



ANNUAL MOBILITY REPORT 2022/2023
- Arqus Mobility Observatory -

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1. INTRODUCTION

The **Arqus Annual Mobility Report 2022/2023** provides general and specific mobility data related to the Arqus Alliance, along with key findings on trends aimed at enhancing mobility within the network.

2. METHODOLOGY

This mobility report is based on quantitative data gathered by the Arqus Mobility Observatory (AMO), specifically collected for **outgoing mobility**, including both **students and staff**. The quantitative information for this report was gathered through online form questionnaires.

This analysis provides a statistical overview of the Arqus community (students and staff), outlining their distribution within the network and their mobility from both European and global perspectives.

It also examines academic mobility within the Arqus Alliance, focusing on key trends,

mobility types, subject areas, geographical spread among Arqus Alliance (for long-term mobility), and the network's response to EU priorities, including inclusion and green mobility.

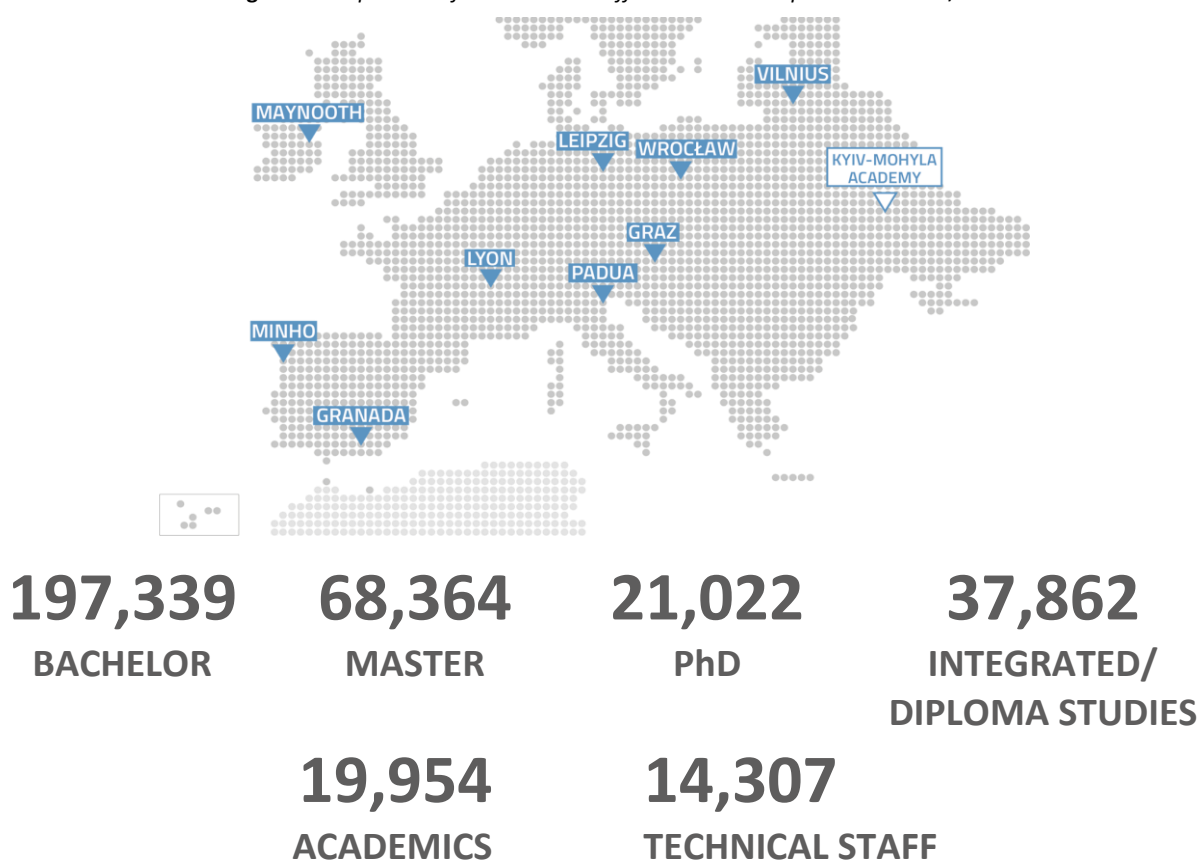
3. ARQUS AT A GLANCE

3.1. STUDENTS AND STAFF IN THE ARQUS ALLIANCE

During the 2022/2023 academic year, the Arqus Alliance enrolled a total of **324,587 students**. This included 197,339 undergraduate students, 68,364 pursuing master's degrees, 21,022 engaged in doctoral studies, and 37,862 in integrated or diploma programmes¹ (Figure 1).

