

The Impact of Temporary Study Abroad

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by Ulrich Teichler

International Centre for Higher Education Research Kassel
INCHER-KASSEL
Kassel University
34109 Kassel, Germany
teichler@incher.uni-kassel.de

Varied Modes and Rationales of Student Mobility

Distinctions have to be made between

1. Foreign students/study abroad vs. inwards/outwards mobile students
2. Temporary student mobility vs. mobility for the whole degree programme
3. “Horizontal” vs. “vertical student mobility”
4. Inwards/outwards mobility

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This presentation focuses on the impact of temporary, horizontal (outwards) mobility

Data on Foreign Student/Study Abroad and Student Mobility (I)

Foreign students/study abroad vs. student mobility

- Traditional statistics (UNESCO, OECD, EUROSTAT) present data on foreign students and study abroad: Citizenship, passport
- The more mobile people are (professional mobility, migration, etc.), the less foreign/abroad is useful as a proxy for mobility
- “Genuine mobility”: border-crossing for the purpose of study (i.e. excluding foreign students who lived and learned in the country of study already prior to higher education study)
- In recent years, the number of European countries has increased where data have been collected both of (a) foreign students and (b) inwards mobile students
- Inwards students mobility is measured with the help of either (a) (prior) residence, or (b) prior education
- A distinction can be made between (a) foreign mobile students and (b) home country mobile students (e.g. “returners”)

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Data on Foreign Student/Study Abroad and Student Mobility (II)

Different Proportions of Foreign/Mobile Students 2007 (percentage)

	A	CH	UK	E	DK
a. Foreign mobile students	11.9	14.3	13.6	1.8	2.7
b. Home country mobile students	0.5	2.1	0.7	0.0	2.8
All mobile students (a, b)	12.4	16.4	14.3	1.8	5.5
c. Foreign non-mobile students	4.6	5.0	5.9	1.6	6.3
All foreign students (a, c)	16.7	19.3	19.5	3.4	9.0

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Source: Teichler, Ferencz, Wächter (eds.) Mapping Mobility in Higher Education in Europe. Bonn: DAAD 2011

Temporary Student Mobility versus Mobility for the Whole Degree Programme

Temporary mobility (short-term mobility, credit mobility):

- Estimate: Between one quarter and one third of student mobility is temporary
- Frequent in Europe and generally is “horizontal mobility”
- Mostly for a semester or an academic year
- Often “exchange” or otherwise based on partnerships, but also “free movers”
- Mostly subsequent return to university of prior study, but also multiple mobility etc.
- Recognition issues: Prior study at home to be recognized by host institutions, study during mobility phase to be recognized upon return by home institution
- Inconsistently included/not included in international student statistics
- ERASMUS: the single largest support programme for temporary student mobility

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Horizontal vs. Vertical Student Mobility

“Vertical”:

- Superior academic quality at the host institution
- Mobility for the purpose of academic quality enhancement
- Dominant in mobility for the whole degree programme
- Dominant among students from outside Europe who are mobile to Europe

“Horizontal”:

- Similar academic quality at home and host institution
- Mobility for the purpose of “learning from contrast”
- Dominant in temporary mobility
- Dominant in intra-European mobility

Inwards vs. Outwards Mobility

- Students themselves are both, inwards and outwards mobile concurrently
- This distinction is relevant for the institutions and the national systems
- Country policies vary between dominance of inwards mobility (UK), reciprocity, or dominance on outwards mobility
- Implicit objective of Bologna Declaration 1999: Dominance of inwards mobility from other parts of the world, intra-European reciprocal mobility
- Bologna 2009 (Leuven) target for the year 2020: **20% event of outwards mobility of European students – the value of international experience for one's own students**

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Major Studies on Student Mobility Conducted by INCHER-Kassel

