



INTERNATIONAL EXCHANGE
ERASMUS STUDENT NETWORK



Exchange, employment and added value

Research Report of the ESNSurvey 2011

Emanuel Alfranseder (ed.), Jesús Escrivá, Julia Fellingner, Aimee
Haley, Asror Nigmonov & Marge Taivere

Erasmus Student Network AISBL, Brussels 2012



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ESNSurvey 2011 Team

Emanuel Alfranseder

Jesús Escrivá

Julia Fellingner

Ewa Krzaklewska

Aimee Haley

Asror Nigmonov

Marge Taivere

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Author: Emanuel Alfranseder, Jesús Escrivá, Julia Fellingner, Aimee Haley, Asror Nigmonov & Marge Taivere

Published by Erasmus Student Network AISBL

Design: Josefin Svensson

Editing: Emanuel Alfranseder

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Erasmus Student Network AISBL

Rue Hydraulique 15

1201 Brussels, Belgium

Tel: +32 2 256 74 27

Electronic version of this report is available through www.esn.org

Index

Preface	6
Introduction	7
Key Results	8
Recommendations	10
Students' Characteristics	12
Attitudes towards future labour mobility	17
Relevant labour market skills and flexibility	20
Factors that encourage respondents to work abroad	24
Factors that discourage respondents from working abroad	26
Student Mobility and employability – Qualitative Analysis	28
Success stories	30
The impact of studying abroad on environment-related behaviour	31
Student organisations and their help to students	35
Further Analysis	38
Acknowledgements	41
Figures and Tables	42
Sources	43
List of Abbreviations	43
Annex 1: About ESN	44
Annex 2: Questionnaire	47

Preface

Dear Reader,

When this project started in 2005 with the aim to evaluate the experience of studying abroad we would have never imagined its success and growth. The ESNSurvey project, which has now reached its 7th edition, researches different topics each year and has so far gathered the opinion of over 70,000 students from all over the world.

The topic of this edition - Exchange, employment and added value are particularly relevant in a time of economic crisis that has put the growing youth unemployment and the mobile labour market in focus. We decided to dedicate this year's survey to investigate employability and the impact student exchange has on it.

During this important year of the 25th anniversary of the Erasmus programme it is ever so important to continue showing and verifying the benefits of mobility. Now, standing on the verge of the new joint programme for education, training, youth and sport proposed by the European Commission – Erasmus for All - which is due to start in 2014, it is important to emphasize added values, both on an academic and a personal development level.

Thanks to the results and insights provided by this project we hope to make a difference and improve higher education and student mobility.

Through this edition we reached an impressive number of 21,000 respondents. A special thank you to the dedicated ESNSurvey team for all the effort and hard work they put into the project - Emanuel Alfranseder, Jesús Escrivá, Julia Fellingner, Ewa Krzaklewska, Aimee Haley, Asror Nigmonov and Marge Taivere. Also thank you to our partners who helped us promote the survey, reaching even more students.

We wish you an enjoyable reading!

Josefin Svensson

Erasmus Student Network AISBL, Board 2011/12

Introduction

One of the most pressing issues for European unity is the functioning of the common European currency, the Euro. Ever since Mundell (1961) laid the foundations for the theory of optimal currency areas, one essential feature of such an area is labour mobility. Without going into the details of economic theory, it is quite intuitive to understand why a high degree of labour mobility and flexibility is highly beneficial for Europe. If workers moved according to economic necessities, the disparities between different regions in Europe could be mitigated more easily. Unemployment could be lowered if people moved quickly to where jobs are abundant. However, this is one of the very problems the European labour market faces, a lack of mobility and flexibility compared to other economic areas sharing a single currency (e.g. the United States). Acknowledging this challenge, the Europe 2020 strategy (European Commission, 2010) includes promoting labour mobility into one of its flagship initiatives to help increase employment levels.

While the hurdles for European labour mobility have been gradually lowered, in particular in terms of legal obstacles, moving to a different country remains difficult. The Erasmus Student Network (ESN) strongly believes that student mobility can substantially contribute to lower such obstacles. The insecurities of moving to a different country and culture are much lower once somebody has already experienced such a change. Although this line of argumentation appears obvious, scientific evidence on student mobility and subsequent labour mobility is scarce. With its unique position, ESN is able to reach a substantial number of students and explore their ideas and opinions on issues related to student mobility. Thus with the 7th edition of our flagship research project ESNSurvey we address the added value of exchange towards employment to further contribute to the crucial European topic of today.

On behalf of my fellow researchers and the whole Erasmus Student Network, I am proud to present you the report of the 2011 edition of the ESNSurvey. Without the support of my team, the whole network and the many stakeholders, this would have not been possible. My gratitude goes out to each and every one of you. I wish you a pleasant read and I hope that you find the information both interesting and useful.

With warm wishes,
Emanuel Alfranseder
ESNSurvey Coordinator 2011/12

Key Results

Satisfaction with the experience abroad

- Around 86 % of responding students are rather satisfied or very satisfied with their stay abroad during their studies or internship. Around 75 % of students are rather satisfied or very satisfied with the quality of their studies or internship.
- More than half of all respondents with an ESN section present at their host institution say that the volunteer work of ESN has encouraged them to join voluntary activities.

Labour market and mobility

- Important obstacles for future labour mobility are owning real estate, financial commitments and personal ties and commitments in the home country. In this context, the difference between students having studied abroad and those not having studied abroad, but intending to do so, is slight. Respondents that indicate no intention to study abroad or are unsure about it, consistently evaluate different obstacles as more important. This result could be an indication that future mobility decisions are quite dependent on convincing individuals to go abroad at an early stage of their education.
- The most important factors that motivate respondents to work abroad are greater opportunities for personal development, better working conditions, a better salary and previous experience in the potential host country. Differences between students that have had a study or traineeship experience abroad, those who are planning to do so in the future and those who indicate no intention or are unsure about it are small. A notable exception is that a large diaspora living in the respective country encourages the latter group more than the former two.
- A majority of students (60 %) express their willingness to work in a field where they have no previous experience whereas half of the respondents (49 %) say they are willing to work in field not related to their studies.

Employability

- More than 97% of all respondents consider having studied abroad an advantage on the job market.
- Students who studied abroad evaluate many professional and study related skills consistently higher than the peer group without a mobility experience. Most notably, students with study abroad experience rate their foreign language skills and ability to work in an intercultural environment much higher than their counterparts with no study abroad

experience.

- Studying abroad helps widening individual career opportunities by enlarging networks, improving knowledge of foreign languages and boosting self-confidence.

Environment

- After returning from studies or traineeships abroad, international students change their environment-related behaviour such as the use of public transport or bikes, suggesting that the quality of supply in these areas has an impact on people's choices.

Recommendations

For national governments and EU decision makers

- Having found evidence of how student mobility subsequently enhances labour mobility, we encourage European policy makers to keep supporting international mobility initiatives, granting adequate funding and institutional support.
- To increase the willingness to move abroad for work, the promotion of mobility and the experience abroad should be a focus area for all stakeholders. Timely and adequate information provision of international study and internship opportunities should be ensured. In particular, we recommend encouraging mobility as soon as possible, even before higher education studies start.
- The procedures for students and graduates to work abroad should be simplified. Where applicable, visa requirements and residence permits should be designed to facilitate access to a traineeship experience abroad.
- With respect to the on-going negotiations on the follow-up framework for the Life Long Learning Programme, we encourage the use of mobility programmes as a tool to enhance employability. We, however, want to stress that this can never be the sole focus and motives such as personal development, enriching societies and creating European unity and citizenship should not become less important.
- Seeing that environment related behaviour changes according to availability, we recommend stakeholders to enhance schemes of adapting best-practices regarding transport systems from their neighbours in Europe.

For higher education institutions:

- As the results have shown a beneficial effect of mobility on employability, we encourage HEIs to continue their support for student mobility and work on improving it on all levels.
- New support services for graduates interested in working abroad should be implemented. Such support should include help with legal issues and the provision of essential information. University career services should be ready and open towards international job offerings.

For organisations providing services to international students:

- We encourage organisations supporting initiatives to promote mobility as soon as possible. Projects such as “Erasmus in Schools”¹ or similar approaches can contribute to increased interest in mobility and result in higher future student and labour mobility.

¹ The basic concept of Erasmus in Schools is that international students studying abroad visit local schools and give lessons about their country, culture and traditions to create cultural awareness among local high school students.

Students' Characteristics

By Jesús Escrivá

Demographic profile

Among the students who answered our questionnaire, 71% have studied abroad. From the 29% who have not studied abroad, 51.9% are planning to do so, 30.5% still do not know and 17.6% are not willing to study abroad.

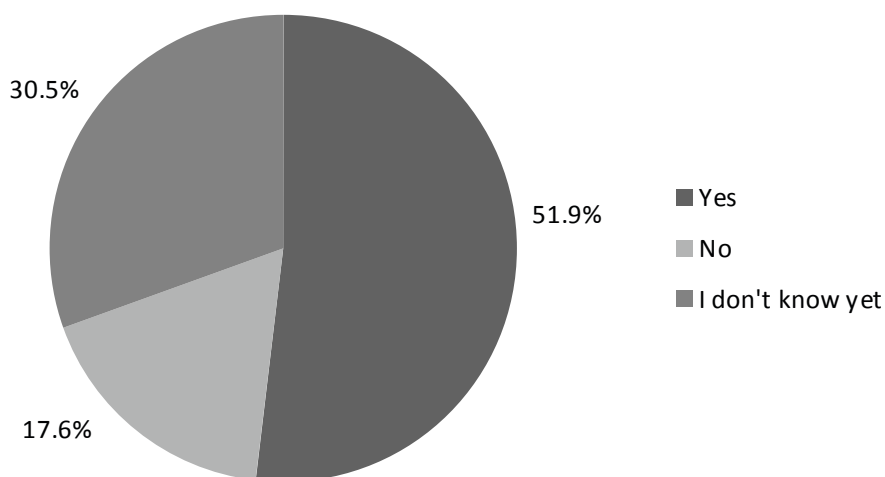


Figure 1 Willingness to study abroad for respondents not having done so yet (n=6,148).

Slightly more than half (54.3%) of responding students study abroad for one semester (4 to 6 months), and around a quarter (24,4%) of students stay abroad for two semesters (9 to 10 months).² The countries students choose most frequently as exchange destinations are Spain (13.4 %), France (9.7 %), Germany (8.9 %) and the United Kingdom (7.3 %).

Rank	Host Country	Number of ESNSurvey respondents	Percentage ESNSurvey respondents	Percentage of all incoming Erasmus students*
1	Spain	2046	13.5%	16.2%
2	France	1473	9.7%	12.0%
3	Germany	1350	8.9%	10.7%

² Note that the survey question does not allow indicating the exact figure if the stay abroad was longer than 12 months which leads to a slight inaccuracy of the average value.

4	United Kingdom	1109	7.3%	10.6%
5	Italy	899	5.9%	8.3%
6	Finland	850	5.6%	2.9%
7	Sweden	808	5.3%	4.3%
8	Belgium	637	4.2%	3.4%
9	Netherlands	569	3.7%	4.0%
10	Portugal	495	3.3%	3.7%
11	Austria	442	2.9%	2.3%
12	Denmark	401	2.6%	2.9%
13	Poland	383	2.5%	3.3%
14	Switzerland	371	2.4%	-
15	Norway	318	2.1%	1.8%
16	Czech Republic	305	2.0%	2.2%
17	Greece	243	1.6%	1.2%
18	Lithuania	226	1.5%	0.7%
19	Ireland	215	1.4%	2.3%
20	Turkey	204	1.3%	1.9%

Table 1 Host countries of ESNSurvey respondents that studied abroad (n=15,191).

