

On the role of multipliers:

- encourage the use of 'multipliers' such as teachers, trainers, families, youth workers and young people who have participated in a mobility experience to inspire and motivate young people to become mobile. Encourage employers in the field of education to recognise and value teachers', trainers' and youth workers' commitment to learning mobility;

- promote and support opportunities for learning mobility as a component in the initial training and continuous professional development of heads of educational institutions, teachers, trainers, administrative staff and youth workers.

1.2. Focus of the indicators

The topics of information and guidance on opportunities for learning mobility and of the role of multipliers are analysed altogether as they address the common aim of raising awareness among young people of the opportunities to study abroad and encouraging them to undertake a mobility experience.

The two most significant aspects of Member-State responsibility concern the quality of information and guidance provided to young people and access to it. The focus for indicators is therefore placed here, while the two other issues mentioned (cooperation between the European Commission and Member States on PLOTEUS and the work of the agencies with stakeholders) are left aside. These aspects concern very specific issues that extend beyond the exclusive remit of national and regional authorities. Indeed as the PLOTEUS tool is managed by the Euroguidance network, it would be possible to construct an indicator on the number of national resources that are available through the

tool. However, this would most efficiently be done through reporting from the Euroguidance network, and has not been considered a priority task for this project.

The support of Member States to initiatives that involve multipliers is an important aspect in relation to the objective of inspiring and motivating young people to be mobile. Multipliers might be young people who have had a learning experience abroad. They might also be those who are the closest to them: either families or professionals in education and teachers, trainers and youth workers. This analysis therefore concentrates on these issues, and does not focus on the two other specific aspects addressed in the Council Recommendation i.e. 'recognise and value commitment to learning mobility' and 'promote and support opportunities for learning mobility as a component in the initial training and continuous professional development'.

## 1.3. Maps and scoreboard indicator

1.3.1. Maps

Map 1.1 below features the aspects that are typically included in the concept of 'strategic planning': the development of a recent strategy for information and guidance on learner mobility; recent initiatives launched in the last two years; and the existence of a government-based or publicly funded body that is in charge of information and guidance on learning mobility. This map clearly illustrates the diversity of national situations. While the majority of the countries have a recent strategy, specific initiatives are uncommon in Europe and there are two countries – Luxembourg and Sweden – where strategic planning on information and guidance is overseen by a public-funded body.

Map 1.1: Strategic planning on information and guidance on learner mobility, national and regional level, 2011/12

▢	Strategy
◼	Initiatives
▦	Government-based or publicly- funded body
▧	No strategic planning
⊠	Not available
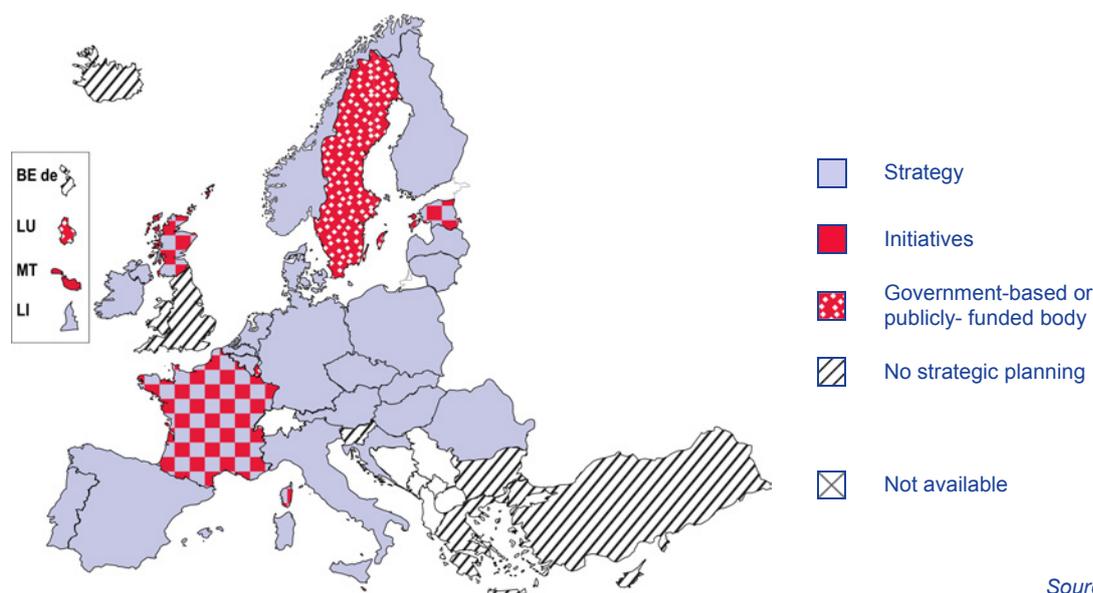
Source: Eurydice.

The following map (1.2) shows complementary information by making the distinction between the existing strategies: those that are separate information and guidance strategies, and those that are linked to a general learner mobility strategy. Only two countries – Germany and Croatia – have a self-contained strategy for learner mobility. France and Poland are the sole countries having developed a separate information and guidance strategy. The map still includes 'government-based or publicly funded bodies' as it is a specific-country situation for the countries concerned.

Map 1.2: Strategies on information and guidance on learner mobility, national and regional level, 2011/12

Strategy as part of a general strategy on learner mobility

Separate strategy

Government-based or publicly-funded body

No strategic planning

Not available

Source: Eurydice.
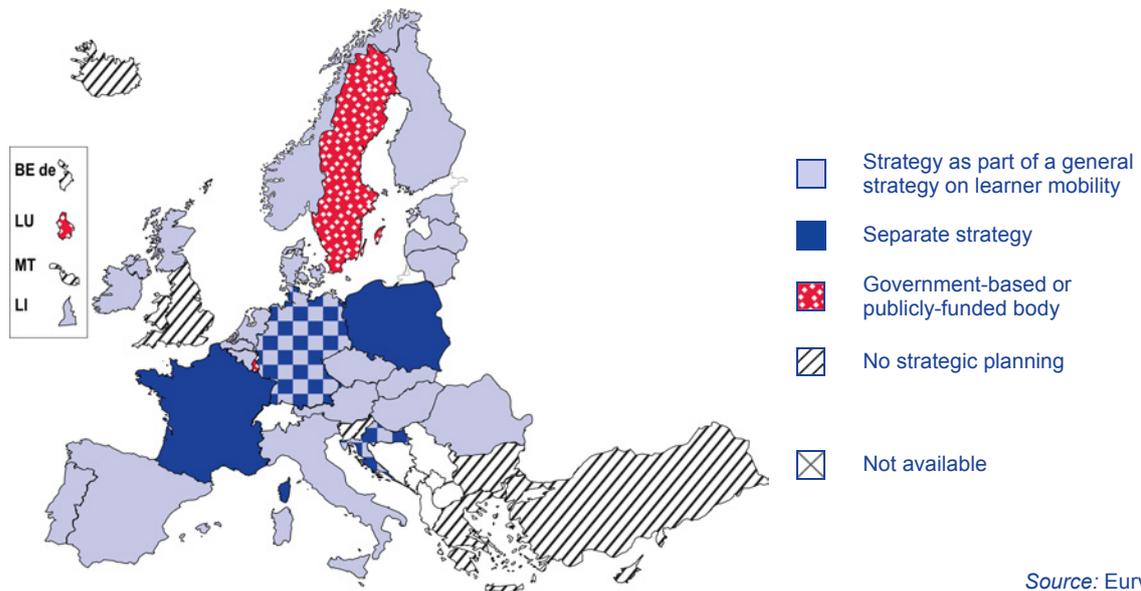
Map 1.3: Personalised services to students on learner mobility opportunities, 2011/12

At higher education institutions

In publicly-funded centres, agencies and bodies

Not available

Source: Eurydice.
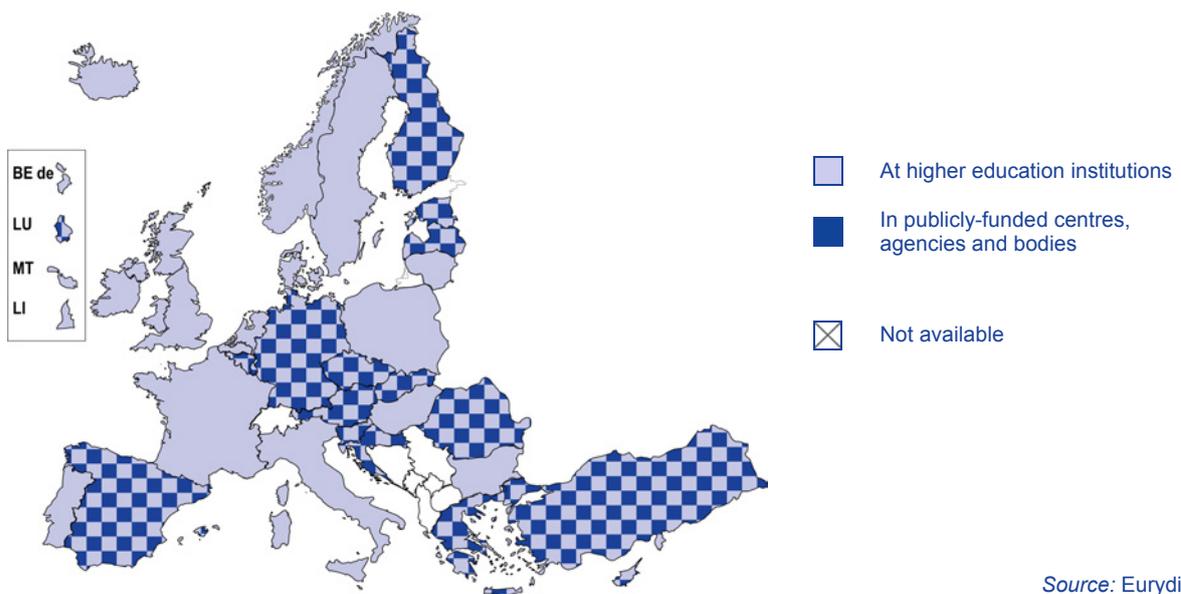
The map above (1.3) gives a complete picture of coverage of publicly-supported personalised services to students that encompass information, guidance and counselling services. A distinction is made between services provided at higher education institutions and the same type of services offered by other existing publicly-funded centres, agencies and bodies.

There are also publicly-supported online services such as websites, portals that disseminate learner mobility opportunities. Such internet-based information resources such as websites, portals are available in all countries. It has been therefore decided that a map is not needed in this case as there are no country differences to show.

Map 1.4: Involvement of multipliers in publicly-supported national initiatives, 2011/12

Involvement of multipliers

No involvement of multipliers

Not available
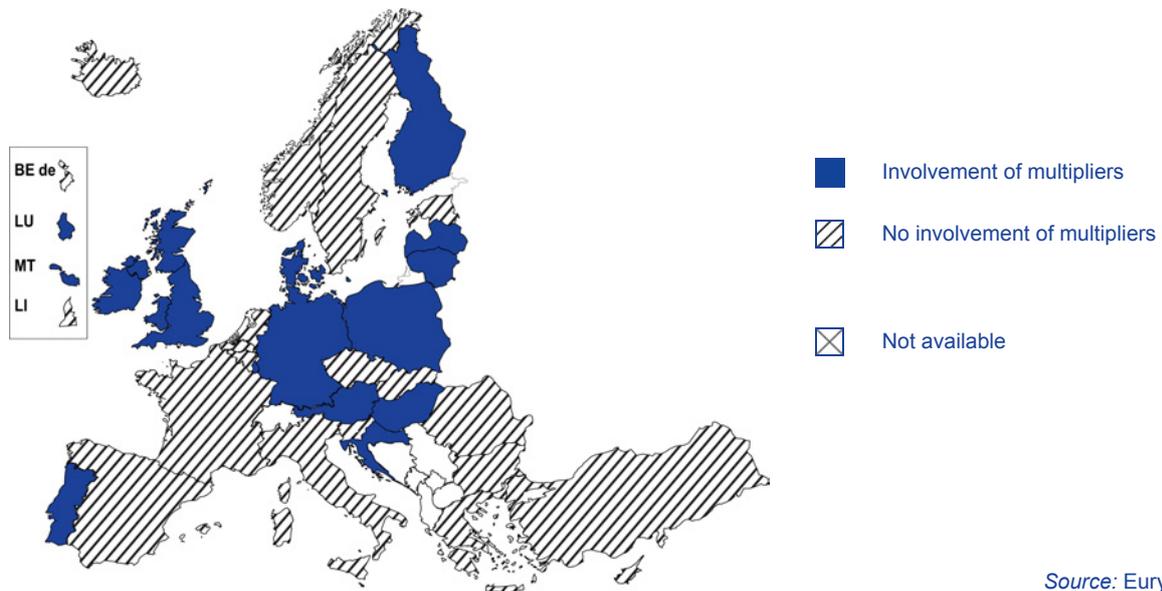
Source: Eurydice.

Map 1.4 provides a straightforward picture of the involvement of multipliers. Most commonly, the multipliers who are targeted in national mobility strategies or initiatives are students or graduates who have participated in learning mobility. Their involvement typically includes participation in conferences, seminars or information meetings at higher education institutions, and provides opportunities for potential mobile students to find out more about the experience of learning and living in another country.

