



**Is the lack of funding THE
obstacle to mobility?**

An empirical overview

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DZHW
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Outline

Aims of the presentation

- Provide an overview of different obstacles to mobility by drawing on selected empirical studies
- Carve out the relative importance of (expected) financial costs
→ hierarchy of obstacles
- Set the scene for our discussions throughout the seminar

Focus of the presentation

- Students, not institutional or country level
- Credit mobility (mostly enrolment periods abroad) instead of degree mobility

Hierarchy of obstacles

Hierarchy of obstacles

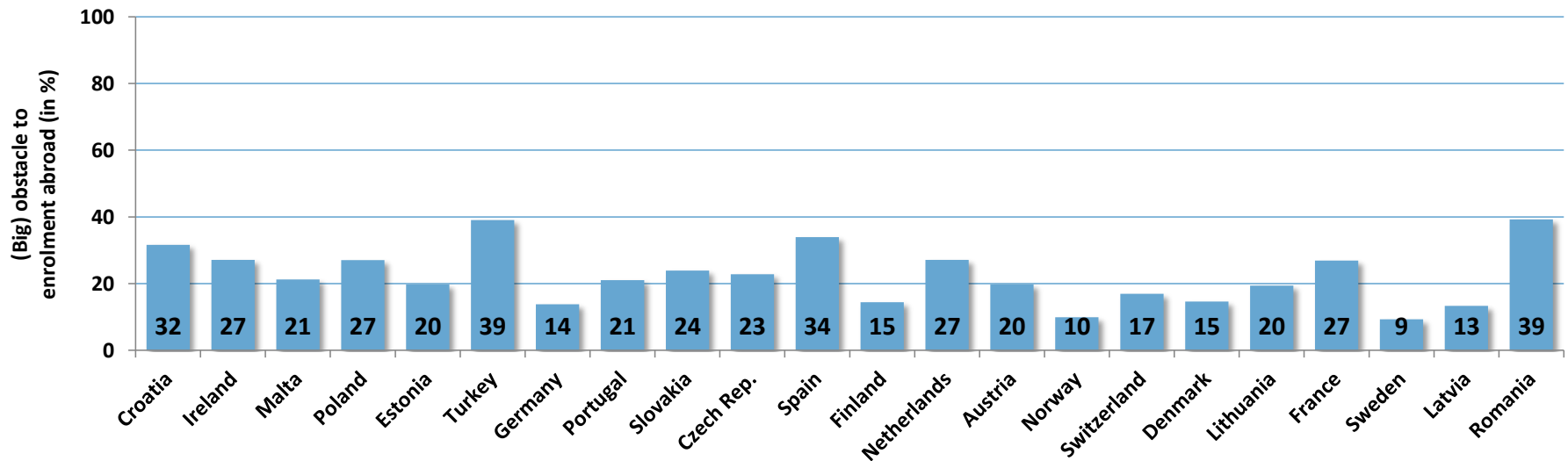
Data source: EUROSTUDENT

- EUROSTUDENT generates internationally comparable indicators using data from nationally representative student surveys
- Orr, Gwośc & Netz (2011). *Social and Economic Conditions of Student Life in Europe. Eurostudent IV 2008-2011*. Bielefeld: Bertelsmann.
- Data from 25 EHEA countries
- Reference period: 2009-2010
- Focus on obstacles to a period of enrolment abroad

Hierarchy of obstacles

Difficulty in getting information

Share of students without enrolment abroad who consider difficulty in getting information a (big) obstacle to an enrolment abroad

