

International mobility during study programmes

Potential and barriers

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1. EU objective and “Bologna Benchmark”

EU Objective

"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

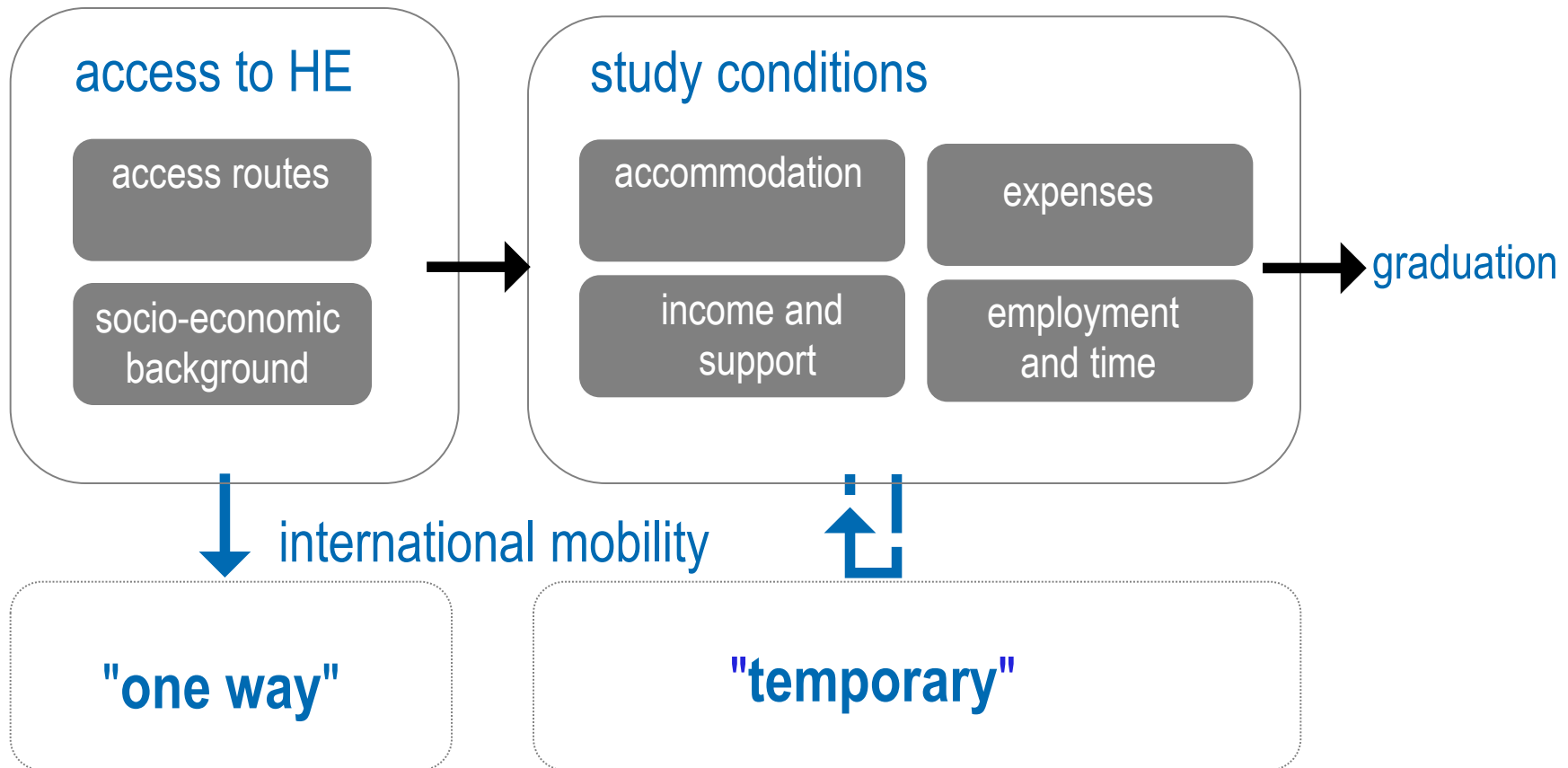
(Berlin 11 June 2007, Conference of European Council for Student Affairs)

Bologna Benchmark

"In 2020, at least 20% of those graduating in the European Higher Education Area should have had a study or training period abroad."

