

Transnational Student Mobility

A network analytical perspective on regional and global flows

Dr. Eva Maria Vögtle & Prof. Dr. Michael Windzio
(SOCIUM, University of Bremen)

Talinn (virtually), 31rd of March 2022

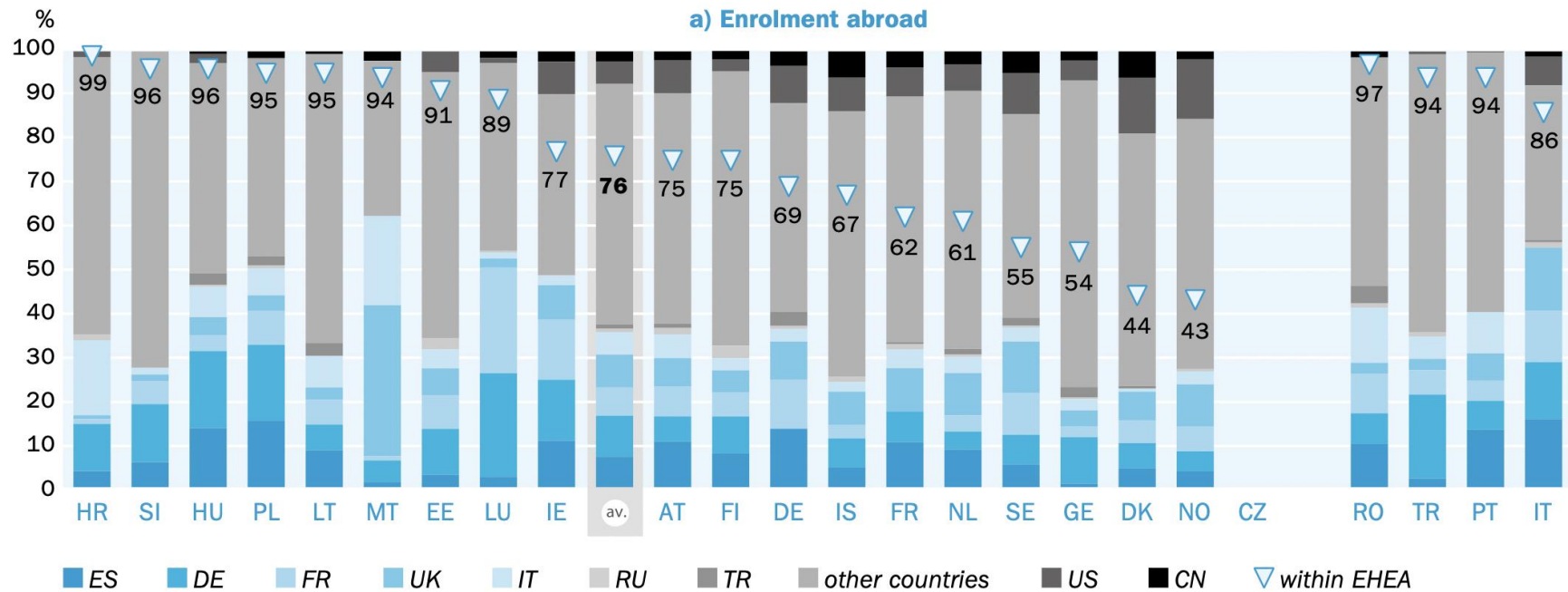
DZHW

Deutsches Zentrum für
Hochschul- und Wissenschaftsforschung ■

Figure B10.9 [↓](#)

Destination countries of enrolment and internship abroad

Share of students who have been abroad for the respective activity (in %)



Data source: EUROSTUDENT VII, I.15, I.16, I.39, I.40. **No data:** CH; CZ (enrolment); IT (internship).

