

Consequences of Mobility: the New EU Paradigm

Scientific article

UDC 378:316.444(4)

KEY WORDS: higher education institutions, mobility, new paradigm, EU, Slovenia

ABSTRACT - Higher education institutions are going through turbulent times. Never before have the expectations of their potential contributions been so high. Simultaneously, doubts concerning the quality and execution of higher education institutions have never been so critically evaluated or universal. The article evaluates both the determinants of studying abroad, as well as the consequences of returning from an Erasmus+ programme. So far, 1.3 million people have received the Erasmus+ funding to improve their skills abroad, and 3.3 million people have been going abroad with the help from Erasmus+ since 1987. The general method of the research is an overview of the previous empirical literature which features recent interviews with eight students who have studied or worked abroad. The results demonstrated four elements, determining mobility. The interviewees demonstrated a strong relation towards the EU. Their opinion is that mobility demands support in English (foreign language) as well as the promotion of local languages and cultures, which implicates on the new paradigm in the EU. Students who went abroad will be more employable, and the EU employers are already "fighting" over such employees.

Znanstveni prispevek

UDK 378:316.444(4)

KLJUČNE BESEDE: visokošolske institucije, mobilnost, nova paradigma, EU, Slovenija

POVZETEK - Pričakovanja o tem, koliko visokošolske institucije v teh turbulentnih časih prispevajo k napredku v družbi, so visoka. Kakovost izvedbe njihovih storitev, ki so postale obsežne in univerzalne, je kritično ovrednotena. V članku predstavljamo storitve visokošolske institucije - odhod in povratek študentov iz tujine. Do sedaj je 1,3 milijona ljudi prejel sredstva Erasmus+ za študij v tujini. Od leta 1987 je 3,3 milijona ljudi odšlo na študijsko izmenjavo v okviru mobilnosti Erasmus. Za potrebe raziskave smo uporabili metodo intervjuja in meta analizo. Intervjuvali smo osem študentov, ki so študirali ali delali v tujini. V rezultatih raziskave so predstavljeni štirje elementi, ki označujejo mobilnost. Sodelujoči izpostavijo močno navezanost na Evropo. Menijo, da je pri mobilnosti potrebna podpora v angleškem jeziku (prvi tuji jezik), da pa je nujno tudi spodbujanje k učenju lokalnih jezikov in kultur, kar nakazuje na novo paradigmo v EU. Študenti, ki so se izobraževali v tujini, bodo tako bolj zaposljivi in delodajalci v Evropi se že »pulijo« zanje.

1 Introduction

Studying abroad allows participants a unique opportunity to gain additional skills. Such developments include both students and staff of higher education institutions. Participants who move abroad gain not only additional experience through extending their personal life, but also attain a higher standing for employability. Researchers for the European Commission (2014) state that a greater degree of employability increases the chances of receiving a job offer and is an advantage in job interviews (European Commission, 2014).

Studies of the literature (Mishchenko, et al., 2016; Wu and Mok, 2016) indicate that the international mobility of students and staff of higher education institutions give

them an opportunity to improve their professional and educational prospects. Additionally, international mobility also creates an opportunity to develop global academic and professional identities (Choi and Tang, 2016). All forms of international academic mobility: Erasmus, Erasmus Mundus, Erasmus entrepreneurship, bilateral exchanges, summer and winter schools, joint programs, etc. aim to broaden and strengthen careers, personal and professional skills, as well as cultural and intercultural identities (Myers, Hill and Harwood, 2005; Spiering and Erickson, 2006; Di Pietro, 2015).

The European Commission (2014) (EC) survey shows that of all mobile students, 67% indicated that English was the language of instruction at their host institution. This figure was higher than the EC statistical average for English as the language of instruction abroad (50%). As for the students who were abroad during the survey and those intending to go abroad, 63% answered that English would be their language of instruction at their host institution. However, the percentage amongst alumni was slightly lower (61%). Of the mobile students who declared English to be the language of instruction at the host institution, 7% indicated that was their mother tongue. 29% of mobility students claimed that English was one of the languages of the host country. For a further 19% it was also a part of their field of study. English is often the *lingua franca* of institutions receiving students on mobility programmes (European Commission, 2014; Biloslavo and Panjek, 2011; Konda and Gričar, 2015).