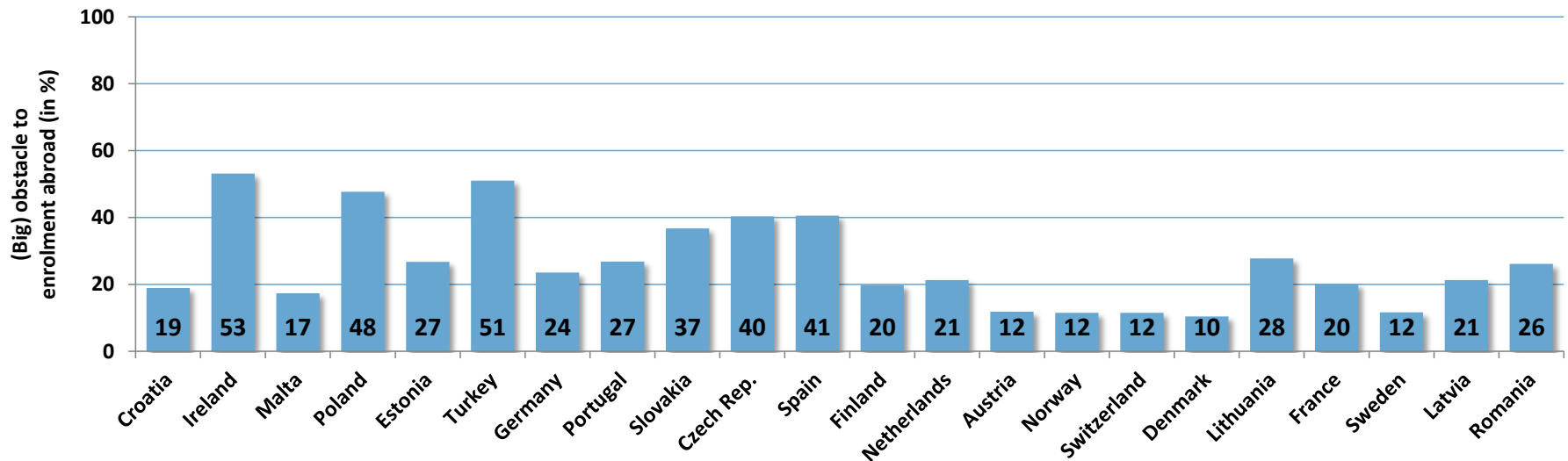


Source: Orr et al. (2011)

Hierarchy of obstacles

Insufficient foreign language skills

Share of students without enrolment abroad who consider insufficient foreign language skills a (big) obstacle to an enrolment abroad

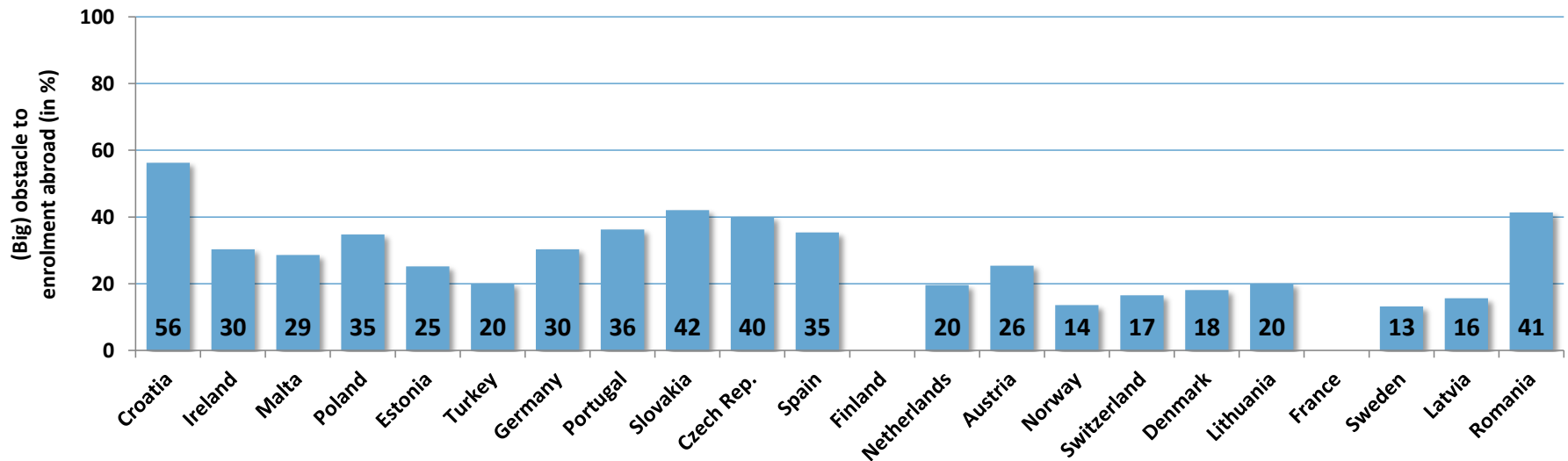


Source: Orr et al. (2011)