Map 1.5: External evaluation as part of the monitoring process of learner mobility, 2011/12

External evaluation

No external evaluation

Not available
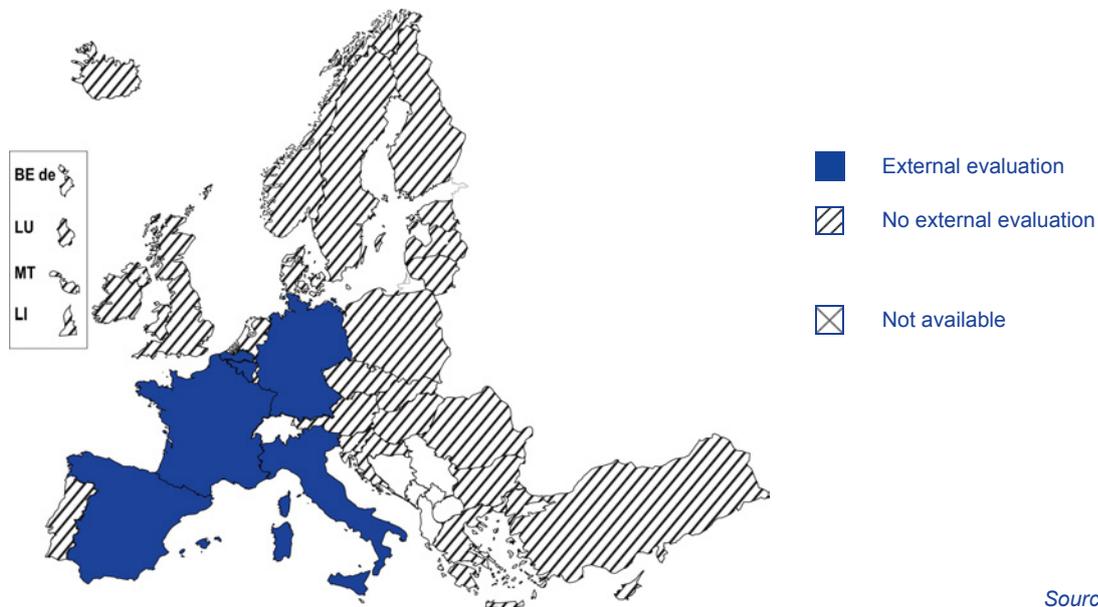
Source: Eurydice.

The map above (1.5) focuses on external evaluation of information and guidance activities, irrespective of the number and nature of activities that a country may offer. External evaluation refers to an evaluation process which is undertaken by a body external to the organisation responsible for providing the services, e.g. a higher education institution or a centre providing counselling services. It therefore excludes any internal self-monitoring process.

One of the limitations of this map is that it does not distinguish which of the elements might be the object of external evaluation. It is also not possible to tell from the other maps which particular element is the most extensively used in countries or which combinations can be found in each country. This is the added-value of having a scoreboard indicator.

1.3.2. Scoreboard indicator

The potential scoreboard indicator is based on four elements related to the main aspects from the Council Recommendation: 1) strategic planning of information and guidance; 2) internet-based resources; 3) personalised services; 4) involvement of multipliers. There is a last and additional element: external evaluation of information and guidance services within a general monitoring process.

Strategic planning focuses on measures implemented by Member States with the aim of promoting information and guidance on learning mobility opportunities for students. Current strategy or/and recent initiatives launched in the last two years are included. The strategic planning must also encompass the situation where government-based or publicly-funded bodies also assume direct responsibility for achieving such strategic objectives (through direct implementation).

The second element addresses the important aspect of information being easily accessible, and takes account of publically-funded internet-based resources.

The third element considers the provision of personalised guidance and counselling services that might be offered to mobile or potentially mobile students.

The involvement of multipliers in the framework of a publicly-supported initiative or a strategy is chosen as the fourth element.

The last element is the existence of external evaluation – either as a part of general monitoring on learner mobility or more specific monitoring of information and guidance services. This element intentionally carries greater weight in the scoreboard than the existence of particular elements. This is because it is felt to be particularly important for countries to understand the impact of services and have the evidence to make improvements.

This scoreboard indicator provides a very complete view of the various possible stages at which countries might be positioned. It spans six categories: the green category features the five elements considered while the red category applies when none of the elements is considered. The remaining four categories are intermediate.

Scoreboard indicator 1: Information and guidance on learner mobility, 2011/12

List of countries	Description of categories
DE	The four following elements regarding information and guidance on learning mobility are covered: • Strategic planning of information and guidance (strategy, national and regional initiatives as well as activities of government-based or publicly-funded bodies) • Publicly-supported internet-based information resources such as websites, portals, etc. • Publicly-supported personalised services providing counselling, guidance and information • Involvement of multipliers under publicly-supported initiatives of information and guidance on learning mobility In addition there is an external evaluation as part of a monitoring process that applies to one or more of the elements of information and guidance above-mentioned.
BE fr, BE nl, ES, FR, IT	Three of the four following elements regarding information and guidance on learning mobility are covered: • Strategic planning of information and guidance (strategy, national and regional initiatives as well as activities of government-based or publicly-funded bodies) • Publicly-supported internet-based information resources such as websites, portals, etc. • Publicly-supported personalised services providing counselling, guidance and information • Involvement of multipliers under publicly-supported initiatives of information and guidance on learning mobility In addition, there is an external evaluation as part of a monitoring process that applies to one or more of the elements of information and guidance above-mentioned.
CZ, DK, EE, IE, HR, LV, LT, LU, HU, MT, NL, AT, PL, PT, RO, SK, FI, SE, UK-ENG/WLS/NIR, UK-SCT, LI, NO	Three or all of the four following elements regarding information and guidance on learning mobility are covered: • Strategic planning of information and guidance (strategy, national and regional initiatives as well as activities of government-based or publicly-funded bodies) • Publicly-supported internet-based information resources such as websites, portals, etc. • Publicly-supported personalised services providing counselling, guidance and information • Involvement of multipliers under publicly-supported initiatives of information and guidance on learning mobility There is no external evaluation as part of a monitoring process that applies to one or more of the elements of information and guidance above-mentioned
BE de, CY, SI, IS, TR	Two of the four following elements regarding information and guidance on learning mobility are covered: • Strategic planning of information and guidance (strategy, national and regional initiatives as well as activities of government-based or publicly-funded bodies) • Publicly-supported internet-based information resources such as websites, portals, etc. • Publicly-supported personalised services providing counselling, guidance and information • Involvement of multipliers under publicly-supported initiatives of information and guidance on learning mobility There is no external evaluation as part of a monitoring process that applies to one or more of the elements of information and guidance above-mentioned.

List of countries	Description of categories
BG, EL	One of the four following elements regarding information and guidance on learning mobility are covered: • Strategic planning of information and guidance (strategy, national and regional initiatives as well as activities of government-based or publicly-funded bodies) • Publicly-supported internet-based information resources such as websites, portals, etc. • Publicly-supported personalised services providing counselling, guidance and information • Involvement of multipliers under publicly-supported initiatives of information and guidance on learning mobility There is no external evaluation as part of a monitoring process that applies to the elements of information and guidance above-mentioned.
	None of the four following elements regarding information and guidance on learning mobility is covered: • Strategic planning of information and guidance (strategy, national and regional initiatives as well as activities of government-based or publicly-funded bodies) • Publicly-supported internet-based information resources such as websites, portals, etc. • Publicly-supported personalised services providing counselling, guidance and information • Involvement of multipliers under publicly-supported initiatives of information and guidance on learning mobility There is no external evaluation as part of a monitoring process that applies to the elements of information and guidance above-mentioned.

Not available: **CH.**

Source: Eurydice.

From current information, only one country, Germany, would now have reached the standard of the dark green category. None of the countries are in the red zone. The four intermediate categories allow for clear groupings of countries to be made. There is a group of five countries that although not having all four elements, use external evaluation procedures (light green category). For these countries to move to the dark green category, a fourth element should be covered. In most cases, it is the aspect of involving multipliers that is missing. This group of five countries stand apart from those without the 'external evaluation covered' – the remaining lower categories. The yellow category being the one with the majority of the countries included i.e. 21 in total while the two orange categories have altogether seven countries.

Certain weaknesses in the approach should be acknowledged. The first issue is that an ideal indicator on this topic would take into account the impact of structural features of higher education organisation. For example, the level of autonomy granted to higher education institutions or the level of decentralisation in management clearly has a major impact on the way in which information and services are provided. However, the differences between countries in these respects are not visible in this approach.

A second issue is that the indicator has been constructed on the basis of information that is currently available. However, when considering the speed of change in technology-rich societies, it is possible that innovations in information and communication technology may render some aspects of this indicator obsolete. In particular, the use of publically supported internet-based information may become far less significant as a means of informing students than private apps.

Despite these limitations, the conclusion of the Eurydice team and the expert group is that the indicator is feasible and meaningful.

CHAPTER 2: FOREIGN LANGUAGE PREPARATION

2.1. Council Recommendation

The Council Recommendation states the following concerning the 'preparation of opportunities for learning mobility, particularly with regard to foreign language skills and intercultural awareness':

- acknowledge the importance of language learning and acquiring intercultural competences starting at early stages of education, by encouraging quality linguistic and cultural preparation for mobility in both general and vocational education;

- encourage teachers to use more innovative methods for the delivery of language learning, including those based on ICTs. Particular attention should be given to disadvantaged learners and their specific needs;

- foster the acquisition of basic digital competences by young people so as to ensure that they can prepare their mobility in optimal conditions, as well as take advantage of new opportunities for virtual mobility, which complement physical mobility;

- encourage the development of partnerships and exchanges between education institutions, as well as between providers of non-formal learning, in order to better prepare periods of mobility.

2.2. Focus of the indicators

For the purposes of developing indicators that can track progress over time using trustworthy and easily available data, the report focuses on national approaches to compulsory foreign language learning in schools. The other issues mentioned in the Recommendation – intercultural awareness, innovative methods of language teaching, digital competence and partnerships between education institutions – are all important. However, they do not lend themselves to easy comparison between countries, and would require specific, regular, complex and costly monitoring procedures to be established in order to develop reliable data sources for the purpose of comparability.

In contrast, information on compulsory language learning in schools is relatively simple to obtain and compare. There are a number of elements that could be considered: the number of foreign languages offered in the school curriculum; whether languages are compulsory for some or all students, the age at which compulsory language learning begins and its duration.

The Eurydice team proposes a focus on compulsory language learning for all school students. The issue that is given particular prominence in these indicators is the length of time that first and second compulsory foreign languages are taught.

2.3. Maps and scoreboard indicator

2.3.1. Maps

This information can be presented in the form of maps, as proposed below. Such a presentation is clear and information can easily be updated to show change over time. However, in order for the maps to be clear, it is necessary to show at least two maps, separating out information on the compulsory teaching of the first and second foreign language.

Map 2.1: Length of compulsory first foreign language for all students, 2010/11

Compulsory first foreign language teaching lasts 3-6 years for all students

Compulsory language teaching lasts 7-9 years for all students

Compulsory language teaching lasts 10 years or more for all students

No compulsory foreign language teaching

Source: Eurydice.
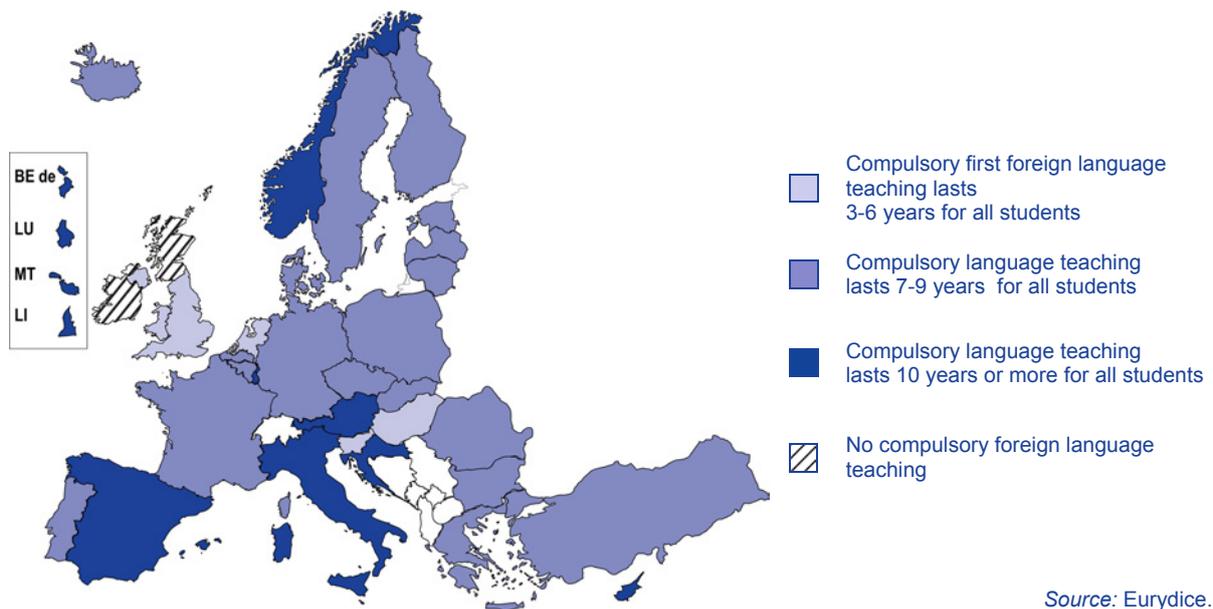
Map 2.2: Length of compulsory second foreign language learning for all students, 2010/11