In support of the (aforementioned) literature and its overview, we would like to emphasise the relationship between language skills and career mobility. Due to the increased internationalization, reduced job security and a shift in career ownership to the individual, language skills represent a vital career skill today. Using qualitative and quantitative data collected by a Finnish survey, we uncovered multiple career-related uses for language skills. Language skills permeated the basic components of career competence – “knowing how,” “knowing why,” and “knowing whom” – and enabled respondents to surpass boundaries. Respondents who possess the best language skills also demonstrated the highest levels of both psychological and physical career mobility, as reported by Itani, Järnlström and Piekkari (2015).

It is not only outgoing students and staff that gain new competences from mobility programmes. The new paradigm of the European Union (EU) is internationalisation. Through surveys by Miklavčič (2011) and the debate by Beelen (Konda and Gričar, 2015), we found that outgoing students and staff can make positive influences on the home staying students and staff. This latter point is resultant of the participants gaining new experiences through internationalisation. Internationalisation is the new preferred method for academic development in at least two ways. Firstly, by reducing mobility costs in the next Erasmus program e.g. after the year 2020. Secondly, the aim is to increase the number of staff mobility exchange in the programmes. As a part of this paradigm, the outgoing students and staff gain experience from abroad which they are able to convey to those individuals staying at home institutions (UNESCO, 1998).

Storme et al. (2016) stipulates that internationalisation is crucial for the quality of research and its implications. Moreover, it is essential in the preparation of new generations of students. These new generations play a leading role in a society where

labour markets and economies are regionalising. The latter is beyond national borders, internationalising and even globalising. Increasingly, all countries need new generations that are prepared to participate and share internationally, whilst still contributing to their own society (van Ginkel, 2011).

There are currently several previous studies on student mobility. To the best of our knowledge, none of these studies explains the consequences of the mobility directly from the students involved. The present study is the first to include students on mobility from several different EU and non-EU countries, e.g. United Kingdom, Germany, Slovenia, and Montenegro. Students were/are studying in the EU and non-EU countries, such as: Macedonia, Switzerland, Montenegro, Poland, and Sweden.

The paper is structured as follows. In the next section, we introduce the methodology used in the survey. Section three is the main section, it demonstrates the results of the study and its implications. We further discuss the implications the results have on society. In the fourth section we discuss the new EU paradigm. In the last section we form our conclusion.

2 Methodology

In the wake of economic crises (Krstić and Stanišić, 2015) and a challenging employment context throughout the world, Europe needs to create jobs and prosperity (European Commission, 2014). To achieve this, higher education linked to research and innovation can play a crucial role (Zagorc and Krečič, 2015) in personal development and economic growth. The latter is providing Europe with highly qualified people and competent citizens (Rodica and Gričar, 2016).

The qualitative analysis of the data generally focuses on the target groups, as set out in the specifications of the study. However, this analysis provides overall averages from across the Central, Northern and Southern Europe.

2.1 The aim and objectives of the research

According to data from Eurostat (2015), learning English as a second language is a priority in most EU nations. English is one of the primary working language of Erasmus+ between students and staff. The English language is as key component of the mobility system or Erasmus bubble. Currently the EU is comprised of 24 official languages (EUROSTAT, 2015). In 1958, legalisation specified: German, French, Italian and Dutch as the official languages of the EU predecessor, the European Communities. There have always been fewer official languages than EU Member States; some of which share common languages. For example, in Belgium the official languages are Dutch, French and German.

The aim of this paper is to present the new paradigm of the EU, such as internationalisation at home and why English is spoken by 77% of EU citizens. Subsequently, we have included the experiences of students and staff who have worked abroad. As part of these experiences, we included the effects it had on their everyday life, job

opportunities, language editing and internationalization. The paper is written as an invited paper for possible publication in a Slovenian Journal. We decided that due to the aim of the paper, it should be written in English rather than Slovenian. The objectives of the paper are presented under the Results section.

2.2 Research question(s)

Following the objectives of the paper, we prepared a series of research questions specifically for open interviews. The questions are as follows: Q1) Please introduce yourself (name, surname, country of residence, country of mobility, school/faculty/working place) and tell us more about your mobility period (time, country). Q2) Why did you decide to study abroad, or further emigrate more permanently? In addition, the second question prompted the subject to discuss when and why they decided to be mobile at that particular time of their life.

We created a third and fourth question to further explain the Europe's paradigm of international life and internationalization at home. Q3) What are the benefits and weaknesses of staying abroad (working or studying)? Q4) What advice concerning mobility and internationalisation can you offer to our readers of the paper titled *Consequences of Mobility; the New EU Paradigm*?