Hierarchy of obstacles

Expected problems with the recognition of credits

Share of students without enrolment abroad who consider problems with the recognition of credits a (big) obstacle to an enrolment abroad

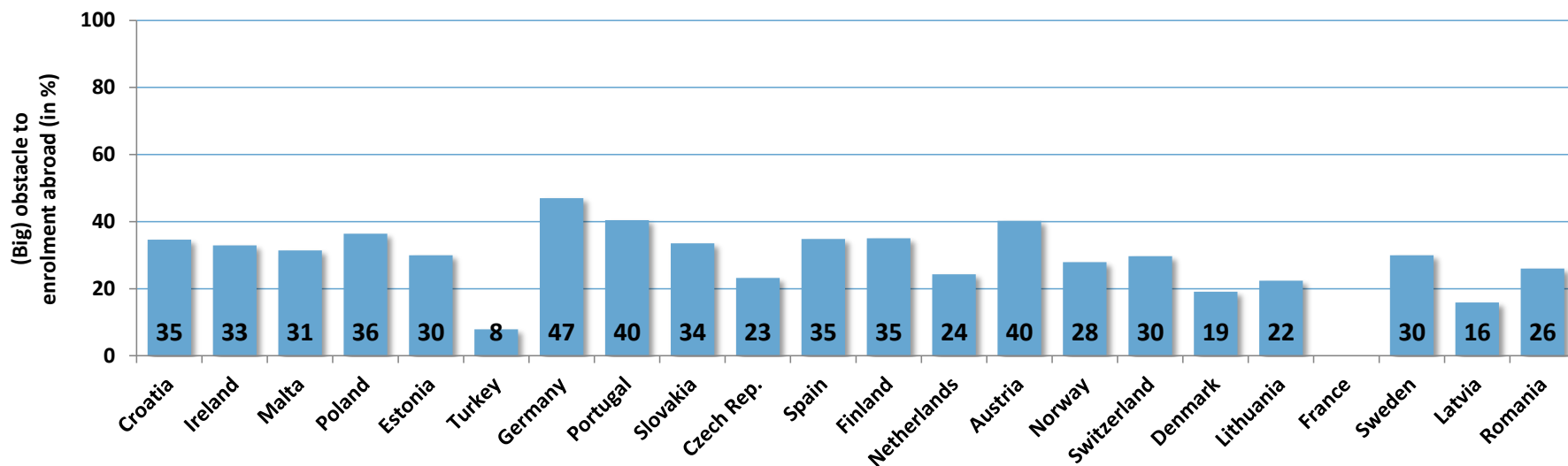


Source: Orr et al. (2011)

Hierarchy of obstacles

Expected delay in study progress

Share of students without enrolment abroad who consider an expected delay in the study progress a (big) obstacle to an enrolment abroad