2nd compulsory foreign language last less than 5 years for all students

2nd compulsory foreign language lasts at least 5 years for all students

No compulsory second foreign language teaching

Source: Eurydice.
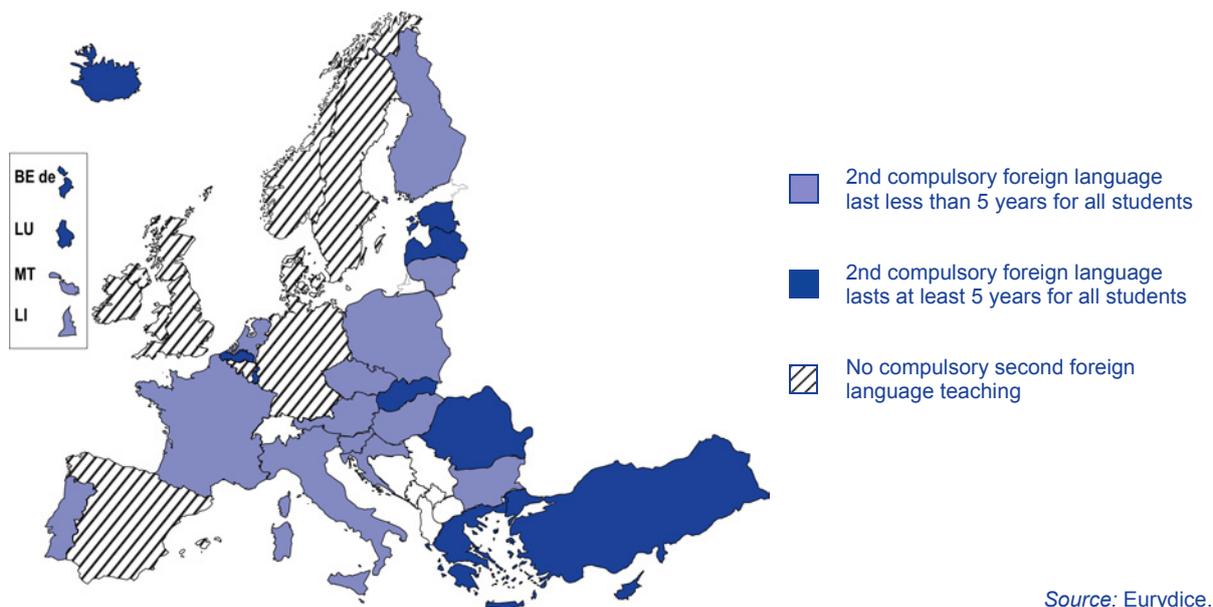
The two maps 2.1 and 2.2 on compulsory foreign language learning are both based on the notion of duration of compulsory language teaching for all pupils in full-time compulsory education. They consider language learning in pre-primary, primary and general secondary education until the end of compulsory education (usually age 16). However, the data that is available does not include compulsory language learning for pupils who are in vocational or technical secondary education and those in general part-time compulsory education. Thus in countries where there is a binary divide in the system, the maps may not give a completely representative picture.

2.3.2. Scoreboard indicator

It is also possible to show information in the form of a composite scoreboard indicator. The indicator takes the objective elements of the maps above, and bases its hierarchical ordering on certain premises. These premises are that it is desirable for all children to spend as long as possible in language learning and for all children to have the opportunity to learn a second foreign language at school for as long as possible.

The indicator covers language learning in pre-primary, primary and general secondary education until the end of compulsory education (age 16). However, the data that is available does not include compulsory language learning for pupils who are in vocational or technical secondary education. Thus in countries where there is a binary divide in the system, the maps may not give a completely representative picture.

Scoreboard indicator 2: Preparation of opportunities for learning mobility – foreign language skills, 2010/11

List of countries	Description of categories
BE de, CY, LU	Compulsory foreign language teaching lasts for 10 years or more, and 2nd foreign language is compulsory for all students for at least 5 years.
BE nl, EE, EL, IT, MT, AT, RO, SK, IS, TR	Compulsory foreign language teaching lasts for 7-9 years, and 2nd foreign language is compulsory for all students for at least 5 years. OR Compulsory foreign language teaching lasts for 10 years or more, but 2nd foreign language is compulsory for all students for less than 5 years.
BG, CZ, FR, LT, LV, HU, PL, PT, FI, LI, NO	Compulsory foreign language teaching lasts for 7-9 years, but 2nd foreign language is compulsory for all students for less than 5 years. OR Compulsory foreign language teaching lasts from 5-6 years, and 2nd foreign language is compulsory for all students for at least 5 years
NL, SI	Compulsory foreign language teaching lasts from 5-6 years, and 2nd foreign language teaching is compulsory for less than 5 years.
BE fr, DK, DE, ES, HR, SE, UK-ENG/WLS/NIR	Compulsory foreign language teaching, but there is no compulsory 2nd foreign language teaching.
IE, UK-SCT	No compulsory foreign language teaching.

Not available: **CH.**

Source: Eurydice.

CHAPTER 3: PORTABILITY OF GRANTS AND LOANS AND FINANCIAL SUPPORT FOR MOBILE STUDENTS

3.1. Council Recommendation

The Council Recommendation outlines the following recommendation with regard to the portability of grants and loans:

- promote the portability of grants, loans and appropriate access to relevant benefits, in order to facilitate the learning mobility of young people.

3.2. Focus of the indicators

Information on the portability of grants and loans in European countries has been collected. The topic is necessarily complex. The information presented here contains three main elements: 1) the proportion of students receiving public grants and/or publicly-subsidised loans; 2) principles of allocation for public grants (need-based or merit-based); and 3) the portability of grants and loans, i.e. the possibility of students to take domestic grants and/or loans abroad.

In addition to portability, this section also contains information on specific mobility support, i.e. support that is given on top of public grants and/or loans, specifically for the purpose of mobility. This information is complementary to the issue of portability, and is given to provide a full picture on mobility support in European countries.

## 3.3. Maps and scoreboard indicator

As in all sections, information is presented here in the form of maps and a scoreboard indicator. Maps depict the individual aspects of domestic, portable and specific mobility support, while the scoreboard indicator combines several factors linked to portability and lists the countries accordingly.

The advantage of maps is that they focus on the individual aspects of student support separately, so one can clearly see the characteristics of domestic, portable and specific mobility support in each European country where information is available. However, given the large number of maps, it might be difficult to place the pieces of information together to evaluate barriers to mobility. For this reason, a scoreboard indicator brings together some of the elements related to portability and puts countries' existing schemes into pre-defined categories. On the other hand, the scoreboard indicator does not show the exact details of support measures.

3.3.1. Maps

There are seven maps presented in this section, with the first three dealing with public grants. Map 3.1 illustrates the proportion of students receiving a grant, thus receiving any public financial support that does not need to be paid back. The map considers 1st and 2nd cycle students together (with some exceptions), since countries found it difficult to provide data for the two cycles separately. Map 3.1 does not show the exact percentage of students receiving grants. Instead, it distinguishes between four broad levels of public support: low (0-9.9 %), medium (10-49.9 %), high (50-89.9 %) and universal (90-100 %). This information is also relevant for the issue of portability: countries can allow students to take grants (or loans) abroad without restrictions, but if only a marginal proportion of students receive this public support, such full portability might not be a significant factor in promoting mobility.

**Map 3.1: Proportion of students receiving a public grant, 1st and 2nd cycle, 2011/12**

	0-9.9 %
	10-49.9 %
	50-89.9 %
	90-100 %
	No grants
	Not available
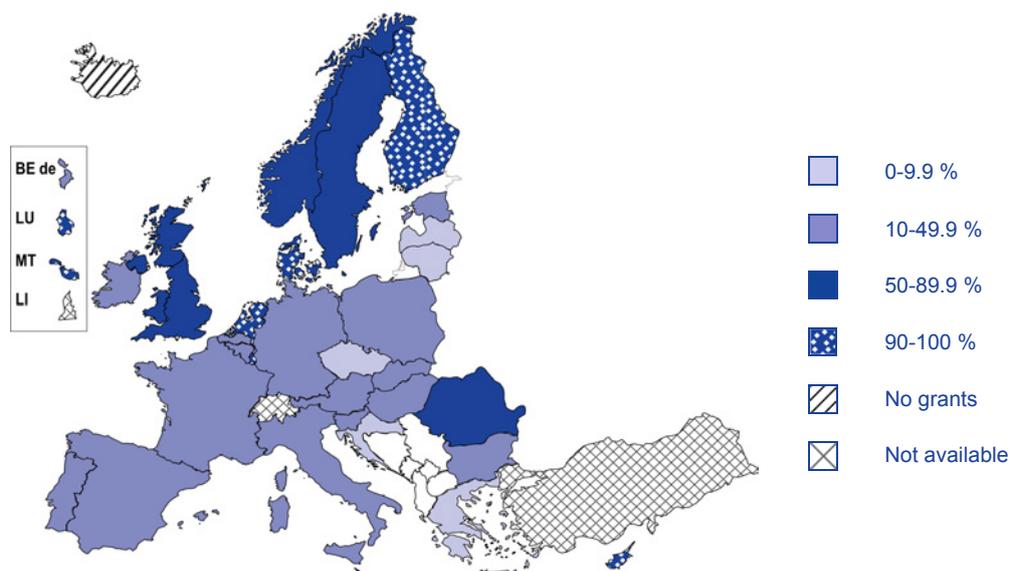
Source: Eurydice.

Country-specific notes

Belgium (BE de): Only 1st cycle students (no 2nd cycle organised).
Germany: The need-based (BAföG) support (taken by approx. 25 %) is a combined grants/loans system. The merit-based support (taken by approx. 3-4 %) consists of full grants.
Greece, Italy and the **United Kingdom**: Only 1st cycle students are included.
Spain: General grants: 1st cycle: 13.39 %, 2nd cycle: 9.74 %

Map 3.2: Public grants: principles of allocation, 2011/12
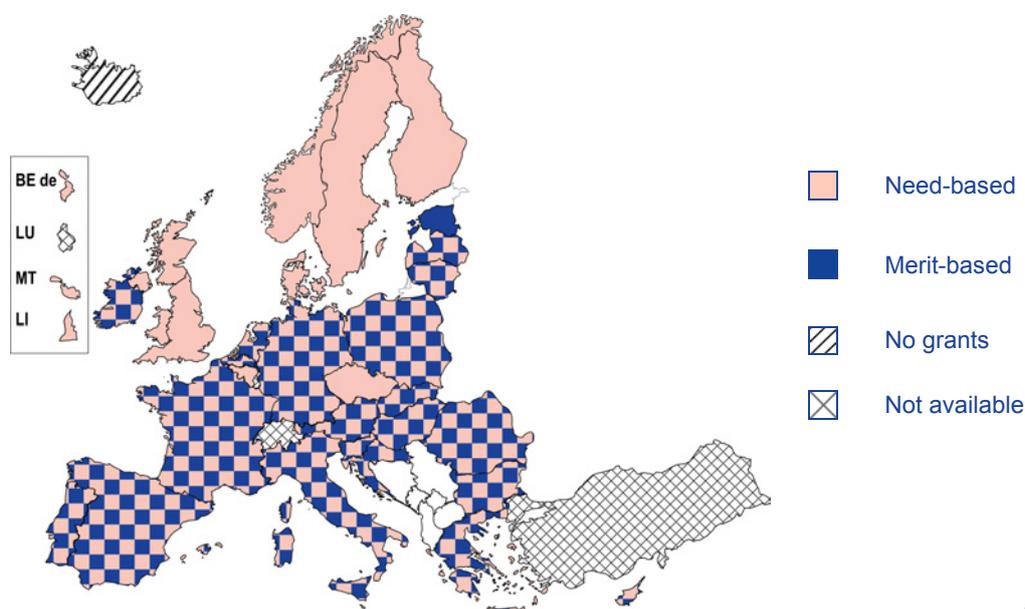
	Need-based
	Merit-based
	No grants
	Not available

Source: Eurydice.

Country-specific notes

Germany: The need-based (BAföG) support is a combined grants/loans system. The merit-based support consists of full grants.
Estonia: The merit-based study support system is intended to be replaced by a need-based system from 2013.
Greece, Croatia and **Latvia**: Primarily merit-based system with need-based elements.
Luxembourg and **Liechtenstein**: Combined grants/loans system.
Turkey: No national policy on grants.

Map 3.2 depicts the main principles of allocating these grants to students; that is, whether they are distributed on the basis of need or merit. This is important information especially regarding the goal of promoting the mobility of students with low socio-economic background.

Map 3.3 illustrates the main characteristics of portability in the case of grants. In this regard, this section distinguishes between credit portability (portability of grants for credit mobility) and degree portability (portability of grants for degree mobility). Furthermore, restrictions on portability have been examined, mostly in terms of additional requirements that students and/or the chosen study programme abroad need to fulfil for the grant to become portable. Such restrictions include, for example, the definition of countries where students can take their grants (e.g. portability within the EEA only), limits on the time spent abroad, or the requirement that students need to study full time. The most severe restriction is when students can only take their grants abroad to study if no equivalent programme is available in the home country. Since this means that portability is allowed only in exceptional cases, countries applying this condition are listed as having 'no portability'.