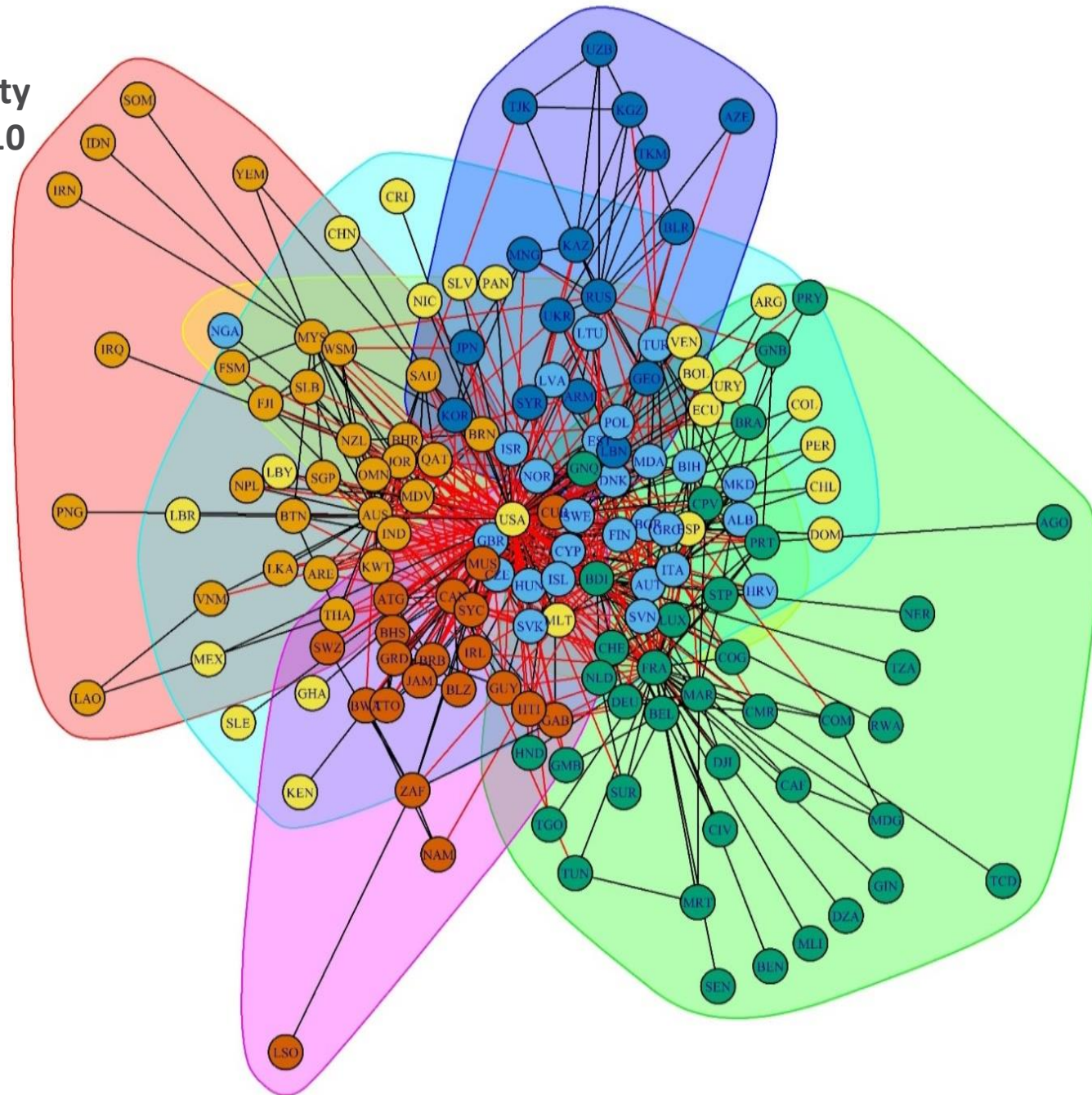
Data collection: Spring 2019 except CH, FR (spring 2020 – reference period before COVID-19 pandemic), DE (summer 2016), IT, PT, RO, TR (reference period during COVID-19 pandemic in 2020 and/or 2021). See Appendix C3 for details.

EUROSTUDENT question(s): 4.25 [Only students who did an internship abroad] In which country did you do your internship abroad and how long was your internship? 5.3 [Only students who have been enrolled abroad] In which country did you temporarily study abroad, and for how long?

Deviations from EUROSTUDENT survey conventions: DK. IT.

Deviations from EUROSTUDENT standard target group: DE, IE, IT, PL.