Leuven/Louvain-la-Neuve Communiqué, par. 18, April 2009

2. Mobility... part of a students' learning biography



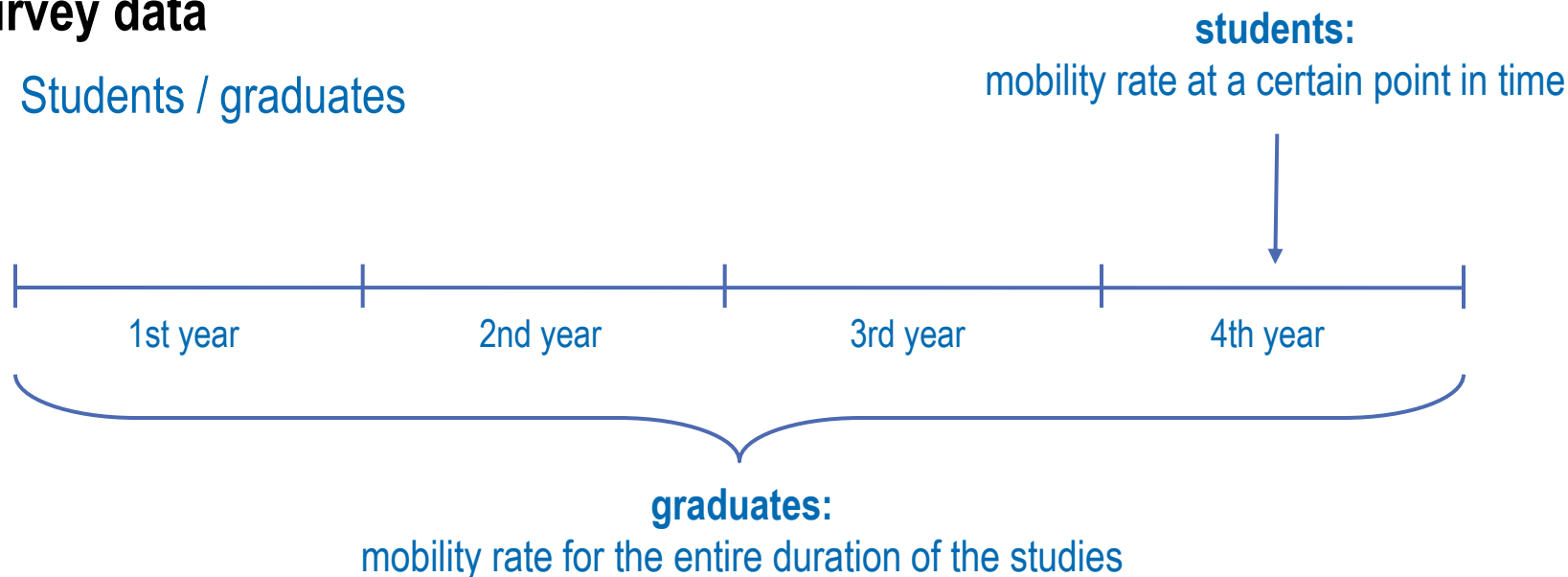
3. Data sources

Administrative data

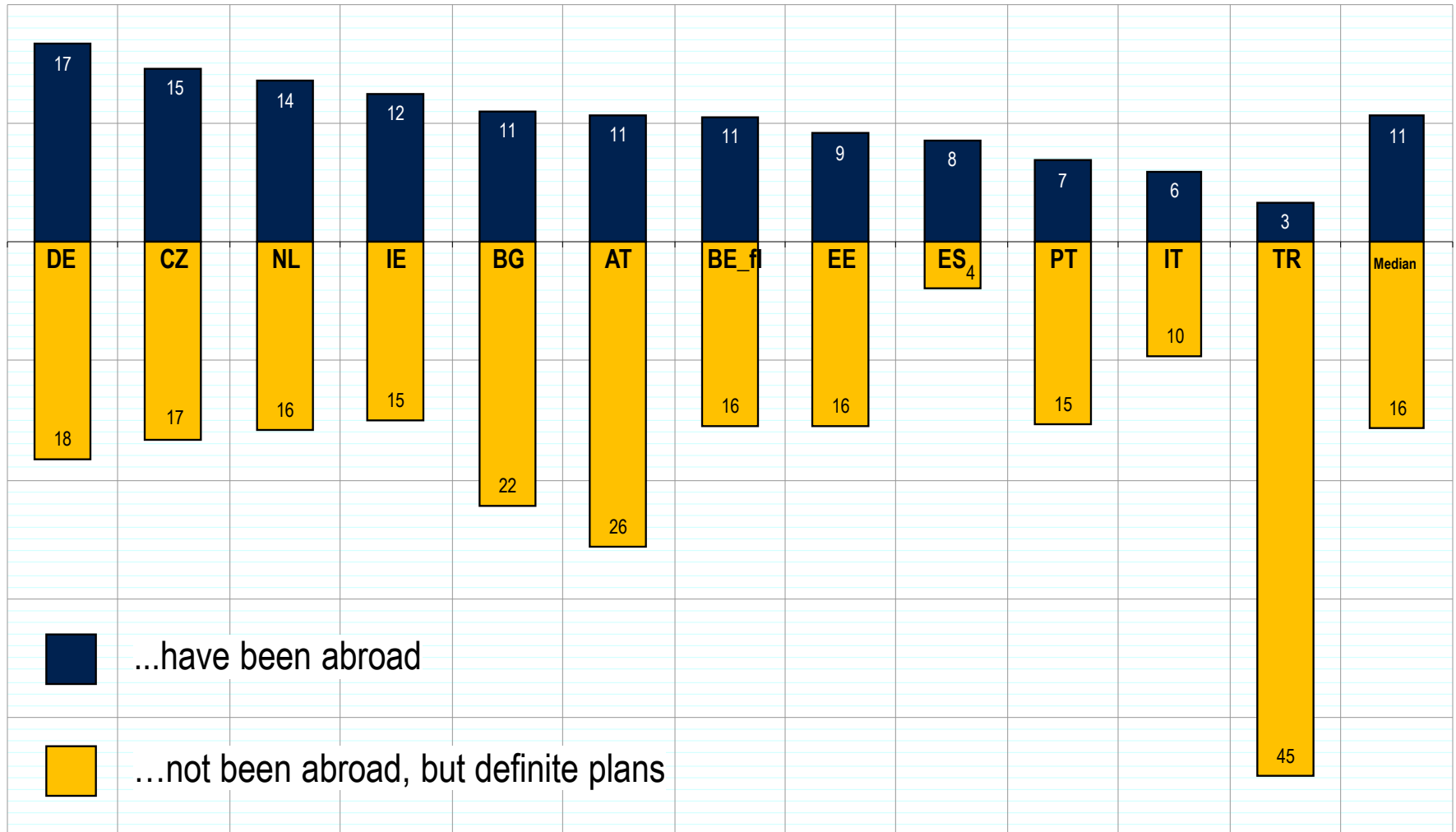
- Statistics of higher education institutions
- Statistics of programmes (e.g. ERASMUS)