2.3 Data sample

The table below distinguishes between cases based on types of mobility and country of origin. Due to cases being disclosed from several experiences of mobility, the number of individuals differ slightly from country of mobility.

In the case of students and staff, eight respondents answered all four questions, therefore this is the number of students included in the analysis. Further selection was not necessary, as the analysis demonstrated represented the target group efficiently. Of these, one student was a short run mobile student, e.g. less than a month. In order to provide a comprehensive coverage, we looked at the student cases and identified four experiences from the Erasmus mobility programmes and four other experiences of mobility. One student, Student 8, had only been involved in a panel discussion and the correspondent dialogue is not analysed in detail.

Table 1: Data sample

<i>Sample</i>	<i>Home institution</i>	<i>Resident of the country/ cycle of study</i>	<i>Host institution/ country</i>	<i>Type of mobility – target group</i>
Student 1	University of Primorska, Faculty of Management, Koper, Slovenia	Slovenia / postdoc	University of Montenegro, Faculty of Economics, Podgorica, Montenegro	Erasmus Mundus
Student 2	University of Applied science Karlsruhe, Germany	Germany / first	Linnaeus University, Växjö, Sweden	Erasmus

Student 3	University York St John	United Kingdom / second	Stockholm University, Sweden	free mover
Student 4	University of Ljubljana, Faculty of Economics, Ljubljana, Slovenia	Slovenia / first	Ss. Cyril and Methodius University in Skopje, Faculty of Economics, Macedonia	Erasmus+
Student 5	University of Ljubljana, Faculty of Economics, Ljubljana, Slovenia	Montenegro / second		free mover
Student 6	Novo Mesto School of Business and Management, Slovenia	Slovenia / first	Wroclaw University of Economics, Poland	Erasmus+
Student 7	Novo Mesto School of Business and Management, Slovenia	Slovenia / first	no	Job mobility – staff
Student 8	Faculty of Business and Management Sciences in Novo Mesto	Slovenia / third	no	Short time

Source: own source, 2015.

2.4 Data collection

Our team of researchers designed a complex and innovative methodology of various qualitative methods for different target groups. As outlined above, the data collection for the qualitative study was conducted through a series of site visits to each of the selected interviewees supplemented by online, telephone, Skype and face-to-face interviews. Due to the courtesy of the seven students selected, the data was collected by means of asynchronous online interviews (via Skype) with students from various higher education institutions in each country; semi-structured interviews with a team of researchers (online, telephone – Skype, face-to-face); a focus group with mobile students per country; and one institutional panel discussion.

In all cases the process was similar in order to guarantee the comparability of the results. However, depending on the specific characteristics of each case, the exact composition of the focus varied. In particular, the decision regarding interviews depended on the data for outgoing students and staff who participated in one of the mobility actions.

2.5 Methodology used

Our team of researchers interviewed students and staff via telephone or Skype, using four open questions for each target group. In order to contact the respondents,

we used the database of those who had been in contact with Student 1 and had volunteered to participate in the qualitative study. This database allowed us to select individuals from the categories identified in the Table 1 proposal: student mobility for studies, student mobility for work placements (staff), free mover students, and post-doc students.

In the case of students and staff, a researcher was in charge of contacting respondents and sending invitations to the online interviews. The main tool utilized was the dissemination of the questionnaires for the online interviews via telephone and Skype. All the conversations were recorded. The correspondents were informed beforehand regarding the recordings and also received the questions in advance through email. Several preliminary messages were sent to all correspondents between the periods of early October until November 2015. However, the main challenge we faced was the substantial difference in size of the databases from one country to another.

An initial invitation email was sent out in September 2015, it asked the potential candidates whether they would be willing to participate in the interview process. Following confirmation, the interviews were recorded and presented for a panel discussion on 5/11/2015. The panel discussion, which included Student 7 and Student 8, was also recorded.

3 Results

Considering students' communicational habits, Facebook played a crucial role by facilitating the need to contact them. Despite tight deadlines and time constraints, our team managed to overcome difficulties and the site visits were developed in line with the objectives of the study.

There were several elements taken into consideration in order to facilitate the participants' discussion: ensuring a comfortable atmosphere, encouragement from the research member and the use of the relevant mother tongue for the subject. The debates that took place during these sessions provided beneficial practices and areas for improvement towards our understanding of the impact of all mobility programmes.

