

Erasmus and EHEA Student Mobility in Times of the European Economic Crisis

The situation of international Teacher Training students in Austria.

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Methodology and design

- Part of the CiCe-Erasmus Academic network project (www.cice.londonmet.co.uk)
- Previous research in developing, revising and analysing a qualitative questionnaire (Bauer & Kreuz 2010; 2012; 2013)
- a *quantitative survey* for teacher training students with a special focus on the European crisis.
- Languages: German and English.
- Pilot study: modified into formal, content and language criteria (Bauer & Kreuz 2013).
- Evaluation of the data is based on SPSS Statistics 21 and 22

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Objectives of the study

- Motivation to go abroad
- Preparation, support
- Expectations
- Role of teaching practice
- Contact to national students
- Differentiation of problems
- Fields of improvement
- **European Identity & crisis**

Research questions concerning European crisis

- A third of questions concerning European identity and European crisis
- **Focus:** Does the economic crisis lead students to search for opportunities in another country?
 - Does mobility become a mean of investment into labour opportunities abroad?
 - What can be said about the group of teacher training students regarding European identity and identification as European citizen?

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Sample

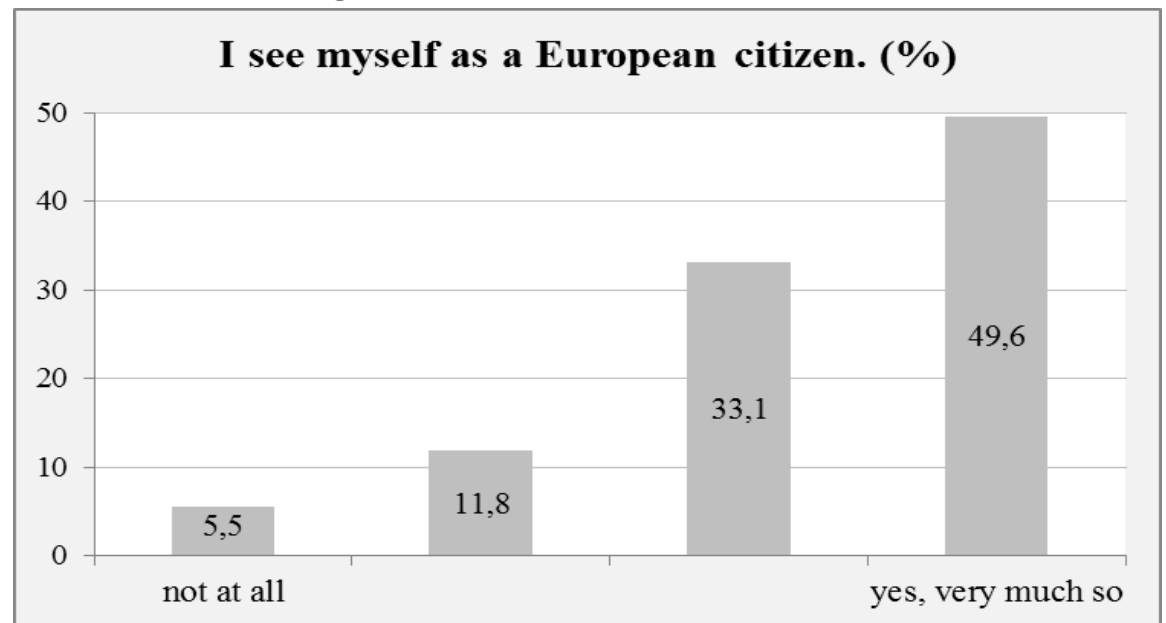
- 129 participants from 10 universities/university colleges of teacher education in Austria (PH Wien, KPH Wien/Krems, PH Burgenland, PH Steiermark, KPH Graz, PH Tirol, PH Salzburg, PH Oberösterreich, PPH Linz, PH Kärnten)
- Incoming Erasmus or international students in winter term 2013/14
- 79.7% female and 20.3% male
- 21 different nations
- ES: 26, TR: 17, CZ: 14, HU: 14, PL:9, GR: 6
- Main group: aged 21-25
- Main group: Bachelor, year 3 & 4

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Results

European Citizen

- *I see myself as a European citizen*
- No differences concerning sex



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Erasmus and European Identity

- *Has the participation in the Erasmus programme changed your identity as „European Citizen“ in a positive way?*
 - 71,4% yes very much & much
 - 10,3% not at all
- Determining reasons were:
 - „exchange with people from different parts of Europe“
 - „we are a big family“
 - „a lot of new information about other European cultures“

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Erasmus and European Crisis

- *Has the economic crisis had an impact on your country concerning your individual situation?*
 - 50,8% yes
 - 12,1% not at all
- *Are you afraid of the European crisis?*
 - 79,2% yes
 - 20,8% not at all
 - Reasons named for fear:
 - high and ever increasing unemployment rate;
 - reduced salary;
 - Not enough money to live.