Survey data

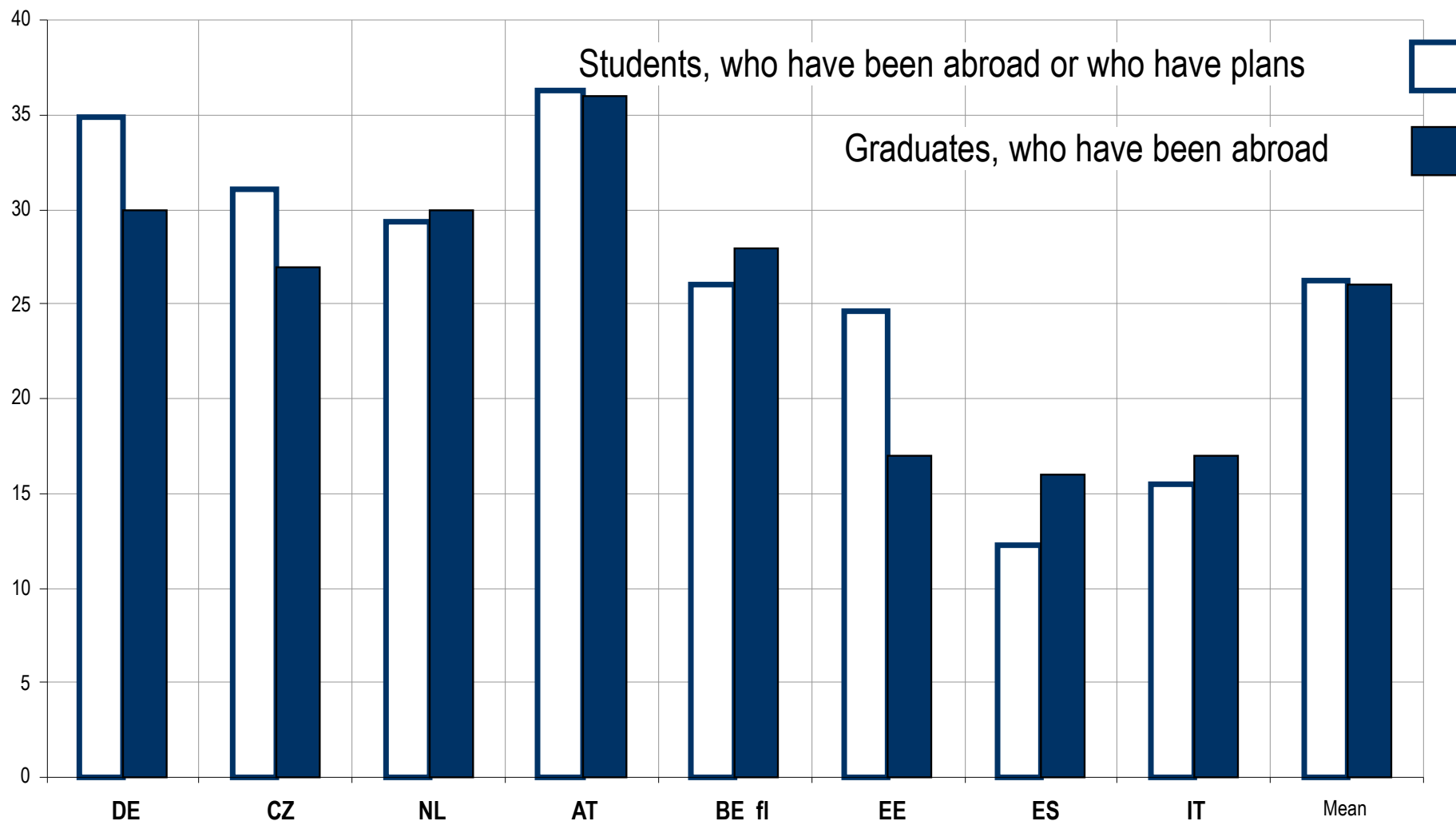
- Students / graduates