Following a brief review of previous empirical results in the extended abstract, we are able to present and comment on our results. Due to a limited word-count for this Journal and how the survey was extended, we decided to present our results of the interviews in the table below. Table 2 briefly cites an overview and comments on the table content. Following this section, we have prepared sections for both discussion areas and a conclusion.

There were eight students that made up the research team: Student 1, Student 2, Student 3, Student 4, Student 5, Student 6 and Student 7. Student 8 was solely involved in a panel discussion. Their names are not labelled due to candidates' discretion. The conversation with the respondents opened with the following thought: „Dear (name). Thank you participating in the interview. My name is X, and I am a representative

of the research group on mobility time for students and staff. We wish to present the importance of the mobility and competences that can be achieved due to a mobility period abroad. We would be grateful if you could share with us your experiences of studying abroad. Here are our questions for your consideration. The participant's questions were presented in section 2.2. Clarification of the table and the most important consequences, which enrich the new EU paradigm, are expressed below.

There are several personal benefits that should be taken from mobility experiences on each study cycle. Student 1 expressed their opinion of the Erasmus mobility experience as one where you can enhance your student life abroad, one never to be forgotten. "Just do it, you will never regret" was a comprehensive sentence from Student 2. Student 2 additionally said that for one semester you need five thousand Euros, but that it is worth the money.

Student 3 said, "I lived in Stockholm, Sweden, between September 2013 and January 2014 and studied as part of an Erasmus program at Stockholm University. Initially I decided to study abroad due to a love interest, but also because I thought it was a good way to expand and benefit my education experience. As a result of my Erasmus experience I decided to stay in Sweden permanently. I opted to pursue further education here in Stockholm as part of their Masters (MA) programme. On mobility you work amongst different nationalities and cultures and different ideas.

Student 4 commented that,

"The consequence of the mobility time is my decision to go further studying. I enrolled to the second cycle of the study. For the study I need extra motivation, and some of motivation I found in the mobility and bilateral exchange time"

The benefit of staying abroad expands your social life. My studies there proved to go quite well, for example, my professors understood English well. The negative experiences I encountered during my mobility were aspects, such as: the restrictive visa policy for Macedonia. It took me four weeks to finally resolve the matter of my visa. This length of time was excessive considering I was only scheduled for a five month mobility period. In conclusion, Student 4 wrote the following opinion,

"On mobility you should step out of your comfort zone to demonstrate your potential and discover some new talents in yourself. I recognise my talent in business and economics. Further, in the future I would like to study in Scandinavia. Do not be afraid, one should go on as many exchanges as they can."

Student 5 decided to study abroad because it was financially more beneficial than in staying in Montenegro. Advice to other students and staff was,

„Go to your computer pick up the city you would like to visit and just go there. Do so immediately, do not wait, and just move.”

The following is an account taken from Student 6 in February 2016 during their mobility period,

„My mobility time will soon come to the end. What should I do? I am already very sad for this. I have done almost all the exams.“

Table 2: The correspondents' answers on semi-opened interview, a brief overview; anonymous interviewee