Among the universities in the Alliance, the University of Padua had the highest student population with 70,358 students, followed by the University of Granada with 59,348. The University of Granada led in undergraduate enrolment with 46,599 bachelor's students,

Figure 1 Composition of student and staff bodies in the Arqus Alliance 2022/2023

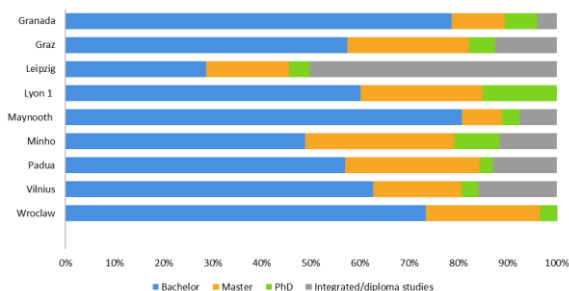


¹ Integrated/Diploma studies - Undergraduate and postgraduate university studies linked by a continuum. It leads to Master's

degree qualification. Further studies can be pursued at a doctoral level.

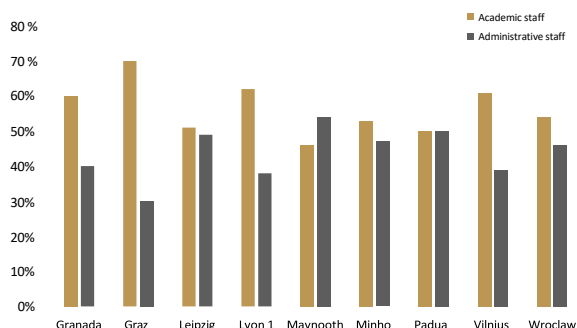
while the University of Padua had the largest master’s cohort, with 19,265 students, closely followed by the University of Lyon 1 which had 13,916. Lyon 1 also topped the PhD rankings with 8,466 doctoral students. In integrated/diploma programmes, Leipzig University stood out as the leader with 15,690 students (Figure 2).

Figure 2 Student body in the Arqus Alliance universities by study cycles



The Arqus Alliance employed a total of 34,261 staff members, with 58% being academic (19,954) and 42% administrative/technical personnel (14,307) during the 2022/2023 academic year. The University of Graz reported the largest proportion of academic staff, with 70% of its total workforce. At the University of Lyon 1, Vilnius University, and the University of Granada, academic staff constituted 62%, 61%, and 60% of the total workforce. In other Arqus universities, the proportion of academic staff varied between 54% and 46%. Conversely, the share of administrative/technical staff at Arqus universities ranged from 30% to 53% (Figure 3).

Figure 3 Distribution of academic and administrative/technical staff in the Arqus Alliance

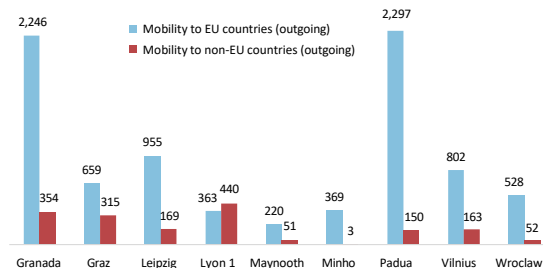


² Erasmus + green travel top-up – it includes single contribution of 50,00 Euro plus max 4 additional days of

3.2. STUDENT PARTICIPATION IN MOBILITY

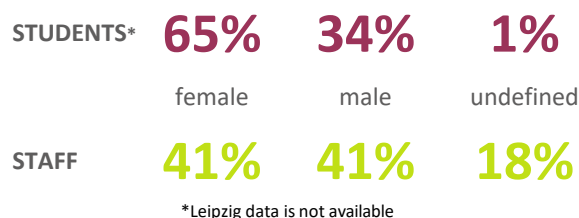
A total of 10,136 students from the Arqus Alliance (3.12%) participated in academic mobility, both within Europe and globally. European destinations accounted for 83% of this mobility, while 17% of students opted for destinations outside Europe (Figure 4).