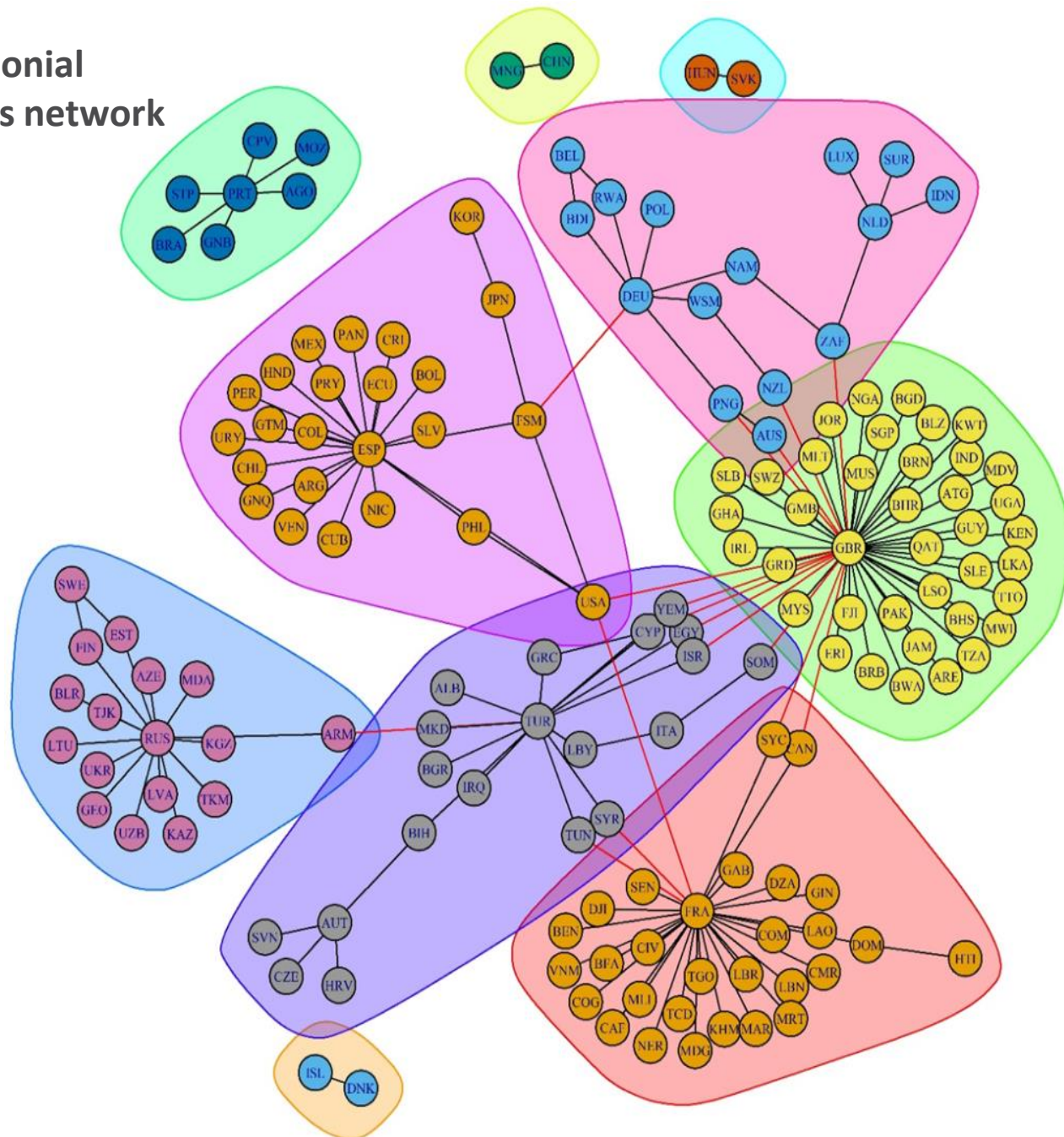
Transnational Student Mobility Network in 2010



Previous and current research

- the most (ge-)important (Barnett et al., 2015; Delhey et al., 2020; Vögtle & Windzio, 2021), but also most unbalanced (Vögtle & Fulge, 2013) exchange relationships exist between bordering countries.
- Countries with a high GDP per capita have a greater chance of hosting students (Barnett & Wu 1995; Chen & Barnett 2000; Wei 2013)
- English-speaking countries can attract the highest proportion of international students (Vögtle & Windzio, 2020)
- there are strong, robust and positive effects of cultural similarity - indicated by religion and language (e.g. Racine, Villeneuve, & Thériault, 2016; Perkins & Neumayer, 2014, Vögtle & Windzio 2020;2021;2022) – which is of particular importance for the intensity and direction of transnational student exchange.
- former colonial relations (Lee & Tan 1984; Beine, Docquier, & Özden 2009; Fassmann & Munz 1992; Vögtle & Windzio 2022) are crucial for the intensity and direction of exchange

Post-colonial relations network



Transnational student mobility

Work in progress: Gendered Mobility Flows (Cordua/Vögtle)

Do gendered student mobility flows vary by country of origin?
An overview and agenda for future research

- Many studies cite gender roles as one of the main explanations for the overrepresentation of women in TSM (see Cordua & Netz, 2021):
 - female students perform better at school (Meisenberg 2016) and are more likely to choose academic school careers (Roisch 2003).
 - Gender-specific choice of subjects at school (Roisch 2003) and at universities (see EUROSTUDENT Synopsis 2015, 2018 etc.).
 - Men should be more concerned about entering the labour market quickly (Salisbury et al.) and more worried about losing time through TSM (Thirolf 2014; Tompkins et al. 2017).
 - Women might use TSM as a means to counter anticipated discrimination (Daly 2011; Holloway et al. 2012; Sondhi and King 2017).