Map 3.3: Portability of grants, 2011/12
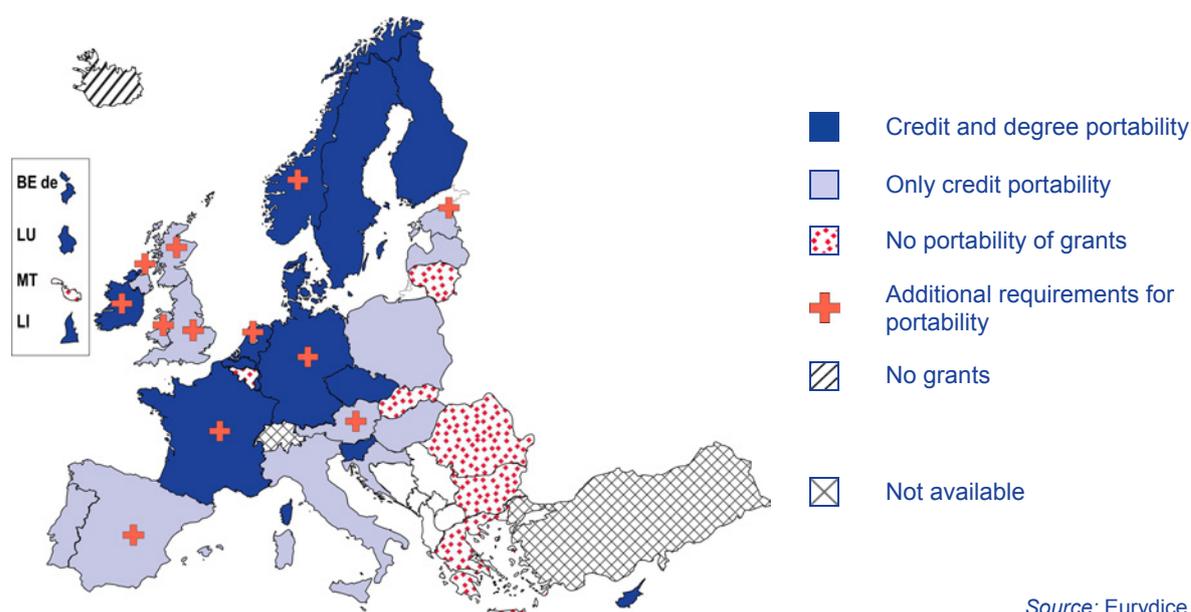
Source: Eurydice.

Country-specific notes

Belgium (BE fr): Grants and loans are portable in exceptional circumstances (no equivalent programme is available in the home country).
Czech Republic: Doctoral scholarships and need-based scholarships are portable. However, accommodation support is non-portable.
Germany: The need-based (BAföG) support is a combined grants/loans system.
Estonia: The basic allowance is portable.
Ireland: Portability only for the 1st cycle.
Italy: Need-based grants are portable (only credit portability).
**Luxembourg** and **Liechtenstein**: Combined grants/loans system.
Austria: For degree mobility, students receive mobility grants under the same conditions as they receive domestic study grants.
Portugal: Only the social scholarship is portable.
United Kingdom: Grants are portable for credit mobility in the 1st cycle. Grants are portable only for Erasmus students. For other students, grants are portable only for a period of mobility that forms an integral part of the programme.

Maps 3.4 and 3.5 show some characteristics of publicly-subsidised loan systems. Map 3.4 illustrates the proportion of students taking a loan in countries where publicly-subsidised loans exist. Similarly to grants, the map depicts the proportion of students taking loans based on broad categories: low (0-9.9 %), medium (10-49.9 %) and high (more than 50 %). Again, the proportions refer to 1st and 2nd cycle students together (with some exceptions). For countries with combined grants/loans systems, it is important to note that proportions on Map 3.1 and Map 3.4 should not be added together in order to calculate the overall proportion of students receiving student support.

Map 3.4: Proportion of students taking publicly-subsidised loans, 1st and 2nd cycle combined, 2011/12
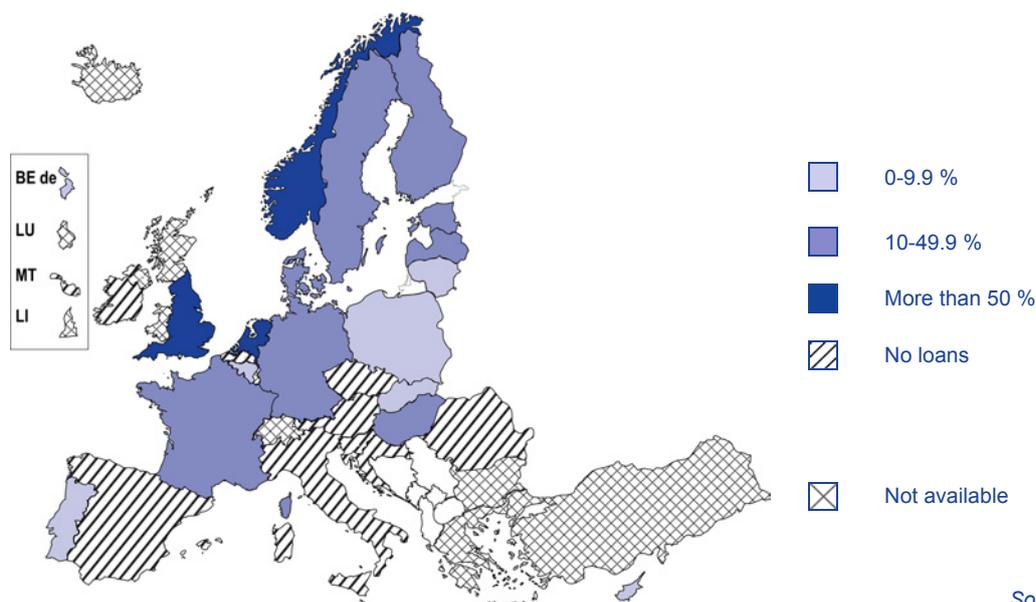
- 0-9.9 %
- 10-49.9 %
- More than 50 %
- No loans
- Not available

Source: Eurydice.

Country-specific notes

Germany: The need-based (BAföG) support is a combined grants/loans system. Approx. 25 % take the combined (BAföG) grants/loans.
France: BTS: 14 %; CPGE: 2 %; *Écoles* 1st cycle: 18 %; *Écoles* 2nd cycle: 41 %; *Écoles d'ingénieur*: 1 %; Universities: 17 %; Other: 7 %.
Luxembourg and **Liechtenstein**: Combined grants/loans system.
United Kingdom (England): Only the 1st cycle is included.

Map 3.5: Portability of loans, 2011/12
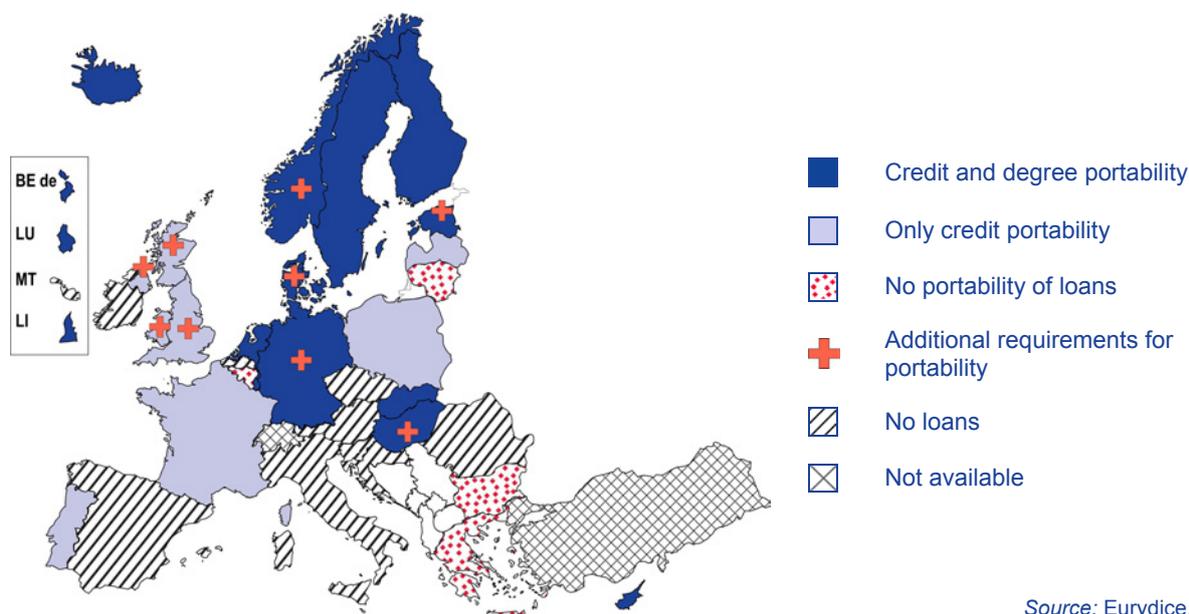
- Credit and degree portability
- Only credit portability
- No portability of loans
- Additional requirements for portability
- No loans
- Not available

Source: Eurydice.

Country-specific notes

Belgium (BE fr): Grants and loans are portable in exceptional circumstances (no equivalent programme is available in the home country).
Germany: The need-based (BAföG) support is a combined grants/loans system.
Hungary: The all-purpose loan is portable.
Luxembourg and **Liechtenstein**: Combined grants/loans system.
Portugal: Banks specify the conditions of portability for loans.
United Kingdom: Loans are portable for credit mobility in the 1st cycle. Loans are portable only for Erasmus students. For other students, loans are portable only for a period of mobility that forms an integral part of the programme.

Map 3.5 shows whether publicly-subsidised loans are portable and if yes, under what conditions. On this map, information is structured along the same categories as was in the case of grants.

Finally, Maps 3.6 and 3.7 concern specific mobility support, i.e. support that is provided for the purposes of mobility in addition to domestic support. The figures only cover non-repayable support (i.e. grants and/or scholarships); loans provided for mobility purposes are not taken into account in this section.

Map 3.6 shows whether such additional mobility grants exist in European countries and if yes, whether they can be received for credit or degree mobility. The figure only examines the presence of such mobility support schemes; the proportion of students receiving grants is not shown. In this regard, the diversity of countries can be substantial, as the proportion of students receiving specific mobility support can range from very low (only a few number of scholarships available) to relatively high (all students receiving domestic support can receive additional mobility support on top).

In addition, the actual sum of mobility grants can also vary widely. One way to have an overview of the magnitude of specific mobility support measures in the different European countries is to examine what costs they aim to cover. For this reason, Map 3.7 distinguishes four types of costs than can be potentially covered by mobility support: study costs, travel costs, living cost difference between the home country and the country of destination, and language courses. Some countries cover all of these costs by mobility grants; others give support only for specific mobility-related costs.

Map 3.6: Additional support for mobility in form of a grant by type of mobility funded, 2011/12
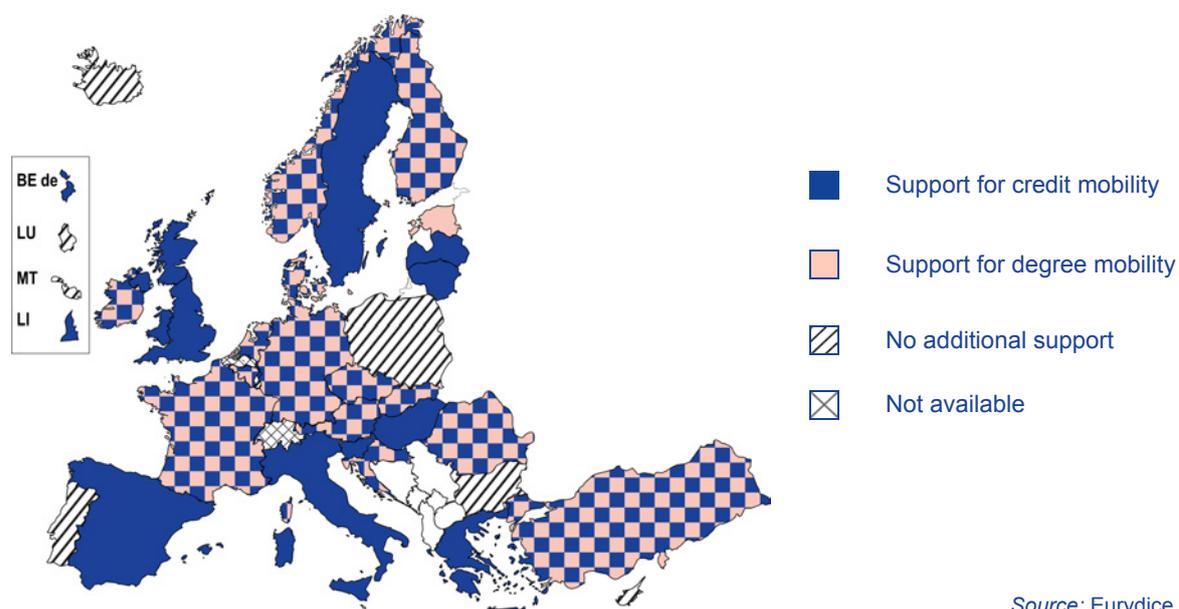
Source: Eurydice.

Explanatory note

Erasmus scholarships are not included.

Country-specific notes

Czech Republic: Mobility support depends on the particular study programme and HEI, and the hosting country.
**Estonia**: For 2nd cycle degree mobility.
**Greece**: For 2nd cycle credit mobility.
Turkey: For 2nd cycle studies.