Figure 4 Arqus students’ mobility destination



Women accounted for 65% of Arqus students outgoing mobility (5,899), while men represented 34% (3,048), with 1% (65) corresponding to students of undefined gender. This reflects a significantly higher participation of women in academic mobility programmes (Figure 5).

Figure 5 Gender distribution Arqus mobility



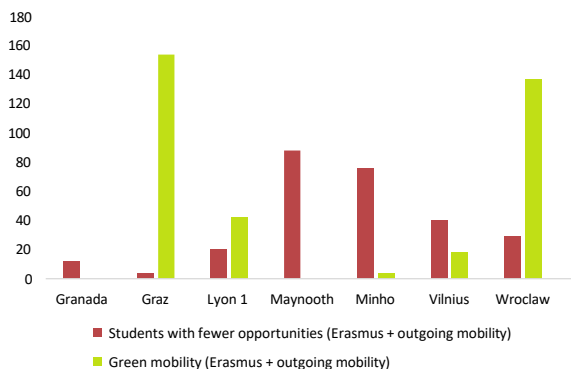
It is worth noting that Arqus universities have actively promoted green mobility initiatives for students, resulting in 355 green mobilities through Erasmus+ green travel top-ups² during the 2022/2023 academic year (Figure 8). The University of Graz led these efforts with 154 green mobilities, followed closely by the University of Wrocław, which implemented 137 green mobilities.

Inclusion remains a key priority for Arqus universities, enabling 269 students with fewer

Erasmus + grant to cover travel days. It is received by submitting a corresponding proof of traveling by train, bus or the use of carpooling (car).

opportunities³ to enrich their academic experience abroad through Erasmus+ tools, including Erasmus+ top-up grants⁴. Maynooth University, the University of Minho, and Vilnius University led this initiative, facilitating 88, 76, and 40 mobilities respectively (Figure 6).

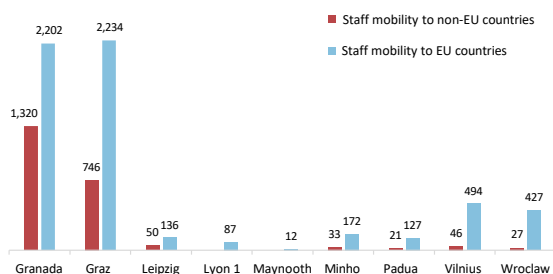
Figure 6 Arqus universities' response to EU priorities in students' mobility



3.3. STAFF PARTICIPATION IN MOBILITY

In the 2022/2023 academic year, a total of 8,139 staff members from the Arqus Alliance took part in teaching and training mobility, both within Europe and internationally. European destinations accounted for 72% of all staff mobilities, while the remaining 28% occurred outside Europe. The University of Granada registered the highest number of outgoing staff mobilities, with 3,522, followed by the University of Graz with 2,980 (Figure 7).

Figure 7 Arqus staff mobility



³ Individuals with fewer opportunities in Erasmus + programme include people with disabilities and migrants, as well as European Union citizens living in remote areas or facing socio-economic difficulties. The criteria are defined at national level and might differ from country to country.

Of the total outgoing staff mobility, 3,354 participants were female (41%), 3,310 were male (41%), and 1,475 identified as of undefined gender (18%) (Figure 5). This demonstrates a near-equal gender distribution, with a slight predominance of female participants. The 1,475 individuals identifying as of undefined gender constitute a notable portion of the total, underscoring the increasing acknowledgment and inclusion of diverse gender identities in mobility programmes. This highlights the Arqus Alliance's dedication to promoting equality and fostering diversity across its academic initiatives.

In addition, 126 staff mobilities were carried out under green mobility initiatives, backed by Erasmus+ green travel top-ups. The University of Wrocław took the lead with 91 green mobilities, followed by Vilnius (17), Graz (16), and Padua (2) universities (Figure 8).