St.	Question 1	Question 2	Question 3	Question 4
1 ²	<ul style="list-style-type: none"> - Slovenia is my country of residence - Montenegro is my country of mobility (otherwise several other countries were in my mobility period) - Mobility period(s): 1993/1994, 2012/2013, 2013/2014 	<ul style="list-style-type: none"> - Additional knowledge in Econometrics - New experiences - New cultures - New languages - Something new and unknown - Time management - I learned to be mobile from my parents 	<ul style="list-style-type: none"> - Explicit no weaknesses - Only benefits: - Socialisation - Languages - Experiences - Time management - etc. 	<ul style="list-style-type: none"> - You should be part of international life
2 ²	<ul style="list-style-type: none"> - Germany is my country of residence - Sweden is my country of mobility - Mobility period(s): 2012/2013, 2013/2014 	<ul style="list-style-type: none"> - New friends - The industry looks for students with more experience and good knowledge of English - It was a really great time - Something new and unknown - Traveling 	<ul style="list-style-type: none"> - The weakness are (maybe) costs/money you need - No other weaknesses - Only benefits: - Languages - Knowledge - etc. 	<ul style="list-style-type: none"> - Go f... out - I did not met anyone who regret studying abroad - You will never regret going to study abroad, just do it
3 ²	<ul style="list-style-type: none"> - United Kingdom is my country of residence - Sweden is my country of mobility - Mobility period(s): since 2013 	<ul style="list-style-type: none"> - New environment - New position - Escape from the current environment - Love 	<ul style="list-style-type: none"> - No weaknesses - It was my decision to emigrate - Only benefits: new language, love, new environment, etc. 	<ul style="list-style-type: none"> - Do always what you like - absolutely Erasmus program just emergency to do
4 ²	<ul style="list-style-type: none"> - Slovenia is my country of residence - Republic of Macedonia is my country of mobility - Mobility period(s): 2012/2013, 2013/2014 	<ul style="list-style-type: none"> - New cultures - Diversities of Western Balkans - Explore Western Balkans region - Additional knowledge in Economics - New languages, Macedonian language - Something new and unknown - Traveling - I decide to be mobile in the high school - Business opportunities 	<ul style="list-style-type: none"> - Weakness: local culture / people are sometimes against newcomers and restrictive visa policy, apartment procedure. No other weaknesses, only benefits: - Meet local people - Recognise local administration and authorities - New languages 	<ul style="list-style-type: none"> - You should take part of Erasmus + programme as many possible
5 ²	<ul style="list-style-type: none"> - Montenegro is my country of residence - Slovenia is my country of mobility - Mobility period(s): 2012 and further 	<ul style="list-style-type: none"> - New languages - Something new and unknown - Traveling - I was born to be mobile - Since I was child I was travelling around - New cultures - New knowledge 	<ul style="list-style-type: none"> - Only benefits: - First of all you meet a lots of new people with incredible different ways of thinking then your own - 	<ul style="list-style-type: none"> - Move! - Just do it! - Travel! - Bye immediately.

6 ²	- Slovenia is my country of residence - Poland is my country of mobility - Mobility period(s): 2015/2016	- New languages - Something new and unknown - Traveling - I decide to be mobile in the high school	- New language as benefit - Employability as benefit - New country	- Do not stay at home during your study time
7 ²	- Slovenia is my country of residence - Sweden is my country of mobility - Mobility period(s): since 2014	- New knowledge - Better life - Something new and unknown - I decide to be mobile in the high school	- Income - Language(s) - Experiences	- Go abroad, it gives you new broader thinking

Note: St. – student, 2 – Home and host institutions are reported in Table 1.

Source: own source, 2015.

One of the benefits clearly divulged by Student 6 was,

“One domestic entrepreneur, e.g. a Slovenian company who also have a department in Poland, asked me to work for them. Whilst being Slovenian, I know the Polish language as a result of my mobility period in this country. Now the only question for me is ,what to do”.

The following paragraph is an account compiled courtesy of Student 7: I spent almost a year working in the Romanian capital of Bucharest. Subsequently I moved to Sweden this summer (2015). I did not party every weekend, but I still spent the best time ever there. I would like to point out that when I came home from mobility, everything was the same but I felt full of new experiences that not everyone has been fortunate enough to experience.

4 Discussion

All the participants in the survey held certain sentiments in common: Dear institutions, thank you for permitting me to go on the mobility programme at my host university/institution for the agreed time period. It was a great experience and a chance to gain knowledge towards my personal development. I have done unforgettable (study/research/work) and hopefully it should/will be recognised worldwide in the next few years.

In summary, the existing literature and studies argued that a wide range of competencies and skills are increasingly valued by employers in Europe, such as: disciplinary knowledge, foreign languages, adaptability, flexibility, resilience, greater intercultural awareness, the ability to assess one’s own strengths and weaknesses, to make decisions and to solve problems. As graduates find themselves in an increasingly difficult situation on the labour market (Schomburg and Teichler, 2006; Cardenal de la Nuez, 2006), these skills are in much greater demand. So far, studies on these skills have shown that they may be relevant to the labour market. Students collected evidence from self-assessments on whether such skills are acquired through study abroad periods. It was also argued that mobility programmes that target education and training may

fulfil this demand by enhancing the employability of graduates due to the acquisition of the aforementioned skills (European Commission, 2014; Wu and Mok, 2016).

Our correspondents confirm the benefits of skills achieved abroad for their further life. Graduates need these kind of competencies to be more employable on the market. From studying Table 2, common determinants can be achieved from students that have been studying abroad and from students working abroad: new cultures, new languages, professional skills, getting used to administration and government politics, etc. After the mobility, people sense that they have changed drastically, have developed a range of new skills and had the time of their life. Some extra determinants can be achieved by the students working abroad, such as developing their own domestic independence. Additionally, other determinants can be achieved by the students studying abroad, such as: new contacts, dealing with other currencies and budgeting the costs of living, etc.

