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## Student Mobility as a Strategy of Increasing Competitiveness on the Global Labor Market – An Attempt to Diagnose Educational Mobility: The Case of Poland

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**Abstract:**

**Purpose:** The aim of the article is the identification and the assessment of the state, and the conditions for the participation of higher education units in Poland in the process of educational mobility in terms of the competitiveness of graduates.

**Design/Methodology/Approach:** The study was based on the analysis of data from official statistics of the Central Statistical Office, Eurostat, and OECD (desk research - external).

**Findings:** The internationalization of higher education has become a common phenomenon that is subject to ranking. The benefits of internationalization relate to both the individual, environmental and social dimensions, considered on the example of individual countries and on a global level. Student mobility considered in terms of personnel is one of the factors influencing the position of a future graduate on the global labor market, and at the same time a form of performing the function of an ambassador of one's own country and creating the image of a state open to the development of science and education. The importance of the issues of mobility and skills acquired during studies abroad of one's own country is reflected in strategic cooperation and development documents in the European Union countries, including Poland, which is one of the countries with a very low rate (about 4%) of internationalization (next to Greece, Spain and Croatia). Polish students undertake studies in many countries, but the level of interest is still (not only during the pandemic) very low.

**Practical Implications:** The diagnosis of the conditions and benefits of internationalization in higher education should have a significant impact on strategic decision-making by students, university authorities, national state institutions, as well as managers of international organizations in terms of competitiveness on global markets.

**Originality/Value:** The article uses the latest data and information on learning mobility in higher education, with particular emphasis on the situation in Poland.

**Keywords:** Strategy, higher education, mobility, internationalization.

**JEL classification:** I23, I25, J60, L10, M10, M19.

**Paper Type:** Research study.

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## **1. Introduction**

Globalization means changing and creating new social and economic relations in geographical space. It is carried out on the basis of a diverse spectrum of activities, including learning mobility issues. The scale and scope of globalization change the determinants of socio-economic and cultural development and accelerate the processes of change both in spatial systems and in relation to individual organizations, including educational institutions at all levels of education (Trends Shaping Education 2019).

As emphasized by Ziolo (2010), in the management of spatial systems and elements in these systems, on the basis of the selected development strategy, the quality of intellectual resources plays a very important role, the potential of which, shaped in the education process, determines the possibility of knowing and understanding the complex regularities of phenomena. socio-economic and cultural relations, quantitative and qualitative relations, variability of conditions and factors of development (Borowiec, 2011).

According to Knight (2008), internationalization in higher education is a process of integrating the international, intercultural and global dimensions into the goals, functions and operation of higher education at the state, sector and institutional level. Internationalization, inextricably linked with the academic tradition, is also an important cultural phenomenon (Bartell, 2003), and its development requires both taking into account its culture-forming power, organizational effort in the field of university management, but also acceptance by the academic community (Wysocka and Leja, 2018). International student mobility is therefore an important indicator of the degree of internationalization of higher education institutions worldwide (Kehm, 2005), and in the personnel dimension it is one of the factors influencing the position of a future graduate in the global labor market.

## **2. Global Education - The Essence and Benefits of Mobility in Higher Education**

Knowledge and attitudes are an integral component of the development and use of skills (Zintegrowana Strategia Umiejętności, 2030). In Poland, mobility and internationalization have been included in the priority areas of the „Zintegrowana Strategia Umiejętności 2030” (ZSU), adopted in 2019 (general part of the strategy) and in 2020 (detailed part). The definition of „skills” included in ZSU 2030 as the ability to properly and efficiently perform a specific type of activity, task or function through the use of appropriate theoretical and practical knowledge and compliance with social standards, in particular relating to a given type of activity, is consistent with the recommendations of the European Parliament and of the Council on the European Qualifications Framework (EQF) and with the OECD definition.

Mobile students are those who have crossed the border of their own country to study or undertake other study-related activities in the country they moved to. In this perspective, international mobility of students means physical movement, establishing cultural contact with the country where they study (Kelo, Teichler, and Wächter, 2006).