Figure 8 Arqus universities' response to EU priorities - staff mobility



4. OVERVIEW OF STUDENTS AND STAFF MOBILITY WITHIN THE ARQUS ALLIANCE

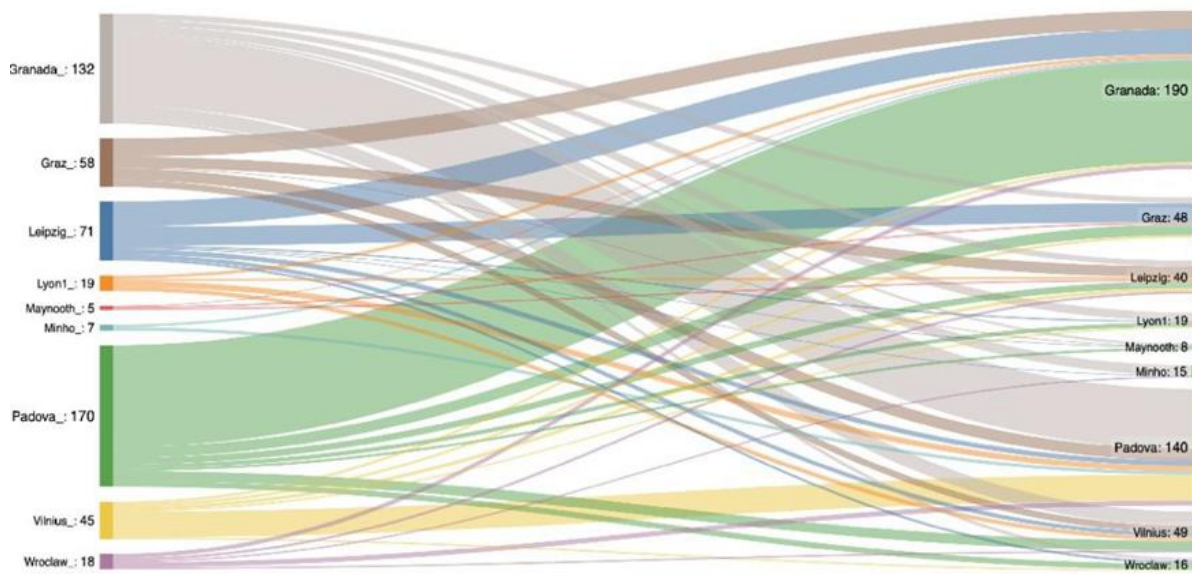
4.1. STUDENT MOBILITY TRENDS WITHIN ARQUS ALLIANCE

4.1.1. ANNUAL RESULTS OF STUDENTS MOBILITY

The Arqus Alliance has facilitated a total of 657 student exchanges within the network, with 79.9% (525) of these for long-term mobility, and the remaining 20.1% (132) for short-term mobility.

⁴ Individuals with fewer opportunities receive a top-up amount of 250 EUR per month to the individual support of their EU Erasmus+ grant. The criteria to be applied at national level and might differ from country to country.

Figure 9 Student outgoing long-term mobility flows within the Arqus Alliance



The most active universities in Arqus student exchange were the University of Padua and the University of Granada, sending 170 and 159 students, respectively, for both long-term and short-term mobility. The University of Granada emerged as the largest recipient, hosting 203 incoming students for both long-term and

short-term mobility (Figure 10).

Student mobility within the Arqus network is predominantly concentrated in Bachelor's programmes (1st cycle), accounting for 56%, followed by 29% in Master's programmes (2nd cycle), 11% in integrated/diploma studies, and 4% in PhD programmes (3rd cycle) (Figure 11).

Figure 10 Student long-term & short-term mobility within the Arqus Alliance - balance of outgoing and incoming mobility

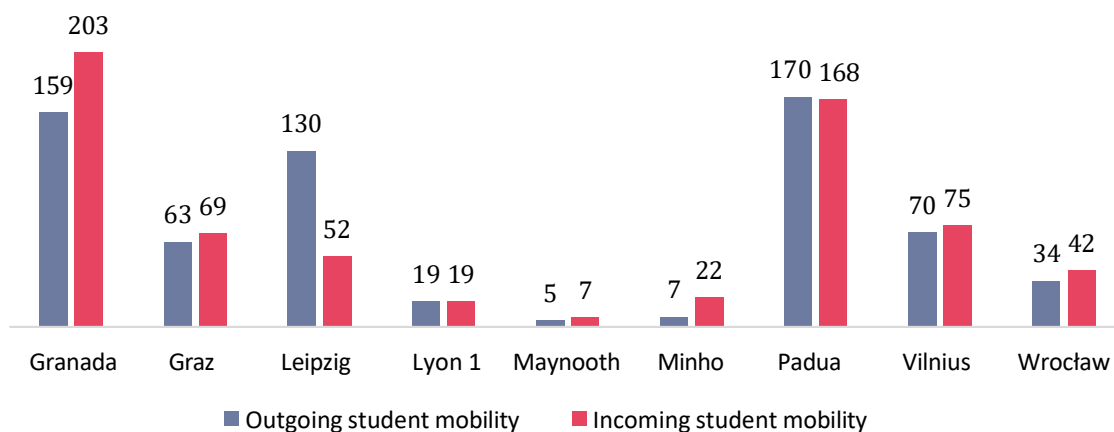
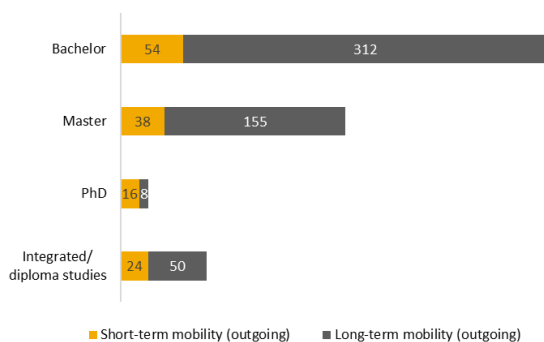