*Source: European Commission (2012). Displays the data for the total number of incoming Erasmus students

When taking a look at internships or placement programs abroad, 21 % of respondents have done an internship abroad (e.g. Erasmus Placement). Most of them stay abroad for 3 to 6 months (60.4 %) and the main destinations are again Spain (11.6 %), Germany (10.9 %), France (10.3 %) and the United Kingdom (9.2 %).

	Host country	Number of respondents	Percent
1	Spain	662	11.6%
2	Germany	621	10.9%
3	France	586	10.3%
4	United Kingdom	527	9.2%
5	Italy	327	5.7%
6	Belgium	267	4.7%
7	Finland	215	3.8%
8	Sweden	176	3.1%

9	Netherlands	167	2.9%
10	Portugal	156	2.7%

Table 2 Host countries of ESNSurvey respondents that did an internship abroad (n=5,442).

Background of respondents

Around 63 % of respondents in our questionnaire are between 21 and 24 years old. The average age is 23.2 years³, as in previous editions of the ESNSurvey. Also the gender is in line with previous results, with more female (64.4 %) than male (35.6 %) respondents. The main countries of origin are Italy (12.1 %) and Belgium (10.0 %), followed by Spain (8.5 %). This composition does not fully reflect the true student population and shows a slight bias towards Italy and Belgium. This does not make the answers less valid, but the reader shall keep the main countries of origin in mind while reading this report.

	Countries of origin of all respondents	Number of respondents	Percent
1	Italy	2573	12.1%
2	Belgium	2129	10.0%
3	Spain	1799	8.5%
4	France	1623	7.7%
5	Germany	1495	7.1%
6	Czech Republic	942	4.4%
7	Finland	927	4.4%
8	Poland	858	4.0%
9	Slovenia	642	3.0%
10	United Kingdom	625	2.9%

Table 3 Countries of origin of respondents (n=21,199).

The most popular areas of studies of respondents are Business and Management Studies – 12.8 % of students. Engineering is the second most popular option for international students (11.3 %) followed by Languages and Philological Sciences (10.9 %). Preferred majors found in our survey correspond to the ones provided by the European Commission and the average age in our survey is slightly higher.

³ Note that the survey question asks for an indication of below 10 and above 40 which leads to a slight inaccuracy of the average value.

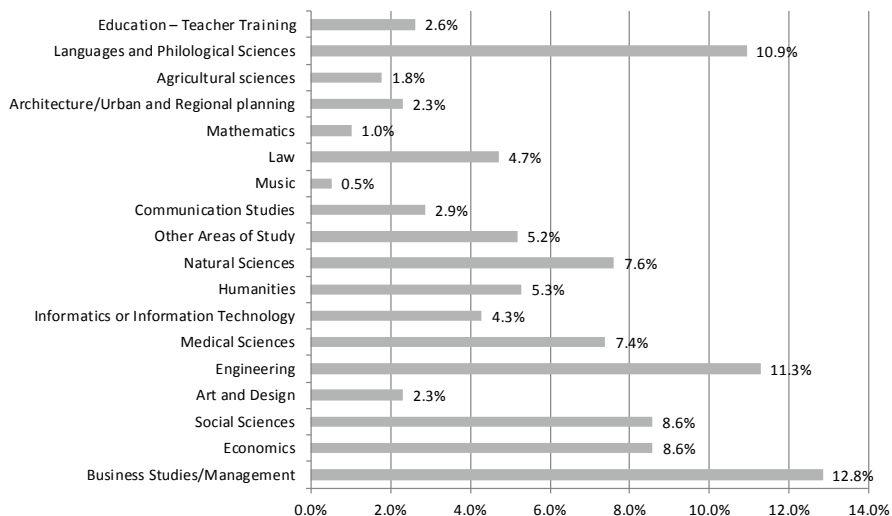


Figure 2 Areas of study of respondents (n=21,199).

Satisfaction with quality of studies or placement and stay abroad

Students' satisfaction with their stay abroad is measured using questions concerning overall satisfaction levels with stay and quality of both studies and internships. In both cases, overall satisfaction with the quality of studies and with the stay abroad are similar: around 74 % of international students give a positive answer ("very satisfied" and "rather satisfied") for the quality of their studies or their internship period. Overall satisfaction with the stay abroad during a placement or the studies is slightly higher (around 86 % in both cases).

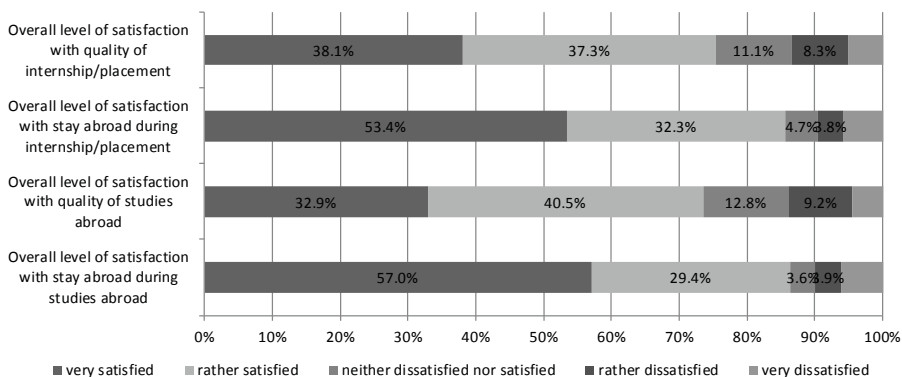


Figure 3 Level of satisfaction with the programs abroad (n=5,437-15,039).

On average, students are more satisfied with their stay abroad than with the quality of their studies or internship abroad. Abroad stays rate around 4.2 on a 5-point scale, which means a decrease of the satisfaction of students, which last year rated 4.5 in the ESNSurvey 2010. The evaluation of the quality of the studies abroad also decreased from 4.1 last year to 3.9 in 2011. Finally, the overall level of satisfaction with the quality of internships rates slightly higher (4.0) than the quality of studies abroad (3.9).

Attitudes towards future labour mobility

By Marge Taivere

This part elaborates on whether students see a mobility experience as an advantage on the labour market and how far they are willing to move for employment. We divide students into three groups: Students who have been mobile, students who have not been mobile but intend to go abroad and students who have not been mobile and are unsure or do not want to go abroad in the future. Only a very small percentage of mobile or prospective mobile students (1.6 % and 1.0 %, respectively) do not see a mobility experience as an advantage on the job market. Respondents who are planning to study abroad but have not done so yet are even more optimistic about the positive impact on their employability (67.5 % consider it a big advantage) compared to students who have already studied abroad (55.5 % consider it a big advantage).

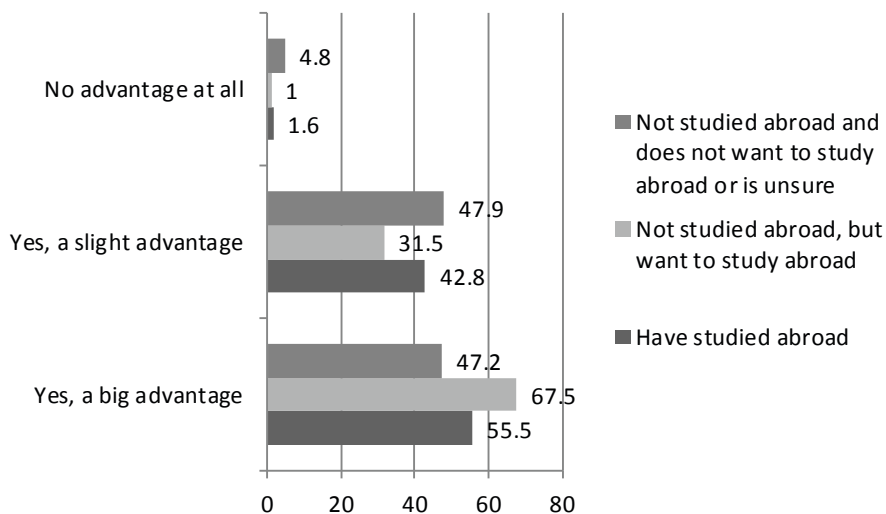


Figure 4 Is having studied abroad an advantage on the job market? (in percentage, n=1,882-15,039).

Figure 5 compares respondents' willingness to move abroad for work. We categorize students as in the previous section. A surprisingly high number of students claim that they are willing to work anywhere in the world. Students who have had a mobility experience or plan to have one report a generally greater willingness to move for work. Notwithstanding, 42.4 % of students indicating no intention to go abroad for studies or are unsure about it, claim to be willing to move anywhere in the world for work.

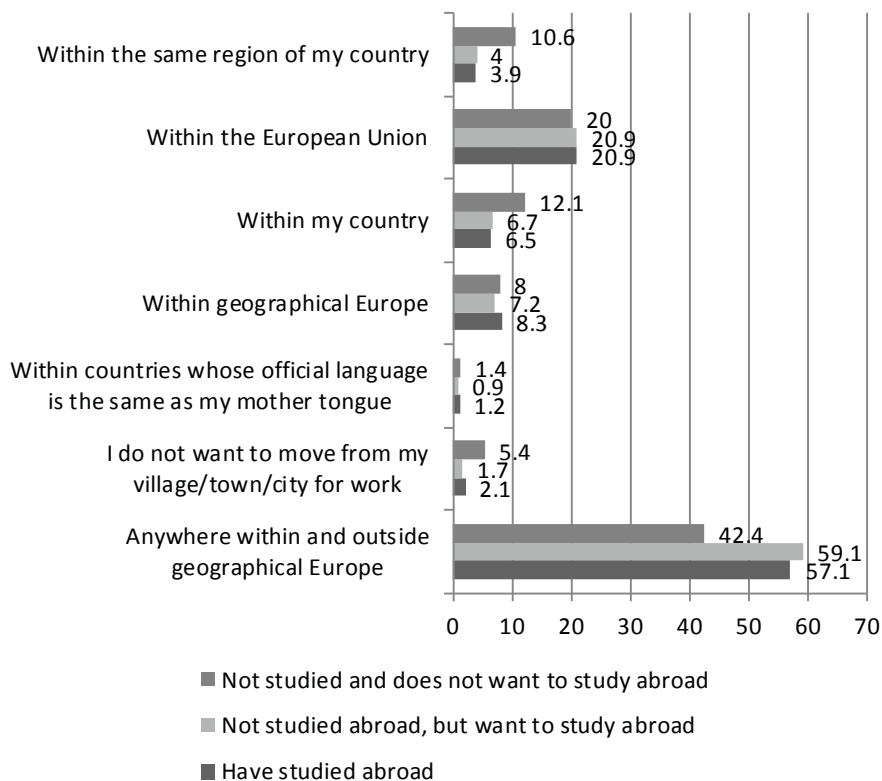


Figure 5 Comparison of students' willingness to move to other regions for work (in percentage, n=1,882-15,039).

In our sample 4.6 % of mobile students are working in a full time position abroad and a total of 12 % have already worked abroad.

When students answer in which country they would like to work in most, they can choose any but their home country. In total, 21.1 % do not have any specific preference. Most attractive are two English speaking countries: The UK with 10.5 % and USA with 10.2 %, followed by Germany, France and Spain. The most popular non-English speaking countries outside Europe are Brazil and Japan (216 and 199 people wishing to work there, respectively). Many have lived or studied in their preferred country before (37.2 %), while 62.8 % say they had not lived or studied in their favoured country before.

