

EUROSTUDENT V Results: Mobility and Internationalisation

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Introductory methodological notes



1) Introductory methodological notes

Definition of international student mobility

- Educational mobility across national borders → physical stay abroad

Types of international student mobility

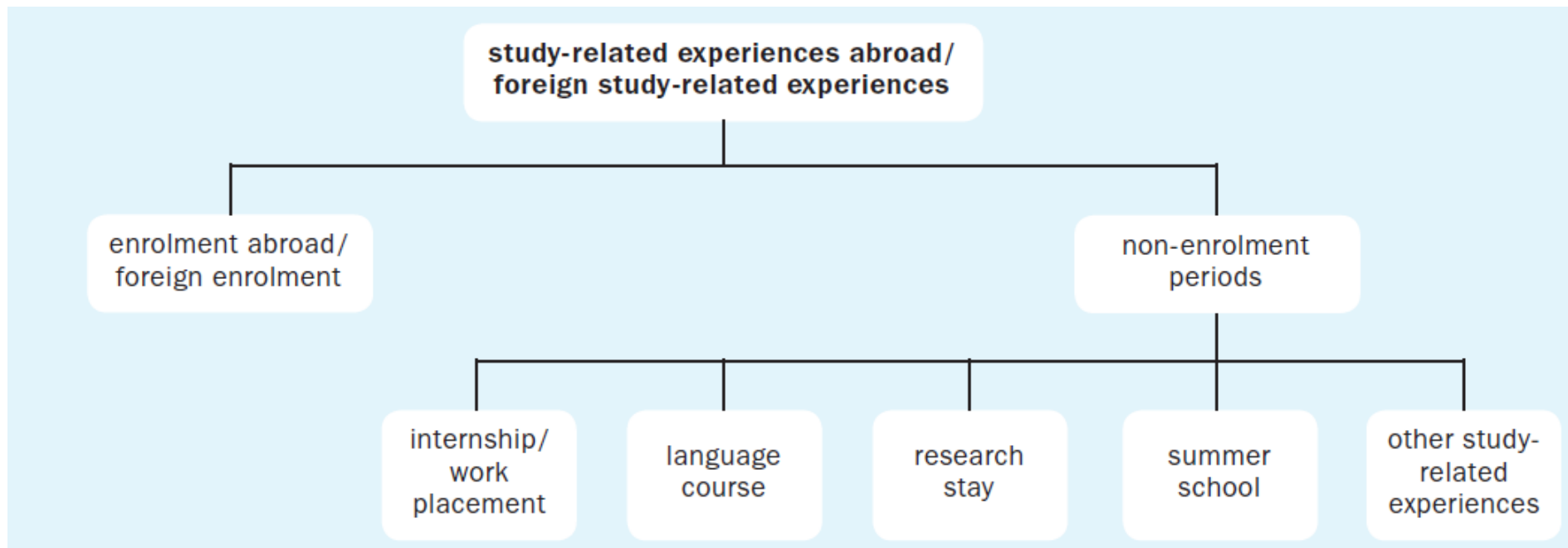
- Basic distinction:
 - Temporary mobility of students returning to their home institution (study-related experience abroad / credit mobility)
 - vs.
 - Mobility to complete an entire degree abroad (degree mobility)

EUROSTUDENT Synopsis,
Chapter 11, also covers
plans for degree mobility

Sources: Kelo et al. (2006); Teichler et al. (2011)

1) Introductory methodological notes

Types of temporary international student mobility



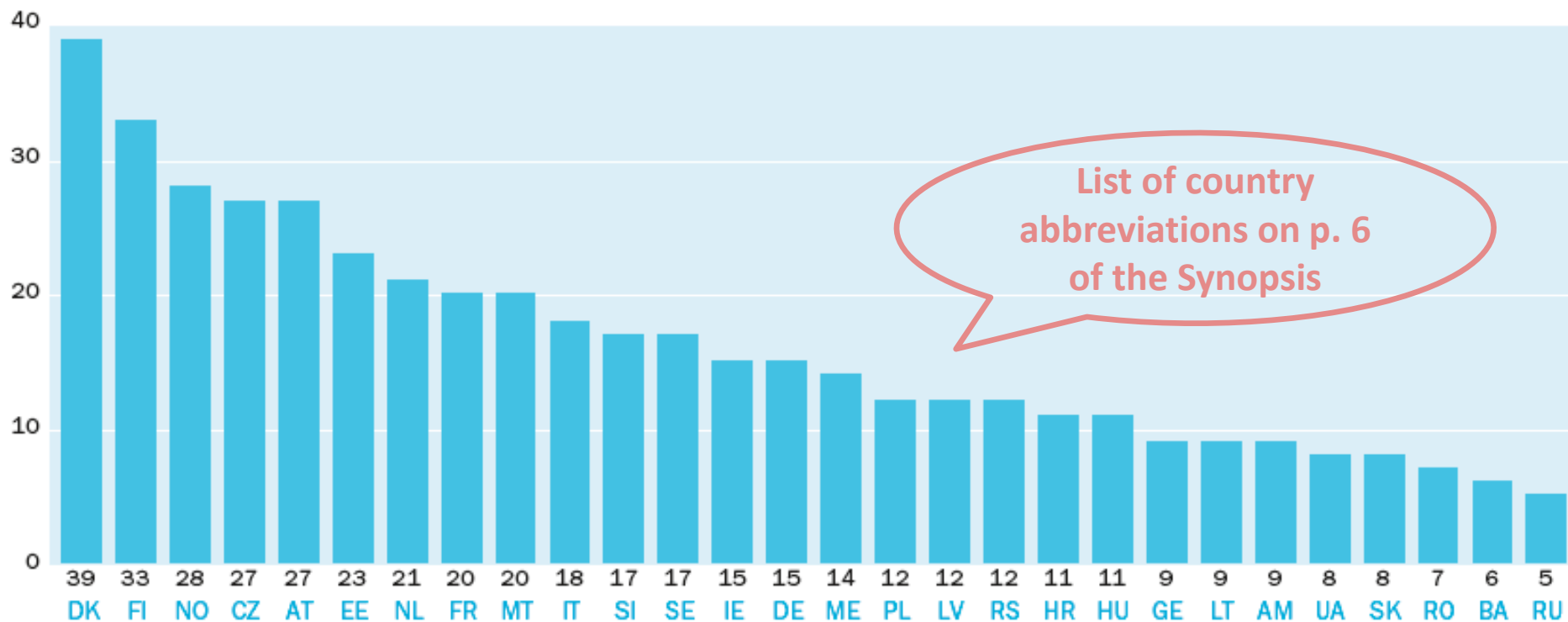
Source: Hauschildt et al. (2015, p. 187)