The new paradigm in the EU is that students who have mobility experience will be more employable and that employers in Europe will be more interested in their competencies. Alternatively, students who stayed at their home institution will gain lower skills, and as a consequence, be forced to request for jobs they are not competent for. Moreover, the differences in languages and cultures generate the positive ability to empathise with colleagues and co-habitants.

The data sample for the survey was collected between May and October 2015. All the respondents were extremely helpful by offering answers to the questions. The research group would like to say thank you to all the participants in the survey, and just do it.

5 Conclusion

There have been several studies performed on the Erasmus mobility. The latter have been compiled by the European commission or authors whose papers are published in scientific journals. We did not find any papers structured in a scientific way, where the comrades doing mobility together would be involved. The EU paradigm of Erasmus bubble (Konda and Gričar, 2015) is now becoming obsolete, a new EU paradigm is forming. We have demonstrated the opinion of seven individuals who all agree that all individuals should spend some academic time abroad. This is not a question, this is a must.

Through the course of the paper, both Erasmus and other mobility programmes (e.g. bilateral exchange and free mover) were introduced. Through the semi-open interviews, all correspondents divulged several similar factors which, in our opinion, generate a new EU paradigm.

For the purpose of extended research we would like to propose that more students are included in the survey. Alternatively, the survey could be conducted from the Eastern to the Western part of Europe. We are grateful to the Centre of the Republic of Slovenia for Mobility and European Educational and Training Programmes (CME-PIUS) for the grants that we received during the mobility periods.

Sergej Gričar, PhD, George Neary

Posledice mobilnosti: nova paradigma v Evropski Uniji

Znotraj Evropske Unije (EU) ter tudi širše je izjemno pomembna mobilnost študentov in visokošolskega osebja (ŠiVO). ŠiVO lahko izbira med številnimi vrstami mobilnosti, kot so Erasmus plus, Erasmus Mundus, Norway Grant, bilateralni sporazumi ter mnoge druge vrste mobilnosti. Številni avtorji navajajo, kar v članku podrobno povzemamo in prikažemo, da mobilnost ŠiVO prinese družbi številne prednosti. Še več prednosti pa mobilnost prinese osebam, ki se mobilnosti tudi udeležijo. Mnogo raziskav že kaže trende, da so ljudje, ki so bili na izmenjavi v tujini in so s tem pridobili številne kompetence, ki jih delodajalci tudi iščejo, zaželeno delovna sila. Še več, danes si delodajalci v Evropi, še predvsem v državah z nizko brezposelnostjo, kot so Nemčija, Švica, Švedska in druge, močno prizadevajo pridobiti take delavce. To postaja nova paradigma Evropske unije (EU), kar sta zapisala tudi avtorja Li in Lowe (2016). Tudi Di Pietro (2015) ugotavlja, da so diplomanti, ki so bili na mobilnosti, hitreje zaposljivi kot tisti, ki ostanejo doma, in sicer se zaposlijo najkasneje tri leta po diplomiranju.

Mnogi avtorji danes tudi poudarjajo, da ni prednost samo v mobilnosti ŠiVO, temveč tudi v internacionalizaciji doma. V članku ugotavljamo, da je posledica mobilnosti visokošolskega osebja prav njihov vpliv na študente, ki ostajajo doma. Na ta način visokošolsko osebje, ki mora postati še bolj mobilno, prenaša znanje in kompetence na »nemobilne« študente, kar smo zapisali v prvem poglavju članka. Avtorji (Flander, 2011; Konda in Gričar, 2015) tudi navajajo, da je treba pripraviti nesporen sistem kakovosti za integracijo domače internacionalizacije v visokošolske dokumente, kot na primer v učni načrt ali strategijo razvoja visokošolske institucije.