For Chevalier and Gérard (2010), however, crossing the international border is a prerequisite, but not sufficient to be a mobile student. Only taking into account three criteria, nationality, place of residence and place of previous education, allows to measure or approximate this concept (Gérard and Sanna, 2017). A foreigner, within the meaning of Polish law, is any person who does not have Polish citizenship. Persons who have both a Polish passport (citizenship) and a passport of another state or several other countries are, by operation of law, treated in the territory of the Republic of Poland as Polish citizens. For the purposes of the Najwyższa Izba Kontroli (NIK) report on foreign students in Poland, it was assumed that foreigners are anyone who does not have Polish citizenship, including citizens of the European Union Member States, the European Free Trade Association (EFTA) - parties to the Agreement on the European Area Economic Department or the Swiss Confederation and their family members who join or stay with them (NIK Report 2020).

Today's international student mobility depends on a wide range of factors, including on the size of the country, geographic location and solutions used to „attract” foreigners as students and to offer them good conditions for study, and in the future - work. Basically, it should be stated that the larger the country, the more diversified its educational system is capable of meeting even the most „exorbitant” expectations in terms of the quality of education, which in turn may naturally limit the level of outflow of students from their home country to other countries.

It is worth emphasizing that the applied scholarship and grant system, as well as the policy of free movement of students and the increase in demand for migrants with high competences around the world can create a decisive advantage in „attracting” the best and most promising specialists by the richest countries respectively (Kacperska *et al.*, 2019). Along with job prospects, mobility may therefore be motivated by the willingness of migrants to access higher-quality education in another country (World Migration Report, 2020), and increasing educational competitiveness may be a driving force for reforms, not only in the field of education. The value of knowledge ceases to be autotelic in nature, valuable for meeting the cognitive needs of people in education, and becomes a very valuable resource both individually and socially - national, international and global.

Factors influencing the growth of interest in learning mobility can be summarized in four categories (Grabowska, 2013): student mobility (facilitating the flow of students resulting from, *inter alia*, EU membership); creating European educational programs (e.g., Erasmus, CEEPUS); a new vision of governments (a chance for the economic development of the country thanks to foreign students and a chance to increase the

intellectual potential of one's own country thanks to competences acquired at foreign universities) as well as a new vision of university authorities in the approach to educational migration (active acquisition of foreign candidates in order to raise the prestige of universities and sending of your students for study or internship abroad).

Completion of foreign studies gives an opportunity, but does not guarantee a high level of professional career and obtaining a satisfactory material and social status and prestige (Górski and Michniak, 2010), nevertheless, the motivation of people who decide to study abroad creates new challenges for universities.

The internationalization of higher education has a multifaceted impact, as it affects not only the development of universities, improving the quality of education, building multicultural social capital, but also stimulating the country's innovation. „Graduating from a foreign university is perceived by students as an element of a personal strategy of increasing their own competitiveness in the global labor market and influences the readiness to invest in the education process” (NIK Report, 2020). It is worth recalling here that the age of starting studies in different countries of the European Union varies and includes young people from 17 years of age (Colombia, Russia) to 25 years in Switzerland (Bachelor's studies or equivalent), and at master's studies - candidates at the age of from 18 years (Portugal, Spain) to 34 years in Mexico (Master's studies or equivalent) (Education at a Glance, 2021).

In Poland, education at the ISCED 6-8 level covers mainly young people aged 19-24. The benefits of studying abroad relate to many social, environmental and individual aspects (nationally and internationally) and include, above all (Kehm 2005):

- gaining international experience that helps to develop the personality by broadening the student's horizons, ensuring sufficient flexibility as well as cultural and social knowledge, facilitating adaptation to unknown situations and rationality of action;
- discovering a common culture, common values and building awareness of the benefits of building a common future, which is conducive to maintaining peace between countries (Gérard and Sanna 2018);
- international experience helps in acquiring competences that may have an influence on increasing attractiveness on the international labor market (apart from the knowledge of a foreign language);
- creating the conditions for the future exchange of ideas, innovation and graduates is a way of creating a single market for highly skilled people and aligning labor mobility with productive activities (including the brain drain and / or „brain gain” for Europe as a whole);
- students who cannot or do not want to go abroad take advantage of the opportunity to learn about foreign cultures through direct contacts with foreign students;

- it can be assumed that foreign students will establish a closer relationship with the country/city where they studied and will favor after returning to their home country, companies from this country in terms of investment opportunities, pursuing their own professional career.