Results



2) Results: International student mobility rates

Students who realised a temporary study-related experience abroad
Share of students (in %)

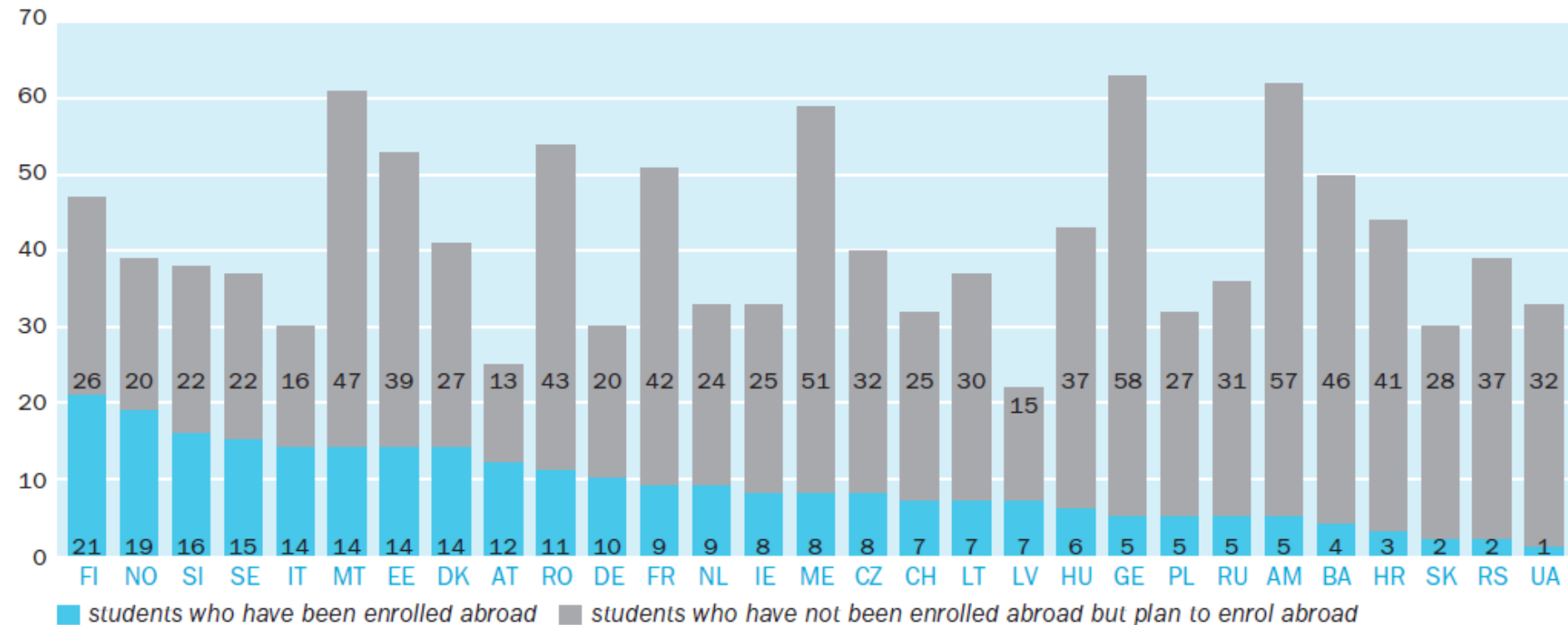


Source: Hauschildt et al. (2015, p. 191)

2) Results: Social selectivity of international mobility

Foreign enrolment rates by educational background

Share of students with higher education background (in %)