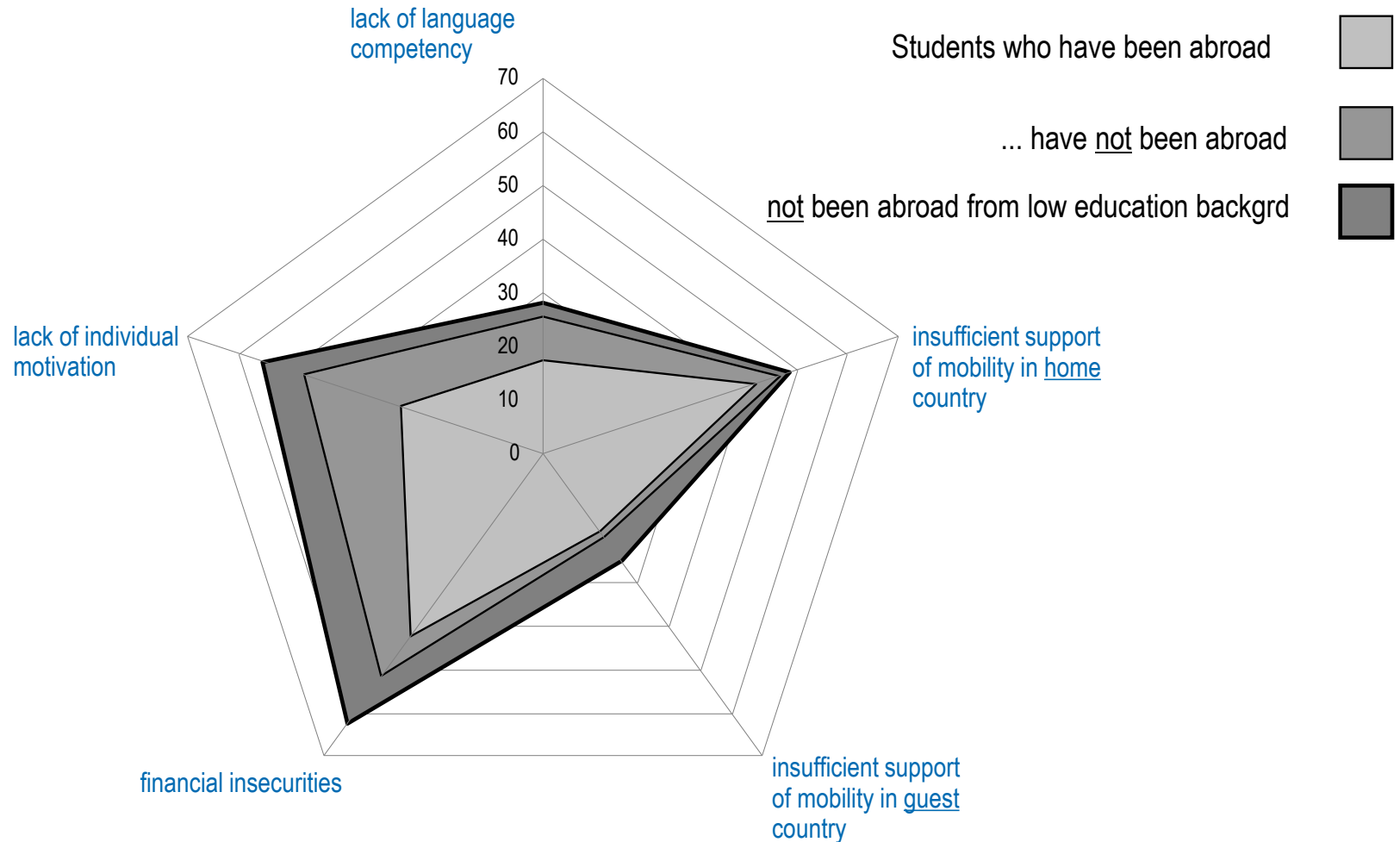
4.1 Mobility rate and potential



