



Social Selectivity in the Access to Temporary Foreign Enrolment Periods

Evidence from EUROSTUDENT IV

Brussels, 18th October 2011
Nicolai Netz

HIS:

eurostudent.eu
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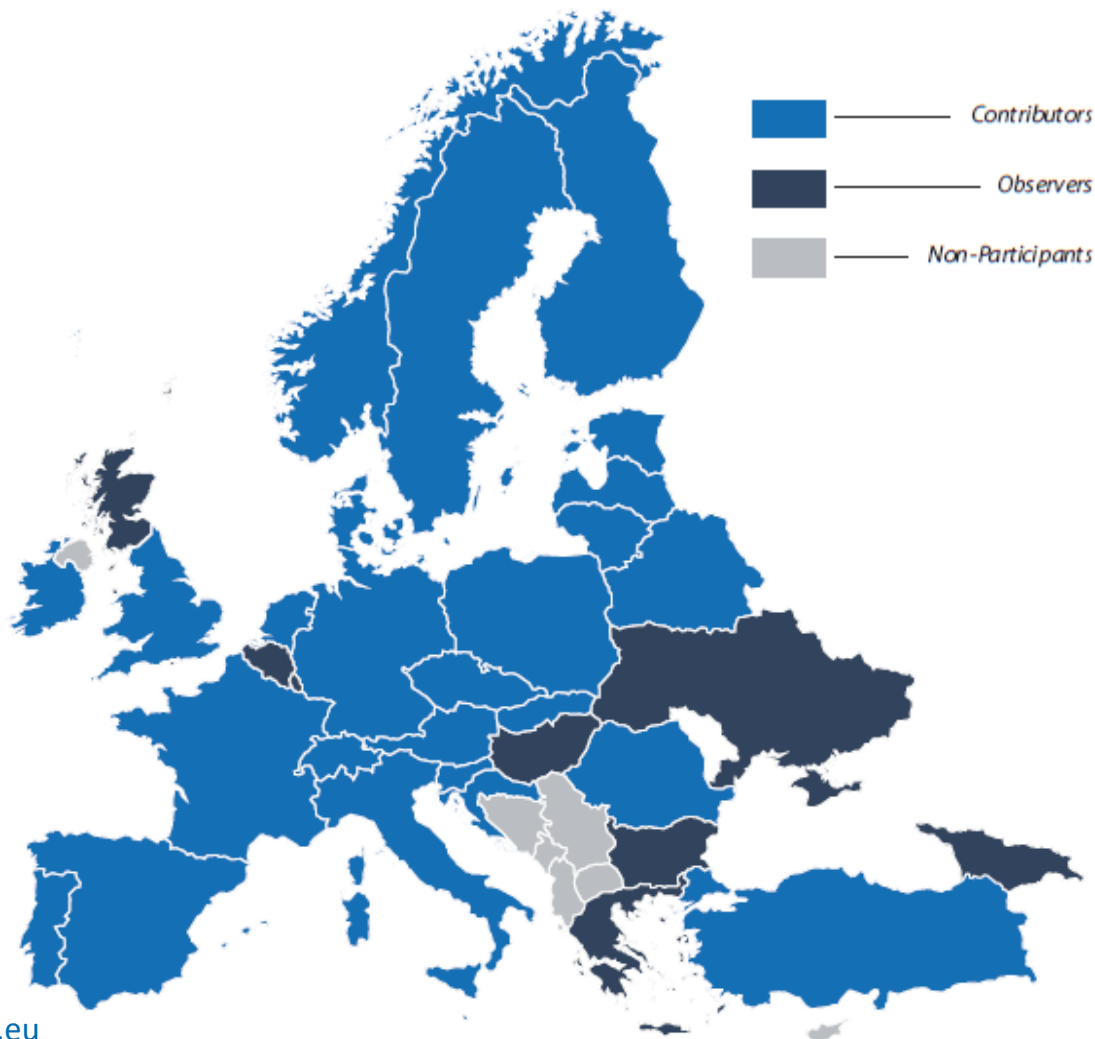
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1) Introduction

EUROSTUDENT IV

- is a network of researchers, policy makers & stakeholders
- brings together data from 25 national student surveys
- surveyed more than 200.000 students between 2008 and 2010



Further information: www.eurostudent.eu

2) Conceptual remarks: Definition of selectivity

What is social selectivity?

- The share of students from a certain social background making mobility experiences does not correspond to the share of students from that background in the overall student population.

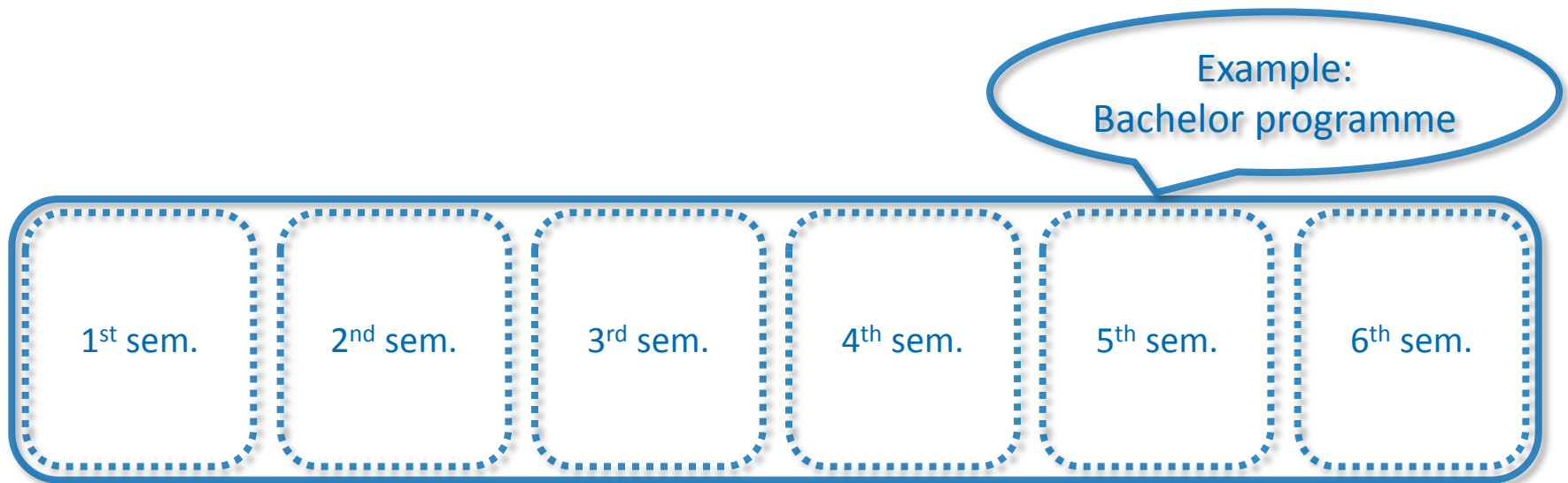
How can the social background of students be captured?

- Variety of existing concepts in educational research
- Advantage of using educational attainment of students' parents as proxy for social background in international comparisons
- EUROSTUDENT focuses on two groups: students from low social background (ISCED 0-2) and students from high social background (ISCED 5-6)

Orr, Gwosć & Netz (2011). Social and Economic Conditions of Student Life in Europe. Bielefeld: W. Bertelsmann Verlag.

2) Conceptual remarks: Types of mobility

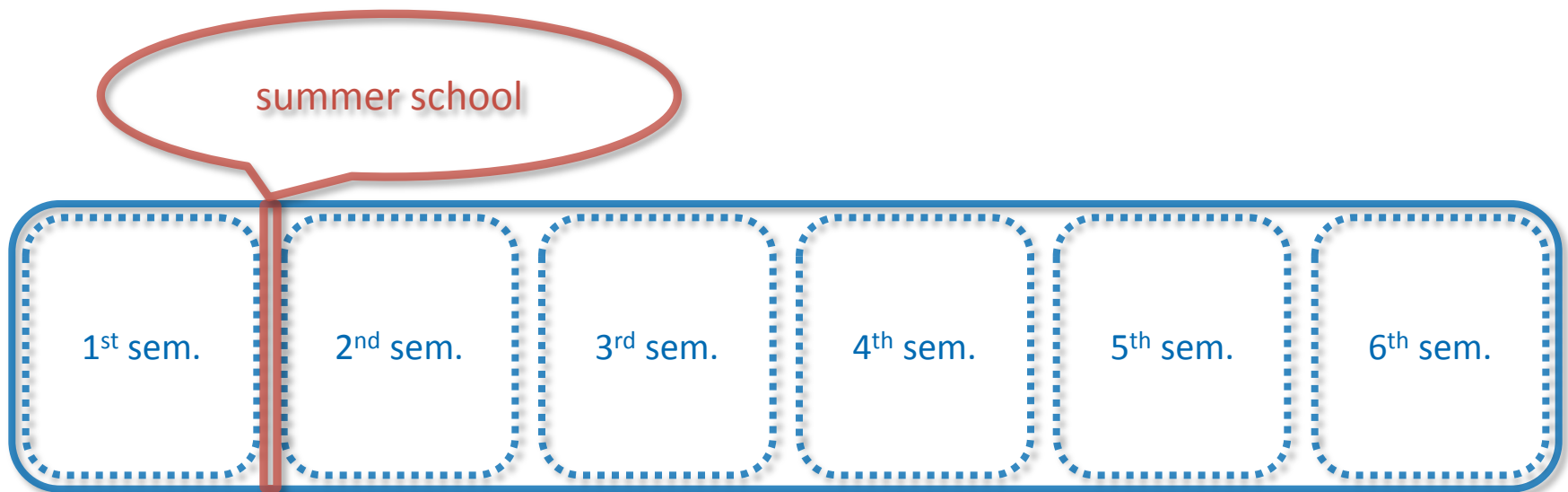
EUROSTUDENT captures different types of temporary student mobility / credit mobility