Global education, as an important export factor, is also to serve to lay the foundations for economic success of a unique nature, based on key competences and reducing suspicion or even hostile nature of relationships, especially in terms of public financing of temporary student imports. Therefore, building mechanisms encouraging foreign students to stay after their studies in the country where they were educated, i.e., the so-called successful position in the „global talent competition” (Felbermayr and Reczkowski, 2012). Student mobility becomes a form of performing the function of an ambassador of one's own country, and at the same time creating the image of a state open to the development of science and education („without doors”).

The mobility of students, limited in the EU by the principle of non-discrimination (Gérard and Sanna, 2017), has an impact on education systems and individual educational institutions, as it requires them to adopt a broader international perspective, extend the range and improve the quality of activities (Mobility Scoreboard - Higher Education Background. Report Eurydice 2018/19, 2020). Education on a global scale also increases the awareness and understanding of global problems and their interdependence, including to improve the quality of life, protect human rights, ensure conditions for sustainable development, build partnerships, economic and social.

Particularly important in global education are, explaining the causes and consequences of the described phenomena, presenting the perspective of developing countries, understanding the world as a complex and dynamically changing system, shaping critical thinking and influencing the change of attitudes, breaking stereotypes and prejudices, showing the influence of an individual on global processes and the impact of global processes on the entity (Wieloletni program współpracy rozwojowej ..., 2018).

### **3. Student Mobility on the Example of Selected Countries of the World**

The flow of students, as well as researchers and interns, between universities in Europe is carried out on the basis of the general guidelines of the European Union in the field of mobility, taking into account national and university policies. In practice, this means that it is still not fully flexible, and the difficulties relate to, among others: transferring the student's cash benefits abroad, recognition of qualifications and ECTS credits from a foreign university, access to information and guidance on mobility (and their usefulness) as well as the level of knowledge of foreign languages at the time of starting studies abroad of their home country (Mobility Scoreboard - Higher Education Background Report Eurydice 2018/19, 2020).

Student mobility, especially in the EU, is increasing, but unsustainable. The interest of candidates and students in undertaking learning mobility is highly diversified and varies over time. The leading countries that set trends in this area - Luxembourg and Liechtenstein, followed by Cyprus, Great Britain, Switzerland and Austria - did not, however, change significantly. Table 1 presents data on student mobility in 2013-2019 in selected countries of the world (internationalization index).

**Table 1.** Share of mobile students from abroad enrolled by country of origin - tertiary education (levels 5-8) - World total except for the reporting country

<b>GEO/TIME</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<i>European Union (27)</i>	:	:	7,1	6,8	7,4	7,7	7,5
<i>European Union (28)</i>	:	:	8,5	8,3	8,7	9,0	9,0
<i>Austria</i>	15,7	15,5	15,9	16,3	17,2	17,5	17,6
<i>Belgium</i>	10,0	11,2	11,2	12,0	8,7	10,5	10,0
<i>Bulgaria</i>	4,1	4,0	4,2	4,6	5,5	6,4	7,2
<i>Croatia</i>	0,3	0,4	0,5	1,9	2,9	3,0	3,5
<i>Cyprus</i>	14,9	14,3	17,6	19,1	23,1	23,9	26,1
<i>Czechia</i>	9,4	9,8	10,5	11,5	12,5	13,6	14,4
<i>Denmark</i>	10,1	9,9	10,3	10,8	10,8	10,7	10,5
<i>Estonia</i>	2,9	3,7	5,2	6,9	8,3	9,6	11,1
<i>Finland</i>	7,1	7,4	7,7	7,8	8,2	8,1	8,1
<i>France</i>	9,8	9,8	9,9	9,9	10,2	8,8	9,2
<i>Germany</i>	7,1	7,2	7,7	8,0	8,4	10,0	10,1
<i>Greece</i>	4,2	4,2	3,2	3,3	3,4	3,4	3,5
<i>Hungary</i>	5,8	7,0	7,1	8,9	10,0	11,4	12,6
<i>Iceland</i>	6,5	7,4	8,0	6,8	6,9	8,0	8,4
<i>Ireland</i>	6,4	7,0	8,7	8,2	8,9	9,6	10,7
<i>Italy</i>	4,4	4,7	5,0	5,1	5,3	5,6	2,8
<i>Latvia</i>	3,7	5,0	6,1	7,7	7,4	9,3	10,4
<i>Liechtenstein</i>	82,5	85,3	87,6	88,9	88,0	88,4	86,5
<i>Lithuania</i>	2,5	3,0	3,5	4,1	4,6	5,3	6,0
<i>Luxembourg</i>	43,5	43,8	45,9	47,0	46,7	47,7	48,6
<i>Malta</i>	5,1	5,9	6,2	7,5	8,3	10,0	12,4
<i>Netherlands</i>	10,2	10,1	10,2	10,7	11,0	11,8	:
<i>North Macedonia</i>	2,1	2,8	3,5	5,0	4,7	5,2	5,2
<i>Norway</i>	3,6	3,6	3,6	3,9	3,2	4,3	4,3
<i>Poland</i>	1,5	2,0	2,6	3,4	4,1	3,6	3,9
<i>Portugal</i>	4,0	4,2	5,0	5,8	6,4	7,9	9,7
<i>Romania</i>	3,5	4,1	4,3	4,8	5,2	5,4	5,7
<i>Serbia</i>	3,7	3,7	4,1	4,3	4,4	4,4	4,6
<i>Slovakia</i>	4,9	5,6	5,9	6,0	6,9	8,0	9,0
<i>Slovenia</i>	2,6	2,8	2,7	3,3	3,9	4,5	6,7
<i>Spain</i>	2,9	2,4	2,7	2,5	3,2	3,5	3,7
<i>Sweden</i>	5,8	5,9	6,2	6,6	6,7	7,2	7,2
<i>Switzerland</i>	16,8	17,1	17,2	17,6	17,8	17,7	17,8
<i>Turkey</i>	1,1	0,9	1,2	1,3	1,5	1,7	2,0
<i>United Kingdom</i>	17,5	18,2	18,5	18,2	17,9	18,3	18,7