## Map 3.7: Coverage of grant-based additional mobility support, 2011/12

A. Study costs
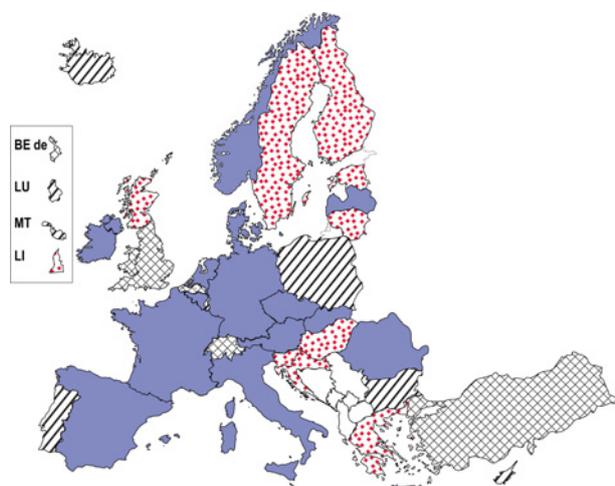
B. Travel costs
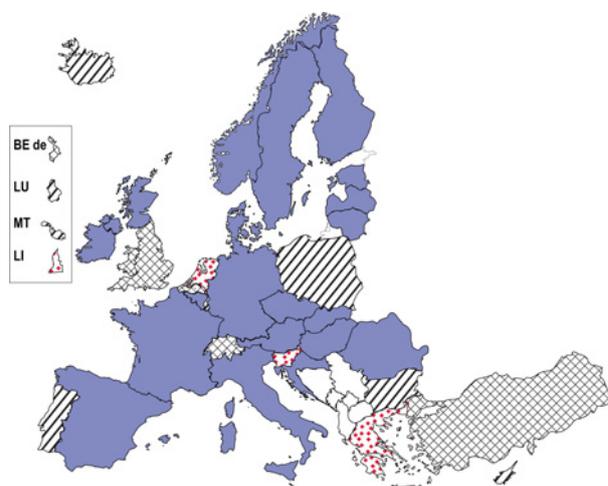
C. Living cost difference
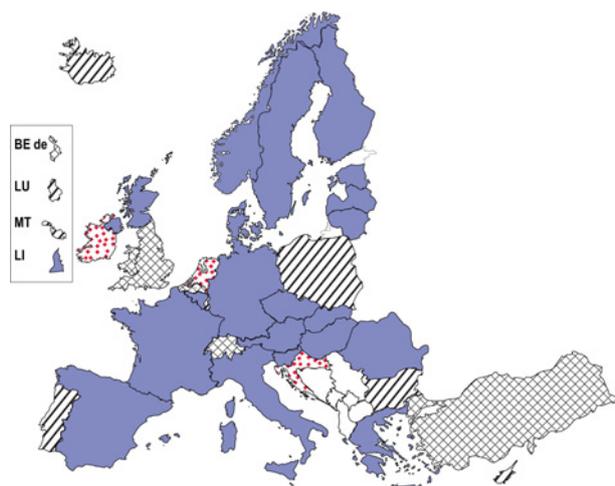
D. Language courses
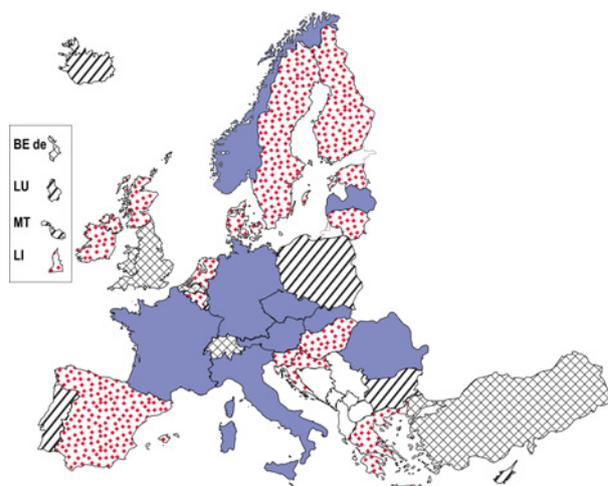
☐ Covered ⊡ Not covered ◨ No additional support ⊠ Not available

Source: Eurydice.

Explanatory note

Erasmus scholarships are not included.

Country-specific notes

Czech Republic: Mobility support depends on the particular study programme and HEI, and the hosting country.
Estonia: For 2nd cycle degree mobility.
Greece: For 2nd cycle credit mobility.
Austria: Coverage of credit mobility support: study costs, travel costs, living cost difference and language courses; coverage of degree mobility support: study costs.
Slovakia: Coverage of credit mobility support: travel costs, living cost difference and language courses; coverage of degree mobility support: study costs, travel costs and living cost difference.
Finland: Coverage of credit mobility support: travel costs and living cost difference; coverage of degree mobility support: living cost difference.

3.3.2. Scoreboard indicator

Scoreboard indicator 3 brings together some of the elements presented in the maps and puts countries' existing schemes into pre-defined categories. It concentrates on the portability of domestic grants and loans without taking the existence of additional mobility support into account. Furthermore, the indicator does not include information on the actual amount of portable support. The scoreboard indicator applies a five-level scale in distinguishing between different forms of portability.

The indicator is based on a colour scheme where 'green' represents full portability of student support (this means that there are equivalent requirements for receiving public grants and/or taking loans if students study in the home country or abroad) and 'red' signifies no portability or very low level of student support with less than 10 % of students receiving it. Countries applying the requirement that public financial support can be taken abroad only if no equivalent program is available in the home country also belong to the 'red' category, as the portability of student support is only possible in exceptional circumstances.

Scoreboard indicator 3: Portability of public grants and publicly-subsidised loans, 2011/12

List of countries	Description of categories
BE de, BE nl, CY, LU, SI, FI, SE, IS, LI	Full portability of available student support measures – grants and/or loans – for credit and degree mobility. Equivalent requirements for public grants and/or loans if students study in the home country or abroad.
DK, DE, IE, NL, NO	Portability of available student support measures – grants and/or loans – for credit and degree mobility, but with some restrictions.
EE, FR, HU	Credit portability of all available student support measures – grants and/or loans – with or without restrictions. Degree portability of either grants or loans, but not both.
ES, IT, LV, AT, PL, PT, UK	Credit portability of all available student support measures – grants and/or loans – with or without restrictions. No degree portability.
BE fr, BG, CZ, EL, HR, LT, MT, RO, SK	No portability: public grants and/or loans are only provided if students study in the home country or in exceptional cases (no equivalent programme is available in the home country). OR No considerable student support that could be portable (less than 10 % of students receive potentially portable student support).

Not available: **CH, TR.**

Source: Eurydice.

Country-specific notes

Ireland: Portability of grants only in the 1st cycle.
Austria: For degree mobility, students receive mobility grants under the same conditions as they receive domestic study grants.
United Kingdom: Portability of grants and loans only in the 1st cycle.

There are three transitional categories between 'green' and 'red'. The two main assumptions based on which these have been constructed are the following. First, restrictions on portability in terms of country coverage, time spent abroad, etc. limit the portability of grants and/or loans and therefore place extra barriers to mobility. The distinction between the categories 'green' and 'light green' was made based on this assumption. The second assumption is that countries that allow student support to be taken abroad only for a shorter study-period (credit mobility) are more restrictive than those also permitting portability for full degrees (degree mobility). This is the main distinguishing feature between the categories 'green' and 'light green' on the one hand, and 'yellow' and 'orange' on the other. Countries in the category 'yellow' allow the degree portability of either grants or loans, but not of all available student support measures; while countries in the 'orange' category only allow the portability of any available student support for credit mobility.

CHAPTER 4: QUALITY OF LEARNING MOBILITY

4.1. Council Recommendation

The Council Recommendation outlines the following priorities with regard to Quality of Learning Mobility:

- use existing quality charters, such as the European Quality Charter for Mobility and national and regional-level charters, in order to ensure that mobility is of high quality, and promote quality assurance for each aspect of mobility;

- encourage continuous dialogue and clear arrangements between the sending and the hosting institutions, for example by using learning agreements. Encourage the recognition of knowledge, skills and competences acquired, transparent selection procedures, peer exchange and structured learner support;

- encourage regular feedback mechanisms following a period of learning mobility, in order to ensure the high quality of the experience;

- encourage mentoring and peer learning schemes to ensure the integration of mobile learners in the host country or institution;

- encourage the provision of convenient and affordable facilities, such as housing, catering and transport, for mobile learners;

- encourage the provision of guidance to learners on how to make the best use of learning mobility in order to develop their knowledge, skills and competences;

- encourage the provision of guidance to mobile learners after their return on how to make use of the competences acquired during their stay abroad. Provide help with reintegration after a long stay abroad.

4.2. Focus of the indicators

The main difficulty with the issue of 'quality' is that while it may be easy to agree on its importance, it is quite difficult to pin down precisely what good quality in learning mobility might actually mean. Thus there may be unanimous support for the proposition that 'quality of learning mobility should be improved', but this ambition can only be addressed by considering a number of aspects that affect learning mobility and attempting to understand and improve reality in those areas. While such action may be very beneficial, it can only be a proxy to the ideal of improving quality in learning mobility.

Given this conceptual problem, the maps in this section try to follow the issues identified in the Council Recommendation. Some were easier to grasp and compare than others. For example it is not difficult to see which countries have adopted the European Quality Charter for Mobility. However, it is difficult to gauge the extent to which the formal adoption of such a text actually has an impact on the quality of learning mobility.

4.3. Maps and scoreboard indicator

4.3.1. Maps

Map 4.1 shows clearly the countries that have, and have not, adopted the European Quality Charter for Mobility ([3]).

**Map 4.1: Official adoption of the European Quality Charter on Mobility, 2011/12**

■	Charter officially adopted
▨	Charter not adopted
⊠	Not available
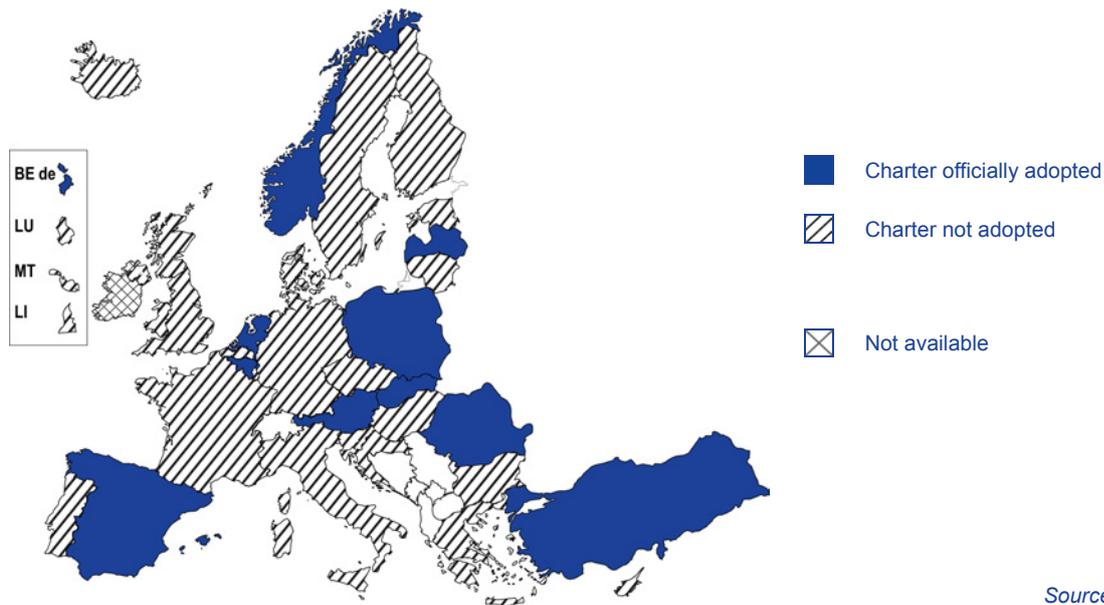
Source: Eurydice.

Roughly two-thirds of the countries have not taken any official measures to adopt the Charter. Indeed only ten countries claim to have taken such action. However, it could be argued that the issue of formal adoption is secondary to the way in which the principles and the spirit of the Charter are implemented in action. Unfortunately, assessing this question is beyond the scope of this report. Germany provides an interesting case, as the charter has been adopted in relation to mobility in vocational education and training. However, for mobility in higher education, where greater autonomy rests with institutions, the Federal Government supports the German Academic Exchange Service (DAAD) in its role as the largest global mobility agency providing information and guidance, linguistic training, mentoring and evaluation of experience.

([3])   Recommendation of the European Parliament and of the Council of 18 December 2006 on transnational mobility within the Community for education and training purposes: European Quality Charter for Mobility, 2006/961/EC, OJ L394, 30.12.2006.

Map 4.2: Issues covered in personalised guidance services, 2011/12

Advice on how to make the best use of learning mobility to develop competences

Help with reintegration after a long period of study abroad

Neither issue covered

No personalised guidance services

Not available

Source: Eurydice.
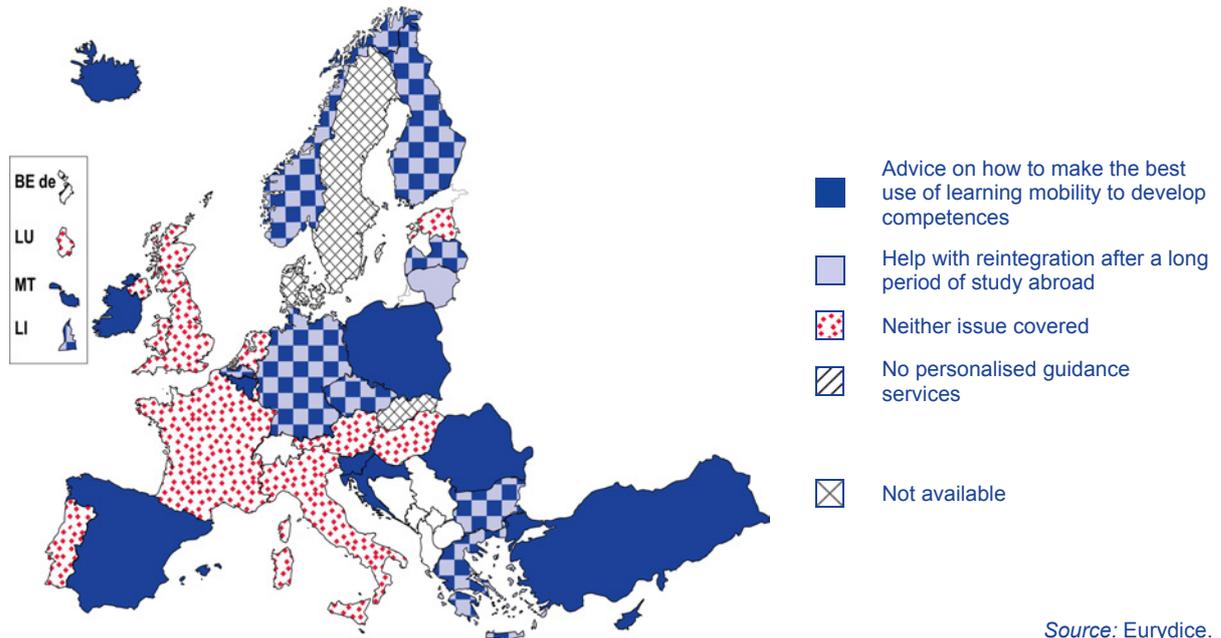
The 2011 Council Recommendation focuses on two issues in relation to guidance services. The first is to encourage the provision of guidance to learners before their period of mobility abroad on how to make the best use of learning mobility in order to develop their knowledge, skills and competences. The second is to encourage the provision of guidance to mobile learners after their return on how to make use of the competences acquired during their stay abroad. Map 4.2 shows the different ways in which these issues are, or are not, currently addressed in guidance services.

