

International mobility –

What can we learn from international studies?

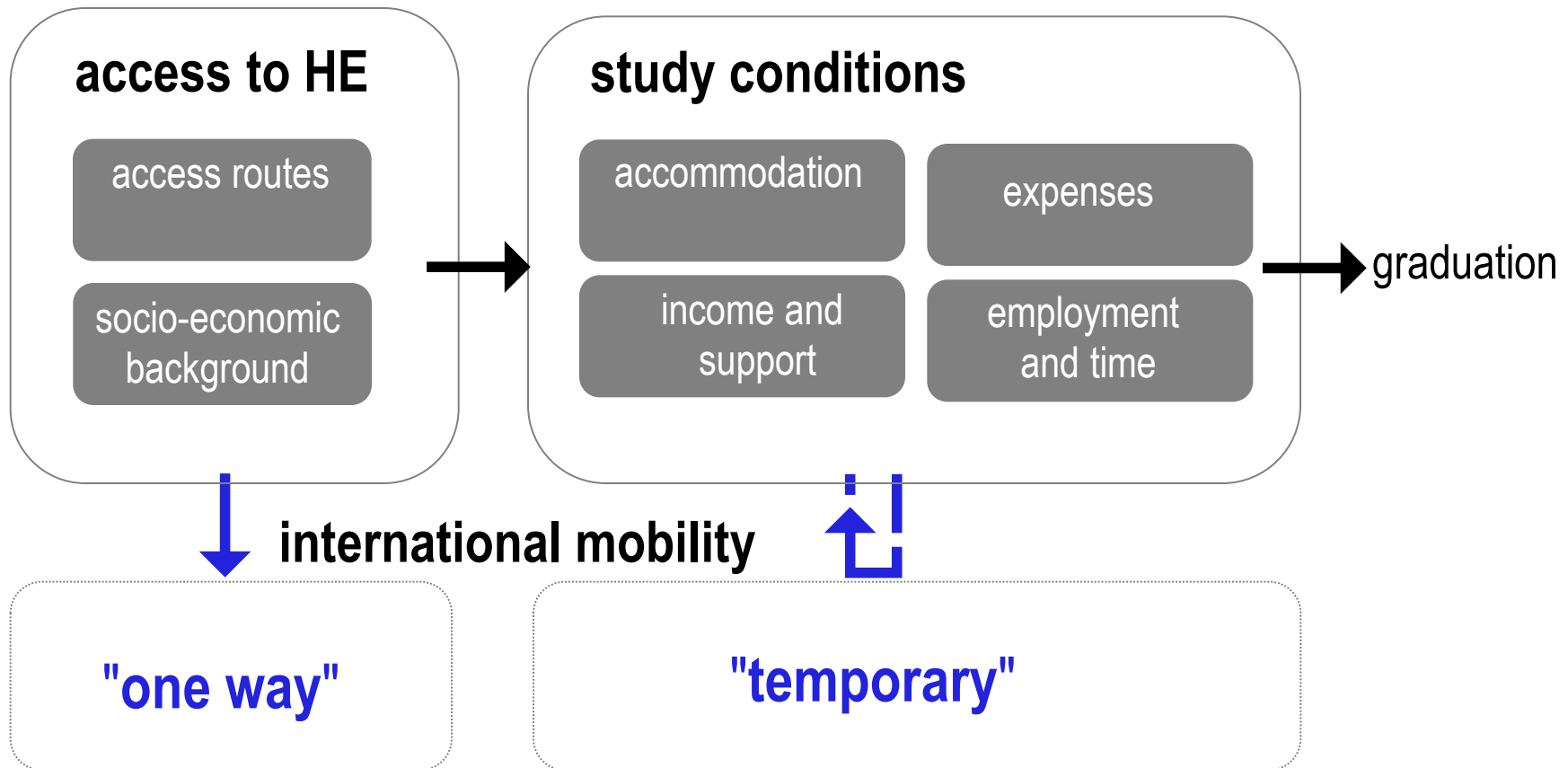


"In a few years time, I expect it to be the rule – and no longer the exception – for a student to leave his or her university at one point in their studies, either to go abroad or to do a placement in industry"