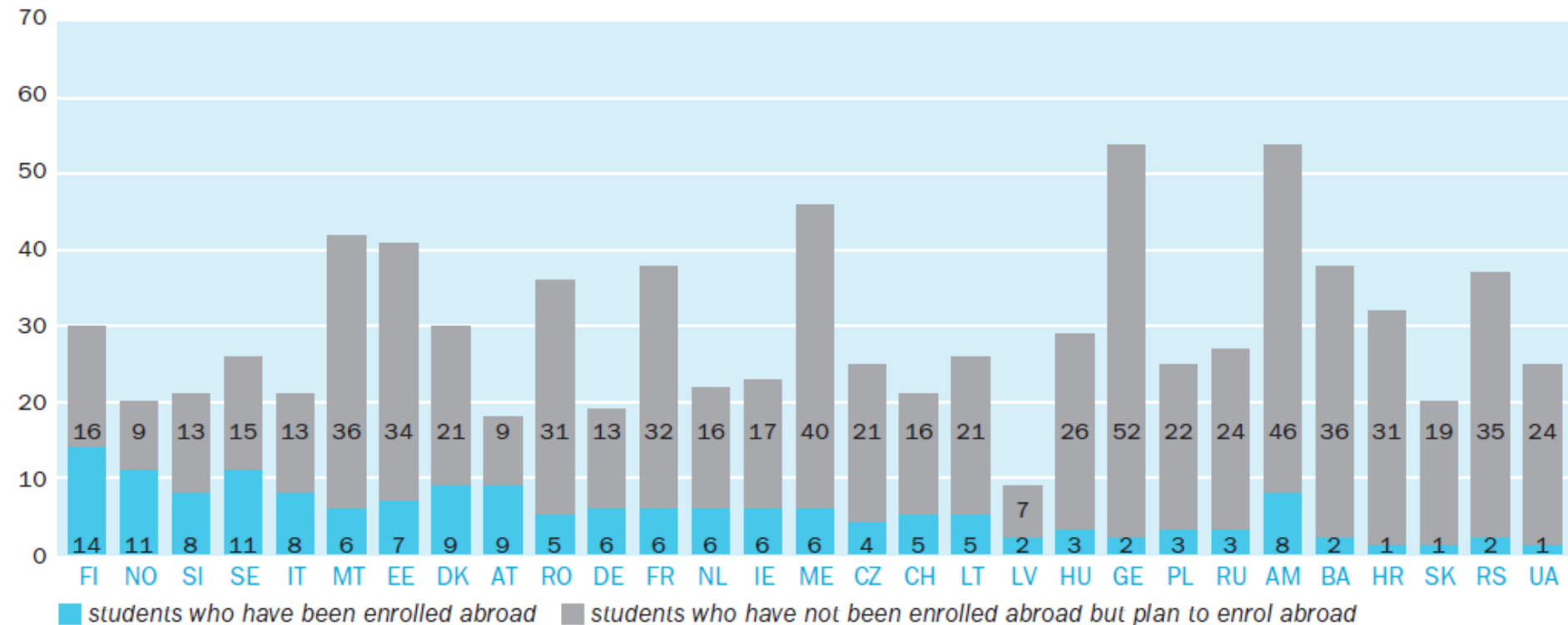


Source: Hauschildt et al. (2015, p. 193)

2) Results: Social selectivity of international mobility

Foreign enrolment rates by educational background

Share of students without higher education background (in %)



Source: Hauschildt et al. (2015, p. 193)

2) Results: Social selectivity of international mobility

Enrolment abroad

- **Foreign enrolment rate** is higher among students with higher education background in all countries but Armenia, Serbia, and Ukraine
- Share of students still **planning to study abroad** is higher among students with higher education background in all covered countries

Internship

- Share who **realised** an internship is higher among students with higher education background in all countries but Armenia and Norway

Language course

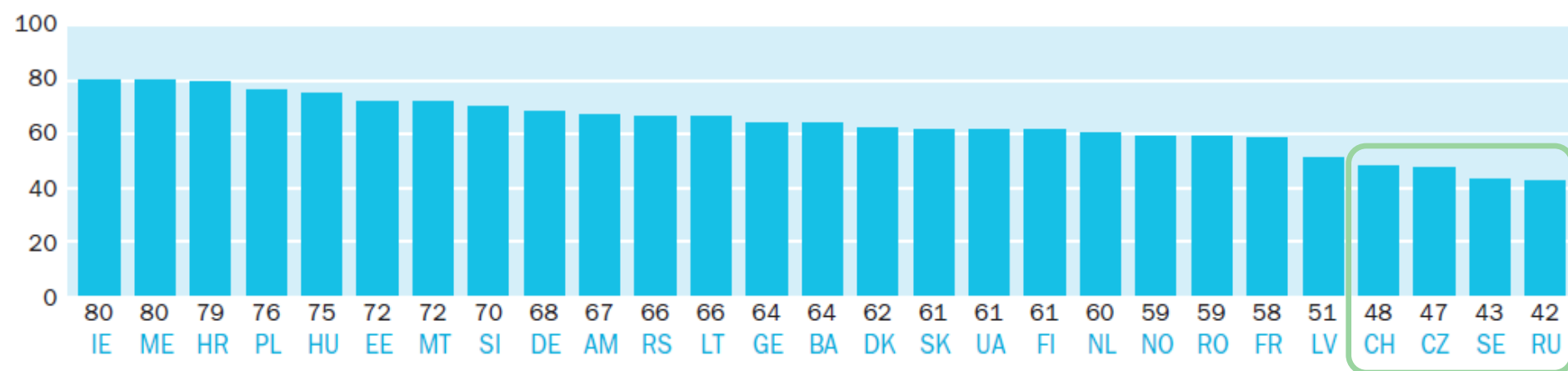
- Share who **realised** a language course is higher among students with higher education background in all countries but Armenia, Lithuania, Norway, and Serbia

Source: Hauschildt et al. (2015, pp. 192-194, 207)

2) Results: Obstacles to enrolment abroad

Additional financial burden

Share of students who have not been enrolled abroad and do not plan to enrol abroad considering the selected issue as (quite) big obstacle to enrolment abroad (in %)

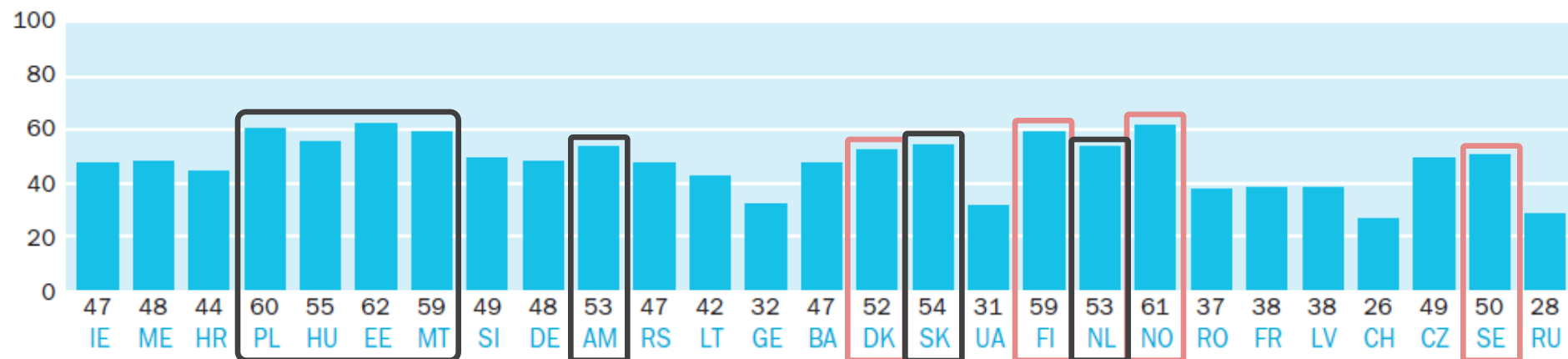


Source: Hauschildt et al. (2015, p. 196)