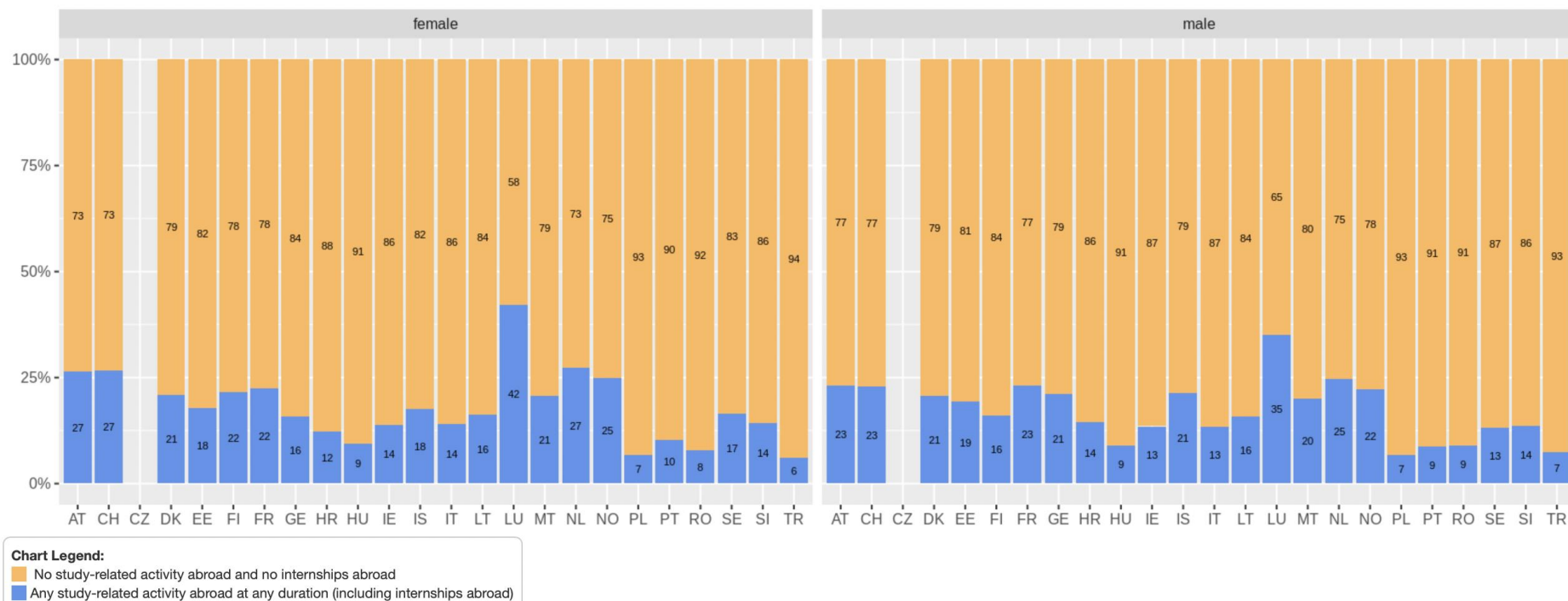
→ **BUT:** The extent to which traditional gender roles persist varies from country to country (Boehnke 2011).

Student mobility experience by type of study-related activity abroad

Share of students (in %)