	Country	Number of Respondents	Percent
1	No specific preference	4475	21.1
2	United Kingdom	2215	10.5
3	United States	2168	10.2
4	Germany	1700	8.0
5	France	1182	5.6
6	Spain	1164	5.5
7	Australia	823	3.9
8	Sweden	674	3.2
9	Switzerland	653	3.1
10	Canada	630	3.0
11	Italy	535	2.5
12	Netherlands	465	2.2
13	Norway	414	2.0
14	Belgium	385	1.8
15	Finland	337	1.6
16	Austria	322	1.5
17	Denmark	275	1.3
18	New Zealand	236	1.1
19	Brazil	216	1.0
20	Japan	199	0.9

Table 4 Preferred countries to work in other than home country (n=21,174).

Relevant labour market skills and flexibility

By Asror Nigmonov

Taking the whole sample, as depicted in figure 6, shows that survey respondents evaluate their English language skills, communication skills, working in intercultural teams and problem solving as comparatively high. In particular, other foreign language skills are rated much lower, but also negotiating and networking skills are evaluated as relatively lower.

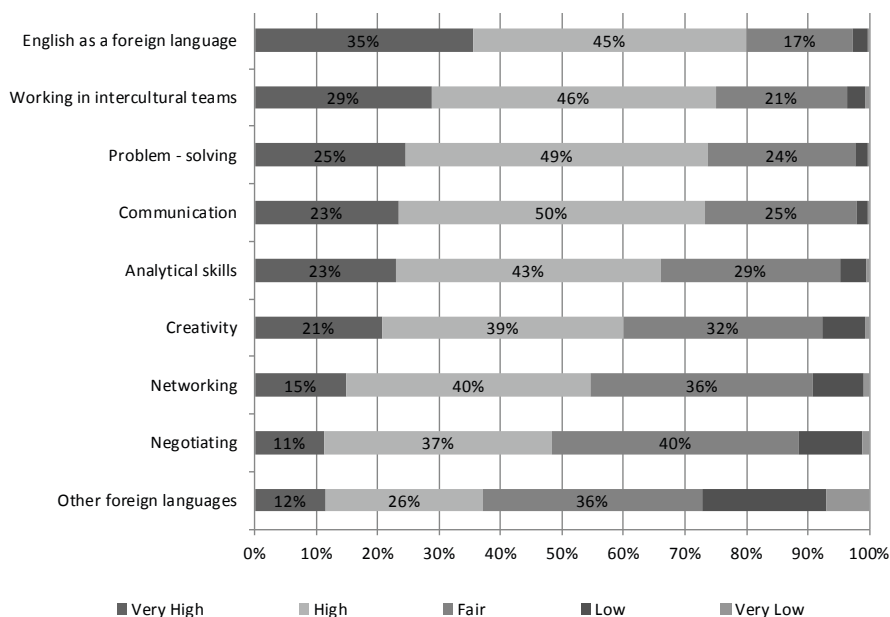


Figure 6 Self-evaluation of various skills, overview (n=20,463-21,111).

The main aim of this analysis is to compare how various skills differ between students who have been abroad and those who have not. This can be observed from figure 7 which shows the average self-evaluation of skills in a breakdown for mobile and non-mobile students. Overall, students who studied abroad are found to be performing at least slightly better in all skills considered in the survey. Particularly, foreign language skills and the ability to work in an intercultural environment are rated considerably higher among the students with study abroad experience. Scores for other skills such as negotiating, networking and creativity are only slightly higher for mobile students.

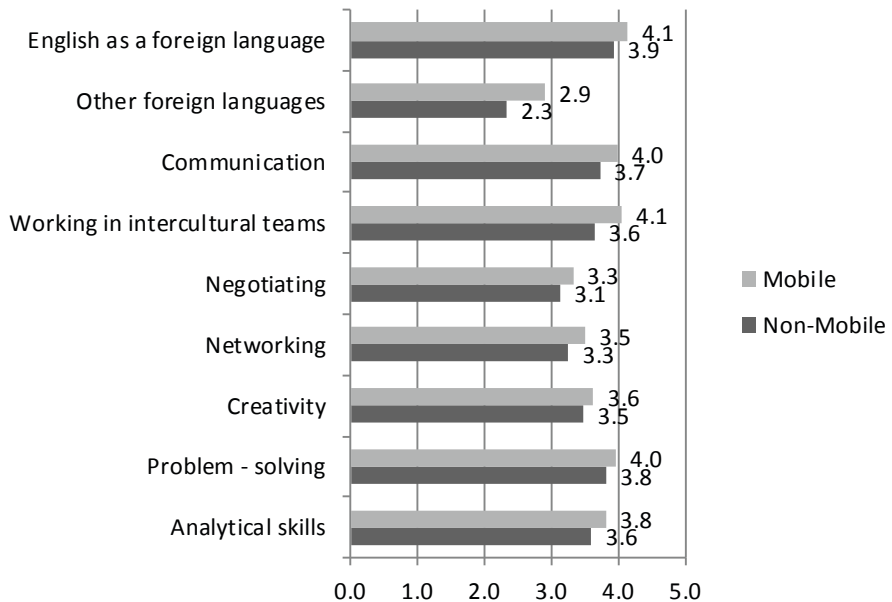


Figure 7 Average self-evaluation of various skills (On a scale from 1 (Very Low) to 5 (Very High), n=5,994-14,996).

When asked whether they consider choosing a career not related to their studies, 49 % of respondents totally or somewhat agree with this statement. The pie chart in figure 8 shows that the attitude of students is almost evenly distributed. Similarly, students are found to be eager to get a job even if they have no previous experience in the field. This finding is reflected in figure 9 showing that more than 60 % of respondents agree with the statement “I am willing to work in a field where I have no previous experience”.

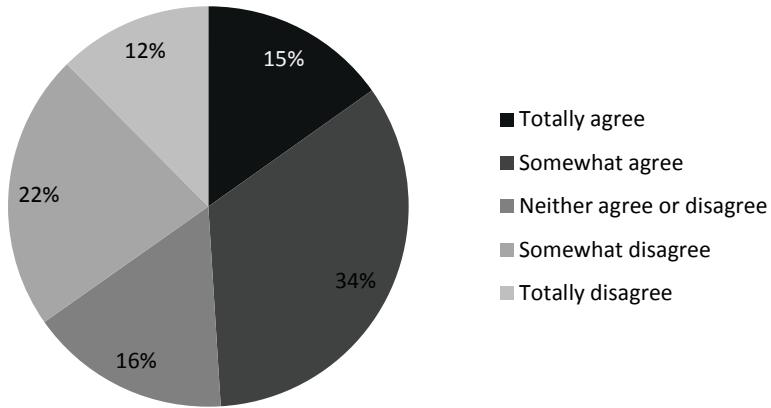


Figure 8 Willingness to work in a field which is not related to the studies. (n= 20,756).

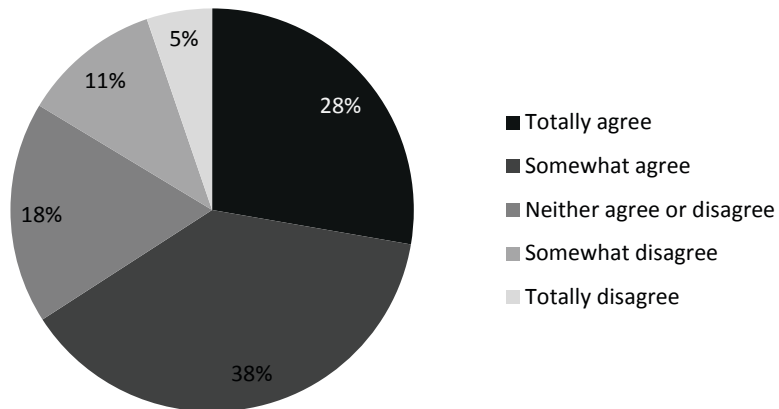


Figure 9 Willingness to work in a field where the respondent has no previous experience. (n= 9,693).

No substantial differences are found between mobile and non-mobile students regarding their willingness to work. It can be seen in Figure 10 which compares the position of both types of students.

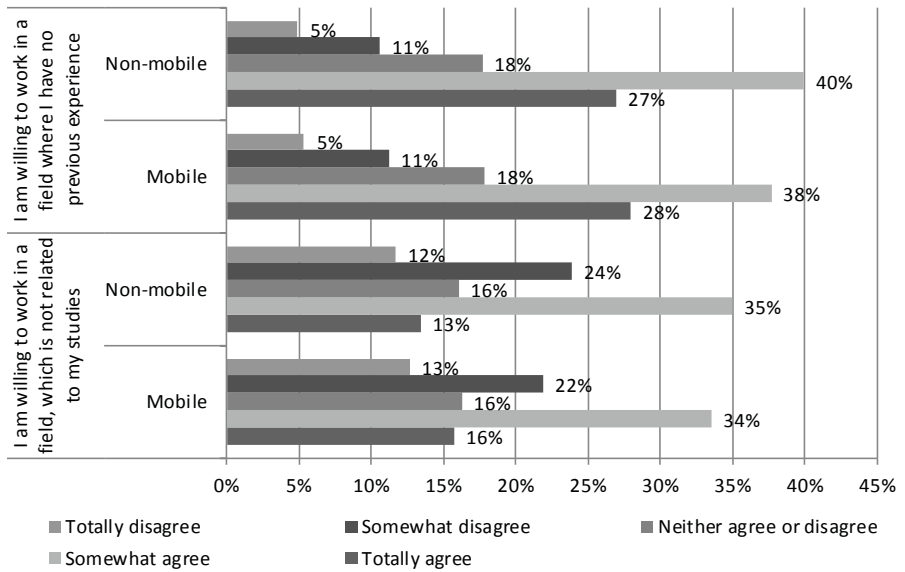


Figure 10 Willingness to work for mobile and non-mobile students (n=5,994-14,996).

Factors that encourage respondents to work abroad

By Asror Nigmonov

Figure 11 presents the analysis of factors encouraging respondents to work abroad. “Having more opportunities for personal development” is found to be the main motivating feature of a job abroad for responding individuals. 90 % of respondents totally or somewhat agree that such an opportunity encourages them to work abroad. “Better working conditions” and “Having better salary abroad” are the next best motivators to work abroad. 77 % of respondents agree that these factors motivate them to go abroad. “Having a previous experience in the country” is also considered to be an important factor for students as 73 % of respondents totally agree or somewhat agree to this statement. 65 % of respondents agree that having personal contacts in the country encourages them to work abroad. Most respondents do not agree with the statement “Knowing that there is a large number of people from my home country living in this country encourages me to work abroad”.

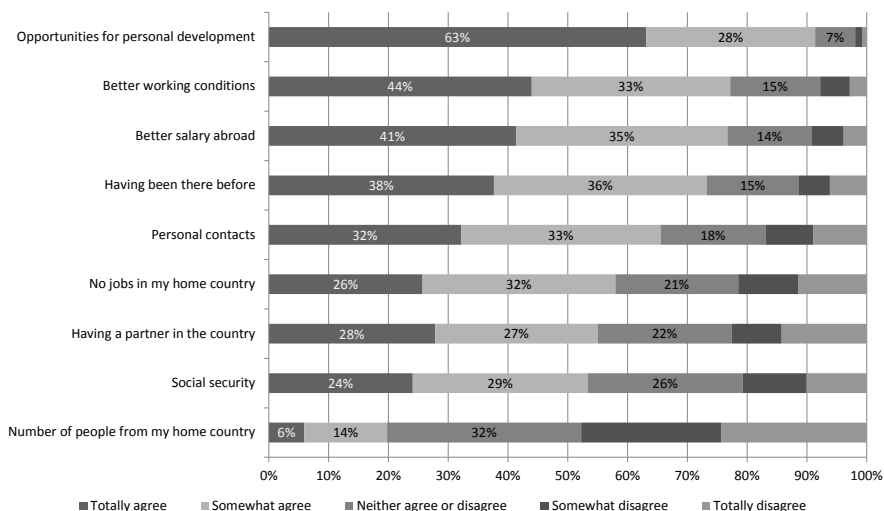


Figure 11 Comparison of factors encouraging respondents to work abroad (n= 19,115-20,925).