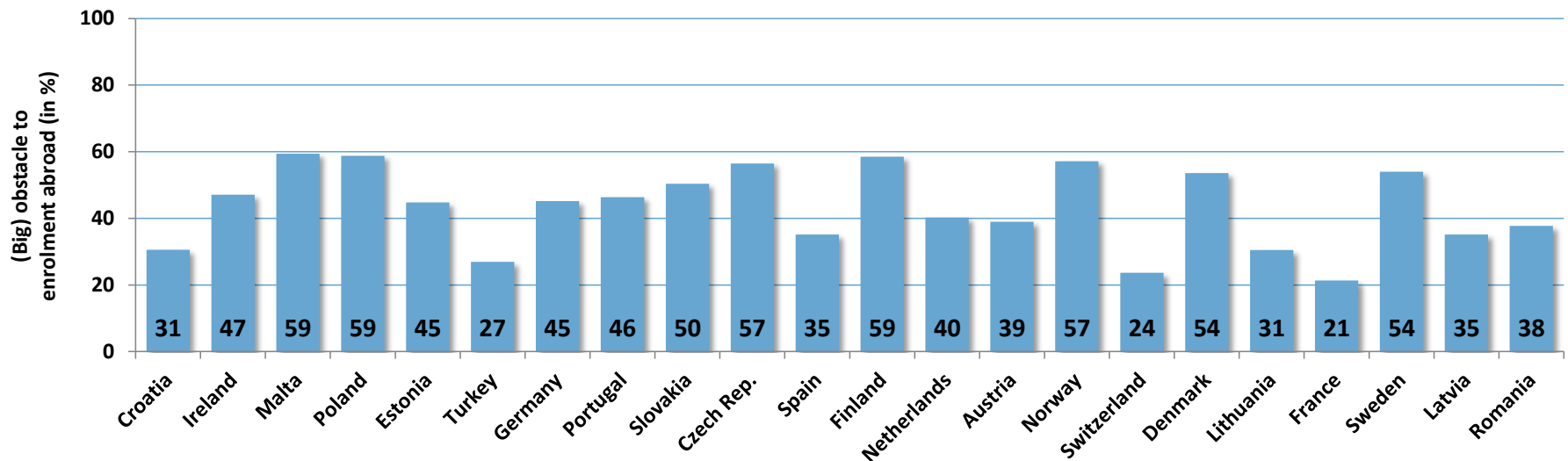


Source: Orr et al. (2011)

Hierarchy of obstacles

Separation from partner, child(ren), friends

Share of students without enrolment abroad who consider a separation from the partner, child(ren) or friends a (big) obstacle to an enrolment abroad

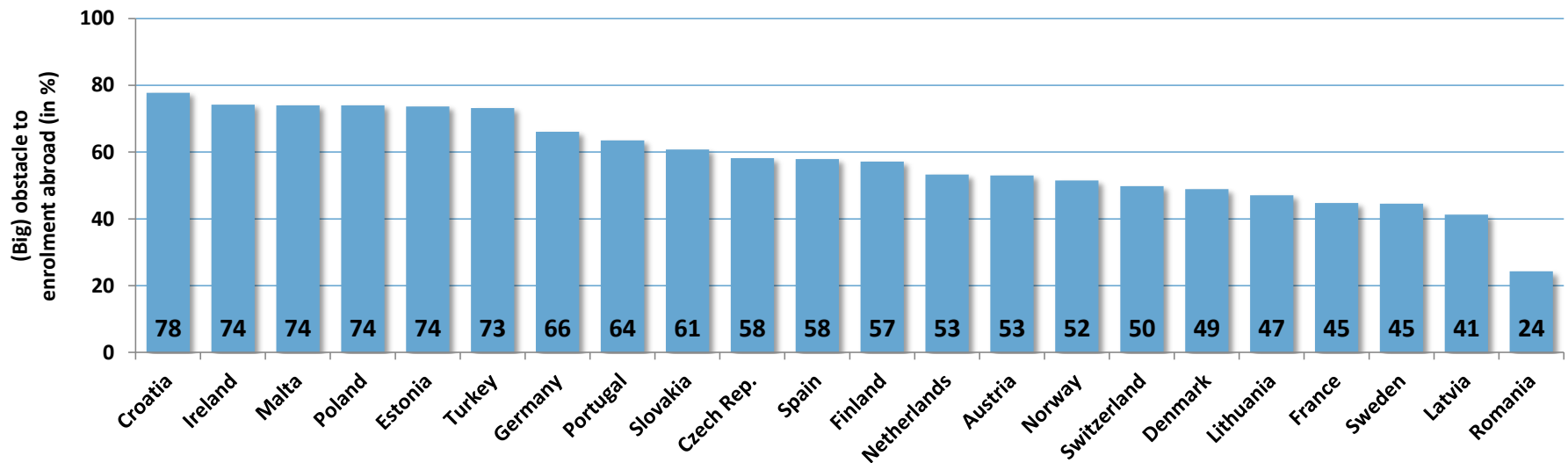


Source: Orr et al. (2011)

Hierarchy of obstacles

Expected additional financial burden

Share of students without enrolment abroad who consider an expected additional financial burden a (big) obstacle to an enrolment abroad



Source: Orr et al. (2011)

Hierarchy of obstacles

Expected additional financial burden

- The paramount role of financial concerns becomes visible also in countries not covered in EUROSTUDENT data on mobility:
 - **United Kingdom:** Findlay et al. (2006)
 - **USA:** Presley et al. (2010)
 - **New Zealand:** Doyle et al. (2010)