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

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

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



"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"

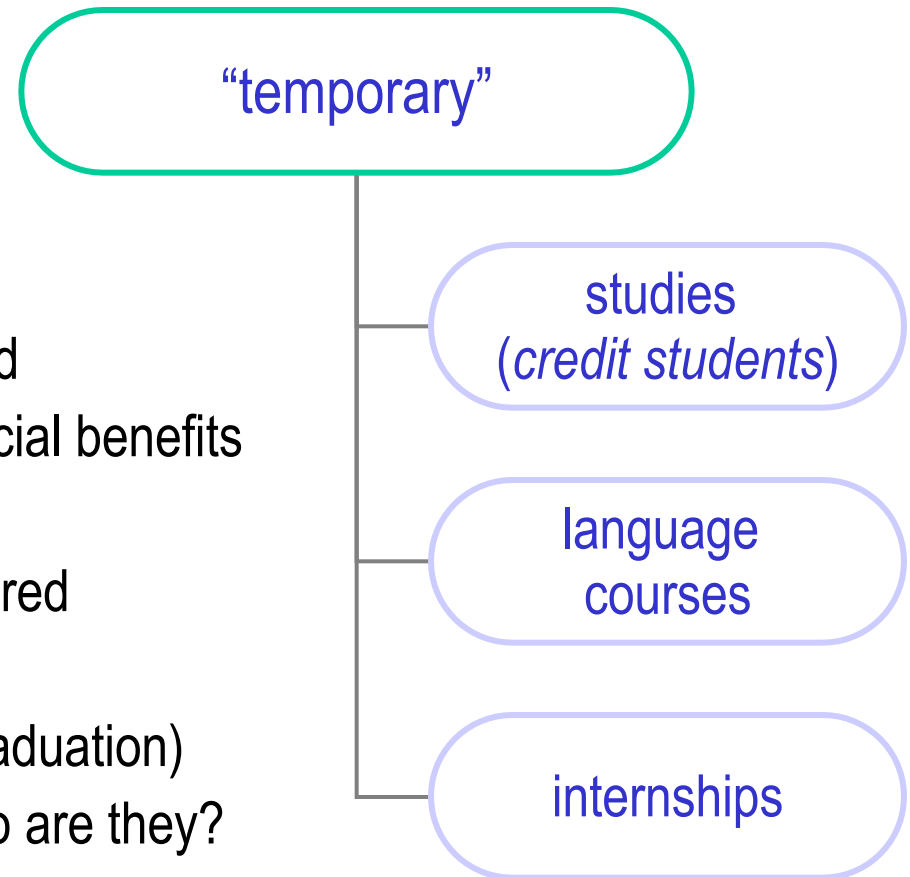
Temporary study-related period in foreign country

Themes:

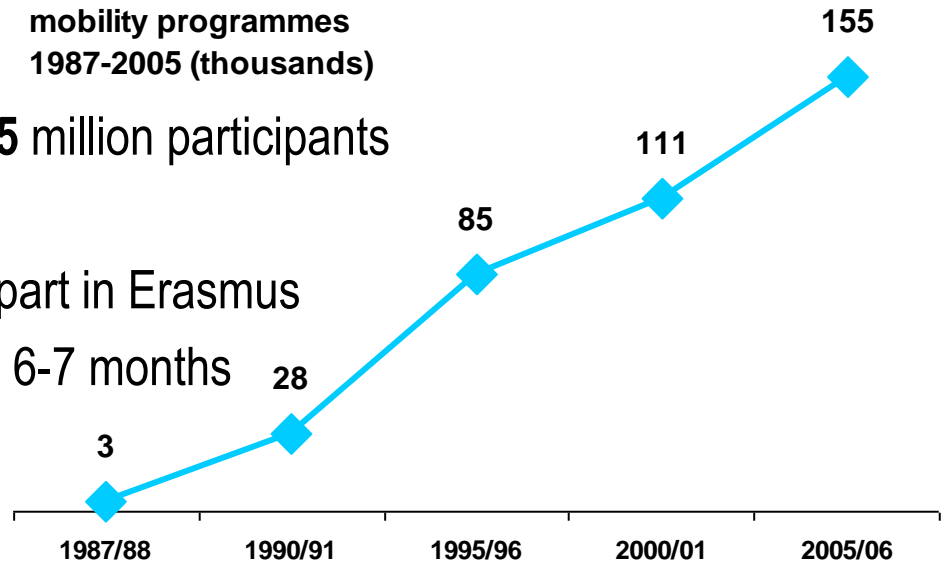
1. *purpose*
2. *competencies gained*
3. *recognition of competencies gained*
4. *"optional extra"?*

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?