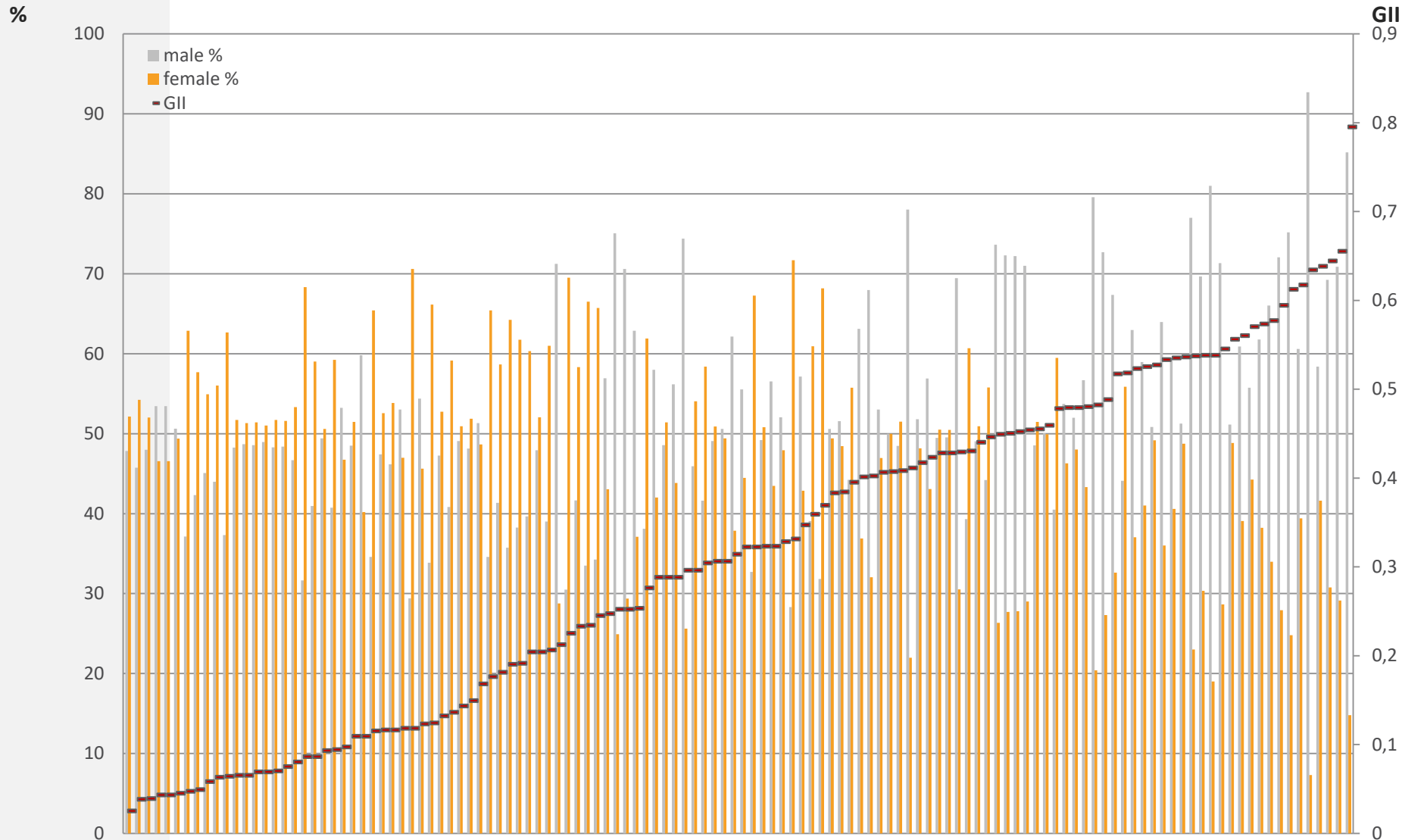
Data source: EUROSTUDENT VII

Focus Group: Sex



Study-related activities abroad: including comprises temporary enrolment, internship/work placement, language course, research stay/fieldtrip, summer/winter school, and other study-related activities abroad. **Only referring to temporary credit mobility:** Short-term mobility with the aim of completing a part of a study programme outside of the country of observation. Shares displayed here cannot be interpreted as final mobility rates, since EUROSTUDENT is looking at students, not graduates after finishing HE.

TSM by gender and Gender Inequality Index (GII)

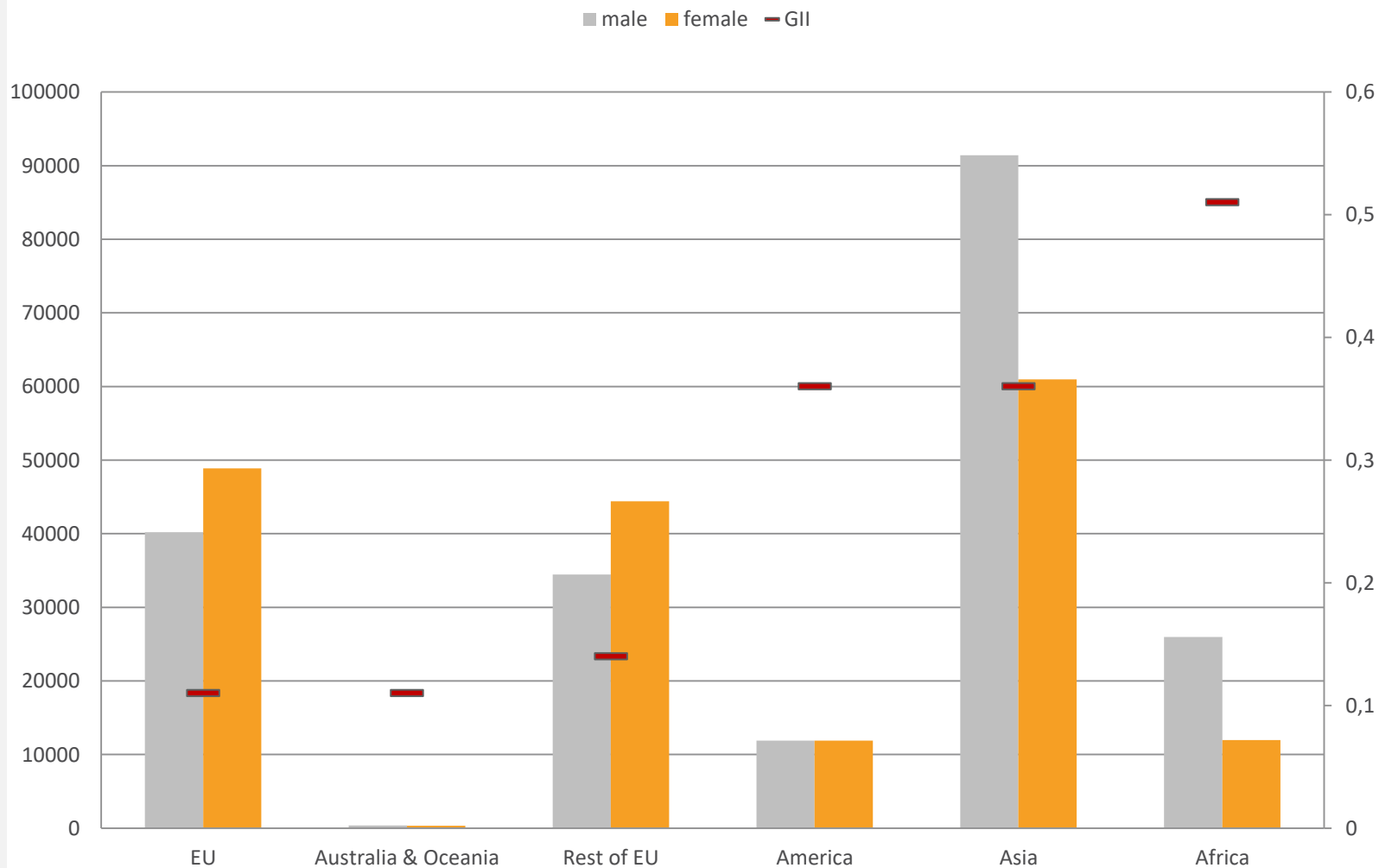


Notes:

Data source: destatis

Cases with missing values on one of the observed variables deleted, countries with less than 50 cases deleted

Participation in TSM by gender and Gender Inequality Index



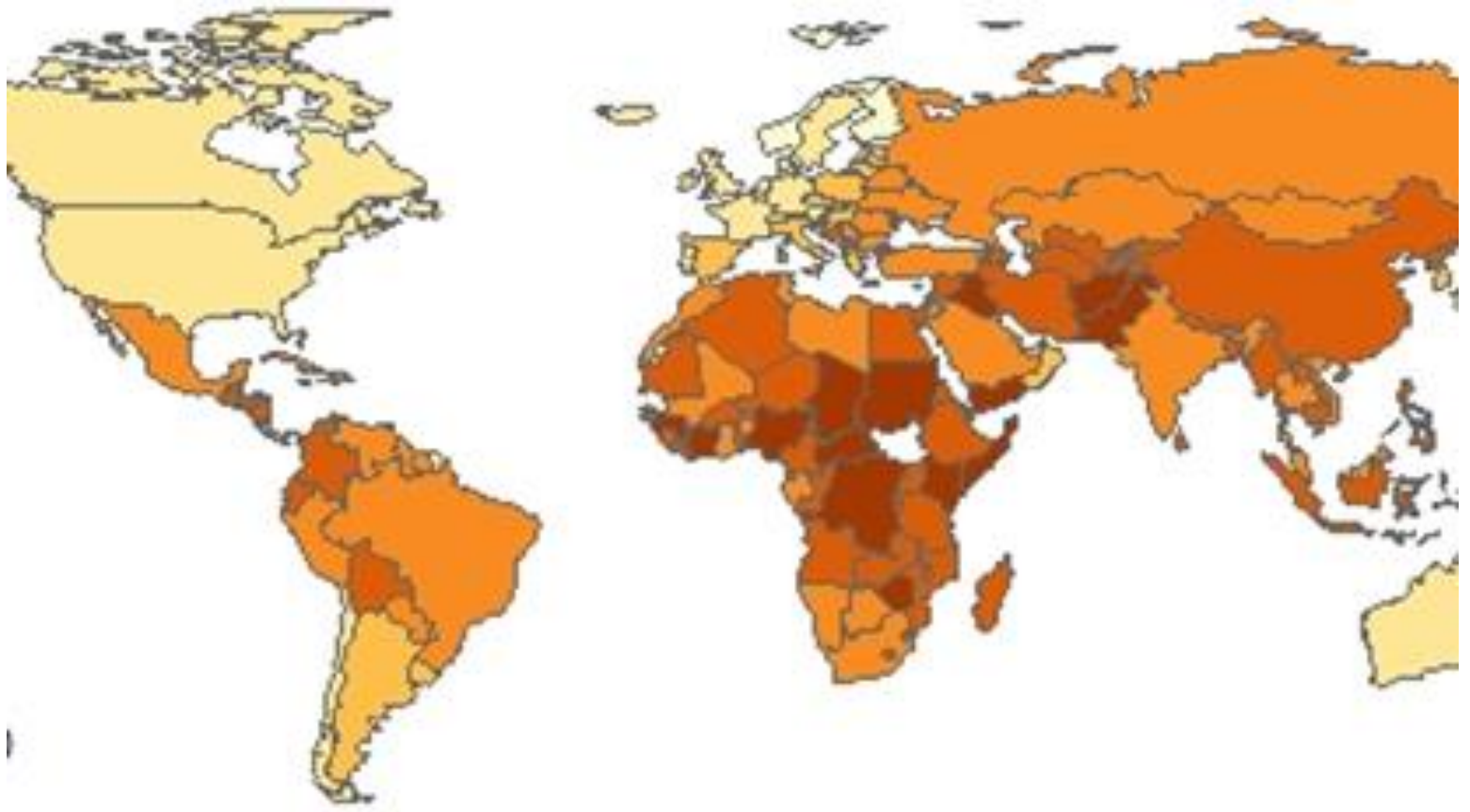
Notes:

Data source: destatis

Cases with missing values on one of the observed variables deleted, countries with less than 50 cases deleted

Own research focus: level of democracy and institutional stability

- the more different two countries are in terms of their level of democracy, the less inclined they are to be connected within the in the student mobility network (Vögtle & Windzio, 2020)
- However, highly democratic countries are unattractive as study destinations unless they are also economically prosperous (Perkins & Neumayer, 2014; Vögtle & Windzio, 2020)
- Political-institutional factors (fragile/stable state institutions; (North 1990; Collier, 2013; Vögtle & Windzio 2022) have an impact on the attractiveness of a country as a study destination
- Reputation of the higher education system, measured as top 500 HEIs in the Shanghai Index (Vögtle & Windzio, 2022)



The fragility of state institutions in 2010

Quelle: Fragile State Index, Fund for Peace, own depiction with tmap-Paket in R.