**Source:** International student mobility, 2021.

Among the selected OECD countries, Poland belongs to the group of countries with a low internationalization index (less than 4% in 2019), similar to Greece, Spain and Croatia. Although the situation in this area in Poland improved in 2013-2017 (from 1.5% to 4.1%), in 2018 the percentage of foreign students was only 3.6%.

#### **4. Forms of Student Mobility on the Example of Higher Education in Poland**

The economic changes that took place in Poland after 1989 were a global system transformation, and not only economic changes (transition from a planned and centrally controlled economy to a market economy). The fundamental, gradual change of the system into a „civil, liberal-democratic system” also meant the transformation of social attitudes and a radical change in ideological and legal doctrine (Kieżun, 2003), also in the field of science and higher education.

According to Altbach *et al.'s* (2009), internationalization includes specific policies and programs undertaken by governments, universities, academic systems and institutions, and individual departments to deal with globalization. It is the entirety of processes and activities aimed at the internationalization of all areas of the functioning of universities and their adaptation to functioning in global conditions (Wysocka and Leja, 2018). Contemporary international student mobility occurs in many different organized, disorganized and self-organizing forms (Kehm, 2005), which means both a short-term stay in a selected country (e.g., under the Erasmus + program) and the implementation of the education program throughout its duration and is reflected in many national and international strategic development documents.

Global education is part of development cooperation undertaken by government administration bodies in a complementary manner to aid provided through the EU. Polish development cooperation covers, inter alia, supporting the development of human capital by improving the quality of health care, inclusive education, universal access to high-quality education, civic education, social integration of people from groups at risk of exclusion, as well as vocational education and training. The government's program *Solidarity for Development*. The multiannual development cooperation program for 2021-2030 assumes conducting educational activities about the state of the world and for its development as part of civic education and upbringing, by making people aware of the existence of global phenomena and interdependencies and taking up challenges for all of humanity (Solidarity for Development, 2021).

It is also the third multi-annual development cooperation program for Poland. Shaping global skills, included in ZSU 2030, is in line with all the specific objectives of Poland's medium-term development strategy, in accordance with the provisions of the Strategy for Responsible Development until 2020 (with the perspective until 2030, i.e., creating conditions for the growth of income of Polish residents with a simultaneous increase in cohesion in social, economic,

environmental and territorial dimensions. Foreigners may undertake and pursue undergraduate, graduate and postgraduate studies in Poland, study at doctoral schools, participate in specialist education and conduct education or research on the basis of signed contracts and on the terms specified therein.