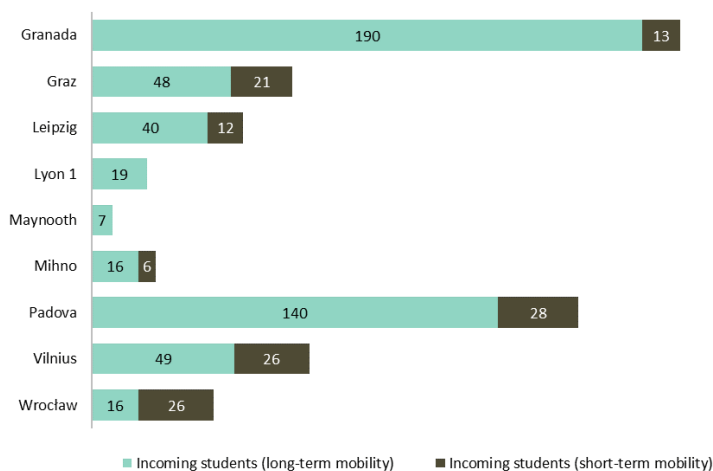
Figure 11 Distribution of students' mobility within the Arqus Alliance by study cycle



4.1.2. DESTINATION FOR STUDENT MOBILITY

The most popular destinations for Arqus students were the University of Granada and the University of Padua, receiving 203 and 168 incoming students, respectively, from Arqus partner universities for both long-term and short-term mobility (Figure 12).

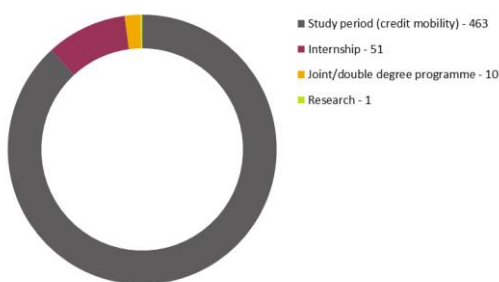
Figure 12 Trends in destination for student mobility within the Arqus Alliance



4.1.3. PURPOSE OF MOBILITY FOR STUDENTS

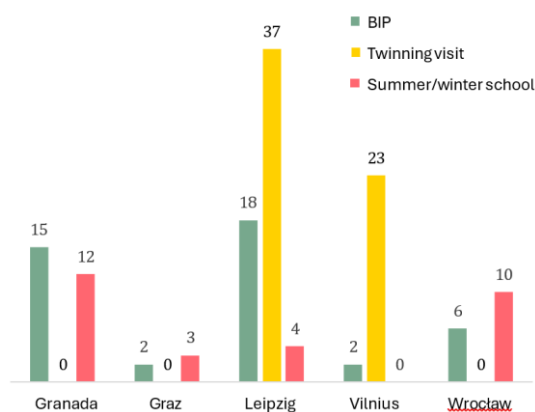
Within the Arqus Alliance, most long-term student mobility was driven by credit mobility through study abroad programmes, accounting for 88% of the total (463 students). An additional 10% (51 students) participated in Arqus joint/double degree programmes. The remaining students undertook internships (10 students) or engaged in research (1 student) (Figure 13).

Figure 13 Students' long-term mobility within the Arqus Alliance



The main purpose of short-term student mobility within the Arqus Alliance was participation in Twinning visits (60 students), Blended Intensive Programmes (BIP) (43 students), and Summer/Winter schools (29 students). Leipzig University was the most active in short-term mobility, sending 59 students to partner universities within the Arqus network (Figure 14).