All countries claim to have personalised guidance services in place for mobile learners (see Section/Map 1.3). In the vast majority of cases, these services are operated by international offices in higher education institutions. As these offices rarely follow standardised approaches to their services, the information in the map can only be considered indicative. Nine countries claim that students have access to guidance on both topics – before and after going abroad – and this is practically equal to the number of countries where guidance typically covers neither issue. There are ten countries where advice is offered to students on how to make the best use of learning mobility to develop knowledge, skills and competences, but not to students wishing to reintegrate after a long period of study abroad. Only Lithuania is in the opposite situation – advising students who wish to reintegrate after a long study period abroad, but not offering advice on optimising learning mobility to develop knowledge, skills and competences.

Map 4.3: Quality assurance monitoring of Learning Agreements, 2011/12

■ (blue)	QA monitors correct use of Learning Agreements
⬚ (red dots)	No monitoring by external QA
⊠	Not available

BE de
LU
MT
LI
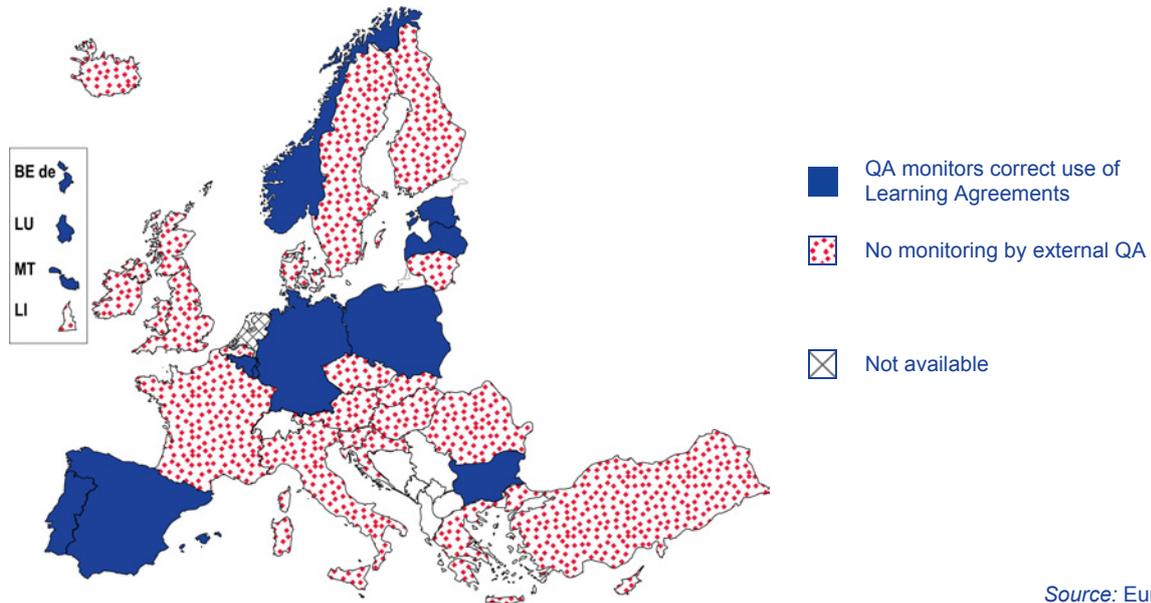
Source: Eurydice.

Map 4.3 and Map 4.4 both consider how national external quality assurance systems treat issues of importance to learner mobility. Map 4.3 focuses on an issue mentioned in the Council Recommendation – the correct use of Learning Agreements – and countries provided information on whether or not this is typically considered in external QA evaluation processes. A second issue addressed in the Council Recommendation is whether quality assurance agencies focus on the institution's practice in recognising credit gained abroad. This is not, however, shown on the map as there is no country where this is standard practice.

Map 4.3 therefore shows a very strong absence of attention to these topics. Indeed two-thirds of the countries have no monitoring of the use of Learning Agreements, and it would appear that in these countries institutions are left to determine their own practice without any external supervision. Perhaps even more surprising is the absence of any countries where quality assurance agencies typically examine institutional practice in recognising credit obtained abroad. However, there appears to be no country where this is the case.

Map 4.4: Quality assurance monitoring of schemes to help integration of foreign students, 2011/12

Schemes are monitored by
QA systems

Schemes are not monitored by
QA systems

Not available
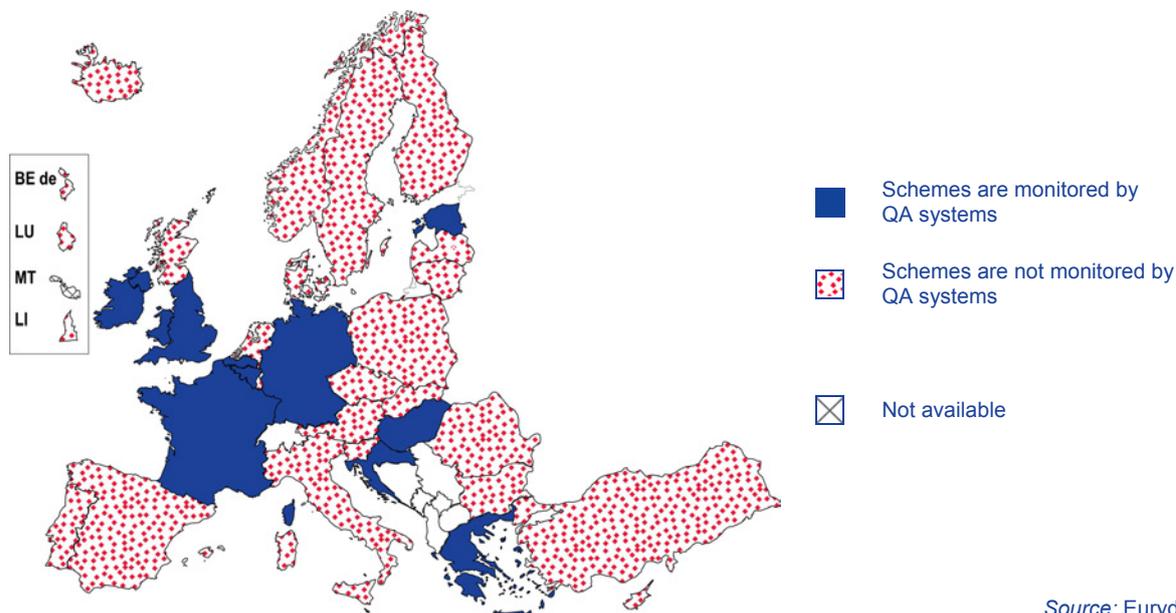
Source: Eurydice.

Map 4.4 shows clearly whether or not external quality assurance systems take account of schemes that are designed to help the integration of mobile learners from other countries. Similarly to the findings of Map 4.1, the countries where such monitoring takes place are outnumbered by a ratio of approximately two to one by those countries where no such monitoring can be found.

This could be interpreted as a worrying situation, and indeed appears to signal a lack of priority to ensuring the well-being of students coming to the country from abroad. However, this hypothesis would require more in-depth investigation within the countries for it to be confirmed or rejected. The explanation for the map may also be related to the focus and stage of development of quality assurance systems. While some quality assurance agencies may have a very broad mandate for evaluating quality in an institution, others may work to a much more limited and focused framework.

4.3.2. Scoreboard indicator

Although it would be theoretically possible to combine elements of the four maps presented above, and to develop a composite scoreboard indicator from them, the Eurydice team considers that in this case such an indicator is not feasible.

The main problem in trying to construct a composite indicator from these elements is that the issues are quite different in nature, and the approach that has been taken to map them in this report also differs. While some of the elements are seen through the lens of national monitoring and quality assurance processes, others are not. It would therefore be incoherent to attach equivalent values to issues that are mapped in different ways, and to claim that together they provide a reliable indicator of the quality of learner mobility. Thus the elements in this section can be considered individually, or together can be seen to provide some illustration of the attention and priority to learner mobility within national systems.

CHAPTER 5: RECOGNITION OF LEARNING OUTCOMES

5.1. Council Recommendation

The Council Recommendation outlines the following priorities with regard to recognition of learning outcomes:

- promote the implementation and use of Union instruments which facilitate the transfer and validation of the learning outcomes of mobility experiences between Member States. Those instruments should also be better publicised, especially among employers;

- improve procedures and guidelines for the validation and recognition of both informal and non-formal learning in order to facilitate more mobility, for example in voluntary activities and youth work;

- address the issue of validation and recognition of knowledge, skills and competences, such as foreign language skills, acquired during mobility periods abroad;

- support, and enhance the visibility of, contact points where individuals can obtain information on how their qualifications can be recognised and certified after their return from abroad.

5.2. Focus of the indicators

For higher education, the most important issues concern the use of instruments designed to facilitate recognition and enhance mobility. In particular the focus of indicators has been placed on the European Credit Transfer and Accumulation System (ECTS) and the Diploma Supplement (DS), both of which are tools that a number of studies have shown to be widely – but not unproblematically – used around Europe.

The difficulty with assessing the use of these tools is that implementation depends on the actions of autonomous higher education institutions. There are some existing means of assessing the quality of implementation by higher education institutions – for example the award of ECTS and DS labels. However, the challenge for this report is to look at national-level responsibility and the support provided to institutions in using these tools. Thus, the indicators that have been developed focus on monitoring systems – particularly the role of external quality assurance agencies – and whether or not there is a systematic approach to monitoring the implementation and impact of these instruments.

5.3. Maps and scoreboard indicator

5.3.1. Maps

The maps below offer a good picture of each main issue. Map 5.1 focuses on monitoring by external quality assurance agencies on the use of ECTS, and in particular on four main issues: use of the system for credit transfer; use of the system for credit accumulation; assessment of whether credits are awarded on the basis of learning outcomes and student workload; correct use of the ECTS learning agreement.

Map 5.2 focuses on the monitoring by external Quality Assurance agencies on the correct use of the Diploma Supplement, and in particular whether it is issued: automatically to all; in the correct format; free of charge, and in a widely spoken language.

Map 5.3 shows whether or not countries systematically undertake monitoring activities with graduates and employers – its main intended beneficiaries – to find out how useful the Diploma Supplement is to them.

Map 5.1: Monitoring of ECTS, 2011/12

Monitoring of some main aspects of **ECTS**

Monitoring of all aspects of **ECTS**

No monitoring

Not available
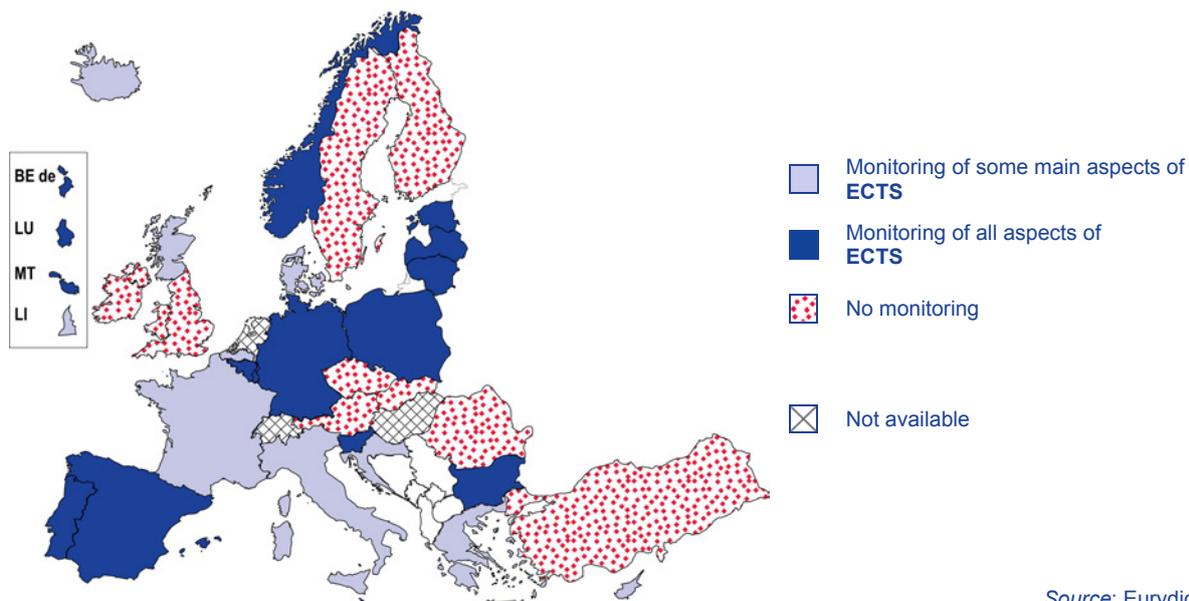
Source: Eurydice.