Hierarchy of obstacles

Preliminary conclusion

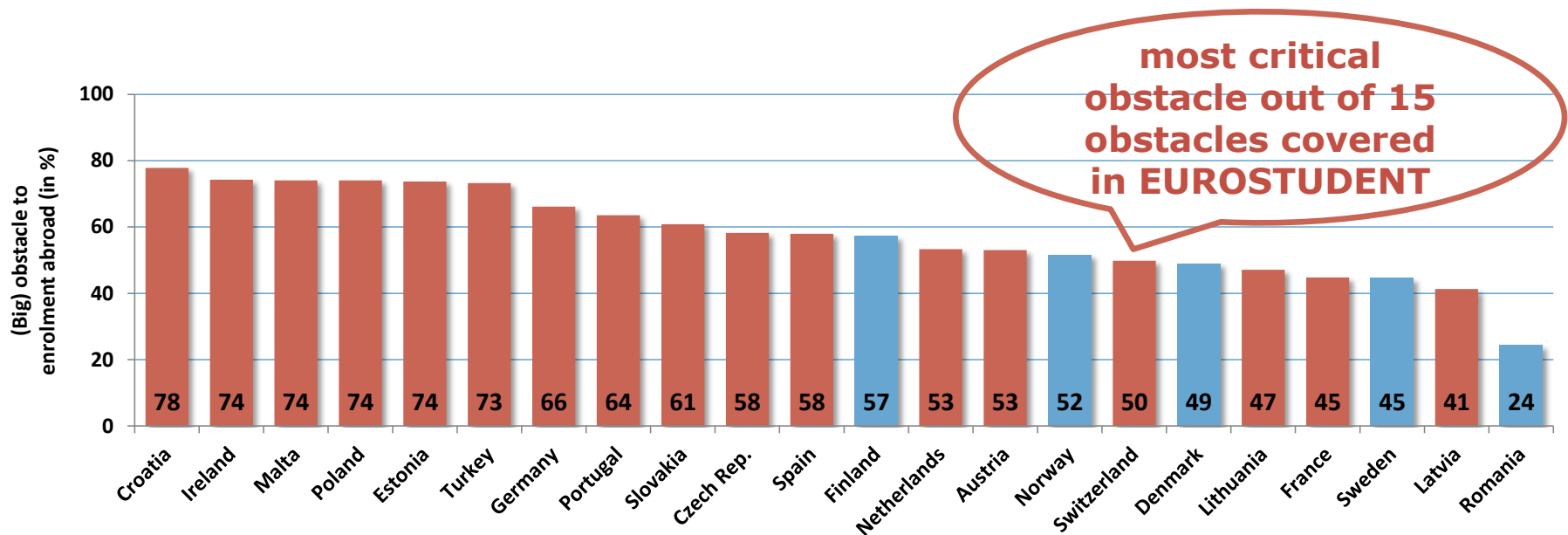
- Many students across Europe perceive the additional financial burden of a stay abroad as THE obstacle to mobility
- End of the story?
- Not yet!

Differences between countries

Differences between countries

Expected additional financial burden

Share of students without enrolment abroad who consider an expected additional financial burden a (big) obstacle to an enrolment abroad