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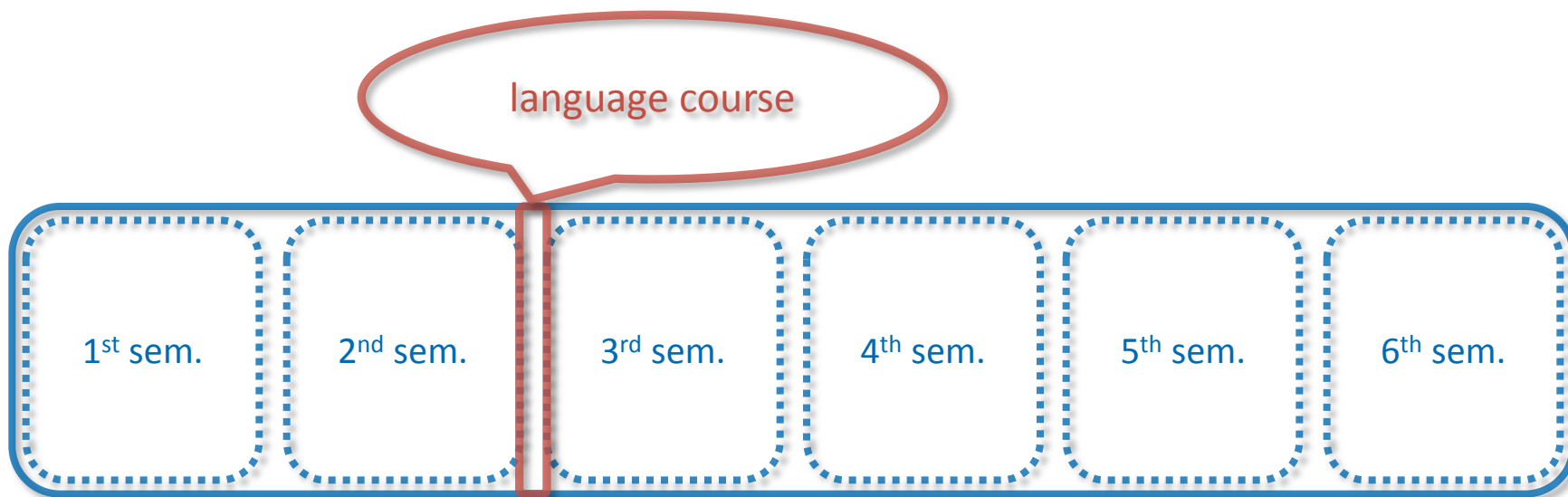
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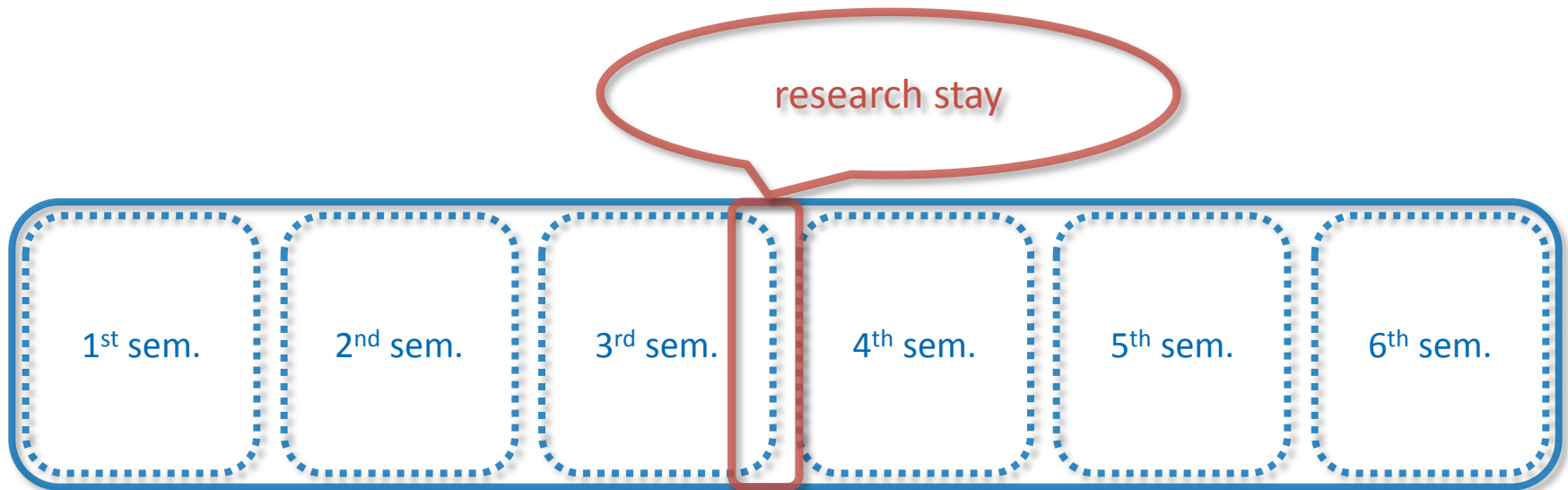
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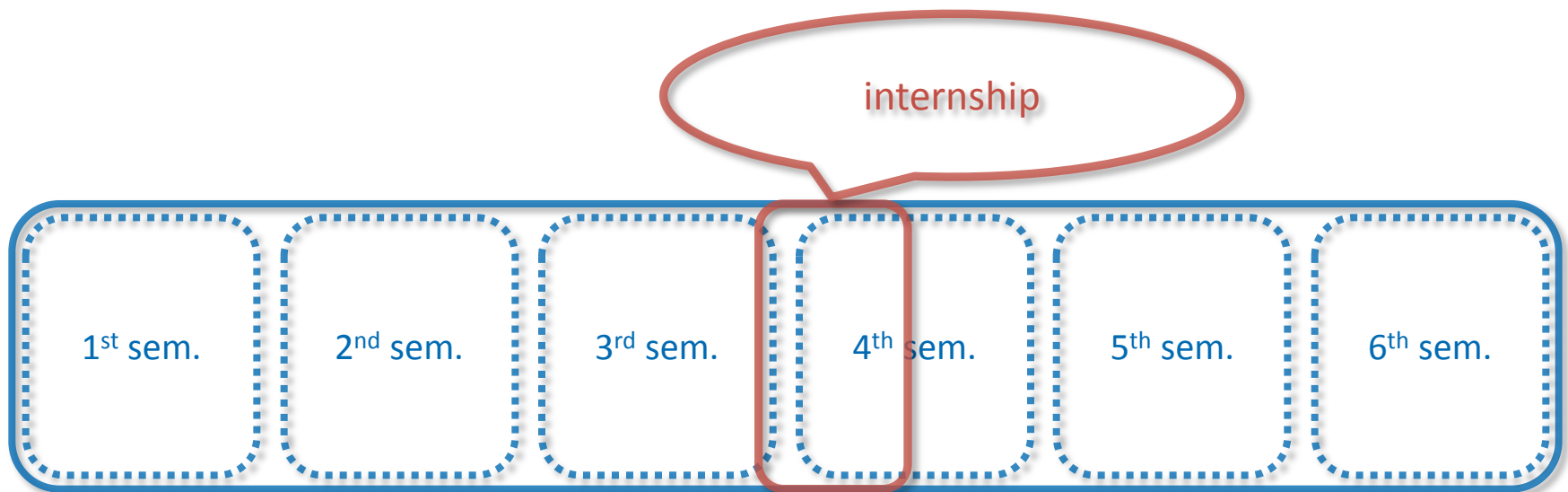
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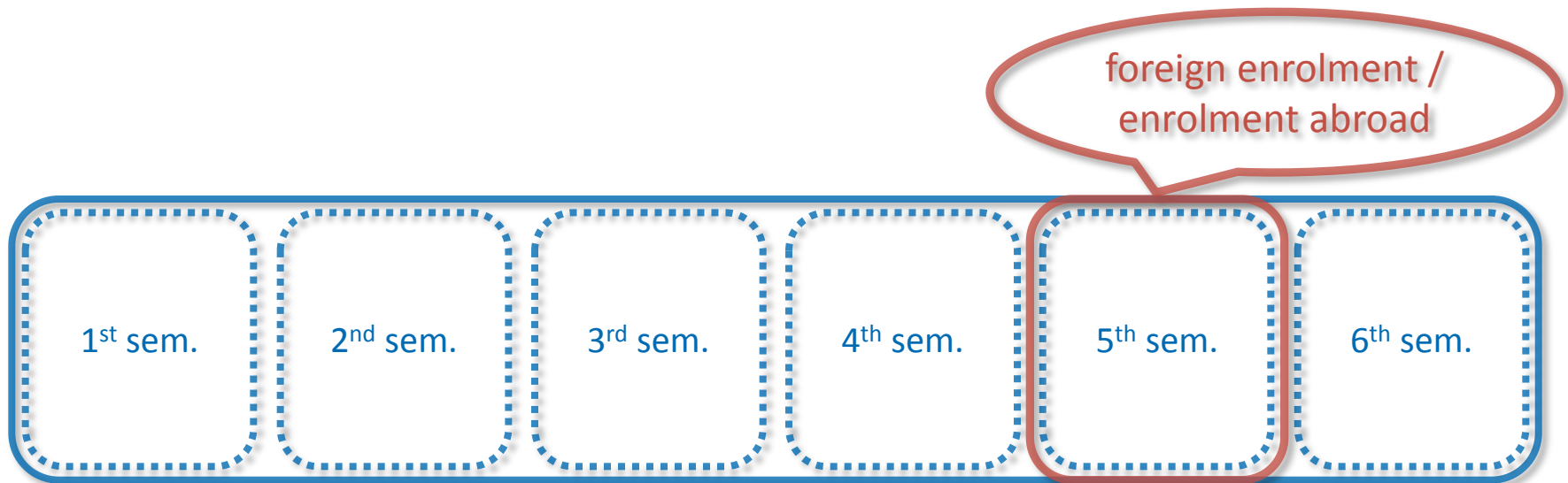
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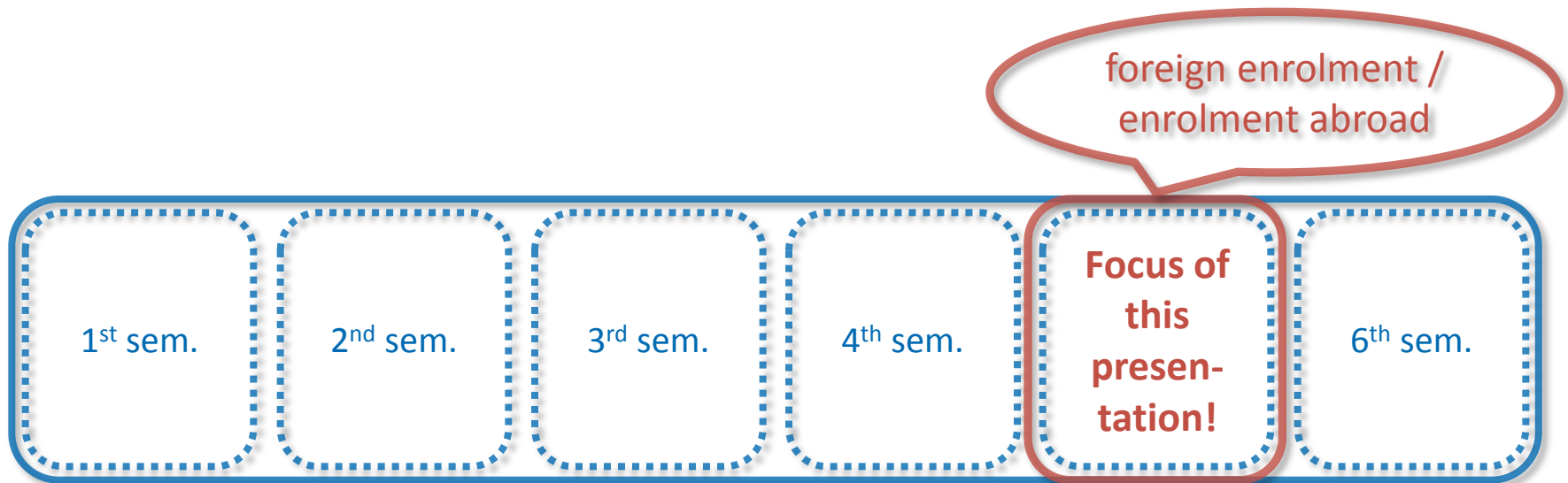
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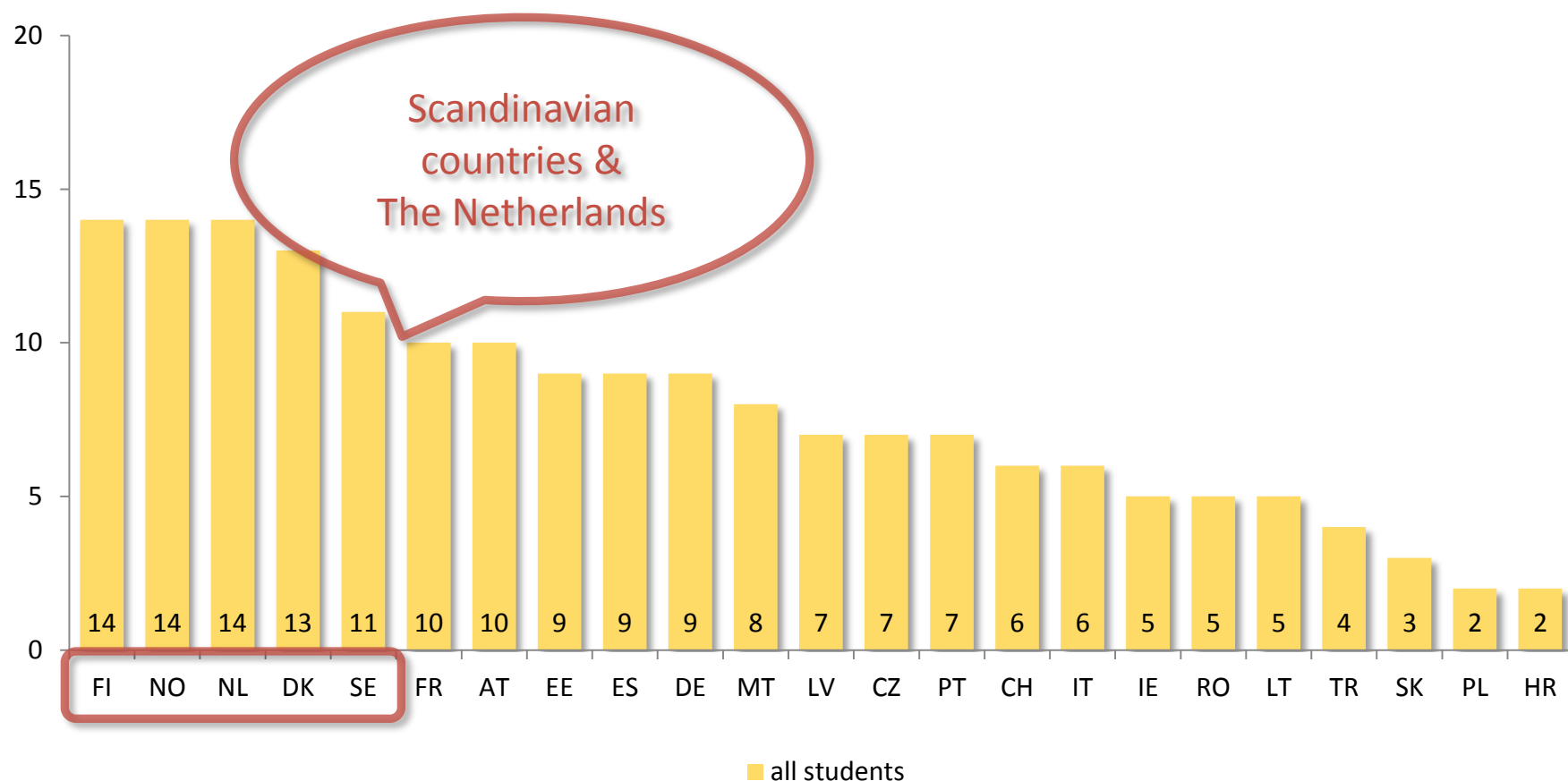
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3) Foreign enrolment rates