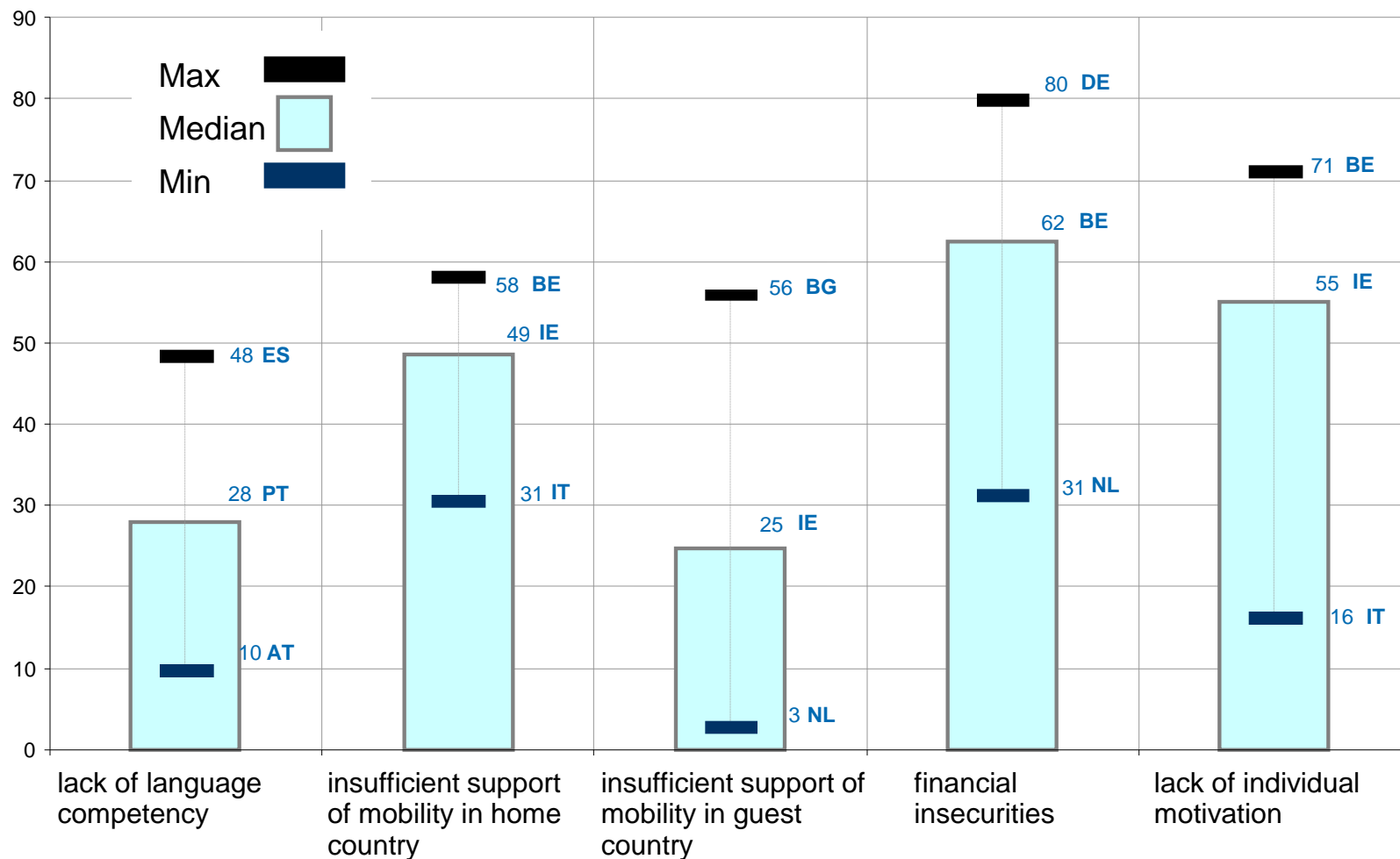
4.2 Potential mobility rate and graduate rates (experiment)