Note: When interpreting the FSI values, keep in mind that the lower the value, the better, as a higher value indicates greater instability.

Why are mobile students WEIRD?

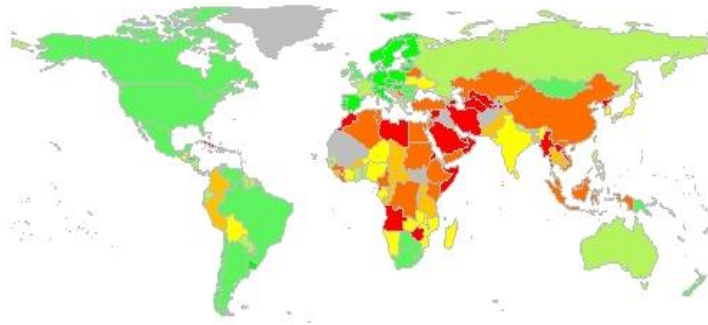
- the Western Church (Catholic, later Protestant) implemented policies to dissolve the political power of extended kinship networks and clans by prohibiting polygyny and cousin marriages (Schulz et al. 2019; Henrich 2020)
- in regions with long exposure to the marriage and family policies of the Western Church during the middle age, people organised themselves into voluntary non-kin associations such as monasteries, universities and guilds
- they got familiar with closely cooperating with strangers and getting involved in market transactions with persons who they often met just once (Seabright 2010) → this created the western, educated, industrialised, resourceful and democratic **(WEIRD)** psychology (Henrich 2020, p. 292-300).
- major argument is the peculiarity of the WEIRD psychology → people became more committed to formal institutions → willing to send their children to public schools where being instructed by non-kin and strangers → **process of individualisation**

Academic freedom and democratic rule

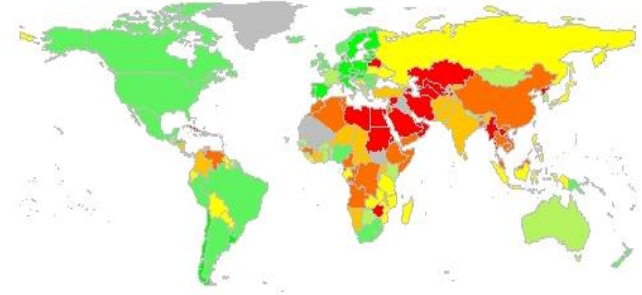
- the influence of the state or the church on universities was originally limited → with the development of modern government activity, the state was in need of loyal and well-trained state officials and demanded their training from the financially dependent universities (Hüther 2010, 46)
- Humboldt's principles like freedom of teaching and learning (*Lehrfreiheit und Lernfreiheit*), the unity of teaching and research (*Einheit von Lehre und Forschung*), and the unity of science and scholarship (*Einheit der Wissenschaft*) → theoretical and organizational paradigm of the modern' university (Karran 2009a, 193)
- academic self-governance and self-administration play a key role → protection from external influences, political or religious censorship (Karran 2009b, 7) or to other entities controlling universities politically and economically
- **Academic freedom mirrors a countries' general freedoms** (Connolly 2000, 71) → attacks on academic freedom also hint to a societies' development toward becoming more authoritarian (Preece 1991)

Academic freedom values (AFi)