- Study Abroad Evaluation Project (SAEP) 1983–1988: Joint Study Programmes (JSP) in France, Germany and UK, and national exchange programmes in Germany, Sweden and the U.S. (coordinated by L. Cerych, Paris)
- The ERASMUS Experience: Evaluation of the first seven years 1987–1995 (coordinated by U. Teichler)
- SOCRATES Interim Evaluation 1999–2001 (coordinated by J. Gordon, Paris)
- The Professional Value of ERASMUS (VALERA) 2004–2006 (coordinated by U. Teichler)
- The Impact of ERASMUS on Quality, Openness and Internationalisation 2008 (coordinated by H. Vossensteyn, Enschede)
- Ulrich Teichler: The Impact of Temporary Study
Mobility and Employability of Bachelors in Europe 2010–2011 (coordinated by H. Schomburg, Kassel)
- Mobility Statistics 2004–2005 and 2010–2011 (coordinated by B. Wächter, Brussels)

Impact of Temporary Mobility – Major Findings

- Cumulation of mobility: 4–6 times as frequently professional mobility
- Clearly higher visibly international competences
- Slightly higher academic and professional competences in general
- Reflective competence: “Learning from contrast”
- Clearly more visibly international work tasks
- Slightly better employment situation
- **“The declining professional value of temporary mobility”**
- Seldom analysed: the professional value of degree mobility for European students

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Learning-Related Motives – Horizontal Mobility – ERASMUS

- 87% learning a foreign language
- 87% opportunity for self-development
- 73% wish to enhance their understanding of the host country
- 56% wish to have another perspective on their home country
- 71% wish to improve career prospects

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Periods Abroad During the Course of Study of Graduates from Selected European Countries (percent)

Country	Bachelor graduates			Master graduates			Single-cycle/ traditional degrees		
	Univ.	Other HEIs	All	Univ.	Other HEIs	All	Univ.	Other HEIs	All
<i>AT</i> Study	16	22	18	•	•	•	22	23	22
Various act.	24	33	27	•	•	•	37	40	37
<i>CZ</i> Study	•	•	6	•	•	•	18	•	•
Work	•	•	6	•	•	•	15	•	•
<i>DE</i> Study	16	14	•	17	9	•	19	9	•
Various act.	28	27	•	35	22	•	37	20	•
<i>FR</i> Study	6	2	•	12	22	•	11	•	•
Various act.	20	22	•	29	54	•	32	•	•
<i>IT</i> Study	5	•	5	15	•	15	10	•	10
<i>NL</i> Study	28	21	•	28	•	28	35	16	•
<i>NO</i> Study	20	•	•	25	•	•	•	•	•
<i>PL</i> Study	•	•	2	•	•	3	•	•	3
<i>UK</i> Study	4	•	•	•	•	•	•	•	•

Univ. = University

Other HEIs = Other Higher Education Institutions (e.g. Fachhochschulen, Grandes Écoles etc.)

Source: Schomburg/Teichler, eds. *Employability and Mobility of Bachelor Graduates in Europe*. Rotterdam: Sense 2011

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Employment Abroad After Graduation of Graduates from Selected European Countries (percent)

Country	Bachelor graduates			Master graduates			Single-cycle/ traditional degrees		
	Univ.	Other HEIs	All	Univ.	Other HEIs	All	Univ.	Other HEIs	All
<i>AT Austria</i>									
Since graduation	12	12	12	.	.	.	20	22	20
Currently	9	9	9	.	.	.	11	8	11
<i>CZ Czech Rep.</i>									
Not Specified	•	•	10	•	•	11	•	•	•
<i>DE Germany</i>									
Since graduation	6	13	•	20	23	•	12	12	•
Currently	7	8	•	11	8	•	5	4	•
<i>NL The Netherlands</i>									
Currently	5	3	•	7	•	7	4	2	•
<i>PL Poland</i>									
More than one Univ. abroad	•	•	3	•	•	2	•	•	2
<i>UK United Kingdom</i>									
Currently	7	•	•	•	•	•	•	•	•

Source: Schomburg/Teichler, eds. *Employability and Mobility of Bachelor Graduates in Europe*. Rotterdam: Sense Publishers 2011.