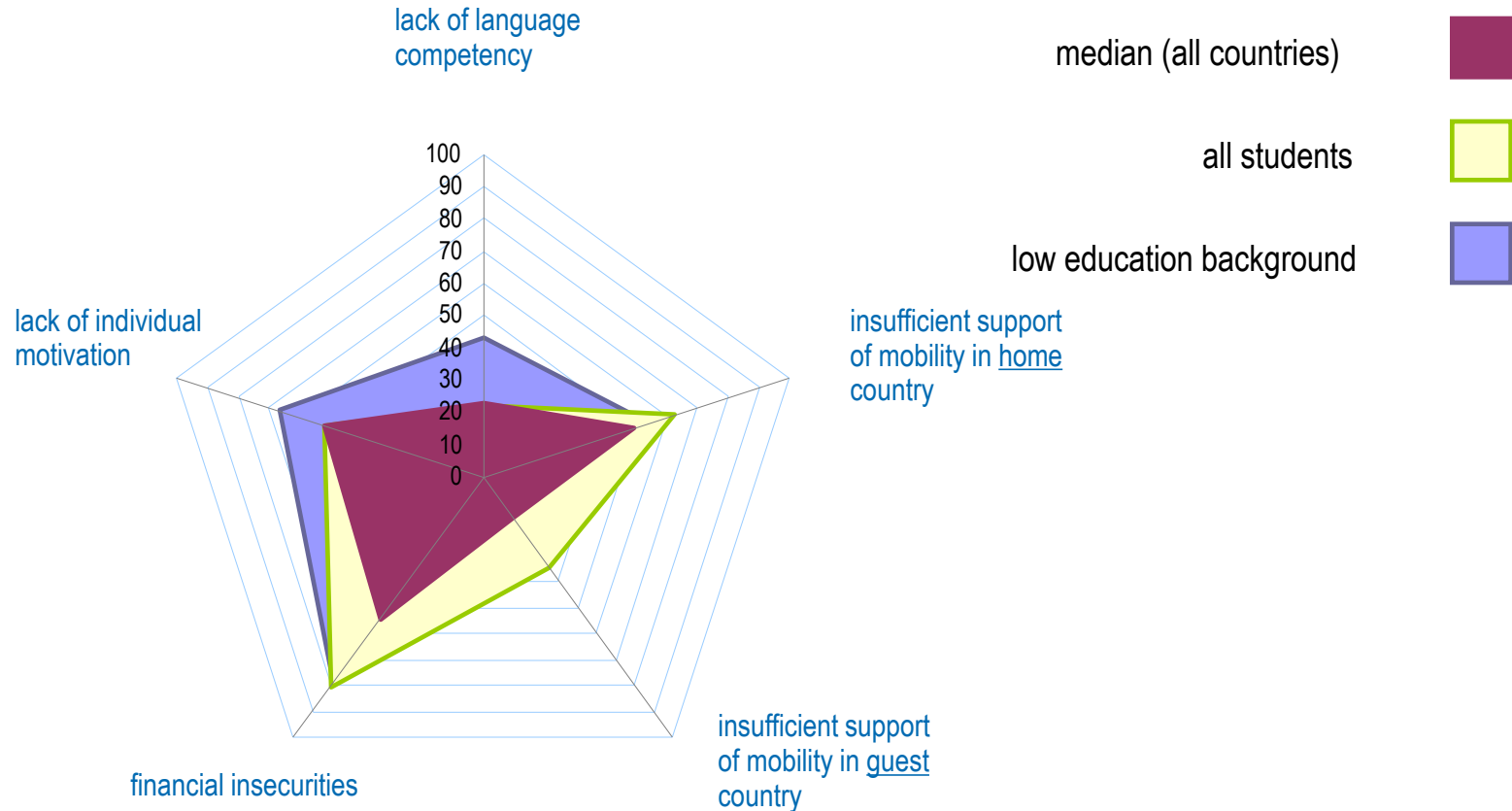
5.1 Perceived barriers – averages for 12 countries



