

DOWNLOAD PDF THE INTRA-EUROPEAN MOBILITY OF UNDERGRADUATE STUDENTS

Chapter 1 : Migration, Mobilities and Integration - Sociology - Trinity College Dublin

The Intra-European Mobility of Undergraduate Students. European Cultural Foundation, Amsterdam (Netherlands). Undergraduate student mobility in Europe, which is seen as a desirable objective by the European communities, is examined in this study.

By Rachel Brooks Europe represents an important “ and yet often overlooked “ space for scholars interested in international student mobility. Through efforts to develop a European Higher Education Area , the European Union has pursued a highly managed, top-down strategy of convergence, with the aim of creating a strong higher education region that can compete with other parts of the world, and notably the US. Student mobility has often been viewed as an important part of this project “ particularly the Erasmus scheme , established in , which encourages movement between member states of the EU, with the aim of facilitating economic integration by normalising cross-border movement and helping to foster a European political identity. As part of our research for the Eurostudents project, we have explored how student mobility is currently understood by policymakers across the continent, as the UK prepares to leave the EU, and other European nations are reassessing their own relationship to their neighbours. We were particularly interested in the extent to which there was evidence of convergence in understandings of student mobility, as various scholars have argued that we are now witnessing a high degree of homogenisation with respect to education policy within Europe. Over the last eighteen months, we have analysed 92 policy texts from six different European countries Denmark, England, Germany, Ireland, Poland and Spain. The countries were chosen to provide diversity with respect to their: The sample comprised speeches given by government ministers for higher education, and key strategy documents, relating to higher education, produced by i government, ii staff and student unions, and iii graduate employer organisations. Evidence of policy divergence Across all six countries there are some important similarities with respect to international student mobility. All of the nations either have their own internationalisation strategy or strategic plans in this area are written into other key documents, and international mobility is identified as a strategic priority. Nevertheless, a more fine-grained analysis of the policy texts reveals a rather different and more nuanced picture. Policy discourses differed by nation with respect to: Indeed, in both Poland and Spain considerable emphasis is placed on stimulating intra-national mobility, to encourage more movement between national higher education institutions. This is discussed primarily, although not exclusively, for students who are completing their studies and considering a job in higher education. In both cases, intra-national movement is claimed to improve standards of teaching and research, as postgraduates and staff are exposed to new ideas and ways of working. There is also divergence, across the six nations, with respect to the extent to which intra-European mobility is discussed. Documents from Spain, Ireland and Germany all devote considerable space to outlining the desirability of increasing intra-European mobility. In contrast, however, European mobility is rarely mentioned in the policy documents from England and Denmark. There are clear links here to the wider geo-political context, with Spain, Germany and Ireland seemingly keen to associate themselves closely with the European political project, while Denmark and England are much more Eurosceptic in orientation. As a consequence of this broader political culture, it is perhaps unsurprising that both England and Denmark refrain from positioning their higher education policies within European frames of reference, and constructing the desirable mobile subject as primarily a European citizen-in-the-making. Characteristics of and responsibilities for the inwardly mobile subject Alongside differences in the scale of desired mobility are others that relate to the characteristics of the mobile subject and the imputed responsibilities for such students. Here the focus is on those who do cross national borders. Very significant differences are also notable in relation to the implied responsibility for mobile students and the extent to which concepts of social justice are presented as geographically bounded. While such limits are clearly articulated in some of the English documents, a more expansive view is taken in nearly all of the German documents that we analysed “ where considerable steps had been taken to welcome

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refugee students into the higher education system. Both positions are consonant with respective national migration policies. Outward mobility In general, and as might be expected, considerably less space is devoted to discussing the mobility of home students than their international counterparts. However, this is not played out identically across the six countries: There is also significant variability in the way in which the outward mobility of graduates is discussed. Pervading some of the English documents is an assumption that such young people are largely immobile, underpinned by the clear assumption that they are unlikely to seek jobs abroad on graduation. In contrast, in both the Irish and Polish documents graduates are constructed as potentially highly mobile – to the detriment of the nation-state. Concluding thoughts These findings suggest that, despite arguments that we have witnessed the increasing homogenisation of education policy and practice across Europe, significant national differences remain – at least with respect to the dominant policy constructions of mobile students. Many of these relate to local political factors, including migration, labour market dynamics and relationships with the EU. While – by focussing exclusively on policy documents – this particular study has not been able to provide any evidence about the ways in which dominant constructions impact on students themselves, the significant diversity in representations documented here does at least suggest that very different messages may be taken up by prospective students about how they are understood and the welcome they are likely to receive in particular nation-states. This is something we are currently exploring as part of the wider Eurostudents project. This blogpost is based on an article published recently in Geoforum. Blog entries reflect the personal views of contributors and are not moderated or edited before publication. However, we may make subsequent amendments to correct errors or inaccuracies.

Chapter 2 : Best Online Colleges for Student Economic Mobility

Reviewing European Union education and mobility structures, European Journal of Higher Education, , 6, 3, CrossRef 14 David Ralph, 'Always on the Move, but Going Nowhere Fast': Motivations for 'Euro-commuting' between the Republic of Ireland and Other EU States, Journal of Ethnic and Migration Studies, , 41, 2, CrossRef.

Chapter 3 : Intra-European Mobility Research Papers - www.nxgvision.com

Intra-European mobility is directly connected to the transfer of social security rights for mobile EU citizens within the framework of the EU's social security coordination system. In fact, the portability of social security is a central.

Chapter 4 : International Student Mobility Scholarship

The Intra-European mobility of graduates educated in UK Higher Education Institutions This bulletin discusses the findings from a recent study on the transferability of skills and knowledge of UK educated graduates.

Chapter 5 : The EU Programme Erasmus+ | Brussels

European mobility is mainly intra-European (over 90 per cent of the mobility of students). A lot and perhaps too much attention has been devoted to intra-European collaboration over the last decades.

Chapter 6 : The mobility of students across Europe – evidence of policy convergence? | Department of S

Therefore, in this paper, we present a study into the determinants of intra-European student mobility, conducted in Austria, Belgium, Italy, Norway, Poland, and UK, taking into account students.