This applies to international agreements, agreements concluded with foreign entities by universities, decisions of the minister, decisions of the director of the National Agency for Academic Exchange (NAWA - from 1 October 2017) with regard to its scholarship holders, a decision by the director of the National Science Center (NCN) to grant funding for the implementation of basic research in the form of a research project, internship or scholarship, eligible for funding through a competition, administrative decision of the rector, director of the PAN institute, research or international institute (On what terms foreigners ..., 2021).

An extremely important and popular form of academic mobility is participation in the EU Erasmus + exchange and internship program. It allows you to take part of your studies in another country without additional costs (tuition, registration). Students receive a scholarship to cover the costs of stay abroad in accordance with the program approved by the home university. The National Agency of the Erasmus + Program and its Polish operator (as well as other programs and projects supporting international cooperation, financed / co-financed from EU funds and under multilateral or bilateral agreements) is the Foundation for the Development of the Education System ([erasmusplus.org.pl](http://erasmusplus.org.pl), 2021). The possibility of a period of study or full studies is also created by Polish and / or foreign students projects co-financed from other EU funds and national funds, as well as bilateral and multilateral programs as well as national programs.

Mobility scores in higher education are presented in five thematic areas - six indicators in total (Mobility Scoreboard - Higher Education Background Report 2018/19, 2020):

- information and counseling on learning mobility,
- linguistic preparation,
- transfer of cash benefits for students,
- support for disadvantaged students,
- recognition of learning outcomes (ECTS) and qualifications (diploma).

Information and guidance strategy (or implemented large-scale initiatives) is understood as a plan or approach developed by a national or regional government that may contain visions, set general and specific goals, identify responsible institutions and available financial resources. Initiatives include specific actions that are required to be taken to implement the strategy or its elements, including increasing the availability of information, adapting it to the needs of specific beneficiaries, exploring the possibility of using new, creative and interactive ways of communicating with all interested parties.



Almost all European education systems implement national strategies with information and guidance elements, and initiate initiatives to promote and increase the availability of educational mobility, or these responsibilities have been delegated to specialized, independent external organizations (*Mobility Scoreboard - Higher Education Background. Report Eurydice 2018/19, 2020*). Linguistic preparation for learning mobility is a key condition for the implementation of a global education strategy.

In the great majority of European countries, learning a foreign language is compulsory at least for a short period, but in most education systems, students are not required to learn multiple foreign languages simultaneously over a long period of time. Providing transferability of cash benefits for students considering studying abroad - whether for a short period (mobility to obtain credits) or for a degree (mobility to complete a full-study program) - influences status-building decisions material and social after moving to another country. This is because it is related to the use of financial support (scholarships, loans) granted in the country of origin. About half of all European higher education systems are transferable student benefits (some restrictions may apply). The scholarship policy is therefore an important instrument for building the socio-economic potential of partner countries (Wieloletni program ..., 2018).

Learners' disadvantaged environments differ from one education system to another. Only in some countries do they include students with disabilities, and in others the disadvantage may be due to ethnicity or migrant status. However, the common element that defines a disadvantaged person is their descent from socially and economically disadvantaged backgrounds. The necessary support in this regard is available to students in most education systems, mainly in the form of social scholarships, which can be transferred to other countries (some countries provide the possibility of transferring public mobility grants), while targeted scholarships are awarded in connection with the implementation of mobility are available in about a quarter of the education systems.

In some education systems - mainly in South-East Europe - the mobility of students from disadvantaged backgrounds is not financially supported, and only in a few countries systematic monitoring of participation in the mobility of this group of students is carried out. Recognition of learning outcomes (ECTS credits) and qualifications acquired through learning mobility is a principle that must be fully respected and effective. Cooperation in the field of higher education in Europe is focused on improving and simplifying the rules for the recognition of learning outcomes and qualifications for participants in learning mobility (short and long term).