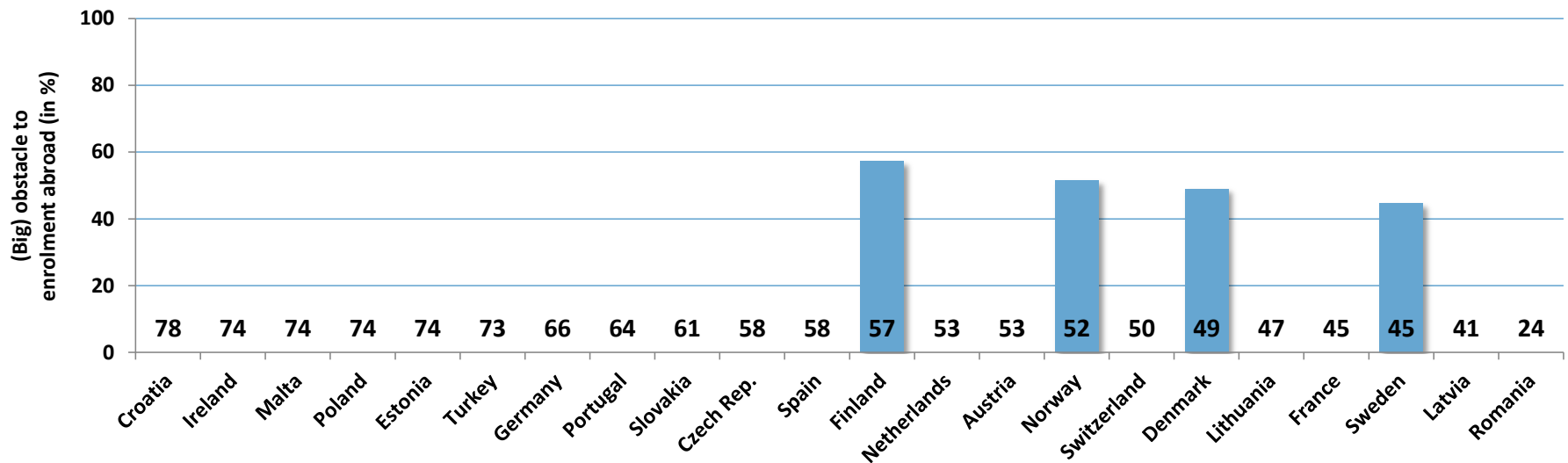


Source: Orr et al. (2011)

Differences between countries

Expected additional financial burden

Share of students without enrolment abroad who consider an expected additional financial burden a (big) obstacle to an enrolment abroad

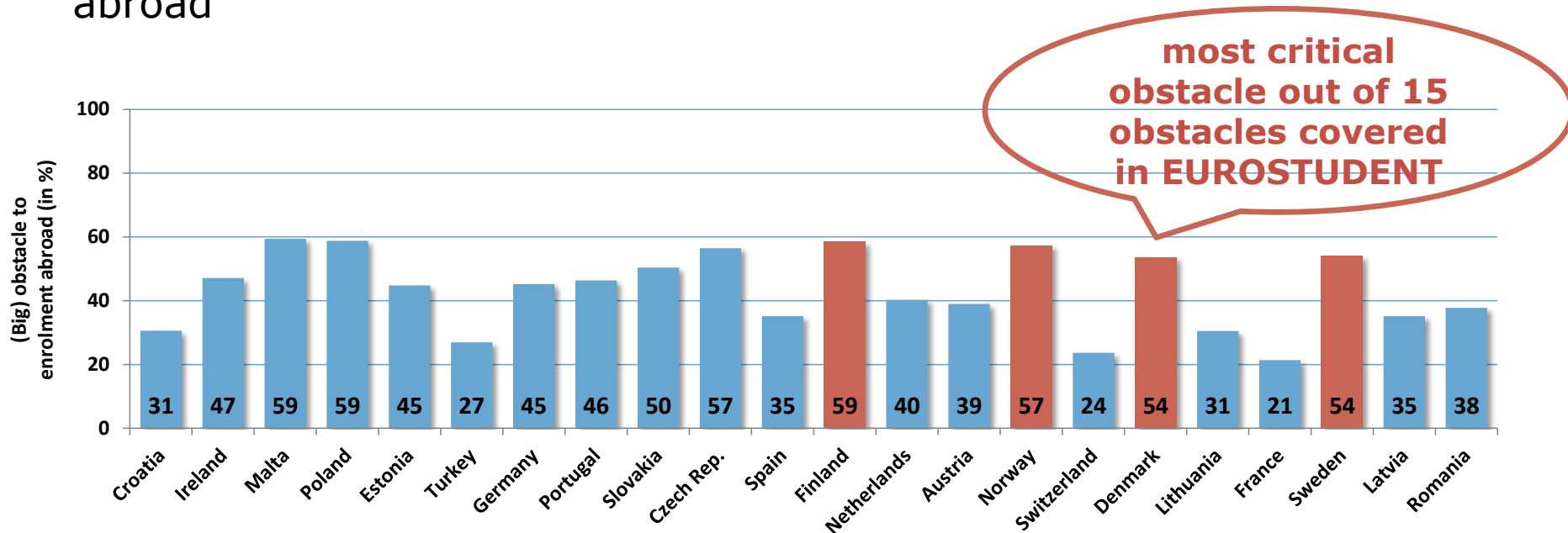


Source: Orr et al. (2011)

Differences between countries

Separation from partner, child(ren), friends

Share of students without enrolment abroad who consider a separation from the partner, child(ren) or friends a (big) obstacle to an enrolment abroad