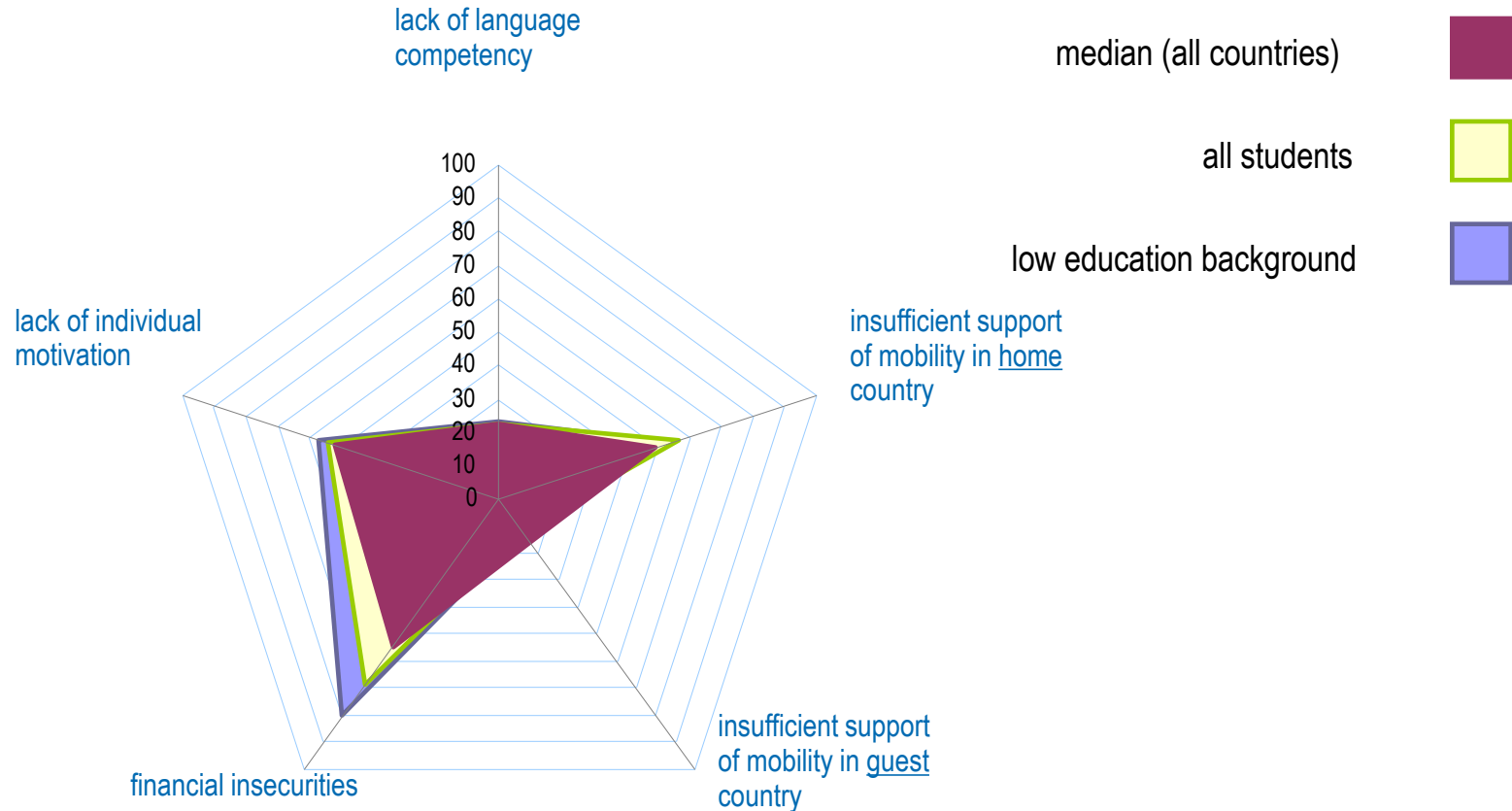
5.2 Perceived barriers by non-mobile students – low education background