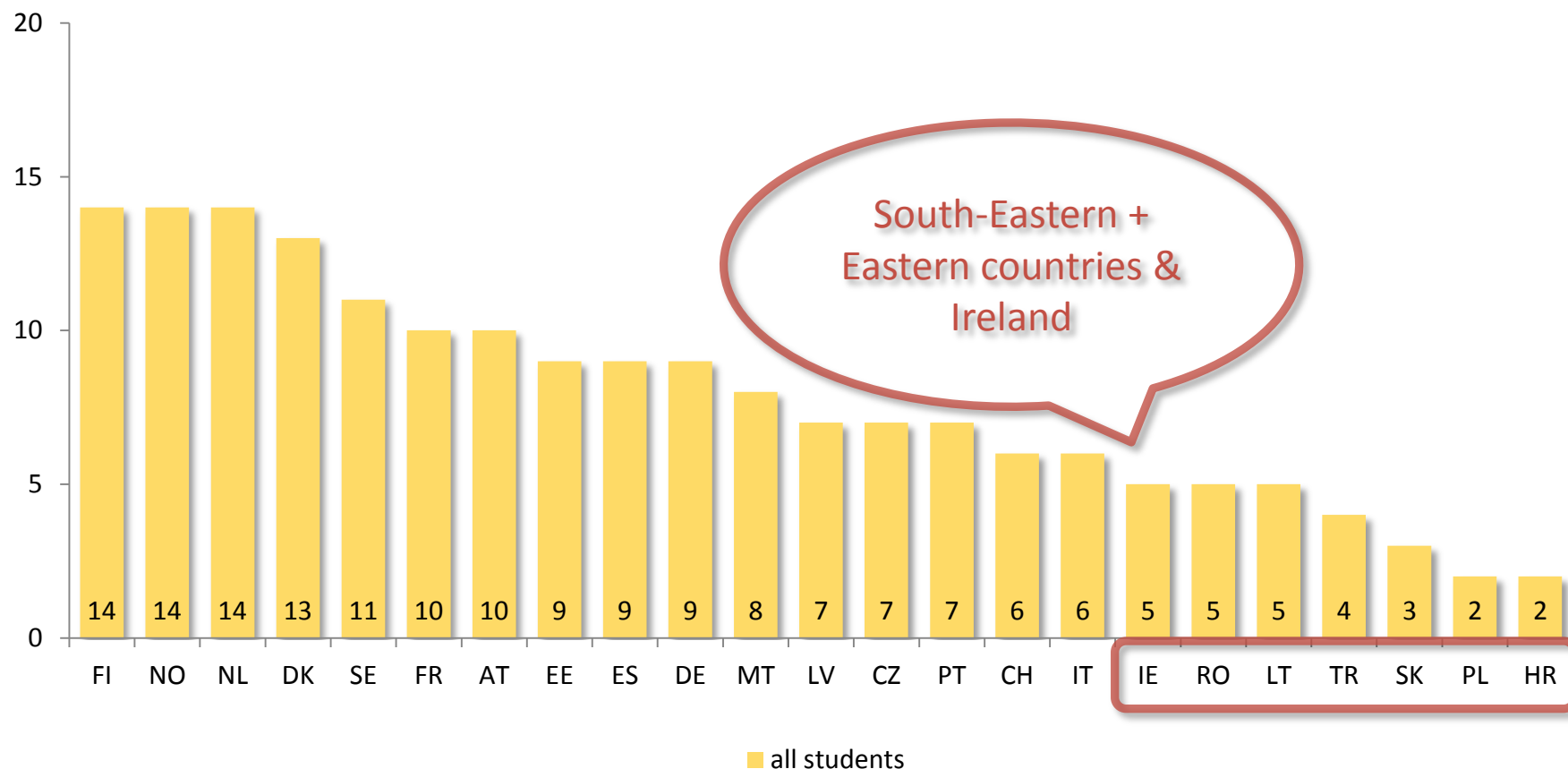
Students who have been enrolled abroad in %



Source: EUROSTUDENT IV, I.1. No data: E/W, SI.

3) Foreign enrolment rates

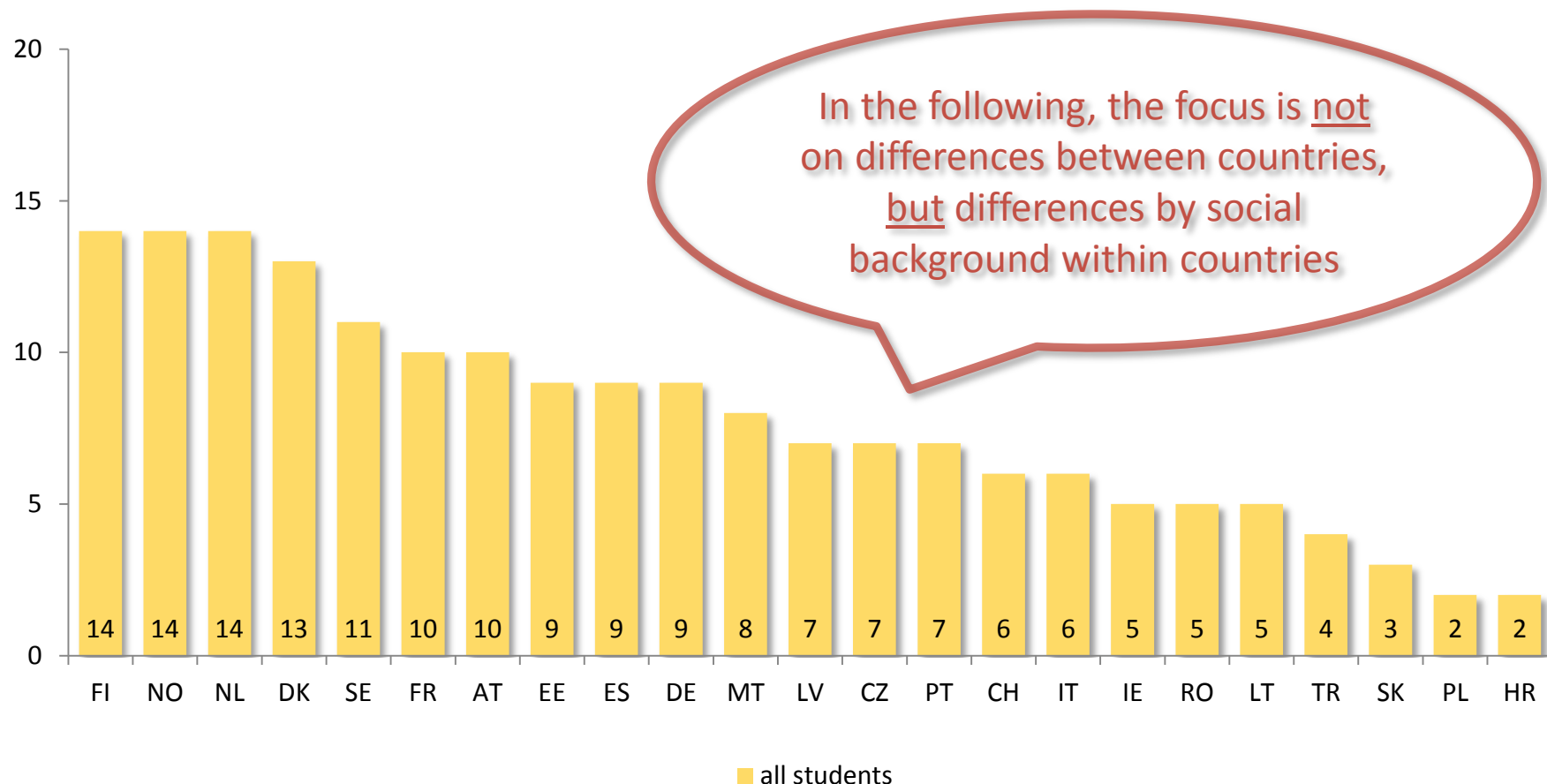
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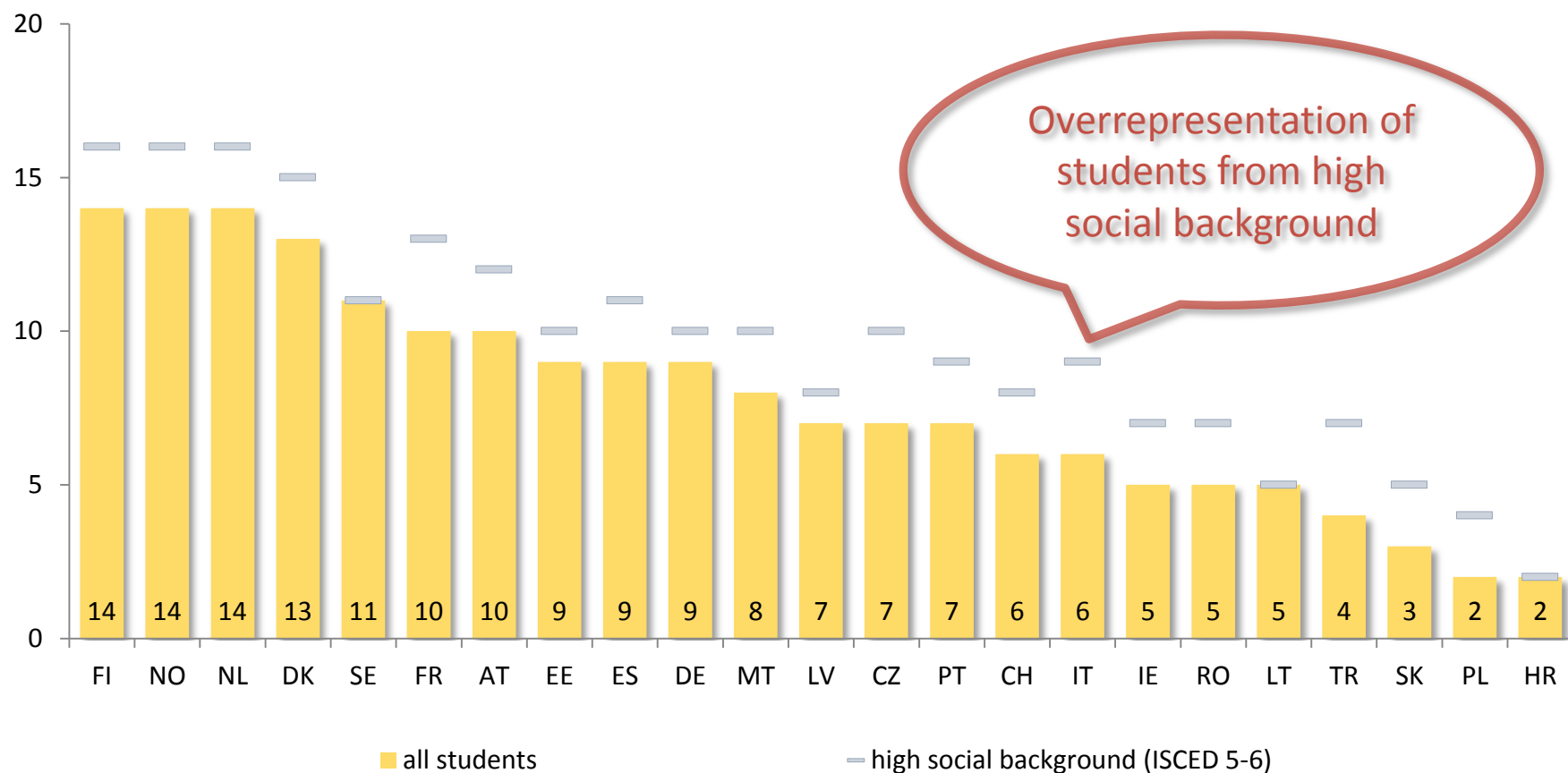
Students who have been enrolled abroad in %



Source: EUROSTUDENT IV, I.1. No data: E/W, SI.

3) Foreign enrolment rates by social background

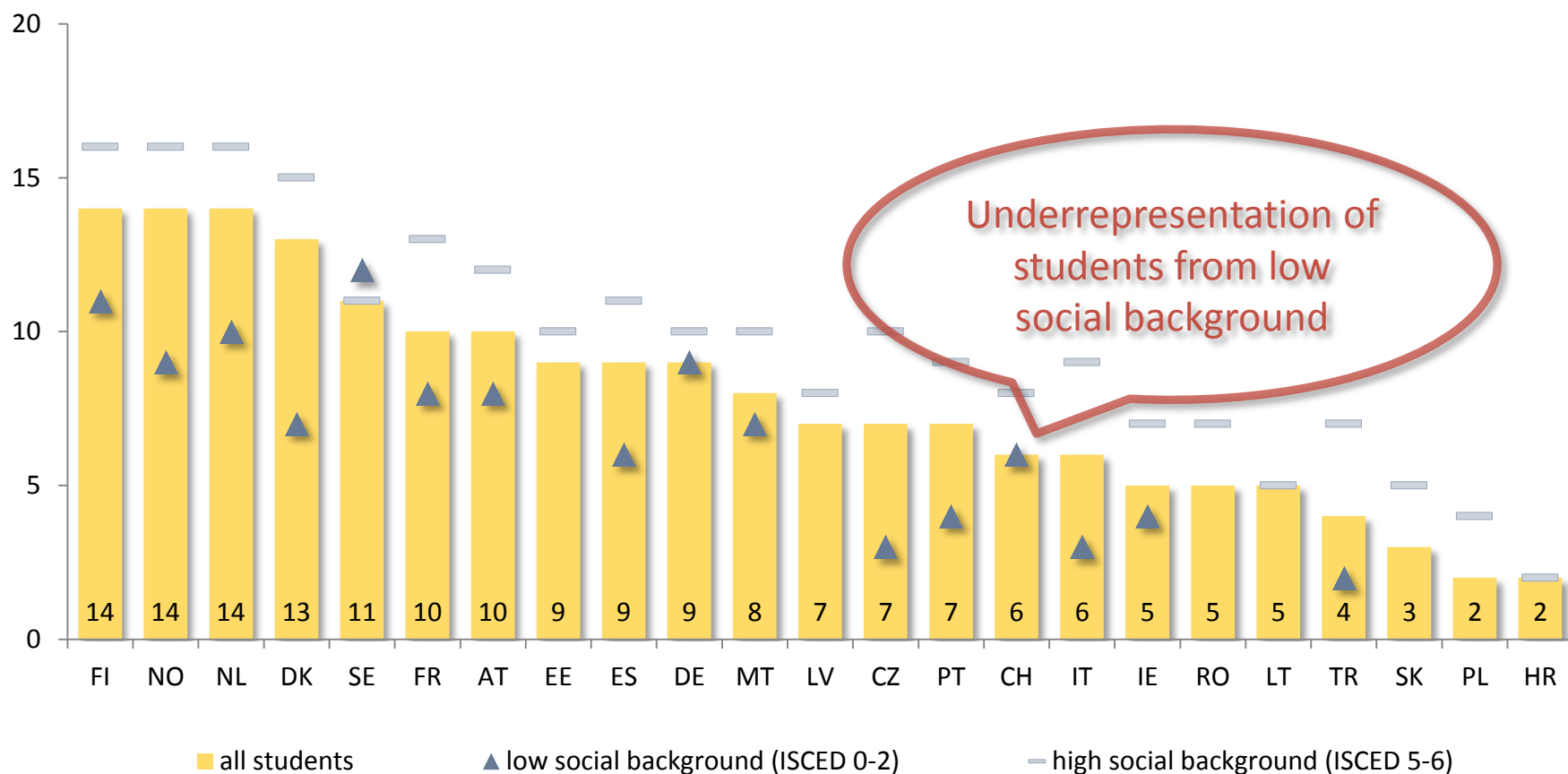
Students who have been enrolled abroad by social background in %



Source: EUROSTUDENT IV, I.1 & I.3. No data: E/W, SI.