Subsequently, we analyse how the previously mentioned factors affect different types of students. For this exercise, we categorize the respondents as follows:

- Respondents who have studied or done an internship abroad
- Respondents who have not been abroad for studies or an internship but are planning to do so
- Respondents who have not been abroad for studies or an internship and have either no intention to do so or are uncertain about it

The weighted averages of the respective factors, displayed in Figure 12, reveal small differences between these three groups of respondents. Factors such as previous positive experience in the respective country, high unemployment in the home country, better salary and better working conditions abroad are valued slightly more by students with study abroad experience. Notable results derive from how respondents view people from their home country living in the respective foreign country. Although overall this factor is the least important one in the overall analysis, respondents who have not been abroad evaluate it substantially higher than the other two groups.

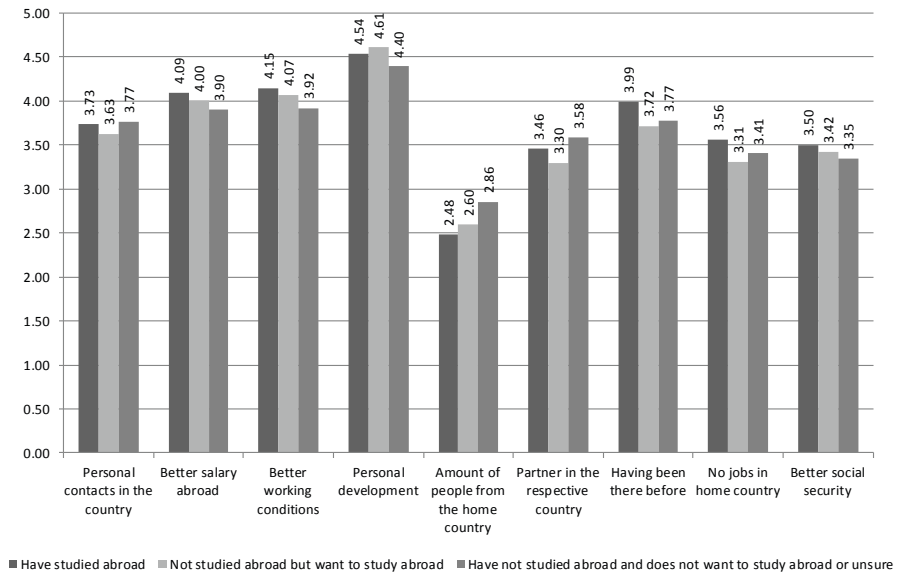


Figure 12 Comparison of factors encouraging respondents from working abroad (On a scale from 1 (totally disagree) to 5 (totally agree), n=1,378-20,925).

Factors that discourage respondents from working abroad

By Emanuel Alfranseder

In the following we explore important obstacles to moving abroad. Figure 13 displays an overview of the whole sample indicating how strongly respondents agree that certain things are an obstacle for them. Owning real estate and financial commitments are very important for 28 % and 24 %, respectively. Similarly, almost one forth strongly agrees that the partner not wanting to move and needing to take care of somebody discourages them from moving abroad. Fear of losing personal ties in the home country (51 %), worse social security abroad (51 %) and the need of a labour permit (55 %) are factors that most respondents strongly agree or somewhat agree on. Also, a secure job at home, the lack of language skills and additional qualifications to work abroad are important obstacles preventing individuals from moving abroad. Of less importance are the fear of discrimination and the fear of cultural differences.

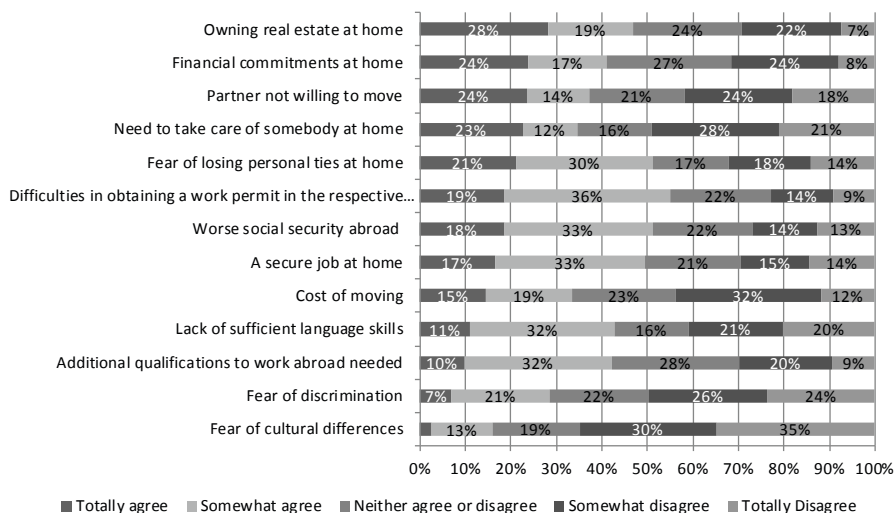


Figure 13 Comparison of factors discouraging respondents from working abroad (On a scale from 1 (totally disagree) to 5 (totally agree), n=16,923–20,937).

To get better insight into whether the abroad experience decreases the obstacles to move abroad we divide the sample into three categories as we did in the previous section:

- Respondents who have studied or done an internship abroad
- Respondents who have not been abroad for studies or an internship but are planning to do so
- Respondents who have not been abroad for studies or an internship and have either no intention to do so or are uncertain about it

The results displayed in figure 14 confirm the relative importance of obstacles discouraging respondents to move abroad. It also becomes clear that the differences between the group which has studied abroad and the one which hasn't but intends to, are very small. Respondents who have not been abroad and are unsure or have no intention to go abroad in the future consistently evaluate obstacles as more important. That is, they agree, on average, more strongly to the given statements. This result indicates that being abroad itself might not increase an individual's future potential labour mobility. The more important contribution to increase future labour mobility might happen via convincing young people to try a mobility period during their education.

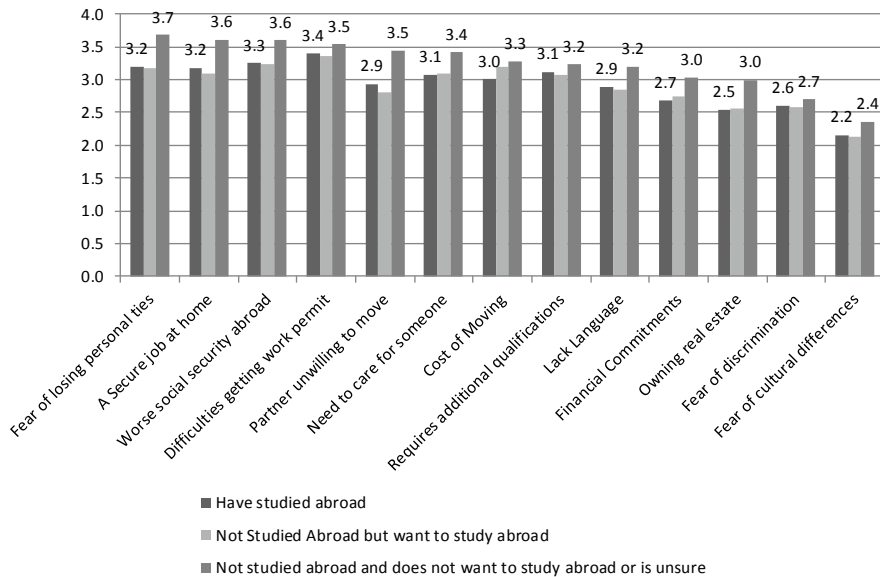


Figure 14 Comparison of factors discouraging respondents from working abroad (On a scale from 1 (totally disagree) to 5 (totally agree), n=2,388-20,929).

Student Mobility and employability – Qualitative Analysis

By Julia Fellingner

Are there any tangible examples on how studying abroad has enhanced or diminished students' career opportunities? The general answer to this open question is: it has enhanced them, or for those who have not started working yet, there is a positive feeling that it will. Many of the respondents have not yet entered the labour market; still it is evident that international experience is expected to be valued by future employers.

Negative opinions mainly state that their period abroad makes it more difficult for them to find an internship in their home country or prolongs their studies: "The only negative thing is that it took me longer to finish my masters." This may be due to problems in recognition of courses upon return, or the difficulty of personally presenting oneself at job interviews while abroad.

Rising numbers of exchange students may also diminish the advantages of studying abroad: "Studying abroad is obligatory in Germany when studying for being a teacher, without it I couldn't get my bachelor. Because everyone has to do it, it won't make a difference."

The majority, however, feel that a period abroad is a strong asset in a CV and during job interviews: "In most of the interviews I had till now, international experience was wanted. And also, studying abroad is seen as a natural proof of excellence in foreign language." Employers generally seem to be interested in the experience: "It has given me more stuff to talk about when I apply for Jobs" and "It definitely helped me get a job as employers were keen to talk about my year abroad in interviews."

According to the respondents, the biggest enhancement of studying abroad is the improvement of one or more foreign languages. This is seen as an important advantage on the job market: "Studying abroad enhanced my English level, what make me get an internship in an international company."

Personal and soft skills are developed as well: "I think it shows that you are ambitious and eager to drive your own personal development forward - characteristics that are important and valuable in the job market."

A period abroad opens working opportunities otherwise not considered. Students feel more open-minded and mobile: "It helped me by improving my language skills, and letting me get in touch with a country I wouldn't mind moving to in the future." "After studying abroad I now feel like I have more options outside my own country, when I was unsure of the possibilities of working abroad before."

Many students also enhance their practical skills and feel they receive better education abroad, which adds yet another plus onto their CV. Also intercultural understanding, being used to working in international teams and knowledge about another culture and market are found to be valued by future employers. "One of the best tools I have learned is how to communicate with different people from different countries. This provides a great advantage when negotiating or meeting in a work environment."

Students gain self-confidence and are more open-minded. This indirectly enhances their job opportunities: "it made me more independent, and employers appreciate that." "Studying abroad has completely changed me for the better, it made me who I am - more confident, appreciative, loving, open-minded, forgiving, tolerant, secure - and therefore it has absolutely improved my career opportunities."

Also the network created abroad is seen as a big advantage: "Benefits from networking because you meet so many people and make potentially important contacts" and: "Networking: I continue to have professional contacts with partners abroad." One respondent even found potential start-up founders: "met lots of professionals and made contacts to CEO's and potential start-up founders..."

Many state that their network abroad helps them in finding more working opportunities: "studying in Holland gave me contact of people from the university who helped me to find an internship in New Zealand... networking mainly, and it is really important, especially in sciences."

Success stories

Personal Development:

“Studying abroad improved my research ability, sharpened my scientific mind, improved my communication skills with people with different background, which is important for me to be an independent researcher as my future career.”

My niece studied in Paris, and she came back with a lot of experience, and she was much more motivated and that gave her the courage to apply for a job that she normally wouldn't apply for, but she has the job now.

Language Skills:

“My studies abroad helped me improve my English language. And because of that I actually got a job in Stockholm that required good English speaking. If I hadn't done my exchange semester abroad it would have been harder for me to get the job. “

“It improved my career opportunities in the sense that I can now apply as an M.D. in France (language barriers brought down)”

The impact of studying abroad on environment-related behaviour

By Julia Fellingner

Studying abroad can have various impacts on a person. If behavioural changes also occur in the sphere of environment related issues, that is to say whether more efficient practices observed abroad are being adapted upon return to the respective home country, is the subject of this chapter.