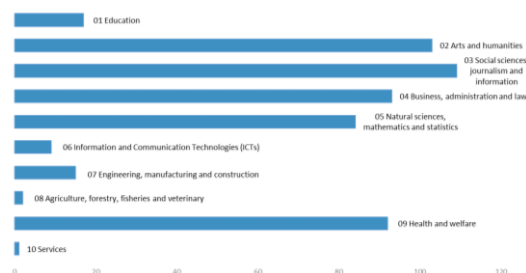
Figure 14 Student short-term mobility within the Arqus Alliance



4.1.4. STUDY AREAS OF STUDENTS MOBILITY (LONG-TERM MOBILITY)

The main fields of study for long-term student mobility were distributed as follows: 26% in Social Sciences, Journalism, and Information; 21% in Business Administration and Law; 19% in Arts and Humanities; 15% in Natural Sciences, Mathematics, and Statistics; and 14% in Health and Welfare (Figure 15).

Figure 15 Study areas in student mobility (long-term mobility)

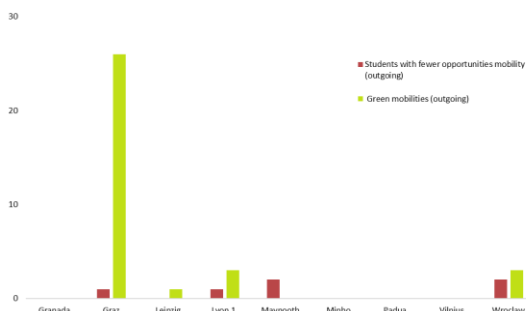


*Data from the University of Granada is not available

4.1.5. ARQUS ALLIANCE’S RESPONSE TO EU PRIORITIES - STUDENT MOBILITY (LONG-TERM MOBILITY)

The Arqus universities actively promoted green mobility within the Arqus Alliance, resulting in 33 green mobility opportunities through Erasmus+ top-ups during the 2022/2023 academic year. The University of Graz implemented 27 green mobilities, while Wrocław and Lyon 1 (each with 3 mobilities), and Leipzig (1 mobility) contributed to the remaining. In addition to green mobility, 11 students with fewer opportunities—five from Padua, two from Wrocław and Maynooth, one from Lyon 1, and one from Graz—benefited from study periods abroad at partner universities within the Arqus Alliance (Figure 16).

Figure 16 Arqus Alliance response to EU priorities- long-term student mobility



4.2. STAFF MOBILITY TRENDS WITHIN ARQUS ALLIANCE

4.2.1 ANNUAL RESULTS OF STAFF MOBILITY

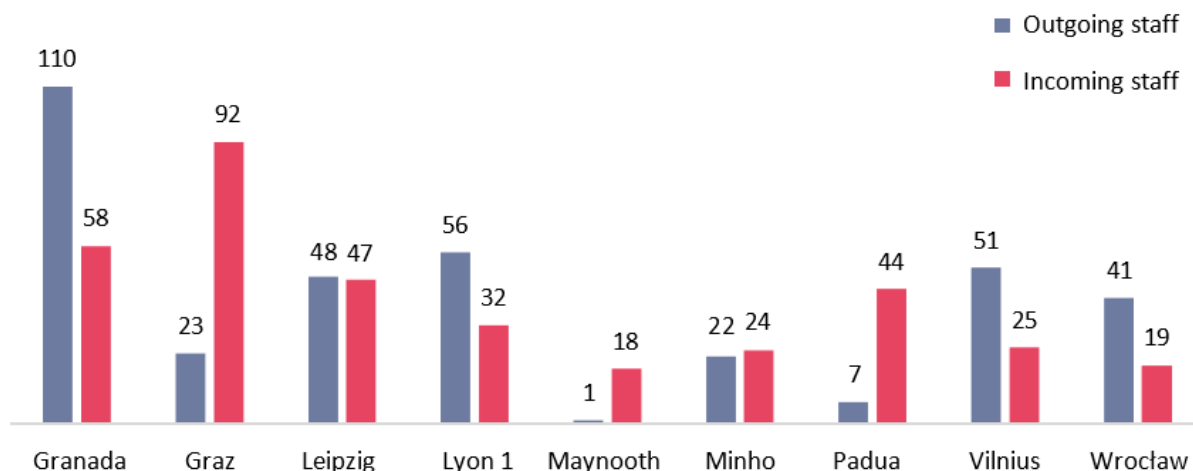
Staff exchanges within the Arqus Alliance reached a total of 359 outgoing mobilities. The University of Granada and the University of Graz were the most active participants, both in sending and receiving staff for teaching and training activities. The University of Graz hosted the largest number of incoming staff, receiving 92 staff members, while the University of Granada led in sending staff, with 110 staff members participating in exchanges at partner universities (Figure 17).

