



INCLUSIVE HIGHER EDUCATION

Survey Results Principle 8

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Aim of the survey

Map the current status of implementation of **principles and guidelines 5 , 6 and 8** by Ministries of Education across the European Higher Education Area (EHEA)

Map the EHEA countries' interest in **participating in the peer-learning activities** targeted at implementation the principles and guidelines on social dimension

The questionnaire builds further on the 'Fostering Equity and Inclusion in Higher Education' questionnaire/survey from Eurydice

Principle 8

International mobility programs in higher education should be structured and implemented in a way that foster diversity, equity and inclusion and should particularly foster participation of students and staff from vulnerable, disadvantaged or underrepresented backgrounds.

Guidelines

International experiences through learning mobility improve the quality of learning outcomes in higher education. Public authorities and higher education institutions should ensure equal access for all to the learning opportunities offered by national and international learning and training mobility programmes and actively address obstacles to mobility for vulnerable, disadvantaged or underrepresented groups of students and staff.

including full portability of grants and loans across the EHEA, public authorities and higher education institutions should facilitate the use of information and communications technology (ICT) to support blended mobility and to foster internationalisation at home by embedding international online cooperation into courses. Blended mobility is the combination of a period of physical mobility and a period of online learning. Such online cooperation can be used to extend the learning outcomes and enhance the impact of physical mobility, for example by bringing together a more diverse group of participants, or to offer a broader range of mobility options.

Countries responded

- **Austria**
- **Azerbaijan**
- **Belgium Flemish Community**
- **Belgium French Community**
- **Czech Republic**
- **France**
- **Greece**
- **Hungary**
- **Liechtenstein**
- **Ukraine**
- **Portugal**
- **Turkey**

Top-level measures supporting vulnerable, disadvantaged or underrepresented students in international learning mobility

- Targets are rather rare
- The minority of the countries report providing recommendations or incentives for higher education institutions to introduce targeted measures encouraging or enabling more disadvantaged learners to participate in international mobility.
- Year-on-year targets are typically defined by national Erasmus+ agencies
- Countries indicate that there are no quantitative objectives (targets) at the highest level for the mobility participation of students with specific characteristics in physical learning mobility
- Measures such like guidance for incoming and outgoing students, mentoring, subsidised accommodation and subsidised food/canteens, exist in some HEI's and often none are in place

Top-level mobility policy focused on vulnerable, disadvantaged or underrepresented groups of staff

- While top-level policy measures concerning the mobility participation of disadvantaged students exist in the majority of education systems, this is not the case for disadvantaged or underrepresented groups of staff

Monitoring

- Monitoring systematically the participation and experiences of beneficiaries in all types of international mobility programmes, where data can be broken down by students' background characteristics (other than age and gender) is also a rather rare practice.

Measures barriers students experience in participating in mobility

- Meeting with respons. of HEIs in charge of international relations or social affairs
- We don't have special measurements
- The Czech Republic collaborates with on a measurement on a European level: EUROSTUDENT and then on the measurement of the Czech National Agency for International Education and Research.
- The National Agency conducts surveys and research on the topic.
- The international office of the HEI advises and supports students, staff and lecturers on all matters related to study, internships and teaching abroad at an individual level since international mobility is of crucial importance due to the small size of the country
- 1) The quota of students involved in the exchange programs. 2) Visa problems 3) Residence permits

Support to foster blended learning mobility and/or internationalisation at home.

- Less than half of education systems provide systematic support to higher education institutions to promote blended learning mobility and/or internationalization at home

Main barriers

- No awareness among under-represented student groups that support is available; expansion of specific mobility support to other groups of students with fewer opportunities (e.g. first generation students)
- Insufficient information and experience.
- Residence permits

Best practices

- Students in the Erasmus+ program can receive extra financial support for equal opportunities, addressing challenges like health, cultural, social, economic, or geographic barriers. The amount is 250 euros per month for both study and internship mobility, with additional amounts for short-term mobility, on top of the regular Erasmus+ scholarship. This initiative promotes inclusion and diversity in line with the priorities of the 2021-2027 Erasmus+ program.
- The problems the mobile students encounter with regard to their residence permits are solved at their registered universities in collaboration with the Turkish immigration authorities.

Aim workshop

- Strengthen mutual learning and deepen the exchange of practices and challenges between higher education authorities on principle 8.
- Particular discussions will address the following points:
 - Case studies
 - National and institutional approach