2) Results: Obstacles to enrolment abroad

Separation from partner, child(ren), friends

Share of students who have not been enrolled abroad and do not plan to enrol abroad considering the selected issue as (quite) big obstacle to enrolment abroad (in %)

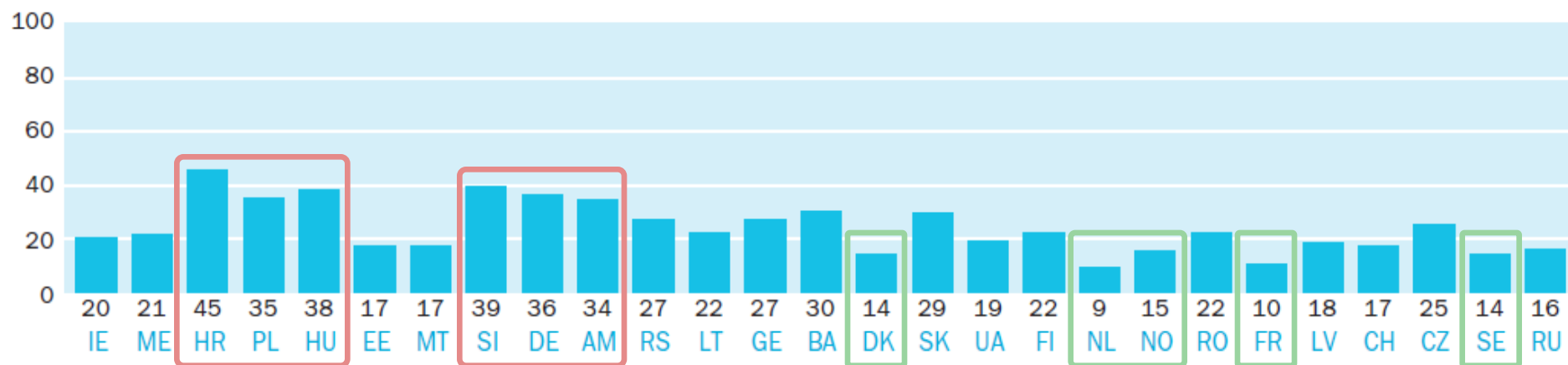


Source: Hauschildt et al. (2015, p. 196)

2) Results: Obstacles to enrolment abroad

Problems with recognition of credits gained abroad

Share of students who have not been enrolled abroad and do not plan to enrol abroad considering the selected issue as (quite) big obstacle to enrolment abroad (in %)

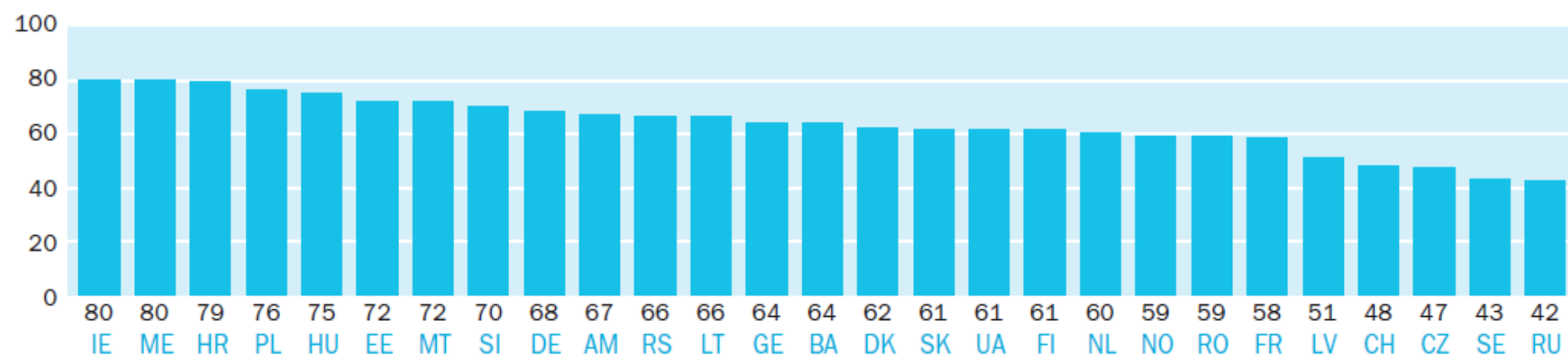


Source: Hauschildt et al. (2015, p. 196)

2) Results: Obstacles to enrolment abroad

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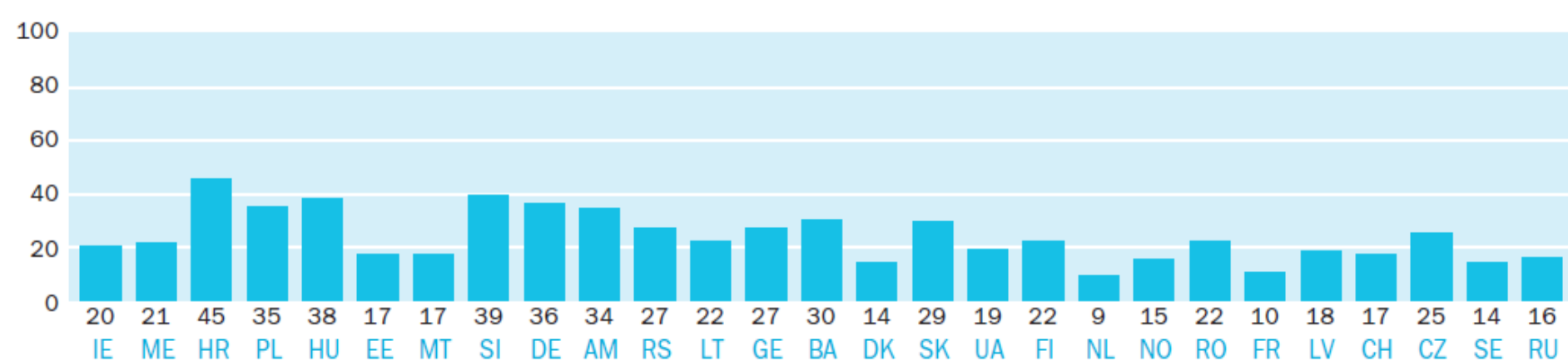