Most European education systems are in extreme categories when it comes to recognition of learning outcomes: they either do well or do not apply most recognition measures. A significant proportion of education systems show poor

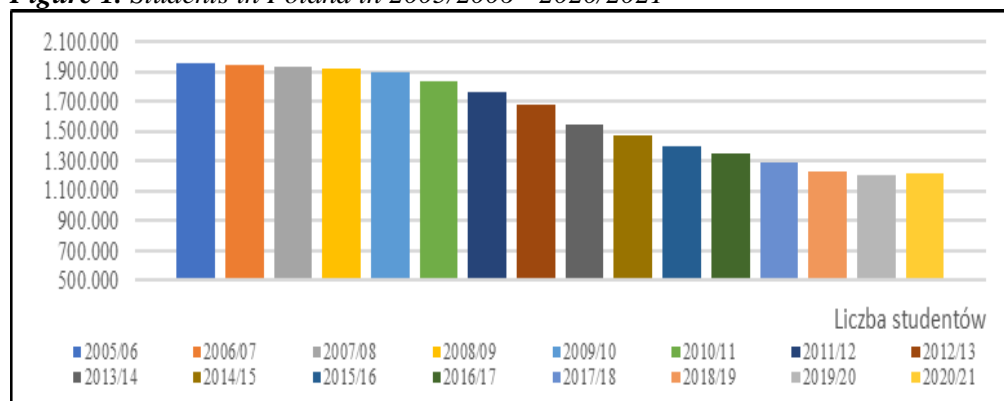
results in the recognition of qualifications acquired through learning mobility. The aim of the National Agency for Academic Exchange in Poland is to provide institutionalized and effective support for individual academic mobility through scientific and educational exchange, international cooperation, as well as the promotion of Polish higher education and Polish as a foreign language, and creating a legal environment conducive to innovation and commercialization of research results by universities and research units (Strategia Rozwoju Kapitału Ludzkiego 2030, 2019).

Program for the Polish Diaspora gen. Władysław Anders, Scholarship Program for Ignacy Łukasiewicz, Scholarship Program for them. Stefan Banach, Visegrad Scholarship Program, Fulbright Program, Program of Fellowships under the Polish National Commission for UNESCO, „Poland My First Choice” program are important instruments of Polish foreign policy. They enable foreign students to gain education and skills that they can use to improve the living conditions in their countries, as well as learn about Polish culture, language and customs, as well as establish contacts that may be useful in their later professional life.

## 5. Internationalization of Universities in Poland

There were 349 universities in Poland in the 2020/21 academic year (Rocznik Statystyczny Rzeczypospolitej Polskiej, 2021), including 130 public and 10 operated by religious organizations (there were 353 universities in the 2019/2020 academic year). Taking into account the period of intensive establishment of higher education institutions in the 1990s, their number has been gradually decreasing. In 2005-2008, over 1.9 million people expressed a desire to obtain higher education. It was the highest rate in 20 years (Glapiak, 2021). Already in the years 2005-2019 a gradual decrease in the number of students was observed. In the 2020/2021 academic year, a slight increase in the number of students was recorded (by about 1.2% compared to the previous year). Figure 1 shows the number of students in the analyzed period.

**Figure 1.** Students in Poland in 2005/2006 - 2020/2021



**Source:** Szkolnictwo wyższe w roku akademickim 2020/2021 (wyniki wstępne), GUS 2021.

In terms of internationalization, it is worth emphasizing that the number of foreign students at universities in Poland in selected (4-5 years) periods from 2010 to 2021 showed a growing tendency, with a still very low internationalization rate (one of the lowest in OECD countries). Table 2 presents the number of foreigners (students and graduates) of Polish universities (data concern the country of origin or birth).