4.2.2 PURPOSE OF STAFF MOBILITY WITHIN ARQUS ALLIANCE

The primary purpose of staff mobility within the Arqus Alliance was training, which accounted for 83% (293 employees) of the total staff mobility. The remaining 17% (61 staff members) was dedicated to teaching at Arqus universities.

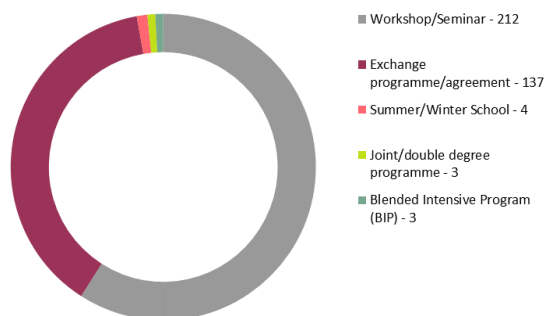
Of the total staff mobility, 59% (212 mobilities) involved participation in workshops or seminars while 38% (137 mobilities) took place

Figure 17 Staff mobility within the Arqus Alliance



as part of regular academic exchanges under the Erasmus+ programme or bilateral agreements. The remaining 3% of staff mobility was dedicated to teaching in double/joint degree programmes or Blended Intensive Programmes (Figure 18).

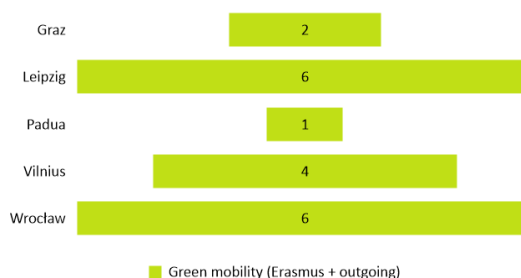
Figure 18 Staff mobility for teaching and training within the Arqus Alliance



4.2.3 ARQUS ALLIANCE'S RESPONSE TO EU PRIORITIES – STAFF MOBILITY

As with students, Arqus universities actively promoted green mobility for staff within the Arqus Alliance, resulting in 19 green mobilities through Erasmus+ green travel top-ups during the 2022/2023 academic year. Leipzig University and the University of Wrocław were the most active, with 6 green mobilities each, followed by Vilnius University with 4, the University of Graz with 2, and the University of Padua with 1 (Figure 19).

Figure 19 Arqus Alliance' response to EU priorities-staff mobility (Erasmus + outgoing)