3) Foreign enrolment rates by social background

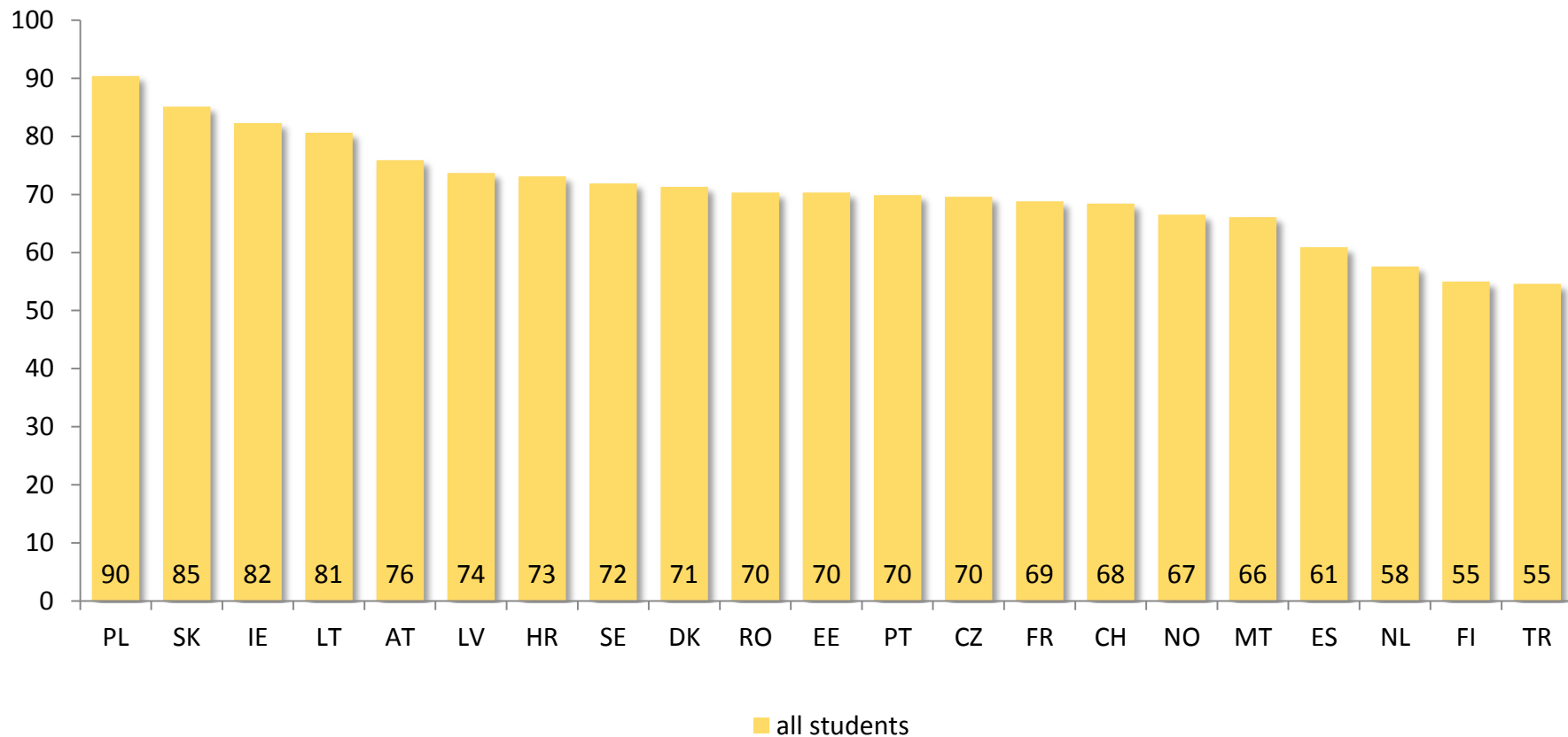
Students who have been enrolled abroad by social background in %



Source: EUROSTUDENT IV, I.1 & I.3. No data: E/W, SI. Too few cases for ISCED 0-2: EE, HR, LT, LV, PL, RO, SK.

3) Foreign enrolment plans

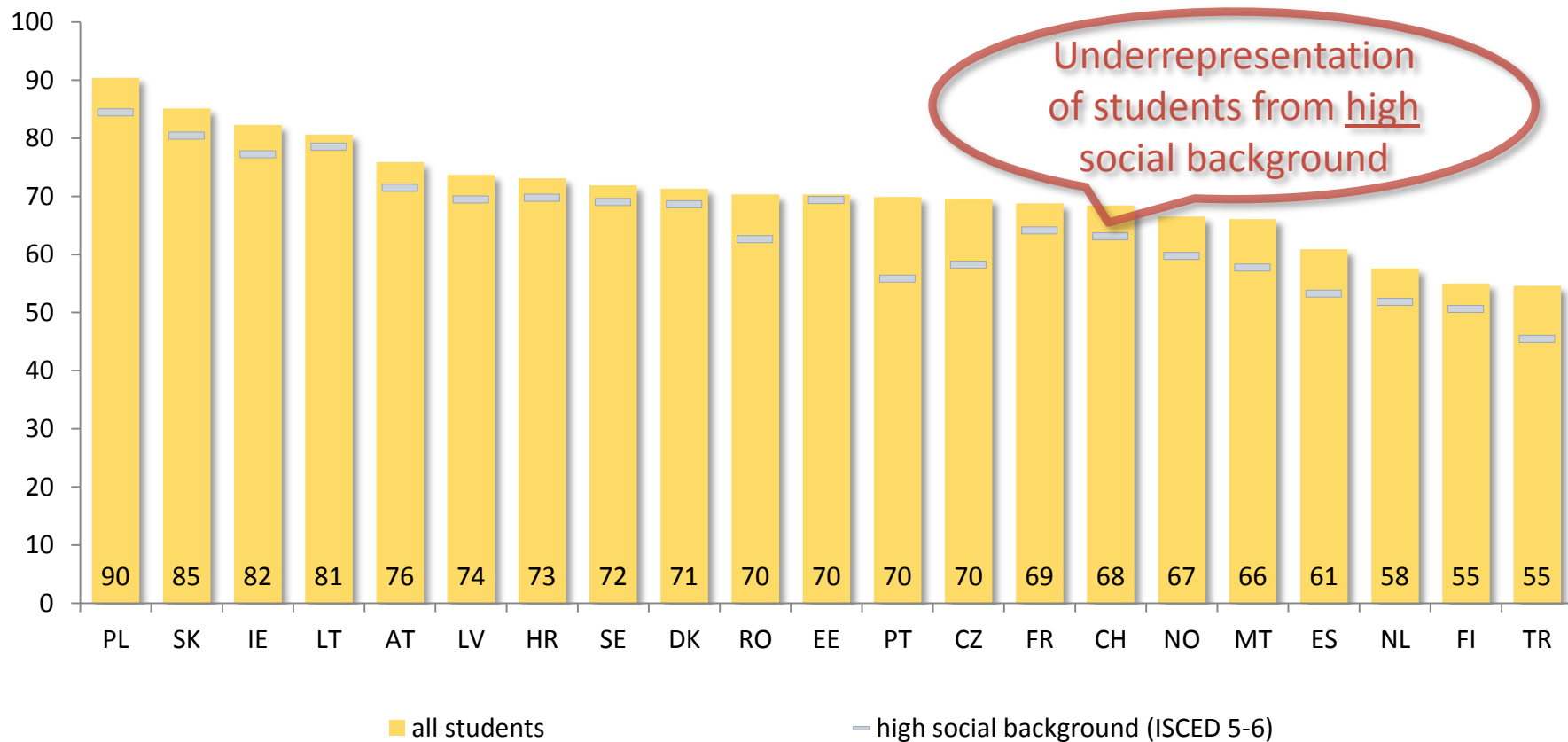
Students who have not been enrolled abroad and who do not plan to enrol abroad in %



Source: EUROSTUDENT IV, I.1 & I.3. No data: DE, E/W, IT, SI.

3) Foreign enrolment plans by social background

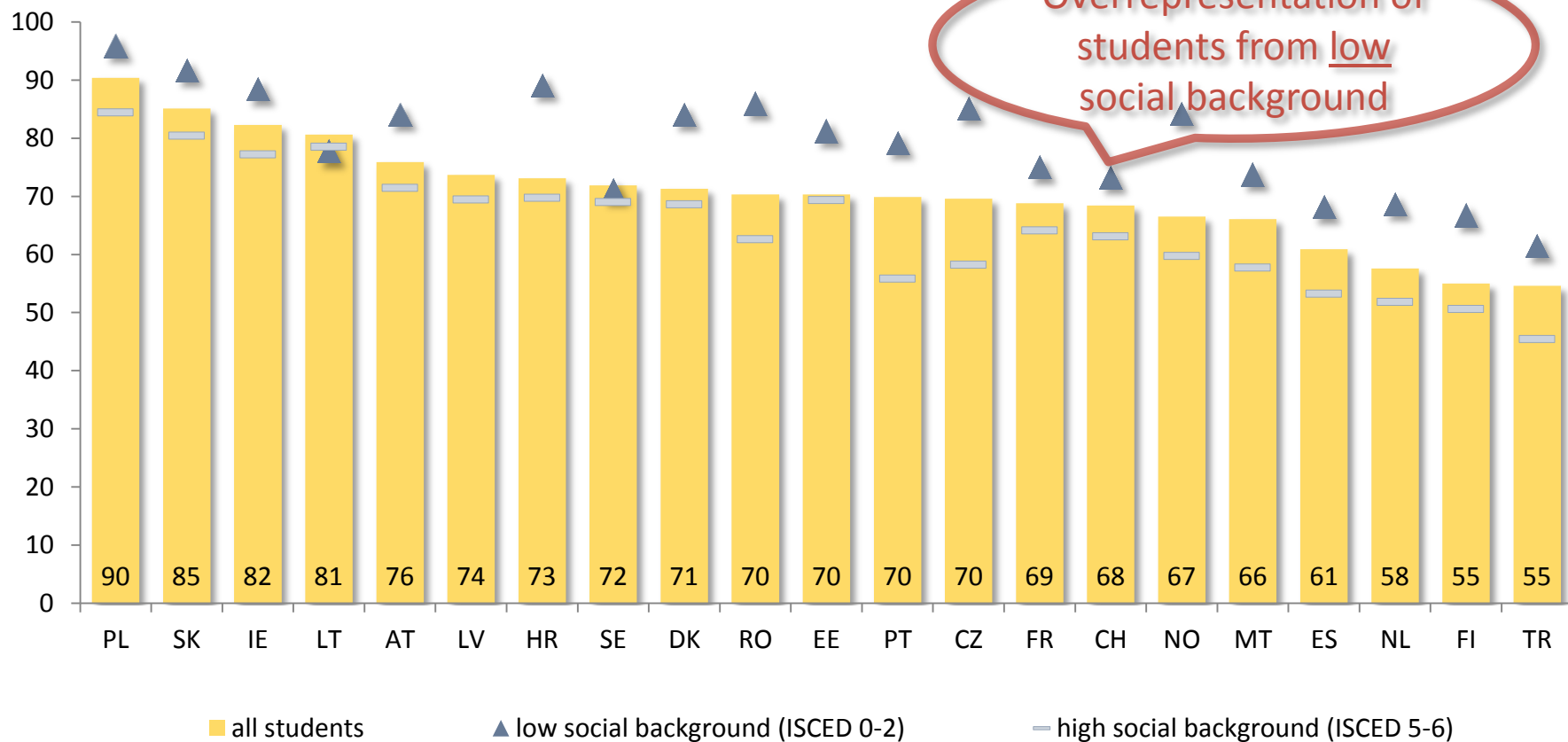
Students who have not been enrolled abroad and who do not plan to enrol abroad by social background in %



Source: EUROSTUDENT IV, I.1 & I.3. No data: DE, E/W, IT, SI.

3) Foreign enrolment plans by social background

Students who have not been enrolled abroad and who do not plan to enrol abroad by social background in %



Source: EUROSTUDENT IV, I.1 & I.3. No data: DE, E/W, IT, SI. Too few cases for ISCED 0-2: LV.