V članku prikazujemo rezultate raziskave, pripravljene na podlagi sodelovanja študentov, ki so bili na izmenjavi, in njihovih tamkajšnjih izkušenj. Po pregledu predhodnih empiričnih raziskav na temo mobilnosti ugotavljamo, da je naš članek prvi, ki obravnava to temo iz študentskega zornega kota. Pričujoča raziskava vključuje študente iz različnih držav EU in nekaterih izven EU. V raziskavo so vključeni študenti iz naslednjih držav: Združeno kraljestvo, Nemčija, Slovenija in Črna gora. Študenti iz omenjenih držav so študirali/študirajo v naslednjih državah EU in tudi v državah izven EU: Makedonija, Švica, Črna gora, Poljska in Švedska. Za namen in cilje raziskave je bila izjemno pomembna pravilna razporeditev držav na področju centralne Evrope v smeri sever-jug. Raziskavo smo začeli junija 2012 in zaključili oktobra 2015. Večina visokošolskih institucij je bila izbrana s strani študenta 1 zaradi zagotovitve neizbežnosti in transparentnosti izbire ter izvedbe intervjuja. Potem, ko so študenti sprejeli pravila o izvedbi raziskave, smo jih še prosili, da za potrebe kvalitativne raziskave naši raziskovalni skupini predajo svoje osebne in kontaktne podatke.

Namen in glavni cilj raziskave je prikazati novo paradigmo EU. Poleg višje zaposljivosti diplomantov, ki so bili na izmenjavi, od ostalih je to tudi domača internacionalizacija in dejstvo, da angleški jezik govori kar 77 % prebivalcev EU. Podrejeno

glavnemu cilju smo dodali še druge cilje raziskave in pridobljene izkušnje v raziskavo vključenih študentov. Vključili smo izkušnje študentov, kot so vsakodnevno življenje na izmenjavi, možnosti konkuriranja za novo delovno mesto, izkušnje pri učenju tujih jezikov in internacionalizacija. Za raziskavo smo oblikovali tudi raziskovalna vprašanja. Za njihovo izvedbo in potrditev smo uporabili metodo odprtega intervjuja in meta analizo.

Raziskovalna skupina je bila odgovorna za izbor institucije, na kateri študent gostuje. Pri raziskavi smo uporabili relevantne podatke, ki smo jih zbirali od leta 2012. Transparentno so prikazani v tabeli 1. Vabilo k sodelovanju je bilo študentom poslano konec oktobra 2015. Izvedba intervjuja pa se je zamaknila v zimski čas leta 2015. Razlog za to je bil, da smo želeli pridobiti čim bolj relevantne podatke o zaposljivosti diplomantov.

Glede na namen raziskave se je odprti intervju izvajal preko Skypa ali osebno. Skupina raziskovalcev je sestavila raziskovalna vprašanja in se z udeleženci raziskave tudi pogovorila. S študentoma 7 in 8 je bila izvedena tudi okrogla miza, na kateri sta bila osebno prisotna. Vsi ostali študenti so odgovarjali na daljavo, njihove izjave pa so bile posnete in arhivirane. Informacija o snemanju je bila vsem udeležencem predstavljena pred izvedbo intervjuja. Snemanje in arhiviranje intervjuja je izvajal študent 1.

Vzorec raziskave je prikazan v tabeli 1. Glede na izkušnje študentov je družbeno omrežje Facebook igralo ključno vlogo v komunikaciji med ŠiVO in raziskovalci. Pomembni elementi intervjuja za pridobitev kredibilnih rezultatov so bili prav uporaba maternega jezika, ugodna atmosfera ob izvedbi in primeren zapis izjav (snemanje). V tabeli 2 na enostaven način prikazemo tip mobilnosti, državo mobilnosti in državo, iz katere ŠiVO prihaja. Vseh osem intervjuvancev, ki so bili vključeni v raziskavo, je odgovorilo na vsa štiri zastavljena vprašanja. Posebna kasnejša razčlenitev rezultatov raziskave ni bila potrebna, saj je ciljna skupina dala primerne odgovore za verodostojno raziskavo na temo mobilnosti in domače internacionalizacije.

V raziskavi je sodelovalo osem študentov: študent 1, študent 2, študent 3, študent 4, študent 5, študent 6, študent 7, študent 8. Vsi so sodelovali tudi na okrogli mizi, ki je bila izvedena na Visoki šoli za upravljanje in poslovanje Novo mesto novembra 2015. Imena vključenih študentov zaradi anonimnosti raziskave niso objavljena. Obdelani in prikazani rezultati raziskave ponazarjajo posledice nove paradigme EU. Povzetek rezultatov je prikazan spodaj, v tem razširjenem povzetku v slovenskem jeziku. Raziskava se je izvajala v angleškem jeziku, v katerem sta raziskava in analiza tudi zapisani, in sicer iz več razlogov: i) kot praktičen prikaz paradigme EU tudi v samem razširjanju (raziskave); ii) prikaz delovnega jezika, ki se običajno uporablja pri mobilnosti, tj. angleščina; iii) avtorja menita, da je članek, (na)pisan v angleškem jeziku, namenjen najširšemu krogu ljudi (glede na rezultate raziskav je to 77 % ljudi EU; in iv) intervjuji so se izvajali v različnih državah EU.

