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**Abstract**

This article explores the concept of balanced mobility as set in the European Higher Education Area (EHEA) context. The exploration is done through a succession of steps. We first try to trace and understand the goal of having more balanced mobility between the Bologna Process countries, and to see how the concept of “balance” could be interpreted, given that policy references to balanced mobility leave room for interpretation. Next, we try to provide an answer to the question: Why has balanced mobility become an objective at this particular point in time? Third, we present recent statistics on student mobility in the EHEA context in order to show how balanced or imbalanced mobility flows are. Fourth, we try to outline some possible solutions for correcting different types of imbalances encountered in the EHEA context. And last, we try to conclude from the findings of previous sections what would be reasonable to expect in the EHEA context with regards to this policy

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