Map 5.2: Monitoring of main aspects of the Diploma Supplement, 2011/12

Monitoring of some main aspects of the **Diploma Supplement**

Monitoring of all aspects of the **Diploma Supplement**

No monitoring

Not available
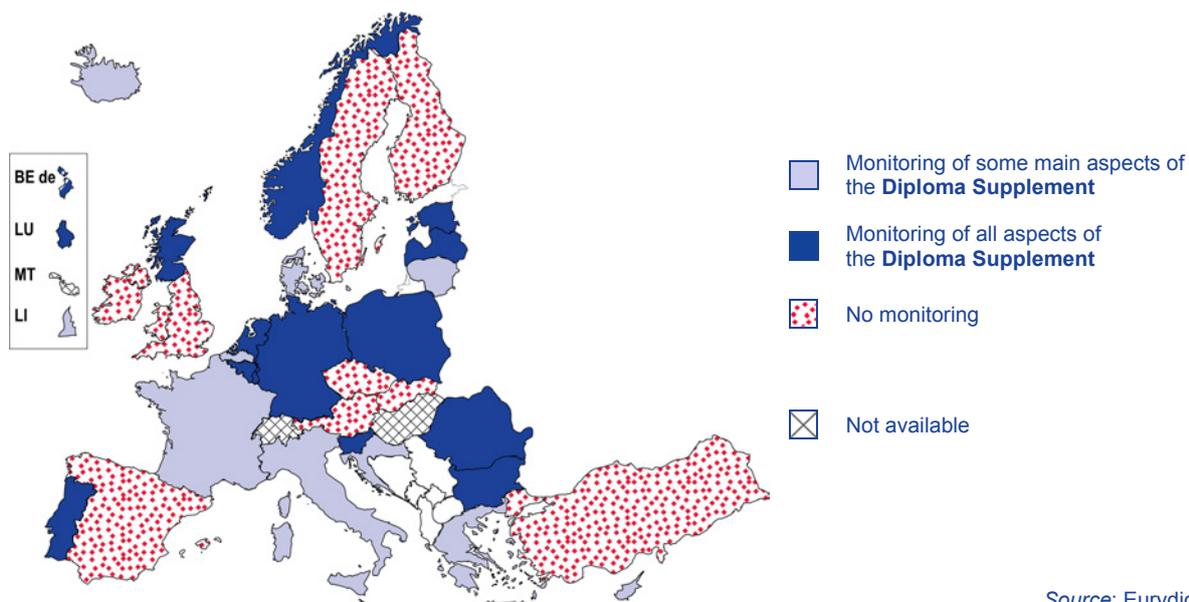
Source: Eurydice.

Map 5.3: Diploma Supplement monitoring of graduates and employers, 2011/12

Monitoring

No monitoring

Not available
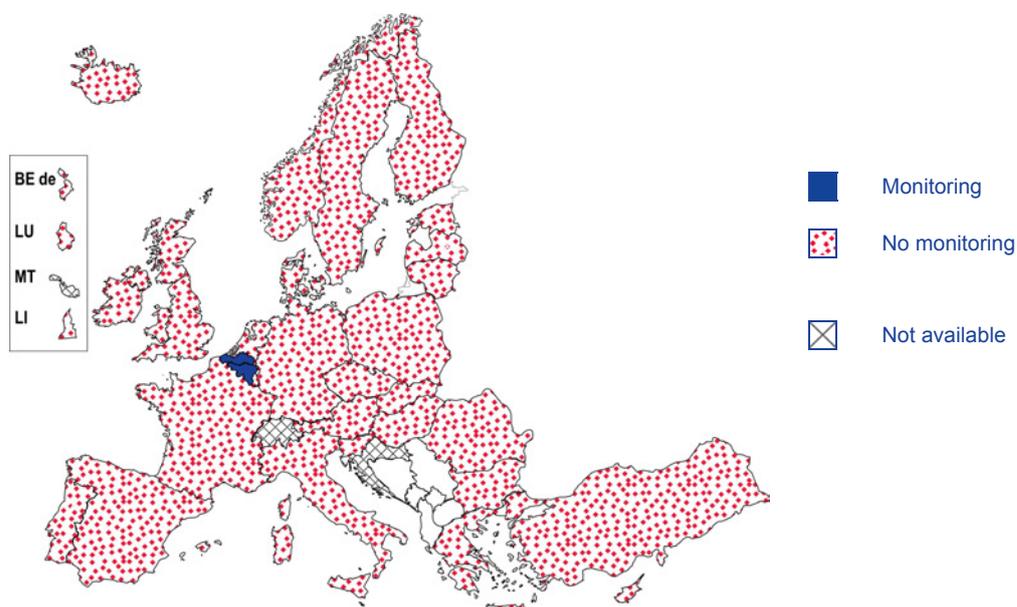
Source: Eurydice.

The picture from these maps is disappointing, given general assumptions about the widespread use of these instruments in national systems. Although ECTS and the Diploma Supplement are considered to be important tools for higher education institutions to develop more transparent and clearly structured programmes, quality assurance systems are not always paying a great deal of attention to the use and impact of these tools. Map 5.3 on monitoring of graduates and employers with regard to their awareness and use of the Diploma Supplement also shows that systematic monitoring does not exist outside Belgium. This means that national authorities make no effort to find out whether the potential beneficiaries of the Diploma Supplement actually find it helpful.

5.3.2. Scoreboard indicator

This picture from the maps above can also potentially be combined into a composite scoreboard indicator as outlined below. The scoreboard indicator is based on the premise that external monitoring of key aspects of the understanding and use of these tools is a positive feature of national practice. Thus the indicator considers monitoring of the following elements 1) average time taken to obtain recognition for qualifications gained abroad; 2) correct use of ECTS in a learning outcomes approach, including proper use of Learning Agreements; 3) correct use of the Diploma Supplement; 4) usefulness of the Diploma Supplement to employers and graduates.

The scoreboard indicator, like the maps, shows a more negative picture than might be expected. Nearly a third of the countries are in the lowest category and almost two thirds in the second lowest category. Only Belgium (French and Flemish Communities) reaches the middle category status.

While this could suggest that the criteria for the potential scoreboard indicator are excessively demanding, these findings can also be seen as an indication that much needs to be done to improve the use of these tools. The indicator could thus be a useful starting point to assess development in this field.

Scoreboard indicator 4: Recognition of learning outcomes, 2011/12

List of countries	Description of categories
-	The external Quality Assurance system or other independent monitoring system considers for all higher education institutions: • Average time taken to obtain recognition for qualifications gained abroad • Correct use of ECTS in a learning outcomes approach, including proper use of Learning Agreements • Correct use of the Diploma Supplement In addition there is regular and systematic collection of information from employers and graduates regarding the use of the DS, and regular consultation with employers and graduates.
-	The external quality assurance system or other independent monitoring system considers for all higher education institutions: • Average time taken to obtain recognition for qualifications gained abroad • Correct use of ECTS in a learning outcomes approach, including proper use of Learning Agreements • Correct use of the Diploma Supplement There is no regular and systematic collection of information from employers and graduates regarding the use of the DS, but there is regular consultation with employers and graduates.
BE fr, BE nl, DE, ES	The external quality assurance system or other independent monitoring system monitors a subset of the issues mentioned above for all higher education institutions. In addition, there is either regular and systematic collection of information from employers and graduates regarding the use of the DS, or regular consultation with employers and graduates.
BE de, BG, DK, EE, EL, HR, IE, IT, LV, LT, LU, MT, NL, PL, PT, SI, FI, UK-SCT, IS, LI, NO, TR	The external quality assurance system or other independent monitoring system monitors a subset of the issues mentioned above for all higher education institutions. There is no regular and systematic collection of information from employers and graduates regarding the use of the DS, nor regular consultation with employers and graduates.
CZ, FR, CY, HU, AT, RO, SK, SE, UK-ENG/WLS/NIR	The external Quality Assurance System or other independent monitoring system does not systematically monitor these issues. There is no regular and systematic collection of information from employers and graduates regarding the use of the DS, and no regular consultation with employers and graduates.

Not available: **CH**

Source: Eurydice.

CHAPTER 6: DISADVANTAGED LEARNERS

6.1. Council Recommendation

The Council Recommendation outlines the following recommendation with regard to disadvantaged learners:

- provide disadvantaged learners, who may be deprived of opportunities for learning mobility, with targeted information on available programmes and support tailored to their specific needs.

6.2. Focus of the indicators

Given the diverse national definitions of 'disadvantaged' or 'under-represented' groups in higher education, the focus of the indicator is on one group of learners only: students from low socio-economic backgrounds. This is the most common basis for defining disadvantage, which exists in some form in 27 out of 38 education systems (see Map 6.1). It is only Luxembourg that defines disadvantaged or under-represented groups in higher education without including the socio-economic background of students in the definition(s). However, it also has to be noted that conceptions of socio-economic background vary widely: some countries define it based on the education of parents, others by income or geographical location. This certainly limits the comparability of national situations.

Map 6.1: Socio-economic status as a basis for underrepresentation, 2011/12

Socio-economic status is defined as a basis for underrepresentation

Socio-economic status is not defined as a basis for underrepresentation

No underrepresented groups are defined

Not available

Source: Eurydice.
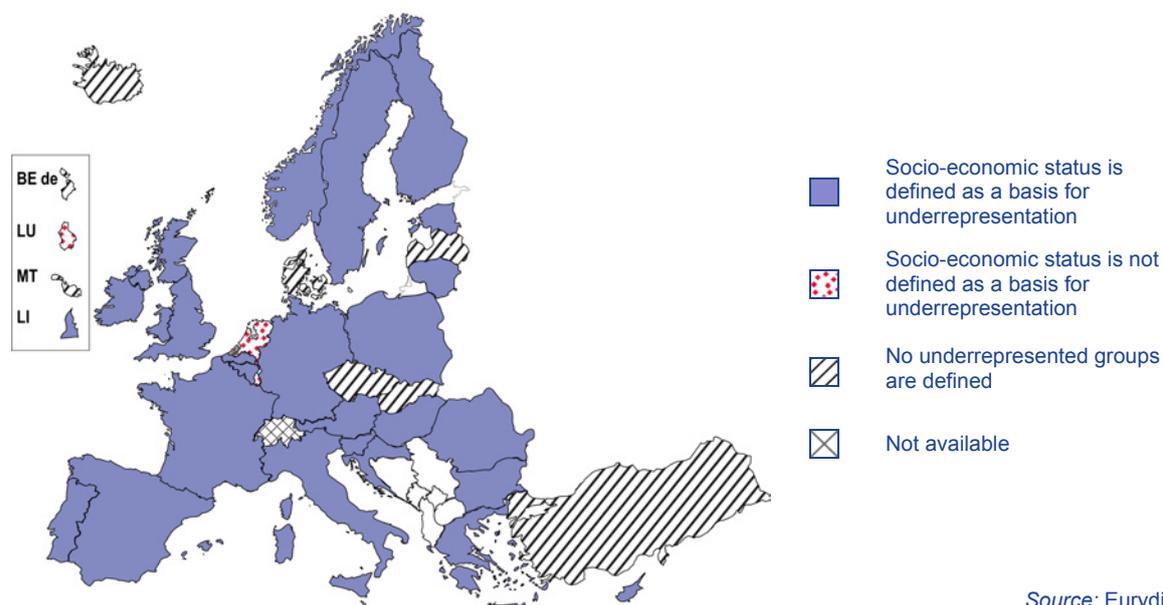
Taking into account the above reality, the indicators the Eurydice team have defined in this field focus on the following aspects of mobility support: 1) the existence of national targets regarding the participation of students with low socio-economic background in mobility programmes; 2) monitoring the participation of students with low socio-economic background in mobility programmes; and 3) financial support (both targeted and mainstream) provided to students with low socio-economic background to participate in mobility programmes. Due to the lack of reliable data on targeted information and guidance – mostly due to the fact that such guidance is primarily the responsibility of higher education institutions – this aspect of mobility support is not considered in this context.

6.3. Maps and scoreboard indicator

Information is presented in the form of maps and a scoreboard indicator. Maps depict the individual aspects of mobility support provided to students with low socio-economic background, while the scoreboard indicator combines the different aspects together and lists the countries according to the level of support they provide.

6.3.1. Maps

Since no country defines targets regarding the participation of students with low socio-economic background in mobility programmes, there are only two maps presented here: one on monitoring (Map 6.2) and one on financial support (Map 6.3).

Regarding monitoring, since all countries participating in the Erasmus programme need to monitor the mobility flow of students, this channel of monitoring is not taken into consideration. Therefore, Map 6.2 only shows countries that monitor the participation of students with low socio-economic background *beyond* the compulsory LLP monitoring. Some countries (e.g. Portugal) link need-based mobility grants to Erasmus scholarships and specifically monitor the participation of students with low socio-economic background in these additional grant schemes. However, since monitoring does not go beyond the Erasmus programme even in these cases, such additional, targeted monitoring is also not shown in the map.