Regarding the influence of an exchange period on a person's behaviour, the following conclusions can be drawn:

On average, 44 % of respondents do not see any more efficient practices with respect to the use of environmentally friendly means of transportation, separation and avoidance of waste, renewing the nature or energy consumption. More than 21 %, despite seeing more efficient practices, don't change their behaviour. However, almost a quarter of exchange students change their behaviour at least slightly, and more than 10 % totally change it.

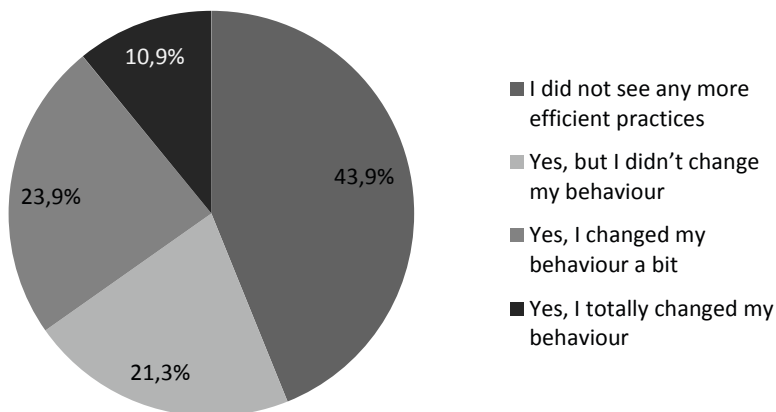


Figure 15 Behavioural changes regarding environmental issues after a stay abroad, averages (n=15,034).

The most significant changes take place in the field of transportation (using public transport, biking or walking) where 14-15 % completely change their behaviour, compared to 7-13 % in the other fields. The least changes are visible in the field of "renewing the nature", e.g. by planting trees, where almost 60 % say they haven't changed their behaviour, compared to 5 % who have.

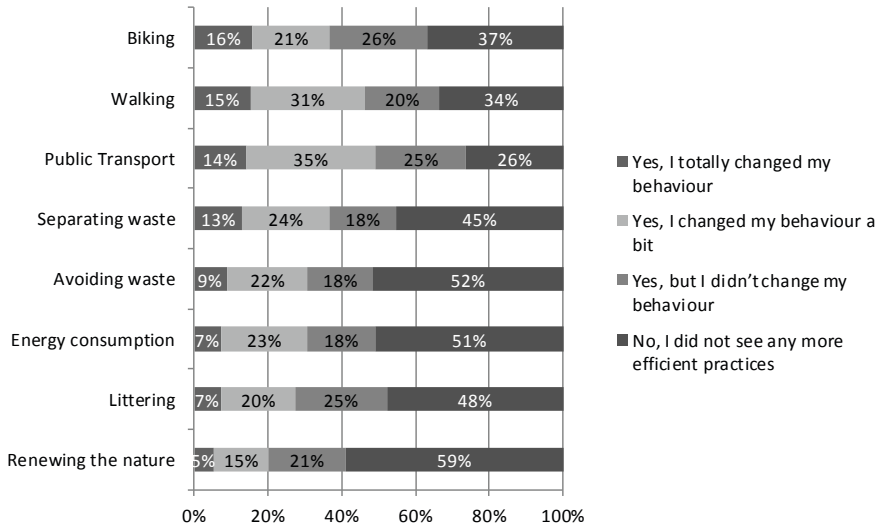


Figure 16 Behavioural changes regarding environmental issues after a stay abroad, per activity (n=15,034).

Looking at host countries, one might expect differences in behavioural changes. Even though no relation between host or home country, gender or length of stay and behavioural changes can be measured quantitatively, there are differences, for example in the use of public transport, where countries such as Iceland and the United States don't seem to offer as many incentives for change as, for example, Hungary or Austria.

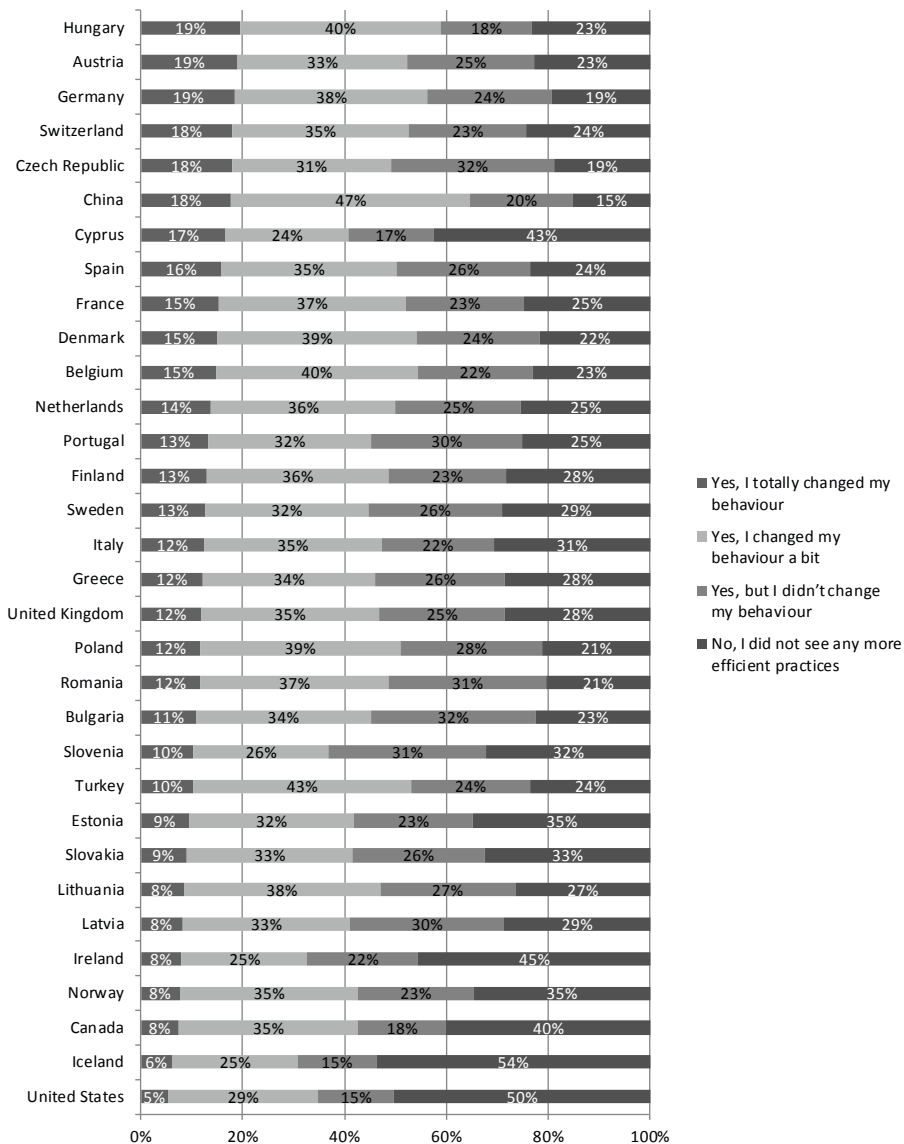


Figure 17 Changes in the use of public transport by host country (n=54-2,024).

Not surprisingly, regarding the use of bikes, most behaviour changes take place in host countries known for their biker-friendly environment, such as Denmark, The Netherlands or Sweden, Finland and Belgium:

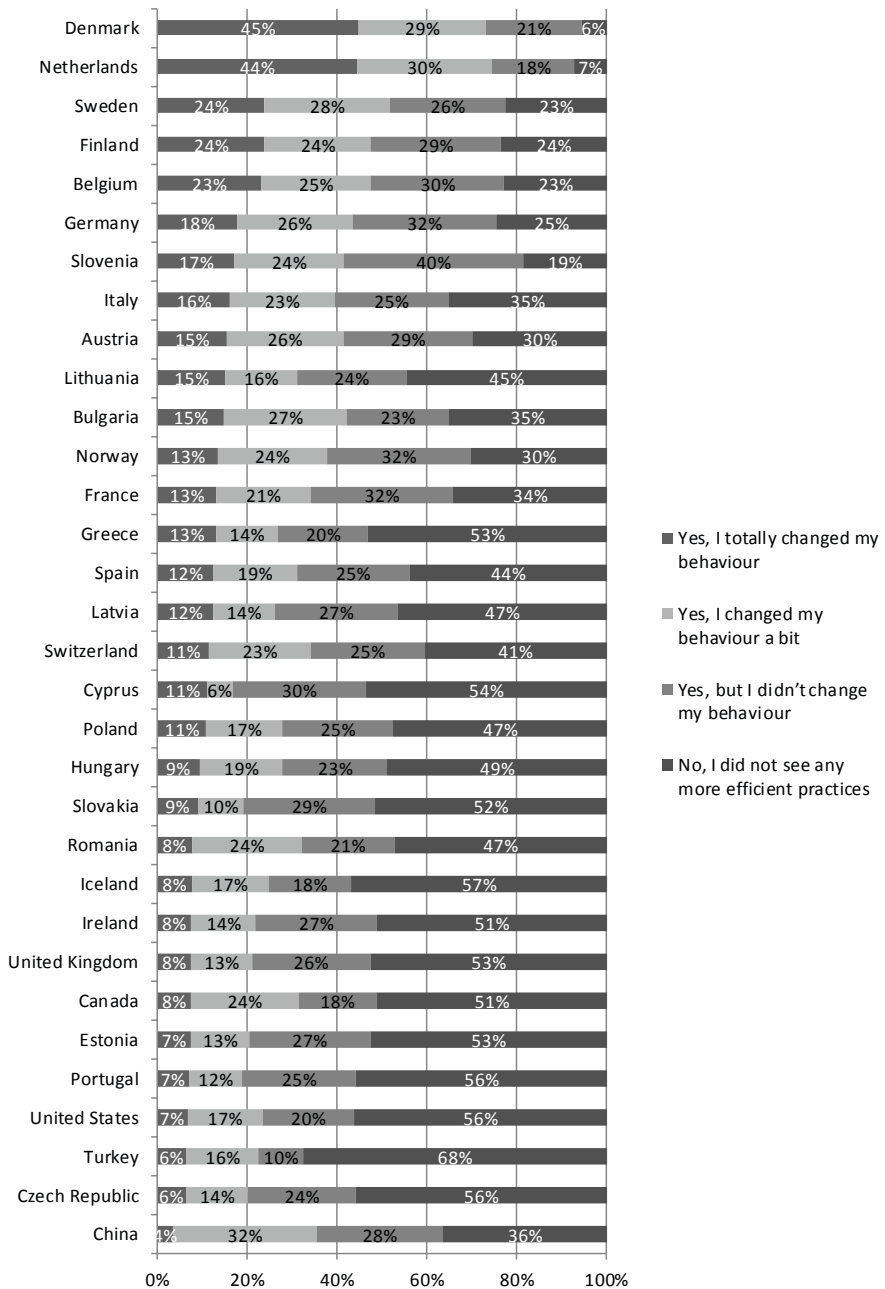


Figure 18 Changes in the use of bikes by host country (n=54-2,024).

Student organisations and their help to students

by Aimee Haley and Emanuel Alfranseder

This chapter explores respondents' perceptions of the student organisations at their host university during their stay abroad. Of respondents who studied abroad, 54 % say that there is an ESN section at their host university. On the other hand, 14.7 % say that there is no ESN section and 31.3 % do not know if there is or isn't a section at their host university.