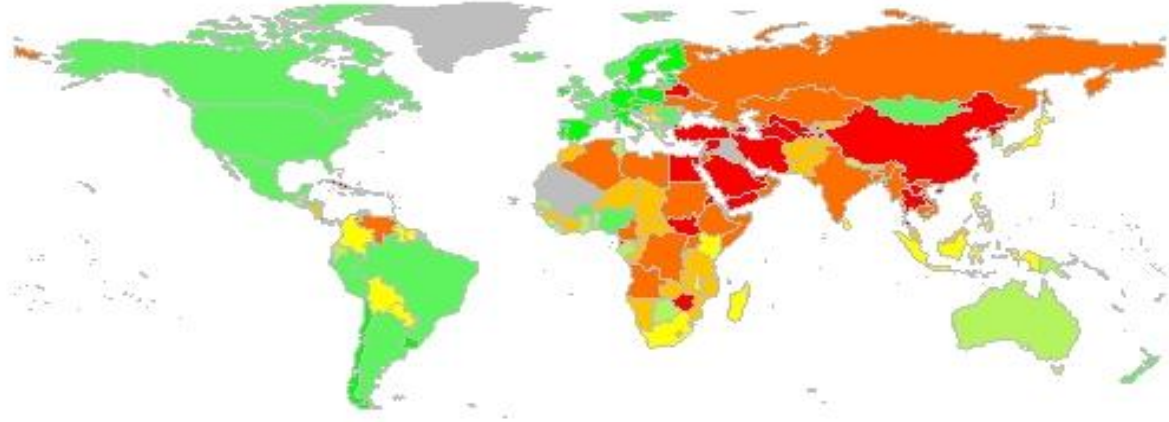
1997



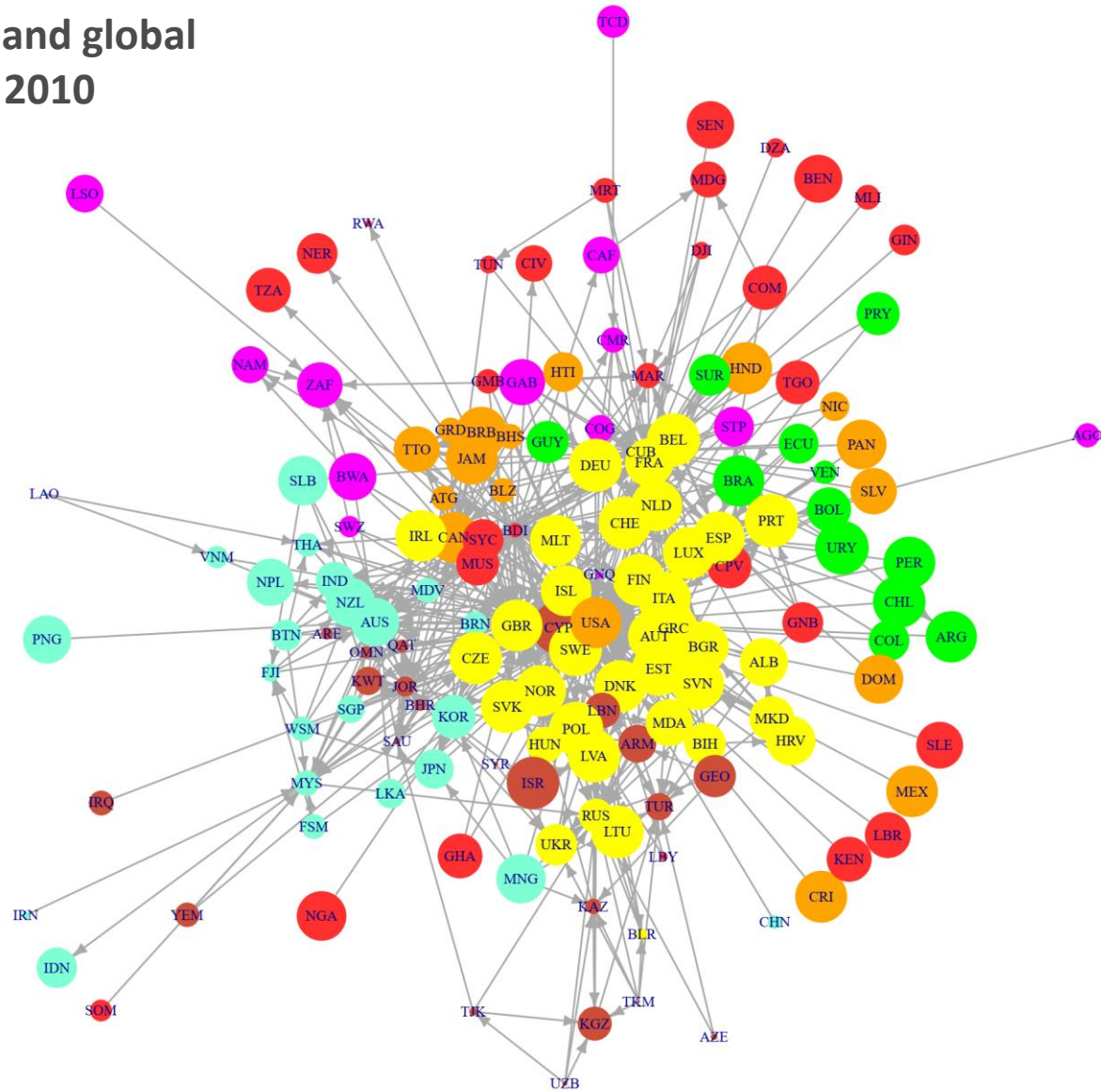
2007



2017



Academic freedom and global student mobility in 2010



- North & Central Africa
 ● South America
 ● Oceania, South &, East Asia
- Europe
 ● North & Middle America
 ● Central West Asia
- Middle Southern Africa

A photograph of a modern glass skyscraper, likely the DZHW building in Berlin, with its glass facade reflecting the sky and surrounding city buildings. The text is overlaid on the image.

Thank you for your attention!

Eva Vögtle
voegtle@dzhw.eu