Map 6.2: Monitoring the participation of students with low socio-economic background in mobility programmes, 2011/12
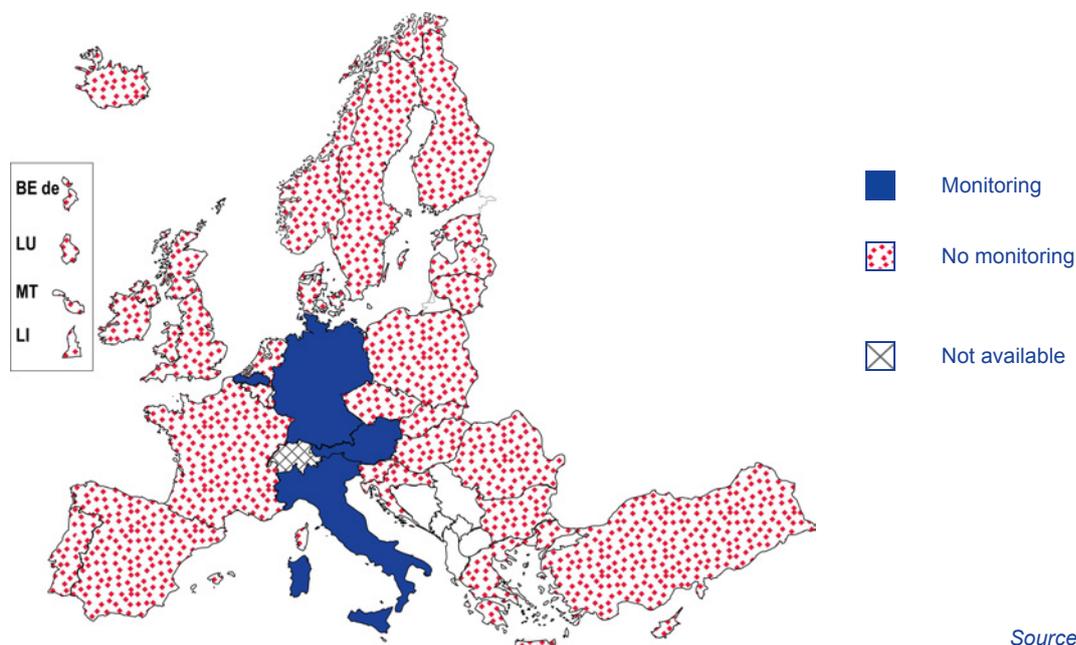
Source: Eurydice.

Concerning the financial support provided to students with low socio-economic background (Map 6.3), there are two main models in Europe. According to the first model, students with low socio-economic background receive specific, *targeted support* that is only available to them. Such targeted support can take the form of specific mobility grants (in ten education systems) and/or need-based domestic grants that are portable, at least for credit mobility (in thirteen education systems, combined with specific mobility grants in six; see also Section 3 on portability). According to the second model, countries provide portable grants to the majority of (and sometimes almost all) students, where the exact sum of the grants might be determined by means-testing. Within this *mainstreaming approach*, students with low socio-economic background are not targeted explicitly, but their support is ensured by the system of allocation. This approach exists in six education systems.

Map 6.3: Financial support provided to students with low socio-economic background for mobility purposes, 2011/12

Targeted mobility support

Need-based portable grants

Mainstream portable grants with need-based allocation

No targeted or mainstream financial support

Not available
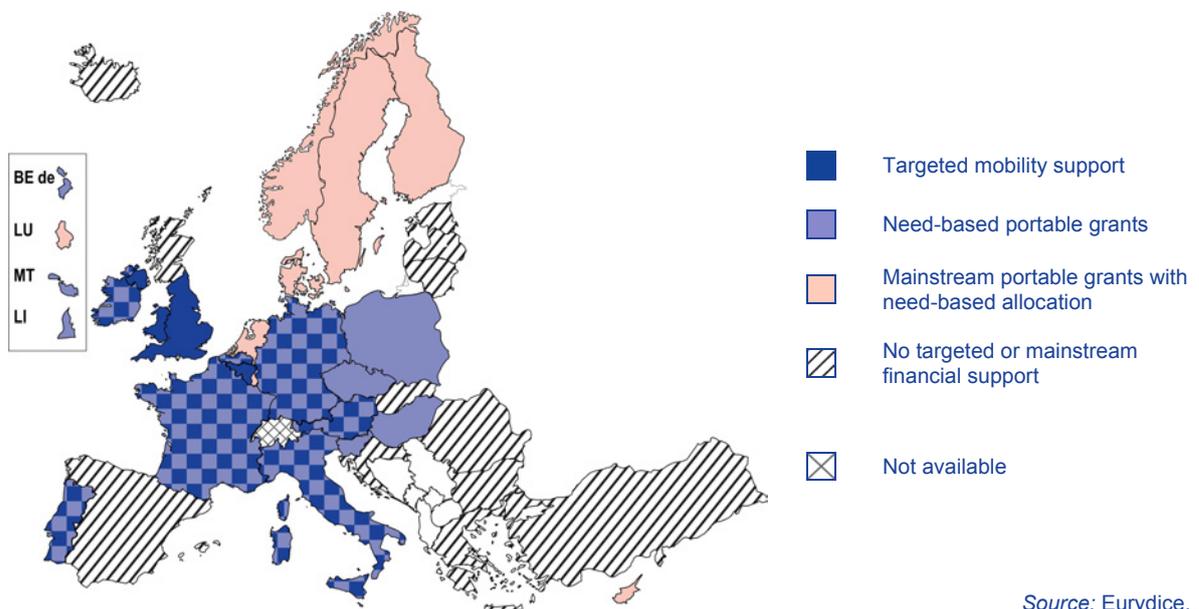
Source: Eurydice.

6.3.2. Scoreboard indicator

The scoreboard indicator is based on a colour scheme where 'green' represents extensive mobility support provided to students with low socio-economic background and 'red' signifies no existing mobility support given to this disadvantaged group. Scoreboard indicator 5 applies four scales from green to red, where 'light green' and 'yellow' represent immediate steps between extensive and no support.

A country should have the following elements of mobility support in place to be in the 'green' category: 1) defined national targets regarding the participation of students with low socio-economic background in mobility programmes; 2) monitoring the participation of students with low socio-economic background in mobility programmes; and 3) financial support given to students with low socio-economic background, either based on the targeting or the mainstreaming model. The immediate steps between 'green' and 'red' are described in the scoreboard indicator.

Regarding financial support, both models described above are taken into consideration. In the *targeting model*, students with low socio-economic background should receive targeted financial support to participate in mobility programmes. As was mentioned above, such targeted support can

take the form of either specific mobility grants or need-based portable grants or both. Following the *mainstreaming model*, besides national targets and monitoring, a country should provide mainstream portable grants to more than 50 % of students with need-based allocation.

When designing the scoreboard indicator, only the existence of these forms of mobility support was taken into consideration: information on the proportion of students receiving support and the amount they get is not included when assigning colours to countries. The main reason for this decision was the complexity of judging differences between countries due to their diverse economic and social situation. This simplification is less problematic in the case of the mainstreaming model, where at least some information is available on the coverage (at least 50 % of students receive support). However, in the case of the targeting model, countries with very different mobility support models (from limited support given to a restricted number of students to widespread and generous mobility support) can be placed in the same category. This is an important limitation of the indicator.

The Commission's Expert Group on Learning Mobility supported the approach of this indicator, but expressed strong reservations on the inclusion of national targets. Two main objections were stated: firstly some members of the group consider that the focus of the Council Recommendation on disadvantaged students does not imply that national targets on the participation of students with low socio-economic background should be set. A second objection is that the setting of national targets may prove to be a smokescreen for the absence of more concrete political measures aiming to increasing participation of students with low socio-economic background in mobility programmes.

The Eurydice team, however, considers that the inclusion of this element is justified. While the first objection is a matter of interpretation, the second has been resolved in the construction of the indicator. Indeed the issue of national targets would only be considered in the indicator if evidence is shown of the two other more concrete measures – financial support and monitoring. Thus, a country would not be able to improve its position simply by adopting a target. Only if it can clearly demonstrate evidence of financial support and monitoring would the issue of a target be considered. Moreover, since targets can signal a strong political commitment towards raising the mobility participation of disadvantaged leaners, the Eurydice team considers that this element is worthy of being included in the indicator.

Scoreboard indicator 5: Mobility support provided to students with low socio-economic background, 2011/12

List of countries	Description of categories
-	Financial mobility support targeted at learners with low socio-economic background OR Portable targeted support provided to learners with low socio-economic background OR Mainstream portable grants provided to more than 50 % of students with need-based allocation; Monitoring the participation of students with low socio-economic background in mobility programmes; National target on the participation of students with low socio-economic background in mobility programmes.
BE nl, DE, IT, AT	Financial mobility support targeted at learners with low socio-economic background OR Portable targeted support provided to learners with low socio-economic background OR Mainstream portable grants provided to more than 50 % of students with need-based allocation; Monitoring the participation of students with low socio-economic background in mobility programmes; No national target.
BE de, BE fr, CZ, DK, IE, FR, CY, LU, HU, MT, NL, PL, PT, SI, FI, SE, UK-ENG/WLS/NIR, LI, NO	Financial mobility support targeted at learners with low socio-economic background OR Portable targeted support provided to learners with low socio-economic background OR Mainstream portable grants provided to more than 50 % of students with need-based allocation. No national target and no monitoring beyond what is required within the LLP programme;
BG, EE, EL, ES, HR, LT, LV, RO, SK, UK-SCT, IS, TR	No support provided to students with low socio-economic background outside the LLP programme.

Not available: **CH**

Source: Eurydice.

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ANNEX 1: SUMMARY OF SCOREBOARD INDICATORS

EU Member States	Scoreboard indicator 1 — Information and guidance on learning mobility	Scoreboard indicator 2 — Preparation of opportunities for learning mobility – foreign language skills	Scoreboard indicator 3 — Portability of public grants and publicly-subsidised loans	Scoreboard indicator 4 — Recognition of learning outcomes	Scoreboard indicator 5 — Mobility support provided to students with low socio-economic background
BE(fr)	light green	orange	red	yellow	yellow
BE(de)	orange	green	green	orange	yellow
BE(nl)	light green	light green	green	yellow	light green
BG	orange	yellow	red	orange	red
CZ	yellow	yellow	red	red	yellow
DK	yellow	orange	light green	orange	yellow
DE	green	orange	light green	yellow	light green
EE	yellow	light green	yellow	orange	red
IE	yellow	red	light green	orange	yellow
EL	orange	light green	red	orange	red
ES	light green	orange	orange	yellow	red
FR	light green	yellow	yellow	red	yellow
HR	yellow	orange	red	orange	red
IT	light green	light green	orange	orange	light green
CY	orange	green	green	red	yellow
LT	yellow	yellow	red	orange	red
LV	yellow	yellow	orange	orange	red
LU	yellow	green	green	orange	yellow
HU	yellow	yellow	yellow	red	yellow
MT	yellow	light green	red	orange	yellow
NL	yellow	orange	light green	orange	yellow
AT	yellow	light green	orange	red	light green
PL	yellow	yellow	orange	orange	yellow
PT	yellow	yellow	orange	orange	yellow
RO	yellow	light green	red	red	red
SI	orange	orange	green	orange	yellow
SK	yellow	light green	red	red	red
FI	yellow	yellow	green	orange	yellow
SE	yellow	orange	green	red	yellow
UK-ENG	yellow	orange	orange	red	yellow
UK-WLS	yellow	orange	orange	red	yellow
UK-NIR	yellow	orange	orange	red	yellow
UK-SCT	yellow	red	orange	orange	red

Non EU Member States					
CH	N/A	N/A	N/A	N/A	N/A
IS	orange	light green	green	orange	red
LI	yellow	yellow	green	orange	yellow
NO	yellow	yellow	light green	orange	yellow
TR	orange	light green	N/A	orange	red

GLOSSARY

Compulsory subject (language as a compulsory subject): Language which is taught as one of the compulsory subjects in the curriculum laid down by the central (top-level) education authorities. All pupils must study this subject.

Credit mobility: Study abroad in the framework of a programme being followed in the home country (short-term study visits).

Cycles: The three sequential levels identified by the Bologna Process (first cycle, second cycle and third cycle), at which the three main kinds of qualification (bachelor's, master's, doctorate) associated with the process are awarded.

Degree mobility: Whole-programme mobility where the student moves abroad for an entire degree course (BA or MA).

Foreign language: A language viewed as 'foreign' (or modern) in the curriculum laid down by the central (or top-level) education authorities. This definition is an educationally based one and unrelated to the political status of languages. Thus certain languages regarded as regional or minority languages from a political perspective may be included in the curriculum as foreign languages. In the same way, certain ancient languages may be considered foreign languages in certain curricula.

Grant/scholarship: Any public financial support that does not need to be paid back.

Independent: Refers to quality assurance agencies that act independently from government and higher education institutions in evaluating the performance of institutions and/or programmes of higher education.

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

Merit-based student support: Student support that is given for academic, artistic, athletic, or other abilities (merit). 'Merit-based aid' stands in contrast to 'need-based aid' which is aid based solely on a student's financial need for assistance.

Multipliers: Individuals who had a learning experience abroad and can inspire and motivate other individuals to be mobile as well.

Need-based student support: Student support that is awarded on the basis of financial hardship. It is provided to students who depend on such support to pursue educational opportunities.

Portability of grants and/or loans: The possibility for students to take national or regional grants and/or loans abroad for studies. In the case of *credit portability*, studying abroad takes place in the framework of a programme being followed in the home country (see Credit mobility). *Degree portability*, on the other hand, makes it possible for a student to use domestic support for a complete programme to obtain a degree abroad (see Degree mobility).

Socio-economic status: A combined economic and sociological measure of an individual's or a family's economic and social position relative to others, most typically based on income or education. When analysing a family's socio-economic status, the household's income, the earners' education or occupation can be examined. In case of individuals, their own attributes (or in the case of students, their parents') are assessed (Wikipedia 2010). Parents' income or educational attainment is often taken as a proxy measure for the socio-economic status of students (Koucký, Bartušek and Kovařovic 2009, p. 14-16).

Strategy: A plan or method of approach developed typically by the national/regional government, in an effort to achieve successfully an overall goal or objective. A strategy does not necessarily specify concrete actions.

TABLE OF FIGURES

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