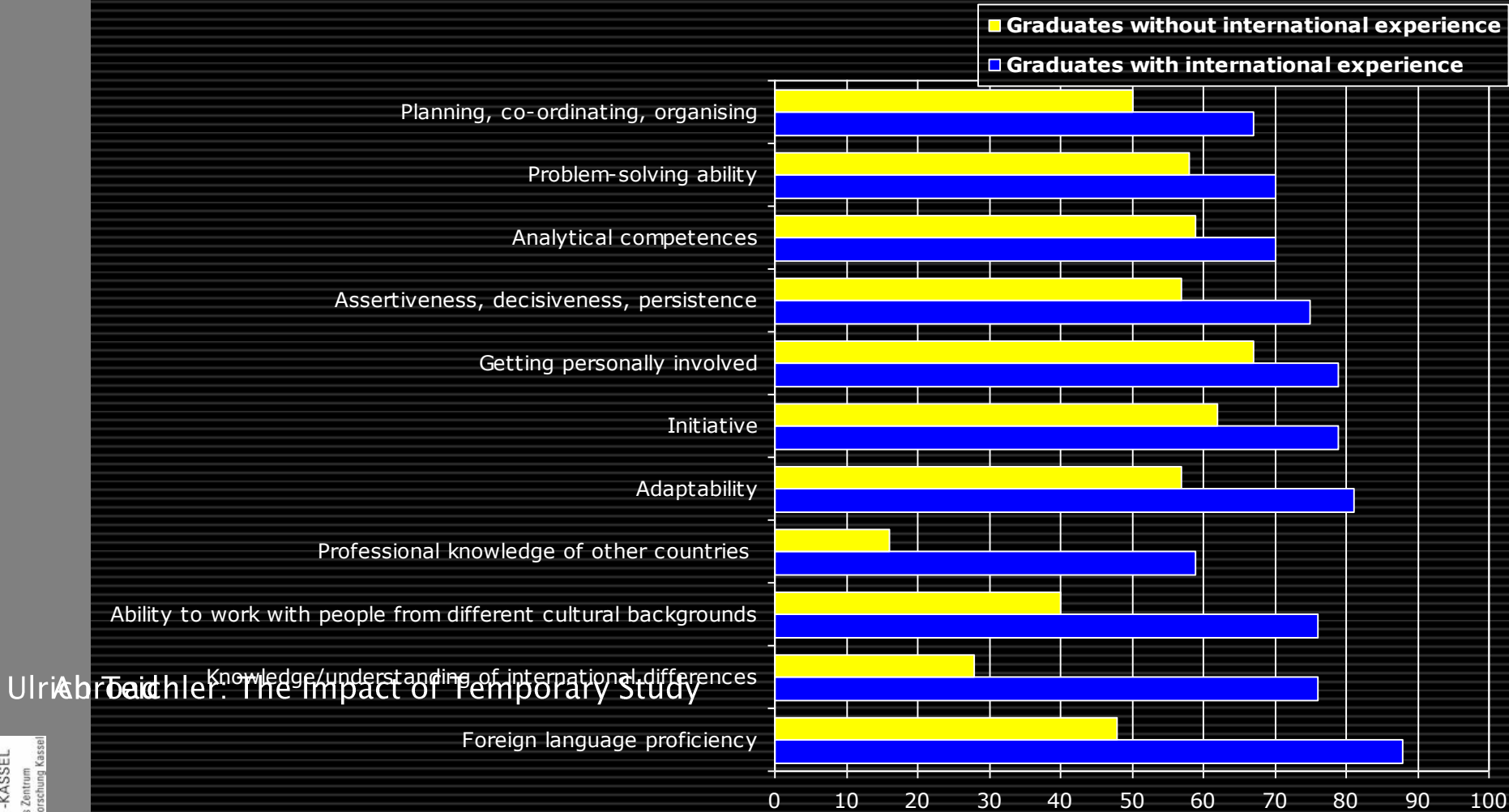
Higher Competences upon Graduation than Non-mobile Graduates (students, percent)