5. ANNEX

5.1. GLOSSARY

1. BLENDED MOBILITY	A combination of physical mobility and a virtual component, facilitating collaborative online learning exchange/teamwork.
2. BLENDED INTENSIVE PROGRAMME (BIP)	Intensive programmes that use innovative ways of learning and teaching, including the use of online cooperation, enabling new and more flexible mobility formats that combine physical mobility with a virtual part.
3. CREDIT MOBILITY	<p>A limited period of study or traineeship abroad set within on-going studies at a home institution - for the purpose of gaining credits. After the mobility phase, students return to their home institution to complete their studies.</p> <p>The mobility of an exchange student, who stays at a host institution for a period, during which s/he can carry out activities awarding academic credits, which are then recognised by the home institution.</p>
4. EXCHANGE PROGRAM/AGREEMENT	An exchange program is a program that allows students, scholars, or faculty members from one educational institution to temporarily study, teach, or conduct research at another institution, usually in a foreign country. It can range in duration from a few weeks to several months or even a year. Participants in these programs may receive academic credits or professional development opportunities, and may also have the chance to immerse themselves in a new culture and language. An exchange program can be based on a mutual agreement or bilateral Erasmus + agreement in a specific field.
5. FULL DEGREE PROGRAM	A period of study abroad aimed at acquiring a full degree or certificate in the destination country/ies.
6. INDIVIDUAL VISIT	A short-term study or research visit that a student undertakes to a foreign educational institution or research facility on his/her own, without being part of a formal, organized group or program.
7. INTEGRATED/DIPLOMA STUDIES	Undergraduate and postgraduate university studies linked by a continuum. It leads to a qualifying Master's degree. The full-time study programme consists of 300 credits and lasts 5 years. Further studies can be pursued at doctoral level.
8. INTERNSHIP	A temporary work experience program typically offered by employers to students or recent graduates, allowing them to gain practical experience in their field of study or a related field.
9. ISCED	A reference international classification for organising education programmes and related qualifications by levels and fields. ISCED codes: 01 Education, 02 Arts and humanities, 03 Social sciences, journalism and information, 04 Business, administration and law, 05 Natural sciences, mathematics and statistics, 06 Information and Communication Technologies (ICTs), 07 Engineering, manufacturing and construction, 08 Agriculture, forestry, fisheries and veterinary, 09 Health and welfare, 10 Services.
10. JOINT/DOUBLE DEGREE PROGRAM	<p>Higher education (study or research) program jointly designed, delivered and fully recognised by two or more higher education institutions.</p> <p>An integrated curriculum coordinated and offered jointly by different higher education institutions and leading to double/multiple degrees or a joint degree.</p>
11. LONG-TERM MOBILITY	An integrated period of study from 2 months and longer in another participating country.
12. MOBILITY WINDOW	A mobility window is a period of time reserved for international student mobility that is embedded into the curriculum of a study programme.
13. MASSIVE OPEN ONLINE COURSE (MOOC)	A type of course that is completely delivered online, is open to be accessed by anyone without cost, entry qualifications or other restrictions.
14. SEMINAR	A more formal academic or professional presentation on a specific topic. Seminar is typically led by an expert in the field and may be designed to share new research findings, discuss current issues or trends, or provide professional development opportunities for attendees.
15. SHORT-TERM MOBILITY	Experiences abroad which last less than an academic term, typically between 5 days and two months, are considered as short-term mobility
16. STAFF	Individual who are employed by an educational institution to fulfil particular role and responsibilities (academic, administrative, technical) that support the functioning and operation of the institution.

17. STUDENT	A learner enrolled on a formal educational programme at a higher education institution. The term 'student' would be used to encompass all learners in higher education institutions (whether full-time or part-time, engaged in distance, on-campus or work-based learning, pursuing a qualification or following stand-alone educational units or courses).
18. SUMMER/WINTER SCHOOL	<p>An educational program that takes place during the summer or winter break from university. Summer or winter schools can range in duration from a few days to several weeks and typically involve intensive study and instruction, often with a focus on experiential learning, such as field trips or hands-on projects. Students may also have the opportunity to participate in extracurricular activities, such as sports, arts, or cultural events.</p> <p>A short-term programme of study that takes place outside of the regular academic year. The program is designed to provide learners with an opportunity to acquire new knowledge and skills, as well as to gain experience in a different cultural and linguistic environment. Summer/winter school can cover a wide range of topics, from language learning and cultural studies to science and technology. They may involve classroom-based instruction, as well as practical training, fieldwork, or study tours. Participants in summer/winter school may receive academic credits for their participation, depending on the program and institution offering it.</p>
19. TWINNING VISIT/MOBILITY	Twinning visit/mobility is typically designed to promote collaboration, exchange of ideas and best practices, and cultural exchange between the partner institutions. Participants may be students, faculty members, staff, or administrators, and may engage in a variety of activities, such as attending lectures, workshops, or cultural events, participating in research projects, or visiting partner institutions.
20. VIRTUAL MOBILITY	<p>Cross-border e-learning (i.e. when a student follows distance learning courses offered by a higher education institution abroad).</p> <p>Virtual Mobility is a form of learning which consists of virtual components through a fully ICT supported learning environment that includes cross-border collaboration with people from different backgrounds and cultures working and studying together, having, as its main purpose, the enhancement of intercultural understanding and the exchange of knowledge.</p>
21. WORKSHOP	An interactive educational or training session that focuses on a specific topic or skill. Workshops are typically designed to be hands-on and interactive, allowing participants to practice new skills and engage in group activities.

Resources: Erasmus + programme guide, ECTS users' guide

The Arqus European University Alliance is co-funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or EACEA. Neither the European Union nor the granting authority can be held responsible for them.