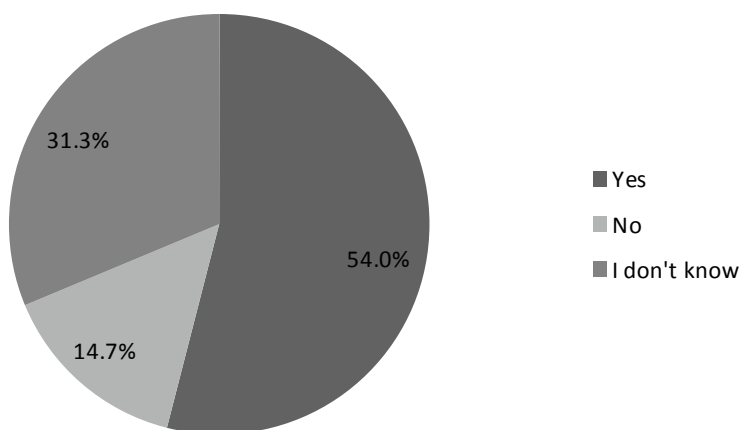


Figure 19 The existence of ESN sections at host universities (n=15,034).

Respondents were also asked about the presence of other student organisations at their host university. Of those who have studied abroad, 47.4 % say that there are other student organisations, 18.3 % say that there are no other organisations and 34.3 % do not know.

Overall, students are satisfied with ESN activities. When using a scale from 1 (very dissatisfied) to 5 (very satisfied), students rate their overall satisfaction with ESN as 3.97. This is similar to the rating from the ESNSurvey 2010 but still a large improvement from 3.63, which was the overall satisfaction rating for ESN in 2009. More specific activities were also evaluated, including orientation week/welcome week (4.03), parties/informal meetings (4.1), buddy/mentor system (3.5), cultural events (3.78) and trips and visiting tours (4.04). Additional service-related aspects of ESN were also evaluated, such as helping students integrate with the local community (3.4) and offering discounts with the ESN card (3.42).

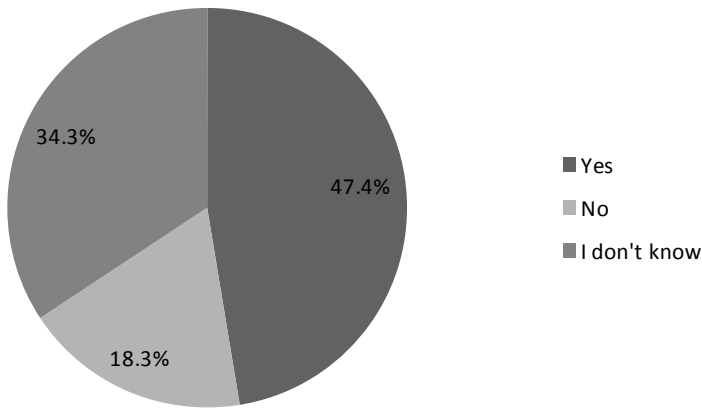


Figure 20 The existence of student organisations at the host university besides ESN (n=15,034).

In addition to ESN, respondents evaluate their perceived satisfaction with other student organisations at their host university. A comparison of satisfaction levels between ESN and other student organisations is illustrated in Figure 21. The satisfaction with ESN’s activities was higher in all aspects, with exception of “integration with the local community”, when compared with other student organisations. The comparatively low level of satisfaction with the integration into the local community has been known from previous editions of the ESN Survey and ESN currently addresses this issue with the SocialErasmus project (see <http://socialerasmus.esn.org>).

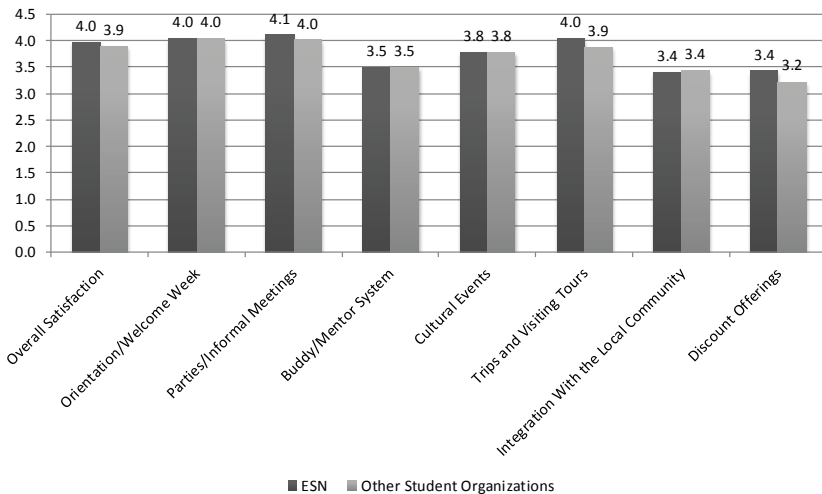


Figure 21 Average satisfaction with ESN’s and other student organisations’ activities (On a scale from 1 (very dissatisfied) to 5 (very satisfied), n= 3640-7620).

In addition, the survey asks whether the work of the ESN volunteers has encouraged respondents to volunteer themselves. Positively, 10.8 % joined ESN and 7.4 % joined a different volunteer organisation. Overall more than half of all respondents show interest in volunteering activities, but a third has not joined any volunteering organisation yet and another 6.2 % does not want to join a particular organisation but is volunteering for different initiatives.

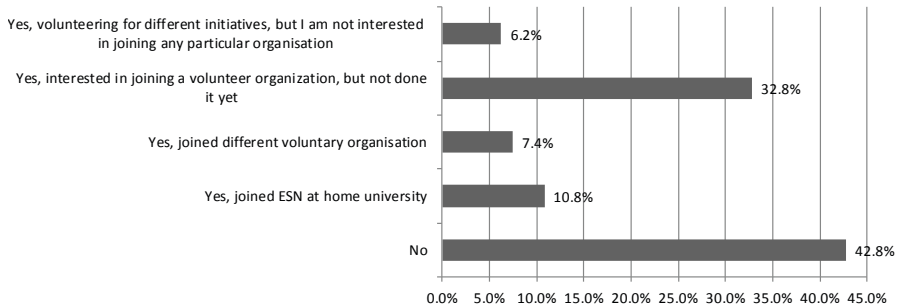


Figure 22 Work of ESN volunteers encouraging respondents to do volunteer work themselves (n=8,176).

Further Analysis

By Emanuel Alfranseder

The following part is a bit more technical and requires some statistical knowledge to understand the methodology. Nevertheless, the results and the ideas are accessible without any deeper knowledge of statistics. The basic question of this part is the following: What factors determine the willingness to move to a different country for work? Taking up the initial issue of comparatively low labour mobility, this question is crucial for policy makers in Europe.

We identify an individual's willingness to move by their answer to the question: How far would you move from your current location for work? The further a person indicates they are willing to move, the more mobile they are assumed to be. The exercise attempts to explain this willingness to move using other variables available in the ESNSurvey 2011.

We use a standard ordered probit model to get estimates of our model that looks like the following:

$$\text{willingness to move} = \beta_1 * \text{explanatory variable 1} + \beta_2 * \text{explanatory variable 2} + \dots \\ \dots + \beta_k * \text{explanatory variable k} + \text{error}$$

where the β 's will be our estimates for the k different explanatory variables. The final set of explanatory variables is given in Table 5.

We proceed using a general to specific approach, that is to say we initially include all variables exploring why individuals are encouraged or discouraged to move abroad (questions 21 and 22, see appendix). In addition, we include a variable indicating whether an individual has studied abroad or done an internship abroad. We also include individuals' evaluation of both English and other language skills, age and gender. Subsequently we remove all statistically insignificant variables using a 99 % level of significance. We keep some variables that we consider crucial to show that they have a statistically insignificant effect. The result of the final regression is reported in table 5.

To interpret the table, it is important to pay attention to the relative size of the figures and the sign. A bigger number means the variable is a stronger predictor of willingness to move. A positive sign shows high valuations are correlated with a higher willingness to move and vice-versa.

Not surprisingly, considering our sample, the most important predictors for the willingness to move for work are high evaluations of the importance of opportunities for personal development in another country. People who have been studying or doing an internship abroad before, are also much more willing to move. This is consistent with the finding in Zaičeva and Zimmermann (2008) that having lived abroad before significantly increases the intentions to move in the future. Male individuals are more likely to move abroad for work than females. People rating their English skills more highly are also more likely to move abroad to work. People who consider a work permit an important obstacle are somewhat surprisingly more willing to move. Evaluating financial commitments at home as important is correlated with a higher willingness to move abroad. In addition, higher evaluations in the variables “Better salary abroad”, “Other language skills” and “No job in the home country” correspond with higher willingness to move abroad.

The analysis shows that a crucial obstacle to labour mobility is personal as well: The fear of losing ties at home. If a secure job at home is considered an important obstacle to move, individuals are on average less likely to move abroad for work. Also, if the partner’s willingness is important to individuals they are less likely to move. People who value a large diaspora in the foreign country and are more afraid of cultural differences are not surprisingly less likely to move. People who rate having been to the country before moving there as important, are also less inclined to work abroad. Social security differences do not seem to have the expected effect and people valuing this issue as important seem to be less willing to go abroad. The older people are, the less willing they are to move abroad. A very positive result is that the fear of discrimination has no effect on the willingness to move abroad for work.

Explanatory Variable	Probit Estimate	Statistical Significance (99 % level, p-value in parenthesis)
Better opportunities for personal development abroad (1-5 scale)	0.26	Yes (0.000)
Studied or done internship abroad (Yes-No)	0.16	Yes (0.000)
Gender (male = 1, female = 0)	0.09	Yes (0.000)
English skills if not mother tongue (1-5 scale)	0.09	Yes (0.000)
Work permit needed (1-5 scale)	0.07	Yes (0.000)
Financial commitments at home (1-5 scale)	0.05	Yes (0.000)
Worse social security abroad (1-5 scale)	0.05	Yes (0.000)
Better salary abroad (1-5 scale)	0.04	Yes (0.001)
Other language skills (1-5 scale)	0.04	Yes (0.000)

No job in home country (1-5 scale)	0.04	Yes (0.000)
Fear of losing ties in home country (1-5 scale)	-0.16	Yes (0.000)
Secure Job in the home country (1-5 scale)	-0.11	Yes (0.000)
Partner not willing to move (1-5 scale)	-0.09	Yes (0.000)
Real estate in home country (1-5 scale)	-0.07	Yes (0.000)
Large diaspora abroad (1-5 scale)	-0.07	Yes (0.000)
Cultural differences abroad (1-5 scale)	-0.05	Yes (0.000)
Been to the country before (1-5 scale)	-0.05	Yes (0.000)
Better social security abroad (1-5 scale)	-0.05	Yes (0.000)
Age (in years)	-0.02	Yes (0.000)
Fear of dicrimination abroad (1-5 scale)	0.00	No (0.973)

Table 5 Factors influencing the willingness to move abroad for work.

Note: The pseudo R-squared of the estimation is 0.069.

Acknowledgements

Gathering more than 21,000 complete responses has only been possible thanks to the help of all the local sections of the Erasmus Student Network and the support of many other associations and institutions active in the field of international education. Our special gratitude goes to all supporters of the ESNSurvey 2011 who helped disseminate the questionnaire – AEGEE, Academic Cooperation Association (ACA), British Council, Centre for International Mobility (CIMO), Coimbra Group, Compostela Group, Erasmus Mundus Association (EMA), European Students Union (ESU), Network of Universities from the Capitals of Europe (UNICA) and European Association International Education (EAIE).

Furthermore, ESN wishes to thank the Erasmus Unit of the European Commission for their kind and highly appreciated support of the ESNSurvey. Our gratitude goes to all the National LLP Agencies and universities that helped us promote the ESNSurvey and reach their students and members.