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Question A21: At the time of return, how do you rate your knowledge and competences as compared to non-mobile students in the following areas?. Answer 1 and 2 on a scale of answers from 1 = much better to 5 = much worse (VALERA Study)

Comparison of Mobile and Non-mobile Graduates by Employers (in percent)



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Employer Question C4: Please rate the competences of the young graduates in your organisation. To what extent do they have competences in the following areas on average? Answer 1 and 2 on a scale of answers from 1 = to a very high extent to 5 = not at all (VALERA Study).

Importance of Recruitment Criteria (Graduates and Employers' View) (in percent)



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Student Question D6: How important, according to your perception, were the following aspects for your employer in recruiting you for your initial employment after graduation, if applicable? Employer Question B2: How important are the following aspects in recruiting young graduates for your organisation? Answer 1 and 2 on a scale of answers from 1 = very important to 5 = not important at all (VALERA Study).

International Dimensions of Employment and Work of Former ERASMUS Students (2001/01) (in percent)

	1988/89 ERASMUS	1994/95* ERASMUS	1994/95* Non- Mobile	2000/01 ERASMUS
International scope of employing organisation	+	+	+	51
Frequent contacts of employing organisation with other countries	71	+	+	59
Employed abroad since graduation	18	20	5	18
Sent abroad by employer	+	22	10	12
Professional knowledge of other countries important	+	40	20	45
Understanding of different cultures and society important	+	52	32	57
Working with people from different culture important	+	62	43	67
Communicating in foreign language important	+	60	30	70

* Year of graduation (VALERA Study)

Ulrich & Bröckling: Working with people from different culture important

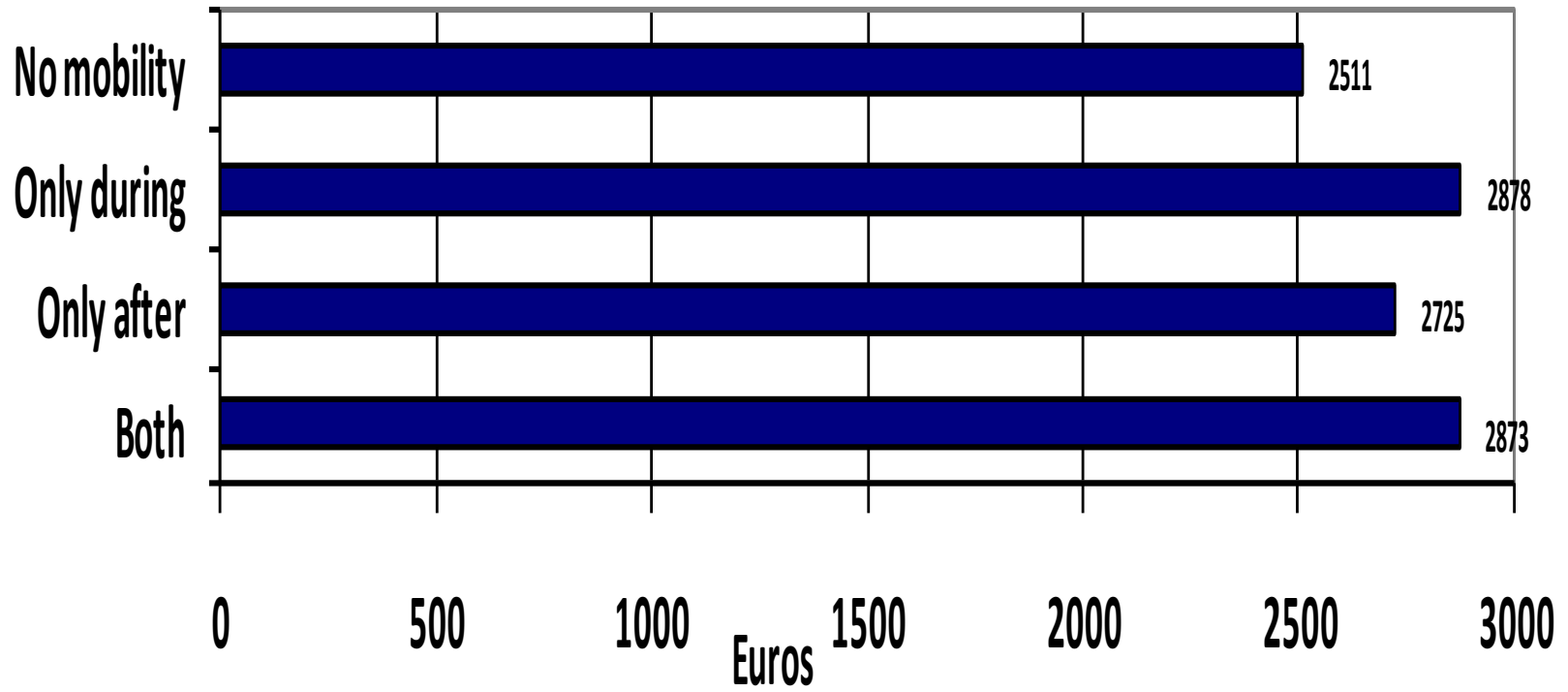
Perceived Positive Influence of Study Period Abroad on Employment and Work- Former ERASMUS Students (in percent)