Number of students on Erasmus
mobility programmes
1987-2005 (thousands)

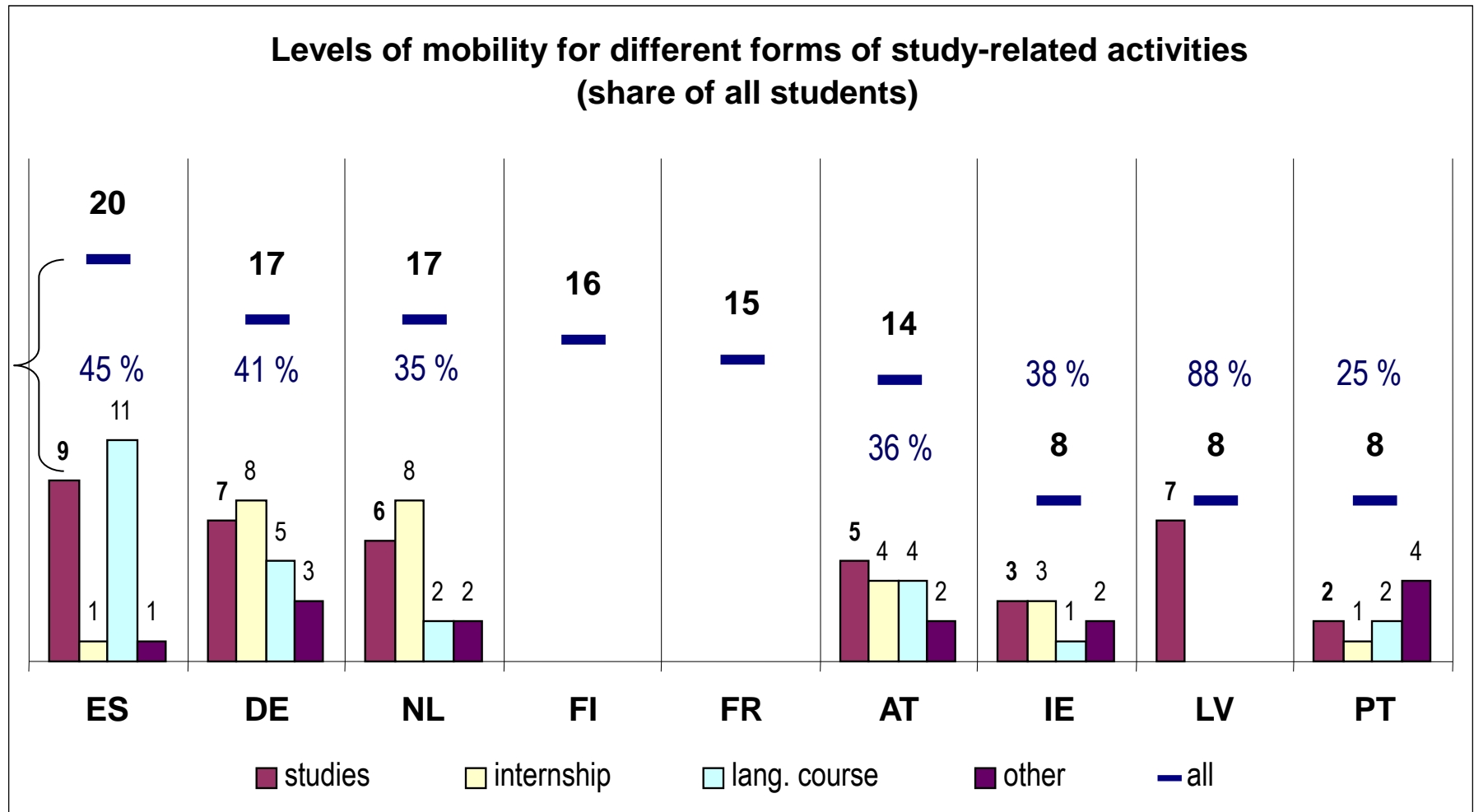


Source: European Commission
DG Education and Culture

- 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



Source: EUROSTUDENT 2005

Who are they?