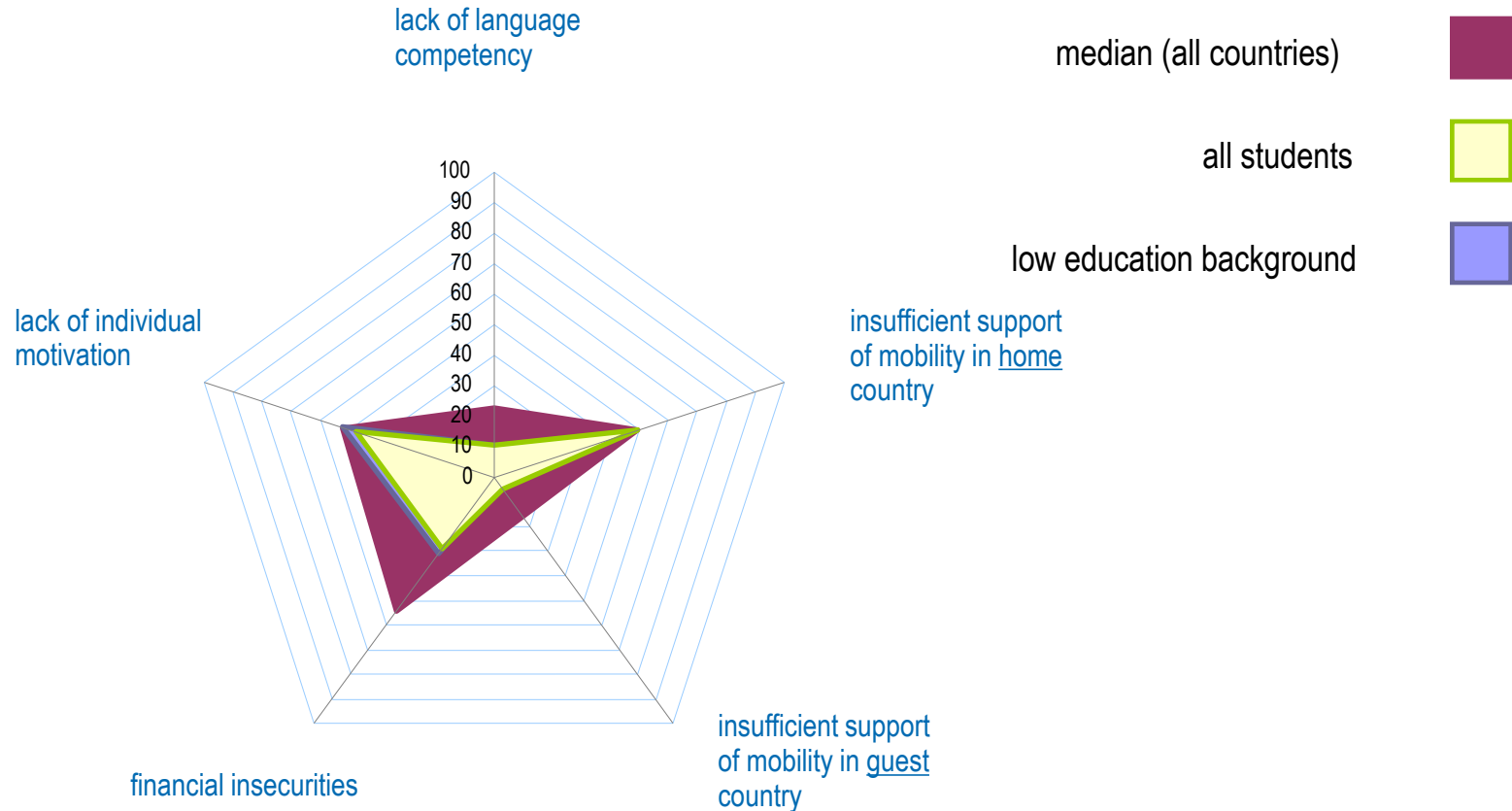
5.3 Perceived barriers by non-mobile students – Estonia



5.4 Perceived barriers by non-mobile students – Germany



5.5 Perceived barriers by non-mobile students – Netherlands



6. Final comments for discussion

- In terms of temporary mobility, the goal of 20% is attainable, if we count all forms of mobility.
- The biggest barriers to mobility appear to be financial insecurities and individual motivational factors.
- These barriers are most felt by students from low social backgrounds.
- At the same time, there are larger differences between countries than between student groups. This leads to the conclusion that specific country circumstances affect mobility and that framework study conditions and cultural expectations matter.