**Table 2. Foreigners in higher education institutions in Poland**

Countries of Origin	2010/11	2015/16	2019/20 <sup>b</sup>	2020/21 <sup>b</sup>	2010/11	2015/16	2018/19 <sup>b</sup>	2019/20 <sup>b</sup>
	students				graduates			
Total (of which declaring Polish origin)	21474	57119	82194	84689	3364	8725	14459	14784
Total (without declaring Polish origin)	17357	49543	74985	77237	2588	7314	13021	13290
Afghanistan	29	50	99	146	1	8	15	29
Albania	69	65	57	56	12	13	16	19
Algeria	1	24	59	87	1	4	7	6
Angola	78	103	115	110	9	16	11	16
Armenia	130	134	99	85	14	34	19	16
Azerbaijan	28	237	1256	1416	6	46	101	145
Bangladesh	15	66	252	233	3	4	29	43
Belarus	2605	4615	8373	9739	423	866	1053	1289
Brazil	31	82	122	130	1	13	22	34
Bulgaria	20	2	54	78	6	4	9	49
Cameroon	75	465	90	341	15	8	13	11
Canada	456	428	321	280	79	60	75	64
China	515	846	1492	1609	110	201	345	359
Colombia	27	34	81	90	6	11	30	25
Czechia	537	1119	1105	1327	218	236	415	241
Democratic Republic of the Congo	1	2	63	76	-	-	3	8
Denmark	47	66	67	71	8	3	6	6
Ecuador	9	7	70	86	2	1	17	15
Egypt	13	85	204	250	—	7	34	42
Ethiopia	—	8	270	633	3	2	10	20
Finland	36	64	63	55	2	9	14	20
France	334	590	554	433	26	78	87	79
Georgia	60	241	469	184	12	41	117	47
Germany	664	1040	1493	1435	91	170	160	159
Ghana	24	25	102	187	7	5	17	19
Greece	45	49	49	60	4	1	9	8
Hungary	67	76	68	135	11	8	18	11
India	263	896	3388	2563	44	114	615	1015
Indonesia	17	19	180	215	2	4	23	62
Iran	85	93	276	322	17	23	22	33
Iraq	69	189	303	319	18	27	45	55
Ireland	42	152	343	406	6	19	37	21
Israel	46	70	210	225	4	8	18	33
Italy	154	303	612	486	7	35	76	94
Japan	48	67	128	81	11	13	21	23
Jordan	17	25	95	119	3	9	5	13
Kazakhstan	382	773	1320	1554	95	190	170	205

Kenya	50	46	128	133	8	12	13	33
Kuwait	2	7	127	96	2	1	16	43
Kyrgyzstan	14	55	331	375	4	5	35	34
Latvia	36	35	47	54	9	6	10	10
Lebanon	21	64	135	202	10	2	26	22
Lithuania	798	917	563	513	124	182	143	140
Malaysia	132	182	136	133	9	33	17	21
Meksyk	37	45	84	101	7	10	24	17
Moldawia	98	116	137	148	18	18	26	25
Mongolia	133	139	116	98	16	25	32	24
Morocco	17	42	138	241	5	11	19	26
Mozambique	-	2	49	63	-	-	4	4
Nepal	65	134	196	111	-	10	63	78
Nigeria	218	176	513	1107	57	36	71	76
Norway	1406	1581	1423	1321	177	253	245	241
Pakistan	67	128	222	266	9	-	41	43
Philippines	12	8	40	50	4	1	6	8
Poland	—	—	241	333	—	—	18	47
Portugal	145	158	154	114	4	6	21	18
Romania	67	69	95	66	8	18	18	19
Russia	529	1042	1320	1597	112	198	239	262
Rwanda	5	9	270	543	1	1	9	17
Saudi Arabia	266	854	619	500	2	77	148	161
Slovakia	117	309	133	179	15	115	67	24
South Africa	4	2	74	92	1	—	7	5
South Korea	45	100	117	106	16	30	38	35
Spain	1076	1407	2260	1574	13	45	59	50
Sri Lanka	10	24	97	71	2	5	9	11
Sweden	1089	1291	852	753	113	202	224	128
Syria	36	58	148	178	13	17	20	19
Taiwan	631	505	1007	923	112	36	116	172
Tajikistan	3	151	230	255	—	15	42	27
Tanzania	19	11	51	86	3	2	5	5
Thailand	6	95	299	299	1	3	35	55
Tunisia	59	30	50	84	3	5	7	11
Turkey	302	1205	2203	1973	19	108	245	265
Turkmenistan	36	42	84	79	4	10	10	11
Ukraine	4879	30589	39017	38473	815	4526	8108	7641
United Arab Emirates	6	10	160	221		1	1	7
United Kingdom	164	317	289	238	20	45	68	70
United States	1004	717	727	692	151	142	125	126
Uzbekistan	52	242	1032	1546	8	18	66	69
Vietnam	184	234	500	554	39	38	65	86
Zimbabwe	11	16	767	1258	5	3	15	43

*Source: Rocznik Statystyczny Rzeczypospolitej Polskiej, GUS 2021.*

In the academic year 2010/2011, fewer than 18 thousand students studied in Poland. foreigners, five years later this number increased to over 49.5 thousand. people, and ten years later - in the 2020/2021 academic year there were already over 84.6 thousand. foreigners (an increase by about 3% compared to the data for 2019-2020), which corresponded to 7.0% of the total number of students. Most of the foreigners

in the 2020/2021 academic year came from European countries (61.9 thousand people - 73.1%), with the most numerous group - 45.4% of all foreigners - were students from Ukraine (about 38.5 thousand) , from Belarus (9.7 thousand - 11.5%) and India (2.6 thousand - 3.0%).