Source: Hauschildt et al. (2015, p. 196)

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Problems with recognition of credits gained abroad

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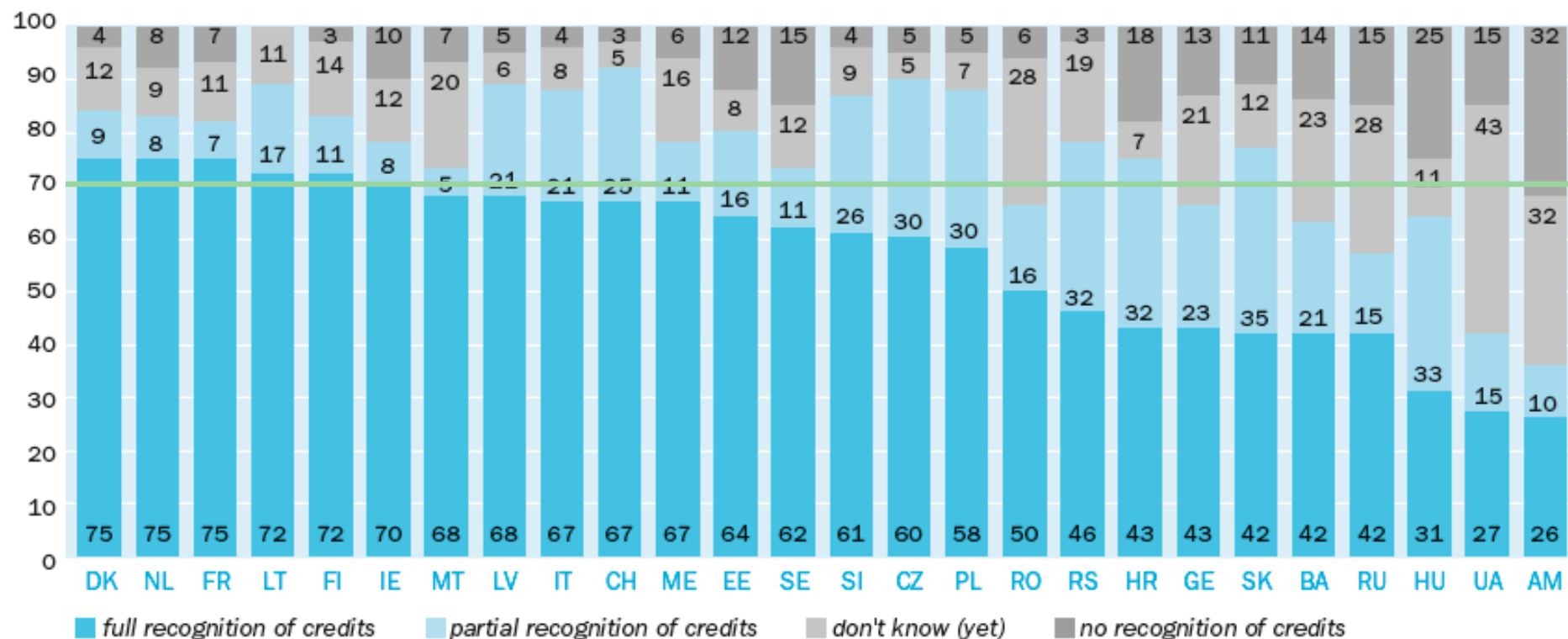


Source: Hauschildt et al. (2015, p. 196)

2) Results: Recognition

Recognition of credits gained during (most recent) enrolment abroad

Share of students who have been enrolled abroad (in %)

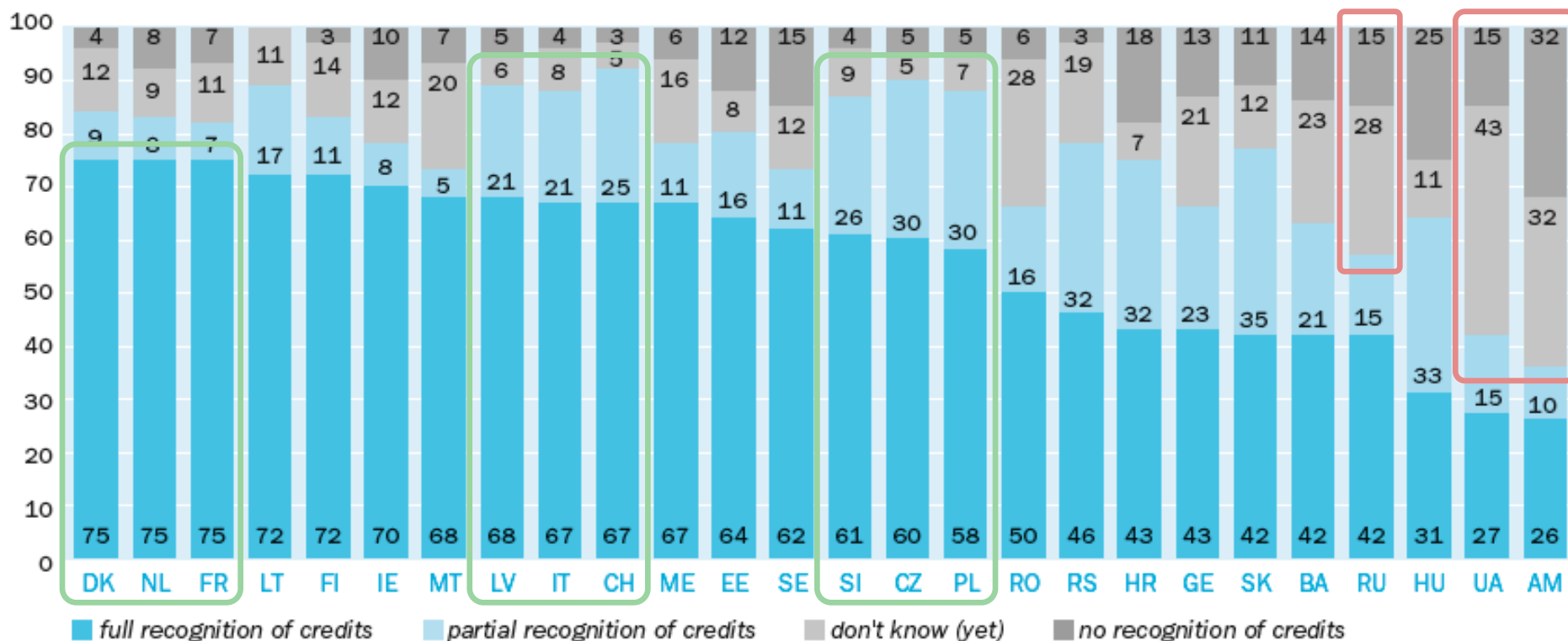


Source: Hauschildt et al. (2015, p. 201)