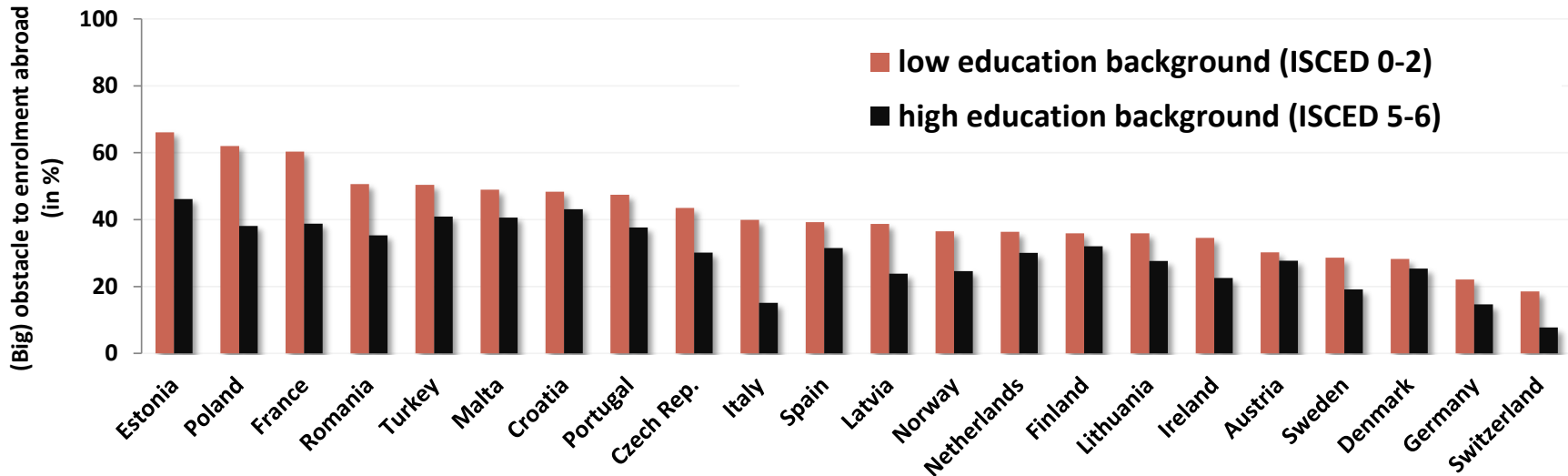
Source: Orr et al. (2011)

Differences between groups of students

Differences between groups of students

Financial insecurities*

Share of students without enrolment abroad who consider financial insecurities a (big) obstacle to an enrolment abroad



* Index built from the following items: expected additional financial burden, loss of opportunities to earn money, loss of social benefits, problems with accommodation in the host country

Source: Orr et al. (2011)

Descriptive vs. multivariate results

Descriptive vs. multivariate results

Perceived vs. factual importance

- Funding as obstacle in the perception of students
vs.
 - Funding concerns as variable predicting mobility (plans)
 - Simultaneous control of other influencing factors → relative importance of funding concerns
- Example: regression results of Lörz et al. (forthcoming)

Logistic regression of the intention to study abroad (average marginal effects)

	M 1	M 2	M 3	M 4	M 5
Social background					
academic (<i>vs. non-academic</i>)	0.07 ***	0.04 **	0.03 *	0.02	0.01
Educational biography					
Type of school: general (<i>vs. vocational</i>)		0.05 *	0.02	0.02	0.03
Specialisation: languages (<i>vs. other major</i>)		0.07 ***	0.03	0.02	0.02
Longer stay abroad during school (<i>vs. no stay</i>)		0.15 ***	0.12 ***	0.09 ***	0.06 ***
Performance-related factors					
Final school grade			0.03 **	0.05 ***	0.05 ***
Probability of success			0.04 ***	0.03 **	0.02 *
Skills in foreign languages			0.05 ***	0.04 ***	0.03 ***
Cost considerations					
Financial strain				-0.03 ***	-0.03 ***
Time loss				-0.08 ***	-0.05 ***
Family/partnership				0.03 ***	-0.03 ***
Benefit considerations					
Importance for career					0.09 ***
Professional prestige					0.01
Personality development					0.06 ***
Control variables					
Sex: male (<i>vs. female</i>)	-0.05 ***	-0.03 **	-0.03 *	-0.02	-0.00
Migration: yes (<i>vs. German</i>)	0.01	-0.03	-0.03	-0.04	-0.02
D_{total}	0.01	0.27	0.45	0.59	0.77
N	5,808	5,808	5,808	5,808	5,808
Wald-Chi²	35	168	284	649	900
Pseudo-R²	0.01	0.04	0.07	0.14	0.20