Last but not least, the ESNSurvey is a product of countless days of work of the ESNSurvey team, composed of ESN members from different countries and cultures. It consists of Emanuel Alfranseder, PhD student in Economics at Lund University (Sweden), Jesús Escriva, Bachelor graduate at the Polytechnic University of Valencia (Spain), Julia Fellingner, graduate of Socioeconomics at the University of Economics and Business Vienna (Austria), Aimee Haley, Master student at the University of Oslo (Norway), Ewa Krzaklewska, PhD student in Sociology at the Jagiellonian University in Krakow (Poland), Asror Nigmonov, Master student at the University of Southern Denmark, Josefin Svensson, member of the ESN International Board and Marge Taivere, Master student at the University of Tartu (Estonia). It is thanks to their dedication, motivation and enthusiasm that the ESNSurvey continues to be one of the most successful projects of ESN.

Figures and Tables

FIGURE 1 WILLINGNESS TO STUDY ABROAD FOR RESPONDENTS NOT HAVING DONE SO YET (N=6,148).	12
FIGURE 2 AREAS OF STUDY OF RESPONDENTS (N=21,199).	15
FIGURE 3 LEVEL OF SATISFACTION WITH THE PROGRAMS ABROAD (N=5,437-15,039).	15
FIGURE 4 IS HAVING STUDIED ABROAD AN ADVANTAGE ON THE JOB MARKET? (IN PERCENTAGE, N=1,882-15,039).	17
FIGURE 5 COMPARISON STUDENTS' WILLINGNESS TO MOVE TO OTHER REGIONS FOR WORK (IN PERCENTAGE, N=1,882-15,039).	18
FIGURE 6 SELF-EVALUATION OF VARIOUS SKILLS, OVERVIEW (N=20,463-21,111).	20
FIGURE 7 AVERAGE SELF-EVALUATION OF VARIOUS SKILLS (ON A SCALE FROM 1 (VERY LOW) TO 5 (VERY HIGH), N=5,994-14,996).	21
FIGURE 8 WILLINGNESS TO WORK IN A FIELD WHICH IS NOT RELATED TO THE STUDIES. (N= 20,756).	22
FIGURE 9 WILLINGNESS TO WORK IN A FIELD WHERE THE RESPONDENT HAS NO PREVIOUS EXPERIENCE. (N= 9,693).	22
FIGURE 10 WILLINGNESS TO WORK FOR MOBILE AND NON-MOBILE STUDENTS (N=5,994-14,996).	23
FIGURE 11 COMPARISON OF FACTORS ENCOURAGING RESPONDENTS TO WORK ABROAD. (N= 19,115-20,925)	24
FIGURE 12 COMPARISON OF FACTORS ENCOURAGING RESPONDENTS FROM WORKING ABROAD (ON A SCALE FROM 1 (TOTALLY DISAGREE) TO 5 (TOTALLY AGREE), N=1,378-20,925).	25
FIGURE 13 COMPARISON OF FACTORS DISCOURAGING RESPONDENTS FROM WORKING ABROAD (ON A SCALE FROM 1 (TOTALLY DISAGREE) TO 5 (TOTALLY AGREE), N=16,923-20,937).	26
FIGURE 14 COMPARISON OF FACTORS DISCOURAGING RESPONDENTS FROM WORKING ABROAD (ON A SCALE FROM 1 (TOTALLY DISAGREE) TO 5 (TOTALLY AGREE), N=2,388-20,929).	27
FIGURE 15 BEHAVIOURAL CHANGES REGARDING ENVIRONMENTAL ISSUES AFTER A STAY ABROAD, AVERAGES (N=15,034).	31
FIGURE 16 BEHAVIOURAL CHANGES REGARDING ENVIRONMENTAL ISSUES AFTER A STAY ABROAD, PER ACTIVITY (N=15,034).	32
FIGURE 17 CHANGES IN THE USE OF PUBLIC TRANSPORT BY HOST COUNTRY (N=54-2,024).	33
FIGURE 18 CHANGES IN THE USE OF BIKES BY HOST COUNTRY (N=54-2,024).	34
FIGURE 19 THE EXISTENCE OF ESN SECTIONS AT HOST UNIVERSITIES (N=15,034).	35
FIGURE 20 THE EXISTENCE OF STUDENT ORGANISATIONS AT THE HOST UNIVERSITY BESIDES ESN (N=15,034).	36
FIGURE 21 AVERAGE SATISFACTION WITH ESN'S AND OTHER STUDENT ORGANISATIONS' ACTIVITIES (ON A SCALE FROM 1 (VERY DISSATISFIED) TO 5 (VERY SATISFIED), N= 3640-7620).	36
FIGURE 22 WORK OF ESN VOLUNTEERS ENCOURAGING RESPONDENTS TO DO VOLUNTEER WORK THEMSELVES (N=8,176).	37
TABLE 1 HOST COUNTRIES OF ESN SURVEY RESPONDENTS THAT STUDIED ABROAD (N=15,191).	12
TABLE 2 HOST COUNTRIES OF ESN SURVEY RESPONDENTS THAT DID AND INTERNSHIP ABROAD (N=5,442).	13
TABLE 3 COUNTRIES OF ORIGIN OF RESPONDENTS (N=21,199).	14
TABLE 4 PREFERRED COUNTRIES TO WORK IN OTHER THAN HOME COUNTRY (N=21,174).	19
TABLE 5 FACTORS INFLUENCING THE WILLINGNESS TO MOVE ABROAD FOR WORK.	39

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List of Abbreviations

ESN:	Erasmus Student Network AISBL
HEI:	Higher Education Institution
n:	Number of valid responses

Annex 1: About ESN

Erasmus Student Network (ESN) is the biggest inter-disciplinary European student organisation in the field of mobility. ESN is a non-political, non-profit and non-religious organisation with over 12,000 volunteer members from local student groups (so called sections) in more than 400 Higher Education Institutions in 36 countries. ESN supports educational, social and cultural integration of international students and provides practical information for incoming and outgoing students about various exchange programmes. Furthermore, ESN provides intercultural experiences to students who cannot access a period abroad (internationalization at home). The vision of ESN is the enrichment of society through international students – thus, ESN works to foster the mobility of students under the principle of SHS – students helping students. ESN provides its services annually to about 150,000 international students in Europe and beyond. ESN's activities comprise hundreds of projects developed at all levels. The main international projects of Erasmus Student Network are:

1. ESNSurvey (visit: <http://esn.org/content/esnsurvey>) is a European-wide research project covering different topics concerning mobility and education. It is conducted annually and surveys students at higher education institutions, with an average response rate of 10,000 answers. Starting in 2005, the ESNSurvey is the biggest regular European research project planned and carried out entirely by students for students. So far, the ESNSurvey has investigated upon the following topics – Experience of Studying Abroad (2005), Exchange Students' Rights (2006), Generation Mobility (2007), Exchanging Cultures (2008), Information for Exchange (2009) and E-Value-ate Your Exchange (2010).

2. PRIME (Problems of Recognition in Making Erasmus, visit: <http://www.prime.esn.org>) is a research project addressing the continuing challenges concerning the recognition procedures for outgoing exchange students. PRIME has been carried out twice in 2009 and 2010 and followed up on the results of the ESNSurveys 2006 and 2007 showing that full recognition is not yet a reality. The aim of PRIME is to collect best practices among participating higher education institutions and through their dissemination contribute to the improvement of the situation.

3. SocialErasmus (visit: <http://socialerasmus.esn.org>) gives international students the opportunity to help local communities in several ways through the interaction between students and local communities. It is the flagship project of ESN in 2011/2012. The projects are mainly carried out in three areas: Charity, Environment and Education.

At the same time, international students gain experience, knowledge, openness and discover their love for Europe!

4. ExchangeAbility (visit: <http://exchangeability.esn.org>) aims at allowing students with disabilities to be fully involved in the activities of the local sections of ESN. Sections are encouraged to engage disabled students at their universities in the work for international students. Through participation and involvement in different activities, students with disabilities will be given an opportunity to experience the international and intercultural atmosphere associated with the exchange programmes. The long term goal of the project is to encourage an increasing number of disabled students to go for an exchange.

5. ESN Card (visit: <http://esncard.org>) is the membership and discount card of ESN and ESN sections distribute the card to their volunteers and international students. The card offers a number of discounts at the local, national and international level. Annually, ESN issues about 80.000 cards.

6. ESN Galaxy (visit: <https://galaxy.esn.org>) is a web platform based on the Web 2.0 technology. It brings all ESN sections together, allows them to communicate and share information in real time. This unique system allows international students and ESN members to look for accommodation or to get information about their host country. ESN Galaxy also supports local sections via the provision of web-based services.

7. eXpress, the ESN Magazine (visit: <http://esn.org/magazine>) is published three times a year. It is an informative, high-quality magazine about issues concerning ESN, Europe and the European Union in particular, exchange and mobility. The articles are written by ESN volunteers and students from all around Europe.

8. ESN Newsletter (visit: <http://esn.org/newsletters>) is an ESN online communication tool, sent twice per month (at the beginning and in the middle of each month) to over 7.200 subscribers informing them about the network, ESN events and other interesting initiatives happening in Europe and beyond.

9. ESN Events – the International Board of ESN conducts open calls for various international events, taking place every year. These events include Regional Platforms (Central European Platform, Northern European Platform, South Eastern European Platform, South Western European Platform and Western European Platform), Committee Meetings, National Board Meetings, Cultural Medley, Councils of National Representatives, Council of National Delegates and the Annual General Meeting of ESN.

Erasmus Student Network is a full member of the European Youth Forum since April 2010 and was awarded participatory status with the Council of Europe at the end of December 2008. ESN is a courtesy member of the European Association for International Education and a full member of the European Civil Society Platform on Lifelong Learning (EUCIS-LLL).

Contact:

If you have any questions or would like to know more about ESN, please contact us directly at secretariat@esn.org.

ESN AISBL

Rue Hydraulique / Waterkrachtstraat, 15

B-1210 Saint-Josse-Ten-Noode / Sint-Jost-ten-Node

Brussels BELGIUM

Tel.: +32 (0) 22 567 427

Mob.: +32 (0) 475 612 677

www.esn.org

Annex 2: Questionnaire

Dear participant,

The following survey investigates the impact of living, working, and studying abroad on employability and attitudes towards the European labour market. The survey is shorter for those who have not been abroad, but your answers are equally important to us.

Please read the questions carefully. The survey mainly consists of multiple-choice questions and all answers will remain anonymous. The results will be used for internal and scientific purposes; no answer will ever be traced back to you personally.

This survey targets any current or former student at a higher education institution (HEI). Answering the survey takes less than 15 minutes, and you have the opportunity to win a flight voucher worth 125 Euros.

The ESNSurvey is entirely based on volunteer work and we are grateful for your support of our research, your time and attention!

If you have any questions, please do not hesitate to contact the ESNSurvey Team: survey@esn.org

Survey 2011: Exchange, Employment and Added Value

This survey can be filled in by any current or former student at a higher education institution. If you have studied/worked abroad more than once, please only refer to your most recent experience.

Part 1. International Experience

1. Have you ever studied abroad?
 - a. Yes
 - b. No

2. [If, 1 b] Are you planning to study abroad?