2) Results: Recognition

Recognition of credits gained during (most recent) enrolment abroad

Share of students who have been enrolled abroad (in %)

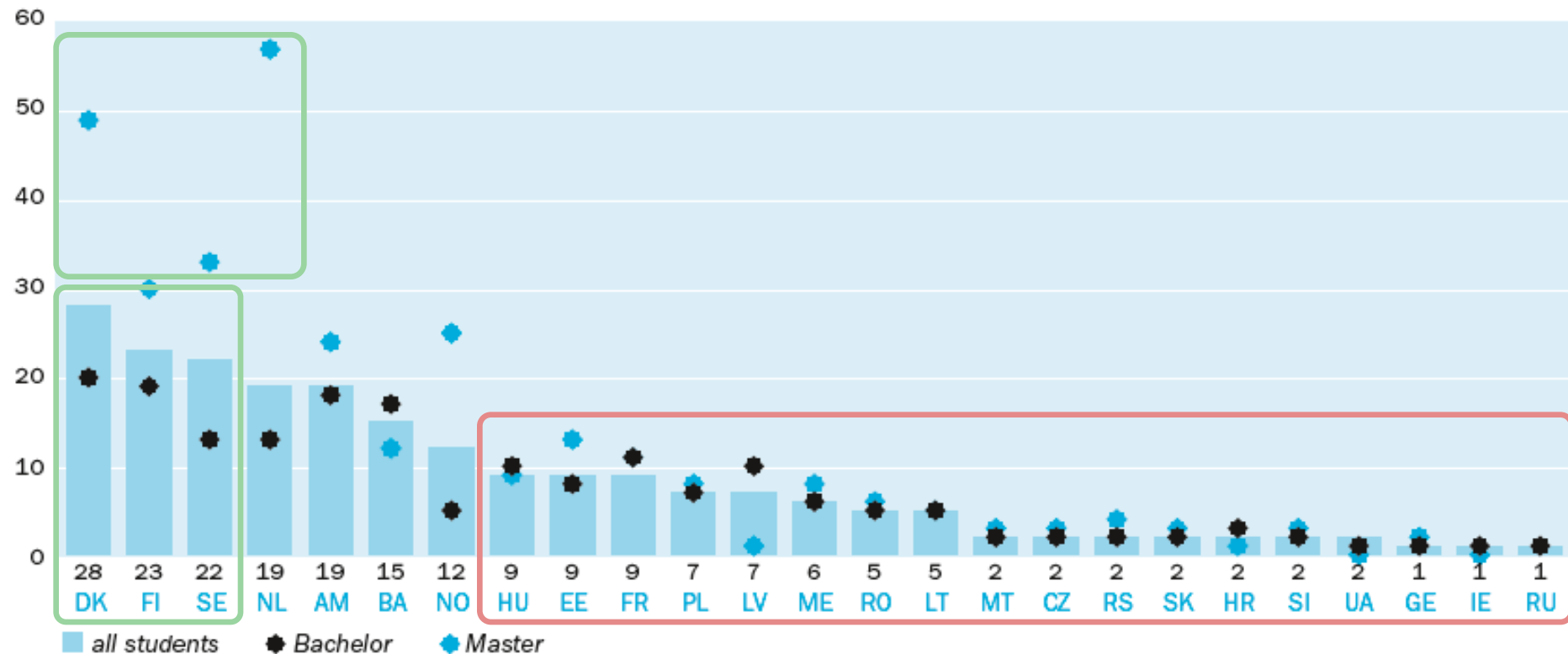


Source: Hauschildt et al. (2015, p. 201)

2) Results: Internationalisation at home

Domestic study programmes in foreign languages

Share of students whose domestic study programme is mainly taught in a foreign language (in %)



Source: Hauschildt et al. (2015, p. 202)

Summary and conclusion



3) Summary and conclusion

- **Mobility rates** vary notably across countries
 - Advisable to have similar benchmarks and policies?
- Mobility is **socially selective**
 - Possibility of reaping benefits of mobility is unequally distributed across social groups
 - Compensatory measures needed?
- Financial strain and social ties perceived as **most critical obstacles**
 - Further enhancement of funding and better information needed?
 - Will relevance of social ties increase as lifelong learning student populations get older?

3) Summary and conclusion

- **Recognition** of enrolment abroad is common in most EUROSTUDENT countries, but large potential to improve procedures in some countries
 - What degree of non-recognition is tolerable/intended?
- Low/high shares of students **studying in a foreign language** come along with low/high mobility rates
 - Internationalisation at home not only alternative to, but also preparation for physical mobility?

References

- Hauschildt, K., Gwosć, C., Netz, N., & Mishra, S. (2015).** *Social and Economic Conditions of Student Life in Europe. Synopsis of Indicators. EUROSTUDENT V 2012–2015.* Bielefeld: W. Bertelsmann Verlag.
- Kelo, M., Teichler, U., & Wächter, B. (2006).** *EURODATA. Student mobility in European higher education.* Bonn: Lemmens.
- Teichler, U., Ferencz, I., & Wächter, B. (Eds.). (2011).** *Mapping Mobility in European Higher Education. Volume I: Overview and Trends* (Vol. 69). Bonn: DAAD.



Thank you for your attention!