V raziskavi prikazemo rezultate intervjuvanih študentov. Vsi študenti ocenjujejo mobilnost kot nekaj izjemno pozitivnega in jo priporočajo vsem. Podrobno lahko naštejemo številne druge elemente, ki jih študenti izpostavijo kot rezultat svojih izkušenj.

Seveda so to pozitivne in tudi negativne stvari. Intervjuvanci so izjavili: i) za izvedbo svoje mobilnosti izberemo zeleno mesto, in se odločimo za študij v tisti državi; ii) z mobilnostjo so pridobljene možnosti za zaposlitev, še več: podjetja sama poiščejo študente/diplomante, ki ustrezajo njihovim zahtevam, in to so kompetence, ki se pridobijo izključno na izmenjavi; iii) pridobivanje kompetenc in samozavesti pri znanju in uporabi tujih jezikov v vsakdanjem življenju; iv) na mobilnosti se porabi na semester približno pet tisoč evrov, a vredno je tega, pove študent 2; v) restriktivna vizumska politika je negativni element, ki ga izpostavi študent 6 (potreboval je kar tri tedne, da si je uredil ustrezne vizumske dokumente); vi) študent 3 izpostavi, da je bil na izmenjavi v letih 2013/2014, rezultat tega pa je preselitev na Švedsko, najprej zaradi ljubljene osebe, kasneje zaradi nadaljevanja študija in zaposlitve; vii) študent 7 je prepričan, da je mobilnost nekaj nujnega, saj ko se vrneš domov, sprememb ni, sam pa si si dodal v svojo zalogo znanja mnogo novega, kar te krepi in vzpodbudi h kreativnim mislim za prihodnji razvoj in uspešnejše življenje; viii) študent 5 se sprašuje, kaj narediti, saj se čas mobilnosti hitro izteka.

Za zaključek prikažimo še analizi o mobilnosti študentov, ki sta bili vključeni v raziskavo avtorjev Shaftel, Shaftel, and Ahluwalia (2007) in skupne raziskave Evropske komisije (2014). Raziskavi prikažeta, da so mednarodne izkušnje bogata popotnica za osebno spremembo, predvsem za spremembo na bolje, npr.: pridobivanje profesionalnih izkušenj o čezatlantskih kompetencah študentov prvostopenjskega študija iz Združenih držav Amerike. Raziskavi prikažeta pridobljene sposobnosti, kot so: odprtost razmišljanja, fleksibilnost, sprejemanje medkulturne raznolikosti in aklimatizacija na/za drugačnost.

Prav tako raziskavi povzameta primere spodbujanja in zanimanja za študij tujega jezika in drugih ter drugačnih kultur, kar je posledica mednarodne mobilnosti. Vpliv pa je odvisen od dolžine trajanja programa. Nedavna študija držav EU (Killick, 2011) dodaja tudi, da s pridobivanjem mednarodnih kompetenc in izkušenj, pridobljenih na mednarodni mobilnosti, državljan EU postaja »globalni državljan«.

Tako je nova paradigma EU poleg globalnega državljana, ki ima izkušnje z mednarodne mobilnosti, tudi lažja zaposljivost in delodajalci iščejo take ljudi zaradi pridobljenih kompetenc. Za alternativo pa se »nemobilnim« študentom, ki ostajajo, kot je omenil eden izmed intervjuvancev, v domačem hotelu (»mama hotelu«), ponuja nova možnost, tako imenovana domača internacionalizacija. Kljub temu pa velja, da taki študenti nikoli ne razvijejo vseh svojih potencialov, kar potrjujejo tudi rezultati naše raziskave v izjavi študenta 6. Še več: študenti, ki ostajajo doma, niso deležni nove paradigme EU, tj. višje stopnje zaposljivosti, znanja tujih jezikov in spoznavanja tujih kultur ter sposobnosti večjega vsesplošnega razumevanja.

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