"In a few years time, I expect it to be the rule – and no longer the exception – for a student to leave his or her university at one point in their studies, either to go abroad or to do a placement in industry"

Jan Figel, Commissioner for Education, Training, Culture and Youth

(Berlin 11 June 2007, Conference of European Council for Student Affairs)
Contents of presentation

1. Mobility… part of a students’ learning biography
2. Types of international mobility
3. What can we learn from international studies?
4. Impact factor: finances
5. Impact factors: not just finances
6. Some consequences for policy
Mobility... part of a students’ learning biography

access to HE
- access routes
- socio-economic background

study conditions
- accommodation
- expenses
- income and support
- employment and time

international mobility
"one way"

"temporary"

graduation
Types of international mobility

"one way"

Course of complete study in foreign country

Themes:
1. brain drain & brain gain
2. international HE as a business
3. crowding out nationals
4. do students stay, where they have graduated?

"temporary"

Temporary study-related period in foreign country

Themes:
1. purpose
2. competencies gained
3. recognition of competencies gained
4. “optional extra”?
What can we learn from international studies?

**Issues**

- purpose of study-related period abroad
- what are the benefits: individual vs social benefits
- how many should there be?
- often only programme-students captured (Erasmus, Nordplus...)
- when to capture these students (at graduation)
- quantitative headline figures – but who are they?

“temporary”

- studies (credit students)
- language courses
- internships
EC’s Erasmus programme reached 1.5 million participants by 2005, aim for 3 million by 2012

87% of all European universities take part in Erasmus

Average duration of Erasmus mobility: 6-7 months

Net receiver countries (receive more than send): SE, DK, IE, MT, UK

However: less than 1% of students in EU and EEA countries take part

And, little data available which covers multiple forms of mobility
Mobility: Other forms and free-movers

Levels of mobility for different forms of study-related activities
(share of all students)

<table>
<thead>
<tr>
<th>Country</th>
<th>Studies</th>
<th>Internship</th>
<th>Language Course</th>
<th>Other</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES</td>
<td>9 (45%)</td>
<td>1 (11%)</td>
<td>2 (2%)</td>
<td>1 (1%)</td>
<td>20</td>
</tr>
<tr>
<td>DE</td>
<td>7 (8%)</td>
<td>5 (3%)</td>
<td>3 (3%)</td>
<td>1 (1%)</td>
<td>17</td>
</tr>
<tr>
<td>NL</td>
<td>6 (8%)</td>
<td>2 (2%)</td>
<td>2 (2%)</td>
<td>1 (1%)</td>
<td>17</td>
</tr>
<tr>
<td>FI</td>
<td>5 (6%)</td>
<td>4 (4%)</td>
<td>4 (4%)</td>
<td>2 (2%)</td>
<td>16</td>
</tr>
<tr>
<td>FR</td>
<td>5 (5%)</td>
<td>4 (4%)</td>
<td>4 (4%)</td>
<td>2 (2%)</td>
<td>15</td>
</tr>
<tr>
<td>AT</td>
<td>3 (3%)</td>
<td>3 (3%)</td>
<td>1 (1%)</td>
<td>2 (2%)</td>
<td>14</td>
</tr>
<tr>
<td>IE</td>
<td>1 (2%)</td>
<td>0 (0%)</td>
<td>1 (1%)</td>
<td>2 (2%)</td>
<td>8</td>
</tr>
<tr>
<td>LV</td>
<td>2 (2%)</td>
<td>1 (1%)</td>
<td>2 (2%)</td>
<td>1 (1%)</td>
<td>8</td>
</tr>
<tr>
<td>PT</td>
<td>1 (1%)</td>
<td>2 (2%)</td>
<td>0 (0%)</td>
<td>4 (4%)</td>
<td>8</td>
</tr>
</tbody>
</table>

Source: EUROSTUDENT 2005
Mobility: Equity performance matrix

Who are they?

Focus on social equity using EUROSTUDENT data:

- the share of students taking part in **study-related** activities abroad
- differences by **socio-economic** group (here highest educational attainment of parents)
Comparative positions in equity performance matrix for mobility

Share of all students with study-related periods abroad

Extent of difference in mobility between socio-economic groups

median 8 countries = 15.3

median 8 countries = 1.6
Comparative positions in equity performance matrix for mobility

- Median for 8 countries = 15.3
- Median for 8 countries = 1.6
### Comparative positions in equity performance matrix for mobility

<table>
<thead>
<tr>
<th>Level of social exclusivity</th>
<th>Level of mobility</th>
</tr>
</thead>
<tbody>
<tr>
<td>low</td>
<td>high</td>
</tr>
<tr>
<td>high</td>
<td>high</td>
</tr>
<tr>
<td>low</td>
<td>low</td>
</tr>
</tbody>
</table>

#### First results

1. **In all** HE systems temporary mobility is socially exclusive.
2. **NL, FI, DE, AT, FR** achieve high mobility and low social selectivity.
3. **ES** achieves a high level of mobility, but participation is highly socially exclusive.
4. **IE** and **PT** are under-performers on both counts.
First questions

1. Are all the high performers achieving this result in a similar way?
   - Social make-up of student body

2. What other factors affect participation on mobility programmes?
   - The importance of conducive study conditions (optional extra)
Impact factor: finances (Erasmus)

Students’ judgment about their financial situation during their ERASMUS studies

Students assessment of their parents’ income status

Considerably higher than average | Average | Considerably lower than average

(very) good: 58, (very) poor: 12

Source: Survey of the Socio-Economic Background of ERASMUS Students, 2006
Students’ financings strategies by socio-economic background (parents educ.)