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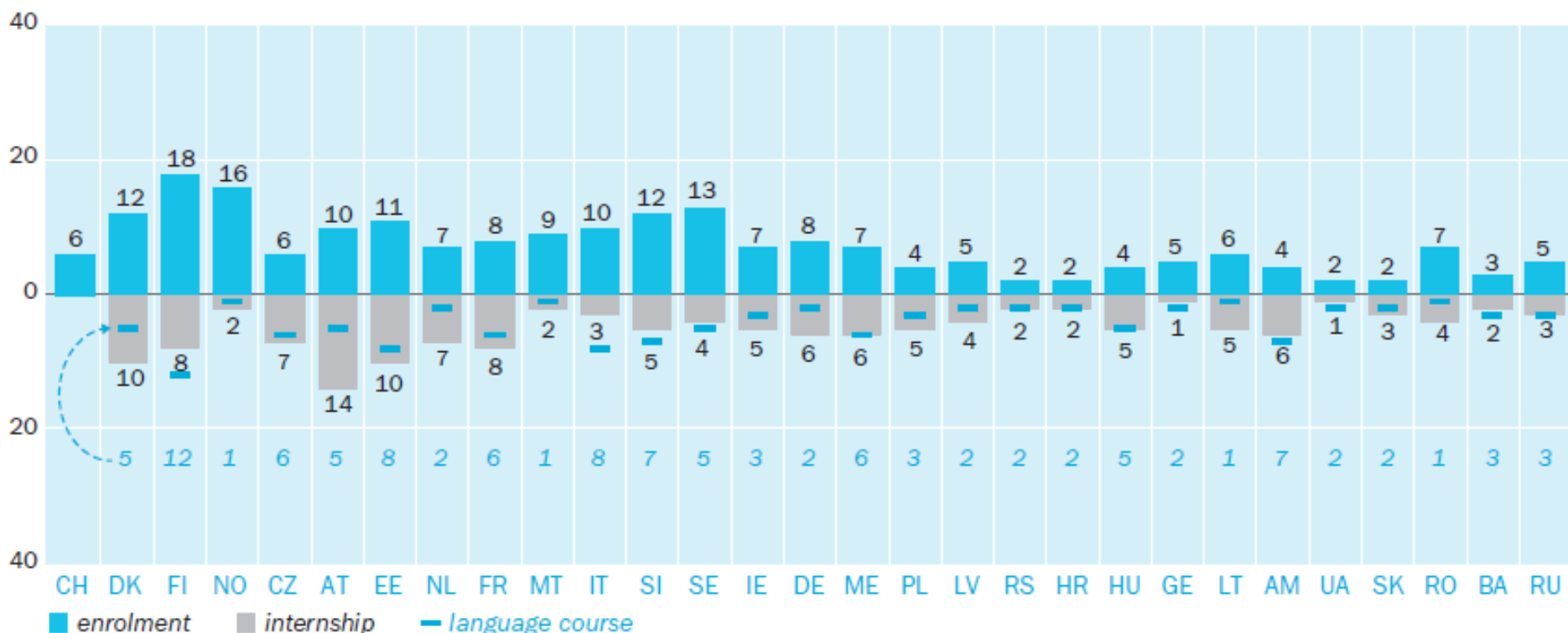
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Results: Funding of enrolment abroad

Students who realised an enrolment, internship, or a language course abroad

Share of students (in %)

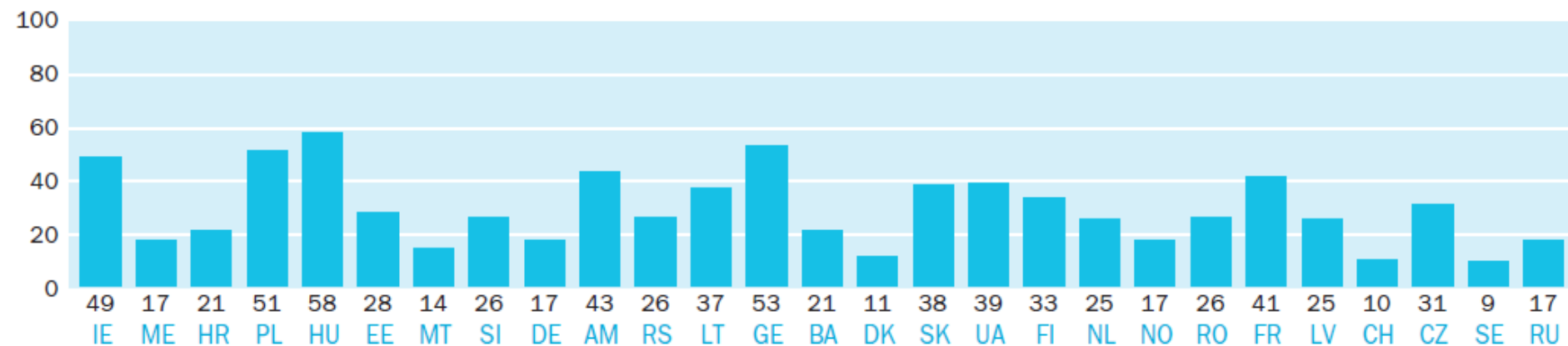


Source: Hauschildt et al. (2015, p. 191)

2) Results: Obstacles to enrolment abroad

Insufficient skills in foreign languages

Share of students who have not been enrolled abroad and do not plan to enrol abroad considering the selected issue as (quite) big obstacle to enrolment abroad (in %)