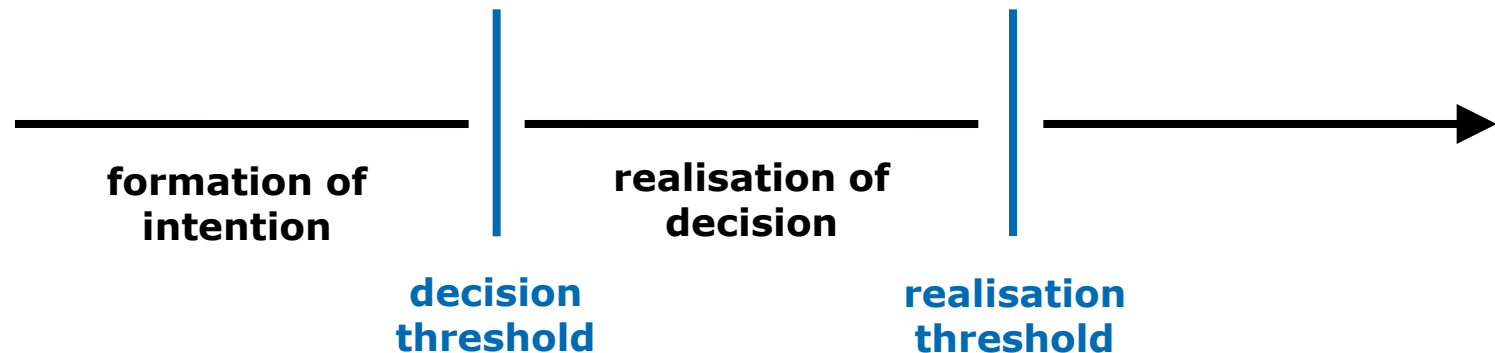
**financial strain =
one of various
obstructive factors**

Sequence of obstacles

Sequence of obstacles

Rubicon model of action phases (adaptation)

- Path to a stay abroad as goal achievement process that involves multiple thresholds students have to pass (Netz, 2013)



Source: Netz (2013)

Sequence of obstacles

Critical obstacles according to empirical studies (selection)

▪ **Decision threshold**

- not regarding mobility as beneficial (career/personality development)
- not having previous mobility experience (school exchange)
- not having the necessary competencies and associated self-confidence
- general fear of delaying studies and financial insecurities

Sources: Netz (2013), Lörz et al. (forthcoming)

Sequence of obstacles

Critical obstacles according to empirical studies (selection)

- **Realisation threshold**
 - strong social ties in place of living
 - informational deficits
 - expected problems with recognition
 - no access to mobility programmes
 - actual lack of funding

Sources: Parey & Waldinger (2011), Lörz & Krawietz (2011), Netz (2013), Middendorff et al. (2013)

Sequence of obstacles

Sequence of obstacles

- Obstacles become relevant at different stages during the process of becoming internationally mobile.
- Students primarily consider practical matters of a stay abroad once they have decided to become mobile.
- Students not regarding mobility as beneficial won't care about funding...

Empirical vs. normative approach

Normative approach

Where can and where should policy makers and institutional managers in higher education remove obstacles to mobility?

Exemplary obstacles	Can?	Should?
not regarding mobility as beneficial	(yes)	?
reluctance to leave the social context	(yes)	(yes)
(perceived) lack of funding for mobility	yes	yes

Summary & Conclusion

Summary

Key empirical findings

- In many countries, the expected costs of a stay abroad are perceived as the most critical obstacle to mobility
- Perception of this obstacle depends on country and student group examined
- Relevance of financial concerns generally also backed by multivariate studies
- Funding = technicality of a stay abroad, which becomes more relevant in later stages of the path to mobility experience

Conclusion

After all...

- Is the lack of funding THE obstacle to mobility?
→ No. It is one obstacle among others, but a very crucial one.

- Is the lack of funding THE obstacle that policy makers should address?
→ I say yes. What do you say?

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Thank you for your attention!

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