Level of social exclusivity

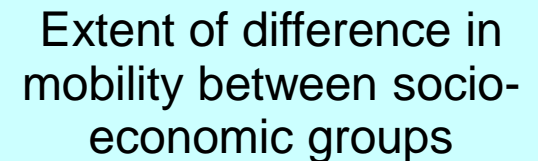
Level of mobility

Focus on social equity
using EUROSTUDENTdata:

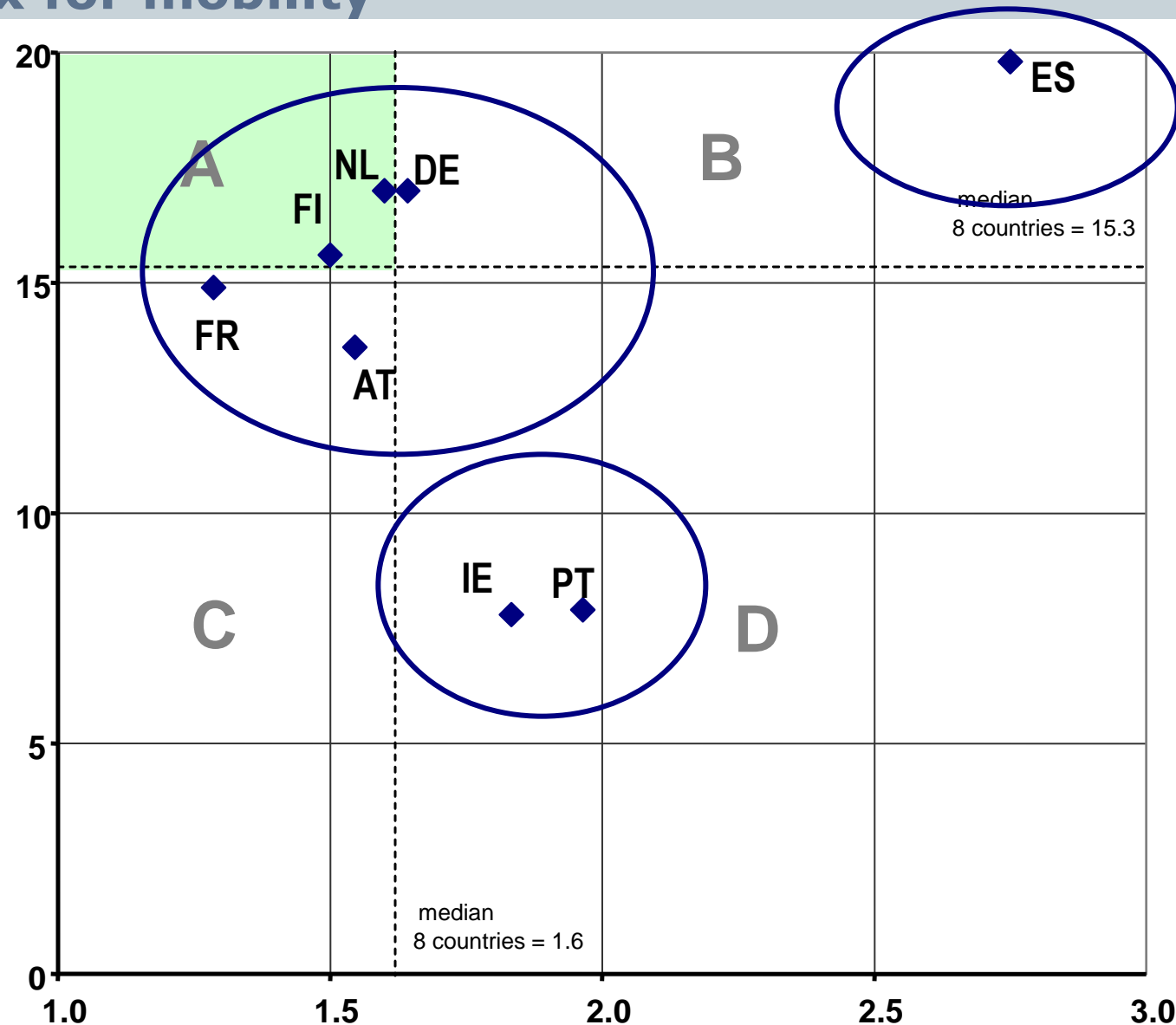
		Level of social exclusivity	
		low	high
Level of mobility	high	A	B
	low	C	D