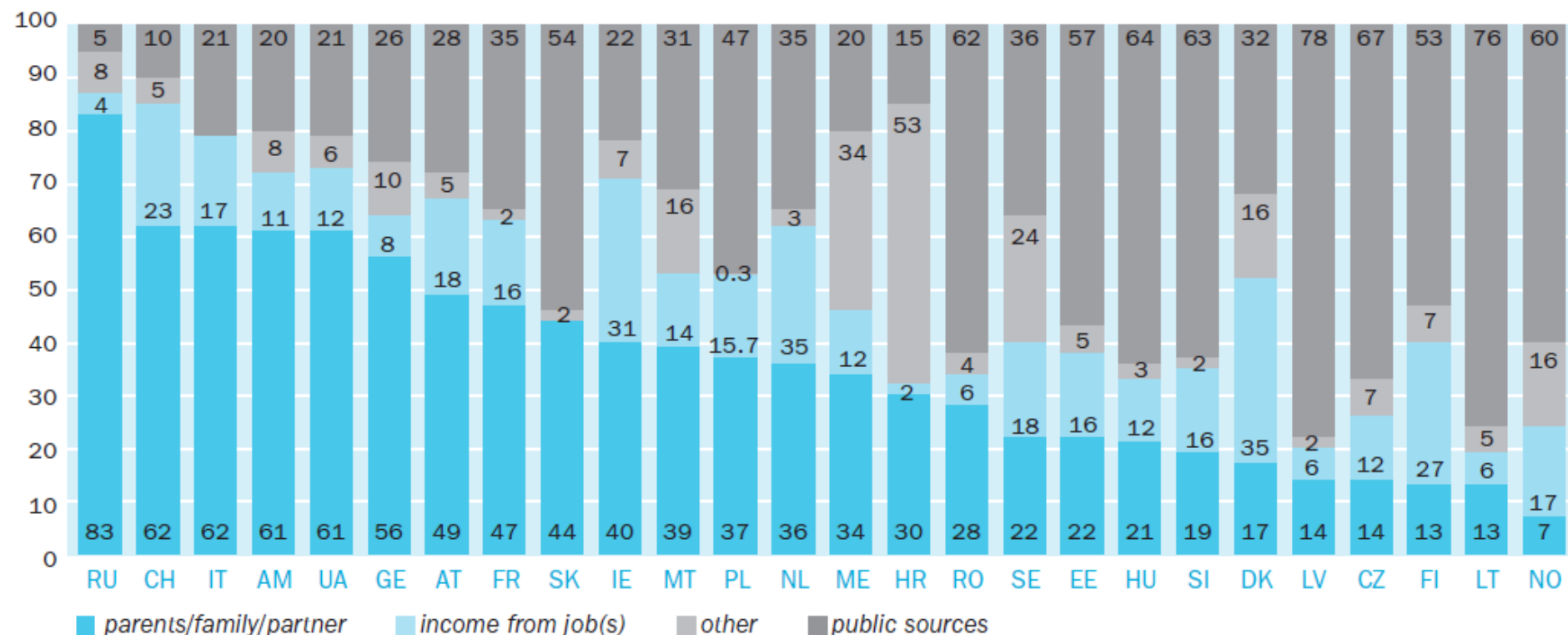


Source: Hauschildt et al. (2015, p. 196)

Results: Funding of enrolment abroad

Primary source of funding for (most recent) enrolment abroad

Share of students who have been enrolled abroad (in %)

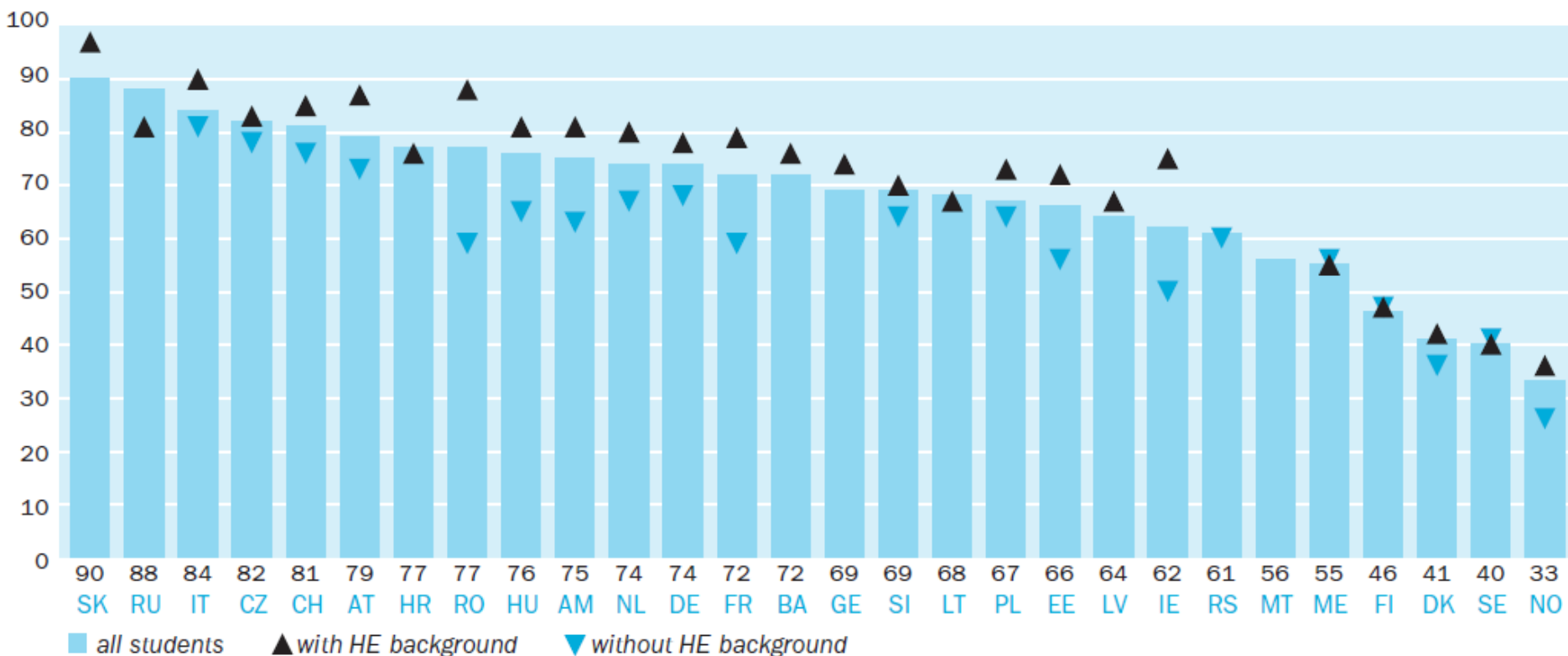


Source: Hauschildt et al. (2015, p. 199)

Results: Funding of enrolment abroad

Students utilising funds from their parents, family or partner for their (most recent) enrolment abroad by social background

Share of students who have been enrolled abroad (in %)



Source: Hauschildt et al. (2015, p. 200)