3) Foreign enrolment rates and plans by social background

Preliminary conclusion

- The access to foreign enrolment periods is socially selective (visible with regard to both realised stays abroad and respective plans)

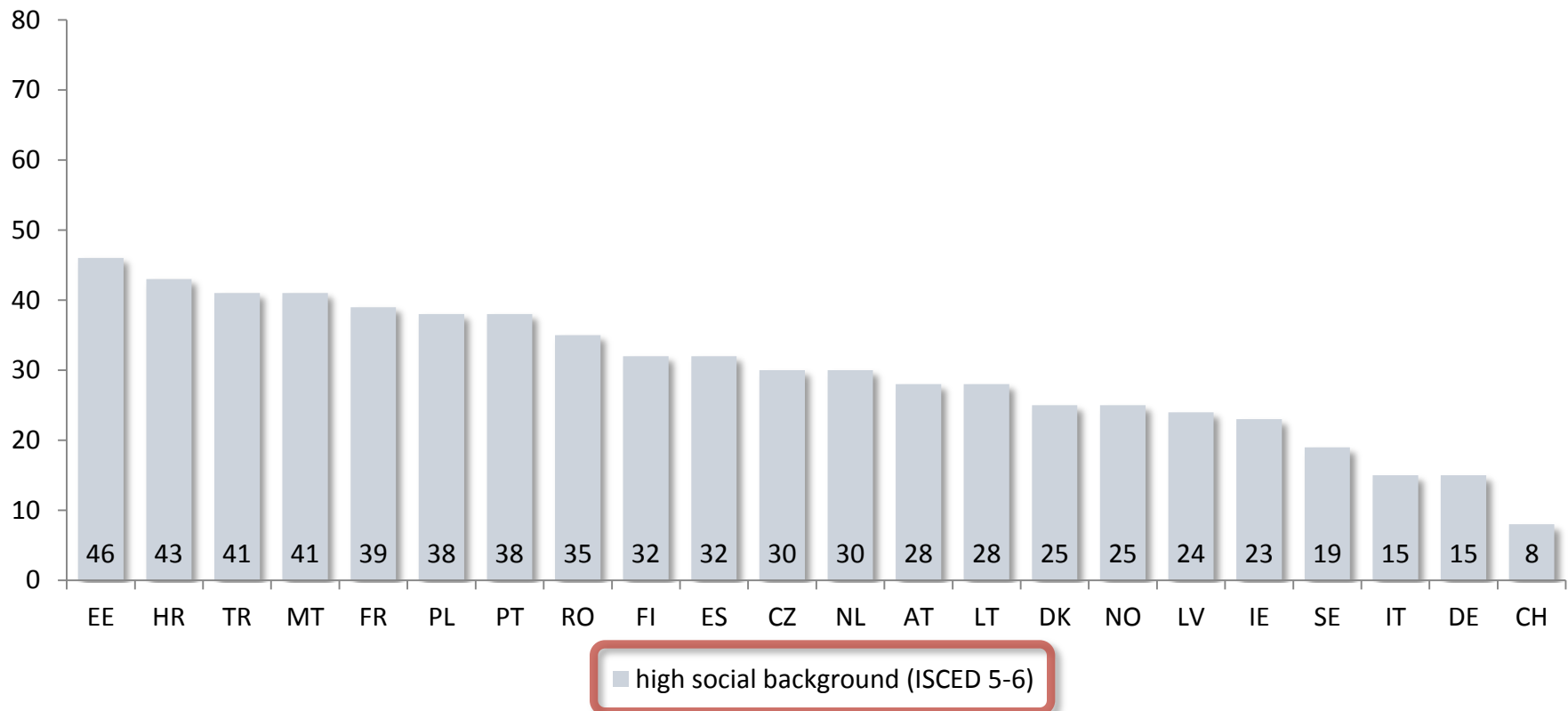
Which are the underlying dynamics?

- Students from low social background perceive a number of obstacles more intensely and have less resources at their disposal than students from high social background
- Two obstacles as examples: Financial insecurities and lacking language competencies

4) Obstacles to foreign enrolment: Finances

Students who have not been enrolled abroad considering a certain issue as (big) obstacle to an enrolment abroad by social background in %

Financial insecurities

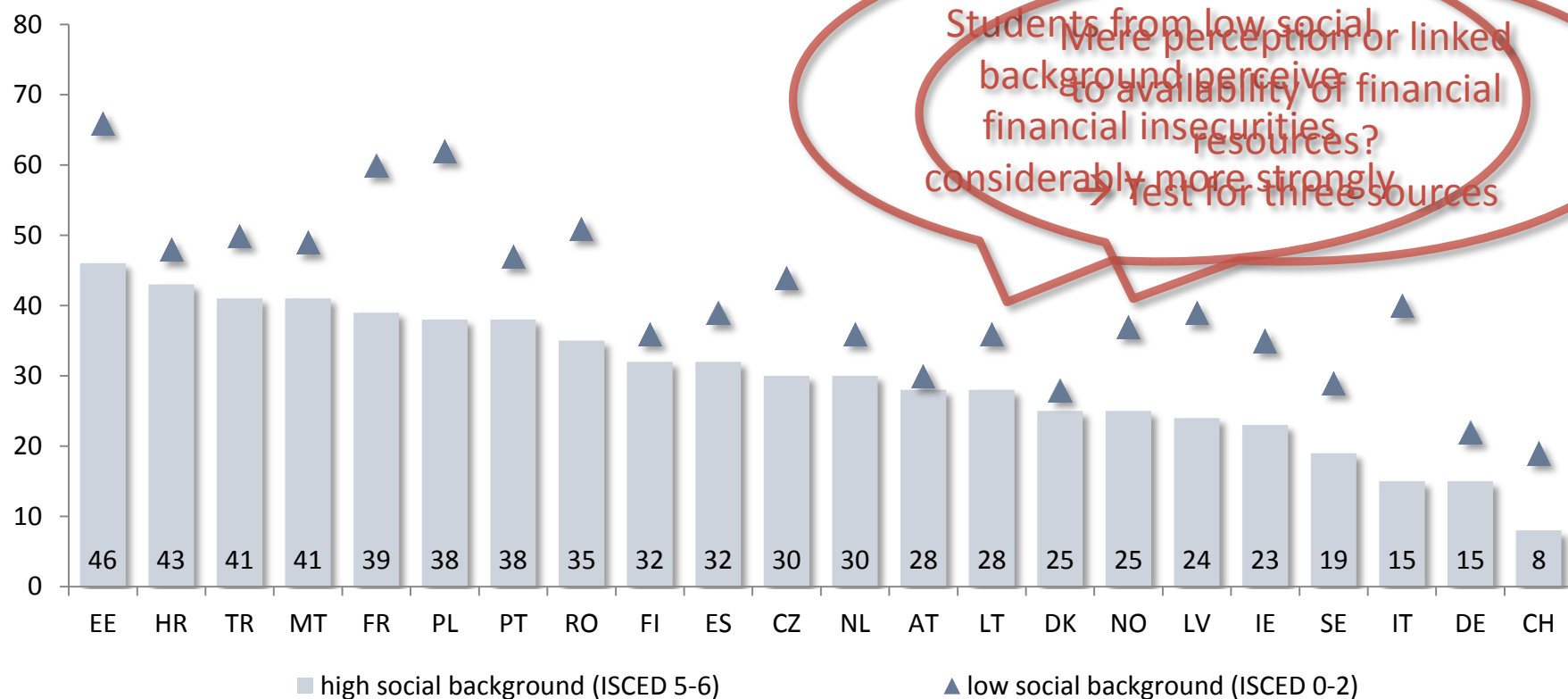


Source: EUROSTUDENT IV, I.10. No data: E/W, SI, SK.

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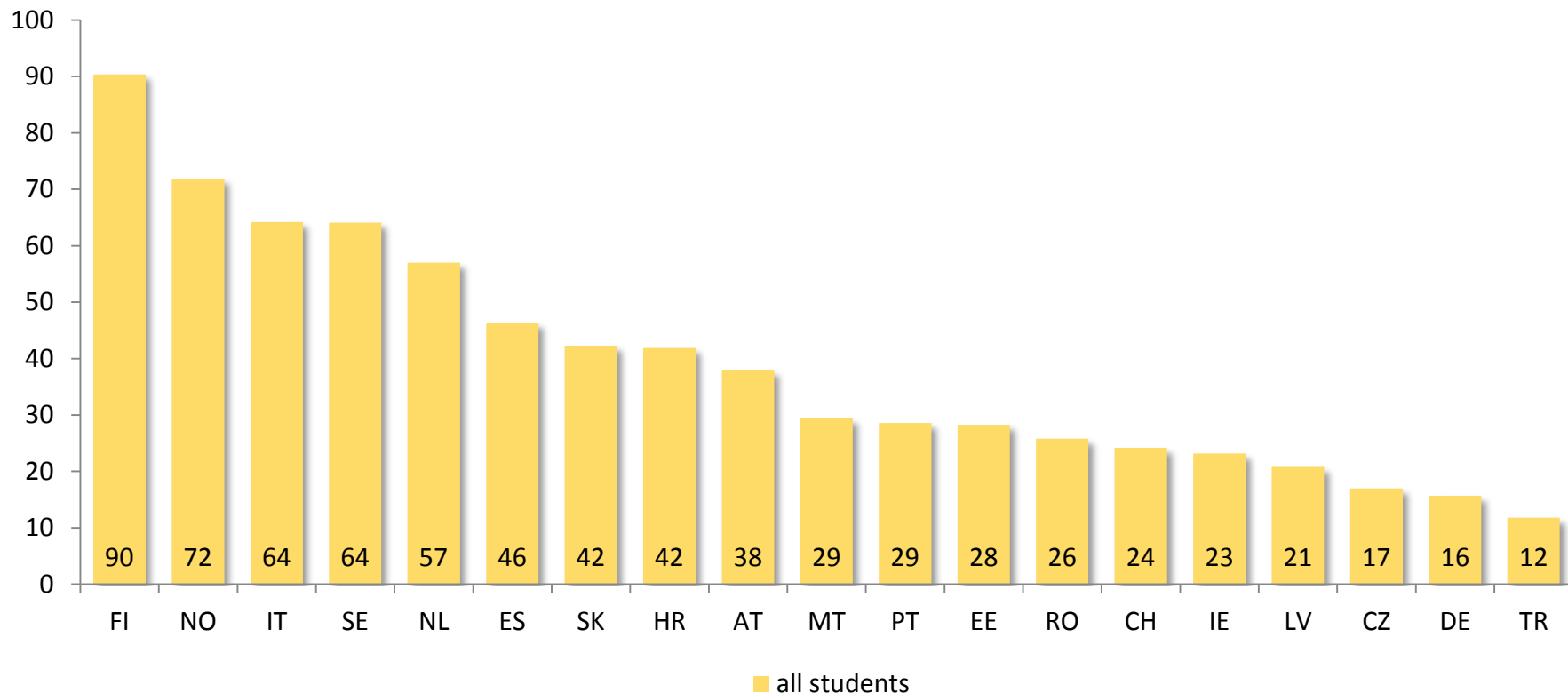
Financial insecurities



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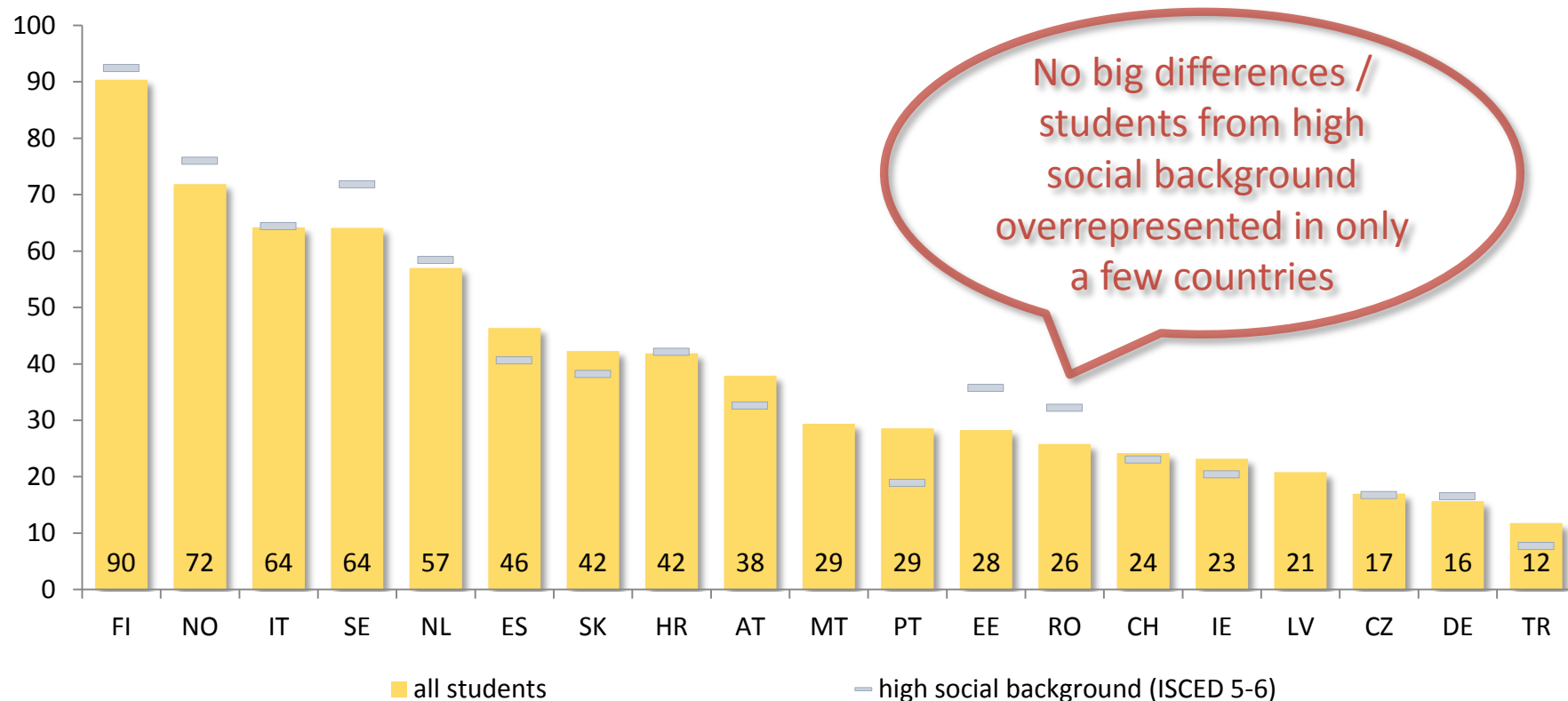
Students having utilised a home state grant to fund their enrolment abroad in %



Source: EUROSTUDENT IV, I.6. No data: DK, E/W, FR, LT, PL, SI.