- the share of students taking part in **study-related** activities abroad
- differences by **socio-economic** group (here highest educational attainment of parents)

eurostudent.eu
☆☆☆



Comparative positions in equity performance matrix for mobility



		Level of social exclusivity	
		low	high
Level of mobility	high	A: NL, FI, DE, AT, FR	B: ES
	low	C: -	D: IE, PT

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

1. Are all the high performers achieving this result in a similar way?

- Social make-up of student body

		Level of social exclusivity at HE entry	
		low	high
Mobility performance	high	A: NL, FI, (FR)	B: AT, DE
	low	C: ES, IE	D: PT

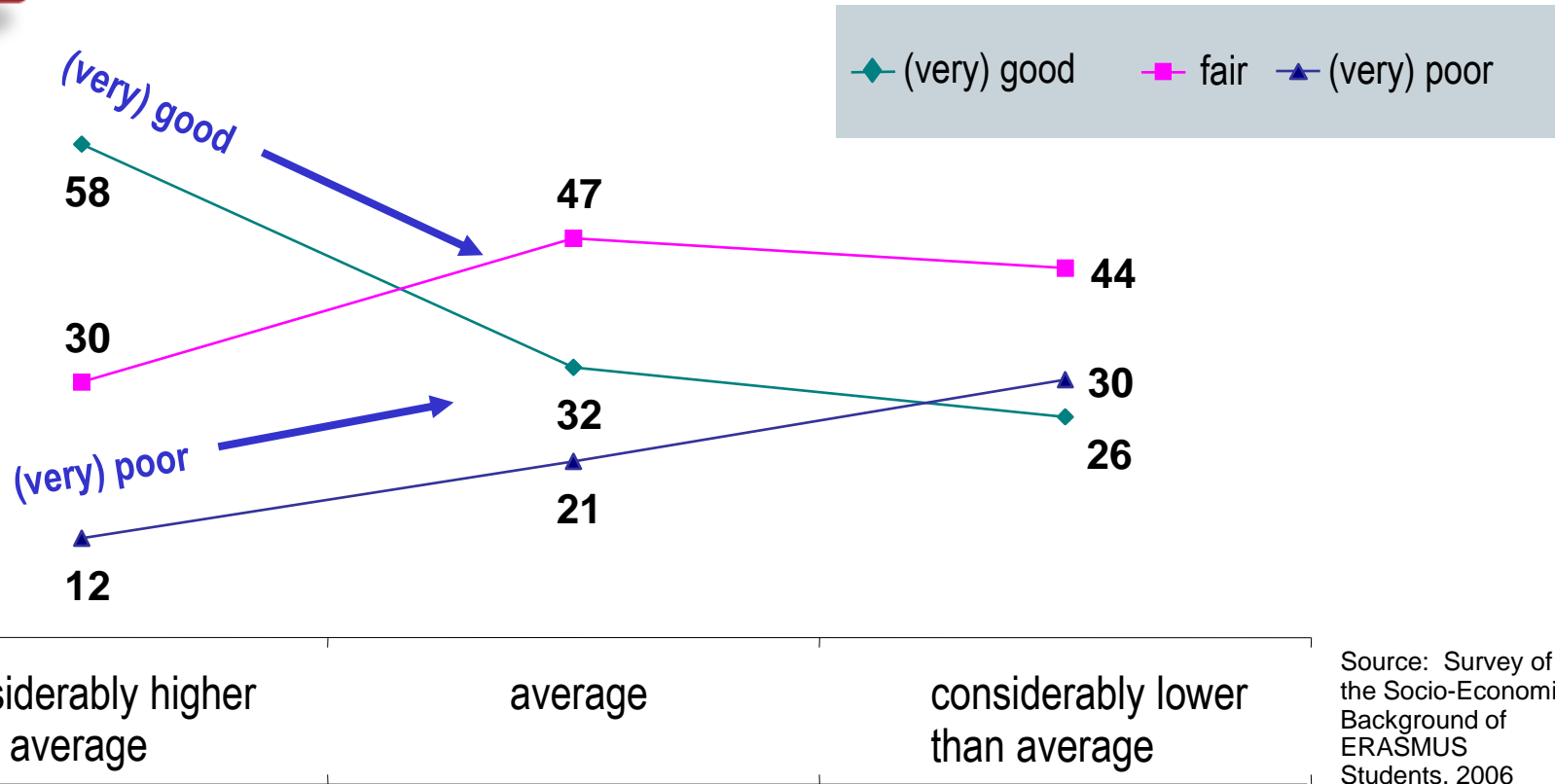
2. What other factors effect participation on mobility programmes?