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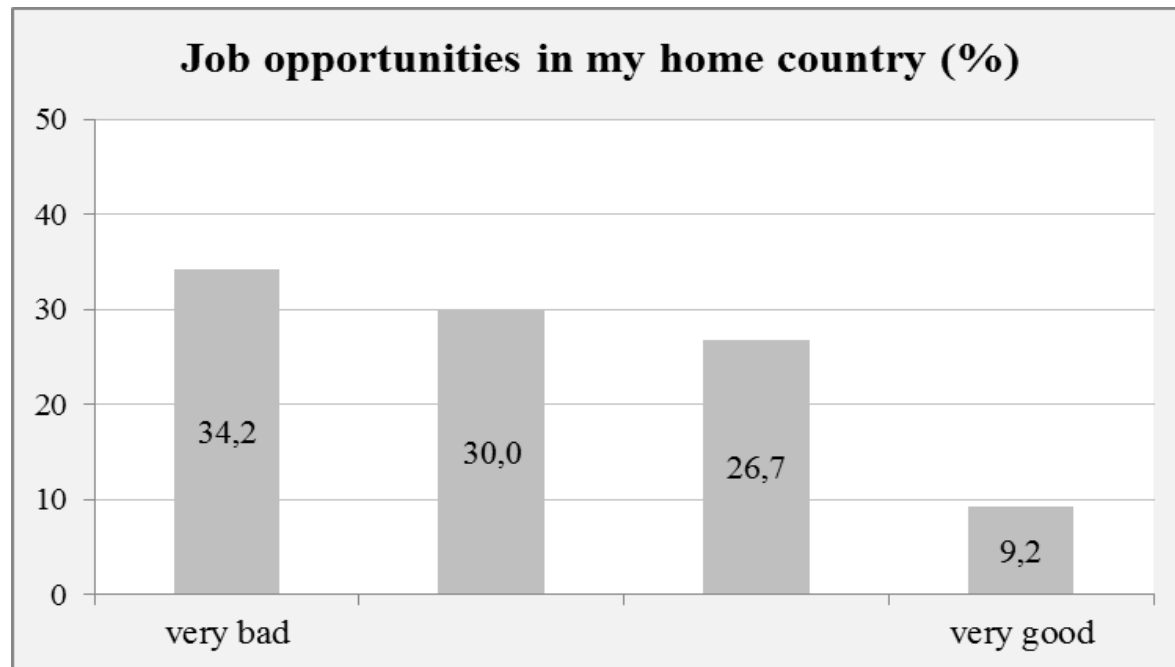
Erasmus and European Crisis

- *Did the economic crisis influence your intention to do an Erasmus semester?*
 - 55% yes, 45% not at all
 - Yes, because:
 - 70,8% because of financial burden and uncertainty at home
 - 12,5% to compare the labour markets/future prospects elsewhere
- *Do you feel encouraged by your Erasmus semester to seek a job in another country?*
 - 77,5% yes, 22,5% not at all
 - Main reasons for agreement :
 - „I can also build up my life in another country“
 - to gain international experience

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Erasmus and European Crisis

- *How do you rate your job opportunities in your home country?*



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Erasmus and European Crisis

- *Has the economic crisis had an impact on your country especially concerning your studies?*
 - 54,8% yes
 - 13,7% not at all
 - Top reasons:
 - universities have less money for grants
 - Studying is more expensive

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Erasmus and European Crisis

- Furthermore, we can show that **the more students feel the effects of the European crisis in their private life and concerning their studies, the more they are afraid of the crisis** ($r > 0.4 / p < 0.01$).
- **The more students fear the economic crisis, the greater is the influence of the economic crisis regarding their intention to do an Erasmus semester** ($r = 0.511 / p < 0.01$).
- **The stronger the fear of the crisis, the more the students are encouraged to seek a job in another country because of their Erasmus experience** ($r = 0,307 / p < 0.01$).
- **The stronger students feel the effects of the European crisis in their private life and concerning their studies, the worse they describe their job opportunities in their home countries** ($r > 0.5 / p < 0.01$).

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Summary & Conclusions

The findings show that the majority of the current Erasmus teacher training generation studying in Austria thinks positively about being a European citizen.

European identity in the case of Erasmus teacher training students is positively linked to the diversity of the European countries, to common European citizenship and human rights as well as to a better integration of European citizens and interrelated understanding although there is intercultural diversity.

Around half of the mobile students state that they feel the effects of the crisis concerning their private life as well as their studies and more than three quarters of the participants are afraid of the crisis. Increasing unemployment, less salary and less money for living, fewer grants for students and more expensive studies are the most common reasons.

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Summary & Conclusions

- **More than half of the students describe the crisis effecting their decision whether to go for an Erasmus semester.** More than three quarters of the sample felt encouraged to seek a job in another country because of their Erasmus semester.
- **Financial burden and uncertainty at home leads them to compare the labour markets and search out future career prospects away from home and possibly build up their life elsewhere.** This relates to the result that more than 60 percent of the students rate their employability at home very badly. Countries which are affected strongly by the European crisis, such as Spain, Hungary and Greece described the worst job opportunities at home.
- **The more students feel the effects of the European crisis in their private life and concerning their studies and the more they are afraid of the crisis, the more they are encouraged to compare their employability in another country.** Both, the impact of the crisis on private life and studies as well as the fear of the crisis, influence students' decision whether or not to do an Erasmus semester.

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Thank you for your
attention!