4) Obstacles to foreign enrolment: Finances

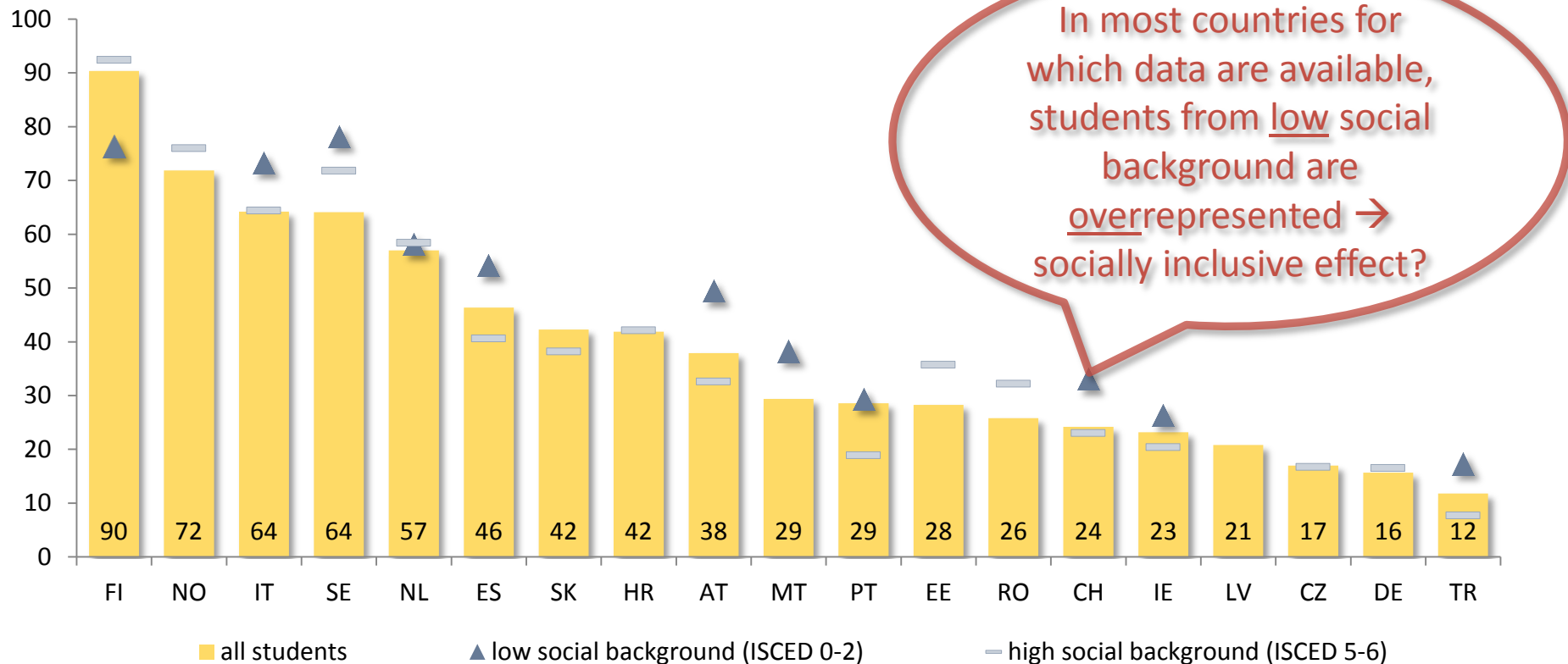
Students having utilised a home state grant to fund their enrolment abroad by social background in %



Source: EUROSTUDENT IV, I.6. No data: DK, E/W, FR, LT, PL, SI. Too few cases for ISCED 5-6: LT, LV, MT, PL.

4) Obstacles to foreign enrolment: Finances

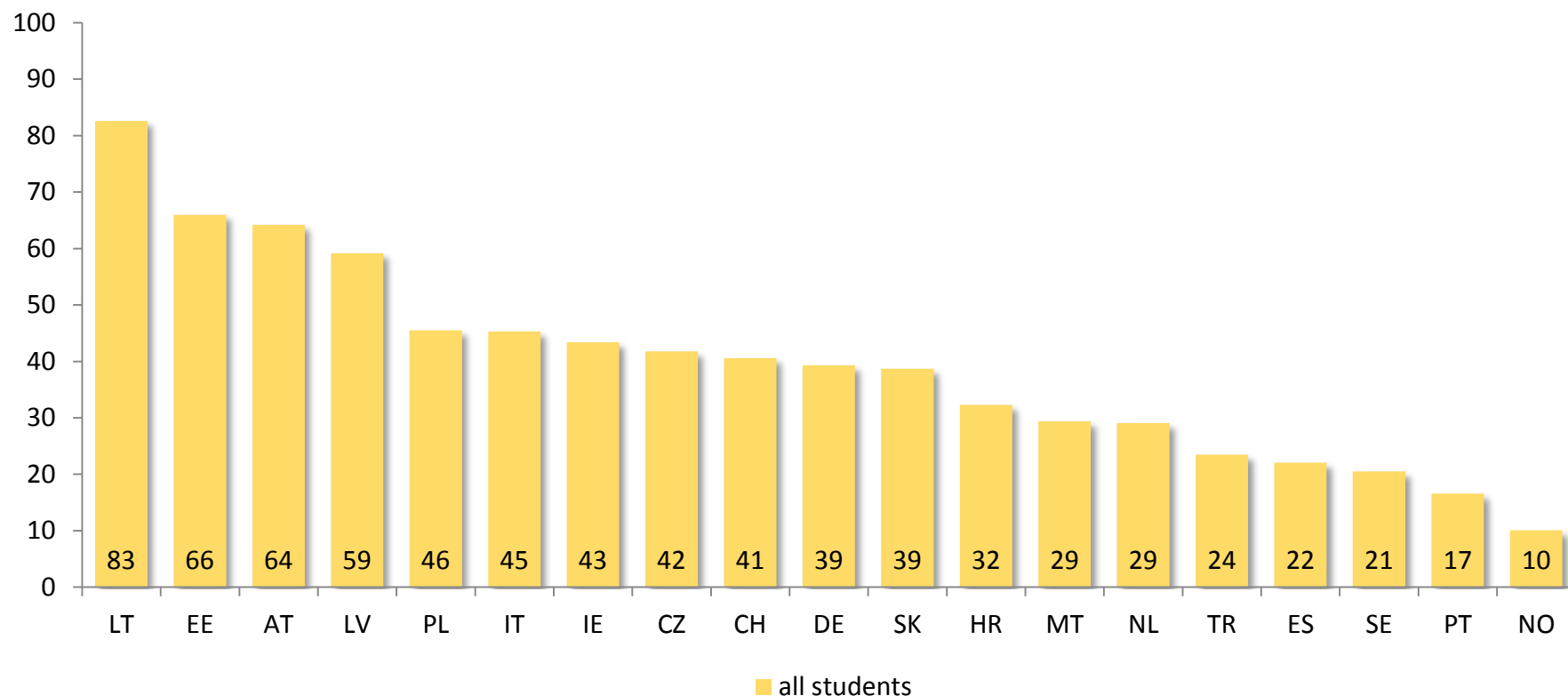
Students having utilised a home state grant to fund their enrolment abroad by social background in %



Source: EUROSTUDENT IV, I.6. No data: DK, E/W, FR, LT, PL, SI.
Too few cases for ISCED 0-2: CZ, DE, EE, HR, LT, LV, NO, PL, RO, SK. Too few cases for ISCED 5-6: LT, LV, MT, PL.

4) Obstacles to foreign enrolment: Finances

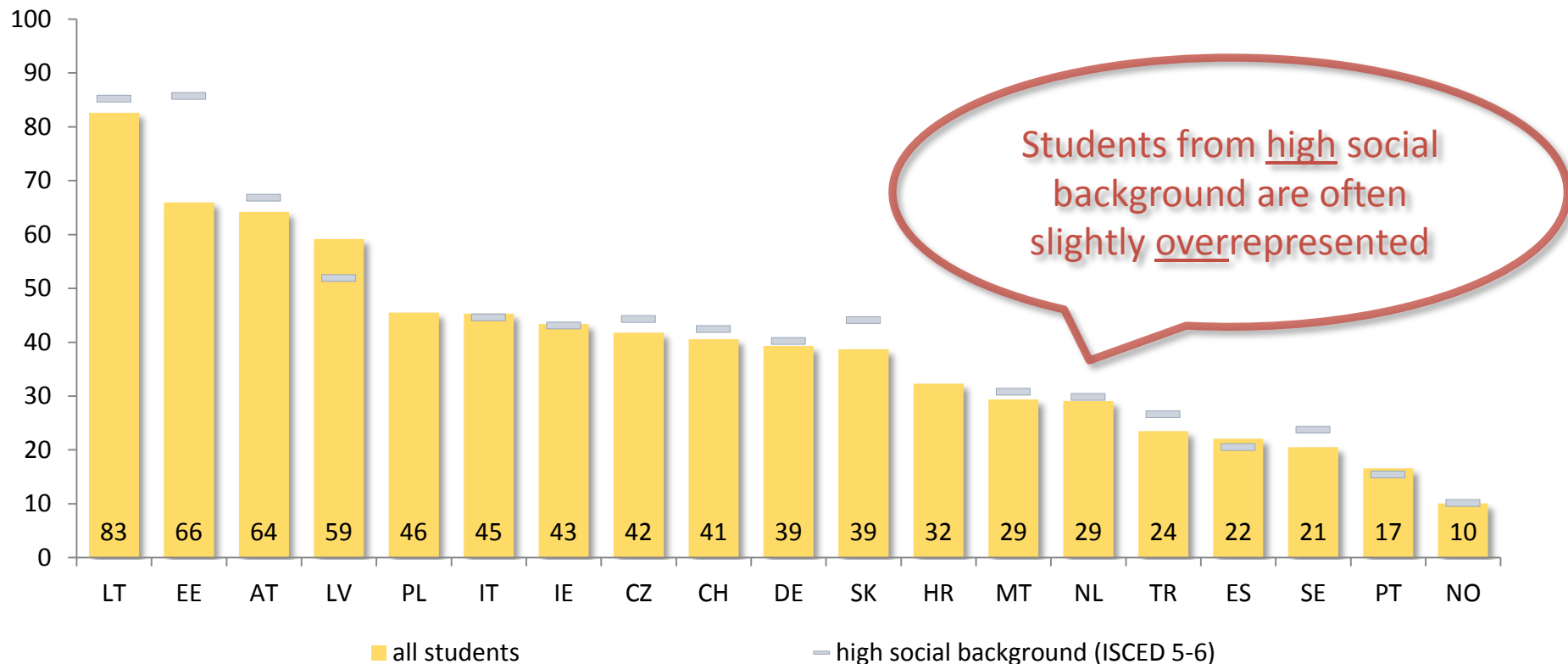
Students having utilised an EU study grant to fund their enrolment abroad in %



Source: EUROSTUDENT IV, I.6. No data: DK, E/W, FI, FR, RO, SI.

4) Obstacles to foreign enrolment: Finances

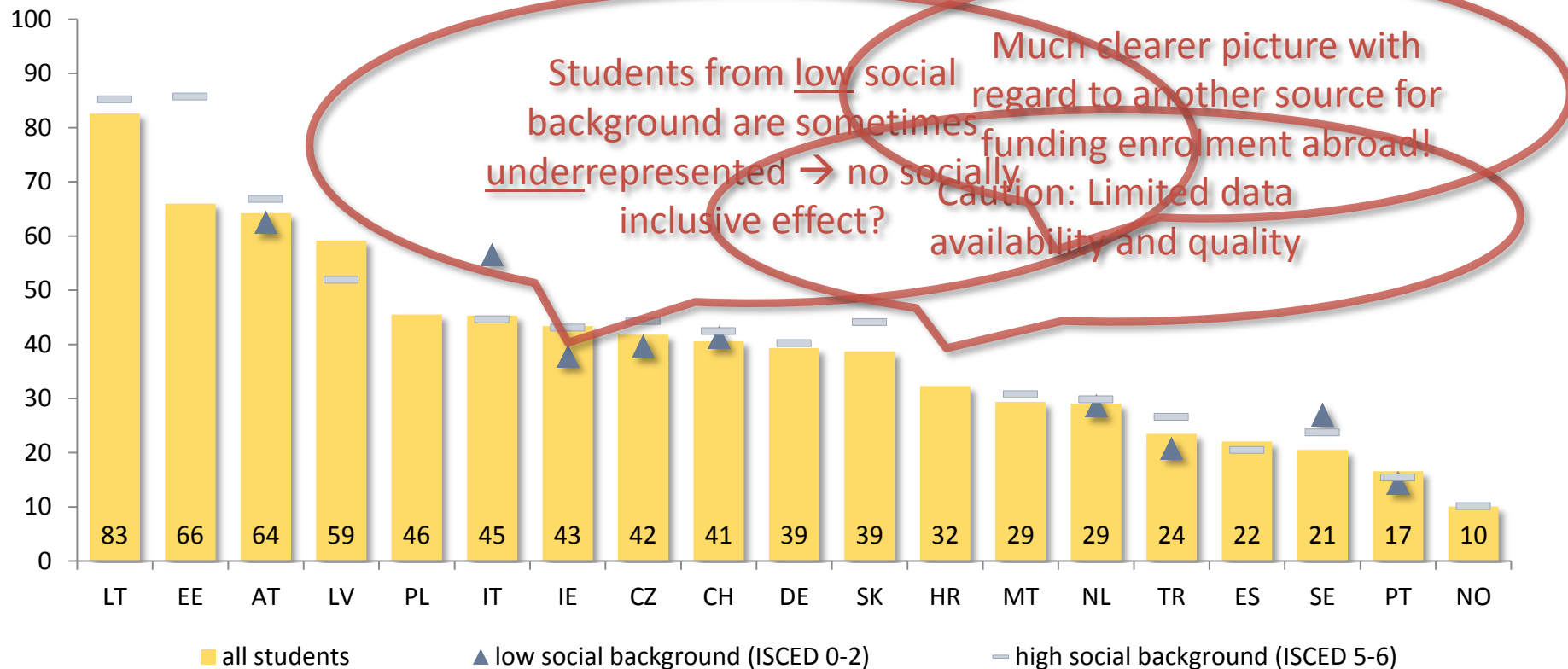
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Students having utilised an EU study grant to fund their enrolment abroad by social background in %