	1998/99	1994/95*	2000/01
Obtaining first job	71	66	54
Type of work task involved	49	44	39
Income level	25	22	16

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* Year of graduation (VALERA Study)

The Relation Between International Mobility and Monthly Income 5 Years After Graduation (only home graduates living in home country 5 years after graduation) (REFLEX Study)



Former ERASMUS Students' Current Employment Situation (%)

	1988/89 ERASMUS	1994/95* ERASMUS	1994/95* Non-Mobile	2000/01
Employed, self employed	84	81	82	71
Study/training	7	12	7	14
Unemployed	4	3	5	6
Job mobility	*	67	58	53
Temporary contract	27	27	27	35
Part-time employment	10	7	10	10
Public sector	*	29	39	36
Research and HE	13	*	*	16

* Year of graduation (VALERA Study)

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Links Between Study and Subsequent Employment and Work Perceived by Former ERASMUS Students – VALERA Study (% of employed graduates)

	1988/89 ERASMUS	1994/95* ERASMUS	1994/95* Non- Mobile	2000/01 ERASMUS
High use of knowledge	67	44	47	61
Appropriate level	72	76	67	72
High satisfaction with current work	52	74	63	62
Field of study the only possible/the best for area	+	31	39	41

Ulrich et al. (2001) The Impact of Temporary Study

* Year of graduation

+ Different formulation: satisfaction with professional situation

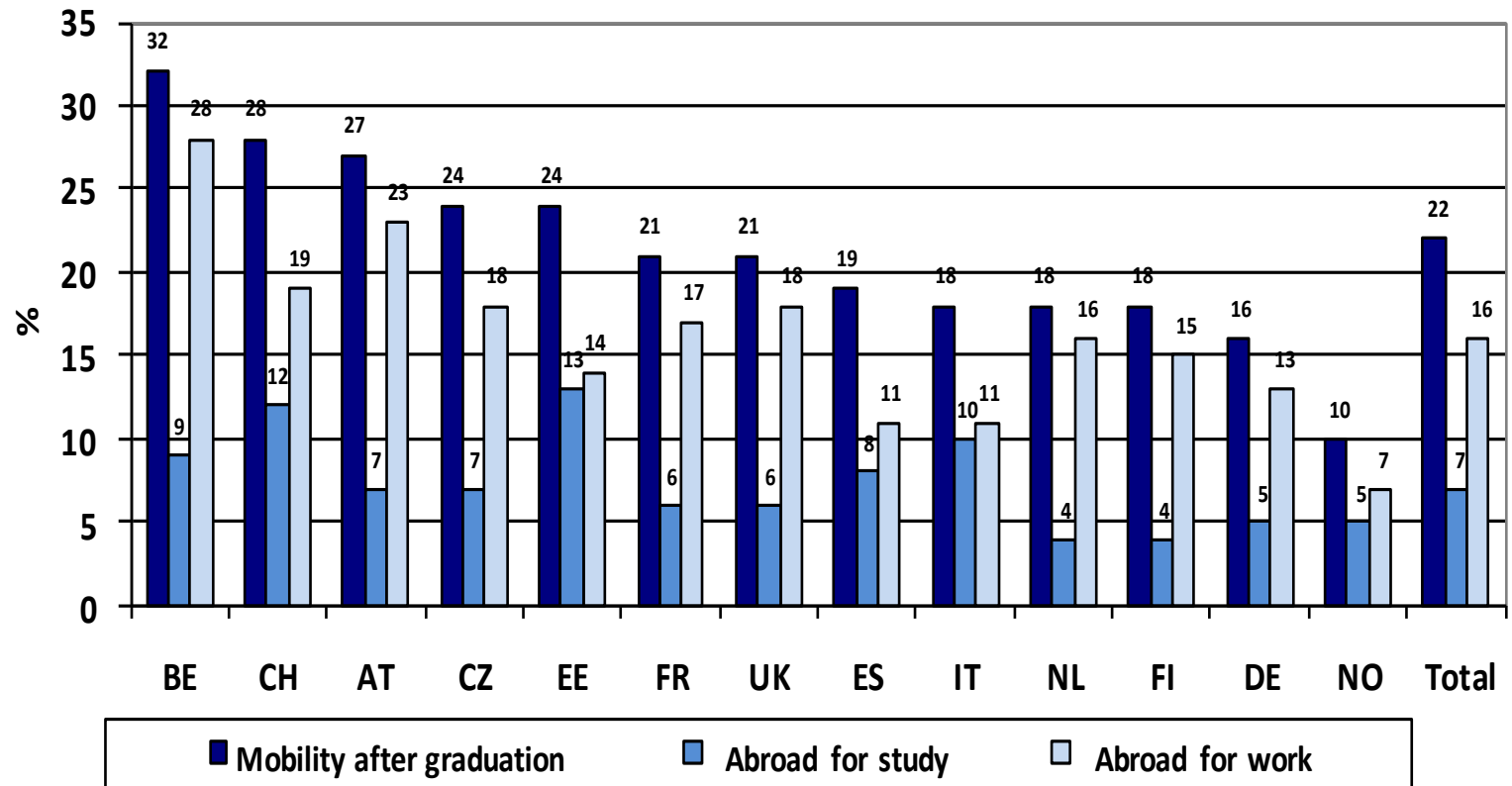
Selected Important Recruitment Criteria According to the Graduates' Perception

	1988/89 ERASMUS	1994/95* ERASMUS	1994/95* Non-Mobile	2000/01 ERASMUS
Field of study	+	73	70	74
Main subject/specialisation	60	55	59	59
Grades	49	35	32	35
Practical/Work experience	+	45	43	51
Reputation of HEI	27	24	20	33
Foreign Language Proficiency	64	60	17	60
Experience abroad	(53)	56	5	53
Personality	81	81	73	83

* Year of graduation (VALERA Study)

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Intern. Mobility During the First Five Years After Graduation by Country – REFLEX Study (% of those graduating in their home country)



ERASMUS-Related Work Tasks of Former ERASMUS Students (% of employed graduates)

	1998/99	1994/95*	2000/01
Using the language of the host country orally	47	42	38
Using the language of the host country in reading and writing	47	40	38
Using firsthand professional knowledge of host country	30	25	25
Using first hand knowledge of host country culture/society	30	32	24
Professional travel to host country	17	18	14

* Year of graduation (VALERA Study)

Results – Summary

Short-term mobile students report

- somewhat higher general employment and work success
- clearly more international employment and work
- declining exceptionality of international employment and work

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