- The importance of conducive study conditions (optional extra)

Impact factor: finances (Erasmus)



Students' judgment about their financial situation during their ERASMUS studies

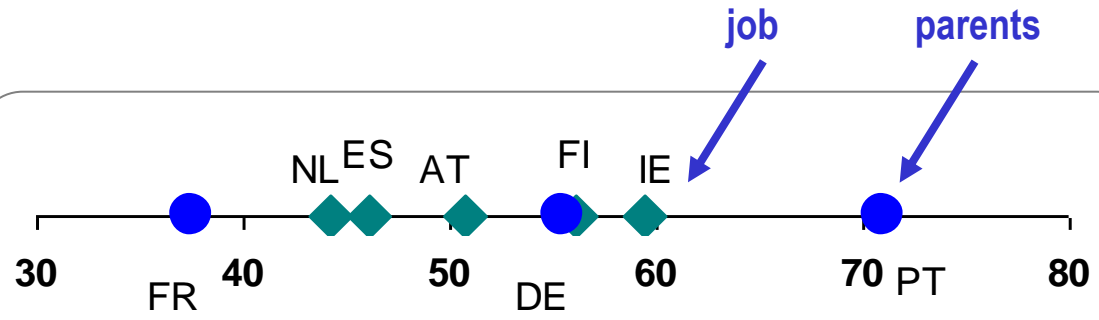


Students assessment of their parents' income status

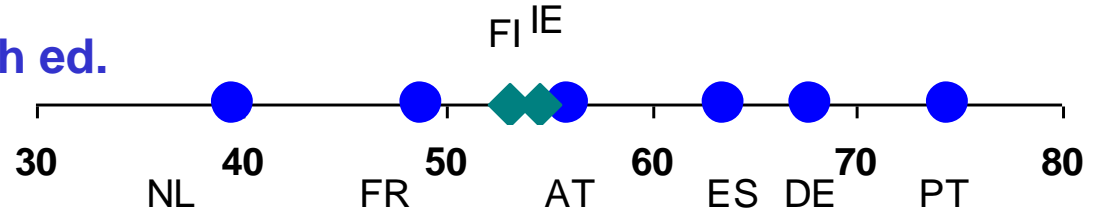
Students' financings strategies by socio-economic background (parents educ.)



1. all



2. high ed.



3. low ed.



share of income in %

Main sources of finance:

parents ●

job activity ◆

Source: EUROSTUDENT 2005

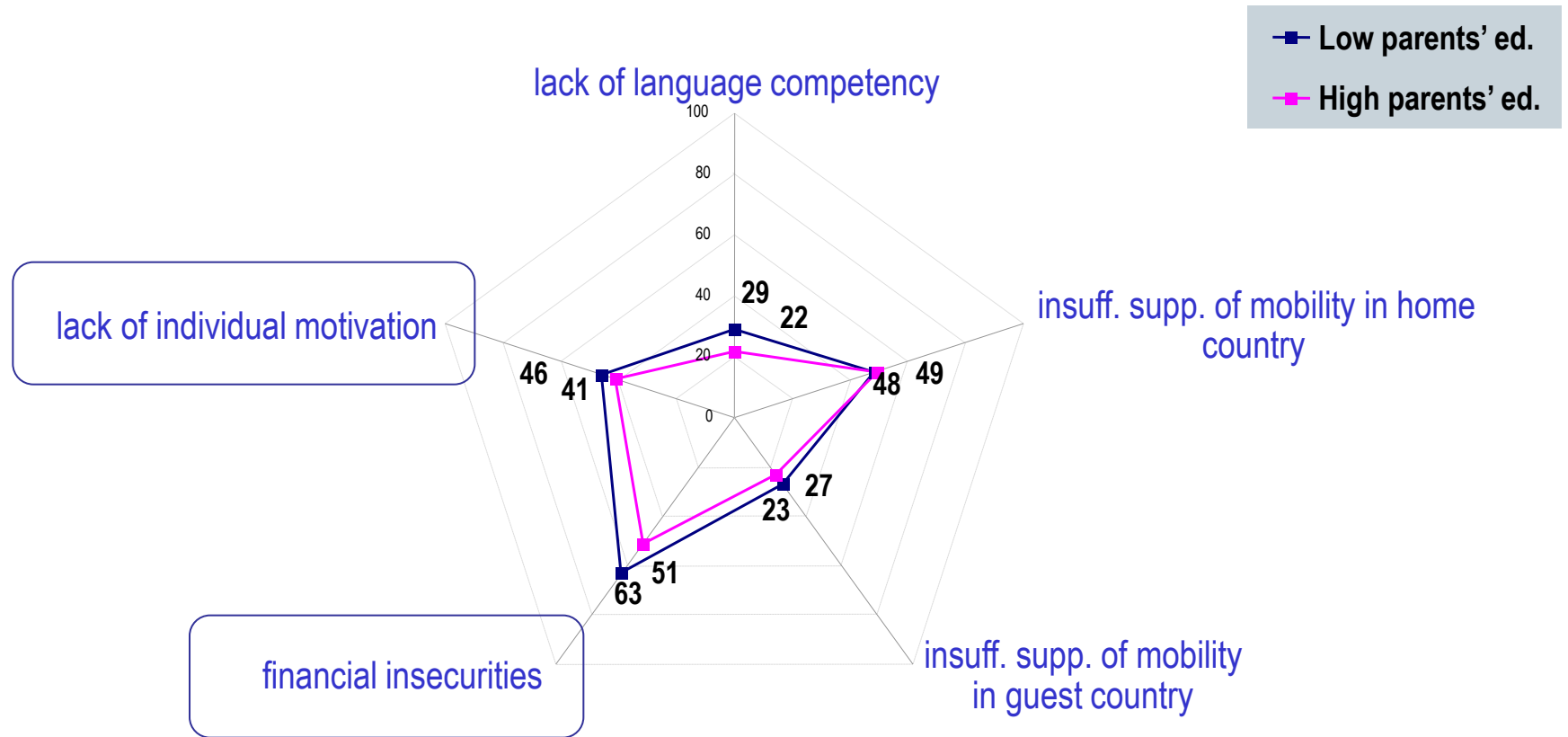
Students' financings strategies during period abroad

	ES	IE	NL	PT
Private sources of funding	81	72	61	34
<u>Public sources of funding</u>	13	16	35	35

Source: EUROSTUDENT 2005

		Level of social exclusivity	
		low	high
Level of mobility	high	A: NL, FI, DE, AT, FR	B: ES
	low	C: -	D: IE, PT

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



Source: EUROSTUDENT III (average figures)

Motives for study-related stays abroad (DE)

	Gain new experience	Become acquainted with a new culture	Deepen language skills	Manage a different situation	Advance chances for prospective work	Expand professional or extra knowledge
	↓					↓
	Type of study related stay abroad					
Study	1	3	2*	4	5	6
Internship	1	3	4	2	5	6
Language course	2	3	1	4	5	6
	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**



Appendix

Impact factors: not just finances

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

Source: EUROSTUDENT III (average figures)

"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

Source: EC Lisbon Progress Report 2007

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?