- a. Yes
- b. No
- c. I don't know yet

3. [If, 1 a] Please choose the country of your host university: drop down with the list of the countries

4. [If, 1 a] Please choose the university you stayed in: drop down filtered by country. Only universities from European Countries

5. [If, 1 a] How long was your period abroad (in months)? drop down

- 1 month
- 2 months
- 3 months
- 4 months
- 5 months
- 6 months
- 7 months
- 8 months
- 9 months
- 10 months
- 11 months
- 12 months
- >12 months

6. [If, 1 a] What was your overall level of satisfaction with your stay abroad during your studies? I was:

very dissatisfied	rather dissatisfied	neither dissatisfied nor satisfied	rather satisfied	very satisfied
1	2	3	4	5

7. [If, 1 a] What was your overall level of satisfaction with the quality of your studies abroad? I was:

very dissatisfied	rather dissatisfied	neither dissatisfied nor satisfied	rather satisfied	very satisfied
1	2	3	4	5

8. Have you done an internship or placement abroad (e.g. Erasmus Placement)?

- a. Yes
- b. No

9. [If,8 a] Please choose the country in which you have done your placement: drop down with the list of the countries

10. [If, 8 a] How long did your internship/placement abroad last (in months)? drop down

- 2 months
- 3 months
- 4 months
- 5 months
- 6 months
- 7 months
- 8 months
- 9 months
- 10 months
- 11 months
- 12 months
- > 12 months

11. [If, 8 a] What was your overall level of satisfaction with your stay abroad during your internship/placement? I was:

very dissatisfied	rather dissatisfied	neither dissatisfied nor satisfied	rather satisfied	very satisfied
1	2	3	4	5

12. [If,8 a] What was your overall level of satisfaction with the quality of your internship/ placement? I was:

Very dissatisfied	rather dissatisfied	neither dissatisfied nor satisfied	rather satisfied	very satisfied
1	2	3	4	5

Part 2. Professional Expectations

13. Do you think having studied abroad is an advantage on the job market?

No advantage at all	Yes, a slight advantage	Yes, a big advantage
1	2	3

14. How far would you move from your current location for work?

- I do not want to move from my village/town/city for work
- Within the same region of my country
- Within my country
- Within countries whose official language is the same as my mother tongue
- Within the European Union
- Within geographical Europe
- Anywhere within and outside geographical Europe

15. Are you currently working in a full time position abroad (apart from studies or an internship)?

- Yes
- No

16. Have you worked in a full time position abroad (apart from studies or an internship)?

- Yes
- No

17. How would you evaluate your competences in the following areas?

	Very Low	Low	Fair	high	very high	Not applicable
English as a foreign language	1	2	3	4	5	6
Other foreign languages	1	2	3	4	5	6
Communication	1	2	3	4	5	6
Working in intercultural teams	1	2	3	4	5	6
Negotiating	1	2	3	4	5	6
Networking	1	2	3	4	5	6
Creativity	1	2	3	4	5	6
Problem - solving	1	2	3	4	5	6
Analytical skills	1	2	3	4	5	6

18. In which country, except for your home country, would you like to work in most?

a. please choose: ☐ drop down with the list of the countries

Possibility to click a box with the following text:

I have previously lived or studied in this country

b. I do not have a specific preference

Please state how much you agree or disagree with the following statements:

19. I am willing to work in a field, which is not related to my studies.

Totally disagree	Somewhat disagree	Neither agree or disagree	Somewhat agree	Totally agree	Not Applicable
1	2	3	4	5	6

20. I am willing to work in a field where I have no previous experience. (If you're not working at the moment, choose "not applicable")

Totally disagree	Somewhat disagree	Neither agree or disagree	Somewhat agree	Totally agree	Not Applicable
1	2	3	4	5	6

21. The following aspects encourage me to work abroad:

	Totally disagree	Somewhat disagree	Neither agree or disagree	Somewhat agree	Totally agree	Not applicable
Having personal contacts (e.g. friends/ family) in the respective country	1	2	3	4	5	6
Getting better salary abroad	1	2	3	4	5	6
Having better working conditions	1	2	3	4	5	6
Having more opportunities for personal development	1	2	3	4	5	6
Knowing that there is a large number of people from my home country living in this country	1	2	3	4	5	6

Having a partner in the respective country	1	2	3	4	5	6
Having been there before and liked living there	1	2	3	4	5	6
Not finding a job in my home country	1	2	3	4	5	6
Better social security (Pension, Health Care) in the respective country	1	2	3	4	5	6

22. The following things discourage me from working abroad:

	Totally disagree	Somewhat disagree	Neither agree or disagree	Somewhat agree	Totally agree	Not applicable
Lack of sufficient language skills	1	2	3	4	5	6
A secure job at home	1	2	3	4	5	6
Worse social security abroad (Pension, Health Care)	1	2	3	4	5	6
Difficulties in obtaining a work permit in the respective country	1	2	3	4	5	6
Requirements of additional qualifications to work abroad in my field	1	2	3	4	5	6
Fear of losing personal ties to my current place of residency (partner, family, friends, children)	1	2	3	4	5	6
Fear of being discriminated against/ having disadvantages as a foreigner	1	2	3	4	5	6
Fear of cultural differences	1	2	3	4	5	6

My partner is not willing to move abroad with me	1	2	3	4	5	6
Financial commitments in my current place of residency (e.g. bank loans or property)	1	2	3	4	5	6
Owning real estate (e.g. a house or apartment) in my current place of residency	1	2	3	4	5	6
Need to take care of somebody in my current place of residency (e.g. ill relatives, children)	1	2	3	4	5	6
Cost of moving	1	2	3	4	5	6

Part 3: Behavioural Impact of Staying Abroad

23. [If, 1 a or 3 a] Did your stay abroad show you more efficient practices in the following areas and did you change your behaviour according to what you experienced abroad?

	No, I did not see any more efficient practices	Yes, but I didn't change my behaviour	Yes, I changed my behaviour a bit	Yes, I totally changed my behaviour
Public transport	1	2	3	4
Biking	1	2	3	4
Walking	1	2	3	4
Littering	1	2	3	4
Separating waste (recycling)	1	2	3	4
Avoiding Waste	1	2	3	4
Renewing the Nature (e.g. planting trees)	1	2	3	4
Energy consumption	1	2	3	4

Part 4. Student Organisations

Part 4a. Erasmus Student Network (ESN)

24. [If, 1 a] Was there an ESN section at your host university?

- a. Yes
- b. No
- c. I don't know

25. [If, 22a] Please evaluate how satisfied or dissatisfied you were with the following activities offered by ESN. If you haven't participated or these activities were not organised by the ESN section, please choose "Not applicable".

Activities	very dissatisfied	rather dissatisfied	neither dissatisfied nor satisfied	rather satisfied	very satisfied	I did not use / not offered
a) Orientation week/ welcome week	1	2	3	4	5	6
b) Parties/informal meetings	1	2	3	4	5	6
c) Buddy/mentor system	1	2	3	4	5	6
d) Trips and visiting tours	1	2	3	4	5	6
e) Integration into the local community	1	2	3	4	5	6
f) Offering discounts with ESN Card	1	2	3	4	5	6
g) Cultural events	1	2	3	4	5	6
h) Overall satisfaction with ESN	1	2	3	4	5	6

26. [If, 22a] Did the work of ESN volunteers encourage you to do volunteer work yourself?

- a. Yes, I joined ESN at my home university.
- b. Yes, I joined a different voluntary organisation
- c. Yes, I am interested in joining a volunteer organization, however have not done it yet
- d. Yes, I am volunteering for different initiatives, but I am not interested in joining any particular non-governmental organisation
- e. No.

Part 4b. Other Student Organisations

27. [If, 1 a] Was there besides ESN any other student organisation at your host university helping exchange and international students? (Please refer to the one that helped you the most)

- Yes: Please specify name of the organisation: _____
- No
- I don't know

28. [If, 25a] Please evaluate how satisfied or dissatisfied you were with the following activities offered by this student organisation. If you haven't participated or these activities were not organised by the student organisation, please choose "Not applicable".

Activities	very dissatisfied	rather dissatisfied	neither dissatisfied nor satisfied	rather satisfied	very satisfied	I did not use / not offered
a) Orientation week/ welcome week	1	2	3	4	5	6
b) Parties/informal meetings	1	2	3	4	5	6
c) Buddy/mentor system	1	2	3	4	5	6
d) Trips and visiting tours	1	2	3	4	5	6
e) Integration into the local community	1	2	3	4	5	6
f) Offering discounts with ESN Card	1	2	3	4	5	6
g) Cultural events	1	2	3	4	5	6
h) Overall satisfaction with ESN	1	2	3	4	5	6

29. [If, 25a] Did the work of the volunteers of this student organisation encourage you to do volunteer work yourself?

- Yes, I joined a similar organisation at my home university.
- Yes, I joined a different voluntary organisation
- Yes, I am interested in joining a volunteer organization, however have not done it yet
- Yes, I am volunteering for different initiatives, but I am not interested in joining any particular non-governmental organisation
- No.

Part 5. Demographics

30. Age: drop down

Under 19

19

20

21

22

23

24

25

26

27

28

29

30

31

32

33

34

35

36

37

38

39

40

Over 40

31. Gender:

a. Female

b. Male

32. Major/area of studies: drop down

- o Agricultural sciences
- o Architecture/Urban and Regional planning
- o Art and Design
- o Business Studies/Management Science
- o Communication and Information Sciences
- o Economics

- o Education – Teacher Training
- o Engineering Technology
- o Geography/ Geology
- o Humanities
- o Languages and Philological Sciences
- o Law
- o Mathematics/informatics
- o Medical Science
- o Music
- o Natural Sciences
- o Social Sciences
- o Other Areas of Study

33. Please choose the country of origin: drop downwith the list of the countries

34. Year of graduation of latest programme(please indicate your expected graduation if haven't graduated): drop down

Before 2005

2005

2006

2007

2008

2009

2010

2011

2012

2013

2014

After 2014

35. From your personal experience, can you think of any examples how studying abroad has enhanced or diminished (improved or worsened) your career opportunities? Please give an example: text box

36. Personal Information (optional)

If you want to participate in the lottery for the flight voucher please indicate your name and email address.

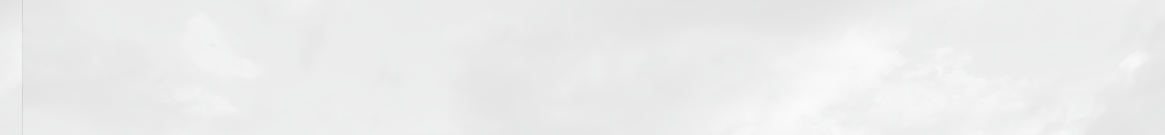
Name _____

Email _____

We will never publish your email address or hand it on to third parties. We only need this information to inform you in case you win the flight voucher.

Thank you for your participation! We really appreciate you taking the time for the ESNSurvey. You can download the reports from previous editions of the survey at <http://www.esn.org/content/esnsurvey>.

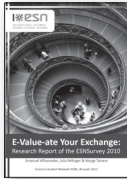
Erasmus Student Network AISBL (link to www.esn.org on the name of ESN)



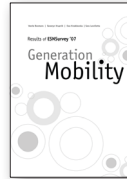
ESN AISBL
Rue Hydraulique / Waterkrachtstraat, 15
B-1210 Saint-Josse-Ten-Noode / Sint-Jost-ten-Node
Brussels BELGIUM
Tel.: +32 (0) 22 567 427
www.esn.org

If you have any questions or would like to know more about ESN, please contact us directly at secretariat@esn.org.

For any information regarding the ESNSurvey, directly contact the ESNSurvey team at survey@esn.org.



ESNSURVEY 2010
E-Value-ate Your Exchange



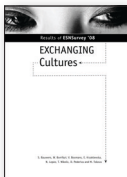
ESNSURVEY 2007
Generation Mobility



ESNSURVEY 2009
Provision and Quality



ESNSURVEY 2006
Exchange students' right



ESNSURVEY 2008
Exchanging Cultures



ESNSURVEY 2005
The experience of studying
abroad for exchange
students in Europe



This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.