However, the tendency related to the low number of foreign graduates is disturbing. Most people (34.3% of the total number of foreign graduates) completed studies in the fields of business, administration and law (Higher education ... GUS, 2021). The number of Greek students who chose universities in Poland as part of academic mobility in the selected years was 45, 49 and 60, respectively. However, according to the Report of the Supreme Audit Office, the scenario of reaching the 100,000 number planned in government documents in 2021 is unrealistic. studying foreigners (Matłacz, 2021). Table 3 shows the total number of Polish students who decided to study (level 5-8) abroad in the years 2013-2019.

**Table 3.** *Mobile students from Poland from abroad enrolled by country of origin in 2013-2019*

<b>GEO/TIME</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
Austria	960	855	861	832	816	786	752
Belgium	297	306	246	275	222	162	188
Bulgaria	30	28	20	27	39	52	37
Croatia	1	1	6	4	188	177	200
Cyprus	10	12	4	10	9	5	7
Czechia	382	363	360	343	366	364	354
Denmark	1 094	1 124	1 261	1 383	1 462	1 431	1 457
Estonia	7	7	8	11	18	18	13
Finland	241	232	228	203	198	169	172
France	1 820	1 813	1 838	1 701	1 565	1 051	1 053
Greece	:	:	101	132	59	76	73
Hungary	109	225	162	227	220	195	190
Iceland	87	81	74	69	59	51	57
Ireland	169	231	203	211	213	223	233
Italy	:	1 364	1 322	1 291	1 361	1 431	171
Latvia	58	54	55	59	16	21	18
Liechtenstein	0	3	2	2	7	7	4
Lithuania	91	120	91	88	87	86	8
Luxembourg	41	41	41	39	30	31	31
Malta	8	13	5	12	19	23	16
Netherlands	949	959	1 093	:	:	1 476	:
North Macedonia	1	2	0	0	1	0	0
Norway	206	228	246	252	241	239	249
Portugal	153	101	113	116	108	113	97
Romania	20	15	16	19	41	47	33
Serbia	3	13	3	3	13	13	22
Slovakia	264	350	463	465	493	524	497
Slovenia	16	13	:	:	:	:	:
Spain	576	:	:	291	391	432	438
Sweden	298	316	301	293	279	253	219
Switzerland	508	522	515	557	556	538	558

Turkey		27	43	49	68	63	77
United Kingdom	5 232	5 184	5 237	5 631	6 565	7 520	8 520

*Source: Mobile students from abroad enrolled by country of origin, Eurostat 2021.*

Based on the available data, it can be concluded that Great Britain was the most popular from the point of view of studies abroad by Polish students in 2013-2019 (an upward trend). It was followed by studies in Denmark, France and Austria. Polish students definitely rarely chose North Macedonia, Liechtenstein, Lithuania and Cyprus, considering places to stay and educational systems relatively less attractive.

## 6. Summary and Conclusions

Student mobility in the globalization dimension is an important instrument of personal, social and economic development. The level of internationalization of European countries varies greatly and varies over time. The difficulty may be the adopted non-uniform definition of a mobile student and the limited data that can be used for a multifaceted analysis of academic mobility indicators. Poland (next to Greece, is one of the countries Improving the internationalization indicators of Polish universities is to open them to innovation, which should be reflected in their position in international rankings.

The pandemic clearly indicated that internationalization has become an integral part of higher education in the world, and over real problems communication, health, science and teaching can be discussed with the use of online tools, regardless of geographic distance. strengthen your competitive position (Internationalizacja na zakręcie, 2020).

There may be a shortage of foreign students in the field of education and it will be necessary to revise learning mobility plans. A decline in middle-class income will have a negative impact on the finances of universities and possible their future development. While scientific cooperation on a global scale will require more funds to support life sciences, the importance of international research projects and scientific networks will increase.

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