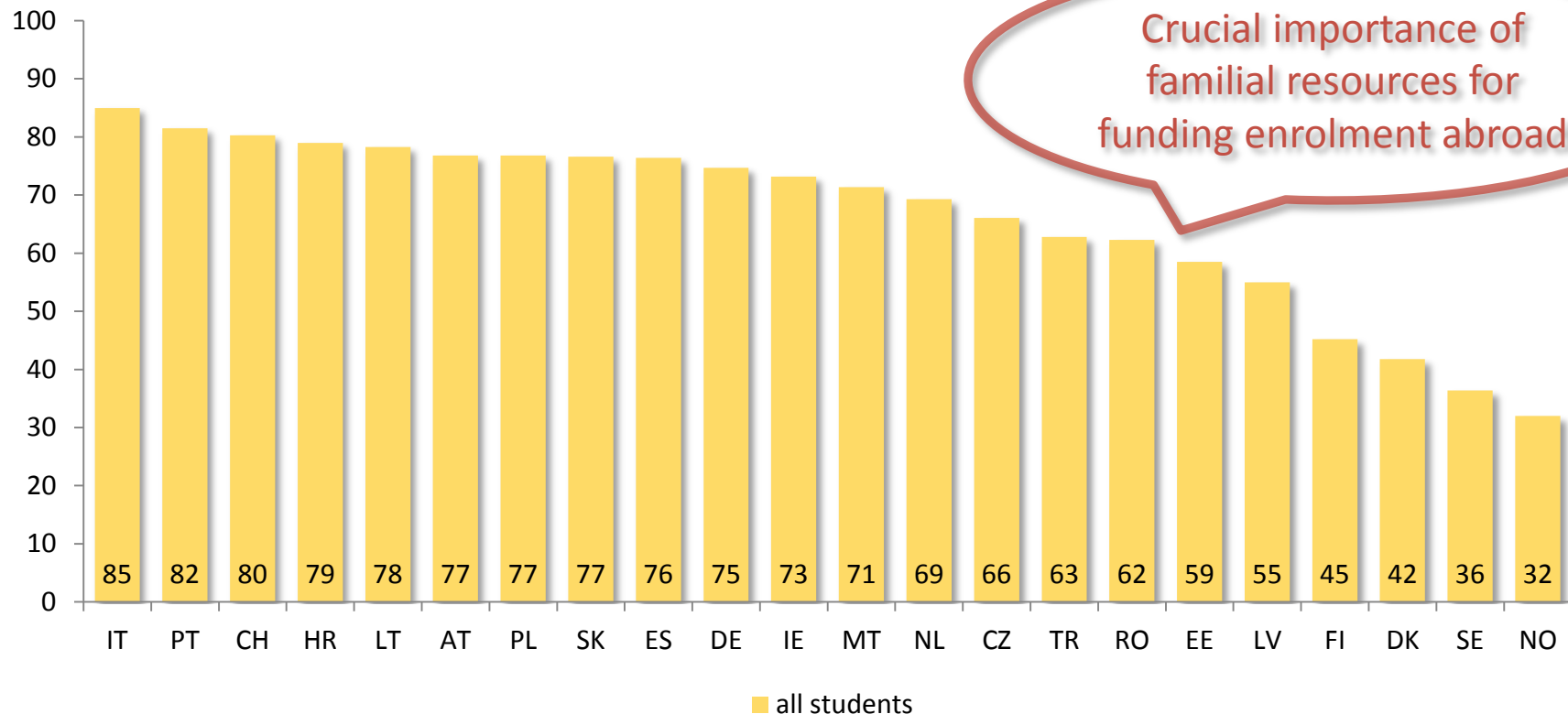


Source: EUROSTUDENT IV, I.6. No data: DK, E/W, FI, FR, RO, SI.

Too few cases for ISCED 0-2: DE, EE, ES, HR, LT, LV, MT, NO, PL, RO, SK. Too few cases for ISCED 5-6: HR, PL, RO.

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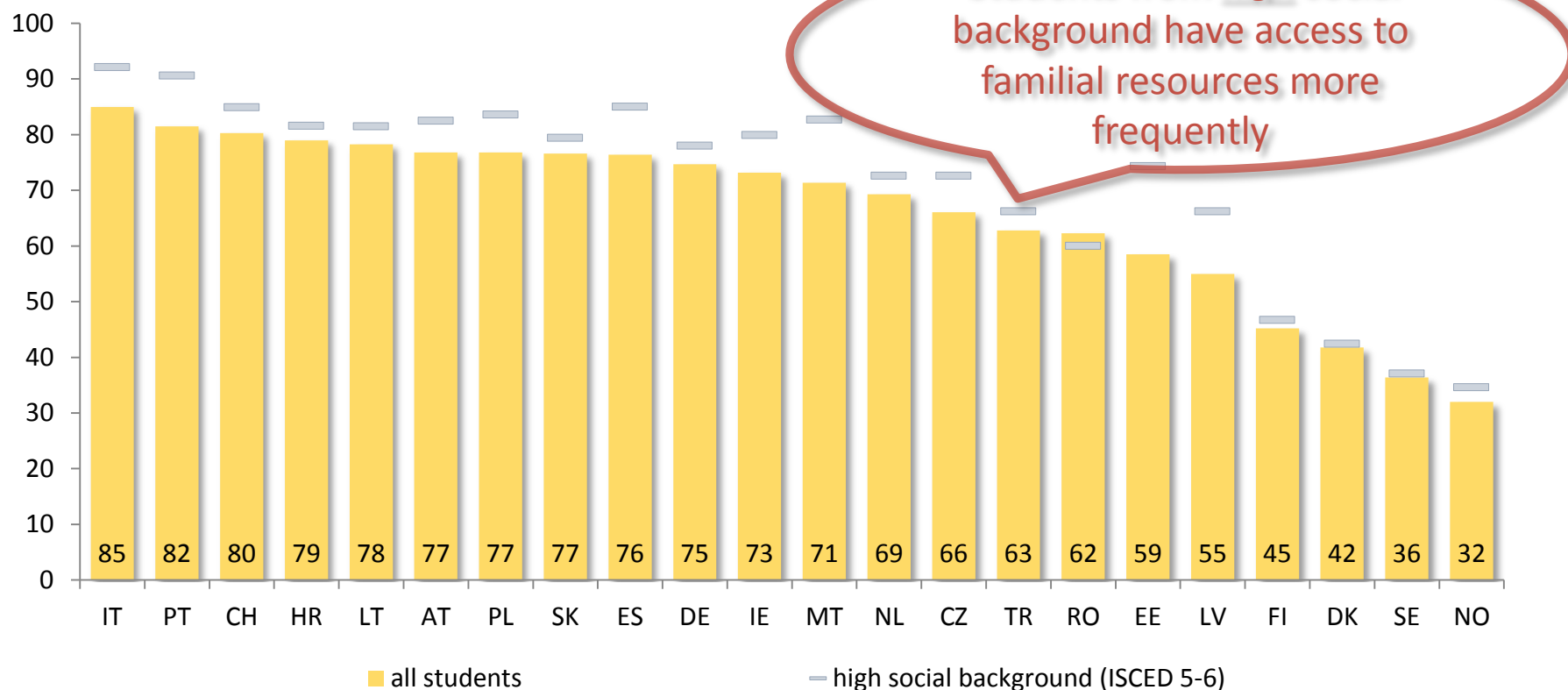
Students having utilised support from their parents/family to fund their enrolment abroad in %



Source: EUROSTUDENT IV, I.6. No data: E/W, FR, SI.

4) Obstacles to foreign enrolment: Finances

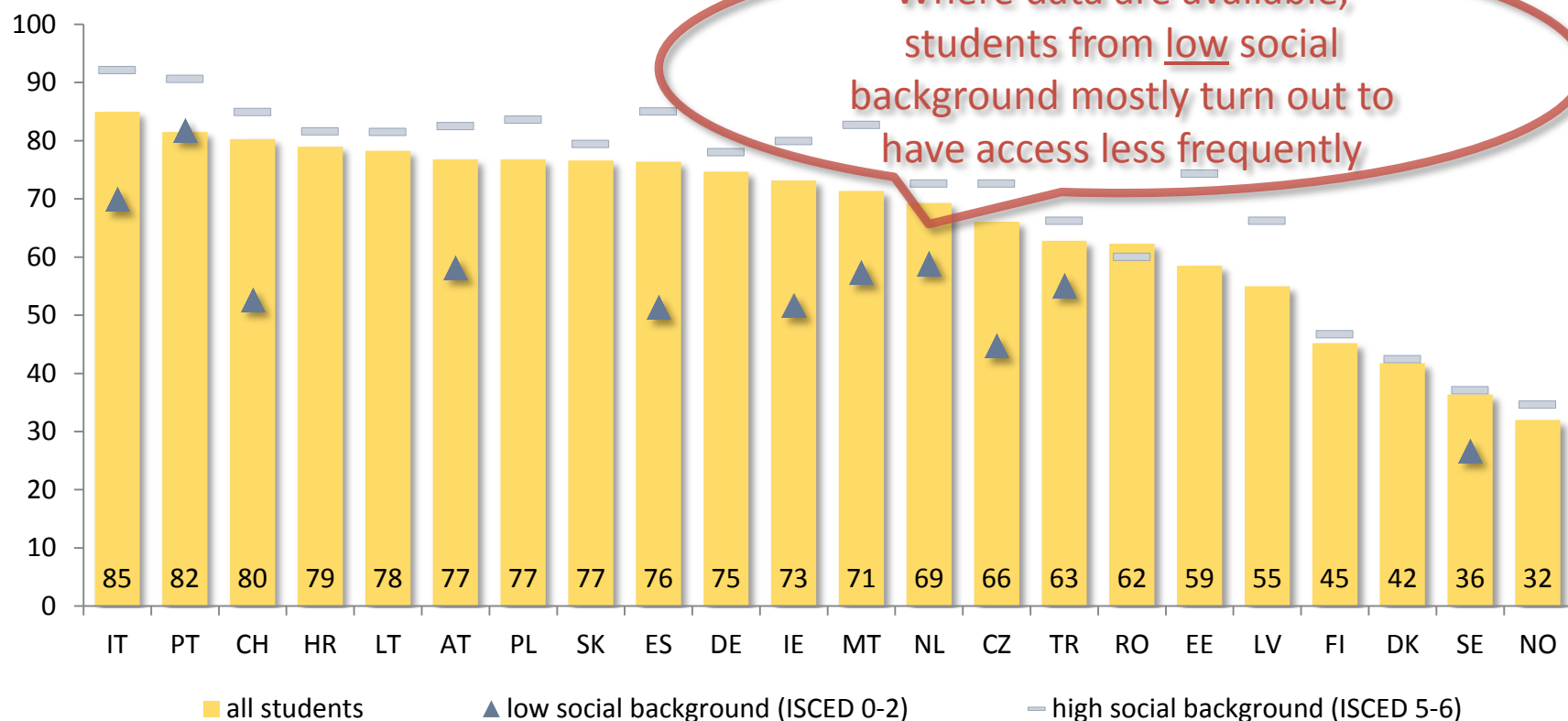
Students having utilised support from their parents/family to fund their enrolment abroad by social background in %



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Students having utilised support from their parents/family to fund their enrolment abroad by social background in %

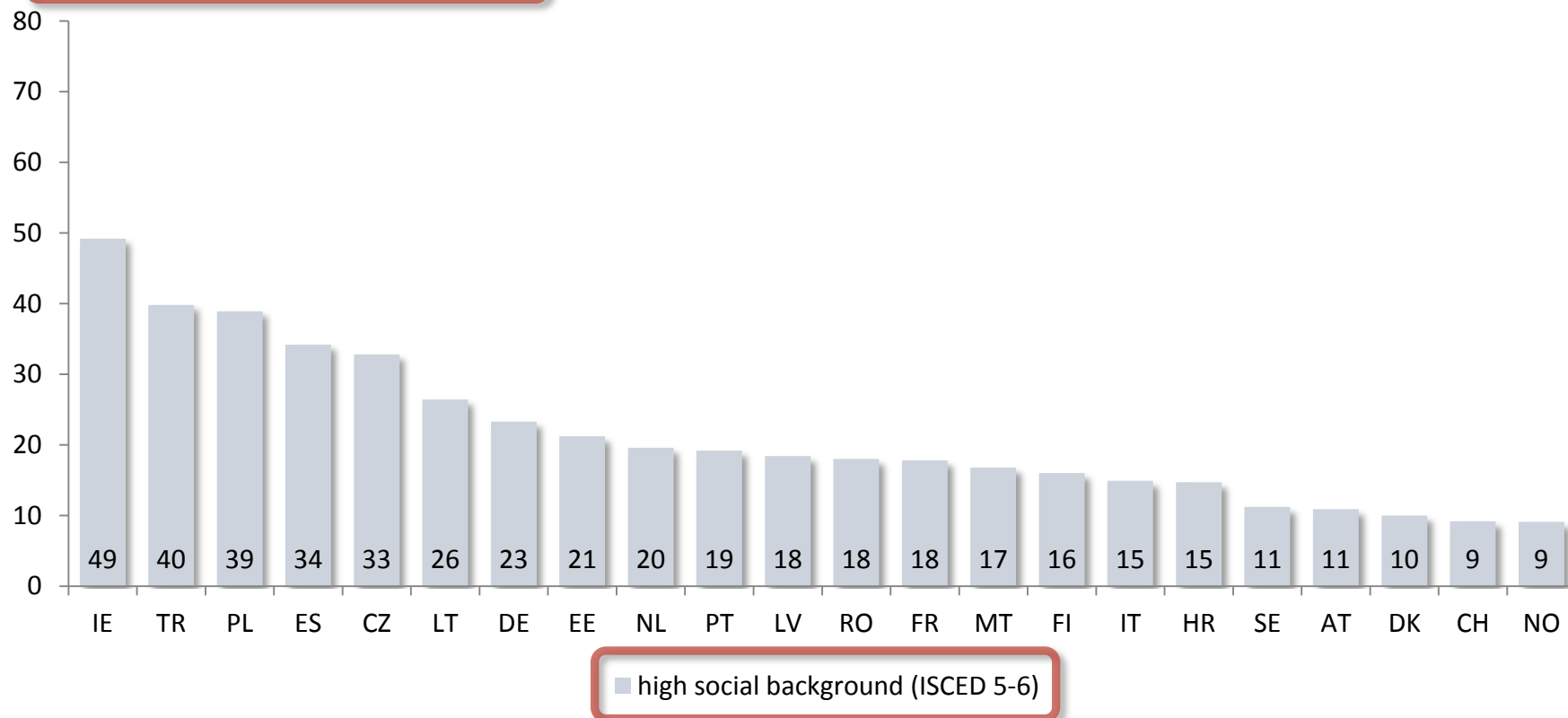


Source: EUROSTUDENT IV, I.6. No data: E/W, FR, SI. Too few cases for ISCED 0-2: DE, DK, EE, FI, HR, LT, LV, NO, PL, RO, SK.