Main sources of finance:
- parents
- job
- activity

Share of income in %

Source: EUROSTUDENT 2005
## Students’ financings strategies during period abroad

### Private sources of funding

<table>
<thead>
<tr>
<th></th>
<th>ES</th>
<th>IE</th>
<th>NL</th>
<th>PT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students’ financings strategies</td>
<td>81</td>
<td>72</td>
<td>61</td>
<td>34</td>
</tr>
</tbody>
</table>

### Public sources of funding

<table>
<thead>
<tr>
<th></th>
<th>ES</th>
<th>IE</th>
<th>NL</th>
<th>PT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students’ financings strategies</td>
<td>13</td>
<td>16</td>
<td>35</td>
<td>35</td>
</tr>
</tbody>
</table>

**Source:** EUROSTUDENT 2005

### Level of social exclusivity

```
Level of mobility

<table>
<thead>
<tr>
<th></th>
<th>low</th>
<th>high</th>
</tr>
</thead>
<tbody>
<tr>
<td>high</td>
<td>A: NL, FI, DE, AT, FR</td>
<td>B: ES</td>
</tr>
<tr>
<td>low</td>
<td>C: -</td>
<td>D: IE, PT</td>
</tr>
</tbody>
</table>
```

**Source:** EUROSTUDENT 2005
Impact factors: not just finances

Issues of (very) strong influence for studies abroad – by parents education (in %)

Source: EUROSTUDENT III (average figures)
# Motives for study-related stays abroad (DE)

<table>
<thead>
<tr>
<th>Gain new experience</th>
<th>Become acquainted with a new culture</th>
<th>Deepen language skills</th>
<th>Manage a different situation</th>
<th>Advance chances for prospective work</th>
<th>Expand professional or extra knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of study related stay abroad</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study</td>
<td>1</td>
<td>3</td>
<td>2*</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Internship</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Language course</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**Branch of study**

| Social Science | 1 | 3 | 2 | 4 | 5 | 6 |
| Engineering science | 1 | 2 | 4 | 3 | 5 | 6 |

*Number represents position of importance, i.e. 1 = highest importance*

Source: HIS Study, Heublein 2007
Some considerations for policy: Missing direction and data

What is the purpose of study-related periods abroad?
What are the individual benefits?
What are the social and economic benefits?

- Different forms of international mobility – each of these should be studied

Who takes part in which type of mobility and who should take part?

- Who should be financially supported?

Mobility is often seen as a European policy, but are the issues in each of the European countries the same?

- Need for comparative research with combination of qualitative and quantitative studies

- EUROSTUDENT III will provide some important data
### Impact factors: not just finances

<table>
<thead>
<tr>
<th></th>
<th>insufficient support of mobility in home country</th>
<th>insufficient support of mobility in guest country</th>
<th>financial insecurities</th>
<th>lack of individual motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>insufficient skills in foreign language</td>
<td>problems with recognition of results achieved in foreign countries</td>
<td>problems with access regulations to the preferred country (visa, residence permit)</td>
<td>problems with accommodation in the host country</td>
<td>separation from partner, child(ren), friends</td>
</tr>
<tr>
<td></td>
<td>limited access to mobility programmes in home country</td>
<td>limited admittance to the preferred institution and/or study programme in foreign country</td>
<td>loss of social benefits (e.g. child allowance, price discount for students)</td>
<td>lack of personal drive</td>
</tr>
<tr>
<td>presumed low benefit for my studies at home</td>
<td></td>
<td></td>
<td>loss of opportunities to earn money</td>
<td></td>
</tr>
<tr>
<td>expected delay in progress in my studies</td>
<td></td>
<td></td>
<td>expected additional financial burden</td>
<td></td>
</tr>
<tr>
<td>difficulties in getting information</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: EUROSTUDENT III (average figures)
What can we learn from international studies?

"one way"

2005: 1.3m students with foreign citizenship were enrolled in tertiary education in EU-27 (average growth 2000-05 was 10%)

Countries with a share of foreign students above 10%: AT, BE, DE, FR, CY and UK

2003: 2.9% of EU students studying abroad and 2.2% were studying in other EU countries

Issues

1. what is a foreign student?
2. how do we catch a foreign student statistically?
3. how do we know that they are planning to complete a full course abroad (one way)? and will they?
4. quantitative headline figures – who are they?
5. who benefits from these students?
6. how many foreign students should there be?

Source: EC Lisbon Progress Report 2007