4) Obstacles to foreign enrolment: Language

Students who have not been enrolled abroad considering a certain issue as (big) obstacle to an enrolment abroad by social background in %

Lack of language competency

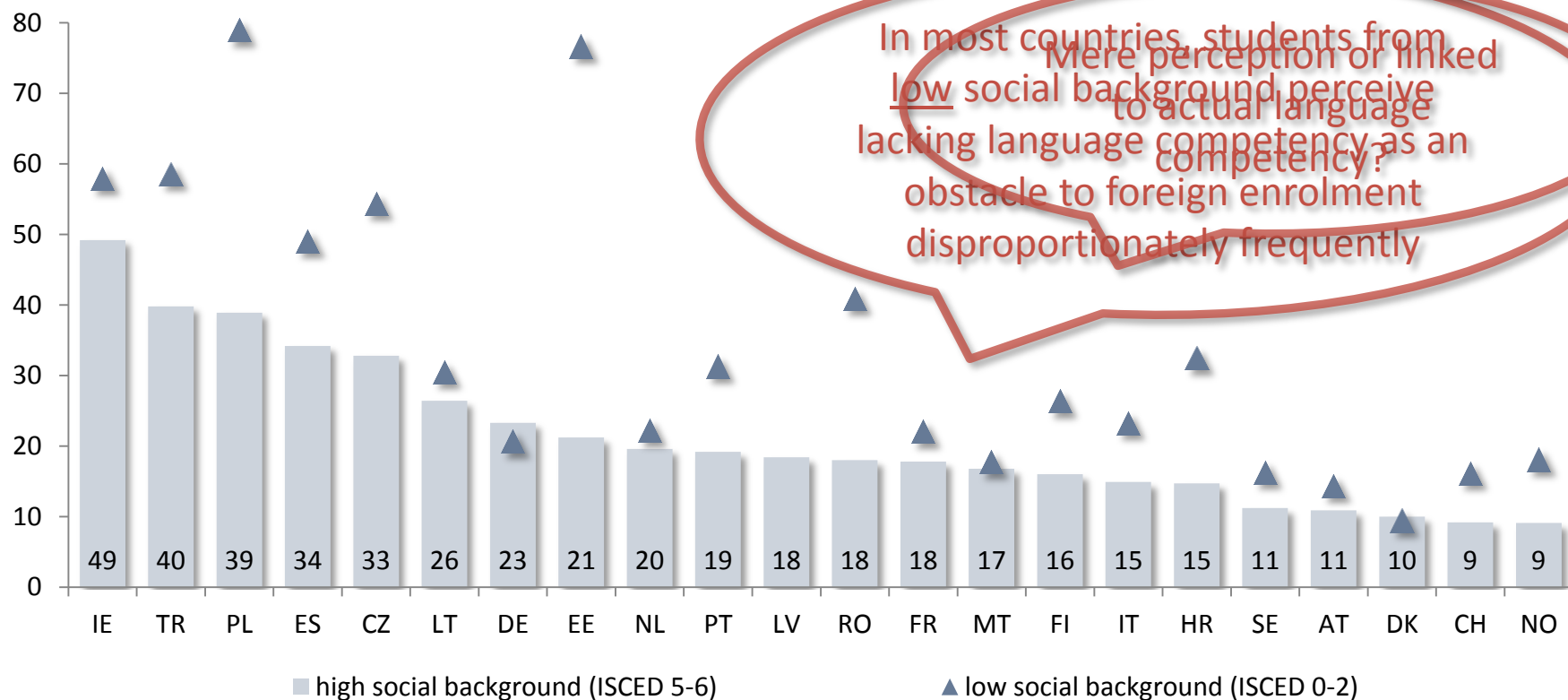


Source: EUROSTUDENT IV, I.10. No data: E/W, SI, SK.

4) Obstacles to foreign enrolment: Language

Students who have not been enrolled abroad considering a certain issue as (big) obstacle to an enrolment abroad by social background in %

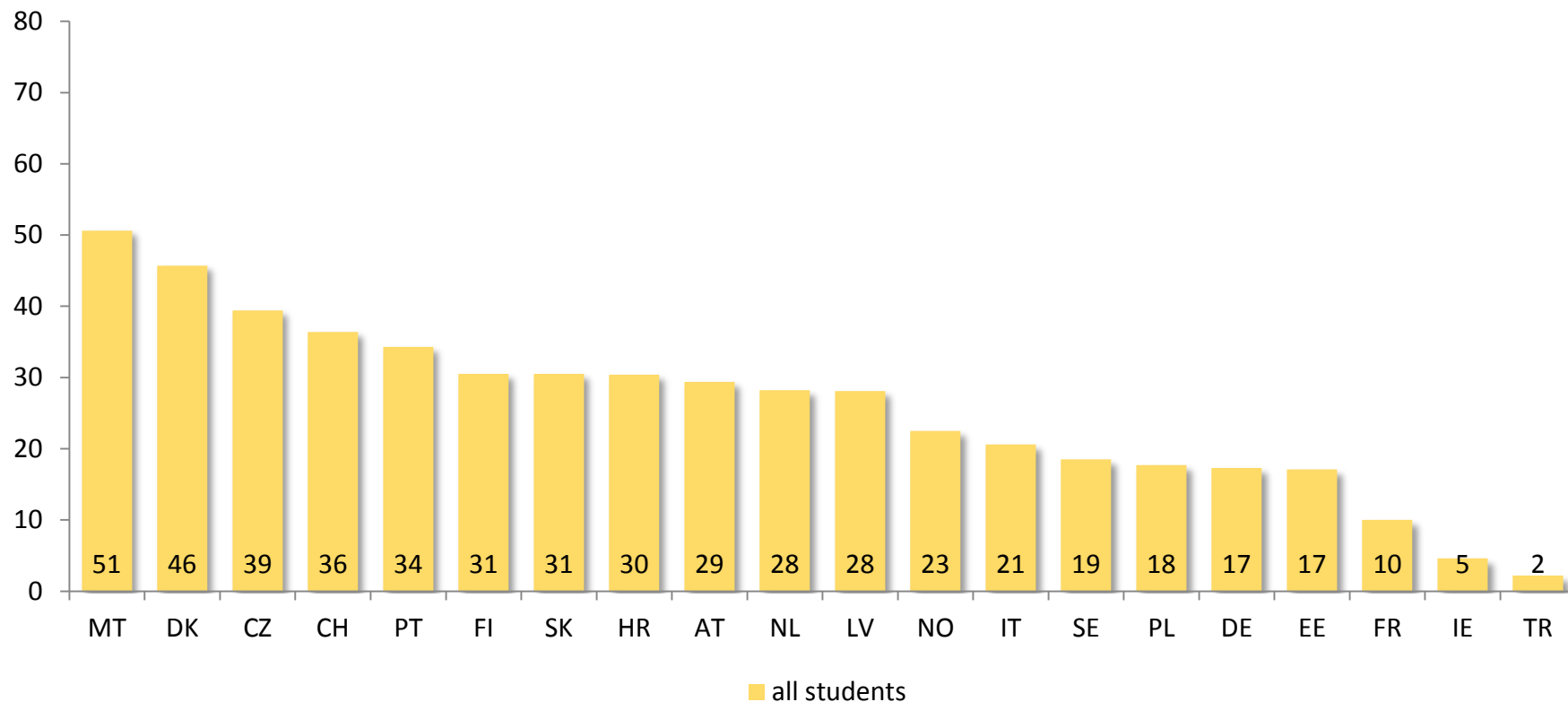
Lack of language competency



Source: EUROSTUDENT IV, I.10. No data: E/W, SI, SK. Too few cases for ISCED 0-2: LV.

4) Obstacles to foreign enrolment: Language

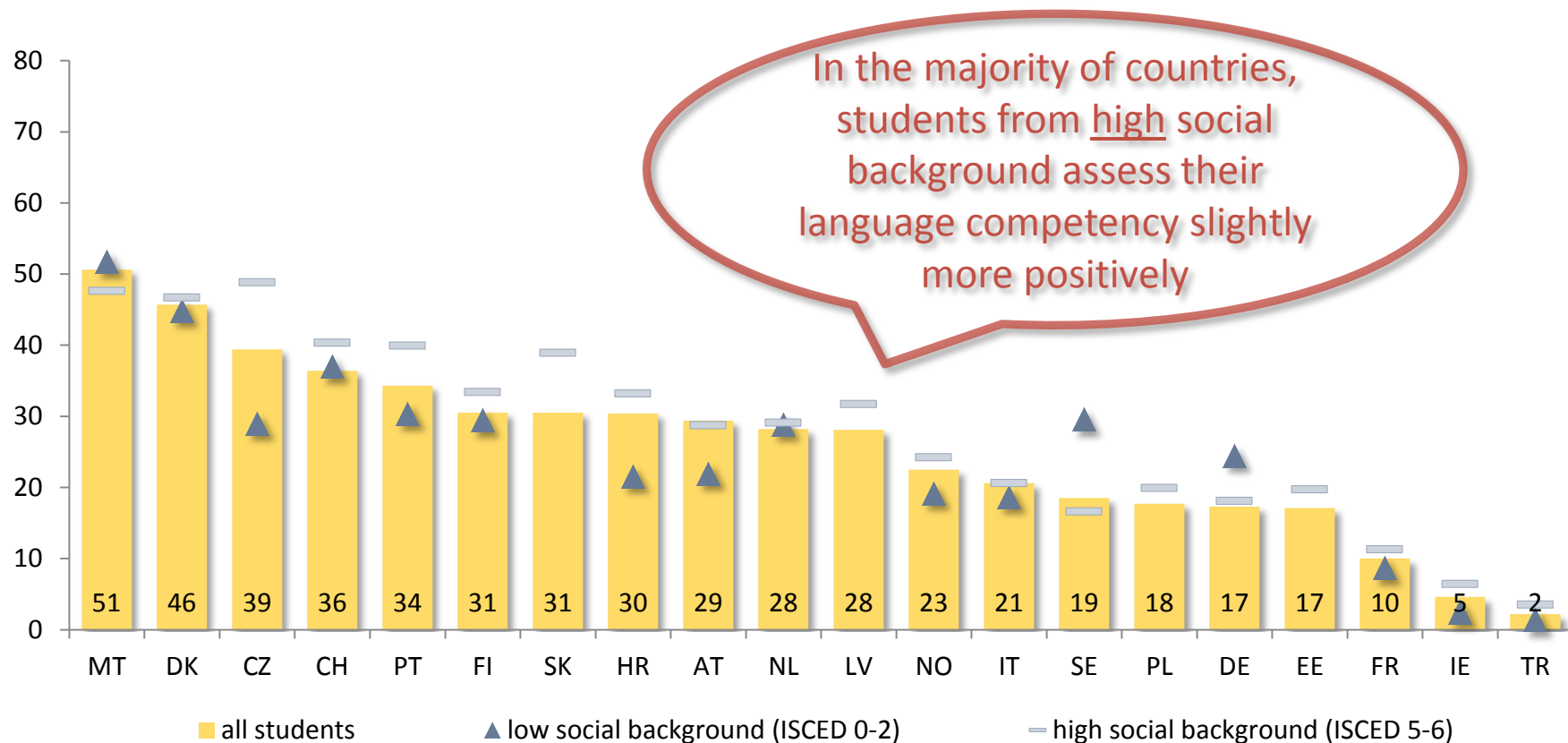
Students with (very) good proficiency in 2 or more foreign languages according to their self-assessment in %



Source: EUROSTUDENT IV, I.12. No data: ES, E/W, LT, RO, SI.

4) Obstacles to foreign enrolment: Language

Students with (very) good proficiency in 2 or more foreign languages according to their self-assessment by social background in %



Source: EUROSTUDENT IV, I.12. No data: ES, E/W, LT, RO, SI.

4) Obstacles to foreign enrolment

Preliminary conclusion

- Students from low social background are dissuaded from enrolling abroad more frequently by financial insecurities and a perceived lack of language competency
- These obstacles are not only perceived differently; instead, actual differences by social background in the access to financial and linguistic resources can be observed

Which are the implications...

- ...for the individuals affected?
- ...for higher education policy-makers?

5) Implications...

...for the individuals affected?

- Temporary foreign enrolment phases are assumed to have a positive impact on students' personal development and professional competences
- If this assumption can be verified, foreign enrolment periods might function as mechanisms transferring inequalities from young people's study biographies to their future private and professional biographies
- Even if it cannot be verified, foreign enrolment periods might still function as mechanisms of distinction as long as employers assume they are beneficial

5) Implications...

...for higher education policy-makers?

- Basic decision: Should social selectivity of foreign enrolment be accepted as unalterable reality (possible rationales: negligible impact, taxpayer argument, meritocratic stance)?
- Or should social selectivity of foreign enrolment be mitigated?
- Target group-specific measures need to be introduced (either into existing programmes or through new mobility programmes)
- Awareness needs to be sharpened that some obstacles can be removed after students have entered higher education (financial insecurities), but others need to be addressed earlier in the educational biography (insufficient language skills / motivation / conviction of the value of foreign enrolment)